

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:	Miss Hannah and Mr McEvilly	Year group:	Year 2	Date:	20.10.25
------------------	-----------------------------	--------------------	--------	--------------	----------

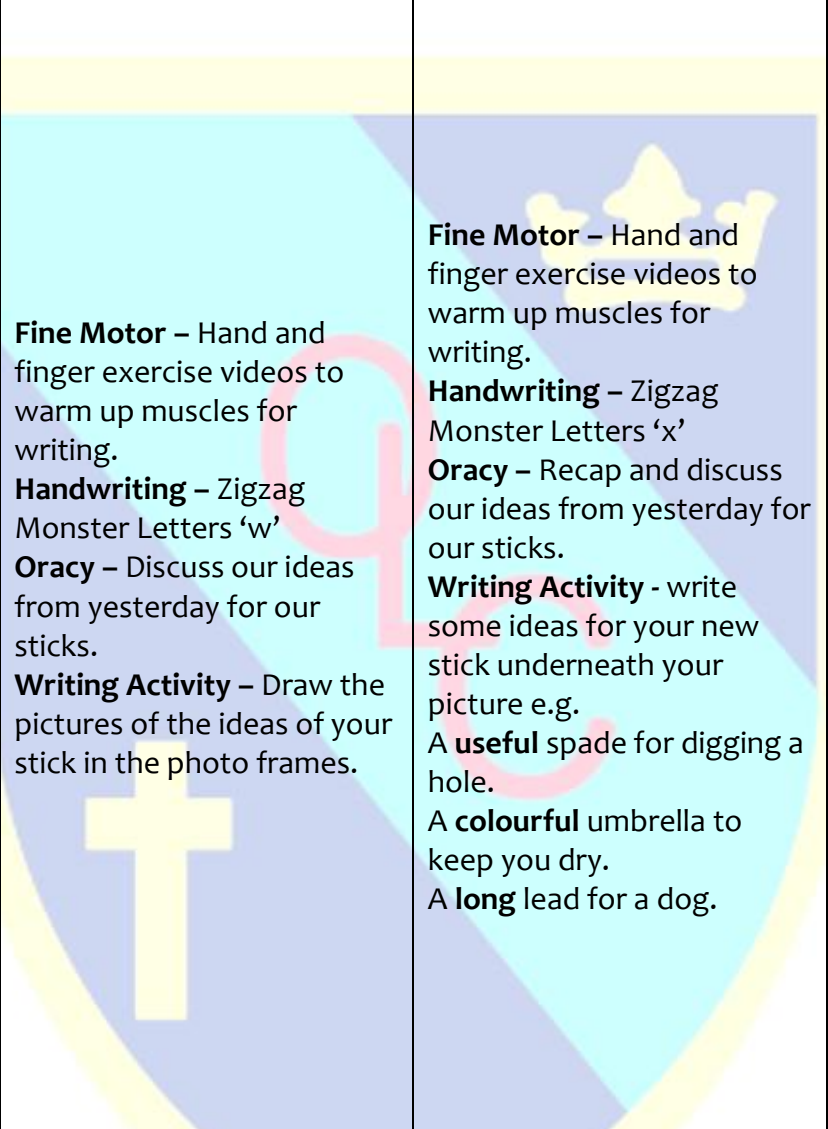
	Monday	Tuesday	Wednesday	Thursday	Friday
--	---------------	----------------	------------------	-----------------	---------------

<p>R.E.</p> 	<p>LO: Retell the miracle of the Wedding at Cana.</p>	<p>Gospel of the Week</p>	<p>Gospel Values</p>	<p>Month of the Holy Rosary</p>	<p>Inset Day</p>
	<p>Recap what different celebrations are and what celebrations can happen during Mass. Discuss the different celebrations that have happened so far in Jesus' life – presentation at the temple, getting lost and found etc.</p> <p>Tell children the story of the Wedding at Cana, perform the miracle as the hook to get children interested in the miracle. Read the story from the Bible and watch the video https://www.youtube.com/watch?v=7pIJaqnVug – ask children to retell the story and explain how amazing the miracle would have been to have seen it.</p> <p>Activity: Children will draw a picture retelling the story of the Wedding at Cana and Year 2 will write a caption underneath celebrating the miracle Jesus just made.</p>	<p>Exodus 17:8-13</p> <p>A group called the Amalekites came to fight the Israelites. Moses told Joshua to choose some men and go fight them. Moses went up on a hill with God's staff, along with Aaron and Hur.</p> <p>While Moses held up his hands, the Israelites were winning. But when he got tired and lowered his hands, the Amalekites started to win.</p> <p>So Aaron and Hur helped him by holding up his hands, one on each side. They kept his hands steady until the sun went down.</p> <p>Because of this, Joshua and the Israelites won the battle.</p>	<p>We are growing to be eloquent and truthful.</p> <p>Eloquent means using words well — speaking or writing clearly so others can understand what we think and feel.</p> <p>We can also share our thoughts in other ways, like through music, drama, painting, or dancing. When we use our gifts in a fun, honest, and meaningful way, we are being creative just like God made us to be!</p> <p>Truthful means telling the truth and being honest. Jesus said, <i>"I am the way, the truth, and the life."</i> So when we are truthful, we are living like Jesus and</p>	<p>This month, we celebrate the month of the Holy Rosary. Throughout October, we will have class discussions and worship using the rosary beads. We will pray for what the children would like to pray for and keep these people in our minds.</p> 	<p>Inset Day</p>

OLC WEEKLY LEARNING PLAN

			doing what makes God happy.		
	Textbook A				
Maths 	Add across a 10	Subtract across a 10	Subtract from a 10	Subtract a 1-digit number from a 2-digit number - across 10	INSET DAY
English 	<p>For the next 3 weeks we will be focusing on the story ‘Stanley’s Stick – John Hegley’</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>				

OLC WEEKLY LEARNING PLAN

<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – Zigzag Monster Letters ‘v’</p> <p>Oracy – We are going to write about an adventure with our own stick. Let’s imagine what our stick would look like. Think of the shape of your stick and how it could be used. Stanley had a straight stick then a wavy stick.</p> <p>Explain to your friend what your stick can be. Make sure you use full sentences e.g. Think of 3 ideas for your stick.</p> <p>My stick is a colourful umbrella to keep dry in the rain.</p> <p>My stick is a long, grey lead for my pet dog.</p> <p>My stick is a useful spade for digging holes to hide pirate treasure.</p>	 <p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – Zigzag Monster Letters ‘w’</p> <p>Oracy – Discuss our ideas from yesterday for our sticks.</p> <p>Writing Activity – Draw the pictures of the ideas of your stick in the photo frames.</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – Zigzag Monster Letters ‘x’</p> <p>Oracy – Recap and discuss our ideas from yesterday for our sticks.</p> <p>Writing Activity - write some ideas for your new stick underneath your picture e.g.</p> <p>A useful spade for digging a hole.</p> <p>A colourful umbrella to keep you dry.</p> <p>A long lead for a dog.</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – Zigzag Monster Letters ‘z’</p> <p>Writing Activity - Using our plan, we are going to write our story.</p> <p>Today, I found a bumpy, brown stick in the park. It is a very useful stick because it is a colourful umbrella on a rainy, wet day. It is also a long, grey lead for my pet dog but the best thing it can be is a handy spade for digging holes to hide my pirate treasure.</p>	
--	---	--	---	--

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

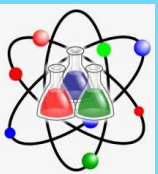
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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



Ask the children to sit on the carpet and show them a range of weather symbols. Hold up each symbol one at a time and encourage the children to act out how that weather makes them feel, modelling this by pretending to shiver when showing the snowy symbol. When showing the lightning symbol, observe their reactions and reassure them that thunder and lightning are not scary when we are safe indoors. Hold up the rain and sun symbols together and ask what we might sometimes see in the sky at that time (a rainbow). Discuss what clothes are suitable for different types of weather. Next, give each group a weather symbol sheet and ask them to talk about their symbol — how it makes them feel, what they know about that kind of weather, what clothes they would wear, and any experiences they have had. Encourage them to draw and write their ideas and questions on the sheet. Then, show some short weather forecasts from the Met Office website and discuss what they notice, such as the use of symbols, the large UK map, and the way the forecaster presents the information. Finally, give each child a “Talking About Weather – Observing” sheet and a pencil, and take the class outside to observe and discuss the day’s weather in their groups while completing their sheets.

OLC WEEKLY LEARNING PLAN

Computing 	<p>Begin by displaying the <i>Speak Like an Expert</i> presentation and giving the children time for paired discussion. Then, show the <i>Self-Portrait</i> presentation and have the children face their learning partners. Ask them to think about what features everyone has on their faces, introducing the computing concepts of decomposition (breaking down the face into parts) and abstraction (focusing on key features). Record their suggestions on the board to create a list of facial components. Display slide 1 and explain that they will use Sketchpad to draw self-portraits. Ask the children to log in, distribute mirrors, or allow them to take photographs of themselves. Using slides 2 and 3, discuss which Sketchpad tools could be used for each facial feature — for instance, the ellipse shape for the face and eyes, the fur brush for hair, and the pencil or pen tool for smaller details. Encourage them to reference the list of features and help each other find tools. With slides 3 and 4, demonstrate how to select the ellipse shape, use the fill tool to match skin tone, and resize or move shapes using the select tool. Display slide 5 to remind them there's no single correct brush — they should explore creatively. Allow time for the children to complete their self-portraits.</p>	
PSHE 		
Music 	<p style="text-align: center;"><u>Keeping the Pulse – My Favourite Things</u></p> <p style="text-align: center;"><u>Lesson 5: Practice makes Perfect</u></p> <p>Children learn to tell the difference between pulse (steady beat) and rhythm (sound pattern) by swaying, marching, tapping instruments, and singing. First, they sway and tap to an audio track, then split into groups—one showing the pulse, the other the rhythm. In pairs, one child marches to the beat while the other uses an instrument and voice to perform rhythms like “I like pizza, yum, yum, yum.” They swap roles and try faster pulses using both vocal and “thinking voices.” The activity ends with each pair choosing a rhythm to perform for the class, who listens, marches to the beat, and guesses the rhythm.</p>	
Art/DT 	<p style="text-align: center;"><u>DT – Textiles: Puppets</u></p> <p style="text-align: center;"><u>Lesson 4: Decorating my Puppet</u></p>	<p>Children will recap what their puppet is and what design they have chosen and why. They will discuss what method they used for sticking last week. Show the children the different resources they can use for decorating this week:</p>

OLC WEEKLY LEARNING PLAN

pipe cleaners, felt, buttons etc. Children will use the same method from last week to decorate their puppet. Children will show off their puppets at the end of the lesson, so that everyone can walk around and see their designs.



P.E.



Learning Goals

Learning Behaviour



Keep Trying

Emerging

- I can follow instructions, practise safely and work on simple tasks by myself.

Expected

- I try several times if at first I don't succeed and ask for help when appropriate.

Exceeding

- I know where I am with my learning.
- I have begun to challenge myself.

Fundamental Movement Skills



Coordination
Footwork



Static Balance
One Leg Balance

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges.



Emerging

I can complete **some** green challenges



Expected

I can complete **all** green challenges



Exceeding

I can complete **some** red challenges

Fitness Game Circuit

Focus: Cardio, strength, flexibility.

Warm Up: Simon Says (Fitness Style):

E.g., "Simon says do 5 star jumps," "Touch your toes," etc.

Main Activity: Set up 4–5 activity stations:

P.E.
Fitness

OLC WEEKLY LEARNING PLAN

1. Star Jumps
2. Bear Crawls
3. Skipping
4. Wall sits (short time)
5. Jumping side to side over a line

Rotate every 2 minutes with water breaks if needed.

Cool Down: Gentle stretching and a few yoga-style poses:

- Tree pose
- Child's pose

Communicating with school

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