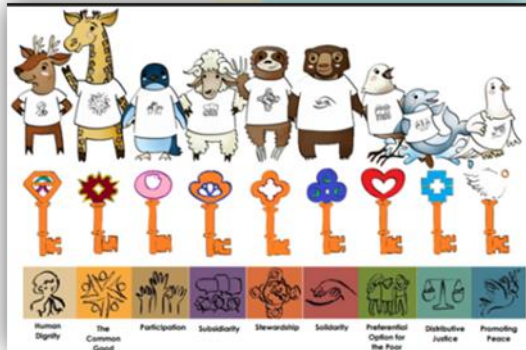


Message from teachers:

Catholic Social Teaching
Solidarity and the Common Good



Gospel Values and Virtues
Attentive and Discerning

WE ARE GROWING TO BE:

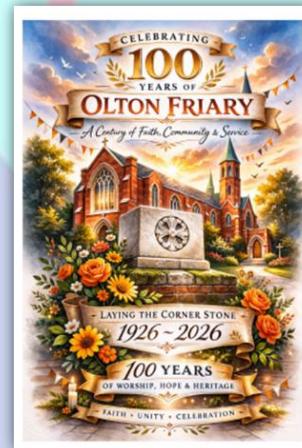
ATTENTIVE:
Often people who really need our help won't come and ask for it. We have to be attentive to people so we can work out what they might need from what they tell us.

Being attentive is a lot like being a detective: we listen to people and then find the best way to show that we love and care about them.

DISCERNING:
Discernment allows us to make well-informed decisions. It is often used when discussing the topic of vocations and making decisions based on the path we think that our life will take.

In the process of discernment, we ask the Lord to help us to take the path in life which he has planned for us, leading a life which follows the universal call for us, leading a life which follows the universal call to holiness.

Attentive **Discerning**

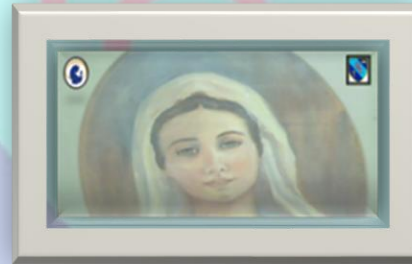


Olton Friary Centenary





June is the month of the Sacred Heart of Jesus



Our Lady of Compassion watch over your children


Blackwell residential




OLC WEEKLY LEARNING PLAN

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	1
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>Blackwell residential</p>	<p>LO: To know the prayer to the Holy Spirit</p>	<p>Discuss: What prayers can you think of that mention the Holy Spirit?</p> <p>Share some of these prayers together like the Creed and the Gloria.</p> <p>Why do we pray to the Holy Spirit? How can the Holy Spirit help us?</p> <p>Say the prayer to the Holy Spirit together. See ppt. What key words stand out? What images does it make you think of? Discuss the meaning of the prayer.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Write the prayer out into your book. 2. Decorate the prayer with key images and words. 	<p>LO: To write my own prayer to the whole Spirit</p> <p>Pray the prayer to the Holy Spirit again.</p> <p>Write a class version of the prayer. Use the examples to help.</p> <p>Task: Children to write and decorate their own version of the prayer.</p> <p>ER1: How can prayer to the Holy Spirit help us in our lives?</p> 	

OLC WEEKLY LEARNING PLAN

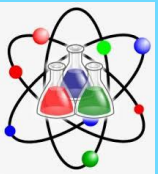
<p>Maths</p> 	<p>Blackwell residential</p>		
<p>English</p> 	<p>Blackwell residential</p>	<p>Create an information leaflet about trip to Blackwell Residential for future classes. Include photos and quotes from the trip.</p>	<p>RE</p>
<p>Reading</p> 	<p>Class novel/ individual reading books</p>		

OLC WEEKLY LEARNING PLAN

SPAG



Science



Session 2 Medical Materials

Wellfordbury Hospital has sent in a series of requests for materials recommendations.

LO: Set up a series of tests to see which materials would be best for the job and explore the medical applications of some very modern materials.

Children will:

- Investigate a range of materials for specific properties (Yr5&6)
 - Recommend the best materials for a given use, identifying possible alternative materials (Yr5&6)

OLC WEEKLY LEARNING PLAN

Geography



Lesson 5: Why do a few companies control most of the world's food?

- What are the ten companies that dominate global food production?
- How do so few companies control so much?
- What are the impacts of TNCs?



Computing



Complete PowerPoints

PSHE



Y3/4 (A): Lesson 3: To have or have not in the French classroom

- ✓ To ask and answer a question about something you have or do not have.

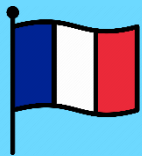
[Get started >](#)

LO: To ask and answer a question about something you have or do not have.

- I can ask a question in French about something I have or do not have.
- I can answer a question in French about something I have or do not have.
- I can use and share different strategies to help me remember new vocabulary.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

MFL



Lesson 1: Pop Art and music

✓ To explore the musical concept of theme and variations.

[Lesson 1: Pop Art and music](#)

- I can talk about theme and variations.
- I can relate the idea of theme and variations to Pop Art.
- I can perform a rhythm in different ways.

[Andy Warhol Marilyn Monroe](#)

Music



Life to the Full Plus - Upper Key Stage Two - Module 1

Unit 2: Me, My Body, My Health



Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes

Respect

Taking care of their bodies as gifts from God

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/lesson-4-whats-in-a-name/>



Explain to the class that most designers work collaboratively in design studios and in the early stages of product development. They use hot seating, so nobody owns a specific space or job. Later on in the process, specific roles would then be prescribed to individuals.

Place the children into groups of four or five. Give each group a word to play with, from which they will produce a concept and a product. For example, 'sumptuous' (splendid and expensive-looking). What could this be? A dark chocolate? A hot drink? A product to put in the bath? etc.

Pupils must write their word down, start sharing ideas and note these ideas down as a mind map or spider diagram. Provide them with a dictionary and thesaurus to help them.

Alternatively, they could do this as a group on a large piece of paper and then photograph and print it out for them to stick into their books later.

Each group should discuss and record the answers to:

- What is the name of the product?
- Does the word have a meaning?
 - What are we selling?
 - What is its purpose?
- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)
 - What is its USP?
 - Does it have a slogan?

The children could even draw rough sketches to help visualise the product and possible logo, but the focus should be on the language used.

Art



OLC WEEKLY LEARNING PLAN

The level of challenge is up to you – you could give children very concrete words, verbs, adjectives, or words that relate to a colour, or to a sound, or capital cities of the world. Whatever you choose, a product idea will follow.

P.E.



Walk 7,000 steps this week!

25 sit ups

Run on the spot for three minutes

15-star jumps

Plan an exercise circuit that lasts 5 minutes.

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!

Speed and Stamina Challenge:

Speed challenge:

Equipment: Stopwatch, cones marking 30m.

Organisation: Sit pupils in rows of 5. 5 pupils stand at the end of the 30m distance and use a stopwatch. Timers tell runners their time to the nearest second and switch places. Pupils record their time on their 'Fitness Record'.



Stamina challenge:

Organisation: Pupils take a cone each and place it around the outside of the track. The teacher times pupils in a 4 minute run. Pupils count how many laps they can complete in 4 minutes. Pupils record their time on their 'Fitness Record'



Communicating with school

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