

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 McEvelly




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

Teachers:	Mr McEvelly and Mrs Day	Year group:	Year 2	Date:	20.04.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>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?</p>	<p>Gospel of the Week</p> <p>On Sunday 19th April 2026 the Gospel is from Luke 24:1335, 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</p>	<p>Gospel Values and Virtues –</p> <p>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.</p>	<p>Catholic Social Teaching –</p> <p>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.</p>	<p>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?</p>
	<p>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</p>	<p>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.</p> <p>Activity: Children write a thank you prayer to God, expressing gratitude for bringing Jesus back to life and for the hope of Easter. Encourage</p>			

OLC WEEKLY LEARNING PLAN

	<p>of each action and symbol in an age-appropriate way.</p> <p>Activity: To create a Paschal Candle of their own after learning about the symbols and signs and the meaning of the symbols.</p>	<p>listens to us, and we can recognise Him in the simple things like sharing a meal and in our faith journey.</p>			<p>children to speak their prayer aloud with confidence in class together.</p>
<p>Textbook C – Unit 10: Fractions</p>					
<p>Maths</p> 	<p>6. Find a Quarter</p>	<p>7. Thirds</p>	<p>8. Find the Whole</p>	<p>9. Unit and Non-unit Fractions</p>	<p>Consolidation</p>
<p>English</p>	<p>For the next 4 weeks we will be focusing on the story, Jim and the Beanstalk. 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>				

OLC WEEKLY LEARNING PLAN

	<p>format 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?</p>	<p>conventions of speech punctuation, separating it into three scenes to use in their 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.</p>	<p>letters into distinct 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.</p>	
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Phonics



Bug Club

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

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

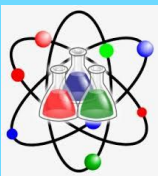
the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

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 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.

OLC WEEKLY LEARNING PLAN

Comparing Countries of the UK

Geography



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.

Computing



Algorithms and Debugging

Lesson 2: Machine Learning

LO: 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.

PSHE



Life to the Full

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

KS1 Module 2, Unit 4, Session 2: Physical Contact

Music



Singing: On This Island – Lesson 2

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.

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



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