

# OLC WEEKLY LEARNING PLAN



## Message from the teachers:

Dear children,

Mr Brennan and Miss Sidwell

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

**Teachers:**

**Mr Brennan & Miss Sidwell**

**Year:**

**Year 4**

**Date:**



**22.09.25**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>RE</b></p>	<p><b>Sunday's Gospel to explore:</b> 21 September: Luke 16:1-13 You cannot serve God and money</p>	<p><b>LO: To know the signs and symbols of the seven sacraments.</b></p> <p>Children to recall as many celebrations as they can that take place in the church. Provide children with pictures of the sacraments. In pairs, ask them to discuss what the picture is showing and what the sacrament is.</p>	<p><b>LO: To know some of the different parts of the celebration of Mass.</b></p> <p>Share sentence starter on the board: <i>Mass is ...</i> Ask children to complete the sentence. Share and discuss ideas together. Explain that the Mass is the most regular</p>	<p><b>LO: To write a prayer to celebrate Baptism.</b></p> <p>Recap what children have learned throughout this unit. e.g. discussion of different groups they belong to, signs and symbols of Baptism and the other sacraments, sequencing the first part of Mass, etc. Explain that during today's lesson, they are going to be writing a prayer to parents/ godparents about their Baptism.</p>	<p><b>Values and Virtues: Eloquent &amp; Truthful</b></p> <p>Sing it: Linking Eloquent and Truthful to traditional and contemporary music. • Oh the word of my Lord, deep within my being: Damian Lundy • Spirit of the living God fall afresh on me: Daniel Iverson • I will offer up my life: Matt Redman</p>

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		<p>How do they know? What signs and symbols can they spot in the pictures? Explain that Catholics celebrate seven sacraments. In these sacraments we remember that we belong to God's family, we remember the life, death and resurrection of Jesus, we remember that God is present in a special way in each sacrament giving us his love and sharing his life with us.</p> <p>Share and discuss what each sacrament is a celebration of.</p> <p>Task: Children to complete a chart describing the seven sacraments – stating what each sacrament is a celebration and how each one supports and helps God's family. E.g. Baptism is the first celebration of welcoming and belonging to God's family. One sign of this sacrament is the</p>	<p>sacrament we celebrate together as a school, community or parish. Discuss these questions: - Who is at Mass in the church? Where do they come from? What special roles do different people have at Mass? In pairs: Children to recall as many different things as possible that take place in the Mass. Discuss these questions: What do you think are the most important parts of the Mass? Which part do you like the best? Why? Explore with the pupils the first part of the Mass about gathering together to celebrate. Explain that when we gather together to celebrate, we believe that Jesus Christ is with us in a very special way. Recall the different images of the Church: family of God, body of Christ, people of God. Explore and sequence the gathering rites of the Mass with the children.</p>	<p>Write a shared class prayer together.</p> <p>Children to then write their own individual prayers.</p> <p>Share prayers together.</p>	<ul style="list-style-type: none"> <li>• Give thanks: Henry Smith</li> <li>• Thank you for giving me this morning: Martin Gotthard Schneider</li> <li>• Laudato Si': Damian Lundy</li> <li>• If I were a butterfly: Brian Howard</li> <li>• Over all the Earth: Brenton Brown</li> <li>• Morning has broken: Eleanor Farjeon</li> </ul>
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		<p>holy water which cleanses us and washes away our sins.</p> <p>Deepening question: Which Sacrament is the most important to you? Explain your answer.</p>	<p>Sign of the Cross: a reminder we belong to God who is Father, Son and Holy Spirit. Greeting: We gather together in the presence of the Lord. Penitential Rite: we ask God to forgive us our sins. Gloria: we praise and thank God as his family. Opening prayer: we pray together as the family of God Once children have completed the task, discuss and share how they would now complete the sentence 'mass is'.</p>		
 <p><b>Maths Y4</b></p>	<b>LO: Number line to 10,000</b>	<b>LO: Between two multiples</b>	<b>LO: Estimate a number line to 10,000</b>	<b>LO: Compare and order numbers to 10,000</b>	<b>LO: Round to the nearest 1,000</b>
	<p>Unit 1: Place value - 4-digit numbers (2)</p> <p>Textbook pages 42-47</p>	<p>Unit 1: Place value - 4-digit numbers (2)</p> <p>Textbook pages 48-51</p>	<p>Unit 1: Place value - 4-digit numbers (2)</p> <p>Textbook pages 52-55</p>	<p>Unit 1: Place value - 4-digit numbers (2)</p> <p>Textbook pages 56-59</p>	<p>Unit 1: Place value - 4-digit numbers (2)</p> <p>Textbook pages 60-63</p>
	<b>LO:</b> To make inferences about a character's thoughts and feelings.	<b>LO:</b> To write a sorry letter using contrasting conjunctions and thematic opposites.	<b>LO:</b> To discuss and compare themes using – sion suffix words.	<b>LO:</b> To create an advert using noun phrases and persuasive language.	<b>LO:</b> To express opinions and make connections with other texts.

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English	<p>◆ Lesson 6: Diary Entry – Inferring Thoughts and Feelings</p> <p><b>Key Skills:</b></p> <p>Use adjectives to describe emotions Justify thoughts and feelings Use past and present tense appropriately</p> <p><b>Activities:</b></p> <p>Reread: “<i>Snow danced about through the trees.</i>” Imagine the Giant overhears Autumn calling him selfish Create a grid of inferred thoughts and feelings Model a diary entry from the Giant’s perspective Discuss tense shifts (past for events, present for emotions)</p>	<p>◆ Lesson 7: Sorry Letter – Exploring Opposites and Themes</p> <p><b>Key Skills:</b></p> <p>Identify opposites and antonyms Explore story themes (e.g. darkness vs light) Use conjunctions to contrast ideas</p> <p><b>Activities:</b></p> <p>Discuss thematic opposites in the story Practise using conjunctions: <i>but, although, however</i> Model a sorry letter from the Giant to the children Children write their own persuasive letters</p>	<p>◆ Lesson 8: Report Writing – Exploring Themes Across Texts</p> <p><b>Key Skills:</b></p> <p>Spell and use –sion suffix words Explore suffix rules Make thematic connections</p> <p><b>Activities:</b></p> <p>Discuss famous walls (e.g. Berlin Wall) Turn root words into –sion words (e.g. <i>divide</i> → <i>division</i>) Model sentences using these words Children write a short report about walls and their impact</p>	<p>◆ Lesson 9: Advert Creation – Descriptive Persuasion</p> <p><b>Key Skills:</b></p> <p>Use prepositions (<i>with, of, in, at</i>) Use commands and questions Create expanded noun phrases</p> <p><b>Activities:</b></p> <p>Read the end of the story Explore images of gardens (e.g. Kew Gardens) Model an advert for the Giant’s garden Children write and publish their own persuasive posters</p>	<p>◆ Lesson 10: Book Discussion – Opinions and Predictions</p> <p><b>Key Skills:</b></p> <p>Justify ideas Make predictions Identify literary and thematic connections</p> <p><b>Activities:</b></p> <p>Discuss alternate ending (child with nail prints) Use <i>Likes, Dislikes, Puzzles, Connections</i> grid Children share and justify their ideas orally and in writing</p>
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## Spelling & Handwriting

### Spelling words for this week:

New Curriculum Spelling List Years 3 and 4					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	thought
breath	disappear	guide	natural	probably	through
breathe	early	heard	naughty	promise	through
build	earth	heart	notice	purpose	through
buy	eight	height	occasion	quarter	various
business	eight	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

### Dictionary Corner:

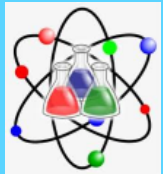
Put the words in context in sentences.

question  
remember  
natural  
heart  
decide  
strange

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

### Spelling handwriting focus for this week:

Put these words into sentences in context and spelled correctly.



## Wider Curriculum

### Geography

#### Villages, Towns and Cities – Lesson 3

LO: To explore how human settlements differ.

#### Subject knowledge

- A settlement can be defined as any place where humans live, whether just one person in an isolated house, or a city that is home to millions of people.
- Settlements have different features:
  - Villages:** a few hundred or a few thousand people, with very limited shops, possibly a post office, place of worship,

### Science

#### Light – Lesson 3

LO: To investigate the concept of angles of reflection in a mirror.

#### Working Scientifically

- Gather, record, classify and present data in a variety of ways to help answer questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

#### Vocabulary:

### Art

LO: To develop shading skills and use them to blend tones.

#### Lesson 2: Shading

Display the *Presentation: How would you...?* and allow time for paired work and discussion. Explain that shading is drawing marks to show areas of light and dark. Display the *Presentation: Four rules of shading* to recap the four rules. Use the *Pupil video: Shading* from 1:23 or model how to **shade** one of the outline shapes using **even tones**

### Computing

LO: To program a story by adding blocks.

[Computing Year 3: Lesson 2: Shading](#)  
[Storytelling Through Code - Kapow Primary](#)

Display the link: [Scratch - Storytelling remix](#) or download the *Download: Storytelling remix .sb3 file* (see Have ready and Cautions).

### Music

LO: To explore how actions can impact performance.

[Lower KS2 Music Lesson Plan | Performing a Ballad](#)

Ask the children to listen to the link: '[Everything I Do](#)' by Brian Adams from the previous lesson and explain to their partner what they know about this style of music. Play the first verse of the song in the link: '[Space oddity by David Bowie](#)' on VideoLink.



	<p>primary school and doctors' surgery.</p> <ul style="list-style-type: none"> <li>- <b>Towns:</b> a population of tens of thousands, with several primary and secondary schools, a train station, a hospital, at least one place of worship, several supermarkets and shopping centres.</li> <li>- <b>City:</b> hundreds of thousands to millions of people, with many services including a wide range of shops, restaurants, universities, sports stadiums, transport links and different places of worship.</li> </ul> <ul style="list-style-type: none"> <li>• It is helpful to classify land use in villages, towns and cities under the headings of employment, shopping, leisure and transport.</li> </ul> <p><b>Key questions</b></p> <ol style="list-style-type: none"> <li>1. What are the different types of settlement?</li> <li>2. What are the features of the different types of settlement?</li> </ol>	<p>Reflect, mirror, reflection, image, angle, line of reflection, concave, convex, symmetrical</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Powerpoint</li> <li>• Worksheets</li> <li>• Mirrors</li> </ul> <p><b>Lesson Intro:</b></p> <p>Recap over last lesson and ask what the children what they remember.</p> <p>Go through the information slides.</p> <p><b>Activity:</b></p> <p>Present the children with the task of using a mirror to investigate which surfaces give clear reflections, which give a hint of a reflection, and which give no reflection.</p> <p><b>Plenary:</b></p>	<p>(<b>blending</b> tones evenly, achieved by smooth pressure when shading). Children to shade in the outline to create a tonal picture. Display the <i>Presentation: Edgar Degas.</i></p>	<p>Explain that this Scratch project is the beginning of a story. Tell the children their task is to complete the story by adding a middle and an end. Remind them to add speech to both sprites, scripting a conversation by adding '<b>say</b>' blocks to each. Highlight the importance of using '<b>wait</b>' blocks so the characters speak one at a time. Run the program by clicking the green flag.</p> <p>Play the <i>Pupil video: Storytelling</i>, which demonstrates the activity.</p>	<p>The children sing along, recapping specific lines and allowing them time to practise their actions. As a class, sing the whole piece with the separate groups singing their lines from the previous lesson and the whole class joining in for the chorus.</p>
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3. What types of employment, shopping, leisure and transport are found in villages, towns and cities?

**Resources:**

- Powerpoint
- Worksheets

**Lesson**

**Intro:**

Recap over last lesson and ask what the children what they remember.

Go through the information slides.

**Activity:**

Present the children with the task of exploring examples of employment, leisure, shopping and transport for each type of settlement.

**Plenary:**

Allow a few children to share their work with the class.

Allow a few children to share their work with the class.

**MFL**

Lesson 2: French greetings – day and night

Learning Objective

**To use the correct French greeting for the time of day.**

**Key Vocabulary:**

Bonjour – Good morning

Bonsoir – Good evening

Bonne nuit – Good night

Phonics Focus

Emphasis on ou and oi sounds

**Activities:**

Visual Context: Show images of morning, evening, and night. Discuss appropriate greetings.

Listening Task: Pupils listen to audio clips and identify the time of day.

**PSHE**

- LO: In Baptism God makes us His adopted children and ‘receivers’ of His love
- By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).
- It is important to make a nightly examination of conscience.
- Receiving the Sacraments helps them to develop healthy relationships with others

**You will need: A coin (any kind) for each child, plus slips of paper and crayons**  
Refer back to our God-given purpose as described in the previous session (‘to be loved, to love others and to make a

# OLC WEEKLY LEARNING PLAN

Then allow the children to complete their learning reviews.

Role-play: Pupils act out scenarios using correct greetings (e.g., arriving at school, bedtime).

Sorting Game: Match greetings to time-of-day cards.

## Cross-Curricular Links

PSHE: Discuss routines and how greetings change with context.

## Assessment Opportunities

Pupils correctly identify and use greetings in context.

Use of appropriate phrases in role-play.

difference in the world'), and explain that despite our best efforts we will make mistakes and so need to say sorry and ask for forgiveness. Through two short films and discussion questions, explore the Sacrament of the Reconciliation.

[https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2\\_1\\_created-and-loved-by-god/u-1/lks2\\_1\\_1\\_religious-understanding/s-2/the-sacraments/](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-1/lks2_1_1_religious-understanding/s-2/the-sacraments/)

## REAL PE: UNIT 1

### Personal –

### Lesson 2:

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition,



**Daily PE Activity**

## Fitness Focus - COPS AND ROBBERS

The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the

## Fitness Focus - STRATEGICKI

Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and

## Fitness Focus – TIK TAC TOE

Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line

## JUST DANCE – WAKA WAKA

[https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)



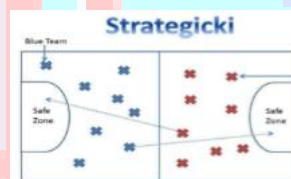
## OLC WEEKLY LEARNING PLAN

cooperative games and group Personal Best challenges.

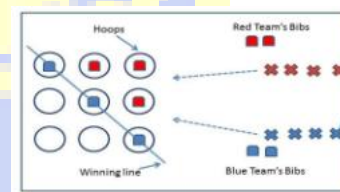
money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.



of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.



**Homework:**

**Communicating with school**

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