

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 McEville



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

Teachers:	Miss Hannah and Mr McEville	Year group:	Year 2	Date:	02.02.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



Gospel of the Week

Gospel Values and Virtues – Curious and Active

This half term, Year 1 pupils will develop the Gospel Values and Virtues of **Curious and Active** 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.

Catholic Social Teaching – Subsidiarity

This half term, Year 1 will explore the CST principle of **Subsidiarity**, 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.

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<p>Maths</p> 	<p>2 Times Tables</p>	<p>Divide by 2</p>	<p>Double and Halve</p>	<p>Odd and Even Numbers</p>	<p>Consolidation</p>
<p>For the next 3 weeks we will be focusing on the story, Billy and the Beast. 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>English</p> 	<p>Learning Objective: To explore adjectives with –ful and –less suffixes.</p> <p>Provide the children with a copy of the page that starts ‘And sure enough, they saw...’ but don’t read the preceding page. Why do the children think that ‘None of them look especially happy to be there?’ Ask the children to discuss in pairs the illustrations on this page – the animals, the ‘packaging’. Talk about the fact that the hedgehog is on a cake-stand; the bunnies are ready to ‘boil in a bag...’ What might this mean? What could the Beast be planning? Now share the preceding page, ending ‘And I need all sorts of unusual ingredients.’. Re-read</p>	<p>Learning Objective: To write multi-clause sentences.</p> <p>Read the story to the end. Connecting clauses with conjunctions: Tell the children that unfortunately you had a bit of an accident with today’s resources and dropped them on the floor so that they are now all muddled up. Can they help sort by matching each sentence in green to one in red? Encourage children to think about ideas that go together: e.g. Billy and Fatcat couldn’t see the animals. The animals had been taken by the Terrible Beast. The Terrible Beast was going to cook the animals into a Terrible Soup. Billy saved the animals. Connecting Clauses</p>	<p>Learning Objective: To sequence ideas in a narrative.</p> <p>Create a ‘forest’ in which the children can take turns to role-play the story of Billy and the Beast. Support them to echo the repetition of walking through and saying ‘hello’ then walking back the same way and instead of saying ‘hello’, realising that each animal has disappeared. Have some children narrate the role-play and support them to draw upon the vocabulary and grammar used in the story e.g. She rummaged in her hair. Everything went dark. Things were looking bleak for Fox. And then the adorable little bunny rabbits slammed down the lid with impressive</p>	<p>Learning Objective: To use capital letters and full stops.</p> <p>After showing children the back cover, tell them that you agree Billy is a hero. She may not have had a costume, a cape or the ability to fly but she still saved her friends and defeated the monster. What was her ‘superpower’? Elicit that it was her ‘big hair’ and because it was so big, she was able to hide all sorts of useful things in it. Let children decide what they would hide in the hair of Billy’s character. The super hair game: Play in groups of 5-6. In my super hair I will hide... a pack of felt tips... Children repeat previous items before adding their own. Everyday objects that could be hidden in hair to defeat a ferocious and</p>	

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the 'And sure enough, they saw...' page and then on to the next page. Billy needs urgent advice! We need to send her an email, so it reaches her quickly. Using the suffixed adjectives and their character splats, children write an email of advice to Billy and Fatcat. Model first, placing a focus on the effect of each suffix -ful and -less: Dear Billy and Fatcat, We think you need help. Billy - your hair is very useful. What is in there that might be helpful? Fatcat - don't be fearful or helpless... Let children check each other's writing for correct spelling of the suffixed words, with common errors being spelling the -ful suffix with a double 'l' and the -less suffix with only one 's'.

with Conjunctions. Share responses then orally model putting the two sentences together using a conjunction - either and, but, so or because. Let the children use conjunction cards to orally rehearse joining the clauses together to make one sentence e.g.: Billy and Fatcat couldn't see the animals. because The animals had been taken by the Terrible Beast. Once done, tell the children that as they have made one sentence by joining clauses, there can only be one full stop. Capital letters only stay if it's for a name or at the start of each new sentence. Model editing. Children work through the clauses they paired to record as sentences and then edit punctuation. Share some responses and then, using these, model how to replace nouns with pronouns as needed to avoid repetition e.g. Billy and Fatcat couldn't see the animals because they had been taken by the Terrible Beast.

force... They all watched the terrible beast bounce down the hill never to be seen again. Ensure children understand the words, 'bleak' and 'rummaged'. Story sequence strips. Provide pairs of children with the story sequence strips that are provided with this sequence. Let the children sort these into the order in which the events occur in the story. Story circle: seated in a circle, let the children retell one sentence at a time, moving around the circle. Support children to draw upon the vocabulary and grammar used in the story. Additional Year 2 - Give children access to adverb prompts to support them to retell the story sequentially, e.g. first, after, then, next, so, finally.

terrible beast. Children write a statement for each item using the frame: I will hide a/some because/as/so.... Finally, add a title: Things a hero can hide in their hair. Talk about other superhero characters in stories that the children know of. The discussion could be extended to talking about people who help us, including the emergency services.

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

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

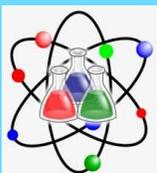
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Brilliant Builders

Science



Lesson 5 – Three Little Pigs: Brilliant Builders?

LO: To explore which material is stronger.

Recap the learning from the last few lessons, which materials have been assigned to the children for their building. What material do we think will be the strongest and why?

Activity: Children to now build their house in groups. Class teacher will go round to the building once the house has been built and blow it down. Children will then write a short result/conclusion in their books showing whether their building stayed secure or not and why.

Take a picture of the houses when built and fallen over to stick in books.

<p>Geography</p> 	<p style="text-align: center;"><u>Hot and Cold Places</u></p> <p style="text-align: center;"><u>Lesson 3: Where are hot and cold places found on Earth?</u></p> <p style="text-align: center;">Start with the quick recall of which word describes somewhere hot.</p> <p>Discuss and show the children different versions of maps – globes, atlases, paper and online maps. See if children can spot any similarities and differences between the different maps. When looking at the maps, show children the different continents and see if children can identify them afterwards. Then complete question 1 in books – match the continent name to the continent image. Recall the learning from lesson 1 about temperatures of places around the school – and then show the map of the world with the temperature scale – why are some countries blue and some orange? Discuss the equator and how if a country is closer to the equator then the country will be hotter. Tick whether the countries are warm or cold based on where they are on the map on the screen.</p>
<p>Computing</p> 	<p style="text-align: center;"><u>Algorithms Unplugged</u></p> <p style="text-align: center;"><u>Lesson 3: Virtual Assistants</u></p> <p>What is an algorithm? Look at the difference between inputs and outputs. Discuss how computers have jobs and must follow instructions, such as Siri and Alexa – these AI need to follow instructions correctly to make sure they are able to complete the task. Children are to now pretend to be AI or a computer and follow the instructions set by their partner. Children must use a voice command to make sure the children/virtual assistant is listening.</p>

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

PSHE



KS1 Module 1, Unit 4 - Session 2: Beginnings and Endings

The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle.

Music



Tempo: Snail and Mouse – Lesson 3

Begin with a recap activity to reinforce keeping the beat using the *Snail and Mouse Rhyme*, first as a whole group, then in pairs with peer feedback. Introduce the lesson focus through an attention grabber using body and vocal warm-ups, contrasting slow and fast beats. Model and practise movements and vocal sounds at different speeds. For the main activity, listen to or sing the *Snail and Mouse Song*, identifying differences in tempo. Teach the words and tune using “my turn, your turn.” Children practise in pairs, adding actions to show beat and speed. Conclude with paired performances and reflective feedback.

Art/DT



LO: To develop an initial sketch for an observational drawing.

Start by handing out sketchbooks and displaying the “Keyword” presentation, asking children to find examples of the word ‘tone’ in their sketchbooks, use it correctly in a sentence, and think of related words. Next, give each child a soft toy and explain that they will draw the toy, first looking for shapes. Model identifying shapes by holding up a toy and “drawing” the shapes over it, then have children discuss in pairs what shapes they see, noting any organic shapes. Hand out sketchbooks and drawing materials and show the “Drawing What You See” video up to 0:58, demonstrating how to lightly sketch simple shapes before refining with details and shading. Children practise sketching their toys lightly, then refine their drawings in their sketchbooks. For the final piece, give each child A3 cartridge paper to carefully observe, lightly sketch shapes, and create a detailed drawing, referring to practice sketches. Conclude by discussing how starting with shapes has helped accuracy, ensuring all work is named and stored for the next lesson.

P.E.
Real PE



Learning Goals

Learning Behaviour



Understand Performance

Emerging

- I can understand and follow simple rules.
- I can name some things I am good at.

Expected

- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.

Exceeding

- I can explain what I am doing well and begun to identify areas for improvement.

Fundamental Movement Skills



Dynamic Balance
Dynamic Balance



Static Balance
Stance

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.



Emerging
I can complete **some** green challenges



Expected
I can complete **all** green challenges



Exceeding
I can complete **some** red challenges

P.E.
Fitness

PE Games and Activities

Catch Don't Catch

Equipment needed – ball or small beanbag

Players stand in a circle with their arms crossed. One player in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball! If a player does the wrong thing or misses the ball, they're out! Listen very carefully!

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Communicating with school

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

