



Good morning Kelmarsh,

And hello Tuesday!

Mrs Cornick texted me to say how much she has really enjoyed bumping into some of you and your parents during her daily exercise. She said how proud she is when she hears that you are working so hard with your parents so I just want to send a big, big, big thank you! I've also loved all the messages that Mrs Withey has forwarded to me that you or your parents have emailed. I really can't express how much I miss you all and that I am very proud of each and everyone of you.

Take care and stay safe,

Love Mrs Thornely

PS Talking about safety, Mrs Withey has put on some useful **internet safety information** on the **school closure website** which is really important to look at as we are asking you to be online much more than we normally would. Please look through this information with your parents so that you know how to stay safe online!



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	Spelling Test Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Zippy
Lesson 6	Something different/ craft Rainbow Fish

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

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

*We are in the
Thornely house!*



Weekly Spelling Test

<i>Mrs Maloney's</i>	<i>Mrs Thornely's (make sure you know Mrs Maloney's too)</i>
plant bath path	vision division usual usually treasure



Book Talk

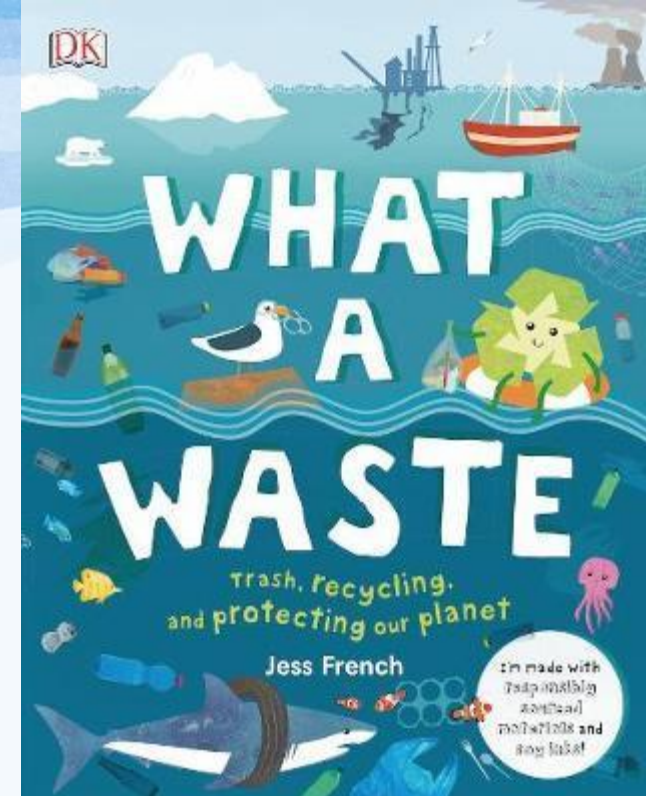
Extract from

What a Waste

by Jess French



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)

Word	Definition	Word class
landfill site 	Place where solid rubbish is buried in the ground.	noun
habitat	Natural home or environment of an animal.	noun
disposable	Meant to be thrown out after use.	adjective
pollution	Something harmful that gets into the air, a water source, or soil.	noun



Handy hints for word reading

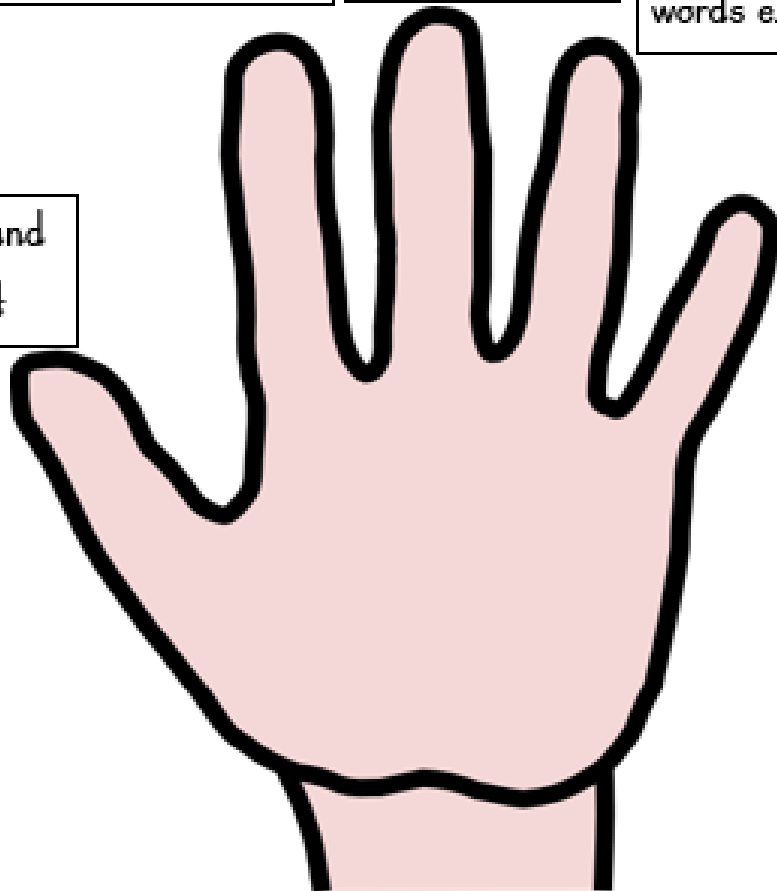
Look for digraphs (two letter strings e.g. sh- th) and trigraphs (three letter string e.g. -ing -lch)

Chunk it
e.g. c-a-tt-le

Words within words e.g. glove

Sound it

Does it make sense in the sentence?



Decoding

Reading the text



The problem of waste

We dump enough waste every year to fill a line of lorries going around the world 24 times.

Building new landfill sites destroys animal habitats while burning rubbish creates air pollution. In 30 years, we'll be creating 70% more waste than we do now, if we don't change our habits.

Throwaway culture

Plastic cups, takeaway boxes, spoons and straws - many products are made to be thrown away! But where do these disposable objects go once you have finished with them?

Waste is all the things we throw away.

Everything we do creates some kind of waste. It's part of living our lives. However, it's important to make sure we don't create more waste than we absolutely have to.

Waste is a problem for animals all over the world. Pets and wildlife can become tangled in plastic litter or mistake bits of it for food. Sea creatures are in the most danger.



Retrieve

Why is building new landfill sites bad?

Building new landfill sites is bad because



Retrieve

List two things that the text mentioned were disposable.

_____ and _____ are disposable things.



Infer



Plastic cups, takeaway boxes, spoons and straws - many products are made to be thrown away! But where do these disposable objects go once you have finished with them?

Where do you think the disposable objects go once we have finished with them?

Disposable objects get _____



Retrieve

Why is waste a problem for animals?

Waste is a problem for animals because _____

How does this make you feel?



I feel _____ 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

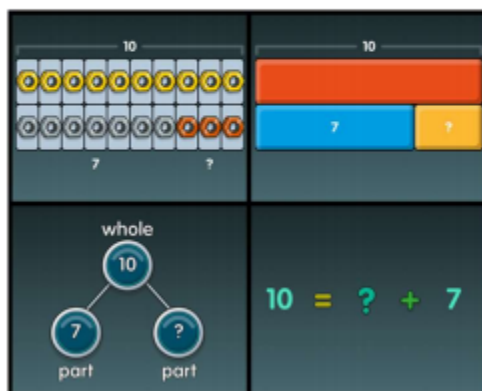
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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.

Maths

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

Review: Addition and subtraction trios to 20

Trios for 10

Warm up

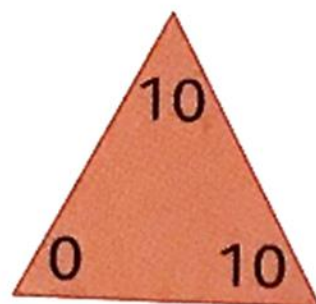
Trios for 10

$$10 + 0 = 10$$

$$0 + 10 = 10$$

$$10 - 0 = 10$$

$$10 - 10 = 0$$

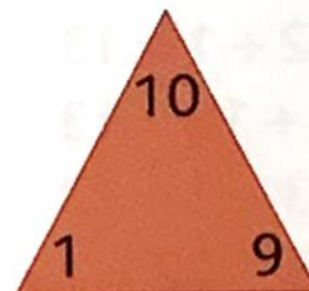


$$9 + 1 = 10$$

$$1 + 9 = 10$$

$$10 - 1 = 9$$

$$10 - 9 = 1$$

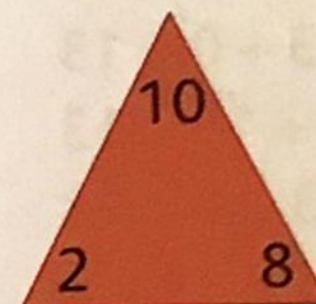


$$8 + 2 = 10$$

$$2 + 8 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

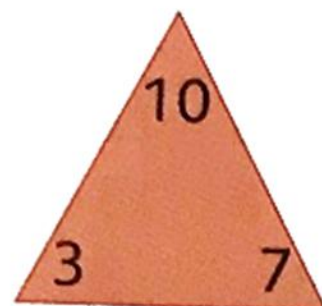


$$7 + 3 = 10$$

$$3 + 7 = 10$$

$$10 - 3 = 7$$

$$10 - 7 = 3$$

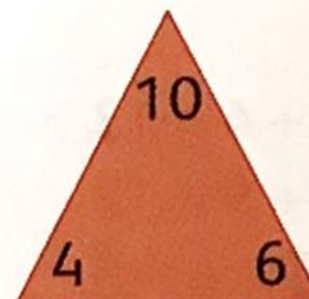


$$6 + 4 = 10$$

$$4 + 6 = 10$$

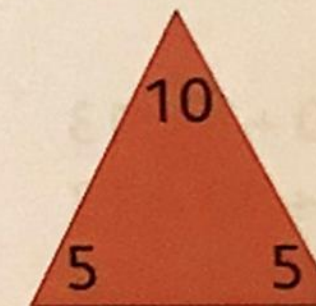
$$10 - 4 = 6$$

$$10 - 6 = 4$$



$$5 + 5 = 10$$

$$10 - 5 = 5$$





Star words



equal groups

x

lots of

multiply

multiplication sentence

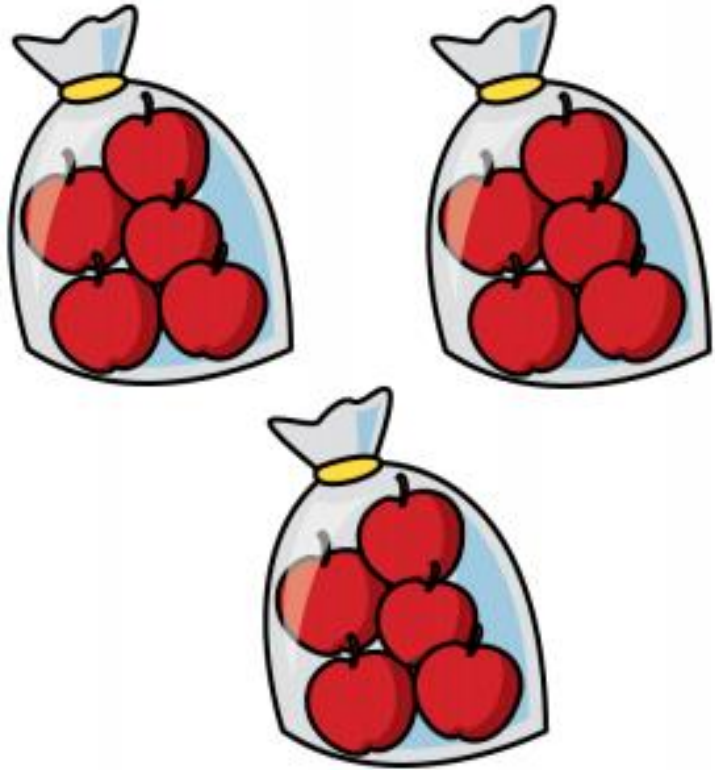
array

bar model

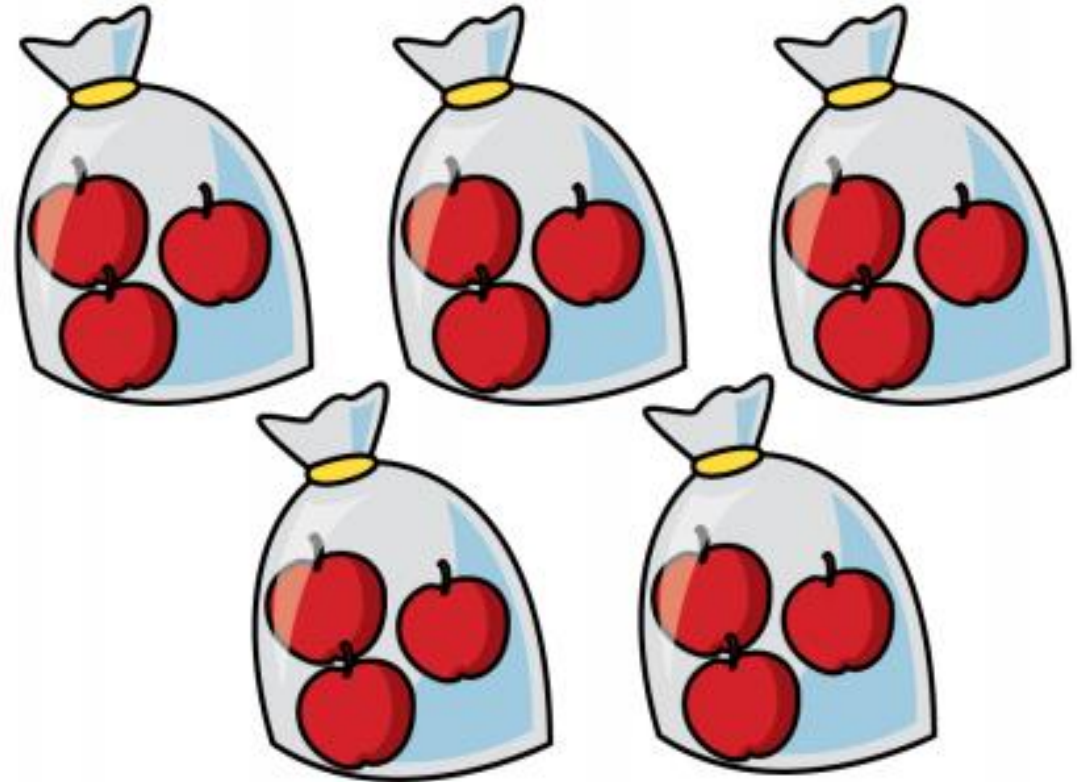
zero

Review: True or False

Click **enter** for answer



$$= 3 \times 5 =$$

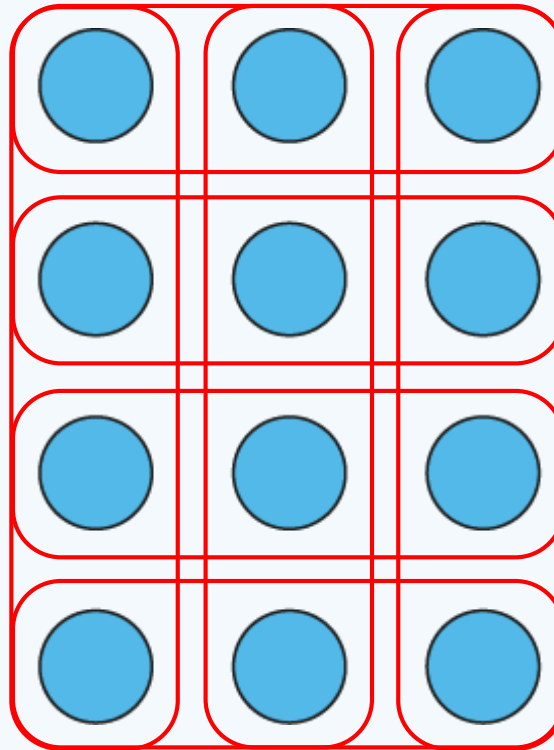


Review: True or False Answer

True

3×5 is equal to both
3 lots of 5 and 5 lots of 3

Does this show 3×4 or 4×3 ?



This array shows both



L.O. Do I understand what happens when there are zero in each equal groups?

•2.2 Multiplication: equal groups Step 5:1

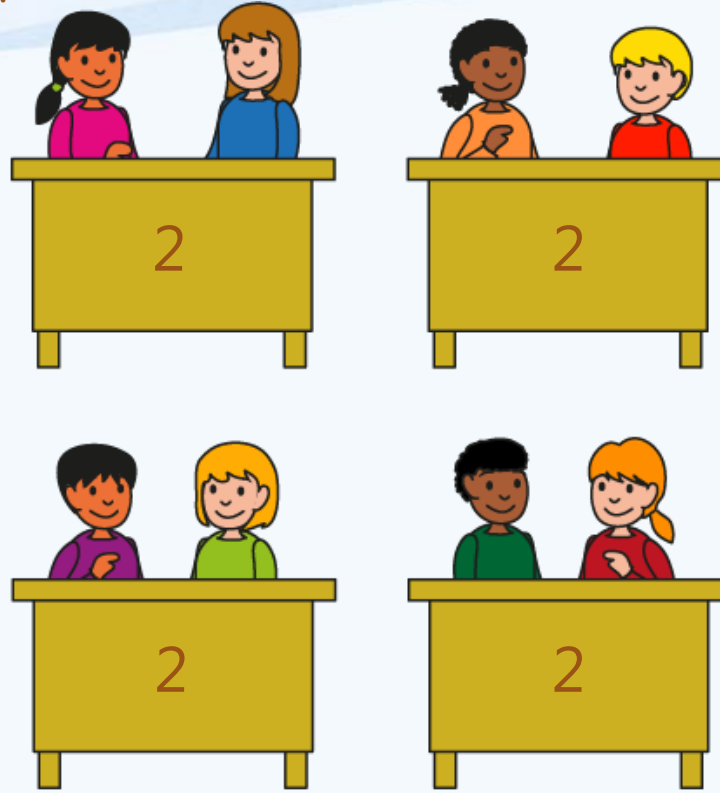
Maths L.O. Do I understand what happens when there are zero in each equal group?

Teach

There are four groups of two children.

We can write this as two plus two plus two plus two.

We can write this as four times two.

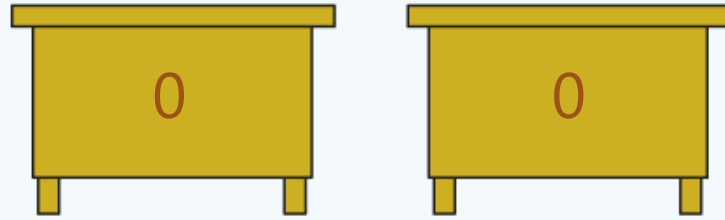


$$2 + 2 + 2 + 2$$
$$4 \times 2$$

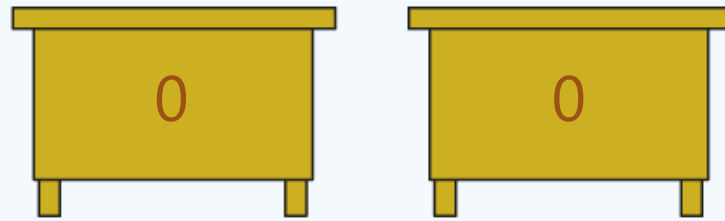
•2.2 Multiplication: equal groups Step 5:1

Maths L.O. Do I understand what happens when there are zero in each equal group?

Teach: There are four groups of zero children.



We can write this as zero plus zero plus zero plus zero.



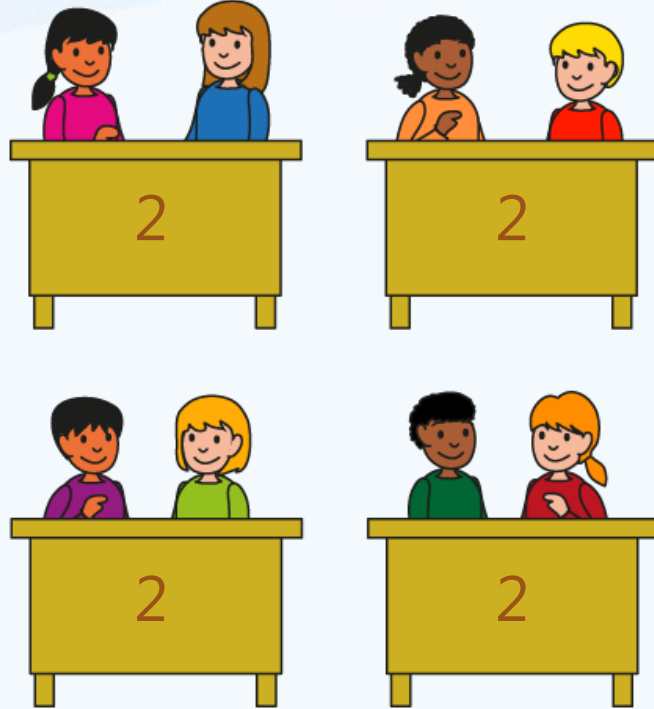
$$0 + 0 + 0 + 0$$

We can write this as four times zero.

$$4 \times 0$$

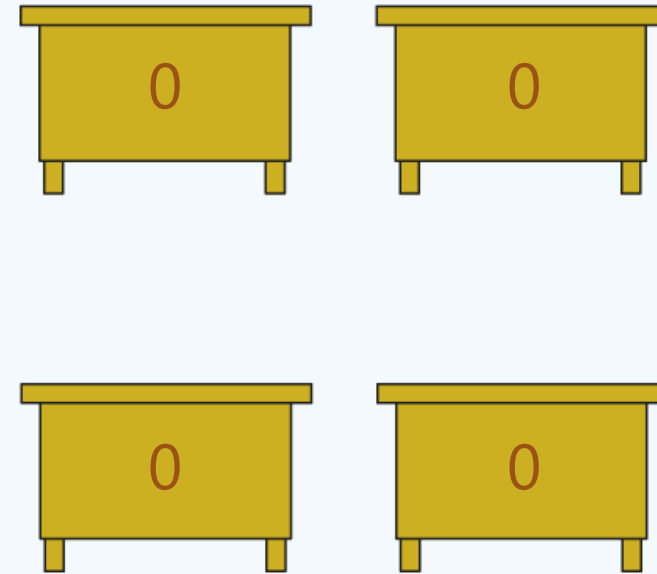
•2.2 Multiplication: equal groups Step 5:1

Maths L.O. Do I understand what happens when there are zero in each equal group?



$$2 + 2 + 2 + 2$$

$$4 \times 2$$

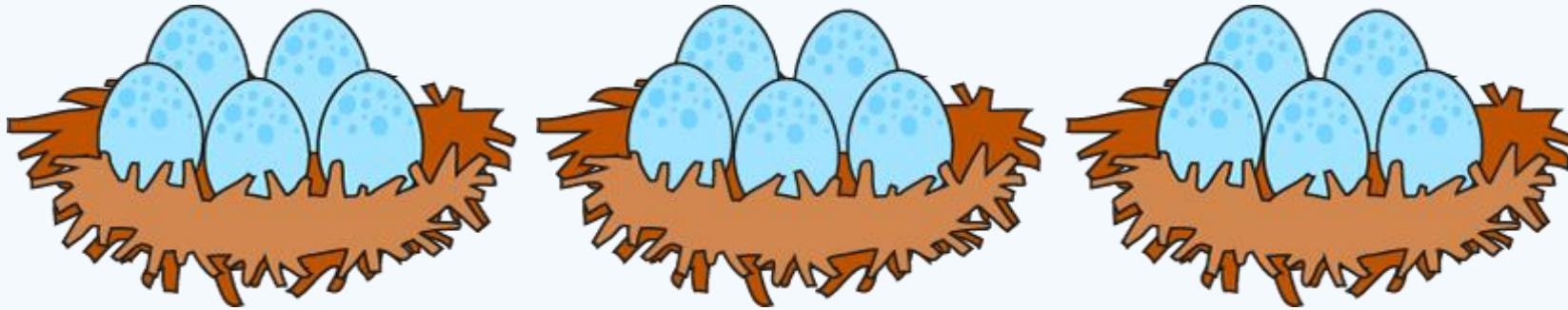


$$0 + 0 + 0 + 0$$

$$4 \times 0$$

•2.2 Multiplication: equal groups Step 5:1

Maths L.O. Do I understand what happens when there are zero in each equal group?



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

We can write this as five plus five plus five.

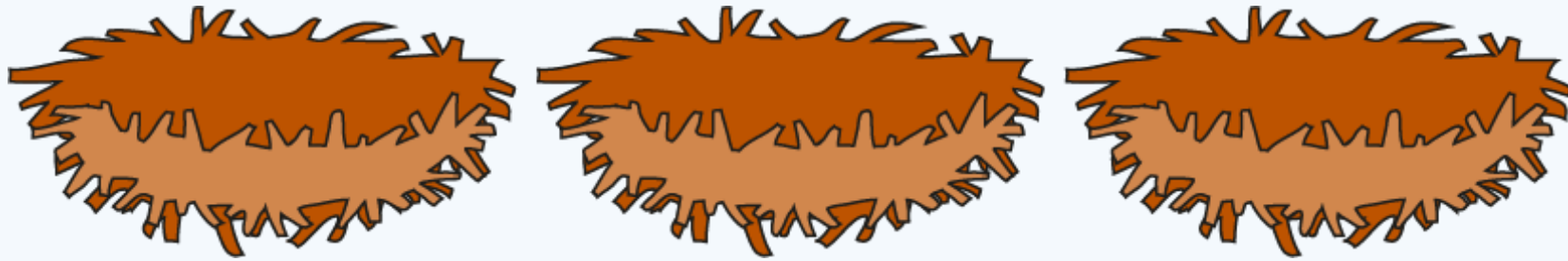
$$5 + 5 + 5$$

We can write this as **three times five**.

$$3 \times 5$$

•2.2 Multiplication: equal groups Step 5:1

Maths L.O. Do I understand what happens when there are zero in each equal group?



Model: There are **three groups** of **zero eggs**.

We can write this as **zero plus zero plus zero**.

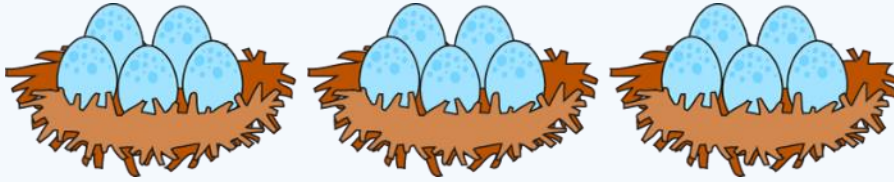
$$0 + 0 + 0$$

We can write this as **three times zero**.

$$3 \times 0$$

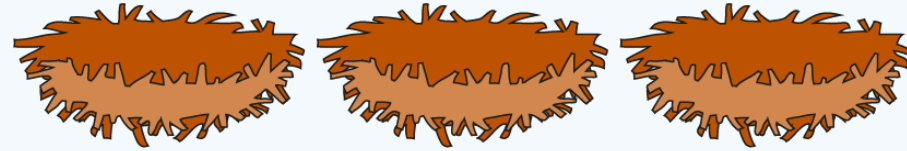
•2.2 Multiplication: equal groups Step 5:1

Maths L.O. Do I understand what happens when there are zero in each equal group?



$$5 + 5 + 5$$

$$3 \times 5$$



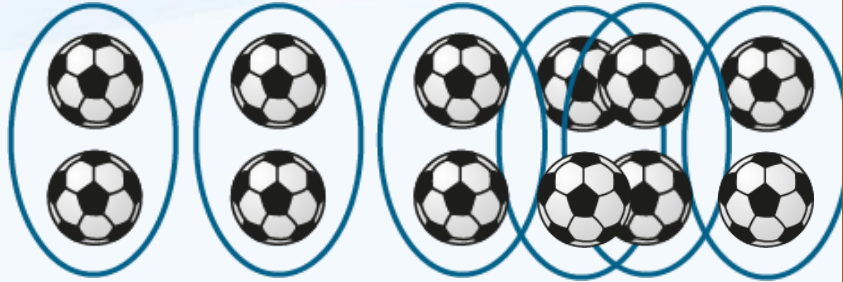
$$0 + 0 + 0$$

$$3 \times 0$$

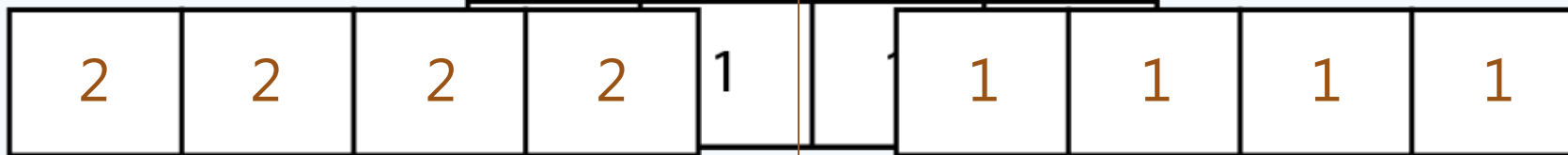
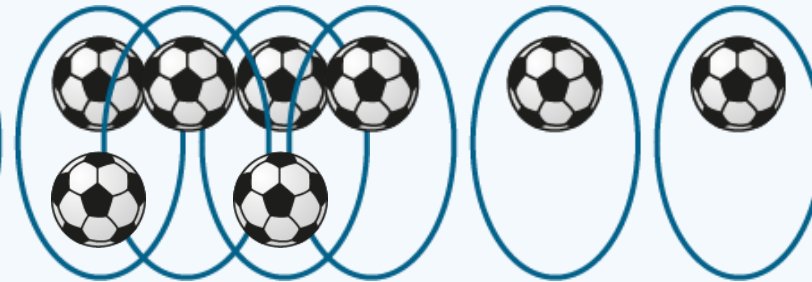
Model

•2.2 Multiplication: equal groups Step 5:2

There are four groups of two footballs.



There are four groups of one football.



$$2 + 2 + 2 + 2 + 1 + 1 + 1 + 1 + 1$$

$$4 \times 2$$

$$4 \times 2$$

$$4 \times 1$$

Maths L.O. Do I understand what happens when there are one in each equal groups?

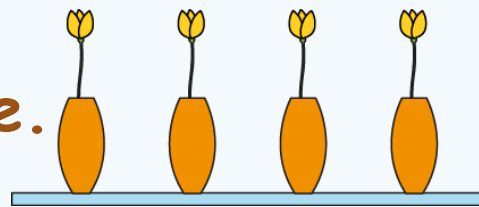
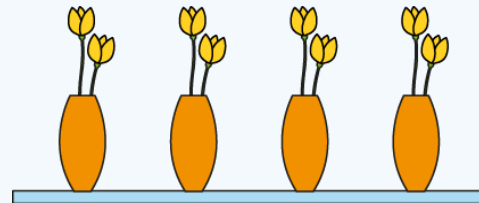
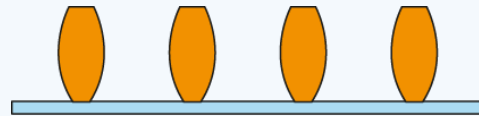
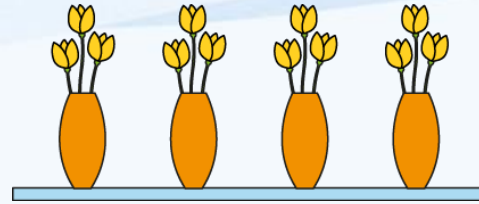
•2.2 Multiplication: equal groups Step 5:3

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Practise

Can you or your parent/ carer carefully draw the following in your home learning book.

Then draw lines to connect each picture of flowers with the correct multiplication sentence.



$$4 \times 1$$

$$4 \times 3$$

$$4 \times 0$$

$$4 \times 2$$

Click **enter** for answer

•2.2 Multiplication: equal groups Step 5:3

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Practise Isla started to draw some equal groups.
Complete her drawing in your home learning book.



I have 6×1 .

•2.2 Multiplication: equal groups Step 5:3

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Practise

In your home learning book, draw the picture and complete the number sentence.

$$\boxed{22} \times \boxed{30}$$



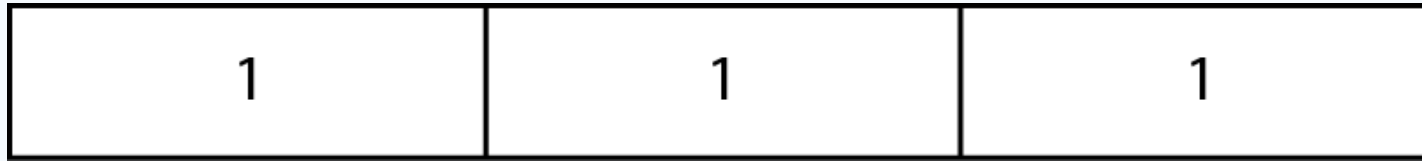
Click **enter** for the answer

•2.2 Multiplication: equal groups Step 5:3

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Practise

In your home learning book, draw the bar model and write a multiplication number sentence that it shows.



$$3 \times 1$$

Click **enter** for the answer

•2.2 Multiplication: equal groups Step 5:3

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Practise

In your home learning book, copy the writing in red and then circle the number sentence that matches the sentence.

There are 7 groups of 0.

$$0 + 7$$

$$7 + 0$$

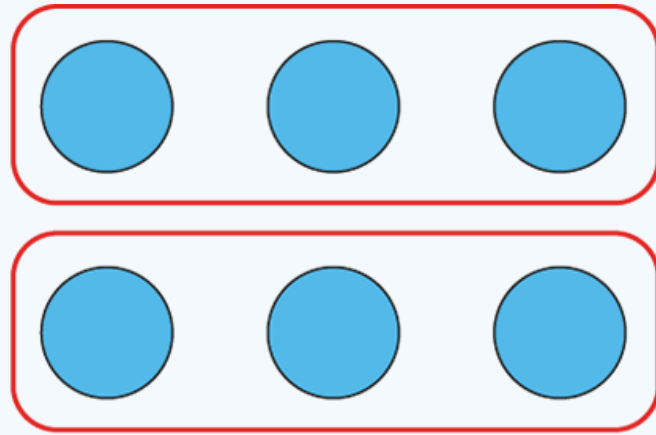
$$7 \times 0$$

Click **enter** for the answer

•2.2 Multiplication: equal groups Step 5:4

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Practise:
Millie has
written this.



$$2 \times 3$$

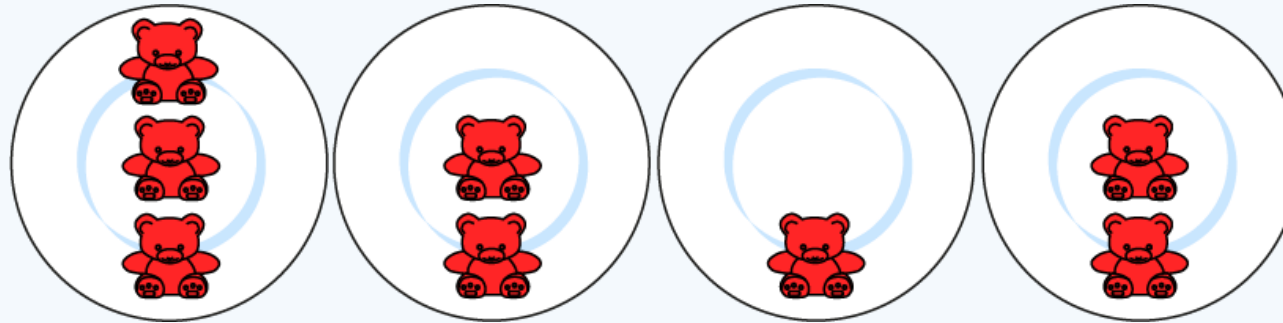
This represents $3 + 3$.

Click **enter**
for the
answer

•2.2 Multiplication: equal groups Step 5:4

Maths L.O. Do I understand what happens when there are zero or one in each equal group?

Apply:
Can you write a multiplication expression for this image?




What would we need to do to make it match the multiplication expression?

$$4 \times 2$$

Click **enter** for the answer

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

neat

thread

Review - er digraph (digraph 2 letters 1 sound)

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

Same spelling different sounds

smarter

perm

Review - a grapheme

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

Same spelling different sounds

mat

any

Review - a grapheme

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

Same spelling different sounds

grasp

wand

Review - y grapheme

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

Same spelling different sounds

yellow

my

smiley

Review - ch grapheme

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

Same spelling different sounds

chapel

chameleon

chandelier

Review - ou grapheme

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

Same spelling different sounds
out

route

boult

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

Review



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

Review

Best Bet /ai/

In the middle of a word:

a_e





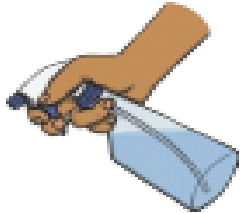




At the end of a word:

ay










Rare graphemes:

apron eight they vein straight great

Review: Can you work out and spell which -ai word belongs with each picture? Click **enter** to see if you're correct.

ai		ay		a-e	
					
					
					

Answers.

ai		ay		a-e	
	rain		play		snake
	nail		spray		race
	mail		May ...?		cake

L.O. Can I recognise the alternative spelling for **-ee**?

-ee

-ea

-e_e

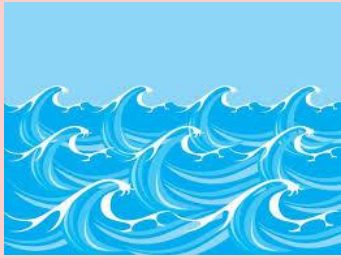
-y

-ie

-ey



bee



sea

these



happy



chief



donkey

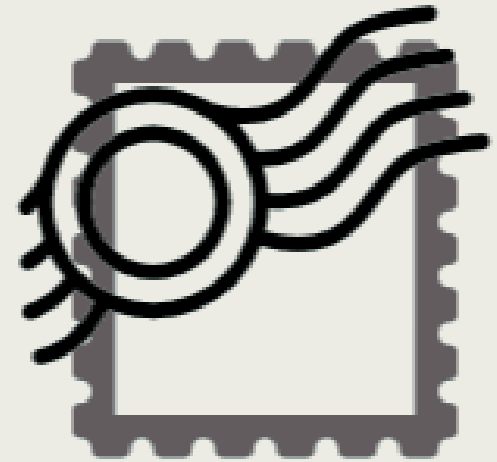
Teach

Same SOUND different spelling!

L.O. Can I recognise the alternative spelling for -ee?

Practise: Read the postcard carefully. Read again and note any words with the phoneme (sound) -ee.
How many different spellings can you find? Click **enter** for answer.

Dear Granny,
We are having a lovely time by the sea.
We have been very lazy and spent lots
of time asleep on the beach. I've been
spending my pocket money on freezing
cold ice cream. Maybe tomorrow we
will go for a donkey ride. They are not
cheap but it would be a real treat.
See you next week.
Love, Neil.

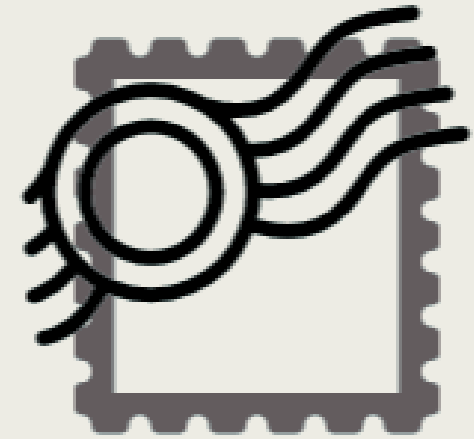


Same
SOUND
different
spelling!

L.O. Can I recognise the alternative spelling for -ee?

Answer:

Dear Granny,
We are having a lovely time by the sea.
We have been very lazy and spent lots
of time asleep on the beach. I've been
spending my pocket money on freezing
cold ice cream. Maybe tomorrow we
will go for a donkey ride. They are not
cheap but it would be a real treat.
See you next week.
Love, Neil.



y e ea ee ey ei

The Best Bet

In the middle of a word:

ee or ea

At the end of a word:

y

At the end of short words:

e

Less common graphemes:

key chief receipt people these



Word of the day

Mrs Maloney

hour

Mrs Thornely

would

Mnemonic:

girl version: oh you lovely darling

boys version: oh you lazy dog

There are 24 hours in one day.

I would like to learn my 2 times tables.

Take a break!



- WARM UP: URGENT TARGET - KNOWING THE ALPHABET

Fill in the missing letters

a _ c _ _ f _ _
i _ k l _ _ _ p
_ _ s t _ _ w x _ _

Click **enter** for the answer

- WARM UP: URGENT TARGET - KNOWING THE ALPHABET

Answer

Fill in the missing letters

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 Quick Quiz:

Read each
sentence carefully.

Record
S - statement
Q - question
C- command
E - exclamation
and record with
correct
punctuation for
each one.

Click **enter** for
answer.

Which sentence type?

What beautiful cabbages
they are

Bring me some of those
cabbages

The wife really wanted to eat
some cabbages

Can I have some cabbages
please

Statement: tells you something
(.)

Question: needs an answer
(?)

Command: tells you to do
something
(! or .)

Exclamation: shows surprise,
starts with What or How
(!)

Answer

Quick Quiz:

Read each sentence carefully.

Record
S - statement
Q - question
C - command
E - exclamation
and record with correct punctuation for each one.

Click **enter** for answer.

Which sentence type?

E

What beautiful cabbages they are !

C

Bring me some of those cabbages ! or .

S

The wife really wanted to eat some cabbages .

Q

Can I have some cabbages please ?

Statement: tells you something
(.)

Question: needs an answer
(?)

Command: tells you to do something
(! or .)

Exclamation: shows surprise, starts with What or How
(!)



Star words



nouns

verbs

tense

simple past tense

simple present tense



**L.O. Can I recognise simple past
and present tenses?**

Review:

What is a noun?

What is a verb?

Create the table in your home learning book and record the words in the correct part.

nouns	verbs

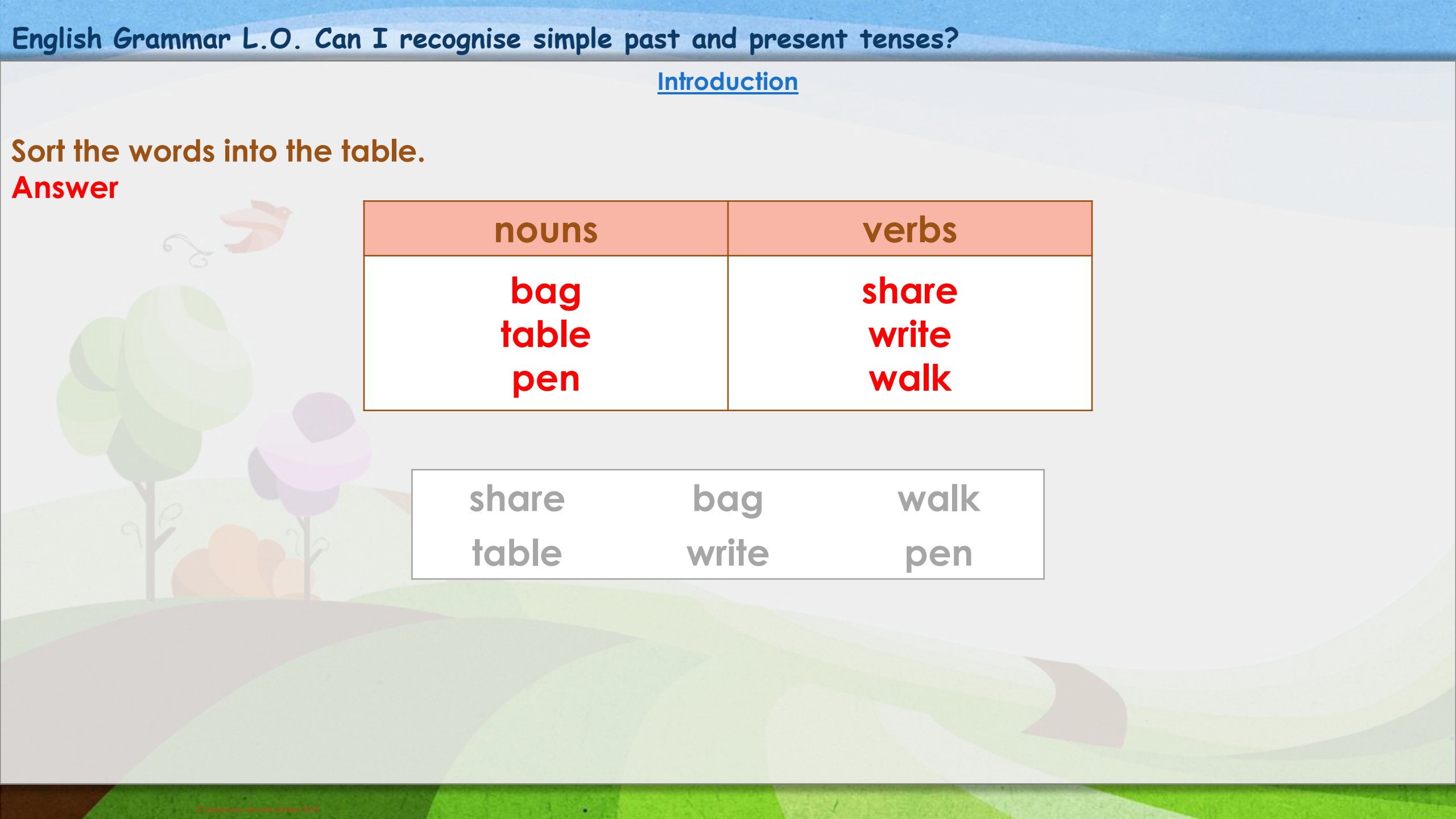
share	bag	walk
table	write	pen

Click **enter** for answer

Introduction

Sort the words into the table.

Answer



nouns	verbs
bag table pen	share write walk

share	bag	walk
table	write	pen



S1

Teach:

One of the most important function of the verb is to show the **time** at which an action takes place. The word **tense** is used to refer to the way the verb changes its endings to show this.

We have **two** tense forms. **present** (*right here right now*) and **past** (*it's already happened ...our friend Ed the ghost*) .



Model:

The simple present tense verb has been highlighted in the sentences below.

A. She **pours** on the glue.

B. He **flips** the coin.

S2

Model:

The simple past tense verb has been highlighted in the sentences below. .

My mum **found** an old book in the drawer.

S3

Practise Click **enter** for the answer

Which sentences have been written in the simple present tense?

A. The parents went to the school assembly.

B. The birds builds a nest in the apple tree.

C. My aunt is very kind.

S3

Answers

Which sentences have been written in the simple present tense?

A. The parents went to the school assembly.

B. The birds builds a nest in the apple tree.

C. My aunt is very kind.

S4

Which word would complete the sentence below when written in the simple present tense?

Click **enter** for the answer

The criminal _____ some money from the bank.

steals

stole

Varied Fluency 4

Answers

Which word would complete the sentence below when written in the simple present tense?

The criminal steals some money from the bank.

steals

stole

Review Quiz

Click **enter** for answers

5a. Underline the simple present tense verbs in the sentences below.

A. I fall over on the playground often.

B. My brother cries a lot during the night.



VI

6a. Circle the correct verb so that the sentence below is written in the simple past tense.

The dog pulls/pulled on the lead.



VI

7a. Which sentences are written in the simple present tense?

A. The parents clapped and cheered.

B. the birds eat the seeds.

C. Jamie cleans his plate.



VF

8a. Which word would complete the sentence below when written in the simple present tense?

My sister _____ my toys from me.

took

takes



VF

Review Quiz

Click **enter** for answers

5a. Underline the simple present tense verbs in the sentences below.

A. I **fall** over on the playground often.

B. My brother **cries** a lot during the night.



VI

6a. Circle the correct verb so that the sentence below is written in the simple past tense.

The dog pulls/pulled on the lead.



How did you do? Show the screen with your thumbs!

7a. Which sentences are written in the simple present tense?

A. The parents clapped and cheered.

B. **the birds eat the seeds.**

C. **Jamie cleans his plate.**



VF

8a. Which word would complete the sentence below when written in the simple present tense?

My sister **takes** my toys from me.

took

takes



VF

Review:

Enjoy this song about simple present and past verbs

<https://youtu.be/yF-q1eSOrEI>

Take a break!
Have lunch!



Zippy- PSHE





Star words

self belief

emotions

angry

calming down

flight or fight

PSHE L.O. Can I think of ways to feel better when I'm angry?

<https://www.bbc.co.uk/bitesize/articles/zmmgrj6>

Today we are going to focus more on managing our emotions, especially when we are feeling angry.

Parent/ carers Tips

The above link will take use to BBC bitesize lesson for PSHE home learning.

This lesson includes:

- a video to get your child active
- two video clips showing how children can manage their emotions



Managing emotions

In this video, a group of children describes what they do when they feel angry and how they can calm down.

Some of the children describe how their anger feels.

A role-play demonstrates some alternatives to letting anger take over.

A 'traffic lights' system can help children think through their angry moments.



Feeling angry

In this video, a child explains his feelings after he has been angry.

An animation explains why sometimes we lose control.

It explains how our thinking brain developed over time and how, when we lived in caves, we needed a fast-acting fight or flight response to danger.

The video looks at how our emotional brain can take over sometimes.



PSHE L.O. Can I think of ways to feel better when I'm angry?

Practise

(Taken from the Zippy Dealing with Anger activities)

Finding a good solution

To help your child think of ways to feel better when they are angry

You will need



Talk about a time when your child has felt angry. Help them think of lots of different things they could do to feel better.

listen to
calm music

count to ten

Let's talk...

Share times when you have felt angry and what you do to feel better. Do your solutions obey the golden rules?

The Golden Rules for a Good Solution!



It makes me feel better



It doesn't hurt me or anyone else

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





Craft – Under the Sea



What you need: paper, felt tip pens, paint. (Sharpies, glue and sequins/ glitter, googly eye optional)

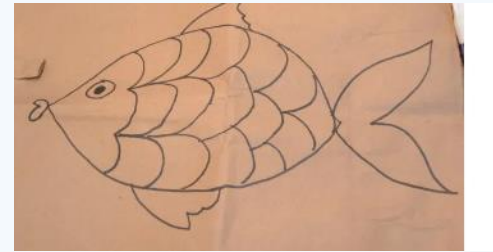
What to do:

1 Using the below link, listen to the story Rainbow Fish by Marcus Pfister

<https://www.youtube.com/watch?v=r9mryuEKkKc>

2. Draw the outline of a fish. Make a football shape for the body, a sideways heart shape for the mouth, then added fins and a tail.

3. Draw the scales. Go over the scales with a black sharpie.



4. Colour the scales in with different coloured paints or felt tips.

5. Decorate one scale with glitter or sequins.

6. If need to, go over the scales again with a black sharpie.

7. Cut out fish carefully and add googly eye.

What type of sentences are these?

statements, exclamations, questions or commands?

Message of the story Rainbow Fish, it's good to share things with your friends so try hard to avoid being selfish.

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 look at the internet safety section on the home learning website .

Love

Mrs Thornely