

Message from the teachers...



Gospel Values and Virtues



OLASS 'WE ARE CALLED TO BE SAINTS'

We pray for and remember all the Holy Souls during the month of November.

In RE, we are learning all about Parables and the messages that Jesus shared with that they give to us. These messages are still impactful for our lives today. In Y5 and Y6 we have been trying to understand Jesus' important messages of each parable and we are trying to make important links with how we should make choices in our lives.

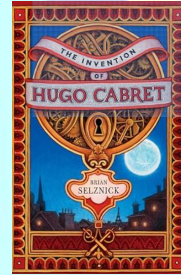
Gospel value and virtue: Learned and Wise. We are learning how God wants us to live our lives by never stop learning about what God wants of us. We learn many new things each day: By reading the Bible, by listening to our families, our teachers and by listening to our hearts, we can learn more of what God wants.



OLC WEEKLY LEARNING PLAN

In UKS2 life, it has been wonderful to explore our roles of being Caritas Ambassadors, and Minivinnies, Prayer and Liturgy Leads. Already our Y5 lunchtime groups are now supporting FS1 in their daily play and this is such wonderful preparation for when they all become Buddies next year! Both Minivinnies Groups meet on a Wednesday during their 'working lunch.' Here, they are learning about the wonderful work of the Saint Vincent De Paul- Minivinnies society. They will also lead our next Samaritan's Purse Shoebox appeal for 2025 and much more! Well done to each and every one of you!

We are continuing to learn about The Invention of Hugo Cabret



By Brian Selznick

Hugo is having a terrible time and now we need to persuade the shopkeeper to return his notebook!

We have our new Maths homework books too!



Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team

<https://cafod.org.uk/jubilee-schools/jubilee-pledge>

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	17/11/2025
	Monday	Tuesday	Wednesday	Thursday	Friday

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<p>R.E.</p> 	<p>We pray for and remember the Holy Souls during the month of November.</p> <p>The children will be given the opportunity to share their Saints projects with their class.</p>	<p>LO: To know and understand the parables of the Wedding Feast and the houses built on sand and rock Big Question: Which of the sayings of Jesus in the parables do you think is the most important?</p> <p>Share and discuss vocabulary from the unit. Recap learning so far. What is your favourite parable we have looked at? Why?</p> <p>Task 1: Create a mind map of what you think the Kingdom of God is like. Discuss this together but encourage children to draw/ write exactly what they think. (Leave space around the mind map to add in further details once we have read more parables.)</p> <p>Read and watch the parable of the wedding banquet and the houses built on sand and rock. (Lk 14: 15 – 24 and Mt 7: 21 – 27) <u>God's Story: Parable of the Banquet</u> <u>God's Story: Parable of the Two Builders</u> Discuss the parables. What is</p>	<p>LO: To know and understand the parables of the Wedding Feast and the houses built on sand and rock Big Question: Which of the sayings of Jesus in the parables do you think is the most important? (30-minute lesson)</p> <p>Share more new report dramas.</p> <p>Discuss together what each parable reveals about the Kingdom of God. (See PowerPoint for ideas.)</p> <p>After discussion, give children some time to add to their Kingdom of God mind map. Encourage them to add ideas that are linked to each parable. E.g. The invitation to join God's Kingdom is open to all (The Wedding Banquet)</p>	<p>LO: To know that Jesus taught his Disciples about God's Kingdom through parables and sayings</p> <p>Recap the messages in the following parables:</p> <ul style="list-style-type: none"> – The Sower – The houses built on sand and rock – The Wedding Banquet <p>Explain that Jesus used parables to reveal more about the Kingdom of God. He emphasised that it could grow if people welcomed it into their lives.</p> <p>Discuss barriers to God's Kingdom and what affects people welcoming it into their lives.</p> <p>Reflect on the key questions about each parable. (Questions</p>	<p>Thursday 20th One Life Y6 retreat.</p> <p>The children will continue their Confirmation preparation with a spiritual retreat with Dan and Emily from OneLife music.</p> 
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the main message? What do they reveal about the Kingdom of God?

Task: Split children into groups and ask each group to pick one of the parables.

In groups, create a news report drama based on one of the parables.

Discuss and allocate roles within each group.

Model example (see PowerPoint for some ideas.)

Encourage children to be creative and imaginative.

Share role plays



could be allocated to each pair/ group to discuss and feedback to the class.)

Key questions:

Who is the Sower? Why do some seeds grow?

What prevents other seed from growing?


What does the parable teach about welcoming God's Kingdom?

Who do you think the King is in the wedding banquet? What stopped the guests from coming? Why were the other people keen to come? What does this parable teach us about welcoming God's Kingdom?

What is the difference between the foolish and sensible builder? What does this parable teach about welcoming God's Kingdom?

Task: Children to pick

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				<p>one of the parables and answer the questions into their books.</p> <p>AT3: Share talking heads opinions about parables. Discuss these together. Encourage the children to refer to the parables we have looked at.</p>	
<p>Maths</p> 	<p>Compare and order fractions Pages : 102-104</p>	<p>Add and subtract simple fractions Pages: 105-107</p>	<p>Add and subtract any two fractions Pages : 108- 110</p>	<p>Add mixed numbers Pages – 111-113</p>	<p>Subtract mixed numbers Pages: 114-116</p>

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English



Lesson 9-10

LO: To express opinions.

Read to p354.

Discuss the two films mentioned in the book: A train Arrives in the station directed by the Lumière Brothers and A Trip to the Moon directed by George Méliès. Have pupils heard of any other famous silent films, actors or producers? e.g. Charlie Chaplin, Harold Lloyd, Buster Keaton... Explain that we are going to writing in role as a film critique and review a silent movie. What does the word 'review' mean? Have children ever written a book review? What features do they include? How might this be similar to a film review?

Show pupils a film review of 'Hugo' directed by Martin Scorsese. Spot the Features:

Children use highlighters to identify the following features in the exemplar film review:

- A strong introduction that entices the reader
- Key facts: Title of the film, year it was made, who directed it and key actors.
- Genre of the film and target audience
- Summary of the plot without giving away the ending
- Strengths of the film with specific details
- Weaknesses of the film with specific details
- Overall opinion of the film with a star rating

Pupils watch The Lion Cage.

Teacher challenges pupils to describe the silent film they watched in just one word e.g. humorous, magical, uplifting, captivating. Pupils, like a ping-pong match, pass the talk between each other until all responses have been exhausted.

Pupils can use the words generated to write their introduction to 'hook the reader' into their review.

Lesson 11

LO: To distinguish between fact and opinion.

What is the difference between a fact and an opinion? Explain that a fact can be verified with evidence whereas an opinion is based on a belief/viewpoint. Model reading pages 354-355. Choose 2 different colours: one to highlight facts and the other opinions. Model retrieving the information from the text and lacing in the in the table below.

Facts	Opinion
George Méliès began his career as a magician	He changed the face of movies forever
He owned a theatre of magic in Paris	He realised that film had the power to capture dreams

Children to read p404- 407 where Papa George tells Isabelle and Hugo about his early childhood and career. They are to highlight facts and opinions in the text and add it to their fact/opinion table.

Read to p493 before next lesson.

Lesson 12

LO: To plan a biography.


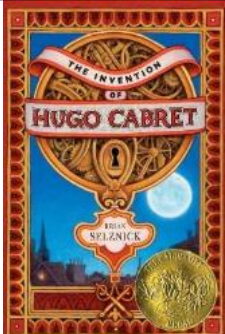
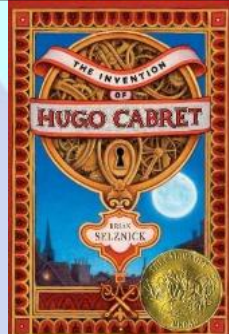
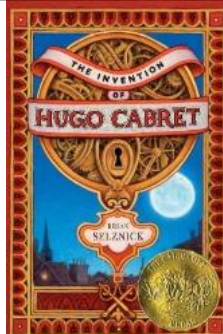
The French Film

Academy invites you to join us for an evening celebrating the life and work of cinema Legend George Méliès. The pupils have been tasked with making a programme of this event. This will be given to all patrons attending and provide a brief biography of George Méliès' life. Show children example of a biography and what features are evident. (Share point folder).

Show children the following subheadings. Are there any facts we already know about George Méliès which can be placed under them? Encourage children to use the facts collated in the previous lesson and an online encyclopedia to gather additional information about Méliès.

R
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	<p>Shared Writing: Teacher to model writing the summary section of the film placing emphasis on the use of passive voice used throughout Possible sentence starters could include: The film was set in... The film was directed by... The film was nominated by... The plot focuses on... The film tells the story of... Pupils write their film review using the structure highlighted. Provide passive voice sentence starters to include in the summary of the film. Read p354-407 by the next lesson. LO:</p>		<div><div>Early Life</div><div>Major achievements</div></div> <p>What alternative noun phrases could we use to replace Méliès name? This will help aid cohesion. George Méliès, Monsieur George Méliès, The famous director, This French illusionist, The toymaker</p>
<p>Reading</p> 			

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SPAG



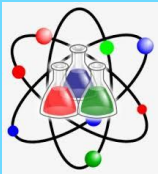
Lesson 1: Hyphens to Avoid Ambiguity

Objective: Understand and use hyphens to clarify meaning.
Activities: Spot ambiguous sentences, rewrite with hyphens, create own examples.

Lesson 2: Colons and Semi-Colons

Objective: Use colons to introduce lists and semi-colons to separate clauses.
Activities: Sentence sorting, punctuation correction, SATs-style practice.

Science



LO: Recognise that light appears to travel in straight lines.

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Vocabulary

Light, source, dark, shadow, block, absorb, direction, transparent, opaque, translucent, straight, colour



Geography



Lesson 3: Why are biomes under threat?

- Why is there a climate emergency?
- Why are some animals and plants vulnerable to climate change?
- How might biomes change?

Computing



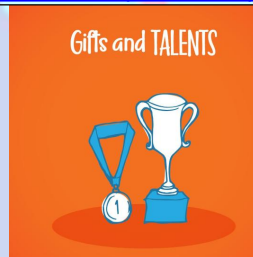
Lesson 1 Music Programming

- 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



Share this link with parents: <https://www.tentenresources.co.uk/parent-portal/life-to-the-full-plus/gifts-and-talents/>
 (Use the school parent log-ins using the parent login details)

Module 1: Created and loved by God
Unit 2: Me, My body, My health.

Session 1: Gifts and Talents

In the first episode of the 'Paradise Street' series, we are introduced to the four main characters and see their similarities and

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differences. There is friction over competition and rivalry, with the characters learning that difference - whether physical or skills based - should be celebrated as enriching to a community. One of the characters, Finn, discusses his feelings of insecurity with his Mum and she teaches him to be more deeply aware of his value and that his self-confidence should arise from being loved by God.

LO: Similarities and differences between people arise as they grow and mature

By living and working together ('teamwork') we create community.

There are many different types of family set up

Self-confidence arises from being loved by God (not status, etc.)

Success Criteria-

Engage with the film and discussion questions

Successfully complete the appropriate section in their 'Paradise Street' Workbook

Progress Markers- To understand that we are all unique, with different family set-ups, gifts and talents.

[Me, My Body, My Health – Ten Ten Resources](#) (See resources) [Religious Understanding – Ten Ten Resources](#)

Y3/4 (A): Unit 2: French adjectives of colour, size and shape

This unit hub can be used to inform your medium-term plan and to navigate to related resources.

MFL



LO: To describe shapes by their size and colour.

I can describe shapes using a colour or size adjective.

I can explain the differences in word order between English and French.


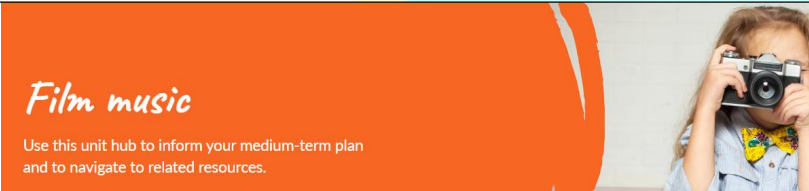

[Y3/4 \(A\): Lesson 2: Sizes and shapes in French](#)

c'est un grand cercle







it's a big circle

c'est un petit cercle

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	<p>it's a little circle</p> <p>c'est un cercle bleu</p> <p>it's a blue circle</p> <p>c'est un triangle rouge</p>
<p>Music</p> 	<div>  </div> <p>Lesson 4: Composing for film</p> <p>LO: To create and notate musical ideas and relate them to film music.</p> <ul style="list-style-type: none"> • I can imaginatively use my body or my voice to make sounds. • I can relate sounds that I compose to a storyline in a film. • I can notate my ideas using my own symbols on a graphic score.
<p>Art</p> 	<p>https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills/drawing-picture-the-poet/#</p> <p>LO:</p> <p>To develop observational drawing skills and explore expressive portraiture inspired by poetry.</p> <p>Introduction (10 mins):</p> <p>Show examples of poet portraits and discuss how artists convey personality through line, tone, and expression. Briefly introduce the concept of linking visual art with written words.</p> <p>Main Activity (35 mins):</p> <ol style="list-style-type: none"> 1. Pupils choose a poet or a poem they connect with. 2. Demonstrate key techniques: proportion, shading for depth, and expressive line work. 3. Pupils sketch the poet's portrait, incorporating visual elements that reflect the poem's mood (e.g., flowing lines for calm, angular shapes for tension). <p>Encourage experimentation with pencil grades and mark-making.</p> <p>Plenary (10 mins):</p>

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	<p>Gallery walk: pupils share their portraits and explain how their choices reflect the poet's character or themes. Discuss how art can deepen understanding of literature.</p> <p>Resources:</p> <ul style="list-style-type: none"> Pencils (varied grades), erasers, paper <ul style="list-style-type: none"> Examples of poet portraits Selected poems for inspiration 	
<p>P.E.</p> 	<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>Lesson 4</p> <div>  <p>Warm-Up Shadow Play</p> </div> <div>  <p>Game River Crossing (OAA)</p> </div> <div>  <p>Skill Counter Balance</p> </div> <div>  <p>Review Method Roles on a Bus</p> </div>
	<p>nightmare, neighbour, delightful, brightness, fortnightly, coughing, drought, roughly, thoughtful, through</p>	<p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>Maths Homework pages: Pages 3-6</p>

Communicating with school

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