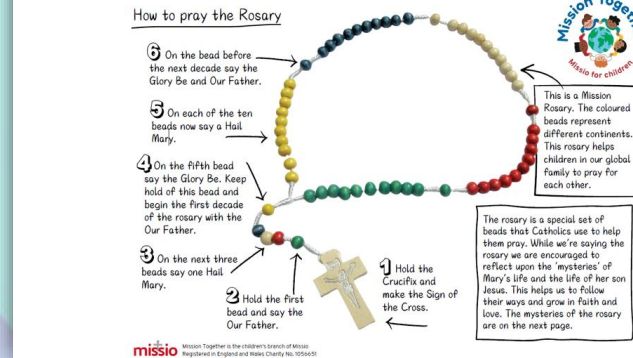


Message from your teachers:



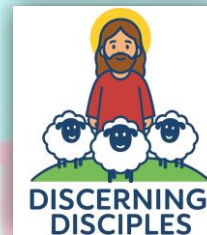
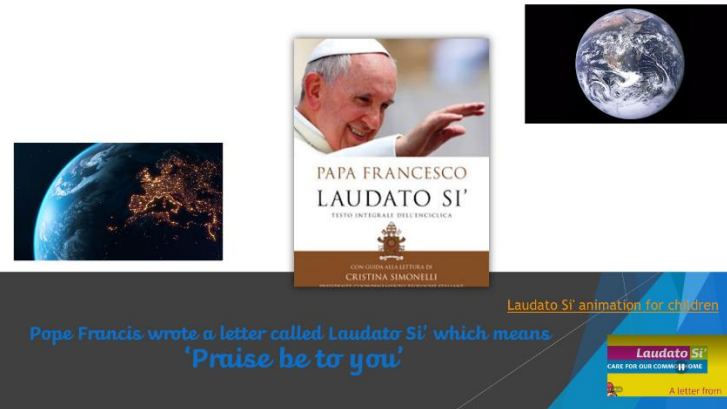
During the holy month of the Rosary, we pray together...



Our Lady of Compassion- October is the month of the Rosary

We are singing and signing Hail Mary each day-
Our Lady of Compassion watch over your children.

We have enjoyed creating a newspaper spider sculpture and we are trying to know more and more about the Pope and Laudato Si over this coming week.



Gospel Values and Virtues -Compassionate and Loving

In English we are completing Yeti and the Bird by Nadia Shireen. We are discovering what makes a good friend and the qualities that we need. We are enjoying find out about seeing the beauty of creation as Discerning Disciples. We are enjoying our Phonics and reading and we are trying hard to do our best!

In Science we are discovering more and more each day by learning about the Seasons and we have enjoyed learning about our feelings to

We are so looking forward to another busy week!

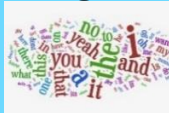
Mrs Redfern, Miss Dowling & Mrs Mitchell

OLC WEEKLY LEARNING PLAN

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

Teachers:	Miss Dowling & Mrs Redfern	Year group:	Year 2	Date:	12.10.26
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R.E. 	<u>Knowledge Statement:</u> Pope Francis wrote a letter called Laudato Si' which means 'Praise be to you'		<u>Knowledge Statement:</u> We must take care of the earth; it is everyone's home.		<u>Knowledge Statement:</u> Pope Francis wrote a letter called Laudato Si' which means 'Praise be to you' We must take care of the earth; it is everyone's home.	
Maths 	<u>LO: Add and subtract 1s</u> L5	<u>LO: Add by Making 10</u> L6	<u>LO: Add using a number line</u> L7	<u>LO: Add three 1 -digit numbers</u> L8	<u>LO: Add to the next 10</u> L9	
	Textbook Pages: 96 Practice Book Pages71	Textbook Pages: 100 Practice Book Page 74	Textbook Pages: 104 Practice Book Page 77	Textbook Pages: 108 Practice Book Page 80	Textbook Pages: 112 Practice Book Page 83	

English 	LO: To learn the possessive apostrophe.	LO: To describe two characters using antonyms.	LO: To write a story based on a known narrative. (Describe first character)	LO: To write a story based on a known narrative. (Describe second character)
	All: Read onto ‘and he knew his small friend would need to fly away’. Ask children what you need when you get lost to find your way? Show children a picture of a map rolled up with a label ‘The bird’s map.’ How do we know this is the right map?	All: Children have to find pairs of contrasting characters as and choose appropriate adjectives to describe their appearance. Tell children that some of these describe the outside of a character but not the inside.	All: Children to use the characters they described to write their own story of unlikely friendship. Emphasise the use of antonyms small/big, can the children use superlatives smallest/biggest. Start with one animal.	All: Children to use the other character they described to write their own story of unlikely friendship. Emphasise the use of antonyms small/big, can the children use superlatives smallest/biggest. Continue to describe second animal.

OLC WEEKLY LEARNING PLAN

	How do we know that it belongs to someone? Read the next page and identify the apostrophe and where it is placed. ‘So Yeti carefully examined the bird’s map, and found out where she needed to go’. Show the page ‘Every evening, the friends sang sweet, sad songs together, which soothed the forest to sleep.’ Ask children to spot the words which end in -s (friends/songs). Why don’t they have an apostrophe? Make sure children are aware that an apostrophe isn’t placed every time there is an -s at the end of a word and that often an -s is there because there is more than one, e.g. plural Yr1&2: Ask children to write a list of items that belong to them using an apostrophe before an s to show it belongs to them e.g. <i>Oscar’s bag</i>	Yr1&2: Children to pick their two animal characters as their unlikely friends for their own stories and to use character splats to identify adjectives to describe the two contrasting characters in their own story. Use -est words from before and any other suitable words to describe appearance. Teacher to model with Yeti – <i>biggest, hairiest, scariest</i> Bird – <i>fluffiest, cutest, smallest</i>.	Yr1&2: Example - <i>Once upon a time, there was a penguin. The penguin was large and lonely. She had tiny, black eyes and scruffy, black and white feathers all over her body. She was so grumpy that she shouted at everyone. When she came into a room, the other animals were scared of her. The penguin was the meanest, grumpiest animal in town.</i>	Yr1/2: <i>One day a fluffy bunny arrived at the penguins island. The bunny was small and friendly. She had big, sparkling eyes and soft, white fur all over her body. She was so kind that she smiled at everyone. When she came into a room, the other animals felt happy and safe. The bunny was the kindest, happiest animal on the island but she was lost.</i>
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OLC WEEKLY LEARNING PLAN

Reading



Black History Month – Rosa Parks



SPAG



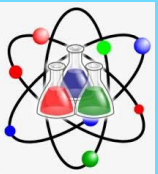
Phonic Bugs

KS1 Common Exception Words- Ninja Spelling Week 5

Year 1 and 2 Common Exception Words

Year 1	Year 2
the	door
a	gold
do	floor
to	poor
today	because
of	find
said	kind
we	mind
no	behind
go	child
pull	children
full	wild
house	climb
our	most
	only
	both
	old
	grass
	pass
	cold
	plant
	told
	every
	great
	break
	steak
	improve
	sure
	sugar
	eye
	after
	fast
	last
	should
	past
	father
	who
	whole
	any
	many
	clothes
	busy
	people
	water
	again
	half
	money
	Mr
	Mrs
	parents
	Christmas
	everybody
	even

Science



Lesson 6: Explain how the weather and seasons change

The lesson begins with a fun game of seasonal charades, where children act out clues such as leaves falling, sunbathing, or strong winds for their classmates to guess the season. Using a presentation, the class then recaps how weather and nature change throughout the four seasons, discussing key similarities and differences. Children learn that rainfall occurs in every season but is often greater in spring and autumn, supported by an expert video explaining how rainfall affects railway stations. Using collected rainfall data from five weeks, children analyse and record results, identify the weeks with the most and least rain, and draw conclusions about seasonal weather patterns.



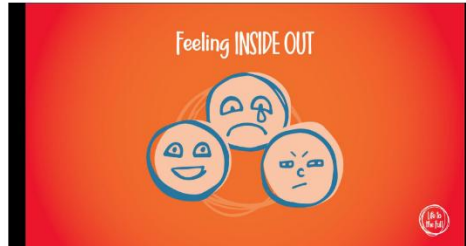
OLC WEEKLY LEARNING PLAN

History The Great Fire of London 	History The Great Fire of London - RECAP 
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.
PSHE 	Feeling Inside Out – Ten Ten Resources

OLC WEEKLY LEARNING PLAN

Session 2: Feeling Inside Out

In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.



Learning Objectives: To gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character

Virtues to be Developed

- Judgment
- Reasoning
- Resilience

Family and Friends

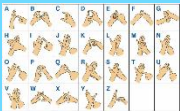
Lesson Overview

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)



MFL



Music



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

[KS1 Music Lesson Plan](#) | [Animals](#) | [Going on Safari](#)

Animals: Call and response

Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.



Lesson 1: Animal sounds

- ✓ To create short sounds with varied dynamics that represent an animal.

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

- I can change the volume of my sound.
- 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.



Lesson 2: Sound pattern safari

- ✓ To copy a short sound pattern.

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



Sculpture and 3D: Paper Play (5 Lessons)

Overview - Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.

Lesson 5: LO: To paint and decorate a large 3D sculpture using different painting techniques.

Recap the previous lesson and discuss how the class worked collaboratively to construct their giant spider. Look at the sculpture and identify areas that need painting or finishing. Demonstrate how to use sponges and large brushes to apply paint across large areas, encouraging children to work carefully and evenly. Children work in groups to paint different sections of the spider, considering how to reach all areas and keep the paintwork consistent. Once the main paint has dried, discuss ways to add details and decoration to enhance the sculpture. Encourage children to evaluate their work and explain the choices they made.

Final activity: Children complete, decorate and display the finished class giant spider sculpture.



P.E.



Fundamentals

Unit of Work