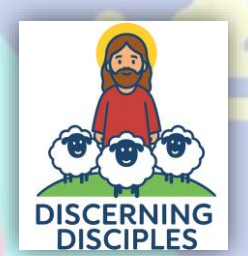
OLC WEEKLY LEARNING PLAN

Message from the Teachers…

Our Lady of Compassion watch over your children.



Branch 2 – Prophesy and Promise



Gospel Values and Virtues -Faith-filled and Hopeful

OLC WEEKLY LEARNING PLAN



During November we pray for the Holy Souls- My they all rest in peace.

As we are being both faith-filled and hopeful, we are also enjoying discovering so much more about Prophesy and Promise as Discerning Disciples.

We are love our Phonics Bugs lessons and we are enjoying our start using Ninja spellings.
In English we are excited by our dreams as we read The Magic Bed by John Burningham and we hope to have many exciting adventures together!



We are so looking forward to another busy week!

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

Teachers:	**Miss Dowling & Mrs Mitchell**	**Year group:**	**Year 1**	**Date:**	**09.11.26**

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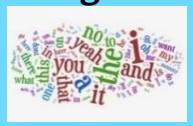
R.E. 	**The Angel Gabriel announces to Mary that God is calling her to be Jesus' mother.**	**Mary trusts God and says 'Yes' to His call, even when she is puzzled.**	**Mary is a role model for Christians because she shows faith and trust in God.**

Maths 	**LO: How many are left? (1) Pages 120-123**	**LO: How many are left? (2) Pages 124-127**	**LO: Break apart (1) Pages 128-131**	**LO: Break apart (2) Pages 132-135**	**LO: Fact families Pages 136-139**

English 	**LO:** To write expanded noun phrases to create a description.	**LO:** To identify characters' names (nouns) and use capital letters for proper nouns.	**LO:** To identify and sequence key events in a story.	**LO:** To identify a problem and predict a resolution in a story.
	All: Recap the story so far and the words gathered last week. Look at the other settings in the text on the IWB. **Yr1:** Children to create a short paragraph or section describing the setting they think is most exciting that they chose from last week. **Y2:** Add why, e.g. using conjunctions, because, as and so.	**All:** Discuss the meaning of a noun, highlight the difference between nouns and proper nouns. Reread the book and stop and point out any nouns. *Georgie, Frank, Granny gnome, tiger, dolphin, fairy, pirate, goose, witch.* **Yr1:** Children to write the names of characters within the book on worksheet, ensuring they capitalise those that are proper nouns.	**All:** Remind children of the main events of the story. *Georgie buys a bed from shop.* *Georgie comes up with magic word.* *Georgie travels over the city.* *He goes on holiday.* *Georgie travels to the jungle and other places* *Georgie finds his bed at the dump.* Working in pairs, can children identify the correct order? Without book, **re-tell story orally** using	**All:** Have pictures of other fantastical settings on IWB. Tell class they are creating a new adventure for Georgie. Have a discussion – where could he go? Why would he go? Would he be helping anyone? (like the tiger he helped). Model orally before letting the children orally rehearse further examples: *I think that Georgie will fly to dinosaur land because he's always wanted to see a T Rex.*

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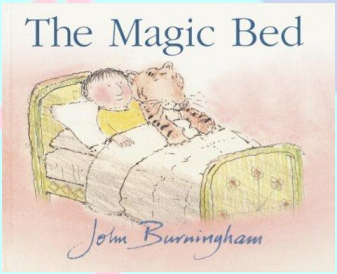
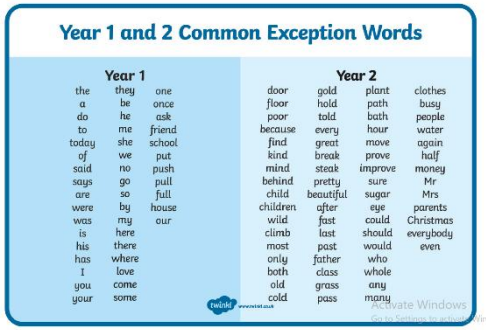
	The beach is exciting because there were some scary, mean pirates crossing the hot, golden sand and Georgie had to escape quickly.	**Yr2:** Children to complete task above but to then focus on pluralising the nouns to describe the characters. *goose -> geese* *witch -> witches* *fox -> foxes*	different locations to match those in the story. **Yr1&2:** Children to use bare-bones to organise the key events from the story, working in pairs.	**Yr1&2:** Children to choose a setting image (stick it in their book) use it to scaffold as modelled in the oral rehearsal: *I think that Georgie will fly/go/travel/ journey to …. because… I think that he will meet … and …. because* Children to write 1 sentence that they have rehearsed in their book under the image they have selected.
Reading	**The Magic Bed – John Burningham** 			
SPAG 	**Phonic Bugs** **KS1 Common Exception Words- Ninja Spelling Week**			

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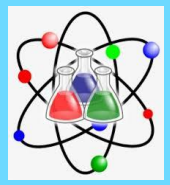
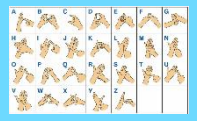
Science 	**Learn About Your Eyes and Sight** In this lesson, children will learn that their eyes allow them to see the world around them and that different parts of the eye work together to help us see. Begin with a retrieval activity by asking children to recall learning about the heart, brain and skeleton. Introduce the sense of sight by asking pupils to close their eyes while sounds are made around the classroom. Children discuss whether it is easier or harder to locate sounds without using sight and consider what life might be like without being able to see. Using the lesson presentation, teach the children about the basic parts of the eye, including the pupil, eyelashes and the role of the brain in sight. Introduce the rocket words: eye, pupil, brain, sight and eyelash. Children then complete an observational drawing of a classroom object, still life or partner, carefully focusing on the colours, shapes and details they can see. Challenge children to write a simple sentence describing what they observed. To conclude, sort pupils by eye colour and use a tally chart to identify the most and least common eye colours in the class. This allows children to practise observing, recording data and identifying patterns..
History	**Great Fire of London** 
Computing 	**Programming: Virtual Bee-Bot (5 Lessons)** 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 2: LO: To create a short video showing how to program a virtual Bee-Bot.** Recap the previous lesson by discussing the commands used to control a virtual Bee-Bot. Explain that children can create their own instructions and share these with others. Model how to plan a sequence of commands and record a short video demonstrating the Bee-Bot moving to a chosen destination. Children work in pairs to plan their sequence, practising precise instructions and checking that their Bee-Bot

	follows them correctly. Encourage children to test, identify mistakes and make changes where necessary. Discuss the importance of creating and owning their own digital work. **Final activity:** Children create and record a short video demonstrating their virtual Bee-Bot successfully completing a planned journey.
PSHE 	
MFL 	 **Family and Friends** Children will learn and practise BSL signs for family members and friends, including mum, dad, brother, sister, friend, and family. Through games, role-play, and signing activities, learners will introduce people who are important to them. By the end of the lesson, children will confidently recognise, understand, and use simple family and friendship signs.

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Music 	**Music – Christmas Carol Service** Music lessons will focus on learning and rehearsing songs for the school's Christmas Carol Service performance for parents. Children will develop their singing skills, learning the words, melodies and rhythms of a range of traditional and modern Christmas songs. Songs will include *Away in a Manger*, *Donkey Plodding* and *Love Shone Down*. Children will practise singing together, developing confidence, listening skills, clear diction and an awareness of keeping in time with others. Rehearsals will also focus on performing with expression and enthusiasm, helping children to prepare for a joyful and memorable Christmas performance.
Art 	**Remembrance Day and Holy Souls – Poppy Activity** Children will create their own remembrance poppies to mark Remembrance Day and reflect on the Holy Souls. Teachers will introduce the significance of the poppy and explain how it is used as a symbol of remembrance for those who have died in conflict. Children will be encouraged to draw, colour and decorate their own poppies, using a range of creative materials. This activity will provide an opportunity for children to express their understanding of remembrance, reflect on the importance of remembering others and consider those who are no longer with us. The finished poppies can be displayed in the classroom or around the school as a shared tribute.
P.E. 	