

OLC WEEKLY LEARNING PLAN

Message from the teachers:

We wanted to take a moment to recognise how hard all the children in KS1 have been working. They are making fantastic progress, and it is lovely to see their enthusiasm for learning!

Just a quick reminder that reading books need to be brought into school every day. Books will be changed once your child has read their current book a few times and can recall the words in the story without needing to sound them out.

Homework will be set every Friday and should be returned to school for marking by **Wednesday at the latest**. Each week, we will write the pages to be completed on the contents page, and the activities will always consolidate learning that the children have already covered in school.

Thank you for your continued support!

Mrs Mitchell, Miss Hannah and Mr McEvilly



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

Teachers:	Mrs Mitchell and Miss Hannah	Year:	1	Date:	14 th October 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	LO: Create a timeline of Jesus' life.	LO: To consider the thoughts and feelings of Mary, Joseph	Sunday's Gospel	Curious and Active	Rosary



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RE

<p>SC: Discuss what the New Testament is. Listen to the stories of Jesus' life. Put the events of Jesus' life into an order. Recall: What book have we been reading stories from so far? Can you remember any stories we have looked at? What happened in those stories? Input: Introduction to the New Testament. Does anyone know any stories? Listen to some of Jesus' stories – Nativity, Jesus gets lost in the temple, Baptism of Jesus, Good Friday, Easter Sunday. Main Activity: Year 1: Stick the stories in the correct order and draw a picture to match. Year 2: Write and draw the stories in the correct order. Wrapping Up: What stories have we looked at today? Can you remember what happened in the stories?</p>	<p>and Jesus when they travelled to Egypt.</p> <p>SC: Listen to the story of Flight into Egypt. Think about how hard the journey would have been. Think about how everyone would feel if they were forced to take that journey. Big Question: What kind of person was Joseph? Is there anyone in your life today who reminds you of Joseph? Recall: What part of the Bible are we looking at now? Can you remember any stories from Jesus' life? Input: Find and read the story of Flight into Egypt. What happened in this story? Ask a child to retell. Then summarise the story. Show children on a map the journey Mary, Joseph and Jesus travelled. Ask children how they travelled and how long they think it would have taken. Main Activity: Children to choose Mary or Joseph and think about their thoughts, feelings and what they may have said when they were told to flee Bethlehem; when they were travelling to Egypt; and when they arrived in Egypt. Big Question: End with an answer to the Big Question.</p>	<p>Mark 10:17-30 "For human beings it is impossible, but not for God. All things are possible for God."</p>	<p>How have we been curious and active this week? Can you think of any examples?</p>	<p>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. And lead us not into temptation, But deliver us from evil. Amen Hail Mary, full of grace, the Lord is with thee. Blessed art thou amongst women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners,</p>
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					<p>now and at the hour of our death.</p> <p>Amen.</p> <p>Glory be to the Father, and to the Son, and to the Holy Spirit.</p> <p>As it was in the beginning, is now, and ever shall be, world without end.</p> <p>Amen.</p>
 <p>Maths</p>	<p>End of unit check</p>	<p>Add together</p>	<p>Add more</p>	<p>Addition problems</p>	<p>Find the missing number</p>
	<p>Pages 71-72</p>	<p>Pages 73-75</p>	<p>Pages 76-78</p>	<p>Pages 79-81</p>	<p>Pages 82-84</p>
 <p>Bug Club Phonics</p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				


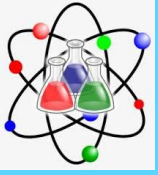
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English

<p>LO: To use command sentences.</p>	<p>LO: To use different sentence types to create speech bubbles.</p>	<p>LO: To use the simple past tense to write a diary entry.</p>	<p>LO: To use present progressive tense in a speech.</p>	<p>LO: To continue my speech and give advice.</p>
<p>All: Bossy charades: Have the following imperative verbs on the board or on tables: blow, stamp, tidy, pour, check, keep, put, sweep, make. Ask children if they are familiar with these? Mime the action and see if children can guess which one you mean. Take turns.</p> <p>Read the chapter, “A Long, Hot Summer” and draw children’s attention to how the people used fire in different ways. What might be some of the dangers? What instructions would you give people to stay safe? Rehearse creating command sentences.</p> <p>Yr1: Children to write command sentences in their books. <i>Blow out the candles.</i> <i>Sweep up the ash.</i></p> <p>Yr2: Extend by showing children some conjunctions when, before and after and explain that these can be used to express time.</p>	<p>All: Read to the end of the chapter, “Sunday 2nd September” and focus children’s attention on the double page spread starting, “In the early hours of Sunday morning...” Can children spot all the people in the windows? What could they be saying to each other? Children could role-play the dialogue here, using a range of sentence types.</p> <p>Yr1&2: Children to write down their ideas that they have role played and rehearsed in the speech bubbles.</p>	<p>All: Show children the video about Samuel Pepys https://www.youtube.com/watch?v=Mh_Js-2Qh3o Read the page, “Pepys’ Diary” and stop after reading the quote at the bottom of the page. Why are diaries important to help us understand history?</p> <p>Yr1&2: Explain that we are going to imagine we are witnessing the fire and write a diary entry. Children can do this in role as Samuel Pepys. <i>Dear Diary,</i> <i>I tasted the hot ash in the air. I smelled the smoke all around me, I was scared.</i></p>	<p>All: Continue to read and finish the chapter, “Pepys’ Diary.” Explain that Pepys knew King Charles II and was able to go and warn him. What do they imagine Pepys said to the king? Explain that he would have spoken in the present progressive because the crisis is happening now.</p> <p>Give children time to rehearse using the verbs from the starter in sentences and draw their attention to the auxiliary verbs, is/are. When do we use are?</p> <p><i>The fire is spreading through the city.</i> <i>The fire is devouring buildings.</i> <i>Homes are collapsing quickly.</i></p> <p>Yr1&2: Children, in role as Samuel Pepys, begin writing their speech to King Charles II using command sentences. <i>Please listen to me.</i> <i>The fire is not stopping.</i> <i>It is spreading further.</i></p>	<p>All: Explain to children that we are going to continue our speech from yesterday. Yesterday, we were explaining to the king what was happening and today we are going to give advice. We will use command sentences to do this. Commands for the King: Give children the following imperative verbs on the board: listen, call, send, protect, pull, deliver. Can children choose a verb and complete a command sentence? <i>Listen to my advice.</i> <i>Call the fire brigade.</i> <i>Pull down the houses. Send a message to the army.</i></p> <p>Yr1: Children to continue to write their speech using command sentences, recap from Monday.</p> <p>Yr2: Can the children extend their sentence with the conjunction <i>because</i>? <i>You must call the fire bridge because they have the tools to help.</i></p>

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	<p>Model extended the command sentences with these. <i>Blow out the candles when you are ready for bed.</i> <i>Sweep up the ashes after the fire has died.</i></p>				
 <p>Spelling & Handwriting</p>	<p>so by my here there</p>	<p>so by my here there</p>	<p>so by my here there</p>	<p>so by my here there</p>	<p>so by my here there</p>
 <p>Humanities</p>	<p>COMPUTING – BEE-BOT</p> <p>Lesson 6: End of Unit Assessment</p> <p>Multiple choice questions.</p>	<p>ART – COLOUR SLPASH</p> <p>Lesson 4 LO: To experiment with paint mixing to make a range of secondary colours.</p> <p>1. Give the children time to experiment with mixing yellow and blue in their sketchbooks. They should vary the shade (or hue) of green they make, using different quantities of blue and yellow paint each time.</p> <p>2. Show the children how to draw around their hand on a piece of A4 paper (include short lines where the fingers and thumb meet the palm, to</p>	<p>HISTORY – THE GREAT FIRE OF LONDON</p> <p>Recap last week’s learning by asking the chn to recall the key events of the Great Fire. Lesson 3, slides 9–11. Ask the class how they think we know about the events of the Great Fire in 1666 (books, letters, diaries, paintings/drawings, physical evidence, etc.). They may need prompting with questions (e.g. How did people communicate in the past, before they had phones? Did people have cameras in 1666?). Ask pupils how they think people in the future will find out about us. Show the examples of 21st-</p>	<p>SCIENCE – ANIMALS INCLUDING HUMANS</p> <p>Remind the children of the pet designs they created in the previous lesson. Give them time to create their own pet using the available resources. After the time is up, gather the children in a circle with their homemade pets. Ask each child, "How will you keep your pet happy and healthy?" Encourage them to focus on the pet’s features (e.g., "It has small legs, so it only needs a little walk," or "It has fur, so it needs brushing"). Ask the chn to create a list or poster</p>	<p>MUSIC – UNDER THE SEA</p> <p>Lesson 5: Under the sea performance</p> <p>LO: To perform as part of a group to demonstrate dynamics, pitch and rhythm. SC: I can read symbols from left to right. I can make high, low, loud and soft sounds. I can read different sound patterns. I can follow a leader. Recall: Agree or disagree with the images representing sounds and silences. Attention Grabber: presentation under the sea –</p>

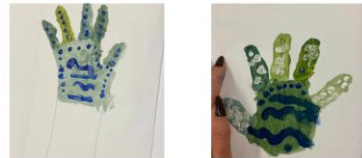
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separate them). Demonstrate painting each finger using the colours they will mix.

3. Give out paint palettes containing blue and yellow paint for the children to mix five shades of green themselves. Then they should draw around their hands and paint their fingers, each a different shade of green.

4. The children can then fill the palm space by creating patterns using different shades of green. Encourage them not to leave any white space.

This activity could be done using any pair of primary colours but variations in green can be easiest to see clearly.



century sources on slide 10 and discuss the questions. Discuss which types of sources would not have been left behind by people in 1666 (e.g. photo, videos, digital records).

Look at the sources that were left behind after the Great Fire on slide 11 and ask pupils which would be most useful to historians. Highlight the importance of Samuel Pepys' diary.

Downloadable resource 3.3. Explain that whether a historical source is useful or not depends upon what we want to find out (e.g. if you want to know what a building looked like, a drawing from the time is useful; but if you want to know what people thought about the building, a piece of writing would be more useful). Pupils work in small groups. Hand out a set of historical sources cards to each group. Ask pupils to pick out the sources that would be most helpful in finding an answer to the question 'Why did the Great Fire of London spread so easily?' After discussion chn write in their books which source was most helpful and explain their reasons why.

titled "Looking After My Homemade Pet," considering the pet's features and care needs. Challenge them to present their pet to the class, explaining how to keep it happy and healthy. Finally, have each child introduce their pet to the class, sharing its name and how they'll care for it.

what different symbols can you see in the picture?
How did you use the instruments when looking at the fish?

How did you use the instruments when looking at the diver?

What did you do when you looked at the rhythms in the hearts?

Main Activity: presentation – follow the presentation from left to right the diver's pitch, rhythm and dynamics. Emphasise the rhythms should be clapped.

Children will understand what each symbol represents – model Children to work in groups to play each element – ensure children are looking at the presentation and representing the different symbols in the correct order.

Wrapping Up: Did the group represent the diver, bubbles and fish correctly?

Resources: Instruments

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<p>PSHE Jigsaw</p>	<p>Year 1 – Being Me In My World Lesson 5 – Consequences Please teach me to:</p> <ul style="list-style-type: none"> Recognise the choices I make and understand the consequences Recognise the range of feelings when I face certain consequences <p>Use the scenario pictures and ask the children what might be happening. Ask them who is in the picture, what they are doing, how they are feeling and what might have happened just before this. You are helping the children understand that the scene in the picture might be a consequence of something that happened before. Reinforce this by giving some positive and negative made up examples from the classroom emphasising the language of:</p> <ul style="list-style-type: none"> Making a choice Consequences of that choice <p>Using Jigsaw Jack as the talking object, share the children’s ideas. Reinforce that we can choose to follow the rules or not but whatever we choose there will be consequences.</p> <p>If we make a wrong choice the consequences might not be good, if we make a right choice the consequences are more likely to be good.</p> <p>Exemplify by giving some made up examples from the classroom reinforcing the language of choice, responsibility and consequence.</p>		<p>Year 2 - Being Me In My World Lesson 5 – Our Learning Charter Learning Intentions:</p> <ul style="list-style-type: none"> Understand how following the Learning Charter will help me and others learn Work co-operatively <p>Ask the children to work in groups and design a poster that illustrates the Learning Charter in action in the classroom. They may choose to focus on a particular aspect, or the teacher can give certain aspects to each group to include in their poster.</p> <p>If the Whole-school Learning Charter is not available at this stage, the children can still design posters based on some of the positive learning behaviours discussed in previous lessons (Pieces).</p> <p>Ideas could include:</p> <ul style="list-style-type: none"> A picture of a positive behaviour in action with a slogan A picture of the whole class following the Learning Charter/Right to Learn A picture of children taking different responsibilities A poster of key words that reflect positive praise and encouragement <p>Offer the children a range of media to work with as appropriate e.g. drawing/painting/ICT/collage.</p> <p>Display the children’s posters in class and use a camera to take photos to include in the children’s Jigsaw Journals.</p>		
	<p>Real PE – Unit 1: Lesson 5</p> <p>In this unit, the children will develop and apply their footwork and one leg balance</p>	<p>Fitness Bingo</p> <p>Students are given a Fitness Bingo board with a variety of fitness activities. The teacher calls out a fitness card from the</p>	<p>Fitness Focus: All Hands on Deck</p> <p>A safe playing area with boundaries is allocated for this game. One edge of the</p>	<p>Cosmic Yoga:</p> <p>Children will take part in some yoga to focus on breathing.</p>	<p>Dance: Just Dance – I Gotta Feeling (Classroom Version) https://www.youtube.com/watch?v=m3402DZvbVU</p>

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Daily PE Activity

through focused skill development sessions, thematic stories and games.

pile. The students do the fitness activity before placing a counter over the task on their Fitness Bingo board. The first student to cover a row of fitness activities on their board calls out "Fitness Bingo!" and wins the game.

boundary is the 'ship', the opposite boundary is the 'shore' and the middle is the 'deck'. Students stand in the middle of the playing area and wait for the teacher to call out orders. "All hands on deck!" – students run to the deck and sit down. "Attention!" – all students stand up and salute. "All hands on ship!" – students run to the ship side. "All hands on shore!" – students run to the shore side.

<https://www.youtube.com/watch?v=Sjq2OPw3AMQ>

Homework:

Communicating with school

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