

## Message from teachers :



## Gospel Values and Virtues



## Season of Advent

**On Friday we will share our blessing of our Advent wreath: this will be led by our Prayer and Liturgy Leaders and Caritas Team**

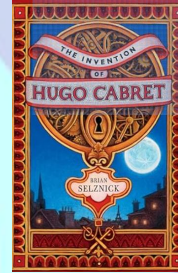
**In RE, we are showing a true understanding of the Season of Advent and its significance in our daily lives as we prepare for The Christ Child's birth on Christmas Day.**

**Gospel value and virtue: Learned and Wise.** We are 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, we will try to support our reverse candle by making a contribution to our local community: we are collecting food to support food banks and much more! In class we are trying to follow our Advent promises as we journey through Advent.



## OLC WEEKLY LEARNING PLAN

In English we thoroughly enjoying everything about The Invention of Hugo Cabret **by** Brian Selznick. This book has really captivated our imaginations. We are inspired in our writing too! In addition to this, the illustrations in this book are so captivating!



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

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

<b>Teachers:</b>	<b>Mrs Freeman and Mrs Redfern</b>	<b>Year group:</b>	<b>5</b>	<b>Date:</b>	<b>1.12.2025</b>
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>R.E.</b>	<b>Advent</b>  <b>Big question: How does</b>	<b>LO: To know some of the messages of the Old Testament prophets about the coming of the Messiah.</b>	<b>LO: To know that Advent is when we prepare for the 1<sup>st</sup> and 2<sup>nd</sup> coming of Jesus.</b>	<b>LO: To empathise with the thoughts and feelings of Zechariah</b>	<b>Advent live stream</b>

# OLC WEEKLY LEARNING PLAN



the idea that Jesus will come again influence the way Catholics live and celebrate Advent today?



Children to research the meaning of the title “Messiah”. Explore with the children the belief of the Jewish people at the time of Jesus’ birth that God would send the Messiah to rescue them. Share with the children some Old Testament quotations about the promised Messiah (e.g. Jeremiah 23:5-6, Ezekiel 34:23-25)

Discuss the meaning of these quotations. Have they heard anything similar before?

Tasks:

- 1.Underline the key words/ phrases in the two quotation.
- 2.Choose your favourite quotation. Imagine you are one of the prophets, rewrite the message in your own Instagram post.
- 3.Imagine you have commented on the post. What would you say in response?

Children to complete their Advent posters from last week.

Share image of the Annunciation of the birth of John the Baptist. Find something interesting, puzzling and surprising.

Read the story in Luke’s Gospel. Use the link on the PowerPoint to watch the story.


Key questions:

- What does the text say about John the Baptist?
- What kind of person was he going to be?
- What do you think was the most important reason for the birth of John the Baptist in the life of Jesus?
- Why do you think the news of the birth was so surprising?
- Name another story this links to.
- What kind of message do the angels bring?
- Can you think of a modern-day equivalent to Angel Gabriel? Why?

with One Life music



# OLC WEEKLY LEARNING PLAN

				<p>Drama activity: Put yourself in the picture. Share image on the board. Children to imagine they are Zechariah. Think about what his thoughts and feelings would be when the Angel Gabriel appeared. Share these together.</p> <p>Task: Complete analysis activity focussing on the thoughts, feelings and beliefs of Zechariah.</p>	
<b>Maths</b> 	<b>Fractions (2) Lesson 6</b>  <b>LO: Subtract Fractions within 1</b>	<b>Fractions (2) Lesson 7</b>  <b>LO: Subtract from a mixed number</b>	<b>Fractions (2) Lesson 8</b>  <b>LO: Subtract from a mixed number - breaking the whole</b>	<b>Fractions (2) Lesson 9</b>  <b>LO: Subtract two mixed numbers</b>	<b>Fractions (2) Lesson 10</b>  <b>LO: Solve fraction problems</b>
	<b>Textbook Pages 224</b>  <b>Practice Book Pages 163</b>	<b>Textbook Pages 228</b>  <b>Practice Book Pages 166</b>	<b>Textbook Pages 232</b>  <b>Practice Book Pages 169</b>	<b>Textbook Pages 236</b>  <b>Practice Book Pages 172</b>	<b>Textbook Pages 240</b>  <b>Practice Book Pages 175</b>



# OLC WEEKLY LEARNING PLAN

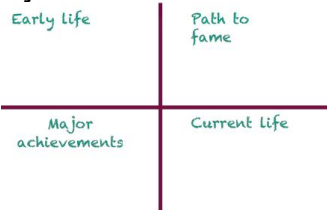
## English



### LO: To plan a biography.

The French Film Academy invites you to join us for an evening celebrating the life and work of cinema Legend George Méliès. The pupils have been tasked with making a programme of this event. This will be given to all patrons attending and provide a brief biography of George Méliès' life. Show children example of a biography and what features are evident. (Share point folder).

Show children the following subheadings. Are there any facts we already know about George Méliès which can be placed under them? Encourage children to use the facts collated in the previous lesson and an online encyclopedia to gather additional information about Méliès.



### Lesson 13-14 (LO for 3 days)

LO: To write statements using a range of past tense verbs within a biography and edit for cohesion.

Shared Writing:

Model the following paragraph (or something similar).

George Mielies was born in Paris in 1861. He parents were shoes makers and wanted him to join the family business. Although he found the machinery interesting, he was always thinking about magic and theatre. When he was finally old enough, he sold his share of the factory and opened a magic theatre he had been dreaming of.

Children to write their biography based on Méliès' life which will be placed in the programme at the ceremony taking place and the French Film Academy.

Insert the correct verb form into the sentence:

People have \_\_\_\_ making films for over a hundred years, but the process now \_\_\_\_ very different from how it \_\_\_\_ to be.

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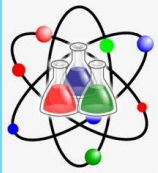
# RE

# OLC WEEKLY LEARNING PLAN

			<p>Insert the correct verb form into the sentence:          People have _____ making films for over a hundred years, but the process now _____ very different from how it _____ to be.</p>	<p>making films for over a hundred years, but the process now _____ very different from how it _____ to be.</p>	
<b>Reading</b> 					
<b>SPAG</b> 	<b>Lesson 1: Hyphens to Avoid Ambiguity</b>  Objective: Understand and use hyphens to clarify meaning. Activities: Spot ambiguous sentences, rewrite with hyphens, create own examples.		<b>Lesson 2: Colons and Semi-Colons</b>  Objective: Use colons to introduce lists and semi-colons to separate clauses. Activities: Sentence sorting, punctuation correction, SATs-style practice.		

## OLC WEEKLY LEARNING PLAN

### Science



**LO: To explore the way that we see colour as humans and investigate the impact of coloured lighting on coloured props or costumes.**

**Have a go at splitting white light in an array of ways to create a colourful 'rainbow'.**

#### Science Objectives

- i) Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- ii) Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

#### Working Scientifically

Scientific enquiries to answer questions, including recognising and controlling variables where necessary

Recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs

Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

### Geography



**Lesson 5: How can we persuade people to protect biomes?**

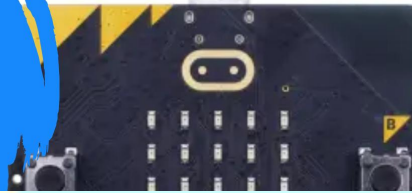
- What are good reasons for protecting biomes?
- What are good reasons for protecting your favourite biome?

## 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](#)

#### LO: To know that God calls us to love others

- About ways in which we can participate in God's call for us to love others



## PSHE



### Unit 1: Religious Understanding

*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*

[Religious Understanding – Ten Ten Resources](#)

(Session Notes)



## OLC WEEKLY LEARNING PLAN

### 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*

### 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.

MFL



[Y3/4 \(A\): Lesson 3: Using shapes like the French artist, Matisse](#)

**LO: To understand and recognise what are cognates and near cognates.**

**LO: To give and receive instructions that include shape, size and colour vocabulary.**

- I can recognise written similarities between French and English nouns.
- I can explain what a cognate or near cognate is.
- I can ask for something politely and say thank you.
- I can use French shape, size and colour words to give instructions.
- I can create a Matisse-style composition using the shapes I have asked for.

## OLC WEEKLY LEARNING PLAN

### Music



#### Film music

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



[Lesson 4: Composing for film](#)

**LO: To create and notate musical ideas and relate them to film music.**

- I can imaginatively use my body or my voice to make sounds.
- I can relate sounds that I compose to a storyline in a film.
- I can notate my ideas using my own symbols on a graphic score.

### Art



<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills/drawing-packaging-collage-1/#>

In this lesson, pupils will explore how everyday packaging can inspire art. Begin by showing examples of pop art and discussing how artists use familiar objects creatively. Pupils will then create a simple collage using sweet wrappers or packaging, arranging them into an interesting composition. Once complete, they will draw their collage from observation, focusing on accurate outlines, proportions, and details such as lettering and logos. Encourage pupils to add colour using pencils or markers, considering bold and complementary colour choices to make their work vibrant. Throughout the activity, remind pupils to use their sketchbooks to record ideas and reflect on their progress. To differentiate, provide support with simpler compositions or challenge confident learners to include more complex arrangements and dynamic colour schemes. Conclude with a short plenary where pupils share their work and discuss what techniques helped them achieve effective results. – Finishing off colleges.



### P.E.



Walk 7,000 steps this week!

25 sit ups

Run on the spot for three minutes

15-star jumps

#### Lesson 5



Warm-Up  
Shadow Play



Game  
River Crossing (OAA)

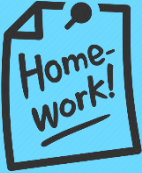


Skill  
Dynamic Balance



Game

## OLC WEEKLY LEARNING PLAN

	<p>Plan an exercise circuit that lasts 5 minutes.</p> <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>friend, shield, receipt, ceiling, deceive, niece, thief, achieve, ancient, foreign</p>	<p><b>Homework Y5: White Rose Mathematics</b> <b>Maths Homework pages:</b> Lesson 3 Pages 10-12</p>

### Communicating with school

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