

Message from the teachers: Hello Everyone!

We say Hello to 2024 and Goodbye to 2023!



**HOMEWORK**



**RE:** This term for our Gospel values and virtues, we are trying to be both **Compassionate and Loving** each and every day. We are trying to think of some really super new year's resolutions that could help us to be compassionate and loving in our daily lives. I'm sure that you all have so many wonderful ideas!

**English:** This week we will be so enjoying our new **'Beegu'** story by **Alexis Deacon**. We have enjoyed writing some fantastic letters and we even know what an imperative verb is! We have a rhyme to help us remember our 'bossy' verbs.

**Maths:** **Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of 32ff. \*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').



**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.





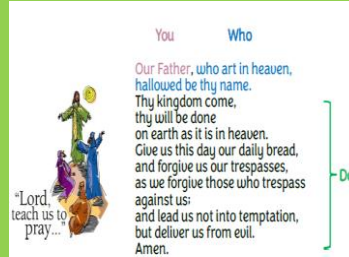



OLC WEEKLY LEARNING PLAN

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.

<b>Teachers:</b>	<b>Mrs Redfern &amp; Mrs Humphris &amp; Mrs Smith Miss Ryan</b>	<b>Year:</b>	<b>2</b>	<b>Date:</b>	<b>W/B Monday 15<sup>th</sup> January 2024</b>
------------------	---	--------------	----------	--------------	--

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
<p>RE</p>   <p><b>VOCABULARY: E</b>                      Christmas, Annunciation, Mary, Angel Gabriel, Joseph, Nazareth, Bethlehem, inn, stable, Wise Men, gift.</p>	<p>Sharing Our Catholic Pupil Profile  <b>GOSPEL VALUES &amp; VIRTUES:                      Compassionate and Loving</b></p>  <p><b>LIVE IT!</b>                      How can you show love and compassion to others? Can this be part of your New Year resolutions?</p> <ul style="list-style-type: none"> <li>What can we give, so that we can be part of</li> </ul>	<p><b>Big Question:</b></p> <ul style="list-style-type: none"> <li>What is the Annunciation and why is it so important?</li> </ul> <p><b>Bible Detectives- Find the story in the Bible.</b>                      Recall and sing their Advent Carol using actions. 'The Angel Gabriel said...'</p> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:</p> <ul style="list-style-type: none"> <li>How did Mary feel when she first saw the Angel?</li> </ul>	<p><b>Big Question: What is difference between the birth of Jesus with the birth of a baby today?</b></p> <p>Create a factfile of their birth and Jesus birth.</p> <ul style="list-style-type: none"> <li>Know, retell and be able to write about the story of Jesus' birth at Bethlehem.</li> <li>Compare and contrast the birth of Jesus with the birth of a baby today.</li> </ul> <p>Include questions...</p> <table border="1"> <tr> <td>Where were you born? Hospital</td> </tr> <tr> <td>Where was Jesus born? Stable</td> </tr> <tr> <td>What did you sleep in? Cot/ Moses basket</td> </tr> </table>	Where were you born? Hospital	Where was Jesus born? Stable	What did you sleep in? Cot/ Moses basket	 <p><b>Prayer and Liturgy :</b>                      Share class prayer and liturgy together.</p> <p><b>Year of Prayer</b></p> 	 <p><b>This is the Star</b>                      J.Dunbar and G.Blythe</p> <p><b>Focusing on the Visit of the Magi during the Epiphany- 6<sup>th</sup> January 2024</b></p> <p><b>Participation –Penguin /Patiriki</b>                      How do the Wise men show us that Jesus is for everyone?</p>
Where were you born? Hospital								
Where was Jesus born? Stable								
What did you sleep in? Cot/ Moses basket								



**building God's kingdom here on earth?**

See Compassionate and Loving Poster...



**Big Question-**

- What does it mean to be both compassionate and loving?
- How can we link these values and virtues to the Christmas story?
- Who is showing compassion?
- Who is showing love?

- If you were Mary, what would your response be? Would you be afraid?
- How could you be brave?

**Activities:**

Ask the children to close their eyes and imagine that they are in Mary's house when the angel first came.

Ask the children to imagine what the house looks like and what Mary is doing at the time. What expressions come on her face when the Angel Gabriel arrives?

What does the angel look like?

Imagine the angel speaking to her.

Get the children to role-play Mary and Gabriel in pairs.

Where did Jesus sleep? Manger/crib
How did you get to the hospital? Car/ taxi
How did Mary and Joseph travel to Bethlehem? Donkey
Who came to visit you? Family
Who visited Jesus? Shepherds, Angels, Wise Men
What gifts did you receive? Baby clothes, teddy bear etc
What gifts did baby Jesus receive? Gold, frankincense and myrrh.
Why was Jesus' birth so special?

**Extension:**



**Big Question: Joseph asked to do by the angel?**

Share with the children the dream of Joseph.

Role-play the dream.

What would he have had to do to look after Mary?

<https://www.youtube.com/watch?v=d4R-WFkm41s>

**BIG Question: What can we use to help us to pray each day?**

**BIG Question: What can we use to help us**  
**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=i70XoA2ZxYQ>



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



<https://www.youtube.com/watch?v=Cfxfnm2AM4>

**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, experiences and things that matter to them**

- Gather
- Listen
- Respond
- Go Forth

**Finally-I wonder?**

**ER 2 Ask wondering questions about all of the areas of study and recognize**

- How can we be both compassionate and loving this year 2024?

RE Display Boards- and Compassionate Loving Hearts



**Solidarity-Sun bear /Shristi:**  
During Holy Week, how can Jesus give us hope?



Y2 Retell the Annunciation sharing this important message.

Y1 Create straw puppets and act out this story.

Y1 Create straw puppets from drinking straws).

What does the angel say and how does Mary respond?

Answer Questions

**Sleeping St. Joseph**



(Link to Refuge and CST)



**Learn a sung version of the Our Father**

**BIG Question: What are traditional prayers and why do we say them?**

**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**

that some questions are difficult to answer:

- 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.


OLC WEEKLY LEARNING PLAN

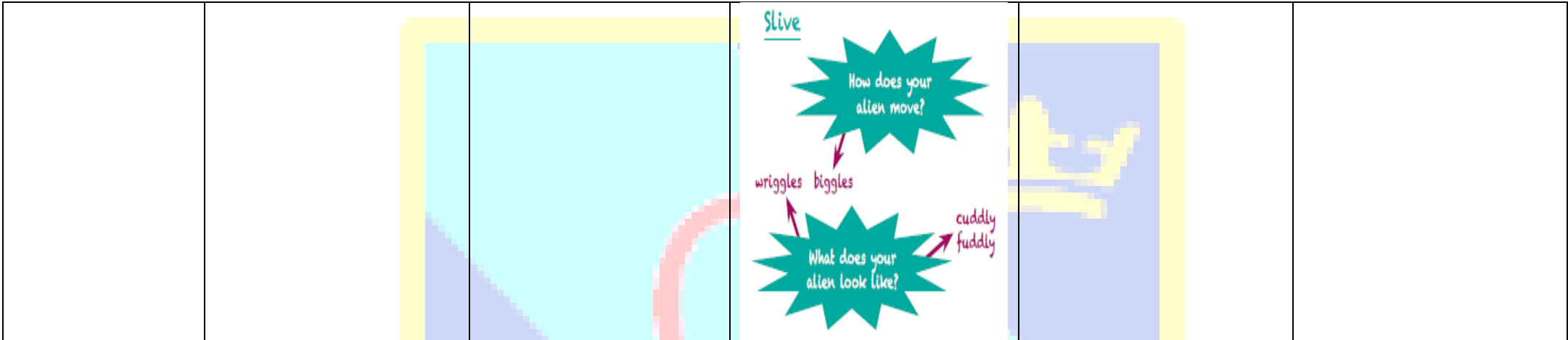

				<p><b>Discuss:</b> Do we always have to pray out loud with words?</p> <p>Explore opportunities to talk to God quietly without speaking any words.</p> <p>Guided meditation: (e.g. Joining hands, sitting, standing and kneeling, sign of the</p>	
 <p><b>Maths</b></p> 	<p><b>LO: Compare amounts of money</b></p> <p>Unit 5 : Money</p> <p>Text Book Pages 28-31</p> <p>Workbook Pages 21-23</p>	<p><b>LO: Calculate with money</b></p> <p>Unit 5 : Money</p> <p>Text Book Pages 32-35</p> <p>Workbook Pages 24-26</p>	<p><b>LO: Make £1</b></p> <p>Unit 5 : Money</p> <p>Text Book Pages 36-39</p> <p>Workbook Pages 27-29</p>	<p><b>LO: Find change</b></p> <p>Unit 5 : Money</p> <p>Text Book Pages 40-43</p> <p>Workbook Pages 30-32</p>	<p><b>LO: Two step problems</b></p> <p>Unit 5 : Money</p> <p>Text Book Pages 44-47</p> <p>Workbook Pages 33-35</p>
 <p><b>English</b></p> 	<p><b>LO: 6) To use my phonics to create a Beegu dictionary</b></p> <ul style="list-style-type: none"> <li>I can segment and blend words</li> <li>I can match rhyming words</li> </ul>	<p><b>LO: 7) To use the -ing suffix to create adjectives</b></p> <ul style="list-style-type: none"> <li>I can use a range of adjectives</li> <li>I can use the -ing suffix</li> <li>I can use the pronoun she</li> </ul>	<p><b>LO: 8) To use a range of adjectives to describe</b></p> <ul style="list-style-type: none"> <li>I can describe what an alien looks like</li> <li>I can describe how an alien moves</li> <li>I can segment using Phonics</li> </ul>	<p><b>LO: 9) To use questions and statements to write a profile about an alien</b></p> <ul style="list-style-type: none"> <li>I can write questions</li> <li>I can write statements</li> <li>I can use conjunctions</li> </ul>	<p><b>LO: 10) To write my own version of a narrative</b></p> <ul style="list-style-type: none"> <li>I can write parts of a story</li> <li>I can use a range of adjective</li> <li>I can use a range of verbs</li> </ul>

OLC WEEKLY LEARNING PLAN

<p><a href="https://www.youtube.com/watch?v=OaX_zGZOoY8">https://www.youtube.com/watch?v=OaX_zGZOoY8</a></p> <p><b>OR</b></p> <p><a href="https://www.youtube.com/watch?v=MbbAwSBc1bc">https://www.youtube.com/watch?v=MbbAwSBc1bc</a></p>	<ul style="list-style-type: none"> <li>I can write simple definitions</li> </ul> <p>Look again at nonsense words from previous lesson.</p> <p>Remind children that we will need a dictionary to understand Beegu.</p> <p><b>Shared writing:</b></p> <p>Model, with suggestions from children, creating a dictionary using nonsense words spoken by Beegu.</p> <p><b>Model</b> using the first letter to identify where the word should go in our Beegu</p> <p>Dictionary and write definitions using simple rhyming words,</p> <p><i>e.g. vlate/mate</i></p> <p>Continue to ask the children to listen to words from</p>	<p><b>Matching:</b></p> <p>Show children pictures of the five senses and see if they can match them to the words.</p> <p>Read the book to the sentence, <b>“But not everyone thought so...”</b></p> <p>As Beegu wanders around the city, what sounds do you think she hears? Elicit some sounds and play children some sound effects</p> <p><i>e.g. phone ringing, traffic, cars honking, children playing, busy crowds, trains...</i></p> <p><b>Soundscapes:</b></p> <p>Show children the -ing suffix and see if they can</p>	 <p><b>Explain</b> that, now that we can understand Beegu, she is going to need some friends to play with.</p> <p><b>Model</b> selecting phonemes (using magnetic graphemes from phase 5) to create an alien name and descriptions.</p> <p>Alien puppets, subheadings for descriptions</p> <p>Children begin by creating an alien name for their puppet, using magnetic phase 5 graphemes.</p>	<p>Explain that we are going to write up a profile about our own alien before writing a story.</p> <p><b>Shared writing:</b></p> <p>Referring to vocabulary from yesterday, write the first section of the report,</p> <p>What does an alien eat?</p> <p><i>My alien eats cheese and peas. How delicious!</i></p> <p><i>He eats chips and dips.</i></p> <p>Profiles/ pamphlets</p> <p>Give children pictures of their alien sock puppet.</p> <p><b>Children write up a profile of their alien using the subheadings from yesterday’s lesson.</b></p>	<p>Allow children time to think about their own story.</p> <p>Remind children of what happens in Beegu. Show children some key pictures from Beegu to see if they can sequence them.</p> <p>Start to model telling the story of their own alien.</p> <p>Their alien will crash land in the school playground and go on a similar adventure to Beegu.</p> <p>Using pictures of Beegu story for children to sequence</p> <ol style="list-style-type: none"> <li>Children write their own alien story using skills that have been built up so far.</li> <li>Children can write</li> </ol>
--	--	--	---	--	--

OLC WEEKLY LEARNING PLAN

	<p>Beegu, e.g. vlate, strim, brage.</p> <p><b>Nonsense words</b></p> <p>Children create their own Beegu dictionary with nonsense Beegu words and their simple rhyming definitions.</p> <p><b>Greater Depth Focus:</b> To write definitions in sentences,</p> <p><b>e.g.: brage page – a part of a book</b></p> <p>Children can then go on to publish books to share with others in the school.</p>	<p>create some adjectives to describe the sounds.</p> <p><b>Model writing:</b> Beegu heard the chatting crowds. She saw the playing children.</p> <p><b>Pictures of five senses</b></p> <p>Children create a soundscape of the city and write out this part of the story.</p> <p>Children read out their word to celebrate.</p>	 <p>Children go on to use the same subheadings from modelled session to add information about their own alien, writing the alien's name in the middle of the sheet.</p> <p>Ensure children are given access to additional descriptive vocabulary.</p> <p><b>Children to share their puppets and words with class, identifying one way their alien moves, looks, eats etc.</b></p>	<p>Children share their reports.</p>	<p>this up in sections.</p> <p>3. Celebrate and share children's writing.</p>
--	--	---	--	--------------------------------------	---

**Spelling & Handwriting**  
Year one and Year Two Words  
Consolidate FS Words

**LO: CEW – Common Exception Words Focus**

Year 1 and 2 Common Exception Words

Year 1	Year 2
the they one	door gold plant clothes
a he once	floor hold path busy
do he cat	poor told both people
to me friend	because every hour water
today she school	find great move again
of we put	kind break prove half
said so push	ended dash improve money
says go pull	behind pretty sure Me
are were by house	child beautiful sugar Mrs
is here	children after eye parents
his there	wild fast could should
has where	climb just should everybody
I love	most past would
you come	enly father who
your some	both class whole
	cold grass any
	pass many

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

Investigation

Which letters have been replaced by the apostrophe?

Explain

Whole word(s)	Contraction	Whole word(s)	Contraction
cannot	→	can't	does not
were not	→	weren't	do not
have not	→	haven't	is not
has not	→	hasn't	was not
			wasn't

**LO: CEW – Common Exception Words Focus**

Year 1 and 2 Common Exception Words

Year 1	Year 2
the they one	door gold plant clothes
a he once	floor hold path busy
do he cat	poor told both people
to me friend	because every hour water
today she school	find great move again
of we put	kind break prove half
said so push	ended dash improve money
says go pull	behind pretty sure Me
are were by house	child beautiful sugar Mrs
is here	children after eye parents
his there	wild fast could should
has where	climb just should everybody
I love	most past would
you come	enly father who
your some	both class whole
	cold grass any
	pass many

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

Investigation

Which letters have been replaced by the apostrophe?

Explain

Whole word(s)	Contraction	Whole word(s)	Contraction
cannot	→	can't	does not
were not	→	weren't	do not
have not	→	haven't	is not
has not	→	hasn't	was not
			wasn't

**LO: CEW – Common Exception Words Focus**

Year 1 and 2 Common Exception Words

Year 1	Year 2
the they one	door gold plant clothes
a he once	floor hold path busy
do he cat	poor told both people
to me friend	because every hour water
today she school	find great move again
of we put	kind break prove half
said so push	ended dash improve money
says go pull	behind pretty sure Me
are were by house	child beautiful sugar Mrs
is here	children after eye parents
his there	wild fast could should
has where	climb just should everybody
I love	most past would
you come	enly father who
your some	both class whole
	cold grass any
	pass many



**Humanities**



**Jigsaw/ PSHE**  
**Unit 1: Y2**

**Year 2:**  
**Lesson 2: My learning strengths.**

**Weekly Celebrations:**

- Keep trying even when it is difficult

**My learning strengths:**

**Real P.E:**

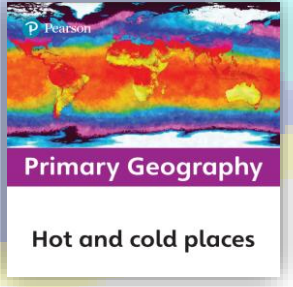
**Personal Skills**

I enjoy working on simple tasks with help.

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

**Geography:**  
**Hot and Cold Places**



Hot and cold places

**Science:**  
**Year 1/2 Brilliant Builders!**

**Lesson 2: Material pairs and properties.**

**Scientific Objectives:**

- Distinguish between an object and the material from which it is made (1EM).

**Art/RE:**  
**Drawing – Telling a story**

**Lesson 1: Charcoal mark making.**







**GEOGRAPHY:**



Weather and fieldwork skills

1. Strengths
2. Persevere
3. Challenge
4. Difficult
5. Easy

**Learning intention:**

- I carry on trying (persevering) even when I find tasks difficult

**Social and emotional development learning intention:**

- I can tell you some of my strengths as a learner

**Resources:**

- Jigsaw Chime
- Jigsaw Jo
- Jigsaw Song; 'For Me',
- Treasure chest filled with:
  - marbles
  - Beads
  - Coins,
  - Coloured stones
- Large cut-out ladder
- Ladder template
- Jigsaw Journals
- My Jigsaw Journey

**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**

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

**Knowledge organiser**

Vocabulary	
atlas	book of maps
climate	what the weather is usually like, e.g. it is usually hot in summer, cold in winter
continent	large area of land, often with more than one country in it
degrees Celsius	measurement of temperature
globe	model of Earth
location	a specific place
temperature	how hot or cold something is
thermometer	something used to measure temperature
weather	what it is like outside today, e.g. is it raining or sunny?

**How hot or cold is our school?**

- following a map of the school.
- using directions, e.g. 'left' and 'right'.
- recording measurements.
- how temperatures vary in different locations.

**See: Lesson 1**

**Purpose**

- This lesson looks at location and place by developing map-reading and fieldwork skills, looking specifically at how temperatures vary according to location.
- Make connections with: Year 1 and Year 2 Mathematics (Geometry – position and direction; Measurement); Year 1 Science (Seasonal changes).
- By the end of the lesson pupils should ...
  - be able to follow a simple map of the school.
  - be able to use simple directions, e.g. 'left' and 'right'.
  - be able to record simple measurements.
  - know that temperatures vary in different places.

**Spark: Lesson slides 1–2 and Work booklet pages 1–5**

- Give pupils a simple school plan or create one on the whiteboard.
  - Ask pupils about the temperatures they have experienced at school.
- Are there any particularly hot or cold places in the building? Ask them to point to the locations on the plan.

**Explain/Explore (10 mins)**  
**Work booklet page 5**

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1EM).

- Describe the simple physical properties of a variety of everyday materials (1EM).

- Compare and group together a variety of everyday materials on the basis of their simple physical properties (1EM).

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2EM).

**Lesson Objectives:**

- Think carefully about the different materials and their properties, and play games in pairs with items from the classroom.
- Write songs based on the properties in



**Objectives:**

- To develop a range of mark making techniques.

**Success criteria:**

- I can experiment with charcoal to draw different marks.
- I can understand a word and explain how I can draw it.
- I can express the meaning of words using charcoal mark making techniques.



**Recap and recall:**

- Attention Grabber
- Main Event
- Wrapping Up Art and design:

**Pupils should be taught to:**

- To use drawing, painting and sculpture to develop and share their ideas,



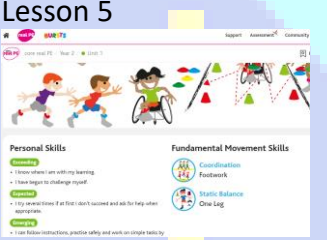
## OLC WEEKLY LEARNING PLAN

<ul style="list-style-type: none"> <li>• Learning/Reflection Sheet</li> <li>• Jigsaw Jerrie Cat</li> <li>• Jigsaw Song: 'For Me', Jam sandwich ingredients:             <ul style="list-style-type: none"> <li>○ Jam</li> <li>○ Bread</li> <li>○ Butter</li> </ul> </li> <li>• Four pieces of paper for stepping stones</li> <li>• Equipment for challenge e.g. building a block tower, making a dog from playdough</li> <li>• My Jigsaw Journey</li> <li>• Learning/Reflection Sheet</li> <li>• Jigsaw Jerrie Cat</li> </ul>	<p style="text-align: center;"><b>Skill</b></p> <p style="text-align: center;"><b>Yellow Skill</b></p> <div style="border: 1px solid black; padding: 2px; text-align: center;">With fluency and control:</div> <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> <div style="border: 1px solid black; padding: 2px; text-align: center;">With fluency and control:</div> <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;"><b>Application</b></p>	<p>See also the Geography: Location and place toolkit, Waypoint 2</p> <ul style="list-style-type: none"> <li>• Select locations in the school where the temperature will vary and assign each place to a small group of pupils, explaining that they must not reveal their location to the other groups.</li> <li>• Provide the groups with simple thermometers and explain they must measure, and then record, the temperature in their location.</li> <li>• Pupils should complete task 1 in their group</li> </ul> <p style="color: green;">Practise (10 mins) Lesson slide 3 and Work booklet page 5</p> <ul style="list-style-type: none"> <li>• When the groups are back, explain that they need to write a description of the location.</li> <li>• You could model this using the headteacher's office as an example, e.g. 'This location is near the dining hall, to the left of the office.'</li> <li>• Pupils should complete task 2 in groups. Encourage them to use the word bank to help them write their description.</li> <li>• Ask each group to present their description to the class, who should try to identify which room was visited.</li> </ul> <p style="color: green;">Explain/Explore (10 mins) Lesson slide 4 and Work booklet page 6</p> <ul style="list-style-type: none"> <li>• Together, identify each location on the school plan (on the whiteboard or pupils' individual copies).</li> <li>• Reinforce the directional language pupils should use to encourage them to describe positions accurately.</li> <li>• Ask pupils to collate the temperatures of each location and to complete task 3 in pairs.</li> <li>• Draw their attention to the differences in temperature around the school. Discuss why the temperature might vary, e.g. whether the room is in sunshine or shade, if the door was open, if it is near the kitchen, etc. This may lead on to a discussion about why</li> </ul>	<p>materials and sing together at the end of the session.</p> <p><b>Working scientifically</b></p> <ol style="list-style-type: none"> <li>1. Ask simple questions and recognise that they can be answered in different ways.</li> <li>2. Observe closely, using simple equipment.</li> <li>3. Identify and classify.</li> <li>4. Use their observations and ideas to suggest answers to questions.</li> </ol> <p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Material Snap</li> <li>• Frère Jacques materials song</li> <li>• A collection of objects made from different materials and with different textures</li> </ul> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the materials various objects are made from.</li> <li>• Discuss the differences between an object and the material from which it is made (Y1).</li> </ul>	<p>experiences and imagination.</p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1825 502 2004 699"> <p><i>Teacher video:</i> Charcoal mark-making</p>  </div> <div data-bbox="2004 502 2184 699"> <p><i>Pupil video:</i> Exploring marks with charcoal</p>  </div> </div> <p style="text-align: center;"><b>Vocabulary</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">charcoal</td> <td style="width: 50%;">lines</td> </tr> <tr> <td>mark making</td> <td>marks</td> </tr> <tr> <td>thick</td> <td>thin</td> </tr> </table>	charcoal	lines	mark making	marks	thick	thin
charcoal	lines									
mark making	marks									
thick	thin									

## OLC WEEKLY LEARNING PLAN

		<p>ntroduce 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>temperatures may vary in other locations.</p> <p><b>Explain/Explore (5 mins)</b></p> <ul style="list-style-type: none"> <li>● Ask two pupils to stand at the front of the class for a role play about how our behaviour (what we wear and do) is affected by temperature.</li> <li>● Display some props (e.g. coat, jumper, fan, hat, etc.) and explain that one pupil is going to act out being in a very hot classroom and the other in a very cold classroom.</li> <li>● In pairs, ask the other pupils to discuss how the two pupil actors might behave and which of the props they would use.</li> <li>● Ask the two pupils to act out their scenario to see if the paired discussions were right.</li> </ul> <p><b>Explain/Explore (5 mins)</b> Lesson slide 5 and Work booklet page 6</p> <ul style="list-style-type: none"> <li>● Look again at the school plan and discuss which classrooms are most likely to have their windows open, and why, e.g. the sun shines into the classroom a lot in the afternoon, location is next to the kitchen, etc.</li> <li>● Pupils should complete task 4 in pairs.</li> </ul> <p><b>Reflect (5 mins)</b> Lesson slide 6 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><b>Extend and stretch</b></p> <ul style="list-style-type: none"> <li>● Continue thinking about how temperature affects behaviour by moving location within the school and asking different pupils to act out how they might behave in the shade, in the sunshine, sitting by an open window, or beside a radiator, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider how the properties of materials make them suitable for their purpose (Y2).</li> <li>● Write songs about the properties of materials (to the tune of Frère Jacques).</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Understand that objects are made of different materials and they have simple properties.</li> <li>● Know that there is a difference between an object and the material from which it is made.</li> <li>● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> </ul> <p><b>Investigation - pattern seeking &amp; problem solving:</b></p> <p>Think carefully about the different materials and their properties, and play games in pairs with items from the classroom. Write</p>	
		<p style="text-align: center;"><b>Review</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 Carousel</b> 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</p>			

OLC WEEKLY LEARNING PLAN

		<p>how they thought they got on in the lesson, for example what they did well/what they could improve.</p>		<p>songs based on the properties of materials.</p> <p><b>Year 1/2:</b> Understand that objects are made of different materials and they have simple properties.</p> <p><b>Vocabulary:</b> Rough/smooth, flat/bumpy, sharp/blunt, wood, metal, plastic, glass, rock, materials, properties</p>	
 <p><b>Daily PE Activity</b></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><b>REAL PE: PERSONAL Lesson 5</b></p> 	<p>PE with Joe <a href="https://www.youtube.com/watch?v=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-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=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-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=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-w</a> 5 Minute Move   Kids Workout 1   The Body Coach TV</p>

**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)

<p><b>Big Question: What does it mean to take refuge?</b></p>	<p><b>Big Question: Can we share what Refuge is all about?</b></p>
---	--

Read Refuge together.

(Share the author and illustrators thoughts about their version of the Christmas Story).

Why did they change the title from the First Christmas to Refuge?

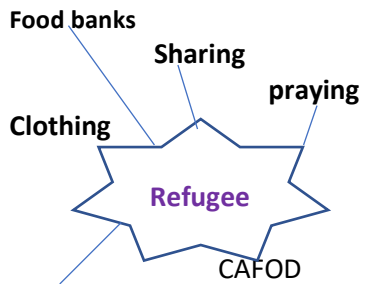
What does it mean to take refuge?



Share their understanding of what refuge is.

Create a spider diagram using the word Refuge at the centre.

Share how we can help displaced people-refugees



Saving our pocket money

Refuge is when....

Activity: Write a book review about Refuge.

How has this book helped you to understand that they Holy Family had to escape to Egypt?

How is this story still important to people of today?



Book Review

Title:

Author:

Illustrator:

This book is about....

The important message is...

How can I help?

I wonder...

My CST characters have helped me to....

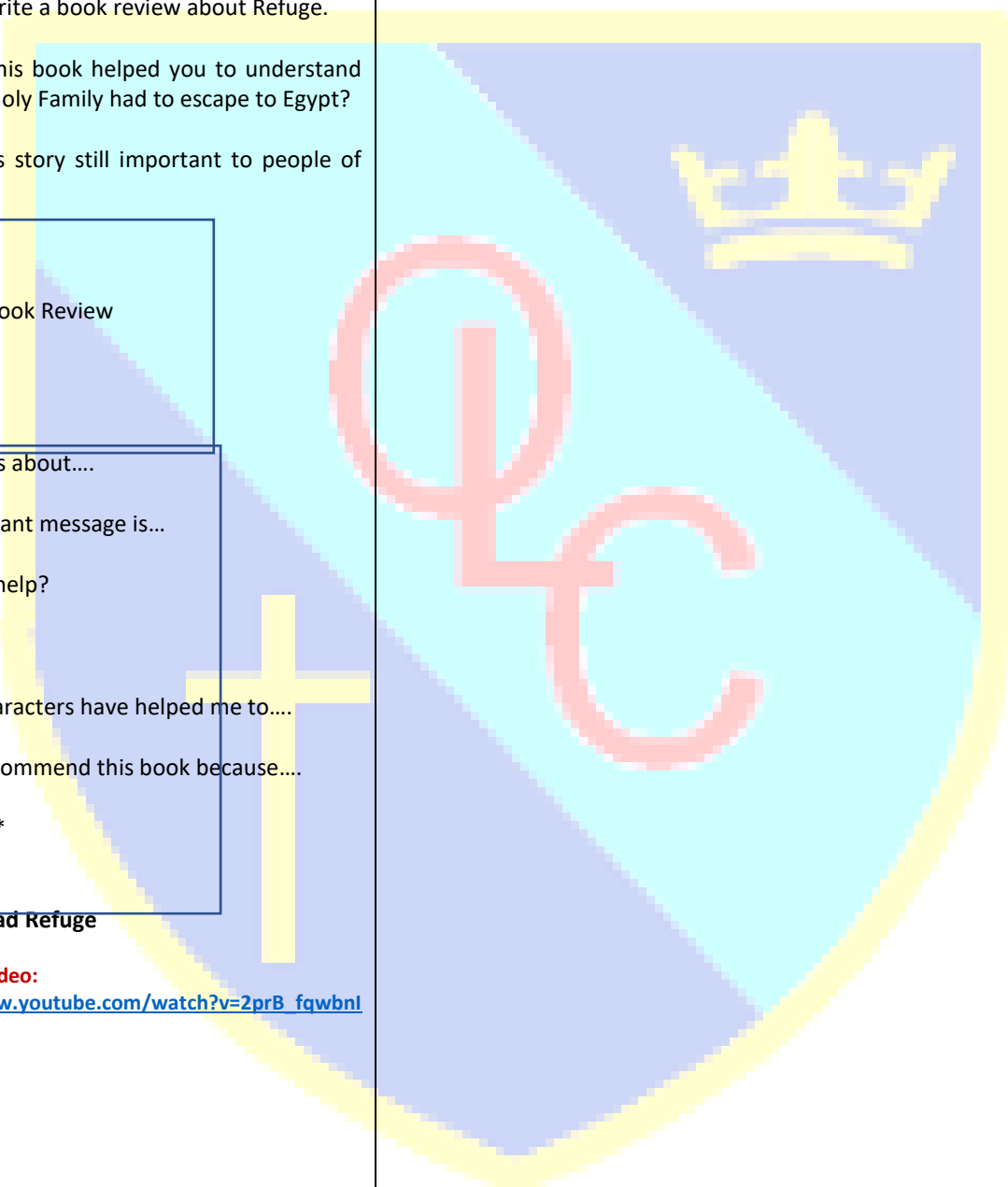
I would recommend this book because....

Stars \*\*\*\*\*

Watch/ read Refuge

You Tube video:

[https://www.youtube.com/watch?v=2prB\\_fqwbnl](https://www.youtube.com/watch?v=2prB_fqwbnl)



I can make a difference by...

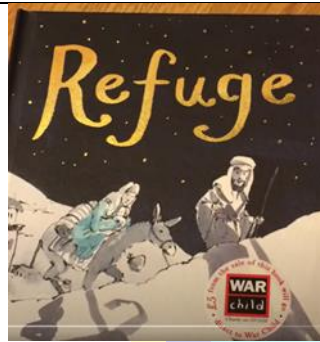
Extension: Look at charities that help and support refugees e.g. CAFOD

Local Charities- Fireside

The Good Shepherd Appeal

Live Simply Ambassadors

Share their experiences of helping others.



**REFUGE:**

[https://www.youtube.com/watch?v=2prB\\_fqwbnl](https://www.youtube.com/watch?v=2prB_fqwbnl)

**Unit C - Prayer RE-CST  
Catholic Social Teaching**

***Distributive Justice: How can we create a prayer service Option for the Poor-: serving our local and wider communities?***

**You Tube**