**ENGLISH Learn at Home packs: Year 1, Week 12**

**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** – Read a version of *Sleeping Beauty* by Ruth Merttens and Anne Holm Petersen. Use a set of story cards to sequence events from the story and then orally retell it. Write descriptive phrases and sentences about Sleeping Beauty’s birthday party.
* **Day 2 –** Listen to Adele Moss tell the first half of the story of *Sleeping Beauty.* Recall and write about the wishes bestowed in the story. Write sentences about wishes or gifts you might bestow on a new baby.
* **Day 3 –** Listen to the remainder of Adele Moss’s telling of *Sleeping Beauty*. Compare and contrast the two versions of the story. Write sentences about how someone could get past the hedge in the tale. Write sentences explaining who, other than the Prince, might have woken Sleeping Beauty.
* **Day 4** – Read a non-fiction website entry on blue tits. Create and keep a written bird spotter’s chart. Draw and write sentences about a common British bird.
* **Day 5** – Read further website entries on British birds. Use the Internet and books to research a less common British bird. Draw and write sentences about that bird.

Summary of content

**Day 1 –** Read a familiar traditional story; sequence events in a traditional story; write descriptive phrases and punctuated sentences.

**Day 2** – Listen to a reading of part of a familiar traditional story; write punctuated sentences containing conjunctions.

**Day 3** – Continue to listen to a reading of a traditional story; compare written and spoken versions of a traditional story; write punctuated sentences containing conjunctions.

**Day 4** – Read a non-fiction text; write sentences for a non-fiction text.

**Day 5** – Read a further short non-fiction text; use a variety of sources for non-fiction research; write punctuated sentences containing conjunctions.