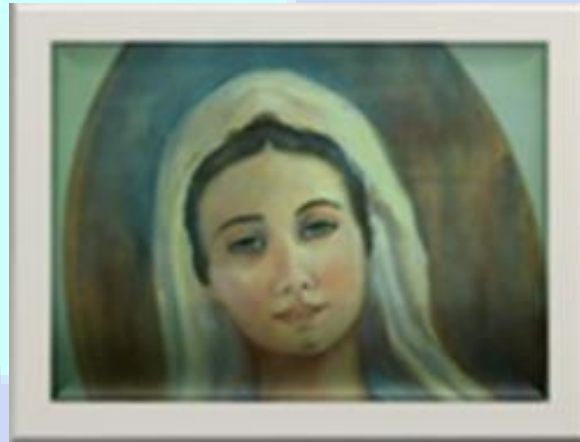
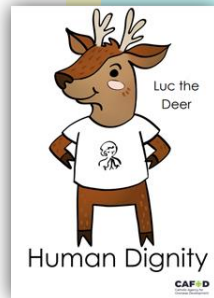


Message from the teachers: Hello Everyone!

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 looking at 'Bubbles' in Visual Literacy. Here, when it all seems blue, happiness may be close by... if you just look closely at your surroundings perhaps you will find it! A young girl called Gabby is walking along the beach where she discovers a magical bottle of bubbles. As she blows a bubble, she gets transported into fantasy adventure

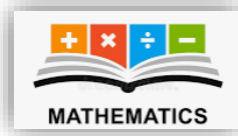
where she has fun riding on bubbles and meeting new people and things along the way.



**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 p82- \*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 **Time**, o'clock, half past, quarter to and a quarter past and 5 minute intervals.

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>	1	<b>Date:</b>	<b>BANK HOLIDAY MONDAY-</b> 6 <sup>th</sup> May 2024 Tuesday 7 <sup>th</sup> May 2024
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**MONDAY Bank Holiday**

**TUESDAY**

**WEDNESDAY**

**THURSDAY**

**FRIDAY**

RE



**VOCABULARY**

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



Sharing Our Catholic Pupil Profile:

**GOSPEL VAUES & VIRTUES**  
**Gospel Values and Virtues- Eloquent and Truthful**

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

**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.

**UNIT J :EASTER**



**The Resurrection**

**The Road to Emmaus and Doubting Thomas (see ppt)**

**LO: To To have a greater understanding of what the Resurrection of Jesus means and the impact it had on the people who witnessed it.**

**Big Question: How dow we know that after the Resurrection, the disciples went everywhere?**  
**KU5 KU6 KU7 KU8**

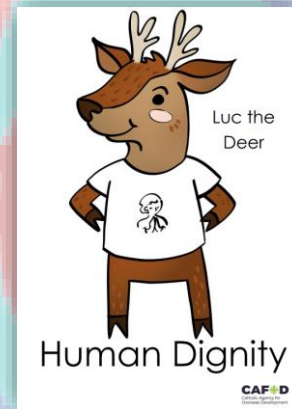
Share with the children a story of St.Peter telling the people about the Resurrection of Jesus  
**KU 1**

[https://www.youtube.com/watch?v=SVx\\_G8yB19I](https://www.youtube.com/watch?v=SVx_G8yB19I)

**UNIT J :EASTER**

<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.*

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

**Mary's Month of May**



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

**To sing and pray the Hail Mary.**

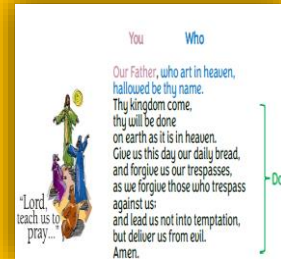
**Learn more about Mary's month of May and how we can get closer to Jesus through her intercession.**



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

**Prayer and Liturgy**  
 (Share class prayer and liturgy together).

**Year of Prayer**  
**OUR FATHER:**



**Rosary Video**  
<https://www.youtube.com/watch?v=CnC0tV7IEDM>

<https://www.youtube.com/watch?v=d4R-WFkm41>

**Learn a sung version of the Our Father**  
 (C1 Take part in celebrations which express thanks and praise  
 R1 That praise and thanksgiving are expressed in prayer)



- 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/>

**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:



- Children to imagine they had been one of the crowd listening to St. Peter. Would you have believed him? What would you have thought about his message? KU 5/6 KU7/8

- Tell children the story of St. Peter in prison. Why was Peter put in prison? ER4

<https://www.youtube.com/watch?v=lp3WlrjrbN0>



- Do you think he was strong?
- How did God continue to help him?
- Reflect with the children about some ways they could share the message of the Resurrection of Jesus at home, at school and in the parish.

<https://www.youtube.com/watch?v=uMKzGMII4yg>

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

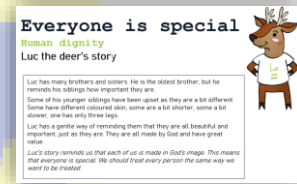
**HUMAN DIGNITY & Luc the Deer** : Each of us is made in God's image.

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.youtube.com/watch?v=i70XoA2Zx>

*Hallowed be thy name.*

<https://www.youtube.com/watch?v=up3epar5>



PRAYER: Remember...

LO: To know of some traditional prayers of the Church –

- How do we pray together?
- Silent prayer; that they speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.

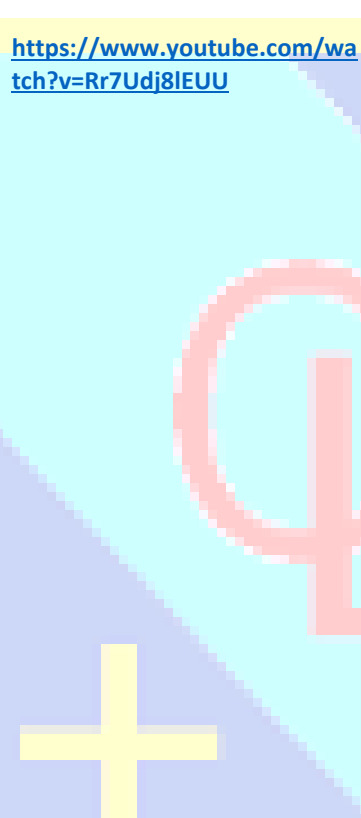




- To identify some of the different ways people pray in Church
- To use their own words to write simple thank you and asking prayers

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

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

Guided meditation:

OLC WEEKLY LEARNING PLAN

		<p><a href="https://www.youtube.com/watch?v=Rr7Udj8IEUU">https://www.youtube.com/watch?v=Rr7Udj8IEUU</a></p> 	<div data-bbox="1182 220 1469 432" style="border: 1px solid black; padding: 5px; text-align: center;">   <b>KEY STATEMENT</b>                  We are beautifully made in the image and likeness of God.             </div> <p><i>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.</i></p>		<p>(e.g. Joining hands, sitting standing and kneeling, signing the cross)</p> <p><a href="https://hallow.com/blog/how-to-pray-our-father/">https://hallow.com/blog/how-to-pray-our-father/</a></p> <div style="background-color: yellow; padding: 2px; text-align: center; font-weight: bold;">Gather</div> <div style="background-color: yellow; padding: 2px; text-align: center; font-weight: bold;">Listen</div> <div style="background-color: yellow; padding: 2px; text-align: center; font-weight: bold;">Respond</div> <div style="background-color: yellow; padding: 2px; text-align: center; font-weight: bold;">Go Forth</div> <ul style="list-style-type: none"> <li>• Who listens to us when we pray?</li> <li>• How do Saints help in our prayer life?</li> <li>• Are there different types of prayer that can experience together? Eg. Meditative.</li> </ul>
 <p><b>Maths</b></p> 	<p><b>Bank Holiday</b></p>	<p><b>LO: Describe turns</b></p> <p>Unit 13: Position and Direction</p> <p>Textbook Pages 68-71</p> <p>Workbook Pages 49-51</p>	<p><b>LO: Describe position – left and right</b></p> <p>Unit 13: Position and Direction</p> <p>Textbook Pages 72-75</p> <p>Workbook Pages 52-54</p>	<p><b>LO: Describe position-forwards and backwards</b></p> <p>Unit 13: Position and Direction</p> <p>Textbook Pages 76-79</p> <p>Workbook Pages 55-57</p>	<p><b>LO: Describe position above and below</b></p> <p>Unit 13: Position and Direction</p> <p>Textbook Pages 80-83</p> <p>Workbook Pages 58-60</p>
		<p><b>LO: To orally create sentences using the 'and' to join clauses.</b></p>	<p><b>LO: To create a setting description</b></p>	<p><b>LO: To discuss the significance of the title and the events.</b></p>	<p><b>LO: To create a short section descriptive narrative</b></p>

OLC WEEKLY LEARNING PLAN

English: Visual Literacy



a film by  
gabby zapata



<https://www.youtube.com/watch?v=oleLIHug28A>



Twinkl-What's that sound?



To participate in discussion about what they see, taking turns and listening to what others have to say.

**Ask questions:** Have you ever been to a beach?  
What can they remember about it?  
What was there?  
What things could you find on a beach?

**Sound track of the beach...**  
(Listen to Twinkl's What's that sound beach ppt)

What is your beach like?  
Does it have yellow sand?  
**Write** this sentence on your whiteboard.

e.g. I can see sand everywhere.  
Or There is lots of sand on the beach.'

**Key Questions 1a**  
Ask- What did the sand look like? How did it feel?

**Repeat** this with their senses that they can touch, see, hear, taste or smell.

Play vocabulary Ping Pong- word association game.

Teacher calls out a word and the children whilst facing each other try to list as many words (one at a time) as possible linked to this topic of the beach.

**Look at the images on Resource 1b. Beach, weather, sea, boats, rock pools.**

Some children will naturally use adjectives. Model how adjectives /describing words can be used to describe nouns (objects, people, places).

**Share images of the beach 1b**  
Discuss their image and create a sentence based on their check list **Key Questions 1a** (from yesterday).

Show Gabby in the Bubbles film (first 15 seconds). What could she, hear, see, smell? Etc. Model sentences in the 3<sup>rd</sup> person.

**All: Activity:** Children are to compose and record at least

Recall the sequence of events in the film 'Bubbles' by Gabriela Zapata

Play the film again.  
Using resource **3a** to guide your discussion and **3b** activity sheet, Record their answers from each section...

**14 seconds** How is she feeling?  
**1min 5 seconds** What can you see? Describe it? What is it doing? Where is it? Can you put this information into one sentence?

**1 minute 17 seconds**  
What can she see? Colour? Etc. Record sentences.

**1 minute 21 seconds** How is she feeling now?

**Discuss what they have liked and disliked about this film.**  
**Write this in their bubble 1c**

**Using resources 3c.**  
e.g. The boy is on a green skateboard. The little child is rowing a boat on the lake.

Can the children write sentences like this about the classroom?  
Looking at the image of Gabby Zapata...1 minute 16seconds

Discuss what they can see. Describe the colours using simple adjectives. E.g. 'shiny moon' 'twinky stars'

Write the sentence on the board. Link them using conjunctions.

Use resource **4b** examples.

**All**  
Write about Space using adventurous vocabulary and adjectives.

Extension-Describe their own space in detail, rather than purely using the film.

# OLC WEEKLY LEARNING PLAN

**Using their senses** write down one thing that they can see, hear, smell, taste or touch on a sticky note.

**All-Now** join their stick note sentence with their partners sticky note sentence, using 'and' as their conjunction.

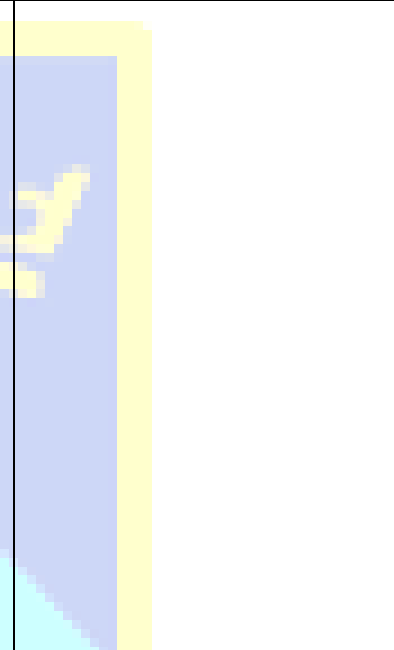
**Y2 Extension** using... because, but, or, yet, and, so conjunctions too.

**Describe their nouns and record their sentences.**

**Ensure** that they orally say their sentences using the conjunction 'and' before writing them down in their books.

sentences about the beach setting.  
Encourage the use of adjectives.

**Extension**  
Encourage the children to add an adjective to every noun using their senses.



**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 floor	gold held
a he our	poor told	both path	long people
do he ask	poor told	both path	long people
to me friend	because every	hour water	
today she school	find great	more again	
of we put	kind break	prove half	
said no push	mind steak	improve money	
sign go pull	behind pretty	sure Mr	
on to full	child beautiful	sugar Mrs	
were by house	children after	age parents	
was my our	wild fast	could Christmas	
is here	climb last	should everybody	
his there	meet past	would even	
has where	only father	who	
I love	both class	whole	
you come	old grass	only	
your some	old 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 floor	gold held
a he our	poor told	both path	long people
do he ask	poor told	both path	long people
to me friend	because every	hour water	
today she school	find great	more again	
of we put	kind break	prove half	
said no push	mind steak	improve money	
sign go pull	behind pretty	sure Mr	
on to full	child beautiful	sugar Mrs	
were by house	children after	age parents	
was my our	wild fast	could Christmas	
is here	climb last	should everybody	
his there	meet past	would even	
has where	only father	who	
I love	both class	whole	
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**LO: CEW – This week's Words Common Exception Words**

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**Jigsaw/ PSHE**  
**Unit 5:**  
**Y1**

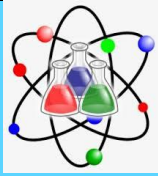
**Computing**  
Algorithms and debugging

**Geography:**  
Comparing **COUNTRIES** of the  
**UK**

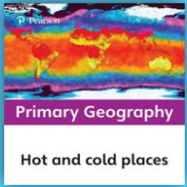
**Science:**



**Art: Woven Wonders**  
**(Miss Moir - Pottery)**



Humanities



GEOGRAPHY



3. Greetings

Year 1:

**Weekly Celebrations:**  
Help others to feel part of a group

**Piece 3**  
Greetings

**Vocabulary:**

- Greeting
- Touch
- Feel
- Texture
- Like
- Dislike

**PSHE learning intention**

I know appropriate ways of physical contact to greet my friends and know which ways I prefer

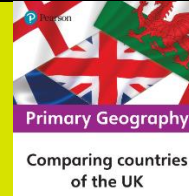
**3. Greetings**



L.O: To understand what an algorithm is

As this is the first programming unit in Key stage 1, there is no knowledge to recap with the children. In EYFS (Reception), the children may have learnt: That following and giving simple instructions is important in computing. It is important that instructions are followed in the correct order. To program a Bee-Bot with simple commands and to fix simple programming errors. An algorithm is a set of clear and precise instructions.

Presentation: Dressing up 1  
Display slide 1 of the Presentation: Dressing up and ask the children the questions. Discuss the order in which the children got dressed that morning. Show slides 2 and 3 and ask for



**Lesson 2: Where do people live in UK?**

**Activate prior knowledge**  
5 min

Lesson slides 1–4 and Work booklet page 7

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

**Explain/Explore**  
10 min

Work booklet page 7

- Discuss whether your school is in a village, a town or a city, and how pupils can identify this, e.g. 'Our school is in a village because there are not many houses or shops nearby.'
- Ask pupils for examples of different-sized settlements they have visited and to explain how they identified them, e.g. 'I know my uncle lives in a city because there are tall

**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 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 chn the time lapse clip of cress growing. Were their predictions correct? Give themselves a pat on the back for their ideas.



**LO:** To combine techniques woven artwork

Children's work from lessons and 4. Box looms. Scissors – pair each. Strips of scrap fabric crepe paper. Extra ribbon, cleaners or materials that can be woven – optional.

In this lesson, pupils combine everything they have made into their final woven artwork by attaching elements to their box looms. Seat pupils with their box looms and bags containing their woven objects, their plaited/threaded/knotted pieces and their paper weaving. Show them to hold up an example of something: Knotted. Threaded. Plaited. Woven. Wrapped. Make them to show an example of a new technique they learned during the unit. Ask the children to describe what they learned.

Arrange the classroom so that children have access to ribbon, pipe cleaners, fabric strips and their bags from lesson 3. Use



OLC WEEKLY LEARNING PLAN

**Social and emotional development learning intention**  
**I can recognise which forms of physical contact are acceptable and unacceptable to me**

**Resources**  
**Jigsaw Chime, Slideshow, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, Jigsaw Jack, Jigsaw Journal, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.**

three volunteers to take part in a demonstration: 1. Give Child A a collection of dressing-up clothes. 2. Ask Child C to close their eyes while this demonstration takes place. 3. Child B should give clothes to Child A to put on. 4. Explain that Child B is responsible for choosing the order in which the clothes are put on. 5. Ask the children how to ensure that Child C dresses the same way. Write down what happens as a list on the board. 6. Ask Child C to follow the instructions and ask the class to evaluate whether they have dressed up the same way as Child A. Using slide 3, explain to the children that a clear and precise set of instructions is called an algorithm and sometimes the order does not matter. However, other times the order is important, e.g. putting on trousers before a top does not matter, but putting on a jumper and then a T-shirt does matter. Display slide 4 and watch the link: BBC Bitesize KS1 - What is an algorithm? on VideoLink. Ask

buildings and busy roads.'

- Pupils should complete task 1 in pairs.
- Take feedback and discuss examples of each type of settlement, e.g. hamlets, villages, towns and cities, that can be found in the UK and megacities that can be found abroad, like Tokyo or Delhi.

**Practise**  
**15 min**  
 Lesson slides 5–7 and Work booklet page 8

- Display slide 5 and ask pupils what they can see. Explain that this is a completely natural landscape. Highlight that only *physical* features are present, i.e. the mountains, lake and surrounding landscape.
- Ask pupils to compare this to slide 6, which is also a natural scene, but has evidence of *human* features, i.e. a wall and cottage.
- Display slide 7 and take pupils' suggestions for which are physical and human features.
- Pupils should complete tasks 2 and 3 in pairs.

**Explain/Explore**  
**15 min**

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 highlight a class calendar, so all chn 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.

Pupil video: Woven wonder show how they could at things to their box loom weaving and tying knots. Pu will now weave and knot t various items (plaits, kno threads and fabric, v threaded with beads) onto t box looms. Keeping the p weaving from lesson 4 handy remind them of the 'over-un weaving technique. They attach their wool-wrapped it last if they choose.

Gather the children together evaluate their woven artwo Ask individual children to sh ideas and use the question lead a discussion: What do like about your artwork? Do think your work is art, or craft both? (You could remind th that craft is something crea but also useful – they may able to identify that some of skills involved are useful, weaving or plaiting). W technique did you enjoy? W would you change if you m another box loom artwork?

## OLC WEEKLY LEARNING PLAN

		<p>the children to think of other algorithms they use daily.</p> <p>Questions What is an algorithm? (A set of clear and precise instructions.) Is there only one correct solution? How else can we solve the problem?</p> <p>Presentation: What is an algorithm?2 Display slide 1 of the Presentation: What is an algorithm? and arrange the children into pairs. Hand out the Activity: Doll and clothes (one between two) and a whiteboard and pen. Ask the children to cut the doll and clothes out. Demonstrate dressing the doll and writing the algorithm on a whiteboard (see Teacher video: What's an algorithm?). Ask the children to take turns dressing the doll and then write a dressing up algorithm on their whiteboard. When everyone has finished, invite the children to swap their written algorithms with another pair. Both pairs will then dress the doll following the other pairs' algorithm. Display slide 2 and ask the pairs to give feedback to</p>	<p>Lesson slides 8–10 and Work booklet page 9</p> <ul style="list-style-type: none"> <li>• Introduce pupils to the concept of aerial photos, explaining that they are photos taken from above.</li> <li>• If practical, demonstrate by taking a photo of the classroom from above.</li> <li>• Display the first aerial photo (a city). Give pupils a couple of minutes to talk to a partner about what they can see. Ask if there are more physical or human features, checking pupils can identify buildings compared to open space.</li> <li>• Pupils should complete task 4 in pairs.</li> </ul> <p><b>Reflect</b> <b>5 min</b></p> <p>Lesson slide 11 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>• Pupils could be introduced to the idea that place names can give information about the geographical features of a place, e.g. Tynemouth, Bournemouth (after the</li> </ul>	
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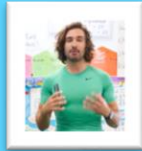
## OLC WEEKLY LEARNING PLAN

		<p>each other. The children should discuss whether they followed the instructions correctly and whether the algorithm could have been more precise or detailed. Discuss and share good ideas or learning points as a class. Repeat the action to improve the detail and accuracy of the algorithms.</p> <p>Presentation: Crossing the road 3 Display slide 1 of the Presentation: Crossing the road and hand each pair of children a set of instructions from the Activity: Crossing the road cards. Ask them to sort the instructions in the correct order. Show slide 2 and hand out six blank cards from the Activity: Crossing the road cards to each pair. Challenge the children to write additional steps to add greater detail and precision to the instructions. To encourage the children to think about how detailed the instructions need to be, ask them the questions on the slide. Display slide 3 and invite the children to share the algorithms as a class. Discuss how effective the</p>	<p>mouth of a river). How do pupils think Newcastle got its name?</p>		
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algorithms were using the questions on the slide.



**Daily PE Activity**



**PE : Creative- Link Movements**

**Warm Up: Land of the Beans**

1

Journey Up The Beanstalk

You're going to journey up the beanstalk into the land of the beans to look for the magic bean which grows anything you could wish for. It looks like a ... (for example, fluff ball).

Let's run and practise our climbing skills on the spot to get ourselves ready for the climb.

2

What Would You Grow?

Crouch down low like a small bean growing from a shoot and then stretch up tall and high like a bean sprout.

3

Climb The Beanstalk

Look for the beanstalk around the hall, for example, a rope/wall bars and, when you find it, pretend to climb using high knees and arms to help pull you up.

4

Meet The Runner Bean

When you meet the runner bean (teacher) run and run. Stop when you see the red cone and go when you see the green cone.

5

Hi 5 The Runner Bean

Stop and practise hi 5s and, when you see the green cone, run slowly in and out of each other giving a hi 5 to all those you pass, gradually building up speed.

6

Look Out For The Ticky Giant

On the cue "Ticky giant" (teacher), quickly turn into frozen beans so you can't be seen. If you move, you might get tickled!

**Reaction and Response**

**Start close to your partner**

From a distance of 1, 2 and 3 metres:

1. I can react and catch a large ball dropped from shoulder height after 2 bounces.
2. I can react and catch a large ball dropped from shoulder height after 1 bounce.

**Now try with small balls**

From a distance of 1, 2 and 3 metres:

3. I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.

## OLC WEEKLY LEARNING PLAN

### Introduce the Magic Beans game.

Gradually introduce the different beans and practise the action for each bean. For example:

Jumping - Jump on the spot

Frozen - Freeze in an interesting balance

Runner - Run on the spot

Baked - Lie down quickly

Jelly - Wobble on the spot

Chilli - Rub yourself warm

Broad - Make a wide or tall shape

When ready, in pairs, children each place a 'magic bean' (bean bag, soft toy or similar) on the floor in front of/behind them.

Gradually introduce the different beans and practise the action for each bean. For example:

Jumping - Jump on the spot

Frozen - Freeze in an interesting balance

Runner - Run on the spot

Baked - Lie down quickly

Jelly - Wobble on the spot

Chilli - Rub yourself warm

Broad - Make a wide or tall shape

Once children have learned all the moves, play the Magic Beans game, randomly calling out the different beans with children performing the associated activity.

When you call out "Magic Bean", the children run to pick up their magic bean as quickly as they can.

The first to pick up their magic bean starts one step further away next game.

### Purpose

The purpose of this activity is for children to develop their reaction times and their responses to a stimulus through a joyful theme. Children will work collaboratively and take turns, developing their social skills. Children will also build their listening skills and follow instructions quickly.

### Communicating with school

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