



Good morning Kelmarsh,

Another sunny day, hip hip hooray! My girls have photo bombed my welcome photo today, as they wanted to say hello!

Let's hope this weather stays nice ready for tomorrow's VE day. VE stands for Victory in Europe and celebrates the end of the War on May the 8<sup>th</sup> 1945.



Are your family or your street doing anything to celebrate VE day tomorrow? In our village, at 11am we will follow a 2 minutes silence on our doorsteps to remember the brave soldiers who lost their lives protecting our country. At 3pm we will watch the prime minister of the time, Churchill, declaring that World War 2 was over. Then lots of the village will come out to their front lawns and have a picnic/ drink tea and eat cake. Then at 9pm, we will listen to the Queen's address at followed by a nationwide sing-a-long of "We'll Meet Again" with the Royal British Legion. It should be a special day!



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	Finish off
Lesson 6	Something different/ VE decorations

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

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





# Book Talk

Parent/ carers

Today I have added a comprehension activity on PDF about VE day. This is aimed for KS1 but the text and questions have been differentiated three ways. (Stars are at the bottom of the page)

Start at the 2 star text and questions, if this is too tricky go back to the 1 star text (support if necessary) or if too easy go up to the 3 stars.



## Handy hints for word reading

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

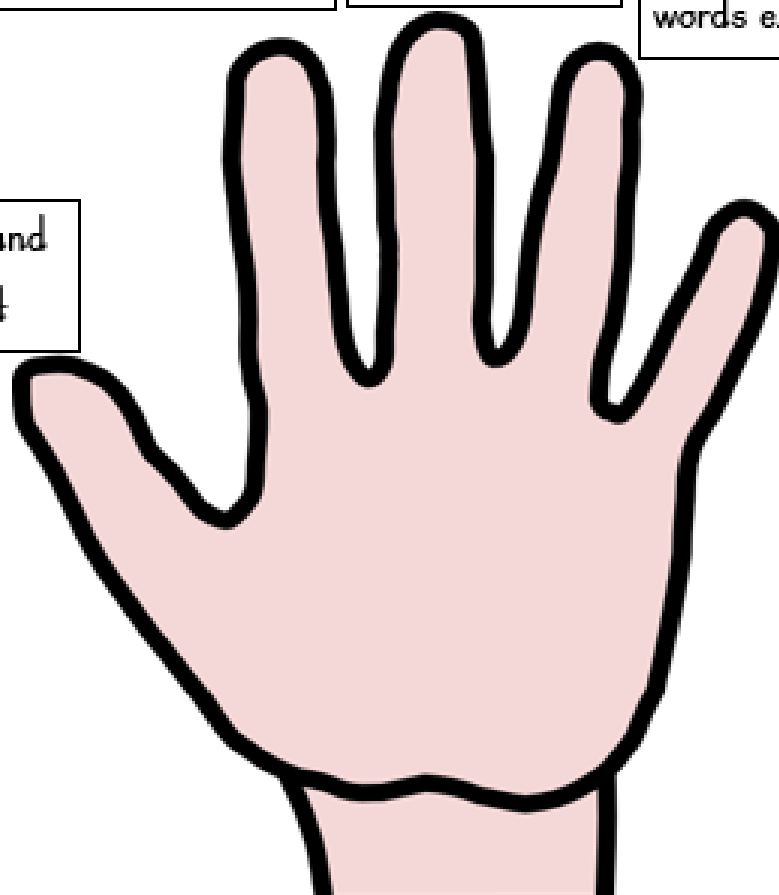
Decoding



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

Words within words e.g. glove

Sound it



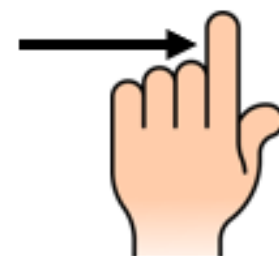
Does it make sense in the sentence?

## 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

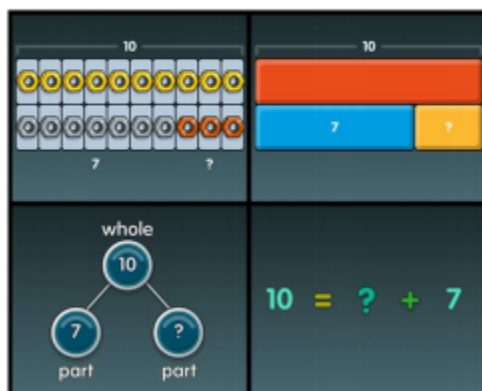
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

### 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.

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



# Review: Addition and subtraction trios to 20

## Trios for 16

### Trios for 16

$16 + 0 = 16$

$0 + 16 = 16$

$16 - 0 = 16$

$16 - 16 = 0$



$15 + 1 = 16$

$1 + 15 = 16$

$16 - 1 = 15$

$16 - 15 = 1$



$14 + 2 = 16$

$2 + 14 = 16$

$16 - 2 = 14$

$16 - 14 = 2$



$13 + 3 = 16$

$3 + 13 = 16$

$16 - 3 = 13$

$16 - 13 = 3$



$12 + 4 = 16$

$4 + 12 = 16$

$16 - 4 = 12$

$16 - 12 = 4$



$11 + 5 = 16$

$5 + 11 = 16$

$16 - 5 = 11$

$16 - 11 = 5$



$10 + 6 = 16$

$6 + 10 = 16$

$16 - 6 = 10$

$16 - 10 = 6$



$9 + 7 = 16$

$7 + 9 = 16$

$16 - 7 = 9$

$16 - 9 = 7$



$8 + 8 = 16$

$16 - 8 = 8$







## Star words



x

10 times tables

multiply

multiplication

factor

product

odd

even

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

### Recap

We count up in groups of 2s when we work out the two times tables.

We count up in groups of 10s when we work out the ten times tables.

$$5 \times 10 = 10 \times 5$$

The factors can be written either way but the product will still be the same - 50.

### Practise

Let's chant the 2 x tables and the 10 x tables

Remember that the twos end in 0, 2, 4, 6, 8

The tens end in 0

$$0 \times 2 = 0$$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$



Warm up: Lets count up in 10s

Skip Counting

\* Challenge Forwards using numberline

\*\* Challenge: Backwards using numberline

\*\*\* Challenge: Forwards and backwards without numberline



Practise

In your home learning book, write out the multiplication sentence and work out the product.  
Click **enter** for answer.

1)  $3 \times 10 =$

1)  $10 \times 5 =$

2)  $6 \times 10 =$

2)  $5 \times 10 =$

3)  $5 \times 10 =$

3)  $10 \times 10 =$

4)  $7 \times 10 =$

4)  $10 \times 12 =$



In your home learning book, write out the multiplication sentence and work out the product.  
Click **enter** for answer.

$$1) 3 \times 10 = 30$$

$$1) 10 \times 5 = 50$$

$$2) 6 \times 10 = 60$$

$$2) 5 \times 10 = 50$$

$$3) 5 \times 10 = 50$$

$$3) 10 \times 10 = 100$$

$$4) 7 \times 10 = 70$$

$$4) 10 \times 12 = 120$$

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

### Practise

Copy carefully into your home learning book, and fill in the missing numbers.

Click **enter** for answer.

	<b><math>\times 10</math></b>
0	
	10
2	20
	30
4	
5	
	60
7	
	80
	90
10	100
11	110
12	

$$10 \times 10 = 100$$

$$9 \times 10 = \square$$

$$8 \times 10 = \square$$

$$7 \times \square = 70$$

$$6 \times \square = 60$$

$$5 \times \square = 50$$

$$\square \times 10 = 40$$

$$\square \times 10 = 30$$

$$\square \times 10 = 10$$



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

## Practise

Copy carefully into your home learning book, and fill in the missing numbers.

Click **enter** for answer.

	$\times 10$
0	0
1	10
2	20
3	30
4	40
5	50
6	60
7	70
8	80
9	90
10	100
11	110
12	120

$$10 \times 10 = 100$$

$$9 \times 10 = 90$$

$$8 \times 10 = 80$$

$$7 \times 10 = 70$$

$$6 \times 10 = 60$$

$$5 \times 10 = 50$$

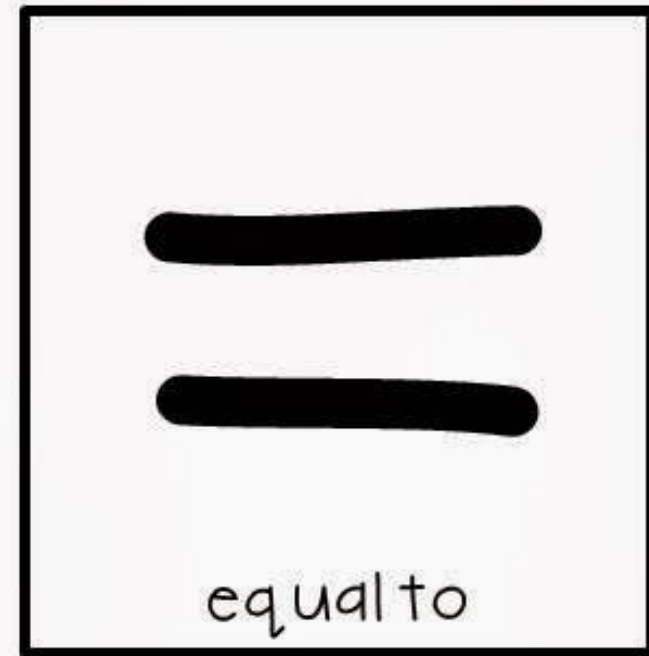
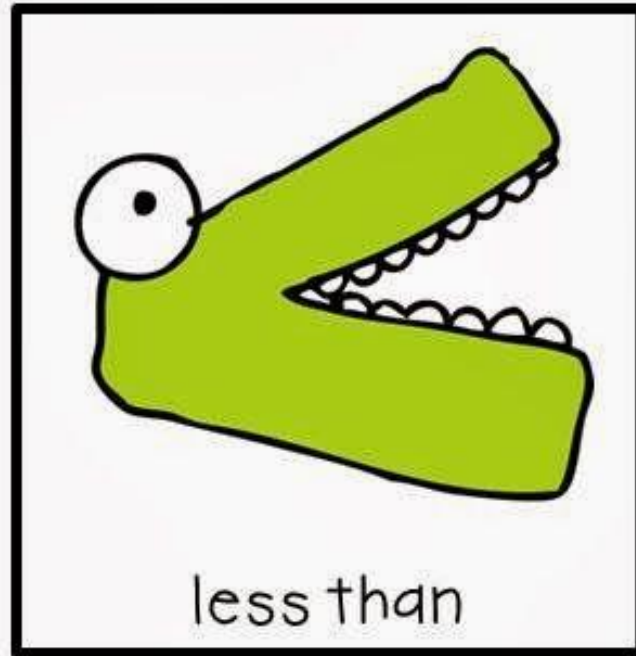
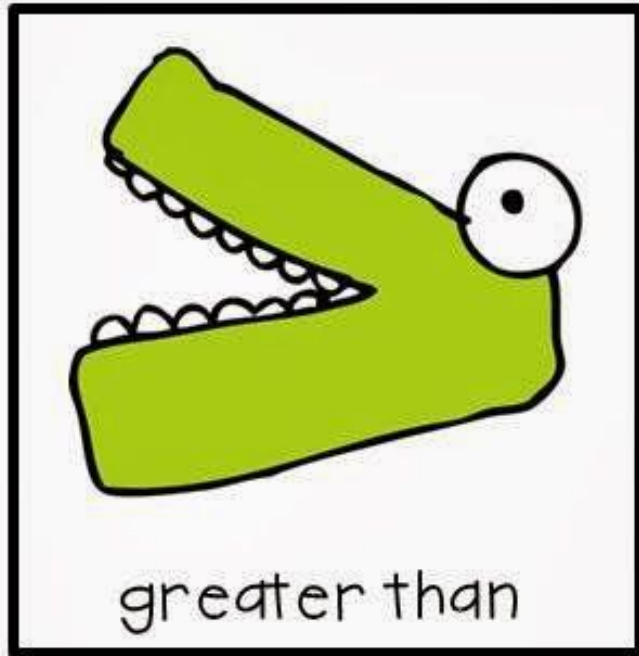
$$4 \times 10 = 40$$

$$3 \times 10 = 30$$

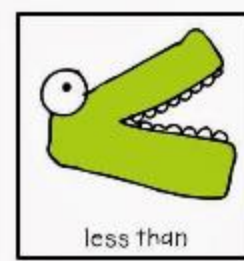
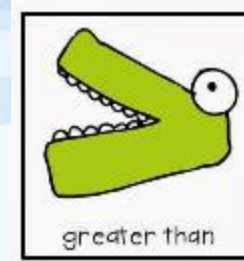
$$1 \times 10 = 10$$

## Review

We looked at using inequality symbols when we were learning about money and addition and subtraction. (Remember Chomp!)







Model: (Click to show modelled answer)

$$\begin{array}{l} 20 \\ 2 \times 10 \end{array}$$



$$\begin{array}{l} 50 \\ 5 \times 10 \end{array}$$

$$\begin{array}{l} 50 \\ 5 \times 10 \end{array}$$



$$\begin{array}{l} 20 + 10 = 30 \\ 2 \times 10 + 10 \end{array}$$

**Apply:** Copy and complete in your home learning book

- 'Fill in the missing symbols (<, > or =).'

$$12 \times 10 \bigcirc 11 \times 10$$

$$12 \times 10 \bigcirc 11 \times 10 + 10$$

$$12 \times 10 \bigcirc 12 \times 10 + 10$$

$$12 \times 10 \bigcirc 13 \times 10 - 10$$

## Answers:

- 'Fill in the missing symbols (<, > or =).'

120

$12 \times 10$



110

$11 \times 10$

$$110 + 10 = 120$$

$12 \times 10$



$11 \times 10 + 10$

$$120 + 10 = 130$$

$12 \times 10$



$12 \times 10 + 10$

$$130 - 10 = 120$$

$12 \times 10$



$13 \times 10 - 10$



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

**Apply:** Talk to the screen/ your adult if these are true or false and explain why

These are products in the ten times table. True (✓) or false (✗)?	
10, 50, 70, 90	
20, 10, 5, 0	
1, 10, 0, 111	
130, 140, 150, 160	

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

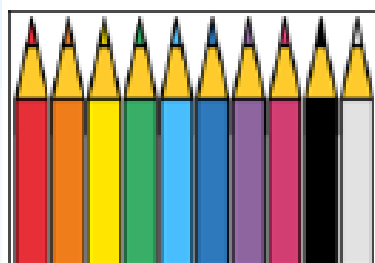
Answer:

The product of the 10 times table always ends in 0.

	These are products in the ten times table. True (✓) or false (✗)?
10, 50, 70, 90	✓
20, 10, 5, 0	✗
1, 10, 0, 111	✗
130, 140, 150, 160	✓

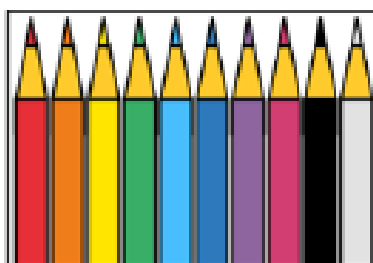
Maths: L.O. Can I learn my tens times tables?

**Apply:** Talk to the screen/ your adult which number sentences match the picture.



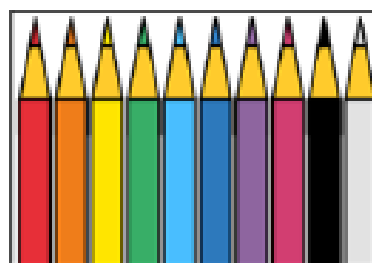
10

pencils



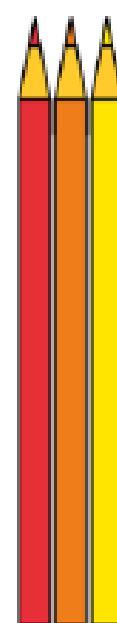
10

pencils



10

pencils



*'Which expression(s) match this picture? Explain.'*

$$4 \times 10$$

$$4 \times 3$$

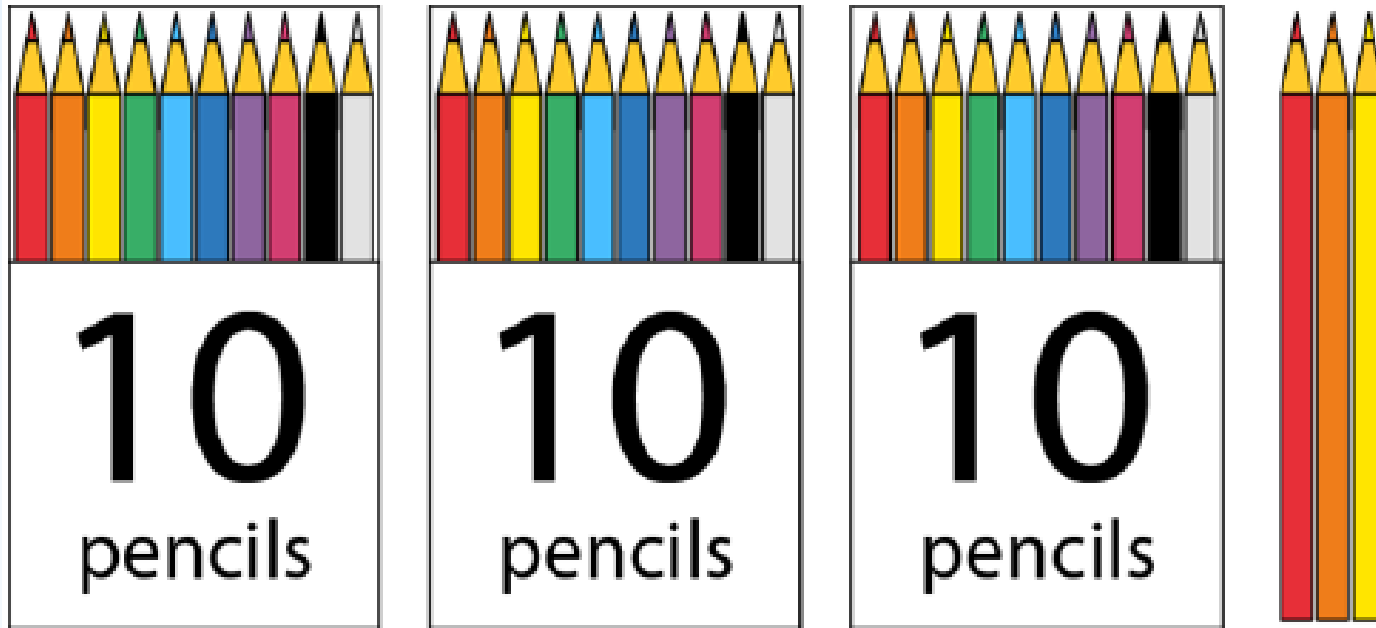
$$10 \times 3 + 3$$

$$3 \times 10 + 3$$



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

Answer:



*'Which expression(s) match this picture? Explain.'*

$$4 \times 10$$

$$4 \times 3$$

$$10 \times 3 + 3$$



$$3 \times 10 + 3$$



## Challenge :

- *'If one toy car costs £10, how much do five cost?'*
- *'If six children are each holding up all of their fingers, how many fingers are there altogether?'*
- *'How many 10 p coins will I need to buy a cake that costs 80 p?'*

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

Answer :

- 'If one toy car costs £10, how much do five cost?'

$$£10 \times 5 = £50$$

- 'If six children are each holding up all of their fingers, how many fingers are there altogether?'

$$6 \times 10 = 60 \text{ fingers}$$

- 'How many 10 p coins will I need to buy a cake that costs 80 p?'

$$8 \times 10 = 80$$

I need 8 10p coins



# 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 - ee sound

We have learnt that the -**ee** sound can be written

ee - ge**ee**se



ie - pie**ce**



ea - che**a**p



e e - the**se**



y - pon**y**



ey - donke**y**



# Best Bet /ee/

In the middle of a word:

ea or ee

At the end of a word:

y

At the end of short words:

e

Less common graphemes:

key chief receipt people these



## Revision - ee sound

Fill in the gaps with the long e sound and write them in your home learning book.  
Click **enter** for answers.

a g r \_ \_ d

c h i m n \_ \_

m o n \_ \_

t r \_ \_

h \_ \_ t

p e n n \_

c i t \_

t \_ \_ c h

## Revision - ee sound

Answers.

a g ree dc h i m neym o neyt reehea tp e n nyc i tytea c h



## Revision - ee sound

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

She/ Shee is a meen/mean crepey  
/creepy sneak/ snyk.

# Revision - ee sound

same sound different spelling

Answer

She is a mean creepy sneak.

## Revision - ee sound

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

Don't steal/ stele these/ thees ice  
creams/ ice creyms.

# Revision - ee sound

same sound different spelling

Answer

Don't steal these ice creams.



# Best Bet /ee/

In the middle of a word:

?

At the end of a word:

?

At the end of short words:

?

Less common graphemes:

?



Word of the day

Mrs Maloney

Mrs Thornely

eye

to

A fly landed in my eye.

What are you going to do?

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



# Review What are conjunctions?

**Conjunctions** are joining words.

## Review

**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.

Introduction

Point at the words below that can be used to join two parts of a sentence together.

happy

and

that

fast

because

skip

so

house

but

chair

or

run



Introduction

Underline the words below that can be used to join two parts of a sentence together.

happy

and

that

fast

because

skip

so

house

but

chair

or

run

Varied Fluency 1

Point to the word which joins the main clause and the extra information.

**I am very thirsty because I have not had a drink of water.**

Varied Fluency 1

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

I am very thirsty because I have not had a drink of water.

Varied Fluency 2

In your home learning book, write the sentence and complete the sentence below using **because** or **that**.

It was so hot \_\_\_\_\_ my ice cream started to melt.



Varied Fluency 2

Complete the sentence below using **because** or **that**.

It was so hot that my ice cream started to melt.

Varied Fluency 3

Point and thumbs up (correct) thumbs down (wrong) the sentences that have used a conjunction correctly.

1. Sarah is smiling because she has won a special prize at school.
2. It is so cold that I must wear my scarf and gloves.
3. He quickly sprinted to catch the bus that he was running late.

☐☐☐

Varied Fluency 3

Tick the sentences that have used a conjunction correctly.

1. Sarah is smiling because she has won a special prize at school.
2. It is so cold that I must wear my scarf and gloves.
3. He quickly sprinted to catch the bus that he was running late.



Varied Fluency 4

Using post it notes, build a sentence using the words below.

My

is

glad

that

bike

fixed.

Dad

his

is



Varied Fluency 4

Build a sentence using the words below.

My

Dad

is

glad

that

his

bike

is

fixed.

Application 1

Join the pieces of information using **because** or **that**. Rewrite the sentence neatly in your home learning book

He is so tall.

He had to crouch to fit through the doorway.

Application 1

Join the pieces of information using *because* or *that*.

He is so tall **that** he had to crouch to fit through the doorway.



Millie thinks she has used **that** correctly.

I am wearing my wellies that I am going to splash in the puddles.

Is she correct? Explain how you know.



Reasoning 1

Millie thinks she has used *that* correctly.

I am wearing my wellies *that* I am going to splash in the puddles.

Is she correct? Explain how you know.

**Millie is incorrect because the sentence should be:**

**'I am wearing my wellies because I am going to splash in the puddles' as this explains why wellies are being worn.**

# 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!







# Finish Off

Use this time to catch up on anything you have missed this week.

# 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





# VE Day Crafts

**What you need:** red, white and blue crayons, paint or paper

**What to do:** Why not get your house ready for Friday with some of these ideas?





# 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>





Don't forget to take some photos of you celebrating VE day and send them to Mr Tyler so I can see them on the home-learning gallery. I have loved seeing Kelmarsh who have already made it on the gallery! If you haven't had a look - check it out on the school website!

**Joke corer**  
**Knock Knock**  
**Who's there?**  
**Dat.**  
**Dat who?**  
**Dat's all folks**



Love

Mrs Thornely