



Message from the teachers: Hello Everyone!



WE ARE GROWING TO BE:

FAITH-FILLED: We are faith-filled when we are living life as God inspires us to live it, putting the Gospel into action through our deeds. Faith gives us belief and trust in God and in other people. We have to build on it every day through prayer, being part of a faith community and living out the gospel values. Faith gives us hope.

HOPEFUL: We are hopeful when we are optimistic about the future, we trust ourselves and others, and we don't give up. Our faith teaches us that God is hope – that Christ walks before us and gives us the courage to follow. Hope makes us unafraid to step into the unknown and face challenges. Hope can deepen or restore our faith.

FAITH FILLED: Faith is confidence in what we hope for and assurance about what we do not see. Hebrews 11:1

HOPEFUL: Through him you believe in God, who raised him from the dead and glorified him, and so your hope and faith are in God. Peter 1:21



HOMEWORK



RE: This term for our **Gospel values and virtues**, we are trying to be both Faith-filled and Hopeful each and every day of Lent. During the season of Lent we are trying to have 40 acts of kindness. We are trying to show love and kindness, pray more. We shared our Lenten Mass together and we have changed our prayer table colours to violet.

English: This week we will continue to read the traditional tale of **'Cinderella'** but with a difference... It's an Art Deco fairy tale! By David Roberts and re-told by Lynn Roberts Maloney. Here, there is a fashion conscious Godmother and Cinderella can do the Charleson dance!

Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages of _where we are now looking at Multiplication and Division, counting in 2s, 5s and 10.** *Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking). We have also received our **Numbots and Times Tables Rockstars** letters and logins to complete some wonderful online fun activities using our number bonds and multiplication skills!



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



Reading: Reading books have been sent out and we hope to change them during the week (please send your child's reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

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/ Tuesday 27 th February 2024
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	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p> <p>VOCABULARY: F. Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep,</p>	<p>Sharing Our Catholic Pupil Profile GOSPEL VALUES & VIRTUES Faith-filled and Loving</p> <p>Big Question- How can we be both faith-filled and hopeful during Lent this year?</p> <p>GVV-Faithfilled and Hopeful</p>	<p>Unit F: JESUS: TEACHER & HEALER</p> <p>Big Question: What are the important messages that Jesus give us in the parables of the Lost Sheep and the Prodigal Son?</p> <p>LO: To know the Parable of the Prodigal Son.</p> <p>Understand that it contains important messages about God's forgiveness. Reflect</p>	<p>Unit F: JESUS: TEACHER & HEALER</p> <p>Bible Detectives- Find this parable-</p> <p>LO: To know the Parable of the Lost Sheep.</p>	<p>Prayer and Liturgy : Share class prayer and liturgy together.</p> <p>Year of Prayer OUR FATHER:</p>	<p>Guided meditation:</p> <p>KU 13 Use religious words and phrases</p> <p>ER 1 Say what they wonder about</p> <p>ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p> <p>ER 3 Talk about their own feelings, experiences and the things that matter to them</p> <p>ER 4 Ask and respond to questions about their own and</p>

Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man, miracle, healing.



-Which CST character have you chosen and why?



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

LENT

What is Lent?

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



LO: To know the name of the liturgical season Lent.

Know that Lent is a special season when we try to follow

on the attitudes of different characters in the parable.

- Write a list headed good points and bad points for one of the two sons in the story.
- Complete the sentence "In the story of the Prodigal Son Jesus is telling us..."

Hot Seat: Imagine that you were the father. How did you feel when your son left home?

- What was it like for you when he was away?
- What did you think when you saw him returning?

In this parable we learn about forgiveness. Do you think that we always have to forgive other people when they have done something that is wrong? Why?

<https://www.youtube.com/watch?v=apCaJJ6xnq4>

<https://www.youtube.com/watch?v=smvcsgMv6Dw>
or
<https://www.youtube.com/watch?v=uYz5ReuGtEU>

Bible Detectives- Find this parable

Prepare a large piece of paper which says "In the story of the Lost Sheep Jesus is telling us..." Put this in an accessible place with pencils and post-its nearby.

- As the children come to an understanding they can post their idea on the paper.
- Why did the Good Shepherd go looking for the sheep?
- How did he feel when he found it?
- Do you think the Shepherd forgave the sheep for getting

<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

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

Mass Preparation



Y1/2 St. David's Day

Jesus more closely by listening to his words and learning from his actions.



Big Question: What is Lent? Lent is...

LENT:

What is Lent? (Know the basic meaning of Lent).

- How could we link our CST characters to Lent?
- e.g. alms giving/charity?
- Praying more?
- Giving something up-fasting?



Explore the Story of Zacchaeus

Embed: that a parable is a special story with an important message.

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.

To know some of the parables that Jesus told and will be able to explain what he is teaching us through them.

To know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today.

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

lost? How do you know?

- *What does this parable tell us about God? What does it tell us about forgiveness?*

Understand its message of the joy and forgiveness of God.

- Reflect on the value and importance of forgiveness.
- Create a class display entitled "What we know about Jesus."
- Children to look at different pictures of the Parable of the Good Samaritan from different sources, comparing and contrasting their message

L3 That Jesus gives an example of love and respect for others.

Miracles: Big Question-

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


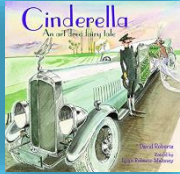
Discuss: Do we always have to pray out loud with words?

Explore opportunities to talk to God quietly

OLC WEEKLY LEARNING PLAN

	<p>Ch1 That Jesus' life and mission is the Gospel (Good News)</p> <p>R2 That Scripture stories reveal and hand on the Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.</p> <p>Be able to reflect on the words and actions of Jesus and apply them to real life situations.</p>	<p>the things that matter to them</p> <p>ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>What is a miracle?</p> <p>LO: To know the story of Jairus' daughter.</p> <ul style="list-style-type: none"> Understand that Jesus showed real concern and care for Jairus and his family. <p>LO: To know the Miracle of the Feeding of the Five Thousand.</p> <ul style="list-style-type: none"> That the miracle teaches us about the special power of Jesus. Reflect upon how this miracle might encourage Christians to live their lives. <p>To Know the Miracle of the Healing of the Blind Man. I Reflect upon the changes that Jesus brought to his life.</p>	<p>without speaking any words.</p> <p>Guided meditation:</p> <p>(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)</p>  <p>https://hallow.com/blog/how-to-pray-our-father/</p>	
	<p>LO: Count by making groups of 10</p>	<p>LO: Groups of 10s and 1s</p>	<p>LO: Partition into 10s and 1s</p>	<p>LO: One more/One Less</p>	<p>LO: Unit 8 End of Unit Check</p>
<p>Unit 8: Number to 50</p> <p>Text Book Pages 120-123</p>	<p>Unit 8: Number to 50</p> <p>Text Book Pages 124-127</p>	<p>Unit 8: Number to 50</p> <p>Text Book Pages 128-136</p>	<p>Unit 8: Number to 50</p> <p>Text Book Pages 135-7</p>	<p>Unit 8: Number to 50</p> <p>Text Book Pages 138-</p>	

OLC WEEKLY LEARNING PLAN

<p>Maths</p> 	<p>Workbook Pages 88-90</p>	<p>Workbook Pages 91-94</p>	<p>Workbook Pages 94-96</p>	<p>Workbook Pages 97- 99</p>	<p>Workbook Pages 100ff</p>												
<p>English</p> <p>Traditional Tale focus https://www.youtube.com/watch?v=67rYFmYMAVg</p> 	<p>LO: 4) Make inferences from the text</p> <p>Intro: Words to define before reading:</p> <p>Announcement Ball Eligible Finery</p> <p>Remind the children of the page where Cinderella and the cat first meet the stepmother and the two sisters.</p> <p>Tell the children that we ‘retrieve to infer’ and that often what a character does can tell us the most about them.</p> <p>For example, say, I see the cat running away so I think it is frightened, and this could be because the cat knows what the new household members are going to be like.</p> <p>Development: Return to the first page where we meet Greta for the first time.</p> <p>Point out to the children that she is looking delightedly at a little</p>	<p>LO: 5) Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Intro: Words to define before reading: fetch, stout, chauffeur, gown</p> <p>Remind the children when the stepmother, Elvira and Ermintrude set off for the ball in their ‘finery’, whereas Cinderella was left in her rags.</p> <p>Remind children of other versions of Cinderella stories that they talked about in session 1.</p> <p>Each of the versions had different objects used to work the fairy godmother character’s magic.</p> <p>Development: Tell the children that you are going to read the next two pages and that you would like them to collect any nouns that they think are an important part of the story as you read (around the character sheet).</p> <p>Read from: Suddenly a bright light filled the kitchen... up to and sped off to the ball.</p>	<p>LO: 6) Draw on knowledge of vocabulary to understand texts</p> <p>Intro: Display the following words from the text and ask the children if they know what any of these words mean: anxious, hopeless, haste, delicate, dainty, vowed</p> <p>Have any of the children seen or heard of any of these words before?</p> <p>Development: Read from: The ball was already in full swing... to he knew that he could never love another.</p> <p>Ask the children to look for the six words above as they read and think about their meanings and their synonyms.</p> <p>Using the activity sheet, allow the children to match the correct pairs.</p> <p>Ask:</p> <table border="0"> <tr> <td>anxious</td> <td>delicate</td> <td>worried</td> <td>fragile</td> </tr> <tr> <td>hopeless</td> <td>dainty</td> <td>pointless</td> <td>elegant</td> </tr> <tr> <td>haste</td> <td>vowed</td> <td>hurry</td> <td>promised</td> </tr> </table>	anxious	delicate	worried	fragile	hopeless	dainty	pointless	elegant	haste	vowed	hurry	promised	<p>LO: 7) Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Intro: Before reading, tell the children that this is the part of the Cinderella story where the Prince searches for Cinderella by checking to see whose foot the slipper fits.</p> <p>Slippers obviously come in pairs and in this session we are going to think about pairing ideas and facts.</p> <p>Read from: The next morning, breakfast was interrupted... up to and the prince knew that he had found his bride.</p> <p>How would you summarise these few pages using a pair of words?</p> <p>Ideas are: bride found found her it fits</p> <p>Development:</p>	<p>LO: 8) Make inferences from the text to predict what might happen on the basis of what has been read so far</p> <p>Intro: Remind the children of the section that was read where the prince finds his bride.</p> <p>What do they think might happen next?</p> <p>Will this be the happily ever after moment?</p> <p>How have other versions of Cinderella that the children know ended?</p> <p>Let the children think, pair, then share their predictions.</p> <p>Read the final page of the text.</p> <p>Is that what the children predicted would happen?</p> <p>Did anything surprise them?</p> <p>If so, what was this?</p> <p>Development: Let the children record responses to the following questions in their books:</p> <p>1) Which word is closest in meaning to allowed? a) invited</p>
anxious	delicate	worried	fragile														
hopeless	dainty	pointless	elegant														
haste	vowed	hurry	promised														

OLC WEEKLY LEARNING PLAN

bird and stroking that very same cat in the next illustration.

Tell the children that it is a common element of fairy stories (and other stories) for the nice character to be good around animals and be trusted by animals.

So, we might be able to say that the cat is running away a few pages later because he can sense that the newcomers are not very pleasant.

Staying on this page, Greta is carrying some coats and hats.

What does this tell us about her as a character?

Remind the children that what a character does tells us a lot about them as a person.

Assign to the children one of the three unkind female characters:

Stepmother
Eivira
Ermintrude

In pairs, children read from:
'When her new stepmother saw Greta's fine clothes and jewels...'

To
'watched the sisters and their mother drive away in all their finery.'

Now let the children respond to the following questions in their books:

- 1) Name two of the objects that the kindly woman asked Cinderella to collect.
- 2) What was Cinderella's mode of transport to the ball in this version of the story?
- 3) What was the warning that the kindly lady gave to Cinderella before she left for the ball?
- 4) What was Cinderella wearing to the ball?

Plenary:
Working with a partner, children to read their answers to each other.

Resources:
Character sheet
Cinderella books
Question sheet

Why do you think the author chose the words she chose rather than the synonyms?

Which of the words do you like best and why?

Plenary:
Support the children to re-read their work and/or let a partner check for punctuation and sense.

Resources:
Cinderella books
Matching sheet

Let the children re-read the text and match the nouns to the clues:

Plenary:

This was what interrupted breakfast.	announcement
This was what Cinderella was ordered to do to get out of the way.	travesty
These were described as being either too wide or too long.	hem
These were spotted peeping out from behind a screen.	nois
This is where Cinderella sat to try on the shoe.	soot

Support the children to re-read their work and/or let a partner check for punctuation and sense.

Resources:
Cinderella books
• Clues and noun sheet

- b) permitted
- c) forbade

2) Two slightly surprising things happen at the end of this version of Cinderella. Name one and explain why this is surprising.

3) Why has the author chosen to put the word *almost* in italics?

4) What do you think would happen next if a sequel of this Cinderella version were to be written?

Plenary:
Working with a partner, children to read their answers to each other.

Resources:
Cinderella books
Question sheet

OLC WEEKLY LEARNING PLAN

As they read, or afterwards, ask them to retrieve information on their character's actions.

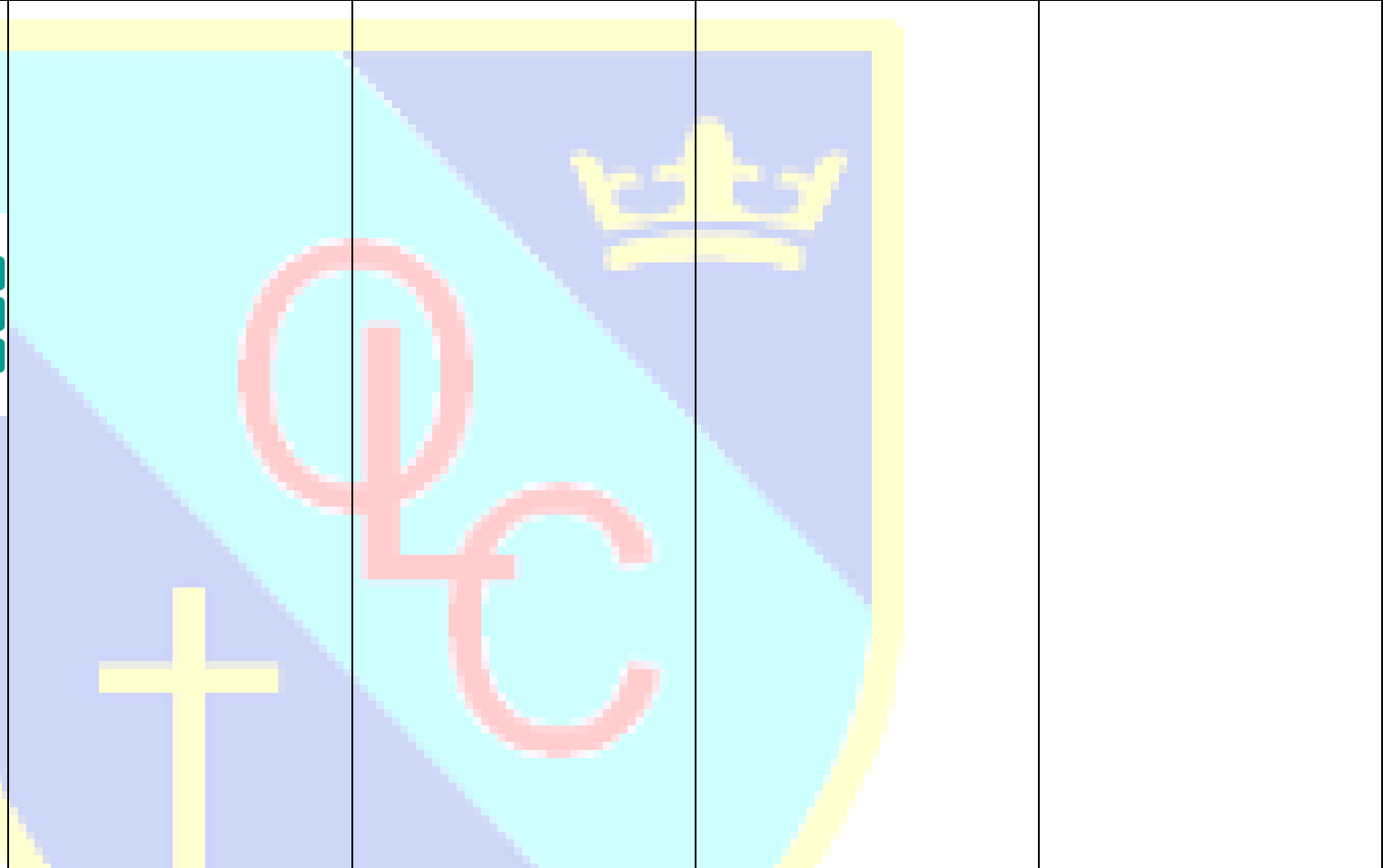
Now ask the children to work together using their notes to match the actions to the character:

started calling Greta 'Cinderella'	stepmother
made sure Cinderella had no time to get ready for the ball	Elvira
forced Greta to sleep in the kitchen	Erwintrude
snarled, 'bring my grey dress'	
shouted, 'brush my hair!'	

Let the children choose one character to write a few sentences about what they know of them in terms of their personality.

Plenary:
Support the children to re-read their writing and/ or read to a partner to check for punctuation and sense.

Resources:
Cinderella books
Match actions to character cards



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 1	Year 2
the they one	door gold plant clothes	the they one	door gold plant clothes
is he once	floor hold path busy	is he once	floor hold path busy
do he ask	poor told both people	do he ask	poor told both people
to me friend	because every hour water	to me friend	because every hour water
today she school	find great move again	today she school	find great move again
of we put	kind break prove half	of we put	kind break prove half
said no push	mind steak improve money	said no push	mind steak improve money
sign go pull	behind pretty sure Me	sign go pull	behind pretty sure Me
one so full	child beautiful sugar Mrs	one so full	child beautiful sugar Mrs
were by house	children after eye parents	were by house	children after eye parents
was my sister	wild fast could everybody	was my sister	wild fast could everybody
is here	climb last should	is here	climb last should
has there	meet past would even	has there	meet past would even
has where	only father who	has where	only father who
I live	both class whole	I live	both class whole
you come	said grass only	you come	said grass only
your some	old pass many	your some	old pass many

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

after
bath
child
children
door
even
floor

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1	Year 2	Year 1	Year 2
the they one	door gold plant clothes	the they one	door gold plant clothes
is he once	floor hold path busy	is he once	floor hold path busy
do he ask	poor told both people	do he ask	poor told both people
to me friend	because every hour water	to me friend	because every hour water
today she school	find great move again	today she school	find great move again
of we put	kind break prove half	of we put	kind break prove half
said no push	mind steak improve money	said no push	mind steak improve money
sign go pull	behind pretty sure Me	sign go pull	behind pretty sure Me
one so full	child beautiful sugar Mrs	one so full	child beautiful sugar Mrs
were by house	children after eye parents	were by house	children after eye parents
was my sister	wild fast could everybody	was my sister	wild fast could everybody
is here	climb last should	is here	climb last should
has there	meet past would even	has there	meet past would even
has where	only father who	has where	only father who
I live	both class whole	I live	both class whole
you come	said grass only	you come	said grass only
your some	old pass many	your some	old pass many


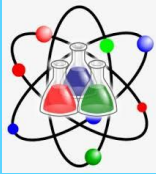
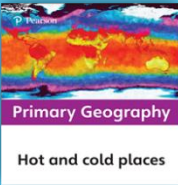

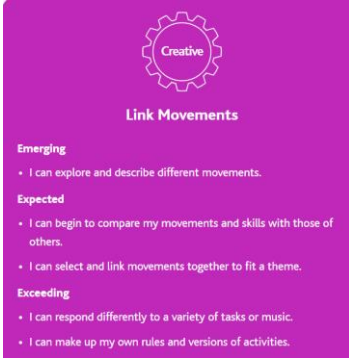
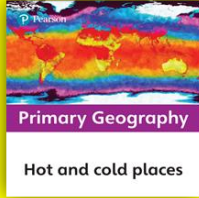


LO: CEW – This week's Words Common Exception Words

after
bath
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children
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even
floor

LO: CEW – Common Exception Words Focus

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of we put	kind break prove half	of we put	kind break prove half
said no push	mind steak improve money	said no push	mind steak improve money
sign go pull	behind pretty sure Me	sign go pull	behind pretty sure Me
one so full	child beautiful sugar Mrs	one so full	child beautiful sugar Mrs
were by house	children after eye parents	were by house	children after eye parents
was my sister	wild fast could everybody	was my sister	wild fast could everybody
is here	climb last should	is here	climb last should
has there	meet past would even	has there	meet past would even
has where	only father who	has where	only father who
I live	both class whole	I live	both class whole
you come	said grass only	you come	said grass only
your some	old pass many	your some	old pass many

OLC WEEKLY LEARNING PLAN

		half hour past path whole		half hour past path whole	
  Humanities  GEOGRAPHY 	<p>Jigsaw/ PSHE Unit 4: Y1 HEALTHY ME</p> <p>Year One: Being Healthy</p> <p>Weekly Celebration Pieces</p> <p>LO: To have made a healthy choice</p> <p>Social and emotional development learning intention</p> <p>Vocabulary</p> <p>Healthy</p> <p>Unhealthy</p> <p>Balanced</p> <p>Exercise</p> <p>Sleep</p> <p>PSHE learning intention</p> <p>I understand the difference between being healthy and</p>	<p>PE : Creative- Link Movements</p>  <p>Lesson 1: Warm Up: Grand Prix Explore the Track Pit stop tag With a ball Share and explore Get creative Keep Count Watch carefully Personal best Challenge Practice In pairs Outside the box Watch and learn Race Time</p>	<p>Geography: Hot and Cold Places</p>  <p>Lesson 5: Lesson 5: What features does an animal need to live in a hot/cold place?</p> <p>Purpose In this lesson, pupils will investigate how animals adapt to hot and cold climates. The aim is to assess pupils' understanding of climatic conditions in hot and cold locations – demonstrated by their choice of animal characteristics – and annotation skills (whether they simply label their animal or also provide explanatory detail).</p> <p>By the end of the lesson pupils should ...</p> <ul style="list-style-type: none"> know how and why animals have adapted to live in different places. 	<p>Science: Year 1/2 Wild and Wonderful Creatures Lesson 2: We Are Wonderful Creatures Too!</p>  <p>LO: To consider the differences/similarities between what humans want and what they need to survive</p> <p>Science Objectives:</p> <ol style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (1AH). Identify, name a variety of common animals that are carnivores, herbivores & omnivores (1AH). Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) 	<p>Art/RE: Drawing – Telling a story</p>  <p>Lesson 5: To tell a story (continued...)</p> <p>LO: Objective: To develop illustrations to tell a story</p> <p>Success Criteria: I can recount a familiar story and select key events. I can create and draw imaginary scenes for a storybook. I can use mark making to show different textures</p> <p>1: Recap and recall Introduce the idea that the children are going to make a storybook. They will use a story that features the character they created in the previous lesson.</p> <p>Flick through a selection of picture books to look at different illustration styles. Invite the children to comment on any similarities or differences they notice. (They might mention colours, characters or the materials the illustrations are created with.)</p> <p>Using a simple story that is familiar to the children, model recapping the key elements of a story by drawing a</p>



unhealthy, and know some ways to keep myself healthy

I feel good about myself when I make healthy choices

Resources:

Jigsaw Chime, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

Ball Skills

Green

Take it and roll a ball up and down your legs and around your body

Now use one hand to challenge yourself

Focus on maintaining a good balance throughout. Perform the movements smoothly and with control

Red

Focus on moving the ball smoothly before increasing speed

Move the ball with your fingers, avoiding it touching your body. Try to complete 16 in 20 seconds

Getting Around Us Yr 2 (cooperative)

Video 3
Review
Question

Movement Skills

Work with a partner and take turns to pass a ball around your partner's body and then try passing it around both of you to see if

- be able to annotate a drawing.

Lesson -Activate prior knowledge 5 mins

Lesson slides 1–4 and Work booklet page 16

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

Demonstrate Understanding (5 mins) Lesson slide 5

Display the slide and ask pupils if they think the image shows a real animal. Ask them to discuss in pairs and then justify their answer.

Targeted activity 5 mins
Lesson slides 6–7 and Work booklet page 16

Display the slides and ask pupils to choose one of the locations. Ask them to look closely at their chosen location and discuss in pairs what they notice, e.g. what the temperature could be, how much it will rain, what food there will be for animals to eat.

Pupils should complete task 1 independently. Summative assessment -30 mins

Lesson slides 6–7 and Work booklet pages 17–18

See also the Geography: Cause and effect toolkit, Waypoint 1

4. (1AH).
5. Notice that animals, including humans, have offspring which grow into adults (2AH).

Working scientifically:

1. Ask simple questions and recognise that they can be answered in different ways.
2. Identify and classify.
3. Use their observations and ideas to suggest answers to questions.

You Will Need:

- Blue and yellow sheets of material
- Plastic bottles for each child or pair of children
- Pieces of paper and pencils
- A large shell
- The Desert Island by Morgan Georgia Blanks or Moomin's Desert Island by Tove Jansson.

Before the session:

Arrange the blue and yellow sheets of material into a desert island surrounded by water.

Make the desert island large enough to accommodate the whole class.

Scatter the empty plastic bottles in the sea by the edge of the island or keep in a bag on the island.

Whole class:

Ask the chn to go and sit on the yellow sheets and explain that they

storyboard using the template provided in the Activity: Storyboard template or create a larger version on a whiteboard or flipchart.

The children will create four scenes to draw in their storybooks. To support the children in deciding which four, it helps them to have the story plot clear in their minds so allow some time for them to recall a story to consider which scenes they want to illustrate.

Do the same if you are asking the children to create a short story of their own.

The children can use sketchbooks or the template provided in the Activity: Storyboard template to help them plan for the concertina book they will make.

2: Main Event

Making books allows the children to use their imaginations but also to draw upon the drawing skills they have learnt in this unit.

Show the Pupil video: Concertina books or demonstrate yourself how to make the paper concertina book. This may be tricky for some children so these could be prepared ahead of the lesson for them to use.

The children draw four scenes on the available sides of the book.

Encourage the children to use the drawing skills they have practised, like varying the type of mark they use to imply the textures of different surfaces. Black drawing pens make their drawings bold but are also good to show their experimentation with marks.

The children will need the cut-out drawing of the character as explained at the end of Lesson 4: Creating characters. They will use this when they

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		<p>you can find different ways and the quickest way.</p> <p>Once you've tried these, try with both of you moving a ball around each other at the same time.</p> <p>Tricky Use a larger ball.</p> <p>Work individually, moving ball around own body.</p> <p>Move the ball slowly.</p> <p>Move the ball at the same height.</p> <p>Tricky/ Trickier/ Trickiest Badge of Honour You all know what you're going to try hard at in the lesson today. You will all be given some sticker badges. When you're asked a question about who has been trying hard, answer by placing a sticker/badge on someone in your group you think deserves it.</p> <p>At the end of the lesson you could tell your group why you gave a badge or even</p>	<p>Explain that pupils are going to create an animal that could live in their chosen location.</p> <p>Discuss the features that might help the animal survive, and record pupils' suggestions on the board as a prompt, e.g. for the snowy location: thick fur, small noses, small ears, white fur; for the desert location: thin fur, small noses, small ears, brown fur, etc.</p> <p>Ask pupils to complete either task 2 or task 3 independently by drawing their animal onto their chosen background and then labelling and annotating its different features.</p> <p>Share a few annotations and work together to improve them. You may wish to give pupils a time limit for designing their animal because it is more important to justify why their animal's characteristics help them survive in the extreme climates, e.g. 'My animal has big, flat feet to stop it sinking into the sand. It has small eyes and long eyelashes to keep the sand out of its eyes.'</p> <p>Reflect 5 mins Lesson slide 8 and Work booklet page 4</p> <p>Pupils should complete their Learning review. If you have time, you could share what the pupils have written.</p> <p>Extend and stretch</p> <p>Work booklet pages 17–18</p>	<p>are now stranded on a desert island, the sun is beating down and no boats have been seen for ages.</p> <p>Ask them how they feel and emphasise that they might be really hot, frightened or excited by the adventure.</p> <p>Ask them: This desert island has nothing on it from your home. It has sun, sea and sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time?</p> <p>Ask them to share their ideas, one at a time.</p> <p>You may want to pass a speaking shell around to remind them to only speak when they have the shell.</p> <p>Then ask them to consider: What one thing would make you happy? Is it the same as the thing you would miss the most?</p> <p>Again, ask them to share their ideas, this time with their partner and then with the class and the speaking shell.</p> <p>Say: Now, what if I told you that the boat that might pass by is a small local boat and can't carry lots of things.</p> <p>It can only carry the things we definitely need to survive.</p>	<p>retell their story, placing their character in the pocket of each page created when making the concertina book</p> <p>4: Wrapping up Working in small groups or pairs, the children tell their stories using their illustrated books. They can move their characters from one page to the next.</p> <p>This could be filmed or used to create a stop-motion animation using a tablet or other digital device.</p> <p>When the children have finished sharing, ask them to talk to each other. Provide questions to prompt them if needed. Encourage them to think about the scenes they have chosen and how they have illustrated them rather than just about the story itself.</p> <p>What do you like about your partner's storybook? Which is your favourite page and why?</p> <p>Optional – provide each child with the Quiz – pupil answer sheet and display the Unit quiz (see link: Assessment – Art and design Y2: Drawing: Tell a story). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.</p> <p>If pupils completed the Knowledge catcher in Lesson 1, they can revisit them and add new information in a different colour.</p> <p>Vocabulary character concertina frame retell story</p>
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why you think you were given a sticker/badge!



Shall we make a list together, in case the boat comes by?

Scribe for the chn, encouraging them to consider the basics of survival (clean water, basic food, something to stay warm and a means of keeping clean).

Pick up on any of their suggestions that are non-essential and talk about what makes them so.

Write some suggestions down, knowing that they may have been included in a different way on the list already.

At the end of the list, review the items together as a class and cross out any that they think are the same or too similar.

Read the list together and ask if anything is surprising (the list is very short).

Ask the class: So what do humans need to survive?

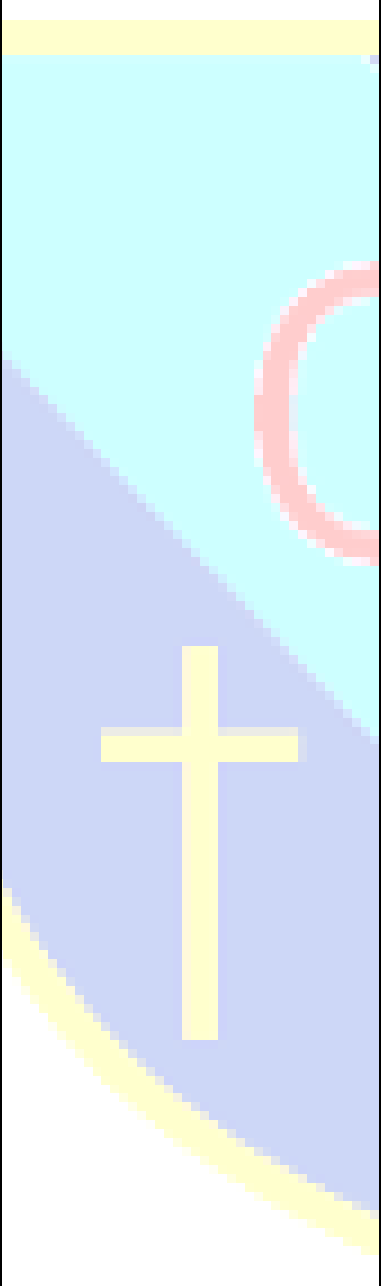
Why do we need food and water? (Nutrients and to keep hydrated, to keep our bodies working properly).

Tell the chn that it is unlikely a boat will come by and that sometimes people have been rescued by writing notes in bottles and throwing them in the sea.



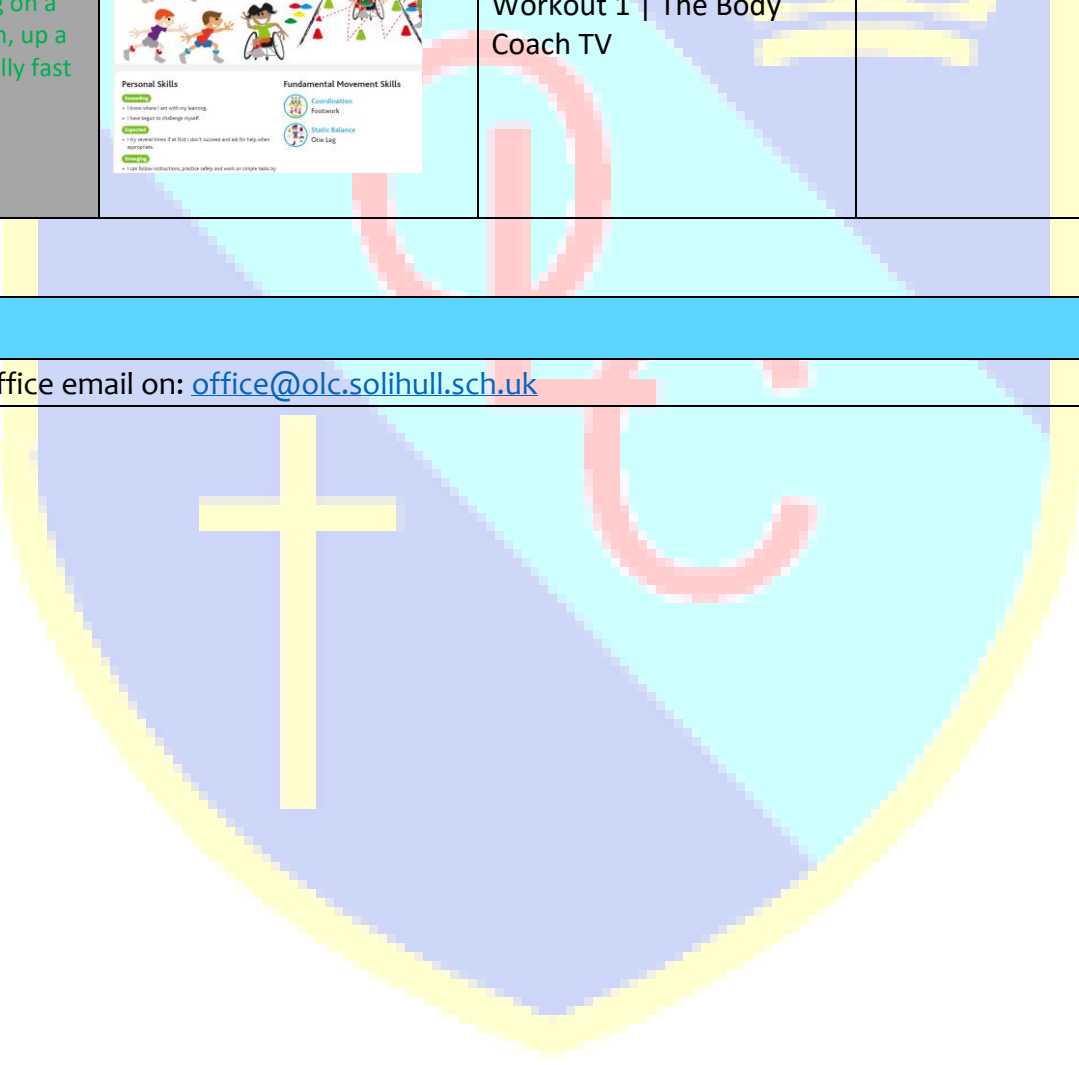
Ask the chn to reach out and grab a bottle that is 'floating' in the water's edge.

storyboard

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				<p>Year 1 Give these chn paper and pencils and tell them to write down the things they need the most for basic survival.</p> <p>Then they should share their list with each other, roll it up and push it in the bottle.</p> <p>Year 2 Ask these chn to write a more thorough list for their bottle, with two headings such as:</p> <p>"Things I need to survive", "Things I need for happiness".</p> <p>As an extra challenge, ask them to explain in the letter why the items in the second group are non-essential but how they would help them be comfortable and happy.</p> <p>Plenary Explain to the chn that it has been known for people in all sorts of situations to survive and often flourish.</p> <p>Humans have managed to live in very hot and really cold places.</p> <p>Humans are wonderful creatures!</p> <p>Gently throw the bottles in the 'sea' at the same time (away from each other but across the classroom).</p> <p>Read the chn this story: 'The Desert Island' by Morgan Georgia Blanks or 'Moomin's Desert Island' By Tove Jansson.</p>	
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				Vocabulary <i>Basic needs, water, food, air, breathing, survival</i>	
 <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>

Communicating with school

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