

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:	23.02.26
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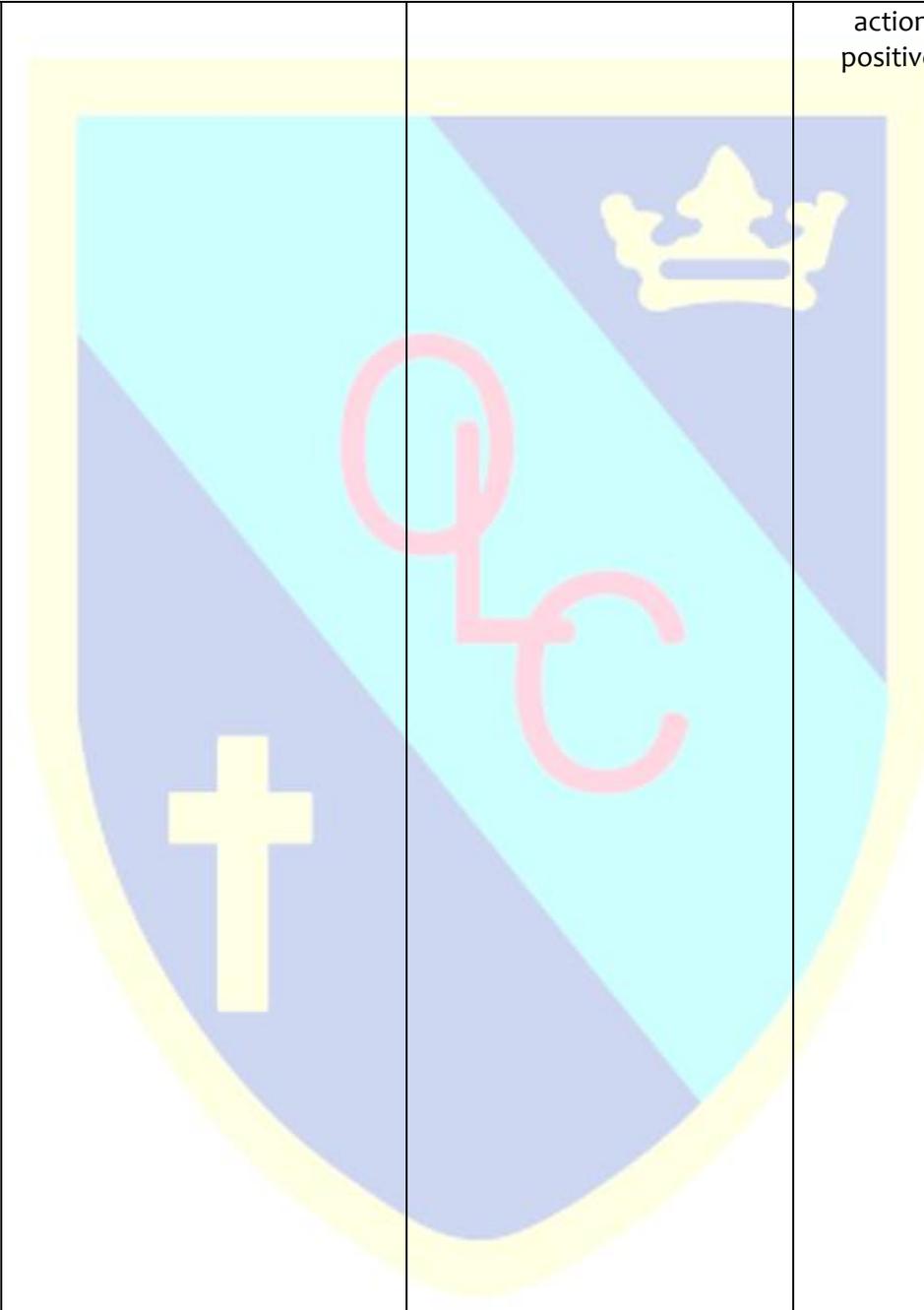
	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>LO: To know that Jesus taught forgiveness through Parables. Big Question: How do the stories of the Prodigal Son and the sinful woman help us understand why forgiveness matters, how our choices affect ourselves and others, and why saying sorry can change our lives?</p>	<p>Gospel of the Week</p> <p>This Sunday's Gospel teaches us something very important: Jesus says, "Love your enemies." He tells us to be kind to people, even if they are not kind to us. He says we should forgive, share, and treat others the way we would like to be treated. That can feel hard sometimes, especially if someone has upset us. But Jesus wants us to show love anyway. When we forgive and choose kindness, we are acting like God, who loves everyone. We learn that being a follower of Jesus means being merciful, fair, and generous every single day, even when it is difficult.</p>	<p>Gospel Values and Virtues</p> <p>This half term, KS1 pupils will develop the Gospel Values and Virtues of Intentional and Prophetic. Children will learn that being intentional means making thoughtful, kind choices that reflect Jesus' teachings. Being prophetic means speaking and acting for what is right, even in simple, everyday situations. Through Gospel stories, discussion and role play, pupils will explore how Jesus showed courage, fairness and love. They will practise using kind words, standing up for others and making positive choices in class and during play. By developing these virtues, children will grow in confidence, take responsibility for their actions and contribute to a caring classroom community.</p>	<p>Catholic Social Teaching</p> <p>This half term, KS1 will explore the Catholic Social Teaching principle of the Option for the Poor. Children will learn that this means caring especially for people who are poor, vulnerable or in need, just as Jesus did. Pupils will discuss ways we can show this through kindness, sharing, fundraising and including others in play. Teachers will model empathy and fairness, helping children understand that our choices can support those who have less. Understanding this principle encourages gratitude and compassion. Throughout the half term, children will practise generosity, notice when others need help, and take simple</p>	<p>LO: To understand why Jesus forgave the sinful woman. Big Question: How do the stories of the Prodigal Son and the sinful woman help us understand why forgiveness matters, how our choices affect ourselves and others, and why saying sorry can change our lives?</p> <p>Share a child-friendly, adapted version of the story of the woman caught in adultery (Gospel of John 7:53–8:11) with the class, ensuring language is accessible and themes of forgiveness and compassion are emphasised. After reading, facilitate a guided discussion. Explore why Jesus' response was unusual for the time and consider what the crowd may have expected to happen. Encourage pupils to</p>
	<p>Begin by revising the Parable of the Prodigal Son (Gospel of Luke 15:11–32), highlighting how the story teaches that God is loving and always ready to forgive. Recap key events and emphasise repentance, mercy, consequences, and unconditional love. Provide the story in picture, text, or mixed format and divide it into sections on separate cards. In pairs or small groups, ask pupils to identify and hold up the card showing: a bad decision, an apology,</p>				

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and an act of forgiveness. Encourage justification of their choices. Lead a detailed discussion. Which characters make wrong choices? What do they do? Are both sons sorry in the same way? Reflect with the children on the consequences of wrong choices in the story and in their own lives.

Introduce the word “sin” as a term Catholics use to describe actions or omissions that are wrong and damage relationships with God and others. Say a prayer of forgiveness "Lord Jesus, I believe you love me. Please forgive me for my sins. Help me to be a better person. Amen."

Activity: Conclude with images and speech bubbles (“I’m sorry,” “Forgive me,” “I forgive you”) for pupils to match appropriately, reinforcing



actions to make a positive difference.

reflect on justice, mercy, and personal responsibility. Organise a role-play of the scene, assigning parts such as Jesus, the woman, members of the crowd, and the disciples. Following this, prepare “Hot Seating” questions so pupils can interview characters in role, deepening empathy and understanding of motives and feelings. Provide pictures of each character, including the disciples, with speech bubbles reading: “I felt _____ when I first saw the woman” and “I felt _____ when Jesus spoke to the crowd.” Supply a word bank (e.g., angry, ashamed, astonished, afraid, relieved) to support vocabulary development and emotional literacy.

Activity: Complete the sentence stems - “I felt _____ when I first saw the woman” and “I felt

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understanding through practical application.					_____ when Jesus spoke to the crowd.” Using the OLC RE symbols of reflection.
Textbook B: Multiplication and Division (2) / Length and Height					
Maths 	INSET DAY	Bar Modelling – Grouping	Bar Modelling - Sharing	Consolidation	Measure in CM
English	For the next 3 weeks we will be focusing on the story, 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.				

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INSET DAY

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	

Plants: Growing Things

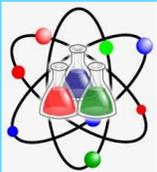
Lesson 2: Spuds

LO: Identify and observe how potatoes grow.

Show a variety of different potatoes. Ask children if they can identify what the vegetable is. Do children know anything about potatoes? Where do they grow? What is made from potato? How do we grow potatoes? Once the class discussion about potatoes has finished, children will learn how potatoes grow and what they need to grow effectively. Show chitted potatoes and how this is what needs to happen before you plant in soil.

Activity: Draw the process of potatoes growing.

Science



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Hot and Cold Places

Geography



Lesson 4: How does temperature affect hot and cold places?

Start with a quick recall of where Brazil is – True or False.

Show a picture of the image on the board and ask children: What can you see? What can you guess? What questions might you ask? Did any children make comments about the weather or climate? If they did, bring attention to this. Look at a couple photos and as a class, complete the 'I wonder' worksheet as a class to see what children can work out from the images – do this for Tromsø and Dubai. Show children the location facts about the 2 cities to help children complete the worksheet based on the statements.

Computing



Algorithms Unplugged

Lesson 4: Step-by-Step

Go through the presentation – odd one out to see if children can spot any of the odd items out on the board. Go through and discuss what decomposition is – breaking down information or questions into smaller, more manageable chunks. Children to draw around 2D shapes, to create a picture and write a set of instructions. They will then swap with someone to see if they can also follow the simple instructions to create the same piece of work.

Prepare: Shapes/whiteboards/paper for instructions.

PSHE



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

KS1 Module 2, Unit 1 - Session

Music



Pitch: Musical Me – Lesson 1

Begin by checking pupils can recall that notation is read from left to right, higher sounds appear above lower ones, and good posture supports singing and playing. Introduce the presentation to explore pitch patterns, inviting listening, vocal copying, and hand movement to match pitch. Encourage paired discussion about dot height and meaning. Pupils then copy patterns using voice, gesture, and tuned percussion, orientating instruments vertically and identifying high and low sounds. Working in pairs, they practise four patterns, linking dots to pitch and number of notes. To conclude, pairs perform a chosen pattern while classmates identify and justify which was played, supported by clear teacher feedback.

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Art/DT



P.E.
Real PE



Learning Goals

Learning Behaviour



Explore and Describe

Emerging

- I can observe and copy others.

Expected

- I can explore and describe different movements.

Exceeding

- I can select and link movements together to fit a theme.
- I can begin to compare my movements and skills with those of others.

Fundamental Movement Skills



Coordination
Ball Skills



Counter Balance
Counter Balance



Clown



Seaside

In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games.



Emerging

I can complete **some** yellow challenges



Expected

I can complete **all** yellow challenges



Exceeding

I can complete **some** green challenges

**P.E.
Fitness**

PE Games and Activities

Pass the Hoop

Equipment needed – hula hoops.

This game is excellent for building trust and co-operation between classmates.

- Players stand in a circle holding hands.
- A hoop is placed between two children.
- The hoop must pass round the ring without breaking contact.

Add to the fun by adding more hoops!



Communicating with school

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