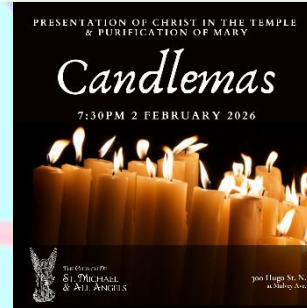


Message from teachers:



20+C+M+B+26

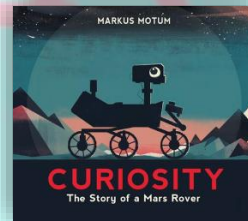


Gospel Values and Virtues
Gospel value and virtue: Curious and Active

Baptism of Our Lord

Our Lady of Compassion

Green – Ordinary Time




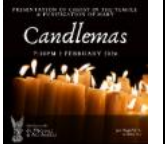
English: Curiosity by Markus Motum: We have discovered some mind-blowing information regarding our Universe, Galaxy and Solar system and Earth!! As we learn more about the Mars robotic rover '**Curiosity**,' we are finding out how Curiosity was created and used to help us to learn about the possibility 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:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	26.01.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Baptism unit: Big question: What might the symbols and actions of Baptism reveal about what it means to belong, to be transformed, or to begin again—and how does Jesus' own Baptism help	LO: To compare different accounts of the Baptism of Jesus	LO: To know that Jesus was born into poverty	LO: To create different representations of the Baptism of Jesus using religious art	
		<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</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>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>	

OLC WEEKLY LEARNING PLAN

	<p>shape these ideas for Christians today?</p>	<p>include details about the heavens opening and the Holy Spirit descending on Jesus.</p> <p>Task: Highlight the similarities and differences between the Gospel accounts. 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><i>3B Decimals and Percentages Lesson 3</i></p> <p><i>LO: Equivalent fractions and decimals-tenths</i></p>	<p><i>3B Decimals and Percentages Lesson 4</i></p> <p><i>LO: Equivalent fractions and decimals-hundredths</i></p>	<p><i>3B Decimals and Percentages Lesson 5</i></p> <p><i>LO: Equivalent fractions and decimals</i></p>	<p><i>3B Decimals and Percentages Lesson 6</i></p> <p><i>LO: Thousandths as fractions</i></p>	<p><i>3B Decimals and Percentages Lesson 7</i></p> <p><i>LO: Thousandths as decimals</i></p>
	<p><i>Textbook Pages 92</i></p> <p><i>Practice Book Page 68</i></p>	<p><i>Textbook Pages 96</i></p> <p><i>Practice Book Page 71</i></p>	<p><i>Textbook Pages 100</i></p> <p><i>Practice Book Page 74</i></p>	<p><i>Textbook Pages 104</i></p> <p><i>Practice Book Page 77</i></p>	<p><i>Textbook Pages 108</i></p> <p><i>Practice Book Page 80</i></p>

English



Lesson 13:

LO: To write an introductory paragraph using powerful verbs.

Look at the word 'find'. Ask children to think and discuss for a minute if they can think of any synonyms for the word. Children may come up with: discover, unearth, locate, uncover, reveal, expose. Repeat with the words 'send' and 'move'.

Explain that these verbs will be useful when writing an introductory paragraph about their rover.

Shared writing
Model write an introductory paragraph, drawing on the verbs identified to explain

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Explain that these verbs will be useful when writing an introductory paragraph about their rover.

Shared writing
Model write an introductory paragraph, drawing on the verbs identified to 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

Lesson 14-15:

LO: To edit for cohesion.

Look back at cohesive devices studied in sessions 6 and 7.

Display the following two sentences. How can we use cohesive devices to make them more cohesive?

Curiosity studies the terrain using its high-powered cameras.

Curiosity sends clear images back to NASA from Mars.

Once children's work has been edited, ensure they are able to publish their outcomes. It would look great if these were able to be presented on blueprint paper like in the book and

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Once children's work has been edited, ensure they are able to publish their outcomes. It would look great if these were able to be presented on blueprint paper like in the book and with accompanying artwork (technical drawings).

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. This needs to be your best work to allow this to be approved!

Don't forget all you have learned throughout this year!

R
E

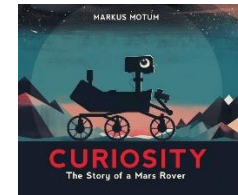
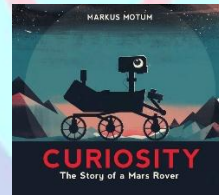
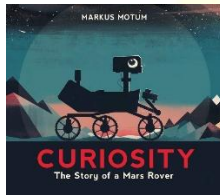
OLC WEEKLY LEARNING PLAN

	<p>the rover's main functions.</p> <p>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 introduction to the</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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OLC WEEKLY LEARNING PLAN

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Reading



SPAG

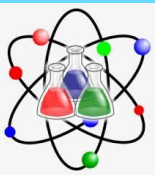


• Lesson 5 – Past, Present, Future Tenses

• Lesson 6 – Progressive & Perfect Forms

Science curriculum area: Living Things and their Habitats

Science



Content: To describe the life process of reproduction in some plants and animals

Working Scientifically

- i. recording data and results of increasing complexity using scientific diagrams and labels
- ii. identifying scientific evidence that has been used to support or refute ideas or arguments

LO: To dissect and label the parts of a flowering plant, including male and female structures (Y5&6)

- To record findings in the form of an annotated botanical illustration (Y5&6)
- To research the life cycle and reproduction of a flowering plant (Y5&6)

Geography



Lesson 1: What is sustainability?

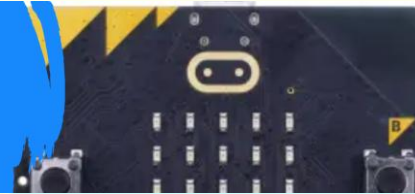
- Why is the environment under so much pressure today?
- What are examples of sustainable and unsustainable practices?
- What new technology is encouraging sustainability?

Computing



*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.

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



PSHE



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



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](#)

LO: To count in French.

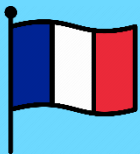
- I can say the numbers one to six in French.
- I am can recognise some of the number words one-six in French.
- I can play a game using number words.

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

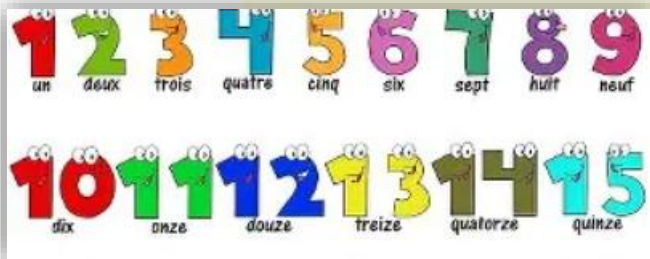
LO: Lets count higher in French.

- 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.

MFL



[Bing Videos](#)



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.




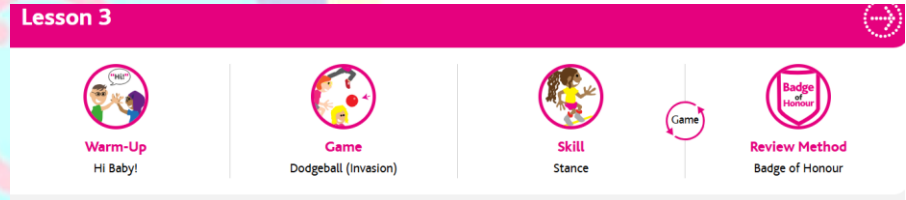
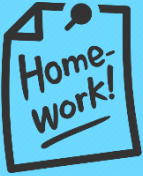
○

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

Music



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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> <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> </div> <div> <p>Lesson 3</p>  </div> </div>
	<div> <p>design, wrapper, knife, wrist, thumb, doubt, scissors, ghost, environment, government</p> <p>Maths Homework pages:</p> </div>

OLC WEEKLY LEARNING PLAN

Communicating with school

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

