

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 McEville



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

Teachers:	Mr McEville and Mrs Day	Year group:	Year 2	Date:	18.05.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To know that Jesus' promise to send the Holy Spirit was fulfilled at Pentecost.

Big Question:

Share the story of Pentecost with the children, focusing on the experiences and feelings of the disciples. Use music and movement to help children explore and express what may have happened during this event. Work together to create a simple class mime to retell the story. Develop a class Pentecost word bank to support vocabulary and understanding.

Activity: For the final activity, children write from the perspective of one of the disciples, describing what happened on that day and how it felt.

Gospel of the Week

On Sunday 17th May 2026 the Gospel is **Matthew 28:16-20**, the *Great Commission* where the risen Jesus meets His disciples in Galilee. Some of them worship Him, and some still have doubts, but Jesus tells them that all authority in heaven and on earth has been given to Him. He sends them out to go and make disciples of all nations, to baptise people in the name of the Father, the Son and the Holy Spirit, and to teach them what He has taught. Jesus also promises that He will be with His followers always, until the end of time. From this reading children can learn that Jesus wants us to share His love with others, to help people know God, and that we never work alone because Jesus is always with us.

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.

Trip to the Black Country Museum

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<p>Textbook C – Unit 12: Problem Solving and Efficient Methods</p>					
<p>Maths</p> 	<p>3. Use a 100 Square</p>	<p>4. Getting Started</p>	<p>5. Missing Numbers</p>	<p>Consolidation</p>	<p>School Trip</p>
<p>English</p>	<p>For the next 4 weeks we will be focusing on the story, If all the world were... 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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	<p>LO: To write a poem using noun phrases. Model writing the beginning of a poem, drawing on key elements explored throughout the unit e.g. noun phrases, subordination, poetic details. <i>'If all the world were sorrow, I would scatter dried petals of love that covered the ground in a blanket of scented velvet. If all the world were fear, I would give everyone a necklace of hope that would spark joy whenever it was touched.'</i> Show how you have used your kaleidoscope poetry planner to help write my poem. Children can write their poem in any order as it is not a sequence narrative. Activity: Children to begin writing their poem into their books using their poetry plan from last lesson. Provide a scaffold sentence to help children with their writing If all the world were ..., I would </p>	<p>LO: To make simple improvements and edits. Return to the poem model example from last lesson and explain that today we are going to be improving our poem further on an overlap. Make improvements using repetition if needed like the author does. <i>'If all the world were sorrow, I would scatter dried petals of love that covered the ground in a blanket of scented velvet. If all the world were fear, I would give everyone a necklace of hope that would spark joy whenever it was touched. I would make my sister feel loved by hugging, hugging, hugging.'</i> Activity: Children are to re-read their work from last lesson and now improve part of their work on the overlap sheet adding in new noun phrases, subordinations, or an extra sentence of repetition like the author uses.</p>	<p>LO: To read a poem to an audience. Show a clip of the author Joseph Coelho reading his poem. Ask children to think about the tempo, pitch and volume of his voice (link to music). Watch the clip a few times to help children think of how they can read their poem aloud. Activity: Children are to then read their poem out loud to the class using pitch, tempo and volume. Bring children up at the same time so they are not alone for extra support.</p>	<p>LO: To create a kaleidoscope of memories illustration. Show children the page of the poem where there is a kaleidoscope of memories. Children will think about what memories they have used in their poem. Activity: Children will draw their own kaleidoscope of memories to go alongside their poem in their books.</p>	<p>School Trip</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

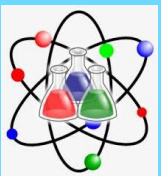
the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

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 6 – Tour Guides and Visitors

Students will build on their Tray Safari from the previous session by adding vehicles, people, signs, and other details to make the scene interactive. They will write and record an audio tour guide to explain the animals' characteristics, habitats, basic needs, and life cycles, including how they grow from babies into adults. Activities encourage observation, classification, and using research to communicate information clearly to others. Students will invite peers or visitors to explore the micro-safari, sharing knowledge about the animals and reflecting on the dangers and precautions associated with wild habitats. Year 1 and 2 students collaborate to create informative, imaginative safari experiences, combining creativity, scientific enquiry, and communication skills. This session develops teamwork, presentation skills, and understanding of animal life cycles, habitats, and survival, linking hands-on activity with research and discussion.

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Comparing Countries of the UK

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.

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.

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)

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.

Geography



Computing





PSHE



Music



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<p>Art/DT</p> 	<p>Craft and Design: Map It Out</p> <p>Lesson 5: Gallery Experience</p> <p>LO: To present artwork and evaluate it against a design brief. Discuss which artwork children have liked best over the course of this half term. 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>P.E. Real PE</p> 	
<p>P.E. Fitness</p>	<p>PE Fitness Session</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