

OLC WEEKLY LEARNING PLAN

Message from the teachers:



Mrs Mitchell, Miss Hannah and Mr McEvilly



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

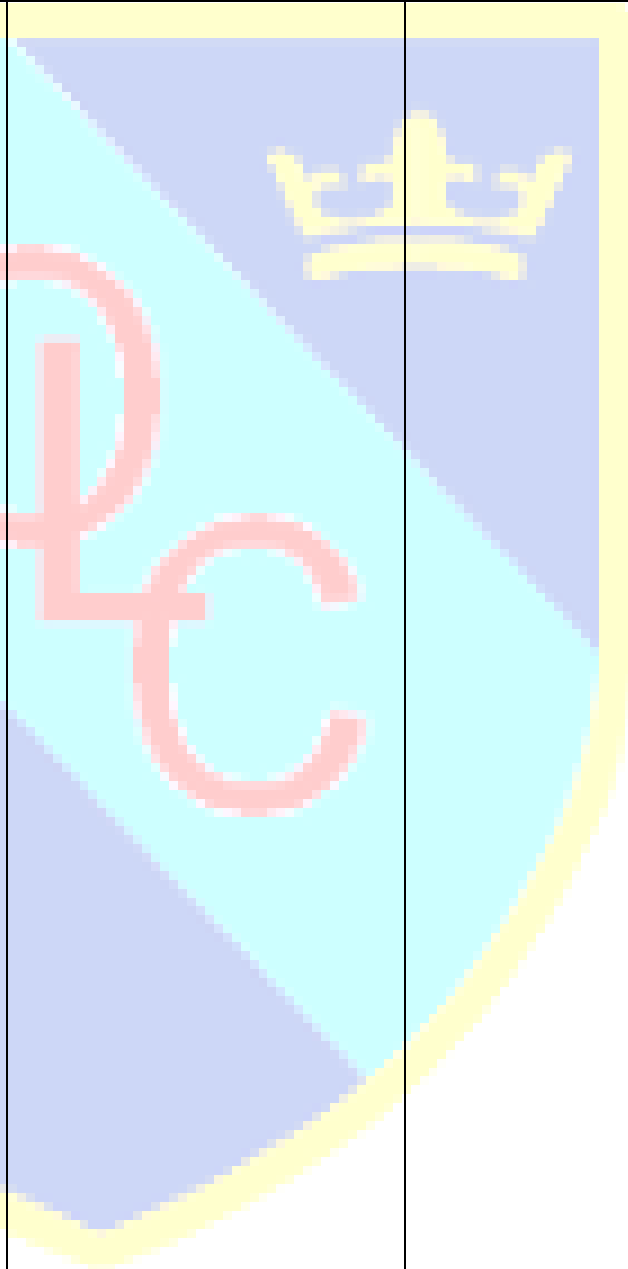
Teachers:	Mrs Mitchell and Miss Hannah	Year:	1	Date:	23rd September 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>	<p>LO: Retell the story of Jonah and the fish and explore Jonah's feelings.</p>	<p>LO: Write a story review about what the story of Jonah means to you.</p>	<p>Sunday's Gospel</p>	<p>Curious and Active</p>	<p>Day of Thanksgiving for Harvest</p>
	<p>SC: Listen to the story of Jonah and the fish. Summarise the story of Jonah and the fish. Explore why it is sometimes difficult to say 'yes'. Big Question: 'Why was it hard for Jonah to say yes to God?' Recap: Thinking back to the story of Abraham and Isaac:</p>	<p>SC: Listen to the story of Jonah and the fish. Recap the story of Jonah. Write a review about what the story means to you. Recap: Thinking back to the story of Jonah and the Fish: What did God ask Jonah to do? Did Jonah say yes to God? What happened to Jonah?</p>	<p>Mark 9:30-37 "If anyone wishes to be first, he shall be the last of all and the servant of all." Patience is a virtue and all people must not rush, take their time and wait.</p>	<p>How have we been curious and active this week? Can you think of any examples?</p>	<p>It is important to reflect on what we are thankful for and thank all children and their families for donations for the Harvest Festival. https://www.youtube.com/watch?v=NTdlrITIXks</p>




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What difficult decision did Abraham make?
 How was Isaac feeling after he found out about his father's plan?
Input: Listen to Jonah and the fish:
<https://www.youtube.com/watch?v=WOSadLyqshg>
 Why do you think Jonah was chosen by God?
 Did Jonah do what God asked him?
 What happened when Jonah did not listen to God?
 Difficult decisions: discuss why it may be hard to say yes to something you don't want to do.
Main Activity: Retell the story of Jonah and the fish using puppets. Work in groups being Jonah, the fish, God, the wind, the waves and the people. This will then be presented to the class so that we can hear the story.
Year 1: Think about how Jonah was feeling when he was swallowed by the big fish, what was he thinking?
Year 2: Think about what Jonah might have thought and said when he was swallowed by the big fish.
Big Question: Ask for 3 responses for the Big question to go in the book.


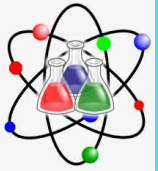
Input: Listen to the story of Jonah and the Fish again from last lesson:
<https://www.youtube.com/watch?v=WOSadLyqshg>
Main Activity: Write a story review about Jonah and the Fish and what it means to you.
Year 1: Title
 I like Jonah and the Fish because....
 The story of Jonah is important to me because.....
 Draw an image of Jonah and the Fish.
Year 2: Title
 I like the story of Jonah and the Fish because....
 The story of Jonah and the Fish is important to me because...
 People should read this story because.....
 Draw an image of Jonah and the Fish.
Wrapping Up: What is the message of this story?



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 <p>Maths</p>	<p>Compare groups</p>	<p>Fewer or more</p>	<p>< , > or =</p>	<p>Compare numbers</p>	<p>Order objects and numbers</p>
 <p>Bug Club Phonics</p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				
 <p>English</p>	<p>LO: To use verbs in the past tense.</p> <p>Look at the following irregular verbs taken from the story. Do children know their past tense forms?</p> <p>These verbs will be used later on in the week for the sorry letter from Goldilocks as it will be written in the past tense.</p> <p>Yr1: Complete the past tense verbs worksheet Yr2: Complete the past tense verbs worksheet</p>	<p>LO: To use question words and question marks to write questions.</p> <p>Teacher-in-role: Tell children there is visitor coming into the school. Teacher/ TA/confident Y6 child to go into role this time as Goldilocks, enter classroom looking sad with one of the Wanted Posters. Sit down and say that you think that you might be in trouble because you noticed these posters around school. Ask the children if they know anything about them, why have they been put up? But you didn't do anything wrong! Can the children tell you what you have done? Explain that you were hungry and you didn't mean to break the chair and the bed. Look shocked and</p>	<p>LO: To write an apology letter from Goldilocks.</p> <p>Recap the verbs from Mondays lesson.</p> <p>Think about the things that Goldilocks did wrong (ate the porridge, broke a chair, slept in the bed) could she say sorry for these things? Could she write a letter to the bears to say sorry?</p> <p>All: Shared writing: What could you say in an apology letter? What could you promise to do (e.g. come and cook breakfast, help mend the chairs, help the bears with the cleaning etc.). Explain that the children need to help because you are not a very neat writer!</p>	<p>LO: To role-play a meeting between the bears and Goldilocks.</p> <p>All: Role play Children to get into groups of 4 (one Goldilocks, 3 bears). Goldilocks will read out her sorry letter and the bears will 'react' what would they say? Would they forgive Goldilocks? Would they still be angry or sad?</p> <p>Take pictures for evidence in books.</p>	<p>LO: To compare two versions of the same story.</p> <p>Recap with class what kind of book Goldilocks is (Traditional tale/fairy tale). Tell them the version we read by Lauren Child is just one version - there are many versions out there with different points of view. Show them Me and You by Anthony Browne, tell them some versions do not share the same title. Show them the book and ask questions that encourage them to compare about setting and characters and discuss how different it is to the other version.</p> <p>All: Have a table with the picture of the books children to</p>

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		<p>apologise to the children and ask them what you could do to say sorry to the bears? All: Use the talk to the hand to create a range of questions that the three bears might ask Goldilocks. Model questions marks.</p> <p>Yr 1: To write 3 questions Yr2: To write 5 questions, one for each 'w' word Why did you break my chair? What did you do that for? Who told you to go in?</p>			write under each word differences e.g forest on one and city on the other.
 Spelling & Handwriting	<p>was is his has I</p>	<p>was is his has I</p>	<p>was is his has I</p>	<p>was is his has I</p>	<p>was is his has I</p>
 Humanities	<p>COMPUTING – BEE-BOT</p> <p>Lesson 3: Precise instructions</p> <p>LO: To plan and follow a precise set of instructions. SC: I can follow verbal instructions. I can give precise instructions. I can check that the instructions being given are correct.</p>	<p>ART – COLOUR SLPASH</p> <p>RECAP Lesson 2: Painting with Colour</p> <p>LO: To apply knowledge of colour mixing when painting</p> <p>Recap Primary and Secondary colours from last week.</p>	<p>HISTORY – THE GREAT FIRE OF LONDON</p> <p>Show pupils the main lesson question. Pupils should complete the quiz independently in their books. Watch an animated recreation of 17th-century London before the Great Fire (https://www.youtube.com/watch?v=SPY-hr-8-Mo). After watching the video, ask pupils</p>	<p>SCIENCE – ANIMALS INCLUDING HUMANS</p> <p>Start by asking the children if they've ever seen a woodlouse and where they might have spotted one. Then, divide them into groups and explain that they'll be heading out into the school grounds to collect woodlice, which they'll keep in the classroom for a few</p>	<p>MUSIC – UNDER THE SEA</p> <p>Lesson 3: Rhythm</p> <p>LO: To clap simple rhythmic patterns while keeping the pulse. SC: I can recognise and describe repetition in two sound patterns. I can read sound pattern symbols from left to right.</p>

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Recall: In pairs, take turns recalling facts about Bee-Bots and their purpose/instructions.

Discussion: Explain how this lesson is unplugged and we will not be using technology for this lesson.

Main Activity: Go to the hall or playground and in pairs we will pretend to be Bee-Bots. Within the cones, one child will have a controller and provide the instructions and the other child will be the Bee-Bot and will follow the instructions.

Your instructions must include:

- Forward, backwards
- Left, right
- Stop, go

Swap roles so the other child can have a go at controlling.

Wrapping Up: Were we able to all follow instructions? Let's try one more as a class on the virtual Bee-Bot board to see if we can add more turns.

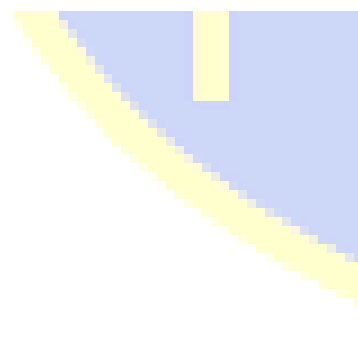
Resources: Bee-Bot mask, controller

Hand out coloured pairs of blocks in primary colours, e.g. red and yellow, red and blue, blue and yellow. Challenge the children to decide what secondary colour would be made by mixing them. Ask them to then move around the classroom to find an object of that secondary colour.

Last week we used colours to create number 1-9 this week we will choose one number to enlarge and use the paint to add colour to it.

Ask the children to draw a number from 0 to 9 on their paper. Get them to draw a big number, just like Jasper Johns did.

Then, using all three primary colour paints, ask the children to paint the numbers.



to discuss in pairs the differences between London in 1666 and modern towns and cities. Suggest they think about the houses, building materials, layout of buildings and overcrowding. As a class, work through the PowerPoint slides focussing solely on present day London. Children complete worksheet using information off the slides and class discussion.



days. Ask where they think they should search, reminding them of their discoveries from the previous lesson. Take the children outside and have each group search for woodlice, instructing them to notify an adult when they find some. Encourage them to observe the specific features of the places where they find the woodlice. Ask questions like: What can we learn about where woodlice prefer to live? Is their habitat dry or wet? Light or dark? Carefully place the woodlice in a lidded pot. Back in the classroom, tell the children they'll be keeping the woodlice as temporary pets. Ask how they can make the woodlice comfortable and what they might need to recreate their natural habitat. Have them collect items like leaves, twigs, and moss. Each group will receive a tray to create a habitat for the woodlice on one side, using their observations from outside. On the other side of the tray, they'll add different items, including various foods, to see what the woodlice prefer. In mixed groups, students should complete 'Where do

I can clap simple rhythmic patterns comprising one beat sound and one beat rest.

Recall: Explain the answer – think of a sound to match the presentation – children to explain why?

Attention Grabber: Play audio, what could the sound be? What might she take photos of? How many sounds were in the first clip?

How many sounds were in the second clip?

Were there any gaps in the sounds?

Play sounds again ask children to clap back each rhythm.

Main Activity: Presentation: Explain hearts represent a beat - how could you show this beat? Put a line in the heart to show the beat.

Put children in pairs and invite them to practice clapping each pattern in turn, then both after each other without a gap.

Ensure a steady beat.

Wrapping Up: Play underwater audio – can children identify the pulse by nodding heads? Model this. Divide class into 2, one half claps the first rhythm and the other half claps the second rhythm.


How did we show pulse? How is pulse represented in the picture?

What did we use our hands for?

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			<p>woodlice like to live?' worksheet to guide their observations and, as an extension, Year 2 chn could design a woodlice city based on the habitats woodlice prefer.</p>	
<p>PSHE Jigsaw</p>	<p>Year 1 – Being Me In My World Lesson 2 – My Class</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities as a member of my class • Know that I belong to my class <p>Look at the slide of children learning well together. In talking partners ask the children to think about how they can help each other learn. Can several pairs show the rest their ideas, e.g. role play or mime how they help each other?</p> <p>The teacher summarises the ideas and introduces the language of rights and responsibilities, e.g. we all have the right to belong to this class, we all have the right to ask questions, we all have the right to learn and we all have the responsibility to help each other to learn.</p> <p>Jigsaw Journal -In their Jigsaw Journals, ask the children to draw a picture of themselves learning well with their friends.</p>	<p>Year 2 - Being Me In My World Lesson 2 – Rights and Responsibilities</p> <ul style="list-style-type: none"> • I understand the rights and responsibilities as a member of my class and school, and the importance of making contributions • I know how to help myself and others feel like we belong <p>Working in groups hand out a set of ‘Responsibility Cards’ to each group. Ask each group to look at the pictures and decide what responsibilities they show. Take feedback and discuss so the children understand each picture. Each group then needs to rank the cards in order from the most to the least important.</p> <p>Jigsaw Journal - The teacher could use a camera to take a picture of each group’s work if desired to be stuck into the children’s Jigsaw Journals.</p> <p>Each group feeds back their top choice and explains why they think it was the most important. Encourage the children to ask questions of each other if their choices were different (this encourages empathy and compromise).</p> <p>Reinforce that these are important rights and responsibilities to help us learn and be safe, and their ideas are very helpful in making the class/school a happy place to learn.</p>		

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 <p>Daily PE Activity</p>	<p>Real PE – Unit 1: In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games.</p>	<p>Fitness Focus: Car Game All children will travel around the space. When the teacher yells red light, children must stop. When the teacher yells amber, the children will get ready to go. When the teacher yells green, children will start travelling. Speed Bump = jump Bridge = crawl Roundabout = spin on the spot Traffic = slow down</p>	<p>Fitness Focus: Fitness Bingo Students are given a Fitness Bingo board with a variety of fitness activities. The teacher calls out a fitness card from the 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.</p>	<p>Fitness Focus: Don’t Drop the Ball: Children will stand in a circle, a small ball will be in the circle and thrown to other members of the group. Children will shout the child’s name as the ball goes round the space. Once children feel confident, a second ball will be added to the space.</p>	<p>Dance: Just Dance – I Gotta Feeling (Classroom Version) https://www.youtube.com/watch?v=CyfM2ood0IE</p>
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Homework:	Information on homework is coming soon!
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Communicating with school

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