

Message from the teachers: Hello Everyone!



**WE ARE GROWING TO BE:**

**FAITH-FILLED**

Faith-filled: We are faith-filled when we are living life as God inspires us to live it, putting the Gospel into action through our deeds. Faith gives us belief and trust in God and in other people. We have to build on it every day through prayer, being part of a faith community and living out the gospel values. Faith gives us hope.

*Faith is confidence in what we hope for and assurance about what we do not see.*  
Hebrews 11:1

**HOPEFUL**

Hopeful: We are hopeful when we are optimistic about the future, we trust ourselves and others, and we don't give up. Our faith teaches us that God is hope – that Christ walks before us and gives us the courage to follow. Hope makes us unafraid to step into the unknown and face challenges. Hope can deepen or restore our faith.

*Through him you believe in God, who raised him from the dead and glorified him, and so your hope and faith are in God.*  
Peter 1:21



**HOMEWORK**



**RE:** This term for our **Gospel values and virtues**, we are trying to be both Faith-filled and Hopeful each and every day of Lent. During the season of Lent we are trying to have 40 acts of kindness. We are trying to show love and kindness, pray more. We shared our Lenten Mass together and we have changed our prayer table colours to violet.

**English:** This week we will continue to read the traditional tale of **'Cinderella'** but with a difference... It's an Art Deco fairy tale! By David Roberts and re-told by Lynn Roberts Maloney. Here, there is a fashion conscious Godmother and Cinderella can do the Charleson dance!

**Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages of \_where we are now looking at Multiplication and Division, counting in 2s, 5s and 10.** \*Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking). We have also received our **Numbots and Times Tables Rockstars** letters and logins to complete some wonderful online fun activities using our number bonds and multiplication skills!



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



OLC WEEKLY LEARNING PLAN



**Reading:** Reading books have been sent out and we hope to change them during the week (please send your child's reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

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

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

<b>Teachers:</b>	Mrs Redfern & Miss Sidwell, Mrs Humphris & Mrs Smith Miss Ryan	<b>Year:</b>	1	<b>Date:</b>	W/B 4 <sup>th</sup> March 2024
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	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p> <p><b>VOCABULARY: F.</b> Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep,</p>	<p>Sharing Our Catholic Pupil Profile  <b>GOSPEL VALUES &amp; VIRTUES</b>                  Faith-filled and Loving</p> <p><b>Big Question-</b> How can we be both faith-filled and hopeful during Lent this year?</p> <p><b>GVV-Faithfilled and Hopeful</b></p>	<p><b>Unit F:</b>  <b>JESUS: TEACHER &amp; HEALER</b></p> <p><b>Big Question:</b> What are the important messages that Jesus give us in the parables of the Lost Sheep and the Prodigal Son?</p> <p><b>LO:</b> To know the Parable of the Prodigal Son.</p> <p>Understand that it contains important messages about God's forgiveness. Reflect</p>	<p><b>Unit F:</b>  <b>JESUS: TEACHER &amp; HEALER</b></p> <p><b>Bible Detectives-</b> Find this parable-</p> <p><b>LO:</b> To know the Parable of the Lost Sheep.</p>	<p>Prayer and Liturgy :                  Share class prayer and liturgy together.</p> <p><b>Year of Prayer</b>  <b>OUR FATHER:</b></p>	<p><b>Guided meditation:</b></p> <p>KU 13 Use religious words and phrases</p> <p>ER 1 Say what they wonder about</p> <p>ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p> <p>ER 3 Talk about their own feelings, experiences and the things that matter to them</p> <p>ER 4 Ask and respond to questions about their own and</p>

Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man, miracle, healing.



-Which CST character have you chosen and why?



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

# LENT

What is Lent?

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



LO: To know the name of the liturgical season Lent.

Know that Lent is a special season when we try to follow

on the attitudes of different characters in the parable.

- Write a list headed good points and bad points for one of the two sons in the story.
- Complete the sentence "In the story of the Prodigal Son Jesus is telling us..."

Hot Seat: Imagine that you were the father. How did you feel when your son left home?

- What was it like for you when he was away?
- What did you think when you saw him returning?

*In this parable we learn about forgiveness. Do you think that we always have to forgive other people when they have done something that is wrong? Why?*

<https://www.youtube.com/watch?v=apCaJJ6xnq4>

<https://www.youtube.com/watch?v=smvcsgMv6Dw>  
or  
<https://www.youtube.com/watch?v=uYz5ReuGtEU>

**Bible Detectives- Find this parable**

Prepare a large piece of paper which says "In the story of the Lost Sheep Jesus is telling us..." Put this in an accessible place with pencils and post-its nearby.

- As the children come to an understanding they can post their idea on the paper.
- Why did the Good Shepherd go looking for the sheep?
- How did he feel when he found it?
- Do you think the Shepherd forgave the sheep for getting

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

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

BIG Question: What can we use to help us

C1 Take part in celebrations which express thanks and praise.

R1 That praise and thanks are expressed in prayer,

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

*Hallowed be thy name.*

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



**Learn a sung version of the Our Father**

others' feelings, experiences and things that matter to them

**Gather  
Listen  
Respond  
Go Forth**

Finally-I wonder?

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:

- 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.

**Mass Preparation**



**Y1/2 St. David's Day**

Jesus more closely by listening to his words and learning from his actions.



**Big Question: What is Lent? Lent is...**

**LENT:**

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

- How could we link our CST characters to Lent?
- e.g. alms giving/charity?
- Praying more?
- Giving something up-fasting?



Explore the Story of Zacchaeus

**Embed: that a parable is a special story with an important message.**

To understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people.

To know some of the parables that Jesus told and will be able to explain what he is teaching us through them.

To know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today.

**ER 1 Say what they wonder about**

**ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer**

**ER 3 Talk about their own feelings, experiences and**

lost? How do you know?

- *What does this parable tell us about God? What does it tell us about forgiveness?*

**Understand its message of the joy and forgiveness of God.**

- Reflect on the value and importance of forgiveness.
- Create a class display entitled "What we know about Jesus."
- Children to look at different pictures of the Parable of the Good Samaritan from different sources, comparing and contrasting their message

**L3 That Jesus gives an example of love and respect for others.**

**Miracles:** Big Question-

**BIG Question: What are traditional prayers and why do we say them?**

**LO: To know of some traditional prayers of the Church –**

- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- **To know that silence is an opportunity to listen and pray to God.**
- To identify some of the different ways people pray in Church.

**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**



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

**R2** That Scripture stories reveal and hand on the Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

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

the things that matter to them

**ER 4** Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

What is a miracle?

LO: To know the story of Jairus' daughter.

- Understand that Jesus showed real concern and care for Jairus and his family.

LO: To know the Miracle of the Feeding of the Five Thousand.

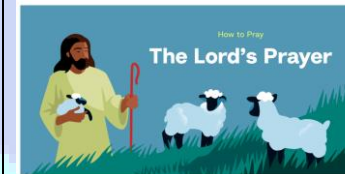
- That the miracle teaches us about the special power of Jesus.
- Reflect upon how this miracle might encourage Christians to live their lives.

To Know the Miracle of the Healing of the Blind Man. I Reflect upon the changes that Jesus brought to his life.

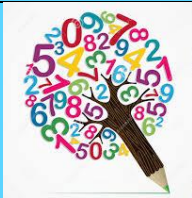
without speaking any words.

Guided meditation:

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



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



**LO: One more/One Less**

Unit 8: Number to 50  
Text Book Pages 135-7

**LO: Unit 8 End of Unit Check**

Unit 8: Number to 50  
Text Book Pages 138-

**L.O: Comparing length and height**

Unit 9: Introducing length and height


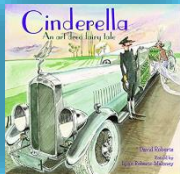
**L.O: Measuring length (non standard units)**

Unit 9: Introducing length and height  
Text Book Pages 144-147

**L.O: Measure length using a ruler**

Unit 9: Introducing length and height  
Text Book Pages 148-151

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<p><b>Maths</b></p> 	<p>Workbook Pagesp 97- 99</p>	<p>Workbook Pages 100</p>	<p>Text Book Pages 140-143 Workbook Pages 102-104</p>	<p>Workbook Pages 105-107</p>	<p>Workbook Pages 108-110</p>
<p><b>English</b></p> <p>Traditional Tale focus</p> <p><a href="https://www.youtube.com/watch?v=67rYFmYMAVg">https://www.youtube.com/watch?v=67rYFmYMAVg</a></p> 	<p><b>LO: 9) Make inferences from the text</b></p> <p><b>Intro:</b> Remind the children of the work that they did previously on inferring characters' feelings and what they are like as people by examining their actions.</p> <p>Ask: At the very end of the book where it says Cinderella allowed Ermintrude and Elvira to attend the wedding, we are told that Cinderella has a forgiving nature.</p> <p>What does that mean?</p> <p>What can we infer about Cinderella as a character?</p>	<p><b>LO: 10) Identify and explain the sequence of events in texts</b></p> <p><b>Intro:</b> Ask children to think about the themes (main ideas) from the book as a whole</p> <p>For example: Friendship</p> <p>Why is this a theme?</p> <p>Kindness?</p> <p><b>Development:</b> Provide the children with the following themes on cards and ask them to place on the dot if they feel they are a theme found in the book or outside the dot if they feel they aren't relevant to the book:</p> <p>Let the children choose 2/3 themes that have</p>	<p><b>LO: 1) To use capital letters, full stops and write questions</b></p> <p><b>Intro:</b> Arrive to class to discover some footprints (could also be in corridor and outdoor area), a clump of green fur, some things that have been knocked over and some food that has been taken (have food out in class that children have been made aware of the day before - could be fruit for snack).</p> <p>Tell children that there are some eye-witnesses who claim to have seen the monster the day before when all the children were at home.</p> <p>Prepare some questions to ask the eye-witnesses then have them visit the class so</p>	<p><b>LO: 2) To use capital letters and a full stops to punctuate a sentence and use question marks to write questions</b></p> <p><b>Intro:</b> Share the front cover of the text and point out that the title of the book is Billy and the Beast.</p> <p>Talk about the picture showing the three characters - a cat, a child and The Beast.</p> <p>Support the children to devise statements about the cover illustration.</p> <p>Model first:</p> <p>There is a child in the story. The cat looks a bit grumpy. The Beast actually looks cheerful.</p>	<p><b>LO: 3) To read and write words with the suffix – ed in sequence sentences to form short narratives</b></p> <p><b>Intro:</b> Share the text, Billy and the Beast up to 'It was a perfectly lovely day' (page 4).</p> <p>Role-play the actions (verbs) on page 3 that Billy and Fatcat carried out.</p> <p>Tell the children that the action-words stomped, crunched, splashed and jumped are all verbs.</p> <p>The -ed ending is called a suffix which means that they have been fixed to the end of each verb to make them in the past tense.</p> <p>Provide the children with the suffix fixers (attached to the end of the</p>

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One character we have not really focused on at all is Cinderella's father.

Tell the children that today we are going to re-read sections of the text where her father appears and think about him as a character in order to create a character splat for him.

Re-read the text and tease out information (facts/inferences) about the father's actions, looking closely at the pictures.

Teacher scribe for the children as these come up, for example:

Cinderella's father disappeared for two weeks then came back already married.

He called her Cinderella instead of Greta as he thought

either been placed on the dot or around the dot and justify using **because** to give a reason.

**Plenary:**

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

**Resources:**

Cinderella books  
On the dot sheet

that the children can ask their questions.

Elicit that there is a monster on the loose that has green fur, long claws, sharp teeth, is very tall and clumsy, appeared hungry and who goes by the name of Terrible Beast.

You may want to scribe for the children as they listen to the eye-witness accounts.

**Development:**

Model writing a Wanted Poster:

Have you seen this monster?  
He is very tall and has green fur.  
Do not go near him!

As you model, tell the children what each sentence type is.

Have the children write a question, a statement and

Use Talk to the Hand to support use and spelling of question stems.

**Development:**

Let the children work in pairs to devise further statements.

Some children could be supported by focusing on the nouns in the illustration such as hair, doughnut, raincoat.

Then model writing questions that match the statements:

There is a child in the story. Could this be Billy?  
The cat looks a bit grumpy. What do you think the cat character will be like? Why might he be grumpy?

The Beast actually looks cheerful. What

sequence) and let them explore each of the words.

After modelling folding one over to leave just the root verb, let the children find all the other root verbs.

**Development:**

Ask the children to think about which suffix fixer words go with page 4 (the grey page): walked (Billy and the Beast); scooted (the fox); played (the mice) and listened (to music - the adorable little bunny rabbits).

Now model writing the beginning of A Perfectly Lovely Day in the Life of Billy and FatCat, written in the present tense:

A perfect day for us is when we stomp, crunch, splash and jump through the wood. The hedgehog

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it was an affectionate nickname for his daughter.

Once the facts/inferences have been identified, talk about what these things tell us about Cinderella's father as a person.

**Development:**

Provide children with a character splat (simply a picture of the character in the middle of a blank page).

Ask children to decide which words and/or phrases we could use to describe him and record them around the edges of the character splat.

Vocabulary you could use: kindly, a bit forgetful, scatty, sees the best in people, foolish, jolly, polite.

a command (trying to use different information than the information you used in your model).

Then let the children draw a 'photo-fit' picture of what they think the monster looks like based on the eye-witness reports.

Orally rehearse other commands e.g.

Call the police or Take care.

**Plenary:**

Let children check each other's' wanted posters for capital letters, full stops and question marks.

Encourage them to add an exclamation mark to their command to make it even more commanding!

**Resources:**

Footprints  
Fur clump

might The Beast Character be like?

Children write some questions for their statements.

**Plenary:**

Share statements and questions, checking carefully for capital letters and either the full stop or question mark depending on sentence- type.

Ensure children understand that a question mark takes the place of a full stop in a question sentence.

**Resources:**

Talk to the Hand

likes to read his book...

Challenge the children to use each of the suffix fixer words in their root form.

Make it a teaching point that some verbs such as 'read' don't have a suffix when in the past tense.

**Plenary:**

Orally model turning one of the children's 'perfect day' pieces into the past tense e.g.

A perfect day for us was when we stomped, crunched, splashed and jumped through the wood.

Experiment with the other suffix fixer words.

**Resources:**

Suffix fixers



You may also want to provide words that don't fit such as:  
**mean, quick-witted, unkind, rude.**

**Plenary:**  
 Support the children to re-read their work and/or let a partner check for punctuation and sense.

**Resources:**  
 Character splat sheet  
 Cinderella books

Eye-witnesses  
 Colouring pencils

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

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

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
<b>Year 1</b>	the they one a he use do he ask to me friend today she school if we put said no push ago go pull are so full was by nose was my our is here his there has where I live you come your some	<b>Year 2</b>	door gold plant clothes floor hold path bag poor said both people because every hour water find great move again kind break prove half said no push mind steak improve money of we put kind break prove half says go pull behind pretty sure Mr are so full child beautiful sugar Mrs were by house wild feet could Christmas was my our climb last should everybody is here his there meet past would even has where has where only father who I live both class whole you come old grass any your some cold pass many

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

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

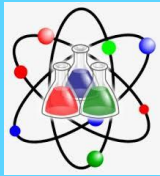
LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
<b>Year 1</b>	the they one a he use do he ask to me friend today she school if we put said no push ago go pull are so full was by nose was my our is here his there has where I live you come your some	<b>Year 2</b>	door gold plant clothes floor hold path bag poor said both people because every hour water find great move again kind break prove half said no push mind steak improve money of we put kind break prove half says go pull behind pretty sure Mr are so full child beautiful sugar Mrs were by house wild feet could Christmas was my our climb last should everybody is here his there meet past would even has where has where only father who I live both class whole you come old grass any your some cold pass many

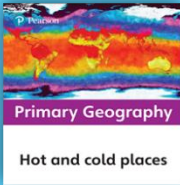


**Spelling & Handwriting**

Year one and Year Two  
 Words  
 Consolidate FS Words



Humanities



GEOGRAPHY



**Jigsaw/ PSHE**  
**Unit 4:**  
**Y1**  
**HEALTHY ME**

**Year One:**  
**Being Healthy**

**Weekly Celebration Pieces**

**LO: To have made a healthy choice**

**Social and emotional development learning intention**

**Vocabulary**  
**Healthy**  
**Unhealthy**  
**Balanced**  
**Exercise**  
**Sleep**

**PSHE learning intention**  
**I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy**

**PE : Creative- Link Movements**

**Link Movements**

**Emerging**

- I can explore and describe different movements.

**Expected**

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

**Exceeding**

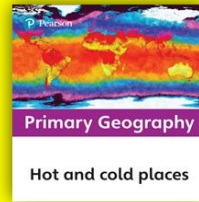
- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

**Lesson 1:**  
**Warm Up: Grand Prix**

Explore the Track  
Pit stop tag  
With a ball  
Share and explore  
Get creative  
Keep Count  
Watch carefully  
Personal best  
Challenge  
Practice  
In pairs  
Outside the box  
Watch and learn  
Race Time

**Ball Skills**  
**Green**  
**Take it and roll a ball up and down your legs and around your body**

**Geography:**  
**Hot and Cold Places**



**Lesson 5: Lesson 5: What features does an animal need to live in a hot/cold place?**

**Purpose**  
In this lesson, pupils will investigate how animals adapt to hot and cold climates.  
The aim is to assess pupils' understanding of climatic conditions in hot and cold locations – demonstrated by their choice of animal characteristics – and annotation skills (whether they simply label their animal or also provide explanatory detail).

**By the end of the lesson pupils should ...**

- know how and why animals have adapted to live in different places.
- be able to annotate a drawing.

**Lesson -Activate prior knowledge 5 mins**

**Science:**  
**Year 1/2 Wild and Wonderful Creatures**

**Lesson 2: We Are Wonderful Creatures Too!**



**LO: To consider the differences/similarities between what humans want and what they need to survive**

**Science Objectives:**

1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (1AH).
2. Identify, name a variety of common animals that are carnivores, herbivores & omnivores (1AH).
3. ill) Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, iv. mammals and invertebrates, and including pets) (1AH).
4. Notice that animals, including humans, have offspring which grow into adults (2AH).

**Working scientifically:**

**Art/RE:**  
**Drawing – Telling a story**



**Lesson 5: To tell a story (continued...)**

**LO: Objective: To develop illustrations to tell a story**

**Success Criteria:**  
I can recount a familiar story and select key events.  
I can create and draw imaginary scenes for a storybook.  
I can use mark making to show different textures

**1: Recap and recall**  
Introduce the idea that the children are going to make a storybook. They will use a story that features the character they created in the previous lesson.

Flick through a selection of picture books to look at different illustration styles. Invite the children to comment on any similarities or differences they notice. (They might mention colours, characters or the materials the illustrations are created with.)

Using a simple story that is familiar to the children, model recapping the key elements of a story by drawing a storyboard using the template provided in the Activity: Storyboard template or create a larger version on a whiteboard or flipchart.

The children will create four scenes to draw in their storybooks. To support the

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**I feel good about myself when I make healthy choices**

**Resources:**

**Jigsaw Chime, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.**

**Now use one hand to challenge yourself**  
**Focus on maintaining a good balance throughout**  
**Perform the movements smoothly and with control**

**Red**  
**Focus on moving the ball smoothly before increasing speed**  
**Move the ball with your fingers, avoiding it touching your body**  
**Try to complete 16 in 20 seconds**

**Getting Around Us Yr 2 (cooperative)**

Video 3  
 Review  
 Question

**Movement Skills**

Work with a partner and take turns to pass a ball around your partner's body and then try passing it around both of you to see if you can find different ways and the quickest way.

Once you've tried these, try with both of you moving a

Lesson slides 1–4 and Work booklet page 16

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

**Demonstrate Understanding (5 mins)** Lesson slide 5

Display the slide and ask pupils if they think the image shows a real animal. Ask them to discuss in pairs and then justify their answer.

**Targeted activity 5 mins**  
 Lesson slides 6–7 and Work booklet page 16

Display the slides and ask pupils to choose one of the locations. Ask them to look closely at their chosen location and discuss in pairs what they notice, e.g. what the temperature could be, how much it will rain, what food there will be for animals to eat.

**Pupils should complete task 1 independently.**

**Summative assessment -30 mins**

Lesson slides 6–7 and Work booklet pages 17–18

**See also the Geography: Cause and effect toolkit, Waypoint 1**

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

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

**You Will Need:**

- Blue and yellow sheets of material
- Plastic bottles for each child or pair of children
- Pieces of paper and pencils
- A large shell
- The Desert Island by Morgan Georgia Blanks or Moomin's Desert Island by Tove Jansson.

**Before the session:**

Arrange the blue and yellow sheets of material into a desert island surrounded by water.

Make the desert island large enough to accommodate the whole class.

Scatter the empty plastic bottles in the sea by the edge of the island or keep in a bag on the island.

**Whole class:**

Ask the chn to go and sit on the yellow sheets and explain that they are now stranded on a desert island, the sun is beating down and no boats have been seen for ages.

Ask them how they feel and emphasise that they might be

children in deciding which four, it helps them to have the story plot clear in their minds so allow some time for them to recall a story to consider which scenes they want to illustrate.

Do the same if you are asking the children to create a short story of their own.

The children can use sketchbooks or the template provided in the Activity: Storyboard template to help them plan for the concertina book they will make.

**2: Main Event**

Making books allows the children to use their imaginations but also to draw upon the drawing skills they have learnt in this unit.

Show the Pupil video: Concertina books or demonstrate yourself how to make the paper concertina book. This may be tricky for some children so these could be prepared ahead of the lesson for them to use.

The children draw four scenes on the available sides of the book.

Encourage the children to use the drawing skills they have practised, like varying the type of mark they use to imply the textures of different surfaces. Black drawing pens make their drawings bold but are also good to show their experimentation with marks.

The children will need the cut-out drawing of the character as explained at the end of Lesson 4: Creating characters. They will use this when they retell their story, placing their character in the pocket of each page created when making the concertina book

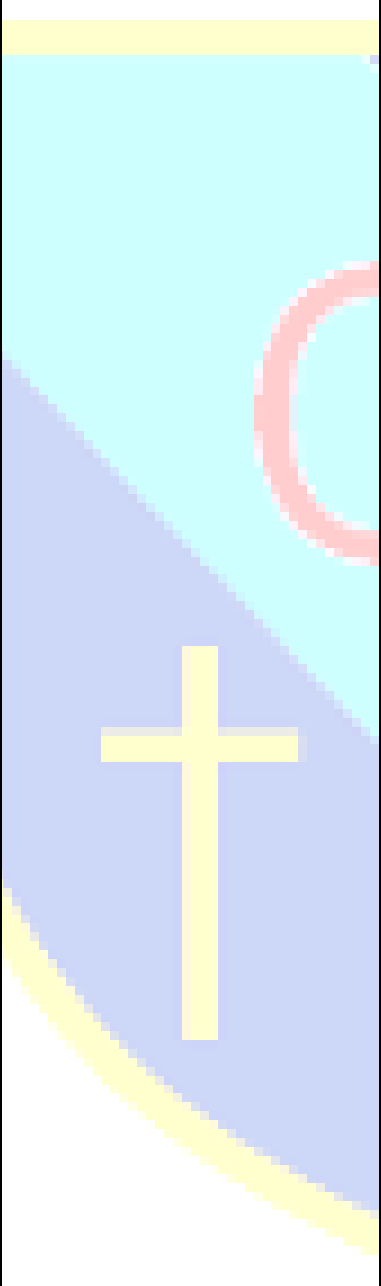
**4: Wrapping up**

## OLC WEEKLY LEARNING PLAN


		<p>ball around each other at the same time.</p> <p>Tricky Use a larger ball.</p> <p>Work individually, moving ball around own body.</p> <p>Move the ball slowly.</p> <p>Move the ball at the same height.</p> <p><b>Tricky/ Trickier/ Trickiest Badge of Honour</b> You all know what you're going to try hard at in the lesson today. You will all be given some sticker badges. When you're asked a question about who has been trying hard, answer by placing a sticker/badge on someone in your group you think deserves it.</p> <p>At the end of the lesson you could tell your group why you gave a badge or even why you think you were given a sticker/badge!</p>	<p>Discuss the features that might help the animal survive, and record pupils' suggestions on the board as a prompt, e.g. for the snowy location: thick fur, small noses, small ears, white fur; for the desert location: thin fur, small noses, small ears, brown fur, etc.</p> <p>Ask pupils to complete either task 2 or task 3 independently by drawing their animal onto their chosen background and then labelling and annotating its different features.</p> <p>Share a few annotations and work together to improve them. You may wish to give pupils a time limit for designing their animal because it is more important to justify why their animal's characteristics help them survive in the extreme climates, e.g. 'My animal has big, flat feet to stop it sinking into the sand. It has small eyes and long eyelashes to keep the sand out of its eyes.'</p> <p><b>Reflect 5 mins</b> Lesson slide 8 and Work booklet page 4</p> <p><b>Pupils should complete their Learning review. If you have time, you could share what the pupils have written.</b></p> <p><b>Extend and stretch</b></p> <p>Work booklet pages 17–18</p>	<p>really hot, frightened or excited by the adventure.</p> <p>Ask them: This desert island has nothing on it from your home. It has sun, sea and sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time?</p> <p>Ask them to share their ideas, one at a time.</p> <p>You may want to pass a speaking shell around to remind them to only speak when they have the shell.</p> <p>Then ask them to consider: What one thing would make you happy? Is it the same as the thing you would miss the most?</p> <p>Again, ask them to share their ideas, this time with their partner and then with the class and the speaking shell.</p> <p>Say: Now, what if I told you that the boat that might pass by is a small local boat and can't carry lots of things.</p> <p>It can only carry the things we definitely need to survive.</p> <p>Shall we make a list together, in case the boat comes by?</p> <p>Scribe for the chn, encouraging them to consider the basics of survival (clean water, basic food,</p>	<p>Working in small groups or pairs, the children tell their stories using their illustrated books. They can move their characters from one page to the next.</p> <p>This could be filmed or used to create a stop-motion animation using a tablet or other digital device.</p> <p>When the children have finished sharing, ask them to talk to each other. Provide questions to prompt them if needed. Encourage them to think about the scenes they have chosen and how they have illustrated them rather than just about the story itself.</p> <p>What do you like about your partner's storybook? Which is your favourite page and why?</p> <p>Optional – provide each child with the Quiz – pupil answer sheet and display the Unit quiz (see link: Assessment – Art and design Y2: Drawing: Tell a story). Read each question aloud and allow the children time to answer. Reveal the answers and ask them to self/peer mark their answer sheets.</p> <p>If pupils completed the Knowledge catcher in Lesson 1, they can revisit them and add new information in a different colour.</p> <p><b>Vocabulary</b></p> <p style="text-align: center;"><b>character concertina frame retell story storyboard</b></p>
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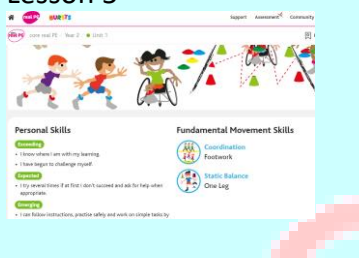
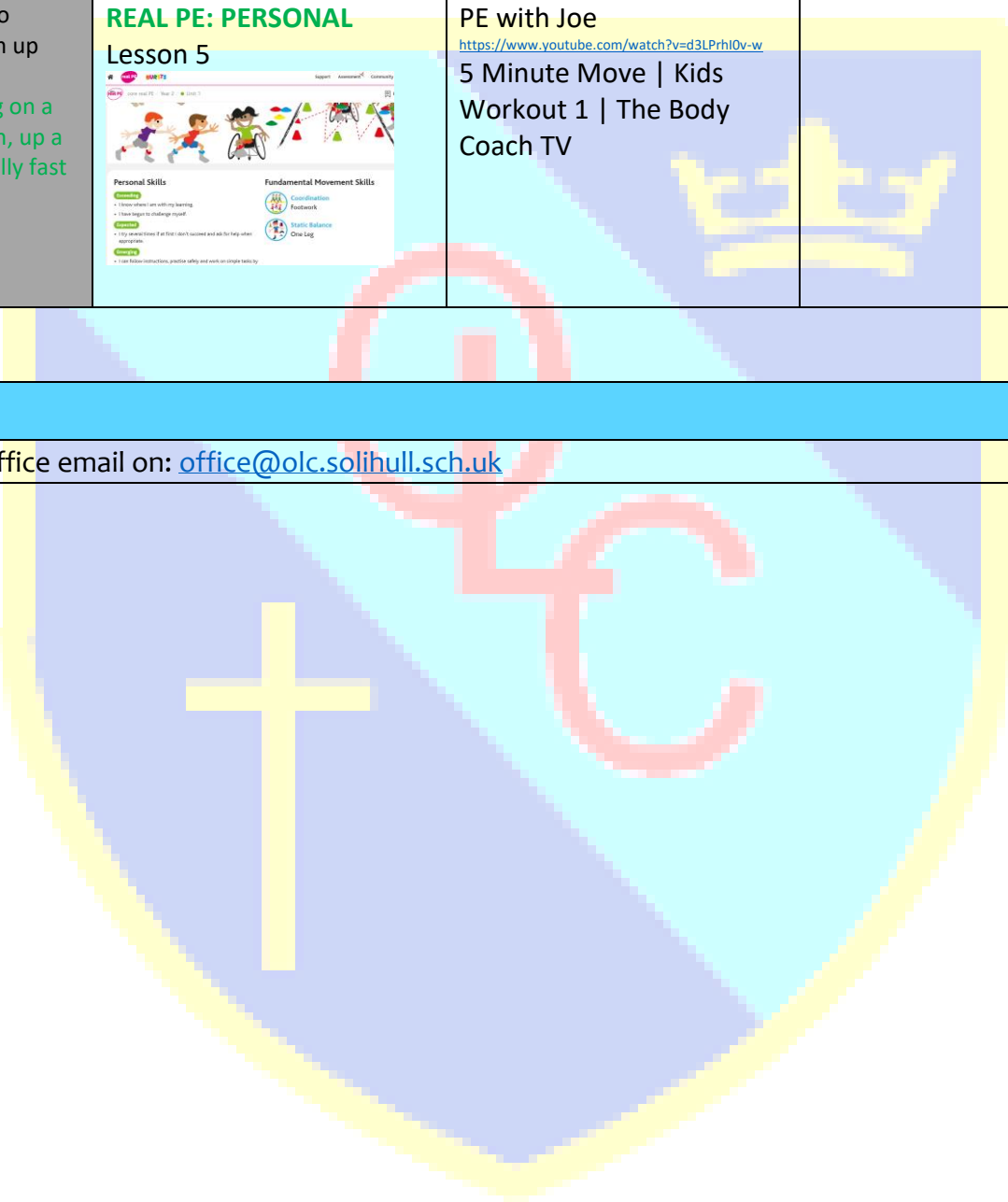
## OLC WEEKLY LEARNING PLAN

				<p>something to stay warm and a means of keeping clean).</p> <p>Pick up on any of their suggestions that are non-essential and talk about what makes them so.</p> <p>Write some suggestions down, knowing that they may have been included in a different way on the list already.</p> <p>At the end of the list, review the items together as a class and cross out any that they think are the same or too similar.</p> <p>Read the list together and ask if anything is surprising (the list is very short).</p> <p>Ask the class: So what do humans need to survive?</p> <p>Why do we need food and water? (Nutrients and to keep hydrated, to keep our bodies working properly).</p> <p>Tell the chn that it is unlikely a boat will come by and that sometimes people have been rescued by writing notes in bottles and throwing them in the sea.</p> <p>Ask the chn to reach out and grab a bottle that is 'floating' in the water's edge.</p> <p><b>Year 1</b></p> <p>Give these chn paper and pencils and tell them to write down the things they need the most for basic survival.</p>	
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## OLC WEEKLY LEARNING PLAN

				<p>Then they should share their list with each other, roll it up and push it in the bottle.</p> <p><b>Year 2</b> Ask these chn to write a more thorough list for their bottle, with two headings such as: "Things I need to survive", "Things I need for happiness".</p> <p>As an extra challenge, ask them to explain in the letter why the items in the second group are non-essential but how they would help them be comfortable and happy.</p> <p><b>Plenary</b> Explain to the chn that it has been known for people in all sorts of situations to survive and often flourish.</p> <p>Humans have managed to live in very hot and really cold places.</p> <p>Humans are wonderful creatures!</p> <p>Gently throw the bottles in the 'sea' at the same time (away from each other but across the classroom).</p> <p>Read the chn this story: 'The Desert Island' by Morgan Georgia Blanks or 'Moomin's Desert Island' By Tove Jansson.</p> <p><b>Vocabulary</b> <i>Basic needs, water, food, air, breathing, survival</i></p>	
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## OLC WEEKLY LEARNING PLAN

 <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></p> <p>Lesson 5</p> 	<p>PE with Joe</p> <p><a href="https://www.youtube.com/watch?v=d3LPrl0v-w">https://www.youtube.com/watch?v=d3LPrl0v-w</a></p> <p>5 Minute Move   Kids Workout 1   The Body Coach TV</p>		<p>PE With Joe</p> <p><a href="https://www.youtube.com/watch?v=d3LPrl0v-w">https://www.youtube.com/watch?v=d3LPrl0v-w</a></p> <p>5 Minute Move   Kids Workout 1   The Body Coach TV</p>
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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)