

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:	10.11.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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OLC WEEKLY LEARNING PLAN

R.E.



LO: Explore the use of aids to prayer.

Big Question: How can we use aids to help us during times of prayer?

What is an aid to prayer? Something that helps a person focus, prepare or enhance their prayer experience. What is an aid we could use during prayer? Rosary beads, candles, incense, music, statues. These aren't essential to prayer but they can make our prayer experience deeper and more meaningful.

Why is the church an important place to pray in? It is important because it is where a community gathers to worship and feel God's presence. It is also where you can find aids to help with prayer. Stained glass windows, incense, music, pews, quiet areas for reflection.

Activity: Draw a picture of an aid that helps with prayer and write a sentence saying what it is/how it can help with prayer?

Gospel of the Week

Romans 12:5-16

Use the Gifts you have been given.

God made each of us special with different gifts. Use your gift to help others and make the world better.

Love everyone, be kind and honest. Share what you have, pray often, and don't give up when things are hard.

Be happy with those who are happy, and care for those who are sad. Treat everyone equally and never think you're better than anyone else.

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.

Remembrance Day

We Remember

On the eleventh day, the eleventh hour,
We stop and think, we stay still a while.

For those who fought, both brave and true,
We wear a poppy — red and new.

They kept us safe, they gave their all,
So we could live in peace, stand tall.



We thank them now, both old and young,
With quiet hearts and songs well sung.



LO: To visit the Olton Friary and have a quiet reflection.

Explain to the children that today we will go to the Olton Friary and we will spot the different aids that can help with prayer. We will have a quiet discussion about prayer and how useful and meaningful it can be. We will have a moment of quiet reflection to pray to God. Extension: Children will write a short reflection about their time at church, what

OLC WEEKLY LEARNING PLAN

					did they see? How did they feel?
			Textbook A		
Maths 	Subtract a 2-digit number from a 2-digit number – not across 10	Subtract a 2-digit number from a 2-digit number – across 10	How many more? How many fewer?	Subtraction – find the difference	Consolidation
English 	<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>				

OLC WEEKLY LEARNING PLAN

	<p>Fine Motor – Handwriting – Oracy –</p>	<p>Fine Motor – Handwriting – Oracy – Writing Activity –</p>	<p>Fine Motor – Handwriting – Oracy – Writing Activity -</p>	<p>Fine Motor – Handwriting – Writing Activity -</p>	
<p>Phonics</p>  <p>Bug Club</p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				

OLC WEEKLY LEARNING PLAN

Spelling & Handwriting



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

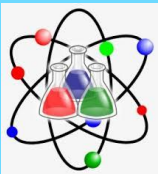
Year 1 and 2 Common Exception Words

Year 1			Year 2		
the	they	one	door	gold	plant
a	be	once	floor	hold	path
do	he	ask	poor	told	bath
to	me	friend	because	every	hour
today	she	school	find	great	move
of	we	put	kind	break	prove
said	no	push	mind	steak	improve
says	go	pull	behind	pretty	sure
are	so	full	child	beautiful	sugar
were	by	house	children	after	eye
was	my	our	wild	fast	could
is	here		climb	last	should
his	there		most	past	would
has	where		only	father	who
I	love		both	class	whole
you	come		old	grass	any
your	some		cold	pass	many



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Science



Take the children outside and focus their attention on their shadows by asking engaging questions such as: Can you always see your shadow? Does it always look the same? What did it look like this morning, and what might it look like this evening? Gather them together and ask if they can jump on someone else's shadow before introducing a fun game of shadow tag. Explain that shadows grow longer throughout the day and reach their longest point at dusk. Ask the children to find a stationary object in the playground, trace its shadow with chalk, and write the time beside it. Encourage them to predict how the shadow might change later in the day. Back inside, show them the BBC animation about day and night, and have them re-enact the movement of the Earth around the Sun using a torch and globe, ensuring they understand that the Earth moves, not the Sun. Discuss how shadows lengthen as the Sun sets and introduce a shadow puppet activity, reminding them that shadows show only outlines, not details. Finish by asking when is the best or worst time to play shadow tag, and explain how daylight hours vary with the seasons, being shortest in winter but never disappearing completely.

Geography



Begin the lesson by showing pupils the main lesson question and completing the quiz together. Move to Lesson Slide 5 and start a discussion about pupils' experiences of making everyday decisions—such as choosing what to wear or what to eat for breakfast. Encourage them to think about the factors that influenced their choices, like the weather or personal preferences. Explain that they will now use decision-making skills to plan their ideal bedroom. On Lesson Slides 6–7, introduce the idea of **design rules** for creating their bedroom. Read through the list together, and as a class, choose three key rules to focus on. Explain that these rules are called **criteria**, which will guide their decisions. Display the target board on Slide 7 and record the chosen criteria in the boxes—for example, “designed to last,” “affordable,” or “suitable for others who use the room.” Pupils then draw their ideal bedroom following these criteria. Next, use the target board activity to evaluate how well each design meets the criteria. Discuss which designs hit the bullseye. Conclude by explaining that pupils will use this same decision-making process to help the school council with a real project, such as planning a new tree planting, selecting playground equipment, or positioning new bins, and discuss next steps and possible helpers.

OLC WEEKLY LEARNING PLAN

PSHE



Music



Tempo: Snail and Mouse

Lesson 1: Snail and Mouse

Listen to the music and move your body in time to it. What were the differences between the 2 pieces of music? Why did you move the way you did? This music represents a snail and a mouse. Split the class in 2, 1 group will be the snail, 1 will be the mouse, the snails will repeat the words slowly, the mice will repeat quickly, then swap the groups over. Think of actions to go with the rhyme and perform.

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.

OLC WEEKLY LEARNING PLAN

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.



Obstacle Course Circuit

Focus: Gross motor skills, agility, and problem-solving.

Warm Up: Traffic Lights Game:

- Red = stop, Green = go, Yellow = walk, Blue = jump, etc.

Main Activity: Set up 4–6 stations using cones, hoops, mats, and objects:

1. **Jumping:** Jump between hoops.
2. **Balancing:** Walk along a taped line or balance beam.
3. **Crawling:** Under a table or through a tunnel.
4. **Throwing:** Beanbags into a bucket.
5. **Hopping:** One-foot hops across cones.
6. **Skipping:** With or without ropes.

P.E.
Fitness

OLC WEEKLY LEARNING PLAN

Children rotate every 2 minutes.

Cool Down: Slow walk around the space, then stretch arms, legs, and back.

Communicating with school

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

