



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.

Teachers:

Mr Brennan & Miss Sidwell

Year:

Year 4

Date:

24.11.25

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY



RE



Sunday's Gospel to explore:

LO: To understand Advent as a season of preparation.

Lesson 1: What is Advent?
Vocabulary: Advent, preparation, welcome.

Introduction:

Begin with a discussion: "What does it mean to prepare?"

Brainstorm examples (birthdays, visitors, holidays).

Link to the idea of preparing for something important.

LO: To explore Luke 1:26–38 and Mary's response.

Lesson 2: The Annunciation
Scripture: Luke 1:26–38.
Vocabulary: Annunciation, angel, Mary, choice.

Introduction:

Locate Nazareth on a map.
Recall previous learning about angels and messages from God.

Main Activities:

Read the passage aloud; highlight angel's message and Mary's words.

LO: To understand Elizabeth's welcome and recognition of Jesus.

Lesson 3: The Visitation
Scripture: Luke 1:39–45.
Vocabulary: Visitation, Elizabeth, joy, welcome.

Introduction:

Recap Annunciation; predict what happens next.

Main Activities:

Read the passage; highlight words showing joy and recognition.



Role-play the meeting; prepare questions for Mary



Hymn Corner:

https://www.youtube.com/watch?v=sl7_TGZaOIE&list=RDsl7_TGZaOIE&start_radio=1

Oh Little Town of Bethlehem

		<p>Main Activities:</p> <p>Explain Advent as the time Christians prepare for Jesus' birth.</p> <p>Show Advent wreath; discuss colours and candles.</p> <p>Create an acrostic poem for "PREPARE" using Advent themes.</p> <p>Discuss why preparation matters for Christians.</p> <p>Collective Worship:</p> <p>Light first candle on Advent wreath; pray a short Advent prayer.</p>	<p>Discuss titles given to Jesus (Son of the Highest, etc.).</p> <p>Hot-seat Mary: "How did you feel?"</p> <p>Create a character study of Mary's thoughts before/during/after.</p> <p>Write a diary entry as Mary, describing emotions and decision.</p> <p>Plenary:</p> <p>Share diary entries; discuss why Mary's "yes" matters.</p> <p>Collective Worship:</p> <p>Pray the Hail Mary; reflect on Mary's "yes" as an example for us.</p>	<p>and Elizabeth.</p> <p>Write a postcard from Mary to Joseph about the visit.</p> <p>Plenary:</p> <p>Share postcards; discuss feelings of both women.</p> <p>Collective Worship:</p> <p>Use Magnificat as prayer; thank God for blessings.</p>	
 <p>Maths Y4</p>	<p>Assessments</p>	<p>Assessments</p>	<p>LO: Multiply and divide by 7</p> <p>Unit 5: Multiplication and division (1)</p> <p>Textbook pages 196-199</p>	<p>LO: 7 times-table and division facts</p> <p>Unit 5: Multiplication and division (1)</p> <p>Textbook pages 200-203</p>	<p>LO: 11 and 12 times-tables and division facts</p> <p>Unit 5: Multiplication and division (1)</p> <p>Textbook pages 204-207</p>
 <p>English</p>	<p>Assessments</p>	<p>Assessments</p>	<p>LO: To explore how characters' feelings are shown in a film using show, don't tell.</p> <p>Starter (10 mins)</p>	<p>LO: To understand and write from different characters' perspectives.</p> <p>Starter (10 mins)</p>	<p>LO: To write a descriptive memory that includes sensory detail and emotions.</p> <p>Starter – Recall the Film</p>

			<ul style="list-style-type: none"> • Watch the film up to the point where Lola begins ignoring her grandmother. • Quick pair talk: <i>How do we know the grandmother feels sad? What clues do we see?</i> <p>Main Activity (30 mins) 1. Feelings Detective Task Children work in groups with screenshots from key scenes:</p> <ul style="list-style-type: none"> • Grandmother showing young Lola how to make stars • Older Lola choosing her phone over crafting • Lola noticing the teddy bear • The star-decorated house at the end <p>On each image children label:</p> <ul style="list-style-type: none"> • facial expressions • body language • colours/lighting • music or pace 	<p>Hot seating: Choose a child to be <i>Grandmother</i>, <i>Lola</i>, <i>Dog</i>, or <i>Mickey Mouse plush</i>. Class asks questions:</p> <ul style="list-style-type: none"> • “How did you feel when Lola didn’t want to make stars?” • “Why did you keep the teddy bear safe all these years?” <p>Teacher scribes vocabulary heard in answers (nostalgic, disappointed, hopeful, proud).</p> <p>Main Activity (30 mins) 1. Create Paper Stars (practical & purposeful) Using simple templates, children fold and decorate paper stars. Inside they write a:</p> <ul style="list-style-type: none"> • memory they imagine Lola and Grandma sharing, or • a real special family tradition of their own (optional and 	<p>(5–10 mins)</p> <ul style="list-style-type: none"> • Watch a short clip or show a still image of Lola and Grandma. • Children discuss: <i>What might Lola remember about this moment?</i> • On whiteboards: write 2–3 ideas (e.g., warm lights, paper crinkling, Grandma smiling). <p>Teacher Modelling (10 mins) Teacher reads a simple memory example: <i>“I remember folding shiny paper with Grandma. The room was warm and smelled of pine. Grandma held my hand and smiled, and I felt happy.”</i> Teacher highlights:</p> <ul style="list-style-type: none"> • sensory words (warm, smelled of pine) • feeling words (happy) • clear sentences <p>Shared Writing (5 mins) As a class, write a short new memory on the</p>
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- what this suggests about feelings

2. Show-Don't-Tell Mini-Write

Teacher models:

- *Told:* "Grandma was sad."
- *Shown:* "Grandma's smile faded as she gently folded the paper star, her hands slowing as she looked toward the empty seat beside her."

Children write 2–3 of their own "shown" sentences using the images.

Plenary (5 mins)

Share 2–3 examples; class identifies what made them effective.

inclusive).

2. POV Quick Write

Children choose one character and write a short paragraph revealing their feelings during one moment in the film.

E.g., Lola noticing the teddy; Grandma finding the decorated house; The dog watching the family; Mickey Mouse in the box for decades.

Plenary (5 mins)

Read a few aloud – class guesses which character's POV it is.

board.

Prompt with:

- What did they see?
- What did they hear?
- How did they feel?

Independent Writing (20–25 mins)

Children write their **own Memory Star** paragraph.

They choose one:

- A memory imagined from Lola
- A memory imagined from Grandma
- A memory from their own family tradition

Reminders on the board:

- Start with "**I remember...**"
- Use **at least one sense**
- Add a **feeling word**

Teacher supports pupils as needed.

Plenary (5 mins)

- Children swap stars with a partner and read

each other's memory.

- Say one thing they liked (e.g., "I liked the sense word you used").



Spelling & Handwriting

Year 3 & 4

COMMON EXCEPTION WORDS

Aa	build	difficult	forwards	Ii	money	pass	Rr	therefore
accident	business	disappear	friend	most	move	path	recent	they
accidentally	busy	do	fruit	imagine	important	peculiar	regular	thought
actual		door	full	improve	Mrs	people	reign	thought
actually	Cc		Gg	increase	my	perhaps	remember	through
address	calendar	Ee	go	interest		plant	Ss	to
after	caught	early	gold	is	Nn	poor	said	told
again	centre	earth	grammar	island	natural	popular	says	today
although	century	eight	grass		naughty	position	school	told
answer	certain	enough	great	Kk	no	possess	sentence	various
any	child	even	group	kind	notice	potatoes	separate	
appear	children	every	guard	knowledge	Oo	pressure	she	Vv
are	Christmas	everybody	guide		occasion	pretty	should	was
arrive	ask	class	Hh	half	occasionally	probably	so	water
ask	Bb	climb	has	he	of	promise	some	we
be	bath	clothes	heard	length	often	prove	special	weight
beautiful	be	cold	heart	library	old	pull	steak	where
because	complete	come	height	low	one	purpose	straight	who
behind	consider	could	here	Mm	only	push	strange	whole
believe	continue	Ff	his	fast	opposite	put	sugar	wild
bicycle	could	father	history	many	ordinary	quarter	suppose	woman
both	break	favourite	hold	material	our	question	sure	women
break	breath	February	hour	me	medicine	Qq	surprise	would
breathe	describe	find	house	mind	mention	Tt	Yy	you
	different	forward		minute	particular	the	your	

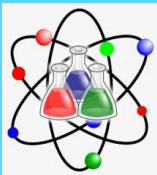
Spelling/handwriting words for this week:

Put these words in context in sentences.

question
mention
position
relation

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

LO: To know the effects of earthquakes and volcanic eruptions.

Key questions

- What can people do to deal with earthquakes?
- What can people do to deal with volcanic explosions?
- What are the immediate and secondary effects of earthquakes and volcanic eruptions?

Science

Lesson Title: What a Waste!

LO: To understand that human waste can damage habitats.

Key Vocabulary

waste, landfill, incinerator, reduce, reuse, recycle, plastic, habitat, environment, break down, material.

Lesson Breakdown

Art

LO: To understand what an effective composition is in art.

Discuss the meaning of proportion.
Play the *Pupil video: Effective composition* to the class.
Show the children the link: [Beatriz Milhazes](#) and the use of wrappers in collages.

Computing

LO: To understand the importance of being kind online.
<https://www.kapowpri mary.com/subjects/computing/key-stage-2/year-3/year-3-emailing-unit/microsoft-emailing-unit/lesson-4-be-kind-online/>

Music

LO: To create a jazz motif.

Hand out the *Activity: Listening sheet* (one each).

Play the video on Link: [Sing, Sing, Sing by Benny Goodman.](#)

Study the effects of earthquakes and volcanic eruptions. Understand the meaning of social, economic and environmental effects.

Introduction

- Recap previous session on climate change and greenhouse gases.
- Discuss other ways humans change habitats (introduce waste issue).
- Show Teaching PowerPoint.
- Explain today's challenge: helping two families reduce waste.

Team Game – “What a Waste!”

- Divide class into mixed teams (3–4 pupils).
- Play interactive game using Game PowerPoint.
- Brief discussion: What surprised you? Why is waste harmful?

Main Activity

- Task (Teacher-led):**
 - Estimate and weigh Williams

Beatriz Milhaze's artwork includes painting, drawing and collage. She is known for her use of vibrant colours, inspired by the plants and flowers near her home in Brazil.

Children to rip, tear and cut the sweet wrappers to create a **collage** (arranging different materials together and sticking them to a surface).

Explain that the children will continue practising their emailing skills using Cc and Bcc with paper emails. Explain:

Cc means carbon copy. It is used to copy someone other than the main recipient into an email.

Bcc means blind carbon copy. Only the sender knows who has been copied in.

For example, if you invite people to a birthday party, you might use 'Bcc' to keep everyone's email addresses private.

Ask the children why they think this might be useful. Discuss the importance of privacy and why it is sometimes inappropriate to share other people's contact details.

Explain that today's goal is to write a positive email with a kind tone. It should include a positive memory and how it made them feel.

Hand out the Activity: Email template. Explain that, in addition to filling in 'To' and 'Subject', they now add a 'Cc' line with the teacher's name. Remind them to include a kind

Ask the children to record their initial thoughts and impressions of this piece of music. Take feedback.

Play the motifs on the glockenspiels.

Create a motif of their own using the notes CDEFG. These can be used in any order as long as there are sixteen notes in total.

		<p>family sack.</p> <ul style="list-style-type: none"> ○ Sort items into reduce/reuse/recycle categories. ○ Record weights and discuss findings. <p>Plenary</p> <ul style="list-style-type: none"> • Reflect: How does waste affect habitats? • What advice would you give the families? • Link to Habitat Helpers Fair: How can we spread the message? 		<p>message and a positive memory.</p> <p>Instruct the children to place completed emails into the sent tray. Move them to the correct inbox by placing them on the desks of the children they are addressed to (or in their named tray if they have one).</p> <p>Explain that this works the same way on a computer:</p> <p>Cc sends a copy to another person. Bcc sends a copy but only the sender knows. Remind the children that using Cc and Bcc carefully is important for keeping information private and making sure the right people receive the right messages.</p>	
				<p>MFL Lesson 3: Using Shapes like the French Artist, Matisse</p> <p>LO: To give and receive instructions using shape, size, and colour</p>	<p>PSHE LO:</p>

vocabulary.

Vocabulary:

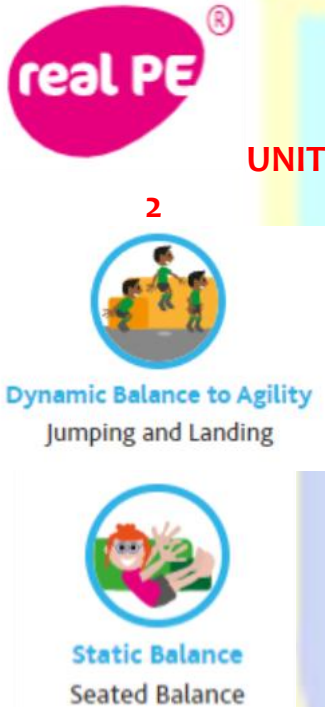
- Cognates:
rectangle,
triangle, cercle
- Instructions:
Cherchez (look
for), **Collez** (stick),
Découpez (cut),
Coloriez (colour)

Activities:

- Pupils follow French instructions to create simple shape-based art.
- Partner work: one pupil gives instructions, the other follows.
- Cognate hunt: pupils identify familiar words in French.
- Use of classroom commands in French during art tasks.



Daily PE Activity



Social

Lesson 4:

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal

Fitness Focus -

Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out "Active". Background music is great at building on the students' energy.

Step Challenge -

Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.

But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in **at least** 4000 steps (2 miles) at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

Star Jump challenge -

How many star jumps can you and your friends do at break time in 2 minutes?

Lets see who can do the most!



OLC WEEKLY LEARNING PLAN

Best challenges.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	"I Don't Know" Stretch	Squats	Leg on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Leg Around the Cym	Toe-Touches

Homework:

Communicating with school

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