



KEY STAGE ONE

Message from the teachers: Hello Everyone!

HOMEWORK



RE: Families and Celebrations (B)

This week we are celebrating the wonderful Creation projects that you have all sent in during our KS1 Phase Assembly. We are so proud of you all! Your plants, posters and art work have been so creative. You have worked so hard together! During our Prayer and Liturgy, we have been learning the prayers and mysteries of the Rosary. We are praying for children all around the World using the **the Joyful, Glorious, Sorrowful and Luminous Mysteries** (and their actions too). Thank you to everyone who have sent your Baptism pictures, as we have been sharing them together as we know it is important to celebrate our special names.

English: We have been enjoying the **'The Bear and the Piano' by David Litchfield**. We have written letters and postcards about the bear and how he played some amazing piano music. We have even been listening to Top 10 Most Famous Pieces by Rachmaninoff <https://www.youtube.com/watch?v=kOltR6n54Ck>. We can watch and listen to the Bear and the Piano story by watching... <https://www.youtube.com/watch?v=TsgNuAaBlol> too!

Maths: Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages 25 to 26 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








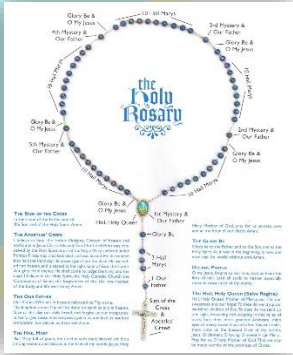

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library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

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

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

Teachers:	Mrs Redfern &, Mrs Humphris & Mrs Smith Miss Ryan	Year:	1	Date:	W/B Monday 23 rd October 2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p style="text-align: center;">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,</p>	<p>Families and Celebrations Sharing Our Catholic Pupil Profile</p> <p style="text-align: center;">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>RE Lesson LO: Understand reasons why we have special celebrations- My Baptism/Name</p> <p>Reflections: Activity Sheets (written piece)</p>  <p>What does Baptism mean to you?</p>	<p>RE Lesson LO: Understand reasons why we have special celebrations- The Mass</p> <p>Chapel – Artefacts and The Sequence of the Mass</p>  <p>To know that God's Family gathers to meet Jesus at Sunday Mass.</p>	<p>Class Prayer and Liturgy</p>  <p style="text-align: center;">OLAAS Shared Rosary – Thursay @ 9:15am</p>	<p>Prayer and Liturgy 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 style="text-align: center;">C1 Take part in celebrations which express thanks and praise.</p> <p style="text-align: center;">R1 That praise and thanks are expressed in prayer,</p> 

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Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, We d i n g Feast at Cana, miracle, liturgy.



We go to Mass: (Chapel)
Explain to the children that to the Catholic Christians the Mass is a very important 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.

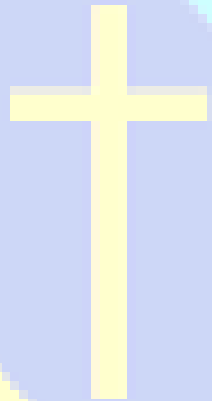
Reflect with the children about their individual families being part of the Family of God.

Can you make any links with Baptism in the Bible (scripture)?

What does it mean to be baptised?

Have you every seen a Baptism?

Can you remember the symbols?



To know some of the traditional prayers of the Church; know that they can speak to God in formal; prayers and in their own words.

To know that God's Family gathers to meet Jesus at Sunday Mass.

To know some of the traditional prayers of the Church; know that they can speak to God in formal; prayers and in their own words.



After their visit to the Chapel...
Sequence the Mass


Draw and paint pictures about being at Mass.

Label names of people and artefacts in the church





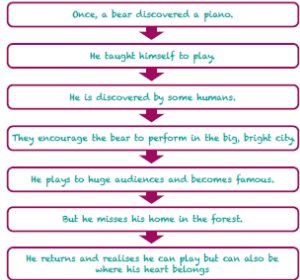
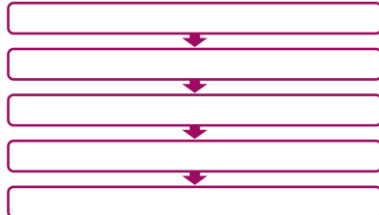
Extension: Share I wonder questions about the Mass.

Write about the Mass

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		<p>ER1) Ask what they wonder about: Can we recall why we celebrate special occasions ?</p> <p>Discuss: (Embedding Knowledge: Knowledge Retrieval)</p> <ul style="list-style-type: none"> • What does it mean to celebrate together? • What sorts of celebrations are there? • Why do we celebrate? • How do we celebrate? • What is a Baptism? • What does baptism mean to them? • Or naming ceremony? <p>How do they feel about their baptism naming ceremony?</p>	<p>Highlight some of the things that the priest does at the altar.</p> <p>CST: Unit B – Families and Celebrations</p> <p>We go to Mass Together (Go to the Chapel and share the Mass sequence together-singing and sharing hymns and prayers together).</p> <p>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.</p>	<p>Identify some of the different symbols that are used during this celebration. Children to try and find some photographs of their own Baptism.</p> <p>Describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.</p> <p>They will understand that in Jesus’ life, his family and friends celebrated together and know the stories that tell of this.</p>	<p>The Mission Rosary... (continue to use)</p> <p>Say the prayers of the Rosary together... Our Father Hail Mary x 10 Glory Be</p> <p>Use the actions for the Mysteries of the Rosary- Luminous, Sorrowful, Glorious & Joyful</p> <p>CST: Saying the Mission Rosary-</p>  <p>Solidarity: How are we connected to people all over the World (e.g. Celebrations all around the World.)</p> <p>Solidarity-Sun bear /Shristi Yellow- Asia Blue- Oceania- Australia /New Zealand Green- White Europe Green- Africa N. S.Americas- Red</p>
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 <p>Maths</p> 	<p>LO: End of Unit check</p>	<p>LO: Fact Families</p>	<p>LO: Number Bonds</p>	<p>LO: Number bonds to 10</p>	<p>LO:</p>
 <p>English</p> <p><i>The Bear and the Piano</i> by David Litchfield</p> <p>Literary Theme: Bravery vs. fear</p> <p>https://www.youtube.com/watch?v=kOItR6n54Ck</p>	<p>Unit 2</p> <p>LO: To infer a character's feelings</p> <ul style="list-style-type: none"> I can talk about what a character might be feeling (Lesson 6) <p>Read on in the text to He missed his home. Freeze-frame and thought-tapping: Model first - teacher in role as the bear.</p> <ul style="list-style-type: none"> Let the children freeze as the bear and then thoughttap to elicit their (the bear's) feelings at that point. What were they thinking? Frame supplied with Sequence 	<p>LO: To sequence key events from a known story</p> <ul style="list-style-type: none"> I can retell a story I can use sequencing words (adverbs and adverbials) I can extend my sentences Using conjunctions (Lesson 7) <p>Model with another adult reordering each aspect of the story (using the boxes chopped up) and retelling the story.</p> <p>Bare-bones planning: Demonstrate identifying the bare-bones of the story:</p>  <p>Use conjunctions to extend</p>	<p>LO: Number Bonds</p> <p>Consolidation on number bonds</p> <p>8) To use the progressive form of verbs in the present and past tense to mark actions in progress</p> <ul style="list-style-type: none"> To investigate spelling rules for applying suffixes I can spell and use verbs with the suffix -ing (Lesson 8) <p>Animal orchestra: Provide the children with a range of musical instruments. Experiment: – which instruments are for: playing, strumming, bowing, blowing, tapping?</p> <p>Snip-a-suffix: Provide groups of children with a set of each of the 5 words. Let the children snip the suffix and any unneeded consonants off each of the words to derive the root and explore the spelling patterns.</p>	<p>Consolidation to numbers to 10.</p> <p>LO: To plan a story I can plan a story (Lesson 9)</p> <p>Bare-bones planning</p>  <p>Revisiting the work in session 7, children are to create bare-bones planning for new story. First model a teacher own version The Giraffe and the Flute.</p> <p>Revisit the theme of bravery – it could be that the giraffe's fears were different from the bear's.</p> <p>Perhaps the giraffe worries that he'll be too tall for the concert halls and that people might laugh.</p> <p>Bare-bones planner First, ask the children to think about what their character's fear is:</p>	<p>Inset</p> <p>LO: To identify nouns</p> <ul style="list-style-type: none"> To be able to retrieve key information from a text I can spot nouns I can find key facts <p>(Lesson 10)</p> <p>Read children the following oral dictation about giraffes. As children listen, collect the nouns on a Grammar Splat.</p> <p>Giraffes live in hot, dry countries. They eat leaves and other plants. They have long necks, making it easy to reach the leaves on the trees. Their hooves are designed to cope on hard ground.</p> <p>Fact-sheet Finding facts: Using the fact sheet for the bird/animal that the children chose in session 8, children focus on either the parrot, salamander, baboon, buzzard or tiger</p>

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What were they thinking?

- Children to complete the thought bubble to show the bear's feelings at the point in the story where we are told 'He missed his home.'
- Infer to predict – what do the children predict the bear will do? How could the story end?.
- Read to the end of the story

sentences and add detail where necessary using adjectives from the working wall.

Children work in pairs to re-sequence and retell the story, adding conjunctions where necessary, taking it in turns.

Additional written outcome:

Children may then go on to write up their sequenced retelling, relying on the given adverbs/ adverbials, conjunctions and adjectives.

Invite pairs of children to retell their story to the class.

Pose the questions:

- Can you extend your sentence using a conjunction?
- Can you vary the adverb/ adverbial to begin your sentence?
- Can you add detail using an adverb?

Explore placing the suffix onto the end of the root verb 'drum' without doubling the consonant and sound-button to show that this creates a split vowel digraph.

Elicit that when a root verb ends in a consonant phoneme, the consonant needs to be doubled so that the word sounds right when read ie there's no split vowel digraph.

**Musical instruments
Verbs on card strips**

Noun cards – instruments and animals

Pick 'n' mix players:

Provide the children with two sets of noun cards:

Animals: parrot, salamander, baboon, buzzard, tiger
Instruments: fiddle, clarinet, trumpet, banjo, drum

Now match the animal labels to create alliteration and create statements as captions eg

The baboon is bowing a fiddle.

The parrot is playing a clarinet.

**Let children choose their favourite statements to create their story title eg
The baboon and the drum.**

My character is a _____ and his/her fear will be _____.

Children to then use the bare-bones flowchart to plan their own story.

Children to share their plan with a partner. Ask the children to question each other about what it is that their character fears.

Finding facts

Parrot	Wild parrots live in hot countries and eat fruit, vegetables, seeds and insects. Their beaks are very strong and they help them to crack open the nuts or pick up tiny seeds. Their strong legs help them to perch on the trunk and feet to hold on to the branches.
Salamander	They can find salamanders north of the equator. They live under stones near to water and are in pairs. They also include snakes, worms, bugs and flies that they often catch and eat to give them energy.
Baboon	Baboons are primates and live in dry climates. They eat pretty much everything and are known for sometimes they doing 'banana' things. They are able to climb trees with their strong hands.
Buzzard	Buzzards live in woodlands in England. They eat everything as well as birds and insects. They have long legs and are very strong. They are very fast and can fly very quickly. They are very good at spotting prey on the ground from far up in the sky.
Tiger	Tigers are big cats and are found in Africa and Asia. They have stripes for their fur that helps them to blend in with the grass and trees. Their sharp teeth are used for tearing and eating meat and their huge padded paws mean that they can climb silently.

Children 'bingo splodge' nouns for their chosen bird/animal. Explain that those nouns give us key information about the animals, e.g. what they look like, what they eat and where they live (habitat).

Children to share with a partner key facts about their bird/animal.

Additional research could be conducted at this point and the children might also want to find pictures of their chosen animal.

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Spelling & Handwriting

Year one and Year Two Words
Consolidate FS Words



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

jump
plant
climb
pass
push
pull
play
rain
ask
walk
clean

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1		Year 2	
the	they	one	door
a	he	was	gold
do	he	was	gold
to	me	friend	because
today	she	school	find
of	we	put	kind
and	no	path	mind
stop	go	pull	behind
are	is	full	children
were	by	house	are
was	my	our	was
is	have	was	is
has	there	is	has
has	where	is	has
I	love	is	I
you	come	is	you
your	some	is	your

LO: CEW – Common Exception Words Focus

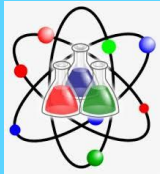
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were	by	house	are
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has	there	is	has
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your	some	is	your

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

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Humanities



GEOGRAPHY:

**Jigsaw/ PSHE
Unit 1: Y2**



6. Owning Our Learning Charter

6. Owning our Learning Charter

**Learning Charter Responsibilities
Rights
Rewards
Consequences
Choices**

I recognise the choices I make and understand the consequences

I can follow the

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.

Geography

L.O: How do we make decisions?

**Activate prior knowledge
5 mins**

Lesson slides 1–4 and Work booklet page 11

- Show pupils the main lesson question.
- Pupils should complete the Quiz independently, but can check back in their Work booklets if they need to.

**Explain/Explore
10 mins**

Lesson slide 5 and Work booklet pages 11–12

- Discuss pupils' experiences of making decisions and choices they have had to

Science

L.O: Name parts of their bodies and collect information about their bodies by observing, measuring and noticing patterns.

Before the session: Prepare a reason for needing to measure feet and hand sizes to present to the class as a challenge or 'hook'. It may be that the school bursar is considering ordering new gloves and hats for Forest School, or a school trip, and doesn't know if people with bigger feet might need larger sized gloves too. Take photographs throughout the activity. Whole Class: Invite the chn to sit down and explain the rules of the Simon Says game. Play with the chn, pointing out body parts such as elbows, knees, toes, ears, eyes, nose. Then explain the problem, asking them to talk to each other about the question: *do people with bigger feet need larger gloves?* Encourage all their ideas, saying

Art

L.O: To develop an understanding of mark making.

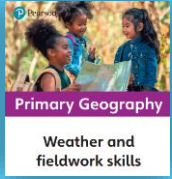
In pairs, ask the children to take turns sharing something they learnt about the materials they used in the previous lesson.

Give them an example to get them started, such as charcoal smudges, pastels are hard to rub out or felt tips are hard to blend.

Presentation: Speak like an expert
Place a selection of the objects collected onto the tables and ask the children to choose one to draw.

Invite the children to study the object by touching and feeling it. Introduce the word texture as

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<p style="text-align: center;">Learning Charter</p> <p style="text-align: center;">Jigsaw Charter, Jigsaw Chime, Learning Charter or sample Jigsaw version, Children's pictures from last week, A4 paper, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, certificates, Jigsaw Jerrie Cat.</p>	<p>Onto 1 leg and freeze for a photo of everyone before your trip.</p> <p>3 Heads Up You're off for another ride and don't forget to beep when you pass another rider.</p> <p>4 Helmets On Whoops! Did you forget to put your helmets on? Quick fasten them and check your friend's helmet.</p> <p>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.</p> <p>6 Bicycle Bling Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.</p> <p style="text-align: center;">Skill</p> <p style="text-align: center;">Yellow Skill</p> <p>With fluency and control:</p>	<p>make, e.g. deciding what to wear or what to eat for breakfast, and ask pupils to share what they thought about to help them make their decision, e.g. what the weather was like or what was their favourite cereal.</p> <ul style="list-style-type: none"> • Display Lesson slide 5 and explain that pupils are going to make decisions to plan their ideal bedroom. • Pupils should start working on task 1 in pairs. Allow a maximum of 5 minutes of discussion time. <p>Explain/Explore 10 mins Lesson slides 6–7 and Work booklet page 13</p> <ul style="list-style-type: none"> • Explain that there are some more design rules for their ideal bedroom that pupils need to bear in mind. • Display Lesson slide 6 and read the rules together. • Agree that this sort of information is useful to know from the start 	<p>that grown-up scientists often have times when they discuss lots of things before deciding what to do. Write any additional questions they may have on cards and display so everyone can see. Say the question again to the class and then say: <i>We are thinking like scientists so we have thought about our question and talked to each other. Now we need to do some predicting. If you 'predict' something, it means you say something that you think will happen. Scientists predict things after they have thought hard and talked to each other about what is likely to happen. So, can you predict what the answer is going to be?</i> Ask the chn to go to one side of the room if they think the answer to the question is going to be 'yes' and to the opposite if they think it will be 'no'. Reassure them that it is okay to think for themselves and that they shouldn't follow other people. Ask chn from each side of the room to explain why they have chosen that side. Split them into pairs. Tell them that they are going to help each other measure their hands and feet. Give them the How to Measure resource. This includes some tips for measuring and a place to record their measurements.</p> <p>Ask these children to work in pairs to measure their hands and feet, in centimetres, for the more able, or</p>	<p>you ask them to look closely at the surface of the object. Ensure they understand the word, perhaps making a note of it on a working wall or on the class whiteboard. Encourage them to tell you about the texture of their object; how would they describe what it feels like?</p> <p>Ask the children:</p> <ul style="list-style-type: none"> • How are you going to make your drawing look like your object? <p>Show the <i>Pupil video: Mark making</i> from the start to 01:24 minutes, or model yourself.</p> <p>Tell the children they going to make a continuous-line drawing. This method helps to understand how important it is to really look when drawing and not draw what we think we see.</p> <p>Before they begin, tell them to make sure their object is close so they can study it carefully. Explain that they cannot take the pen or pencil off the paper. Once they start, they need to keep looking and drawing, moving their eyes around the object and translating what they see through to the pen in their hand.</p>
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		<p>I can side-step in both directions.</p> <p>I can gallop, leading with either foot.</p> <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>of the planning process.</p> <ul style="list-style-type: none"> Ask pupils to choose three of the rules as a class. Explain that another word for the chosen rules is 'criteria', and they will use these to make decisions about their bedroom. Display the target board on Lesson slide 7 and add the chosen criteria to the boxes on the left, e.g. designed to last, not too expensive, suitable for the other people who use it. The target board is also used in the Decision making toolkit (Waypoint 2) Pupils should complete task 2 in pairs. <p>Practise 10 mins</p> <p>Lesson slide 7 and Work booklet pages 12–13</p> <ul style="list-style-type: none"> Allow pairs time to refine their bedroom plans using the criteria to inform their decisions. 	<p>give them unifix cubes and other items from the classroom to measure with. Remind them that they need to place these items carefully along the hand or foot, without leaving gaps. Give them plain paper so they can explore how to record their measurements. Ask them to photograph their measuring too. Use these, and their plain paper recording, to make a display 'Our Body Patterns'</p>	<p>Try to keep this continuous line drawing exercise going for three to four minutes. Encourage the children to revisit the areas of the object, redrawing over the same area on the paper, looking more closely and adding more marks – even if they think they are finished!</p> <p>After this quick warm up activity, the children will have made more carefully observed drawings than perhaps they have before. Discuss with the class the techniques they used, such as did they find their eyes flitting between the paper and the object more? Did they find they were drawing more texture than they might have done before?</p> <p>Ask the children the following questions:</p> <ul style="list-style-type: none"> Do you think your drawing shows what the object feels like? How many different types of marks did you use? Do you like your finished drawing?
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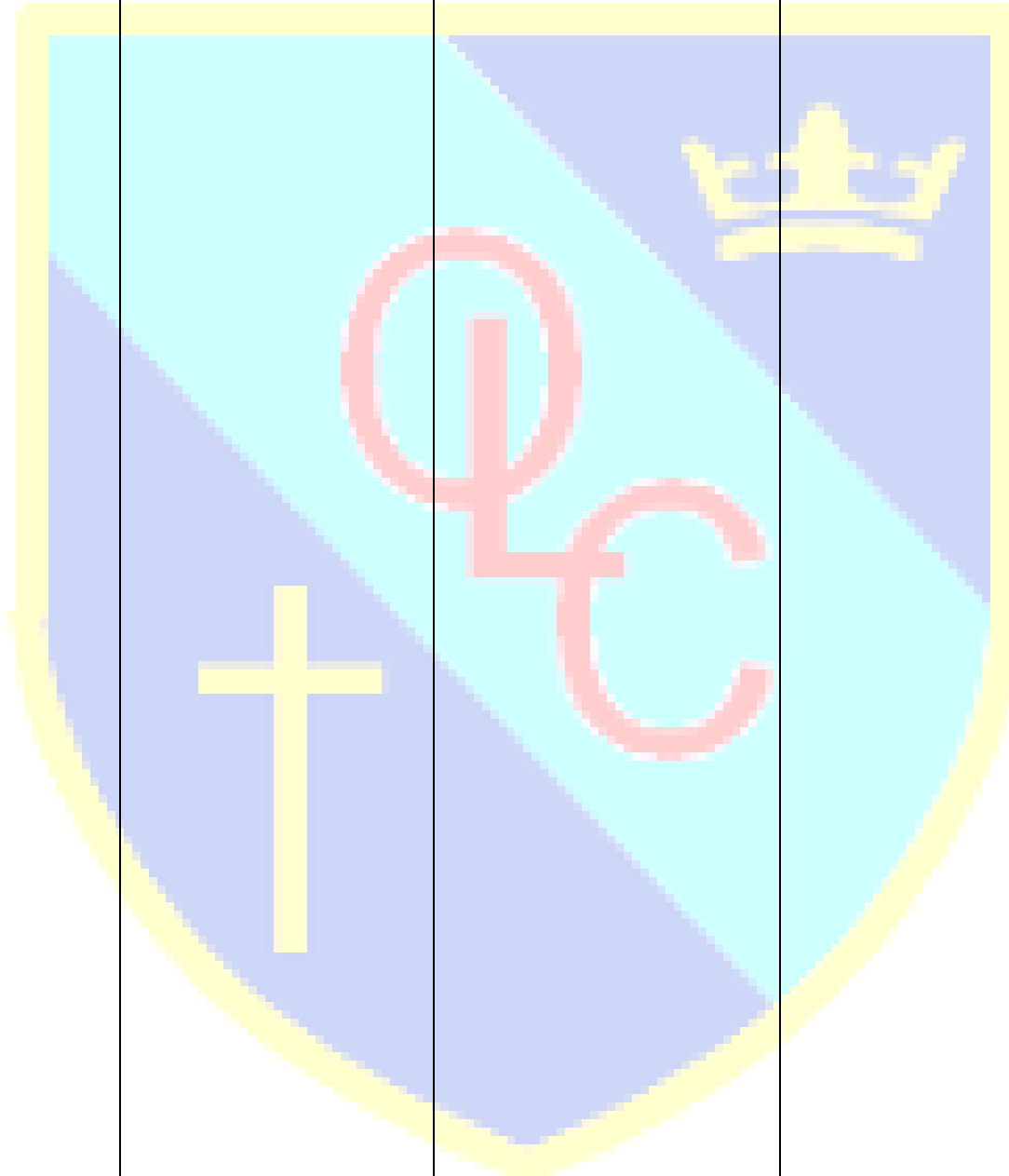
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		<p>You might start with the video example for the children to copy and then create their own movements.</p> <p>Children could perform movements individually and/or in pairs.</p>	<ul style="list-style-type: none"> Select pupils to share their designs with the class. As they do this, place your finger in the middle of the target on Lesson slide 7. Ask the class whether the design meets the first criteria, e.g. Will it last? Will the pupil still want a jungle-themed room when they are 12? If yes, leave the finger in the middle. If not, move it out one circle. Ask which bedrooms hit the bullseye. Pupils should complete task 3 in pairs. 	<p>Explain to the children that they are now going to develop their drawing skills further by exploring ways to use drawing tools to make interesting marks and lines to add detail and texture when they draw. This is called mark making.</p> <p>Continue playing the <i>Pupil video: Mark making</i> from 1:24 minutes to the end.</p> <p>Ask the children the following questions to recap some of what they have learnt so far.</p> <ul style="list-style-type: none"> What is texture? (In drawing, it is the way we make a surface look rough, smooth, shiny etc. by using different kinds of marks.) How can we make the lines we draw look hard or soft? (By pressing with more or less pressure as we draw or by varying the type of line we make.) How can we use drawing to show what the object feels like?
		<p>Review</p>	<p>Explain/Explore 10 mins</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</p>	<ul style="list-style-type: none"> Explain that pupils are going to use this decision-making process to come up with a plan to help the school council with a new project, e.g. deciding how and where to plant a new apple tree; choosing some new equipment for the playground; deciding where to put 	

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		<p>well/what they could improve.</p>	<p>some new bins around the school.</p> <ul style="list-style-type: none"> • Spend some time discussing what the class will need to do now and who might be able to help and give them advice. <p>Reflect 5 mins Lesson slide 8 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>(By creating surface texture.)</p> <ul style="list-style-type: none"> • How are you going to draw what you can see but also what you can feel? (By touching the object first and thinking about the different surfaces and using careful looking to think about the marks to use.) <p>The children can either draw a new object or the same object that they used in the Attention grabber. Give the children the opportunity to touch and study the object as needed.</p> <p>Ask the children to draw the outline of their object using one continuous line, encouraging them to apply the observation skills they have practised so far.</p> <p>Next, the children are going to experiment with drawing a range of different marks by adding them to the outline they have just drawn. This will</p>
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encourage the children to develop their drawing decisions, as they will have to consider how and where to use the mark shown in their drawing.


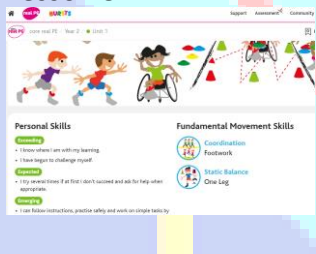
Presentation: Mark making
Display the *Presentation: Mark making*.

As you reveal each slide:

- Ask the children to describe the mark and consider how they would create it.
- Allow the children to experiment with making the mark in their sketchbooks.
- Invite the children to continue drawing their object, using only the mark shown on the slide so they work side by side with their sketchbook and drawing page.

Repeat the process with each slide until the children have tried all the different marks

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					<p>shown and have created a single drawing.</p> <p>They may find that the drawing needs some finishing touches to complete it, ensuring it looks like the object they are drawing. Give them the opportunity to finish off by using one of the marks they have explored again or create a mark of their own.</p>
 <p>Daily PE Activity</p>	<p>LO: To listen carefully to instructions using warm up activities.</p> <p style="color: green;">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 Lesson 5</p> 	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrhIov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhIov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhIov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>

Homework:					
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Communicating with school

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