

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 McEvelly



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

Teachers:	Miss Hannah and Mr McEvelly	Year group:	Year 2	Date:	27.01.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
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R.E.



LO: To understand the Sacrament of the Sick and how it provides comfort and healing.

Big Question: How does the Church continue Jesus' work?

LO: To know the Parable of the Talents and understand the importance of using our gifts for good.

Big Question: How does Jesus teach us to use our gifts?

The Feast Day of Saints Timothy and Titus

The Feast Day of Saints Timothy and Titus (celebrated on Sunday 26th January) is when we remember two of Jesus' special friends who shared His love by helping others and teaching them about God. We can celebrate this in school by saying a short prayer together, asking God to help us be good friends and share kindness like Timothy and Titus. Then, we could make friendship bracelets or draw pictures of ways we can help our friends, showing God's love in our actions.

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' example and spreading His love.

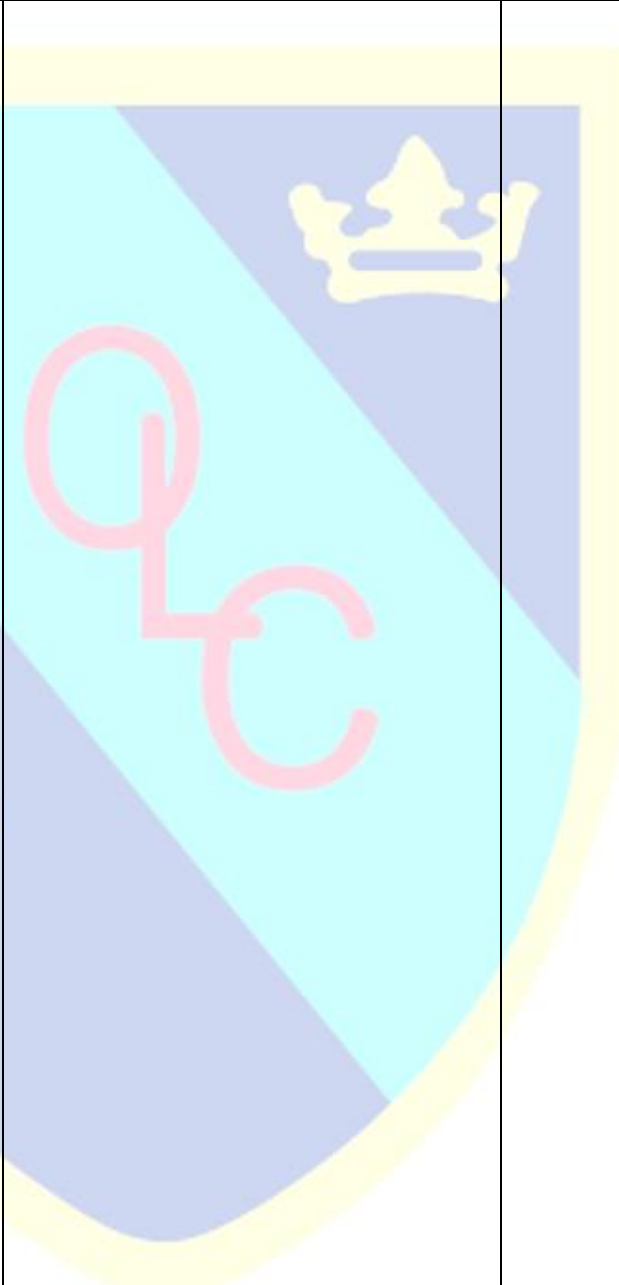
Catholic Social Teaching

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.

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Ask: “What do you think helps people when they are feeling sick or sad?” Explain that Jesus continues His healing work through the Church. Show children olive oil and explain its symbolic use in the Sacrament of the Sick. Demonstrate how to write their name with olive oil, observe the change when it dries and is lifted up to the light. Discuss the importance of prayer, laying on of hands, and anointing with oil in this sacrament. Role-play the sacrament, including: The priest laying hands on a sick person. Prayers for healing. Anointing the forehead and

Ask: “What are you really good at? How do you use your talents to help others?” Explain that Jesus told a story about using our gifts wisely. Read Matthew 25:14–30 aloud. Pause to discuss: Who are the characters? What happened to the talents each servant was given? What does the story teach us? Watch a video retelling of the parable. Discuss: What does Jesus mean by talents? How can we use our gifts to serve God? Children write their talents on large coin cut-outs and decorate them. Chn write sentences about how they use their talents to help others (e.g., helping a friend, singing in church). Extension for Year 2: Write a sentence about how this parable can guide Christians today. Revisit the Big



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

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	<p>hands with oil. Children draw the steps of the sacrament and label them. Discuss how the Sacrament of the Sick helps people feel closer to Jesus. Extension for year 2: Write a reflection about how the sacrament might help someone who is sick. Revisit Big Question.</p>	<p>Question. Share examples of using talents to serve God.</p>			<p>parent, for help. Jesus showed us how to take care of each other by working together with love and kindness.</p>
<p>Maths</p> 	<p>Textbook B – Unit 6: Multiplication and Division (1) (8 Lessons)</p>			<p>Textbook B – Unit 7: Multiplication and Division (2) (10 Lessons)</p>	
	<p>Page 53</p>	<p>Page 56</p>	<p>Page 59</p>	<p>Page 64</p>	<p>Page 67</p>
<p>English</p> 	<p>LO: To talk about experiences when prompted.</p>	<p>LO: To make simple predictions using clues.</p>	<p>LO: To write sentences using conjunctions.</p>	<p>LO: To use simple adjectives to describe a setting.</p>	<p>LO: To write in the first person using the days of the week.</p>

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Input: Show children a picture of a toy bus wrapped up, or if you have a toy bus then wrap it up. Ask children to guess what it might be inside the paper. Then open the bus and explain how this is a present that could be used to start an adventure.

Main Activity: Stick a picture of a bus in books and ask children to write around the outside what they already know about buses. E.g. they get the bus to school, they can have 2 levels etc.

Input: Discuss what happened last lessons and what we already know about buses. Then show children a cropped photo of the cover leaving out the title to see if they can make predictions from this. Then show the full cover with the title to see if any children noticed the bus was naughty.

Main Activity: Children to use the talk to the hand prompt to write questions about the cover. Then write a prediction based on what they see e.g. I predict that the bus will make a mess.

Year 1: Write 3 questions and 1 prediction.

Year 2: Write 5 questions and 1 prediction with a conjunction.

Make sure you are using a capital letter and full-stop.

Input: Read the story of the Naughty Bus up to ‘but when I’m full up...’ – what do you think might happen next? What does the word but mean? Then read the next page, did anyone make the correct prediction? Read up to ‘And nothing must stand in my way!’. Discuss how in school we follow school rules, let’s think about some rules.

Main Activity: Write some rules for the Naughty Bus using a conjunction, e.g. but, and, because, so. E.g. You should have fun but not spoil games. You must slow down and not speed up!

Year 2: Extended – use command words e.g. Slow, Don’t and use exclamation marks for the rules.

Input: Recap what has happened already in the story using talk partners to sequence the story. Discuss the importance of adjectives and how they help you understand what is in the book when there are no pictures. Read a simple sentence “The bus drove by”. Is this an exciting sentence? No – there is no description – I struggle to picture this in my head. What can help improve this sentence? Now say a sentence with adjectives/expanded noun phrases “The bright red, double-decker bus drove quickly past the tiny toys in the messy classroom.” Is this more interesting? Yes.

Main Activity: Choose 2 random pictures from the story so far and write sentences using adjectives to describe the picture.

Year 1: Write 2 sentences per picture using at least 1 adjective.

Year 2: Write 4 sentences per picture using at least 2 adjectives.

Input: Put the days of the week in a random order – ask children to make sure they are put in the right order. Read the rest of the book. Now ask children again to sequence the story.

Main Activity: Children will write in their books pretending to be the bus using the days of the week.

E.g. On Monday I was given to a little boy. Continue this using the days of the week in the correct

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order. –
There will be
images on
the board
for the
events in the
correct
order.

Phonics



Bug Club

Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

Spelling & Handwriti



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	

Brilliant Builders – Lesson 3: Are Bricks Absorbent?

LO: To compare and group together a variety of everyday materials, based on properties

Before the session: Collect a variety of different hard materials (see resources) and place on the tables of the classroom.

Whole class: Meet the chn at the door of the classroom and tell them that they are going on an investigative walk. They are going to look at their environment and observe certain things closely, just like scientists do. Walk them around the school, inside and outside, and focus their attention on the different building materials around them. Take photographs, talk about what you see and ask the chn to feel the different bricks. Back in the classroom, say: *Do you think bricks are absorbent?* Ask them to explain their answers. Then challenge them to think of their own questions about bricks and absorbency, such as: *Are all hard things waterproof? Do things have to be soft to be absorbent?* Alternatively, ask them to create their own hypothesis: *"All soft things are absorbent"* or *"Bricks are waterproof because they are hard and solid"*. Suggest the following hypothesis *"Hard materials cannot absorb water"* and see what their reactions are. Ask them to give a 'thumbs up' if they agree and a 'thumbs down' if they don't.

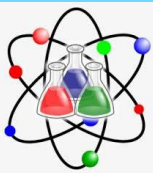
Year 1

Allow these chn to explore different hard materials (wood, brick etc) in a 'tuff tray' with water. Ask them to work out if any of the hard materials soak up water. They may record their thoughts and discoveries on plain paper or wipeboards.

Year 2 Teacher/adult to work with this group.

Arrange these chn into groups and give time to talk to each other about the hypothesis using the Hypothesis Thinking Sheet to help them focus their discussion. Let them have a variety of hard materials (different type of wood, brick, plastics, metals). Challenge them to devise an investigation to test a variety of materials. Give them a few ideas - for example, stand each of the hard materials in a shallow bowl of water and observe, over time, to see if the material soaks up the water. Give them plain pieces of paper to encourage them to record their observations in their own way and to explore what works best for them. Focus them by asking: *If someone comes in after the investigation, and looks at your recording, will they know what happened? And what you found out? Could they go away and redo your investigation, just by reading your notes? How could you make your recording even better, so they could do that?* Give them the Hypothesis Thinking Sheet to help them focus their thoughts.

Science



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Ask the chn to come, in their groups, to the front of the class, and talk through their investigation. They should describe what they did and what they observed. Remind them of the hypothesis "Hard materials cannot absorb water" and ask if they proved that to be true or not. Ask: *Are you surprised by your findings? What can you learn from this?*



Travel and Transport – Lesson 3.1 **'How did everyone welcome the railways?'**

History



Lesson slide 11 and Work booklet page 10

Ask pupils if they think the development of train travel has been positive or negative.

Explain that in the 19th century, many people did not want railways to be built. Show the examples of people's concerns on the slide.

Discuss whether any of these people were right to worry. Point out that although many of the concerns were misguided, some of the fears about air pollution were correct.

Ask pupils to give pros and cons of railway lines (pros: links to other towns, affordable, faster transport of goods and people; cons: noisy, pollutes the air, puts carriage and canal drivers out of business).

Ask who might want a railway line (anyone transporting goods – factory owners, farmers – and people who travel out of town) and who might not (nature lovers, local business owners, carriage and canal boat drivers). Note pupils' answers on the board.

Pupils should complete tasks 2 and 3 independently.

Computing



Data Handling: Introduction to Data

Recap and recall: Display the *Presentation: Speak like an expert* and allow the children to recall the methods of representing data they explored in the previous lesson (using objects, pictures and tallies).

Attention grabber: Hand out the children's pictures and tallies from last lesson. Allow the children to familiarise themselves with the data. Demonstrate how to represent this information in a table, asking the children to call out the total number of each animal.

Main event: Explain that the children will use Sketchpad to create a pictogram. Demonstrate how to navigate Sketchpad following the directions on the teacher video. Demonstrate how to create a pictogram in Sketchpad. Click '+' to create a new project. Add the animal names along the left (lion, elephant, zebra, monkey and parrot). Search for animal pictures using the 'clipart' tool. Search for 'lion' and insert the image three times next to the label. Allow time for the children to complete their pictograms independently.

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Dreams and Goals

Lesson 3: Learning with Others

Learning Intentions: I can recognise who I work well with and who it is more difficult for me to work with.

I can tell you how working with other people helps me learn.

Play 'Pass the smile' – the first child identified by the teacher smiles at the person on their right who then accepts the smile and passes it on to their right and so on. How does this game make you feel? Can you do this again and add in a handshake? Sing the song 'There's a place in this world' why is it important to get along with others? Because it helps us to reach a goal. Give children time to work on their challenge/goal from last week. Children can then come together and show the class what they have learnt/produced. Is it easier to work towards a goal with someone you get on with? Why/why not? Congratulate the children for doing so well.

PSHE



Call and Response (Theme: Animals)

Recap and Recall: Display the presentation. Use the activity to recap the previous lesson.

Attention Grabber: Show slide 1: Lion call and response. Model the call with an instrument, ensuring the sound matches the spoken words (see teacher video). Children reply with the response. Repeat for other animals.

Main Event: Distribute instruments (one per child). Pair up: one partner does the call, the other the response. Practice all calls and responses, matching spoken words to instrument sounds. Form groups of four: Choose two calls and create responses. Practice speaking calls and responses without instruments. Add instruments to play calls and responses. Advanced groups: use only instruments. Perform as a class and record.

Music



Sculpture and 3D Paper Play

Lesson 4:

LO: To apply paper-shaping skills to make an imaginative sculpture.

Recall: Show presentation 3D art – children to work in pairs and choose an element from the model and recreate the technique used – rolling, folding, scrunching.

Attention Grabber: Show some images of the Tree of Life. Ask the children some questions about the images: what can you see? How do you think it was made? Does it look flat or 3D? Show the presentation Tree of Life. Explain how in cultures this is how we can show all of nature.

Main Event: Use the planning from last lesson to now begin creating a tree of life using the skills from lesson 1 and 2. This is not to be completed this week, as it will be continued and more detail added next week.

Art



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P.E.



Fitness Tag

Focus: Cardiovascular endurance

- **Setup:** Select 2-3 "taggers" to start.
- **Rules:**
 - If tagged, children must go to the "fitness zone" (marked area) and perform a short exercise (e.g., 5 jumping jacks or 5 squats) before re-joining the game.
 - Rotate taggers every 2-3 minutes.

Cognitive

In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.

Lesson 4



Warm-Up
Stuck in the Mud



Skill
Stance



Skill Application
Below the Knee



Review Method
Questions Carousel

Communicating with school

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