

Message from the teachers: Hello Everyone!

WE ARE GROWING TO BE:

CURIOS: *Always wanting to know more and asking questions to find out more things about the world by doing things about these things - how they work to answer them, how the things in the world work, by trying to find out more.*

ACTIVE: *Always wanting to make things better where we are. We will use our curiosity to explore, we find things that could be better a friend to help, a neighbour to help, share a idea or try to help someone.*

Always wanting to make things better where we are.

The Story of the People of God

Key Vocabulary

Prophets	Prophets	Prophets	Commandments	Jesus
Moises	Israhel	Leviticus	The Testament	New Testament

1. I know that the Bible is a story of people that can be found in different languages.
 2. I know that the Bible is the Commandments.
 3. I know about some things of the Bible.
 4. I know some things of the Bible.

You Who

Our Father, who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

Do



RE: This week will enable us to be **Curious and Active** in our **Gospel values and Virtues**. We will study the fall in the Old Testament when we study Genesis. We will learn about freewill when we find out about Cain and Abel. We will explore our own lives and look at how free will gives us choice. Finally as we explore our **Catholic Social Teaching** we will try to look after one another as we discover more about the **Common Good**. We can make a difference as we try to collect food for the **Harvest and for our local community**.



In English this week, we will continue to explore our new text **The Lost Thing** and all the activities that will contribute to this narrative. It has been amazing to create our very own lost characters!

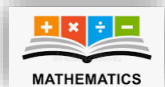


Spellings: Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (below 'Spellings'). SPAG homework will be sent out in the coming weeks and will be further explained during our Working Together meeting this week (Wednesday 25th September @ 4pm).

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 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 27.09.2024 *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 Dowling Mrs Freeman Mrs Redfern	Year:	Year 5	Date:	23.09.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Gospel Values & Virtues: LO: To know and understand the of being both Curious and Active By being both Curious and Active explain	Lesson 1: (30 minute lesson) Complete	Lesson 2: See ppt (60 minute lesson) w/b 24.09.2024 Big Question	Lesson 3: (60 minute lesson) See ppt	Prayer and Liturgy –Year of Prayer /Catholic Social Teaching Focus-Creation & Dignity

OLC WEEKLY LEARNING PLAN

<p>RE</p>	<p>why the Commandments are important for our lives today</p> 	<p>LO: To know the names of important figures in the Old Testament.</p> <p>Big Question:</p> <p>Can you identify the key characters of the Old Testament and share why they are important?</p>	<p>LO: To know the Story of the Fall.</p> <p>Big Question:</p> <p>What does it mean to have freedom of choice from God and how can that freedom be abused?</p>	<p>LO: Know the Story of Cain and Abel.</p> <p>BIG Question:</p> <p>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?</p>	 <p>Liturgy Leads: Prayer Focus The Our Father</p>
<p>Prayer Table & Book insert...</p> <p>Share this poster with the children. Note that it has been displayed by/on the RE board.</p> <p>Allow time to discuss both being curious and active.</p> <p>Ongoing...</p> <p>Use these qualities in their daily prayers and in their daily lessons</p> <p>Note: A lesson will be based on these qualities in the coming weeks.</p> <p>How can we show that we are being both Curious and Active this term in RE?</p>	<ul style="list-style-type: none"> ○ Understand that many of them had a special relationship with God. ○ Be able to find out the approximate time that they lived <p>Share what you know with your peers,</p> <p>Answer the Big question in their Deepening books.</p> <p>+Use their Bibles to complete this work.</p> <p>Try to remember Abraham, Isaac, Jacob, Joseph, Moses and King David.</p>	<ul style="list-style-type: none"> ○ 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. <p>Activities:</p> <ul style="list-style-type: none"> • Read <i>Genesis 3: 1-15</i>. Explain to the children that this is a story that was written to explain freedom of choice that God had given to 	<p>UNIT A</p> <p>Lesson 2:</p> <p>LO: To know the Story of the Fall.</p> <ul style="list-style-type: none"> ○ 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. <p>Activities:</p> <ul style="list-style-type: none"> • Read <i>Genesis 3: 1-15</i>. Explain to the children that this is a 	<p>The Our Father</p> <p>Let us say this prayer with understanding? Revisit the meaning of this prayer, the prayer that Jesus taught us...</p> <p>OLAAS Children's Charter (verbal):</p> <p>All Saints are servants of Christ-liturgy/meditation</p> <p>POG: Focus</p> <p>To know that the Bible is a library of books that can be placed into different categories. They will be 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.</p> <p>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</p>	

Catholic Social Teaching
The Common Good:
We can all work together

Harvest- bringing in food for the local community

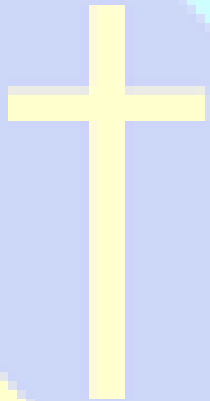
What can they recall about their lives and some of the things that they did?

Give a brief synopsis of the life of different Old Testament characters on pieces of card.

Using Bibles, ask the children to find relevant stories from the Old Testament about these different characters.

Find out some approximate dates for when these people lived.

Create a class timeline indicating some of the different dates for the different people



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?

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

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? What words would you use to describe these consequences?

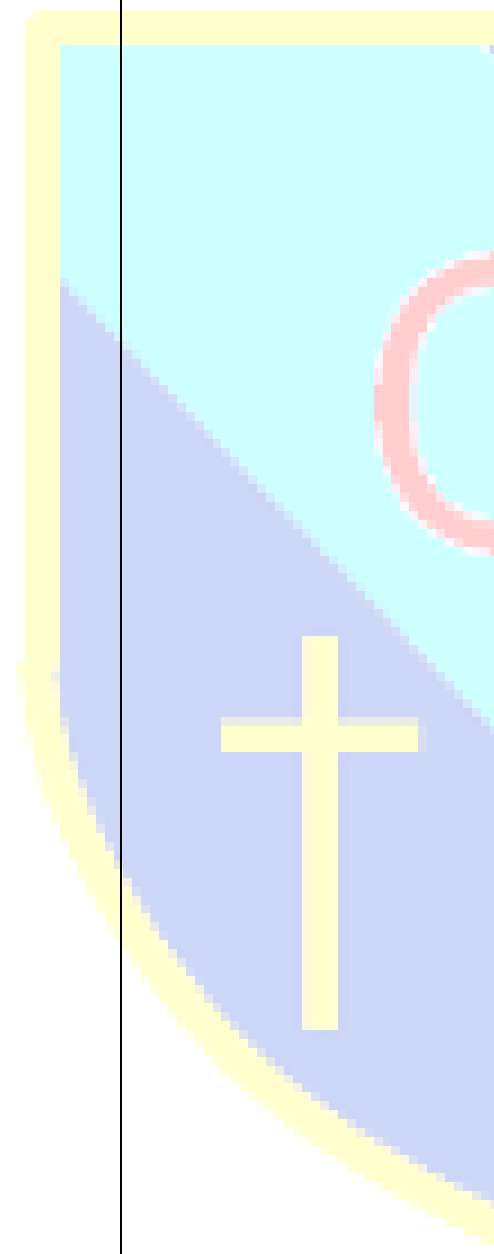
BIG Question: What can we do to overcome some of these emotions and create greater harmony in family life and in our relationships with people in general?

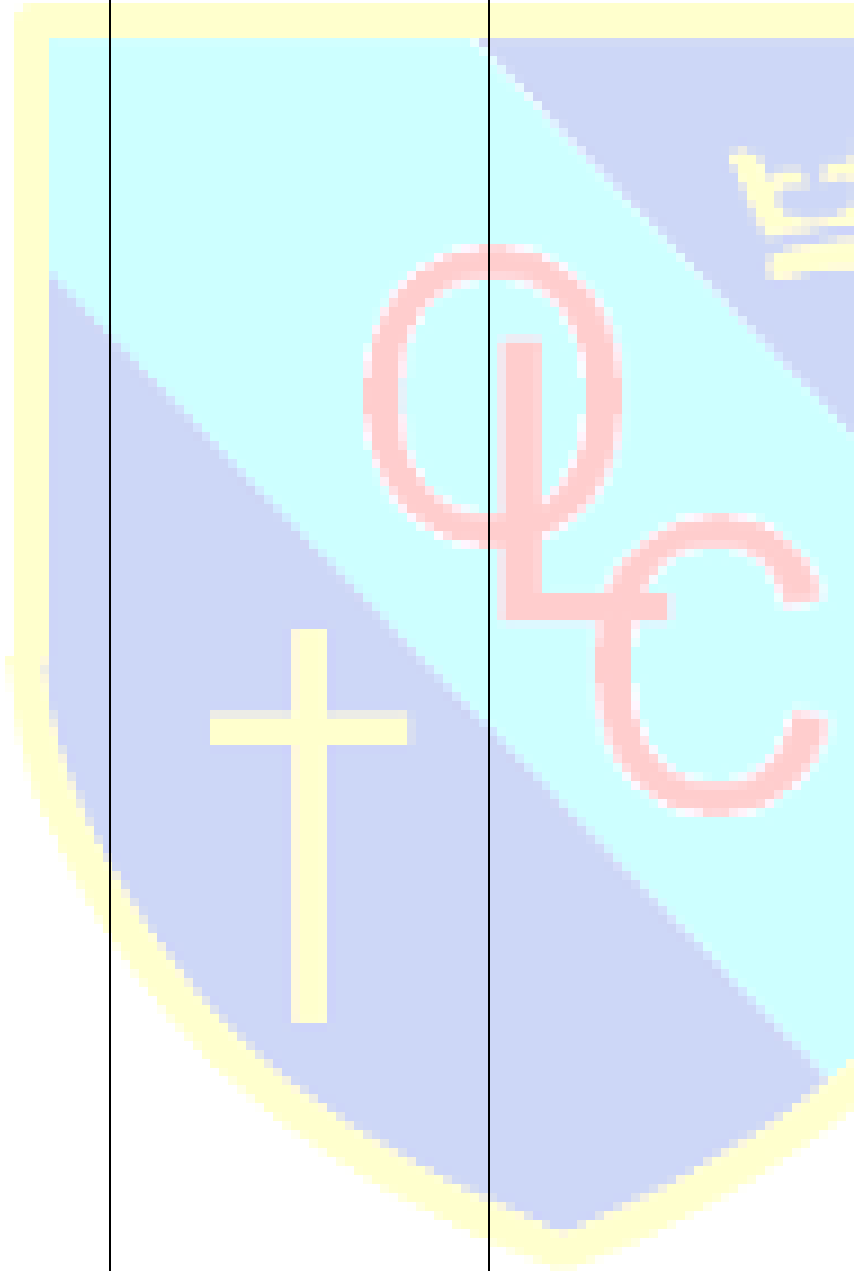
Lesson 3: LO: Know the Story of Cain and Abel.

- Read the story of Cain and Abel. What was Cain and Abel's relationship like?
- Why was Cain so jealous of Abel? Why

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.

OLC WEEKLY LEARNING PLAN

		<p>can damage relationships between people and be a cause of sin.</p> <ul style="list-style-type: none">• 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?	<p>did he want to do him some harm?</p> <ul style="list-style-type: none">• 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? <p><i>(R1 That love and service express love of God and at times this will involve sacrifice).</i> <i>(L6 How love of God is shown in obedience to God's commandments).</i></p>		
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- 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**.

OLC WEEKLY LEARNING PLAN

				<p>Children to explore some real life scenarios when they have experienced such emotions against members of their family or friends.</p> <p>How have they reacted when they have felt these things? What have been the consequences of their actions?</p> <p>Understand that it reminds us of jealousy and disharmony in human relationships.</p>	
 <p>Maths</p>	<p>LO: Number line to 1,000,000</p> <p><i>Pages 32-35</i></p>	<p>LO: Compare and order numbers to 100,000</p> <p><i>Pages 35-37</i></p>	<p>LO: Compare and order numbers to 1,000,000</p> <p><i>Pages 38-40</i></p>	<p>LO: Round numbers to the nearest 100,000</p> <p><i>Pages 41-43</i></p>	<p>LO: Round numbers to the nearest 10,000</p> <p><i>Pages 44-46</i></p>
	<p>LO: To write persuasively using questions, commands, statements and exclamations.</p>	<p>LO: To use relative clauses to add additional information.</p>	<p>LO: To empathise with and infer feelings of a character within a story.</p>	<p>LO: To use a variety of expanded noun phrases to describe.</p>	<p>LO: To select and sequence key events in a narrative.</p>



English

Question, command, statement:
Watch from 7:10 to 7:58.
 Have question, commands and statements written on sentence strips.

Are you finding that the order of day-to-day life is unexpectedly interrupted?

Do you suffer from unclaimed property, Objects without names, Troublesome artefacts of unknown origin, Things that just don't belong?

Don't panic!

We've got a pigeonhole to stick it in.

The federal department of odds and ends.

Identify that these question sentences do not begin with wh words.

Shared writing:
 Model writing a question, command and statement that could be used to create an advert, e.g.:

Are you experiencing strange goings on? Have you discovered bizarre things in your own back garden?

Do not fear!

We've got just the place to store your lost thing.

Watch from 7:58 to 9:27.
 Why do you think no one notices the lost thing? Why do you think they might be too busy going about their day-to-day business? Give children an example of the first page of the form that the boy needs to fill in. Now give children access to a strip that has a relative pronoun already written on it and ask them to match it to a question response and complete the responses giving more detail, e.g

where people go to play.	that
when	who
	which

Children to go on to answer the questions in their own words and giving more detail using relative clauses and pronouns. You may wish to give them some further questions to answer, e.g. page 2 of the thousand page form. Discuss how sometimes we don't want the additional information to be a main part of the sentence and we can use special punctuation to show this. Look at the word parenthesis. Model turning the extra information into

Identify, capture and record:
Watch from 11:11 to 13:42.
 Split the class in two. Ask half the children to identify, capture and record the events that happen from the boy's point of view (i.e. using the first person). The other half of the class should capture and record events from the point of view of the lost thing, **Thought tapping:** Children to pair up and take role of 1 being the lost thing and the other being the boy. Now, create an act of the scene where the boy and the lost thing say goodbye to one another, from 13:25 onwards.

Children freeze frame image and create a phrase using an 'emotional' adjective to describe how they are feeling when tapped on the shoulder. List the adjectives on the board to form a class word bank.

Write a diary entry from either the point of view of the lost thing or the boy at the end of the story,

Tagged: Re-watch from 12:09 to 13:42. Discuss that Shaun Tan has revealed he created the lost thing from a mixture of an industrial boiler, a crab, and an octopus. Identify which of these is man-made and which is natural. Ask children what strange combinations they could see in that part of the film? Ask children to choose items to create their own lost things. You may wish to provide them with a list, e.g.:

Man-made:	Natural:
Boiler	Crab
Clock	Octopus
Electric fan	Jellyfish
Kettle	Cat
Washing machine	Mouse
Television	Dog
	Giraffe

Children to create and design their own 'Lost Thing', using a mixture of machinery and 'living' things. They may wish to model these first using plasticine.

Shared writing:
 Model creating 'expanded noun phrases' using with, of, that and adjective-pairs. Give children access to the following vocabulary, e.g. tentacles, hair, wires, legs, limbs, mechanical, skin.

Select and sequence:
 Watch to the end of the film. Show children the selection of stills from the film. Rewatch the film and identify where each still comes from. Have on tables a large selection of stills from the film (or text). Ask children, in pairs, to select the 5 key scenes that they think retells the story. Children to sequence the key scenes and then to retell the story to one another orally. Children to rewrite the story in their own words, using each selected image to begin a new paragraph.

OLC WEEKLY LEARNING PLAN

Identify the punctuation that **often** ends a question, command or statement. Children to create their own adverts, which will become part of their own stories, for the *Department of Odds and Ends* (or a ministry/department of their own choosing). Using the same format as the question, command, statement activity, children to create the narrative for an advert using 2 questions, 1 command and 1 statement. Some children may benefit from having sentence stems, e.g.:

Are you finding _____?

Do you suffer _____?

Don't _____!

We've got _____.

Where possible, use the clip from the film and allow children to record their adverts (e.g. as podcasts). Children to share their questions, commands and statements. Other children to identify which sentence type they are. Which sentence type have we not

parenthetical afterthought, e.g. The lost thing has two tentacles (which are sticking out the front of the thing). The tentacles are light green – where they protrude from the thing. Watch from 9:27 to 11:11. What do you think the boy should do? What does a place for forgetting mean? What do you think the sign means?

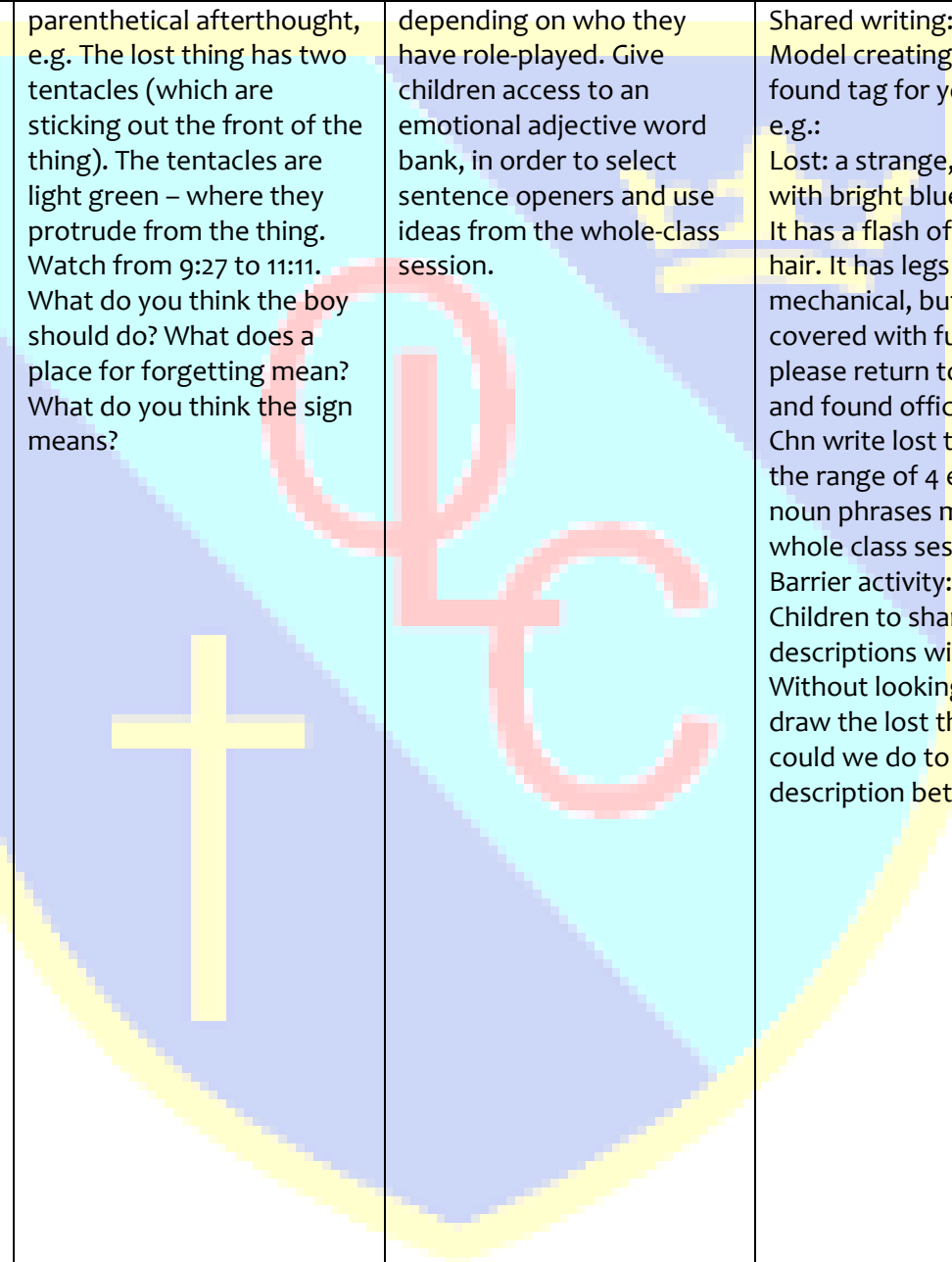
depending on who they have role-played. Give children access to an emotional adjective word bank, in order to select sentence openers and use ideas from the whole-class session.

Shared writing:
 Model creating a lost & found tag for your thing, e.g.:

Lost: a strange, green blob with bright blue tentacles. It has a flash of glistening hair. It has legs that look mechanical, but a body covered with fur. If seen, please return to the lost and found office.

Chn write lost tags using the range of 4 expanded noun phrases modelled in whole class session.

Barrier activity:
 Children to share their descriptions with a partner. Without looking, partner to draw the lost thing. What could we do to make the description better?



used? Discuss how exclamations always begin with what or how and end with an exclamation mark, e.g. What a disaster it can be to find a lost thing! or How strange it can be! Children to add an exclamation to their writing.

Reading and SPAG



SPAG -

Simple, Compound and Complex sentence

Understanding simple, compound and complex sentences

- Simple sentence - contains one clause, independent or complete.
- Compound sentence - joins single sentences together using coordinating conjunctions.
- Complex sentence - joins clauses together using subordinating conjunctions.

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

Simple	Compound	Complex
My dog has food, but I never feed it.	<input type="checkbox"/>	<input type="checkbox"/>
We visit my grandma every Sunday.	<input type="checkbox"/>	<input type="checkbox"/>
When the whistle blew, the runners left the starting blocks.	<input type="checkbox"/>	<input type="checkbox"/>
The car was empty because he received a parking ticket.	<input type="checkbox"/>	<input type="checkbox"/>
My favourite colour is red.	<input type="checkbox"/>	<input type="checkbox"/>

Task 2: Rank the five simple sentences in each example. Rewrite them to create compound sentences. Use each on a different conjunction in the grid only once.

a) Santa was hungry. The elf ate an apple.

b) The tomatoes fly together before them.

c) Cars went to the shops. The brought a new dress.

d) Dr. Hobbins says I got swimming. I go to the park.

SPAG -

Relative Clauses

Relative Clauses

Relative Clauses

Relative clauses are a useful type of subordinate clause. Relative clauses adapt, describe or modify nouns and help to add more information to sentences. Relative clauses begin with a relative pronoun. Relative pronouns are which, whose, where, when, what, who, whom. e.g. Jennifer, who was in year 6, was 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.

Which ... is a hard	which had you and in the dark
Which ... is my favourite restaurant?	whose clock are very sharp
My cat ... is called Tommie	where we eat every Thursday
Decorative ... is the favourite month of the year	who plays the guitar
Carrots ... grow in the ground	when it usually snows

Task 2: Rewrite these sentences inserting the correct pronoun.

a) Our teacher who is called Mrs Jones teaches us history.

b) The summer holidays which are about now will be very busy for the family.

Task 3: Underline the relative clauses in each sentence.

a) Tom, whose mother had forbidden him to enter the forest, quickly made his way home.

b) Tomorrow morning when the sun is rising, we will head out on our hike.

c) George, who is ten years old, plays in the swimming pool at weekends.

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.

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?

OLC WEEKLY LEARNING PLAN

			<ul style="list-style-type: none"> • Where does the boy find the Lost Thing? • How does the setting change throughout the story? • What does the setting show us about the characters' feelings? 		
 <p>Spelling & Handwriting</p>	<p>Develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate</p>	<p>Develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate</p>	<p>Develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate</p>	<p>Develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate</p>	<p>Develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate</p>

OLC WEEKLY LEARNING PLAN

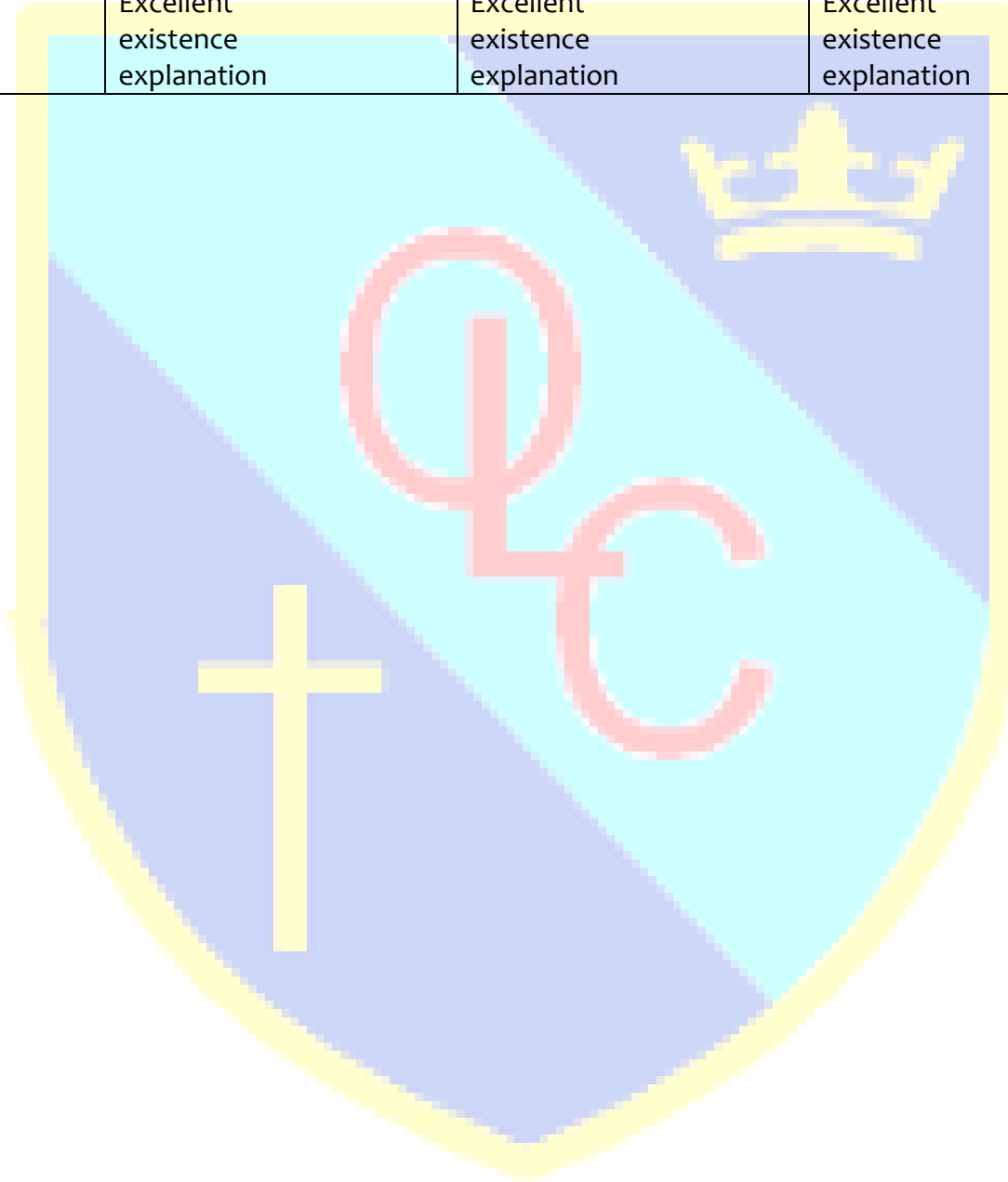
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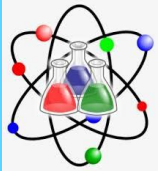
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Humanities

**History:
Benin Kingdom:**

Lesson 3: How were trade links established and what goods were traded?

When did trade between Benin and European countries begin?

Which European countries did Benin trade with?

What was traded?

**Computing:
Programming: Music**

Lesson 2: Sonic soundtracks
LO: To create a program that plays themed music.

Success Criteria:
I can use Sonic Pi's basic commands.

I can include a loop in my program.

I can debug simple errors in my code.

Science: Special effects materials

Lesson 3: To investigate the solubility of different materials

First play 'match the mixtures' in order to consolidate and develop understanding from Session 1 (Hamilton resources). Now, today the BFI need you to investigate some materials! In one scene there is a magic 'substance' that disappears into a liquid (water) before being given to someone as a clear potion. The BFI need you to find out which material will be best to use for the movie scene. Start by learning what we mean by the terms soluble and insoluble using this week's PowerPoint. Now begin to investigate which materials are soluble in water and produce a full write up of your investigation. **Look at the example on the PowerPoint of how to do this.**

PSHE

Week 2 - Year 5 – Being a Citizen of My Country

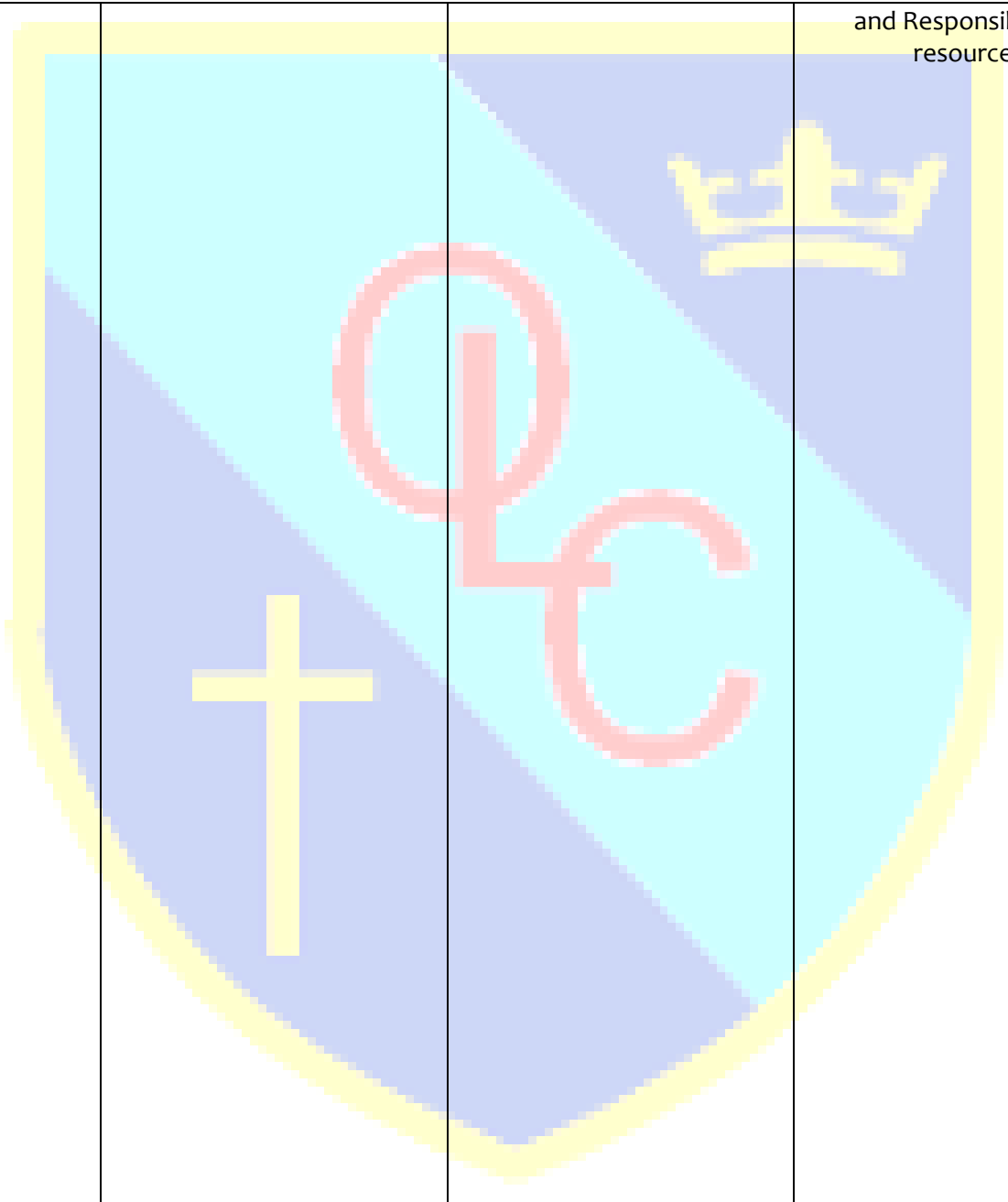
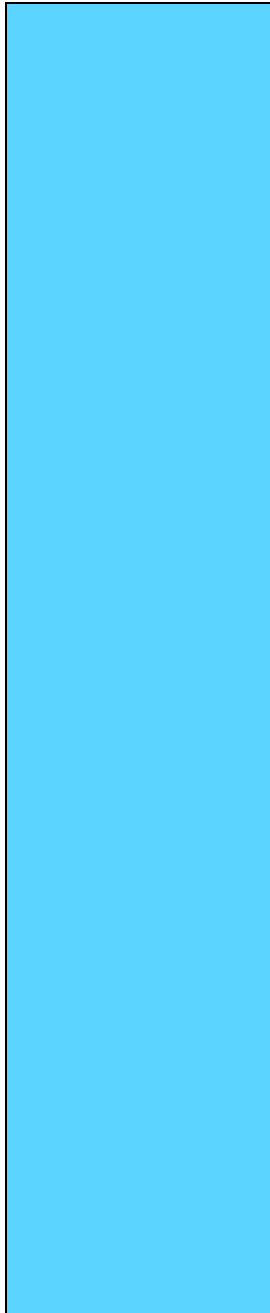
Show the images of different children from PowerPoint on Jigsaw Portal. Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). In table groups ask the children to list what rights they think all children should have. Continue working through the PowerPoint 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 work in groups to come up with a corresponding responsibility for each given right, recording their ideas on the UNCRC Article Rights

Art

Unit: *Make my voice heard*

Lesson 2:
Symbolic Imagery

Look at the artwork by Dan Fenelon called 'A Walk In The Sun.' 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



and Responsibilities resource.

Pupil video: Art using symbols 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 any other symbols they have thought of.



Music

**MFL: South and West Africa
Lesson 2: Playing 'Shosholoza'**

LO: To use tuned percussion to play a chord progression

- I can play a major chord on tuned percussion
- I can play a two-chord progression
- I can play the progression with accuracy

Learn the chords that go with the 'Shosholoza' song. The children will use tuned percussion instruments such as glockenspiels, xylophones or steel pans, and, ideally, each child will have an instrument. If this is not possible, one instrument between two children will work well enough.

Use coloured stickers will help children.

Watch Teacher video: Playing 'Shosholoza'

Have ready...

- Tuned percussion instruments such as glockenspiels, xylophones or steel pans, or other tuned instruments such as keyboards or ukuleles (one per pupil or one between two) – consider labelling the keys with the note names
- Presentation: Playing 'Shosholoza'
- Link: on VideoLink (2.39 minutes)

Print

- Activity: Playing 'Shosholoza' (see Classroom resources) – one per child or, if children are sharing an instrument, one per pair of children sharing

Attention Grabber:

Recap the song 'Shosholoza' song using the link: on VideoLink. As in lesson 1, start the children singing with the music, and then gradually fade out the music to leave the children singing unaccompanied

Main Event:

Learn the chords that go with the 'Shosholoza' song, using tuned percussion instruments. Ask the children if they know what a chord is and then explain that a chord is three or more music notes that are played together. Put the children into pairs, identifying the children in each pair as Player 1 or Player 2. Explain that in their pairs, the children are going to play a series of three-note chords. Player 1 will play one note and Player 2 will play two notes. Display the *Presentation: Playing 'Shosholoza'* and give each pupil a copy of the *Activity: Playing 'Shosholoza'*.

Presentation: Playing Shosholoza -Show on your interactive whiteboard.

Show slide 2 and explain that the children are going to play three chords, called:

- A major
- D major
- E major

Each of these chords is made up of three notes, which are played at the same time. Player 1 is going to play the first note of the chord and Player 2 will play the second and third notes of the chord. Once the children have learned each chord, they will play the three chords in a sequence that will go with the 'Shosholoza' song.

Show slide 3 and explain that:

- A major chord is made up of A, C# and E.
- D major chord is made up of D, F# and A.

E major chord is made up of E, G# and B.

OLC WEEKLY LEARNING PLAN

Talk the children through the notes that they will be playing and model with the instruments, showing how Player 1 plays the first note of the chord and Player 2 plays the other two notes of the chord. Now hand out the tuned percussion instruments (one per child or between two children if there are not enough instruments). Keyboards, guitars or ukuleles can be used if you have these and are confident to help the pupils find the chords on these instruments. Show the children slide 4, which sets out what the children are going to play in their pairs (as demonstrated in the *Teacher video: Playing 'Shosholoza'*). Give each child a copy of the *Activity: Playing 'Shosholoza'* and allow the children some time to practise. Ask a couple of pairs to demonstrate. The challenge now is to get the children to play all together, as a class.

As shown in the teacher video, you will need to count and probably shout the chord names as well:

A major | A major | A major | A major
 D major | D major | D major | D major
 E major | E major | E major | E major
 A major | A major | A major | A major

Key question

What is a chord? (More than one note played at the same time).

MFL: French

MFL: French

French Lesson 2: Les Transports

LO: To develop spontaneous speaking skills.

Success criteria

- I can ask and answer questions about a picture.
- I can create a short paragraph to describe a scene.
- I can adapt phrases using familiar vocabulary.

Resources:

- *Presentation: Transport words and images.*
- *Presentation: On our travels.*
- Whiteboards and pens (optional – one each).
- Bilingual French/English dictionaries (optional – one between two).
- Activity Sheets

Display slide 1 of the Presentation: Transport words and images (used in the last lesson).

Five minutes to say or write in French as many of the types of transport they can remember.

Challenge the class to add the indefinite article un (for masculine nouns) or une (for feminine nouns).

Click through slides 1-4 to check answers. Play the audio files and invite the children to repeat the words to embed sound-spelling links.

Recall counting from one to ten in French. Challenge volunteers to come to the board and write these numbers.

Numbers	Colour adjectives.
un – one	rouge – red
deux – two	jaune – yellow

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trois – three

quatre – four

cinq – five

six – six

sept – seven

huit – eight

neuf – nine

dix – ten

rose – pink

vert – green

violet – purple

orange – orange

bleu – blue

Did the class spot the key phonemes in **trois, cinq, rouge, jaune, orange**?

Creating complex phrases-Display slide 1 of the *Presentation: On our travels* which shows a traffic scene.

What can you see? Are any French words they can think of that relate to the pictures? (Answers may include **rouge, bus, voiture** or numbers in French.)

Discuss where the picture was taken and how they might know (Westminster, London, because the Houses of Parliament and Big Ben appear in the background and there are red London buses).

Display slide 2 and look at the structure for saying how many of something there are in French: **il y a** (there is/are) + [number] + [noun] + [colour adjective].

Listen to the questions and repeat these.

Click on the questions to hear these again. Check that the children understand what they mean. Refer back to the previous image on slide 1 again so that the children can seek information to answer the questions. These could be written on whiteboards so that everyone participates.

Click to reveal the answers. The children should listen to these and then repeat them.

Discuss: • Where is the colour adjective placed in French? (After the noun.)

- Why is there an 's' on voitures in *il y a combien de voitures*? (The noun is the plural form).
- Why is there an 's' on rouge in *il y a combien de voitures rouges*? (To show adjectival agreement with the noun.)
- Why is there no extra 's' on bus in *il y a trois bus*? (When the noun already ends in 's', we do not add another in the plural form.)

Walk 5,000 steps this week!

50 star jumps and run on the spot for three minutes

REAL PE:



Plan an exercise circuit that lasts 5 minutes. E.g. 1min jog 1 min mountain

Swimming

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Daily PE Activity



at three different times during the day.



Ball Skills

Skill Challenges

In less than 20 seconds and in both directions, maintaining control:

I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times.

I can move a ball around my waist into a figure of 8 around both legs 10 times.

I can move a ball around my waist and then around alternate legs 12 times.

I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce.

climbers 30 secs squat jumps 30secs run 1 min burpees You can add exercises like squat pulses or tuck jumps to increase the intensity!



Homework:

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Communicating with school

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

