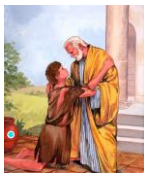
OLC WEEKLY LEARNING PLAN

Message from the teachers:
Dear children,

Mr Brennan and Miss Sidwell

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

Teachers:	**Mr Brennan & Miss Sidwell**	**Year:**	**Year 4**	**Date:**	**06.10.25**

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
		LO: to Understand that each person is unique and loved by God.	**(Lesson 2) LO: To explore Jesus' teaching on forgiveness.** **(Lesson 3) LO: To understand the consequences of choices through parables.**		
RE	**The Parable of the Prodigal Son** **Luke: 11-32** 	**Lesson 1: Made in God's Image – The Gift of Choice** **Key Vocabulary:** Choice, freedom, creation, responsibility. **Activities:** Reflect on what makes each child special. Read the creation story and discuss being made in God's image. Create a "Me Poster" celebrating individual gifts and talents.	**Lesson 2 & 3: Jesus Teaches Forgiveness – The Prodigal Son** **Key Vocabulary:** Forgiveness, parable, mercy, consequences. **Activities:** Read and discuss the parable of the Prodigal Son. Create a storyboard or freeze-frame drama of the story. Write a diary entry from the perspective of the younger son or father. Discuss what the story teaches about God's love. **Scripture:** Luke 15:11–32. ***Collective Worship:*** *Write prayers asking for forgiveness.*		**Harvest Samba Time!** Harvest Samba

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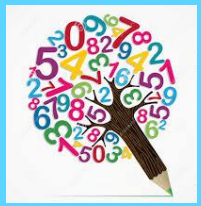
		Scripture: Genesis 1–2 (Creation of human beings). ***Collective Worship:*** *Quiet reflection on being created by God.* *Prayer of thanks for the gift of choice.*	*Create a litany of thanksgiving for God's mercy.*		
 ***Maths Y4***	**LO: Add and subtract 1s, 10s, 100s, 1,000s**	**LO: Add two 4-digit numbers**	**LO: Add two 4-digit numbers - one exchange**	**LO: Add with more than one exchange**	**LO: Subtract two 4-digit numbers**
	Unit 3: Addition and subtraction Textbook pages 78-83	Unit 3: Addition and subtraction Textbook pages 84-87	Unit 3: Addition and subtraction Textbook pages 88-91	Unit 3: Addition and subtraction Textbook pages 92-95	Unit 3: Addition and subtraction Textbook pages 96-99
 English	**LO: to learn about the life of St Martin de Porres.**	**LO: To predict what might happen on the basis of what has been read so far.**	**LO: To persuade through the use of imperative verbs and questions.**	**LO: To make inferences on the basis of what is being said and done.**	**LO: To identify word classes and the grammatical function of words within a context.**
	1. Mini Biography Reading & Discussion (15 mins) Use simplified biography from Young Catholics. Highlight key facts: • Born in Peru, 1579	A box appears in class with some air-holes and 'Fragile' tape. There is a note attached to the top of the box. It reads: *Lazy Pet Co.* *Delivery Note:* *Items: 1* *Fragile (and live) contents.* *Keep upright.*	**Character splat:** Use this strategy to create a profile of Sparky – likes/ dislikes/special skills/'USPs' for having a sloth as a pet e.g. good at playing statues; enjoys sleeping; won't run away or try to escape. Ask the children to find explicit	Read on from '*Sparky, I decided. That will be your name.*' up to the page where Mary Potts stalks off: "*Sparky knows tricks too," I told her. But she didn't believe me.* **What's in a name?**	Read text from this page; 'Trained Sloth Extravaganza'. *What do you think will happen next?* *What 'countless tricks' might Sparky be able to perform (or not)?*

	• Mixed race, faced discrimination • Became a Dominican lay brother • Helped the poor, sick, and animals • Known for miracles and kindness **Discussion Questions:** • Why do you think Martin is remembered today? • What challenges did he face? • How did he respond to unfair treatment? • **2. Acts of Kindness Challenge (10 mins)** Children write or draw one act of kindness they will do this week in honour of St Martin.	*No walking, bathing or feeding required.* **Talk to the hand:** Pose and create responses to questions around what might be in the box. Provide the children with a selection of nonfiction texts on animals/internet access and set them the task of trying to find out what the mystery pet might be, creating a simple information sheet about pets/animals that don't require much looking after. Ask the children to take notes using bullet points and key words – model this first. (the research that the children do today will be to create a page for the Lazy Pet Co. catalogue tomorrow) Reveal that the pet	clues from the text and to also infer why else a sloth might make a good pet e.g. we can infer that if Sparky was good at playing statues and is slow and sleepy, then sloths probably won't want to escape. Explain that we want to keep the description of sloths positive as this will form a page in the Lazy Pet Co. catalogue, where the job is to persuade potential customers to choose to buy animals as pets. Using the research ideas that the children gathered yesterday, they are to create a page for the Lazy Pet Co. catalogue for a different animal/potential pet that would persuade a would-be owner into buying. **Modelled writing:** Teacher model how to write the catalogue page using a combination of imperative verbs e.g. ***buy***	Talk about the girl's decision to call her pet sloth 'Sparky'. • *What sort of a character might the name suggest?* • *Why is it quite funny that a sloth be called Sparky?* • *What other names could Sparky be called? Why?* Now explore Mary Potts as a character. Have the 3 awards from Mary Potts' bedroom wall recreated as in the book and displayed. Tell the children that they are going to be reading detectives: *What might these awards tell us about Mary Potts?* Support the children to discuss this *She's well-behaved, follows rules, the teachers like her*	Read on up to But a promise is a promise and then onto the next two pages. Using the strategy of **Supported Sentences** play around with the multi-clause sentence: *Three people came to see Sparky perform: my mother, Mary Potts, and Mrs Edwin, the lollipop lady.* First, identify the nouns and colour-code e.g. in pink as per the Grammar Splat. Then do the same for the verbs. You should end up with something looking like this: *Three people came to see Sparky perform: my mother, Mary Potts, and Mrs Edwin, the lollipop lady.* Model how to swap in alternatives, starting with the nouns, keeping the

	3. Creative Writing or Diary Entry (15 mins) Choose one: • **Year 3:** Write a short diary entry as Martin, describing a day helping others. • **Year 4:** Write a reflection: "What would St Martin say to children today?"	is a sloth (it would be brilliant if you could get a toy sloth for this!) and read the text up to page 8 'My mother wasn't happy, but a promise is a promise, I said.' Predict what might happen next in the story.	***now*** *at the discounted price of …* and questions to persuade e.g. *Looking for a pet that requires little care?* Make explicit references to using pronouns to aid text cohesion but avoid repetition and ask children to identify the questions, the use of imperative verbs and the different ways of referencing sloths/use of pronouns e.g. they, this delightful pet would be… etc.	Teacher model putting some of these ideas onto a grid and model use of conjunctions to pare the retrieval to the inferred piece of information. **What I know/what I think I know:** Now look at the wording on the following page: *Before she even took off her coat, Mary said, "Let me see your new pet."* Elicit that the action and dialogue tell us about Mary as a character. Allow children to explore the pages read today (up to *"Sparky knows tricks too," I told her. But she didn't believe me.*) Ask them to find evidence about Mary Potts in terms of what she says (dialogue) and what she does (action) and to continue to fill in the grid.	context of the 'Extravaganza' the same so you end up with something like this (swap one word at a time so that this idea is built upon) Four neighbours arrived to watch the sloth dance: Mrs Jones, my cousin Amira, Emily Watts and Mr Owusu, the post man. Allow children to experiment with their own ideas.

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Spelling & Handwriting

Spelling words for this week:

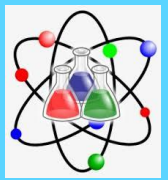
Dictionary Corner:

Put the words in context in sentences.

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Spelling handwriting focus for this week:

Put 5 of these words into sentences in context and spelled correctly.



Wider Curriculum

Geography

LO: To describe and design your ideal settlement.
(Over 2 weeks)

Key questions

- What would your ideal settlement be like?
- What important features would it have?
- Can you describe and draw your ideal settlement?

Science

LO: Recognise that shadows are formed when light is blocked by an opaque object.

Starter – Crime Scene Recap & Hook

- Show **Session 5 Police Evidence PowerPoint.**
- Recap the investigation theme: "How can Maggie's shadow change size?"

Art

LO: To use line, shape and tone in an imaginative drawing.

Lesson 4: Imagination in bloom

Read the Plant poem. Make a list of words to complete the sentences. E.g. Its petals were… smooth, velvety, transparent, multi-coloured.
Look at work by artist Yellena James.

Computing

LO: To remix an animation by altering the program's code.

https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/new-programming-scratch/lesson-4-remixing-an-animation/

Open the link: Scratch: Lost in space remix or download the file *Download: Lost in space remix .sb3 file* (see Have ready and Cautions). Click

Music

LO: To create lyrics that match a melody.

Lower KS2 Music Lesson Plan | Ballads | Writing Lyrics

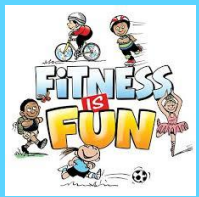
Children to tell the story of 'Soar'(from last lesson) to their partner.

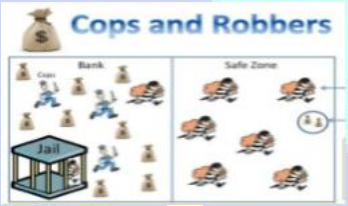
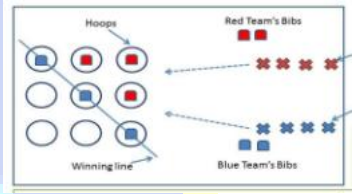
Show them the animation again on the link: Soar by Alyce Tzue and discuss if there were any parts that they missed.

	Complete the quiz from last week's lesson. Read through PowerPoint giving examples of different settlements and reasons why people like them. **Task: Children to write about their ideal settlement and draw a labelled plan.**	• Take quick suggestions from pupils. • Introduce today's investigation: exploring how shadow size changes. **Exploration – Shadow Play** • In small groups, pupils use torches and classroom objects to freely explore shadow size. • Use blackout facilities or move to a darker space. • Encourage experimentation with distance between torch and object. • After 10 mins, gather pupils and discuss findings: ○ Closer = bigger shadow	Children to look at the seeds and bulbs that they drew last week. Task: Draw what they think could grow from those seeds and bulbs. Be as inventive and detailed as possible. Encourage the children to take inspiration from Yellena's work and think about unusual shapes and combinations of lines and marks to apply to their drawings. Gallery – Yellena James Point out the creative way she has used shapes and lines to form her compositions reminiscent of organic structures, like plants and flowers.	the green flag to run the project. Remind the children that they will remix the project to create their own version. Hand out the children's *Activity: Remix planner* from *Lesson 3: Planning a remix* and allow them time to revisit their ideas. Demonstrate the following remixing options (see Teacher knowledge): 1. Add, delete or change sprites. 2. Change the backdrop. 3. Use loops to repeat actions. 4. Add sounds or text to enhance the animation.	In the next two lessons, the children are going to create a ballad to go along with the animation Soar. They will use an existing song and new lyrics that they will create. Listen to the songs: Link: 'Writing on the Wall' by Sam Smith on VideoLink.* Link: 'Diamonds' by Rihanna on VideoLink.* Link: 'Run' by Leona Lewis on VideoLink.* Link: 'Winds of Changes' by The Scorpions on VideoLink.* Link: 'Hello' by Adele on VideoLink.* Ask the children to vote which one they want to write new lyrics for. Recap the key vocabulary: What is a stanza? What is a chorus? Invent the chorus as a class.

		○ Further = smaller shadow **Main Investigation – Fair Test** Use *Task Sheet 1* with cardboard screen, torch, toy figure. Record results and plot on *Graph 1*. **Plenary – Light Travels in Straight Lines** • Keep room dark. Show **Plenary PowerPoint**. • Demonstrate light beam with torch and talcum powder. • Discuss why shadow size changes less as distance increases. • Reinforce concept: light travels in straight lines. **Reflection – Case Update**		**MFL** LO:	**PSHE** LO: About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-2/respecting-our-bodies/ Slides 1 – 2 *4 mins* Through a dramatic illustration involving a gift-wrapped shoebox (or similar), introduce the theme of how we treat gifts that are given to us, then make the link that our bodies are a gift from God to be respected and looked after.

		• Pupils jot down new theories about the case based on today's findings. • Share a few ideas with the class. • Explain these will be passed on to "Dave"!			Slides 3 – 5 *18 mins* Follow instructions to click to play and pause the AJ film, interspersed with roleplay from two pupils reading the parts of Sophie and Aidan in Appendix 1, in which Aidan doesn't respect or look after his body in a variety of different ways. Facilitate a time of discussion with key learning that we should eat a healthy balanced diet, exercise, and be sensible/careful. Then click to play the second AJ film where he explains why we should respect our bodies – God gave us our bodies and the Holy Spirit lives inside us! Slide 6 *5 mins* Deliver teaching to consolidate AJ's message, and allow pupils to respond

					through prayer and/or exploration of a verse from Scripture. Slides 7 – 9 *13 mins* Set up the idea that Sophie and Aidan's friend, Harrison, is still struggling to know how to look after and respect his body and so needs their help! Allow pupils to apply their learning from the session through the Appendix 2 worksheet and/or a creative writing exercise. Then finish with a final prayer and sing the module song.
 ***Daily PE Activity***	**REAL PE: UNIT 1** **Personal –** **Lesson 4:** In this unit, the children will develop and apply their footwork and one leg balance through focused skill	Fitness Focus - COPS AND ROBBERS The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at	Fitness Focus - STRATEGICKI Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a	Fitness Focus – TIK TAC TOE Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next	JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_JY

	development sessions, healthy competition, cooperative games and group Personal Best challenges.	a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.  	team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins. 	person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.  	

Homework:	

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