

## 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>	12.01.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.		 <p><b>Gospel Values and Virtues – Curious and Active</b></p> <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>	<p><b>Catholic Social Teaching – Subsidiarity</b></p> <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>	
<b>Textbook B: Money</b>				

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Maths	Compare Amounts of Money	Calculate with Money	Make 1	Find Change	Two-Step Problems
	<p>For the next 3 weeks we will be focusing on the story, Pig The Pug.</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>				
	<p><b>Learning Objective:</b> To compose a sentence orally before writing it.</p> <p>Model creating a story mountain for Pig the Pug. Support the children in choosing their best huff/puff sentence from session 3 – this will be inserted into their story at the appropriate point. Children to talk through their story mountain with a partner. Encourage children to use adverbs/adverbials to do this e.g. One day... When suddenly... Now... More able children could be encouraged to orally rehearse a question as their ending e.g. Will Pig be kind forever? Year 2 - Model your own teacher-version of a story mountain for a completely</p>	<p><b>Learning Objective:</b> To sequence sentences to form short narratives.</p> <p>Shared writing: Begin writing your version of Pig the Pug/Bully the Lizard and model for the children how to find their place on the story mountain. Model the use of capital letters for the start of a sentence and names, use of full stops and finger spaces. Refer back to sessions 1 and 2 for vocabulary and creating compound sentences e.g. Bully was a lizard and he was unkind. He lived with a gecko called Sprat. Bully did not share and he did not care. Children then apply what you have modelled to writing the first two sections of the story</p>	<p><b>Learning Objective:</b> To sequence sentences to form short narratives.</p> <p>Remind children about sequencing events and how they need to tell a story so that the reader doesn't become confused. Today, they are going to be using the sentences they devised in session 3 e.g. And with that he proceeded to gather his stuff and make a big pile with a rough and a crouch. They'll include that sentence at the end of what they write. Model writing the third section of your Bully the Lizard story: One day, Bully was playing with all of his lizard toys. Sprat thought it would be nice if they could</p>	<p><b>Learning Objective:</b> To sequence sentences to form short narratives.</p> <p>When suddenly... Remind children of session 4's plenary, where they thought about what accident their mean pet was going to have e.g. a parrot falling off his perch into his water-bowl. Orally rehearse 'When suddenly' sentences, e.g. When suddenly, Scratch the parrot wobbled and wibbled before falling into his water bowl! Plop! Or ... When suddenly, Bully the lizard lunged and flailed before flying through the air and landing on his bottom! Ouch! Now Bully is kind. Now he shares his toys with Sprat. Will Bully be kind forever?</p>	

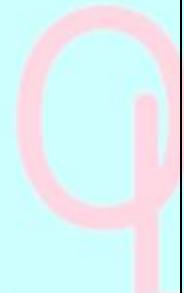
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	<p>different pet e.g. a lizard called Bully the Lizard. Using sticky notes, children to stick over each event/idea on a copy of the story-mountain to show their replacements that pertain to their chosen pet. Year 2 Additional Planning - Give children a blank story mountain and ask them to plan their own version of the story using the structure of Pig the Pug to support sequencing the events and placing their own character, setting and events into the narrative plan.</p>	<p>mountain that was created in session 5. Support the children to re-read their writing and/or read to a partner to check for punctuation and sense. Year 2 Additional Planning - Children to write the first two sections of their story, using noun phrases devised to describe their characters. Children may want to add some elements of rhyme to their stories, e.g. a rhyme at the end of the section.</p>	<p>play together but Bully was having none of it! He was so very cross! And with that he proceeded to gather his stuff and make a big pile with a rough and a crouch. Let the children work in pairs to read today's writing to each other.</p>	<p>Beginning with their 'When suddenly sentences', let the children write the final two sections of their stories. Working with a partner, children to read their stories to each other. Support more able children to finish their stories with the question that they orally rehearsed in session 5. Year 2 Additional Planning - Give children the following adjectives and ask them to add the suffix – ly (sudden, final and grumpy). What happens when the adjective ends in 'y'? Children to use these words in today's writing.</p>	
<p><b>Phonics</b></p>  <p>Bug Club</p>			<p><b>Phonics Bug Phonics</b> Phase 2, Phase 3, Phase 5</p>		

## Spelling &amp; 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

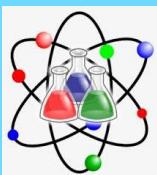
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant
floor	hold	path
poor	told	bath
because	every	hour
find	great	move
kind	break	prove
mind	steak	improve
behind	pretty	sure
child	beautiful	sugar
children	after	eye
wild	fast	could
climb	last	should
most	past	would
only	father	who
both	class	whole
old	grass	any
cold	pass	many

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## Science



**LO:** Discuss the usefulness of magnets.  
Ask what children already know about magnets. Do they know any magnetic items? Have a variety of different items and test them to see if they are magnetic. Make this a little game to see what children can find out. Does everything made of metal stick to a magnet?

**Activity:** Experiment with some magnets and paperclips, how many paperclips can be held by a magnet? Make a prediction and then the correct answer.

**Extension:** Then think about how we can get a paperclip out of a bottle of water.

## Brilliant Builders

Lesson 2: Sticking Together

<b>Geography</b> 	<h3><u>Hot and Cold Places</u></h3> <h4><u>Lesson 1: How hot or cold is our school?</u></h4> <p>Explain how we are beginning our new unit for Geography based on hot and cold places. Discuss what it means to be hot and cold and what temperature is. Do they know of any hot and cold places in the school? Walk around the school observing the temperature in different areas e.g. the classroom, hall, computer room, playground, to see the difference in temperature. Children will complete the table stating the temperature of each location.</p> <p>Extension: Using location and directions, can the children describe where a room is e.g. “the hall is opposite 2M’s classroom”, “the computer room is next to the right of the DT room”, “Mr Emery’s Office is next door to the school office” etc.</p>
<b>Computing</b> 	<h3><u>Algorithms Unplugged</u></h3> <h4><u>Lesson 1: What is an algorithm?</u></h4> <p>Discuss orders of events on the board through the interactive presentation.</p> <p>Show the presentation: what is an algorithm? Children to work in pairs to write an algorithm for dressing a doll. Make sure that children aren’t missing any steps. Teacher to follow some of the steps from the children to make sure they are being made in the correct order.</p> <p>Prepare: Doll and clothes worksheet for children to cut out and use. Hand out whiteboards 1 between 2.</p>
<b>PSHE</b> 	<p><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> <h4><b>KS1 Module 1, Unit 3 - Session 2: Feeling Inside Out</b></h4> <p>In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people’s feelings might differ from theirs.</p>

<b>Music</b> 	<p align="center"><b><u>Tempo: Snail and Mouse</u></b></p> <p>This half term, Year 1 pupils will explore <b>Tempo</b> in music by listening and responding to pieces with fast and slow speeds. Children will use their bodies, voices and instruments to demonstrate slow and fast beats through movement, speech and sound. Pupils will learn and perform a rhyme and a song, using a clear singing voice and keeping a steady pulse. Those who are secure will confidently sing from memory with some accuracy, perform with instruments, and demonstrate appropriate fast and slow responses. Children will also observe others, moving, speaking, singing and playing appropriately, while developing coordination, listening skills and enjoyment of music.</p>
<b>Art/DT</b> 	<p align="center"><b>LO: To explore and describe texture through touch and rubbings.</b></p> <p>Begin by displaying the “Drawing Materials” presentation and ask the children to discuss which materials they think were used to create each of the three artworks. Invite volunteers to drag and drop the correct material for each piece and check the answers using the slide button. Next, place a selection of textured objects in the centre of each table and display the “Texture Words” presentation. Ask children to feel an object, choose a word that describes its texture, and repeat until everyone has explored all objects. Play the “What is Texture?” pupil video to explain that texture is how something feels to the touch, then show artworks by Max Ernst and Sari Dienes, discussing shapes, textures, and possible materials used. Model making a rubbing by placing paper over a textured surface and colouring with crayons or pencils. In pairs, children go on a texture scavenger hunt to collect rubbings on A4/A5 paper, then return to arrange, overlap, and glue their rubbings into sketchbooks. Finish by labeling rubbings using texture words and invite volunteers to share their work.</p>
<b>P.E. Real PE</b> 	

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	<h3>Learning Goals</h3> <table border="1"><thead><tr><th>Learning Behaviour</th><th>Fundamental Movement Skills</th></tr></thead><tbody><tr><td> <b>Understand Performance</b>  <b>Emerging</b><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><b>Expected</b><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><b>Exceeding</b><ul style="list-style-type: none"><li>I can explain what I am doing well and begun to identify areas for improvement.</li></ul></td><td> <b>Dynamic Balance</b>   <b>Static Balance</b>  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.  <b>Emerging</b> I can complete some green challenges <b>Expected</b> I can complete all green challenges <b>Exceeding</b> I can complete some red challenges</td></tr></tbody></table>	Learning Behaviour	Fundamental Movement Skills	 <b>Understand Performance</b>  <b>Emerging</b> <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> <b>Expected</b> <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> <b>Exceeding</b> <ul style="list-style-type: none"><li>I can explain what I am doing well and begun to identify areas for improvement.</li></ul>	 <b>Dynamic Balance</b>   <b>Static Balance</b>  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.  <b>Emerging</b> I can complete some green challenges <b>Expected</b> I can complete all green challenges <b>Exceeding</b> I can complete some red challenges	
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<b>P.E. Fitness</b>	<p><b>PE Games and Activities</b></p> <h3><b>The Penguin Shuffle</b></h3> <p><b>Equipment needed – bean bags and hula hoops.</b></p> <p>Best done as a relay race. Class is split into equal teams and each child is given a bean bag or small ball. The bean bag is placed between the child's knees and they shuffle up to a hula hoop. They must drop their bean bag into the hoop and return to their team, allowing the next child to go. The first team with all their bean bags in the hoop wins!</p>					

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### Communicating with school

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

