Good morning Kelmarsh,

It is Thursday and I can't believe we are coming to the end of week 2! I just wanted to let you know that I am receiving the emails that are being sent in from the class. I am so sorry but we could only put one email address on, which was Mrs Withy. She is passing on all messages so thank you as I really appreciate the feedback!

I'm glad that some of you are enjoying the variety and are even completing the 'something extra' tasks at the end.

As we move into the Easter holidays, the daily PowerPoints will stop for two weeks but please feel free to carry on supporting your child's learning - especially if your child was finding any of the objectives in Maths, Phonics or English tricky. It would be great if you could also carry on practising number bonds to 10 and the addition and subtraction facts to 20 ... I will put them on a Easter Maths PowerPoint so you can carry on learning a fact family a day.

Happy Easter and hopefully see you all very soon!
Love Mrs Thornely

L.O. Can I solve missing difference equations?

Yesterday's answers: did you try and avoid using fingers?

'Fill in the missing numbers.'

$11 - 3 =$ 8

$14 - 6 =$ 8

$12 - 9 =$ 3

$16 - 7 =$ 9

Try these number stories:

1) There are eleven apples in a bowl.
We eat seven.
How many are left? 11-7 = 4 apples

2) I have fourteen paintbrushes to wash.
I have washed eight already.
How many more do I have to wash?

14 - 8 = 6 paintbrushes

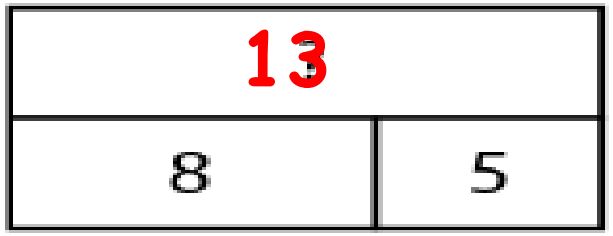
L.O. Can I add 3 numbers and bridge 10?

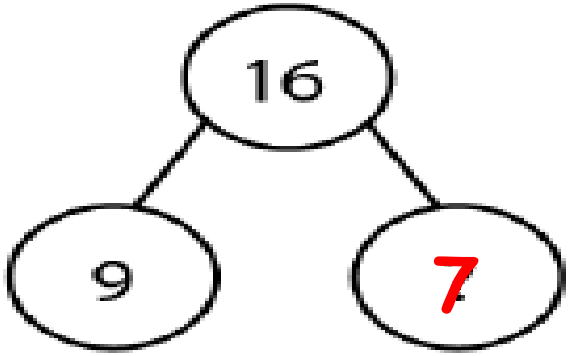
Answers

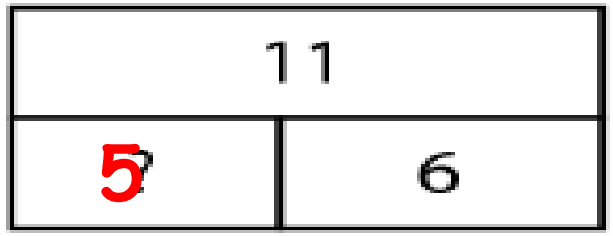
'Fill in the missing numbers.'

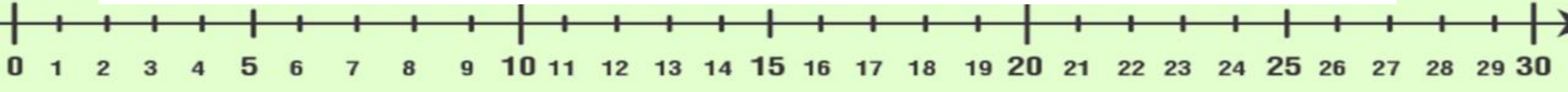
$5 + 8 = \boxed{13}$ $\quad 9 + \boxed{7} = 16$ $\quad \boxed{5} + 6 = 11$

$\boxed{13} - 8 = 5$ $\quad 16 - \boxed{7} = 9$ $\quad 11 - 6 = \boxed{5}$









Welcome to Kelmarsh Online

dohb reyah oo trah

(Parents/ carers – our language of the term is Russian. This is how we say *good morning* when we do the register.)

Today's Timetable	Kelmarsh
Lesson 1	Book Talk
Lesson 2	Maths
Break	
Lesson 3	Maths
Lesson 4	Phonics/ Word of the Day
Break/ Lunch	
Lesson 5 Lesson 6	English Science

Parents/carers tip: this follows our typical daily timetable

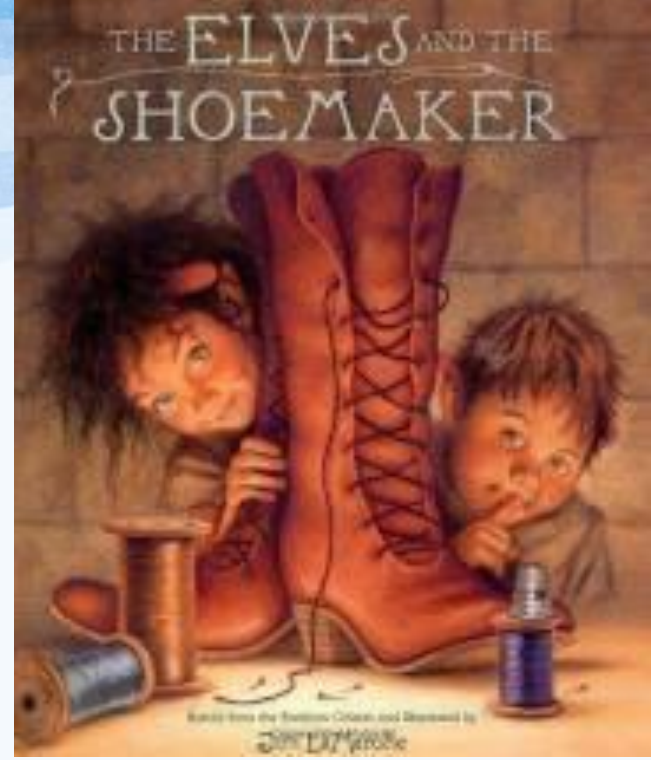
However, you might want to start the day with …

We are in the Thornely house!

Book Talk

The Elves and the Shoemaker (Part 4)

By Jim LaMarche (Retold from the Brothers Grimm)



Parents/carers tip: the children know what we do in book talk. Please go onto the next slide once you have read the title and author with the child – text for this book is included in the PowerPoint

Reading Skills Key Stage 1

Predict

Retrieve

Sequence

Infer

Visualise

Clarify

Question

Vocabulary

Decoding

Parents/carers tip: the focus today is the reading skills with orange arrows

Book Talk

Parents, carers,

These are key words in the text that the children might find tricky to read or unsure of the meaning. I normally read the word and get the children to echo. I then tell them the meaning and put it in a sentence to make it sense for them. We then talk about the word class (right hand column)

Vocabulary

Word	Definition	Word class
stockings	Similar to socks, a knit covering that fits closely on the foot and some part of the leg	noun
instead	In place of, rather e.g. *instead of leather there were clothes*	adverb
pieces	Bits / parts e.g. *pieces of leather*	noun
astonished	To be filled with great surprise or amazement	verb

Handy hints for word reading

Look for digraphs (two letter strings e.g. **sh**- **th** and trigraphs (three letter string e.g. -**ing** -**tch**)

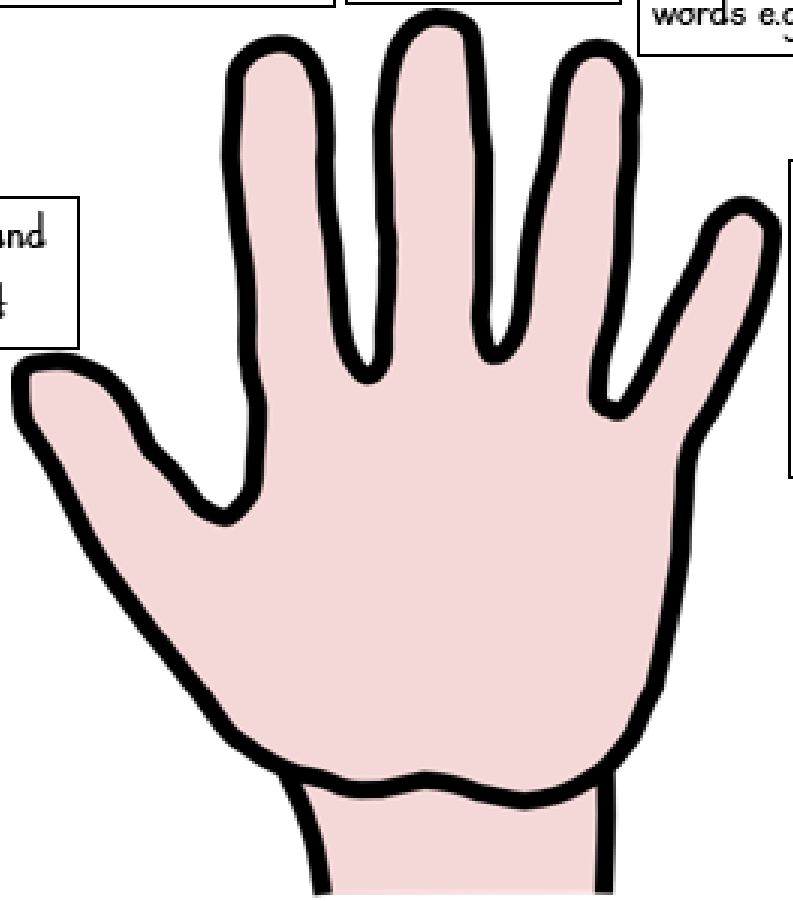
Chunk it

e.g. **c**-**a**-**ll**-**le**

Words within words e.g. **glove**

Sound it

Does it make sense in the sentence?



Decoding

Reading the text

Parents/carers,

In class we split into ability groups and take it in turns to read the text – using the handy hints help us decode tricky words.

One group always has an adult with them. Here, the adult will model reading the text on day one. Then on day two the children will begin to read the text with the adult supporting. Your child will know if they usually work with Mrs Maloney during book talk.

I normally change the text every two to three days but the questions will differ daily. Re-reading the same text encourages confidence, fluency and expression.

The next morning the wife said, "The little elves have made us rich, we must give them something in return. They run around with so little on they must be freezing. I will make a warm dress, coat and pants, and knit them each a pair of stockings."

"And I shall be happy to make them each a pair of fine shoes," said the shoemaker.

They went right to work, and that evening they laid the presents on the worktable. Then, like before, they hid behind the coats and waited.

At midnight, the elves quietly skipped into the shop ready for another night's work. But instead of pieces of leather, they found the beautiful presents.

At first they were too astonished to move. Then they hugged their new warm clothes and quickly put them on.

Book Talk

Parents/ carers tip:
Using the text, encourage your child to talk about what they have just read using the following questions

Infer

Retrieve

Why did the shoemaker's wife want to give the elves a present?

The shoemaker's wife wanted to give the elves a present because …

Book Talk

Parents/ carers tip:
Using the text, encourage your child to talk about what they have just read using the following questions

Visualise

At first they were too astonished to move.

What does the above sentence mean? Can you think of a time that you felt like this? Tell your adult what happened.

I felt like this when ….

Book Talk

Parents/ carers tip:
Using the text, encourage your child to talk about what they have just read using the following questions

Predict

At first they were too astonished to move. Then they hugged their new warm clothes and quickly put them on.

What do you think the elves will do next? Why?

I think the elves will … because …

Maths

Parents/carers tip: we are now moving into our maths class

Today's maths will work best using PowerPoint, in presentation mode as the modelling sections have parts of the page that will move to help with the modelling.

So please complete maths when you have access to a computer rather than using a mobile phone.

Thank you

Review: Addition and subtraction trios to 20

Can you remember the facts of 2 and 3 that you learnt yesterday? Now learn facts of 4.

$4 + 0 = 4$

$0 + 4 = 4$

$4 - 0 = 4$

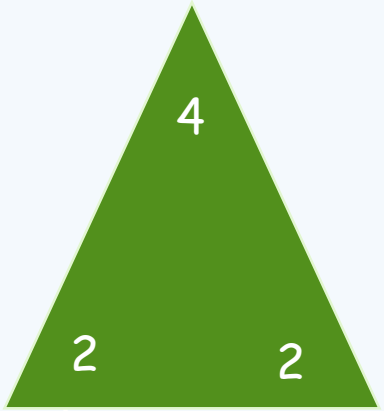
$4 - 4 = 0$

$3 + 1 = 4$

$1 + 3 = 4$

$4 - 1 = 3$

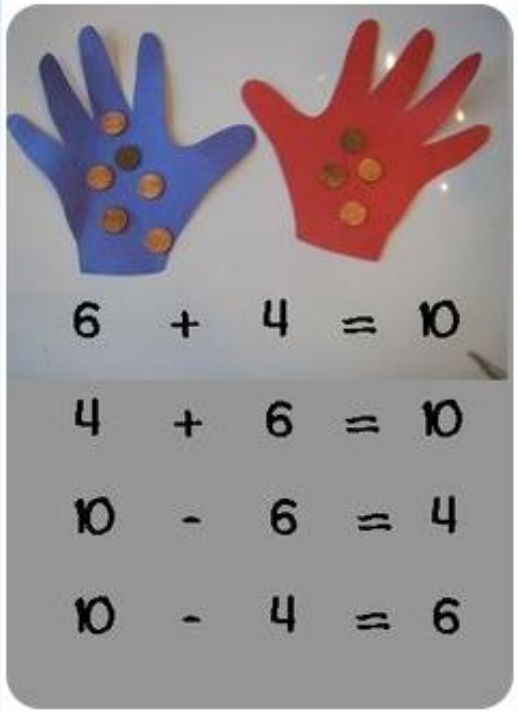
$4 - 3 = 1$

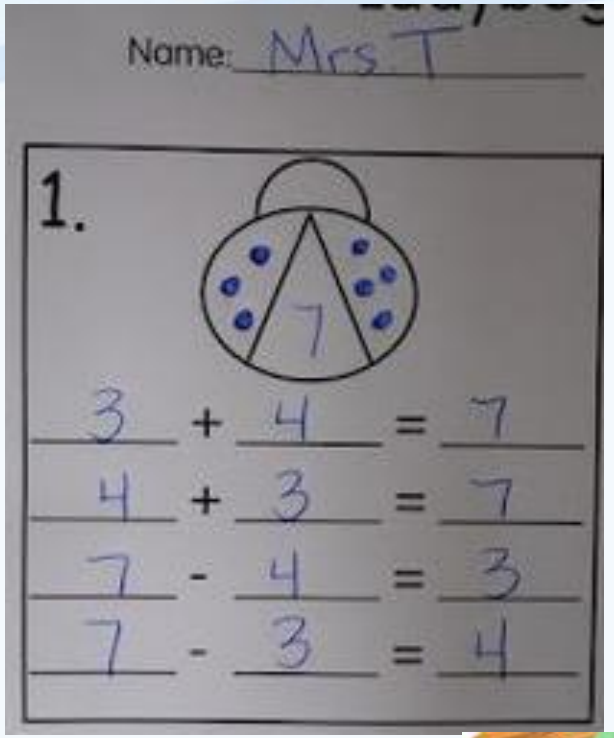


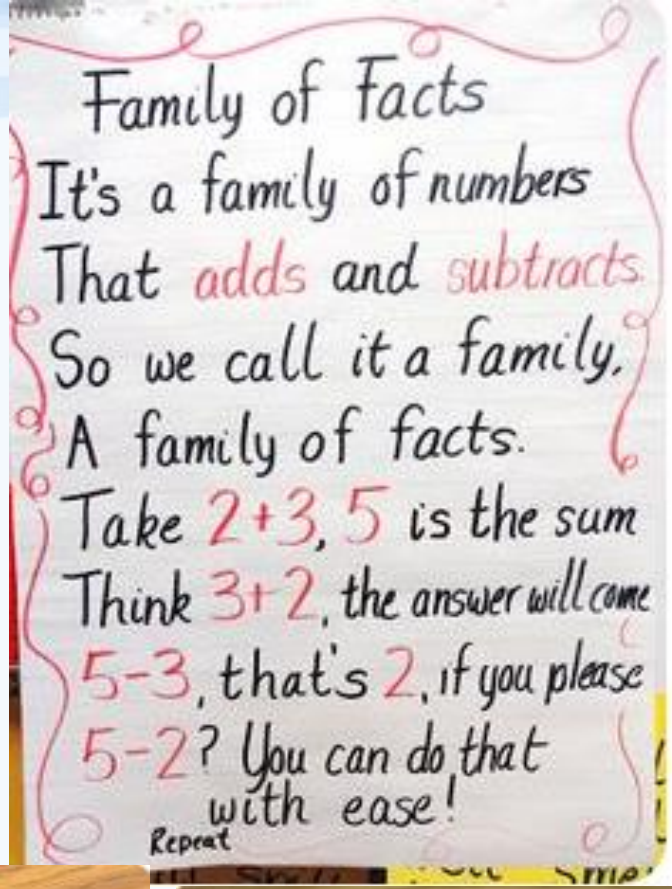
$2 + 2 = 4$

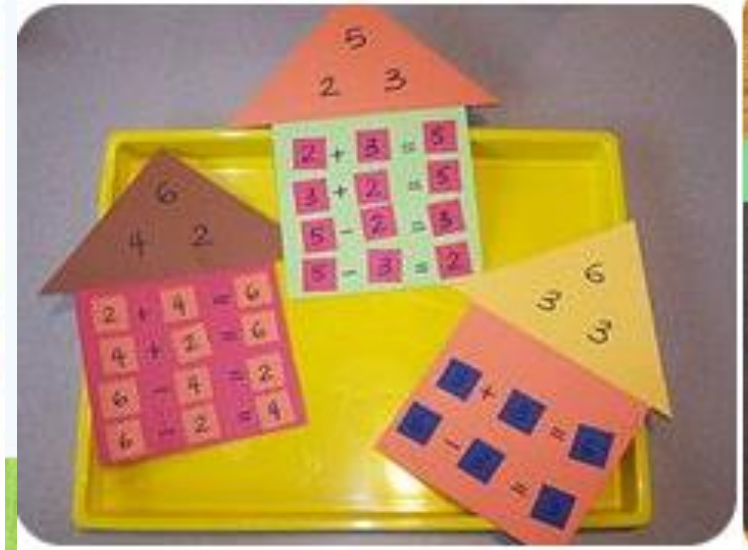
$4 - 2 = 2$

Fun ways to learn fact families









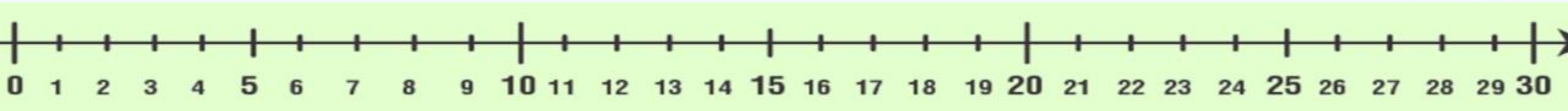
Maths

L.O. Do I know that difference is one of the structures of subtraction?

Warm up: What I should know! Being able to count back in ones from 100 … starting from any number.

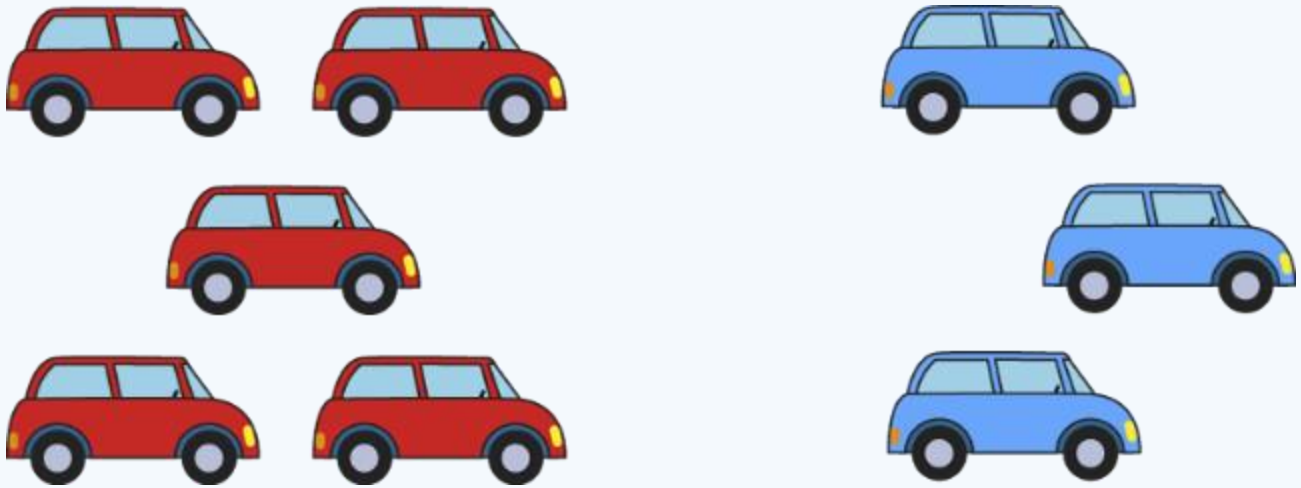
https://www.youtube.com/watch?v=Ss-azuApvAO
Song

Parent/ carers Tip:
Throughout the week …. give them numbers to count back in ones
E.g. 53
104



Maths L.O. Do I know that difference is one of the structures of subtraction?

Review: Vocabulary **more** **fewer**



There are more red cars than blue cars.

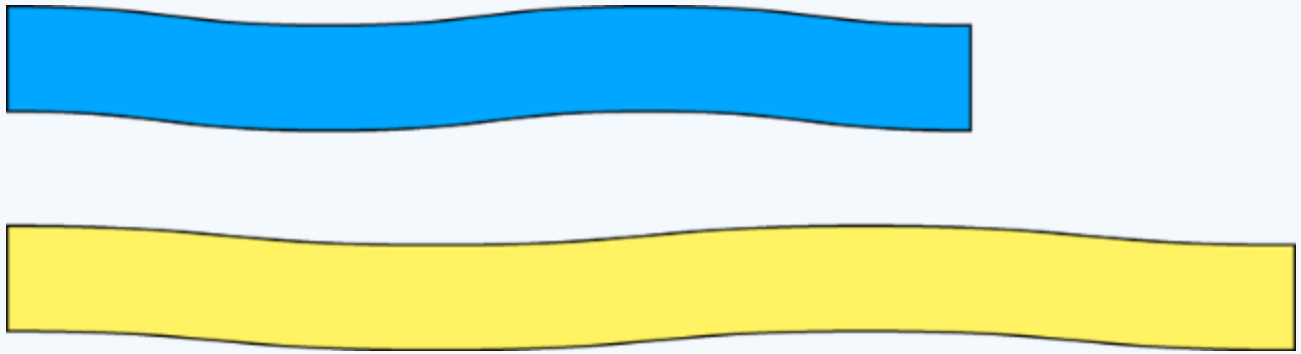
There are fewer blue cars than red cars.

Parent/ carer tip:
Encourage the children to read the sentence stems in bold.

Scavenger Hunt
*With your child, look for objects around the house that you can use the comparison vocabulary **more** and **fewer***

Maths L.O. Do I know that difference is one of the structures of subtraction?

Review: Vocabulary **longer** **shorter**



The yellow ribbon is longer than the blue ribbon.

The blue ribbon is shorter than the yellow ribbon.

Parent/ carer tip:
Scavenger Hunt
Encourage the children to read the sentence stems in bold.

*With your child, look for objects around the house that you can use the comparison vocabulary **longer** and **shorter***

Maths L.O. Do I know that difference is one of the structures of subtraction?

Review: Vocabulary

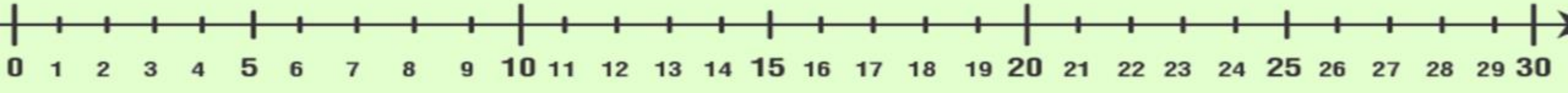
bigger smaller

older younger

more less fewer

heavier lighter

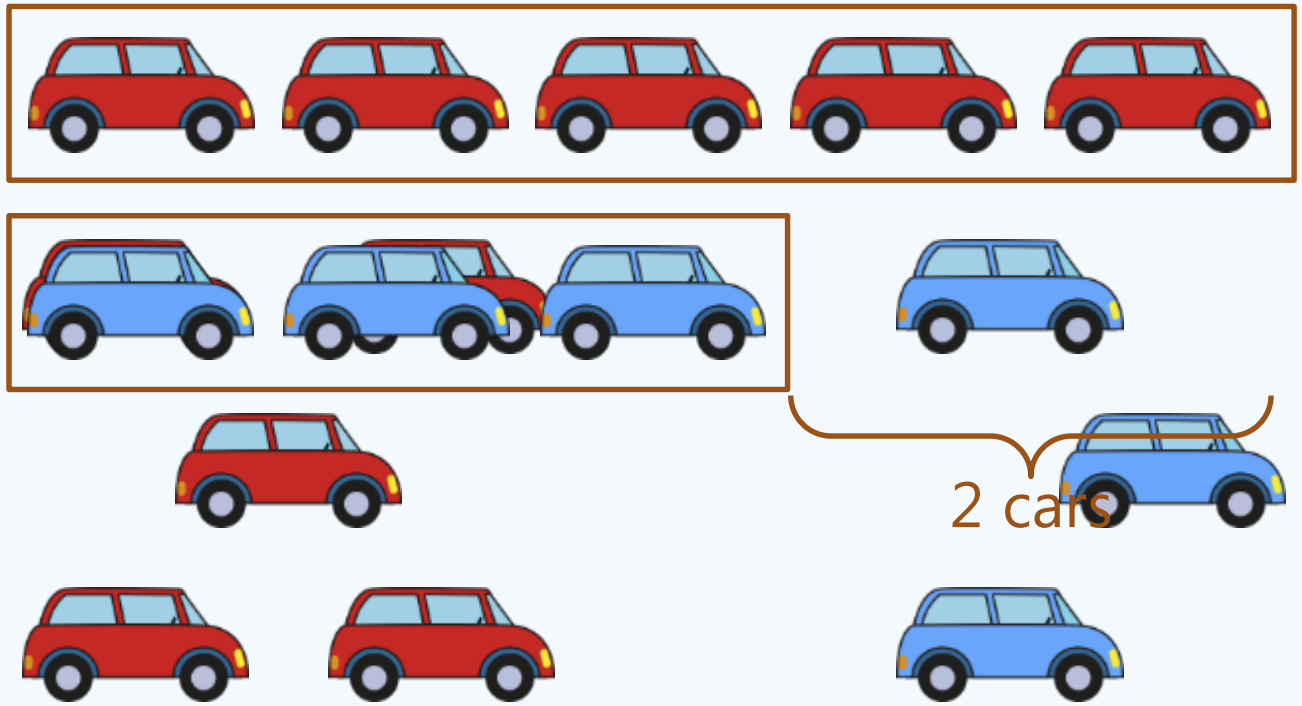
Parent/ carer tip:
Scavenger Hunt
Repeat the scavenger hunt practising the following vocabulary.
Make sure your child is secure with this vocabulary so keep practising over the Easter holidays.



Maths L.O. Do I know that difference is one of the structures of subtraction?

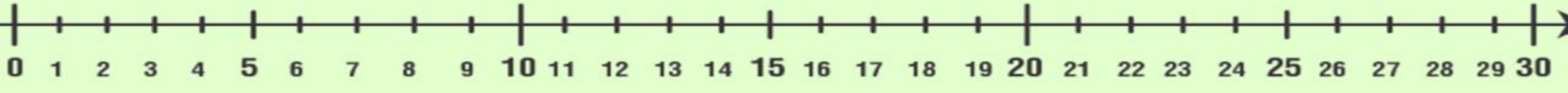
There are two more red cars than blue cars.

There are two fewer blue cars than red cars.



Parent/ carer tip:
Scavenger Hunt
Find other objects around the house/ garden to compare.

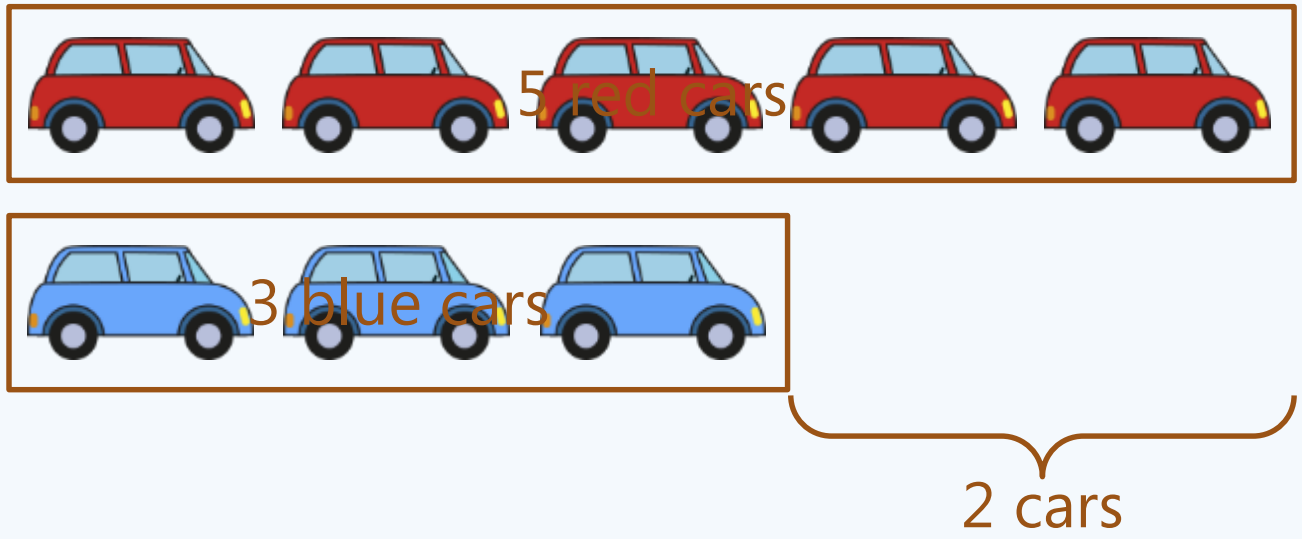
Encourage children to use sentences similar to above.

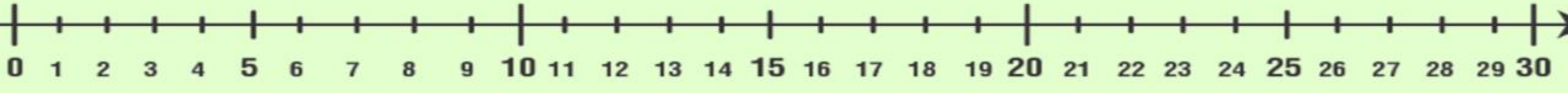


Model:

1.12 Subtraction as difference – step 1:2

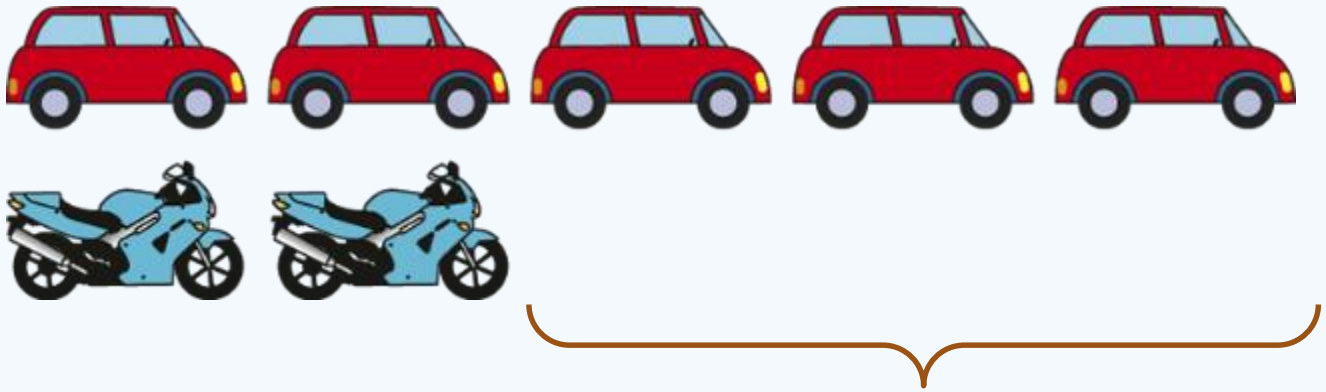
Maths L.O. Do I know that difference is one of the structures of subtraction?



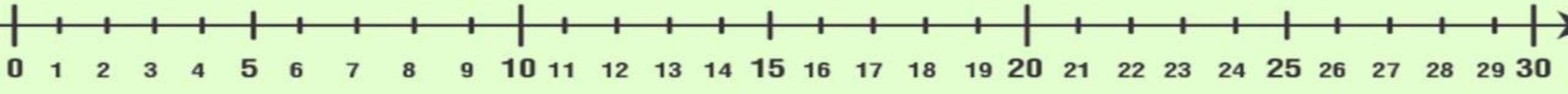


Maths L.O. Do I know that difference is one of the structures of subtraction?

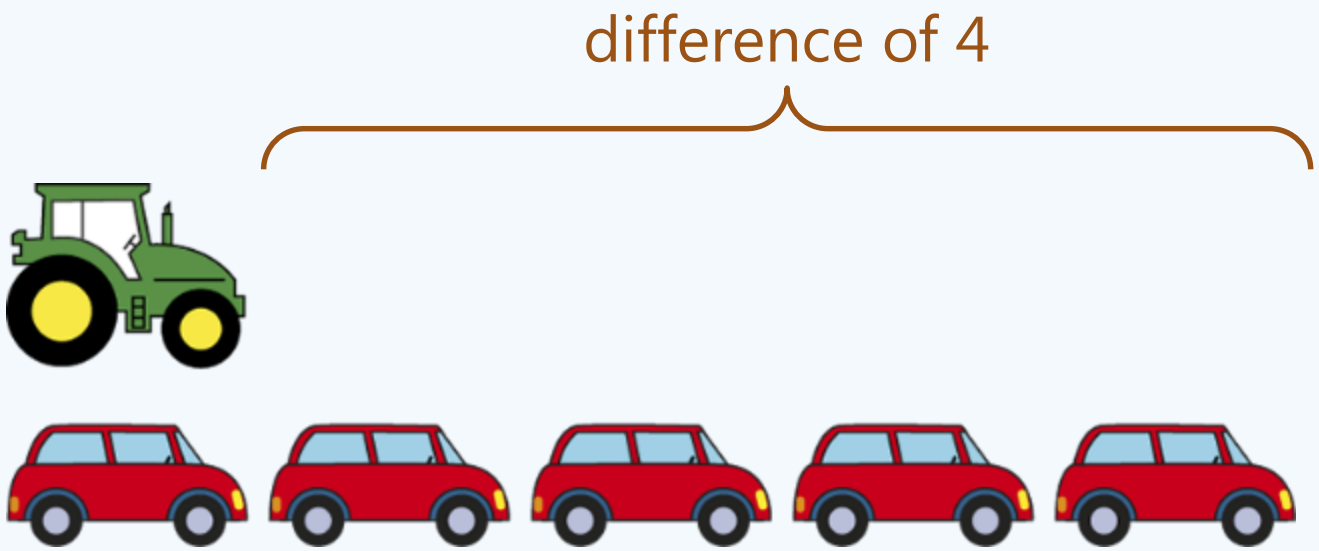
Review: Vocabulary **difference**



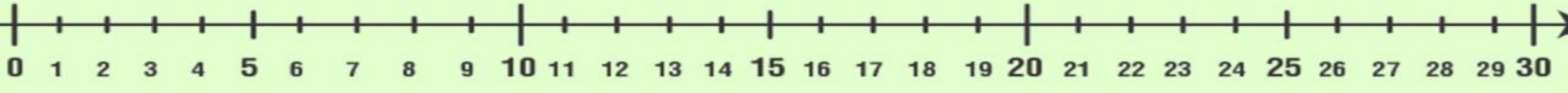
The difference between the number of cars and the number of motorbikes is three.



Maths L.O. Do I know that difference is one of the structures of subtraction?



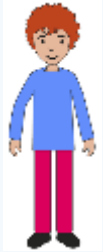
The difference between the number of tractors and the number of cars is four.



Ben is seven years older than Kim.

Kim is seven years younger than Ben.

The difference between their ages is seven years.

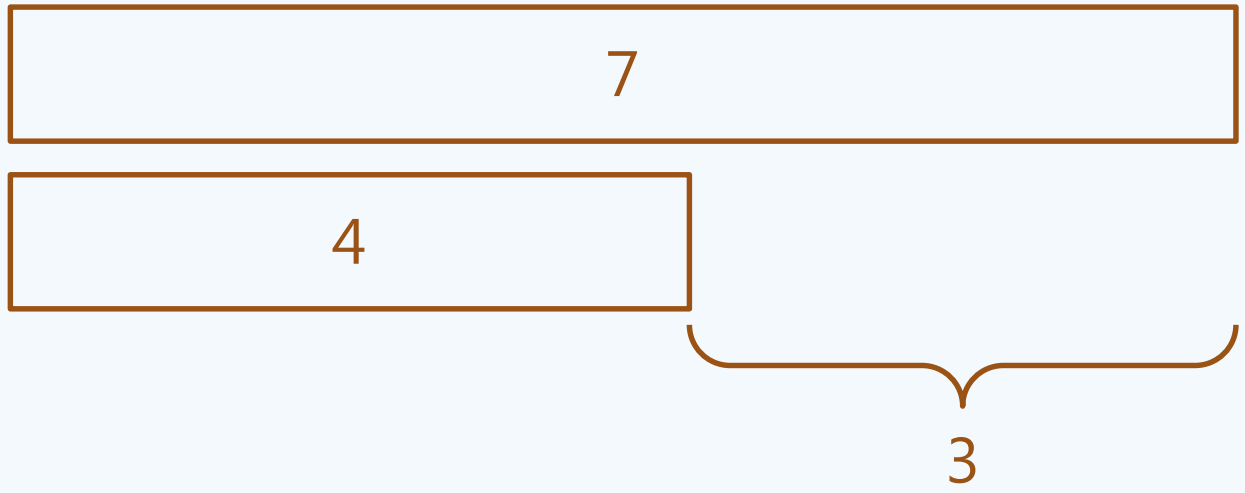


Ben is ten years old

Kim is three years old

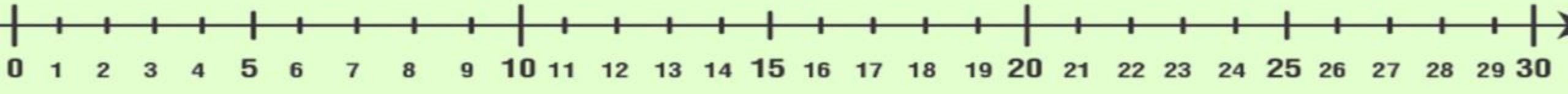
Parent/ Carers Keep encourage the children to read (or echo you) the sentence stems in bold.

Maths L.O. Do I know that difference is one of the structures of subtraction?



The difference between 4 and 7 is 3.

The difference between 7 and 4 is 3.



Maths L.O. Do I know that difference is one of the structures of subtraction?

Practise: Copy and complete the bar models in your home learning book.

5	
2	

7	
	6

9	
2	

5	
1	

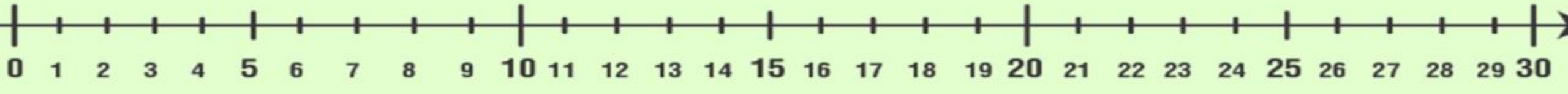
7	
	4

9	
4	

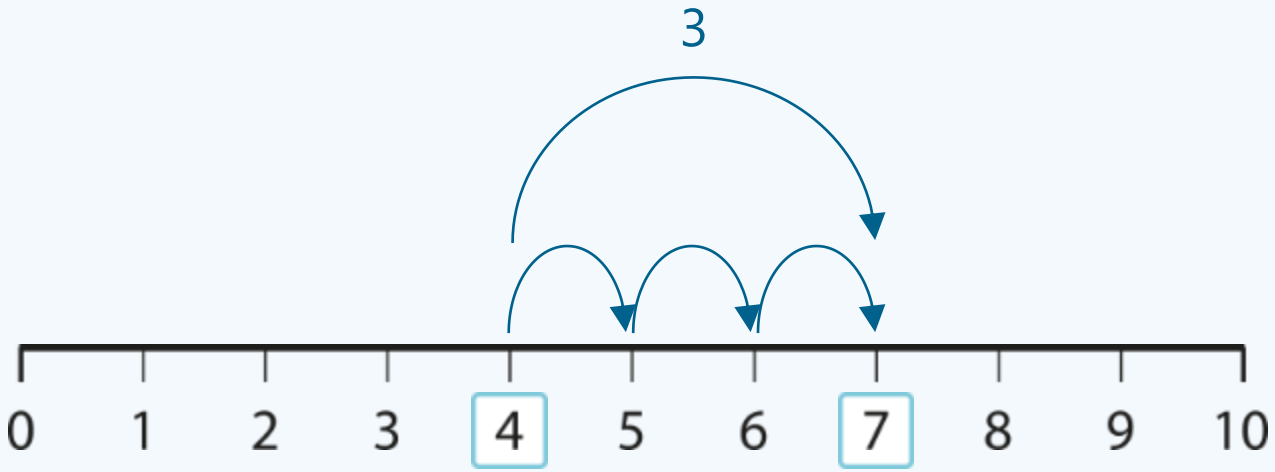
5	
3	

7	
	0

9	
	3



Maths L.O. Do I know that difference is one of the structures of subtraction?



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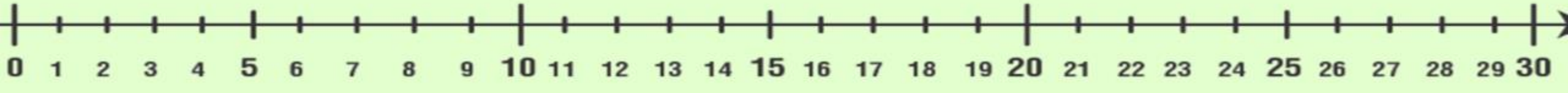
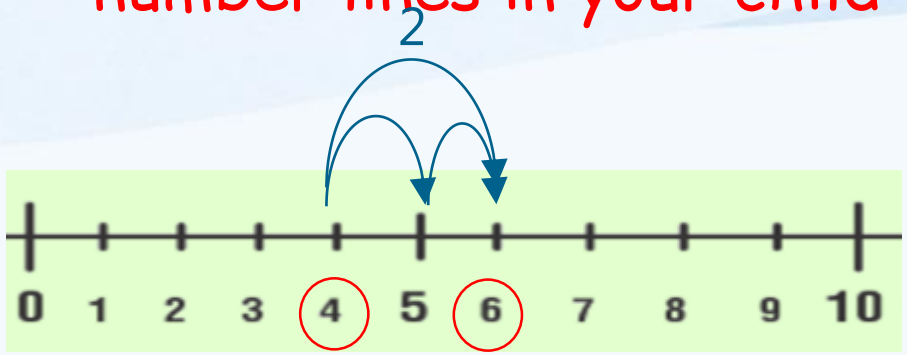


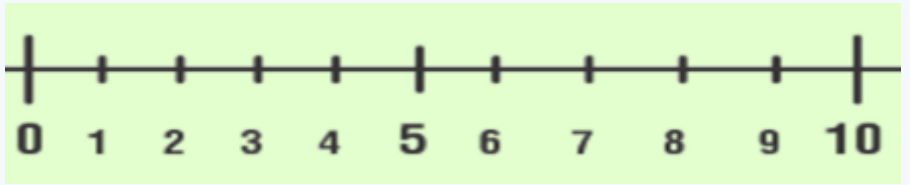
Maths L.O. Do I know that difference is one of the structures of subtraction?

Parent/ Carers: Discuss with your child what they notice between the opposite number lines?

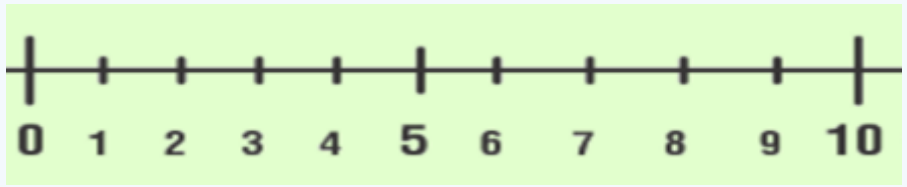
Practise: Parents can you draw these number lines in your child' s book for them to complete. Thanks.



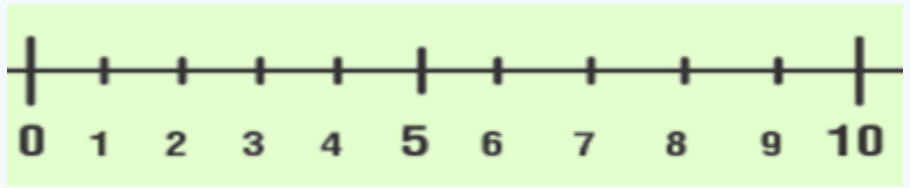
The **difference** between 4 and 6 is 2



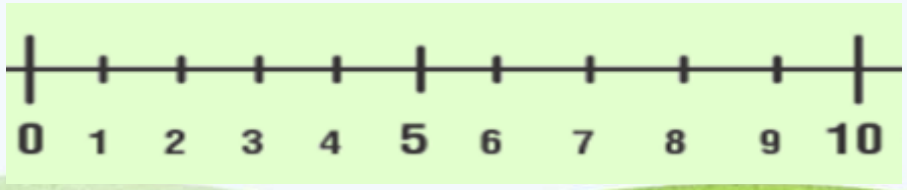
The **difference** between 6 and 4 is _____



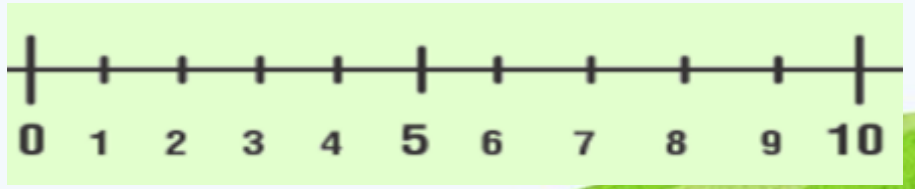
The **difference** between 3 and 9 is _____



The **difference** between 9 and 3 is _____



The **difference** between 5 and 8 is _____



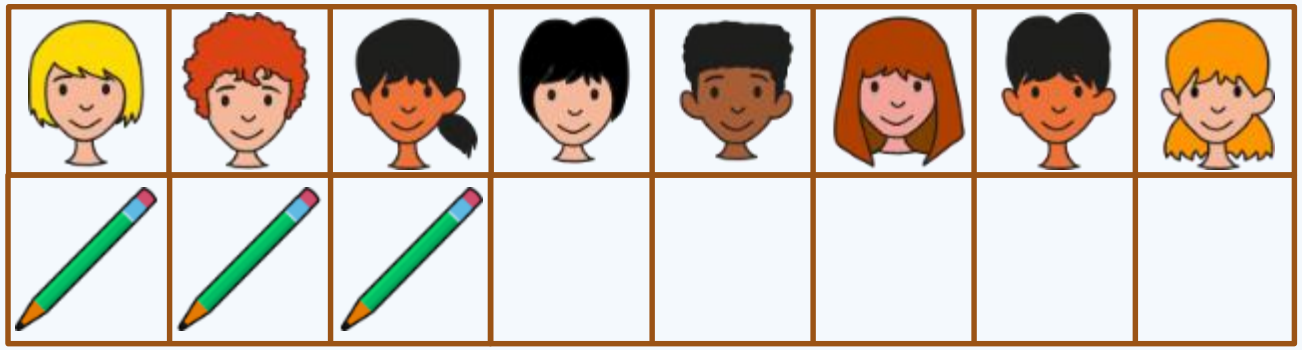
The **difference** between 8 and 5 is _____

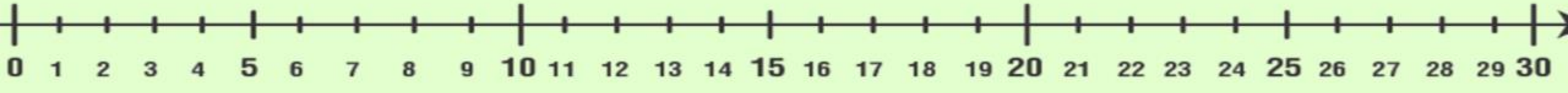
Maths L.O. Do I know that difference is one of the structures of subtraction?

Model number story:

There are eight children and only three pencils.

How many more pencils does Mrs. Thornely need so each child has one pencil?

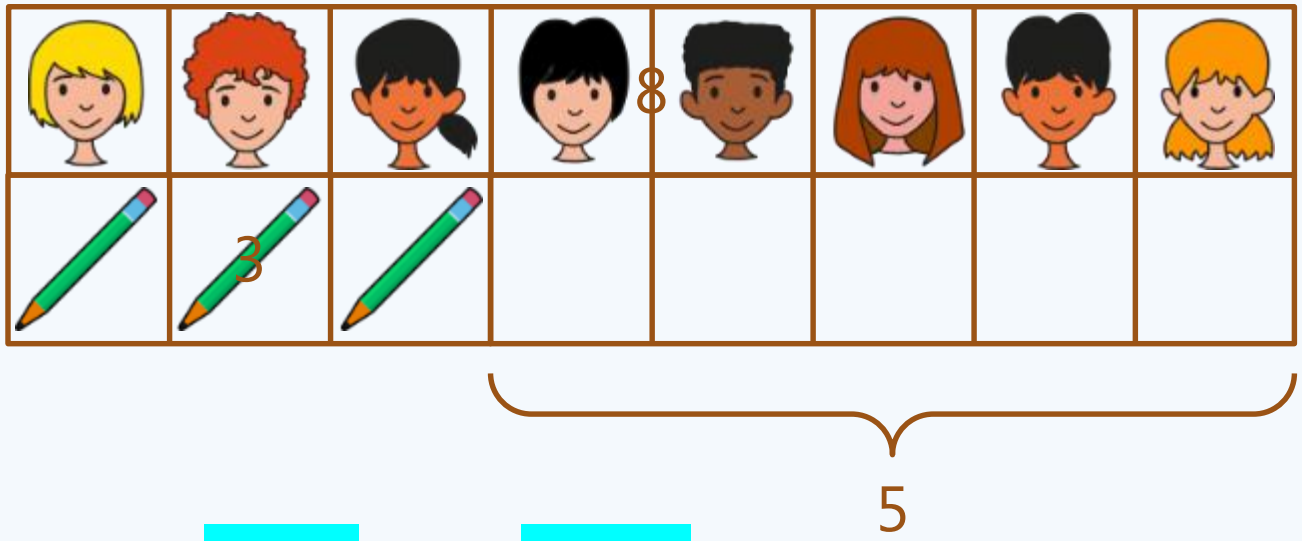




The eight represents the number of children.

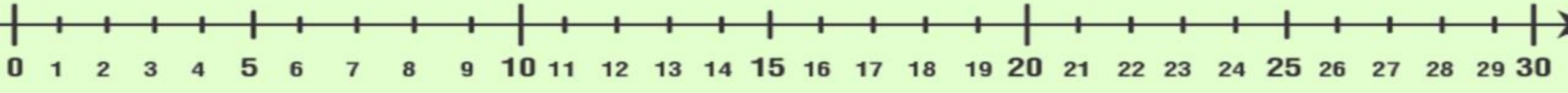
The three represents the number of pencils.

The five represents the difference, it is how many more pencils that Mrs Thornely needs.



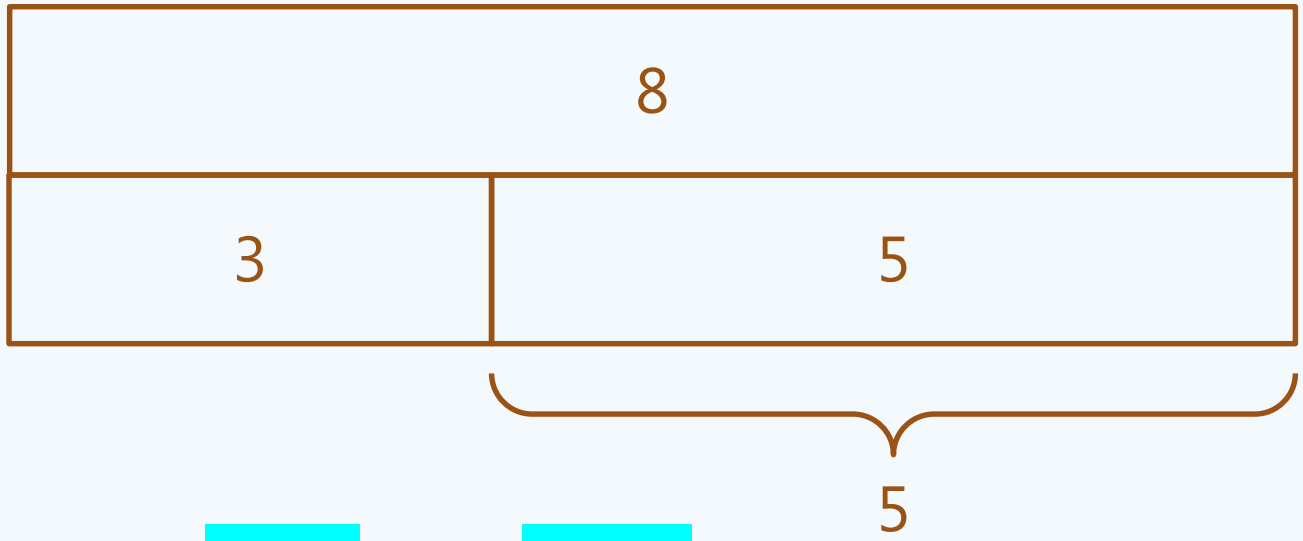
The difference between eight and three can be written as a subtraction sentence.

$8 - 3 = 5$



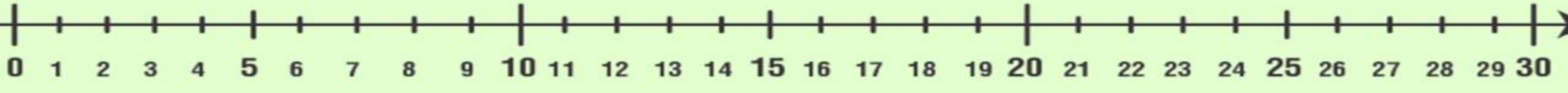
Maths L.O. Do I know that difference is one of the structures of subtraction?

Review: Remember: 8 – 3 is not equal to 3 – 8.
Subtraction is not commutative (You can't do it both ways like you can with addition).



The difference between eight and three can be written as a subtraction sentence.

8 – 3 = 5

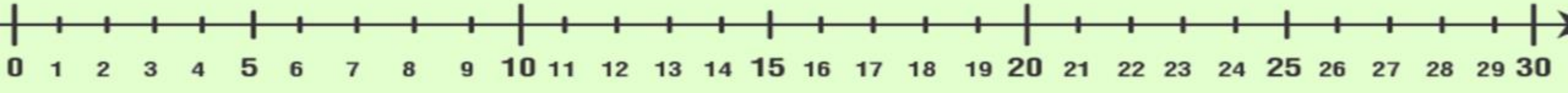


Review: So we have looked at three ways to subtract in Year 2

1) Partitioning

Number story: Five children are playing in the playground. Three are playing on the swings. The rest are playing on the roundabout. How many children are playing on the roundabout.

5 – 3 = 2

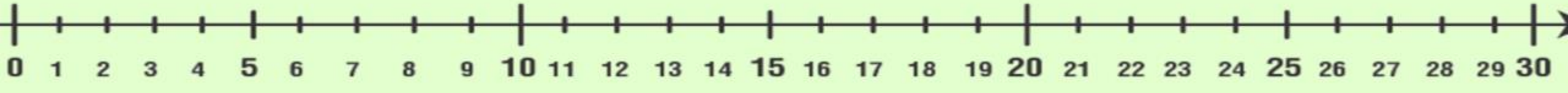


Review: So we have looked at three ways to subtract in Year 2

2) Reduction

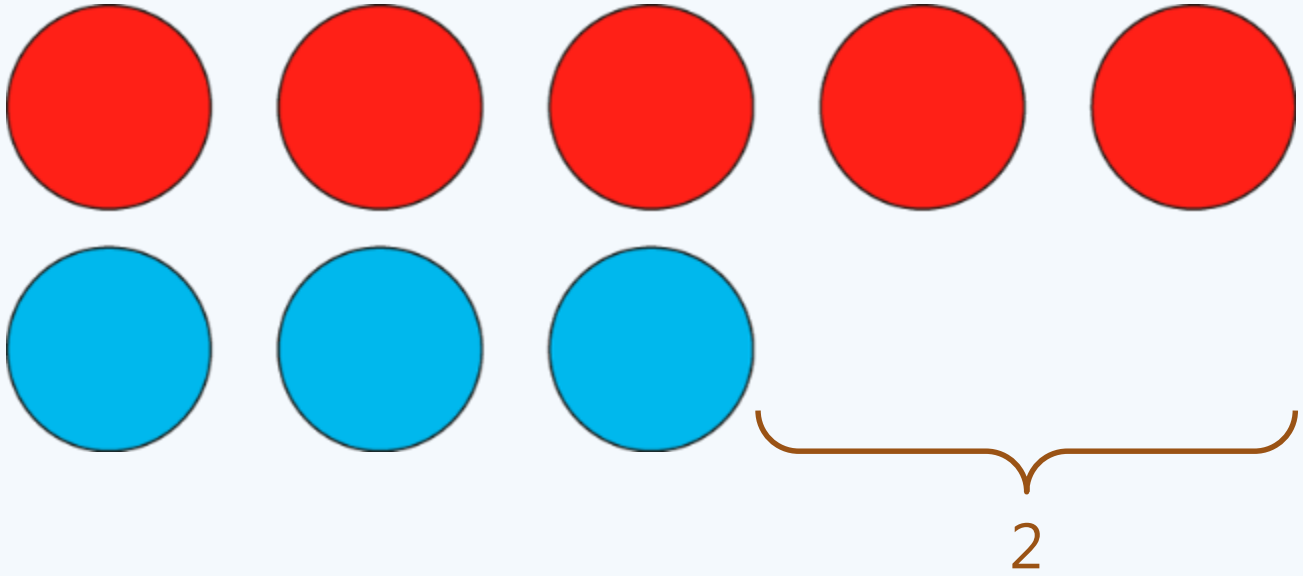
Number story: There were five swans on a lake, then three flew away. How many swans are on the lake now?

5 – 3 = 2

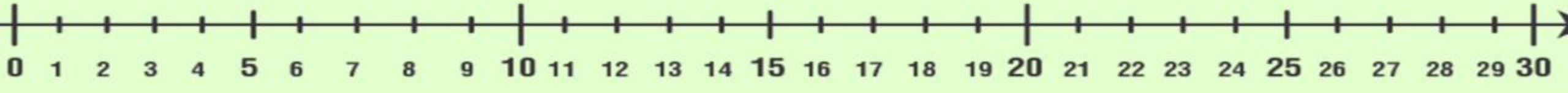


Review: So we have looked at three ways to subtract in Year 2
3) Difference (which we have looked at today).

Number story: There were five ducks on the pond and three ducks on the lake. How many more ducks are there on the pond?



5 – 3 = 2



Take a break!

Find the difference Number story: There were five ducks on the pond and three ducks on the lake. How many more ducks are there on the pond?

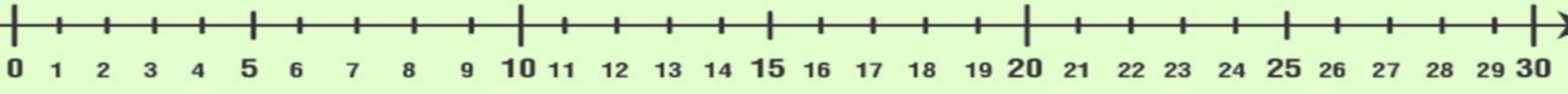
Apply:

With your adult, can you invent your own *find the difference* stories to go with the following subtractions.

1) 14 – 7 =

2) 12 – 8 =

3) 11 – 5 =



Maths L.O. Do I know that difference is one of the structures of subtraction?

Apply: Copy the number sentences in your home-learning book and compete

1) 'Fill in the missing numbers.'

$2 - 1 = \square$ $\square - 1 = 1$

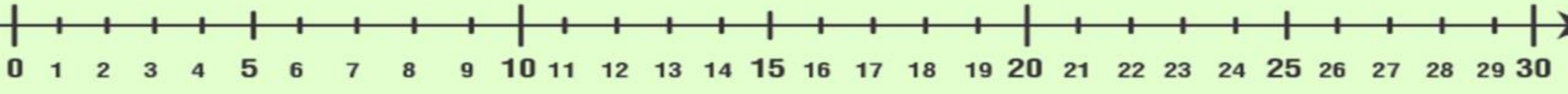
$3 - 2 = \square$ $\square - 2 = 1$

$4 - 3 = \square$ $\square - 3 = 1$

$5 - 4 = \square$ $\square - 4 = 1$

2)

$6 - \square = 1$	$1 = \square - 5$
$7 - \square = 1$	$1 = \square - 6$
$8 - \square = 1$	$1 = \square - 7$
$9 - \square = 1$	$1 = \square - 8$
$10 - \square = 1$	$1 = \square - 9$



Maths L.O. Do I know that difference is one of the structures of subtraction?

Apply: Copy the number sentences in your home-learning book and compete.

3) $17 = 18 - \square$ $\square = 18 - 1$

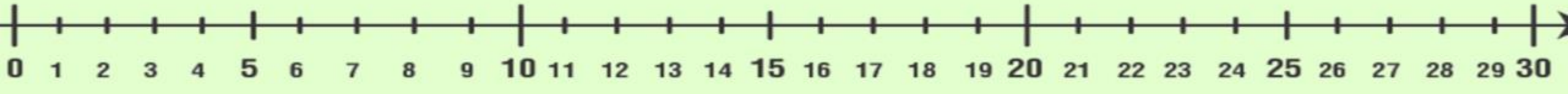
$17 = \square - 1$

4) $16 = 17 - \square$ $\square = 17 - 1$

$16 = \square - 1$

5) $15 = 16 - \square$ $\square = 16 - 1$

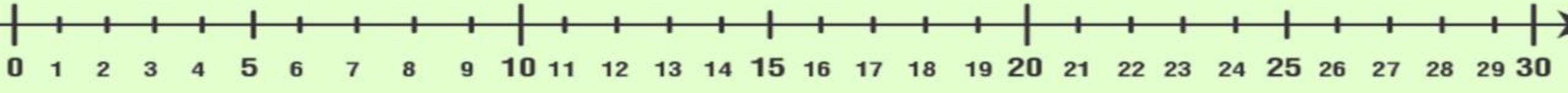
$15 = \square - 1$



Apply: Copy the number sentences in your home-learning book and compete.

'Which of these calculations represent a difference of two?'

3 – 1	4 – 2
5 – 3	6 – 3
7 – 5	8 – 6
7 – 4	10 – 6



Model: Find the difference Number story: Millie has twelve crayons and Isla has fifteen crayons. How many more crayons does Isla have than Millie?

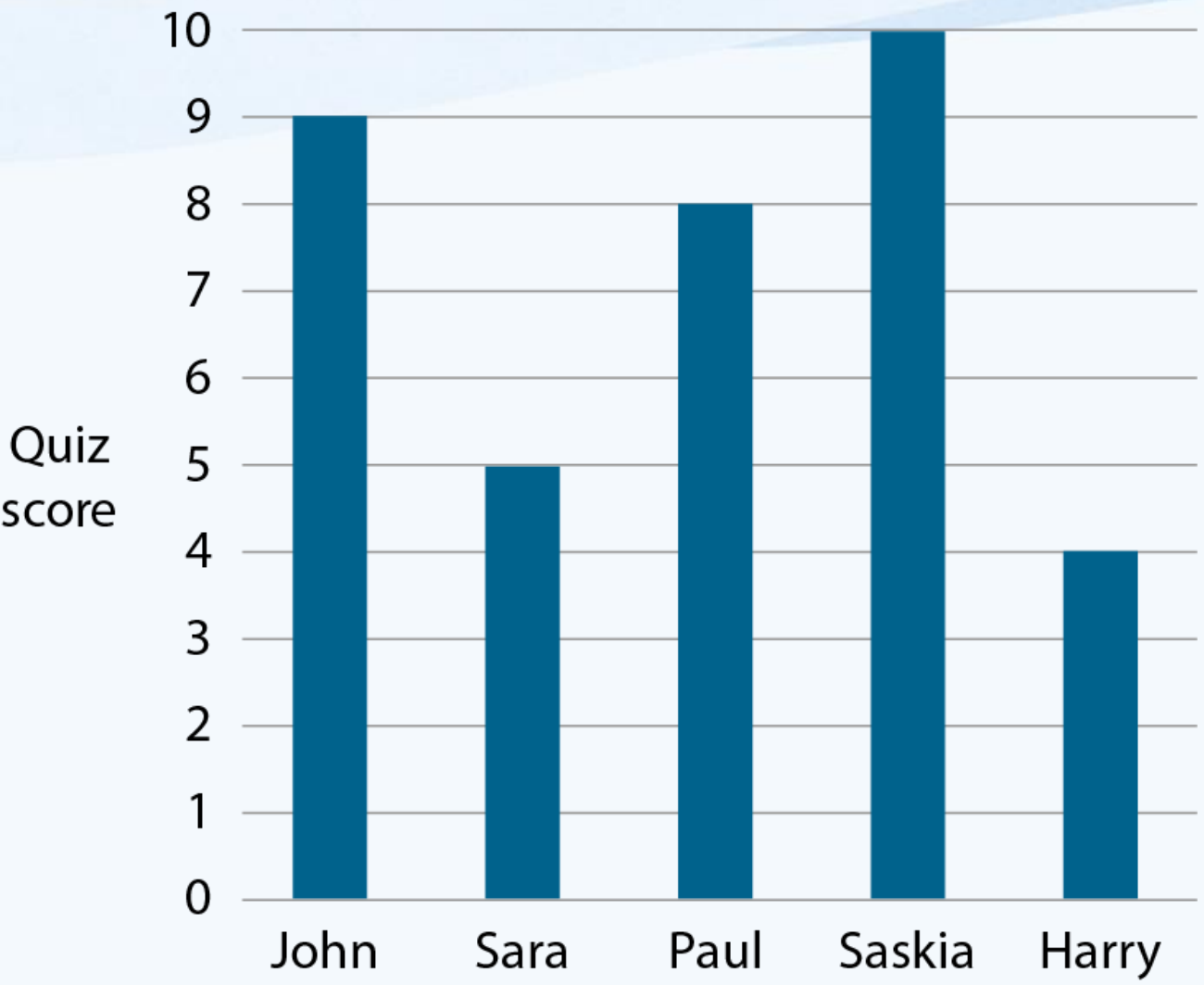
$12 + \boxed{3} = 15$

$15 - 12 = \boxed{3}$

Parent/ carers Tips:

When children encounter '*How many more…?*' type questions such as the example shown here, they may initially 'count on' (for example, from 12 to 15), and record as addition (e.g. *12 + 3 = 15*). Ensure that they now also practise thinking in terms of difference, and record as subtraction (e.g. *15 – 12 = 3*). Note that it is just the *recording* of the calculation that is changing here and not the *strategy*; 'counting on' is a legitimate strategy for subtraction, at this stage, and children should be encouraged to use the strategy when it is an efficient choice.

Maths L.O. Do I know that difference is one of the structures of subtraction?



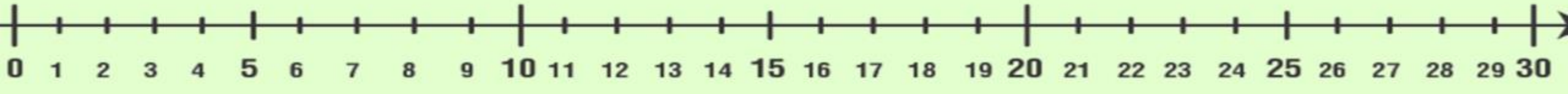
Apply:

1) How many more did John score than Sara? _____

2) How many fewer did Harry score than Saskia? _____

3) What is the difference between Saskia's score and Paul's score?

_____



Maths L.O. Do I know that difference is one of the structures of subtraction?

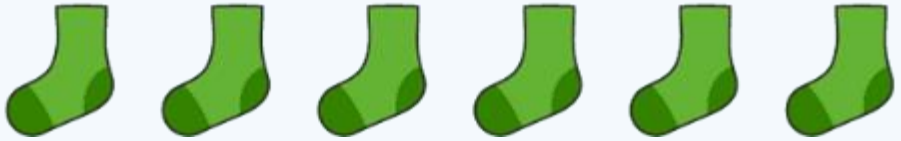
Apply:

 represents 2 socks

Asif 

Tom 

Sandra 

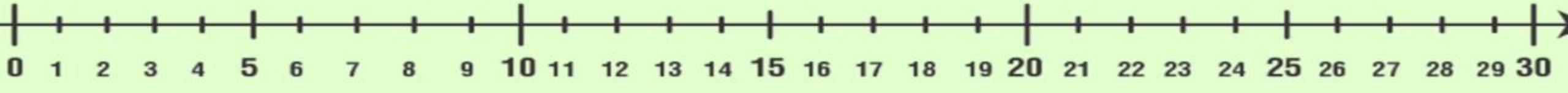
Essie 

1) How many more socks does Tom have than Sandra?

_____

2) Can you show this as a subtraction sentence?

_____



Keep practising with your addition and subtraction skills over Easter! Don't forget to go on Numbots! I went onto Numbots to see how you are all doing. I haven't included any names but well done to those that have been circled!!! Great scores!

	Days Active	Minutes Played	Games Completed	Correct Answers	Coins Earned
Year 2	2	12	13	128	958
Year 2	1	4	4	32	167
Year 2	2	31	20	558	4393
Year 2	2	1	2	12	76
Year 2	1	1	1	28	261
Year 2	1	2	3	12	64
Year 2	4	69	18	1002	7315
Year 2	4	60	34	1048	8263
Year 2	1	5	12	102	870
Year 2	1	3	1	4	25

Phonics/
Word of the Day

Parents/carers tip: we are now moving into our Phonics class

Review - ea digraph (digraph 2 letters 1 sound)

(Parents/ carers – read and ask child to echo)

Same spelling different sounds

eat

bread

Phonics

Review - ea digraph (digraph 2 letters 1 sound)

(Parents/ carers – read and ask child to echo)

Same spelling different sounds

farmer

her

Phonics

Review - a grapheme

(Parents/ carers – read and ask child to echo)

Same spelling different sounds

hat

bacon

Phonics

Review – a grapheme

(Parents/ carers – read and ask child to echo)

Same spelling different sounds

fast

was

Phonics

Review – y grapheme

(Parents/ carers – read and ask child to echo)

Same spelling different sounds

yellow

dry

happy

Phonics L.O. Can I recognise the alternative pronunciation for -ch?

ch

ch

ch

chick

school

chef

Same spelling different sound!

Phonics L.O. Can I recognise the alternative pronunciation for -ch?

ch

ch

ch

chick school chef

Same spelling different sound!

Parent/ carers tips:

Can you put these words on bits of paper. Then get children to read the word and sort them under the correct phoneme. If they read it incorrectly, encourage them to try another pronunciation for 'ch'. Help them with the meanings of unknown words. Thank you.

church, chick, crunch, pinch, chirping, school, chemist, chord, chorus, technical, chef, chalet, brochure, machine.

Practise reading these sentences.

Will the chef cook chicken for school dinner?

Parent/ carers tips:

Make a point of praising children for trying out one pronunciation of a word, deciding it isn't right and trying another pronunciation.

Practise reading these sentences.

Can a chuckling chicken sing in a chorus?

Practise reading these sentences.

Will a chemist use a machine to check chemicals?

Word of the day

Mrs Maloney	Mrs Thornely
pass	world

Pass me the water please.

The world is a sphere shape.

Parents/carers tip: Phonics play is free for everyone at the moment – please use the details below to log into the system if you want your child to do extra phonics practise.

- https://www.newphonicsplay.co.uk

Coronavirus Update

In response to the ongoing situation, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do is log on using the following details

Username: **march20** Password: **home**

We are currently very close to completing a new version of the PhonicsPlay site that is accessible on all phones and tablets. We will therefore also ensure that it is possible for users to freely access this new version of the site (with apologies in advance for any areas of the site that are not yet fully finished or double checked). The site can be accessed here: new.phonicsplay.co.uk.

Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription.

If you haven't already discovered www.phonicsplaycomics.co.uk you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

We wish you good health and all the very best at this stressful time.

Take a break!
Or time for lunch?

English

Parents/carers tip: we are now moving into our English class

Review: What is a noun?

What is a noun phrase?

What is a verb?

Why do we use -ing verb?

Review:

What is a noun? Nouns are the names of people, places and things.

What is a noun phrase? You can add other words to nouns to describe them.

What is a verb? A verb is a doing word (hop, skip, paint) or a being word (is, was, were, am, are)

Why use an -ing verb? Verbs with -ing on the end show that something is happening or was happening.

Model: Adjectives are describing words.

Adjectives are words that tell you more about a noun.

A funny clown.

A small car.

A hungry lion.

English - Grammar

Practise: L.O. Can I identify and use adjectives?

Read the sentences. Write them carefully in your home learning book and underline the adjectives. Draw a picture to illustrate it.

1) The boy held a red balloon.

2) I saw a scary monster.

3) There was a hairy spider in the bath.

Apply: L.O. Can I identify and use adjectives?

In your home learning book, write three sentences using a double adjective (double noticing word) from the list below.

white tall spotty hot fluffy soapy

E.g. The tall, white church stood on the hill.

Recap: What is an adjective?

Parents/ carers Tips:

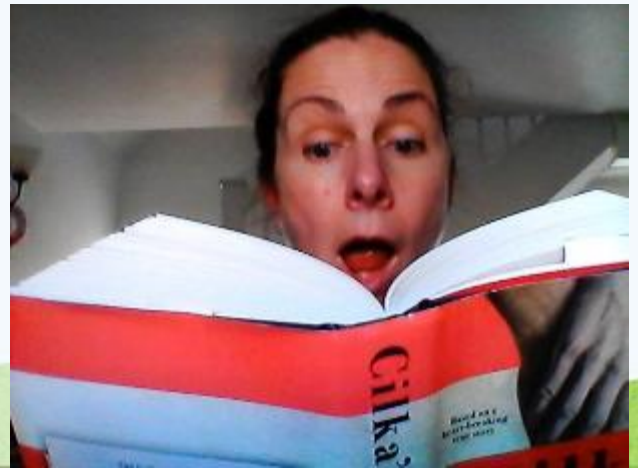
Over the Easter period, keep asking your children what the below are - as knowing these definitions and being able to identify them within a sentence is a Year 2 target.

- Nouns
- Verbs
- Adjectives

Thank you!

Don't forget … part of English is reading everyday!

(Parents/ carers – can you make sure that your child reads to you and/ or you read to them every day. Thank you!)



Comedian and children's author David Walliams is releasing a free children's audio book daily for the next 30 days, he announced on Twitter this morning.

He tweeted: "I am about to call in to @ZoeTheBall's @BBCRadio2 show to talk about the free 'World's Worst Children' audiobooks I am posting daily."

The first story is already available for download on Walliams' website. Called 'The Terrible Triplets', it's part of his book 'The World's Worst Children 3', a collation of different stories that was released in 2018.

The audio book extracts will be released daily at 11am, and will be selected from his 'World's Worst Children' book series.

Science

Parents/ carers we are now moving onto our science lesson

Aim

- L.O. Can I find out about the inventor John McAdam?

Success Criteria

- I can tell you the name of the new process John McAdam invented.
- I can explain how his invention has impacted on life today.
- I can tell you two interesting facts about John McAdam's life.

John McAdam
Early Life

John Loudon McAdam was born in Scotland on 21st September 1756 and was the youngest of 10 children.

When he was 14, his father died and John went to live with his uncle William, who was a merchant in New York. John also became a merchant and married Gloriana Nicoll.

In 1783, with his wife and two children, John McAdam moved back to Scotland and bought Sauchrie, an estate in Ayrshire.

Parent/ Carer Tip
Read or take it in turns to read the information on this PowerPoint with your child.
Discuss the meaning of any tricky words.

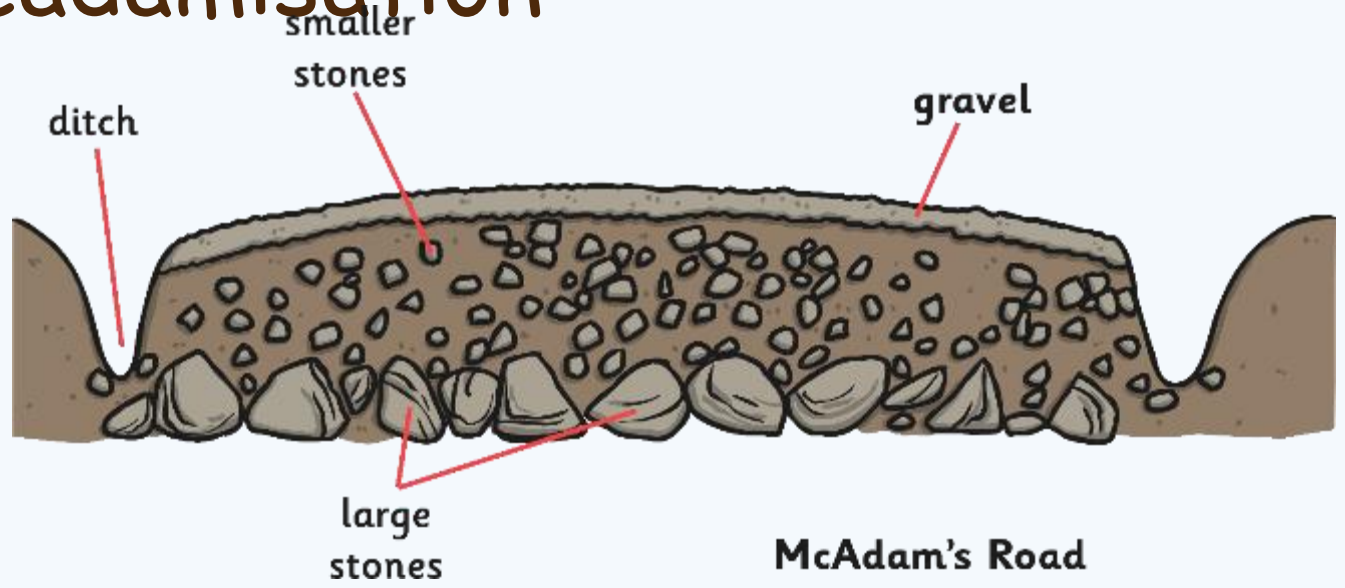
John McAdam
Road Building

John McAdam became interested in road building and experimented with using different materials.

Roads at the time were often muddy and dangerous. Others were cobbled and very bumpy to travel over.

John McAdam invented a new process called '**macadamisation**', which created smooth hard roads.

Macadamisation

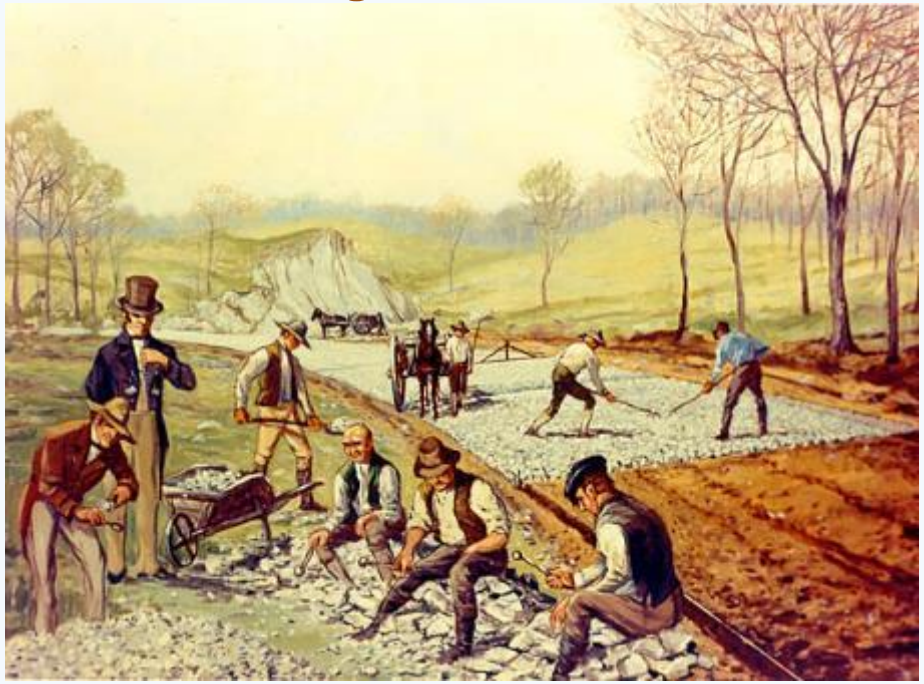


Macadamisation was the name given to John McAdam's construction process of building roads.

Large stones were placed at the bottom and small stones and gravel were crushed on the top to create the surface and structure. The roads were also curved, so that rainwater ran off the surface, instead of creating big puddles in the middle of the road.

McAdamisation Success

Macadamisation was a success and roads were built in this way across the world. This photo shows the building of a macadam road in Maryland in 1823.



In 1819 the Parliamentary Committee praised his work and the efficiency and economy of his methods.

By 1923, seventy Road Trusts were consulting John McAdam and his 3 sons had moved from Scotland to help him.

The term macadam road is not often used today.

John McAdam Later Life

John McAdam held **patents** on his methods, but they were so popular that they were not protected.

Parliament eventually awarded him some money, although he was never fully compensated for his work, nor did he receive royalties.

Later in his life he was offered a knighthood, although he turned it down and passed the honour to his son.

John McAdam died in Moffat on November 26th in 1836.

John McAdam
Tarmac

Tar was later added to macadam roads to stabilise them. This became known as **tarmacadam**, which is now commonly known as **tarmac**.

How many places can you think of where **tarmac** is used today?

Dear Parents/ carers,

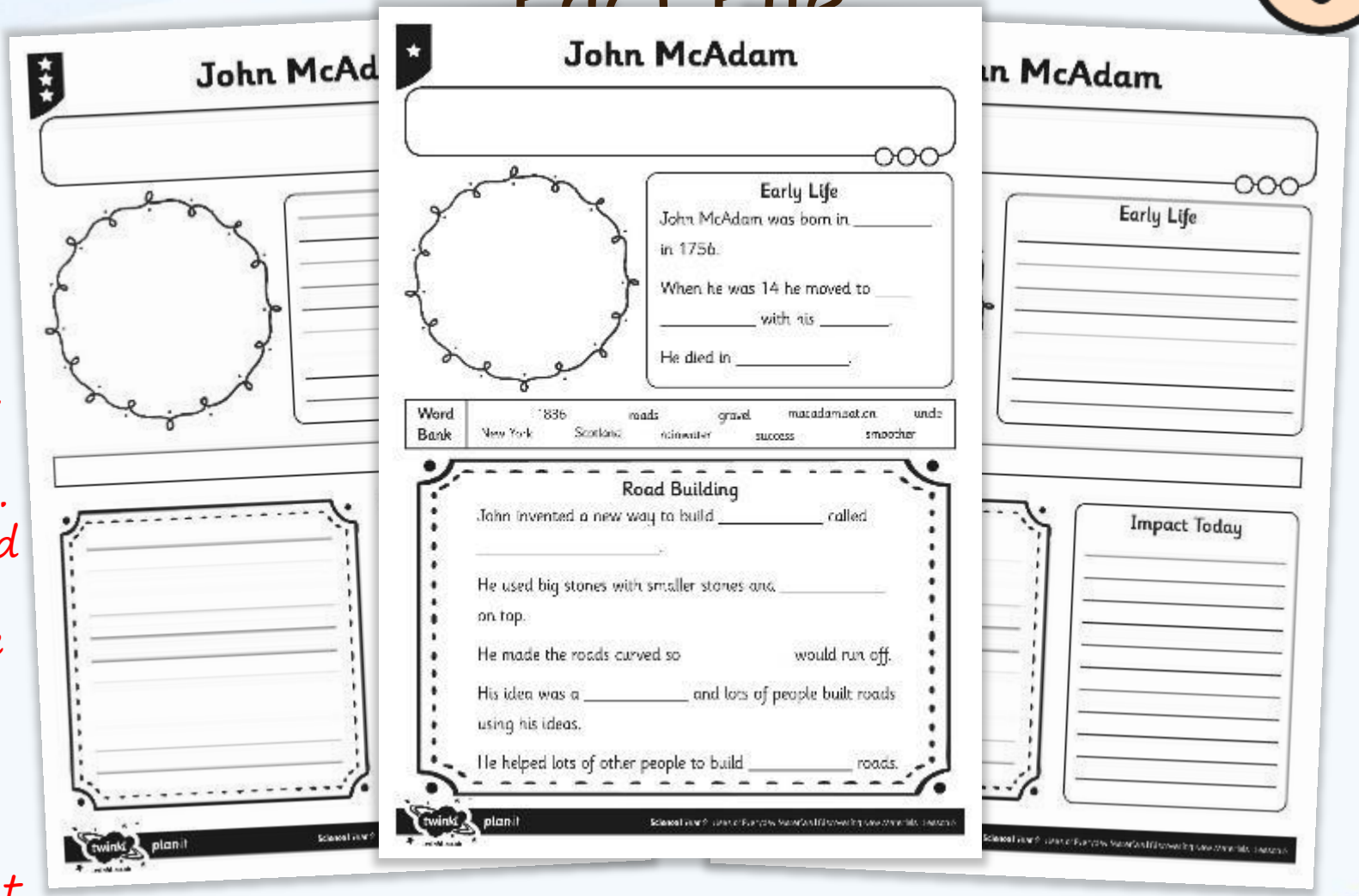
Using the information from the PowerPoint I would like the children to write a Fact File on John McAdam.

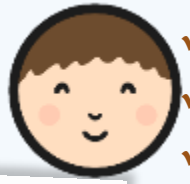
They can create their own template or use one of the templates provided. Most children would be expected to complete either the two or three star challenge.

The word bank on the next page might help.

For each sentence:
Think it, say it, write it, check it, capital letter and full stop!

Fact File





Steps to success

- ✓ Headings
- ✓ Sub-headings
- ✓ Picture
- ✓ Sentences have a capital letter and a full stop.
- ✓ Handwriting – letters bump and flick and is neat

John McAdam

invent

patent

compensated

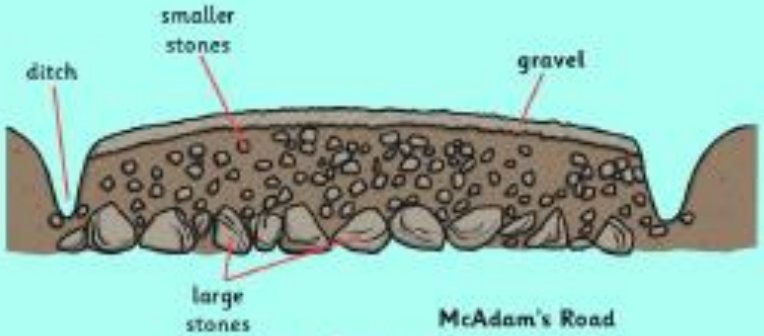
royalties

knighthood

parliament

tar

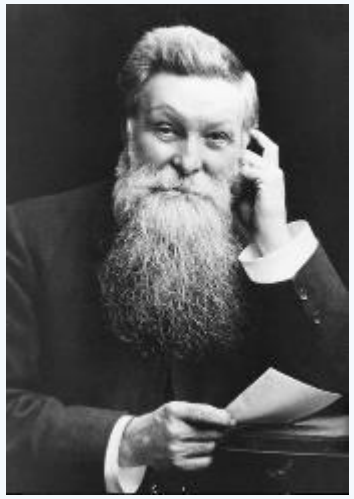
tarmac



macadamisation

Other New Materials

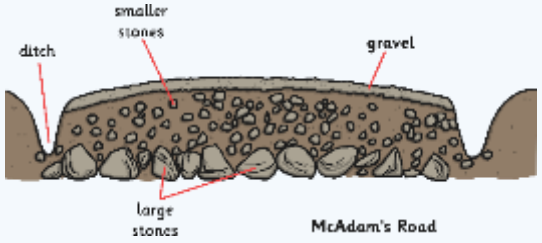
Can you match the correct person with the new process or material they invented?



John Dunlop

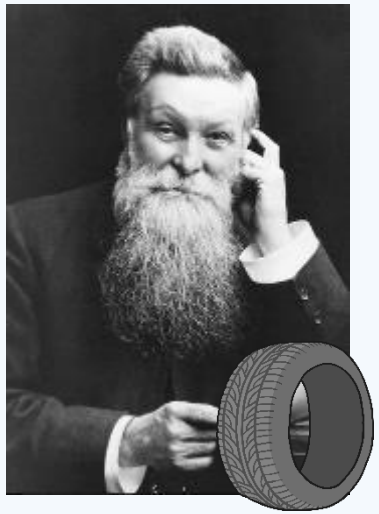
Charles Macintosh

John McAdam



Other New Materials

Can you match the correct person with the new process or material they invented?



John Dunlop was a Scottish inventor who invented the air-filled rubber tyre. It was originally invented in 1887 to use with bicycles, and then became very useful when automobiles were developed.

Charles Macintosh was a Scottish inventor and chemist who invented waterproof fabrics in 1818. The Mackintosh raincoat was introduced in 1824.

John McAdam was a Scottish engineer who experimented with using new materials to build roads, inventing a new process called 'macadamisation'.

Something Extra?

Parent / carer tip:
This is not part of the curriculum but it might be a fun activity to do with the family that will develop the five thinking skills needed for learning. (information processing, enquiry, creative, evaluation)

Each day I will plan an activity that supports different learning styles.

Visual Learning 

Audtiory Leaning 

Tactile Leaning 

Kinaesthetic Learning 

Hand over the Money

Thinking skill: information processing

What you need: money/ blindfolds

- Give the children a few moments to handle the money and become familiar with how it feels.
- Ask them to close their eyes and try to recognise each coin by touch,
- Decide who is A and who is B
- B puts on the blindfold.
- A hands a coin to B and asks them to identify it.
- A collects several coins, less than 10p and using 2 or 3 coins.
- A hands money to B who has to work out how much they have been given by identifying the coins and adding up the amounts.
- Swap the blindfold and repeat

Now try this:

As the children become better at identifying the coins, increase the number and the amount.

PE

Check out Gavin and Jo's GLK PE and Gymnastics Youtube channel

GLK Academies-
https://www.youtube.com/channel/UCvg-J-wytdOdnMSo6xVgHbA?safe=true

Wanting PE daily?
9am PE with Joe Wicks
https://www.youtube.com/thebodycoachtv

Fluffy and I hope you have a lovely Easter at home with your family.

After Mrs Withy tomorrow, there won't be a daily PowerPoint over the Easter Holidays. However, I will put some ideas on a PowerPoint tomorrow that you might want to try and do over the two week break. As I said earlier, it's also a good chance to catch up on any of the work that you are behind on. Don't forget, Fluffy would love to hear about your holiday, so please write a couple of diary entries in your creative writing book.

I will look forward to catching up with you daily again on Monday 20th April.

Take care until then,

Mrs Thornely