

Message from the teachers: Hello Everyone!



WE ARE GROWING TO BE:

Learned: By *learning* how God wants us to live our lives whether we are young or old, we should never stop *learning* about what God wants of us. We *learn* many new things each day. By reading the Bible, listening to our teachers and listening to our hearts, we *learn* more of what God wants.

LEARNED: Learning: learning how God wants us to live our lives

Wise: By *knowing* how God wants us to live our lives and putting it into practice. God is always with us and hoping that we will live our lives in the *right way*, following the teachings of Jesus.

WISE: Wise: knowing how God wants us to live our lives and putting it into practice.



HOMEWORK:



RE: We have celebrated the Feast of the Blessed Trinity and our new month of June is the month of the Sacred Heart. Here, we to get closer to Jesus through His Sacred Heart. We have also started our new Unit about Pentecost. During Y6's Pentecost Service, we enjoyed saying, saying and signing the Our Father in different languages, just as the apostles spoke to the crowds in many different languages during Pentecost. Our Gospel values and virtues, have focused on how we are both **Learned and Wise** we now know how important **Solidarity** is so necessary, as we look at **Shristi the Bear** who shows us how to care for one another in our **Catholic Social Teaching (CST)**.



In English this week, we are continuing to read and write about **A Walk in London, which is written and illustrated by Salvatore Rubbino**. This book is amazing! You can travel around London and there's even a fold out river in the middle of the book. We are all having so much fun finding out about the sights and attractions that are in our capital city of London and their important history



OLC WEEKLY LEARNING PLAN

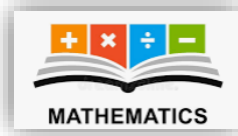
too. There has been so much to do each day!



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 (e 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 p *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! This week's unit is all about **Unit 12: Problem solving and efficient methods**

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,

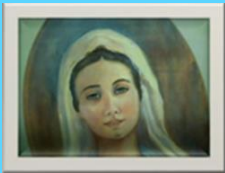
Mrs Redfern , Mrs Humphris, Mrs Kinchin, Mrs Smith and Miss Phillips

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

Teachers:	Mrs Redfern, Mrs Humphris Mrs Smith, Mrs Kinchin & Miss Phillips,	Year:	2	Date:	Monday 3 rd June 2024
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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RE



VOCABULARY
Pentecost,
promise, Holy
Spirit, God,
Trinity,
Jesus, disciples

June: The Month of the Sacred Heart



Create a Sacred Heart Display for your Prayer Area4

Learn and say the Sacred Heart Prayer for the Month of June

O Sacred Heart of Jesus I place all my trust in you (x3)

Learn hymns for devotion to the Sacred heart of Jesus

Gospel Values and Virtues- Learned and Wise

Sharing Our Catholic Pupil Profile:



Big Question- How can we be both learned and wise? (See Learned and Wise poster).

Diocesan Prayer for Vocations

Lord Jesus, send labourers into your harvest. Inspire, in the hearts of your people, vocations to the priesthood and religious life. Bless our families with a spirit of generosity. May those whom you call to the priesthood and religious life have the courage to give themselves to your Church as co-operators in your work.
 St. John Vianney: Pray for us



GOSPEL VAUES & VIRTUES

Let us offer prayers for Vocations: Pray the Diocesan Prayer for Vocations. Prayfor people to discern their that people will proclaim the truth of the Good News

UNIT J: Pentecost



KU 7 Recognise key figures in the history of the People of God

LO: To understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven.

Promise

Can we remember what was Jesus' promise to His disciples?

Bible Detectives:

• Read to the children the story of Jesus promising to send the Holy Spirit. **KU1 Acts 2: 1-4 – The story of Pentecost**
Watch and Discuss

UNIT J: Pentecost Continued...

LO: To now the story of Pentecost and be able to dramatise and retell the story.

KU1 KU2

• Know that the Holy Spirit was the promised gift of Jesus to his disciples.

KU3 KU4

• Understand what Jesus meant when he promised to send the Holy Spirit to his disciples.

• Understand how the disciples' way of life changed

Activities:

Share with the children the story of **Pentecost day.**

KU1

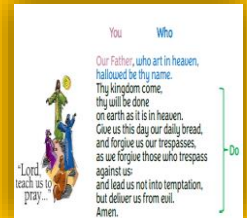
• Explore the story through music and movement to capture the thoughts and feelings of the disciples. **KU1 ER4**

• Create a class mime of the story.

• Use percussion instruments for wind and fire and to express the

Prayer and Liturgy

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



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=i70XoA2Zx>

YQ



Understand how our Parish has a great devotion to the Sacred Heart of Jesus and the important feast day of the Sacred Heart. (See David Harris Staff Noticeboard)

TEN:TEN- Guided meditation

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

During April, it was our World Day of Prayer for Vocations.

Let us pray for Vocations using our Gospel Values and Virtues

Create a class prayer book for vocations.

Y1



<https://www.youtube.com/watch?v=OOx5G-LR850>

Y2



<https://www.youtube.com/watch?v=KwJJJoSGw84>

Role Play: Act out the story of Pentecost.

Extension Activity:

- Create a class display of symbols of the Holy Spirit.

Revise with children the sign of the cross as a prayer to God the Holy Spirit.

Notes:

R4 That Jesus' promise to send the Holy Spirit is fulfilled at Pentecost.

Ch2 That the Church is the community which continues Jesus' mission to proclaim Good News to the whole world.

- Explore the meaning of the word "promise".
- Know the story of Pentecost and be able to dramatise and retell the story. KU1 KU2
- Know

thoughts and feelings of the disciples. ER4

- Create with the children Pentecost word banks.
- Y2 Write their Pentecost experience as one of the disciples.

Y1 Complete a Before and After Changes activity.

All: Share the symbols of the Holy Spirit together.

Extension: Find out about the celebration of Pentecost in the parish. What colour is used for the liturgy of Pentecost? Why do you think this colour is chosen? KU11 KU12

Hallowed be thy name.

<https://www.youtube.com/watch?v=up3epar5xek>



PRAYER: Remember...

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


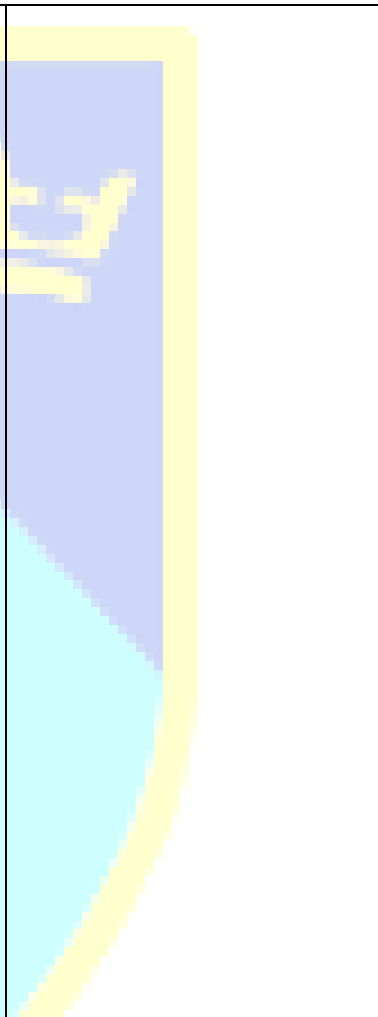

- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.

- 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.

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	<p>Discuss: Do we always have to pray out loud with words?</p> <p>Explore opportunities to talk to God quietly without speaking any words.</p> <p>Guided meditation:</p> <p>(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)</p> <p>https://hallow.com/blog/how-to-pray-our-father/</p> <p>Answer the Big Question and share your thoughts together...</p> <p>I wonder?</p> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:</p>		<p>that the Holy Spirit was the promised gift of Jesus to his disciples. KU3 KU4</p> <ul style="list-style-type: none"> • Understand what Jesus meant when he promised to send the Holy Spirit to his disciples. • Understand how the disciples' way of life changed after Pentecost. KU5 KU6 KU7 KU8 <p>To know the story of Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit.</p> <p>To identify and explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost.</p> <p>Extension: To know why Jesus promised to send the Holy Spirit and be able to describe ways in which the Holy Spirit can help Christians today.</p>		<p>Guided meditation:</p> <p>(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)</p> <p>https://hallow.com/blog/how-to-pray-our-father/</p> <p>Gather</p> <p>Listen</p> <p>Respond</p> <p>Go Forth</p> <ul style="list-style-type: none"> • 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.
 <p>Maths</p>	<p>LO: Mental Addition and subtraction (2)</p> <p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 108-111</p>	<p>Efficient subtraction</p> <p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 112-115</p>	<p>Solve problems- addition and subtraction</p> <p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 116-119</p>	<p>Solve problems- multiplication and division</p> <p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 120-123</p>	<p>Solve problems- using the four operations</p> <p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 124-128</p>

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Brunel Museum. We read lots of plaques about the tunnel.

their walking guides/brochures. Encourage them to use a range of sentence types to grab the reader's attention and make them want to read on.



Spelling & Handwriting

Year one and Year Two Words Consolidate FS Words

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
the	they	one	door
a	he	once	floor
to	me	front	poor
today	she	school	kind
of	we	put	because
said	no	push	kind
ago	so	full	mind
were	by	house	child
was	my	our	children
is	here		after
his	there		well
has	where		climb
I	love		both
you	come		class
your	some		old
			grass
			only
			can
			open
			money
			gold
			plant
			clothes
			busy
			people
			water
			again
			half
			improve
			money
			Mr
			Mrs
			parents
			Christmas
			everybody
			even
			year
			some
			gold
			plant
			clothes
			busy
			people
			water
			again
			half
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			money
			Mr
			Mrs
			parents
			Christmas
			everybody
			even
			year
			some

LO: CEW – This week's Words Common Exception Words

after	bath	child	children
door	even	floor	half
hour	past	path	whole

LO: CEW – Common Exception Words Focus

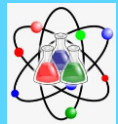
Year 1 and 2 Common Exception Words			
the	they	one	door
a	he	once	floor
to	me	front	poor
today	she	school	kind
of	we	put	because
said	no	push	kind
ago	so	full	mind
were	by	house	child
was	my	our	children
is	here		after
his	there		well
has	where		climb
I	love		both
you	come		class
your	some		old
			grass
			only
			can
			open
			money
			gold
			plant
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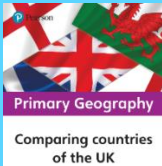
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his	there		well
has	where		climb
I	love		both
you	come		class
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			grass
			only
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			plant
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			again
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			Mrs
			parents
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			year
			some



Humanities

GEOGRAPHY



Comparing countries of the UK

Jigsaw/ PSHE Unit 6: Y2



Changing Me

Year 2:

Weekly Celebration
Understand that everyone is unique and special

Pieces

1. Life Cycles in Nature
and Vocabulary

Computing

Algorithms and debugging



L.O: To understand that computers can use algorithms to make predictions (machine learning).

Presentation: Machine learning
2 Display slide 1 of the Presentation: Machine

Geography:

Comparing countries of the UK



Lesson 4: Which UK countries have we visited?
Purpose

This lesson introduces pupils to geographical enquiry and simple data collection (an element of fieldwork). While reinforcing the UK's capital cities and using numeracy skills, pupils

Science:

Plants

L.O: Notice and explain the differences between the cress left to grow in the classroom and the cress left in the cupboard. Boil eggs and butter bread to make egg and cress sandwiches.

Before the session: Invite parents into the class to eat the cress sandwiches with you. Check class records for any dairy, egg and gluten allergies and intolerances.

Art: Woven Wonders (Miss Moir- Pottery)



L.O: To learn how to weave.

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



**Change
Grow
Life cycle
Control
Baby
Adult
Fully grown**

PSHE learning intention
I can recognise cycles of life in nature

Social and emotional development learning intention

I understand there are some changes that are outside my control and can recognise how I feel about this

Resources

Jigsaw Jo, Jigsaw Chime, Find your pair cards, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.



1. Life Cycles

Y1

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

will develop fluency using compass directions (north/south/east/west).

- In advance of the lesson, ask pupils to bring in a photo of themselves in any UK country (or countries) they have visited, or a picture of a location in the UK they would like to visit (only one photo per country).

- **Make connections** with: Year 1 and Year 2 Mathematics (Geometry – position and direction), Year 2 Mathematics (Statistics).

By the end of the lesson pupils should...

- be able to use evidence to answer a geographical enquiry question
- use simple directional language more fluently and have an emerging knowledge of distance, e.g. nearest, furthest, etc.

Activate prior knowledge

5 min Lesson slides 1–4 and Work booklet page 13

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

10 min Downloadable resource 4.1

- Use any photos and pictures that pupils have brought

Whole class: Ask the chn to look carefully at their cress heads. Encourage them to look through the magnifying glasses and to talk to each other about what they can see. Ask: *Is it different to what you expected? What can you see through the magnifying glass that you can't see with the naked eye? What shapes can you see? Can you draw what you can see, in your sketchbooks?* Give them time to do this and then ask them to label the different parts of the cress that they can see (stem, roots, leaves). Ask them to turn to their partners and explain what each of those plant parts do to help the plant grow (roots collect nutrients, stem takes the nutrients to the leaves, leaves turn sunlight into food). Ask them to fill in the final part of their cress record, before you show them the cress grown in the cupboard. Ask them: *Has this turned out like you expected? Is this what you predicted? Is it similar or really different to what you expected? What has happened? Why has this happened?* Then explain that the healthy cress is actually ready to eat and that they are going to make sandwiches to put their cress into. Split the chn into sandwich-making teams or have tables with butter and

familiar with. Slide 6 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

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<p><u>Changing Me</u></p> <p><u>Weekly Celebration1. Life cycles</u></p> <p><u>Pieces Understand that everyone is unique and special</u></p> <p><u>and Vocabulary</u> <u>Changes</u> <u>Life cycle</u> <u>Baby</u> <u>Adulthood</u></p> <p><u>PSHE learning intention</u> <u>I am starting to understand the life cycles of animals and humans</u></p> <p><u>Social and emotional development learning intention</u> <u>I understand that changes happen as we grow and that this is OK</u></p> <p><u>Resources</u> <u>Jigsaw Jack, Find your pair cards, Jigsaw Chime, Jigsaw Song: A New Day, Teacher's photos: series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to</u></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>in to make a wall display with a UK map at the centre (printed and enlarged from Downloadable resource 4.1, if required).</p> <ul style="list-style-type: none"> Pin the photos around the map and attach pieces of string to link each photo to its location. Discuss the destinations pupils have visited and their experiences. Ask which places they would like to visit in the future. <p>Targeted activity 10 min Lesson slide 5 and Work booklet page 13</p> <ul style="list-style-type: none"> Explain that pupils are going to answer the geographical question: 'Which UK country is our most popular destination?' Discuss that, although it might be possible to get a rough idea of this from the photos on the display, you are going to collect more accurate data to be certain. Display the slide and model collecting the numbers for each country using a show of hands and recording the results using tally marks or digits, as appropriate. Pupils should complete tasks 1 and 2 in pairs. Demonstrate understanding <p>10 min Lesson slide 6 and Work booklet page 13</p>	<p>bread, another for egg chopping, another for egg and mayonnaise mixing etc. Ask an adult to supervise boiling eggs (unless you bring them in already boiled) and then have teams of chn chopping the boiled eggs and mixing with mayonnaise in a bowl. When the mayonnaise and chopped egg is roughly mixed, ask the chn to cut a handful of cress, using clean kitchen scissors. The cress should be put in the bowl to be thoroughly mixed with the egg and mayonnaise. There are instructions on the websites in the Weblinks section. The egg and cress filling is now ready to be put in the sandwiches. Invite parents or another class in to sample the egg and cress sandwiches. Set up the tables with tablecloths and flowers and place the answer cards from the resource sheet on the tables. Ask the guests to sit down and explain that they will be asked some questions by the chn and they will only be allowed to start eating when they have matched the correct answers to the questions! Choose chn to ask a question, one at a time, and to see if an adult spots the correct answer on their table. Make sure the chn are sure it is the right answer before congratulating</p>	<p>strips of different colours, rulers, pencils, scissors and glue sticks. 2. Children can use the Activity: Weaving warp template and cut 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</p>
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source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.

Google Quick, Draw!
 Questions What features do the crocodiles have in common? How does the computer know that you have drawn a crocodile?

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

- **Explain** that the data can also be presented as a block diagram to make it easier to read at a glance.
- **Display and use** the axes on the slide, if needed, and model how to create a block diagram (using sticky notes) or a pictogram (using smiley faces).
- **Draw attention** to how each column on the diagram relates to the table and select pupils to come and help you position the correct number of sticky notes or draw the correct number of smiley faces on each column.
- Pupils should complete task 3 independently. Targeted activity 10 min Lesson slide 7 and **Work booklet page 14**
- **Display** the slide and discuss what it shows, drawing pupils' attention to the compass rose on the top right corner of the map.
- If pupils are not familiar with **compass directions, stick pieces of paper labelled 'north', 'south', 'east' and 'west'** on the four walls of the classroom, and ask pupils to point or move between them.
- **Ask questions** to help pupils grasp that Scotland is north of England and England is south of Scotland. England is east of

the adult and allowing them to start their sandwiches! Then ask the chn to wait on their guests, always being polite and considerate. At the end, sing the whole Seed Song to the visitors.

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 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.)

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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

Wales. Northern Ireland is west of England, but a body of water separates it, affecting travel time.

- **Ask** if the position of the countries and the travel involved had an impact on the popularity of the UK destinations, e.g. 'Not many people have visited Northern Ireland because it is the furthest away.'

- Pupils should complete task 4 in pairs.

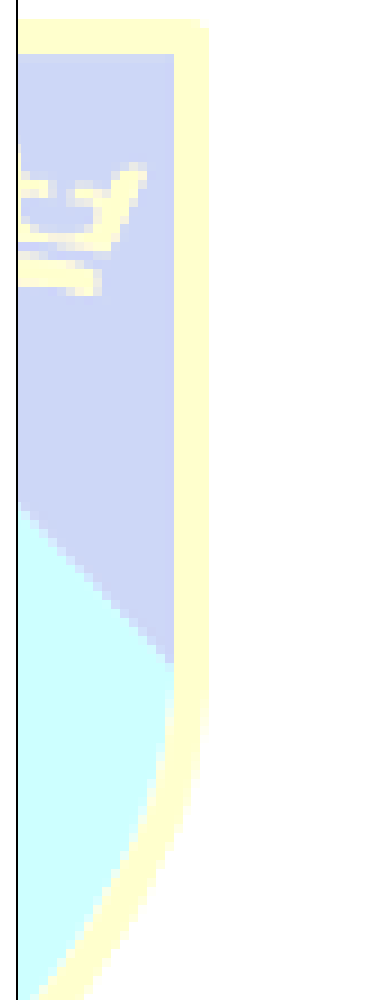
Reflect 5 min Lesson slide 8.
Work booklet page 4

- Pupils should **complete their Learning review.**

- If you have time, you could **share** what the pupils have written.

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.

Big Top Time

Create 4 corners each with different equipment, for example: scarves, bean bags, balloons, balls.

Children split into 4 groups and try handling the different equipment, keeping it in the air and maybe even juggling.

OLC WEEKLY LEARNING PLAN

When you call "Big Top Time", children go into the middle and follow instructions which might be:

- Practise bouncing or rolling a ball in time to the song.
- Place lots of balls on top of a parachute. One group shake them off and the other catch, collect and throw them back on.

Communicating with school

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

