

OLC WEEKLY LEARNING PLAN



Message from teachers:



Gospel Values and Virtues

20+C+M+B+26



Feast of the Epiphany



Our Lady of Compassion

Christmas Gold and White

In RE, we will focus on our Christmas unit and celebrate the Epiphany
We will celebrate Mass together on Tuesday afternoon 6th January 2026

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

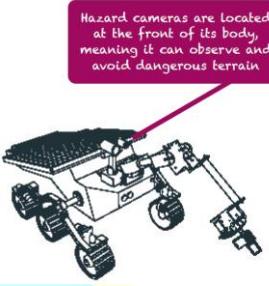
Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	5.01.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	Christmas unit	LO: To know the main features of the Christmas story in Matthew's Gospel	LO: To identify the thoughts and feelings of King Herod	LO: To understand some reasons for Herod's anxiety about the birth of Jesus	

	<p>Big question: Why does the birth of Jesus matter, and how do different perspectives on this event shape the way people live and respond to issues like power, poverty and hope today?</p>	<p>Compare different images of the Christmas story. What is the same/different about the images? What images do the children prefer? Why?</p> <p>Read both accounts of the birth of Jesus in Matthew and Luke's Gospels.</p> <p>Compare and contrast the accounts together. Use the PowerPoint to discuss the main differences.</p> <p>Task: Children to create their own piece of artwork depicting the birth of Jesus. Write a short explanation of their image.</p> <p>AT3: Which account of Jesus' birth do you prefer? Explain your answer.</p>	<p>Reread the birth of Jesus in Matthew's Gospel.</p> <p>Focus on the character of King Herod.</p> <p>Discuss together what kind of person he was. Why?</p> <p>Role play activity: Children to think about different questions they would ask Herod today. Take it in turns to imagine they are Herod and respond to each question in character.</p> <p>Task: Children to reflect on the thoughts and feelings of Herod. Explain the reasoning behind their responses.</p> <p>E.g. He was determined because he was so desperate for Jesus to be killed. He would stop at nothing to ensure this.</p>	<p>Recap previous work about King Herod. What kind of person he was?</p> <p>Task: Children to imagine they are King Herod and create a monologue expressing their anxieties and fears about the birth of Jesus.</p> <p>AT3: What do you think about King Herod's attitude and jealousy? How does it compare to our Gospel Values and Virtues today?</p>	<p>Epiphany Mass</p>
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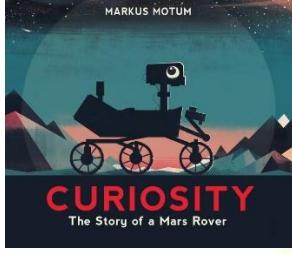
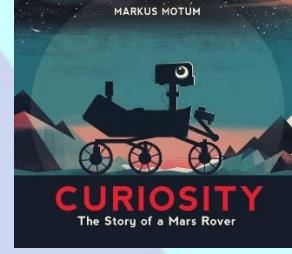
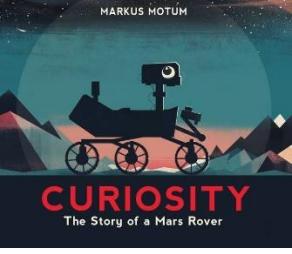
Maths 	Power Maths Book B LO: Ratio and proportion – Use ratio language Pages: 6-8	Power Maths Book B LO: Ratio and proportion- Introduce the ration symbol Pages: 9-11	Power Maths Book B LO: Ratio and proportion – Use ratio Pages: 12-14	Power Maths Book B LO: Ratio and proportion – Scale drawing Pages: 15-17	Power Maths Book B LO: Ratio and proportion – Scale factors Pages:18- 20
English 	<p>Lesson 1: LO: To ask questions and speculate answers. Ask children to sit with their eyes closed and play them some 'space' music. How do the sounds make them feel? Do they remind them of anything? Show children an informational video about the Solar System. Mind Blowing! ...Earth Compared To The Rest Of The Universe - Amazing Graphic Presentation - YouTube</p> <p>Talk to the hand: Now, pose the question: What are you curious about? Allow time for discussion, then provide felt pens and large paper for children to record their curiosities as questions, e.g. <i>how long would it take to reach the sun?</i> Without showing children the front cover or first</p>	<p>Lesson 2: LO: To use modal verbs to write a proposal. Share the following words and ask children to sort them into adjectives and nouns - terrain, atmosphere, environment, surface, uninhabited, undiscovered, impossible, unknown, inhospitable. Share images of Mars and use the words to create simple noun phrases, e.g. uninhabited environment. Life on Mars: Read from 'Mars - The red planet' up to 'But what if it was possible to send an explorer into space who didn't need food, water or oxygen?'</p>	<p>Lesson 3: LO: To use clauses to clarify meaning. Read the next three double page spreads, up to 'only to realise bacteria had come with me from Earth.' Clarify who the narrator of the book is. Why do you think the author chose to use first person? What does this add to the story? Look at the word 'meaning' in the following sentence: This cord transfers a static charge from the team member to the floor, meaning they won't give off a static shock.</p>	<p>Lesson 4: LO: To convert informal to formal language. Read up to 'The name she picked for me was...' Generate a list of alternative third person singular and possessive pronouns - it, its, the rover, the robot. Focus on the double page with the rover diagrams. Show children how pronouns, subordination and relative clauses can be used to change the formality of the writing. Refer back to the yesterday's learning.</p>	RE

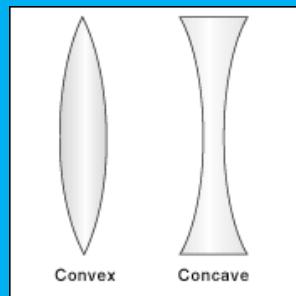
<p>page, read the second double page: 'Since the beginning of recorded history...' (see PP)</p> <p>Create an imaginary continuum line across the hall:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> There is life out there </div> <div style="margin: 0 10px;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> There is no life out there </div> </div> <p>Ask children to stand along the line in the place that best represents their opinion. Hold a discussion around the question: <i>Is there anybody else out there?</i>. Ask children to record a speculative answer to the question. You may wish to provide children with a range of modal adverbs to support their speculative answers e.g. <i>perhaps, maybe, possibly, probably</i>.</p>	<p>Don't read the last line on the page! Elicit that if Mars is to be explored, a robust robot will need to be sent in place of humans. We need to send a proposal to NASA to get them to build it!</p> <p>Example:</p> <p>The Robot's capacity...</p> <p>MUST- Be able to withstand the inhospitable environment</p> <p>SHOULD- be able to explore rough terrain</p> <p>COULD- carry out experiments</p> <p>WILL- help us make new discoveries about this unknown planet.</p> <p>Children to create their own in their books.</p> <p>Needed at NASA!</p> <p>Model writing a short proposal to NASA to request they build a rover to explore Mars. Shared writing</p>	<p>What function does 'meaning' have in the sentence?</p> <p>Which conjunction does it replace?</p> <p>What is the function of the whole clause?</p> <p>Elicit that the clause allows us to clarify meaning.</p> <p>The following words also have the same function: allowing, providing and giving.</p> <p>Look at the following sentence:</p> <p>Previous successful rovers had taken photos of Mars, giving us never before seen images.</p> <p>In groups, ask children to experiment with changing the word 'giving' to one of the other options. They could use sentence strips to show how the end of the sentence would change.</p> <p>Allowing for meaning: Look at the page with the labelled diagrams of</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #90EE90;">Informal</th> <th style="background-color: #90EE90;">Formal</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> This is my antenna, which I can use to communicate with my team on Earth. </td> <td style="padding: 5px;"> The rover has an antenna, which it uses to communicate with its team on Earth. </td> </tr> <tr> <td style="padding: 5px;"> This is my battery. It's nuclear powered. The plutonium in here will power me for years. </td> <td style="padding: 5px;"> Curiosity has a nuclear-powered battery, allowing it to be powered for years. </td> </tr> </tbody> </table> <p>Converting curiosity: Provide children with a diagram of Curiosity. Using information from the pages read so far, children create their own formal labels to explain its features.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Hazard cameras are located at the front of its body, meaning it can observe and avoid dangerous terrain</p> </div> </div> <p>Which is the most appropriate relative pronoun?</p> <p>Curiosity, _____ is covered in cameras, is about the size of a small car.</p> <p>The rover has a storage compartment</p> <p>_____ scientific testing kits are kept.</p>	Informal	Formal	This is my antenna, which I can use to communicate with my team on Earth.	The rover has an antenna, which it uses to communicate with its team on Earth.	This is my battery. It's nuclear powered. The plutonium in here will power me for years.	Curiosity has a nuclear-powered battery, allowing it to be powered for years.	
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		<p>NEEDED: a robot to explore Mars</p> <p>Mars is our closest neighbour, yet it remains largely undiscovered. We <u>must</u> build a robot which <u>will</u> help us explore this uninhabited planet. Due to the rough terrain and tremendous journey time to get there, it <u>would</u> be impossible to send a human. The new design <u>should</u> be built to last and <u>could</u> even carry out scientific experiments from the Red Planet's rocky surface.</p> <p>Children to create their own NASA proposals including modal verbs and the simple noun phrases from earlier in the session.</p> <p>Read the last line - 'This is where I come in' and share the first page of the book to introduce Curiosity. Discuss the two</p>	<p>the Apollo Astronaut and Mars Rover. Model how to use subordinate clauses to add meaning to labels. For example: The Apollo suit contains a life support system, <u>allowing</u> the astronaut to breathe while in space.</p> <p>On-board the rover is a camera, <u>meaning</u> images can be transmitted back to Earth from Mars.</p> <p>Children write a range of multi-clause sentences using this sentence structure, drawing on the labelled diagrams to support with ideas for these. Which would be the most appropriate verb?</p> <p>All six wheels remain in contact with the ground, <u>-----</u> all kinds of terrain are accessible.</p> <p>An air shower blasts away dust before people enter, <u>-----</u></p>	<p>Its battery, <u>-----</u> is nuclear powered, will power the rover for many years.</p>	
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		<p>questions on the page and speculate as to the answers.</p>	<p>the laboratory to remain clean at all times.</p>		
Reading					
SPAG	<p>Lesson 1 – Simple, Compound & Complex Sentences Simple, compound and complex sentences [grammarsaurus.co.uk]</p> <p>Lesson 2 – Main & Subordinate Clauses Main, subordinate and relative clauses [grammarsaurus.co.uk]</p>				



LO: Explore the world of concave and convex mirrors and show off your understanding of the way light beams reflect.

Science



Science Objectives

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Working Scientifically

Planning different types of scientific enquiries to answer questions

Recording results using scientific diagrams and labels

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

You Will Need:

Ray diagrams

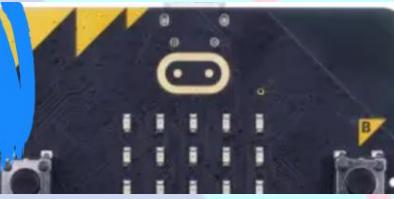
Lens diagrams

Additional Resources

:Metal spoons

Concave, convex and plane mirrors

Magnifying glasses

Geography 	<h3><u>Energy and sustainability</u></h3> <p>Lesson 1: What is sustainability?</p> <ul style="list-style-type: none"> • Why is the environment under so much pressure today? • What are examples of sustainable and unsustainable practices? • What new technology is encouraging sustainability?
Computing 	<p><i>Programming 2: BBC micro:bit</i></p>  <p>This unit hub can be used to inform your medium term plan and to navigate to related resources.</p> <p>Lesson 1 Music Programming</p> <ul style="list-style-type: none"> • Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch. • Create their own images to make the animation and recognise the difference between 'on start' and 'forever'. • Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work. • Choose appropriate blocks to complete the program and attempt the challenges independently. <p>Link: Programming 2 > Year 5 > Upper key stage 2 > Computing > Programming 2: BBC micro:bit Micro:bit Lesson Plans KS2 Computing and Programming</p>

 PSHE 	<p>LO: To know that God calls us to love others</p> <ul style="list-style-type: none"> • About ways in which we can participate in God's call for us to love others <div style="text-align: center;">  <p>Unit 1: Religious Understanding</p> <p>UKS2 Module Two: <i>Created to Love Others</i> explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives</p> <p><u>Religious Understanding – Ten Ten Resources</u> (Session Notes)</p> <p>Session 1: God Is Calling You In this session, pupils will look at the nature of God's call to love others. Children will study and imaginatively consider the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives</p> </div>
 MFL	<p>Y3/4 (A): Unit 2: French adjectives of colour, size and shape</p> <p>This unit hub can be used to inform your medium-term plan and to navigate to related resources.</p> <div style="text-align: right;">  </div> <p><u>Y3/4 (A): Lesson 3: Using shapes like the French artist, Matisse</u></p>

	<p>LO: To understand and recognise what are cognates and near cognates.</p> <p>LO: To give and receive instructions that include shape, size and colour vocabulary.</p> <ul style="list-style-type: none"> • I can recognise written similarities between French and English nouns. • I can explain what a cognate or near cognate is. • I can ask for something politely and say thank you. • I can use French shape, size and colour words to give instructions. • I can create a Matisse-style composition using the shapes I have asked for.
<p>Music</p> 	<p>Lesson 1: What is musical theatre? Learning about the concept and history of musical theatre and how it has changed over time.</p>  <p>To understand the history of musical theatre.</p> <p>Lesson 1: What is musical theatre?</p> <p>Success criteria:</p> <p>Musical theatre > Year 5 > Key stage 2 > Music ></p> <p><u>Lesson 1: What is musical theatre?</u></p> <p>I can identify at least three features of musical theatre. I can describe some of the roles involved in making musical theatre. I can place types of musicals accurately on a timeline</p>

	<p>Watch Teacher video: What is musical theatre?</p> <p>Have ready <i>Presentation: History of musical theatre</i> (see Main event).</p> <p>Link: Matilda the Musical - trailer by the Royal Shakespeare Company on Videolink (1:25 minutes).*</p> <p>Link: English National Opera - Major General's song - Pirates of Penzance on VideoLink (3:28 minutes).*</p> <p>Link: The 5th Avenue Theatre - Luck be a lady - Guys and Dolls on VideoLink (3:17 minutes).*</p> <p>Link: Universal Pictures - Mamma Mia - Abba songs - Dancing Queen and others on VideoLink (12:13 minutes).*</p> <p>Link: Walt Disney Studios -Hamilton - Official trailer on VideoLink (1:00 minute).*</p> <p>* These are external websites and we do not have control over their content – please check before showing</p>
Art 	<p>https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/every-picture-tells-a-story/upper-ks2-yr-5-art-clacton-pigeon-mural-banksy/#</p> <p>In this session, pupils will explore how artists use imagery to communicate messages by studying Banksy's Clacton pigeon mural. Begin by displaying the artwork and prompting pupils to share observations and feelings, encouraging descriptive language and initial interpretations. Explain that Banksy often uses symbolism to comment on social issues, then guide pupils to identify key elements in the mural—such as the pigeons holding exclusionary signs and the smaller bird—and discuss what these might represent, linking to themes of prejudice and belonging. In small groups, pupils will brainstorm possible meanings and record ideas on a mind map, considering how visual choices convey attitudes. Next, pupils will create their own symbolic artwork to express a positive message about inclusion or community, sketching ideas in their sketchbooks and thinking carefully about composition and symbolism. Conclude with a plenary where groups share interpretations and designs, reflecting on how art can challenge attitudes and spark conversation. Resources include an image of the mural, sketchbooks, pencils, and coloured media, with vocabulary prompts such as “symbolism,” “message,” and “interpretation.” Assessment will focus on participation in discussion and the ability to explain the message behind their design, with an extension task inviting pupils to research another Banksy piece or create a slogan to accompany their artwork. This lesson aims to develop critical thinking, visual literacy, and creative expression while reinforcing the idea that art is a powerful tool for communication and social commentary.</p> 

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P.E. 	<p>Walk 7,000 steps this week!</p> <p>25 sit ups</p> <p>Run on the spot for three minutes</p> <p>15-star jumps</p> <p>Plan an exercise circuit that lasts 5 minutes.</p> <p>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!</p>	<p>Lesson 1</p>  <p>Warm-Up Hi Baby!</p> <p>Game Dodgeball (Invasion)</p> <p>Skill Stance</p> <p>Game</p> <p>Review Method Badge of Honour</p>
	<p>young, flourish, tough, double, country, thorough, courage, touch, cousin, nourishment.</p>	<p>Homework Y6: SATs</p> <p>BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>Maths Homework pages:</p>

Communicating with school

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