

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.

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

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.

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. 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 be reading 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.

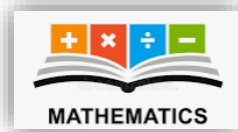
OLC WEEKLY LEARNING PLAN



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 13: Problem solving and efficient methods**

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

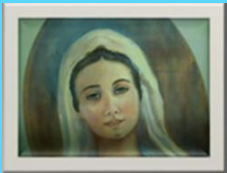
Mrs Redfern , Mrs Humphris, Mrs Kinchin, Mrs Smith and Miss Phillips

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:	2	Date:	Monday 10 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



Create a Sacred Heart Display for your Prayer Area4

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

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

Learn hymns for devotion to the Sacred heart of Jesus

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. Pray for people to discern their that people will proclaim the truth of the Good News

UNIT J: Pentecost



LO: To now the story of Pentecost and be able to dramatise and retell the story.

Activities:

Y2 Write their Pentecost experience as one of the disciples.

Y1 Complete a Before and After Changes activity.

Extension: Find out about the celebration of Pentecost in the parish. What colour is used for the liturgy of Pentecost? Why do you think this colour is chosen? KU11 KU12

All: Recap

- The symbols of the Holy Spirit together.

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.

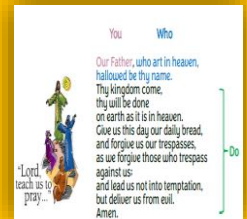
A fire destroyed part of her forest and many animals lost their homes and were injured and couldn't live like they used to. Shristi was the first to visit them and shared time with them, learning what it was like to lose your home.

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.

We learn from Shristi's story that we must recognise

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



Understand how our Parish has a great 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

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.

KU 7 Recognise key figures in the history of the People of God

KU1 KU2

• Know that the Holy Spirit was the promised gift of Jesus to his disciples.

KU3 KU4

• Understand what Jesus meant when he promised to send the Holy Spirit to his disciples.

• Understand how the disciples' way of life changed

LO: To understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven.

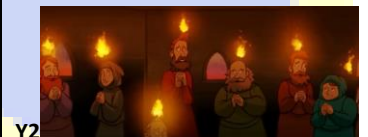
Acts 2: 1-4 – The story of Pentecost

Watch and Discuss

Y1



<https://www.youtube.com/watch?v=OOx5G-LR850>



Y2

others as our brothers and sisters and actively work for their good.

Showing we care
Solidarity
Shristi the sun bear's story



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 and brothers, especially those living in poverty.

Create – Shristi Bear Solidarity Bear Chains

Hallowed be thy name.

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



PRAYER: Remember...



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

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


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

	<p>Discuss: Do we always have to pray out loud with words?</p> <p>Explore opportunities to talk to God quietly without speaking any words.</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>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>https://www.youtube.com/watch?v=KwJJJoSGw84</p> <p>Notes:</p> <p>R4 That Jesus’ promise to send the Holy Spirit is fulfilled at Pentecost.</p> <p>Ch2 That the Church is the community which continues Jesus’ mission to proclaim Good News to the whole world.</p> <ul style="list-style-type: none"> • Explore the meaning of the word “promise”. • Know the story of Pentecost and be able to dramatise and retell the story. KU1 KU2 • Know that the Holy Spirit was the promised gift of Jesus to his disciples. KU3 KU4 • Understand what Jesus meant when he promised to send the Holy Spirit to his disciples. • Understand how the disciples’ way of life changed after Pentecost. KU5 KU6 KU7 KU8 <p>To know the story of Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit.</p> <p>To identify and explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost.</p> <p>Extension: To know why Jesus promised to send the Holy Spirit and be able to describe ways in which the Holy Spirit can help Christians today.</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>LO: Solve problems- using the four operations</p>	<p>LO: End of Unit Check</p>	<p>LO: Language of Position</p>	<p>LO: Describe Movement</p>	<p>Describe Turns</p>

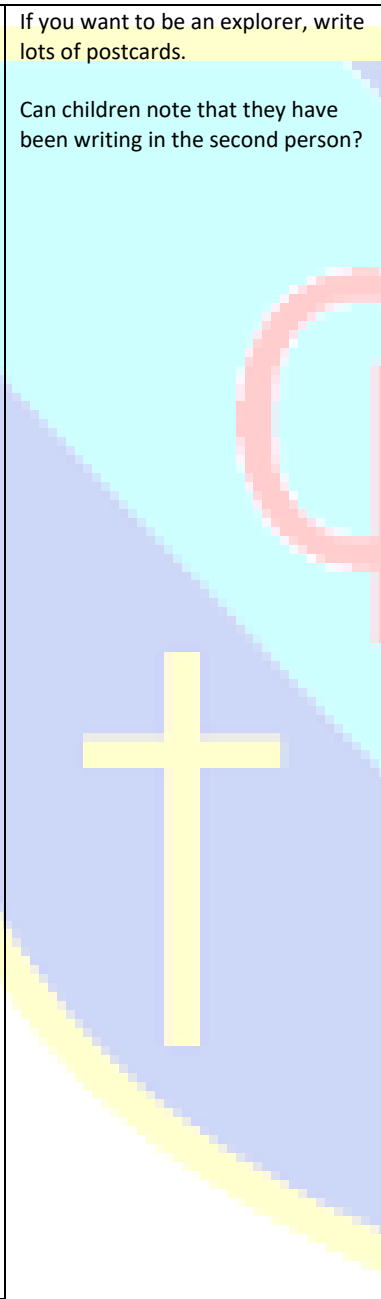
OLC WEEKLY LEARNING PLAN

 <p>Maths</p> 	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 124-127</p> <p>Workbook Pages 91</p>	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 128-129</p> <p>Workbook Pages 92</p>	<p>Unit 13: Position and Direction</p> <p>Textbook Pages 132-135</p> <p>Workbook Pages 96-98</p>	<p>Unit 13: Position and Direction</p> <p>Textbook Pages 136-139</p> <p>Workbook Pages 99-101</p>	<p>Unit 13: Position and Direction</p> <p>Textbook Pages 140-143</p> <p>Workbook Pages 102-104</p>
 <p>English:</p> <p>https://www.youtube.com/watch?v=b2V8lp3ldsl</p> 	<p>LO: 1) To discuss future dreams and wishes</p> <ul style="list-style-type: none"> I can write in first person I can use a conjunction to give reasons I can use the verb would to discuss the future <p>Ext: I can use a contraction</p>	<p>LO: 2) To use conjunctions to write a set of instructions</p> <ul style="list-style-type: none"> I can use the conjunction if I can use a range of verbs I can write in second person <p>Ext: I can use a comma</p>	<p>LO: 3) To record factual statements about animals I can use a range of adjectives</p> <ul style="list-style-type: none"> I can record factual statements I can write in the simple present tense <p>Ext: I can use an apostrophe to show possession</p>	<p>4) To create noun phrases to describe</p> <ul style="list-style-type: none"> I can use a range of thoughtful adjectives I can pair adjectives with nouns appropriately I can use a comma between adjectives <p>Ext: I can use prepositions</p>	<p>5) To use noun phrases to write a poem about the earth</p> <ul style="list-style-type: none"> I can use noun phrases I can use repetition I can use a range of verbs <p>Ext: I can use a simile</p>
<p><i>Reading- Dear Earth</i> <i>A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi</i></p>  <p>I would love to visit the beach in Australia because I love hot weather. Jayden</p> <p>Children arrive in the classroom to discover a mysterious rucksack with a label attached to it which says, 'a global explorer's rucksack'.</p>	<p><i>A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi</i></p> <p>Remind children that we started an explorers' club. What are the rules for an explorers' club?</p> <p>Give children the following end of a sentence: ...if you want to be an explorer.</p> <p>Can children use an imperative verb to start the sentence?</p> <p>E.g. Learn different languages if you want to be an explorer. Give children some different verbs and, perhaps in a circle, children</p>	<p><i>Reading- A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi</i></p> <p>Book talk: Introduce the book to children and explain that this is the story of a budding explorer.</p> <p>Read the text up to the line, '...loved to tell Tessa about his adventures.'</p>	<p><i>A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi</i></p> <p>Book talk: Continue reading the text up to the line, '...up I'd go.' What different landscapes and wildlife did Tessa imagine seeing?</p> <p>Can children spot the animals we researched yesterday?</p>	<p><i>Reading- A Writing Root for Dear Earth by Isabel Otter and Clara Anganuzzi</i></p> <p>Explore the idea with children that many explorers travel the world and record their travels.</p> <p>There are many travel vloggers to be found online. Perhaps watch an appropriate video with</p>	

OLC WEEKLY LEARNING PLAN

	<p>Do children know what an explorer is? What do explorers do? What is the difference between exploring and going on holiday? In the rucksack, include a range of items for children to discover. This could include: a pair of binoculars, a set of atlases, postcards, stamps, a fork (because explorers try new foods), non-fiction books about animals, sun lotion and anything else available that implies exploration.</p> <p>In amongst all these items, include a note which reads...</p> <p><i>What do you love most about the world? Are there places that you'd like to explore?</i></p> <p>Explorers' Club: Have these questions on the board and explore a range of landscapes from around the world with children on the IWB.</p> <p>What landscapes do children like the most? Explain to children that we are going to form an explorers' club. Form a circle and pass a pair of binoculars around the circle. When they have the binoculars, each child can discuss where they'd like to explore and what they'd like to do.</p> <p>Model with the sentence: I would love to climb a tree because I love the jungle. A fold-out world map Cut out flags Rucksack full of explorer items (a pair of</p>	<p>rehearse sentences using this structure.</p> <p>The verbs could include: <i>eat, learn, climb, look after, make, walk, hike, swim, write.</i></p> <p>Collect these verbs on the class grammar splat (see resources). Explorers' Club Logo Grammar splat Explorers'</p> <p>Club rules: Children discuss the rules for the new club. Using the sentence structure modelled earlier, children write up a set of rules.</p> <p>There is an actual Explorers' Club (based in the United States) so perhaps use this logo (or create your own one) to make this set of rules feel authentic.</p> <p>This could be a great example of instant publishing.</p> <p>Shared writing:</p> <ol style="list-style-type: none"> <i>Learn a new language if you want to be an explorer.</i> <i>Climb trees and hike mountains if you want to be an explorer.</i> <i>Write lots of postcards if you want to be an explorer.</i> <p>Challenge children to start their sentence with the conjunction e.g.</p>	<p>What advice do you think Grandpa is giving Tessa about being an explorer?</p> <p>Recap on the sentences from yesterday.</p> <p>Continue reading the story up to the line, 'Grandpa says that unicorns swim in the Arctic.' What has Tessa dreamed of doing as an explorer? What animals can children spot on these pages?</p> <p>Elicit the names of animals and scribe them on the whiteboard.</p> <p>Take some time to look at pictures and short videos of these animals.</p> <p>Explain to children that many of the animals on these pages are endangered or at risk, these are: blue whales, rhinos, sea turtles, zebras and elephants. Binoculars Clipboards and paper iPads/laptops Grammar</p>	<p>Grammar splat (adjectives and nouns): Explain to children that you are going to read this part of the story again. While reading, can children collect any of the different adjectives and nouns they hear.</p> <p>Children can record these on different coloured post-it notes and stick them to the grammar splat.</p> <p>They may record the following adjectives and nouns: <i>wonderful, deep, swirling, thundering, gigantic, teenyweeny, blue, whales, turtle, mega-beasts, hooves, waterfalls, lagoon.</i></p> <p>Note with children that some of the -ing words the author uses here are adjectives when they come before a noun e.g. <i>'...the screeching hullabaloo...'</i></p>	<p>children to inspire them.</p> <p>Grammar splat (verbs):</p> <p>Reread the text up to the line, <i>'...up I'd go.'</i> This time ask children to use the grammar splat to collect any verbs they hear.</p> <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</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: <i>If I was an explorer, I'd... Swim in the</i></p>
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OLC WEEKLY LEARNING PLAN

<p>binoculars, a set of atlases, postcards, stamps, a fork, non-fiction books about animals, sun lotion etc.) If possible, have a fold-out global map on the classroom wall.</p> <p>Children can write where they'd like to explore and what they'd like to do on cut out flags which can be stuck to the map later. Explain that the word 'would' is useful to talk about the imagined future. Shared writing: Can children find countries on the map? Can children locate the colder/hotter parts of the world? Stick the children's mini cut out flags around the classroom map.</p> <p>Children may not know exactly which country they'd like to explore but they can take a guess where in the world this might be.</p> <p>Do they know which parts of the world are hotter/colder? Did the children use the word 'would' to talk about the future?</p> <p>Model contracting this into 'I'd' and encourage children to write a sentence using the contracted form.</p>	<p>If you want to be an explorer, write lots of postcards.</p> <p>Can children note that they have been writing in the second person?</p> 	<p>splats Finding footprints Give each table/group a picture of one of these animals. Using laptops/iPads, each table can answer some of the following questions:</p> <p><i>What is this animal's diet? What is this animal's habitat like? Which countries/oceans does this animal live in? What does this animal look like? Is this animal endangered? Why?</i></p> <p>There are lots of appropriate online animal encyclopaedias (e.g. National Geographic Kids) for children to use and find answers.</p> <p>Shared writing:</p> <p><i>Blue whales swim in the ocean and are one of the largest animals. Blue whales eat shrimp called krill. Blue whales</i></p>	<p>Grammar splat Zones of relevance</p> <p>Zone of relevance: Give groups of children each a different picture from the text (all the different landscapes up to the line '...up I'd go').</p> <p>Groups can then complete a zones of relevance (see resources) for the landscape picture on their table; the most relevant adjectives going in the centre, the less relevant around the edge and the not relevant around the outside of the zone.</p> <p>Once children have finished this, they can start to create some noun phrases to describe the picture.</p> <p>Shared writing:</p> <p><i>swirling, sparkling fish loud, thundering hooves wonderful, fluttering butterflies gigantic, splashing waterfalls</i></p>	<p>deep, blue ocean Stampede with the zebras across the savannah Kiss butterflies and watch them fly. If I was an explorer, I'd... Soar with the proud eagles</p> <p>Can children spot the similes in the text so far?</p> <p>Children may spot 'glide like a turtle' and 'my heart would beat as loudly as their thundering hooves.'</p> <p>Can they have a go at creating their own and using them in their poem?</p> <p><i>I would soar like geese in the wind.</i></p> <p>Children can perform their poems</p>
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OLC WEEKLY LEARNING PLAN

are endangered because of hunting. There are only a few thousand left.

Did children encounter any tricky vocabulary? Children may want to record and discuss any technical words such as: endangered, habitat, solution, deforestation, captivity, poachers etc. Can children use an apostrophe to show possession? An elephant's trunk can be two metres long.

Children share their noun phrases with each other. Can they join any of these together or extend these with prepositions, e.g. with, in, on? Model creating expanded noun phrases with children: a gigantic, grey elephant with a long, powerful trunk a gigantic, grey elephant in the cool, clear 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							
Year 1				Year 2			
the	they	one	door	gold	plant	clothes	
a	he	once	floor	hold	path	busy	
do	he	ask	poor	told	both	people	
to	me	found	because	every	hour	water	
today	she	school	find	great	move	again	
of	we	put	kind	break	prove	half	
said	no	push	mind	steak	improve	money	
ago	go	pull	behind	pretty	sure	Mr	
are	so	full	child	beautiful	sugar	Mrs	
were	by	house	children	after	right	parents	
was	my	our	wild	fast	could	Christmas	
is	here		climb	last	should	everybody	
his	there		meet	just	would	even	
has	where		only	father	who		
I	love		both	class	whole		
you	come		old	grass	any		
your	some		cold	poor	many		

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							
Year 1				Year 2			
the	they	one	door	gold	plant	clothes	
a	he	once	floor	hold	path	busy	
do	he	ask	poor	told	both	people	
to	me	found	because	every	hour	water	
today	she	school	find	great	move	again	
of	we	put	kind	break	prove	half	
said	no	push	mind	steak	improve	money	
ago	go	pull	behind	pretty	sure	Mr	
are	so	full	child	beautiful	sugar	Mrs	
were	by	house	children	after	right	parents	
was	my	our	wild	fast	could	Christmas	
is	here		climb	last	should	everybody	
his	there		meet	just	would	even	
has	where		only	father	who		
I	love		both	class	whole		
you	come		old	grass	any		
your	some		cold	poor	many		

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

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LO: CEW – Common Exception Words Focus

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a	he	once	floor	hold	path	busy	
do	he	ask	poor	told	both	people	
to	me	found	because	every	hour	water	
today	she	school	find	great	move	again	
of	we	put	kind	break	prove	half	
said	no	push	mind	steak	improve	money	
ago	go	pull	behind	pretty	sure	Mr	
are	so	full	child	beautiful	sugar	Mrs	
were	by	house	children	after	right	parents	
was	my	our	wild	fast	could	Christmas	
is	here		climb	last	should	everybody	
his	there		meet	just	would	even	
has	where		only	father	who		
I	love		both	class	whole		
you	come		old	grass	any		
your	some		cold	poor	many		



Jigsaw/ PSHE
Unit 6:
Y2

Computing
Algorithms and debugging

Geography:
Comparing countries of the UK
Lesson 4: Which UK countries have we visited?
Purpose

Science:

Design Technology
Lesson 1: Joining fabrics
Vocabulary:

- design
- equipment

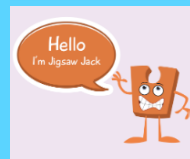


Humanities

GEOGRAPHY



Comparing countries of the UK



2. Growing from Young to Old

Changing Me

Year 2:

Weekly Celebration
Growing from Young to Old

Piece 2
Can express how they feel when change happens

Vocabulary
Growing up
Old
Young
Change
Respect
Appearance
Physical

PSHE Intention :
can tell you about the natural process of growing from young to old and understand that this is not in my control

Social and Emotional Intention:
I can identify people I respect who are older than me

Resources:



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 on one to display other objects the game thought the drawing looked like.



This lesson introduces pupils to geographical enquiry and simple data collection (an element of fieldwork). While reinforcing the UK's capital cities and using numeracy skills, pupils will develop fluency using compass directions (north/south/east/west).

- In advance of the lesson, ask pupils to bring in a photo of themselves in any UK country (or countries) they have visited, or a picture of a location in the UK they would like to visit (only one photo per country).
- Make connections** with: Year 1 and Year 2 Mathematics (Geometry – position and direction), Year 2 Mathematics (Statistics). By the end of the lesson pupils should...
 - be able to use evidence to answer a geographical enquiry question
 - use simple directional language more fluently and have an emerging knowledge of distance, e.g. nearest, furthest, etc.

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 children 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 children 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 '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

- glue
- hand puppet
- safety pin
- techniques

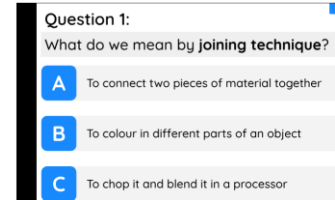
L.O: To join fabrics together using different methods.

- Success Criteria:**
- I can remember that different techniques may be used to join fabrics for different purposes.
 - I can join fabric by pinning, stapling or glueing.

Complete the Assessment activity link...

Assessment resources

Quiz presentation - Y1: Puppets



Watch: Teacher video: Joining fabrics & Pupil video: Joining fabrics

1: Recap and recall

Before starting this unit, you might want to check that children can recall:

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Jigsaw Chime, Jigsaw Jo, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.



2. Changing Me

Y1: Changing Me

Weekly Celebration2. Changing Me

Piece 2
an express how they feel when change happens

Vocabulary:
Change
Life cycle
Baby Adult
Grown up

PSHE Intention:
I can tell you some things about me that have

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. The program updates when an image is identified as a 'non-crocodile'. This means

Activate prior knowledge

5 min Lesson slides 1-4 and Work booklet page 13

- Show pupils the main lesson question.

- Pupils should complete the Quiz independently.

Explain/Explore

10 min Downloadable resource 4.1

- Use any photos and pictures that pupils have brought in to make a wall display with a UK map at the centre (printed and enlarged from Downloadable resource 4.1, if required).

- Pin the photos around the map and attach pieces of string to link each photo to its location.

- Discuss the destinations pupils have visited and their experiences. Ask which places they would like to visit in the future.

Targeted activity

10 min Lesson slide 5 and Work booklet page 13

- Explain that pupils are going to answer the geographical question: 'Which UK country is our most popular destination?'

- **Discuss** that, although it might be possible to get a rough idea of this from the photos on the display, you are going to

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 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.

A design is a way of planning our idea before we start.

Threading is putting one material through an object.

How to use scissors to cut

Have ready:

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

- Glove, mitten and hand puppet examples (see Attention grabber).

- Fabric scraps (six per child across the three tables – see Teacher knowledge).

- Safety pins (five per child – see Teacher knowledge).

- Staplers and staples (approximately five – see Teacher knowledge).

- Fabric glue or PVA (PVA will work on some fabrics like felt – see Teacher guidance).

- Glue pots and spreaders (approximately five – see Teacher knowledge).

- Pegs, clips or weights (approximately 15 – see Teacher knowledge).

- Three tables – one for each fabric joining technique (see Teacher knowledge).

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changed and some things about me that have stayed the same

Social and Emotional

Intention:

I know that changes are OK and that sometimes they will happen whether I want them to or not

Resources:

Jigsaw Chime, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.

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.

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?

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 capabilities are available, take a photo of their model to refer back to later in the

collect more accurate data to be certain.

- **Display** the slide and model collecting the numbers for each country using a show of hands and recording the results using tally marks or digits, as appropriate.

- Pupils should complete tasks 1 and 2 in pairs. Demonstrate understanding 10 min Lesson slide 6 and **Work booklet page 13**

- **Explain** that the data can also be presented as a block diagram to make it easier to read at a glance.

- **Display and use** the axes on the slide, if needed, and model how to create a block diagram (using sticky notes) or a pictogram (using smiley faces).

- **Draw attention** to how each column on the diagram relates to the table and select pupils to come and help you position the correct number of sticky notes or draw the correct number of smiley faces on each column.

- Pupils should complete task 3 independently. Targeted activity 10 min Lesson slide 7 and **Work booklet page 14**

- **Display** the slide and discuss what it shows, drawing pupils' attention to the compass

<https://www.bbc.co.uk/bitesize/articles/zkwwgwwx>

<https://www.bbc.co.uk/bitesize/topics/zn882hv/articles/zwxwky>

Link: Assessment – Design and technology Y1: Puppets (optional – see Attention grabber).

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

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		<p>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 was good about the way the algorithm was written? Encourage the children to</p>	<p>rose on the top right corner of the map.</p> <ul style="list-style-type: none"> • If pupils are not familiar with compass directions, stick pieces of paper labelled 'north', 'south', 'east' and 'west' on the four walls of the classroom, and ask pupils to point or move between them. • Ask questions to help pupils grasp that Scotland is north of England and England is south of Scotland. England is east of Wales. Northern Ireland is west of England, but a body of water separates it, affecting travel time. • Ask if the position of the countries and the travel involved had an impact on the popularity of the UK destinations, e.g. 'Not many people have visited Northern Ireland because it is the furthest away.' • Pupils should complete task 4 in pairs. <p>Reflect 5 min Lesson slide 8. 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. 	
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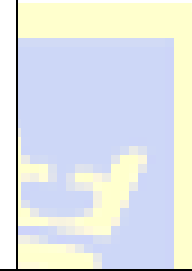
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give feedback to the pair who wrote the instructions about the algorithm's clarity and success. Allow time for the children to make any necessary changes to make them more precise. Finally, ask each pair to swap with a new pair and repeat the process.

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 a time limit to make it harder. Ask the class which children guessed the object

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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.



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

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.



Daily PE Activity



OLC WEEKLY LEARNING PLAN

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