

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 McEvelly



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

Teachers:	Miss Hannah and Mr McEvelly	Year group:	Year 2	Date:	17.11.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: Explore the different actions we can use during prayer.

Big Question: How many different ways can we pray?

Reflecting back on different masses we have attended, how many different ways can we pray? We may join hands together, kneel, sit, stand, make the sign of the cross, raise our hands to God, sing a hymn, say a prayer out loud, or pray quietly in our heads during quiet reflection.
Activity: we are now going to try out the different ways to pray as a class (take pictures for books)

1. Sitting Prayer: everyone sit comfortably, close eyes and tell God something

Gospel of the Week

Malachi 3:19-20

For you, the sun of righteousness will shine out.

One day, God will come and make everything right. People who do unkind and hurtful things will learn their lesson, and the wrong things in the world will be taken away.

But for everyone who loves and respects God, a new day will shine like the morning sun!

Its light will bring warmth, goodness, and healing to everyone.

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.

Jubilee Year coming to an end

The Year of Jubilee is coming to an end, and we give thanks for this special time of joy and renewal. Throughout the Jubilee, we have remembered God's great love and mercy, and we've tried to share that love with others through kindness and forgiveness. As this holy year closes, we pray that the lessons we've learned—about hope, peace, and caring for one another—will stay in our hearts every day.



LO: To recognise the importance of the Lord's Prayer.

Big Question: What have we got to be thankful for?

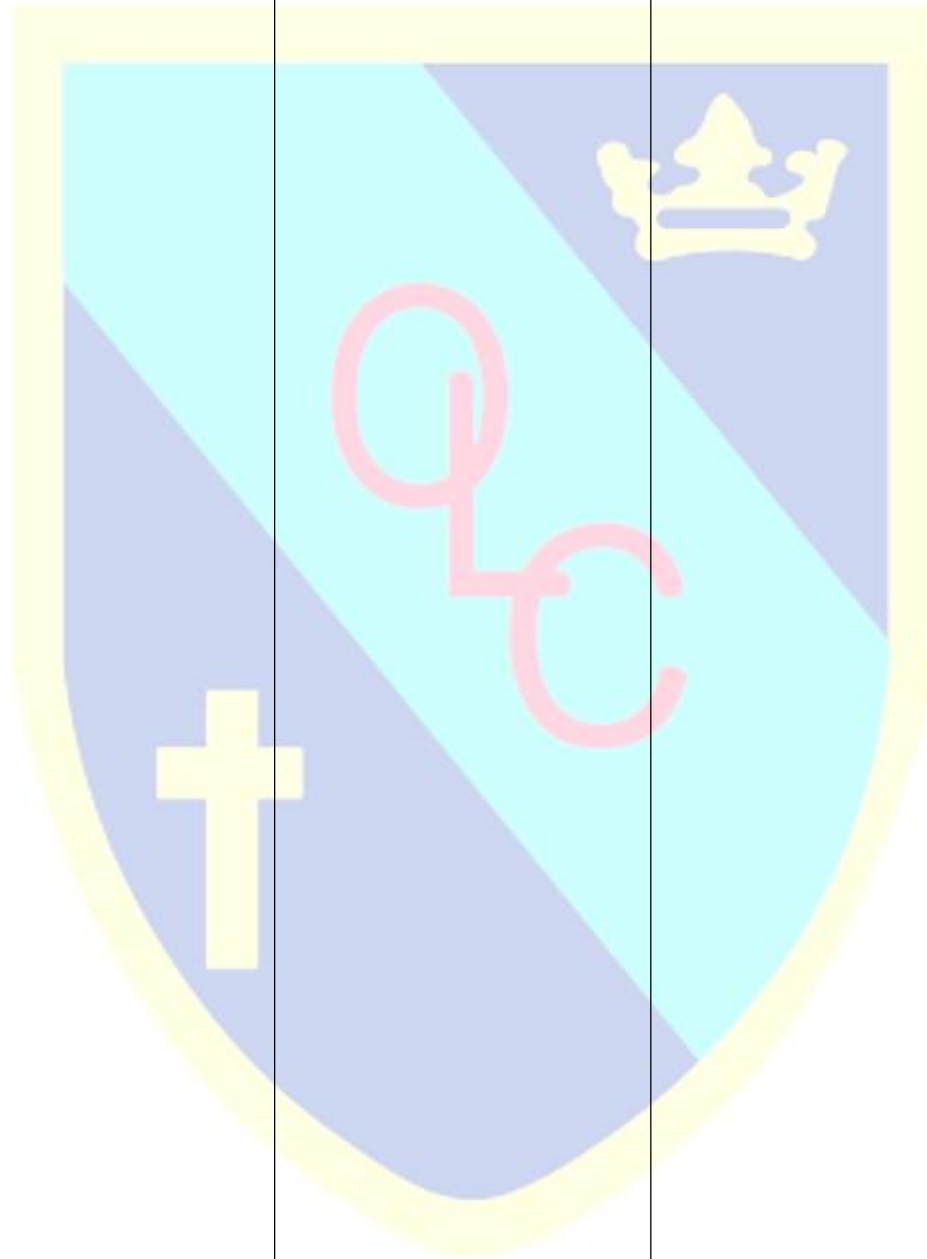
As a class, say the Lord's prayer, invite a couple of children up to lead this prayer in front of the class. After saying the prayer, can children identify and important words from the Our Father? E.g. Father, Heaven, kingdom, bread, forgive, trespasses, temptation, Amen. Why are these words important?

Activity: In pairs or tables, children will have an A3 printed version of the Our Father and children will underline the important words from this prayer. Can children label the prayer stating when the prayer offers thanks, praise or help?
Extension: Can children write a couple of words or sentences to say why the Lord's prayer is

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you're thankful for.

2. Kneeling Prayer: Kneel down and as a class we will say "Thank you, God, for loving us."
3. Quiet Reflection: Now we are going to be very still and quiet so we can listen to God in our hearts, play some quiet music and ask children to sit quietly for 30 seconds to 1 minute.
4. Out Loud Prayer: Ask the children to join in by saying the Hail Mary as a class.
5. Singing Prayer/Hymn



important?

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	<p>: Ask children to join in with a hymn they know as a final way to pray to God. https://www.youtube.com/watch?v=6fcBTqeiY-c&list=RD6fcBTqeiY-c&start_radio=1</p> <p>Extension: Children to write/draw what their favourite way to pray is and why.</p>				
Textbook A					
<p>Maths</p> 	<p>Compare number sentences</p>	<p>Missing number problems</p>	<p>Mixed addition and subtraction</p>	<p>Two-step problems</p>	<p>Consolidation</p>
<p>English</p> 	<p>For the next 3 weeks we will be focusing on the story I Want My Hat Back by Jon Klassen</p> <p>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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	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing. Handwriting – One-Armed Robot practise – n, h, m, k Oracy – Hot seating into sentences: Hot-seat the teacher/TA then children in role as the rabbit to establish the ‘back story’ – <i>Rabbit had only stolen the red, pointy hat because she had lost her own blue hat, maybe she could find it and then give the red hat back to Bear and say sorry and they could be friends again.</i></p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing. Handwriting – One-Armed Robot practise – n, h, m, k Writing Activity – Recap the story of Rabbit from yesterday, then complete the statements: <i>Rabbit stole Bear’s hat and (because)...</i> <i>Rabbit should have looked for her hat but...</i> Establish that it just looked as if Bear had eaten rabbit and also that Rabbit stole Bear’s hat because she had lost her own hat. Now she wants to be friends with Bear again.</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing. Handwriting – One-Armed Robot practise – n, h, m, k Oracy – Establish that at the end of the text, Rabbit had not been eaten by Bear and so hunted for his blue hat, which he found (near Snake!) BUT now Rabbit is very sad as he used to be good friends with Bear and he’s caused all this bother! Ask the children what they think Rabbit should do. Use modals orally (could, should and would). Orally rehearse these sentences using modal verbs.</p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing. Handwriting – One-Armed Robot practise – n, h, m, k Writing Activity – Children write their letters to Rabbit (who can be hiding out in his burrow, full of sadness...). Peer edit, checking for capital letters for the start of sentences and names, full stops and any use of taught spellings (prior knowledge). <i>Dear Rabbit, I think you should try to find Bear and say sorry for taking his hat... etc.</i></p>	<p>Fine Motor – Hand and finger exercise videos to warm up muscles for writing. Handwriting – One-Armed Robot practise – n, h, m, k Oracy – Hot seating into sentences: Hot-seat the teacher/TA then children in role as the rabbit to establish the ‘back story’ – <i>Rabbit had only stolen the red, pointy hat because she had lost her own blue hat, maybe she could find it and then give the red hat back to Bear and say sorry and they could be friends again.</i></p>
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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

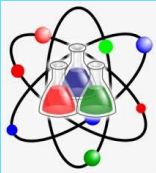
the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

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



Begin by asking the children to sit quietly and listen to the sound of rainfall, encouraging them to describe what they hear, how it makes them feel, and what it reminds them of. Ask them to recall their own experiences of rain—splashing in puddles, wearing wellies, or getting caught without a coat—and discuss whether they think it rains more at certain times of the year or fairly evenly throughout. Show the BBC Bitesize clip and explain that they will be working in groups over the next few sessions to design and set up a weather station to record different types of weather, starting with rainfall. Ask the children how they might measure rain and guide them to think about choosing containers of suitable size, explaining why very large or very small ones wouldn't work effectively. Introduce the "How to Make a Rain Gauge" activity, showing them the materials and steps needed before placing the finished gauges outside. Explain that at the end of the week, they will check and measure how much rain has fallen, first making predictions about the week's rainfall. Finally, give each child a blank measuring jug to record the amount of rain collected, encouraging careful estimation and observation throughout the project.

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Geography



Begin the lesson by showing pupils the main lesson question and completing the quiz together. Using Lesson Slide 5, recall the previous lesson and remind pupils of the project they will be helping with—planting a new apple tree at school (or an alternative project if needed). Ask pupils to think about what needs to be considered before planting the tree, modelling example questions such as “How will we plant it?” and “Where shall we plant it?” Once pupils have suggested two or three questions verbally, display Slide 5 and explain that it provides a useful way to organise their questions to ensure all possibilities are explored. Continue generating and recording questions together as a class. Emphasise that to answer these questions, pupils will need to gather more information about apple trees. Conduct research as a group, encouraging pupils to draw or note down what they find out. Move on to Lesson Slide 6, and when pupils have identified what an apple tree needs to grow successfully, guide them in turning this information into clear design criteria. For example, the ideal location should have good soil, access to water, plenty of sunlight, and be sheltered from strong winds.

PSHE



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

Session 2: Girls and Boys

This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels.

Music



Tempo: Snail and Mouse

Lesson 2: Exploring Rhyme

What can children see in the garden? How might a snail move? Play some slow music that was used last lesson, ask children to move to the music whilst sat down – moving head or hands. How might a mouse move? Play some quicker music and ask children to move to the music.

Speak the rhyme in different paces, slow pace for the snail, quick pace for the mouse. Use your fingers to walk to the beat of the music across your arm. Use body percussion to make music for the rhyme.

Divide the children into 2 groups (mice and snails) and ask them to perform to see if they can see a contrast with the 2 verses of the rhyme.

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Art/DT



DT – Stable Structures

Lesson 1 and 2: Exploring Stability and Building Stable Towers

What is a structure? Can you name any structures?

This unit, you will make your own structure: a pencil pot! To make a strong pencil pot, you need to think about what can make the pencil pot balance nicely. Have a quick go at different balancing activities.

Children can now use the LEGO/cubes to build a strong tower with a wide base to see if it can balance without falling over.



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.



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Dance and Movement

Focus: Rhythm, coordination, expression.

Warm Up: Simple dance moves to upbeat music (clapping, shoulder rolls, jumping jacks).

Main Activity: Dance Routine: Teach a simple 4-part dance (repeatable and fun):

- 4 counts of clapping
- 4 counts of marching
- 4 counts of jumping
- 4 counts of spinning

→ Put it to music like “*Can’t Stop the Feeling*” (clean edits)

Freestyle Dance Freeze: When music stops, freeze!

Cool Down: Slow music with gentle stretching and swaying.

**P.E.
Fitness**

Communicating with school

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