

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 McEvilly




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

Teachers:	Mr McEvilly and Mrs Day	Year group :	Year 2	Date:	13.04.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>LO: To describe the thoughts and feelings of the women who went to the Tomb.</p>	<p>Gospel of the Week</p> <p>On Sunday 12th April 2026, the Gospel is from John 20:19-31. It tells the story of Jesus appearing to His disciples after He rose from the dead. The disciples were afraid, but Jesus came to them and said, “Peace be with you.” He showed them His hands and His side so they would know He was really alive. Thomas was not there at first and didn’t believe until he saw Jesus himself. From this story, children can learn that Jesus loves us even when we are afraid, He helps us believe when we have doubts, and we can trust Him always.</p>	<p>Gospel Values and Virtues –</p> <p>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.</p>	<p>Catholic Social Teaching –</p> <p>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.</p>	<p>LO: To know that Easter is when we celebrate Jesus’ rising.</p>
	<p>Lesson 1 – The Empty Tomb</p> <p>Revise with children the main focus of the Season of Easter. Share the story of the women visiting the empty tomb. Discuss how the women may have felt when they discovered Jesus’ body was no longer there, considering emotions such as happy, confused or frightened. Role-play the story to deepen understanding. Children to orally rehearse sentences using ‘I’ imagining that they are the women finding the empty tomb in preparation for writing them in their books.</p> <p>Activity: Pupils write in role as a woman or disciple, starting sentences with “I”,</p>				<p>Lesson 2 – The Resurrection</p> <p>What would you have said when you discovered that Jesus had risen from the dead? Discuss what resurrection means and why Jesus had to be dead for 3 days. Children think about the emotions the women and disciples may have felt, such as joy, amazement and gratitude. Discuss how thankful they would be to know that Jesus is alive. Share ideas as a class and orally rehearse simple responses. Children then reflect on their own thoughts and feelings.</p> <p>Activity: Children write a thank you prayer to</p>

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	describing what they saw and what happened.				God, expressing gratitude for bringing Jesus back to life and for the hope of Easter. Encourage children to speak their prayer aloud with confidence in class together.
Textbook C – Unit 10: Fractions					
<p>Maths</p> 	<p>1. Introducing Parts and Wholes</p>	<p>2. Equal and Unequal Parts</p>	<p>3. Recognise a Half</p>	<p>4. Find a Half</p>	<p>Consolidation</p>
<p>English</p>	<p>For the next 4 weeks we will be focusing on the story, Jim and the Beanstalk. 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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Shared reading: Read up to, "I hope they have cornflakes". Make predictions about what children think will happen next and ask them to explain why they think that. Shared writing: Model scribing some responses from children about what they think will happen in the story under the following headings. What happens when Jim gets to the top? When Jim gets to the top... Who will be at the top? Jim will meet... What happens when Jim meets the character at the top? When Jim meets... What might happen at the end of the story? At the end....

Plenary: Share responses and predictions about the story and create a class predictions page, adding to the scribed writing. Now, read up to, "...you're quite safe". What do children think will happen now? Does that change any of our ideas? Add to the shared responses.

Additional Year 1
Suggestions: Show children the following

Children create their own giant words by replacing/f/with different consonants and rhyming -um words. **Plenary:** Look at the word giant. Phonically blend it. What would you expect the/g/phoneme to sound like? Look at other words starting in /g/from the text, e.g. growing, gold, glasses, good, get 'em. Now read the words gem, giant, magic, energy. Sort words according to the knowledge. What spelling pattern is the rule? Try putting /g/ in the phrase 'Gee-gi-gogum'. How would the rule affect how we pronounced it?

Additional Year 1
Suggestions: Ensure the word cards are accessible for children to use as they have a go at writing their predictions. Follow learning as per original Writing Root.

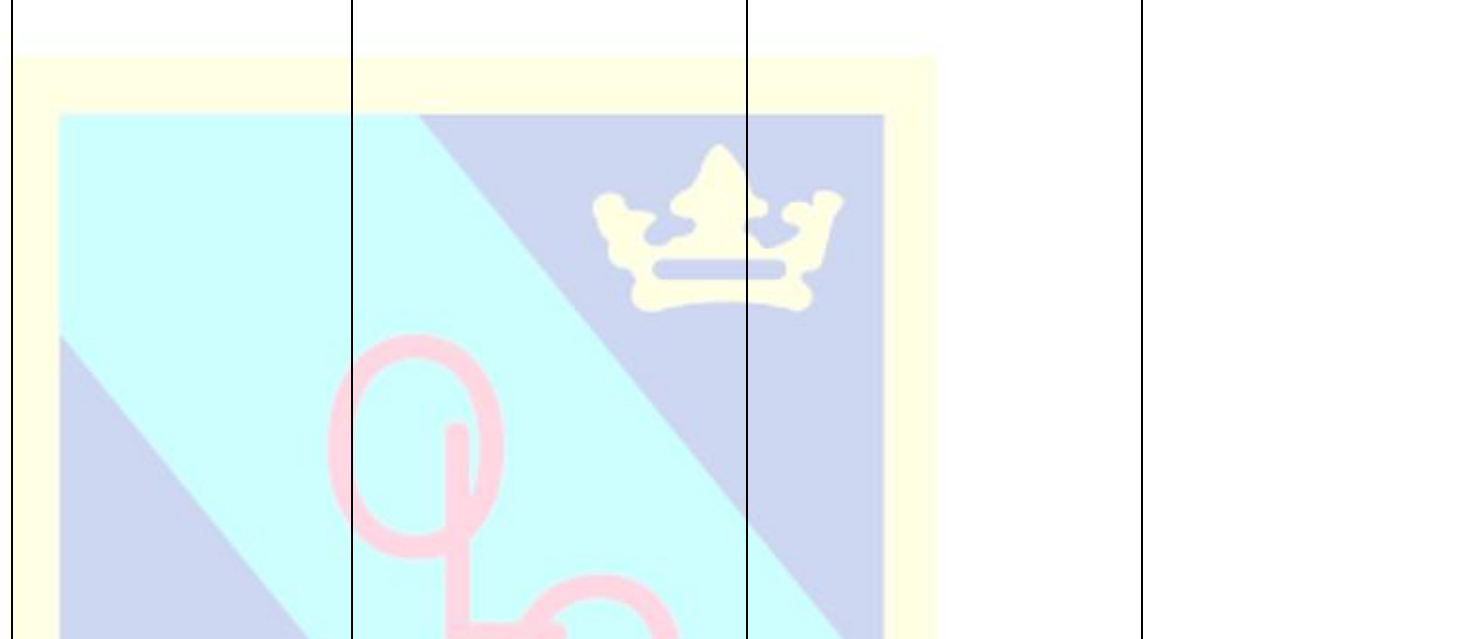
Suggestions: Human sentences: For each of the illustrations, have a set of word cards that can be used to create a sentence to match the image. Support children to create human sentences by deciding what order the words need to go in and where the full stop needs to go, e.g. Jim climbed up the beanstalk. Model creating further simple sentences with capital letters and full stops.

words that end in 'y', replace the 'y' with an 'i'. Ask children to use the words from their grid to create a short paragraph about Jim, or complete this as a shared writing activity and display on the working wall.

Additional Year 1
Suggestions: Provide children with illustrations from the story that show the following verbs in action. Give children these verbs on cards and support them to label the illustrations with the correct verb. Suffix-fixers: Change each verb into its past tense form by adding the suffix -ed. You might want to use strips of paper that are folded to do this. Children label illustrations with their suffix fixers.

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nouns written and cut out on cards. Draw attention to the capital letter to start Jim. beanstalk door castle Jim Show children matching illustrations from the story and support them to label these with the nouns. Encourage children to use the initial sounds and known phonemes to read or make attempts at reading the words that will support them with matching nouns to pictures.



Phonics



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

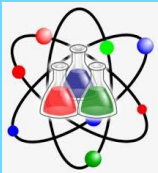
the they one
 a be once
 do he ask
 to me friend
 today she school
 of we put
 said no push
 says go pull
 are so full
 were by house
 was my our
 is here
 his there
 has where
 I love
 you come
 your some

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 1 – Different Kinds of Animals

LO: To identify and categorise animals based on common features

Students will explore the characteristics of animals using plastic toys, discussing and recording facts around large outlines of different creatures. They will identify common animals, including birds, fish, amphibians, reptiles, mammals, and invertebrates, and classify them as carnivores, herbivores, or omnivores. Students will compare structures, noting similarities and differences, and recognise that animals, including humans, produce offspring that grow into adults. Through questioning, observation, and classification, they will use their ideas to suggest answers. Activities include passing around plastic animals, sharing existing knowledge, and sorting them into groups based on appearance, structure, or diet. Year 1 focuses on understanding animal groupings, while Year 2 explores dietary categories. Findings are recorded using large sheets, sticky notes, and markers.

Geography



Comparing Countries of the UK

Lesson 1: What is the UK?





Discuss the photo, can any children identify the countries? Explain how the UK is made up of 4 countries: England, Scotland, Wales and Northern Ireland – show what the countries look like on the map.

Interactive game – which photo is from the UK?

Look at comparing the sizes of the countries – which country in the UK is the biggest?

Activity: Label the countries of the UK on the map in books.

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Computing 	<p style="text-align: center;">Algorithms and Debugging</p> <p style="text-align: center;">Lesson 1: Dinosaur Algorithm</p> <p>LO: To decompose a game to predict the algorithms that are used. Recall prior knowledge of algorithms. Play an online game on Scratch of a dinosaur moving game and then discuss decomposition. Children will become the dinosaur from the game and provide sets of instructions to one another like in the virtual game. They are bringing the game to life.</p>
PSHE 	<p style="text-align: center;"><u>Life to the Full</u></p> <p style="text-align: center;">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p> <p style="text-align: center;">KS1 Module 2, Unit 4, Session 1 – Good and Bad Secrets</p>
Music 	<p style="text-align: center;"><u>Singing: On This Island – Lesson 1</u></p> <p>Begin by revisiting prior singing skills, including vocal change, posture, and emotional awareness in performance. Introduce vocal warm-ups that follow rising and falling pitch, then explore seaside imagery through sound-making and discussion. Using a map of the British Isles, explain the geographical focus before listening to and learning the folk song My Bonnie Lies Over the Ocean. Teach lyrics through echo speaking and singing, emphasising breathing at phrase endings, accurate pitch, and confident posture. Conclude with orchestral seaside listening, identifying tempo, dynamics, and mood, and provide opportunities for repeated singing practice to support memory and expressive performance.</p>
Art/DT 	<p style="text-align: center;"><u>Craft and Design: Map It Out</u></p> <p style="text-align: center;">Lesson 1: Creative Journey</p> <p>LO: To investigate maps as a stimulus for drawing. Sort images into 2 categories based on how they look e.g. old/new, real/imaginary etc. Discuss what a map is and how useful they are at showing routes – show a range of different maps. Children are then to draw a map of their route to school in their sketchbooks.</p>

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<p>P.E. Real PE</p> 	
<p>P.E. Fitness</p>	<p style="text-align: center;"><u>PE Fitness Session</u></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