

Message from the teachers: Hello Everyone!



HOMEWORK



RE: This term for our **Gospel values and virtues**, we are trying to be both **Compassionate and Loving** each and every day. We are trying to think of the importance of our Catholic Social Teaching- Character. We will have an opportunity to choose the **Subsidiarity** Character and look at how we can make a difference. We will be looking at **Parables** and how Jesus taught us about God Our Father through these stories. We will begin to look closely at **The Good Samaritan in Luke 10:25-37**

English: This week we will continue to read **'Pig the Pug' by Aaron Blabey.'** We will explore the life of a pet and we will create our very own pet just like the main character Pig the Pug. You can choose from a parrot, a rabbit or a cat. Then we will make some super lolly-pop stick puppets. Afterwards we will look at a day in the life of these pets. It will be so much fun!

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

**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







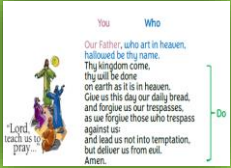

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library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

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

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

Teachers:	Mrs Redfern & Miss Sidwell, Mrs Humphris & Mrs Smith Miss Ryan	Year:	1	Date:	W/B Monday 29 th January 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>   <p>VOCABULARY: F. Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep, Jairus' Daughter, Feeding of the Five</p>	<p>Sharing Our Catholic Pupil Profile GOSPEL VALUES & VIRTUES: Compassionate and Loving</p>  <p>LIVE IT! How can you show love and compassion to others?</p> <p>What can we give, so that we can be part of building God's kingdom here on earth?</p>	<p>Big Question: In what ways can we praise and thank God for the birth of Jesus?</p> <p>Activity: To Write their own prayers expressing their own thoughts about the birth of Jesus.</p> <ul style="list-style-type: none"> To show their understanding of the reasons to thank and praise God for Jesus' birth. Brainstorm ideas and words that express the children's feelings about the birth of Jesus. 	<p>Unit F: JESUS: TEACHER & HEALER</p> <p>Big Question: How does Jesus tell us what God is like?</p> <p>To know that Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.</p> <p>Activity: Create a mind map to record information by recalling a range of stories and events from the New Testament in which Jesus</p>	<p>Prayer and Liturgy : Share class prayer and liturgy together.</p>  <p>Year of Prayer OUR FATHER:</p> 	<p>Guided meditation: Allow the children to explore their own response to Jesus' birth.</p>  <p>KU 13 Use religious words and phrases</p>

Thousand, the Healing of the Blind Man, miracle, healing.



See Compassionate and Loving Poster...



Big Question-

- What does it mean to be both compassionate and loving?
- Who is showing compassion?
- Who is showing love?
- How does the Good Samaritan demonstrate CST?
- How does the Good Samaritan show that he is

- Children to write prayers to Jesus about what they have learnt about his birth and why they think it is so special.
- Recall their prayer unit where they praised God.
- Use their prayers in a class meditation.

ER 1 Say what they wonder about

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer

ER 3 Talk about their own feelings, experiences and the things that matter to them

ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

describes and tells us what God is like..



- What do we already know about the life of Jesus. What did he do?
- What did he say?
- Who did he spend time with. What did he teach us about
- God Our Father?

Introduce the idea that part of Jesus' role was to teach people about God and about how to live their lives and that he often did this by telling stories called parables.

Explain that a parable is a special story with an important message.

- Know the meaning of the word "Parable".
- Know the Parable of the Good Samaritan.

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

BIG Question: What can we use to help us to pray each day?

BIG Question: What can we use to help us

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>

Hallowed be thy name.

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



Learn a sung version of the Our Father

ER 1 Say what they wonder about

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer

ER 3 Talk about their own feelings, experiences and the things that matter to them

ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

**Gather
Listen
Respond
Go Forth**

Finally-I wonder?

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:

- Who listens to use when we pray?

compassionate and loving?

- How does this help us in our lives today?

RE

Compassionate and Loving –Which CST character have you chosen and why?



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

Solidarity-Sun bear /Shristi:
During how can Jesus give us hope?

- Understand that it shows followers of Jesus how to live.
- Reflect upon the way they can be a Good Samaritan.

Lk. 10: 25-37 – The Parable of the Good Samaritan



The Good Samaritan (45 sec)
<https://www.youtube.com/watch?v=OD-bTuVk2Tw>

Y1
<https://www.youtube.com/watch?v=CrVmb1r0zrg>

Y2
<https://www.youtube.com/watch?v=pr1jPialBpc>

All: In groups children to act out the story of the Good Samaritan.

BIG Question: What are traditional prayers and why do we say them?

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

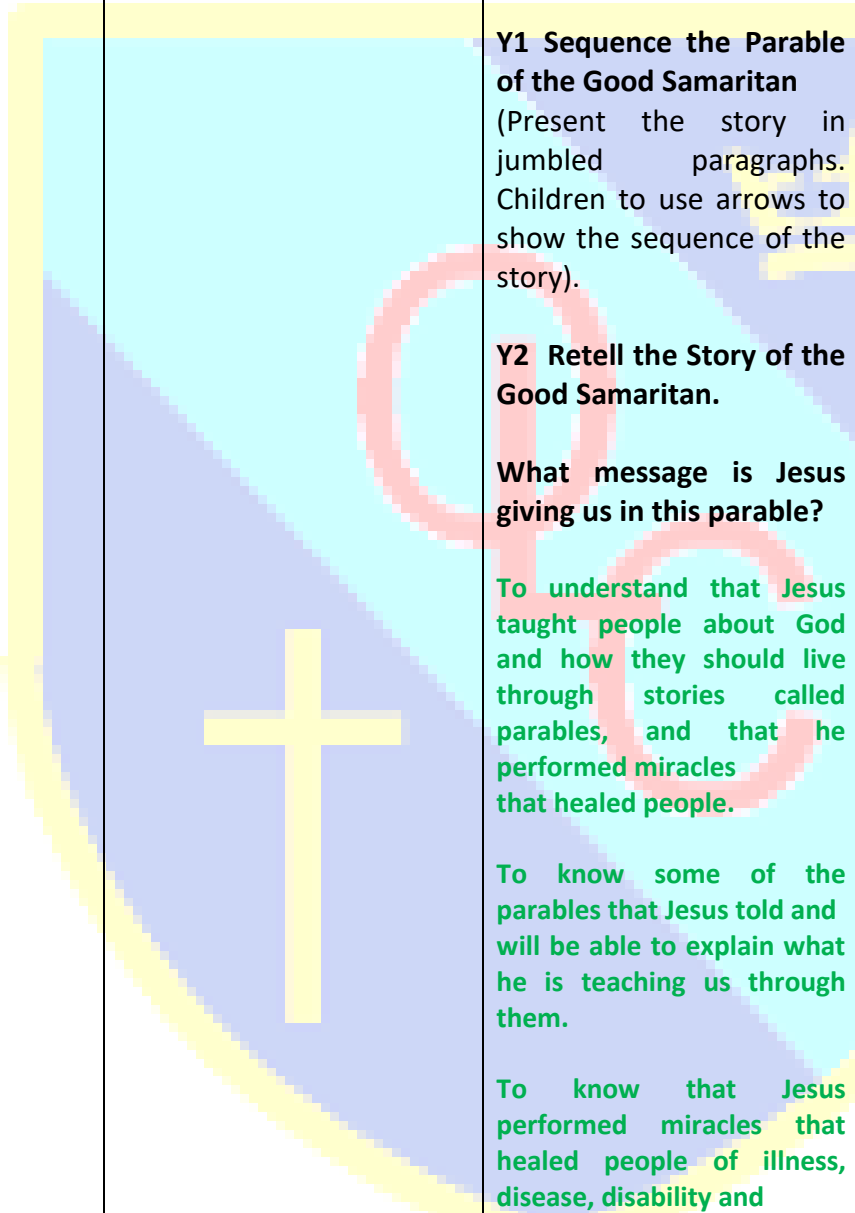
- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.
- To identify some of the different ways people pray in Church.

To use their own words to write simple thank you and asking prayers



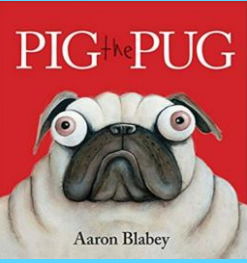
Discuss: Do we always have to pray out loud with words?

Explore opportunities to talk to God quietly

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

			<p>Y1 Sequence the Parable of the Good Samaritan (Present the story in jumbled paragraphs. Children to use arrows to show the sequence of the story).</p> <p>Y2 Retell the Story of the Good Samaritan.</p> <p>What message is Jesus giving us in this parable?</p> <p>To understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people.</p> <p>To know some of the parables that Jesus told and will be able to explain what he is teaching us through them.</p> <p>To know that Jesus performed miracles that healed people of illness, disease, disability and</p>	<p>without speaking any words.</p> <p>Guided meditation: (e.g. Joining hands, sitting, standing and kneeling, sign of the</p>	
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			<p>will know that Christians are called to follow this example of care today.</p>		
 <p>Maths POWER MATHS 2B</p>	<p>LO: Multiplication sentences</p> <p>Unit 6 : Multiplication & Division</p> <p>Text Book Pages 68-71</p> <p>Workbook Pages 50-52</p>	<p>LO: Use arrays</p> <p>Unit 6 : Multiplication & Division</p> <p>Text Book Pages 72-75</p> <p>Workbook Pages 53-55</p>	<p>LO: Make equal groups - groupings</p> <p>Unit 6 : Multiplication & Division</p> <p>Text Book Pages 76-79</p> <p>Workbook Pages 56-58</p>	<p>LO: Make equal groups - sharing</p> <p>Unit 6 : Multiplication & Division</p> <p>Text Book Pages 80-83</p> <p>Workbook Pages 59-61</p>	<p>LO: Multiplication and Division End of Unit 6 Check</p> <p>Unit 6 : Multiplication & Division</p> <p>Text Book Pages 64-67</p> <p>End of Unit Check See activity sheet –blue books</p>
 <p>English</p> <p>https://www.youtube.com/watch?v=kWT0j7bNmeQ or https://www.youtube.com/watch?v=NSRWqo_ZmJg or</p>  <p>or</p>	<p>LO: 6) To sequence sentences to form short narratives</p> <ul style="list-style-type: none"> I can say what I'm going to write out loud I can write a story I can read and check what I have written 	<p>LO: 7) To sequence sentences to form short narratives</p> <ul style="list-style-type: none"> I can say what I'm going to write out loud I can write a story I can read and check what I have written 	<p>LO: 8) To sequence sentences to form short narratives, using adverbs and adverbials</p> <ul style="list-style-type: none"> I can say what I'm going to write out loud I can write a story I can use adverbs/ adverbials to help sequence my ideas I can read and check what I have written 	<p>LO: 9) To use expanded noun phrases for description and specification</p> <ul style="list-style-type: none"> I can use noun phrases 	<p>LO: 10) To say out loud what they are going to write about</p> <ul style="list-style-type: none"> I can roleplay my ideas
	<p>Whole Class: Begin writing your version (e.g. Bully the Lizard) and model for the children how to find their place on the story mountain.</p>	<p>Whole Class: Remind children about sequencing events and how they need to tell a story so that the reader doesn't become confused.</p>	<p>Whole Class: When suddenly... Remind children of session 4's plenary, where they thought about what accident their mean pet was going to have.</p>	<p>Whole Class: A letter arrives to class! Dear Children, I wasn't very kind when I lived with Trevor, was I?</p>	<p>Whole Class: Using socks/lolly sticks and pictures or anything else you/the children like, let the children make a puppet of their chosen animal.</p>

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<p>https://www.youtube.com/watch?v=Qlu3ik-qfJw</p>	<p>It's often best not to attempt to write the story in rhyme. Instead, model the use of capital letters for the start of a sentence and names, use of full stops and finger spaces and – if possible - retain the syllabic pattern of the original text.</p> <p>Refer back to sessions 1 and 2 for vocabulary and creating compound sentences.</p> <p>Bully was a lizard and he was unkind.</p> <p>He lived with a gecko called Sprat.</p> <p>But Bully did not share and he did not care.</p> <p>Independent Work: Children then apply what you have modelled to writing the first two sections of story mountain that was created in session 5.</p>	<p>Today, they are going to be using the sentences they devised in session 3,</p> <p>And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</p> <p>They'll include that sentence at the end of what they write.</p> <p>Independent Work: Model writing the third and fourth sections of your Bully the Lizard story.</p> <p>One day, Bully was playing with all of his lizard toys. Sprat thought it would be nice if they could play together but Bully was having none of it! He was so very cross! And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</p> <p>Plenary:</p>	<p>A parrot falling off his perch into his water-bowl.</p> <p>Play a game where you read some of the rhyming sentences from sessions 3 and 7 in choral voices, finishing with 'When suddenly...'</p> <p>Before children independently chip in with their 'accident' sentence</p> <p>When suddenly, Scratch the parrot wobbled and wibbled before falling into his water bowl! Plop!</p> <p>Independent Work: Teacher model own ending, starting with...</p> <p>When suddenly, Bully the lizard lunged and flailed before flying through the air and landing on his bottom! Ouch! Now Bully is kind. Now he shares his toys with Sprat. Will Bully be kind forever?</p>	<p>But my fall taught me a lesson and now I like to share and play nicely. In fact, I have become such a kind and helpful dog that I was asked to write a guide on 'How to be a Dog'.</p> <p>I've also been asked to write some more guides: How to be a cat, How to be a parrot and How to be a rabbit but I don't know much about these pets.</p> <p>Can you be kind and help me write these books please?</p> <p>Kind wishes, Pig xx</p> <p>Independent Work: Model writing a letter in role as the pet chosen in session 4 to Pig agreeing to write the 'How to...' guide.</p> <p>Use noun phrases and, where possible, return to the vocabulary explored in session 2.</p>	<p>Give the children time to explore and role play the idea of a day in the life of their pet: eating, playing, sleeping.</p> <p>You may wish to return to the Pig the Pug text to look through ideas for feeding, playing and sleeping.</p> <p>Encourage the children to import content from the research they conducted during session 4.</p> <p>If they have chosen to be in role as Thump the rabbit then food might be a bowl of kibble, hay and green veg.</p> <p>Independent Work: Teacher model own day in the life of their animal. Support their use of adverbials of time to sequence chronologically</p> <p>In the morning, I like to eat kibble.</p>
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	<p>(5 pages would work well for this as this would mirror the 5 stages on the story mountain)</p> <p>It would be useful for the children to have access to a tricky/high frequency word list to support spelling.</p> <p>For any other words, encourage a 'best guess' approach.</p> <p>Plenary: Support the children to re-read their writing and/or read to a partner to check for punctuation and sense.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Story mountain plans 	<ul style="list-style-type: none"> • Let the children work in pairs to read today's writing to each other. • Have they sequenced the ideas effectively in the lead-up to including their session 3 sentences? 	<p>Beginning with their 'When suddenly sentences', let the children write the final two sections of their stories.</p> <p>Plenary: Working with a partner, children to read their stories to each other.</p> <p>Support more able children to finish their stories with the question that they orally rehearsed in session 5.</p>	<p>Dear Pig, Thank you for your friendly letter. I am so glad you are selfless and kind now. That's brilliant news that you have been asked to write 'How to be a Dog'. I would love to help by writing a guide called 'How to be a lizard'. Do send our love to dear Trevor.</p> <p>Best wishes, Bully, the lovely lizard.</p> <p>Children to write their own letters in role as their pet.</p> <p>Support the children to create an alliterative noun phrase to sign off.</p> <p>Scratch, the kind cat</p> <p>Plenary: Let the children package the letters into envelopes and address to Pig the Pug etc.</p>	<p>Then I like to...</p> <p>After that...</p> <p>Plenary: Working with a partner, children to read their 'day in the life' to each other.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Materials for making puppets
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Spelling & Handwriting

Year one and Year Two Words
Consolidate FS Words

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1	Year 2	Year 2	Year 2
the they one	door gold paint clothes	floor hold path busy	is he one
do he ask	poor told both people	to me friend	do he ask
because every	hour water	today she school	because every
kind break prove half	find great mean again	of we put	kind break prove half
said no push	mind steak improve money	said no push	said no push
step go pull	behind pretty sure Mr	step go pull	step go pull
were by house	child beautiful sugar Mrs	were by house	were by house
was my our	children other eye parents	was my our	was my our
is there	most past would even	is there	is there
has where	only father who	has where	has where
I love	both class whole	I love	I love
you come	old grass any	you come	you come
your were	odd pen money	your were	your were

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

Let's read

- I'm
- you're
- he's
- she's
- we're
- they're
- it's
- I'll
- I've
- you've
- we've
- they've

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Year 1 and 2 Common Exception Words			
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do he ask	poor told both people	to me friend	do he ask
because every	hour water	today she school	because every
kind break prove half	find great mean again	of we put	kind break prove half
said no push	mind steak improve money	said no push	said no push
step go pull	behind pretty sure Mr	step go pull	step go pull
were by house	child beautiful sugar Mrs	were by house	were by house
was my our	children other eye parents	was my our	was my our
is there	most past would even	is there	is there
has where	only father who	has where	has where
I love	both class whole	I love	I love
you come	old grass any	you come	you come
your were	odd pen money	your were	your were

Resources:

- Letter from Pig
- Letter writing paper and envelopes for instant publishing

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

Let's read

- I'm
- you're
- he's
- she's
- we're
- they're
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was my our	children other eye parents	was my our	was my our
is there	most past would even	is there	is there
has where	only father who	has where	has where
I love	both class whole	I love	I love
you come	old grass any	you come	you come
your were	odd pen money	your were	your were



Jigsaw/ PSHE

Unit 3:



4. Stretchy Learning

Real P.E:

Unit 3

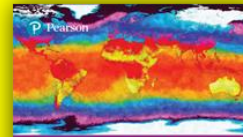
Capable

Understand Performance
This unit focuses on developing every child's ability to recognise similarities and differences in performance.

In this unit, the children will develop and apply their dynamic balance on a line and dance through focused skill development sessions, cooperative and competitive games.

Understand Performance

- I can understand and follow simple rules.



Primary Geography

Hot and cold places

Geography: Hot and Cold Places

Science:

Year 1/2 Brilliant Builders!

Lesson 4: Odd One Out



Science Objectives:

1. Distinguish between an object and the material from which it is made (1EM)

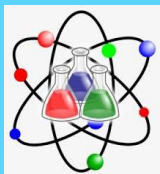
Art/RE:

Drawing – Telling a story

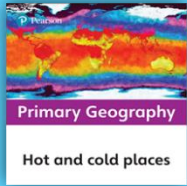


LO: Objective:

Lesson 3: To develop observational drawing



Humanities



GEOGRAPHY



Y1

Weelily Celebration
Have a positive attitude

Piece Lesson 4.
Stretchy Learning

Vocabulary Learning
Stretchy Challenge
Feelings

Puzzle outcome: Stretchy flowers

I can tackle a new challenge and understand this might stretch my learning

Social and emotional development learning intention:

I can tell you how I feel when I am faced with a new challenge

PSHE Learning Intention:
Jigsaw Chime, Jigsaw Jack, Pipe cleaners,

- I can explain why someone is working or performing well.
- I can explain what I am doing well and begun to identify areas for improvement.

LO: Dynamic Balance on a Line

Warm Up- Stuck in the Mud

LO: Stance

Green Skill: Balance on a low beam

Red Skill: Try to stay balanced while receiving a force.

Below the knee: Play against a partner, staying inside your 'ring' during the game – if you exit the ring, you automatically lose the round. When not playing, take on the role of referee.

Lesson 2: What do hot and cold places feel like?

Purpose:

- This lesson gives pupils the opportunity to experience what different temperatures feel like, to help them understand the impact they might have on behaviour.
- Make connections with: Year 1 and Year 2 Mathematics (Measurement); Year 1 Science (Seasonal changes).

By the end of the lesson pupils should ...

- know that there are different temperatures around the world.
- be able to use a range of vocabulary to describe temperatures.
- know that the coldest temperatures fall below zero.

Lesson:

2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1EM).

3. Describe the simple physical properties of a variety of everyday materials (1EM).

4. Compare and group together a variety of everyday materials on the basis of their simple physical properties (1EM).

5. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2EM).

Working scientifically:

1. Ask simple questions and recognise that they can be answered in different ways.
2. Observe closely, using simple equipment.



Success Criteria:

I can recognise and describe shapes in an object to start a drawing.

I can look carefully to add details.

I can use mark-making techniques to add texture

Show the children how they will draw their toy by modelling drawing your own toy.

Use an HB pencil to show them how to draw the toy by sketching in the basic shape outlines only, starting with the largest in the middle of paper.

While you are drawing, explain to the class that sketching means holding the pencil lightly and using the natural movement of the wrist to draw lines. Demonstrate how this is done.

Explain that it is okay to draw more than one line as they try things out because extra lines will be drawn over or rubbed out later.

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green garden sticks, pens, pencils, crafting materials, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

The aim is to win rounds by touching your partner below the knee before they touch you. Return to your corner after each point (round) and then play again. If you win 2 points in a row, you must increase your level of challenge.

Play the best of 5 rounds and then rotate the referee until you've each played one another. See how many points you can win.

Progress the activity using the tricky, trickier and trickiest ideas.

Review Method-Question Carousel:

- 1. Activate prior knowledge (5 mins)**
(Lesson slides 1–4 and Work booklet page 7)
Show pupils the main lesson question. Pupils should complete the Quiz independently, but can check back in their Work booklets if they need to.
- 2. Explain/Explore (5 mins)**
(Lesson slide 5 and Work booklet page 7)
Display the slide and discuss what pupils notice about the different places. Pupils should complete task 1 in pairs.
- 3. Practise (10 mins)**
(Work booklet page 8 and Downloadable resource 2.1)
Provide pairs of pupils with sets of three emoticon cards and six temperature word cards (Downloadable resource 2.1). To save time, you

3. Identify and classify.
4. Use their observations and ideas to suggest answers to questions.

You Will Need:

- Magnets
- Hoops
- Objects made from different materials
- Strips of card
- Trays
- Cloths

Teaching:

Year 1:
Identify and discuss the materials/properties of objects on a table.

Year 2:
Sort objects in the classroom according to these criteria: hard, soft, stretchy, stiff, bendy/floppy.

Consider the question: if everything I touched became flexible (floppy), how would my life be different?

Make it clear to the children that when they start their drawings, they should not miss this first stage of drawing the shape outlines.

Show the children how you add detail and textures by using a range of different marks.

Questions

*What shapes can you see in my toy?
Can you use your hands and finger to draw these shapes?
What colours do you see?
Is there any texture? Where?
How could I draw this texture?*

Main:

Ask the children to place their toys in the position or viewpoint they want to draw them from. Explain that the best angle is one where they can see the shapes well and feel confident to draw them.

The children should start their drawings using HB pencils and sketch lines, as you demonstrated.

Once they are happy with the basic shapes they can move on to add details such as clothing, eyes and a mouth. Remind them about adding colour and texture and how these can be drawn in pencil and coloured pencils.

		<p>Everyone in your group must choose a coloured card. On one side you will find a question.</p> <p>Green cards - questions on your feelings about the lesson</p> <p>Amber cards - questions about what you enjoyed the most</p> <p>Red cards - questions about how you could do even better</p>	<p>can cut up the resource for pupils before the lesson. Pupils should complete tasks 2 and 3 in pairs and stick the picture and word cards in the correct places on their temperature lines.</p> <p>4. Explain/Explore (15 mins) Provide opportunities for pupils to experience a range of temperatures, for example:</p> <ul style="list-style-type: none"> ○ feeling warm and cold water ○ handling ice or frozen peas ○ feeling warm hairdryers or hand dryers ○ touching a warm radiator or the inside of a cold fridge. <p>Provide thermometers so they can measure and compare the different temperatures they experience.</p>	<p>Tell stories to each other about an average day in a world where nothing were rigid.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Understand materials and their properties by sorting and classifying objects. 2. Understand the properties of materials using terms such as: hard, soft, stretchy, stiff, bendy/floppy. 3. Imagine and wonder at a world where a material property was missing, such as rigidity. <p>Investigation - sorting, classifying and identifying Sort objects in the classroom according to these criteria: hard, soft, stretchy, stiff, bendy/floppy.</p> <p>Year 1/2 - Understand the properties of materials</p>	<p>Each toy will be different, with some more detailed than others, so expect every child to work at a slightly different pace.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • mark making • observation • Outline • Sketch
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OLC WEEKLY LEARNING PLAN

			<p>Take photos of pupils' experiences to use as prompts in later lessons. Discuss the temperatures pupils have experienced before, e.g. in their home town, somewhere they have been on holiday.</p> <p>5. Practise (10 mins) <i>(Work booklet page 8 and Downloadable resource 2.2)</i> Provide pupils with sets of the location cards (Downloadable resource 2.2; places shown include London, UK; Death Valley, California; and Antarctica). To save time, you can cut up the resource for pupils before the lesson. Explain that the cards contain the hottest and coldest temperatures ever recorded on Earth, as well as the average temperature for July in the UK.</p>	<p>using terms such as hard/ soft / stretchy/ stiff/ bendy/ floppy.</p> <p>Vocabulary Magnetic, non-magnetic, metal, materials, properties</p>	
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OLC WEEKLY LEARNING PLAN

Explain that a minus sign in front of a temperature means that it is even colder than 0°C. Pupils should complete task 4 individually.

6. Reflect (5 mins)

(Lesson slide 6 and Work booklet page 4)

Pupils should complete their Learning review. If you have time, you could share what the pupils have written.

Extend and stretch:

- Ask pupils to find out what temperature setting is on their home central heating thermostat or to create different temperatures using their car heater.
- Discuss the locations where the temperatures in Downloadable resource 2.2 were recorded (Death Valley, Antarctica and the UK). Use Google Earth, a globe and/or an atlas to

OLC WEEKLY LEARNING PLAN

Daily PE Activity	<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>	REAL PE: PERSONAL Lesson 5	<p>help pupils identify these locations.</p>	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>
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Homework:

Communicating with school

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