**ENGLISH Learn at Home packs: Year 1, Week 15**

**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 recital of *Hickory Dickory Dock*. Transcribe and start to learn the rhyme. Read John Agard’s poem ‘No Hickory, No Dickory, No Dock,’ comparing it to *Hickory Dickory Dock*.
* **Day 2 –** Read a longer version of *Hickory Dickory Dock* and hear it recited aloud. Use picture cards to correctly sequence events in the longer version of the rhyme.
* **Day 3 –** Re-read the longer version of *Hickory Dickory Dock.* Identify pairs of words that rhyme. Add further rhyming words on one’s own.
* **Day 4** – Re-read the longer version of *Hickory Dickory Dock* once again. Plan to write out additional lines for the rhyme, featuring new animals in rhymed lines. Create a best copy version of these new lines.
* **Day 5** – Read and enjoy the poem ‘Who’s In?’ by Elizabeth Fleming. List the animals in the poem and suggest verbs for their actions and movements. use these ideas to create new lines to add in to the poem.

Summary of content

**Day 1** –Listen to a traditional rhyme, ‘Hickory Dickory Dock’; read a contemporary poem, ‘No Hickory, No Dickory, No Dock,’; compare texts; transcribe and learn simple texts.

**Day 2** – Read an alternative version of a traditional rhyme; use picture cards to sequence events in a text.

**Day 3** – Re-read an alternative version of a traditional rhyme; identify rhymes in a text; create rhymes.

**Day 4** – Re-read an alternative version of a traditional rhyme once again; write a simple, new version of a traditional rhyme.

**Day 5** – Read a contemporary poem, ‘Who’s In?’; say what verbs are; write additional lines for a contemporary poem.