

Message from teachers



Jubilee Pledges



Gospel Values and Virtues



Fairtrade Fortnight



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

### Little Way Week

We begin Little Way Week and celebrate St. Therese of Lisieux's Feast Day on 1st October: Little Way Week is inspired by St Thérèse of Lisieux, who is the patron of mission. As a child, St Thérèse dreamed of being a missionary. With age she understood that very few of us are called to make big gestures, but that through small, loving actions we too can deliver God's love to the world. Aged seven, Thérèse joined The Society of the Holy Childhood, known to us now as Mission Together. It was as a member of the Holy Childhood that Thérèse grew in faith and admiration for the work of the missionaries. We will learn more about St Thérèse and try to follow her 'Little Way.'

**Fairtrade Fortnight 2025** : The culmination of our Fairtrade Fortnight means that we are now able to invite everyone to our very own Fair Trade Café- pop up in the school hall on the last Thursday before half term. Here, we hope to sell Fairtrade coffee, tea and drinking chocolate and maybe some biscuits too! It will be organised by Minivinnies groups/ UKS2 with the additional support of



## OLC WEEKLY LEARNING PLAN

from the Friends of OLC. We now understand the importance of Fairtrade and the choices that we make when we go shopping. We know that the Fairtrade campaign, is part of a UK-wide movement calling for a fairer system behind the things that we consume in everyday lives and the Common Good (Catholic Social Teaching) and our Jubilee pledges. We will any money made to support those in our local community through Caritas.



We are really enjoying the challenges of creating our very own Saints projects and we are grateful for our new Y6 Prefects who received their badges and certificates on Friday. Congratulations to them all!

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<br>Mrs Freeman<br>Miss Chick | <b>Year group:</b> | 5 | <b>Date:</b> | 6.10.25 |
|------------------|--|--------------------|---|--------------|---------|


|  | Monday  | Tuesday  | Wednesday  | Thursday   | Friday   |
|--|---|--|--|--|--|
| <b>R.E.</b><br><br> | <p><b><i>New unit: Miracles and the Sacrament of the Sick</i></b></p> | <p>LO: To know and understand Jesus' teaching in the Beatitudes<br/>Big Question: Which of the Beatitudes is the most relevant your life? Why?</p> | <p>LO: To know and understand Jesus' teaching in the Beatitudes<br/>Big Question: Which of the Beatitudes is the most relevant your life? Why?</p> | <p>LO: To know and recall a number of miracles performed by Jesus<br/>Big Question: What do these pieces of Scripture teach us about Jesus? (KU3a)</p> | <p style="color: blue;"><i>Little Way Week</i></p>  <p><b>St Thérèse of Lisieux – Little Way Week</b></p> |



OLC WEEKLY LEARNING PLAN

Create a class version first to support them to this.  
 Plenary: Children to reflect on the main message in the Beatitudes. Complete 'go forth' activity, creating a conversation between themselves and God about the main message within the scripture. (AT3/AE2)




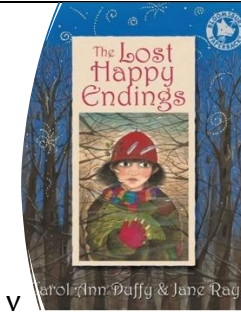
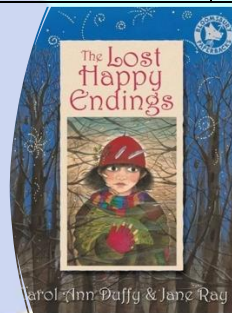
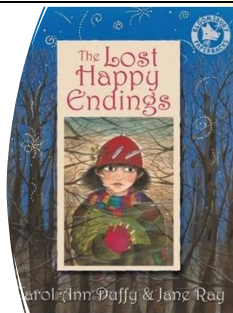
|   |   |   |  |   |  |
|---|---|---|--|---|--|
| <p><b>Maths 5A</b></p>  | <p><i><b>Addition and Subtraction<br/>Lesson 7<br/>Round to Check Numbers)</b></i></p>      | <p><i><b>Addition and Subtraction<br/>Lesson 8</b></i></p> <p><i><b>LO: Inverse operations<br/>(addition and Subtraction)</b></i></p> | <p><i><b>Addition and Subtraction<br/>Lesson 9</b></i></p> <p><i><b>LO: Multi-step Addition and subtraction problems 1</b></i></p> | <p><i><b>Addition and Subtraction<br/>Lesson 10</b></i></p> <p><i><b>LO: Multi-step Addition and subtraction problems 2</b></i></p> | <p><i><b>Addition and Subtraction<br/>Lesson 11</b></i></p> <p><i><b>LO: Solve missing number problems</b></i></p> |
|   | <p><i><b>Text book<br/>Pages 96</b></i></p> <p><i><b>Practice Book<br/>Pages 70</b></i></p> | <p><i><b>Text book<br/>Pages 100</b></i></p> <p><i><b>Practice Book<br/>Pages 73</b></i></p>  | <p><i><b>Text book<br/>Pages 104</b></i></p> <p><i><b>Practice Book<br/>Pages 76</b></i></p>                                       | <p><i><b>Text book<br/>Pages 108</b></i></p> <p><i><b>Practice Book<br/>Pages 79</b></i></p>  | <p><i><b>Text book<br/>Pages 112</b></i></p> <p><i><b>Practice Book<br/>Pages 82</b></i></p>                       |



OLC WEEKLY LEARNING PLAN

|  |   |  |   |   |  |
|--|---|--|---|---|--|
|  | <p><b>Outcome:</b> Children write the <b>first paragraph</b> of their prequel, establishing the witch's character and her role.</p> | <p>hands, heavy heart)</p> <ul style="list-style-type: none"> <li>• Inner thoughts and feelings</li> <li>• Short sentences for impact</li> <li>• Dialogue (optional)</li> <li>• Passive voice (e.g., "Her role was taken from her...")</li> </ul> <p><b>Outcome:</b> Children write the <b>second paragraph</b>, showing the turning point and beginning of her emotional shift.</p> | <p>(before vs after)</p> <ul style="list-style-type: none"> <li>• Descriptive language for transformation</li> <li>• Personification</li> <li>• Mood and tone shifts</li> <li>• Repetition for emphasis</li> </ul> <p><b>Outcome:</b> Children write the <b>third paragraph</b>, showing how grief and anger changed her.</p> | <p>diary entry found in the original story.</p> |  |
|--|---|--|---|---|--|

Reading

SPAG



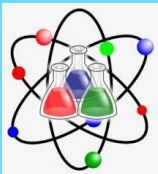
Nouns

Work through the PowerPoint and the worksheet

Spellings



Science



Unit: Materials Consultants

Lesson 4: Café Challenge (Testing Table Materials)

LO: To test materials for different properties, record results clearly, and recommend the best material for café tables with reasons.

Vocabulary

hardness, strength, porous, non-porous, smooth, fair test, variables

Resources

- Sample materials: wood, metal, plastic, glass, stone
- Nails (for scratch test)
- Water (for absorption/cleaning test)
- Recording table (pre-prepared)

Lesson Breakdown

1. Starter (10 mins)

Read the "email from the café" asking for advice on the best table material.

Class discussion: What properties should a café table have? (e.g. strong, smooth, waterproof, easy to clean).

Make a quick class list of the essential properties.

2. Main Activity (35 mins)

In groups, children test materials:

Hardness: scratch lightly with a nail.

Waterproofing: place a few drops of water – does it soak in?

Smoothness: feel the surface.

Cleanability: smear a little and see if it wipes off easily with soapy water.

Record results in a table.

## OLC WEEKLY LEARNING PLAN

Groups decide which material(s) are most suitable for café tables based on evidence.

### 3. Plenary (15 mins)

Share group results – which materials were most suitable?

Discuss: Why is wood often used, even if it isn't the "best" scientifically? (cost, looks, availability).

Extension question: Would your recommendation change if the table was for a bedroom instead of a café?

## Geography



### Lesson 5: What next for Dharavi?

- Which challenges in Dharavi will you focus on?
- Which options for improving Dharavi will you focus on?
- What are the costs and benefits of your chosen options?

## 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 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.*

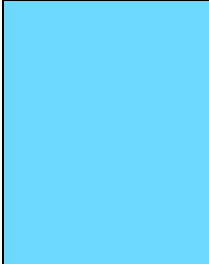
**PSHE:**

Ten: Ten  
Life to the  
Full+



|  |   |
|--|---|
| <p>MFL</p>    |  <p><b>Y3/4 (A): Lesson 3: How are you feeling? – in French</b></p> <p>✓ To ask and answer a question about feelings in French.</p> <p><a href="https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-french-greetings-with-puppets-cycle-a/">https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-french-greetings-with-puppets-cycle-a/</a></p> <p><b>To ask and answer a question about feelings in French.</b></p> <ul style="list-style-type: none"> <li>• I can ask how someone is feeling.</li> <li>• I can say how I am feeling.</li> <li>• I can use my tone of voice to help make myself understood.</li> </ul>   |
| <p>Music</p>  |  <p><i>Film music</i></p> <p>Use this unit hub to inform your medium-term plan and to navigate to related resources.</p> <p><a href="#">Lesson 3: Following the score</a></p> <p><b>Lesson 3: Following the Score</b></p> <p><b>LO: To identify and understand some composing techniques in film music.</b></p> <ul style="list-style-type: none"> <li>• I can identify different instruments and comment on the type of sound they make.</li> <li>• I can talk about the pitch of music and how it changes.</li> </ul> <p>I can use the words ‘major’ and ‘minor’ when discussing music that evokes different emotions.</p>  |
| <p>Art</p>  | <p>In this Art &amp; Design lesson, pupils will take on the role of architects to design a building inspired by an architectural style or theme. After exploring award-winning structures on the RIBA website, they will select one to sketch in their books as inspiration. The main task challenges pupils to design their own building—such as a dream house, rainforest-inspired structure, stadium, temple, or memorial—using either a perspective view, plan view, or front elevation. Pupils should annotate their sketches with notes about purpose, materials, and users, with an extension task to design the interior layout. Resources include sketchbooks, drawing equipment, fineliners, colouring pens, and access to computers or tablets. Differentiation is provided through drawing templates for support and opportunities for more detailed, creative designs at greater depth. The lesson concludes with a reflective discussion on suitability, practicality, and design features. Success is shown through annotated, theme-based architectural drawings.</p> |

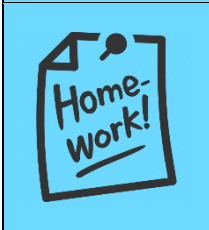
OLC WEEKLY LEARNING PLAN



**P.E.**

1. Walk 7,000 steps this week!
  2. 25 sit ups
  3. Run on the spot for three minutes
  4. 15-star jumps
  5. Plan an exercise circuit that lasts 5 minutes.
  6. 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 5**



See Called to be Saints Homework Project letter (attached)

*nutritious, cautious, delicious, conscious, ambitious, infectious, spacious, vicious, appreciate, sufficient*

**Communicating with school**

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