

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

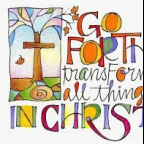


This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Miss Hannah and Mr McEvilly	Year group:	Year 2	Date:	06.10.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: Identify key elements of Mass.
Big Question: Why is Mass important?

Gospel of the Week

A reading from the Book of Habakkuk
1:2-3; 2:2-4

A man talks to God and says:

"God, why aren't you helping? There is so much fighting and sadness around me!"

Then God answers:

"Write down what I show you, because the time will come when everything will make sense. Even if it

Gospel Values

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

Class Worship

Feast Day of Our Lady of the Rosary and St John Henry Newman.

As a whole class, children will lead their class worship, pausing for reflection on the St John Henry Newman and saying a decade of the rosary during October.






LO: To recall different responses used at Mass.

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	<p>What is Mass? Why is it important? Who do we see at church?</p> <p>Show a few different artefacts that are found at Mass and children repeat the name.</p> <p>Quick quiz to see if children can remember the name of the artefact.</p> <p>Activity: Children to label the artefacts to show they can identify them.</p>	<p>seems slow, wait for it—it will happen at the right time.</p> <p>People who are proud won't last, but those who trust in Me and do what is right will live."</p>	<p>way, we are being creative just like God made us to be!</p> <p>Truthful means telling the truth and being honest.</p> <p>Jesus said, <i>"I am the way, the truth, and the life."</i></p> <p>So when we are truthful, we are living like Jesus and doing what makes God happy.</p>		<p>Recall: Ask children if they can remember any of the important artefacts used at Mass: pews, Holy Communion, chalice, rosary beads, font, vestment.</p> <p>Begin the lesson by talking about the importance of Mass and why it is important we listen and respond to the priest.</p> <p>Share some of the different greetings that the priest says and teach children the different responses. After the children have learnt the different sayings, children can work in pairs taking it in turns to be the priest or congregation to either say the greeting or the response.</p> <p>Activity: Children will match the priest's greeting to the correct response e.g. "The word of the Lord" "Thanks be to God".</p>
	Textbook A				

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Maths 	Learn number bonds	Add and subtract two multiples of 10	Complements to 100 (tens)	Add and subtract 1s	Consolidation
English 	<p>For the next 3 weeks we will be focusing on the story ‘Stanley’s Stick – John Hegley’</p> <p>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>				
Phonics 	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				

Spelling
&



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

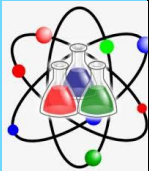
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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	

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Science






Begin the lesson by inviting a volunteer to identify an object in the feely bag. Ask them to feel it from the outside before reaching in, encouraging them to describe what they notice. While this happens, ask the class: *Which senses are we using to work out the object? Which are we not using?* (sight). Discuss how hearing and touch are working together, and then ask the children to name all five senses. Explain that our senses often work together to help us understand the world. Take the class outside and give each child a **sense card** from a bag. Explain that they will focus on that sense while exploring. For example, if they have “sight,” they should look carefully but try not to touch. Remind them it’s impossible to block other senses completely, but concentrating on one shows how it helps us explore. After exploring, gather together and share experiences. Was it surprising to focus on just one sense? Next, ask them to combine two senses—does it make things easier? Which senses work best together? Repeat with restrictions, such as closing eyes or blocking ears. Discuss how this changes the experience, linking to how blind people rely on other senses. Finally, talk about smell—flowers, leaves, soil—and when it’s especially important, like cooking. Conclude by highlighting how senses are powerful alone, but strongest when they work together.

Computing



Begin the session by displaying the presentation “**Gimme five!**” and giving children time for short paired discussions as an attention grabber. Move on to the “**Shape detectives**” presentation, showing slides 1–3. Model how to describe a shape by giving clues step by step, then reveal the answers (triangle, circle, rectangle) and celebrate correct guesses. Next, pair up the children and hand out the **Shape Detective sheet** (one per pair). Explain that they will take turns describing and guessing shapes with their partners. Allow time for both roles to be practised. For the main activity, display slide 1 of the “**Drawing shapes**” presentation, showing Kandinsky’s *Colour Study: Squares with Concentric Circles* (1913). Explain that pupils will create similar art using the online tool **Sketchpad**. Show how to log in to a device and recap why we use separate accounts (slide 3). Using slides 4–6, demonstrate changing background colour, selecting and resizing shapes, and adjusting “fill” and “outline” colours. On slide 7, model how to draw circles of different sizes, starting with the largest, and demonstrate drag-and-drop to move and layer them (slide 8). Finally, encourage pupils to experiment with other shapes, such as stars or hearts (slide 9).

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<p>PSHE</p> 	<p align="center">Life to the Full – Unit 1: Religious Understanding</p> <p>Unit 1 – Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.</p> <p align="center">Session 1: Let the Children Come – Day 4</p> <p align="center">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p>	
<p>Music</p> 	<p align="center"><u>Keeping the Pulse – My Favourite Things – Lesson 3: Using a Thinking Voice</u></p> <p>Finding the Pulse with Music: Children sit in a circle and listen to <i>Can't Stop the Feeling</i> for 30 seconds, moving their bodies (e.g., tapping, swaying) to feel the steady beat. They are then encouraged to continue moving to the pulse even after the music stops.</p> <p>Name Game Introduction: Using a heart mat with 8 hearts, children practise saying “My name’s ___” in time with the beat, and the class replies “Hello ___”. The teacher models this first, pointing to each heart in time.</p> <p>Understanding the Pulse: Children discuss what they noticed—such as pointing in order, tapping eight beats, taking a breath before speaking, and sitting with good posture.</p> <p>Paired Practice: In pairs, children take turns pointing to the hearts and speaking the name phrase in time. They switch roles and may perform for the class if they keep a steady beat (not confusing it with rhythm).</p> <p>Thinking Voice Practice: Children practise using a “thinking voice” (mouthing silently) while pointing to the pulse. They repeat the name game silently with their partners and then as a class using the heart mats and the backing track.</p>	
<p>Art/DT</p> 	<p align="center">DT – Textiles: Puppets</p> <p align="center">Lesson 3: Making and Joining my puppet</p> <p align="center">Making the Puppet – Key Steps:</p> <p>Join the fabric like a sandwich so the edges line up neatly.</p> <p>Take off the paper template and match the two fabric pieces.</p> <p>Watch the puppet-making video or watch your teacher show how to do it.</p>	

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Stick, staple or pin close to the edge — leave space for your hand to fit inside.

If you're using glue:

Mark with chalk or pen where the glue should go.
Don't spread glue too wide — your hand needs space!

Use **pegs or clips** to hold the fabric together while it dries.

While you work:

Use the **method you prefer**: pinning, stapling, or gluing.

If you finish early:

Help a friend, Add more to your design using last lesson's design sheet, Talk about how the fabric feels (e.g., soft, flexible).

Learning Goals

Learning Behaviour



Keep Trying

Emerging

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

Expected

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

Exceeding

- I know where I am with my learning.
- I have begun to challenge myself.

Fundamental Movement Skills



Coordination
Footwork



Static Balance
One Leg Balance

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges.



Emerging

I can complete **some** green challenges



Expected

I can complete **all** green challenges



Exceeding

I can complete **some** red challenges

P.E.



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Throwing and Catching Skills

Focus: Hand-eye coordination, ball control.

Warm Up: Ball Roll Tag: Roll a soft ball on the ground to try to touch others' feet.

Main Activity: Progressive Challenges:

1. Throw and catch with self.
2. Throw and catch with a partner.
3. Clap before catching.
4. Throw, turn around, catch.
5. Bounce and catch.
6. Aim at a target (bucket or hoop).

Use beanbags, small soft balls, or balloons.

Cool Down: Sit in a circle, gently pass a beanbag or ball while counting aloud together.

**P.E.
Fitness**

Communicating with school

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