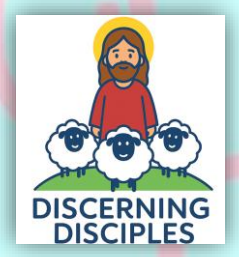
OLC WEEKLY LEARNING PLAN

Message from your teachers:

Our Lady of Compassion- October is the month of the Rosary



Gospel Values and Virtues -Compassionate and Loving

We have had such an enjoyable week making paper sculptures and learning so much about **Creation and Covenant** by singing and saying our knowledge phrases together. We have loved learning about the **Seasons in Science** and we have enjoyed all the Naughty Bus activities in English! Did you know that bus had travelled all the way to OLC ? This naughty bus created so much mess inside our classrooms! Next week we will begin a brand new story and we cannot wait!

Thank you for your continued support and we look forward to our next busy week ahead!

Miss Dowling, Mrs Mitchell & Mrs Redfern

OLC WEEKLY LEARNING PLAN

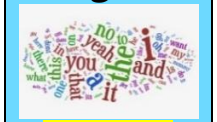
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Mitchell & Miss Dowling	Year group:	Year 1	Date:	28.09.26

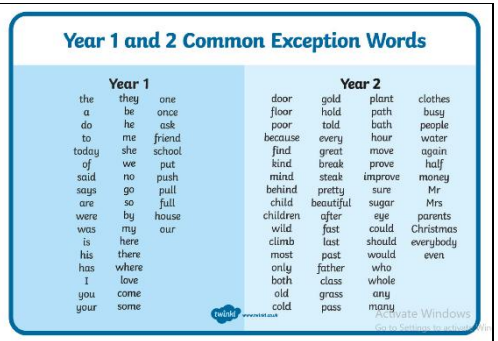
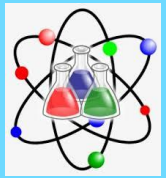
R.E. **Knowledge Statement:**	We cannot see God, but we can sense him in the world around us.	We experience awe and wonder in Creation.	We cannot see God, but we can sense him in the world around us. We experience awe and wonder in Creation.

Maths	**LO: The number line**	**LO: Parts and wholes**	**LO: The part whole model**	**LO: Write number sentences**	**LO: Fact Families – addition facts**
	Pages: 60-63	Pages: 68-71	Pages: 72-75	Pages: 76-79	Pages: 80-83

OLC WEEKLY LEARNING PLAN

English  **Yeti and the Bird**	**LO:** To write rules for friendship using imperative verbs.	**LO:** To build words using the suffix –est.	**LO:** To write sentences using the suffix –est.	**LO:** To write sentences offering advice.
	All: Before opening the book read the letter to the class. Ask children why someone would be lonely and not have friends – look at a picture of the Yeti. Would you be friends with one? Why or why not? Orally rehearse with partners completing the sentences 'I would be friends with a Yeti because…' 'I would not be friends with a Yeti because…' Discuss what makes a good friend, what are the rules for a success friendship? **Yr1&2:** Children to write rules for friendship using imperative verbs e.g. *Always* ***be*** *kind.* ***Try*** *to* ***do*** *the right thing.* ***Listen*** *to your friends.*	**All:** Introduce the book 'The Yeti and the Bird' without looking at the front cover and read the first two pages up to 'So everybody left him alone'. Ask them to describe the Yeti (display picture from first page) and pick out the adjectives that Nadia Shireen has used – *biggest, hairiest, scariest*. What do they all have in common? Underline the 'est' ending. Underline and identify the root words – *big, hairy, scary.* **Yr1&2:** Children to complete the suffix flaps. Children have root words and ask them to create new words with 'est' in them write the under the flap (where there is no change to the root word). **Yr 2:** Go deeper and explain where y is converted to I, e.g. *scary- scariest.*	**All:** Recap the story (the first two pages). Can you remember how to us the suffix -est from yesterday? What examples did we have? Can we use these suffixes in sentences? **Yr1:** Children to use the suffix words in a sentence to describe the Yeti. *The Yeti was the tallest beast.* **Yr 2:** Let them layer the sentence with more than one and use a comma, e.g., *The Yeti was the tallest, meanest beast in town.*	**All:** Recap on story so far and read onto 'But Yeti was lonely'. Using our rules of friendship from the other day, what advice could we give the Yeti? Does he realise that everyone is scared of him because of his size? After the children have dispensed advice, have the Yeti say that he would like the advice written down so he can work out what to do next. **Yr1&2:** Write down the advice given to the Yeti. E.g. *I think you should…* *Why don't you try and….*
Reading 	**Class Reading Books**			

OLC WEEKLY LEARNING PLAN

SPAG	Phonic Bugs KS1 Common Exception Words- Ninja Spelling Week 4  **Year 1 and 2 Common Exception Words** **Year 1** the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some one, once, ask, friend, school, put, push, pull, full, house, our **Year 2** door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold gold, hold, told, every, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, everybody, even
Science 	**Lesson 4: Understand the changes that take place in spring** In this lesson, pupils explored the changes that take place during spring and compared them with winter. They began by recalling features of winter before discussing signs of spring, including warmer weather, longer daylight hours, growing plants and the birth of baby animals. Pupils shared their own experiences and observations by drawing and discussing what they might see in spring. They then completed a matching activity, identifying baby animals and their adult counterparts and writing simple sentences about how they grow. Through discussion, pupils considered why many animals are born in spring. The lesson concluded with a comparison of spring and winter, helping pupils understand seasonal changes and how weather affects plants, animals and people.
History The Great Fire of London	**Lesson 4- What did eyewitnesses say about the Great Fire?** In this lesson, pupils explored the importance of eyewitness accounts by investigating extracts from Samuel Pepys' diary about the Great Fire of London. After activating prior knowledge with a quiz, pupils discussed what an eyewitness is and considered the strengths and limitations of eyewitness evidence through a memory challenge activity. Working in groups, pupils read and interpreted Pepys' diary extracts, identifying characters, actions, thoughts and feelings. They created freeze-frame drama scenes to represent key moments and used hot-seating techniques to express characters' emotions and experiences. Through discussion and inference

OLC WEEKLY LEARNING PLAN

	activities, pupils extracted information from the texts, made predictions, and recognised that eyewitness accounts provide valuable evidence but may not always be completely accurate.
Computing	**Programming: Virtual Bee-Bot (5 Lessons)** Overview - Exploring programming using a virtual Bee-Bot, learning how commands and sequences control movement. Pupils practise creating precise instructions, planning and inputting sequences to navigate virtual Bee-Bot worlds. They identify and correct errors in their instructions, developing an understanding of debugging. Pupils apply their skills to complete simple programming challenges. **Lesson 2: LO: To create a short video showing how to program a virtual Bee-Bot.** Recap the previous lesson by discussing the commands used to control a virtual Bee-Bot. Explain that children can create their own instructions and share these with others. Model how to plan a sequence of commands and record a short video demonstrating the Bee-Bot moving to a chosen destination. Children work in pairs to plan their sequence, practising precise instructions and checking that their Bee-Bot follows them correctly. Encourage children to test, identify mistakes and make changes where necessary. Discuss the importance of creating and owning their own digital work. **Final activity:** Children create and record a short video demonstrating their virtual Bee-Bot successfully completing a planned journey.
PSHE	Feelings, Likes and Dislikes – Ten Ten Resources

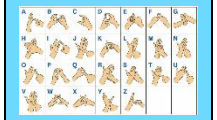
Session 1: Feelings, Likes and Dislikes

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.

LO: That it is natural for us to relate to and trust one another

- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
- A language to describe our feelings

MFL

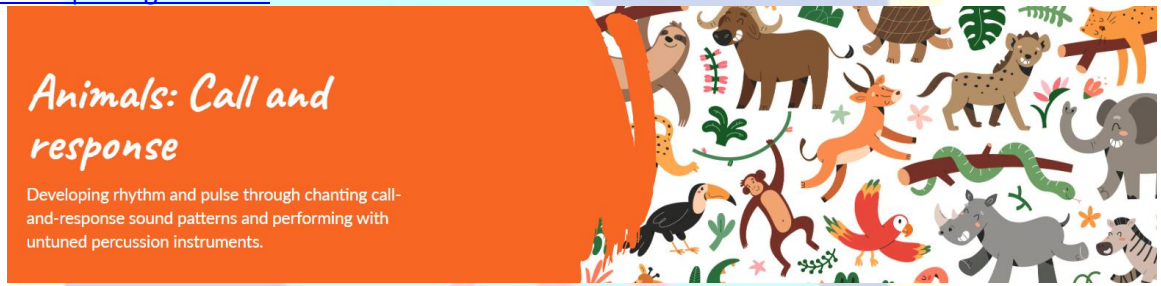
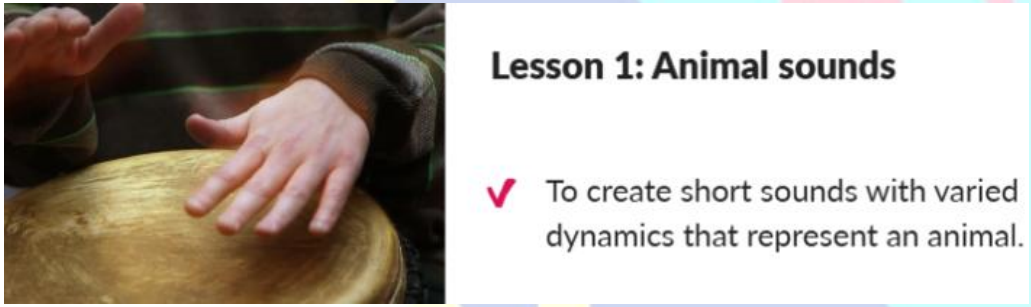


Lesson 4: Greetings

This lesson contains 5 sections:

1. Introduction (Hawthorne's introduction to the lesson)
2. Main Teaching Video (Greetings Part One)

THE SCHOOL OF SIGNS

	3. Code Breakers (CodeBreakers: Greetings) 4. Main Teaching Video (Greetings Part Two) 5. Recap (Greetings Recap)
Music	**Music > Key stage 1 > Year 2 > Animals: Call and response > Lesson 1: Animal sounds** KS1 Music Lesson Plan | Animals | Going on Safari   **LO: To create short sounds with varied dynamics that represent an animal.** • I can change the volume of my sound. • I can create different dynamics using the same instrument. • I can work as part of a group to create a short section of sounds that represents an animal.

OLC WEEKLY LEARNING PLAN

Lesson 2: Sound pattern safari

✔ To copy a short sound pattern.

LO: To copy a short sound pattern.

- **I can describe my ideas about a piece of music.**
- **I can accurately copy a sound pattern by clapping.**
- **I can clap a sound pattern in time with the music.**

Art

Sculpture and 3D: Paper Play (5 Lessons)

Overview - Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.

Lesson 3: LO: To create an imaginative 3D Tree of Life using paper-shaping techniques.

Recap previous learning by revisiting ways to shape paper, including rolling, folding, scrunching and zigzagging. Explore examples of Tree of Life artwork and discuss similarities, differences, shapes and creatures shown. Children sketch their own Tree of Life design, considering the size, shape and colours they would like to use. Model how to begin with the trunk and build upwards and outwards using different paper shapes. Children then use strips and pieces of paper to construct their own 3D Tree of Life, experimenting with techniques and adapting their ideas as they work.

Final activity: Children complete and share their individual 3D Tree of Life sculptures.

OLC WEEKLY LEARNING PLAN

P.E.	**Fundamentals** *Unit of Work*