

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:	21st October 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	LO: Demonstrate the relationship between Jesus	LO: Discuss how Mary was feeling at the cross.	Sunday's Gospel	Curious and Active	INSET DAY



RE

and Mary at the Wedding at Cana.

SC: Listen to the story of the Wedding at Cana.

Learn about Jesus' first miracle.

Act out the story of the wedding at Cana.

Recall: What happened in the story of Flight into Egypt?

What part of the Bible is this from? Can you remember any stories from the Old Testament?

Input: Listen to the story of the Wedding at Cana

<https://www.youtube.com/watch?v=7pJJaqnVug>

What happened in this story?

Ask children to retell the story. What is a miracle?

Water into wine demonstration.

Why did Mary ask Jesus to do something to help everyone at the wedding? "Do whatever He asks you." Why did Mary say this? Why did Jesus listen to His mother?

Important message – Discuss how Mary had a strong faith in God, so it is important we also have a strong faith and listen to Him when He guides us.

Main Activity: Role-play as Jesus, Mary and the wedding guests – act out the Wedding at Cana. Focus on the miracle

SC: Listen to the story of Mary at the cross.

Look at different artwork showing Mary at the cross.

Discuss how Mary was feeling at the cross.

Key Words: Mary, cross, artwork
Big Question: Imagine you were Mary stood at the cross. What would you say/ask Jesus, your beloved son?

Recall: What happened at the Wedding at Cana? What is a miracle? What part of the Bible was this story from? How do we know?

Input: Listen to part of the story of Mary at the cross, and discuss how Mary was feeling during this story and how she was feeling at the cross.

Look at different images and paintings of Mary at the cross and discuss how she was feeling, what she might have been saying and how the painting make you feel.

Main Activity: Year 1: use adjectives to describe how Mary was feeling at the cross.




Year 2: Write sentences to describe how Mary was feeling at the cross.

Both: Draw how you think the rest of the image may look.


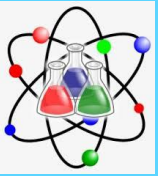
Mark 10:35-45 "For the Son of Man did not come to be served but to serve and to give his life as a ransom for many."

How have we been curious and active this week?
Can you think of any examples?

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	<p>and Mary's relationship with Jesus. Wrapping Up: What happened in this story? What testament is this story from? What is a miracle?</p>	<p>Big Question: get a couple of responses to the big question from the beginning.</p>			
 Maths	<p>Consolidation</p>	<p>Consolidation</p>	<p>Consolidation</p>	<p>Consolidation</p>	<p>INSET DAY</p>
 Bug Club Phonics	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				
 English	<p>LO: To write a fact file in present tense.</p>	<p>LO: To write a fact file in present tense.</p>	<p>LO: To write a fact file in present tense.</p>	<p>LO: To write a fact file in present tense.</p>	<p>INSET DAY</p>
<p>Explain to children that we are going to create our own mini-museum. Explain that for the next few sessions we are going to be planning and writing booklets sharing all we have learned about The Great Fire of London.</p> <p>Yr1&2: Complete the Subheading: How did the fire start?</p>	<p>Complete the next section of their fact file.</p> <p>Yr1&2: Complete the Subheading: What did Samuel Pepys do?</p>	<p>Complete the next section of their fact file.</p> <p>Yr1&2: Complete the Subheading: How did Londoners help? How did London change after the fire?</p>	<p>To add any final parts to their fact files. Review and make corrections and add diagrams and pictures.</p>		

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 <p>Spelling & Handwriting</p>	<p>where love come some one</p>	<p>where love come some one</p>	<p>where love come some one</p>	<p>where love come some one</p>	<p>INSET DAY</p>
 <p>Humanities</p>	<p>COMPUTING – CREATING MEDIA: DIGITAL IMAGERY</p> <p>Lesson 1: Planning a Photo Story LO: To understand and create a sequence of pictures. SC: I can plan my story. I can sequence the different parts of my story. I can explain what is happening in a pictorial story. I can recognise the importance of sequence. Attention Grabber: Introduce the idea of telling a story without words – link to Journey. Ask how they can understand what is happening without text. Show photo story presentation, and discuss what is happening in each photo. Predict what might happen next. Main Activity: Children will be creating their own pictorial story. What sort of pictures</p>	<p>ART – COLOUR SLPASH</p> <p>Perfect Pet Poster To create a poster explaining their perfect pet that they designed and made in Science last Thursday.</p>	<p>HISTORY – THE GREAT FIRE OF LONDON</p> <p>Show pupils the main lesson question. Pupils should complete the Quiz independently. Ask pupils if they can remember who Samuel Pepys was, and why he was important in the story of the Great Fire (because of his diary – an eyewitness account). Explain that an eyewitness is someone who sees something happen and tells another person what they saw. Ask pupils to circle the eyewitness in the picture and suggest what the eyewitness might say they had seen (complete tasks in books). Perform a sequence of six or seven actions (such as claps, waves, jumps and</p>	<p>SCIENCE – SEASONAL CHANGES</p> <p>Take the class out into the playground to observe the current weather. Ask the chn what they observed about the weather when they went outside. Tell them to turn to their partner and consider the questions on the PPT. Ask the chn to explain what they think is meant by 'season' and see if they can name any of them. Show them the large sheets of paper with the different seasons written on and place them on tables around the room. Then ask the chn to move to a season they feel they can talk about. When all the chn have moved, go around each season, asking the chn to share their facts, feelings or experiences. Ask them to move to a different season and think of a new</p>	<p>MUSIC – SOUND PATTERNS (FAIRY TALES)</p> <p>Lesson 1: Character Voices LO: To explore and change dynamics using the voice. SC: I can join in time with repeated phrases and patterns. I can change my voice to represent different characters, for example, by changing the volume. Attention Grabber: What do the children know about the Three Little Pigs? Who are the main characters in this fairy tale? What kind of voices do you think the characters may have? Go through the slides 1-10 and use different voices for the characters – discuss the pitch of the voices for the different characters. Main Activity: Continue reading the story – ask children to repeat what you are saying varying pitch and dynamics – ask for</p>

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need to be at the start? What goes in the middle? What happens in the end? Sequence the story on the board together. Create their own story based on the items provided (toys, teddies etc) on the worksheet – draw a character and think of your own story.
Wrapping Up: Ask children to explain their story and their choices.
Resources: Presentation, worksheet.




turns) for the class. Ask the pupils to tell you what they saw you do. Use the pupils' different accounts to highlight the limitations of eyewitness evidence, explaining that people do not always remember things accurately. Read the eyewitness account on the slide together. The language will be a challenge for pupils, so discuss the words Pepys used and explain any tricky phrases.
 Pupils work in groups of three or four. Give each group an eyewitness account from Samuel Pepys' diary, and ask pupils to read it together. In their groups, pupils decide how many characters (people and animals) appear in their extract. Explain that some characters will not be named, but are still part of the story. They should also find out what each character is doing and saying. Model this with the example text on the slide, if needed. Explain to pupils that they will create a 'freeze frame' of a moment

fact, experience etc they haven't heard so far. Do this several times. Then explain to the chn that they are going to make a collage of all the seasons. Show them the slides, talking through the colours and shapes of each season and showing them the materials you have made available for them. Send them to the different tables, according to which season they want to work on. Whilst working, ask the chn to talk about their favourite season.
What sort of colours do we need if we are going to do some art about our season? What can we remember doing or wearing in that season? Share personal experiences of that season. Play Vivaldi's Four Seasons (<https://www.youtube.com/watch?v=GRxofEmo3HA>) whilst they are doing their collages.

suggestions of how the children might want to speak like the character. Practice this in unison. Paired work – children will use different voices (1 will be the wolf, 1 will be the three different pigs). Ask children to share their ideas on how they want the characters to sound. Divide the class into groups and as a class each group will join in with the story saying their own section in character.
Wrapping Up: Did your voices change for the different characters? What was the best part of your performance? What could you do better next time?

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			<p>in their eyewitness account. Give pupils time to decide who will play each character, and to get into position. Once pupils have created their freeze frames, explain that when you tap a pupil on the shoulder, they should speak the thoughts and feelings of their character out loud.</p>		
 <p>Daily PE Activity</p>	<p>Real PE – Unit 1: Lesson 6</p> <p>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</p> <p>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</p> <p>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:</p> <p>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=CyfM2oodoIE</p>

Homework:

Communicating with school

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