

OLC WEEKLY LEARNING PLAN

Message from the teachers:

Hello Year 1 and Year 2 Superstars! ✨

Are you ready for an exciting week full of fun and new learning? This week, we have something VERY special planned!

We're starting a brand new book in English all about a little girl named **Goldilocks** 🧸🧸. Have you heard of her?


So, put on your thinking caps and let's jump into this bear-y fun week of learning! 🐻

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:	16th September 2024
------------------	------------------------------	--------------	---	--------------	---------------------

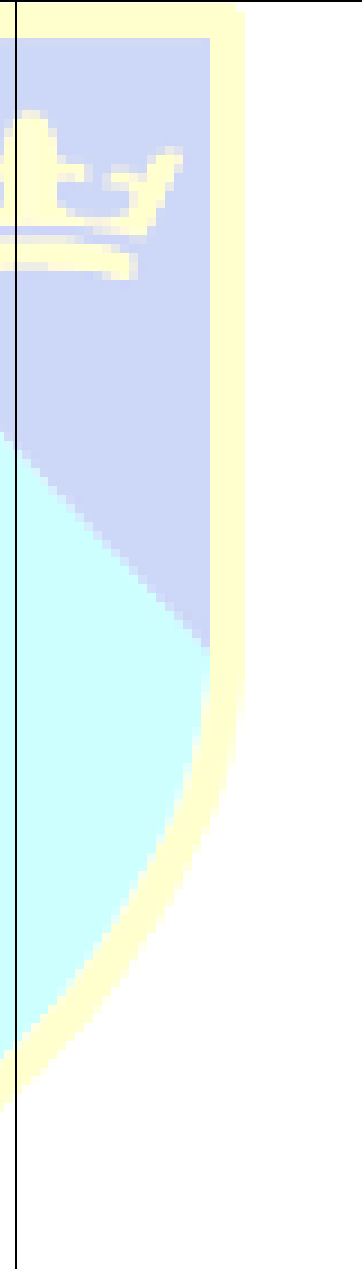
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	LO: Express how Noah was feeling when he made a promise to God. SC: Find Noah's Ark in the Bible. Retell the story of Noah.	LO: Create a comic strip explaining the story of Abraham and Isaac. SC: Listen to the story of Abraham and Isaac. Identify how Abraham and Isaac may have felt.	Sunday Gospel Sunday 15 th September 2024: Mark 8:27-35	Curious and Active How have we been curious and active this week? Can you think of any examples?	Reflection It is important to think about this past week and reflect on the lessons we have had and the

OLC WEEKLY LEARNING PLAN

Consider how Noah felt during this time.
 Big Question: Imagine you are Noah, what would you have said to God when he asked for your help?
 Recall: Listen to 'Arky! Arky!' See if children can recall the story of Noah's Ark through song.
 Order the images based on the order they happen in the story.
 Input: Children to become Bible Detectives: find Noah's Ark and read it as a class.
 Discussion: Why do you think Noah was chosen by God? Why did no one believe Noah when he spread the word of God? How do you think Noah was feeling when he was chosen by God? What is a promise?
 Main Activity:
 Year 1: What promise did Noah make to God? How was Noah feeling when he made a promise to God? (ask for an emotion – consider the ZoR)
 What promise will you make to God? – short promise with an image to go alongside it.
 Year 2: What promise did Noah make to God? Express how Noah was feeling when he made a promise to




Big Question: Why do you think God asks His people to do difficult things?
 Recall: What is a promise? What promise did Noah make to God?
 Discussion: Listen to the story of Abraham and Isaac – find it in the Bibles and listen to the story <https://www.youtube.com/watch?v=8QTk848O-yQ>
 Discuss why we think Abraham was chosen?
 How do you think Isaac felt when he found out Abraham's plan?
 Did Abraham do what God asked him?
 Why did he listen to God even though he loved his son Isaac?
 God asks us to do difficult things to become closer to Him, move away from sin and experience pain and struggle.
 Main Activity: Create a comic strip to show the story of Abraham and Isaac.
 Year 1 – Who is the story about? What did God ask Abraham? Where did Abraham and Isaac go? How did Isaac feel?
 Year 2 – Who is the story about? What did God ask Abraham? How did Abraham respond? Where did Abraham and Isaac go? What did Isaac have to do? How did Isaac feel?

"Get behind me, Satan! For you are not on the side of God, but of men."




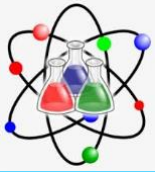
celebrations we have been lucky to have been a part of.

OLC WEEKLY LEARNING PLAN

	<p>God? (write a sentence expressing Noah's emotion) What promise will you make to God? (sentence and image to go with it) Big Question: Imagine you are Noah, what would you have said to God when he asked for your help? – Ask for 3 responses for the Going Deeper book.</p>	<p>Big Question: Why do you think God asks His people to do difficult things?</p>			
 Maths	<p>Count on from any number</p>	<p>One more</p>	<p>Count backwards from 10 to 0</p>	<p>One less</p>	<p>Compare groups</p>
	<p>Pages 18-20</p>	<p>Pages 21-23</p>	<p>Pages 24-26</p>	<p>Pages 27-29</p>	<p>Pages 30-32</p>
 Bug Club Phonics	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				
 English	<p>LO: To use adjectives to describe a character</p>	<p>LO: To write simple sentences with a capital letter and full stop</p>	<p>LO: To use simple sentences to describe a character</p>	<p>LO: To orally re-tell a known story</p>	<p>LO: To sequence sentences to write a short narrative</p>
	<p>All: Display a variety of pictures where Goldilocks is portrayed taken from various books. What do we know about her? Model creating a character splat where the picture of</p>	<p>All: Recap on the words collected and used in yesterday's session to describe Goldilocks. Read Lauren Child's Goldilocks and the Three Bears up to 'and fell soundly asleep' (the scene</p>	<p>All: Say you have had a letter or email from the police to say something serious has happened and that there is a wanted person on the loose for breaking and entering the three bears house.</p>	<p>All: Ask children if they know what type of story that Goldilocks is? If they don't identify, tell them it is traditional story or fairy tale and these stories have been know for years, that</p>	<p>All: Children to re-tell the story of Goldilocks by writing sentences beneath each picture they sequenced in the previous session. Provide some sentence openers to help with sequencing, such as</p>

OLC WEEKLY LEARNING PLAN

	<p>Goldilocks is displayed in the middle and the adjectives come out of her. Complete the character splat for Goldilocks, how many adjectives can you think of? Year 1: Complete the character splat for Goldilocks, how many adjectives can you think of? (selfish, rude, mean, bad etc.) Year 2: Extend by using more interesting vocab and extended sentences such as 'long, shiny hair'</p>	<p>before the bears arrived). Do you still agree with adjectives from yesterday? Can you add? Why do the words suit her? Model finding evidence from the text, e.g. Goldilocks is selfish because... Year 1: Use word mats to support Goldilocks is bad because... Year 2: Use word mats and their own words to use more than one adjective to describe Goldilocks. Goldilocks is selfish and mean because...</p>	<p>Tell the class that you will need help in creating wanted posters to put up around the school but first we have to make sure the description is accurate by using adjectives. Create a wanted poster for Goldilocks, writing sentences to describe her. Year 1: Complete wanted poster WANTED! Bad Goldilocks sat on the chair. Year 2: Extend Year 2 WANTED! Greedy girl with long, shiny hair was seen fleeing the scene at the three bears house. She has stripy socks and a pretty dress on. If found return to the police immediately.</p>	<p>is why there are so many versions. Can they name any other traditional stories? Get children to retell the story to each other. Then get them to retell the story to you. Year 1 and 2: Use sequencing cards</p>	<p><i>Once upon a time..., One day..., Then..., At last... Once upon a time there was a girl called Goldilocks. She was very greedy. One day...</i> Year 1: Use 3 pictures and sentences Year 2: Use 6 pictures and sentences</p>
 <p>Spelling & Handwriting</p>	<p>of said says are were</p>	<p>of said says are were</p>	<p>of said says are were</p>	<p>of said says are were</p>	<p>of said says are were</p>
	<p>COMPUTING – BEE-BOT</p>	<p>ART – COLOUR SPLASH</p>	<p>HISTORY – THE GREAT FIRE OF LONDON</p>	<p>SCIENCE – ANIMALS INCLUDING HUMANS</p>	<p>MUSIC – UNDER THE SEA</p>



Humanities

Lesson 2: Making a virtual Bee-Bot video

LO: To create a demonstration video.

SC: I can create a video to explain how to use a Bee-Bot. I can explain what the buttons on a Bee-Bot do.

I can show how the Bee-Bot moves when you press the different buttons.

Recall: Discuss what the purpose of a Bee-Bot, what do the buttons do? What does each button make?

Discussion: Watch a video of how to use a Bee-Bot, state what you like about the video and what you dislike about the video.

Main Activity: In groups, create an explanation on how to use a Bee-Bot correctly. You should explain:

- How it moves forwards and backwards
- How it turns left or right
- How it goes
- How it stops
- How you clear the instructions

Discuss the importance of following instructions, teamwork and taking turns. Come up to the front and present to the class.

Lesson 2: Painting with Colour

LO: To apply knowledge of colour mixing when painting

Recap Primary and Secondary colours from last week.

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.

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

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

Explain to the class that it's better to use one colour at a time so the children should paint all the areas that they want to be yellow first, then move on to the next colour, etc. otherwise all the colours will end up getting mixed together.

Recap last week's learning on fire safety. Display lesson slide 6. Ask pupils to imagine they will be building a campfire in the school playground and discuss the possible dangers involved. As a class, work together to complete the task by eliciting an example of a hazard and completing the table (e.g. What is the danger? *Sparks from the fire could land on people's clothes.* Who could be affected? *Everyone close to the fire.* What could you do to stop this from happening? *Everyone should be two metres away.*)

Show lesson slide 7 and Downloadable resource 1.1. Display the partially drawn image of a campfire set-up on the board. Explain that pupils will complete the picture to show a safe campfire. They can draw stick figures standing around two metres from the fire, a bucket of water close by, fire a safe distance away from trees, etc. Then label the safety measures in the image. Link this activity to the topic of the Great Fire of London by discussing fire safety now and in 1666. See Downloadable resource 1.1, 'From campfire to Great Fire', for possible connections.

Tell the children they're embarking on an outdoor adventure as detectives! Their mission is to discover special places where creatures live. Start by asking if they can think of any animals that live in unique habitats, like crabs in rock pools or rabbits in burrows. Then, ask them to imagine what kinds of special places they might explore on this adventure, such as under leaves, beneath pots, or among dead foliage. Divide the children into pairs, encouraging each pair to brainstorm specific spots they might investigate. Review the rules for exploring outside, emphasising the importance of handling mini-beasts gently and returning them to their habitats. Provide each pair with tools like bug collecting boxes and magnifying glasses. Encourage them to observe and share their findings, focusing on where they found each creature. After the exploration, bring the class together to discuss their discoveries. Introduce the term "habitat" as another word for "special

Lesson 2 – Exploring Dynamics

LO: To explore how dynamics can be represented by different symbols.

SC: I can hear loud and soft (quiet) sounds in a piece of music.

I can use an instrument to play loud and soft.

I can read symbols to play loud or soft.

Recall: Play the audio

How does the tempo change? How could this tell a story about what is happening underwater?


Presentation: Show fish under the sea and how they are different sizes, what sounds might the different fish make looking at their size?

We can use dynamics (volume) to show size. Small fish – quiet sound/ big fish – loud sound

Main Activity: Show instruments, explain that the different instruments represent different fish. Experiment with instruments to create soft and loud sounds to represent fish – treat the instruments with care. Ask children to showcase their sounds

Divide class in half: one half plays the sounds for big fish, the other side play the sounds for little fish – play separately and together

OLC WEEKLY LEARNING PLAN

	<p>Wrapping Up: Do the new explanations explain exactly how to use a Bee-Bot? Would you know how to use a Bee-Bot with this video? Resources: Instruction plan, check list</p>	<p>Encourage them to use the paint in a thick way (impasto) so they are working like the artist, Johns, who actually used oil and acrylic paint. Bigger brushes are best for the primary colours.</p> <p>The children then mix the paints to create secondary colours and use these in their paintings too, applying one colour at a time. Smaller brushes may be helpful here; allow the children to choose.</p> <p>Use all three secondary colours in the same way as they did the primary colours.</p> <p>Encourage the children not to worry about getting the numbers to look perfect but to have fun seeing what happens when the colours mix on the page.</p> <p>Use the <i>Pupil video: Painting with colour</i> for further demonstration and/or have on while the children are working independently, for them to refer to as they work (the video is looped so will play continuously)</p>		<p>place," and ask the children about the habitats they found and their features (e.g. dark, dry, or damp). For Year 1, complete worksheet, drawing their answers to the questions. For Year 2, write answers to the questions on the worksheet and challenge them to write some scientific questions they have about mini-beasts. Discuss how some creatures have backbones while others, called invertebrates, do not, and introduce the BBC mini-beasts clip as a visual aid (https://www.bbc.co.uk/teach/class-clips-video/articles/zy2hhcw).</p>	<p>Link to last lesson with tempo and playing loud or quiet with fast or slow. Take videos or images for evidence Resources: instruments – triangle, bells, chime bars etc.</p>
<p>Real PE – Unit 1: In this unit, the children will develop and apply their footwork and one leg balance through focused skill</p>	<p>Fitness Focus: Bean Game: Children to find a space in the playground:</p>	<p>Fitness Focus: Fitness Bingo Students are given a Fitness Bingo board with a variety of fitness activities. The teacher</p>	<p>Fitness Focus: All Hands on Deck A safe playing area with boundaries is allocated for this game. One edge of the</p>	<p>Dance: Just Dance – I Gotta Feeling (Classroom Version) https://www.youtube.com/watch?v=m3402DZvbVU</p>	

OLC WEEKLY LEARNING PLAN



Daily PE Activity

development sessions, thematic stories and games.

Runner bean – children must run around the space
 Jelly bean – children will wiggle
 Jumping bean – children will jump on the spot
 Beans on toast – children will lie on the floor
 French bean – children will speak with a French accent
 Dancing Bean – in the tune of Dancing Queen, children will dance

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.

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.

Homework:

Information on homework is coming soon!

Communicating with school

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