



KEY STAGE ONE

Message from the teachers: Hello Everyone!

HOMEWORK



RE: Next week in RE lessons, we will learn about **The Rosary and The Joyful, Glorious, Sorrowful and Luminous Mysteries that tell us about Jesus**. As we begin to learn about **Families and Celebrations**, please remember to send in a picture of your baptism (labelled), as we share them in class this week. We will talk about the celebrations that happening in our lives including birthdays, Christmas and our Sacraments too. There will be a huge focus on Baptism so try to discover when you were Baptised and given your special name.

English: We are excited to tell you that we are beginning our brand new book 'The Bear and the Piano' by David Litchfield. We will discover how a bear cub finds something strange in the forest, starting an exciting journey to a 'new and wonderful land.'

Maths: We are using the Maths Practice Journals homework this year. The book will tie in with what we have been learning in class. Each week we will allocate certain pages for you to complete. We will be going through the homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages this week.**



**Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking).*



Spellings: Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (see below 'Spellings').



Reading: Reading books have been sent out and we hope to change them during the week (please send your child's reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.



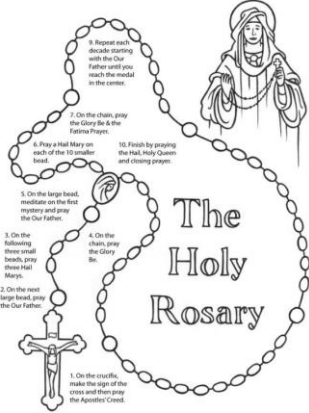

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,
Mrs Redfern, Mrs Humphris, Miss Ryan, Mrs Smith & Miss McDonnell .



OLC WEEKLY LEARNING PLAN

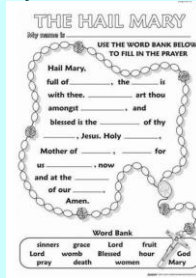
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Redfern & Miss McDonnell, Mrs Humphris & Mrs Smith Miss Ryan	Year:	1	Date:	W/B Monday 16 th October 2023
------------------	--	--------------	---	--------------	--

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE (UNIT B POG)</p>  <p>VOCABULARY: B Family, celebration, Baptism, Mass, Sunday, Family of God, priest, deacon, procession, sign of cross, Lord have Mercy, Gloria, Gospel, altar, bread, wine, body, blood, consecration, congregation, Presentation in the Temple, Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, We d i n g Feast at Cana, miracle, liturgy.</p>	<p>Families and Celebrations</p> <p>Sharing Our Catholic Pupil Profile</p> <p>GOSPEL VALUES & VIRTUES: Generous & Grateful.</p> <p>How are we generous, how are we grateful?</p> <p>LO: To share our reflections from...</p> <p>Y2 Mass (for St. Francis- celebrated 05.10.2023).</p> <p>Y1: Share their reflections from our Zoom Harvest Celebration with Dan and Emily.</p>	<p>RE Prayer and Liturgy</p>  <p>LO: To create a Rosary poster, showing the main prayers of the Rosary.</p> <p>Pinterest Poster Ideas...</p> <p>To create their own Rosary posters. Identify the main prayers of the Trinity, Our Father, Hail Mary decade and The Glory Be to the Father.</p>	<p>RE: Lesson</p> <p>LO: To know that families, the school and parish have special celebrations.</p> <ul style="list-style-type: none"> Know and be able to discuss some of the special celebrations that take place in families, school and church. Understand some reasons why we have special celebrations. <p>(ER 8 Talk about past and present events in their own lives and in the lives of family members.)</p> <p>LO: Understand reasons why we have special celebrations Identify the celebration from these pictures?</p>	<p>RE Lesson</p> <p>We Go to Mass</p> <p>LO: To know that God's Family gathers to meet Jesus at Sunday Mass.</p> <ul style="list-style-type: none"> Know some of the traditional prayers of the Church; know that they can speak to God in formal; prayers and in their own words. Know that Sunday is a special day of celebration in church. Be able to recall some things that happen at Mass. I know some simple responses used at Mass. <p>Go to the Chapel and share what happens at Mass (Y2 recall their recent Mass for St. Francis).</p> <p>Explain to the children that to the Catholic Christians the Mass is a very important</p>	<p>Prayer and Liturgy</p> <p>LO: To Hold a special daily liturgy for the Rosary during the month of October- The Feast of the Rosary is on 7th October</p>  <p>C1 Take part in celebrations which express thanks and praise.</p> <p>R1 That praise and thanks are expressed in prayer,</p>



Understand that there are four mysteries.



Complete their Rosary activity sheets.



Discussion-Share a special family celebration it could be their Baptism/Family Wedding etc..

Share why it was special
-The Children will have an opportunity to share their Baptismal candles/photos

- Write about their special celebration.

Revisit the Baptismal power-point. Role-play a Baptism

celebration that takes place in church.

Show the children lots of different pictures or pictures of a celebration of Mass.

Ask the children to talk about what might be happening. What are some of the things the priest is doing? What are the people doing? Identify important signs and gestures (e.g. blessing with holy water, genuflecting, candles, the altar, the lectern, etc.)

Explain to the children that God's Family comes together on Sunday to celebrate Mass.

Reflect with the children about their individual families being part of the Family of God. Draw pictures of being at Mass either in school or with their family.

The Mass continued: Class Prayer and Liturgy...

Display pictures and captions about the Sunday celebration of Mass.
Learn to sing the "Lord have mercy" and a simple "Gloria".



CATHOLIC PUPIL PROFILE: GOSPEL VALUES & VIRTUES

Are All Saints servants of Christ?

CST: Unit B – Families and Celebrations

(KU 11)

ER1) Ask what they wonder about: Why do we celebrate special occasions?

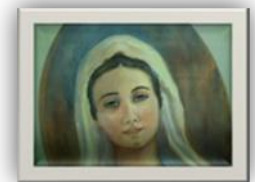
- What does it mean to celebrate together?
- What sorts of celebrations are there?
- Why do we celebrate?
- How do we celebrate?

Share celebrations as families, school and church...Baptism, Birthdays, Christmas, Easter etc
Recall the different people

Show children some pictures of a Baptism taking place. Revise previous learning in Reception about the pouring of water over the baby at a Baptism.

Identify some of the different symbols that are used during this celebration. Children to try and find some photographs of their own Baptism.

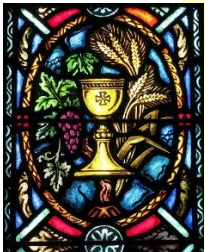
Describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.



Share the St. Therese of Lisieux during Class Prayer and Liturgy...

See ppt...

To talk about our families and the celebrations that we all experience together.



who are important members of their families and to share a few things about them.

- What are some of the different things the children do with their families? (e.g. live together, eat together, play together, go on holidays, etc.)
- Discuss how celebrations are sometimes a special part of family life.

Recall and discuss celebrations in which the children have been involved (e.g. good work assemblies, birthday party, Baptism, etc.)

Look at a range of artefacts from different celebrations (e.g. birthday candles, Baptismal garment, wedding ring, etc.) Children to identify the celebration from which the artefact comes.

Brainstorm the components of a good celebration and create true or false lists.



Why do we celebrate special events? In church Christians take part in many special celebrations.

Understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place.

They will understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.






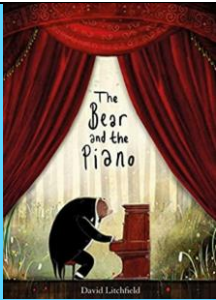
Say the prayers of the Rosary together...
Our Father
Hail Mary x 10
Glory Be

Look at the mysteries of the Rosary...



OLC WEEKLY LEARNING PLAN

			<p>Show the children some pictures of different celebrations that take place in a church.</p> <p>Weddings Christmas Easter Pentecost First Holy Communion Baptism</p>		
 Maths 	<p>LO: Number bonds</p>	<p>LO: Find Number bonds</p>	<p>LO: Number bonds to 10</p>	<p>LO: Add together</p>	<p>LO: Add more</p>
	<p>Unit 2</p> <p><i>Text Book Pages 84-87</i></p> <p><i>Workbook Pages 62-64</i></p>	<p>Unit 2</p> <p><i>Text Book Pages 88-91</i></p> <p><i>Workbook Pages 65-67</i></p>	<p>Unit 2</p> <p><i>Text Book Pages 92-95</i></p> <p><i>Workbook Pages 68-70</i></p>	<p>Unit 2</p> <p><i>Text Book Pages 100-103</i></p> <p><i>Workbook Pages 73-75</i></p>	<p>Unit 2</p> <p><i>Text Book Pages 104- 107</i></p> <p><i>Workbook Pages 76-78</i></p>
 English <i>The Bear and the Piano</i> <i>by David Litchfield</i>	<p>LO: To make predictions about a text</p> <p>To use question marks</p> <p>To write statements</p> <ul style="list-style-type: none"> I can make predictions about a story I can use question marks I can write statements 	<p>LO: To discuss the significance of a title</p> <p>To use coordinating conjunctions</p> <ul style="list-style-type: none"> I can talk about the title of a book I can join sentences using and or but 	<p>LO: To spell common exception words</p> <p>To spell and use contracted verbs</p> <ul style="list-style-type: none"> I can spell could, should and would <p>I can use apostrophes for contractions</p>	<p>LO: To create expanded noun phrases</p> <p>To use commas in a list I can create noun phrases</p> <p>I can use commas in a list</p>	<p>LO: To identify verbs with 'ed' endings</p> <p>To convert verbs from simple present to simple past</p> <p>To use present and past tense verbs correctly</p> <ul style="list-style-type: none"> I can find verbs in sentences <p>I can tell you if my writing is set in the past or the present</p>
	<p>Introduction:</p> <p>In this three-week Writing Root for The Bear and the Piano by David Litchfield, children arrive to class to discover an advert and, after being given tickets, attend a 'concert' of piano music. They</p>	<p>All the excitement in session 1 around a piano-playing bear has reminded you of a story...</p>	<p>Read on in the text from 'When the bear played, he felt so happy to The bear knew that if he left the forest, the other bears would miss him very much.'</p>	<p>Read on in the text up to and huge admiration.</p> <p>Tell the children what the word 'admiration' means</p>	<p>Re-read the text from the beginning up to 'He played sold-out concerts in giant theatres' (which is a bit</p>



**Literary Theme:
Bravery vs. fear**

Talk to the hand



then write statements as predictions before going on to use contracted verbs to write letters of advice. After drawing on the author's use of language to create noun phrases, they write a short news report before briefly bouncing out into a non-fiction piece where they research their chosen member of an 'Animal Orchestra'. This new character becomes the main protagonist in an own version narrative

Lesson 1: Whole Class

Children arrive to class to hear piano music playing (Rachmaninoff is perfect for this...) and to see a poster advertising a concert;

- <https://www.youtube.com/watch?v=kOltR6n54Ck>

Find other clues such as a bowtie, a rose, a newspaper cutting from the text and the front cover of **The Bear and The Piano** with the title and author removed so that it looks like a photo.

Discuss the clues and ensure children know associated key words such as piano, performance, stage, lights, bow-tie, tail-coat, concert

Read the first two pages of the text, The Bear and the Piano and **pause** after, **'The strange thing made an awful sound.'**

Book talk: Do the children think that the bear will continue to play? Why? Why not?

Do you think that the piano is played by others or do you think that it has been in the forest for a long time?

Have the children ever tried something before that hasn't gone that well in the beginning only to keep going?

Statements to sort (provided with sequence)

Statement sort:

Read the next double page, which shows the changing of seasons and the passing of time on to the page after ending in, **'the bear had grown big and strong and grizzly.'**

Provide the children with statements on cards and ask them to sort them to match the pictures.

Coordinating compounds:

Talk about the element of **bravery here** – sometimes in life we have to be brave and take a risk otherwise we could miss out on an opportunity,

Provide card strips and let the children create some Contraction action cards for verbs in the text and other verbs: Card strips

Letter writing paper Bear is in a dilemma – should he leave the forest and go to the city or not?

Children write a letter of advice using could, should, would and contractions.

Model first, ensuring that you include compound sentences and some examples of subordination. Instant publishing – write onto letter paper.

Dear Bear, How lucky to have been asked to play in the city! I think that you should go because it's such a brilliant opportunity. You will have the chance to play the most beautiful piano and bring music to hundreds of people. I know you will miss your friends but if you don't take this chance, then you would feel you've let yourself down. Good

and identify that this is a noun.

Display the sentence:

The bear's name was up in big, bright lights in the big, bright city.

Identify first the nouns in the sentence then the adjectives.

Tell the children that in this sentence, **big, bright lights and big, bright city** are noun phrases.

Piano Key Noun Phrases (see resources at end of sequence)

Piano key noun phrases:

Provide the children with the resource printed and chopped onto cards. Let them experiment with different combinations by grouping a two white keys before each noun key. They could glue their favourite combinations to create a keyboard.

before where you read up to in session 4)

Grammar splat:



Ask children to listen out for the past-tense verbs - performed, recorded, interviewed, created in the next section as you read up to and created headlines wherever he went.

Have the verbs on suffix fixer cards on the table and as children hear and read each, hold up at that moment. Children fold the suffix fixer cards to add the required suffix to the words.

What changes take place to the root when we add a suffix?

Look at the rules for changing the ones that are simple past to present.

Model using them in a sentence:

Talk to the hand: Support the children in generating questions about the scenario and items found.

Teacher scribe, modeling the placement of the question mark.

Independent:

Let the children write further questions.

Create a statement: Children to write statements as responses to their questions.

Model first: I think that the bear is on a stage because there is a curtain and there are lights.

Extention using because or as to create subordination
Share predictions as a class.

Model how to join the independent clauses to create compound sentences using and or but:

The bear played when he was a cub but now the bear is an adult.

Make explicit reference to the changes needed to punctuation.

Record their statements as compound sentences in their books.

Write the following example onto a sentence strip:

The bear played when he was a cub but now the bear is an adult.

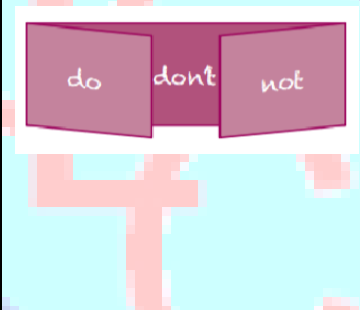
Model replacing the second 'the bear' with 'he'.

Reflect on their sentences and improve in the same way

luck with what you decide!
Best wishes, Becca

Children to check their letters for correct spellings of the common exception words used and placement of apostrophes for contraction.

They can use their contraction action cards here.



Extention: children to use words suffixed with -ment and -ness

Play the piano music that the children heard in session 1 and let the children read out their

favourite noun phrase off their 'keyboard' so as to 'play' their compositions

- <https://www.youtube.com/watch?v=kOltR6n54Ck>



Today we will interview the bear.

Suffix fixer cards

Suffix fixers

perform ed	record ed
interview ed	create ed
complete ed	study ied
play ed	control ied

Create a short news-report using each of the words on the table in their simple past or present form.

Teacher model first.

Yesterday the Bear performed to a sellout hall. Tonight he will perform again. We interviewed the bear and he said he will record an album soon.

Using the suffix fixers, let the children check their use of verbs and edit as needed in terms of spelling and consistency of tense – you may need to model this first

OLC WEEKLY LEARNING PLAN



Spelling & Handwriting

Year one and Year Two Words Consolidate FS Words



LO: CEW – This week’s Words –Spelling Pathways...

chat
clap
drag
drop
hum
pat
plan
slip
trot

LO: CEW – Common Exception Words Focus



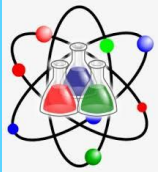
LO: CEW – Common Exception Words Focus



LO: CEW – This week’s Words – Spelling Pathways...

chat
clap
drag
drop
hum
pat
plan
slip
trot

LO: CEW – Common Exception Words Focus



Humanities



GEOGRAPHY:

Jigsaw/ PSHE Unit 1: Y2



5. Our Learning Charter

Work well with others

5. Our Learning Charter

Co-operate
Learning Charter
Responsibilities
Rewards
Consequences
Problem-solving
Choices

REAL P.E

Personal Skills

I enjoy working on simple tasks with help.
I can follow instructions and practise safely.
I try several times if at first I don't succeed and I ask for help when appropriate

Warm up

1
Off We Go!
Ride around and show all your amazing bike moves.
2
On And Off
Carefully practise getting onto your bikes.
Onto 1 leg and freeze for a photo of everyone before your trip.

Geography

LO: What we need to find out?

Activate prior knowledge
5 mins

Lesson slides 1–4 and Work booklet page 14

- Show pupils the main lesson question.
- Pupils should complete the Quiz independently.

Explain/Explore
15 mins

Lesson slide 5 and Work booklet page 14

- Recall the previous lesson and remind pupils of the project they are going to help with (planting a new apple tree at school will be used as an example in the unit,

Science

LO: To understand that we have different ways of exploring the world and that often our senses work together to help us do that.

Before the session: Prepare a feely bag with different items inside it, varying in texture, shape, weight, etc. Choose some that are noisy. Prepare the Senses Cards. Please note that you may wish to exclude the 'taste' card from the outside area activity and talk to the chn about why this is.

Whole Class: Sit the class down on the carpet and ask someone to have a go at identifying an item in the feely bag. Ask them to first feel the item from the outside of the bag before putting their hand in. Ask them to talk about and describe what they are feeling. Whilst they are doing that, ask the

Art

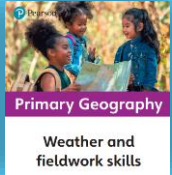
LO: To draw with different media.

(See Teacher knowledge for the rationale behind this activity.)

Give each table a selection of 2D shapes and use this as an opportunity to recap shape names.

Before they begin their own shape compositions, model how to make sure the shapes have no gaps between them (they are trying to create a single mass using the polygons, so

OLC WEEKLY LEARNING PLAN



I understand how following the Learning Charter will help me and others learn

I work cooperatively

Jigsaw Charter, Jigsaw Chime, Jigsaw Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template enlarged on card, flip chart, camera, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Ca..

3

Heads Up

You're off for another ride and don't forget to beep when you pass another rider.

4

Helmets On

Whoops! Did you forget to put your helmets on?

Quick fasten them and check your friend's helmet.

5

Who's Being Safe?

Now 'beep' when you pass other riders practising safely with their helmets on and their heads up, looking where they're going.

6

Bicycle Bling

Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.

Skill

Yellow Skill

With fluency and control:

I can side-step in both directions.

I can gallop, leading with either foot.

but can be adapted as required).

- Ask pupils what they need to think about before planting their apple tree. Model asking questions, e.g. How will we plant it? Where shall we plant it?
- When pupils have generated two or three questions verbally, display slide 5. Explain that it shows a helpful way to organise their questions to make sure they think about all of the possibilities.
- Either continue generating and recording questions as a class or ask pupils to work in small groups to complete task 1.
- Keep returning to the slide during the unit, adding any further questions as they crop up.

Explain/Explore 15 mins

Work booklet page 15

- Explain that, to answer their questions, pupils will need to find out

class: *What senses do we need to work out what the item is? What senses are we not using? (Sight.) What senses are we using on the carpet by watching what is happening? (Hearing.) How many senses are we using at the same time?* Ask the chn to list the five senses. Tell them that often all our senses, or many of them, work together at the same time to help us work things out. Then take them into the school grounds, explaining that they are going to use their five senses outside. All the chn spend some time exploring the outside area. Then split them into small groups and ask them to choose a 'senses' card from the bag. Explain they are going to think harder about that sense in particular, as they explore the environment. So, if they have 'Sight' they will walk around and look carefully at things, but will try not to touch or feel. Explain that it is too difficult to ignore other senses, but that it is useful to have to think about how a particular sense helps us explore. After some time, come back together and ask them to share their experiences and thoughts. Ask if anyone was surprised by having to think harder about one particular sense.

the shapes will have to overlap).

Ask the children to select several shapes to draw around in pencil. When they have done this, they need to fill in each shape (and separate shape segments) using the different mediums and colours provided. If two shapes overlap, colour the overlap using a different medium/colour.

When finished, the children cut around the outside of their shape.

Use the *Pupil video: Experimenting with media* for further demonstration and/or have this playing while the children are working independently for them to refer to as they work.

Bring the class back together and explain to the children that some media can be easily rubbed out if a



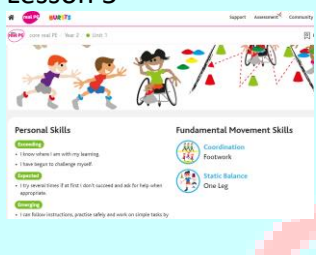
OLC WEEKLY LEARNING PLAN

		<p>I can hop on either foot.</p> <p>I can skip.</p> <p style="text-align: center;"><u>Green Skill</u></p> <p style="border: 1px solid black; padding: 2px;">With fluency and control:</p> <p>I can combine side-steps with 180° front pivots off either foot.</p> <p>I can combine side-steps with 180° reverse pivots off either foot.</p> <p>I can skip with knee and opposite elbow both at 90° angle.</p> <p>I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p style="text-align: center;"><u>Application</u></p> <p>Introduce the song line by line.</p> <p>Discuss, agree on and practise different actions to perform as the song progresses.</p> <p>You might start with the video example for the children to copy and then create their own movements.</p>	<p>some more information about apple trees.</p> <ul style="list-style-type: none"> You can help pupils carry out research in a variety of ways, as a class or in small groups, and over more than one lesson by: <ul style="list-style-type: none"> looking at online resources or videos as a class providing books about the subject for pupils to read getting volunteers involved, e.g. a keen gardener or allotment owner, so pupils can ask them questions and find out what is important when planting their apple tree setting up an experiment treating three plants differently, e.g. one plant in the dark, one deprived of water, another put in the optimum location, and monitor what happens. Pupils should complete task 2 to 	<p>Split into groups and blindfold a member of each group. Tell the other group members to take the blindfolded child around and get them to experience things without being about to see them. Remind chn to take care with the blindfolded member and not to place their hands on anything that will hurt them. When they have done this, ask the group if they noticed anything different about the person they were guiding. <i>Were they more cautious about feeling things? Did they worry about where they were going?</i> Ask the blindfolded person how they felt about being blindfolded.</p>	<p>mistake is made, whereas others seem to invite mistakes even when you do your best to avoid them. Did they find this to be the case? Ask them what they discovered about the materials they used in this lesson.</p> <ul style="list-style-type: none"> Do they have a favourite? Can they explain why? Which ones were hard to work with? <p>2D shapes</p> <p>Shapes with two dimensions, such as width and height.</p> <p>3D shapes</p> <p>Shapes with three dimensions, such as width, height and depth.</p>
--	--	---	--	---	---

OLC WEEKLY LEARNING PLAN

		<p>Children could perform movements individually and/or in pairs.</p> <p style="text-align: center;"><u>Review</u></p> <p>Children work in pairs or small groups with a ball or other piece of equipment per pair/group.</p> <p>Use a central clock and whistle/buzzer and divide the talking time evenly among the group with only the child holding the ball permitted to talk and with the ball on every 30, 45 or 60 seconds.</p> <p>Combine this method with Question Carousel where all answer the same question, or simply give a topic for discussion or review.</p> <p>As an alternative, the child holding the ball is not permitted to speak, with the rest of the group telling them how they thought they got on in the lesson, for example what they did well/what they could improve.</p>	<p>record some of their findings.</p> <p>Practise 10 mins Lesson slide 6 and Work booklet page 16</p> <ul style="list-style-type: none"> When pupils have found out what an apple tree needs in order to grow, work together to turn this information into criteria, e.g. the ideal location would have access to water/good soil, not be too windy, and be sunny. Complete the slide together, or pupils can complete task 3 in pairs once the criteria have been decided as a class. <p>Reflect 5 mins Lesson slide 7 and Work booklet page 4</p> <ul style="list-style-type: none"> Pupils should complete their Learning review. If you have time, you could share what the pupils have written. 		<p>Abstract</p> <p>Art where the subject doesn't necessarily look like it does in real life</p> <p>Medium</p> <p>The material used to create artwork, e.g. paint.</p> <p>Shade</p> <p>A colour referring to how dark or light it is.</p> <p>Shape</p> <p>The form of something made by a line around the edge.</p>
--	--	--	--	--	--

OLC WEEKLY LEARNING PLAN

 <p>Daily PE Activity</p> 	<p>LO: To listen carefully to instructions using warm up activities.</p> <p>Activity: We're riding on a bike... riding in the rain, up a hill, on one wheel, really fast song.</p>	<p>REAL PE: PERSONAL</p> <p>Lesson 5</p> 	<p>PE with Joe</p> <p>https://www.youtube.com/watch?v=d3LPrhloy-w</p> <p>5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe</p> <p>https://www.youtube.com/watch?v=d3LPrhloy-w</p> <p>5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe</p> <p>https://www.youtube.com/watch?v=d3LPrhloy-w</p> <p>5 Minute Move Kids Workout 1 The Body Coach TV</p>
---	--	--	---	---	---

<p>Homework:</p>					
-------------------------	--	--	--	--	--

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk