

## OLC WEEKLY LEARNING PLAN

### Message from the teachers:

Well done for settling back into school! We have loved having you back in school and hope you have loved it too!  
We are very excited to welcome you all back to your first full week in Key Stage 1!


Let's make it a wonderful week!

Mrs Mitchell, Miss Hannah and Mr McEvilly



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

<b>Teachers:</b>	Miss Hannah and Mr McEvilly	<b>Year:</b>	2	<b>Date:</b>	9 <sup>th</sup> September 2024
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	MONDAY <b>Non-Uniform Day</b>	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY <b>50<sup>th</sup> Birthday of OLC</b>
 <b>RE</b>	<p><b>LO: Recognise the two parts of the Bible.</b></p> <p>'I wonder?' What does the word 'Bible' actually mean?  <b>Introduction:</b> Old and New Testament – explain the difference  <a href="https://www.youtube.com/watch?v=bKZoWiY5crs">https://www.youtube.com/watch?v=bKZoWiY5crs</a></p>	<p><b>LO: Recall the story of Noah.</b></p> <p>Know that the Old Testament contains stories from people who had a special friendship with God.                      These stories demonstrate that God has an infinite amount of love for His people.</p>	<p><b>LO: Sunday Gospel</b></p> <p>Sunday 8th September                      Mark 7:31-37 "He makes the deaf hear and the mute speak."                      Response to the Psalm – Praise the Lord, my soul!</p>	<p><b>LO: How can we be curious and active?</b></p> <p>Curious and active are our gospel values and virtues this half term.                      It is important that we be curious about everything to help us to grow and learn. We are learning more about different stories in the Old</p>	<p><b>LO: OLC 50<sup>th</sup> Anniversary</b></p> <p>As we approach OLC's 50<sup>th</sup> anniversary, it is important to remember how lucky we are to attend such a lovely school with a close-knit family. Over the weekend we will have OLC in our thoughts and be</p>

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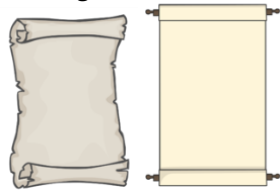
Jesus is in the four Gospels – where are the Gospels – New Testament  
We are focusing on the Old Testament in this unit and who had a special connection to God

Pictures will be shown of the Jewish, Hebrew scriptures and explain that we need to look after them because they are very important documents. Have a piece of paper, scrunch this up to get the children thinking about the correct way to handle important documents and scriptures. The scriptures were then translated into all languages so that it can be read by everyone today.

**Activity:** create our scripture based on a Bible story.

**Year 1** – few words and drawings.

**Year 2** – sentences and drawings.



**Wrap-Up:** Conclude what the scriptures are and what the Bible is split into.

Watch this video and ask questions about the video  
<https://www.youtube.com/watch?v=QAsfOcGjgoM>

Why did God send a flood?  
What did Noah do?  
Who was saved?

**Main Activity:** Children will role-play the story of Noah's Ark, playing God and Noah and some animals, children will retell the story of Noah. Sing Who Built the Ark?

<https://www.youtube.com/watch?v=iYpftlQO5HQ> – create some actions for the children to perform.

**Wrap-Up:** Ask some children to perform their role-play of Noah's Ark and put the story in order with the pictures.

**Year 1** – can be done as a whole class on the board.




**Year 2** – in pairs or groups, moving the images into the correct order.

We must praise the Lord for the amazing work He has done and continues to do.


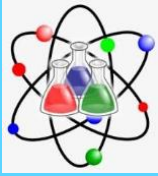
Testament to see how we can become closer to God. We need to be active in the world to see how we can change for the better and live as Jesus taught us.

grateful for all it has done and provided.

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 <p><b>Maths</b></p>	<p><b>Count in 10s</b></p>	<p><b>Count in 10s and 1s</b></p>	<p><b>Recognise 10s and 1s</b></p>	<p><b>Build a number from 10s and 1s</b></p>	<p><b>Use a place value grid</b></p>
 <p><b>Phonics</b></p>	<p><b>Year 1</b> See Phonics Bug Planning Lesson -</p>	<p><b>Year 1</b> See Phonics Bug Planning Lesson -</p>	<p><b>Year 1</b> See Phonics Bug Planning Lesson -</p>	<p><b>Year 1</b> See Phonics Bug Planning Lesson -</p>	<p><b>Year 1</b> See Phonics Bug Planning Lesson -</p>
 <p><b>English</b></p>	<p><b>LO:</b> To use thought bubbles to express feelings <b>All:</b> Discuss how thought bubbles can be used to express how the girl in the story is feeling. Using inference look at the pictures and discuss how she is feeling e.g. lonely, excited, scared. <b>Year 1:</b> Example 'I am so sad.' 'I am feeling scared.' <b>Year 2:</b> Example 'I am so very lonely. Why won't anyone play with me?' 'What an amazing castle. I am excited to see inside.'</p>	<p><b>LO:</b> To plan a story using a story map <b>All:</b> Reveal to the children that they are going to be writing their own version of Journey where they have a lonely child who finds a magic crayon and draws an imaginary world, has an adventure and then makes a friend. Children can choose the colour of the crayon they will find and mode of transport. <b>Year 1:</b> Let the children draw and/or write to plan their own changes to the story for their re-telling using the template. <b>Year 2:</b> As above plus, children to consider what problem they</p>	<p><b>LO:</b> To write an effective narrative (beginning) <b>All:</b> Using the plan from yesterday, begin to model the opening section of their own journey. Place a focus on coherence in writing, modelling consistency of tense. <b>Year 1:</b> Example 'I was sad. He got a green pen. He went through the door.' <b>Year 2:</b> Example 'I was bored. There was nobody to play with because everyone said they were busy. Just then, I saw a shiny green crayon. Who left that there?'</p>	<p><b>LO:</b> To write an effective narrative (middle) <b>All:</b> Children to continue to write the mid-sections of their stories. <b>Year 1:</b> Ensure that children in Year 1 continue to use finger spaces and capital letters and full stops. <b>Year 2:</b> Support the children in Year 2 to write multi-clause sentences and include 1-2 questions – 'Where has my crayon gone? How am I going to escape?'</p>	<p><b>LO:</b> To write an effective narrative (end) <b>All:</b> Children to continue to write the end of their stories. Discuss together how their story will end, what will the object at the end of their story be? Model ending the story – 'I had escaped! The little yellow bunny had helped me. He hopped off and I followed then I saw a yellow doorway...' <b>Year 1:</b> Encourage re-reading of their story. <b>Year 2:</b> Encourage re-reading and editing of their story.</p>

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		<p>might face, will there be a third/fourth character in the story, will there be any time travel.</p>	<p>Children to independently write their opening sentences for their story – encourage oral rehearsal of sentence prior to writing.</p>		
 <p><b>Spelling &amp; Handwriting</b></p>	<p>door floor poor because find</p>	<p>door floor poor because find</p>	<p>door floor poor because find</p>	<p>door floor poor because find</p>	<p>door floor poor because find</p>
 <p><b>Humanities</b></p>	<p><b>COMPUTING – BEE-BOT</b></p>	<p><b>ART – COLOUR SLPASH</b></p>	<p><b>HISTORY – THE GREAT FIRE OF LONDON</b></p>	<p><b>SCIENCE – ANIMALS INCLUDING HUMANS</b></p>	<p><b>MUSIC – UNDER THE SEA</b></p>
<p><b>Lesson 1:</b>  <b>LO:</b> To explore a new device.  <b>SC:</b> I can tinker with the buttons of a Bee-Bot to see what they do.          I can complete a cycle of predict, test and review.  <b>Recall:</b> An algorithm is a clear set of instructions.          A bug is an error or a mistake. Debugging is fixing an error.  <b>Discussion:</b> What the children think a Bee-Bot is and what the buttons are for.          What movements can the Bee-Bot make?  <b>Main Activity:</b> Children to become a Bee-Bot, ask a</p>	<p><b>Lesson 1: Making Colours</b>  <b>LO:</b> To investigate how to mix secondary colours.          Explain to the children that they are going to be colour detectives and find out what other colours they can make using the three primary colours.          Group the children so that they have access to a tray of primary coloured materials;</p>	<p>Introduce this topic by discussing the knowledge organiser (pupils’ booklet). Display lesson slide 3. Discuss the questions on the slide as a class. To prompt pupils, you can point out the pictures on the slide and ask about pupils’ experiences. (Do they have a fireplace in their home? Have they ever been to a bonfire? etc.) When answering the second question about the dangers of fire, encourage pupils to give reasons for their answers by asking why fires are dangerous, and what</p>	<p>Tell the children they're embarking on an outdoor adventure as detectives! Their mission is to discover special places where creatures live. Start by asking if they can think of any animals that live in unique habitats, like crabs in rock pools or rabbits in burrows. Then, ask them to imagine what kinds of special places they might explore on this adventure, such as under leaves, beneath pots, or among dead foliage. Divide the children into pairs, encouraging each pair to</p>	<p><b>Lesson 1 -</b>  <b>LO:</b> To learn the musical vocabulary: pulse and tempo.  <b>SC:</b> I can explain what pulse and tempo are.          I can move in time to the pulse and tempo of the music.          I can change the tempo of my actions to show different speeds of movement.  <b>Recall:</b> Do children know that the pulse of music can change? Know that their voice, body and instruments can show fast and slow beats.  <b>Attention Grabber:</b> Listen to Jaws theme - move to the music with how it changes.</p>	

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volunteer to be the Bee-Bot and the class will give directions to the child. In pairs, children will have a mat and a Bee-Bot and will give instructions to move the Bee-Bot to the right place. If it doesn't work, why? What can you do?

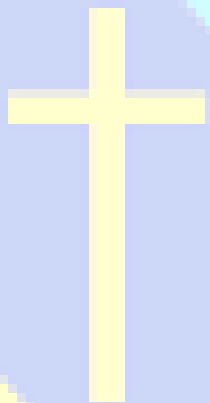
**Wrap-Up:** Did the Bee-Bots follow instructions? What happens if the Bee-Bot goes to the wrong place? How can we fix this?

possibilities could include play dough, crayons/pencils and paper, coloured tissue or cellophane. Allow time for them to play with the materials and find out what happens when they mix them. Share what the children have discovered. Ask them if they can identify the three secondary colours and how these are mixed.


happens if someone/something touches fire. Watch <https://www.youtube.com/watch?v=5SJXnDSq6HA> to learn more about fire safety in homes and in school. Check understanding with quiz at the end of the video. Show lesson slides 4-5. Display the 'Spot the dangers' image on slide 4. Tell pupils they will act as safety inspectors. Ask them to give you an example of something dangerous in the image (e.g. the tree branches above the flames) and then circle all the dangers on their sheet. In pairs, decide how they might set up a campfire differently to reduce the risks. Year 2, write their ideas down in books. Everyone then discuss their ideas as a class.

brainstorm specific spots they might investigate. Review the rules for exploring outside, emphasising the importance of handling mini-beasts gently and returning them to their habitats. Provide each pair with tools like bug collecting boxes and magnifying glasses. Encourage them to observe and share their findings, focusing on where they found each creature. After the exploration, bring the class together to discuss their discoveries. Introduce the term "habitat" as another word for "special place," and ask the children about the habitats they found and their features (e.g. dark, dry, or damp). For Year 1, complete worksheet, drawing their answers to the questions. For Year 2, write answers to the questions on the worksheet and challenge them to write some scientific questions they have about mini-beasts. Discuss how some creatures have backbones while others, called invertebrates, do not, and introduce the BBC mini-beasts clip as a visual aid (<https://www.bbc.co.uk/teach/class-clips-video/articles/zy2hhcw>).

Use slides to see if children can notice the changes in music – children will move to the music. Wrapping Up: What is tempo? What is pulse? How are they linked?



## OLC WEEKLY LEARNING PLAN

 <p><b>Daily PE Activity</b></p>	<p><b>Real PE – Year 1</b>                  Unit 1 – Lesson 1 – Developing personal skills  <b>Equipment:</b> balls, cones, beanbags.  <b>Skill:</b> Footwork</p> <p><b>Year 2 – Just dance movement</b></p>	<p><b>IMoves – Year 1 and 2</b></p> <p><b>Year 1 and 2</b>                  One leg balance – can children balance on their left leg?</p>	<p><b>Real PE – Year ½ &amp; 2</b>                  Unit 1 – Lesson 1 – Developing personal skills  <b>Equipment:</b> balls, cones, markers.  <b>Skill:</b> Footwork</p> <p><b>Real PE – Year 1</b>                  Unit 1 – Lesson 2 – Developing personal skills  <b>Equipment:</b> balls, cones, beanbags.  <b>Skill:</b> Footwork</p>	<p><b>IMoves – Year 1 and 2</b></p> <p><b>Real PE – Year 2</b>                  Unit 1 – Lesson 2 – Developing personal skills  <b>Equipment:</b> balls, cones, markers.  <b>Skill:</b> Footwork</p>	<p><b>Year 1 and 2</b>                  One leg balance – can children balance on their right leg?</p>
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<p><b>Homework:</b></p>	<p style="text-align: center;">Information on homework is coming soon!</p>
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**Communicating with school**

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