**ENGLISH Learn at Home packs: Year 1, Week 5**

**These notes are intended for teachers** who are using these materials to continue to teach their class using a form of online file sharing alongside group chats, the use of pre-recorded stories and poems, video conferencing, messaging and so on.

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

* **Day 1** – Children read the Hamilton Group Reader, *No Thank You!* They recall which animal ate what in the story and sequence the order in which the animals appeared in the tale correctly. They use pictures to retell the story in as much detail as they can.
* **Day 2** – Children re-read *No Thank You!*, speaking in character as they do so. They re-order jumbled sentences about the animals from the story and add in words of their own to describe the animals. They also create their own jumbled word sentence puzzles for adults to solve.
* **Day 3** – Children re-read *No Thank You!* for a final time before planning and writing their own version of the story featuring new animal characters and foods. They decorate their stories and mail them to relatives.
* **Day 4** – Chn discuss their five senses and read the poem, *Five Little Senses.* They list what they love to see, hear, smell, taste and touch and then write punctuated sentences about some of these things.
* **Day 5** – Chn re-read *Five Little Senses* and then read the poem *First Dog on the Moon* by David Orme. They compare the two poems before writing sentences describing what Dog might hear and touch on the Moon.

Summary of content

**Day 1 –** Read a short humorous story; sequence events from a story correctly; orally re-tell a story in as much detail as possible.

**Day 2** – Re-order words to create full sentences; use adjectives to describe animals.

**Day 3** – Plan and write a new version of a story that has been heard or read.

**Day 4** – Read a short poem; link aspects of the poem to own lives and interests; write full, punctuated sentences.

**Day 5** – Read two poems; compare and contrast poems; write sentences in response to the content of poems.