



Good morning Kelmarsh,

I must first apologise for Times Table Rock Stars it had pinged onto all tables and I understand that some of you had a bit of a shocker 🤪 I have re-set it to x 5 this week and then from next week x2, x5 and x10 as these are the expected tables that the Year 2s should be able to recall rapidly by the end of the year. Thank you to the parent who alerted me to this. Keep your feedback coming as it really does help.

Joke
corner

What is
bigger
when it's
upside
down?
The
number
6.



So as we couldn't go to the Queen's Garden Party, Mr Thornely and the girls planned a surprise tea party at home. I was given the instructions to have a long bath, dress up 'Fancy Nancy' and tell them when I was ready to come down. It was a lovely, lovely treat!

Let me know how you've celebrated special days during lock down, in your creative writing book!

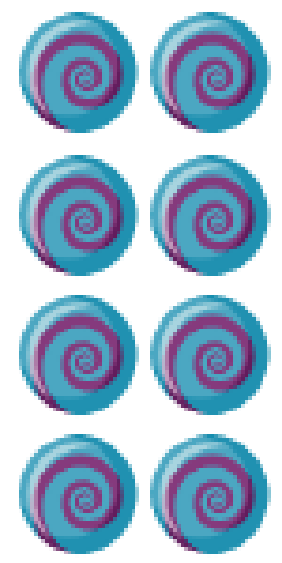
Love Mrs Thornely



BE KIND ❤️

ANSWERS
FROM
YESTERDAY

1) Tick the correct calculation to match the array.

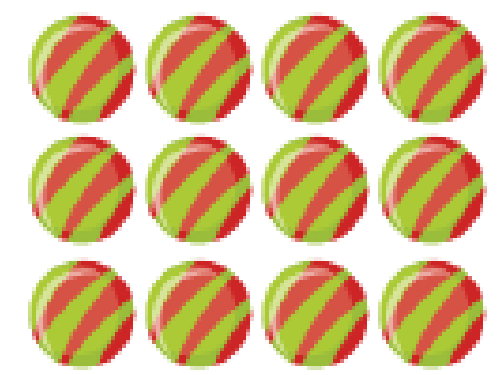


- A. 4×2 ☒
- B. 2×2 ☐
- C. 3×2 ☐



VF

2) Tick the correct calculation to match the array.



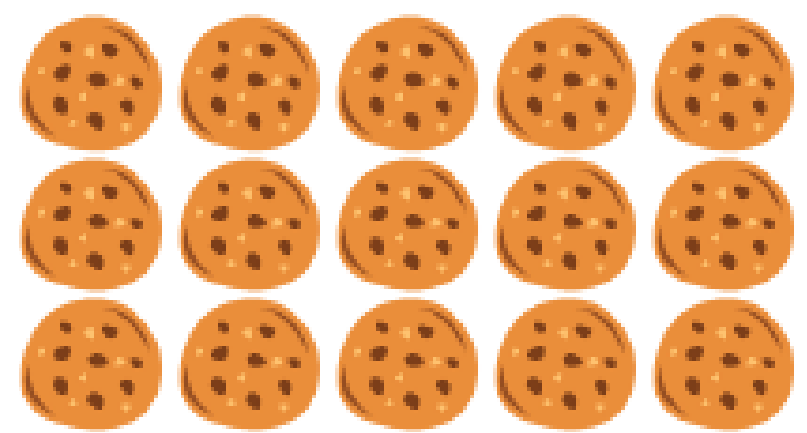
- A. 3×3 ☐
- B. 3×2 ☐
- C. 4×3 ☒



VF

3) True or false? The array below shows 3×5 .

True



VF

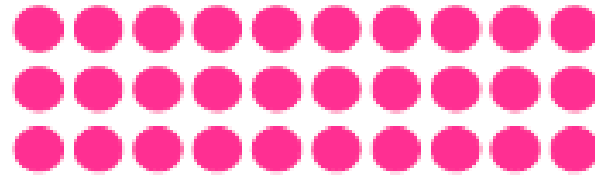
4) True or false? The array below shows 10×4 . False 8×4



VF

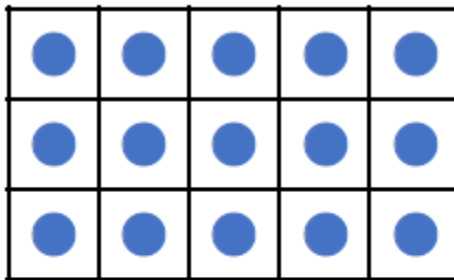
ANSWERS FROM
YESTERDAY

5a. Use the array to complete the calculations below.



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

7) Rose is making an array.



She says,



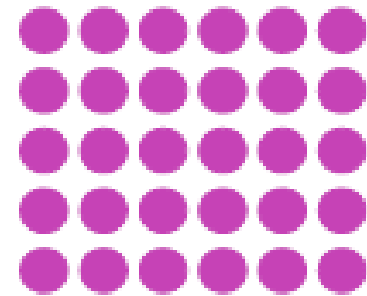
My array shows 5 lots of 2 and 2 lots of 5.

No, Rose's array shows 5 lots of 3 and 3 lots of 5

Is she correct? Explain your answer.

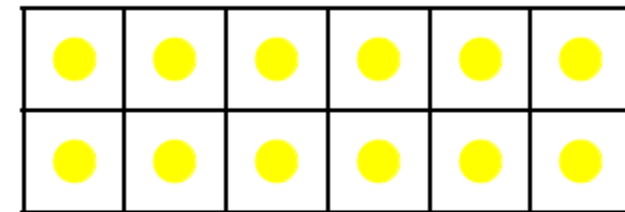
6)

6a. Use the array to complete the calculations below.

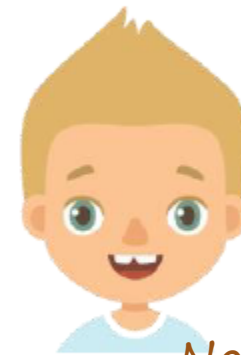


$$\boxed{6} \times \boxed{5} = \boxed{5} \times \boxed{6}$$

8) Alex is making an array.



He says,



My array shows 3 lots of 6 and 6 lots of 3.

No, Alex's array shows 6 lots of 2 and 2 lots of 6

Is he correct? Explain your answer.

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 (It's a stinky one)
Lesson 2	Maths
Break	
Lesson 3	Phonics/ Word of the Day
Lesson 4	English
Break/ Lunch	
Lesson 5	Finish off Something different PSHE Negatives to Positives
Lesson 6	

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

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



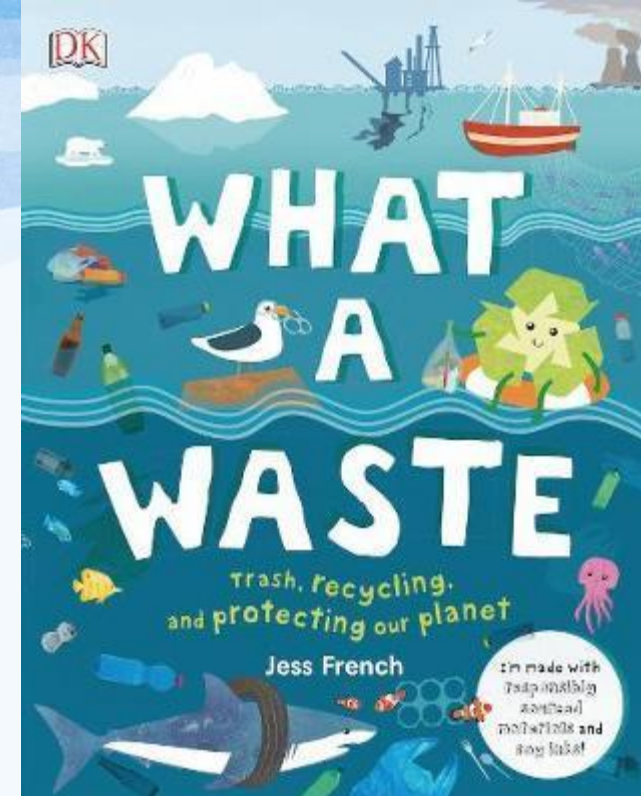


Book Talk

Extract from

What a Waste

by Jess French



Parents/carers tip: the children know what we do in book talk. Please go onto the next slide once you have read the title and author with the child – text for this book is included in the PowerPoint

Handy hints for word reading

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

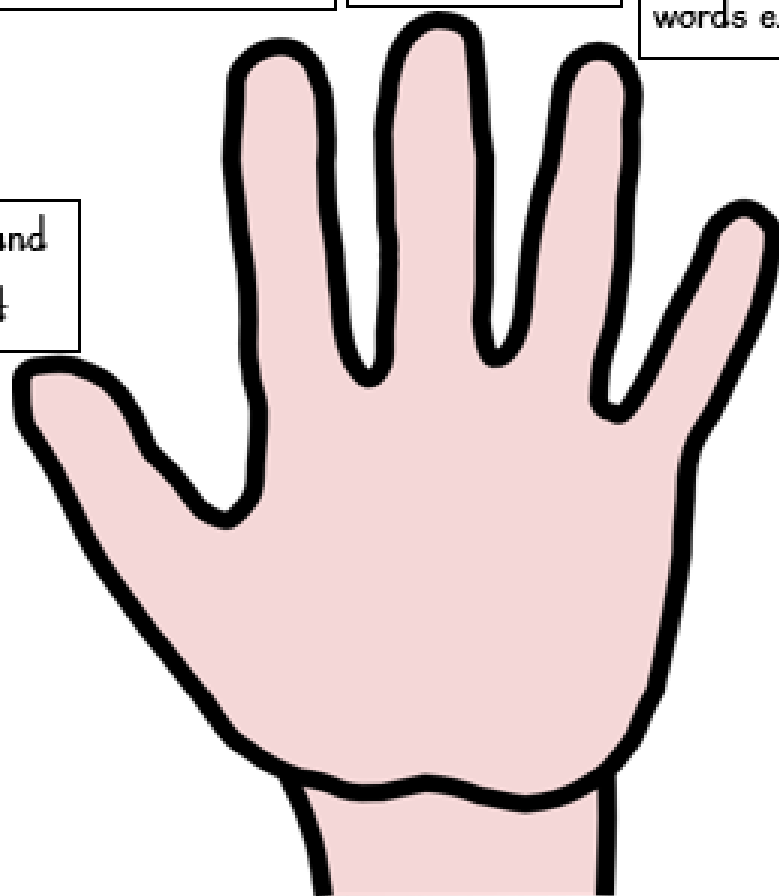
Decoding



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

Words within words e.g. glove

Sound it



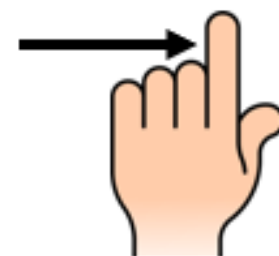
Does it make sense in the sentence?

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

Word 	Definition	Word class
Polluting	Something that puts harmful stuff into the air, water source or soil.	verb
tourist	A person who is travelling for pleasure. <i>Paris is full of tourists in the summer.</i>	noun
scientist	A person who works in science (where you study, test, and experiment on things in nature).	noun
engineer	A person who is trained in the use or design of machines or engines, or in other technologies.	noun
biodegradable	Things that are able to be broken down by the action of living organisms such as bacteria. <i>Paper is biodegradable waste, but aluminium is not.</i>	adjective
hemp 	A tall plant first found in Asia. Hemp is an important source of fibre for rope and cloth.	noun
flax 		

Our Future Planet

Book Talk What a waste – Jess French

In 2020, there are around 8 billion people on our planet. By the year 2050, it will be home to nearly 10 billion. We have the power to decide what kind of world those people will live in. Will we change our habits and start to clean up the mess we have made? Or will we continue with our polluting ways?

Garbage planet

If we continue adding to landfills at the same speed that we do now, they could grow taller than the Great Pyramids of Egypt. Imagine tourists flying around the world to look at piles of old rubbish.



The future is waste

It's not too late to clean up our act. Scientists and engineers are always coming up with new ideas to help us reduce and recycle our waste.



Smart Fridge

Your fridge will tell you when to use up old food so it doesn't go to waste. It might even suggest a recipe you could try!



Biodegradable clothing

Clothes made out of natural fibres such as hemp and flax could be thrown onto the compost heap when they get holes in them.



You have the power to make a positive change! Paper and card can be reused for craft projects. For one week, collect all of your family's plastic waste. At the end of the week, go through each item and think of plastic-free items you could use instead. Why not collect rubbish during your hourly exercise (remember to wear gloves)?

Parents/ carers tip:

Using the text, encourage your child to talk about what they have just read using the following questions



Visualise

Garbage planet

If we continue adding to landfills at the same speed that we do now, they could grow taller than the Great Pyramids of Egypt. Imagine tourists flying around the world to look at piles of old rubbish.

Read the above sentence again. Tell your parent or the screen what it would be like to see all that rubbish. Use your senses to describe what you see, hear, touch, smell and feel.





Clarify



Retrieve

How does the smart fridge help reduce food waste?

The smart fridge helps reduce food waste by

_____ .



Infer

From reading extracts from this book, how are you going to help make our planet a better place to live?

To help our planet, I am going to _____.



Clarify

Parents/ carers tip:

Using the text, encourage your child to talk about what they have just read using the following questions

We have come to the end of this fabulous book that shows how the smallest, simplest change can make a world of difference.

How would you rate this book out of 5?



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

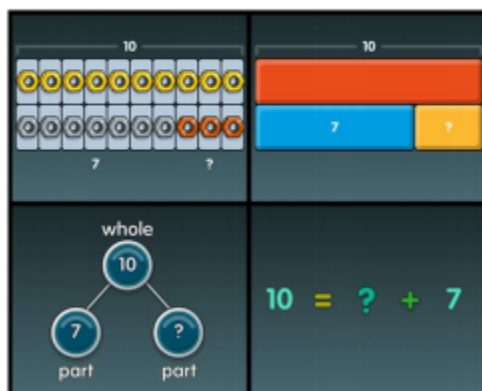
In Story Mode, the emphasis is on mathematical concepts and is underpinned by a mastery approach to teaching. Story Mode features visual representations, procedural variation, exposure to different calculation strategies and interleaved material all in very carefully sequenced order.

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 20

Trios for 20

$20 + 0 = 20$

$0 + 20 = 20$

$20 - 0 = 20$

$20 - 20 = 0$



$19 + 1 = 20$

$1 + 19 = 20$

$20 - 1 = 19$

$20 - 19 = 1$



$18 + 2 = 20$

$2 + 18 = 20$

$20 - 2 = 18$

$20 - 18 = 2$



$17 + 3 = 20$

$3 + 17 = 20$

$20 - 3 = 17$

$20 - 17 = 3$



$16 + 4 = 20$

$4 + 16 = 20$

$20 - 4 = 16$

$20 - 16 = 4$



$15 + 5 = 20$

$5 + 15 = 20$

$20 - 5 = 15$

$20 - 15 = 5$



$14 + 6 = 20$

$6 + 14 = 20$

$20 - 6 = 14$

$20 - 14 = 6$



$13 + 7 = 20$

$7 + 13 = 20$

$20 - 7 = 13$

$20 - 13 = 7$



$12 + 8 = 20$

$8 + 12 = 20$

$20 - 8 = 12$

$20 - 12 = 8$



$11 + 9 = 20$

$9 + 11 = 20$

$20 - 9 = 11$

$20 - 11 = 9$



$10 + 10 = 20$

$20 - 10 = 10$





array

Star words
X



times tables

factor

multiply

product

multiplication

pattern

multiples

venn-diagram

$$0 \times 2 = 0$$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$

$$0 \times 5 = 0$$

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

$$11 \times 5 = 55$$

$$12 \times 5 = 60$$

Chant the
tables ...

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Why is skip counting important ...

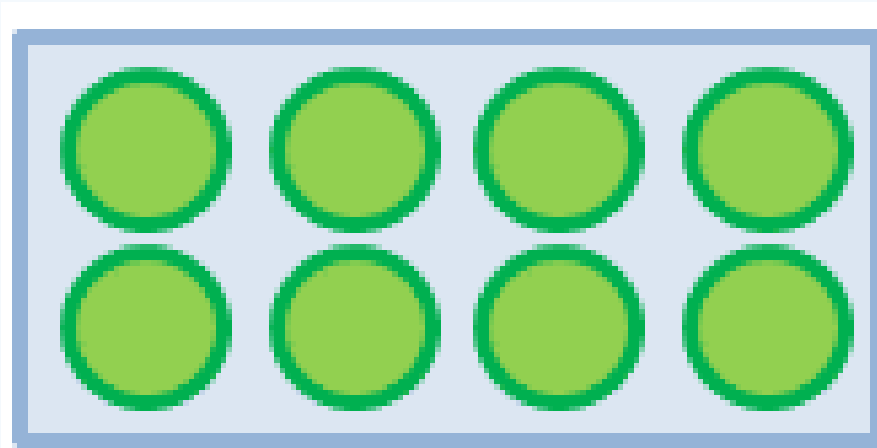
Watch

<https://www.youtube.com/watch?v=zcH7l91fBq8>

Review

This array shows _____ \times _____

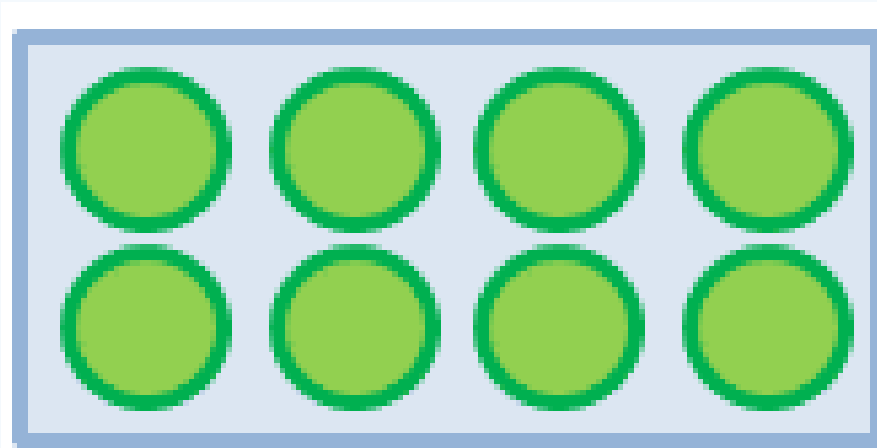
_____ \times _____ is the same as _____ \times _____



Review

This array shows 4 × 2

4 × 2 is the same as 2 × 4







• 2.4 The 10 and 5 time tables

Step 3:1

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Skip counting

As we skip count, notice the **multiples of 5 in red**
and **multiples of 10 in blue**

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

What do you notice?

I noticed ...

- All of the numbers said by the 'tens' group' are also said by the 'fives group'.
- Not all of the numbers said by the 'fives group' are also said by the 'tens group'.
- For every number said by the 'tens group', the 'fives group' says two numbers.

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Skip count the 5s again using a number line.

Can you spot the multiples of 10 too?



Say

- Even multiples of five have a ones digit of zero.
- Odd multiples of five have a ones digit of five.

Generalisation: Even multiples of 5 are also multiples of 10

• 2.4 The 10 and 5 time tables

Step 3:1

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Skip count the
5s again using a
hundred square.

Can you spot the
multiples of 10
too?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Guided

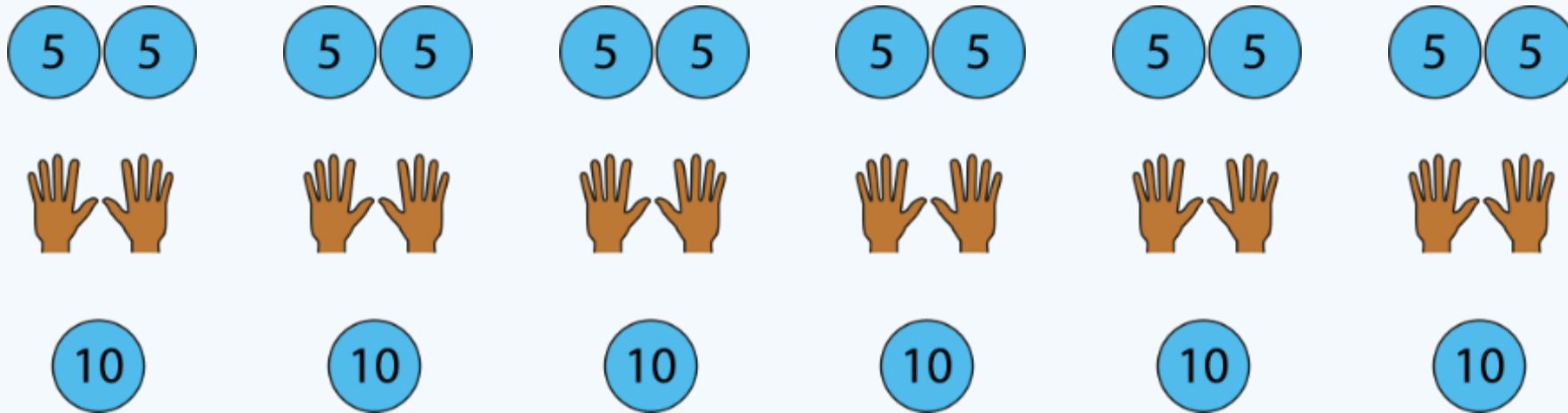
Comparing counting in multiples of five and ten:

Number	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Counting in 5s	✓					✓					✓					✓					✓					✓
Counting in 10s	✓										✓										✓					

Maths L.O. Can I explore the relationship between the five and the ten times tables?

How many groups of five are there? $12 \text{ groups of } 5 = 60$

How many groups of ten are there? $6 \text{ groups of } 10 = 60$



SAY:

Generalisation: For every 1 group of 10 there are 2 groups of 5

Practical

Find 30 small things e.g. buttons, lego pieces, beads

- 1) Group these items in 5s. Take a photo
- 2) Group these items in 10s. (Put two 5s together) Take a photo

What do you notice?

Try again with 40

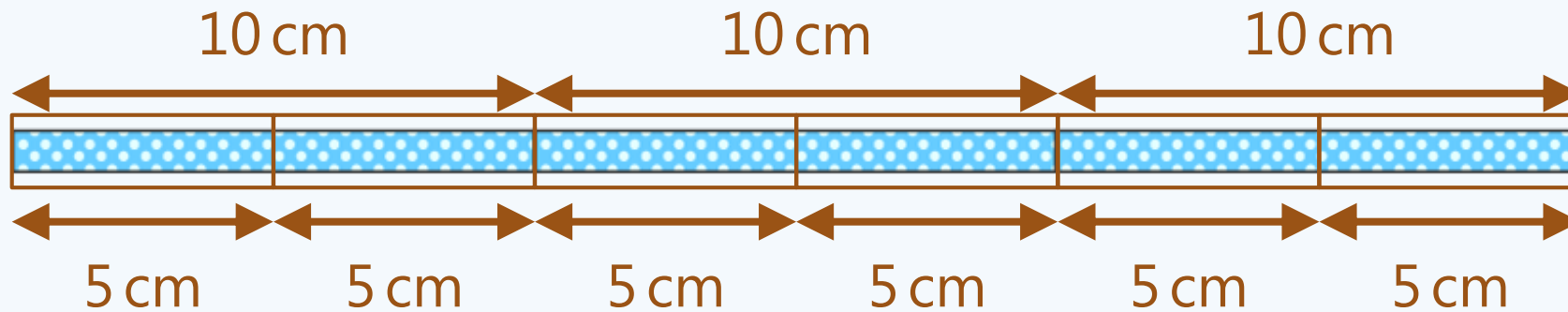
- 1) Group these items in 5s. Take a photo
- 2) Group these items in 10s. (Put two 5s together) Take a photo

What do you notice?

Maths L.O. Can I explore the relationship between the five and the ten times tables?

There are three ten centimetre lengths of ribbon.

How many five centimetre lengths can be made?



six 5cm lengths can be made

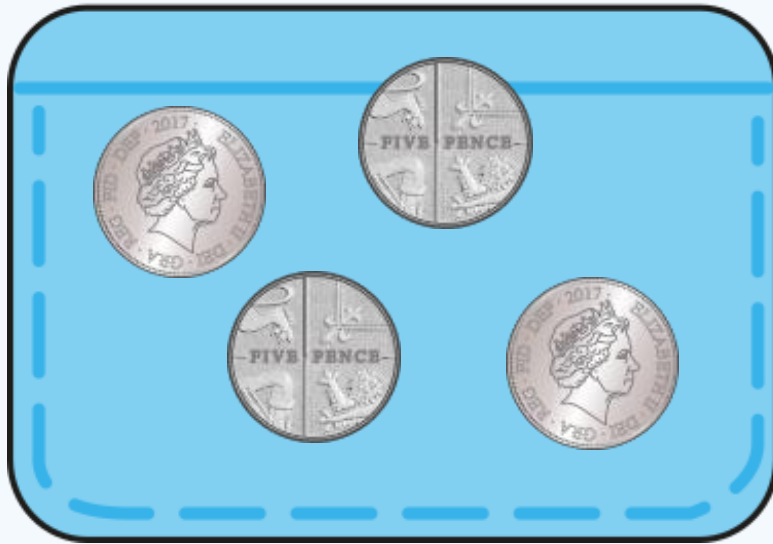
Maths L.O. Can I explore the relationship between the five and the ten times tables?

Amelia has **four five-pence** coins.

Freddie has the same amount of money, in **ten-pence** coins.

How many **ten-pence** coins does Freddie have?

Amelia



$$4 \times 5p$$

Freddie



$$\boxed{2} \times 10p$$

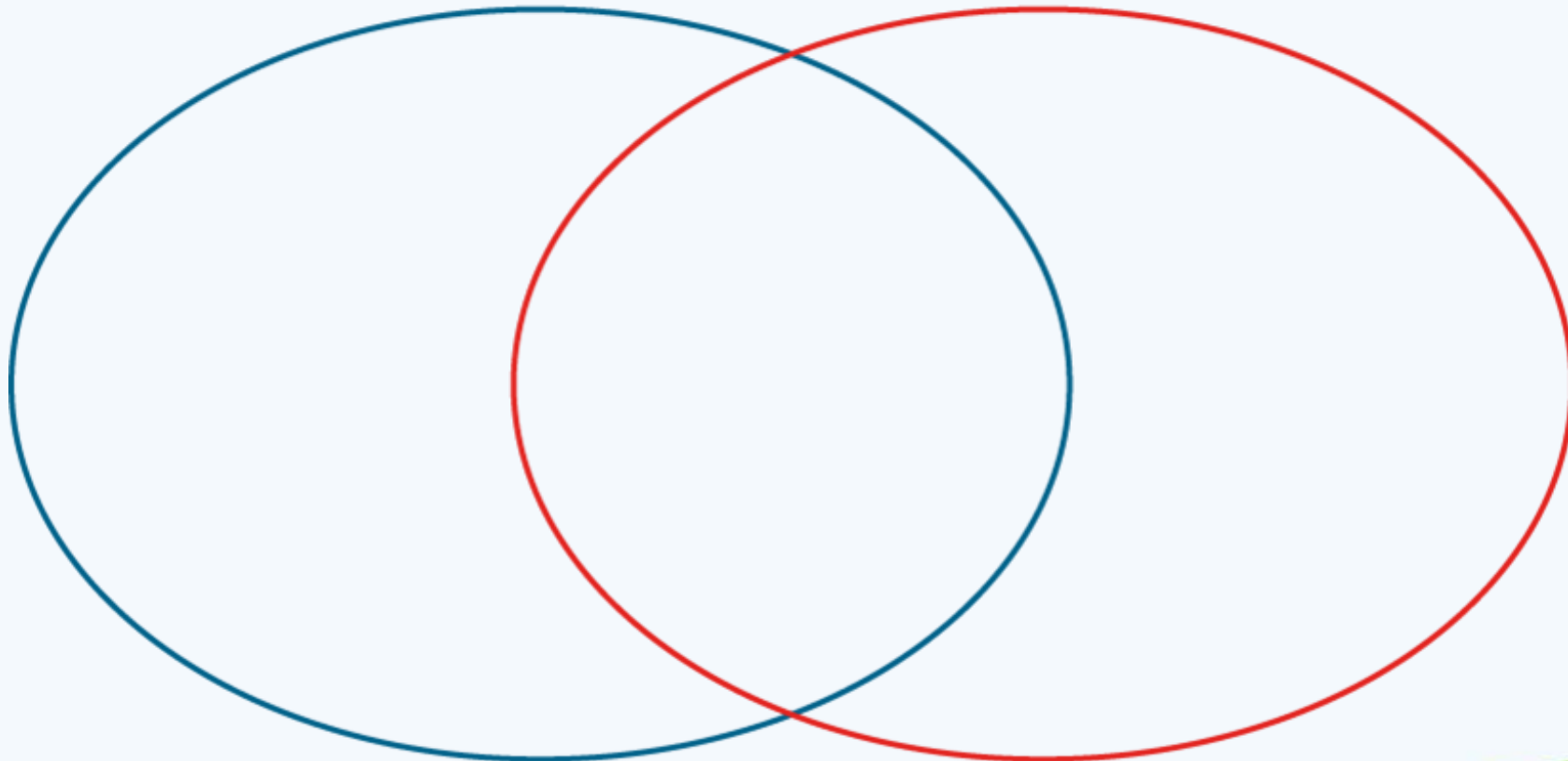
Maths L.O. Can I explore the relationship between the five and the ten times tables?

In your home learning book, make the following venn-diagram.

0 5 10 27 35 31 40 15 100

Multiples of 5

Multiples of 10



Then sort the numbers above.

Remember, **non** multiples of five and ten are left outside the circle. Numbers that are **both** multiples of 5 and 10 are put where the two circles overlap.

Click **enter** to see numbers go in correct place

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Practise In your home learning book, copy and complete the number sentences.

'Fill in the missing numbers.'

$$2 \times 5 = 1 \times 10$$

$$4 \times 5 = \square \times 10$$

$$6 \times 5 = \square \times 10$$

$$8 \times 5 = \square \times 10$$

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

$$1 \times 10 = 2 \times 5$$

$$3 \times 10 = \square \times 5$$

$$4 \times 10 = \square \times 5$$

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

Review: When zero is a factor the product is zero

• 'Fill in the missing numbers.'

$$0 \times 0 = \square$$

$$2 \times 0 = \square$$

$$4 \times 0 = \square$$

$$6 \times \square = 0$$

$$8 \times \square = 0$$

$$10 \times 0 = \square$$

$$12 \times 0 = \square$$

$$14 \times 0 = \square$$

$$16 \times \square = 0$$

$$18 \times \square = 0$$

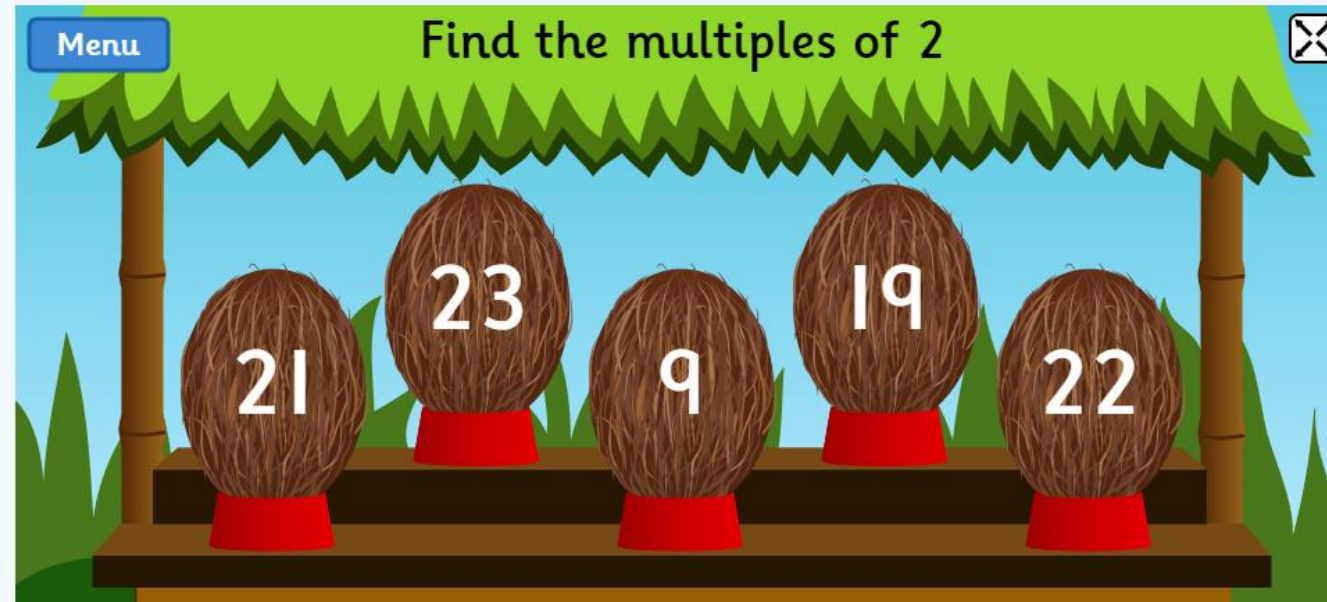
**Answers will be shown at beginning of power point tomorrow.
Mark your work and share your mistakes with an adult.**

Maths L.O. Can I explore the relationship between the five and the ten times tables?

Well done! Want more practise?

<https://www.topmarks.co.uk/times-tables/coconut-multiples>

Don't forget to practise
your $\times 5$ on Times Table
Rock Stars




<https://play.ttrockstars.com/>

Choose $\times 2$, $\times 5$ or $\times 10$

Take a break!





Phonics/ Word of the Day

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

Warm up: Can you spell these words?

Use look, say, cover, write and check to spell these words.





Repeat each word until you have 3 correct in a row.

some

come

who

were

LOOK 	Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?
SAY 	Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear?
COVER 	Cover up the word so you cannot see it. Picture the word in your mind.
WRITE 	Write down the word, remembering how it sounds and what it looks like.
CHECK 	Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes.

Teach: Look at these words. Read them. What do you notice?

-f

-ff

-gh

-ph

fix

cliff

cough

phone

Same sound different spelling

Task: Write the words out in your home learning book and put the sound buttons in underneath e.g. c a t

-f	-ff	-gh	-ph
fix	cliff	cough	phone

Same sound different spelling

Answers:

-f	-ff	-gh	-ph
fix ...	cliff ... <u>ff</u>	cough . <u>gh</u>	phone <u>ph</u>

Same sound different spelling

-f

-ff

-gh

-ph

Dictation :

- 1) Spend a minute looking and reading the sentences in black.
- 2) Ask an adult to read the sentences without you seeing them. Listen carefully and write each one in your home learning book, thinking about which 'f' grapheme to use.
- 3) Mark each spelling carefully. Which do you need to practise?

The dolphin flaps his fins.

The fox huffs and puffs and coughs.

Get off the phone!

Word of the day

Mrs Maloney

should

Oh yoU Lovely Darling

Oh yoU Lazy Dog

Mrs Thornely

because

big elephants can always
understand small elephants

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

conjunction

if

because

when

that

conditions

Step 6: Using ‘because’, ‘that’, ‘when’ and ‘if’

Introduction

Select the most appropriate conjunction to complete the sentence
Say it to the screen.

We will play on the beach _____
it is sunny on Sunday.

if

that

Introduction

Select the most appropriate conjunction to complete the sentence.

We will play on the beach if it is sunny
on Sunday.

if

that

Varied Fluency 1

True or false? The conjunction has been used correctly in the sentence. Say it to the screen.

Josie helped Lizzie because they were working on a project together.

Varied Fluency 1

True or false? The conjunction has been used correctly in the sentence.

Josie helped Lizzie because they were working on a project together.

True

Varied Fluency 2

Add a conjunction to complete the sentence below. Say it to the screen.

because

if

that

I will get some pocket money _____ I
help dad clean the car.

Varied Fluency 2

Add a conjunction to complete the sentence below.

because

if

that

I will get some pocket money if I help dad
clean the car.

Varied Fluency 3

Point to the conjunction in the sentences below.

I ate my sandwich because I was feeling hungry.

I can go out to play when I have finished drying the dishes.

Varied Fluency 3

Underline the conjunction in the sentences below.

I ate my sandwich because I was feeling hungry.

I can go out to play when I have finished drying the dishes.

Varied Fluency 4

Point to the sentences that use conjunctions correctly.

Amy was very proud of herself because she won the singing contest.

☐

Amy was very proud of herself if she won the singing contest.

☐

Amy was very proud of herself when she won the singing contest.

☐

Varied Fluency 4

Tick the sentences that use conjunctions correctly.

Amy was very proud of herself because she won the singing contest.



Amy was very proud of herself if she won the singing contest.



Amy was very proud of herself when she won the singing contest.



Application 1

Replace the underlined conjunction so that the sentence makes sense. Rewrite the sentence in your home learning book.

Hayley enjoyed listening to the radio that she was in her blue car.

Application 1

Replace the underlined conjunction so that the sentence makes sense. Rewrite the sentence.

Hayley enjoyed listening to the radio that she was in her blue car.

Hayley enjoyed listening to the radio when she was in her blue car.

Application 2

Choose a conjunction and add more detail to complete each sentence below. Write neatly in your home learning book.

that

when

because

Get your reading book _____.

She was so pleased _____.

I don't want chocolate _____.

Application 2

Choose a conjunction and add more detail to complete each sentence below.

that

when

because

Various answers, for example:

Get your reading book when you have finished your work.

She was so pleased that she had won a great prize.

I don't want chocolate because I have a poorly tummy.

Reasoning 1

Andrew thinks he has used the correct conjunction in a sentence.



Pippa stayed at home with her large family that it was raining outside.

Is he correct? Explain why to an adult or the screen.

Reasoning 1

Andrew thinks he has used the correct conjunction in a sentence.



Pippa stayed at home with her large family that it was raining outside.

Is he correct? Explain why.

Andrew is incorrect. 'Because' is the most appropriate conjunction as it provides a reason for the main clause.

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!



Finishing off Time



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



Negatives to Positives – PSHE

Thinking skills: information processing, evaluation

Subject link: literacy/ PSHE

Resources: The chart below/ a partner e.g. mum/ dad or brother/ sister

What to do:

- Do you often make negative statements about yourself? For example, I can't do division.
- Say one thing that is negative about yourself to your partner.
- Your partner should say a linked positive statement back, e.g. You're very good at adding sums.
- Change roles
- Do this until you run out of ideas. Then look at the table opposite and can you think of positives for the following.



Be kind to yourself
and to others!

Negatives	Positives
1) I can't do joined up handwriting.	You write your letters really neatly.
2) I can't write long stories.	You tell stories that are imaginative and creative.
3) I can't draw.	
4) I can't swim.	
5) I can't skip.	
6) I am useless at spelling.	
7) I'm not very good at reading.	

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 are your plants doing?

Don't forget to try and read today!

Love

Mrs Thornely

