

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:	Miss Hannah and Mr McEvilly	Year group:	Year 2	Date:	22.09.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To create a class psalm to celebrate the season of creation.

Big Question: Why is it important to thank God for creating the world?

What is a psalm? A song or poem from the Book of Psalms in the Bible that expresses feelings to God, like joy, thanks, sadness and teaches about who God is.

They are important because they teach us about God and how we can pray to him.

Listen to Psalm 8

[https://www.youtube.com/watch?v=6XQ5eoUhqh4&list=RD6XQ5eoUhqh4&start_radio=](https://www.youtube.com/watch?v=6XQ5eoUhqh4&list=RD6XQ5eoUhqh4&start_radio=1)

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This talks about God being amazing and majestic and how we can thank him for what he has done for us.

Activity: Create a shared write of a

Gospel of the Week

Amos 8:4-7

Hear this, you who trample upon the needy and destroy the poor of the land!

"When will the new moon be over," you ask,

"that we may sell our grain, and the sabbath, that we may display the wheat?"

We will diminish the ephah, add to the shekel, and fix our scales for cheating!

We will buy the lowly for silver, and the poor for a pair of sandals; even the refuse of the wheat we will sell!"

The LORD has sworn by the pride of Jacob: Never will I forget a thing they have done!

Gospel Values

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!

Harvest Festival

Last week, the children learnt about the importance of the Harvest Festival and how they can support those in need. This week we are still accepting donations for the Harvest Festival.

This is a time to make charitable donations to help those in need.

It encourages children to show kindness and help others.



LO: Retell the story of St Francis of Assisi preaching to the birds.


Big Question: How can we use St Francis of Assisi's teaching in our lives?

Read children the story of St Francis preaching to the birds and watch the cartoon video. Ask children to speak to their partner about ways they could share the word of God and thank God. Lots of partner talk.



Discuss what a stained glass window is and show examples.

Activity: Children to create a stained glass window of St Francis preaching to the birds.

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	psalm about the story of creation written from ideas of the children, print this and then the children can decorate with drawings of creation.		<p>Truthful means telling the truth and being honest.</p> <p>Jesus said, "I am the way, the truth, and the life."</p> <p>So when we are truthful, we are living like Jesus and doing what makes God happy.</p>		
	Textbook A				
Maths 	10s and 1s on a number line to 100	Estimate numbers on a number line	Compare numbers (1)	Compare numbers (2)	Consolidation
English	<p>For the next 3 weeks we will be focusing on the story 'Beegu – Alexis Deacon'</p> <p>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.</p>				

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	<p>Fine Motor – Dough Disco</p> <p>Handwriting – curly caterpillar letters ‘c’</p> <p>Oracy – Discuss what happened to Beegu using a ‘but’ sentence – Beegu felt excited but the teacher spoilt her fun.</p> <p>Writing Activity – Write the orally rehearsed ‘but’ sentence into your books.</p>	<p>Fine Motor – Dough Disco</p> <p>Handwriting – curly caterpillar letters ‘o’</p> <p>Oracy – Discuss what happened to Beegu using a ‘but’ sentence – Beegu felt excited but the teacher spoilt her fun.</p> <p>Writing Activity – Write the orally rehearsed ‘but’ sentence into your books.</p>	<p>Fine Motor – Dough Disco</p> <p>Handwriting – curly caterpillar letters ‘a’</p> <p>Oracy - Re-read Beegu from the start to the end. Show a set of pictures from the story but in a jumbled order. Work together as a class to sequence the pictures in the correct order. Can the children orally tell the story to a partner?</p> <p>Writing Activity - To write captions for 2 images from the story Beegu.</p>	<p>Fine Motor – Dough Disco</p> <p>Handwriting – curly caterpillar letters ‘d’</p> <p>Oracy – What was your favourite part of the story? Why? Provide time for paired/whole class discussion to share our highlights from the story.</p> <p>Writing Activity – To write captions for 2 images from the story Beegu.</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

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	

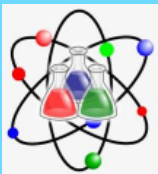
Year 2

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	



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Science






Invite the class in and play them the BBC website clip, asking the children to identify which part of their body they were listening with. Be prepared to pause the recording to allow time for the children to identify the sounds. Show them the first word from the Science Dictionary and explain that hearing is one of our five senses, then ask if they can name the other four. Tell the class they will be going into the playground to think like real scientists, talking to each other, asking questions about hearing, and trying to find answers. Using the *Hearing the Whistle* resource, take the children outside and encourage them to explore by asking their own questions, prompting their thinking with examples such as, "If you stand with your back to me when I blow the whistle, does it make a difference to hearing the sound?" Discuss ways they might test this, and read the extension question from the resource to Year 2 pupils for group discussion. Allow them time to work through the problem independently, returning often to guide their thoughts, and give them the chance to test their ideas before sharing their investigations with the whole class. Finally, bring everyone together to discuss what happened with each different idea, which worked best, whether the results were the same for everyone, and what the best tips are for hearing the playground whistle based on their findings.

Computing



Ask the children to sketch and label a picture of a computer. Gather keywords from them, such as mouse, keyboard, and screen. Show the *Computer or Not a Computer?* presentation. In groups, have the children sort objects into two categories: computer or not. Display slide 1 (*Sketchpad*) and discuss the questions together. Show slide 2 and explain why we log into school computer accounts. Demonstrate how to log in. Move to slide 3 and introduce the online art tool *Sketchpad*. On slide 4, show how to select different brushes and let children try them out—staying within the toolbar on the top left. Slides 5 and 6 introduce the shape tool. Model using the star shape and changing its colour using the fill box. Let children explore and try erasing anything they dislike. Slide 7 introduces the eraser tool. Demonstrate its use. On slide 8, show how to use clipart, text, and fill tools. Let the children explore and create freely. Finally, demonstrate logging off and explain its importance.

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<p>PSHE</p> 	<p>Life to the Full – Unit 1: Religious Understanding</p> <p>Unit 1 – Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.</p> <p>Session 1: Let the Children Come – Day 2</p> <p>https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-pathway-3/</p>	
<p>Music</p> 	<p><u>Keeping the Pulse – My Favourite Things – Lesson 2: Singing a Sound Pattern</u></p> <p>Today we will learn about the musical pulse through a series of engaging, interactive activities. Starting with a recap, using "You've Got a Friend in Me" to have children sway and tap to the beat, reinforcing the concept that music has a heartbeat.</p> <p>Then introduce a "Name Game" where students clap to a rhythm while swaying to the pulse, followed by a "Favourites Game" where they sing and march to the beat, learning about voice, breath, and body movement. The plan emphasizes the difference between rhythm and pulse.</p> <p>The final activity involves creating and repeating body patterns like tapping knees or shoulders to music. This helps children understand that while movements can change, the musical pulse remains constant. This hands-on, multi-sensory approach ensures that students can both hear and feel the beat of the music.</p>	
<p>Art/DT</p> 	<p>DT – Textiles: Puppets</p> <p>Lesson 2: Designing my Puppet</p> <p>Recap learning from last lesson about joining fabrics and the different methods of sticking. e</p> <p>Explain that children will be creating a hand puppet and decorate it themselves. What would you like your puppet to look like? What fabric would you like to use?</p> <p>Activity: Children will design their puppet ready to begin making next lesson.</p>	

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P.E.



Learning Goals

Learning Behaviour



Keep Trying

Emerging

- I can follow instructions, practise safely and work on simple tasks by myself.

Expected

- I try several times if at first I don't succeed and ask for help when appropriate.

Exceeding

- I know where I am with my learning.
- I have begun to challenge myself.

Fundamental Movement Skills



Coordination
Footwork



Static Balance
One Leg Balance

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges.



Emerging

I can complete **some** green challenges



Expected

I can complete **all** green challenges



Exceeding

I can complete **some** red challenges

P.E. Fitness

Obstacle Course Circuit

Focus: Gross motor skills, agility, and problem-solving.

Warm Up: Traffic Lights Game:

Red = stop, Green = go, Yellow = walk, Blue = jump, etc.

Main Activity: Set up 4–6 stations using cones, hoops, mats, and objects:

- Jumping:** Jump between hoops.
- Balancing:** Walk along a taped line or balance beam.
- Crawling:** Under a table or through a tunnel.
- Throwing:** Beanbags into a bucket.
- Hopping:** One-foot hops across cones.

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6. **Skipping:** With or without ropes.

Children rotate every 2 minutes.

Cool Down: Slow walk around the space, then stretch arms, legs, and back.

Communicating with school

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

