

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.

Teachers:	Miss Hannah and Mr McEvelly	Year:	2	Date:	30th September 2024
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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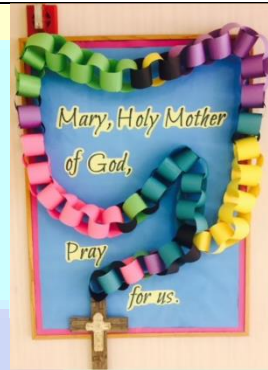


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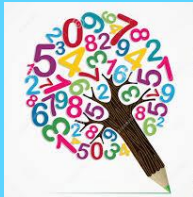
<p>LO: From the story of David and Goliath, identify the gifts that God gave us.</p>	<p>LO: To learn about the importance of the Rosary.</p>	<p>Sunday's Gospel</p>	<p>Curious and Active</p>	<p>Rosary</p>
<p>SC: Read the story of David and Goliath. Identify David's gift. Discuss your own gifts and how you will use them. Big Question: Why did God give us our own gifts? Recap: What is the Old Testament? What happened in the story of Jonah and the fish? Did Jonah listen to God? Input: Listen to the story of David and Goliath https://www.youtube.com/watch?v=NuedVFB8-7Y Listen to the song - 'Only a Boy Named David' https://www.youtube.com/watch?v=9PFW94CnN5M Discuss what David's gift is and why it was useful. What are some of the gifts of the children in our class? – good at sport, kind, funny, caring, smart etc. Main Activity: Children will think about their own gifts and how they can use them. Year 1: What is your gift? How will you use it to support those around you? Year 2: What is your gift? How will you use it to support OLC, your family and God?</p>	<p>SC: Listen and understand why we use the Rosary. Take part in the Rosary. Reflect on why the Rosary is important, especially during October. Input: Begin the lesson by singing the Hail Mary song with signs: https://www.youtube.com/watch?v=PglEF7mTf2E What is the Rosary? Discuss the importance of the Rosary and why we use it. Show what rosary beads are and discuss the features. Discuss the prayers we say during the Rosary. As a class we will say our own version of a 'decade' – 1x Our Father, 1x Hail Mary and 1x Glory Be – over the month of October we can say more Hail Mary's to get closer to a decade – encourage children to do this at home. Main Activity: Create a class display of the Rosary beads for the RE display using coloured paper for the 'roses'. Extension: Colour and design a prayer card with the Hail Mary and stained glass for children to take home or for their own work board.</p>	<p>Mark 9:38-43, 45, 47-48 "For whoever is not against us is for us."</p>	<p>How have we been curious and active this week? Can you think of any examples?</p>	<p>Our Father, Who art in Heaven, Hallowed be Thy Name, Thy Kingdom come. Thy will be done, On earth as it is in Heaven. Give us this day our daily bread. And forgive us our trespasses, As we forgive those who trespass against us. And lead us not into temptation, But deliver us from evil. Amen Hail Mary, full of grace, the Lord is with thee. Blessed art thou amongst women and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners,</p>

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Wrapping Up: Recap what David's gift was and how he used it and remind children to use their special gifts from God to support everyone.



now and at the hour of our death.
Amen.
Glory be to the Father,
and to the Son,
and to the Holy Spirit.
As it was in the beginning,
is now,
and ever shall be,
world without end.
Amen.



Maths

Count in 2s, 5s and 10s

Pages 51-53

Count in 3s

Pages 54-56

End of unit check

Pages 57-58

Fact families

Pages 59-61

Learn number bonds

Pages 62-64





Bug Club


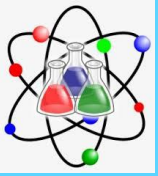

Phonics

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

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 <p>English</p>	<p>LO: To compare two versions of the same story.</p> <p>Recap with class what kind of book Goldilocks is (Traditional tale/fairy tale). Tell them the version we read by Lauren Child is just one version - there are many versions out there with different points of view. Show them Me and You by Anthony Browne, tell them some versions do not share the same title. https://www.youtube.com/watch?v=brwuzUvVfeQ</p> <p>Show them the book and ask questions that encourage them to compare about setting and characters and discuss how different it is to the other version.</p> <p>All: Have a table with the picture of the books children to write under each word differences e.g forest on one and city on the other.</p>	<p>LO: To retell a story from a person's point of view.</p> <p>Re-read the story Me and You from yesterday, what can we remember?</p> <p>All: Explain how we are going to write the story of Goldilocks but from her point of view. Model to children how you will be using the first person 'I' and 'me'.</p> <p>Yr 1&2: Children to start retelling the story from Goldilocks point of view. It all started when.... But then I.... Suddenly.... So.... After a while...</p> <p>Children to use the pictures on the ppt. slides to help them write the story, children to stop when she enters the house. They will continue from here in tomorrow's lesson.</p>	<p>LO: To retell a story from a person's point of view (continued)</p> <p>Recap yesterday's lesson, where did the girl get to? Continue from here.</p> <p>All: Look at the next sequence of pictures, what happens next? Children to continue to write their stories from the perspective of the girl. I went into the house. Then I saw a...</p>	<p>Black History Month LO: To learn about Black History Month</p> <p>Martin Luther King Jr. All: Read through the PowerPoint of the life of Martin Luther King Jr. Discuss how Black people were treated in USA under segregation laws up until 1964 (separate schools, toilets, buses, park benches, restaurants, shops etc.) <i>How do we think these people felt? Is this fair?</i> Discuss what Martin Luther King Jr. did to fight against racism during the civil rights movement. <i>Was he brave?</i> All: Children to recreate the artwork below Yr1: To create using 2 hands Yr2: To create using 4 hands.</p> 	<p>Black History Month LO: To learn about Black History Month</p> <p>The Women Who Helped Build NASA All: Listen to the story of 'The Women Who Helped to Build NASA'. Discuss with the children the impact of the story of these women and how they struggled and what they achieved. All: To continue to complete the artwork from yesterday.</p>
	<p>old</p>	<p>old</p>	<p>old</p>	<p>old</p>	<p>old</p>

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 <p>Spelling & Handwriting</p>	<p>cold gold hold told</p>	<p>cold gold hold told</p>	<p>cold gold hold told</p>	<p>cold gold hold told</p>	<p>cold gold hold told</p>
 <p>Humanities</p>	<p>COMPUTING – BEE-BOT</p> <p>Lesson 4: Bee-Bot world virtual LO: To program a device. SC: I can personalise my Bee-Bot world. I can consider how the Bee-Bot model can move from one place to another. I can plan a Bee-Bot route. I can program a Bee-Bot model to follow my planned route. Recall: Agree or Disagree. Do the children agree or disagree with the statements on the board? Take feedback from the children to explain their reasoning. Discussion: What does program mean? A group of instructions for a computer to follow. Main Activity: Children will create their own program to make a Bee-Bot move around a map to get to different</p>	<p>ART – COLOUR SLPASH</p> 	<p>HISTORY – THE GREAT FIRE OF LONDON</p> <p>Recap what we were looking at in detail last week and reveal to the children that we are now going to be focussing on London in 1666 and comparing to what we learned last week. As a class, work through the PowerPoint slides focussing solely on London in 1666. Children complete worksheet using information off the slides and class discussion. Put pupils into small groups. Give each group one of the information cards about features of London in 1666 and ask them to study their picture carefully and read the accompanying text. Ask the groups if they can see any fire hazards in their pictures and to explain to the class why the issue would make a fire more dangerous. Display the sentence stems to help pupils orally structure their responses. Show pupils the two text boxes on the</p>	<p>SCIENCE – ANIMALS INCLUDING HUMANS</p> <p>Before the session, pour a small amount of water on the classroom carpet where the children will easily notice it. As they enter, point out the wet spot and jokingly suggest that someone’s puppy might have had an accident in the classroom! Ask the class to walk around the puddle, placing cones around it for safety. Gather the whole class and explain that something needs to be done about the puddle. Encourage them to suggest solutions, and when mopping is mentioned, ask what materials might be best for soaking up the water. List their suggestions on the board and have the class vote on which material they predict will work best. Show the children the materials available in the classroom,</p>	<p>MUSIC – UNDER THE SEA</p> <p>Lesson 4: Using Pitch LO: To interpret symbols to demonstrate a pitch pattern. SC: I can use my hand and body to show high and low. I can use my voice to show high and low. I can use an instrument to play high and low sounds, while reading high and low symbols. Recall: Play audio underwater – close their eyes and listen to the audio, imagining what they might see. Fish, diver, waves, seaweed, dolphins etc. Attention Grabber: Sounds can be loud or soft (dynamics) or high or low (pitch) Children listen to sounds that change pitch – if they hear a higher note stand up, if they hear a lower note sit down (play glockenspiel online to change pitch)</p>

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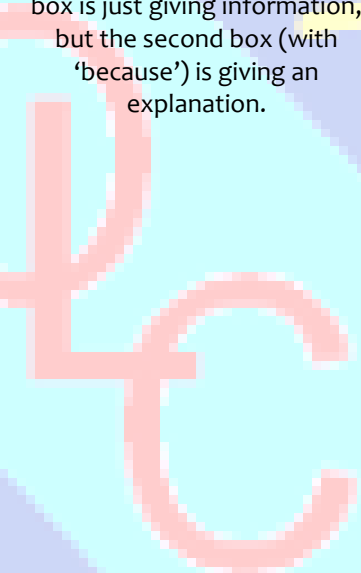
areas. Model on the board how we can get from one area of the map to another visiting different areas. Children in pairs discuss the instructions and will work together to travel around the map. Can children program their Bee-Bot to travel from point A to B to C. Can children now travel from point A to C whilst avoiding B etc.

Wrapping Up: Ask the children if the instructions were correct and if they were able to reach the correct area on the map?

Resources: Bee-Bot, map



slide and ask them to spot the difference (there are two sentences and no 'because' to link them in the left-hand box). Ask pupils to tell you why adding 'because' changes the meaning. Explain that the first box is just giving information, but the second box (with 'because') is giving an explanation.



along with trays of water for testing. Demonstrate how to dip a corner or edge of each material into the water and observe what happens. Encourage them to think like scientists, observing carefully as they explore the materials in their trays. Afterward, reveal that the puddle is just water and safe to touch. Discuss as a class which materials they think will be most effective in mopping up the puddle, based on their observations. Then, test the chosen material on the puddle and evaluate its effectiveness. Ask if the results match their expectations or if anything surprising occurred. Year 1 - split this group into pairs and give them a large sheet of paper. Tell them to draw a smiley face in the middle of the piece of paper. Ask the pairs to consider: *What do you think you need to be healthy and happy?* They write their ideas around the face. Then ask each pair to share their ideas and challenge them to consider if all their answers are actual requirements of health and happiness (food, water, heat, shelter and also care and love), asking: *Do you*

Repeat activity – this time instead of standing, use hands to represent high and low.

Main Activity: show presentation – what do you notice about the patterns of the divers? If the divers were sounds, would they be high or low notes? Why?

Do the children's sounds accurately represent the divers? Children in pairs use their voices to represent the diver symbols – what's the difference between the two sets of divers. Ask pairs to demonstrate.

Show virtual glockenspiel – where is the highest sound, where is the lowest?

Instruments – use voices and instruments to create a sound pattern using high and low.


Wrapping Up: Call children up to showcase work and ask children to identify the high and low sounds in their piece.

Resources: Variety of instruments.

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			<p><i>actually need that to be healthy? And to be happy? What would it be like if you didn't have it? Give them time to review their answers. For Year 2, have the children discuss pet care. In pairs, with pet owners spread out, ask them to draw their pets and list their needs. Compare these needs to their own and discuss any differences. Finally, show the class an RSPCA clip on what pets need.</i></p>	
<p>PSHE Jigsaw</p>	<p>Year 1 – Being Me In My World Lesson 3: Rights and Responsibilities</p> <p>Please teach me to:</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities as a member of my class • Know how to make my class a safe place for everybody to learn <p>Ask the children to complete the stem sentence "I like learning when..." Beforehand give the children some thinking time, using thinking partners for this part of the lesson. This slide and the next slide show images of six rights and responsibilities. Ask the children to put their thumbs up or down for each picture, depending upon whether they think the picture shows happy learning or not. Start to establish the rights and responsibilities that make school a conducive learning environment.</p>	<p>Year 2 – Being Me In My World Lesson 3: Rewards and Consequences</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> • Listen to other people and contribute my own ideas about rewards and consequences • Help make my class a safe and fair place <p>Working in groups children are given a set of picture cards showing different behaviours. Ask the children to sort the pictures in to positive/helpful behaviours and negative/unhelpful behaviours. Ask the group to think of rewards that could be given to the children showing the positive behaviours. Ask the children to then focus on the negative behaviour cards and to think of some realistic consequences for the children in those pictures. Summarise taking some feedback from each group.</p> <p>Discuss what rewards the children would value the most for:</p>		

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	<p>Ask the children, perhaps using thinking partners first, to think of one rule they think is important for happy learning in school.</p> <p>The teacher should summarise the children's ideas on a flip chart or whiteboard in 5 or 6 simple sentences using present tense, positive and inclusive language such as:</p> <ul style="list-style-type: none"> • We are kind • We listen • We work hard 	<ol style="list-style-type: none"> 1. Positive learning behaviours in school 2. Effort 3. Achievement in learning 			
 <p>Daily PE Activity</p>	<p>Real PE – Unit 1: Lesson 3</p> <p>In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games.</p>	<p>Fitness Bingo</p> <p>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.</p>	<p>Fitness Focus: All Hands on Deck</p> <p>A safe playing area with boundaries is allocated for this game. One edge of the boundary is the 'ship', the opposite boundary is the 'shore' and the middle is the 'deck'. Students stand in the middle of the playing area and wait for the teacher to call out orders. "All hands on deck!" – students run to the deck and sit down. "Attention!" – all students stand up and salute. "All hands on ship!" – students run to the ship side. "All hands on shore!" – students run to the shore side.</p>	<p>Cosmic Yoga:</p> <p>Children will take part in some yoga to focus on breathing.</p> <p>https://www.youtube.com/watch?v=Sjq2OPw3AMQ</p>	<p>Dance:</p> <p>Just Dance – I Gotta Feeling (Classroom Version)</p> <p>https://www.youtube.com/watch?v=m3402DZvbVU</p>

Homework:

Communicating with school

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

