

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,  
 As we learn about the **Stewardship of the World**, we will create a Factfile of St. Francis of Assisi and **Catholic Social Teaching**  
 In **Geography**, we will discover so much about our World  
 In **Science**, we will find out how we are just amazing!  
 We will discover more about the Weather and Fieldwork **Geography**  
 Real PE has been such enormous fun!  
 Have a great week everyone!

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.

<b>Teachers:</b>	Mrs Redfern & Miss McDonnell, Mrs Humphris & Mrs Smith Miss Ryan	<b>Year:</b>	1	<b>Date:</b>	W/B Monday 25 <sup>th</sup> September 2023
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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RE



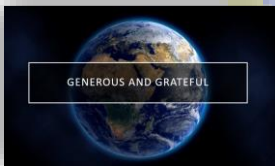
**CREATION UNIT A:**

**LO: Sharing Our Catholic Pupil Profile**

**GOSPEL VALUES & VIRTUES: Generous & Grateful.**



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



**Genesis 1: 2-4 – The Story of Creation**

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



**(UNIT A POG)**

**LO: To understand how we can show that we are grateful for God's creation**

**LO: To create a fact-file about St. Francis of Assisi**

**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**

- Who was he?
- Is he a role model of stewardship of God's creation
- Begin to gather information for a factfile of S.Francis



**LO: To write a class version of St. Francis' song praising God for the different things that God has made.**

Read the story of St. Francis preaching to the birds of the air.

Why do you think St. Francis spoke to the birds of the air?

What does this story tell us about the world God has made?

St. Francis wrote a special song praising God for everything he had made in the world: Sun, Moon, Fire, and Water. Share with the children a version of the song.

Begin each verse with the words, "Be praised my Lord."

**LO: To explore psalms number 8 and 139.**

List the things that God has made and explain why they are important.

Show children, through pictures and produce, that this is Harvest time and that this is a **time for celebration and giving thanks to God.**

Introduce the word "**Psalm**" to the children.

Explain that these are **special songs and prayers in the Bible that thank God for his special gifts.**

Share with the children **Psalm 8 and 139. 'All of God's creation is wonderful'**



<https://www.youtube.com/watch?v=7603oH33Ghs>

**List some of the things that God has made. Why are they important?**

What does Psalm 139 tell us about human beings?

**LITURGY & WORSHIP**

**LO: To Hold a special liturgy celebrating some of the work in this topic.**

**To use some of the creation psalms in Collective Worship**






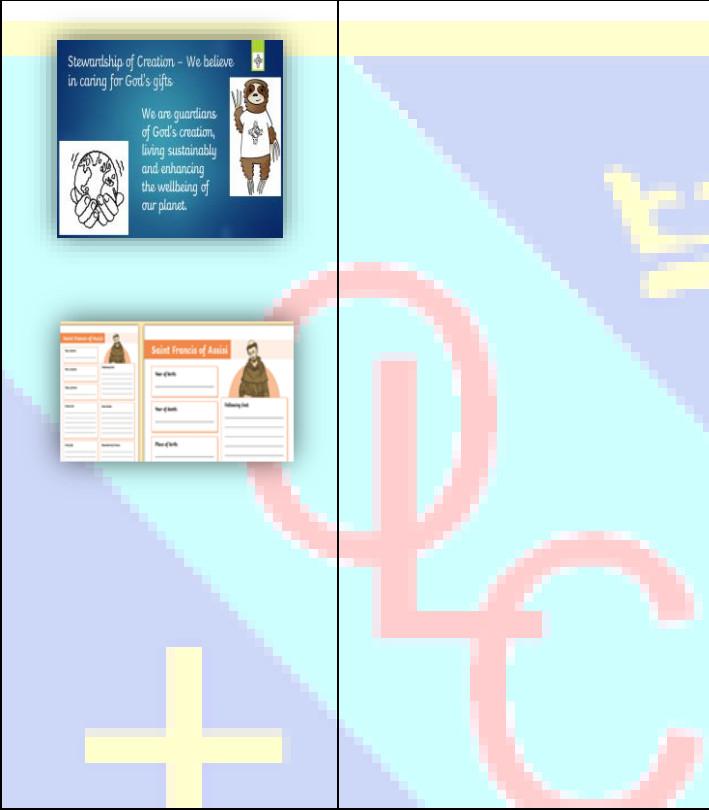

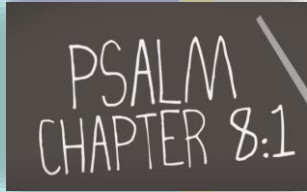

**C1 Take part in celebrations which express thanks and praise.**

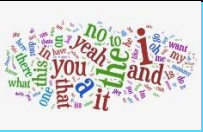
**R1 That praise and thanks are expressed in prayer, e.g. creation psalms.**

Create a class litany of thanks. Each child names the part of creation they most value (e.g. Thank you God for ... the sunshine because, etc.)

Write each part of the litany on different coloured strips of paper to use in class liturgies.

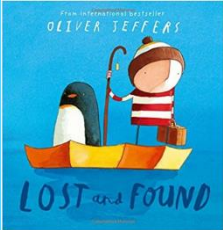
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	<p><b>ER1 Ask what they wonder about:</b> What does Creation mean to you? Who made the World that we are living in?</p> <p><b>ER 2 Ask wondering questions</b> about all of the areas of study and recognize that some questions are difficult to answer:</p> <p>Why did God make the World? Why did God make us in his own image?</p> <p>How can we show love to one another by considering each other's feelings (celebrating who we are – our similarities and our differences</p> <p><a href="https://www.youtube.com/watch?v=UvgOTsPkzc">https://www.youtube.com/watch?v=UvgOTsPkzc</a></p>  <p><a href="https://www.youtube.com/watch?v=tUvgOTsPkzc">https://www.youtube.com/watch?v=tUvgOTsPkzc</a></p>	 		<p><a href="https://www.youtube.com/watch?v=ALwXycNZ4Ug">https://www.youtube.com/watch?v=ALwXycNZ4Ug</a></p>  <p><b>Psalm 139 - Creation Song - Bible Songs for Kids...</b></p> <p><a href="https://www.youtube.com/watch?v=6XQ5e0Uhgq4">https://www.youtube.com/watch?v=6XQ5e0Uhgq4</a></p> 	
 <p><b>Maths</b> <b>POWER MATHS</b> <b>1A</b></p>	<p><b>L.O: Fewer or more</b></p> <p><b>Unit 1 Numbers to 10</b></p> <p><b>Text Book Pages 44-47</b></p> <p><b>Workbook Pages 31-33</b></p>	<p><b>L.O: Compare objects</b></p> <p><b>Unit 1 Numbers to 10</b></p> <p><b>Text Book Pages 48-51</b></p> <p><b>Workbook Pages 34-36</b></p>	<p><b>L.O: Compare numbers</b></p> <p><b>Unit 1 Numbers to 10</b></p> <p><b>Text Book Pages 52-55</b></p> <p><b>Workbook Pages 37-39</b></p>	<p><b>L.O: Order objects and numbers</b></p> <p><b>Unit 1 Numbers to 10</b></p> <p><b>Text Book Pages 56-59</b></p> <p><b>Workbook Pages 40-42</b></p>	<p><b>L.O: The number line</b></p> <p><b>Unit 1 Numbers to 10</b></p> <p><b>Text Book Pages 60-63</b></p> <p><b>Workbook Pages 43-45</b></p>
	<p><b>L.O:</b> To identify adverbs in a story.</p>	<p><b>L.O:</b> To identify verbs in the present (imperative) tense.</p>	<p><b>L.O:</b> To write a set of instructional sentences.</p>	<p><b>L.O:</b> To research about penguins and Antarctic creatures.</p>	<p><b>L.O:</b> To create a nonchronological report.</p>



English

<https://www.literacysshed.com/playmate.html>



Read up to 'but his voice was too small to be heard over the ship's horn'. Grammar splat (adverbs and adverbials): Read the first part of the story and ask children to identify the words and phrases that start sentences, other than 'he' and 'the boy'. Identify once, one day, so, that night, the next morning. Explain that these are types of adverbs (and adverbials) that help us to sequence stories.

Give children key images from the beginning of the story and ask them to work in pairs to retell the story so far to one another, using the adverbs orally

Grammar splat: Repeat the grammar splat activity, this time focusing on the verbs from first part of story – e.g. ignored, helped etc. Explain that these verbs are all in the past tense because they have already happened. Identify the ending of the verbs. Model turning these verbs into the present tense by removing the ed ending, e.g. help, ignore, ask etc. Focus on regular verbs at this point.

Simple Past	Present/imperative
ignored	ignore
helped	help
looked	look
decided	decide

Shared writing: Model writing sentences in the present tense to describe what the boy did to try and help the penguin, e.g. Ask your toy duck, Check in the lost and found office. Extend with, 'If' for

Shared writing: Return to modelled sentences from the beginning of yesterday's session and model turning these into a set of instructions. Add adverbs to create cohesion between the sentences (have these adverbs added to grammar splat). Begin with the title How to Help Someone Who is Lost and use bullet-points or numbers to list a set of instructions that the boy in the book could use.

Children to write their own set of instructions for the boy, using the features demonstrated, e.g. title, bullet-points or numbers and imperative (present) tense verbs and adverbs. Use verbs from the grammar splat and ideas from the book, but children can also add their own ideas. This series of lessons could be extended by writing a set of instructions for How to Catch a Star, where the children write a set of instructions for the same boy.

This outcome will work best where non-chronological reports are revision for children, rather than an unfamiliar text type. Read up to "The next morning, he discovered that penguins come from the South Pole".

Investigate penguins

Use books, fact files and computer to carry out research.

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

<https://www.youtube.com/watch?v=O8qilxaBR2o>

[https://www.youtube.com/watch?v=\\_WgbHKtizro](https://www.youtube.com/watch?v=_WgbHKtizro) start at 18 seconds

<https://www.youtube.com/watch?v=W5ddwHJqyj8>

Re-cap information we collected yesterday about the Penguin.

Shared writing: Model writing a simple introduction for a nonchronological report about Penguins. Suggest using subheadings to section information, e.g. Where they live?

- What they look like?
- What they eat?
- Interesting facts.

Children create a simple non-chronological report about Penguins.

Have information about the penguin to hand and provide children with technical vocabulary word banks.

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most able, e.g. If the police will not help, try asking a teacher. Children to write their own sentences for how to help the penguin, using the verbs from the splat. Teacher to support more able children to use If to begin sentences, e.g. If your duck ignores you, ask a friend instead.



**Spelling & Handwriting**

Year one and Year Two Words  
Consolidate FS Words



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

cry  
fly  
dry  
try  
reply  
sky  
July  
shy  
fry  
sly

LO: CEW – Common Exception Words Focus



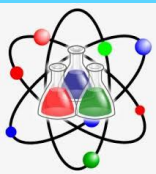
LO: CEW – Common Exception Words Focus



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

cry  
fly  
dry  
try  
reply  
sky  
July  
shy  
fry  
sly

LO: CEW – Common Exception Words Focus



**Humanities**

Jigsaw/ PSHE  
Unit 1: Y1

Jigsaw/ PSHE  
Unit 1:

REAL P.E

**Personal Skills**

I enjoy working on simple tasks with help.  
I can follow instructions and practise safely.

**Geography**

L.O: How do we make decisions?

Activate prior knowledge  
5 mins  
Lesson slides 1–4 and Work booklet page 11

**Science**

L.O: Name parts of their bodies and collect information about their bodies by observing, measuring and noticing patterns.

Before the session: Prepare a reason for needing to measure feet and hand sizes to present to the class as a challenge or 'hook'. It may be that the school bursar is

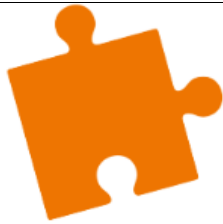
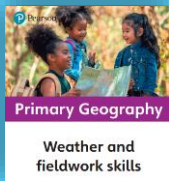
**Art**

L.O: To know how to create different types of lines.

As a class explore the artist Bridget Riley.



**GEOGRAPHY:**



**3. Rights and Responsibilities**

**Think about everyone's right to learn**

**You Are Here**

**Lesson 3**

**Rights Responsibilities Learning Charter**

**I understand the rights and responsibilities for being a member of my class**

**I know how to make my class a safe place for everybody to learn**

**Resources:  
Jigsaw Charter,  
Jigsaw Chime,  
Jigsaw Jack, soft sponge football (optional), flip chart, Jigsaw Journals, My Jigsaw Journey,**

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 their heads up, looking where they're going.

**6**

**Bicycle Bling**

- Show pupils the main lesson question.
- Pupils should complete the Quiz independently, but can check back in their Work booklets if they need to.

**Explain/Explore 10 mins**

Lesson slide 5 and Work booklet pages 11–12

- Discuss pupils' experiences of making decisions and choices they have had to make, e.g. deciding what to wear or what to eat for breakfast, and ask pupils to share what they thought about to help them make their decision, e.g. what the weather was like or what was their favourite cereal.
- Display Lesson slide 5 and explain that pupils are going to make decisions to plan their ideal bedroom.
- Pupils should start working on task 1 in pairs. Allow a maximum of 5 minutes of discussion time.

considering ordering new gloves and hats for Forest School, or a school trip, and doesn't know if people with bigger feet might need larger sized gloves too. Take photographs throughout the activity. **Whole Class:** Invite the chn to sit down and explain the rules of the Simon Says game. Play with the chn, pointing out body parts such as elbows, knees, toes, ears, eyes, nose. Then explain the problem, asking them to talk to each other about the question: *do people with bigger feet need larger gloves?* Encourage all their ideas, saying that grown-up scientists often have times when they discuss lots of things before deciding what to do. Write any additional questions they may have on cards and display so everyone can see. Say the question again to the class and then say: *We are thinking like scientists so we have thought about our question and talked to each other. Now we need to do some predicting. If you 'predict' something, it means you say something that you think will happen. Scientists predict things after they have thought hard and talked to each other about what is likely to happen. So, can you predict what the answer is going to be?* Ask the chn to go to one side of the room if they think the answer to the question is going to be 'yes' and to the opposite if they think it will be 'no'. Reassure them

- Link: Tate - Who is Bridget Riley?.

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.

Ask the children to come up with a name for their collective artwork, remembering some of the titles of Bridget Riley's work.

Select some children to choose a square that they like and say why they have chosen it (they should not choose their own square).

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.

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	<p><b>Learning/Reflection Sheet, Jigsaw Jerrie Cat</b></p>	<p>Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.</p> <p style="text-align: center;"><b>Skill</b> <b>Yellow Skill</b></p> <p>With fluency and control:</p> <p>I can side-step in both directions.</p> <p>I can gallop, leading with either foot.</p> <p>I can hop on either foot.</p> <p>I can skip.</p> <p style="text-align: center;"><b>Green Skill</b></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><b>Explain/Explore</b> <b>10 mins</b></p> <p>Lesson slides 6–7 and Work booklet page 13</p> <ul style="list-style-type: none"> <li>• Explain that there are some more design rules for their ideal bedroom that pupils need to bear in mind.</li> <li>• Display Lesson slide 6 and read the rules together.</li> <li>• Agree that this sort of information is useful to know from the start of the planning process.</li> <li>• Ask pupils to choose three of the rules as a class.</li> <li>• Explain that another word for the chosen rules is 'criteria', and they will use these to make decisions about their bedroom.</li> <li>• Display the target board on Lesson slide 7 and add the chosen criteria to the boxes on the left, e.g. designed to last, not too expensive, suitable for the other people who use it.</li> <li>• The target board is also used in the</li> </ul>	<p>that it is okay to think for themselves and that they shouldn't follow other people. Ask chn from each side of the room to explain why they have chosen that side. Split them into pairs. Tell them that they are going to help each other measure their hands and feet. Give them the How to Measure resource. This includes some tips for measuring and a place to record their measurements.</p> <p>Ask these children to work in pairs to measure their hands and feet, in centimetres, for the more able, or give them unifix cubes and other items from the classroom to measure with. Remind them that they need to place these items carefully along the hand or foot, without leaving gaps. Give them plain paper so they can explore how to record their measurements. Ask them to photograph their measuring too. Use these, and their plain paper recording, to make a display 'Our Body Patterns'</p>	<p><b>Horizontal</b></p> <p>Flat or level with the ground and not at an angle to it.</p> <p><b>Line</b></p> <p>A mark on a surface can be different lengths, widths and create shapes.</p> <p><b>Optical art</b></p> <p>Then show the class some further examples of her work:</p> <ul style="list-style-type: none"> <li>• Link: Google Arts and Culture - 'Arrest 2', 1965 - Bridget Riley.</li> <li>• Link: Google Arts and Culture - Untilted (Wave) - Bridget Riley .</li> <li>• Link: WikiArt - 'Arrest 1', 1965, by Bridget Riley.</li> </ul> <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</p>
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# OLC WEEKLY LEARNING PLAN

		<p style="text-align: center;"><b><u>Application</u></b></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 style="text-align: center;"><b><u>Review</u></b></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 <b>Question</b></p>	<p><b>Decision making toolkit</b> (Waypoint 2)</p> <ul style="list-style-type: none"> <li>Pupils should complete task 2 in pairs.</li> </ul> <p><b>Practise</b> <b>10 mins</b></p> <p>Lesson slide 7 and Work booklet pages 12–13</p> <ul style="list-style-type: none"> <li>Allow pairs time to refine their bedroom plans using the criteria to inform their decisions.</li> <li>Select pupils to share their designs with the class.</li> <li>As they do this, place your finger in the middle of the target on Lesson slide 7. Ask the class whether the design meets the first criteria, e.g. Will it last? Will the pupil still want a jungle-themed room when they are 12? If yes, leave the finger in the middle. If not, move it out one circle. Ask which bedrooms hit the bullseye.</li> <li>Pupils should complete task 3 in pairs.</li> </ul> <p><b>Explain/Explore</b></p>	<p>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>1</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>What words would you use to describe the lines in her work?</li> <li>How are the lines the same? How are they different?</li> <li>How do they make you feel?</li> <li>How could you make these lines?</li> </ul> <p>Art that uses shape, colour and pattern in special ways to create images that look like they are moving.</p> <p><b>Vertical</b></p>
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		<p><b>Carousel</b> 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.</p>	<p><b>10 mins</b></p> <ul style="list-style-type: none"> <li>Explain that pupils are going to use this decision-making process to come up with a plan to help the school council with a new project, e.g. deciding how and where to plant a new apple tree; choosing some new equipment for the playground; deciding where to put some new bins around the school.</li> <li>Spend some time discussing what the class will need to do now and who might be able to help and give them advice.</li> </ul> <p><b>Reflect</b> <b>5 mins</b></p> <p>Lesson slide 8 and Work booklet page 4</p> <ul style="list-style-type: none"> <li>Pupils should complete their Learning review.</li> <li>If you have time, you could share what the pupils have written.</li> </ul>		<p>Pointing straight up at a 90 degree angle from a horizontal base.</p> <p><b>Wavy</b></p> <p>Curvy in shape.</p>
	<p>LO: To listen carefully to instructions using warm up activities.</p> <p><i>Activity: We're riding on a bike... riding in the rain, up a</i></p>	<p><b>REAL PE: PERSONAL</b> Lesson 3</p>	<p>PE with Joe <a href="https://www.youtube.com/watch?v=d3LPrhIov-w">https://www.youtube.com/watch?v=d3LPrhIov-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>	<p>PE With Joe <a href="https://www.youtube.com/watch?v=d3LPrhIov-w">https://www.youtube.com/watch?v=d3LPrhIov-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>	<p>PE With Joe <a href="https://www.youtube.com/watch?v=d3LPrhIov-w">https://www.youtube.com/watch?v=d3LPrhIov-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>

# OLC WEEKLY LEARNING PLAN

## Daily PE Activity



hill, on one wheel, really fast song.



## Homework:

## Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)