

OLC WEEKLY LEARNING PLAN

Message from the teachers:



Hello KS1,

As we continue to learn about **Creation**, we are going to focus on how to be both **Generous and Grateful** in RE,
We will try to live as Jesus taught us in **Catholic Social Teaching and The Stewardship of our World**.

In **Geography**, we will discover so much about our World

In **Science**, we will find out how we have all changed since we were a new born baby.
We are going to be so creative and musical as we enjoy just being back with our friends,

We will discover so much about our World in **Geography**

Let us show love + kindness in our work and play!

Key Stage One Team:

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



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

Teachers:	Mrs Redfern & Miss McDonnell, Mrs Humphris & Mrs Smith Miss Ryan	Year:	2	Date:	W/B Monday 18 th September 2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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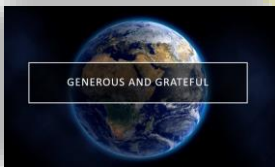


RE

LO: Sharing Our Catholic Pupil Profile

GOSPEL VALUES & VIRTUES: Generous & Grateful.

CATHOLIC PUPIL PROFILE: GOSPEL VALUES & VIRTUES



Look at images of God's Creation

LO: To pray for our fellow schools from OLAAS MAC following the children's charter.



Sharing the Mustard Tree of all of the schools who are part of the OLAAS MAC

Look at the Jigsaw Pictures.

Can you identify the schools and their badges?

Do you know any children from these schools?

How are we the same? How are we different?

Create rhymes and raps to remember each school and their special symbols. Focus on the GVV of being Generous and Grateful for OLAAS.

(UNIT A POG)

LO: To understand that God made the World.

To know that God made us in His own image (Genesis)



Sing

God Created (to the tune of Freyer Jaques).

Draw self-portraits of themselves.

Look inside a box (a mirror is inside). What is the most important and generous gift that God has given us? **Yes us.. God made us I'n his own image.'**

CST: Unit A - Creation Steward Ship of God's Creation: How can we be guardians of God's Creation?

How can we show that we are grateful for God's creation?

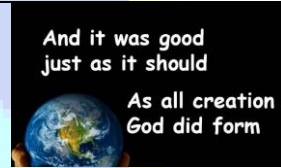
Stewardship_ Lets research ST. Francis of Assisi

LO: CREATION UNIT A continued

Know and sequence the story of Creation

- Understand the story of creation through drama and song.

C1 Take part in celebrations which express thanks and praise.
R1 That praise and thanks are expressed in prayer, e.g. creation psalms.



<https://www.youtube.com/watch?v=SV9ZP8ZTPnM>

Before Reading the Story of Creation... Read with the children the story of the creation of the world.

ER1 Ask what they wonder about: What does Creation mean to you? Who made the World that we are living in?

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:

Why did God make the World?
Why did God make us in his own image?

How can we show love to one another by considering each other's feelings (celebrating who we are – our similarities and our differences.

LO: To share their reflections about the Solemnity of the Feast of Our Lady of Compassion- Our Lady of Sorrows



Celebrate Mass together and share their reflections together

Discover who Our Lady of Sorrows is.

What does it mean to be sorrowful.

What is compassion.

How are we compassionate?

What was special about our Mass on Friday?

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To Create their own images of Creation.

What are we grateful for?
Extension: Why is this part of Creation so important to you? Why?

Share the Butterfully Creation Hymn Together...



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

Say our MAC prayer and share' Our Lady and All Saints, Pray for Us (including actions).



Who was he?

Is he a role model of stewardship of God's creation

Begin to gather information for a factfile of St. Francis of Assisi



R 3 Talk about their own feelings, experiences and the things that matter to them

- How did God create the World that we live in?
- Sharing their feelings by asking how and why.
- Read, sing and learn the Bible Story of Creation from Genesis.
- Activity: To write the sequence the Creation Story.
- Remember the symbols and songs to consolidate their understanding.

LO: Use a place value grid

Unit 1 Numbers to 100

Text Book Pages 28-11

Workbook Pages 20-23

LO: Partition Numbers to 100

Unit 1 Numbers to 100

Text Book Pages 32-35

Workbook Pages 24-26

LO: Partition Numbers flexibly to 100

Unit 1 Numbers to 100

Text Book Pages 36-39

Workbook Pages 27-29

LO: Write Numbers to 100 in expanded form

Unit 1 Numbers to 100

Text Book Pages 40-43

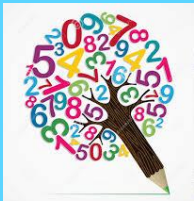
Workbook Pages 30-32

LO: 10s on a Number line to 100

Unit 1 Numbers to 100

Text Book Pages 44-47

Workbook Pages 33-36



Maths



2A

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question stems.
Children to record their ideas.

Explain that this reminds you of a story you know – ‘Lost and Found’. Share the front cover of the book with children and show them the first part of film.

known by children and suggesting alternatives and organise these onto the lights on the right.

Traffic light words: Give children a pair of traffic lights and ask them to organise their own words

sad , lonely
glum , rejected
forlorn , isolated

the sad, lonely seagull
 the glum, rejected seagull
 the forlorn, isolated seagull

for sad and lonely onto the lights.
Year 1 to only do for word sad.



Spelling & Handwriting
Year one and Year Two Words

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

because
both
class
climb
could

LO: CEW – Common Exception Words Focus

Year 1 and 2 Common Exception Words	
Year 1	Year 2
the they one	two
to be from	three
do he on	four
is in the	five
was are	six
by the	seven
had	eight
was	nine
of	ten
and to	eleven
in	twelve
was	thirteen
at	fourteen
the	fifteen
has	sixteen
is	seventeen
the	eighteen
is	nineteen
the	twenty
the	one
the	two
the	three
the	four
the	five
the	six
the	seven
the	eight
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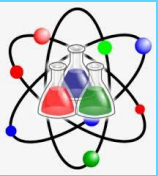





LO: CEW – This week’s Words – Spelling Pathways...

because
both
class
climb
could
grass

LO: CEW – Common Exception Words Focus

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<p>Consolidate FS Words</p>	<p>grass most pass plant should water would</p>			<p>most pass plant should water would</p>	
 <p>Humanities</p>   <p>GEOGRAPHY:</p>	<p>Jigsaw/ PSHE Unit 1:</p>  <p>2. Rights and Responsibilities</p> <p>Lesson 2: Try to make our school community a better place</p> <p>Belonging Rights Responsibilities Responsible Actions</p> <ul style="list-style-type: none"> I understand the rights and responsibilities for being a member of my class and school 	<p>P.E</p> <p>Personal Skills</p> <p>I enjoy working on simple tasks with help.</p> <p>I can follow instructions and practise safely.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Warm up</p> <p>1 Off We Go! Ride around and show all your amazing bike moves.</p> <p>2 On And Off Carefully practise getting onto your bikes.</p> <p>Onto 1 leg and freeze for a photo of everyone before your trip.</p> <p>3 Heads Up</p>	<p>Geography</p> <p>L.O: What is weather?</p>  <p>Spark 5 mins Lesson slides 1-3</p> <p>Display the images and ask pupils to choose one word to describe what they see in the photos (weather). Discuss different types of weather pupils can think of or have experienced, e.g. rain, wind, sun, snow, etc.</p> <p>Explain/Explore 5 mins</p> <p>Explain that 'weather' describes what it is like outside today, e.g. is it raining or sunny?, but 'climate' is what the weather is usually like, e.g. it is usually hot in summer, cold in winter</p> <p>Explain that, like our moods, weather can vary day-to-day. You could describe someone as happy on the whole, over a long period</p>	<p>Science</p> <p>L.O: Identify common features and compare similarities and differences</p>  <p>Invite the children into the classroom and give them a clipboard, paper with numbers down the side and a pencil. Explain that everyone is going to have a go at travelling through a Time Tunnel to guess who the baby photos belong to. Tell them about the numbering system and that they need to look carefully at the photo in the classroom. You may need to give the Tunnel children a time limit. When everyone has had a go at guessing the photos, come together to share. Ask the children: <i>Of the ones you guessed correctly, what was it about the photograph that made you think you knew who it was? What were you looking at?</i> Hair</p>	<p>Art</p> <p>L.O: To know how to create different types of lines.</p> <p>As a class explore the artist Bridget Riley.</p> <ul style="list-style-type: none"> Link: Tate - Who is Bridget Riley?. <p>Place all the children's chalk drawings together on the table, edge to edge, to make one big line drawing collage. Then take a photograph of it.</p> <p>Ask the children to come up with a name for their collective artwork, remembering some of the titles of Bridget Riley's work.</p> <p>Select some children to choose a square that they like and say why they have chosen it (they should not choose their own square).</p>

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Primary Geography

Weather and fieldwork skills

- I know how to help myself and others feel like we belong
- Jigsaw Charter, Jigsaw Chime, number cards, Responsibility cards, camera (optional), Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

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

4 Helmets On

Whoops! Did you forget to put your helmets on?

Quick fasten them and check your friend's helmet.

5 Who's Being Safe?

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

6 Bicycle Bling

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

Skill

Yellow Skill

With fluency and control:

I can side-step in both directions.

I can gallop, leading with either foot.

I can hop on either foot.

of time, which is like describing a climate. But if we described the person as upset, just for one day, this would be like describing the weather.

Practise

15 mins

Lesson slide 4, Work booklet pages 5–6 and Downloadable resource 1.1

Display the images in the Lesson slide and ask pupils if they can remember the names of the seasons. Label the pictures on the slide with the correct seasons. Pupils should complete task 1 in pairs, either from memory, or using slide 4 as a prompt.

Place four hoops on the floor, and label each one with the name of a season.

Provide groups with cut out sets of photos (Downloadable resource 1.1 or magazines). To save time, you can cut up the resource for pupils before the lesson.

Pupils decide which season each photo belongs to and place it in the appropriate hoop.

Discuss the groups' decisions and any differences of opinion.

Practise

10 mins

Work booklet page 7–8 and Downloadable resource 1.2

Provide groups with a cut out set of photos showing a variety of activities being carried out in different seasons (Downloadable

colour? Shape of the eyes? Did all the baby photos look the same? Why? Why not?

1 Chilli- children will play matching pairs. If they match the baby with the adult photo they get to keep them.

2 Chilli - children to consider that someone's facial features as a baby may have helped them guess correctly. Ask them to work with their talking partner and give them a pair of photos (baby and adult) and the 'Looking Closely at Photographs' resource sheet. This resource has a 'talking prompts' sheet for less able children to use with an adult, or a more able reader. It also includes a sheet for more able children to write their ideas

The chalk can be sprayed with a fixative solution (aerosol) or ordinary hairspray to prevent the chalk from smudging on the paper. Although for health and safety and allergy reasons, this should be done when the children have left.

Cross-hatch

Drawing lines crossed over and close together.

Diagonal

A line that is straight and sloping.

Horizontal

Flat or level with the ground and not at an angle to it.

Line

A mark on a surface can be different lengths, widths and create shapes.

Optical art


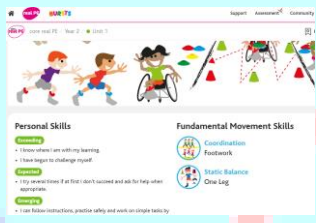
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		<p>I can skip.</p> <p style="text-align: center;">Green Skill</p> <p>With fluency and control:</p> <p>I can combine side-steps with 180° front pivots off either foot.</p> <p>I can combine side-steps with 180° reverse pivots off either foot.</p> <p>I can skip with knee and opposite elbow both at 90° angle.</p> <p>I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p style="text-align: center;">Application</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>resource 1.2 or magazines). To save time, you can cut up the resource for pupils before the lesson.</p> <p>Ask pupils to decide which season hoop to put each photo in. Encourage pupils to justify their decisions, e.g. they would feed a lamb in spring as that's when lambs are born. Pupils should complete task 2 in pairs.</p> <p>Explain/Explore 10 mins</p> <p>Work booklet pages 9–10</p> <p>Ask pupils to think about activities or hobbies they enjoy and to discuss in pairs which season they would most like to complete that activity in.</p> <p>Point out that some people prefer winter walks rather than summer walks – not everyone thinks the same.</p> <p>Explain to pupils that the weather affects our decisions and choices, e.g. what we do or buy. Pupils should complete task 3 independently.</p> <p>Reflect 5 mins</p> <p>Lesson slide 5 and Work booklet page 4</p> <p>Pupils should complete their Learning review.</p> <p>If you have time, you could share what the pupils have written.</p> <p>Extend and stretch Lesson slide 6</p>	<p>Then show the class some further examples of her work:</p> <ul style="list-style-type: none"> • Link: Google Arts and Culture - 'Arrest 2', 1965 - Bridget Riley. • Link: Google Arts and Culture - Untilted (Wave) - Bridget Riley • Link: WikiArt - 'Arrest 1', 1965, by Bridget Riley. <p>Ask the children what words come to mind when looking at her work and record their answers on a class mind map or whiteboard. Alternatively, the children can use their sketchbooks to record their ideas, drawing what they see in the artist's work, which could form a simple artist research page.</p> <p>Ask the questions on slide 1 of the <i>Presentation: Exploring line</i> and take feedback.</p> <p>Presentation: Exploring line</p> <p style="text-align: right;">1</p>
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		<p>Children could perform movements individually and/or in pairs.</p>	<p>Show pupils the images of the effects of extreme weather and discuss whether any of them are likely to happen in the UK.</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 the ball on every 30, 45 or 60 seconds.</p> <p>Combine this method with Question Carousel where all answer the same question, or simply give a topic for discussion or review.</p> <p>As an alternative, the child holding the ball is not permitted to speak, with the rest of the group telling them how they thought they got on in the lesson, for example what they did well/what they could improve.</p>		
				<p>Questions</p> <ul style="list-style-type: none"> • What words would you use to describe the lines in her work? • How are the lines the same? How are they different? • How do they make you feel? • How could you make these lines? <p>Art that uses shape, colour and pattern in special ways to create images that look like they are moving.</p> <p>Vertical</p> <p>Pointing straight up at a 90 degree angle from a horizontal base.</p> <p>Wavy</p> <p>Curvy in shape.</p>

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 <p>Daily PE Activity</p>	<p>LO: To listen carefully to instructions using warm up activities. Activity: Rock Paper Scissors Hi /Low Baby</p>	<p>REAL PE: PERSONAL Lesson 2</p> 	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrhiov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhiov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhiov-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>
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Homework:	Reading	Reading	Reading	Reading	Reading
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Communicating with school

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