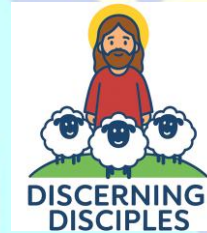




Message from your teachers:

Our Lady of Compassion- School Feast Day



This year, we will continue to live as Jesus taught us by becoming Discerning Disciples: We have learnt so much about the story of Creation and we are learning about the Creed too. We are also enjoying our online assemblies by Dan and Emily each day!

Please continue to send in your wonderful pictures from home for your class display board-Remember to bring in a picture of a **special moment or a favourite thing**.

Last week's **Working Together** meeting was held on Tuesday 15th September and will be uploaded onto the school's website.

Thank you for your continued support and we look forward to our next busy week ahead!

Mrs Redfern, Mrs Mitchell & Miss Dowling

OLC WEEKLY LEARNING PLAN

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

Teachers:	Miss Dowling & Mrs Redfern	Year group:	Year 2	Date:	21.09.26
------------------	---------------------------------------	--------------------	---------------	--------------	-----------------

Knowledge Statement: R.E. 	Everything comes from God, our Father.		God made heaven and earth.		The Church teaches us that God made everything.	
Maths 	L7 LO: Partition Numbers to 100 (Part 1)	L8 LO: Partition Numbers to 100 (Part 2)	L9 LO: Partition Numbers within 100	L10 LO: Write Numbers to 100 in expanded form	L11 LO: Write 10s and 1s on a number line to 100	
	Text Book Pages: 32-35 Practice Book Pages: 24-26	Text Book Pages: 32-35 Practice Book Pages: 27-29	Text book Pages: 36-39 Practice Book Pages:30-32	Text Book Pages: 24-27 Practice Book Pages 33-35	Text Book Pages: 28-31 Practice Book Pages 36-38	

OLC WEEKLY LEARNING PLAN

English	LO: To create a wanted poster using adjectives.	LO: To think of our own naughty activity for the bus to do.	LO: To use adjectives and verbs to describe a new naughty activity.	LO: To write an apology letter to the other characters for the naughty behaviour.
	Input: Recall some of the feelings from last lesson that the characters in the story might be feeling about the bus. Discuss how when someone is naughty, this can upset other people – link to classroom rules and PSHE if applicable. Hook: The police have sent an email to the teachers stating that there has been an increase in naughty activity in local homes, we have had a description, it is up to you to create a poster in search for the missing bus. Main Activity: Create some sentences describing the naughty bus and its naughty behaviour and actions. Then draw a picture that will match the description. Yr1: Dictated sentences for the poster. ‘The fast red bus is missing.’	Input: Recall – discuss all of the naughty activities that the bus got up to e.g. speeding past passengers, making a mess in the kitchen, knocking mugs off of tables, going into the pond when it can’t swim. Now think of other naughty activities that the bus might get up to. Main Activity: Use the classroom, playground and a toy bus to take pictures of the naughty bus getting up to mischief in groups. These will be printed and stuck in books for next lesson.	Input: Discuss the different activities that the naughty bus got up to around the school. Then focus on adjectives and noun phrases we could use to describe what is happening in our photos. Main Activity: Yr 1: Use adjectives and noun phrases to describe what is happening in the photos. Yr 2: Use verbs and expanded noun phrases to explain what the naughty bus was up to when visiting the school.	Input: Re-read the story, talking about all the naughty activities the bus got up to. Think back to the lesson where the characters were upset and how we have created wanted posters to find the naughty bus. Today, we will be thinking of ways the bus can apologise to the people or toys that it upset. Talk to your partner about different things you might apologise for. Main Activity: FINAL WRITE To write a letter to someone apologising for the naughty actions. Yr 2: Use conjunctions to explain why you are sorry for your actions.

OLC WEEKLY LEARNING PLAN

'He is a bad bus.'
'He makes a mess.'

Reading



Class Reading Books

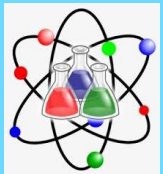
SPAG



Phonic Bugs

KS1 Common Exception Words- Ninja Spelling Week 3

Science



Lesson 3 - Understand the changes that take place in winter

In this lesson, pupils will learn about winter and the changes that happen during this season. The lesson will begin by revisiting why some animals hibernate in autumn before pupils sort pictures into winter and not winter, explaining their choices. Children will learn about winter weather, including colder temperatures, shorter days, snow, ice and the effect these changes have on plants, trees and animals. They will then work with a partner to create and present a simple weather forecast using pictures to support their ideas. More confident pupils will write about a winter's day. The lesson will end with a fun "snowball" plenary where children share something they have learned about winter.



OLC WEEKLY LEARNING PLAN

History The Great Fire of London



The Great Fire of London: Lesson 3 - What happened and how do we know?

In this lesson, pupils will explore the question ‘What happened and how do we know?’ by learning about the events of the Great Fire of London and the different sources historians use to find out about the past. The lesson will begin with a short quiz to activate prior knowledge and recap previous learning. Pupils will then listen to the story of the Great Fire, learning about key people such as Thomas Farriner, Samuel Pepys and King Charles II, and important landmarks including Pudding Lane and St Paul’s Cathedral. Working in pairs, children will sequence events from the fire and create their own simple timeline, linking to prior learning in English about story sequencing. The class will then discuss how historians know about events from 1666, exploring a range of historical sources such as diaries, letters, drawings and physical evidence. Pupils will learn about

Samuel Pepys’ diary as an important eyewitness account and compare sources from the past with those we leave behind today, such as photographs and digital records. In groups, children will examine different historical sources and decide which would be most useful for answering the question, ‘Why did the Great Fire of London spread so easily?’ Throughout the lesson, pupils will be encouraged to think like historians by considering whether a source is useful and why. The lesson will conclude with a learning review where pupils reflect on what they have learned about the Great Fire of London, historical timelines and the importance of evidence in helping us understand the past.



Programming: Virtual Bee-Bot (5 Lessons)

Computing



Overview - Exploring programming using a virtual Bee-Bot, learning how commands and sequences control movement. Pupils practise creating precise instructions, planning and inputting sequences to navigate virtual Bee-Bot worlds. They identify and correct errors in their instructions, developing an understanding of debugging. Pupils apply their skills to complete simple programming challenges.

Lesson 2: LO: To create a short video showing how to program a virtual Bee-Bot.

Recap the previous lesson by discussing the commands used to control a virtual Bee-Bot. Explain that children can create their own instructions and share these with others. Model how to plan a sequence of commands and record a short video demonstrating the Bee-Bot moving to a chosen destination. Children work in pairs to plan their sequence, practising precise instructions and checking that their Bee-Bot follows them correctly. Encourage children to test, identify mistakes and make changes where necessary. Discuss the importance of creating and owning their own digital work.

Final activity: Children create and record a short video demonstrating their virtual Bee-Bot successfully completing a planned journey.

Session 1: Let the Children Come

[Let the Children Come – Ten Ten Resources](#)

Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love. These daily sessions contain teaching and time for spiritual development and emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them.



Daily Prayer Videos- Day 1, 2, 3, 4, 5

PSHE



M LO: We are created individually by God

T LO God wants us to talk to Him often through the day and treat Him as our best friend

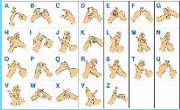
W LO: God has created us, His children, to know, love and serve Him

T LO: We are created as a unity of body, mind and spirit: who we are matters and what we do matters

F: LO: We can give thanks to God in different ways

Success Criteria-Actively engage with the story, activities and discussions each day and be able to recall and articulate their learning

MFL- BSL



Deaf Awareness

This lesson contains 3 sections:

- Introduction (Hawthorne's introduction to the lesson)
- Main Teaching Video (Deaf Awareness Lesson)
- Recap (Deaf Awareness Recap)



https://theschoolofsigns.org.uk/lessons/4/lesson_contents

Music > Key stage 1 > Year 2 > Animals: Call and response > Lesson 1: Animal sounds

[KS1 Music Lesson Plan](#) | [Animals](#) | [Going on Safari](#)

Animals: Call and response

Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.



Music



Lesson 1: Animal sounds

- ✓ To create short sounds with varied dynamics that represent an animal.

LO: To create short sounds with varied dynamics that represent an animal.

- I can change the volume of my sound.
- I can create different dynamics using the same instrument.
- I can work as part of a group to create a short section of sounds that represents an animal.



Lesson 2: Sound pattern safari

✓ To copy a short sound pattern.

LO: To copy a short sound pattern.

- I can describe my ideas about a piece of music.
- I can accurately copy a sound pattern by clapping.
- I can clap a sound pattern in time with the music.



Art



Sculpture and 3D: Paper Play (5 Lessons)

Overview - Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.

Lesson 3: LO: To create an imaginative 3D Tree of Life using paper-shaping techniques.

Recap previous learning by revisiting ways to shape paper, including rolling, folding, scrunching and zigzagging. Explore examples of Tree of Life artwork and discuss similarities, differences, shapes and creatures shown. Children sketch their own Tree of Life design, considering the size, shape and colours they would like to use. Model how to begin with the trunk and build upwards and outwards using different paper shapes. Children then use strips and pieces of paper to construct their own 3D Tree of Life, experimenting with techniques and adapting their ideas as they work.

Final activity: Children complete and share their individual 3D Tree of Life sculptures.



P.E.



Fundamentals
Unit of Work

OLC WEEKLY LEARNING PLAN



Communicating with school

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

