

Message from the teachers: Hello Everyone!

KEY STAGE ONE



WE ARE GROWING TO BE:

Learned: By learning how God wants us to live our lives whether we are young or old, we should never stop learning about what God wants of us. We learn many new things each day. By reading the Bible, listening to our teachers and listening to our hearts, we learn more of what God wants.

Wise: By knowing how God wants us to live our lives and putting it into practice. God is always with us and hoping that we will live our lives in the right way, following the teachings of Jesus.

LEARNED: Learned: learning how God wants us to live our lives

WISE: Wise: knowing how God wants us to live our lives and putting it into practice.



RE: During the month of June we will focus on the Sacred Heart of Our Lord, Jesus Christ. Here, we to get closer to Jesus through His Sacred Heart. We are learning more and more about Pentecost as we discover that it is when we celebrate the birthday of the Catholic Church. For our Gospel values and virtues, are focusing being both **Learned and Wise** as we learn each day. For **Catholic Social Teaching (CST)**, our focus is **Solidarity**. Here, we will discover more about Shristi the Bear as we learn more about sharing the common good.



In English this week, we will continue to read a wonderful book called ***Dear Earth by Isabel Otter and Clara Anganuzzi***. This book will help us to discover more about our Earth and how we can look after it. We may find an explorer's rucksack in the classroom with many exploration-related items. We could create an Explorers' Club and decide where in the world they'd like to explore and what they'd want to see and do. Children can pin their ideas to a world map. Let's discover what explorers need to do before going on a mini safari. Carry out research and record factual statements and information about endangered animals.

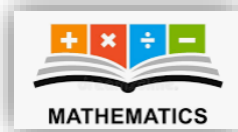
OLC WEEKLY LEARNING PLAN



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 (e 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.



Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions.

Y2 Please complete the following pages of p *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! This week's unit is all about **Unit 14:**

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,

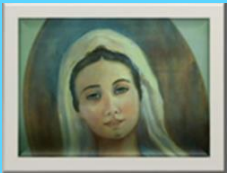
Mrs Redfern , Mrs Humphris, Mrs Kinchin, Mrs Smith and Miss Phillips

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

Teachers:	Mrs Redfern, Mrs Humphris Mrs Smith, Mrs Kinchin & Miss Phillips,	Year:	1	Date:	Monday 17 th June 2024
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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RE



VOCABULARY
Pentecost,
promise, Holy
Spirit, God,
Trinity,
Jesus, disciples

June: The Month of the Sacred Heart



Learn and say the Sacred Heart Prayer for the Month of June daily.

Sweet Sacred Heart of Jesus I place all my trust in you (x3)

Learn hymns for devotion to the Sacred heart of Jesus

Understand how our Parish has a great

CAFOD CST Solidarity Character: Shristi



Solidarity

Shristi is one of the biggest animals in her neck of the woods. However, she also has the kindest heart.

A fire destroyed part of her forest and many animals lost their homes and were injured and couldn't live like they used to. Shristi was the first to visit them and shared time with them, learning what it was like to lose your home.

After becoming friends, she made sure that they found new homes and were happy with their new lives. Her actions inspired lots of other animals to follow.



Pentecost

LO: To know that Pentecost Sunday is the day in the church when we celebrate the coming of the Holy Spirit, promised by Jesus.

KU3 KU4

Big Question: Why is Pentecost known as the birthday of the Catholic Church?

Activity

All: Write a a simple prayer naming the Holy Spirit.

• **Develop an understanding of the reasons to thank and praise God as the Holy Spirit.**

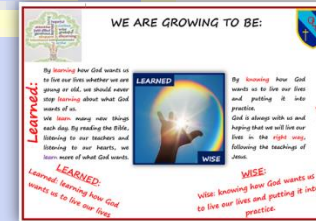
C1 Develop an understanding of the reasons to thank and praise God.

C2 Know that the school and parish have special celebrations.

C4 Know the basic meanings of Pentecost.

Gospel Values and Virtues- Learned and Wise

Sharing Our Catholic Pupil Profile:



Big Question- How can we be both learned and wise? (See Learned and Wise poster).

Diocesan Prayer for Vocations

Lord Jesus, send labourers into your harvest. Inspire, in the hearts of your people, vocations to the priesthood and religious life. Bless our families with a spirit of generosity. May those whom you call to the priesthood and religious life have the courage to give themselves to your Church as co-operators in your work. St. John Vianney: Pray for us



GOSPEL VAUES & VIRTUES

Let us offer prayers for Vocations: Pray the Diocesan Prayer for Vocations. Prayfor people to discern their that people will proclaim the truth of the Good News

Prayer and Liturgy

: (Share class prayer and liturgy together).

Year of Prayer OUR FATHER:



Rosary Video

<https://www.youtube.com/watch?v=CnC0tV7IEDM>

<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=i70XoA2Zx>

YQ



devotion to the Sacred Heart of Jesus and the important feast day of the Sacred Heart. (See David Harris Staff Noticeboard)

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 thank you and asking prayers

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



We learn from Shristi's story that we must recognise others as our brothers and sisters and actively work for their good.



Additional Notes:

Solidarity arises when we remember that we belong to each other. We reflect on this in a special way at Mass. The Catechism of the Catholic Church states, "The Eucharist commits us to the poor. To receive in truth the Body and Blood of Christ given up for us, we must recognise Christ in the poorest."

Solidarity helps us to stand side by side with our sisters

Sharing in the Life of Jesus: Unit L

VOCABULARY
Jesus, disciple, Apostle, call, Peter, Matthew, New Testament, Gospel.

LO: To know that the New Testament is the part of the Bible that contains stories about the life of Jesus and his followers.

To Learn the stories of the call of the disciples and stories of how Jesus' disciples shared life with him.

To recall, talk about and dramatise the main parts of the story of Jesus' life.

ASSESSMENT

At the end of this unit: To know the stories of the call of the disciples and some information about them. They will know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus. They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.

During April, it was our World Day of Prayer for Vocations.

Let us pray for Vocations using our Gospel Values and Virtues

Create a class prayer book for vocations.



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



PRAYER: Remember... LO: To know of some traditional prayers of the Church –



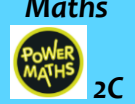

- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.

- To identify some of the different ways people pray in Church.
- 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.

OLC WEEKLY LEARNING PLAN

	<p>Explore opportunities to talk to God quietly without speaking any words. Guided meditation:</p> <p>(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)</p> <p>https://hallow.com/blog/how-to-pray-our-father/</p> <p>Answer the Big Question and share your thoughts together...</p> <p>I wonder?</p> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:</p>	<p>and brothers, especially those living in poverty.</p> <p>Create – Shristi Bear Solidarity Bear Chains</p>	<p>To know that Jesus called some people to be his special friends and that, after leaving everything behind to follow him, they lived and worked with him. They will know that these followers of Jesus are called disciples.</p> <p>Challenge: To know in greater detail the stories of the call of the disciples and more detailed information about them. They will be able to explain how the disciples shared in the life of Jesus, how they share in the life of Jesus and what Jesus means to them.</p>		<p>Guided meditation:</p> <p>(e.g. Joining hands, sitting, standing and kneeling, sign of the cross)</p> <p>https://hallow.com/blog/how-to-pray-our-father/</p> <p>Gather</p> <p>Listen</p> <p>Respond</p> <p>Go Forth</p> <ul style="list-style-type: none"> • 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.
 <p>Maths</p> 				<p>20.06.2024</p> <p>School Avoncroft Educational Visit</p> 	

OLC WEEKLY LEARNING PLAN

	<p>They may record the following verbs:</p> <p><i>roared, told, dive, see, blow, glide, explore, stampede, run, skip, kiss, splash, float, swim, slide, watch, dip, fly...</i></p> <p>Grammar splat Explain to children that, instead of a setting description, we are going to write a poem about the joys of exploring, using some of the skills and vocabulary covered so far.</p> <p>Shared writing: If I was an explorer, I'd... Swim in the deep, blue ocean Stampede with the zebras across the savannah Kiss butterflies and watch them fly. If I was an explorer, I'd...</p>	<p>Explain to children that, instead of a setting description, we are going to write a poem about the joys of exploring, using some of the skills and vocabulary covered so far.</p> <p>Shared writing: If I was an explorer, I'd... Swim in the deep, blue ocean. Stampede with the zebras across the savannah Kiss butterflies and watch them fly.</p> <p>If I was an explorer, I'd... Soar with the proud eagles <i>Can children spot the similes in the text so far? Children may spot 'glide like a turtle' and 'my heart would beat as loudly as their thundering hooves.'</i></p> <p><i>Can they have a go at creating their own and using them in their poem? I would soar like geese in the wind.</i></p> <p>Children can perform their poems.</p>	<p><i>What does this sentence mean? Continue reading to the final line, 'What do you think?'</i></p> <p>Allow time for a discussion about how the earth is changing and what can be done to heal the earth based on the information at the back of the book. Copies of the last two pages of the Book</p> <p>Explain that as members of the Explorers' Club, we want to get the message out to the rest of the community about the problems the earth faces and the solutions.</p> <p>Give children copies of the last two pages of the book. In small groups, children fold a large piece of sugar paper in half. On one half, children will note down the problems and on the other children will note down the solutions.</p> <p>Provide additional books/websites for children to add more information and expand children's research if needed. Children make notes and link ideas together with conjunctions such as <i>because, so, and, if, when.</i></p> <p>Shared writing:</p>		<p>(Choose their favourite part to write in greater detail) Conclusion: I would/ would not recommend...</p>
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OLC WEEKLY LEARNING PLAN

Soar with the proud eagles

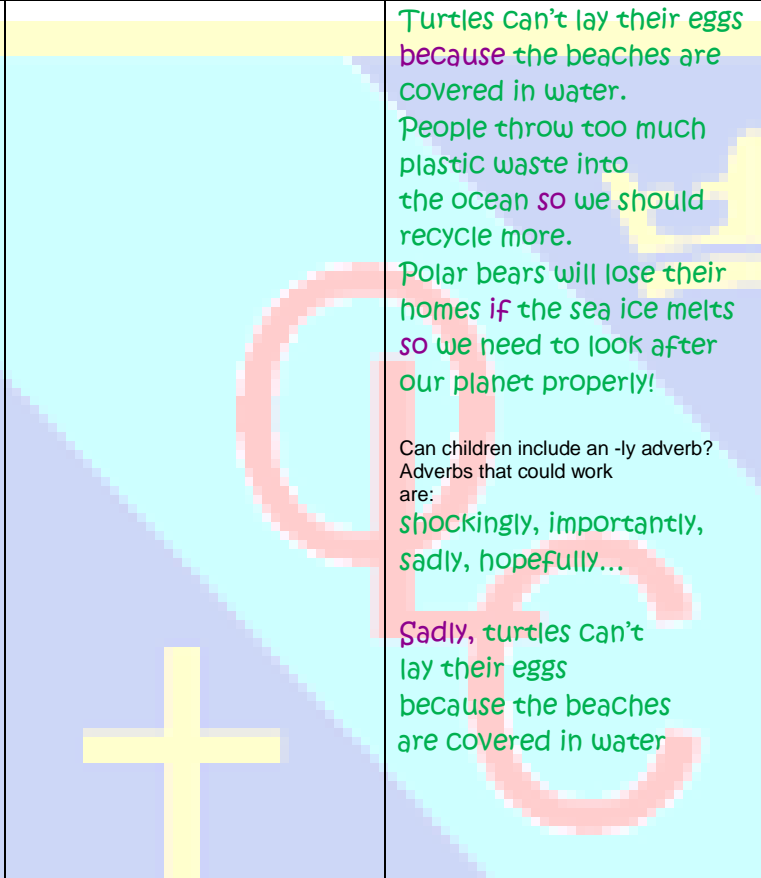
Can children spot the similes in the text so far?

Children may spot 'glide like a turtle' and 'my heart would beat as loudly as their thundering hooves.'

Can they have a go at creating their own and using them in their poem?

I would soar like geese in the wind.

Children can perform their poems



Turtles can't lay their eggs because the beaches are covered in water.

People throw too much plastic waste into the ocean so we should recycle more.

Polar bears will lose their homes if the sea ice melts so we need to look after our planet properly!

Can children include an -ly adverb? Adverbs that could work are:

shockingly, importantly, sadly, hopefully...

Sadly, turtles can't lay their eggs because the beaches are covered in water



Spelling & Handwriting

Year one and Year Two Words Consolidate FS Words

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
the	they	one	door
a	he	once	gold
to	me	ask	floor
today	she	school	poor
of	we	put	find
said	no	push	kind
ago	go	pull	mind
was	so	full	behind
were	by	house	after
is	here	our	child
has	there	where	best
you	love	both	first
your	come	class	could
	some	year	Christmas
			everybody
			sure
			Mr
			Ms
			parents
			eyes
			world
			should
			any
			money
			busy
			people
			water
			again
			half
			improve
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			eyes
			world
			should
			any
			money

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

behind	find	gold	hold
improve	kind	mind	move
prove	told		

LO: CEW – Common Exception Words Focus

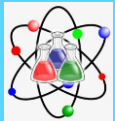
Year 1 and 2 Common Exception Words			
the	they	one	door
a	he	once	gold
to	me	ask	floor
today	she	school	poor
of	we	put	find
said	no	push	kind
ago	go	pull	mind
was	so	full	behind
were	by	house	after
is	here	our	child
has	there	where	best
you	love	both	first
your	come	class	could
	some	year	Christmas
			everybody
			sure
			Mr
			Ms
			parents
			eyes
			world
			should
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LO: CEW – This week's Words Common Exception Words

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LO: CEW – Common Exception Words Focus

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were	by	house	after
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			money



Humanities

GEOGRAPHY



Primary Geography
Comparing countries of the UK



Jigsaw/ PSHE
Unit 6:
Y2



3.The Changing Me
Changing Me

Year 2:

Weekly Celebration
Growing from Young to Old

Piece 3. The Changing Me

PSHE Intention :
Understand and respect the changes that they see in themselves you are here

Social and Emotional Intention:
I feel proud about becoming more independent

Vocabulary:
Baby
Toddler
Child
Teenager
Adult
Independent

Computing

Algorithms and debugging



L.O: To understand that computers can use algorithms to make predictions (machine learning).

Presentation: Machine learning2 Display slide 1 of the Presentation: Machine learning and ask the children what they can remember about the word algorithm. Recap that an algorithm is a set of instructions or steps to achieve something. Show slide 2 and ask for a volunteer to come to the front and play the game Google Quick, Draw!, which is a drawing game that uses algorithms to guess the images drawn. (Make sure the whole class can see how it is played.) When the volunteer has finished drawing the six images, click

Geography:

Comparing countries of the UK

Lesson 5: What is it like in a capital city?



Purpose

- **This lesson builds on pupils' knowledge of the UK's capital cities and develops their sense of place.**
- **Pupils will compare cities and consider similarities and differences between capital cities and the place where they live.**

Make connections with: Year 1 and Year 2 Mathematics (Geometry – position and direction), Year 1 and Year 2 Science (Animals, including humans), Year 2 Science (Living things and their habitats).

By the end of the lesson pupils should ...

- *know more about the four UK capital cities*

Science:

Food Chains

L.O: To understand what is meant by a food chain.

Before the session: Cut out the black and white images in the resource sheet and have enough copies of each food chain for each child to have one image each.

Whole class: Invite the chn into the hall, or large space. Explain that they are going to play a game that links different creatures together by what eats what. Give each child an animal from the 'Food chain Game' resource and explain the rules (in the resource sheet). Play the food chain game. At the end, ask the chn to stand in their food chains, arms linked. Ask: *What do you notice about the order of the animals?* (Often the bigger animals are at one end, little creatures or plants at the other). Tell them that the largest animals at the end of the food chain are called

Design Technology

Vocabulary:

Decorate
To add details to a design to improve its appearance.

Design

To make, draw or write plans for something.

Fabric

A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.

Inspiration

Someone or something that gives you new ideas.

Model

A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.

Stencil

A shape that you can draw around.

Template

A stencil which you can use to help you draw a shape more easily on to different materials.

LO: To use a template to create my design.

Success Criteria:

- *I can design a puppet using a template.*
- *I can use a template to cut out my puppet.*

Watch

Teacher video: Designing my puppet

Timeline Freedom Responsibilities
I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

Resources:
Jigsaw Jo, Jigsaw Chime, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat



3. My Changing Body

Y1: Changing Me

Weekly Celebration 3. My Changing Body

on one to display other objects the game thought the drawing looked like. Using slide 3, show the children the link: Google Quick, Draw! - the data, which shows all the images the game has collected from different users. Explain that this large collection of data is used by the computer. Display slide 4 and explain that the computer uses artificial intelligence called 'machine learning' to identify images. It looks at how the user draws, which shapes they start with and compares that data with the data it has collected from all the other people who have played the game. Show the children how it works by watching the video Google Developers - How Google Quick, Draw! works on VideoLink. Display slide 5 and hand out a whiteboard and pen to each child. Ask the children to draw a crocodile (give them 20 seconds). Using slide 6, explain that the programmers improve their algorithm by asking users to identify images that should not be considered crocodiles.

- *be able to identify examples of similarities and differences between capital cities*

Recognise similarities and differences between a capital city and the place where they live

Activate prior knowledge

5 min Lesson slides 1-4 and Work booklet page 15

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

Explain/Explore

10 min Work booklet pages 15-16

- Recall previous learning about the four capital cities of the UK, asking pupils to name them and identify their locations on a map.
- Discuss any things that pupils notice the capital cities have in common, e.g. 'They are all close to a river and they all have some famous buildings. They are all big and have a lot of traffic.'
- Pupils should complete task 1 in pairs.

Demonstrate understanding

15 min Lesson slide 5, Work booklet page 16 and Downloadable resource 5.1

- Organise the class into small groups, and assign each group one of the capital cities.
- Provide the groups with online access, books, magazines or resource 5.1, as appropriate, to find out more about their assigned city.
- Explain that they are going to use the information they find to help them imagine what it would feel like to be in that city.
- Recap the five senses with pupils. Ask them to think about what they

'predators' and that often food chains start with little plants that get their energy from the sun. Ask: *Why do you think we call them 'food chains'?* (Because, in a healthy habitat, all living things depend on each other and each part of the chain is food for another). Ask the chn to suggest other food chains they know about. Play the chn the BBC Bitesize 'What is a Food Chain?' clip. Take the chn outside and ask them to explore the school grounds, looking for examples of food chains (living things eating leaves, for example). With a magnifying glass and sketchbook, they should record what they discover. Remind them that sketching outside can be rough and not detailed, but should be just a way of remembering what they have seen.

At the end of the Food Chain game, ask these chn to consider these questions: *What happens at the end of the food chain, to the predator? Why is it that really a food chain isn't a long line, but more like a circle?* (When predators die, their bodies turn into food for the creatures at the beginning of the food chain) During the time outside, when they find part of a food chain, encourage these

Pupil video: Designing my puppet

Have ready

- **Presentation: Agree or disagree.**
- **The list of main characters and their appearance (see Lesson 1: Joining fabrics).**
- **Safety pins (three each, see Main event).**
- **Coloured pencils (a selection per table).**
- **Felt or other fabric – if you do not have fabric scissors, felt will be easier to cut than other fabrics (enough for two A5 templates each – see Main event).**
- **Scissors (to cut paper – one each).**
- **Fabric scissors (if available – one each, see Main event).**

Print in advance

- **Activity: Puppet design sheet (includes two designs - one sheet per child).**
- **Resource: Puppet template (includes two designs - one per child).**

OLC WEEKLY LEARNING PLAN

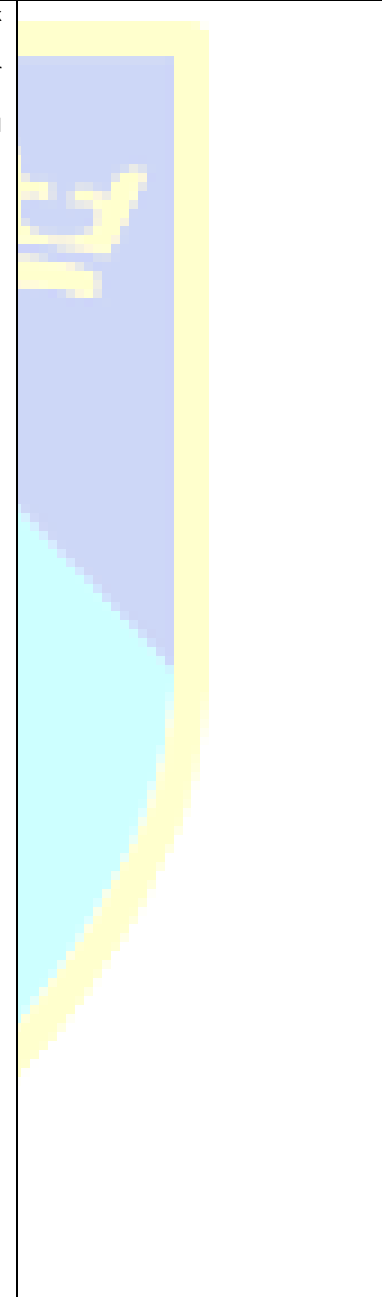
<p>I can tell you how my body has changed since I was a baby</p> <p>Vocabulary: Baby Growing up Adult Change Piece an express how they feel when change happens</p> <p><u>PSHE Intention:</u> Understand and respect the changes that they see in themselves</p> <p><u>Social and Emotional Intention:</u> I understand that growing up is natural and that everybody grows at different rates</p> <p><u>Resources:</u> Jigsaw Chime, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Journey, Next Learning / Reflections Sheet, Jigsaw Jerrie Cat.</p>	<p>The program updates when an image is identified as a 'non-crocodile'. This means the program is taught what the object should and should not look like. Use slide 7 to show the link: Google Quick, Draw! - crocodile. Explain that this shows the collection of crocodile images. Ask the children if they can see a crocodile that resembles the ones they drew. Discuss as a class if any images do not look like crocodiles.</p> <p>Optional: hand out devices with internet access (one between two) and allow the children to play the game Google Quick, Draw!. Questions What features do the crocodiles have in common? How does the computer know that you have drawn a crocodile?</p> <p>Presentation: Building blocks algorithm3 Display slide 1 of the Presentation: Building block algorithm and arrange the children in pairs. Hand out a few building blocks to each pair and explain that they have one minute to build a small model. If devices with camera</p>	<p>would see, hear, smell, touch and taste in their assigned city.</p> <ul style="list-style-type: none"> Ask pupils to close their eyes and picture your words, e.g. 'I'm walking down a busy street with lots of shoppers. I keep bumping into tourists taking photos of the castle. I can feel the cold air and hear the trams rattling by.' Model adding these experiences to the Senses recording sheet on slide 5. Pupils should complete task 2 in groups. Ask each group to share a description of their capital city, without revealing which one it is. Encourage the class to decide which city is being described and share their reasoning. Ask pupils which parts of the description gave a clue about the location. <p>Demonstrate understanding 15 min Lesson slides 6-7, Work booklet page 17 and Downloadable resource 5.2</p> <ul style="list-style-type: none"> Discuss the similarities and differences between capital cities and where your school is (or, if your school is in a capital city, compare it to a different capital city). Place two hoops on the floor, overlapping slightly, and label one 'capital city' and the other with the school's location. Hand out the feature cards (resource 5.2), which can be cut up for pupils before the lesson, or create your own tailored to your location. Model sorting some of the features into the hoops. Ask if there are any features that the pupils' locations have in common with a capital city (i.e. in the overlapping section). Explain that a 'government' is the group of people in charge of a country, if pupils are not familiar with this term. Pupils should complete task 3 in pairs. <p>Reflect:</p>	<p>to consider how the food chain may end, so if they find a caterpillar eating a leaf, they could draw that, and then makes notes (or draw) the rest of the food chain.</p> <p>https://www.bbc.co.uk/bitesize/articles/zkwwgvwx</p>	<ul style="list-style-type: none"> Resource: Step-by-step guide (optional - see Adaptive teaching). <p>Cautions</p> <p>The information within this section provides basic generic guidance only and is not tailored to the circumstances of your school or class. You must ensure you refer to and follow your own school's health & safety policy and complete any necessary risk assessments. It is the teacher's responsibility to check all resources and lesson content to ensure it is suitable for their class setting.</p> <p>Health and safety</p> <p>This lesson involves using safety pins. Explain to the children:</p> <ul style="list-style-type: none"> Safety pins have sharp points; watch where fingers are placed when opening and closing them or poking them through the material. <p>Recap & Recall:</p> <p>Display the <i>Presentation: Agree or disagree</i> and allow time for paired discussion.</p> <p>Presentation: Agree or disagree</p> <p>1 Take feedback from the children, referring to what they learnt in the previous lesson about the pros and cons of each</p>
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capabilities are available, take a photo of their model to refer back to later in the lesson. Ask the children to write a set of instructions on a whiteboard so that someone else would be able to recreate their model if they followed the instructions. Show slide 2 and allow the children to test out their instructions. Discuss as a class if the algorithms were effective, clear and if they had enough detail. Encourage them to adapt them to be even more specific (e.g. to specify brick colour and size). Using slide 3, ask the children to swap their algorithms and building blocks with another pair to test their instructions. Compare the finished design with the photographs of the original model taken. Take feedback from the class and discuss how easy it was to follow the algorithms using the questions below. Were your instructions (algorithms) effective? Did they include enough detail? How could your algorithm be more precise? How did you know what to build? What

5 min 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.



method of joining fabric (pinning, stapling and glueing).

Attention Grabber:

Explain to the children that they are going to make their puppets. As these puppets will cover their hands, they will make the basic puppet shape by joining two pieces of the same shaped fabric to create a mitt.

Then they can decorate the joined pieces of fabric to look like their characters.

Encourage the children to start thinking about what their character looks like by asking them:

What do the main characters in the story look like?

- What colour should we use for the material?
- What colour hair will they have?
- What kind of eyes, nose, eyebrows, etc?

Explain to the children that they may use several different joining techniques

Main Event

Plan

Hand out to each child a puppet design sheet of their choice from the Activity: Puppet design

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was good about the way the algorithm was written?

Encourage the children to give feedback to the pair who wrote the instructions about the algorithm's clarity and success. Allow time for the children to make any necessary changes to make them more precise. Finally, ask each pair to swap with a new pair and repeat the process.

Bring the class back together and ask the children: What makes a good algorithm? Play a drawing game to help the children understand how algorithms work. 1. Ask for two volunteers. 2. Child A will stand by the class whiteboard with a pen. 3. The teacher will suggest (quietly) to Child B an object that Child A has to draw. (Do not tell the rest of the class.) 4. Child B will describe to Child A how to draw the object: they cannot say what it is. 5. Child A will draw what is described to them. 6. Ask the class to guess what object has been drawn and to write it down on their whiteboards. You could add

sheet. Ask them to start creating their character, referring to the list of characteristics (see Lesson 1: Joining fabrics). Designs should be in colour and labelled with the material and include the joining technique the children wish to use to connect their pieces of fabric.

Hand out the appropriate puppet template to each child, using either the Resource: Puppet template (for A5 templates) or an extra copy of the Activity: Puppet design sheet (for A4 templates).

Introduce the word 'template' and explain it is a stencil to help draw the same shape on different materials. Explain that the template will help them cut out two identical shapes to create the puppet.

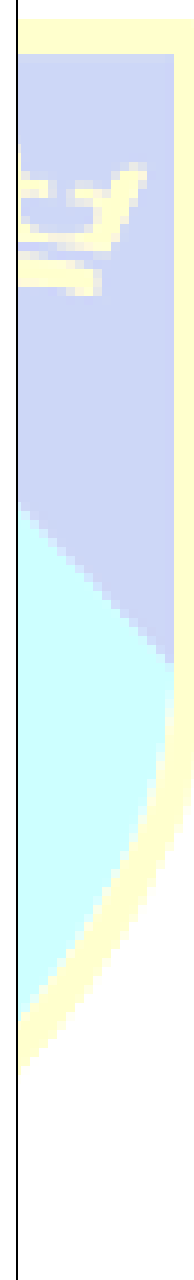
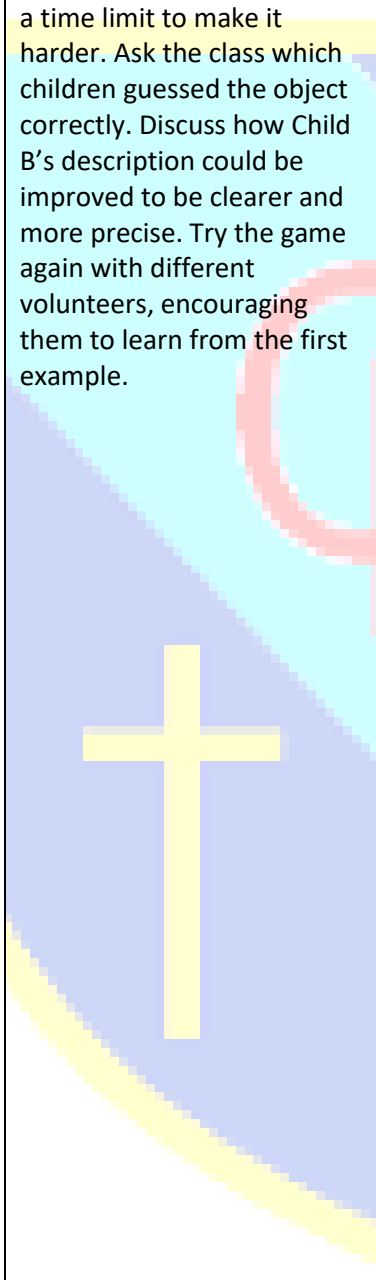
Play the Pupil video: Designing my puppet (which could be played on a continuous loop while the children work) or model the steps in the video. If regular scissors are being used and not fabric ones, point out the lower parts of the scissor blades, which are most effective at cutting fabric.

Make- The children will:

- Cut out their template.

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a time limit to make it harder. Ask the class which children guessed the object correctly. Discuss how Child B's description could be improved to be clearer and more precise. Try the game again with different volunteers, encouraging them to learn from the first example.



- Pin the template to their chosen fabric.
- Cut the fabric around the template. Allow the children to cut with fabric scissors if possible, as this is great for their fine motor skills.

The children should have a design and two pieces of cut-out fabric.

Ask them whether they will join their fabric by pinning, stapling or glueing. Remind them of the techniques they tried in the last lesson and how easy or difficult they found each method.

Note how many children will be using each joining technique so that the necessary materials can be prepared for the next lesson.

Wrapping Up

Questions

- How will you join your two pieces of fabric?
- Why are you choosing this technique?

Little Red Riding Hood storybook (optional – see Attention grabber).

Link: Little Red Riding Hood - Giggibox on VideoLink (optional – see Attention grabber) – this

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link is an external website and we do not have control over its content – please check before showing it to the children.

<https://video.link/w/Ycyvb>



Print in advance

- Resource: Joining techniques reminder sheet (optional - see Adaptive teaching).

PE : Creative- Link Movements

Warm Up: Ball Tricks

1

In And Out

Walk slowly in and out of the spots avoiding each other.

2

Copy It

When the teacher stops in an athletic stance, stop and copy as quickly as you can.

3

Speed It Up

Same again, but walk faster by gradually increasing your speed.

4

Move It

On a call of “Move it”, change the way you’re moving, for example, jump/hop/skip/march.

5

Change It



Daily PE Activity



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On a call of "Change it", change your direction of travel, for example, backwards/sideways/diagonally.

6

Around It

On a call of "Around it", travel around a spot.

Ball Skills

Roll a large ball to your partner or against a wall

With right and left hand against a wall or with a partner (3 to 5 metre distance):

1. I can roll a large ball and collect the rebound.
2. I can roll a small ball and collect the rebound.
3. I can throw a large ball and catch the rebound with 2 hands.

Throw a small ball and catch it after one bounce

With right and left hand, against a wall or with a partner (3 - 5 metre distance):

1. I can throw a tennis ball and catch it with the same hand after 1 bounce.
2. I can throw a tennis ball and catch it with the same hand without a bounce.
3. I can throw a tennis ball and catch it with the other hand after 1 bounce.
4. I can throw a tennis ball and catch it with the other hand without a bounce.
5. I can strike a large, soft ball along the ground with my hand 5 times in a rally.

Big Top Time

Create 4 corners each with different equipment, for example: scarves, bean bags, balloons, balls.

Children split into 4 groups and try handling the different equipment, keeping it in the air and maybe even juggling.

When you call "Big Top Time", children go into the middle and follow instructions which might be:

- Practise bouncing or rolling a ball in time to the song.
- Place lots of balls on top of a parachute. One group shake them off and the other catch, collect and throw them back on.

Communicating with school

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

