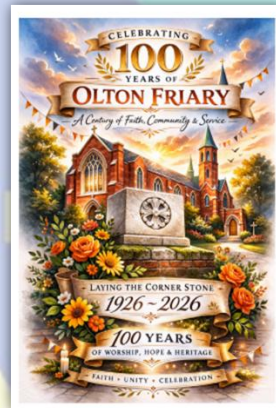


Message from the teachers...

WE ARE GROWING TO BE:

GENEROUS

GRATEFUL

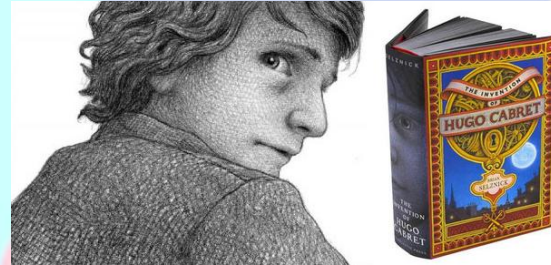


Olton Friary Centenary
Congratulations to the whole Olton Friary
Community on their 100 year anniversary!



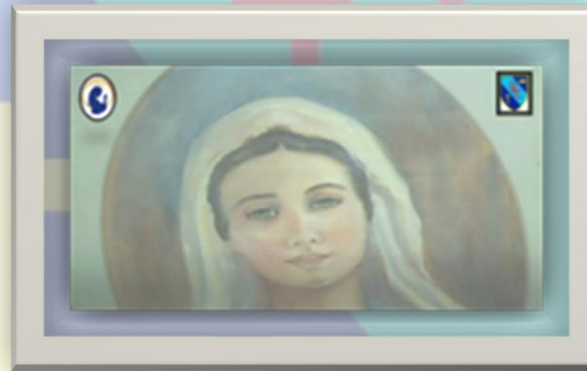
The Ascension of Our Lord
In RE we are showing and sharing our
Understanding of The Ascension of Our Lord

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)



English Y6 – Hugo Cabret

We will also begin Our Lady's Month of May...



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

Teachers:

**Miss Dowling and Mrs
Freeman**




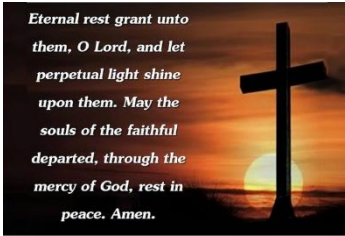
Year group:

6

Date:

04.05.2026

OLC WEEKLY LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 		<p>LO: Understand that the resurrection and ascension of Christ is the hope of eternal life for all who follow him.</p> <p>Big Question: Why do Christians believe Jesus' resurrection and ascension matter for their lives today?</p>	<p>LO: Understand some reasons why it is important to pray for those who have died and write our own prayers.</p> <p>Big Question: How does Jesus' resurrection give Christians hope beyond this life?</p>		
		<p style="text-align: center;">Nicene Creed</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Creed – a statement of belief • Nicene Creed – a summary of Christian beliefs written nearly 1,700 years ago • Trinity – Father, Son and Holy Spirit • Resurrection – Jesus rising from the dead • Ascension – Jesus returning to the Father <p>Ask pupils: “What do Christians believe?”</p> <p>Collect ideas on the board (e.g. God, Jesus, heaven, forgiveness). Introduce the word “Creed” and explain: <i>A creed is a summary of what someone believes.</i></p> <p>Teacher input: Explain that Catholics have said the</p>	<p style="text-align: center;">Eternal Rest</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Eternal Rest • In Paradisum • Prayer for the dead • All Souls' Day • November (Month of the Holy Souls) • Resurrection • Eternal life • Hope • Candle (symbol of light) • Peace <p>In this part of the lesson, pupils are introduced to some of the Church's traditional prayers for the dead, including “Eternal Rest” and “In Paradisum”, with the teacher explaining when and why these prayers are used in the Catholic Church, particularly at funerals and memorial services. The teacher explains that Catholics pray for</p>	 <p style="text-align: center;">Eternal Rest</p> 	


OLC WEEKLY LEARNING PLAN

Nicene Creed every Sunday at Mass for nearly 1,700 years.


During the main teaching, the teacher explains that the Nicene Creed was written in AD 325 by Church leaders to make sure Christians shared the same core beliefs, and that it is still said today by Catholics all over the world. Pupils then read a simplified version of the Nicene Creed together, with the teacher explaining that this prayer teaches Catholics who God is, who Jesus is, and what they believe will happen at the end of time. Pupils then work in groups, with each group focusing on one section of the Creed (God the Father; Jesus' life, death and resurrection; the Holy Spirit and the Church; or eternal life). They highlight key beliefs in their section and record on large paper what that part teaches Catholics and why it might matter in everyday life, using sentence starters such as "Catholics believe that..." and "This matters because...". The lesson then moves into a class discussion where groups share their findings, and pupils explore how the Nicene Creed shows belief in the Trinity, how it links to hope—especially resurrection and eternal life—and why Catholics repeat

the dead because they believe in the resurrection of the body and life everlasting, and that prayer is a way of showing love, hope and trust in God's mercy. The lighting of candles is discussed as a symbol of Christ the Light of the World and of hope that the dead are at peace with God. Pupils learn that **November** is a special month in the Church's year dedicated to praying for the dead, especially through **All Souls' Day**, when Catholics remember and pray for all who have died. Children are then given time to quietly reflect and write their own prayers for the dead, encouraging them to include words or phrases from "**Eternal Rest**" or "**In Paradisum**", showing understanding of how traditional prayers can inspire personal prayer today.

OLC WEEKLY LEARNING PLAN

		<p>it every week, before linking these ideas back to the Big Question.</p>			
<p>Maths</p> 	<p>INSET</p>	<p>SATs Revision Reasoning Arithmetic SATs Style Questions</p>	<p>SATs Revision Reasoning Arithmetic SATs Style Questions</p>	<p>SATs Revision Reasoning Arithmetic SATs Style Questions</p>	<p>SATs Revision Reasoning Arithmetic SATs Style Questions</p>

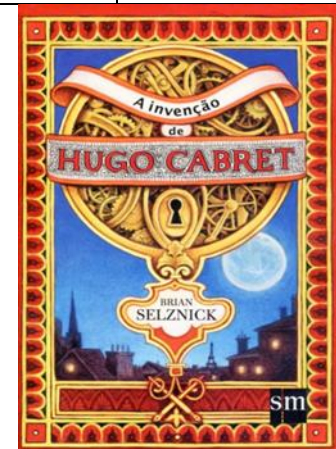
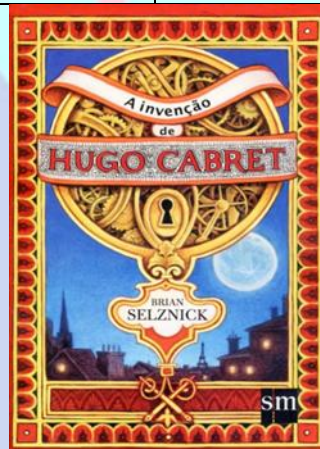
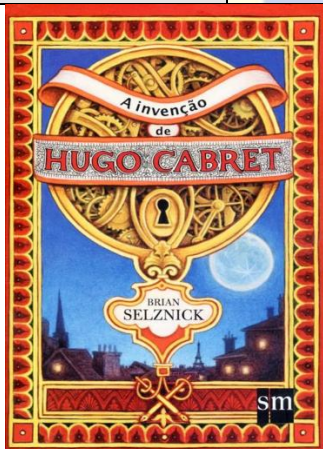
OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>INSET</p>	<p>LO: To integrate dialogue within narratives</p> <p>Children to read the descriptive paragraphs that were written last week. Discuss ways that these can be edited and improved.</p> <p>Explain that the focus of today's lesson will be dialogue.</p> <p>Give children some time to create a role play between Uncle Claude and Hugo. Encourage them to think about how the characters will talk and act. Record this onto sheets provided. Share some of the role plays together.</p> <p>Give children some time to add onto their sheets ways that the characters show how they are feeling. Discuss the actions that happen as they are talking.</p> <p>Model how to use these planning sheets to write a dialogue. Focus on the Grammarsaurus principle 'SEAT'.</p> <p>Children to write a few lines of dialogue into their writing. Encourage</p>	<p>LO: To edit and improve writing</p> <p>Share examples of dialogue. Discuss ways that the writing can be improved through punctuation and vocabulary choices.</p> <p>Edit some writing together as a class.</p> <p>Give children the time to edit their writing. Encourage them to break the editing down through different lenses: punctuation, vocabulary, cohesion and characterisation.</p>	<p>LO: To publish writing</p> <p>Children to publish their writing into their portfolio books.</p>	<p>LO: To publish writing</p> <p>Children to publish their writing into their portfolio books.</p>
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OLC WEEKLY LEARNING PLAN

them to convey emotion and action through what they are writing.

Reading



SPAG



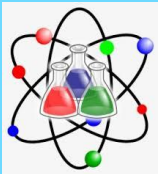
Go through a SPAG paper together.
Address any misconceptions.

Play the 'unfair' SPAG game.
Discuss questions together.





Lesson 1 Mosquitoes and Medicine

Science



Mosquitoes

LO: To explore how understanding the life cycle of insects can help science treat, cure and even eradicate diseases.



PART TWO:

LO: To explore how understanding the life cycle of insects can help science treat, cure and even eradicate diseases.

- Take a look at the drugs used to treat malaria and create a fabulous travel clinic poster about malaria and mosquitos. Children will: ·
- Research and draw the life cycle of a mosquito (Yr5&6) ·
- Link scientific knowledge of insect life cycles to factors that would interrupt it and when (Yr5&6)

Note that medicines often have unpleasant side effects on the body, but are worth the overall impact of the drug (Yr5&6)

OLC WEEKLY LEARNING PLAN

Geography



Lesson 4: What are the costs of fast fashion?

- What is fast fashion?
- What are the environmental costs of fast fashion?
- What can be the human costs of fast fashion?



Lesson 5: Why do a few companies control most of the world's food?

- What are the ten companies that dominate global food production?
- How do so few companies control so much?
- What are the impacts of TNCs



Computing



LO: to word process a Non-chronological report of your Pandoran species.

PSHE-Life to the Full

Life to the Full Plus - Upper Key Stage Two - Module 1

Unit 2: Me, My Body, My Health



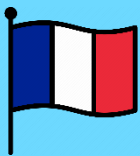
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes

Respect

Taking care of their bodies as gifts from God

MFL



Y3/4 (A): Lesson 3: To have or have not in the French classroom

✓ To ask and answer a question about something you have or do not have.

[Get started >](#)

LO: To ask and answer a question about something you have or do not have.

- I can ask a question in French about something I have or do not have.
- I can answer a question in French about something I have or do not have.
- I can use and share different strategies to help me remember new vocabulary.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

Music



Lesson 1: Pop Art and music

✓ To explore the musical concept of theme and variations.

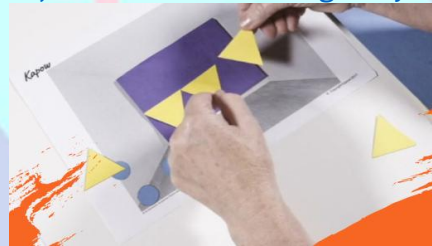
[Lesson 1: Pop Art and music](#)

- I can talk about theme and variations.
- I can relate the idea of theme and variations to Pop Art.
- I can perform a rhythm in different ways.

[Andy Warhol Marilyn Monroe](#)

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/>

Art



In this lesson, pupils will work collaboratively to refine and present a design based on a specific brief, using a range of art materials including brightly coloured A4 or A5 paper (ideally including fluorescent or neon), scissors, glue sticks, rulers, pencils and sketchbooks, alongside their “Empty rooms” activity from Lesson 2. The lesson begins with an attention grabber where children return to their previous pairs and share their initial design ideas, explaining their brief, how their ideas developed, and responding to questions from the class, who act as ‘clients’. Key questions such as the benefits of collaboration, resolving disagreements, design choices and suitability for purpose will support discussion. Pupils will then revisit their sketches and create a final design, using cut-out coloured paper shapes to experiment, adapt and refine their ideas before committing to a completed version with added drawn details. This process allows them to modify and improve their work as it develops, meeting the learning objectives of working collaboratively and presenting ideas clearly. Support will be provided for those who need it by encouraging feedback before finalising designs, while pupils working at greater depth will be expected to articulate their reasoning and collaborate more deeply. The lesson concludes with a role-play activity where pairs ‘sell’ their designs to another pair acting as clients, asking and answering questions to clarify ideas. If

OLC WEEKLY LEARNING PLAN

extended, pupils can develop their designs into 3D models using materials such as shoe boxes, adding features like furniture, doors and windows.

P.E.



- Walk 7,000 steps this week!
- 25 sit ups
- Run on the spot for three minutes
- 15-star jumps
- Plan an exercise circuit that lasts 5 minutes.

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!

Station 1: 30m Sprint. Component: Speed

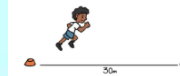
Equipment: 3 x stopwatches, cones marking 30m.

Organisation: Pupils work in 2s, with 1 pupil sprinting 30m whilst their partner times them using a stopwatch. Continue to have as many attempts as you can within the 4 minutes. Pupils record their fastest time.

Teacher note: If pupils struggle to use a stopwatch, ask them to time each other by counting how many 2 footed jumps they can do over a cone in the time it takes their partner to sprint the distance.

Bend elbows at 90°, moving hands from pocket to mouth.

Make this harder by increasing the distance they run.



Station 2: Stork Challenge. Component: Balance

Equipment: 3 x stopwatches.

Organisation: In pairs. Pupils time how long their partner can stand on one foot. Maximum allowed time is 2 minutes. Pupils re-test their balance as many times as they can within the four minutes. Record their longest time.

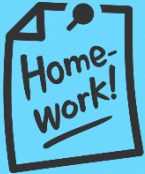
Slightly bend your standing leg. Focus by looking at something stationary.

Make this harder by closing your eyes.



<https://pe.getset4education.co.uk/lesson/ks2/fitness/1?years=1005>

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accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	



SATS Revision packs

Communicating with school

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