

Message from the teachers: Hello Everyone!



WE ARE GROWING TO

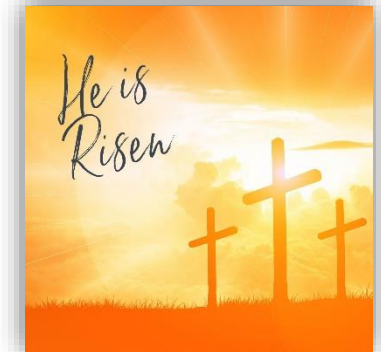
Eloquent
 Eloquent: the ability to speak or write fluently, persuasively and appropriately. We are eloquent when we use language to express our ideas or opinions clearly and with conviction, and writing. We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to say things in a way that is interesting, truthful, memorable and faithful.

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

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

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

KEY STAGE ONE



HOMEWORK:



RE: This term for our Gospel values and virtues, we are trying to be both Eloquent and Truthful. We will be looking at the resurrection of Jesus Christ our Saviour. We will read our Bibles together and learn new hymns and songs. We will be looking closely at our Catholic Social Teaching characters as we try to Live as Jesus taught us.

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

Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages of** *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!



OLC WEEKLY LEARNING PLAN



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

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

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

Teachers:	Mrs Redfern, Mrs Kinchin, Mrs Humphris & Mrs Smith	Year:	1	Date:	Monday 15 th April 2024
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	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p> <p>Vocabulary Easter, empty tomb, Resurrection, Jesus, risen, Alleluia,</p>	<p>Sharing Our Catholic Pupil Profile:</p> <p>Big Question- How can we be both eloquent and truthful during Eastertide?</p>	<p>UNIT J :EASTER About the unit of Easter...</p> <p><i>This unit is designed to develop the children’s knowledge and understanding of the season of Easter as a celebration of the Resurrection of Jesus. The unit focuses on the importance of the Resurrection and its message</i></p> <p>BIG Question: How do you think the women felt when</p>	<p>UNIT J :EASTER Continued...</p> <p>All children to write an account of the story giving the main points in sequence.</p> <p>Y Activity 1: Write sentences as one of the women or a disciple that went to the tomb.</p> <p>Y2 Activity: Write write a letter to somebody telling them all about the</p>	<p>Watch: The Resurrection of Our Lord Jesus Christ</p>	<p>Prayer and Liturgy : (Share class prayer and liturgy together).</p> <p>Year of Prayer OUR FATHER:</p>

Easter/Paschal Candle, Alpha, Omega, Peter



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

TEN:TEN- Guided meditation

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

they went tomb? What thoughts would they have had?

LO: To know that Easter is the season we celebrate Jesus' rising from the dead.

KU3

- To know the story of the women going to the tomb and finding that Jesus was alive. **KU1 KU2**
- To be able to describe thoughts and feelings of the women who went to the tomb.

KU2

- Discuss the thoughts and the feelings of the women when they realised that the body of Jesus was no longer there. Were their thoughts happy ones?
- Role-play the story. **KU2**
- Bible Detectives- Find the Resurrection and read together- follow my leader.

resurrection of Jesus from the dead.

Begin each sentence with "I" and explain what you saw and what happened.

- Imagine you had found the tomb empty. What would you have thought had happened? **ER 2**
- What would you have said when you had found that Jesus was risen from the dead? **ER2**

Follow up:

- Children to work in pairs to act as newspaper reporters interviewing one of the women.

The interviews could be taped or written down in a series of question and answer speech bubbles. **KU2**



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



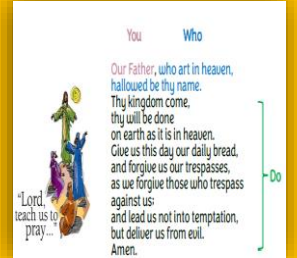
<https://www.youtube.com/watch?v=vMCsOmbG43s>

Sing Risen Christ Hymns...

<https://www.youtube.com/watch?v=dM76NoQM-y8>



<https://www.youtube.com/watch?v=IL7BlrwZHf8>



<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 –

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:

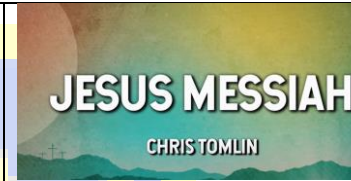
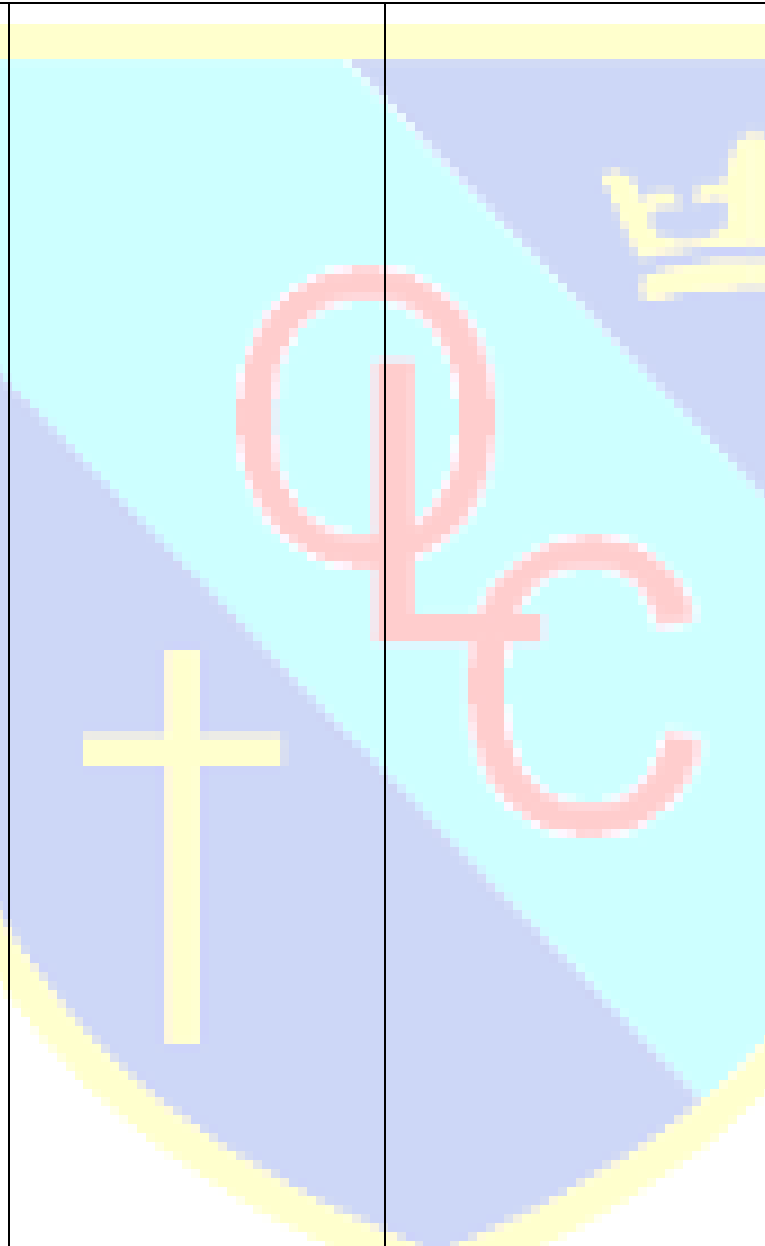
(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

<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:



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

I Have Decided to Follow Jesus

•How do we pray together?
 •Silent prayer; that they can speak to God in formal prayer and in their own words.
 •To know that silence is an opportunity to listen and pray to God.

- To identify some of the different ways people pray in Church.
- To use their own words to write simple thank you and asking prayers

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

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

Guided meditation:



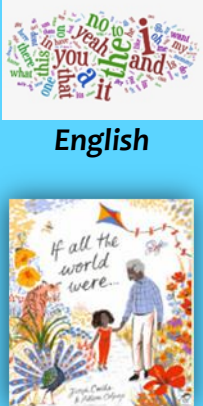
(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)

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


Gather
Listen
Respond
Go Forth

- Who listens to use when we pray?

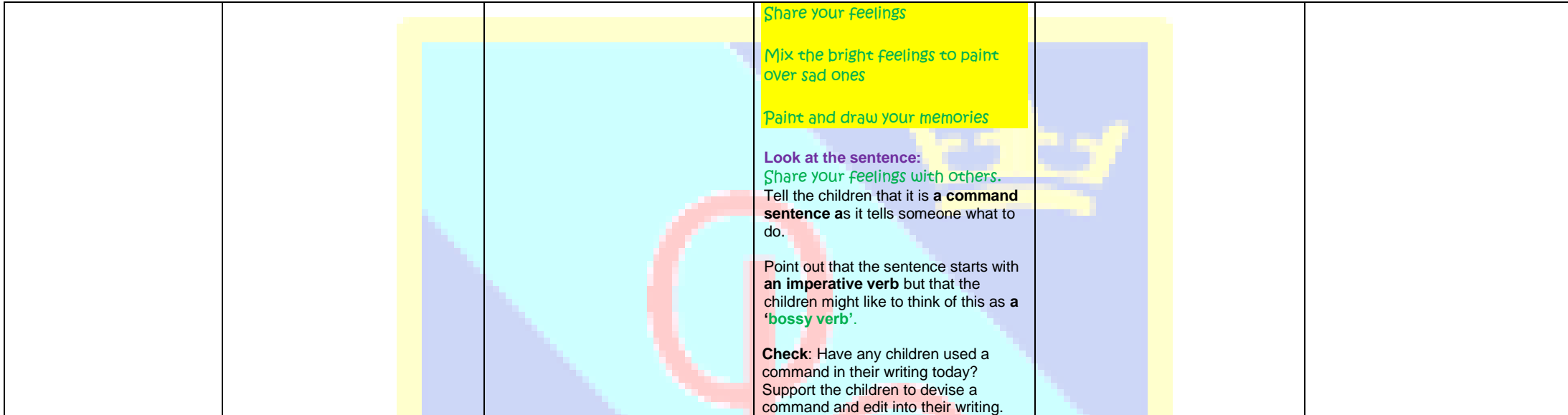
OLC WEEKLY LEARNING PLAN

					<ul style="list-style-type: none"> • How do Saints help us in our prayer life? • Are there different types of prayer that we can experience together? Eg. Meditative.
 <p>Maths</p> 	<p>LO: Add equal groups Unit 11: multiplication and Division Text Book Pages 24-27 Workbook Pages 18-20</p>	<p>LO: Make Arrays Unit 11: multiplication and Division Text Book Pages 28-31 Workbook Pages 21-23</p>	<p>LO: Make doubles Unit 11: multiplication and Division Text Book Pages 32-35 Workbook Pages 24-26</p>	<p>LO: grouping Unit 11: multiplication and Division Text Book Pages 36-39 Workbook Pages 27-29</p>	<p>LO: sharing Unit 11: multiplication and Division Text Book Pages 40-43 Workbook Pages 30-32</p>
 <p>English</p>	<p>LO: (1) To write questions To use question marks To write statements To select Is/are to ensure correct subject-verb agreement I can write questions</p> <ul style="list-style-type: none"> • I can use question marks • I can write statements <p>I can choose is/are</p> <p>Discovery point: creating a kaleidoscope. Pass round a kaleidoscope and tell children that every twist creates a different image. How everyone views the world is different. Let the children each have a turn. What could they see?</p> <p>Talking circle: Have the following nouns on card strips placed in the middle of the circle:</p>	<p>LO: (2) To infer a character's feelings To make connections to books with similar themes</p> <ul style="list-style-type: none"> • I can make inferences • I can make connections to other books I know <p><i>Share If all the world were... up to the end of the summer section where they are in space.</i></p> <p>Tell the children that the author of this book – Joseph Coelho - is a poet and that a lot of the language in this book is poetic.</p> <p>Return to the beginning and re-read to the same place. Discuss any words and phrases that the children like or interest them.</p>	<p>LO: (3) To recognise simple recurring literary language in stories and poetry To write commands</p> <ul style="list-style-type: none"> • I can spot descriptive language <p>I can write commands</p> <p>Falling out phrases: Re-read from the beginning up to the 'deep space' that you reached in session 2 page but this time have the phrases that are attached to end of sequence fall out from between the pages as you read</p> <p><i>e.g. The budding springtime</i></p> <p>Discuss why these phrases are effective, unpicking what each means. Tell the children that the phrase</p>	<p>LO: (4) To write statements and commands To use the subordinating conjunctions if and because</p> <ul style="list-style-type: none"> • I can write statements and commands <p>I can use the conjunctions if and because</p> <p>Read the page with the empty chair and the single sentence <i>but some tales are silent.</i></p> <p>Talk about what the children think has happened.</p> <p>Explore the illustration in detail and elicit that the grandad has died. Tell the children that the author has perhaps deliberately placed this event in the winter section of the book.</p>	<p>LO: (5) To discuss and clarify the meaning of words To begin to plan own poem To use the conjunction because</p> <ul style="list-style-type: none"> • I can discuss the words an author has used • I can plan ideas for my own writing • I can use the conjunction because <p>Read from the <i>A kaleidoscope of memories</i> page to the end of the book.</p> <p>Then, go back and look at the objects that the girl found that bring back memories of her grandad.</p> <p>Ask the children why they think the author repeats the sentence, <i>'You're too old to hold hands.'</i> which is an echo (or a mirror, if you like, seeing as it is mirrors that</p>

OLC WEEKLY LEARNING PLAN

<p>springtime, feelings, worlds, space, dreams, stories, memories.</p> <p>Model: <i>What is springtime?</i> <i>Springtime is the blossom on the trees.</i> <i>What are dreams?</i> <i>Dreams are a million pictures drifting in my mind.</i></p> <p>Kaleidoscope Children select from a smaller set of the same noun cards and write questions and statements for each noun using a similar form to that which was orally rehearsed: <i>What is _____?</i> <i>_____ is the _____ on the trees.</i></p> <p>Let children select their favourite question and statement and publish onto a segment of card (clear acetate would be even better!). They could also decorate the segment with colourful jewels or beads so that it's a bit like a kaleidoscope segment.</p> <p>Create a kaleidoscope of memories!</p> <p>Re-form the talking circle and then place a large tube that represents a kaleidoscope in the middle. Go round the circle and let children read out-loud their questions and statements before placing their segments into the tube.</p> <p><i>You could even create a display by pinning the segments so that they look like the viewer on a kaleidoscope.</i></p>	<p>Ask, <i>what's the relationship between the two characters?</i></p> <p><i>How do you think they feel about each other?</i></p> <p>Thought-tapping: Get the children into pairs, one being the child and the other, the grandad. <i>What might their 'shooting star' laughter have been about at this point in the story?</i></p> <p><i>How do you think each person was feeling?</i></p> <p>What were they thinking?</p> <p>Resource: What were they thinking?</p>  <p>Let the children write in role as the girl or the grandad at this point in the story, adding them onto thought bubbles. <i>This could be extended to the children writing a diary entry if liked.</i></p> <p>Can the children think of any other texts they know where there is a strong bond between a grandparent and a grandchild?</p> <p>Links could be made to <i>Grandpa</i> by John Burningham, <i>The Paper Dolls</i> by Julia Donaldson (which also has themes of sadness and loss - these could be drawn upon later) and <i>Charlie and the Chocolate Factory</i> by Roald Dahl.</p>	<p><i>I'd orbit my grandad like the moon</i> is a simile</p> <p>and that</p> <p><i>'our laughs would be shooting stars'</i> is a metaphor.</p> <p>Read on to <i>if all the world were stories, I could make my grandad better a just by listening, listening, listening to every tale he has to tell</i> and point out the repetition.</p> <p>Add the literary devices explored to the working wall.</p> <p>Falling out phrases Ask children to think about the powerful descriptions used in the autumn and winter sections and their effectiveness. Talk about the sentence...</p> <p><i>if all the world were dreams, I would mix ...</i></p> <p>What's happening? Elicit that the grandad is ill and the girl wants to make him better.</p> <p>Discuss how the children deal with difficult feelings. What do they do? What could they do?</p> <p>Look at the sentence again and consider the verbs: mix feelings and paint over sad places.</p> <p>Model drawing upon the author's language and placing a verb at the start of each idea.</p> <p>Activity: Let the children write as a guide: 'Top Tips for Dealing with Feelings'</p> <p>Top Tips for Dealing with Feelings</p> <p>Think of the budding springtime</p>	<p>As winter is at the end of the year, it 'fits' with the idea that this is the end of grandad's life.</p> <p>Tell the children that there is also a saying, 'in the winter of somebody's life' that can be used to describe old age.</p> <p>Children receive a note from the child in the story and it is filled with sorrow (see resources).</p> <p>Read the note. Letter from the child Talk about how we could comfort the child (who we've named Sophia) reminding the children of the 'Top Tips for Dealing with Feelings' guide they wrote in session 3.</p> <p>Model writing a response placing a focus on subordination and using the opportunity to weave in the common exception words <i>could, should</i> and <i>would</i></p> <p>Dear Sophia, <i>Think of the budding springtime if you are feeling sad. You should share your feelings with others and let them help paint over the sorrow. Paint and draw your memories because they could...</i></p> <p>Children to write letters back to the girl in the story offering her comfort and giving advice. 'Send' the letters to Sophia.</p>	<p>make a kaleidoscope work) of what grandad said at the beginning.</p> <p>Talk about the final sentence, <i>But still I hold his giant hand. And we explore, hand-in-hand</i> and elicit this means that the girl very much feels that her grandad is still with her; she knows that life will go on with the memories that she has. Return to the discovery point, where the children created a kaleidoscope of memories.</p> <p>What would they have in their kaleidoscope of memories? Have 6 special memory objects that you have brought in and use this to model the rest of this session.</p> <p>Cardboard hexagons Felt tips Ask the children to think of 6 objects that are special to them. The objects could be special to them because they were collected on fun days out, gifted to them on a special occasion, be a sentimental item or they could remind them of someone they love, be that someone who is alive or not.</p> <p>Let the children write a short explanation for why they have chosen each object e.g.</p> <p><i>My Kara bangle is special because my auntie gave it to me when I was 14 days old.</i></p> <p><i>My shell is special because daddy and I found it on the beach on holiday.</i></p> <p>Provide the children with a hexagon. Link to maths and let the children use their 6 objects to create a design on one of the 6 segments on the hexagon (triangles) before using mirrors to create the symmetry seen in a kaleidoscope.</p> <p>Use Alison Colpoys' illustration on the <i>kaleidoscope of memories</i> page as a model.</p>
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OLC WEEKLY LEARNING PLAN



Share your feelings


Mix the bright feelings to paint over sad ones

Paint and draw your memories

Look at the sentence:
Share your feelings with others.
Tell the children that it is a **command sentence** as it tells someone what to do.

Point out that the sentence starts with an **imperative verb** but that the children might like to think of this as a **'bossy verb'**.

Check: Have any children used a command in their writing today? Support the children to devise a command and edit into their writing.



Spelling & Handwriting
Year one and Year Two Words
Consolidate FS Words

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one door gold plant clothes	a be once floor hold path long
do he sit poor poor told both people	to me found because every hour water
today the school find great more again	of we put kind break prove half
said no push mind stick improve money	we go pull behind pretty sure Mr
are so full child beautiful sugar Mrs	were by house after parents
was my our wild last should Christmas	is here climb last could everybody
has there most past would even	has where only father who
I love both class whole	you come old green ring
your some cold pass many	

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

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

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words	
Year 1	Year 2
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today the school find great more again	of we put kind break prove half
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are so full child beautiful sugar Mrs	were by house after parents
was my our wild last should Christmas	is here climb last could everybody
has there most past would even	has where only father who
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Jigsaw/ PSHE
Unit 5:
Y1

Jigsaw/ PSHE
Unit 5:
Y1



Relationships


Computing
Algorithms and debugging



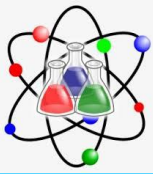
Geography:
Comparing countries of the
UK

Before the session: Bring into school a range of fruit and vegetables that could be found in a garden local to your school. Place a variety of them on tables, along with chopping boards and plates. You may also want to invite a local allotment owner or gardener to talk about growing fruit and vegetables.

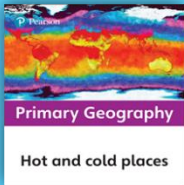
Art/RE: Woven Wonders (Miss Moir- Pottery)



LO: To know that art can be made in different ways



Humanities



GEOGRAPHY



Year 1:
Weekly Celebrations:
Know how to make friends

Piece 1
1. Families

Vocabulary:

- Family
- Belong
- Different
- Same

PSHE learning intention

I can identify the members of my family and understand that there are lots of different types of families.

Social and emotional development learning intention

I know how it feels to belong to a family and care about the people who are important to me

Resources

Family game cards, Jigsaw Chime, Slide show, Jigsaw Journals, My Jigsaw Journey,

L.O: To decompose a game to predict the algorithms that are used.

Presentation: Algorithms1
Display slide 1 of the Presentation: Algorithms and ask the children what the word algorithm means. Look at and discuss the definition on the link: BBC Bitesize 2nd Level - What are algorithms?. (An algorithm is a sequence of instructions or a set of rules that are followed to complete a task.)

Download: Scratch dinosaur move game (see Teacher video: How to download and open .sb2 files). Demonstrate to the children how the game works by pressing the green flag and using the left, right and spacebar buttons (the dinosaur will bounce off the wall to avoid going off the screen). Ask the children to guess how the game



Primary Geography

Comparing countries of the UK

Lesson 1: What is the UK?

Spark
10 min

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

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

Explain/Explore
5 min

Lesson slides 3–4 and Downloadable resource 1.1

- Discuss the photos (Downloadable resource 1.1) and reveal that they all show places in the United Kingdom (UK).

Whole class: Ask the chn to sit in groups and to look at the (whole) fruit and vegetables on the tables. Ask them if they recognise any of them and if they know anyone who grows them. Give the chn some time to discuss together and share ideas about the fruit and vegetables. Encourage questions such as: *What sort of plant does this grow on? Would this be an easy thing to grow? How much water do you think it would need? How long do you think it would take to grow?* Ask the chn to feel and smell the fruit and veg. Ask them to guess what they look like inside. Ask the adults to go to the groups and to cut open the different fruits and vegetables. Make sure all the groups to have an adult supervising them, and then invite the chn to try a little piece of the fruit or vegetable. Encourage the use of ambitious adjectives and descriptive phrases. Say to the chn: *We are going to draw the food that you can see, but not in the usual way we might draw an apple or a carrot. We are going to be drawing in a very special way. We will be pretending that we are tiny people and we are looking really closely at a piece of fruit or vegetable. Can you imagine that? Can you look closely at a section of the food?*

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

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

Vocabulary:
art
artist
craft

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

artist
A person who makes creative or expressive things.

craft
Something creative or imaginative that has a use

- I can explain why an activity is 'making art'.
- I can describe something creative

OLC WEEKLY LEARNING PLAN

Learning/Reflection Sheet, Jigsaw Jack, Jigsaw Jerrie Cat.

works by encouraging them to think about what happens when each button is pressed. Display slide 2 and hand out the Activity: Decomposition sheet (one each). Explain that the children will write down their predictions about what algorithms the game uses. Explain that this is decomposition, which means breaking something down into smaller parts to understand how it works. Questions How does the Scratch dinosaur move game work? What keys cause which action to take place? Why does the dinosaur bounce? When does the dinosaur bounce?

Presentation: Dinosaur algorithm2 Display slide 1 of the Presentation: Dinosaur algorithm and ask the children to spread out around the room (wearing the Resource: Dinosaur masks if you

- Draw attention to the variety of landscapes and scenery.
- Explain that the UK is made up of four different countries: England, Scotland, Wales and Northern Ireland.
- Display the slides to introduce pupils to the shape of each country. Explain how they join together and that where different countries join is called a 'border'.

Practise 10 min

Work booklet page 5 and Downloadable resources 1.1 and 1.2

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

Look really closely, as if you were tiny. Does it have hairs? Or little droplets of juice? Or bumps? Can you draw that view in your sketch books? Show the chn the resource with the close-up images of fruit. These images concentrate on a small section or slice and look carefully at its colour and structure. Encourage chn to consider their own ways of recreating the food they have in front of them. Take close-up photographs of these fruits and vegetables to display later, along with the drawings. When the drawings are complete, explain to the class that everyone will be going outside to look carefully at the plants in the school grounds and to draw close-ups of outside plants in the same way as the fruit and vegetables. Look around the outside area, talk about the plants you can see growing and what their names are.

Give the chn time to settle and look carefully at the tiny details of each plant. You may want to give them magnifying glasses or just encourage them to look closely with their own eyes.

- I do in or out of school.
- I can draw an example of me being an artist
-

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

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

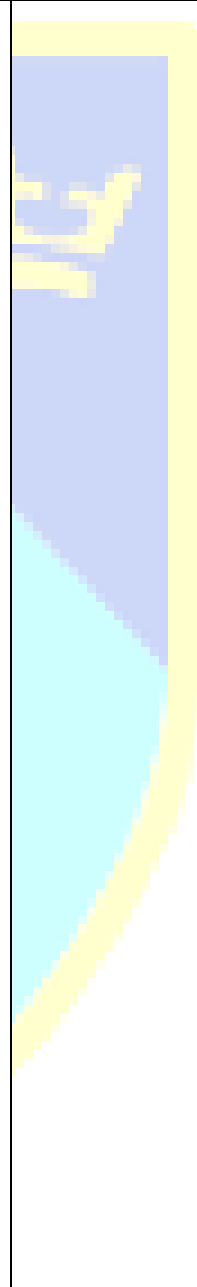
1. Ask them to look carefully at what people are doing in the pictures. They sort the images according to the activities shown. As a class, discuss their choices; what similarities and differences have they noticed? (Children may suggest things like the people are playing/not playing, they are making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

2. Next, ask pupils to sort the pictures into two groups – 'art' and 'not art'. Again, discuss their ideas. Introduce the word 'craft' to describe making something creative or expressive that could also be useful, or that has a purpose;

OLC WEEKLY LEARNING PLAN

choose to use them).
 Explain to the children that they will play a real-life version of the Scratch dinosaur move game, with the children playing the role of the dinosaur.
 Display slide 2, which shows an image of the green flag, when you are ready to start the game. Using the keyboard image on slide 3, explain to the children that they will follow the instructions as the keys are pressed by moving left, right or jumping and (gently) bouncing off the wall if they bump into it. Allow the children to experience the game and then show slide 4. Discuss the game with the children and ask if they think it may be simple, as the dinosaur does not do much. Tell the children one more algorithm has been added to the game: when the 'R' button is pressed, the dinosaur will roar. Show the green flag on slide 5

- The Angel of the North, Gateshead, England /
- 5 Spaghetti Junction, Birmingham, England / 6 Tenby, Pembrokeshire, Wales / 7 Blackpool, England / 8 Giants' Causeway, Northern Ireland /
 - 9 The Brecon Beacons, Wales)
 - When pupils have gained familiarity with the outlines of the different countries, they should complete task 2 in pairs.
- Explain/Explore**
10 min
 Lesson slides 5–6 and Work booklet page 6
- Discuss similarities and differences between the four countries, including their area (size of land) and population (number of people).
 - These can be demonstrated visually for pupils using building bricks (each brick represents approximately 7,000 km²) and base-ten apparatus (each block represents approximately 1 million people).
 - Display the slide or place the correct number of building



for example, painting a picture of a lego ship would be art but designing and making the lego ship would be craft. Can they identify any crafts from the Activity: Is it art?

3. Use the images provided in the Presentation: Is it art? to discuss their ideas about the difference between art and craft.



Main Event:

The visitor you arranged now talks to the class, describing their creative or craft interest (see Teacher knowledge for ideas). Encourage pupils to ask questions and reflect on whether the hobby described is art or craft (something creative that can also be useful).

Sketchbook reflection

OLC WEEKLY LEARNING PLAN

and the keyboard image on slide 6 again to test this new algorithm with the real-life dinosaurs in the class. Display slide 7 and hand out the Activity: Writing New Programs Sheet (one each). Explain that the children will think of other actions for the dinosaur. Encourage them to be as imaginative as possible but explain that they must be prepared to do the action when the game is tested. Hand out the Resource: Keyboard and green flag images (one between two) and allow the children to test their new algorithm with a partner using the green flag and keyboard images.

Presentation: Class algorithm3 Display slide 1 of the Presentation: Class algorithm and write a class program on the board using a combination of their best ideas. Use the green flag image on slide 2 and the keyboard

bricks on the country outlines to show their area.

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

Practise 10 min

Lesson slide 7 and Work booklet page 6

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

Reflect 5 min

Lesson slide 8 and Work booklet page 4

- Pupils should complete their Learning review.

Hand out sketchbooks, pencils and coloured pencils.

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

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

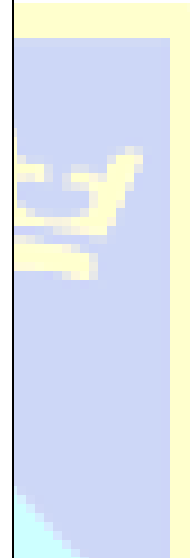
Wrapping Up:

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

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image on slide 3 to act out the game using the new algorithm. Show slide 4 and ask the children to define algorithm and decomposition.

- If you have time, you could share what the pupils have written.
- Extend and stretch**
- Pupils could find out about the different flags that represent each of the four countries of the UK, and how these are combined to make the Union Flag. Pupils could also use online research to find out about the traditional foods eaten in the four countries that make up the UK.



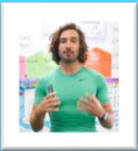
PE : Creative- Link Movements

Warm Up: Grand Prix

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



Daily PE Activity



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Ball Skills

Green

Take it and roll a ball up and down your legs and around your body

Now use one hand to challenge yourself

Focus on maintaining a good balance throughout

Perform the movements smoothly and with control

Red

Focus on moving the ball smoothly before increasing speed

Move the ball with your fingers, avoiding it touching your body Try to complete 16 in 20 seconds

Getting Around Us Yr 2 (cooperative)

Video 3

Review

Question

Movement Skills

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

Once you've tried these, try with both of you moving a ball around each other at the same time.

Tricky

Use a larger ball.

Work individually, moving ball around own body.

Move the ball slowly.

Move the ball at the same height.

Tricky/ Trickier/ Trickiest

Badge of Honour

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You all know what you're going to try hard at in the lesson today. You will all be given some sticker badges. When you're asked a question about who has been trying hard, answer by placing a sticker/badge on someone in your group you think deserves it.

At the end of the lesson you could tell your group why you gave a badge or even why you think you were given a sticker/badge!

Communicating with school

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

