

Message from teachers:

20+C+M+B+26



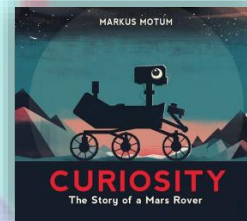
Gospel Values and Virtues
Gospel value and virtue: Curious and Active

Baptism of Our Lord

Our Lady of Compassion

Green – Ordinary Time

In RE, we will focus on our Christmas and the Baptism of Our Lord





English: Curiosity by Markus Motum: We have discovered some mind-blowing information regarding our Universe, Galaxy and Solar system and Earth!! As we learn more about the Mars robotic rover '**Curiosity**,' we are finding out how Curiosity was created and used to help us to learn about the possibility of life on Mars.

Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team


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

OLC WEEKLY LEARNING PLAN

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	19.01.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Christmas unit Big question: Why does the birth of Jesus matter, and how do different perspectives on this event shape the way people live and respond to issues like power, poverty and hope today?	<p>LO: To know some of the journeys in the Christmas story and understand some difficulties these imposed on the Holy Family</p> <p>Discuss: What is a journey? Have you ever been on any difficult journeys? In pairs, list together all the journeys they can recall from the Christmas story.</p> <p>Read about these journeys in Matthew's Gospel.</p> <p>Share information about the journeys using the PowerPoint slides. Discuss key questions: How difficult would this journey have been? What would make it difficult? How did Mary and Joseph respond to the difficulties?</p>	<p>LO: To know that Jesus was born into poverty and understand some of the difficulties faced by homeless people and refugees</p> <p>Discuss: Where are babies usually born? How does this compare to where Jesus was born?</p> <p>Emphasise that Jesus was born into poverty. Make links to the homeless and refugees today.</p> <p>Share some images of homeless people. Discuss how these make the children feel? How would Jesus respond to these images today?</p>	<p>LO: To know that Jesus was born into poverty</p> <p>Share image of Mary and Joseph arriving into Bethlehem. Discuss: How did they feel after their journey? What were they thinking?</p> <p>Key questions: What do you imagine the stable to be like? What would your dream home be like? Does it matter that Jesus was not born into luxury?</p> <p>Share advert of a modern home. How would an advert for the</p>	<p>This week, the Y6 children will also be taking part in Confirmation preparation sessions.</p> 

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		<p>Which journey do you think was the most difficult? Why?</p> <p>Task: Children to rank each journey according to how difficult it was. Explain their decision behind each one. Encourage children to reflect on the difficulties and how Mary and Joseph were able to overcome them.</p> <p>AT2/ ER2: How can we learn from the Holy Family when we are faced with difficulties on our faith journey?</p>	<p>Key questions: Who are the homeless? Why do people become homeless? How might the life and teaching of Jesus inspire people to help those who are homeless? What charities support the homeless?</p> <p>Play children OneLife music 'A heart that sees'. Ask children to reflect on today's lesson and think about this song links to the learning.</p> <p>Task: Write a prayer asking for love and compassion to be shown to those who are homeless.</p>	<p>stable compare? Encourage children to think of ideas. E.g. Rustic property, free overnight stay, Close to popular town of Bethlehem, Room for a small manger, etc.</p> <p>Task: Create a 'for sale' advert advertising the features of the stable.</p> <p>Reflection question: How significant do you think the birthplace of Jesus was? Explain your answer.</p>	
<p>Maths</p> 	<p>LO: Find a rule – one step Pages: 35-37</p>	<p>LO: Find a rule – two step Pages: 38-40</p>	<p>LO: From expressions Pages: 41-43</p>	<p>LO: Substitution 1 Pages: 44-46</p>	<p>LO: Substitution 2 Pages: 47-49</p>

LO: To use the passive voice to write a formal log.

Read the page beginning 'After 253 days...' Focus on the words travelling and hurtling. Ask children to find other 'travelling' synonyms to complete a language continuum, ordering the words according to the speed that they suggest.

Identify the subject, object and verb within the sentence. Next, cut the sentence up and show children how to swap the subject and object over to construct the passive.

Provide the following examples for children to practice constructing the passive:

The descent vehicle fired eight rockets.

Now, watch the second video to contrast the reaction from Times Square, New York (also on YouTube). Ask children to complete the table with basic information about the events of the landing:

What is the function of the dash? What effect does it have? Look back through the book for further examples of where the dash has been used to add information or emphasis (there are many!). Provide curious clauses resource and ask children to pair up the best possible matches. Curious clauses: Model using sentences with dashes to beam back information from Curiosity's on-board camera to NASA.

Brainstorm all the nouns a new rover will need, e.g.: wheels, laboratory, camera, battery, laser, drill, weather station.

RE

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Show children how to eliminate the verb and pronoun to create a formal tone in the present tense. Can they do the same with their sentences?

Curiosity was protected by a heat shield.

Model how to use the passive to write NASA's log of the landing on Mars in note form before children create their own.

Look at the illustration of Times Square. Imagine you were the reporter with the job of writing the BREAKING NEWS broadcast.

Shared writing

Model writing a short news report:

BREAKING NEWS!

After a tense wait, NASA has confirmed its Curiosity rover has touched down safely on Mars. Landing at precisely 5:17am, Curiosity sent a message back to the control room on Earth, stating "Touchdown confirmed, we're safe on Mars." Waiting for news, engineers at NASA were overcome by nerves, but celebrated in style upon hearing the good news.

Children create their own short news reports using passive voice and adverbials of time and place and the passive voice. Teachers may wish children to instantly publish this piece as a video

Surveying the terrain - it would appear quite rocky.

Children then work independently or in pairs to put together their own pairs of clauses that Curiosity could transmit to NASA.

Can you add a clause in the form of a question to the following sentences?

For example, 'Curiosity's mission was to scan for life on Mars - what would it find?'

The rocky terrain was difficult to navigate -
The NASA team waited in anticipation -

Model creating a noun phrase using the structure: **adj + noun + preposition**

Allow children time to build noun phrases. They may need a bank of adjectives to support them with this.

Have a rover ready that you have designed, named Pilgrim. Model writing labels for its features, using expanded noun phrases and technical vocabulary.

Shared writing

- high-powered camera with night vision capabilities
- on-board laboratory for testing Mars' atmosphere

Allow children time to design their new Mars rover, creating labels using the following headings:

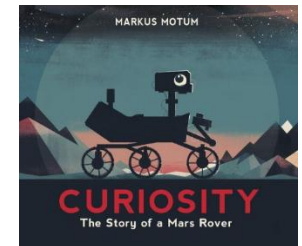
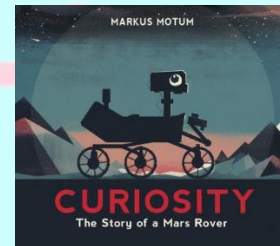
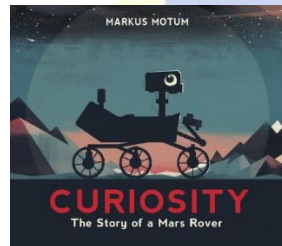
- Size

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/ TV news report in role as a news anchor.

- On-board technology
- Avoiding danger
- Moving around
- Communication

Reading



SPAG

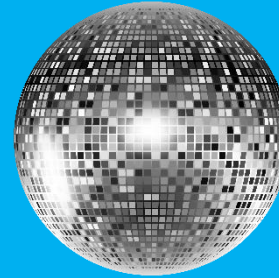
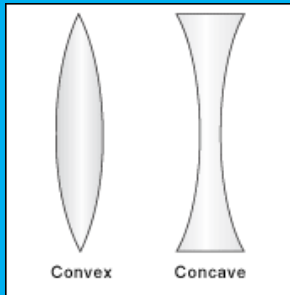
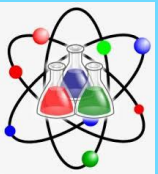


• Lesson 3 – Nouns, Pronouns, Determiners

Pronouns (search portal for Nouns & Determiners) [grammarsaurus.co.uk]

- Lesson 4 – Verbs, Adverbs, Adjectives
Adverbs & Adverbials (search portal for Verbs) [grammarsaurus.co.uk], [grammarsaurus.co.uk]

Science



Session 5:Lighting Effects: illusions with mirrors

Light Content:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Working Scientifically

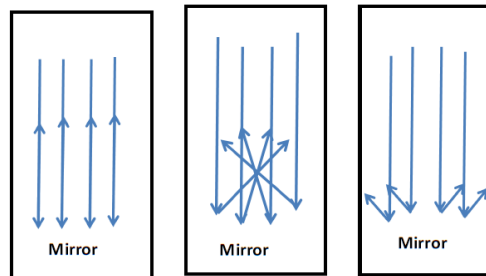
Planning different types of scientific enquiries to answer questions

Recording results using scientific diagrams and labels

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

You Will Need:

Ray diagrams and Lens diagrams



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Additional Resources

:Metal spoons
Concave, convex and plane mirrors
Magnifying glasses

Geography



Lesson 2: Are fossil fuels sustainable?

- What are the ways humans can generate energy?
- What are 'renewable' and 'non-renewable' forms of energy?
- What are fossil fuels?

Programming 2: BBC micro:bit

This unit hub can be used to inform your medium term plan and to navigate to related resources.



Lesson 1 Music Programming

- Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.
- Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.
- Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.
- Choose appropriate blocks to complete the program and attempt the challenges independently.

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Link: Programming 2 > Year 5 > Upper key stage 2 > Computing > Programming 2: BBC micro:bit
[Micro:bit Lesson Plans | KS2 Computing and Programming](#)

LO: To know that God calls us to love others

- About ways in which we can participate in God's call for us to love others



PSHE



Unit 1: Religious Understanding

UKS2 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives

[Religious Understanding – Ten Ten Resources](#)

(Session Notes)

Session 1: God Is Calling You

In this session, pupils will look at the nature of God's call to love others. Children will study and imaginatively consider the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives

Y3/4 (A): Lesson 1: Let's count in French

Learning the numbers one to six and playing the traditional French board game 'jeu de l'oie'.



[Y3/4 \(A\): Lesson 1: Let's count in French](#)

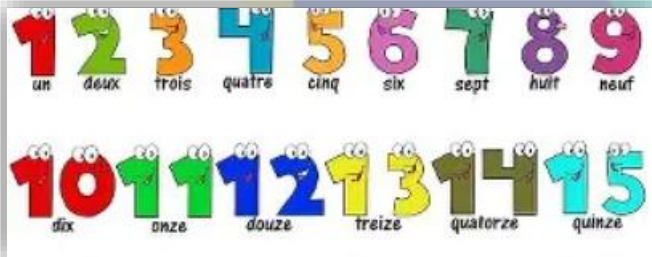
MFL



LO: To count in French.

- I can say the numbers one to six in French.
- I can recognise some of the number words one-six in French.
- I can play a game using number words.

[Bing Videos](#)



Music



Lesson 1: What is musical theatre?

Learning about the concept and history of musical theatre and how it has changed over time.



To understand the history of musical theatre.

Musical theatre > Year 5 > Key stage 2 > Music >

Lesson 1: What is musical theatre?

[Lesson 1: What is musical theatre?](#)

Success criteria:

I can identify at least three features of musical theatre.

I can describe some of the roles involved in making musical theatre.

I can place types of musicals accurately on a timeline

Watch

Teacher video: What is musical theatre?

Have ready

Presentation: History of musical theatre (see Main event- external websites).

Link: Matilda the Musical - trailer by the Royal Shakespeare Company on Videolink (1:25 minutes).*








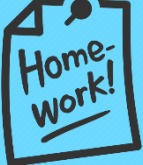
Link: English National Opera - Major General's song - Pirates of Penzance on VideoLink (3:28 minutes).*

Link: The 5th Avenue Theatre - Luck be a lady - Guys and Dolls on VideoLink (3:17 minutes).*

Link: Universal Pictures - Mamma Mia - Abba songs - Dancing Queen and others on VideoLink (12:13 minutes).*

Link: Walt Disney Studios -Hamilton - Official trailer on VideoLink (1:00 minute).*

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<p>Art</p> 	<p>In this lesson, pupils learn about Hermann Rorschach's inkblot images and how artists like Andy Warhol were inspired by them, exploring the idea that meaning comes from the viewer rather than the artwork itself. Pupils look at example inkblots, discuss what they see, then create their own by folding paper with blobs of paint to form symmetrical designs. After drying, they interpret their inkblots and compare their ideas with a partner, highlighting how individuals see images differently. Finally, the class reflects on how interpretation varies and what this reveals about responding to art.</p> <p>https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/every-picture-tells-a-story/lesson-2-inspired-by-rorschach/#</p> 
<p>P.E.</p> 	<div> <div>Walk 7,000 steps this week!</div> <div>25 sit ups</div> <div>Run on the spot for three minutes</div> <div>15-star jumps</div> <div>Plan an exercise circuit that lasts 5 minutes.</div> <div>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!</div> </div> <div> <p>Lesson 2</p> <div>  <p>Warm-Up Hi Baby!</p>  <p>Game Dodgeball (Invasion)</p>  <p>Skill Footwork</p>  <p>Review Method Badge of Honour</p> </div> </div>
	<p>Homework Y6: SATs</p> <p>BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>Maths Homework pages:</p>

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Communicating with school

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

