

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.

Teachers:	Mrs Mitchell and Miss Hannah	Year group:	Year 1	Date:	03.02.2025
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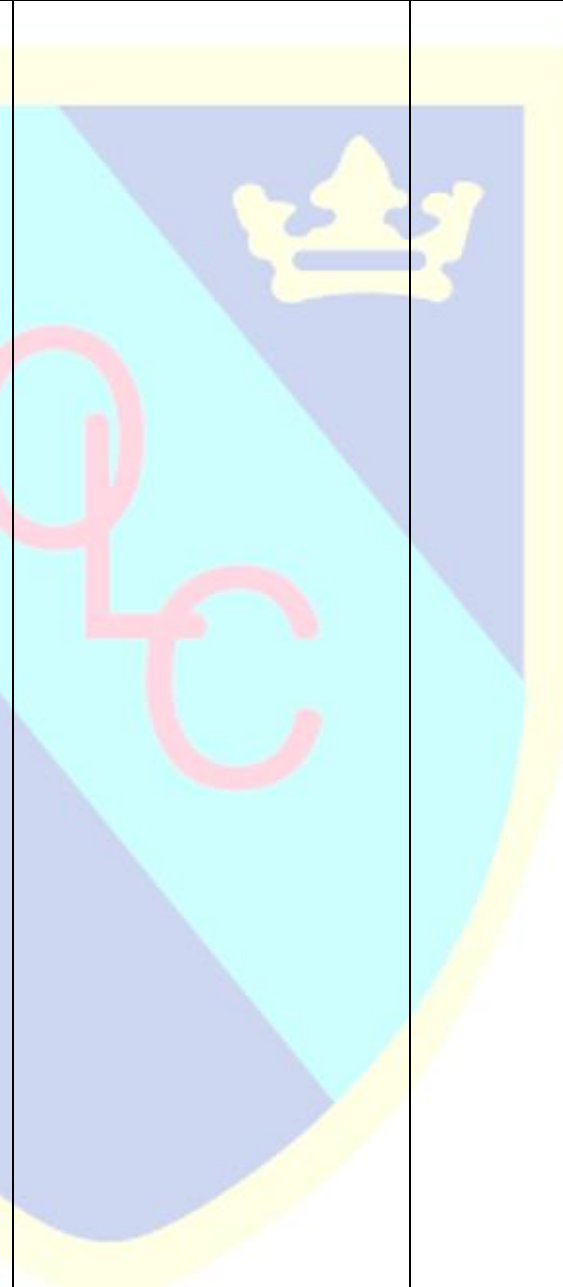
	Monday	Tuesday	Wednesday	Thursday	Friday
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<p>R.E.</p> 	<p>LO: To understand the Parable of the Sower and its message about growing in faith.</p> <p>Big Question: What does the Parable of the Sower teach us?</p>	<p>LO: To reflect on the Parables of the Talents and the Sower and understand their messages for Catholics today.</p> <p>Big Question: How do Jesus' parables help us live?</p>	<h2 style="text-align: center;">Candlemas</h2> <p>Candlemas (celebrated on Sunday 2nd February 2025) is a special day when we remember how Mary and Joseph took baby Jesus to the temple, and Simeon called Him the light of the world. We can celebrate Candlemas in school by lighting a small candle and saying a prayer to thank Jesus for bringing His light into the world. After the prayer, have a quiet reflection time where children can think about how they can share Jesus' light by being kind and loving. Include sometime practicing some hymns that recognise Jesus as the light of the world (Shine Jesus Shine, Longing for Light etc.) To finish, the children could decorate a picture of a glowing candle to take home as a reminder of the day.</p>	<h2 style="text-align: center;">Gospel Values and Virtues</h2> <p>This half term, we are learning about being grateful and generous. Being <i>grateful</i> 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 <i>generous</i> 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.</p>	<h2 style="text-align: center;">Catholic Social Teaching</h2> <p>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</p>
	<p>Show a seed. Ask: "What does this seed need to grow into a plant?" Explain that Jesus used seeds to teach about faith. Read Mark 4:1–20. Use pictures or props to illustrate the story (e.g., rocky soil, thorns, rich soil). Watch a video of the parable. Key questions: Who is the sower? What does the seed represent? What do the different soils teach us about faith? Each class plant a seed in a small pot and label them. Discuss how</p>	<p>Begin by asking the children to look back at their previous work on the Parables of the Talents and the Sower. Ask the class: "What have we learned about faith and talents?" "Why are these lessons important for how we live as Catholics?" Recap the key messages of the two parables. Emphasise: The Parable of the Talents teaches us to use our God-given gifts wisely and to serve others. The Parable of the Sower reminds us to nurture our faith by listening to God's word and making good</p>			

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faith grows with care, like plants. Draw the four types of soil and write what they represent. Extension for Year 2: Write a reflection on how they can nurture their faith. Revisit the Big Question. What can we do to help our faith grow?

choices. Lead a class discussion about how these parables guide Catholics today. Ask: “How can we use our talents to help others? What can we do to grow in faith and help others grow too?” Ask children to create written messages inspired by the parables, such as: “Share your talents to bring joy to others. Faith grows when we listen to Jesus’ teachings.” Chn then list actions Catholics can take to live out these messages, such as supporting friends, sharing resources, or praying. **Extension for Year 2:** Ask Year 2 children to write a paragraph connecting the two parables. Prompt them to explain how both parables guide Catholics in using their talents and growing in faith. Revisit the Big Question.



together with love and kindness.

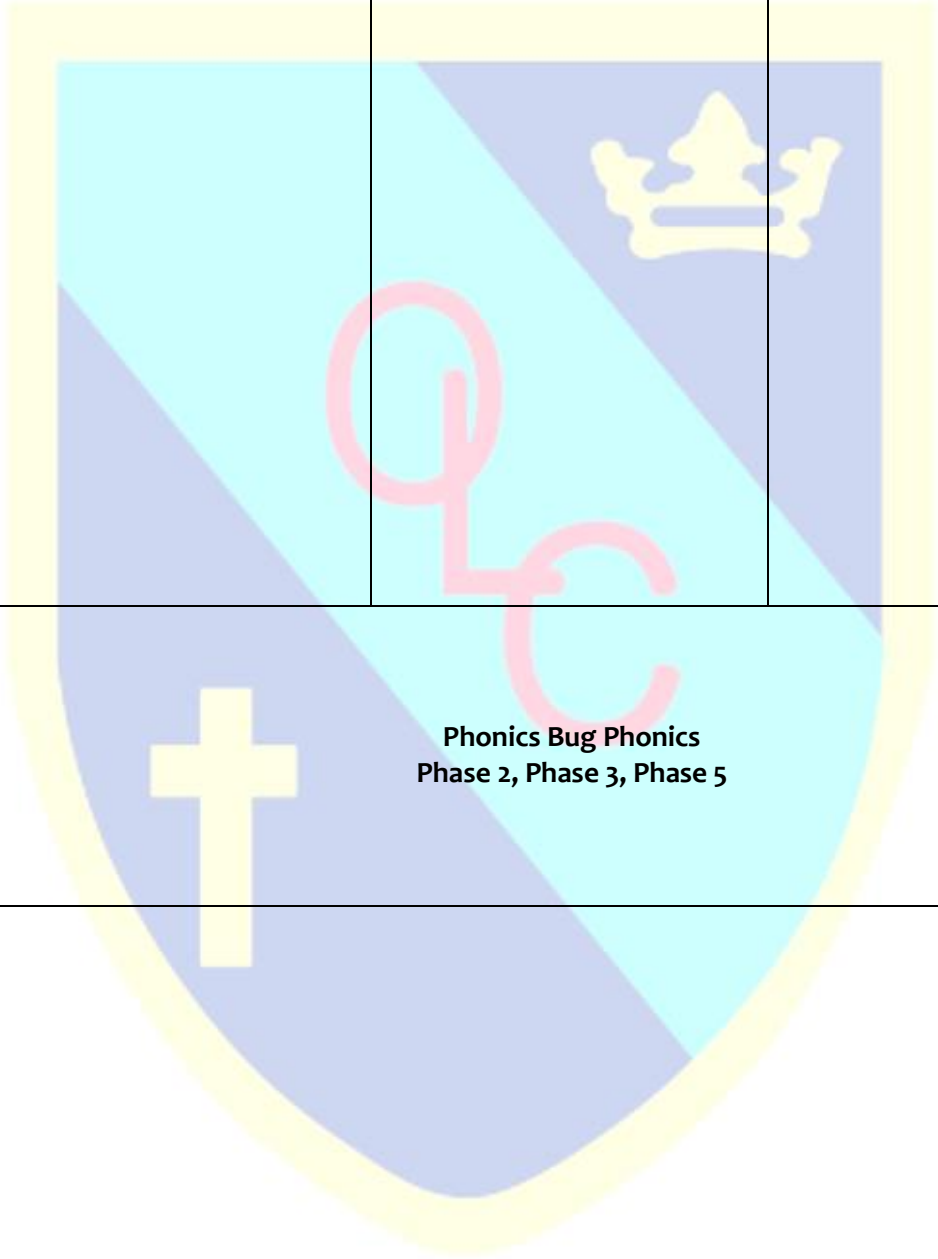
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Maths	Textbook B Unit 7: Addition and Subtraction within 20 (11 Lessons)				
	8 – Subtraction – Find the Difference Page 62	9 – Related Facts – Fact Families Page 65	Consolidation – Number Bonds to 20	10 – Missing Number Problems Page 71	Consolidation – Doubles
English	LO: To consider other character's feelings in the story.	LO: To create a wanted poster using adjectives.	LO: To think of our own naughty activity for the bus to do.	LO: To use adjectives and verbs to describe a new naughty activity.	LO: To write an apology letter to the other characters for the naughty behaviour.

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disappeared I was very upset and heartbroken.

Year 2: Say how you would feel if you were a character in the book and the bus was being naughty and making a mess – then add a conjunction to say why they are feeling like this. E.g. When I woke up to see the bus had disappeared I was very upset and heartbroken because it is my favourite toy and I didn't think it would run away.



Phonics



Phonics Bug Phonics
Phase 2, Phase 3, Phase 5

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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

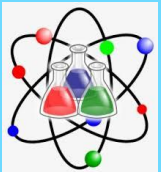
Year 1

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 bath busy
poor told path 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 after could Christmas
climb last should everybody
most past would even
only father who
both class whole
you grass any
your cold pass many

Science



Marvellous Materials – Lesson 5: Puddle Observation: Part 2

LO: To measure and observe the changes in puddles and make predictions

Before the session: Arrange for an audience to come and visit at the end of the session (parents, Head teacher, another class, for example). Locate puddles outside or recreate some by pouring water on the playground. If there are many large puddles, the chn will need to have their wellies with them. Print out the before and after photos from the session before. Put copies of them on the tables.

Whole class: Ask the chn to sit down and to look at the before/after photos of the puddles taken in the previous session. Ask them to write anything down on the photos that they think is interesting or surprising. Encourage them to think about their learning from that session and any questions that they still might have. These notes may only be one or two words, or could be whole sentences and questions. Then ask the chn to put on their wellies and to go back outside to look at puddles (again, recreate puddles in the playground if there are no naturally occurring ones).

Activities: Tell the chn that together as a class, they are going to chart the changing size of a puddle over the day (or overnight). Give the chn a clipboard, paper and pencils. Ask them to look carefully at a puddle and to represent its size on the paper. This does not have to be accurate or the correct dimensions, but will be an opportunity for the chn to have a go themselves at recording what they see. The chn may want to measure the circumference or width by using the length of their foot or hand. Go back outside regularly during the day (or first thing the next morning) to do the same measuring exercise and record it on the clipboards. Before each trip outside, ask the chn to think about what they might find and predict any changes. Ask the more able to consider measuring the rate of evaporation more accurately, using string to record the changing circumference or metre sticks to measure the depths of the puddles. Ask them also to think about what factors might affect how quickly the puddles disappear.

History



Travel and Transport – Lesson 4.1 ‘How has the car developed and did everyone benefit?’

LO: To know some of the ways the motorcar developed over the years

Lesson slide 5 and Work booklet page 11

See also the History: Chronology, change and continuity toolkit, Waypoint 2

Use the class timeline to review the types of transport that had been invented in 1903.

Pupils complete task 1 independently.

Tell pupils they will watch a video of the streets of London in 1903. Ask the class what they think they will see.

Show the BFI video ‘Old London Street Scenes (1903)’ on YouTube. Ask pupils if they are surprised to see so many horses and carriages, and to discuss why this was the case (changes happen at different speeds for different people; cars were not widely available yet, and not everyone could afford them).

Computing



Data Handling: Introduction to Data

Recap and recall: Display the *Presentation: Brain dump* and allow time for paired discussion.

Attention grabber: Display **Presentation: Minibeast hunt**. Explain that the children will use their mini-beast hunt work from Science. Re-cap what we found in this investigation.

Main event: Share the link: [NCES Kids' Zone Graphs](#). Explain that the children will use this website to represent their collected data using bar charts, pie charts and line graphs. Model how to use the link: [NCES Kids' Zone Graphs](#) to represent the data (see Teacher video). Use slides 2–7 to remind the children of the steps as they work. Ask the children: Which graph do you prefer? Which graph is best for representing this data? Encourage the children to explain their answers. Challenge them further by asking what they think the other graphs could be used for. Print the children’s work.

Wrapping up: Ask the children to consider why the charts were given certain names (e.g. why is a bar chart called a bar chart?)

PSHE



Dreams and Goals

Lesson 4: Stretchy Learning

Learning Intentions: I can tackle a new challenge and understand this might stretch my learning.

I can tell you how I feel when I am faced with a new challenge.

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? All children to stand in a circle and stretch as high as they can. Repeat this but stretch in different directions. Can you think of anything else that is stretchy? Caterpillar, elastic band etc. When we learn new things, we are stretching our thinking or our skills. We can get better at something by practicing over and over again – therefore stretching our skills, learning. Who can share away they have stretched their knowledge for a new skill? Explain how to make ‘stretchy’ flowers. Step 1 – make a handprint or draw around your hand. Step 2 – cut out your

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handprint/flower. Step 3 – Decorate it to make it look like a flower. Step 4 – Fix the handprint to one end of a pipe cleaner, threading the pipe cleaner through the hand so it sits on the top like a flower. Step 5 – Attach the other end of the pipe cleaner to the end of a green garden stick by winding it around the top. Set a challenge of making their own flower adding more steps to make a different flower. Explain how they feel now they have succeeded in making their own stretchy flower.

Call and Response (Theme: Animals)

Recap and Recall: Use the activity (spot the difference) to recap the previous lesson.

Attention Grabber: Display the *Presentation: Questions and answers*. Clap out the ‘calls’ (questions) and ask the children to recall the ‘responses’ and clap them back.

Music



Main Event: Chn work in the same groups as last week. Chn will be developing and performing the compositions started in the last lesson. Play the audio/video recordings of each group from the last lesson to remind the children of their work. Ask each group to use their voices and clapping to remind them what their sound pattern was. Hand out the same instruments from the previous lesson to each group. Allow the groups some time to rehearse the music that they created last lesson. Discuss how the children could change the volume in their pieces, including: starting quiet and getting louder or vice versa, creating a mixture or pattern of loud and soft sounds or having just one quiet sound with the rest loud or vice versa. Encourage the children to experiment, making sure the changes in volume are obvious; they need to really exaggerate them.

Wrapping up: Ask each group to perform for the rest of the class. Encourage the children watching to provide feedback to help the groups improve, reminding them to be specific.

Art



Sculpture and 3D Paper Play

Lesson 5: Tree of Life

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.

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Main Event: Children to complete their own Tree of Life from last lesson, using the techniques learnt over the previous lessons. If they have finished they can add lines/colours like they did in lesson 2 with the white paper and drawing on top.
Take a picture of the children with their work to go in their books/take group picture of artwork on a table to go into books to show progress.

P.E.



Treasure Hunt Fitness

Focus: Teamwork and physical activity

- **Setup:** Scatter “treasures” (bean bags, cones, or balls) around the area. Divide the class into teams.
- **Rules:**
 - Teams must collect one treasure at a time by performing an exercise to get to it, such as hopping, skipping, or running.
 - The team that collects the most treasures within a set time wins.

Cognitive

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.

Lesson 5



Warm-Up
Line Out



Skill
Stance



Skill Application
Tightrope Twins



Review Method
Magic Bean Bags

Communicating with school

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