



Message from the teachers: Hello Everyone!



KEY STAGE ONE HOMEWORK

RE: Next week in RE lessons, the children will be learn about **Little Way Week : St. Therese of Lisieux**. As part of their learning, we would love for the children to read about the life of **Saint Therese of Lisieux** whose **Feast day is on 1st October**. Each good deed will be represented by a rose that will be placed onto our prayer tables. We will also learn about **Families and Celebrations too**. **Please could you send in a picture of your baptism (labelled)**, so that they can be shared in class this week.

Maths: We are using a new book for maths homework this year. The book will tie in with what we have been learning in class. Each week we will allocate certain pages for your child to complete. We will be going through the homework in class which gives us the opportunity to address any misconceptions.



Please complete the following pages 6 and 7 this week.

Maths homework will be sent out on a Friday and due in the following Wednesday.

Spellings: Weekly spellings are available on the learning plans on the school website. During the week, children will complete activities using these spellings in class.



Reading: We will be issuing reading books over the coming weeks based on our recent reading assessments. In the meantime, the children are welcome to read reading books from the class library.

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

Kind regards,



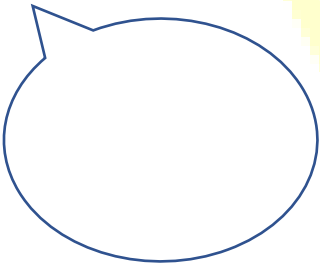
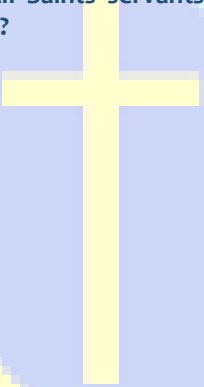

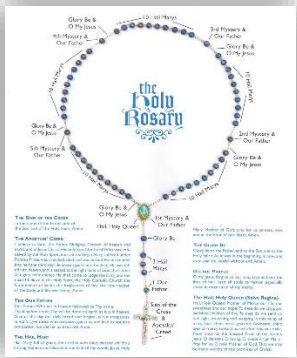
Mrs Redfern, Mrs Humphris, Miss Ryan, Mrs Smith & Miss McDonnell



OLC WEEKLY LEARNING PLAN

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

Teachers:	Mrs Redfern & Miss McDonnell, Mrs Humphris & Mrs Smith Miss Ryan	Year:	1 2	Date:	W/B Monday 1 st October 2023
------------------	--	--------------	-----	--------------	---

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p style="text-align: center;">RE</p>  <p>VOCABULARY:B Family, celebration, Baptism, Mass, Sunday, Family of God, priest, deacon, procession, sign of cross, Lord have Mercy, Gloria, Gospel, altar, bread, wine, body, blood, consecration, congregation, Presentation in the Temple, Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, We d i n g Feast at Cana, miracle, liturgy.</p>	<p style="text-align: center;">(UNIT B POG) Families and Celebrations</p> <p>Sharing Our Catholic Pupil Profile</p> <p style="color: green; text-align: center;">GOSPEL VALUES & VIRTUES: Generous & Grateful.</p> <p>LO: To understand how we can show that we are grateful for God's creation</p> <p>I am grateful for...</p> 	<p>LO: To know about about key figures in the history of the People of God: St. Thérèse of Lisieux</p> <p>Are All Saints servants of Christ?</p> 	<p>LO: To know that families, the school and parish have special celebrations.</p> <ul style="list-style-type: none"> Know and be able to discuss some of the special celebrations that take place in families, school and church. Understand some reasons why we have special celebrations. <p style="color: green; text-align: center;">(ER 8 Talk about past and present events in their own lives and in the lives of family members.)</p>	<p>LO: Understand reasons why we have special celebrations.</p>  <p>Identify the celebration from these pictures?</p>	<p style="color: green; text-align: center;">LITURGY & WORSHIP</p> <p>LO: To Hold a special liturgy for the Rosary during the month of October- The Feast of the Rosary is on 7th October</p>  <p style="color: green; text-align: center;">C1 Take part in celebrations which express thanks and praise.</p> <p style="color: green; text-align: center;">R1 That praise and thanks are expressed in prayer,</p>



**CATHOLIC PUPIL PROFILE:
GOSPEL VALUES &
VIRTUES**

Are All Saints servants of Christ?

**CST: Unit A – Creation
Steward Ship of God's Creation:
How can we be guardians of God's Creation?**

How can we show that we are grateful for God's creation?

Stewardship_ Lets research ST.

Francis of Assisi

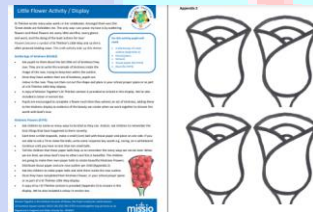
- Who was he?
- Now that you have learnt about St. Francis, is he a role model of stewardship of God's creation



(KU 11)

<https://missiontogether.org.uk/calendar/st-therese-of-lisieux/>

The Feast Day 1st October.



Ask pupils to think about the last little act of kindness they saw. Write examples of kindness inside the image of the rose, trying to keep text within the outline.

- Once they have written their act of kindness, pupils can colour in the rose. They can then cut out the shape

ER1) Ask what they wonder about: Why do we celebrate special occasions?

- What does it mean to celebrate together?
- What sorts of celebrations are there?
- Why do we celebrate?
- How do we celebrate?

Share celebrations as families, school and church...Baptism, Birthdays, Christmas, Easter etcRecall the different people who are important members of their families and to share a few things about them.

- What are some of the different things the children do with their families? (e.g. live together, eat together, play together, go on holidays, etc.)
- Discuss how celebrations are sometimes a special part of family life.

Recall and discuss celebrations in which the children have been involved (e.g. good work assemblies, birthday party, Baptism, etc.)

Look at a range of artefacts from different celebrations (e.g. birthday candles, Baptismal garment, wedding ring, etc.)

Show children some pictures of a Baptism taking place. Revise previous learning in Reception about the pouring of water over the baby at a Baptism.

Identify some of the different symbols that are used during this celebration. Children to try and find some photographs of their own Baptism.

Describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.

Understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place.

They will understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.



.Share the St. Theresese of Lisieux during Class Prayer and Liturgy...

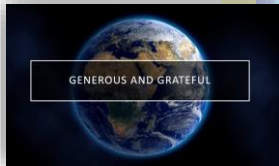
See ppt...



Say the prayers of the Rosary together...
Our Father
Hail Mary x 10
Glory Be

Look at the mysteries of the Rosary...

OLC WEEKLY LEARNING PLAN



and place in your school prayer space or as part of a St Thérèse Little Way display.

- A copy of Mission Together's St Thérèse cartoon is provided to include in this display. We've also included a colour in version too.

- Complete a flower each time they witness an act of kindness, adding these to the kindness display as evidence of the beauty we create when we work together to shower the world with God's love

(St Thérèse wrote many wise words in her notebooks.

Amongst them was this: 'Great deeds are forbidden me... The only way I can prove my love is by scattering flowers and these flowers are every little sacrifice, every glance and word, and the doing of the least actions for love.'

Flowers became a symbol of St Thérèse's Little Way and so she is often pictured holding roses. This craft activity take up this theme).

Children to identify the celebration from which the artefact comes.

Brainstorm the components of a good celebration and create true or false lists.



Why do we celebrate special events? In church Christians take part in many special celebrations.

Show the children some pictures of different celebrations that take place in a church.

- Weddings**
- Christmas**
- Easter**
- Pentecost**
- First Holy Communion**
- Baptism**

LO:

Text Book Pages

Workbook Pages

LO:

Text Book Pages

Workbook Pages

LO:

Text Book Pages

Workbook Pages

LO:

Text Book Pages

Workbook Pages

LO:

Text Book Pages

Workbook Pages



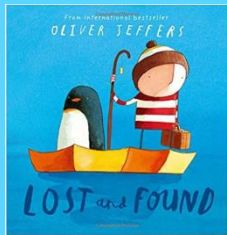
OLC WEEKLY LEARNING PLAN

Maths



English

<https://www.literacysshed.com/playmate.html>



<p>L.O: To use but to write compound sentences.</p> <p>Reread the part of the text where the boy asks people for help, e.g. He checked in the lost and found office, but no one was missing a penguin.</p> <p>Extra Year 2 Part Explicit Spelling Objective: Display the words did, was and could. Ask if anyone knows how to turn these into their opposite meaning?</p> <p>Have 6 sentences prepared on strips, as well as the conjunction but.</p> <p>He asked the policeman. He didn't know. He asked his teacher. She couldn't help. He asked the doctor. She wasn't useful.</p> <p>Model joining the sentences with but and creating a compound sentence.</p>	<p>L.O: To write similes to describe size and shape.</p> <p>Read up to the line 'The waves were as big as mountains.' Identify that this is called a simile and it acts as an adjective. Highlight the actual adjective in the sentence, e.g. big. Return to traffic light words to think of some other words for big, e.g. huge and enormous. Ask children if they can think of any other objects that are really big, e.g. buses, houses, elephants etc.</p> <p>Shared writing: Model putting some of the children's ideas into simile sentences, e.g.: The waves were as huge as buses. The waves were as enormous as elephants. Identify the</p>	<p>L.O: To write compound sentences that explain opposites.</p> <p>Read up to The boy was delighted, but the penguin said nothing. Ask children to identify the adjective in the sentence. How was the boy feeling? How do you think the penguin was feeling? How do you know?</p> <p>Return to traffic light words and compare words for happy and sad from session 2. Orally model changing the words in the sentence, e.g. The boy was cheerful, but the penguin was miserable. Model writing the sentence.</p>	<p>L.O: To sequence the key events from a story.</p> <p>Have the following 9 sentences on sentence strips. Order the sentences into the correct order.</p> <pre> graph TD A[The boy found a lonely, lost penguin.] --> B[He asked the policeman, but he didn't help.] B --> C[They rowed south for many days and many nights.] C --> D[They arrived at the South Pole.] D --> E[The boy said goodbye and floated away.] E --> F[The penguin wasn't lost, he was lonely.] F --> G[He sailed back to the South Pole, but couldn't find the penguin.] G --> H[He sailed back home.] H --> I[He found the penguin.] </pre> <p>Read through with the children (out-of-order) and explain that they will be putting them into the correct order. Refer to the working</p>	<p>L.O: To write and sequence a simple story using adverbs.</p> <p>Show children the bare-bones scaffold and model creating a shared story up to the point where they reach the South Pole: Once, the boy found an unhappy, lonely whale. So, he asked the policeman, but he didn't help. The next morning, the boy and the whale sailed to the South Pole. They rowed south for many days and many nights. The boy told stories. The whale listened to every word he said. Eventually, they arrived at the South Pole.</p>

OLC WEEKLY LEARNING PLAN

Children have smaller cut-up strips on their table and choose the appropriate single-clause sentences to join using but, recording in their books.

adjectives in the sentence, e.g. huge and enormous.

Children to work in pairs to create their own sentences based on the modelled writing. Children to begin with the sentence The waves were as big as _____.

Extra challenge to change the adjective

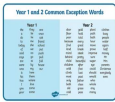
wall 'adverbs' and orally model adding one to the beginning of the sentence.

Children to work in pairs to sequence the sentence strips into chronological sequence, adding adverbs to the beginning of each sentence to help sequence, e.g. one day, so, next, eventually, sadly, but, quickly, at last, finally



Spelling & Handwriting

Year one and Year Two Words Consolidate FS Words



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

Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one do he was poor to me found today she school of we put said no path says go pull were by house his there has when I love you come your some	door gold plant clothes floor held path bag poor told both people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure Mr children other age parents wild fast could Christmas climb last should everybody most past would even only father who both class whole said grass any cold pass money

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one do he was poor to me found today she school of we put said no path says go pull were by house his there has when I love you come your some	door gold plant clothes floor held path bag poor told both people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure Mr children other age parents wild fast could Christmas climb last should everybody most past would even only father who both class whole said grass any cold pass money

LO: CEW – Common Exception Words Focus

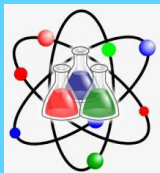
Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one do he was poor to me found today she school of we put said no path says go pull were by house his there has when I love you come your some	door gold plant clothes floor held path bag poor told both people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure Mr children other age parents wild fast could Christmas climb last should everybody most past would even only father who both class whole said grass any cold pass money

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

Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one do he was poor to me found today she school of we put said no path says go pull were by house his there has when I love you come your some	door gold plant clothes floor held path bag poor told both people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure Mr children other age parents wild fast could Christmas climb last should everybody most past would even only father who both class whole said grass any cold pass money

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one do he was poor to me found today she school of we put said no path says go pull were by house his there has when I love you come your some	door gold plant clothes floor held path bag poor told both people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure Mr children other age parents wild fast could Christmas climb last should everybody most past would even only father who both class whole said grass any cold pass money



Humanities

Jigsaw/ PSHE Unit 1: Y1

REAL P.E

Personal Skills

I enjoy working on simple tasks with help.

Geography

LO: How do we make decisions?

Activate prior knowledge 5 mins

Science

LO: To Understand that we hear sounds with our ears and that hearing is one of our senses.

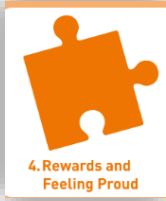
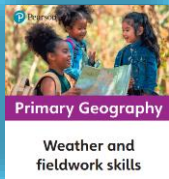
Art

LO: To explore line and mark making to draw water.

Arrange the children in pairs.



GEOGRAPHY:



Care about other people's feelings

4. Rewards and Feeling Proud

Rights and Responsibilities Learning Charter Rewards Proud

I know my views are valued and can contribute to the Learning Charter

I recognise how it feels to be proud of an achievement

Jigsaw Charter, Jigsaw Chime, treasure chest or a small box/container, I feel proud of you tickets, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Je

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

Lesson slides 1–4 and Work booklet page 11

- Show pupils the main lesson question.
- Pupils should complete the Quiz independently, but can check back in their Work booklets if they need to.

Explain/Explore
10 mins

Lesson slide 5 and Work booklet pages 11–12

- Discuss pupils' experiences of making decisions and choices they have had to make, e.g. deciding what to wear or what to eat for breakfast, and ask pupils to share what they thought about to help them make their decision, e.g. what the weather was like or what was their favourite cereal.
- Display Lesson slide 5 and explain that pupils are going to make decisions to plan their ideal bedroom.
- Pupils should start working on task 1 in pairs. Allow a maximum of 5

Before the session: Find opportunities during the week (at the end of playtimes) to ask questions such as: *Did you hear the whistle blow today? (didn't because it was too windy or you were quite far away from the whistle), did everyone hear the whistle at the same time? Why won't some chn hear it very well?*

Whole Class: Invite the class in and play them the [clip from the BBC website](#). Ask the chn to identify the part of their body they were listening with. Be prepared to pause the recording to allow time for the chn to identify the sounds. Show them the first word from the Science Dictionary and display in the classroom. Say: *Hearing is one of our senses. We use hearing to listen to sounds around us. There are five main senses. Can we think what the other four might be?* Give clues, such as how do we know what things look like? Accept descriptions related to the five senses and then list them: taste, sight, hearing, touch and feel. Say: *We are going into the playground to think like real scientists. We will be talking to each other, asking lots of questions about hearing and trying to find the answers, just like scientists do.* Using the Hearing the Whistle resource for the next part of the session, take the chn into the playground.

Share the *Presentation: Can you name the lines?* with the children showing the image of the lines from the last lesson.

Ask them to identify the lines they used and tell their partner. Can they remember what they were called?

Presentation: Can you name the lines?

1

Take feedback about any key points the children recalled from the previous lesson.

The following activity will get the children used to standing up around a shared space and table.

To enable the children to work next to one another along both sides of a long table, the class may have to be split into groups, depending on the shape and size of the classroom and furniture.

Play a piece of water/river/sea-themed music, such as Debussy's 'La Mer' and ask the children what colours they

OLC WEEKLY LEARNING PLAN

		<p>their heads up, looking where they're going.</p> <p>6 Bicycle Bling</p> <p>Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.</p> <p style="text-align: center;"><u>Skill</u> Yellow Skill</p> <p>With fluency and control:</p> <p>I can side-step in both directions.</p> <p>I can gallop, leading with either foot.</p> <p>I can hop on either foot.</p> <p>I can skip.</p> <p style="text-align: center;"><u>Green Skill</u></p> <p>With fluency and control:</p> <p>I can combine side-steps with 180° front pivots off either foot.</p> <p>I can combine side-steps with 180° reverse pivots off either foot.</p> <p>I can skip with knee and opposite elbow both at 90° angle.</p>	<p>minutes of discussion time.</p> <p>Explain/Explore 10 mins</p> <p>Lesson slides 6–7 and Work booklet page 13</p> <ul style="list-style-type: none"> Explain that there are some more design rules for their ideal bedroom that pupils need to bear in mind. Display Lesson slide 6 and read the rules together. Agree that this sort of information is useful to know from the start of the planning process. Ask pupils to choose three of the rules as a class. Explain that another word for the chosen rules is 'criteria', and they will use these to make decisions about their bedroom. Display the target board on Lesson slide 7 and add the chosen criteria to the boxes on the left, e.g. designed to last, not too expensive, suitable for the other people who use it. 	<p>Year 1</p> <p>Work with this group by following the instructions in the Hearing the Whistle resource. Encourage them to think like scientists and ask their own questions. Prompt their thinking by asking questions such as: <i>If you stand with your back to me when I blow the whistle, does it make a difference to hearing the sound?</i> Discuss together how they might go about finding out.</p> <p>Year 2</p> <p>Encourage this group to ask lots of questions, but remind them to think like scientists by making sure their questions build on the one before. Ask questions to prompt further thought: <i>Jake says he can't hear the whistle with his hood up. Is that true for all hoods? And everyone? How can we find out?</i> Read the extension question in the Hearing the Whistle resource to the Year 2 children and ask them to discuss. Leave them to work through the problem together, coming back to the group frequently to guide their thoughts. Give the group time to try out their theories before sharing their investigation with the rest of the class.</p>	<p>imagine while listening to the music and what kind of lines represent water.</p> <p>Ask the children the following questions:</p> <ul style="list-style-type: none"> What did we learn about lines in the previous lesson? What lines represent water in a swimming pool, a pond, the sea, or a river? What colours do you think we would see? <p>Ask the children to use their hands and arms to draw the lines in the air or respond to the music in their sketchbooks, using and thinking about what they have already learnt about lines in the previous lesson.</p> <p>Show the children a range of the work of Zaria Forman on the link: Zaria Forman - Maldives.</p> <p>Ask the children to describe how the artist has used</p>
--	--	---	--	---	---

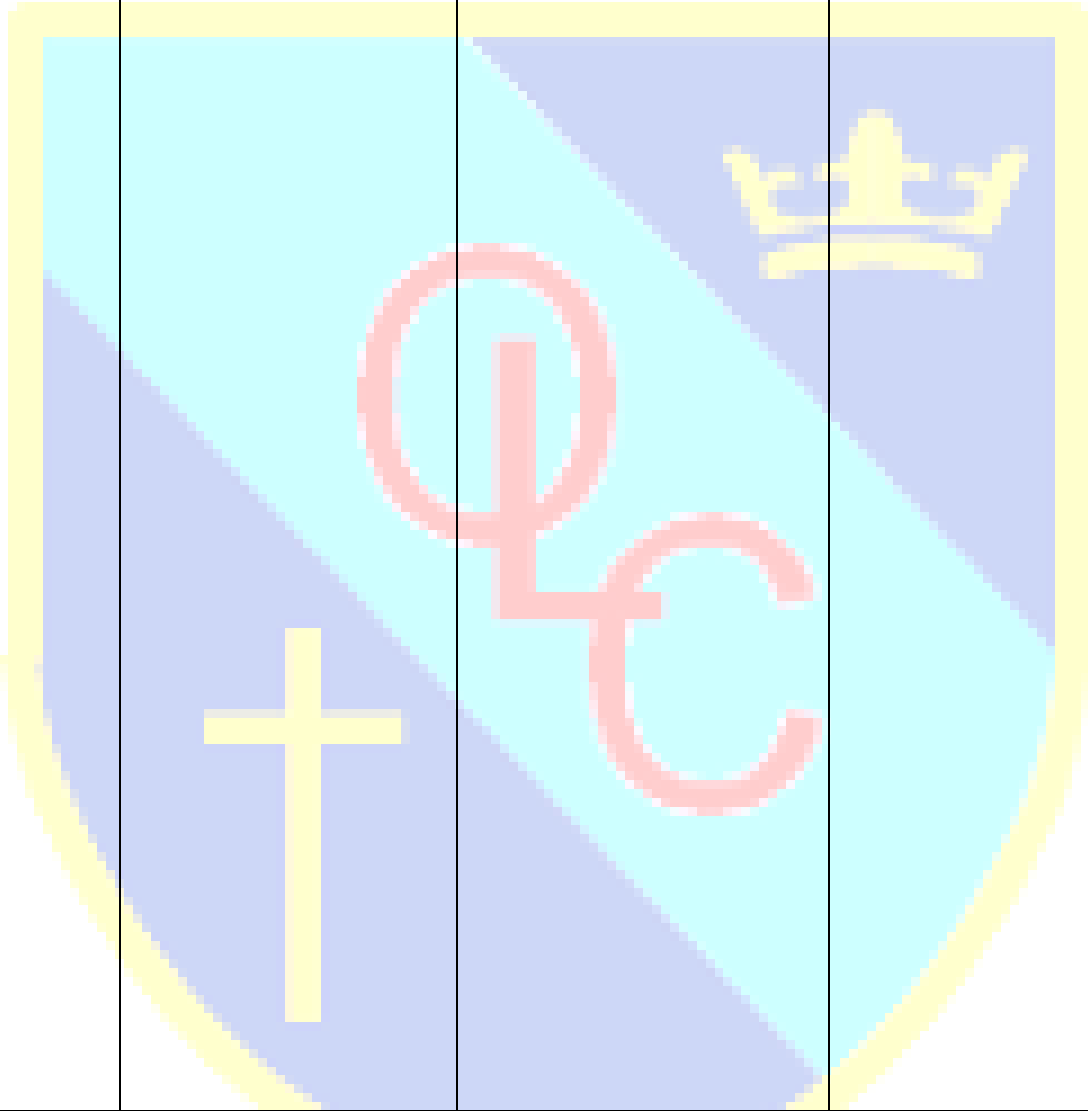

OLC WEEKLY LEARNING PLAN

		<p>I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p>	<ul style="list-style-type: none"> The target board is also used in the Decision making toolkit (Waypoint 2) Pupils should complete task 2 in pairs. 		<p>different materials to represent water.</p> <p>Discuss her work further using the following questions:</p> <ul style="list-style-type: none"> What sort of lines are they? Does it look like water? Is water an easy thing to draw or paint? How does light change the way water looks? <p>Now the children will begin to work on the large, laid-out piece of paper. Set up a space for yourself so that you can demonstrate and join in with the activity.</p> <p>Play the music again.</p> <p>Ask the children to draw big lines representing water. Give them approximately three minutes to work, encouraging them to connect to each other's lines.</p> <p>Pause the music and explain to the children that they will work</p>
	Application	<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>	<p>Practise 10 mins</p> <p>Lesson slide 7 and Work booklet pages 12–13</p> <ul style="list-style-type: none"> Allow pairs time to refine their bedroom plans using the criteria to inform their decisions. Select pupils to share their designs with the class. As they do this, place your finger in the middle of the target on Lesson slide 7. Ask the class whether the design meets the first criteria, e.g. Will it last? Will the pupil still want a jungle-themed room when they are 12? If yes, leave the finger in the middle. If not, move it out one circle. Ask which bedrooms hit the bullseye. 		
	Review	<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</p>			

OLC WEEKLY LEARNING PLAN

		<p>the ball on every 30, 45 or 60 seconds.</p> <p>Combine this method with Question Carousel where all answer the same question, 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.</p>	<ul style="list-style-type: none"> Pupils should complete task 3 in pairs. <p>Explain/Explore 10 mins</p> <ul style="list-style-type: none"> Explain that pupils are going to use this decision-making process to come up with a plan to help the school council with a new project, e.g. deciding how and where to plant a new apple tree; choosing some new equipment for the playground; deciding where to put some new bins around the school. Spend some time discussing what the class will need to do now and who might be able to help and give them advice. <p>Reflect 5 mins</p> <p>Lesson slide 8 and Work booklet page 4</p> <ul style="list-style-type: none"> Pupils should complete their Learning review. If you have time, you could share what the pupils have written. 	<p>into the lines they have drawn, using various techniques.</p> <p>Show them how to work into the lines by:</p> <ul style="list-style-type: none"> Using the different materials available in different ways. Demonstrating what dark/light, thick/thin, wavy/straight and broken lines look like. Considering which colours to use. <p>Before playing the music again, ask the children to look at and reflect on what they have done so far and make sure their lines connect to those drawn by the people on either side of them.</p> <p>Continue to use the music like a game of musical chairs; they only draw when the music plays! When it stops, give another instruction and repeat until various materials and techniques have been used. If needed, give specific instructions on what material or line type they should be</p>
--	--	---	--	--

OLC WEEKLY LEARNING PLAN

					<p>using/making when the music starts. This musical chairs activity can be adapted further by requesting that the children change places and pick up where another child left off.</p> <p>Use the <i>Pupil Video: Making Waves</i> for a further demonstration and/or have it on while the children are working independently for them to refer to as they work (the video is looped so that it will play continuously).</p> <p>Ask the children what might live in the sea/river/water when the water looks complete. Their suggestions of creatures, plants, shells or any other reasonable idea can now be drawn in the blank spaces (these could be drawn on separate pieces of paper and added at a later session if you are short of time).</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</p>	<p>REAL PE: PERSONAL Lesson 3</p>	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrhIov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhIov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhIov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>

OLC WEEKLY LEARNING PLAN

Daily PE Activity



hill, on one wheel, really fast song.



Homework:

Communicating with school

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