

OLC WEEKLY LEARNING PLAN







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:	08.12.25
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		<p>LO: To Understand presence of Jesus in people and sacraments.</p>	<p>LO: To create prayers to welcome Jesus.</p>	<p>Hymn Corner:</p> 	<p>Carol service 2025:</p> <p>A Nativity Carol</p> <p>10:30 am</p>
	<p>Gospel of the week: Matthew 24:37-44</p> <p>Key Message: The passage compares the coming of the Son of Man to the days of Noah. In Noah's time, people were living ordinary lives, unaware of the impending flood until it swept them away.</p>	<p>Recognising Jesus Today</p> <p>Scripture: Matthew 25:31-46 (Sheep and Goats). Vocabulary: Presence, service, CAFOD, Mission Today.</p> <p>Introduction: Read parable; discuss meaning.</p> <p>Main Activities:</p>	<p>Lesson 7: Advent Prayers</p> <p>Scripture: Hail Mary, Magnificat. Vocabulary: Prayer, hope, welcome, praise.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Discuss why prayer is important in Advent. <p>Main Activities:</p> <ul style="list-style-type: none"> Learn Hail Mary and Magnificat; discuss meanings. 	<p>The Angel Gabriel</p> <p>https://www.youtube.com/watch?v=dK1c8JvxGbU</p> 	

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	<p>Application: The gospel teaches that Christ's return will be unexpected, so people should be vigilant and prepared at all times. You do not know when the Son of Man will come.</p> <p>Instruction: The passage concludes with a direct command: "stay awake, because you do not know the day when your master is coming".</p>	<p>Brainstorm ways to serve others at home, school, community.</p> <p>Research CAFOD/Mission Today; create info posters.</p> <p>Discuss why helping others is part of Advent preparation.</p> <p>Plenary: Share posters; reflect on how we can act this week.</p> <p>Collective Worship: Pray for people in need; include intentions for CAFOD projects.</p>	<ul style="list-style-type: none"> • Write own Advent prayer focusing on hope and welcome. • Decorate prayers for display. <p>Collective Worship:</p> <ul style="list-style-type: none"> • Pray Advent prayers; sing an Advent hymn. 		
 <p>Maths Y4</p>	<p>LO: Multiply three numbers</p> <p>Unit 5: Multiplication and division (1)</p> <p>Textbook pages 216-219</p>	<p>LO: Factor pairs</p> <p>Unit 6: Multiplication and division (2)</p> <p>Textbook pages 6-11</p>	<p>LO: Multiply and divide by 10</p> <p>Unit 6: Multiplication and division (2)</p> <p>Textbook pages 12-15</p>	<p>LO: Multiply and divide by 100</p> <p>Unit 6: Multiplication and division (2)</p> <p>Textbook pages 16-19</p>	<h1>Carols</h1>
 <p>English</p>	<p>LO: To use adverbials to show when, how and where.</p> <p>Activities:</p>	<p>LO: To infer character motives.</p> <p>Activities:</p>	<p>LO: To plan a dilemma scene.</p> <p>Activities:</p>	<p>LO: To write the problem section of a narrative.</p> <p>Activities:</p>	

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- Explore winter scenes; collect “atmosphere words”.
- Model fronted adverbials:
*In the silent forest,
Through the swirling snow,
As the moon glowed above,*

Independent Task:
Children write a short atmospheric paragraph.

Plenary:
Class vote on strongest fronted adverbial.

- Read Edmund meeting the White Witch.
- Turkish delight tasting: describe the Turkish delight using senses
- Discuss temptation, jealousy and trust.

Independent Task:
Character comparison chart: Lucy vs Edmund.

Plenary:
One-sentence summary: “Edmund is the kind of character who...”

- Revisit Tumnus’s dilemma (should he betray Lucy?).
- Discuss: “What could go wrong in our own magical world?”
- Children brainstorm a list of possible dilemmas.

Independent Task:
Children plan their own narrative dilemma using a planning frame:

1. Setting
2. Characters
3. What goes wrong
4. How the character feels

Plenary:
Share strongest dilemma ideas.

- Teacher models writing a dilemma paragraph.
- Highlight use of conjunctions to link ideas and show cause/effect.

Independent Task:
Children write their **problem paragraph**.

Plenary:
Peer-feedback using 2 stars & a wish.



Spelling & Handwriting

**Year 3 & 4
COMMON EXCEPTION WORDS**

Aa accident accidentally actual actually address after again although answer any appear are arrive ask	Bb bath be beautiful because behind believe bicycle both break breath breathe	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue candle candle	Dd decide describe different	Ee early earth eight enough even every everybody exercise eye	Ff famous fast father favourite February find floor forward	Gg go gold grammar grass great group guard guide	Hh half has he heard heart here his history hold hour house	Ii I imagine important improve increase interest is island island	Jj jam jar jelly join joke juice jump just	Kk kind knowledge	Ll last learn length library love	Mm many material me medicine mention mind minute	Nn natural naughty no notice no	Oo occasion occasionally of often old once one only opposite ordinary our	Pp parents particular	Qq quarter question	Rr recent regular regain remember perhaps plant poor popular position possess possession potatoes pressure pretty probably pull purpose push put quarter question	Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Tt the there they though thought through to today told	Vv various was water we weight were where who whole wild woman would	Ww was water we weight were where who whole wild woman would	Yy you your
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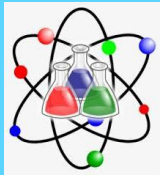
Spelling/handwriting words for this week:

Put these words in context in sentences.

struggle
battle
circle
possible

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
Mountains,
Earthquakes and
Volcanoes**

End of unit check: To write an answer to the question: Imagine you are in charge of a town. How would you plan for a volcanic eruption?

Recap what happens when a volcano erupts.

- What are tectonic plates and how do they move?
- Where are volcanoes found?

Science

All the Fun of the Fair – Habitat Helpers

LO: To consolidate prior learning on habitats and environmental changes.

1. Starter

- **Recap:** Show flip chart from last session with columns:

Problem

Cause

What can be done

- Invite pupils to add new examples (e.g., deforestation, loss of hedgerows).

Art

LO: To make Christmas cards.

Make and write religious themed Christmas cards.

Computing

LO: To create a poster for the carol concert, to be attached to an email.

Using the skills that we have learnt over the past few weeks. In the computer suite on word or PowerPoint, complete a poster with all the information about the carol service and attach to an email.

Music

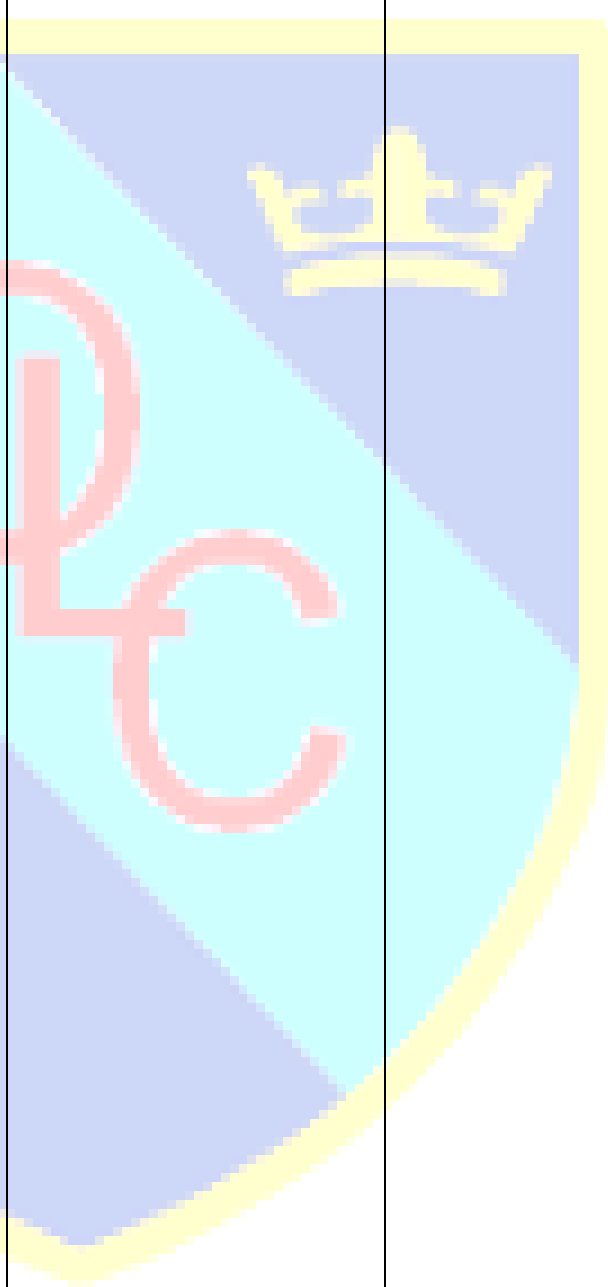
LO: To rehearse carols for Carol Service.

PSHE

LO: To Understand that change is a part of life

- How does a volcano erupt?
- What comes out of a volcano when it erupts?
- What are the immediate effects of a volcanic eruption?
- What are the secondary effects of a volcanic eruption?
- How might you predict a volcanic eruption?
- What would you need to do to protect and help people after an eruption?
- How would you make sure people knew what to do after an eruption?
- What are the best ways to prepare for an eruption?
- Why is it a good idea for people in the town to prepare for an eruption?

- Emphasize: *“We can make a difference by persuading others to help protect habitats.”*
- 2. Quiz Activity**
- Hand out quiz sheets (individual or group).
 - Show Quiz PowerPoint and complete the quiz.
 - Either mark together using Quiz Answers PowerPoint or collect sheets.
 - Praise pupils for their knowledge.
- 3. Main Task**
- **Explain purpose:** Teach visitors why habitats are changing and how to help endangered species.
 - Show Task PowerPoint.
 - **Group work:** Divide class into 4 mixed-ability teams (Polar,



and that there are different kinds of change.

[Big Changes, Little Changes – Ten Ten Resources](#)

Slides 1 – 3
5 mins

Recap previous teaching about how God is always with us as we change and grow. Invite pupils to reflect on changes they experienced in their transition to Key Stage 2/Infants to Juniors.

Slides 4 – 6
8 mins

Invite children to explore examples of different kinds of change: big/little, expected/unexpected, wanted/unwanted etc. Consolidate learning in an onscreen sorting activity. (Or use the alternative small group activity in Extended Activities).

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Task: How would you prepare for a volcanic eruption?

Write a set of instructions for people who live near a volcano.

Rainforest, Ocean, British habitats).
 Give Task Prompt Sheets.
 Each team plans and creates a display using collages as a starting point.
 Encourage creativity: posters, fact cards, recycled crafts, persuasive messages.

Slides 7 – 9
 5 mins

Identify and explore feelings associated with change. Validate individual experiences, explaining that people's experiences and reactions to situations may differ and feelings may change over time.

Slides 10 – 12
 18 mins

Using the scenario of a child moving year groups, introduce useful coping strategies and consider ways in which pupils can help themselves and support others. Allow pupils to consider the transition to their next year group, recording reflections in their Pupil Passport (Appendix 1).

Slides 13 – 15
 4 mins

Review learning and lead a short time of reflection,

					<p>before finishing with a final prayer.</p>
 <p>Daily PE Activity</p>	 <p>UNIT</p> <p>2</p>  <p>Dynamic Balance to Agility Jumping and Landing</p>  <p>Static Balance Seated Balance</p> <p>Social</p> <p>Lesson 6:</p> <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions,</p>	<p>Fitness Focus -</p> <p>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".</p>	<p>Step Challenge -</p> <p>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.</p> <p>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!</p>	<p>Star Jump challenge -</p> <p>How many star jumps can you and your friends do at break time in 2 minutes?</p> <p>Lets see who can do the most!</p>	 <p>Galaxy hop like SOX</p> <p>Disney Pixar LIGHTYEAR</p> <p>In space, each jump takes you further – especially when you're a springy robot cat! Hop and spring like there's no gravity on this planet!</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Everybody stands in a line at the start. 2. The person at the front of the line runs a short distance, stops, crouches down and holds in their hands. 3. Now the next person in the line should run and landing over the first person, just like the fox hopping around the apartment! Then they run a little further and crouch down too. 4. Now the third person in the line runs and superman jumps over the first person, then the second person. Keep going until everyone in the line has hopped/leaped and is crouching. 5. Now the person who started should stand and help over everyone, one at a time. How long can you keep it?

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healthy competition,
cooperative games
and group Personal
Best challenges.

Background music is
great at building on the
students' energy.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	"Don't know" Stretch	Squats	Step on the Step
Burpees	Bench Step-Ups	Cross- Country Sk	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Elcap Curl's	Arm Circles	Choose your own	Cart-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sh-ups
Grapevine	Twist	Seat Walk	Walk-out	Big Around the Gym	Toe Touches

Homework:

Communicating with school

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