

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, Mrs Day and Mr McEvilly



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

Teachers:	Mrs Mitchell and Mrs Day	Year group:	Year 1	Date:	01.06.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To know the disciples were changed by the Holy Spirit.
Big Question: If the Holy Spirit helped the disciples change from feeling scared to feeling brave, what do you think the Holy Spirit might help people to do in their lives today?

Discuss with the children how the Holy Spirit changed the lives of the disciples, helping them become brave and confident. How they were before and after receiving the Holy Spirit. Encourage children to think about how the Holy Spirit might help people today in their own lives. Support children in sharing ideas and examples.

Activity: Think of how the Holy Spirit can help us in our lives. Complete the sentence 'The Holy Spirit helps me to...'

Gospel of the Week

On Sunday 31st May 2026 the Church celebrates the solemnity of the Most Holy Trinity. The Gospel is John 3:16-18, where Jesus tells Nicodemus that God loved the world so much that He gave His only Son so that everyone who believes in Him may have eternal life. He explains that God did not send His Son to judge people but to save them. For children this teaches that God loves every one of us very much, that Jesus came to help us know God's love, and that believing in Jesus means we can share in God's life and love.

Gospel Values and Virtues – Attentive and Discerning

This half term, KS1 pupils will develop the Gospel Values and Virtues of **Attentive and Discerning**. Children will learn that being attentive means listening carefully to God, others and the world around them. Being discerning means making thoughtful choices about what is right and kind. Through Gospel stories, prayer and discussion, pupils will practise listening, reflecting and responding. They will be encouraged to think about their actions and how they affect others, choosing positive behaviours. Throughout the half term, children will use these skills to focus in lessons, follow guidance, make good decisions and grow in understanding, helping to build a respectful

Catholic Social Teaching – Solidarity

This half term, KS1 will explore the Catholic Social Teaching principle of **Solidarity**. Children will learn that solidarity means standing together, caring for others and recognising that we all belong to one human family. Pupils will show this by helping classmates, including others in play and working cooperatively. Through stories and discussion, teachers will model empathy, kindness and respect. Understanding solidarity helps children see that their actions can support and uplift others. Throughout the half term, pupils will practise teamwork, share responsibilities and respond to the needs of others, building a strong, caring and inclusive classroom community.

LO:
Big Question:

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and caring classroom community.

Maths




Power Maths - Textbook C

Unit 14: Numbers to 100 (6 Lessons)

English

For the next 3 weeks we will be focusing on the story, **A Walk in London**. 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.

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	<p>Lesson 1:</p> <p>LO: To ask a range of questions. Show a range of souvenirs from London – have the children guess where you went on a trip to. Discuss what a walking tour is. What do children already know about London? Show a range of different places in London and explain they all begin with a capital letter because they are proper nouns. What goes in a question? It starts with a capital letter at the beginning of the sentence and ends with a question mark. Activity: Write down some questions that the children may have about the chosen landmark e.g. Buckingham Palace - How many rooms are there? How do you know when the King is home?</p>	<p>Lesson 2:</p> <p>LO: To use command sentences and questions. Begin asking children what a command sentence is – can they give any examples? It is a sentence that includes an imperative verb and is telling you to do something. Start to read up to page 11 which tells us about Buckingham Palace. Note how it is written in the present tense. A letter from the author falls out of the book – can children encourage others to walk more? Model different sentence types to encourage – questions, commands, exclamations. Activity: Children are to use the different sentence types to encourage people to walk more.</p>	<p>Lesson 3:</p> <p>LO: To use adjectives to describe. Read the book up to page 21. Follow the walk on a map (Google Maps) and find pictures of these landmarks. Create a list of adjectives that best suit St Paul's Cathedral – explain the meaning of some new adjectives to broaden the children's vocabulary. Do the same for other landmarks too. Discuss what the present tense is and explain how it is happening right now/describing something how it looks now. Activity: We are going to write a setting description in the present tense using the adjectives from earlier on in the lesson. Children can write their setting description about St Paul's Cathedral or one of the other landmarks.</p>	<p>Lesson 4:</p> <p>LO: To sequence events in a story. Give children these synonyms: venture, explore, stroll, wander, cross, roam, guide, saunter, march, stride, hike, trek, plod, amble – What are these synonyms for? Which are fast? Which are slow? Carry on reading up to the end of page 25. What have the children learned about the Monument and the Bank of England? Explain, today we will be looking at the past tense – what is the past tense? Provide some examples of things that have already happened. Activity: Look at the synonyms from the beginning of the lesson. Can we turn them into the past tense? Children are to sequence the story and use the past tense to write a caption.</p>	
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Phonics



Bug Club

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

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

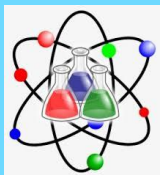


Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Spelling & Handwriting



Science



Lesson 1 – Exploring Food Chains

LO: To understand that living things need other living things to survive.

Students will explore food chains through role play, understanding that all living things depend on each other for survival. They will investigate what is living, dead, or has never been alive, and examine how habitats provide for the basic needs of different plants and animals. Using magnifying glasses and sketch books, students will observe examples of food chains in the school grounds, noting how animals obtain food from plants or other animals. Activities involve acting out the roles of producers, consumers, and predators to demonstrate interdependence and discuss the impact of changes within the chain. Year 1 focuses on observing parts of food chains, while Year 2 considers how changes affect the whole system. Students will record their findings, make observations, and use discussions to deepen understanding of interdependence in healthy habitats.

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Comparing Countries of the UK

Lesson 4:

Which UK countries have we visited?

Start with a quick recall about the capital city of Scotland as a class.

Quick survey of where children in the class have been on holiday so we can see where we have visited the most – complete a tally. As a class, use the tally to answer some questions – which UK country is our most popular destination?

Show the map of the UK and draw attention to the compass – North, East, South and West. Discuss where the different countries are in comparison to England.

Activity: Children are to complete the sentences using North, East, South and West with relation to the directions and positions of the countries.

Geography



Computing



Word Processing

Lesson 1: Getting to know the keyboard

LO: To begin to learn to touch type.

Recall – can children identify what the mouse and keyboard are? What is the monitor? Where is the spacebar?

How do we communicate with a computer? By using a mouse and keyboard.

Describe what touch typing is and how we are going to have a go at touch typing our name today.

PSHE



Life to the Full

<https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/>

KS1 Module 3, Unit 1, Session 1: Three in One

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Instruments: Musical Storytelling – Lesson 1

Music



Begin by checking pupils can recall how to listen and respond to extended music, describe tempo as fast or slow, explain dynamics as loud or soft, and share how music makes them feel. Introduce the orchestral storytelling piece by Eric Coates, inviting paired discussion about mood, enjoyment, and how musical changes reflect story events. Revisit the excerpt to identify specific tempo and dynamic shifts, using hand gestures and observing how narration and movement match the music. Conclude by watching the performance ending, discussing audience applause and performance etiquette, and preparing pupils to create, rehearse, and perform their own musical story in later lessons.

D&T – Making a Moving Storybook Lesson 1 – Exploring Sliders and Movement

Art/DT



LO: To explore and understand how slider mechanisms create movement and investigate the different ways sliders can move objects.

In this Design and Technology lesson, pupils explore simple mechanisms by investigating sliders and the movement they create. Children learn that mechanisms are parts that work together and identify sliders as mechanisms that move objects in different directions. Through practical exploration and hands-on activities, pupils investigate how sliders move side-to-side or up-and-down and begin creating simple slider mechanisms. Key vocabulary, including *mechanism* and *assemble*, is introduced and reinforced. Pupils describe movement using appropriate language and begin to understand how guides and slots can control movement, preparing them for designing and constructing a moving storybook later in the unit.

Athletics

Lesson 1

**Get Set 4
P.E.**



LO: To move at different speeds over different distances.

- Run using opposite leg to arm.
- Take bigger strides when running faster.
- Use a slower pace for longer distances.

Social Objectives: To make safe decisions when moving around others.

Emotional Objectives: To persevere when things get hard.

Thinking Objectives: To reflect on how different movements affect my body.

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P.E. Fitness

PE Fitness Session

This half-term overview outlines 30-minute KS1 fitness sessions designed to develop fundamental movement skills, coordination, and overall physical fitness. Each session includes a warm-up, main activity, and cool-down, using fun, engaging games to build stamina, agility, and strength. Activities may include tag games, relay races, obstacle courses, and simple circuit stations. Examples include “Traffic Lights” for speed and control, “Animal Movements” for strength and coordination, and “Beanbag Balance” for stability. Sessions promote teamwork, listening skills, and confidence, ensuring all pupils are active and included while developing a positive attitude towards physical activity and healthy lifestyles.

Communicating with school

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

