

## OLC WEEKLY LEARNING PLAN

### Message from the teachers:

We wanted to take a moment to recognise how hard all the children in KS1 have been working. They are making fantastic progress, and it is lovely to see their enthusiasm for learning!

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 McEvelly**



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

<b>Teachers:</b>	Miss Hannah and Mr McEvelly	<b>Year:</b>	2	<b>Date:</b>	9 <sup>th</sup> December 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Christmas Carol Practice	LO: To discuss how John the Baptist waited for Jesus.	Sunday's Gospel	Intentional and Prophetic	Advent

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RE

**SC:** Discuss how John the Baptist prepared everyone for Jesus.

Discuss who John the Baptist was and what he did.

Think about how we can prepare for Jesus.

**Big Question:** If John the Baptist was around today, how could he share his message?

**Recall:** What story did we look at last lesson? What did the angel tell Zechariah? Why could Zechariah not speak?

**Input:** Listen to the story of John the Baptist in the wilderness.  
<https://www.youtube.com/watch?v=F-MDVv6Yafo>

Who was John the Baptist? What was his role? How was the story of John the Baptist similar to Advent? John was waiting for Jesus to arrive and with Advent we are waiting for the birth of Jesus. – Both times we are awaiting Jesus' arrival.

What does prepare a way for the Lord mean? Make every effort to make a positive impact on those around us.

**Main Activity:** Year 1: How did John the Baptist prepare the

2nd Sunday of Advent

Luke 3:1-6 "Prepare the way of the Lord, make straight his paths."

We must have good and strong intentions that show we have planned and chose how to live as God wants us to. Every action we make has an impact on others. We must be prophetic by spreading the word of God through how we live our lives. How can we demonstrate how we are being intentional and prophetic?

During the month of Advent, we think about and pray for the preparation of Jesus. We await for this gift from God and make our Advent promise throughout the month of December leading up to Christmas.

Practice the walk with me prayer:




God our loving Father  
 We come to you today.  
 Be with us, hear us, guide us  
 In all we do and say.

You give us times and seasons,  
 Your spirit makes us grow.  
 In times of joy and sadness,  
 We see your blessings flow.


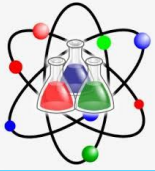
I place my life before you  
 In all my work and play.  
 I'll try to walk with Jesus,  
 And in his friendship stay.

Amen

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		<p>way for Jesus? Draw a picture of John the Baptist.</p> <p>Year 2: How did John the Baptist prepare the way for Jesus? How can we prepare for Jesus? Draw a picture of John the Baptist.</p> <p><b>Wrapping Up:</b> Who was John the Baptist? How did John the Baptist prepare the way for Jesus? How is this similar to the season of Advent?</p> <p><b>Big Question:</b> If John the Baptist was around today, how could he share his message?</p>			
 <p><b>Maths</b></p>	<p>Sort 2D shapes</p>	<p>Make patterns with 2D shapes</p>	<p>Count faces on 3D shapes</p>	<p>Count edges on 3D shapes</p>	<p>Count vertices on 3D shapes</p>
	<p>Pages 153-155</p>	<p>Pages 156-158</p>	<p>Pages 159-161</p>	<p>Pages 162-164</p>	<p>Pages 165-167</p>
 <p><b>Bug Club</b> <b>Phonics</b></p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				
	<p><b>LO:</b> To write a story based on a known narrative.</p>	<p><b>LO:</b> Tricky Word Practise</p>	<p><b>LO:</b> Tricky Word Practise</p>	<p><b>LO:</b> Tricky Word Practise</p>	<p>Christmas Carol Concert</p>
	<p><b>All:</b> Children to use the characters they described yesterday to write their own</p>	<p>Oral dictation – children to write the following 3 sentences into their books orally dictated by</p>	<p>Oral dictation – children to write the following 3 sentences into their books orally dictated by</p>	<p>Oral dictation – children to write the following 3 sentences into their books</p>	

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<p><b>English</b></p>	<p>story of unlikely friendship. Emphasise the use of antonyms small/big, can the children use superlatives smallest/biggest.</p> <p><b>Yr1/2:</b> Example - <i>Once upon a time, there was a penguin. The penguin was large and lonely. She had tiny, black eyes and scruffy, black and white feathers all over her body. She was so grumpy that she shouted at everyone. When she came into a room, the other animals were scared of her. The penguin was the meanest, grumpiest animal in town.</i></p>	<p>the teacher, focusing on correct spelling of the three common exception words.</p> <p>It <b>was</b> raining on Monday. Tim <b>likes</b> red cars. You <b>have</b> three dogs.</p>	<p>the teacher, focusing on correct spelling of the three common exception words.</p> <p><b>Your</b> friends are happy. <b>Come</b> to the shops. He <b>said</b> go away.</p>	<p>orally dictated by the teacher, focusing on correct spelling of the three common exception words.</p> <p>We <b>should</b> go to bed. <b>You</b> made me fall over. He is <b>only</b> small.</p>	
 <p><b>Spelling &amp; Handwriting</b></p>	<p>parents Christmas everybody even door</p>	<p>parents Christmas everybody even door</p>	<p>parents Christmas everybody even door</p>	<p>parents Christmas everybody even door</p>	<p>parents Christmas everybody even door</p>
 <p><b>Humanities</b></p>	<p><b>COMPUTING – CREATING MEDIA: DIGITAL IMAGERY</b></p> <p><b>Lesson 5: Photo Collage</b> <b>LO:</b> To create a photo collage. <b>SC:</b> I can organise photos on a page. I can resize and change the orientation of my images.</p>	<p><b>MUSIC – SOUND PATTERNS (FAIRY TALES)</b></p> <p><b>Lesson 5: Fairy Tale Performance</b> <b>LO:</b> To show awareness of different roles when performing in a group performance.</p>	<p><b>HISTORY – TRAVEL AND TRANSPORT</b></p> <p>Re-cap on last week’s learning, revisiting the Travel and Transport posters to remind the chn of our timeline of transport. Pupils should complete tasks.</p>	<p><b>SCIENCE – EVERYDAY MATERIALS</b></p> <p>Gather the class and show them a tray covered with a cloth. Explain that you’ll briefly reveal the objects underneath, and they should observe closely to pick an</p>	

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I can add numbers to show their order.

**Recall:** Tell your partner ways to edit a photo and save a photo.

**Attention Grabber:** Remind the children that they are creating a their own photo story in groups. Show the example of a collage and tell children that they will be using these photos they have edited to make a collage of all the photos they have edited.

**Main Activity:** Children will have a variety of photos on their tables and create their own collages and add text where needed/wanted. Discuss how you can resize images to make more/less space and add text.

**Wrapping Up:** Children to walk around the class and see each others collages and tell the class what they like/dislike.

**Resources:** iPads (group), pictures

**End of Unit Check:** Children to complete end of unit check at the end of the lesson.

**SC:** I can use my voice

expressively to join in with repeated phrases.

I can use my instrument to play a sound pattern.

I can sway or march to keep the pulse.

**Recap:** Agree or disagree presentation – do children agree or disagree with the statement?


**Attention Grabber:** What do the hearts represent? If there is no line in the heart, what does that show? Which voice would best represent the character of a pig?

**Main Activity:** Show the presentation, hand out instruments in pairs. 1 child will march whilst the other plays the instrument to the pulse. Swap after some practice. Show the 3 little pigs story presentation, and follow the sound patterns to tell the story of the 3 little pigs. Ensure there is a range of

Ask pupils how the wheel has changed lives (we can transport people and things further and faster). Ask how this might have changed people's lives (building size, materials and location changed; people travelled further to meet new people, share ideas, buy/sell things, etc.). Pupils could time each other carrying, dragging (with a sledge, box or sack) and rolling (with a bike, scooter or wheelbarrow) the same heavy object over the same distance and note down which method was fastest and easiest.

“odd one out.” After they make their selections, encourage them to use precise vocabulary to explain their choices. Next, share that your umbrella has a tear, and challenge them to investigate which material would be best to repair it. Ask them to consider, “What does an umbrella do?” and “What fabric properties are important for an umbrella?” (e.g., waterproof, flexible, and foldable). Show images of different umbrellas and pass around an umbrella for them to feel, noting words like *flexible*, *strong*, *waterproof*, and *foldable*. Then, divide them into groups and provide a selection of materials and the “Exploring Umbrella Materials” sheet. Have them examine each material's properties, discussing why some materials (like wood or metal) aren't suitable. Finally, sit in a circle to share findings, sorting materials into suitable and unsuitable piles. Conclude by explaining they'll test the materials next session.

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		<p>high and low pitch to show the voices of the pigs and wolf.</p> <p><b>Wrapping Up:</b> Record the performance and then end with an end of unit check.</p> <p><b>Resources:</b> Presentation, untuned instruments, a recording device, end of unit check.</p>		
<p><b>Week 5</b> <b>PSHE</b> <b>Jigsaw</b></p> 	<p><b>Year 1 – Celebrating Differences</b> <b>Lesson 5 – Making New Friends</b> <b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• Know how to make new friends</li> <li>• Know how it feels to make a new friend</li> </ul> <p><b>Play Roll the Ball Game:</b> Everyone stands or in a circle. The teacher has a soft ball (football size) and: makes eye contact with someone then rolls the ball to that person saying, ‘Hello &lt;child's name&gt;’. The child receiving the ball is encouraged to answer, ‘Hello...(name of whoever rolled the ball to them)’. They then make eye contact with someone else and roll the ball to them saying, ‘Hello...’, then they sit down. Repeat this until everyone has had a go and is sitting down. Ensure the adult is the last person standing. Reinforce how using people’s names make them feel part of the group and valued.</p> <p>Sing or listen to the Jigsaw Song: ‘There’s a Place’. Draw out from the children what the song is telling us about friendship, and that it is OK to be different. (See next slide for video version or switch to Sing Along version for more options.)</p>	<p><b>Year 2 - Celebrating Differences</b> <b>Lesson 5 – Diversity</b> <b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• Understand that it is OK to be different from other people and to be friends with them</li> <li>• Understand we shouldn’t judge people if they are different</li> <li>• Know how it feels to be a friend and have a friend</li> </ul> <p><b>Play the Corner Game -</b> On one side of the classroom, place a label with the word ‘yes’ written onto it and on the opposite side place a label with the word ‘no’ written on it. Then say a statement such as “I like eating vegetables”. Invite the children to go and stand on the ‘yes’ side if it applies to them, or the ‘no’ side if it doesn’t. Include a 'not sure' area in the middle too. Emphasise the differences. “Sarah likes vegetables but Mohammed doesn’t.” Repeat using the statements below:</p> <ul style="list-style-type: none"> <li>• “I like playing football”</li> <li>• “I enjoy dancing”</li> <li>• “I like cars”</li> </ul>		

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Read the Jigsaw story ‘Best Friends Jack and Jenie’ and show the accompanying pictures on the next few slides. **Script on Jigsaw website.**

Ask the children to think about the qualities and behaviours that make a friend.

**Jigsaw Journal** - Back at their tables each child has a blank friendship token and draws/writes on it one thing they could offer a new friend, e.g. sharing toys, playing games, making their friend laugh, etc. Children stick their friendship token onto one hand of their gingerbread person, showing that they are offering the hand of friendship to other children, and complete My Jigsaw Journey for this Piece (lesson).

- “I like pop music”

Share the story of ‘Billy, Bella and B’ with the children. **Script on Jigsaw Website.**

In talking partners first, use the following questions to help the children understand the key concepts in the story, and then discuss as a whole class:

- Do you think B is a boy or a girl or can’t you tell?
- Does it make a difference to anyone else in the class if B is a boy or a girl?

Emphasise that a kind community is accepting of all sorts of different people, and that we can all work together to help everyone feel they belong. Ask the children what it feels like to have a friend. Do they think B is happy now Billy and Bella are being friendly?

**Jigsaw Journal** - Ask each child to look at the birthday present template and ask them to imagine it is B’s birthday. Invite them to draw three items they would give to B onto the template. Underneath it, ask them to complete the stem sentence “I would give B these presents because...”. Stick these into the children’s Jigsaw Journals.



**Daily PE Activity**

**Real PE – Unit 2: Lesson 5**

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games.

**Fitness Focus:  
Car Game**

All children will travel around the space. When the teacher yells red light, children must stop. When the teacher yells amber, the children will get ready to go. When the teacher yells green, children will start travelling.  
Speed Bump = jump  
Bridge = crawl  
Roundabout = spin on the spot

**Fitness Focus:  
Fitness Bingo**

Students are given a Fitness Bingo board with a variety of fitness activities. The teacher calls out a fitness card from the pile. The students do the fitness activity before placing a counter over the task on their Fitness Bingo board. The first student to cover a row of fitness activities on their board calls out “Fitness Bingo!” and wins the game.

**Fitness Focus:  
Don’t Drop the Ball:**

Children will stand in a circle, a small ball will be in the circle and thrown to other members of the group. Children will shout the child’s name as the ball goes round the space. Once children feel confident, a second ball will be added to the space.

**Dance:  
Just Dance – I Gotta Feeling (Classroom Version)**

<https://www.youtube.com/watch?v=CyfM2oodoIE>

## OLC WEEKLY LEARNING PLAN

Traffic = slow down

**Homework:**

**Communicating with school**

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

