

## 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.*

<b>Teachers:</b>	Mrs Mitchell and Miss Hannah	<b>Year group:</b>	Year 1	<b>Date:</b>	29.09.25
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

<p><b>R.E.</b></p> 	<p><b>LO:</b> Recognise the important celebrations that happen at church. <b>Big Question:</b> Why do we celebrate in churches?</p>	<p><b>Gospel of the Week</b></p>	<p><b>Gospel Values and Virtues</b></p>	<p><b>Class Worship</b></p>	<p><b>LO:</b> Identify key elements of Mass. <b>Big Question:</b> Why is Mass important?</p>
	<p>What is a celebration? Children to talk about celebrations in their personal life – Birthdays, Christmas, and school celebrations. Then link this to different Catholic celebrations such as Baptism, Holy Communion, Confirmation, Marriage etc. Ask if children had a baptism and if they can remember what it is? Discuss the importance of a Baptism and the relationship with God. Activity: Children to match the celebration to the artefact e.g. Baptism – Baptismal garment, Wedding – Wedding ring etc.</p>	<p>Book of Amos 6:1a, 4-7</p> <p>God says:</p> <p>"Trouble is coming to the people who live easy lives and don't care about others.</p> <p>They lie on fancy beds and relax on soft couches.</p> <p>They eat the best food— lamb and baby cows— and make up songs while</p>	<p><b>We are growing to be eloquent and truthful.</b></p> <p><b>Eloquent</b> means using words well — speaking or writing clearly so others can understand what we think and feel.</p> <p>We can also share our thoughts in other ways, like through <b>music, drama, painting, or dancing</b>. When we use our gifts in a fun, honest, and meaningful way, we are being creative just like God made us to be!</p> <p><b>Truthful</b> means telling the truth and being honest. Jesus said, "<i>I am the way, the truth, and the life.</i>" So when we are truthful, we</p>	<p>Feast Day of Guardian Angels</p> <p>As a whole class, children will lead their class worship, pausing for reflection on the Guardian Angels.</p>	<p>What is Mass? Why is it important? Who do we see at church? Show a few different artefacts that are found at Mass and children repeat the name. Quick quiz to see if children can remember the name of the artefact. Activity: Children to label the artefacts to show they can identify them.</p>

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playing  
music.

They drink  
lots of wine  
and use the  
nicest oils on  
their skin.



But they  
don't feel  
sad  
when their  
people are in  
trouble.

Because of  
this,  
they will be  
the first to  
be taken  
away from  
their land,  
and their fun  
times will  
come to an  
end."

are living like Jesus and  
doing what makes God  
happy.

Textbook A

# OLC WEEKLY LEARNING PLAN

<div>Maths</div> <div></div>	<, > or =	Compare numbers	Compare numbers	Order objects and numbers	Order objects and numbers
<div>English</div> <div></div>	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.				
	<div><b>Fine Motor</b> – Fine Motor Skills hand yoga warm up</div> <div><b>Handwriting</b> – curly caterpillar letters ‘g’</div> <div><b>Oracy</b> – Discuss the creative use of a stick, using imagination answer the question ‘what is your stick?’ ‘My stick is a _____’, e.g flute, toothbrush, pencil.</div>	<div><b>Fine Motor</b> – Fine Motor Skills hand yoga warm up</div> <div><b>Handwriting</b> – curly caterpillar letters ‘q’</div> <div><b>Oracy</b> – Recap from yesterday, orally rehearsing in the past tense ‘My stick was a flute.’</div> <div><b>Writing Activity</b> – Write the sentence in</div>	<div><b>Fine Motor</b> – Fine Motor Skills hand yoga warm up</div> <div><b>Handwriting</b> – curly caterpillar letters ‘e’</div> <div><b>Oracy</b> – Show the front cover of Stanley’s Stick. Read the title and identify the author and the illustrator. Ask: What do you think Stanley is doing with his stick? Read the first double-page spread up to ‘carries his stick with him’. Identify Stanley and his parents on the station platform.</div> <div><b>Writing Activity</b> - Provide time for children to orally compose their own questions prompted by the picture of Stanley and his parents, using the talk to</div>	<div><b>Fine Motor</b> – Fine Motor Skills hand yoga warm up</div> <div><b>Handwriting</b> – curly caterpillar letters ‘s’</div> <div><b>Oracy</b> – Read up to ‘says Bertie’. Re-read this section of the story and ask children to identify all of the different objects that Stanley’s stick becomes e.g. a whistle, a banana, a match, a dinosaur, a rocket, a spoon, a pencil, a slug rescuer and a fishing rod.</div> <div><b>Writing Activity</b> – Show the illustration of Stanley using the stick as a match. Model looking at the amazing adjectives words and identifying which adjectives do and do not describe the match aloud. E.g. ‘The</div>	

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their books  
focusing on  
past tense.  
Use  
conjunction  
'and' 'My  
stick was a  
flute and I  
played a  
tune on it.'

the hand resource as  
needed.

match is long and it is  
useful.'

Phonics

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

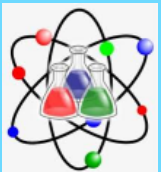
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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



Ask the children to sit in a circle to explore a range of fruits and vegetables. In small groups, encourage them to use all their senses and hand lenses to investigate the foods by smelling, feeling, touching, and describing what they notice. Prompt discussion by asking questions linked to each sense, such as: “Do you like any of these foods?”, “Does anyone like green fruits?”, “Can you think of something else that is crunchy?”, “What does the skin feel like?”, “What does it sound like when you tap it with your finger?”, “Does anyone else have one with a bumpy skin?”, and “Does its smell remind you of anything else?”. After exploring, introduce the terms *identifying* and *classifying* and explain their meanings. As a class, use two large hoops to create a Venn diagram and guide the children to think about different ways to classify the fruits and vegetables, discussing their ideas and taking pictures to record their work.

Computing



Start by showing the *Brain Dump* presentation and letting children share ideas, then display slide 1 of *Digital Artwork* to compare four types of artwork and discuss what tools may have been used. Explain with slide 2 that much modern art is made on computers. Introduce the *Click and Drag* presentation and demonstrate in Sketchpad how to change the background colour with the fill tool (slides 2–3). Use slides 4–7 to model creating repeated images, asking children to copy steps while stressing the key words “click” and “drag.” Show how to choose a clipart stamp, resize by dragging sideways, and rotate by moving the mouse in a circle, then let them practise. With slides 10–11, demonstrate how to use the select arrow to move, resize, stretch, or rotate images, and point out the undo and redo buttons. Ask children to recap how to change the background and select a stamp, then open a new document and create repeated patterns with stamps and colours, reminding them to focus on making clear, organised designs instead of random collections.

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<p><b>PSHE</b></p> 	<p><b>Life to the Full – Unit 1: Religious Understanding</b></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><b>Session 1: Let the Children Come – Day 3</b></p> <p><a href="https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/">https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</a></p>
<p><b>Music</b></p> 	<p><b><u>Keeping the Pulse – My Favourite Things – Lesson 3: Using a Thinking Voice</u></b></p> <p><b>Finding the Pulse with Music:</b> 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><b>Name Game Introduction:</b> 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><b>Understanding the Pulse:</b> 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><b>Paired Practice:</b> 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><b>Thinking Voice Practice:</b> 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><b>Art/DT</b></p> 	<p><b>DT – Textiles: Puppets</b></p> <p><b>Lesson 2: Designing my Puppet</b></p> <p>Recap learning from last lesson about joining fabrics and the different methods of sticking.</p> <p>Explain that children will be creating hand puppet and decorate it themselves. What would you like your puppet to look like? What fabric would you like to use?</p> <p>Activity: Children will design their puppet ready to begin making next lesson.</p>

## OLC WEEKLY LEARNING PLAN

### 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

### P.E. Fitness

### Dance and Movement

**Focus:** Rhythm, coordination, expression.

**Warm Up:** Simple dance moves to upbeat music (clapping, shoulder rolls, jumping jacks).

**Main Activity: Dance Routine:** Teach a simple 4-part dance (repeatable and fun):

- 4 counts of clapping
- 4 counts of marching
- 4 counts of jumping
- 4 counts of spinning

→ Put it to music like *"Can't Stop the Feeling"* (clean edits)

- **Freestyle Dance Freeze:** When music stops, freeze!

**Cool Down:** Slow music with gentle stretching and swaying.



## OLC WEEKLY LEARNING PLAN

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

