



KEY STAGE ONE

Message from the teachers: Hello Everyone!

HOMEWORK



RE: Next week in RE lessons, we will learn about **The Rosary and The Joyful, Glorious, Sorrowful and Luminous Mysteries that tell us about Jesus.** We will continue to try to do a good deed each day, sharing our little acts of kindness. The Roses that we have made are displayed on our prayer tables. As we begin to learn about **Families and Celebrations, please** remember to send in a picture of your baptism (labelled), as we share them in class this week. We will talk about the celebrations that happen

Maths: We are using the Maths Practice Journals homework this year. The book will tie in with what we have been learning in class. Each week we will allocate certain pages for you to complete. We will be going through the homework in class which gives us the opportunity to address any misconceptions. **Y2 -Please complete the following pages 9 and 10 this week.**



**Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking).*



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.





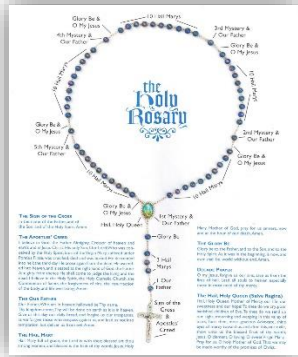
Thank you so much for your support. Please do come and see us if you have questions.

Kind regards,

Mrs Redfern, Mrs Humphris, Miss Ryan, Mrs Smith & Miss McDonnell

OLC WEEKLY LEARNING PLAN

| | | |
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| Teachers: Mrs Redfern & Miss McDonnell, Mrs Humphris & Mrs Smith Miss Ryan | Year: 2 | Date: W/B Monday 9 th October 2023 |
|--|-------------------|---|

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|--|---|--|---|
|  <p>RE (UNIT B POG)</p>  <p>VOCABULARY:B Family, celebration, Baptism, Mass, Sunday, Family of God, priest, deacon, procession, sign of cross, Lord have Mercy, Gloria, Gospel, altar, bread, wine, body, blood, consecration, congregation, Presentation in the Temple, Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, We d i n g Feast at Cana, miracle, liturgy.</p> | <p>Families and Celebrations Sharing Our Catholic Pupil Profile GOSPEL VALUES & VIRTUES: Generous & Grateful.</p> <p>How are we generous, how are we grateful?</p> <p>LO: To share our reflections from...</p> <p>Y2 Mass (for St. Francis- celebrated 05.10.2023).</p> <p>Y1: Share their reflections from our Zoom Harvest Celebration with Dan and Emily.</p> | <p>Class Prayer and Liturgy</p> <p>LO: To know about about key figures in the history of the People of God: St. Thérèse of Lisieux</p> <p>Are All Saints servants of Christ? Share a Litany of Saints together including St. Francis, St Therese of Lisieux Our Class Saint St. Faustina and our name saints too.</p> <p>Respond Pray for us.</p> | <p>RE: Lesson</p> <p>LO: To know that families, the school and parish have special celebrations.</p> <ul style="list-style-type: none"> Know and be able to discuss some of the special celebrations that take place in families, school and church. Understand some reasons why we have special celebrations. <p>(ER 8 Talk about past and present events in their own lives and in the lives of family members.)</p> | <p>RE Lesson</p> <p>LO: Understand reasons why we have special celebrations.</p>   <p>Identify the celebration from these pictures?</p> | <p>Prayer and Liturgy</p> <p>LO: To Hold a special daily liturgy for the Rosary during the month of October- The Feast of the Rosary is on 7th October</p>  <p>C1 Take part in celebrations which express thanks and praise.</p> <p>R1 That praise and thanks are expressed in prayer,</p> |

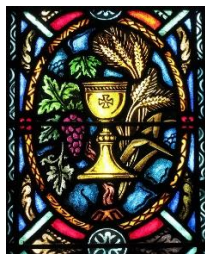


**CATHOLIC PUPIL PROFILE:
GOSPEL VALUES &
VIRTUES**

**Are All Saints servants of
Christ?**

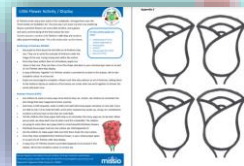
**CST: Unit B – Families and
Celebrations**

**To talk about our families and
the celebrations that we all
experience together.**



(KU 11)

<https://missiontogether.org.uk/calendar/st-therese-of-lisieux/>



Ask pupils to think about the last little act of kindness they saw. Write examples of kindness inside the image of the rose, trying to keep text within the outline.

• Once they have written their act of kindness, pupils can colour in the rose. They can then cut out the shape and place in your school prayer space or as part of a St Thérèse Little Way display.

• A copy of Mission Together's St Thérèse cartoon is provided to include in this display. We've also included a colour in version too.

• Complete a flower each time they witness an act of kindness, adding these to the kindness display as evidence of the

ER1) Ask what they wonder about: Why do we celebrate special occasions?

- What does it mean to celebrate together?
- What sorts of celebrations are there?
- Why do we celebrate?
- How do we celebrate?

Share celebrations as families, school and church...Baptism, Birthdays, Christmas, Easter etc Recall the different people who are important members of their families and to share a few things about them.

- What are some of the different things the children do with their families? (e.g. live together, eat together, play together, go on holidays, etc.)
- Discuss how celebrations are sometimes a special part of family life.

Recall and discuss celebrations in which the children have been involved (e.g. good work assemblies, birthday party, Baptism, etc.)

Look at a range of artefacts from different celebrations (e.g. birthday candles, Baptismal garment, wedding ring, etc.)

Show children some pictures of a Baptism taking place. Revise previous learning in Reception about the pouring of water over the baby at a Baptism.

Identify some of the different symbols that are used during this celebration. Children to try and find some photographs of their own Baptism.

Describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.

Understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place.

They will understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.



.Share the St. Thérèse of Lisieux during Class Prayer and Liturgy...

See ppt...



**Say the prayers of the Rosary together...
Our Father
Hail Mary x 10
Glory Be**

Look at the mysteries of the Rosary...

OLC WEEKLY LEARNING PLAN



beauty we create when we work together to shower the world with God's love

(St Thérèse wrote many wise words in her notebooks.

Amongst them was this: 'Great deeds are forbidden me... The only way I can prove my love is by scattering flowers and these flowers are every little sacrifice, every glance and word, and the doing of the least actions for love.'

Flowers became a symbol of St Thérèse's Little Way and so she is often pictured holding roses. This craft activity take up this theme).

Children to identify the celebration from which the artefact comes.

Brainstorm the components of a good celebration and create true or false lists.



Why do we celebrate special events? In church Christians take part in many special celebrations.

Show the children some pictures of different celebrations that take place in a church.

- Weddings
- Christmas
- Easter
- Pentecost
- First Holy Communion
- Baptism



Maths



2A

LO: Fact families

Unit 2 Addition and Subtraction (1)

Text Book Pages 80-83

Workbook Pages 59-61

LO: Learn number bonds

Unit 2 Addition and Subtraction (1)

Text Book Pages 84-87

Workbook Pages 62-64

LO: Add and subtract 2 multiples of 10

Unit 2 Addition and Subtraction (1)

Text Book Pages 88-91

Workbook Pages 65-67

LO: Complements to 100 (tens)

Unit 2 Addition and Subtraction (1)

Text Book Pages 92-95

Workbook Pages 68-70

LO: Add and subtract 15

Unit 2 Addition and Subtraction (1)

Text Book Pages 96-99

Workbook Pages 71-73

OLC WEEKLY LEARNING PLAN



Spelling & Handwriting

Year one and Year Two Words Consolidate FS Words



LO: CEW – This week’s Words –Spelling Pathways...

chat
clap
drag
drop
hum
pat
plan
slip
trot

LO: CEW – Common Exception Words Focus



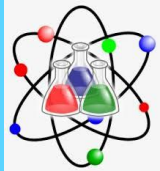
LO: CEW – Common Exception Words Focus



LO: CEW – This week’s Words – Spelling Pathways...

chat
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trot

LO: CEW – Common Exception Words Focus



Humanities



GEOGRAPHY:

Jigsaw/ PSHE Unit 1: Y2



5. Our Learning Charter

Work well with others

5. Our Learning Charter

Co-operate Learning Charter Rights

Responsibilities Rewards Consequences Problem-solving Choices

REAL P.E

Personal Skills

I enjoy working on simple tasks with help.
I can follow instructions and practise safely.
I try several times if at first I don't succeed and I ask for help when appropriate

Warm up

1 Off We Go!
Ride around and show all your amazing bike moves.

2 On And Off
Carefully practise getting onto your bikes.

Onto 1 leg and freeze for a photo of everyone before your trip.

Geography

LO: What we need to find out?

Activate prior knowledge 5 mins

Lesson slides 1–4 and Work booklet page 14

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

Explain/Explore 15 mins

Lesson slide 5 and Work booklet page 14

- Recall the previous lesson and remind pupils of the project they are going to help with (planting a new apple tree at school will be used as an example in the unit,

Science

L.O: To understand we use our senses to classify things .

Before the session: Buy a selection of fruit and vegetables and set aside baskets or trays on the tables. Check for any allergies associated with fruit and vegetables before buying and preparing the session. Place a selection of fruit and vegetables on the tables before the chn come in. Whole Class:

Ask the class to sit in groups to explore the food. Move around, listening to their conversations. Encourage groups to use all their senses and the hand lenses to explore the foods by asking them to smell, feel and touch their fruit and veg and to talk about what they are experiencing. Ask questions specifically about each sense: *Do you like any of these foods? Does anyone like green fruits? Can*

Art

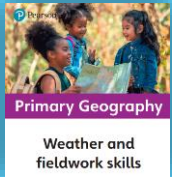
L.O: To explore line and mark making to draw water.

Genially presentation

The following activity will get the children used to standing up around a shared space and table.

To enable the children to work next to one another along both sides of a long table, the class may have to be split into groups, depending on the shape and size of the classroom and furniture.

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I understand how following the Learning Charter will help me and others learn

I work cooperatively

Jigsaw Charter, Jigsaw Chime, Jigsaw
 Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template enlarged on card, flip chart, camera, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Ca..

3
Heads Up
 You're off for another ride and don't forget to beep when you pass another rider.

4
Helmets On
 Whoops! Did you forget to put your helmets on?
 Quick fasten them and check your friend's helmet.

5
Who's Being Safe?
 Now 'beep' when you pass other riders practising safely with their helmets on and their heads up, looking where they're going.

6
Bicycle Bling
 Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.

Skill

Yellow Skill

With fluency and control:

I can side-step in both directions.

I can gallop, leading with either foot.

but can be adapted as required).

- Ask pupils what they need to think about before planting their apple tree. Model asking questions, e.g. How will we plant it? Where shall we plant it?
- When pupils have generated two or three questions verbally, display slide 5. Explain that it shows a helpful way to organise their questions to make sure they think about all of the possibilities.
- Either continue generating and recording questions as a class or ask pupils to work in small groups to complete task 1.
- Keep returning to the slide during the unit, adding any further questions as they crop up.

Explain/Explore 15 mins

Work booklet page 15

- Explain that, to answer their questions, pupils will need to find out

anyone think of something else that is crunchy? What does the skin feel like? What does it sound like when you tap it with your finger? Does anyone else have one with a bumpy skin? Does its smell remind you of anything else? Tell chn that the room is going to turn into a fruit and vegetable market so they need to set their market stall out clearly. They can decide how to sort their food. Split chn into year specific groups. Encourage all to write down their ideas and then help them narrow it down to a way that everyone in the group is happy with. You may want to do this by stopping the whole class and discussing together, or you may prefer to talk to each group as you move around the class. When each group has identified a way of sorting their food, they need to write it on their large piece of paper, like a banner for their stall (Soft and hard foods!, Get your shiny and bumpy food here!, etc.). Give the class time to set out their food on their stall with their banner displayed. Then declare the market open. Wander round and talk about the clearly laid out food and the different ways chn have classified. Invite one stall team at a time to 'close their stall' and to wander around the market with you, so that everyone sees the

Play a piece of water/river/sea-themed music, such as Debussy's 'La Mer' and ask the children what colours they imagine while listening to the music and what kind of lines represent water.

Ask the children the following questions:

- What did we learn about lines in the previous lesson?
- What lines represent water in a swimming pool, a pond, the sea, or a river?
- What colours do you think we would see?

Genially presentation

Ask the children to use their hands and arms to draw the lines in the air or respond to the music in their sketchbooks, using and thinking about what they have already learnt about lines in the previous lesson.

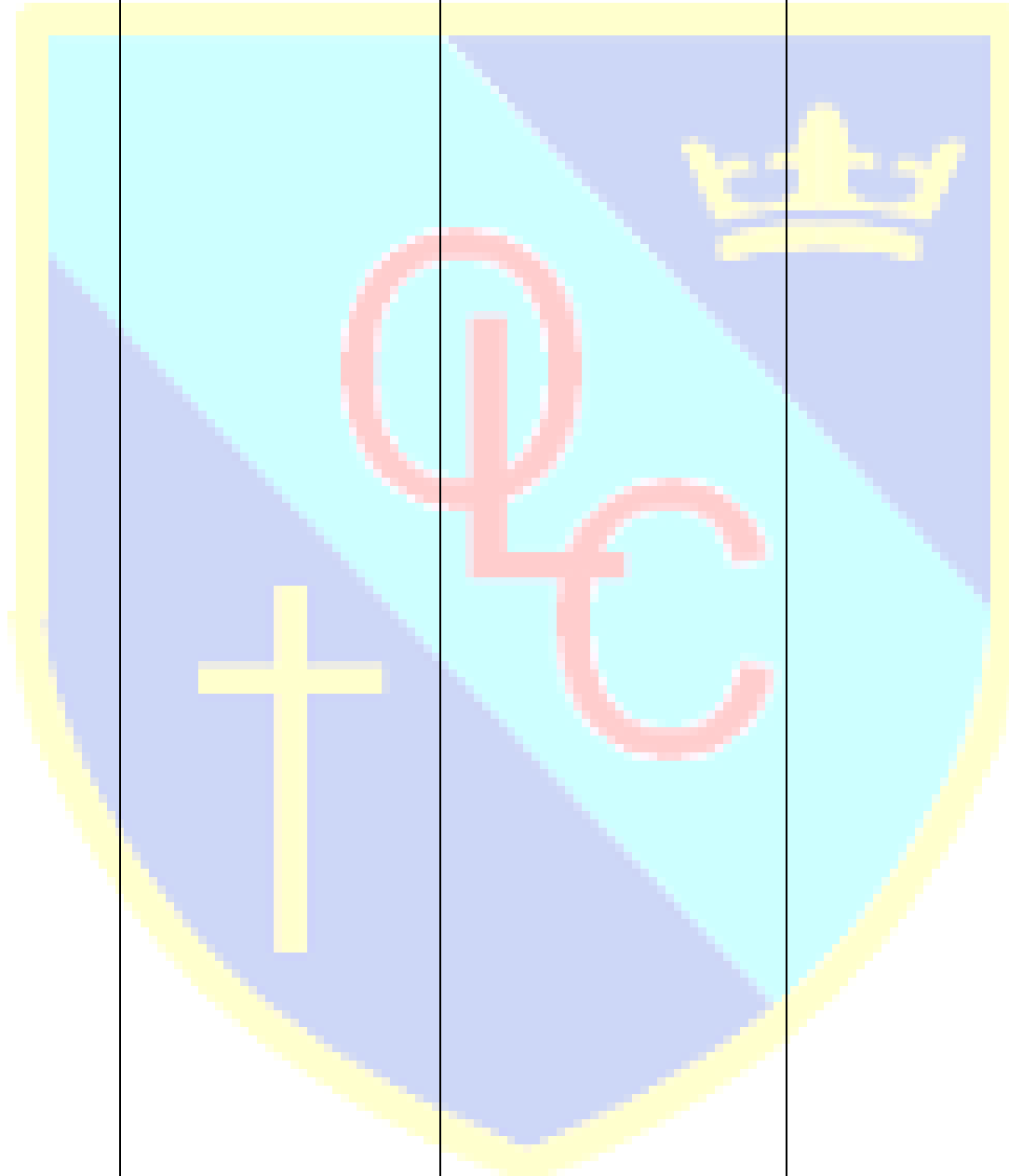
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| | | <p>I can hop on either foot. I can skip.</p> <p style="text-align: center;"><u>Green Skill</u></p> <p style="text-align: center;">With fluency and control:</p> <p>I can combine side-steps with 180° front pivots off either foot. I can combine side-steps with 180° reverse pivots off either foot. I can skip with knee and opposite elbow both at 90° angle. I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p style="text-align: center;"><u>Application</u></p> <p>Introduce the song line by line. Discuss, agree on and practise different actions to perform as the song progresses. You might start with the video example for the children to copy and then create their own movements.</p> | <p>some more information about apple trees.</p> <ul style="list-style-type: none"> You can help pupils carry out research in a variety of ways, as a class or in small groups, and over more than one lesson by: <ul style="list-style-type: none"> looking at online resources or videos as a class providing books about the subject for pupils to read getting volunteers involved, e.g. a keen gardener or allotment owner, so pupils can ask them questions and find out what is important when planting their apple tree setting up an experiment treating three plants differently, e.g. one plant in the dark, one deprived of water, another put in the optimum location, and monitor what happens. Pupils should complete task 2 to | <p>variety of ways the food has been classified. Take photographs of each group's stall. Show them the Science Dictionary and the explanation of 'identifying' and 'classifying'. Display in the classroom.</p> <p>Ask this group to include on their paper which sense they have used to identify the differences in their foods. Food may need to be swapped between groups to ensure everyone has foods they can classify according to their own group's criteria. Some may want to have more than two groups of food, which is acceptable, but encourage them to think about opposites (soft and hard, bumpy and smooth).</p> | <p>Genially presentation</p> <p>Show the children a range of the work of Zaria Forman on the link: Zaria Forman - Maldives'.</p> <p>Ask the children to describe how the artist has used different materials to represent water.</p> <p>Discuss her work further using the following questions:</p> <ul style="list-style-type: none"> What sort of lines are they? Does it look like water? Is water an easy thing to draw or paint? How does light change the way water looks? <p>Genially presentation</p> |
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| | | <p>Children could perform movements individually and/or in pairs.</p> <p style="text-align: center;"><u>Review</u></p> <p>Children work in pairs or small groups with a ball or other piece of equipment per pair/group.</p> <p>Use a central clock and whistle/buzzer and divide the talking time evenly among the group with only the child holding the ball permitted to talk and with the ball on every 30, 45 or 60 seconds.</p> <p>Combine this method with Question Carousel where all answer the same question, or simply give a topic for discussion or review.</p> <p>As an alternative, the child holding the ball is not permitted to speak, with the rest of the group telling them how they thought they got on in the lesson, for example what they did well/what they could improve.</p> | <p>record some of their findings.</p> <p>Practise 10 mins Lesson slide 6 and Work booklet page 16</p> <ul style="list-style-type: none"> When pupils have found out what an apple tree needs in order to grow, work together to turn this information into criteria, e.g. the ideal location would have access to water/good soil, not be too windy, and be sunny. Complete the slide together, or pupils can complete task 3 in pairs once the criteria have been decided as a class. <p>Reflect 5 mins Lesson slide 7 and Work booklet page 4</p> <ul style="list-style-type: none"> Pupils should complete their Learning review. If you have time, you could share what the pupils have written. | | <p>Now the children will begin to work on the large, laid-out piece of paper. Set up a space for yourself so that you can demonstrate and join in with the activity.</p> <p>Play the music again.</p> <p>Ask the children to draw big lines representing water. Give them approximately three minutes to work, encouraging them to connect to each other's lines.</p> <p>Pause the music and explain to the children that they will work into the lines they have drawn, using various techniques.</p> <p>Show them how to work into the lines by:</p> <ul style="list-style-type: none"> Using the different materials available in different ways. Demonstrating what dark/light, thick/thin, |
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wavy/straight and broken lines look like.



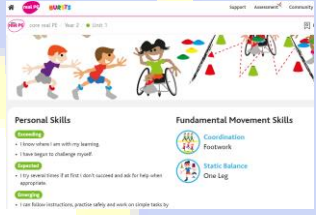
- Considering which colours to use.

Before playing the music again, ask the children to look at and reflect on what they have done so far and make sure their lines connect to those drawn by the people on either side of them.

Continue to use the music like a game of musical chairs; they only draw when the music plays! When it stops, give another instruction and repeat until various materials and techniques have been used. If needed, give specific instructions on what material or line type they should be using/making when the music starts. This musical chairs activity can be adapted further by requesting that the children change places and pick up where another child left off.

Use the *Pupil Video: Making Waves* for a further demonstration and/or have it on while the children are working

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| | | | | | <p>independently for them to refer to as they work (the video is looped so that it will play continuously).</p> <p>Ask the children what might live in the sea/river/water when the water looks complete. Their suggestions of creatures, plants, shells or any other reasonable idea can now be drawn in the blank spaces (these could be drawn on separate pieces of paper and added at a later session if you are short of time).</p> |
|  <p>Daily PE Activity</p>  | <p>LO: To listen carefully to instructions using warm up activities.</p> <p>Activity: We're riding on a bike... riding in the rain, up a hill, on one wheel, really fast song.</p> | <p>REAL PE: PERSONAL Lesson 5</p>  | <p>PE with Joe https://www.youtube.com/watch?v=d3LPrhlov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p> | <p>PE With Joe https://www.youtube.com/watch?v=d3LPrhlov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p> | <p>PE With Joe https://www.youtube.com/watch?v=d3LPrhlov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p> |
| <p>Homework:</p> | | | | | |

Communicating with school

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

