

Message from teachers:

**WE ARE GROWING TO BE:**

**GENEROUS**

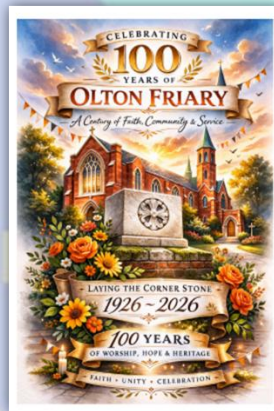
**GRATEFUL**

*We are generous with our gifts and use them in the service of others. We are generous with our time and give of ourselves to serve others as God wants us to.*

*We are grateful for the gifts God has given to us, for the gifts of other people and the blessings of each new day.*

*We are generous with our actions, doing things to help other people and make a difference in the world.*

*Grateful: We are thankful for what we have and for the people around us.*



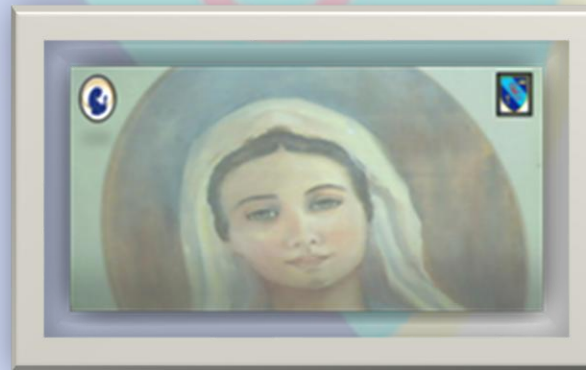
**Olton Friary Centenary**  
**Congratulations to the whole Olton Friary Community on their 100 year anniversary!**

**The Ascension of Our Lord**  
**In RE we are showing and sharing our Understanding of The Ascension of Our Lord**




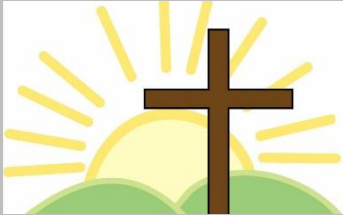

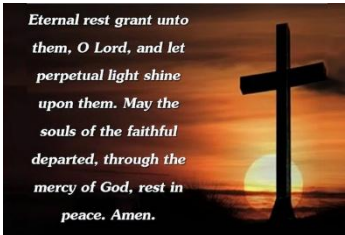
## English Y5 – Benjamin Zephaniah's Windrush Child

We will also begin Our Lady's Month of May...



OLC WEEKLY LEARNING PLAN



<b>Teachers:</b>	Mrs Freeman and Mrs Redfern	<b>Year group:</b>	5	<b>Date:</b>	04.05.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>R.E.</b></p> 		<p><b>LO:</b> Understand that the resurrection and ascension of Christ is the hope of eternal life for all who follow him.</p> <p><b>Big Question:</b> Why do Christians believe Jesus' resurrection and ascension matter for their lives today?</p>	<p><b>LO:</b> Understand some reasons why it is important to pray for those who have died and write our own prayers.</p> <p><b>Big Question:</b> How does Jesus' resurrection give Christians hope beyond this life?</p>		
		<p><b>Nicene Creed</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Creed – a statement of belief</li> <li>• Nicene Creed – a summary of Christian beliefs written nearly 1,700 years ago</li> <li>• Trinity – Father, Son and Holy Spirit</li> <li>• Resurrection – Jesus rising from the dead</li> <li>• Ascension – Jesus returning to the Father</li> </ul> <p>Ask pupils: <b>“What do Christians believe?”</b></p> <p>Collect ideas on the board (e.g. God, Jesus, heaven, forgiveness). Introduce the word <b>“Creed”</b> and explain:</p>	<p><b>Eternal Rest</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Eternal Rest</li> <li>• In Paradisum</li> <li>• Prayer for the dead</li> <li>• All Souls' Day</li> <li>• November (Month of the Holy Souls)</li> <li>• Resurrection</li> <li>• Eternal life</li> <li>• Hope</li> <li>• Candle (symbol of light)</li> <li>• Peace</li> </ul> <p>In this part of the lesson, pupils are introduced to some of the Church's traditional prayers for the dead, including <b>“Eternal Rest”</b> and <b>“In Paradisum”</b>, with the teacher explaining when and why these</p>	 <p>Eternal rest grant unto her, O Lord, and let perpetual light shine upon her. May she rest in peace. Amen.</p> <p>Catholic Agency for Overseas Development <b>CAF+D</b></p>	<p><b>Eternal Rest</b></p>  <p>Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May the souls of the faithful departed, through the mercy of God, rest in peace. Amen.</p>

## OLC WEEKLY LEARNING PLAN

		<p><i>A creed is a summary of what someone believes.</i></p> <p><b>Teacher input:</b> Explain that Catholics have said the <b>Nicene Creed</b> every Sunday at Mass for nearly 1,700 years.</p> <p>During the main teaching, the teacher explains that the Nicene Creed was written in AD 325 by Church leaders to make sure Christians shared the same core beliefs, and that it is still said today by Catholics all over the world. Pupils then read a simplified version of the Nicene Creed together, with the teacher explaining that this prayer teaches Catholics who God is, who Jesus is, and what they believe will happen at the end of time. Pupils then work in groups, with each group focusing on one section of the Creed (God the Father; Jesus' life, death and resurrection; the Holy Spirit and the Church; or eternal life). They highlight key beliefs in their section and record on large paper what that part teaches Catholics and why it might matter in everyday life, using sentence</p>	<p>prayers are used in the Catholic Church, particularly at funerals and memorial services. The teacher explains that Catholics pray for the dead because they believe in the resurrection of the body and life everlasting, and that prayer is a way of showing love, hope and trust in God's mercy. The lighting of candles is discussed as a symbol of Christ the Light of the World and of hope that the dead are at peace with God. Pupils learn that <b>November</b> is a special month in the Church's year dedicated to praying for the dead, especially through <b>All Souls' Day</b>, when Catholics remember and pray for all who have died. Children are then given time to quietly reflect and write their own prayers for the dead, encouraging them to include words or phrases from "<b>Eternal Rest</b>" or "<b>In Paradisum</b>", showing understanding of how traditional prayers can inspire personal prayer today.</p>	
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OLC WEEKLY LEARNING PLAN

		<p>starters such as “Catholics believe that...” and “This matters because...”. The lesson then moves into a class discussion where groups share their findings, and pupils explore how the Nicene Creed shows belief in the Trinity, how it links to hope—especially resurrection and eternal life—and why Catholics repeat it every week, before linking these ideas back to the Big Question.</p>			
<p><b>Maths</b></p> 	<p>INSET</p>	<p><b>5C Geometry – Position and Direction</b></p> <p><b>LO: Reflection in horizontal and vertical</b></p> <p><b>Lesson 6</b></p>	<p><b>Decimals</b></p> <p><b>LO: Add and Subtract Decimals within 1-Part 1</b></p> <p><b>Lesson 1</b></p>	<p><b>Decimals</b></p> <p><b>LO: Add and Subtract Decimals within 1- Part 2</b></p> <p><b>Lesson 2</b></p>	<p><b>Decimals</b></p> <p><b>LO: Complements to 1</b></p> <p><b>Lesson 3</b></p>
	<p>INSET</p>	<p><b>Textbook Pages 80</b></p> <p><b>Practice Book Pages 60</b></p>	<p><b>Textbook Pages 88</b></p> <p><b>Practice Book Pages 66</b></p>	<p><b>Textbook Pages 92</b></p> <p><b>Practice Book Pages 69</b></p>	<p><b>Textbook Pages 96</b></p> <p><b>Practice Book Pages 72</b></p>

Windrush Child by Benjamin Zephaniah



English



LO:

Windrush Child by Benjamin Zephaniah

Lesson 1:

LO: To analyse a range of information and consider its impact.

As children enter the classroom have the piece of music 'London is the Place for Me' by Lord Kitchener playing.

Listen to the lyrics and ask What is the story of the singer? Where is he from? Where has he travelled to?

Why do you think he is singing the song?

Present children with a further range of artefacts.

Allow children time to browse and study the information and images.

- What can you see?
- What are the main messages that come through?
- What does it make you think?

Windrush Child by Benjamin Zephaniah

Lesson 2:

LO: To extract and sequence events chronologically.

Read the Prologue and discuss the following questions: What do we know about the narrator?

- How old are they?
- Where are they?
- What is it like there?
- What do we know about

Windrush Child by Benjamin Zephaniah

Lesson 3:

LO: To write an informal letter in role.

Read chapter 3 aloud to the class. Highlight the phrase 'I felt I lived in a very special place'. List all the things Leonard does to fill his time in Jamaica, for example trying different fruits, listening to nature, playing outside etc.

Look at the following adjectives: independent, carefree, restricted, free, controlled, uncertain, natural. Ask children to place the adjectives on a continuum line from 'most free' to 'least free'. Which end of the continuum most refers to Leonard's life in Jamaica? Can you think of any other words to describe his existence on the island?

RE

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- What questions do you have?

Mindful motives:

Ask children to consider the thoughts of a citizen from the Caribbean who has been presented with this information and decided to travel to the UK.

- What might their motivations have been?
- Why have you decided to travel to the UK?
- What do you think it is going to be like?
- What persuaded you to go?
- 

Children to complete a thought bubble to record their thoughts in role. Encourage them to include information from the artefacts studied.

Explain to children about the **Empire Windrush**: what it was, where it travelled, who was on board, why the people travelled. Ask children if they have heard of the Windrush before and invite them to share information

where they are?

- What are they like?
- What do they want?
- How does this relate to any of the information we have been studying?

Continue reading Chapter 1 and 2 aloud to the class.

Discuss the fact that the author includes two timelines in these chapters - that of historical events

Instant publishing:

Children to write an airmail letter in role as Leonard to his dad, telling him all about life in Jamaica and reminding him of some of the things he may be missing about home. Encourage children to ask questions about dad's new life in England, for example about his new job, the weather, the food and the royal family...

*Dear Dad,  
It's Leonard! How are you? How's life in England? It seems strange that you're so far away and driving around all those rich people every day. How do they treat you? I bet they wouldn't*

OLC WEEKLY LEARNING PLAN

or stories they have heard or possibly experienced.

*NOTE: Teachers should be particularly mindful of any children whose families have been affected by the Windrush scandal.*

and those of the main characters' family history.

Provide children with a timeline and selection of historical events included in the chapters (these could be cut up on cards for children to manipulate physically). Children to place events in chronological order by referring to the text and/or other sources of information. Once historical events have been placed, ask children to slot events from the characters' personal history in between

*believe it if they saw what the roads were like back home in Jamaica! Do you remember how they get washed away every time the hurricanes come? That probably never happens on the rich streets of Manchester.*

Read chapter 4.

- How does Leonard feel about the news of moving to England? What does he imagine it will be like?

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(possibly in a different colour pen). E.g.:



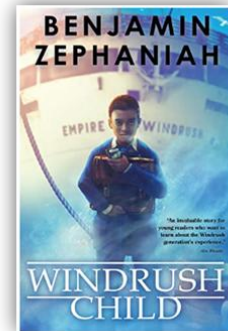
Discuss why Benjamin Zephaniah might have chosen to include information about Jamaica's history at the beginning of the story.

- What is the intended impact on the reader?
- What impact might it have on the rest

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of the  
story?

Reading



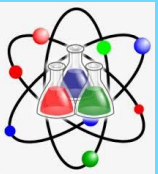
SPAG



Colons Grammarsaurus lesson

Semicolons Grammarsaurus lesson

Science



Lesson 1 Mosquitoes and Medicine

*Mosquitoes*

*LO: To explore how understanding the life cycle of insects can help science treat, cure and even eradicate diseases.*



**PART TWO:**

**LO: To explore how understanding the life cycle of insects can help science treat, cure and even eradicate diseases.**

- Take a look at the drugs used to treat malaria and create a fabulous travel clinic poster about malaria and mosquitos. Children will: ·
- Research and draw the life cycle of a mosquito (Yr5&6) ·
- Link scientific knowledge of insect life cycles to factors that would interrupt it and when (Yr5&6)

Note that medicines often have unpleasant side effects on the body, but are worth the overall impact of the drug (Yr5&6)

# OLC WEEKLY LEARNING PLAN

## Geography



### Lesson 4: What are the costs of fast fashion?

- What is fast fashion?
- What are the environmental costs of fast fashion?
- What can be the human costs of fast fashion?



Primary Geography

Globalisation

### Lesson 5: Why do a few companies control most of the world's food?

- What are the ten companies that dominate global food production?
- How do so few companies control so much?
- What are the impacts of TNCs



Primary Geography

Globalisation

## Computing



LO: to word process a Non-chronological report of your Pandoran species.

## PSHE-Life to the Full

### Life to the Full Plus - Upper Key Stage Two - Module 1

### Unit 2: Me, My Body, My Health



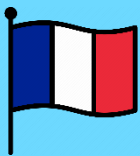
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes

Respect

Taking care of their bodies as gifts from God

MFL



**Y3/4 (A): Lesson 3: To have or have not in the French classroom**

✓ To ask and answer a question about something you have or do not have.

[Get started >](#)

**LO: To ask and answer a question about something you have or do not have.**

- I can ask a question in French about something I have or do not have.
- I can answer a question in French about something I have or do not have.
- I can use and share different strategies to help me remember new vocabulary.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

Music



**Lesson 1: Pop Art and music**

✓ To explore the musical concept of theme and variations.

[Lesson 1: Pop Art and music](#)

- I can talk about theme and variations.
- I can relate the idea of theme and variations to Pop Art.
- I can perform a rhythm in different ways.

[Andy Warhol Marilyn Monroe](#)

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/>

Art



In this lesson, pupils will work collaboratively to refine and present a design based on a specific brief, using a range of art materials including brightly coloured A4 or A5 paper (ideally including fluorescent or neon), scissors, glue sticks, rulers, pencils and sketchbooks, alongside their “Empty rooms” activity from Lesson 2. The lesson begins with an attention grabber where children return to their previous pairs and share their initial design ideas, explaining their brief, how their ideas developed, and responding to questions from the class, who act as ‘clients’. Key questions such as the benefits of collaboration, resolving disagreements, design choices and suitability for purpose will support discussion. Pupils will then revisit their sketches and create a final design, using cut-out coloured paper shapes to experiment, adapt and refine their ideas before committing to a completed version with added drawn details. This process allows them to modify and improve their work as it develops, meeting the learning objectives of working collaboratively and presenting ideas clearly. Support will be provided for those who need it by encouraging feedback before finalising designs, while pupils working at greater depth will be expected to articulate their reasoning and collaborate more deeply. The lesson concludes with a role-play activity where pairs ‘sell’ their designs to another pair acting as clients, asking and answering questions to clarify ideas. If

## OLC WEEKLY LEARNING PLAN

extended, pupils can develop their designs into 3D models using materials such as shoe boxes, adding features like furniture, doors and windows.

### P.E.



- Walk 7,000 steps this week!
- 25 sit ups
- Run on the spot for three minutes
- 15-star jumps
- Plan an exercise circuit that lasts 5 minutes.

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!

**Station 1:** 30m Sprint. Component: Speed

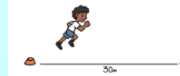
**Equipment:** 3 x stopwatches, cones marking 30m.

**Organisation:** Pupils work in 2s, with 1 pupil sprinting 30m whilst their partner times them using a stopwatch. Continue to have as many attempts as you can within the 4 minutes. Pupils record their fastest time.

*Teacher note: If pupils struggle to use a stopwatch, ask them to time each other by counting how many 2 footed jumps they can do over a cone in the time it takes their partner to sprint the distance.*

Bend elbows at 90°, moving hands from pocket to mouth.

Make this harder by increasing the distance they run.



**Station 2:** Stork Challenge. Component: Balance

**Equipment:** 3 x stopwatches.

**Organisation:** In pairs. Pupils time how long their partner can stand on one foot. Maximum allowed time is 2 minutes. Pupils re-test their balance as many times as they can within the four minutes. Record their longest time.

Slightly bend your standing leg. Focus by looking at something stationary.

Make this harder by closing your eyes.



<https://pe.getset4education.co.uk/lesson/ks2/fitness/1?years=1005>

## OLC WEEKLY LEARNING PLAN



accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	



Y5 WhiteRose Maths -Summer Lesson 3

### Communicating with school

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