

## 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. 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 McEvilly**



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

<b>Teachers:</b>	Mrs Mitchell and Miss Hannah	<b>Year group:</b>	Year 1	<b>Date:</b>	10.02.2025
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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R.E.



**LO: To understand the Parable of the Prodigal Son and its message about forgiveness.**

**Big Question:** Why is forgiveness important?

Ask: “Have you ever forgiven someone? How did it feel?”  
 Introduce forgiveness as the key message of today’s parable. Read Luke 15:11–32. Pause to discuss the son’s actions, the father’s response, and the older brother’s reaction. Watch a video of the parable. Key questions: Why did the father forgive the son? What does this story tell us about God? Together as a class, complete a story map of the parable. Include key events, emotions, and

**LO: To reflect on the choices made in the Parable of the Prodigal Son.**

**Big Question:** What can the Prodigal Son teach us about God?

Recap the Prodigal Son. Ask: “What choices did each character make?”  
 Discuss the choices of the younger son, the father, and the older son. Key questions: Why did the father forgive? How do the older son’s emotions affect his actions? Who does the father represent in the story? Complete an emotions chart for the older son, listing his feelings and actions. Write what the parable teaches about God’s forgiveness. Extension for Year 2: write about

## World Day for the Sick

World Day for the Sick (Tuesday 11<sup>th</sup> February 2025) is a special day when we pray for people who are sick and remember how important it is to care for and help them, just like Jesus did. We can celebrate this in school by saying a gentle prayer asking God to bless and heal those who are sick and to help us be caring and kind. After the prayer, have a quiet reflection time where the children can think of someone they know who is unwell. They could then draw a picture or make a card to show their love and support for that person.


## Gospel Values and Virtues

This half term, we are learning about being **grateful** and **generous**. Being *grateful* means saying "thank you" and being happy for the things we have, like our family, friends, and all the good things God gives us. Being *generous* means sharing what we have and being kind to others, just like Jesus was kind and gave His love to everyone. We can practice being grateful by thanking God in our prayers and saying "thank you" to people who help us. We can practice being generous by sharing our toys, helping someone who needs it, or giving a smile to make someone happy. When we are grateful and generous, we are following Jesus’

## Catholic Social Teaching

This half term, our Catholic Social Teaching focus is **subsidiarity**. That’s a big word, but it means that everyone should work together and help each other to make good choices. It’s important that we let the people closest to a problem help first, and then bigger helpers can step in if more help is needed. We can follow Jesus’ example by helping in little ways, like tidying up our toys or helping a friend who feels sad. If the problem is too big, we can ask a grown-up, like a teacher or parent, for help. Jesus showed us how to take care of each other by working together with love and kindness.

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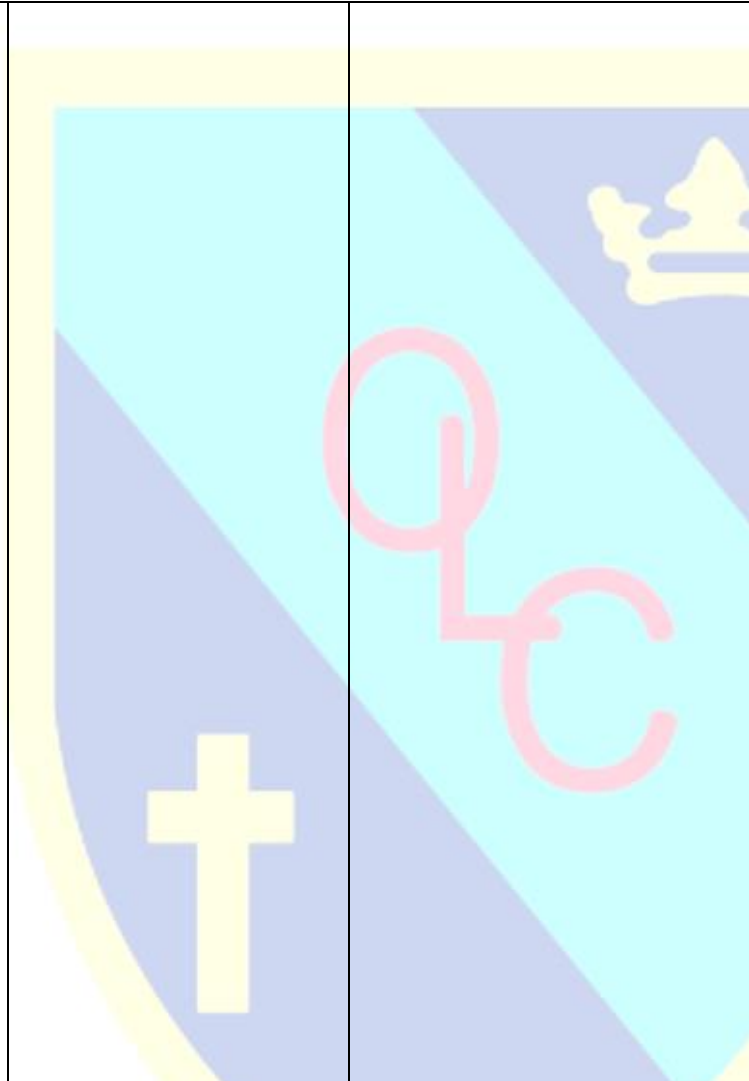
	<p>lessons. Write a thank-you note from the son to his father. Extension for Year 2: write a reflection about a time they forgave someone or were forgiven. Revisit the Big Question. Discuss why forgiveness is important.</p>	<p>how the father's forgiveness reflects God's love. Revisit the Big Question. Share reflections on God's love.</p>		<p>example and spreading His love.</p>	
<p><b>Maths</b></p> 	<p>Textbook B - Unit 7: Addition and Subtraction within 20 (11 Lessons)</p>	<p>Textbook B – Unit 8: Numbers to 50 (7 Lessons)</p>			
	<p>11 – Solve word and picture problems – addition and subtraction Page 74</p>	<p>1 – Count to 50 Page 79</p>	<p>Consolidation</p>	<p>2 – Numbers to 50 Page 82</p>	<p>Consolidation</p>
<p><b>English</b></p>	<p><b>LO:</b> Think of our own naughty toy and activity for our own story.</p>	<p><b>Safer Internet Day Livestream</b></p>	<p><b>Rome Pilgrimage Day</b></p>	<p><b>LO:</b> Write up our own version of the Naughty Bus.</p>	<p><b>LO:</b> To read clearly to an audience.</p>

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**Input:** Now that we have read the story and the bus has apologised for its actions, we are going to think of something that another toy might get up to. Tell your partner what your favourite toy is (this cannot be electronics like a Nintendo switch or computer game) and think of something that the naughty toy might get up to.

**Main Activity:** Write some descriptive adjectives to describe your toy and draw a picture next to it. Then think of a naughty action the toy got up to e.g. flushing newspaper down the toilet causing it to flood and then draw a picture next to it. Use detail as this will help you tomorrow.



**Input:** Re-read the story of the Naughty Bus so children can listen to the writing style and how it is written. Then talk about some of the different things that the bus got up to. Show children the writing and how it changes depending on the actions of the bus.

**Main Activity:** Children will now rewrite the story using their new toy and naughty activity. Children can get creative with this and write in a way that looks similar to the Naughty Bus.

Read your story to the class if you feel comfortable and confident enough to read aloud.

Phonics



Bug Club

Phonics Bug Phonics  
Phase 2, Phase 3, Phase 5

Spelling & Handwriting

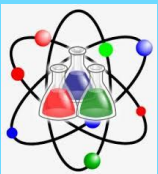


Continue to work on Reading and Spelling of the Year 1 and Year 2 Common Exception Words

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



**Brilliant Builders – Lesson 5: Waterproofing Materials**

**LO: To investigate how to make materials waterproof**

**Before the session:** Put a collection of fabrics on the tables ready for the chn, along with beakers of water and the pipettes.

**Whole class:** Write 'Waterproof materials' on the board and give the chn sticky notes and a pencil. Explain that, if a material does not absorb water, it is said to be waterproof. Ask them to write one word or a small phrase about 'waterproof materials' and to put it on the board. They might want to write 'coat' or 'roof' or even write a question in response to thinking about waterproof materials. Tell them to share what they have written and discuss with the rest of the class. Ask if anyone knows what makes a material waterproof and write their answers and theories on the board too. Value all of their ideas and theories. Explain to the chn that they are going to investigate the absorbency of fabrics by using a pipette to drop water onto the cloth. Put the chn into groups, give them the resources and ask them to follow the resource sheet.

**Year 1**

Give this group fabric and wax crayons and ask them to draw on one half and not the other. Let them experiment with the pipettes and to talk about what they are experiencing together in their pairs. Tell them they are making their fabric 'waterproof' to encourage them to use the correct vocabulary.

**Year 2** Teacher/adult to work with this group.



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Ask the chn to follow the instructions on the resource sheet. Remind them to choose to record their observations in a way they think it clear and understandable to others. Take close-up photographs of their fabric, with the droplets being absorbed on the non-waxy side and the droplets sitting on top of the wax crayoning. Ask the more able to consider why the wax crayon is making the fabric waterproof (*The wax is sitting on top of the fabric creating a waterproof layer. The wax layer doesn't have holes large enough for water droplets to go through*). Ask the chn to draw and label a diagram of what they think is happening to the fabric when the wax crayon is applied.

Sit the chn in a circle and ask them to share their diagrams and think about the effect of the wax. Challenge the class to tell you as many uses of waterproof material as they can think of in 2 mins (*Raincoat, walking boots, cloth beach bags, phone cases etc.*).

### History



#### Jubilee Day – Rome Pilgrimage

#### Data Handling: Introduction to Data

**Recap and recall:** Display the *Presentation: Range of answers* and allow time for paired discussion.

**Attention grabber:** Create a list of mini-beasts on the board and discuss their features. Explain to the children that they will create a branching database. Scientists use branching databases to classify items such as rocks or mini-beasts. Inform the children that this is one way that computers sort and organise information. Explain that computers ask many questions that can be answered 'yes' or 'no' – a bit like playing the game twenty questions. In twenty questions, somebody thinks of an object, animal or place. Everyone playing asks them questions about the object and they can only respond with yes or no. The players keep asking questions until they identify the object. Play twenty questions with the class choosing one of the mini-beasts off the board.

**Main event:** Use the *Teacher video* to demonstrate how the children should sort the cut outs into a complete branching database. In groups, complete *Activity: Animal branching database*.

**Wrapping up:** Display the finished branching database to check answers. Display the vocabulary and ask the children to consider why this is called a branching database and a binary tree.

### Computing



PSHE



**Dreams and Goals**

**Lesson 5: Overcoming Obstacles**

**Learning Intentions:** I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.

I can explain how I feel when I face obstacles and how I feel when I overcome them.

Play 'Pass the squeeze' – first person squeezes the hand of the person to their right who then passes this on round the circle. How does this game make you feel? Can you do it again but smile when you squeeze? Listen to the song 'For Me' – discuss how we are all striving to be the best that we can be. Read Pauli's Journey – encourage children to join in at different points in the story. Ask a child/children to act out the steps of Pauli's journey, using the stepping stones idea from the earlier lessons. Explain that Pauli's journey was difficult, and sometimes we are faced with obstacles when working towards a challenge. In pairs, talk about something you have felt difficult and how you carried on overcoming this.

Music



**Dynamics (Theme: Seaside)**

**Recap and Recall:** Complete class assessment for previous unit (Call and Response Theme: Animals).















**Attention Grabber:** Play the link [BBC - Storm interlude from 'Peter Grimes' by Benjamin Britten](#) (from 01:26 – audio only). Ask the children to dance to the music. Explain that they can make any movements they like if they show what is happening in the music.

Ask key questions (Kapow).

**Main Event:** Discuss with the children how music can be used to represent an environment. Listen to the link [BBC - Storm interlude from 'Peter Grimes' by Benjamin Britten](#) (from 01:26 – audio only) again and ask the children to close their eyes while listening and thinking about a place. Explain that the music represents a stormy sea, called a soundscape. Ask children to suggest sounds they'd expect (e.g., waves crashing, rain, thunder, wind) and describe these using adjectives. Discuss how voices and bodies can mimic these sounds (e.g., whistling for wind, stamping for thunder, and rubbing hands for rain). In pairs, have children create and practice storm sounds, considering volume and effect. Invite pairs to perform, with the class guessing what each sound represents.

**Wrapping up:** Watch the video on the link: [BBC Storm interlude from 'Peter Grimes' by Benjamin Britten](#) (0:00-2:00). Ask key questions (Kapow).

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<p><b>Art</b></p> 	<p style="text-align: center;"><b>We Love School Day</b></p> <p style="text-align: center;">Design a poster/card around We Love School Day expressing how much OLC means to you and why school is important.</p>					
<p><b>P.E.</b></p> 	<p><b>Fitness Freeze Dance</b></p> <p><b>Focus:</b> Cardiovascular fitness and reaction time</p> <ul style="list-style-type: none"><li>• <b>Setup:</b> Play music in an open area.</li><li>• <b>Rules:</b><ul style="list-style-type: none"><li>○ Children dance, skip, or jog to the music. When the music stops, they freeze and perform a quick fitness challenge (e.g., 3 push-ups, 5 squats, or a 10-second plank).</li><li>○ Resume dancing when the music starts again.</li></ul></li></ul>	<p style="text-align: center;"><b>Cognitive</b></p> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games.</p> <div data-bbox="1176 710 2072 917"><p><b>Lesson 6</b></p><table border="1"><tr><td><p><b>Warm-Up</b> Line Out</p></td><td><p><b>Skill</b> Stance</p></td><td><p><b>Skill Application</b> Tightrope Sequence</p></td><td><p><b>Review Method</b> Magic Bean Bags</p></td></tr></table></div>	 <p><b>Warm-Up</b> Line Out</p>	 <p><b>Skill</b> Stance</p>	 <p><b>Skill Application</b> Tightrope Sequence</p>	 <p><b>Review Method</b> Magic Bean Bags</p>
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### Communicating with school

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