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:**	**20.10.25**

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
		LO: To explore the meaning of forgiveness.	**LO:** To learn the structure and meaning of the sacrament of Reconciliation.		
RE	**Sunday's Gospel to explore:** **Luke 18:1-8** And he spoke also a parable to them, that we ought always to pray, and not to faint, Saying: There was a judge in a certain city, who feared not God, nor regarded man.	**Activities:** Read the story of the woman who anointed Jesus' feet. Create a courtroom drama scene debating her actions. Discuss what it feels like to forgive and be forgiven. Write personal prayers about forgiveness. **Assessment:**	**Activities:** Sequence the Rite of Reconciliation. Learn and reflect on the Act of Contrition. Create a storyboard of the sacrament. Invite a priest to speak about Reconciliation. **Assessment Links:** Can children express what forgiveness means to them? Can they relate the story to their own experiences? **Scripture:** Link to Zacchaeus and Prodigal Son stories		**<u>The month of the Holy Rosary</u>** This week, try to make time to say a decade of the Rosary.

	And there was a certain widow in that city, and she came to him, saying: Avenge me of my adversary. And he would not for a long time. But afterwards he said within himself: Although I fear not God, nor regard man, Yet because this widow is troublesome to me, I will avenge her, lest continually coming she weary me. And the Lord said: Hear what the unjust judge saith. And will not God revenge his elect who cry to him day and night: and will he have patience in their regard? I say to you, that he will quickly revenge them. But yet the Son of man, when he cometh, shall he find, think you, faith on earth?	Can children express what forgiveness means to them? Can they relate the story to their own experiences? **Scripture:** Luke 7:36–50.		

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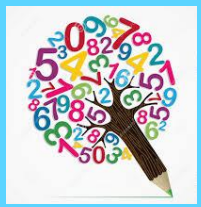 ***Maths Y4***	**LO: Equivalent difference**	**LO: Estimate answers**	**LO: Check strategies**	**LO: Problem solving - one step**	**INSET DAY**
	Unit 3: Addition and subtraction Textbook pages 116-119	Unit 3: Addition and subtraction Textbook pages 120-123	Unit 3: Addition and subtraction Textbook pages 124-127	Unit 3: Addition and subtraction Textbook pages 128-131	
 English	**LO: To retell stories effectively and discuss structure, vocabulary, and grammar.**	**LO: To write a narrative including dialogue and varied sentence structures.**	**LO: To write a narrative including dialogue and varied sentence structures.**	**LO: To write a narrative including dialogue and varied sentence structures.**	**INSET DAY**
	Starter (Whole Class): • Discuss the main events in *Sparky!* • As a class, create a **shared story map** using boxes/arrows for each event (wanting a pet → parent refuses → Lazy Pet Co. → pet arrives → friend criticises → extravaganza → acceptance). • Annotate key grammar/writing skills previously taught (e.g. fronted adverbials, expanded noun phrases, dialogue).	**Starter (Whole Class):** • Shared writing: model the **opening section** of a new story (character wanting a pet). • Revisit work on **antonyms** and **fronted adverbials** from previous lessons. Highlight commas for clarity. **Main (Independent Work):** • Pupils write the **first section** of their story up to the Lazy Pet Co. catalogue. • Encourage leaving space for editing and	**Starter (Whole Class):** • Modelled writing: write the scene where the **pet arrives**. • Demonstrate expanded noun phrases and ironic pet names (e.g. "Prancer" the sleepy armadillo). • Review punctuation for dialogue. **Main (Independent Work):** • Pupils write up to the introduction of their "friend" character (inspired by Mary Potts).	**Starter (Whole Class):** • Shared writing: model the **extravaganza scene** (based on the "Trained Sloth Extravaganza"). • Demonstrate listing using a colon and commas ("Four neighbours arrived to watch… "). **Main (Independent Work):** • Pupils decide on the **type of extravaganza** and write from that point to the end, showing acceptance of their pet.	

	Main (Independent Work):
	• Pupils create **their own story map** for an original version with a new pet and characters.
	• Use post-it notes or colour coding to note where they'll use specific writing skills.
	
	Plenary (Whole Class):
	• Partner conference: share and refine ideas.
	• Volunteers explain one new skill they plan to include in their story.
		importing earlier persuasive writing from Lesson 2.
		
		Plenary (Whole Class):
		• Peer edit using highlighters:
		  ○ Yellow = time adverbials
		  ○ Green = place
		  ○ Pink = manner
		• Share strong sentence examples.
			• Apply expanded noun phrases to describe characters and pet.
			
			Plenary (Whole Class):
			• Partner read and check:
			  ○ Are noun phrases detailed?
			  ○ Is dialogue correctly punctuated?
			• Whole class share one effective sentence each.
				• Focus on maintaining coherence and sentence variety.
				
				Plenary (Whole Class):
				• Peer edit for commas and colons in lists.
				• Share ending sentences aloud — discuss how they show the story's theme (acceptance, friendship).	

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Spelling & Handwriting</td>
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<td colspan="2"><u>Spelling/handwriting words for this week:</u>

Put these words in context in sentences.

interact
submerge
antiseptic
mouth
around
sound</td>
<td><u>Dictionary Corner:</u>

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.</td>
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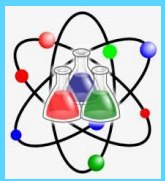
<td> 
Wider Curriculum</td>
<td><u>Geography</u>
<u>Villages, Towns and Cities</u>
LO: To know the advantages and disadvantages of living in a city.

‘There are more advantages to living in a city than disadvantages.’ Do you Agree?

Recap the work covered on Villages, Towns and Cities.
Make a list of the positive/advantages and</td>
<td><u>Science</u>
LO: To recognise that environments can change and that this can sometimes pose dangers to living things.

Starter Discussion

• Introduce the topic: “We’re learning about habitats and how we can help protect them.”
• Ask: What might endanger plants and animals?</td>
<td><u>Art</u>
No lesson due to Inset Day</td>
<td><u>Computing</u>
LO: To create your own program using scratch.

Using the improvements you suggested last week, create your own animation implementing what you have learnt.

<u>MFL</u>
No lesson due to Inset Day</td>
<td><u>Music</u>
No lesson due to Inset Day

<u>PSHE</u>
LO: To have a basic understanding of what to expect during puberty.

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-</td>
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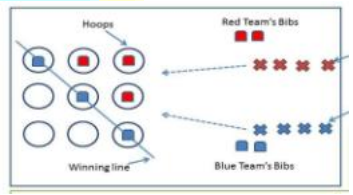
	negative/disadvantages about living in a city. **Task: Create a poster to show the advantages and disadvantages of living in a city.**	• Record ideas on the board. **Watch & Talk** • Play BBC clip: Penguins on Boulders Beach. • Discuss: Why are the penguins struggling? What human actions are causing problems? **Key Vocabulary & Map** Introduce words: *habitat*, *ecosystem*, *pollution*, *climate change*. Show South Africa on a globe/map. **Outdoor Habitat Survey** Hand out clipboards and survey sheets. Visit a local habitat (school grounds or nearby green space). Children work in pairs/groups to observe and record: **Plants**			2_me-my-body-my-health/s-4/changing-bodies/

		Animals/insects **Signs of life (tracks, webs, sounds)**			
  Daily PE Activity	**REAL PE: UNIT 1** **Personal –** **Lesson 5:** In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	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 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.	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 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. 	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 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.  	JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_JY

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		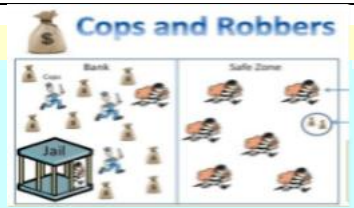			

Homework:	

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