



Good morning Kelmarsh,

It's Tuesday and what a beautiful morning it is.

Yesterday I was in Collingtree Primary School, looking after our Key Worker children. One of the activities we did was to write a thank you letter to Captain Tom Moore for his amazing fund raising. Captain Tom, who was in the army in World War 11, set himself the target to raise £10, 000. Every day he walks 10 laps of his garden, which at the age of 99 is incredible! Yesterday he had raised over 27 million pounds!

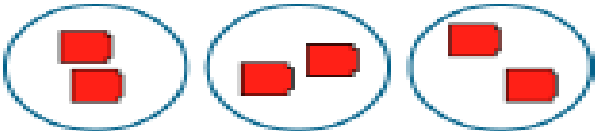

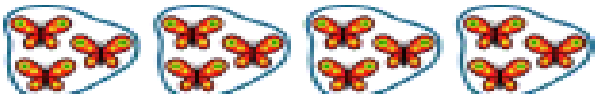


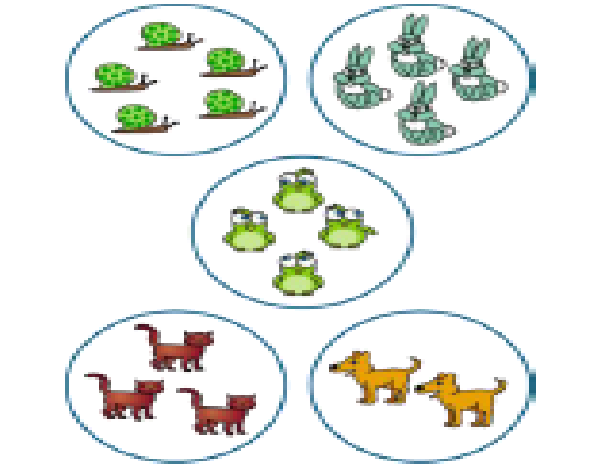
Such an inspiration to us all!

Hope you are staying well,

Love Mrs Thornely



Answers from the previous maths session

	Equal groups	Unequal groups
	✓	
	✓	
	✓	
		✓
		✓
		✓

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.

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.)



Spelling test

Mrs Maloney

class
grass
pass

Mrs Thornely

word
work
world
warm
war

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

*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

Somebody Swallowed Stanley by Sarah Roberts



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



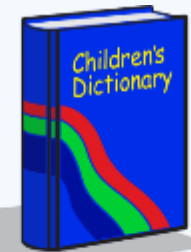
Visualise



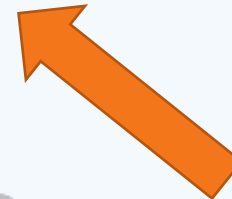
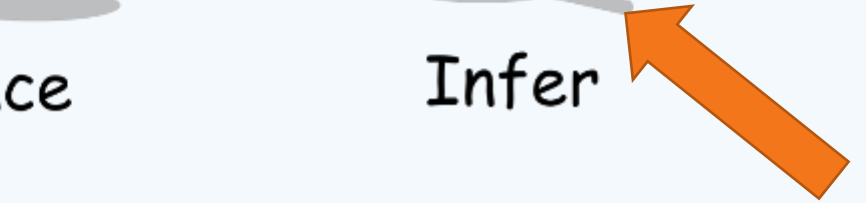
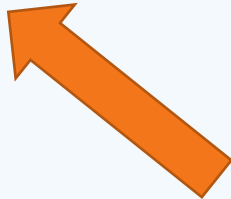
Clarify



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)

Children's Dictionary

Vocabulary

Word	Definition	Word class
jelly fish	A water animal with a soft body shaped like a bell that live in the ocean.	noun
tentacles	A long thin body part on the head or around the mouth of some animals. Tentacles are used for feeling or taking hold of things.	noun
few	only a small number	adjective
ordinary	usual	adjective
barnacles	A small sea animal that attaches its shell to rocks, the bottom of ships, whales, and other objects in shallow parts of the ocean. Barnacles are kinds of crustaceans.	noun
vast	Very large in size or space.	adjective

Handy hints for word reading

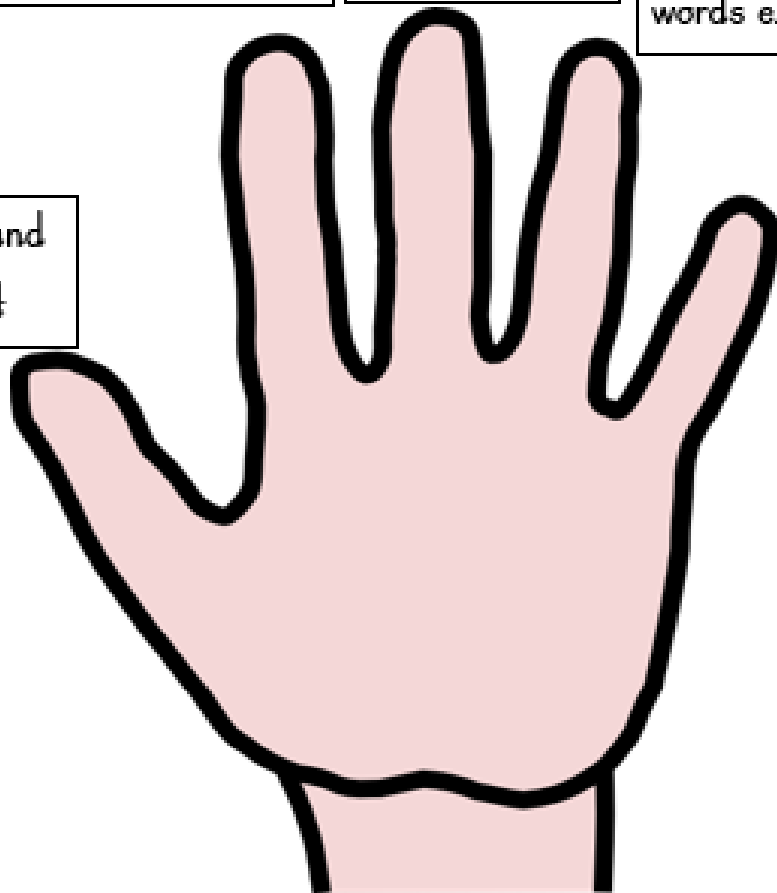
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

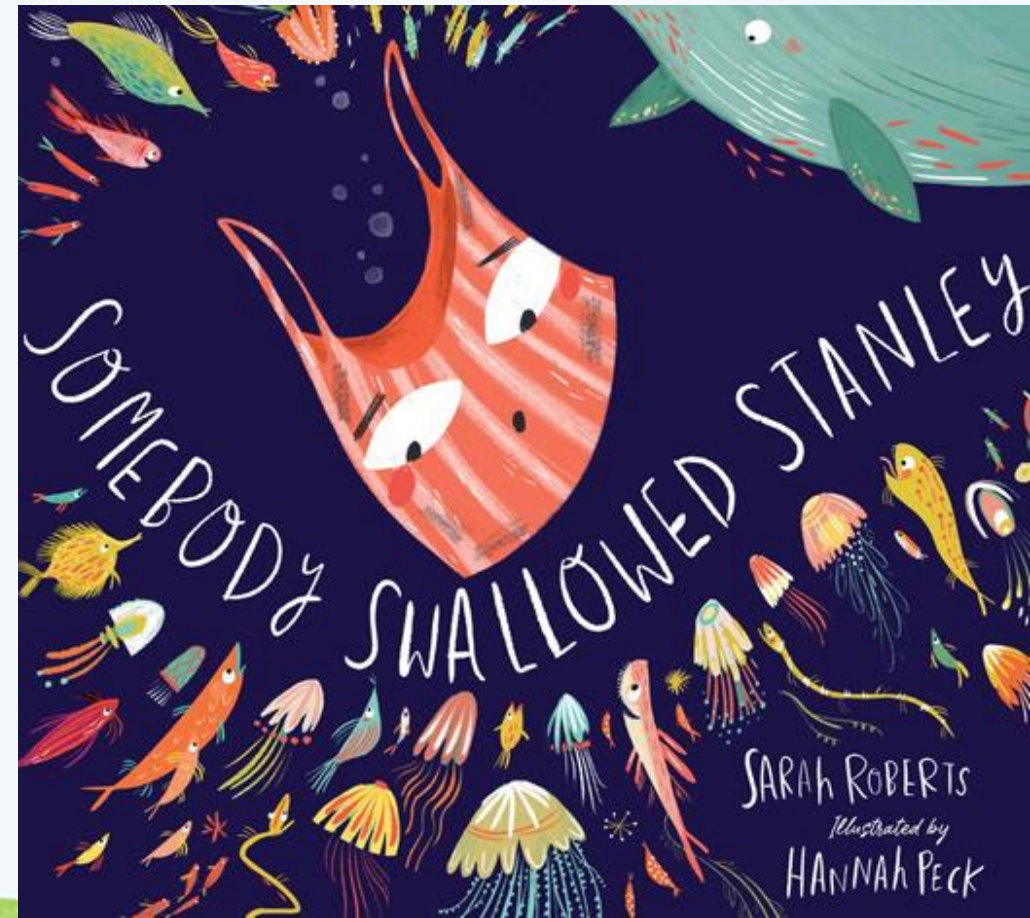
One group always has an adult with them. Here, the adult will model reading the text on day one. Then on day two the children will begin to read the text with the adult supporting. Your child will know if they usually work with Mrs Maloney during book talk.

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.

Stanley swept into the sea with a splash and a splish.
"Perhaps he's one of us?" thought the other jellyfish.
But his stripes were too straight and his tentacles too few.
He just floated in the sea, not sure what to do.
You see STANLEY was no ordinary jellyfish.

Then something TERRIBLE happened.
Somebody SWALLOWED Stanley!
But who could it be?
Her tongue was rough as barnacles,
Her mouth vast as a cave.
As she hummed her low song,
Stanley tried to be brave.

So WHO had swallowed Stanley?





Predict



Infer

What do you think Stanley is?
How do you know?

I think Stanley is a ...
I think this because ...



Predict



Infer

But who could it be?
Her tongue was rough as barnacles,
Her mouth vast as a cave.
As she hummed her low song,
Stanley tried to be brave.

Who do you think swallowed Stanley?
How do you know?

I think _____ swallowed Stanley because ...



Question

Read the text again.

Look at the words in CAPITAL LETTERS.

Why do you think the author wrote these words in capitals?

I think the author wrote those words in capitals 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



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

1. Story Mode for Understanding

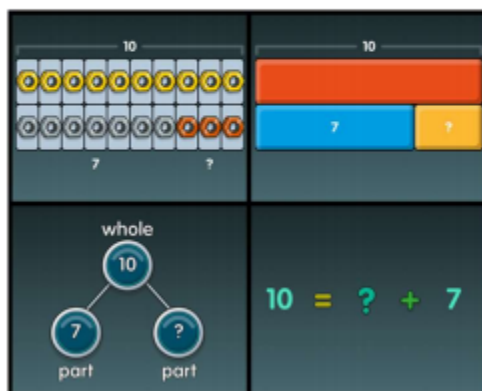
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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).

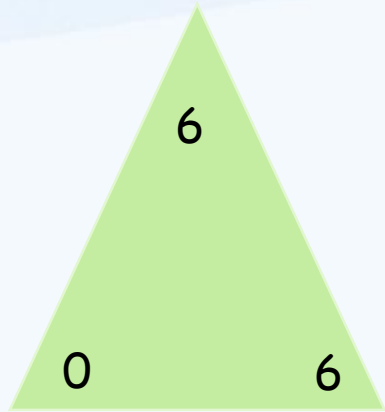
Baseline

There is no baseline on NumBots.

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

Review: Addition and subtraction trios to 20

Trios for 6

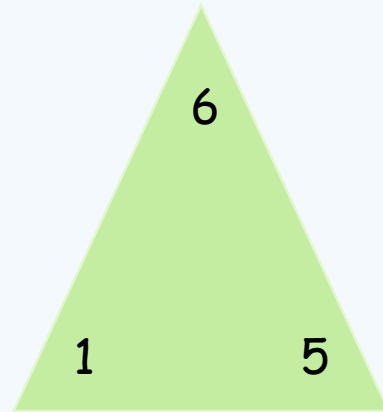


$$6 + 0 = 6$$

$$0 + 6 = 6$$

$$6 - 0 = 6$$

$$6 - 6 = 0$$



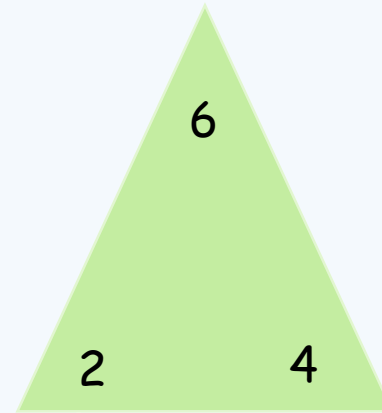
$$5 + 1 = 6$$

$$1 + 5 = 6$$

$$6 - 1 = 5$$

$$6 - 5 = 1$$

2

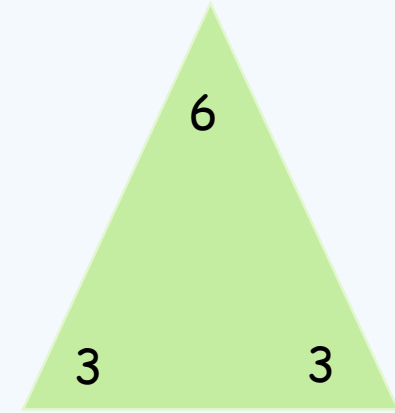


$$4 + 2 = 6$$

$$2 + 4 = 6$$

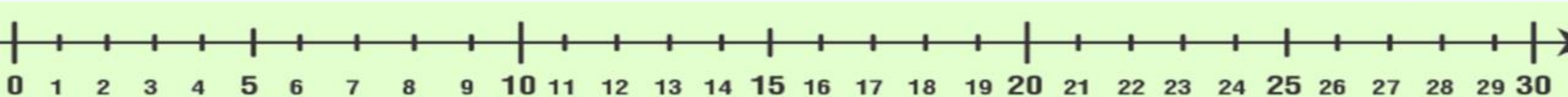
$$6 - 2 = 4$$

$$6 - 4 = 2$$



$$3 + 3 = 6$$

$$6 - 3 = 3$$



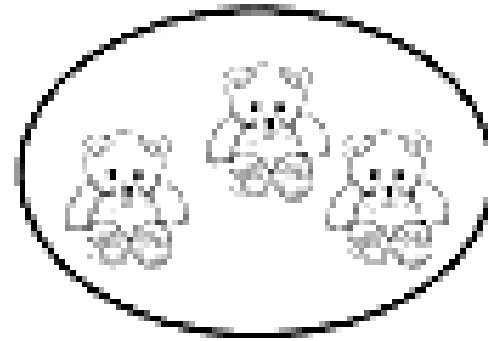
L.O. When describing equal grouped objects, can I describe the number of the groups and the size of the groups?

Review:

1. Are these equal groups?

Equal

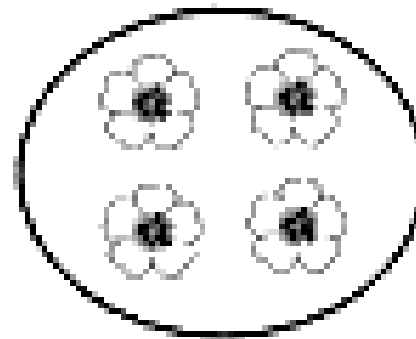
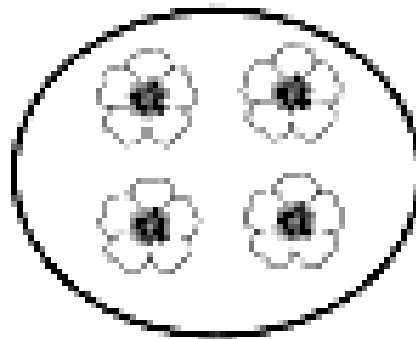
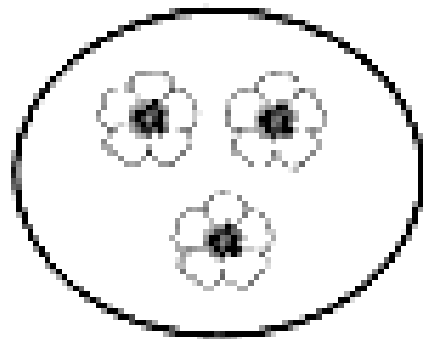
Unequal



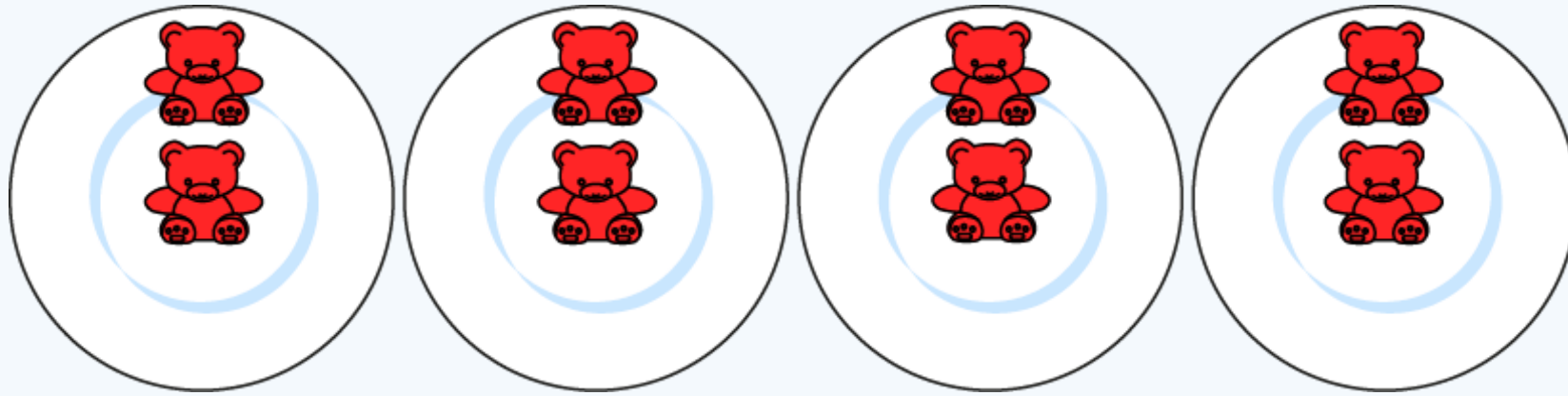
2. Are these equal groups?

Equal

Unequal



Model: How many equal groups are there?
How many bears are there in each group?



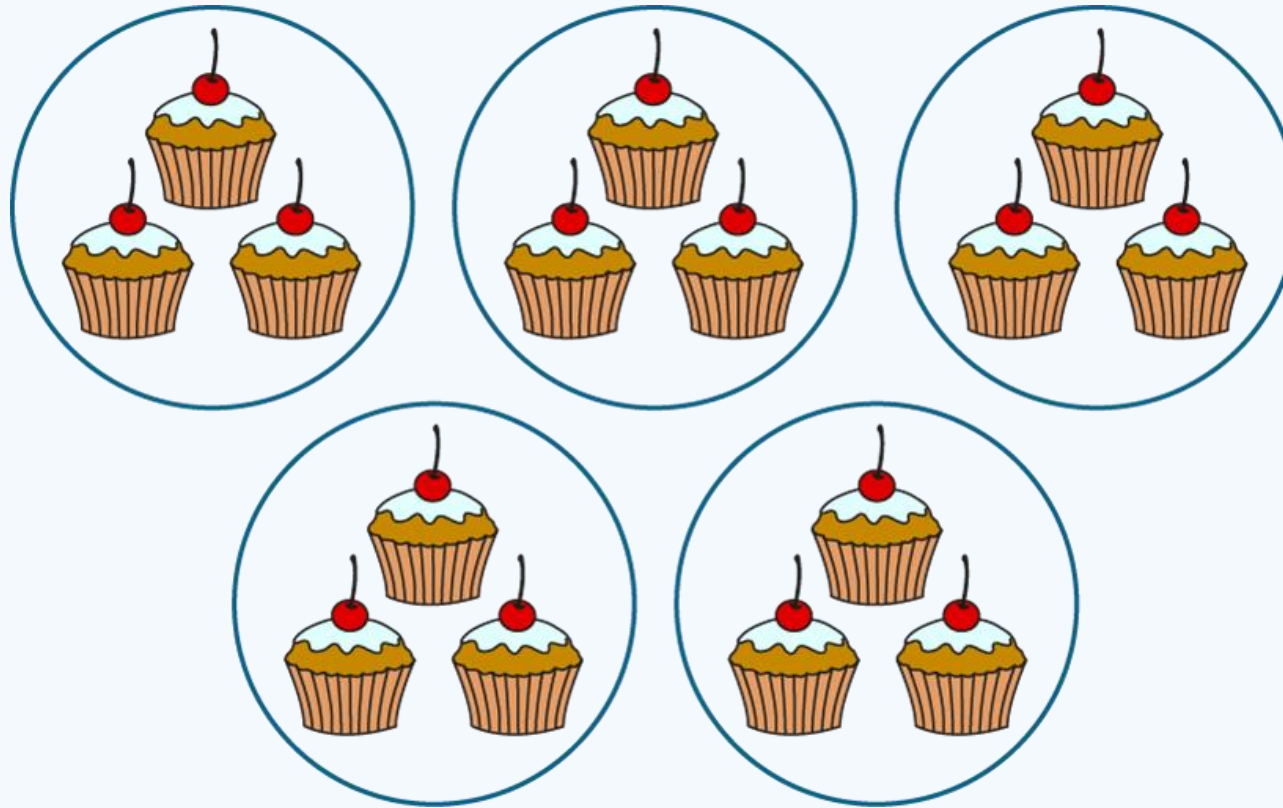
There are four equal groups of bears.

There are two bears in each group.
There are four groups of two.

Parent/ carer tip
Read each sentence in black and get your child to echo. Explain each sentence to ensure understanding.

Practise:
You try!
How many
equal groups
are there?

How many
cakes are
there in each
group?



Parent/ carer tip

Help them to answer this
by saying it out loud using
the sentence stem in
black.

'There are ____ equal groups of ____.'

'There are ____ in each group.'

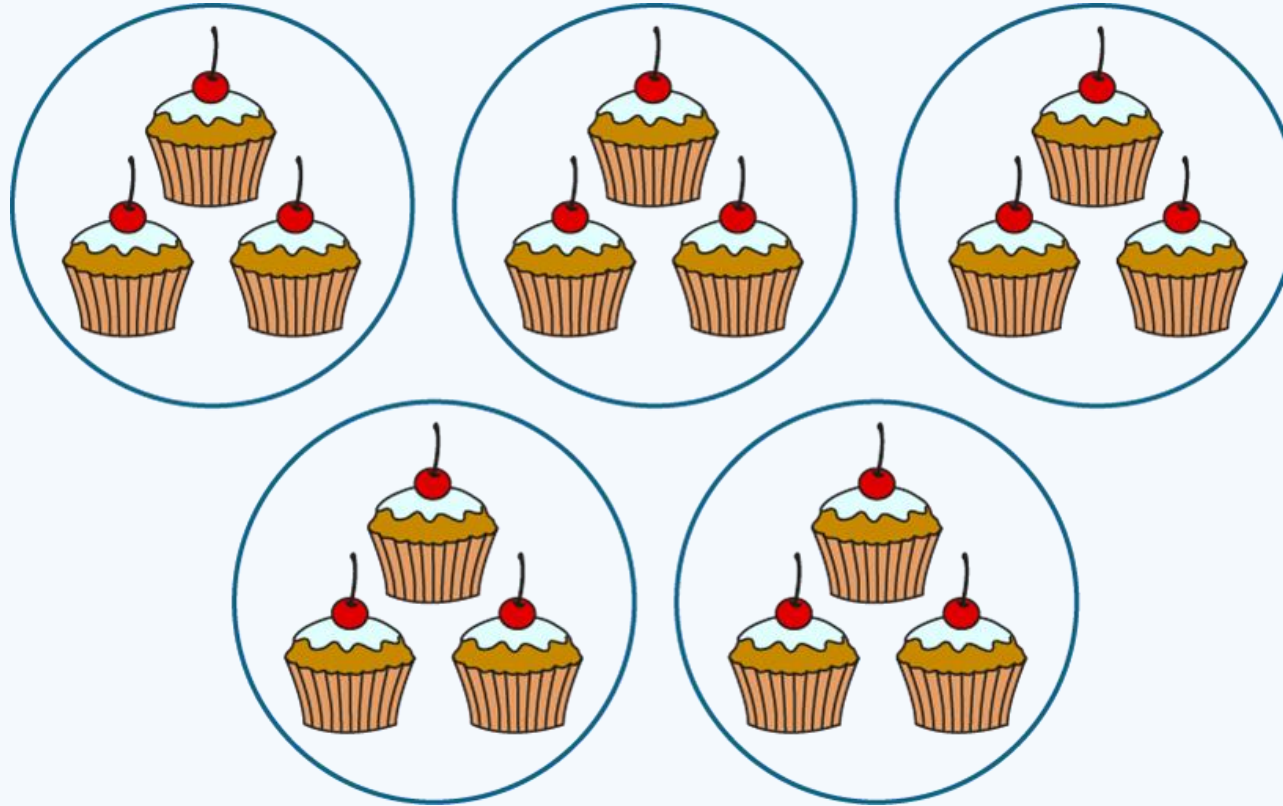
'There are ____ groups of ____.'

Practise:

Answer

There are five equal groups of cakes.

There are three cakes in each group.
There are five groups of three.



Parent/ carer tip

Recap the answer and get your child to read/ echo the answer written in black

Practise: Find small items and arrange them into different equal groups. Say out loud what the groups show using the sentence stem below.

'There are ____ equal groups of ____.'

'There are ____ in each group.'

'There are ____ groups of ____.'

Parent/ carer tip

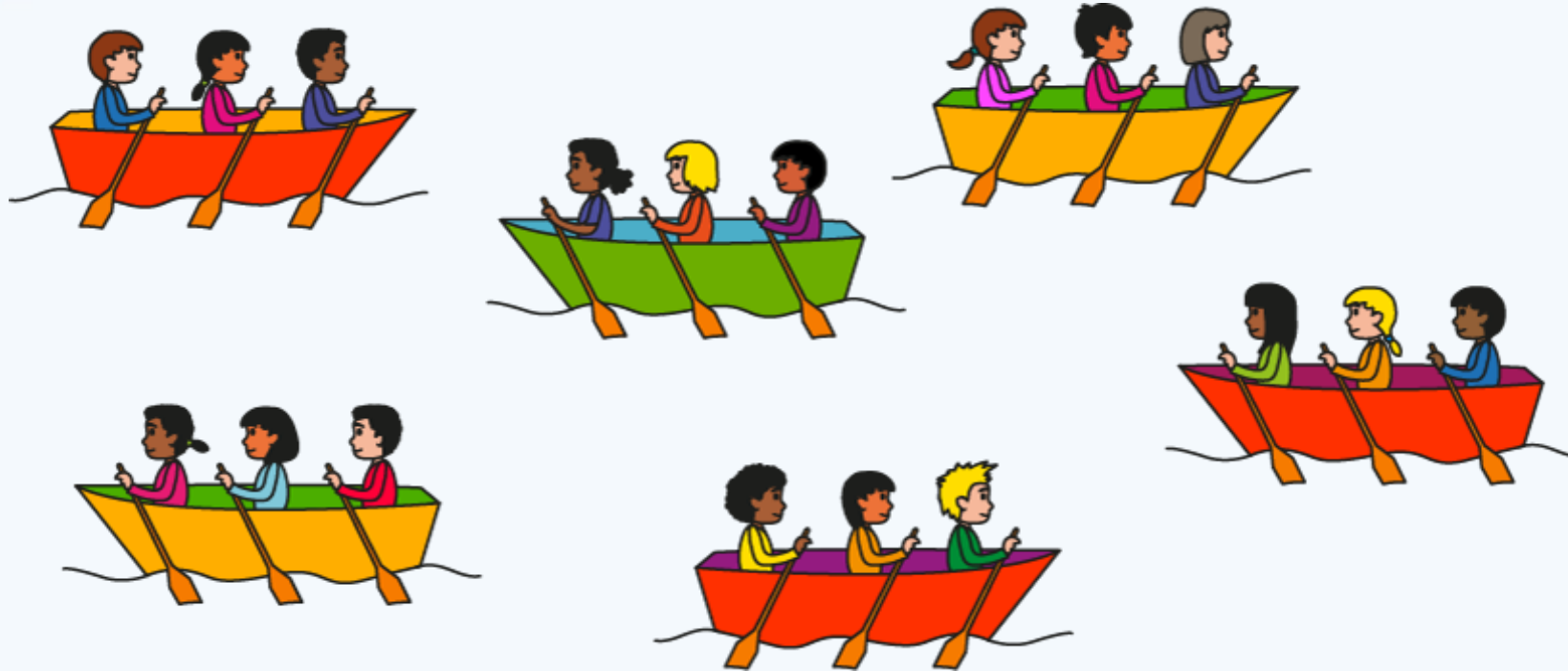
Give your child ways to sort the objects e.g. Take 12 buttons. Arrange them into three groups of 4.

Do this as many times as your child needs to be confident with this.

Getting them to use the sentence stems is really important as it helps internalise what the groups are showing and encourages them to describe it in words. This will help committing the information to long term memory and will aid better understanding.

Practise:

Which sentence correctly describes the picture? Click **enter** to check your answer.



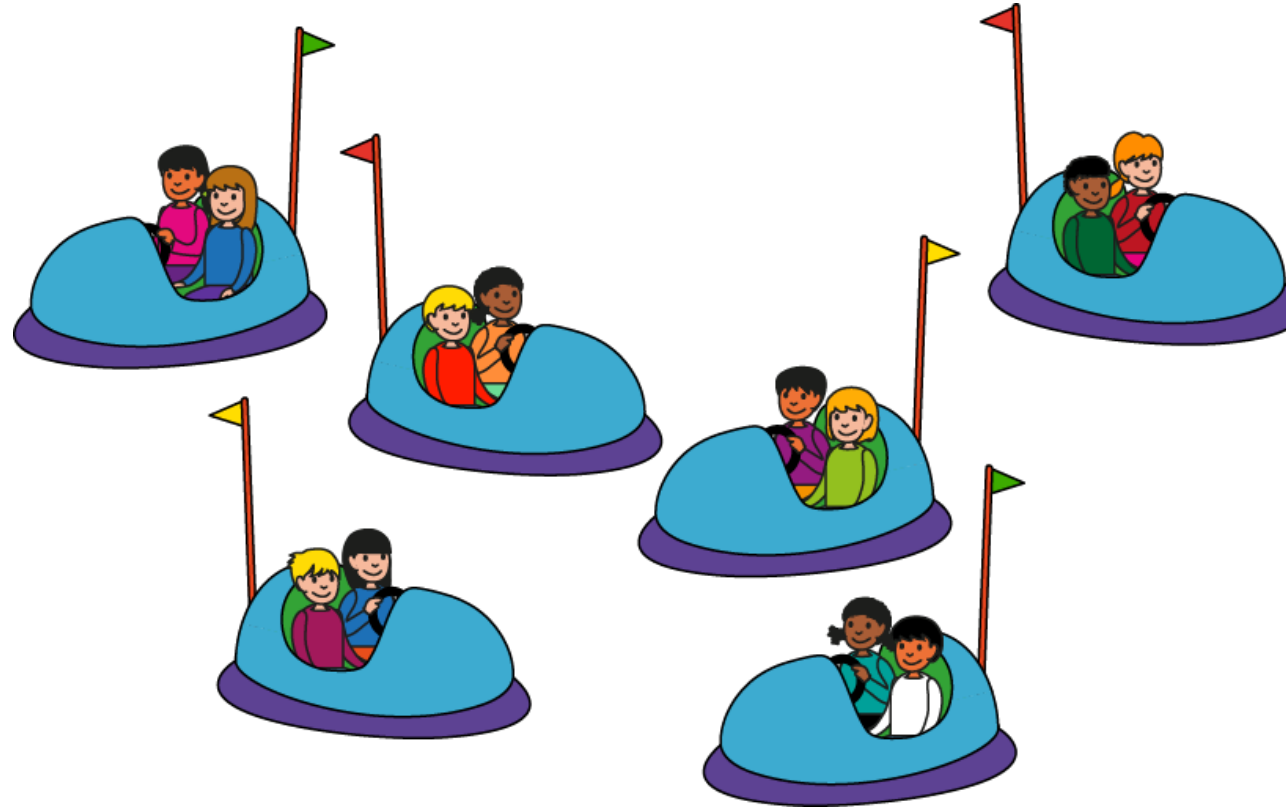
There are 6 equal groups. ✓

There are 3 equal groups. ✗

Practise:

2.2 Multiplication: equal groups Step 2:3

Which sentence correctly describes the picture? Click **enter** to check your answer.



There are 2 groups of 6. ✗

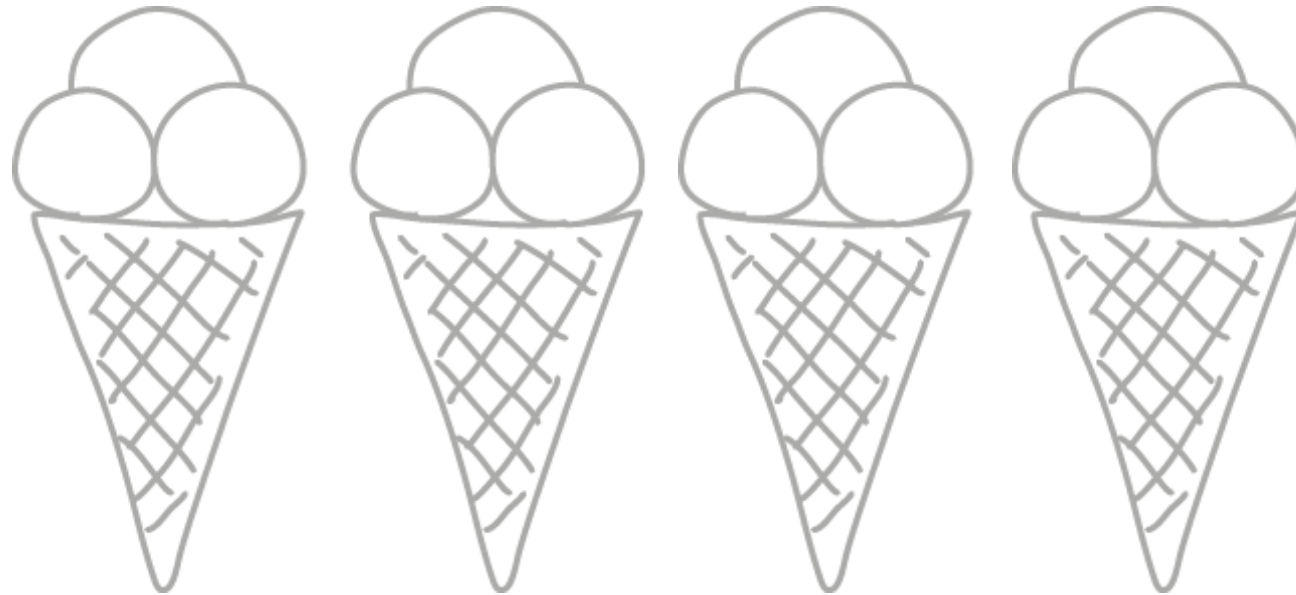
There are 6 groups of 2. ✓

Practise:

2.2 Multiplication: equal groups Step 2:3

In your maths book, draw the ice-creams. Then finish the drawing to show

I have 4 groups of 3.

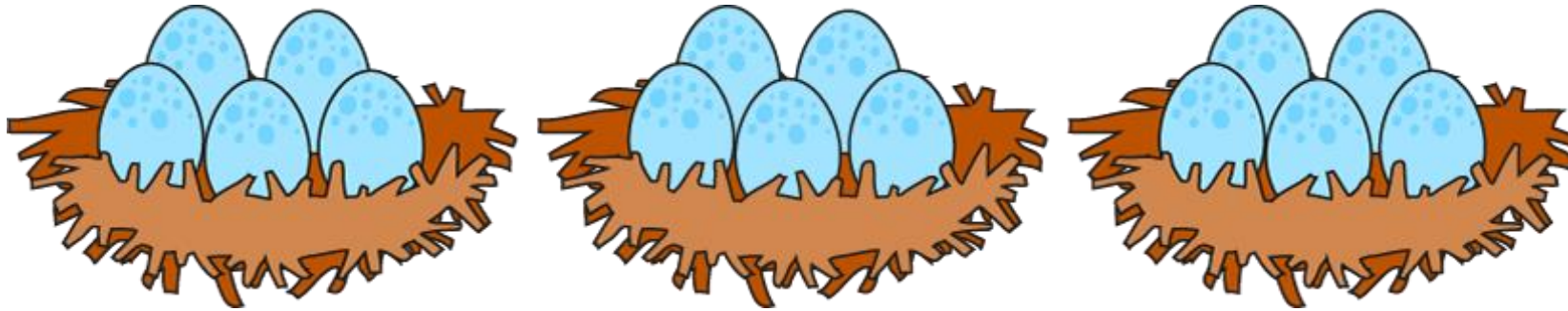


Click **enter** to see if you are correct.

Practise:

2.2 Multiplication: equal groups Step 2:3

Click **enter** for answers



There are 3 equal groups of eggs.

There are 5 eggs in each group.

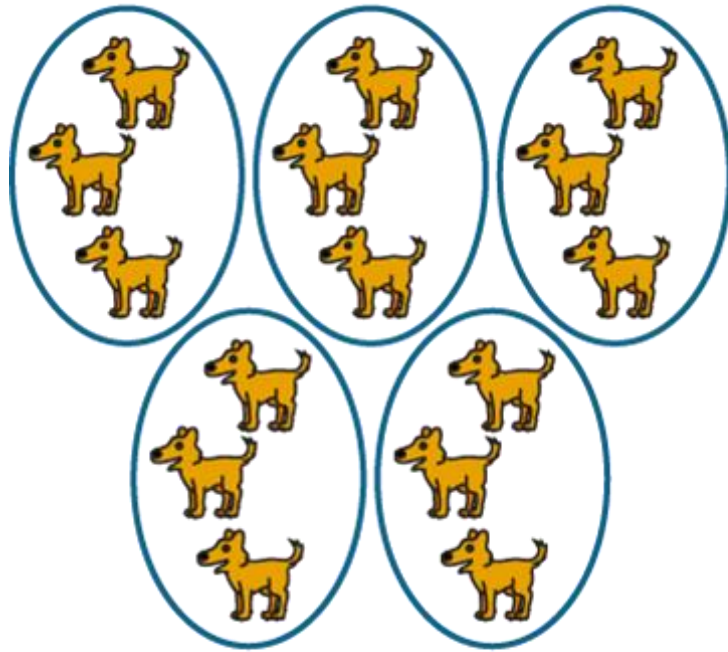
There are 3 groups of 5 .

Practise:

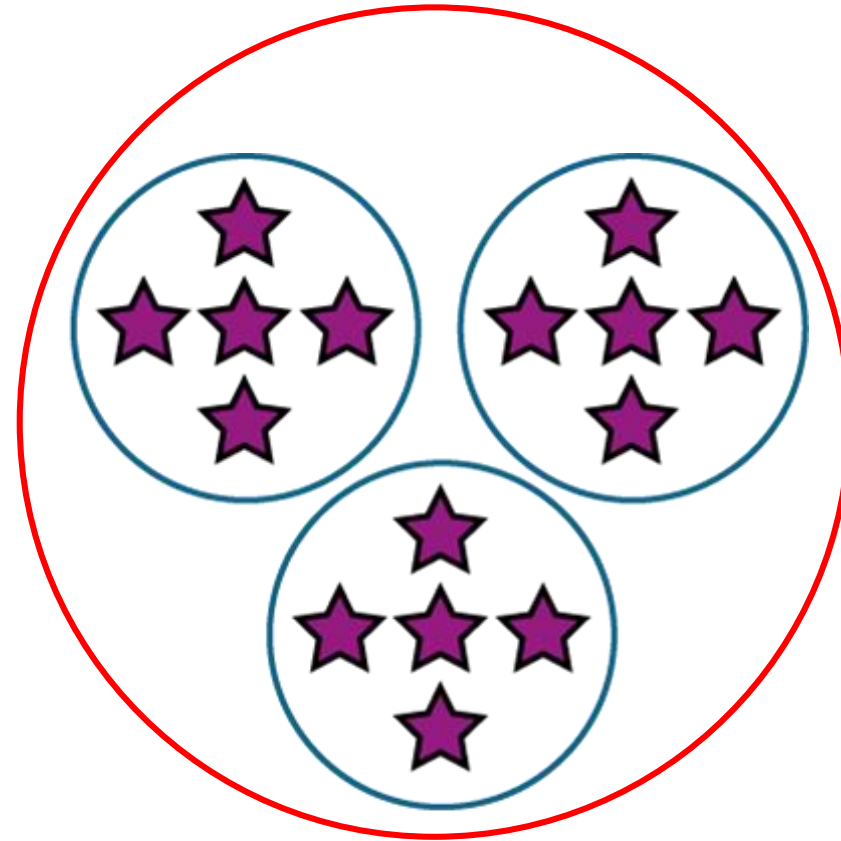
2.2 Multiplication: equal groups Step 2:3

Which representation matches the description? Click **enter** for the answer.

There are 3 groups of 5.



A



B

Apply:

2.2 Multiplication: equal groups Step 2:4

Click **enter** for the answer.

True or false?

There are 4 groups of 3.



Parent/ Carer Tip

To complete this teaching point, present children with problems such as those shown opposite, to ensure there are no misconceptions when describing the number of equal groups and the size of the groups.

✓ True

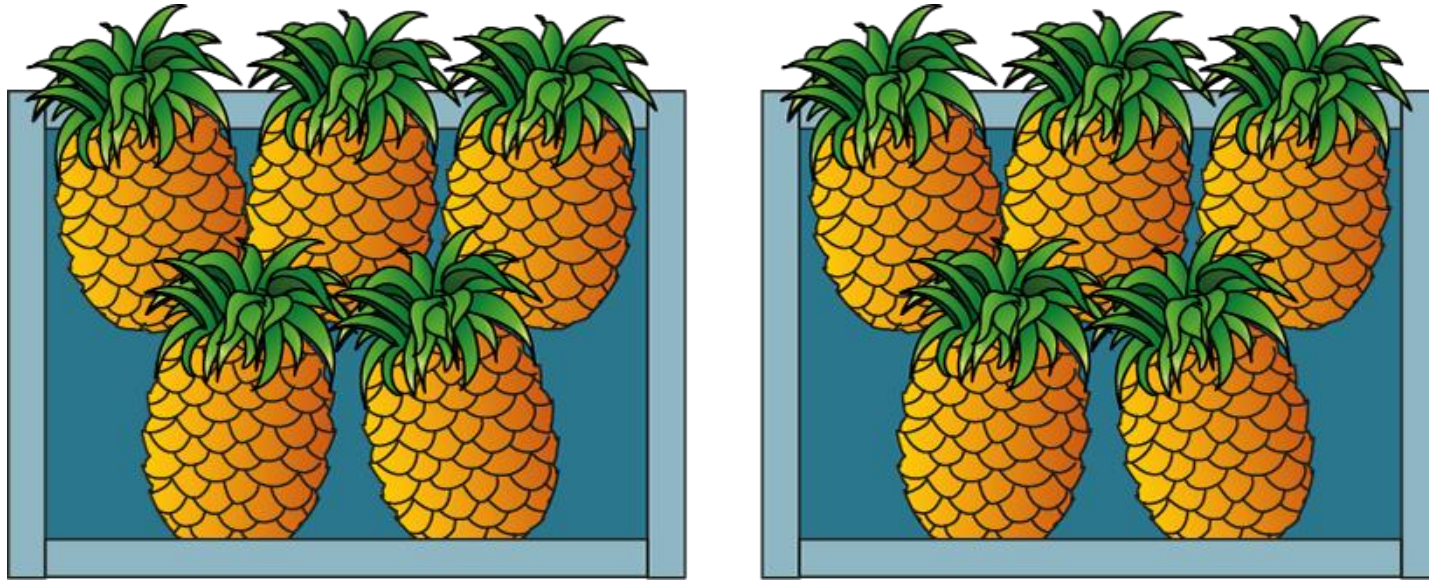
Apply:

2.2 Multiplication: equal groups Step 2:4

Click **enter** for the answer.

True or false?

There are 5 groups of 2.



✗ False


Challenge: To assess depth of understating

'Ralphie says the number of groups and the number of objects in each group cannot be the same. Lily says the number of groups and the number of objects in each group can be the same.

Who is correct? Convince me.'

Take a break!





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

Review - ea digraph (digraph 2 letters 1 sound)

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

Same spelling different sounds

farmer

her

Review - a grapheme

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

Same spelling different sounds

hat

bacon

Review - a grapheme

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

Same spelling different sounds

fast

was

Review - y grapheme

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

Same spelling different sounds

yellow

dry

happy

Review - ch grapheme



ch



ch



ch

chick

school

chef

Same
spelling
different
sound!

Teach



ou



ou



ou

loud

soup

shoulder

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.

loud, proud, sound, round, mountain, you, soup, group, could, should, mould, shoulder, boulder.

Practise reading these sentences.

Could you carry a boulder on your
shoulder?

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.

Would you eat soup with a trout?

Practise reading these sentences.

Should you shout about a mouldy
group of boulders that you have
found?

Word of the day

Mrs Maloney

plant

Mrs Thornely

vision

My bean will grow into a plant.

I can see really well so I must have perfect vision.

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: [newphonicsplay.co.uk](https://www.newphonicsplay.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?



A stylized landscape illustration featuring rolling green hills in the foreground, a white and light blue sky with wavy bands, and a tree with purple and pink foliage on the left. The word 'English' is written in a brown, rounded font in the center-right.

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?

What is an adverb?

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.

What is an adverb? Adverbs describe verbs. They tell us HOW the action was done. They often end in -ly (quickly, slowly, carefully)

English - L.O. Can I use capital letters and full stops?

Punctuation

Teach:

- You need to start each sentence with a capital letter.
- You also need to use capital letters for names (Mrs Thornely) and when using I (When I am hungry, I eat).
- Sentences usually finish with a full stop.

Model:

Cats like milk.



Isla does gymnastics on Friday.



English - L.O. Can I use capital letters and full stops?

Punctuation

Practise:

Re-write these sentences neatly in your book and put the missing capital letters

1) we saw ben and lily at the weekend.

2) peter likes running and lisa likes dancing.

3) on wednesday, ben and i will go to the cinema.

(Answers on the next page. Did you get them all?)

English - L.O. Can I use capital letters and full stops?

Punctuation

Practise:

Answers

1) We saw Ben and Lily at the weekend.

2) Peter likes running and Lisa likes dancing.

3) On Wednesday, Ben and I will go to the cinema.

English - L.O. Can I use capital letters and full stops?

Punctuation

Apply:

Re-write the sentence in the correct order with a capital letter and a full stop in the correct place

clarinet the miss holland plays

(Answer on the next page).



English - L.O. Can I use capital letters and full stops?
Punctuation

Apply: Answer

Re-write the sentence in the correct order with a capital letter and a full stop in the correct place

Miss Holland plays the clarinet.



Model: Statements tell you something. The sentences below are statements.

He is in Year Two.

My name is Mrs Thornely.

My school is Kislingbury Primary school.

WATCH: <https://www.bbc.co.uk/bitesize/articles/z97r2nb>

Practise: In your creative writing book, practise writing **statement sentences** about Fluffy our class mascot.

Steps to success

- ✓ At least three statement sentences
- ✓ Neat handwriting, bumps and flicks
- ✓ Capital letters and full stops



L.O. Can I identify a statement sentence?

Review: What is a statement sentence?

Answer: A statement sentence tells you something.

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!)



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.

PSHE - Zippy

L.O. Can I explain what happens to my body when I experienced different feelings?

Parents/ carers we are now moving onto our PSHE lesson

Parent/ carer top tip:
Share you own feelings and emotions during these sessions so that your child can see the feelings that they feel (although may feel overwhelming at times) are perfectly normal.



Where we feel our feelings

To help your child understand what happens in their body when they have different feelings

You will need



Cut out and stick the reactions on the next page onto the outlines. Or draw and write your own ideas.

Let's talk...

Share with your child when you last felt nervous and ask them when they last did. Did you both feel the same things in your body? How did you make yourself feel better?

Take turns acting out different physical reactions e.g. knees trembling, tummy aching. The other person can guess what the feeling is.

Reactions in our body to different feelings



I clench my fists



my tummy hurts



my legs are shaking



I clench my teeth



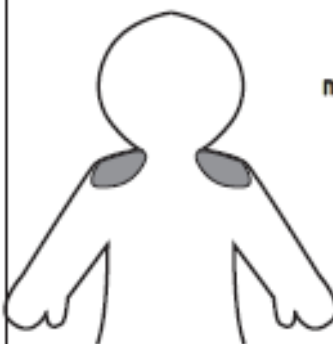
my heart beats faster



my face gets hot



I smile



my shoulders relax

A-Z of feelings

To improve your child's vocabulary to identify feelings

You will need



Work together to think of 1 or 2 feelings for every letter of the alphabet

Today I feel...

Angry

H

O

Vexed

Bored

I

P

W

C

J

Q

eXcited

Disappointed

K

R

y

E

L

S

Z

F

M

T

G

N

U



Turn this into a memory game to play on long journeys.
'Today I felt Annoyed', 'Today I felt Annoyed and Brave' etc.

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



Auditory Learning



Tactile Learning



Kinaesthetic Learning

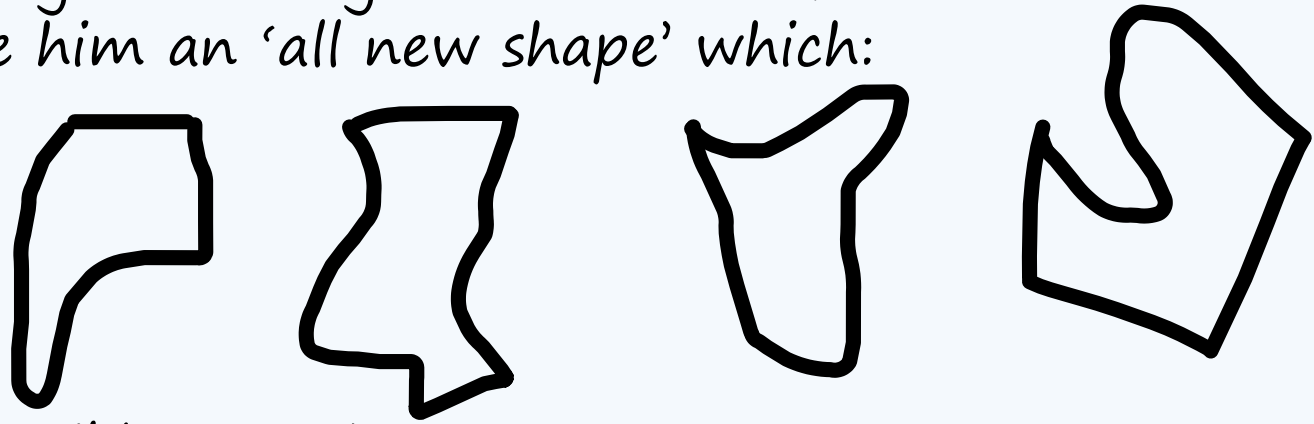


Shape Up!

Thinking skill: evaluation

What to do:

- Explain that Mr Geo likes getting new things that no one else has.
- He wants the children to make him an 'all new shape' which:
 - has some corners
 - has some curves
 - looks good
 - has some straight lines



- Draw some examples of the possible new shapes
- Ask them to spend a couple of minutes to decide which will be the best one for Mr Geo

There is no right answer here – the challenge is to justify choices and realising that Mr Geo's requirements are not very clear – they can have more than one interpretation.



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>





Thank you for working so hard!

Go and have some relaxing time now.
Maybe go for a run round the garden
or chill in front of the TV.

Until tomorrow,
Take care

Mrs Thornely