**ENGLISH Learn at Home packs: Year 1, Week 10**

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing.

***‘Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.’***Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we’re really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you’re not a regular user of Hamilton, why not consider becoming a [Friend of the charity](https://www.hamilton-trust.org.uk/sign-up/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tns) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](https://www.hamilton-trust.org.uk/about-hamilton/use-for-free/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tnf).

**The ‘timetable’ for this week’s teaching and learning is as follows**

* **Day 1** – Listen to a reading of *Dear Greenpeace* by Simon James and discuss the layout and language features of letters. Read letters from the story and decide the purpose of each letter.
* **Day 2 –** Listen again to *Dear Greenpeace*. List and describe things Emily might have seen in the pond. Write a letter to a friend or relative explaining what you think Emily saw in the pond.
* **Day 3 –** Listen to *Dear Greenpeace* for the last time. List and describe the kind things Emily does for Arthur the whale in the story. Write a thank you letter from Arthur to Emily.
* **Day 4** – Read *Nut Tree* by Julia Donaldson. Identify rhymes in the poem and spot non-rhyming examples in sets of words. Draw and write captions for a simplified diagram of the life cycle of a tree.
* **Day 5** – Read *The Secret Song* by Margaret Wise Brown and identify question sentences in the poem. Read and spell common ‘question’ words. Write a series of correctly punctuated question sentences.

Summary of content

**Day 1 –** Listen and respond to a story, *Dear Greenpeace*; identify the key features of a particular text type (letters); read and comment on a set of letters.

**Day 2** – Listen and respond again to *Dear Greenpeace*; reflect and write imaginatively in response; write a letter.

**Day 3** – Listen and respond for a final time to the familiar fiction text; recall details from this story; write an imaginative letter.

**Day 4** – Read poetry on a particular theme (the natural world); read words so as to identify rhymes; write captions to accompany drawings and diagrams.

**Day 5** – Read further poetry on a theme; identify question sentences; spell and write key words; write accurately punctuated sentences.