

OLC WEEKLY LEARNING PLAN



Message from your teachers:

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

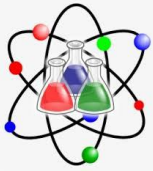
Teachers:	Mrs Freeman and Miss Houlihan	Year group:	Year 5	Date:	14.09.26
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R.E. 	Knowledge Statement: God gives the Ten Commandments to the Israelites as part of His covenant, teaching them how to live as His holy people.		Knowledge Statement: The commandments show the Israelites how to love God and treat other people with respect and fairness.		Knowledge Statement: The commandments guide the Israelites in making good choices in their daily lives, showing what pleases God and what harms their community.
Maths 	Powers of 10	10/100/1,000/10,000/100,000 more or less	LO: Partition numbers to 1,000,000	Unit 2 – Place Value 2 LO: Number line to 1,000,00	LO: Compare and order numbers to 100,000
	Textbook pages: 28 – 31 Practice book pages: 21 - 23	Textbook pages: 32 – 35 Practice book pages: 24 - 26	Textbook pages: 36 – 39 Practice book pages: 27 - 29	Textbook pages: 44 - 47 Practice book pages: 32 - 34	Textbook pages: 48 - 51 Practice book pages: 35 - 37

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English 	LO: To write noun phrases and summarise events in a story using adverbs/adverbials.	LO: To talk about events in a story using tenses appropriately.	LO: To write coherently and use language for effect.	LO: To express ideas and feelings effectively using full sentences, correct tenses and accurate punctuation.	LO: To use phonic knowledge, suffixes and abstract nouns to create effective literary phrases in writing.
	Starter: Children will explore a mysterious forest scene and use rich vocabulary to describe what they can see. Main: Using clues from the illustrations and a mystery letter, children will make predictions about the story. They will use expanded noun phrases, modal verbs (<i>might, could, would</i>) and evidence from the text to explain their ideas. Plenary: Children will share and discuss their predictions, explaining which clues helped them decide what might happen next.	Starter: Children will recap the story so far and identify how past tense verbs are used to describe events that have already happened. Main: Children will explore a descriptive passage from the story, identifying adverbials that add detail about when, where and how events happen. They will then write a diary entry in role as the girl, retelling her journey using the past tense and descriptive language. Plenary: Children will share their writing with a partner, checking that events are sequenced clearly and that past tense verbs have been used accurately throughout.	Starter: Children will revisit the illustrations from Journey and explore powerful vocabulary by matching descriptive adjectives to nouns from the magical city. They will discuss how authors create vivid images for readers. Main: Children will take on the role of a travel guide and write a travel review of the city in Journey. They will focus on writing coherently, using ambitious vocabulary, expanded noun phrases and literary language to engage and persuade their audience. Plenary: Children will share and evaluate their writing, identifying effective vocabulary choices and discussing how language	Starter: Children will take part in a freeze-frame activity, imagining they are characters from the story at a dramatic moment when the aqueduct suddenly ends. They will explore their characters' thoughts and feelings through discussion and role play. Main: Children will develop a dialogue scene between characters, focusing on using speech to show characterisation. They will learn how to punctuate direct speech accurately and use reporting clauses to make their writing clear and engaging. Plenary: Children will share and evaluate their dialogue, checking for accurate punctuation and effective	Starter: Children will revisit the story so far and discuss the different emotions the main character has experienced during her adventure. Main: Children will learn how to use words ending in -ment and -tion and explore how abstract nouns (such as excitement, fear and freedom) can make writing more effective. They will then write a diary entry in role as the girl, reflecting on her journey and feelings. Plenary: Children will share their writing with a partner, checking for effective vocabulary and discussing how they have shown the character's emotions.

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			has been used to create strong images and capture the reader's interest.	character voice. They will then make predictions about what might happen next in the story.	
Reading 					
SPAG 					
Science 	LO: to be able to identify and compare blood vessels This week in science, we will explore the circulatory system and learn about the important role of the heart and blood vessels in transporting blood around the body. They will learn about the three types of blood vessels: arteries, which carry blood away from the heart and have thick, muscular walls; veins, which carry blood back to the heart and contain valves to prevent backflow; and capillaries, which are tiny vessels that connect arteries and veins and allow oxygen and nutrients to pass into body tissues. We will also learn about William Harvey, who discovered that blood circulates around the body but could not observe capillaries because microscopes had not yet been invented. After watching an expert film by vascular nurse Emily Bilby, the children will complete an activity on blood vessels and explore why arteries can become restricted by fatty deposits. We will discuss how healthy lifestyle choices, including regular exercise, a balanced diet and avoiding smoking, can help keep our blood vessels healthy.				
	LO: to understand what life was like for the Edo people in the Benin Kingdom				

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History



Starter:

Children will begin by discussing what they already know about life in the Benin Kingdom. They will explore pictures and artefacts from Benin and share ideas about what daily life may have been like for Edo people.

Main Learning:

Children will learn about the role of the Oba (king) and how Benin society was organised. They will find out about life in Benin City and in rural villages, comparing jobs, homes, religion and daily routines. Through reading, discussion and questioning activities, children will develop their understanding of what life was like for Edo people in the Benin Kingdom.

Plenary:

Children will use their knowledge to reflect on the experiences of Edo people and discuss how life in Benin was similar to or different from their own lives. They will then apply their learning by creating a diary entry written from the perspective of an Edo person, describing a typical day in the Benin Kingdom.

Computing



LO: To tinker with Scratch music elements.

[Lesson 1: Tinkering with Scratch music elements](#)

Before starting this unit, check pupils' prior knowledge of using Scratch.

Display the *Presentation: Introduction to Scratch*. Remind the children that Scratch is a block-based programming language and can be used to create projects. Inform them that in this unit, they will make music.

Explain that **tinkering** is exploring and playing with something to discover its key functions. Inform the children that it is important in computing because it allows programmers to explore, make mistakes and discover how code works.

Ask the children to go to the Scratch website and create a new project.

Show the *Pupil video: Tinkering with music in Scratch*, which demonstrates the lesson activity.

Allow the children to tinker and remind them of the skills shown in the *Pupil video: Tinkering with music in Scratch*

LO:

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PSHE:



[Gifts and Talents – Ten Ten Resources](#)

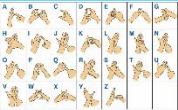
This week, children will explore how people are both similar and different and consider how communities are built through teamwork. Through the *Paradise Street* programme, children will reflect on their own gifts and talents and begin to understand that true self-worth comes from knowing they are loved and valued by God.

Watch the Paradise Street video and reflect on it using the questions provided, eg:

- How does God loving us just the way we are help us change how we feel about ourselves?
- Do boys and girls like different things?
- Why do you think Finn gets annoyed with Siobhan? Is he right to be annoyed?

Task: Children will create self-portraits, with 'I am...' statements around the outside. At the bottom as the title of the portrait should be 'I am loved by God'.

MFL



Following their introduction to British Sign Language (BSL), this week children will continue to develop their understanding of deafness and deaf awareness. They will learn about the experiences of deaf people and explore how BSL helps people communicate effectively. Children will also be introduced to sign language etiquette, including how to gain someone's attention respectfully and the best ways to communicate with deaf individuals. Through discussions and practical activities, children will build awareness, empathy, and inclusive communication skills.

Music



[KS2 Music Lesson Plans | Looping and Remixing](#)

Lesson 1: Body percussion hoops

Explain that popular club or dance music is mainly created of short pieces of music that are looped and then layered on top of one another to create a longer piece of music.

Play the *Audio: Musical beat and loop* on slide 2 of the *Presentation: Body percussion loops* as an example.

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	Explain to the children that they will work in groups; starting by performing a body percussion rhythm on loop, before layering it with others in their group. Divide pupils into groups of four, and give each group a copy of the <i>Activity: Body percussion sheet</i>. 1. Ask the children in their groups to practise each of the body percussion loops, working together as a group and support each other while they work out each rhythm. 2. Assign one body percussion rhythm to each child in the group and allow some time for them to practise. 3. Once each child is confident with their own rhythm, ask the groups to work out how to layer each rhythm effectively. Encourage them to start with one child playing then introducing the next child and so on, until they are all playing together. Plenary: Ask the children to perform their looped rhythms to another group and offer feedback
Art 	LO: To investigate the effect of space and scale when creating 3D art. KS2 Art Lesson Plan Space and Scale Starter: Discuss the following questions with a partner Explain what installation art is. Discuss likes and dislikes. Discuss places installation art could be installed. Discuss thoughts on a particular piece looked at in the previous lesson. Introduce the artist Cai Guo-Qiang by showing the clip Netflix - Trailer for 'Sky Ladder' documentary 2016 on Videolink. Discuss the following questions: What makes Cai Guo-Qiang's work 'installation' art? (It transforms a space, it uses the environment as part of the artwork, it is temporary and site specific.) Why might an artist use gunpowder, not just paint or other 'ordinary' materials? (Children might suggest: to cover large areas, to create a dramatic effect, because it is exciting!) How does the scale of his work (i.e. big!) affect the viewer? (Children might suggest: the viewer might feel small, they could feel surrounded by the art.) Explain that over the next few lessons the children will explore how scale affects the viewer by creating a scaled-down installation model. Show 'White Tone' 2016 by Cai Guo-Qiang to introduce Guo-Qiang's explosion drawing installation. Explain that the work was created using gunpowder explosions and stencil placement to form shapes. Cai Guo-Qiang - Panoramique de White Tone Cai Guo-Qiang Ignites at the Fondation Cartier

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	Tell the children they will use a similar process inside a box, applying materials such as charcoal, glitter or paint to create their own 'explosion' drawings. When photographed, the boxes will appear like life-sized rooms. Show the <i>Pupil video: Space and scale</i>. <i>Task: Pupils to plan out their scaled-down installation models in their sketch books.</i>	
PE 	Next week, children will focus on strength as part of their fitness unit. They will explore how to generate more power when throwing a ball and when running. Through a range of exercises and activities, children will learn how to use their bodies effectively to improve strength, power, and overall fitness. They will also develop their understanding of how strength can help them perform different physical activities more successfully.	Year 5: Swimming lesson 1 at Tudor Grange
		

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

