



Message from the teachers: Hello Everyone!

HOMEWORK



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

As we focus on prayer and praising God. We will discover how there are so many different ways to pray... We can say traditional prayers of the Our Father and the The Glory Be. We can prayer quietly and talk to Jesus in our own Words. Our new Church year has begun and Advent is now upon us as we stay awake and get ready for Jesus's birth on Christmas day.

English: This week we will be looking Stanley's Stick by

Maths: Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages 28-29-this week. *Maths homework will be sent out on a Friday and due in the following Wednesday (in time for marking).**



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



Reading: Reading books have been sent out and we hope to change them during the week (please send your child's reading book each day, as there will be lots of opportunities to read in school). The books are shared in the class 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.

KEY STAGE ONE




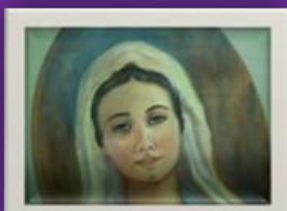



OLC WEEKLY LEARNING PLAN

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

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

Teachers:	Mrs Redfern & Mrs Humphris & Mrs Smith Miss Ryan	Year:	1	Date:	W/B Monday 4th December 2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>  <p>VOCABULARY: C Prayer, God, praise, thank, psalm, celebration, Glory Be To The Father, Our Father, candles, incense, blessing, holy water, altar, statue, icon, sign of the cross, Lord hear our prayer.</p>	<p>Sharing Our Catholic Pupil Profile GOSPEL VALUES & VIRTUES: Attentive and Discerning</p>  <p>Big Question: What does it mean to be attentive and discerning...</p> <p>I wonder why questions? Sharing our thoughts on the Gospel values and virtues</p> <p>Prayer and Liturgy- Advent Promises</p>	<p>BIG Question: How can we praise God?</p> <p>Looking at the vocabulary within prayer (e.g. praising God, thanking God, asking God to help us, telling God that we love him).</p> <p>Children to think of things that they praise God for. What are the things that they thank God for? What are the things that they ask God's help with?</p> <p>Why do you think it is important to thank God and ask God's help?</p> <p>Make a class list that can be referred to during prayer time.</p>	<p>Big Question: What prayer did Jesus teach us?</p> <p>What are the children's favourite words in this prayer?</p> <p>Think and talk about the meaning of some of the special words in this prayer.</p> <p>What does it say about God our Father? What are some of the things we ask God to do?</p> <p>What are the actions that we have created?</p> <p>Identify parts of the Our Father which praise, give thanks to God or ask God's help.</p> <p>This is the daily prayer of all Christians and that it reminds</p>	<p>Advent:</p>  <p>Prayer and Liturgy : Share class prayer and liturgy together.</p> <p>BIG Question: What can we use to help us to pray each day?</p> <p>Prayer and places to pray (e.g. candles, incense, music, actions, blessing with holy water, the altar, side chapels, statues and icons).</p> <ul style="list-style-type: none"> Advent Wreath and candles (create a class Advent)wreath Rosary beads 	<p>Stay and Pray KS1</p> <p>Theme Advent 1- Blessed with Love</p>  <p>Blessed with love</p> <p>"blessed" with love Luke 1:44 Discuss: what does love look like? How do we show love... to people we love...? ...to people we just 'know'...? ...to people we don't like...? ...to people we don't even know...?</p>



Make an individual Advent Wreath with five candles

Violet, violet, rose, violet, white.

Hope, Joy, Peace and Love Christchild -white

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



(See Art planning)



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

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

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

BIG Question: How can we praise God?

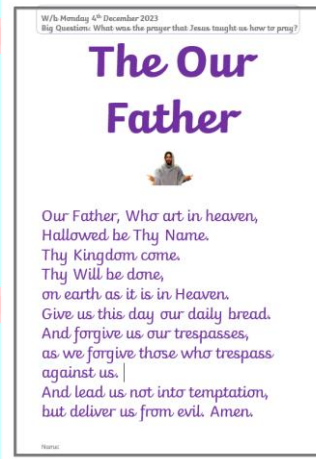
KU 13 Use religious words and phrases

ER 1 Say what they wonder about

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

us that we belong to the wider Family of God

Our Father : Children to share the story of how Jesus taught the disciples to pray the "Our Father".



Highlight words that are special to them. What do they mean? Discuss.

Class: Create a version of the Our Father on A3 paper for the children to read with you.

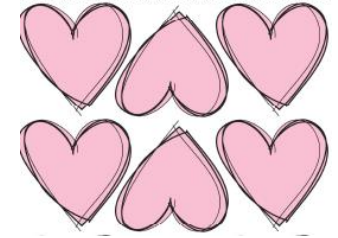
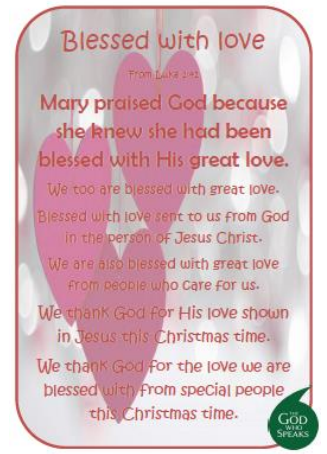
Big Question: What prayer did Jesus teach us?

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

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


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

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



Discuss: what does love look like?
 How do we show love... to people we love...?
 ...to people we just 'know'...?
 ... to people we don't like...?
 ... to people we don't even know...?

OLC WEEKLY LEARNING PLAN

		<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>Gather Listen Respond Go Forth</p>	<p>thanks in a more sophisticated way.</p> <ul style="list-style-type: none"> They will be able to identify a greater range of things to include in their own prayers. They will be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers. <p>They will also understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers.</p>	<p>sometimes even when you don't speak.</p> <ul style="list-style-type: none"> Contrast this with opportunities for silent prayer. <p>Lead the children in a guided meditation about talking to Jesus when we pray.</p> <p>C1 Take part in celebrations which express thanks and praise.</p> <p>R1 That praise and thanks are expressed in prayer,</p> <ul style="list-style-type: none"> 	<p>KS2 Write the name / draw a picture of someone you love and say why you love them.</p> <p>Dear God, I love Because..... Thank you for the love of special people. Amen.</p> <p>Then the prayer is to be taken home</p>
 <p>Maths</p>  <p>2A</p>	<p>LO: Count the Vertices of 2D Shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 196-199</p> <p>Workbook Pages 144-146</p>	<p>LO: Draw 2D Shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 200-203</p> <p>Workbook Pages 147-149</p>	<p>LO: Draw 2D Shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 200-203</p> <p>Workbook Pages 147-149</p>	<p>LO: LO: Lines of Symmetry</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 204-207</p> <p>Workbook Pages 150-152</p>	<p>LO: Sort 2D Shapes</p> <p>Unit 4 : Properties of Shape</p> <p>Text Book Pages 208-211</p> <p>Workbook Pages 153-5</p>
 <p>Maths</p>  <p>1A</p>	<p>LO: Recognise and name 3D shapes</p> <p>End of Unit Check</p>	<p>LO: Sort 3D Shapes</p>	<p>LO: Recognise and Name 2D Shapes</p>	<p>LO: Sort 2D Shape</p>	<p>LO: Make a pattern with shapes</p>
	<p>Unit 5: 2D and 3D Shape</p>	<p>Unit 5: 2D and 3D Shape</p>	<p>Unit 5: 2D and 3D Shape</p>	<p>Unit 5: 2D and 3D Shape</p>	<p>Unit 5: 2D and 3D Shape</p>

OLC WEEKLY LEARNING PLAN

	Text Book Pages 154-159 Workbook Pages 113-115	Text Book Pages 160-163 Workbook Pages 115-118	Text Book Pages 164-167 Workbook Pages 119-121	Text Book Pages 168-171 Workbook Pages 122-124	Text Book Pages 172-175 Workbook Pages 125-127
 <p>English</p>  <p>You Tube: https://www.youtube.com/watch?v=CiM38Z9BGel or CBeeBies Bedtime Story https://www.youtube.com/watch?v=szp2PQFQG78</p>	<p>LO: (1) To predict the events and outcomes in a story</p> <ul style="list-style-type: none"> I can use and to join sentences <p>I can imagine what might happen in a story</p>	<p>LO: (2) To segment words with adjacent consonants</p> <ul style="list-style-type: none"> I can blend and segment short words <p>I can write words from picture cues</p>	<p>LO: 3) To predict a story ending</p> <ul style="list-style-type: none"> I can predict how a story will end I can discuss my own ideas <p>I can write my own ending</p>	<p>LO: 4) To sequence the main events in a story</p>	<p>LO: 5) To retell a known narrative</p> <ul style="list-style-type: none"> I can sequence the main events in a story I can section events <p>I can use adverbs to sequence</p>
	<p>Introduce a magic stick to the children and tell them that the stick can become anything they want it to be.</p> <p>Model turning the stick into a range of different things, e.g. a pencil. Orally model using the sentence frame:</p> <p>My stick is a _____, and I will use it to _____.</p> <p>e.g.: My stick is a magic pencil, and I will use it to write stories that will come true.</p>	<p>Give children a phoneme frame containing space for four graphemes.</p> <p>Explain that in order to help Stanley, we are going to have to spell some of the words in the book for him.</p> <p>Dictate some ccvc and cvcc words that are found in the text and ask children to segment them on their phoneme frames,</p> <p>e.g.: stick, train, match, slug, spoon, sand, world.</p> <p>Phoneme frame Set up the sticks from session 1</p>	<p>Return to predictions from session 1 and discuss with children what they think Stanley will do with the stick. Share ideas as a class.</p> <p>Children may have suggestions such as throw it into the sea, keep it and take it home, give it to someone else, bury it in the sand etc.</p> <p>Shared writing:</p> <p>Ask children to create a sentence to describe what they think Stanley will do with the stick, beginning with the sentence opener 'In the</p>	<p>To retell the main events from a story I can use adverbs as sentence openers to sequence Give children copies of 10 illustrations from throughout the story. In small groups, children to sequence the images from the story into the correct order. Now ask children to remove 4 illustrations, so that they are left with the 6 key images that retell the story. Shared writing:</p> <p>Model writing a sentence/caption for the first of the six illustrations that the children are left with, e.g. Firstly, Stanley stood at the station with his stick. 10</p>	<p>Model referring back to the sequencing exercise from session 4. Shared writing: Use it as a plan to model writing the first events in the story, creating a section or 'paragraph', e.g.: Once, Stanley was standing with his stick on Stockport station. He always carried his stick everywhere. Story sequencing from session 4 Children to continue retelling the story, using their key events from the previous session as a prompt. Encourage them to use the sequencing adverbs to organise their events. A story scaffold or</p>

OLC WEEKLY LEARNING PLAN

Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Sticks

Give children sticks in small groups to orally rehearse their sentences, using the sentence frame modelled. Children to record their sentences using the sentence structure modelled in the whole class session. Share the story of Stanley's Stick and explain to children that, like them, Stanley has a magic stick that he is going to use to be several different things.

Read up to 'What is he doing?'. Ask children to make some predictions about what he is going to do next.

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

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

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s	t	i	ck
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end...' In the end Stanley threw the stick into the sea. Children to create a short piece of writing in which they write their own alternative ending to the story of Stanley's Stick. They can finish with their 'In the end...' sentence. Read the ending of the story to see if c

illustrations from the story for sequencing In small groups, children to sequence and caption the illustrations from the story.

Children to record the sequence and their captions in their books to support them planning their own story later in the planning sequence.

Children to share their sequence with children from other groups. Do you agree? If not, why not?

writing frame will support them to organise their events into sections or simple paragraphs. Children to swap their stories with a partner. Ask partners to read the story and identify where sequencing adverbs have been used.



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 our	floor hold path
do he ask	poor add both
to me found	because every hour
today she school	find great move
of we put	kind wash press
said no push	mind steak improve
sign so pull	labrad pretty sure
are so full	child beautiful sugar
were by house	children other eye
was my ear	said fast could
is here	climb last should
has there	most past would
has where	only father who
I live	both class who
you come	old grass why
your some	cold pass many

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

Root Word	+ er	+ est	*y
big	bigger	biggest	
dim	dimmer	dimmest	
fat	fatter	fattest	fatty
fit	fitter	fittest	
fun			funny
hot	hotter	hottest	
red	redder	reddest	
run	runner		runny
sad	sadder	soddest	
slim	slimmer	slimmest	
sun			sunny
trim	trimmer	trimmest	

• Key spelling rule: The last consonant letter of the root word is doubled to keep the vowel sound short.

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Year 1 and 2 Common Exception Words

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the they one	door gold plant
is he our	floor hold path
do he ask	poor add both
to me found	because every hour
today she school	find great move
of we put	kind wash press
said no push	mind steak improve
sign so pull	labrad pretty sure
are so full	child beautiful sugar
were by house	children other eye
was my ear	said fast could
is here	climb last should
has there	most past would
has where	only father who
I live	both class who
you come	old grass why
your some	cold pass many

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

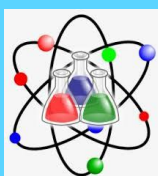
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sign so pull	labrad pretty sure
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were by house	children other eye
was my ear	said fast could
is here	climb last should
has there	most past would
has where	only father who
I live	both class who
you come	old grass why
your some	cold pass many



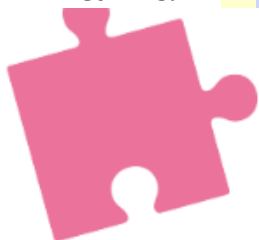
Humanities



GEOGRAPHY:

Jigsaw/ PSHE Unit 1: Y2

Year 1 & 2:



5. Making New Friends

Jigsaw Piece: 5.

Try to solve problems

Use kind words

5. Making new friends

Different from Same as Included

REAL P.E

Personal Skills

I enjoy working on simple tasks with help.

I can follow instructions and practise safely.

I try several times if at first I don't succeed and I ask for help when appropriate

Warm up

1

Off We Go!

Ride around and show all your amazing bike moves.

2

On And Off

Carefully practise getting onto your bikes.

Onto 1 leg and freeze for a photo of everyone before your trip.

3

Heads Up

GEOGRAPHY:



Primary Geography

Weather and fieldwork skills

Lesson 6: How can you present your decision?

Show pupils the main lesson question.

Pupils should complete the Quiz independently.

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

SCIENCE:

LO: Look at the wind in the playground and wonder if there is a link between wind direction and rainfall.

Does the wind change direction during the day? Make a wind-sock to measure the direction of the wind in the playground

Science Objectives
i) Observe changes across the four seasons.
ii) Observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

1. Ask simple questions and recognise that they can be answered in different ways.
2. Observe closely, using simple equipment.

Art/RE

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

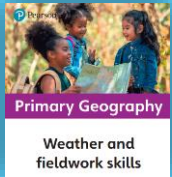


Make an individual Advent Wreath with five candles

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

Hope, Joy, Peace and Love

OLC WEEKLY LEARNING PLAN



I know how to make new friends

I know how it feels to make a new friend

Jigsaw Chime, Jigsaw song: 'There's a Place', Soft/sponge football, Friendship tokens, Flip chart, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

You're off for another ride and don't forget to beep when you pass another rider.

4 Helmets On

Whoops! Did you forget to put your helmets on?

Quick fasten them and check your friend's helmet.

5 Who's Being Safe?

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

6 Bicycle Bling

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

Skill

Yellow Skill

With fluency and control:

I can side-step in both directions.

I can gallop, leading with either foot.

I can hop on either foot.

I can skip.

Green Skill

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

Demonstrate understanding

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

Summative assessment

Lesson slide 5 and Work booklet pages 20-21

Explain that pupils are going to write some notes or a plan to create a presentation explaining their decision to the school council or headteacher (or whoever is most suitable for your chosen scenario).

Agree some headings or an example structure as a class, e.g.:

What we needed to decide
The research we did

3. Perform simple tests.
4. Use their observations and ideas to suggest answers to questions.
5. Gather and record data to help answer questions.

Make a wind sock to measure wind direction. Record the direction of the wind over a period of time. Does the direction of the wind change from the morning to the afternoon?


(Yr1). Observe wind direction over time and notice any patterns between rainfall and wind: is it always windy when it is raining? Does the wind change direction in the rain?

(Yr2). Activities
Make a wind sock to measure wind direction. Begin to record the direction of the wind and consider if it will change? (Yr1). Observe wind direction over time and notice any patterns

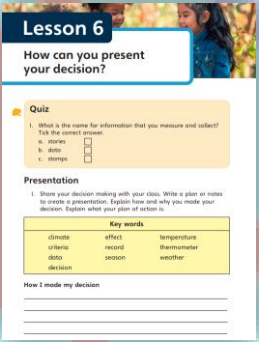

Christchild -white

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

OLC WEEKLY LEARNING PLAN

		<p>With fluency and control:</p> <p>I can combine side-steps with 180° front pivots off either foot.</p> <p>I can combine side-steps with 180° reverse pivots off either foot.</p> <p>I can skip with knee and opposite elbow both at 90° angle.</p> <p>I can hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p style="text-align: center;"><u>Application</u></p> <p>Introduce the song line by line.</p> <p>Discuss, agree on and practise different actions to perform as the song progresses.</p> <p>You might start with the video example for the children to copy and then create their own movements.</p> <p>Children could perform movements individually and/or in pairs.</p> <p style="text-align: center;"><u>Review</u></p>	<p>The criteria we chose</p> <p>The data we needed to collect</p> <p>How we collected the data</p> <p>What the data showed</p> <p>What our final decision was</p> <p>What our plan of action is.</p> <p>Emphasise that the purpose of the presentation is for pupils to explain how and why they made their decision, why their chosen location is the best and what the next steps are.</p> <p>Pupils should produce a written plan or notes and could then choose from a variety of formats to actually deliver their presentation, e.g. a group presentation, a video presentation or an audio recording.</p> <p>Display slide 5 containing key words and sentence frames for pupils to use as prompts for their plans or notes.</p> <p>If possible, give pupils the opportunity to deliver their presentation to the intended audience.</p> <p>Reflect</p> <p>Lesson slide 6 and Work booklet page 4</p>	<p>between rainfall and wind (Yr2).</p> <p>Investigation - observing over time, pattern seeking</p> <p>Make a wind sock to measure wind direction and a wind vane to measure the direction of the wind. Record the observations.</p>  <p>https://www.youtube.com/watch?v=YNcCvGBRdLw</p> <p>Year 1 - Does the direction of the wind change from morning to afternoon?</p> <p>Year 2 - Observe wind direction over time; notice</p>	
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OLC WEEKLY LEARNING PLAN

		<p>Children work in pairs or small groups with a ball or other piece of equipment per pair/group.</p> <p>Use a central clock and whistle/buzzer and divide the talking time evenly among the group with only the child holding the ball permitted to talk and with the ball on every 30, 45 or 60 seconds.</p> <p>Combine this method with Question Carousel where all answer the same question, or simply give a topic for discussion or review.</p> <p>As an alternative, the child holding the ball is not permitted to speak, with the rest of the group telling them how they thought they got on in the lesson, for example what they did well/what they could improve.</p>	<p>Pupils should complete their Learning review.</p> <p>If you have time, you could share what the pupils have written.</p>  <p>Share:</p> <ul style="list-style-type: none"> • Why I made that decision • What my plan of action is 	<p>rainfall and wind patterns: is it always windy when it is raining?</p> <p>Vocabulary Weather, rainfall, precipitation, data, wind, direction, gauge, patterns</p>	
 <p>Daily PE Activity</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>REAL PE: PERSONAL</p> <p>Lesson 5</p>	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrh10v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrh10v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrh10v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>

OLC WEEKLY LEARNING PLAN



Homework:

Communicating with school

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