



Message from teachers

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

Candlemas
Green – Ordinary Time

Our Lady of Compassion

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:	26.01.2026
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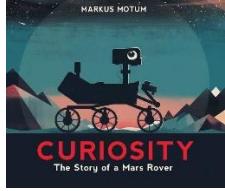
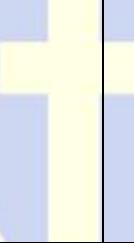
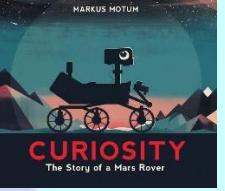
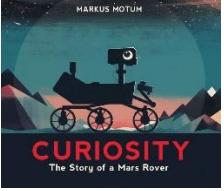
	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p>Confirmation preparation session</p>  <p></p>	<p>LO: To compare different Gospel accounts of the Baptism of Jesus</p> <p>Recap: Ask children to recall what they can remember about the Baptism of Jesus. What questions would they like to ask?</p> <p>Read the 4 accounts of the Baptism in the Gospels.</p> <p>Unpick together the similarities/ differences between them.</p> <p>Use the PowerPoint to discuss together. E.g. Luke mentions that Jesus was praying at the time it happened, John gives a testimony of what happened, Matthew mentions that John resisted at first. All accounts include details about the</p>	<p>LO: To know that Jesus was born into poverty</p> <p>Children to complete work from last week.</p> <p>Task: Create an advert for the stable where Jesus was born</p> <p>AT3: How significant do you think the birthplace of Jesus is? Explain your answer.</p>	<p>LO: To create different representations of the Baptism of Jesus using religious art</p> <p>Share image of the Baptism of Jesus. Children to discuss something that puzzles them, something that interests them and something that surprises them.</p> <p>Look at more artwork that depicts the event.</p> <p>Children to reflect on the following questions:</p> <ul style="list-style-type: none"> - Who was present there? - What did John feel like when Jesus came to him and asked for Baptism? - Which image do you think best represents the event? Why? <p>Task 1: Decide which image best depicts the event and why. Write an explanation in your book.</p>	

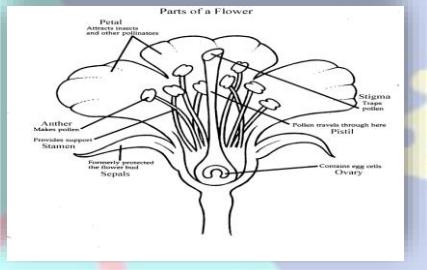
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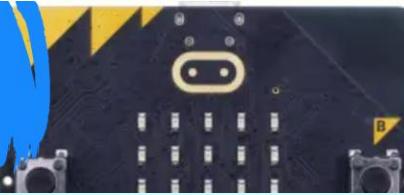
		<p>heavens opening and the Holy Spirit descending on Jesus.</p> <p>Task: Highlight the similarities and differences between the Gospel accounts.</p> <p>Write a sentence to explain the similarities and differences.</p>		<p>Task 2: Recreate your own image of the event. What style will you use? Who will be in your image? What colours will you use?</p>	
<p>Maths</p> 	<p>LO: Formulae Pages: 50-52</p>	<p>LO: Form and solve equations Pages: 53-55</p>	<p>LO: Solve one-step equations Pages: 56-58</p>	<p>LO: Solve two-step equations Pages: 59-61</p>	<p>LO: Find pairs of values Pages: 62-64</p>

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	<p>explain the rover's main functions. Pilgrim - the most technologically advanced of NASA's exploratory Mars rovers to date. As its name would suggest, Pilgrim has been designed to travel the red planet's uninhabited environments, exploring its darkest corners and unearthing its secrets. Containing 23 on-board cameras, a built-in weather station and state-of-the-art lasers, this rover has the capability to analyse, record and communicate its findings back to Earth.</p> <p>Ensure children understand that this is an</p>	<p>unearthing its secrets. Containing 23 on-board cameras, a built-in weather station and state-of-the-art lasers, this rover has the capability to analyse, record and communicate its findings back to Earth.</p> <p>Ensure children understand that this is an introduction to the rover, as if they are showing it to the NASA scientists for the first time, not a persuasive piece.</p> <p>In pairs, ask children to read each other's introductions to identify the verbs. Together, discuss the effectiveness of the choices and edit to improve if necessary.</p>	<p>with accompanying artwork (technical drawings).</p> <p>For the next 2 lessons you are going to publish your work for the NASA scientists. You need to write up your edited introductory paragraph, and include your designs of your new Mars Rover with your detailed formal features written out.</p> <p>This needs to be your best work to allow this to be approved!</p> <p>Don't forget all you have learned throughout this year!</p>	

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Reading 					
SPAG 	<ul style="list-style-type: none"> • Lesson 5 – Past, Present, Future Tenses 	<ul style="list-style-type: none"> • Lesson 6 – Progressive & Perfect Forms 			

<p>Science</p> 	<h2>Science curriculum area: Living Things and their Habitats</h2>  <p>Content: To describe the life process of reproduction in some plants and animals</p> <p>Working Scientifically</p> <ol style="list-style-type: none"> recording data and results of increasing complexity using scientific diagrams and labels identifying scientific evidence that has been used to support or refute ideas or arguments <p>LO: To dissect and label the parts of a flowering plant, including male and female structures (Y5&6)</p> <ul style="list-style-type: none"> To record findings in the form of an annotated botanical illustration (Y5&6) <ul style="list-style-type: none"> To research the life cycle and reproduction of a flowering plant (Y5&6)
<p>Geography</p> 	<p>Lesson 1: What is sustainability?</p> <ul style="list-style-type: none"> Why is the environment under so much pressure today? What are examples of sustainable and unsustainable practices? What new technology is encouraging sustainability?

<p>Computing</p> 	<p><i>Programming 2: BBC micro:bit</i></p>  <p>This unit hub can be used to inform your medium term plan and to navigate to related resources.</p> <p>Lesson 1 Music Programming</p> <ul style="list-style-type: none"> 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. <p>Link: Programming 2 > Year 5 > Upper key stage 2 > Computing > Programming 2: BBC micro:bit Micro:bit Lesson Plans KS2 Computing and Programming</p>
<p>PSHE</p>  	<p>LO: To know that God calls us to love others</p> <ul style="list-style-type: none"> • About ways in which we can participate in God's call for us to love others  <p>Unit 1: Religious Understanding</p> <p>UKS2 Module Two: <i>Created to Love Others</i> 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</p> <p>Religious Understanding – Ten Ten Resources (Session Notes)</p>

Session 1: God Is Calling You

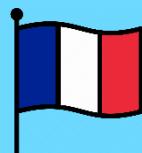
In this session, pupils will look at the nature of God's call to love others. Children will study and imaginatively consider the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives

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'.



MFL



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

LO: To count in French.

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

[Y3/4 \(A\): Lesson 2: Let's count higher in French](#)

LO: Lets count higher in French.

- To count beyond six in French.
- I can say the numbers six to twelve in French.
- I can use my fingers to show the number I hear in French.
- I can join in with a traditional French finger rhyme.

[Bing Videos](#)



Music



Lesson 2: Character or action song

Learning to identify character and action songs and developing an understanding of the role different songs play within a musical production.

To understand the history of musical theatre.

[Lesson 2: Character or action song](#)

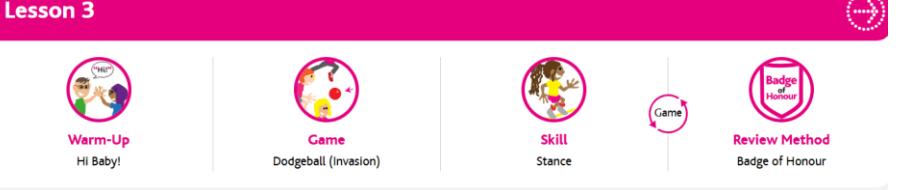
[Lesson 2: Character or action song](#)

Success criteria: To identify character songs and action songs.

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- I can identify a character song.
- I can identify an action song.
- I can justify my opinions by giving examples.

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Art 	<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.E. 	<p>Walk 7,000 steps this week!</p> <p>25 sit ups</p> <p>Run on the spot for three minutes</p> <p>15-star jumps</p> <p>Plan an exercise circuit that lasts 5 minutes.</p> <p>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> 
	<p>design, wrapper, knife, wrist, thumb, doubt, scissors, ghost, environment, government</p> <p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>Maths Homework pages: Week 7</p>

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Communicating with school

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

