

Good morning Kelmarsh,

How are you all? Yesterday I was in Collingtree Primary School, covering for our key worker children. I saw a few Kislingbury familiar faces which was nice, although I miss all your lovely smiles and can't wait to see you altogether soon!



Riddle of the day

*Why is milk the fastest thing in the world!
Because it's pasteurised before you see it.*



Love 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	Spelling Test/ Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	PHSE
Lesson 6	Something different/ learning how to plait

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

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



Weekly Spelling Test

<i>Mrs Maloney's</i>	<i>Mrs Thornely's (make sure you know Mrs Maloney's too)</i>
hour move prove improve	would could should Mr Mrs



Book Talk

60 Second read

Parents/carers tip: Please see the attached PDF to complete the comprehension activity on great white sharks (you may want to print it off). For your information, there is also information about 60 second reads that parents may find helpful to read.



Handy hints for word reading

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

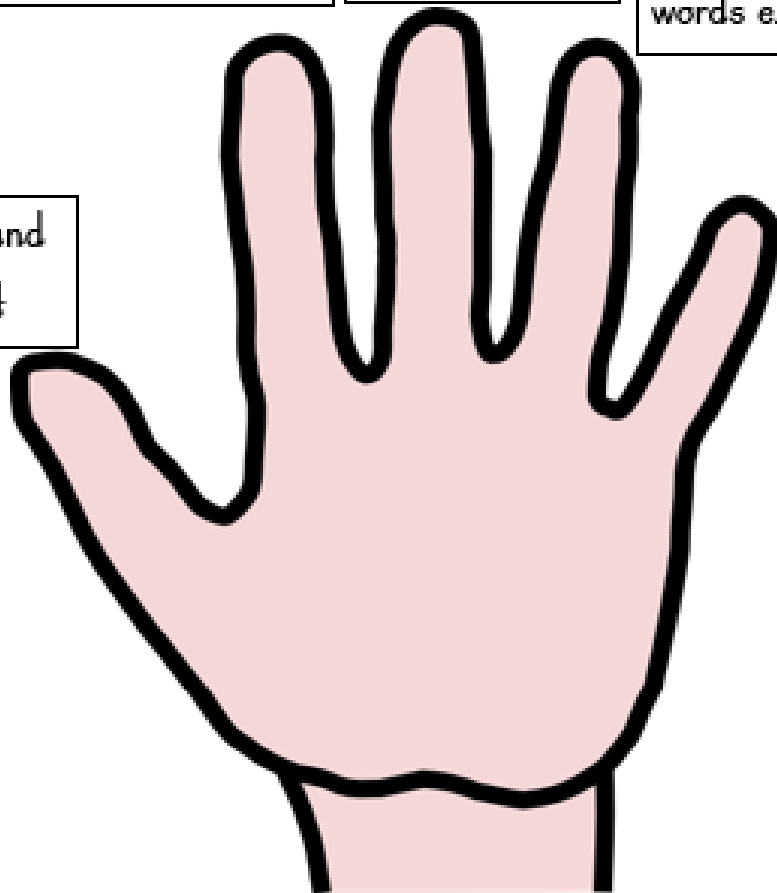
Decoding



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

Words within words e.g. glove

Sound it



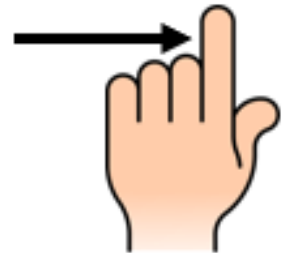
Does it make sense in the sentence?

Key Skills: Retrieving

1) Read the question

?

2) Scan the text



3) Find the information

Abcd

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

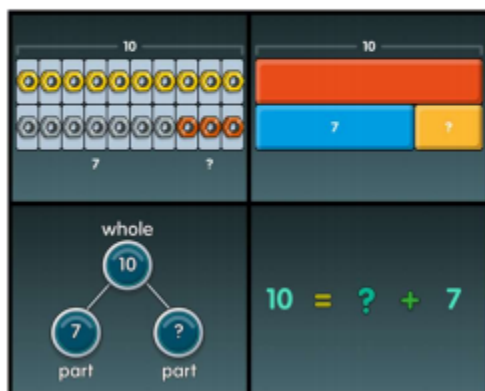
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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

Have you lost your log in?

Contact Mrs Withey or the school and I will get it to you as soon as I can.

Thanks,

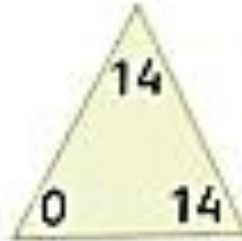
Mrs Thornely

Review: Addition and subtraction trios to 20

Trios for 14

Trios for 14

$$\begin{aligned}14 + 0 &= 14 \\ 0 + 14 &= 14 \\ 14 - 0 &= 14 \\ 14 - 14 &= 0\end{aligned}$$



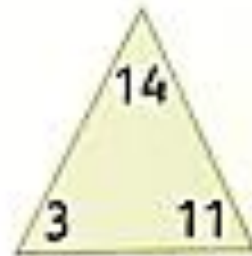
$$\begin{aligned}13 + 1 &= 14 \\ 1 + 13 &= 14 \\ 14 - 1 &= 13 \\ 14 - 13 &= 1\end{aligned}$$



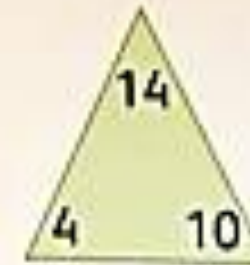
$$\begin{aligned}12 + 2 &= 14 \\ 2 + 12 &= 14 \\ 14 - 2 &= 12 \\ 14 - 12 &= 2\end{aligned}$$



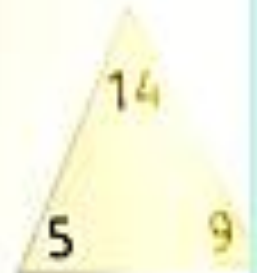
$$\begin{aligned}11 + 3 &= 14 \\ 3 + 11 &= 14 \\ 14 - 3 &= 11 \\ 14 - 11 &= 3\end{aligned}$$



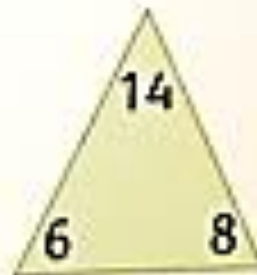
$$\begin{aligned}10 + 4 &= 14 \\ 4 + 10 &= 14 \\ 14 - 4 &= 10 \\ 14 - 10 &= 4\end{aligned}$$



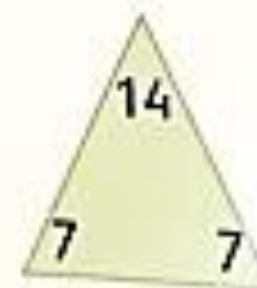
$$\begin{aligned}9 + 5 &= 14 \\ 5 + 9 &= 14 \\ 14 - 5 &= 9 \\ 14 - 9 &= 5\end{aligned}$$



$$\begin{aligned}8 + 6 &= 14 \\ 6 + 8 &= 14 \\ 14 - 6 &= 8 \\ 14 - 8 &= 6\end{aligned}$$



$$\begin{aligned}7 + 7 &= 14 \\ 14 - 7 &= 7\end{aligned}$$





Star words



x

10 times tables

multiply

multiplication

factor

product

Review: You can work out your 2 times table by counting in 2s.

The 2 times tables is the even numbers.

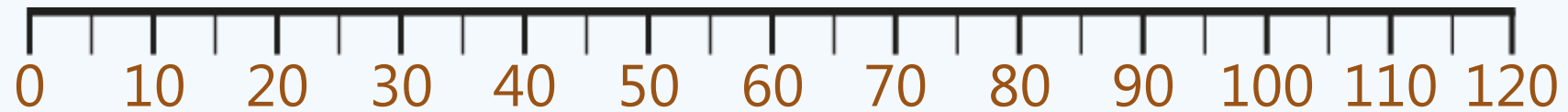
Even numbers end with a 0, 2, 4, 6 or 8

Odd numbers end with a 1, 3, 5, 7 or 9

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

Warm up: Lets count up in 10s

Skip Counting



Warm up: Lets count up again in 10s but **tap the chart** (and click) as we count

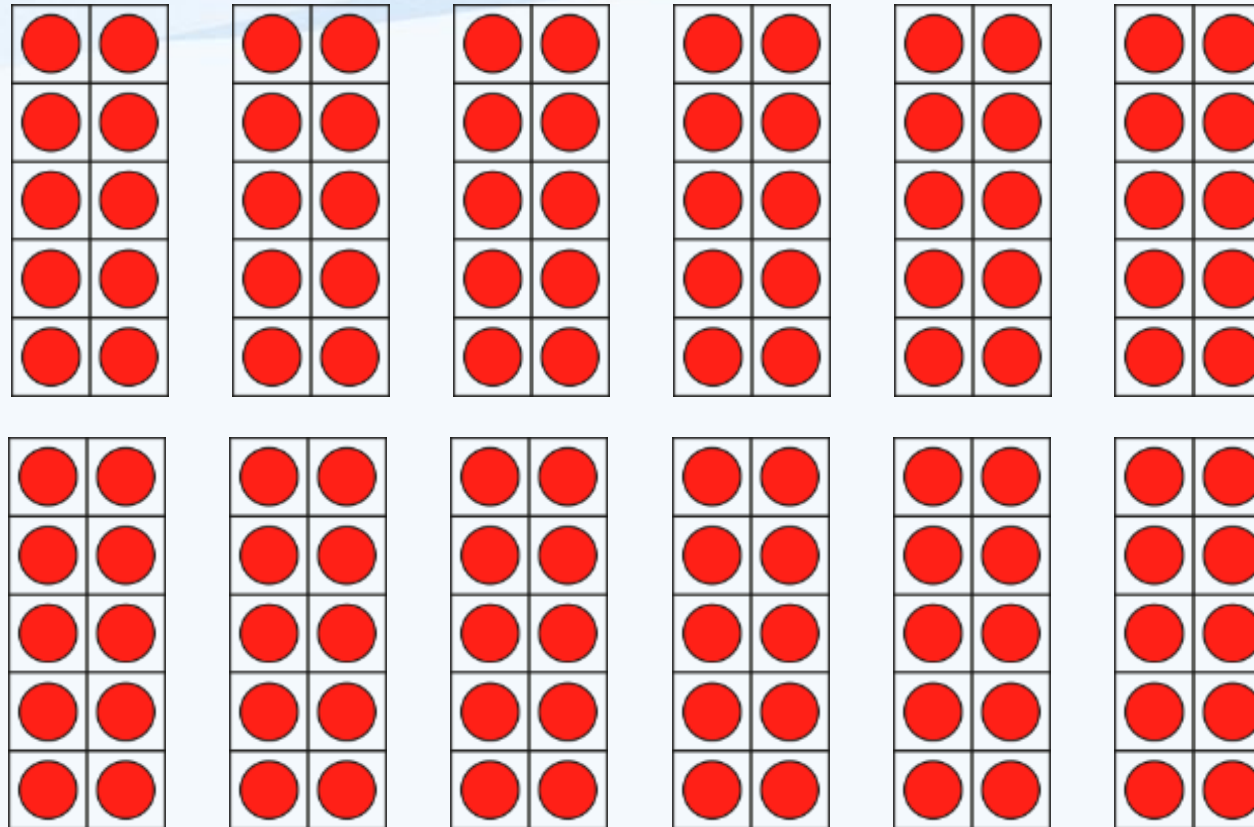
This time **one tap** for multiple of 10 (10, 20, 30 ...) and **two taps** for multiples of 10 greater than 100

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

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

Warm up: Lets count up in tens again as the tens frame appears (when you click)

Look at the multiples of ten appear in numerals and in words.



~~100~~

~~one hundred~~ ~~one hundred and twenty~~

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

Warm up:

Lets count up in **tens** again as the ten pence pieces appear (when you click)

Look at the multiples of ten appear in numerals and in words.



~~1000~~

~~one thousand~~
one hundred and twenty

Warm up: Lets count up in 10s

Skip Counting

Through out the week keep practising sip counting in tens forwards and backwards.

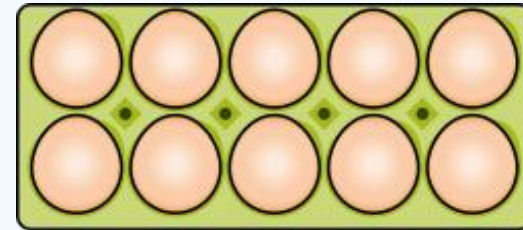
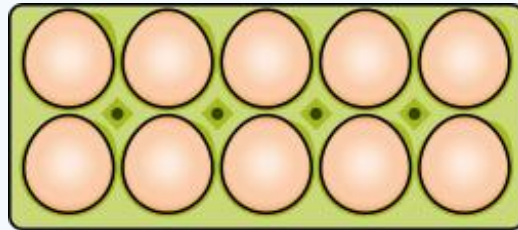
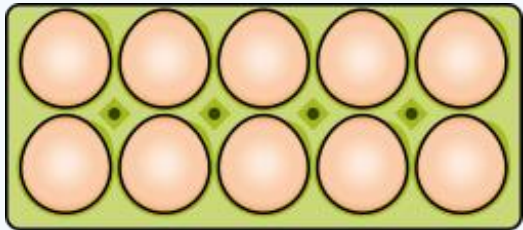


Maths: L.O. Can I learn my tens times tables?

Teach:

How many eggs
are there?

Count in
groups of ten



10
ten

20
twenty

30
thirty

Say out loud

- 'Three is a factor.'
- 'Ten is a factor.'
- 'The product of three and ten is thirty.'
- 'Thirty is the product of three and ten.'

$$3 \times 10 = 30$$

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

Practical:

Parent/ carer Tip

With your child, use buttons, beads or counters to represent 10 and practise using the below sentence stem until confident. For example:



- '___ is a factor.'
- '___ is a factor.'
- 'The product of ___ and ___ is ___.'
- '___ is the product of ___ and ___.'

'How many is this altogether? Count in groups of ten.'

- 'Ten, twenty, thirty, forty. There are forty coins
- 'There are four groups of ten; there are forty altogether.'

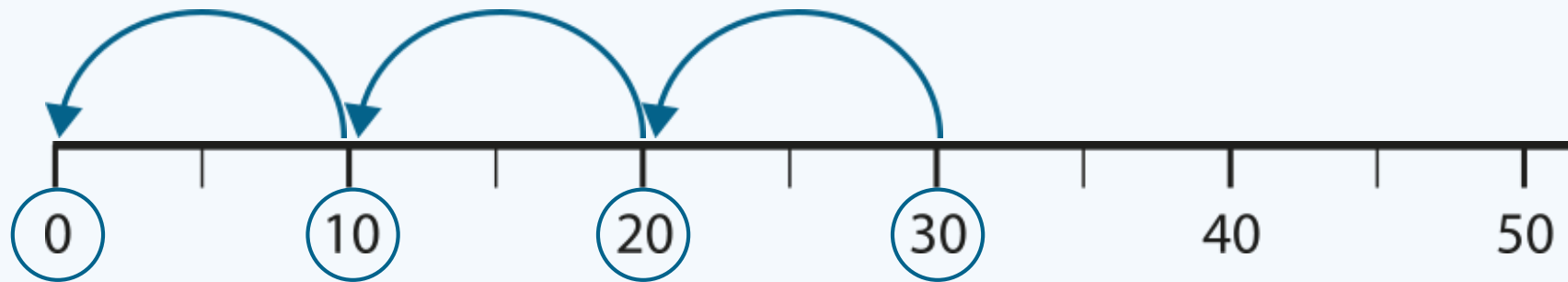
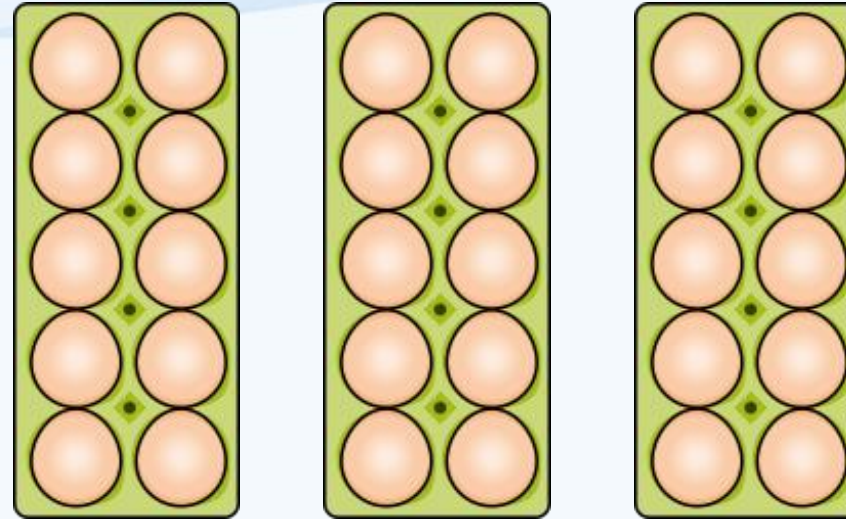
$$4 \times 10 = 40$$



- 'Four is a factor.'
- 'Ten is a factor.'
- 'The product of four and ten is forty.'
- 'Forty is the product of four and ten.'

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

Model:
Parent/ Carer tip
Click and get your child to read
the times tables backwards
until there are zero groups of
10 eggs which means there are
zero eggs.



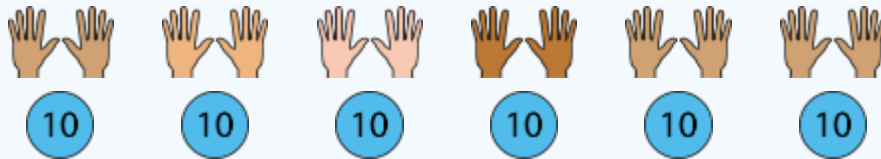
$$30 \times 100 = 3000$$

• 2.4 The 10 and 5 time tables

Step 1:4

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

Number of children	0	1	2	3	4	5	6
Number of fingers	0	10	20	30	40	50	60



Model:

As you click, say the times tables both ways.

The factors can be written in any order but the product will still be the same.

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$10 \times 0 = 0$$

$$10 \times 1 = 10$$

$$10 \times 2 = 20$$

$$10 \times 3 = 30$$

$$10 \times 4 = 40$$

$$10 \times 5 = 50$$

$$10 \times 6 = 60$$

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

Teach

The **factors** can be written in any order but the **product** will still be the same.

- $3 \times 10 = 30$
 - 'Three groups of ten is equal to thirty.'
 - 'Three times ten is equal to thirty.'
- $10 \times 3 = 30$
 - 'Ten, three times is equal to thirty.'
 - 'Ten times three is equal to thirty.'

Task

Like you did with the 2 times tables can you do the following with the 10 times table.

- 1) Get a sheet of paper and a pencil
- 2) Copy the 10 times tables carefully.
- 3) Check with an adult that you have copied correctly.
- 4) Stick them somewhere that you spend a lot of time e.g. bath room/ by your bed.
- 5) Practise chanting them every time you see them.

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

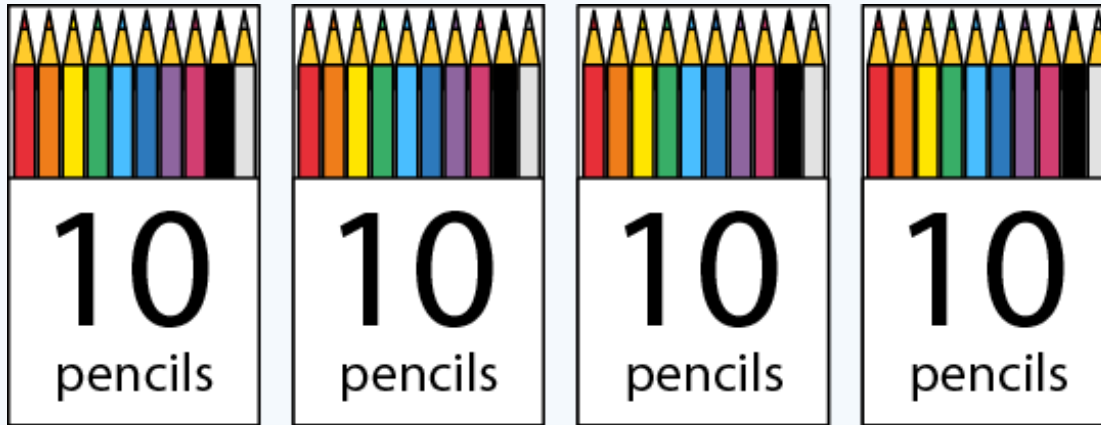
$$12 \times 10 = 120$$

Practise:

Use the pictures to help you count in groups of 10 and solve the following number sentence

✓ Write both multiplication sentences in your home learning book

✓ click enter for answers



$$4 \times 10 = \boxed{40}$$

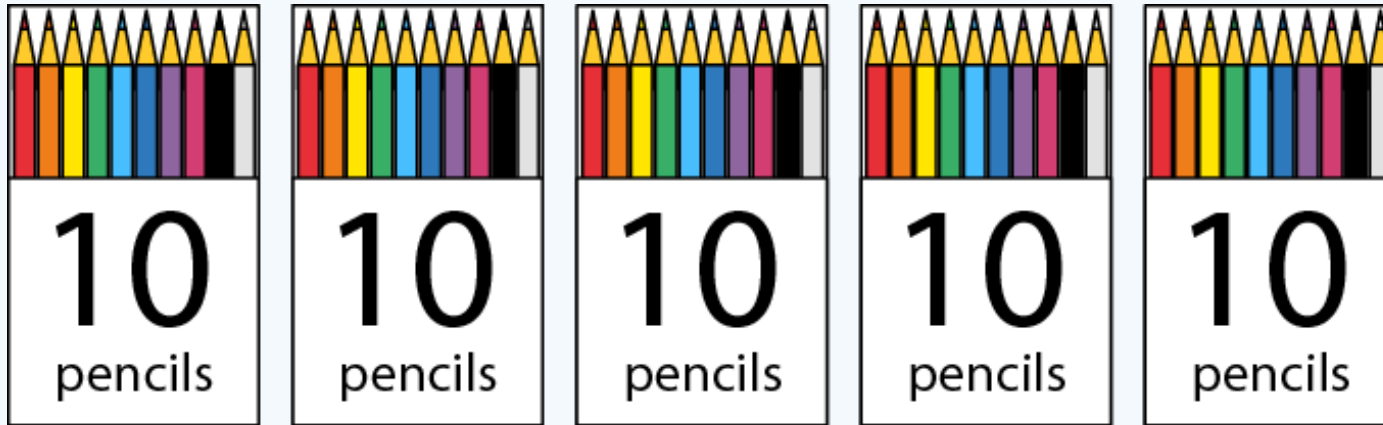
$$10 \times 4 = \boxed{40}$$

Practise:

Use the pictures to help you count in groups of 10 and solve the following number sentence

✓ Write both multiplication sentences in your home learning book

✓ click enter for answers



$$\boxed{5} \times 10 = \boxed{50}$$

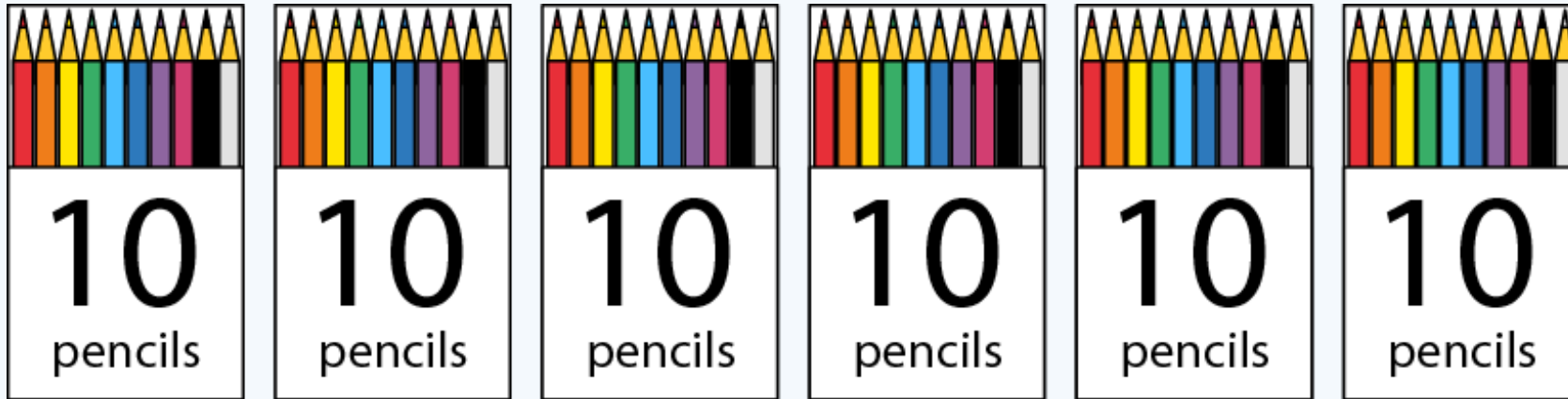
$$10 \times \boxed{5} = \boxed{50}$$

Practise:

Use the pictures to help you count in groups of 10 and solve the following number sentence

✓ Write both multiplication sentences in your home learning book

✓ click enter for answers



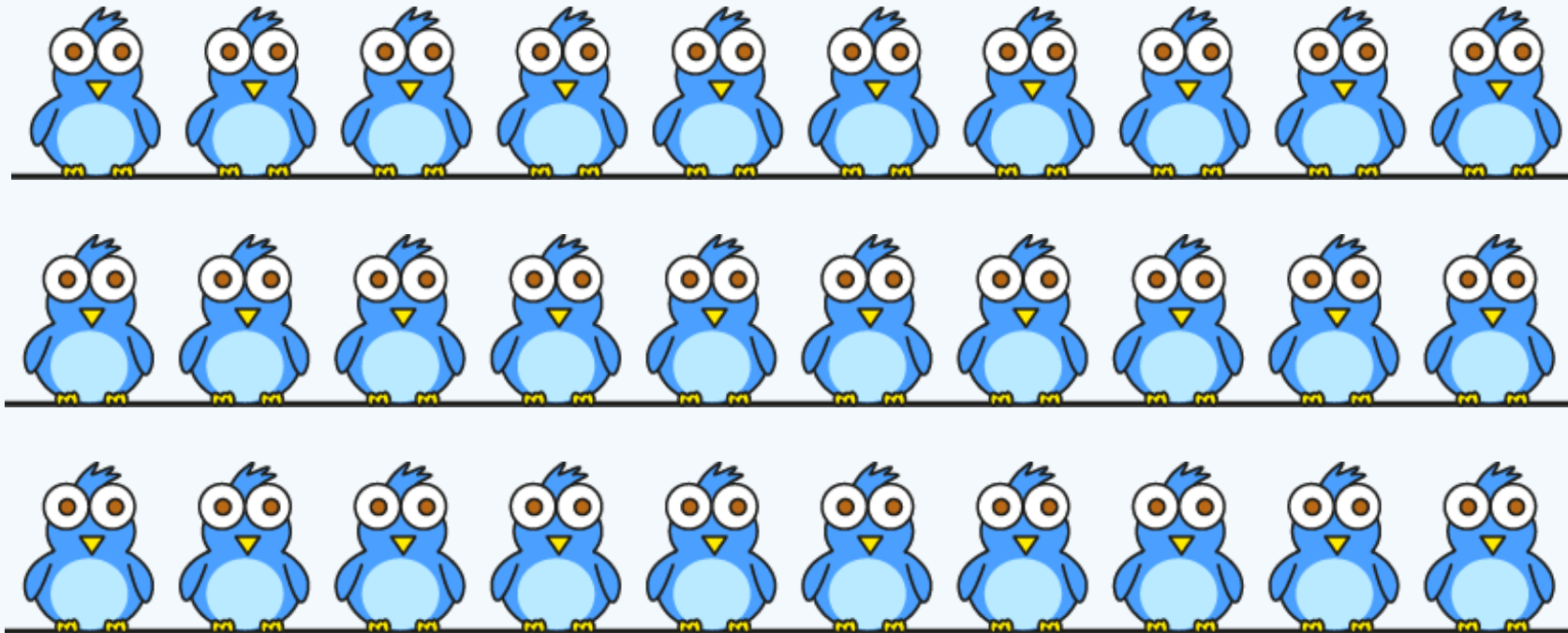
$$\boxed{6} \times \boxed{10} = \boxed{60}$$

$$\boxed{10} \times \boxed{6} = \boxed{60}$$

CHALLENGE:

✓ click **enter** for answers

There are 10 birds on each wire.
 Altogether there are 30 birds. How many wires are there?




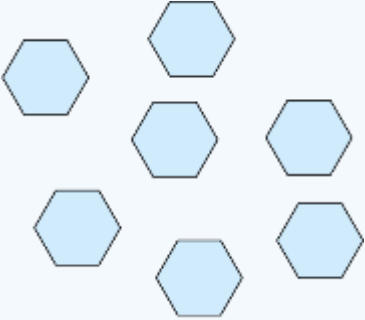

$$\boxed{3} \times 10 = 30$$

QUICK QUIZ

Tick the examples that represent the facts in the ten times tables:

✓ click **enter** for answers

Facts in the 10 times table?

 <p>✓</p>	<p>✗</p> $4 + 10 = 40$	<p>✗</p> 
<p>✓</p> $10 \times 9 = 90$	<p>✓</p> 	<p>✓</p> $4 \times 10 = 40$


Want more practise?

<http://www.ictgames.com/funkyMummy/index.html>



Take a break!





Phonics/ Word of the Day

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

Warm up



<https://new.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials>

Phonics learning opportunities

To practise blending for reading.

Some children who read quite well in KS1 can actually have quite big gaps in their knowledge of GPCs. Often this doesn't become apparent until KS2 when their progress in reading and spelling slows down. It can be a good idea to check more able children's knowledge of GPCs by playing this game with them individually. It will only take a minute for each child and the sooner any gaps are spotted the easier they are to fix.

Parent/ carer Tip

GPC – Grapheme Phoneme Correspondence: The relationship between the sounds (phoneme) and the letters which represent those sounds (grapheme).

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

-ee

-ea

-e_e

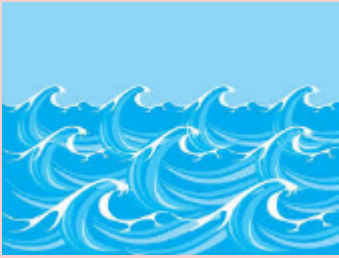
-y

-ie

-ey

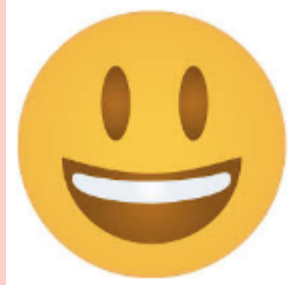


bee



sea

these



happy



chief



donkey

Watch <https://www.youtube.com/watch?v=nFGBy8uDnjl>

Same SOUND different spelling!

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

Practise: Word sort -ee

<https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee>

Same SOUND different spelling!

Recap:

The Best Bet

Same SOUND different spelling!

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



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

The chief jumped in the deep freezing
sea with a squeak.

Same SOUND different spelling!

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

He had a dream about magic beans that
made him scream.

Same SOUND different spelling!

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

The beast machine ate a feast of green
peas.

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

In your home learning book, write the sentences using the correct spelling.
(Remember best bet). Click **enter** for answer

The _____ is eating _____.

monkea

monkey

honey

honie



Spongebob _____ to catch the _____ fish.

reached

rieched

jelley

jelly



Same SOUND different spelling!

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

Answer

The **monkey** is eating **honey**.



Spongebob **reached** to catch the **jellyfish**.



Same SOUND different spelling!

Word of the day

Mrs Maloney

Mrs Thornely

sure

climb

Are you sure its Tuesday?

Can you count in tens and climb the stairs?

Take a break!



A stylized landscape illustration featuring rolling green hills in the foreground, a small tree with a brown trunk and a large, rounded, multi-colored canopy (purple, pink, and dark purple) on the left, and a bright blue sky with soft, wavy white clouds in the background. The word "English" is written in a simple, brown, sans-serif font in the center of the image.

English

Review: commas in a list

Point to the sentence that use **commas** correctly. Click **enter** for answer

I need a pencil a ruler and some paper.

☐

I need a pencil, a ruler and some paper.

☐

Review: commas in a list

Point to the sentence that use **commas** correctly. Click **enter** for answer

I need a pencil a ruler and some paper.

☐

I need a pencil, a ruler and some paper.

☒

Review: commas in a list

In your home learning book, copy neatly and complete using **two commas** and the word **and**

He can sing dance act play the guitar.



Star words

conjunctions

or

joining words

so

and

but



Year 2 – Autumn Block 4 – Conjunctions – Using ‘so’, ‘and’, ‘but’ and ‘or’

Parent / carers Tip

Notes and Guidance

- From Year 1, children should be confident in using the conjunctions ‘and’, ‘but’ and ‘or’ to join two clauses together.
- During this step, children should be introduced to the conjunction ‘so’.
- Children should understand that *and*, *but*, *or* and *so* are used to join two clauses together. These words are co-ordinating conjunctions, however children may not need to know this terminology as it is covered explicitly in Year 3.
- Children should know that it is acceptable to join three clauses together on occasion, but that joining two is more common. For example, *I like to go swimming but I don't like the sea so I go to a swimming pool.*

Focused Questions

- Which words can you use to join two sentences/clauses together?
- Should I use ‘and’ or ‘so’ to join these two sentences together?
- What happens to the capital letters and full stops when I join these two sentences together?
- Can I use more than one co-ordinating conjunction in a sentence?
- If I use a co-ordinating conjunction to join two sentences together, do I now have one sentence or still have two?

Teach

Conjunctions are joining words.

You can use joining words like **and**, **but**, **or**, and **so** to join sentences. Show the screen our action (join hands together)
The words in green are co-ordinating conjunctions.

Mr Tyler is big **but** Miss White is small.

Zog has wings **and** he can fly



English – Grammar: L.O. Can I use 'so', 'and', 'but' and 'or' in my sentences?

Step 1: Using 'so', 'and', 'but' and 'or'

Introduction

Rearrange the sentences below so they make sense. *Parent/ carer tip: Perhaps write words on pieces of paper/ posit notes for your child to rearrange.*

1.

apples

but

I

like

don't

pears

I

like

black

is

my

he

cat

and

2.

fluffy

is

Introduction

Rearrange the sentences below so they make sense.

Possible answers:

1.

I

like

apples

but

I

don't

like

pears.

2.

My

cat

is

black

and

he

is

fluffy.

Varied Fluency 1

Point on the screen, and say the conjunction in the sentence below.

We tried our best but we didn't win the match.

Varied Fluency 1

Underline the conjunction in the sentence below.

We tried our best but we didn't win the match.

English – Grammar: L.O. Can I use 'so', 'and', 'but' and 'or' in my sentences?

Varied Fluency 2

Point and say the conjunction needed to join the sentences together.

Would you like some popcorn? Would you prefer some sweets?

so

or

Varied Fluency 2

Circle the conjunction needed to join the sentences together.

Would you like some popcorn? Would you prefer some sweets?

so

or

Would you like some popcorn or would you prefer some sweets?

Varied Fluency 3

Point and say which sentence uses the correct conjunction?

A. After swimming, I need a snack but a drink of water.

B. We will be doing gymnastics and playing hockey in PE this term.

Varied Fluency 3

Which sentence uses the correct conjunction?

A. After swimming, I need a snack but a drink of water.

B. We will be doing gymnastics and playing hockey in PE this term.

Varied Fluency 4

Practise: Write the sentences carefully in your home learning book and use the word bank to add the missing conjunctions to the sentences. Click **enter** to see if you were correct.

so

and

but

or

A. We saw a castle _____ a fort on our class trip.

B. Andy likes watching cartoons _____ his sister prefers playing video games.

C. I want to go to London _____ I can see the famous landmarks.

D. My dad told me that I could choose to set the table _____ wash the dishes.

Varied Fluency 4

Practise: Use the word bank to add the missing conjunctions to the sentences.

so

and

but

or

A. We saw a castle and a fort on our class trip.

B. Andy likes watching cartoons but his sister prefers playing video games.

C. I want to go to London so I can see the famous landmarks.

D. My dad told me that I could choose to set the table or wash the dishes.

Reasoning 1

Mrs Thornely asks Year 2 to share a sentence using a conjunction.

Ffion says,



I have brown
hair and brown
eyes.

Munachi says,



I have two
brothers or one
little sister.

Which sentence is incorrect? Explain to an adult or the screen how you know. Click **enter** to see if you're correct.

Reasoning 1

Mr Thornely asks Class 2 to share a sentence using a conjunction.

Ffion says,



I have brown
hair and brown
eyes.

Munachi says,

I have two
brothers or one
little sister.



Which sentence is incorrect? Explain how you know.

Munachi is incorrect because he has used 'or' which is used to show choices. He should have used 'and'.

Reasoning 1

Mr Chen asks Class 2 to share a sentence using a conjunction.

Bella says,



I have brown
hair and brown
eyes.

Raheem says,

I have two
brothers or one
little sister.



Which sentence is incorrect? Explain how you know.

Raheem is incorrect because he has used 'or' which is used to show choices. He should have used 'and'.

Application 2

Arrange the cards below to create a sentence. Add a conjunction which makes sense. Write it neatly in your home learning book and underline the conjunction you used.

went

played

I

the

slides

on

the

to

park

Application 2

Arrange the cards below to create a sentence. Add a conjunction which makes sense.

went

played

I

the

slides

on

the

to

park

I went to the park and played on the slides.

Review

What are conjunctions?

Conjunctions are joining words that join sentences.

Can you name some coordinating conjunctions?

And, but, or, and so can be used to join sentences.

Take a break!
Have lunch!



A stylized landscape illustration. In the foreground, a green hill with rounded, overlapping shapes is visible. On the left side of the hill, there is a small tree with a dark brown trunk and a large, rounded canopy of purple and pink leaves. Below the tree, there are several rounded, orange and brown shapes representing bushes. The background consists of rolling hills in shades of light blue and white, creating a sense of depth. The sky is a solid light blue color.

Zippy



Star words

feelings

emotions

angry

cross

annoyed

calm

relaxation

Dear Parents/ carers,

I would like you to continue to talk about feelings and emotions with your child this afternoon.

In the present situation, our emotions are probably a little stronger than normal, as we are spending so much time with one another. So it is important for your child to recognise how they are feeling and be open and honest about it.

I have also included the relaxation exercises on the next slide to help them calm down when they are angry, worried or anxious or if they simply can't sleep.

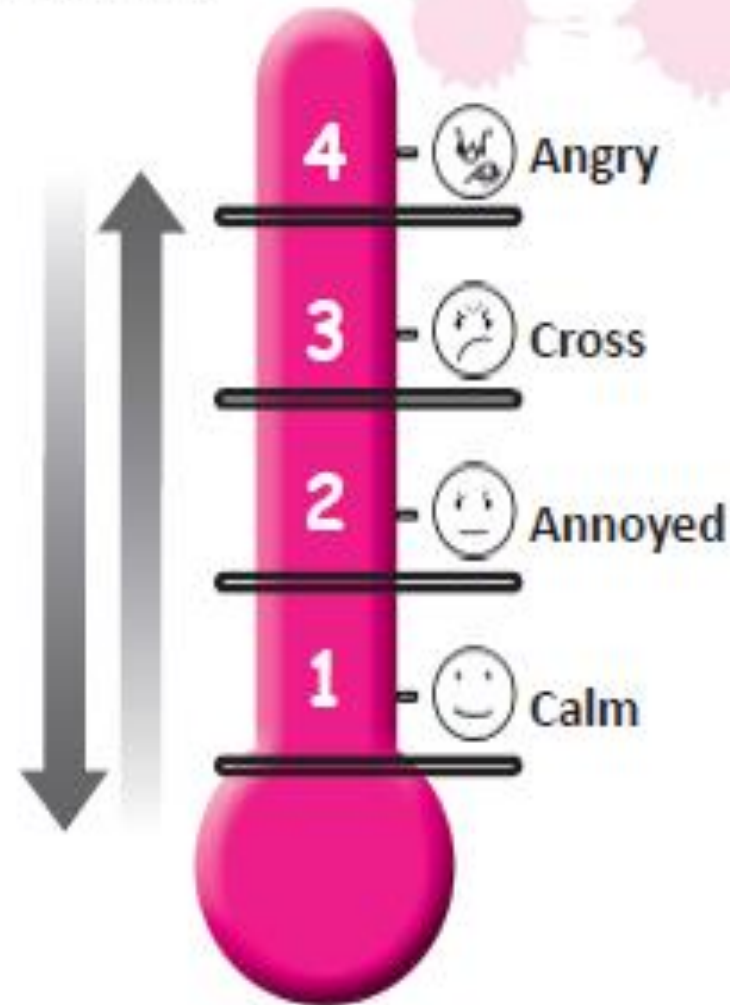
Take care of each other,

Mrs Thornely.

Understanding anger

You can display this barometer for your child so they can show how they are feeling and where they are on the scale.

Anger Barometer



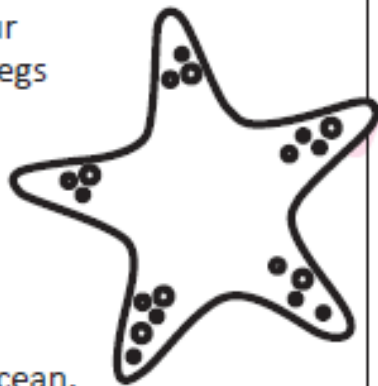
Relax!

To help your child calm down when they are angry or anxious.

Try some of these relaxation activities with your child to help calm them down when they are angry. It might also help if they can't sleep or they are worried or anxious.

Sleepy Starfish

Lie down on your back with your legs and arms apart. Stay very still and imagine you are a sleepy starfish resting at the bottom of the ocean. Breathe in, and as you breathe out, relax your arms, your legs and your head. See how still and silent you can be!

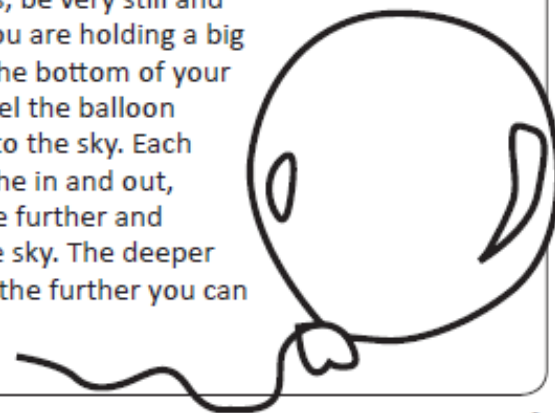


Elastic Band

Lie down, close your eyes, be very still and imagine your body is a piece of elastic, floppy and relaxed. Imagine someone is very gently tugging your head and someone else is pulling your feet. The elastic is becoming tighter. Your muscles are becoming tighter. You are getting longer and longer... Then ... ping! Let your whole body relax as the elastic band is released.

Big Balloon

Close your eyes, be very still and imagine that you are holding a big balloon. Hold the bottom of your balloon, and feel the balloon gently rising into the sky. Each time you breathe in and out, you gently glide further and further into the sky. The deeper your breath is, the further you can travel.



Zippy relax

Take in a deep breath and as you breathe in, squeeze all the muscles in your body. Now, breathe out and relax all the muscles in your body. Repeat this exercise 2 or 3 times.

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



Plaiting

What you need: Lengths of heavy wool, thin rope or string

What to do:

1. Tie 3 equal lengths of the plaiting material together.

When your child is learning to plait it is good to use three separate colours as it will make it easier for them.

2. Attach the plaiting material to the back of a chair or a door knob and separate the strands so there is a left, a centre and a right strand.

3. The left hand strand goes over the centre one and then the right hand strand goes over the new centre one, the original left stand and so on. Continue plaiting from left to the centre, right to the centre.

4. Tie off when the plait is finished.



PE

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

GLK Academies-

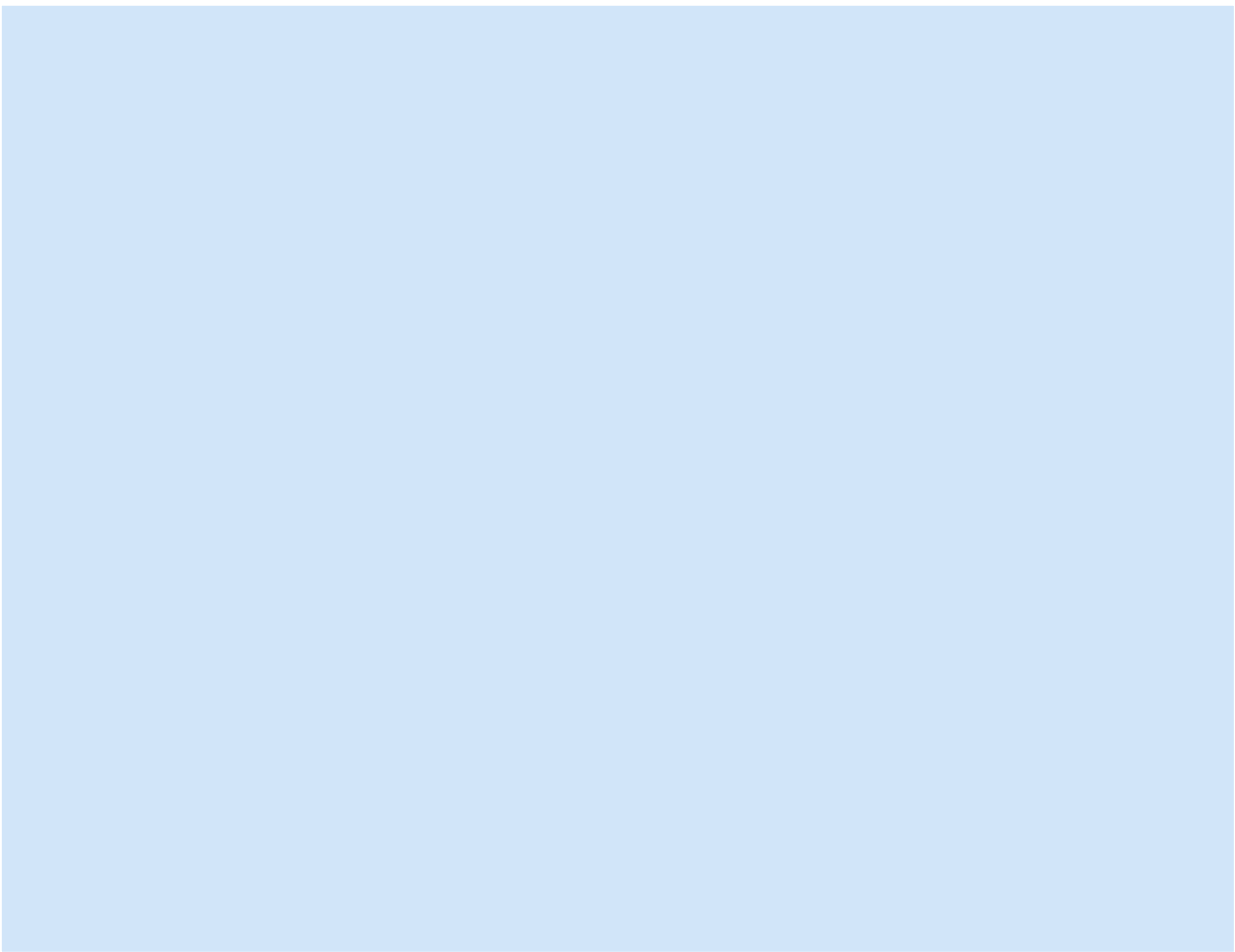
<https://www.youtube.com/channel/UCvg-J-wytdOdnMSo6xVgHbA?safe=true>

Wanting PE daily?

9am PE with Joe Wicks

<https://www.youtube.com/thebodycoachtv>





Good luck with the plaiting. If you
get really good you can make me a
friendship bracelet !

Love

Mrs Thornely

