

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

English: This week we will be so enjoying our new **'Pig the Pug' by Aaron Blabey.'** We will explore the main character and look at their feelings. At first he is rather selfish and then he changes and learns to share. There will be an opportunity to research a selection of animals and pets. It will a super chance to write a guide 'How to look after a ___'



Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of 50ff.** We have been exploring **money** including the **coins and notes** that we use in the UK, including **1p,2p,5p,10p, 20p, 50p £1, £2, £5, £20 and £50.**

**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



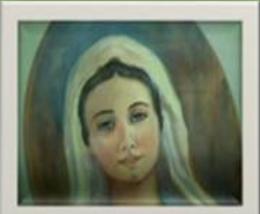
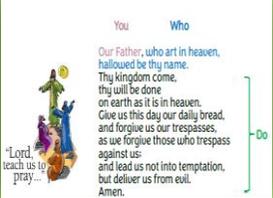
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library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

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:	2	Date:	W/B Monday 22nd January 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>   <p>VOCABULARY: E Christmas, Annunciation, Mary, Angel Gabriel, Joseph, Nazareth, Bethlehem, inn, stable, Wise Men, gift.</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> <ul style="list-style-type: none"> What can we give, so that we can be part of building God's kingdom here on earth? 	<p>Big Question: What is difference between the birth of Jesus with the birth of a baby today?</p> <p>Create a factfile of their birth and Jesus birth.</p> <ul style="list-style-type: none"> Know, retell and be able to write about the story of Jesus' birth at Bethlehem. Compare and contrast the birth of Jesus with the birth of a baby today. 	<p>Big Question: Joseph asked to do by the angel?</p> <p>Share with the children the dream of Joseph.</p> <p>Role-play the dream.</p> <p>What would he have had to do to look after Mary?</p> <p>Extension:</p> <p>Big Question: What was this special message and who was it for?</p>	 <p>Prayer and Liturgy : Share class prayer and liturgy together.</p> <p>Year of Prayer OUR FATHER:</p> 	<p><i>Participation –Penguin /Patiriki</i> How do the Wise men show us that Jesus is for everyone?</p>  <p>KU 13 Use religious words and phrases</p>



See Compassionate and Loving Poster...



Big Question-

- What does it mean to be both compassionate and loving?
- How can we link these values and virtues to the Christmas story?
- Who is showing compassion?
- Who is showing love?
- How can we be both compassionate

Include questions...

Where were you born? Hospital
Where was Jesus born? Stable
What did you sleep in? Cot/ Moses basket
Where did Jesus sleep? Manger/crib
How did you get to the hospital? Car/ taxi
How did Mary and Joseph travel to Bethlehem? Donkey
Who came to visit you? Family
Who visited Jesus? Shepherds, Angels, Wise Men
What gifts did you receive? Baby clothes, teddy bear etc
What gifts did baby Jesus receive? Gold, frankincense and myrrh.
Why was Jesus' birth so special?

Sleeping St. Joseph



(Link to Refuge and CST)



<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?

and loving this year 2024?

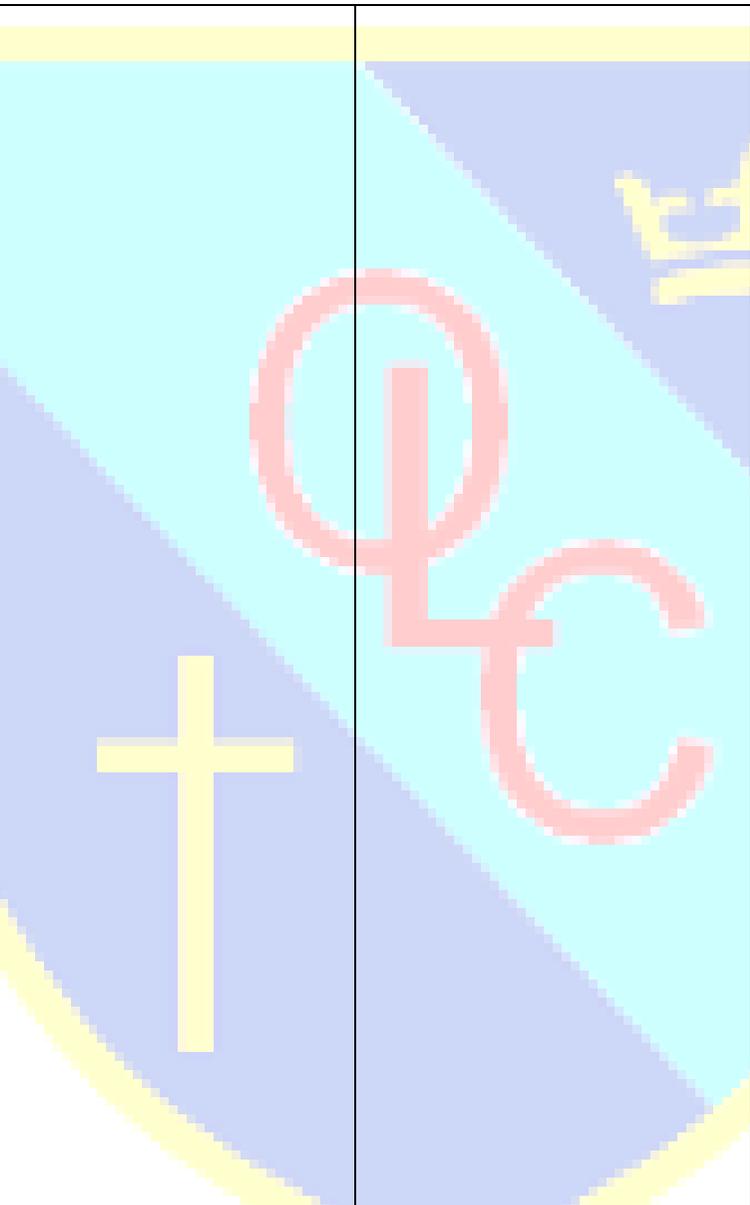
RE

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?



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

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

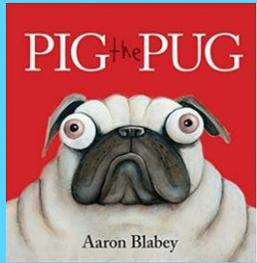
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				<p>Discuss: Do we always have to pray out loud with words?</p> <p>Explore opportunities to talk to God quietly without speaking any words.</p> <p>Guided meditation: (e.g. Joining hands, sitting, standing and kneeling, sign of the</p>	
 <p>Maths POWER MATHS 2B</p>	<p>LO: Money End of Unit 5 Check</p> <p>Unit 5 : Money Text Book Pages 48-49 End of Unit Check See activity sheet –blue books</p>	<p>LO: Recognise Equal Groups</p> <p>Unit 6 : Multiplication & Division Text Book Pages 50-55 Workbook Pages 38-40</p>	<p>LO: Make equal groups</p> <p>Unit 6 : Multiplication & Division Text Book Pages 56-59 Workbook Pages 41-43</p>	<p>LO: Add equal groups</p> <p>Unit 6 : Multiplication & Division Text Book Pages 60-63 Workbook Pages 44-46</p>	<p>LO: The x sign</p> <p>Unit 6 : Multiplication & Division Text Book Pages 64-67 Workbook Pages 47-49</p>
 <p>English</p> <p>https://www.youtube.com/watch?v=kWT0j7bNmeQ or</p>	<p>LO: 1) To correctly punctuate a question with a question mark.</p> <ul style="list-style-type: none"> To predict what might happen on the basis of what has been read so far To use ‘and’ I can use question marks 	<p>LO: 2) To be able to read and write words prefixed with ‘un’.</p> <ul style="list-style-type: none"> To infer meaning from the text I can use ‘but’ in a sentence I can use the prefix -un 	<p>LO: 3) To identify vowel digraphs which have been taught and the sounds which they represent.</p> <ul style="list-style-type: none"> To participate in performances I can read and write vowel digraphs I can take part in performances 	<p>LO: 4) To listen to and discuss non-fiction at a level beyond which they can read independently.</p> <ul style="list-style-type: none"> I can find out facts from information books 	<p>LO: 5) To say out loud what they are going to write about.</p> <ul style="list-style-type: none"> I can talk about my story ideas

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https://www.youtube.com/watch?v=NSRWqo_ZmJg

or



or

<https://www.youtube.com/watch?v=Qlu3ik-qfJw>

- I can guess what might happen in a story

Whole Class:
Children arrive into class to find red bowl (labelled MINE), squeaky dog toys and some hoopcereal.

Ask and answer questions about the scene. Model-write some questions, pointing out for the children about the 'wh' grapheme and the use of a question mark at the end. Take some ideas from the children and scribe then place on the working wall.



Have this image suddenly 'appear' on the IWB: 'Discover' the text and read it through from start to finish, stopping at the page where Pig wobbles

Whole Class:
Return to the text: What does Pig do and what does he say? How might we describe him?

Display an enlarged picture of Pig at the beginning of the story and adjective labels:

- Kind
- Caring
- Selfless,
- Helpful
- Selfish
- Friendly
- Fair
- Greedy
- Nice

Sort adjectives out to ones that can be prefixed with -un (creates an opposite) and words that cannot be prefixed with -un.

Whole Class:
Display the page with the following text:
And with that he proceeded to gather his stuff and make a big pile with a huff and a puff.

Read in choral voices, ensuring the children get a feel for the rhyme and rhythm.

Place the sentence onto a sentence strip:
And with that he proceeded to gather his stuff and make a big pile with a huff and a puff.

What if the word 'stuff' was changed to 'things'?

Suggest that Pig was so cross he spluttered nonsense sounds while he was huffing and puffing. Create a pair of made-up

Whole Class:
Children choose new pet: a cat, parrot or rabbit.

Support children to research their chosen pet to create a 'Pig' character; decide on some areas of research – these will become headings. This might take the form of shared research and shared writing/recording and it's fine for you to read sections of text.

Could have:

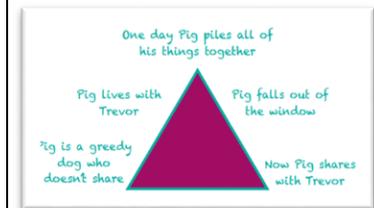
- Scratch the Cat
- Peck the Parrot
- Thump the Rabbit

Each animal having unpleasant characteristics to match their name.

Independent Work:
For their chosen pet, children to find out what

Whole Class:
Model creating a story mountain for Pig the Pug and then your own teacher-version for a completely different pet (e.g. a lizard called Bully the Lizard).

This will help to avoid the difficulty of children copying what you model as they will have to make appropriate substitutions to fit their own story.



Independent Work:
Using sticky notes, children to stick over each event/idea on a copy of the story-mountain to show their replacements

off the pile. Ask children to predict what might happen next.

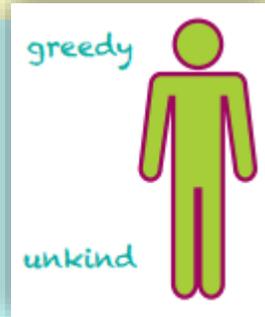
Create a Role on the Wall for Pig. Support children to retrieve and to infer e.g. I think that Pig is selfish because he doesn't share (orally model this)

Independent Work:
Compound Sentences: Write these two single clause sentences on a sentence strip.
1. Pig is selfish.
2. Pig is greedy.
Ask children where we might put the word 'and'.

Use scissors to cut the full stop off and then insert the word 'and' to create:

- Pig is selfish and Pig is greedy.

(Full stop from the first sentence needs to be removed but the capital



Role on the wall:
Support the children to select the adjectives that they feel best describes Pig then work some of these into statements.

Independent Work:
Role on the wall:
Show the children with a copy of the picture of Trevor grinning and looking friendly.

Children to write down single words/phrases that describe Trevor on a role on the wall template (use some of the adjectives without -un).

Plenary:

words that rhyme with 'things' e.g. 'dring' and 'tring'.

And with that he proceeded to gather his things and make a big pile with a dring and a tring.

Independent Work:
Create children's own nonsense words using resources such as 'Smart magnetic graphemes or phoneme cards. It might also be a good idea to provide the children with a phoneme frame.

This is a good opportunity for differentiation as you can specify the types of graphemes the children work with/ the combinations of e.g. some children may benefit from working on split vowel digraphs, others may need more time with adjacent consonants.

Using the substitutions, work to create a whole

the pet might eat, play with and other details such as their sleeping and exercise needs (this content will be imported into the final part of this sequence when the children are compiling their 'how to be...' guide).

Plenary:
Teacher model how to make notes: this might be in the form of teacher scribing and children sharing findings.

Talk about what the children's pets could have an accident with.

E.g. a parrot would fly if falling out of a window but could he wobble off a perch and land in his water bowl?

Resources:

- Selection of non-fiction texts and access to the internet if possible

that pertain to their chosen pet.

Support the children in choosing their best huff/puff sentence from session 3 – this will be inserted into their story at the appropriate point.

Plenary:
Children to talk through their story mountain with a partner.

Encourage children to use adverbs/adverbials to do this:

- One day...
- When suddenly...
- Now...

More able children could be encouraged to orally rehearse a question as their ending e.g. Will Pig be kind forever?

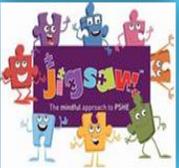
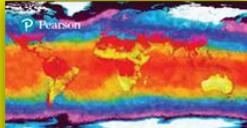
Resources:

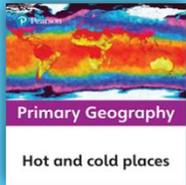
- Story mountains
- Sticky notes

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<p>'P' stays as 'Pig' is the character's name)</p> <p>Now replace 'Pig with 'he' as it is too repetitive:</p> <ul style="list-style-type: none"> • Pig is selfish and he is greedy. <p>Children to write sentences about Pig using 'and'.</p> <p>Plenary: What do you think Pig learnt through what happened to him?</p> <p>Do you think he's really sharing with Trevor or is he 'sharing' because he's so tightly bandaged that he can't stop Trevor from playing with his toys?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Red bowl • Squeaky dog toys • Some hoopcereal 	<p>Now compare Pig with Trevor.</p> <p>Shared-write some comparative sentences using 'but' e.g. Pig is greedy but Trevor is kind.</p> <p>Place these and the adjective labels on the working wall – this will be useful at the point of writing</p> <p>Resources:</p> <ul style="list-style-type: none"> • Adjective • Labels • Picture of Pig • Picture of Trevor 	<p>class poem with the repeated refrain: That greedy pug called Pig.</p> <p>E.g. And with that he proceeded to gather his things and make a big pile with a dring and a tring.</p> <p>And with that he proceeded to gather his toys and make a big pile with a floy and a bloy.</p> <p>And with that he proceeded to gather his stuff and make a big pile with a rough and a crough.</p> <p>That greedy pug called Pig.</p> <p>Plenary: Work the whole-class poem into a performance, experimenting with pitch and volume.</p> <p>Ensure that some examples of the new rhymes are displayed on the working wall as these will be imported into the children's ownversion narratives in a</p>		
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			<p>subsequent session.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Hand-mirrors • Sentence strips • Felt tips 																										
 <p>Spelling & Handwriting</p> <p>Year one and Year Two Words Consolidate FS Words</p>	<p>LO: CEW – Common Exception Words Focus</p> 	<p>LO: CEW – This week's Words –Spelling Pathways...</p> <p>Sliders</p> <table border="1"> <tr><td>opened</td><td>noticed</td></tr> <tr><td>click</td><td>loved</td></tr> <tr><td>loaded</td><td>seen</td></tr> <tr><td>tied</td><td>safe</td></tr> <tr><td>locked</td><td>kind</td></tr> <tr><td>done</td><td>paid</td></tr> </table> <p>Can you make any other words to add to your journal?</p>	opened	noticed	click	loved	loaded	seen	tied	safe	locked	kind	done	paid	<p>LO: CEW – Common Exception Words Focus</p> 	<p>LO: CEW – This week's Words –Spelling Pathways...</p> <p>Sliders</p> <table border="1"> <tr><td>opened</td><td>noticed</td></tr> <tr><td>click</td><td>loved</td></tr> <tr><td>loaded</td><td>seen</td></tr> <tr><td>tied</td><td>safe</td></tr> <tr><td>locked</td><td>kind</td></tr> <tr><td>done</td><td>paid</td></tr> </table> <p>Can you make any other words to add to your journal?</p>	opened	noticed	click	loved	loaded	seen	tied	safe	locked	kind	done	paid	<p>LO: CEW – Common Exception Words Focus</p> 
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  <p>Humanities</p>	<p>Jigsaw/ PSHE</p> <p>Unit 3: Y2</p>  <p>3.Learning with Others</p> <p>Year 2:</p> <p>Weekly Celebrations:</p> <p>Work well with a partner or in a group</p> <p>Piece /Lesson 3:</p> <p>Learning with Others</p>	<p>Real P.E:</p>  <p>Understand Performance</p> <ul style="list-style-type: none"> • I can understand and follow simple rules. • I can explain why someone is working or performing well. 	 <p>Primary Geography</p> <p>Hot and cold places</p> <p>Geography:</p> <p>Hot and Cold Places</p> <p>Lesson 2: What do hot and cold places feel like?</p> <p>Purpose:</p>	<p>Science:</p> <p>Year 1/2 Brilliant Builders!</p> <p>Lesson 3: Sticking together.</p>  <p>Science Objectives:</p> <p>i) Distinguish between an object and the material from which it is made (1EM).</p>	<p>Art/RE:</p> <p>Drawing – Telling a story</p>  <p>Lesson 2: Creating Texture</p>  <p>Objectives: To explore and experiment with</p>																								



GEOGRAPHY



Vocabulary:
Learning together
Success
Celebrate
Achievement
Goal
Partner
Team work

Learning intention:

- can recognise who I work well with and who it is more difficult for me to work with

Social and emotional development learning intention:

- I can tell you how working with other people helps me learn

Resources:

- Jigsaw Chime, Jigsaw Song: 'There's a Place', Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macerena dance moves, Owl and The Pussy-Cat (first 2 verses), Card and

- I can explain what I am doing well and begun to identify areas for improvement.

LO: Dynamic Balance on a Line

Warm Up- Race the Track

- Explore the track
- Orient yourself to the space.
- Establish direction of travel

Racing Rules:

- Keep to the left of the track.
- Overtake on the right side.
- Remember that in race walking, one foot must be in contact with the track.
- Find a partner, once you have completed one lap

- 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:

1. **Activate prior knowledge (5 mins)**
(Lesson slides 1–4 and Work booklet page 7)

- ii) **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1EM). Describe the simple physical properties of a variety of everyday materials (1EM).**
- iii) **Compare and group together a variety of everyday materials on the basis of their simple physical properties (1EM).**
- iv) **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and**
- v) **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and**

mark making to create texture

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay

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	<p>colouring materials, Book: 'The Owl and The Pussy-Cat' by Edward Lear (optional), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p>	<p>you can tag a partner (swop Coach and athlete roles after one lap).</p> <ul style="list-style-type: none"> • Check: Are you using fluid movements as you move around the track? Keep opposite arm /leg movement. Review and discuss your partners progress. • Extension-Eyes closed. The coach can guide their athlete around the track with their eyes closed. <p>Skills: Watch</p> <p>Green Skill: Move along the line lifting your knee up.</p>	<p>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> <p>2. Explain/Explore (5 mins) <i>(Lesson slide 5 and Work booklet page 7)</i> Display the slide and discuss what pupils notice about the different places. Pupils should complete task 1 in pairs.</p> <p>3. Practise (10 mins) <i>(Work booklet page 8 and Downloadable resource 2.1)</i> Provide pairs of pupils with sets of three emoticon cards and six temperature word cards (Downloadable resource 2.1). To save time, you 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</p>	<p>cardboard for particular uses (2EM).</p> <p>Working scientifically: Working Scientifically</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Identify and classify. • Use their observations and ideas to suggest answers to questions <p>You Will Need: Additional Resources Magnets Metal objects attracted to magnets Jars (one for each pair) Paper clips String Ideas on magnetic game</p>	<p>Creating textures from objects...</p> <p>Have available:</p> <p>A collection of objects that the children can choose to draw. Ideally these will be objects that have varying or interesting textures, such as shells, vegetables, fruit, pinecones, bark, etc. A range of different drawing materials and tools.</p> <p>Invite the children to select an object to draw and drawing materials and tools.</p> <p>In sketchbooks, the children draw the object(s), focusing on creating the texture using a range of different marks. <i>As an extension or alternative, the objects can be concealed in a bag or pillowcase so that the children are unable to see the object and must draw from touch alone.</i></p>
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		<p>Red Skill: Move along the line driving your arms as you lift your knees up.</p> <p>Creating Dynamic Balance Pathways</p> <p>In a pair/small group, use the different pieces equipment to create your own dynamic balance pathway and then come up with different ways to perform your pathway.</p> <p>e.g. March forwards from spot to spot, march backwards through the hoops, lunge walk along a bench, walk fluidly along a low beam, walk with heels to bottom along a line.</p> <p>Challenge yourself to come up with tricky, trickier and trickiest</p>	<p>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>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>Teaching: Explore a variety of different magnets and objects (both magnetic and non-magnetic).</p> <p>Create games in the classroom using the magnets, such as a fishing game, magnetic maps (magnet under a piece of paper and a paperclip), moving magnets without touching them, strength test with different magnets.</p> <p>Consider questions such as: does everything made of metal stick to a magnet? (Yr1). Discuss the properties of metal objects and usefulness of magnets (Yr2).</p> <p>Activities</p> <p>Explore a variety of different magnets and objects. Consider questions such as: does everything made of metal stick to a magnet? (Yr1). Discuss the properties of metal objects and usefulness of magnets (Yr2).</p>	<p>Optional further activity: Recreating texture from a picture</p> <p>On the children's tables lay a selection of photographs from the Activity: Texture photos. Alternatively, source your own images of textures to link to another area of the curriculum or story that your class is using.</p> <p>The children select one image to stick in the centre of a double page in sketchbooks. You may want to support the children in this exercise by giving them objects and materials that feel the same or similar to the photographs so that the children can touch them while looking at the images.</p> <p>Explain to the children that they are going to use the space around the</p>
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versions and teach your pathways to other groups.

Review Method-Question Carousel:

Everyone in your group must choose a coloured card. On one side you will find a question.

Green cards - questions on your feelings about the lesson

Amber cards - questions about what you enjoyed the most

Red cards - questions about how you could do even better

5. Practise (10 mins)
(Work booklet page 8 and Downloadable resource 2.2)

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.

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.

Investigation - observing over time, problem solving
Play with magnets and explore their properties.
Create games using magnets and classroom metal objects.

Year 1 - Consider questions such as: does everything made of metal stick to a magnet.

Year 2 - Discuss the properties of metal objects and the usefulness of magnets.

Vocabulary
Magnetic, non-magnetic, metal, materials, properties

image to recreate the texture they can see. They select and explore materials to use and experiment with different marks around the page. Some can try drawing on different surfaces that they have stuck in their sketchbooks (see Adaptive teaching).

Wrapping Up- making marks

Look at example pieces of work.

Vocabulary	
blending	feel
hatching	mark
scribbling	stippling
texture	tool
touch	

Look at example photos (St. Anne's B'ham)

OLC WEEKLY LEARNING PLAN

			<p>If you have time, you could share what the pupils have written.</p> <p>Extend and stretch:</p> <ul style="list-style-type: none"> 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 help pupils identify these locations. 		
 <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=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>
<p>Homework:</p>					

Communicating with school

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

Big Question: What does it mean to take refuge?

Read Refuge together.
(Share the author and illustrators thoughts about their version of the Christmas Story).

Why did they change the title from the First Christmas to Refuge?

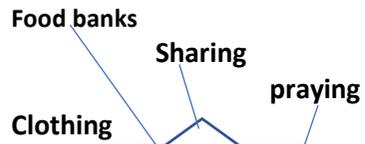
What does it mean to take refuge?



Share their understanding of what refuge is.

Create a spider diagram using the word Refuge at the centre.

Share how we can help displaced people-refugees



Big Question: Can we share what Refuge is all about?

Activity: Write a book review about Refuge.

How has this book helped you to understand that they Holy Family had to escape to Egypt?

How is this story still important to people of today?



Book Review

Title:

Author:

Illustrator:

This book is about....

The important message is...

How can I help?

I wonder...

My CST characters have helped me to....

I would recommend this book because....

Stars *****

Watch/ read Refuge



Refugee

CAFOD

Saving our pocket money

Refuge is when....

I can make a difference by...

Extension: Look at charities that help and support refugees e.g. CAFOD

Local Charities- Fireside

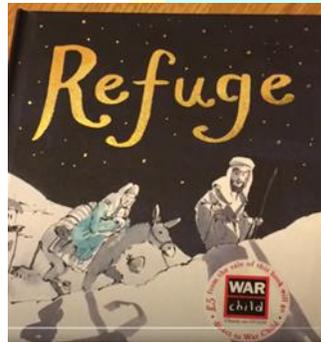
The Good Shepherd Appeal

Live Simply Ambassadors

Share their experiences of helping others.

You Tube video:

https://www.youtube.com/watch?v=2prB_fqwbnl



REFUGE:

https://www.youtube.com/watch?v=2prB_fqwbnl

**Unit C - Prayer RE-CST
Catholic Social Teaching**

Distributive Justice: How can we create a prayer service Option for the Poor-: serving our local and wider communities?

You Tube