



Message from the teachers: Hello Everyone!

HOMEWORK



RE: Families and Celebrations (B)

Gospel Values and Virtues for Autumn 2: Attentive and Discerning

This week we will look at Bible stories about Jesus when he was a child. We will study Simeon and Anna, Jesus –Lost and Found and The Wedding Feast of Cana. We have so much to think deeply about as we wonder why.

We continue to be remembering the **Holy Souls during this month of November**: We have been writing the names of our loved ones in a **prayer basket** and we pray the **Eternal Rest** prayer each day. Please send in names of family members and friends, so that we can remember them in our prayers. We held such a thoughtful Remembrance Service on Friday with our beautiful prayer chains of poppies. We gave thanks to those who gave their tomorrow's for our today' in the Great Wars.' We continue to pray for peace in our World today.

English: We have really enjoyed our story of Jim and the Beanstalk by Ramond Briggs. We will have lots of fun reading Jim and the Beanstalk by Raymond Briggs. We all know the original traditional tale of Jack and the Beanstalk and we know lots of other traditional tales too! We will try to create our own version of this tale and we will enjoy acting out this tale too.

Maths: Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y1 Please complete the following pages 23-25 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').

KEY STAGE ONE



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.

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

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

Teachers:	Mrs Redfern & Mrs Humphris & Mrs Smith Miss Ryan	Year:	1	Date:	W/B Monday 20th Novemeber 2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE (UNIT B POG) VOCABULARY: B Family, celebration, Baptism, Mass, Sunday, Family of God, priest, deacon, procession, sign of cross, Lord have Mercy, Gloria, Gospel,	Families and Celebrations Sharing Our Catholic Pupil Profile GOSPEL VALUES & VIRTUES: Attentive and Discerning LO: To discover what it means to be attentive and discerning... I wonder why questions?	RE Lesson: KU 1 Recognise religious stories KU 2 Retell, in any form, a narrative that corresponds to the scripture source used LO: C5 That Jesus celebrated the blessings of God his Father. Question- Do we know that Jesus took part in special celebrations in his life with friends and family? Y2 https://www.youtube.com	RE Lesson : KU 13 Use religious words and phrases ER 1 Say what they wonder about ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer ER 3 Talk about their own feelings, experiences and the things that matter to them ER 4 Ask and respond to questions about their own and others' feelings,	 Class Prayer and Liturgy Eternal Rest Eternal Rest Give unto them O Lord, And let perpetual light Shine upon them.	Prayer and Liturgy : Share class prayer and liturgy together. C1 Take part in celebrations which express thanks and praise. R1 That praise and thanks are expressed in prayer, Continue to place prayers for the Holy Souls in our class prayer baskets...

a l t a r, 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.



Sharing our thoughts on the Gospel values and virtues

Write a prayer for the Holy Souls. Pray for friends and family members. Share in your prayer and liturgy.

Simeon & Anna: Deeper Questioning

The Presentation in the Temple

- How did Simeon feel when he finally realised he had met the Lord Jesus when he was taken to the temple?
- Why was Anna so pleased? What had he been waiting for?
- How would you feel if you were Simeon or Anna?

Lost and Found: Deeper Questioning:

- What does it mean to be lost and found?
- Have you ever been lost? How did you feel? Who was worried or concerned about you?

[/watch?v=leN-xNrkjbo](https://www.youtube.com/watch?v=leN-xNrkjbo)



Y1

<https://www.youtube.com/watch?v=1K0RWn0yHRs>



LO: To know the story of the Presentation of Jesus in the Temple.

- To be able to recall some of the special things that were said about Jesus.
- To be able to empathise with the thoughts and feelings of some of the characters.

Discuss how Jesus took part in many special celebrations during his life.

experiences and things that matter to them

Questions:

Do you know what happened to Jesus when he was twelve years old? Can you give reasons why Jesus as actually inside the temple?

LO: Know the story of Jesus being found in the Temple.

- Understand some reasons why he was in the Temple

Imagine what Joseph and Mary might have said to each other on the way home about what happened in the Temple.

Share the story of Jesus being found in the Temple at Jerusalem.

Explain that Jesus, Mary and Joseph had gone to Jerusalem for a special celebration called Passover.

Recall in their own words the fear and the worry that Mary and Joseph might have felt when they realised Jesus was

May they rest in peace

Early Morning Challenge:

To write a prayer for the Holy Souls including friends and family members.

What does it mean to be Attentive?

Being attentive is a bit like being a detective; we listen to people and then find the best ways to show that we love.

What does it mean to be Discerning?

In the process of discernment, we ask the Lord to help us to take the path in life which he has planned for us, leading a life which follows the universal call to holiness.



To remember that they gave their tomorrow's for our today.

- What happened?
- How did you feel?
- How did Mary feel when she had finally found Jesus? Why was she anxious?
- How did Jesus feel? Why was he surprised when he was found?

Bible Detectives...

Find the Wedding Feast of Cana. What happens in this Bible story?

Watch:

<https://www.youtube.com/watch?v=e1O-f8VKrCg>



- Share with the children the story of the Presentation of Jesus in the Temple.

Explore with the children the love and care that Joseph and Mary showed Jesus at this time.

Highlight the joy and happiness felt by Simeon and Anna when Jesus was brought to the Temple.

- Role-play the story emphasising the feeling of Mary and Joseph, and Simeon and Anna.

- Children to write captions to express the thoughts and feelings of the different characters at this special celebration (post-it notes)

- Write about Simeon and Annas feelings, now that

lost. How did they feel when they had found him?

Why do you think that Jesus had gone back to the Temple? What was he doing there?

Activity:

- Create a story board about Jesus being lost and found.
- Y1 Adaptation- Write speech bubble thoughts on their story boards.

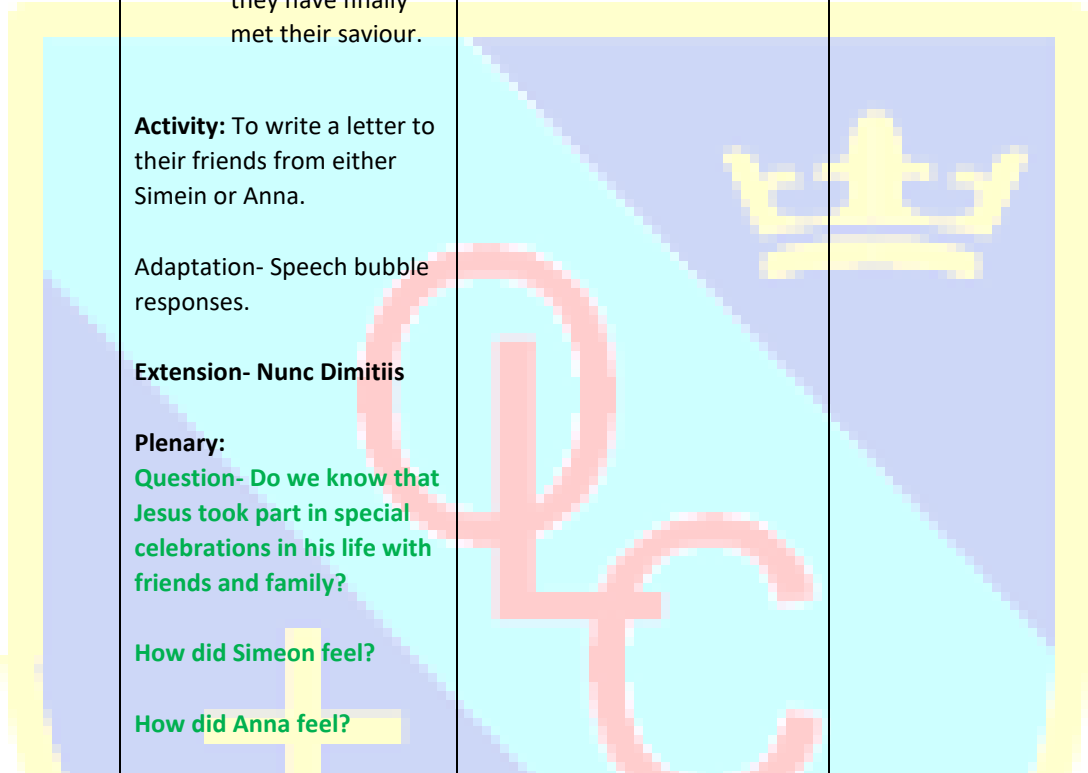
Plenary:

Questions:

Why did Jesus get lost in the temple? What does this Bible story show us? Could you give reasons why Jesus as actually inside the temple?

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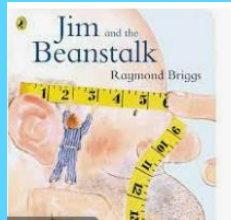
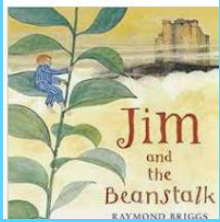
OLC WEEKLY LEARNING PLAN

		<p>they have finally met their saviour.</p> <p>Activity: To write a letter to their friends from either Simein or Anna.</p> <p>Adaptation- Speech bubble responses.</p> <p>Extension- Nunc Dimitiis</p> <p>Plenary: Question- Do we know that Jesus took part in special celebrations in his life with friends and family?</p> <p>How did Simeon feel?</p> <p>How did Anna feel?</p>			
<p>1</p>		<p>ER1) Ask what they wonder about: Can we recall why we celebrate special occasions ?</p> <p>Discuss: (Embedding Knowledge: Knowledge Retrieval)</p> <ul style="list-style-type: none"> • What does it mean to celebrate together? • What sorts of celebrations are there? 	<p>CST: Unit B – Families and Celebrations</p> <p>We go to Mass Together (Go to the Chapel and share the Mass sequence together- singing and sharing hymns and prayers together).</p> <p>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.</p>	<p>Identify some of the different symbols that are used during this celebration. Children to try and find some photographs of their own Baptism.</p> <p>Describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life.</p> <p>They will understand that in Jesus’ life, his family and friends</p>	<p>The Mission Rosary... (continue to use)</p> <p>Say the prayers of the Rosary together... Our Father Hail Mary x 10 Glory Be</p>

OLC WEEKLY LEARNING PLAN

		<ul style="list-style-type: none"> • Why do we celebrate? • How do we celebrate? • What is a Baptism? • What does baptism mean to them? • Or naming ceremony? <p>How do they feel about their baptism naming ceremony?</p>		<p>celebrated together and know the stories that tell of this.</p>	
 <p>Maths</p> 	<p>LO: Break apart (2)</p> <p>Unit 3 Subtraction</p> <p>Text Book Pages 132-135</p> <p>Workbook Pages 96-98</p>	<p>LO: Fact Families</p> <p>Unit 3 Subtraction</p> <p>Text Book Pages 136-139</p> <p>Workbook Pages 99-101</p>	<p>LO: Fact Families</p> <p>Unit 3 Subtraction</p> <p>Text Book Pages 136-139</p> <p>Workbook Pages 102-104</p>	<p>LO: Subtraction of the number line.</p> <p>Unit 3 Subtraction</p> <p>Text Book Pages 140-143</p> <p>Workbook Pages 105-107</p>	<p>LO: Add or Subtract 1 or 2</p> <p>Unit 3 Subtraction</p> <p>Text Book Pages 144-147</p> <p>Workbook Pages 108-110</p>
 <p>English</p> <p>You Tube:</p> <p>https://www.youtube.com/watch?a</p>	<p>LO: To innovate ideas in a known story (11)</p> <ul style="list-style-type: none"> • I can use adverbials to sequence my ideas I can use sections for my writing I can use inverted commas for dialogue 	<p>L12) To plan events in an invented narrative (12)</p> <ul style="list-style-type: none"> • I can use my knowledge of known fairytales • I can create a story map • I can sequence key events in a made-up story 	<p>LO: To write an opening Paragraph (13)</p> <ul style="list-style-type: none"> • I can use speech • I can use adverbials to Sequence • I can expand nouns with Adjectives • I can use simple paragraphs 	<p>LO: To write the middle section of a story (14)</p> <p>I can edit and improve a sentence To begin a sentence with an adverb I can use simple paragraphs</p>	<p>LO: To write the conclusion to a Story (15)</p> <ul style="list-style-type: none"> • I can use speech • I can use adverbials to sequence • I can extend my ideas with Conjunctions • I can use simple paragraphs

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Shared writing:

Using ideas from children, scribe the first paragraph of the innovated story “Jess and the Beanstalk”, referring to the class’ shared story plan.

Early one morning, Jess woke up to see a wonderful, bright green plant winding its way across her bedroom window. “Goodness me!” she cried.

Now repeat with the first sentence of second paragraph, reinforcing movement from first to second paragraph, using adverbials.

At the top...

Children go on to write their own innovated story, using their story plans, focusing on sectioning/paragraphing of story and ensuring they add in their previously planned dialogue. Also encourage children to use

Return once more to the story map created previously.

Ask children to choose a sequel from our list created in yesterday

Answer the following questions:

- Who are the characters? How have they changed?
- What are the events?
- Are the characters heroes or villains?
- What are the key events?
- What might happen at the end?

It may be useful to support children with some ideas for their story at this point, e.g. Goldilocks becomes Auburn Hair.

Shared writing:

Model creating a story map of the events in Auburn Hair and the Three Bears, e.g. Auburn Hair stumbles upon the house of the three bears. Auburn hair knocks and the door is opened by little bear, who is very upset.

There is a broken chair and three bowls of porridge have been eaten.

Story maps Children to use ideas discussed in the shared

Shared writing:

Model writing the opening paragraph to the Auburn Hair story. Explain that this is an opportunity for children to apply everything learnt over the last three weeks into writing an original story. Some groups of children may wish to stick to the shared story. Focus on returning to the story plan and using the techniques taught so far, e.g.:

- Speech
- Adverbials (time/place)
- Expanded nouns
- Sections/simple paragraphing
- Vocabulary/ Word Banks

Children to continue to use the modelled techniques to write their own sequels, writing just the opening section. Ensure children have access to vocabulary, both descriptive and sequencing in writing.

Children to swap books with a partner and highlight single-clause sentences (e.g. those with only one action/verb) in writing,

e.g. Auburn Hair crept towards the door.

Children to use as or because to extend their sentence, e.g.

Shared writing:

Give children the opening line to the second part of the story: Upset, the little bear opened the door.

Use the supported writing technique to ask children to edit and improve the sentence, without changing the number of words or the word classes to create a new sentence, e.g. **Disappointed, the smallest bear unfastened the entrance.**

Record ideas on sentence strips. Differentiate through expectation of number of words changed.

Discuss the improvements made, choose an agreed ‘class’ sentence and continue modelling the middle of the story, focusing on three events, e.g. **Auburn Hair fixing the chair, making more porridge and making the beds.**

Resources

Sentence strips
Word banks

Children to use the techniques from supported writing to begin their own ‘middle’ section of their story, ensuring they begin with an adverb, e.g. Happily, the auburn-haired girl crept into the room.

Shared writing:

Using ideas from children (written on small whiteboards in pairs), model writing the concluding part of the story. Focus on how all the events so far will build towards an event at the end of the story,

e.g. Auburn Hair has fixed the chair, made more porridge and made all the beds, but now the bears decide they’ve had enough of little girls in their house and chase her away.

Resources:

**Mini whiteboards
Story maps**

Children to complete their stories, using the idea of a culmination of three ideas in a final event.

Once all the beds had been made and the house was tidy, the bears decided that they wanted some peace and quiet.

Ensure opportunity is given to edit, redraft and publish stories.

OLC WEEKLY LEARNING PLAN

conjunctions to link ideas and extend sentences.

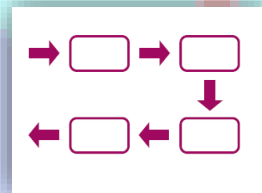
Discuss other fairytales that we could innovate by writing a sequel. *What might they be called?*

Create a class list and explain that these will be a starting point for children's own stories over the next few sessions

session and yesterday's plenary to create their own innovated sequels to fairytales. Give children the same story map pro forma as before.

How could we create an ending similar to the story of Jim and the Beanstalk?

Refer back to session 8 (Wed).



Auburn Hair crept towards the door, as her heart raced.

Give children access to a range of adverbs on word banks.

Children to self-assess and identify sentences where an adverb has been used to open a sentence, as in shared writing.

Can you identify another sentence that could be edited to improve to begin in a similar way?

Give children access to adverbs



Spelling & Handwriting

Year one and Year Two Words Consolidate FS Words



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

er	est
grand	quick
fresh	short
long	fair
fast	light
strong	old
bright	cold

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words			
Year 1	Year 2	Year 1	Year 2
the they one a he use do he ask to me friend today she school of we put said no path says go pull are so full were by house was my our is here has where I love you come your some	door gold plant floor hold path poor tall both because every find great move again kind break prove half behind pretty sure Mr children after age parents wild fast could Christmas climb last should everyday even only father who both class whole old grass any cold pass many	clothes bag people water again half money Mrs parents Christmas everyday even	the they one a he use do he ask to me friend today she school of we put said no path says go pull are so full were by house was my our is here has where I love you come your some

LO: CEW – Common Exception Words Focus

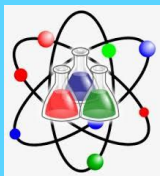
Year 1 and 2 Common Exception Words			
Year 1	Year 2	Year 1	Year 2
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LO: CEW – This week's Words – Spelling Pathways...

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grand	quick
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LO: CEW – Common Exception Words Focus

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Humanities

Jigsaw/ PSHE Unit 1: Y2

REAL P.E

Personal Skills

I enjoy working on simple tasks with help.

Geography

L.O: How can data help us decide?

Activate prior knowledge 5 mins

Science

L.O: To Understand day length changes each day and varies from season to season.

Before the session: If the session will be taking place on a day when it

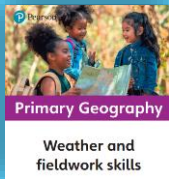
Art

L.O: To choose, measure, arrange and fix materials.

Display slide 1 of the Presentation: Wool wrapping to



GEOGRAPHY:



3. Why Does Bullying Happen

Include others when working and playing

Jigsaw Piece: 3. Why does bullying happen?

- Bully**
- Purpose**
- Difference**
- Kind**
- Unkind**
- Feelings**
- Sad**
- Lonely**
- Help**

Know how to help if someone is being bullied

You Are Here

I understand that bullying is sometimes about difference

I can tell you how someone who is bullied feels

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.

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

Lesson slides 1–4 and Work booklet page 19

Show pupils the main lesson question.

Pupils should complete the Quiz independently.

Explain/Explore 20 mins

Lesson slide 5 and Work booklet page 16

Explain that pupils now need to collate their data and find out which location gets closest to the bullseye using the decision-making process from Lesson 2 (Work booklet page 16).

Display slide 5 and model using the target board to find out if the first location hits the bullseye, e.g. 'One of our criteria was to find a location with good access to water. We only collected 2 mm of rain in a week at Location 1, and it is not near a tap, so this location does not hit the bullseye.'

With Year 1 pupils, you could work through the data for each location as a class, marking where each one 'hits' the target board.

With Year 2 pupils, groups could rotate and share the data for their locations with each other, until they have tested the data for all of the locations against the criteria and marked them on their target boards.

Demonstrate understanding

won't be sunny, make sure you have torches available for the class.

Whole class: Take the chn outside and focus their attention on their shadows. Generate interest in them by asking questions: *Can you always see your shadow? Does your shadow always look like that? What was your shadow like when you walked to school this morning? What do you think your shadow will look like this evening?* Gather the chn round and ask: *Can you jump on someone's shadow? Let's play shadow tag and catch each other's shadows!* Explain that the shadows will get longer during the day and will be at their longest at dusk, before the sun sets. Then bring the chn in and play them the animation. It explains the reason why we have day and night. Ask the chn to get into groups and give them a torch and a globe each. Encourage them to re-enact day and night with the torch and globe. Move around the groups, listening to what they are saying and making sure they understand that the torch mustn't move but the globe moves around and as it turns, parts of the earth go from light (daytime) to dark (night time). Ask them questions like: *Can you make it daytime in the Atlantic Ocean? Or the UK? Africa? When it is daytime in those places, where in the world is it night time?* Explain that, as the place where it is day time moves further away from the sun, the

share artwork by fibre artist, Judith Scott.

Ask pairs to discuss the following:

- How do you think this sculpture was made? (It was made by wrapping everyday things, which artists sometimes call 'found objects', in wool, fabric and other fibres).
- What does the shape remind you of? (Children may guess what is wrapped up, or point out familiar looking shapes such as 'it's like a bird'.)
- What do you notice about the colours? (Scott chose colours carefully; they are often bright or highly contrasting. Sometimes many colours appear next to each other, or part of an object is wrapped in just one colour.)

OLC WEEKLY LEARNING PLAN

I can be kind to children who are bullied

Resources:

Jigsaw Chime, Jigsaw Jo, Jigsaw Song: 'There's a Place', Jigsaw Jo's bag (as for Piece 1), Scenario picture/description cards, Flip chart or class whiteboard, Individual whiteboards for children/pens, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

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.
- I can hop on either foot.
- I can skip.

Green Skill
With fluency and control:

- 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.

10 mins
Take feedback and agree as a class which location is closest to the bullseye, and is therefore the most suitable place to plant the tree.
Discuss any differences of opinion, and ask pupils to practise explaining to their partner how they decided, e.g. 'We have decided that Location 2 is the best because it is less windy than the others and is sometimes sunny. It is also near a tap for filling up watering cans.'

Emphasise the importance of providing good explanations for decisions.

Targeted activity
10 mins
Lesson slide 6 and Work booklet page 19
Pupils should complete tasks 1 and 2 independently, using the sentence frames on slide 6 as necessary.

Reflect
5 mins
Lesson slide 7 and Work booklet page 4
Pupils should complete their Learning review.
If you have time, you could share what the pupils have written.

shadows in that place get longer, and then it turns into dusk and then night time. You may want to demonstrate this with a globe, torch and a Lego™ figure. Split the class into year-specific groups and then into pairs. Explain that they are going to make shadow puppets using the resource sheet and that they can pretend their torches are the sun to try and make their puppet's shadows longer and shorter. Ask them to work in pairs to make their puppets, using the resource sheet. The more able can create their own shapes, but emphasise that shadows do not have facial features, etc. When they draw their puppet, it just needs to be a simple outline. Whilst some made shadow puppets, others will go outside to track shadows, then swap with puppet groups.

Year 1
Whilst some are making puppets, take a group outside and give them chalk. Tell them to find a shadow from something static in the playground to draw around. Using the chalk, write the time next to the shadow outline. Photograph them. Then explain that they will be going out later to see if the shadow has changed. Ask them to predict what they think will happen.

Year 2

Explain that they will be wrapping objects to create artwork as Judith Scott did. These small artworks will eventually be attached to their box looms.

Pupils choose materials to wrap from a selection, measure them, and then cut and attach them to the stick or cardboard shape.

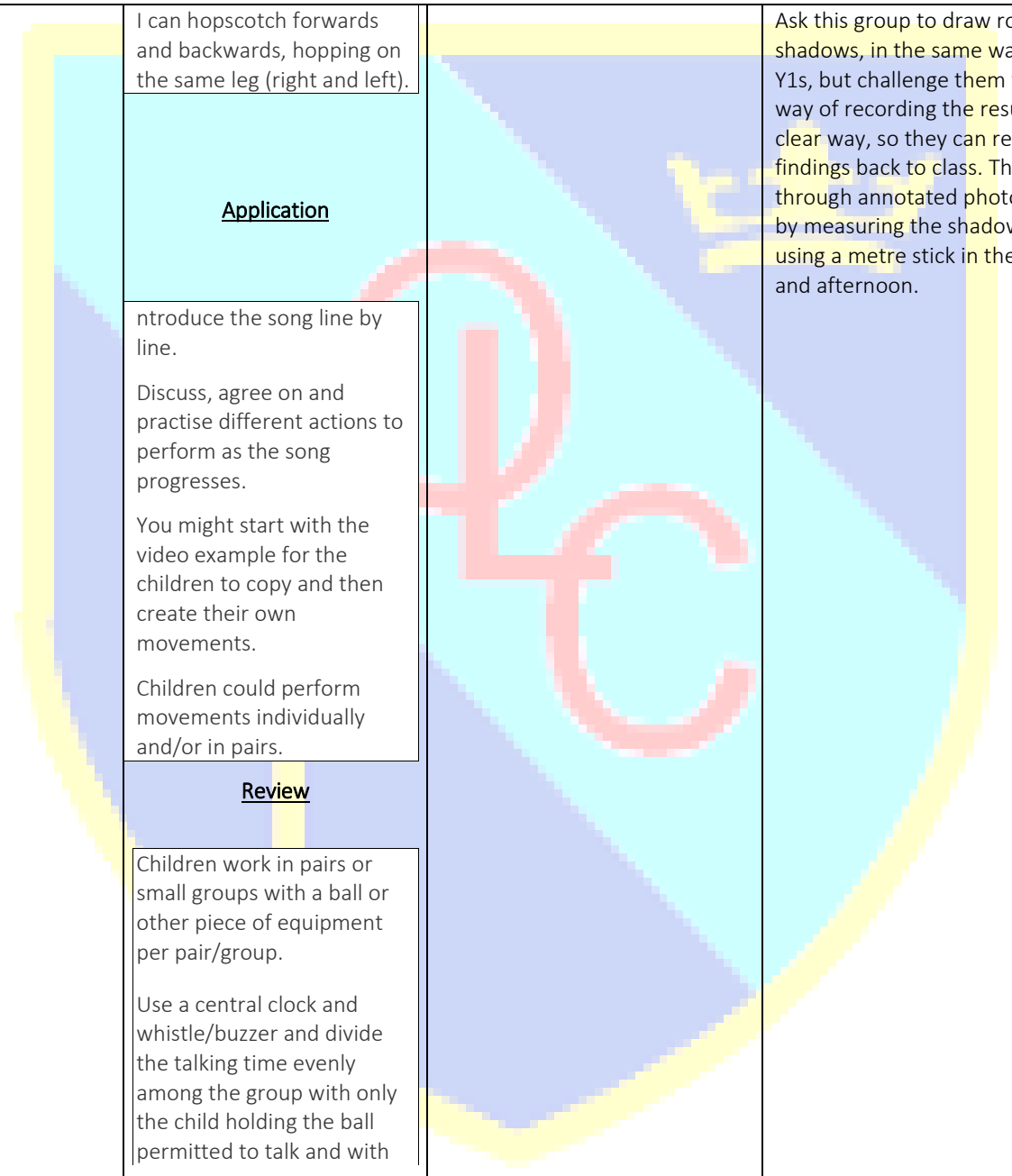
Either show the children the *Pupil video: Wrapping with wool*, or model the process of making a wrapped object, using slide 2 of the *Presentation: Wool wrapping* (see Attention grabber) to show the steps.

1. Choose what to wrap. A stick is most straightforward; cutting a simple shape from cardboard allows pupils more flexibility in their ideas. They could cut a shape to represent something about themselves – their initial or an outline of a pet, for example.

2. Look at the wool and other materials available. Choose colours that will look good together.

3. Measure sections of wool or yarn approximately 90 cm long. Lay the wool along the ruler,

OLC WEEKLY LEARNING PLAN

		<p>I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p>		<p>Ask this group to draw round shadows, in the same way as the Y1s, but challenge them to find a way of recording the results in a clear way, so they can report their findings back to class. This may be through annotated photographs or by measuring the shadow outlines using a metre stick in the morning and afternoon.</p>	<p>place a finger at the end, and then lay the wool along the ruler going the other way. Repeat, to make a wool section three times as long as the ruler. Cut it to size.</p> <p>4. Tear off a small piece of masking tape and fix the end of the wool to the stick or card shape. Begin wrapping the wool around the object, keeping it tight.</p> <p>5. Consider whether to wrap the object in sections of single colours or to use a combination of colours, where wrapping less densely allows colours to show through.</p> <p>6. Keep going until the wool runs out, then measure and cut some more. Join it by tying a knot to the existing piece of wool, or wrapping it tightly over the top to keep the original wool in place.</p> <p>7. Keep wrapping and joining; the object doesn't need to be completely covered. Fix the end with a small dab of PVA glue and leave it to dry.</p> <p>Organise the tables with rulers, scissors, PVA glue and brushes and a selection of wool or other wrappable material. Consider keeping the objects to be</p>
		<p><u>Application</u></p>			
		<p>Introduce the song line by line.</p> <p>Discuss, agree on and practise different actions to perform as the song progresses.</p> <p>You might start with the video example for the children to copy and then create their own movements.</p> <p>Children could perform movements individually and/or in pairs.</p>			
		<p><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</p>			

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the ball on every 30, 45 or 60 seconds.

Combine this method with **Question Carousel** where all answer the same question, or simply give a topic for discussion or review. 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.

wrapped in a central place so the children can choose from a wide range.

The children now experiment with wrapping an object. Remind them of the success criteria; exploring the materials and having a go at solving problems is important.

Display slide 3 of the *Presentation: Wool wrapping* (see Main event).

Ask the children to discuss which skills they practised in the lesson.



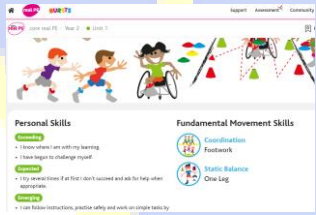
- Which skill was most challenging for you today? Why?

Ask the children to store their wrapped objects in their named bags.

Display slide 3 of the *Presentation: Wool wrapping* (see Main event).

Ask the children to discuss which skills they practised in the lesson.

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					<ul style="list-style-type: none"> Which skill was most challenging for you today? Why? <p>Ask the children to store their wrapped objects in their named bags.</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>					

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Communicating with school

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

