

Weekly Home Learning

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Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To answer questions about a text	To predict the story of the Lighthouse Keeper's Lunch	LI: To read and act out the story of The Lighthouse Keeper's Lunch.	LI: To plan a retelling of The Lighthouse Keeper's Lunch by boxing it up	LI: To retell the story of The Lighthouse Keeper's Lunch.
Key vocabulary and key questions	<p>Key Vocabulary: questions text test reading underline circle</p> <p>Key Questions: How do I answer questions about what I have read? How do I answer questions independently? How do I behave in a testing environment? How do I find answers to questions from a text?</p>	<p>Key vocabulary predict image story characters setting</p> <p>Key questions What is a prediction? What is the story going to be about? Can you guess what will happen in the story?</p>	<p>Key Vocabulary: image seaside reading acting plot characters</p> <p>Key Questions: What is the plot of the story? Who are the characters in the story? What is the setting of the story? How can I act out the story?</p>	<p>Key Vocabulary: image seaside reading acting plot characters Retelling</p> <p>Key Questions: What is the plot of the story? Who are the characters in the story? What is the setting of the story? How can I retell a story? How can I plan a story using boxing it up?</p>	<p>Key Vocabulary: image seaside reading acting plot characters Retelling</p> <p>Key Questions: What is the plot of the story? Who are the characters in the story? What is the setting of the story? How can I retell a story? How can I plan a story using boxing it up?</p>
Introduction	Today we will be doing an English reading assessment. We will discuss how to behave in a testing environment. We will discuss why doing these	Today we are going to predict what the story might be about. Children will discuss it with their partners and say it in full sentences.	Today we are going to read the text <i>The lighthouse Keeper's Lunch</i> . We will discuss the characters, plot and setting. We will then	Today we are going to plan our retelling of the story by boxing it up. We will go through the plot of the story by acting it out using the actions we created yesterday. We	Today we are going to retell the story of <i>The Lighthouse Keeper's Lunch</i> in our books. We will focus on the plot of the story - the beginning, middle, end.

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	assessments are important to help our academic growth.		create actions to go along with the story.	will discuss the characters and setting as well as the beginning/middle and end of the story.	
Activities	Today we will be answering questions about a text in an assessment setting.	Today we will be predicting what will happen in the story the Lighthouse Keeper's Lunch. We will write in full sentences and will be encouraged to write with capital letters and full stops.	As a class, today we will read the story of <i>The Lighthouse Keeper's Lunch</i> . we will incorporate the actions we made as a class.	Today we will box up the story by boxing it up. We will think about the beginning/middle and end of the story.	Today the children will be retelling the story of <i>The Lighthouse Keeper's Lunch</i> in their books. They will be reminded of basic grammar such as full stops and capital letters.

This week's reading focus: Reading Strategy 3 – Visualisation

Reading	LI: (3) To produce a storymap	LI: (3) To describe a character	LI:(3)To summarise a text	LI: To answer questions about a text
	<p>This week we are going to read the story <i>Lila and the Secret of Rain</i>. Today we will read the story before discussing the plot and main characters.</p> <p>The task today is to produce a story map to help us remember the plot of the story and will help us sequence the story in the correct order.</p>	<p>Today we are going to read the story again. We will focus on discussing the main character of Lila. We will think about what he looks like, what his personality is and what he does in the book.</p> <p>The task today is to describe the main character of Lila on our whiteboards.</p>	<p>Today we are going to reread the story and think about the story map that we made on Tuesday. We will then use this to help us summarise the book on whiteboards. We will discuss what a summary is and how they can help us to remember a plot of a book.</p> <p>The task today is to summarise the story of <i>Lila and the Secret of Rain</i> on our whiteboards.</p>	<p>We are beginning weekly comprehension lessons. These will help us to understand how to read and interpret questions about a text. Weekly we will go through a passage from the text: <i>Lila and the Secret of Rain</i>.</p>

Year Group: 1

Week beginning: 17.06.24

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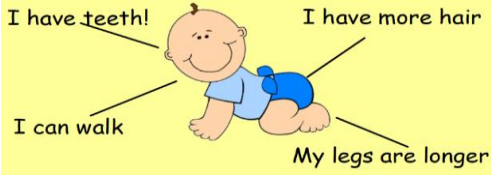


Alexandra
Primary School

Aspire, Perform, Succeed

Year 1	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To compare numbers	LI: To order numbers	LI: To know one more, one less	LI: To know one more, one less
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>compare number partition more than less than equal to < > =</p> <p>Key Questions:</p> <p>Which number has the most/fewest tens? Which number has the most/fewest ones? Why is it important to look at the tens before the ones? Is 34 greater than or less than 24? What number is less than 56?</p>	<p>Key Vocabulary:</p> <p>order number greatest least smallest largest smaller larger</p> <p>Key Questions:</p> <p>How are we ordering these numbers? Which has the greatest? Which has the least? Which number comes next? How do you know? Can you order the numbers from greatest to least?</p>	<p>Key Vocabulary:</p> <p>one more one less greater bigger smaller less add subtract</p> <p>Key Questions:</p> <p>What is one less than ___? What is one more than ___? Does a number get bigger or smaller when it is one less? Does a number get bigger or smaller when it is one more?</p>	<p>Key Vocabulary:</p> <p>one more one less greater bigger smaller less</p> <p>Key Questions:</p> <p>Do we need to add more or subtract some? What happens when I find 1 more than a number with 9 ones? What happens when I find 1 less than a number with 1 one? Can you find one less than 40? Can you find one more than 79?</p>
Introduction	Today children will be comparing numbers. They will find the tens and the ones in numbers represented with dienes. They will then use the words greatest and least to describe different numbers. They will finally compare numbers using 'greater than' and 'less than' and their symbols < > .	Today children will be ordering numbers. They will use the words greatest and least and practise ordering a range of numbers up to 100. They will look at how many tens each number has and learn that if they have the same amount of tens they need to look at the ones.	Today children will be finding one more and one less than numbers. They will practise adding one more to find one more and subtracting one to find one less. They will practise this through a range of questions.	Today children will be continuing to find one more and one less than a given number. They will revisit their learning yesterday and remember the rules of finding one more and one less. They will look at how this type of question can be displayed in different ways.
Activities	Children will work out how many tens and ones in a range of numbers up to 100. They will then compare the numbers using 'greater than' and 'less than'.	The children will order numbers from least to greatest and greatest to least. They will be given a reasoning question where they will need to explain their choice.	Children will practise finding one more and one less practically today. They will use a range of resources such as dienes, counters and cubes. They can use a 100 square to help them.	Children will answer questions in their books. They will have to find one more and one less from a range of numbers up to 100.

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Reading	PSHE	DT
<p><u>Daily for 5-10 minutes</u> 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><u>Phonics</u> <u>APS Phonics- Phase 5 – Taught daily</u> 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: igh, oa, sh. 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: giant, didn't This week's high frequency words are: eyes, can't</p> <p>Alternative spellings this week are:</p> <p>/igh/ spelt i-e (as in like) /oa/ spelt o-e (as in bone) /sh/ spelt c (as in facial) /sh/ spelt ti (as in stew)</p>	<p><u>LI: To explain how my body has changed since I was a baby</u></p> <p>This week we will be thinking of all the changes our bodies make as we grow.</p> <p><u>Introduction:</u> We will start with a game of 'Jigsa Says' followed by our 'Calm Me' mediation time our brains calm and ready to learn.</p> <p><u>Task:</u> To draw a picture of you as a baby and mindmap all the ways your bodies have changed since you were a baby.</p>  <p><u>Questions:</u> How much have we all changed since we were babies? How have our bodies changed? How have our abilities changed? How long does it take to grow up? Do we all grow at the same rate?</p> <p><u>Key words:</u> Baby, growing up, adult, mature, change.</p>	<p><u>LI: To create a fruit kebab recipe</u></p> <p><u>Introduction:</u> Last week we taste-tested fruits! This week we will plan a fruit kebab menu! We will discuss what a fruit kebab is and how we will make it next week.</p> <p><u>Questions:</u> 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? What is a recipe? What are 'doing' words?</p> <p><u>Task:</u> The task today is to write a recipe on how to make a fruit kebab. They will write the ingredients, method and preparation. Children will focus on 'doing' words such as make, chop and stir.</p> <p><u>Key words:</u> fruit food vegetable eat recipe</p>



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Geography	PE – Gymnastics	PE - Athletics
<p><u>LI: To learn about the history of the British seaside holiday.</u></p> <p><u>Introduction:</u></p> <p>Today the children will learn about the history of the British seaside holiday. They will learn about how families would go to the seaside as a pastime. We will discuss entertainment, clothing and food.</p> <p><u>Questions:</u></p> <p>What do we do at the seaside?</p> <p>What did people used to do at the seaside?</p> <p>What sort of entertainment is at the seaside?</p> <p>What did people wear at the seaside?</p> <p><u>Task:</u></p> <p>The task today is to compare and contrast today's British seaside holiday to that from history.</p>	<p><u>L.I. To develop quality when performing and linking shapes.</u></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><u>L.I. To develop changing direction quickly</u></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><i>Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.</i></p>

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Homework

Please complete the tasks and upload them in GC

Remember to read and practice your phonics every day.

For **DT** this term we are looking at seasonal fruits and vegetables.



For homework we would like you to draw or paint a fruit bowl with all your favourite fruits inside.



Please remember to take your time and make it bright and colourful!

Once you have finished you might like to try and make a fruit salad with your family to eat and enjoy together.



For **PSHE** this week we have been looking at lifecycles and the changes our bodies make as we grow. We would like you to choose an animal or plant and find out about its life cycle. What does it look like when it is young? What does it look like when it is just starting to grow? What changes happen before it becomes an adult? (It is fully grown.) You can draw and write about this in your homework books or on paper.



RE

LI: To consider what we would like to achieve in Year 2 (linked to Rosh Hashanah)

Introduction:

This term we are focussing on Judaism, in particular Yom Kippur and Rosh Hashanah. Today we are recapping our learning about Rosh Hashanah before discussing what we would like to achieve in the 'new academic year'.

Questions:

What would you like to achieve in Year 2?

How can you improve on what you have learnt this year?

Why is it important to set new goals?

Task: Children will write and draw about what they would like to achieve next year. Thinking about sentences such as 'Next year I want to get better at.'

Science

LI: To plan an investigation about beans.

Introduction: Over the next few weeks we will be planting beans. Today the children will create an investigation. They will be writing a prediction on what they will think will happen to the beans once they are planted. They will then write their method of what they will do.

Questions:

What is a seed?

What is a bean?

What is a prediction?

What is a method?

What is an investigation?

Task:

This week the children will write a prediction on what they believe will happen to their seed. They will also write their method on how they will plant their seeds.

Key Words:

Investigation

Materials

Method

Prediction

Monday, June 17th, 2024

LI: To plan an investigation on beans

Materials

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Method

To plant our seed I will

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.....

After we plant our seed we

.....

.....

Prediction

I think that

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