

## 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.*

<b>Teachers:</b>	Mrs Mitchell and Miss Hannah	<b>Year group:</b>	Year 1	<b>Date:</b>	03.11.25
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>R.E.</b>	LO: To recognise the	Gospel of the	Catholic Social	All Saint's Day	LO: Write a prayer

# OLC WEEKLY LEARNING PLAN



importance of prayer.  
**Big Question:** Why is it important to spend time with God during prayer?

Prayer is important because it is time to speak to God about anything. We can speak about our worries, to help find peace, to ask for help, guidance, thanks, or even forgiveness. Prayer helps us to feel closer to God.

In school we say the morning prayer, prayer before and after lunch and a home time prayer.

What are we doing during these prayers?  
Activity: In groups, children will draw pictures or write a couple words to show why prayer is important and what we are asking for throughout the school day.

## Week

2 Maccabees 12:42-45

Judas cared deeply for his friends who had died in battle. He gathered money from his soldiers—almost two thousand silver coins—and sent it to the temple in Jerusalem. He wanted a special offering to be made to God for his fallen friends.

Judas believed that one day, God would bring the dead back to life. Because of this hope, he prayed for them, asking God to forgive their mistakes and welcome them into peace.

What he did showed kindness, faith, and love for those who were gone.

## 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.

All Saints' Day is a special day when we remember and thank God for all the good and holy people who loved Him and helped others. We celebrate how they showed God's love by being kind, brave, and faithful.






for something important to us.  
**Big Question:** Are prayers important?

During the school day, we pray for a lot of different reasons, but how are some of the ways we pray to God? Looking back at the prayers we say every day, what are some of the key vocabulary words used during the prayers?

Talk with your partner about something important to you that you would like to pray for.

Activity: Children will read the example prayer, and in their books, they will write a prayer about something important. This can be a shared write or independent work.

# OLC WEEKLY LEARNING PLAN

<b>Maths</b> 	Add together	Add more	Add more	Addition problems	Addition problems
<b>English</b> 	<p>For the next 3 weeks we will be focusing on the story <b>I Want My Hat Back</b> by Jon Klassen</p> <p>We are structuring our lessons by splitting it into 4 shorter activities, beginning with developing <b>fine-motor skills</b> 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 <b>handwriting</b> before moving onto an <b>oracy</b> based exploration of our class story. Finally, combining all of this together in a <b>writing</b> activity.</p>				
	<b>Fine Motor</b> – Hand and finger exercise videos to warm up muscles for writing. <b>Handwriting</b> – Ladder Letter practise – l, l, t, j <b>Oracy</b> – Guess the hat game using questioning skills.	<b>Fine Motor</b> – Hand and finger exercise videos to warm up muscles for writing. <b>Handwriting</b> – Ladder Letter practise – l, l, t, j <b>Oracy</b> – Questioning skills to discuss the missing hat. <b>Writing Activity</b> – Children to write the questions on postit notes and the answers underneath stuck in their books.	<b>Fine Motor</b> – Hand and finger exercise videos to warm up muscles for writing. <b>Handwriting</b> – Ladder Letter practise – l, l, t, j <b>Oracy</b> – Discuss the image of the bear using inference to figure out what is happening in the story.	<b>Fine Motor</b> – Hand and finger exercise videos to warm up muscles for writing. <b>Handwriting</b> – Ladder Letter practise – l, l, t, j <b>Writing Activity</b> – Write the ideas about the bear under the image of the bear.	
<b>Phonics</b> 	<b>Phonics Bug Phonics</b> Phase 2, Phase 3, Phase 5				



Spelling & Handwriting



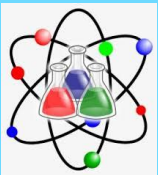
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

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






Begin by asking the children what they observed about the weather when they went outside. Invite them to turn to their partner or group and discuss questions such as: “What was I expecting the weather to be like today?”, “Was I surprised by it?”, “What season are we in?”, and “What is the weather normally like at this time of year?”. As a class, consider what the weather might be like tomorrow and how we can tell, linking ideas to observations or weather forecasts. Ask the children to explain what they think the word *season* means and see if they can name all four seasons. Provide large sheets of paper labelled with the names of the seasons and encourage children to move around the room, adding their thoughts, facts, drawings, or memories to the correct season table. Ask them to complete the “Watching the Weather” worksheet, discussing the current season and what signs of it they can see around them. Talk about the colours and natural features that represent Autumn and invite the children to share ideas for creating an Autumn collage. Finally, show them the art materials and support them to work in small groups to design and make their own ‘Autumn’ collage inspired by what they have observed and discussed.

Geography



Display the images and ask pupils to choose one word to describe what they see in the photos (weather). Discuss different types of weather pupils can think of or have experienced, e.g. rain, wind, sun, snow, etc. Explain that ‘weather’ describes what it is like outside today, e.g. is it raining or sunny?, but ‘climate’ is what the weather is usually like, e.g. it is usually hot in summer, cold in winter. Explain that, like our moods, weather can vary day-to-day. You could describe someone as happy on the whole, over a long period of time, which is like describing a climate. But if we described the person as upset, just for one day, this would be like describing the weather. Display the images in the lesson slide and ask pupils if they can remember the names of the seasons. Place four hoops on the floor, and label each one with the name of a season. Provide groups with cut out sets of photos (Downloadable resource 1.1). Pupils decide which season each photo belongs to and place it in the appropriate hoop. Provide groups with a cut out set of photos showing a variety of activities being carried out in different seasons (Downloadable resource 1.2). Ask pupils to decide which season hoop to put each photo in. Encourage pupils to justify their decisions, e.g. they

## OLC WEEKLY LEARNING PLAN

	would feed a lamb in spring as that's when lambs are born. Ask pupils to think about activities or hobbies they enjoy and to discuss in pairs which season they would most like to complete that activity in. Show pupils the images of the effects of extreme weather and discuss whether any of them are likely to happen in the UK.
<b>PSHE</b> 	<p><a href="https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</a></p> <p><b>Session 1: I am Unique</b></p> <p>This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they're all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special. They will start learning a song to reinforce learning; this song will be added to in each session of this unit.</p> <p><b>Activity</b> - Facilitate an independent activity called 'My Special Box', where children should write/draw about things that make them special and unique (Appendix 2).</p>
<b>Music</b> 	<p><b><u>Tempo: Snail and Mouse</u></b></p> <p><b><u>Lesson 1: Snail and Mouse</u></b></p> <p>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.</p>
<b>Art/DT</b> 	<p><b><u>DT – Stable Structures</u></b></p> <p><b><u>Lesson 1 and 2: Exploring Stability and Building Stable Towers</u></b></p> <p>What is a structure? Can you name any structures?</p> <p>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.</p> <p>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.</p>

# OLC WEEKLY LEARNING PLAN

## Learning Goals

### Learning Behaviour



### Understand Others

#### Emerging

- I can play with others and take turns and share with help.

#### Expected

- I can work sensibly with others, taking turns and sharing.

#### Exceeding

- I can help, praise and encourage others.

### Fundamental Movement Skills



Dynamic Balance to Agility  
Jumping and Landing



Static Balance  
Seated Balance



Space



Jungle

In this unit, the children will develop and apply their jumping and landing and seated balance 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. Real PE



## Animal Movement Adventure

**Focus:** Full-body movement, imagination, and coordination.

**Warm Up: "Move like..."** game: Call out animals and children move accordingly.  
Examples:

- Frog (squat jump)
- Giraffe (tiptoe stretch)
- Elephant (stomp with arms as trunk)
- Snake (slither on the floor)

**Main Activity: Animal Adventure Story:** Tell a story where children act out different parts.  
Example:

"We're going through the jungle – hop over logs (jump), swing on vines (arm swings), crawl through caves (bear crawl), run from a lion (run on spot)."

**Cool Down:** Slow animal movements (e.g., sleepy lion stretches, slow turtle walking).

## P.E. Fitness

## OLC WEEKLY LEARNING PLAN

Breathing: “Smell the flower, blow the candle.”

### Communicating with school

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

