



Good morning Kelmarsh,

It's Thursday and it's my Millie's birthday. I can't believe she is 12! We're all looking forward to finishing home–learning and celebrating her birthday in covid style. We are having lots of yummy party food and if the weather isn't dry, we will have a picnic in the living room.

Last night we watched Epic. Have you watched that film? I really enjoyed it! I liked the idea, **many leaves one tree, we're all individuals but we're still connected.** It really made me think of Kelmarsh class. We all have our own lovely personalities and strengths but we are one team!!

I think the time has come to keep our spirits up and have a joke of the day!

What do you call an elephant that never washes?

Enjoy Mrs Withey's learning tomorrow and I look forward to teaching you on Monday.

Love Mrs Thornely

A smellyphant!

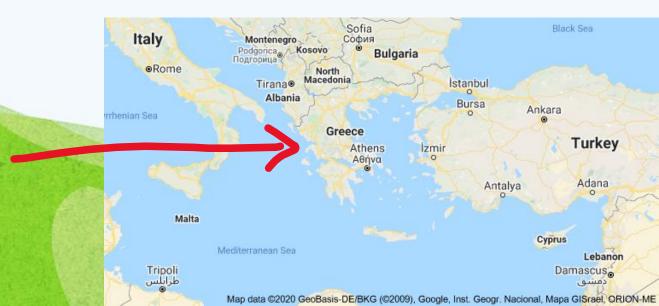


Welcome to Kelmarsh Online

Kal ee meh a

Flag of Greece

(Parents/ carers – our language of the term is Greek. This is how we say *good morning* when we do the register.)



Today's Timetab	ole Kelmarsh
Lesson 1	Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Finishing off
Lesson 6	Something different/ ball game Queenie

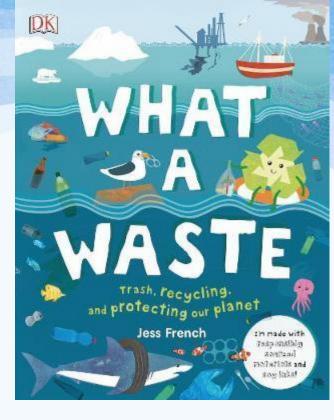
Parents/carers tip: this follows our typical daily timetable

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



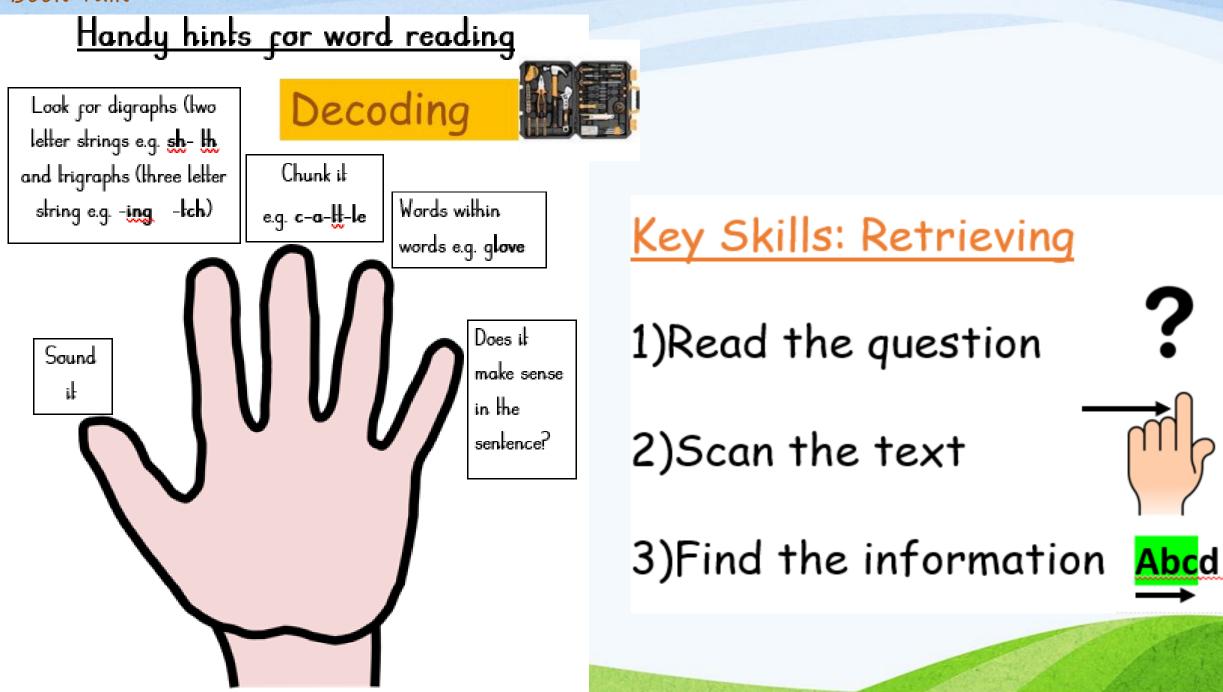


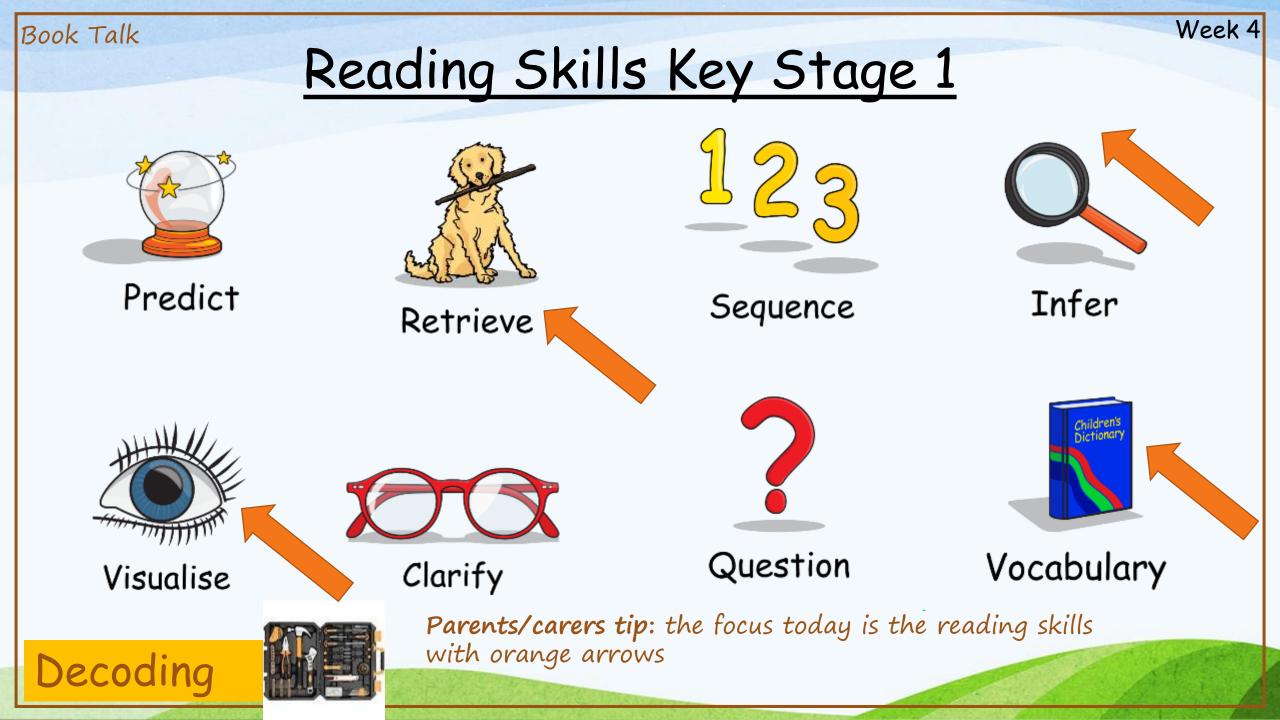
Book Talk Extract from What a Waste by Jess French



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







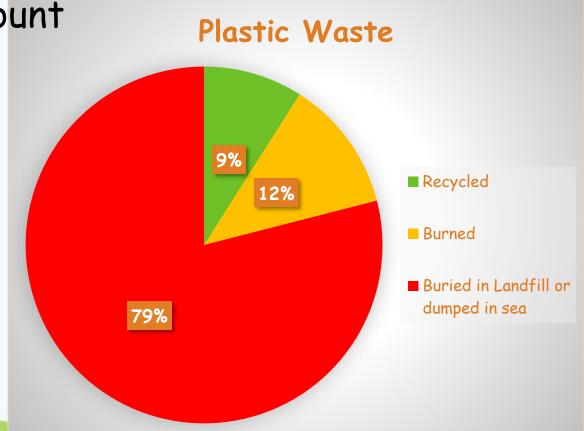
Book Talk	Word	Definition	Word class
Parents, carers,	reused	to use again, or use more than once	verb
These are key words in the text that the children might find tricky to read or unsure of the meaning. I normally read the word and	recycle	to put through a process that allows used things to be reused. The city recycles old tires for use in making new roads.	verb
get the children to echo. I then tell them the meaning	reusable	Describing an object that can be reused again and again	adjective
and put it in a sentence to make it sense for them. We then talk about the word class (right hand column)	disposable	Describing an object that is used once and then thrown away	adjective
	cutlery	Any tools used at the table for food, esp. metal forks, spoons, and knives.	noun
Vocabulary			

<u>Plastic forever</u> <u>Book Talk What a waste – Jess French</u> Once a plastic object such as a toy or a water bottle is made, it sticks around for a very long time. Plastic does not rot away, it just breaks down into smaller and smaller pieces. We have to find somewhere to put all the plastic objects we throw away.

Since plastic was made, only a small amount has been recycled, most goes into landfill sites.

How can I help?

- Drink from a reusable water bottle instead of disposable plastic bottles.
- Use paper straws and cups, and wooden cutlery rather than plastic.
- Take your own bag to the supermarket rather than using a new plastic one,



Book Talk Parents/ carers tip: Using the text, encourage your child to talk about what they have just read using the following questions



Why does plastic stay around for a very long time? Retrieve

Plastic stays around because



Book Talk Parents/ carers tip: Using the text, encourage your child to talk about what they have just read using the following questions



Since plastic has been made, where has most of it Retrieve ended up when we no longer need it?

Most plastic has ended up in







Visualise

Using your senses, talk to your adult on what it would be like at a landfill site.

What would you see? Smell? Hear? Touch?

Imagine if this was outside your bedroom window? How would you feel?



Book Talk Parents/ carers tip: Using the text, encourage your child to talk about what they have just read using the following questions



Tell me two ways that the text says you can help Retrieve reduce using plastic?

We can use less plastic by



and

Visualise Can you think of any other ways to use less plastic that the text hasn't mentioned?



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 \bigcirc)



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).

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

Parent/ Carers Tip

Thank you!

Mrs Thornely

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.

Baseline

There is no baseline on NumBots.

Trios for 12 Review: Addition and subtraction trios to 20 Trios for 12

/4

8

12 + 0 = 12	A	11 + 1 = 12	A	10 + 2 = 1
0 + 12 = 12	12	1 + 11 = 12	12	2+10=
12 - 0 = 12		12-1=11		12-2=
12 - 12 = 0	0 12	12 - 11 = 1	1 11	12 - 10 =
9 + 3 = 12	1	8+4=12	A	7+5=1
3 + 9 = 12	12	4 + 8 = 12	12	5+7=1
12 - 3 = 9		12 - 4 = 8		12 - 5 =

12 - 8 = 4

9

6

13

2 10

12

12

10

= 2

12

7

12 - 7 = 5

6+6=1212-6=6

12 - 9 = 3



equal groups

lots of

X

multiply

factor

product

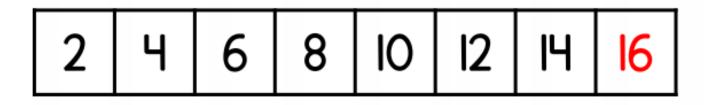
Maths Review: True or False click enter for answer

The same number is missing from each of the number tracks.



True

The number 16 is missing from each number track.



I6 | I8 | 20 | 22 | 24 | 26 | 14 12

I6 | **I8** | 20 | 22 | 12 | 14 | 10 8

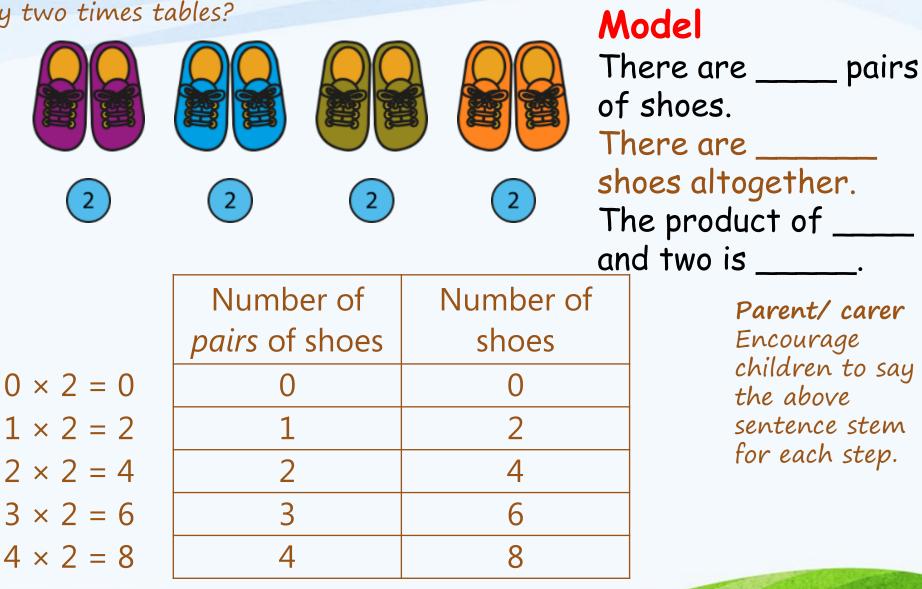
• 2.3 The 2 times table and commutativity Step 2:1

Maths: L.O. Can I learn my two times tables?

There are zero pairs of shoes.

There are zero shoes altogether.

The product of zero and two is zero.



Practise	Number of pairs of shoes	Number of shoes	Say the times tables
	0	0	$0 \times 2 = 0$
If I have six	1	2	$1 \times 2 = 2$
pairs of	2	4	2 × 2 = 4
	3	6	$3 \times 2 = 6$
shoes, how	4	8	4 × 2 = 8
many shoes do	5	10	$5 \times 2 = 10$
I have	6	12	6 × 2 = 12
	7	14	$7 \times 2 = 14$
altogether?	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	$10 \times 2 = 20$
	11	22	$11 \times 2 = 22$
	12	24	$12 \times 2 = 24$

Practise	Number of pairs of shoes	Number of shoes	
	0	0	$0 \times 2 = 0$
If I have six	1	2	$1 \times 2 = 2$
pairs of	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
shoes, how	4	8	4 × 2 = 8
many shoes do	5	10	5 × 2 = 10
I have	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
altogether?	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	$10 \times 2 = 20$
12 shoes	11	22	11 × 2 = 22
	12	24	12 × 2 = 24

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Practise	Number of pairs of shoes	Number of shoes	
	0	0	0 × 2 = 0
If I have four	1	2	1 × 2 = 2
pairs of	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
shoes, how	4	8	4 × 2 = 8
many shoes do	5	10	5 × 2 = 10
I have	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
altogether?	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	10 × 2 = 20
	11	22	11 × 2 = 22
	12	24	12 × 2 = 24

Practise	Number of pairs of shoes	Number of shoes	
	0	0	0 × 2 = 0
If I have four	1	2	1 × 2 = 2
pairs of	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
shoes, how	4	8	4 × 2 = 8
many shoes do	5	10	5 × 2 = 10
I have	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
altogether?	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	10 × 2 = 20
8 shoes	11	22	11 × 2 = 22
	12	24	12 × 2 = 24

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Practise	Number of pairs of shoes	Number of shoes	
	0	0	$0 \times 2 = 0$
If I have zero	1	2	1 × 2 = 2
pairs of	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
shoes, how	4	8	4 × 2 = 8
many shoes do	5	10	5 × 2 = 10
I have	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
altogether?	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	$10 \times 2 = 20$
	11	22	11 × 2 = 22
	12	24	12 × 2 = 24

Practise	Number of pairs of shoes	Number of shoes	
	0	0	$0 \times 2 = 0$
If I have zero	1	2	1 × 2 = 2
pairs of	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
shoes, how	4	8	4 × 2 = 8
many shoes do	5	10	5 × 2 = 10
I have	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
altogether?	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	$10 \times 2 = 20$
0 shoes	11	22	11 × 2 = 22
	12	24	12 × 2 = 24

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If I have four shoes, how many pairs do I have?

Practise

Number of pairs of shoes	Number of shoes	
0	0	$0 \times 2 = 0$
1	2	1 × 2 = 2
2	4	2 × 2 = 4
3	6	3 × 2 = 6
4	8	4 × 2 = 8
5	10	5 × 2 = 10
6	12	6 × 2 = 12
7	14	7 × 2 = 14
8	16	8 × 2 = 16
9	18	9 × 2 = 18
10	20	$10 \times 2 = 20$
11	22	11 × 2 = 22
12	24	12 × 2 = 24
	of shoes 0 1 2 3 4 5 6 7 8 9 10 10 11	of shoes Number of shoes 0 0 1 2 2 4 3 6 4 8 5 10 6 12 7 14 8 16 9 18 10 20 11 22

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If I have four shoes, how many pairs do I have?

Practise

2 pairs

Number of pairs of shoes	Number of shoes	
0	0	$0 \times 2 = 0$
1	2	1 × 2 = 2
2	4	2 × 2 = 4
3	6	3 × 2 = 6
4	8	4 × 2 = 8
5	10	5 × 2 = 10
6	12	6 × 2 = 12
7	14	7 × 2 = 14
8	16	8 × 2 = 16
9	18	9 × 2 = 18
10	20	$10 \times 2 = 20$
11	22	11 × 2 = 22
12	24	12 × 2 = 24

If I have 12 shoes, how many pairs d I have?

Practise

	Number of pairs of shoes	Number of shoes	
	0	0	$0 \times 2 = 0$
2	1	2	1 × 2 = 2
	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
do	4	8	4 × 2 = 8
	5	10	5 × 2 = 10
	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	$10 \times 2 = 20$
	11	22	$11 \times 2 = 22$
	12	24	12 × 2 = 24

20

22

24

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If I have 12 shoes, how many pairs do I have?

Practise

6 pairs

Number of pairs of shoes	Number of shoes	
0	0	$0 \times 2 = 0$
1	2	1 × 2 = 2
2	4	2 × 2 = 4
3	6	3 × 2 = 6
4	8	4 × 2 = 8
5	10	5 × 2 = 10
6	12	6 × 2 = 12
7	14	7 × 2 = 14
8	16	8 × 2 = 16
9	18	9 × 2 = 18
10	20	$10 \times 2 = 20$
11	22	11 × 2 = 22
12	24	12 × 2 = 24

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If I have 14 shoes, how many pairs d I have?

Practise

	Number of pairs of shoes	Number of shoes	
	0	0	0 × 2 = 0
4	1	2	1 × 2 = 2
	2	4	2 × 2 = 4
	3	6	3 × 2 = 6
do	4	8	4 × 2 = 8
	5	10	5 × 2 = 10
	6	12	6 × 2 = 12
	7	14	7 × 2 = 14
	8	16	8 × 2 = 16
	9	18	9 × 2 = 18
	10	20	$10 \times 2 = 20$
	11	22	$11 \times 2 = 22$
	12	24	$12 \times 2 = 24$

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20

22

24

• 2.3 The 2 times table and commutativity Step 2:2

Maths: L.O. Can I learn my two times tables?

If I have 14 shoes, how many pairs do I have?

Practise

7 pairs

Number of pairs of shoes	Number of shoes	
0	0	$0 \times 2 = 0$
1	2	$1 \times 2 = 2$
2	4	2 × 2 = 4
3	6	3 × 2 = 6
4	8	4 × 2 = 8
5	10	5 × 2 = 10
6	12	6 × 2 = 12
7	14	7 × 2 = 14
8	16	8 × 2 = 16
9	18	9 × 2 = 18
10	20	10 × 2 = 20
11	22	11 × 2 = 22
12	24	12 × 2 = 24

Parent/ carer tip Practise both ways until children feel confident

Practise

There are 4 nests. Each nest has 2 eggs. How many eggs are there altogether?

How can we work this out?

Parent/ carers

Get your child to use small objects such as buttons or marbles to represent the eggs and 4 plates to represent the next to solve this problem. Or if you feel they are ready, they could use jottings. **Step 2:2**

Answer

There are 4 nests. Each nest has 2 eggs. How many eggs are there altogether?

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How could we work this out? 1)count the eggs in ones 2)count the eggs in twos 3)use the multiplication chart 4)remembering that 4 times 2 is equal to 8



Step 2:2

Answer

There are 4 nests. Each nest has 2 eggs. How many eggs are there altogether?

<u>How could we work this out</u> <u>quicker?</u>

If we learn our multiplication facts, we can solve these types of questions more quickly! Step 2:2

• 2.3 The 2 times table and commutativity Step 2:4

Maths: L.O. Can I learn my two times tables?

Model



Parent/ carer tip On PPT slide show mode, as children click, encourage them to CHANT the times tables out loud.

Regular chanting outside of home learning time will help fluency e.g. counting out pairs of socks when sorting out the washing, climbing up the stairs two at a time, counting 2 pence coins.

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• 2.3 The 2 times table and commutativity Step 2:5

Maths: L.O. Can I learn my two times tables? Practise - write the multiplication sentence in your home learning book. How many eyes do the children have altogether?



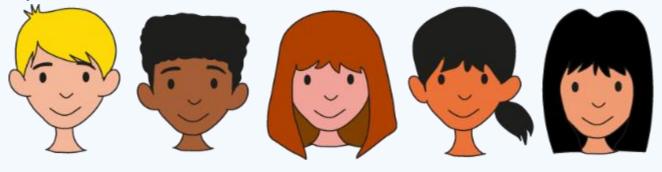
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Maths: L.O. Can I learn my two times tables?

Practise - write the multiplication sentence in your home learning book. How many eyes do the children have altogether?

Maths: L.O. Can I learn my two times tables?

Practise - write the multiplication sentence in your home learning book. How many eyes do the children have altogether?



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Maths: L.O. Can I learn my two times tables?

Teach What do you notice?

•		
	$0 \times 2 = 0$	$2 \times 0 = 0$
	$1 \times 2 = 2$	$2 \times 1 = 2$
)	2 × 2 = 4	2 × 2 = 4
	3 × 2 = 6	2 × 3 = 6
ce?	4 × 2 = 8	2 × 4 = 8
	$5 \times 2 = 10$	$2 \times 5 = 10$
	6 × 2 = 12	2 × 6 = 12
	$7 \times 2 = 14$	2 × 7 = 14
	8 × 2 = 16	2 × 8 = 16
	9 × 2 = 18	2 × 9 = 18
	$10 \times 2 = 20$	$2 \times 10 = 20$
	11 × 2 = 22	2 × 11 = 22
	12 × 2 = 24	2 × 12 = 24

Maths: L.O. Can I learn my two times tables?

Teach	$0 \times 2 = 0$	$2 \times 0 = 0$		
What do you	$1 \times 2 = 2$	$2 \times 1 = 2$		
	2 × 2 = 4	$ 2 \times 2 = 4$		
notice?	3 × 2 = 6	$2 \times 3 = 6$		
Factors can be	4 × 2 = 8	$2 \times 4 = 8$		
	$5 \times 2 = 10$	$2 \times 5 = 10$		
written in	6 × 2 = 12	$2 \times 6 = 12$		
either order	7 × 2 = 14	$2 \times 7 = 14$		
	8 × 2 = 16	$2 \times 8 = 16$		
and the	9 × 2 = 18	$2 \times 9 = 18$		
product	$10 \times 2 = 20$	$2 \times 10 = 20$		
	11 × 2 = 22	$2 \times 11 = 22$		
(answer) is	$12 \times 2 = 24$	$2 \times 12 = 24$		
still the same.				

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Maths: L.O. Can I learn my two times tables?

- Teach
- There are four groups of two eggs.

2 + 2 + 2 + 2 = 8

• There are eight eggs altogether.

- There are two eggs, four times.
- There are eight eggs altogether.

2 × 4 = 8

$4 \times 2 = 8$

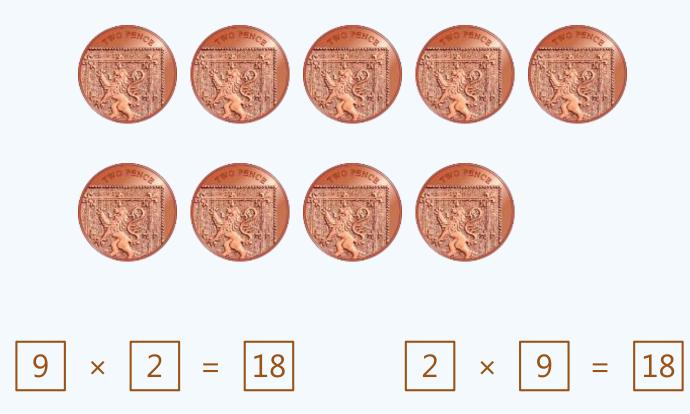
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Maths: L.O. Can I learn my two times tables?

Practise - write the multiplication sentence in your home learning book.

Maths: L.O. Can I learn my two times tables?

Practise - write the multiplication sentence in your home learning book.



Maths: L.O. Can I learn my two times tables?

Model



7 × 2 = 14 2 × 7 = 14

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Practise - write the multiplication sentence in your home learning book.

'Fill in the missing numbers.'

Click enter for answers

 $2 \times 12 = 12 \times 2$ $0 \times 2 = 2 \times 0$ $1 \times 2 = 2 \times$ $2 \times 11 = 11 \times$ $2 \times 2 = 2 \times$ $\times 2$ $2 \times 10 =$ $3 \times 2 =$ $= 9 \times 2$ $\times 3$ $2 \times$ $\times 8 = 8 \times 2$ $4 \times 2 =$ $\times 4$ $=7 \times$ $= 2 \times 5$ $5 \times$ $2 \times$ ×2= ×б

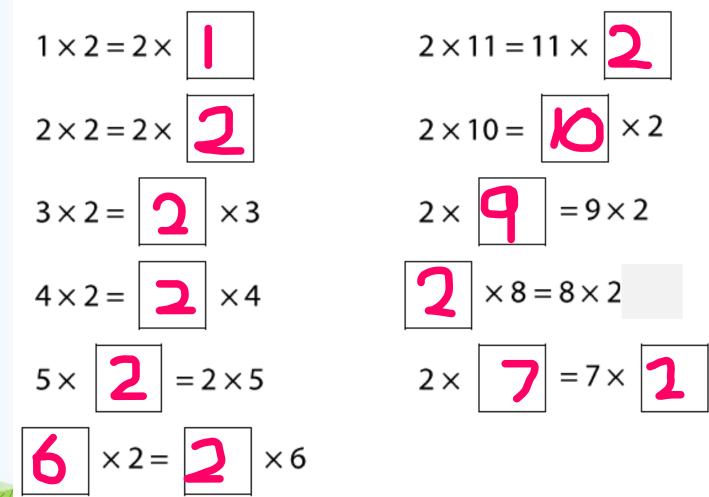
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Answers - tick your own work. Correct if wrong.

'Fill in the missing numbers.'

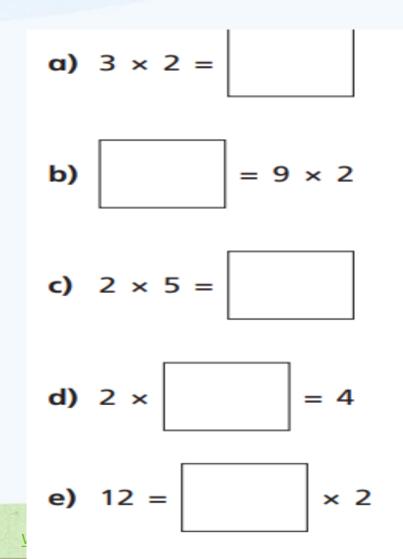
 $0 \times 2 = 2 \times 0 \qquad \qquad 2 \times 12 = 12 \times 2$



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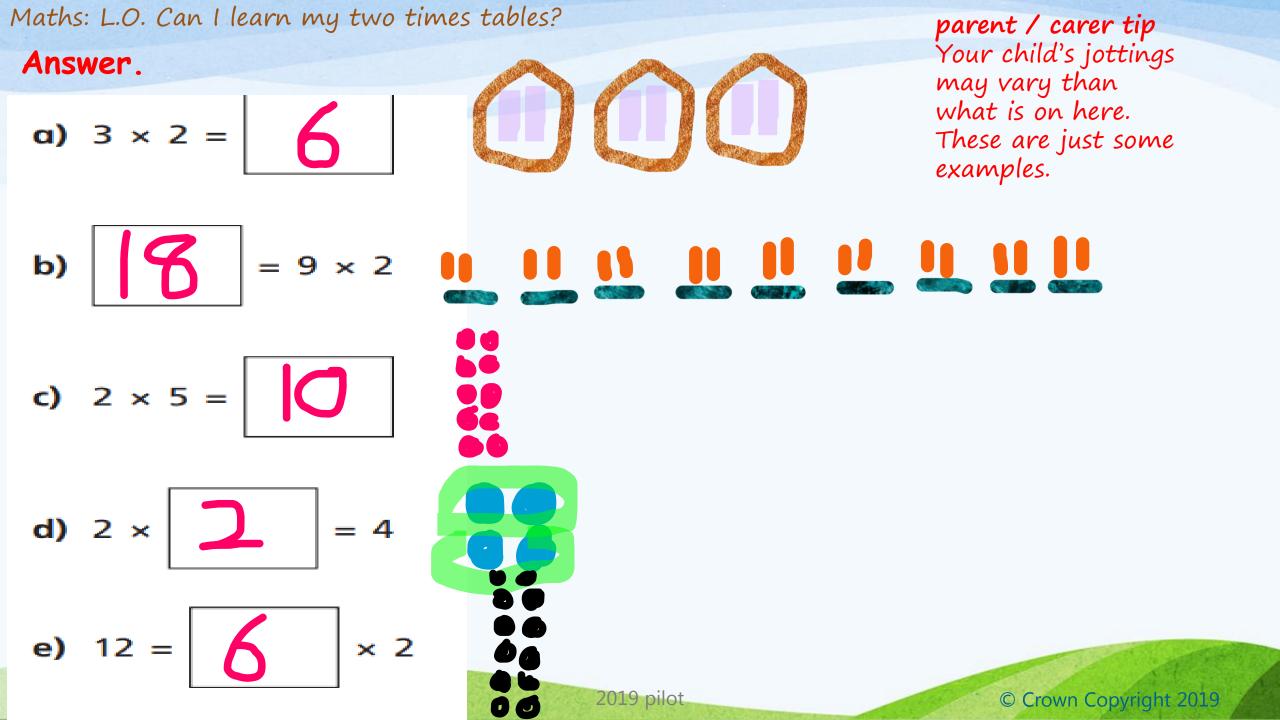
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Review Quick Quiz Write the complete multiplication sentence in your home learning book. Draw jottings if you need to. Click enter for answers



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Become a 2 times table super star!

- Copy these times table out neatly and correctly on a piece of paper.
 Get and adult to check it.
- 3) Stick it by your bed or by the toilet so that you can practise every day!



```
0 \times 2 = 0
1 \times 2 = 2
2 \times 2 = 4
3 \times 2 = 6
4 \times 2 = 8
5 × 2 = 10
6 \times 2 = 12
7 × 2 = 14
8 × 2 = 16
9 × 2 = 18
10 \times 2 = 20
11 \times 2 = 22
12 \times 2 = 24
```

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Parent/ carer tips More practise:

Over the weekend, orally ask the questions such as

- What is the product of four and two?'
- 'I have eleven 2 p coins. How much is this altogether?'
- 'If there are five pairs of children, how many children are there altogether?'
- 'If ten children line up in twos, how many twos will there be?'
- 'If the product is twelve and one factor is two, what is the other factor?'

https://play.ttrockstars.com In Timetable **Rock Stars** I have set the class to practise the 2 times tables

> Login is same as NumBots



Take a break!

0

Phonics/ Word of the Day

0

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

Read these words

day made came make

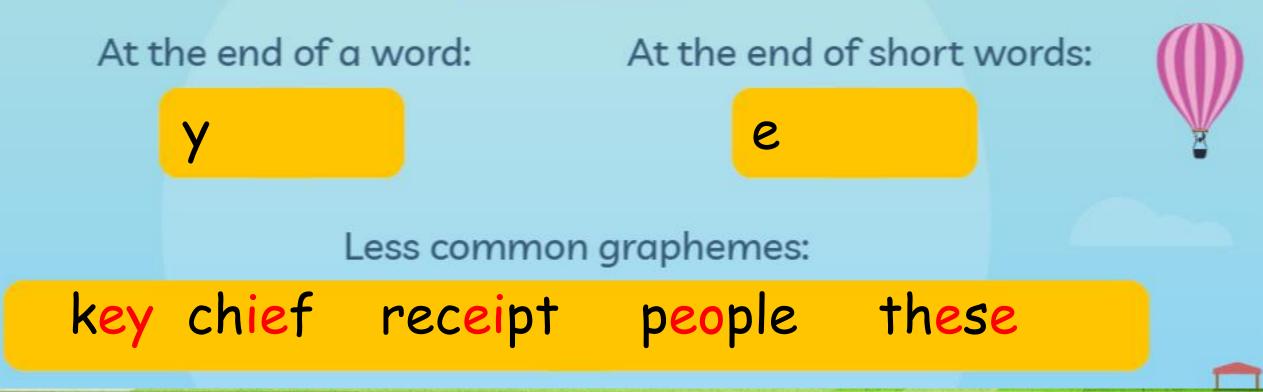
L.O. Can I recognise the alternative spelling for -ee?



Watch <u>https://www.youtube.com/watch?v=nFGBy8uDnjl</u> Same SOUND different spelling! The Best Bet

In the middle of a word:

ee or ea



L.O. Can I recognise the alternative spelling for -ee? Use look, say, cover, write and check to practise these spellings. Take care with the tricky bits (in red). Move on to next word when you have got three in a row correct. Tree

three
steam
happy

- nappy

monkey

these

chief



L.O. Can I recognise the alternative spelling for -ee? Practise reading these sentences

The lazy donkey went to sleep on the beach.

L.O. Can I recognise the alternative spelling for -ee? Practise reading these sentences

The sleepy puppy came to eat a meat treat by my feet.

L.O. Can I recognise the alternative spelling for -ee? Practise reading these sentences

Maybe the thief is jolly or maybe he's mean.

Word of the dayMrs MaloneyMrs ThornelyproveshouldMnemonic:

girl version: oh you lovely darling boys version: oh you lazy dog

I will prove that I can learn my 2 times tables.

I should read every day.



Take a break!

0

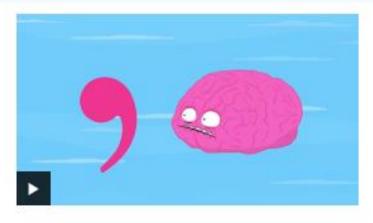


English: Punctuation Review - Commas in a list

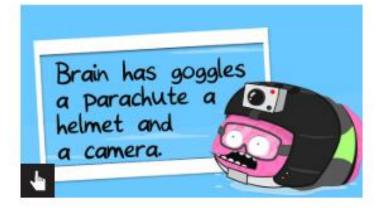
<u>https://www.bbc.co.uk/bitesize/topics/z</u> <u>8x6cj6/articles/zxvcrdm</u>

Watch

Complete online task



Use a commo between each item in a list, escept for the last item where you use 'and'.



English: Punctuation Review - Commas in a list

When we write a **list** we use a form of punctuation called a **comma**.

Commas look like full stops with tails. They are used to separate items like apples, bananas, plums and pears.

The last two items in a **list** must always have the word 'and' in between them.

- English: Punctuation Review - Commas in a list Practise in home learning book. Write the sentence out and highlight the commas. Click enter for answers
- My friends are Mrs Cornick, Miss Neagle and Mrs Withey.
- Spring is in March, April, May and part of June.
- Apply: Write the sentence out and add the missing commas
- London has many famous landmarks including Big Ben Buckingham Palace the London Eye and Westminster Abbey.
- We have roses sunflowers bluebells and tulips in our garden.

- English: Punctuation Answers. Write the sentence out and highlight the commas.
- My friends are Mrs Cornick, Miss Neagle and Mrs Withey.
- Spring is in March, April, May and part of June.
- Apply: Write the sentence out and add the missing commas
- London has many famous landmarks including Big Ben Buckingham Palace the London Eye and Westminster Abbey.
- We have roses sunflowers bluebells and tulips in our garden.

past progressive tense

present progressive tense

simple past tense

suffix

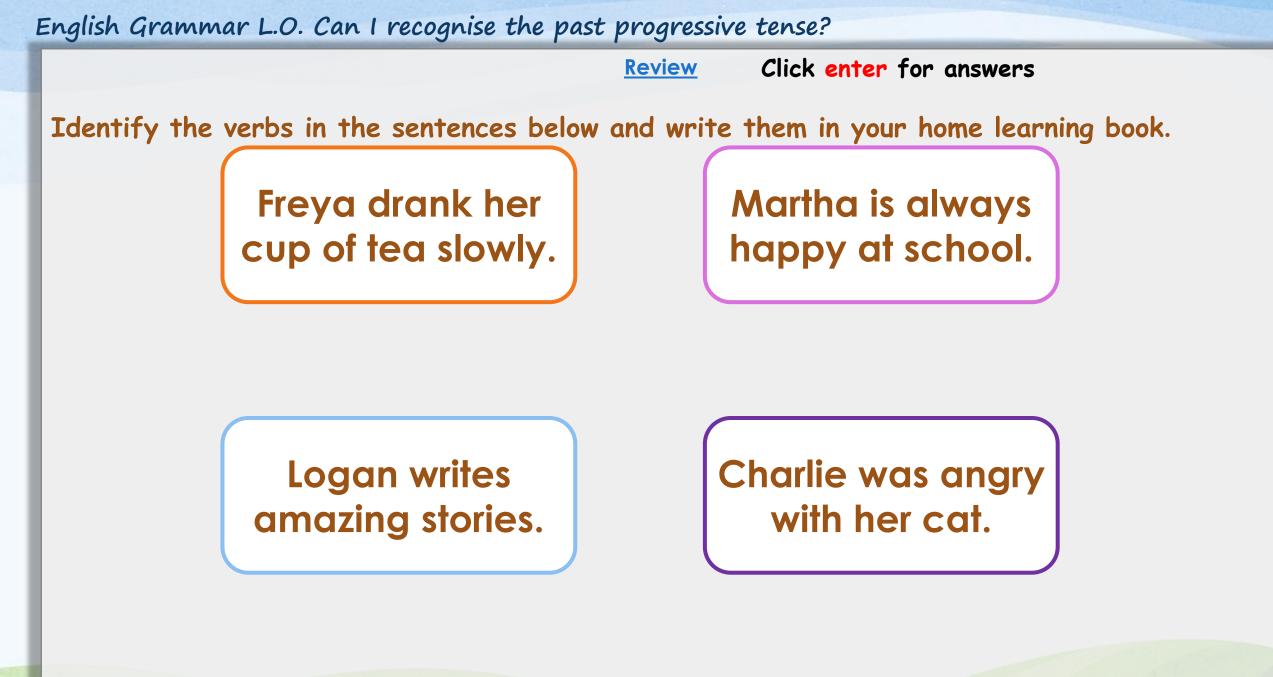
simple present tense

4

Star words

English: Grammar Review

What is a verb? A verb is a doing word or a being word.



English Grammar L.O. Can I recognise the past progressive tense?

Introduction

Identify the verbs in the sentences below.

Freya drank her cup of tea slowly.

doing words

Martha **is** always happy at school.

being words

Logan writes amazing stories. Charlie was angry with her cat.

English Grammar L.O. Can I recognise the past progressive tense?

Teach

The **present progressive tense** (sometimes called the **present continuous**) is a **tense** which describes an action which began in the past and is still going on now.

The **present progressive** requires a **present form** of the verb **'to be'** and by adding the suffix **'-ing' form** to the main verb.

I <mark>am</mark> skipp<mark>ing</mark>. He <mark>is</mark> skipp<mark>ing</mark>. You <mark>are</mark> skipp<mark>ing</mark>. They <mark>are</mark> skipp<mark>ing</mark>.

The past progressive tense(sometimes called the past continuous tense) is a form of the past tense where an action goes on for a period of time in the past.

The **past progressive** is formed by using the **past** for of the verb **'to be**' and by adding the suffix **'-ing'** to the main verb.

I was runn<mark>ing</mark>. She was runn<mark>ing</mark>. You were runn<mark>ing</mark>. They were runn<mark>ing</mark>.

English Grammar L.O. Can I recognise the past progressive tense?

Practise

Varied Fluency 1

Is the sentence below written in the present or the past progressive tense? Tell your parent or the screen. Click enter for answers

The narrator was talking in the first part of the play.

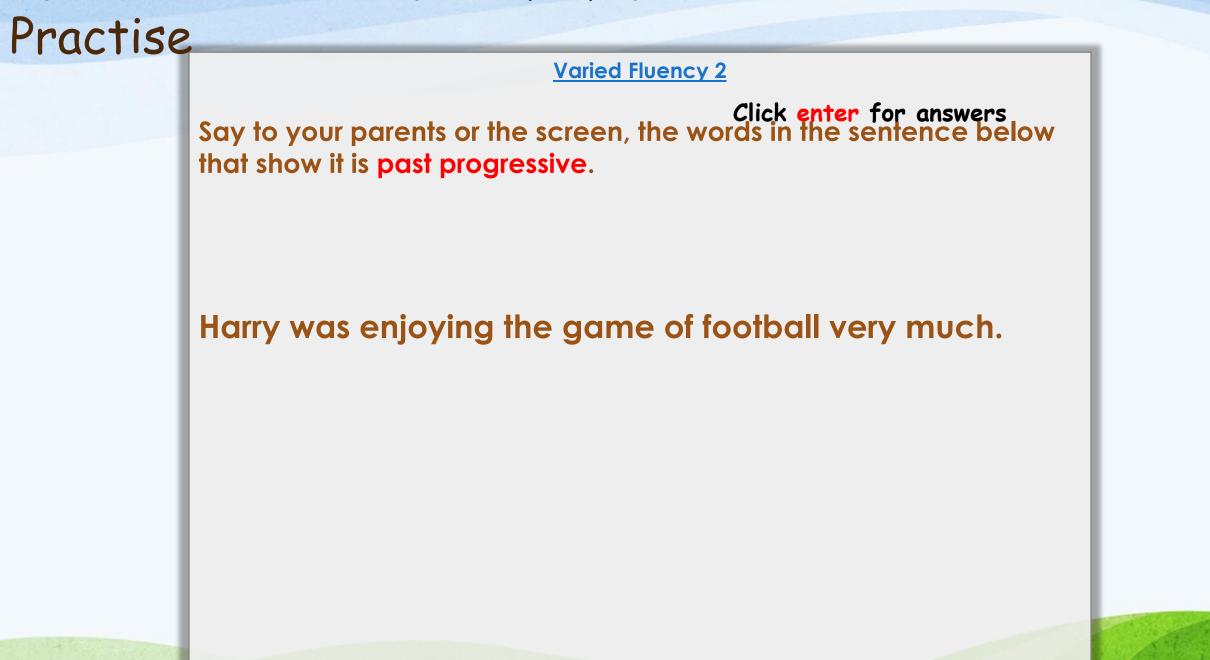
Varied Fluency 1

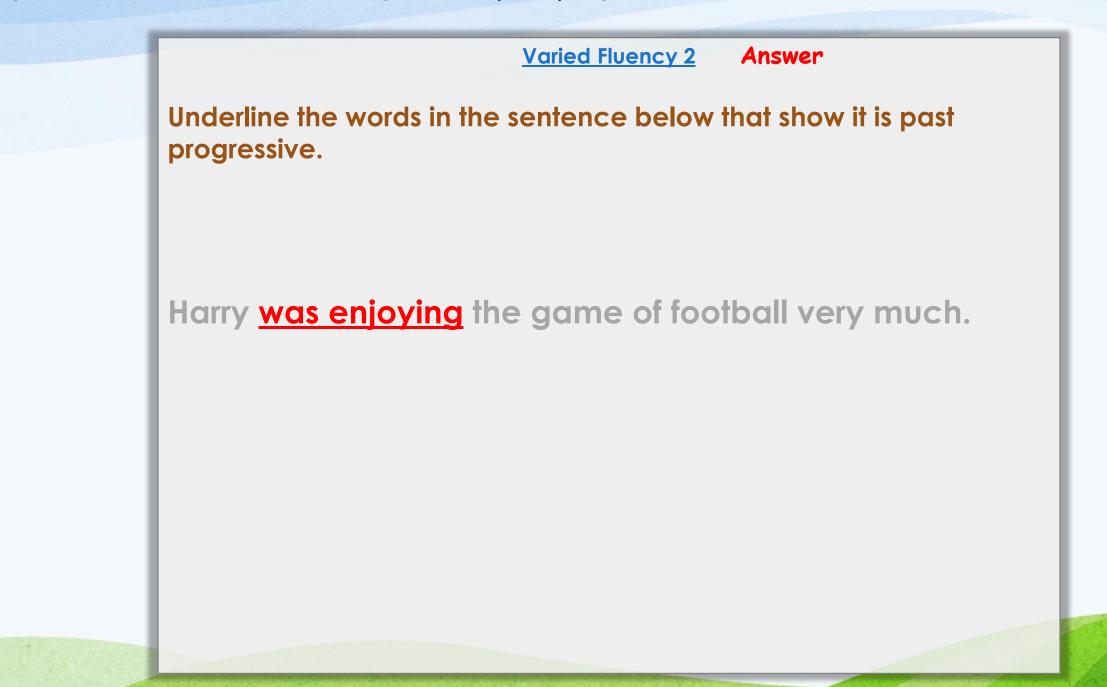
Answer

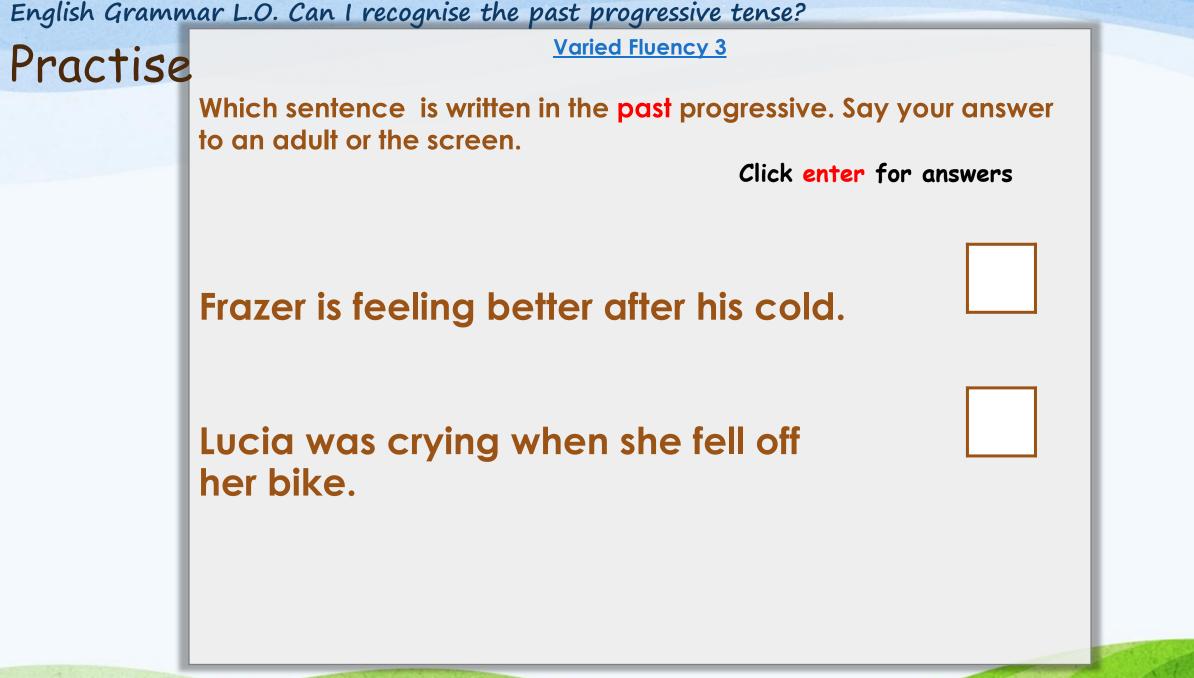
Is the sentence below written in the present or the past progressive tense?

The narrator was talking in the first part of the play.

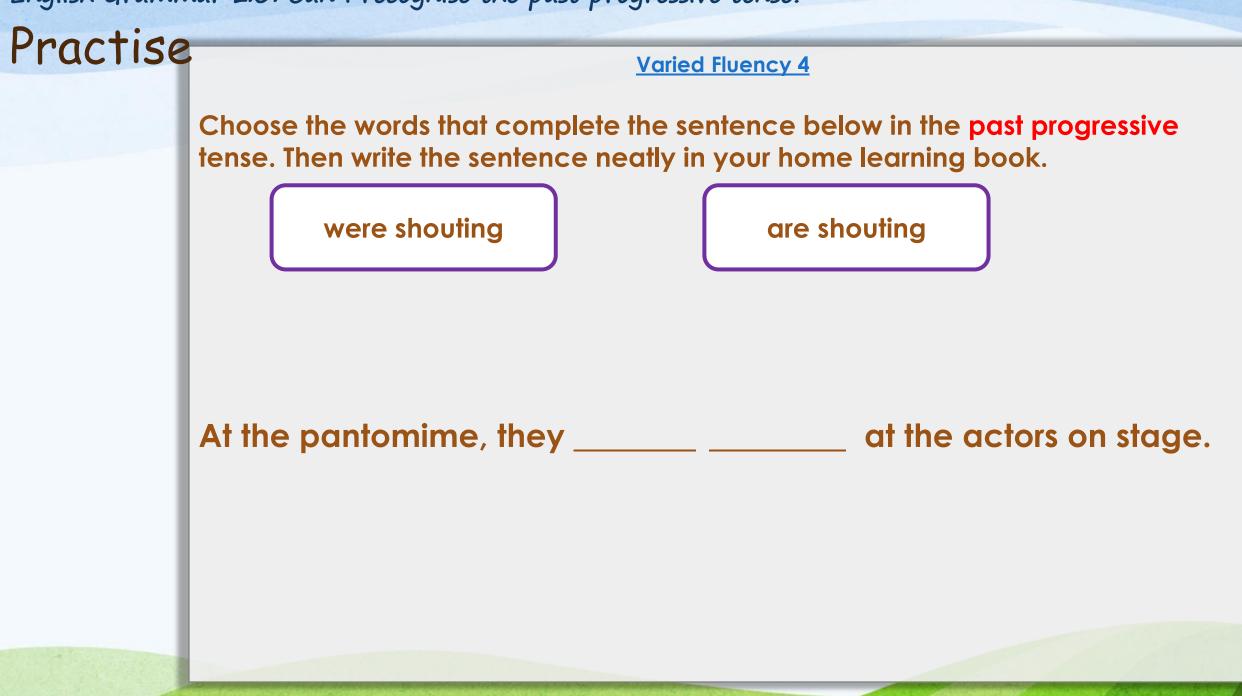
past progressive

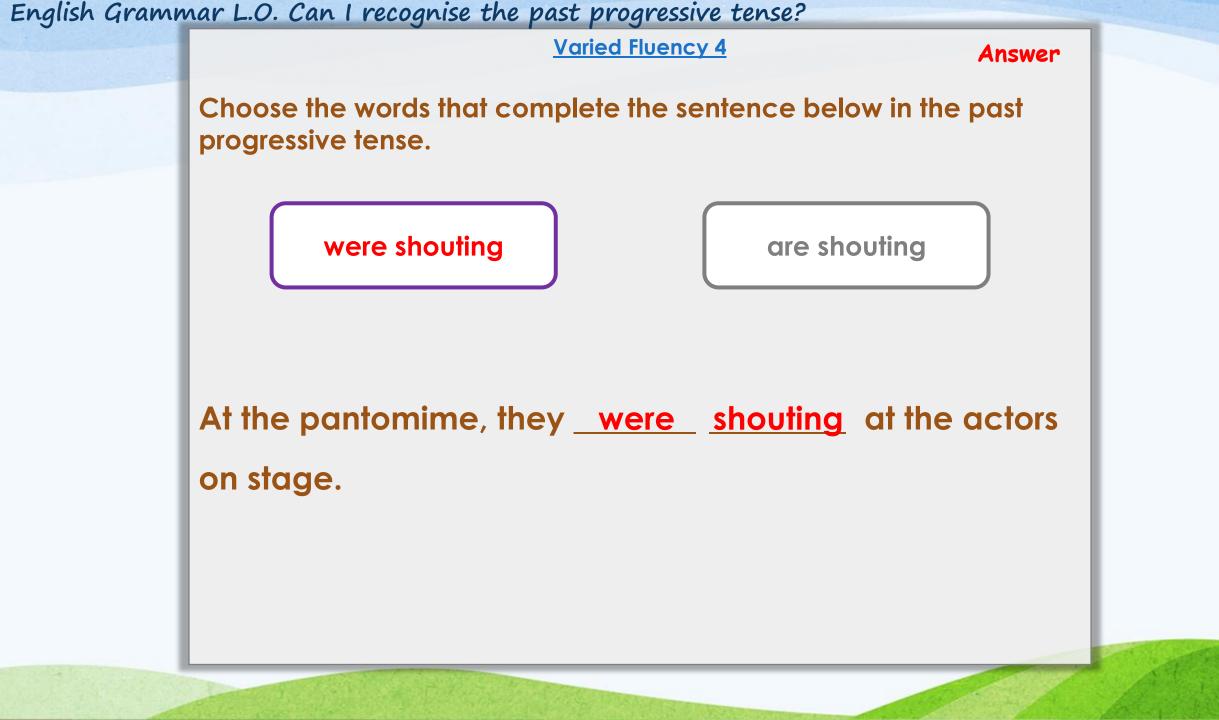






Varied Fluency 3	Answer	
Tick the sentence that is written in the past progressive.		
Frazer is feeling better after his cold.		
Lucia was crying when she fell off her bike.		





Apply

Reasoning 1

Noel thinks the sentence below is written in the past progressive tense.

The sugar was spilling all over the floor.



Is he correct? How do you know? Tell an adult or the screen.

Yes/ No because _

Reasoning 1

Answer

Noel thinks the sentence below is written in the past progressive tense.

The sugar was spilling all over the floor.



Is he correct? How do you know? Yes, because the verb 'spill' uses 'was' + -ing to make the past progressive.

Review:

The past progressive tense using a 'being' verb in the past tense (was/ were) and the suffix -ing



Take a break! Have lunch!

0

Finishing off

Parent/ Carers Tip Use this time to finish any work left over.

Finished? 10 minutes reading Times Table Rock Star NumBots

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)

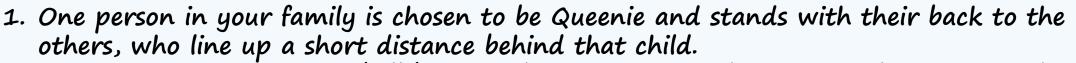
Each day I will plan an activity that supports different learning styles.



Sport - Queenie What you need: A medium sized bouncy ball

What to do:





- 2. 'Queenie' then throws the ball backwards over their head without looking and the other family members must try to catch it .
- 3. When one of the family members has caught the ball, they all stand with their hands behind their backs.
- 4. Then 'Queenie' must turn around and try to guess who has the ball.
- 5. If they are right, they have a turn of throwing again. IF they are wrong, the player with the ball becomes 'Queenie'.

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

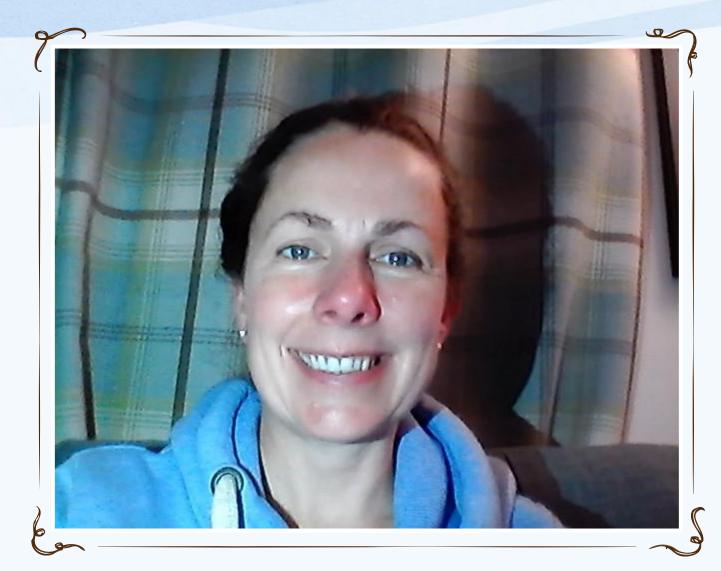


PE

Check out Gavin and Jo's GLK PE and Gymnastics Youtube channel

GLK Academies-<u>https://www.youtube.com/channel/UCvg-</u> <u>J-wytdOdnMSo6xVgHbA?safe=true</u>

Wanting PE daily? 9am PE with Joe Wicks https://www.youtube.com/thebodycoachtv



Have a lovely weekend and see you again on Monday! Love Mrs Thornely