

Message from the teachers: Hello Everyone!



HOMEWORK



RE: This term for our **Gospel values and virtues**, we are trying to be both **Compassionate and Loving** each and every day. We are trying to think of the importance of our Catholic Social Teaching- Character. We will have an opportunity to choose the **Subsidiarity** Character and look at how we can make a difference. We will be looking at **Parables** and how Jesus taught us about God Our Father through these stories. We will begin to look closely at **The Good Samaritan in Luke 10:25-37,**

English: This week we will continue to read **'Pig the Pug' by Aaron Blabey.'** This week we will investigate pets and create our very own non-fiction leaflets.

Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Y2 Please complete the following pages of 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).*



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.






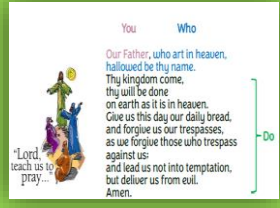



OLC WEEKLY LEARNING PLAN

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

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

Teachers:	Mrs Redfern & Miss Sidwell, Mrs Humphris & Mrs Smith Miss Ryan	Year:	2	Date:	W/B Monday 5 th February 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>   <p>VOCABULARY: F. Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep, Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man,</p>	<p>Sharing Our Catholic Pupil Profile GOSPEL VALUES & VIRTUES: Compassionate and Loving</p>  <p>LIVE IT! How can you show love and compassion to others? What can we give, so that we can be part of building God's kingdom here on earth? See Compassionate and Loving Poster...</p>	<p>Unit F: JESUS: TEACHER & HEALER</p> <p>Big Question: How does Jesus tell us what God is like?</p> <p>How do we know what is God like?</p> <p>To know that Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.</p> <p>Activity: Create a mind map to record information by recalling a range of stories and</p>	<p>Big Question: How can we show that we are a Good Samaritan in our lives today?</p>  <p>Bible Detectives- Find the Good Samaritan in their individual Bibles</p> <ul style="list-style-type: none"> Can you share any stories with a meaning? 	<p>Prayer and Liturgy : Share class prayer and liturgy together.</p>  <p>Year of Prayer OUR FATHER:</p>  <p>https://www.youtube.com/watch?v=d4R-WFkm41s</p>	<p>Guided meditation:</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</p>

miracle, healing.



Big Question-

- What does it mean to be both compassionate and loving?
- Who is showing compassion?
- Who is showing love?
- How does the Good Samaritan demonstrate CST?
- How does the Good Samaritan show that he is compassionate and loving?

events from the New Testament in which Jesus describes and tells us what God is like..

- What do we already know about the life of Jesus. What did he do?
- What did he say?
- Who did he spend time with. What did he teach us about
- God Our Father?

Introduce the idea that part of Jesus' role was to teach people about God and about how to live their lives and that he often did this by telling stories called parables.

Explain that a parable is a special story with an important message.

- Know the meaning of the word "Parable".
- Know the Parable of the Good Samaritan.
- Understand that it shows followers of Jesus how to live.
- Reflect upon the way they can be a Good Samaritan.

Lk. 10: 25-37 – The Parable of the Good Samaritan

- Do you know the Story of the Good Samaritan?
- Feelings- Share their feelings about stories that Jesus has told?
- How do you feel about those people who just walked away?
- What should they have done?
- What would you do? Why?
- What are these stories called? Parables? Do parables have a meaning?

Y1

<https://www.youtube.com/watch?v=CrVmb1r0zrg>

Y2

<https://www.youtube.com/watch?v=pr1jPialBpc>

All: In groups children to act out the story of the Good Samaritan.

Y1 Sequence the Parable of the Good Samaritan

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?

that some questions are difficult to answer

ER 3 Talk about their own feelings, experiences and the things that matter to them

ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

Gather
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.

- How does this help us in our lives today?

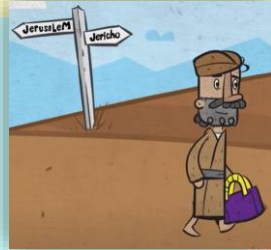
RE

Compassionate and Loving
–Which CST character have you chosen and why?



<https://cafod.org.uk/education/primary-teaching-resources/cst-pack-for-children>

*Solidarity-Sun bear /Shristi:
During how can Jesus give us hope?*



The Good Samaritan (45 sec)
<https://www.youtube.com/watch?v=OD-bTuVk2Tw>

ER 1 Say what they wonder about

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

ER 3 Talk about their own feelings, experiences and the things that matter to them

ER 4 Ask and respond to questions about their own and others' feelings, experiences and things that matter to them

(Present the story in jumbled paragraphs. Children to use arrows to show the sequence of the story).

Y2 Retell the Story of the Good Samaritan.

What message is Jesus giving us in this parable?

Return to the Big Question:
How could we be a Good Samaritan in our lives today?

To understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people.

To know some of the parables that Jesus told and will be able to explain what he is teaching us through them.

To know that Jesus performed miracles that

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

- How do we pray together?
- Silent prayer; that they can speak to God in formal prayer and in their own words.
- To know that silence is an opportunity to listen and pray to God.
- To identify some of the different ways people pray in Church.



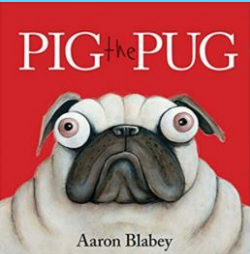
To use their own words to write simple thank you and asking prayers

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

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

Guided meditation:

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			<p>healed people of illness, disease, disability and will know that Christians are called to follow this example of care today.</p>	<p>(e.g. Joining hands, sitting, standing and kneeling, sign of the</p>	
 <p>Maths POWER MATHS 1B</p>	<p>L.O: Missing number problems</p>	<p>L.O: Missing number problems</p>	<p>L.O: To solve word and picture problems – addition and subtraction.</p>	<p>L.O: To solve word and picture problems – addition and subtraction.</p>	<p>End of Unit check</p>
 <p>English</p> <p>https://www.youtube.com/watch?v=kWT0j7bNmeQ or https://www.youtube.com/watch?v=NSRWqo_ZmJg</p> 	<p>LO: 11) To be able to plan for a piece of non-fiction writing</p> <ul style="list-style-type: none"> I can draw a picture-plan 	<p>LO: 12) To use expanded noun phrases for description and specification</p> <ul style="list-style-type: none"> I can describe a noun in a sentence 	<p>LO: 13) To be able to read and spell words with the suffix -ing</p> <ul style="list-style-type: none"> I can read and spell 'ing' words I can imagine what it is like to be an animal 	<p>LO: 14) To be able to use prepositions accurately</p> <ul style="list-style-type: none"> I can use positional language I can read and write could and should 	<p>LO: 15) To be able to discuss what they have written with the teacher or other pupils</p> <ul style="list-style-type: none"> I can talk about what I have written with my friends
<p>Whole class: Import content from session 4 on chosen pet and the ideas that children role-played and orally rehearsed in session 10.</p>	<p>Whole class: If possible, have some samples of pet food suitable for parrots/rabbits or cats (e.g. cat food, some seeds, some carrots etc...). Pick 'n' mix pet menu:</p>	<p>Whole class: Role play/dance session: Let the children move like each of the three possible pets to music and explore the tricks/things that they do (e.g. flying for a parrot/munching and hopping for a rabbit).</p>	<p>Whole class: Think about where the pets might sleep. Provide the children with a selection of possible beds for the three different pets – usual ideas such as a hutch, a perch, a basket,</p>	<p>Whole class: Discuss that this type of writing (a guidebook) would usually have an introduction (If possible, explore some texts that demonstrate this).</p>	

<p>or https://www.youtube.com/watch?v=Qlu3ik-qfJw</p>	<p>Give children pre-folded booklets (A3 folded into thirds works well) which will then form the plan for writing.</p> <p>Model a sequence of three illustrations for a 'How to be a lizard' guide (a lizard because this is what you used as your model earlier in the sequence).</p> <p>Independent work: Children to create illustrations in their pre-folded booklets. Illustration 1 should be of their chosen animal (cat/parrot/rabbit) and things they might eat.</p> <p>Illustration 2 should be of their animal and the tricks it does/how that pet might keep his/her owner entertained.</p> <p>And illustration 3 should be of their animal's possible sleeping arrangements.</p>	<p>Using printed and chopped sets of cards, let the children select combinations of the adjectives and nouns to create expanded noun phrases:</p> <table border="1" data-bbox="705 454 1052 606"> <tr> <td>crunchy</td> <td>kibble</td> <td>juicy</td> <td>leaf</td> </tr> <tr> <td>tasty</td> <td>meal-worm</td> <td>crispy</td> <td>hay</td> </tr> <tr> <td>squidgy</td> <td>bug</td> <td>silly</td> <td>fish</td> </tr> <tr> <td>plump</td> <td>seeds</td> <td>flaky</td> <td>meat</td> </tr> </table> <p>Independent work: Now model writing the first section of text in the 'How to' guide (in role as a lizard to tie-in with the other modelled writes you've created before now):</p> <p>What to eat: Good pets always eat tasty food. In the morning, I like to eat one juicy leaf. Then for a little snack in the afternoon, I will eat a squishy meal-worm or two. It is always a good idea to learn how to make your eyes as big as possible so that your human feels sorry for you and feeds you extra.</p>	crunchy	kibble	juicy	leaf	tasty	meal-worm	crispy	hay	squidgy	bug	silly	fish	plump	seeds	flaky	meat	<p>When the music stops, children freeze-frame in role as that animal and say what they like doing: I like flying. I like ...</p> <p>As children say their verb (action), write onto strips of card to be used shortly back in class.</p> <p>Snip-a-suffix: Provide the children the following verbs printed onto strips: flying, munching, jumping, crunching, chirping, leaping.</p> <p>For more able children, verbs that have a doubled consonant such as flapping and hopping.</p> <p>Snip the suffix 'ing' off and sort onto the rooting out verbs grid, either an enlarged version as a whole class or with the children in pairs.</p>	<p>and also other places such as a cushion, a shelf etc.</p> <p>Pet-shop prepositions: In pairs, children take turns placing their pet-puppet in a bed in the 'pet shop'.</p> <p>They then, as in session 13, speak in role as their pet: I like to sit on my perch. I like to snuggle in my nest.</p> <p>Develop ideas so that the children use a range of prepositions, keeping their chosen pet in mind.</p> <p>Independent work: Draw upon ideas from session 10 and pet-shop prepositions beginning with teacher modelling as in the previous session.</p> <p>Children write their own section for where their cat/parrot/rabbit could sleep, referring to session 10 and the adverbials that the children explored:</p>	<p>Remind children of the alliterative noun phrase they devised in session 9 and use this as the starting point to modelling an introduction:</p> <p>Hello! Bully the lovely lizard here. This is a guide to being the best pet you can be. I'll tell you how to eat well, find the best place to sleep and keep your human happy.</p> <p>Remind the children that they are writing in role as their chosen pet so the 'voice' needs to come through.</p> <p>Independent work: Let the children complete their 'How to...' guides by adding an introduction and then edit for punctuation and spelling – most children will need to do this as part of a small, guided group session.</p> <p>Plenary:</p>
crunchy	kibble	juicy	leaf																		
tasty	meal-worm	crispy	hay																		
squidgy	bug	silly	fish																		
plump	seeds	flaky	meat																		

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Plenary:
Apply headings in the correct places:

What to eat
Playing and entertainment
Where to sleep

Resources:

- Pre-folded fact booklets (one per child)
-

Ensuring that the noun phrases are included and that the children write in role and develop the 'voice' of their pet, let them write their own section of text in the pre-folded booklets they set up in the previous session.

Plenary:
Let the children check writing with a partner, making sure that they have kept to the first person and used capital letters and full-stops correctly.

Resources:

- Real/toy pet food
- Pick 'n' mix cards
-

Independent work:
Now using these verbs in their progressive form, model writing the second section of the 'how to' guide:

Playing and entertainment
You must keep your human happy by performing tricks and taking exercise. I like hanging upside down on my log and leaping off into the bark.

Let the children write their own section of text in the pre-folded booklets they set up in the previous session.

Plenary:
Let the children identify each of the progressive (ing) verbs that they've included and underline these.

For any children who have used verbs needing a double consonant,

Where to sleep
In the afternoon, I like to sit on my perch and sleep. This really annoys my human as they bought me a nesting box that I never use. You could sleep where your human would like you to, but under a bed, beside the fire and in between a wardrobe and a wall are great places too.

Let the children write their own section of text in the pre-folded booklets they set up in the previous session.

Plenary:
Read with a partner to check for accuracy.

Resources:

- Selection of pet- beds
- The children's pet puppets from session 10
-

Swap and read each other's 'How to...' guides. It would also be nice to receive a further letter from 'Pig' later on thanking the children for their amazing writing.

Resources:

- Selection of non-fiction texts that have introductions
-

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	the they one	door gold plant	clothes
a he once	floor hold path	bag	
do he said	poor told both	people	
to me friend	because every hour	water	
today she school	find great move	again	
of we put	kind break prove	half	
said no push	mind stack improve	money	
says go pull	behind pretty sure	Mr	
was at full	child beautiful sugar	Mrs	
were by house	children after	parents	
was my our	wild fast could	Christmas	
is here	climb last should	everybody	
his there	most post would	even	
has where	only father who		
I love	both class whole		
you come	old grass any		
your some	cold pass many		

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

box
bus
cat
class
coat
dog
fox
friend
frog
glass
goat
rock
train
tree

support them to check for spellings.

Resources:

- Card strips
- Scissors
- Rooting out verbs grid

LO: CEW – Common Exception Words Focus

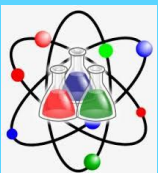
Year 1 and 2 Common Exception Words			
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to me friend	because every hour	water	
today she school	find great move	again	
of we put	kind break prove	half	
said no push	mind stack improve	money	
says go pull	behind pretty sure	Mr	
was at full	child beautiful sugar	Mrs	
were by house	children after	parents	
was my our	wild fast could	Christmas	
is here	climb last should	everybody	
his there	most post would	even	
has where	only father who		
I love	both class whole		
you come	old grass any		
your some	cold pass many		

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

box
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LO: CEW – Common Exception Words Focus

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Jigsaw/ PSHE Unit 3: Y2



Real P.E: Understand Performance

Unit 3

Understand Performance
This unit focuses on developing every child's ability to recognise individual and differences in performance.

In this unit, the children will develop and apply their dynamic balance on a line and dance through focused all development sessions, cooperative and competitive games.

Geography: Hot and Cold Places

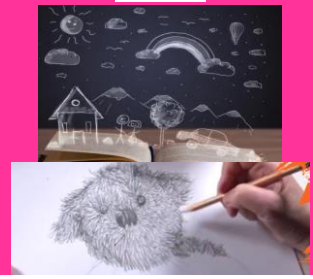
Primary Geography

Hot and cold places

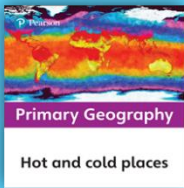
Science: Year 1/2 Brilliant Builders!



Art/RE: Drawing – Telling a story



Humanities



GEOGRAPHY



Year 1
Weekly Celebrations
Help others to achieve their goals

Piece /Lesson5.
Overcoming Obstacles

Challenge Obstacle Overcome Achieve Goal Stepping stones

Learning Attention
I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them

Social and emotional development learning intention:
I can explain how I feel when I face obstacles and how I feel when I overcome them

Resources:
Jigsaw Chime, Jigsaw

Lesson 4: Static Balance Stance

LO: To understand performance when practicing balance skills

Static Balance Stance Skills:
What:

- I can balance with both feet facing forwards.
- I can balance with feet still.
- I can balance with minimum wobble (control).

- How:**
- Keep my feet a shoulder width apart.
 - Bend my knees.
 - Keep my back straight and head up.

- Cognitive Skills:**
What:
- **Emerging** - I can name some things I am good at.
 - **Expected** - With help, I can recognise similarities and differences in performance.
 - **Exceeding** - I can explain what I am doing well and

Lesson 3: Where are hot and cold places found on Earth?

By the end of the lesson pupils should ...

- know that places get colder the further away from the equator they are, and hotter the closer they are to the equator
- develop confidence using a range of maps
- know the names of continents

Purpose:
Activate prior knowledge 5 mins (Lesson slides 1–4 and Work booklet page 9). Show pupils the main lesson question & complete the Quiz independently.

Explain/Explore 10 mins
Discuss different types of maps with pupils, showing them a variety of globes, atlases, paper and online maps. **If possible, take an inflatable globe and cut it vertically along a line of longitude.**

Demonstrate how map makers have to 'flatten' a spherical globe to create world maps

Lesson 5: Three Little Pigs

LO: To explore and discuss the materials the Little Pigs used

- Science Objectives:**
1. **Distinguish between an object and the material from which it is made (1EM)**
 2. **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (1EM).**
 3. **Describe the simple physical properties of a variety of everyday materials (1EM).**
 4. **Compare and group together a variety of everyday materials on the basis of their simple physical properties (1EM).**
 5. **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2EM).**

Working scientifically:

Lesson 3: To understand how to apply expressions to illustrate a character.



LO: Objective:
Success Criteria:
I can show expression by drawing eyes, eyebrows and mouths in different ways.
I can make quick sketches of people.
I can sketch a new character, adding expressions, details and texture

1: Recap and recall
Show the children a toy (it could be one used from the previous lesson) and ask them to identify the shapes they can see in the toy. If a toy is unavailable, show the children the image of a teddy on Presentation: My toy story from Lesson 3: My toy story.

Take feedback from the children about the shapes they can identify. Ask them to think about why this drawing technique is useful by discussing it in pairs. Use a question to prompt if needed.

Why does using shapes to start a drawing help? (Identifying basic shapes helps to identify correct proportions and placement)..

2: Attention grabber
Explain to the class that story characters find themselves in different situations so the illustrator needs to draw them

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Song: 'For Me', Pieces of paper for stepping stones, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

begun to identify areas for improvement.

How:

- Think about what you have done well in the lesson.
- Look at different parts of the body to help recognise similarities and differences.
- Think of non-physical and physical skills in terms of what you are doing well.

Warm Up:

Stuck in the Mud

Green Skill:
Balance on a low beam

Red Skill:
Try to stay balanced while receiving a force.

Below the knee:

Children work in threes, with two playing and the third acting as the referee. When playing, pairs stay inside their 'ring' during the game. If they exit the ring, they automatically lose the round.

The aim is for players to win rounds by being first to touch

(make more cuts to get it completely flat).

Practise 10 mins –(Work booklet page 9 and Downloadable resource 3.1) Provide each pupil with a set of continent outlines (Downloadable resource 3.1)

Introduce pupils to the idea that a continent is a large area of land.

Identify the seven continents (Africa, Antarctica, Asia, Australasia, Europe, North America, South America) on a globe or map.

Ask pupils to label each of their cut out continent outlines on the back with the correct name.

If possible, provide groups with a selection of globes and atlases, and ask them to look for different continents, matching them with their cut-out outlines to check.

Pupils should complete task 1 in pairs. Explain/Explore 10 mins Lesson slide 5

Recall from Lesson 1 how the temperature around school

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

You Will Need:

- 'What's My Material?' cards
- Sticky tape
- iPads
- Little twigs
- Hay or straw
- Art straws
- Lego
- Playdough
- Clay

Intro:

Greet the chn at the door. Stick one of the 'What's My Material?' cards on the back of each child, making sure that they don't see it and others don't say what it is.

Then ask all the chn to walk around the classroom, asking each other questions to help them work out what image is stuck on their own back.

Suggest to the chn that they should ask questions regarding

reacting by showing emotions such as fear, happiness, shock, embarrassment, anger or sadness. The reader, or viewer, will know how the story characters are feeling from their facial expressions.

Look at the character illustrations on slide 1 of the Presentation: Drawing expressions and ask the children how the characters are feeling and how they can tell this. Encourage the children to notice how the faces are all made up of a few simple lines.

Questions

*How are the characters feeling?
How can you tell?*

Show the children slides 2–5 of the Presentation: Drawing expressions, using the interactive features to explore how expressions can be drawn.

Play the Pupil video part 1: Drawing expressions to demonstrate this idea further. As a class, mind map and scribe somewhere visible, a range of different emotions (bored, lonely, scared, crazy, mean, peaceful, feeling pain, etc.).

Challenge the children to try and draw faces in sketchbooks to match each emotion using the ideas they have seen. The children can compare their drawn ideas. Show the class some examples of book illustrations. Either provide the children with a selection of picture books to look at independently or use the work of a famous children's book illustrator such as Quentin Blake on the link: Gallery of Quentin Blake's work.

Discuss some examples of character illustrations. Focus on what the characters are doing with their bodies and facial expressions and use the following questions to see what the children have found out:

How is this character feeling?



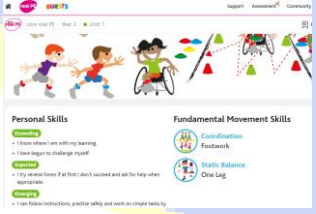
OLC WEEKLY LEARNING PLAN

		<p>their partner below the knee. They return to their corner after each point (round) and then play again. Children play the best of 5 rounds then rotate roles until they have all played each other. This is a great game for exploring how we can use our body and things like feints for attacking and defending.</p> <p>If a player wins 2 points in a row, they increase their level of challenge using the tricky, trickier and trickiest ideas. You might rotate groups after each mini tournament, for example, by grouping children according to how they performed.</p> <p>Progress the activity using the tricky, trickier and trickiest ideas. You might also play 2 v 2 games or uneven games for those that need challenging further.</p> <p style="text-align: center;">Review Method-Question Carousel:</p> <p>Everyone in your group must choose a coloured card. On one side you will find a question.</p>	<p>varies. Explain that temperatures also vary around the world.</p> <p>Display the slide. Why do pupils think the map is shaded in these colours?</p> <p>Explain that warm colours (e.g. orange) represent warm temperatures and colder colours (e.g. blue) represent colder temperatures.</p> <p>Identify the equator on the map and explain that the closer countries are to the equator, the warmer they are.</p> <p>Ask pupils to imagine standing next to a bonfire. What happens as they walk away from it? Explain that the closer to the heat source (the bonfire/the sun), the hotter it will be. The equator is the widest part of the Earth and therefore closest to the sun, so it will be the hottest part of the Earth.</p> <p>Practise 10 mins Lesson slide 5 and Work booklet pages 10–11</p> <p>Display the slide. Look at the numbers on the map, and</p>	<p>properties, such as: Am I flexible? Am I soft? Strong? Magnetic? Natural or man-made?</p> <p>When everyone has worked out the material on their backs, ask the class to sit down on the carpet.</p> <p>Play a video animation of the Three Little Pigs (see Weblinks) or read a version of the story to the chn.</p> <p>At the end of the story, discuss the materials used with the chn, asking questions such as: Why did the first two houses fall down? Why did the third one stay standing? What materials did they build their houses out of? What material could have been used instead for the first two houses?</p> <p>Main: Place the chn in small groups or pairs and challenge them to build the three pigs' houses using an array of materials: art straws, hay/straw, little twigs or lolly sticks, Playdough, clay and Lego.</p> <p>Allow them to explore the different materials and, as you move around, encourage them to talk about them using their scientific vocabulary.</p>	<p>How do you know? How has the illustrator used lines to show this?</p> <p>Arrange the children in groups of three or four with space to draw and move around.</p> <p>Using a known story or the illustrations from a children's book as a stimulus, ask the children in each group to take turns to be one of the characters. They should freeze-frame a pose (including facial expressions). While each child poses, the others spend just one minute making a quick sketch or line drawing (continuous line drawings would work well too). The children take turns posing and sketching until they have a selection of drawings in their sketchbooks. Some children could be challenged to draw children wearing or holding props like hats, scarves and sticks.</p> <p>The children select one of their favourite sketches to improve and add details to.</p> <p>Either photocopy each child's chosen drawing or provide tracing paper to lay over the top.</p> <p>Play the Pupil video part 2: Creating characters to demonstrate or model yourself how to transform their quick sketches into new characters. To do this, the children draw over their sketch using a pen such as a black biro, drawing pen or handwriting pen. They should develop the drawing by adding details and expressions using the ideas from the lesson to create their own new and unique character.</p> <p>The children should demonstrate the mark-making skills learnt across this unit to illustrate the textures of any fabrics. Some children may use mark making and cross-hatching to imply shadows: encourage this. Colouring is optional at this stage but could be added directly to the tracing paper drawing or on a version copied onto paper.</p>
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		<p>Green cards: Questions on your feelings about the lesson.</p> <p>Amber cards: Questions about what you enjoyed the most.</p> <p>Red cards: Questions about how you could do even better.</p>	<p>explain that each one shows a country listed on the table in their Work booklet. Support pupils to match up each number with its country label.</p> <p>You may want to explain what 'climate' is at this stage: the general weather conditions in a place over a long period of time.</p> <p>Demonstrate how pupils will complete the table by deciding whether each country has a warm or cold climate, based on the map's colour shading.</p> <p>Pupils should complete task 2 as a class or in pairs. Reflect 5 mins Lesson slide 6 and Work booklet page 4</p> <p>Pupils should complete their Learning review. & share what the pupils have written.</p> <p>Extend and stretch Lesson slide 7</p> <p>Display the slide and ask pupils to locate the countries shown on a globe or map. Do the photos of those countries follow the patterns identified on the temperature map (i.e. warmer nearer the equator and colder further away)</p>	<p>How the materials feel and behave, asking questions such as: Does it feel soft? Strong? Will it be good material for building a house? Will it blow down when the Wolf blows? Why will it blow down? What useful properties do the materials need to have to be good materials for house building?</p> <p>There are examples of house building with different materials in the resource.</p> <p>Ask each group of chn to tell you which material will be the most successful for house building and why.</p> <p>Plenary: Video the chn retelling the story of the 3 little pigs, giving explanations as to why the houses fall down.</p> <p>You might want to do this in small groups, or as a whole class listening to a group of volunteers who feel confident enough to retell the story to camera.</p> <p>Ask the whole class to think about why some pigs may not choose to use bricks (more expensive, heavier, harder work</p>	<p>4: Wrapping up Lay the children's character drawings on tables. Ask the children to walk around and look at each character and think about what expressions the characters have and what they might be feeling.</p> <p>The children could also be asked to describe the character and make inferences. You could choose a few characters to discuss as a class, imagining what their story could be</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">emoji <li style="text-align: right; margin-right: 20px;">emotion <li style="text-align: right; margin-right: 20px;">expression <li style="text-align: right; margin-right: 20px;">feeling <li style="text-align: right; margin-right: 20px;">illustrator <li style="text-align: right; margin-right: 20px;">illustration <li style="text-align: right; margin-right: 20px;">mark making <li style="text-align: right; margin-right: 20px;">texture
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				<p>to build with etc) and suggest successful alternatives.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Explore and understand the properties of the different materials the Little Pigs used (Yr1). 2. Predict which material will be the most successful for the Little Pigs, and why (Yr2) 3. Understand why some pigs may not choose to use brick (more expensive heavier harder work to build with etc) and suggest successful alternatives based on previous learning. <p>Vocabulary Rough/smooth, flat/bumpy, sharp/blunt, useful, materials, properties</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 Lesson 5</p>  <p>Personal Skills</p> <ul style="list-style-type: none"> • I can listen and follow instructions. • I have begun to challenge myself. <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> • Coordination • Footwork • Static Balance • One Leg 	<p>PE with Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>	<p>PE With Joe https://www.youtube.com/watch?v=d3LPrhI0v-w 5 Minute Move Kids Workout 1 The Body Coach TV</p>
<p>Homework:</p>					

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Communicating with school

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

