

## 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, Mrs Day and Mr McEvilly**



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

<b>Teachers:</b>	Mrs Mitchell and Mrs Day	<b>Year group:</b>	Year 1	<b>Date:</b>	04.05.26
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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R.E.



**Bank Holiday**

**Gospel of the Week**

On Sunday 3rd May 2026 the Gospel is from **John 14:1-12**, where Jesus comforts His friends before He returns to the Father. He tells them not to be afraid and encourages them to trust in God and in Him. Jesus says He is *the way, the truth and the life*, and that anyone who knows Him also knows the Father. He explains that He is going to prepare a place for them and that they already know the way to where He is going. From this Gospel children

**Gospel Values and Virtues – Grateful and Generous**

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Grateful and Generous**. Children will learn to recognise God’s gifts in their lives and respond with thanks. Through prayer, stories and reflection, they will practise expressing gratitude for others and the world around them. Pupils will be encouraged to show generosity by sharing, helping and being kind in their words and actions. Teachers will model thankfulness and giving, supporting children to understand how small acts can make a difference. Throughout the half term, pupils will use these virtues to build positive relationships and contribute to a caring, supportive classroom community.

**Catholic Social Teaching – Common Good**

This half term, KS1 will explore the Catholic Social Teaching principle of the **Common Good**. Children will learn that this means thinking about what is best for everyone, not just ourselves. Pupils will be encouraged to share, take turns and care for their classroom environment so all can feel safe and happy. Through stories, discussion and daily routines, teachers will model fairness, cooperation and respect. Understanding the Common Good helps children see how their actions affect others. Throughout the half term, pupils will practise making positive choices, working together and contributing to a supportive and caring community.

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can learn that Jesus wants us to trust Him, He shows us how to live, and He promises to be with us always.

Maths

Power Maths - Textbook C



Unit 13: Position and Direction (5 Lessons)

English

For the next 3 weeks we will be focusing on the story, **If All the World Were**. 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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Bank Holiday

**LO:** To answer questions. (Year 1)  
 Pass around a kaleidoscope and tell the children that every twist creates a different image. What can you see in the kaleidoscope? Have these nouns on the board: springtime, space, dreams, feelings, stories, memories, worlds. Model creating a question about the nouns. E.g. What is springtime? Springtime is the blossom on the trees. Draw attention to *is* and *are* based on the noun being singular or plural.

**LO:** To infer a character's feelings. (Year 1)  
 Start reading 'If all the world were' up to the end of the Summer section where they are in space. Explain that the author is a poet and there is lots of poetic language in this book. Re-read the story up to the same section – have a quick discussion about the language – what do they like? What is interesting? How do you think the 2 characters feel about each other? Children to get into pairs, and pretend to be the 2 characters from the story, what might the characters feel? Model the sentence "I am feeling ... because ..." Write some of these ideas down.  
**Activity:** Children to write in role as the girl or the grandad – Year 2 can write as a diary entry. Year 1 can write in a thought bubble.  
**Year 1 Ideas:** On the dot or not: children have a dot and have some vocabulary – if the words describe the grandad or the girl, then place the vocabulary on the dot, but if they do not describe the characters, then place them off the dot.

**LO:** To use verbs in a list. (Year 1)  
 Re-read the story up to deep space – have the falling out phrases come out of the book – discuss the meaning of these sentences. When we compare something using 'like' or 'as' it is called a simile. Continue reading up to 'listening, listening, listening to every tale he has to tell'. Point out the repetition, why do we use repetition? Re-read the sentence 'if all the world were dreams, I would mix' – what does the word mix show us? Explain how the Grandad is unwell and the girl wants to make him feel better. How do we cope with difficult feelings? Show the sentence 'share your feelings with others' this is a command sentence as it tells someone what to do.  
 Imperative (bossy) verb.  
**Activity:** Children are to now write top tips for dealing with feelings using imperative verbs – using a verb at the start of each idea.  
**Year 1 Ideas:** Use noun phrases in a list – what can you use to

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**Activity:**  
Children to start writing questions and answers based on the nouns.  
**Year 1 Ideas:**  
Have pictures of beautiful things displayed as a talking point – flower, bunny rabbit, apple, blanket. Model creating simple metaphors – Spring is a cuddly rabbit.

make you feel better? E.g. a warm blanket, jolly friends, a shiny apple etc.

Phonics



Bug Club

Phonics Bug Phonics  
Phase 2, Phase 3, Phase 5

**Spelling & Handwriting**



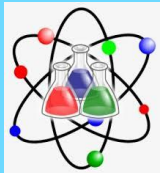
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

**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**



**Lesson 4 – Facts and Flaps**

Students will continue developing their bottle habitats by adding details such as offspring and other important features of the animals' lives. They will observe how animals, including humans, grow from babies into adults and include this information in their scenes. Students will label their habitats with facts gathered through research and discussion, creating lift-the-flap booklets or posters to accompany the bottles. Activities involve teamwork, observation, and classification, encouraging students to organise and record information clearly. Year 1 students focus on producing lift-the-flap posters about a chosen wild animal, while Year 2 students create more detailed lift-the-flap books. This session reinforces understanding of animal life cycles and habitats, linking creative craft with scientific enquiry and investigation, and giving students opportunities to present their learning visually and interactively using a combination of materials, research, and design.

**Geography**



**Comparing Countries of the UK**

**Lesson 2: Where do people live in the UK?**

Start with quick recall about how many countries are in the UK. Do this as a class on the board.  
 Discuss where our school is based. Is it a city, town, village? Town because it isn't as small as a village that has small homes and not many shops, but a city is too busy. Look at the different settlements in the UK, which is the smallest and biggest? Hamlet, Village, Town, City, Megacity.

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Show the images on the board of what children can see – mountains, lakes – natural or manmade elements?  
Activity: complete the activities in books, what features can children see in the pictures – what physical features can they spot and what human features can they spot?  
Show the aerial photos of different settlements in the UK – speak about what you can see in this image – lots of buildings, lots of fields – can you spot the settlement?

### Computing



#### Algorithms and Debugging

##### **Lesson 4: Making Maps**

**LO:** To understand what abstraction is.

Recall last lesson about following an algorithm.

What is abstraction? Discuss the meaning and provide examples – computational thinking/picking out important information.  
Use abstraction to create a map of the school – starting with the classroom.

### PSHE



#### Life to the Full

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

KS1 Module 2, Unit 4, Session 4: Can you help me? (Part 1)

### Music



#### Singing: On This Island – Lesson 4

Begin by revisiting prior learning through a paired discussion activity, encouraging children to justify whether a musical excerpt represents coast, countryside, or city. Introduce environments in groups, prompting pupils to list characteristic sounds using ideas from previous warm-ups and images. In six groups, children select an environment in secret and create a composition with a clear beginning, middle, and end, using voice and body percussion. They assign symbols or lines to represent pitch, dynamics, and sound type on the Activity: Environments sheet. Conclude by swapping sheets between paired groups, rehearsing and performing each other's compositions, and reflecting on how effectively symbols conveyed the intended sounds.

## OLC WEEKLY LEARNING PLAN

### Craft and Design: Map It Out

Art/DT



#### Lesson 4: Print Possibilities

**LO:** To develop ideas and apply craft skills when printmaking.  
Look at artwork inspired by maps.

Printmaking– model process of printing with polystyrene tiles. Draw onto the tile and paint it. Then print it onto their paper to create their own map.

P.E.  
Real PE



### PE Fitness Session

P.E.  
Fitness

This half-term overview outlines 30-minute KS1 fitness sessions designed to develop fundamental movement skills, coordination, and overall physical fitness. Each session includes a warm-up, main activity, and cool-down, using fun, engaging games to build stamina, agility, and strength. Activities may include tag games, relay races, obstacle courses, and simple circuit stations. Examples include “Traffic Lights” for speed and control, “Animal Movements” for strength and coordination, and “Beanbag Balance” for stability. Sessions promote teamwork, listening skills, and confidence, ensuring all pupils are active and included while developing a positive attitude towards physical activity and healthy lifestyles.

### Communicating with school

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