

Message from your teachers:



Our Lady of Compassion- School Feast Day 15.09.2026



This year, we will continue to live as Jesus taught us by becoming Discerning Disciples: We have learnt so much about the story of Creation and we love to look after our planet. We are also enjoying our online assemblies by Dan and Emily each day!

We have enjoyed seeing all the wonderful pictures that you have brought in from home for your class display boards. If you haven't already, try to bring in a picture of a **special moment or a favourite thing**.

We look forward to sharing our **Working Together** meeting with your family on **Wednesday 16th September**.

Thank you for your continued support and we look forward to our next busy week ahead!

Miss Dowling, Mrs Redfern & Mrs Mitchell

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

Teachers:	Mrs Redfern & Miss Dowling	Year group:	Year 2	Date:	14.09.26
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OLC WEEKLY LEARNING PLAN

R.E. 	Knowledge Statement: The Creed tells everyone what Catholics believe.		Knowledge Statement: We say the Creed together sometimes at Mass. The Creed says God made heaven and earth, and everything we can see and cannot see.		Knowledge Statement: The Creed tells everyone what Catholics believe. We say the Creed together sometimes at Mass. The Creed says God made heaven and earth, and everything we can see and cannot see.	
	Maths- Unit 1 Numbers to 100 	LO: Use a Place Value Grid Text Book Pages: 28-31 Practice Book Pages: 21-23	LO: Partition Numbers to 100 (Part 1) Text Book Pages: 32-35 Practice Book Pages: 24-26	LO: Partition Numbers to 100 (Part 2) Text Book Pages: 32-35 Practice Book Pages: 27-29	LO: Partition Numbers within 100 Text book Pages: 36-39 Practice Book Pages:30-32	Write Numbers to 100 in expanded form Text Book Pages: 24-27 Practice Book Pages 33-3

OLC WEEKLY LEARNING PLAN

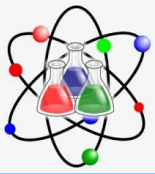
English 	LO: To write sentences using conjunctions.	LO: To use simple adjectives to describe a setting.	LO: To write in the first person using the days of the week.	LO: To consider other characters feelings in a story.
	Input: Read the story of the Naughty Bus up to ‘but when I’m full up...’ – what do you think might happen next? What does the word but mean? Oracy: Make predictions together as a class. Then read the next page, did anyone make the correct prediction? Read up to ‘And nothing must stand in my way!’. Discuss how in school we follow school rules, let’s think about some rules. Main Activity: Write some rules for the Naughty Bus using a conjunction, e.g. but, and, because, so. Yr 1: Write rules for the bus. Think of and rehearse orally together as a class the bus rules.	Input: Recap what has happened already in the story using talk partners to sequence the story. Discuss the importance of adjectives and how they help you understand what is in the book when there are no pictures. Read a simple sentence “The bus drove by”. Is this an exciting sentence? No – there is no description – I struggle to picture this in my head. What can help improve this sentence? Now say a sentence with adjectives/expanded noun phrases “The bright red, double-decker bus drove quickly past the tiny toys in the messy classroom.” Is this more interesting? Yes. Main Activity: Using a picture from the story so far and write sentences with adjectives to describe it.	Input: Read to the end of the book and then have images of the events of the story – using their oracy skills with a partner, children to retell the story from memory with the image prompts. Encourage use of ‘first, next, after that...’ time adverbials. Main Activity: Children will write in their books pretending to be the bus using the days of the week. Yr 1: This will be supported and scaffolded with sentence stems. Yr 2: E.g. On Monday I was given to a little boy. Continue this using the days of the week in the correct order. – There will be images on the board and as a handout for the events in the correct order.	Input: Re-read the story, ask children what sort of things the bus got up to. If it was their toy, would they be happy with the mess that the bus is causing? In role, pretend they are different characters in the book – this could be the boy, the other toys, the fish in the pond or the boy’s parents – they will answer questions to think about how these actions make other characters feel. This can be done in pairs, and then a few children can come up and share their ideas. Main Activity: Role play children have had a go at pretending to be upset characters, using oracy skills ensure that the role play has a back and forth (conversational) approach to encourage turn-taking.

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	E.g. 'Slow down and do not crash.' 'Have fun but be kind to others.' Y2: E.g. 'You should have fun but not spoil games.' 'You must slow down and not speed up!' Extension – use command words e.g. Slow, Don't and use exclamation marks for the rules.	Year 1: Write a sentence for the picture using at least 1 adjective. Year 2: Write sentences for the picture using at least 2 adjectives.		
Reading 	Class Reading Books			
SPAG 	Phonic Bugs KS1 Common Exception Words- ninja Spelling Week 2			

Unit – Seasonal Changes

Science



- Understand the changes that take place in autumn.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies Using their observations and ideas to suggest answers to question autumn hibernate weather protect harvest.
- Rain gauges, drawing and colouring resources if designing the den, or junk modelling resources if creating a model.



**History
The Great
Fire of
London**



The Great Fire of London: Lesson 2 – What were the problems with London in 1666?

Pupils begin with a short quiz to recall prior learning about London in 1666. They watch an animated recreation of London and discuss differences between the city then and now, focusing on houses, streets, building materials and overcrowding. Using historical images and information cards, pupils identify fire hazards and explain why these features increased the danger of fire. The class explores how the word *because* helps turn information into an explanation. Pupils then imagine they are inspectors for King Charles II and record fire hazards before completing a learning review.

Programming: Virtual Bee-Bot (5 Lessons)

Computing



Overview - Exploring programming using a virtual Bee-Bot, learning how commands and sequences control movement. Pupils practise creating precise instructions, planning and inputting sequences to navigate virtual Bee-Bot worlds. They identify and correct errors in their instructions, developing an understanding of debugging. Pupils apply their skills to complete simple programming challenges.

Lesson 1: LO: To explore and use a virtual Bee-Bot.

Introduce the virtual Bee-Bot and discuss how it can be controlled using different buttons. Recap the meaning of an algorithm as a clear set of instructions and introduce the idea of cause and effect. Children explore the virtual Bee-Bot, experimenting with the forward, backward, left and right buttons and observing how each command affects its movement. Encourage children to predict what will happen before testing their instructions and discuss any mistakes they make. Model how commands can be combined to create a simple sequence for the Bee-Bot to follow.

Final activity: Children create and test a simple sequence of commands to move the virtual Bee-Bot to a chosen destination.

Session 1: Let the Children Come

[Let the Children Come – Ten Ten Resources](#)

Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love. These daily sessions contain teaching and time for spiritual development and emotional learning which underpins the entire Life to the Full programme, so proper time and space should be allowed for them.



Daily Prayer Videos- Day 1, 2, 3, 4, 5

PSHE



M LO: We are created individually by God

T LO God wants us to talk to Him often through the day and treat Him as our best friend

W LO: God has created us, His children, to know, love and serve Him

T LO: We are created as a unity of body, mind and spirit: who we are matters and what we do matters

F: LO: We can give thanks to God in different ways

Success Criteria-Actively engage with the story, activities and discussions each day and be able to recall and articulate their learning

MFL- BSL



Deaf Awareness

This lesson contains 3 sections:

Introduction (Hawthorne's introduction to the lesson)

Main Teaching Video (Deaf Awareness Lesson)

Recap (Deaf Awareness Recap)



https://theschoolofsigns.org.uk/lessons/4/lesson_contents

Music



Music > Key stage 1 > Year 2 > Animals: Call and response > Lesson 1: Animal sounds

[KS1 Music Lesson Plan](#) | [Animals](#) | [Going on Safari](#)

Animals: Call and response

Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments.



Lesson 1: Animal sounds

Listening to the sounds of some animals that can be found on safari and using instruments to replicate them.



LO: To create short sounds with varied dynamics that represent an animal.

- I can change the volume of my sound.
- I can create different dynamics using the same instrument.
- I can work as part of a group to create a short section of sounds that represents an animal.

Art



Sculpture and 3D: Paper Play (5 Lessons)

Overview - Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.

Lesson 2: LO: To explore how paper can be folded and rolled to create a 3D drawing.

Begin by recapping the techniques explored in the previous lesson, discussing how paper can be rolled, folded and manipulated to create different forms. Look at examples of 3D sculptures and discuss how lines and shapes can be brought into the space around us. Model different ways of folding and rolling paper, encouraging children to experiment with creating raised and curved forms. Children explore how they can use these techniques to make their own 3D drawing.

Final activity: Children create a 3D paper drawing by folding, rolling and shaping paper, then share and discuss their finished artwork.

OLC WEEKLY LEARNING PLAN



P.E.



Fundamentals

Unit of Work

Communicating with school

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