

## 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.*

<b>Teachers:</b>	Mrs Mitchell and Miss Hannah	<b>Year group:</b>	Year 1	<b>Date:</b>	09.02.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 		<p><b>Gospel of the Week</b></p> <p>For <b>Sunday 8th February 2026</b> the Gospel is from <b>Matthew 5:13-16</b>. Jesus tells his disciples that <b>they are like salt and like light</b>. Salt makes things better, and light shines in the dark. Jesus wants his followers to <b>shine their light by doing good things</b>, so that others see their kindness and <b>give glory to God in heaven</b>.</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>	

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	<b>Textbook B: Number to 50</b>				
<p style="text-align: center;"><b>Maths</b></p> 	Count to 50	Numbers to 50	20, 30, 40 and 50	Consolidation	Consolidation
<p style="text-align: center;"><b>English</b></p>	<p style="text-align: center;">For the next 3 weeks we will be focusing on the story, Billy and the Beast.</p> <p style="text-align: center;">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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feather dusters. What else could he add to his recipe? What's the rule?

such as “• 2 pickled mice.”  
Remind children about plurals previously explored, then allow them to write their own bullet-pointed list of ingredients, ensuring their work is neatly and clearly laid out like a real recipe.

Phonics

Phonics Bug Phonics  
Phase 2, Phase 3, Phase 5



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**

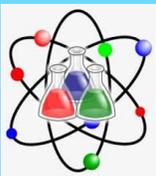
the they one  
 a be once  
 do he ask  
 to me friend  
 today she school  
 of we put  
 said no push  
 says go pull  
 are so full  
 were by house  
 was my our  
 is here  
 his there  
 has where  
 I love  
 you come  
 your some

**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**



**Plants: Growing Things**

**Lesson 1: What's Growing Outside?**

LO: Draw and identify different fruits, vegetables and plants.

Show the children a variety of fruits and vegetables. See what the children already know about these fruits and vegetables. Can children identify where the different fruits grow?

Show zoomed-in versions of different fruits and vegetables and see if children can identify the food.

Activity: Ask children to draw a picture of one of the zoomed-in fruits or vegetables and label it with a name and where it grows. Then draw a zoomed-in version of a plant that they know, this could be a flower, bush, tree etc.

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### **Hot and Cold Places**

#### **Geography**



#### **Lesson 3: Where are hot and cold places found on Earth?**

Start with the quick recall of which word describes somewhere hot.

Discuss and show the children different versions of maps – globes, atlases, paper and online maps. See if children can spot any similarities and differences between the different maps. When looking at the maps, show children the different continents and see if children can identify them afterwards. Then complete question 1 in books – match the continent name to the continent image. Recall the learning from lesson 1 about temperatures of places around the school – and then show the map of the world with the temperature scale – why are some countries blue and some orange? Discuss the equator and how if a country is closer to the equator then the country will be hotter. Tick whether the countries are warm or cold based on where they are on the map on the screen.

#### **Computing**



### **Algorithms Unplugged**

#### **Lesson 3: Virtual Assistants**

What is an algorithm? Look at the difference between inputs and outputs. Discuss how computers have jobs and must follow instructions, such as Siri and Alexa – these AI need to follow instructions correctly to make sure they are able to complete the task. Children are to now pretend to be AI or a computer and follow the instructions set by their partner. Children must use a voice command to make sure the children/virtual assistant is listening.

#### **PSHE**



<https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/>

#### **KS1 Module 2, Unit 1 - Session 1: God Loves You**

This session tells the story of 'The Prodigal Son' to show that God loves us, and nothing we can do will stop Him from loving us. Children will listen to an adapted version of 'The Prodigal Son' story and participate in activities and discussions to help them apply this story to their own lives.

#### **Music**



#### **Tempo: Snail and Mouse – Lesson 4**

Begin with an instrumental warm-up, introducing clear signals for picking up and holding percussion instruments. Use “my turn, your turn” to copy rhythmic sounds, first slowly, then faster. Develop beat-keeping skills using the Heart Mat, modelling how to point to each heart in time while singing the snail and mouse verses at contrasting speeds. Children practise in pairs, reinforcing steady beat and tempo changes. Extend learning by transferring the beat to percussion instruments while singing the song, including “Ready,

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steady, off we go.” Provide opportunities for paired demonstrations. Conclude with group performances of each verse, recorded for reflection and feedback.

### Art/DT



#### LO: To use tone and texture to create an observational drawing.

Begin by handing out the children’s sketches from Lesson 4 and ask them to discuss how they started their drawing, focusing on the simple shapes used, and which 2D or organic shapes formed the outline of their toy. Next, give out sketchbooks and a selection of drawing materials, asking children to revisit their texture rubbings from Lesson 2 and the texture words. In pairs, they discuss which textures they could apply to their toy drawing and how. Display the “Creating Textures” presentation, read the introduction, and ask children to sketch different textures in their sketchbooks for inspiration, discussing which parts of the toy each texture could represent. Show Käthe Kollwitz’s artwork, prompting discussion on light, dark, and tone, and play the “Drawing What You See” video from 0:58 to recap previous lessons. Children then select their toys, sketches, and drawing materials to add tone and texture to their drawings, referring to their sketchbooks. Conclude with the “Evaluation” presentation, having pairs use sentence starters to evaluate their work and suggest improvements.

### P.E. Real PE



#### Learning Goals

##### Learning Behaviour



##### Understand Performance

###### Emerging

- I can understand and follow simple rules.
- I can name some things I am good at.

###### Expected

- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.

###### Exceeding

- I can explain what I am doing well and begun to identify areas for improvement.

##### Fundamental Movement Skills



Dynamic Balance  
Dynamic Balance



Static Balance  
Stance

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.



**Emerging**  
I can complete **some** green challenges



**Expected**  
I can complete **all** green challenges



**Exceeding**  
I can complete **some** red challenges

**P.E.  
Fitness**

PE Games and Activities

**Fast Reactions**

**Equipment needed – ball or small object per group.**

Children get into groups of 3 or 4 with a ball or small object. Place the ball in the middle of the group. The teacher shouts commands to the children which they follow e.g. touch your head, touch your toes, hop on one foot etc.

As soon as the teacher shouts “ball”, the children need to grab the ball as quick as they can. The person who gets the ball first wins.

**Communicating with school**

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