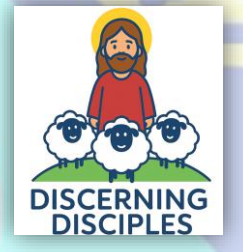
OLC WEEKLY LEARNING PLAN

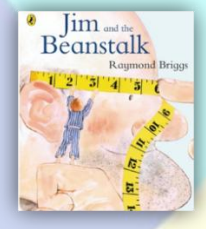
Message from the Teachers…

Our Lady of Compassion watch over your children.



Gospel Values and Virtues -

We are love our Phonics Bugs and we are enjoying our start using Ninja spellings.
In English we will begin our new book by Raymond Briggs the writer of timeless stories in the narrative 'Jim and the Beanstalk.' This story is set in modern Britain and it is a great opportunity for children to look at the original tale and discuss how the plot structure had been changed and retold by Briggs. It can also lead to discussion about helping others and looking after the elderly.



We are so looking forward to another busy week!

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Mrs Redfern, Miss Dowling & Mrs Mitchell

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

Teachers:	**Miss Dowling & Mrs Mrs Redfern**	**Year group:**	**Year 2**	**Date:**	**02.11.26**

R.E.	***The Bible is a special, holy book that tells us about God and how He loves everyone.***	***The Bible is split into two parts, the Old Testament and New Testament. The whole Bible records how people grow to know God***	***The gospels record the Good News that Jesus brings us.***		
Maths	**INSET**	**LO: 10 more, 10 less** **L1**	**LO: Add and subtract 10s** **L2**	**LO: Add two 2-digit numbers-and 10s and add 1s** **L3**	**LO: Add two 2-digit numbers – add more 10s then more 1s** **L4**
		Textbook Pages: 136-139 **Practice Book Page: 100**	**Textbook Pages: 140** **Practice Book Page: 103**	**Textbook Pages: 144** **Practice Book Page: 106**	**Textbook Pages: 148** **Practice Book Page: 109**

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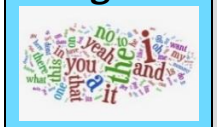
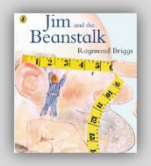
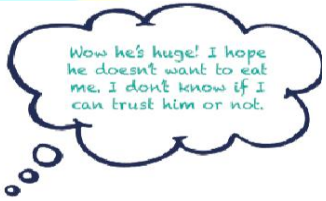
English 	**LO:**	**LO: Session 1** To make predictions about events in a story • I can make connections to other stories I know • I know what a sequel is • I can make predictions about a new version of a story	**LO: Session 2** To substitute consonants to make rhyming words and learn the spelling pattern for g before e, i, and y • I can create giant words • I can find rhymes for 'fum' • I can blend using phonic knowledge	**LO: Session 3** To discuss a characters thoughts and feelings I can use feeling words I can predict a character's thoughts at different points in a story I can make inferences about a character's feelings
	All: **Yr1/2:**  **Resources:** Police tape Giant foot print	**Whole Class: All:** Children enter the classroom to discover a beanstalk, either in the classroom or growing past outside window. Ask children to discuss the following questions: Where do you think beanstalk goes? How did it get there? What is it for? Do you think anyone has climbed it? Do you know any stories with a beanstalk? Children work in mixed ability groups to write their responses onto sticky notes and attach them to the	**Whole Class: All:** Read up to the point where Jim has given the Giant the wig and he says, "And my appetite has come back too…" Set up a giant's footprint in the playground - this could be made from card, or an outline in soil/gravel. If possible, cordon the area off with police tape (the footprint could also be linked to maths objectives). Discover the footprint and a note saying 'Fee-fi-fo-fum'. What do we think could happen next in the story? **Independent Work** **Giant talk:** "Fee-fi-fo-fum. I'm feeling hungry, here I come!"	**Whole Class: All:** Read up to the point where Jim slides down the beanstalk and 'landed below in a heap'. Ask children to remember the key events in the story. Discuss and share. Now, refer children to three of the key scenes, e.g. 1) The first meeting 2) When Jim first helps the Giant 3) When the Giant threatens to eat Jim. Thought tapping: Tableaux and freeze-frame Jim/the Giant. What are they thinking at the three key points in the story?

		window or to the beanstalk itself. Discuss similarities to the story of Jack and the Beanstalk. Discuss the key events of the story and then introduce the book Jim and the Beanstalk to children. Explain the idea of sequels and discuss any known to the children already. Explain that they will be writing their own sequels at the end of the planning sequence. **Shared reading:** Read up to, "I hope they have cornflakes". Make predictions about what children think will happen next and ask them to explain why they think that. **Shared writing:** Model scribing some responses from children about what they think will happen in the story under the following headings: What happens when Jim gets to the top?	What could we replace the /f/ phoneme with? Play with sounds, allowing children time to replace the /f/ with different alternatives, e.g. 'Hee-hi-ho-hum. I want food in my tum!' Children create their own giant words by replacing /f/ with different consonants and rhyming –um words. **Plenary:** Look at the word giant. Phonically blend it. What would you expect the /g/ phoneme to sound like? Look at other words starting in /g/ from the text, e.g. growing, gold, glasses, good, get 'em. Now read the words gem, giant, magic, energy. Sort words according to the spelling pattern. What is the rule? Try putting /g/ in the phrase 'Gee-gi-go-gum'. How would the rule affect how we pronounced it? Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions) Writing Root Resources Police tape Footprint	Ask children to act out the part of the story leading up to one of the key events and then 'freeze'. Take a photograph and now tap each child on the shoulder and ask them to say (in role) what the character is thinking. Record children's response **Independent:** **Shared writing:** Model recording (and expanding upon) one of the children's responses from thought-tapping on a thought bubble.  Children to record Jim's and the Giant's responses from each of the three scenes in the story

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		When Jim gets to the top… **Who will be at the top?** **Jim will meet…** **What happens when Jim meets the character at the top?** **When Jim meets…** **What might happen at the end of the story?** **At the end…** **Plenary** **Share responses and predictions about the story and create a class predictions page, adding to the scribed writing.** **Now, read up to, "…you're quite safe".** **What do children think will happen now? Does that change any of our ideas? Add to the shared responses.**		
Reading	**Jim and the Beanstalk – Raymond Briggs**			

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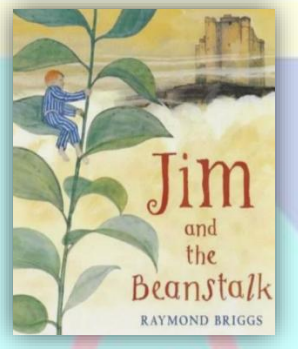
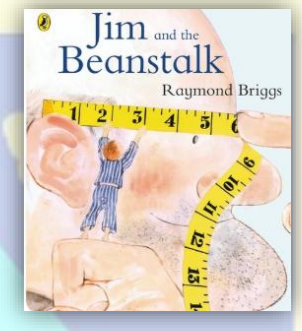
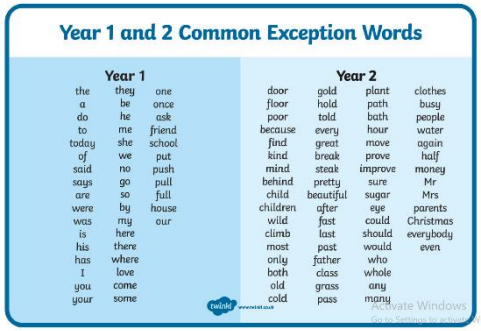
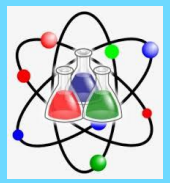
	 
SPAG 	**Phonic Bugs** **KS1 Common Exception Words- Ninja Spelling Week** 
Science 	In this lesson, children will learn to identify, name and locate the main parts of the human body. The lesson begins with a discussion about what the body can do and why different body parts are important. Children will sing a familiar action song such as *Heads, Shoulders, Knees and Toes* to introduce key vocabulary in an engaging way. The teacher will then use a large body outline or model to identify and label body parts including the head, eyes, ears, nose, mouth, arms, hands, legs and feet. During the main activity, children will work in pairs or small groups to match labels to the correct body parts on a body outline. They will practise saying the names aloud to develop their vocabulary and confidence. The teacher will encourage discussion about how each body part helps us in everyday life. To consolidate learning, children will play a simple game such as *Simon Says* to reinforce body part recognition through movement. In the plenary, pupils will draw a person and label the body parts they have learned. The lesson will assess

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	children's ability to identify and name basic body parts accurately while developing observation, communication and scientific language skills. .
History	**Great Fire of London** 
Computing	**Programming: Virtual Bee-Bot (5 Lessons)** 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.

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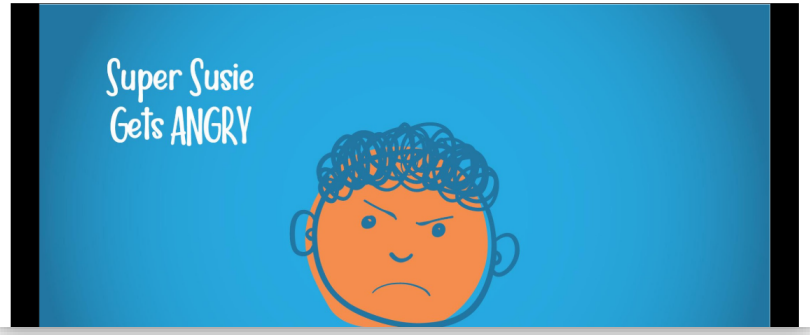
PSHE

Life to the Full Plus - Key Stage 1 - Module 1 - Unit 3

Session 3: Super Susie Gets Angry

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 (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.



Super Susie Gets Angry – Ten Ten Resources

- **Simple strategies for managing feelings and maintaining good behaviour**
- **That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes**
- **That Jesus died on the cross so that we would be forgiven**

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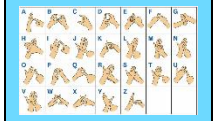
MFL



Family and Friends

Lesson Overview

This lesson contains 5 sections:

1. Introduction (Hawthorne's introduction to the lesson)
2. Main Teaching Video (Family and Friends Lesson Part One)
3. Code Breakers (CodeBreakers: Family and Friends)
4. Main Teaching Video (Family and Friends Lesson Part Two)
5. Recap (Family and Friends Recap)

THE SCHOOL OF SIGNS

Music

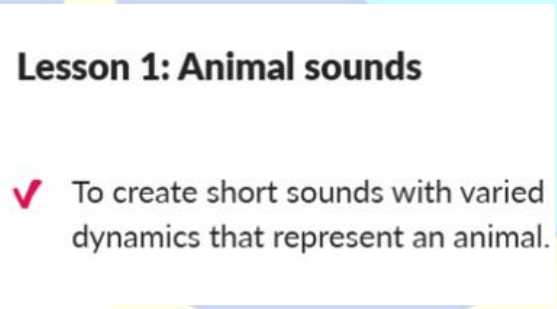


Music > Key stage 1 > Year 2 > Animals: Call and response > Lesson 1: Animal sounds

KS1 Music Lesson Plan | Animals | Going on Safari







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

- I can change the volume of my sound.

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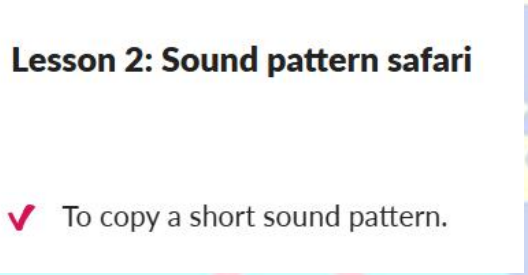
	• I can create different dynamics using the same instrument. • I can work as part of a group to create a short section of sounds that represents an animal.   **LO: To copy a short sound pattern.** • **I can describe my ideas about a piece of music.** • **I can accurately copy a sound pattern by clapping.** • **I can clap a sound pattern in time with the music.**
Art 	In this Year 1 art lesson, children will create a human body picture using a range of materials while developing their understanding of the main parts of the body. The lesson will begin with a discussion about body parts and a quick action song, such as *Heads, Shoulders, Knees and Toes*, to reinforce key vocabulary. The teacher will model how to create a person using simple shapes and collage materials, demonstrating how to add features such as eyes, ears, nose, mouth, arms, hands, legs and feet. Children will then create their own human body artwork using coloured paper, crayons, paints or pencils. They will be encouraged to observe their own features using mirrors and add details to make their artwork unique. Throughout the activity, the teacher will reinforce the names and locations of body parts through questioning and discussion. To conclude the lesson, children will share their finished artwork with the class and identify the body parts they have included. This activity develops creativity, fine motor skills and observational drawing skills while supporting children's scientific understanding of the human body.
P.E. 	**Fundamentals** *Unit of Work*