

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.

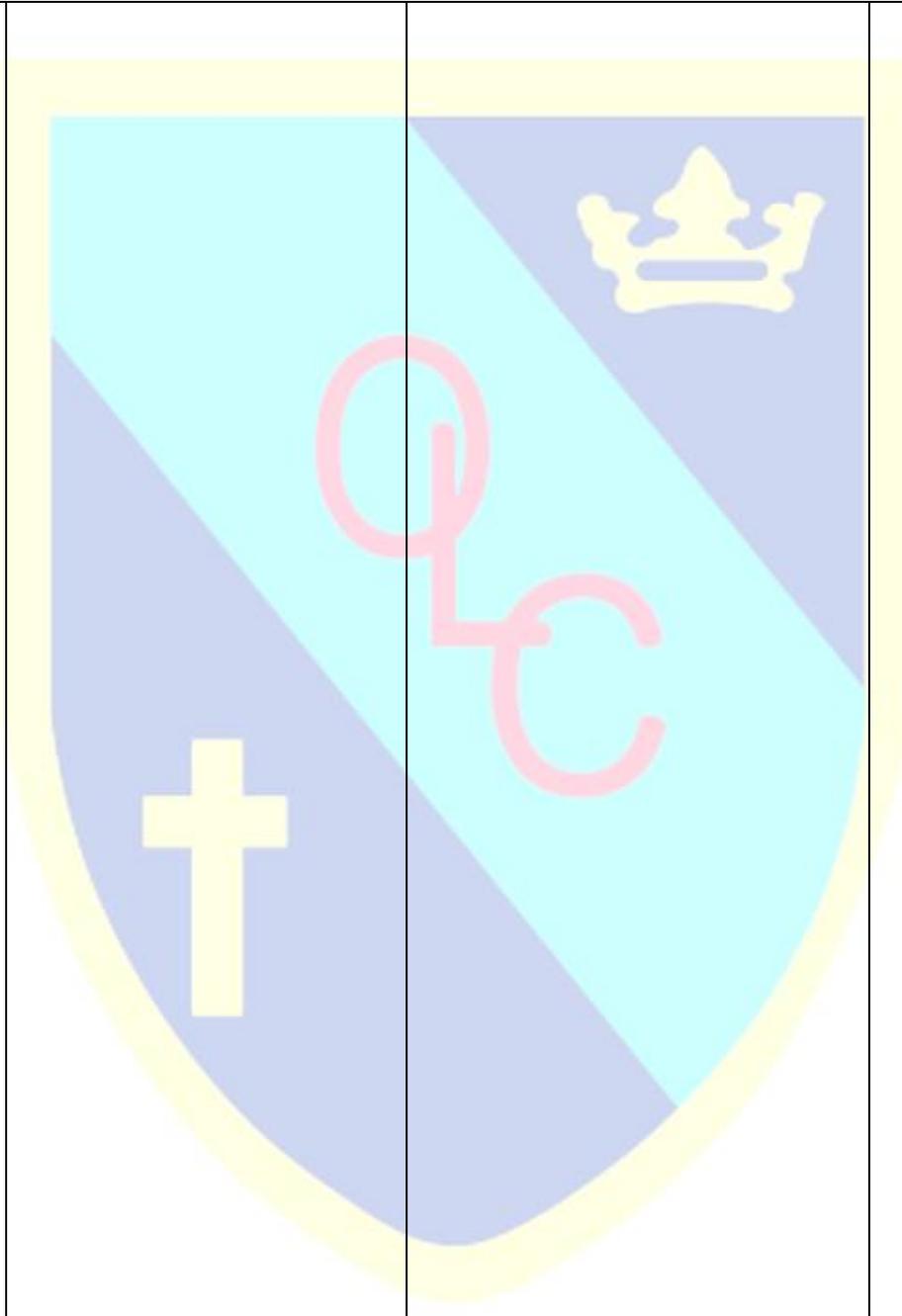
Teachers:	Miss Hannah and Mr McEvilly	Year group:	Year 2	Date:	02.03.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>LO: To reflect on the teachings of Jesus and try to apply them to our lives. Big Question: How can we try to be more like Jesus during Lent, and what small changes can we make to become better people?</p>	<h3>Gospel of the Week</h3> <p>This Sunday's Gospel tells the story of a woman who had done wrong things. Some people wanted to punish her, but Jesus showed kindness instead. He said, "Let anyone who has never sinned throw the first stone." One by one, the people walked away. Jesus did not say her mistakes were okay, but he forgave her and told her to make better choices. We learn that we should not be quick to judge others. Everyone makes mistakes. Jesus teaches us to be kind, to forgive, and to help others choose what is right, just as he does.</p>	<h3>Gospel Values and Virtues –</h3> <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>	<h3>Catholic Social Teaching –</h3> <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 actions to make a positive difference.</p>	<p>LO: To know we are trying to follow in Jesus' footsteps. Big Question: How can we try to be more like Jesus during Lent, and what small changes can we make to become better people?</p> <p>In this RE lesson, explain that during Lent, Christians try to follow Jesus more closely by listening to his words and following his example. Share key sayings of Jesus from the Gospel of John and the Gospel of</p>
	<p>In this RE lesson for Lent, begin by revising the name of the liturgical season of Lent and recalling that it is a special time when Christians prepare for Easter. Children will reflect on what it means to love someone. Begin by discussing experiences of love and care within their families and at school, helping them recognise how love is shown through</p>				

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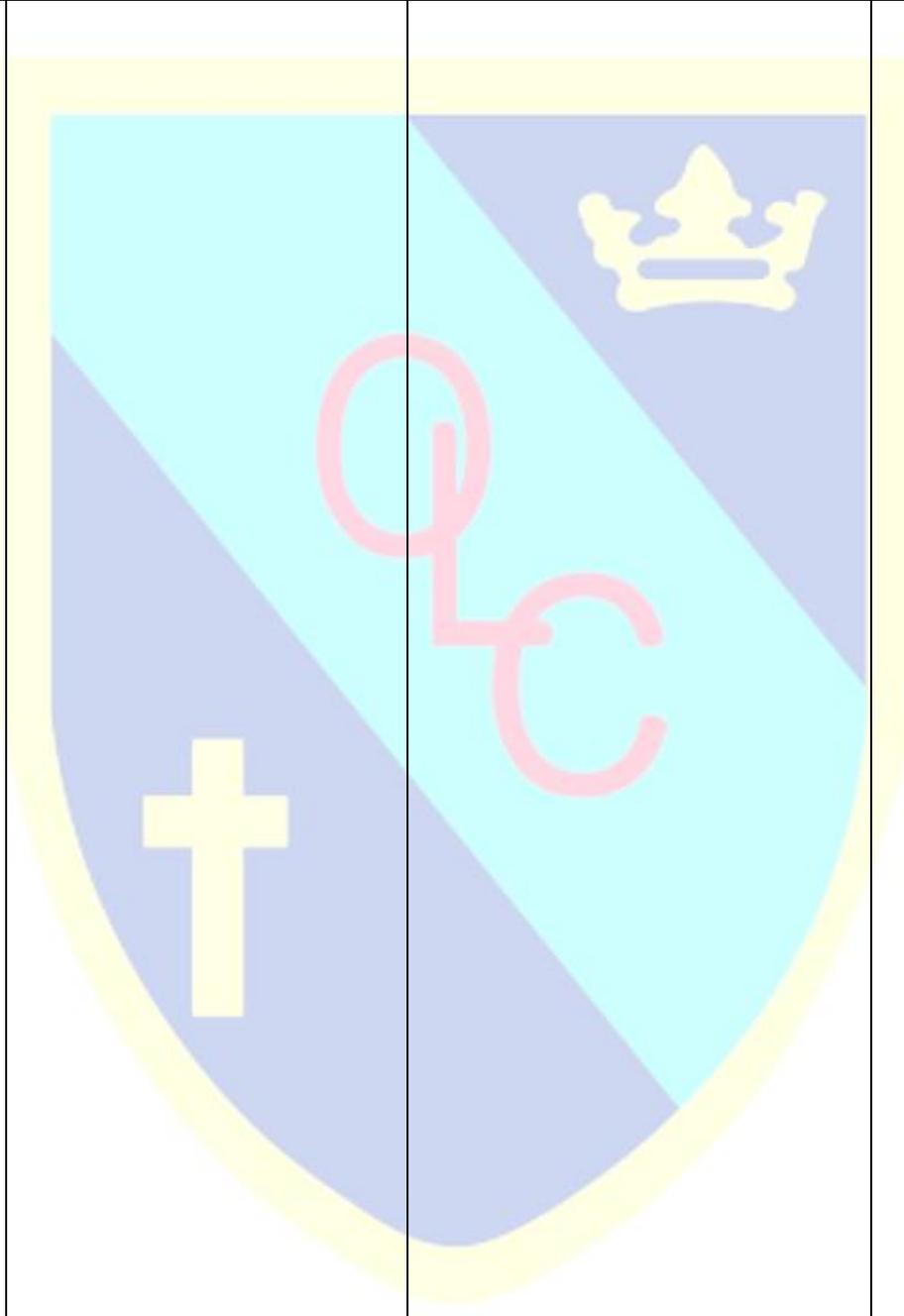
kindness, forgiveness and helpful actions. Explain that Lent is a time when Christians try to show extra love and care, especially to those most in need. Remind children about the work of Father Hudson's Care, CAFOD and Mission Together, and explain the idea of a Lenten Fast Day. Children will write personal Lenten promises and create statements such as "I can see Jesus when...", reinforcing respect, forgiveness and kindness towards everyone, including those they may find difficult. Discuss Lenten promises and invite children to consider what they might 'fast from' (unkind actions) and 'feast on' (kindness, prayer, helping) during Lent.



Matthew, including: "I am the light of the world," "Love your enemies," "Love one another as I have loved you," "Whatever you do to the least of these you did to me," and "Let the children come to me." Explore Jesus' words from the Gospel of John, "Love one another as I have loved you," and from the Gospel of Matthew, "Whatever you do to the least of these you did to me," discussing what these

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Activity: To complete the 'Feast on and Fast from' card that can be displayed on RE display boards for Lent to remind children what their individual focus for Lent is.



teachings mean in simple terms. Reflect on the differences between light and darkness, creating word lists and discussing what is possible in the light. Explore how Jesus, as the Light of the World, guides and helps people to see how to love and care for others.

Activity: Imagine you are one of the children that Jesus invited to meet him, how would you feel? How would you know that Jesus loved you? Complete the worksheet.

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Textbook B: Length and Height

<p>Maths</p> 	<p>2. Measure in M</p>	<p>3. Compare Lengths and Heights</p>	<p>4. Order Lengths and Heights</p>	<p>5. Four Operations with Lengths and Heights</p>	<p>Consolidation</p>
<p>English</p> 	<p>For the next 4 weeks we will be focusing on the story, Sidney, Stella and the Moon. 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>				
<p>Learning Objective: To use the conjunction 'because' to explain or reason.</p> <p>Whole Class: Tell the children that you think you know what has happened. Reveal the book 'Sidney, Stella and the Moon' and read up to 'And this is where our tale begins'. What shapes can you see in the sky? What are these called? Share constellation pictures that are on this double page. Now identify the speech bubbles. Who is saying these things? Discuss the idea of sharing and someone</p>	<p>Learning Objective: To use a question mark at the end of a question.</p> <p>Whole Class: Recap on book so far and share children's plans for a new moon. Discuss which ones we think would work and fool everybody back on earth. Tell the children that years ago, people believed the moon was made of cheese! Read on in the book to the end. Ask: How can you travel to the moon? What does it feel like to be on the moon? Why do you need a spacesuit on the moon? What does the moon look like when you are up there? Independent Work: Talk to the hand: Children to use talk to the</p>	<p>Learning Objective: To identify the correct homophones (or near homophone) in context.</p> <p>Whole Class: Highlighting homophone: Provide pairs of children with the Highlighting homophone cards. Let them read the words and pair them up. What is the difference in spelling? Remind children that homophones are words that sound the same but that are spelled differently. Homophone hunt: Dictate the following sentences to the children: It is too quiet on the moon; you can't hear a thing. There is only one moon that we can see. We can see the night when the sun goes down. Although, it looks dark there, the sky will still be blue at night time. As you read, children to select and hold up the correct</p>	<p>Learning Objective: To name the features of a simple non-fiction text.</p> <p>Whole Class: A letter from Sidney and Stella arrives to class: Dear Class, We think we have been a little bit muddled about the moon. Can you help us to find out the facts by answering our questions as experts? Thank you! Sidney and Stella. Paired talk: Why do we need information books? Who needs this book? Introduce the idea of writing a new information book using questions as the subheadings in order to help Sidney and Stella. Independent Work: Children to have a selection of information books. Let them label the books for their</p>		

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the children have found it hard to share with. Read on to 'They had to find a new moon'. Pose question how could we find a new moon? What is the moon made of? **Independent Work:** Let the children write about how they would find a new moon. Practise orally before writing: I would make a new moon out of cheese because it has holes. If someone landed on a moon made of cheese they would sink because it is soft. **Plenary:** Share and collect examples where *because* is used correctly and teach the children the mnemonic to help remember the spelling of *because*: big-elephants-can-always-understand-small-elephants. **Additional Year 2 Suggestions:** Children to write a paragraph about what they would make their moon out of. Children would benefit from seeing the

hand to generate questions for what they would like to find out about the moon if they were reading an information book. **Additional Year 2 Suggestions:** Give children the Talk to the Hand prompt with 'would', 'should' and 'could' sentence openers and prompt them to use these, as well as 'is' and 'does' to ask questions about the moon, e.g. Could humans ever live on the moon? Would you need to wear a spacesuit? Should we build house on the moon? Does anyone else live on the moon? Is there a sky on the moon?

word. **Independent Work:** Use the words in context on the table to create their own sentences about the moon. Tell children that they need to write 'expertly and in a 'grown up' or 'formal' voice. Encourage the children to use 'because to support with this. E.g., We see the moon at night because it reflects the sun. **Plenary:** What other homophones or near homophones do we know? How can we identify the right context? How can we remember them? **Additional Year 2 Suggestions:** You could also include the words there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.

features: title, subheading, caption, blurb, question, glossary, contents, index. **Plenary:** Remind children about layout and key features. Where should the subheadings be? How would you place them? **Additional Year 2 Suggestions:** As an additional challenge, ask Y2 children to write a sentence explaining what each section is, e.g. Index: The index is in alphabetical order so we can find information in the book.

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modelled version but should write independently without the scaffold unless needed and use the following conjunctions: if, because, as. I would make my new moon from Swiss cheese as it has holes. If someone landed on a moon made of this type of cheese they would sink because it is so very soft.

Phonics



Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

Spelling & Handwriting



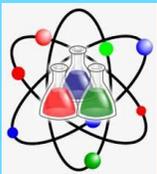
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

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



Plants: Growing Things

Lesson 3: Beans in Bags

LO: To start a record of the bean's growth and predict the outcome.

Discuss the importance of garden centres – show children different garden centres and have a chat what can be found here. After playing a short video of a garden centre, ask children if they can create a class list of things you would find at a garden centre. We are now going to plant beans in a freezer bag to watch the progression of how they grow from seeds, to roots, to beans.

Activity: Plant the seed in the freezer bag with the paper towel. Draw what the bean looks like now in the bag – just a seed. Over the next couple of weeks, we will draw updates of the beans growing. Place one on the window and one in a cupboard so we can check the progress and compare the beans.

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<p>Geography</p> 	<p style="text-align: center;"><u>Hot and Cold Places</u></p> <p style="text-align: center;"><u>Lesson 4: How does temperature affect hot and cold places?</u></p> <p>Start with a quick recall of where Brazil is – True or False.</p> <p>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.</p>
<p>Computing</p> 	<p style="text-align: center;"><u>Algorithms Unplugged</u></p> <p style="text-align: center;"><u>Lesson 4: Step-by-Step</u></p> <p>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.</p> <p>Prepare: Shapes/whiteboards/paper for instructions.</p>
<p>PSHE</p> 	<p style="text-align: center;">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p> <p style="text-align: center;">KS1 Module 2, Unit 2 - Session 2: Treat Others Well...</p> <p>Building on the session 'Feeling Inside Out' in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people. Children will interact with a film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.</p>
<p>Music</p> 	<p style="text-align: center;"><u>Pitch: Musical Me – Lesson 2</u></p> <p>Begin by recapping prior learning using the Pitch Decoder presentation, asking pupils to listen, track pitch with hand movements, and judge whether visual dot patterns match the audio. Introduce the song 'Once a Man Fell in a Well', modelling posture, breathing, and pitch movement, then discuss its four phrases and similarities. Teach phrases through call-and-response, building to whole-song singing with accurate posture and controlled breathing. In pairs, pupils practise singing while showing pitch patterns, then describe each phrase using high and low language. Pupils record lyrics and matching dot notation on whiteboards. Conclude by comparing responses with the presentation and singing the complete song together.</p>

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Art/DT



Design and Technology – Mechanisms: Making a Moving Storybook

In this Year 1 Design and Technology unit, pupils will explore simple slider mechanisms to create a moving storybook. Children will investigate side-to-side and up-and-down sliders, identifying the movement each mechanism produces and how it can be used to create purposeful motion within a picture. Through teacher modelling and practical exploration, pupils will examine examples of moving books and discuss how sliders help parts of an image move. Pupils will design their own moving page based on a familiar story, clearly labelling their drawings to show which parts will move and in which direction. They will then make their product, selecting appropriate materials and assembling their slider carefully to ensure it works as planned. Once completed, children will evaluate their moving storybook, identifying strengths and any weaknesses in the mechanism or design. They will suggest simple improvements, developing early skills in evaluation, problem-solving and purposeful design.

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