**ENGLISH Learn at Home packs: Year 1, Week 8**

**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 the Hamilton story, *Superheroes – All Sorts*. Select a favourite superhero, draw them and write captions to go with their picture. Use the conjunction *and* to join ideas in their sentences. Try using ‘but’.
* **Day 2 –** Children re-readthe Hamilton Group Reader, *Superheroes – All Sorts* and answer a set of questions about the book. They write sentences about characters from the story using the conjunction *because* to explain their feelings.
* **Day 3** – Watch/listen to an online reading of *Superhero ABC* by Bob McLeod.Children look briefly at the spelling rules for verbs ending in -*ing* before drawing and describing their own superhero character.
* **Day 4** – Re-watch/listen to *Superhero ABC.* Rehearse how we write -ing words. Discuss the idea of super-villains; read a profile of the Joker. Create a super-villain foe for their superhero to challenge. Use powerful descriptive vocabulary.
* **Day 5** – Watch/listen *to Superhero ABC* for the last time. Discuss how speech bubbles are used in comics to record characters’ speech. Children compose a short speech bubble conversation between their superhero and super-villain.

Summary of content

**Day 1 –** Read a short text: *Superheroes – All Sorts*, and draw a fictional character. Use conjunctions ‘and’ and ‘but’ in sentences to describe a fictional character.

**Day 2** – Re-read *Superheroes – All Sorts*; answer questions about a text. Use conjunctions in sentences to explain choices and preferences.

**Day 3** – Listen to a reading of a fiction text. Discuss and apply spelling rules in relation to -ing words. Create a fictional superhero character.

**Day 4** – Listen to a reading of a fiction text. Rehearse superhero powers as action words ending -ing. Create a fictional super-villain character.

**Day 5** – Listen again to a reading of the same fiction text. Using speech bubbles, write the dialogue between a superhero and a villain.