

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



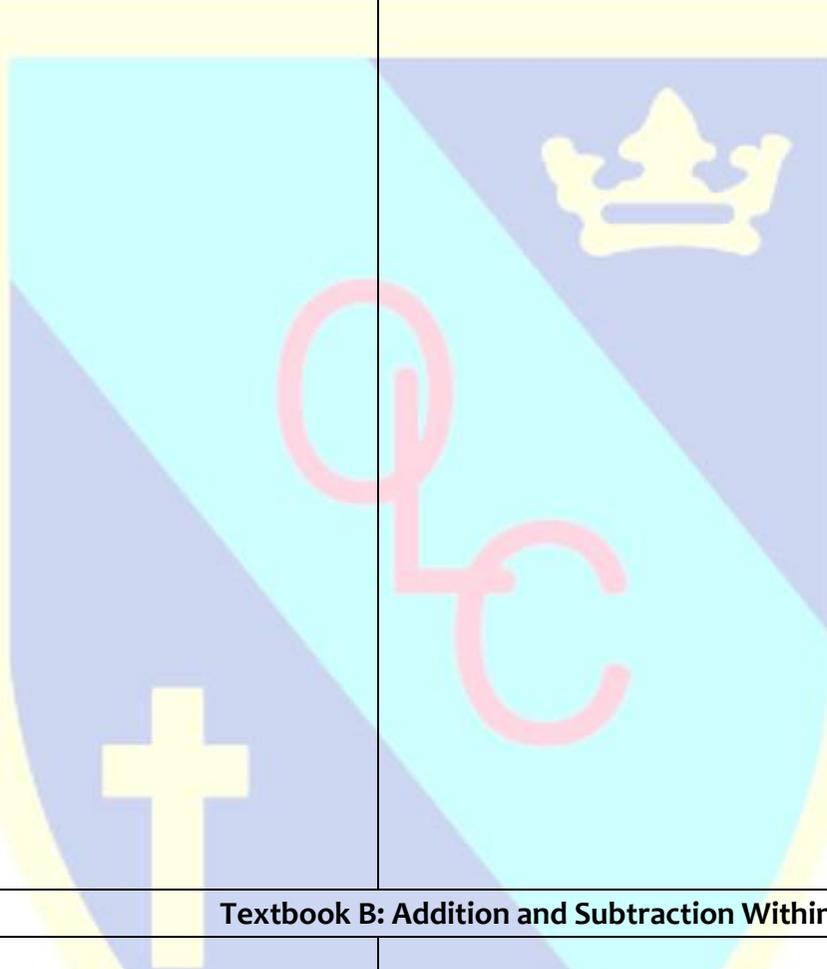
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Mitchell and Miss Hannah	Year group:	Year 1	Date:	02.02.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>Feeding of Five Thousand LO: To reflect on stories which show Jesus' love for others. Big Question: Are parables and miracles still important today?</p>	<p>Gospel of the Week</p> <p>For Sunday 1st February 2026 (Fourth Sunday in Ordinary Time) the Gospel is Matthew 5:1-12a, the start of the Sermon on the Mount. Jesus teaches the Beatitudes to show who is truly happy in God's Kingdom. Children can explore being kind, gentle, fair, and caring, and how these actions make God happy.</p>	<p>Gospel Values and Virtues – Curious and Active</p> <p>This half term, Year 1 pupils will develop the Gospel Values and Virtues of Curious and Active through their learning and daily routines. Children will be encouraged to ask questions, explore new ideas and wonder about the world God created. Through stories from the Gospel, pupils will reflect on Jesus' example of curiosity, kindness and engagement with others. They will actively participate in discussions, role play, prayer and practical activities, showing enthusiasm and perseverance. Pupils will be supported to take responsibility for their learning, work collaboratively and respond positively to challenges, using their curiosity to deepen understanding and their active participation to serve others.</p>	<p>Catholic Social Teaching – Subsidiarity</p> <p>This half term, Year 1 will explore the CST principle of Subsidiarity, which means that everyone should be supported to make choices and take responsibility at an appropriate level. Children will learn that they can do things for themselves, while knowing when to ask for help. Through classroom routines, group work and play, pupils will be encouraged to make simple decisions, solve problems and help others. Teachers will model listening, encouragement and trust, helping children grow in confidence and independence. Understanding subsidiarity will help pupils feel valued, develop responsibility and recognise how working</p>	<p>The Healing of the Blind Man. LO: To know that Jesus performed miracles out of love. Big Question: Are parables and miracles still important today?</p>
	<p>Begin by exploring why the people gathered to listen to Jesus and what their journey to see him might have been like, helping children imagine the setting and atmosphere. Discuss the actions of Jesus and identify words that describe how he behaved. Invite children to imagine they are the boy who shared his loaves and fish, thinking about what they might say to Jesus and how Jesus might respond. Encourage empathy by imagining how it would feel to collect the leftover food and realise there was enough for everyone. Children will</p>				<p>Begin by sharing the story together, then retell it as a class in a circle, with each child taking turns to continue the narrative, helping them recall and sequence events. Encourage children to think about what it might be like to be blind by discussing words and feelings and discussing everyday things that would be difficult or impossible to do. Explore how Jesus</p>

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	<p>discuss and retell the story using pictures and role-play conversations between people before and after the miracle. Finally, link the story to Christian life today by learning about CAFOD and Mission Together and how they help people who are hungry around the world.</p> <p>Activity:</p>			<p>together supports the wellbeing of the whole community.</p>	<p>changed the blind man's life and what this meant for him. Draw attention to the words spoken by Jesus and by the blind man, helping children to listen carefully to the dialogue in the story. Discuss what the blind man's actions and words show about his trust in Jesus, and what the miracle teaches us about Jesus' kindness, power, and care for others. This supports empathy, reflection, and understanding of Christian beliefs.</p> <p>Activity:</p>
<p>Textbook B: Addition and Subtraction Within 20</p>					
<p>Maths</p> 	<p>Subtraction – Find the Difference</p>	<p>Related Facts – Fact Families</p>	<p>Missing Number Problems</p>	<p>Solve Word and Picture Problems – Addition and Subtraction</p>	<p>Consolidation</p>

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For the next 3 weeks we will be focusing on the story, Billy and the Beast.

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.

English



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needs urgent advice! We need to send her an email, so it reaches her quickly. Using the suffixed adjectives and their character splats, children write an email of advice to Billy and Fatcat. Model first, placing a focus on the effect of each suffix -ful and -less: Dear Billy and Fatcat, We think you need help. Billy - your hair is very useful. What is in there that might be helpful? Fatcat - don't be fearful or helpless... Let children check each other's writing for correct spelling of the suffixed words, with common errors being spelling the -ful suffix with a double 'l' and the -less suffix with only one 's'.

because. Let the children use conjunction cards to orally rehearse joining the clauses together to make one sentence e.g.: Billy and Fatcat couldn't see the animals.
because The animals had been taken by the Terrible Beast. Once done, tell the children that as they have made one sentence by joining clauses, there can only be one full stop. Capital letters only stay if it's for a name or at the start of each new sentence. Model editing. Children work through the clauses they paired to record as sentences and then edit punctuation. Share some responses and then, using these, model how to replace nouns with pronouns as needed to avoid repetition e.g. Billy and Fatcat couldn't see the animals because they had been taken by the Terrible Beast.

these into the order in which the events occur in the story. Story circle: seated in a circle, let the children retell one sentence at a time, moving around the circle. Support children to draw upon the vocabulary and grammar used in the story. Additional Year 2 - Give children access to adverb prompts to support them to retell the story sequentially, e.g. first, after, then, next, so, finally.

write a statement for each item using the frame: I will hide a/some because/as/so.... Finally, add a title: Things a hero can hide in their hair. Talk about other superhero characters in stories that the children know of. The discussion could be extended to talking about people who help us, including the emergency services.

Phonics

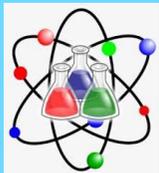


Bug Club

Spelling & Handwriting



Science



Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

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	



Brilliant Builders

Lesson 5 – Three Little Pigs: Brilliant Builders?

LO: To explore which material is stronger.

Recap the learning from the last few lessons, which materials have been assigned to the children for their building. What material do we think will be the strongest and why?

Activity: Children to now build their house in groups. Class teacher will go round to the building once the house has been built and blow it down. Children will then write a short result/conclusion in their books showing whether their building stayed secure or not and why. Take a picture of the houses when built and fallen over to stick in books.

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Hot and Cold Places

Geography



Lesson 3: Where are hot and cold places found on Earth?

Start with the quick recall of which word describes somewhere hot.

Discuss and show the children different versions of maps – globes, atlases, paper and online maps. See if children can spot any similarities and differences between the different maps. When looking at the maps, show children the different continents and see if children can identify them afterwards. Then complete question 1 in books – match the continent name to the continent image. Recall the learning from lesson 1 about temperatures of places around the school – and then show the map of the world with the temperature scale – why are some countries blue and some orange? Discuss the equator and how if a country is closer to the equator then the country will be hotter. Tick whether the countries are warm or cold based on where they are on the map on the screen.

Computing



Algorithms Unplugged

Lesson 3: Virtual Assistants

What is an algorithm? Look at the difference between inputs and outputs. Discuss how computers have jobs and must follow instructions, such as Siri and Alexa – these AI need to follow instructions correctly to make sure they are able to complete the task. Children are to now pretend to be AI or a computer and follow the instructions set by their partner. Children must use a voice command to make sure the children/virtual assistant is listening.

PSHE



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

KS1 Module 1, Unit 4 - Session 2: Beginnings and Endings

The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle.

Music



Tempo: Snail and Mouse – Lesson 3

Begin with a recap activity to reinforce keeping the beat using the *Snail and Mouse Rhyme*, first as a whole group, then in pairs with peer feedback. Introduce the lesson focus through an attention grabber using body and vocal warm-ups, contrasting slow and fast beats. Model and practise movements and vocal sounds at different speeds. For the main activity, listen to or sing the *Snail and Mouse Song*, identifying differences in tempo. Teach the words and tune using “my turn, your turn.” Children practise in pairs, adding actions to show beat and speed. Conclude with paired performances and reflective feedback.

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Art/DT



LO: To develop an initial sketch for an observational drawing.

Start by handing out sketchbooks and displaying the “Keyword” presentation, asking children to find examples of the word ‘tone’ in their sketchbooks, use it correctly in a sentence, and think of related words. Next, give each child a soft toy and explain that they will draw the toy, first looking for shapes. Model identifying shapes by holding up a toy and “drawing” the shapes over it, then have children discuss in pairs what shapes they see, noting any organic shapes. Hand out sketchbooks and drawing materials and show the “Drawing What You See” video up to 0:58, demonstrating how to lightly sketch simple shapes before refining with details and shading. Children practise sketching their toys lightly, then refine their drawings in their sketchbooks. For the final piece, give each child A3 cartridge paper to carefully observe, lightly sketch shapes, and create a detailed drawing, referring to practice sketches. Conclude by discussing how starting with shapes has helped accuracy, ensuring all work is named and stored for the next lesson.

P.E. Real PE



Learning Goals

Learning Behaviour



Understand Performance

Emerging

- I can understand and follow simple rules.
- I can name some things I am good at.

Expected

- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.

Exceeding

- I can explain what I am doing well and begun to identify areas for improvement.

Fundamental Movement Skills



Dynamic Balance
Dynamic Balance



Static Balance
Stance

In this unit, the children will develop and apply their dynamic balance on a line and stance 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

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P.E. Fitness

PE Games and Activities

Catch Don't Catch

Equipment needed – ball or small beanbag

Players stand in a circle with their arms crossed. One player in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball! If a player does the wrong thing or misses the ball, they're out! Listen very carefully!

Communicating with school

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