

OLC WEEKLY LEARNING PLAN

Message from teachers

We wanted to take a moment to recognise how hard all the children in KS1 have been working. It is lovely to see their enthusiasm for learning and we cannot wait to continue this special journey through Key Stage 1 with you!

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, Mrs Day and Mr McEville



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

Teachers:	Mr McEville and Mrs Day	Year group:	Year 2	Date:	27.04.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To know that after the resurrection the disciples told the story.
Big Question: How does knowing Jesus is alive make us feel, how can we spread the good news to others?

Share with the children a simple retelling of how St Peter told people about the Resurrection of Jesus, explaining that after Jesus died, he rose again and appeared to his friends. Emphasise that Peter wanted others to understand that Jesus was alive and that this was an important and hopeful message for Christians. Use clear, age-appropriate language and encourage the children to listen carefully and think about how the people hearing Peter might have felt.

Invite the children to imagine that they were part

Gospel of the Week

On Sunday 26th April 2026 the Gospel is from John 10:110, where Jesus speaks about being the *Good Shepherd* and the *gate* for His sheep. He explains that the shepherd leads the sheep, calls them by name, and keeps them safe, while strangers who try to get in another way are not trusted. Jesus tells us He is the way for us to follow, offering life and safety in Him. For children, this story teaches that Jesus cares for each of us, knows us personally, and wants us to listen to His voice. We can trust Him to guide and protect us every day.

Gospel Values and Virtues –

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Grateful** and **Generous**. Children will learn to recognise God’s gifts in their lives and respond with thanks. Through prayer, stories and reflection, they will practise expressing gratitude for others and the world around them. Pupils will be encouraged to show generosity by sharing, helping and being kind in their words and actions. Teachers will model thankfulness and giving, supporting children to understand how small acts can make a difference. Throughout the half term, pupils will use these virtues to build positive relationships and contribute to a caring, supportive classroom community.

Catholic Social Teaching –

This half term, KS1 will explore the Catholic Social Teaching principle of the **Common Good**. Children will learn that this means thinking about what is best for everyone, not just ourselves. Pupils will be encouraged to share, take turns and care for their classroom environment so all can feel safe and happy. Through stories, discussion and daily routines, teachers will model fairness, cooperation and respect. Understanding the Common Good helps children see how their actions affect others. Throughout the half term, pupils will practise making positive choices, working together and contributing to a supportive and caring community.

LO: To spread the good news that Jesus is alive!
Big Question: How does knowing Jesus is alive make us feel, how can we spread the good news to others?

Share with the children the story of St Peter being put in prison, explaining that he was imprisoned because he was telling people about Jesus and the Resurrection. Help the children understand that some people did not like this message, which is why Peter was arrested. Use simple

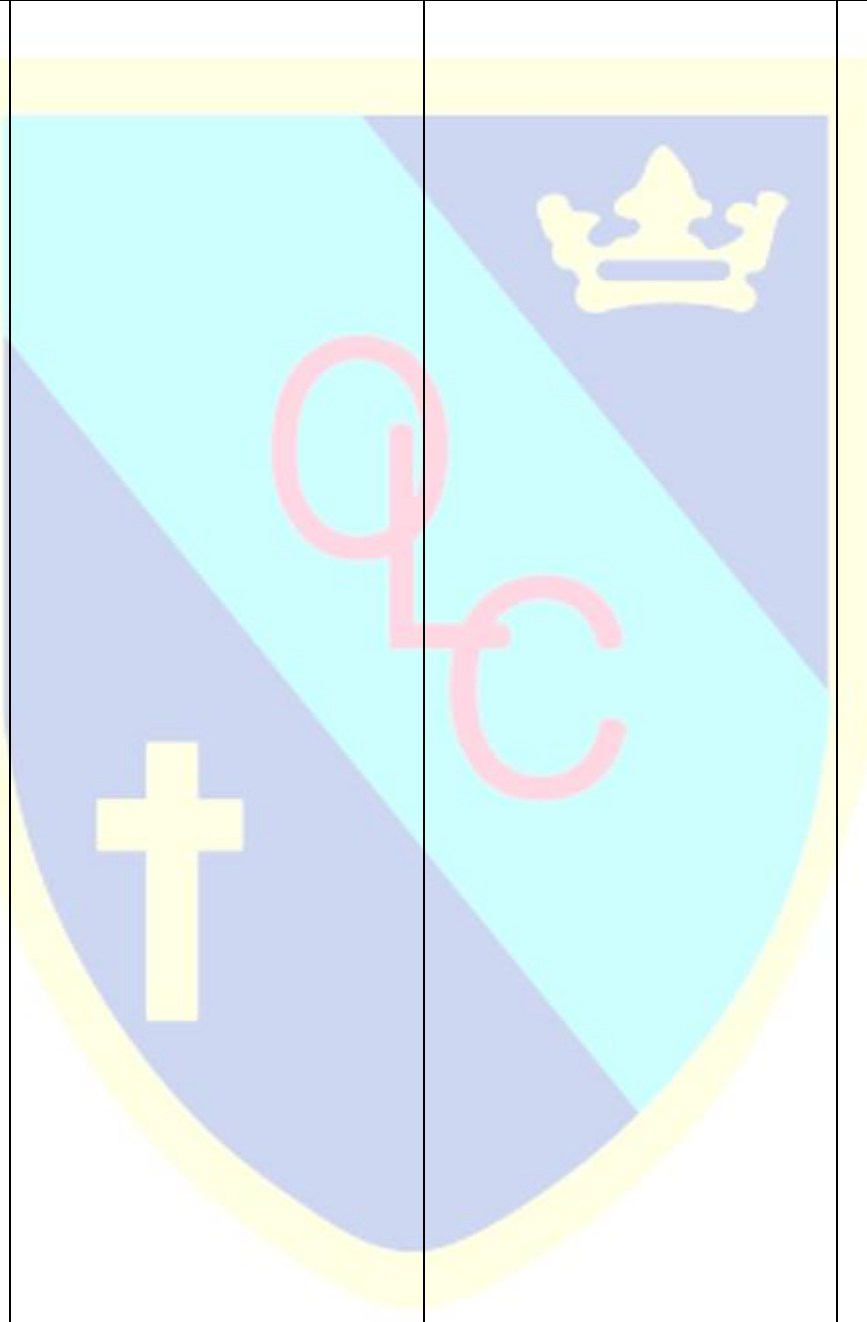
of the crowd listening to St Peter. Ask them to consider how they would have responded. Would they have believed his message straight away, or found it surprising or confusing? Encourage them to talk about what questions they might have wanted to ask Peter, and how the message might have made them feel. Support children in expressing their own ideas respectfully, recognising that people can have different thoughts and beliefs about the story.

Activity: “If I were in the crowd...”

Complete the sentence starters:

- “I would feel _____ because _____.”
- “I would ask Peter _____.”
- “I think I would / would not believe him because _____.”

Model examples orally first and create a word bank (e.g.



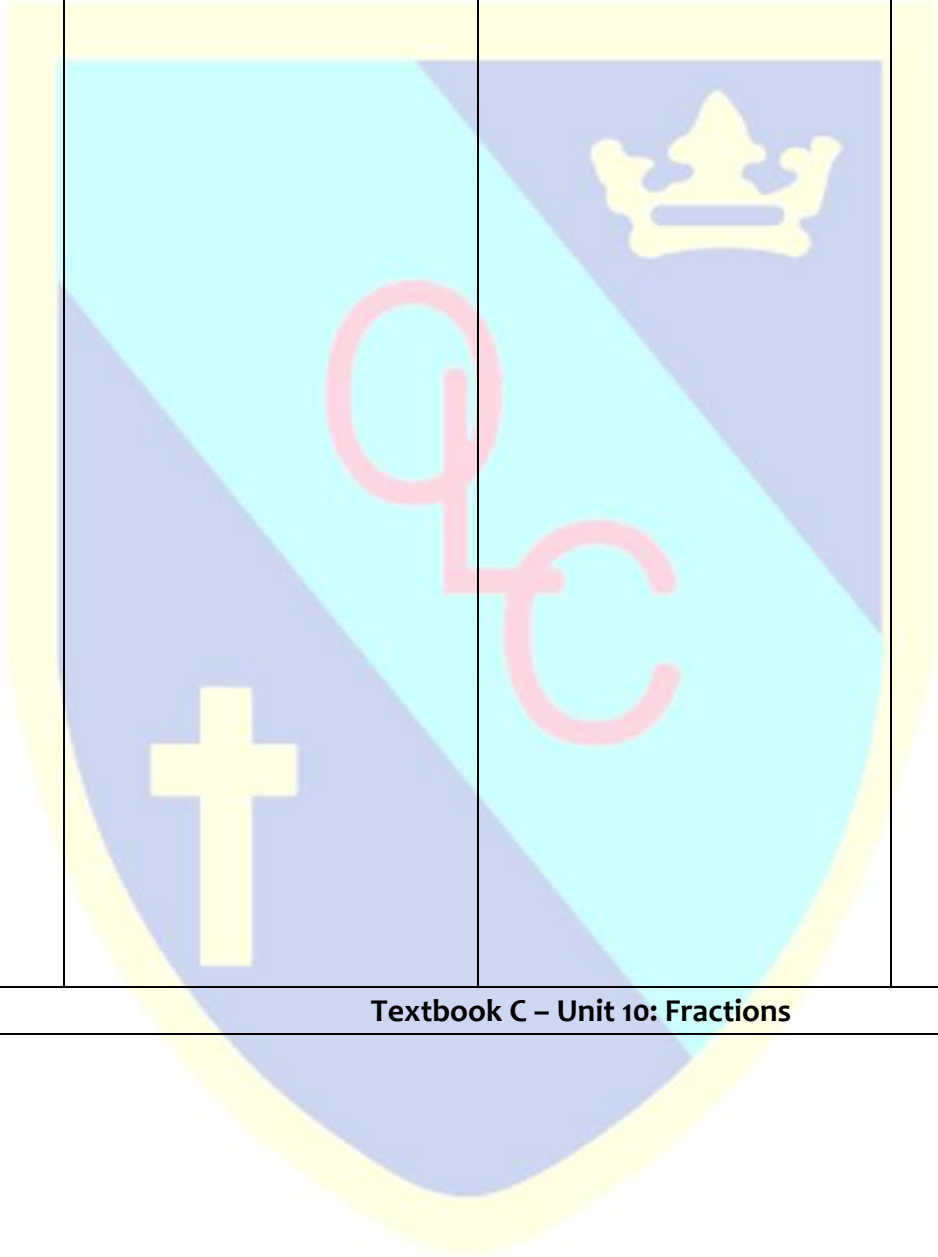
language to explore the idea of standing up for what you believe in.

Ask the children to think about whether Peter was strong, discussing not just physical strength but bravery and courage. Encourage them to consider how God helped Peter, for example by keeping him safe and giving him strength, and in the story, sending help so he could be free.

Invite the children to reflect on how they can share the message of the

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happy, surprised, unsure, excited, believe).



Resurrection in their own lives. This might include being kind, helping others, and talking about what they have learned at home, at school, and in the parish community. Encourage thoughtful discussion and sharing of ideas.

Activity:
Complete the worksheet split into two parts: *Peter was brave because...* (draw or simple sentence). *I can be like Peter by...*

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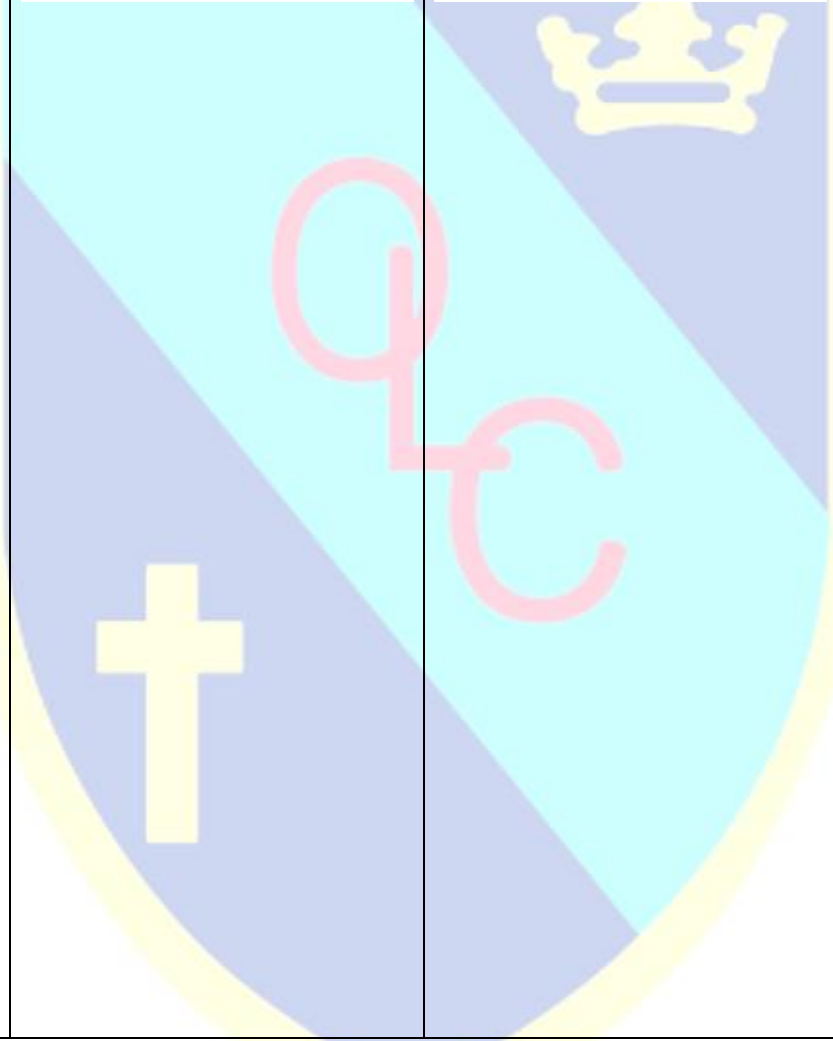
<p>Maths</p> 	<p>10. Recognise the Equivalence of a Half and Two Quarters</p>	<p>11. Recognise Three Quarters</p>	<p>12. Count in Fractions up to a Whole</p>	<p>Consolidation</p>	<p>Consolidation</p>
<p>For the next 3 weeks we will be focusing on the story, Jim and the Beanstalk</p> <p>We are structuring our lessons by splitting it into 4 shorter activities, beginning with developing fine-motor skills and pencil grip through various activities such as using playdoh, scissor control, finger gym exercises etc. We will then be practising forming letters correctly and developing our handwriting before moving onto an oracy based exploration of our class story. Finally, combining all of this together in a writing activity.</p>					
<p>English</p> 	<p>Learning Objective: To write an opening paragraph. Whole Class: Shared writing: Model writing the opening paragraph to the Jess and the Broccoli. Explain that this is an opportunity for children to apply everything learnt over the last three weeks into writing an original story. Some groups of children may wish to stick to the shared story. Focus on returning to the story plan and using the techniques taught so far, e.g.: Speech, Adverbials (time/place), Expanded nouns, Sections/simple paragraphing. Model the sentences setting the scene to describe what Jess looks like and what the broccoli is and where it has come from. Independent</p>	<p>Learning Objective: To write the middle section of a story. Whole Class: Shared writing: Give children the opening line to the second part of the story: Jess has found the castle and is now trying to persuade the Giant to get a walking stick and hearing aid. Model expanded noun phrases and encourage children to uplevel their own work. Independent Work: Children to use the techniques from supported writing to begin their own 'middle' section of their story, ensuring they begin with an adverb, give children access to a range of adverbs on word banks. Plenary: Children to self-assess and identify sentences where an adverb has been used to open a sentence, as in shared</p>	<p>Learning Objective: To write the middle section of a story. Whole Class: Shared writing: Give children the opening line to the second part of the story: Jess has found the castle and is now trying to persuade the Giant to get a walking stick and hearing aid. Model expanded noun phrases and encourage children to uplevel their own work. Independent Work: Children to use the techniques from supported writing to begin their own 'middle' section of their story, ensuring they begin with an adverb, give children access to a range of adverbs on word banks. Plenary: Children to self-assess and identify sentences where an adverb has been used to open a sentence, as in shared</p>	<p>Learning Objective: To write the conclusion to a story. Whole Class: Shared writing: Using ideas from children (written on small whiteboards in pairs), model writing the concluding part of the story. Focus on how all the events so far will build towards an event at the end of the story, e.g. the Giant thanks Jess for her hard work and says she is welcome back to his castle whenever she wants to come. Work: Children to complete their stories, using the idea of a culmination of three ideas in a final event. Plenary: Ensure opportunity is given to edit, redraft and publish stories.</p>	

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Work: Children to continue to use the modelled techniques to write their own sequels, writing just the opening section. Ensure children have access to vocabulary, both descriptive and sequencing in writing. **Plenary:** Children to swap books with a partner and highlight single-clause sentences (e.g. those with only one action/ verb) in writing, e.g. Auburn Hair crept towards the door. Children to use as or because to extend their sentence, e.g. Auburn Hair crept towards the door, as her heart raced. **Additional Year 1 Suggestions:** Children to write their fairytale sequel from their shared plan, drawing upon and building on the ideas modelled during the teacher input with adult support as appropriate. Focus on: retelling the story using simple sentences and some sentences using the conjunction and, accurate sentence punctuation, using some time adverbials e.g. Once upon a time, Then, At Last.

writing. Can you identify another sentence that could be edited to improve to begin in a similar way? Give children access to adverbs.

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Phonics



Bug Club

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

Spelling &
Handwriting



Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1

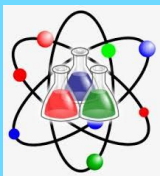
the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold pass many



Science



Lesson 3 – Habitats in a Bottle

Students will explore the basic needs and habitats of wild animals by creating mini scenes inside plastic bottles using craft and natural materials. They will research and discuss the requirements of different animals, planning habitats that include food, shelter, and hiding places, as well as interactions between predators and prey. Activities involve designing and building these miniature habitats, encouraging observation, classification, and recording of ideas. Year 1 students receive support to create the habitats, while Year 2 students also annotate their scenes with information gathered from research. This session develops problem-solving skills and understanding of how animals live and survive in their environments. Students use a variety of materials such as bottles, water, plants, pebbles, and images of animals, integrating creativity with scientific enquiry to observe and reflect on the diversity of animal habitats.

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Comparing Countries of the UK

Lesson 2: Where do people live in the UK?

Start with quick recall about how many countries are in the UK. Do this as a class on the board.

Discuss where our school is based. Is it a city, town, village? Town because it isn't as small as a village that has small homes and not many shops, but a city is too busy. Look at the different settlements in the UK, which is the smallest and biggest? Hamlet, Village, Town, City, Megacity.

Show the images on the board of what children can see – mountains, lakes – natural or manmade elements?

Activity: complete the activities in books, what features can children see in the pictures – what physical features can they spot and what human features can they spot?

Show the aerial photos of different settlements in the UK – speak about what you can see in this image – lots of buildings, lots of fields – can you spot the settlement?

Geography



Algorithms and Debugging

Lesson 3: Through the Maze

LO: To plan algorithms that will solve problems.

Recall what makes a good algorithm.

Make a maze using building blocks and ask for volunteers to help children find their way through the maze with a set of instructions.

Play coding for carrots on Google to make a way through the maze so the bunny can find its carrots. Can children successfully follow the algorithm?

Computing



PSHE



Life to the Full

<https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/>

KS1 Module 2, Unit 4, Session 3: Harmful Substances

Music



Singing: On This Island – Lesson 3

Begin by revisiting prior learning with a “Odd One Out” activity, discussing seaside versus countryside sounds. Introduce vocal warm-ups using rising and falling lines, then explore city imagery through photos and paired sound creation, incorporating actions to match pitch and character. Teach the song London Bridge is Falling Down through echo speaking and singing, emphasising posture, breath control at phrase endings, and accurate pitch.

Add clapping to highlight the beat and encourage pairs to create matching actions. Conclude with listening to Adventure City, discussing musical features that evoke a busy city, and provide ongoing singing practice during the week.

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Craft and Design: Map It Out

Art/DT



Lesson 3: Abstract Maps

LO: To experiment with a craft technique to develop an idea.

What is abstract? Cut along lines to make 6 pieces like a jigsaw using one piece of paper.

Show different photos of stained glass maps and explain that children are going to be creating their own stained glass map using one section of their map from lesson 1.

P.E.
Real PE



PE Fitness Session

P.E.
Fitness

This half-term overview outlines 30-minute KS1 fitness sessions designed to develop fundamental movement skills, coordination, and overall physical fitness. Each session includes a warm-up, main activity, and cool-down, using fun, engaging games to build stamina, agility, and strength. Activities may include tag games, relay races, obstacle courses, and simple circuit stations. Examples include “Traffic Lights” for speed and control, “Animal Movements” for strength and coordination, and “Beanbag Balance” for stability. Sessions promote teamwork, listening skills, and confidence, ensuring all pupils are active and included while developing a positive attitude towards physical activity and healthy lifestyles.

Communicating with school

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