

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.

Teachers:	Mrs Mitchell and Miss Hannah	Year group:	Year 1	Date:	20.10.25
------------------	------------------------------	--------------------	--------	--------------	----------

	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	LO: Retell the miracle of the Wedding at Cana.				Inset Day



Recap what different celebrations are and what celebrations can happen during Mass. Discuss the different celebrations that have happened so far in Jesus' life – presentation at the temple, getting lost and found etc.

Tell children the story of the Wedding at Cana, perform the miracle as the hook to get children interested in the miracle. Read the story from the Bible and watch the video https://www.youtube.com/watch?v=7plJa_qnVug – ask children to retell the story and explain how amazing the miracle would have been to have seen it.

Activity: Children will draw a picture retelling the story of the Wedding at Cana and Year 2 will write a caption underneath celebrating the miracle Jesus just made.

Gospel of the Week

Exodus 17:8-13

A group called the Amalekites came to fight the Israelites. Moses told Joshua to choose some men and go fight them. Moses went up on a hill with God's staff, along with Aaron and Hur.

While Moses held up his hands, the Israelites were winning. But when he got tired and lowered his hands, the Amalekites started to win.

So Aaron and Hur helped him by holding up his hands, one on each side. They kept his hands steady until the sun went down.

Gospel Values and Virtues

We are growing to be eloquent and truthful.

Eloquent means using words well — speaking or writing clearly so others can understand what we think and feel.

We can also share our thoughts in other ways, like through **music, drama, painting, or dancing.** When we use our gifts in a fun, honest, and meaningful way, we are being creative just like God made us to be!



Month of the Holy Rosary

This month, we celebrate the month of the Holy Rosary. Throughout October, we will have class discussions and worship using the rosary beads. We will pray for what the children would like to pray for and keep these people in our minds.




Inset Day

OLC WEEKLY LEARNING PLAN

		Because of this, Joshua and the Israelites won the battle.	Truthful means telling the truth and being honest. Jesus said, "I am the way, the truth, and the life." So when we are truthful, we are living like Jesus and doing what makes God happy.		
	Textbook A				
Maths 	Number bonds	Find number bonds	Number bonds to 10	Consolidation	INSET DAY
English 	For the next 3 weeks we will be focusing on the story ' Stanley's Stick – John Hegley ' 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.				
	Fine Motor – Hand and finger exercise videos to warm up muscles for writing.	Fine Motor – Hand and finger exercise videos to warm up muscles for writing.	Fine Motor – Hand and finger exercise videos to warm up muscles for writing.	Fine Motor – Hand and finger exercise videos to warm up muscles for writing.	

OLC WEEKLY LEARNING PLAN

	<p>Handwriting – Zigzag Monster Letters ‘v’</p> <p>Oracy – We are going to write about an adventure with our own stick. Let’s imagine what our stick would look like. Think of the shape of your stick and how it could be used. Stanley had a straight stick then a wavy stick. Explain to your friend what your stick can be. Make sure you use full sentences e.g. Think of 3 ideas for your stick.</p> <p>My stick is a colourful umbrella to keep dry in the rain.</p> <p>My stick is a long, grey lead for my pet dog.</p> <p>My stick is a useful spade for digging holes to hide pirate treasure.</p>	<p>Handwriting – Zigzag Monster Letters ‘w’</p> <p>Oracy – Discuss our ideas from yesterday for our sticks.</p> <p>Writing Activity – Draw the pictures of the ideas of your stick in the photo frames.</p>	<p>Handwriting – Zigzag Monster Letters ‘x’</p> <p>Oracy – Recap and discuss our ideas from yesterday for our sticks.</p> <p>Writing Activity - write some ideas for your new stick underneath your picture e.g. A useful spade for digging a hole. A colourful umbrella to keep you dry. A long lead for a dog.</p>	<p>Handwriting – Zigzag Monster Letters ‘z’</p> <p>Writing Activity - Using our plan, we are going to write our story.</p> <p>Today, I found a bumpy, brown stick in the park. It is a very useful stick because it is a colourful umbrella on a rainy, wet day. It is also a long, grey lead for my pet dog but the best thing it can be is a handy spade for digging holes to hide my pirate treasure.</p>	
<p>Phonics</p>  <p>Bug Club</p>	<p>Phonics Bug Phonics Phase 2, Phase 3, Phase 5</p>				

Spelling & Handwriting



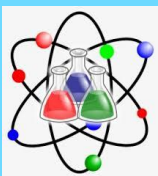
Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	



Science







Ask the children to sit on the carpet and show them a range of weather symbols. Hold up each symbol one at a time and encourage the children to act out how that weather makes them feel, modelling this by pretending to shiver when showing the snowy symbol. When showing the lightning symbol, observe their reactions and reassure them that thunder and lightning are not scary when we are safe indoors. Hold up the rain and sun symbols together and ask what we might sometimes see in the sky at that time (a rainbow). Discuss what clothes are suitable for different types of weather. Next, give each group a weather symbol sheet and ask them to talk about their symbol — how it makes them feel, what they know about that kind of weather, what clothes they would wear, and any experiences they have had. Encourage them to draw and write their ideas and questions on the sheet. Then, show some short weather forecasts from the Met Office website and discuss what they notice, such as the use of symbols, the large UK map, and the way the forecaster presents the information. Finally, give each child a “Talking About Weather – Observing” sheet and a pencil, and take the class outside to observe and discuss the day’s weather in their groups while completing their sheets.

Computing

Begin by displaying the *Speak Like an Expert* presentation and giving the children time for paired discussion. Then, show the *Self-Portrait* presentation and have the children face their learning partners. Ask them to think about what features everyone has on their faces, introducing the computing concepts of **decomposition** (breaking down the face into parts) and **abstraction** (focusing on key features). Record their suggestions on the board to create a list of facial components. Display slide 1 and explain that they will use **Sketchpad** to draw self-portraits. Ask the children to log in, distribute mirrors, or allow them to take photographs of themselves. Using slides 2 and 3, discuss which Sketchpad tools could be used for each facial feature — for instance, the ellipse shape for the face and eyes, the fur brush for hair, and the pencil or pen tool for smaller details. Encourage them to reference the list of features and help each other find tools. With slides 3 and 4, demonstrate how to

OLC WEEKLY LEARNING PLAN

	<p>select the ellipse shape, use the fill tool to match skin tone, and resize or move shapes using the select tool. Display slide 5 to remind them there's no single correct brush — they should explore creatively. Allow time for the children to complete their self-portraits.</p>
<p>PSHE</p> 	
<p>Music</p> 	<p style="text-align: center;"><u>Keeping the Pulse – My Favourite Things</u> <u>Lesson 5: Practice makes Perfect</u></p> <p>Children learn to tell the difference between pulse (steady beat) and rhythm (sound pattern) by swaying, marching, tapping instruments, and singing. First, they sway and tap to an audio track, then split into groups—one showing the pulse, the other the rhythm. In pairs, one child marches to the beat while the other uses an instrument and voice to perform rhythms like “I like pizza, yum, yum, yum.” They swap roles and try faster pulses using both vocal and “thinking voices.” The activity ends with each pair choosing a rhythm to perform for the class, who listens, marches to the beat, and guesses the rhythm.</p>
<p>Art/DT</p> 	<p style="text-align: center;"><u>DT – Textiles: Puppets</u> <u>Lesson 4: Decorating my Puppet</u></p> <p>Children will recap what their puppet is and what design they have chosen and why. They will discuss what method they used for sticking last week. Show the children the different resources they can use for decorating this week: pipe cleaners, felt, buttons etc. Children will use the same method from last week to decorate their puppet. Children will show off their puppets at the end of the lesson, so that everyone can walk around and see their designs.</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

Fitness Game Circuit

Focus: Cardio, strength, flexibility.

Warm Up: Simon Says (Fitness Style):

E.g., "Simon says do 5 star jumps," "Touch your toes," etc.

Main Activity: Set up 4–5 activity stations:

1. Star Jumps
2. Bear Crawls
3. Skipping
4. Wall sits (short time)
5. Jumping side to side over a line

Rotate every 2 minutes with water breaks if needed.

Cool Down: Gentle stretching and a few yoga-style poses:

OLC WEEKLY LEARNING PLAN

- Tree pose
- Child's pose

Communicating with school

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

