

Message from the teachers: Hello Everyone!

KEY STAGE ONE



WE ARE GROWING TO BE:

By **learning** how God wants us to live our lives whether we are young or old, we should never stop **learning** about what God wants of us. We learn many new things each day. By reading the Bible, listening to our teachers and following the teachings of Jesus, we learn more of what God wants.

LEARNED: Learning how God wants us to live our lives

By **knowing** how God wants us to live our lives and putting it into practice. God is always with us and hoping that we will live our lives in the **right way**, following the teachings of Jesus.

WISE: Wise: knowing how God wants us to live our lives and putting it into practice.



RE: During the month of June we will focus on the Sacred Heart of Our Lord, Jesus Christ. Here, we to get closer to Jesus through His Sacred Heart. We are starting our new unit about Sharing the Life of Jesus. We will also discover more about our Gospel writers and the New Testament. For our Gospel values and virtues, are focusing being both **Learned and Wise** as we learn each day. For **Catholic Social Teaching (CST)**, our focus is **Solidarity**.



In English this week, we will continue to read a wonderful book called ***Dear Earth by Isabel Otter and Clara Anganuzzi***. This book will help us to discover more about our Earth and how we can look after it. We may find an explorer's rucksack in the classroom with many exploration-related items. We could create an Explorers' Club and decide where in the world they'd like to explore and what they'd want to see and do. Children can pin their ideas to a world map. Let's discover what explorers need to do before going on a mini safari. Carry out research and record factual statements and information about endangered animals.



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 (e below 'Spellings').



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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.



Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of p** *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! This week's unit is all about **Unit 14:**

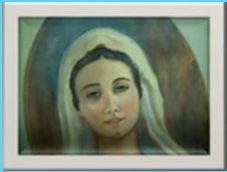
Thank you so much for your support. Please do come and see us if you have questions. Kind regards,

Mrs Redfern, Mrs Humphris, Mrs Kinchin, Mrs Smith, Mrs Cooper and Miss Phillips

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

Teachers:	Mrs Redfern, Mrs Humphris Mrs Smith, Mrs Kinchin, Mrs Cooper & Miss Phillips,	Year:	2	Date:	Monday 24 th June 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RE 	June: The Month of the Sacred Heart	Sharing in the Life of Jesus: Unit L	Sharing in the Life of Jesus: Unit L	Gospel Values and Virtues- Learned and Wise	Prayer and Liturgy : (Share class prayer and liturgy together).



VOCABULARY
Jesus, disciple,
Apostle, call, Peter,
Matthew,
New Testament,
Gospel.



Learn and say the Sacred Heart Prayer for the Month of June daily.

Sweet Sacred Heart of Jesus I place all my trust in you (x3)

Learn hymns for devotion to the Sacred heart of Jesus

Understand how our Parish has a great devotion to the Sacred Heart of Jesus and the important

LO: To know that the New Testament is the part of the Bible that contains stories about the life of Jesus and his followers.

Unit 1
Sharing Jesus' Life

Key Vocabulary:

Jesus	Disciples	New Testament
Peter	Matthew	Gospel

1. I know the stories of the call of the disciples and some information about them.
2. I know some stories about Jesus and his disciples, which show that they shared in the life and work of Jesus.
3. I can identify characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.

Let's be Bible Detectives...

To Learn the stories of the call of the disciples and stories of how Jesus' disciples shared life with him.

Activities:

To recall, talk about and dramatise the main parts of the story of Jesus' life
Discuss with the children the way they choose their friends. What is special about your friends?
 What do you enjoy doing with your friends?
 How does this make you feel?

The New Testament

What was the job did Matthew have? Why was he so unpopular with some of the Jewish people?

Share with the children the story of Jesus having dinner in the tax collector's house.

What does this story tell you about the people that Jesus actually chose?

The story of Jesus and his disciples is found in the New Testament.

Explain to the children that the New Testament is a series of books and letters all about the life of Jesus and the life of his followers.

<https://www.youtube.com/watch?v=xgy6TWuUkk0>



Learn the names of the four Gospels.

Sharing Our Catholic Pupil Profile:

WE ARE GROWING TO BE:

LEARNED: My learning how God wants us to live our lives whether we are young or old, we should never stop learning about what God wants of us. We learn more every day. Each day, by reading the Bible, listening to our teachers and listening to our hearts, we learn more of what God wants.

LEARNED: Learning how God wants us to live our lives.

WISER: My knowing how God wants us to live our lives and putting it into practice. God is always with us and helping that we will live our lives in the right way, following the teachings of Jesus.

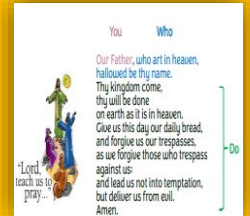
WISER: Wiser, knowing how God wants us to live our lives and putting it into practice.

Big Question- How can we be both learned and wise? (See Learned and Wise poster).

Diocesan Prayer for Vocations

Lord Jesus, send labourers into your harvest. Inspire, in the hearts of your people, vocations to the priesthood and religious life. Bless our families with a spirit of generosity. May those whom you call to the priesthood and religious life have the courage to give themselves to your Church as co-operators in your work. St. John Vianney: Pray for us

Year of Prayer OUR FATHER:



Rosary Video
<https://www.youtube.com/watch?v=CnCOtV7IEDM>
<https://www.youtube.com/watch?v=d4R-WFkm41s>

Learn a sung version of the Our Father
 (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>



feast day of the Sacred Heart.
(See David Harris Staff Noticeboard)

TEN:TEN- Guided meditation

LO: To know of some that there are many different ways to pray-

BIG Question: How 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 without speaking any words.
Guided meditation:

Share with the children different stories of the call of the fishermen, Matthew and the other disciples.

Y 1- I Make finger puppets to act out the stories.

Y2- Give children simple biographies of the disciples to enable them to complete a fact sheet for a chosen disciple. This can be done in pairs/groups.

Fun Activities...

Make ID cards for each Apostle including information such as patron saint, flag, any known symbols.

Recall with the children significant stories about some of the disciples of Jesus.

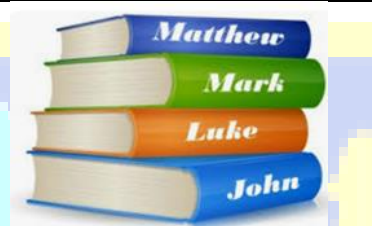
Why do you think Jesus chose some fisherman to be his disciples?

What do you think other people might have said about the choice he made?

Read with the children the story of Jesus changing Simon's name to Peter.

Big Question:

- Why do you think Jesus called him a "rock?"
- What is a rock like?
- What does this tell you about the sort of



Make the New Testament the focus on display on the prayer table.



Jesus- The Twelve Apostles



ASSESSMENT

At the end of this unit:

To know the stories of the call of the disciples and some information about

GOSPEL VAUES & VIRTUES

Let us offer prayers for Vocations: Pray the Diocesan Prayer for Vocations. Pray for people to discern their that people will proclaim the truth of the Good News During April, it was our World Day of Prayer for Vocations.

Let us pray for Vocations using our Gospel Values and Virtues

Create a class prayer book for vocations.



PRAYER: Remember...

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 without speaking any words.

Guided meditation:

(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

<https://hallow.com/blog/how-to-pray-our-father/>

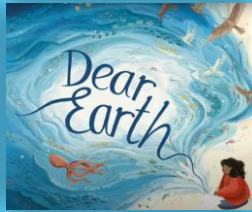
	<p>(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)</p> <p>https://hallow.com/blog/how-to-pray-our-father/</p> <p>Answer the Big Question and share your thoughts together...</p> <p>I wonder?</p> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:</p>	<p>person Peter was going to be?</p> <p>Jesus Calls the Disciples...</p>  <p>Y2 https://www.youtube.com/watch?v=Dm-U5VqEuJo</p> <p>Y1 https://www.youtube.com/watch?v=EhlwTU9RbxY</p>	<p>them. They will know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus. They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.</p> <p>To know that Jesus called some people to be his special friends and that, after leaving everything behind to follow him, they lived and worked with him. They will know that these followers of Jesus are called disciples.</p> <p>Challenge: To know in greater detail the stories of the call of the disciples and more detailed information about them. They will be able to explain how the disciples shared in the life of Jesus, how they share in the life of Jesus and what Jesus means to them.</p>		<p>Gather Listen Respond Go Forth</p> <ul style="list-style-type: none"> 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.
 <p>Maths</p> 	<p>LO: Make Patterns By Turning Shapes</p> <p>Unit 13: Position and Direction</p> <p>Textbook Pages 148</p> <p>Workbook Pages 109</p>	<p>LO: End of Unit 13 Check</p> <p>Unit 13: Position and Direction</p> <p>Textbook Pages 152-153</p> <p>Workbook Pages 112</p>	<p>LO: Timestables 2x 5x 10x</p> <p>Assessment Activity</p> <p>Strengthen /Deepening Activities</p>	<p>LO: Statistics Introduction</p> <p>Unit Unit 14 : Statistics</p> <p>Textbook Pages 154 -155</p> <p>Workbook Pages 113</p>	<p>LO: Making Tally Charts</p> <p>Unit 14: Statistics</p> <p>Textbook Pages 156</p> <p>Workbook Pages 113-115</p>

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English:

<https://www.youtube.com/watch?v=b2V8lp3ldsl>



7) To take notes and record factual statements

- I can read and select
- Appropriate information
- I can take notes
- I can use conjunctions to link ideas

Ext: I can use the -ly suffix
Reading-A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi

Book talk:
 Continue reading the story up to the line,

'Love from Tessa.'

How has the window changed in Grandpa's living room since the beginning of the story?

How are humans hurting the world?

Elicit ideas around **pollution, global warming, littering and deforestation** if possible.
Do children think this book is hopeful?
How does the author help us to feel hopeful on this page?

LO: To complete a comprehension to demonstrate their understanding by using the skill of inference.

Animal Comprehension FOCUS



8) To use conjunctions to write a persuasive speech

- I can use a range of conjunctions
- I can write in present tense
- I can use a range of different
- Sentence types

Ext: I can use the suffix -ness

Add an ending:
 Give children the sentence strips and see, in small groups, if they can complete the sentence based on their research from yesterday, e.g.:
The world is heating up because there a lots of dirty fumes and gases in the air.
 Remind children that we need to get the message out there and to do this we are going to write a speech about the problems and solutions the earth faces. These speeches could be delivered to another class and recorded.
How could we use different sentence types to help deliver this speech and grab the audience's attention?
 Add an ending sentence strips
 Children use the facts from yesterday to draft a short speech about environmental problems and solutions.
Shared writing:
Do you know how special our earth is? Do you know some of the problems our earth faces? In this speech, I shall talk about some of the problems and some of the solutions.

9) To plan a leaflet

- I can group information
- I can draft subheadings
- I can recap on key skills
- I can take note

Tell children we've received a letter from Tessa! (see resources). Read the letter to the class and remind them of the phrase, 'Think global, act local'

Explain that we are going to write an informative leaflet about the dangers the earth faces and how we can heal it.

What skills have we covered so far that might be useful for our leaflet? Ask children, what subheadings shall we use?

Explain that this could be a report to put on display in the foyer of our school. The report could be named after the book, Dear Earth.

10) To use a range of sentence types to write the opening of an informative leaflet

- I can use questions
- I can use exclamations
- I can use commands

I can use statements


Recap on what children will need to include in their introductory paragraph. Look back at sessions 6 and 8.

Planning template or individualised planning sheet

Shared writing:
 Model writing the introduction to the leaflet based on planning completed in the previous session.

Introduction
Do you want to travel this beautiful earth? If the answer is yes, then please learn to look after it. Our earth is fragile and it needs love and care. Keep reading to find out about the

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<p>Have the following sentence on the board...</p> <p>'Grandpa says that humans have hurt you but we can heal you too.'</p> <p><i>What does this sentence mean?</i> Continue reading to the final line, <i>'What do you think?'</i></p> <p>Allow time for a discussion about how the earth is changing and what can be done to heal the earth based on the information at the back of the book. Copies of the last two pages of the Book</p> <p>Explain that as members of the Explorers' Club, we want to get the message out to the rest of the community about the problems the earth faces and the solutions.</p> <p>Give children copies of the last two pages of the book. In small groups, children fold a large piece of sugar paper in half. On one half, children will note down the problems and on the other children will note down the solutions.</p> <p>Provide additional books/websites for children to add more information and expand children's research</p>		<p>The world is heating up because there are lots of dirty fumes and gases in the air. How terrible! Walk to school more because this means less cars on the road. Plant more trees because trees create more oxygen.</p> <p>Give children the following adjectives: kind, clean, quiet, sad, weak, fresh, happy, good, fair.</p> <p>Can they add the -ness suffix on the end? What happens if the word ends in a -y? Encourage children to edit their speeches and use these abstract nouns.</p> <p>We can show kindness to nature and animals by changing our ways.</p>	<p>Children could follow the structure outlined and write brief notes, outlining the purpose of each part, skills they could use and relevant facts. They could use bullet points to give examples of their writing. See resources for a suggested planning fo</p> <div data-bbox="1500 526 1814 646" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Introduction Get the audience's attention. Use different sentence types and conjunctions.</p> </div> <p>Resources: Planning template - Individualised planning sheet</p> <div data-bbox="1478 774 1825 845" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Why is our earth special? Use noun phrases to describe the landscapes of earth.</p> </div> <div data-bbox="1478 861 1825 925" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What are some endangered animals? Record facts about animals.</p> </div> <div data-bbox="1478 941 1825 1005" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What are some of the problems? Use conjunctions to outline and explain.</p> </div> <div data-bbox="1478 1021 1825 1085" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What are some of the solutions? Use conjunctions to outline and explain.</p> </div> <div data-bbox="1478 1101 1825 1165" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Conclusion Get the audience's attention. Use different sentence types and conjunctions.</p> </div> <p>Children share their planning with each other and check they haven't missed anything out.</p>	<p>problems and solutions for our earth.</p> <p>Children edit and celebrate their writing so far.</p> <p><i>Have they used a range of sentence types to grab the reader's attention?</i></p> <p><i>Have they used the correct punctuation?</i></p>
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if needed. Children make notes and link ideas together with conjunctions such as *because, so, and, if, when.*

Shared writing

Turtles can't lay their eggs **because** the beaches are covered in water.

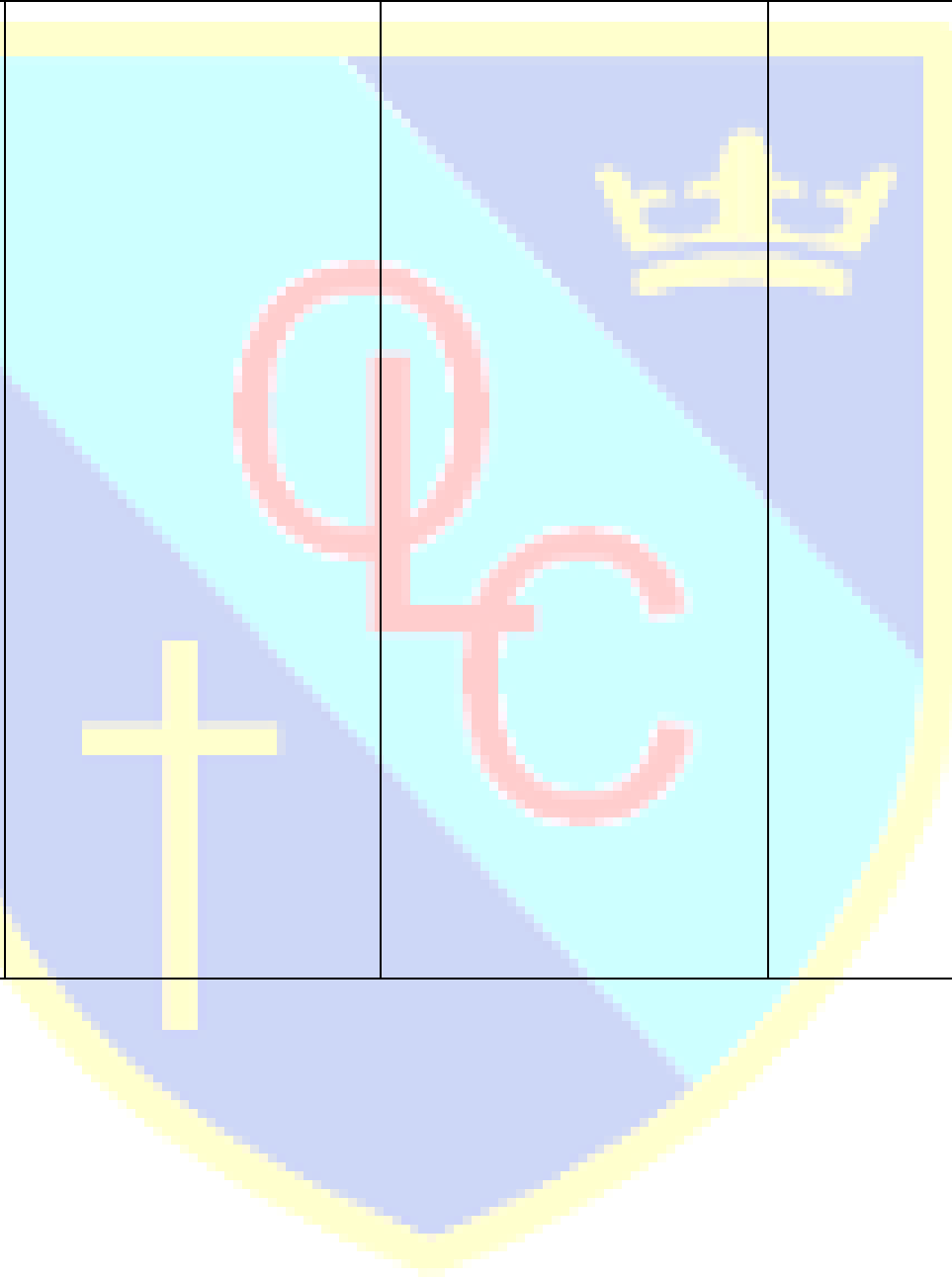
People throw too much plastic waste into the ocean **so** we should recycle more.

Polar bears will lose their homes **if** the sea ice melts **so** we need to look after our planet properly!

Can children include an -ly adverb?
Adverbs that could work are:

shockingly, importantly, sadly, hopefully...

Sadly, turtles can't lay their eggs because the beaches are covered in water



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Spelling & Handwriting

Year one and Year Two Words
Consolidate FS Words

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1	Year 2	Year 1	Year 2
the	they	one	door
is	he	once	floor
do	he	ask	poor
to	me	friend	because
today	she	school	just
of	we	put	kind
said	no	push	mind
was	go	pull	behind
one	so	full	child
were	by	house	wild
was	my	our	children
is	there		most
has	where		only
I	love		class
you	come		old
your	some		grass
			pass
			many

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

behind	find	gold	hold
improve	kind	mind	move
prove	told		

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
is	he	once	floor
do	he	ask	poor
to	me	friend	because
today	she	school	just
of	we	put	kind
said	no	push	mind
was	go	pull	behind
one	so	full	child
were	by	house	wild
was	my	our	children
is	there		most
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was	my	our	children
is	there		most
has	where		only
I	love		class
you	come		old
your	some		grass
			pass
			many



Jigsaw/ PSHE Unit 6: Y2



3. The Changing Me Changing Me

Year 2:
Weekly Celebration
Growing from Young to Old

Piece 3. The Changing Me

PSHE Intention :
Understand and respect the changes that they see in themselves you are here

Social and Emotional Intention:

Computing Algorithms and debugging



L.O: To understand that computers can use algorithms to make predictions (machine learning).

Presentation: Machine learning2 Display slide 1 of the Presentation: Machine learning and ask the children what they can remember about the word algorithm. Recap that an algorithm is a set of instructions or steps to achieve something. Show slide 2 and ask for a

Geography: Comparing countries of the UK

Lesson 5: What is it like in a capital city?



Purpose

- This lesson builds on pupils' knowledge of the UK's capital cities and develops their sense of place.
- Pupils will compare cities and consider similarities and differences between capital cities and the place where they live.

Make connections with: Year 1 and Year 2 Mathematics (Geometry – position and

Science:

Food Chains

L.O: To Create their own food chains.

Before the session: Arrange for the chn to be able to explore the outside of the school building or for them to go to a Forest school or Outdoor Classroom.

Whole class: Take the chn outside into the school grounds or to a Forest school or Outdoor Classroom. Ask them to find examples of small insects (mini-beasts) feeding on plants or other insects. To do this, they will have to look carefully, using magnifying glasses. Ask them to sketch

Design Technology

Lesson 1: Joining fabrics

Vocabulary:

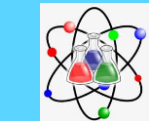
- design
- equipment
- glue
- hand puppet
- safety pin
- techniques

L.O: To join fabrics together using different methods.

Success Criteria:

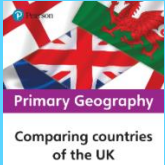
- I can remember that different techniques may be used to join fabrics for different purposes.
- I can join fabric by pinning, stapling or glueing.

Complete the Assessment activity link...



Humanities

GEOGRAPHY



Comparing countries of the UK





I feel proud about becoming more independent

Vocabulary:

- Baby**
- Toddler**
- Child**
- Teenager**
- Adult**
- Independent**
- Timeline**
- Freedom**
- Responsibilities**
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old**

Resources:

- Jigsaw Jo, Jigsaw Chime,**
- Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details),**
- Timeline template, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat**

volunteer to come to the front and play the game Google Quick, Draw!, which is a drawing game that uses algorithms to guess the images drawn. (Make sure the whole class can see how it is played.) When the volunteer has finished drawing the six images, click on one to display other objects the game thought the drawing looked like. Using slide 3, show the children the link: Google Quick, Draw! - the data, which shows all the images the game has collected from different users. Explain that this large collection of data is used by the computer. Display slide 4 and explain that the computer uses artificial intelligence called 'machine learning' to identify images. It looks at how the user draws, which shapes they start with and compares that data with the data it has collected from all the other people who have played the game. Show the children how it works by watching the video Google Developers - How Google Quick, Draw! works on VideoLink. Display

direction), Year 1 and Year 2 Science (Animals, including humans), Year 2 Science (Living things and their habitats).

By the end of the lesson pupils should ...

- know more about the four UK capital cities
- be able to identify examples of similarities and differences between capital cities

Recognise similarities and differences between a capital city and the place where they live

Activate prior knowledge

5 min Lesson slides 1–4 and Work booklet page 15

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

Explain/Explore

10 min Work booklet pages 15–16

- Recall previous learning about the four capital cities of the UK, asking pupils to name them and identify their locations on a map.
- Discuss any things that pupils notice the capital cities have in common, e.g. 'They are all close to a river and they all have some famous buildings. They are all big and have a lot of traffic.'
- Pupils should complete task 1 in pairs.

Demonstrate understanding

15 min Lesson slide 5, Work booklet page 16 and Downloadable resource 5.1

- Organise the class into small groups, and assign each group one of the capital cities.

what they see, take photographs or tell an adult. Encourage them to look under things - the underside of leaves, dead leaves on the ground, small logs, stones etc. When the chn have identified a mini-beast in its habitat and spotted the sort of thing it could be feeding on, ask them to think about what might eat (prey upon) the mini-beast. Ask: *What could eat the mini-beast? (Birds, larger mini-beasts, hedgehogs.) Where would it hide to be safe? (Under logs, stones etc.)* Gather the chn together in a circle and using their clipboards, ask them to draw the mini-beast they found eating something and then its predator nearby. Tell them: *You have just drawn a food chain! The predator needs to eat the mini-beast and the mini-beast needs to eat the food it has found. The food that mini-beast eats usually rots and goes back into the ground to make the soil rich for growing things. Can you see why this is like a chain? Go back into the classroom. Split the chn into teams of three. Give them each a blank white card and ask the chn to draw a picture of the creatures involved in a food chain. They may want to start with the food chain identified in the school*

Assessment resources

Quiz presentation - Y1: Puppets

Question 1:
What do we mean by joining technique?

- A** To connect two pieces of material together
- B** To colour in different parts of an object
- C** To chop it and blend it in a processor

Watch: Teacher video: Joining fabrics & Pupil video: Joining fabrics

1: Recap and recall

Before starting this unit, you might want to check that children can recall:

A design is a way of planning our idea before we start.

Threading is putting one material through an object.

How to use scissors to cut

Have ready:

Little Red Riding Hood storybook (optional – see Attention grabber).

- Glove, mitten and hand puppet examples (see Attention grabber).
- Fabric scraps (six per child across the three tables – see Teacher knowledge).



3. My Changing Body

Y1: Changing Me

Weekly Celebration 3. My Changing Body
I can tell you how my body has changed since I was a baby

Vocabulary:
Baby
Growing up
Adult
Change
Piece an express how they feel when change happens

PSHE Intention:
Understand and respect the changes that they see in themselves

Social and Emotional Intention:

slide 5 and hand out a whiteboard and pen to each child. Ask the children to draw a crocodile (give them 20 seconds). Using slide 6, explain that the programmers improve their algorithm by asking users to identify images that should not be considered crocodiles. The program updates when an image is identified as a 'non-crocodile'. This means the program is taught what the object should and should not look like. Use slide 7 to show the link: Google Quick, Draw! - crocodile. Explain that this shows the collection of crocodile images. Ask the children if they can see a crocodile that resembles the ones they drew. Discuss as a class if any images do not look like crocodiles. Optional: hand out devices with internet access (one between two) and allow the children to play the game Google Quick, Draw!. Questions What features do the crocodiles have in common? How does the computer know that you have drawn a crocodile?

- Provide the groups with online access, books, magazines or resource 5.1, as appropriate, to find out more about their assigned city.
- Explain that they are going to use the information they find to help them imagine what it would feel like to be in that city.
- Recap the five senses with pupils. Ask them to think about what they would see, hear, smell, touch and taste in their assigned city.
- Ask pupils to close their eyes and picture your words, e.g. 'I'm walking down a busy street with lots of shoppers. I keep bumping into tourists taking photos of the castle. I can feel the cold air and hear the trams rattling by.' Model adding these experiences to the Senses recording sheet on slide 5.
- Pupils should complete task 2 in groups.
- Ask each group to share a description of their capital city, without revealing which one it is.
- Encourage the class to decide which city is being described and share their reasoning. Ask pupils which parts of the description gave a clue about the location.

Demonstrate understanding

15 min Lesson slides 6–7, Work booklet page 17 and Downloadable resource 5.2

- Discuss the similarities and differences between capital cities and where your school is (or, if your school is in a capital city, compare it to a different capital city).
- Place two hoops on the floor, overlapping slightly, and label one 'capital city' and the other with the school's location. Hand out the feature cards (resource 5.2), which can be cut up for pupils before the lesson, or create your own tailored to your location. Model sorting some of the features into the hoops. Ask if there are any features that

grounds (for example, bird - caterpillar - leaf).

Challenge these chn to think about food chains found in other places (heron - fish - plankton). Each member of the team should draw a clear picture of a creature in the team's food chain. They will need to work closely with each and plan carefully together. When the teams have a completed set of cards, laminate them and punch a hole in the opposite sides. Ask the teams to string their food chains together in the right order. They may make several sets and could swap them with other teams to see if they can string them together in the right order.

<https://www.bbc.co.uk/bitesize/articles/zkwwgwx>

<https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zwxwkty>

- Safety pins (five per child – see Teacher knowledge).
- Staplers and staples (approximately five – see Teacher knowledge).
- Fabric glue or PVA (PVA will work on some fabrics like felt – see Teacher guidance).
- Glue pots and spreaders (approximately five – see Teacher knowledge).
- Pegs, clips or weights (approximately 15 – see Teacher knowledge).
- Three tables – one for each fabric joining technique (see Teacher knowledge).

Link: Assessment – Design and technology Y1: Puppets (optional – see Attention grabber).

Link: Little Red Riding Hood - Gigglebox on VideoLink (optional – see Attention grabber) – this link is an external website and we do not have control over its content – please check before showing it to the children.

<https://video.link/w/Ycyvb>



OLC WEEKLY LEARNING PLAN

I understand that growing up is natural and that everybody grows at different rates

Resources:

Jigsaw Chime, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Journey, Next Learning / Reflections Sheet, Jigsaw Jerrie Cat.

Presentation: Building blocks algorithm3 Display slide 1 of the Presentation: Building block algorithm and arrange the children in pairs. Hand out a few building blocks to each pair and explain that they have one minute to build a small model. If devices with camera capabilities are available, take a photo of their model to refer back to later in the lesson. Ask the children to write a set of instructions on a whiteboard so that someone else would be able to recreate their model if they followed the instructions. Show slide 2 and allow the children to test out their instructions. Discuss as a class if the algorithms were effective, clear and if they had enough detail. Encourage them to adapt them to be even more specific (e.g. to specify brick colour and size). Using slide 3, ask the children to swap their algorithms and building blocks with another pair to test their instructions. Compare the finished design with the photographs of the original model taken. Take

the pupils' locations have in common with a capital city (i.e. in the overlapping section).

● **Explain** that a 'government' is the group of people in charge of a country, if pupils are not familiar with this term.

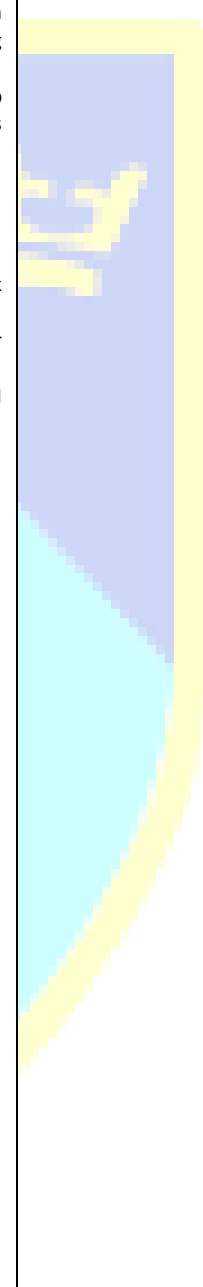
● Pupils should complete task 3 in pairs.

Reflect:

5 min Lesson slide 8 and Work booklet page 4

● Pupils should complete their Learning review.

● If you have time, you could share what the pupils have written.



Print in advance

- Resource: Joining techniques reminder sheet (optional - see Adaptive teaching).

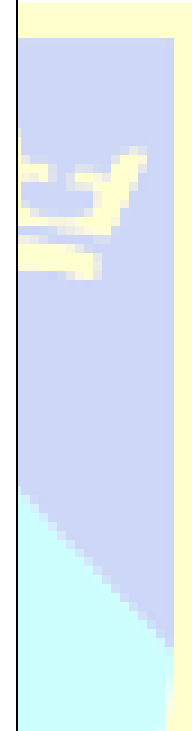
OLC WEEKLY LEARNING PLAN

feedback from the class and discuss how easy it was to follow the algorithms using the questions below. Were your instructions (algorithms) effective? Did they include enough detail? How could your algorithm be more precise? How did you know what to build? What was good about the way the algorithm was written? Encourage the children to give feedback to the pair who wrote the instructions about the algorithm's clarity and success. Allow time for the children to make any necessary changes to make them more precise. Finally, ask each pair to swap with a new pair and repeat the process.

Bring the class back together and ask the children: What makes a good algorithm? Play a drawing game to help the children understand how algorithms work. 1. Ask for two volunteers. 2. Child A will stand by the class whiteboard with a pen. 3. The teacher will suggest (quietly) to Child B an object that Child A has to draw. (Do

OLC WEEKLY LEARNING PLAN

not tell the rest of the class.)
 4. Child B will describe to Child A how to draw the object: they cannot say what it is. 5. Child A will draw what is described to them. 6. Ask the class to guess what object has been drawn and to write it down on their whiteboards. You could add a time limit to make it harder. Ask the class which children guessed the object correctly. Discuss how Child B's description could be improved to be clearer and more precise. Try the game again with different volunteers, encouraging them to learn from the first example.



PE : Creative- Link Movements

Warm Up: Ball Tricks

1

In And Out

Walk slowly in and out of the spots avoiding each other.

2

Copy It

When the teacher stops in an athletic stance, stop and copy as quickly as you can.

3

Speed It Up

Same again, but walk faster by gradually increasing your speed.

4

Move It

On a call of "Move it", change the way you're moving, for example, jump/hop/skip/march.

5



Daily PE Activity



OLC WEEKLY LEARNING PLAN

Change It

On a call of "Change it", change your direction of travel, for example, backwards/sideways/diagonally.

6

Around It

On a call of "Around it", travel around a spot.

Ball Skills

Roll a large ball to your partner or against a wall

With right and left hand against a wall or with a partner (3 to 5 metre distance):

1. I can roll a large ball and collect the rebound.
2. I can roll a small ball and collect the rebound.
3. I can throw a large ball and catch the rebound with 2 hands.

Throw a small ball and catch it after one bounce

With right and left hand, against a wall or with a partner (3 - 5 metre distance):

1. I can throw a tennis ball and catch it with the same hand after 1 bounce.
2. I can throw a tennis ball and catch it with the same hand without a bounce.
3. I can throw a tennis ball and catch it with the other hand after 1 bounce.
4. I can throw a tennis ball and catch it with the other hand without a bounce.
5. I can strike a large, soft ball along the ground with my hand 5 times in a rally.

Big Top Time

Create 4 corners each with different equipment, for example: scarves, bean bags, balloons, balls.

Children split into 4 groups and try handling the different equipment, keeping it in the air and maybe even juggling.

When you call "Big Top Time", children go into the middle and follow instructions which might be:

- Practise bouncing or rolling a ball in time to the song.
- Place lots of balls on top of a parachute. One group shake them off and the other catch, collect and throw them back on.

Communicating with school

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

