

Year Group: 1

Week beginning: 10.06.24

# Weekly Home Learning

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**Alexandra**  
Primary School

Aspire, Perform, Succeed

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<b><u>LI: To write a seaside poem</u></b>	<b><u>LI: To plan a seaside poem</u></b>	<b><u>LI: To plan a seaside poem</u></b>	<b><u>LI: To write a seaside poem</u></b>	<b><u>LI: To publish a seaside poem</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> onomatopoeia, sound, word, poetry, poem, shape, words, image, seaside, box it up, planning.</p> <p><b><u>Key Questions:</u></b> What is onomatopoeia? What is sound? How are words linked to sounds? What is a poem? What is a shape poem? What is an image? What is a seaside image? How can I plan my seaside shape poem?</p>	<p><b><u>Key Vocabulary:</u></b> onomatopoeia, sound, word, poetry, poem, shape, words, image, seaside, box it up, planning.</p> <p><b><u>Key Questions:</u></b> What is onomatopoeia? What is sound? How are words linked to sounds? What is a poem? What is a shape poem? What is an image? What is a seaside image? How can I plan my seaside shape poem?</p>	<p><b><u>Key Vocabulary:</u></b> onomatopoeia, sound, word, poetry, poem, shape, words, image, seaside, box it up, planning.</p> <p><b><u>Key Questions:</u></b> What is onomatopoeia? What is sound? How are words linked to sounds? What is a poem? What is a shape poem? What is an image? What is a seaside image? How can I plan my seaside shape poem?</p>	<p><b><u>Key Vocabulary:</u></b> onomatopoeia, sound, word, poetry, poem, shape, words, image, seaside, box it up, planning.</p> <p><b><u>Key Questions:</u></b> What is onomatopoeia? What is sound? How are words linked to sounds? What is a poem? What is a shape poem? What is an image? What is a seaside image? How can I plan my seaside shape poem?</p>	<p><b><u>Key Vocabulary:</u></b> onomatopoeia, sound, word, poetry, poem, shape, words, image, seaside, box it up, planning.</p> <p><b><u>Key Questions:</u></b> What is onomatopoeia? What is sound? How are words linked to sounds? What is a poem? What is a shape poem? What is an image? What is a seaside image? How can I plan my seaside shape poem?</p>
<b>Introduction</b>	Today we will recap shape poem features and what makes them different from other poems. We will then discuss the poems that we planned before being shown the steps on how we are going to create our shape poems.	Today we are going to recap the different poems that we have looked at this year. We will think about their features and will think about how we can write a seaside poem that goes with the type of poem.	Today we are going to plan our new seaside poem using the type of our choice. Today we will think about adjectives that can go with our poems.	Today we are going to look at what we have planned for our final seaside poems. We will recap the features of the type of poem we have chosen.	Today we are going to complete our chosen seaside poems. We will publish them thinking of our spellings and how we can make them better.
<b>Activities</b>	Today we are going to complete our shape poems. On A4 paper we will draw out the outline of our shape before writing out the lines of our poems that we wrote	Today we are going to choose the type of poem we are going to write this week and the features. We will discuss what will be the topic of the poem.	Today we are going to think of adjectives to describe the seaside. We will draw our images and label it with adjectives.	Today we are going to write our seaside poem of our choice thinking of the features that we have learned.	Today we are going to publish and show our poems from this week.

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This week's reading focus: <b>Reading Strategy 2 – Making predictions</b>					
<b>Reading</b>	LI: (2) To make a prediction from a text.	LI: (2) To make a prediction from a text.	LI: (2) To make a prediction from a text.	LI: To answer questions about a text	
	<p>Today we are going to be predicting what will happen in our reading text based on the front cover. We will look at the title and what is on the cover and decipher what they mean.</p> <p>The task today is to write a prediction on what will happen in the story</p>	<p>Today we are going to read our predictions of what will happen in the story to the class. We will discuss whether we agree or disagree. This will help us to think about how we got to the points we made in our predictions.</p>	<p>Today we will read the story <i>Lila and the Secret of Rain</i>. We will discuss if we were correct in our predictions or not.</p>	<p>We are beginning weekly comprehension lessons. These will help us to understand how to read and interpret questions about a text. We will go through a passage from the text: <i>Lila and the Secret of Rain</i>.</p>	

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<b>Maths</b>	LI: To count forwards and backwards within 100	LI: To partition numbers	LI: To partition numbers	LI: To review our learning
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> count forwards backwards hundred grouping tens ones</p> <p><b>Key Questions:</b> What number comes next? What happens when we count forwards? What happens when we count backwards? Can you count in 10s to 100?</p>	<p><b>Key Vocabulary:</b> grouping tens ones counting number partition</p> <p><b>Key Questions:</b> Can you make groups? How many could we put in each group? What happens when we have 10 ones? How many groups of 10 are there? How many ones are there?</p>	<p><b>Key Vocabulary:</b> grouping drawing tens ones counting number partitioning</p> <p><b>Key Questions:</b> How many tens in the number? How many ones in the number? If I have 4 tens and 3 ones, what number do I have? What is the difference between 43 and 34?</p>	<p><b>Key Vocabulary:</b> revisit review questions answers working out</p> <p><b>Key Questions:</b> Can you show how you know? What is the question asking you? Which operation do you need to use? Have you checked your answer makes sense?</p>
<b>Introduction</b>	Today children will practise counting to 100. They will recap counting in 10s and count forwards and backwards. They will practise grouping objects into 10s to make it easier to count.	Today children will practise partitioning numbers up to 100 by using dienes. They will look at how many tens and how many ones each number has and then find the total.	Today children will continue to partition and move into drawing tens and ones. They will practise finding how many tens and ones in a range of numbers and look at two different numbers and see what is the same and different.	Today we are going to review our learning in Maths. The children will take part in a maths assessment to show much they have learnt and how much they can remember.
<b>Activities</b>	Children will practise counting to 100 on a 100 square. They will count in 10s and look for patterns. They will look for numbers and they will find one more and one less than a number.	The children will be given a list of numbers they need to make with dienes. They will have to find out how many tens and how many ones in each number.	Children will practise drawing tens and ones for numbers up to 100. A line for 10 and a dot for one. They will also be given the challenge of answering some reasoning and problem-solving questions.	Children will listen to a range of questions covering everything we have learnt this year. They will try to answer the questions and show their working out.

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Reading	PSHE	DT
<p><b><u>Daily for 5-10 minutes</u></b> Read different types of writing: a picture book, an adventure story, poems, newspaper, comic, cereal boxes, instructions for games or an online book from bug club. Continue to log into the online reading programmes and complete any tasks set for you on Bug Club, Reading Plus, Doodle English.</p> <p><b><u>Phonics</u></b> <b><u>APS Phonics- Phase 5 – Taught daily</u></b> This week, the children will be continuing phase 5 alternative spellings. First, they will be shown the original graphemes and phonemes before moving onto the alternative spelling. The alternative spellings for this week are: <b>igh, oa, sh.</b> Next, children will practise segmenting and blending to be able to read words and sentences containing these alternative spellings. Finally, they will use their phonic knowledge to write word associated sentences. Friday's lesson will focus on tricky words and high frequency words. This week's tricky words are: <b>giant, didn't</b> This week's high frequency words are: <b>eyes, can't</b></p> <p>Alternative spellings this week are:</p> <p><b>/igh/</b> spelt <b>i-e</b> (as in like)                      <b>/oa/</b> spelt <b>o-e</b> (as in bone) <b>/sh/</b> spelt <b>c</b> (as in facial)                      <b>/sh/</b> spelt <b>ti</b> (as in stew)</p>	<p><b><u>LI: To tell you why I appreciate someone who is special to me</u></b> This week we are thinking about the people that we appreciate and why they are special to us. <b><u>Introduction:</u></b> We will start with a game of 'Spin the Bottle'. If the bottle lands on you, you need to tell the class someone who is special to you. </p> <p><b><u>Task:</u></b> To create a picture of someone who is special to you and write a sentence, 'You are special to me because...'</p> <p><b><u>Questions</u></b> Who is special to you? Why are they special? How does your special person help you feel safe and good about yourself? What do you do to make this relationship special? What sort of person would you NOT like to have a relationship with? How does it feel to have a special person? How can we show that someone is special to us?</p> <p><b><u>Key words</u></b> Celebrate, relationships, special, appreciate, feelings.</p>	<p><b><u>LI: Where and how do fruit and vegetables grow?</u></b></p> <p><b><u>Introduction:</u></b> This half term we will be learning about food in DT! Today we will be learning about where we get our food. We will learn about farming and how fruit and vegetables grow.</p> <p><b><u>Questions:</u></b> What is food? What is a fruit? What is a vegetable? Where do fruits come from? Where do vegetables come from? How do fruits grow? How do vegetables grow?</p> <div style="text-align: right;"></div> <p><b><u>Task:</u></b> As a class, we will be doing a survey on what our favourite fruits are and why.</p> <p><b><u>Key words:</u></b> fruit, food, vegetable, eat</p>



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Geography	PE – Gymnastics	PE - Athletics
<p><b><u>LI: To learn about the history of seaside holidays.</u></b></p> <p><b><u>Introduction:</u></b> Today we are going to be learning about the history of the British seaside holiday. We will learn about what people did during the holidays, how they were entertained and how things were different.</p> <p><b><u>Questions:</u></b> What are the features of the seaside? What are cliffs? What are beaches like? What is a seaside holiday? How was the seaside different to how it is today?</p> <p><b><u>Task:</u></b> The task today is to label the features of the seaside.</p> <p><b><u>Key Words:</u></b> Beach Cliff Seaside town Lighthouse</p>	<p><b><u>L.I. To develop and combine travelling movements.</u></b></p> <p>Children will be using the mats and benches and they will travel freely around the space changing from a high to a low movement. Children will be working in different stations, working with different skills like balancing, forward roll, bunny hops and teddy bear rolls. Pupils are going to start at their last station and move through each of them in turn without the teacher stopping to rotate the groups to create their sequence.</p>	<p><b><u>L.I. To move at different speeds over varying distances.</u></b></p> <p>Throughout this term, the children will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><b><i>Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</i></b></p>

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Homework	RE	Science
<p><b>Please complete the tasks and upload them in GC</b></p> <p><b>Remember to read and practice your phonics every day.</b></p> <p>For <b>DT</b> this term we are looking at seasonal fruits and vegetables.</p> <p>For homework we would like you to make OR bake something with food with your family, and then draw a picture and write instructions of how you made it and what ingredients you used.</p> <p>Below are some IDEAS! Have FUN!</p> <p>In <b>Science</b> this term we are looking at plants.</p>  <p>For homework we would like you to explore different plants and flowers outside, maybe in your garden or in the park. Draw them and label them.</p>   	<p><b><u>LI: To learn about the celebration of Rosh Hashanah</u></b></p> <p><b>Hashanah</b></p> <p>Today we are going to learn about the Jewish celebration of Rosh Hashanah. We will learn how the Jewish population celebrates, what they eat and their customs.</p> <p><b><u>Questions</u></b></p> <p>What is a celebration?          What is Rosh Hashanah?          Why is Rosh Hashanah celebrated?          How is Rosh Hashanah celebrated?</p> <p><b><u>Task</u></b></p> <p>The task today is to write how Jewish people celebrate <i>Rosh Hashanah</i> and what they do.</p>	<p><b><u>LI: To label features of a flower</u></b></p> <p><b>Introduction:</b> Last week we assessed what we know so far on plants. This week we will learn about the features of a flower and what they do.</p> <p>The task today is to draw a flower and label the features.</p> <p><b><u>Questions:</u></b></p> <p>What is a plant?          What is a flower?          How do we know flowers are living?          What are the features of a flower?          What do leaves do?          What is a stem?          What is a stamen?          What are petals?</p> <p><b><u>Key words:</u></b></p> <p>Stem          Petal          Leaves          flower</p> <p><b><u>Task:</u></b></p> <p>Children will draw and label parts of a flower.</p>