Good morning Kelmarsh,

So do you remember when we were learning about London, I said that Mr Thornely had been invited to the Queen's Garden Party and he was allowed to invite someone else (which was me) … well that was supposed to be today! I was so excited to see Buckingham House' gardens and meet someone from the Royal Family. Oh well! They have said it will be postponed …. so I'm hoping we will be able to go in the future. I might still be able to wear a posh frock and a hat!

I had feedback that some parents would like me to put the answers for maths the next day – as it was too tempting to peek at the answers before working the calculations out. What I'll do, is if its part of the modelling/ guided sessions I will keep the answers in (so your child knows if they are getting the gist of it) but the practise activities (after the guided steps), the answers will be on the beginning of the next day's Power Point. I hope this helps!

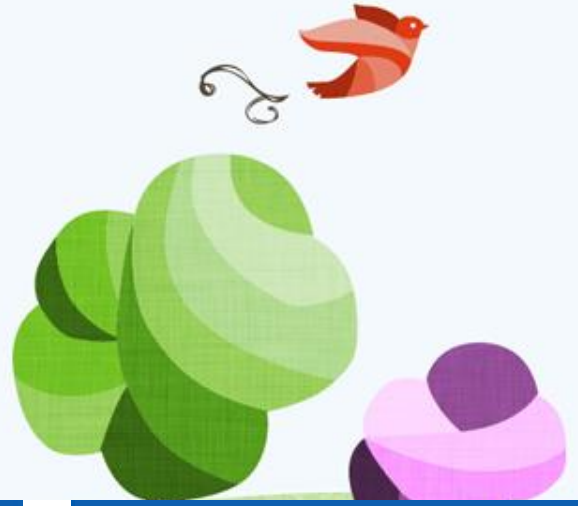
I am really proud of how hard all of you are trying to learn at home. I **really** do know it is not easy (believe me having two of my own and both Mr Thornely and I working too). Just try your best and remember, try not to make too much of a fuss with your Mum or Dad about getting your work done. They are trying their best too. I love it when I hear positive comments that you are trying hard and aiming high. Those are the comments that make my hear burst with pride!

Take care and be kind to each other, Love Mrs Thornely

Joke corner

Why did the belt go to prison?
Because it held up a pair of trousers.

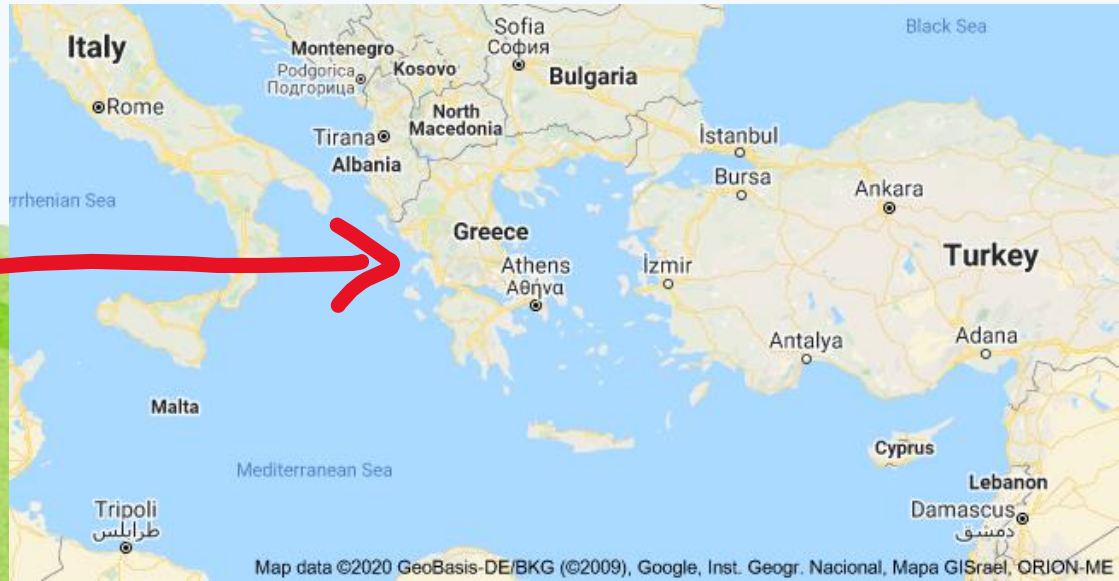
Welcome to Kelmarsh Online



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 Lesson 6	Zippy Something different/ Paper Plate Aquarium

Parents/carers tip: this follows our typical daily timetable

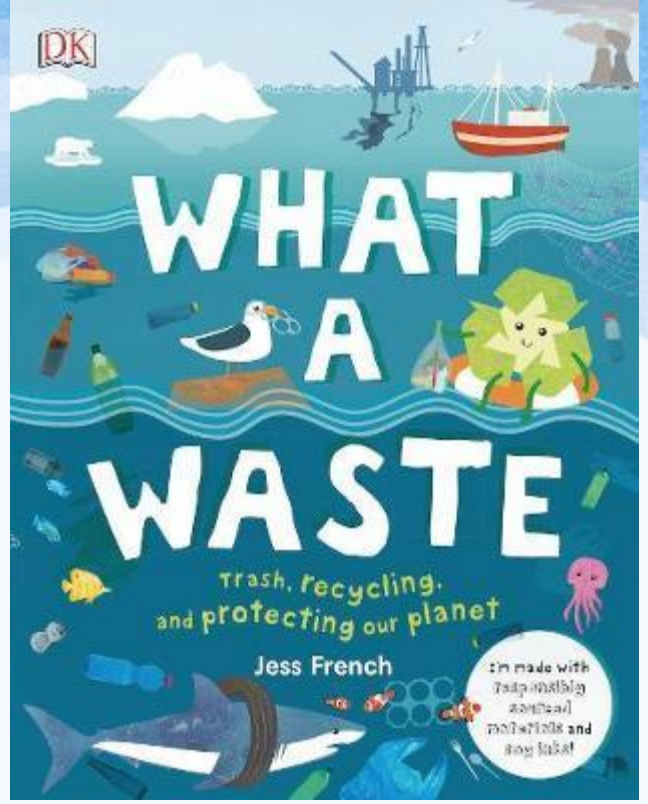
However, you might want to start the day with …

Spelling Test - Ask your adult to read these words to you. How did you get on?

Mrs Maloney	Mrs Thornely
sure	climb
sugar	who
eye	to

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

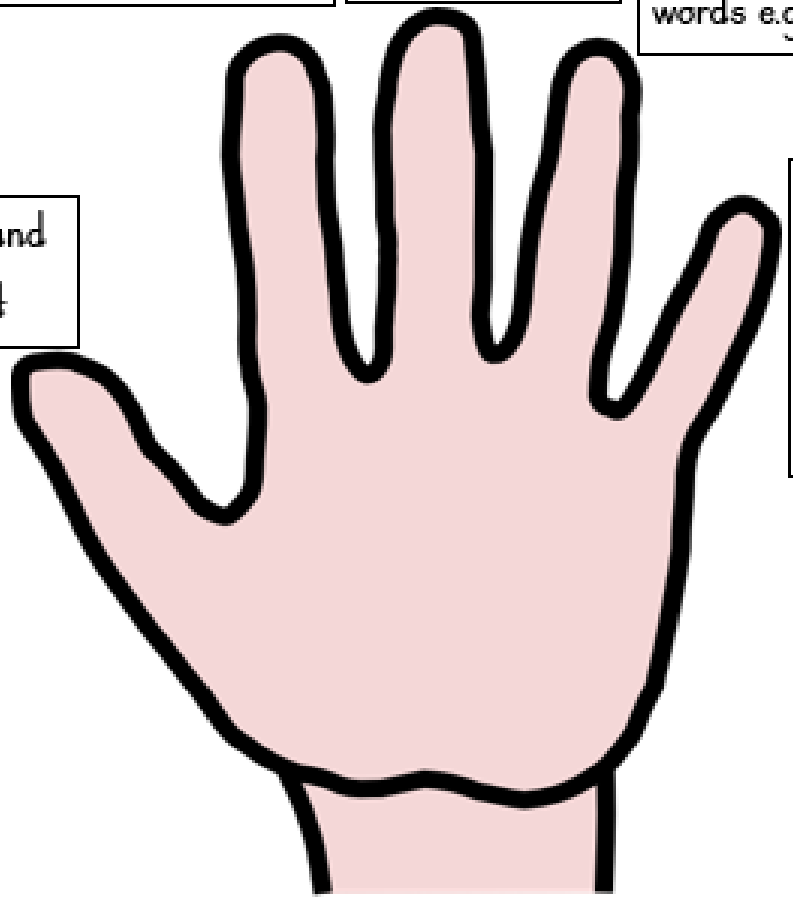
Handy hints for word reading

Decoding

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

Chunk it e.g. **c**-**a**-**tt**-**le**

Words within words e.g. **glove**



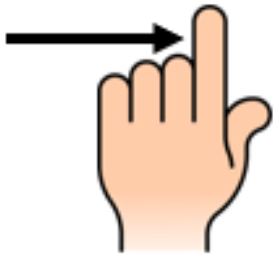
Sound it

Does it make sense in the sentence?

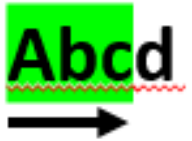
Key Skills: Retrieving

1)Read the question

2)Scan the text



3)Find the information



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
reduce	to make less in amount or size	verb
tote bag	a large bag used for shopping	noun
reuse	to use again or use more than once. *One can reuse plastic bread bags.*	verb
recycle	to put through a process that allows used things to be reused. *Northampton recycles old plastic bottles to make school fleeces.*	verb
eco-friendly	something that doesn't harm the environment	adjective
environment	Area in which plants or animals live	noun

Save the World with the 3 Rs *Book Talk What a waste – Jess French*

Around 75 million tons of waste are thrown away daily.

1) Reduce

The best way to stop creating so much waste is to buy fewer thing. Take a tote bag (reusable bag) to the shops instead of using plastic bags and buy loose fruit and vegetables to avoid too much plastic packaging.

2) Reuse

The next best thing you can do is reuse things instead of only using them once. Try a craft project to find new uses for old things. Cans and jars make great storage containers, while colourful paper can be used to wrap presents.

3) Recycle

For everything else, recycle as much as you can. Plastic is particularly difficult to recycle, so make eco-friendly swaps like using a paper bag that can be recycled in place of a plastic one that can't.

Many people are trying to live **zero waste** lives. Some of them can fit their rubbish from a whole year inside a single jam jar.

Book Talk

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

Retrieve

How much waste is thrown away daily?

_____ tons of rubbish is thrown away daily.

Book Talk

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

Retrieve

What's the best way to stop creating so much waste?

The best way to create less waste is

_____.

Book Talk

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

Clarify

Retrieve

What does re-use mean?

Re-use means _____.

Book Talk

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

Clarify

What is a **zero waste** life mean?

Zero waste life means _____.

Infer

Do you think living a **zero waste** life would be easy? Why/ Why not?

I think living a **Zero waste** life would be easy/ difficult because _____ .

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

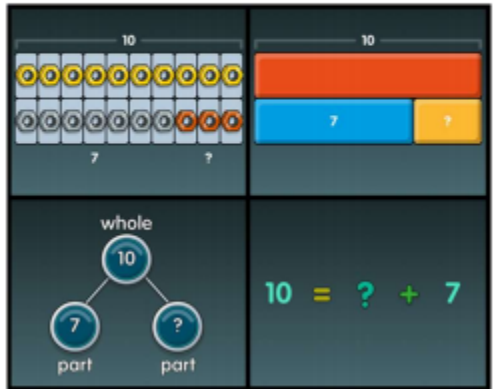
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

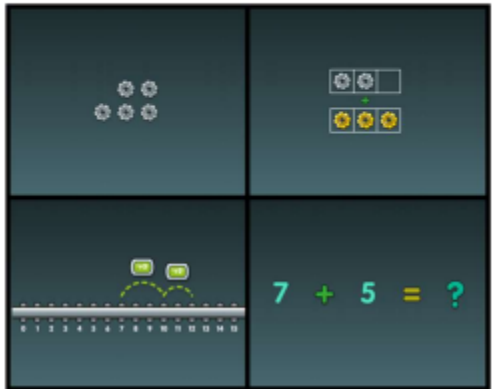
Unlocking Levels

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

Review: Addition and subtraction trios to 20
Trios for 17

Trios for 17

17 + 0 = 17
0 + 17 = 17
17 − 0 = 17
17 − 17 = 0

14 + 3 = 17
3 + 14 = 17
17 − 3 = 14
17 − 14 = 3

11 + 6 = 17
6 + 11 = 17
17 − 6 = 11
17 − 11 = 6

16 + 1 = 17
1 + 16 = 17
17 − 1 = 16
17 − 16 = 1

13 + 4 = 17
4 + 13 = 17
17 − 4 = 13
17 − 13 = 4

10 + 7 = 17
7 + 10 = 17
17 − 7 = 10
17 − 10 = 7

15 + 2 = 17
2 + 15 = 17
17 − 2 = 15
17 − 15 = 2

12 + 5 = 17
5 + 12 = 17
17 − 5 = 12
17 − 12 = 5

9 + 8 = 17
8 + 9 = 17
17 − 8 = 9
17 − 9 = 8

Star words

5 times tables

multiply

multiplication

x

factor

product

pattern

Maths: L.O. Can I learn my five 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 x 10 = 10 x 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

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

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

Practise

Now let's chant the 5 x tables

What do you notice

Look at the product (answers) of the 5 times tables.

It there a pattern? What do you notice?

I notice that …

the five times tables end in a zero or five.

$0 \times 5 = 0$

$1 \times 5 = 5$

$2 \times 5 = 10$

$3 \times 5 = 15$

$4 \times 5 = 20$

$5 \times 5 = 25$

$6 \times 5 = 30$

$7 \times 5 = 35$

$8 \times 5 = 40$

$9 \times 5 = 45$

$10 \times 5 = 50$

$11 \times 5 = 55$

$12 \times 5 = 60$

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Warm up

Use a clock face for the five times tables.

Question

If the minute hand is pointing at "3", how many minutes past the hour is it?

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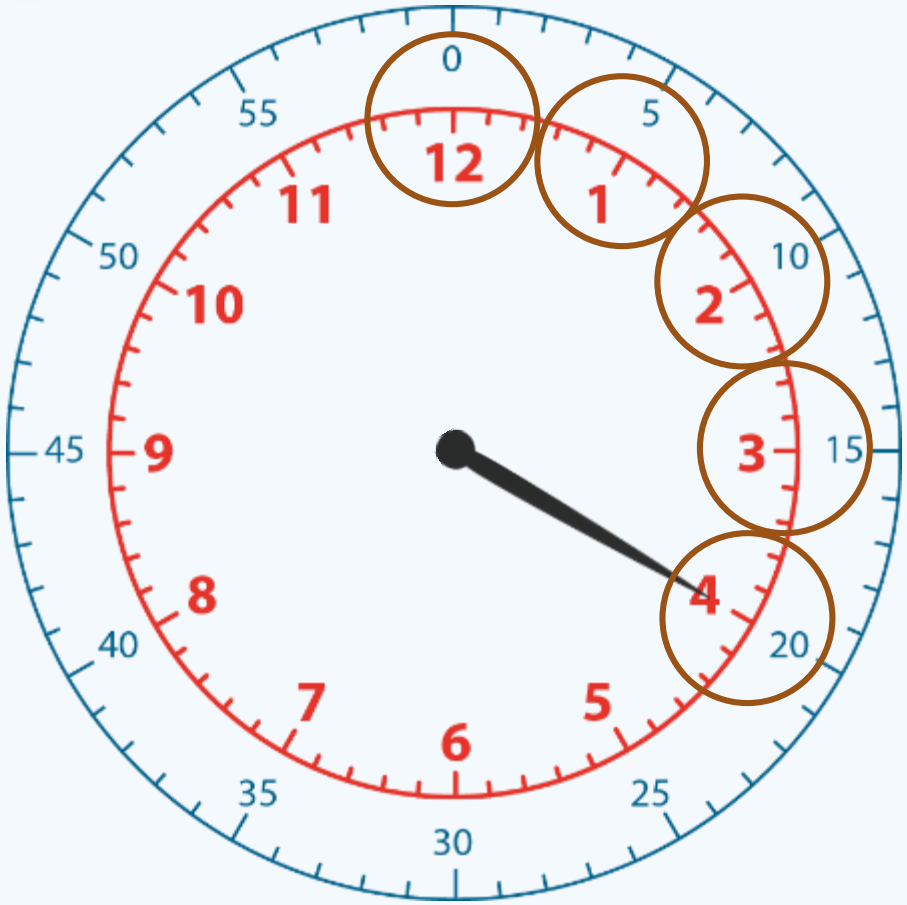
Warm up

Use a clock face for the five times tables.



Question

If the minute hand is pointing at "4", how many minutes past the hour is it?

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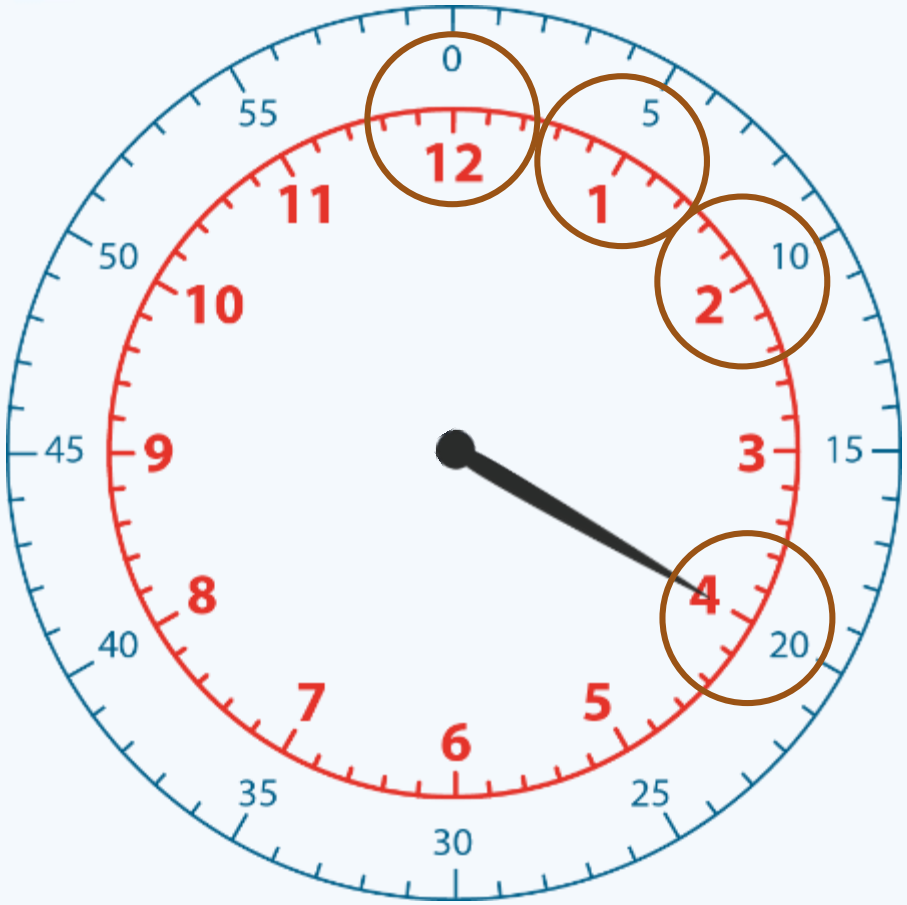
Warm up

Use a clock face for the five times tables.

Question

What about if the minute hand is pointing at "2"?



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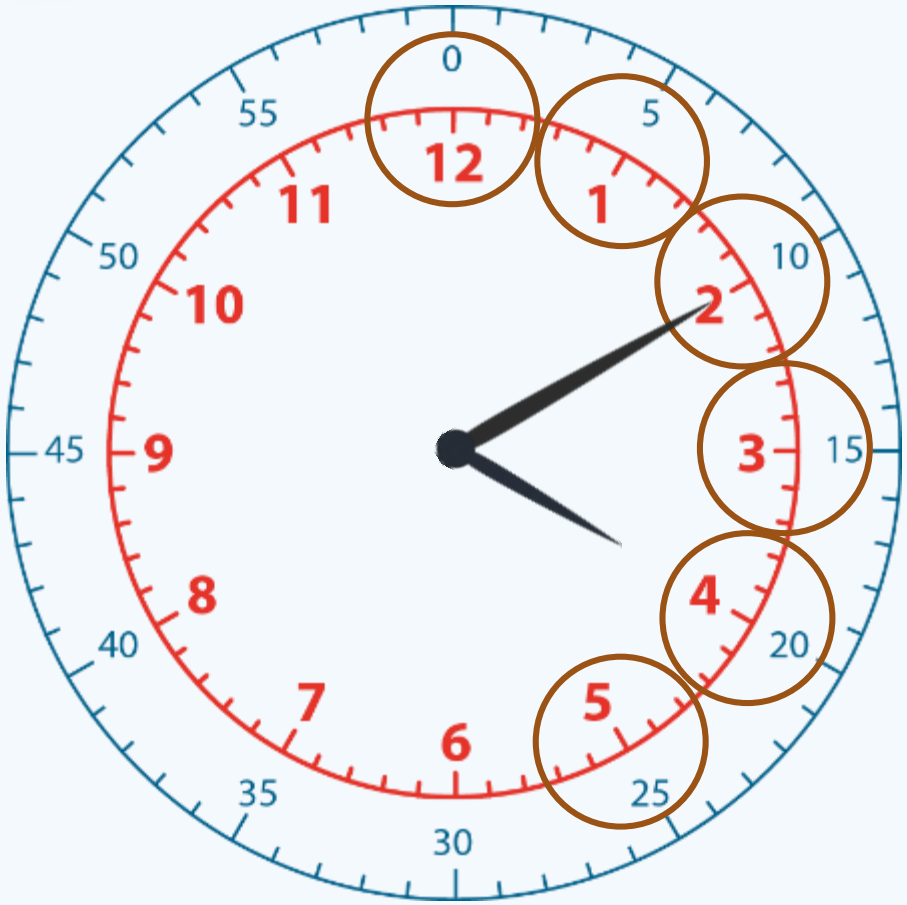
Warm up

Use a clock face for the five times tables.

Question

What about if the minute hand is pointing at "5"?



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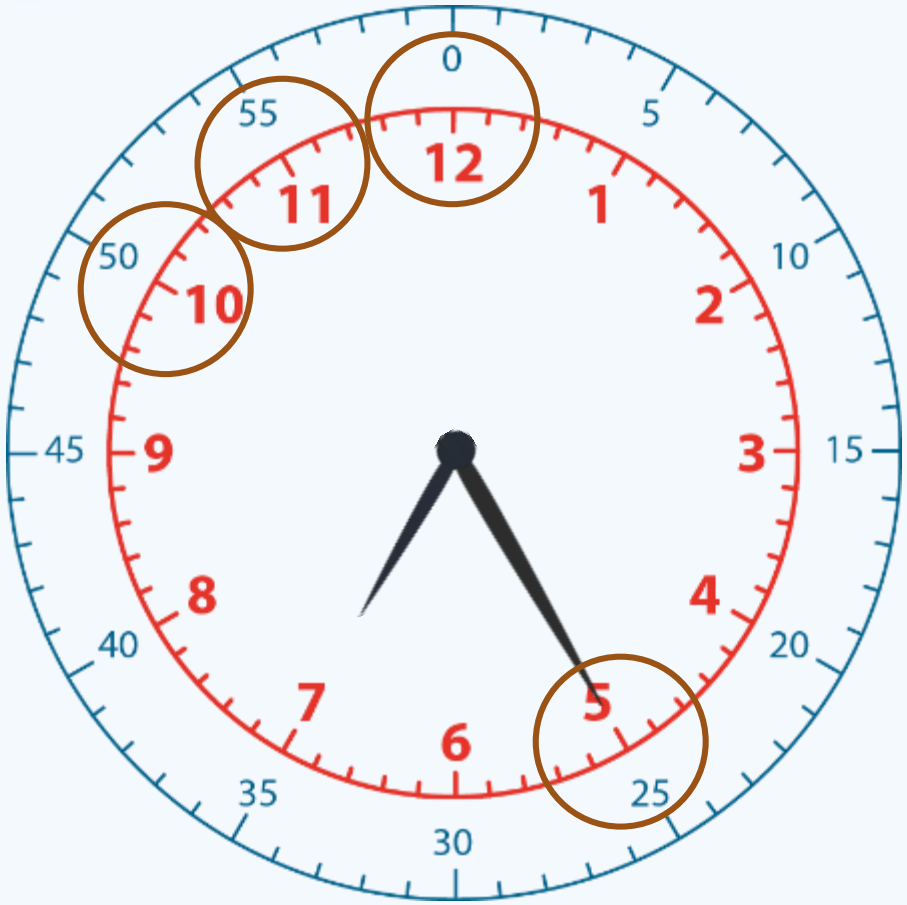
Warm up

Use a clock face for the five times tables.



Question

If the minute hand is pointing at "10", how many minutes before the hour is it?

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How many fingers altogether?

Guided

Fluency

There are _____25_____ fingers in total.

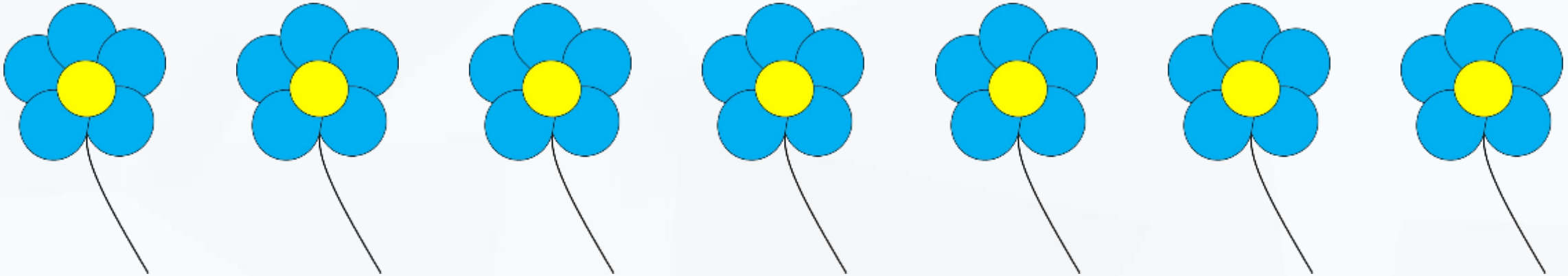
_____5_____ x _____5_____

© Primary Stars Education

How many petals are there altogether?

Guided

Fluency



There are ____35____ petals in total.

____7____ x ____5____

© Primary Stars Education

How many balloons are there altogether?

Guided

Fluency

There are _____15_____ balloons in total.

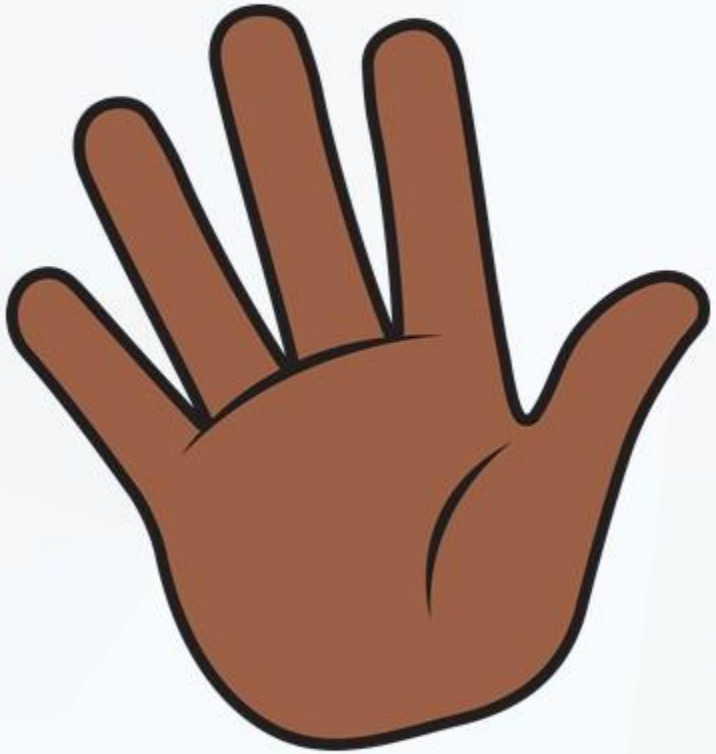
_____3_____ x _____5_____

© Primary Stars Education

Fluency

How many hands are there if there are 40 fingers? Guided

8 x 5 = 40



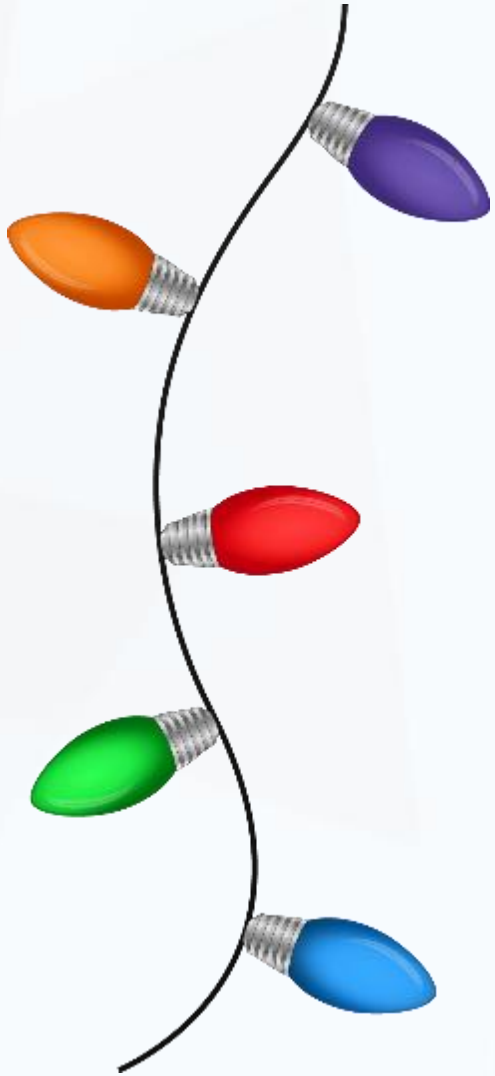
How did you work this out?
What was the easiest method?

© Primary Stars Education

Fluency

Guided

There are 45 Christmas lights.
How sets of lights are there?



9 x 5 = 45

How did you work this out?
What was the easiest method?

© Primary Stars Education

Fluency

Guided

Compare the multiplications using <, > or =.

3 x 5 > 5 x 2

10 x 5 = 5 x 10

4 x 5 < 11 x 2

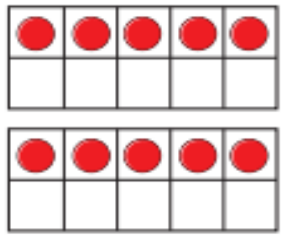
© Primary Stars Education

Practise

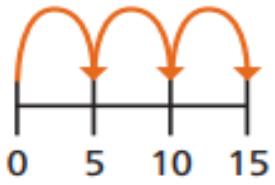
Ask an adult to print this page or copy questions into your home learning book.

Answers will be at beginning of tomorrow's PPT for you to self mark and go through mistakes with an adult.

3 × 5



2 × 5

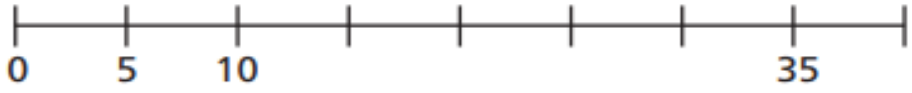


1 × 5

5 × 5

b) Draw a picture to show 4 × 5

2 **a)** Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

5 times-table

How do you know?

Practise

Ask an adult to print this page or copy questions into your home learning book.

Answers will be at beginning of tomorrow's PPT for you to self mark and go through mistakes with an adult.

3 Complete the number sentences.

a) 5 × 5 = ☐

b) ☐ = 9 × 5

c) 5 × 6 = ☐

d) 5 × ☐ = 40

e) 35 = ☐ × 5

f) ☐ = 11 × 5

g) 5 × ☐ = 5

h) 5 × 0 = ☐

i) 10 = 5 × ☐

j) ☐ × 5 = 60

4 How much money does Ron have?

Complete the multiplication.

☐ × ☐ = ☐

Ron has ☐ p.

5 Write <, > or = to compare the calculations.

7 × 5	○	5 × 8
6 × 5	○	4 × 5 + 2 × 5
2 × 5	○	3 × 5 − 1 × 5
12 × 2	○	2 × 12

Challenge

6 A sandwich costs £2 and a box of crayons costs £5

Jack buys 5 sandwiches and 3 boxes of crayons.

How much does he spend in total?

Jack spends £ ☐

Well done! Want more practise?

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

Don't forget to practise your x 5 on Times Table Rock Stars

https://play.ttrockstars.com/

Take a break!

Phonics/
Word of the Day

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

Warm up: Can you read these tricky words?

very

I'm

by

time

Same sound different spelling

Main: Play **word sort** to sort the words with the different –igh sound.

https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-igh

Best Bet /igh/

Overall:

i_e

At the end of a word or in the middle of a word ending in t:

igh

Word of the day

Mrs Maloney	Mrs Thornely
could Oh yoU Lovely Darling	any

Oh yoU Lazy Dog

Take a break!

English

Star words

conjunction

because

that

if

when

conditions

Step 4: Recognising ‘when’ and ‘if’

Introduction

Join the clauses using a conjunction to create sentences that make sense.

She was so excited	that	it is raining.
You'll need a jacket	because	she couldn't sleep.
There was so much snow	because	I made a snowman.
He can come to the game	that	there are tickets left.

Introduction

Join the clauses using a conjunction to create sentences that make sense.

She was so excited that she couldn't sleep.

You'll need a jacket because it is raining.

There was so much snow that I made a snowman.

He can come to the game because there are tickets left.

Varied Fluency 1

Could 'when' or 'if' be used to complete the following sentences?

A. The sponge cake is put in the oven _____ it bakes. ☐

B. Jane can come swimming _____ she has her full swimming kit. ☐

C. You'll need a new handwriting pen _____ yours runs out. ☐

Varied Fluency 1

Could 'when' or 'if' be used to complete the following sentences?

A. The sponge cake is put in the oven _____ it bakes. ✗

B. Jane can come swimming _____ she has her full swimming kit. ✓

C. You'll need a new handwriting pen _____ yours runs out. ✓

***If* or *when* would both work for sentences B and C.**

Varied Fluency 2

Tick the sentence which uses the conjunction 'if' correctly.

A. Mandy was quiet if she knew that her tired dad was sleeping upstairs. ☐

B. Paul was very upset if his dog always managed to cheer him up. ☐

Varied Fluency 2

Tick the sentence which uses the conjunction 'if' correctly.

A. Mandy was quiet if she knew that her tired dad was sleeping upstairs. ✓

B. Paul was very upset if his dog always managed to cheer him up.

Varied Fluency 3

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

I enjoyed myself when we went to the cinema yesterday.

Varied Fluency 3

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

I enjoyed myself when we went to the cinema yesterday.

Varied Fluency 4

Do the sentences below make sense?

A. Tommy plays the guitar well if he has great talent.

B. I only sing loudly in my red car when I am on my own.

Varied Fluency 4

Do the sentences below make sense?

A. Tommy plays the guitar well if he has great talent.

B. I only sing loudly in my red car when I am on my own.

Sentence A = no; Sentence B = yes

Application 1

Tick the boxes to show where the conjunction 'if' should go in the sentences below.

A. My son only cleans his bedroom ☐ he can ☐ watch television in the study afterwards.

B. She will eat ☐ her dinner ☐ you don't put too many green vegetables on her plate.

Application 1

Tick the boxes to show where the conjunction 'if' should go in the sentences below.

A. My son only cleans his bedroom ☑ he can ☐ watch television in the study afterwards.

B. She will eat ☐ her dinner ☑ you don't put too many green vegetables on her plate.

Reasoning 1

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

if

when

Sonya can go to the big park with her friends _____

her older brother goes with her.

Explain the reason for your choice.

Reasoning 1

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

if

when

Sonya can go to the big park with her friends if her older brother goes with her.

Explain the reason for your choice.

The conjunction 'if' should be used because it explains the conditions under which Sonya can go to the park.

Reasoning 2

Which sentence explains the reason Alice will travel around the world?

A. Alice will travel around the world with her younger brother.

B. Alice will travel around the world before starting university.

C. Alice will travel around the world if she wins the lottery one day.

Reasoning 2

Which sentence explains the reason Alice will travel around the world?

A. Alice will travel around the world with her younger brother.

B. Alice will travel around the world before starting university.

C. Alice will travel around the world if she wins the lottery one day.

Sentence C because it explains the conditions under which Alice will travel.

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!

PSHE - Zippy

Star words

friendship

friend

lonely

rejected

teasing

bullying

Either print the following sheets from the Zippy Folder - Friendship Activities PDF or copy and complete the tasks in your home learning book.

Watch best friends talk about their friendship

https://www.bbc.co.uk/bitesize/clips/zs8c87h

PSHE L.O. Can I recognise what's important in a friend?

What makes a good friend

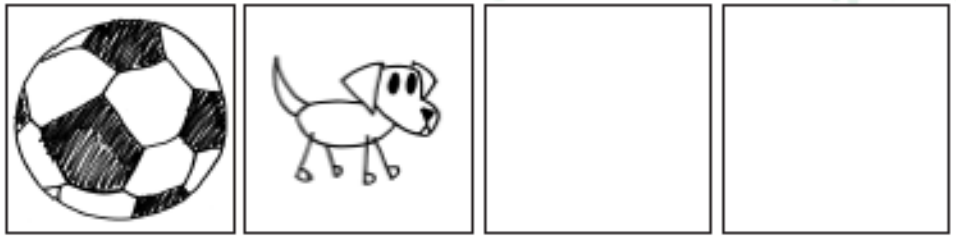
To think about what is important in a friend and improve friendships

You will need

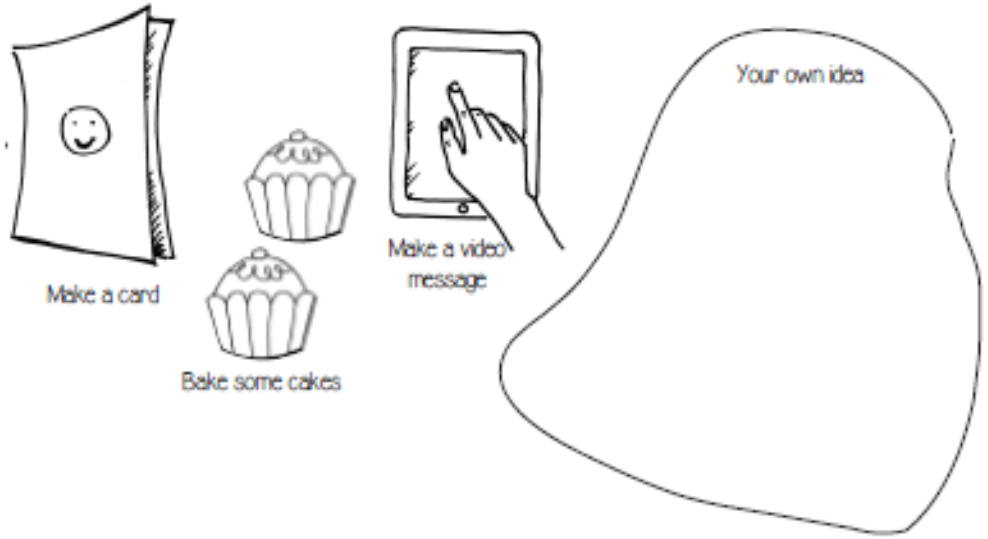
Help your child complete the activities.

My friends name _____

What we both like.



Make your friend something they would like.



What makes a good friend

To think about what is important in a friend

You will need

Each complete a list of what you think is important in a friend.

Things that are important in a friend:

1 _____

2 _____

3 _____

4 _____

5 _____

Things that are important in a friend:

1 _____

2 _____

3 _____

4 _____

5 _____

Let's talk...

Both you and your child think of three friends. Ask each other: What do you like most about each of these friends?

Watch a short clip about a girl who was bullied and what she did about it.

https://www.bbc.co.uk/bitesize/clips/zwstsbk

PSHE L.O. Can I work out how to cope with loneliness and rejection?

Feelings toolbox

To increase your child's abilities to cope with loneliness and rejection

You will need

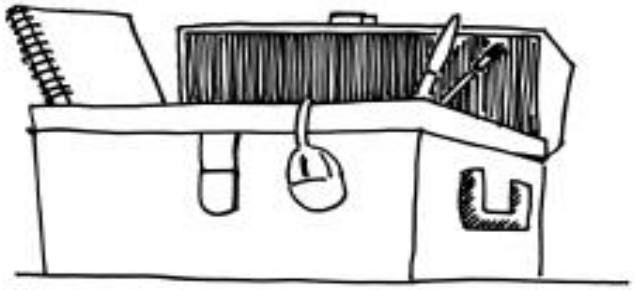
Help your child to create a 'toolbox' - how to feel better if you are lonely or feel rejected

The Golden Rules for a Good Solution!

It makes me feel better

It doesn't hurt me or anyone else

cuddle my teddy bear



talk to friends and family

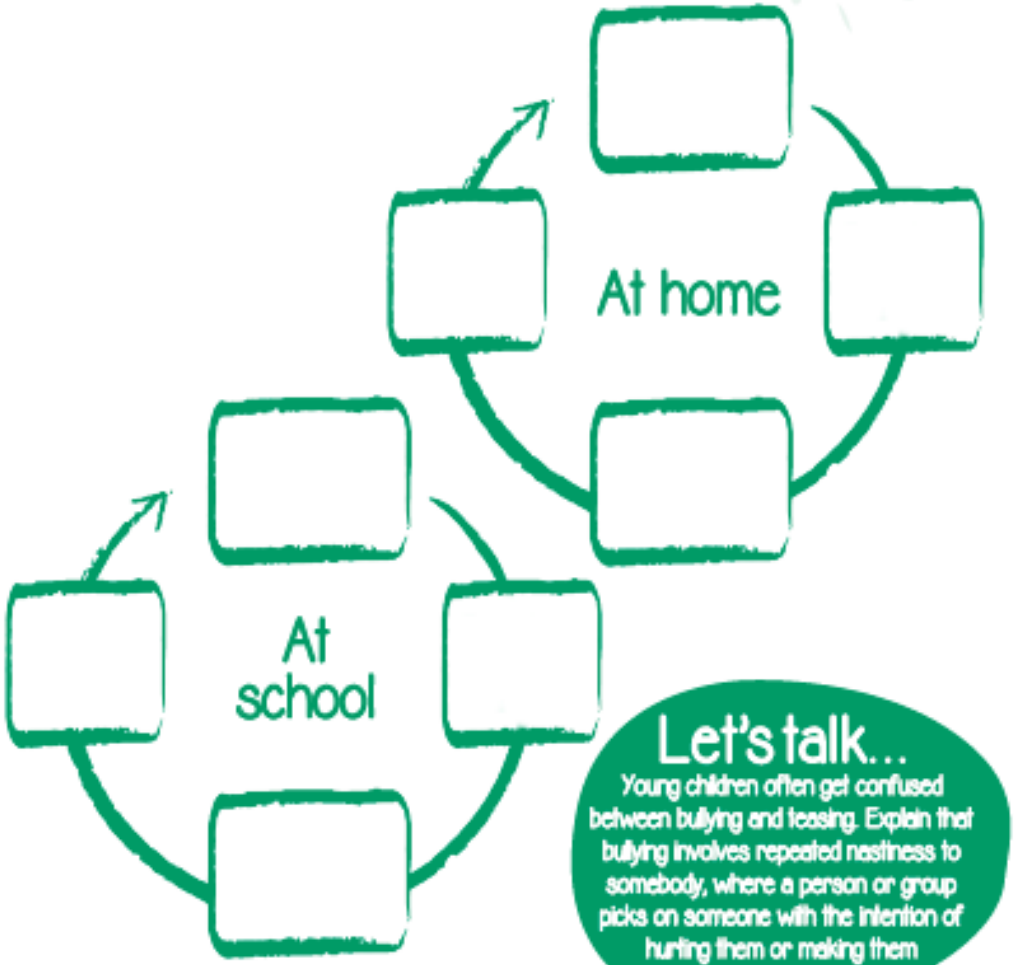
See if together you can think of one thing that your child can keep with them, to comfort them when they feel lonely or rejected - a picture, a small toy or even a magic word.

Beating bullying

To improve your child's abilities to deal with situations involving bullying

You will need

Ask your child to draw or stick pictures of the people who they would turn to if they were worried, scared or needed help.



Let's talk...

Young children often get confused between bullying and teasing. Explain that bullying involves repeated nastiness to somebody, where a person or group picks on someone with the intention of hurting them or making them feel bad.

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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

Paper Plate Aquariums

What you need: Paper plate/ card; coloured paper / plain paper; Decorating materials e.g felt-tips, glue, beads, sand, shells and YOUR IMAGINATION! Send photos of your creations to Miss Withey or Mr Tyler so that I can see them.

Paper Plate Aquarium - Crafts by Amanda
craftsbyamanda.com

Paper Plate Aquarium | Free Craf...
bakerross.co.uk

Paper Plate Sea Aquarium...
pinterest.com

DIY LOVELY PAPER PLATE AQUARIUM ...
youtube.com

Paper Plate Goldfish Bowl - YouTube
youtube.com

Craft Ideas for Kids | Preschool ...
pinterest.com

DIY Paper Plate Aquarium - YouTube
youtube.com

per Plate Aquarium | Today...
y-wadid.com

Finding Dory inspired Paper Plate ...
pagingfunmuma.com

Paper Plate Fish Aquar...
pinterest.com

Paper Plate Aquarium - A Little Craft ...
alittlecraftinyourday.com

Sea With a Paper Plate Aquarium ...
pbs.org

Paper Plate Aquarium Porthole - Craft ...
craftprojectideas.com

paper plate Aquarium craft (...
pinterest.com

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 water your plants!

Love

Mrs Thornely