OLC WEEKLY LEARNING PLAN

Message from your teachers:

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	**Miss Sidwell and Miss Houlihan**	**Year group:**	**Year 6**	**Date:**	**09.11.26**

R.E. 	**Knowledge Statement:** Israel needs a new king because Saul disobeys God. Samuel anoints David, a young shepherd, because God sees his heart, not his appearance. The Israelites learn that God chooses faithful people for His plans.	**Knowledge Statement:** David shows bravery and trust in God by volunteering to fight Goliath. God helps him win, teaching the Israelites that courage and faith bring victory and respect.	**Knowledge Statement:** Israel needs a new king because Saul disobeys God. Samuel anoints David, a young shepherd, because God sees his heart, not his appearance. The Israelites learn that God chooses faithful people for His plans. David shows bravery and trust in God by volunteering to fight Goliath. God helps him win, teaching the Israelites that courage and faith bring victory and respect.

Maths 	**LO: Multi-step problems**	**LO: Problem solving - add and subtract fractions**	**LO: Multiply fractions by integers**	**LO: Multiply fractions by fractions (1)**	**LO: Multiply fractions by fractions (2)**
	Unit 4: Fractions (1) Textbook pages 160-163	Unit 4: Fractions (1) Textbook pages 164-167	Unit 4: Fractions (2) Textbook pages 170-175	Unit 4: Fractions (2) Textbook pages 176-179	Unit 4: Fractions (2) Textbook pages 180-183

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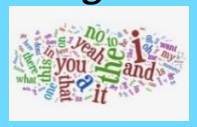
<table>
<tr><td rowspan="2">English
</td><td>LO: To understand the past and progressive tense.</td><td>LO: To use dialogue punctuation.</td><td rowspan="2">Remembrance Assembly</td><td rowspan="2">Year 6 One Life Retreat</td><td>LO: To identify the author’s style and use of language.</td></tr>
<tr><td>Starter:
Compare different events and actions from the story.

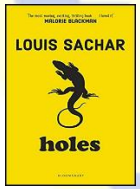
Main:
Learn how the progressive tense is used and write about characters' experiences using accurate verb forms.

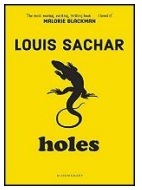
Plenary:
Identify examples of progressive tense in children's writing.</td><td>Starter:
Read and discuss conversations between characters.

Main:
Learn how to accurately punctuate direct speech and write dialogue linked to events in the story.

Plenary:
Edit and improve dialogue with a partner.</td><td>Starter:
Examine illustrations and make predictions.

Main:
Explore how the author uses language and description to engage the reader. Children will imitate these techniques in their own writing.

Plenary:
Share examples of effective language choices.</td></tr>
<tr><td>Reading
</td><td colspan="3">Holes by Louis Sachar
Lesson 1


Task:
Explore the front cover, first sentence and reviews. Prediction: What might happen? Evidence from covers.</td><td colspan="2">Holes by Louis Sachar
Lesson 2


Task:
Read chapter 1. First impressions of setting.</td></tr>
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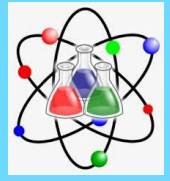
<table>
<tr><td>SPAG
</td><td colspan="2">Spelling

Task:
Go over Statutory Words and spellings from previous week.</td><td>Punctuation and Grammar

Task:
Explore and use rules for Capital Letters, Full Stops, Synonym and Antonym, Subject and Object, Colon, Semi Colon and Hyphens.</td></tr>
<tr><td rowspan="2">Science
</td><td colspan="3">LO: to explore factors that affect water resistance</td></tr>
<tr><td colspan="3">This week, we will learn about water resistance and how it affects objects moving through water. We will explore the differences and similarities between air resistance and water resistance and discover why water resistance is often a much stronger force.

We will learn about streamlining and investigate how the shape of an object can help it move more easily through water. We will examine examples of streamlined animals and vehicles and discuss how their features reduce resistance.

At the end of the lesson, we will design a boat that can move efficiently through water. We will explain our design choices, using our understanding of water resistance and streamlining to justify why our boat's shape would help it travel through the water more effectively.</td></tr>
<tr><td rowspan="2">History
</td><td colspan="3">LO: to use historical evidence to decide who was responsible for the death of Thomas Becket.</td></tr>
<tr><td colspan="3">This week, we will learn about the relationship between King Henry II and Thomas Becket and explore the events that led to Becket's death. We will investigate why Henry II wanted to restore order in England and how disagreements over the law created conflict between the King and the Church.

We will examine different pieces of historical evidence and consider the actions of Henry II, Thomas Becket and the four knights involved. At the end of the lesson, we will decide who we think was most responsible for Thomas Becket's death and use evidence to justify our opinions.</td></tr>
<tr><td rowspan="2">Computing</td><td colspan="3"></td></tr>
<tr><td colspan="3">Before starting this unit, check pupils' prior knowledge of using Scratch.
Display the Presentation: Introduction to Scratch. Remind the children that Scratch is a block-based programming language and can be used to create projects. Inform them that in this unit, they will make music.</td></tr>
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	Explain that **tinkering** is exploring and playing with something to discover its key functions. Inform the children that it is important in computing because it allows programmers to explore, make mistakes and discover how code works. Ask the children to go to the Scratch website and create a new project. Show the *Pupil video: Tinkering with music in Scratch,* which demonstrates the lesson activity. Allow the children to tinker and remind them of the skills shown in the *Pupil video: Tinkering with music in Scratch.*
PSHE: 	**LO: We are learning all about our brains. We are learning how each part of Team H-A-P works.** My happy mind: Lesson 1, Y5 – Meet your brain 26/27 - myHappymind for Year 5 / P6 - myHappymind Learning Portal In this lesson, children will learn about three parts of the brain: the Hippocampus, Amygdala and Prefrontal Cortex. They will explore how these parts work together and how their roles can affect the way we think, feel and respond in real-life situations. 
MFL 	**School** This week, our BSL topic is school. We will learn and practise signs related to school life, including classrooms, subjects, equipment, routines and people who help us in school. We will develop our confidence in communicating using BSL by using these signs in simple conversations and classroom scenarios. We will also learn how BSL can help people communicate effectively and inclusively within a school environment.

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Music 	Explain that popular club or dance music is mainly created of short pieces of music that are looped and then layered on top of one another to create a longer piece of music. Play the *Audio: Musical beat and loop* on slide 2 of the *Presentation: Body percussion loops* as an example. Explain to the children that they will work in groups; starting by performing a body percussion rhythm on loop, before layering it with others in their group. Divide pupils into groups of four, and give each group a copy of the *Activity: Body percussion sheet.* 1. Ask the children in their groups to practise each of the body percussion loops, working together as a group and support each other while they work out each rhythm. 2. Assign one body percussion rhythm to each child in the group and allow some time for them to practise. 3. Once each child is confident with their own rhythm, ask the groups to work out how to layer each rhythm effectively. Encourage them to start with one child playing then introducing the next child and so on, until they are all playing together. Plenary: Ask the children to perform their looped rhythms to another group and offer feedback
Art 	**LO: To consider how different artists respond to the natural world in their artwork.** Lesson 1: The natural world Children will begin the lesson with a drawing warm-up, following a video and creating quick, free sketches inspired by images of nature. They will be encouraged to respond creatively, experiment with mark-making and share their work with a partner or the class. The class will then learn about the artists **J.M.W. Turner** and **Katsushika Hokusai**, exploring how each artist found inspiration in the natural world. Through discussion, children will compare the similarities and differences between the artists' work, considering aspects such as colour, line, movement, composition, mood and the overall effect created for the viewer. Model how to make observations and record ideas through annotations. **Activity:** Children will create a double-page sketchbook spread comparing Turner and Hokusai. They will annotate artwork, record observations about each artist's style and explain how each artist responds differently to the natural world. Example sketchbook layouts will be displayed throughout the lesson to support organisation and presentation of ideas.

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PE 	Dance THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.	Gymnastics To develop counterbalance and counter-tension.
	**Spelling:** 1. **license** 2. **considerable** 3. **fictitious** 4. **audible** 5. **vivacious** 6. **profession** 7. **necessary** 8. **occupy** 9. **parliament** 10. **sensible**	**Maths:** Pages 33-36

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