


Message from the teachers: Hello Everyone!



WE ARE GROWING TO BE:



FAITH-FILLED

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

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**. We are trying to think of the importance of our Catholic Social Teaching- Character. We will have an opportunity to choose the **Subsidiarity** Character and look at how we can make a difference. We will be looking at **Parables** and Miracles and understand how Jesus taught us about God Our Father and forgiveness through these stories and miracles.

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 Charleston dance!

Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of 54- 56 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’).



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:	2	Date:	W/ Tuesday 20 th February 2024
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	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p> <p>VOCABULARY: F.</p>	<p>Sharing Our Catholic Pupil Profile</p> <p>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>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>To know the Parable of the Prodigal Son.</p>	<p>Big Question: What is Lent? Lent is...</p> <p>LENT:</p>	<p>Prayer and Liturgy : Share class prayer and liturgy together.</p> <p>Year of Prayer OUR FATHER:</p>	<p>Guided meditation:</p>

Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep, Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man, miracle, healing.



RE

- Who is showing

Faithfilled and Hopeful – Which CST character have you chosen and why?



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

Understand that it contains important messages about God's forgiveness. Reflect 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=GK97k7s2LN8>



Or <https://www.youtube.com/watch?v=apCaJJ6xng4>

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

- Ch1 That Jesus' life and mission is the Gospel (Good News)
- 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.

Know the name of the liturgical season Lent.

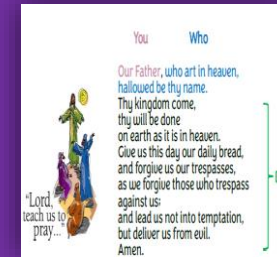
Know that Lent is a special season when we try to follow Jesus more closely by listening to his words and learning from his actions.

Be able to reflect on the words and actions of Jesus and apply them to real life situations.

Whole school liturgy to bury the Alleluia. Classes take in turn to keep it safe.

Create class banners proclaiming the beginning of this Season.

At the start of Lent give each child a cross, divided into 40 squares. Each time they carry out an act of kindness or say a



<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>

KU 13 Use religious words and phrases

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:

Bible Detectives- Find this parable,,, To know the Parable of the Lost Sheep.



Y1
<https://www.youtube.com/watch?v=smvcsgMv6Dw>
 or Y2
<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 lost? How do you know?

prayer they can colour in a square in purple. Have a large 40 square grid on display. Each day record the name of a child who has acted as Jesus asks...

What is Lent?
<https://www.youtube.com/watch?v=xKjEDrvkHUg>



RE Prayer Area Display- Have a cross
 A Lenten Promise...



Learn a sung version of the Our Father

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.

- 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.

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

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

I will try to....(give up/do more)

I will try to give...(charity)

I will try to (pray)

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/>

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		<p>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 others' feelings, experiences and things that matter to them</p>			
 <p>Maths</p> 	<p>LO: TTRS</p> <p>INSET</p>	<p>LO: Divide by 10</p> <p>Unit 7: Multiplication & Division (2)</p> <p>Text Book Pages 108-111</p> <p>Workbook Pages 79-81</p>	<p>LO: 5 times-table</p> <p>Unit 7: Multiplication & Division (2)</p> <p>Text Book Pages 112-115</p> <p>Workbook Pages 82-84</p>	<p>LO: Divide by 5</p> <p>Unit 7: Multiplication & Division (2)</p> <p>Text Book Pages 116-119</p> <p>Workbook Pages 85-87</p>	<p>LO: Bar modelling – grouping</p> <p>Unit 7: Multiplication & Division (2)</p> <p>Text Book Pages 120-123</p> <p>Workbook Pages 88-90</p>
 <p>English</p> <p>https://www.youtube.com/watch?v=67rYFmYMAVg</p> 		<p>LO: 1) Identify and explain the sequence of events in texts (1c)</p> <ul style="list-style-type: none"> Five sentence fairy tales <p>Intro: Provide the children with the Cinderella book and a different version of Cinderella.</p> <p>Tell the children that there are often similarities</p>	<p>LO: 2) Predict what might happen on the basis of what has been read so far (1e)</p> <ul style="list-style-type: none"> Point and predict <p>Intro: Share with the children, Cinderella - An Art Deco Fairy Tale by David Roberts and Lynn Roberts-Maloney.</p> <p>Tell the children that the art deco era was a particular</p>	<p>LO: 3) Draw on knowledge of vocabulary to understand texts (1a)</p> <ul style="list-style-type: none"> What's in a word? <p>Intro: Before beginning this session, display the following words from the text and ask the children if they know what any of these words mean:</p>	<p>LO: 4) Make inferences from the text (1d)</p> <ul style="list-style-type: none"> Familiar faces in fairy tales <p>Intro: Words to define before reading:</p> <p>Announcement Ball Eligible Finery</p>

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		<p>between fairytales, and most stories within this genre have similar structures.</p> <p>Share the books around the room and, working in small groups, first let the children shared-read the book.</p> <p>Development: Now let the children summarise their version of Cinderella into just five sentences so that they have created a five-sentence fairy tale for their version.</p> <p>Children might want to do this in books or on sentence strips, writing one event per strip:</p> <p><i>Cinderella's mum has died and her father remarries.</i></p> <p><i>An unkind stepmother and 3 mean sisters move in.</i></p> <p><i>An unkind stepmother and 3 mean sisters move in.</i></p>	<p>design period in Europe, beginning in 1908 and continuing through to the 1930s where many ladies in high society wore fancy dresses (sometimes referred to as frocks), strings of pearls and feathered headbands.</p> <p>Read out loud the story from: <i>'In a time not too long ago...'</i> Up to the page ending with: <i>'He had a big surprise.'</i></p> <p>Development: After checking for understanding so far and pausing to predict what that big surprise of Greta's father might have been, turn to the next page and display the illustration but don't show the children the text.</p> <p>Let the children play a game of 'point and predict' by simply identifying the nouns (i.e. the people, the car, the surroundings etc) on the page then saying, for example:</p>	<p><i>Recognised</i> <i>Dim</i> <i>Frock</i> <i>Smugly</i> <i>Cinders</i> <i>Endearment</i></p> <p>Have any of the children seen or heard of any of these words before?</p> <p>At this stage, do not fully define the words for children.</p> <p>Development: Let the children independently read the book from the beginning up to the page ending: <i>'He thought it was just a friendly endearment.'</i></p> <p>Can children identify where the words above appear?</p> <p>Model how to check for their predicted meanings against what they now think, given that they've read the word in context.</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>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.</i></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 bird and stroking that very same cat in the next illustration.</p> <p>Tell the children that it is a common element of fairy</p>
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		<p>At the ball, she meets the prince and they fall in love but Cinderella has to hurry away and loses her glass slipper.</p> <p>The prince finds the slipper and uses it to find Cinderella.</p> <p>Share the five-sentence fairy tales.</p> <p>After hearing the summaries of each version, ask children:</p> <p>Can you spot any similarities between the different versions of Cinderella?</p> <p>Model and rehearse orally first then model writing a comparison:</p> <p>In some versions of Cinderella, the main character is a girl but in others the Cinderella character is a boy.</p> <p>Some versions of Cinderella have three stepsisters however, in</p>	<p>'The car looks fancy so I think the characters are wealthy.'</p> <p>Now let the children read the text on this page with a partner.</p> <p>Who is who in the picture?</p> <p>Can the children point and predict to identify each character by name?</p> <p>Can the children predict what the personality of each character might be like?</p> <p>Using the following response frame, let the children write about their predictions:</p> <p>I think that this must be... because...</p> <p>To support this, the children might benefit from having small cut-outs of the characters or they could simply use noun phrases to describe which character they are referring to:</p> <p>Plenary: Support the children to re-read their writing and/ or</p>	<p>Let the children respond to the following questions in their books.</p> <ol style="list-style-type: none"> 1) Which word do you think is closest in meaning to frock? a. sock b. dress c. skirt 2) What do you think cinders means? 3) Why does Greta become Cinderella? 4) Look at the word, endearment as in friendly endearment. Do you think this is a pleasant thing or not? Explain your answer. <p>Plenary: Working with a partner, children to read their answers to each other.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Cinderella books 	<p>stories (and other stories) for the nice character to be good around animals and be trusted by animals.</p> <p>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.</p> <p>Staying on this page, Greta is carrying some coats and hats.</p> <p>What does this tell us about her as a character?</p> <p>Remind the children that what a character does tells us a lot about them as a person.</p> <p>Assign to the children one of the three unkind female characters:</p> <p>Stepmother Elvira Ermintrude</p> <p>In pairs, children read from: When her new stepmother saw Greta's</p>
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others, there could be more or less.

Children can record some of their own sentences in their books.

Plenary:

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

Resources:

Sentence strips
Cinderella books

-

read to a partner to check for punctuation and sense.

Resources:

Cinderella books

-

fine clothes and jewels...'

To

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

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'	
made sure Cinderella had no time to get ready for the ball	stepmother
forced Greta to sleep in the kitchen	Elvira
snarled, 'bring my grey dress'	Ermintrude
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.

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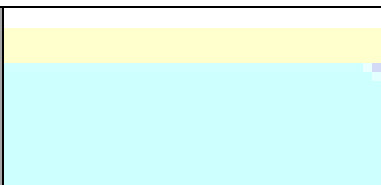



Spelling & Handwriting
Year one and Year Two
Words
Consolidate FS Words



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 gold plant	clothes	
a be once	floor hold path	busy	
do he ask	poor told both	people	
to me friend	because every	hour	
today she school	find great move	again	
of we put	kind break prove	half	
said no push	could steak improve	money	
ago go pull	behind pretty sure	Mr	
are so fall	child beautiful sugar	Mrs	
were by house	children after eye	parents	
was my our	wild fast could	Christmas	
is here	climb last should	everybody	
his there	most past would	even	
has where	only father who		
I love	both class whole		
you come	old grass any		
your some	cold pass money		



LO: CEW – This week's Words

Common Exception Words

after
bath
child
children
door
even
floor
half
hour
past
path
whole



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	
a be once	floor hold path	busy	
do he ask	poor told both	people	
to me friend	because every	hour	
today she school	find great move	again	
of we put	kind break prove	half	
said no push	could steak improve	money	
ago go pull	behind pretty sure	Mr	
are so fall	child beautiful sugar	Mrs	
were by house	children after eye	parents	
was my our	wild fast could	Christmas	
is here	climb last should	everybody	
his there	most past would	even	
has where	only father who		
I love	both class whole		
you come	old grass any		
your some	cold pass money		



LO: CEW – This week's Words


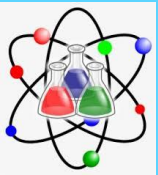
Common Exception Words

after
bath
child
children
door
even
floor
half
hour
past
path
whole

Resources:
Cinderella books
Match actions to character cards

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	
a be once	floor hold path	busy	
do he ask	poor told both	people	
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are so fall	child beautiful sugar	Mrs	
were by house	children after eye	parents	
was my our	wild fast could	Christmas	
is here	climb last should	everybody	
his there	most past would	even	
has where	only father who		
I love	both class whole		
you come	old grass any		
your some	cold pass money		

Humanities


Jigsaw/ PSHE
Unit 3: Y2



5. A Group Challenge

Year 2:
Weekly Celebrations:
Help others to achieve their goals

PE : Creative- Link Movements



Link Movements

Emerging

- I can explore and describe different movements.

Expected

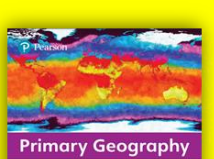
- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.

Exceeding

- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

Lesson 1:
Warm Up: Grand Prix

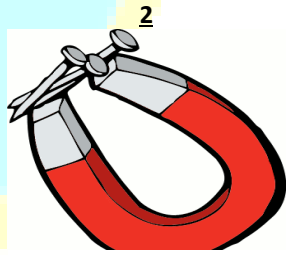
Geography:
Hot and Cold Places



Primary Geography
Hot and cold places

Lesson 5: Lesson 5:
What features does an

Science:
Year 1/2 Brilliant Builders!
Lesson 6: Three Little Pigs Part 2



LO: Explore and use materials to recreate the Three Little Pigs' houses and predict which material will be the most successful.

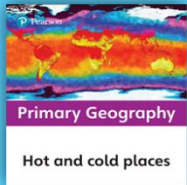
Science Objectives:

Art/RE:
Drawing – Telling a story



Lesson 5: To tell a story.
LO: Objective: To develop illustrations to tell a story

Success Criteria:



GEOGRAPHY



Piece /Lesson 5:
Continuing Our Group Challenge

- Learning together
- Success
- Celebrate
- Achievement
- Challenge
- Product
- Dream bird
- Group
- Team work
- Problem-solve

Learning intention:
I can explain some of the ways I worked well in my group to create the end product

Social and emotional development learning intention:

I can express how I felt to be working as part of this group

Resources:
Jigsaw Chime, Jigsaw Jo, Soft ball, Gentle music, Art materials, modelling

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

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

animal need to live in a hot/cold place?

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).

- By the end of the lesson pupils should ...**
- know how and why animals have adapted to live in different places.
 - 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

1. **Distinguish between an object and the material from which it is made (1EM)**
2. **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1EM).**
3. **Describe the simple physical properties of a variety of everyday materials (1EM).**
4. **Compare and group together a variety of everyday materials on the basis of their simple physical properties (1EM).**
5. **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2EM).**

Working scientifically:

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

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

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.

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.)

Using a simple story that is familiar to the children, model recapping the key elements of a story by drawing a 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

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materials/paints,
Treasure chest boxes, My
Jigsaw Journey,
Learning/Reflection
Sheet, Jigsaw Jerrie Cat

**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 you can find different ways and the quickest way.

Once you've tried these, try with both of you moving a ball around each other at the same time.

Tricky
Use a larger ball.

Work individually, moving ball around own body.

Move the ball slowly.

Move the ball at the same height.

Tricky/ Trickier/ Trickiest

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

Explain that pupils are going to create an animal that could live in their chosen location.

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.

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.

You Will Need:

- Edible alternatives to the straw, sticks and bricks - strawberry laces, bread sticks or chocolate matchsticks and sugar cubes for example

- Trays
- Video recording devices
- Freezer bags

Before the session:

Make available trays per group of chn and edible building materials.

Whole class:

Ask the chn to sit on the carpet.

Ask the chn to explain what they learned from last session (or previous sessions) to the rest of the class.

Together as a class, recap why each building material was a good or bad material to use.

Encourage the chn to explain using their learning and scientific vocabulary (the straw was too light and flexible to be of any use in a building project, the bricks were hard, heavy and strong, etc)

Introduce the chn to the edible alternative building materials and challenge them to make

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 retell their story, placing their character in the pocket of each page created when making the concertina book

4: Wrapping up

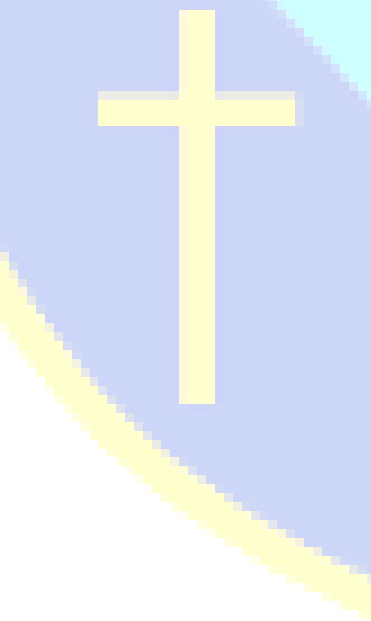
Working in small groups or pairs, the children tell their stories using their illustrated books. They can move their characters from one page to the next.

This could be filmed or used to create a stop-motion animation using a tablet or other digital device.

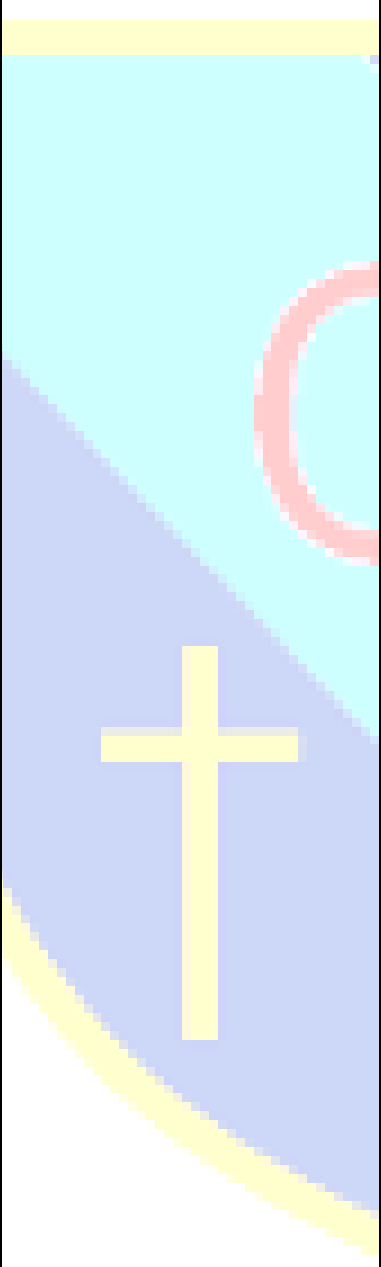
When the children have finished sharing, ask them to talk to each other. Provide questions to prompt them if needed. Encourage them to think about the scenes they have chosen and how they have illustrated them rather than just about the story itself.

What do you like about your partner's storybook?


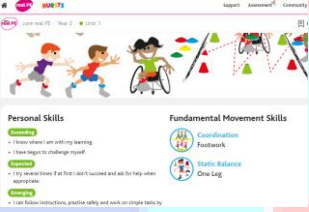
OLC WEEKLY LEARNING PLAN

		<p>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 why you think you were given a sticker/badge!</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>three houses for the pigs, without eating the building materials!</p> <p>Ask the chn to wash their hands before they make their houses.</p> <p>Place these chn in small groups or pairs and give them a supply of edible building materials.</p> <p>Do not tell them which ones to use for each house but encourage them to explore them with their hands.</p> <p>Teacher to work with and move amongst all children.</p> <p>Year 1 Encourage these chn to look carefully at the properties of each material, verbalising what they can feel and using scientific vocabulary such as rough, smooth, bendy, hard.</p> <p>Which material is best for building a pigs' house?</p> <p>Which will be standing when the wolf blows hard?</p> <p>Year 2 Ask these chn to use scientific vocabulary to explain their choices of building materials.</p> <p>Which material is better?</p>	<p>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</p> <p style="text-align: center;"> character concertina frame retell story storyboard </p>
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OLC WEEKLY LEARNING PLAN

				<p>Which would be strong enough if the Wolf blew gently but would fall over when he blew really hard?</p> <p>Can we combine the materials to make the pigs' house wolf-proof?</p> <p>Ask the chn to explain their reasoning.</p> <p>You may want to make a video blog of these alternative story re-tellings with commentary and explanations to show their learning about materials and their properties.</p> <p>Plenary Photograph the houses and, if the school policy allows, let the chn eat a small amount of the houses.</p> <p>Alternatively, give the chn a house each to take home in a freezer bag.</p> <p>Ask them to wonder and consider what life would be like if houses were really built of edible building materials.</p> <p>Ask them to share their thoughts.</p> <p>You might read or retell the story of Hansel and Gretel and</p>	
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OLC WEEKLY LEARNING PLAN

				<p>talk about the house made of sweets that tempted them!</p> <p>Vocabulary Rough/smooth, flat/bumpy, sharp/blunt, useful, materials, properties</p>	
 <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>

Communicating with school

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