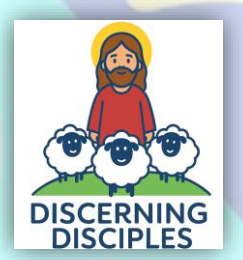
OLC WEEKLY LEARNING PLAN

Message from the Teachers…

Our Lady of Compassion watch over your children.



Gospel Values and Virtues -

In

We are love our Phonics Bugs

We are so looking forward to another busy week!

We are looking forward to another busy week!
Mrs Redfern, Miss Dowling & Mrs M Mrs Redfern,

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

OLC WEEKLY LEARNING PLAN

Teachers:	Miss Dowling & Mrs Mitchell	Year group:	Year 1	Date:	02.11.26

R.E.	***The Bible is a special, holy book that tells us about God and how He loves everyone.***		***The Bible is split into two parts, the Old Testament and New Testament. The whole Bible records how people grow to know God***		***The gospels record the Good News that Jesus brings us.***
Maths	**LO: Break apart (1)** **Pages: 93-95**	**LO: Break apart (2)** **Pages: 96-98**	**LO: Fact families** **Pages: 99-101**	**LO: Break apart (1)** **Pages: 93-95**	**LO: Break apart (2)** **Pages: 96-98**

	All: **Yr1/2:**	**Whole Class- LO: To Show children the following nouns written and cut out on cards. Draw attention to the capital letter to start Jim.**	**Al-Y1 / Y2 LO: To substitute consonants to make rhyming words and learn the spelling pattern for g before e, i, and y**	**All-LO: Year 1 Learning Objective:** **To use a capital letter for the personal pronoun**
English	**INSET**	**Show children matching illustrations from the story**	**Whole Class:** **Read up to the point where Jim**	**Explain that when we use I as a word, we use a**

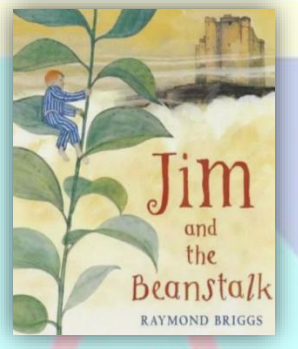
OLC WEEKLY LEARNING PLAN

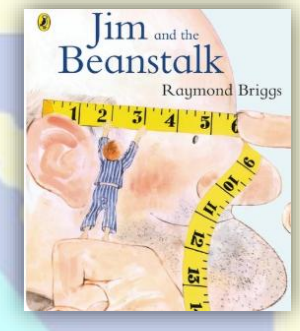
		and support them to label these with the nouns. Encourage children to use the initial sounds and known phonemes to read or make attempts at reading the words that will support them with matching nouns to pictures. Ensure the word cards are accessible for children to use as they have a go at writing their predictions. 	has given the Giant the wig and he says, "And my appetite has come back too…" Set up a giant's footprint in the playground - this could be made from card, or an outline in soil/gravel. If possible, cordon the area off with police tape (the footprint could also be linked to maths objectives). Discover the footprint and a note saying 'Fee-fi-fo-fum'. What do we think could happen next in the story? Independent Work Giant talk: "Fee-fi-fo-fum. I'm feeling hungry, here I come!" What could we replace the /f/ phoneme with? Play with sounds,	capital letter wherever the word comes in a sentence. Read the following sentences out loud one at a time. Ask children to shout 'Aye, aye (I, I) captain!' whenever they hear/spot the letter I. I am feeling a bit scared. I think I might leave. I hope he doesn't get angry if I say I want to go home. Support children to use a capital letter as they use the personal pronoun I in their writing.

			allowing children time to replace the /f/ with different alternatives, e.g. 'Hee-hi-ho-hum. I want food in my tum!' 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	

			spelling pattern. What is the rule? Try putting /g/ in the phrase 'Gee-gi-go-gum'. How would the rule affect how we pronounced it? Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions) Writing Root Resources Police tape Footprint	
Reading	Jim and the Beanstalk – Raymond Briggs			

OLC WEEKLY LEARNING PLAN



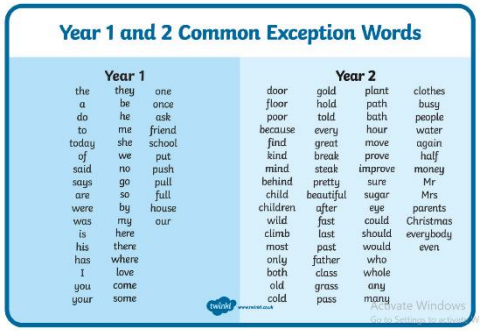


SPAG



Phonic Bugs

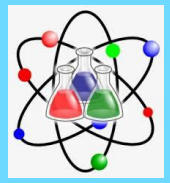
KS1 Common Exception Words- Ninja Spelling Week



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



In this lesson, children will learn to identify, name and locate the main parts of the human body. The lesson begins with a discussion about what the body can do and why different body parts are important. Children will sing a familiar action song such as *Heads, Shoulders, Knees and Toes* to introduce key vocabulary in an engaging way. The teacher will then use a large body outline or model to identify and label body parts including the head, eyes, ears, nose, mouth, arms, hands, legs and feet.

During the main activity, children will work in pairs or small groups to match labels to the correct body parts on a body outline. They will practise saying the names aloud to develop their vocabulary and confidence. The teacher will encourage discussion about how each body part helps us in everyday life.

To consolidate learning, children will play a simple game such as *Simon Says* to reinforce body part recognition through movement. In the plenary, pupils will draw a person and label the body parts they have learned. The lesson

	will assess children's ability to identify and name basic body parts accurately while developing observation, communication and scientific language skills. .
History	**Great Fire of London** 
Computing	**Programming: Virtual Bee-Bot (5 Lessons)** Overview - Exploring programming using a virtual Bee-Bot, learning how commands and sequences control movement. Pupils practise creating precise instructions, planning and inputting sequences to navigate virtual Bee-Bot worlds. They identify and correct errors in their instructions, developing an understanding of debugging. Pupils apply their skills to complete simple programming challenges. **Lesson 2: LO: To create a short video showing how to program a virtual Bee-Bot.** Recap the previous lesson by discussing the commands used to control a virtual Bee-Bot. Explain that children can create their own instructions and share these with others. Model how to plan a sequence of commands and record a short video demonstrating the Bee-Bot moving to a chosen destination. Children work in pairs to plan their sequence, practising precise instructions and checking that their Bee-Bot follows them correctly. Encourage children to test, identify mistakes and make changes where necessary. Discuss the importance of creating and owning their own digital work. **Final activity:** Children create and record a short video demonstrating their virtual Bee-Bot successfully completing a planned journey.

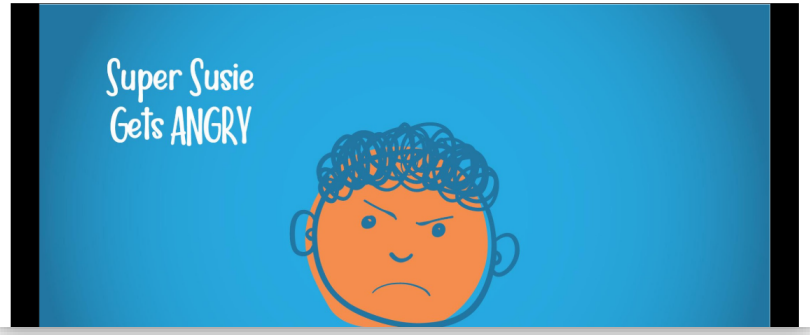
OLC WEEKLY LEARNING PLAN

PSHE

Life to the Full Plus - Key Stage 1 - Module 1 - Unit 3

Session 3: Super Susie Gets Angry

Using the knowledge they gained from Zoe and Joey over the previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.

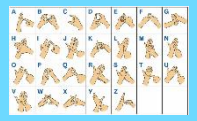


Super Susie Gets Angry – Ten Ten Resources

- **Simple strategies for managing feelings and maintaining good behaviour**
- **That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes**
- **That Jesus died on the cross so that we would be forgiven**

OLC WEEKLY LEARNING PLAN

MFL



Family and Friends

Lesson Overview

This lesson contains 5 sections:

1. Introduction (Hawthorne's introduction to the lesson)
2. Main Teaching Video (Family and Friends Lesson Part One)
3. Code Breakers (CodeBreakers: Family and Friends)
4. Main Teaching Video (Family and Friends Lesson Part Two)
5. Recap (Family and Friends Recap)

THE SCHOOL OF SIGNS

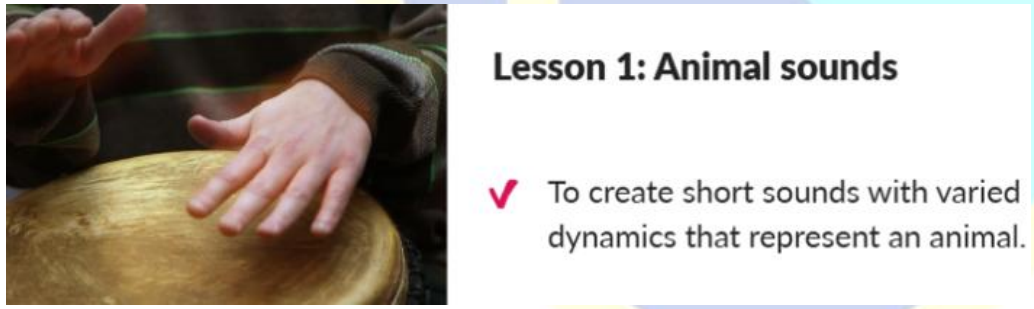
Music



Music > Key stage 1 > Year 2 > Animals: Call and response > Lesson 1: Animal sounds

KS1 Music Lesson Plan | Animals | Going on Safari

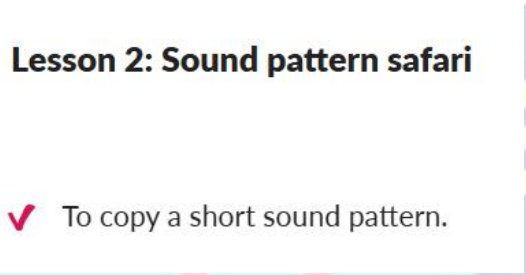




LO: To create short sounds with varied dynamics that represent an animal.

- I can change the volume of my sound.

OLC WEEKLY LEARNING PLAN

	• I can create different dynamics using the same instrument. • I can work as part of a group to create a short section of sounds that represents an animal.   **LO: To copy a short sound pattern.** • **I can describe my ideas about a piece of music.** • **I can accurately copy a sound pattern by clapping.** • **I can clap a sound pattern in time with the music.**
Art 	In this Year 1 art lesson, children will create a human body picture using a range of materials while developing their understanding of the main parts of the body. The lesson will begin with a discussion about body parts and a quick action song, such as Heads, Shoulders, Knees and Toes, to reinforce key vocabulary. The teacher will model how to create a person using simple shapes and collage materials, demonstrating how to add features such as eyes, ears, nose, mouth, arms, hands, legs and feet. Children will then create their own human body artwork using coloured paper, crayons, paints or pencils. They will be encouraged to observe their own features using mirrors and add details to make their artwork unique. Throughout the activity, the teacher will reinforce the names and locations of body parts through questioning and discussion. To conclude the lesson, children will share their finished artwork with the class and identify the body parts they have included. This activity develops creativity, fine motor skills and observational drawing skills while supporting children's scientific understanding of the human body.
P.E. 	**Fundamentals** *Unit of Work*