



Good morning Kelmarsh,

It's Wednesday and it is another beautiful day. I have just finished my work out with Isla and Joe Wicks.

As well as helping the girls with their school work, I want to be focused on my own work today so that I can spend some time with the girls later on this afternoon. We want to paint some rainbows on stones that we found yesterday on our walk. Our aim is to leave them on peoples door stops when we go on our daily walk – so that when they open their door they will find a lovely surprise.

What kind things have you done since lock down?

Missing all your smiley faces and your news!

Love Mrs Thornely



2.2 Multiplication: equal groups Step 2:4

Answers from the previous maths session

'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.

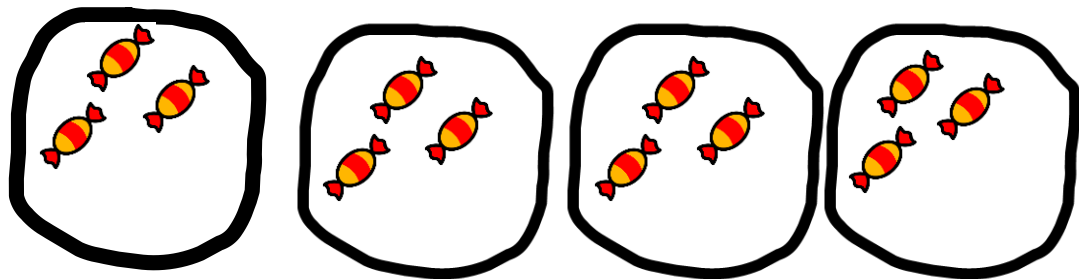
Who is correct? Convince me.'

Lily is correct. I have proved both ways work below, proving that the number of groups and the number of objects in each group CAN be the same.

'There are 4 equal groups of 3 sweets

'There are 4 3s in each group.'

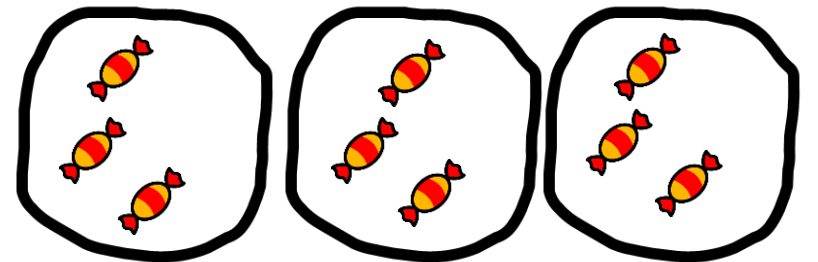
'There are 4 groups of 3.'



'There are 3 equal groups of 3 sweets

'There are 3 3s in each group.'

'There are 3 groups of 3s.'



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.)



Flag of Greece



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 - S2 Stems grow up
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

Somebody Swallowed Stanley by Sarah Roberts - Part 2

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



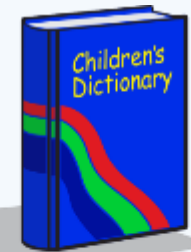
Visualise



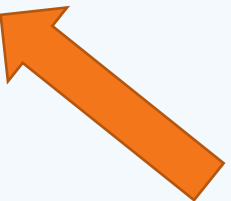
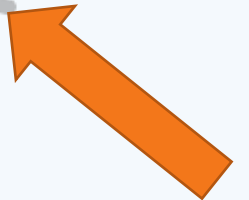
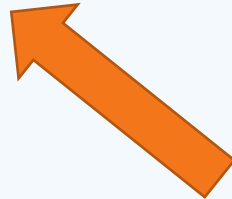
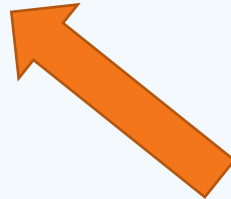
Clarify



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
slimy	Made of or like slime.	adjective
coughed	To release air noisily from the lungs. A cough results from illness or from breathing in something that you shouldn't.	verb
spout	A tube or a pipe (referring to the whale's blow hole - the nostril that a whale breathes from).	noun
calm	Another word for peaceful and still.	adjective
carefree	Having nothing to worry about.	adjective
beady (eye)	small, round, and bright or shiny; beadlike	adjective

Handy hints for word reading

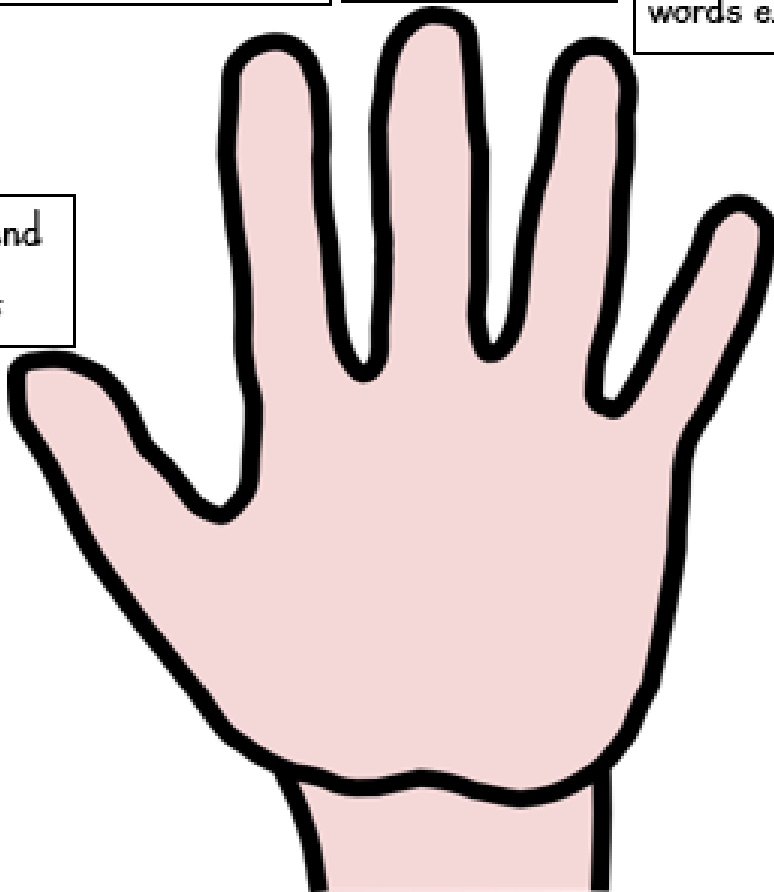
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.

Book Talk- Somebody Swallowed Stanley - Part 2

The creature stopped singing as Stanley slid down her slimy throat ... she COUGHED and she SPLUTTERED and then WHOOOSSSSSHHHHH! With a rush and a rumble, steam BURST from her spout. A WHALE had swallowed Stanley - but now he was out! Stanley dropped - with a splash - back into the sea ... Where he BOBBED along gently, calm and carefree.

Did you guess a Whale swallowed Stanley?



Until something TERRIBLE happened.
Somebody swallowed Stanley.
But who could it be?
With a sharp yellow beak and a small beady eye.
The creature flapped his wings and rose up to the sky.
But WHO had swallowed Stanley?



Infer



Retrieve

How do you think Stanley felt when he flew out of the Whale's blow hole and landed back in the sea?

Which line in the text tells us this?

I think Stanley felt ...

I know this because in the text it says, '_____'.




Predict



Infer

But who could it be?

With a sharp yellow beak and a small beady eye.

The creature flapped his wings and rose up to the sky.

But WHO had swallowed Stanley?

Who do you think swallowed Stanley?

How do you know?

I think _____ swallowed Stanley because ...

Parents/ carers tip:

Using the text, encourage your child to talk about what they have just read using the following questions



Vocabulary Retrieve

Read the text again.

Can you find some past tense verbs

Here are some examples of past tense verbs used in the text: _____

Parents/ carers tip:

Verbs are doing words or being words. Regular past tense verbs end in -ed.



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

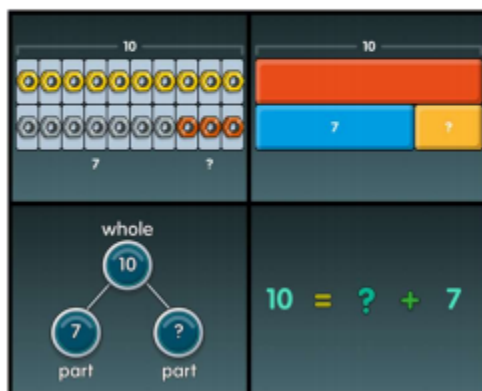
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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).

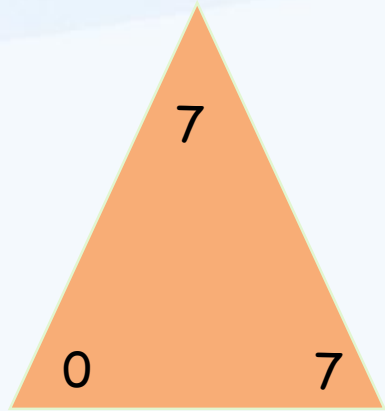
Baseline

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 7

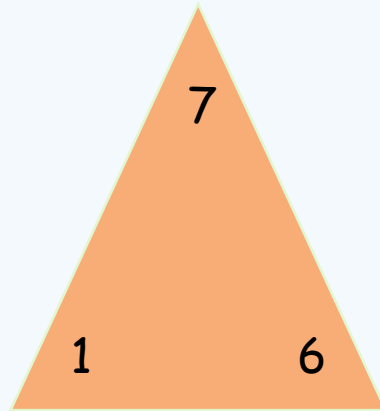


$$7 + 0 = 7$$

$$0 + 7 = 7$$

$$7 - 0 = 7$$

$$7 - 7 = 0$$

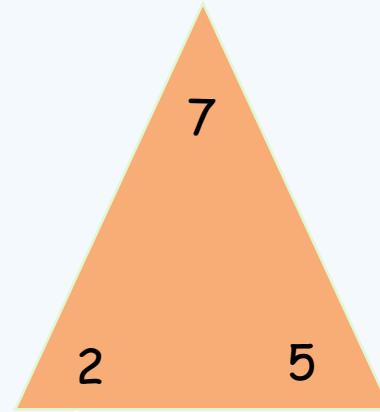


$$6 + 1 = 7$$

$$1 + 6 = 7$$

$$7 - 1 = 6$$

$$7 - 6 = 1$$

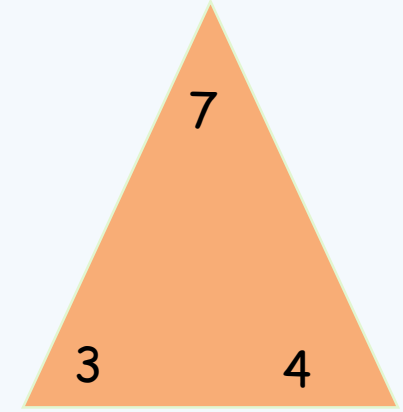


$$5 + 2 = 7$$

$$2 + 5 = 7$$

$$7 - 2 = 5$$

$$7 - 5 = 2$$

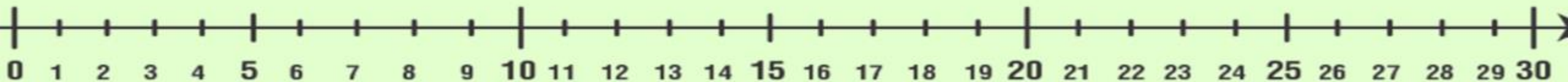


$$4 + 3 = 7$$

$$3 + 4 = 7$$

$$7 - 3 = 4$$

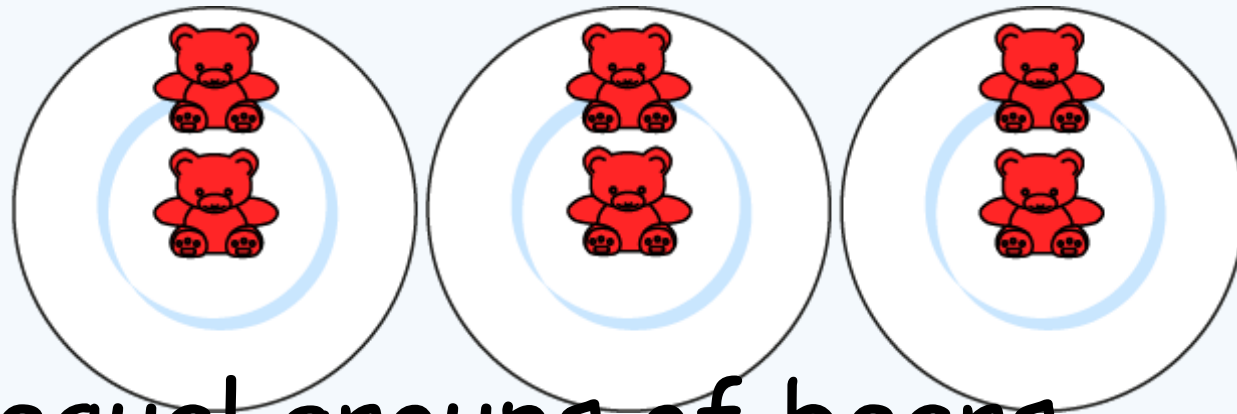
$$7 - 4 = 3$$



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

Review: How many equal groups are there?

How many bears are there in each group?



There are **three** equal groups of bears.

There are **two** bears in each group.

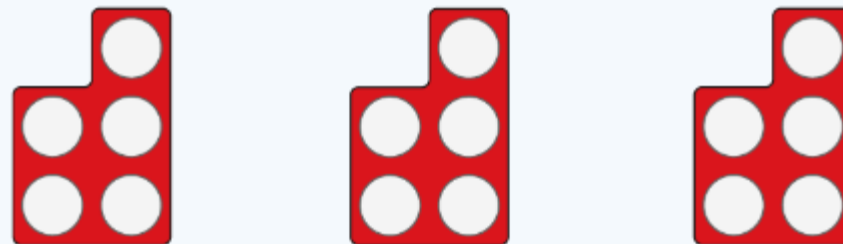
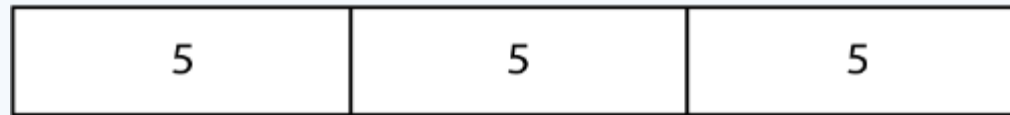
There are **three** groups of **two**.

•2.2 Multiplication: equal groups Step 2:4

Review: Look at these representations.

- What's the same?
- What's different?

Click **enter** to find the answers



- What's different?

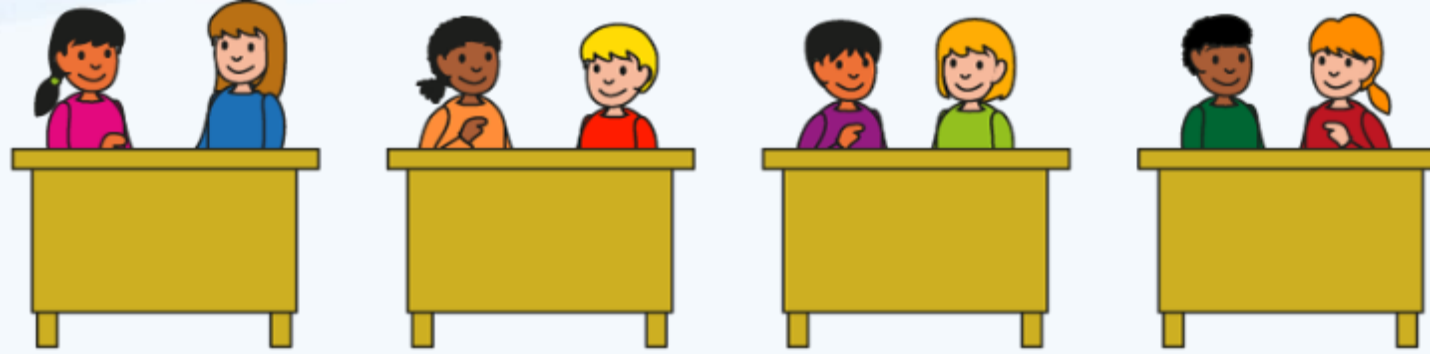
The objects being represented are **different**

e.g. 1) litres of liquid
2) teddies
3) Numeral 5
4) Numicon shape

Look at these representations.

- What's the same?
Each representation has the same amount of groups - **three** groups
- The amount in each group is the same - **5** in each group

Model



2	2	2	2
---	---	---	---

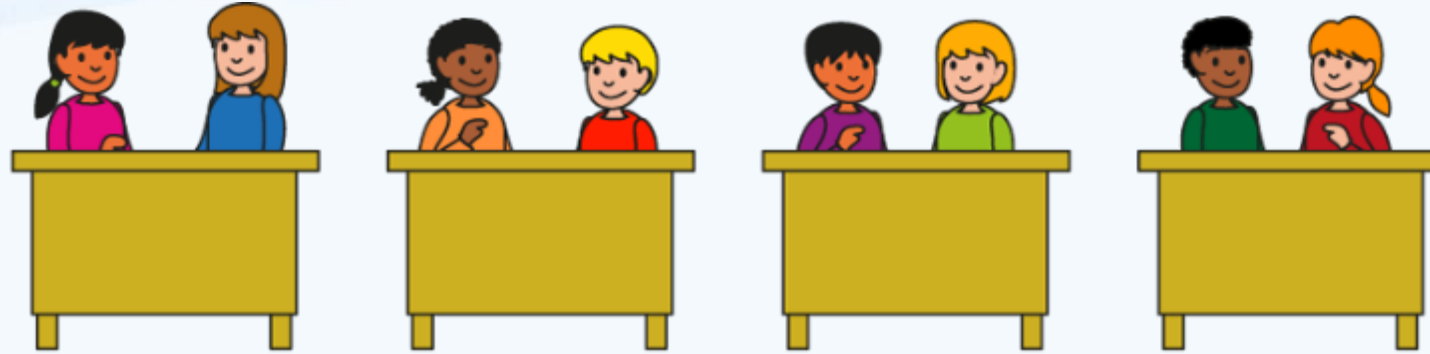
$$2 + 2 + 2 + 2$$

Say



- 'There are four groups of two.'
- 'There are two and two and two and two.'
- 'We can write this as two plus two plus two plus two.'

Model



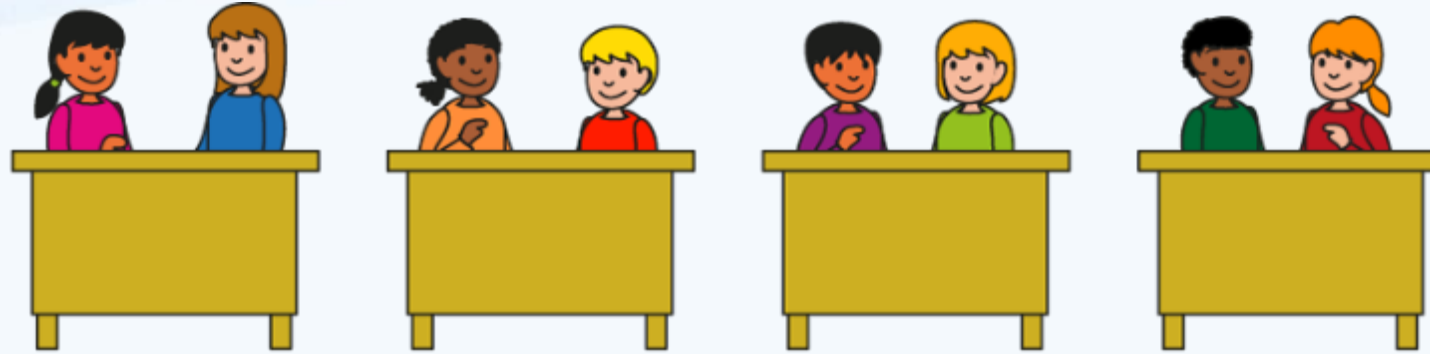
2	2	2	2
---	---	---	---

$$2 + 2 + 2 + 2$$

What does each 2 represent? Each "2" represents the number of children at each desk. There are two children at each desk.

Click **enter** to find the answer

Model



2	2	2	2
---	---	---	---

$$2 + 2 + 2 + 2$$

Why are there four "2s"?
Click **enter** to find the answer

- 'There are four "2"s because there are four groups of two.'

Model



5	5	5
---	---	---

$$5 + 5 + 5$$

Say 

- 'There are three groups of five.'
- 'There are five and five and five.'
- 'We can write this as five plus five plus five.'

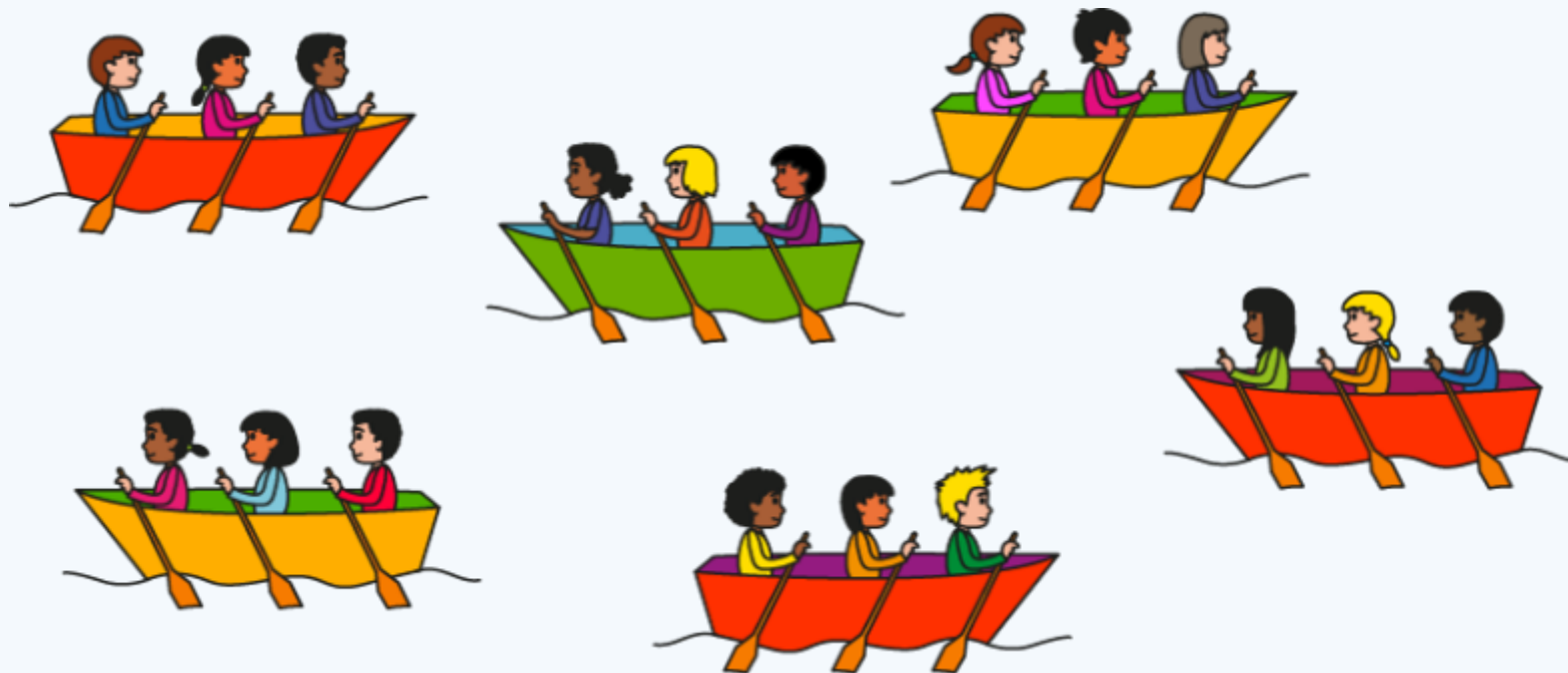
Practise

Parent/ carers

Use small times/ drawings to practise showing that equal groups can be represented by repeated addition until your child is ready to move on.

Practise

Circle the expression that correctly describes the picture.
Click **enter** to find the answer



Parent/ carers tips

As you work through a variety of examples, deepen children's understanding by asking what each number in the expression represents and why that number is repeated the given number of times (as shown in the first example opposite).

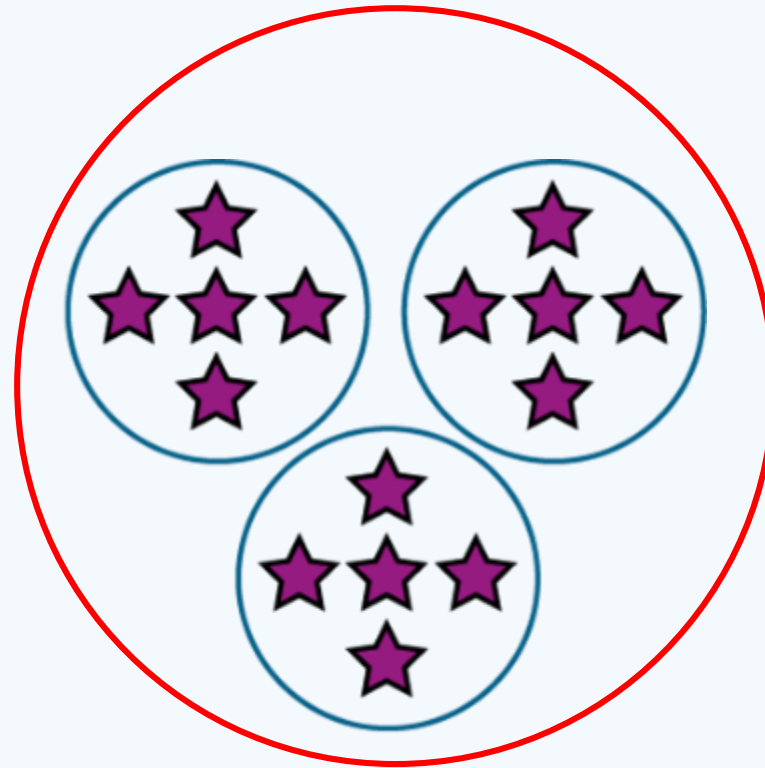
$$6 + 6 + 6$$

$$3 + 3 + 3 + 3 + 3 + 3$$

Practise

Circle the representation that matches the expression.
Click **enter** to find the answer

$$5 + 5 + 5$$



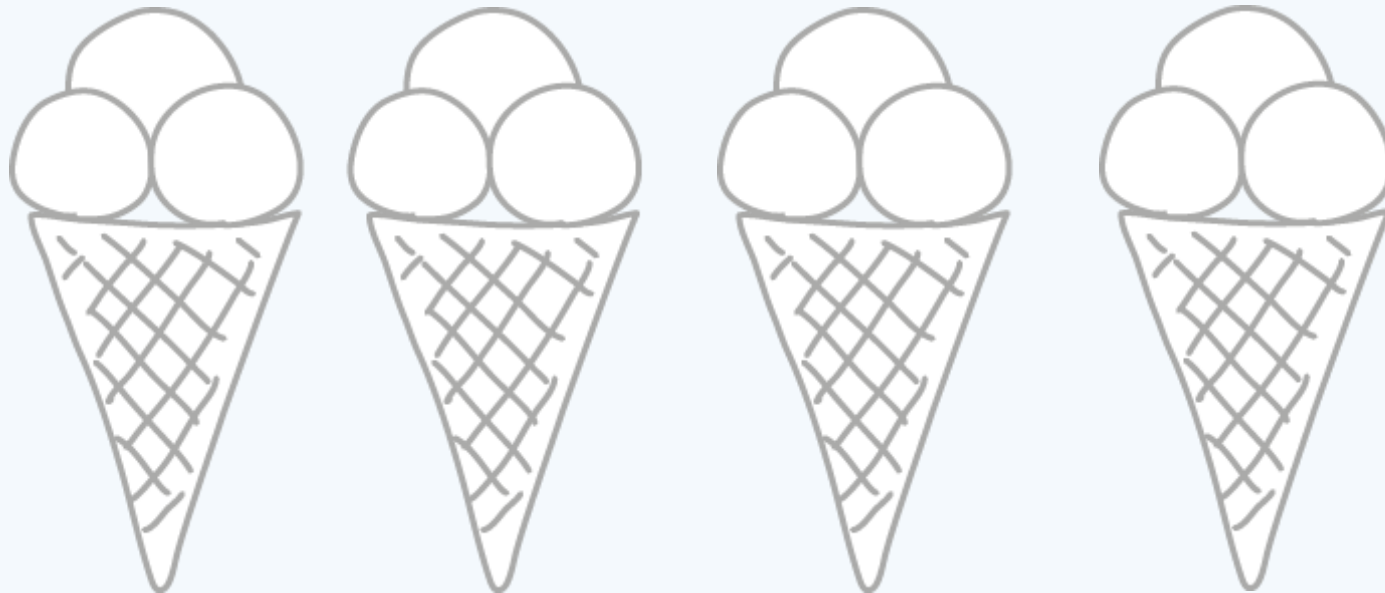
Practise

In your home learning book, write the following sentence

I have $3 + 3 + 3 + 3$.

Then underneath complete the drawing.

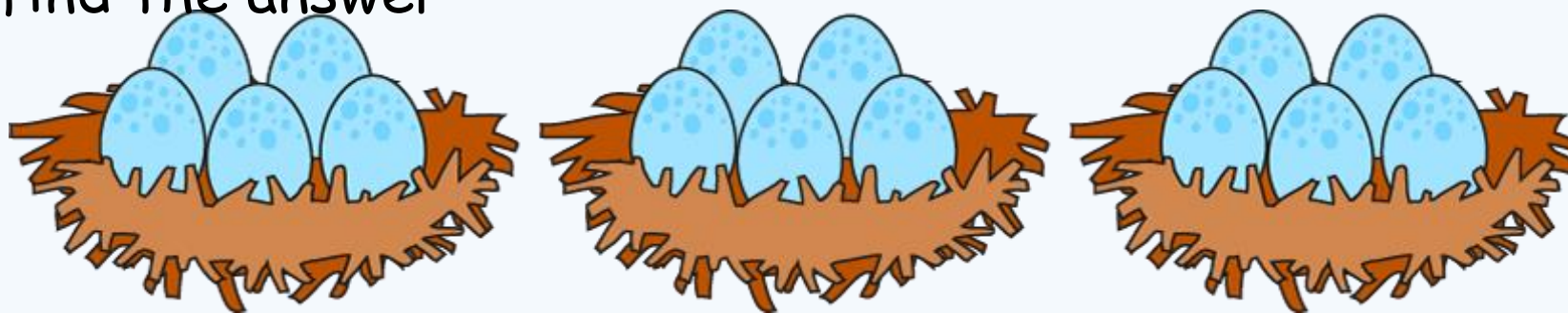
Click **enter** to find the answer



Practise

Complete the number sentence to match the picture.

Click **enter** to find the answer

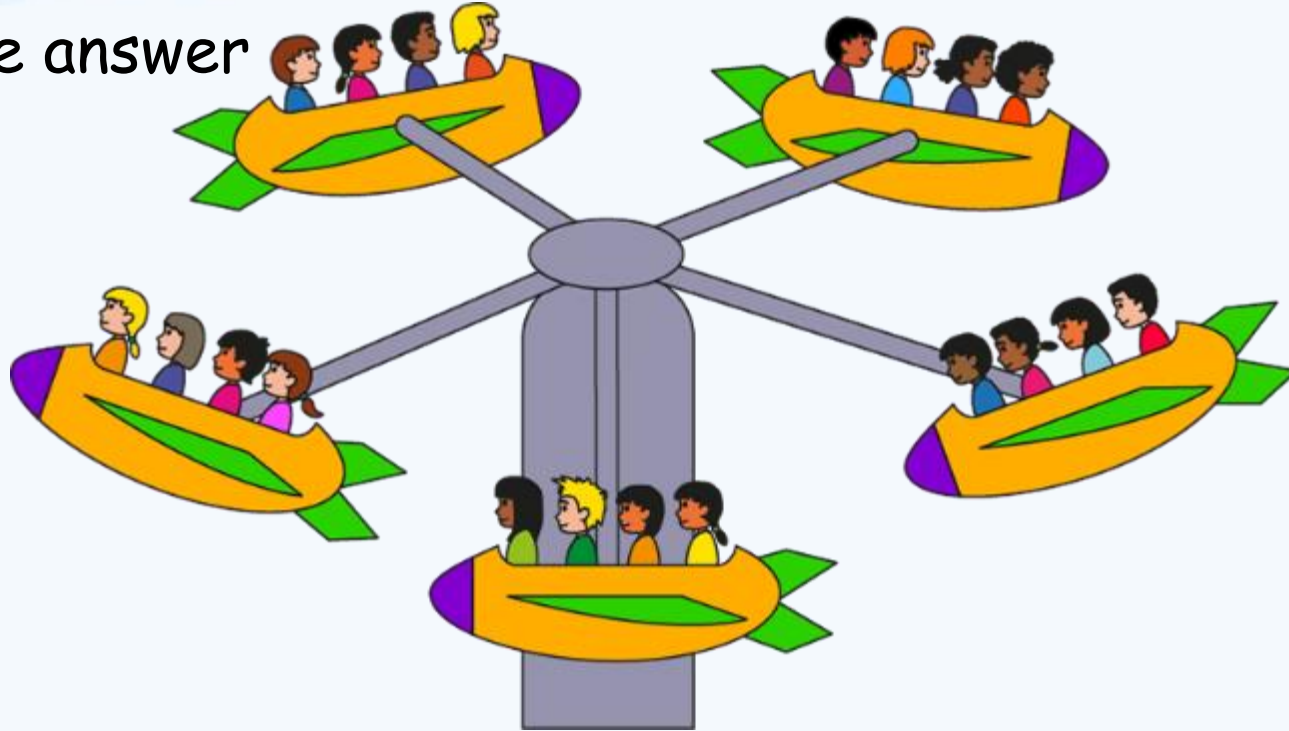


$$\boxed{5} + \boxed{5} + \boxed{5}$$

Practise

In your home learning book, write an addition sentence to match the picture.

Click **enter** to find the answer



$$4 + 4 + 4 + 4 + 4$$

Practise

In your home learning book, carefully copy the bar model then write an addition sentence to match the bar model.

Click **enter** to find the answer



$$7 + 7 + 7 + 7 + 7$$

Practise Write the number sentence that matches the sentence.

There are 2 groups of 5.

Click **enter** to find the answer

$$2 + 5$$

$$5 + 2$$

$$5 + 5$$

$$2 + 2 + 2 + 2 + 2$$

Apply

•2.2 Multiplication: equal groups Step 3:4

What's the **same**?

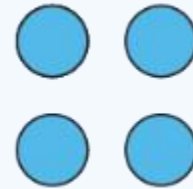
What's **different**?



two 2p coins



$2 + 2$



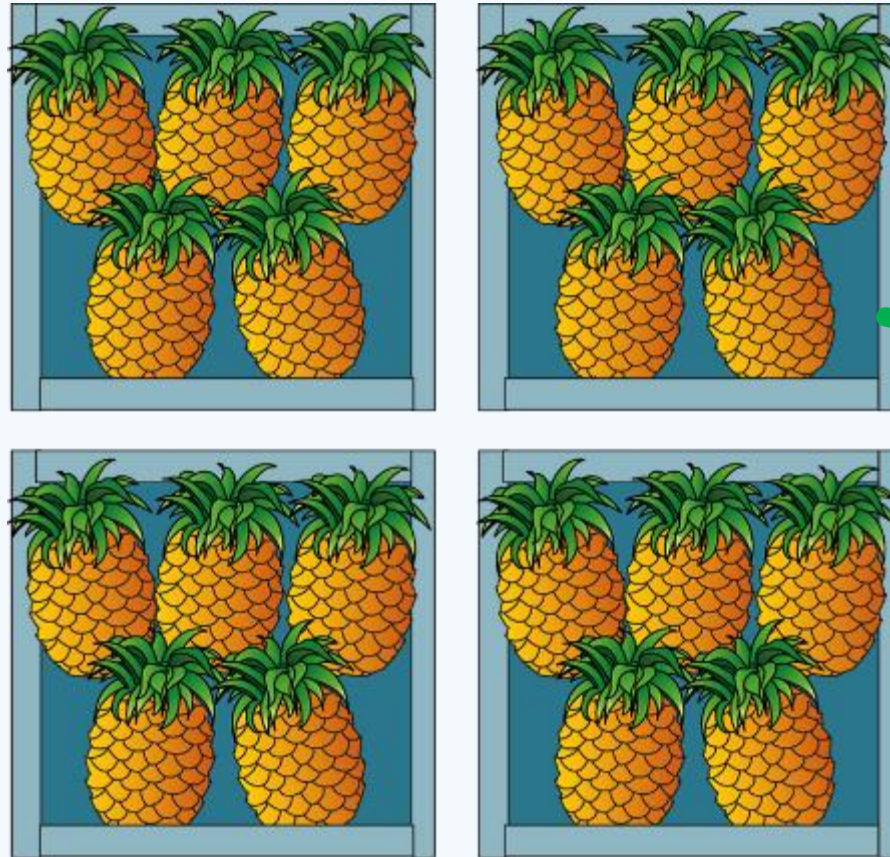
4

Apply

•2.2 Multiplication: equal groups Step 3:4

True or false? Click **enter** to find the answer

This picture shows $5 + 5 + 5 + 5$



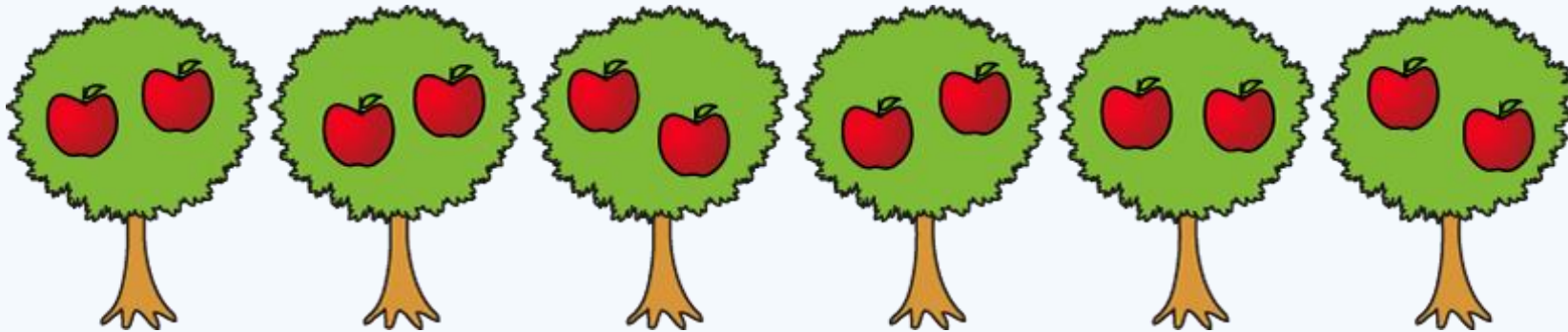
True ✓

Click **enter** to find the answer

True or false?

There are 6 groups of 2.


We can write this as $2 + 2 + 2 + 2 + 2 + 2$.



True ✓

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

meat

head

Review - ea digraph (digraph 2 letters 1 sound)

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

Same spelling different sounds

charmer

herd

Review - a grapheme

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

Same spelling different sounds

mat

acorn

Review - a grapheme

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

Same spelling different sounds

last

want

Review - y grapheme

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

Same spelling different sounds

yank

my

silly

Review - ch grapheme

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

Same spelling different sounds

church

choir

chalet

Review



ou



ou



ou

loud

soup

shoulder

Same
spelling
different
sound!

practise

- Can you spell these words

oh

their

Parent/ carers tips:

Check whether they can spell these words that they should know.
Check that they understand the difference between there and their.
If they can't spell these words, spend some time using
look, cover, write and check to learn them.
How about using chalk on the garden path?



practise **there, their or they're?**

In your home learning book, write out the following
and choose the correct spelling. Click **enter** for answer

_____ they are!

Up _____.

_____ toys are over _____.

_____ very good children.



Answers there, their or they're?

In your home learning book, write out the following and choose the correct spelling. Click **enter** for answer

There they are!

Up **there**.

Their toys are over **there**.

They're very good children.



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

Teach



ai



a



ay



a - e

wait

acorn

play

came

Same
SOUND
different
spelling!

Parent/ carers tips:

Help children see that the sound -ai can be spelt in different ways but it still has the same phoneme (sound).

Teach them the rap SAME SOUND DIFFERENT SPELLING

Teach

Best Bet /ai/

In the middle of a word:

a_e

At the end of a word:

ay

Rare graphemes:

apron eight they vein straight great

Phonics Practise

Using what you have learnt from BEST BET, write down the spelling you think is correct. Finished? Click **enter** for answer

day
dai
date

snake
snayk
snaik

wate
wait
wayt

Parent/ carers tips:
Help them remember the best bet rules on the previous slide

Answer

Using what you have learnt from BEST BET, write down the spelling you think is correct. Finished? Click **enter** for answer

day

dai

date

-ay at end

snake

snayk

snaik

-in the
middle

wate

wait

wayt

-it
looks
right

Parent/ carers tips:

Help them remember the best bet rules on the previous slide

Practise

Write these words in your home learning book.

Draw a picture if you like.

Click **enter** for answer and mark your work. Correct the spelling if you are wrong.

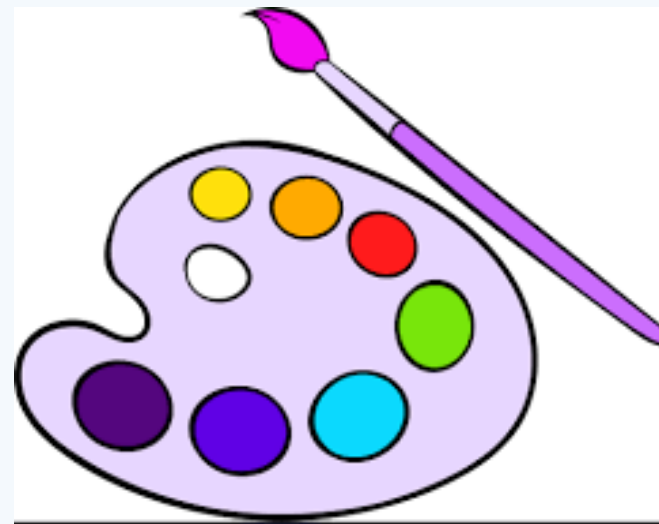
a-e

-ai

-ay



h _ _



p _ _ nt

Answer

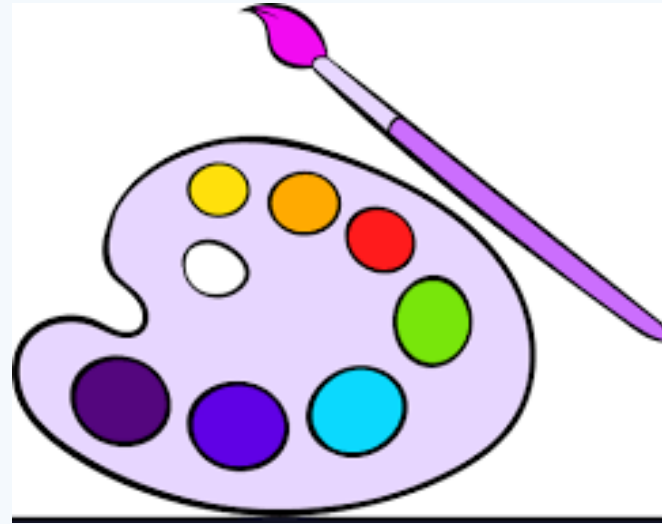
a-e

-ai

-ay



hay



paint

Phonics Practise

a-e

-ai

-ay

Write these words in your home learning book.

Draw a picture if you like.

Click **enter** for answer and mark your work. Correct the spelling if you are wrong.



g_m_



ch__n

Answer

a-e

-ai

-ay



game



chain

Review

Read these words

a-e

-ai

-ay

day

age

came

unusual spellings

wait

prey

clay

eight

safe

Same
SOUND
different
spelling!

Parent/ carers tip:
Help children with meaning of words to increase their
vocabulary!

Word of the day

Mrs Maloney

bath

Mrs Thornely

division

I like soaking in the bath.

In maths we are learning division.

Take a break!



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?

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)

Review: Click *enter* for answer

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

Add - **er** to each word to make a new noun. Draw a picture to illustrate.

1) paint

2) clean

3) work

Answers:

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

Add -er to each word to make a new noun. Draw a picture to illustrate.

1) painter

2) cleaner

3) worker

Review: Click *enter* for answer

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

Add **-er** to each word to make a new noun. Draw a picture to illustrate.

Remember knock off the **-e** before you add the suffix **-er**

1) dance

2) bake

3) village

Answer

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

Add - **er** to each word to make a new noun. Draw a picture to illustrate.

Remember knock off the **-e** before you add the suffix **-er**

1) dancer

2) baker

3) villager

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

Punctuation

Review

- 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.

Practise: Write the following carefully using capital letters and full stops in your home learning book. *Click enter for answer*

i went to the park

my dog went too

she went in the mud

dad was cross

English - Punctuation

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

Review

Answers: Check your work carefully.

I went to the park. My dog went too. She went in the mud. Dad was cross.

English - L.O. Can I use question sentences?
Punctuation

Teach:

Questions ask you something.

1) Are you coming?

They end with a question mark



English - L.O. Can I use question sentences?

Punctuation

Teach:

We use these words to ask **questions**.



what

why

when

who

where

which

Practise: Answer these questions in your home learning book. **Remember** **CAPITAL LETTERS** for **start of sentences**, **names of people** and **places** and **months of the year!**

1) What is your name?

2) Where do you live?

3) When is your birthday?

English - Grammar

L.O. Can I write question sentences?

WATCH: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8>



English - L.O. Can I write question sentences?

Punctuation



Apply: If you met someone for the first time, what questions would you ask them?

Write down neatly at least 3 question sentences in your home learning book.

Remember CAPITAL LETTER for start of sentences and question mark at end.

what

where

why

which

when

who

English - L.O. Can I use question sentences?
Punctuation

Review: What is a question sentence?

Questions ask you something.

Are you coming?

They end with a question mark



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!)



Science Lesson 2

L.O. Can I record findings and know that stems grow up to find light after the roots have grown?

Parents/ carers we are now moving onto our Science lesson



Science: Have you planted a seed or a bulb yet?
Review What has happened so far?

When you plant a seed:

What grows first?

The root

Which way does it grow?

Down

Why is it growing this way?

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

L.O. Can I record findings and know that stems grow up to find light after the roots have grown?

Teach

What is the **stem**?



The **stem** is the main part of a plant that grows up from the ground.

The flowers were too tall for the vase, so my mum cut their stems.

Another word for **stem** is stalk.

L.O. Can I record findings and know that stems grow up to find light after the roots have grown?

Watch the following video but stop at day 8.
The video is of a kidney bean that has been planted

What is growing up?
Why is it growing up?

<https://www.youtube.com/watch?v=w77zPAtVTuI>

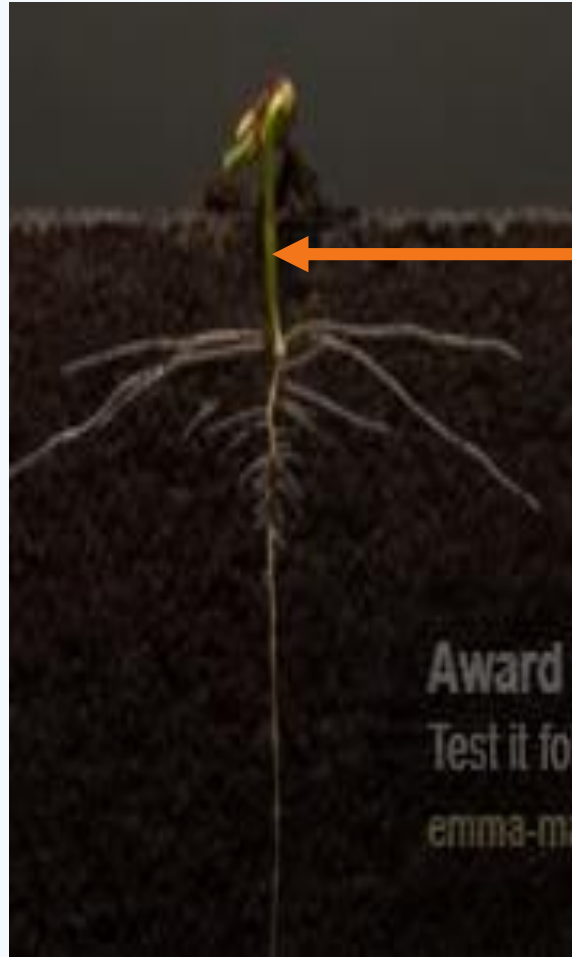
L.O. Can I record findings and know that stems grow up to find light after the roots have grown?

Day 6



Next the stem grows up.

Day 7



The stem grows up and pushes out of the soil.

It wants to find light.

Day 8



The stem grows taller.

TASK: 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:

Review

After the root grows down to find water ...

what grows next?

The stem

Which way does it grow?

It grows up

Why is it growing this way?

To find light

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



Anything but SAID



Thinking skills: Enquiry, evaluation

Subject link: literacy

Resources: Pens

What to do: Tell the children when you are speaking, you are saying something. Remind them that *said* is a verb and that a verb is a doing word or a being word.

Explain that there are lots of ways to *say* something. Ask them to say (and you scribe) or write down as many words that they could use instead of *said*. E.g. *shouted, answered*

Give the children a selection of situations. Ask them to decide which speaking verb would be best to use when you want to

- warn someone who is about to fall down a hole
- help your baby brother go to sleep with a song
- find out which way to go from a policeman
- your mum to give you your pocket money

NOW TRY THIS

Try the game with other verbs such as to walk.

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>





Bye Bye,
I'm off to paint rocks!

Love

Mrs Thornely