

## 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 McEvelly**



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

<b>Teachers:</b>	Miss Hannah and Mr McEvelly	<b>Year:</b>	2	<b>Date:</b>	7 <sup>th</sup> October 2024
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	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
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<p><b>LO:</b> Consider the thoughts and feelings of Daniel when he was sent to the lion’s den.</p>	<p><b>LO:</b> Write a class psalm (shared write).</p>	<p><b>Sunda’s Gospel</b></p>	<p><b>Curious and Active</b></p>	<p><b>Rosary</b></p>
<p><b>SC:</b> Listen to the story of Daniel and the lion’s den. Write about Daniel’s thoughts and feelings. <b>Recall:</b> Think back to David and Goliath – what happened in this story? What was David’s gift from God? Where do we find these stories in the Bible? <b>Input:</b> Read and listen to the story of Daniel and the Lion’s Den pg 194 - <a href="https://www.youtube.com/watch?v=bEM_X25DWPk">https://www.youtube.com/watch?v=bEM_X25DWPk</a> What happened in the story? Ask children to recall and then solidify the message by asking further questions. Important message – we should always listen to God and have trust in Him and His work. Continue to pray because God will always help us. <b>Main Activity:</b> Create a roll on the wall of Daniel. <b>Year 1:</b> Inside the person write Daniel’s thoughts and feelings. <b>Year 2:</b> Inside the person write Daniel’s thoughts and feelings. Outside the person, write what Daniel did for God. <b>Wrapping Up:</b> What part of the Bible was this story from? How did Daniel feel throughout the story?</p>	<p><b>SC:</b> Listen to some psalms. Think about what we can thank God for. Write a psalm. <b>Recall:</b> What was the story of Daniel about? Who did Daniel have a strong relationship with? Where is this story from? <b>Input:</b> What is a psalm? Info on slides. Listen to 2 psalms. Psalm 100 – Praise God for His goodness, faithfulness and protection. <a href="https://www.youtube.com/watch?v=5JFyrS_MRFI">https://www.youtube.com/watch?v=5JFyrS_MRFI</a> Psalm 8:1 – How majestic is your name? <a href="https://www.youtube.com/watch?v=6XQ5e0Uhgq4">https://www.youtube.com/watch?v=6XQ5e0Uhgq4</a> What do we notice about the psalms? <b>Main Activity:</b> As a class we will write a psalm thanking God for what he has done for us, with links to stories from the Old Testament. <b>Example:</b> A Psalm of Thanks Dear God above, so great and kind, For all the love You’ve let me find. You made the sun, the moon, the trees, And gave me friends and fun and bees!</p>	<p>Mark 10:2-16 "Let the children come to me; do not prevent them, for the kingdom of God belongs to such as these."</p>	<p>How have we been curious and active this week? Can you think of any examples?</p>	<p>Our Father, Who art in Heaven, Hallowed be Thy Name, Thy Kingdom come. Thy will be done, On earth as it is in Heaven. Give us this day our daily bread. And forgive us our trespasses, As we forgive those who trespass against us. And lead us not into temptation, But deliver us from evil. Amen Hail Mary, full of grace, the Lord is with thee. Blessed art thou amongst women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners,</p>

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	<p>How did the King feel?</p>	<p>You brought the stars to shine at night,          And filled the world with colours bright.          Like David sang and danced with glee,          I thank You for creating me!          You gave us animals that play,          And flowers bloom in a bright array.          Just like the stories I have read,          You guide my heart, You help me tread.          Thank You, God, for every day,          For hugs and smiles and time to play.          I'll sing Your praise, both loud and clear,          With joy and love, I'll keep You near!          Amen.</p>			<p>now and at the hour of our death.          Amen.          Glory be to the Father,          and to the Son,          and to the Holy Spirit.          As it was in the beginning,          is now,          and ever shall be,          world without end.          Amen.</p>
 <p><b>Maths</b></p>	<p><b>Add and subtract two multiples of 10</b></p>	<p><b>Complements to 100 (tens)</b></p>	<p><b>Add and subtract 1s</b></p>	<p><b>Add by making 10</b></p>	<p><b>Add using a number line</b></p>
	<p>Pages 65-67</p>	<p>Pages 68-70</p>	<p>Pages 71-73</p>	<p>Pages 74-76</p>	<p>Pages 77-79</p>
 <p><b>Bug Club</b> <b>Phonics</b></p>	<p><b>Phonics Bug Phonics</b>  <b>Phase 2, Phase 3, Phase 5</b></p>				


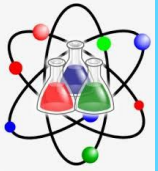
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English

<p><b>LO:</b> To make sensible predictions about the non-fiction text – The Great Fire of London</p>	<p><b>LO:</b> To research information about <b>ancient</b> London landmarks.</p>	<p><b>LO:</b> To research information about <b>modern</b> London landmarks.</p>	<p><b>LO:</b> To write in present tense to create a poster.</p>	<p><b>LO:</b> To use relevant adjectives to describe old London.</p>
<p><b>All:</b> Before reading the text, ask the children to discuss and think what the book may be about.</p> <ul style="list-style-type: none"> <li>• Collect and generate words and predictions as shared writing.</li> <li>• Use post-it notes and attach them to the white-board (flip chart).</li> </ul> <p><b>Yr1&amp;2:</b> Children are to write out prediction sentences beginning around the title page.</p> <p><i>I predict...</i> <i>I think...</i> <i>I would like to find out about...</i></p>	<p><b>All:</b> Explain that we are going to be making a poster to advertise London on Thursday. However, before we can make the poster we need to research some information to include on our posters. Today’s lesson we will be researching the <b>ancient</b> landmarks of London.</p> <p>Show children the information for each Landmark from the Visit London website. Collect some facts as a class.</p> <p><b>Yr1&amp;2:</b> In books, children to write the facts about <b>ancient</b> London Landmarks that we as a class have gathered and some of their own underneath the sticker for each landmark.</p>	<p><b>All:</b> We will be continuing with the research for our posters. Today we will be researching the <b>modern</b> landmarks of London.</p> <p><b>Yr1&amp;2:</b> In books, children to write the facts about <b>modern</b> London Landmarks that we as a class have gathered and some of their own underneath the sticker for each landmark.</p>	<p><b>All:</b> Explain that we are going to write a poster/advertisement today persuading tourists to visit London. Revisit research from previous lessons. How do you know we’re writing in present tense?</p> <p><b>Yr1&amp;2:</b> <i>London is a beautiful city.</i> <i>London has many landmarks.</i> <i>The London Eye is....</i> <i>The Tower of London has...</i></p>	<p><b>All:</b> Show the children the video of Life in London in 1666 <a href="https://www.youtube.com/watch?v=2wBl55HlvBU">https://www.youtube.com/watch?v=2wBl55HlvBU</a> Introduce the book to children and explain we will now focus on old London. Read the first section of the book, The City of London (pages 4-7). Ask children, what were the streets like? What were the buildings made out of? How did people get around? Were people healthier back then? Why/why not?</p> <p><b>Yr1&amp;2:</b> Children sort the adjectives describing London. Which adjectives did they think were most relevant? Where there any words they struggled with? Children to write sentences using the adjectives to describe old London. Ensure that children are using the past tense to describe London. <i>London was a dirty city.</i> <i>There was lots of wooden buildings.</i></p>
<p>every great break steak</p>	<p>every great break steak</p>	<p>every great break steak</p>	<p>every great break steak</p>	<p>every great break steak</p>

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 <p><b>Spelling &amp; Handwriting</b></p>	pretty	pretty	pretty	pretty	pretty
 <p><b>Humanities</b></p>	<p><b>COMPUTING – BEE-BOT</b></p> <p><b>Lesson 5: Bee-Bot adventures</b></p> <p><b>LO:</b> To create a program that tells a story.  <b>SC:</b> I can give the Bee-Bot clear instructions.          I can debug my instructions if they go wrong by identifying and correcting the mistake.  <b>Recall:</b> How would we program the Bee-Bot to go from this image to the next? (clear, forward, forward etc). Use whiteboards for children to draw their program (arrows) and see if it is correct.  <b>Discussion:</b> Read a story called 'The Adventures of Bee-Bot'  <b>Main Activity:</b> In pairs, children will program a Bee-Bot to move characters in different directions when they are mentioned in a story.</p>	<p><b>ART – COLOUR SLPASH</b></p> <p><b>Lesson 3</b></p> <p><b>LO: To explore colour when printing</b></p> <p>Show pupil video Lego Printing</p> <p>The children can print with building blocks of varying sizes or with a range of other objects. Using building blocks will provide the opportunity for them to design a printing block by grouping blocks together. Printing with individual building blocks or other objects will be more straightforward.</p> <p>If they are building a printing block, hand out flat building</p>	<p><b>HISTORY – THE GREAT FIRE OF LONDON</b></p> <p>Show pupils the main lesson question. Pupils should complete the Quiz independently. Share the story of the Great Fire of London from 2–5 September 1666 using the interactive timeline game (<a href="https://www.fireoflondon.org.uk/the-game/">https://www.fireoflondon.org.uk/the-game/</a>). Hand out sets of sequencing cards telling the story of the Great Fire to pairs or small groups. Ask pupils to put the cards in order. Then run through the sequence as a class to check answers and address any misconceptions. Take photos of sequencing for books.</p>	<p><b>SCIENCE – ANIMALS INCLUDING HUMANS</b></p> <p>Before the session, print and cut out several copies of the Animal Categories game cards. Write the category names on five large sheets of paper according to the game instructions and display them around the classroom. Place the cards on the tables. As the children arrive, ask them to gather around the tables and work together to examine the animal cards. Challenge them to match each animal to the correct category on the large sheets within a set time limit. Read aloud the features on each sheet, referring to them as "categories" so the children understand these as "groups of things." Explain terms like "warm-blooded" and "cold-blooded" if needed, and encourage them to make</p>	<p><b>MUSIC – UNDER THE SEA</b></p> <p><b>Lesson 5: Under the sea performance</b></p> <p><b>LO:</b> To perform as part of a group to demonstrate dynamics, pitch and rhythm.  <b>SC:</b> I can read symbols from left to right.          I can make high, low, loud and soft sounds.          I can read different sound patterns.          I can follow a leader.  <b>Recall:</b> Agree or disagree with the images representing sounds and silences.  <b>Attention Grabber:</b> presentation under the sea – what different symbols can you see in the picture?          How did you use the instruments when looking at the fish?          How did you use the instruments when looking at the diver?</p>

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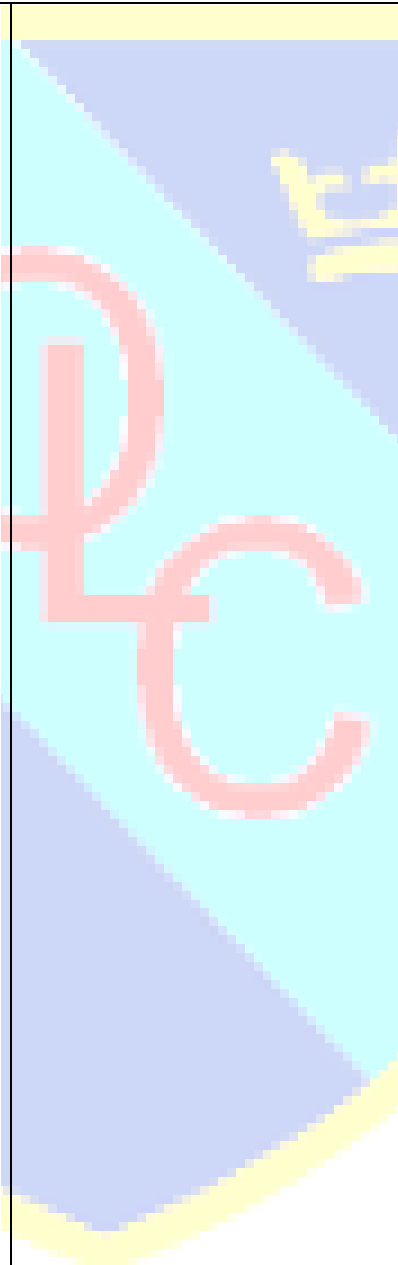
Observe children following along with the story, can they reach the target? Do the children panic? Can any children fix an error?  
**Wrapping Up:** Quick-fire challenge.

block bases so the children can experiment with grouping the blocks and printing using different colours.

The children could create a pattern, picture or could print out letters, carefully positioning blocks of the right size. Remind the children that they will need to make a mirror image of the letter or turn the print around in order for the letter to print out correctly.

Encourage the children to overlap the colours and offset the bricks slightly to create a colourful kaleidoscope effect. Ask the children what happens to the colour of the paint when the prints overlap.

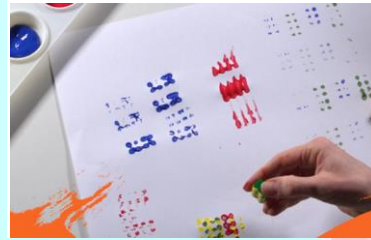
The children should discuss their choice of colours and the arrangement of the prints before and as they work.



their best guesses if unsure where a card belongs. Afterward, bring the class together to review the sheets, discussing and refining their choices. Ask if anything surprised them, such as an animal being in an unexpected category. Prompt them to consider where humans or their pets might belong. Introduce the definitions of "carnivore," "herbivore," and "omnivore" from the resource sheet. Ask the children to name examples of each, including animals they might find locally or in their homes. Discuss which animals would make good pets and why others might not. Show them the Home-made Pet ideas, and let them design an ideal pet. For Year 2, ask them to list features that make a good pet and design an animal that meets these criteria, labelling the features. Have them share their designs and reasons for their choices.

What did you do when you looked at the rhythms in the hearts?  
**Main Activity:** presentation – follow the presentation from left to right the diver's pitch, rhythm and dynamics. Emphasise the rhythms should be clapped. Children will understand what each symbol represents – model Children to work in groups to play each element – ensure children are looking at the presentation and representing the different symbols in the correct order.  
**Wrapping Up:** Did the group represent the diver, bubbles and fish correctly?  
**Resources:** Instruments





**PSHE  
Jigsaw**

**Year 1 – Being Me In My World  
Lesson 4 – Rewards and Feeling Proud**  
Please teach me to:

- Know my views are valued and can contribute to the Learning Charter
- Recognise how it feels to be proud of an achievement

Before the lesson the teacher will have filled in the ‘I am proud of you’ tickets for each member of the class. The teacher shows the children a proud face and corresponding body language. Ask the children what they think you are feeling (show a proud feeling) and then say “I am proud of every child in my class”. Ask the children why they think you are feeling proud of them and receive their ideas. Then take the treasure chest or a small box/container containing the ‘I am proud of you’ tickets and ceremoniously give each child their ticket, telling them not to show anyone.

**Journal:** On the next section in their journal children draw a picture of them feeling proud. Some could finish the sentence I feel proud when...

**Year 2 - Being Me In My World  
Lesson 4 – Rewards and Consequences**  
Please teach me to:

- Can listen to other people and contribute my own ideas about rewards and consequences
- Help make my class a safe and fair place


There are three ‘What might happen?’ pictures over the next few slides: After each slide invite the children in pairs to think about and share their ideas on what might happen. Ask for some examples. Having established that every action has a consequence, children work in groups to discuss the scenario picture cards.

Together they need to work out:

- What negative behaviour/choices can they see in each picture?
- What the consequences might be of that behaviour?

Guide the children to reflect that negative/unhelpful behaviours deserve a consequence instead of a reward. Ask the children to revisit each picture and decide on a fair/proportionate consequence for each negative learning behaviour. Share their ideas. As a whole-class, children decide on appropriate

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 <b>Daily PE Activity</b>	<b>Real PE – Unit 1: Lesson 4</b>  In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games.	<b>Fitness Focus: Car Game</b> 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	<b>Fitness Focus: Fitness Bingo</b> 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.	<b>Fitness Focus: Don’t Drop the Ball:</b> 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.	<b>Dance: Just Dance – I Gotta Feeling (Classroom Version)</b> <a href="https://www.youtube.com/watch?v=CyfM2ood0IE">https://www.youtube.com/watch?v=CyfM2ood0IE</a>
consequences they think would be fair if someone in their school/class: <ul style="list-style-type: none"> <li>Stopped someone else from learning</li> <li>Didn’t want to make an effort</li> <li>Did a disappointing piece of work</li> </ul> The teacher could scribe these ideas and feed these into the Whole School Learning Charter.					

### Homework:

### Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)