

Message from Teachers



Gospel Values and Virtues

All Saints Day 2nd November and All Souls Day 3rd November 2025



CLASS 'WE ARE CALLED TO BE SAINTS'

We pray for and remember all the Holy Souls during the month of November.

Welcome back after your Autumnal break!

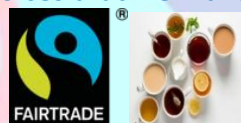
Firstly, we would like to wish Miss Chick a restful and deserved Maternity leave, as she prepares for the birth of her baby later this term.

As we enter our new half term, our new **Gospel value and virtue** is to be both **Learned and Wise**. We will be learning how God wants us to live our lives by never stop learning about what God wants of us. We learn many new things each day: By reading the Bible, by listening to our families, our teachers and by listening to our hearts, we can learn more of what God wants.

In UKS2 life, it has been wonderful to explore our roles of being Caritas Ambassadors, and Minivinnies, Prayer and Liturgy Leads.

Already our Y5 lunchtime groups are now supporting FS1 in their daily play and this is such wonderful preparation for when they all become Buddies next year! Both Minivinnies Groups meet on a Wednesday during their 'working lunch.' Here, they are learning about the wonderful work of the Saint Vincent De Paul- Minivinnies society. They will also lead our next Samaritan's Purse Shoebox appeal for 2025 and much more! Well done to each and every one of you!

Thank you all for your amazing support! Our **Fairtrade Pop-up Café** was held in the school hall on Thursday 23rd October 2025, successfully raising £84.90 for Hudson's Caritas. It was held straight after school and we were supported by the Friends of OLC, who not only helped us by purchasing Fairtrade items and paper cups too. The Fairtrade coffee, tea and drinking chocolate were all gratefully received, as were the Fairtrade inspired bakes too! Our Minivinnies teams helped everyone to 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. Since our pop-up café has been such a success, we aim to organise a future event.

This term we will be sharing our Y5 and Y6 Saints projects and hope to share the saintly inspiration that our saints have given us for All Saints Day and All Souls Day, whose feast have been celebrated over the weekend.

Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team

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

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

Teachers:	Mrs Redfern Mrs Freeman	Year group:	Year 5	Date:	03.11.2025
	Monday	Tuesday	Wednesday	Thursday	Friday

R.E.



Everyone is special
Human Dignity

CST focus this half term: Human dignity

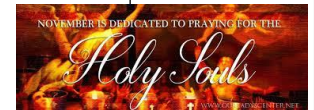
LO: To describe the actions that take place during the Sacrament of the Sick
Big Question: What is the most important action in the Sacrament of the Sick? Explain your answer.

Recap what the children know about the Sacraments from the previous year groups. Play quick charades game. What gestures/ signs can they recall? What Sacrament is the most important to them? Why? Share the 3 Sacramental groups: initiation, healing and commitment. Ask the children to group them based on what they know. Discuss answers together. Focus on the Sacrament of the Sick. Watch video: [Catholic Sacraments: Anointing of the Sick](#) Use PowerPoint to recap what the Sacrament is. Explain what happens during the Sacrament: laying of hands, anointing with oil, prayer. Make links to scripture using

LO: To understand the importance of praying for those who are sick


Revise with the children the definition of the "Church" being more than a building, being the People of God and the Body of Christ here on earth. Explain to the children that catholic Christians believe that Jesus continues to work through the people of his Church. Revise the prayer of St. Theresa of Avila. "Christ has no hands but your hands." Discuss: How does the Church enact this today? What does the Olton Friary do to help those who

Father Austin visit



Today, Father Austin will come to visit the children. He will discuss with them about the Sacrament of the Sick. He will share ways that the Olton Friary care for those who are sick in our community.

Children can then share their own prayers that they have written for the sick within the community.

		<p>the PowerPoint.</p> <p>Task: Children to rank what happens during the Sacrament. Write explanation about what happens during the Sacrament.</p>	<p>are sick?</p> <p>Task: Write a prayer for those who are sick. These will be taken to the Olton Friary to ask God to comfort those who are unwell within the Parish.</p>		
<p>Maths</p> 	<p>Multiplication and Division (1) Lesson 8 LO: Multiply by 10, 100 and 1000</p>	<p>Multiplication and Division (1) Lesson 9 LO: Divide by 10, 100 and 1000</p>	<p>Multiplication and Division (1) Lesson 10 LO: Multiples of 10, 100 and 1000</p>	<p>Multiplication and Division (1) Lesson 1 LO: Equivalent Fractions -</p>	<p>Fractions (1) Lesson 2 LO: Equivalent Fractions- Unit and Non unit fractions</p>
	<p>Textbook Pages 152</p> <p>Practice Book Pages 111</p>	<p>Textbook Pages 156</p> <p>Practice Book Pages 114</p>	<p>Textbook Pages 160</p> <p>Practice Book Pages 117</p>	<p>Textbook Pages 168</p> <p>Practice Book Pages 122</p>	<p>Textbook Pages 172</p> <p>Practice Book Pages 125</p>

English



LO: To create informal questions using question tags.

Show children a heart-shaped key. Ask them to create some statements about where it might come from or what it could do, e.g.: It might open a chest that contains secrets. It could be a key to a treasure box. It may let us find out a secret. Children to identify the modal within their sentence and create a negative contraction by adding the contracted form of not, e.g. couldn't, wouldn't, mightn't etc, on a luggage tag. Model placing the comma.

It will open a door that contains a story,

won't it?

Children to create their own statements using a range of modals and adding a question tag.

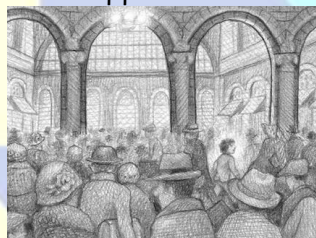
couldn't

Hugo Cabret's Invention Distinguish between apostrophe for possession and apostrophe for omission.

Lesson 2

LO: To make inferences based on images from the text.

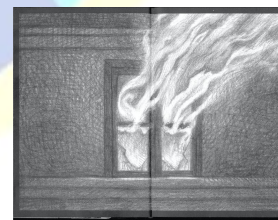
Read from the beginning of the book up to the end of the first sentence on p46. Display the saying, 'a picture tells a story of a thousand words' What does this mean? Discuss how complex ideas can be conveyed by a single image. Model 'thinking aloud' making inferences based on the image. Refer to the illustrator's use of lighting, spacing and shot type (long, medium and close-up) and what this tells us about the character. e.g. The boy stands out: he is not wearing a hat like everyone else. The lightening and space around him show that he is moving in the opposite direction.



Read 'A Brief Introduction' (from book) and stop at 'On screen, the sun will soon rise, and you will find yourself zooming toward a train station in the middle of the

LO: To write a diary entry in role.

Display a picture of the fire which killed Hugo's father. What emotive language does this image evoke? e.g. disbelief, hopelessness, despair, grief. Simultaneous Round Table Each pupil is given a piece of paper. They simultaneously write their response to the image. The paper is then passed one person clockwise round the table. Each pupil must develop their peer's response ensuring not to repeat any vocabulary but build upon by providing alternative vocabulary/synonyms. This then repeats and consequently creates an emotive word bank.



LO: To explore and analyse a character through description.

Read p121- 127.

Children to visualise and draw what Uncle Claude might look like by retrieving information from the text e.g. tiny steel spectacles, blood shot eyes. Allow for inferences e.g. unkept clothes, unshaven face. Remind children that in session 2, we looked at how different camera shots allowed us to find out more about Hugo. We are going to use the same technique to analyse Uncle Claude's character.

Camera Shots: Long shot: shows the whole length of body from feet to top of head. Shows character in relation to background. Medium shot: shows body from waist upwards. Used for facial expressions and hand gestures. Close up: focuses on a character's face and zooms in on specific features.

Description: detail Model

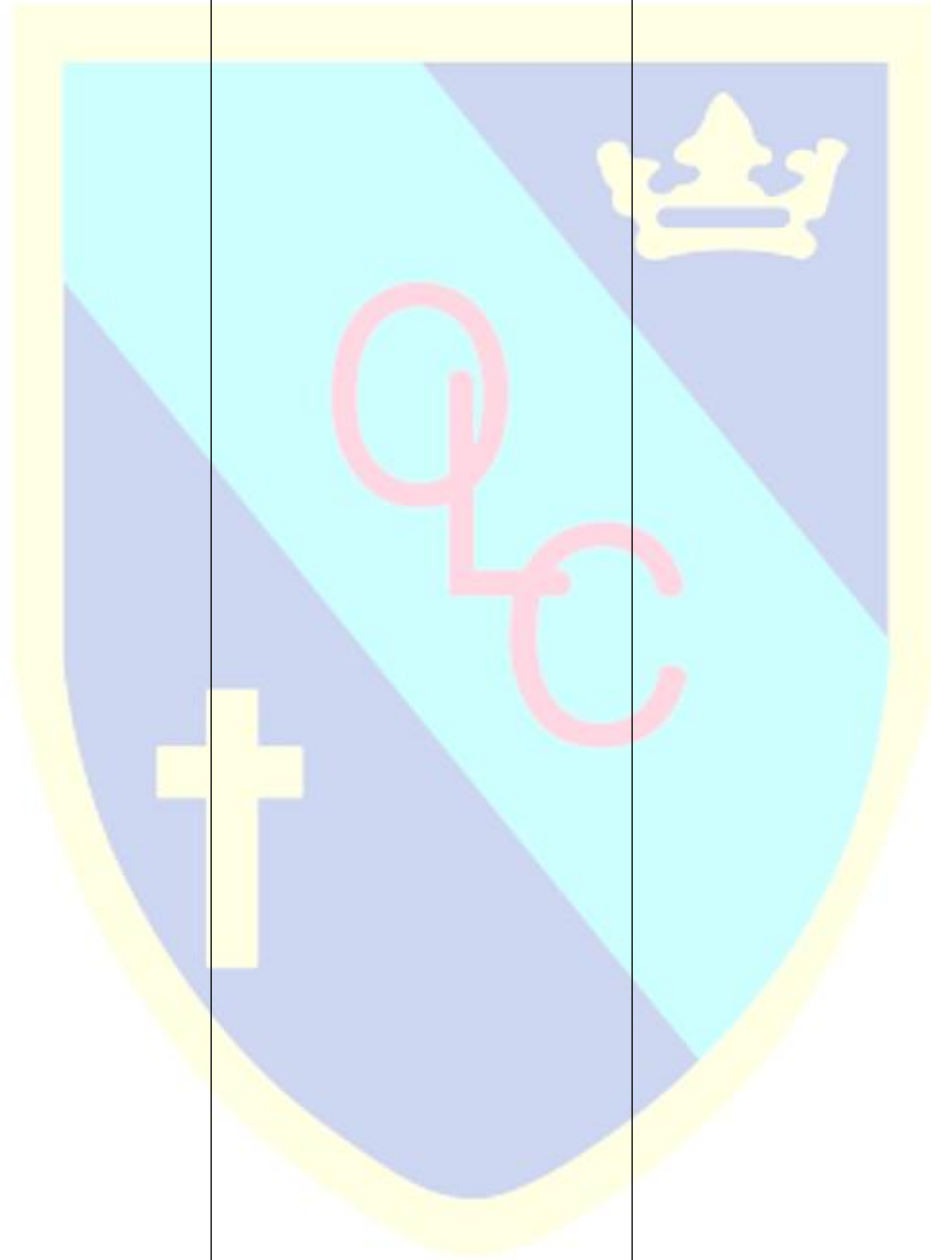
LO: To explore a characterisation through drama.


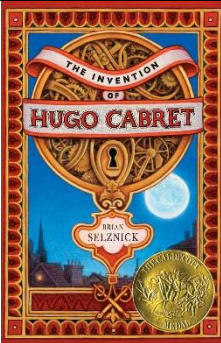
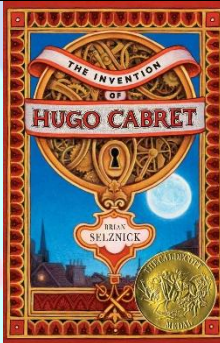
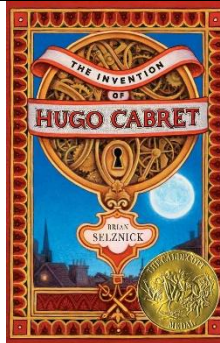

Who said what? Give children examples of dialogue from the story. Can children decide who said what? They must be able to justify why they have made that choice e.g.

"Pick up your feet boy." (Old Man from toy booth)
"Captain. Sorry I'm so late." (Dad)
"You should thank me." (Uncle Claude).
In writing,

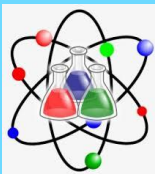
		<p>city...' Children to continue the narrative using the inferences based on the images up to p46 to guide their story. e.g. There you will spot a boy, lost, amongst a large crowd. His name is Hugo and he is the protagonist of our story. There are many ways to structure this. Each partner/table could be given a different image(s) to base a small section of the narrative on. This could then be 'jigsaw-ed' together creating a class narrative. Show children the 'opening scene' of drawings from the book as a slideshow. https://www.theinventionofhugocabret.com/slideshow.htm What does it remind them of? Explain how in 1931, films were in black and white and did not have sound. Play again, this time children using their narrative as a voice over to accompany/narrate the film. Read to p121 by the next lesson.</p>	<p>Shared Writing: Teacher to model writing a diary entry in role as Hugo in response to his father's death. Highlight the use of emotive language, repetition and adverbs of possibility this shows Hugo's state of mind is troubled and unclear. Children write their own version. <i>Dear diary, He's gone - gone forever. Dead. Perished in a fire and it's all my fault. I feel so alone and helpless. A feeling of guilt has consumed me like the fire took my father. If I hadn't found the automaton, If I hadn't asked him to fix it, then maybe he'd still be alive. Surely this a nightmare that I am about to wake up from.</i></p>	<p>using the vocabulary generated to create a description: detail sentence. Uncle Claude looked as though he had not slept for days: his eyes were bloodshot and vacant. Uncle Claude was clearly intoxicated: his speech was slurred, and he could not walk in a straight line. Model correct use of colon to separate the 2 independent clauses.</p>	<p>we can implicitly convey a character's personality through the things they say: how they speak; their mannerisms; speech patterns; favourite words/phrases; and their dialect. Explain that tomorrow we are going to be writing a 'flashback'- a missing chapter of when Hugo starts to live with his uncle in the station. We will be exploring the key events</p>
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					<p>through drama, focusing particularly on the characterisation of Uncle Claude. Possible key events</p> <ul style="list-style-type: none"> • Hugo being forced to sleep on the floor • Hugo sneaking off to repair the clocks • Uncle Claude scolding Hugo • Claude returning home drunk • Hugo learning to steal food • Hugo crying himself to sleep <p>Photos for books.</p>
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Reading 					
SPAG 	SPAG Word Class Prepositions Follow the PowerPoint Complete worksheets			Spelling Test	

Science



UKS2 Science – Properties of Materials Unit: Materials Consultants Lesson 6: Snoring Challenge (Soundproofing)

LO: To investigate which materials absorb sound best, record findings clearly, and explain which would make the best ear plugs using scientific reasons.

Vocabulary

soundproof, absorb, vibration, fair test, variables, insulate

Resources

- Sound source (speaker or device playing snoring sounds)
- Sound meter app or decibel meter
- Range of materials (cotton, foam, fabric, rubber, card, tin foil, plastic, etc.)
- Recording table or investigation sheet
- Paper for labelled design diagram

Lesson Breakdown

1. Starter (10 mins)

Read the “letter from Sam” asking for help to design better ear plugs.

Discuss: What materials might reduce the sound? What makes something good at absorbing sound?

2. Main Activity (35 mins)

Explain: Children will test materials to see which are best for soundproofing.

Placing each material over or around the sound source.

Measuring sound level with a sound meter app or by judging how much quieter it sounds.

Recording results in a simple table (material tested → sound level → effective or not).

Children decide which material (or combination) works best and why.

Create a labelled diagram showing their final ear plug design, explaining choices (e.g. “foam absorbs sound; cotton adds comfort”).

3. Plenary

Discuss: Why did the best materials work well? Were any surprising?

Geography



Biomes

Lesson 1: What are the Earth's biomes?

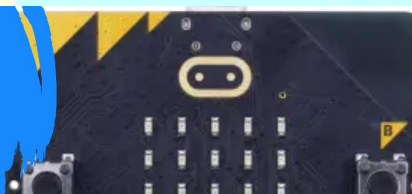
- What is a biome?
- What are the names of six of the Earth's biomes?
- What are these six biomes like?

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](#)



PSHE

Stage	Module 1 Created and Loved by God			
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles

Gifts and TALENTS





Share this link with parents: <https://www.tentenresources.co.uk/parent-portal/life-to-the-full-plus/gifts-and-talents/>

(Use the school parent log-ins using the parent login details)

Module 1: Created and loved by God

Unit 2: Me, My body, My health.

Session 1: Gifts and Talents

In the first episode of the 'Paradise Street' series, we are introduced to the four main characters and see their similarities and differences. There is friction over competition and rivalry, with the characters learning that difference - whether physical or skills based - should be celebrated as enriching to a community. One of the characters, Finn, discusses his feelings of insecurity with his Mum and she teaches him to be more deeply aware of his value and that his self-confidence should arise from being loved by God.

LO: Similarities and differences between people arise as they grow and mature

By living and working together ('teamwork') we create community.

There are many different types of family set up

Self-confidence arises from being loved by God (not status, etc.)

Success Criteria-

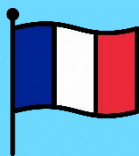
Engage with the film and discussion questions

Successfully complete the appropriate section in their 'Paradise Street' Workbook

Progress Markers- To understand that we are all unique, with different family set-ups, gifts and talents.

[Me, My Body, My Health – Ten Ten Resources](#) (See resources) [Religious Understanding – Ten Ten Resources](#)

MFL



Y3/4 (A): Unit 2: French adjectives of colour, size and shape

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



LO: To recognise and name colour words.

- I can listen to and repeat the words to describe colour.
- I can recognise colour words when I hear them and then find a brick in that colour.
- I can say a sequence of colour words.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-french-adjectives-of-colour-size-and-shape-cycle-a/y3-4-a-lesson-1-colours-in-french/>



<https://www.youtube.com/watch?v=acvUtipaC5Y>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/articles/zw7hsk7#zvrdqfr>

Music



Film music

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



[Lesson 3: Following the score](#)

Lesson 3: Following the Score

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.

Art



Starter – Attention Grabber (10 mins)

- Share Paul Klee's quote: "A drawing is simply a line going for a walk."
 - Discuss what pupils think this means.
 - Show examples of textured materials.
 - Ask pupils:
 - What textures can you see?
 - What shapes and lines can you find?
- Pupils record descriptive words in sketchbooks (e.g. rough, smooth, curved, zig-zag).

Main Activity – A Walking Line (35 mins)

1. Teacher Modelling (10 mins):

- Using the visualiser, demonstrate how to extend a photocopied image by continuing the lines and shapes outward with a **HB pencil**.
 - Model adding tone with a **2B pencil**, showing light and dark shading.
 - Discuss how tone creates depth and texture.




2. Independent Work (20–25 mins):

- Pupils extend their own A3 photocopy drawings.
 - Add tonal shading using 2B pencils.
- Encourage them to refer back to descriptive words they wrote earlier.
 - Optional: play *Pupil Video – A Walking Line* on loop as guidance.

. Plenary – Peer Review (10 mins)

- Pupils pair up and review each other's drawings using these questions:
 - How closely does my drawing match the lines and textures of the object?
 - How well does my work reflect the descriptive words I used?
 - Share a few examples with the class.

<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills/drawing-a-walking-line/#>

<p>P.E.</p> 	<ol style="list-style-type: none"> 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. <p>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!</p>	
	<p><i>nutritious, cautious, delicious, conscious, ambitious, infectious, spacious, vicious, appreciate, sufficient</i></p>	

<p>Communicating with school</p>	
<p>Please direct all queries to the school office email on: office@olc.solihull.sch.uk</p>	