

OLC WEEKLY LEARNING PLAN



Message from your teachers:

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

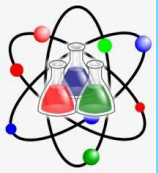
Teachers:	Mrs Freeman and Miss Houlihan	Year group:	Year 5	Date:	19.10.26
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R.E. 	Knowledge Statement:		Knowledge Statement:		Knowledge Statement:
	A virtue is a positive habit that helps people live a good life.		A virtue is something you have to practise/exercise so it becomes a habit. Sometimes it is not easy.		Recap of all knowledge statements from Branch 1.
Maths 	LO: Common factors	LO: Prime numbers	LO: Square numbers	LO: Cube numbers	LO: Multiply numbers by 10, 100 and 1000
	Textbook pages: 136 – 139 Practice book pages: 99 – 101	Textbook pages: 140 – 143 Practice book pages: 102 – 104	Textbook pages: 144 – 147 Practice book pages: 105 – 107	Textbook pages: 148 – 151 Practice book pages: 108 – 110	Textbook pages: 152 – 155 Practice book pages: 111 – 113

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English	LO: To use powerful verbs to express ideas in writing in the resolution/ending of a narrative.	LO: To edit a written narrative.	LO: To publish a written narrative.	LO: To publish a written narrative.	Front Cover and Blurb
	Starter: Explore powerful verbs and their impact. Main: Write the ending and reflect on the character's experience. Plenary: Improve verbs to strengthen writing.	Starter: Identify where paragraphs could be linked more clearly. Main: Edit and improve writing using fronted adverbials and other cohesive devices. Plenary: Peer assess writing and suggest improvements to vocabulary and organisation.	Starter: Review editing improvements and success criteria. Main: Produce a final published version of the narrative, focusing on presentation, handwriting and accuracy. Plenary: Share completed stories and celebrate the journey from planning to publication.	Starter: Review editing improvements and success criteria. Main: Produce a final published version of the narrative, focusing on presentation, handwriting and accuracy. Plenary: Share completed stories and celebrate the journey from planning to publication.	
Reading	The London Eye Mystery by Siobhan Dowd Lesson 7 Task: Read chapter 8-9. How does Kat feel in the chapters? What feelings are her own and what are the result of others? Explain using examples from the text.		The London Eye Mystery by Siobhan Dowd Lesson 8 Task: Read chapter 10-11. Answer the 10 SAT style reading questions.		

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SPAG 	Spelling  Task: Explore the spelling rule: -cial and -tial suffixes.	Punctuation and Grammar  Task: Explore and use rules for Capital Letters, Full Stops, Synonym and Antonym, Subject and Object, Colon, Semi Colon and Hyphens.
Science 	LO: to explore gravity and the life and work of Isaac Newton. This week in Science, the children will be learning about the life and work of Isaac Newton and exploring his famous discovery of gravity. They will investigate how gravity affects objects on Earth and throughout the universe, as well as develop their understanding of the relationship between mass and gravity. To demonstrate their learning, children will create a comic strip retelling Newton's discovery and write about what they have found out about gravity and its importance in our world.	
History 	Big Question Children will be completing their final Big Write for their history topic on the Benin Kingdom. They will answer the question: <i>What are the achievements of the Benin Kingdom?</i> Using everything they have learned throughout the unit, children will explain and justify their ideas, referring to the Benin Bronzes, trade, government, craftsmanship and the lasting legacy of the kingdom.	
Computing 	Before starting this unit, check pupils' prior knowledge of using Scratch. Display the <i>Presentation: Introduction to Scratch</i>. Remind the children that Scratch is a block-based programming language and can be used to create projects. Inform them that in this unit, they will make music. Explain that tinkering is exploring and playing with something to discover its key functions. Inform the children that it is important in computing because it allows programmers to explore, make mistakes and discover how code works. Ask the children to go to the Scratch website and create a new project. Show the <i>Pupil video: Tinkering with music in Scratch</i>, which demonstrates the lesson activity.	

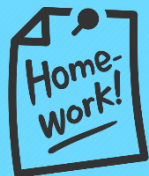
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	Allow the children to tinker and remind them of the skills shown in the <i>Pupil video: Tinkering with music in Scratch</i> .
PSHE: 	LO: To know that pressure comes in different forms, and what some of those different forms are Under Pressure – Ten Ten Resources Life to the Full Plus/ Module 2/ Unit 2/ Session 1: Under pressure Children explore the different types of pressure they may experience and learn the difference between spoken (direct) and unspoken (indirect) pressure. Through a drama freeze-frame activity, pupils work collaboratively to create and perform scenarios that demonstrate different forms of pressure. They identify the type of pressure being shown, discuss its impact on thoughts, feelings and behaviour, and consider strategies for making safe and positive choices. The lesson develops resilience, confidence and decision-making skills while encouraging pupils to reflect on how to respond to challenging situations. Children complete worksheet identifying the different types of pressure.
MFL 	Family and Friends This week in their BSL (British Sign Language) lesson, children will be learning signs related to family and friends. They will practise signing different family members and common friendship vocabulary, as well as taking part in simple conversations to talk about the people who are important to them. This will help develop their communication skills and understanding of Deaf culture.
Music 	Explain that popular club or dance music is mainly created of short pieces of music that are looped and then layered on top of one another to create a longer piece of music. Play the <i>Audio: Musical beat and loop</i> on slide 2 of the <i>Presentation: Body percussion loops</i> as an example. Explain to the children that they will work in groups; starting by performing a body percussion rhythm on loop, before layering it with others in their group.

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	Divide pupils into groups of four, and give each group a copy of the <i>Activity: Body percussion sheet</i>. 1. Ask the children in their groups to practise each of the body percussion loops, working together as a group and support each other while they work out each rhythm. 2. Assign one body percussion rhythm to each child in the group and allow some time for them to practise. 3. Once each child is confident with their own rhythm, ask the groups to work out how to layer each rhythm effectively. Encourage them to start with one child playing then introducing the next child and so on, until they are all playing together. Plenary: Ask the children to perform their looped rhythms to another group and offer feedback	
Art 	LO: To reflect on group sculpture Activities: • Reflect on last lesson's group sculpture. • Discuss: ◦ What did our sculpture show? ◦ What message were we trying to communicate? ◦ How did we use shape, form and materials to share our ideas? • Explore the work of Cai Guo-Qiang and discuss how artists use large-scale artworks and installations to communicate messages and encourage people to think. • Identify similarities between our sculptures and Cai Guo-Qiang's work. • Complete a short reflection on the meaning and purpose of our sculpture.	
PE 	Gymnastics To develop the straddle, forward and backward roll.	Year 5 Swimming

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Spelling:

1. official
2. special
3. artificial
4. potential
5. initial
6. crucial
7. beneficial
8. commercial
9. social
- partial

Maths:

Communicating with school

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