

Message from teachers:



Gospel Values and Virtues



Season of Advent

This week we will light our second candle on the Advent wreath: Our candle that gives peace to the world!

In RE, we are showing a true understanding of the Season of Advent and its significance in our daily lives as we prepare for The Christ Child's birth on Christmas Day.

Gospel value and virtue: Learned and Wise. We are learning how God wants us to live our lives by never stop learning about what God wants of us. We learn many new things each day: By reading the Bible, by listening to our families, our teachers and by listening to our hearts, we can learn more of what God wants. In UKS2 life, we will try to support our reverse candle by making a contribution to our local community: we are collecting food to support food banks and much more! In class we are trying to follow our Advent promises as we journey through Advent.



OLC WEEKLY LEARNING PLAN

In English we thoroughly enjoying everything about The Invention of Hugo Cabret **by** Brian Selznick. This book has really captivated our imaginations. We are inspired in our writing too! In addition to this, the illustrations in this book are so captivating!



Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	08.12.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p>This Sunday, we light the third candle on the Advent Wreath.</p> <p>This is the rose candle.</p>	<p>LO: To empathise with the thoughts and feelings of Zechariah</p>	<p>LO: To identify the important things that the Benedictus says about Jesus and John the Baptist</p>	<p>LO: To identify important things that the Benedictus says about Jesus and John the Baptist</p>	

OLC WEEKLY LEARNING PLAN



This week, we will rejoice and reflect upon the coming of our Saviour, Jesus Christ.

Recap the story of Zechariah in Luke's Gospel.

Reflect on the words of the Angel and Zechariah's response.

Task: Children to write a letter as Zechariah to Mary.

Share example of this. Encourage children to include lots of thoughts and feelings. Can the children show his conflicted emotions?

AT3/ AE2: Can you empathise with the thoughts and feelings of Zechariah? Why did he react in the way that he did?

Read the birth of John the Baptist and the Benedictus in Luke's Gospel.

Explain that the Benedictus is a special song of praise where Zechariah praised God and prophesied about the Messiah.

Share different video clips of this moment.

Play Boyce and Stanley song clip of the Benedictus.

Children to have a copy of the lyrics. Listen and reflect on the prayer. Record/ decorate key phrases from this prayer that mean something to them. Share these together.

Unpick the meaning of the Benedictus together.

Discuss what Zechariah is saying about Jesus and John the Baptist.

Task: Children to create 2 mind maps about Jesus and John the Baptist showing what the prayer reveals about them.

Encourage them to use evidence. For example: Jesus is the promised Saviour

Evidence: "He has raised up for us a mighty Saviour."



AT2/ER1: How has Zechariah shown to be faith-filled?

Discuss responses to this question together. E.g. He followed God's instruction despite his initial doubts.



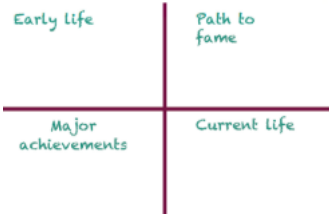
UKS2 Carol Concert

OLC WEEKLY LEARNING PLAN

Maths 	Fractions (2) Lesson 3 and Lesson 4	Fractions (2) Lesson 5	Fractions (2) Lesson 6 and Lesson 7	Fractions (2) Lesson 8 and Lesson 9	Measure Lesson 1 and Lesson 2
English 	<p>LO: To plan a biography. The French Film Academy invites you to join us for an evening celebrating the life and work of cinema Legend George Méliès. The pupils have been tasked with making a programme of this event. This will be given to all patrons attending and provide a brief biography of George Méliès' life. Show children example of a biography and what features are evident. (Share point folder).</p> <p>Show children the following subheadings. Are there any facts we already know about George Méliès which can be placed under them? Encourage children to use the facts collated in the previous lesson and an online encyclopedia to</p>	<p><u>Lesson 13-14 (LO for 3 days)</u> LO: To write statements using a range of past tense verbs within a biography and edit for cohesion. Shared Writing: Model the following paragraph (or something similar). George Méliès was born in Paris in 1861. He parents were shoes makers and wanted him to join the family business. Although he found the machinery interesting, he was always thinking about magic and theatre. When he was finally old enough, he sold his share of the factory and opened a magic theatre he had been dreaming of. Children to write their biography based on Méliès' life which will be placed in the programme</p>	<p><u>Lesson 13-14 (LO for 3 days)</u> LO: To write statements using a range of past tense verbs within a biography and edit for cohesion. Shared Writing: Model the following paragraph (or something similar). George Méliès was born in Paris in 1861. He parents were shoes makers and wanted him to join the family business. Although he found the machinery interesting, he was always thinking about magic and theatre. When he was finally old enough, he sold his share of the factory and opened a magic theatre he had been dreaming of. Children to write their biography based on Méliès' life which will be placed in the programme</p>	<p><u>Lesson 13-14 (LO for 3 days)</u> LO: To write statements using a range of past tense verbs within a biography and edit for cohesion. Shared Writing: Model the following paragraph (or something similar). George Méliès was born in Paris in 1861. He parents were shoes makers and wanted him to join the family business. Although he found the machinery interesting, he was always thinking about magic and theatre. When he was finally old enough, he sold his share of the factory and opened a magic theatre he had been dreaming of. Children to write their biography based on Méliès' life which will be placed in the programme</p>	<div data-bbox="1832 884 2040 1015" data-label="Text"> <h1>RE</h1> </div>

OLC WEEKLY LEARNING PLAN

gather additional information about Méliès.



at the ceremony taking place and the French Film Academy.

Insert the correct verb form into the sentence:
People have ____ making films for over a hundred years, but the process now ____ very different from how it ____ to be.

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Reading



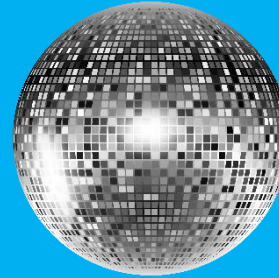
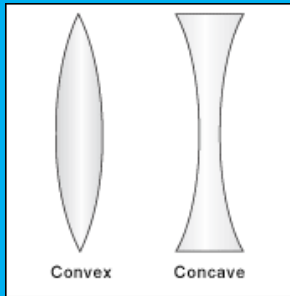
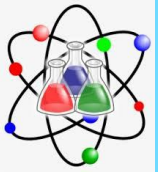
SPAG



Consolidation

Consolidation

Science



LO: Explore the world of concave and convex mirrors and show off your understanding of the way light beams reflect.

Science Objectives

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Working Scientifically

Planning different types of scientific enquiries to answer questions

Recording results using scientific diagrams and labels

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

You Will Need:

Ray diagrams

Lens diagrams

Additional Resources

:Metal spoons

Concave, convex and plane mirrors

Magnifying glasses

OLC WEEKLY LEARNING PLAN

Geography



Lesson 6: Unit check out – Essay

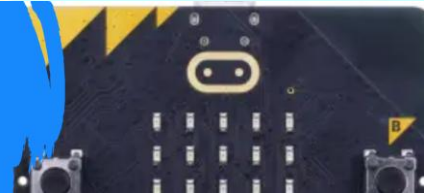
How much do you agree with the following statement? ‘It is already too late to protect biomes from climate change.’

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](#)



LO: To know that God calls us to love others

- About ways in which we can participate in God’s call for us to love others

PSHE



Unit 1: Religious Understanding

UKS2 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives

[Religious Understanding – Ten Ten Resources](#)
(Session Notes)

Session 1: God Is Calling You

In this session, pupils will look at the nature of God's call to love others. Children will study and imaginatively consider the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives

MFL



Y3/4 (A): Unit 2: French adjectives of colour, size and shape

This unit hub can be used to inform your medium-term plan and to navigate to related resources.

[Y3/4 \(A\): Lesson 3: Using shapes like the French artist, Matisse](#)

LO: To understand and recognise what are cognates and near cognates.



OLC WEEKLY LEARNING PLAN

LO: To give and receive instructions that include shape, size and colour vocabulary.

- I can recognise written similarities between French and English nouns.
- I can explain what a cognate or near cognate is.
- I can ask for something politely and say thank you.
- I can use French shape, size and colour words to give instructions.
- I can create a Matisse-style composition using the shapes I have asked for.

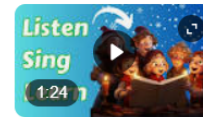
<https://www.youtube.com/watch?v=X-V3IF8-fPk>

Happy Christmas My friends-



Joyeux Noël Mes Amis ! Merry Christmas My Friends ! French ...

YouTube · Learn French with Madame Cantin! · 15 Nov 2024



We Wish You a Merry Christmas in French | Sing Along For kids

YouTube · Language boosters · 16 Dec 2023

<https://www.youtube.com/watch?v=LzPZAcBhKSY>

Music



**UKS2
Carol Service
2025**



Preparation and Service Friday @2:30pm

Art




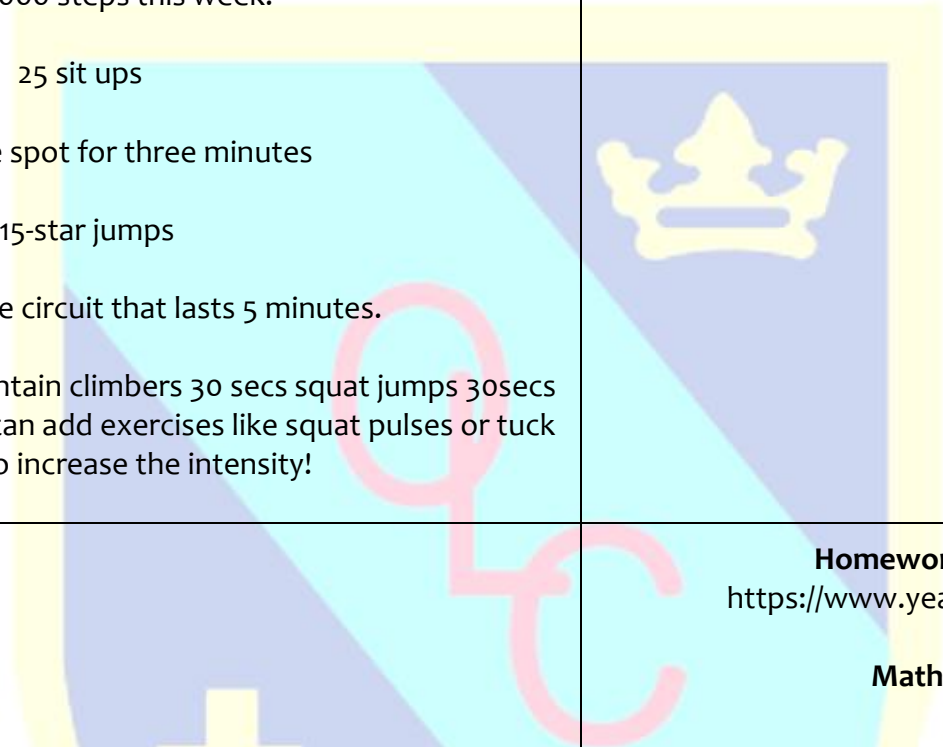
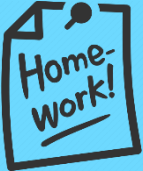
Option 1 (Cardstock Design):

- Draw or paint yellow and brown rays for straw background.
 - Cut out oval shapes for Baby Jesus' head and body.
 - Glue them in the center and draw a peaceful face.

Option 2 (Paper Plate Design):

- Color the plate edges yellow/brown for straw.
- Cut and glue Baby Jesus shapes in the center.
- Add a heart and write a message like "Oh Come Let Us Adore Him."
 - Emphasize neatness and creativity
 - Students create their cards following the demonstration.
- Play soft Christmas hymns in the background (*Away in a Manger, Silent Night*).
 - Christmas: Jesus is the reason for this season!

OLC WEEKLY LEARNING PLAN

<p>P.E.</p> 	<p>Walk 7,000 steps this week!</p> <p>25 sit ups</p> <p>Run on the spot for three minutes</p> <p>15-star jumps</p> <p>Plan an exercise circuit that lasts 5 minutes.</p> <p>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!</p>	
		<p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>Maths Homework pages:</p>

Communicating with school

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