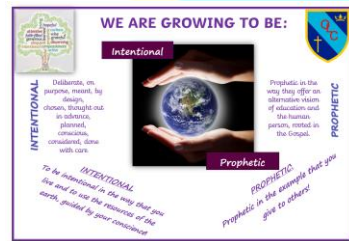


Message from teachers **20+C+M+B+26**



Gospel Values and Virtues
Catholic Pupil Profile -intentional & Prophetic

Our Lady of Compassion

Lent 2026

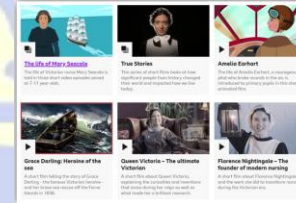
Violet In RE, we will focus on our understanding of Lent as we feast on and fast from good and bad choices during the season of Lent.

OLC WEEKLY LEARNING PLAN



We are reading this futuristic novel by Piers Torday 'The Last Wild.'

Women in History



Ada Lovelace- A historical computer pioneer

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	16.03.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p style="color: purple; font-size: 1.2em;">19.03.26</p> <p style="color: purple; font-size: 1.2em;">Please join us for the</p>	<p>LO: To know some of the teachings of the New Testament letters about becoming more like Christ</p>	<p>LO: To know some of the things that nourish or damage human relationships</p>	<p>LO: To know that the Sacrament of Reconciliation is a celebration of God's forgiveness</p>	



Lent Stay and Pray for UKS2 at 2.30pm.



Share key vocabulary: Colossians, Ephesians and Corinthians.
 Have the children heard these words before?
 Explain that these are the names of some of the New Testament letters.
 Emphasise that these were written by the Apostles after the Resurrection as a guide for people who began to believe in him.

Share 4 of the letters. Read them together and discuss the meanings. What type of guidance do they offer?
 Children to decide on the main message of each letter and complete matching activity.

Discuss the main message of each letter together (look at PowerPoint.)
 Children to pick one of the letters that they feel is most relevant to their own life.
 Write about the message of it and how it links to their life.
 See example on the PowerPoint.

Just like Jesus was tempted in the desert, we get tempted to do the wrong things. Sometimes, we must choose between right and wrong.
 Create a list in your book to show good and bad choices at home or in school. Then, answer this question. Discuss responses together.

What damage do sins and wrong choices in our relationships with God and others cause?

Explain that the next step after sin and wrongdoing is to say sorry and ask for God's forgiveness. Emphasise that we can do this through the Sacrament of Reconciliation.

Explain that this Sacrament is a special time of healing. Discuss the reasons for this. Can the children recall any other sacraments of healing?

Watch video of a reconciliation service. Recall what happens during this. How does this sacrament celebrate forgiveness?


Children to think of questions they would ask someone about this sacrament. E.g. Do you feel lighter or happier now? Do you feel closer to God now? Do you really feel forgiven now?

Share questions together. Create role play where children work in pairs to ask the questions and generate a response. Encourage the children to use lots of detail.

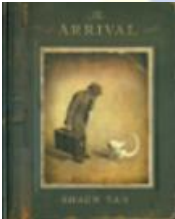


Task: Create an interview about the Sacrament of Reconciliation. See example.

AT2: ER2: Is it always easy to seek forgiveness? Explain your answer.

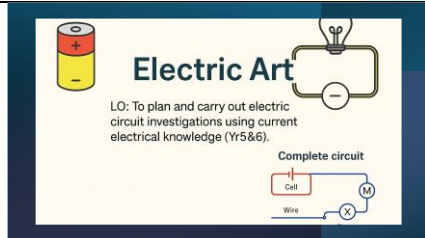
OLC WEEKLY LEARNING PLAN

		<p>Extension activity: Create a billboard to show the message of your favourite letter.</p>			
<p>Maths</p> 	<p>LO: Percentages of an amount Pages: 118-120</p>	<p>LO: Percentages (Missing Values) Pages: 121-123</p>	<p>LO: Shapes – Same area Pages: 126-128</p> <p>MOCK SATS Arithmetic Paper 1</p>	<p>LO: Area and perimeter Pages: 129-131</p> <p>MOCK SATS Maths Paper 3 Reasoning</p>	<p>LO: Area and perimeter – Missing length Pages: 132-134</p>

OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>MOCK SATS English grammar, punctuation (45 Minutes)</p> <p>Spelling (20 Minutes)</p>	<p>MOCK SATS Reading Paper 10.30 – 11.30 (60 minutes)</p>	<p>MOCK SATS Maths Paper 2 Reasoning (40 Minutes)</p>	<p>LO: Big Write – Narrative descriptive setting</p>	<p>LO: Big Write Narrative descriptive setting</p>
<p>Reading</p> 					
<p>SPAG</p> 	<p>accommodate accompany according aggressive anxious appreciate attached available</p>	<p>The Determiners Song</p> <p>Grammarsaurus: Determiners Lesson and Worksheet</p>			

average
awkward
bargain
bruise
category
cemetery
committee



Electricity - Electric Art

Lesson 1: Electrical Art Challenge [BBC Two - Science Clips, Circuits and Conductors, Mains power and the dangers of electricity](#)

[Bruce Munro Water-Towers on Vimeo](#)

[BBC Two - Science Clips, Changing Circuits, The dangers of electricity](#)

[Switched on Kids - from Electrical Safety First](#) [Electricity - KS2 Science - BBC Bitesize](#)

[Electric Art | Hamilton Brook](#)

LO: To plan and carry out electric circuit investigations using current electrical knowledge (Yr5&6).

Activities

Plan and carry out a series of age appropriate electrical circuit investigations (Yr5&6)

Create success criteria for their electric art challenge (Yr5&6)

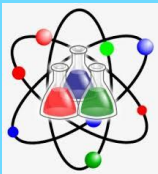
Investigation:

Electrical Art Challenge.

- Take part in a National Sensory Art Association (NSAA) briefing session and learn about the challenges that lie ahead as designers of an electric art installation. (Problem solving, Exploring, Fair testing, Pattern seeking)
- Years 5&6 - Plan and carry out a series of electrical circuit investigations
- Years 5&6 - Create success criteria for their electric art challenge

Vocabulary

Science



OLC WEEKLY LEARNING PLAN

Electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non-metal, enquiry question, investigation, findings

Geography



Globalisation

Lesson 1: What is globalisation?

- What is globalisation?
- When did globalisation begin?
- How have containers contributed to globalisation?

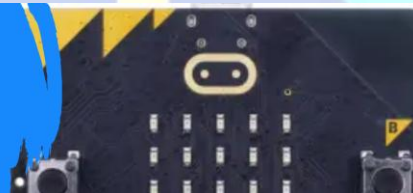


Computing



Programming 2: BBC micro:bit

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



(See HistoryGeography/)

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.

OLC WEEKLY LEARNING PLAN

- 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](#)

PSHE



Module 2: Created to Love Others

UKS2 Module Two: Created to Love Others 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.

Unit 1 – Religious Understanding explores the nature of God's call to love others. Children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2_2_created-to-love-others/u-1/uks2_2-1_religious-understanding/



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.

Reflective Writing

Invite pupils to write about a time when they changed the way they did something. They should include what caused the change, what they did and what the outcome was. To stimulate ideas, you can point out that they may have changed from always wearing Velcro shoes to being able to tie shoelaces, from having their meals cut up to using a knife and fork themselves, writing joined up lettering rather than printing, perhaps even walking to school by themselves etc. Move this on to a reflection about moments when children have had a perspective shift, or something has happened to drastically change their behaviour.

Draw this scene too.

*Y3/4 (A): Lesson 1:
Follow the French
teacher*

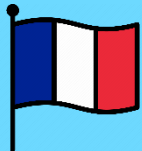
Learning common classroom instructions and how to recognise the imperative mood through games including, 'Répétez si c'est vrai', Kim's game, a word and action matching game and 'Jacques a dit-!' - the French version of 'Simon says'. Considering some differences between schools in the UK and schools in France.



Vocabulary

- | | |
|------------|--------------|
| écrivez | écoutez |
| lisez | ouvrez |
| fermez | regardez |
| parlez | asseyez-vous |
| levez-vous | |

MFL



LO: To understand and respond to simple classroom instructions.

- I can understand and respond to instructions in the classroom.
- I can give instructions in the classroom.
- I can recognise words that the teacher mouths silently.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-in-a-french-classroom-cycle-a/y3-4-a-lesson-1-follow-the-french-teacher/>

Introduce yourself in French using the following format:

Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].

Select a child and say,

Bonjour ! Comment tu t'appelles et quel âge as-tu ? – Hello! What's your name and how old are you?

Ask the child to reply along the following lines or as much as they can manage:

Bonjour ! Je m'appelle [name] et j'ai sept/huit ans – Hello! My name is [name] and I am seven/eight years old

Music



Lesson 3: Create your own musical

Planning a musical theatre scene, including a song, dance and acting.



To understand the history of musical theatre.

Lesson 3: Create your own musical

Success criteria: To identify character songs and action songs.

- - I can identify a character song.
 - I can identify an action song.
 - I can justify my opinions by giving examples. To create a musical theatre scene.

Lesson 3:

LO: To create a musical theatre scene

- I can work as part of a group.
 - I can plan a musical scene to tell the story of a journey.
- I can think of or write a song that tells the story.

Art



This lesson helps children understand how artists use images to communicate personal stories by exploring a portrait that shows family relationships. Pupils begin by looking closely at the artwork, identifying key details, emotions, and possible symbolism the artist has used. They discuss what story the picture might be telling and develop vocabulary to describe what they see—an approach supported within the Kapow Primary curriculum, which emphasises discussion, reflection, and building knowledge of artists. Using their sketchbooks, pupils then record observations, thoughts, and ideas, before starting their own drawing inspired by their family or someone important to them. This might include experimenting with expressive lines, simple portraits, or meaningful objects that reflect their story. The lesson ends with a sharing session where pupils reflect on how pictures can express emotions, ideas, and personal experiences without using words.

OLC WEEKLY LEARNING PLAN



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!

Lesson 4

View Lesson Plan →



Warm-Up
Shadow Play



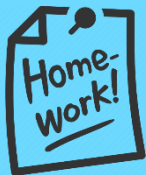
Game
River Crossing (OAA)



Skill
Counter Balance



Review Method
Roles on a Bus



accommodate
accompany
according
aggressive
anxious
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee

Arithmetic Paper and SATS style reading paper.

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

OLC WEEKLY LEARNING PLAN

Communicating with school

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

