

Message from teachers

Good luck to all of the Year 6 children for their SATs this week. They have worked so hard and we are really proud of them all



Message from teachers

**WE ARE GROWING TO BE:**

**GENEROUS**

**Grateful:** We are grateful for the gifts God has given to us, for the gifts of other people and the blessings of each new day.

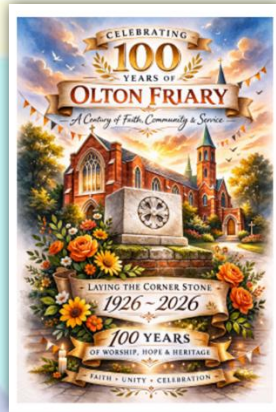
**GRATEFUL**

**Generous:** We are generous with our gifts and use them in the service of others. We are generous with our time and give of ourselves to serve others as God wants us to.

**Grateful:** We are grateful for the gifts God has given to us, for the gifts of other people and the blessings of each new day.

**Generous:** We are generous with our actions, doing things to help other people and make a difference in the world.

**Grateful:** We are thankful for what we have and for the people around us.



## Olton Friary Centenary

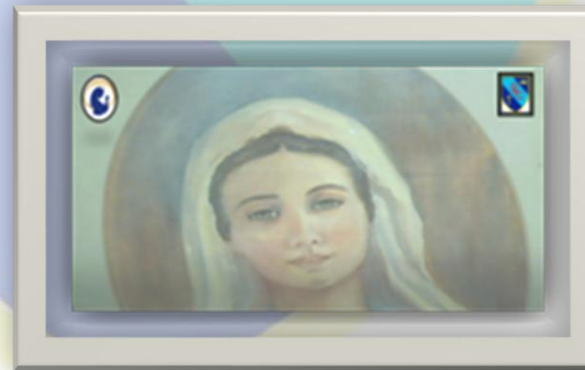
**Congratulations to the whole Olton Friary Community on their Centenary anniversary!**



## The Ascension of Our Lord

**In RE will lead Mass on the Ascension of Our Lord**

**We pray during Our Lady's Month of May...**



## OLC WEEKLY LEARNING PLAN



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

<b>Teachers:</b>	<b>Miss Dowling and Mrs Freeman</b>	<b>Year group:</b>	<b>6</b>	<b>Date:</b>	<b>11.05.26</b>
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>R.E.</b>	<b>New Unit: Pentecost</b>	LO: To know some of the titles given by Jesus to the Holy Spirit and discuss their meanings	LO: Continued	<b>Ascension Mass</b>	To know that the Holy Spirit is included



Ask the children to recall any titles given to the Holy Spirit. What titles could you give the Holy Spirit today?

Read John 14: 16.  
The Holy Spirit is described as an 'advocate'. Discuss what this means. What synonyms can you think of? Who is an advocate in your life today?

Read Acts 1: 6 – 9.  
Explain that this scripture refers to the 'power of the Holy Spirit'. Discuss the different types of power e.g. electricity, fire, etc. Discuss what they provided e.g. warmth, light, power etc.  
Is power always good? Discuss this together.  
Emphasise that power can be a bad thing. Explain that the power of the Holy Spirit needs to be used wisely.  
Look at more Bible passages that refer to the Holy Spirit. Discuss these and what these titles mean.

Tasks:

Recap previous learning about the titles for the Holy Spirit.

Task 1: Create a word cloud of the different titles for the Holy Spirit.

Task 2: What title of the Holy Spirit is the most important to you? Explain why.



**in the Church's belief in the Holy Trinity**

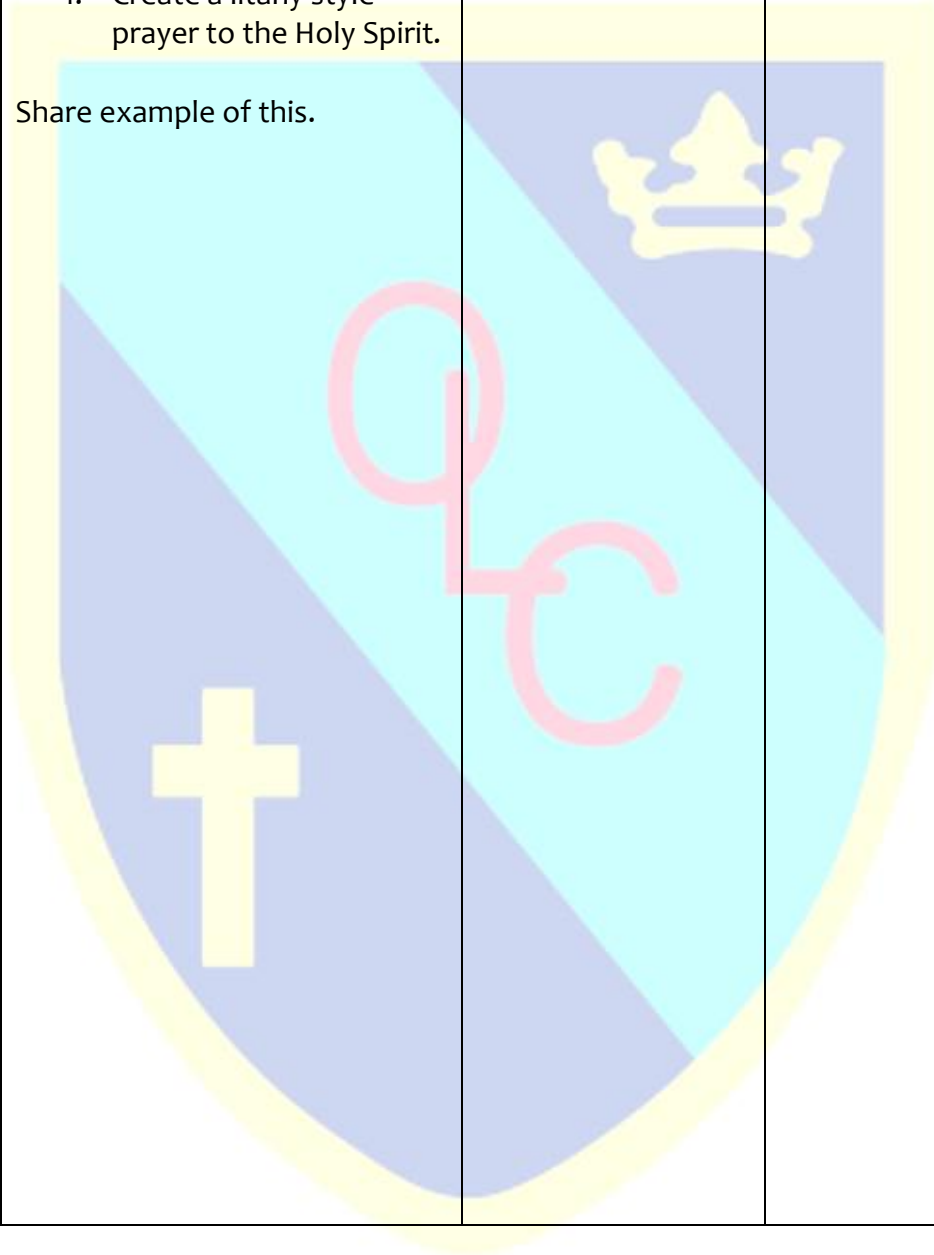
Share different images of the Trinity. Discuss them together. What is your favourite image? Why?

Share John 14: 16. What does it reveal about the Holy Spirit and the Trinity?

OLC WEEKLY LEARNING PLAN

1. Create a litany style prayer to the Holy Spirit.

Share example of this.




Watch video and use PowerPoint to explain what the Trinity is.




Share the different images.(E.g. a shamrock, a triangle, concentric circles) Explain that these act as a model of the trinity.

Task: Create your own model/diagram of the Trinity. Complete an

OLC WEEKLY LEARNING PLAN

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Maths 	SATs Week	SATs Week	SATs Week	SATs Week	SATs Wee k

OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>SATs Week</p>	<p>SATs Week</p>	<p>SATs Week</p>	<p>SATs Week</p>	<p>R E</p>
<p>Reading</p> 	<p>SATs Week</p>	<p>SATs Week</p>	<p>SATs Week</p>		
<p>SPAG</p> 	<p>SATs Week</p>	<p>SATs Week</p>			



<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 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.

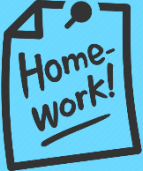
*Slightly bend your standing leg. Focus by looking at something stationary.*

*Make this harder by closing your eyes.*



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

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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	

No homework due to SATs week.

Communicating with school

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

