

OLC WEEKLY LEARNING PLAN



Message from your teachers:

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

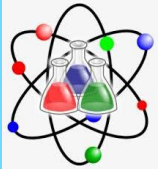
Teachers:	Miss Sidwell and Miss Houlihan	Year group:	Year 6	Date:	28.09.26
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R.E.	Knowledge Statement: A covenant is a binding agreement between God and human beings, which makes them His people.		Knowledge Statement: God makes covenants with His people at key moments in history to guide them and show His plan, such as with Noah after the flood, Abraham to create a great nation, and Moses at Mount Sinai. 		Knowledge Statement: God makes covenants with His people at key moments in history to guide them and show His plan, such as with Noah after the flood, Abraham to create a great nation, and Moses at Mount Sinai. A covenant is a binding agreement between God and human beings, which makes them His people.	
	Maths	LO: Multiply up to a 4-digit number by a 2-digit number Unit 3: Four operations (2) Textbook pages 84-87	LO: Short division Unit 3: Four operations (2) Textbook pages 88-91	LO: Division using factors Unit 3: Four operations (2) Textbook pages 92-95	LO: Divide a 3-digit number by a 2-digit number (long division) Unit 3: Four operations (2) Textbook pages 96-99	LO: Divide a 4-digit number by a 2-digit number (long division) Unit 3: Four operations (2) Textbook pages 100-103

OLC WEEKLY LEARNING PLAN

English 	LO: To make predictions about the theme and content of a narrative.	LO: To identify adjectives and appropriate synonyms.	LO: To use subordinate clauses and precise verbs.	LO: To use formal language and the subjunctive.	LO: To use modal verbs to express possibility.
	Starter: Discuss what it means to be lost and what it means to belong. Main: Listen to sounds from the story and make predictions about the characters, setting and events. Begin exploring the themes of belonging and finding a place where you fit in. Plenary: Watch the opening part of the story and compare predictions with what actually happened.	Starter: Revisit the characters and collect descriptive words from the story. Main: Explore how adjectives create meaning and improve descriptions by choosing more precise synonyms. Plenary: Share improved character descriptions and discuss which word choices are most effective.	Starter: Investigate different verbs and how they change the mood of a sentence. Main: Write a diary entry from the boy’s perspective, using subordinate clauses and ambitious verbs. Plenary: Review examples of effective vocabulary and discuss their impact on the reader.	Starter: Read a letter asking for advice about the lost thing. Main: Write a formal response recommending what should happen to the lost thing, using formal sentence structures. Plenary: Share examples and identify features of formal writing.	Starter: Explore words that show possibility, certainty and advice. Main: Create instructions explaining how to care for a lost thing, using modal verbs and persuasive language. Plenary: Compare different instructions and discuss which are the most effective.
Reading 	The London Eye Mystery by Siobhan Dowd  Task: Analyse the front cover and write your own first sentence to the story.		The London Eye Mystery by Siobhan Dowd  Task: Read Chapter 1 and answer the review questions.		

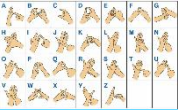
OLC WEEKLY LEARNING PLAN

SPAG 	Spelling  Task: Explore what homophones and near-homophones are. Complete worksheets linked to rule.	Punctuation and Grammar  Task: Explore and use rules for Capital Letters, Full Stops, Synonym and Antonym, Subject and Object, Colon, Semi Colon and Hyphens.
Science 	LO: To understand how the body transports nutrients and water. This week in science, children will learn how the body transports nutrients and water. They will explore the processes of absorption, diffusion and osmosis, understanding how nutrients and water move into and around the body. Starter: Children will discuss how nutrients and water travel through the body and make predictions about what might happen when a gummy bear is placed in different liquids. Main Activity: Children will conduct a scientific investigation by placing gummy bears into three different liquids and observing any changes in size over time. They will measure, record and compare their results, using their observations to explain the processes of osmosis and diffusion. Children will consider how water moves across membranes and how this links to nutrient absorption in the human body. Plenary: Children will analyse their findings, discuss whether their predictions were correct, and explain how the experiment demonstrates the movement of water and nutrients within living organisms. They will reflect on how osmosis and diffusion help the body absorb what it needs to stay healthy.	
History 	LO: To understand the transatlantic slave trade. This week, children will learn about the transatlantic slave trade and its impact on Africa, the Americas and Britain. They will explore where enslaved Africans were taken, the journey they endured during the Middle Passage, and how Britain benefited economically from the slave trade. Children will discuss the terrible conditions experienced by enslaved people and consider the lasting impacts of the slave trade on societies	

OLC WEEKLY LEARNING PLAN

	today. At the end of the lesson, they will evaluate the specific impact of the slave trade on the Kingdom of Benin, considering how the loss of people affected communities, trade and development. Starter: Children will complete a short quiz to recall prior learning and discuss key questions about the transatlantic slave trade, including which continents were involved and why the trade developed. Main Activity: Children will investigate the routes of the transatlantic slave trade, examine the conditions experienced during the Middle Passage, and explore Britain's involvement. Through reading, discussion and independent tasks, they will build an understanding of who benefited from the trade and the consequences for those involved. Plenary: Children will evaluate the impact of the slave trade on the Kingdom of Benin, discussing both the immediate and long-term effects on its population, economy and society before sharing their conclusions with the class.
Computing 	Lesson 1: Tinkering with Scratch music elements Before starting this unit, check pupils' prior knowledge of using Scratch. Display the <i>Presentation: Introduction to Scratch</i>. 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 <i>Pupil video: Tinkering with music in Scratch</i>, which demonstrates the lesson activity. Allow the children to tinker and remind them of the skills shown in the <i>Pupil video: Tinkering with music in Scratch</i>.
PSHE: 	LO: 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 <i>Paradise Street</i> 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.

OLC WEEKLY LEARNING PLAN

	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 	This week, children will continue learning British Sign Language (BSL) by exploring the BSL alphabet through fingerspelling. They will learn how to form and recognise each letter using hand shapes and practise spelling their names and simple words. Through interactive activities, children will develop their confidence in using fingerspelling and gain a greater understanding of how BSL helps make communication more inclusive and accessible.
Music 	KS2 Music Lesson Plans Looping and Remixing 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 <i>Audio: Musical beat and loop</i> on slide 2 of the <i>Presentation: Body percussion loops</i> as an example. 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

OLC WEEKLY LEARNING PLAN

 Art	LO: To problem-solve when constructing 3D artworks. Starter Children will begin by recapping their learning from the previous lesson and discussing what they can remember with a partner. What can they remember about installations? They will then look at examples of unusual artworks made from everyday furniture and objects, identifying how artists have transformed ordinary items into something surprising and creative. Main Working in small groups, children will design and create their own art installation using everyday classroom objects. They will experiment with arranging, combining and adapting materials to turn familiar items into a piece of artwork. Once finished, they will photograph their creations and share them with the class, explaining their ideas and the creative choices they made. Materials: Chair, bubble wrap, tin foil, cling foil, masking tape, wool, sugar paper, etc. Plenary Children will explore an installation by artist Cai Guo-Qiang and discuss the message they think the artwork communicates. After learning more about the artist and his background, they will revisit their ideas and consider how an artist's experiences, culture and history can influence the meaning of their work.	
 PE	Athletics Children will be learning to develop control, power and technique when throwing for distance.	Fitness Children will be developing their co-ordination skills through a range of activities.
		

OLC WEEKLY LEARNING PLAN

Communicating with school

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

