



Message from the teachers: Hello Everyone!

HOMEWORK



RE: **Families and Celebrations (B)**

Gospel Values and Virtues for Autumn 2: Attentive and Discerning

KEY STAGE ONE

It has been wonderful to think about how we celebrate Mass together. We are learning the different parts of the Mass and we have been to our school Chapel together.

We continue to be remembering the **Holy Souls during this month of November**: We have been writing the names of our loved ones in a **prayer basket** and we pray the **Eternal Rest** prayer each day. Please send in names of family members and friends, so that we can remember them in our prayers. We held such a thoughtful Remembrance Service on Friday with our beautiful prayer chains of poppies. We gave thanks to those who gave their tomorrow's for our today' in the Great Wars.' We continue to pray for peace in our World today.

English: We have really enjoyed our story of Jim and the Beanstalk by Ramond Briggs. We will have lots of fun reading Jim and the Beanstalk by Raymond Briggs. We all know the original traditional tale of Jack and the Beanstalk and we know lots of other traditional tales too! We will try to create our own version of this tale and we will enjoy acting out this tale too.

Maths: Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages 25 -27 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').



OLC WEEKLY LEARNING PLAN

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 13th Novemeber 2023
------------------	---	--------------	---	--------------	--------------------------------

	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, Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, We d i n g Feast at Cana, miracle, liturgy.</p>	<p style="text-align: center;">Families and Celebrations Sharing Our Catholic Pupil Profile</p> <p style="text-align: center;">GOSPEL VALUES & VIRTUES: Attentive and Discerning</p>  <p>LO: To discover what it means to be attentive and discerning...</p> <p>I wonder why questions? Sharing our thoughts on the Gospel values and virtues</p>	<p style="text-align: center;">RE Lesson</p>  <p>LO: To sequence the Order of the Mass</p> <p>Recap last week's visit to the OLC Chapel Recall that to the Catholic Christians the Mass is a very important celebration that takes place in church.</p> <ul style="list-style-type: none"> Look at a Children's Missal. Show the children lots of different pictures or pictures 	<p style="text-align: center;">RE Lesson</p> <p>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>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.</p> <p>To know that God's Family gathers to meet Jesus at Sunday Mass.</p> <p>To know and share some of the traditional prayers of the Church; know that they can speak to God in formal; prayers and in their own</p>	  <p style="text-align: center;">Class Prayer and Liturgy</p> <p style="text-align: center;">Eternal Rest</p> <p style="text-align: center;">Eternal Rest</p> <p style="text-align: center;">Give unto them O Lord, And let perpetual light Shine upon them. May they rest in peace</p>	<p style="text-align: center;">Prayer and Liturgy :</p>  <p>Share class prayer and liturgy together.</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> <p>Continue to place prayers for the Holy Souls in our class prayer baskets...</p> <p>What does it mean to be Attentive? Being attentive is a bit like being a detective; we listen to people and then find the best ways to show that we love.</p>



Write a prayer for the Holy Souls. Pray for friends and family members. Share in your prayer and liturgy.

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?
- Y1 and Y2 : 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

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.
- Y2 Sequence/ Write about the Mass

Highlight some of the things that the priest does at the altar.

What does it mean to be Discerning?

In the process of discernment, we ask the Lord to help us to take the path in life which he has planned for us, leading a life which follows the universal call to holiness.



To remember that they gave their tomorrow's for our today.

1

ER1) Ask what they wonder about: Can we recall why we celebrate special occasions ?



CST: Unit B - Families and Celebrations

We go to Mass Together



Identify some of the different symbols that are used during this celebration. Children to try and

The Mission Rosary... (continue to use)

OLC WEEKLY LEARNING PLAN

		<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>(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>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>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- Oceana- Australia /New Zealand Green- White Europe Green- Africa N. S.Americas- Red</p>
 <p>Maths</p>	<p>L.O: How many are left 1</p> <p>Unit 4 Text book pg: 118-123</p>	<p>L.O: How many are left 2</p> <p>Unit 4 Text book pg: 124-127</p>	<p>L.O: Break Apart 1</p> <p>Unit 4 Text book pg: 118-121</p>	<p>L.O: Break Apart 2</p> <p>Unit 4 Text book pg: 122-</p>	<p>L.O: Fact Families</p> <p>Unit 4 Text book pg: 136-139</p>

OLC WEEKLY LEARNING PLAN

 1A	Workbook pg: 87-89	Workbook pg:90-92	Workbook pg:93-95	Workbook pg: 96-98	Workbook pg: 99
 <p>English</p>	<p>L.O: To retell a known story.</p>	<p>L.O: To know and apply the spelling pattern for adding –ed, –ing to root words ending in consonant letter –y</p>	<p>L.O: To plan sections of a narrative sequence based on a known story.</p>	<p>LO: To use the conventions of speech punctuation</p> <ul style="list-style-type: none"> I can use inverted commas. I can roleplay scenes from an innovated story 	<p>10) To write in role, using the features of informal letters</p> <ul style="list-style-type: none"> I can write in role as the Giant I can write a Letter I can use synonyms for adjectives Traffic light words:
	<p>Children to retell the story to one another. Have a 30 second timer. Explain to children that they will have to use their story maps to retell each scene until the timer runs out and then swap over to the next child. Keep on going until all the scenes have been told. Give children adverbials to help sequence their stories,</p> <p>e.g. <i>Once upon a time, the next morning, that very day, at the top of the beanstalk, in the end.</i></p>	<p>Grammar splat: Read the following passage: Jim was worried. He scurried down the beanstalk and asked the dentist to help him. "I'll do my best!" He replied. So, Jim paid the man, hurried back up the stalk and carried the enormous teeth with him.</p> <p>Ask children to identify the verb that tells us that Jim said something to the dentist (e.g. asked). Model changing this into present tense and finding the root word. What happens if we add -ing? Now repeat with the word that tells us what the dentist did (replied). What happens when we change this verb to the present tense? Or add -ing? How do they differ?</p>	<p>Explain that the children are going to be writing their own sequel to Jim and the Beanstalk. Brainstorm things that the giant might need next, e.g. a walking stick, a hearing aid, a razor to have a shave. Create a class character (e.g. Jess, to fit in with spelling pattern). Refer to class shared plan and model changing key elements one at a time, e.g. change Jim to Jess, change the events (glasses, teeth and wig become walking stick, hearing aid and shave).</p> <p>Children to return to their own story maps and innovate them to create a new character and a new set of events that happen during the story. Children to innovate up to, but not including, the very last box.</p>	<p>Role play: Role play the moment where Jess (the new character) climbs the beanstalk and meets the giant for the first time, e.g. "How do you do?" "I can't hear you!" Now go on to role-play the 3 other significant events in the innovated story, e.g. when Jess returns with the 3 items – <i>how would the Giant respond?</i> Where possible, record the children's responses.</p> <p>Shared writing: Model using the conventions of speech to put this into writing, e.g.: "How do you do?" asked Jess. "I can't hear you!" bellowed the Giant, cupping his ear. Writing frames Children to record their own dialogue using</p>	<p>Have a set of traffic lights on the whiteboard. Add 'lovely' to the red light on the left-hand set of lights. Model adding synonyms onto the orange and green lights where the orange lights are the words children know but do not use in writing and green are 'new' vocabulary. Now, repeat with the word 'help', collecting synonyms known by children and suggesting alternatives.</p> <p>Short writing: Model writing a letter from the Giant to Jess, including the words from the traffic lights, e.g.: <i>Thank you for the wonderful walking stick. It has really helped me to stand up straight when</i></p>

OLC WEEKLY LEARNING PLAN

Rooting out verbs: Children to carry on putting identified verbs into grid and identifying past, present and root word (morpheme)

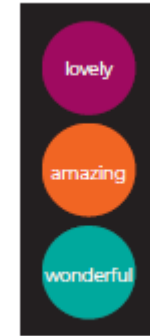
Past	Present Progressive	Root
asked	asking	ask
hurried	hurrying	hurry
replied	replying	reply

Return to the ending of the original story. Would we file it under 'happily ever after' or 'not quite resolved'? Discuss how to create a new ending so it follows the pattern of Jim and the Beanstalk.

some of the conventions of speech punctuation, separating it into three scenes to use in their innovated story. Use writing frames where appropriate. Model adding the innovated 'Hee-Hi-Ho-Hum' phrases from phase one into the first

I'm looking for children to fry and eat on toast.

Shades of meaning grids, e.g. traffic lights or paint charts.







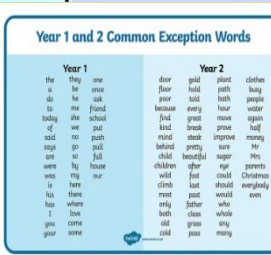


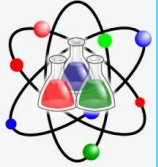



Children to write their own letters in role as the Giant, using a variety of descriptive adjectives from the shades of meaning activity and expanding on their ideas with conjunctions from session 4.

Encourage children to organise their letters into distinct sections, e.g. each different 'thank you' has a different paragraph.

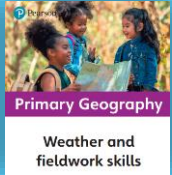
Use a visualiser or scanned copies of children's writing to identify adjectives in writing. *Have these been used within each section? Can we vary these further?*

Model putting some alternative adjectives

OLC WEEKLY LEARNING PLAN

 <p>Spelling & Handwriting Year one and Year Two Words Consolidate FS Words</p> 	<p>LO: CEW – Common Exception Words Focus</p> 	<p>LO: CEW – Common Exception Words Focus</p> 	<p>LO: CEW – Common Exception Words Focus</p> 	<p>LO: CEW – Common Exception Words Focus</p> 	<p>(perhaps listing as many as two) within the sections of the letter.</p> <p>LO: CEW – Common Exception Words Focus</p> 
 <p>Humanities</p>   <p>GEOGRAPHY:</p>	<p>Jigsaw/ PSHE Unit 1: Y2</p>  <p>2. Different From</p> <p>Weekly Celebration <i>Include others when working and playing</i></p> <p>Piece 2. Different from...</p> <p>Different from Difference Similarity</p> <p>PSHE learning intention</p>	<p>REAL P.E</p> <p>Personal Skills</p> <p>I enjoy working on simple tasks with help.</p> <p>I can follow instructions and practise safely.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Warm up</p> <p>1 Off We Go! Ride around and show all your amazing bike moves.</p> <p>2 On And Off Carefully practise getting onto your bikes.</p>	<p>Geography</p> <p>LO: How do we make decisions?</p> <p>Activate prior knowledge 5 mins Lesson slides 1–4 and Work booklet page 11</p> <ul style="list-style-type: none"> Show pupils the main lesson question. Pupils should complete the Quiz independently, but can check back in their Work booklets if they need to. <p>Explain/Explore 10 mins Lesson slide 5 and Work booklet pages 11–12</p>	<p>Science</p> <p>LO: Suggest how to dress appropriately for different weather conditions.</p> <p>Before the session: Collect teddies and dolls and different clothing for different weather. Place a selection on tables for group work (or have one at the front of the class for the whole class). Photocopy the Weather Symbols from the resources. Enlarge one set for the whole class to see and then make sure each pair has several sets for playing Weather Symbol Snap.</p> <p>Whole class: Ask the class to sit on the carpet and show them the different weather symbols (enlarged set from resources). Hold each one up and ask them to act out how the symbols make them feel. Model this for them (e.g. hold</p>	<p>Art</p> <p>LO: To know that art can be made in different ways.</p> <p>Organise the classroom so the children can work in pairs or small groups.</p> <p>Hand out the pre-cut Activity: Is it art? (see Print in advance) one copy between two or three children.</p> <p>1. Ask them to look carefully at what people are doing in the pictures. They sort the images according to the activities</p>

OLC WEEKLY LEARNING PLAN



I can identify differences between people in my class

Social and emotional development learning intention

I can tell you some ways I am different from my friends

Resources:
Jigsaw Chime, Jigsaw Jack, Yes and no labels, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

Onto 1 leg and freeze for a photo of everyone before your trip.

3 Heads Up

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

4 Helmets On

Whoops! Did you forget to put your helmets on?

Quick fasten them and check your friend's helmet.

5 Who's Being Safe?

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

6 Bicycle Bling

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

Skill

Yellow Skill

With fluency and control:

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

- 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.

Explain/Explore 10 mins

Lesson slides 6–7 and Work booklet page 13

- 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.

up the snowy one and pretend to shiver). When you hold up the lightning symbol, observe their reactions but reassure them that thunder and lightning aren't scary if they are watching and listening from a safe place (like their homes). Hold up the symbol of the rain and sun and ask them: *What do we sometimes see in the sky when it is raining and the sun is out?* (Rainbow.)

Give each group a different weather symbol and send them to the tables, challenging them to dress the teddy appropriately for the weather they have been given. Alternatively, do that together on the carpet if you only have one teddy and limited clothing for it. Then give each group a weather symbol and ask them to place it in the centre of their large sheets of paper. Say: *I would like you to talk to each other about your weather symbol. Ask each other how it makes you feel, what facts you know about this weather, what clothes you need to wear, what experiences you have of this type of weather. Think of questions and things you would like to find out. Then draw and write these things all over the paper, keeping the weather symbol in the middle.* Allow the chn to discuss and have time to think and fill their paper. Then collect the sheets and display them so everyone can refer to them in future sessions. Show the

shown. As a class, discuss their choices; what similarities and differences have they noticed? (Children may suggest things like the people are playing/not playing, they are making something for a celebration, or they are making something useful/something for decoration.)

2. Next, ask pupils to sort the pictures into two groups – 'art' and 'not art'. Again, discuss their ideas. Introduce the word 'craft' to describe making something creative or expressive that could also be useful, or that has a purpose; for example, painting a picture of a lego ship would be art but designing and making the lego ship would be craft. Can they identify any crafts from the *Activity: Is it art?*




OLC WEEKLY LEARNING PLAN

		<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>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>	<ul style="list-style-type: none"> • Agree that this sort of information is useful to know from the start of the planning process. • 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 	<p>chn some weather forecasts from the Met Office website. Ask them to talk about what they notice (e.g. the weather symbols, the way the forecaster stands to the side of a large map, the map shows the whole of the UK and then a local area).</p> <p>Give these chn the resource sheet "Talking about Weather - Observing", a clipboard and a pencil and go outside. Encourage the chn to work in their groups to fill in the sheet and talk about the weather. Then, when you have spent some time outside, come back inside and ask the groups to practise drawing the weather symbols for a class display.</p>	<p>3. Use the images provided in the <i>Presentation: Is it art?</i> to discuss their ideas about the difference between art and craft.</p> <p>Visitor discussion</p> <p>The visitor you arranged now talks to the class, describing their creative or craft interest (see Teacher knowledge for ideas). Encourage pupils to ask questions and reflect on whether the hobby described is art or craft (something creative that can also be useful).</p> <p>Sketchbook reflection</p> <p>Hand out sketchbooks, pencils and coloured pencils.</p> <p>Ask the children to think about a time when they have made something creative, perhaps at home</p>
--	--	--	---	---	---

OLC WEEKLY LEARNING PLAN

		<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>	<p>to inform their decisions.</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>or outside of school, or a hobby they have.</p> <p>They draw themselves 'being an artist', adding colour if they choose.</p>
		<p>Review</p>		<p>Questions</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>	<p>Explain/Explore 10 mins</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 	<ul style="list-style-type: none"> • What makes you an artist? • Do you sometimes make things at home? • What is your favourite thing you've made?

OLC WEEKLY LEARNING PLAN

		<p>well/what they could improve.</p>	<p>for the playground; deciding where to put 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>Daily PE Activity</p> 	<p>LO: To listen carefully to instructions using warm up activities.</p> <p>Activity: We're riding on a bike... riding in the rain, up a hill, on one wheel, really fast song.</p>	<p>REAL PE: PERSONAL 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:					
------------------	--	--	--	--	--

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