

Message from teachers

WE ARE GROWING TO BE:

GENEROUS

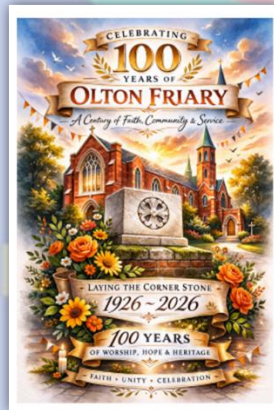
GRATEFUL

Generous: We are generous with our gifts and use them in the service of others. We are generous with our time and give of ourselves to serve others as God wants us to.

Grateful: We are grateful for the gifts God has given to us, for the gifts of other people and the blessings of each new day.

We are generous with our actions, doing things to help other people and make a difference in the world.

Grateful: We are thankful for what have and for the people around us.



Olton Friary Centenary



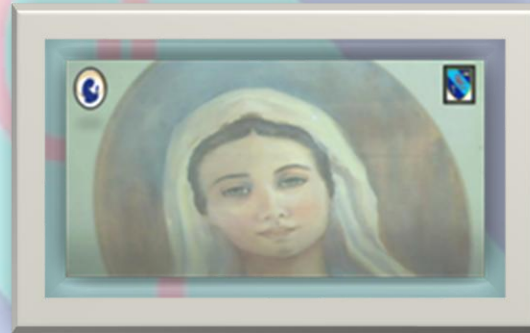
Pentecost

**Congratulations to the whole Olton Friary
Community on their Centenary anniversary!**



English Y5 – Benjamin Zephaniah's Windrush Child

We pray during Our Lady's Month of May...





Bikeability Week



OLC WEEKLY LEARNING PLAN

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

Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>New Unit Pentecost</p>	<p>LO: To know that the Holy Spirit is included in the Church's belief in the Holy Trinity</p> <p>Share different images of the Trinity. Discuss them together. What is your favourite image? Why?</p> <p>Share John 14: 16. What does it reveal about the Holy Spirit and the Trinity?</p> <p>Watch video and use PowerPoint to explain what the Trinity is.</p> <p>Share the different images.(E.g. a shamrock, a triangle, concentric circles) Explain that these act as a model of the trinity.</p>	<p>LO: To understand how the Holy Spirit transformed the lives of the disciples</p> <p>Ask: “When is the Church’s birthday?” (Pentecost) Brief discussion: What does a birthday represent? Show a modern image of Pentecost (e.g. flames, diversity, unity). <i>How might Pentecost still be relevant in our lives today?</i></p> <p>Read and/or watch the story of Pentecost (Acts) Class discussion:</p>	<p>LO: To understand how the Holy Spirit transformed the lives of the disciples</p> <p>Continuation from previous lesson</p>	 <p>Pentecost – Sunday 24th May</p>

OLC WEEKLY LEARNING PLAN

Task: Create your own model/
diagram of the Trinity.
Complete an explanation for it.

What happened? (wind,
flames, Holy Spirit,
languages)
Why was it important?


In pairs, children
discuss:
How did the disciples
feel **before** Pentecost?
How did they feel **after**?
How were their lives
transformed?

Writing Task:
*Imagine you are one of
the disciples. Write a
diary entry about the
events of Pentecost.
Include thoughts and
feelings.*

Support:
Provide paragraph
structure (before /
event / after /
reflection)
Sentence starters if
needed
Challenge: use
ambitious vocabulary
and varied sentence
structures

AT2 Reflection

OLC WEEKLY LEARNING PLAN

			<p>Question: <i>Imagine you were present in Galilee and heard Jesus' message about going out to 'peoples everywhere'. What would you do next? How would your actions shape others' lives?</i></p>		
<p>Maths</p> 	<p>Decimals LO: Problem solving with decimals (1) Lesson 9</p>	<p>Decimals LO: Problem solving with decimals (2) Lesson 10</p>	<p>Decimals LO: Decimal sequences Lesson 11</p>	<p>Decimals LO: Multiply by 10 Lesson 12</p>	<p>Decimals LO: Multiply by 10, 100 and 1,000 Lesson 13</p>
	<p>Textbook Pages 120 Practice Book Pages 90</p>	<p>Textbook Pages 124 Practice Book Pages 93</p>	<p>Textbook Pages 128 Practice Book Pages 96</p>	<p>Textbook Pages 132 Practice Book Pages 99</p>	<p>Textbook Pages 136 Practice Book Pages 102</p>

OLC WEEKLY LEARNING PLAN

	<p>Shared writing: Children to write a diary entry in role as Leonard, expressing his emotions at each stage of his journey to his new home in England.</p> <p>Dear Diary, After two long weeks at sea, I cannot tell you the satisfaction I felt when I first set eyes on the distant coastline of England. Mum woke me up and we scrambled up to the deck in our pyjamas. I hadn't seen her so excited in such a long time. All of a sudden, there was our long-awaited destination right in front of my eyes. For a moment, all of my anxiety faded away.</p> <p>Children to peer assess each other's writing, paying</p>	<p>the street, yet they weren't getting on with us. Show children how it may be necessary to rearrange the clauses and word order to use certain conjunctions.</p> <p>Despite most people getting on with each other on the street, they weren't getting on with us.</p> <p>I wish I had known... Think about what Leonard might say to another child travelling to Britain from Jamaica. What advice would he give them? Children may wish to draw upon the things Leonard's grandma and parents have told him.</p> <p>Even though you may wish to shop in particular stores, in some places you might encounter a 'colour bar'. People may say unkind things to you. In spite of this, you must always remember your principles and respond politely.</p> <p>Contrasting conjunctions to consider using: but, however, although, even though,</p>	<p>including a comma to separate clauses: I am grateful for being able to go to school, which will allow me to gain an education and help me have a bright future.</p> <p>Model a range of relative pronouns and discuss how the relative clause will change accordingly. Relative pronouns: who, whom, which, what, that (also where and when)</p> <p>Provide children with sentence strips and ask them to experiment with adding a relative clause to a main clause. Challenge children to change the relative pronoun used and explore how this may affect other parts of the sentence, including the words chosen.</p> <p>I am grateful for being able to go to a good</p>	<p>Look at Leonard's speech on page 113 beginning 'Grandma said...' Identify the modal verbs used to express his views. Which other modals are there?</p> <p>Talk to the hand: Ask children to imagine what Leonard might say to his mum about what has happened to his dad. Use talk to the hand to come up with questions he might ask, including modal verbs.</p> <p>How can...? Why should...? Who will...? What would...? Won't you...?</p> <p>Children to write a short informal speech from Leonard to his mum, similar to his words on page 113.</p>	
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OLC WEEKLY LEARNING PLAN

particular attention to tense choice.

despite, whereas, yet, in contrast

Write 3 sentences using conjunctions to give advice to another child travelling to Britain from Jamaica.

school, **that** will help me have a bright future.

Can the relative pronoun be omitted altogether?

I am grateful for being able to go to school, ~~which will allow~~ **allowing** me to gain an education and help me have a bright future.

Discuss with children whether any of the things they are grateful for are the result of people moving to Britain from other countries. Begin a discussion around Britain being a melting pot of cultures and traditions from around the world. This discussion will be continued in future sessions.

You yourself once told me "We shall not be moved!" so why would things have changed now? Surely if terrible things like this are happening to our own family, we should be even more resolute in our beliefs. How can we let ourselves be treated in this way?

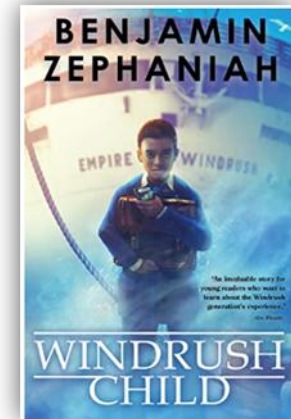
Explain that, even though Windrush Child is a story, Benjamin Zephaniah based the events on many people's real experiences. Repeat the continuum line activity from the beginning of the lesson, asking children if their view has changed as a result of this chapter?

From this point on, the Writing Root will move away from following the novel directly and

OLC WEEKLY LEARNING PLAN

focus instead on building towards a final extended written outcome. Teachers should continue to read the story alongside, as a class reader, to follow what happens to the characters and enhance children's understanding of the experiences of people who came to Britain during the 1940s and 50s.

Reading



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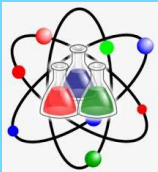
SPAG



Colons Grammarsaurus lesson

Semicolons Grammarsaurus lesson

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)

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Geography



Lesson 5: Why do a few companies control most of the world's food?

- What are the ten companies that dominate global food production?
- How do so few companies control so much?
- What are the impacts of TNCs?



Computing



Complete PowerPoints

PSHE



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](#)

MFL



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](#)

Music



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

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



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.

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:

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

Art



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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.

P.E.



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.

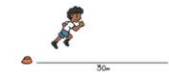
E.g. 1min jog 1 min mountain climbers 30 secs squat jumps 30secs run 1 min burpees You can add exercises like squat pulses or tuck jumps to increase the intensity!

Speed and Stamina Challenge:

Speed challenge:

Equipment: Stopwatch, cones marking 30m.

Organisation: Sit pupils in rows of 5. 5 pupils stand at the end of the 30m distance and use a stopwatch. Timers tell runners their time to the nearest second and switch places. Pupils record their time on their 'Fitness Record'.



Stamina challenge:

Organisation: Pupils take a cone each and place it around the outside of the track. The teacher times pupils in a 4 minute run. Pupils count how many laps they can complete in 4 minutes. Pupils record their time on their 'Fitness Record'



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 6

OLC WEEKLY LEARNING PLAN

Communicating with school

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

