

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, Miss Hannah and Mr McEvilly



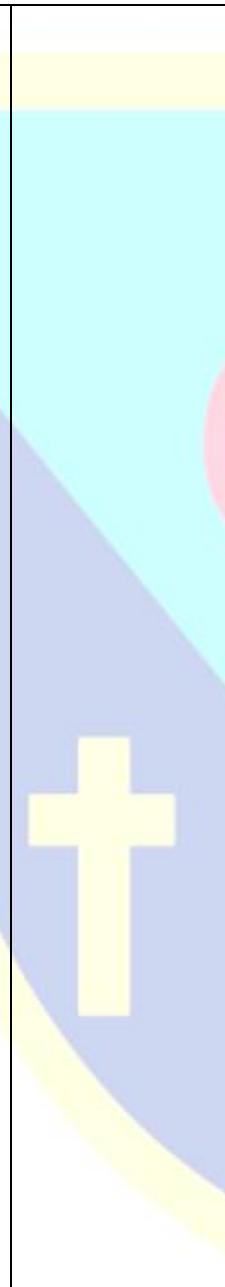
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Mitchell and Miss Hannah	Year group:	Year 1	Date:	05.01.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>R.E.</p> 	<p>LO: To understand the importance of the gifts Jesus received.</p> <p>Big Question: Why is the birth of Jesus such an important event for Christians, and how do the stories, symbols and traditions of Christmas help us understand its meaning?</p> <p>Begin the lesson by reminding children that the Wise Men visited baby Jesus and brought presents. Ask pupils to think about gifts they like and why they are special. Explain that long ago, Gold, Frankincense and Myrrh were very precious gifts, not everyday items. Gold showed Jesus was important like a king. Frankincense was used in worship to show respect. Myrrh was a special oil used for</p>	<h2>Gospel of the Week</h2> <p>This week we hear the Epiphany story, where the Wise Men follow a star to find baby Jesus. The message teaches children that Jesus is for everyone. We learn to be curious, to look for God, and to respond actively with joy, kindness and generosity as loving disciples today together.</p> 	<h2>Gospel Values and Virtues – Curious and Active</h2> <p>This half term, Year 1 pupils will develop the Gospel Values and Virtues of Curious and Active through their learning and daily routines. Children will be encouraged to ask questions, explore new ideas and wonder about the world God created. Through stories from the Gospel, pupils will reflect on Jesus' example of curiosity, kindness and engagement with others. They will actively participate in discussions, role play, prayer and practical activities, showing enthusiasm and perseverance. Pupils will be supported to take responsibility for their learning, work collaboratively and respond positively to challenges, using their curiosity to deepen understanding and their active participation to serve others.</p>	<h2>Catholic Social Teaching – Subsidiarity</h2> <p>This half term, Year 1 will explore the CST principle of Subsidiarity, which means that everyone should be supported to make choices and take responsibility at an appropriate level. Children will learn that they can do things for themselves, while knowing when to ask for help. Through classroom routines, group work and play, pupils will be encouraged to make simple decisions, solve problems and help others. Teachers will model listening, encouragement and trust, helping children grow in confidence and independence. Understanding subsidiarity will help pupils feel valued, develop responsibility and recognise how working together supports the wellbeing of the whole community.</p>	<p>LO: To think of the feelings and emotions of the Wise Men.</p> <p>Big Question: Why is the birth of Jesus such an important event for Christians, and how do the stories, symbols and traditions of Christmas help us understand its meaning?</p> <p>Pupils will explore the feelings and thoughts of the Wise Men when they met baby Jesus. Teachers will guide children to think about how the Wise Men may have felt, such as</p>
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	<p>healing. The Wise Men gave these gifts because they believed Jesus was very special. This helps children understand respect, generosity, and why Jesus mattered to people long ago in the Christmas story together.</p> <p>Activity: To complete the worksheet thinking of the gifts that the Wise Men gave to Jesus, what gift would you give to Jesus? Draw it and explain why.</p>			<p>feeling happy, excited, amazed, and full of joy. Pupils will consider what the Wise Men might have thought when they saw Jesus and why they knew he was special. Discussion will focus on clues from the story, including following the star, bringing special gifts, and bowing down to worship.</p> <p>Activity: Write a letter to your Mother as the Wise Men after they met the baby Jesus – how did they feel?</p>
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Textbook B: Numbers to 20						
Maths	Count to 20	Understand 10	11, 12 and 13	14, 15 and 16	17, 18 and 19	
English	<p>For the next 3 weeks we will be focusing on the story, Pig The Pug. 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>					

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	<h3>Lesson 1</h3> <p>Learning Objective: To predict what might happen based on what has been read so far. Children arrive into class to find a red bowl with 'MINE' etched onto it. Talk to the hand: Ask and answer questions about the scene. Children write some questions, point out for the children about the 'wh' grapheme and the use of a question mark at the end. 'Discover' the text and read it through from start to finish, stopping at the page where Pig wobbles off the pile. Ask children to predict what might happen next. Support children to retrieve and to infer e.g. I think that Pig is selfish because he doesn't share (orally model this). Pushing for compound sentences: Children to write sentences about Pig using 'and'. E.g., I think Pig is selfish and he is greedy. Year 2 Additional Planning - Use subordinating conjunctions to join their clauses together. Give children the following conjunctions: because, when, if. e.g., I think Pig is selfish when he is greedy. What do you think Pig learnt through what happened to him? Do you think he's really sharing with Trevor or is he</p>	<h3>Lesson 2</h3> <p>Learning Objective: To be able to read and write words prefixed with 'un'. Return to the text: What does Pig do and what does he say? How might we describe him? Display an enlarged picture of Pig at the beginning of the story and adjective labels: kind, caring, selfless, helpful, selfish, friendly, fair, greedy, nice. Sort adjectives out to ones that can be prefixed with -un (creates an opposite) and words that cannot be prefixed with -un. Support the children to</p>	<h3>Lesson 3</h3> <p>Learning Objective: To identify vowel digraphs and the sounds which they represent. Display the page with the following text: And with that he proceeded to gather his stuff and make a big pile with a huff and a puff. Read in choral voices, ensuring the children get a feel for the rhyme and rhythm. What if the word 'stuff' was changed to 'things'? Suggest that Pig was so cross he spluttered nonsense sounds while he was huffing and puffing. Create a pair of made-up words that rhyme with 'things' e.g. 'dring' and 'tring'. And with that he proceeded to gather his things and make a big pile with a dring and a tring. Children create their own nonsense words to create their own version of the sentence. e.g. And with that he proceeded to gather his things and make a big pile with a floy and a bloy. And with that he proceeded to gather his stuff and make a big pile with a rough and a crough. That greedy pug called Pig.</p>	<h3>Lesson 4</h3> <p>Learning Objective: To listen, discuss and take notes on a non-fiction text. Children choose new pet: a cat, parrot or rabbit. Support children to research their chosen pet to create a 'Pig' character; decide on some areas of research - these will become headings. Could have Scratch the Cat, Peck the Parrot or Thump the Rabbit, each animal having unpleasant characteristics to match their name. For their chosen pet, children to find out what the pet might eat, play with and other details such as their sleeping and exercise needs. Teacher model how to make notes. Talk about what the children's pets could have an accident with e.g. a parrot would fly if falling out of a window but could he wobble off a perch and land in his water bowl?</p>	
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	<p>'sharing' because he's so tightly bandaged that he can't stop Trevor from playing with his toys?</p>	<p>select the adjectives that they feel best describes Pig then work some of these into statements.</p> <p>Show the children a copy of the picture of Trevor grinning and looking friendly. Children give single words/phrases that describe Trevor. Now compare Pig with Trevor. Children write some comparative sentences using 'but' e.g. Pig is greedy but Trevor is kind.</p> <p>Year 2 Additional Planning - Share with children the suffix -er and ask them to add it to some of the</p>			
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			adjectives collected in the whole class session. Children to write sentences joined by a 'but', e.g. Trevor is soft but Pug is softer.		
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Phonics  Bug Club			Phonics Bug Phonics Phase 2, Phase 3, Phase 5		
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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 there
 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

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Brilliant Builders

Lesson 1

LO: To identify and classify different materials.

Have a variety of different objects in the classroom with different materials – plastic, wood, paper, cardboard, metal etc. Let children hold the different items and ask some children to describe the materials textures or see if they can name the material. Go through some materials on the board and ask the children to classify them into the correct categories.

Activity: Sorting activity – place the item in the correct category.

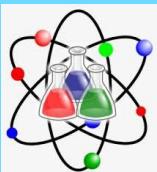
Extension: Write a couple of sentences describing the material.

Spelling & Handwriting



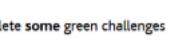
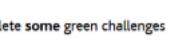
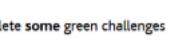
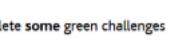
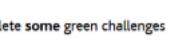
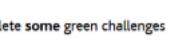
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Science



Geography 	<h3><u>Hot and Cold Places</u></h3> <h4><u>Lesson 1: How hot or cold is our school?</u></h4> <p>Explain how we are beginning our new unit for Geography based on hot and cold places. Discuss what it means to be hot and cold and what temperature is. Do they know of any hot and cold places in the school? Walk around the school observing the temperature in different areas e.g. the classroom, hall, computer room, playground, to see the difference in temperature. Children will complete the table stating the temperature of each location.</p> <p>Extension: Using location and directions, can the children describe where a room is e.g. "the hall is opposite 2M's classroom", "the computer room is next to the right of the DT room", "Mr Emery's Office is next door to the school office" etc.</p>
Computing 	<h3><u>Algorithms Unplugged</u></h3> <h4><u>Lesson 1: What is an algorithm?</u></h4> <p>Discuss orders of events on the board through the interactive presentation.</p> <p>Show the presentation: what is an algorithm? Children to work in pairs to write an algorithm for dressing a doll. Make sure that children aren't missing any steps. Teacher to follow some of the steps from the children to make sure they are being made in the correct order.</p> <p>Prepare: Doll and clothes worksheet for children to cut out and use. Hand out whiteboards 1 between 2.</p>
PSHE 	<p>https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p> <h4>KS1 Module 1, Unit 3 - Session 1: Feelings, Likes and Dislikes</h4> <p>In this session, children will watch a video where two presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.</p>

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Music 	<h3>Tempo: Snail and Mouse</h3> <p>This half term, Year 1 pupils will explore Tempo in music by listening and responding to pieces with fast and slow speeds. Children will use their bodies, voices and instruments to demonstrate slow and fast beats through movement, speech and sound. Pupils will learn and perform a rhyme and a song, using a clear singing voice and keeping a steady pulse. Those who are secure will confidently sing from memory with some accuracy, perform with instruments, and demonstrate appropriate fast and slow responses. Children will also observe others, moving, speaking, singing and playing appropriately, while developing coordination, listening skills and enjoyment of music.</p>					
Art/DT 	<p>LO: To explore drawing techniques using a range of materials.</p> <p>Today, we are exploring drawing techniques using a range of materials. Start by reminding the children that they can create different types of lines by changing the pressure and control of their drawing tool. Introduce Käthe Kollwitz's artwork and ask the children how they think she created the marks and where she used light and dark, explaining that this is called tone. Hand out a variety of drawing materials—charcoal, chalk, graphite sticks, soft pastels, wax crayons, and coloured pencils—and model how to hold each one and how pressure affects the marks. Ask the children to experiment in their sketchbooks, drawing different types of lines, patterns, shapes, and experimenting with blending and layering on sugar and cartridge paper. Circulate, asking them to describe the materials and marks. Finally, have them cut and glue their papers into their sketchbooks, annotate their work using the word bank, and share their favourite materials and techniques with a partner.</p>					
P.E. Real PE 	<p>Learning Goals</p> <table border="1" data-bbox="720 933 1747 1421"> <tr> <td data-bbox="720 933 1230 1421"> Learning Behaviour  Understand Performance Emerging <ul style="list-style-type: none"> I can understand and follow simple rules. I can name some things I am good at. Expected <ul style="list-style-type: none"> I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. Exceeding <ul style="list-style-type: none"> I can explain what I am doing well and begun to identify areas for improvement. </td> <td data-bbox="1230 933 1747 1421"> Fundamental Movement Skills  Dynamic Balance Static Balance  Stance <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.</p> <table border="1" data-bbox="1275 1235 1567 1378"> <tr> <td data-bbox="1275 1235 1388 1283">  Emerging I can complete some green challenges </td> </tr> <tr> <td data-bbox="1388 1235 1567 1283">  Expected I can complete all green challenges </td> </tr> <tr> <td data-bbox="1275 1283 1567 1378">  Exceeding I can complete some red challenges </td> </tr> </table> </td> </tr> </table>	Learning Behaviour  Understand Performance Emerging <ul style="list-style-type: none"> I can understand and follow simple rules. I can name some things I am good at. Expected <ul style="list-style-type: none"> I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. Exceeding <ul style="list-style-type: none"> I can explain what I am doing well and begun to identify areas for improvement. 	Fundamental Movement Skills  Dynamic Balance Static Balance  Stance <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.</p> <table border="1" data-bbox="1275 1235 1567 1378"> <tr> <td data-bbox="1275 1235 1388 1283">  Emerging I can complete some green challenges </td> </tr> <tr> <td data-bbox="1388 1235 1567 1283">  Expected I can complete all green challenges </td> </tr> <tr> <td data-bbox="1275 1283 1567 1378">  Exceeding I can complete some red challenges </td> </tr> </table>	 Emerging I can complete some green challenges	 Expected I can complete all green challenges	 Exceeding I can complete some red challenges
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P.E.
Fitness

PE Games and Activities

The Penguin Shuffle

Equipment needed – bean bags and hula hoops.

Best done as a relay race. Class is split into equal teams and each child is given a bean bag or small ball. The bean bag is placed between the child's knees and they shuffle up to a hula hoop. They must drop their bean bag into the hoop and return to their team, allowing the next child to go. The first team with all their bean bags in the hoop wins!

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Communicating with school

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