

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 McEville



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

Teachers:	Miss Hannah and Mr McEville	Year group:	Year 2	Date:	09.02.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



Gospel of the Week

Gospel Values and Virtues – Curious and Active

This half term, Year 2 pupils will develop the Gospel Values and Virtues of **Curious and Active** through their learning and daily routines. Children will be encouraged to ask questions, explore new ideas and wonder about the world God created. Through stories from the Gospel, pupils will reflect on Jesus’ example of curiosity, kindness and engagement with others. They will actively participate in discussions, role play, prayer and practical activities, showing enthusiasm and perseverance. Pupils will be supported to take responsibility for their learning, work collaboratively and respond positively to challenges, using their curiosity to deepen understanding and their active participation to serve others.

Catholic Social Teaching – Subsidiarity

This half term, Year 2 will explore the CST principle of **Subsidiarity**, which means that everyone should be supported to make choices and take responsibility at an appropriate level. Children will learn that they can do things for themselves, while knowing when to ask for help. Through classroom routines, group work and play, pupils will be encouraged to make simple decisions, solve problems and help others. Teachers will model listening, encouragement and trust, helping children grow in confidence and independence. Understanding subsidiarity will help pupils feel valued, develop responsibility and recognise how working together supports the wellbeing of the whole community.

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<p>Maths</p> 	<p>10 Times Tables</p>	<p>Divide by 10</p>	<p>5 Times Tables</p>	<p>Divide by 5</p>	<p>Consolidation</p>
<p>For the next 3 weeks we will be focusing on the story, Billy and the Beast. 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>					
<p>English</p> 	<p>Learning Objective: To write simple noun phrases.</p> <p>Lucky dip descriptions: Model creating simple noun phrases using lucky dip descriptions where adjectives need to be matched to nouns. Let the children use the lucky dip descriptions cards to generate some noun phrases of their own. Children use these to create a character description for Billy. Additional Year 2 - Extend to pairing adjectives with a comma e.g. big, curly hair. Explain to children what is meant by</p>	<p>Learning Objective: To know the rules for adding –s and –es.</p> <p>Look at The Beast’s recipe for terrible soup. What if he was having guests and needed to double everything? Model adapting the recipe to double everything and edit the ingredients so that they are plural e.g. 2 chopped onions. Make a teaching point of mice being the same when plural and deliberately re-write the fox ingredient as: The bushy tails of 2 foxes so that you can model using -es as a plural. What did he actually end up putting in because of Billy’s quick-thinking? Go back and look at what each animal was swapped with. Children write the recipe that The Beast actually made but using doubles e.g. 2 chopped onions 2 grated pinecones 2 sparkly feather dusters. What else could he add to his recipe? What’s the rule?</p>	<p>Learning Objective: To write commands.</p> <p>Begin the lesson by revisiting the story <i>Billy the Beast</i> and explaining to the children that they will be writing instructions for a beastly recipe. Share examples of simple recipes and discuss the key features of instructional writing, focusing on commands, ingredients lists and methods, and highlighting how recipes are clearly laid out. Explain that ingredients are often written using bullet points to make them easy to read. Conduct brief research into recipes so that children gain experience of the language used, such as action words and sequencing words. Play a circle game where one</p>	<p>Learning Objective: To write commands.</p> <p>Next, model the method section by writing clear command sentences using time words, for example, “First, grate some of the pickled mice,” and explain that methods are usually written in steps, one instruction per line. Show children how to lay this out clearly so it is easy to follow. Encourage children to think carefully about the order their instructions need to be in. Children then write their own beastly recipe method, choosing the type of dish they want to create, such as stew, casserole, soup, pie, curry, hotpot, stir-fry or paella. Throughout the</p>	

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'sidekick' and that heroes often have a sidekick. Children write a character description for Fatcat.

child is in the middle acting as *The Terrible Beast*, saying, "Ah ha ha! I'm going to make terrible soup and I'm going to grate some pickled mice," to model command language. Draw attention to suggested words containing split vowel digraphs, including *make*, *grate*, *pine*, *cone* and *mice*, and discuss their spelling. Model writing part of the role-play on the board, for example, "To make terrible soup you will need:" followed by a bullet-pointed list such as "• 2 pickled mice." Remind children about plurals previously explored, then allow them to write their own bullet-pointed list of ingredients, ensuring their work is neatly and clearly laid out like a real recipe.

lesson, remind pupils to use capital letters, full stops, fronted adverbials, imperative verbs and clear layout. Finish by asking children to reread their work to check it makes sense and is clearly organised like a recipe.

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



Plants: Growing Things

Science



Lesson 1: What's Growing Outside?

LO: Draw and identify different fruits, vegetables and plants.

Show the children a variety of fruits and vegetables. See what the children already know about these fruits and vegetables. Can children identify where the different fruits grow?

Show zoomed-in versions of different fruits and vegetables and see if children can identify the food.

Activity: Ask children to draw a picture of one of the zoomed-in fruits or vegetables and label it with a name and where it grows. Then draw a zoomed-in version of a plant that they know, this could be a flower, bush, tree etc.

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Hot and Cold Places

Geography



Lesson 3: Where are hot and cold places found on Earth?

Start with the quick recall of which word describes somewhere hot.

Discuss and show the children different versions of maps – globes, atlases, paper and online maps. See if children can spot any similarities and differences between the different maps. When looking at the maps, show children the different continents and see if children can identify them afterwards. Then complete question 1 in books – match the continent name to the continent image. Recall the learning from lesson 1 about temperatures of places around the school – and then show the map of the world with the temperature scale – why are some countries blue and some orange? Discuss the equator and how if a country is closer to the equator then the country will be hotter. Tick whether the countries are warm or cold based on where they are on the map on the screen.

Algorithms Unplugged

Computing



Lesson 3: Virtual Assistants

What is an algorithm? Look at the difference between inputs and outputs. Discuss how computers have jobs and must follow instructions, such as Siri and Alexa – these AI need to follow instructions correctly to make sure they are able to complete the task. Children are to now pretend to be AI or a computer and follow the instructions set by their partner. Children must use a voice command to make sure the children/virtual assistant is listening.

PSHE



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

KS1 Module 2, Unit 1 - Session 1: God Loves You

This session tells the story of 'The Prodigal Son' to show that God loves us, and nothing we can do will stop Him from loving us. Children will listen to an adapted version of 'The Prodigal Son' story and participate in activities and discussions to help them apply this story to their own lives.

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Tempo: Snail and Mouse – Lesson 4

Music



Begin with an instrumental warm-up, introducing clear signals for picking up and holding percussion instruments. Use “my turn, your turn” to copy rhythmic sounds, first slowly, then faster. Develop beat-keeping skills using the Heart Mat, modelling how to point to each heart in time while singing the snail and mouse verses at contrasting speeds. Children practise in pairs, reinforcing steady beat and tempo changes. Extend learning by transferring the beat to percussion instruments while singing the song, including “Ready, steady, off we go.” Provide opportunities for paired demonstrations. Conclude with group performances of each verse, recorded for reflection and feedback.

Art/DT



LO: To use tone and texture to create an observational drawing.

Begin by handing out the children’s sketches from Lesson 4 and ask them to discuss how they started their drawing, focusing on the simple shapes used, and which 2D or organic shapes formed the outline of their toy. Next, give out sketchbooks and a selection of drawing materials, asking children to revisit their texture rubbings from Lesson 2 and the texture words. In pairs, they discuss which textures they could apply to their toy drawing and how. Display the “Creating Textures” presentation, read the introduction, and ask children to sketch different textures in their sketchbooks for inspiration, discussing which parts of the toy each texture could represent. Show Käthe Kollwitz’s artwork, prompting discussion on light, dark, and tone, and play the “Drawing What You See” video from 0:58 to recap previous lessons. Children then select their toys, sketches, and drawing materials to add tone and texture to their drawings, referring to their sketchbooks. Conclude with the “Evaluation” presentation, having pairs use sentence starters to evaluate their work and suggest improvements.

Learning Goals

Learning Behaviour



Understand Performance

Emerging

- I can understand and follow simple rules.
- I can name some things I am good at.

Expected

- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.

Exceeding

- I can explain what I am doing well and begun to identify areas for improvement.

Fundamental Movement Skills



Dynamic Balance
Dynamic Balance



Static Balance
Stance

In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.

- Emerging**
I can complete **some** green challenges
- Expected**
I can complete **all** green challenges
- Exceeding**
I can complete **some** red challenges

P.E. Real PE



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P.E. Fitness

PE Games and Activities

Fast Reactions

Equipment needed – ball or small object per group.

Children get into groups of 3 or 4 with a ball or small object. Place the ball in the middle of the group. The teacher shouts commands to the children which they follow e.g. touch your head, touch your toes, hop on one foot etc.

As soon as the teacher shouts “ball”, the children need to grab the ball as quick as they can. The person who gets the ball first wins.

Communicating with school

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