

## 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.*

<b>Teachers:</b>	Miss Hannah and Mr McEvilly	<b>Year group:</b>	Year 2	<b>Date:</b>	26.01.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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<b>R.E.</b> 	<p><b>LO:</b>  <b>Big Question:</b> Are parables and miracles still important today?</p> <p>Children will listen to the story of the Lost Sheep and explore its meaning through discussion and creative activities. Through guided questioning, children will consider why the Shepherd searched for the sheep, how he felt when it was found, and what the parable teaches about God's love, care, and forgiveness.</p> <p><b>Activity:</b> Children to fold paper into "before" and "after" sections to draw the Shepherd's feelings when the sheep was lost and when it was found, adding descriptive words.</p>	<h2>Gospel of the Week</h2> <p>This Sunday's Gospel tells us about Jesus calling people to follow him. Jesus does not choose the strongest or the smartest. He chooses ordinary people and invites them to be his friends. He says, "Come and follow me." They trust him and go, even when it is hard. From this Gospel we learn that Jesus calls each of us too. He wants our hearts, our kindness, and our help. We follow Jesus when we love others, share, forgive, and listen. Even small children can be brave followers of Jesus every day. With prayer, joy, and courage, we grow in faith.</p>	<h2>Gospel Values and Virtues – Curious and Active</h2> <p>This half term, Year 1 pupils will develop the Gospel Values and Virtues of <b>Curious and Active</b> through their learning and daily routines. Children will be encouraged to ask questions, explore new ideas and wonder about the world God created. Through stories from the Gospel, pupils will reflect on Jesus' example of curiosity, kindness and engagement with others. They will actively participate in discussions, role play, prayer and practical activities, showing enthusiasm and perseverance. Pupils will be supported to take responsibility for their learning, work collaboratively and respond positively to challenges, using their curiosity to deepen understanding and their active participation to serve others.</p>	<h2>Catholic Social Teaching – Subsidiarity</h2> <p>This half term, Year 1 will explore the CST principle of <b>Subsidiarity</b>, which means that everyone should be supported to make choices and take responsibility at an appropriate level. Children will learn that they can do things for themselves, while knowing when to ask for help. Through classroom routines, group work and play, pupils will be encouraged to make simple decisions, solve problems and help others. Teachers will model listening, encouragement and trust, helping children grow in confidence and independence. Understanding subsidiarity will help pupils feel valued, develop responsibility and recognise how working together supports the wellbeing of the whole community.</p>	
	<p><b>Textbook B: Multiplication and Division (1)</b></p>				

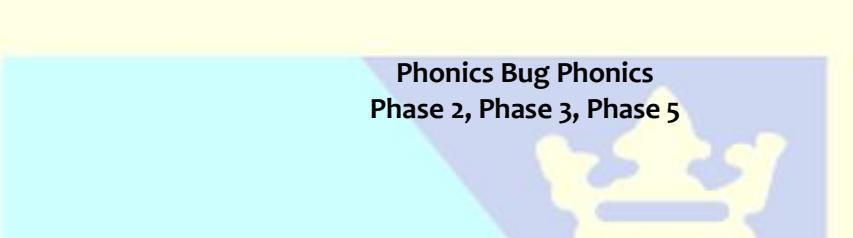
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Maths	Multiplication Sentences	Use Arrays	Make Equal Groups – Grouping	Make Equal Groups - Sharing	Consolidation
	<p>For the next 3 weeks we will be focusing on the story, <i>Billy and the Beast</i>.</p> <p>We are structuring our lessons by splitting 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>				
English	<p><b>Learning Objective:</b> To be able to use prepositions accurately.</p> <p>Think about where the pets might sleep. Provide the children with a selection of possible beds for the three different pets – usual ideas such as a tank, a perch, a basket and also other places such as a cushion, a shelf etc. Pet-shop prepositions: speak in role as their pet: I like to sit on my perch. I like to snuggle in my nest. Develop ideas so that the children use a range of prepositions, keeping their chosen pet in mind. Children write their own section for where their cat/parrot/rabbit could sleep, referring back to session 10 and the adverbials</p>	<p><b>Learning Objective:</b> To use a range of sentence types.</p> <p>Arrive to class to discover some pictures of footprints, a clump of green fur, some things that have been knocked over and some food. Tell children that there are some eye-witnesses who claim to have seen the monster the day before when all the children were at home. Elicit that there is a monster on the loose that has green fur, long claws, sharp teeth, is very tall and clumsy, appeared hungry and who goes by the name of Terrible Beast. Shared writing: Model writing a Wanted Poster: <i>Have you seen this monster? He is very tall and has green fur. Do not go near him!</i></p>	<p><b>Learning Objective:</b> To read and write words with the suffix -ed.</p> <p>Share the text, <i>Billy and the Beast</i> up to 'It was a perfectly lovely day' (page 4). Role-play the actions (verbs) on page 3 that Billy and Fatcat carried out. They: stomped and crunched and splashed and jumped. Tell the children that the action-words stomped, crunched, splashed and jumped are all verbs. The -ed ending is called a suffix which means that they have been fixed to the end of each verb to make them in the past tense. Provide the children with the suffix fixers and let them explore each of the words. Ask the children to</p>	<p><b>Learning Objective:</b> To describe characters using adjectives.</p> <p>Re-read the text from the beginning up to page 5. How did Billy help Fatcat? Read on to the page where all of the animals have gone (page 6). What do you think has happened to them? Then read up to where Billy and Fatcat come face to face with The Terrible Beast (page 10 - red page). Discuss Billy's reaction (both what she says and what we can infer from the illustration) and support the children to infer that Billy doesn't seem frightened by the beast. How could we describe Billy's character? Spinning suffixes: Explore the</p>	

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	<p>that the children explored:</p> <p>Where to sleep</p> <p>In the afternoon, I like to sit on my perch and sleep. This really annoys my human as they bought me a nesting box that I never use. You could sleep where your human would like you to, but under a bed, beside the fire and in between a wardrobe and a wall are great places too.</p> <p>Read with a partner to check for accuracy. Year 2 Additional Planning - Children to write the final parts of their 'How to Guide', using the words should, could, would, e.g.</p> <p>Where to sleep. In the afternoon, I like sitting on my perch and sleeping. If I sleep there, it would really annoy my human as they bought me a nesting box that I never use.</p>	<p>As you model, tell the children what each sentence type is. Let the children draw a 'photo-fit' picture of what they think the monster looks like based on the eye-witness reports and then write a question, a statement and a command.</p> <p>Orally rehearse other commands e.g. <i>Call the police</i> or <i>Take care</i>. Let children check each other's wanted posters for capital letters, full stops and question marks. Encourage them to add an exclamation mark to their command to make it even more commanding. <b>Additional Year 2:</b> Children to create a wanted poster using the three sentence types from the main Writing Root, but also introduce children to exclamation sentences and prompt them to include one in their poster. Tell them that it must begin with a how or a what and include a verb, e.g. <i>How terrible he must be! What an awful monster this is!</i></p>	<p>think about which suffix fixer words go with page 4: walked, scooted, played and listened. Make it a teaching point that some verbs such as 'read' don't have a suffix when in the past tense. Children write a 'perfect day' piece in the past tense: A perfect day for us was when we stomped, crunched, splashed and jumped through the wood, laughing as fallen leaves crackled under our boots, muddy puddles splashed up our legs. The fox scooted along the winding paths, the mice played in the long grass, the adorable little bunny rabbits listened to music and the hedgehog liked to read his book quietly beneath a tree.</p>	<p>effect of suffixes by showing the root verb and adding suffixes. This makes a new word that is an opposite or near opposite. Let the children use the appropriate suffix spinner words - and other descriptive language - to complete a 'Character Splat' for Billy thinking about all they know of her so far. Ask the children what they think might happen next. <b>Additional Year 2</b></p> <p>- Children to complete a character splat using -ful and -less words, but as a challenge, ask them to experiment with adding a further suffix -ness onto each word. What does this do to the word?</p>	
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<b>Phonics</b> 																																																							
<b>Spelling &amp; Handwriting</b> 	<p>Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words</p> <p><b>Year 1 and 2 Common Exception Words</b></p> <table border="1"> <thead> <tr> <th><b>Year 1</b></th> <th></th> <th><b>Year 2</b></th> </tr> </thead> <tbody> <tr><td>the</td><td>they</td><td>one</td></tr> <tr><td>a</td><td>be</td><td>once</td></tr> <tr><td>do</td><td>he</td><td>ask</td></tr> <tr><td>to</td><td>me</td><td>friend</td></tr> <tr><td>today</td><td>she</td><td>school</td></tr> <tr><td>of</td><td>we</td><td>put</td></tr> <tr><td>said</td><td>no</td><td>push</td></tr> <tr><td>says</td><td>go</td><td>pull</td></tr> <tr><td>are</td><td>so</td><td>full</td></tr> <tr><td>were</td><td>by</td><td>house</td></tr> <tr><td>was</td><td>my</td><td>our</td></tr> <tr><td>is</td><td>here</td><td></td></tr> <tr><td>his</td><td>there</td><td></td></tr> <tr><td>has</td><td>where</td><td></td></tr> <tr><td>I</td><td>love</td><td></td></tr> <tr><td>you</td><td>come</td><td></td></tr> <tr><td>your</td><td>some</td><td></td></tr> </tbody> </table> <p><small>twinkl www.twinkl.co.uk</small></p>	<b>Year 1</b>		<b>Year 2</b>	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	
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<b>Science</b> 	<p><b>Brilliant Builders</b></p> <p><b>Lesson 4: Three Little Pigs: Brilliant Builders?</b></p> <p><b>LO:</b> Predict which material will be the most successful for the Little Pigs and why.</p> <p>Have a child come to the front with their back to the whiteboard, the children on the carpet need to describe the item to the child by thinking of the properties of the material e.g. hard, soft, bendy, magnetic, man-made, natural etc. Play a short video of the story of the three little pigs. Why did the first 2 houses fall down? Why did the third house stay standing?</p>																																																						

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	<p>Activity: Children will work in groups to design their house for the three little pigs story using an assigned material e.g. lego, play doh, paper, straws, lollipop sticks etc. Children will then write a prediction about whether their house will stay secure or fall down – make sure they use key scientific vocabulary: hard, soft, bendy, strong etc.</p>
<b>Geography</b> 	<p style="text-align: center;"><b><u>Hot and Cold Places</u></b></p> <p style="text-align: center;"><b><u>Lesson 2: What do hot and cold places feel like?</u></b></p> <p>Start with the quick recall of what describes how hot or cold a place is.      What do the children notice about the different places on the board?      Discuss the difference between the temperatures and whether something is hot or cold.      Complete the activity where children tick whether a place is hot or cold based on the images provided – snow, sun, beach etc. Children are then to cut and stick different words in order of coldest to hottest along with the destinations in the correct place.</p>
<b>Computing</b> 	<p style="text-align: center;"><b><u>Algorithms Unplugged</u></b></p> <p style="text-align: center;"><b><u>Lesson 2: Algorithm Pictures</u></b></p> <p>Spot the mistake recap activity on the board. Recap what an algorithm is. Watch the video and see if children can spot any mistakes they have made. Discuss what can be done when an algorithm goes wrong – it is important to have a set of precise instructions to follow. Follow the instructions on the board to create a drawing to see if children can follow the instructions precisely. Children to create their own set of instructions for a partner to follow.</p>
<b>PSHE</b> 	<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;"><b><u>KS1 Module 1, Unit 4 - Session 1: The Cycle of Life</u></b></p> <p>This session starts by referring back to the account of Jesus welcoming the little children used in Unit 1 of this Module, to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can</p>

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	<p>share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.</p>
<b>Music</b> 	<p><b><u>Tempo: Snail and Mouse – Lesson 3</u></b></p> <p>Begin with a recap activity to reinforce keeping the beat using the <i>Snail and Mouse Rhyme</i>, first as a whole group, then in pairs with peer feedback. Introduce the lesson focus through an attention grabber using body and vocal warm-ups, contrasting slow and fast beats. Model and practise movements and vocal sounds at different speeds. For the main activity, listen to or sing the <i>Snail and Mouse Song</i>, identifying differences in tempo. Teach the words and tune using “my turn, your turn.” Children practise in pairs, adding actions to show beat and speed. Conclude with paired performances and reflective feedback.</p>
<b>Art/DT</b> 	<p><b>LO: To develop tonal shading skills using control and pressure.</b></p> <p>Begin by displaying the “Texture Hunt” presentation and ask children to discuss in pairs which words best describe the textures they see, taking feedback and dragging the words onto the corresponding objects in the illustration, then checking the answers using the slide button. Next, show artworks by Käthe Kollwitz and Saeed Akhtar, prompting pairs to discuss how the artists created lighter and darker areas using pressure and materials, reinforcing that tone describes how light or dark something is. Play the “Four Rules of Shading” pupil video to introduce shading techniques: use the side of the pencil, shade in one direction, press evenly, and leave no gaps. Hand out drawing materials and A4 cartridge paper or sketchbooks, demonstrate the shading grip, and model shading within shapes from dark to light. Children then practise applying the four rules, experimenting with light-to-dark shading. When complete, demonstrate removing masking tape carefully. Conclude by having children explain to a partner how they showed tone, using descriptive words, and take feedback from the class.</p>
<b>P.E. Real PE</b> 	

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		<b>Learning Goals</b>	
		<p>Learning Behaviour</p>  <p><b>Understand Performance</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"><li>• I can understand and follow simple rules.</li><li>• I can name some things I am good at.</li></ul> <p><b>Expected</b></p> <ul style="list-style-type: none"><li>• I can explain why someone is working or performing well.</li><li>• With help, I can recognise similarities and differences in performance.</li></ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"><li>• I can explain what I am doing well and begin to identify areas for improvement.</li></ul>	<p>Fundamental Movement Skills</p>  <p><b>Dynamic Balance</b> Dynamic Balance</p>  <p><b>Static Balance</b> Stance</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.</p> <p> <b>Emerging</b> I can complete some green challenges</p> <p> <b>Expected</b> I can complete all green challenges</p> <p> <b>Exceeding</b> I can complete some red challenges</p>
<p><b>P.E. Fitness</b></p>	<p>PE Games and Activities</p> <h3>Catch Don't Catch</h3> <p><b>Equipment needed – ball or small beanbag</b></p> <p>Players stand in a circle with their arms crossed. One player in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball! If a player does the wrong thing or misses the ball, they're out! Listen very carefully!</p>		

Communicating with school

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Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

