



Good morning Kelmarsh,

I can not believe we are on Thursday already. Is anyone else struggling to keep track of the days (or time for that matter)?

Here are our rock paintings. We look forward to leaving these on peoples steps when we do our daily walk!

Will you be banging your pots and pans this evening at 8pm to say thank you for the Key Workers? Last week, Isla beat her pan with a wooden spoon so hard that the spoon broke!



I will see if I can hear Kislingbury from my house!

Love Mrs Thornely



## What's the same?

There is 4 pence

There are 4 people

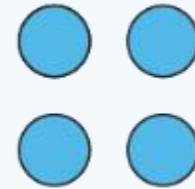
There are 4 dots ... the total amount in each group is the same - 4.



two 2p coins



$$2 + 2$$



$$4$$

## What's different?

The representation of amounts is different (coins, people and dots)

The groups are different amounts - 2 groups of 2p    2 groups of 2 people    4 groups of 1 dot



# 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	Finish off
Lesson 6	Something different/ creative

*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 3

*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



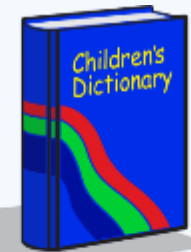
Visualise



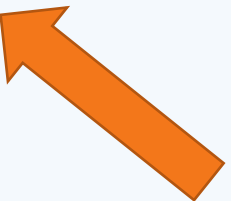
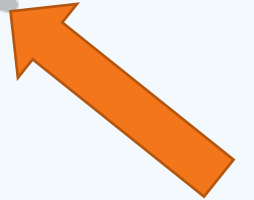
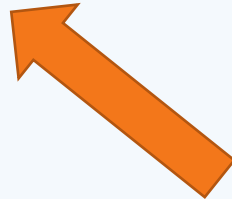
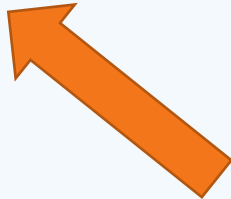
Clarify



Question



Vocabulary



Decoding

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



Book Talk	Word	Definition	Word class
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)	pecked	To strike, or pick up quickly with the beak.	verb
	nipped	To press sharply between two points; bite or pinch. <i>The parrot nipped the bars of its cage.</i>	verb
	creatures	Living people or animals	noun
	squawking	The noise of a bird yelping	verb
	flipper	A wide, flat limb on a whale, turtle, or other animal that is used for swimming.	noun
	skimmed	Lightly touched/ glide over in a light way	verb



## Handy hints for word reading

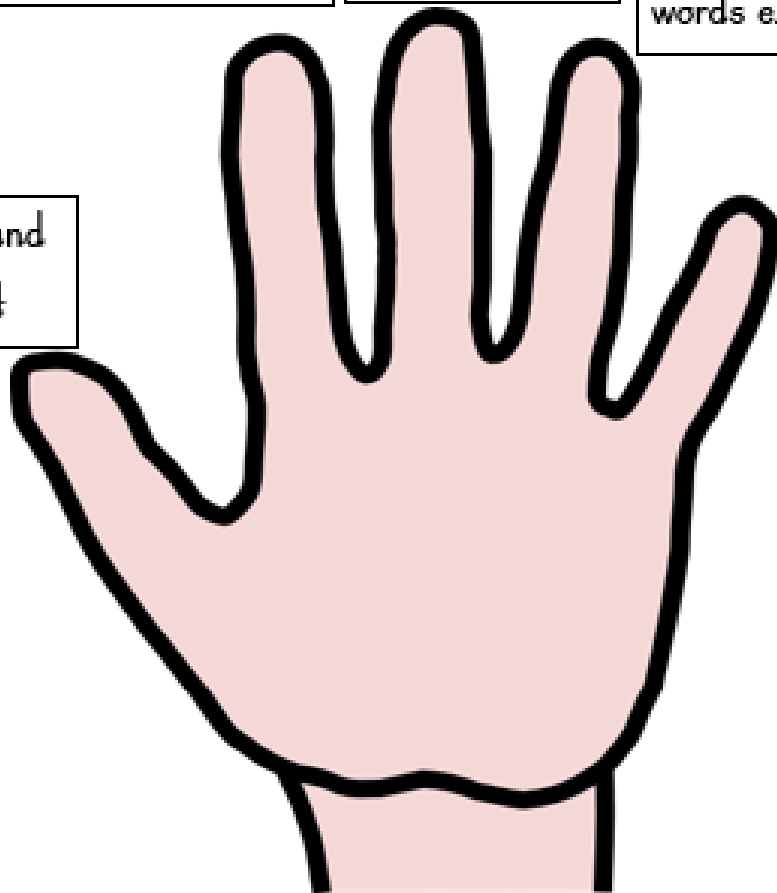
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.



He PECKED, and then SNAPPED ... and he NIPPED.  
But Stanley wouldn't go down.  
More creatures flew over ... first TWO and then THREE.  
In all the flapping and squawking, they let Stanley be.



A SEAGULL had swallowed Stanley - but now he was free.  
Poor old Stanley was RIPPED -UP, SCRUFFY and TORN.  
He sank, and he sank and he sank down some more.

But something TERRIBLE happened before he reached the sea floor!  
Somebody swallowed Stanley AGAIN! But who could it be?  
Her paddle-shaped flippers skimmed the seabed.  
She had a beautiful shell and a small wrinkly head.  
So WHO had swallowed Stanley?



1) Which words have the author used to describe the seagull biting Stanley?

2) What word class are those words (nouns, adjectives or verbs)?

3) Bonus point - what tense? (past, present or future?)

1) The words the author used for the seagull biting were \_\_\_\_\_.

2) These words are \_\_\_\_\_.

3) The tense is \_\_\_\_\_.





Predict



Infer

But something TERRIBLE happened before he reached the sea floor!

Somebody swallowed Stanley AGAIN! But who could it be?

Her paddle-shaped flippers skimmed the seabed.

She had a beautiful shell and a small wrinkly head.

So WHO had swallowed Stanley?

1) Who do you think swallowed Stanley?

2) How do you know?

I think \_\_\_\_\_ swallowed Stanley because ...



Clarify

Why do you think the author repeats the phrase  
Somebody swallowed Stanley and  
So WHO had swallowed Stanley?

The author uses repeated phrases because \_\_\_\_\_

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# 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

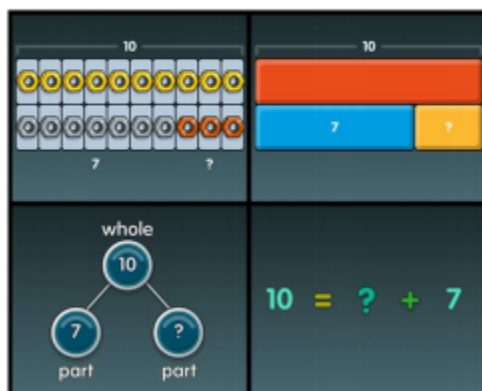
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

### 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

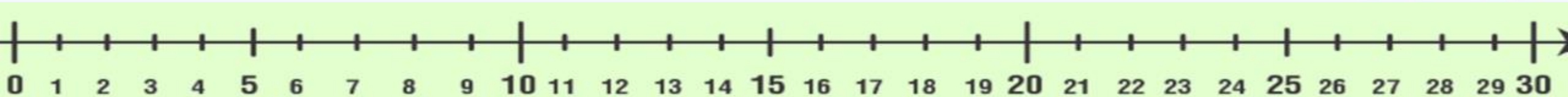
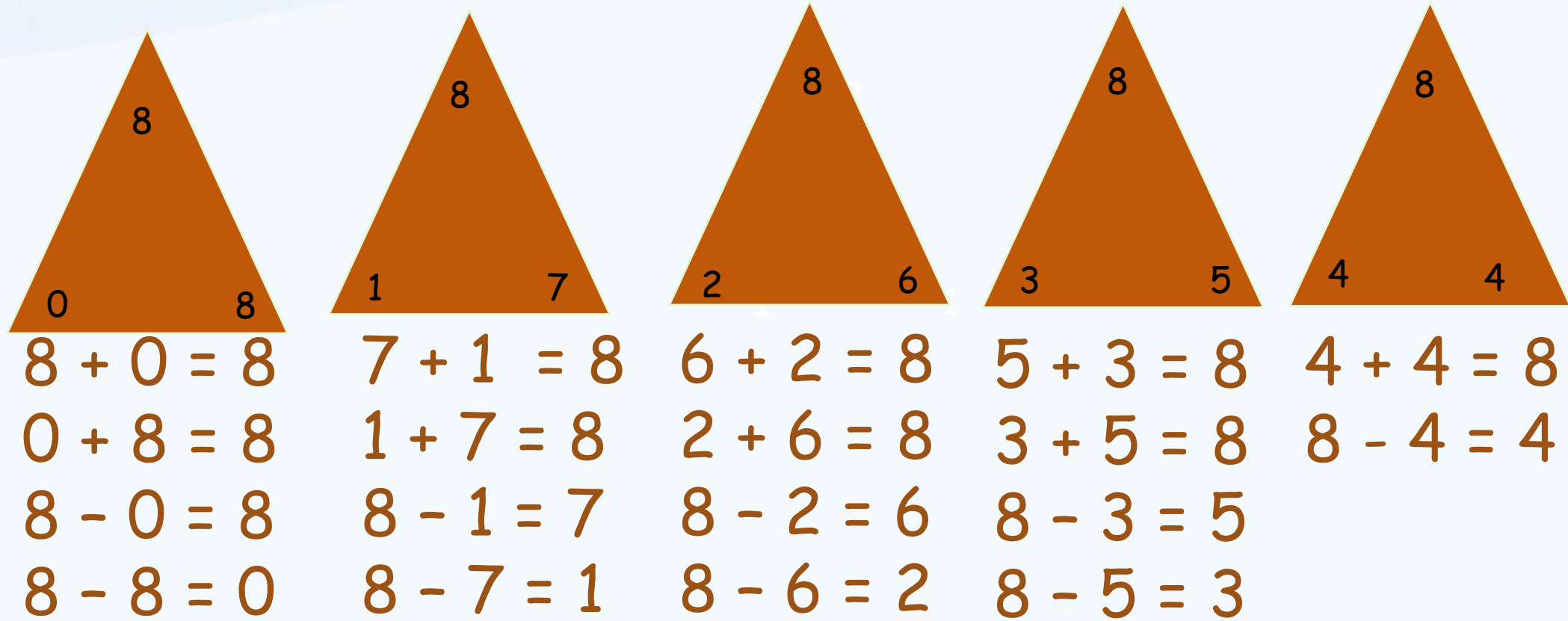
There is no baseline on NumBots.

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



# Review: Addition and subtraction trios to 20

## Trios for 8

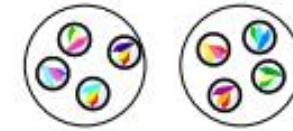


Review:  
Can I recognise  
equal groups?

click **enter** for answers

1) Match the sentences to the pictures.

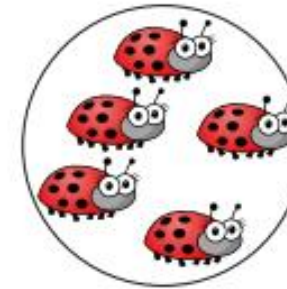
There are 3 equal  
groups with 5 in  
each group.



There are 4 equal  
groups with 2 in  
each group.



There are 2 equal  
groups with 4 in  
each group.



I can see 5 equal  
groups of 2



2)

Is Whitney correct?

Talk to a partner.

Review:  
Can I recognise  
equal groups?

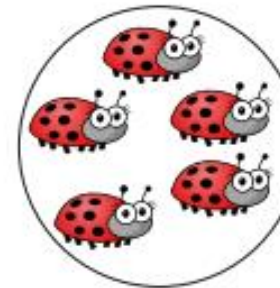
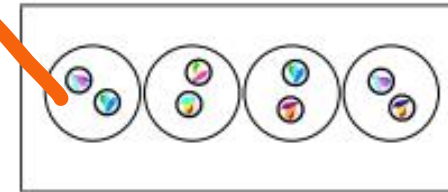
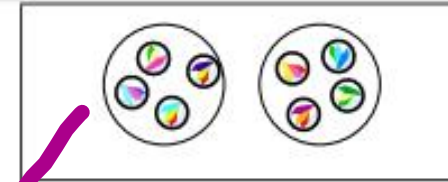
Answers

1) Match the sentences to the pictures.

There are 3 equal  
groups with 5 in  
each group.

There are 4 equal  
groups with 2 in  
each group.

There are 2 equal  
groups with 4 in  
each group.



I can see 5 equal  
groups of 2



2)

Is Whitney correct?  
Talk to a partner.

No, because there are 2 groups  
of 5 not 5 groups of two.



Review:  
Can I add equal groups?

click **enter** for answers

1 Complete the sentences.

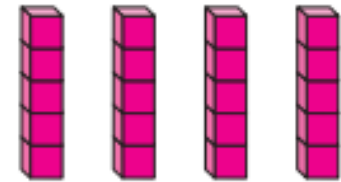
a)



There are  equal groups with   
in each group.

$$\square + \square + \square = 18$$

b)



There are  equal groups with   
in each group.

$$\square + \square + \square + \square = 20$$

Review:  
Can I add equal groups?

answers

1 Complete the sentences.

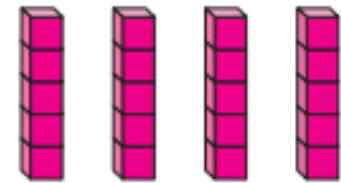
a)



There are  equal groups with   
in each group.

$$\boxed{6} + \boxed{6} + \boxed{6} = 18$$

b)

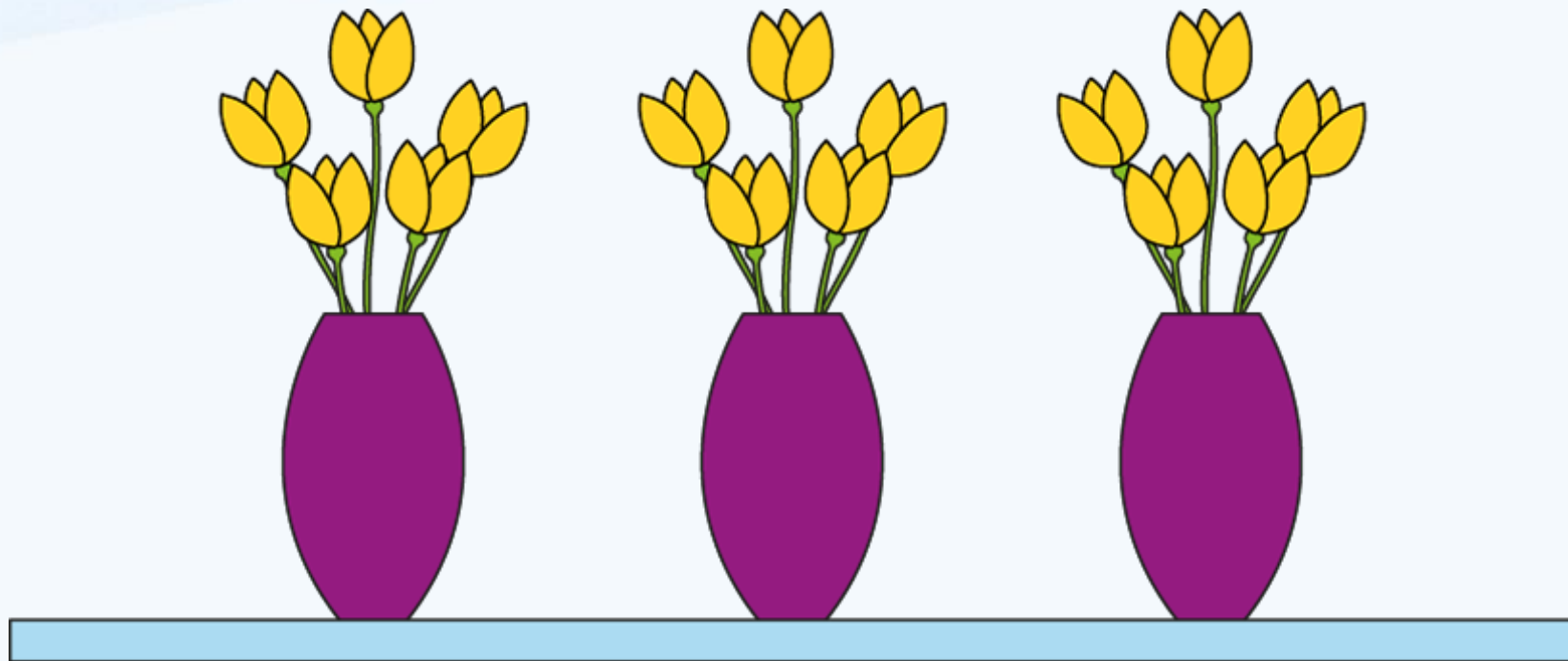


There are  equal groups with   
in each group.

$$\boxed{5} + \boxed{5} + \boxed{5} + \boxed{5} = 20$$

L.O. Can I use the multiplication symbol (x)?

Model: **There are three groups of five**



1) We can write this as  
five plus five plus five

$$5 + 5 + 5$$

2) We can also write this as **three times five**.

The '3' represents the number of groups (vases).

The '5' represents the number of flowers in each group.

$$3 \times 5$$

There are three groups of five. © Crown Copyright 2017



Model:

There are **four** groups of ten.



1) We can write this as  
ten plus ten plus ten plus ten.

2) We can also write this as  
four times ten.

$$10 + 10 + 10 + 10$$

$$4 \times 10$$

# L.O. Can I add use the multiplication symbol (x)?

## Practise:

In your home learning book either get an adult or you draw the table carefully and complete the missing gaps. Click **enter** for answers.

*'Fill in the missing expressions.'*

3	$1 \times 3$
$3 + 3$	$2 \times 3$
$3 + 3 + 3$	
	$4 \times 3$
$3 + 3 + 3 + 3 + 3$	

# L.O. Can I add use the multiplication symbol (x)?

## Practise:

### Answers

*'Fill in the missing expressions.'*

3	$1 \times 3$
$3 + 3$	$2 \times 3$
$3 + 3 + 3$	$3 \times 3$
$3 + 3 + 3 + 3$	$4 \times 3$
$3 + 3 + 3 + 3 + 3$	$5 \times 3$



# L.O. Can I use the multiplication symbol (x)?

## Practise:

In your home learning book either get an adult or you draw carefully and complete the missing gaps. Click **enter** for answers.

4	$1 \times 4$
$4 + 4$	$2 \times 4$
	$3 \times 4$
$4 + 4 + 4 + 4$	
	$5 \times 4$

L.O. Can I use the multiplication symbol (x)?

Practise:

Answers.

4	$1 \times 4$
$4 + 4$	$2 \times 4$
$4 + 4 + 4$	$3 \times 4$
$4 + 4 + 4 + 4$	$4 \times 4$
$4 + 4 + 4 + 4 + 4$	$5 \times 4$

L.O. Can I use the multiplication symbol (x)?

Practise:

In your home learning book either get an adult or you draw carefully and complete the missing gaps. Click **enter** for answers.

Addition	Multiplication
$2 + 2 + 2 + 2$	$4 \times 2$
$5 + 5 + 5$	
$3 + 3 + 3 + 3 + 3$	
	$2 \times 10$



L.O. Can I use the multiplication symbol (x)?

Practise:

Answers.

Addition	Multiplication
$2 + 2 + 2 + 2$	$4 \times 2$
$5 + 5 + 5$	$3 \times 5$
$3 + 3 + 3 + 3 + 3$	$5 \times 3$
$10 + 10$	$2 \times 10$

L.O. Can I use the multiplication symbol (x)

Apply:

1)

- *'Convince me that:'*

$$6 + 6 + 6 = 3 \times 6$$

Challenge:

2)

*'Fill in the missing numbers.'*


$$4 + \boxed{\phantom{00}} + 4 = 3 \times \boxed{\phantom{00}}$$

$$7 + \boxed{\phantom{00}} + 7 + 7 = \boxed{\phantom{00}} \times 7$$

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*

cheat

tread

Review - ea digraph (digraph 2 letters 1 sound)

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

*Same spelling different sounds*

Carter

fern



# Review - a grapheme

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

Same spelling different sounds

chat

ache

# Review - a grapheme

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

Same spelling different sounds

mast

wander

# Review - y grapheme

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

Same spelling different sounds

yoyo

try

naughty



# Review - ch grapheme

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

Same spelling different sounds  
children

chemist

champagne

# Review - ou grapheme

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

Same spelling different sounds

cloud

troup

boulder

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

# 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

# Practise

Ask parent/ carer to put a 2 minute timer. Look at these words carefully for two minutes and be ready to spell them. Take your time looking at *other*.

a-e

make  
date

-ai

snail

-ay

clay  
tray

other

eight  
grey

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

# Practise

**Spelling Test:** Get your parent/ carer to read the words out of order. Use your sound buttons and *best bet* rules to help you spell them.

a-e

make  
date

-ai

snail

-ay

clay  
tray

other

eight  
grey

**How did you score?** Go back to 'best bet' if you got a few wrong.

Phonics L.O. Can I recognise the alternative pronunciation for **-ai**?  
Same **SOUND** different spelling!

**Apply:** Read the sentence

	ai		a		ay		a - e
wait		acorn		play		came	

I ate eight rashers of bacon  
today.

**Parent/ carers tips:**  
Encourage to use sound buttons to help them read the sentences independently.  
Talk to them about the meaning of unknown words to increase vocabulary knowledge.



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

Same SOUND different spelling!

Apply: Read the sentence

	ai		a		ay		a - e
wait		acorn		play		came	

Should you always obey and  
do what your mates say?

Parent/ carers tips:

Encourage to use sound buttons to help them read the sentences independently.

Talk to them about the meaning of unknown words to increase vocabulary knowledge.

Phonics L.O. Can I recognise the alternative pronunciation for **-ai**?  
Same **SOUND** different spelling!

**Apply:** Read the sentence

	ai		a		ay		a - e
wait		acorn		play		came	

How much do you think a  
whale's brain would weigh?

**Parent/ carers tips:**  
Encourage to use sound buttons to help them read the sentences independently.  
Talk to them about the meaning of unknown words to increase vocabulary knowledge.

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

## Review

- <https://www.youtube.com/watch?v=UCE3ZOORc0E>



Word of the day

Mrs Maloney

Mrs Thornely

path

usual

I walked on the path not on the road.

It is usual to have Maths in the morning.



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

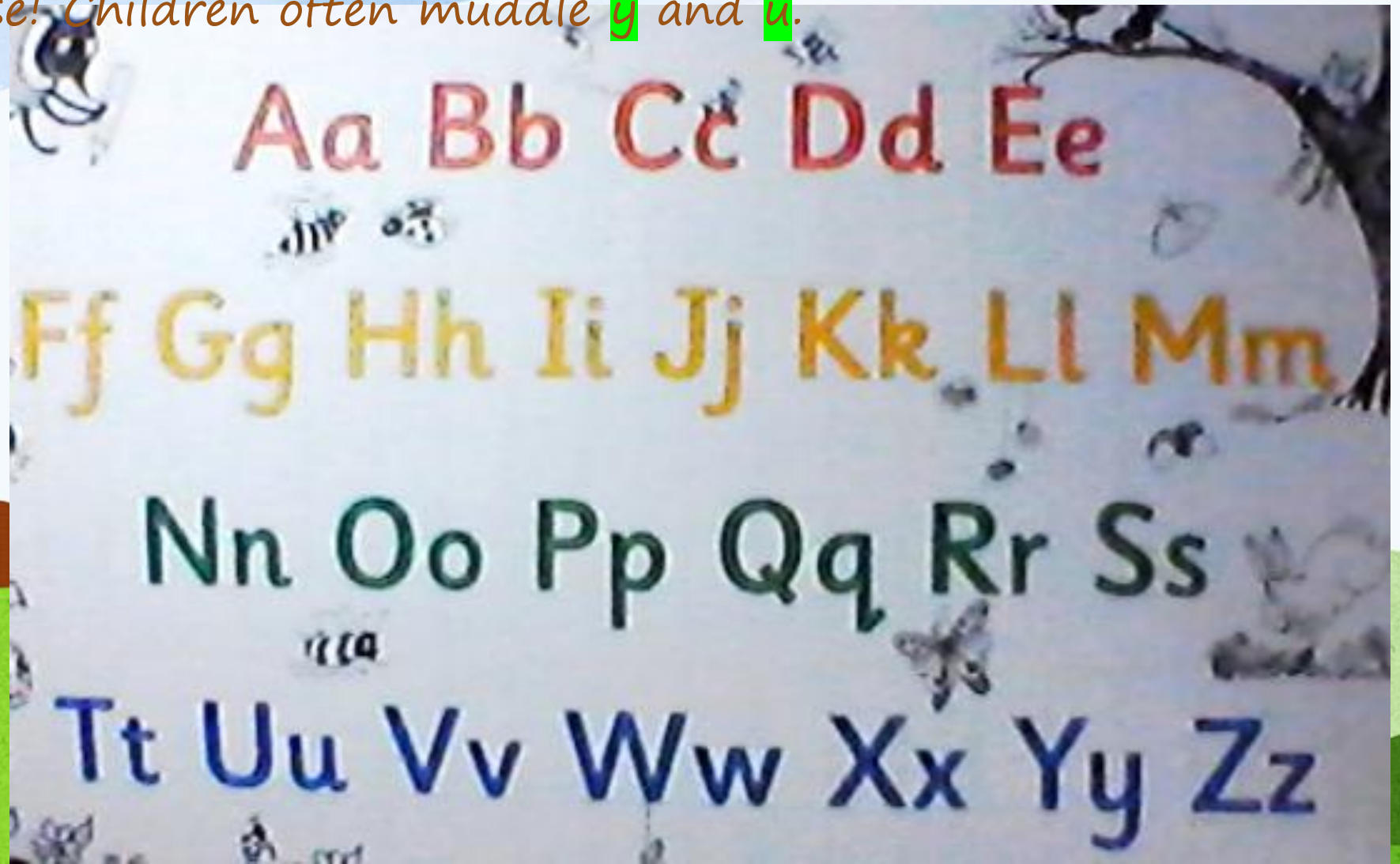
*Parents/carers tip: we are now moving into our English class*



# WARM UP: URGENT TARGET - KNOWING THE ALPHABET

## Parent/ carer Tip

Please can you make sure that your child can say the alphabet correctly (without seeing it) and make sure they are really clear with the letters l, m, n, o, p (if the alphabet song is sung this ends up being a bit muddled!) If they still don't know it ... lots of practise please! Children often muddle y and u.



# 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 question sentences?

## Punctuation

### Review

What is a **question**?

**Questions** ask you something.

Are you coming?

**They end with a question mark**



**Practise:** Choose a question word to fit in each sentence, and copy neatly in your home learning book.

- 1) \_\_\_\_\_ won the quiz?
- 2) \_\_\_\_\_ time is it?
- 3) \_\_\_\_\_ book do you like best?
- 4) \_\_\_\_\_ are you going on holiday?
- 5) \_\_\_\_\_ did you do that?
- 6) \_\_\_\_\_ can we play tennis?

## Answers



1) **Who** won the quiz?

2) **What** time is it?

3) **Which** book do you like best?

4) **Where** are you going on holiday? (or When ...)

5) **Why** did you do that? (or When/ Where ...)

6) **When** can we play tennis? (or Where ...)



## Review



Read the questions and answers and see if you can guess which animals Millie is thinking of.

- 1) Do you have fur? **Yes.**
- 2) How many legs do you have? **Four.**
- 3) Do you have long ears? **Yes.**
- 4) What do you eat? **Carrots, oats and grass.**

Which animal is it?





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

## Punctuation

**Answer:**

Read the questions and answers and see if you can guess which animals Millie is thinking of.

1) Do you have fur? **Yes.**

2) How many legs do you have? **Four.**

3) Do you have long ears? **Yes.**

4) What do you eat? **Carrots, oats and grass.**

Which animal is it? **Rabbit**

Find a partner  
and play the  
game yourself.





## Teach

Exclamation sentences show strong feelings.  
They start with the word **What ...** or **How ...**

**What** an amazing view!

**How** terrifying is that!

**An exclamation mark (!) is used at the end.**

# Exclamations

An **exclamation** is a sentence beginning with 'What' or 'How'. It is a full sentence, including a **verb**, which ends with an **exclamation mark**.

## Recap

**What** amazing children  
they **are!**

### Capital Letter

Used at the start of a new sentence, for names and places and for I.

### Starts with what or how

These are always used at the start of an exclamation sentence.

### Verb

An action or doing word: hop, swimming, is/was/were.

### Exclamation Mark

These are used at the end of exclamation sentences AND when there is a surprise.





Practise - Read these exclamation sentences.  
What fairy tale have they come from? Click **enter** for answer.

- What big eyes you have!
- How sharp your teeth are!
- What large ears you've got!
- How wicked the wolf was!
- How long the journey through the forest would take!
- What a sharp axe the woodcutter had!



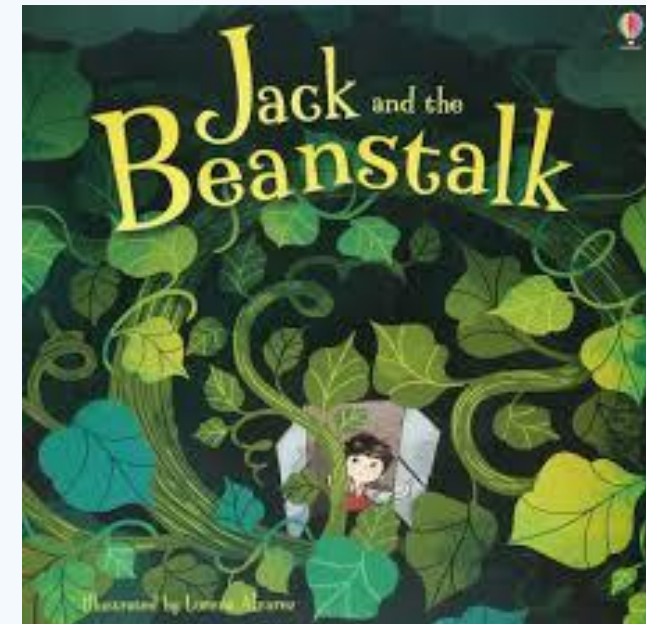




Practise - Read these exclamation sentences.

What fairy tale have they come from? Click **enter** for answer.

- What a stupid boy you are, Jack!
- How amazing the beanstalk is!
- How high the beanstalk goes!
- What a beautiful harp you are!
- How tall and fierce the giant looks!
- What a crazy hen that can lay golden eggs!
- What an incredible bag of beans to swap for a cow!
- How silly you were to swap a cow for a bag of worthless beans!





**Apply:** I'd like you to change these clauses into exclamation sentences, starting with **What ....** or **How ....** and ending with an **exclamation mark**.

- the Gingerbread Cottage looked tasty
- the witch was evil
- the witch seemed friendly
- Hansel and Gretel were trapped

*Parent/ carers tips:  
Make sure your child is  
clear in the difference  
between a question  
sentence and an  
exclamation sentence.*



**Review:** What is an exclamation sentence?

Exclamation sentences show strong feelings.

They start with the word **What ...** or **How ...**

**An exclamation mark (!) is used at the end.**

**What** an amazing view!  
**How** terrifying is that!

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!  
Have lunch!



# Finish off

Use this time to catch up on any of the Maths, English or Science that you haven't finished yet this week.





# 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



# Recycling Art – Under the Sea



**What you need:** Old bottle tops or CDs, card, felt tips

**What to do:** When we get back to school 🙌 our topic will be under the sea. It would be great if you can make some fish and other sea creatures that we could decorate our classroom with.





# 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>





See you on Monday,

I'm off to do Pilates by Zoom and  
then bang pots!

Take care and stay sage,

Love

Mrs Thornely