

## 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**

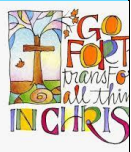


*This Weekly Learning Plan shares the learning that will be taking place this week.*

<b>Teachers:</b>	Mrs Mitchell and Mrs Day	<b>Year group:</b>	Year 1	<b>Date:</b>	08.06.26
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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R.E.



**LO:** To use Pentecost as inspiration for artwork.  
**Big Question:** If the Holy Spirit helped the disciples change from feeling scared to feeling brave, what do you think the Holy Spirit might help people to do in their lives today?

Today we are learning about Pentecost and the coming of the Holy Spirit. We will recap what happened after Jesus returned to heaven and how His disciples received God's special gift. We will think about how the disciples changed from feeling frightened and unsure to becoming brave and confident followers of Jesus. We will also discuss how Jesus fulfilled His promise to send the Holy Spirit to help and guide His friends.

Using our knowledge of the Pentecost story, we will create our own Pentecost artwork depicting the disciples receiving the Holy Spirit. We will include the flames above the disciples' heads and use colour to show the joy, courage and

### Gospel of the Week

On Sunday 7 June 2026 the Church celebrates the solemnity of the Body and Blood of Christ, sometimes called **Corpus Christi**. The Gospel reading for this feast is from John 6:51-58, where Jesus tells the people that He is the living bread which has come down from heaven. He explains that whoever eats this bread will live forever and that His flesh and blood are true food and drink that keep us united with Him. For children this story teaches that Jesus wants to be with us in a very special way through the Eucharist, that He gives us life and strength, and that coming to Mass and sharing in Communion helps us grow close to Him and to one another.

### Gospel Values and Virtues – Attentive and Discerning


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

### Catholic Social Teaching – Solidarity


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.

### Sacred Heart Mass

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	<p>excitement they felt when the Holy Spirit came to them.</p> <p><b>Activity:</b> Create a piece of artwork inspired by Pentecost and the flames above the Disciples heads.</p>	<p>build a respectful and caring classroom community.</p>		
<b>Maths</b>	<b>Power Maths - Textbook C</b>			
<b>English</b>	<p>Unit 15: Money (3 Lessons)</p> <p>For the next 3 weeks we will be focusing on the story, <b>A Walk in London</b></p> <p>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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	<p><b>Lesson 5:</b>  <b>LO:</b> To record a range of questions.          Finish reading the book. Explain that over the next few lessons, we will be creating a walking tour guide based on the local area of the school. A walking tour guide tries to encourage people to visit the area. What is in the local area that we should encourage people to see? Our Lady of Compassion, The Olton Friary, Olton Reservoir, Olton Train Station, Langley Hall Park. Show pictures of these places so that children can talk about them.  <b>Activity:</b> What would you like to know about these places? Think of a question for each landmark e.g. When did Our Lady of Compassion open? When was the Olton Friary built? How big is Olton Reservoir? What animals are in Olton Reservoir? Etc.</p>	<p><b>Lesson 6:</b>  <b>LO:</b> To record factual statements.          Ask children if they know any facts about the landmarks we were writing questions about last lesson. Collate these for children to note down.  <b>Activity:</b> Children are to write some facts down about each of the landmarks that they can go on to include in their walking tour guide.</p>	<p><b>Lesson 7:</b>  <b>LO:</b> To plan a local walking guide.          Read the book to the children again so children are aware of how this guide is laid out. What is the job of a brochure? It is to get people to find a place to visit and tells them what they can see or do.  <b>Activity:</b> Go step-by-step so children can create a plan. Begin with the introduction – think of a heading and a question – brief sentence saying why to visit Olton. Then move on to the next section of the plan – what is the first place to visit? Think of a catchy question and write a couple of facts about the first landmark. Repeat this step 2 or 3 times. Then plan a conclusion – summarise why people should do a walking guide of Olton. Persuade children to use the different sentence types – question, exclamation, statement and command.</p>	<p><b>Lesson 8:</b>  <b>LO:</b> To use a range of different sentence types to write an introduction.          Explain to the children again what goes into the introduction of a brochure. We need to grab the reader’s attention to make them want to visit.  <b>Activity:</b> Children are to refer back to their plan from last lesson and write an introduction paragraph. Encourage children to use questions, exclamations, commands and statements where possible. Children can also draw a picture of Olton for the introduction.</p>	<p><b>Sacred Heart Mass</b></p>
<p><b>Phonic s</b></p>	<p><b>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</b></p>				



Spelling &



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

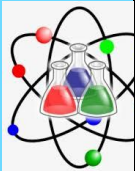
door gold plant clothes  
 floor hold path busy  
 poor told bath people  
 because every hour water  
 find great move again  
 kind break prove half  
 mind steak improve money  
 behind pretty sure Mr  
 child beautiful sugar Mrs  
 children after eye parents  
 wild fast could Christmas  
 climb last should everybody  
 most past would even  
 only father who  
 both class whole  
 old grass any  
 cold pass many



Lesson 2 – Creating Food Chains

LO: Students will create simple food chains and explain how living things depend on each other for survival.

Science



Students will explore and construct simple food chains using laminated cards and string, reinforcing the idea that living things depend on each other to survive. They will observe the school grounds to identify examples of plants and animals, noting what eats what and how habitats provide for basic needs. Activities involve designing and connecting cards to form accurate food chains, with Year 1 focusing on local examples and Year 2 challenged to create food chains from other environments. Students will record observations using magnifying glasses, sketch books, and cameras, and discuss the interdependence of organisms within each chain. Through hands-on construction and discussion, students develop understanding of producers, consumers, and predators, explore the flow of energy, and use observations to suggest answers to questions about survival and dependence in different habitats.

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### Comparing Countries of the UK

Geography



#### **Lesson 4: Which UK countries have we visited?**

Start with a quick recall about the capital city of Scotland as a class.

Quick survey of where children in the class have been on holiday so we can see where we have visited the most – complete a tally. As a class, use the tally to answer some questions – which UK country is our most popular destination?

Show the map of the UK and draw attention to the compass – North, East, South and West. Discuss where the different countries are in comparison to England.

Activity: Children are to complete the sentences using North, East, South and West with relation to the directions and positions of the countries.

Computing



### Word Processing

#### **Lesson 2: Getting started with word-processing**

**LO:** To understand how to use a word processor.

Recall – can children remember any key facts about the keyboard? Where are certain keys? And what is the purpose of some of the keys on the keyboard?

Give children a paragraph of writing to complete on Word to see if they can use backspace, bold, capital letters etc.

PSHE



### Life to the Full

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

KS1 Module 2, Unit 4, Session 5 – Can you help me? (Part 2)

Music



### Instruments: Musical Storytelling – Lesson 2

Begin by revisiting understanding of tempo and dynamics through listening to fast, loud music and discussing its effect and storytelling potential. Introduce real versus instrumental knocking sounds using classroom objects and percussion instruments. Explore musical storytelling through a clip from Frozen featuring the song Do You Want to Build a Snowman?, identifying when music is loud, soft, or absent to match story events. Using

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storyboard flash cards, pupils justify musical choices for different narrative moments. Conclude with scenario discussions where children select suitable dynamics to represent emotions, actions, and characters, supporting reasoning through musical vocabulary and attentive listening.

Art/DT



### D&T – Making a Moving Storybook Lesson 2 – Design

**LO:** To design a moving storybook using slider mechanisms and design criteria.

In this Design and Technology lesson, pupils design a moving storybook by applying their understanding of slider mechanisms and movement. Children use design criteria to plan a story page, considering how moving parts will work and how mechanisms can create purposeful movement. Pupils create labelled designs that include backgrounds, characters and moving elements, identifying where sliders will be used. Key vocabulary, including *design* and *design criteria*, is introduced and reinforced. Through discussion and planning activities, children begin making decisions about function and appearance, preparing them to construct an effective moving storybook in the following lesson.

P.E.  
Real  
PE



### Lesson 2

**LO:** To develop balance.

- Jump and land with soft knees.
- Keep your chest up whilst moving.
- Move slowly to help you maintain balance.

**Social Objectives:** To take turns with others.

**Emotional Objectives:** To work independently.

**Thinking Objectives:** To identify what helped me to maintain balance.

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### PE Fitness Session

#### **P.E. Fitness**

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.

#### **Communicating with school**

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

