

Message from the teachers: Hello Everyone!



**HOMEWORK:**



**RE:** This term for our **Gospel values and virtues**, we are trying to be both Faith-filled and Hopeful during Lent. We are trying to show how we can forgive one another. We can prepare our selves for Holy Week and Palm Sunday which will begin during our Easter break with Palm Sunday on 16<sup>th</sup> March 2024. We will continue to learn the Our Father, having a much greater understanding of what each line really means.

**English:** This week we will be reading Billy and the Beast week 2. Here we have tried to use our question skills to find out as much information about the main characters in this story by Nadia Shareem. It will be a super story, especially since the Beast has already visited and left a trail of destruction in our classrooms! Whatever will happen next?

**Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages of 75,76 and challenge 77** \*Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking). We have also received our **Numbots and Times Tables Rockstars** letters and logins to complete some wonderful online fun activities using our number bonds and multiplication skills!



**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').



**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



OLC WEEKLY LEARNING PLAN




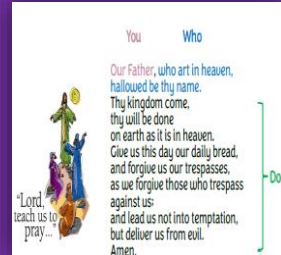
library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

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** 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 & Mrs Cooper	<b>Year:</b>	1	<b>Date:</b>	W/B 18 <sup>th</sup> March 2024
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	MONDAY	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- How can we be both faith-filled and hopeful during Lent this year?</b></p> <p><a href="https://cafod.org.uk/education/primary-teaching-">https://cafod.org.uk/education/primary-teaching-</a></p>	<p><b>Unit G: Forgiveness</b></p> <p><b>Bible Detectives- Read</b></p> <p><b>LO: To know that the Church includes people who try to follow the example of Jesus. (Look at opportunities to give and receive love).</b></p> <p><b>Big Question: How can we show love and forgiveness to one another?</b></p>	<p><b>Unit G: Forgiveness</b></p> <p><b>LO: To know that Jesus brought God's forgiveness to others.</b></p> <p><b>Big Question: How do the choices that we make affect ourselves and others?</b></p> <p><b>Know that we have opportunities sometimes to choose right from wrong.</b></p>	<p><b>UNIT I : HOLY WEEK</b></p> <p><b>Bible Detectives-Holy Week</b></p> <p><b>LO: To know that Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.</b></p> <p><b>Understand that scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the</b></p>	<p><b>Prayer and Liturgy :</b>                      (Share class prayer and liturgy together).</p> <p><b>Year of Prayer</b>  <b>OUR FATHER:</b></p> 

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



[resources/cst-pack-for-children](#)



**TEN: TEN- Guided meditation**

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

**BIG Question:** How we pray together?

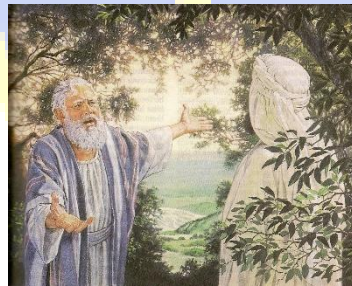
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.
- To identify some of the different ways people pray in Church.
  - To use their own words to write simple

**How does Jesus teach us about forgiveness in the Parable of the Prodigal Son?**

- Revisit the Parable of the Prodigal Son.
- Understand that through parables Jesus taught his disciples
- To know about the importance of forgiveness.
  - Role-play and discuss important parts of this parable.

**Look at the following image of the Forgiving Father...**

**Share your thoughts, feelings and knowledge about this important parable.**



**I wonder?**

**Understand some of the consequences of wrong choices**

Explore with the children the choices they have to do something that is right or wrong.

Can the children recall examples from their own lives when the choices they have made?

Reflect with the children on the consequences of their wrong choices.

Introduce the word "sin" to describe those things that people do or fail to do that are wrong.

*Give children a scenario where someone has to make a choice (e.g. a playground situation). Then give them different options which are placed in different areas of the classroom. The children go and stand by the option they think the person should take. The different groups can explain why they chose that particular option.*

**Good News of God his Father.**

- Recall and develop their knowledge of the events of Holy Week in the life of Jesus.
- To know the story of Palm Sunday.
- To understand some of the feelings and emotions of people who waved and cheered for Jesus.

**Knowing More/ Remembering More**

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

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

(C1 Take part in celebrations which express thanks and praise R1 That praise and thanks are expressed in prayer).

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

*Hallowed be thy name.*

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



**PRAYER:** Remember...

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

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

thank you and asking prayers

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

Explore opportunities to talk to God quietly without speaking any words.

Guided meditation:

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

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

**Answer the Big Question and share your thoughts together...**

**I wonder?**

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

- How does Jesus teach us in the Parable of the Prodigal Son?
- Can you see how sometimes we do not know the answers?
- What could you do to ensure that you are showing love and forgiveness to your class mates? Family? Friends?

**Activity: Share written and pictorial examples of their own lives where they have shown forgiveness.**

**Forgiveness**

Repeat this activity using different scenarios making the choices subtler each time.

Prepare a flip over book where one extra piece of information is revealed on each page,

e.g. Pg.1 David was being very naughty in class. What should Miss Smith do? Pg.2 David's Nan went into hospital last night and David hasn't had any sleep and no one's told him what's happening. What should Miss Smith do?

Give children pictures of real life situations where children can illustrate an appropriate conclusion.

To conclude this part, provide children pictures of real life situations where forgiveness needs to be given. Provide them with speech bubbles with captions.

The speech bubbles should contain phrases like "I'm sorry", "Forgive me", "I forgive you" to stick on the appropriate characters.

- To use their own words to write simple thank you and asking prayers

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

Explore opportunities to talk to God quietly without speaking any words.

Guided meditation:

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

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**Gather**

**Listen**

**Respond**

**Go Forth**

- Who listens to use when we pray?
- How do Saints help us in our prayer life?
- Are there different types of prayer that we can experience together? Eg. Meditative.

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Let the children draw pictures with a written caption of situations from their own lives where they have made bad and good choices

**Big Question:** What did Jesus mean when he said, "Love one another as I have loved you?"


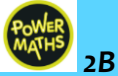
**ER 1** Say what they wonder about

**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 the things that matter to them



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		<p>ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</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 others' feelings. experiences and things that matter to them</p>			
 <p><b>Maths</b></p> 	<p><b>LO: Full and Empty</b></p> <p>Unit 10: Introducing Mass and Capacity</p> <p>Text Book Pages 172-175 Workbook Pages 125-127</p>	<p><b>LO: Measure capacity</b></p> <p>Unit 10: Introducing Mass and Capacity</p> <p>Text Book Pages 176-179 Workbook Pages 128-130</p>	<p><b>LO: Compare capacity</b></p> <p>Unit 10: Introducing Mass and Capacity</p> <p>Text Book Pages 180-183 Workbook Pages 131-133</p>	<p><b>LO: Solve word problems- mass and capacity</b></p> <p>Unit 10: Introducing Mass and Capacity</p> <p>Text Book Pages 184-867 Workbook Pages 134-136</p>	<p><b>LO: End of Unit 10 Check</b></p> <p>Text Book Pages 188-191</p> <p>End of Unit Check See activity sheet – blue books</p>
	<p><b>LO: 6) To use conjunctions and, but, so and because</b></p>	<p><b>LO: 7) To sequence ideas in a narrative</b></p>	<p><b>LO: 8) To use conjunctions and, but, so and because</b></p>	<p><b>LO: 9) To write simple noun phrases</b></p>	<p><b>LO: 10) To know the rules for adding the suffixes –s and –es</b></p>



English

**Intro:**  
Read the story to the end.

Connecting clauses with conjunctions:  
Tell the children that unfortunately you had a bit of an accident with today's resources and dropped them on the floor so that they are now all muddled up.

Can they help sort by matching each sentence in green to one in red?

Encourage children to think about ideas that go together:

*Billy and FatCat couldn't see the animals. The animals had been taken by the Terrible Beast.*

*The Terrible Beast was going to cook the animals into a*

**Intro:**  
Using a yellow raincoat (if possible, or a red hairband even), and some props as listed in resources, create a 'forest' in which the children can take turns to role-play the story of Billy and the Beast.

Support them to echo the repetition of walking through and saying 'hello' then walking back the same way and instead of saying 'hello', realising that each animal has disappeared.

Have some children narrate the role-play and support them to draw upon the vocabulary and grammar used in the story:

*She rummaged in her hair.*  
*Everything went dark.*  
*Things were looking bleak for Fox.*

**Intro:**  
After showing children the back cover, tell them that you agree Billy is a hero.

She may not have had a costume, a cape or the ability to fly but she still saved her friends and defeated the monster.

*What was her 'superpower'?*  
Elicit that it was her 'big hair' and because it was so big, she was able to hide all sorts of useful things in it.

Some children in class may have 'big hair' and some may have other physical attributes that could be used as the 'superpower' for their Billy character.

Let children decide what they would hide in the hair (or how they'd use other another attribute) of their Billy character and have a range of useful objects to support this.

**Intro:**  
Lucky dip descriptions:  
Model, using an enlarged version, creating simple noun phrases using lucky dip descriptions where adjectives need to be matched to nouns:

**helpful**      **friend**

Repeat:

**curly**      **hair**

**Development:**  
Let the children use the lucky dip descriptions cards to generate some noun phrases of their own, ensuring that the pairings make sense.

Children use these to create a character description for their own Billy character.

Extension:  
Extend to pairing adjectives with a comma e.g. big, curly hair - some oral rehearsal may be

**Intro:**  
Look at The Beast's recipe for terrible soup.

What if he was having guests and needed to double everything?

Model adapting the recipe to double everything and edit the ingredients so that they are plural:

**2 chopped onions**

Make a teaching point of mice being the same when plural and deliberately re-write the fox ingredient as:

**The bushy tails of 2 foxes**

so that you can model using -es as a plural.

What did he actually end up putting in because of Billy's quick-thinking?

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**Terrible Soup. Billy saved the animals.**

**Development:**

Share responses then orally model putting the two sentences together using a conjunction - either **and**, **but**, **so** or **because**

Let the children use conjunction cards to orally rehearse joining the clauses together to make one sentence:

**Billy and FatCat couldn't see the animals.**

**because**

**The animals had been taken by the Terrible Beast.**

Once done, tell the children that as they have made one sentence by joining clauses, there can only be one full stop.

**And then the adorable little bunny rabbits slammed down the lid with impressive force...**

**They all watched the terrible beast bounce down the hill never to be seen again.**

Ensure children understand the words, 'bleak' and 'rummaged'.

**Development:**

Provide pairs of children with the **story sequence strips** that are provided with this sequence.

Let the children sort these into the order in which the events occur in the story and then take turns to retell the story, drawing upon the language orally rehearsed in the role-play.

**Plenary:**

Story circle: seated in a circle in their pairs, let the children

The super hair game:  
Play in groups of 5-6.

In my super hair I will hide... a pack of felt tips...

Children repeat previous items before adding their own.

**Development:**

Staying in their groups, shared-write noun labels for the 5-6 chosen items.

These will be the items each child in that group will use to defeat the monster character.

Using the noun labels, children write a statement for each item using the frame:

**I will hide a/some ..... because....**

Model first, placing sound-buttons on *hide* and telling children that *some* and *because* are tricky words.

needed to determine the order of adjectives.

**Plenary:**

Explain to children what is meant by 'sidekick' and that heroes often have a sidekick and their name is sometimes comical.

How could the children use the author's Fatcat idea (where the cat is chubby because he is always eating) to create a new sidekick.

Ideas include:  
**Tubbydog**  
**Podgefish**  
**Chubmouse**

**Resources:**

Lucky dip descriptions

Go back and look at what each animal was swapped with.

You may wish to have a real grater etc here.

**Development:**

Children write the recipe that The Beast actually made but using doubles:

**2 Chopped onions**  
**2 grated pinecones**  
**2 sparkly feather dusters**

What else could he add to his recipe?

**Plenary:**

What's the rule?

Write the pluralised words onto strips of card and sort into two sets:

ends with -s and ends with -es.

What do the children notice?



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Capital letters only stay if it's for a name or at the start of each new sentence.

Model editing.

Children work through the clauses they paired to record as sentences and then edit punctuation.

**Plenary:**

Share some responses and then, using these, model how to replace nouns with pronouns as needed to avoid repetition:

Billy and FatCat couldn't see the animals because they had been taken by the Terrible Beast.

**Resources:**

Connecting Clauses with Conjunctions

retell one sentence at a time, moving around the circle.

Support children to draw upon the vocabulary and grammar used in the story.

**Resources:**

If possible, a yellow child-sized raincoat

Doughnut, scooter or fox tail, mouse, ears, ball, book for hedgehog, radio, rabbit ears, monster mask

Story sequence strips

Finally add a title:

Things a hero can hide in their hair

**Plenary:**

Talk about other superhero characters in stories that the children know of.

The discussion could be extended to talking about people who help us, including the emergency services and could also fit nicely within a PSHE topic.

**Resources:**

Everyday objects that could be hidden in hair (or elsewhere) to defeat a ferocious and terrible beast.

**Resources:**

Real objects to give children story-making ideas

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**Spelling & Handwriting**

Year one and Year Two Words  
Consolidate FS Words

Ask  
buzz  
call  
film  
help  
hunt  
jump  
mask  
melt  
pull  
push  
swing

Additional spellings to practise – days of the week: Monday Thursday

Ask  
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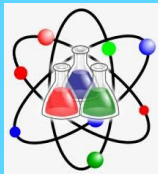


**Jigsaw/ PSHE**  
**Unit 4: Y2**

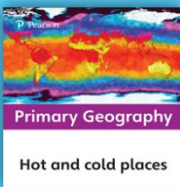
**Lesson 3: Ten Ten (Clean and Healthy)**

**Learning Objectives**

- That our bodies are good and we need to look after them
- What constitutes a healthy lifestyle, including



**Humanities**



**Real P.E:**

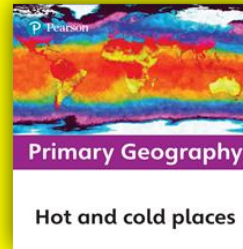
Unit 3

**Understand Performance**  
This unit focuses on developing every child's ability to recognise similarities and differences in performance.

**Dynamic Balance On a Line**

**Static Balance Stairs**

In this unit, the children will develop and apply their dynamic balance on a line and stairs through focused skill development sessions, cooperative and competitive games.



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

Lesson 6: How have real animals adapted to hot/cold.

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

**Lesson 4:**



**LO:**

- Science Objectives:**
1. Identify and name a variety of common

**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.

# OLC WEEKLY LEARNING PLAN

## GEOGRAPHY



physical activity,  
dental health  
and healthy  
eating

- The importance of sleep, rest and recreation for our health
- How to maintain personal hygiene

### Success Criteria

- Take part in the interactive story by advising and making choices for Super Susie
- Demonstrate knowledge about what is necessary to stay healthy
- Join in with singing the song to reinforce learning

### Activate prior knowledge 5 mins

Lesson slides 1–4 and Work booklet page 19

Show pupils the main lesson question.

Pupils should complete the Quiz independently.

### Explain/Explore 10 mins

Lesson slide 5 and Work booklet page 19

Recall the work from the previous lesson and the animals pupils created to live in hot or cold climates.

Explain that pupils are now going to investigate how real animals have adapted to survive in these climates.

Display the slide and identify the different animals.

Ask pupils to suggest which animals they think live in cold climates, and which live in hot climates.

Encourage them to identify features to justify their suggestions, e.g. 'A polar bear has thick fur to keep warm and big feet so it doesn't sink into the snow, so I think it lives in a cold climate'.

Pupils should complete task 1 in pairs.

### Demonstrate understanding 10 mins

Downloadable resource 6.1

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)

4. (1AH).

5. Notice that animals, including humans, have offspring which grow into adults (2AH).

### Working scientifically:

1. Asking simple questions and recognising that they can be answered in different ways.
2. Observing closely, using simple equipment.

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 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

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			<p>Place two hoops on the floor, slightly overlapping. Label one hoop 'Hot climates' and the other 'Cold climates'.</p> <p>Explain that pupils will use these hoops to sort the animals in the photos (Downloadable resource 6.1) into different categories. To save time, you can cut up the resource for pupils before the lesson.</p> <p>Demonstrate placing a photo, e.g. the polar bear, into the correct hoop.</p> <p>Decide as a class where each animal should be placed. Explain that the overlapping section of the hoops would be for animals that could live in both climates (but this does not apply to any in the selection provided).</p> <p><b>Targeted activity</b> <b>10 mins</b></p> <p>Lesson slide 6 and Work booklet page 20</p> <p>Display the slide and discuss the list of animal features.</p> <p>Ask pupils to suggest whether each feature will go into the cold climate or hot climate circle.</p> <p>Note that there may be features that fit into the overlapping area, as they could apply to animals in both hot and cold climates. E.g. big feet are a useful adaptation to stop animals sinking into snow or sand.</p>	<p><b>3. Performing simple tests</b></p> <p><b>4. Identifying and classifying</b></p> <p><b>5. Using their observations and ideas to suggest answers to questions</b></p> <p><b>6. Gathering and recording data to help in answering questions</b></p> <p><b>You Will Need:</b></p> <p><b>Whole class:</b></p> <p><b>Plenary</b></p> <p><b>Vocabulary</b></p>	<p>the paper concertina book. This may be tricky for some children so these could be prepared ahead of the lesson for them to use.</p> <p>The children draw four scenes on the available sides of the book.</p> <p>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.</p> <p>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</p> <p><b>4: Wrapping up</b></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</p>
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# OLC WEEKLY LEARNING PLAN

			<p>Pupils should complete task 2 in pairs.</p> <p><b>Targeted activity</b>  <b>10 mins</b>                  Lesson slide 7 and Work booklet page 21                  Display the slide and discuss how the penguin and the chameleon have adapted to survive in a hot or cold climate                  Ask pupils to identify different features and explain how they might help the animal, e.g. 'The penguin is quite fat with lots of thick feathers to keep warm.'                  Pupils should complete tasks 3 and 4 in pairs.</p> <p><b>Reflect</b>  <b>5 mins</b>                  Lesson slide 8 and Work booklet page 4                  Pupils should complete their Learning review.                  If you have time, you could share what the pupils have written.</p> <p><b>Extend and stretch</b>                  Pupils could investigate how plants have adapted to survive in extreme hot or cold climates, e.g. a cactus and an Arctic poppy.</p>		<p>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</b>  <b>concertina</b>  <b>frame</b>  <b>retell</b>  <b>story</b>  <b>storyboard</b> </p>



# OLC WEEKLY LEARNING PLAN

## Daily PE Activity



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## Homework:

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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)

