



Good morning Kelmarsh,

And welcome back! I have missed not being able to catch up over the Easter break. I hope you all had a lovely time with your family and are looking forward to getting back into the swing of home learning.

Fluffy and I are looking forward to reading your holiday news in your creative writing book. I am wondering whether you have any Easter Eggs left or have you eaten them all?

Mmmmm thinking about chocolate .... I might just have to ....

Love  
Mrs Thornely



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

Answers from the previous maths session

5	
2	3

7	
1	6

9	
2	7

5	
1	4

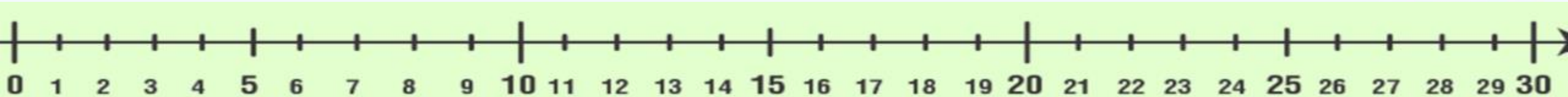
7	
3	4

9	
4	5

5	
3	2

7	
7	0

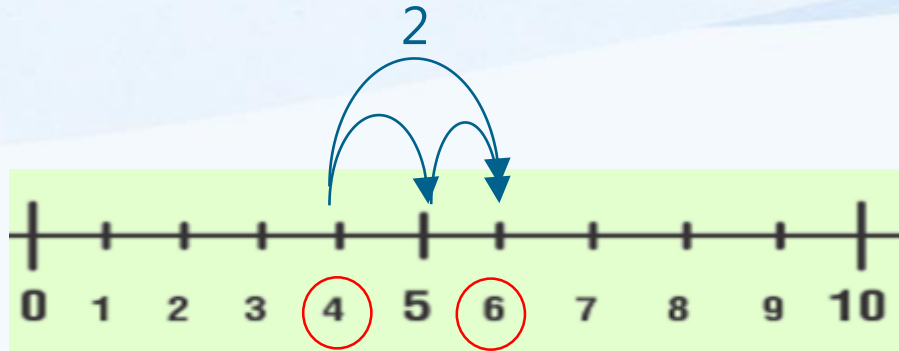
9	
6	3



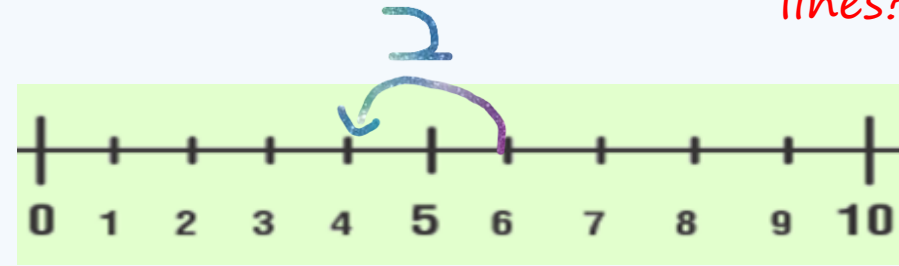
Maths L.O. Do I know that difference is one of the structures of subtraction?

Answers from the previous maths session

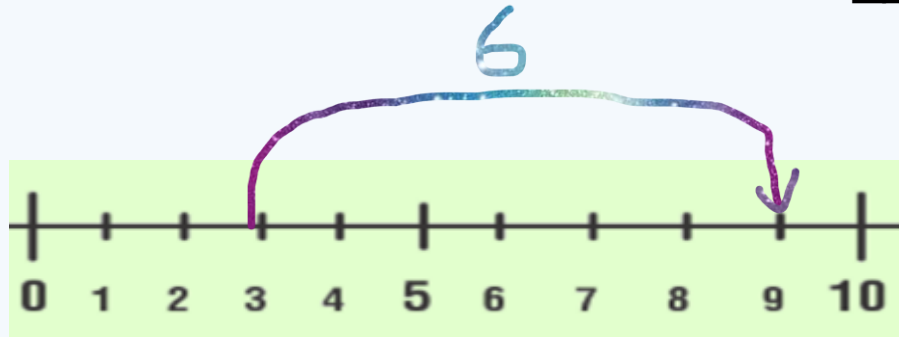
Parent/ Carers:  
Discuss with your  
child what they  
notice between the  
opposite number  
lines?



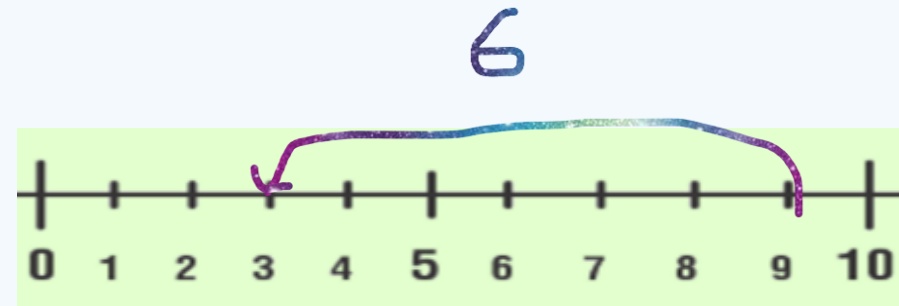
The **difference** between 4 and 6 is 2



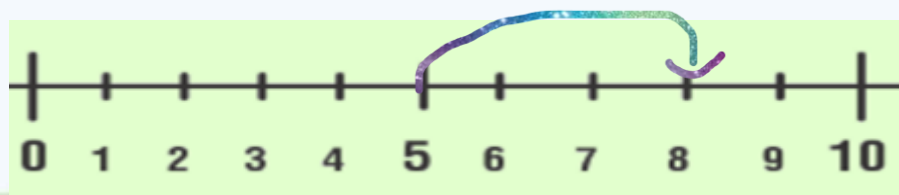
The **difference** between 6 and 4 is 2



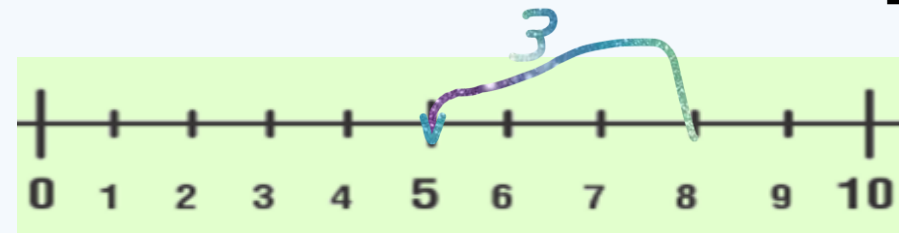
The **difference** between 3 and 9 is 6



The **difference** between 9 and 3 is 6



The **difference** between 5 and 8 is 3



The **difference** between 8 and 5 is 3

Answers from the previous maths session

1) 'Fill in the missing numbers.'

$$2 - 1 = \boxed{1} \quad \boxed{2} - 1 = 1$$

$$3 - 2 = \boxed{1} \quad \boxed{3} - 2 = 1$$

$$4 - 3 = \boxed{1} \quad \boxed{4} - 3 = 1$$

$$5 - 4 = \boxed{1} \quad \boxed{5} - 4 = 1$$

2)

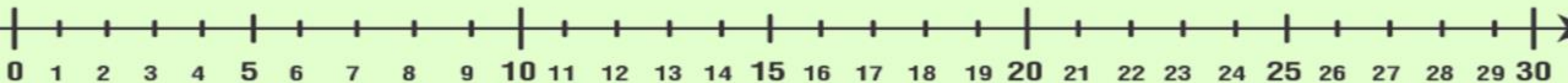
$$6 - \boxed{5} = 1 \quad 1 = \boxed{6} - 5$$

$$7 - \boxed{6} = 1 \quad 1 = \boxed{7} - 6$$

$$8 - \boxed{7} = 1 \quad 1 = \boxed{8} - 7$$

$$9 - \boxed{8} = 1 \quad 1 = \boxed{9} - 8$$

$$10 - \boxed{9} = 1 \quad 1 = \boxed{10} - 9$$





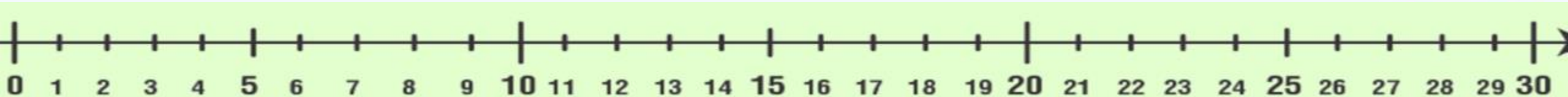
Maths L.O. Do I know that difference is one of the structures of subtraction?

Answers from the previous maths session

3)  $17 = 18 - \boxed{1}$      $\boxed{17} = 18 - 1$   
 $17 = \boxed{18} - 1$

5)  $15 = 16 - \boxed{1}$      $\boxed{15} = 16 - 1$   
 $15 = \boxed{16} - 1$

4)  $16 = 17 - \boxed{1}$      $\boxed{16} = 17 - 1$   
 $16 = \boxed{17} - 1$



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.

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

$3 - 1$

$4 - 2$

$5 - 3$

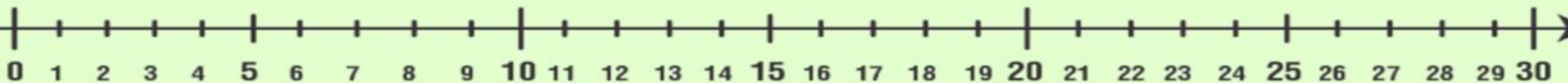
$6 - 3$

$7 - 5$

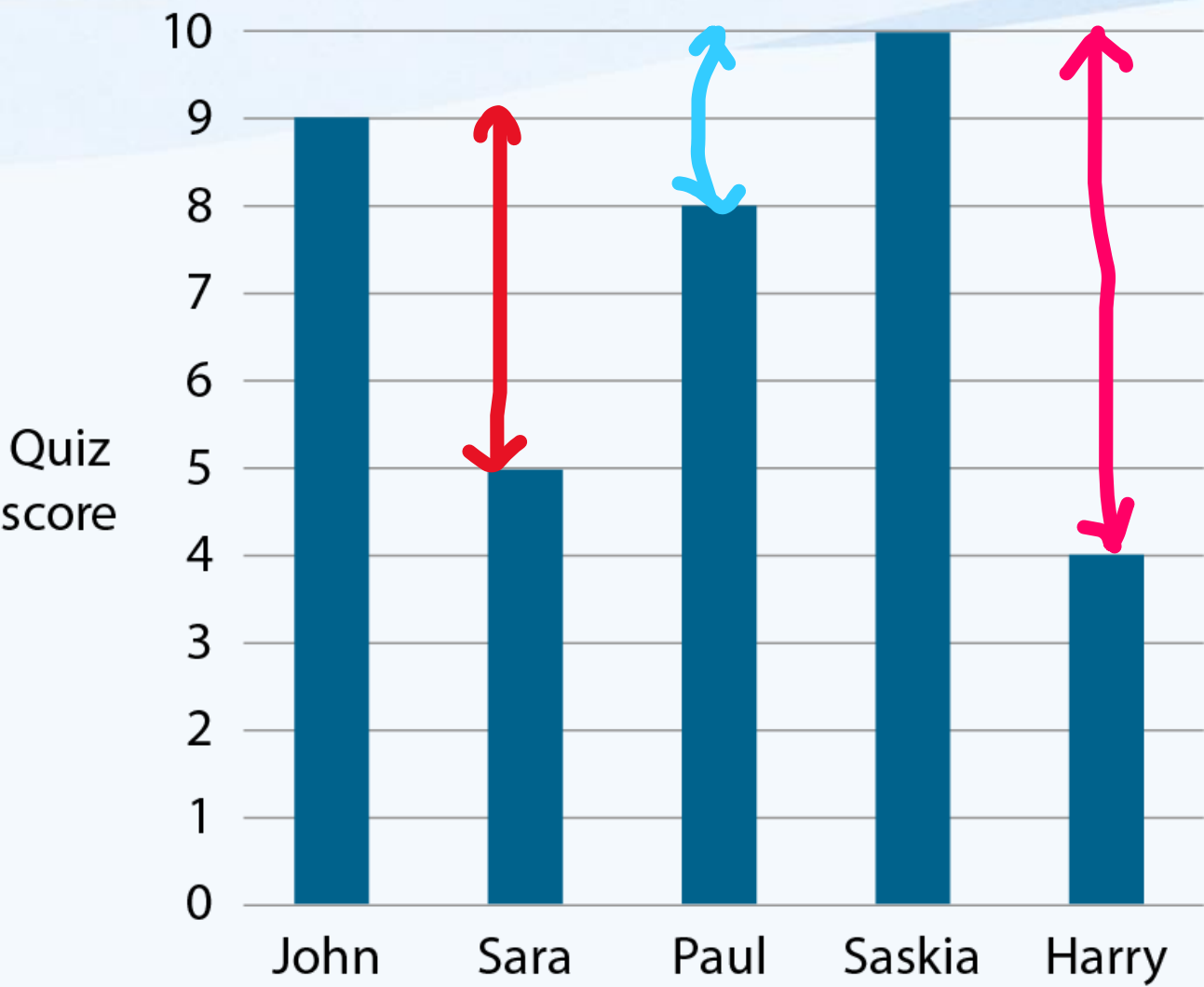
$8 - 6$

$7 - 4$

$10 - 6$



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

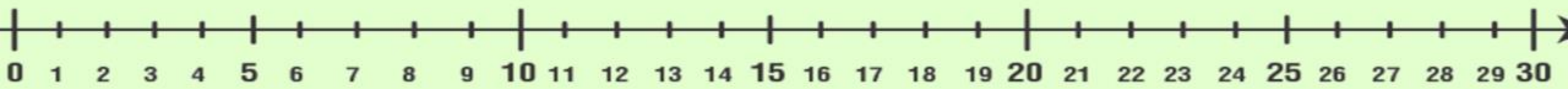


Apply:

1) How many more did John score than Sara? 4

2) How many fewer did Harry score than Saskia? 6

3) What is the difference between Saskia's score and Paul's score? 2



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

Apply:



represents 2 socks

Asif



Tom



Sandra



Essie

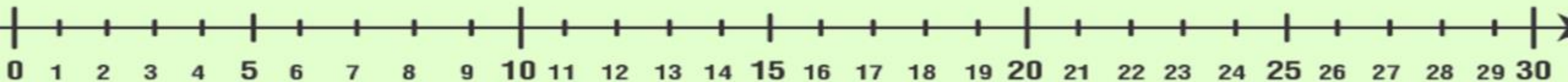


1) How many more socks does Tom have than Sandra?

2

2) Can you show this as a subtraction sentence?

$5 - 3 = 2$





# Welcome to Kelmarsh Online

Kal ee meh a

*(Parents/ carers – our language of the term is Greek. 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	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Science
Lesson 6	Something different

*Parents/carers tip:  
this follows our  
typical daily  
timetable*

*However, you might  
want to start the  
day with ...*

*We are in the  
Thornely house!*



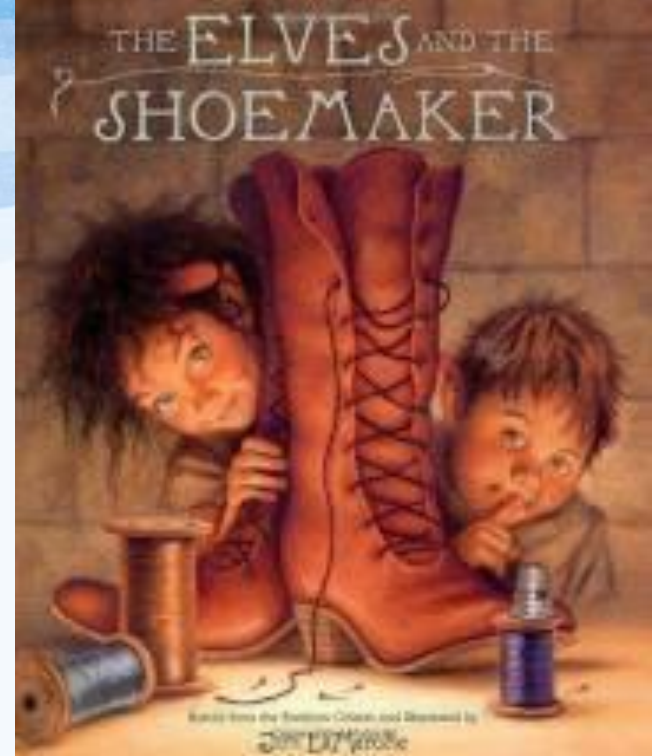




## Book Talk

# 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



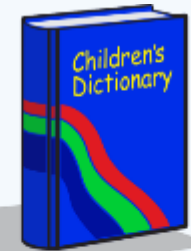
Visualise



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
leaped	To spring into the air.	verb
bounced	To walk with a spring in your step.	verb
cobblers	A person who makes or fixes shoes.	noun
Click clack	A slight sharp sound. e.g. the noise when two hard objects are hit together.	noun
echoed	The repeating of a sound caused by the bouncing of sound waves from a surface.	verb



## Handy hints for word reading

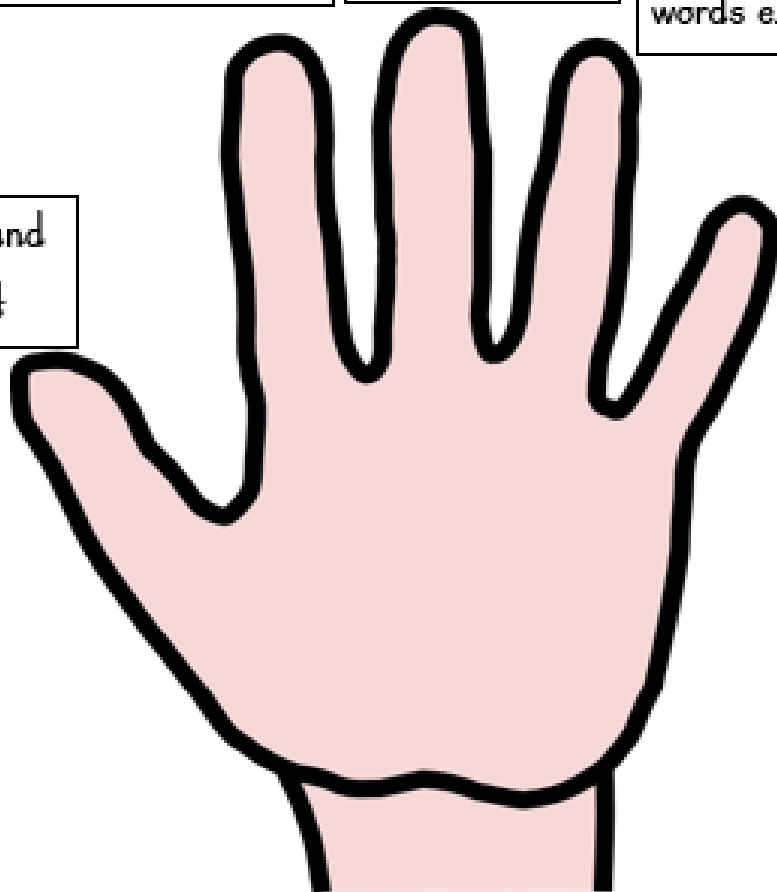
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

When they were dressed, they leaped and bounced around the room singing,

"Now we're elves so fine to see.  
no longer cobblers we will be."

They jumped over chairs, raced around the shop and finally ran out the door. The click and the clack of their new shoes echoed through the streets.

From that time on, the little elves were not seen again. But the shoemaker and his wife lived a long and happy life.



Infer

How did the elves feel when they found the new clothes?

The elves felt ...

I know this because ...



When they were dressed, they leaped and bounced around the room singing,

"Now we're elves so fine to see.  
no longer cobblers we will be."

They jumped over chairs, raced around the shop and finally ran out the door.

Use the text and hunt for the verbs (verbs are doing words and past tense verbs end in -ed). Use these to act out how the elves behaved when they found the clothes.





Predict

From that time on, the little elves were not seen again. But the shoemaker and his wife lived a long and happy life.

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

I think the elves will ... because ...



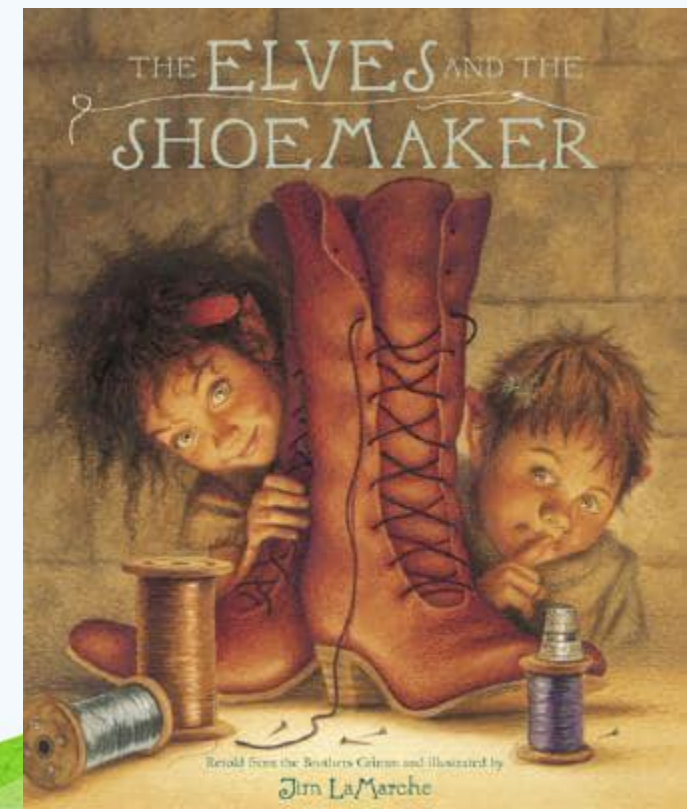
Enjoy the beautiful illustrations of this book  
and relisten to the story.

<https://www.youtube.com/watch?v=y1Hy2K51AE>

How would you rate this story out of 5

1 = You really didn't enjoy it

5 = You loved it and would read it again!



# 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





There are two play modes in NumBots that serve different purposes.

## 1. Story Mode for Understanding

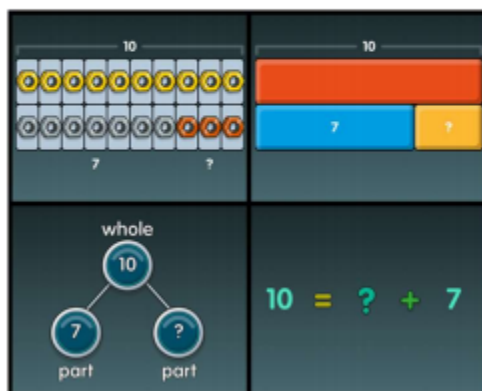
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

### Unlocking Levels

Story Mode is set out as a series of Stages (Rust, Tin, Iron, etc) containing levels, a bit like Angry Birds. Rust is the first Stage and level 1 is unlocked, so this is the place for *everyone* to start.

To unlock the next level, players need to earn two stars by showing sufficient proficiency.

The levels in Story Mode follow a natural mathematical progression and move the pupil through the game automatically, which means you don't have to set anything! (You're welcome 😊)



### Get In The Habit

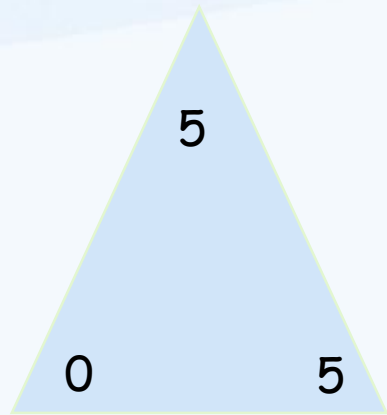
Aim for pupils to play in Story Mode for three minutes four to five times a week, to get the best out of NumBots. Little and often is key (spaced practice is more effective than blocked practice).

### Baseline

There is no baseline on NumBots.

Warm up:  
3 - 5 min of  
NumBots in story  
mode

Review: Addition and subtraction trios to 20  
Can you remember the facts of 2, 3 and 4 that you learnt last term? Now try trios for 5

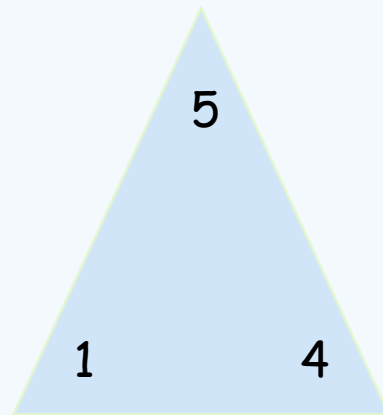


$$5 + 0 = 5$$

$$0 + 5 = 5$$

$$5 - 0 = 5$$

$$4 - 4 = 0$$



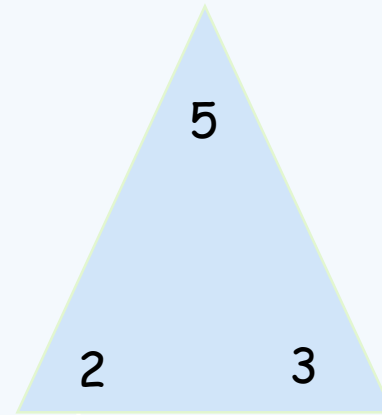
$$4 + 1 = 5$$

$$1 + 4 = 5$$

$$5 - 1 = 4$$

$$5 - 4 = 1$$

2

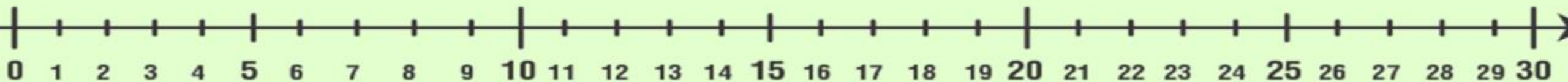


$$3 + 2 = 5$$

$$2 + 3 = 5$$

$$5 - 2 = 3$$

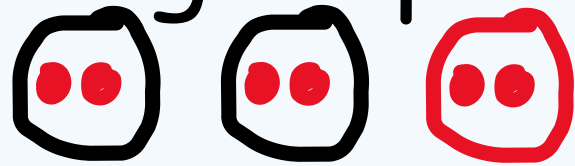
$$5 - 3 = 2$$



L.O. Do I know that objects can be grouped into equal and unequal groups?

Teach: I need to know what the words **equal** and **unequal** mean.

**Equal groups:** Means that the number of objects in each group are the same.



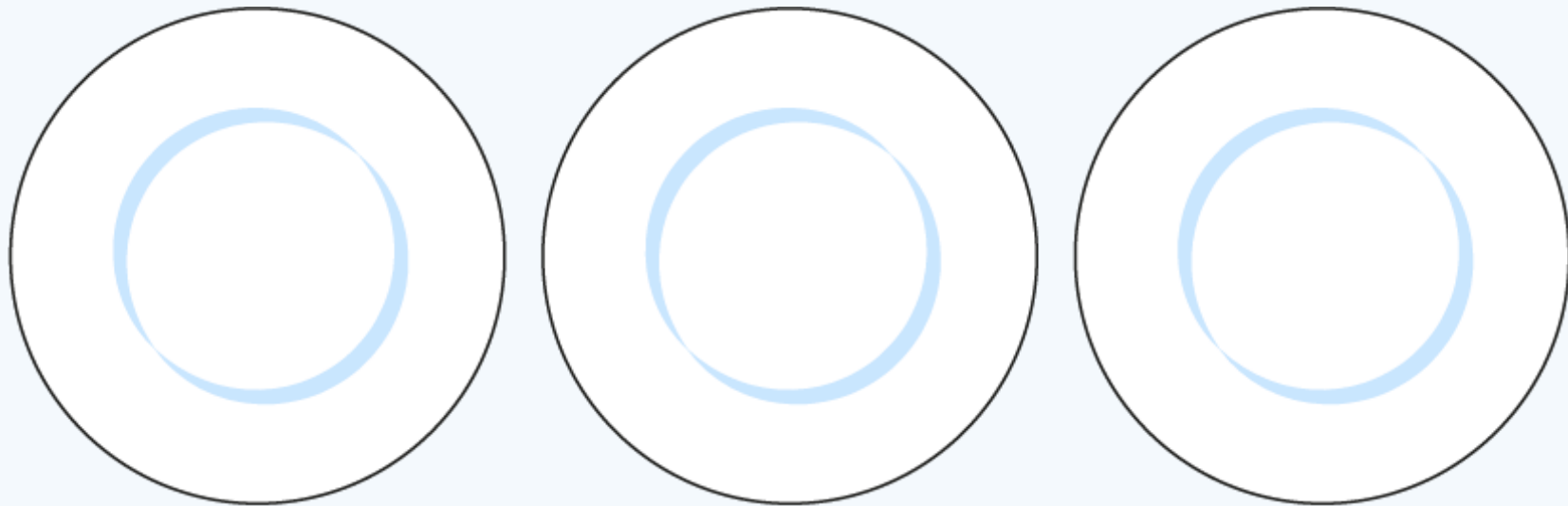
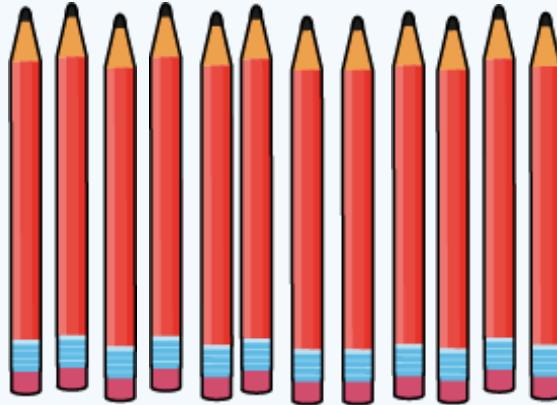
**Unequal groups:** Means that the number of objects in each group are not the same, they are not equal.





## •2.2 Multiplication: equal groups Step 1:1

Practise: Click enter. Is this **equal** or **unequal** groups? How do you know?



## •2.2 Multiplication: equal groups Step 1:1

Practise: Click enter. Is this **equal** or **unequal** groups? How do you know?



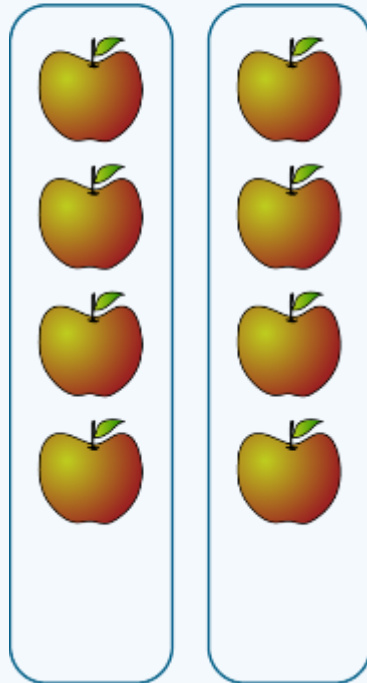
**Practise:** Max and Lucia each have some apples. Each of them has put their apples into two groups.

What do you notice about Max's and Lucia's apples?

What's the same?

What's different?

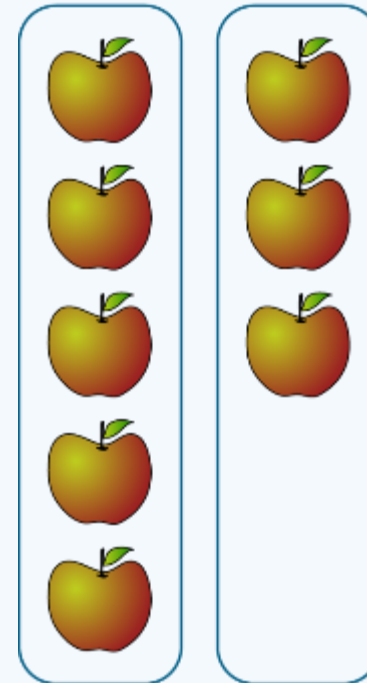
Max



Equal

groups

Lucia



Unequal

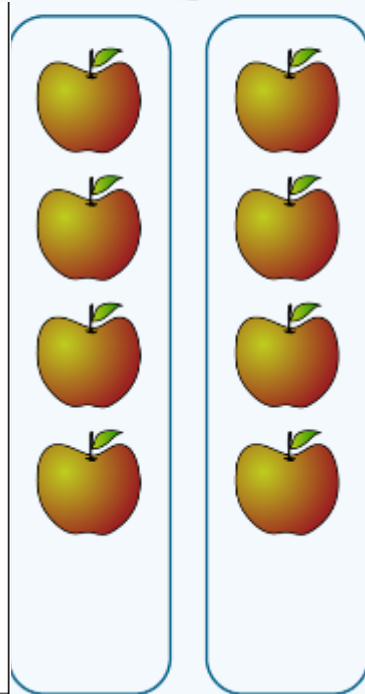
groups

Answer: What's the same?

What's different?

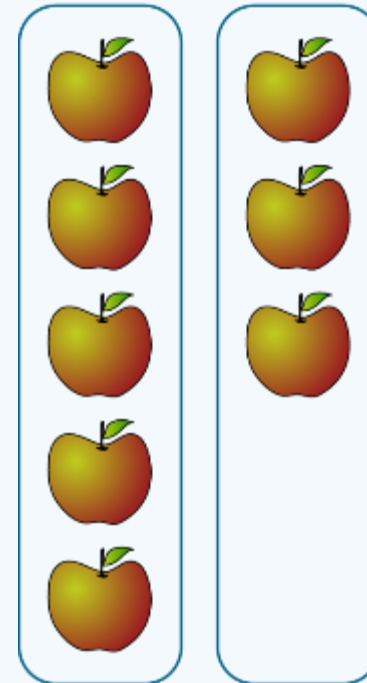
- 'Max has some apples.'
- 'The apples have been grouped.'
- 'The groups are equal because there are the same number of apples in each group.'
- 'Lucia has some apples.'
- 'The apples have been grouped.'
- 'The groups are unequal because there are a different number of apples in each group.'

Max



Equal groups

Lucia



Unequal groups

Practise: Find some small objects e.g. cars, shells, buttons or marbles. Have them all together in one group and use the sentence stem

There are some ..... (E.g. "There are some shells")

Then practise grouping them into **equal** or **unequal** groups? Use the sentence stem

*Parents/carers tip:  
Keep repeating this task until you feel confident that your child understands what **grouping** is and they understand what 'equally' and 'unequally' mean.*

The ..... have been grouped ..... because

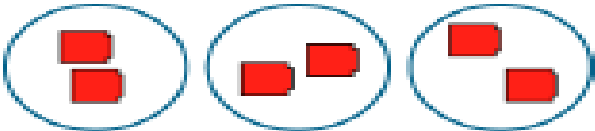




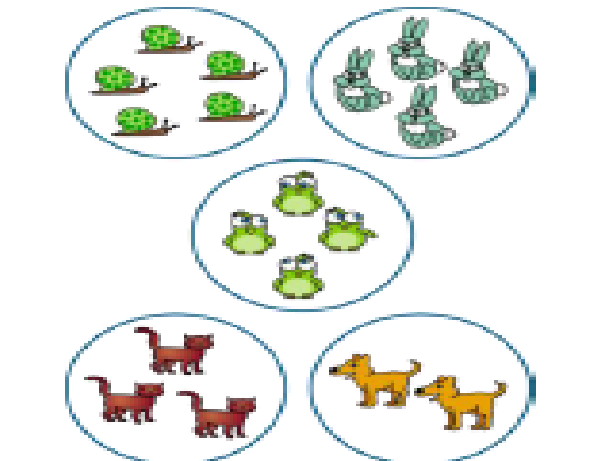
(E.g. "The shells have been grouped equally because there are the same number of shells in each group")

Or "The shells have been grouped unequally because there are a different number of shells in each group")

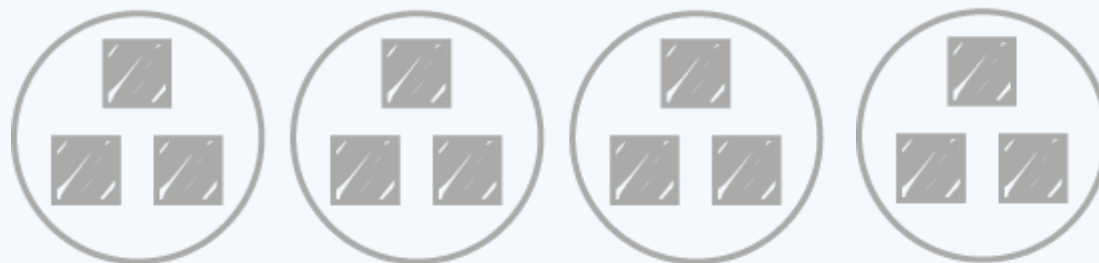


**Practise:** Either you or an adult carefully draw the table in your home learning book. Then tick whether the group is **equal** or **unequal**.

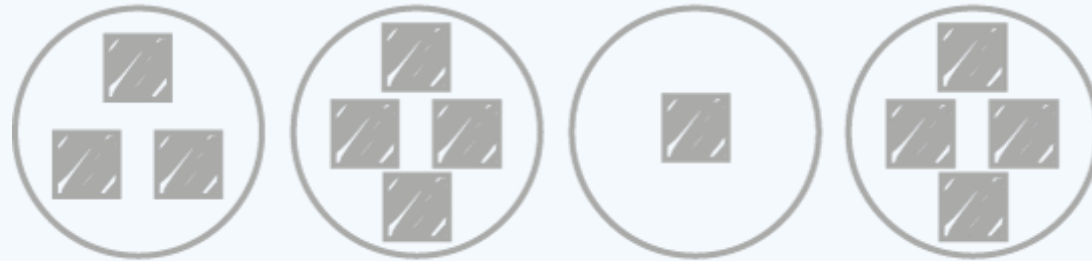
*Parent/ carer top tip:*  
If you are time stretched, use a bingo dabber or draw simple shapes such as crosses, hearts to represent these drawings.

	Equal groups	Unequal groups
		
		
		
		
		
		

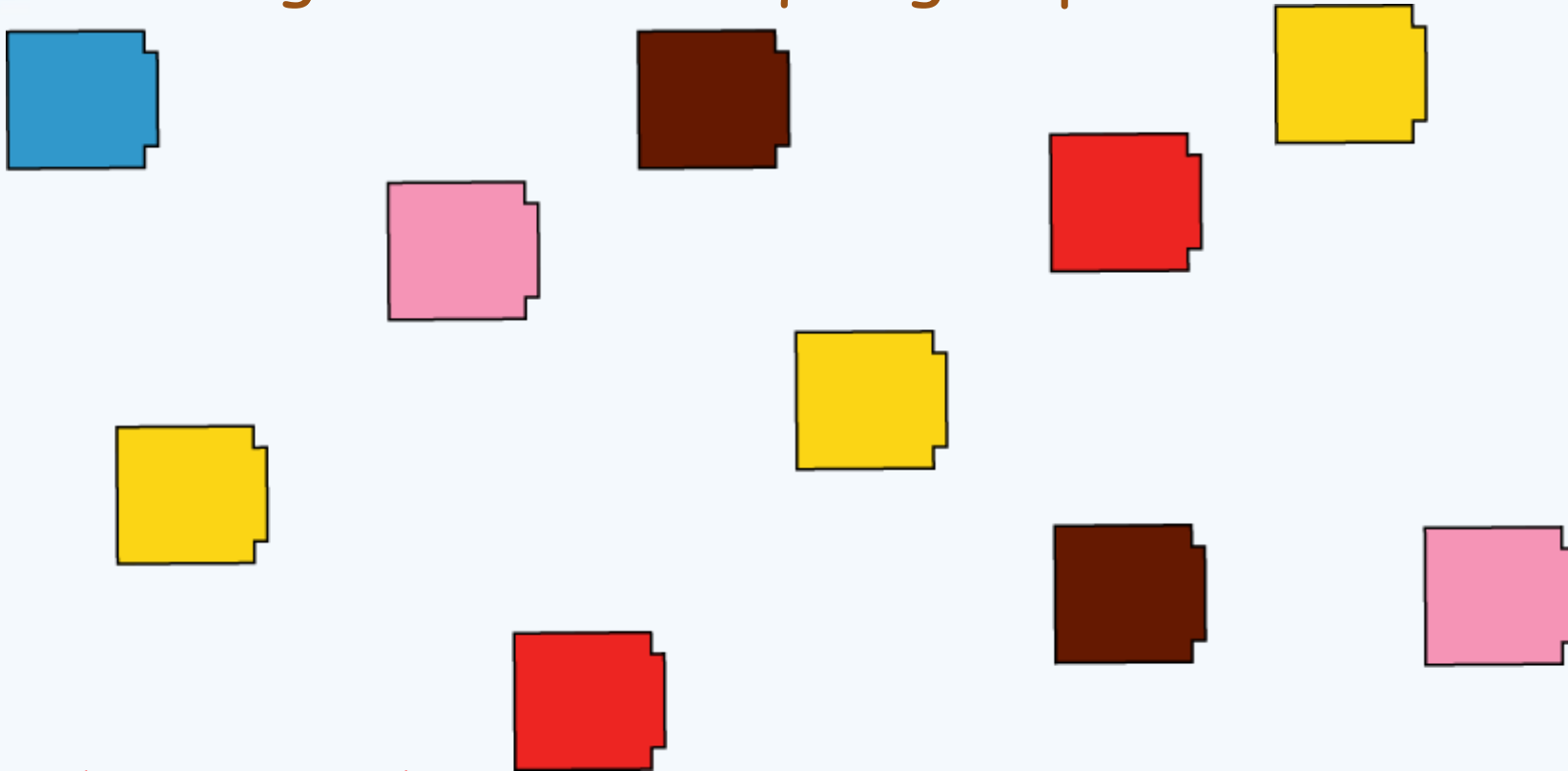
**Practise:** Jess is arranging **twelve** cubes into **equal** groups. In your home learning book, can you complete her drawing? To check your answer ... click enter.



**Practise:** Now, Jess is arranging **twelve** cubes into **unequal** groups.  
Can you complete her drawing?  
To check your answer - click enter



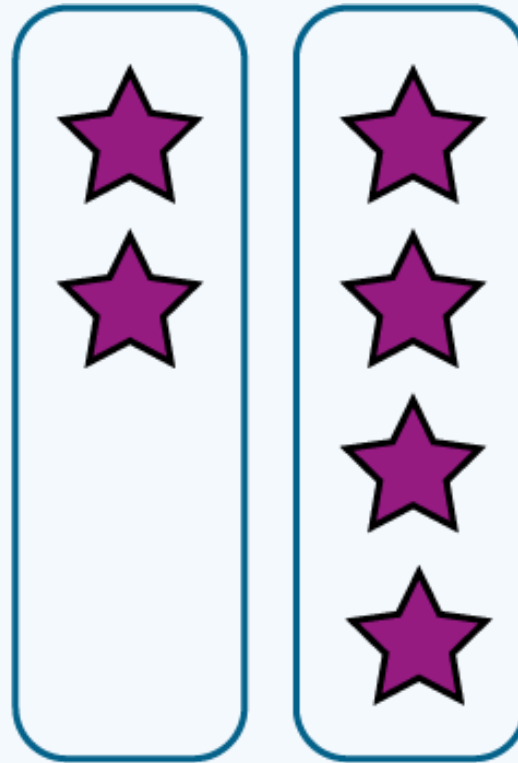
**Practise:** Count out ten small objects. How many different ways can you find to arrange them into equal groups?



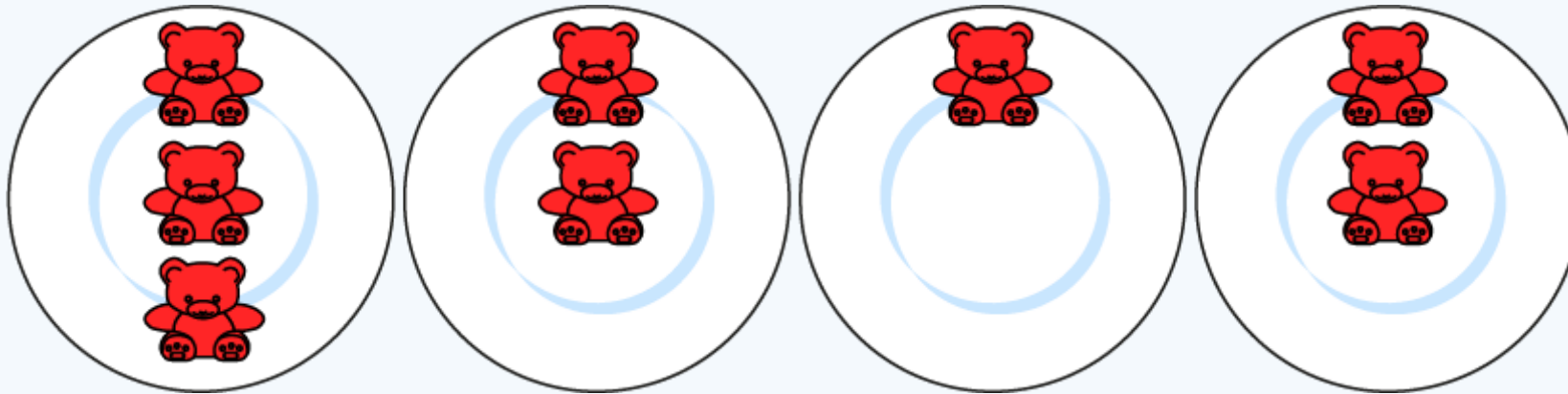
*Parent/ carer tip*  
*Encourage your child to use real objects to group.*  
*Either take photos/ find a simple way to record*  
*how many ways you found.*



**Model:** Click the enter button to see how these groups are made equal.




Practise: Using 8 small objects, can you make these groups equal? Click enter to see if you were correct.



Take a break!







# Phonics/ Word of the Day

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



# Phonics

L.O. Can I spot the stresses - **er** spelt with **-or** after **w**.

Can I spot the sound - **or** spelt **-ar** after **w**?

**Review:** <https://new.phonicsplay.co.uk/resources/phase/2/flashcards-speed-trials>

**Username: march20 Password: home**

*Parent/ carer tip:*

*This game is great for practising known phonemes.*

*My group should be able to recognise and pronounce all phonemes. Mrs Maloney's group are on phase 5b.*

*If your child says the phoneme correctly, click on the tick button.*

*If your child mispronounces it, help them out by modelling how to say the phoneme correctly and ask them to repeat it after a couple of times. Then click on the cross button.*

Teach:



To spell the phonemes /er/ and /or/, we use a different letter string after the letter w.

W \_ \_

Read on to find out more!

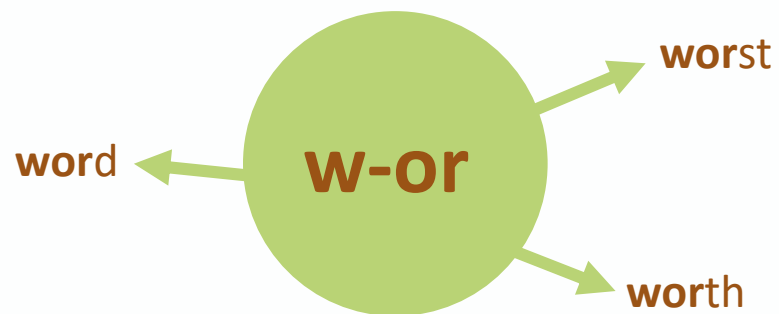
# Teach:

We have learnt that the stressed /er/ sound can be spelt with 'er', 'ir' and 'ur' but...



the /er/ sound can be spelt with '**or**' if it comes after a **w**.

Click on the w-or button to see some examples with this letter string in them.



There are not many of these words.



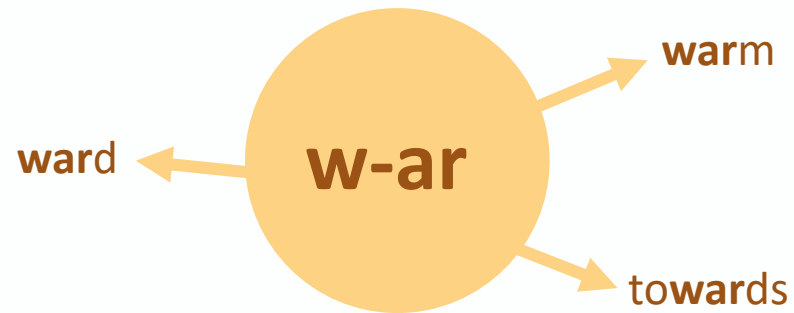
# Teach:

We have learnt that the stressed /**er**/ sound can be spelt with 'er', 'ir' and 'ur' but...



the /**or**/ sound can be spelt with '**ar**' if it comes after a **w**.

Click on the w-ar button to see some examples with this letter string in them.



*There are not many of these words either.*

Model:

# Crack the Code

Use the secret code to work out which of your spelling words are which!

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1) **w** 23      **o** 15      **r** 18      **d** 4      = word

# Practise:

## Crack the Code

Use the secret code to work out which of your spelling words are which!

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

2) 23

15

18

11

# Practise:

## Crack the Code

Use the secret code to work out which of your spelling words are which!

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

3) 23      15      18      12      4      =



# Practise:

## Crack the Code

Use the secret code to work out which of your spelling words are which!

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
1	2	3	4	5	6	7	8	9	10	11	12	13

<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>
14	15	16	17	18	19	20	21	22	23	24	25	26

4) 23      1      18      13      =

# Practise:

## Crack the Code

Use the secret code to work out which of your spelling words are which!

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
1	2	3	4	5	6	7	8	9	10	11	12	13

<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>
14	15	16	17	18	19	20	21	22	23	24	25	26

5)  $\overline{23} \quad \overline{1} \quad \overline{18} = \underline{\hspace{2cm}}$

# Practise:

## Crack the Code

Use the secret code to work out which of your spelling words are which!

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

$$\begin{array}{ccccccc} \text{---} & & \text{---} & & \text{---} & & \text{---} & & \text{=} & & \text{---} \\ 6) 16 & & 1 & & 19 & & 19 & & & & \end{array}$$

# Practise:

## Crack the Code

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<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
1	2	3	4	5	6	7	8	9	10	11	12	13

<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>
14	15	16	17	18	19	20	21	22	23	24	25	26

7)  $\overline{3} \quad \overline{12} \quad \overline{1} \quad \overline{19} \quad \overline{19} \quad = \quad \underline{\hspace{2cm}}$



# Practise:

## Crack the Code

Use the secret code to work out which of your spelling words are which!

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>	<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>	<b>m</b>
1	2	3	4	5	6	7	8	9	10	11	12	13

<b>n</b>	<b>o</b>	<b>p</b>	<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>	<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>	<b>y</b>	<b>z</b>
14	15	16	17	18	19	20	21	22	23	24	25	26

8) 7      18      1      19      19      =

Word of the day

Mrs Maloney

class  
grass  
Pass

Mrs Thornely

war

A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and purple and pink foliage on the left, and blue and white wavy hills in the background under a blue sky.

# 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?

What is an adjective?



# 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)

What is an adjective? Adjectives are describing words. (red, tall, sleepy, scary) They tell us more about a noun.

Model: Adverbs describe verbs. Adverbs tell you how the action was done. Adverbs often end in -ly

They talk quietly.



He gently holds her.



She shouts crossly.



English - Grammar Practise: L.O. Can I identify and use adverbs?

Find the five **adverbs** and write them neatly in your book. *What do adverbs end in?*

quietly

dog

happily

table

huge

neatly

sadly

bright

quickly

English - Grammar Practise: L.O. Can I identify and use adverbs?

Practise: Now use those adverbs and complete these sentences. Write them neatly into your book. Remember bumps and flicks.

1) He creeps \_\_\_\_\_ out of the house.

2) He looks \_\_\_\_\_ at his diary.

3) She plays \_\_\_\_\_ with her puppy.

4) He runs \_\_\_\_\_ to the park.

5) She \_\_\_\_\_ colours her picture.



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

In your home learning book, write three sentences using an adverb from the list below.

noisily

grumpily

scruffily

happily

E.g. The small girl skipped happily up the hill.

# Recap: What is an adverb?

English -

# 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!)*



Take a break!  
Or time for lunch?







# Science - Plants

Parents/ carers we are now moving onto our science lesson

Science: Can I observe closely and know that roots grow down to find water?

Do you know what this is?



Science: Can I observe closely and know that roots grow down to find water?

This is a kidney bean. It is a type of seed.  
Were you correct?



Look at it very carefully. How would you describe it? What does it look like? What would it feel like? Can you draw it carefully.

**Science:** Can I observe closely and know that roots grow down to find water?

What do you think will happen when you plant the bean?

Which part of the plant will grow first?

Watch the following video but stop at day 3.

The video is of a kidney bean that has been planted

What is growing down?

Why is it growing down?

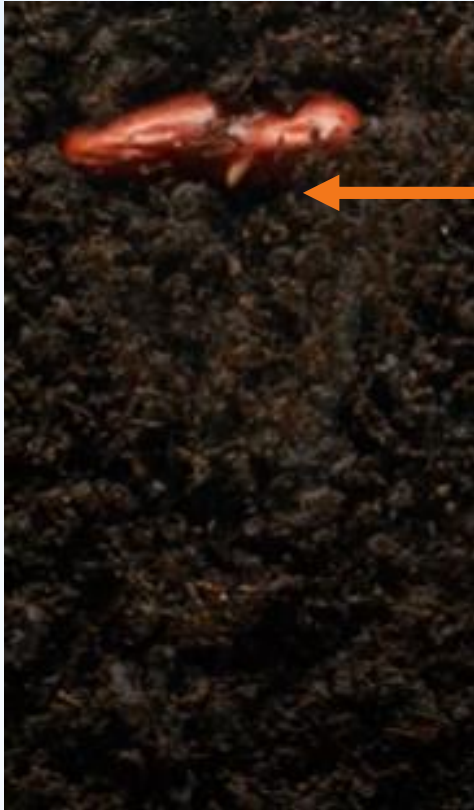
<https://www.youtube.com/watch?v=w77zPAtVTul>



# Science: Can I observe closely and know that roots grow down to find water?

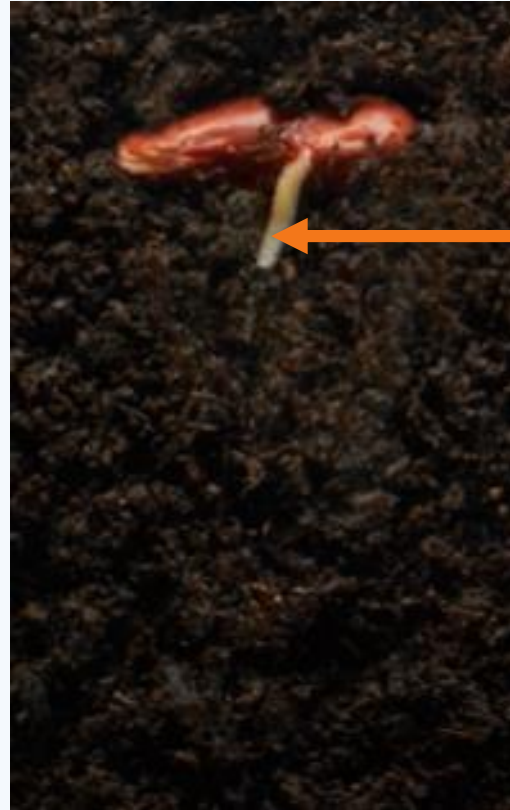
Teach

Day 1



The seed  
is under  
the soil

Day 2



The root  
begins to  
grow  
down

Day 3



The root  
grows  
longer  
searching  
for  
water.

The  
roots will  
also help  
the plant  
stay in  
the same  
place as  
it grows.

Can you carefully draw the seed over the three days in your home learning book. Then add neat labels to show what is happening.

Science: Can I observe closely and know that roots grow down to find water?

Review

When you plant a seed:

What grows first?

The root

What is growing down?

The root

Why is it growing down?

To find water.  
To keep the plant  
in the same place

**Science:** Can I observe closely and know that roots grow down to find water?

What next?

*Parents/ carers tips*

*It would be great if your child could growing a bean or a bulb in a clear plastic bag/ cup so that they can see the roots grow for themselves. They will be very excited! If you haven't any spare seeds .... try a garlic clove*

<https://www.youtube.com/watch?v=9wyj1A5ZD-s>

*How to plant a garlic clove*







# Something different

Parents/ carers this isn't a *MUST* but a *NICE TO DO*



# Why, Mr Artist? George Seurat



Thinking skill: reasoning,  
enquiry

Learning: Visual, auditory

What to do:

Everyone look at the  
painting in silence for 1  
minute

Encourage everyone to  
think of a question to ask  
the artist about this  
painting.

Then try and answer  
them themselves.

E.g. *Why are they  
wearing hats? Because it  
is hot*

Then tell your partner  
your question and answer  
and listen to their  
question and answer.

Then think up another  
question with an answer  
together.



Until tomorrow,  
Take care,  
Love Mrs Thornely