

## Message from teachers



Jubilee Pledges



Gospel Values and Virtues



The Season of Creation



Our Lady of Sorrows- We celebrate Our Lady of Compassion's Feast Day on Monday 15<sup>th</sup> September 2025

OLASS 'WE ARE CALLED TO BE SAINTS...'



We ask Saint Carlo Acutis and Saint Pier Giorgio Frassati, who were canonised on Sunday 7<sup>th</sup> September, to pray for us.



## OLC WEEKLY LEARNING PLAN

Remember that we are called to be Saints as we learn more about St. Carlo Acutis and Saint Georgio Frassati in our forth coming 'Saints' homework in preparation of our Confirmation next year.

### Message from your teachers:

As we begin our new term, we welcome Year 6 back to school. As our **Jubilee Year of Hope** continues, we are celebrating the **Season of Creation** (which continues until October 4<sup>th</sup>). We have made our **Jubilee Pledges** as we try to make a difference to the World that we live in. We embrace our new exciting challenges and we are looking forward our Enrichment afternoon each week. We will try hard to pray more and care for our fellow man. We will try to live out our pledges and follow the example of **Saint Carlo Acutis** who became a saint last week. He is a the patron of the Youth and our Friary Youth Club has been named after him.


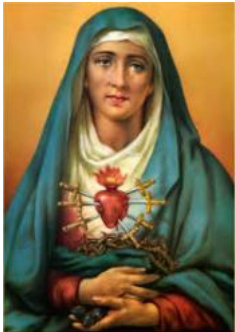
Welcome back!

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.*


<b>Teachers:</b>	Mrs Redfern Mrs Freeman Miss Chick	<b>Year group:</b>	5	<b>Date:</b>	15.9.25
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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>R.E.</b> 		LO: Compare and contrast the stories of creation in Genesis. Big Question: Which story of creation do you prefer? Why?	LO: To know that every human being is made in the image and likeness of God Big Question: How significant do you think this quote is?	LO: To understand the need to acknowledge and respect the image and likeness of God in others Big Question: How significant do you think this quote is? Explain your answer.	<b>People of God Unit: Creation Vocab:</b>

## OLC WEEKLY LEARNING PLAN


		<p>Recap learning from last week about the two stories. Children to find the two stories of the creation of human beings in the Book of Genesis. Re read their summaries of the stories from last week. Discuss and record answers to the following questions into book. What are the similarities between the two stories? What are the differences? What can be learned from the two stories? Encourage children to use quotes from the Bible to back up their answers.</p>	<p><b>Explain your answer.</b></p> <p>Explain to the children that Christians believe that the Scriptures are the “inspired” Word of God. Children to find out the meaning of the word “inspired”. Have they ever felt inspired to do something? Explain that God inspired people to write these words to reveal important truths about creation. Consider with the children the order and perfection of creation. What do the words “image and likeness” mean? Task: Fold piece of paper in half. On one half, draw picture of God. Around the images list words or phrases to describe God. On the other</p>	<p>What does the word dignity mean? Read CST story on human dignity, Luc the Deer, Everyone is Special. I wonder what this story is teaching us? If humans are made in the image and likeness of God, then what does this demand of us? Look at scripture quotes. Discuss quotes and reflect on their importance <b>(KU3a)</b> Share pictures/ prayers. Children to work in pairs and discuss their image – how does/ doesn’t it link to treating others with dignity. Share ideas together. <b>(KU2b)</b> <b>Task: Create a poster to show what God expects of us as we are made in his image and likeness.</b> Extension: Reflect on the main message from today’s lesson. Sum up what you have learned in a tweet.</p>	<ul style="list-style-type: none"> <li>• Old Testament</li> <li>• Genesis</li> <li>• Inspired</li> <li>• Creation</li> <li>• Image</li> <li>• Likeness</li> <li>• Canticle</li> <li>• Beatitudes,</li> <li>• Talents</li> <li>• Dignity</li> <li>• Bible</li> </ul>
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# OLC WEEKLY LEARNING PLAN

			half, draw yourself. List words/ phrases to describe yourself. Discuss together what words/ phrases have been used in both pictures. What does this show/ teach us? How can we show that in our daily lives?		
<b>Maths 5A</b> 	<b>Place Value within 100,000 (1) Lesson 6</b>  <b>LO: Powers of 10</b>	<b>Place Value within 100,000 (1) Lesson 7</b>  <b>LO: 10/100/1000/100/ 000 More or Less</b>	<b>Place Value within 100,000 (1) Lesson 8</b>  <b>LO: Numbers to 1000,000</b>	<b>Place Value within 100,000 (2) Lesson 1</b>  <b>Number line to 1000,000</b>	<b>Place Value within 100,000 (1) Lesson 2</b>  <b>LO: Compare and Order Numbers to 100,000</b>
	<b>Text Book Pages 28-31</b>  <b>Practice Book Pages 21</b>	<b>Text Book Pages 32-35</b>  <b>Practice Book Pages 24</b>	<b>Text Book Pages 36-39</b>  <b>Practice Book Pages 27</b>	<b>Text book Pages 44-47</b>  <b>Practice Book Pages 32</b>	<b>Text Book Pages 48-51</b>  <b>Practice Book Pages 35</b>



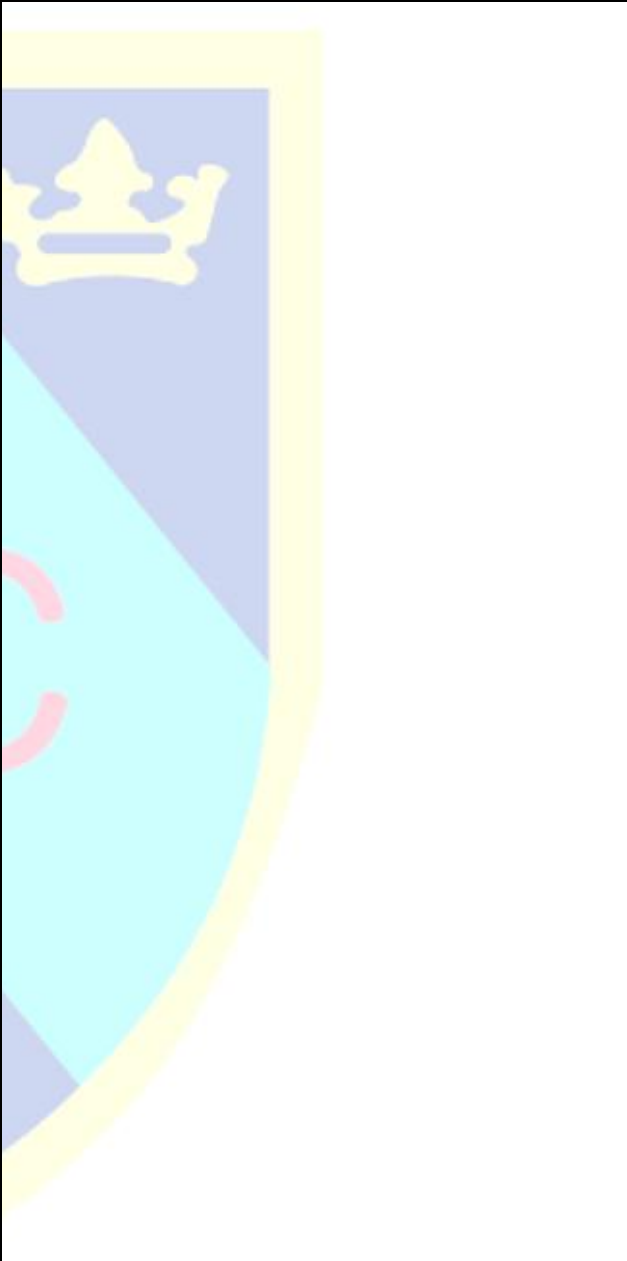
# OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>LO: To predict what might happen from details stated and implied.</p>	<p>LO: To use collective and abstract nouns to create an image.</p>	<p>LO: To alter the mood of a piece of writing through careful vocabulary choices.</p>	<p>LO: To draw inferences on characters' feelings, thoughts and motives and justifying inferences with evidence. To use reported speech accurately and to identify use of the subjunctive.</p>	<p>LO: To distinguish between statements of fact and opinion and to identify examples of supposition, impartiality and bias.</p>
	<p>Children arrive into class to discover a night sky with random phrases (written in gold pen) from the text tumbling down from a tree's branches. There is also a washing line with some clothes pegged on including a pair of 6-fingered gloves and a small scroll hanging off one of the branches with the note, also written in gold: Talk to the hand: <i>Who is Jub?</i> <i>What are/were the Happy Endings?</i> <i>Who/what is the 'old hag'?</i> <i>Where is the story set?</i></p>	<p>Revisit page two and the phrase, jackpot of sparks and elicit that this is a noun phrase comprised of a collective noun and a common noun. Display a related phrase: branches of solidarity Elicit that this is a combination of a common noun paired with an abstract noun. Lucky dip descriptions:</p>	<p>Read page 4: One evening... to "Hello, my small dearior." Identify the imagery used in this section. What appears to be about to happen? How has the author built suspense? Change in mood and atmosphere – gone from light-hearted and 'normal' to sinister and foreboding. Read on to the next page where the witch snatches</p>	<p>Before reading on, give small groups of children cards with the names of traditional/fairy tales written on each. Include: Hansel and Gretel, Cinderella, Snow White, Little Red Riding Hood (these are the stories referenced in the text) and some others – will be useful for later on. Ask children to discuss their fairy tale's final scene. Create a news flash/radio report for the children to watch/ hear as a breaking news story – just the headline that Happy Endings were Stolen, carnage across the land at bedtime. Tell the children that they are to be reporters and need to gather eye-witness accounts and a police statement. Hot-seating: Teacher in role as Jub while children note responses. Provide children with other</p>	<p>Fact, opinion, supposition, impartiality, bias: Provide a range of statements/sentences on cards related to the Happy Endings, Jub being mugged etc. Decide which are fact, opinion, supposition, impartiality or bias. Decide on a definition of each term.</p>

# OLC WEEKLY LEARNING PLAN

	<p>What might we discover in the book? What is implied by the reference to the trees that have stories to tell?</p> <p>Read aloud the first two pages of the text. Read page 2 again from Some of the endings to the bottom of the page. Modelling first, ask pairs to identify the imagery used in this page. Provide each child with a copy of the page, as printed so that they can highlight and annotate so as to give an independent response. Classify the examples of imagery identified under the headings:</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Other</li> </ul> <p><b>Do this on class board and take photo at the end for books.</b> Discuss the impact of the imagery. What kind of mood/atmosphere does it suggest? You could say it is 'playful', 'exhilarating'. Read page three. Why do you think the author –</p>	<p>Provide the children with a range of common nouns related to the text e.g. bag, branch, tree, owl, Endings on green cards (letting green symbolise nouns, tones of green differing noun classes) On dark pink, provide collective nouns e.g. lottery, gaggle, riot, society, and on pale/light pink provide abstract nouns e.g. hope, destiny, desire, love, freedom Also provide blank cards in each colour for children to record their own nouns. Allow the children to experiment with the possible combinations at random by pulling</p>	<p>the Happy Endings. As a class, fast-mark the evidence through description, action and dialogue that the witch isn't a very nice person. Colour-code the evidence into description, action and dialogue. Elicit that the mood is dark and sinister. Role on the wall: On whiteboards/ scrap paper, using the evidence found about the witch's character and things that they have inferred, ask the children to note key ideas. Morphing moods: Now ask the children to completely change - morph - the mood into</p>	<p>quotes from parents and children who were asked about that dreadful night and allow them to role-play as reporter and interviewee. Scribe quotes and then model how to record as reported speech. Now introduce the formal investigation report by Chief Superintendent of the Dream Police, WPC Sandra Talldale. Shared read and text mark, placing emphasis on words, phrases and structures that are indicative of the writing's level of formality. Explore the use of the subjunctive form and the modal and imperative verbs used within this. Note that this is very factual without emotion, guess work or bias. In preparation for tomorrow, use supported sentences strategy to allow the children to experiment with further examples of the subjunctive form/ mood. To do this, take an example from the formal investigation report.</p>	<p>Provide groups of children a range of broad - sheet/well-written news paper articles (check for suitability first) and ask them to look for: Fact, opinion, supposition, impartiality and bias: Create a key using 5 different colours of highlighter pen.</p>
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# OLC WEEKLY LEARNING PLAN

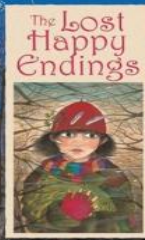
	<p>Carol Ann Duffy – chose to include mundane/everyday details on this page? Talk about the use of humour and about normalising something extraordinary before what's to come: lulls the reader into a false sense of security.</p>	<p>out of envelopes like so.  <i>branch of freedom society of trees</i>            Children to record phrases generated. Ask children to share some ideas, especially ones where children have added their own nouns.            Shared writing: Teacher to scribe some ideas and work into the first stanza of an instant poem following the pattern:  <i>Noun phrase</i>  <i>Noun phrase</i>  <i>Noun phrase</i>  <i>Watching over the Happy Endings</i>            Emphasise the need for correct determiners/article s e.g.  <i>The tree of desire,</i>  <i>A society of owls,</i></p>	<p>something light-hearted and entirely different by replacing the description, action and dialogue.            Shared writing: Model writing the first part of a paragraph, morphing the mood into a more light-hearted tone, e.g.:  <i>A kindly woman with a face like the petals of a rose and beautiful loving hands...</i>            They must keep the tense pretty much the same/ ensure that replacements function in the same grammatical way as the original so that the tense and meaning aren't lost. Identify those who need support</p>		
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# OLC WEEKLY LEARNING PLAN

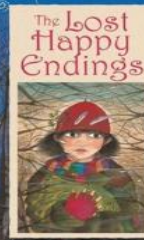
An anarchy of sparks,  
Watching over the Happy Endings  
Children continue, ensuring accurate use of determiners/articles.

with tense/other grammatical rules. On page 4 of the book, the author implies something bad is about to happen through her use of imagery. Conclude the session by reading p5- 6 down to ...scattering bitter tears into the cold black night.

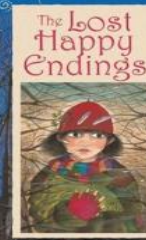
Reading



Carol Ann Duffy & Jane Ray



Carol Ann Duffy & Jane Ray



Carol Ann Duffy & Jane Ray



## OLC WEEKLY LEARNING PLAN

### SPAG



#### Sentence types 1:

##### **Input:**

[Using the four types of sentence - English - Learning with BBC Bitesize](#)

Using the link above, watch the second video where Mr Firth helps us to see the difference between a statement, command, exclamation, and question. Have a go at activity within the video. When you have finished the video, have a go at the activities on the website.

**Main activity:** Complete the worksheets in your SPAG books.

#### Sentence types 2:

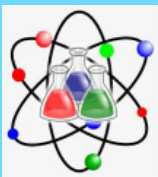
##### **Recap:**

What did we learn in our last SPAG lesson?

In pairs, have a go at writing your own sentences. You need to have a statement, command, exclamation, and question type of sentence.

**Main activity:** Complete the worksheets in your SPAG books.

### Science



#### Unit: Materials Consultants

##### Lesson 2: Hot Porridge and Frozen Yogurt (Thermal Conductivity)

**LO:** To identify thermal conductors and insulators, investigate which materials keep things hot or cold, and record results in a table and graph.

##### Vocabulary:

thermal, insulator, conductor, temperature, fair test

##### Resources:

- Containers: plastic cup, glass jar, tin can, paper cup
- Hot water (instead of porridge)
- Thermometers
- Stopwatch/timer
- Recording table (pre-prepared)

##### Lesson Breakdown

##### **1. Starter (10 mins)**

Read the "Material Matters" problem (commuter wants to know best container for hot/cold drinks).

Discuss: *What does "insulate" mean? What does "conduct" mean?*

Link to real life: Why are saucepan handles made of wood/plastic, but pans made of metal?

## 2. Main Activity (35 mins)

As a class, test which container keeps hot water hot the best.

Teacher support:

Variables:

- I will change the material of the containers.
- I will keep the amount of water the same and the starting temperature must be approximately similar.
- I will measure the temperature of the water at the start, after 5 minutes and after 10 minutes.

Method:

Pour equal amounts of hot water into each container (or place an ice cube in each).

Measure starting temperature.

Measure again after 5 and 10 minutes.

Record results in table.

Plot results on a line graph (temperature over time).

Discuss: Which was the best insulator? Which was the worst?

## 3. Plenary (15 mins)

Share findings as a class.

Decide on the best material for keeping drinks hot or cold.

Quick quiz/discussion: why do we use card cups, reusable plastic, or metal flasks in real life?

## Geography



### Lesson 3: What challenges are faced by people living in the slums?

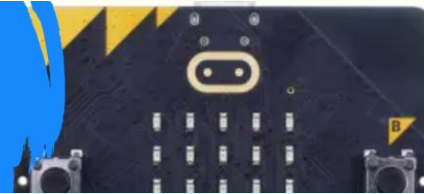
- What are the problems with jobs in slums?
- What are the problems with housing in slums?
- What are the problems with health in slums?

## 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](#)

#### 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).*

#### 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

## PSHE:

Ten: Ten  
Life to the  
Full+



## OLC WEEKLY LEARNING PLAN

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.**

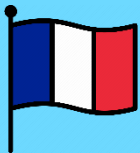
- Each day read the prayer (given in the attachment) **Appendix 1: Daily Examination**, leaving plenty of time for reflection between the questions.
- You can pick and choose different questions each day rather than reading them all.
- Play music or light a candle as you wish to help focus the children

**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.*

MFL



*Y3/4 (A): Lesson 2:  
French greetings - day  
and night*

Learning the appropriate greetings, bonjour, bonsoir, bonne nuit, to use for the different times of day and night.

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

- I know that different greetings are used at different times of the day.
- I can recognise greetings words written in French.
- I know when to use different greetings.
- I can reflect on the differences in French culture.

[Y3/4 \(A\): Lesson 2: French greetings - day and night](#)

Music



*Film music*

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



**LO: To appraise different musical features in a variety of film contexts.**

- I can discuss the features of film music.
- I can name several styles of music.
- I can identify characteristics of music and interpret their meaning.

[Lesson 1: Soundtracks](#)



## OLC WEEKLY LEARNING PLAN

### Art



LO: Students will create an observational drawing of an autumnal tree, focusing on realistic form, proportion, and the unique characteristics of a tree in autumn.

Materials: Drawing paper, pencils, erasers, optional: real autumnal trees (school grounds/park) or photographs of autumn trees.

Begin by discussing the unique qualities of autumn trees. Ask students, "What changes happen to a tree in the autumn?" Explain that we'll be focusing on the colours of the leaves and how they look before they fall. 🍁

Option 1: Real Life Observation: Take the students outside to observe a tree on the school grounds. Have them look closely at its form and the colours of its leaves.

Model the drawing process for the students. Talk through each step:

Composition: Consider where the tree will be on the page and what size it will be.

Trunk & Main Branches: Lightly sketch the outline of the trunk, noting how it widens at the base and tapers upwards. Emphasize the connection between the trunk and the main branches.

Branching Structure: Explain that branches grow out from the trunk, not just "stuck on." Demonstrate how to draw branches that continuously narrow as they extend outwards, creating a natural, realistic shape.

The Leaves: Explain that unlike a bare winter tree, an autumn tree is full of leaves. Show them how to draw the mass of leaves, either as a large, rounded shape or as smaller, cloud-like clusters. You can also model drawing a few individual leaves on the branches and on the ground to show them falling.

Students begin their own drawings, using the provided reference (real tree or image). Encourage them to continuously look back at the tree/image as they draw, paying attention to details and proportions.

### 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!

Swimming

### Lesson 2



Warm-Up  
All Change



Game  
Tag Netball (Invasion)



Skill  
Reaction / Response



Review Method  
Secret Stats

### Reading & Weekly Spellings Wk3

symbol

mystery

lyrics

oxygen

symptom

physical

system

typical

crystal

rhythm

### Times-tables Consolidation

Create your very own Roman Numeral Poster

I	II	III	IV
VI	VII	VIII	
X	XI	XII	



### Communicating with school

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