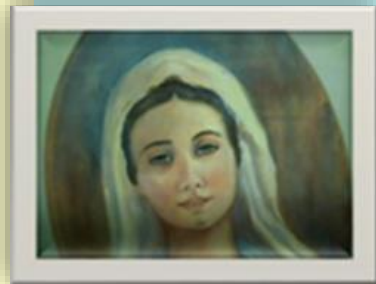


Message from the teachers: Hello Everyone!



HOMEWORK:



RE: May is the month of Mary-we will study Mary and try to get closer to Jesus through her special prayers. We will begin our new Unit about Pentecost following our May Procession service that was led by KS1 last week. We have enjoyed saying, singing and signing the Hail Mary and it has been wonderful to learn new hymns as we ask Mary to pray with us. Our Gospel values and virtues, have focused on how we are both **Eloquent and Truthful** and we now know how important **Human Dignity** is, since everyone is so special.



In English this week, we are reading and writing about **A Walk in London by Salvatore Robbino** You to travel around London and there's even a fold out river in the middle of the book. We are all having so much fun finding out about the sights and attractions that are in our capital city of London.



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').



OLC WEEKLY LEARNING PLAN



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 12: 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: | 1 | Date: | Monday 20 th May 2024 |
|------------------|--|--------------|---|--------------|----------------------------------|

| | | | | | |
|--|--------|---------|-----------|----------|--------|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--------|---------|-----------|----------|--------|

RE



Patchwork Thinking

| Easter | | | | | |
|--------------|--------------|----------------|----------|---------|-------|
| Resurrection | Jesus | Mary Magdalene | Peter | Rachael | Alpha |
| Omega | Easter Vigil | Holy Water | Emmanuel | Thomas | Doubt |

Year 2 Easter

Bible Society
The Sunday Supper story videos & Easter Trail

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

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?

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

Guided meditation:

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

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

Gospel Values and Virtues- Eloquent and Truthful

Sharing Our Catholic Pupil Profile:

WE ARE GROWING TO

Eloquent
Eloquent: the ability to speak or write fluently, persuasively, and appropriately. We are eloquent when we use language to express our ideas or opinions clearly and with conviction, and writing.

Truthful
Truthful: God wants us to be truthful in all we do. Truthful: saying the truth and being honest and fair.

Eloquent and Truthful
We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to bring things to life that are meaningful.

TRUTHFUL!
Being truthful means being honest and not lying. We should stand up for the truth.

Big Question- How can we be both eloquent and truthful during Eastertide?

Let us try to be eloquent and truthful as we pray for Vocations in our Church...

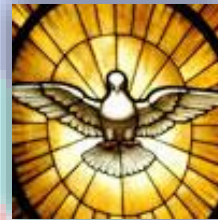
Diocesan Prayer for Vocations

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

UNIT J: Pentecost



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

Promise

Big Question: What was Jesus' promise to His disciples?

Explore the meaning of the word "promise".

- Make a class "promise" word-web or Wordal of this world.
- Show children some money with "I promise to pay the bearer" on it. What does this mean?
- Think of things people promise to do?

Bible Detectives:

Mary's Month of May



LO: To understand the importance of Our Lady's Month of May.

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

Big Question: Why do we honour Our Lady? Why we have a May procession? Explain...

W/16 Monday 20th May 2024

LO: To understand the importance of Our Lady's Month of May.

KU 7 To recognise key figures in the history of the People of God

Mary's Month of May

<https://www.youtube.com/watch?v=W3Ys51GCFw>

Prayer and Liturgy

(Share class prayer and liturgy together).

Year of Prayer OUR FATHER:

You Who

Our Father, who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us, and lead us not into temptation, but deliver us from evil. Amen.

Do

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



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

I wonder?

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

people will proclaim the truth of the Good News 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.

• Read to the children the story of Jesus promising to send the Holy Spirit. KU1
Acts 2: 1-4 – The story of Pentecost
Watch and Discuss

Y1



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

Y2



<https://www.youtube.com/watch?v=KwJJJoSGw84>

Role Play: Act out the story of Pentecost.

Extension Activity:

- Create a class display of symbols of the Holy Spirit.

Revise with children the sign of the cross as a prayer to God the Holy Spirit.

Notes:

R4 That Jesus' promise to send the Holy Spirit is fulfilled at Pentecost.

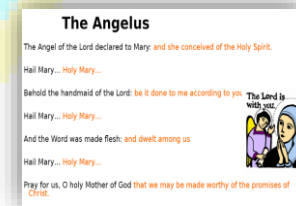


<https://www.catholiccin.g.com/honoring-mary-in-the-month-of-may-with-kids/>

Art Look at images of Our Lady

Activity: Using a variety of art media, create their own portraits of Our Lady.

Pray the Angelus together during the Month of May...



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.

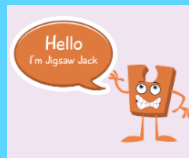
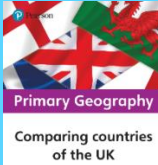
OLC WEEKLY LEARNING PLAN

| | | | | | |
|---|---|---|--|---|---|
| | | | <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>Maths</p>  | <p>LO Unit</p> <p>Textbook Pages</p> <p>Workbook Pages</p> | <p>LO Unit</p> <p>Textbook Pages</p> <p>Workbook Pages</p> | <p>LO Unit</p> <p>Textbook Pages</p> <p>Workbook Pages</p> | <p>LO Unit</p> <p>Textbook Pages</p> <p>Workbook Pages</p> | <p>LO Unit</p> <p>Textbook Pages</p> <p>Workbook Pages</p> |



Humanities

GEOGRAPHY



Y1 Celebration Piece 5. Being My Own Best Friend

PSHE Link
Know how to help themselves and others when they feel upset or hurt

Social and Emotional Link:
I know ways to praise myself

Vocabulary:
Confidence
Praise
Qualities
Skills
Self belief
Incredible
Proud
I can recognise my qualities as a person and a friend

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. 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



Purpose:

- This lesson reinforces the knowledge that cold places are generally further away from the equator and warm places are closer to it. It introduces pupils to world maps and the location of continents.
- Make connections with: Year 1 and Year 2 Mathematics (Measurement); Year 1 Science (Seasonal changes). By the end of the lesson pupils should...
- know that places get colder the further away from the equator they are, and hotter the closer they are to the equator
- develop confidence using a range of maps
- know the names of continents.

Activate prior knowledge

L.O: To design and set up a garden centre in the classroom.

Before the session: Collect the necessary items for the chn to set up a mini garden centre in the classroom. This need only be the size of a table and could be very temporary.

Whole class: Show the chn the images showing different types of gardens in the resource. Ask them if they have a garden and what it is like. Explain that all gardens are different - different shapes, locations, climate, plants and design. Then ask if they have been to a garden centre before. Play them the clip of a large garden centre (Lowden Garden Centre), typical of many in the UK. Before you play it, tell the chn that you will be asking them to tell you what they can do at a large garden centre, so they must try and remember as many different things as they can. Then show them the items you have collected and challenge them to set up a mini garden centre in a space in the classroom
When the chn have set up the classroom garden centre, bring them together and tell them that they are going to grow a bean in a freezer bag. Show

Organise pupils with whiteboards and pens. Display slide 2 of the Presentation: Warp and weft. Work through the quiz on slides 2-5. The children identify which technique each picture shows by writing the corresponding letter. Slide 5 introduces weaving, which pupils may be familiar with. Slide 6 shows an image of a loosely woven fabric. Use this, and the example of paper weaving that you made before the lesson, to explain that weaving is when two sets of threads are overlapped at right angles to make fabric. Challenge the children to spot something woven in.

Tell the children that Cecilia Vicuña uses weaving to make some of the hanging pieces in 'Brain Forest Quipu'. Show slide 1 of the Presentation: Warp and weft as a reminder. Explain that they will create artwork based on Vicuña's 'Brain Forest Quipu' over the next few lessons. To get ready, they will practise weaving. Show the Pupil video: Weaving to illustrate the process of paper weaving. Explain that the 'warp' means the paper strips that run up and down. These stay still while weaving. The

OLC WEEKLY LEARNING PLAN

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| | <p>Resources: Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, Jigsaw Jack, Slide show, 'The Incredible Me' picture frame template, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.</p> | <p>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 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</p> | <p>5 mins Lesson slides 1-4 and Work booklet page 9</p> <ul style="list-style-type: none"> • Show pupils the main lesson question. • Pupils should complete the Quiz independently. <p>Explain/Explore 10 mins</p> <ul style="list-style-type: none"> • Discuss different types of maps with pupils, showing them a variety of globes, atlases, paper and online maps. • If possible, take an inflatable globe and cut it vertically along a line of longitude. Demonstrate how map makers have to 'flatten' a spherical globe to create world maps (make more cuts to get it completely flat). <p>Practise 10 mins Work booklet page 9 and Downloadable resource 3.1</p> <ul style="list-style-type: none"> • Provide each pupil with a set of continent outlines (Downloadable resource 3.1). To save time, you can cut up the resource for pupils before the lesson. • Introduce pupils to the idea that a continent is a large area of land. • Identify the seven continents (Africa, Antarctica, Asia, Australasia, Europe, North America, South America) on a globe or map. | <p>them the resources and talk through what they need to do. Ask them to work in groups with an adult, following the resource sheet. When they have finished, they may tape the bean into the garden centre or peg onto a washing line. Ask each child to predict what they think will happen to the bean. Give them the Bean in a Bag Diary sheet and ask them to fill in the first section.</p> <p>This group needs to draw the bean in the right section of the 'Bean in a Bag Diary'. Ask them to work in pairs and to talk to each other about what they think will happen to the bean in the next week.</p> | <p>'weft' means the paper strips that go over and under the warp when weaving. You may wish to model the weaving process using the Activity: Weaving warp template and some paper strips. Leave slide 8 visible while the children are working. 1. Organise tables with copies of the Activity: Weaving warp template, paper strips of different colours, rulers, pencils, scissors and glue sticks. 2. Children can use the Activity: Weaving warp template and cut along the dotted warp lines, or cut their own warp using a piece of thin card in A4 (see Differentiation). 3. Next, they take a strip of paper or card (the weft) and weave it over-under through the paper warp. Sticking the warp to the table with masking tape first can be helpful. Push the paper up to the top if it slips down. 5. Glue down the outer edges of the weft strip. 6. Repeat this process by placing the weft strip under the first warp strip and weaving under-over. 7. Continue alternating weaving the strips until the paper loom is full. Questions What is easy? What is tricky? Are your weft strips making patterns?</p> <p>Seat children with their paper weaving. Pause the video link:</p> |
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OLC WEEKLY LEARNING PLAN

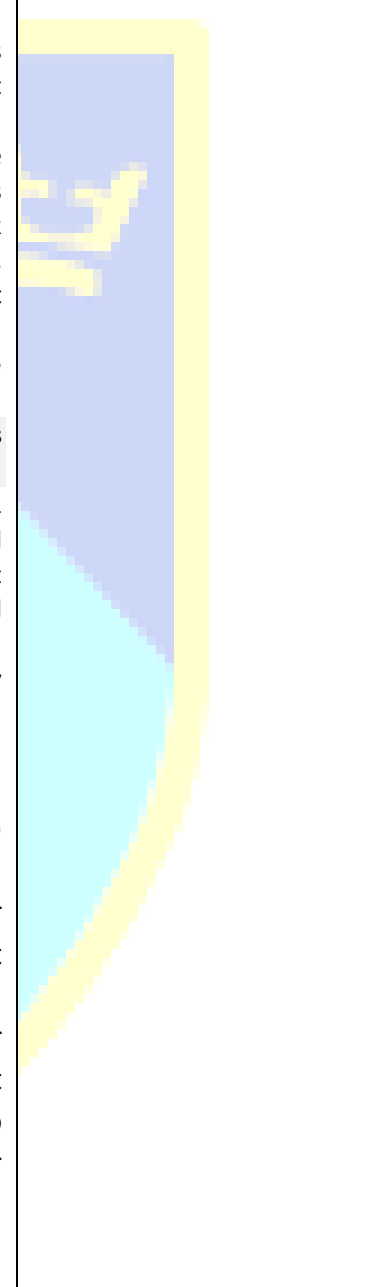
of crocodile images. Ask the children if they can see a crocodile that resembles the ones they drew. Discuss as a class if any images do not look like crocodiles.
 Optional: hand out devices with internet access (one between two) and allow the children to play the game Google Quick, Draw!
 Questions 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 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

- Ask pupils to label each of their cut out continent outlines on the back with the correct name.
- If possible, provide groups with a selection of globes and atlases, and ask them to look for different continents, matching them with their cut-out outlines to check.
- Pupils should complete task 1 in pairs.

Explain/Explore 10 mins
Lesson slide 5

- Recall from Lesson 1 how the temperature around school varies. Explain that temperatures also vary around the world.
- Display the slide. Why do pupils think the map is shaded in these colours?
- Explain that warm colours (e.g. orange) represent warm temperatures and colder colours (e.g. blue) represent colder temperatures.
- Identify the equator on the map and explain that the closer countries are to the equator, the warmer they are.



'Brain Forest Quipu' by Cecilia Vicuña at the Tate Modern'. to show some woven fabric. Invite a child to the board to point out an example of weaving in Vicuña's work. Point out fibres going vertically – what are they called? (the warp). Ask children to point out the warp on their own weaving. Point out fibres going horizontally – what are they called? (the weft). Again, pupils identify the weft strips in their work. Can you see any patterns in your weaving? How is your weaving the same or different to Cecilia Vicuña's work? (They may suggest it has a warp and weft, it is paper not thread, it is crinkly not soft, or it is colourful rather than natural tones.)

OLC WEEKLY LEARNING PLAN

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| | | <p>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 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</p> | <ul style="list-style-type: none"> ● Ask pupils to imagine standing next to a bonfire. What happens as they walk away from it? Explain that the closer to the heat source (the bonfire/the sun), the hotter it will be. The equator is the widest part of the Earth and therefore closest to the sun, so it will be the hottest part of the Earth. <p>Practise 10 mins Lesson slide 5 and Work booklet pages 10–11</p> <ul style="list-style-type: none"> ● Display the slide. Look at the numbers on the map, and explain that each one shows a country listed on the table in their Work booklet. Support pupils to match up each number with its country label. ● You may want to explain what 'climate' is at this stage: the general weather conditions in a place over a long period of time. ● Demonstrate how pupils will complete the table by deciding whether each country has a warm or cold climate, based on the map's colour shading. ● Pupils should complete task 2 as a class or in pairs. <p>Reflect 5 mins Lesson slide 6 and Work booklet page 4</p> | |
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OLC WEEKLY LEARNING PLAN

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 correctly. Discuss how Child B's description could be improved to be clearer and more precise. Try the game again with different volunteers, encouraging

- Pupils should complete their Learning review.

- If you have time, you could share what the pupils have written.

Extend and stretch
Lesson slide 7

- Display the slide and ask pupils to locate the countries shown on a globe or map. Do the photos of those countries follow the patterns identified on the temperature map (i.e. warmer nearer the equator and colder further away)?

OLC WEEKLY LEARNING PLAN

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.
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.



Daily PE Activity



OLC WEEKLY LEARNING PLAN

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