

Message from the teachers: Hello Everyone!



HOMework



**RE:** This term for our **Gospel values and virtues**, we are trying to be both Faith-filled and Hopeful each and every day of Lent. We enjoyed having a reflective Stay and Pray Lenten service last week and we are all trying to show some kindness to one another as we prepare ourselves for Easter.

**English:** This week we will continue to read the traditional tale of **'Cinderella'** by David Roberts and re-told by Lynn Roberts Maloney. We have had so much fun reading this tale with a difference. We have understood the story and have answered lots of tricky questions. This week we will be writing our own versions of this Cinderella tale!

**Maths Practice Journals** homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of 58-59 where we are now looking at Multiplication and Division, counting in 2s, 5s and 10.** \*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!



**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






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 Miss Sidwell, Mrs Humphris, Miss Ryan & Mrs Smith**

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

<b>Teachers:</b>	Mrs Redfern & Miss Sidwell, Mrs Humphris & Mrs Smith Miss Ryan	<b>Year:</b>	2	<b>Date:</b>	Monday 4 <sup>th</sup> March 2024
------------------	--	--------------	---	--------------	-----------------------------------

	MONDAY INSET	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>   <p><b>VOCABULARY:</b>  <b>H Lent:</b>                      Lent, Jesus, change, Prodigal Son, Zacchaeus, Jericho.</p>	<p>Sharing Our Catholic Pupil Profile  <b>GOSPEL VALUES &amp; VIRTUES</b>                      Faith-filled and Loving</p>  <p><b>Big Question- How can we be both faith-filled and hopeful during Lent this year?</b></p> <p><a href="https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children">https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children</a></p>	<p><b>Unit H: LENT</b></p> <p><b>LO: To know that Lent is a special season when we try to follow Jesus more closely by listening to his words and learning from his actions.</b></p> <p><b>Big Question:</b>                      What did Jesus mean when he said, "Love one another as I have loved you?"</p> <p>In what ways do we experience the love and care of Jesus?</p> <ul style="list-style-type: none"> <li>Recap the name of the liturgical season Lent.</li> </ul>	<p><b>Re-Visit Miracles...</b></p> <p><b>Bible Detectives- Find this parable</b></p> <p><b>LO: To create a Miracle Book Mark for your Holy Bible</b></p> <p>Which miracles can you find about Jesus (List them on a book mark and place it in your Bible).</p> 	<p><b>Prayer and Liturgy :</b>                      Share class prayer and liturgy together.</p> <p><b>Year of Prayer</b>  <b>OUR FATHER:</b></p>  <p><a href="https://www.youtube.com/watch?v=d4R-WFkm41s">https://www.youtube.com/watch?v=d4R-WFkm41s</a></p>	<p><b>Guided meditation:</b></p> <p>KU 13 Use religious words and phrases</p> <p>ER 1 Say what they wonder about</p> <p>ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p> <p>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><b>Gather</b></p>



R2 That Scripture stories reveal and hand on the Good News about God and contain passages about life; that Jesus reveals the Good News of God his Father.

Be able to reflect on the words and actions of Jesus and apply them to real life situations.

- Be able to reflect on the words and actions of Jesus and apply them to real life situations..
- Know that Lent is a special season when we try to follow Jesus more closely by listening to his words and learning from his actions.
- Be able to reflect on the words and actions of Jesus and apply them to real life situations.

**Big Question: (Reflect) with the children on what it means to love somebody.**

Children to think of family experiences when love is shown to them or experiences of love and care show in school.

Remember how Lent is a time when we try and show love and care by doing more to help those in real need.

Reflect with the children on what it means to love somebody.

Children to think of family experiences when love is shown to them or experiences of love and care show in school.

Explain to the children that Lent is a time when we try and show love and care by doing more to help those in real need.

What did Jesus mean when he said, "Love one another as I have loved you?" In what ways do we experience the love and care of Jesus?

Remind the children of the work of Father Hudson's Society, CAFOD and Mission Together. Explore the idea of a Lent fast day, when we give up something and share the money we have saved with those who are very poor or in need.

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

BIG Question: What can we use to help us

C1 Take part in celebrations which express thanks and praise.

R1 That praise and thanks are expressed in prayer,

<https://www.youtube.com/watch?v=i70XoA2ZxYQ>

*Hallowed be thy name.*

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



Learn a sung version of the Our Father

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

**Listen Respond Go Forth**

Finally-I wonder?

ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer:




- Who listens to use when we pray?
- How do Saints help us in our prayer life?
- Are there different types of prayer that we can experience together? Eg. Meditative.

**Mass Preparation 2R**

OLC WEEKLY LEARNING PLAN

		<p>Remind the children of the work of Father Hudson's Society, CAFOD and Mission Together. Explore the idea of a Lent fast day, when we give up something and share the money we have saved with those who are very poor or in need.</p> <p>What are you doing during Lent? List the important CST good deeds that they are doing to show that we 'love our neighbour as ourself.</p> <p>ER 1 Say what they wonder about</p> <p>ER 2 Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p> <p>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>Children to write Lenten promises based around the words of Jesus to love one another and to explain why they have chose this particular promise for Lent</p>	<p>LO: To know of some traditional prayers of the Church –</p> <ul style="list-style-type: none"> <li>• How do we pray together?</li> <li>• Silent prayer; that they can speak to God in formal prayer and in their own words.</li> <li>• To know that silence is an opportunity to listen and pray to God.</li> <li>• To identify some of the different ways people pray in Church.</li> </ul> <p>To use their own words to write simple thank you and asking prayers</p> <p>Discuss: Do we always have to pray out loud with words?</p> <p>Explore opportunities to talk to God quietly without speaking any words.</p> <p>Guided meditation:</p>	
--	--	--	--	---	--

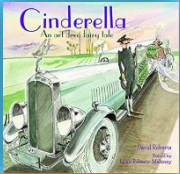
OLC WEEKLY LEARNING PLAN

				<p>(e.g. Joining hands, sitting, standing and kneeling, sign of 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>	
 <p><b>Maths</b> POWER MATHS 2B</p>	<p><b>LO: Measure in cm</b></p> <p>Unit 8: Length and height Text Book Pages 130-135 Workbook Pages 94-96</p>	<p><b>LO: Measure in m</b></p> <p>Unit 8: Length and height Text Book Pages 136-139 Workbook Pages 97-99</p>	<p><b>LO: Compare lengths and heights</b></p> <p>Unit 8: Length and height Text Book Pages 140-143 Workbook Pages 100-102</p>	<p><b>LO: Order lengths and heights</b></p> <p>Unit 8: Length and height Text Book Pages 144-147 Workbook Pages 103-105</p>	<p><b>LO: Four operations with lengths and heights</b></p> <p>Unit 8: Length and height Text Book Pages 148-151 Workbook Pages 106-108</p>
 <p><b>English</b> Traditional Tale focus</p>	<p><b>LO: 9) Make inferences from the text</b></p> <p><b>Intro:</b> Remind the children of the work that they did previously on inferring characters' feelings and what they are like as</p>	<p><b>LO: 10) Identify and explain the sequence of events in texts</b></p> <p><b>Intro:</b> Ask children to think about the themes (main ideas) from the book as a whole  For example: Friendship</p>	<p><b>LO: 1) To use capital letters, full stops and write questions</b></p> <p><b>Intro:</b> Arrive to class to discover some footprints (could also be in corridor and outdoor area), a clump of green fur, some things that have been knocked over</p>	<p><b>LO: 2) To use capital letters and a full stops to punctuate a sentence and use question marks to write questions</b></p> <p><b>Intro:</b> Share the front cover of the text and point out that the title of the book is Billy and the Beast.</p>	<p><b>LO: 3) To read and write words with the suffix – ed in sequence sentences to form short narratives</b></p> <p><b>Intro:</b> Share the text, Billy and the Beast up to 'It was a perfectly lovely day' (page 4).</p>



OLC WEEKLY LEARNING PLAN

<https://www.youtube.com/watch?v=67rYFmYMAVg>



people by examining their actions.

Ask:

At the very end of the book where it says Cinderella allowed Ermintrude and Elvira to attend the wedding, we are told that Cinderella has a forgiving nature.

What does that mean?

What can we infer about Cinderella as a character?

One character we have not really focused on at all is Cinderella's father.

Tell the children that today we are going to re-read sections of the text where her father appears and think about him as a character in order to create a character splat for him.

Re-read the text and tease out information (facts/inferences) about

Why is this a theme?

Kindness?

**Development:**

Provide the children with the following themes on cards and ask them to place on the dot if they feel they are a theme found in the book or outside the dot if they feel they aren't relevant to the book:

Let the children choose 2/3 themes that have either been placed on the dot or around the dot and justify using **because** to give a reason.

**Plenary:**

Support the children to re-read their work and/or let a partner check for punctuation and sense.

**Resources:**

Cinderella books  
On the dot sheet

and some food that has been taken (have food out in class that children have been made aware of the day before - could be fruit for snack).

Tell children that there are some eye-witnesses who claim to have seen the monster the day before when all the children were at home.

Prepare some questions to ask the eye-witnesses then have them visit the class so that the children can ask their questions.

Elicit that there is a monster on the loose that has green fur, long claws, sharp teeth, is very tall and clumsy, appeared hungry and who goes by the name of Terrible Beast.

You may want to scribe for the children as they listen to the eye-witness accounts.

Talk about the picture showing the three characters - a cat, a child and The Beast.

Support the children to devise statements about the cover illustration.

Model first:

There is a child in the story.

The cat looks a bit grumpy.

The Beast actually looks cheerful.

Use Talk to the Hand to support use and spelling of question stems.

**Development:**

Let the children work in pairs to devise further statements.

Some children could be supported by focusing on the nouns in the illustration such as hair, doughnut, raincoat.

Role-play the actions (verbs) on page 3 that Billy and Fatcat carried out.

Tell the children that the action-words stomped, crunched, splashed and jumped are all verbs.

The -ed ending is called a suffix which means that they have been fixed to the end of each verb to make them in the past tense.

Provide the children with the suffix fixers (attached to the end of the sequence) and let them explore each of the words.

After modelling folding one over to leave just the root verb, let the children find all the other root verbs.

**Development:**

Ask the children to think about which suffix fixer words go with page 4 (the grey page): walked (Billy

OLC WEEKLY LEARNING PLAN

the father's actions, looking closely at the pictures.

Teacher scribe for the children as these come up, for example:

Cinderella's father disappeared for two weeks then came back already married.

He called her Cinderella instead of Greta as he thought it was an affectionate nickname for his daughter.

Once the facts/inferences have been identified, talk about what these things tell us about Cinderella's father as a person.

**Development:**  
Provide children with a character splat (simply a picture of the character in



**Development:**  
Model writing a Wanted Poster:

Have you seen this monster?  
He is very tall and has green fur.  
Do not go near him!

As you model, tell the children what each sentence type is.

Have the children write a question, a statement and a command (trying to use different information than the information you used in your model).

Then let the children draw a 'photo-fit' picture of what they think the monster looks like based on the eye-witness reports.

Orally rehearse other commands e.g.

Call the police

Then model writing questions that match the statements:

There is a child in the story. Could this be Billy?  
The cat looks a bit grumpy. What do you think the cat character will be like?  
Why might he be grumpy?

The Beast actually looks cheerful. What might The Beast character be like?

Children write some questions for their statements.

**Plenary:**  
Share statements and questions, checking carefully for capital letters and either the full stop or question mark depending on sentence- type.

and the Beast); scooted (the fox); played (the mice) and listened (to music - the adorable little bunny rabbits).

Now model writing the beginning of A Perfectly Lovely Day in the Life of Billy and FatCat, written in the present tense:

A perfect day for us is when we stomp, crunch, splash and jump through the wood. The hedgehog likes to read his book...

Challenge the children to use each of the suffix fixer words in their root form.

Make it a teaching point that some verbs such as 'read' don't have a suffix when in the past tense.

**Plenary:**

OLC WEEKLY LEARNING PLAN

the middle of a blank page).

Ask children to decide which words and/or phrases we could use to describe him and record them around the edges of the character splat.

Vocabulary you could use: **kindly, a bit forgetful, scatty, sees the best in people, foolish, jolly, polite.**

You may also want to provide words that don't fit such as: **mean, quick-witted, unkind, rude.**

**Plenary:**  
Support the children to re-read their work and/or let a partner check for punctuation and sense.

**Resources:**  
Character splat sheet  
Cinderella books

or  
**Take care.**

**Plenary:**  
Let children check each other's' wanted posters for capital letters, full stops and question marks.

Encourage them to add an exclamation mark to their command to make it even more commanding!

**Resources:**  
Footprints  
Fur clump  
Eye-witnesses  
Colouring pencils

Ensure children understand that a question mark takes the place of a full stop in a question sentence.

**Resources:**  
Talk to the Hand

Orally model turning one of the children's 'perfect day' pieces into the past tense e.g.

**A perfect day for us was when we stomped, crunched, splashed and jumped through the wood.**

Experiment with the other suffix fixer words.

**Resources:**  
Suffix fixers



# OLC WEEKLY LEARNING PLAN



## Spelling & Handwriting

Year one and Year Two Words  
Consolidate FS Words

### LO: CEW – Common Exception Words Focus

#### Year 1 and 2 Common Exception Words

Year 1	Year 2
the they one	door gold plant
is he once	floor hold path
do he cat	poor told both
to me friend	because every hour
today she school	end great move again
of we put	kind break prove half
said so push	mind stick improve money
step go pull	kind break prove half
are so fall	child beautiful sugar Mrs
were by house	children other eye parents
was my ear	went so full could Christmas
is here	climb last should everybody
his there	most past would even
has where	only father who
I love	both class whole
you come	old grass why
your some	cold pass many

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

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

### LO: CEW – Common Exception Words Focus

#### Year 1 and 2 Common Exception Words

Year 1	Year 2
the they one	door gold plant
is he once	floor hold path
do he cat	poor told both
to me friend	because every hour
today she school	end great move again
of we put	kind break prove half
said so push	mind stick improve money
step go pull	kind break prove half
are so fall	child beautiful sugar Mrs
were by house	children other eye parents
is here	went so full could Christmas
his there	climb last should everybody
has where	most past would even
I love	only father who
you come	both class whole
your some	old grass why
	cold pass many

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

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

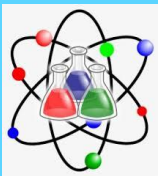
### LO: CEW – Common Exception Words Focus

#### Year 1 and 2 Common Exception Words

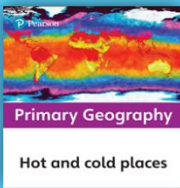
Year 1	Year 2
the they one	door gold plant
is he once	floor hold path
do he cat	poor told both
to me friend	because every hour
today she school	end great move again
of we put	kind break prove half
said so push	mind stick improve money
step go pull	kind break prove half
are so fall	child beautiful sugar Mrs
were by house	children other eye parents
is here	went so full could Christmas
his there	climb last should everybody
has where	most past would even
I love	only father who
you come	both class whole
your some	old grass why
	cold pass many



## Jigsaw/ PSHE Unit 4: Y2 HEALTHY ME



## Humanities



## GEOGRAPHY

## PE : Creative- Link Movements

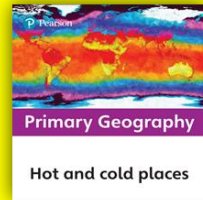


### Link Movements

- Emerging**
- I can explore and describe different movements.
- Expected**
- I can begin to compare my movements and skills with those of others.
  - I can select and link movements together to fit a theme.
- Exceeding**
- I can respond differently to a variety of tasks or music.
  - I can make up my own rules and versions of activities.

**Lesson 1:**  
**Warm Up: Grand Prix**  
Explore the Track  
Pit stop tag  
With a ball  
Share and explore  
Get creative  
Keep Count

## Geography: Hot and Cold Places



**Lesson 5: Lesson 5: What features does an animal need to live in a hot/cold place?**

**Purpose**  
In this lesson, pupils will investigate how animals adapt to hot and cold climates.  
The aim is to assess pupils' understanding of climatic conditions in hot and cold locations

## Science: Year 1/2 Wild and Wonderful Creatures Lesson 2: We Are Wonderful Creatures Too!



**LO:** To consider the differences/similarities between what humans want and what they need to survive

**Science Objectives:**  
1. Identify and name a variety of common animals that are birds, fish, amphibians,

## Art/RE: Drawing – Telling a story



**Lesson 5: To tell a story (continued...)**

**LO: Objective: To develop illustrations to tell a story**

**Success Criteria:**  
I can recount a familiar story and select key events.  
I can create and draw imaginary scenes for a storybook.  
I can use mark making to show different textures

**1: Recap and recall**  
Introduce the idea that the children are going to make a storybook. They will use



**Healthy choices  
Lifestyle  
Motivation**

**LO: Jigsaw PSHE**

- I know what I need to keep my body healthy

**LO: Social emotional  
Developmental**

- I am motivated to make healthy lifestyle choices

**Resources:**

Jigsaw Chime, Jigsaw Jo, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Music, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

**Jigsaw/ PSHE  
Unit 4:  
Y1  
HEALTHY ME**

**Year One:  
Being Healthy**

Watch carefully  
Personal best  
Challenge  
Practice  
In pairs  
Outside the box  
Watch and learn  
Race Time

**Ball Skills  
Green**

Take it and roll a ball up and down your legs and around your body  
Now use one hand to challenge yourself

**Focus on maintaining a good balance throughout  
Perform the movements smoothly and with control**

**Red  
Focus on moving the ball smoothly before increasing speed  
Move the ball with your fingers, avoiding it touching your body  
Try to complete 16 in 20 seconds**

**Getting Around Us Yr 2  
(cooperative)**

Video 3  
Review

– demonstrated by their choice of animal characteristics – and annotation skills (whether they simply label their animal or also provide explanatory detail).

**By the end of the lesson pupils should ...**

- know how and why animals have adapted to live in different places.
- be able to annotate a drawing.

**Lesson -Activate prior knowledge 5 mins**

Lesson slides 1–4 and Work booklet page 16

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

**Demonstrate Understanding (5 mins) Lesson slide 5**

Display the slide and ask pupils if they think the image shows a real animal. Ask them to discuss in pairs and then justify their answer.

**Targeted activity 5 mins**  
Lesson slides 6–7 and Work booklet page 16

Display the slides and ask pupils to choose one of the locations. Ask them to look closely at their chosen location and discuss in pairs what they notice, e.g. what the temperature could be, how much it

**reptiles, mammals and invertebrates (1AH).**

2. Identify, name a variety of common animals that are carnivores, herbivores & omnivores (1AH).
3. ill) Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, iv. mammals and invertebrates, and including pets) (1AH).
5. Notice that animals, including humans, have offspring which grow into adults (2AH).

**Working scientifically:**

1. Ask simple questions and recognise that they can be answered in different ways.
2. Identify and classify.
3. Use their observations and ideas to suggest answers to questions.

**You Will Need:**

- Blue and yellow sheets of material
- Plastic bottles for each child or pair of children
- Pieces of paper and pencils
- A large shell
- The Desert Island by Morgan Georgia Blanks or Moomin's Desert Island by
- Tove Jansson.

**Before the session:**

a story that features the character they created in the previous lesson.

Flick through a selection of picture books to look at different illustration styles. Invite the children to comment on any similarities or differences they notice. (They might mention colours, characters or the materials the illustrations are created with.)

Using a simple story that is familiar to the children, model recapping the key elements of a story by drawing a storyboard using the template provided in the Activity: Storyboard template or create a larger version on a whiteboard or flipchart.

The children will create four scenes to draw in their storybooks. To support the children in deciding which four, it helps them to have the story plot clear in their minds so allow some time for them to recall a story to consider which scenes they want to illustrate.

Do the same if you are asking the children to create a short story of their own.

The children can use sketchbooks or the template provided in the Activity: Storyboard template to help them plan for the concertina book they will make.

**2: Main Event**

Making books allows the children to use their imaginations but also to draw upon the drawing skills they have learnt in this unit.

Show the Pupil video: Concertina books or demonstrate yourself how to make the paper concertina book. This may be tricky for some children so these could be prepared ahead of the lesson for them to use.

OLC WEEKLY LEARNING PLAN

**Weekly Celebration Pieces**

**LO: To have made a healthy choice**

**Social and emotional development learning intention**

**Vocabulary**

**Healthy  
Unhealthy**

**Balanced**

**Exercise**

**Sleep**

**PSHE learning intention**

**I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy**

**I feel good about myself when I make healthy choices**

**Resources:**

**Jigsaw Chime, Healthy Balance Sum sheet, Jigsaw Journals, My**

**Question**

**Movement Skills**

Work with a partner and take turns to pass a ball around your partner's body and then try passing it around both of you to see if you can find different ways and the quickest way.

Once you've tried these, try with both of you moving a ball around each other at the same time.

**Tricky**

Use a larger ball.

Work individually, moving ball around own body.

Move the ball slowly.

Move the ball at the same height.

**Tricky/ Trickier/ Trickiest Badge of Honour**

You all know what you're going to try hard at in the lesson today. You will all be given some sticker badges.

When you're asked a

will rain, what food there will be for animals to eat.

**Pupils should complete task 1 independently.**

**Summative assessment -30 mins**

Lesson slides 6–7 and Work booklet pages 17–18

**See also the Geography: Cause and effect toolkit, Waypoint 1**

Explain that pupils are going to create an animal that could live in their chosen location.

Discuss the features that might help the animal survive, and record pupils' suggestions on the board as a prompt, e.g. for the snowy location: thick fur, small noses, small ears, white fur; for the desert location: thin fur, small noses, small ears, brown fur, etc.

Ask pupils to complete either task 2 or task 3 independently by drawing their animal onto their chosen background and then labelling and annotating its different features.

Share a few annotations and work together to improve them. You may wish to give pupils a time limit for designing their animal because it is more important to justify why their animal's characteristics help them survive in the extreme climates, e.g. 'My animal has big, flat feet to stop it sinking into the sand. It has small eyes and long eyelashes to keep the sand out of its eyes.'

**Reflect 5 mins**

Arrange the blue and yellow sheets of material into a desert island surrounded by water.

Make the desert island large enough to accommodate the whole class.

Scatter the empty plastic bottles in the sea by the edge of the island or keep in a bag on the island.

**Whole class:**

Ask the chn to go and sit on the yellow sheets and explain that they are now stranded on a desert island, the sun is beating down and no boats have been seen for ages.

Ask them how they feel and emphasise that they might be really hot, frightened or excited by the adventure.

Ask them:

This desert island has nothing on it from your home. It has sun, sea and sand and a bit of shelter, but nothing else. What would you really miss from home if you were stuck on this island for a long time?

Ask them to share their ideas, one at a time.

You may want to pass a speaking shell around to remind them to only speak when they have the shell.

Then ask them to consider: What one thing would make you happy? Is it the same as the thing you would miss the most?

The children draw four scenes on the available sides of the book.

Encourage the children to use the drawing skills they have practised, like varying the type of mark they use to imply the textures of different surfaces. Black drawing pens make their drawings bold but are also good to show their experimentation with marks.

The children will need the cut-out drawing of the character as explained at the end of Lesson 4: Creating characters. They will use this when they retell their story, placing their character in the pocket of each page created when making the concertina book

**4: Wrapping up**

Working in small groups or pairs, the children tell their stories using their illustrated books. They can move their characters from one page to the next.

This could be filmed or used to create a stop-motion animation using a tablet or other digital device.

When the children have finished sharing, ask them to talk to each other. Provide questions to prompt them if needed. Encourage them to think about the scenes they have chosen and how they have illustrated them rather than just about the story itself.

What do you like about your partner's storybook?  
Which is your favourite page and why?

Optional – provide each child with the Quiz – pupil answer sheet and display the Unit quiz (see link: Assessment – Art and design Y2: Drawing: Tell a story). Read each question aloud and allow the children time to answer. Reveal the

OLC WEEKLY LEARNING PLAN

**Jigsaw Journey,  
Learning/Reflection  
Sheet, Jigsaw Jerrie Cat.**

question about who has been trying hard, answer by placing a sticker/badge on someone in your group you think deserves it.

At the end of the lesson you could tell your group why you gave a badge or even why you think you were given a sticker/badge!

Lesson slide 8 and Work booklet page 4

**Pupils should complete their Learning review. If you have time, you could share what the pupils have written.**

**Extend and stretch**

Work booklet pages 17–18

Again, ask them to share their ideas, this time with their partner and then with the class and the speaking shell.

Say:  
Now, what if I told you that the boat that might pass by is a small local boat and can't carry lots of things.

It can only carry the things we definitely need to survive.

Shall we make a list together, in case the boat comes by?

Scribe for the chn, encouraging them to consider the basics of survival (clean water, basic food, something to stay warm and a means of keeping clean).

Pick up on any of their suggestions that are non-essential and talk about what makes them so.

Write some suggestions down, knowing that they may have been included in a different way on the list already.

At the end of the list, review the items together as a class and cross out any that they think are the same or too similar.

Read the list together and ask if anything is surprising (the list is very short).

Ask the class: So what do humans need to survive?

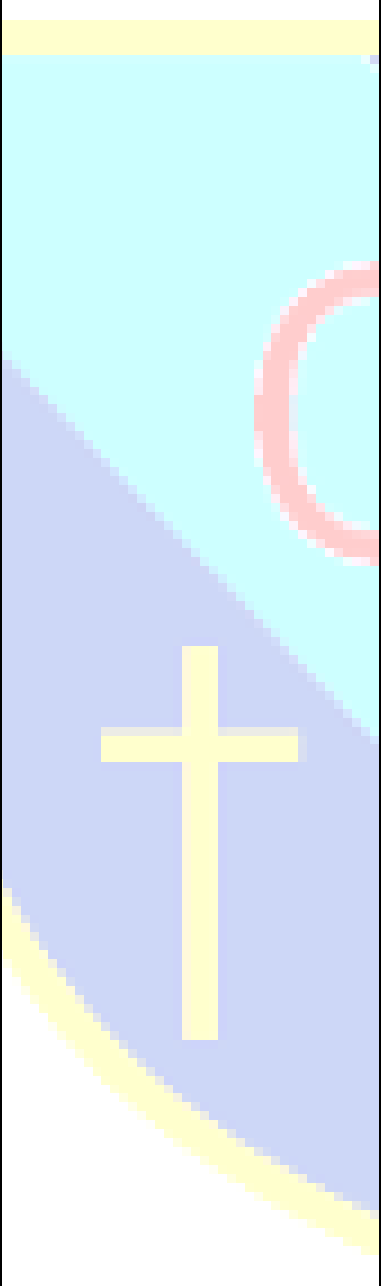
answers and ask them to self/peer mark their answer sheets.

If pupils completed the Knowledge catcher in Lesson 1, they can revisit them and add new information in a different colour.

**Vocabulary**





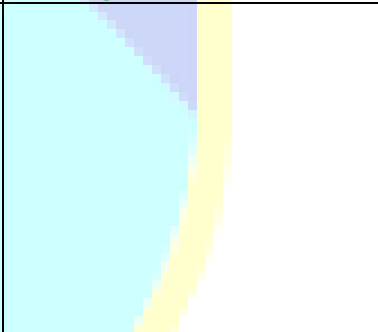
- character**
- concertina**
- frame**
- retell**
- story**
- storyboard**

## OLC WEEKLY LEARNING PLAN

				<p>Why do we need food and water? (Nutrients and to keep hydrated, to keep our bodies working properly).</p> <p>Tell the chn that it is unlikely a boat will come by and that sometimes people have been rescued by writing notes in bottles and throwing them in the sea.</p> <p>Ask the chn to reach out and grab a bottle that is 'floating' in the water's edge.</p> <p><b>Year 1</b> Give these chn paper and pencils and tell them to write down the things they need the most for basic survival.</p> <p>Then they should share their list with each other, roll it up and push it in the bottle.</p> <p><b>Year 2</b> Ask these chn to write a more thorough list for their bottle, with two headings such as: "Things I need to survive", "Things I need for happiness".</p> <p>As an extra challenge, ask them to explain in the letter why the items in the second group are non-essential but how they would help them be comfortable and happy.</p> <p><b>Plenary</b> Explain to the chn that it has been known for people in all sorts of situations to survive and often flourish.</p>	
--	--	---	--	---	--



# OLC WEEKLY LEARNING PLAN

				<p>Humans have managed to live in very hot and really cold places.</p> <p>Humans are wonderful creatures!</p> <p>Gently throw the bottles in the 'sea' at the same time (away from each other but across the classroom).</p> <p>Read the chn this story: 'The Desert Island' by Morgan Georgia Blanks or 'Moomin's Desert Island' By Tove Jansson.</p> <p><b>Vocabulary</b>  <i>Basic needs, water, food, air, breathing, survival</i></p>	
 <p><b>Daily PE Activity</b></p> 	<p>LO: To listen carefully to instructions using warm up activities.</p> <p>Activity: We're riding on a bike...riding in the rain, up a hill, on one wheel, really fast song.</p>	<p><b>REAL PE: PERSONAL</b> Lesson 5</p> 	<p>PE with Joe  <a href="https://www.youtube.com/watch?v=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-w</a>  <b>5 Minute Move   Kids Workout 1   The Body Coach TV</b></p>		<p>PE With Joe  <a href="https://www.youtube.com/watch?v=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-w</a>  <b>5 Minute Move   Kids Workout 1   The Body Coach TV</b></p>

## Communicating with school

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