

Year Group: 1

Week beginning: 01.07.2024

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
English	LI: To understand the features of instructions.	LI: To box up instructions on how to make a sandwich	LI: To write instructions on how to make a sandwich	Polling Day	LI: To publish instructions on how to make a sandwich
Key vocabulary and key questions	<p>Key Vocabulary: instructions recipe method doing words time words ingredients title subheading</p> <p>Key Questions: What are instructions? What is a recipe? Why do we use recipes? What are the features of a recipe? What are doing words?</p>	<p>Key Vocabulary: instructions recipe method doing words time words ingredients title subheading</p> <p>Key Questions: What is a recipe? How can I write a recipe? What are the ingredients I need? What is my method? What doing words should I use?</p>	<p>Key Vocabulary: instructions recipe method doing words time words ingredients title subheading</p> <p>Key Questions: What is a recipe? How can I write a recipe? What are the ingredients I need? What is my method? What doing words should I use?</p>	Remote Learning – see Google classroom for the activity for today.	<p>Key Vocabulary: instructions recipe method doing words time words ingredients title subheading</p> <p>Key Questions: What is a recipe? How can I write a recipe? What are the ingredients I need? What is my method? What doing words should I use? How can I decorate my work? How can I double check my work for errors?</p>
Introduction	This week we are going to be writing recipes on how to make a sandwich. This is inspired by Mrs Grinling's mustard sandwich in <i>The Lighthouse Keeper's Lunch</i> . Today we will	Today we are going to box up a recipe to plan our own. We will look at the egg mayonnaise sandwich recipe and recap its features from yesterday. We will then have a think of what our	Today we are going to write our recipe from our plan in our book. We will recap the features while looking over our plan to make sure we have them all before writing.		Today we are going to discuss why recipes are published by cooks. We are going to look at how we can make our recipes look nice by writing in neat handwriting, by not having



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	be understanding and looking at the features of a recipe.	favourite sandwiches are and share them with the class.			mistakes and by drawing lovely pictures.
Activities	Today the children will be given a recipe on how to make a sandwich. Their task is to label the features.	The task today is to box up and plan our own recipe. We need to make sure to write the ingredients, equipment and the method.	Today we are going to write our sandwich recipes in our books.		Today the children will be publishing their recipes in order to take them home on Friday.

This week's reading focus: Reading Strategy 2 – Making predictions					
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: Who are the characters? What is the setting? What was the secret of rain? What did Lila do to make it rain?</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 on a piece of paper for display.</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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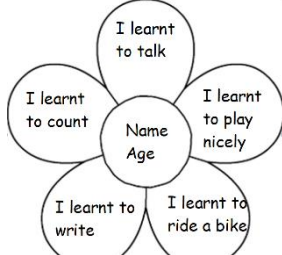


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Year 1	Monday	Tuesday	Wednesday	Friday
Maths	LI: To understand before and after	LI: To learn about dates	LI: To learn about time to the hour	LI: To learn about time to the half hour
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>time before after yesterday today tomorrow morning afternoon evening</p> <p>Key Questions:</p> <p>What did you do before school? What do you do after school? What happened first? What season comes before summer? What season comes after summer?</p>	<p>Key Vocabulary:</p> <p>days week month today yesterday tomorrow</p> <p>Key Questions:</p> <p>Can you name the days of the week? Can you name the months of the year? What day comes before Wednesday? What day comes after Friday? What month comes after June?</p>	<p>Key Vocabulary:</p> <p>time hour minute clock hour hand minute hand o'clock</p> <p>Key Questions:</p> <p>What numbers are on a clock? What time does the clock show? In one hour, what will the time be? Can you match the clock to the time? Which number does the minute hand point to for o'clock?</p>	<p>Key Vocabulary:</p> <p>time hour half past minute hour hand minute hand o'clock</p> <p>Key Questions:</p> <p>Which hand is the shortest? Which hand is the longest? What are the missing numbers on the clock? Which number does the minute hand point to when it is half past?</p>
Introduction	Today children will start learning about time. They will discuss lots of the vocabulary associated with time and link it to their own experiences. They will think about things that happen before and after an event.	Today children will recap the days of the week and months of the year. They will answer questions by putting them in order such as 'If today is Friday, tomorrow is ...?'	Today children will start using 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 children will continue using clocks to find times on the hour and half past the hour. They will learn that the minute hand points to the 6 when it is half past and the hour hand is in the middle of the hour.
Activities	Children will practise using the new vocabulary in simple sentences such as 'Before I get dressed, I brush my teeth.' They will also practise ordering pictures before and after and writing a simple story using 'First, then, now'.	The children will order the days of the week and fill in the missing months of the year. They will answer questions about which day comes after or before. Their challenge is to read sentences and decide if they are true or false.	Children will practise making different times on their individual clocks. They will make sure they use the correct hands for the minute and the hour. They will go on to find the time one hour after and match times of the day on their clocks.	Children will practise making half past on their individual clocks. They will make sure the hour hand is in the middle of the hour. They will match clocks to different times and try to find the time one hour after.





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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 understand that every time I learn something new I change a little bit.</u></p>  <p><u>Introduction:</u> Today we are reflecting on how much we have learnt since we were babies. We will think about all things we can do now such as walk, talk, write, ride a bike. We will discuss how we are constantly learning new skills and every time this happens we change a little bit.</p> <p><u>Task:</u> Today we will reflect on how we have changed since we were babies by drawing and writing about the skills we have now. We will use a flower template and add our skills to each petal.</p>  <p><u>Questions</u> What can you do now that you couldn't do as a baby? How have you changed? Is it nice to learn new skills?</p> <p><u>Key words</u> learn, change, skill, reflect</p>	<p>Polling Day – No DT lesson at school this week because it is timetabled on Thursday.</p> <hr/> <p>Thursday 4th July - Remote Learning this week – Polling Day</p> <p>There will be activities Remote Learning on Google classroom for children to take part in English, Maths and a foundation subject.</p>

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Geography	PE – Gymnastics	PE - Athletics
<p><u>LI: To draw a holiday poster</u></p> <p><u>Introduction:</u> Last week we learnt about vintage holiday posters and what they did to attract visitors! This week we are going to draw our holiday poster for our own seaside destination that we researched last week!</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 draw a holiday poster of a seaside destination that we researched last week. Next week we will paint this poster with watercolours!</p> <div data-bbox="468 849 692 1150" data-label="Image"> </div> <p><u>Key Words:</u> Beach Cliff Seaside town Lighthouse Poster Illustrator</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 jumping off the vault, backward roll, tummy balance on the mat 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 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>For DT 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 Science 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><u>LI: to reflect on our own learning and think about what forgiveness looks like.</u></p> <p>This term we have been focusing 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><u>Questions</u></p> <p>What does forgiveness mean to you? Why is it important to forgive? How does it feel to forgive?</p> <p><u>Task:</u> Children will draw what forgiveness means to them. They will write why it is important to forgive and ask people for forgiveness.</p> <p><u>Key Words:</u> reflect, forgiveness. forgive, Yom Kippur, Rosh Hashanah, Judaism, religion.</p>	<p><u>LI: To evaluate our learning about beans</u></p> <p>Last week we carried out our investigation of bean planting by planting our beans. This week we will evaluate our learning by discussing what we did and how our beans are growing. We will answer any scientific questions we had about the lifecycle of beans and if our investigation has answered them.</p> <p><u>Questions:</u></p> <p>What is a seed? What is a bean? What is a prediction? What is a method? What is an investigation? How do we evaluate our learning? How can we write about what we did?</p> <p><u>Key words:</u></p> <p>seed prediction method</p> <p><u>Task:</u></p> <p>This week children are going to evaluate their learning by writing about what they did this half term and what they have learnt.</p> 