

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:	15.09.25
	Monday	Tuesday	Wednesday	Thursday	Friday

R.E.



LO: Create a class litany of thanks.
Big Question: Why is it important to thank God?

Recap prior learning – what is the story of creation? Tell your partner what God created during this time – lots of focus on oracy – children need to talk to one another. Quickly recap the order of the creation story from day 1 to 7. Explain that there is a lot to be thankful for, tell your partner what you would like to thank God for. Provide an example e.g. Thank you God for creating the sunshine. Extend the 2s by Thank you God for the sunshine so I can play outside. Listen to the story – Thank you God - <https://www.youtube.com/watch?v=rDoD2iEOJWM>

Gospel of the Week

John 3:13-17

Jesus told Nicodemus:

Only the one who came from heaven — the *Son of Man* (Jesus) — truly knows heaven. Just like when Moses lifted up a bronze snake in the desert to help the people, Jesus must also be lifted up (on the cross), so that everyone who believes in Him can have eternal life.

God loves the world so much that He gave His only Son, Jesus. If we believe in Jesus, we won't be lost, but will have life that lasts forever. God didn't send Jesus to punish the world, but to save it.

Gospel Values and Virtues

We are growing to be eloquent and truthful.

Eloquent means using words well — speaking or writing clearly so others can understand what we think and feel.

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!

Harvest Festival

This week, we begin accepting donations for the Harvest Festival.

This is a time to make charitable donations to help those in need.


It encourages children to show kindness and help others.





LO: To learn about the importance of the Harvest festival.
Big Question: Why should we give back to others?

Recap prior learning: What were we thankful for last lesson? Should we always be thankful to God? What is Harvest time and the Harvest Festival? Harvest time is the time where we give thanks to God for creating all the beautiful crops that we can use for lots of things including food and drink. We thank God for being the creator of the world. The Harvest Festival is the time of year where we give back to those less fortunate and share our blessings – we give to those in need. We can do this by bringing in donations to help those who need extra help. What can we do to help out for the Harvest Festival?

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	Create a paper chain of children's thanks, join together to form a class litany of thanks.		<p>Truthful means telling the truth and being honest.</p> <p>Jesus said, "I am the way, the truth, and the life."</p> <p>So when we are truthful, we are living like Jesus and doing what makes God happy.</p>		Activity: Write a sentence about how we can help others e.g. by donating/sharing food with those in need. Draw a picture for the Harvest Festival – images will be around to help.
	Textbook A				
Maths 	Count on from any number	One more	One more	Count backwards from 10 to 0	Count backwards from 10 to 0
English	<p>For the next 3 weeks we will be focusing on the story 'Beegu – Alexis Deacon'</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>				

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	<p>Fine Motor – Dough Disco</p> <p>Handwriting – ‘j’</p> <p>Oracy – Orally compose command sentences based on what they would do if they found Beegu.</p> <p>Writing Activity – Write these command sentences. Yr 2 – add adverbs to these command sentences ‘Approach her carefully.’</p>	<p>Fine Motor – Dough Disco</p> <p>Handwriting – ‘u’</p> <p>Oracy – Listen to the first part of the story of Beegu. Answer questions on how Beegu feels.</p> <p>Writing Activity – Write sentences describing how Beegu feels. Yr 2 – extend sentences by adding ‘because’.</p>	<p>Fine Motor – Dough Disco</p> <p>Handwriting – ‘y’</p> <p>Oracy -</p> <p>Writing Activity -</p>	<p>Fine Motor – Dough Disco</p> <p>Handwriting – recap</p> <p>Oracy -</p> <p>Writing Activity -</p>	
<p>Phonics</p>  <p>Bug Club</p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				

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

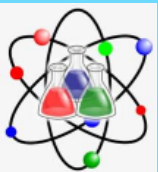
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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






Invite the chn to sit down and explain the rules of the Simon Says game. Play with the chn, pointing out body parts such as elbows, knees, toes, ears, eyes, nose. Then ask them to talk to each other about the question: *do people with bigger feet need larger gloves?* Encourage all their ideas, saying that grown-up scientists often have times when they discuss lots of things before deciding what to do. Say the question again to the class and then say: *We are thinking like scientists so we have thought about our question and talked to each other. Now we need to do some predicting. If you 'predict' something, it means you say something that you think will happen. Scientists predict things after they have thought hard and talked to each other about what is likely to happen. So, can you predict what the answer is going to be?* Ask the chn to go to one side of the room if they think the answer to the question is going to be 'yes' and to the opposite if they think it will be 'no'. Ask chn from each side of the room to explain why they have chosen that side. Ask these children to work in pairs to measure their hands and feet, in centimetres, for the more able, or give them unifix cubes to measure with. Complete worksheet and take photos throughout.

Computing



Ask the children to sketch and label a picture of a computer. Gather keywords from them, such as mouse, keyboard, and screen. Show the *Computer or Not a Computer?* presentation. In groups, have the children sort objects into two categories: computer or not. Display slide 1 (*Sketchpad*) and discuss the questions together. Show slide 2 and explain why we log into school computer accounts. Demonstrate how to log in. Move to slide 3 and introduce the online art tool *Sketchpad*. On slide 4, show how to select different brushes and let children try them out—staying within the toolbar on the top left. Slides 5 and 6 introduce the shape tool. Model using the star shape and changing its colour using the fill box. Let children explore and try erasing anything they dislike. Slide 7 introduces the eraser tool. Demonstrate its use. On slide 8, show how to use clipart, text, and fill tools. Let the children explore and create freely. Finally, demonstrate logging off and explain its importance.

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<p>PSHE</p> 	<p>Life to the Full – Unit 1: Religious Understanding</p> <p>Unit 1 – Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.</p> <p>Session 1: Let the Children Come – Day 1</p> <p>https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p>
<p>Music</p> 	<p><u>Keeping the Pulse – My Favourite Things – Lesson 2: Singing a Sound Pattern</u></p> <p>Today we will learn about the musical pulse through a series of engaging, interactive activities. Starting with a recap, using "You've Got a Friend in Me" to have children sway and tap to the beat, reinforcing the concept that music has a heartbeat.</p> <p>Then introduce a "Name Game" where students clap to a rhythm while swaying to the pulse, followed by a "Favourites Game" where they sing and march to the beat, learning about voice, breath, and body movement. The plan emphasizes the difference between rhythm and pulse.</p> <p>The final activity involves creating and repeating body patterns like tapping knees or shoulders to music. This helps children understand that while movements can change, the musical pulse remains constant. This hands-on, multi-sensory approach ensures that students can both hear and feel the beat of the music.</p>
<p>Art/DT</p> 	<p>DT – Textiles: Puppets Lesson 1: Joining Fabrics</p> <p>Listen to the story of Little Red Riding Hood and discuss who the main characters are. List characteristics of the characters. Explain that children are going to be making a hand puppet of one of the characters. Show different photos of different puppets and how they can be fitted together with glue, staples or pins.</p> <p>Activity: Children will have a go at using staples, PVA glue, normal glue and pins on paper to practise the technique before creating the puppet in a couple of lessons time.</p>

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P.E. Real PE



Learning Goals

Learning Behaviour



Stay on Task

Emerging

- I enjoy working on simple tasks with help.

Expected

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

Exceeding

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

Fundamental Movement Skills



Coordination
Footwork



Bike



Static Balance
One Leg Balance



Pirate

In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.



Emerging

I can complete **some** yellow challenges



Expected

I can complete **all** yellow challenges



Exceeding

I can complete **some** green challenges

Animal Movement Adventure

Focus: Full-body movement, imagination, and coordination.

Warm Up: "Move like..." game: Call out animals and children move accordingly.

Examples:

- Frog (squat jump)
- Giraffe (tiptoe stretch)
- Elephant (stomp with arms as trunk)
- Snake (slither on the floor)

Main Activity: Animal Adventure Story: Tell a story where children act out different parts.

Example:

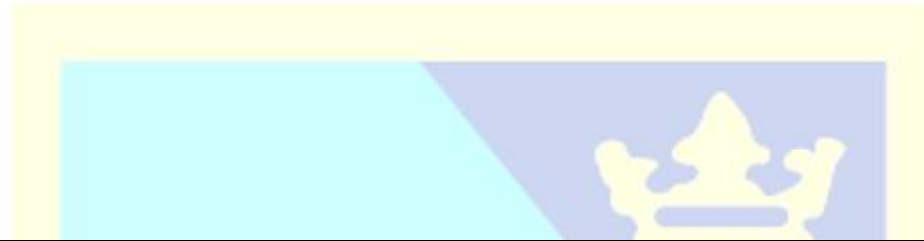
"We're going through the jungle – hop over logs (jump), swing on vines (arm swings), crawl through caves (bear crawl), run from a lion (run on spot)."

Cool Down: Slow animal movements (e.g., sleepy lion stretches, slow turtle walking).

P.E. Fitness

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Breathing: “Smell the flower, blow the candle.”



Communicating with school

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

