



Good morning Kelmarsh,

It is Monday morning and week 4 of online teaching. How are we all managing? I miss our daily greetings at the door. What would you give me today? A high-five, a thumbs up, a fist bump or a hug? Why not give me a virtual one to the screen?

I hope you managed to have a relaxing weekend and got out for some walks. Although we are all desperate to get back to normal, we have been so lucky with the weather! The girls and I have been on a few bike rides as part of our daily exercise. It has been lovely as the roads are so quiet and it feels a lot safer to ride on them.

What have you been doing in your weekends? Have you learnt any new hobbies. I am trying to teach myself the ukulele from a YouTube site ... I am on lesson 3. If I am brave enough, I will play for you when we are back together!

Love Mrs Thornely

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

Apply: *Answers from the previous maths session*

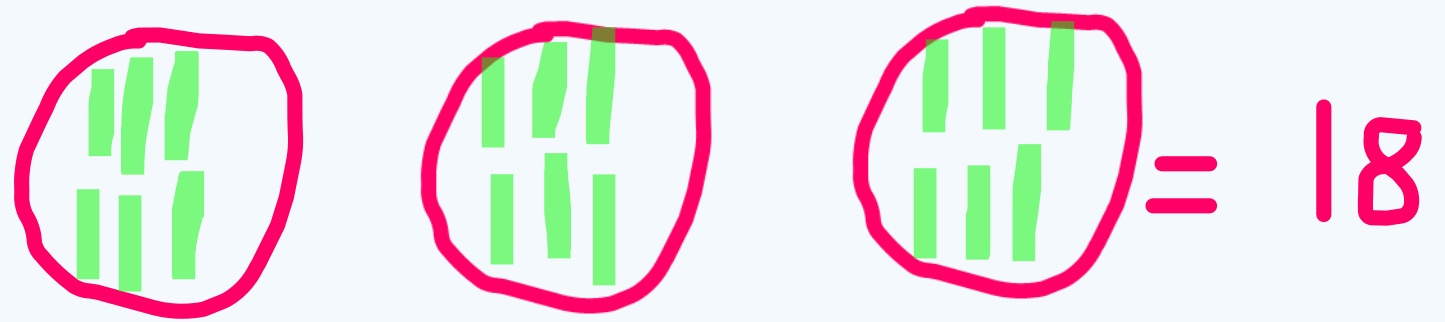
1)

- 'Convince me that'

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

**18 = 18**

$$6 + 6 + 6 = 18$$



Challenge:

2)

'Fill in the missing numbers.'

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

$$7 + \boxed{7} + 7 + 7 = \boxed{4} \times 7$$



# 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 - S3
Lesson 6	Something different/ DT Peg Shark

*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

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
gasped	Struggling for breath	verb
soared	To fly or glide in a swift, easy way and at a very great height. <i>The falcon soared over the fields and mountains.</i>	verb
to and fro	Backwards and forwards - in one direction and then back again.	adverb



## Handy hints for word reading

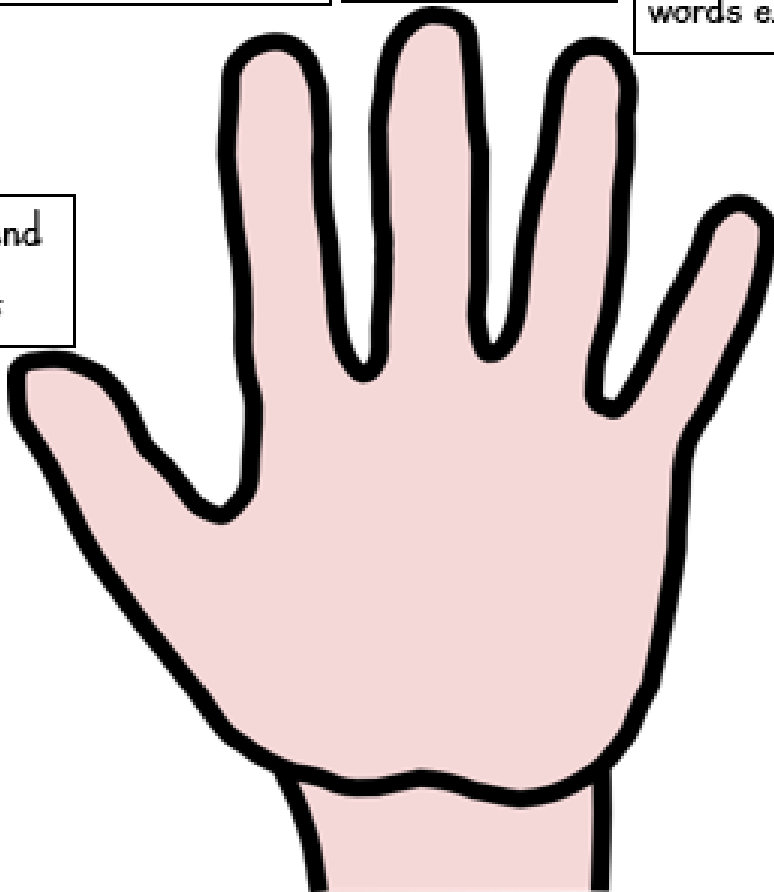
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

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.



She GASPED, and she SPLUTTERED ...

Then she started to CHOKE, too.

But Stanley was stuck without much he could do!

A TURTLE had swallowed Stanley!

The creature was scared and swam quickly to shore.

With Stanley stuck in her throat, she couldn't BREATHE any more.

The turtle closed her eyes and lay down in the sand.

But then Stanley heard FOOTSTEPS. Help was at hand!

A kind boy on the beach came and tugged Stanley free.

But then Stanley heard ...

"Plastic bags don't belong in the ocean blue,  
creatures think you're a jellyfish and swallow you!"

Now with a rope and a branch, he'd make something new ...

A KITE! Flying high in the air, Stanley soared to and fro,  
safe from the sea and all the creatures below.





Retrieve

What happened to the turtle?

The turtle \_\_\_\_\_

How did the turtle feel?



Infer



Retrieve



The turtle felt \_\_\_\_\_. I know this because in the text it says \_\_\_\_\_.





Retrieve



What did the little boy do to help the turtle?

The little boy helped the turtle by \_\_\_\_\_.

Why did the turtle swallow Stanley?



Clarify



Retrieve

The turtle swallowed Stanley because \_\_\_\_\_.

What message does this book aim to tell the reader?



Clarify

The message of this book is \_\_\_\_\_.



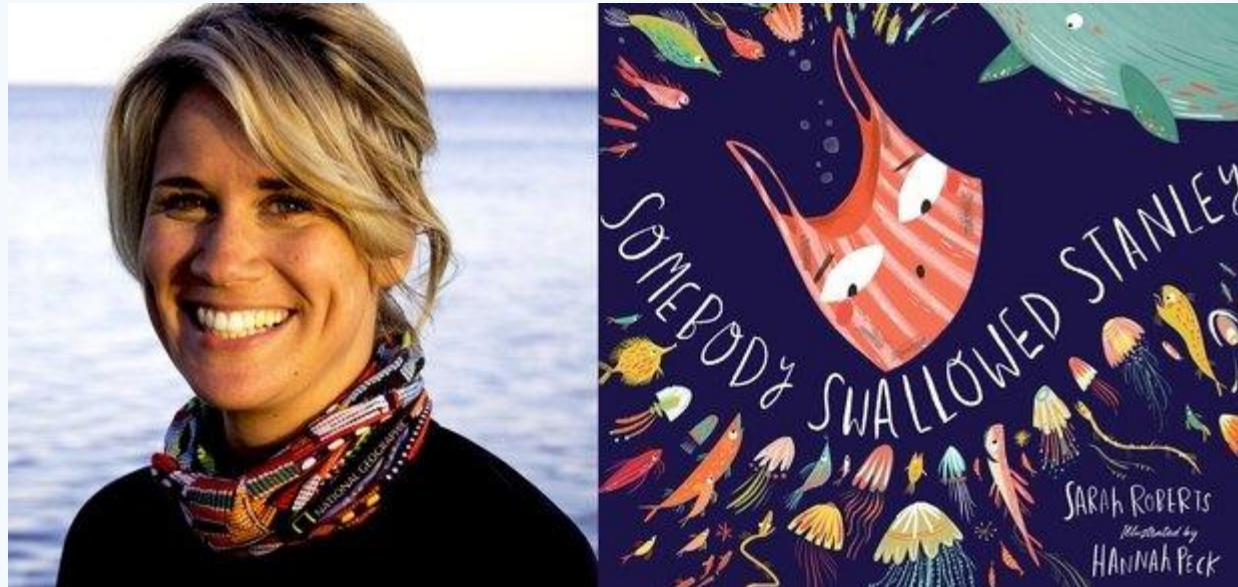
# Somebody Swallowed Stanley by Sarah Roberts

*If you have enjoyed this story, then please listen to me read it in the Story Time section of our school website.*

*Sarah Roberts is an animal behaviourist who is very interested in nature and protecting our animals from harm. She loves adventure and has even been bitten by a shark and has survived to tell the tale!*

*If you want to find out more about the incredible work that she does, please visit*

[www.thisiscreature.com](http://www.thisiscreature.com)



# 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





# Star Board For NumBots

A special mention this week to

Violet Kilocopter  
Jig Megabot and  
General Babot

You know who you are!!!!  
Well done – great progress!

Well done everyone who has played this week. The rest of you .... can you get on my star board next week? Remember 5 minutes of NumBots every day will really improve your addition and subtraction skills!



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.

Maths

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

Parent/ Carers Tip

Looking at the class data this week, I can see that 10 of you have not yet logged onto NumBots.

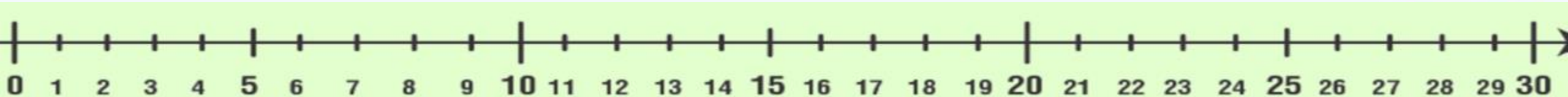
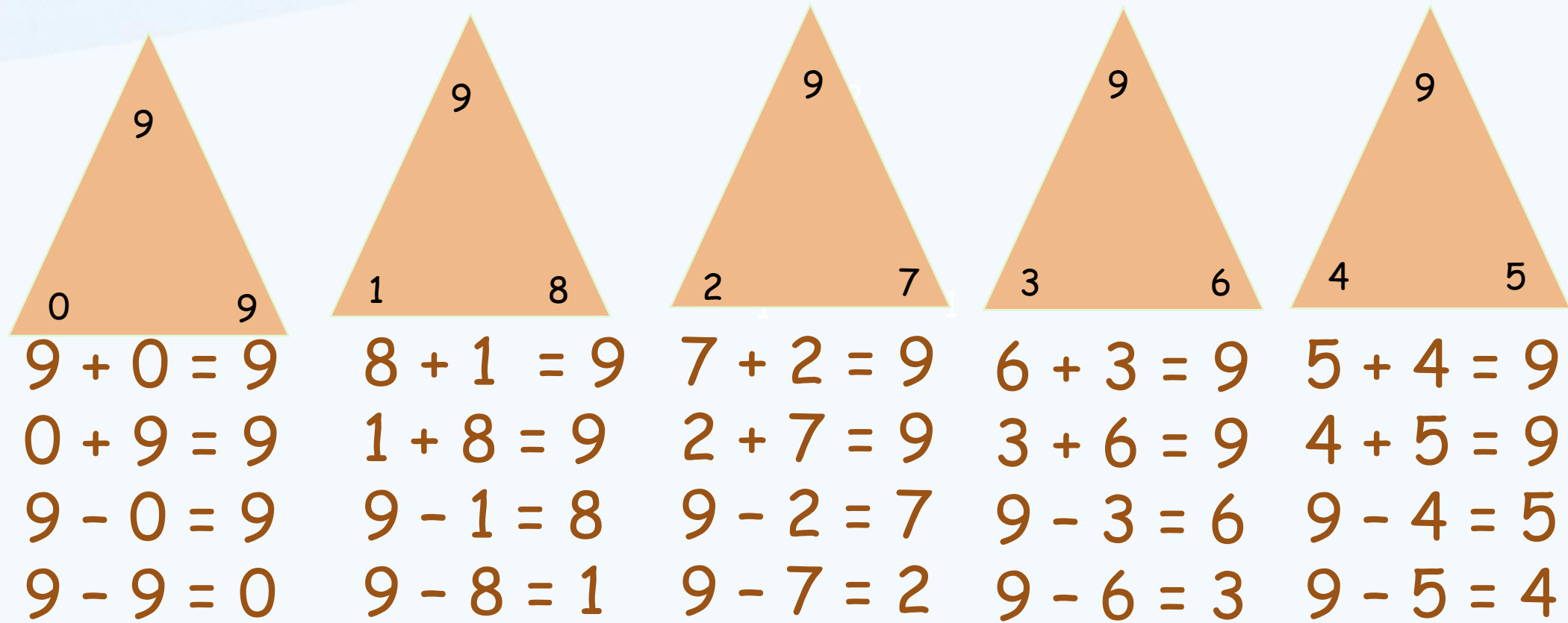
Please email Mrs Withy if you are struggling with this so we can get your child started on it. As we have no idea how much longer lock down will last, this website will progress with your child and will keep their addition and subtraction skills ticking over at their pace.

Thank you!  
Mrs Thornely

# Review: Addition and subtraction trios to 20

## Trios for 9

Warm up





equal groups

Star words

x



lots of

multiply

multiplication sentence

bar model



Review: True or False Click **enter** for answer

All of the number sentences have the same answer.

$$2 + 2 + 2 =$$

$$2 \times 3 =$$

$$3 \times 2 =$$

$$3 + 3 =$$

# Review: True or False      Answer

## True

All of the number sentences are equal and have an answer of 6

$$2 + 2 + 2 = 6$$

$$2 \times 3 = \begin{array}{c} \text{●} \text{●} \text{●} \\ \text{●} \text{●} \text{●} \end{array} = 6$$

$$3 \times 2 = \begin{array}{c} \text{●} \text{●} \\ \text{●} \text{●} \end{array} \begin{array}{c} \text{●} \text{●} \text{●} \\ \text{●} \text{●} \end{array} \begin{array}{c} \text{●} \text{●} \text{●} \\ \text{●} \text{●} \end{array} = 6$$

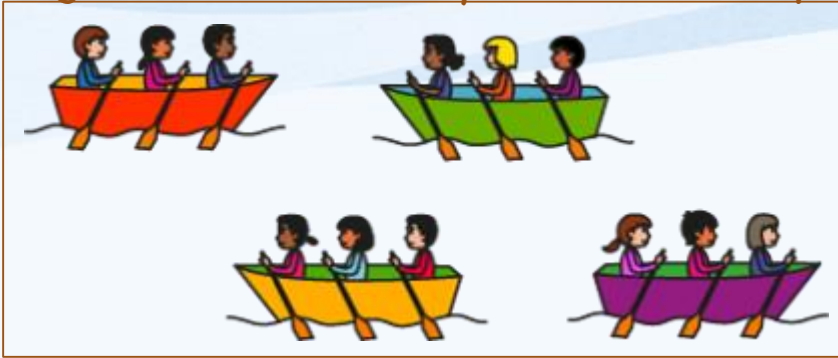
$$3 + 3 = 6$$

## •2.2 Multiplication: equal groups Step 4:3

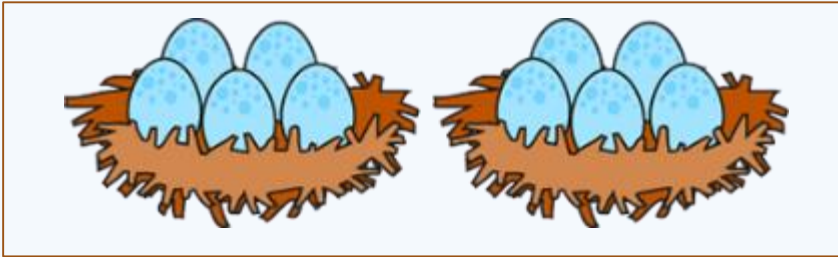
L.O. Can I use drawings to show multiplication as equal groups?

Practise:  
Which  
pictures  
match the  
multiplicati  
on  
sentence?

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



$$4 \times 3$$



$$3 \times 5$$



$$2 \times 5$$





## •2.2 Multiplication: equal groups Step 4:3

*L.O. Can I use drawings to show multiplication as equal groups?*

**Practise:** Complete the drawing.

Millie started to draw some equal groups.  
In your home learning book, copy the multiplication sentence and complete her drawing.



**I have  $4 \times 3$ .**

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

*L.O. Can I use drawings to show multiplication as equal groups?*

*'Use counters to represent the following expressions.'*

$$2 \times 2$$

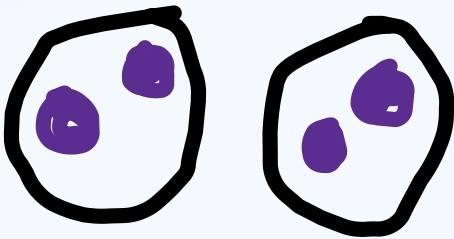
$$3 \times 4$$


$$5 \times 3$$


*Parent/ carers Tip  
Use coins, buttons or beads.  
If not just draw them*

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

L.O. Can I use drawings to show multiplication as equal groups?

$2 \times 2 = 4$  

$3 \times 4 = 12$  

$5 \times 3$  



## •2.2 Multiplication: equal groups Step 4:3

L.O. Can I use drawings to show multiplication as equal groups?

$$\boxed{6} \times 3$$

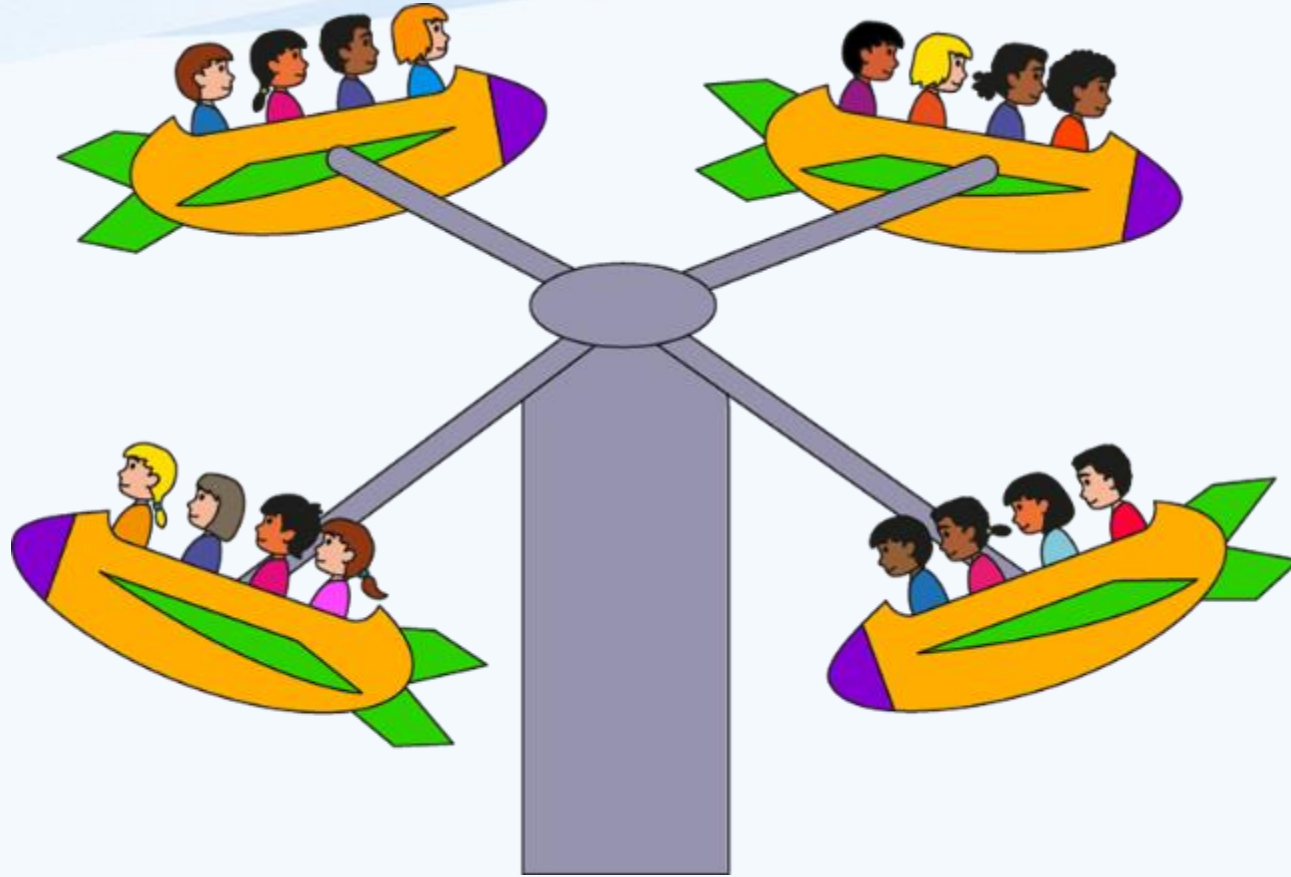
**Practise:** Complete the multiplication sentence to match the picture. Click **enter** for answer.



## •2.2 Multiplication: equal groups Step 4:3

L.O. Can I use drawings to show multiplication as equal groups?

**Practise:** Write the multiplication sentence to match the picture.  
Click **enter** for answer.



$$4 \times 4$$

## •2.2 Multiplication: equal groups Step 4:3

*L.O. Can I use drawings to show multiplication as equal groups?*

**Practise:**

**Write the  
multiplication  
sentence to  
match the bar  
model**

**Click **enter** for  
answer.**



$$3 \times 8$$



*L.O. Can I use drawings to show multiplication as equal groups?*

**Practise:** Click **enter** for answer.

Which expression matches the sentence in red?

There are 4 groups of 7.

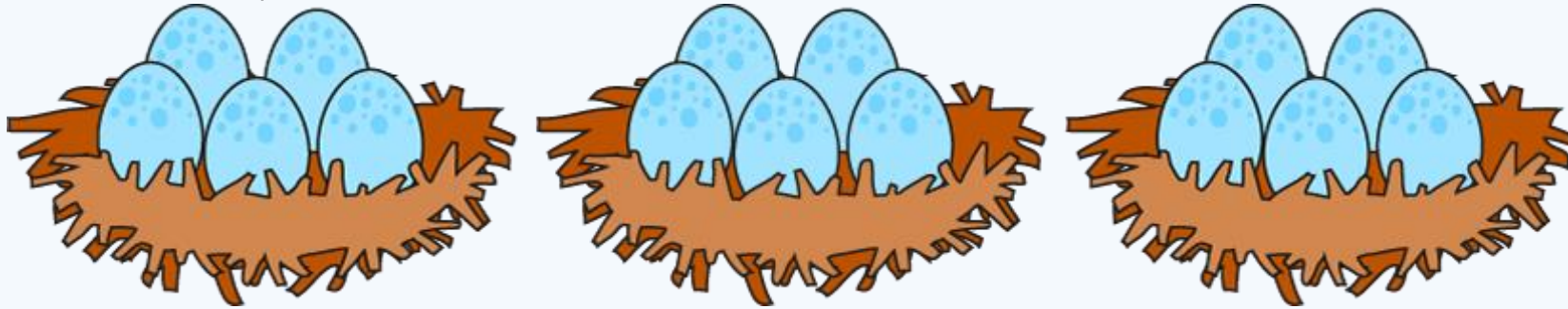
$$4 + 7$$

$$7 + 4$$

$$4 \times 7$$

L.O. Can I use drawings to show multiplication as equal groups?

Practise: Click **enter** for answer. Does this show  $3 \times 5$  or  $5 \times 5$ ?



$$3 \times 5$$

$$5 \times 5$$

## •2.2 Multiplication: equal groups Step 4:4

L.O. Can I use drawings to show multiplication as equal groups?

Practise:  
Click **enter**  
for  
answer.

Agree or disagree? Agree because there are 2 children in 6 groups.

$$2 \times 6$$



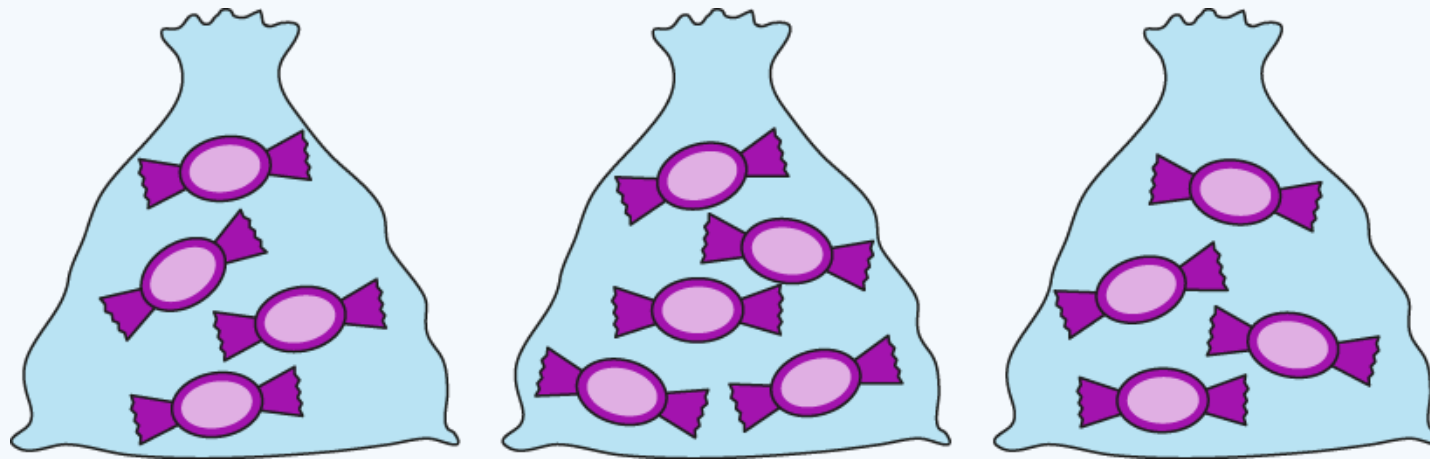


## •2.2 Multiplication: equal groups Step 4:4

True or false?

$$3 \times 4$$

False ✖



Not equal groups – this group has 5

L.O. Can I use drawings to show multiplication as equal groups?

Quick Quiz to see how much you've learnt today: Click **enter** for answer.

Draw a picture for each sentence.

a) 4 lots of 5

b) 2 multiplied by 4

c)  $3 \times 5$

Complete the sentences for each picture

a)



lots of  =

$\times$   =

L.O. Can I use drawings to show multiplication as equal groups?

Quick Quiz **Answers**. How did you get on?

2 Draw a picture for each sentence.

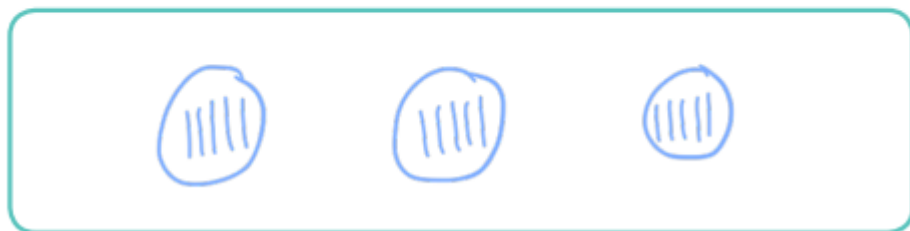
a) 4 lots of 5



b) 2 multiplied by 4



c)  $3 \times 5$



Various  
ways

a)




$$\boxed{2} \text{ lots of } \boxed{5} = \boxed{10}$$

$$\boxed{2} \times \boxed{5} = \boxed{10}$$

Take a break!







# Phonics/ Word of the Day

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

L.O. Can I read and spell the sound /zh/ spelt 's' ?

Phonics

When a word ends in the **shun** sound,  
it can be written :

-tion



-sion



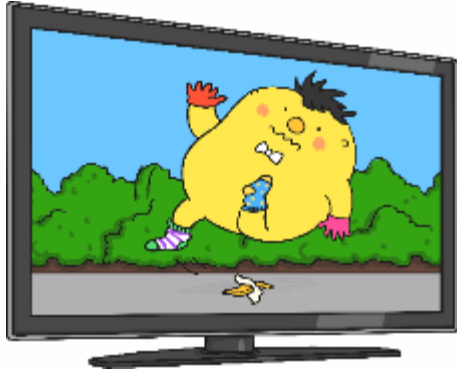
lotion

vision

Today we are going to look at the spelling -sion  
and the letter 's' to make the sound /zh/.

# L.O. Can I read and spell the sound /zh/ spelt 's' ?

Say each word. Think about the sound the 's' is making in each one.



television



treasure



division



The letter 's' is making the sound /zh/.

Look at your parent/ carer as they say the sound /zh/  
that the 's' makes.

Look at the shape of their mouth and what their teeth  
are doing. Swap over.





**Parent/ carer tips**

Play I say you say with these words

Play as long as your child needs until they can read each word independently.

Help your child with meanings.

television

pleasure

treasure

measure

usual

occasion

division

usually

vision

leisure

Work hard to learn  
them and the rule we  
have looked at today.



This week, we are looking at spelling the sound /zh/ with 's'. Can you choose the words to fit in these letter shape boxes? Remember, only put 1 letter in each box. The first one has been done for you.

Click **enter** for answer.

Practise:  
Letter shape  
spelling

television

treasure

usual

division

vision

pleasure

measure

occasion

usually

leisure

1.

u	s	u	a	l
---	---	---	---	---

2.


3.

--	--	--	--	--	--	--	--

4.

--	--	--	--	--	--

5.


6.


## Answers.

television	treasure	usual	division	vision
pleasure	measure	occasion	usually	leisure

1.

u s u a l

2.

p l e a s u r e

3.

o c c a s i o n

4.

v i s i o n

5.

t r e a s u r e

6.

d i v i s i o n

Word of the day

Mrs Maloney	Mrs Thornely
plant bath path	treasure

I found treasure on the path.



Take a break!



- WARM UP: URGENT TARGET - KNOWING THE ALPHABET

Fill in the missing letters

A \_ C \_ \_ F G \_  
I J \_ \_ M N \_ \_  
Q \_ S T \_ \_ W \_ \_ \_

- WARM UP: URGENT TARGET - KNOWING THE ALPHABET

Answer

A B C D E F G H  
I J K L M N O P  
Q R S T U V W X Y Z



**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!



**REVIEW:**  
**Quick Quiz**

Read these sentences carefully and decide if they need a question mark or an exclamation mark?

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

a) Would you like to go for a walk



b) What a long walk



c) Be careful



d) What time does the party start



e) How exciting is this



## REVIEW: Quick Quiz

Read these sentences carefully and decide if they need a question mark or an exclamation mark?

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

a) Would you like to go for a walk



b) What a long walk



c) Be careful



d) What time does the party start



e) How exciting is this



## Star words



commands

bossy sentences

imperative verbs

bossy verbs



negative



positive



L.O. Can I recognise and use command sentences?

## Model

**Command sentences give you orders.  
I call them 'bossy' sentences!**

Put that down!



# Commands

English -  
Grammar

**Commands** are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

**Tidy** your bedroom.

## Capital Letter

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

## Imperative Verb

These are also known as 'bossy verbs' because they tell people what to do.

## Full Stop

These show when a sentence comes to an end.

# L.O. Can I recognise and use command sentences?

English -  
Grammar

## Command:

- A command is an order – giving someone an instruction or telling them to do something.
- It usually begins with an imperative bossy verb e.g. get, do, switch, tidy...
- It can be negative e.g. 'Don't stop!'
- It can end with either a full stop or an exclamation mark.



**Get in the bath.**



**Eat your sprouts.**



**Get out of here!**



**Take off your shoes and place them under the bench.**



# L.O. Can I recognise and use command sentences? English - Grammar

Practise - Remember commands give you orders

Instructions and recipes are full of command sentences.  
They tell you what to do! Follow these instructions.

1) Stand up.

2) Put your hands on your head.

3) Everyone is happy. 

4) Sit back down quietly.

Were there any instructions that you couldn't follow?

# L.O. Can I recognise and use command sentences?

## Practise - Remember commands give you orders

English - Grammar

1. Put an 'X' on the commands that are polite requests.

Be quiet!

☐

Walk quietly to your classroom please.

☐

Stand still!

☐

Please pick up all the rubbish.

☐

2. Circle the words you could use to start a command.

fetch

under

mix

from

fold

kind

Click enter  
for answer.



# L.O. Can I recognise and use command sentences? *English - Grammar*

## Answer

1. Put an 'X' on the commands that are polite requests.

Be quiet!

☐

Walk quietly to your classroom please.

☒

Stand still!

☐

Please pick up all the rubbish.

☒

2. Circle the words you could use to start a command.

fetch

under

mix

from

fold

kind

# L.O. Can I recognise and use command sentences?

## Practise - Remember commands give you orders

English -  
Grammar

In your home learning book answer the following.

3. Write the word in the sentence below that will complete the command.

Lean

Stand

Crawl

\_\_\_\_\_ up straight and tall like a soldier.

4. Rewrite the sentence adding the correct punctuation to the command.

Miss Taylor shouted,



Don't run

# L.O. Can I recognise and use command sentences?

English -  
Grammar

Answer

3. Write the word in the sentence below that will complete the command.

Lean

Stand

Crawl

Stand up straight and tall like a soldier.

4. Rewrite the sentence adding the correct punctuation to the command.

Miss Taylor shouted,



Don't run !

L.O. Can I recognise and use command sentences? English - Grammar

Apply - Remember commands give you orders

In your home learning book, write three command sentence using the verb push.

Remember neat handwriting and punctuate sentences

### Push

A	
B	
C	



L.O. Can I recognise and use command sentences?

Apply - Isla thinks she has written a polite request (order). Is she correct? Convince your parent/ carer.



L.O. Can I use command sentences?

## Review and quiz

Click on the link below, watch the video and complete the quiz on the website. How did you get on?

<https://www.bbc.co.uk/bitesize/topics/zrqqtftr/articles/z8strwx>



▶ Highlight the **imperative** verbs.

Put your coat on. Take your umbrella. It's raining.

Stop talking. Eat your dinner!

You are tired. Go home and enjoy your day.

# L.O. Can I recognise and use command sentences?

## Review

**What is a command sentence?**

**Command sentences give you orders.**

**Put that down!**

Take a break!  
Have lunch!





# Science S3

## Parent/ Carers Tip

Make sure that you have completed last Monday and Wednesday's Science lesson before starting this session.





## Star words



root

water

stem

nutrients (food)

leaf

seedling (young plant)

leaves

transport (move)

Science 3 L.O. Can I observe closely and know that the leaves grow from the stem?

Review

What grows first? Why?

The root. To find water.

What grows next? Why?

The stem.

It helps the plant stand up. The stem has tubes that transport water and food to plant.

Which way does it grow?

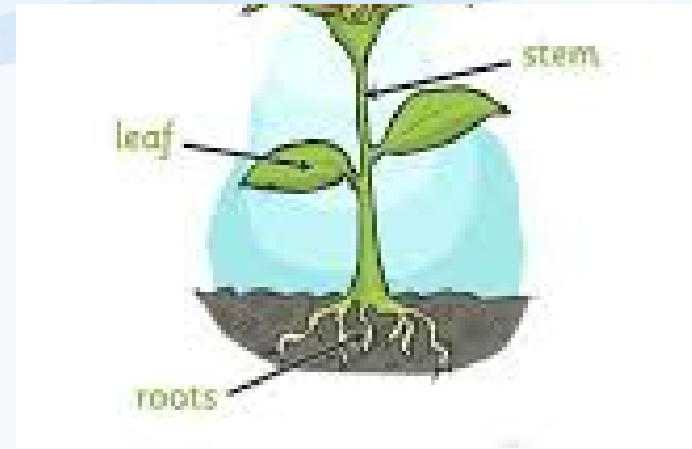
The stem grows up

Why is it growing this way? To find light

Science 3 L.O. Can I observe closely and know that the leaves grow from the stem?

# Teach

## What is the leaf?



The **leaf** is one of the usually green, flat parts of a plant or tree that grows from the stem or branch.

The plural for leaf is **leaves**.



Science 3 L.O. Can I observe closely and know that the leaves grow from the stem?

Watch the following video but stop at day 11.  
The video is of a kidney bean that has been planted

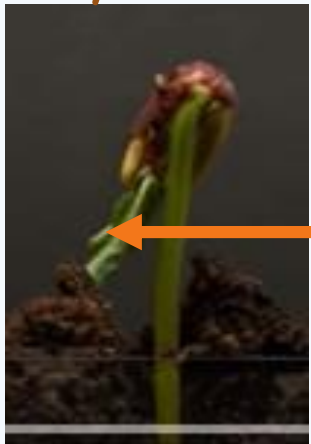
What is growing from the stem?

Have you been growing a plant at home? Has it grown leaves yet?

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

Science 3 L.O. Can I observe closely and know that the leaves grow from the stem?

Day 9



The first leaves are called seed leaves.

Day 10



Then the true leaves start to grow.

The stem has tubes that carry water to the leaves.

Day 11



The leaves get bigger.

The leaves help the plant make food for itself.

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 3 L.O. Can I observe closely and know that the leaves grow from the stem?

How are your plants growing?

Here is Millie and Isla growing a sunflower.

These are the seed leaves. Did you know the seed leaves have nutrients (food) to help the seedling (young plant) grow until the true leaves grow and make the plant its own food.

If you are growing seeds, why not email a photo to Mr Tyler so he can put it on the gallery of home learning work? I have already spotted two of you on it. How many more of our Kelmarsh class can we get on there?

[head@kislingbury.northants-ecl.gov.uk](mailto:head@kislingbury.northants-ecl.gov.uk)

Science 3 L.O. Can I observe closely and know that the leaves grow from the stem?

## Review

What grows after the stem?

leaves

Why do plants have leaves?

The leaves help the plant make food.



# 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





clothespin shark kids crafts - crafts for kids- ocean kid crafts -...

# Craft – Under the Sea



**What you need:** peg, card or paper, felt tip pens and glue. (googly eye optional)

## **What to do:**

1. Draw the top outline of the shark – remember the dorsal fin. Cut it out.
2. Place the top part of the shark on paper to help you draw the bottom half of the shark and fin. Cut the bottom half out.
3. Draw a small fish and attach that to the shark's mouth with a small piece of card.
4. Add detail e.g. gills and eye.
5. Then stick each bit of card to the **open end** of the peg so your shark looks like it is eating the fish. Yum Yum!



What type of sentences are these?  
statements, exclamations, questions or commands?



# 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>





Take care and stay safe,

Don't forget to email Mr Tyler some photos of you home-learning.

Love

Mrs Thornely