Message from the teachers: Hello Everyone!

KEY STAGE ONE

WE ARE GROWING TO

**Eloquent:** the ability to speak or write fluently, persuasively and appropriately.
We are eloquent when we use language to express our ideas or opinions clearly and with conviction. and writing.

Eloquent

Truthful

Truthful: God wants us to be truthful in all we do. Jesus said, 'I am the way, the truth and the life', so being honest and truthful means we are following in his footsteps and living life the way God wants us to.

We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to say things in a way that is interesting, truthful, memorable and faithful.

ELOQUENT:
When we choose our words, we should do so carefully so they are kind and compassionate, and don't hurt others. Eloquence isn't limited to speaking.

TRUTHFUL:
Being truthful is being faithful to ourselves and to Jesus. We should stand up for the truth.

He is Risen

HOMEWORK:

RELIGIOUS EDUCATION
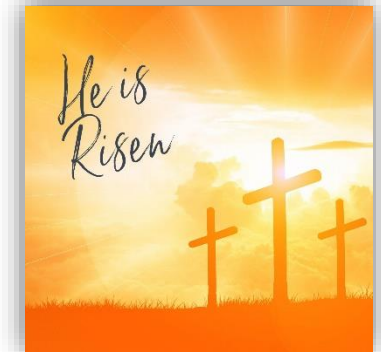
RE: This term for our Gospel values and virtues, we are trying to be both Eloquent and Truthful. We will be looking at the Resurrection of Jesus Christ our Saviour. We will read our Bibles together and learn new hymns and songs. We will be looking closely at our Catholic Social Teaching characters as we try to Live as Jesus taught us. We will investigate the importance of the Paschal candle and how we are able to say 'Alleulia' again!

English: This week we will be reading 'If All the World were…' by Joseph Coleho. There will be opportunities to write diaries, letters of advice and explanations. If All the World Were by Joseph Coelho and Alison Colpoys. What is…? Questions will be used to create statements for a kaleidoscope of memories. Then they share the text before inferring a character's feelings and then writing in role. A letter from the main character is sent to the class, to which the children respond giving advice.

Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of 74-77** *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!

Spelling

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

READING

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, Mrs Humphris, Mrs Kinchin & Mrs Smith

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

Teachers:	Mrs Redfern Mrs Humphris & Mrs Smith Mrs Kinchin	Year:	2	Date:	Monday 22nd April 2024

MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

RE

Sharing Our Catholic Pupil Profile:

VIRTUES

Big Question- How can we be both eloquent and truthful during Eastertide?

V O C A B U L A R Y

Easter, empty tomb, Resurrection, Jesus, risen, Alleluia, Easter/Paschal Candle, Alpha, Omega, Peter

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

TEN:TEN- Guided meditation

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

UNIT J :EASTER

About the unit of Easter…

This unit is designed to develop the children's knowledge and understanding of the season of Easter as a celebration of the Resurrection of Jesus. The unit focuses on the importance of the Resurrection and its message

Holy Week In 3 Minutes…

https://bustedhalo.com/video/watch-holy-week-in-three-minutes

BIG Question:
What do you wonder about the Easter Candle? (Paschal Candle)

What do the letters represent and why is this such an important candle?

LO: To know that the Easter Candle is a special sign of celebration and reminds us that Jesus is alive. KU11 KU12

UNIT J :EASTER

Continued…

Explain to the children that this is the most important season in the Church year.

• **Let the children make crowns with Alleluia displayed around the side and an Easter candle on the front.**

• **Talk to the children about the Easter Candle being a very important symbol of the season. KU11 KU12**

• **Explain to the children about the way the candle is used in church during the Easter Season. KU11 KU12**

• **Discuss the symbolism of the Candle. The Alpha and Omega, the nails with grains of incense to symbolise the wounds of Jesus and the light to proclaim his resurrection. KU11 KU12**

• **Bless the Easter Candle (use the water table) explaining the significance of**
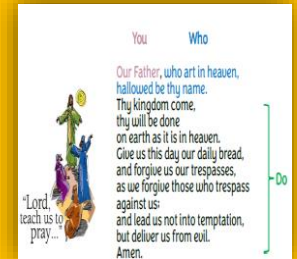
Watch: The Resurrection of Our Lord Jesus Christ

https://www.youtube.com/watch?v=HL8R158Ujp4

https://www.youtube.com/watch?v=vMCs0mbG43s

Prayer and Liturgy :
(Share class prayer and liturgy together).
Year of Prayer
OUR FATHER:

Rosary Video
https://www.youtube.com/watch?v=CnC0tV7lEDM

https://www.youtube.com/watch?v=d4R-WFkm41s

Learn a sung version of the Our Father
(C1 Take part in celebrations which express thanks and praise
R1 That praise and thanks are expressed in prayer).

https://www.youtube.com/watch?v=i70XoA2ZxYQ

BIG Question: How we pray together?

- *Silent prayer; that they can speak to God in formal prayer and in their own words.*
- *To know that silence is an opportunity to listen and pray to God.*
- *To identify some of the different ways people pray in Church.*
  - *To use their own words to write simple thank you and asking prayers*

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

Explore opportunities to talk to God quietly without speaking any words.
Guided meditation:

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

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

Answer the Big Question and share your thoughts together…
I wonder?

LO: To know that the Easter candle is a special symbol of Easter, reminding us that Jesus died and rose to life again. KU11 KU12

ALLELUIA!

• **Using yellow, white and gold papers, paints, sequins, etc.**
Decorate Alleluia for display.

This can either be done individually or as a whole class display.

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each part of the ceremony and of the different symbols used in the candle.

• **Make 3D Easter candles from card getting the children to draw, stick on all the symbolic parts (use brass fasteners for grains of incense). Children to design an Easter poster. Words**
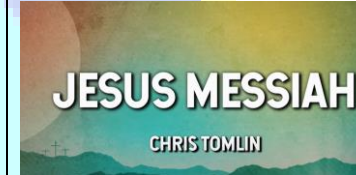
https://www.looktohimandberadiant.com/2018/03/paschal-candle-craft-for-kids.html

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Sing Risen Christ Hymns…
https://www.youtube.com/watch?v=dM76NoQM-y8

Jesus Messiah
By Tomlin, Carson, Cash & Reeves CCLI # 5183443

JESUS MESSIAH
CHRIS TOMLIN

https://www.youtube.com/watch?v=BB0Z1LK7BXg

I Have Decided to Follow Jesus

Lord Jesus Christ Hymn

Hallowed be thy name.

https://www.youtube.com/watch?v=up3epar5xek

OUR FATHER

PRAYER: Remember…
LO: To know of some traditional prayers of the Church –
• How do we pray together?
• Silent prayer; that they can speak to God in formal prayer and in their own words.
• To know that silence is an opportunity to listen and pray to God.
  - • To identify some of the different ways people pray in Church.
  - To use their own words to write simple thank you and asking prayers

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

Explore opportunities to talk to God quietly without speaking any words.
Guided meditation:

Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:		https://www.youtube.com/watch?v=4PnqIEwb3c8 **Y2 Video explanation** https://www.youtube.com/watch?v=qYhOaZQXVI0		(e.g. Joining hands, sitting, standing and kneeling, sign of the cross) https://hallow.com/blog/how-to-pray-our-father/ **Gather Listen Respond Go Forth** • 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.
Maths POWER MATHS **2C**	*LO: Recognsing the equivalence of a half ½ and two quarters 2/4* *Unit 10: Fractions* *Text Book Pages 44-47* *Workbook Pages 33*	*LO: Recognise 3/4* *Unit 10: Fractions* *Text Book Pages 48-51* *Workbook Pages 36*	*LO: Count in Fractions up to a Whole* *Unit10: Fractions* *Text Book Pages 52-55* *Workbook Pages 39*	*LO: Unit 10 End of Unit Check- Fractions* *Unit 10: Fractions* *Text Book Pages 56-57* *Workbook Pages 42*	*LO: O'clock and Half Past* *Unit 11: Time* *Text Book Pages 58-63* *Workbook Pages 44*
	LO: 6) To use the suffixes -mentand –ness To write noun phrases	**LO: 7) To plan a poem** To plan for drawing upon an author's/ poet's use of language	**8) To write a poem** To use noun phrases • I can write a poem	**9) To proofread to check for errors in spelling, grammar and punctuation** To make simple improvements	**LO: 10) To read a poem to an audience** • I can read my poem to an audience

English	• I can use the suffixes ment and • -ness • I can write noun phrases	• I can plan apoem • I can plan to write like an author/poet	• I can use noun phrases	• I can re-read and correct my spelling, grammar and punctuation • I can make changes to my writing to improve it.	
	Placing suffixes for poetry: Provide the children with a range of **Memory** **(abstract) Nouns** on card strips: loss, love, joy, sadness, happiness, misery, excitement, fear, sorrow, peace, hope, pain Sort into happy and sad nouns (there are 6 of each). Explore the suffixes - *ment* and *-ness*, and let the children explore any necessary spelling rules using the folding cards. Can the children think of any other words suffixed in these or other ways that follow rules? e.g. change the 'y' to 'i' and add the suffix as in glossy - glossier (but note that this isn't a noun that's been created). **Memory Nouns** (attached at end of sequence) **Matching memories:** Model matching up one of the memory objects you brought in yesterday with one of the abstract nouns: *e.g.* a dried petal of love Let children match up the 6 objects that they drew and wrote about in session 5 to 6 appropriate memory nouns e.g. a Kara bangle of hope a shell of happiness and then record the noun phrases in books, telling children that we're not going to use a capital letter and full stop as these are phrases and not complete	Return to the page in the text when it mentions painting over sad places. Tell the children that they're going to write a poem so filled with love and joy that it will help in some way to paint out sadness. This could be a poem about somebody they have lost or it could be a generic poem appreciating the beauty in life. Read the whole text again, paying attention once more to the devices that the author has used. Remind the children that the author is actually a poet and that's why this piece of writing is so poetic and lyrical. **Kaleidoscope poetry planners:** Model planning to use your special objects in a poem, drawing upon the literary devices used in the text. Place one special object in each of the 6 kaleidoscope segments. Next, place the 6 unused abstract nouns into the segments - one per segment. Aim to pair opposite nouns so that for each 'happy' one used, there'd be a sad one in the segment. Kaleidoscope poetry planner Remind children of the work that they did on noun phrases in session 6. They are to place one special object in each of the 6 kaleidoscope segments. Next, place the 6 unused abstract	**Model writing the beginning of a poem:** If all the world were sorrow, I would scatter dried petals of love that covered the ground in a blanket of scented velvet. If all the world were fear, I would give everyone a necklace of hope that would spark joy whenever it was touched. Ensure that you model how you've used your own version of the **kaleidoscope poetry planner** so the children can see how to use their plan. Essentially, this is a collection of ideas about a theme rather than a narrative so it doesn't matter which order children choose to write their ideas up in hence why the kaleidoscope means that things could come out any which way and it would still work! Let the children begin writing their poems, using their **kaleidoscope poetry planners.** **Ideas for differentiation:** Many children may need to focus on using the frame: If all the world were (insert noun), I would (verb) … a noun of noun and not use the additional 'that…' phrase that was modelled.	Return to the poem that you modelled in session 8. Model in a different colour marker how to edit to correct. Next, refer to the original text, re-reading selected lines and phrases out so that the children hear what a good version sounds like. Read your own model out- loud, ponder upon its effectiveness and then model making improvements by drawing upon Joe Coehlo's writing and adding elements such as repetition: If all the world were sorrow, I would scatter dried petals of love that covered the ground in a blanket of scented velvet. If all the world were fear, I would give everyone a necklace of hope that would spark joy whenever it was touched. I would make my sister feel loved by hugging, hugging, hugging. Editing pens Allow the children to review the work they did yesterday and if necessary let them have more time to complete their poems in order that all 6 sections that they planned to use have been included. It might be an idea to provide the children with photocopies of what they have written so that their pieces could be cut and stuck in a different order to make the poem work more cohesively if that's an effect that the children wish to work	Show a clip of Joseph Coelho reading his short poem, *Argument*, which can be found online. Ask the children to think about tempo, pitch, volume of voice and how he pauses at the end of each line and also sometimes between words for effect. Watch the clip a few times. Let the children prepare their poems to perform considering pitch, tempo and volume. Some children may wish to work with a partner or in a small group, taking it in turns to perform each others' poems. Often, children benefit from reading their pieces at the same time as others or creating a layered effect where you 'bring in' children at different times like a conductor would bring in members of an orchestra. This is particularly effective when set to music and means that less confident children don't feel so exposed. Try to ensure that the children have an audience to read their poems to - could be to a parallel class or as part of an assembly.

sentences. Ask that they then record the 6 unused memory nouns at the bottom of the page. Let the children work in pairs to share the noun - phrases they've created and explain to one another why they've chosen that particular abstract noun to go with their special object. Select some particularly effective examples to be written onto phrase strips and placed on the working wall.	nouns (that they recorded at the bottom of the page in their books during session 6) into the segments - one per segment, aiming to have a happy noun and a sad noun. Support the children in generating some ideas for how these phrases could be woven together to create a poem drawing upon the literary language used. You may wish to do this in small groups and use oral rehearsal to generate ideas. In pairs, let the children share their poetry plan and ask each other questions such as, *Who is it for?* and *What is the message meant to be?* Let them support each other to check that the nouns/nouns phrases they and the poetic devices are actually going to do what the poem intends to do.	You may wish to work with a group of more able writers to develop their use of simile and metaphor, drawing upon the language of their reading so that they can include the 'that…' phrase. Let children work in pairs to read out-loud what they've written today to each other. Ask them to consider how it sounds so far. Give them time to make improvements if necessary	on. However, do keep in mind that some children may have written a non-narrative poem that reads like a collection of thoughts and memories so unless they have followed Joe Coelho's pattern around the passing of time and the changing of the seasons, then they don't necessarily need to worry about the order. Working in pairs, children read their pieces and make further suggestions for edits and improvements	

Spelling & Handwriting *Year one and Year Two Words Consolidate FS Words*	**LO: CEW – Common Exception Words Focus**	**LO: CEW – This week's Words Common Exception Words**	**LO: CEW – Common Exception Words Focus**	**LO: CEW – This week's Words Common Exception Words**	**LO: CEW – Common Exception Words Focus**

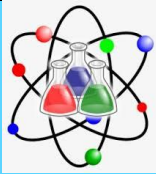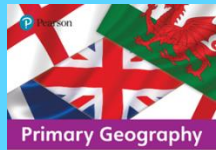|			
Unit 5: 2. Keeping Safe - Exploring Physical Contact	**Computing** Algorithms and debugging	**Geography: Comparing countries of the UK**	**Science: Plants**	**Art/RE: Woven Wonders (Miss Moir- Pottery)**

Humanities

Primary Geography
Comparing countries of the UK

GEOGRAPHY

Hello I'm Jigsaw Jo

Hello I'm Jigsaw Jack

Year 2:
Weekly Celebrations:

Try to solve friendship problems when they occur

2. Keeping Safe - exploring physical contact

Vocabulary:
Touch
Physical contact
Communication
Hugs
Like
Dislike
Acceptable
Not acceptable

PSHE learning intention
I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not

Social and emotional development learning intention
I know which types of physical contact I like and don't like and can talk about this

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

Presentation: Machine learning2 Display slide 1 of the Presentation: Machine learning and ask the children what they can remember about the word algorithm. Recap that an algorithm is a set of instructions or steps to achieve something. Show slide 2 and ask for a volunteer to come to the front and play the game Google Quick, Draw!, which is a drawing game that uses algorithms to guess the images drawn. (Make sure the whole class can see how it is played.) When the volunteer has finished drawing the six images, click on one to display other objects the game thought the drawing looked like. Using slide 3, show the children the link: Google Quick, Draw! - the data, which shows all the images the game has collected from

Primary Geography
Comparing countries of the UK
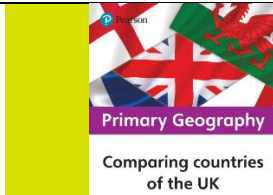
Lesson 1: What is the UK?

Spark
10 min
Lesson slides 1–2, Work booklet pages 1–5 and Downloadable resource 1.1

- Introduce the unit using the photos in Downloadable resource 1.1. Print out and display the photos around the classroom, if desired.
- Pupils should complete task 1 independently.

Explain/Explore
5 min
Lesson slides 3–4 and Downloadable resource 1.1

- Discuss the photos (Downloadable resource 1.1) and reveal that they all show places in the United Kingdom (UK).
- Draw attention to the variety of landscapes and scenery.
- Explain that the UK is made up of four different countries: England, Scotland,

L.O: To be able to prepare tubs and plant chitted potatoes. Label the tubs and predict what will happen.

Ask the chn to sit in groups and to look at the potatoes. Ask them if they know what they are and have seen them in this raw form before. Draw a large potato outline on the board and ask each group to offer facts and experiences about potatoes for you to write inside the large drawing. Encourage statements such as 'chips are made out of potatoes', 'we grow them at home', 'they grow in the ground' etc. Ask them if they can also list the different things we do with potatoes and write these on the large drawing (e.g. mashed potato, chips, shepherd's pie, crisps). Show the chn the potato masher and explain how to make mashed potatoes. Ask any adults in the room to cut up the different potatoes for the chn to see inside and to smell. Give them time to do this, explaining that different sorts of potatoes are used for different things. Some make better mash whilst others make really good chips. Ask the groups to describe the differences and similarities between the different varieties. Then explain that the chn are going to plant potatoes and

LO: To know that art can be made in different ways
Pupils should be taught:
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

(See National Curriculum - Art and design programmes of study: key stages 1 to 2).

Vocabulary:
art
artist
craft

Definitions…
art
Something that expresses ideas or feelings with imagination and skill.

artist

Resources

Jigsaw Chime, Jigsaw Jo, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

different users. Explain that this large collection of data is used by the computer. Display slide 4 and explain that the computer uses artificial intelligence called 'machine learning' to identify images. It looks at how the user draws, which shapes they start with and compares that data with the data it has collected from all the other people who have played the game. Show the children how it works by watching the video Google Developers - How Google Quick, Draw! works on VideoLink. Display slide 5 and hand out a whiteboard and pen to each child. Ask the children to draw a crocodile (give them 20 seconds). Using slide 6, explain that the programmers improve their algorithm by asking users to identify images that should not be considered crocodiles. The program updates when an image is identified as a 'non-crocodile'. This means the program is taught what the object should and should not look like. Use slide 7 to show the link: Google Quick, Draw! - crocodile. Explain that this shows the collection of crocodile images. Ask the children if they can see a crocodile that resembles the ones they drew. Discuss as a class if any images do not look like crocodiles. Optional: hand

Wales and Northern Ireland.
- Display the slides to introduce pupils to the shape of each country. Explain how they join together and that where different countries join is called a 'border'.

Practise
10 min

Work booklet page 5 and Downloadable resources 1.1 and 1.2
- Give each pupil a set of shapes of UK countries (Downloadable resource 1.2). To save time, you can cut up the resource for pupils before the lesson.
- For each photo (Downloadable resource 1.1), reveal which country it was taken in and ask pupils to hold up the matching country shape.
- (1 Isle of Lewis, Scotland / 2 Glasgow, Scotland / 3 Buckingham Palace, London, England / 4 The Angel of the North, Gateshead, England /
- 5 Spaghetti Junction, Birmingham, England /

learn to look after them. Show the chn the chitted potatoes. Ask them what they think are the little things poking out of the main potato and explain that potatoes must have started growing before you plant them in soil (buy chitted potatoes from a garden centre or prepare them using the instructions on the resource sheet). Show the chn the bags and the soil.

Work with this group, filling the bags with soil to about two thirds full. Then together place the chitted potatoes, shoot side up, into the soil, about 10 cm apart and 2-5cm deep. Remind the chn to be careful with the shoots. They mustn't break them off otherwise the potato plant won't grow. Water the seeds when planted and ask the chn to draw labels to say what variety is growing there, what date it was planted and who planted them. These will need to be laminated and stuck into the soil on lolly sticks. Ask the chn to predict what will happen and how long it will take the potatoes to grow.

A person who makes creative or expressive things.

craft
Something creative or imaginative that has a use

- I can explain why an activity is 'making art'.
- I can describe something creative
- I do in or out of school.
- I can draw an example of me being an artist
-

Attention Grabber: Organise the classroom so the children can work in pairs or small groups.

Hand out the pre-cut Activity: Is it art? (see Print in advance) one copy between two or three children.

1. Ask them to look carefully at what people are doing in the pictures. They sort the images according to the activities shown. As a class, discuss their choices; what similarities and differences have they noticed? (Children may suggest things like the people are playing/not playing, they are making

out devices with internet access (one between two) and allow the children to play the game Google Quick, Draw!. Questions What features do the crocodiles have in common? How does the computer know that you have drawn a crocodile?

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

6 Tenby, Pembrokeshire, Wales / 7 Blackpool, England / 8 Giants' Causeway, Northern Ireland /
- 9 The Brecon Beacons, Wales)
- When pupils have gained familiarity with the outlines of the different countries, they should complete task 2 in pairs.

Explain/Explore
10 min
Lesson slides 5–6 and Work booklet page 6
- Discuss similarities and differences between the four countries, including their area (size of land) and population (number of people).
- These can be demonstrated visually for pupils using building bricks (each brick represents approximately 7,000 km^2) and base-ten apparatus (each block represents approximately 1 million people).
- Display the slide or place the correct number of building bricks on the country outlines to show their area.
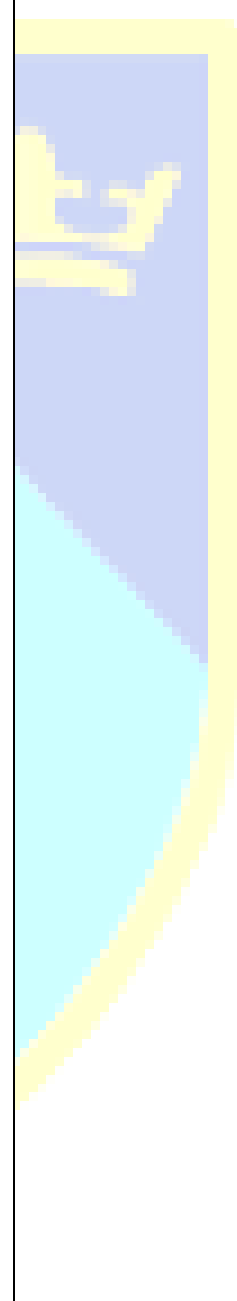
something for a celebration, or they are making something useful/something for decoration.)

2. Next, ask pupils to sort the pictures into two groups – 'art' and 'not art'. Again, discuss their ideas. Introduce the word 'craft' to describe making something creative or expressive that could also be useful, or that has a purpose; for example, painting a picture of a lego ship would be art but designing and making the lego ship would be craft. Can they identify any crafts from the Activity: Is it art?
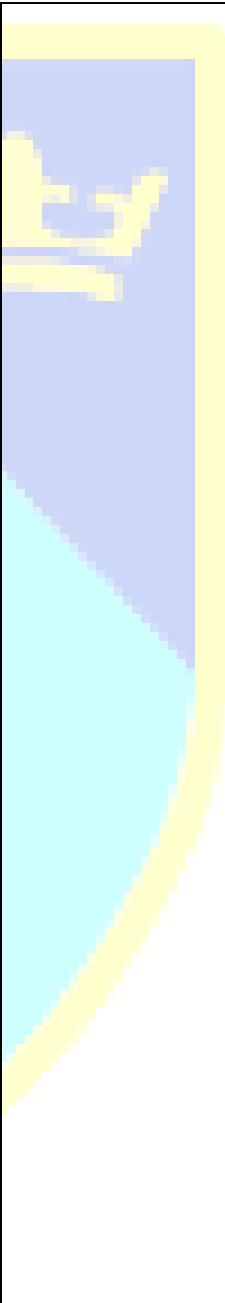
3. Use the images provided in the Presentation: Is it art? to discuss their ideas about the difference between art and craft.

Main Event:

The visitor you arranged now talks to the class, describing their creative or craft interest (see Teacher knowledge for

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

Bring the class back together and ask the children: What makes a good algorithm? Play a drawing game to help the children understand how algorithms work. 1. Ask for two volunteers. 2. Child A will stand by the class whiteboard with a pen. 3. The teacher will suggest (quietly) to Child B an object that Child A has to draw. (Do not tell the rest of the class.) 4. Child B will describe to Child A how to draw the object: they cannot say what it is. 5. Child A will draw what is described to them. 6. Ask the class to guess

- Ask pupils to help you sort the countries from smallest to largest.
- Repeat with another set of UK country outlines, this time using base-ten apparatus to represent the population of each country.
- Ask pupils to help you sort the country populations from smallest to largest and then compare population with area.

Practise
10 min
Lesson slide 7 and Work booklet page 6
- Display the slide and discuss how maps are labelled to give more information about the places they show, and how this has to be done neatly and accurately.
- Demonstrate labelling the four countries of the UK on the slide.
- Pupils should complete task 3 individually.

Reflect
5 min
Lesson slide 8 and Work booklet page 4
- Pupils should complete their Learning review.

ideas). Encourage pupils to ask questions and reflect on whether the hobby described is art or craft (something creative that can also be useful).

Sketchbook reflection

Hand out sketchbooks, pencils and coloured pencils.

Ask the children to think about a time when they have made something creative, perhaps at home or outside of school, or a hobby they have.

They draw themselves 'being an artist', adding colour if they choose.

Wrapping Up:

Invite children to say what makes them an artist. They could sit in a circle and share their sketchbook pages, saying 'I am an artist when I...' Some children may be able to say whether their picture shows them making craft or art.

what object has been drawn and to write it down on their whiteboards. You could add a time limit to make it harder. Ask the class which children guessed the object correctly. Discuss how Child B's description could be improved to be clearer and more precise. Try the game again with different volunteers, encouraging them to learn from the first example.

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

Extend and stretch

- Pupils could find out about the different flags that represent each of the four countries of the UK, and how these are combined to make the Union Flag. Pupils could also use online research to find out about the traditional foods eaten in the four countries that make up the UK.
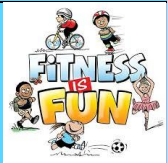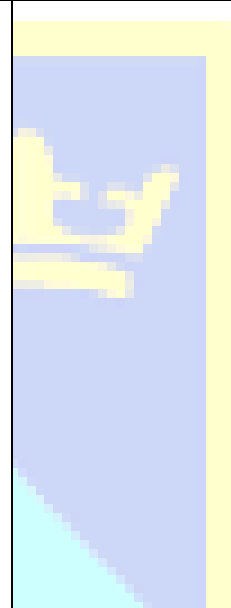
Daily PE Activity	Daily PE Activity PE : Creative- Link Movements Warm Up: Ball Tricks 1 In And Out Walk slowly in and out of the spots avoiding each other. 2 Copy It When the teacher stops in an athletic stance, stop and copy as quickly as you can. 3 Speed It Up Same again, but walk faster by gradually increasing your speed. 4 Move It On a call of "Move it", change the way you're moving, for example, jump/hop/skip/march.

5

Change It

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

6

Around It

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

Ball Skills

Roll a large ball to your partner or against a wall

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

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

Throw a small ball and catch it after one bounce

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

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

Big Top Time

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

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

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

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

OLC WEEKLY LEARNING PLAN

Communicating with school

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