

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, Miss Hannah and Mr McEvilly



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

Teachers:	Mrs Mitchell and Miss Hannah	Year group:	Year 1	Date:	24.11.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	LO: To recognise the importance of the Lord's Prayer. Big Question: What have we	Gospel of the Week	Catholic Social Teaching	Preparing for Advent	LO: Understand the importance of Advent. Big Question: Why is preparing for something

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got to be thankful for?

As a class, say the Lord's prayer, invite a couple of children up to lead this prayer in front of the class. After saying the prayer, can children identify and important words from the Our Father? E.g. Father, Heaven, kingdom, bread, forgive, trespasses, temptation, Amen. Why are these words important?

Activity: In pairs or tables, children will have an A3 printed version of the Our Father and children will underline the important words from this prayer. Can children label the prayer stating when the prayer offers thanks, praise or help?

Extension: Can children write a couple of words or sentences to say why the Lord's prayer is important?

2 Samuel 5:1-3

They anointed David King of Israel.

All the tribes of Israel came to David in a place called Hebron. They said, "David, you are part of our big family. Even when Saul was king, you were the one who helped lead us." They remembered that God had said David would be the shepherd and leader of His people. So the leaders of Israel gathered around David, made a special promise with him, and poured oil on his head to show that he was now their new king.

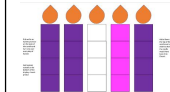
Human Dignity

Human dignity means that every person is special and important because God made each one of us. It doesn't matter where we come from, what we look like, or what we can do — we are all loved by God. Because of this, we should treat everyone with kindness and respect. When we help others, share, and include everyone, we are showing that we believe every person is precious.

This week we will be blessing the Advent wreath in preparation for Advent. During the season of Advent, children will be learning about what they can do during Advent to prepare for the birth of Jesus Christ. Talk to your children and see how they would prepare for the birth of Jesus.




important?

Discuss how we are entering a new season of the Liturgical year – Advent. Ask what children already know about Advent. Explain how Advent is a time of preparation and waiting for the birth of Jesus. Discuss how Advent is 4 weeks long, when it starts and how the day Advent starts changes every year. Look at different things we see during Advent – Advent calendars, candles, wreaths, Jesse tree, Nativity scene. End by having a discussion about what we see in church during Advent – candles, Christmas carols, purple vestments and cloths. Activity: Children to write on a piece of paper how they are going to prepare during Advent – this will form the Advent display.



Textbook A

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Maths 	Subtraction on a number line	Add or subtract 1 or 2	Add or subtract 1 or 2	Solve word problems – addition and subtraction	Solve word problems – addition and subtraction
English 	<p>For the next 3 weeks we will be focusing on the story I Want My Hat Back by Jon Klassen</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>				
	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – One Armed Robot Letters – h, m, k, p</p> <p>Oracy – Talk to the hand: Show children the Talk to the Hand prompt. Practise reading and saying the question stems. Children to work in small mixed attainment groups to ask questions to / about the penguin using the question stems. More confident children in each group to scribe questions.</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – One Armed Robot Letters – h, m, k, p</p> <p>Writing Activity –</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – One Armed Robot Letters – h, m, k, p</p> <p>Oracy –</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing.</p> <p>Handwriting – One Armed Robot Letters – h, m, k, p</p> <p>Writing Activity –</p>	
Phonics 	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				

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Spelling & Handwriting



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

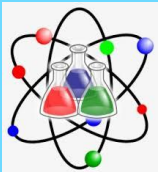
Year 1 and 2 Common Exception Words

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	



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Science




Begin by asking the children if it was windy at lunchtime and how they could tell. Encourage them to think about how we know the wind is blowing even though we can't see it—by watching trees sway or feeling it on our faces. Discuss what happens when the wind blows gently compared to when it blows very strongly, such as trees falling or roof tiles coming loose. Talk about when wind can be useful, like turning wind turbines or blowing away rain clouds, and why some people, such as pilots or sailors, need to know which direction it's blowing. Explain that wind direction is measured using windsocks, showing them a short video to demonstrate how these work. Take the children outside to observe the wind, encouraging them to describe what they see and feel, and to imagine what the day would be like if it were much windier—could they fly kites or would it be too strong? Using a compass, challenge them to find North, South, East, and West, then draw the wind's direction on the playground with chalk and predict whether it might change later. Finally, introduce the "My Beaufort Scale" activity, explaining that a hurricane represents the strongest, most destructive type of wind.

Geography



Begin by showing pupils the main lesson question and completing the quiz together. Display Lesson Slide 5 and remind pupils of their research from the previous lesson. Explain that they will now use their chosen criteria to decide the best location to plant the apple tree. Provide a simple plan of the school, or sketch one on the board for pupils to copy, and model how to label key areas such as the classroom, hall, toilets, and playground. **In the following lesson**, if possible, send groups to explore the school grounds to identify potential planting sites. If this is not practical, identify three possible locations together using the school plan. Support pupils in marking and numbering these sites on their plans (e.g. Location 1, Location 2, Location 3). Discuss what information they will need to gather to decide which site is most suitable—for example, measuring rainfall for water access or using a thermometer to record temperature. Move to Lesson Slide 6 and work together to complete the left-hand column of the chart with the chosen factors to measure, such as temperature, sunshine, rain, and wind. Pupils could work in different classes, with each class collecting data from a

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	separate location.
PSHE 	<p>https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p> <p>Session 2: Girls and Boys</p> <p>This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels.</p>
Music 	<p><u>Tempo: Snail and Mouse</u></p> <p><u>Lesson 2: Exploring Rhyme</u></p> <p>What can children see in the garden? How might a snail move? Play some slow music that was used last lesson, ask children to move to the music whilst sat down – moving head or hands. How might a mouse move? Play some quicker music and ask children to move to the music.</p> <p>Speak the rhyme in different paces, slow pace for the snail, quick pace for the mouse. Use your fingers to walk to the beat of the music across your arm. Use body percussion to make music for the rhyme.</p> <p>Divide the children into 2 groups (mice and snails) and ask them to perform to see if they can see a contrast with the 2 verses of the rhyme.</p>
Art/DT 	<p><u>DT – Stable Structures</u></p> <p><u>Lesson 4: Designing a Stable Pencil Pot</u></p> <p>This week we are going to design a pencil pot. What would you like your pencil pot to look like? Your pot will be made using a cardboard tube. You will also use a base and modelling dough to keep your pot stable. Show examples of different pencil pot designs.</p> <p>Activity: Design your pencil pot using the planning template.</p>

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Learning Goals

Learning Behaviour



Understand Others

Emerging

- I can play with others and take turns and share with help.

Expected

- I can work sensibly with others, taking turns and sharing.

Exceeding

- I can help, praise and encourage others.

Fundamental Movement Skills



Dynamic Balance to Agility

Jumping and Landing



Static Balance

Seated Balance



Space



Jungle

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games.



Emerging

I can complete **some** yellow challenges



Expected

I can complete **all** yellow challenges



Exceeding

I can complete **some** green challenges

Throwing and Catching Skills

Focus: Hand-eye coordination, ball control.

Warm Up: Ball Roll Tag: Roll a soft ball on the ground to try to touch others' feet.

Main Activity: Progressive Challenges:

1. Throw and catch with self.
2. Throw and catch with a partner.
3. Clap before catching.
4. Throw, turn around, catch.
5. Bounce and catch.
6. Aim at a target (bucket or hoop).

Use beanbags, small soft balls, or balloons.

P.E. Real PE



P.E. Fitness

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Cool Down: Sit in a circle, gently pass a beanbag or ball while counting aloud together.

Communicating with school

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

