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!!

1 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 7 forward to teaching you on Monday.


Love Mrs Thornely

## Welcome to Kelmarsh Online



| Today's Timetable | Kelmarsh |
| :--- | :---: |
| Lesson 1 | Book Talk |
| Lesson 2 | Maths |
| Break | Phonics/ Word of the Day |
| Lesson 3 | English |
| Lesson 4 | Freak/ Lunch |
| Lesson 5 | Fomething different/ <br> ball game Queenie |
| Lesson 6 |  |

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

Handy hints for word reading


## Key Skills: Retrieving

1)Read the question
2)Scan the text

3)Find the information

Abcd

## Reading Skills Key Stage 1



Predict


Visualise


Retrieve



Sequence


Infer


Question


Vocabulary

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)

Childrens
bictionsy
to use again, or use more than once
recycle
to put through a process that allows used things to be reused.
The city recycles old tires for use in making new roads.
reusable Describing an object that can be reused again and again

## adjective

disposable
Describing an object that is used once and then thrown away
cutlery

## noun

Any tools used at the table for food, esp. metal forks, spoons, and knives.

## Vocabulary

## Plastic forever

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,

Plastic Waste


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

$\qquad$ -

## 0 © © © 0



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?
 reduce using plastic?


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

## 1. Story Mode for Understanding

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

## Unlocking Levels

Story Mode is set out as a series of Stages (Rust, Tin, Iron, etc) containing levels, a bit like Angry Birds. Rust is the first Stage and level 1 is unlocked, so this is the place for everyone to start.

To unlock the next level, players need to earn two stars by showing sufficient proficiency.
The levels in Story Mode follow a natural mathematical progression and move the pupil through the game automatically, which means you don't have to set anything! (You're welcome ())


## Get In The Habit

Aim for pupils to play in Story Mode for three minutes four to five times a week, to get the best out of NumBots. Little and often is key (spaced practice is more effective than blocked practice).

## Baseline

There is no baseline on NumBots.

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

Parent/ Carers Tip

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

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

Thank you!
Mrs Thornely

Trios for 12 Review: Addition and subtraction trios to 20
$12+0=12$
$0+12=12$
$12-0=12$


$$
11+1=12
$$

$$
1+11=12
$$

$$
12-1=11
$$

$12-12=0$

$$
\begin{equation*}
12-11=1 \tag{10}
\end{equation*}
$$



$$
\begin{aligned}
& 10+2=12 \\
& 2+10=12 \\
& 12-2=10 \\
& 12-10=2
\end{aligned}
$$

$$
9+3=12
$$

$8+4=12$

$$
3+9=12
$$

$$
4+8=12
$$

$$
12-3=9
$$



$$
12-4 \equiv 8
$$

$$
12-9=3
$$

$$
12-8=4
$$



$$
\begin{aligned}
& 7+5=12 \\
& 5+7=12 \\
& 12-5=7 \\
& 12-7=5
\end{aligned}
$$

$6+6=12$
$12-6=6$


equal groups
lots of
multiply
factor
product

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

| 2 | 4 | 6 | 8 | 10 | 12 | 14 | $?$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| 12 | 14 | $?$ | 18 | 20 | 22 | 24 | 26 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| 8 | 10 | 12 | 14 | $?$ | 18 | 20 | 22 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## True

The number 16 is missing from each number track.


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.


Model There are $\qquad$ pairs of shoes. There are $\qquad$ shoes altogether. The product of and two is $\qquad$ .

| Number of <br> pairs of shoes | Number of <br> shoes |
| :---: | :---: |
| 0 | 0 |
| 1 | 2 |
| 2 | 4 |
| 3 | 6 |
| 4 | 8 |

Parent/ carer Encourage children to say the above sentence stem for each step.

## If I have six

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

- 2.3 The 2 times table and commutativity


## If I have six

 pairs of shoes, how many shoes do I have altogether?
## 12 shoes



- 2.3 The 2 times table and commutativity


## If I have four

 pairs of shoes, how many shoes do I have altogether?| Number of pairs 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 |
| 12 | 24 |

- 2.3 The 2 times table and commutativity


## If I have four

 pairs of shoes, how many shoes do I have altogether?
## 8 shoes

| Number of pairs 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 |
| 12 | 24 |

- 2.3 The 2 times table and commutativity


## If I have zero

 pairs of shoes, how many shoes do I have altogether?| Number of pairs 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 |
| 12 | 24 |

- 2.3 The 2 times table and commutativity


## If I have zero

 pairs of shoes, how many shoes do I have altogether?
## 0 shoes

| Number of pairs 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 |
| 12 | 24 |

- 2:3 The 2 times table and commutativity


## Practise

## If I have four

 shoes, how many pairs do I have?| Number of pairs 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 |
| 12 | 24 |

- 2:3 The 2 times table and commutativity


## Practise

## If I have four

 shoes, how many pairs do I have?
## 2 pairs

| Number of pairs 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 |
| 12 | 24 |

- 2.3 The 2 times table and commutativity


## Practise

## If I have 12

 shoes, how many pairs do I have?| Number of pairs 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 |
| 12 | 24 |

- 2:3 The 2 times table and commutativity


## Practise

## If I have 12

 shoes, how many pairs do I have?
## 6 pairs

| Number of pairs 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 |
| 12 | 24 |

- 2.3 The 2 times table and commutativity


## Practise

## If I have 14

shoes, how many pairs do I have?

| Number of pairs 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 |
| 12 | 24 |

- 2.3 The 2 times table and commutativity


## Practise

## If I have 14

shoes, how many pairs do I have?

## 7 pairs

| Number of pairs <br> 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 |
| 12 | 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.

## Answer

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

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

## Answer

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

How could we work this out quicker?

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

## Model





$$
1 \times 2 * 2 * 4 * \text { 显 } x \text { 四 } x \times 20=12029
$$

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．

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


$$
3 \times 2=6
$$

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?


$$
4 \times 2=8
$$

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?


$$
\begin{array}{|c|}
\hline 5
\end{array} \times 2=10
$$

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

## Teach What do you notice?

| $0 \times 2=0$ |
| :--- |
| $1 \times 2=2$ |
| $2 \times 2=4$ |
| $3 \times 2=6$ |
| $4 \times 2=8$ |
| $5 \times 2=10$ |
| $6 \times 2=12$ |
| $7 \times 2=14$ |
| $8 \times 2=16$ |
| $9 \times 2=18$ |
| $10 \times 2=20$ |
| $11 \times 2=22$ |
| $12 \times 2=24$ |


| $2 \times 0=0$ |
| :--- |
| $2 \times 1=2$ |
| $2 \times 2=4$ |
| $2 \times 3=6$ |
| $2 \times 4=8$ |
| $2 \times 5=10$ |
| $2 \times 6=12$ |
| $2 \times 7=14$ |
| $2 \times 8=16$ |
| $2 \times 9=18$ |
| $2 \times 10=20$ |
| $2 \times 11=22$ |
| $2 \times 12=24$ |

## Maths: L.O. Can 1 learn my two times tables?

| Teach |  |
| :--- | :--- |
| What do you |  |
| notice? |  |
| Factors can be |  |
| written in |  |
| $1 \times 2=0$ |  |
| $2 \times 2=4$ |  |
| $3 \times 2=6$ |  |
| $4 \times 2=8$ |  |
| $5 \times 2=10$ |  |
| $6 \times 2=12$ |  |
| $7 \times 2=14$ |  |
| $8 \times 2=16$ |  |
| $9 \times 2=18$ |  |
| either order |  |
| and the |  |
| product | $102=20$ <br> (answer) is <br> $12 \times 2=22$ <br> $12 \times 2=24$ <br> $2 \times 1=2$ <br> $2 \times 2=4$ <br> $2 \times 3=6$ <br> $2 \times 4=8$ <br> $2 \times 5=10$ <br> $2 \times 6=12$ <br> $2 \times 7=14$ <br> $2 \times 8=16$ <br> $2 \times 9=18$ <br> $2 \times 10=20$ <br> $2 \times 11=22$ <br> $2 \times 12=24$ |

still the same.

## Teach

- There are four groups of two eggs.
- There are eight eggs altogether.

- There are two eggs, four times.
- There are eight eggs altogether.
$2+2+2+2=8$

$$
2 \times 4=8
$$

$4 \times 2=8$

- 2.3 The 2 times table and commutativity

Maths: L.O. Can I learn my two times tables?
Practise - write the multiplication sentence in your home learning book.


$$
4 \times 2=8
$$

$$
2 \times 4=8
$$

- 2.3 The 2 times table and commutativity

Maths: L.O. Can I learn my two times tables?
Practise - write the multiplication sentence in your home learning book.


## Model

# obobodoobododo 

$$
\begin{aligned}
& 7 \times 2=14 \\
& 2 \times 7=14
\end{aligned}
$$

Practise - write the multiplication sentence in your home learning book.
'Fill in the missing numbers.'

$$
0 \times 2=2 \times 0 \quad 2 \times 12=12 \times 2
$$

$1 \times 2=2 \times \square$
$2 \times 2=2 \times \square$

$3 \times 2=\square \times 3$

$\square \times 8=8 \times 2$


Click enter for answers


Maths: L.O. Can I learn my two times tables?
Answers - tick your own work. Correct if wrong.
'Fill in the missing numbers.'

$$
\begin{aligned}
& 0 \times 2=2 \times 0 \\
& 2 \times 12=12 \times 2 \\
& 1 \times 2=2 \times \square \\
& 2 \times 11=11 \times 2 \\
& 2 \times 2=2 \times ? \\
& 2 \times 10=10 \times 2 \\
& 3 \times 2=2 \times 3 \\
& 2 \times \square=9 \times 2 \\
& 4 \times 2=2 \times 4 \\
& 5 \times \square=2 \times 5 \\
& 2 \times 8=8 \times 2 \\
& 2 \times \square=7 \times 2 \\
& 6 \times 2=\square \times 6
\end{aligned}
$$

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

## Review Quick Quiz

Write the complete multiplication sentence in your home learning book. Draw jottings if you need to. Click enter for answers
a) $3 \times 2=\square$
b) $\square=9 \times 2$
c) $2 \times 5=\square$
d) $2 \times \square=4$
e) $12=\square \times 2$

Maths: L.O. Can I learn my two times tables?
Answer.
a) $3 \times 2=$


parent / carer tip Your child's jottings may vary than what is on here. These are just some examples.
b) $80=9 \times 2$
c) $2 \times 5=$ $\square$
d) $2 \times \square=4$
e) $12=0 \times 2$

Become a 2 times table super star!

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

$$
\begin{aligned}
& 0 \times 2=0 \\
& 1 \times 2=2 \\
& 2 \times 2=4 \\
& 3 \times 2=6 \\
& 4 \times 2=8 \\
& 5 \times 2=10 \\
& 6 \times 2=12 \\
& 7 \times 2=14 \\
& 8 \times 2=16 \\
& 9 \times 2=18 \\
& 10 \times 2=20 \\
& 11 \times 2=22 \\
& 12 \times 2=24
\end{aligned}
$$

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!

## Phonics/ Word of the Day

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

Phonics Review
Read these words

# day made <br> came make 

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

Watch https://www.youtube.com/watch?v=nFGBy8uDnjl Same SOUND different spelling!

## The Best Bet

In the middle of a word:

## ee or ea

At the end of a word:
At the end of short words:

Less common graphemes:
key chief receipt people these
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
- monkey
- these
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 day

## Mrs Maloney Mrs Thornely <br> prove <br> should <br> Mnemonic: <br> 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!

## English

English: Punctuation
Review - Commas in a list
https://www.bbc.co.uk/bitesize/topics/z 8x6cj6/articles/zxvcrdm

Watch


Complete online task


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.

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 Beny
Buckingham Palace, the London Eye and Westminster Abbey.
We have rosessunflowers bluebells and tulips in our garden.

simple present tense
simple past tense
present progressive tense

verb
suffix
past progressive tense

English: Grammar Review

## What is a verb?

A verb is a doing word or a being word.

Identify the verbs in the sentences below and write them in your home learning book.

## Freya drank her cup of tea slowly.

## Martha is always happy at school.

Logan writes amazing stories.

## Charlie was angry with her cat.

Identify the verbs in the sentences below.

Freya drank her cup of tea slowly.
doing words

Logan writes amazing stories.

Martha is always happy at school.

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 am skipping. He is skipping. You are skipping. They are skipping.

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 running. She was running. You were running. They were running.

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

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.

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

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

Click enter for answers
Say to your parents or the screen, the words in the sentence below that show it is past progressive.

Harry was enjoying the game of football very much.

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

## Varied Fluency 2 Answer

Underline the words in the sentence below that show it is past progressive.

Harry was enjoying the game of football very much.

Which sentence is written in the past progressive. Say your answer to an adult or the screen.

Click enter for answers

Frazer is feeling better after his cold.


Lucia was crying when she fell off
 her bike.

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.

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

Choose the words that complete the sentence below in the past progressive tense. Then write the sentence neatly in your home learning book.


At the pantomime, they $\qquad$
$\qquad$ at the actors on stage.

Choose the words that complete the sentence below in the past progressive tense.


At the pantomime, they were shouting at the actors on stage.

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 $\qquad$ -

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!

## 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.

Visual Learning

Audtiory Leaning

Tactile Leaning

Kinaesthetic Learning

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

1. One person in your family is chosen to be Queenie and stands with their back to the others, who line up a short distance behind that child.
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-https://www.youtube.com/channel/UCvg-J-wytdOdnMSo6xVgHbA?safe=true

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

