

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:	15.06.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>R.E.</p> 	<p>LO: Big Question:</p>				<p>LO: Big Question:</p>
		<p style="text-align: center;">Gospel of the Week</p> <p>For Sunday 14 June 2026 the Gospel is from Matthew 9:36-10:8, where Jesus looks at the crowds and feels sorry for them because they are like sheep without a shepherd. He then calls the twelve disciples and gives them authority to heal sickness, drive out evil, and share the good news that the Kingdom of Heaven is near. From this Gospel children can learn that Jesus cares deeply about people who are struggling, that He wants us to help others with kindness and courage, and that He calls each of us to share love and help those around us.</p>	<p style="text-align: center;">Gospel Values and Virtues – Attentive and Discerning</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 style="text-align: center;">Catholic Social Teaching – Solidarity</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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<p>Maths</p> 	<p>Power Maths - Textbook C</p>				
<p>English</p>	<p>For the next 3 weeks we will be focusing on the story, A Walk in London 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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Reading Paper 1

Reading Paper 2

Lesson 9:

LO: To use the present tense to continue writing a walking tour guide.

Begin by reading the introduction from last lesson. Refer back to the plan from a couple of lessons ago – today we are writing about our first landmark from our plan.

Activity: Children are to write about the first landmark they would like for people to visit. Model a paragraph for a brochure using the present tense, noun phrases and the different sentence types (question, exclamation, statement and command). Children can also draw a picture of their first Olton landmark.

Lesson 10:

LO: To use thoughtful adjectives to continue writing a walking tour guide.

Begin by re-reading the work from the last 2 lessons. Refer back to the plan for the guide – today we are going to write about our second landmark.

Activity: Children are to write about the second landmark they would like for people to visit. Model a paragraph for a brochure using the present tense, noun phrases and the different sentence types (question, exclamation, statement and command). Children can also draw a picture of their second Olton landmark.

Lesson 11:

LO: To use a range of different sentence types to write a conclusion.

Begin by re-reading the work from the last 3 lessons. Refer back to the plan for the guide – today we are going to write our third landmark (if we planned for 3 landmarks) and our concluding paragraph summarising why someone should visit Olton.

Activity: Children are to write about the third landmark they would like for people to visit and their concluding paragraph.

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					<p>Model a paragraph for a brochure using the present tense, noun phrases and the different sentence types (question, exclamation, statement and command). Children can also draw a picture of their third Olton landmark.</p>
<p>Phonics</p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				



Bug Club

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

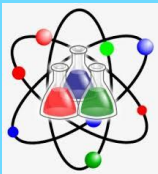
the they one
 a be once
 do he ask
 to me friend
 today she school
 of we put
 said no push
 says go pull
 are so full
 were by house
 was my our
 is here
 his there
 has where
 I love
 you come
 your some

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



Science



Lesson 3 – Dead or Alive!

LO: Students will identify and sort things as living, dead, or never alive using their observable features.

Students will explore the differences between things that are living, dead, and have never been alive by comparing a live spider, a dead spider, and a toy spider. They will discuss what features distinguish living things and how to tell the difference when it is not obvious. Using magnifying glasses, microscopes, and collecting pots, students will go outside to gather specimens and sort them into three categories: living, dead, and never alive. Activities involve observation, classification, and recording features, encouraging discussion about why organisms are grouped in particular ways. Year 1 focuses on categorising specimens by key characteristics, while Year 2 also labels sets with features to show understanding. This session develops scientific enquiry, careful observation, and reasoning skills, helping students explore life, death, and the properties of objects in their environment.

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Comparing Countries of the UK

Geography



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.

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 3: Newspaper writer

LO: To understand how to add images to a text document.

Children to write a report about a story they have read (The Gingerbread Man or similar story). Can they remember any shortcuts from prior lessons to help them with bold, capital letters etc. Show them how they can include a picture in their work.

PSHE



Life to the Full

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

KS1 Module 3, Unit 1, Session 1: Three in One

Music




Instruments: Musical Storytelling – Lesson 3

Begin by revisiting prior learning on tempo and dynamics through listening and discussion using precise musical vocabulary. Demonstrate fast and slow beats, then loud and soft sounds, clarifying the difference between tempo and dynamics. Introduce the story of **Little Red Riding Hood**, exploring characters' emotions and how musical choices can represent events and feelings. Model creating an appropriate soundscape, then organise pupils into small groups to compose and perform their own musical retelling using varied tempo, dynamics, and instrumental textures.

Conclude by listening back to recordings, evaluating effectiveness with musical language, and inviting groups to justify and reflect on their creative decisions.

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<p style="text-align: center;">Art/DT</p> 	<p style="text-align: center;">D&T – Making a Moving Storybook Lesson 3 – Construction</p> <p>LO: To construct a moving storybook using slider mechanisms and follow a design to create controlled movement.</p> <p>In this Design and Technology lesson, pupils construct a moving storybook by following their previously created designs and applying their understanding of slider mechanisms. Children assemble moving components using sliders and adapt mechanisms where needed, adding bridges or guides to control and restrict movement. Through practical making activities, pupils develop cutting, joining and assembling skills while considering how their mechanisms function. Key vocabulary, including <i>assemble</i> and <i>design criteria</i>, is reinforced throughout the lesson. Pupils are encouraged to solve problems and make adjustments as they build, creating a moving storybook that meets the intended purpose and design requirements.</p>
<p style="text-align: center;">P.E. Real PE</p> 	<p style="text-align: center;"><u>Athletics</u></p> <p style="text-align: center;">Lesson 3</p> <p>LO: To develop changing direction quickly.</p> <ul style="list-style-type: none"> · Bend low and push off quickly to change direction. · Keep your chest up whilst moving. · Keep your feet shoulder width apart when changing direction. <p>Social Objectives: To make safe decisions when moving around.</p> <p>Emotional Objectives: To be honest and play to the rules.</p> <p>Thinking Objectives: To identify what helps me to change direction.</p>
<p style="text-align: center;">P.E. Fitness</p>	<p style="text-align: center;"><u>PE Fitness Session</u></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>

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

