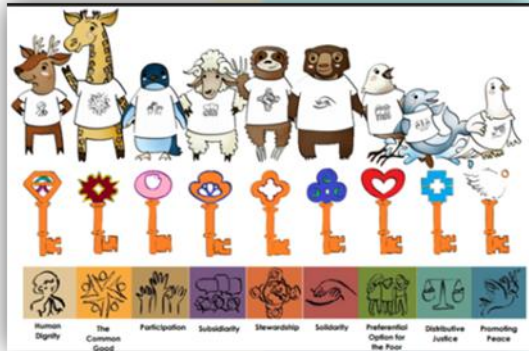


Message from teachers Message from teachers

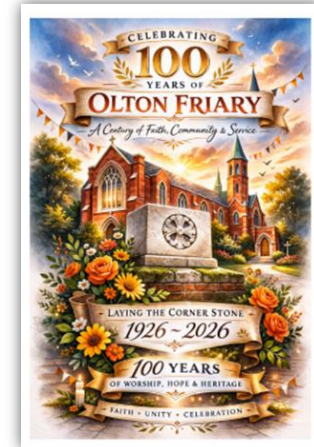
Catholic Social Teaching
Solidarity and the Common Good



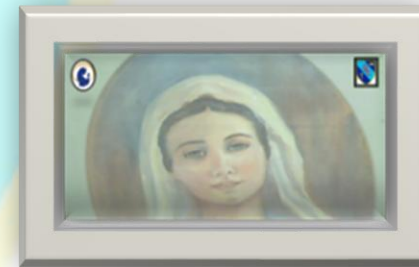
Gospel Values and Virtues
Attentive and Discerning



2025 - 2026
Olton Friary Centenary






June is the month of the Sacred Heart of Jesus




Our Lady of Compassion watch over your children

OLC WEEKLY LEARNING PLAN

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	15.06.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>New Unit:</p> <p>Work of the Apostles</p> 	<p>LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle</p>	<p>LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle</p>	<p>LO: To know the story of Stephen and why he was martyred</p>	
		<p>Show images of the healing at the beautiful gate. Discuss the following questions: What is happening? Who are the men? What happens next?</p> <p>Read and watch the story (Acts 3: 1 – 16).</p>	<p>Recap previous learning.</p> <p>What happened in the story? Why is it significant? How was Peter able to heal the man?</p> <p>Task: Retell the story in the form of a comic strip.</p> <p>Include the words and reactions of Peter, John, the man and the crowd.</p>	<p>Read and role-play the story of Stephen.</p> <p>Hot-seat Stephen to discover what his feelings might have been at this time. Why was he so keen to be a follower of Christ?</p> <p>Children to write an account as if they were Stephen. Explore the issues of conflict that Stephen faced and how he dealt with them.</p> <p>Revise previous learning about a martyr. Explore the idea of Stephen giving his life for his belief in Christ.</p>	

OLC WEEKLY LEARNING PLAN

		<p>Role play task: In groups of 4/5 recreate this story. Roles: Man, Peter, John, Crowd. Think carefully about what each person would say/ how they would react. Share role plays with each other.</p>	<p>Deeper question: Why were Peter and James able to heal the man?</p>	<p>Can the children think of any other martyrs? Deeper question: What sacrifices are needed to be a follower of Christ?</p>	
<p>Maths</p> 	<p>Problem Solving and Reasoning</p>	<p>Algebra and Patterns</p>	<p>Financial Maths</p>	<p>Financial Maths</p>	<p>Financial Maths</p>

OLC WEEKLY LEARNING PLAN

writing their own letter later in the sequence.

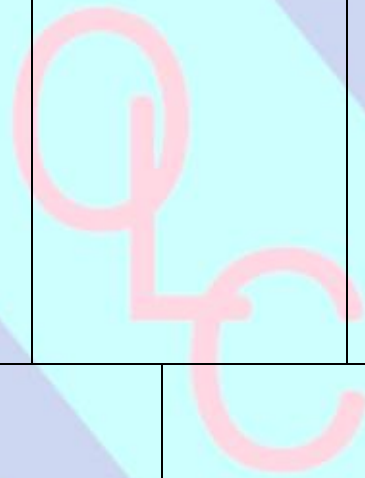


what types of food children may have eaten during their stay. Pupils should then collect descriptive vocabulary and expanded noun phrases that could be used to make their writing more engaging. For example, they might describe the zip wire as “thrilling” or the sleeping pods as “cosy wooden cabins.” Finish the lesson by sharing some of the best vocabulary choices and discussing how these words could improve their letters.

the previous lesson’s vocabulary work and think carefully about the questions they would like to ask the other school. Once plans are complete, children can rehearse their letter orally with a partner. This will help them refine their ideas and ensure their writing flows logically before beginning their final draft.



OLC WEEKLY LEARNING PLAN



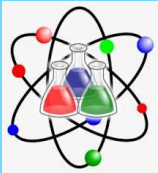
SPAG



RE-Cap 5/6 spelling words for English lesson

RE-Cap 5/6 spelling words for English lesson

Science



Medical Materials- Part 2

Wellfordbury Hospital has sent in a series of requests for materials recommendations.

LO: Set up a series of tests to see which materials would be best for the job and explore the medical applications of some very modern materials. Part 2

Children will:

- Investigate a range of materials for specific properties (Yr5&6)
 - Recommend the best materials for a given use, identifying possible alternative materials (Yr5&6)

Local fieldwork

Lesson 1: Why do geographers do fieldwork?

- What is fieldwork?
- What is the purpose of fieldwork?
- How can geographers help people by doing different types of fieldwork?
- How are maps used for fieldwork?

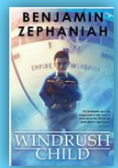


Geography





Computing



PSHE



Task: You need to research a monument and answer the questions on the next slide in bullet points.

When using bullet points, remember:

- introductory sentence ending with a colon,
- either all whole sentences or all fragments of sentences,
- full stops and capital letters for full sentences,
- consistent capitalisation, or not, for fragments.

In pairs, choose a famous monument and research answers to the same set of questions.

- Where is the monument located?
- When was it erected?
- Who constructed it?
- What is it made of?
- Are there any words inscribed on it?
- Why was it created?

Monuments to choose from:
(Write it down on a post-it-note so you don't forget!)

- Christ the Redeemer - Rio de Janeiro
- Great Sphinx of Giza - Egypt
- Titanic memorial - Belfast
- Millicent Fawcett - London
- Angel of the North - Gateshead
- Arcelor Mittal Orbit - London
- Alan Turing Memorial - Manchester
- Edith Cavell - London
- The 4th Plinth - London



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

Unit 2: Me, My Body, My Health



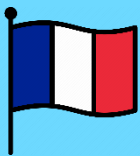
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

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



Music:

LO: To learn for the songs and music from the end of year production

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/lesson-4-whats-in-a-name/>



Explain to the class that most designers work collaboratively in design studios and in the early stages of product development. They use hot seating, so nobody owns a specific space or job. Later on in the process, specific roles would then be prescribed to individuals.

Place the children into groups of four or five. Give each group a word to play with, from which they will produce a concept and a product. For example, 'sumptuous' (splendid and expensive-looking). What could this be? A dark chocolate? A hot drink? A product to put in the bath? etc.

Pupils must write their word down, start sharing ideas and note these ideas down as a mind map or spider diagram. Provide them with a dictionary and thesaurus to help them.

Alternatively, they could do this as a group on a large piece of paper and then photograph and print it out for them to stick into their books later.

Each group should discuss and record the answers to:

- What is the name of the product?
- Does the word have a meaning?
 - What are we selling?
 - What is its purpose?
- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)
 - What is its USP?
 - Does it have a slogan?

The children could even draw rough sketches to help visualise the product and possible logo, but the focus should be on the language used.

Art



OLC WEEKLY LEARNING PLAN

The level of challenge is up to you – you could give children very concrete words, verbs, adjectives, or words that relate to a colour, or to a sound, or capital cities of the world. Whatever you choose, a product idea will follow.

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!

Turn and Run:

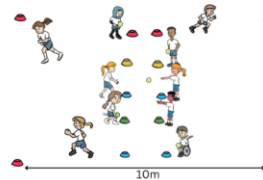
Q: What do you know about underarm throwing? Used over a short distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about overarm throwing? Used over a long distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about successful catching? Begin in a ready position, feet shoulder width apart and knees bent. Watch the ball. Catch with two hands and wide fingers.

A: In 2s, 1 ball, 2 cones. Place the cones through the centre of the space, 3m apart. Explore the following a few times:

- Underarm throw then turn and run to the line (marked by cones) behind them.
 - Move their cones further apart, overarm throw then turn and run to the line behind them.
- Make this harder by asking pupils to complete a solo ball skill whilst waiting for their partner to return.



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



Learn Lines for production and the songs.

Learn Lines for production and the songs.

Communicating with school

OLC WEEKLY LEARNING PLAN

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

