

## 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, Mrs Day and Mr McEvelly**



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

<b>Teachers:</b>	Mr McEvelly and Mrs Day	<b>Year group:</b>	Year 2	<b>Date:</b>	11.05.26
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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R.E.



**LO:** To know that Jesus returned to heaven 40 days after he rose.

**Big Question:**

This lesson for Year 1 and 2 children explore the Ascension, when Jesus went up to heaven after rising from the dead. We will talk about how Jesus promised to send the Holy Spirit to help his friends. We will think about how the disciples might have felt—maybe sad that Jesus was leaving, but also happy and hopeful because of his promise. Children will reflect on the event through discussion and simple questions.

**Activity:** Children to complete a short written reflection and completing an “I wonder...” question, such as “I wonder how the disciples felt when Jesus left them?”

### Gospel of the Week

On Sunday 10th May 2026 the Gospel is from **John 14:15-21**. In this reading Jesus tells His friends that if they love Him they will try to live the way He teaches. He promises to ask the Father to send the **Holy Spirit**, whom He calls the *Advocate*, to be with them always, even though they will no longer see Him. Jesus says He will never leave them alone and that His Spirit will be with them to help and guide them. For children, this Gospel teaches that when we love Jesus and follow His way, we are never alone because the Holy Spirit is with us to help us every day.

### Gospel Values and Virtues – Grateful and Generous

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Grateful and Generous**. Children will learn to recognise God’s gifts in their lives and respond with thanks. Through prayer, stories and reflection, they will practise expressing gratitude for others and the world around them. Pupils will be encouraged to show generosity by sharing, helping and being kind in their words and actions. Teachers will model thankfulness and giving, supporting children to understand how small acts can make a difference. Throughout the half term, pupils will use these virtues to build positive relationships and contribute to a caring, supportive classroom community.

### Catholic Social Teaching – Common Good


This half term, KS1 will explore the Catholic Social Teaching principle of the **Common Good**. Children will learn that this means thinking about what is best for everyone, not just ourselves. Pupils will be encouraged to share, take turns and care for their classroom environment so all can feel safe and happy. Through stories, discussion and daily routines, teachers will model fairness, cooperation and respect. Understanding the Common Good helps children see how their actions affect others. Throughout the half term, pupils will practise making positive choices, working together and contributing to a supportive and caring community.

**LO:** To understand why keeping promises is important.


**Big Question:**

Children explore the meaning of the word “promise” through discussion and activities. Create a class “promise word web” to gather ideas and examples. Discuss the meaning of promises in simple terms and what happens when you don’t keep a promise. Encourage children to think of everyday promises people make. Share the story of Jesus promising to send the Holy Spirit, highlighting key words He said. Discuss why this promise was important and how promises can help build trust, linking children’s own experiences with the concept.

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<p>Textbook C – Unit 11: Time / Problem Solving and Efficient Methods</p>					
<p><b>Maths</b></p> 	<p>4. Minutes in an Hour</p>	<p>5. Hours in a Day</p>	<p>Consolidation</p>	<p>1. My Way, Your Way!</p>	<p>2. Use Number Facts</p>
<p><b>English</b></p>	<p>For the next 4 weeks we will be focusing on the story, <b>If all the world were...</b>                  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>				

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	<p><b>LO:</b> To use subordinating conjunctions <i>if</i> and <i>because</i>. Read the page with the empty chair and the sentence ‘but some tales are silent’ what has happened here? Explain how it tells us the grandad has died. Children receive a letter of sorrow from the child in the story. How could we comfort this girl? Look back at the tips from last lesson – how could we use these tips to help the girl?</p> <p><b>Activity:</b> To write a letter to the girl, providing her with comfort and advice – making sure we use <i>if</i> and <i>because</i>.<b>Extension:</b> Try and include <i>could</i>, <i>should</i> and <i>would</i> in the text.</p>	<p><b>LO:</b> To use the conjunction <i>because</i> to explain. Read to the end of the book – what objects did the girl find that brought back memories? Why does the author repeat the line ‘You’re too old to hold hands?’ It is an echo of what the grandad said at the beginning of the story. ‘But I still hold his giant hand’ – this shows us that the girl feels that her grandad is still with her and she can hold on to the memories she has. Have 6 special memory objects available to model sentences with.</p> <p><b>Activity:</b> Ask children to think about the 6 objects that are special to them – these could be objects from fun days out, gifts, a sentimental item, a photo. Children will then write a short explanation of why they have chosen a special object.</p>	<p><b>LO:</b> To describe objects using noun phrases. Provide children with a range of memory nouns on card strips, e.g. loss, love, joy, sadness etc. Sort these into happy and sad nouns. Explore the suffixes -ment and -ness using the folding cards. Look at happiness and how the y turns into an i.</p> <p><b>Activity:</b> Match the memories from last lesson to some of the memory nouns from today e.g. a dried petal of love, a shell of happiness.</p>	<p><b>LO:</b> To plan a poem. Return to the page where it mentions painting over sad places. Explain that we are going to write a poem filled with love and joy to paint out the sadness. Read the whole text again.</p> <p><b>Activity:</b> In each segment of the kaleidoscope poetry planner – children will write a noun phrase from lesson 5 – then write down a sad noun that wasn’t used in lesson 6. This is so each segment contains opposite nouns e.g. a special shell of happiness and then the word sadness.</p>	
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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

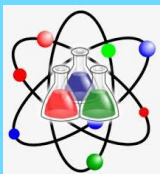
the they one  
a be once  
do he ask  
to me friend  
today she school  
of we put  
said no push  
says go pull  
are so full  
were by house  
was my our  
is here  
his there  
has where  
I love  
you come  
your some

Year 2

door gold plant clothes  
floor hold path busy  
poor told bath people  
because every hour water  
find great move again  
kind break prove half  
mind steak improve money  
behind pretty sure Mr  
child beautiful sugar Mrs  
children after eye parents  
wild fast could Christmas  
climb last should everybody  
most past would even  
only father who  
both class whole  
old grass any  
cold pass many



Science



Lesson 5 – Micro-safaris

Students will research the habitats, basic needs, and offspring of African animals, using their findings to create safari scenes in trays with plastic toys and natural materials. They will discuss and collate information about a variety of animals, exploring how they survive and grow from babies into adults. Activities encourage observation, classification, and using ideas to answer questions, combining creativity with scientific enquiry.

Students work individually or in pairs to design and build miniature safari habitats, including details such as shelter, food, and interactions between animals. They will share their work with peers, reflecting on the characteristics and needs of different animals. This session develops research skills, imagination, and understanding of animal life cycles and habitats, while giving students the opportunity to present their learning visually and collaboratively.

## OLC WEEKLY LEARNING PLAN

### Comparing Countries of the UK

#### Geography



#### **Lesson 3: What are the capital cities of the UK?**

Start with a quick recall about hamlets and towns as a class.

What is a capital city? The most important city in a country – where the leaders work (presidents or Kings), it is like the boss city.

Activity: can children match the capital city to the correct country?

Look at the outlines on the board, what can children notice? Link this to map outlines and how you can spot key features of an area based on how it looks on the map. Can children match the map to the outline on the board?

Activity: Label the capital cities on the map.

Extension: Label the seas and the oceans on the map.

#### Computing



### Algorithms and Debugging

#### **Lesson 5: Unplugged Debugging**

**LO:** To understand what debugging is.

Recap everything they have learned about algorithms, decomposition and abstraction.

Review sets of instructions – if you follow these, is it the right outcome? Did something go wrong? How can we fix this?

Children are to build identical robots in pairs by following sets of instructions. If the outcome isn't the same then you need to see if you can spot the bug in the instructions and debug it to fix it.

#### PSHE



### Life to the Full

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

KS1 Module 2, Unit 4, Session 4: Can you help me? (Part 2)

#### Music





### Singing: On This Island – Lesson 5

Begin by revisiting environmental sounds and combining them into a short vocal warm-up that explores pitch changes. Review and sing the unit songs—My Bonnie Lies Over the Ocean, Lavender's Blue, and London Bridge is Falling Down—with attention to posture, breathing, and accuracy.

In groups, pupils refine previously created soundscape compositions, improving structure, dynamics, tempo, or added actions, and organising symbols to show a clear beginning, middle, and end. Groups rehearse and perform their composition followed by the linked song, creating a musical journey through seaside, countryside, and city. Conclude with recorded performances and reflective self-evaluation using appropriate musical vocabulary.

## OLC WEEKLY LEARNING PLAN

<p><b>Art/DT</b></p> 	<p><b>Craft and Design: Map It Out</b></p> <p><b>Lesson 5: Gallery Experience</b></p> <p><b>LO:</b> To present artwork and evaluate it against a design brief. Discuss which artwork children have liked best over the course of this half term.</p> <p>Children are going to display their artwork in a class gallery and label their artwork so it is easy to navigate when showing off their new designs.</p>
<p><b>P.E. Real PE</b></p> 	
<p><b>P.E. Fitness</b></p>	<p><b>PE Fitness Session</b></p> <p>This half-term overview outlines 30-minute KS1 fitness sessions designed to develop fundamental movement skills, coordination, and overall physical fitness. Each session includes a warm-up, main activity, and cool-down, using fun, engaging games to build stamina, agility, and strength. Activities may include tag games, relay races, obstacle courses, and simple circuit stations. Examples include “Traffic Lights” for speed and control, “Animal Movements” for strength and coordination, and “Beanbag Balance” for stability. Sessions promote teamwork, listening skills, and confidence, ensuring all pupils are active and included while developing a positive attitude towards physical activity and healthy lifestyles.</p>

### Communicating with school

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