

Message from teachers



Jubilee Pledges



Gospel Values and Virtues

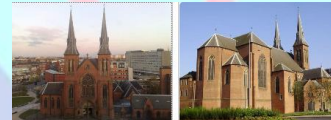


St. Chad's Cathedral Visit



OLASS 'WE ARE CALLED TO BE SAINTS'

On Friday, Year 6 were on their journey to Confirmation as they visited St. Chad's Cathedral and Basilica in Birmingham. A truly memorable day and spiritual experience for all!



Y5 are busy settling into UKS2 life as they embrace their new 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! Minivinnies Group 2 will meet this Wednesday during their 'working lunch.' Here they will discover so much more about the Saint Vincent De Paul- Minivinnies society. They will also lead our next Samaritan's Purse Shoebox appeal for 2025! Well done to each and every one of you!



OLC WEEKLY LEARNING PLAN



This week, our pop-up Fairtrade Café will be in the school hall on Thursday 23rd October 2025 straight after school. We are so lucky to be supported by the Friends of OLC, who have helped us to purchase Fairtrade items. Here, we will sell Fairtrade coffee, tea and drinking chocolate and maybe some Fair Trade inspired bakes too! It will be organised by Minivinnies groups/ UKS2 with the additional support of from the Friends of OLC.

We truly 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 use 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 recent Buddy Service and Blessing. Each and every FS2 and Y6 Buddy received a blessing as they start this new friendship for 2025 and 2026. Congratulations once again 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:	Miss Dowling Mrs Freeman	Year group:	Year 6	Date:	20.10.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
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OLC WEEKLY LEARNING PLAN

<p>R.E.</p> 	<p>Next week in RE we will be learning about pilgrimages. Have you or anyone in your family ever been on a pilgrimage? Where did you go to? What experiences did you have there?</p> <p>Please share with us any stories/ artefacts or photos that you have 😊. We will be discussing these in Monday's lesson (20.10.25.)</p> 	<p>LO: To know that pilgrimages are a special kind of prayer Big Question: 'Pilgrimages are just a holiday.' How a Catholic respond to this statement?</p>	<p>LO: To know that pilgrimages are a special kind of prayer Big Question: 'Pilgrimages are just a holiday.' How a Catholic respond to this statement?</p>		<p>Inset Day</p>
		<p>Recap: What is a miracle? What miracles would you ask God to perform today? Explain that many people of faith seek healing and comfort from illness. (Link back to Jesus' miracles and how he changed the lives of those in need.) Discuss with the children what a pilgrimage is. Invite them to share any experiences they/ their family have had. Link to the year of the jubilee and share quotes from Pope Francis. Encourage children to reflect on why people go on pilgrimages. Discuss slides together. Share photos of pilgrimage places around the UK and the world (e.g. Rome, Walsingham, Lourdes, Fatima, etc.) Watch video from Archdiocese of Birmingham. Reflect on why</p>	<p>Lesson continuing from previous lesson. Give children some time to finish their leaflets. Invite them to share these with each other. (AT3) 'Pilgrimages are just a holiday.' How would a Catholic respond to this statement? Discuss this together. Encourage them to think deeply and refer to the different sources used throughout the lesson. (e.g. Quote from St Francis, video from the archdiocese, etc.)</p>	 	

OLC WEEKLY LEARNING PLAN

		<p>people go on pilgrimage to Lourdes. Share factsheet about further video clips about Lourdes.</p> <p>Task: Create a leaflet about Lourdes. Encourage them to use quotes from people who have visited the site to show how their lives have been changed.</p>	Record responses into books.		
Maths 	Reasoning (2)	Reasoning (3)	Long division (1)	Long division (2)	Inset Day

OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>SPAG Assessment</p>	<p><u>LO: To write detailed, precise, and well-structured instructions using formal language</u></p> <p>Lesson 1: Writing Instructions LO: To write detailed, precise, and well-structured instructions using formal language. Starter: Watch <i>The Lego Story</i> and discuss how Lego models are built step-by-step. Highlight the importance of clarity and precision in instructions. Main Activity:</p> <ul style="list-style-type: none"> • Pupils build a simple Lego model (pre-prepared or from a visual prompt). • They write formal, step-by-step instructions on how to recreate it. • Swap instructions with a partner and attempt to build each other's models. • Reflect on what worked well and what was unclear. <p>Plenary: Discuss challenges and refine understanding of formal, instructional language</p>	<p><u>LO: To identify features of formal letters and understand when formal language is appropriate.</u></p> <p>Starter: Revisit <i>The Lego Story</i> and imagine writing to the Lego company. Discuss formal vs informal writing. Main Activity:</p> <ul style="list-style-type: none"> • Examine examples of formal letters (e.g., complaint, request). • Identify features: address, date, greeting, paragraphs, formal tone, closing. • Create a checklist of formal letter features. <p>Plenary: Group discussion on when formal language</p>	<p><u>LO: To write and edit a formal letter</u></p> <p>Starter: Recap the checklist from Lesson 2. Rewatch a clip from <i>The Lego Story</i> for inspiration. Main Activity:</p> <ul style="list-style-type: none"> • Scenario: Write a formal letter to Lego requesting a new product or thanking them for their innovation. • Pupils draft letters using the checklist. • Peer review: swap letters and give constructive feedback. • Edit and improve final drafts. <p>Plenary: Share examples and discuss strengths and improvements.</p>	<p>Inset Day</p>
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OLC WEEKLY LEARNING PLAN

is appropriate and why
tone matters.

Reading



OLC WEEKLY LEARNING PLAN



The History of Lego Fact file

[12 Interesting Lego Facts For Kids \(2025 Updated!\)](#)

[History of Lego for Kids](#)



SPAG

SPAG Word Class Determiners

Follow the PowerPoint
Complete worksheets

INSET DAY

UKS2 Science – Properties of Materials

Unit: Materials Consultants

Lesson 5: Electrical Conductors and Insulators

LO: To identify electrical conductors and insulators, test materials using a circuit, and record findings with possible uses.

Vocabulary: conductor, insulator, circuit, electricity, safety

Resources

- Simple electrical circuit sets (battery, bulb, wires, crocodile clips)
- Range of materials to test (metal spoon, coin, foil, plastic, fabric)
- Recording table (pre-prepared)

Lesson Breakdown

1. Starter (10 mins)

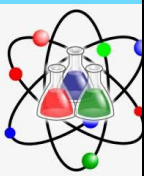
Read the “Material Matters” problem (reader wants safe but effective materials for electrical items).

Discuss: What happens if electricity flows through something? Why do wires have plastic around them?

Predict: Which materials might conduct electricity? Which might not?

2. Main Activity (35 mins)

Science



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Children work in groups with a circuit.
Place each material into the circuit to see if the bulb lights:
If bulb lights → conductor
If bulb does not light → insulator

Record results in table.

Children suggest possible uses for each material (e.g. copper for wires, plastic for wire coverings).

3. Plenary (15 mins)

Share group findings.

Create a quick class table of conductors vs insulators.

Discuss real-world examples (e.g. why plugs have plastic casing, saucepans have metal bases but plastic handles).

Reinforce safety: insulators protect us from conductors.

Geography



Lesson 6: Unit check out - Debate links to CST.

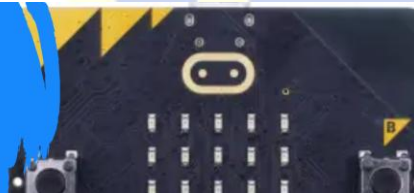
How far do you agree with the following statement? 'Governments around the world should clear slums away.'

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.

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- 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).*

PSHE:

Ten: Ten
Life to
the Full+



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.*

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>


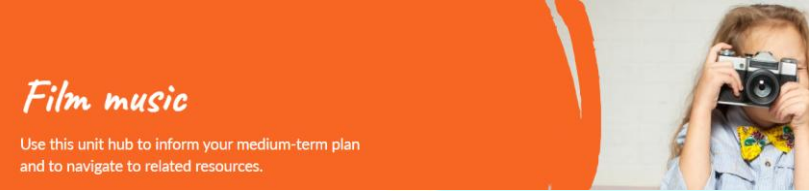

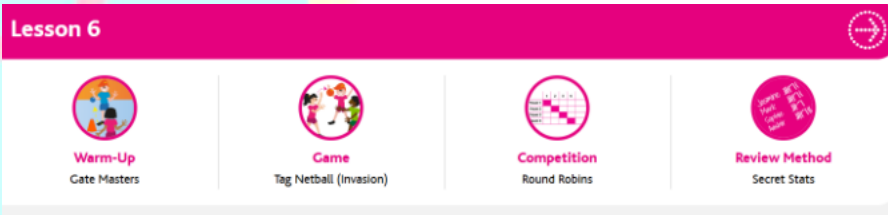
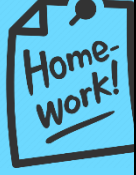
BBC Bitesize

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

MFL



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<p>Music</p> 	<div>  <p><i>Film music</i></p> <p>Use this unit hub to inform your medium-term plan and to navigate to related resources.</p> <p>Lesson 3: Following the score</p> </div> <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>Begin by asking pupils what a monument is. Show examples using the links provided, including Spomeniks—abstract Yugoslav memorials from the 1960s–80s. Pupils sketch and label their favourite monument.</p> <p>Discuss legacy: how we want to be remembered. Pupils then design a monument based on one of three themes:</p> <ul style="list-style-type: none"> Themselves – symbolic shapes representing personality and interests (no statues or text). Historical figure/event – using history knowledge to design and write a plaque. Story character/event – symbolic or literal designs to tell a story. <p>Encourage bold shapes, symbolism, and creativity. Pupils shade or colour their designs and write a short description.</p>
<p>P.E.</p> 	<div> <div> <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. 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! </div> <div> <p>Lesson 6</p>  </div> </div>
<p>Home-work!</p> 	<div> <p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>financial, official, confidential, residential, influential, beneficial, provincial, commercial, especially , pronunciation</p> </div>

OLC WEEKLY LEARNING PLAN

Communicating with school

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

