

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:	Mrs Mitchell and Miss Hannah	Year group:	Year 1	Date:	09.03.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To know that Jesus gave people the chance to change.

Big Question: How can we try to be more like Jesus during Lent, and what small changes can we make to become better people?

In this lesson on Lent, children will explore Lent as a special time to change and try to be more like Jesus. Begin by introducing Lent as a time for reflection, kindness and making good choices. Share the story of Zacchaeus from Gospel of Luke 19:1–10. Together, describe what Zacchaeus was like before meeting Jesus and create simple sentences to show his behaviour. Use hot seating to explore how people in Jericho felt about paying taxes to him. Discuss why meeting Jesus changed Zacchaeus and identify signs of his change.

Activity: Draw an image and write a ‘before’ and ‘after’ of how you can change during Lent,

Gospel of the Week

This Sunday’s Gospel tells the story of a woman who had done wrong things. Some people wanted to punish her, but Jesus showed kindness instead. He said, “Let anyone who has never sinned throw the first stone.” One by one, the people walked away. Jesus did not say her mistakes were okay, but he forgave her and told her to make better choices.

We learn that we should not be quick to judge others. Everyone makes mistakes. Jesus teaches us to be kind, to forgive, and to help others choose what is right, just as he does.

Gospel Values and Virtues –

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Intentional and Prophetic**. Children will learn that being intentional means making thoughtful, kind choices that reflect Jesus’ teachings. Being prophetic means speaking and acting for what is right, even in simple, everyday situations. Through Gospel stories, discussion and role play, pupils will explore how Jesus showed courage, fairness and love. They will practise using kind words, standing up for others and making positive choices in class and during play. By developing these virtues, children will grow in confidence, take responsibility for their actions and contribute to a caring classroom community.

Catholic Social Teaching –

This half term, KS1 will explore the Catholic Social Teaching principle of the **Option for the Poor**. Children will learn that this means caring especially for people who are poor, vulnerable or in need, just as Jesus did. Pupils will discuss ways we can show this through kindness, sharing, fundraising and including others in play. Teachers will model empathy and fairness, helping children understand that our choices can support those who have less. Understanding this principle encourages gratitude and compassion. Throughout the half term, children will practise generosity, notice when others need help, and take simple actions to make a positive difference.

INSET DAY

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<p>thinking of what Jesus would want us to do.</p>					
Textbook B: Introducing Mass and Capacity					
<p>Maths</p> 	<p>1. Heavier and Lighter</p>	<p>2. Measure Mass</p>	<p>3. Compare Mass</p>	<p>Consolidation</p>	<p>INSET Day</p>
<p>English</p>	<p style="text-align: center;">For the next 4 weeks we will be focusing on the story, Sidney, Stella and the Moon. 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>				

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Learning Objective: To identify facts from fiction.

Whole Class: Using 'On the Moon', start to fact-gather with the children. Whilst reading the book, identify that this is not exactly like a non-fiction book, as it does not have the features that we identified previously, but it has lots of facts within that we can take from the book. Can we spot them? Demonstrate how to spot them from the text and extract them out.

What is the difference between 'fact' and 'fiction'? **Independent**

Work: Ask children to start gathering statements that are facts. Some children could be sorting statements into a table:

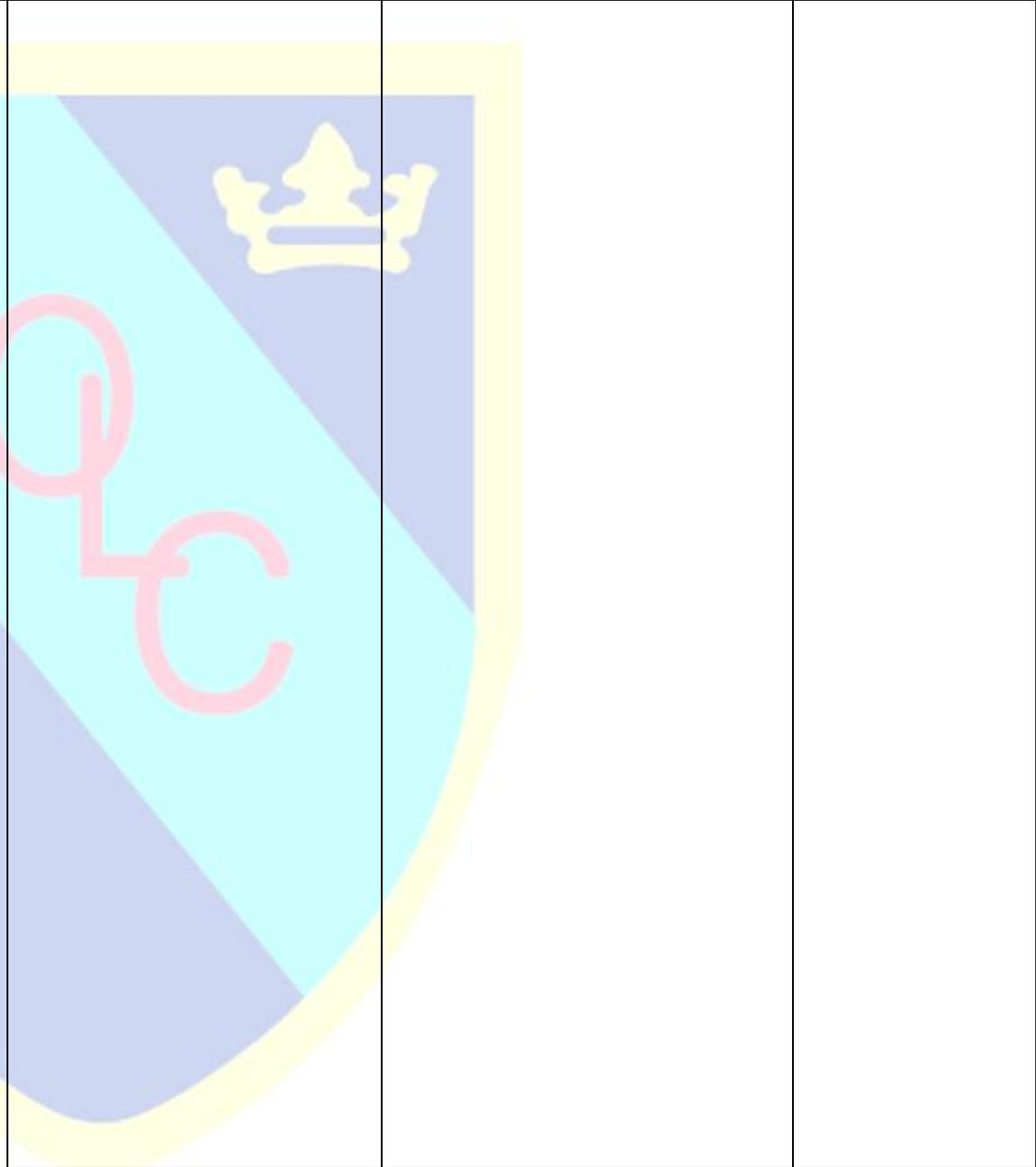
Fiction Fact. **Plenary:** Children to share their facts and fiction statements with the class. What was the most surprising fact you learnt?

Learning Objective: To create a glossary for a non-fiction book.

Whole Class: Spelling glossary activity. Children to match words to definitions: astronauts, night, moon, Light, author, flight. Identify the digraphs and trigraphs oo, igh and au within words by highlighting. Show the children how to order alphabetically, collecting the matched-up terms and definitions in order by going through the alphabet - children to join in reciting the alphabet. **Independent**

Work: Create glossary with words on table. Order the content alphabetically. Use other words relevant to the text as well.

Plenary: Look at other books with glossaries within them. What have they got in common? How are they arranged? How can we use some of



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these technical words and phrases within our writing? Can you think of any sentences with them in?

Phonics

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5



Bug Club

Spelling & Handwriting



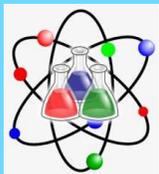
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

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



Plants: Growing Things

Lesson 4: Grow Some Cress

LO: To identify the key steps to planting seeds.

Start the lesson by asking children if they are aware of how to grow healthy seeds. Then have a look at the beans that we planted last lesson. Spend a little bit of time discussing what you see and what the children think has happened. Update the bean diary with a new image to show the transition. Today we will be growing our own cress ready to eat in a couple of weeks. How long do they think cress will take to grow?

Activity: In groups, children will plant their cress seeds and make a short prediction about what they think might happen.

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Hot and Cold Places

Geography



Lesson 5: What features does an animal need to live?

Start with a recall about countries near the equator.

Show the picture of the animal and ask children if they think that the animal is real or fake – can children explain their answer?

Talk through some different animals and their features, why do they need those specific features.

Show children the 2 pictures of the different locations. What do they notice about the places? What might the temperature be? Will it rain a lot? Children will then choose a location and answer the questions about the location.

Children will then draw and label an animal that could live in their chosen location.

Algorithms Unplugged

Computing



Lesson 5: Debugging Directions

How can we make these instructions more detailed and precise? Discuss what it means to debug something. Complete the activity of something that has gone wrong. How can this be debugged so it can run smoothly? Using the maps, children can have a go at spotting the mistake in the set of instructions and working out what went wrong and how it can be fixed.

Prepare: Debugging sheet for partner work/maps

PSHE



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

KS1 Module 2, Unit 2 - Session 3: ... and Say Sorry

Children will watch interviews with the characters in film from the last session to see how they felt about what had happened, and the significance of saying sorry. Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.

Music



Pitch: Musical Me – Lesson 3

Begin by revisiting prior learning through a pitch decoding activity, where pupils listen to audio clips, discuss which matches the final phrase of the song, and justify their reasoning. Sing the full song together, identifying overall pitch patterns and recognising similarities between the first three phrases and the contrasting final phrase. Introduce simple notation on three lines, explaining how dots become notes on a staff. In pairs, pupils reconstruct the song from cut-up notation, singing slowly and using high and low vocabulary to decide order. Conclude by checking accuracy with the presentation and performing the song while following notes carefully.

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Art/DT



Design and Technology – Mechanisms: Making a Moving Storybook

In this Year 1 Design and Technology unit, pupils will explore simple slider mechanisms to create a moving storybook. Children will investigate side-to-side and up-and-down sliders, identifying the movement each mechanism produces and how it can be used to create purposeful motion within a picture. Through teacher modelling and practical exploration, pupils will examine examples of moving books and discuss how sliders help parts of an image move. Pupils will design their own moving page based on a familiar story, clearly labelling their drawings to show which parts will move and in which direction. They will then make their product, selecting appropriate materials and assembling their slider carefully to ensure it works as planned. Once completed, children will evaluate their moving storybook, identifying strengths and any weaknesses in the mechanism or design. They will suggest simple improvements, developing early skills in evaluation, problem-solving and purposeful design.

**P.E.
Real PE**



Learning Goals

Learning Behaviour

Creative

Explore and Describe

- Emerging**
 - I can observe and copy others.
- Expected**
 - I can explore and describe different movements.
- Exceeding**
 - I can select and link movements together to fit a theme.
 - I can begin to compare my movements and skills with those of others.

Fundamental Movement Skills

Coordination
Ball Skills

Counter Balance
Counter Balance

Clown

Seaside

In this unit, the children will develop and apply their ball skills and counter balance with a partner 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

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P.E. Fitness

PE Games and Activities

Crab Ball

Equipment needed – A ball

Divide group into teams of 6 and have them sit on the floor around the room. Place a goal at each end and the ball in the middle. When given the signal for play to start, the two chosen teams must crab walk to the ball and attempt to kick the ball toward their goal and score. Players must stay in the crab-walk position the entire game. Failure results in the opposing team getting a free kick. After a goal is scored, the winning team gets another game against a new team (they must return to their base before the game starts to make it fair!)

Communicating with school

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