

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



## OLC WEEKLY LEARNING PLAN

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.'

### Fairtrade Fortnight 2025

**Fairtrade Fortnight from Monday 22 September – Sunday 5 October 2025.**

Over these fourteen days, we c we'll be understanding and asking how to use Fairtrade when we go shopping. We'll be celebrating the difference in this Fairtrade campaign, as part of a UK-wide movement calling for a fairer system behind the things that we consume in everyday lives. The children will create a poster and hold classroom debates sharing the importance of Fairtrade and how it helps the Common Good (Catholic Social Teaching).

As the Autumn Term, continues, during the **Season of Creation** (which continues until October 4<sup>th</sup>), we remember **Jubilee Pledges**, since we can make a big difference to the World that we live in. We continue to embrace our exciting new challenges in our Enrichment afternoon each week. We will try hard to pray more and care for our fellow man. We will try to live out our pledges and follow the example of **Saint Carlo Acutis** as he is the patron of the Youth and a wonderful inspiration to us 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.*

|                  |                                     |                    |               |              |                   |
|------------------|-------------------------------------|--------------------|---------------|--------------|-------------------|
| <b>Teachers:</b> | <b>Miss Dowling<br/>Mrs Freeman</b> | <b>Year group:</b> | <b>Year 6</b> | <b>Date:</b> | <b>29.09.2025</b> |
|------------------|-------------------------------------|--------------------|---------------|--------------|-------------------|

|             | <b>Monday</b>              | <b>Tuesday</b>   | <b>Wednesday</b>  | <b>Thursday</b>   | <b>Friday</b>   |
|-------------|----------------------------|--|---|---|---|
| <b>R.E.</b> | <b>Little Way<br/>Week</b> | LO: To write a canticle giving thanks for creation<br>Big Question: How can you use the Canticle of Creation to guide your | LO: To understand what Fairtrade is and identify how it links to Catholic Social Teaching | LO: To express a point of view and give reasons for it<br>Big Question: How significant do you think Fairtrade Fortnite is? | <b>St. Francis of Assisi<br/>Feast Day-4<sup>th</sup><br/>October</b> |

# OLC WEEKLY LEARNING PLAN



## St Thérèse of Lisieux – Little Way Week

### Little Way Week Planner

Below are questions from St Thérèse for each day of the week. Let's use her words to inspire our...

| Monday  | Tuesday   | Wednesday  | Thursday  |
|---|---|--|---|
| Kindness is my only guiding star. In my light, I am a simple heart.           | A word or a smile is often enough to a heart that is a simple heart.                              | I can mouth words but truth.   | In spite of my differences, I can hope to be a saint.                                 |
| <b>Kindness</b><br>St. Thérèse says that to make her thoughts about kindness? | <b>Gratitude</b><br>St. Thérèse says that a word or a smile can make such a difference to others? | <b>Honesty</b><br>St. Thérèse said no time for dishonesty and lies. Why do you find the same so? | <b>Humility</b><br>St. Thérèse said St. Francis taught us about poverty and humility? |
| St. Thérèse, who made you can practice kindness today.                        | St. Thérèse, who made you can show love today.  | St. Thérèse, who made you can practice honesty today.  | St. Thérèse, who made you can show love with others today.                            |

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

own life as a disciple of Jesus Christ? (AT3/ Ae1)

Revise the story of St. Francis of Assisi and the love and respect he showed for the creation of God.

<https://www.youtube.com/watch?v=k5d8FOYZQ4c>

Read a version of St. Francis' Canticle of Creation. (KU2b)  
Highlight parts of the text where St. Francis praises God for the world he has made. What does the Canticle teach us about the way St. Francis looked on creation?

Children to identify the parts of creation that they are thankful for. Children to create their own version of the Canticle of Creation.

**Big Question: How significant do you think Fairtrade Fortnite is?**

Discuss how children would convince others to buy more Fairtrade products. What important messages would they include in their argument?

Share posters/ slogans from existing Fairtrade campaigns.

Discuss ideas for their own slogan with partner.

Task: Create your own Fairtrade poster inspired by this week's learning. What important messages/ facts can you include?

Children to answer this week's big question. Encourage them to link their answer with evidence. (AT3/ Ae2)



Recap learning over last few weeks about Fairtrade.

Children to work in small groups and take part in CAFOD fairtrade debate using the resources provide. (AT3)



Share roleplay cards and allocate each group member a role. E.g. shopper, importer or supermarket buyer.

Ask the children to read through their given card. What might each person say about the importance of Fairtrade? Why?

Give children time to work together and complete their roleplays.

Share roleplays with the class.

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| <b>Maths</b><br>    | <b>LO: Primes to 100</b><br>Pages 50-52  | <b>LO: Squares and cubes</b><br>Pages: 53-55   | <b>LO: Multiply by a 1 digit number</b><br>Pages: 58-60  | <b>LO: Multiply up to a 4 digit number by a 3 digit number</b><br>Pages: 61-63  | <b>LO: Short division</b><br>Pages: 64-66                                |
|--|--|--|--|---|--|
| <b>English</b><br> | <p><b>LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b></p> <p>Refer back to sessions 2 and 3 where noun phrases, similes, metaphors and so on were explored. In pairs, children to identify as many examples of figurative language as they can that were used in the text. Allocate sections of the text to</p> | <p><b>LO: To plan the structure and content of a narrative, drawing upon the ideas of authors and peers.</b></p> <p>Tell the children that they are going to be writing a prequel to 'The Lost Happy Endings' up to the point where the witch writes the diary entry that was found (session 7). Their task is to ensure that the reader empathises with the witch and the plot is that the witch was good-turned-bad. The witch needs to have had a job, perhaps before Jub was around or perhaps at the same</p> | <p><b>LO: To use adverbials to aid text cohesion.</b></p> <p>Activating adverbials:<br/>Read the following oral dictation three times: Each evening at dusk, Jub carried the sack of Happy Endings through the forest. As soon as darkness had fallen, she climbed the oak tree. Once in the tree, carefully balancing, she would gently shake The Endings out of the sack. Gracefully into the clear night sky they would dance</p> | <p><b>LO: To use features of very formal language including the subjunctive form.</b></p> <p>Tell the children that the witch received a letter telling her that she had lost her job. Using some of the ideas for reasons that were generated in session 10, explore how to present these using very formal language including the subjunctive (refer back to session 6) e.g.:</p> <p><i>Dear Ms Witch,</i><br/> <i>It has been brought to our attention that you have not being doing the thorough job of dispersing and collecting the Endings that you had us believe. It clearly states in your contract that, should any Endings be lost or uncollected then the contract is to be terminated with immediate effect. Were you to have daydreamed less, perhaps, then ...</i></p> <p><i>Regretfully,</i><br/>       Children to write their own version of the letter that the witch received.<br/>       A moment in time: Children in role as the witch as she receives the devastating news that she has lost her job. How does she</p> | <div data-bbox="1881 750 2105 885" data-label="Text"> <h1>RE</h1> </div> |



# OLC WEEKLY LEARNING PLAN

small groups and then share findings. Ask children to organise their findings on a grid like this:

| Imagery | Meaning | Effect |
|---------|---------|--------|
|         |         |        |

Pose the question: What effect does Carol Ann Duffy's use of imagery have on the reader?

Shared writing: Model writing the start of a response to this, drawing on one example from the text. Children to continue their responses much in the same way as they wrote yesterday.

time as Jub that was very important. It might even be that the witch was responsible for scattering and gathering the Happy Endings but, for some reason, this role was take off her and given to Jub. Generate, as a class, a bank of possible jobs that the witch might have had. Now think up some ideas as to why the witch lost her job. What was the misunderstanding? Use the strategy of bare-bones to create a story plan, e.g.:

Once there was a witch who was responsible for the Happy Endings



Then one day she lost her job



Then children complete and swap in any of their own ideas, providing they stick to the brief that the witch was once good and once had a responsible job but that events

and, throughout the night, the stars twinkled their approval. Each time it is read, ask the children to listen carefully to the passage, focusing on the adverbial phrases. They then attempt to remember as many of the adverbial phrases from the passage as they can, writing them down on paper, collaboratively. Using the sentences as a model, children to discuss the passage in their groups and attempt to reconstruct it from the adverbial phrases and write on sugar paper. Using the model created in session

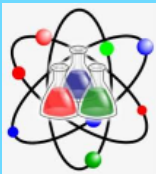
feel? Shared -write some ideas in the form of a monologue. Add to the Working Wall as this will be useful content later on.

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|--|--|--|---|--|
|  |  | <p>changed her as a person. Some children may benefit from having support around paragraphs.</p> <p>Ask the children to talk through their plans with a partner.</p> <p>Encourage the children to ask questions about each others' plans along the lines of, 'Have you thought about ...' to ensure that it is well thought-through.</p> | <p>10, model writing the first section including some Lucky Dip Descriptions and a range of adverbials to aid cohesion.</p> <p>Whilst simultaneously drawing upon content from session 7 (what the witch is really like as a person), children to write the first few paragraphs of their own version of the witch's story.</p> <p>Ideally they should be able to write for a sustained period of at least 30 minutes, with support as needed.</p> <p>Remind children to draw upon content from the morphing moods activity in session 3.</p> |  |
|--|--|--|---|--|



Science



Unit: Materials Consultants

Lesson 3: Packaging Problems (Strength, Transparency & Absorption)

LO: To test and compare paper for strength and absorbency, weigh up glass and plastic for food storage, and make evidence-based recommendations.

**Vocabulary**

strength, absorbency, transparent, opaque, translucent, recyclable

**Resources**

- Range of papers (tissue, kitchen roll, computer paper, cardboard, etc.)
- Weights (coins, cubes, or similar) for strength test
- Oil/water for absorbency test
- Recording table (pre-prepared)

**Lesson Breakdown**

**1. Starter (10 mins)**

Read the "Material Matters" problem (which paper is best for bags?)

Quick brainstorm: list as many types of paper as possible.

Discuss: what makes a material "fit for purpose" (strong enough, absorbent or not, reusable, safe).

**2. Main Activity (35 mins)**

**Paper Investigation:**

Groups test different papers.

Strength test: how many coins/cubes can each paper hold before tearing?

Record results in a table.

Create a bar chart to display the results.

Write your recommendation.



Geography



**Lesson 4: What improvements can be made for people living in the slums?**

- Why do some people want to clear slums away?
- Why don't some people want to leave slums?
- How can slums be improved?

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).

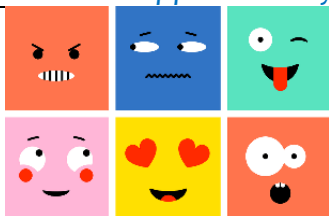
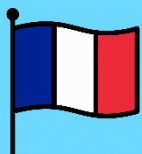
Over five days, children will hear and experience the Gospel story of Jesus calming the storm. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God who cares for us and wants us to put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



**MFL**



**Y3/4 (A): Lesson 3: How are you feeling? – in French**

- ✓ To ask and answer a question about feelings in French.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-french-greetings-with-puppets-cycle-a/>

**To ask and answer a question about feelings in French.**

- I can ask how someone is feeling.

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- I can say how I am feeling.
- I can use my tone of voice to help make myself understood.

### Music



#### Film music

Use this unit hub to inform your medium-term plan and to navigate to related resources.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/film-music/lesson-2-scenes-and-sounds/>

#### Lesson 2: Scenes and Sounds

##### LO: To identify and understand some composing techniques in film music.

- 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.
- I can use the words 'major' and 'minor' when discussing music that evokes different emotions.

### Computing








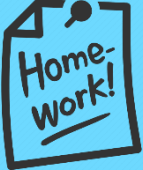
#### Programming 2: BBC micro:bit

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

#### Lesson 1 Music Programming

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|  |  |  |
|--|--|--|
|  | <p>Link: Programming 2 &gt; Year 5 &gt; Upper key stage 2 &gt; Computing &gt; Programming 2: BBC micro:bit<br/> <a href="#">Micro:bit Lesson Plans   KS2 Computing and Programming</a></p>   |  |
| <p><b>P.E.</b></p>  | <ul style="list-style-type: none"> <li>• Walk 7,000 steps this week!</li> <li>• 25 sit ups</li> <li>• Run on the spot for three minutes</li> <li>• 15-star jumps</li> <li>• Plan an exercise circuit that lasts 5 minutes.</li> <li>• 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!</li> </ul> <p>Swimming</p> | <div> <div>Lesson 5</div> <div>  <div> <b>Warm-Up</b><br/> Gate Masters </div> </div> <div>  <div> <b>Game</b><br/> Tag Netball (Invasion) </div> </div> <div>  <div> <b>Skill</b><br/> Ball Skills </div> </div> <div>  <div> <b>Review Method</b><br/> Secret Stats </div> </div> </div> |
|                   | <p><b>Homework Y6: SATs BOOTCAMP:</b><br/> <a href="https://www.yearsix.co.uk/sbc/sbc-login.php">https://www.yearsix.co.uk/sbc/sbc-login.php</a></p>   | <p><b>Spellings:</b><br/> referee, referral, referring, referred, reference, preferring, transferring, transference, temperature, vehicle</p>  |

## OLC WEEKLY LEARNING PLAN

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

