

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.



<b>Teachers:</b>	Mr Brennan & Miss Sidwell	<b>Year:</b>	Year 4	<b>Date:</b>	13.04.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>		<p>LO: To understand that Easter celebrates Jesus rising from the dead and bringing new life.</p>	<p>LO: To know and retell the story of Emmaus and understand how the disciples recognised Jesus.</p>	<p>LO: To understand how Jesus appeared to His disciples at the Sea of Galilee and what this taught them.</p>	<p><b>Catholic Social Teaching:</b></p>
<p><b>Easter:</b></p> <p><b>He is risen!</b></p>	<p>★ <b>Lesson 1: What Happened at Easter? Understanding the Resurrection</b></p> <p><b>Activities</b></p> <p><b>Starter</b></p> <p>Display Easter symbols (Paschal candle, lilies, water).</p>	<p>★ <b>Lesson 2: The Road to Emmaus — Meeting Jesus in the Word</b></p> <p><b>Activities</b></p> <p><b>Starter</b></p> <p>Show a map of Emmaus; ask: “Where were the disciples going?”</p>	<p>★ <b>Lesson 3: Breakfast at the Shore — Jesus Reveals Himself Again</b></p> <p><b>Activities</b></p> <p><b>Starter</b></p> <p>Recall: “Where else have the disciples been fishing with Jesus before?” (This links to the unit suggestion to recall past miracles.)</p>		

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		<p>Ask: “What do these signs remind you of?”</p> <p>Recap prior KS1 learning about the Resurrection. (Suggested in prior learning section.)</p> <p><b>Main Input</b></p> <p>Teacher retells the Easter morning story in child-friendly language.</p> <p>Explain that from this moment “the disciples became aware again of being in Jesus’ presence” — key concept from planning.</p> <p><b>Activity</b></p> <p>Children create an <b>Easter symbols mini book</b>, drawing and labelling:</p> <p>Paschal candle</p> <p>Empty tomb</p> <p>Water</p>	<p>Activate anticipation: “Why might they feel sad?”</p> <p><b>Main Input</b></p> <p>Read Luke 24:13–35 aloud.</p> <p>Highlight (with two colours):</p> <p><b>Red</b> → moments they <b>didn’t</b> recognise Jesus</p> <p><b>Blue</b> → moments they <b>did</b></p> <p>(This two-colour activity is directly suggested in the unit.)</p> <p><b>Activity</b></p> <p><b>Drama with Freeze Frames</b></p> <p>Group 1: Walking sadly</p> <p>Group 2: Stranger begins to speak</p> <p>Group 3: “Were not our hearts burning within us?”</p>	<p><b>Main Input</b></p> <p>Read John 21:1–14.</p> <p>Highlight:</p> <p><b>Red:</b> Failing to recognise Jesus</p> <p><b>Blue:</b> Signs that reveal Him (miraculous catch, bread + fish on fire) (Suggested in the planning.)</p> <p><b>Activity</b></p> <p><b>Storyboard: “Breakfast with Jesus”</b></p> <p>Four frames:</p> <p>Night of failure</p> <p>Stranger calls from the shore</p> <p>Huge catch</p> <p>Jesus cooks breakfast</p> <p>Challenge: Identify echoes of earlier stories (e.g., feeding 5000).</p>	
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		<p>White cloth</p> <p>Write one sentence for each explaining what it means.</p> <p><b>Assessment Links</b></p> <p>AT1: 3a — Understanding of key events. AT2: 2b — Personal response.</p> <p><b>Scripture</b></p> <p>Luke 24 (overview).</p>	<p>Group 4: Breaking of bread</p> <p>Each group creates two frozen pictures: <i>before</i> and <i>after recognition</i>.</p> <p><b>Assessment Links</b></p> <p>AT1: 3b — Recognising meaning in stories. AT2: 3c — Personal response to faith experience.</p> <p><b>Scripture</b></p> <p>Luke 24:13–35.</p>	<p><b>Assessment Links</b></p> <p>AT1: 3a, 3c — Understanding key events. AT2: 3b — Response in faith.</p> <p><b>Scripture</b></p> <p>John 21:1–14.</p>	
 <p><b>Maths Y4</b></p>	<p><b>LO: Hundredths as fractions</b></p>	<p><b>LO: Hundredths as decimals</b></p>	<p><b>LO: Hundredths on a place value grid</b></p>	<p><b>LO: Divide 1 or 2 digits by 100</b></p>	<p><b>LO: Divide by 10 and 100</b></p>
	<p>Unit 10: Decimals (1)</p> <p>Textbook pages 208-211</p>	<p>Unit 10: Decimals (1)</p> <p>Textbook pages 212-215</p>	<p>Unit 10: Decimals (1)</p> <p>Textbook pages 216-219</p>	<p>Unit 10: Decimals (1)</p> <p>Textbook pages 220-223</p>	<p>Unit 10: Decimals (1)</p> <p>Textbook pages 224-227</p>
 <p><b>English</b></p>	<p><b>LO: To use adjectives and prepositions to describe a setting.</b></p>	<p><b>LO: To improve my descriptive vocabulary using a thesaurus (adjectives and adverbs).</b></p>	<p><b>LO: To distinguish between different word classes and their relationships with one another (nouns and verbs).</b></p>	<p><b>LO: To identify and use prefixes, suffixes and word families in my writing.</b></p>	<p><b>LO: To use fronted adverbials in my writing.</b></p>

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**Starter (Whole Class)**

Children explore *prepositions* by describing where objects are placed (e.g. on, under, next to). They discuss the opening of the short film and make predictions about the story.

**Main (Independent)**

Children write descriptive sentences or a paragraph about the garage setting in the film using **adjectives, expanded noun phrases and prepositional phrases**.

**Plenary (Whole Class)**

Children share examples of their writing and discuss how strong vocabulary helps create clear descriptions.

**Starter (Whole Class)**

Children explore **adjectives and adverbs** by improving a simple sentence together.

**Main (Independent)**

Children describe the characters using **better vocabulary** and learn how to use a **thesaurus** to find stronger synonyms.

**Plenary (Whole Class)**

The class explores examples of incorrect thesaurus use and discusses why choosing the right word matters.

**Starter (Whole Class)**

Children recap **verbs** and practise writing action sentences and command (imperative) sentences.

**Main (Independent)**

Children write a **Kenning poem**, turning verbs into nouns (e.g. *slithering snake*). They apply what they know about word classes.

**Plenary (Whole Class)**

Children read their poems and classmates try to guess the subject.

**Starter (Whole Class)**

Children explore how adding **prefixes and suffixes** changes the meaning of root words.

**Main (Independent)**

Children identify prefixes and suffixes in texts and write sentences or summaries using words from the story.

**Plenary (Whole Class)**

Children explain what they learned and share ways to remember prefixes and suffixes.

**Starter (Whole Class)**

Children revise punctuation and learn about the **ellipsis (...)** and its uses.

**Main (Independent)**

Children write a **diary entry** from a character's perspective using **fronted adverbials** (e.g. *Later that afternoon, Across the room,*).

**Plenary (Whole Class)**

Children generate examples of fronted adverbials that describe **when, where and how** events happen.



**Spelling & Handwriting**

**Year 3 & 4  
COMMON EXCEPTION WORDS**

<b>Aa</b> accident accidentally actual actually address after again although answer any appear are arrive ask	<b>Bb</b> bath be beautiful because behind believe bicycle both break breath breathe	<b>Cc</b> calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could favourite February find floor different	<b>Dd</b> decide describe different	<b>Ee</b> early earth eight enough even every everybody exercise eye extreme	<b>Ff</b> famous fast father favourite February find floor forward	<b>Gg</b> go gold grammar grass great group guard guide	<b>Hh</b> half has he heard heart here his history hold hour house	<b>Ii</b> I imagine important improve increase interest is island island kind knowledge	<b>Ll</b> last learn length library love one only opposite ordinary our me medicine mention mind minute	<b>Mm</b> many material me medicine mention mind minute	<b>Nn</b> natural naughty no notice possible potatoes pressure pretty probably promise prove pull purpose push put quarter question	<b>Oo</b> occasion occasionally of often old once one only opposite ordinary our quarter question	<b>Pp</b> parents particular	<b>Qq</b> quarter question	<b>Rr</b> recent regular regain remember perhaps plant poor popular position possess possession separate she should so some special steak straight strange strength sugar suppose sure surprise	<b>Ss</b> said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	<b>Tt</b> the there	<b>Uu</b> you your	<b>Vv</b> various was water we weight were where who whole wild woman women would	<b>Ww</b> was water we weight were where who whole wild woman women would	<b>Xx</b> Xmas Xmas	<b>Yy</b> you your	<b>Zz</b> Zebra Zebra
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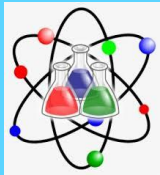
**Spelling/handwriting words for this week:**

Put these words in context in sentences.

accidentally  
occasionally  
frantically  
specifically

**Dictionary Corner:**

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.



**Wider Curriculum**

**Geography  
Migration**

Lesson 1:  
LO: To know what migration is.

**Key questions**

- What terms are used to describe types of migration?
- Which continents have the most emigrants and immigrants?
- How is food one way in which host countries benefit from migration?

Look at the image of International Migrants Day

**Science**

LO:

**D&T**

**Constructing a castle**

**Lesson 3:**

LO: To construct 3D nets.  
[KS2 DT Lesson Plan | Nests and Structures](#)  
Begin to construct a variety of nets to make their castle.

**Computing**

LO:

**MFL**

LO: To understand and respond to simple classroom instructions.

Introduce yourself in French using the following format:

**Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].**

Select a child and say,

**Bonjour ! Comment tu t'appelles et quel âge as-tu**

**Music**

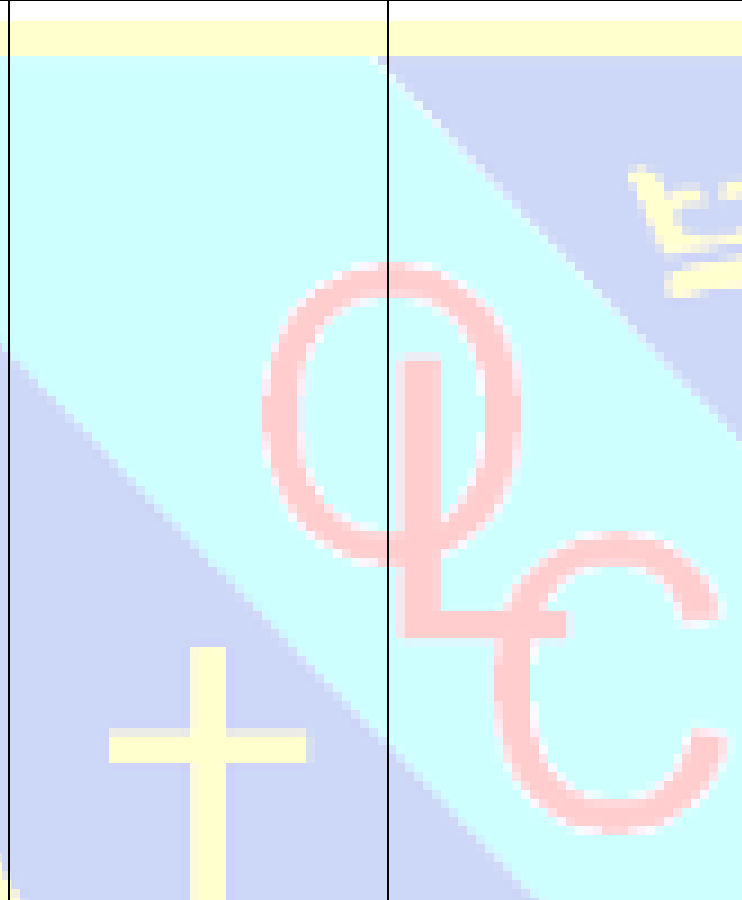
LO:

**PSHE**

LO:

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and discuss the question: Why celebrate migrants and migration? Things to talk about could include: new friends, new ideas, new skills and new foods could all come from other places. Look at a variety of football players and foods and place the country that they are from on a world map.



? – Hello! What’s your name and how old are you?

Ask the child to reply along the following lines or as much as they can manage:

**Bonjour ! Je m’appelle**

**[name] et j’ai sept/huit ans**

– Hello! My name is [name] and I am seven/eight years old

Repeat many times, ideally with each child having a go.

<https://www.bbc.co.uk/programmes/p0113yfv>

Display the *Presentation: Class commands* and use it as a prompt for this lesson’s vocabulary activities. See the *Teacher video: Follow*



Daily PE Activity



Coordination

Sending and Receiving

**Creative**

Creative Lesson 6

**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.

**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

**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.

**JUST DANCE – WAKA**

WAKA [https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

## OLC WEEKLY LEARNING PLAN

	<p>In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges</p>	<p>When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at 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.</p>	<p>other teams zone, they have to sit down where they were tagged. To get freed, a 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.</p>	<p>Once they have done this they must return to their line and give the next 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.</p>	
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### Homework:

### Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)