



Message from the teachers: Hello Everyone!

HOMEWORK



RE: Prayer (C) Gospel Values and Virtues for Autumn 2: Attentive and Discerning & Advent Week 2

As we focus on prayer and praising God. Our new Church year has begun and Advent Week 2 is now upon us as we stay awake and get ready for Jesus's birth on Christmas day. We loved our Stay and Pray Advent Service last week and we are so looking forward to our Carol Service and Christmas jumper day on Friday 15th December!

English: This week we will be looking Stanley's Stick by J. Neal Layton

In this super story, the children will have made predictions, about the different things that a stick could do. They have predicted what Stanley will do with his stick in this story. They have re-told key scenes and now they will plan and write their own versions of this narrative using their own choice of objects.

Maths: Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages 29-31 this week. *Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking).**



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



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

KEY STAGE ONE








OLC WEEKLY LEARNING PLAN

library too. Please record any additional books that have been read in their reading record books. You families can add lovely comments of encouragement to share your special reading time each day.

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,
Mrs Redfern, Mrs Humphris, Miss Ryan, Mrs Smith & Miss Phillips

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

Teachers:	Mrs Redfern &, Mrs Humphris & Mrs Smith Miss Ryan	Year:	2	Date:	W/B Monday 11th December 2023
------------------	--	--------------	----------	--------------	---

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>   <p>VOCABULARY: D Advent Advent, Jesus, waiting, preparing, celebration, Gaudete Sunday, Rejoice Sunday, candle, Advent wreath.</p> <p>VOCABULARY: C Prayer and Liturgy</p>	<p>Sharing Our Catholic Pupil Profile</p> <p>GOSPEL VALUES & VIRTUES: Attentive and Discerning</p>  <p>Big Question: What does it mean to be attentive and discerning...</p> <p>I wonder why questions? Sharing our thoughts on the Gospel values and virtues</p> <p>ADVENT Prayer and Liturgy-</p>	<p>Listening</p> <ul style="list-style-type: none"> ▶ Advent is a time where we are trying to be ready and to pay attention. ▶ Are we <i>attentive</i>? ▶ What can we do to get ready for the birth of Jesus? ▶ Are we <i>discerning</i> by making the right choices? ▶ We are trying to be prepared because we know that Jesus Christ is coming again. <p>Big Question: What is the meaning of Advent? (Revisit Stay and Pray Advent Service-ppt)</p> <p>Discuss: Advent is a time of waiting and preparation for the celebration of the birth of Jesus.</p> <p>Know:</p> <ul style="list-style-type: none"> • The basic meanings of Advent. • The names of the liturgical seasons: Advent. • Know that in Advent the Church waits for Jesus to 	<p>BIG Question: How can we praise God?</p> <p>Looking at the vocabulary within prayer (e.g. praising God, thanking God, asking God to help us, telling God that we love him).</p> <p>Prayers of Praise</p> <p>Children to think of things that they praise God for. What are the things that they thank God for? What are the things that they ask God's help with?</p>	 <p>Prayer and Liturgy : Share class prayer and liturgy together.</p> <p>BIG Question: What can we use to help us to pray each day?</p> <p>Prayer and places to pray (e.g. candles, incense, music, actions, blessing with holy water, the altar, side chapels, statues and icons).</p> <ul style="list-style-type: none"> • Advent Wreath and candles (create a class Advent)wreath • Rosary beads 	<p>Friday 15th December KS1 Advent 2: KS1 Carol Service</p>  <p>Light the Advent Candle Y2 The Angel Gabriel Y1 Donkey Plodding All- Love Shone Down Y1 Away in a Manger All Y2: Wise Men</p>

Prayer, God, praise, thank, psalm, celebration, Glory Be To The Father, Our Father, candles, incense, blessing, holy water, altar, statue, icon, sign of the cross, Lord hear our prayer.



Advent Promises

Make an individual Advent Wreath with five candles

Violet, violet, rose, violet, white.

Hope, Joy, Peace and Love Christchild -white

<https://www.youtube.com/watch?v=wMqQc0QuN8U>



(See Art planning)

come again and prepares for Christmas.

Discussion:

Advent is a time when we prepare ourselves for the celebration of Jesus' birthday.

Mary and Joseph had to prepare for Jesus' birth. During Advent, Christians try to do their best to live like Jesus as a preparation for the celebration of his birthday.

In in pairs or in small groups to come up with ideas about what they could do to make this season a preparation for Christmas. Consider different preparations at school and at home.

Activity:

Create a preparation chart for the classroom and ask the children why they think the things they have chosen might be important as part of their Christmas preparation.

Write prayers about the special preparation they are undertaking. (Provide children with a writing frame and encourage them to use words about Advent being a preparing time and why they are committing themselves to certain preparations).

- Explain some ways in which the season is celebrated at home, in the parish and in school.

BIG Question: How can we praise God?

Why do you think it is important to thank God and ask God's help?

Make a class list that can be referred to during prayer time

Look at examples of prayers that praise and thank God and ask for God's help.

Adaptive: Use writing frames to help the children structure their individual prayers to praise, thank and ask God's help.

Using word banks for the children to use as they write their own prayers asking God's help and thanking God for the gifts that they receive

For the children to have a greater understanding of prayer as a way of spending time with God and will be able to express their praise and thanks in a more sophisticated way.

- They will be able to identify a greater range of things to include in their own prayers.
- They will be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers.

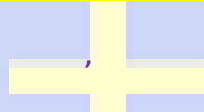

- Prayer books
- Bibles?.
- Why the church is an important place to pray in?
- Recall some of their thoughts and feelings about this special place of prayer.
- Children to write a short reflection about their visit to the church and what they saw and experienced.

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

- Revisit how we have learnt the Glory be to the Father as a prayer of praise.
- Remind the children that in this prayer we remember that God is Father, Son and Holy Spirit= Prayer of the Trinity.
- Do we always have to pray out loud with words?
- Explore opportunities to talk to God quietly without speaking any words. Reflect with the children about enjoying peoples company

All-Let us all join hands together Interspersed with Bible Readings Tableau-Y1

OLC WEEKLY LEARNING PLAN

		<ul style="list-style-type: none"> • Explain the importance of making preparations for the celebration of Jesus’ birth and identify some ways of doing this. • Understand that Advent is a time of joy and will be able to participate in a special liturgy to celebrate the season. • Extension- Understand that Advent is a time of waiting and preparation and identify ways in which they can prepare for the birth of Jesus <p>Big Question: What is the meaning of Advent?</p> 	<p>They will also understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers</p> <p>KU 13 Use religious words and phrases</p> <p>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</p> <p>ER 4 Ask and respond to questions about their own and others’ feelings, experiences and things that matter to them</p> <p>Gather Listen Respond Go Forth</p>	<p>sometimes even when you don’t speak.</p> <ul style="list-style-type: none"> • Contrast this with opportunities for silent prayer. <p>Lead the children in a guided meditation about talking to Jesus when we pray.</p> <p>C1 Take part in celebrations which express thanks and praise.</p> <p>R1 That praise and thanks are expressed in prayer,</p> <ul style="list-style-type: none"> • 	
 <p>Maths</p>	<p>LO: Make patterns with 2D shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 212-215</p> <p>Workbook Pages 156-158</p>	<p>LO: Count Faces in 3D shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 216-219</p> <p>Workbook Pages 159-161</p>	<p>LO: Count Edges in 3D shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 220- 223</p> <p>Workbook Pages 162-164</p>	<p>LO: Count Vertices in 3D shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 224-227</p> <p>Workbook Pages 165-167</p>	<p>LO: Sort 3D Shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 228-231</p> <p>Workbook Pages 168-170</p>

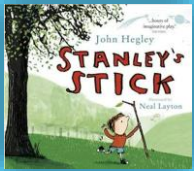
OLC WEEKLY LEARNING PLAN



2A



English



You Tube:

<https://www.youtube.com/watch?v=CiM38Z9BGel>

or

CBeeBies Bedtime Story

<https://www.youtube.com/watch?v=szp2PQFQG78>

LO: To segment words with adjacent consonants

- I can blend and segment short words
- I can write words from picture cues

s	t	i	ck

Give children a phoneme frame containing space for four graphemes.

Explain that in order to help Stanley, we are going to have to spell some of the words in the book for him.

Dictate some ccvc and cvcc words that are found in the text and ask children to segment them on their phoneme frames, e.g.: stick, train, match, slug, spoon, sand, world.

LO: To innovate on a known story –Stanley’s Stick

- To use the possessive apostrophe
- I can record ideas on a simple table

Have a number of everyday objects available in the classroom (e.g. a sock, a glove, a cup etc.) and ask children to choose an item and decide what their item will become. Model filling in the simple table to record ideas:

Simple table for recording ideas Children to continue filling in the table for their chosen item.

Children to share their ideas as a class for what their items will become and magpie others’

LO: To create a noun phrase to describe

- I can use a pair of adjectives to describe
- I can use a comma in a list

Model using ‘building blocks for descriptive sentences’ to choose a pair of different types of adjectives to describe a chosen item, e.g. a sock.

Use the building blocks to choose a pair of adjectives that describe the item and create a noun phrase by separating them with a comma, **e.g.:**
The soft, brown sock

Now model placing this into a descriptive sentence that explains what the item does,

LO: To plan an alternative story based on a known sequence of events

- I can use a story plan
- I can sequence events

Using the class idea of Sarah’s Sock, create a series of six ideas for what Sarah might do with her sock.

Organise these into a story plan, similar to the one created for Stanley’s Stick in session four.

Plan for a point where the character throws the item away and then finds something to replace it with, referring to different ideas from session 3. Shared writing Children to create their story plan using their own ideas and the object they chose in session 7, based on the whole class model.

LO: To edit for consistent Tense I can identify the –ed Suffix

- I can write consistently in the past tense
- I can identify when to double a consonant before adding –ed

Ask children how they can identify a verb in a story. Identify that they might be actions and they may end in –ed or –ing. Explain that, as our story has already happened, that it is in the past tense.

Reread the class story, underlining or highlighting the –ed verbs.

Explain that our stories must have the same tense all the way through (e.g. they can’t be happening to begin with and then have happened at the end of the story.

Model correcting one mistake in the class version.

What are the two main ways we can pronounce –ed endings? (e.g. walked and landed) What is the rule?

Phoneme frame Set up the sticks from session 1 and remind children that their sticks could become pencils. Give them a sand tray and ask them to spell the words from the shared session and other one-syllable words with adjacent consonants using picture prompts. Photograph children's outcomes.

Reread the text up to 'What is he doing?', asking children to be word detectives, identifying words they have read during the session and text marking digraphs on a copied out version of the text.

ideas.
Children to create the title of their story by placing their name, followed by a possessive apostrophe after it, e.g. if they have chosen a sock and their name is Sarah, it will be called Sarah's Sock.

My item is a...	and it will become a...	I will use it to...
sock	glove	keep my hands warm
sock	jacket for a hamster	stop my pet hamster getting cold in the winter

e.g. The soft, brown sock is a jacket for hamsters to stop them getting cold in the winter.

'Building blocks for descriptiveness' word bank

Ask children to record a description of their item in their books, explaining what it becomes and its many uses, using noun phrases to create a description from the whole-class session.

texture	colour	shape
rough	ruby-red	round
smooth	brown	rectangular
soft	apple-green	square

Have your class story already written up on a flipchart. Read this to children telling them that in the following session, they will be thinking about where the breaks in the story should be

Shared writing Children to underline or highlight the verbs in their own stories and ensure they are in the simple past tense. Are there any irregular or unusual verbs?

Some children will benefit from using a simple flip-flashcard to support adding the suffix -ed, e.g.: List the verbs found and look at the -ed ending.

Why is the consonant before the -ed sometimes doubled and sometimes not? What is the rule?



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
a	he	one	floor
do	he	said	floor
to	me	friend	year
today	she	without	because
of	we	pat	every
said	no	push	find
ago	go	pull	kind
are	so	full	break
were	by	house	stuck
was	my	our	behind
is	here	our	child
his	there	where	other
has	when	only	age
I	love	both	parents
you	come	old	meat
your	some	grass	past
		any	would
		money	should
			everybody
			even

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

brother	chimney	donkey	Monday
monkey	valley	mother	wonder
nothing	other	key	

LO: CEW – Common Exception Words Focus

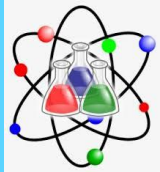
Year 1 and 2 Common Exception Words			
Year 1		Year 2	
the	they	one	door
a	he	one	floor
do	he	said	floor
to	me	friend	year
today	she	without	because
of	we	pat	every
said	no	push	find
ago	go	pull	kind
are	so	full	break
were	by	house	stuck
was	my	our	behind
is	here	our	child
his	there	where	other
has	when	only	age
I	love	both	parents
you	come	old	meat
your	some	grass	past
		any	would
		money	should
			everybody
			even

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

brother	chimney	donkey	Monday
monkey	valley	mother	wonder
nothing	other	key	

LO: CEW – Common Exception Words Focus

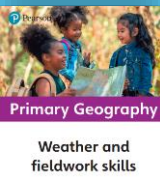
Year 1 and 2 Common Exception Words			
Year 1		Year 2	
the	they	one	door
a	he	one	floor
do	he	said	floor
to	me	friend	year
today	she	without	because
of	we	pat	every
said	no	push	find
ago	go	pull	kind
are	so	full	break
were	by	house	stuck
was	my	our	behind
is	here	our	child
his	there	where	other
has	when	only	age
I	love	both	parents
you	come	old	meat
your	some	grass	past
		any	would
		money	should
			everybody
			even



Humanities

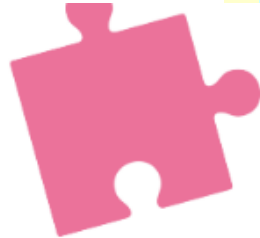


GEOGRAPHY:



Jigsaw/ PSHE
Unit 1: Y2

Year 1 & 2:



5. Making New Friends

Jigsaw Piece: 5.

Try to solve problems

Use kind words

5. Making new friends

Different from
Same as
Included

I know how to make new
friends

I know how it feels to make a
new friend

Jigsaw Chime, Jigsaw song:
'There's a Place', Soft/sponge
football, Friendship tokens,
Flip chart, Jigsaw Journals, My
Jigsaw Journey,

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

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.

GEOGRAPHY:



Primary Geography

Weather and
fieldwork skills

Lesson 6: How can you
present your decision?

Show pupils the main lesson
question.

Pupils should complete the
Quiz independently.

Discuss the decision-making
steps pupils have taken so far,
asking them to recall the
criteria they generated, the
data collection they carried
out and what this showed.

Explain that, now pupils have
made a decision about the
best location for the apple
tree, they need a plan of
action.

Demonstrate understanding

Ask pairs to discuss what they
need to do next and share

Science

L.O: To consider warm and
cold weather and measure
the temperature inside and
outside the classroom.

Science Objectives

i) Observe changes across
the four seasons.

ii) Observe and describe
weather associated with the
seasons and how day length
varies.

Working Scientifically

1. Ask simple questions and
recognise that they can
be answered in different
ways.
2. Observe closely, using
simple equipment.
3. Perform simple tests.
4. Use their observations
and ideas to suggest
answers to questions.
5. Gather and record data to
help answer questions.

You Will Need

Provided Resources

- Fake Snow Recipes
- How to make a
thermometer box
- Measuring Temperature
sheet

Art/RE

L.O: To create a 3D
Advent Wreath Sculpture



Make an individual Advent
Wreath with five candles

Discuss candles and their
colours of Violet, violet, rose,
violet, white.

Hope, Joy, Peace and Love
Christchild -white

<https://www.youtube.com/watch?v=wMqQc0QuN8U>

OLC WEEKLY LEARNING PLAN

Learning/Reflection Sheet,
Jigsaw Jerrie Cat.

5
Who's Being Safe?
Now 'beep' when you pass other riders practising safely with their helmets on and their heads up, looking where they're going.

6
Bicycle Bling
Riders who practise safely and are following instructions will get a coloured decoration for their bike wheels.

Skill
Yellow Skill
With fluency and control:

I can side-step in both directions.
I can gallop, leading with either foot.
I can hop on either foot.
I can skip.

Green Skill
With fluency and control:

I can combine side-steps with 180° front pivots off either foot.
I can combine side-steps with 180° reverse pivots off either foot.

ideas, e.g. choosing the variety of apple tree to grow; buying a sapling; finding out how to plant an apple tree; getting a spade and digging a hole.
Write suggestions from pairs on sticky notes so they can be rearranged on the board until the class agree on the steps and order for their plan of action.

Summative assessment
Lesson slide 5 and Work booklet pages 20–21

Explain that pupils are going to write some notes or a plan to create a presentation explaining their decision to the school council or headteacher (or whoever is most suitable for your chosen scenario). Agree some headings or an example structure as a class, e.g.:

What we needed to decide
The research we did
The criteria we chose
The data we needed to collect
How we collected the data
What the data showed
What our final decision was
What our plan of action is.

Emphasise that the purpose of the presentation is for pupils to explain how and why they

- Additional Resources**
- Ingredients for chosen fake snow method
 - Sturdy plastic or wooden boxes that can stand on their sides
 - White paint
 - Thermometers
 - Sticky-tack
 - Frozen lollies

Consider warm and cold weather and measure the temperature inside and outside the classroom.

- Make a thermometer box to use outside to measure temperature.
- Understand that air temperature changes with the seasons, and that usually summer is hotter than winter (Yr1).
- Begin to understand how a thermometer box works (Yr2).

- Activities**
1. Consider warm and cold weather and measure the temperature inside and outside the classroom.
 2. Make a thermometer box to use outside to measure temperature.
 3. Understand that air temperature changes with the seasons.

OLC WEEKLY LEARNING PLAN

		<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>made their decision, why their chosen location is the best and what the next steps are.</p> <p>Pupils should produce a written plan or notes and could then choose from a variety of formats to actually deliver their presentation, e.g. a group presentation, a video presentation or an audio recording.</p> <p>Display slide 5 containing key words and sentence frames for pupils to use as prompts for their plans or notes.</p> <p>If possible, give pupils the opportunity to deliver their presentation to the intended audience.</p> <p>Reflect</p> <p>Lesson slide 6 and Work booklet page 4</p> <p>Pupils should complete their Learning review.</p> <p>If you have time, you could share what the pupils have written.</p>	<p>Investigation</p> <p>Consider warm and cold weather and measure the temperature inside and outside the classroom. Make a thermometer box.</p> <p>Year 1 - Understand that air temperature changes with the seasons, and that usually summer is hotter than winter.</p> <p>Year 2 - Begin to understand how a thermometer box works.</p> <p>Vocabulary Weather, rainfall, precipitation, data, wind, direction, gauge, patterns</p> <p>See power-point</p>	
<p>Application</p>		<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>Review</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</p>			

talk and with the ball on every 30, 45 or 60 seconds.

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

As an alternative, the child holding the ball is not permitted to speak, with the rest of the group telling them how they thought they got on in the lesson, for example what they did well/what they could improve.

Lesson 6
How can you present your decision?

Quiz
Tell the correct answer:
1. What is the name for information that you measure and collect?
a. stores
b. data
c. stamps

Presentation
1. Show your decision making with your class. Write a plan or notes to create a presentation. Explain how and why you made your decision. Explain what your plan of action is.

Key words

climate	effect	temperature
criteria	record	thermometer
data	reason	weather
decision		

How I made my decision

Share:

- Why I made that decision
- What my plan of action is

SNOW

- Can you remember a time when you have seen snow?
- Imagine if it snowed today. What would you do?

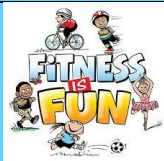
QUESTIONS

- Why do you think snow falls when it is cold, in the winter? And not in the summer?
- Would you rather live in a permanent winter or summer? Or a mixture of both? Why?

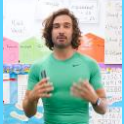
THERMOMETER BOX

You are going to make a thermometer box. We will then take the thermometers outside and place them in a safe place.

RECORDING SHEET



Daily PE Activity



LO: To listen carefully to instructions using warm up activities.

Activity: We're riding on a bike...riding in the rain, up a hill, on one wheel, really fast song.

REAL PE: PERSONAL Lesson 5

Personal Skills

- I have listened and writing bearings.
- I have begun to challenge myself.
- I try instructions if at first I don't succeed and ask for help when appropriate.
- I have taken instructions, practice safety and work on single skills by

Fundamental Movement Skills

- Coordination
- Feedback
- Static Balance
- One Leg

PE with Joe

<https://www.youtube.com/watch?v=d3LPrhI0v-w>
5 Minute Move | Kids Workout 1 | The Body Coach TV

PE With Joe

<https://www.youtube.com/watch?v=d3LPrhI0v-w>
5 Minute Move | Kids Workout 1 | The Body Coach TV

PE With Joe

<https://www.youtube.com/watch?v=d3LPrhI0v-w>
5 Minute Move | Kids Workout 1 | The Body Coach TV

OLC WEEKLY LEARNING PLAN

Homework:

--	--	--	--	--

Communicating with school

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

