



**KEY STAGE ONE**

**Message from the teachers: Hello Everyone!**

**HOMEWORK**



**RE: Christ the King & Prayer (C) Gospel Values and Virtues for Autumn 2: Attentive and Discerning**

As we focus on prayer and praising God. We will discover how there are so many different ways to pray... We can say traditional prayers of the Our Father and the The Glory Be. We can prayer quietly and talk to Jesus in our own Words. We will learn how ordinary time is about to end as we celebrated The Feast of **Christ the King** yesterday in Church. Advent will soon begin next Sunday. We will all be able to be ready for Jesus's birth.

**English: This week we will be looking at Visual Literacy 'Sprout Boy.'**

An journey of discovery and of acceptance. We will have wonderful opportunities to share how Sprout Boy feels throughout the story. We will follow his journey and see how Christmas is a time of togetherness. We will be able to retell this rhyming story in our very own words.

**Maths: Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages 25-28-this week.** \*Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking).



**Spellings:** Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (see below 'Spellings').



**Reading:** Reading books have been sent out and we hope to change them during the week (please send your child's reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class









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

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,  
**Mrs Redfern, Mrs Humphris, Miss Ryan, Mrs Smith & Miss Phillips**

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

<b>Teachers:</b>	<b>Mrs Redfern &amp; Mrs Humphris &amp; Mrs Smith Miss Ryan</b>	<b>Year:</b>	<b>2</b>	<b>Date:</b>	<b>W/B Monday 27th<sup>th</sup> Novemeber 2023</b>
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p><b>RE</b> <b>(UNIT B POG)</b></p>  <p><b>VOCABULARY: C</b> Prayer, God, praise, thank, psalm, celebration, Glory Be To The Father, Our Father, candles, incense, blessing, holy water, altar,</p>	<p><b>Families and Celebrations</b> Sharing Our Catholic Pupil Profile</p> <p><b>GOSPEL VALUES &amp; VIRTUES: Attentive and Discerning</b></p>  <p><b>LO: To discover what it means to be attentive and discerning...</b></p> <p>I wonder why questions? Sharing our thoughts on the Gospel values and virtues</p>	<p><b>LO: To know the story of Jesus being found in the Temple</b></p> <p><b>Big Question: How did Mary feel when she had finally found Jesus?</b></p> <p><b>Lost and Found:</b></p> <ul style="list-style-type: none"> <li>What does it mean to be lost and found?</li> <li>Have you ever been lost? How did you feel? Who was worried or concerned about you?</li> <li>What happened?</li> <li>How did you feel?</li> <li>Why was she anxious?</li> <li>How did Jesus feel?</li> </ul>	<p><b>LO: To know that Christians gather together to thank and praise God for all his gifts and explain why they do so.</b></p> <ul style="list-style-type: none"> <li>Use their own words to write prayers of praise, thanks and intercession.</li> <li>Appreciate that when we pray we talk to God.</li> </ul> <p><b>Big Question: In what ways can we talk to God?</b></p> <p>Think about the different people they like talking to and spending time with.</p> <p>Reflect with the children about prayer being an important time</p>	 <p><b>Class Prayer and Liturgy</b></p> <p><b>Big Question: How can we praise God?</b></p> <p>Looking at the vocabulary within prayer (e.g. praising God, thanking God, asking God to help us, telling God that we love him).</p> <p>Children to think of things that they praise God for. What are the things that they thank God for? What are the things that they ask God's help with?</p>	<p><b>Christ the King: Prayer and Liturgy : November</b></p>  <p><b>Eternal Rest</b></p> <p><b>Give unto them O Lord, And let perpetual light Shine upon them. May they rest in peace</b></p>  <p>Share class prayer and liturgy together.</p>

statue, icon, sign of the cross, Lord hear our prayer.



**Christ the King- Feast Day**  
**Sunday 26<sup>th</sup> November 2023**

Prayer and Liturgy-



[https://www.youtube.com/watch?app=desktop&v=\\_L27KoSmtbw](https://www.youtube.com/watch?app=desktop&v=_L27KoSmtbw)



Create their own crowns.

**Bible**  
**Detectives...**

- Why was he surprised when he was found?

Do you know what happened to Jesus when he was twelve years old?

Can you give reasons why Jesus as actually inside the temple?

Understand some reasons why he was in the Temple

Imagine what Joseph and Mary might have said to each other on the way home about what happened in the Temple.

Share the story of Jesus being found in the Temple at Jerusalem.

Explain that Jesus, Mary and Joseph had gone to Jerusalem for a special celebration called Passover.

Recall in their own words the fear and the worry that Mary and Joseph might have felt when they realised Jesus was lost. How did they feel when they had found him?

Why do you think that Jesus had gone back to the Temple? What was he doing there?

for Christians to talk to God and to spend sometime with God.

When do we pray at school?

What do we say and do? What is the difference between our morning, lunchtime and evening prayers?

What things are we saying to God at the different times of the day?

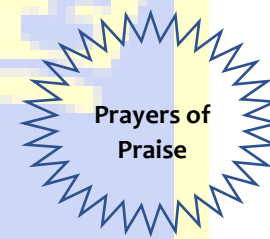
Explore with the children why prayer time is important and special for everybody in school.

Children to imagine that somebody is about to come into class who knows nothing about prayer...What things would they tell this person about prayer?

Plenary:  
**BIG Question: In what ways can we talk to God?**

Why do you think it is important to thank God and ask God's help?

Make a class list that can be referred to during prayer time.



Look at examples of prayers that praise and thank God and ask for God's help.

Adaptive: Use writing frames to help the children structure their individual prayers to praise, thank and ask God's help.

Create word banks for the children to use as they write their own prayers asking God's help and thanking God for the gifts that they receive.

**BIG Question: How can we praise God?**

Our Father : Children to share the story of how Jesus taught the disciples to pray the "Our Father".

**BIG Question: What can we use to help us to pray each day?**

Prayer and places to pray (e.g. candles, incense, music, actions, blessing with holy water, the altar, side chapels, statues and icons).

- Rosary beads
- Prayer books
- Bibles?.
- Why the church is an important place to pray in?
- Recall some of their thoughts and feelings about this special place of prayer.
- Children to write a short reflection about their visit to the church and what they saw and experienced.



**BIG Question: What can we use to help us to pray each day?**

Revisit how we have learnt the Glory be to the Father as a prayer of praise.



Remind the children that in this prayer we remember that God is Father, Son and Holy Spirit= Prayer of the Trinity.

Do we always have to pray out loud with words?

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	<p>Find the Wedding Feast of Cana. What happens in this Bible story?</p> <p>Watch:  <a href="https://www.youtube.com/watch?v=e1O-f8VKrCg">https://www.youtube.com/watch?v=e1O-f8VKrCg</a></p> 	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Create a story board about Jesus being lost and found.</li> <li>• Y1 Adaptation- Write speech bubble thoughts on their story boards.</li> </ul> <p><b>Plenary: .</b>  <b>Big Question: How did Mary feel when she had finally found Jesus?</b></p> <p><b>Additional Questions:</b>          Why did Jesus get lost in the temple?          What does this Bible story show us?          Could you give reasons why Jesus as actually inside the temple?</p>		<p>Create a version of the Our Father on A3 paper for the children to read with you.          What are the children's favourite words in this prayer?</p> <p>Think and talk about the meaning of some of the special words in this prayer.</p> <p>What does it say about God our Father? What are some of the things we ask God to do?</p> <p>What are the actions that we have created?</p> <p>Identify parts of the Our Father which praise, give thanks to God or ask God's help.</p> <p>This is the daily prayer of all Christians and that it reminds us that we belong to the wider Family of God</p>	<p>Explore opportunities to talk to God quietly without speaking any words. Reflect with the children about enjoying peoples company sometimes even when you don't speak.</p> <p>Contrast this with opportunities for silent prayer.</p> <p>Lead the children in a guided meditation about talking to Jesus when we pray.</p>
<p>1</p>		<p><b>KU 13 Use religious words and phrases</b></p> <p><b>ER 1 Say what they wonder about</b></p> <p><b>ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</b></p>	<p>For the children to have a greater understanding of prayer as a way of spending time with God and will be able to express their praise and thanks in a more sophisticated way.</p> <ul style="list-style-type: none"> <li>• They will be able to identify a greater range of things to</li> </ul>	<p><b>Gather</b>  <b>Listen</b>  <b>Respond</b>  <b>Go Forth</b></p>	<p><b>C1 Take part in celebrations which express thanks and praise.</b></p> <p><b>R1 That praise and thanks are expressed in prayer,</b></p>

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		<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>include in their own prayers.</p> <ul style="list-style-type: none"> <li>• They will be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers.</li> <li>• They will also understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers.</li> </ul>		
 <p><b>Maths</b></p> 	<p><b>LO: Mixed Addition and Subtraction</b></p> <p>Unit 3 Addition and Subtraction (2)</p> <p>Text Book Pages 176-179</p> <p>Workbook Pages 130-132</p>	<p><b>LO: Two Step Problems</b></p> <p>Unit 3 Addition and Subtraction (2)</p> <p>Text Book Pages 180-183</p> <p>Workbook Pages 133-135</p>	<p><b>LO: Adding 2-digit Numbers</b></p> <p>Unit 3 Addition and Subtraction (2)</p> <p>Text Book Pages 184-185</p> <p>Workbook Pages 136-137</p>	<p><b>LO: End of Unit Check</b></p> <p>Unit 3 Addition and Subtraction (2)</p> <p>(p1-16)</p>	<p><b>LO: Recognise 2D and 3D</b></p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 186 -191</p> <p>Workbook Pages 138</p>
	<p><b>English</b></p> 	<p><b>LO: To predict what will happen next in Sprout Boy.</b></p>	<p><b>LO: To use adjectives to describe a character's appearance.</b></p>	<p><b>LO: (Comprehension Focus)</b> To be able to write some open questions about Sprout Boy.</p>	<p><b>LO: To be able to write expanded noun phrases to describe a character</b></p>

**Sprout Boy  
Literacy Shed**



[Sproutboy - THE LITERACY SHED](#)

To show the film of Sprout Boy

- Stop at intervals and discuss.
- Predict what may happen next.
- What is Sprout Boy looking for?
- How does Sprout Boy feel when people told him that they didn't like him?
- How do his feelings change on his journey?
- What did you like or dislike about this film?

**Activity:**  
Share their predictions.

Share their thoughts about how Sprout Boy felt as he travelled along.

Create their own version of Sprout Boy and verbally describe it's characteristics using adjectives.

Use adjectives to describe Sprout Boy...

Look at Adjectives...  
**Big, bright, round, leafy, happy, large, clear wide expressive eyes.**

**Warm, smiling, sweet welcoming, grinning, joyful, glad etc.**

Display their characters with their adjectives.

Y2 – Using adjectives describe Sprout Boy in detailed sentences.

Y1- Label their Sprout Boy image.

Watch the film-

- Why did he wake up?
- Where was he going and why?
- What did he want to discover?
- What kind of person is sprout boy?

Hot Seat Sprout Boy.

Ask him questions –  
What are your hopes and dreams for Christmas?

To re-watch the film of Sprout Boy

Can the children spot the difference in the descriptions of Sprout Boy?

Can they spot the pronouns in this piece.

Look at the expanded noun phrases.

**Activity:**  
Use expanded noun phrases to describe Sprout Boy character.

**Plenary:**  
Map Sprout Boy's emotions as he journey's through this story...



**Activity:**

Having watched the film and described Sprout Boy's character and feelings along his journey to the Christmas table, retell this story in their own words.

Does Sprout Boy find out the real meaning of Christmas.

Read through and edit.

Use key vocabulary mats and CEW word lists.

Share their retell with their peers.

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tiny mouth spindly legs

Extension- What does synonym mean?

Create synonym families.



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 2	Year 2
the they one	door gold plant	clothes	
a he one	floor hold path	busy	
do he ask	poor told both	people	
to me found	because every	hour	
today she school	find great	mean	
of we put	kind break	prove	
said no push	mind steak	improve	
say go pull	believe pretty	sure	
are so full	child beautiful	sugar	
were by house	children after	parents	
was my our	wild fast	could	
is here	climb last	should	
has there	meat past	would	
has where	only father	who	
I love	both class	whole	
you come	old grass	only	
your were	odd past	money	

LO: CEW – This week's Words –Spelling Pathways...

Let's read

- close
- hike
- late
- nice
- ride
- ripe
- rude
- safe
- shine
- slime

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LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1	Year 2	Year 2	Year 2
the they one	door gold plant	clothes	
a he one	floor hold path	busy	
do he ask	poor told both	people	
to me found	because every	hour	
today she school	find great	mean	
of we put	kind break	prove	
said no push	mind steak	improve	
say go pull	believe pretty	sure	
are so full	child beautiful	sugar	
were by house	children after	parents	
was my our	wild fast	could	
is here	climb last	should	
has there	meat past	would	
has where	only father	who	
I love	both class	whole	
you come	old grass	only	
your were	odd past	money	

LO: CEW – This week's Words – Spelling Pathways...

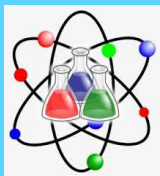
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the they one	door gold plant	clothes	
a he one	floor hold path	busy	
do he ask	poor told both	people	
to me found	because every	hour	
today she school	find great	mean	
of we put	kind break	prove	
said no push	mind steak	improve	
say go pull	believe pretty	sure	
are so full	child beautiful	sugar	
were by house	children after	parents	
was my our	wild fast	could	
is here	climb last	should	
has there	meat past	would	
has where	only father	who	
I love	both class	whole	
you come	old grass	only	
your were	odd past	money	



Humanities

Jigsaw/ PSHE Unit 1: Y2

REAL P.E

Personal Skills

I enjoy working on simple tasks with help.

GEOGRAPHY:

Lesson 5: How can data help us decide?

Activate prior knowledge-5 mins

Lesson slides 1–4 and Work booklet page 19

SCIENCE:

WORLD SCIENCE DAY



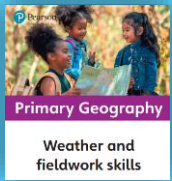
Art

LO: To choose, measure, arrange and fix materials.

Display slide 1 of the Presentation: Wool wrapping to share artwork by fibre artist, Judith Scott.



**GEOGRAPHY:**



**Year 2:**



**Jigsaw Piece: 4.**  
Try to solve problems

**Standing up for myself and others**

**Bully On Purpose Stand up for Help**

**LO: I can recognise what is right and wrong and know how to look after myself**

- I know when and how to stand up for myself and others
- I know how to get help if I am being bullied

I can follow instructions and practise safely.

I try several times if at first I don't succeed and I ask for help when appropriate

**Warm up**

**1 Off We Go!**  
Ride around and show all your amazing bike moves.

**2 On And Off**  
Carefully practise getting onto your bikes.

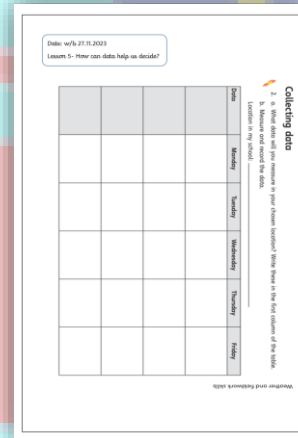
Onto 1 leg and freeze for a photo of everyone before your trip.

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

**4 Helmets On**  
Whoops! Did you forget to put your helmets on?  
Quick fasten them and check your friend's helmet.

**5 Who's Being Safe?**  
Now 'beep' when you pass other riders practising safely with their helmets on and their heads up, looking where they're going.

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



**Explain/Explore (20 mins)**

Lesson slide 5 and Work booklet page 16

- Explain that pupils now need to collate their data and find out which location gets closest to the bullseye using the decision-making process from Lesson 2 (Work booklet page 16).
- Display slide 5 and model using the target board to find out if the first location

**L.O: To consider what effect rain has on us and our daily lives.**

**Objectives:**

- Look at weather in the playground, at the rain falling and what it sounds like.
- Make a rainfall gauge and record the results.



(See power-point Lesson 4)

**Science Objectives**

- i) Observe changes across the four seasons.*
- ii) Observe and describe weather associated with the seasons and how day length varies*

**Working Scientifically:**

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.

Ask pairs to discuss the following:

- How do you think this sculpture was made? (It was made by wrapping everyday things, which artists sometimes call 'found objects', in wool, fabric and other fibres).
- What does the shape remind you of? (Children may guess what is wrapped up, or point out familiar looking shapes such as 'it's like a bird'.)
- What do you notice about the colours? (Scott chose colours carefully; they are often bright or highly contrasting. Sometimes many colours appear next to each other, or part of an object is wrapped in just one colour.)



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	<p><b>Resources</b>  <b>Jigsaw Chime, Jigsaw Jo, Jigsaw Song: 'There's a Place', Number cards, Scenario picture/description cards, Paper person chain template, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</b></p>	<p><b>6</b>  <b>Bicycle Bling</b>                  Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.</p> <p style="text-align: center;"><b>Skill</b>  <b>Yellow Skill</b></p> <p>With fluency and control:</p> <p>I can side-step in both directions.                  I can gallop, leading with either foot.                  I can hop on either foot.                  I can skip.</p> <p style="text-align: center;"><b>Green Skill</b></p> <p>With fluency and control:</p> <p>I can combine side-steps with 180° front pivots off either foot.                  I can combine side-steps with 180° reverse pivots off either foot.                  I can skip with knee and opposite elbow both at 90° angle.                  I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p>	<p>hits the bullseye, e.g. 'One of our criteria was to find a location with good access to water.'</p> <ul style="list-style-type: none"> <li>We only collected 2 mm of rain in a week at Location 1, and it is not near a tap, so this location does not hit the bullseye.'</li> <li><b>With Year 1 pupils,</b> you could work through the data for each location as a class, marking where each one 'hits' the target board.</li> <li><b>With Year 2 pupils,</b> groups could rotate and share the data for their locations with each other, until they have tested the data for all of the locations against the criteria and marked them on their target boards.</li> </ul> <p><b>Demonstrate understanding 10 mins</b></p> <ul style="list-style-type: none"> <li>Take feedback and agree as a class which location is closest to the bullseye, and is therefore the most suitable place to plant the tree.</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests.</li> <li>Use their observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help answer questions</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li><i>Consider what effect rain has on us and our daily lives.</i></li> <li><i>Set the rainfall gauges up in the playground, record the rainfall over a period of time and make predictions.</i></li> <li><i>(Yr1).Begin to look at how to record the results of the rain gauge in a clear way and use results to generate questions</i></li> <li><i>(Yr2).Look more closely at how to record the results of the rain gauge in a variety of ways</i></li> </ul> <p><b>Activities</b></p> <ol style="list-style-type: none"> <li>Make and set up rainfall gauges up in the playground.</li> <li>Make predictions about how much rain will fall in the week?</li> </ol>	<p>Explain that they will be wrapping objects to create artwork as Judith Scott did. These small artworks will eventually be attached to their box looms.</p> <p>Pupils choose materials to wrap from a selection, measure them, and then cut and attach them to the stick or cardboard shape.</p> <p>Either show the children the <i>Pupil video: Wrapping with wool</i>, or model the process of making a wrapped object, using slide 2 of the <i>Presentation: Wool wrapping</i> (see Attention grabber) to show the steps.</p> <ol style="list-style-type: none"> <li>Choose what to wrap. A stick is most straightforward; cutting a simple shape from cardboard allows pupils more flexibility in their ideas. They could cut a shape to represent something about themselves – their initial or an outline of a pet, for example.</li> <li>Look at the wool and other materials available. Choose colours that will look good together.</li> <li>Measure sections of wool or yarn approximately 90 cm long. Lay the wool along the ruler,</li> </ol>

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		<p><b><u>Application</u></b></p> <p>Introduce the song line by line.</p> <p>Discuss, agree on and practise different actions to perform as the song progresses.</p> <p>You might start with the video example for the children to copy and then create their own movements.</p> <p>Children could perform movements individually and/or in pairs.</p>	<ul style="list-style-type: none"> <li>Discuss any differences of opinion, and ask pupils to practise explaining to their partner how they decided, e.g. 'We have decided that Location 2 is the best because it is less windy than the others and is sometimes sunny. It is also near a tap for filling up watering cans.'</li> <li>Emphasise the importance of providing good explanations for decisions.</li> </ul>	<p>3. Begin to look at how to record rainfall.</p> <p><b>Investigation - pattern seeking</b> Consider what effect rain has on us and our daily lives. Set up rainfall gauges, record rainfall and make predictions.</p> <p><b>Year 1</b> - Begin to look at how to record the results of the rain gauge in a clear way and use results to generate questions.</p> <p><b>Year 2</b> - Look at how to record the results of the rain gauge in a variety of ways.</p> <p><b>Vocabulary:</b> <b>Weather, rainfall, precipitation, data</b></p> <p style="text-align: center;"><b>Weblinks</b></p> <p><a href="https://www.YouTube.com">Rainfall noises</a> from <a href="https://www.YouTube.com">www.YouTube.com</a></p> <p><a href="https://www.YouTube.com">Rain on a tin roof</a> from <a href="https://www.YouTube.com">www.YouTube.com</a></p> <p><a href="https://www.bbc.com">BBC Bitesize: making weekly weather recordings</a> from <a href="https://www.bbc.com">www.bbc.com</a></p>	<p>place a finger at the end, and then lay the wool along the ruler going the other way. Repeat, to make a wool section three times as long as the ruler. Cut it to size.</p> <p>4. Tear off a small piece of masking tape and fix the end of the wool to the stick or card shape. Begin wrapping the wool around the object, keeping it tight.</p> <p>5. Consider whether to wrap the object in sections of single colours or to use a combination of colours, where wrapping less densely allows colours to show through.</p> <p>6. Keep going until the wool runs out, then measure and cut some more. Join it by tying a knot to the existing piece of wool, or wrapping it tightly over the top to keep the original wool in place.</p> <p>7. Keep wrapping and joining; the object doesn't need to be completely covered. Fix the end with a small dab of PVA glue and leave it to dry.</p> <p>Organise the tables with rulers, scissors, PVA glue and brushes and a selection of wool or other wrappable material. Consider</p>
		<p><b><u>Review</u></b></p> <p>Children work in pairs or small groups with a ball or other piece of equipment per pair/group.</p> <p>Use a central clock and whistle/buzzer and divide the talking time evenly among the group with only the child holding the ball permitted to talk and with the ball on every 30, 45 or 60 seconds.</p> <p>Combine this method with <b>Question Carousel</b> where all answer the same question,</p>	<p><b>Targeted activity</b> <b>10 mins</b> Lesson slide 6 and Work booklet page 19</p> <ul style="list-style-type: none"> <li>Pupils should complete tasks 1 and 2 independently, using the sentence frames on slide 6 as necessary.</li> </ul> <p><b>Reflect</b> <b>5 mins</b> Lesson slide 7 and Work booklet page 4</p> <ul style="list-style-type: none"> <li>Pupils should complete their Learning review.</li> </ul>		

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or simply give a topic for discussion or review. As an alternative, the child holding the ball is not permitted to speak, with the rest of the group telling them how they thought they got on in the lesson, for example what they did well/what they could improve.

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

keeping the objects to be wrapped in a central place so the children can choose from a wide range.

The children now experiment with wrapping an object. Remind them of the success criteria; exploring the materials and having a go at solving problems is important.


Display slide 3 of the *Presentation: Wool wrapping* (see Main event).

Ask the children to discuss which skills they practised in the lesson.

- Which skill was most challenging for you today? Why?

Ask the children to store their wrapped objects in their named bags. Display slide 3 of the *Presentation: Wool wrapping* (see Main event).

OLC WEEKLY LEARNING PLAN

					<p>Ask the children to discuss which skills they practised in the lesson.</p> <ul style="list-style-type: none"> <li>• Which skill was most challenging for you today? Why?</li> </ul> <p>Ask the children to store their wrapped objects in their named bags.</p>
 <p><b>Daily PE Activity</b></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><b>REAL PE: PERSONAL</b> Lesson 5</p> 	<p>PE with Joe <a href="https://www.youtube.com/watch?v=d3LPrhIov-w">https://www.youtube.com/watch?v=d3LPrhIov-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>	<p>PE With Joe <a href="https://www.youtube.com/watch?v=d3LPrhIov-w">https://www.youtube.com/watch?v=d3LPrhIov-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>	<p>PE With Joe <a href="https://www.youtube.com/watch?v=d3LPrhIov-w">https://www.youtube.com/watch?v=d3LPrhIov-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>

<b>Homework:</b>					
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**Communicating with school**

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)