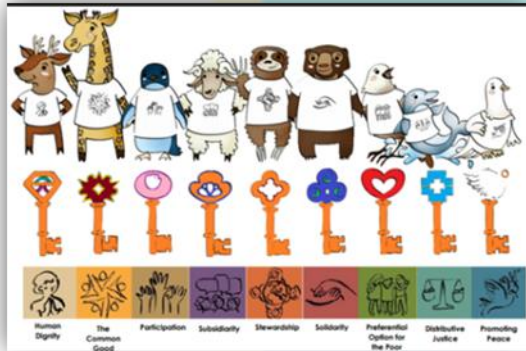


Message from teachers:

**Catholic Social Teaching
Solidarity and the Common Good**



**Gospel Values and Virtues
Attentive and Discerning**

WE ARE GROWING TO BE:

ATTENTIVE

ATTENTIVE:
Often people who really need our help won't come and ask for it. We have to be attentive to people so we can work out what they might need from what they tell us.

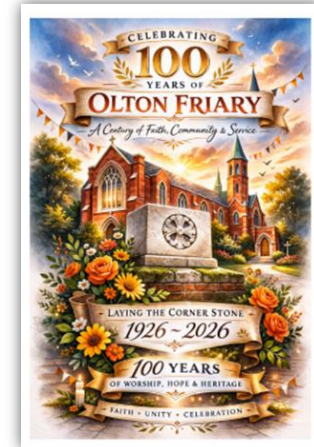
Attentive: Being attentive is a bit like being a detective, we listen to people and know that the best way to show that we love and care about them...

DISCERNING

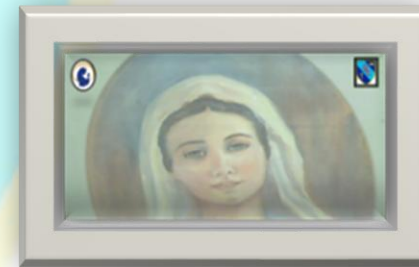
DISCERNING:
Discernment allows us to make well-informed decisions. It is often used when discussing the topic of vocations and making decisions based on the path we think that our life will take.

Discerning: In the process of discernment, we ask the Lord to help us to take the path in life which he has planned for us, leading a life which follows the universal call to holiness.

**2025 - 2026
Olton Friary Centenary**



June is the month of the Sacred Heart of Jesus



Our Lady of Compassion watch over your children

OLC WEEKLY LEARNING PLAN




English Y5 – Benjamin Zephaniah's Windrush Child Complete



National Space Centre Visit

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

Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	08.06.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Y5 National Space Centre Visit to Leicester	LO: To know the story of Peter preaching at Pentecost and identify the main elements of his message	LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle	LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle	Mass @ 10:13am Olton

OLC WEEKLY LEARNING PLAN

Discussion: Have you ever wanted to say something but felt too nervous?

Play the whisper vs bold game (shown on PowerPoint.)

Discuss what happened at Pentecost once the disciples were filled with the Holy Spirit. Watch video and read Acts 2: 14 – 41.

Explain clearly that Peter emphasised that Jesus died and rose again, Peter explained the truth and 3000 people believed.

Discussion questions:
 What is the main element of Peter's message?
 What does it tell us about Christ?
 Why was it important to tell this message?
 What was the impact?

Task: Imagine you are Peter, write your first speech to a crowd that have gathered.

Show images of the healing at the beautiful gate. Discuss the following questions:
 What is happening?
 Who are the men?
 What happens next?

Read and watch the story (Acts 3: 1 – 16).

Role play task:
 In groups of 4/5 recreate this story.
 Roles: Man, Peter, John, Crowd.
 Think carefully about what each person would say/ how they would react.

Share role plays with each other.

Recap previous learning.

What happened in the story?
 Why is it significant?
 How was Peter able to heal the man?

Task: Retell the story in the form of a comic strip.



Include the words and reactions of Peter, John, the man and the crowd.

Deeper question: Why were Peter and James able to heal the man?









**Friary
 Feast of the Sacred
 Heart**

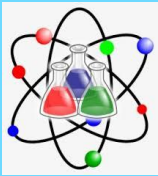
OLC WEEKLY LEARNING PLAN

		<p>Deeper question: Would you have made the decision to follow Peter if you were there to hear him speak? Why?</p>			
<p>Maths</p> 	<p>Y5 National Space Centre Visit to Leicester</p>	<p>Assessment</p>	<p>Assessment</p>	<p>Negative Numbers LO: Compare and order negative numbers Lesson 4</p>	<p>Assessment</p>
		<p>Arithmetic Paper</p>	<p>Reasoning Paper A</p>	<p>Textbook Pages 164 Practice Book Pages 123</p> 	<p>Reasoning Paper B</p>

OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>Y5 National Space Centre Visit to Leicester</p>	<p>LO: Spelling Paper / & Spelling and Grammar National Space Centre Follow up work</p>	<p>LO: Reading Paper Summer</p>	<p>Geography / English Write Up Lesson 6</p>	<p>RE</p>
<p>Reading</p> 					
<p>SPAG</p> 	<p>Assessment SPAG</p>	<p>Spellings Assessment</p>			

Science



**Session 2
Medical Materials**

Wellfordbury Hospital has sent in a series of requests for materials recommendations.

LO: Set up a series of tests to see which materials would be best for the job and explore the medical applications of some very modern materials.

Children will:

- Investigate a range of materials for specific properties (Yr5&6)
 - Recommend the best materials for a given use, identifying possible alternative materials (Yr5&6)

Local fieldwork

Lesson 1: Why do geographers do fieldwork?

- What is fieldwork?
- What is the purpose of fieldwork?
- How can geographers help people by doing different types of fieldwork?
- How are maps used for fieldwork?

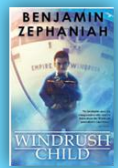


Geography





Computing



Task: You need to research a monument and answer the questions on the next slide in bullet points.

When using bullet points, remember:

- introductory sentence ending with a colon,
- either all whole sentences or all fragments of sentences,
- full stops and capital letters for full sentences,
- consistent capitalisation, or not, for fragments.

In pairs, choose a famous monument and research answers to the same set of questions.

- Where is the monument located?
- When was it erected?
- Who constructed it?
- What is it made of?
- Are there any words inscribed on it?
- Why was it created?

Monuments to choose from:
(Write it down on a post-it-note so you don't forget!)

- Christ the Redeemer - Rio de Janeiro
- Great Sphinx of Giza - Egypt
- Titanic memorial - Belfast
- Millicent Fawcett - London
- Angel of the North - Gateshead
- Arcelor Mittal Orbit - London
- Alan Turing Memorial - Manchester
- Edith Cavell - London
- The 4th Plinth - London



PSHE



Life to the Full Plus - Upper Key Stage Two - Module 1

Unit 2: Me, My Body, My Health



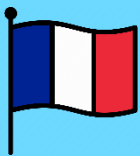
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes

Respect

Taking care of their bodies as gifts from God

MFL



Y3/4 (A): Lesson 3: To have or have not in the French classroom

✓ To ask and answer a question about something you have or do not have.

[Get started >](#)

LO: To ask and answer a question about something you have or do not have.

- I can ask a question in French about something I have or do not have.
- I can answer a question in French about something I have or do not have.
- I can use and share different strategies to help me remember new vocabulary.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

Music



Music:

LO: To learn for the songs and music from the end of year production



Music



Lesson 1: Pop Art and music

✓ To explore the musical concept of theme and variations.

[Lesson 1: Pop Art and music](#)

- I can talk about theme and variations.
- I can relate the idea of theme and variations to Pop Art.
- I can perform a rhythm in different ways.

[Andy Warhol Marilyn Monroe](#)

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/lesson-4-whats-in-a-name/>

Art



Explain to the class that most designers work collaboratively in design studios and in the early stages of product development. They use hot seating, so nobody owns a specific space or job. Later on in the process, specific roles would then be prescribed to individuals.

Place the children into groups of four or five. Give each group a word to play with, from which they will produce a concept and a product. For example, 'sumptuous' (splendid and expensive-looking). What could this be? A dark chocolate? A hot drink? A product to put in the bath? etc.

Pupils must write their word down, start sharing ideas and note these ideas down as a mind map or spider diagram. Provide them with a dictionary and thesaurus to help them.

OLC WEEKLY LEARNING PLAN

Alternatively, they could do this as a group on a large piece of paper and then photograph and print it out for them to stick into their books later.

Each group should discuss and record the answers to:

- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)
 - What is the name of the product?
 - Does the word have a meaning?
 - What are we selling?
 - What is its purpose?
 - What is its USP?
 - Does it have a slogan?

The children could even draw rough sketches to help visualise the product and possible logo, but the focus should be on the language used.

The level of challenge is up to you – you could give children very concrete words, verbs, adjectives, or words that relate to a colour, or to a sound, or capital cities of the world. Whatever you choose, a product idea will follow.

Walk 7,000 steps this week!

25 sit ups

Run on the spot for three minutes

15-star jumps

Plan an exercise circuit that lasts 5 minutes.

E.g. 1min jog 1 min mountain climbers 30 secs squat jumps 30secs run 1 min burpees You can add exercises like squat pulses or tuck jumps to increase the intensity!

P.E.



Turn and Run:

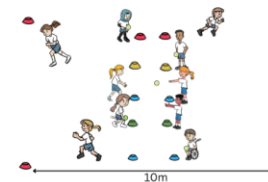
Q: What do you know about underarm throwing? Used over a short distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about overarm throwing? Used over a long distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about successful catching? Begin in a ready position, feet shoulder width apart and knees bent. Watch the ball. Catch with two hands and wide fingers.

A In 2s, 1 ball, 2 cones. Place the cones through the centre of the space, 3m apart. Explore the following a few times:

- Underarm throw then turn and run to the line (marked by cones) behind them.
 - Move their cones further apart, overarm throw then turn and run to the line behind them.
- Make this harder by asking pupils to complete a solo ball skill whilst waiting for their partner to return.



<https://pe.getset4education.co.uk/lesson/ks2/rounders/1?years=1>

005

OLC WEEKLY LEARNING PLAN



accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

WhiteRose Mathematics Homework Week 7

Communicating with school

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