

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, Mrs Day and Mr McEvilly




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


Teachers:	Mrs Mitchell and Mrs Day	Year group:	Year 1	Date:	22.06.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>R.E.</p> 	<p>LO: Big Question:</p>		<h3>Gospel Values and Virtues – Attentive and Discerning</h3>	<h3>Catholic Social Teaching – Solidarity</h3>	<p>LO: Big Question:</p>
	<p>Gospel of the Week</p> <p>On Sunday 21 June 2026 the Gospel is from Matthew 10:26-33, where Jesus tells His disciples not to be afraid. He reminds them that nothing hidden will remain hidden, that God cares even for the small things like sparrows, and that each one of us is precious to Him. He asks us to trust Him and to share our faith without fear because God knows and loves us deeply. For children this teaches that Jesus is always with us, that we don't need to be scared when we try to do good, and that God loves and watches over us every day.</p>	<p>This half term, KS1 pupils will develop the Gospel Values and Virtues of Attentive and Discerning. Children will learn that being attentive means listening carefully to God, others and the world around them. Being discerning means making thoughtful choices about what is right and kind. Through Gospel stories, prayer and discussion, pupils will practise listening, reflecting and responding. They will be encouraged to think about their actions and how they affect others, choosing positive behaviours. Throughout the half term, children will use these skills to focus in lessons, follow guidance, make good decisions and grow in understanding, helping to build a respectful and caring classroom community.</p>	<p>This half term, KS1 will explore the Catholic Social Teaching principle of Solidarity. Children will learn that solidarity means standing together, caring for others and recognising that we all belong to one human family. Pupils will show this by helping classmates, including others in play and working cooperatively. Through stories and discussion, teachers will model empathy, kindness and respect. Understanding solidarity helps children see that their actions can support and uplift others. Throughout the half term, pupils will practise teamwork, share responsibilities and respond to the needs of others, building a strong, caring and inclusive classroom community.</p>		

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Maths	Power Maths - Textbook C				
					
English	<p>For the next 3 weeks we will be focusing on the story, The Bear and the Piano</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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Lesson 1:

LO: To make predictions using clues.

Play a piano in the background, show images of piano keys and ask the children to think about what this new book could be about. Then, show children the front cover of the book, ask children what they think the book could then be about. Then listen to a piece of piano music where it starts off out of tune, not being played nicely to then being played beautifully.

Activity: Children will write a short prediction in their books about what they think the book might be about. E.g. I predict that the

Lesson 2:

LO: To use fronted adverbials to demonstrate time.
Read up to where the cub has turned into an adult bear and how the noises are now beautiful pieces of music. Discuss the adverbs of time: next, then, after many years, when he was older, and place them in order.

Activity: Sequence the events of a cub growing into a bear using adverbs of time.

Year 2: Sequence into an order but use different adverbs of time such as when he was older, after a few years etc.

Lesson 3:

LO: To infer how a character is feeling. (Year 1)

LO: To use inference and conjunctions to predict a character's feelings. (Year 2)

What is inference? It is using clues you can see or read, along with what you already know to make a guess about something. We can use inference to guess how a character might be feeling. Read up to "the other bears would miss him very much". Discuss with the children how they think the bear might be feeling. In pairs, discuss how you would feel if you got to play your music to lots of people and become famous. But also talk about how you would feel if you had to leave your family.

Activity: Write some sentences inferring how the bear is feeling about leaving to go and play music in the city. Is he excited or nervous? How does the bear feel about leaving his friends and family?

Year 2: Infer how a character is feeling but use conjunctions to explain why.

Lesson 4:

LO: To use adjectives to describe a setting. (Year 1)

LO: To use expanded noun phrases to describe a setting. (Year 2)

Read up to "He met new people every day and created headlines everywhere he went. Focus on a picture of the forest and think of some adjectives to describe it e.g. light, empty, green, beautiful, wild etc. Then look at a picture of the city and think of some adjectives to describe the city e.g. big, busy, bright, crowded, bustling etc.

Activity: Write a descriptive sentence to describe how the forest looks and then a sentence about how the city looks e.g. The bear was in an empty, green forest. The bear could see a busy, crowded city.

Year 2: To compare two places using expanded noun phrases and the conjunction *but* e.g. The bear used to live in an empty, green, lonely forest, but now he is in a busy, crowded city with bright, shiny lights.

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Bear will be good at playing the piano.
Year 2 Extension:
Use conjunctions to say why they think that e.g. I predict the Bear will be good at playing the piano because he is wearing a suit on stage.

Phonics



Bug Club

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

Spelling & Handwriting



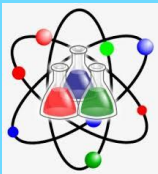
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	



Science



Lesson 4 – Food Chain Dioramas

LO: TO will explore habitats and create a food chain diorama showing how living things survive and depend on each other.

Students will explore larger habitats and consider why different animals and plants live there. They will research how creatures are adapted to their environments and how food chains operate within these habitats. Activities involve creating shoebox dioramas using materials such as pipe cleaners, tissue paper, and plastic animal toys, and annotating them with researched information about the living things and their food chains.

Year 1 focuses on understanding that habitats can be small and local or more extensive, while Year 2 considers adaptations and imagines the consequences if animals were placed in unfamiliar habitats. Students will observe, classify, and record findings, using research and discussion to support

Geography



Comparing Countries of the UK

Lesson 5: What is it like in a capital city?

Start with a quick recall about which country is east of Wales as a class.

Can children name the different capital cities and countries of the UK?

Discuss what children might see, hear, smell, taste or touch in different capital cities – would it be more people or animals? Flowers or cars? Discuss that there would be more human features in a city than by a farm.

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Activity: Children to complete a Venn diagram using words and images to say what they would find in a city or near our school.

Computing



Word Processing

Lesson 4: Poetry Book

LO: To create a text using sources from the internet.

Show the shortcut of how to use copy and paste.

Copy and paste from credible sites to create a poem, ensuring that we credit the original author. Children should then have a poetry book of different poems they have found using the copy and paste shortcut.

PSHE



Life to the Full

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

KS1 Module 3, Unit 1, Session 2: Who is my Neighbour?



Music



Instruments: Musical Storytelling – Lesson 4

Begin by revisiting tempo and dynamics through paired matching, clapping, and vocal demonstrations to confirm accurate understanding. Introduce the narrative of **Jack and the Beanstalk**, discussing events, character feelings, and suitable instrumental sounds for each scene. In small groups, pupils plan a musical retelling by selecting appropriate tempo, dynamics, or silence for different story moments and recording choices on a storyboard. Encourage justification of musical decisions and rehearsal through clapped sound effects that reflect action and emotion. Conclude by sharing ideas, reinforcing vocabulary, and collecting storyboards to support instrumental performance in the following lesson.

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<p style="text-align: center;">Art/DT</p> 	<p style="text-align: center;">D&T – Making a Moving Storybook Lesson 4 – Testing and Evaluation</p> <p style="text-align: center;">LO: To evaluate a finished moving storybook and identify strengths and improvements using design criteria.</p> <p>In this Year 1 Design and Technology lesson, pupils test and evaluate their completed moving storybooks against the original design criteria. Children investigate whether their slider mechanisms move as planned and identify any strengths or areas for improvement. Through discussion and reflection, pupils explain what worked well and consider how adaptations could improve movement or functionality. Key vocabulary, including <i>evaluate</i>, <i>adapt</i> and <i>design criteria</i>, is reinforced throughout the lesson. Pupils are encouraged to give simple feedback and reflect on the making process, helping them understand how testing and evaluation support improvements in design and technology.</p>
<p style="text-align: center;">P.E. Real PE</p> 	<p style="text-align: center;">Athletics</p> <p style="text-align: center;">Lesson 4</p> <p>LO: To explore hopping, jumping, and leaping for distance.</p> <ul style="list-style-type: none"> · Bend your knees and land with control. · Look forward as you jump. · Swing your arms forward when jumping. <p>Social Objectives: To be aware of others and move around safely.</p> <p>Emotional Objectives: To work to my personal best.</p> <p>Thinking Objectives: To understand that landing on the balls of my feet helps me to land with control.</p>
<p style="text-align: center;">P.E. Fitness</p>	<p style="text-align: center;">PE Fitness Session</p> <p>This half-term overview outlines 30-minute KS1 fitness sessions designed to develop fundamental movement skills, coordination, and overall physical fitness. Each session includes a warm-up, main activity, and cool-down, using fun, engaging games to build stamina, agility, and strength. Activities may include tag games, relay races, obstacle courses, and simple circuit stations. Examples include “Traffic Lights” for speed and control, “Animal Movements” for strength and coordination, and “Beanbag Balance” for stability. Sessions promote teamwork, listening skills, and confidence, ensuring all pupils are active and included while developing a positive attitude towards physical activity and healthy lifestyles.</p>

Communicating with school

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

