

Message from the teachers: Hello Everyone!



**WE ARE GROWING TO**

**ELOQUENT:** the ability to speak or write fluently, persuasively and appropriately. We are eloquent when we use language to express our ideas or opinions clearly and with conviction, and writing.

We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to say things in a way that is interesting, truthful, memorable and faithful.

**ELOQUENT:** When we choose our words carefully so they are kind and compassionate, and don't hurt others. Eloquence isn't limited to speaking.

**Eloquent**

**Truthful**

**Truthful:** God wants us to be truthful in all we do. Jesus said, 'I am the way, the truth and the life', so being honest and truthful means we are following in his footsteps and living life the way God wants us to.

**TRUTHFUL:** Being truthful is being faithful to ourselves and to Jesus. We should stand up for the truth.



**HOMEWORK:**



**RE:** As we continue to explore the **Resurrection of Our Lord Jesus Christ**, we will be looking at witness accounts of the disciples and how they reacted and believed. We will be Bible detectives looking at both **Doubting Thomas and the Road to Emmaus**. How do these witness accounts help us in our faith today?

This term for our Gospel values and virtues, we are trying to be both **Eloquent and Truthful**. We will be looking at the Resurrection of Jesus Christ our Saviour. We will read our Bibles together and learn new hymns and songs. We will be looking closely at our **Catholic Social Teaching** characters and Human Dignity, whilst we try to **live as Jesus taught us**,

**English:** Visual Literacy- This week, we will be looking at 'Bubbles' in Visual Literacy. Here, when it all seems blue, happiness may be close by... if you just look closely at your surroundings perhaps you will find it! A young girl called Gabby is walking along the beach where she discovers a magical bottle of bubbles. As she blows a bubble, she gets transported into fantasy adventure where she has



## OLC WEEKLY LEARNING PLAN

**fun riding on bubbles and meeting new people and things along the way.**

**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').



**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.

**Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of p78-81** \*Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking). We have also received our Numbots and Times Tables Rockstars letters and logins to complete some wonderful online fun activities using our number bonds and multiplication skills!

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

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

<b>Teachers:</b>	Mrs Redfern, Mrs Kinchin, Mrs Humphris & Mrs Smith	<b>Year:</b>	1	<b>Date:</b>	Monday 29 <sup>th</sup> April 2024
------------------	---	--------------	---	--------------	------------------------------------

	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
--	--------------	---------	-----------	----------	--------

RE



Patchwork Thinking

Resurrection	Jesus	Mary Magdalene	Peter	Paschal Candle	Alpha
Omega	Easter Vigil	Holy Water	Emmaus	Thomas	Doubt

Year 2 Easter

Bible Society  
The Sunday Supper story videos & Easter Trail

VOCABULARY

Easter, empty tomb, Resurrection, Jesus, risen, Alleluia, Easter/Paschal Candle, Alpha, Omega, Peter

WE ARE GROWING TO

**Eloquent**  
the ability to speak or write fluently, persuasively and imaginatively, using language to represent our ideas or opinions clearly and with confidence and feeling.

**Truthful**  
We can express ourselves in other ways like music, drama, poetry or dance. We should use our own words. It is not always a very good idea to copy things.

**Eloquent**  
being able to speak or write fluently, persuasively and imaginatively, using language to represent our ideas or opinions clearly and with confidence and feeling.

**Truthful**  
We can express ourselves in other ways like music, drama, poetry or dance. We should use our own words. It is not always a very good idea to copy things.

Sharing Our Catholic Pupil Profile:

Big Question- How can we be both eloquent and truthful during Eastertide?

Catholic Social Teaching - The Principles

Respect for Human Dignity	Thinking of everyone	The Common Good
Subsidiarity	Caring for the weak	Stewardship
Preferential Option for the Poor	Sharing with others	Distributive Justice
		Working for Peace

<https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children>

TEN:TEN- Guided meditation

UNIT J :EASTER

LO: To know that water, light and the colour white are special signs of Easter.  
KU 11/ KU 12

Discuss with the children how the Church celebrates the Season of Easter.



- Explain that it is a celebration of 50 days with white or gold as the liturgical colour.

- Identify with the children some of the symbols the Church uses to celebrate the Easter Season. KU 11

- Cross with white cloth draped over it. What is the meaning of the white cloth? Look at the story of the Resurrection again. What does it say about the cloth? KU 1 KU 11

UNIT J :EASTER

The Road to Emmaus and Doubting Thomas (see ppt)

LO: To know two stories of the appearance of Jesus to his disciples,  
1.) The Road to Emmaus 2. Doubting Thomas.ER 1/ER2

Big Question: Why Thomas found it hard to believe that Jesus was alive> ER 4 ER 2

<https://www.youtube.com/watch?v=PPsWHNa84Tc>



Y1  
<https://www.youtube.com/watch?v=K3QkZsKLU2o>



Discussion: Recall a time when they missed out on doing something with a



Watch/read: The Road to Emmaus and Doubting Thomas



[https://www.youtube.com/results?sp=mAEB&search\\_query=miracle+maker+thomas4](https://www.youtube.com/results?sp=mAEB&search_query=miracle+maker+thomas4)



Sing Risen Christ Hymns... Y2  
<https://www.youtube.com/watch?v=dM76NoQM-y8>

Y1  
<https://www.youtube.com/watch?v=RI5mTW45MGA>

Prayer and Liturgy : (Share class prayer and liturgy together).  
Year of Prayer  
OUR FATHER:

You Who

Our Father, who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

Lord, teach us to pray...

Rosary Video  
<https://www.youtube.com/watch?v=CnC0tV7IEDM>

<https://www.youtube.com/watch?v=d4R-WFkm41s>

Learn a sung version of the Our Father (C1 Take part in celebrations which express thanks and praise R1 That praise and thanks are expressed in prayer).

<https://www.youtube.com/watch?v=i70XoA2ZxYQ>



**LO:** To know of some that there are many different ways to pray–  
**BIG Question:** How we pray together?

- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.
- To identify some of the different ways people pray in Church.
- To use their own words to write simple thank you and asking prayers

**Discuss:** Do we always have to pray out loud with words?

Explore opportunities to talk to God quietly without speaking any words.

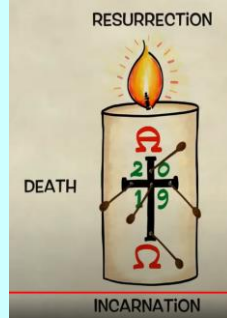
**Guided meditation:**

(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

<https://hallow.com/blog/how-to-pray-our-father/>

**Answer the Big Question and share**

- Make a life size Easter cross for the classroom and use it in class liturgy.



Revisit and Embed their knowledge of the Paschal Candle and its meaning.

Look at the 5 nails, why do you think 5 nails have been put in the candle? What do the nails contain? What do the nails tell us about Jesus? Can you think of another story when frankincense was brought to Jesus? **KU 1 KU 11**

- Look at the letters alpha and omega. What language do they come from? What do they mean? What do they tell us about Jesus? **KU 12**

- In groups children work on making their own Easter candle. Use a variety of materials.

<https://www.looktohimandberadiant.com/2018/03/paschal-candle-craft-for-kids.html>

friend. What was it like when you found out what your friend was doing? **Did you believe what they said they had done?** How did you feel?

**Bible Detectives:**

- Read the story of Emmaus and Thomas refusing to believe. **KU1**

- In groups children to present an argument as the disciples who had seen the Risen Jesus, or as Thomas who would not believe. **KU 2**

- What are your reasons for believing or not believing? Write statements in support of your point of view. Refer to any evidence that you might have. **ER1 ER 2**

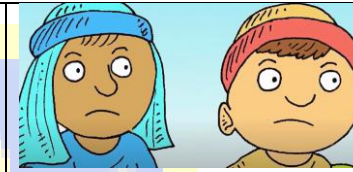
## DOUBT

- Discuss the meaning of the word “doubt”. Explore real life examples of people doubting sometimes.
- Use an imaginative contemplation of Thomas meeting the Risen Jesus.

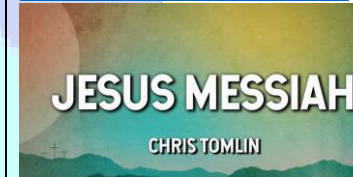
Ask the children to imagine the reaction on his face and what Jesus looked like.

**Y1 & Y2 Activity: Create a storyboard of the meeting between Thomas and Jesus.** **KU 1 KU 2**

- Create a role-play of this meeting.
- Emphasise the feelings of expectancy amongst the disciples and the



<https://www.youtube.com/watch?v=IL7BlrwZHf8>



<https://www.youtube.com/watch?v=BB0Z1LK7BXg>



Lord Jesus Christ Hymn

Hallowed be thy name.

<https://www.youtube.com/watch?v=up3epar5kek>



**PRAYER:** Remember...

**LO:** To know of some traditional prayers of the Church –

- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.

- To identify some of the different ways people pray in Church.
- To use their own words to write simple thank you and asking prayers

**Discuss:** Do we always have to pray out loud with words?

Explore opportunities to talk to God quietly without speaking any words.

**Guided meditation:**

**your thoughts together...**

**I wonder?**

Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:

Re-watch the children a video presentation of the lighting of the Paschal Candle at the Easter Vigil. Notice how...

- Water is an important symbol for Easter.

Share the different uses of water. What would happen without the gift of water?

Where do we find Holy Water in the church building? KU 11 KU 12

- Talk to the children about water being essential to life and that the use of water in church is a reminder that Christians share in Christ's life.
- Explain that Easter is a special time in the Church when water is blessed.
- Go to the Chapel/Church and share an Easter liturgy using the symbols of the Easter cross, the Paschal Candle and Easter Water.

doubts of Thomas.  
KU1 KU 2 ER 4

**Bible Detectives-Read the story of Emmaus.**

Find Emmaus on the map. How far is it from Jerusalem?

- Why were the disciples leaving Jerusalem?

How did they feel when the stranger first spoke to them?  
How did they feel by the end of the story?

What had made the difference?

**ER 4**

**ALL:**

- Imagine you were one of the two disciples who saw the Risen Jesus at Emmaus. ER 4
- What would you say to the other disciples when you got back to Jerusalem? Explore this through pictures and captions

**Y1 Speech Bubble of what Cleopas and his fellow disciple felt upon the breaking of bread.**

**Y2 Complete the What is your opinion Activity below...**

What's your opinion?

I think...

My partner thinks...

My table thinks...

Someone who disagrees thinks...

(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

<https://hallow.com/blog/how-to-pray-our-father/>

**Gather**




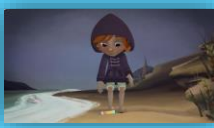






**Listen**

**Respond**







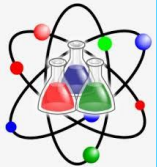


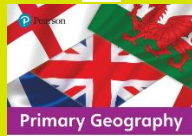


**Go Forth**

- Who listens to use when we pray?
- How do Saints help us in our prayer life?
- Are there different types of prayer that we can experience together? Eg. Meditative.

OLC WEEKLY LEARNING PLAN

 <p><b>Maths</b></p> 	<p><b>LO: Recognise and find a half of a shape</b></p>	<p><b>LO: Recognising and finding half of a quantity</b></p>	<p><b>LO: Recognising and finding a quarter of a shape</b></p>	<p><b>LO: Recognising and finding a quarter of a quantity</b></p>	<p><b>LO: End of Unit Check</b></p>
<p>Unit 12: Fractions</p> <p>Text Book Pages 48-51</p> <p>Workbook Pages 36-38</p>	<p>Unit 12: Fractions</p> <p>Text Book Pages 52-55</p> <p>Workbook Pages 39-41</p>	<p>Unit 12: Fractions</p> <p>Text Book Pages 56-59</p> <p>Workbook Pages 42-44</p>	<p>Unit 12: Fractions</p> <p>Text Book Pages 60-63</p> <p>Workbook Pages 45-47</p>	<p>Unit 12: Fractions</p>	
<p><b>English: Visual Literacy</b></p>  <p>a film by gabby zapata</p> 	<p><b>LO: To make sensible predictions about this image?</b></p> <p>(Watching 0-12 seconds).</p>	<p><b>LO: To demarcate most sentences in their writing with capital letters and full stops.</b></p> <p>(Watching 0-20 seconds).</p>	<p><b>LO: To sequence Gabby's magical bubble adventure (29 seconds)</b></p>	<p><b>LO: To describe the setting using your senses.</b></p> <p>(105 seconds)</p>	<p><b>LO: To wish upon a star...</b></p> <p>If you could wish upon a star like Gabby, what would you wish for? (118 seconds)</p>
 <p><b>Answer the Following questions...</b></p> <ul style="list-style-type: none"> <li>Who is she?</li> <li>What is she doing?</li> <li>Where is she going?</li> <li>How does she feel?</li> <li>What will she discover?</li> <li>What is the object lying on the sand?</li> <li>Why is she there?</li> <li>How would you feel if you discovered an object on the beach?</li> <li>What could the title be for this visual narrative?</li> </ul>	 <p><b>Watch and discuss</b></p> <ul style="list-style-type: none"> <li>What happens when she blows the very first bubble?</li> <li>How will her mood change?</li> </ul> <p><b>Talk partners</b></p> <ul style="list-style-type: none"> <li>Discuss what could happen...</li> <li>Are they magical bubbles?</li> <li>How will her mood change?</li> <li>If you had found these bubbles</li> <li>Where would you like to go and</li> </ul>	<p>Describe Gabby's exciting journey, sequencing where the bubble takes her (using time adverbials)...</p>  <p><b>First, Next, After that, Soon, Meanwhile, Suddenly, Then, Finally</b></p>	 <p>Describe the setting below....</p> <p><b>What can Gabby see, hear, taste, smell and touch?</b></p> <p><b>Read aloud and evaluate together.</b></p> <p><b>Can we edit?</b></p>	  <p>Share their wishes by writing on a star template.</p> <p>They may write more than one wish...</p>	

# OLC WEEKLY LEARNING PLAN

	<p><b>Create your own questions and predictions about this visual narrative.</b></p>	<p>○ why?</p>		<p><b>Can we improve our writing (referring to the LO).</b></p>																									
 <p><b>Spelling &amp; Handwriting</b> Year one and Year Two Words Consolidate FS Words</p>	<p><b>LO: CEW – Common Exception Words Focus</b></p> 	<p><b>LO: CEW – This week's Words Common Exception Words</b></p> <table border="1" data-bbox="716 494 1064 742"> <tr> <td>after</td> <td>bath</td> <td>child</td> <td>children</td> </tr> <tr> <td>door</td> <td>even</td> <td>floor</td> <td>half</td> </tr> <tr> <td>hour</td> <td>past</td> <td>path</td> <td>whole</td> </tr> </table>	after	bath	child	children	door	even	floor	half	hour	past	path	whole	<p><b>LO: CEW – Common Exception Words Focus</b></p> 	<p><b>LO: CEW – This week's Words Common Exception Words</b></p> <table border="1" data-bbox="1489 494 1825 742"> <tr> <td>after</td> <td>bath</td> <td>child</td> <td>children</td> </tr> <tr> <td>door</td> <td>even</td> <td>floor</td> <td>half</td> </tr> <tr> <td>hour</td> <td>past</td> <td>path</td> <td>whole</td> </tr> </table>	after	bath	child	children	door	even	floor	half	hour	past	path	whole	<p><b>LO: CEW – Common Exception Words Focus</b></p> 
after	bath	child	children																										
door	even	floor	half																										
hour	past	path	whole																										
after	bath	child	children																										
door	even	floor	half																										
hour	past	path	whole																										
  <p><b>Humanities</b></p>  <p><b>Primary Geography</b> Comparing countries of the UK</p>	<p><b>Jigsaw/ PSHE</b> <b>Unit 5:</b> <b>Y1</b></p>  <p><b>3. Greetings</b></p> <p><b>Year 1:</b> <b>Weekly Celebrations:</b> <b>Help others to feel part of a group</b></p> <p><b>Piece 3</b></p>	<p><b>Computing</b> Algorithms and debugging</p>  <p><b>L.O:</b> To understand that computers can use algorithms to make predictions (machine learning).</p> <p>Presentation: Machine learning2 Display slide 1 of the Presentation: Machine</p>	<p><b>Geography:</b> <b>Comparing countries of the UK</b></p>  <p><b>Primary Geography</b> Comparing countries of the UK</p> <p><b>Lesson 1: Where do people live in UK?</b></p> <p><b>Activate prior knowledge 5 min</b></p> <p>Lesson slides 1–4 and Work booklet page 7</p> <ul style="list-style-type: none"> <li>Show pupils the main lesson question.</li> <li>Pupils should complete the Quiz independently if they can, but can</li> </ul>	<p><b>Science:</b></p>  <p><b>Plants</b></p> <p><b>L.O:</b> To design and set up a garden centre in the classroom.</p> <p><b>Before the session:</b> Collect the necessary items for the chn to set up a mini garden centre in the classroom. This need only be the size of a table and could be very temporary.</p>	<p><b>Art: Woven Wonders (Miss Moir- Pottery)</b></p>  <p><b>LO:</b> To learn how to weave.</p> <p>Organise pupils with whiteboards and pens. Display slide 2 of the Presentation: Warp and weft. Work through the quiz on slides 2-5. The children identify which technique each picture shows by writing the corresponding letter. Slide 5 introduces weaving, which pupils may be familiar with. Slide 6</p>																								



**Greetings**

**Vocabulary:**

- Greeting
- Touch
- Feel
- Texture
- Like
- Dislike

**PSHE learning intention**

**I know appropriate ways of physical contact to greet my friends and know which ways I prefer**

**3. Greetings**

**Social and emotional development learning intention**

**I can recognise which forms of physical contact are acceptable and unacceptable to me**

**Resources**

**Jigsaw Chime, Slideshow, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, Jigsaw Jack, Jigsaw Journal, My**

learning and ask the children what they can remember about the word algorithm. Recap that an algorithm is a set of instructions or steps to achieve something. Show slide 2 and ask for a volunteer to come to the front and play the game Google Quick, Draw!, which is a drawing game that uses algorithms to guess the images drawn. (Make sure the whole class can see how it is played.) When the volunteer has finished drawing the six images, click on one to display other objects the game thought the drawing looked like. Using slide 3, show the children the link: Google Quick, Draw! - the data, which shows all the images the game has collected from different users. Explain that this large collection of data is used by the computer. Display slide 4 and explain that the computer uses artificial intelligence called 'machine learning' to identify images. It looks at how the user draws, which shapes they start with and compares that data with the data it has

check back in their Work booklets if they need to.

**Explain/Explore 10 min**

Work booklet page 7

- Discuss whether your school is in a village, a town or a city, and how pupils can identify this, e.g. 'Our school is in a village because there are not many houses or shops nearby.'
- Ask pupils for examples of different-sized settlements they have visited and to explain how they identified them, e.g. 'I know my uncle lives in a city because there are tall buildings and busy roads.'
- Pupils should complete task 1 in pairs.
- Take feedback and discuss examples of each type of settlement, e.g. hamlets, villages, towns and cities, that can be found in the UK and megacities that can be found abroad, like Tokyo or Delhi.

**Practise 15 min**

Lesson slides 5–7 and Work booklet page 8

- Display slide 5 and ask pupils what they can

**Whole class:** Show the children the images showing different types of gardens in the resource. Ask them if they have a garden and what it is like. Explain that all gardens are different - different shapes, locations, climate, plants and design. Then ask if they have been to a garden centre before. Play them the clip of a large garden centre (Lowden Garden Centre), typical of many in the UK. Before you play it, tell the children that you will be asking them to tell you what they can do at a large garden centre, so they must try and remember as many different things as they can. Then show them the items you have collected and challenge them to set up a mini garden centre in a space in the classroom. When the children have set up the classroom garden centre, bring them together and tell them that they are going to grow a bean in a freezer bag. Show them the resources and talk through what they need to do. Ask them to work in groups with an adult, following the resource sheet. When they have finished, they may tape the bean into the garden centre or peg onto a washing line. Ask each child to predict what they think will happen to the bean. Give them the Bean in a Bag

shows an image of a loosely woven fabric. Use this, and the example of paper weaving that you made before the lesson, to explain that weaving is when two sets of threads are overlapped at right angles to make fabric. Challenge the children to spot something woven in.

Tell the children that Cecilia Vicuña uses weaving to make some of the hanging pieces in 'Brain Forest Quipu'. Show slide 1 of the Presentation: Warp and weft as a reminder. Explain that they will create artwork based on Vicuña's 'Brain Forest Quipu' over the next few lessons. To get ready, they will practise weaving. Show the Pupil video: Weaving to illustrate the process of paper weaving. Explain that the 'warp' means the paper strips that run up and down. These stay still while weaving. The 'weft' means the paper strips that go over and under the warp when weaving. You may wish to model the weaving process using the Activity: Weaving warp template and some paper strips. Leave slide 8 visible while the children are working. 1. Organise tables with copies of the Activity: Weaving warp template, paper strips of different colours, rulers, pencils, scissors and glue sticks. 2. Children can use the Activity: Weaving warp template and cut



## OLC WEEKLY LEARNING PLAN

	<p><b>Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</b></p>	<p>collected from all the other people who have played the game. Show the children how it works by watching the video Google Developers - How Google Quick, Draw! works on VideoLink. Display slide 5 and hand out a whiteboard and pen to each child. Ask the children to draw a crocodile (give them 20 seconds). Using slide 6, explain that the programmers improve their algorithm by asking users to identify images that should not be considered crocodiles. The program updates when an image is identified as a 'non-crocodile'. This means the program is taught what the object should and should not look like. Use slide 7 to show the link: Google Quick, Draw! - crocodile. Explain that this shows the collection of crocodile images. Ask the children if they can see a crocodile that resembles the ones they drew. Discuss as a class if any images do not look like crocodiles. Optional: hand out devices with internet access (one between two) and allow the children to play the game</p>	<p>see. Explain that this is a completely natural landscape. Highlight that only <i>physical</i> features are present, i.e. the mountains, lake and surrounding landscape.</p> <ul style="list-style-type: none"> <li>• Ask pupils to compare this to slide 6, which is also a natural scene, but has evidence of <i>human</i> features, i.e. a wall and cottage.</li> <li>• Display slide 7 and take pupils' suggestions for which are physical and human features.</li> <li>• Pupils should complete tasks 2 and 3 in pairs.</li> </ul> <p><b>Explain/Explore</b> <b>15 min</b> Lesson slides 8–10 and Work booklet page 9</p> <ul style="list-style-type: none"> <li>• Introduce pupils to the concept of aerial photos, explaining that they are photos taken from above.</li> <li>• If practical, demonstrate by taking a photo of the classroom from above.</li> <li>• Display the first aerial photo (a city). Give pupils a couple of minutes to talk to a partner about what they can see. Ask if there are more physical or human features, checking</li> </ul>	<p>Diary sheet and ask them to fill in the first section.</p> <p>This group needs to draw the bean in the right section of the 'Bean in a Bag Diary'. Ask them to work in pairs and to talk to each other about what they think will happen to the bean in the next week.</p> <p><a href="https://www.youtube.com/watch?v=EKx4ZwoJqXY">https://www.youtube.com/watch?v=EKx4ZwoJqXY</a></p>	<p>along the dotted warp lines, or cut their own warp using a piece of thin card in A4 (see Differentiation). 3. Next, they take a strip of paper or card (the weft) and weave it over-under through the paper warp. Sticking the warp to the table with masking tape first can be helpful. Push the paper up to the top if it slips down. 5. Glue down the outer edges of the weft strip. 6. Repeat this process by placing the weft strip under the first warp strip and weaving under-over. 7. Continue alternating weaving the strips until the paper loom is full. Questions What is easy? What is tricky? Are your weft strips making patterns?</p> <p>Seat children with their paper weaving. Pause the video link: 'Brain Forest Quipu' by Cecilia Vicuña at the Tate Modern'. to show some woven fabric. Invite a child to the board to point out an example of weaving in Vicuna's work. Point out fibres going vertically – what are they called? (the warp). Ask children to point out the warp on their own weaving. Point out fibres going horizontally – what are they called? (the weft). Again, pupils identify the weft strips in their work. Can you see any patterns in your weaving? How is your weaving the same or different to</p>
--	---	---	---	--	--

## OLC WEEKLY LEARNING PLAN

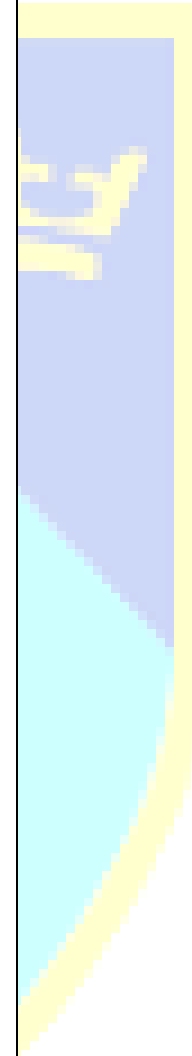
		<p>Google Quick, Draw!          Questions What features do the crocodiles have in common? How does the computer know that you have drawn a crocodile?</p> <p>Presentation: Building blocks algorithm3 Display slide 1 of the Presentation: Building block algorithm and arrange the children in pairs. Hand out a few building blocks to each pair and explain that they have one minute to build a small model. If devices with camera capabilities are available, take a photo of their model to refer back to later in the lesson. Ask the children to write a set of instructions on a whiteboard so that someone else would be able to recreate their model if they followed the instructions. Show slide 2 and allow the children to test out their instructions. Discuss as a class if the algorithms were effective, clear and if they had enough detail. Encourage them to adapt them to be even more specific (e.g. to specify brick colour and size). Using slide</p>	<p>pupils can identify buildings compared to open space.</p> <ul style="list-style-type: none"> <li>• Pupils should complete task 4 in pairs.</li> </ul> <p><b>Reflect</b>  <b>5 min</b>          Lesson slide 11 and Work booklet page 4</p> <ul style="list-style-type: none"> <li>• Pupils should complete their Learning review.</li> <li>• If you have time, you could share what the pupils have written.</li> </ul> <p><b>Extend and stretch</b></p> <ul style="list-style-type: none"> <li>• Pupils could be introduced to the idea that place names can give information about the geographical features of a place, e.g. Tynemouth, Bournemouth (after the mouth of a river). How do pupils think Newcastle got its name?</li> </ul>		<p>Cecilia Vicuña's work? (They may suggest it has a warp and weft, it is paper not thread, it is crinkly not soft, or it is colourful rather than natural tones.)</p>
--	--	--	--	--	--

## OLC WEEKLY LEARNING PLAN

3, ask the children to swap their algorithms and building blocks with another pair to test their instructions.

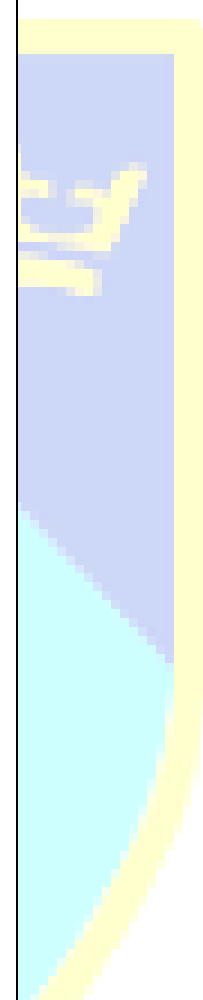
Compare the finished design with the photographs of the original model taken. Take feedback from the class and discuss how easy it was to follow the algorithms using the questions below. Were your instructions (algorithms) effective? Did they include enough detail? How could your algorithm be more precise? How did you know what to build? What was good about the way the algorithm was written? Encourage the children to give feedback to the pair who wrote the instructions about the algorithm's clarity and success. Allow time for the children to make any necessary changes to make them more precise. Finally, ask each pair to swap with a new pair and repeat the process.

Bring the class back together and ask the children: What makes a good algorithm? Play a drawing game to help the children understand how



OLC WEEKLY LEARNING PLAN

algorithms work. 1. Ask for two volunteers. 2. Child A will stand by the class whiteboard with a pen. 3. The teacher will suggest (quietly) to Child B an object that Child A has to draw. (Do not tell the rest of the class.) 4. Child B will describe to Child A how to draw the object: they cannot say what it is. 5. Child A will draw what is described to them. 6. Ask the class to guess what object has been drawn and to write it down on their whiteboards. You could add a time limit to make it harder. Ask the class which children guessed the object correctly. Discuss how Child B's description could be improved to be clearer and more precise. Try the game again with different volunteers, encouraging them to learn from the first example.



PE : Creative- Link Movements

Warm Up: Ball Tricks

1

In And Out

Walk slowly in and out of the spots avoiding each other.

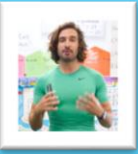
2

Copy It



Daily PE Activity

## OLC WEEKLY LEARNING PLAN



When the teacher stops in an athletic stance, stop and copy as quickly as you can.

3

### Speed It Up

Same again, but walk faster by gradually increasing your speed.

4

### Move It

On a call of "Move it", change the way you're moving, for example, jump/hop/skip/march.

5

### Change It

On a call of "Change it", change your direction of travel, for example, backwards/sideways/diagonally.

6

### Around It

On a call of "Around it", travel around a spot.

## Ball Skills

### Roll a large ball to your partner or against a wall

With right and left hand against a wall or with a partner (3 to 5 metre distance):

1. I can roll a large ball and collect the rebound.
2. I can roll a small ball and collect the rebound.
3. I can throw a large ball and catch the rebound with 2 hands.

### Throw a small ball and catch it after one bounce

With right and left hand, against a wall or with a partner (3 - 5 metre distance):

1. I can throw a tennis ball and catch it with the same hand after 1 bounce.
2. I can throw a tennis ball and catch it with the same hand without a bounce.
3. I can throw a tennis ball and catch it with the other hand after 1 bounce.
4. I can throw a tennis ball and catch it with the other hand without a bounce.
5. I can strike a large, soft ball along the ground with my hand 5 times in a rally.

Introduce the Juggle Trouble game.

Start with children practising in pairs with their own gate, rolling, striking, kicking and throwing a ball or object to each other.

## OLC WEEKLY LEARNING PLAN

When ready, they can move from gate to gate, trying to avoid going to the same gate as another pair.

As an alternative, children could play individually, rolling/striking/kicking/throwing their ball through a gate and quickly collecting it the other side.

They could also practise their different movement skills as they move from gate to gate, e.g., hopping, galloping, skipping and side-stepping.

### Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

