



Aspire, Perform, Succeed

Year Group: 1

Week beginning: 15.07.24

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.

Year 1	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: To complete grammar and punctuation booklet	LI: To answer questions about leaflets	LI: to recap on stories read throughout the year.		
Key vocabulary and key questions	<p>Key Vocabulary: Grammar Punctuation full stop capital letter word meaning questions answers inference</p> <p>Key Questions: How do I read a question independently? What is a capital letter? What is a full stop? How do I use my reading skills to complete a task?</p>	<p>Key Vocabulary: instructions title subheading leaflet pictures diagram labels caption</p> <p>Key Questions: What are leaflets? Why do we make leaflets? What do features look like? What are the features of a leaflet?</p>	<p>Recall the stories read as a class throughout the year.</p> <p>Which was their favourite book and why?</p> <p>Who were their favourite characters?</p> <p>if they had to put them in order, which one would they put last? Why?</p> <p>Have they read any other books by the same author(s)? Explore different stories by the same author(s).</p>		
Introduction	<p>Today we are going to be thinking about what to do if we make a mistake when reading. We will think back to the reading strategies we have done so far. In their reading today, the children will be spotting mistakes in the stories.</p>	<p>This week we are making leaflets on seaside holidays. Today we are going to learn about the features of a leaflet including: Title, subheading, pictures, diagram. We will have a look at different leaflets and how they are formatted.</p>			



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Activities	Today we will be looking at a piece of writing and spotting the mistakes! They will then make a prediction on what we think will happen next in the piece of writing.	Today the children will answer questions about the features of leaflets. They will then mindmap different things that they can write about in their leaflets.	
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This week's reading focus: Reading Strategy	
Reading	This week we are going to revisit all the books that we have read this year: Chicken in the Kitchen, Dave and the tooth fairy, Alien School, The Girl and the Dinosaur, Lila and the secret of Rain. We will be asking the children which book was their favourite and they need to write a review of their favourite book.

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Alexandra
Primary School

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Year 1	Tuesday	Wednesday	Thursday	Friday
Maths	LI: To know one more, one less	LI: To write time	LI: To add equal groups	LI: To find half
Key vocabulary and key questions	<p>Key Vocabulary: one more one less greater bigger smaller less add subtract</p> <p>Key Questions: 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: time seconds minutes hours long activity</p> <p>Key Questions: Does it take seconds/minutes/hours to brush your teeth? It takes 2 hours to eat my breakfast. True or False? What activities can you think of that take seconds/minutes/hours?</p>	<p>Key Vocabulary: equal groups total 2s 5s 10s</p> <p>Key Questions: How many ____ are there in each group? How many altogether? Are all the groups equal?-</p>	<p>Key Vocabulary: half halve halving quantity amount number equal</p> <p>Key Questions: How can we find half of an amount? How many groups do we need to share our amount between? How can you check that you have found half? How many equal parts should you have when you have split the objects in half?</p>
Introduction	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.	Children will use clocks to tell the time. They will look at the numbers on the clock and the two different hands. They will practise reading the clock when the minute hand is on the 12 and saying o'clock.	Today you will be adding equal groups for your home learning. Go through the examples in the PowerPoint and complete the number sentences aloud or on paper. You could also make the groups using objects you have at home.	Today children will use their learning about finding half of a shape or object, to find half of a quantity. We will practise finding the total amount and then sharing between two equal parts.
Activities	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 using seconds, minutes and hours in their answers. They will match activities to the right amount of time and they will answer a true or false question about time.	Children will practise answering questions about adding equal groups. They will find out how many objects altogether. Use the sheet sent home.	Children will practise finding half of a quantity by using a group of objects in the class such as cubes or counters. They will find the total amount and then share them into two equal parts to find a half.



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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 discuss the changes that have happened in my life</u></p> <p><u>Introduction:</u> Today we are going to discuss changes that have happened or might happen in our lives. We will read a story about Jack and how he feels about the upcoming changes of moving into a new year group.</p> <p><u>Questions:</u> How can you cope with change? How can you manage your feelings? How do you feel when change happens? What can you do to make yourself feel better?</p> <p><u>Task:</u> Think about a change that has happened to you or will be happening. Draw it and write about how you feel about this change.</p> <p><u>Key words:</u> change, coping, feelings, speaking, discussing, sharing.</p>	<p><u>LI: To evaluate a fruit smoothie</u></p> <p><u>Introduction:</u> This week we are going to evaluate our fruit smoothies. We will talk about what fruits we liked and what fruits we did not like. We will reflect on the food-prepping process and how we kept ourselves safe.</p> <p><u>Questions:</u> What is food? What is a fruit? How do fruits grow? What is a recipe? What are 'doing' words? How can I make a fruit smoothie safely?</p> <p><u>Task:</u> The task today is to evaluate our fruit kebabs! We will reflect on what we did through writing about our experience.</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 paint a holiday poster</u></p> <p><u>Introduction:</u> Last week we drew the outline for our holiday poster. Today we are going to paint our holiday poster using watercolour paint. We will then show our posters to our friends and discuss our choices and what we like about them.</p> <p><u>Questions:</u> What do we do at the seaside? What sort of entertainment is at the seaside? What title should I have? What should I draw?</p> <p><u>Task:</u> The task today is to paint our holiday poster in watercolour paint.</p> <p><u>Key Words:</u> Beach Cliff Seaside town Lighthouse</p>	<p><u>L.I. To develop and combine travelling movements.</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 on their tummy, working on the big equipment, backwards 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.</p>	<p><u>L.I. To move at different speeds over varying distances.</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	RE	Science
<p>Please complete the tasks and upload them in GC</p> <p>Remember to read and practice your phonics every day.</p> <p>Curriculum-Based Summer Homework: Your summer homework has been set by your new Year 2 teachers. For more details please see the separate document on either the school website or Google Classroom.</p> <p>This week your task is to reflect on your time in Year 1 and look ahead to Year 2. Think about what you have achieved and what you are most proud of. Now think about what you want to achieve next year. It can be a subject you want to get better at or a skill such as speaking more loudly in class.</p> <p>As we are coming to an end in Year 1, we would like children to be ready for Year 2. In Year 2, they are going to learn about the Great Fire of London. We would like children to research about the Great Fire London over the summer and make a poster. They can give it to their new teacher when they start in September.</p>	<p>LI: To reflect on our learning</p> <p>Introduction: This term we have been focussing on Judaism, in particular Yom Kippur and Rosh Hashanah. Today we will listen to a story about forgiveness and discuss what forgiveness means to the children.</p> <p>Questions: What does forgiveness mean to you? Why is it important to forgive? How does it feel to forgive?</p> <p>Task: Children will draw what forgiveness means to them. They will write why it is important to forgive and ask people for forgiveness.</p> <p>Key Words: reflect, forgiveness. forgive, Yom Kippur, Rosh Hashanah, Judaism, religion.</p>	<p>LI: To reflect on our learning</p> <p>Today we are going to discuss what we have learned this year in science. We will discuss what we found enjoyable and what we found more challenging. We will talk about different topics we have covered including the body, plants, animals and habitats.</p> <p>Questions: What does evaluate mean? What does reflect mean? What are the different topics we covered this year? What was most enjoyable in science this year?</p> <p>Key words: reflect evaluate topic learning science</p>