

OLC WEEKLY LEARNING PLAN



Message from your teachers:

Hello, and welcome to your learning for this week!
Below you will find your learning for the coming week.
Have a great week,
God Bless!

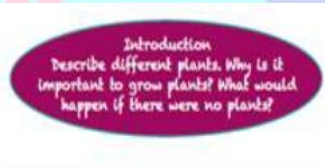
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Day, Miss Cottrell and Mrs Kendrew	Year group:	Year 4	Date:	05.10.26.
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R.E. 	Knowledge Statement: God created humans as the most important feature of His Creation and tasked them to be stewards.	Knowledge Statement: We show love for God and each other by being stewards of his creation.	Knowledge Statement: Pope Francis called caring for creation 'ecological virtues,' which help people live in ways that respect God's world.
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Maths 	<u>LO:</u>	<u>LO:</u>	<u>LO:</u>	<u>LO:</u>	<u>LO:</u>

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English 	LO: To plan the stages of an explanation text. Remind children that one of the decisions at the end of the secret meeting was to write an explanation text for others. <i>Why is it important that we educate others on the life cycle of trees and flowers?</i> We must also explain how to look after plants. Explain to children that we are going to use a circular planning format because we will be describing the life cycle of a plant in chronological order (see resources). Ask children: what is the purpose of an explanation text? If it is useful, look at some examples and brainstorm key skills. Look back through the planning and see which key skills and which vocabulary could be used in this extended write. Planning and researching together: Give children the following key vocabulary:	LO: To use a template to plan an explanation text. Recap on the previous session, ask children to discuss and share their research and plans. In this session children can create their own individual plans, using the circular planning template (see resources).  Plan the introduction together.  Teachers may wish to provide the following prompts to assist children with their planning:	LO: To write an explanation text. Recap on what children will need to include in their introductory paragraph. Look back at sessions two three and six for support. Ensure children are clear on the audience and purpose of the brochure.  Shared writing: Model writing the introduction to the brochure based on planning completed yesterday. Introduction What are your favourite flowers? What are your favourite fruits? Flowers, plants and trees are important for our world to survive. If flowers did not	LO: To write an explanation text. Recap on what children will need to include in the next sections. Look back at session four and five for support.   Shared writing: Model writing paragraph about planting a seed and what a seed needs to grow. Starting with a Seed All flowers and trees start their journey as a seed. Before the seed can grow, it is important that it has nutrient-rich soil. If you are growing your own plant, make sure there is plenty of space for the	Black History Month Benjamin Obadiah Iqbal Zephaniah Clever Trevor A reading of the poem 'Clever Trevor' by Benjamin Zephaniah - Stories and poems: Video playlist - BBC Bitesize
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	seed dispersal, germination, growth, reproduction, pollination. Can they put this process in order? Give children some pictures of these stages of the life cycle. Children can work in pairs on sugar paper to order this cycle chronologically, match the stages (subheadings) and write notes about what happens in each stage. Children can also note down key vocabulary that they'll be using. You may also want to have the key factual statements sheet (see resources) available for children to refer to.		exist, then many kinds of food would not exist. If trees didn't exist, there would be no oxygen. Can you imagine a world without the tranquil, perfumed smell of roses in the air?	seed to grow. After you gently place the seed in the soil, sprinkle water... Germination and Growth After a short period of time, the seed starts to germinate. Firstly, the root begins to grow into the soil. Slowly, a small shoot begins to poke its head above the soil. How cute! As the plant grows, you must trim the leaves and inspect for diseases.	
Reading 	4D – James and the Giant Peach 				

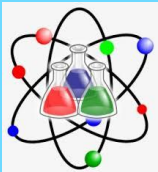
SPAG



crystal	pyramid	bicycle	oxygen	myth
gym	symbol	cymbals	crypt	Egypt
hymn	syrup	cylinder	lyrics	gymnastics
mystery	typical	gymnast	lynx	syrup

Same words as last week!

Science



Rocks

LO: To explore how water contributes to the weathering of rocks.

- To understand that water can cause rocks to erode.
- To explain how water causes rocks to erode.
- To explain how water causes rocks to erode and why it is important to understand this.

[4. Explore how water contributes to the weathering of rocks](#) | [Presentation](#) | [Developing Experts](#)

[Erosion and Weathering](#) | [KS2 Science](#) | [STEM and Beyond](#)

Key questions:

1. What is weathering?
2. What is erosion?
3. How can water break rocks apart?

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4. What happens to water when it freezes?
5. Where do you think the pieces of rock go after they have been eroded?

Challenge question: If water can slowly break down a huge rock, what do you think might happen to a mountain over millions of years?

History



Prehistoric Britain

LO: To know why bronze was used for tools and weapons.

Key questions:

- How did the Beaker People get their name?
- Which metals are used to make bronze?
- What are the advantages and disadvantages of bronze tools and weapons?

Computing



PSHE:



BSL 	Lesson 4 – Facial Expressions & Greetings 1. Introduction (Hawthorne's introduction to the lesson) 2. Main Teaching Video (Greetings Part One) 3. Code Breakers (CodeBreakers: Greetings) 4. Main Teaching Video (Greetings Part Two) 5. Recap (Greetings Recap) Free BSL Lessons for UK Primary Schools – The School of Signs
Music 	
Art 	Prehistoric Art LO: To recreate a prehistoric picture on a textured surface. Children to use a variety of ingredients to create a textured surface like the wall of a cave, eg, sand, cous cous. Draw and paint their prehistoric animal over the surface.
P.E. 	<u>Athletics</u> Lesson 4 In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

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Fitness

Lesson 4

In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.



Communicating with school

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