

## 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:	19.01.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>R.E.</b></p> 	<p><b>LO:</b> To reflect on scripture which shows God's love through forgiveness. <b>Big Question:</b> Are parables and miracles still important today?</p>	<p><b>Gospel of the Week</b></p> <p>This week's Gospel (Sunday 19 January) recounts <b>Jesus' first sign at the wedding in Cana</b>, where he <b>turns water into wine</b>, revealing his glory and prompting his disciples to believe in him. It shows how <b>Christ brings abundance and transformation</b> into our lives when we trust and follow his word.</p> 	<p><b>Gospel Values and Virtues – Curious and Active</b></p> <p>This half term, Year 1 pupils will develop the Gospel Values and Virtues of <b>Curious and Active</b> 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>	<p><b>Catholic Social Teaching – Subsidiarity</b></p> <p>This half term, Year 1 will explore the CST principle of <b>Subsidiarity</b>, 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><b>LO:</b> To reflect upon scripture which speaks of God. <b>Big Question:</b> Are parables and miracles still important today?</p> <p>Children will listen to the story of the Good Samaritan and explore it through drama and discussion. In groups, they will act out the story and create a simple fact file or character profile, sharing findings with the class. Through role play and discussion, children will explore right and wrong actions, kindness, and helping others. They will reflect on how they can be a Good Samaritan in their daily lives and</p>
	<p>Children will hear the story of the Prodigal Son through storytelling and discussion. They will explore the characters by working in groups to prepare and ask questions, using a "hot seating" activity where children take turns acting as the father, younger son, and older son. Children will identify good and bad choices made by one of the sons and record these individually, in pairs, or groups. Children will reflect on feelings, forgiveness, and understanding right and wrong.</p>				

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	<b>Activity:</b> To create a piece of artwork based on forgiveness.				create helping hands artwork reflecting some of these ideas.  <b>Activity:</b> Children to create 'Helping Hands' artwork.
	<b>Textbook B: Numbers to 20/Addition and Subtraction Within 20</b>				
<b>Maths</b> 	Estimate on a Number Line	Compare Numbers to 20	Order Numbers to 20	Add by Counting on Within 20	Add Ones Using Number Bonds
<b>English</b>	<p>For the next 3 weeks we will be focusing on the story, Pig The Pug.</p> <p>We are structuring our lessons by splitting it into 4 shorter activities, beginning with developing <b>fine-motor skills</b> 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 <b>handwriting</b> before moving onto an <b>oracy</b> based exploration of our class story. Finally, combining all of this together in a <b>writing</b> activity.</p>				

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**Learning Objective:** To explore simple adverbial phrases to sequence events in chronological order.

A letter arrives to class!  
Dear Children,  
I wasn't very kind when I lived with Trevor, was I? But my fall taught me a lesson and now I like to share and play nicely. In fact, I have become such a kind and helpful dog that I was asked to write a guide on 'How to be a Dog'. I've also been asked to write some more guides: How to be a cat, How to be a parrot and How to be a rabbit but I don't know much about these pets. Can you be kind and help me write these books please? Kind wishes, Pig. Give the children time to explore the idea of a day in the life of their pet: eating, playing, sleeping. You may wish to return to the Pig the Pug text to look through ideas for feeding, playing and

**Learning Objective:** To be able to plan for a piece of non-fiction writing.

Shared writing: Model a sequence of three illustrations for a 'How to be a ...' guide. Children to create illustrations in their guides. Illustration 1 should be of their chosen animal (cat/parrot/rabbit) and things they might eat. Illustration 2 should be of their animal and the tricks it does/how that pet might keep his/her owner entertained. And illustration 3 should be of their animal's possible sleeping arrangements. Apply headings in the correct places: What to eat. Playing and entertainment. Where to sleep. Year 2 Additional Planning - Give the children suggestions of subheadings, which could also be questions, e.g. What do \_\_\_\_\_ eat? What games do \_\_\_\_\_ play? When and where do \_\_\_\_\_ sleep? How do you keep \_\_\_\_\_ healthy? Why

**Learning Objective:** To use expanded noun phrases for description and specification.

Pick 'n' mix pet menu. Let the children select combinations of the adjectives and nouns to create expanded noun phrases. Now model writing the first section of text in the 'How to' guide.  
What to eat?  
Good pets always eat tasty food. In the morning, I like to eat one juicy leaf. Then for a little snack in the afternoon, I will eat a squishy meal-worm or two. It is always a good idea to learn how to make your eyes as big as possible so that your human feels sorry for you and feeds you extra. Ensuring that the noun phrases are included and that the children write in role and develop the 'voice' of their pet, let them write their own section of text. Let the children check writing with a partner, making sure that they have kept to the first person and used capital letters and full-stops correctly. Year 2 Additional Planning - Children to write the first part of their leaflets, focusing on noun phrases, but attempting to join a pair of adjectives before a

**Learning Objective:** To be able to read and spell words with the suffix -ing.

Give children a selection of root verbs and ask them to add -ing to turn them into the progressive tense, e.g. hop, run, feed, play, sit, go, clean, cut. Discuss how the root word changes for some words. Why is this? Now using these verbs in their progressive form, model writing the second section of the 'how to' guide: Playing and entertainment  
You must keep your human happy by performing tricks and taking exercise. I like hanging upside down on my log and leaping off into the bark. For any children who have used verbs needing a double consonant, support them to check for spellings.

# OLC WEEKLY LEARNING PLAN

	<p>sleeping. Give children the following adverbials of time and ask them to sequence them in chronological order. In the morning, At lunchtime, Later that day, In the evening.</p>	<p>is it important to take care of _____?</p>	<p>noun, e.g. healthy, tasty food; fresh, green leaves.</p>		
<p><b>Phonics</b></p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				



Bug Club



**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**

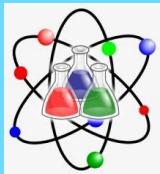
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

**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**



**Brilliant Builders**

**Lesson 3: Odd One Out**

LO: Understand materials and their properties by sorting and classifying objects.

Starter activity – odd one out – show different items on the board and ask children to put their thumbs up when they have spotted the odd one out when thinking of the materials. Ask why the children have chosen each object to encourage scientific thinking. Carousel activity where each table will have a different selection of images and children have to spot the odd one out. Increase difficulty by looking at the types of materials e.g. hard plastic, soft plastic etc.

Activity: Children to walk around the classroom and find items that match the properties of a material e.g. hard, soft, smooth, plastic, metal etc.

Extension: Circle the odd one out of the item.

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<b>Geography</b> 	<p style="text-align: center;"><b><u>Hot and Cold Places</u></b></p> <p style="text-align: center;"><b><u>Lesson 2: What do hot and cold places feel like?</u></b></p> <p>Start with the quick recall of what describes how hot or cold a place is. What do the children notice about the different places on the board? Discuss the difference between the temperatures and whether something is hot or cold. Complete the activity where children tick whether a place is hot or cold based on the images provided – snow, sun, beach etc. Children are then to cut and stick different words in <b>order</b> of coldest to hottest along with the destinations in the correct place.</p>
<b>Computing</b> 	<p style="text-align: center;"><b><u>Algorithms Unplugged</u></b></p> <p style="text-align: center;"><b><u>Lesson 2: Algorithm Pictures</u></b></p> <p>Spot the mistake recap activity on the board. Recap what an algorithm is. Watch the video and see if children can spot any mistakes they have made. Discuss what can be done when an algorithm goes wrong – it is important to have a set of precise instructions to follow. Follow the instructions on the board to create a drawing to see if children can follow the instructions precisely. Children to create their own set of instructions for a partner to follow.</p>
<b>PSHE</b> 	<p style="text-align: center;"><a href="https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</a></p> <p style="text-align: center;"><b>KS1 Module 1, Unit 3 - Session 3: Super Susie Gets Angry</b></p> <p>Using the knowledge they gained from Zoe and Joey over the previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play. They will learn more about consequences of choices and what to do when it all goes wrong.</p>
<b>Music</b> 	<p style="text-align: center;"><b><u>Tempo: Snail and Mouse – Lesson 2</u></b></p> <p>Children begin by recalling learning through a rhyme-based brain dump, identifying words linked to speed such as slow and fast. Using movement, they explore how a snail and mouse move, responding to slow and fast music. Children then practise the snail and mouse rhyme, keeping a steady beat using finger actions and later percussion instruments. They identify the beat and notice differences in tempo between verses. Working in pairs, children rehearse saying the rhyme and playing instruments, using “Ready, steady, off we go” to support timing. To conclude, children perform in two groups, with performances recorded. Together they reflect on keeping the beat successfully and contrasting slow and fast speeds.</p>

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<p><b>Art/DT</b></p> 	<p><b>LO: To explore and describe texture through touch and rubbings.</b></p> <p>Begin by displaying the “Drawing Materials” presentation and ask the children to discuss which materials they think were used to create each of the three artworks. Invite volunteers to drag and drop the correct material for each piece and check the answers using the slide button. Next, place a selection of textured objects in the centre of each table and display the “Texture Words” presentation. Ask children to feel an object, choose a word that describes its texture, and repeat until everyone has explored all objects. Play the “What is Texture?” pupil video to explain that texture is how something feels to the touch, then show artworks by Max Ernst and Sari Dienes, discussing shapes, textures, and possible materials used. Model making a rubbing by placing paper over a textured surface and colouring with crayons or pencils. In pairs, children go on a texture scavenger hunt to collect rubbings on A4/A5 paper, then return to arrange, overlap, and glue their rubbings into sketchbooks. Finish by labelling rubbings using texture words and invite volunteers to share their work.</p>
<p><b>P.E. Real PE</b></p> 	<div> <div> <p><b>Learning Goals</b></p> <p>Learning Behaviour</p> <div>  <p><b>Understand Performance</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>I can understand and follow simple rules.</li> <li>I can name some things I am good at.</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>I can explain why someone is working or performing well.</li> <li>With help, I can recognise similarities and differences in performance.</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>I can explain what I am doing well and begun to identify areas for improvement.</li> </ul> </div> </div> <div> <p>Fundamental Movement Skills</p> <div>  <p><b>Dynamic Balance</b></p> </div> <div>  <p><b>Static Balance</b></p> </div> <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> <div>  <p><b>Emerging</b></p> <p>I can complete some green challenges</p> </div> <div>  <p><b>Expected</b></p> <p>I can complete all green challenges</p> </div> <div>  <p><b>Exceeding</b></p> <p>I can complete some red challenges</p> </div> </div> </div>



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### P.E. Fitness

PE Games and Activities

#### Catch Don't Catch

##### Equipment needed – ball or small beanbag

Players stand in a circle with their arms crossed. One player in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball! If a player does the wrong thing or misses the ball, they're out! Listen very carefully!

### Communicating with school

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