

## 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>	20.04.26
------------------	--------------------------	--------------------	--------	--------------	----------

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
--	---------------	----------------	------------------	-----------------	---------------

R.E.



**LO: To know that the Paschal Candle is a symbol of Easter.**  
**Big Question: How does knowing Jesus is alive make us feel, how can we spread the good news to others?**

Explain to pupils that the Easter Candle is a central symbol of the Easter season, representing the light of Jesus Christ and his resurrection. Describe how the candle is used in church throughout Easter, particularly during liturgical celebrations. Explore its key symbols, including the Alpha and Omega to show God's beginning and end, and the nails with incense representing Jesus' wounds. Highlight the candle's light as a sign of hope and new life. Provide a simple blessing activity, using water play to model the ceremony while explaining the meaning of each action and symbol in an age-appropriate way.

### Gospel of the Week

On Sunday 19th April 2026 the Gospel is from **Luke 24:13-35**, the story of two disciples walking to Emmaus after Jesus' Resurrection. They are sad and talking about how they didn't understand what had happened. Jesus walks with them, but they don't recognise Him at first. He explains the scriptures to them and, when they sit with Him to eat and He breaks the bread, their eyes are opened and they finally know it is Jesus. From this Gospel children can learn that Jesus walks with us even when we don't understand, He listens to us, and we can recognise Him in the simple things like sharing a meal and in our faith journey.

### Gospel Values and Virtues – Grateful and Generous

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Grateful and Generous**. Children will learn to recognise God's gifts in their lives and respond with thanks. Through prayer, stories and reflection, they will practise expressing gratitude for others and the world around them. Pupils will be encouraged to show generosity by sharing, helping and being kind in their words and actions. Teachers will model thankfulness and giving, supporting children to understand how small acts can make a difference. Throughout the half term, pupils will use these virtues to build positive relationships and contribute to a caring, supportive classroom community.


### Catholic Social Teaching – Common Good

This half term, KS1 will explore the Catholic Social Teaching principle of the **Common Good**. Children will learn that this means thinking about what is best for everyone, not just ourselves. Pupils will be encouraged to share, take turns and care for their classroom environment so all can feel safe and happy. Through stories, discussion and daily routines, teachers will model fairness, cooperation and respect. Understanding the Common Good helps children see how their actions affect others. Throughout the half term, pupils will practise making positive choices, working together and contributing to a supportive and caring community.

**LO: To celebrate and praise Jesus' resurrection.**  
**Big Question: How does knowing Jesus is alive make us feel, how can we spread the good news to others?**

Explain to pupils that Easter is the most important season in the Church year, celebrating the resurrection of Jesus Christ. Introduce the key liturgical colours, particularly white and gold, as symbols of joy, light, and new life. Explore important signs and symbols associated with the season, such as light, candles, and flowers. Discuss the word "Alleluia," explaining that it is a joyful word of praise meaning "Praise God," and why it is used frequently during Easter to express happiness and celebration at Jesus' resurrection. Encourage children to reflect on how these symbols help us celebrate and understand the meaning of Easter.

OLC WEEKLY LEARNING PLAN

	<p><b>Activity:</b> To create a Paschal Candle of their own after learning about the symbols and signs and the meaning of the symbols.</p>				<p><b>Activity:</b> Children write a thank you prayer to God, expressing gratitude for bringing Jesus back to life and for the hope of Easter. Encourage children to speak their prayer aloud with confidence in class together.</p>
<p><b>Maths</b></p> 	<p><b>Power Maths - Textbook C</b></p> <p><b>Unit 11: Multiplication and Division (9 Lessons)</b></p>				
<p><b>English</b></p>	<p>For the next 3 weeks we will be focusing on the story, <b>Jim and the Beanstalk</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>				

## OLC WEEKLY LEARNING PLAN



**Learning Objective:** To identify the key events in the story and sequence them. **Whole Class:** Likes, dislikes, puzzles & connections: Read to the end of the story. Ask children to discuss, in pairs, the things they liked and disliked about the story, things that puzzled them and any connections they could make to other stories (they will have already discussed this to a point in session 1). Children to record their responses onto sticky notes and add them to the working wall. Shared writing: Recap the discussion from session 4 about the key events in the story. Model beginning to create a story map using the key events. Ensure the events from thought-tapping are included. **Independent Work:** Children to create a story map for the book, using the key events and ensuring they are in the correct order. Use a format

**Learning Objective:** To use the conventions of speech punctuation. **Whole Class:** Role play: Role play the moment where Jim climbs the beanstalk and meets the giant for the first time, e.g. "How do you do?" "I can't hear you!" Now go on to role-play the 3 other significant events in the story, e.g. when Jim returns with the 3 items how would the Giant respond? Where possible, record the children's responses. Shared writing: Model using the conventions of speech to put this into writing, e.g.. "How do you do?" asked Jim. "I can't hear you!" bellowed the Giant, cupping his ear. **Independent Work:** Children to record their own dialogue using some of the conventions of speech punctuation, separating it into three scenes to use in their

**Learning Objective:** To use synonyms when writing. **Whole Class:** Traffic light words: Have a set of traffic lights on the whiteboard. Add 'lovely' to the red light on the left-hand set of lights. Model adding synonyms onto the orange and green lights where the orange lights are the words children know but do not use in writing and green are 'new' vocabulary. Now, repeat with the word 'help', collecting synonyms known by children and suggesting alternatives. Short writing: Model writing a letter from the Giant to Jess, including the words from the traffic lights, e.g.: Thank you for the wonderful walking stick. It has really helped me to stand up straight when I'm looking for children to fry and eat on toast. **Independent Work:** Children to write their own letters in role as the Giant, using a variety of descriptive adjectives from the shades of meaning activity and expanding on their ideas with conjunctions from session 4. Encourage children to organise their letters into distinct

**Learning Objective:** To plan sections of a narrative sequence based on a known story. **Whole Class:** Explain that the children are going to be writing their own sequel to Jim and the Beanstalk. Brainstorm things that the giant might need next, e.g. a walking stick, a hearing aid, a razor to have a shave. Create a class character (e.g. Jess to fit in with pattern). Refer to class shared plan and model changing key elements one at a time, e.g. change Jim to Jess, change the events (glasses, teeth and wig become walking stick, hearing aid and shave). **Independent Work:** Children to return to their own story maps and innovate them to create a new character and a new set of events that happen during the story. Children to innovate up to, but not including, the very last box. **Plenary:** Return to the ending of the original story. Would we file it under 'happily ever after' or 'not quite resolved? Discuss how to create a new ending so it follows the pattern of Jim and the Beanstalk. **Additional Year 1 Suggestions:** Children may

## OLC WEEKLY LEARNING PLAN

children are familiar for this. Provide images from the book for children to select from.  
**Plenary:** What would happen if we changed the order of the sequence, or if we changed one of the key events? How might it affect the outcome of the story?

innovated story. Use writing frames where appropriate.  
**Plenary:** Model adding the innovated 'Hee-Hi-Ho-Hum' phrases from phase one into the first part of our dialogue.  
**Additional Year 1 Suggestions:** Children to use speech bubble templates to record dialogue between the main character and the giant. Rather than focusing on speech punctuation, you may wish to focus on questions and statements, looking at using a question mark to punctuate a question.

sections, e.g. each different 'thank you' has a different paragraph.  
**Plenary:** Use a visualiser or scanned copies of children's writing to identify adjectives in writing. Have these been used within each section? Can we vary these further? Model putting some alternative adjectives (perhaps listing as many as two) within the sections of the letter.  
**Additional Year 1 Suggestions:** Show the simple sentence written on a sentence strip. Model how to extend this sentence using the conjunction and to add an additional clause. Show the following simple sentence on a sentence strip and ask children to extend the sentence using the conjunction and. They can write these on a different colour sentence strip which can then be added to follow the simple sentence. Encourage children to use the conjunction and in their writing.

benefit from scaffolds to help them make changes to the original storyboard which they could stick on top, e.g. Jim.

**Phonics**

**Phonics Bug Phonics**  
 Phase 2, Phase 3, Phase 5



**Bug Club**

**Spelling & Handwriting**



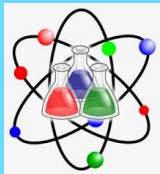
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

**Year 1 and 2 Common Exception Words**

Year 1			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	



**Science**



**Lesson 2 – We are wonderful creatures too!**

Students will create a desert island in the classroom using blue sheets for water and yellow for land, imagining what it would be like to be stranded. They will consider what would make them happy and what their basic needs are. Using plastic bottles, they will send letters across the material sea requesting essential provisions. Students will explore the differences between wants and needs for survival, discussing why food, water, and other items are necessary. They will identify and classify observations, using their ideas to answer questions about survival for humans and animals. Year 1 focuses on understanding what they need to survive and what makes them comfortable and happy. Year 2 discusses the reasons for needing specific items, including food and water. Activities encourage problem-solving, discussion, and recording ideas to support learning.

**Geography**



**Comparing Countries of the UK**

**Lesson 1: What is the UK?**


Discuss the photo, can any children identify the countries? Explain how the UK is made up of 4 countries: England, Scotland, Wales and Northern Ireland – show what the countries look like on the map.

Interactive game – which photo is from the UK?

Look at comparing the sizes of the countries – which country in the UK is the biggest?

Activity: Label the countries of the UK on the map in books.

## OLC WEEKLY LEARNING PLAN

<b>Computing</b> 	<p style="text-align: center;"><b><u>Algorithms and Debugging</u></b></p> <p style="text-align: center;"><b>Lesson 2: Machine Learning</b></p> <p><b>LO:</b> To understand that computers can use algorithms to make predictions (machine learning). Recall decomposition from last lesson. Play Google Quick Draw that uses algorithms to guess images drawn. Use building blocks to build a small model and then write an algorithm so someone else can create the same model. See if the children can correctly follow the algorithm.</p>
<b>PSHE</b> 	<p style="text-align: center;"><b><u>Life to the Full</u></b></p> <p style="text-align: center;"><a href="https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</a></p> <p style="text-align: center;">KS1 Module 2, Unit 4, Session 2 - Physical Contact</p>
<b>Music</b> 	<p style="text-align: center;"><b><u>Singing: On This Island – Lesson 2</u></b></p> <p>Begin by revisiting seaside sound ideas, encouraging discussion of pitch and dynamics. Use vocal warm-ups that follow rising and falling lines, then explore countryside imagery through listening, discussion, and creating matching sounds. Introduce and teach the folk song Lavender's Blue through echo speaking and singing, emphasising posture, breathing at phrase endings, accurate pitch, and expressive mood. Provide opportunities for children to invent simple new lyrical lines inspired by countryside features. Conclude with reflective listening to The Lark Ascending, discussing descriptive vocabulary, musical character, and how sound can represent landscape, before encouraging continued singing practice during the week.</p>

## OLC WEEKLY LEARNING PLAN

### **Craft and Design: Map It Out**

**Art/DT**



#### **Lesson 2: Relief Maps**

**LO:** To develop a drawing into 3D artwork.  
Recall what children already know about maps.  
Discuss the difference between 2D and 3D.

Children are to use their 2D map from last lesson to create a 3D version of their map using scrunched up paper for building, string for roads/paths etc. Use different colours to identify what the different places are.

**P.E.  
Real PE**



**P.E.  
Fitness**

#### **PE Fitness Session**

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)