



Hello Kelmarsh on this Wednesday morning,

How did you cope with the rain yesterday? It was a bit of a shock not being able to go into the garden for break and for lunch! Still the plants in my vegetable patch need the rain and it is a lovely reminder on how lucky we have been with the weather!

On the next page, I have put a note out about NUMBOTS and the importance of how short and regular practise will boost your addition and subtraction facts.

Please contact Mrs Withey if you have lots your log ins so I can get them emailed out to you.

Special mention to **Blast Echolator** and **Lee Ectrobotic** who have both made super progress so far this week!!!

Keep practising,  
love Mrs Thornely



Stay Safe online!

Dear parents/ Carers, We're using this super online resource to support our children's maths education in KS1. The creators of Times Tables Rock Stars have produced a platform for boosting addition and subtraction skills called NumBots.



Logging in

The children have brought home a username label in the home learning book. Most of the class are up and running. However, if your child is not, they might need help navigating to the website <https://play.numbots.com> and entering the details but once they're in, they just need some quite space to get on with the game for 5 minutes. Please let us know if you've lost your logins so we can get them out to you ASAP.

#### Numbots App

The Numbots App is available at the [Apple Store](#) and on [Google Play Store](#). This allows children to use Numbots on mobile devices and tablets.

The app is free to download but your child will need to enter their log in details to play.

### Big Difference

NumBots is an online game and playing little and often will significantly improve your child's recall and understanding of number bonds and addition and subtraction facts. These are critical foundations in maths so we are excited by the impact that NumBots will have.

There are two Game Types. For progress, your child needs to be on **Story Mode** daily for 5 min.

1. Story Mode – the emphasis is on learning the ideas and concepts behind addition and subtraction so it features more diagrams, shapes and question styles.
2. Challenge Mode – the emphasis is more on speed of recall of key facts, like number bonds to 10, doubling small numbers or adding & taking away in your head.

**Glitches** I have noticed that when we've played at home, sometimes the page freezes, but if you refresh the page it will fix the problem and you can carry on. Thanks, Mrs Thornely

# 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 S4               |
| 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!*





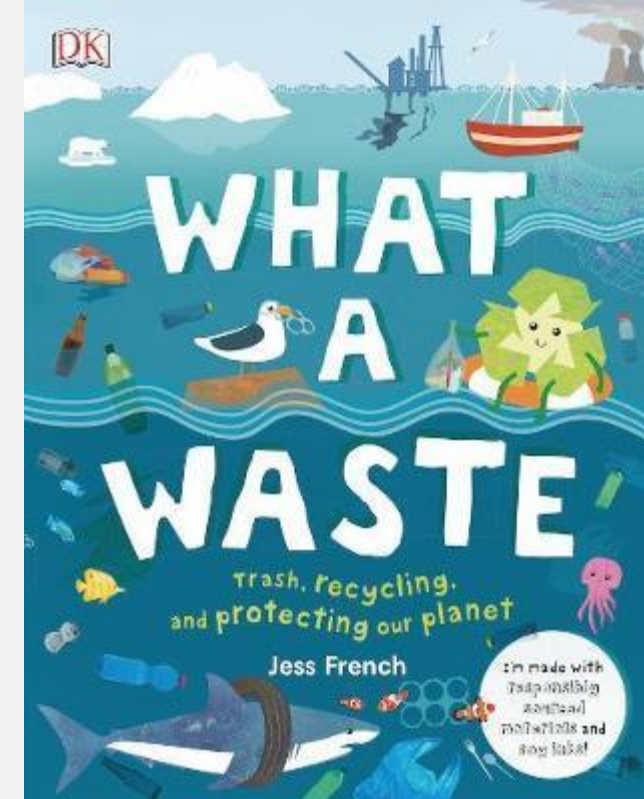


# Book Talk

## 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



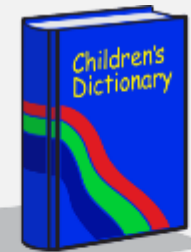
Visualise



Clarify



Question





Vocabulary



Decoding

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

|   |   |   |            |
|---|---|---|------------|
| Book Talk   | Word  | Definition  | Word class |
| Parents, carers,  | reused  | to use again, or use more than once   | verb       |
| 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) | recycle<br> | to put through a process that allows used things to be reused.<br><i>The city recycles old tires for use in making new roads.</i> | verb       |
|   | aluminium   | a strong, light, silver metal that does not easily rust.  | noun       |
|   | electrical products   | something that works with electricity e.g. toaster or hairdryer   | noun       |
|   |   |   |            |
| Vocabulary  |   |   |            |

## Handy hints for word reading

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

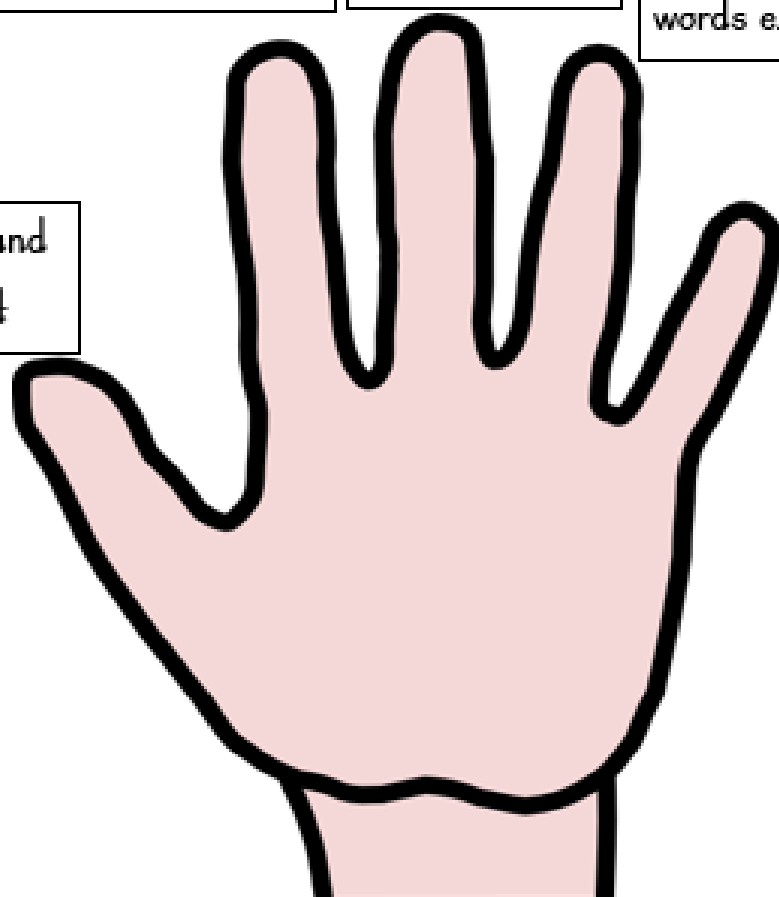
Decoding



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

Words within words e.g. glove

Sound it



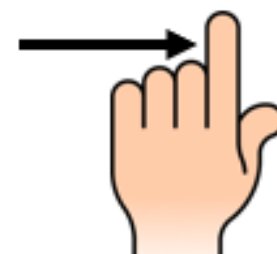
Does it make sense in the sentence?

## Key Skills: Retrieving

1) Read the question

?

2) Scan the text



3) Find the information

Abcd



## Household waste

*Book Talk – What a Waste! Part 2*

Almost everything we do creates waste. From leftover food and broken belongings to packaging and old clothes, we often throw away things that could be mended or reused. If we recycle rubbish instead, it will be made into something new. However, many things can't be recycled.

**Metal** Metal is found in everything from kettles to cans. Steel and aluminium are the most common household metals. These should be recycled.

**Glass** Unbroken glass bottles and jars are easy to reuse at home. They can store food and drink. Glass can be recycled over and over again into new items.

**Plastic** Billions of plastic items are thrown away every day. Some types can be recycled. However, the process is difficult and plastic can only be recycled a few times.

**Paper** We have been recycling paper for thousands of years. Sadly, lots of paper is put in rubbish bins and doesn't get recycled.

**Other** Worldwide, mountains of clothes, electrical products and other items are thrown away every day. These could often be given away or mended instead.

## Book Talk

Parents/ carers tip:

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



Retrieve

Name two things that the text described as waste?

Two examples of waste described in the text are \_\_\_\_\_ and \_\_\_\_\_.

## Book Talk

Parents/ carers tip:

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



Retrieve

What does 'recycling rubbish' mean?

'Recycling rubbish' means \_\_\_\_\_.

## Book Talk

Parents/ carers tip:

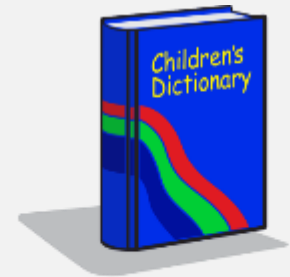
Using the text, encourage your child to talk about what they have just read using the following questions



Retrieve

What were two most common household metals mention in the text ?

The two most common household metals were \_\_\_\_\_ and \_\_\_\_\_.



Vocabulary

What does *household metals* mean?

Household metals means \_\_\_\_\_.





Retrieve

What two things did the text say that glass bottles and jars could be reused at home?

Glass bottles and jars could be used to \_\_\_\_\_ and \_\_\_\_\_.



Visualise

Can you think of two more ways that you could reuse a jam jar?

A jam jar could be used as a \_\_\_\_\_ and \_\_\_\_\_.

Book Talk

Parents/ carers tip:

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



Retrieve

Plastic can be recycled lots and lots of times.

True/ False?

## Book Talk

Parents/ carers tip:

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



Clarify

What is the main message from this text about throwing things away?

The main message is \_\_\_\_\_.

# 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

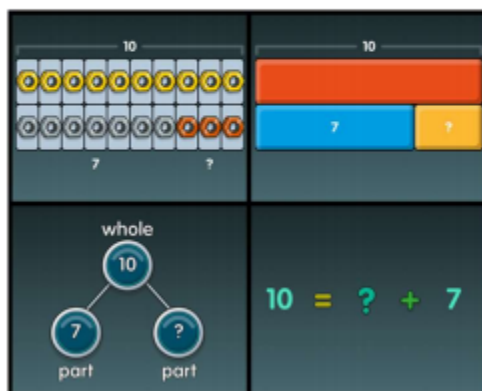
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

### 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 11

Warm up

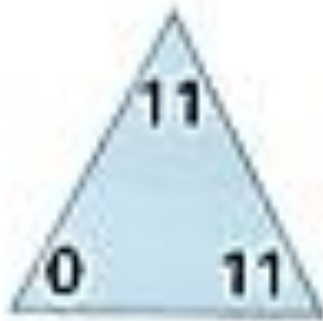
### Trios for 11

$$11 + 0 = 11$$

$$0 + 11 = 11$$

$$11 - 0 = 11$$

$$11 - 11 = 0$$



$$10 + 1 = 11$$

$$1 + 10 = 11$$

$$11 - 1 = 10$$

$$11 - 10 = 1$$



$$9 + 2 = 11$$

$$2 + 9 = 11$$

$$11 - 2 = 9$$

$$11 - 9 = 2$$



$$8 + 3 = 11$$

$$3 + 8 = 11$$

$$11 - 3 = 8$$

$$11 - 8 = 3$$



$$7 + 4 = 11$$

$$4 + 7 = 11$$

$$11 - 4 = 7$$

$$11 - 7 = 4$$



$$6 + 5 = 11$$

$$5 + 6 = 11$$

$$11 - 5 = 6$$

$$11 - 6 = 5$$





## Star words



equal groups

product

multiples

x

factor

equations

warm up: Counting up in 2s

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

Jack Hartmann – counting in 2s



*Maths: LO Can I find the product when the group size is two? (two times tables)*

## Review: Count backwards and forwards in twos



### *Parents/ carers tips*







*Encourage your child to count forwards in 2s using the numberline*

*Mastered: Aim to do it without the numberline*

*Challenge: Count backwards in 2s from 24*

Maths: LO Can I find the product when the group size is two? (two times tables)

## Review: Count forwards in twos

|  |  |      |   |      |   |      |   |      |
|--|--|------|---|------|---|------|---|------|
| 1000   | 2000   | 3000 | 4000  | 5000 | 6000  | 7000 | 8000  | 9000 |
| 100  | 200  | 300  | 400   | 500  | 600   | 700  | 800   | 900  |
|  10 |  20 | 30   | 40  | 50   | 60  | 70   | 80  | 90   |
| 1  |  2  | 3    |  4 | 5    |  6 | 7    |  8 | 9    |

### Parents/ carers tips

Encourage your to click enter and watch the numbers in twos be circled. Encourage your child to say the number as the numbers are circled,

Get the child to notice that 12 is made from 1 ten and 2 ones

Get the child to notice that 22 is made from 20 (2 tens) and 2 ones

Repeat the task and tap the chart as they count: one tap for the single-digit numbers ; two taps for the two digit numbers. e.g. tap 10 then tap 2 on the count of 12

## • 2.3 The 2 times table and commutativity

Step 1:1

Maths: LO Can I find the product when the group size is two? (two times tables)

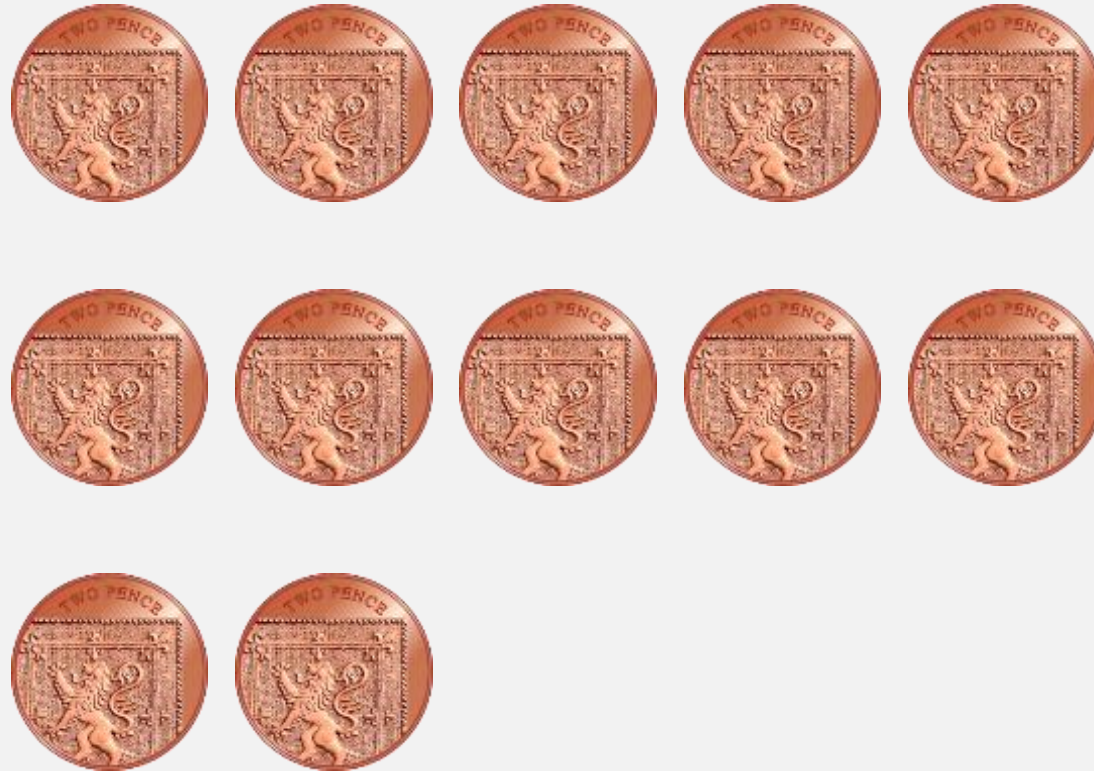
**Review:** Count objects that come in pairs



~~two~~  
~~times~~  
~~table~~

Maths: LO Can I find the product when the group size is two? (two times tables)

**Review:**  
Count the  
2ps in  
twos



~~12~~  
~~two~~  
~~times~~  
~~table~~

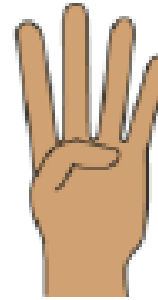
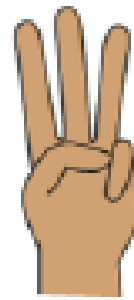
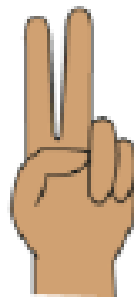
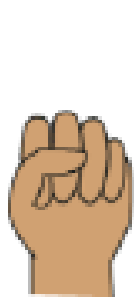


- 2.3 The 2 times table and commutativity

Maths: LO Can I find the product when the group size is two? (two times tables)

## Teach:

Skip counting in twos – keeping a 'silent' tally of the number of **groups of two** using fingers:



...

'Zero,

two,

four,

six,

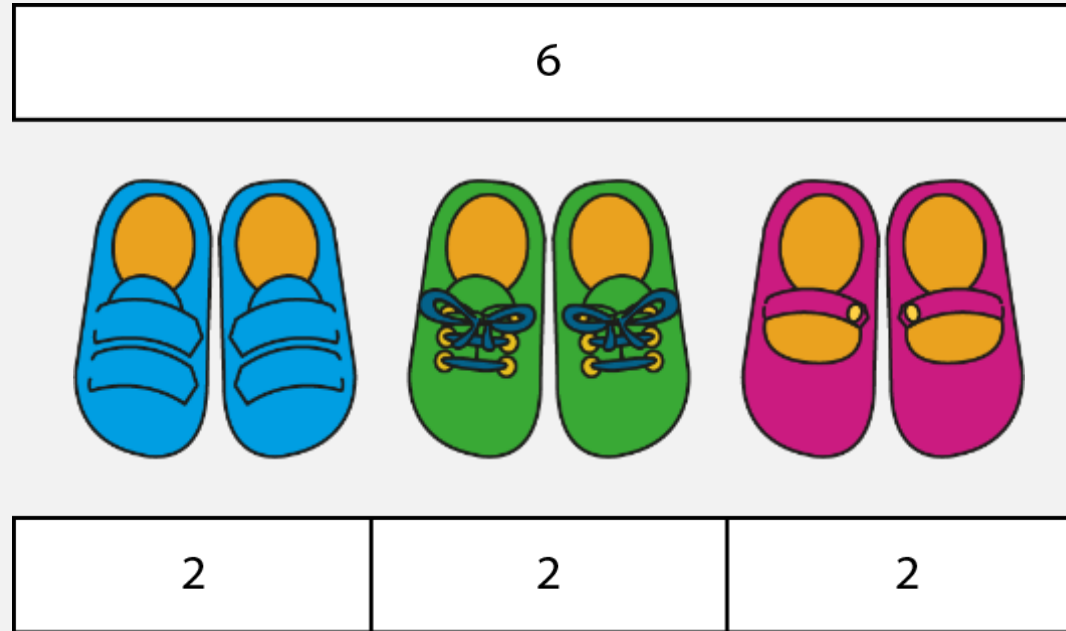
eight

...'

Maths: LO Can I find the product when the group size is two? (two times tables)

### Teach:

- How many shoes are there? Count in groups of two.
- **There are six shoes.**
- How many groups of shoes are there?
- How many shoes are there in each group?
- **There are three groups of shoes.**
- **There are two shoes in each group.'**
- There are three groups of two
- There are six altogether.



Parents/ Carer Tips:  
Encourage your child to say out loud the words in red and black.

$$3 \times 2 = 6$$

$$6 = 3 \times 2$$



Parents/ Carer Tips:  
Product is the answer of a multiplication sentence.  
The multiplication equation can be written both ways with the product at the end and at the beginning.  
Ask your child what the 3 represents, what the 2 represents and what the 6 represents.

## • 2.3 The 2 times table and commutativity

Step 1:3

*Maths: LO Can I find the product when the group size is two? (two times tables)*

What does the 3  
represents?

What does the 2  
represents?

What does the 6  
represents?

|   |   |   |   |   |
|---|---|---|---|---|
| 3 | × | 2 | = | 6 |
|   |   |   |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| 6 | = | 3 | × | 2 |
|   |   |   |   |   |

**Teach**

Six is the product of 3 and 2

The product of 3 and 2 is 6

**Teach**

Factor times factor is equal to the product.

The product is equal to factor times factor.

## • 2.3 The 2 times table and commutativity

### Step 1:4

Maths: LO Can I find the product when the group size is two? (two times tables)

#### Teach

There are **four** bicycles.

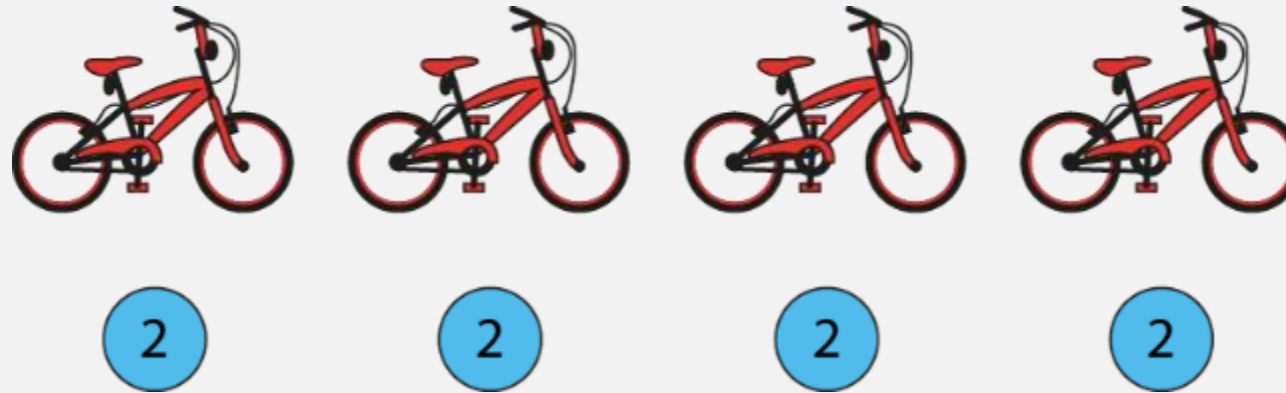
Each bicycle has **two** wheels.

There are **four** groups of **two**.

How many wheels are there altogether?

Two, four, six, eight

There are eight wheels



**Four** is a factor. **Two** is a factor.

The product of **four** and **two** is **eight**.

**Eight** is the product of **four** and **two**.

$$4 \times 2 = 8$$

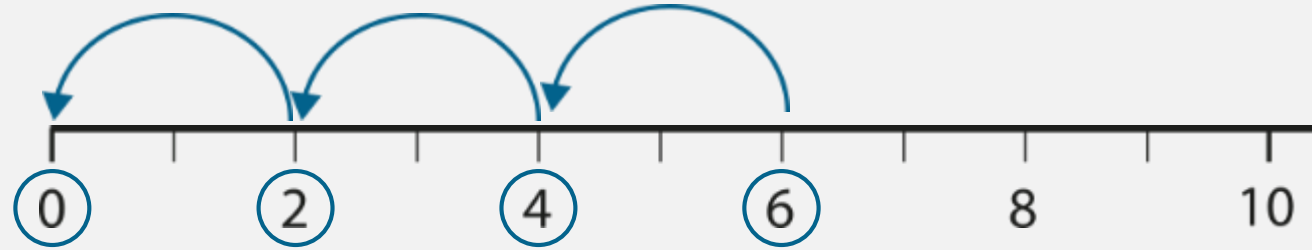
$$8 = 4 \times 2$$

## • 2.3 The 2 times table and commutativity

Step 1:5

Maths: LO Can I find the product when the group size is two? (two times tables)

**Practise:**  
Skip  
counting  
back in twos  
until we get  
to zero



$$0 \times 2 = 0$$

$$1 \times 2 = 2$$

## • 2.3 The 2 times table and commutativity

### Step 1:6

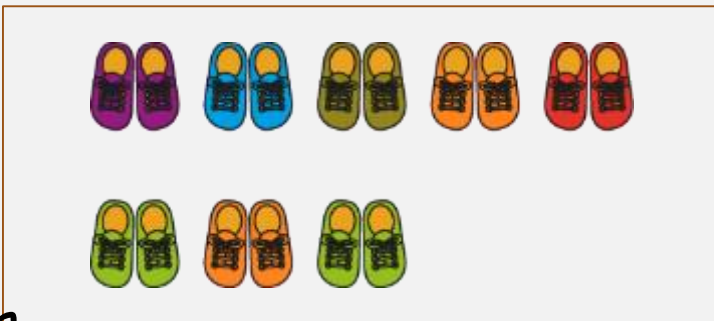
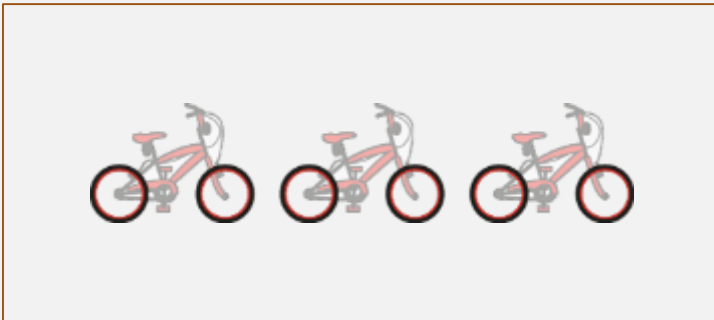
Maths: LO Can I find the product when the group size is two? (two times tables)

### Practise:

Ask an adult or you draw carefully the pictures and the number sentences in your home learning book.

Then match the pictures to the equations.

Click **enter** for the answer



$$8 \times 2 = 16$$

$$5 \times 2 = 10$$

$$3 \times 2 = 6$$



Maths: LO Can I find the product when the group size is two? (two times tables)

## Practise

I have five packets of biscuits.  
Each packet contains two biscuits.  
That's five groups of two.  
I have ten biscuits altogether.

opposite, and problems such as 'I have five packets of biscuits. Each packet contains two biscuits. That's five groups of two. I have ten biscuits altogether. Draw a picture and write an equation to represent this.'

Draw a picture and write an equation to represent this.

Click enter for answer

## • 2.3 The 2 times table and commutativity

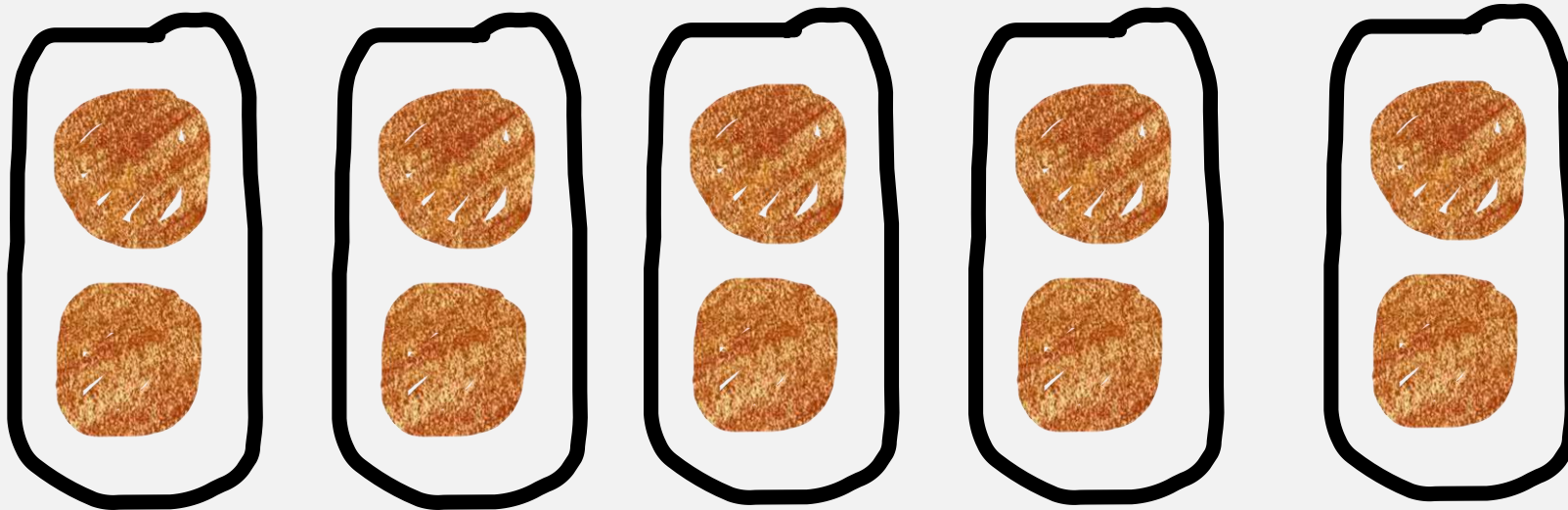
### Step 1:6

Maths: LO Can I find the product when the group size is two? (two times tables)

### Answer

I have five packets of biscuits.  
Each packet contains two biscuits.  
That's five groups of two.  
I have ten biscuits altogether.

$$5 \times 2 = 10$$



Maths: LO Can I find the product when the group size is two? (two times tables)

## Practise

Isla started drawing some pairs of mittens. Complete her drawing in your home learning book to match the equation.



$$12 = 6 \times 2$$

Click **enter** for answer

Maths: LO Can I find the product when the group size is two? (two times tables)

## Practise

Copy the following in your home learning book and circle which doesn't represent groups of two.

'Which of these doesn't represent groups of two?'

$$0 \times 2 = 0$$

$$4 \times 3 = 12$$

$$4 \times 2 = 8$$

$$3 \times 2 = 6$$

Click **enter** for answer

Maths: LO Can I find the product when the group size is two? (two times tables)

Answer

'Which of these doesn't represent groups of two?'

$$0 \times 2 = 0$$

$$4 \times 3 = 12$$

$$4 \times 2 = 8$$

$$3 \times 2 = 6$$

Maths: LO Can I find the product when the group size is two? (two times tables)

## More Practise?

We will look at the two times table again tomorrow. Use this video if you need more practise in counting in twos ready for tomorrow.

Video part a and part b.

<https://www.bbc.co.uk/bitesize/articles/zkjb382>





Take a break!

# Phonics/ Word of the Day

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

# Phonics warm up

Look at these tricky words.

Then get an adult to test whether you can spell them.

| Word | Ways to remember them |
|------|-----------------------|
| said | Sally Ann Is Dancing  |
| so   | s - o spells so       |
| have | h a v e               |
| like | like                  |

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

**-ee**

**-ea**

**-e\_e**

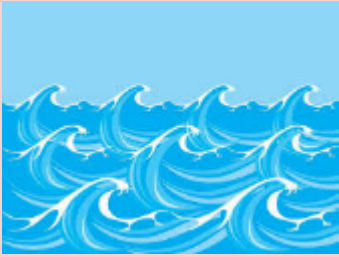
**-y**

**-ie**

**-ey**

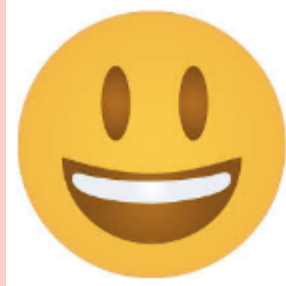


bee



sea

these



happy



chief



donkey

**Teach**

**Same SOUND different spelling!**

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

**-ee**

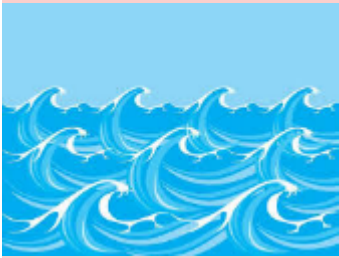
**-ea**

**-e\_e**

**-y**

**-ie**

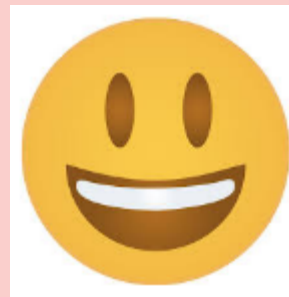
**-ey**



bee

sea

these



happy



chief



donkey

**Practise**

**Play word sort**

[https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee  
parents/ carers tip](https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee-parents/carers-tip)

Help your child to get onto this website to play this game. Help them with the meanings of any words

# 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

move

Mrs Thornely

could

Mnemonic:

girl version: oh you lovely darling

boys version: oh you lazy dog

I like to move it, move it.

I could learn my 2 times tables.

Take a break!



# English

## Warm up: Alphabetical Order

Watch  
and  
Practise

<https://www.bbc.co.uk/bitesize/topics/zxfyjty/articles/zcyfsg8>





## Star words

verbs

tense

simple past tense

simple present tense

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

## Model

Is the sentence below written in the simple past or simple present tense?



James **jumps** into the water.

It is written in the present tense.



## Model

Click enter to complete the table.

| simple past | simple present |
|-------------|----------------|
| halved      | <b>half</b>    |
| cared       | <b>care</b>    |
| caught      | <b>catch</b>   |

## Practise 1

In your home learning book, complete the table.

| simple past   | simple present |
|---------------|----------------|
| <b>lived</b>  |                |
| <b>shared</b> |                |
| <b>found</b>  |                |

Click **enter** for answer

## English Grammar - L.O. Can I use simple past and present tenses?

### Answer

Complete the table.

| simple past   | simple present |
|---------------|----------------|
| <b>lived</b>  | <b>live</b>    |
| <b>shared</b> | <b>share</b>   |
| <b>found</b>  | <b>find</b>    |

Practise 2

Choose the correct verbs from the table below so that the sentences are written in the simple past tense. Write them neatly in your home learning book.

A. Holly and John \_\_\_\_\_ their bikes to school.

B. Bella \_\_\_\_\_ about which film to watch.

ride

thought

rode

think

Click **enter** for answer

Answers

Choose the correct verbs from the table below so that the sentences are written in the simple past tense.

A. Holly and John rode their bikes to school.

B. Bella thought about which film to watch.

ride

thought

rode

think

Practise 3

Rewrite the verb in the box to complete the sentence in the simple past tense. Write it neatly in your home learning book.

slices



Ben \_\_\_\_\_ the cake into enough pieces for everyone.

Click **enter** for answer

Answer 3

Rewrite the verb in the box to complete the sentence in the simple past tense.

Ben sliced the cake into enough pieces for everyone.



## Review

**Rewrite the sentence below in the simple present tense.**

**Bella hung her coat in her brother's wardrobe**

**Bella hangs her coat in her brother's wardrobe.**

## Apply

Rewrite the sentences below in your home learning book so they are written in the simple past tense.

A. My brother passes his driving test.

B. I catch a cold easily.

C. I hold my pet bunny rabbit.

Click **enter** for answer

## Apply

Rewrite the sentences below so they are written in the simple past tense.

A. My brother passed his driving test.

B. I caught a cold easily.

C. I held my pet bunny rabbit.

## Apply

In your home learning book, write a sentence in the simple past tense using the following verb form.

to keep

Click **enter** for answer

*English Grammar – L.O. Can I use simple past and present tenses?*

Apply

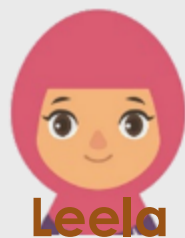
Write a sentence in the simple past tense using the following verb form.

**to keep**

**Various answers, for example: I kept my best friend's secret.**

Reasoning 1

Leela is writing a sentence in the simple past tense.



|  |                                   |
|--|-----------------------------------|
|  | I run along the canal and through |
|  | the field.                        |
|  |                                   |

Is she correct? Explain how you know.

She is \_\_\_\_\_ because \_\_\_\_\_

Click **enter** for answer

## Reasoning 1

Leela is writing a sentence in the simple past tense.



Leela

|  |                                   |
|--|-----------------------------------|
|  | I run along the canal and through |
|  | the field.                        |
|  |                                   |

Is she correct? Explain how you know.

She is incorrect because she has written in the simple present tense.  
It should be written: I ran along the canal and through the field.



## Review:

Listen again to this song about simple present and past verbs

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

Take a break!  
Have lunch!



## Science S4

### *Parent/ Carers Tip*

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



root

stem

leaf

leaves



bud

flower

flowering

seed

## Star words



reproduce

life cycle



Science 4 L.O. Can I observe closely and know that a flower opens from a bud?

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 4 L.O. Can I observe closely and know that a flower opens from a bud?

## Review

What grows after the stem?

leaves

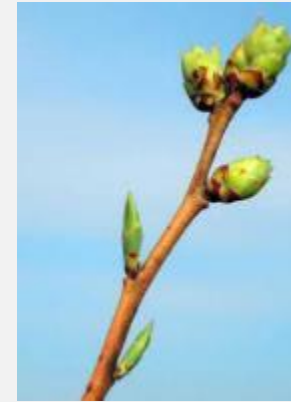
Why do plants have leaves?

The leaves help the plant make food.

Science 4 L.O. Can I observe closely and know that a flower opens from a bud?

# Teach

## What is the bud?



A swelling on a plant that can grow into new parts, such as leaves or a flower.

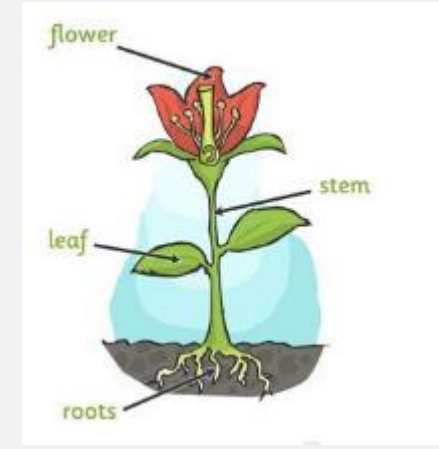
*It was early spring, and buds were beginning to appear on the bushes and trees.*



Science 4 L.O. Can I observe closely and know that a flower opens from a bud?

# Teach

## What is the flower?



The **flower** is the part of a plant that has petals and that makes fruit or seeds;

It is sometimes called **blossom**.

Flowers often have a pleasant smell.

Science 4 L.O. Can I observe closely and know that a flower opens from a bud?

Watch the following. Can you spot the buds

<https://www.youtube.com/watch?v=LjCzPp-MK48>

What is growing from the bud?

Have you been growing a plant at home? Has it leaves yet? Can you spot buds and flowers in your garden?

Science 4 L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Question

Is a sunflower seed produced from the flower?

Watch this time lapsed video of a sunflower and see if you can answer this question.

<https://www.youtube.com/watch?v=zstO8tm9s6M>

Parent/ carer tip

Show the children where the bud of the sunflower starts to grow and open up as a flower.

Science 4 L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

Answer

YES!



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100052073

Helyse Pomeroy | Dreamstime.com

Science 4 L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Question

Is an apple seed produced from the flower?

Watch this animation of an apple seed growing and see if you can answer this question.

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

Parent/ carer tip

Show the children where the apple starts to grow from the blossom



Science 4 L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

Answer

The apple grows from the blossom (flower).

The seed is inside the apple.



Science 4 L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

# Teach

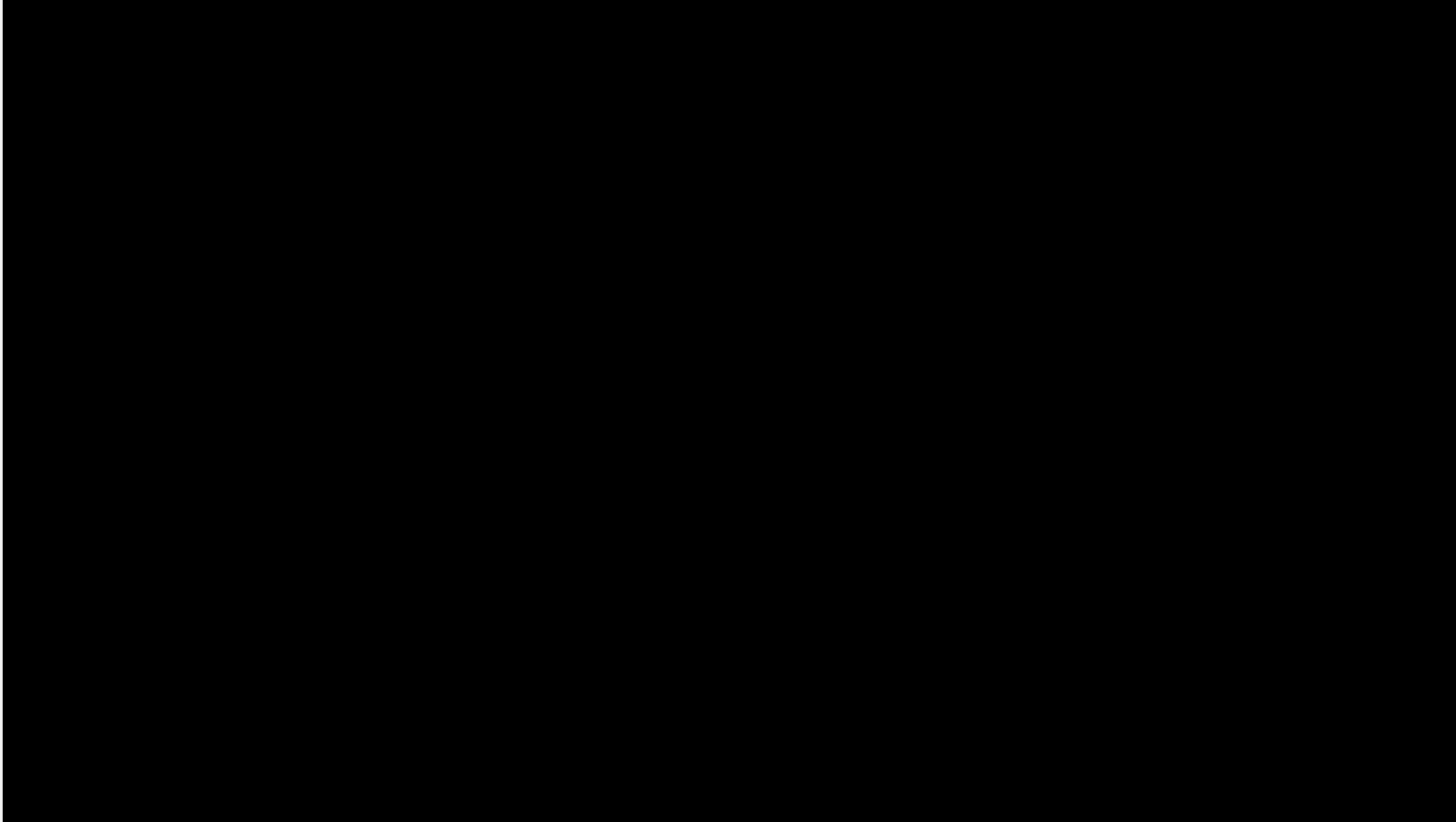
## Why do plants flower?



The flower helps the plant grow new plants (reproduce).

The flower that gets the pollen from an insect such as a bee or the wind can ripen into a fruit with seeds. The seeds then can grow into new plants.

Let think back to our bean plant  
Watch again

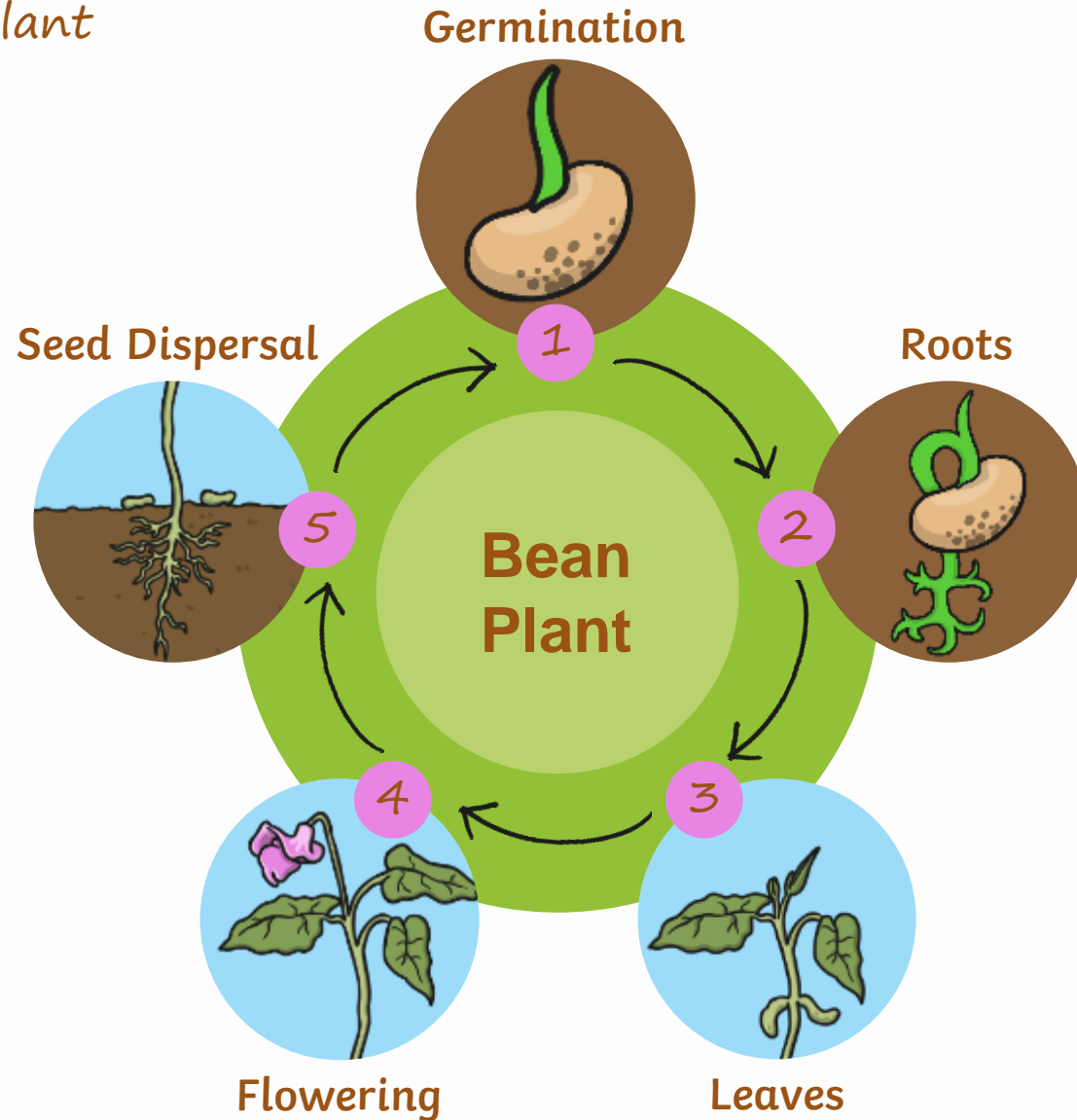


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Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

Life cycle of a bean plant



Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

# 1. Germination

The seed starts to grow when condition are suitable.



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L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## 2. Roots

Roots grow, usually underground.



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L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

### 3. Leaves

A stem and leaves form, and the plant makes its own food (photosynthesis).



Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## 4. Flowering

The pollen in the flowers is used to make seeds.



Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## 5. Seed Dispersal

Seeds are spread out so they can grow where they are not fighting for space with the parent plant.

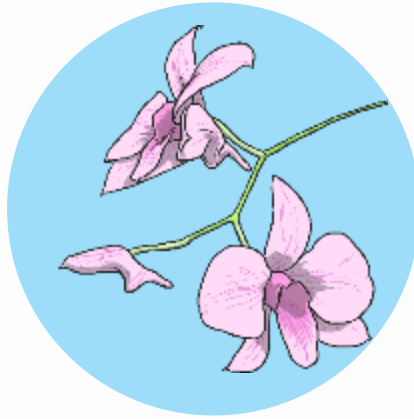


Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Other Flowering Plants



Sunflower



Orchid

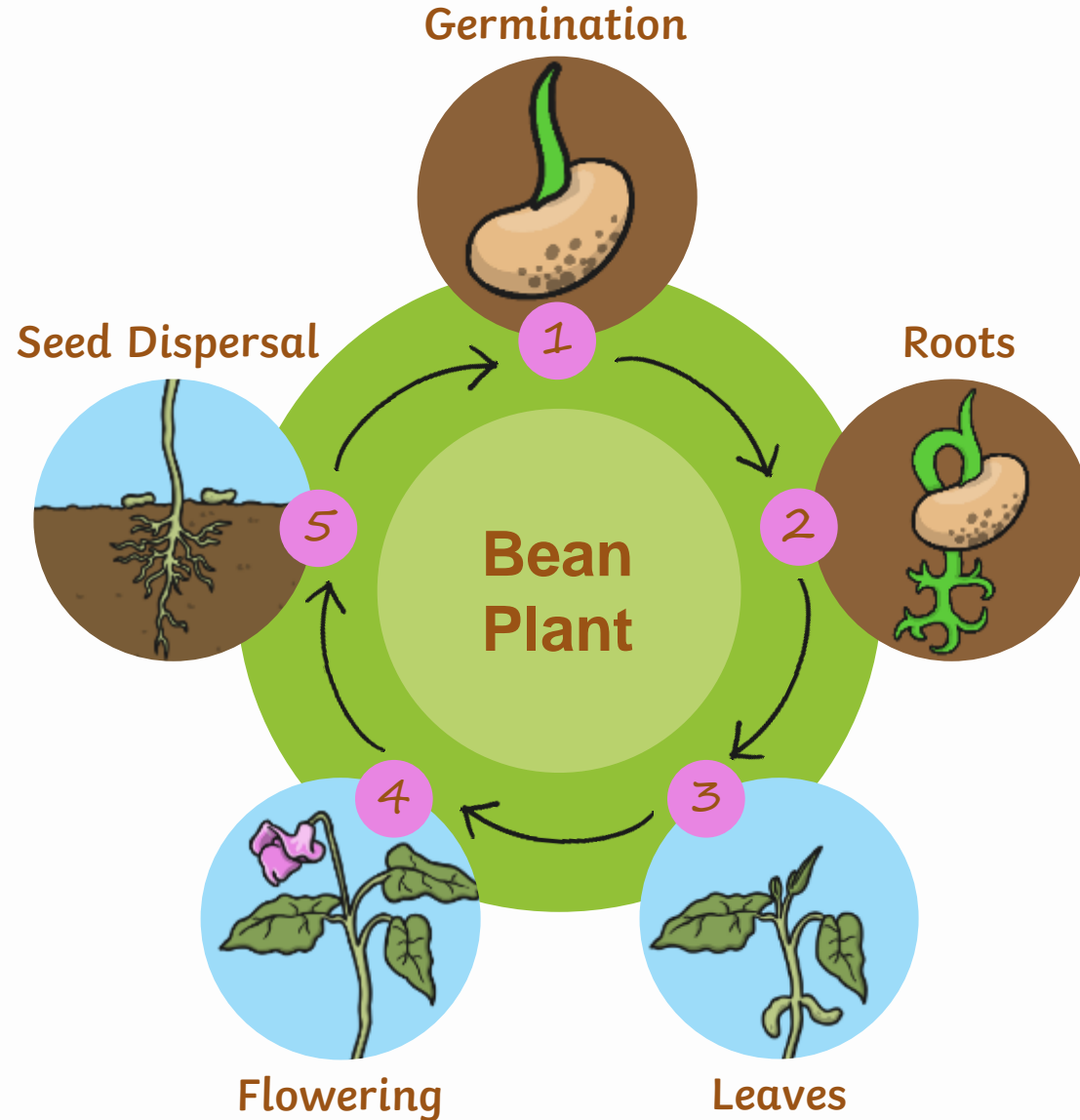


Tomato plant

Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Activity

Use drama to show the **Life cycle**.  
Make yourself into a seed which grows into a plant which flowers and creates more seeds.





Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Review:

A flower opens from a bud?  
**TRUE/ FALSE**

Click **enter** for answer

Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Review Answer:

A flower opens from a bud?

**TRUE/ FALSE**

Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

## Review Quiz:

Why does a plant produce flowers?

Click **enter** for answer

Science 4 L.O. Can I observe closely and know that a flower opens from a bud?  
L.O. Can I use observation to answer the question 'is a seed produced from the flower'?

**Answer:**

Why does a plant produce flowers?

Plants produce flowers to make seeds.  
Then new plants can grow from these seeds.

# 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*





## Alphabet Spotting

**What you need:** Paper, pencil

**What to do:** Write out the alphabet down the side of the paper. Get an adult to check you have remembered them all.

Look around your house and garden. First look for something beginning with A and write it down. Then continue with B, then C and so on.

**Something different?**

Try and think of categories e.g. animals, foods, clothing

# 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>





Until tomorrow,

Take care!

Love

Mrs Thornely