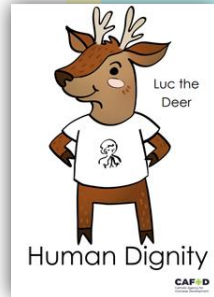


Message from the teachers: Hello Everyone!

KEY STAGE ONE



**WE ARE GROWING TO**

**Eloquent**

**Truthful**

**ELOQUENT:** the ability to speak or write fluently, persuasively and appropriately. We are eloquent when we use language to express our ideas or opinions clearly and with conviction, and writing. We can express ourselves in other ways like music, drama, painting or dance. We should use our creative gifts to say things in a way that is interesting, truthful, memorable and joyful.

**TRUTHFUL:** God wants us to be truthful in all we do, *Jesus said, I am the way, the truth and the life*, so being honest and truthful means we are following in his footsteps and living life the way God wants us to.

**TRUTHFUL:** Being truthful is being faithful to ourselves and to Jesus. We should stand up for the truth.

HOMEWORK:



**RE:** May is the month of Mary-we will study Mary and try to get closer to Jesus through her special prayers. We will continue to explore the **Resurrection of Our Lord Jesus Christ**, we will be looking at witness accounts of the disciples and how they reacted and believed. This term for our Gospel values and virtues, we are trying to be both **Eloquent and Truthful**. We will be looking at the Resurrection of Jesus Christ our Saviour. We will read our Bibles together and learn new hymns and songs. We will be looking closely at our **Catholic Social Teaching** character Luc the Deer for **Human Dignity**, whilst we try to live as Jesus taught us,



**English:** Visual Literacy- This week, we will be where she has fun riding on bubbles and meeting new people and



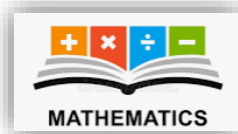
## OLC WEEKLY LEARNING PLAN



**Spellings:** Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (e below 'Spellings').



**Reading:** Reading books have been sent out and we hope to change them during the week (please send your child's reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.



**Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions.

**Y2 Please complete the following pages of p83** \*Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking). We have also received our Numbots and Times Tables Rockstars letters and logins to complete some wonderful online fun activities using our number bonds and multiplication skills! This week's unit is all about **Unit 12: Problem solving and efficient methods**

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,

**Mrs Redfern , Mrs Humphris, Mrs Kinchin, Mrs Smith and Miss Phillips**

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

<b>Teachers:</b>	Mrs Redfern, Mrs Humphris Mrs Smith, Mrs Kinchin & Miss Phillips,	<b>Year:</b>	2	<b>Date:</b>	Monday 13 <sup>th</sup> May 2024
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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RE



VOCABULARY

Easter, empty tomb, Resurrection, Jesus, risen, Alleluia, Easter/Paschal Candle, Alpha, Omega, Peter

TEN:TEN- Guided meditation

LO: To know of some that there are many different ways to pray-  
BIG Question: How we pray together?

- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.
- To identify some of the different ways people pray in Church.
- To use their own words to write simple thank you and asking prayers

Discuss: Do we always have to pray out loud with words?

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

Guided meditation:

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

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

UNIT J :EASTER

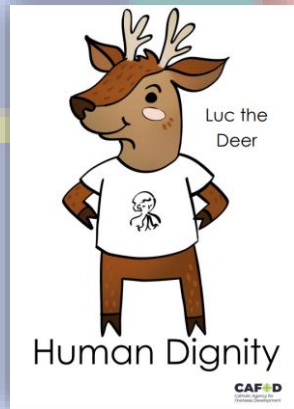
Everyone is special  
Human dignity  
Luc the deer's story



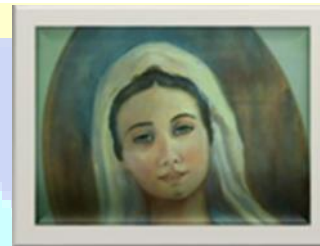
Luc has many brothers and sisters. He is the oldest brother, but he reminds his siblings how important they are. Some of his younger siblings have been upset as they are a bit different. Some have different coloured skin, some are a bit shorter, some a bit slower, one has only three legs. Luc has a gentle way of reminding them that they are all beautiful and important, just as they are. They are all made by God and have great value. Luc's story reminds us that each of us is made in God's image. This means that everyone is special. We should treat every person the same way we want to be treated.

<https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children>

Luc the Deer and Human Dignity



Luc tells the children about his brothers and sisters who are upset about being different, and how he reminds them that they are all made by God and have great value.



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

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

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

To sing and pray the Hail Mary.

Learn more about Mary's month of May and how we can get closer to Jesus through her intercession.



Sharing Our Catholic Pupil Profile: GOSPEL

Gospel Values and Virtues- Eloquent and Truthful

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

Prayers for Vocations: Pray the Diocesan Prayer for Vocations. for people to discern their that people will proclaim the truth of the Good News During April, it was our World Day of Prayer for Vocations.

Let us pray for Vocations using our Gospel Values and Virtues

Create a class prayer book for vocations.

Prayer and Liturgy (Share class prayer liturgy together)  
Year of Prayer  
OUR FATHER



Rosary Video  
<https://www.youtube.com/watch?v=CnC0tV...>

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

Learn a song version of the Our Father (C1 Take part in celebrations which give thanks and praise R1 That praise and are expressed in prayer)

<https://www.youtube.com/watch?v=i70Xo...>



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

**I wonder?**

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

**LO: To understand 'Human Dignity' by understanding that everyone is special**

**Big Question: How can we explain to Luc's siblings just how important they really are?**

**HUMAN DIGNITY & Luc the Deer : Each of us is made in God's image.**

Every person has an innate human dignity no one can take away.

Our common humanity requires that we respect and uphold the dignity of each and every individual. Everything else flows from this dignity.

"Human persons are willed by God; they are imprinted with God's image. Their dignity does not come from the work they do, but from the persons they are."

**Saint Pope John Paul II, Centesimus Annus, 11 God said, "Let us make humankind in our image, according to our likeness."**

**Genesis 1:26**

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

**Art Look at images of Our Lady**

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



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

**The Angelus**  
 The Angel of the Lord declared to Mary: and she conceived of the Holy Spirit.  
 Hail Mary... Holy Mary...  
 Behold the handmaid of the Lord: be it done to me according to you.  
 Hail Mary... Holy Mary...  
 And the Word was made flesh: and dwell among us  
 Hail Mary... Holy Mary...  
 Pray for us, O holy Mother of God that we may be made worthy of the promises of Christ.

**Diocesan Prayer for Vocations**  
 Lord Jesus, send labourers into your harvest. Inspire, in the hearts of your people, vocations to the priesthood and religious life. Bless our families with a spirit of generosity. May those whom you call to the priesthood and religious life have the courage to give themselves to your Church as co-operators in your work.  
 St. John Vianney: Pray for us

**Halloween be thy name**

<https://www.youtube.com/watch?v=up3e...>



**PRAYER: Remember...**  
**LO: To know of some of the prayers of the Church**  
 •How do we pray together?  
 •Silent prayer; that we speak to God in form and in their own words  
 •To know that silent prayer is an opportunity to listen to God.

- To identify the different ways people pray in the Church
- To use their own words to write simple prayers for you and asking for help

**Discuss: Do we always pray out loud with words?**

**Explore opportunities to pray quietly without any words.**

**Guided meditation:**



We are beautifully made in the image and likeness of God.

*Message: Since we believe each person is made in the image and likeness of God and has inherent dignity, we work with people living in poverty to have access to food, water, housing and other basic amenities which many of us can often take for granted*



(e.g. Joining hands standing and kneeling the cross)

<https://hallow.com/bto-pray-our-father/>

**Gather**




**Listen**

**Response**

**Go Forth**

- Who listens when we
- How do Saint in our pray
- Are there d types of praye can exper together Meditat

OLC WEEKLY LEARNING PLAN

 <p><b>Maths</b></p> 	<p><b>LO: Use a hundred square</b></p>	<p><b>LO: Getting started</b></p>	<p><b>LO: Missing Numbers</b></p>	<p><b>LO: Mental Addition and subtraction (1)</b></p>	<p><b>LO: Mental Addition and subtraction (1)</b></p>
<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 92-95</p> <p>Workbook Pages 67</p>	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 96-99</p> <p>Workbook Pages 70</p>	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 100-103</p> <p>Workbook Pages 73</p>	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 10-107</p> <p>Workbook Pages 76</p>	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 10-107</p> <p>Workbook Pages 76</p>	<p>Unit 12: Problem solving and efficient methods</p> <p>Textbook Pages 10-107</p> <p>Workbook Pages 76</p>
 <p><b>English:</b></p>	<p>LO: To ask a range of questions.</p> <p>Children enter the classroom to discover a suitcase or a rucksack with the teacher's name on a luggage tag. Explain that you've been on a day trip and walking tour of a famous city. Bring out of the suitcase some souvenirs such as: a Union Jack flag, London tourist brochures and any other tourist memorabilia available. Can children guess where you've been to? Do children know what a city walking tour is? Have they ever been on one? Why would we want to go on a day trip to a city? Which city in the world would they want to go to for a day trip? What might we need to take with us? Who would you want to go with? Give children time to look through any brochures.</p> <p>What do children already know about London? In pairs, give</p>	<p>LO: To use command sentences to give advice.</p> <p>Explain to children that we are going to be planning something today. Show children the following imperative verbs: <b>take, pack, bring, make, fasten, zip, collect, call, charge, wear, stop</b> Can children guess what we are planning based on these words? Let's plan a pretend (or real if possible!) trip to London. Introduce the book A Walk in London (this could be found in the suitcase). What can children see on the front and back cover? Who do they think is going on the walk? If possible, have other books in the series available to read too, A Walk in Paris and A Walk in New York. These could be on a display shelf in the book corner. If possible, have a large map of London available to track the walk from the book or find and star the places on an online map.</p>	<p>LO: To use a range of sentence types to create a poster.</p> <p>Most prepared packers! Play a game where the teacher holds up an imperative verb (taken from the previous session but add more). In pairs, children note down a command sentence as quickly as they can on a mini whiteboard, using that imperative verb, and hold up their sentence. The teacher can choose which command is the most useful. (Year 1's to complete in pairs).</p> <p>Start to read the story up until page 11 which tells us about Buckingham Palace. What is unusual about the book? Elicit from children that it tells the story about their day out but also informs us of facts about the different places. Note that it is written in present tense. Draw children's attention to the different fonts used. Were any of the children's questions from the</p>	<p>LO: To write a setting description.</p> <p>Continue to read the book up until page 21. Follow the walk on a map (online or otherwise) and find pictures of these landmarks online, particularly the Whispering Gallery in St Paul's.</p> <p>Complete a Zones of Relevance (see resources) for St Paul's Cathedral, placing the most relevant adjectives in the centre. Discuss the meaning of any adjectives that are new to children. Give children the option to complete this for other landmarks also. Find a video online which gives a tour of St Paul's Cathedral and play to the children with the sound muted. Children record noun phrases that come to mind as they watch, for example huge ceiling, gold paintings, beautiful statues. Continue to place any interesting vocabulary on the Grammar Splat.</p>	<p>LO: To sequence and order events in past tense</p> <p>Give children the following synonyms: venture, explore, stroll, wander, cross, roam, guide, saunter, march, hike, trek, plod, amble. Which word are these all synonyms for? Which synonyms are fast and which are slow? Which are more adventurous than the others? Challenge children to find further examples of the same word.</p> <p>Return to the text and read to the end of page 25. What facts did they learn about the Monument and the Bank of England? There is an interesting BBC video online of a walk inside the Bank of England which the children may like.</p> <p>Look at the synonyms from earlier in the session. Which children turn these into</p>

OLC WEEKLY LEARNING PLAN

children the London Landmarks cards (see resources). Can children read these? On sugar paper, children can stick these down or copy them out. Draw children's attention to the fact that they all use capital letters as they are proper nouns. Can they record any questions that they might have around each landmark name?



Read the blurb of the book and draw children's attention to the 'note' at the bottom of the page which explains how to prepare for a walk. What kind of sentences is the author using here? How do we know? In the suitcase from the previous session, have a few items that we may want to bring on our walk e.g. sandwich, water, sun cream, hat, comfy shoes, phone, phone charger etc. Why would we want to bring these? Using the imperative verbs from the start of the lesson, model constructing command sentences.

- Take a phone charger with you.
- Pack some sun cream.
- Collect train tickets.

first session answered? Stick any interesting words discovered so far on the Grammar Splat.

Have a letter from the author (see resources) fall out of the book. Can children take up the challenge to encourage others to walk more? Why is it good to go on regular walks? How should people prepare best before going on a walk? Model using different sentence types, particularly command sentences, to create a poster.

Year 2 Example

Shared writing: Are you interested in keeping fit? Do you want to explore the world on foot? Read the following advice and plan a walk today. How marvellous! Here is how to plan a walk in five easy steps. Before you step out of the house, make sure you have a packed lunch.

Year 1 Example

Shared writing: Would you like to keep fit? Follow these steps. First, get your boots. Next, put on your suncream. After that, put on your sun hat. Lastly, make sure you have plenty of water.

Explain that we are going to practise writing a setting description today, using the adjectives from earlier. Explain also that we are going to write in present tense as we are describing St Paul's as it is now.


Shared writing: St Paul's Cathedral is beautiful and humungous. St Paul's has elegant statues and smooth pillars. It has a shiny, golden clock. Have children ever heard of tour guides?

Play the muted video of St Paul's again and children can read out their descriptions or favourite noun phrases as the video play

tense? Can children find an irregular verb (stride/ stride) Let's imagine that we are going to write a postcard/letter to the girl in the story to tell her as the friend.

Children may benefit from creating a story map for their walk. They can trace the walk so far on sugar paper and drawing pictures of places visited (this could be done on art paper) or using the London Landmarks cards from the previous session. This may be more suitable for older children to write about their walk on a page only. Model sequencing these events and writing captions for each, using the imperative verbs from the start of past tense verbs. Which verbs might we want to use? What prepositions might we need also?

Shared writing: We went on the bus and landed next to Ben. We strolled through the crowds and saw the Houses of Parliament.



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

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

Year 1 and 2 Common Exception Words			
<b>Year 1</b>	the they one	door gold plant	clothes
a he	floor	gold	bag
is he	poor	old	people
to me	bad	both	water
today she	school	because	every
of we	put	find	great
said no	path	break	grass
step go	pull	mind	steak
one so	full	child	improve
were by	house	beautiful	sugar
was my	sur	children	Mr
is here	there	old	parents
has there	is	just	Christmas
I have	only	last	should
you come	some	father	everybody
your some		both	even
		class	
		grass	
		only	
		pass	
		many	

**LO: CEW – This week's Words Common Exception Words**

after	bath	child	children
door	even	floor	half
hour	past	path	whole

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


Year 1 and 2 Common Exception Words			
<b>Year 1</b>	the they one	door gold plant	clothes
a he	floor	gold	bag
is he	poor	old	people
to me	bad	both	water
today she	school	because	every
of we	put	find	great
said no	path	break	grass
step go	pull	mind	steak
one so	full	child	improve
were by	house	beautiful	sugar
was my	sur	children	Mr
is here	there	old	parents
has there	is	just	Christmas
I have	only	last	should
you come	some	father	everybody
your some		both	even
		class	
		grass	
		only	
		pass	
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said no	path	break	grass
step go	pull	mind	steak
one so	full	child	improve
were by	house	beautiful	sugar
was my	sur	children	Mr
is here	there	old	parents
has there	is	just	Christmas
I have	only	last	should
you come	some	father	everybody
your some		both	even
		class	
		grass	
		only	
		pass	
		many	



**Jigsaw/ PSHE**  
**Unit 5:**  
**Y2**




**Humanities**



**Primary Geography**  
Comparing countries of the UK

**GEOGRAPHY**



Hello  
ہی جیسا

**Jigsaw/ PSHE**  
**Unit 5:**  
**Y2**




**5. Trust and Appreciation**

**Year 2:**  
**Weekly Celebrations:**  
**5. Trust and Appreciation PSHE Link**  
**I recognise and appreciate people who can help me in my family, my school and my community**

**Social and Emotional Link:**  
**I understand how it feels to trust someone**

**Computing**  
**Algorithms and debugging**



**L.O:** To understand that computers can use algorithms to make predictions (machine learning).

**Presentation:** Machine learning2 Display slide 1 of the Presentation: Machine learning and ask the children what they can remember about the word algorithm. Recap that an algorithm is a set of instructions or steps to achieve something. Show slide 2 and ask for a volunteer to come to the front and play the

**Geography:**  
**Comparing countries of the UK**




**Lesson 3: Where are hot and cold places found on Earth?**

**Purpose:**

- This lesson reinforces the knowledge that cold places are generally further away from the equator and warm places are closer to it. It introduces pupils to world maps and the location of continents.
- Make connections with: Year 1 and Year 2 Mathematics

**Science:**



**Plants**

**L.O:** Plant cress seeds on cotton in a small container.

Ask the chn to brainstorm all that they know about how to grow healthy seeds. Write these on the board. Remind them of their beans they are growing in the bags and look carefully at the growth so far. Are there any beans that are thriving more than others? Can the chn work out why? Maybe more sunlight or warmth? Maybe some beans have been allowed to get a little too dry? Explain to the chn that they will be growing their own cress and will be planting it today to eat it in two weeks. With a talk partner can they predict what will happen to the cress seeds? Questions they should think about are: *How long will it take for the*

**Art: Woven Wom (Miss Moir- Pott)**



**L.O:** To learn how to we

Organise pupils whiteboards and pen slide 2 of the Presentat and weft. Work through on slides 2-5. The identify which techni picture shows by wh corresponding letter. introduces weaving, wh may be familiar with shows an image of woven fabric. Use this example of paper wea you made before the explain that weaving is sets of threads are over right angles to mak



## OLC WEEKLY LEARNING PLAN



**Vocabulary:**  
**Secret**  
**Surprise**  
**Good secret**  
**Worry secret**  
**Telling**  
**Adult**  
**Trust**  
**Surprised**  
**Happy**  
**Sad**  
**Frightened**

**Resources:**  
**Jigsaw Chime, Jigsaw Jo, Balloon, People cards, Flip chart paper, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.**

game Google Quick, Draw!, which is a drawing game that uses algorithms to guess the images drawn. (Make sure the whole class can see how it is played.) When the volunteer has finished drawing the six images, click on one to display other objects the game thought the drawing looked like. Using slide 3, show the children the link: Google Quick, Draw! - the data, which shows all the images the game has collected from different users. Explain that this large collection of data is used by the computer. Display slide 4 and explain that the computer uses artificial intelligence called 'machine learning' to identify images. It looks at how the user draws, which shapes they start with and compares that data with the data it has collected from all the other people who have played the game. Show the children how it works by watching the video Google Developers - How Google Quick, Draw! works on VideoLink. Display slide 5 and hand out a whiteboard and pen to each child. Ask the children to draw a crocodile

(Measurement); Year 1 Science (Seasonal changes).

By the end of the lesson pupils should...

- know that places get colder the further away from the equator they are, and hotter the closer they are to the equator
- develop confidence using a range of maps
- know the names of continents.

**Activate prior knowledge**  
**5 mins Lesson slides 1-4 and Work booklet page 9**

- Show pupils the main lesson question.
- Pupils should complete the Quiz independently.

**Explain/Explore 10 mins**  
 • Discuss different types of maps with pupils, showing them a variety of globes, atlases, paper and online maps.

- If possible, take an inflatable globe and cut it vertically along a line of longitude. Demonstrate how map makers have to 'flatten' a spherical globe to create world maps (make more cuts to get it completely flat).

**Practise 10 mins**  
 Work booklet page 9 and Downloadable resource 3.1

- Provide each pupil with a set of continent outlines (Downloadable resource 3.1). To

*seeds to start to grow? How long until the cress is full-grown? How big do they think the cress will be when it is fully-grown?* Give them a couple of minutes to come up with their answers and then collect together their ideas and predictions. Value all of their responses. Then show the time lapse clip of cress growing. Were their predictions correct? Give themselves a pat on the back for their ideas. Explain that they won't be able to see their cress grow, but that it does grow quite quickly, so it is worth looking for changes every morning and after the weekend. Show them the materials and the resource sheet. Model how to make a Cress Head yourself and have them watch what you do, before you set the Yr2s off on their own.

Encourage this group to use scientific vocabulary when describing what they are doing, including the word 'germination'. Ask them to talk about what the seed needs for germination to occur and for the plant to grow. Explain that the cress needs to be in a warm place for germination to happen. Place one Cress Head in a cupboard and ask them to predict what will happen to it. Give them 'Record of Cress Growth'. The sheet will ask them to look every three days, so talk about when that will be. You might want to make a timeline or

Challenge the children something woven in.

Tell the children that Vicuña uses weaving some of the hanging 'Brain Forest Quipu'. Show 1 of the Presentation: weft as a reminder. Explain they will create artwork. Vicuña's 'Brain Forest' over the next few lessons ready, they will practise. Show the Pupil video: to illustrate the process of weaving. Explain that this means the paper strip up and down. These while weaving. The 'weave' the paper strips that go under the warp when you may wish to model the weaving process using Activity: Weaving warp and some paper strips. slide 8 visible while they are working. 1. Organise with copies of the Weaving warp template strips of different colours pencils, scissors and glue. 2. Children can use the Weaving warp template cut their own warp using of thin card in (Differentiation). 3. Now take a strip of paper or weft) and weave it through the paper warp



**Y1 Celebration Piece 5. Being My Own Best Friend**

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

**Social and Emotional Link:**  
**I know ways to praise myself**

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

**Resources:**

(give them 20 seconds). Using slide 6, explain that the programmers improve their algorithm by asking users to identify images that should not be considered crocodiles. The program updates when an image is identified as a 'non-crocodile'. This means the program is taught what the object should and should not look like. Use slide 7 to show the link: Google Quick, Draw! - crocodile. Explain that this shows the collection of crocodile images. Ask the children if they can see a crocodile that resembles the ones they drew. Discuss as a class if any images do not look like crocodiles. Optional: hand out devices with internet access (one between two) and allow the children to play the game Google Quick, Draw!. Questions What features do the crocodiles have in common? How does the computer know that you have drawn a crocodile?

Presentation: Building blocks algorithm3 Display slide 1 of the Presentation: Building block algorithm and arrange the children in pairs. Hand out

save time, you can cut up the resource for pupils before the lesson.

- Introduce pupils to the idea that a continent is a large area of land.
- Identify the seven continents (Africa, Antarctica, Asia, Australasia, Europe, North America, South America) on a globe or map.
- Ask pupils to label each of their cut out continent outlines on the back with the correct name.
- If possible, provide groups with a selection of globes and atlases, and ask them to look for different continents, matching them with their cut-out outlines to check.
- Pupils should complete task 1 in pairs.

**Explain/Explore 10 mins Lesson slide 5**

- Recall from Lesson 1 how the temperature around school varies. Explain that temperatures also vary around the world.
- Display the slide. Why do pupils think the map is shaded in these colours?
- Explain that warm colours (e.g. orange) represent warm temperatures and colder

highlight a class calendar, so all children have a visual reminder about when they will be filling in their cress records. The resources also contain a class record sheet for monitoring the growth of the cress. Ask some of the Yr2 children to be responsible for that.

the warp to the tape masking tape first can be pushed up to the top and then slips down. 5. Glue the outer edges of the weft strips. Repeat this process between the weft strip under the warp strip and weaving over. 7. Continue adding weaving the strips until the paper loom is full. What is easy? What is tough? your weft strips patterns?

Seat children with their weaving. Pause the video 'Brain Forest Quipu' by Cecilia Vicuña at the Tate Museum to show some woven fabric. Ask a child to the board to point to an example of weaving in the work. Point out fibres woven vertically – what are they called? (the warp). Ask children to point out the warp on their own weaving. Point out fibres woven horizontally – what are they called? (the weft). Ask children to identify the weft strip in their work. Can you see any patterns in your weaving? How does your weaving the same or different to Cecilia Vicuña's work? (e.g. suggest it has a warp and weft, it is paper not thread, it is not soft, or it is colour different than natural tones.)

OLC WEEKLY LEARNING PLAN

Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, Jigsaw Jack, Slide show, 'The Incredible Me' picture frame template, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

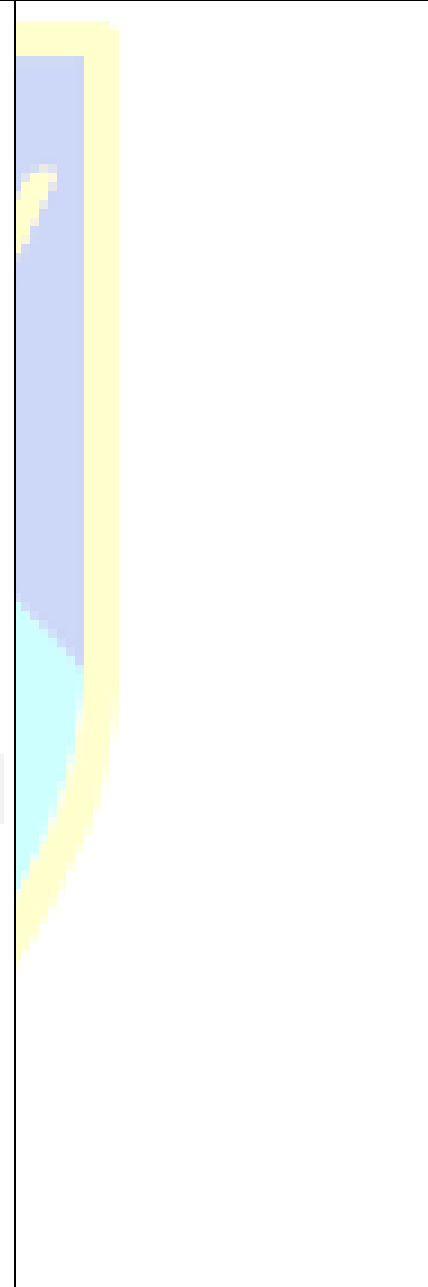
a few building blocks to each pair and explain that they have one minute to build a small model. If devices with camera capabilities are available, take a photo of their model to refer back to later in the lesson. Ask the children to write a set of instructions on a whiteboard so that someone else would be able to recreate their model if they followed the instructions. Show slide 2 and allow the children to test out their instructions. Discuss as a class if the algorithms were effective, clear and if they had enough detail. Encourage them to adapt them to be even more specific (e.g. to specify brick colour and size). Using slide 3, ask the children to swap their algorithms and building blocks with another pair to test their instructions. Compare the finished design with the photographs of the original model taken. Take feedback from the class and discuss how easy it was to follow the algorithms using the questions below. Were your instructions (algorithms) effective? Did they include enough detail? How could your algorithm be

colours (e.g. blue) represent colder temperatures.

- Identify the equator on the map and explain that the closer countries are to the equator, the warmer they are.
- Ask pupils to imagine standing next to a bonfire. What happens as they walk away from it? Explain that the closer to the heat source (the bonfire/the sun), the hotter it will be. The equator is the widest part of the Earth and therefore closest to the sun, so it will be the hottest part of the Earth.

**Practise 10 mins Lesson slide 5 and Work booklet pages 10–11**

- Display the slide. Look at the numbers on the map, and explain that each one shows a country listed on the table in their Work booklet. Support pupils to match up each number with its country label.
- You may want to explain what 'climate' is at this stage: the general weather conditions in a place over a long period of time.
- Demonstrate how pupils will complete the table by



## OLC WEEKLY LEARNING PLAN

		<p>more precise? How did you know what to build? What was good about the way the algorithm was written? Encourage the children to give feedback to the pair who wrote the instructions about the algorithm's clarity and success. Allow time for the children to make any necessary changes to make them more precise. Finally, ask each pair to swap with a new pair and repeat the process.</p> <p>Bring the class back together and ask the children: What makes a good algorithm? Play a drawing game to help the children understand how algorithms work. 1. Ask for two volunteers. 2. Child A will stand by the class whiteboard with a pen. 3. The teacher will suggest (quietly) to Child B an object that Child A has to draw. (Do not tell the rest of the class.) 4. Child B will describe to Child A how to draw the object: they cannot say what it is. 5. Child A will draw what is described to them. 6. Ask the class to guess what object has been drawn and to write it down on their</p>	<p>deciding whether each country has a warm or cold climate, based on the map's colour shading.</p> <ul style="list-style-type: none"> <li>• Pupils should complete task 2 as a class or in pairs.</li> </ul> <p>Reflect 5 mins 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>      <b>Lesson slide 7</b></p> <ul style="list-style-type: none"> <li>• Display the slide and ask pupils to locate the countries shown on a globe or map. Do the photos of those countries follow the patterns identified on the temperature map (i.e. warmer nearer the equator and colder further away)?</li> </ul>	
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OLC WEEKLY LEARNING PLAN

whiteboards. You could add a time limit to make it harder. Ask the class which children guessed the object correctly. Discuss how Child B's description could be improved to be clearer and more precise. Try the game again with different volunteers, encouraging them to learn from the first example.

**PE : Creative- Link Movements**

**Warm Up: Ball Tricks**

1

In And Out

Walk slowly in and out of the spots avoiding each other.

2

Copy It

When the teacher stops in an athletic stance, stop and copy as quickly as you can.

3

Speed It Up

Same again, but walk faster by gradually increasing your speed.

4

Move It

On a call of "Move it", change the way you're moving, for example, jump/hop/skip/march.

5

Change It

On a call of "Change it", change your direction of travel, for example, backwards/sideways/diagonally.

6

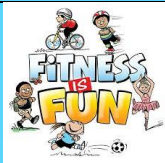
Around It

On a call of "Around it", travel around a spot.

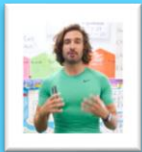
**Ball Skills**

Roll a large ball to your partner or against a wall

With right and left hand against a wall or with a partner (3 to 5 metre distance):



**Daily PE Activity**



## OLC WEEKLY LEARNING PLAN

1. I can roll a large ball and collect the rebound.
2. I can roll a small ball and collect the rebound.
3. I can throw a large ball and catch the rebound with 2 hands.

### Throw a small ball and catch it after one bounce

With right and left hand, against a wall or with a partner (3 - 5 metre distance):

1. I can throw a tennis ball and catch it with the same hand after 1 bounce.
2. I can throw a tennis ball and catch it with the same hand without a bounce.
3. I can throw a tennis ball and catch it with the other hand after 1 bounce.
4. I can throw a tennis ball and catch it with the other hand without a bounce.
5. I can strike a large, soft ball along the ground with my hand 5 times in a rally.

### Big Top Time

Create 4 corners each with different equipment, for example: scarves, bean bags, balloons, balls.

Children split into 4 groups and try handling the different equipment, keeping it in the air and maybe even juggling.

When you call "Big Top Time", children go into the middle and follow instructions which might be:

- Practise bouncing or rolling a ball in time to the song.
- Place lots of balls on top of a parachute. One group shake them off and the other catch, collect and throw them back on.

### Communicating with school

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