

Message from teachers



Jubilee Pledges



Gospel Values and Virtues



Fairtrade Fortnight



OLASS 'WE ARE CALLED TO BE SAINTS...'

Little Way Week

We begin Little Way Week and celebrate St. Therese of Lisieux's Feast Day on 1st October: Little Way Week is inspired by St Thérèse of Lisieux, who is the patron of mission. As a child, St Thérèse dreamed of being a missionary. With age she understood that very few of us are called to make big gestures, but that through small, loving actions we too can deliver God's love to the world. Aged seven, Thérèse joined The Society of the Holy Childhood, known to us now as Mission Together. It was as a member of the Holy Childhood that Thérèse grew in faith and admiration for the work of the missionaries. We will learn more about St Thérèse and try to follow her 'Little Way.'



OLC WEEKLY LEARNING PLAN

Fairtrade Fortnight 2025 : The culmination of our Fairtrade Fortnight means that we are now able to invite everyone to our very own Fair Trade Café- pop up in the school hall on the last Thursday before half term. Here, we hope to sell Fairtrade coffee, tea and drinking chocolate and maybe some biscuits too! It will be organised by Minivinnies groups/ UKS2 with the additional support of from the Friends of OLC. We now understand the importance of Fairtrade and the choices that we make when we go shopping. We know that the Fairtrade campaign, is part of a UK-wide movement calling for a fairer system behind the things that we consume in everyday lives and the Common Good (Catholic Social Teaching) and our Jubilee pledges. We will any money made to support those in our local community through Caritas.



We are really enjoying the challenges of creating our very own Saints projects and we are grateful for our new Y6 Prefects who received their badges and certificates on Friday. Congratulations to them all!

Mrs Redfern, Miss Dowling, Mrs Freeman and Miss Chick

<https://cafod.org.uk/jubilee-schools/jubilee-pledge>

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

Teachers:	Mrs Freeman Miss Dowling	Year group:	6	Date:	6.10.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	New unit: Miracles and the Sacrament of the Sick	LO: To know and understand Jesus' teaching in the Beatitudes Big Question: Which of the Beatitudes is the	LO: To know and understand Jesus' teaching in the Beatitudes Big Question: Which of the Beatitudes is the most relevant your life? Why?	LO: To know and recall a number of miracles performed by Jesus Big Question: What do these pieces of Scripture teach us about Jesus? (KU3a)	Little Way Week 

OLC WEEKLY LEARNING PLAN



most relevant your life? Why?

Recap last week's learning about Saint Francis' canticle. Explain that another important form of teaching from Jesus about using gifts and talents at the service of other people was found in the Beatitudes. Share the version of the Beatitudes in Matthew and Luke's Gospel with the children.

[BEGINNER MOTIONS \(The Beatitudes\)](#)
[God's Story: Sermon on the Mount: The Beatitudes](#)

In pairs, children to decide what gifts and talents are needed to live out some of these Beatitudes (e.g. The quality of a peacemaker, the quality of somebody who tries to bring justice).

(Short lesson)
Recap learning about the Beatitudes and discuss the big question. How can they use the Beatitudes as a guide for their own lives?

Children to create a word cloud using the key words/phrases from the Beatitudes.



New unit: Miracles and the Sacrament of the Sick

Recap what a miracle is.
Play guess the miracle game.
What miracles can the children recall?

Explain that children are going to be Bible detectives. They will find different Bible references, read the miracle and identify the key details of each one:

- Calming of the storm
- Feeding of the 5000
- Healing of the paralysed man
- Healing of the blind man

Children to work in pairs to complete table together using the following headings.

Where, who, problem, resolution

Reflection questions:

Why was Jesus able to perform these miracles?

Do you think that the miracles helped people to understand who Jesus was? How were people's lives changed by Jesus?

St Thérèse of Lisieux – Little Way Week

Little Way Week Planner



Below is a question from St Thérèse. Do you think you can answer it?

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Question</p> <p>What is the 'little way'?</p>	<p>Answer</p> <p>The 'little way' is a way of living that is simple and humble, focusing on love and service to others.</p>	<p>Question</p> <p>What is the 'little way'?</p>	<p>Answer</p> <p>The 'little way' is a way of living that is simple and humble, focusing on love and service to others.</p>	<p>Question</p> <p>What is the 'little way'?</p>

<https://missiontogether.org.uk/calendar/st-therese-of-lisieux/>

Feast day of St. John Henry Newman

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		<p>Children to recreate their own version of the Beatitudes linking to their own lives.</p> <p>Create a class version first to support them to this.</p> <p>Plenary: Children to reflect on the main message in the Beatitudes.</p> <p>Complete 'go forth' activity, creating a conversation between themselves and God about the main message within the scripture. (AT3/AE2)</p>			<p>Feast day of St. John Henry Newman</p> 
<p>Maths</p> 	<p>LO: Short Division Pages: 64-66</p>	<p>LO: Division using factors Pages: 67-69</p>	<p>LO: Divide a 3 digit number by a 2 digit number (long division) Pages: 70-72</p>	<p>LO: Divide a 4 digit number by a 2 digit number (long division) Pages: 73-75</p>	<p>LO: Long division with remainders Pages: 76-78</p>

Prequel to 'The Lost Happy Endings'



Learning Objective: To write a narrative

Key Content:

- Who was she?
- Where did she live?
- What was her life like?
- What important job did she have (e.g., scattering and gathering Happy Endings)?

- Third person narration
(Explain: using “she” instead of “I”)
- Expanded noun phrases
- Similes and metaphors
- Setting description

Learning Objective:

Key Content:

- How did she receive the letter?
- What did it say?
- Why was her job taken away?
- How did she feel?

- Show not tell (e.g., trembling)

Learning Objective: To write a narrative

Key Content:

- What did she do after losing her job?
- How did her appearance and lifestyle change?
- What did she eat? Where did she live?

- Contrasting imagery (before vs after)
- Descriptive language for transformation

Learning Objective: To write a narrative

Key Content:


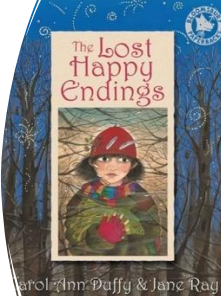
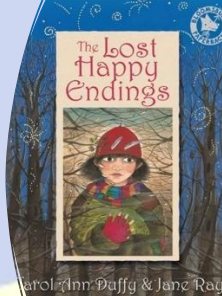

- Why did she steal them?
- Did they bring her joy?
- How did she express her feelings (e.g., writing the diary)?

- Rhetorical questions
- Flashback or reflection
 - Emotive language
- Symbolism (e.g., the Happy Endings as lost hope)
- Foreshadowing (leading to the diary entry)

Outcome: Children write the **final paragraph**, leading directly to the

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	<ul style="list-style-type: none"> • Characterisation through actions and thoughts <p>Outcome: Children write the first paragraph of their prequel, establishing the witch's character and her role.</p>	<p>hands, heavy heart)</p> <ul style="list-style-type: none"> • Inner thoughts and feelings • Short sentences for impact • Dialogue (optional) • Passive voice (e.g., "Her role was taken from her...") <p>Outcome: Children write the second paragraph, showing the turning point and beginning of her emotional shift.</p>	<ul style="list-style-type: none"> • Personification • Mood and tone shifts • Repetition for emphasis <p>Outcome: Children write the third paragraph, showing how grief and anger changed her.</p>	<p>diary entry found in the original story.</p>	
<p>Reading</p> 					

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Groups decide which material(s) are most suitable for café tables based on evidence.

3. Plenary (15 mins)

Share group results – which materials were most suitable?

Discuss: Why is wood often used, even if it isn't the "best" scientifically? (cost, looks, availability).

Extension question: Would your recommendation change if the table was for a bedroom instead of a café?

Geography



Lesson 5: What next for Dharavi?

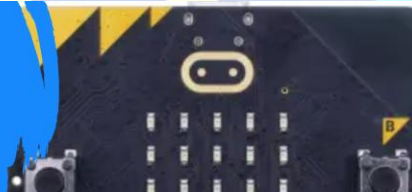
- Which challenges in Dharavi will you focus on?
- Which options for improving Dharavi will you focus on?
- What are the costs and benefits of your chosen options?

Computing



Programming 2: BBC micro:bit

This unit hub can be used to inform your medium term plan and to navigate to related resources.



Lesson 1 Music Programming

- 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.

Link: Programming 2 > Year 5 > Upper key stage 2 > Computing > Programming 2: BBC micro:bit
[Micro:bit Lesson Plans | KS2 Computing and Programming](#)

Module 1: Created and Loved by God

UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Complete Baseline Assessment Appendix 1-A Faithful God for each pupil. *Ensure that each pupil uses a particular coloured pencil for the activity (e.g. black). Hand out Appendix 1: A Faithful God to each pupil. Ask pupils to read and think about each question before they begin to answer-Give pupils time to record their thoughts on their sheet. (At the end of the activity, collect the sheets as you will need them again for the Endpoint Assessment).*

Unit 1: Religious Understanding

Unit 1 – Religious Understanding explores the Gospel story of the **‘Calming of the Storm’ (from Matthew, Mark and Luke)**. Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created and Loved By God. The prayer for this Unit is a daily examination of conscience. A more fluid version of this, called ‘The Five Day Examen’, was provided for Lower Key Stage Two, which you may like to use as an alternative: **The Five Day Examen for LKS2-This daily examination of conscience for Upper Key Stage Two is more structured and based around the Ten Commandments.**

- Each day read the prayer (given in the attachment) **Appendix 1: Daily Examination**, leaving plenty of time for reflection between the questions.
- You can pick and choose different questions each day rather than reading them all.
- Play music or light a candle as you wish to help focus the children






Session 1: Calming the Storm* (1 hour & 15mins in total).

Over five days, children will hear and experience the Gospel story of Jesus calming the storm. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God who cares for us and wants us to put our faith in Him.

**Approximately 15 minutes should be put aside for each daily session, but you might wish to spend longer on some days.*

PSHE:
Ten: Ten
Life to the
Full+



<p>MFL</p> 	<div data-bbox="295 172 622 386">  </div> <p>Y3/4 (A): Lesson 3: How are you feeling? – in French</p> <p>✓ To ask and answer a question about feelings in French.</p> <p>https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-french-greetings-with-puppets-cycle-a/</p> <p>To ask and answer a question about feelings in French.</p> <ul style="list-style-type: none"> • I can ask how someone is feeling. • I can say how I am feeling. • I can use my tone of voice to help make myself understood.
<p>Music</p> 	<div data-bbox="295 616 1108 805"> <p><i>Film music</i></p> <p>Use this unit hub to inform your medium-term plan and to navigate to related resources.</p>  </div> <p>Lesson 3: Following the score</p> <p>Lesson 3: Following the Score</p> <p>LO: To identify and understand some composing techniques in film music.</p> <ul style="list-style-type: none"> • I can identify different instruments and comment on the type of sound they make. • I can talk about the pitch of music and how it changes. <p>I can use the words ‘major’ and ‘minor’ when discussing music that evokes different emotions.</p>
<p>Art</p> 	<p>In this Art & Design lesson, pupils will take on the role of architects to design a building inspired by an architectural style or theme. After exploring award-winning structures on the RIBA website, they will select one to sketch in their books as inspiration. The main task challenges pupils to design their own building—such as a dream house, rainforest-inspired structure, stadium, temple, or memorial—using either a perspective view, plan view, or front elevation. Pupils should annotate their sketches with notes about purpose, materials, and users, with an extension task to design the interior layout. Resources include sketchbooks, drawing equipment, fineliners, colouring pens, and access to computers or tablets. Differentiation is provided through drawing templates for support and opportunities for more detailed, creative designs at greater depth. The lesson concludes with a reflective discussion on suitability, practicality, and design features. Success is shown through annotated, theme-based architectural drawings.</p>

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P.E.



1. Walk 7,000 steps this week!
2. 25 sit ups
3. Run on the spot for three minutes
4. 15-star jumps
5. Plan an exercise circuit that lasts 5 minutes.
6. 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!

Swimming

Lesson 5



Warm-Up
Gate Masters



Game
Tag Netball (Invasion)



Skill
Ball Skills



Review Method
Secret Stats



Homework Y6: SATs BOOTCAMP: <https://www.yearsix.co.uk/sbc/sbc-login.php>

nutritious, cautious, delicious, conscious, ambitious,
infectious, spacious, vicious, appreciate, sufficient

Communicating with school

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