



Good morning Kelmarsh,

It is a sunny, blustery day outside. In book talk we are looking at projects that help clean up our seaside places. This reminded me of how we litter pick when we go on our daily walk. We managed to pick up our litter pickers from Amazon for £5. It feels satisfying helping clean our streets and the countryside near where we live. Maybe you and your family could do this too? Remember, always ask an adult if you are litter picking and where gloves (gardening gloves are good) that you can then wash when you get home.

Joke corner.

*Why do you GO to bed?
Because the bed won't COME to you!*

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	Book Talk
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Science
Lesson 6	Something different/ imaginary animals

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

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





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)

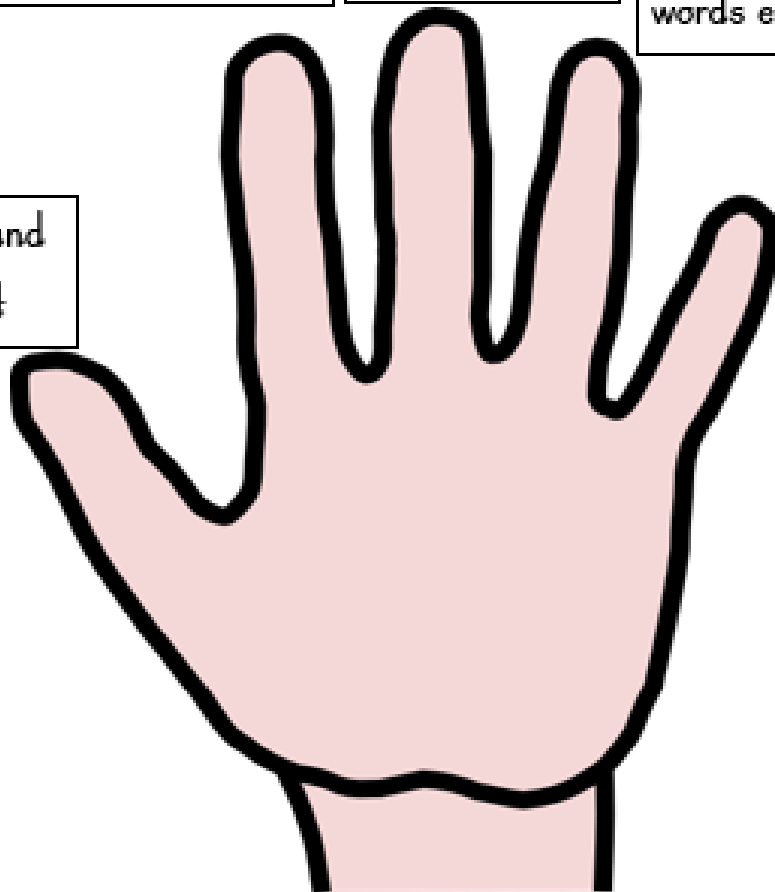
Decoding



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

Words within words e.g. glove

Sound it



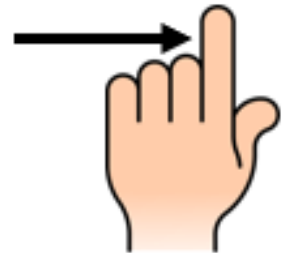
Does it make sense in the sentence?

Key Skills: Retrieving

1) Read the question

?

2) Scan the text



3) Find the information

Abcd

Reading Skills Key Stage 1



Predict



Retrieve



Sequence



Infer



Visualise



Clarify



Question



Vocabulary




Decoding

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

Book Talk

Parents, carers,

These are key words in the text that the children might find tricky to read or unsure of the meaning. I normally read the word and get the children to echo. I then tell them the meaning and put it in a sentence to make it sense for them. We then talk about the word class (right hand column)



Vocabulary

Word	Definition	Word class
deflated	To cause to shrink or collapse by letting out air. <i>He deflated the basketball by jumping up and down on it.</i>	verb
government	The power to make laws and important decisions that control or affect all people living in a community or nation.	noun
ordinary	Usual or common (normal).	adjective
organizations	<i>A body of people acting together for some purpose.</i> <i>That organization helps people during emergencies</i>	noun
waterway	Canals or rivers.	noun

Cleaning up our oceans *Book Talk What a waste – Jess French*

From straws to deflated footballs, around a third of the plastic in made each year ends up in oceans and on beaches. So what can we do to help? Scientists, governments and ordinary people are trying to tackle this problem.

Cleanup Projects

Many organizations are helping to clean up ocean rubbish, such as the ones below. Ask an adult before becoming a litter-picking hero too.



Great Pacific Garbage Patch

Take 3 for The Sea

Become part of this project by taking just three pieces of rubbish away whenever you leave a beach or waterway. Make sure recyclable materials are recycled.

#2minutebeachclean

The next time you're on a beach, become part of this project by taking two minutes to collect as much rubbish as you can.



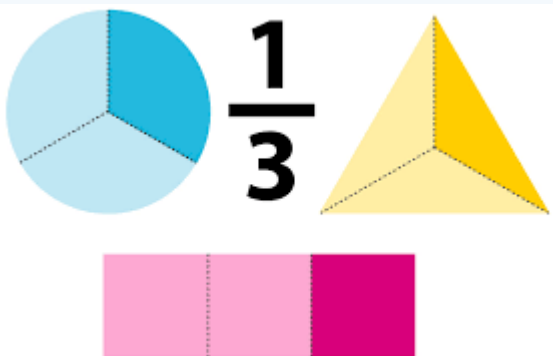
#2minutebeachclean



Retrieve

Where does one third of all plastic made each year end up?

A third of plastic ends up _____.





Infer

A third of plastic ends up in the oceans and beaches, can you think of two reasons why this is bad?

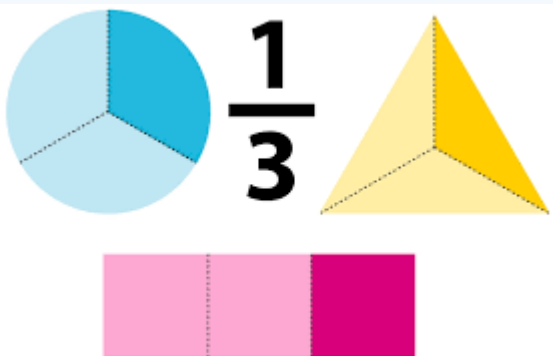
Plastics ending up in oceans and beaches is bad because _____ and _____.



Retrieve

What can you do to be part of the Take 3 For The Sea project?

To be part of the Take 3 For The Sea, I could





Retrieve

What can you do to be part of the **#2minutebeachclean** project?

To be part of the **#2minutebeachclean** project, I could _____.

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

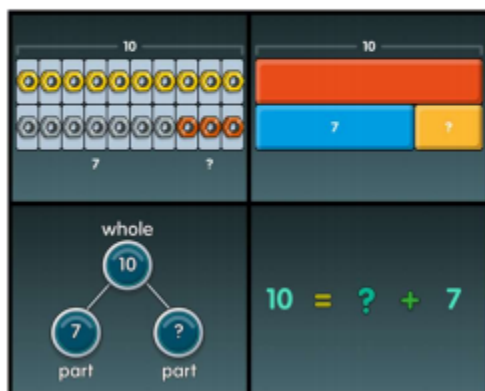
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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

75% of you accessed over the last 7 days
which is great.

10 of you have made great progress too
because you have been on little and often! So
well done you! Great effort!

I am sending you a virtual sticker! Keep it up!



Review: Addition and subtraction trios to 20

Trios for 15

Trios for 15

$$15 + 0 = 15$$

$$0 + 15 = 15$$

$$15 - 0 = 15$$

$$15 - 15 = 0$$



$$14 + 1 = 15$$

$$1 + 14 = 15$$

$$15 - 1 = 14$$

$$15 - 14 = 1$$



$$13 + 2 = 15$$

$$2 + 13 = 15$$

$$15 - 2 = 13$$

$$15 - 13 = 2$$



$$12 + 3 = 15$$

$$3 + 12 = 15$$

$$15 - 3 = 12$$

$$15 - 12 = 3$$



$$11 + 4 = 15$$

$$4 + 11 = 15$$

$$15 - 4 = 11$$

$$15 - 11 = 4$$



$$10 + 5 = 15$$

$$5 + 10 = 15$$

$$15 - 5 = 10$$

$$15 - 10 = 5$$



$$9 + 6 = 15$$

$$6 + 9 = 15$$

$$15 - 6 = 9$$

$$15 - 9 = 6$$



$$8 + 7 = 15$$

$$7 + 8 = 15$$

$$15 - 7 = 8$$

$$15 - 8 = 7$$





Star words



x

10 times tables

multiply

multiplication

factor

product

odd

even

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

* Challenge Forwards using numberline

** Challenge: Backwards using numberline

*** Challenge: Forwards and backwards without numberline



Practise

Let's chant the 10 x tables

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$

Practise

Look at the number tracks.

Complete both tracks neatly in your home learning book by counting forwards and backwards in 10.

Missing-number sequences/problems:

'Fill in the missing numbers.'

0	10	20	30	40								
---	----	----	----	----	--	--	--	--	--	--	--	--

120	110	100										
-----	-----	-----	--	--	--	--	--	--	--	--	--	--

Answers

Missing-number sequences/problems:

'Fill in the missing numbers.'

0	10	20	30	40	50	60	70	80	90	100	110	120
---	----	----	----	----	----	----	----	----	----	-----	-----	-----

120	110	100	90	80	70	60	50	40	30	20	10	0
-----	-----	-----	----	----	----	----	----	----	----	----	----	---

Practise

Look at the following where the factors have been given. Can you work out the product?

Copy and complete neatly in your home learning book. Click **enter** for answers.

1	
3	
5	
7	
9	

 $\times 10 =$

0	
2	
4	
6	
8	

 $\times 10 =$

Practise

Look at the following where the factors have been given. Can you work out the product?

Copy and complete neatly in your home learning book. Click **enter** for answers.

1		10
3	$\times 10 =$	30
5		50
7		70
9		90

0		0
2	$\times 10 =$	20
4		40
6		60
8		80

Practise

Find the product of these 10 times tables.

Copy and complete the whole number sentence neatly in your home learning book.

Click **enter** for answers.

What have the products of the 10 times table got in common?

Are the answers **odd** or **even**? How do you know?

$10 \times 1 = \square$

$10 \times 5 = \square$

$10 \times 9 = \square$

$10 \times 0 = \square$

$10 \times 4 = \square$

$10 \times 8 = \square$

$10 \times 3 = \square$

$10 \times 7 = \square$

$10 \times 2 = \square$

$10 \times 6 = \square$

Answers

The **product** of the 10 times table all end in **0**

The answers in the 10 times table are **even** because they all end in **0** and 0 is an **even** number.

Even numbers end in
0, 2, 4, 6, 8

$$10 \times 1 = \boxed{10}$$

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

$$10 \times 9 = \boxed{90}$$

$$10 \times 0 = \boxed{0}$$

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

$$10 \times 8 = \boxed{80}$$

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


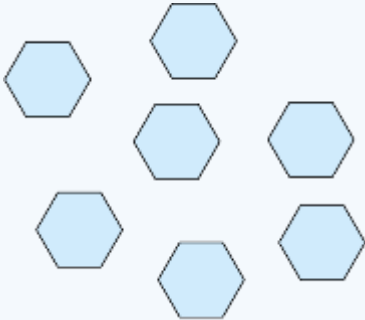

$$10 \times 7 = \boxed{70}$$

$$10 \times 2 = \boxed{20}$$

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

Apply

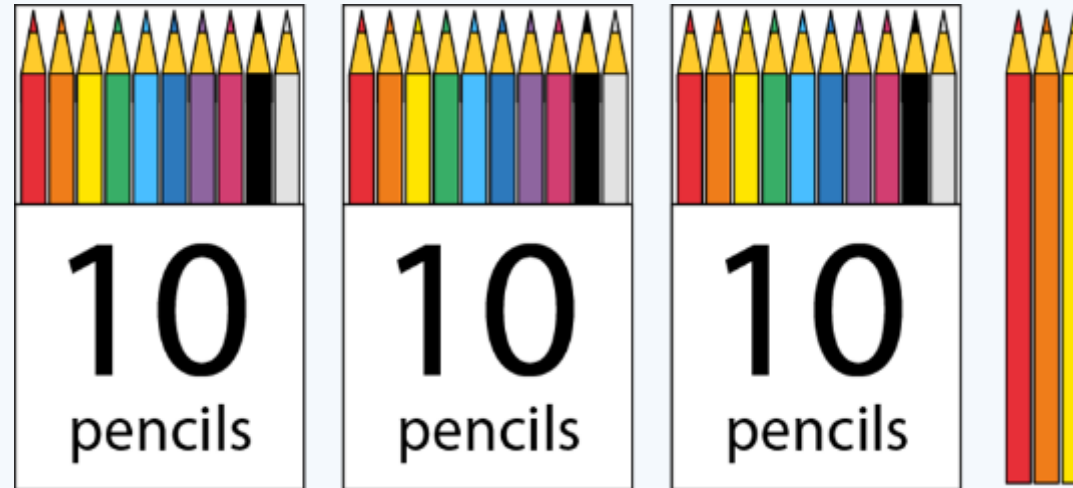
Point on the screen the examples that represent facts in the ten times table.

 <p>Three 10p cards are shown, overlapping each other. A green checkmark is in the top right corner.</p>	<p>4 + 10 = 40</p> <p>A red 'x' is in the top right corner.</p>	 <p>Seven blue hexagons are arranged in a cluster. A red 'x' is in the top right corner.</p>
<p>10 × 9 = 90</p> <p>A green checkmark is in the top right corner.</p>	 <p>Five 10p coins are shown, arranged in a cluster. A green checkmark is in the top right corner.</p>	<p>4 × 10 = 40</p> <p>A green checkmark is in the top right corner.</p>

Facts in the 10 times table?

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

Which expression(s) match this picture? Explain to your adult or the screen
Click **enter** for answer



4×10 ✗

4×3 ✗

$10 \times 3 + 3$ ✓

$3 \times 10 + 3$ ✓


Want more practise?

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



Take a break!





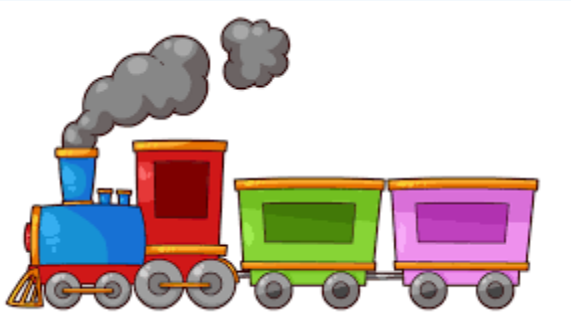
Phonics/ Word of the Day

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

Revision - ai sound

We have learnt that the **-ai** sound be written

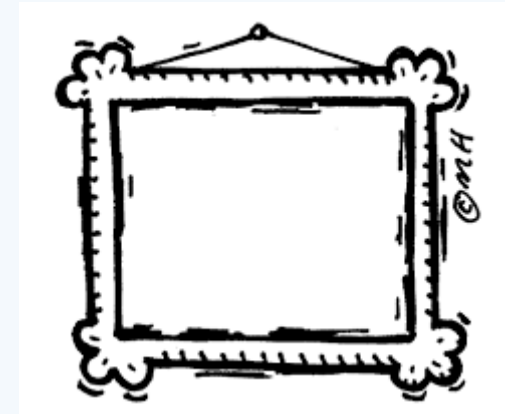
ai - train



ay - spray



a-e frame



Best Bet /ai/

In the middle of a word:

a_e

At the end of a word:

ay

Rare graphemes:

apron eight they vein straight great



Revision - ai sound

Look at these words.

Read them and point on the screen the words that are spelt correctly.

Were you correct?

explain affrays clay taim

safe gane

Revision - ai sound

same sound different spelling

Answer

explain

affrays

clay

taim

safe

gane

Revision - ai sound

Look at the sentence. Which is the correct -ai ?

I can use grey/ gray clay/ cley to
mayk/make a snail/ snale.

Revision - ai sound

Answer

I can use grey clay to make a snail.

Revision - ai sound

Try again. Look at the sentence.
Which is the correct -ai ?

The lake/ layk monster plays/plays
with a pale/pail whale/ whail.

Revision - ai sound

same sound different spelling

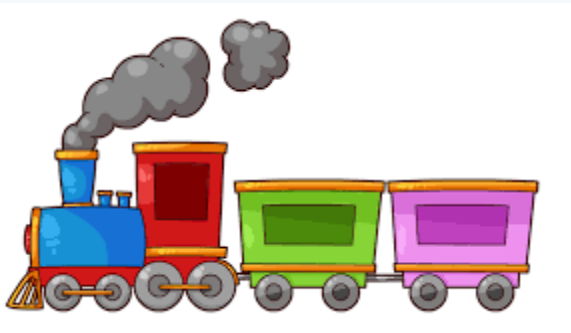
Answer

The lake monster plays with a pale whale.

Review: How else can we write the - ai sound?

We have learnt that the -ai sound be written

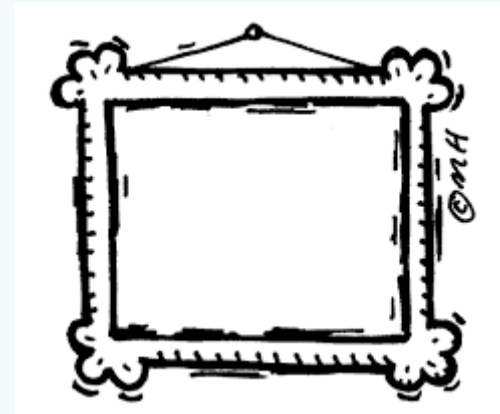
ai - train



ay - spray



a-e frame



Best Bet /ai/

Review: Which **ai**

In the middle of a word:

?

At the end of a word:

?

Rare graphemes:

?

Word of the day

Mrs Maloney

sugar

Mrs Thornely

who

Who ate all the sugar?

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



Star words

conjunctions

joining words

that

because

clause

main clause



Review What are conjunctions?

Conjunctions are joining words.

Teach

Conjunctions are joining words.

You can also use **because** and **that** to join sentences.

We stayed in **because** it was lockdown.

Connor said that he was hot.

Teach

A **clause** is a group of words that contain a subject (the **noun or pronoun** about which something is being said, usually the doer of the action) and a **verb** (a doing word).
E.g.

The fast, red **squirrel** **darted** up a tree.



The subject of this clause is the fast, red **squirrel** and the verb is '**darted**'.

Teach

A **main clause** is a group of words that contains a **verb** and a **subject** which makes complete sense on its own.


The **squirrel darted up the tree** because he wanted to eat nuts.

The main clause is highlighted in yellow.



Introduction

Trace your finger on the screen to match the clauses below to make three full sentences.



Janet left her best
friend's birthday
party

because he was
too warm in the
small office.

Ben took his coat
off

because she felt
tired.

Leo told Pauline

that her mum had
called with an
important
message.


Introduction

Match the clauses below to make three full sentences.



Janet left her best friend's birthday party

because he was too warm in the small office.



Ben took his coat off

because she felt tired.



Leo told Pauline

that her mum had called with an important message.

Varied Fluency 1

Point to the **conjunction** which joins the main clause and the extra information.

Mum is happy that her new car is staying safe in the garage.

A stylized illustration of a landscape. In the foreground, there are rolling green hills. A small tree with green foliage and a brown trunk stands on the left. Next to it is a purple flower with a brown stem. A small bird is flying in the sky above the tree. The background consists of more rolling hills in shades of green and blue, under a light blue sky.

Varied Fluency 1

Underline the conjunction which joins the main clause and the extra information.

Mum is happy that her new car is staying safe in the garage.

Varied Fluency 2

Point to the sentence which uses 'because' correctly.

A.

Rob was sad his younger sister because
had the biggest bedroom.

☐

B.

He arrived late because he had been
stuck in heavy traffic.

☐

Varied Fluency 2

Tick the sentence which uses 'because' correctly.

A.

Rob was sad his younger sister because
had the biggest bedroom.

☐

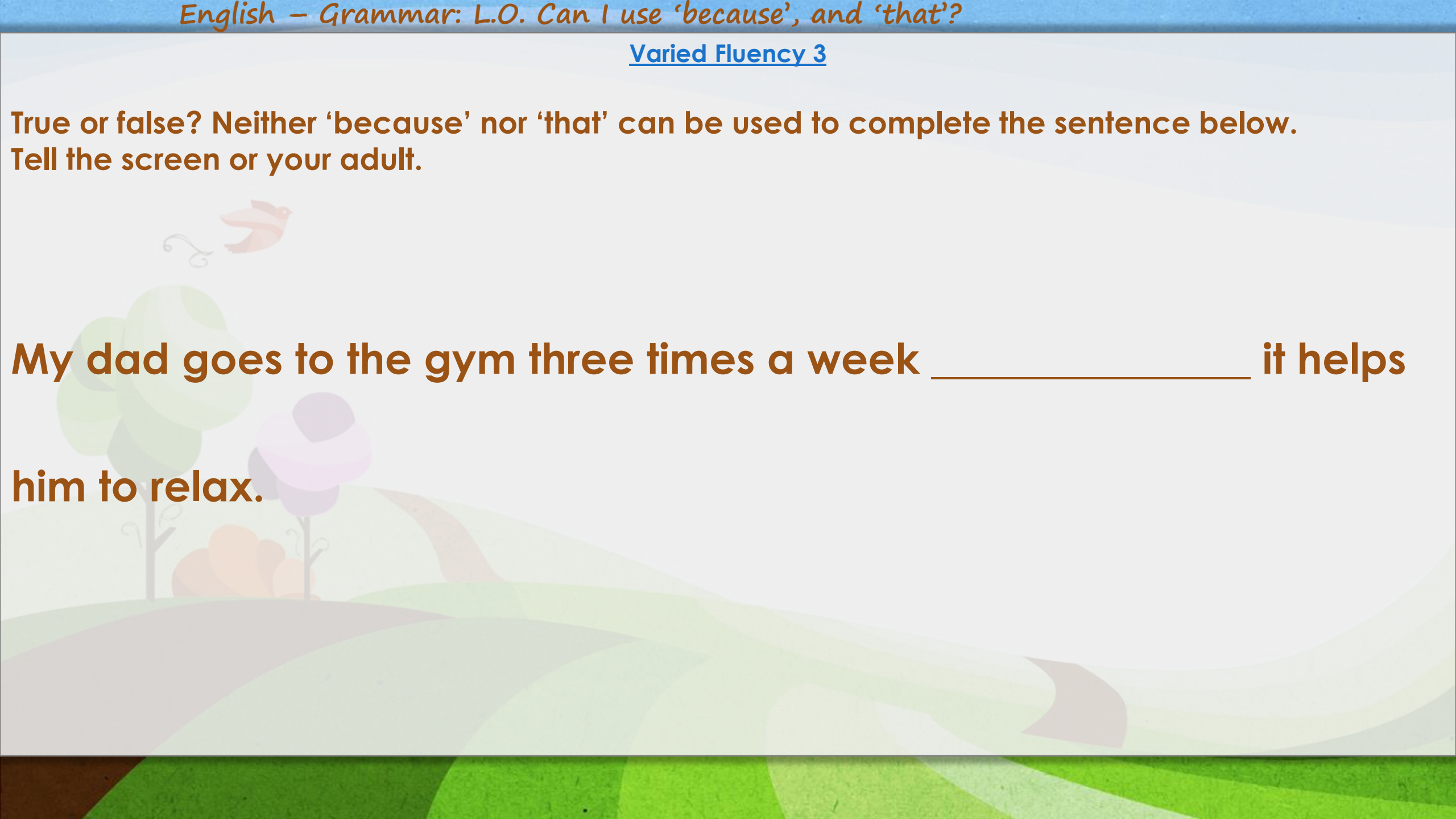
B.

He arrived late because he had been
stuck in heavy traffic.

☒

Varied Fluency 3

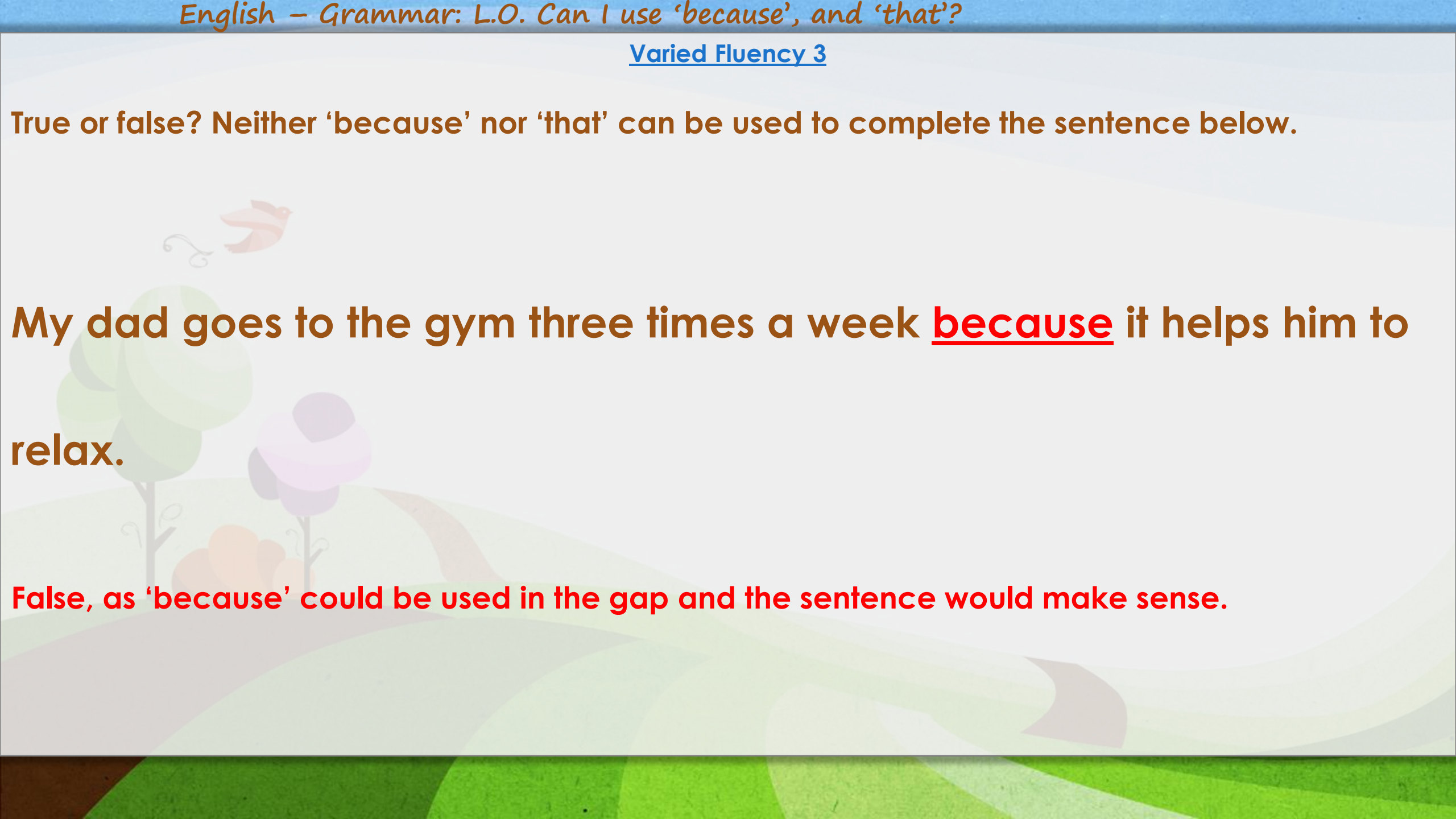
True or false? Neither 'because' nor 'that' can be used to complete the sentence below.
Tell the screen or your adult.



My dad goes to the gym three times a week _____ it helps
him to relax.

Varied Fluency 3

True or false? Neither 'because' nor 'that' can be used to complete the sentence below.

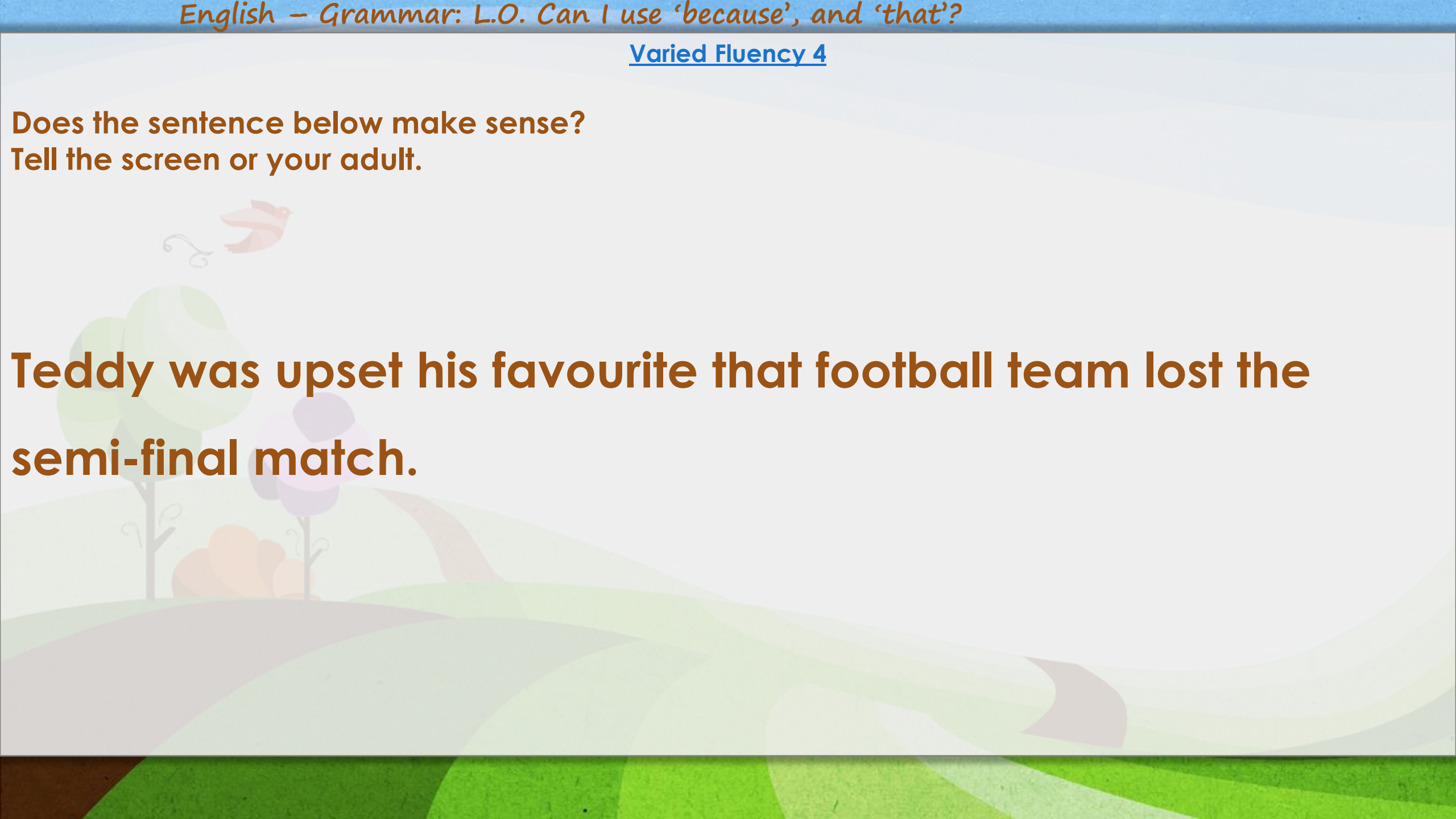


My dad goes to the gym three times a week because it helps him to relax.

False, as 'because' could be used in the gap and the sentence would make sense.

Varied Fluency 4

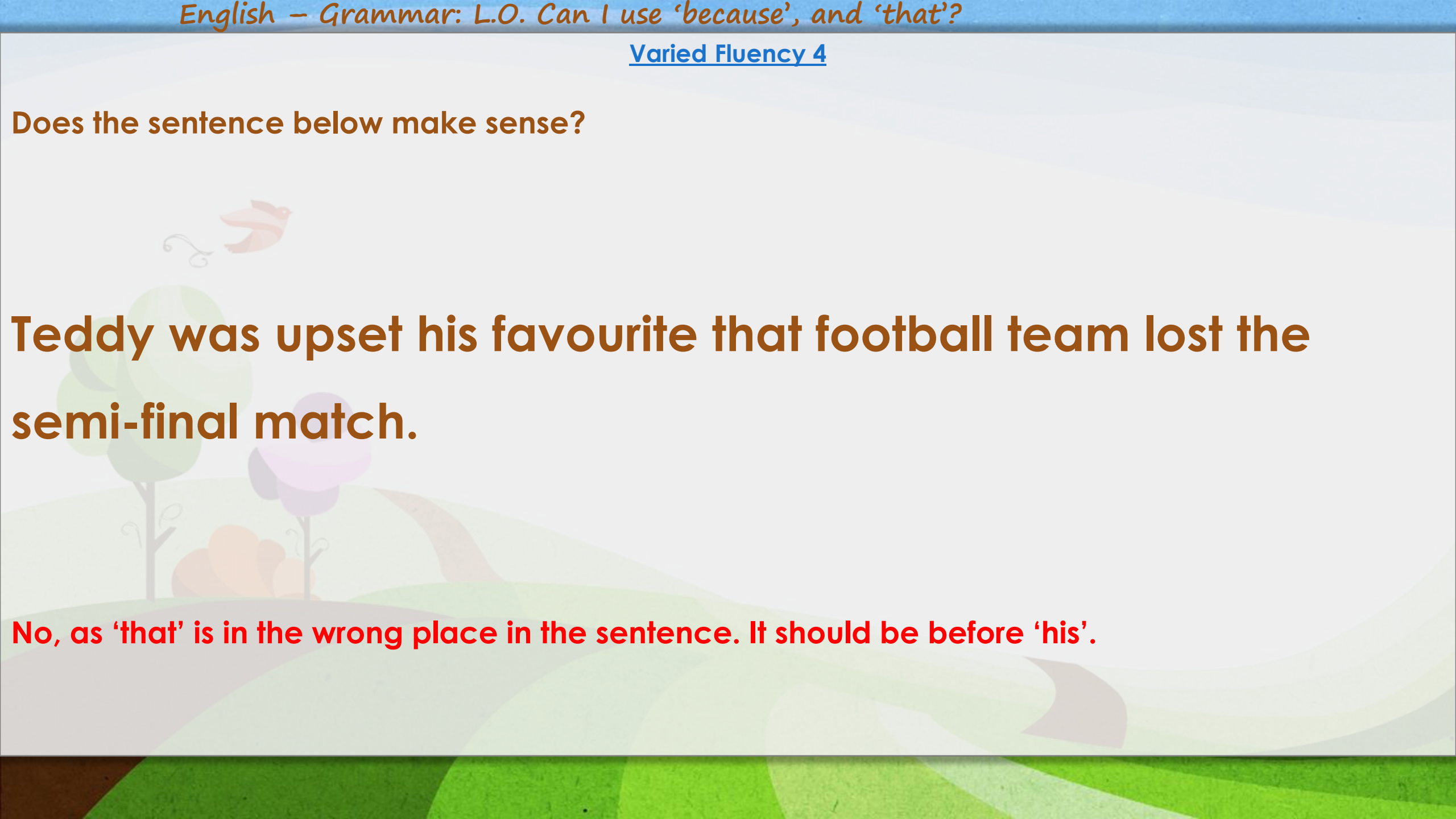
Does the sentence below make sense?
Tell the screen or your adult.



Teddy was upset his favourite that football team lost the semi-final match.

Varied Fluency 4

Does the sentence below make sense?



Teddy was upset his favourite that football team lost the semi-final match.

No, as 'that' is in the wrong place in the sentence. It should be before 'his'.

Reasoning 1

Point to the conjunction which should be used in the sentence below.

because

that

Millie's parents are kind _____ they let her stay up her past her bedtime.

Explain the reason for your choice to an adult or the screen.

Reasoning 1

Circle the conjunction which should be used in the sentence below.

because

that


Millie's parents are kind because they let her stay up her past her bedtime.

Explain the reason for your choice.

'Because' as it links the main clause to the reason why the writer thinks Millie's parents are kind.

Application 1

Point to the correct box to show where the conjunction **'that'** should be placed in the sentences below:




A. Dad was cross I left my
bedroom light switched on.



B. Grandma is very annoyed the town
bus never goes past her house.

Application 1

Tick the correct box to show where the conjunction 'that' should be placed in the sentences below:



A. Dad ☐ was cross ☒ I left my
bedroom light switched on.



B. Grandma is very annoyed ☒ the town
bus never goes ☐ past her house.

A = second box; B = first box

Reasoning 2

Which sentence explains the reason that James is sad?

- A. James is sad and doesn't feel like playing fun games.
- B. James is sad that his friend is moving to a new town.
- C. James was sad but his funny dad made him laugh lots.

How do you know? Tell your adult or the screen.

Reasoning 2

Which sentence explains the reason that James is sad?

A. James is sad and doesn't feel like playing fun games.

B. James is sad that his friend is moving to a new town.

C. James was sad but his funny dad made him laugh lots.

How do you know?

Sentence B because the conjunction 'that' is used to link the main clause to the reason why James is sad (his friend is moving to a new town).

Practise

In your home learning book, use a joining word from the boxes to complete each sentence and write the full sentence neatly.

because

that

Fire can be dangerous _____ it is hot.

Answer.

Fire can be dangerous because it is hot.

Practise

In your home learning book, use a joining word from the boxes to complete each sentence and write the full sentence neatly.

because

that

I am cross _____ it is raining today.

Answer.

I am cross that it is raining today..

Practise

In your home learning book, use a joining word from the boxes to complete each sentence and write the full sentence neatly.

because

that

I saw the scooter _____ I used to own.

Answer.

I saw the scooter that I used to own.

Review What are conjunctions?

Conjunctions are joining words.

Name some conjunctions that you can use ...

English -

Don't forget ... part of English is reading everyday!

(Parents/ carers – can you make sure that your child reads to you and/ or you read to them every day. Thank you!)



Comedian and children's author **David Walliams** is releasing a free children's audio book daily for the next 30 days, he announced on Twitter this morning.

He **tweeted**: "I am about to call in to @ZoeTheBall's @BBCRadio2 show to talk about the free 'World's Worst Children' audiobooks I am posting daily."

The first story is already available for download on **Walliams' website**. Called 'The Terrible Triplets', it's part of his book 'The World's Worst Children 3', a collation of different stories that was released in 2018.


The audio book extracts will be released daily at 11am, and will be selected from his 'World's Worst Children' book series.

Take a break!
Have lunch!





Science

A stylized landscape illustration. The foreground features rolling green hills. On the left, a tree with a brown trunk and a large, rounded canopy of purple and pink leaves stands on a small patch of orange ground. The background consists of layered, wavy bands of light blue and white, suggesting a sky or distant hills.

Let's recap what we have
learnt so far

<https://www.bbc.co.uk/programmes/p00pyhfg>

Four white cards with yellow stars are arranged in a row at the top of the page. The first card has 6 stars, the second has 6 stars, the third has 6 stars, and the fourth has 6 stars. The background is a light blue sky with white clouds.

Star words

seeds

embryo

bulbs

root

germination

stem



Science: Can I learn that seeds and bulbs have food inside them?

Seeds and Bulbs



The first stage in the life cycle of most plants is a seed.
Seeds come in all shapes and sizes.
Every plant has a different seed.

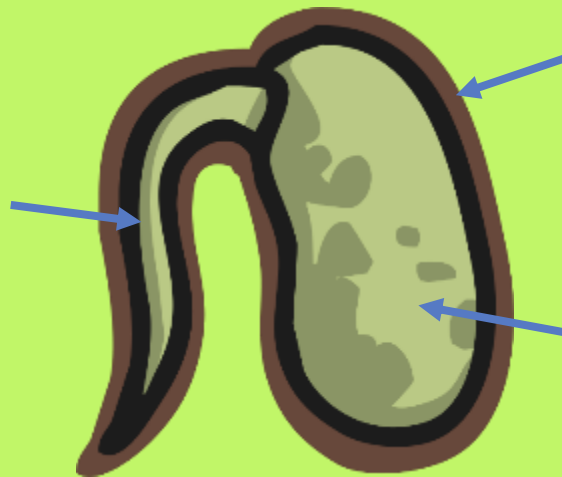
Science: Can I learn that seeds and bulbs have food inside them?

Seeds and Bulbs

Every single seed has the beginnings of a new plant inside it, along with a little store of food to help it grow.

When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called **germination**.

Embryo:
The tiny root and shoot which will grow into the adult plant.



Seed Coat:
A tough outer covering.

Food Store:
A Store of food for the young plant to use until it has grown enough to make its own food.

Science: Can I learn that seeds and bulbs have food inside them?

WATCH: Click
link to find
out about
germination.

<https://vimeo.com/218127343>

Seeds and Bulbs: Germination



Here are some
different
plants in the
process of
germinating.

Science: Can I learn that seeds and bulbs have food inside them?

Seeds and Bulbs

Some plants grow first from a **seed**, and then develop a **bulb** that helps them to grow back year after year.

A **bulb** lets the plant rest underground over the winter when it is too cold, then grow back later in the year when conditions are right.

What is inside a bulb?

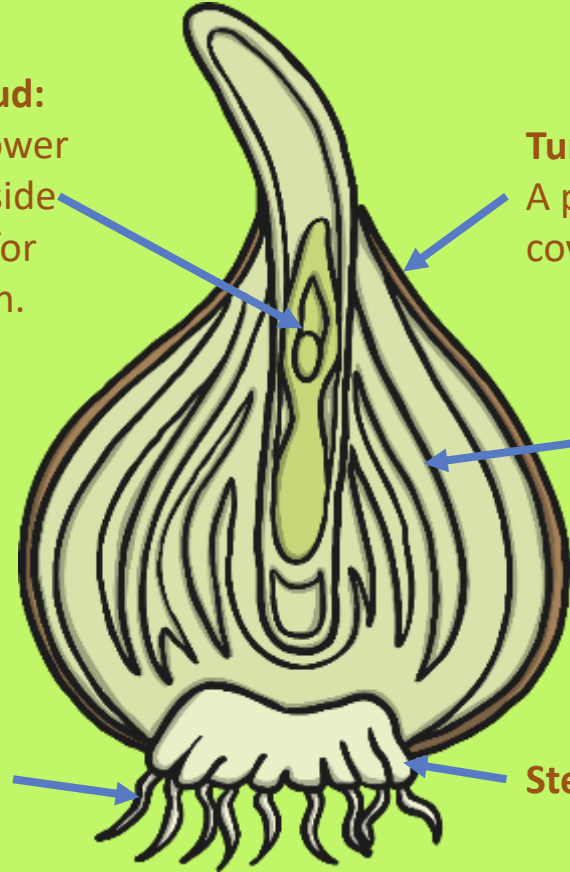
Flower Bud:
Future flower stored inside the bulb for protection.

Tunic:
A papery outer covering.

Scales:
Thick leaves that store the food.

Roots

Stem



Science: *Can I learn that seeds and bulbs have food inside them?*

Seeds and Bulbs

Here are some common plants that grow from bulbs.

Daffodils, tulips, snowdrops, lilies and allium.



Science: Can I learn that seeds and bulbs have food inside them?

How are your seeds doing?

Here are Millie and Isla's sunflower plant.

It has eight leaves.

How many leaves has your plant got?

If you haven't planted a seed yet, its not too late.

Send Mr Tyler some photos so we can share our seeds on the home learning gallery.



Science: Can I learn that seeds and bulbs have food inside them?

Review

True or False

Seeds and bulbs have food inside them.



Science: Can I learn that seeds and bulbs have food inside them?

Review

True or False

True Seeds and bulbs have food inside them to help them start to grow.

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



Imaginary Animals

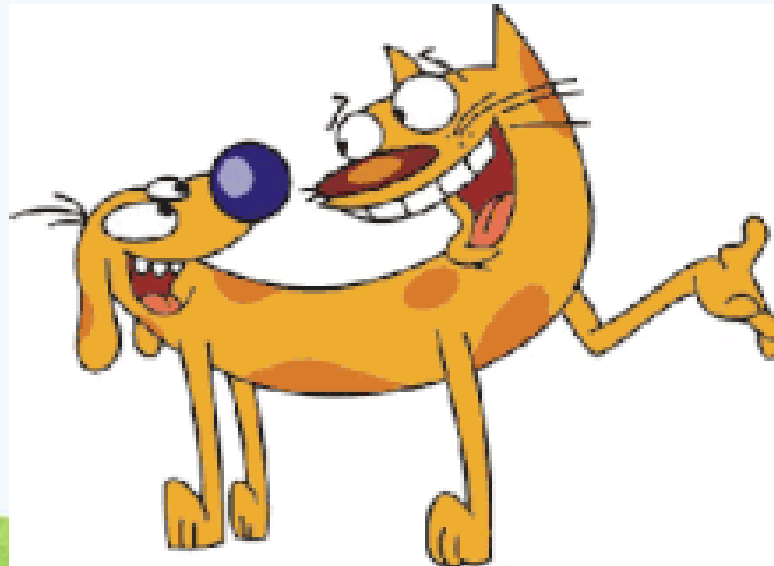


Thinking skills: information processing

What you need: picture of OR a real animal

What to do:

1. Look closely at your chosen animal.
2. Now close your eyes. Try to picture it in your mind.
3. Open your eyes and take another look.
4. Close your eyes. Imagine it with an extra head, extra leg, a different colour, how would it sound if it spoke, a different type of skin and so on.
5. Now imagine it as it is normally
6. Open your eyes and draw what you imagined.



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>





How did the plaiting go? Looking forward to seeing the things that you have grown. Please tell me all about it!

Love

Mrs Thornely