

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:	16.03.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To understand the feelings and emotions of the people who welcomed Jesus

Big Question:

Begin the unit by recalling important times of the year and the stories or events linked to them. Explain that Holy Week is the time when Christians remember the final days of Jesus Christ on earth, including his death and resurrection. Introduce the story of Palm Sunday by showing the children real or paper palms and asking if they can remember the story. Encourage children to role-play the events of the story and make paper palm leaves to use during the activity. Discuss why people were happy to see Jesus and what they might have thought about him. Children can then complete a simple information chart using who, what, where, when, why and how, using both pictures and key words. Finish by decorating the word “Hosanna” for a class display.

Gospel of the Week

This Sunday’s Gospel tells the story of a woman who had done wrong things. Some people wanted to punish her, but Jesus showed kindness instead. He said, “Let anyone who has never sinned throw the first stone.” One by one, the people walked away. Jesus did not say her mistakes were okay, but he forgave her and told her to make better choices.

We learn that we should not be quick to judge others. Everyone makes mistakes. Jesus teaches us to be kind, to forgive, and to help others choose what is right, just as he does.

Gospel Values and Virtues –

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Intentional and Prophetic**. Children will learn that being intentional means making thoughtful, kind choices that reflect Jesus’ teachings. Being prophetic means speaking and acting for what is right, even in simple, everyday situations. Through Gospel stories, discussion and role play, pupils will explore how Jesus showed courage, fairness and love. They will practise using kind words, standing up for others and making positive choices in class and during play. By developing these virtues, children will grow in confidence, take responsibility for their actions and contribute to a caring classroom community.

Catholic Social Teaching –

This half term, KS1 will explore the Catholic Social Teaching principle of the **Option for the Poor**. Children will learn that this means caring especially for people who are poor, vulnerable or in need, just as Jesus did. Pupils will discuss ways we can show this through kindness, sharing, fundraising and including others in play. Teachers will model empathy and fairness, helping children understand that our choices can support those who have less. Understanding this principle encourages gratitude and compassion. Throughout the half term, children will practise generosity, notice when others need help, and take simple actions to make a positive difference.


LO: LO: To know the words and actions of Jesus at the Last Supper.

Big Question:

Children listen to the story of **The Last Supper**, recalling that it was the special meal shared by **Jesus Christ** and his disciples before his death. During the story, draw attention to the important words that Jesus said about the bread and the wine and why he asked his disciples to remember him. After listening, children discuss what they think Jesus might have been saying and why these words were important. As an activity, provide a picture of the Last Supper and ask children to add speech bubbles to show the words they remember Jesus saying.

Activity: Children can write simple phrases or key words in the bubbles, supported with adult guidance

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	<p>Activity: Children to create palm leaves and re-enact the story Jesus entering the town. Children can decorate the word “Hosanna” and reflect on what this means.</p>				<p>where needed. This activity helps children focus on listening carefully to the story and remembering the key message shared by Jesus with his disciples.</p>
<p>Textbook B: Introducing Mass and Capacity</p>					
<p>Maths</p> 	<p>Consolidation</p>	<p>Consolidation</p>	<p>4. Full and Empty</p>	<p>5. Measure Capacity</p>	<p>6. Compare Capacity</p>
<p>English</p>	<p>For the next 4 weeks we will be focusing on the story, Sidney, Stella and the Moon 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>				



Final Write!

Writing Our Title and Introduction – What is the Moon Like?

Children will begin by creating a bold, clear title for their fact file, such as *All About the Moon* or *Amazing Moon Facts!* Discuss how titles use capital letters and sit at the top of the page.

Model writing a short introduction together, for example: “The Moon is a large, round object in space. It shines brightly in the night sky.” Highlight the use of capital letters, finger spaces and full stops.

Introduce the first subheading: **What is the Moon like?** Explain that subheadings help organise information. Model writing simple factual sentences in the present tense, such as: “The Moon is made of rock and dust.” Encourage children to use expanded noun phrases, e.g., “The bright, dusty Moon.”

How the Moon Moves

Begin by revisiting yesterday’s writing and reading a few examples aloud to reinforce spoken language objectives. Introduce the new subheading: **How the Moon moves.** Model how to underline or clearly write the subheading so it stands out.

Teach children that the Moon orbits Earth and that it appears to change shape (phases). Model sentences such as: “The Moon moves around Earth.” “We see different shapes of the Moon.”

Demonstrate how to join ideas using “and,” “but,” and “because”. For example: “The Moon does not shine by itself because it reflects light from the Sun.”

Travelling to the Moon

Today’s lesson adds an exciting new section: **Travelling to the Moon.** Begin with discussion: How do astronauts get to the Moon? Introduce simple facts about rockets and space travel. Model writing the subheading clearly and explain that this section will tell the reader how humans have explored the Moon.

Share example sentences such as: “Astronauts travel to the Moon in a rocket.” “They wear special suits to help them breathe.” Encourage children to include interesting adjectives, e.g., “a powerful rocket” or “a heavy space suit.”

Model including a question for engagement: “Would you like to walk on the Moon?” and a fun fact: “Did you know astronauts bounce when they walk on the Moon?”

Children will write their own short section, focusing on capital letters, full stops, and

Fun Facts, Pictures and Captions

In the final lesson, children will complete their fact files with a **Fun Facts** section and add illustrations with captions. Begin by modelling the subheading **Fun Facts** and brainstorm exciting “Did you know?” sentences together, such as: “Did you know the Moon has no air?” or “Did you know the first astronauts landed on the Moon in 1969?”

Next, model drawing a clear picture of the Moon or a rocket and labelling key features. Demonstrate how to write a caption underneath, for example: “The Moon has many large craters.” Explain that captions tell the reader what the picture shows.

Children will add labelled drawings and captions to their fact file.

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Children will write their own title, introduction and first section. Challenge them to include a question to engage the reader, such as, "Did you know the Moon has craters?" linking to writing for purpose.

Encourage correct use of capital letters for "Earth," "Moon," and "Sun". Children will write a short paragraph under this subheading, aiming for clear sentences and consistent present tense. Support them with vocabulary banks and oral rehearsal before writing.

checking their sentences make sense by re-reading.

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

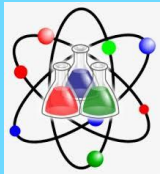
the they one
 a be once
 do he ask
 to me friend
 today she school
 of we put
 said no push
 says go pull
 are so full
 were by house
 was my our
 is here
 his there
 has where
 I love
 you come
 your some

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



Plants: Growing Things

Lesson 5: Bean Update

LO: Start the lesson by looking at the cress and how it is looking so far. How different is it now from when they first planted the seeds?

Recap the learning from 2 lessons ago when we planted the bean seeds. Can children identify where the leaves, stem and roots are?

After having a discussion, children can fill in the final section of the bean diary to show how it has grown over the last couple of weeks. Ensuring you also look at the one in the cupboard for comparison.

Activity: Once children have updated their bean diary, they are going to draw and label an image of a bean plant with the roots, stem, leaves and bean. Children will also write a short sentence with what key things plants need to be able to grow effectively.

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Hot and Cold Places

Geography



Lesson 6: How have real animals adapted to hot/cold places?

Start with a recall about whether it rains a lot in the desert – true or false?

Discuss how children are going to investigate how real animals have adapted to survive in the different climates. Explain what a climate is. Ask which animals the children think live in cold climates and which live in hot climates. Can they explain why? Complete question 1.

Complete the second question about a penguin and a chameleon. Can the children fill in the gaps correctly?

Computing



Algorithms Unplugged

Lesson 5: Debugging Directions

How can we make these instructions more detailed and precise? Discuss what it means to debug something. Complete the activity of something that has gone wrong. How can this be debugged so it can run smoothly? Using the maps, children can have a go at spotting the mistake in the set of instructions and working out what went wrong and how it can be fixed.

Prepare: Debugging sheet for partner work/maps

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

PSHE



KS1 Module 2, Unit 3 - Session 1: Real Life Online

Some people might consider life online to be 'non-real' – a 'virtual' reality. However, this session will help children understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too. This session introduces the internet for KS1: how they use it, what they love, what they find difficult – and that we need to establish some rules to keep us safe.

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Music



Pitch: Musical Me – Lesson 4

Begin by revisiting the correct order of phrases from the song *Once a Man Fell in a Well* through paired discussion and feedback. Introduce how pitch can rise, fall, or stay the same using listening and movement activities to demonstrate understanding. Provide tuned percussion instruments and model correct beater technique and care. Using a vertical glockenspiel representation, guide pupils to identify pitch direction, repeated notes, and starting notes, then practise playing and singing each phrase, noting similarities between the first three phrases and the contrasting final phrase. Conclude with paired performances, class feedback on accuracy, coordination, and technique, and reinforcement of correct musical understanding.

Art/DT



Design and Technology – Mechanisms: Making a Moving Storybook

In this Year 1 Design and Technology unit, pupils will explore simple slider mechanisms to create a moving storybook. Children will investigate side-to-side and up-and-down sliders, identifying the movement each mechanism produces and how it can be used to create purposeful motion within a picture. Through teacher modelling and practical exploration, pupils will examine examples of moving books and discuss how sliders help parts of an image move. Pupils will design their own moving page based on a familiar story, clearly labelling their drawings to show which parts will move and in which direction. They will then make their product, selecting appropriate materials and assembling their slider carefully to ensure it works as planned. Once completed, children will evaluate their moving storybook, identifying strengths and any weaknesses in the mechanism or design. They will suggest simple improvements, developing early skills in evaluation, problem-solving and purposeful design.

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P.E. Real PE



Learning Goals

Learning Behaviour



Explore and Describe

Emerging

- I can observe and copy others.

Expected

- I can explore and describe different movements.

Exceeding

- I can select and link movements together to fit a theme.
- I can begin to compare my movements and skills with those of others.

Fundamental Movement Skills



Coordination
Ball Skills



Counter Balance
Counter Balance



Clown



Seaside

In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games.



Emerging

I can complete **some** yellow challenges



Expected

I can complete **all** yellow challenges



Exceeding

I can complete **some** green challenges

P.E. Fitness

PE Games and Activities

Bench Ball

**Equipment needed – A bench for each team,
4/6 balls**

Class is split into two teams. Each team stands in their half of the space. At the back of their half is a bench. Balls are placed on the centre court line. The game is a bit like dodgeball, but if you are hit (below the hips only) you must stand on the bench at the back of the other team. Benched players can re-join the game by catching a ball and hitting someone on the opposing team (below the hips only!) The winning team is the one with the most players at the end of the game.

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Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk

