

Year Group: 1

Week beginning: 24.06.24

# Weekly Home Learning

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. Please take note of the 'Homework' section at the bottom of the grid. This replaces the home learning grid. Homework will be set on Tuesday and will be expected to be completed by the Monday of the following week.



**Alexandra**  
Primary School

Aspire, Perform, Succeed

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To change the setting of a story	LI: To plan the rewrite of a story by boxing it up	LI: To rewrite the story of The Lighthouse Keeper's Lunch.	LI: To publish the story of The Lighthouse Keepers' Lunch.	LI: To remember capital letters and full stops
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> image seaside reading acting plot characters Setting Change Rewrite</p> <p><b>Key Questions:</b> What is the setting of the story? How can I change the setting of the story? What can I change the setting of the story to? What is the plot of the story? Who are the characters in the story?</p>	<p><b>Key Vocabulary:</b> image seaside reading acting plot characters Retelling</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> image seaside reading acting plot characters Retelling</p> <p><b>Key Questions:</b> 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><b>Key Vocabulary:</b> image seaside reading acting plot characters Retelling publish spelling</p> <p><b>Key Questions:</b> 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? How to I publish my story?</p>	<p><b>Key Vocabulary:</b> Story Prediction Plot characters setting full stop capital letters</p> <p><b>Key Questions:</b> What is a capital letter? What is a full stop? Where do we place full stops and capital letters? Who are the characters in the story? What is the plot of the story?</p>
<b>Introduction</b>	Today we are going to read the text <i>The lighthouse Keeper's Lunch</i> . We will discuss different settings where this story could take place. As a class we will describe what different settings look like, sounds like, and smells like and how they differ to the original setting of the seaside.	Today we are going to plan our version of the story by boxing it up. We will discuss our new settings with our friends to contribute ideas to each other's stories.	Today we are going to write 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.	Today we are going to complete our new version of <i>The lighthouse Keeper's lunch</i> with a new setting.	This week we are going to rewrite the story of <i>The Lighthouse Keeper's Lunch</i> by changing the setting. Today we are going to recap our knowledge on full stops and capital letters. We will decipher where full stops need to be placed in order to create concrete, well-structured sentences.



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Activities	The task today is to draw the characters in the new setting. If they have time the children will write a setting description under their newly illustrated setting.	Today we will box up the story by boxing it up. We will think about the beginning/middle and end of the story of our new versions of the story.	Today the children will be rewriting our own version of the story of <i>The Lighthouse Keeper's Lunch</i> with a new setting in their books. They will be reminded of basic grammar such as full stops and capital letters.	Today we are going to publish and show our new stories of The Lighthouse Keepers lunch.	Today the children are going to be given a copy of <i>The Lighthouse Keeper's Lunch</i> but all the full stops and capital letters are missing! Their job will be to fix this by copying it into their books with the correct full stops and capital letters.
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## This week's reading focus: **Reading Strategy 4: Identify words or phrases**

Reading	LI: Strategy 4 - To identify and record key information	LI: Strategy 4 - To identify the purpose of a text	LI: Strategy 4- To summarise a text	LI: To answer questions about a text	
	<p>Today we are learning how to pick out key information in a text. We will learn how to highlight important information that may help us when answering questions.</p> <p>The task today is to answer questions about the text including:</p> <p>Who are the characters?</p> <p>What is the setting?</p> <p>Who tells Lila the secret?</p>	<p>Today we are going to identify the purpose of the text. We will think about who this book was written for and why.</p> <p>The task today is to discuss the importance of this text and why it is good to learn in school.</p>	<p>Today we will recap what a summary is. We will then reread the book <i>Lila and the Secret of Rain</i> and go over the major plot points.</p> <p>The task today is to summarise the text in our books.</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>	

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Year 1	Monday	Tuesday	Wednesday	Thursday
<b>Maths</b>	<b>LI:</b> To recognise coins	<b>LI:</b> To recognise notes	<b>LI:</b> To count in coins	<b>LI:</b> To count in notes
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> coin, pence, penny, money, value</p> <p><b>Key Questions:</b> What is this coin? What is the value of this coin? What is different about this coin? Can you put the coins in order? How many pennies are in each coin?</p>	<p><b>Key Vocabulary:</b> notes, pounds, value, money</p> <p><b>Key Questions:</b> Can you name each note? What is the same about each note? What is different about each note? How many pounds are in each note?</p>	<p><b>Key Vocabulary:</b> count, money, 2s, 5s, 10s, compare</p> <p><b>Key Questions:</b> How many ways can you make this amount? What coins can you use? Can you draw the coins you are going to use?</p>	<p><b>Key Vocabulary:</b> count, money, 2s, 5s, 10s, compare</p> <p><b>Key Questions:</b> What is the total of these coins? How many ways can you make 20p? Can you make the same amount in different ways?</p>
<b>Introduction</b>	Today children will start learning about money. They will focus on the coins we use. Children will look at each coin and learn its name and value. They will practise recognising them and naming them.	Today children will continue to learn about money. Today's focus will be on notes we use. The children will look at each note and learn the value of it. We will discuss the difference between a pound and a penny.	Today children will start practising counting in coins. They will practise by counting in 2s, 5s and 10s. They will look at examples of a group of coins and see if they can work out the value.	Today children will continue to count in coins. They will look at adding different coins together such as 1p, 5p and 10p and they will look at making 20p with various coins. They will also practise using the < > = signs to compare different amounts.
<b>Activities</b>	Children will take part in various activities. They will match coins to their values, they will order coins and they will compare coins.	The children will practise using notes and matching them to their value. They will work out how many pounds are in each note.	Children will practise adding different coins together and check if they got the right answers. They will have to remember to use the p or £ sign.	Children will answer questions on counting different coins finding the total. They will compare different coin amounts and use the < > = signs. They will see how many ways they can make 20p.

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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 identify the parts of the body that make boys different to girls.</u></b></p> <p>This week we are going to identify our different body parts and discuss the parts that make boys different to girls.</p>  <p><b><u>Introduction:</u></b> We will start with a game of 'Complete the Sentence'. "My name is _____ and my favourite food is _____".</p> <p>Next, we will practice our 'Calm Script' mediation to get our minds calm and ready to learn.</p> <p><b><u>Task:</u></b> To design your own pants!</p>  <p><b><u>Questions</u></b> How can we tell the difference between a male and a female? How can we tell who's a boy and who's a girl? How do you tell the difference between a boy and a girl? What are the right names for the body parts that make boys and girls different? If we are worried, or feeling scared or hurt, what should we do? Which of our body parts do we normally keep private? When is it alright for us to talk about our 'private' parts, and what names should we use?</p> <p><b><u>Key words</u></b> Male, female, vagina, penis, testicles, pants, privates.</p>	<p>LI: Using a knife safely Before we make our kebab next week, we need to practise and use a knife on a piece of playdough.</p> <p>Working in small groups, children will sit at a table and get a chopping board. Today we are going to be practising our fine motor skills by cutting using a knife under the watchful eye of the adults!</p> <p>We are going to reinforce knife safety rules before starting, demonstrating with a knife (use the same tool as the children will use) when needed:</p> <p>Knives are a tool, not a toy.</p> <p>Carefully we are going to look around before children begin cutting to make sure nothing is in the way.</p> <p>Always cut with the sharp end of the knife facing away from you.</p> <p>Never walk around with a knife in your hand.</p> <p>Children will get a ball of playdough and a knife (plastic or child-safe cutlery knives). Children will be shown how to hold the knife correctly and safely. We will explore chopping and slicing the playdough, using the knife. Children may also wish to use the fork secure method to practise cutting. Remind the pupils of the knife safety rules as they explore, and make sure that they are aware to hold the playdough still with one hand as they cut with the other, keeping their fingers out of the way.</p>

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## Geography

### **LI: To research a seaside holiday destination**

#### **Introduction:**

Last week we learned about the history of the British seaside holiday. This week we are going to learn about vintage holiday posters! We will learn about what illustrators do to attract holiday makers to different destinations.

#### **Questions:**

What do we do at the seaside?

What did people used to do at the seaside?

What sort of entertainment is at the seaside?

What did people wear at the seaside?

#### **Task:**

The task today is to plan a holiday poster. The children are to research a seaside holiday location to know what it is like there, what there is to do and what there is to eat. They will then plan the layout of their poster.

#### **Key Words:**

Beach

Cliff

Seaside town

Lighthouse

Poster

Illustrator

## PE – Gymnastics

### **L.I. To develop quality when linking shapes**

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 in an arabesque position, back roll, pencil roll and double 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.

## PE - Athletics

### **L.I. To move at different speeds over varying distances.**

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.

As sports Day is approaching, children will have the opportunity to practice their races during PE.

***Reminder: Earrings and other form of jewellery are not to be worn during PE lessons.***

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## Homework

## RE

## Science

**Please complete the tasks and upload it onto GC**

**Remember to read and practice your phonics every day.**

**Homework is set on a Tuesday and is expected to be completed by the following Monday.**

**Remember to read every day.**

This week your task is to create a holiday poster of another destination. It can be a city, seaside town, country, etc... your choice! Make sure to write a title and list a few things that are fun to do there. Make sure it looks very inviting to attract tourists!



This week we have also planted beans in science. In your books write a recount remembering what happened!

How did you plant your beans?

What did you use?

What do you do after the bean is planted?



**LI: To explore the importance of reflection during Rosh Hashanah and Yom Kippur**

**Introduction:**

This term we are focussing on Judaism, in particular Yom Kippur and Rosh Hashanah. Today we are learning about how Jews spend time thinking about the last year and what they may still need to work on or receive forgiveness for.

**Questions:**

Who is most important to you?

What is most important to you?

What might they be thinking during this time?

**Task:** Children will look at pictures of Jewish people in a Synagogue at Rosh Hashanah with thought bubbles. What might they be thinking?

**Key Words:** Rosh Hashanah, Yom Kippur, reflect, forgive.

**LI: To carry out a simple investigation**

Last week we created an investigation on bean planting. We wrote the materials, method and prediction. Today we are going to use our plan to plant our beans! Each child will have an individual bean to plant

**Questions:**

What is a seed?

What is a bean?

What is a prediction?

What is a method?

What is an investigation?

**Key words:**

seed

prediction

method

**Task:**

This week the children are going to individually plant their beans!

