

Message from the teachers: Hello Everyone!

WE ARE GROWING TO BE:

CURIOUS: *Active working to make things better where we are.*

ACTIVE: *Active working to make things better where we can.*

Curious exploring God's creation and asking questions to find out more. Imagining, creating and making things. Being curious about things. Being like a scientist. Asking questions. Being like a detective. Being like a explorer. Being like a adventurer. Being like a explorer. Being like a explorer.

Active working to make things better where we can.

the Holy Rosary

The Sign of the Cross
In the name of the Father and of the Son and of the Holy Spirit. Amen.

The Apostles' Creed
I believe in God, the Father Almighty, Creator of heaven and earth and in Jesus Christ, His only Son Our Lord Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended into hell; the third day He arose again from the dead; He ascended into heaven, and is seated at the right hand of God the Father Almighty from thence He shall come to judge the living and the dead. I believe in the Holy Spirit, the Holy Catholic Church, the Communion of Saints, the forgiveness of sins, the resurrection of the body and life everlasting. Amen.

The Our Father
Our Father Who art in Heaven, hallowed be Thy name. Thy Kingdom come. Thy will be done on earth as it is in Heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us. Lead us not into temptation, but deliver us from evil. Amen.

The Hail Mary
Hail Mary full of grace, the Lord is with thee, blessed art thou among women, and blessed is the fruit of thy womb, Jesus, Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.

The Glorify
Glorify be to the Father and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.

Discard Prayers
O my Jesus, forgive us our sins, save us from the fire of hell. Lead all souls to heaven, especially those in most need of thy mercy.

The Hail, Holy Queen (Salve Regina)
Hail Holy Queen, Mother of Mercy, our life, our sweetness and our hope! To thee do we cry, poor banished children of Eve. To thee do we send up our sighs, mourning and weeping in this valley of tears. Turn then, most gracious Advocate, thine eyes of mercy toward us, and after this our exile, show unto us the blessed Fruit of thy womb, Jesus. O clemency, O loving, O sweet Virgin Mary. Pray for us, O Holy Mother of God. That we may be made worthy of the presence of Christ.

The Story of the People of God

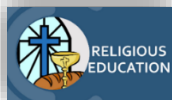
Key Vocabulary

Prophets	Prophets	Prophets	Commandments	Jesus
Moses	David	King David	Jesus	Jesus

1. I know that the Bible is a library of books that can be placed in different categories.

2. I can identify some of the people mentioned in the Bible.

3. I can identify some of the events mentioned in the Bible.



RE: This week will enable us to be **Curious and Active** in our **Gospel values and Virtues**. We will continue study the fall in the Old Testament when we study Genesis. We will learn about freewill when we find out about Cain and Abel. We will explore our own lives and look at how free will gives us choice. Finally as we explore our **Catholic Social Teaching** we will try to look after one another as we discover more about the **Common Good**. **We can make a difference as we try to collect food for the Harvest and for our local community**. We will also be preparing for the Month of the Rosary, where we will try to say a daily decade each day. The Rosary is so important and it gives a powerful message for peace, as we join our prayers with Our Lady. Little Way week will begin and we will try to follow St. Therese of Lisieux's example of offering an active of kindness each and every day.



In English this week, we will read **The Unforgotten Coat** by Frank Cottrell Boyce. We will discover so much about vanishing things, in a **'compelling, miraculous and laugh-out loud funny'** text.

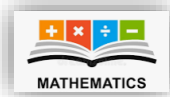
OLC WEEKLY LEARNING PLAN



Spelling: Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (below 'Spellings'). Homework will be sent out each week. Further explanations are on the UKS2 Working Together meeting which was held last week (the powerpoint will be on the OLC website)



Reading: Reading books have been sent out and we hope to change them during the week (please send your child's reading journal book into school each day, as there will be many reading opportunities in school each day). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You and your 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. Please complete the following pages for dated 04.10.2024 *Maths homework will be sent out on a Friday and due in the following Friday (in time for marking). We have Times Tables Rockstars letters and logins to complete some wonderful online fun activities using our multiplication skills!

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,
Mrs Redfern , Miss Chick, Miss Dowling & Mrs Freeman

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

Teachers:	Miss Dowling Mrs Freeman Mrs Redfern	Year:	Year 5	Date:	07.10.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
RE	Gospel Values & Virtues: LO: To know and understand the of being both Curious and Active	Lesson 1: (30 minute lesson) See ppt	Lesson 2: See ppt (60 minute lesson)	Lesson 3: See ppt (60 minute lesson) Moses II	Prayer and Liturgy –Year of Prayer /Catholic Social Teaching Focus-Creation & Dignity



NOTE:
 Class Mass 5R
 26.09.2024
 Class Mass 5/6 D
 03.10.2024
 6C

By being both Curious and Active explain why the Commandments are important for our lives today



Prayer Table & Book insert...

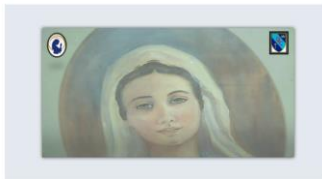
Share this poster with the children. Note that it has been displayed by/on the RE board.

Allow time to discuss both being curious and active.

Ongoing...

Use these qualities in their daily prayers and in their daily lessons

Note: A lesson will be based on these qualities in the coming weeks.



How can we show that we are being both Curious and Active

LO: Know the Story of Cain and Abel.

BIG Question:

What can we do to overcome some of these emotions and create greater harmony in family life and in our relationships with people in general?

Complete

- Read the story of Cain and Abel. What was Cain and Abel's relationship like?
- Why was Cain so jealous of Abel? Why did he want to do him some harm?
- This story reminds us of resentment and jealousy being two human emotions that can damage relationships between people and be a cause of sin.
- Explore some real life scenarios when they have experienced such emotions against members of their family or friends. How have they reacted when they have felt these things? What have been the consequences of their actions?

LO: To know the story of Moses and the people of Israel in the Wilderness

- o To know the Story of the Manna and Water from the Rock
- o To understand why God provided for the needs of his people.
- o To be able to empathise with the thoughts of the people and Moses at this event.

Big Question:

How do we know that God called the people of Israel to have a relationship with Him and how did they respond to this invitation?

Activity 1: Recall previous learning about Moses.

- o What did God ask of Moses at the burning bush?
- o What did Moses ask Pharaoh to do and what was Pharaoh's reply?

Recall the story of Moses leading the people from Egypt through the Red Sea.

- o Read some extracts of the story of Moses and the people of Israel journeying through the wilderness.
- o Read the story of the manna and the story of water from the rock.

Empathise-Try to consider the plight that the people of Israel found themselves in.

How would you have felt at this time of difficulty?

LO: To know that the Commandments are guides of true love for oneself and for other people.

- I Know some names of Old Testament Prophets.
- I Be able to recognise and interpret some of their messages.

Big Question:

What is the importance of the commandments in our lives today?

Bible Detectives: Read the story of God giving Moses the commandments.

Talk: discussion about why the commandments were important for the people of Israel?

- What do they tell us about the way people should treat themselves and other people?
- Consider with the children the importance of the commandments for Christians today. Share their reflections about this with one another
- Research the word "Prophet."



Liturgy Leads: Prayer Focus
The Our Father
 The Our Father

Let us say this prayer with understanding?
 Revisit the meaning of this prayer, the prayer that Jesus taught us...



OLAAS Children's Charter (verbal):
 All Saints are servants of Christ- liturgy/meditation

October _ The Month of the Rosary

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this term in RE as we learn and lead the prayers of the Rosary?



Create a explanatory pose

Catholic Social Teaching
The Common Good:
We can all work together

Harvest- bringing in food for the local community

(R1 That love and service express love of God and at times this will involve sacrifice).
(L6 How love of God is shown in obedience to God's commandments).

- Use a Bible which provides this sort of information.
- Consider using **role-play** or circle-time as an opportunity to discuss some of these issues.
- Explore with the children some qualities that are needed to live and work in harmony with other people.

Activities: Read the story of Cain and Abel.

- What was Cain and Abel's relationship like?
- Why was Cain so jealous of Abel?
- Why did he want to do him some harm?

The story reminds us of **resentment and jealousy** being two human emotions that can damage relationships between people and be a cause of sin.

Children to explore some real life scenarios when they have experienced such emotions against members of their family or friends.

Imagine that they were one of the Israelites... with a partner share their own thoughts and fears about having little food and water.

Letter: All write a letter as one of the Israelites to Moses begging him to find food and water. Encourage the children in their writing to consider reasons why the plea for help is so desperate.

Dear Moses,

Your trusty people

A faithful Israelite
Activity 2: All imagine that they were Moses.

How would you have felt with all the people grumbling and knowing that they were in a state of despair?

Write a prayer as Moses to God, asking for his help to overcome these difficulties.

In the story of the manna and water from the rock we discover that God provides for his people. From these stories what words could you use to describe the care of God?

Activity3 : Create kennings about the action of God from these two stories...

Kenning: Introduce the children to kennings as a form of literature to describe somebody or something.

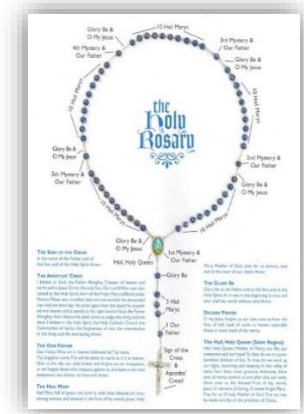
Recall and embed names of Old Testament prophets from previous work.

Bible Detectives: Look up the following words of the prophets:
Joel 2: 12-17,
Amos 2: 6,
Hosea 14: 2-3 and
Hosea 14: 5-8.

What do the prophets have to say to the people is these different passages? What is their message?

Y5 Further OT Activities...
Y6 Confirmation Preparation
LO: Know some parts of the story of Queen Esther.

- Understand that she had great trust in God.
- Be able to identify some reasons why this story is important in Scripture.






POG: Focus
To know that the Bible is a library of books that can be placed into different categories. They will be able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.

To know that the Bible is a library of books that can be placed into different categories. They will identify a few styles of literature from the Bible and will be able to recall parts of some Old Testament stories.

Extend Knowledge: Tp have a greater knowledge of the structure of the Bible. Be able to identify and use different styles of literature found in the Bible. In

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		<p>How have they reacted when they have felt these things? What have been the consequences of their actions?</p> <p>Understand that it reminds us of jealousy and disharmony in human relationships.</p>	<p>Israelite- Food provider God/ Moses- Freedom Giver Thirst-Quencher People -</p>	 <p>Who was Esther? Who was Mordecai? Who was Haman? What reasons had Haman for wanting to kill Mordecai? What dilemma does Queen Esther face in the story? How does her faith and trust in God help her in this difficult situation? Why do you think this is an important story? Imagine that you are Queen Esther or Mordecai.</p> <p>Write your version of this story and explain how the difficult situation that you faced was resolved.</p>	<p>recalling significant Old Testament stories they will understand that God called the people of Israel into a relationship with him and that they in their turn were asked to respond to his invitation. They will understand and be able to explain why the Commandments are important for life.</p>
 <p>Maths 5A</p>	<p>LO: Round numbers to the nearest 100,000</p>	<p>LO: Round numbers to the nearest 10,000</p>	<p>LO: Round numbers to the nearest 10, 100 and 10,000</p>	<p>LO: End of unit check</p>	<p>LO: Mental strategies (addition)</p>
	<p>Pages 41-43</p>	<p>Pages 44-46</p>	<p>Pages 47-49</p>	<p>Pages 50-512</p>	<p>Pages 52-54</p>
 <p>English</p>	<p>LO: To justify predictions through a variety of multi-clause sentence structures. As children enter the classroom, have them find a coat with a selection of</p>	<p>LO: To use dictionaries to check spellings and meanings of words. The class has received an email, but unfortunately, due to a poor connection,</p>	<p>LO: To use dialogue to move action forward and create tension. Create a mock scene where there is an argument with a child in the class. This could begin with</p>	<p>Catch up lesson</p>	<p>LO: To identify antonyms for emotional adjectives. Identifying antonyms: Discuss and chart some of Chingis' emotions</p>

The Un-forgotten Coat
by Frank Cottrell Boyce

polaroids in one of the pockets (see attached). Discuss some predictions for who the coat may belong to. Children to record what they *know*, *think* and what their *evidence* is from looking at the coat and its contents.

Know	Think I know	Evidence
It has a fur collar.	It is from another country.	It has some writing from another language
The photos are of landscapes, not people.	It is not from a local place.	The trees look different.

Shared writing:

Using the conjunctions *but*, *although* and *however* to contrast, *because*, *since* and *as* to explain (linking thoughts to evidence) and using *therefore* to link evidence to thoughts, model using a range of sentence structures to create multi-clause sentences, e.g. Because the images show desert and vast, blue skies with endless sunshine, I think they are in a foreign country. Model placing the comma between clauses to avoid ambiguity.

Children to discuss their responses with others in a mixed ability group and

some of the words have been scrambled. We need to first identify all the words that have been scrambled, and then use dictionaries to check the spellings of the words. The email reads as follows:

Dear Year 6,
We have recently moved from Mongolia and are going to start school in the UK soon. We wondered if you could help us with a couple of things. Will it be difficult to communicate in British schools? We know some English, but our main language is Mongolian. Will you help us to develop our speech and pronunciation? Will we need to buy a dictionary? We don't want to lose our sense of identity but we would love to join in with your school community.
Yours sincerely,
Chingis and Nergui

Children to write an email back to Chingis and Nergui to explain what school is like in the UK, using as many of the spelling words as possible.

the teacher asking a child to take off their coat/scarf/hat (prep a child in advance!). Ask children to record how it made them feel. **Read p14 – p18.** Discuss the ways in which dialogue is used to move action forward and create atmosphere. Identify which speech is a question, a command and a statement.

Shared writing:

Model writing question, commands and statement sentences to build tension, e.g.: “Take off that scarf, immediately!” commanded Mrs Browne, with a stern tone. “Why should I?” replied Julie, stubbornly. “If you don’t take it off, I will send you to Mrs Smith.” Model starting a new line for each speaker and other rules for dialogue (e.g. where to place the demarcation within or after the speech or reporting clause). Ask children to identify how verbs and adverbs can be used to heighten tension in dialogue.

Additional spelling opportunity:

Refer back to rules for using contractions within speech, e.g. don’t, can’t, shouldn’t etc. Children to use a mixture of questions, commands and statements to write a piece of

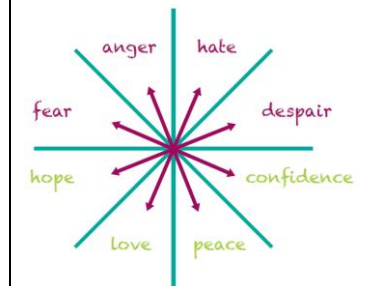
throughout the first section of the book, e.g. fear, anger, hope, friendship, power. Identify the word class (these will often be abstract nouns). Share the word *antonym*. Look for antonyms by pairing words, e.g. fear/power, peace/anger, hope/despair.

Shared writing:

Use supported writing to create multi-clause Sentences. Give children the subordinate clause and they create the main clause, e.g.

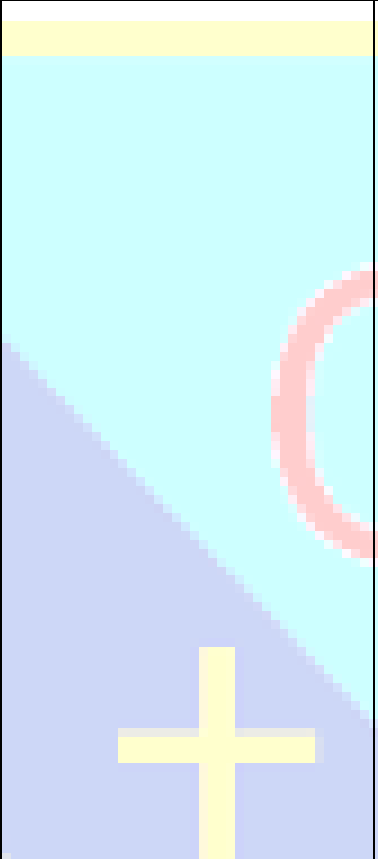
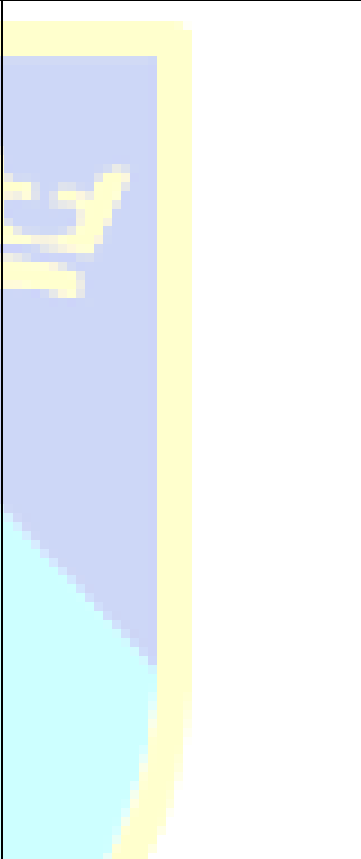


Although I felt anger, I hoped for peace.
Despite feeling hopeful, _____.
Because of feeling, _____.

Create an emotions spider diagram for the events throughout the first part of the story, read so far. Chart the emotions as opposites of one another.



Children to write a short diary entry from the point of view of Chingis, employing some of the

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	<p>record them. It might be useful to identify roles for children in the group. Children to group write their predictions about the coat and its contents. Have vocabulary banks available with technical language and a range of sentence openers, e.g. <i>In my opinion</i>, e.g. <i>yurt, dune</i> etc. and conjunctions. Magnifying glasses should be provided. Introduce the book and explain that it is also about a coat that arrived in a school one day. Read up to the end of p13. Have polaroid or instamatic camera to capture images of children's friendship groups to be used later in the sequence.</p>		<p>dialogue about an imagined event that took place in the classroom, e.g. taking off a scarf, jacket etc. Read up to p28 by the next session.</p>		<p>opposites from the spider diagram. Model the use of a semicolon to mark the break in the clause, e.g. <i>I felt anger; I hoped for peace</i>. Children to identify their own sentence from which to remove the conjunction and insert a semi-colon. Before the next session, tell children that they will be doing an experiment and that they need to bring in a small film canister.</p>
 <p>Spelling & Handwriting</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>	<p>develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent e</p>
<p>Reading and SPAG</p> 	<p>SPAG -</p>	<p>SPAG -</p>	<p>READING</p> <p>The learning objective for this lesson is that students will be</p>	<p>READING</p> <p>Starter Activity (10 minutes):</p> <p>Begin with a whole-class discussion to activate prior knowledge. Inquire about</p>	

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able to make predictions and inferences based on the text 'The Unforgotten Coat' by Frank Cottrell Boyce. Specifically, they will:

1. Make logical predictions about character motivations and plot developments.
2. Support their predictions with textual evidence.

Discuss inferences regarding characters' emotions and actions

Before the lesson, students should have a basic understanding of how to read narratives and have engaged in previous lessons about identifying characters and settings. Assess students' familiarity with the concepts of predictions and inferences through a quick, informal discussion. Ask students the following questions as a formative assessment:

- What is a prediction?

stories they've read recently and ask them to share instances where they made predictions.

Introduce key vocabulary: "prediction" and "inference" (defined below). Write these on the board with examples.

Ask students to quickly jot down a prediction for an open-ended scenario, for instance, "If a boy finds an old coat, what might happen next?" Share predictions aloud.

Input (15 minutes):

Introduce the text 'The Unforgotten Coat' through a brief synopsis and context about the author. Discuss the themes of the story and the main characters.

Read the first chapter aloud, pausing at key points to model how to make predictions and inferences. For example, ask "What do you think the coat symbolises?" or "How do you think the character feels here? Why?"

Demonstrate how to use textual clues to support inferences: "When the character says X, what does that tell us about their feelings?"

Guided Practice (15 minutes):

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- How do inferences differ from predictions?
- Can you provide an example of each from a book you have read?

Divide students into pairs and provide them with a selected excerpt from the text (with relevant sections for analysis).

In prompts, ask pairs to identify two predictions and two inferences they can make based on the text. They should annotations directly in the text.

Circulate through the classroom to support pair discussions, prompting deeper thinking with guiding questions such as:

“What evidence can you find that supports your prediction?”

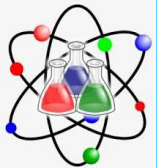
“How does the character’s actions give us clues about their feelings?”

Independent Activity (15 minutes):

Return to the whole class and ask each pair to present one prediction and one inference to the class, backing it up with evidence they found.

Ask students to write a short paragraph making a prediction about the next

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				<p>chapter, using evidence from the text to support their thought.</p> <p>Plenary (5 minutes):</p> <p>Conclude with a reflection on how predictions and inferences enhance understanding of the text.</p> <p>Ask the class the question: "Why are predictions and inferences important in reading?"</p> <ul style="list-style-type: none"> • Prediction: An educated guess about what might happen next in a story based on the information currently available. • Inference: A conclusion reached based on evidence and reasoning rather than from explicit statements in the text. 	
 <p>Humanities</p>	<p>History: Benin Kingdom:</p> <p><u>Lesson 5: What can the Benin Bronzes teach us about the Benin Kingdom?</u></p> <p>How did guilds work in the Benin Kingdom?</p> <p>What do primary sources tell us about life in the Benin Kingdom?</p> <p>What do secondary sources tell us about the Benin</p>	<p>Computing: Programming: Music</p> <p>Programming: Music Lesson 3: Musical storytelling</p> <p>LO: To plan a soundtrack program.</p> <p><u>Success Criteria:</u> I can decompose the story.</p>	<p>Science: Special effects materials</p> <p>Lesson 4: Oxidation</p> <p>Begin by learning about rust and the chemical reaction that occurs to create rust by going through this week's PowerPoint and watching the video link attached. Now you have learned about oxidation, today you are going to use oxidation to help age some props for use in films. The BFI needs to create a scene</p>	<p>PSHE</p> <p>Lesson 2: Jigsaw Piece 2 (Being a Citizen of My Country)</p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I can empathise with people in this country</p>	<p>Art</p> <p>Lesson 3: Chiaroscuro Learning about the drawing and painting technique of chiaroscuro and applying understanding of using light and dark to create form and impact in Maya-inspired word art.</p>

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<p>Bronzes' reception in Europe?</p> <p>Do the Benin Bronzes belong in the British Museum?</p>	<p>I can plan my program.</p> <p>I can explain how my program will add to the story.</p>	<p>with rusty doors and window frames, but are not sure how to create these effects. You will need to investigate the conditions needed for rusting to occur as well as the types of metal that rust. Now begin to investigate today's enquiry question (Which liquid will cause the nails to go rusty the most quickly?) and produce a full write up of your investigation. (Use support sheet for anyone who needs it). Remember to take photos of your nails that have oxidised!</p>	<p>whose lives are different to my own.</p>	
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MFL: French:



<p>Journey to a French School Learning objective: To conduct a survey and present the findings in French.</p> <ul style="list-style-type: none"> I can use an appropriate question form to seek information.. I can record information accurately in French, including the use of acute and grave accents. I can use the correct form of the verb aller to present results.
<p>Watch and listen -Teacher video: Journey to school Have ready</p> <ul style="list-style-type: none"> <i>Presentation: Travelling to school.</i> <i>Knowledge organiser: French Transport</i> (one copy each, kept from lesson 2). Numbers 1-20 – this is an external website and we do not have control over the content. Please check before showing it to the children. <p>Whiteboards and pens (one each). A soft ball or beanbag. Bilingual French/English dictionaries (optional). Activity: Class transport survey (pre-cut, one each).</p>
<p>Recap and recall -Sentence chaos <i>Display slide 1 of the Presentation: Travelling to school.</i> Give the children a five-minute time limit to work in pairs to put the words back into the correct order for each sentence. They should write this on a whiteboard. Before they begin, remind the class that the negative ne... pas is placed around the verb in a sentence in French. Take feedback from the class and then click to reveal the answers.</p>
<p>Attention grabber <i>Display slide 2 of the Presentation: Travelling to school.</i> Play the question and answer and invite the children to listen and repeat. Ask the children what these might mean:</p>

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Comment tu vas à l'école ? – How do you go to school?
Je vais à l'école en voiture. – I go to school by car.
 Display slide 3. Play the five different ways of travelling to school. For each one, ask the children to note on a whiteboard, in English, the transport used. Remind the children that **ne... pas** means not/don't.
 Ask volunteers to share responses, then click to reveal answers. Note that in the fourth one, there was a negative – the person does not go to school by boat, they go to school by train.

Main Event: Asking and answering questions

Display slide 4 of the *Presentation: Travelling to school*.
 Throw a softball to different children in the class and ask them the question: **comment tu vas à l'école ?**
 Use this as an opportunity to assess whether the children provide an answer in French using familiar language. The chart on the slide can be used as support.
 Allow the children time to practise asking and answering the question in pairs.
 Distribute the *Activity: Class transport survey* (one each) and make sure that the children have access to the *Knowledge organiser: French Transport* (see Print in advance). Underneath the question, the children should write their sentence for how they travel to school in French in the answer box.
 Explain that they will go around the classroom, ask each other the question (practise this again), listen to the answer then tick the corresponding box. Model this first with a volunteer and tick the corresponding box on the interactive whiteboard.

Describing orally and in writing Display slide 5 of the *Presentation: Travelling to school*. Ask the children to count up how many responses they have for each type of transport and note the number for each in the corresponding column of the table.

Children will need to say the numbers in French. If you feel they need to practise numbers 1 to 30 again, please use the numbers song link in the Have ready section. Remind the children that whilst number twenty-one is vingt-et-un, twenty-two to twenty-nine are composed of the bigger, followed by the smaller number; **trente** is thirty.

Listen to the question: Combien de personnes vont à l'école en bus dans la classe ? – How many people go to school by bus?

Click to reveal the incomplete answer and ask a volunteer to give the number of peers they found who travel by bus, in French, then write it into the answer space on the interactive whiteboard.

Dans la classe, _____ personnes vont à l'école en bus. – _____ people go to school by bus.

Proceed similarly with the questions on slides 5, 6, and 7.

Model how to use the incomplete answer structure to write all four sentences by writing the numbers from their tally into the gaps.

Point out that **et** – and, **mais** – but, can be used to create longer sentences.

For example: **Dans la classe, dix personnes vont à l'école en bus et huit personnes vont à l'école en trottinette. Dans la classe, douze personnes vont à l'école à pied, mais trois personnes vont à l'école en voiture.**

Discuss whether there were any other types of transport mentioned. If so, challenge the children to add further sentences for the other types of transport that peers use to come to school using the answer structure and changing the noun for transport. If only one person is using a certain type of transport, remind pupils they will need to use **une personne va ...** as it is the third person singular form of the verb **aller** – to go.

Wrapping up Use the *Pupil videos: Phonemes – Mouth Mechanics* accompanying this lesson to practise pronunciation of phonics with the children.

French firsts – a timeline: TGV – France's intercity high-speed train (Train à Grande Vitesse) began service in 1981. Originally designed to link major French cities, it now also links Italy, Spain and the UK (Eurostar). The TGV is often a double-decker train and has been known to travel at up to 200mph. Display the class graph (created in the Main event) and compare it with other classes. Which class walks the most?

Pédibus: Ask the class to find clues in the name to help them work out the meaning (foot bus). Watch the video to discover: where the children are going; how they are travelling; the advantages of this; whether it exists in England; what pupils think of this initiative and why?

Link: [Frenchschooljourneybyfootbus](#) – **this is an external website and we do not have control over its content – please check before showing it to the children.**

VOCABULARY:

VE en train by train

En taxi by taxi

En autobus/en bus by bus

En avion by aeroplane/ by plane

En ballon/montgolfière by hot air balloon

En voiture by car

En bateau by boat

En ferry by ferry

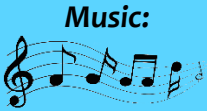
à trottinette by (push-along) scooter

à moto by motorbike

à vélo by bicycle

à pied on foot

Comment tu vas à l'école ? How do you go to school?
 Je vais à l'école I go to school
 Ils vont à l'école They go to school
 Combien de personnes vont à l'école en bus?
 How many people go to school by bus?



Music:

Learning objective: To play call and response rhythms using percussion instruments.

Success criteria:

- I can join back in if I lose my place.
- I can listen to the pulse and play my instrument in time.
- I can count the rests (silences) accurately

Watch: Teacher video: Drumming away to Africa

Have ready

- *Presentation: Odd one out* (Main event).
- *Presentation: Drumming away to Africa* (Main event).
- Djembes (traditional African drums) and/or any other drums, alternatively woodblocks or maracas (one each).
- A metronome or online metronome, for example: [Link: Online metronome.*](#)
- [Link: Arrivée et salut à l'assistance by Les Maitres-Tambours du Burundi on VideoLink.*](#)
- [Link: Badenya Foly by Group Bwazan on VideoLink.*](#)

*** These are external websites and we do not have control over their content – please check before showing them to the children.**

Print in advance

- Activity: Listening activity - Drumming away to Africa (one each).
- Answer sheet: Drumming away to Africa listening (one teacher copy).

Recap and recall

Display the *Presentation: Odd one out* and use it to recap learning from the previous lesson.

Presentation: Presentation: Odd one out

Answers:

Audio 3 is the odd one out because it is a flute playing, while the other two have drums.

Attention grabber

Explain to the children that they are going to play rhythms inspired by West African drumming during this lesson. In preparation, they will do a listening activity.

Give each child a copy of the *Activity: Listening activity – Drumming away to Africa*.

Play the first audio file using the link: *Arrivée et salut à l'assistance* by Les Maitres-Tambours du Burundi and ask the children to answer the questions on the Activity: *Listening activity – Drumming away to Africa*.

Play the second audio file using the link: *Badenya Foly* by Group Bwazan and repeat the activity.

Discuss their answers, using the *Teacher notes: Answers: Listening activity – Drumming away to Africa* for reference if needed.

Questions

How do these pieces sound similar? (Answers may include: they both use drums, have more performers, are fast and loud.)

How do these pieces sound different? (Answers may include: the second one is faster, the first one involves vocals.)

Main event: Display the Presentation: *Drumming away to Africa*.

Presentation: *Drumming away to Africa*

As a warm-up, use slide 1 to practise playing some of the rhythms. Allocate djembes or drums (or woodblock or maracas) to each pupil. To focus their attention, ask them to play loudly, quietly, quickly or slowly and get them to copy exactly.

- Display slide 2 and introduce the key words that will be used over the next two lessons.
- Display slide 3 and go over the rules for playing the djembes.
- Using slides 4 and 5, teach the children the two different ways to beat the djembe (open and bass).
- Show slide 6 and teach the children the basic warm-up call and response rhythms. Use a metronome to help maintain a constant pulse (for an online metronome, see Link: [Online metronome](#)).
- I am a tour-ist in U – gan – da
- Chicken in a vest (clap) we are the best
- Slug (rest) cater-pillar slug (rest) cater-pillar
- Tea coffee tea coffee tea coffee tea coffee

Teach the children one line/rhythm at a time and use repetition. Have a go at doing the rhythms slowly and then more quickly; loudly and quietly, with the pupils copying them in the same way.

Explain to the children that West African drumming groups always have a master drummer, who is the drummer in charge. Acting as the master drummer, demonstrate the rhythms and ask the children to copy them. Consider using a drum with a stick for this part so the children can hear it better.

Split your class into four groups and allocate each group a rhythm.

Start tapping a steady beat and then get the children to join in group by group.

Hopefully, you will get all four rhythms playing at the same time and in time.

Questions

What is the traditional West African drum called? (Djembes, pronounced jem-bays.)

What is the name of the lead drummer? (Master drummer.)

What is 'call and response'? (A lead person sings or plays and then the other performers immediately sing or play the same.)
What does it mean if you are 'improvising'? (Making music up as you go along.)
Choose a child to have a go at being the master drummer, keep the steady beat and decide when each group should join in.

Vocabulary Break

A rhythm that haven't been played yet.

Improvisation

Making things up as you go.

Master drummer

The group leader who plays the call and keeps the beat.

Ostinato

A short rhythm that is repeated again and again in a music piece.

Poly-rhythms

Multiple different rhythms played at the same time.

Syncopation

A shift of accent on different beats than usually.

Walk 7,000 steps this week!



- 25 sit ups
- run on the spot for three minutes
- 15-star jumps

REAL PE:



In 20 seconds or less, complete 12 figure of 8 circuits using both hands

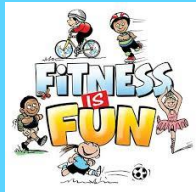
When attacking, spread out as a team to create more space.

When attacking, move quickly into spaces and move the ball quickly where possible.

Plan an exercise circuit that lasts 5 minutes. E.g. 1min jog 1 min mountain climbers 30 secs squat jumps 30secs run 1 min burpees You can add exercises like squat pulses or tuck jumps to increase the intensity!



Swimming



Daily PE Activity

OLC WEEKLY LEARNING PLAN

			<p>When defending, stay alert and mark players quickly.</p> <p>When possession changes hands, try to exploit spaces quickly if attacking, and close off spaces quickly if defending.</p> <p>trickier</p> <p>Use medium sized balls</p> <p>Increase court size to encourage greater accuracy and power</p> <p>Use neutral targets in end squares - scoring team receives ball back and attacks in opposite direction</p>		
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Homework:	See Teacher's Message	White Rose Mathematics books p14-16

OLC WEEKLY LEARNING PLAN

Communicating with school

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

