

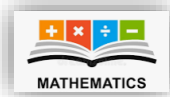
OLC WEEKLY LEARNING PLAN

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 (below 'Spellings'). Homework will be sent out each week. Further explanations are on the UKS2 Working Together meeting which was held last week (the powerpoint will be on the OLC website)

Reading

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



Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. Please complete the following pages for dated 30.09.2024 *Maths homework will be sent out on a Friday and due in the following Friday (in time for marking). We have Times Tables Rockstars letters and logins to complete some wonderful online fun activities using our multiplication skills!

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,
Mrs Redfern , Miss Chick, Miss Dowling & Mrs Freeman

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

Teachers:	Miss Chick Mrs Humphries Miss Dowling	Year:	Year 6	Date:	30.09.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RE	Gospel Values & Virtues: LO: To know and understand the of being both Curious and Active	Lesson 1: See ppt (300 minute lesson) w/b 24.09.2024 Big Question	Lesson 2: (60 minute lesson) See ppt	Lesson 3: (60 minute lesson) LO: To know the story of Moses and the people of Israel in the Wilderness	Prayer and Liturgy –Year of Prayer /Catholic Social Teaching Focus-Creation & Dignity



NOTE:
 Class Mass 5R
 26.09.2024
 Class Mass 5/6 D
 03.10.2024
 6C

By being both Curious and Active explain why the Commandments are important for our lives today



Prayer Table & Book insert...

Share this poster with the children. Note that it has been displayed by/on the RE board.

Allow time to discuss both being curious and active.

Ongoing...

Use these qualities in their daily prayers and in their daily lessons

Note: A lesson will be based on these qualities in the coming weeks.

How can we show that we are being both Curious and Active this term in RE?

Catholic Social Teaching

**The Common Good:
 We can all work together**

LO: To know the Story of the Fall.

Big Question:

What does it mean to have freedom of choice from God and how can that freedom be abused?

- To understand that the writer uses a story to talk about human beings' freedom to choose to do right or wrong.
- To be able to discuss and reflect upon choices to do right or wrong and the consequences of these choices.

Activities:

- Read **Genesis 3: 1-15**. Explain to the children that this is a story that was written to explain **freedom of choice** that God had **given to people** and how that **freedom could be abused**.

What does the story tell us about the **consequences of choosing to do something that is wrong?**

LO: Know the Story of Cain and Abel.

BIG Question:

What can we do to overcome some of these emotions and create greater harmony in family life and in our relationships with people in general?

- Read the story of **Cain and Abel**. What was Cain and Abel's relationship like?
- Why was Cain so jealous of Abel?** Why did he want to do him some harm?
- This story **reminds us of resentment and jealousy** being **two human emotions** that can damage relationships between people and be a **cause of sin**.
- Explore some **real life scenarios** when they have experienced such emotions against members of their family or friends. **How have they reacted when they have felt these things? What have been the consequences of their actions?**

- To know the Story of the Manna and Water from the Rock
- To understand why God provided for the needs of his people.
- To be able to empathise with the thoughts of the people and Moses at this event.

Big Question:

How do we know that God called the people of Israel to have a relationship with Him and how did they respond to this invitation?

Activity 1: Recall previous learning about Moses.

- What did God ask of Moses at the burning bush?
- What did Moses ask Pharaoh to do and what was Pharaoh's reply?

Recall the story of Moses leading the people from Egypt through the Red Sea.

- Read some extracts of the story of Moses and the people of Israel journeying through the wilderness.
- Read the story of the manna and the story of water from the rock.

Empathise-Try to consider the plight that the people of Israel found themselves in.

How would you have felt at this time of difficulty?

Imagine that they were one of the Israelites... with a partner share



**Liturgy Leads: Prayer Focus
 The Our Father**

The Our Father

Let us say this prayer with understanding? Revisit the meaning of this prayer, the prayer that Jesus taught us...



OLAAS Children's Charter (verbal):

All Saints are servants of Christ-liturgy/meditation

POG: Focus

To know that the Bible is a library of books that can be placed into different categories. They will be

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Harvest- bringing in food for the local community

What words would you use to describe these consequences?

BIG QUESTION: What do you think life would be like if people did not sin by the wrong choices they deliberately make?

- Read the story of Cain and Abel. What was Cain and Abel's relationship like?
- Why was Cain so jealous of Abel? Why did he want to do him some harm?
- The story reminds us of resentment and jealousy being two human emotions that can damage relationships between people and be a cause of sin.
- Explore some real life scenarios when they have experienced such emotions against members of their family or friends. How have they reacted when they have felt these things? What have been the consequences of their actions?

(R1 That love and service express love of God and at times this will involve sacrifice).

(L6 How love of God is shown in obedience to God's commandments).

- Use a Bible which provides this sort of information.
- Consider using role-play or circle-time as an opportunity to discuss some of these issues.
- Explore with the children some qualities that are needed to live and work in harmony with other people.

Activities: Read the story of Cain and Abel.

- What was Cain and Abel's relationship like?
- Why was Cain so jealous of Abel?
- Why did he want to do him some harm?

The story reminds us of resentment and jealousy being two human emotions that can damage relationships between people and be a cause of sin.

Children to explore some real life scenarios when they have experienced such emotions against members of their family or friends.

How have they reacted when they have felt these things?

their own thoughts and fears about having little food and water.

Letter: All write a letter as one of the Israelites to Moses begging him to find food and water. Encourage the children in their writing to consider reasons why the plea for help is so desperate.

Dear Moses,

Your trusty people

A faithful Israelite

Activity 2: All imagine that they were Moses.

How would you have felt with all the people grumbling and knowing that they were in a state of despair?

Write a prayer as Moses to God, asking for his help to overcome these difficulties.

In the story of the manna and water from the rock we discover that God provides for his people. From these stories what words could you use to describe the care of God?

Activity3 : Create kennings about the action of God from these two stories...

able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.

To know that the Bible is a library of books that can be placed into different categories. They will identify a few styles of literature from the Bible and will be able to recall parts of some Old Testament stories.

Extend Knowledge: Tp have a greater knowledge of the structure of the Bible. Be able to identify and use different styles of literature found in the Bible. In recalling significant Old Testament stories they will understand that God called the people of Israel into a relationship with him and that they in their turn were asked to respond to his invitation. They will understand and be able to explain why the Commandments are important for life.

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			<p>What have been the consequences of their actions?</p> <p>Understand that it reminds us of jealousy and disharmony in human relationships.</p>	<p>Kenning: Introduce the children to kennings as a form of literature to describe somebody or something.</p> <p>Israelite- Food provider God/ Moses- Freedom Giver Thirst-Quencher People -</p>	
 <p>Maths</p>	<p>Rules of divisibility Pages 47-49</p>	<p>Primes to 100 Pages 50-52</p>	<p>Squares and cubes Pages 53-55</p>	<p>Multiply by a 1-digit number Pages 58-60</p>	<p>Multiply up to a 4 digit number by a 2-digit number Pages 61-63</p>
 <p>English</p>	<p>LO: To develop a story plan by innovating ideas.</p> <p>Bare-bones planning: Return to 5 illustrations from the working wall that can best describe the sequence of the story. Use our own lost things to create a plan for our own narratives – innovate ideas from the sequence.</p>	<p>LO: To use the progressive past tense to write multi-clause sentences.</p> <p>Shared writing: Using the shared plan, model writing the final paragraph of the introduction to the shared story, using words and phrases ‘borrowed’ from the text. Model writing in the first person, progressive past tense, e.g. I was working hard on my coin collection, when I found the lost thing. Give children some sentence stems using the progressive past, e.g. I was playing on the beach,</p>	<p>LO: To use a variety of devices to describe a character.</p> <p>Shared writing: Model writing the part where the narrator takes the lost thing home. Refer back to modal verbs and expanded nouns to include a description of how the new lost thing should be taken care of, which can be used of a way to deliberately manage shifts in formality within the writing. Also model adding in the section for the ‘Ministry of Odds and Ends’ advert. This</p>	<p>LO: To use powerful verbs to express ideas in writing.</p> <p>Supported sentences: Model writing the ending of the story, where the lost thing finds its home and the narrator reflects upon the experience. Show the sentence: I still think about that lost thing from time to time, especially when I see something out of the corner of my eye that doesn’t quite fit. Identify the verbs in the sentence. Return to shades of meaning and improve the verbs, e.g. I still wonder about the lost thing from time to time, especially when I spot something out the corner of my eye that doesn’t quite belong. <i>Model editing children’s work using the visualizer so children understand the expectations of this.</i></p>	

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Things that could change are:

- Who is the main character?
- What are they collecting, e.g., shells? Setting – e.g., where does it take place?
- What is the lost thing?
- Create a story map for new version of The Lost Thing.

when... I was taking the lost thing home, when... I was feeding the lost thing, when... Include a detailed description of the new lost thing based upon the descriptions created in session 9.

Explain (and recap on) the progressive past tense, e.g. I worked becomes I was working. Discuss the rule, e.g. take off –ed, add was before verb and –ing to root.

Children to use progressive past, drawing upon stems from shared writing, to create their first paragraphs to describe how the main character finds his/her lost thing. Ask children to include detailed descriptions of their lost things based upon those created in session 9.

Return to the part of the story where he discovers the thing was lost. Model using as to create a fronted adverbial clause, e.g. As the minutes slowly jerked by, there was no denying the awkward truth. It was definitely misplaced.

could be embedded into the text as a different text type and as a way of managing a shift in the levels of formality.

Children use their story plan and writing to write the middle part of their stories, including a detailed description of their lost things and how to take care of it.

Identify the modal verb sentences and model adding a comma to separate the clauses, e.g. after the first clause.

Children to return to writing and add commas.

Reading and SPAG



SPAG - SPAG – assessment P1

Simple, Compound and Complex sentence

Understanding simple, compound and complex sentences

- Simple sentence – contains one clause
- Compound sentence – two simple sentences joined using coordinating conjunction
- Complex sentence – joins clauses together using subordinating conjunction

Task 1: Identify whether the sentences are simple, compound or complex.

1. My dog barks, but I prefer cats.

2. We visit my grandma every Sunday.

3. When the wind blew, the waves left the starfish behind.

4. The man was excited because he received a cat for his birthday.

5. My favourite colour is red.

Task 2: Look at the two simple sentences in each example. Rewrite them to create compound or complex sentences. Use each on a different conjunction to the girl's early ones.

6. I don't visit my grandparents often. I like to go to the park.

7. I like to visit my grandparents often. I like to go to the park.

8. I like to visit my grandparents often. I like to go to the park.

SPAG - SPAG – assessment P1

Relative Clauses

Relative Clauses

Relative clauses are a useful type of subordinate clause. They can describe, identify or modify nouns and help to add more information to a sentence.

Relative clauses begin with a relative pronoun. Relative pronouns are who, whom, whose, which, what, that, where.

e.g. The teacher who sits at the front is very good at maths.

The underlined clause is the relative clause and starts with a relative pronoun (which).

Task 1: Match the relative clauses to the sentences.

Hearts ... are a kind of.	which help you see in the dark.
Handbills ... are my parents' method of.	which often are very dirty.
My cat ... is called Tom.	where we eat every Thursday.
Decorations ... are the festive symbols of.	who plays the guitar.
Carrots ... grow in the ground.	who is usually blind.

Task 2: Rewrite these sentences inserting the correct punctuation.

1. Our teacher who is called Mrs Jones has been teaching us history.

2. The summer holidays which are about to start are always fun for me.

Task 3: Underline the relative clause in each sentence.

1. I don't know whether that footballer is or isn't the best, but he has been playing very well.

2. I remember meeting, when the car is being, an old friend of my mother's.

3. I thought, when I saw the picture, that it was the painting of an old woman.

READING

Setting of The Lost Thing

The story takes place in a world that looks a bit like our own but is filled with unusual and surreal elements. The beach where the boy finds the Lost Thing is colourful and lively, contrasting with the grey, industrial places that come later in the story. This setting helps us understand the emotions of the characters and the themes of the story, such as the search for belonging in a disconnected world.

- Where does the boy find the Lost Thing?
- How does the setting change throughout the story?
- What does the setting

READING

Characters in The Lost Thing

In The Lost Thing, the main character is a young boy who enjoys collecting bottle caps. He is curious and kind, which helps him connect with the Lost Thing. The Lost Thing is the other important character; it is a peculiar creature that seems out of place. Throughout the story, we witness how the boy interacts with the Lost Thing and learns about the importance of helping others.

Answer the following things:

- What hobby does the boy have?
- What type of creature is the Lost Thing?
- How does the boy feel about the Lost Thing?



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			<p>show us about the characters' feelings?</p> 		
 <p>Spelling & Handwriting</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>
 <p>Humanities</p>	<p>History: Benin Kingdom:</p> <p><u>Lesson 4: What was the transatlantic slave trade?</u></p> <p>Which continents were involved in the transatlantic slave trade?</p> <p>What journey did enslaved Africans make?</p>	<p>Computing: Programming: Music</p> <p>Programming: Music Lesson 3: Musical storytelling</p> <p>LO: To plan a soundtrack program.</p> <p><u>Success Criteria:</u></p>	<p>Science: Special effects materials</p> <p>Take a look at the volcanic explosion picture (Hamilton resources) and learn that the explosion of the volcano used CGI but that the volcanic ash was created using cellulose insulation. In this particular</p>	<p>PSHE</p> <p><u>Being a Citizen of My Country</u></p> <p>Show the images of different children from PowerPoint on Jigsaw Portal. Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). In table groups</p>	<p>Art</p> <p>Unit: Make my voice heard</p> <p><u>Lesson 2: Symbolic Imagery</u></p> <p>Look at the artwork by Dan Fenelon called 'A Walk In The Sun.'</p>

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	<p>How did Britain benefit from the slave trade?</p> <p>What are the impacts of the slave trade?</p>	<p>I can decompose the story.</p> <p>I can plan my program.</p> <p>I can explain how my program will add to the story.</p>	<p>film over 300 SFX technicians were employed! During this session the BFI wants you to explore two chemical reactions – one that creates an erupting volcano and one that creates an explosive rocket (if resources have arrived). Check your understanding of ‘reaction’. We call the substances that are combined the ‘reactants’. What does a reaction produce? (a changed substance/material as well as often new substances) Are reactions reversible? Why? (Not generally). You will create your own erupting volcano and exploding rocket, by mixing certain reactants. Follow the Hamilton guidance to carry out these reactions, stick photos of our reactions into your book under a heading (Rocket non-reversible chemical reaction / Volcanic non-reversible chemical reaction) and explain in detail what you could see, hear and smell for each reaction.</p>	<p>ask the children to list what rights they think all children should have. Continue working through the PowerPoint and then share Article 12 with the children “I have the right to a say about decisions that affect me and to have my opinion heard.” Ask them to discuss in pairs what an associated responsibility might be and share some of their ideas (e.g. I have the responsibility to give space for others’ opinions and to listen with an open mind). For each of the Articles children will</p>	<p>Explain that Fenelon’s work reflects how he is inspired by Maya art and interprets this using his own modern style. Discuss the meaning of the word ‘aesthetic’ if any children are unsure. (Used in this context as an adjective, it describes something that is pleasing to look at.) Ask the children to think about what other symbols could represent them. Encourage them to talk with their peers to help generate ideas and record them in sketchbooks. Show the <i>Pupil video: Art using symbols</i> and explain to the children that they are going to create a drawing filled with patterns inspired by those found in Maya art, as well as their spirit companion and</p>
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any other symbols they have thought of.



MFL: French:



Journey to a French School

Learning objective: To conduct a survey and present the findings in French.

- I can use an appropriate question form to seek information..
- I can record information accurately in French, including the use of acute and grave accents.
- I can use the correct form of the verb **aller** to present results.

Watch and listen -Teacher video: Journey to school

Have ready

- *Presentation: Travelling to school.*
- *Knowledge organiser: French Transport* (one copy each, kept from lesson 2).
- Numbers 1-20 – **this is an external website and we do not have control over the content. Please check before showing it to the children.**

Whiteboards and pens (one each). A soft ball or beanbag. Bilingual French/English dictionaries (optional).

Activity: Class transport survey (pre-cut, one each).

Recap and recall -Sentence chaos

Display slide 1 of the *Presentation: Travelling to school.*

Give the children a five-minute time limit to work in pairs to put the words back into the correct order for each sentence. They should write this on a whiteboard. Before they begin, remind the class that the negative **ne... pas** is placed around the verb in a sentence in French. Take feedback from the class and then click to reveal the answers.

Attention grabber

Display slide 2 of the *Presentation: Travelling to school.*

Play the question and answer and invite the children to listen and repeat. Ask the children what these might mean:

Comment tu vas à l'école ? – How do you go to school?

Je vais a l'école en voiture. – I go to school by car.

Display slide 3. Play the five different ways of travelling to school. For each one, ask the children to note on a whiteboard, in English, the transport used. Remind the children that **ne... pas** means not/don't.

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Ask volunteers to share responses, then click to reveal answers. Note that in the fourth one, there was a negative – the person does not go to school by boat, they go to school by train.

Main Event: Asking and answering questions

Display slide 4 of the *Presentation: Travelling to school*.

Throw a softball to different children in the class and ask them the question: **comment tu vas à l'école ?**

Use this as an opportunity to assess whether the children provide an answer in French using familiar language. The chart on the slide can be used as support.

Allow the children time to practise asking and answering the question in pairs.

Distribute the *Activity: Class transport survey* (one each) and make sure that the children have access to the *Knowledge organiser: French Transport* (see Print in advance). Underneath the question, the children should write their sentence for how they travel to school in French in the answer box.

Explain that they will go around the classroom, ask each other the question (practise this again), listen to the answer then tick the corresponding box. Model this first with a volunteer and tick the corresponding box on the interactive whiteboard.

Describing orally and in writing Display slide 5 of the *Presentation: Travelling to school*. Ask the children to count up how many responses they have for each type of transport and note the number for each in the corresponding column of the table.

Children will need to say the numbers in French. If you feel they need to practise numbers 1 to 30 again, please use the numbers song link in the Have ready section. Remind the children that whilst number twenty-one is vingt-et-un, twenty-two to twenty-nine are composed of the bigger, followed by the smaller number; **trente** is thirty.

Listen to the question: Combien de personnes vont à l'école en bus dans la classe ? – How many people go to school by bus?

Click to reveal the incomplete answer and ask a volunteer to give the number of peers they found who travel by bus, in French, then write it into the answer space on the interactive whiteboard.

Dans la classe, _____ personnes vont à l'école en bus. – _____ people go to school by bus.

Proceed similarly with the questions on slides 5, 6, and 7.

Model how to use the incomplete answer structure to write all four sentences by writing the numbers from their tally into the gaps.

Point out that **et** – and, **mais** – but, can be used to create longer sentences.

For example: **Dans la classe, dix personnes vont à l'école en bus et huit personnes vont à l'école en trottinette. Dans la classe, douze personnes vont à l'école à pied, mais trois personnes vont à l'école en voiture.**

Discuss whether there were any other types of transport mentioned. If so, challenge the children to add further sentences for the other types of transport that peers use to come to school using the answer structure and changing the noun for transport. If only one person is using a certain type of transport, remind pupils they will need to use **une personne va ...** as it is the third person singular form of the verb **aller** – to go.

Wrapping up Use the *Pupil videos: Phonemes – Mouth Mechanics* accompanying this lesson to practise pronunciation of phonics with the children.

French firsts – a timeline: TGV – France's intercity high-speed train (Train à Grande Vitesse) began service in 1981. Originally designed to link major French cities, it now also links Italy, Spain and the UK (Eurostar). The TGV is often a double-decker train and has been known to travel at up to 200mph. Display the class graph (created in the Main event) and compare it with other classes. Which class walks the most?

Pédibus: Ask the class to find clues in the name to help them work out the meaning (foot bus). Watch the video to discover: where the children are going; how they are travelling; the advantages of this; whether it exists in England; what pupils think of this initiative and why?

Link: [Frenchschooljourneybyfootbus](#) – *this is an external website and we do not have control over its content – please check before showing it to the children.*

VOCABULARY:

VE En train by train

En taxi by taxi

En autobus/en bus by bus

En avion by aeroplane/ by plane

En ballon/montgolfière by hot air balloon

En voiture by car

En bateau by boat

En ferry by ferry

à trottinette by (push-along) scooter

à moto by motorbike

à vélo by bicycle

à pied on foot

Comment tu vas à l'école ? How do you go to school?

Je vais à l'école I go to school

Ils vont à l'école They go to school

Combien de personnes vont à l'école en bus?
How many people go to school by bus?

Music:



Learning objective

- To play call and response rhythms using percussion instruments.

Success criteria:

- I can join back in if I lose my place.
- I can listen to the pulse and play my instrument in time.
- I can count the rests (silences) accurately

Watch: Teacher video: Drumming away to Africa

Have ready

- *Presentation: Odd one out* (Main event).
- *Presentation: Drumming away to Africa* (Main event).
- Djembes (traditional African drums) and/or any other drums, alternatively woodblocks or maracas (one each).
- A metronome or online metronome, for example: [Link: Online metronome.*](#)
- [Link: Arrivée et salut à l'assistance by Les Maitres-Tambours du Burundi on VideoLink.*](#)
- [Link: Badenya Foly by Group Bwazan on VideoLink.*](#)

*** These are external websites and we do not have control over their content – please check before showing them to the children.**

Print in advance

- Activity: Listening activity - Drumming away to Africa (one each).
- Answer sheet: Drumming away to Africa listening (one teacher copy).

Recap and recall

Display the *Presentation: Odd one out* and use it to recap learning from the previous lesson.

Presentation: *Presentation: Odd one out*

Answers:

Audio 3 is the odd one out because it is a flute playing, while the other two have drums.

Attention grabber

Explain to the children that they are going to play rhythms inspired by West African drumming during this lesson. In preparation, they will do a listening activity.

Give each child a copy of the *Activity: Listening activity – Drumming away to Africa*.

Play the first audio file using the link: *Arrivée et salut à l'assistance* by Les Maitres-Tambours du Burundi and ask the children to answer the questions on the *Activity: Listening activity – Drumming away to Africa*.

Play the second audio file using the link: *Badenya Foly* by Group Bwazan and repeat the activity.

Discuss their answers, using the *Teacher notes: Answers: Listening activity – Drumming away to Africa* for reference if needed.

Questions

How do these pieces sound similar? (Answers may include: they both use drums, have more performers, are fast and loud.)

How do these pieces sound different? (Answers may include: the second one is faster, the first one involves vocals.)

Main event: Display the *Presentation: Drumming away to Africa*.

Presentation: Drumming away to Africa

As a warm-up, use slide 1 to practise playing some of the rhythms. Allocate djembes or drums (or woodblock or maracas) to each pupil. To focus their attention, ask them to play loudly, quietly, quickly or slowly and get them to copy exactly.

- Display slide 2 and introduce the key words that will be used over the next two lessons.
- Display slide 3 and go over the rules for playing the djembes.
- Using slides 4 and 5, teach the children the two different ways to beat the djembe (open and bass).
- Show slide 6 and teach the children the basic warm-up call and response rhythms. Use a metronome to help maintain a constant pulse (for an online metronome, see [Link: Online metronome](#)).
- I am a tour-ist in U – gan – da
- Chicken in a vest (clap) we are the best
- Slug (rest) cater-pillar slug (rest) cater-pillar
- Tea coffee tea coffee tea coffee tea coffee

Teach the children one line/rhythm at a time and use repetition. Have a go at doing the rhythms slowly and then more quickly; loudly and quietly, with the pupils copying them in the same way.

Explain to the children that West African drumming groups always have a master drummer, who is the drummer in charge. Acting as the master drummer, demonstrate the rhythms and ask the children to copy them. Consider using a drum with a stick for this part so the children can hear it better.

Split your class into four groups and allocate each group a rhythm.

Start tapping a steady beat and then get the children to join in group by group.

Hopefully, you will get all four rhythms playing at the same time and in time.

Questions

What is the traditional West African drum called? (Djembes, pronounced jem-bays.)

What is the name of the lead drummer? (Master drummer.)
What is 'call and response'? (A lead person sings or plays and then the other performers immediately sing or play the same.)
What does it mean if you are 'improvising'? (Making music up as you go along.)
Choose a child to have a go at being the master drummer, keep the steady beat and decide when each group should join in.

Vocabulary Break

A rhythm that haven't been played yet.

Improvisation

Making things up as you go.

Master drummer

The group leader who plays the call and keeps the beat.

Ostinato

A short rhythm that is repeated again and again in a music piece.

Poly-rhythms

Multiple different rhythms played at the same time.

Syncopation

A shift of accent on different beats than usually.

Walk 7,000 steps this week!



- 25 sit ups
- run on the spot for three minutes
- 15-star jumps

REAL PE:



Suggested Rules

Play in teams of 5-7 players.

The aim is to move the ball up the court and score by passing it to a target player in the endzone.

Start in your own half except for one player who plays in an end zone in opponents' half. (Rotate end players regularly.)

One team starts the game from their end line, with players allowed to run with the ball or pass it to a teammate.

Players can be tagged while moving with the ball but not when stationary. If tagged when moving with the ball, the ball is turned over to the opposition.

If a player moves with the ball and then stops, they must then pass the ball.

Plan an exercise circuit that lasts 5 minutes. E.g. 1min jog 1 min mountain climbers 30 secs squat jumps 30secs run 1 min burpees You can add exercises like squat pulses or tuck jumps to increase the intensity!



Swimming



Daily PE Activity

OLC WEEKLY LEARNING PLAN

		<p>Players cannot grab the ball from an opposing player, but they can intercept passes.</p> <p>After scoring, the opposition re-starts from their end line.</p> <p>Team with most points after a set time wins.</p> <p>Tactics and Strategy</p> <p>Use time-outs to discuss tactics and strategies to increase your chances of success.</p> <p>When attacking, spread out as a team to create more space.</p> <p>When attacking, move quickly into spaces and move the ball quickly where possible.</p> <p>When defending, stay alert and mark players quickly.</p> <p>When possession changes hands, try to exploit spaces quickly if attacking, and close off spaces quickly if defending ●</p>	
		 <p style="font-size: small; color: #00AEEF;">Move early so it gives you time to get balanced ✕</p>	

Homework:	CGP Maths Homework book: Written adding and subtracting (Pages 10-12)	CGP SPAG Homework book 1: Set A: Test 2 (Pages 6-9)
	All Homework will be marked and set in school. Homework is due in on a Friday.	

Communicating with school

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

