

Message from your teachers:

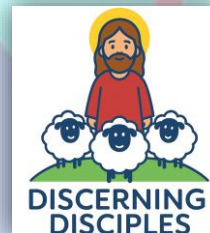


Our Lady of Compassion- October is the month of the Rosary

We are singing and signing Hail Mary each day-

Our Lady of Compassion watch over your children.

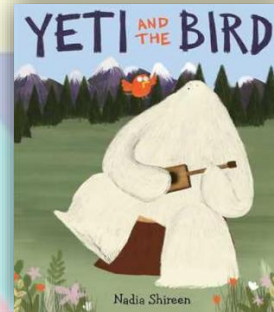
For Little way week we are trying to make a little difference for everyone and we are also collecting ng food for the harvest.



Gospel Values and Virtues -Compassionate and Loving

In English we are now reading Yeti and the Bird by Nadia Shireen. We are discovering what makes a good friend and the qualities that we need. We are enjoying find out about seeing the beauty of creation as Discerning Disciples. We are enjoying our Phonics and reading and we are trying hard to do our best!

OLC WEEKLY LEARNING PLAN



In Science we are discovering more and more each day by learning about the Seasons and we have enjoyed learning about our feelings too.

WE are looking forward to another busy week!

Mrs Redfern, Miss Dowling & Mrs Mitchell

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

Teachers:	Miss Dowling & Mrs Redfern	Year group:	Year 2	Date:	05.10.26
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	Knowledge Statement: God gave humans the responsibility for taking care of the world and everyone in it.		Knowledge Statement This is called being a steward of God's Creation. We show love for God and each other by being stewards of His Creation.		Knowledge Statement: God gave humans the responsibility for taking care of the world and everyone in it. <i>This is called being a steward of God's Creation.</i> We show love for God and each other by being stewards of His Creation	
	<u>LO: Fact Families</u>	<u>LO: Learn number bonds L2</u>	<u>LO: Add and Subtract two multiples of 10</u>	<u>LO: Complements to 100 (tens)</u>	<u>LO: Add and subtract 1s L5</u>	<u>LO: Fact Families L1</u>

OLC WEEKLY LEARNING PLAN

<u>L1</u> Textbook Pages: 78-79 & 80 Practice Book Page: 59		<u>L3</u>	<u>L4</u>		
	Textbook Pages: 84 Practice Book Page: 62	Textbook Pages: 88 Practice Book Page: 65	Textbook Pages: 92 Practice Book Page: 68	Textbook Pages: 96 Practice Book Pages: 71	Textbook Pages: 78-79 & 80 Practice Book Page: 59

English 	LO: To write sentences offering advice.	LO: To describe locations using adjectives.	LO: To write compound sentences when comparing and contrasting two localities.	Black History Month Writing Focus
	All: Recap on story so far and read onto 'But Yeti was lonely'. Using our rules of friendship from the other day, what advice could we give the Yeti? Does he realise that everyone is scared of him because of his size? After the children have dispensed advice, have the Yeti say that he would like the advice written down so he can work out what to do next. Yr1&2: Write down the advice given to the Yeti. E.g. <i>I think you should...</i> <i>Why don't you try and....</i>	All: Recap and predict what will happen next after sharing the front cover now that we know there is another character in the story – the bird. Read up to 'She was lost'. Talk partners – where do we think the bird was supposed to have landed? Look at a map of the world and find the Himalayas – label it. Do we know where tropical birds live? What countries are hot? What clue is in the book – 'sunshine and palm trees'. And 'hot tropical island'. Where could it be? Put up pictures of hot tropical islands, such as Bahamas, Antigua, Barbados or Fiji and compare with the Himalayas in winter. As a class collect	All: Recap the locations from yesterday and the adjectives we collected to describe each location. Explain the use of the word 'but' as a contrasting conjunction – joining two opposing ideas. Talk Partners - Orally rehearse sentence with but in the middle to compare and contrast. Yr1&2: Children to write this sentence in their book demonstrating the use of 'but'. <i>'In Barbados there are sandy beaches but in the Himalayas there are snowy mountains.'</i>	

OLC WEEKLY LEARNING PLAN

some great vocabulary for describing the locations.

Yr1&2: Label the pictures for features – hot, sandy beach/blue sky/clear sea/snowy mountains/pine forests.



Reading



SPAG



Phonic Bugs

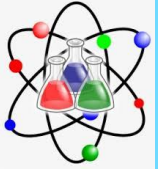
KS1 Common Exception Words- Ninja Spelling Week 5

Year 1 and 2 Common Exception Words

Year 1	Year 2
the	door
a	floor
do	poor
to	because
today	find
of	kind
said	mind
says	behind
are	child
were	children
is	wild
is	climb
has	most
has	only
I	both
you	old
your	pass
some	gold
one	held
ask	told
friend	every
school	great
put	break
push	steak
pull	pretty
full	beautiful
house	after
our	eye
	fast
	last
	past
	father
	whole
	any
	many
	plant
	path
	busy
	people
	water
	again
	half
	money
	Mr
	Mrs
	parents
	Christmas
	everybody
	even

OLC WEEKLY LEARNING PLAN

Science



Lesson 5: Understand the changes that take place in summer.

In this lesson, pupils will learn about the changes that occur during summer and compare them with winter. The lesson begins with summer-themed riddles to activate prior knowledge and spark discussion about seasonal weather, plants, animals, and activities. Using the presentation, children will explore how summer brings warmer weather, longer days, blooming flowers, growing crops, and changes in animal behaviour. They will discuss how people adapt to summer by wearing lighter clothing and using sun protection. Pupils will be encouraged to share their own experiences of summer and identify similarities and differences between summer and winter. For the main activity, children will design suitable outfits for both seasons and explain why particular items of clothing are appropriate. They will sort seasonal clothing, record their ideas using labelled drawings, and, where appropriate, write explanations. Throughout the lesson, pupils will observe, compare, classify, ask questions, and use evidence from their observations to support their answers and conclusions.



History The Great Fire of London



Lesson 4 – What are causes and consequences

Begin by activating prior knowledge using slides 1-4 and page 16 of the workbook. Pupils answer the quiz independently and discuss the lesson question. Next, explain the difference between information and explanation using examples with the word *because*. Demonstrate cause and consequence through a domino activity, discussing how one action leads to another. Introduce the scenario “Why was Jo late for school?” and model one cause. Pupils work in pairs to sequence cause cards and explain Jo’s lateness using causal language. Finally, pupils complete the workbook task and learning review, sharing their reflections if time allows.



Programming: Virtual Bee-Bot (5 Lessons)

Overview - Exploring programming using a virtual Bee-Bot, learning how commands and sequences control movement. Pupils practise creating precise instructions, planning and inputting sequences to navigate virtual Bee-Bot worlds. They identify and correct errors in their instructions, developing an understanding of debugging. Pupils apply their skills to complete simple programming challenges.

Computing



Lesson 2: LO: To create a short video showing how to program a virtual Bee-Bot.

Recap the previous lesson by discussing the commands used to control a virtual Bee-Bot. Explain that children can create their own instructions and share these with others. Model how to plan a sequence of commands and record a short video demonstrating the Bee-Bot moving to a chosen destination. Children work in pairs to plan their sequence, practising precise instructions and checking that their Bee-Bot follows them correctly. Encourage children to test, identify mistakes and make changes where necessary. Discuss the importance of creating and owning their own digital work.

Final activity: Children create and record a short video demonstrating their virtual Bee-Bot successfully completing a planned journey.

Session 1: Feelings, Likes and Dislikes

In this session, children will watch a video where two presenters, Zoe and Joey, are trying 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.



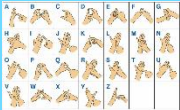
LO: That it is natural for us to relate to and trust one another continued...

- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
- A language to describe our feelings

PSHE



MFL



Family and Friends

Lesson Overview

This lesson contains 5 sections:

1. Introduction (Hawthorne's introduction to the lesson)
2. Main Teaching Video (Family and Friends Lesson Part One)
3. Code Breakers (CodeBreakers: Family and Friends)
4. Main Teaching Video (Family and Friends Lesson Part Two)
5. Recap (Family and Friends Recap)



Music



Music > Key stage 1 > Year 2 > Animals: Call and response > Lesson 1: Animal sounds

[KS1 Music Lesson Plan](#) | [Animals](#) | [Going on Safari](#)

Animals: Call and response

Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.



Lesson 1: Animal sounds

- ✓ To create short sounds with varied dynamics that represent an animal.

LO: To create short sounds with varied dynamics that represent an animal.

- I can change the volume of my sound.

- I can create different dynamics using the same instrument.
- I can work as part of a group to create a short section of sounds that represents an animal.



Lesson 2: Sound pattern safari

✓ To copy a short sound pattern.

LO: To copy a short sound pattern.

- I can describe my ideas about a piece of music.
- I can accurately copy a sound pattern by clapping.
- I can clap a sound pattern in time with the music.

Sculpture and 3D: Paper Play (5 Lessons)

Overview - Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.

Lesson 4: LO: To plan and create a giant spider sculpture as a class.

Recap previous learning by discussing how paper can be rolled and shaped to create 3D structures. Introduce Louise Bourgeois and her giant spider sculpture, *Maman*, discussing its shape, size and features. Explain that the class will work collaboratively to create their own giant spider. Model how to roll newspaper tightly from corner to corner and secure each tube with masking tape. Children work in small groups to make paper tubes and join them together to create spider legs, ensuring they are strong and similar in size. The class then begins constructing the spider's body using tightly rolled paper tubes.

Final activity: Children work together to assemble and secure the spider's eight legs and two-part body, ready to complete in the next lesson.



Art



P.E.



Fundamentals

Unit of Work

