

## 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:	13.10.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



**LO:** Retell the story and identify feelings of when Jesus was presented at the temple.

Jesus took part in lots of different celebrations in his life as he is very important and is the Son of God. One of the very first celebrations was Jesus being presented by Mary and Joseph in the Temple.

Watch this video about Jesus being presented at the temple and watch up to 1 minute 30

[https://www.youtube.com/watch?v=x\\_qw\\_PH6tyM](https://www.youtube.com/watch?v=x_qw_PH6tyM) – find the story in the children’s Bible so the children are exposed to both accounts.

Ask children how the different people were feeling during this time? How was Mary feeling when she presented Jesus to the crowd? How was Joseph feeling when he presented Jesus to the crowd?

## Gospel of the Week

Second Book of Kings  
5:14-17

Naaman was sick with a skin disease called leprosy. A prophet named Elisha told him to wash in the Jordan River seven times. Naaman listened, and after he did, he was completely healed—his skin was smooth like a little child's!

Naaman was so thankful that he told Elisha, “Now I know that the one true God is in Israel!” He tried to give Elisha a gift to say thank you, but Elisha wouldn’t take it.

Instead, Naaman asked to take some soil from Israel home

## Gospel Values and Virtues

### We are growing to be eloquent and truthful.

**Eloquent** means using words well — speaking or writing clearly so others can understand what we think and feel.

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!

**Truthful** means telling the truth and being honest. Jesus said, “*I am the way, the truth, and the life.*” So when we are truthful, we are living like Jesus and

## Month of the Holy Rosary

This month, we celebrate the month of the Holy Rosary. Throughout October, we will have class discussions and worship using the rosary beads.

We will pray for what the children would like to pray for and keep these people in our minds.




**LO:** Identify how Mary and Joseph were feeling during Jesus’ early life.





Recap last lesson by retelling the story of the celebration of Jesus being presented at the temple. How were Mary, Joseph, Simeon and Anna feeling at this time? Introduce the story of Jesus getting lost in the temple. Watch the video from last lesson but watch until the end

[https://www.youtube.com/watch?v=x\\_qw\\_PH6tyM](https://www.youtube.com/watch?v=x_qw_PH6tyM) – ask children to retell the story. Why do you think Jesus wanted to listen to the

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	<p>How was Simeon feeling when he was introduced to Jesus, the saviour? How was Anna feeling when she heard the news that the saviour is here? Why did Anna tell everyone the saviour was here? Activity: In groups, children will retell the story of the presentation of Jesus and add some speech about how the crowds were feeling during this time.</p>	<p>with him, because from now on, he would only worship the Lord, the true God.</p>	<p>doing what makes God happy.</p>		<p>religious men at the temple? When a child gets lost, it is a very scary time for the parents because they do not know where their child is. Activity: Create an emotion graph for Mary and Joseph when they gave birth to Jesus, when Jesus was presented at the temple, when Jesus got lost and when he was found again.</p>
	Textbook A				
<p><b>Maths</b></p> 	<p>Write number sentences</p>	<p>Fact families – addition facts</p>	<p>Fact families – addition facts</p>	<p>Number bonds</p>	<p>Number bonds</p>
<p><b>English</b></p>	<p>For the next 3 weeks we will be focusing on the story ‘<b>Stanley’s Stick – John Hegley</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>Fine Motor</b> – Hand and finger exercise videos <b>Handwriting</b> – letter ‘b’ <b>Oracy</b> – <b>Writing</b> – Write this sentence.</p>	<p><b>Fine Motor</b> – Hand and finger exercise videos <b>Handwriting</b> – letter ‘k’ <b>Oracy</b> – <b>Writing</b> – Write this sentence.</p>	<p><b>Fine Motor</b> – Hand and finger exercise videos <b>Handwriting</b> – letter ‘p’ <b>Oracy</b> – <b>Writing</b> - To write a sentence offering advice.</p>	<p><b>Fine Motor</b> – Hand and finger exercise videos <b>Handwriting</b> – letter ‘a’ <b>Oracy</b> – <b>Writing</b> - To write a sentence offering advice.</p>																																																																																																																															
<p><b>Phonics</b></p> 	<p><b>Phonics Bug Phonics</b> Phase 2, Phase 3, Phase 5</p>																																																																																																																																		
<p><b>Spelling &amp; Handwriting</b></p> 	<p>Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words</p>	<div><h3>Year 1 and 2 Common Exception Words</h3><table><thead><tr><th colspan="3">Year 1</th><th colspan="4">Year 2</th></tr></thead><tbody><tr><td>the</td><td>they</td><td>one</td><td>door</td><td>gold</td><td>plant</td><td>clothes</td></tr><tr><td>a</td><td>be</td><td>once</td><td>floor</td><td>hold</td><td>path</td><td>busy</td></tr><tr><td>do</td><td>he</td><td>ask</td><td>poor</td><td>told</td><td>bath</td><td>people</td></tr><tr><td>to</td><td>me</td><td>friend</td><td>because</td><td>every</td><td>hour</td><td>water</td></tr><tr><td>today</td><td>she</td><td>school</td><td>find</td><td>great</td><td>move</td><td>again</td></tr><tr><td>of</td><td>we</td><td>put</td><td>kind</td><td>break</td><td>prove</td><td>half</td></tr><tr><td>said</td><td>no</td><td>push</td><td>mind</td><td>steak</td><td>improve</td><td>money</td></tr><tr><td>says</td><td>go</td><td>pull</td><td>behind</td><td>pretty</td><td>sure</td><td>Mr</td></tr><tr><td>are</td><td>so</td><td>full</td><td>child</td><td>beautiful</td><td>sugar</td><td>Mrs</td></tr><tr><td>were</td><td>by</td><td>house</td><td>children</td><td>after</td><td>eye</td><td>parents</td></tr><tr><td>was</td><td>my</td><td>our</td><td>wild</td><td>fast</td><td>could</td><td>Christmas</td></tr><tr><td>is</td><td>here</td><td></td><td>climb</td><td>last</td><td>should</td><td>everybody</td></tr><tr><td>his</td><td>there</td><td></td><td>most</td><td>past</td><td>would</td><td>even</td></tr><tr><td>has</td><td>where</td><td></td><td>only</td><td>father</td><td>who</td><td></td></tr><tr><td>I</td><td>love</td><td></td><td>both</td><td>class</td><td>whole</td><td></td></tr><tr><td>you</td><td>come</td><td></td><td>old</td><td>grass</td><td>any</td><td></td></tr><tr><td>your</td><td>some</td><td></td><td>cold</td><td>pass</td><td>many</td><td></td></tr></tbody></table> <a href="https://www.twinkl.co.uk">www.twinkl.co.uk</a></div>				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	
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<p><b>Science</b></p>	<p>Ask the children to share which foods they often have for lunch or eat regularly at home. Show an example of the lunch box template from the <i>Healthy Lunch Boxes</i> resource and invite them to describe what they know about each section, beginning with the easiest to recognise — the fruit. Place the fruit in the centre of the lunch box, then add the vegetables. Explain that “carbs” is short for carbohydrates, which include foods such as bread, pasta, rice, and potatoes. Place the bread in the carbohydrate section. Next, explain that protein foods include cheese, meat, eggs, and</p>																																																																																																																																		



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	<p>milk, and fill that section using the protein samples. Look together at the completed lunch box and discuss: What do you notice? Which section is the largest (vegetables)? Are you surprised? Which section did you expect to be the biggest? Talk about what this teaches us about a healthy lunch box — that it should have more vegetables, small portions of fruit and snacks, and balanced amounts of protein and carbohydrates. Finally, ask children to look again at the large lunch box and compare section sizes. Show the first page of the resource, identify common healthy foods, then have them cut out and stick food photos into their own lunch boxes.</p>
<p><b>Computing</b></p> 	<p>Begin by displaying the <i>Agree or Disagree?</i> presentation and giving the children time to think or discuss their ideas with a partner. Then, show the <i>Three Little Pigs</i> presentation and read the story aloud. Discuss the key scenes and any images that came to mind while listening. Next, show slide 1 from the <i>Drawing a Story</i> presentation and explain that each child will choose one scene from the story to illustrate using the Sketchpad link. Ask them to plan which images they will include. Show slide 2 to demonstrate how to use the brushes: click the brush icon, experiment with different styles, and discuss which brushes work best for features such as the straw house. Remind them to clear their screens before beginning. Using slide 3, model how to create a background with the fill tool and paintbrush, showing how to adjust colours and sizes to make grass, clouds, or sky. Slide 4 introduces creating the house using brushes or clipart, while slide 5 demonstrates how to add and edit clipart images like the pigs, wolf, or sun. Finally, show slide 6 to discuss the brushes and textures used in an example image, then allow the children time to create their own illustrated scenes.</p>
<p><b>PSHE</b></p> 	
<p><b>Music</b></p> 	<p style="text-align: center;"><b><u>Keeping the Pulse – My Favourite Things</u></b> <b><u>Lesson 4: Reading Sound Patterns</u></b></p> <p>In <b>Rhythmic Copyback</b>, children sit in a circle, sway to a steady beat, and copy rhythms played by the teacher using instruments. They take turns copying and creating simple rhythms, often based on nursery rhymes, then repeat the activity with music to reinforce pulse and rhythm.</p> <p>In <b>Reading Rhythms</b>, children learn to read rhythm patterns shown in heart shapes, representing the pulse and beat. They practise in pairs by swaying, speaking, and tapping the rhythms, then perform them for the class, finishing by playing along with music.</p>

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Art/DT



### DT – Textiles: Puppets Lesson 3: Making and Joining my Puppet

Children will use their designs from last lesson and cut around their template using felt and scissors. Children will need to do this twice to get a front and back for their puppet.

Next, children will use glue stick, PVA glue or staples to stick their puppet together, whilst avoiding sticking too wide so they can still fit their hands in the puppet. We will then decorate these next lessons.

P.E.  
Real PE



### Learning Goals

#### Learning Behaviour



#### Stay on Task

##### Emerging

- I enjoy working on simple tasks with help.

##### Expected

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

##### Exceeding

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

#### Fundamental Movement Skills



Coordination  
Footwork



Static Balance  
One Leg Balance



Bike



Pirate

In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.



##### Emerging

I can complete **some** yellow challenges



##### Expected

I can complete **all** yellow challenges



##### Exceeding

I can complete **some** green challenges

### Parachute Games

**Focus:** Teamwork, upper body strength, fun!

**Warm Up: Waves Game:** Shake the parachute softly, then harder.

**Name Game:** Call someone's name and they run under.

**Main Activity: Popcorn:** Throw soft balls on top and shake the parachute.

**Mushroom:** Lift up and sit under the parachute.

P.E.  
Fitness

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**Cat & Mouse:** One child underneath, one on top crawling.

**Colour Call:** Call a colour, and that child runs under.

**Cool Down:** Sit around the parachute and make small waves while singing or breathing.

### Communicating with school

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

