

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:	29.09.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>R.E.</p> 	<p>LO: Recognise the important celebrations that happen at church. Big Question: Why do we celebrate in churches?</p>	<p>Gospel of the Week</p> <p>Book of Amos 6:1a, 4-7</p> <p>God says:</p> <p>"Trouble is coming to the people who live easy lives and don't care about others.</p> <p>They lie on fancy beds and relax on soft couches.</p> <p>They eat the best food— lamb and baby cows— and make up songs while playing music.</p> <p>They drink lots of wine and use the nicest oils on their skin.</p> <p>But they don't feel sad when their people are in trouble.</p> <p>Because of this, they will be the first to be taken away from their land, and their fun times will come to an end."</p>	<p>Gospel Values</p> <p>We are growing to be eloquent and truthful.</p> <p>Eloquent means using words well — speaking or writing clearly so others can understand what we think and feel.</p> <p>We can also share our thoughts in other ways, like through music, drama, painting, or dancing. When we use our gifts in a fun, honest, and meaningful way, we are being creative just like God made us to be!</p> <p>Truthful means telling the truth and being honest. Jesus said, "<i>I am the way, the truth, and the life.</i>" So when we are truthful, we are living like Jesus and</p>	<p>Class Worship</p> <p>Feast Day of Guardian Angels</p> <p>As a whole class, children will lead their class worship, pausing for reflection on the Guardian Angels.</p> 	<p>LO: Identify key elements of Mass. Big Question: Why is Mass important?</p> <p>What is Mass? Why is it important? Who do we see at church? Show a few different artefacts that are found at Mass and children repeat the name. Quick quiz to see if children can remember the name of the artefact. Activity: Children to label the artefacts to</p>
	<p>What is a celebration? Children to talk about celebrations in their personal life – Birthdays, Christmas, and school celebrations. Then link this to different Catholic celebrations such as Baptism, Holy Communion, Confirmation, Marriage etc. Ask if children had a baptism and if they can remember what it is? Discuss the importance of a Baptism and the relationship with God. Activity: Children to match the celebration to the artefact e.g. Baptism – Baptismal garment, Wedding – Wedding ring etc.</p>				

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			doing what makes God happy.		show they can identify them.
	Textbook A				
Maths 	Order numbers	Count in 2s, 5s and 10s	Count in 3s	Fact families	Consolidation
English	<p>For the next 3 weeks we will be focusing on the story ‘Stanley’s Stick – John Hegley’</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>				

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Fine Motor – Fine Motor Skills hand yoga warm up
Handwriting – curly caterpillar letters ‘g’
Oracy – Discuss the creative use of a stick, using imagination answer the question ‘what is your stick?’ ‘My stick is a _____’, e.g flute, toothbrush, pencil.

Fine Motor – Fine Motor Skills hand yoga warm up
Handwriting – curly caterpillar letters ‘q’
Oracy – Recap from yesterday, orally rehearsing in the past tense ‘My stick was a flute.’
Writing Activity – Write the sentence in their books focusing on past tense. Use conjunction ‘and’ ‘My stick was a flute and I played a tune on it.’

Fine Motor – Fine Motor Skills hand yoga warm up
Handwriting – curly caterpillar letters ‘e’
Oracy – Show the front cover of Stanley’s Stick. Read the title and identify the author and the illustrator. Ask: What do you think Stanley is doing with his stick? Read the first double-page spread up to ‘carries his stick with him’. Identify Stanley and his parents on the station platform.
Writing Activity - Provide time for children to orally compose their own questions prompted by the picture of Stanley and his parents, using the talk to the hand resource as needed.

Fine Motor – Fine Motor Skills hand yoga warm up
Handwriting – curly caterpillar letters ‘s’
Oracy – Read up to ‘says Bertie’. Re-read this section of the story and ask children to identify all of the different objects that Stanley’s stick becomes e.g. a whistle, a banana, a match, a dinosaur, a rocket, a spoon, a pencil, a slug rescuer and a fishing rod.
Writing Activity – Show the illustration of Stanley using the stick as a match. Model looking at the amazing adjectives words and identifying which adjectives do and do not describe the match aloud. E.g. ‘The match is long and it is useful.’

Phonics



Bug Club

Phonics Bug Phonics
 Phase 2, Phase 3, Phase 5

Spelling & Handwriting

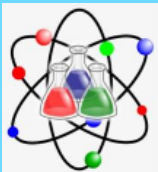


Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1			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

Science



Ask the children to sit in a circle to explore a range of fruits and vegetables. In small groups, encourage them to use all their senses and hand lenses to investigate the foods by smelling, feeling, touching, and describing what they notice. Prompt discussion by asking questions linked to each sense, such as: “Do you like any of these foods?”, “Does anyone like green fruits?”, “Can you think of something else that is crunchy?”, “What does the skin feel like?”, “What does it sound like when you tap it with your finger?”, “Does anyone else have one with a bumpy skin?”, and “Does its smell remind you of anything else?”. After exploring, introduce the terms *identifying* and *classifying* and explain their meanings. As a class, use two large hoops to create a Venn diagram and guide the children to think about different ways to classify the fruits and vegetables, discussing their ideas and taking pictures to record their work.

Computing



Start by showing the *Brain Dump* presentation and letting children share ideas, then display slide 1 of *Digital Artwork* to compare four types of artwork and discuss what tools may have been used. Explain with slide 2 that much modern art is made on computers. Introduce the *Click and Drag* presentation and demonstrate in Sketchpad how to change the background colour with the fill tool (slides 2–3). Use slides 4–7 to model creating repeated images, asking children to copy steps while stressing the key words “click” and “drag.” Show how to choose a clipart stamp, resize by dragging sideways, and rotate by moving the mouse in a circle, then let them practise. With slides 10–11, demonstrate how to use the select arrow to move, resize, stretch, or rotate images, and point out the undo and redo buttons. Ask children to recap how to change the background and select a stamp, then open a new document and create repeated patterns with stamps and colours, reminding them to focus on making clear, organised designs instead of random collections.

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<p>PSHE</p> 	<p>Life to the Full – Unit 1: Religious Understanding</p> <p>Unit 1 – Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.</p> <p>Session 1: Let the Children Come – Day 3</p> <p>https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p>	
<p>Music</p> 	<p><u>Keeping the Pulse – My Favourite Things – Lesson 3: Using a Thinking Voice</u></p> <p>Finding the Pulse with Music: Children sit in a circle and listen to <i>Can't Stop the Feeling</i> for 30 seconds, moving their bodies (e.g., tapping, swaying) to feel the steady beat. They are then encouraged to continue moving to the pulse even after the music stops.</p> <p>Name Game Introduction: Using a heart mat with 8 hearts, children practise saying “My name’s ____” in time with the beat, and the class replies “Hello ____”. The teacher models this first, pointing to each heart in time.</p> <p>Understanding the Pulse: Children discuss what they noticed—such as pointing in order, tapping eight beats, taking a breath before speaking, and sitting with good posture.</p> <p>Paired Practice: In pairs, children take turns pointing to the hearts and speaking the name phrase in time. They switch roles and may perform for the class if they keep a steady beat (not confusing it with rhythm).</p> <p>Thinking Voice Practice: Children practise using a “thinking voice” (mouthing silently) while pointing to the pulse. They repeat the name game silently with their partners and then as a class using the heart mats and the backing track.</p>	
<p>Art/DT</p> 	<p>DT – Textiles: Puppets</p> <p>Lesson 2: Designing my Puppet</p> <p>Recap learning from last lesson about joining fabrics and the different methods of sticking. e</p> <p>Explain that children will be creating a hand puppet and decorate it themselves. What would you like your puppet to look like? What fabric would you like to use?</p> <p>Activity: Children will design their puppet ready to begin making next lesson.</p>	

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P.E.



Learning Goals

Learning Behaviour



Keep Trying

Emerging

- I can follow instructions, practise safely and work on simple tasks by myself.

Expected

- I try several times if at first I don't succeed and ask for help when appropriate.

Exceeding

- I know where I am with my learning.
- I have begun to challenge myself.

Fundamental Movement Skills



Coordination
Footwork



Static Balance
One Leg Balance

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges.



Emerging

I can complete **some** green challenges



Expected

I can complete **all** green challenges



Exceeding

I can complete **some** red challenges

P.E.
Fitness

Dance and Movement

Focus: Rhythm, coordination, expression.

Warm Up: Simple dance moves to upbeat music (clapping, shoulder rolls, jumping jacks).

Main Activity: Dance Routine: Teach a simple 4-part dance (repeatable and fun):

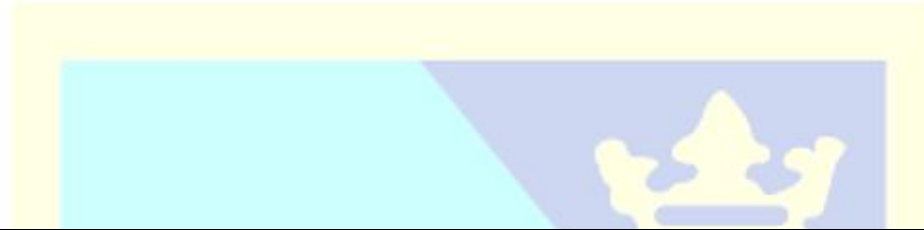
- 4 counts of clapping
- 4 counts of marching
- 4 counts of jumping
- 4 counts of spinning

→ Put it to music like *"Can't Stop the Feeling"* (clean edits)

Freestyle Dance Freeze: When music stops, freeze!

Cool Down: Slow music with gentle stretching and swaying.

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Communicating with school

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

