

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:	Miss Hannah and Mr McEvilly	Year group:	Year 2	Date:	08.12.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To consider how we prepare for the celebration of Jesus.
Big Question: If Advent is about preparing for Jesus, what does true preparation look like – beyond decorations and gifts?

Recap what Advent is, and things we see during the season of Advent. Discuss what comes after Advent – Christmas (what it is and when). Discuss with children how the season of Christmas needs to also be prepared for and we can do this at church, school or home.
 Children will think of some ideas for how they can prepare for Christmas and Advent at Church, School and Home and will complete the sheet as we go.
 Extension: Write a sentence explaining what the most important thing to do during Advent is.

Gospel of the Week

Isaiah 11:1-10

A shoot springs from the stock of Jesse

A new leader will grow from Jesse's family, someone filled with God's wisdom and kindness. He will be fair to everyone and help people who are hurting.

Because of him, the world will be peaceful: animals that used to fight will be friends, and children will be safe everywhere.

Everyone will see his goodness and want to come to him, and his home will be full of joy.

Catholic Social Teaching

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.

Preparing for Advent

We have now entered the season of Advent.

During this season we are preparing for the birth of Jesus and we will think of different ways we can prepare in school, at home or in the church.

Children will be taking part in a Reverse Advent Calendar where we will be giving back to those less fortunate who may need extra help during this time of year.





Carol Service

Today, children will be performing their carol concert.

The children in KS1 have worked extremely hard and look forward to performing to you all.

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	Textbook A				
<p>Maths</p> 	<p>Count faces on 3D shapes</p>	<p>Count edges on 3D shapes</p>	<p>Count vertices on 3D shapes</p>	<p>Sort 3D shapes</p>	<p>Make patterns with 3D shapes</p>
<p>English</p> 	<p>For the next 3 weeks we will be focusing on the story Lost and Found by Oliver Jeffers. 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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Fine Motor –
Handwriting –
Oracy –

Fine Motor –
Handwriting –
Writing Activity –

Fine Motor –
Handwriting –
Oracy –

Fine Motor –
Handwriting –
Writing Activity –

Phonics



Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

Spelling & Handwriting

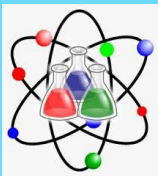


Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1			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



Ask the children to imagine it might snow today and discuss what they would do if it did. Encourage them to think about why snow falls when it's cold in winter and not in summer, explaining that snow is frozen precipitation. Ask whether they'd prefer to live in a place with permanent winter, summer, or a mix of both, and why. Show them a thermometer and ask what it measures, then have them check the room temperature. Explain that thermometers are often kept in small boxes outdoors to protect them from getting wet or frozen, and ask why the boxes are painted white (to reflect light and heat). In groups, have the children make their own thermometer boxes and place them outside to record the temperature, noting their results on a resource sheet. Next, set up different "weather stations" around the classroom using symbols for snow, rain, wind, sun, and clouds. Encourage the children to share facts like "wind is measured using the Beaufort Scale," "rain can be collected in a rain gauge," as well as statements about what that sort of weather feels like and what season it is mostly associated with. You can also ask them why they have chosen that symbol, and it may be because they liked that activity the most: "I have chosen wind because I love my wind sock. It measures the direction of the wind in my garden".

Geography



Begin the lesson by showing pupils the main lesson question and completing the quiz together. Lead a discussion reviewing the decision-making steps taken so far, encouraging pupils to recall the criteria they developed, the data they collected, and what their findings revealed. Explain that now they have chosen the best location for the apple tree, the next step is to create a clear plan of action. Ask pupils to discuss in pairs what needs to happen next and share their ideas—for example, selecting the type of apple tree, buying a sapling, researching how to plant it, and preparing tools such as a spade. Display Lesson Slide 5 and explain that pupils will write notes or a plan to create a presentation for the school council. Emphasise that the purpose of the presentation is to explain how and why they made their decision, why the chosen location is best, and what the next steps will be. Pupils should use the key words and sentence frames on the slide to support their writing. They can then choose how

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to present their work, such as giving a group presentation, recording a video, or creating an audio presentation, and, if possible, share their final presentation with the intended audience.

PSHE



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

Music



Tempo: Snail and Mouse

Lesson 3: Singing Snail and Mouse

Recap last lesson – Snail and Mouse rhyme – children do both verses.
Children will learn a new song today about the fast mouse and slow snail. Complete a body and vocal warm up.
Sing the song changing the tempo using MTYT. Place children into pairs asking them to practice singing to each other using the “Ready, steady, off we go”.
Children will then move their finger in time with the beat of the song.

Art/DT



DT – Stable Structures

Lesson 4: Designing a Stable Pencil Pot

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.

Activity: Design your pencil pot using the planning template.

Learning Goals

Learning Behaviour



Help and Encourage

Emerging

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

Expected

- I can help, praise and encourage others in their learning.

Exceeding

- I show patience and support others.
- I am happy to show and tell others about my ideas.

Fundamental Movement Skills



Dynamic Balance to Agility
Jumping and Landing



Static Balance
Seated Balance

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



Emerging

I can complete **some** green challenges



Expected

I can complete **all** green challenges



Exceeding

I can complete **some** red challenges

P.E.



Fitness Game Circuit

Focus: Cardio, strength, flexibility.

Warm Up: Simon Says (Fitness Style):

E.g., “Simon says do 5 star jumps,” “Touch your toes,” etc.

Main Activity: Set up 4–5 activity stations:

1. Star Jumps
2. Bear Crawls
3. Skipping
4. Wall sits (short time)
5. Jumping side to side over a line

P.E. Fitness

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Rotate every 2 minutes with water breaks if needed.

Cool Down: Gentle stretching and a few yoga-style poses:

- Tree pose
- Child's pose
- Butterfly stretch

Communicating with school

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