

Message from the teachers: Hello Everyone!

UPPER KEY STAGE TWO

WE ARE GROWING TO BE:

CURIOS: *Discover something (both positive and wrong) hidden in that world by that thing comes about these things - how they relate to animals/plants, how the language of one leads to the other's world. Eg. number - things in order to lead.*

ACTIVE: *working to make things better where we can.*

ACTIVE: *working to make things better where we can.*

The Story of the People of God

Key Vocabulary

Prophets	Prophets	Prophets	Commandments	Jesus
Moors	Prophets	Israelites	The Testament	New Testament

1. I know that the Bible is a history of books that can be placed in different categories.
2. I know that the Bible is the Commandments.
3. I can identify some signs of Christianity based on the Bible.
4. I know some signs of Christianity based on the Bible.

You Who

Our Father, who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

Do



RE: In this our last week we have so much to celebrate: We enjoyed our OLC 50th Anniversary celebrations and Masses both in school with Bishop David from the Birmingham Diocese and Bishop Joe from Malta. We also had our amazing OLC School Celebration on Friday, which was such an enormous success. Thank you to everyone involved from helping on stalls to setting up with the Friends of OLC. It was such a wonderful occasion! In RE we will continue to discover more about the Old Testament and the significant characters from the genealogy of Jesus. We will also create a Bible poster too.



In English this week, we will explore our new text The Lost Thing and all the activities that will contribute to this narrative.

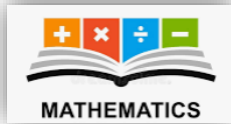


Spellings: Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (below 'Spellings'). SPAG homework will be sent out in the coming weeks and will be further explained during our Working Together meeting.

OLC WEEKLY LEARNING PLAN



Reading: Reading books have been sent out and we hope to change them during the week (please send your child's reading journal book into school each day, as there will be many reading opportunities in school each day). The books are shared in the class library too. Please record any additional books that have been read in their reading record books. You and your families can add lovely comments of encouragement to share your special reading time each day.



Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. **Please complete the following pages for dated 13.09.2024** *Maths homework will be sent out on a Friday and due in the following Friday (in time for marking). We have Times Tables Rockstars letters and logins to complete some wonderful online fun activities using our multiplication skills!

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,

Miss Chick, Miss Dowling, and Mrs Humphris

Message from the teachers:

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

Teachers:	Miss Chick Miss Dowling	Year:	Year 6	Date:	16.09.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Gospel Values & Virtues: LO: To know and understand the of being both Curious and Active	Lesson 1: (30 minute lesson) Continued	Lesson 2: (60 minute lesson) LO: R3 - To understand the importance of the Old Testament	Lesson 3: (60 minute lesson)	Prayer and Liturgy – Year of Prayer /Catholic Social Teaching



RE

Unit A: Creation

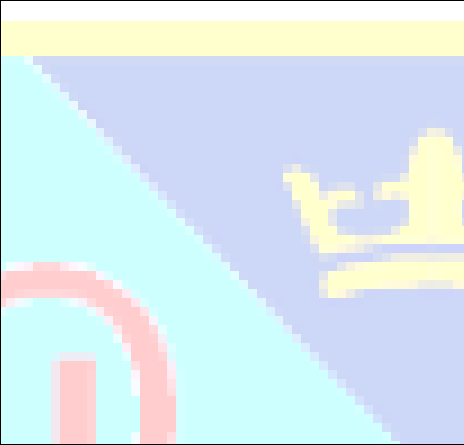


Vocabulary:
Proverb, prophet, prayer, parable, commandment, Moses, Esther, Exodus, Israelite, Old Testament, New Testament.



LO: R3 -To understand that the Bible is a library of books

- R3 To hear and explore the Bible
- R3 Of how to find their way around the Bible.



LO: To know the names of important figures in the Old Testament.

- Understand that many of them had a special relationship with God.
- Be able to find out the approximate time that they lived.

Focus-Creation & Dignity



Prayer Table & Book insert...

Share this poster with the children. Note that it has been displayed by/on the RE board.

Allow time to discuss both being curious and active.

Ongoing...

Use these qualities in their daily prayers and in their daily lessons

Note: A lesson will be based on these qualities in the coming weeks.

How can we show that we are being both Curious and Active this term in RE?

Revisit how many books there are in the Bible.

Watch the rap- Books of the Bible. Join in (0-17 seconds) Or Books of the Bible (0-1.35 minutes)

OLD TESTAMENT

<https://www.youtube.com/watch?v=powlzb2Rfdw>

BOOKS OF THE BIBLE

<https://www.youtube.com/watch?v=v3aRBlxMs5g>

Embed:
That the books in the Bible were written at different times and that the stories of the different characters spread over hundreds of years.

(Remember that in this unit we will be exploring the development of the story of the People of God in the Old Testament).

Watch these:

- "Bible Basics II: The Books of the Old Testament"
- "Bible Basics III: The Books of the New Testament"



Bible Basics 2

<https://www.youtube.com/watch?v=StN5FpFNC0c>

and Bible Basics 3

<https://www.youtube.com/watch?v=q5BV68-Jamc>

Debate the big questions.

Share their findings.

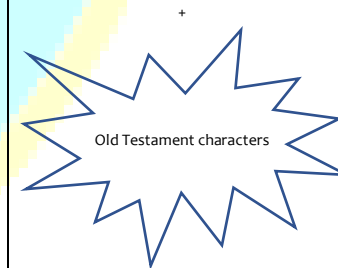
Review what they have discovered this week about the Bible.

Big Question: Can you identify the key characters of the Old Testament and share why they are important?

Share what you know with your peers,

Answer the Big question in their Deepening books.

Create a spider diagram of the Old Testament characters they can identify/remember.



Use their Bibles to complete this work.

The Our Father
Linked to OLC's 50th Anniversary, can we share this prayer, celebrating the wide variety of languages that we speak in our homes?

Let us say this prayer with understanding?
Revisit the meaning of this prayer, the prayer that Jesus taught us...

OLAAS Children's Charter (verbal):
All Saints are servants of Christ- liturgy/meditation

**Liturgy Leads:
Mass Evaluation**

Liturgy Lead Team: To complete an evaluation for last week's celebratory masses for the 50th Anniversary of OLC .

Activity (continued from last week) : Create a poster indicating the different books.



Big Question: What are there different types of writings in the Bible?

AE1 + 2 –

AE1+2 – What are the aims of the writings?

- Pupils will know that the Bible is a library of books that can be divided up into different sections.
- They will be able to name and categorise books into different sections.

Lesson Activities...

Why is it important to be both **curious and active** in our Bible study lessons?

See Curious and Active Activities-Investigate
Genesis-Creation Noah's Ark Exodus meaning 'going out.' God used Moses to lead the Hebrews out of Egypt. The Passover-escape from Egypt The Psalms give thanks to God for the wonders of Creation 1 Samuel 17: David and Goliath

www.thekingsbible.com/BibleJourneys.aspx

Further OT Information:

<https://www.twinkl.co.uk/teaching-wiki/old-testament-part-2#cont-1>

Going Forward:

Next time we will look at the names of Old Testament characters they can remember (from previous learning).

You will need Bibles to complete this work.

The children should remember Abraham, Isaac, Jacob, Joseph, Moses and King David.

What can they recall about their lives and some of the things that they did?

Try to remember Abraham, Isaac, Jacob, Joseph, Moses and King David. What can they recall about their lives and some of the things that they did?

Give a brief synopsis of the life of different Old Testament characters on pieces of card.

Using Bibles, ask the children to find relevant stories from the Old Testament about these different characters.

Find out some approximate dates for when these people lived.

Create a class timeline indicating some of the different dates for the different people

Going Forward (next week)

Read *Genesis 3: 1-15*. Explain to the children that this is a story that was written to explain freedom of choice that God had given to people and how that freedom could be abused.

POG: Focus

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Think about stories that they know about their family and the ancestors that went before them.

Have you seen the TV show 'Who do you think you are? Celebrities research their family trees to find out about their Grandparents, Great-grandparents etc. to discover about the history of their families. Has anyone researched their own family trees?

Explain to the children that the Bible contains the story of the Jewish people in the Old Testament and is the foundation of the story of the Christian people in the New Testament.

Revise/Embed previous learning from Year Four about the Bible being a library of books rather than one book.

Explain that the Bible can be broken up into different sections.

Work in small table groups to find the names of the books of the Pentateuch, books of the Prophets, The books of Wisdom literature, the books of the Gospels, the Letters of the New Testament writers.



Report back findings to the

To know that the Bible is a library of books that can be placed into different categories. They will be able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.

To know that the Bible is a library of books that can be placed into different categories. They will identify a few styles of literature from the Bible and will be able to recall parts of some Old Testament stories.

Extend Knowledge: To have a greater knowledge of the structure of the Bible. Be able to identify and use different styles of literature found in the Bible. In recalling significant Old Testament stories they will understand that God called the people of Israel into a relationship with him and that they in their turn were asked to respond to his invitation. They will understand and be able to explain why the Commandments are important for life.

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		<p>rest of the class... Watch and discuss https://www.youtube.com/watch?v=_vZmgRplRM8</p> <p>Note how the Bible contains different styles of writing.</p> <p>Can they recall any of the styles of writing that might be found in the Bible?</p> <p>(e.g. prophecy, story, prayer, poetry, proverb, psalm, parable, letter)</p>			
 <p>Maths</p>	<p>Powers of 10 Pages 15-17</p>	<p>Number lines to 10,000,000 Pages 18-20</p>	<p>Compare and order any number Pages 21-23</p>	<p>Round any number Pages 24-26</p>	<p>Negative numbers Pages 27-29</p>
 <p>English</p>	<p>LO: To make predictions about the theme and content of a narrative.</p> <p>1st task - Have a 'lost thing' arrive in the classroom and explain to the children that it is lost. Ask children if they have ever been lost, or found something that was lost. What did they do?</p>	<p>LO: To identify adjectives within a sentence and discuss alternative choices.</p> <p>Watch up to 3:45 of the film version of The Lost Thing. Focus on the line: As the hours slouched by it became less and less likely that anyone was coming to take the thing home. Soon,</p>	<p>LO: To use subordinate clauses at the start of a sentence.</p> <p>Language continuum: Look at the first verb in the sentence explored in session 2: As the hours _____ by, it seemed less and less likely that anyone was coming to take the thing home.</p>	<p>LO: To write using the subjunctive mood for very formal writing.</p> <p>Subjunctive suggestions: Watch: 3:45 – 5:20: Receive the following letter from Pete in the story. To whom it may concern, My friend has found something unusual and</p>	<p>LO: To use modal verbs to express the language of possibility.</p> <p>Watch: 5:20 – 7:10. Shared writing: Looking After Your Lost Thing: Have the following four subheadings on display:</p>

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Word play:
Ask children to think about, discuss and share the meaning of the word belonging. Think about both belongings and a sense of belonging How important are belongings? How important is a sense of belonging? Which are your most valued belongings? Are your belongings more important than a sense of belongings?

2nd task - Sound-tracking:
Listen to the soundtrack taken from the trailer for the film twice. What can you hear? Does it evoke any thought/feelings/emotions? Do you recognise any particular sounds? Organise what you hear into the table.
Use this to make predictions about what might be happening and discuss in a group. Imagine, discuss and share predictions for what story will be about. Children to record sentences using the verbs and nouns collected, e.g.:

there was no denying the unhappy truth. It was lost.
Shades of meaning:
Discuss adjectives – decide a rule for where they usually fit within a sentence, e.g. behind a noun or after a verb.
Use the following sentence as a model for replacing the adjectives.
There was no denying the unhappy truth, it was lost.
Watch up to 'it was lost'.
Children to write down all the adjectives they hear.
Discuss some synonyms we could use instead of lost, e.g. mislaid, misplaced, missing, gone. Ask children to try using them in context in the following sentence, e.g.: There was no denying the unhappy truth, it was _____.
Shades of meaning:
Use a colour chart to organise the vocabulary from the most to the least intense in this context.
Children to rewrite the sentence, changing the adjectives for synonyms to create their own sentence, e.g.: There was no denying

slouched lumbered crept sauntered darted



Model replacing the verb in the sentence to create different effects and images. How does it change the mood of the sentence? How could we use this to create cohesion in different ways?
Children to write the boy's journal for that day, beginning with the subordinate clause explored in the whole-class part of the session, starting with subordinate clauses to create different effects, e.g.: As the hours slouched by, it seemed less and less likely that anyone was coming to take the thing home, so I decided I was going to need to look after it. Before I could manoeuvre it home, I needed to make sure mum and dad weren't home. Some children will benefit from a word bank of conjunctions, e.g. as, while, when, since, before, after, until
As a class, investigate changing the verb in the following subordinate clause:
While tirelessly _____ on my bottle-top collection,
How can we change the effect of the verb in this sentence? How does the adverb 'tirelessly' affect it?

most probably lost and needs some help. Last week, he found a lost thing on a beach and he is now storing it in the shed at his mum and dad's house, but it can't stay there forever! What do you think he should do?

Can you suggest some advice? Please help.
Yours faithfully,
Pete, a concerned friend.
What would you do? What would you recommend?
Use imperative verbs to give advice to Pete and record advice on a sentence strip, e.g.

- Take him to a hospital to be checked over.
- Ensure there is enough food and water.

Shared writing:
Look at the following sentence openers:
I suggest he...
I recommend he...
It is essential he...
It is crucial he...
It would be best if he...
Explore how, if we were writing quite a formal response to Pete, we might use openers such as these. Model matching

Diet	Grooming
Exercise	Habitat

Use modal verbs and passive voice to create a sentence for the lost thing to go into each category, e.g.:

- It should be returned home if seen out after dark.
- It should never be fed more than twice a day.

Now model adding an additional clause or phrase to the beginning of the sentence using conjunctions or prepositions such as because, although, despite, whilst, since, (Discuss changes needed to capital letters) e.g.:

- Although it will want to play out in the park,
- It should be returned home if seen out after dark.

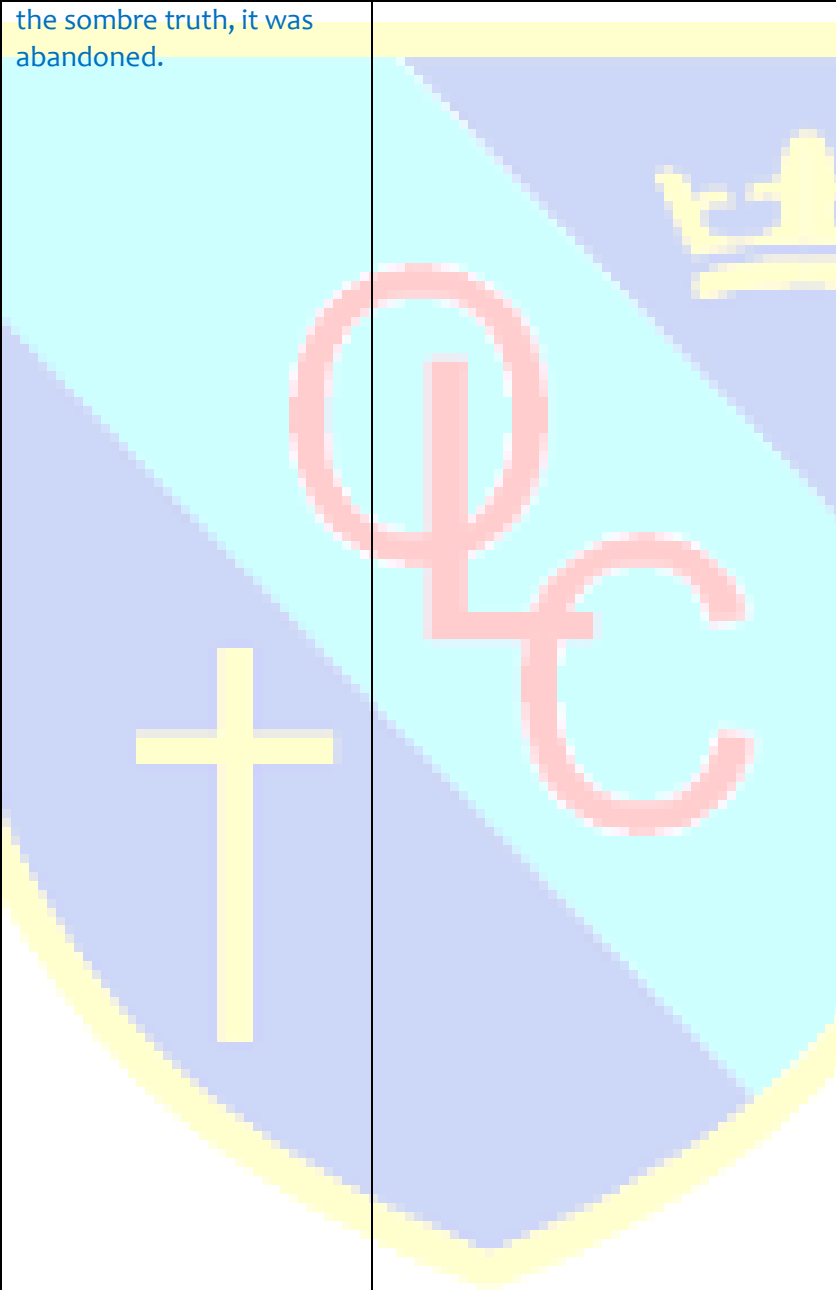
or...
Because it could easily become overweight, it must never be fed more than twice a day.
Despite the fact that it might appear clean, it should be washed regularly with soapy water.
For some children, it may be useful to give

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I can hear the ringing of a bell. I could then hear the creaking of a door, like someone entering a shop.

Watch up to 2:20 of the film– were our predictions correct? What sounds did we mistake? List similarities and differences.

the sombre truth, it was abandoned.



each piece of advice to a different opener, e.g.:
I suggest he take him to a nearby hospital to get him checked out.

Explain that this is called the subjunctive. Identify that the subjunctive uses the infinitive of the verb, e.g. take rather than takes. Discuss how it sounds odd as we often don't speak like this. Children to write letters in response to Pete's using the subjunctive and openers given. Look at the following opener:

If I were him...
Explain that this is also using the subjunctive, but that it is used in a slightly different way. Explore that this is often used when speaking. Read letter back and peer evaluate. Has the subjunctive been used? Where else might we use the subjunctive? What other ways are there to write formally?

them the first part of the sentence and allow them to match up the next clause. Children to create lost things and write explanations of how to look after a Lost Thing using the language of possibility. Use the subheadings modelled in the whole class session and a mixture of modals to build sentences.

Reading and SPAG



SPAG

Conjunction or Preposition?

How can you tell the difference?

This is really simple
It's all about whether these words introduce a **phrase** or **clause**.

A **preposition** introduces a **phrase**.
A **subordinating conjunction** introduces a **clause**.

(Remember - A phrase has **NO** linked subject/verb and a clause **DOES**!)

a phrase bed time	a clause Lost into bed.
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SPAG

Colons

What are colons?

A **colon** is used to introduce things, ideas, items in a list, a quotation or an explanation.
Laura packed the required equipment for camp: a sleeping bag, a tent and a gas stove.

A **colon** can also be used between a statement and answer, quotation or to provide a contrast.
There were two options: fight or run.

The **colon** is used to separate two independent clauses, when the second explains or adds further detail or clarification to the first.
We needed to wear our coats: it was snowing.

READING

From looking at the picture what can you predict happens in the story?



READING

Read the following passage and highlight the features of persuasive writing

Mum, dad, I can't take the Lost Thing back to the beach. It's just not possible. Firstly, it doesn't belong on the beach. It doesn't even know how it got there or who dropped it off. It was just sat there when I found it. It was so sad and depressed; I couldn't just leave it there. Furthermore, it has no collar, tag or identification telling me where it lives. How can I return something when I don't know where it is from? I know it looks strange and out of place, but we could just keep it and look after it until someone comes looking for it. How would you like it if you had nowhere to call home? We have a good home here. We have plenty of food and even some space for it to stay. It wouldn't be that difficult. I would look after it and take it out for walks and also play with it; otherwise, who knows what could happen if you make me abandon it. It has really perplexed me why no one else on the beach acted or did anything. It's not like they could have missed the Lost Thing sat there all alone, looking abandoned, unwanted and overlooked. It must have felt so confused. Why should I be like everyone else and ignore it? Why should we be like everyone else and ignore it? Even though I know that it doesn't belong to me, I feel I have a duty of care and a duty to do the right thing. And the right thing, in this case, is to care.



bargain
bruise
category
committee
communicate

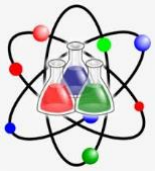


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<p>Spelling & Handwriting</p>	<p>community competition conscience conscious</p>	<p>community competition conscience conscious</p>	<p>community competition conscience conscious</p>	<p>community competition conscience conscious</p>	<p>community competition conscience conscious</p>
<p> Humanities</p>	<p>History: Benin Kingdom:</p> <p><u>Lesson 2: What was life like for the Edo people in the Benin Kingdom?</u></p> <p>How did the Obas rule the kingdom?</p> <p>How did rural life differ from life in the city?</p> <p>What was the role of religion?</p>	<p>Science Unit: Special effects materials</p> <p>Lesson 2: Mud, glorious mud</p> <p></p> <p>Properties and Changes of Materials</p> <p>Recap the key vocabulary from last week: solute, solution, solvent, soluble, solubility, insoluble</p> <p>Use what you have learned to complete the Muddy Mixtures Investigation as a class. During the investigation, you will investigate a range of 'ingredients' to make different forms of mud (e.g. coffee powder, cornflour, melted chocolate)</p> <p>Discuss together what type of mixture each 'mud' is and why.</p> <p>Discuss how you could get the original components</p>	<p>PSHE</p> <p>Week 2 - Year 5 – Being a Citizen of My Country</p> <p>Show the images of different children from PowerPoint on Jigsaw Portal. Ask children what they know about the UNCRC (United Nation Convention on the Rights of the Child). In table groups ask the children to list what rights they think all children should have.</p> <p>Continue working through the PowerPoint and then share Article 12 with the children "I have the right to a say about decisions that affect me and to have my opinion heard." Ask them to discuss in pairs what an associated responsibility might be and share some of their ideas (e.g. I have the responsibility to give space for others' opinions and to listen with an open mind). For each of the Articles children will work in groups to come up with a corresponding responsibility for each given right, recording their ideas on the UNCRC Article Rights and Responsibilities resource.</p>	<p>Art</p> <p>Unit: Make my voice heard</p> <p>Lesson 1: Experimental mark making</p> <p>Exploring the patterns, colours and symbols of Maya art and recording findings through experimental and expressive mark making using handmade tools and new surfaces.</p> <p></p> <ul style="list-style-type: none"> To develop spontaneous speaking skills. I can ask and answer questions about a picture. I can create a short paragraph to describe a scene. I can adapt phrases using familiar vocabulary. <p>Before the lesson Watch and listen Teacher video: On the road Have ready</p> <ul style="list-style-type: none"> Presentation: Transport words and images. Presentation: On our travels. 	<p>Computing:</p> <p>Programming: Music</p> <p>Lesson 1: Tinkering with Sonic Pi</p> <p>LO: To tinker with a new piece of software.</p> <p><u>Success Criteria:</u> I can predict what I think something new will do.</p> <p>I can explore something independently.</p> <p>I can explain what I found.</p> <p>MFL</p>

back again using methods like evaporation, filtering, sieving and cooling.

Key vocabulary:

Solute, solution, solvent, soluble, solubility, insoluble

[BBC Two - Science Clips, Reversible and Irreversible Change, Soluble and insoluble materials](#)

- Whiteboards and pens (optional – one each).
- Bilingual French/English dictionaries (optional – one between two).
- Link: What is the Paris Dakar rally? – this is an external website and we do not have control over its content – please check before showing it to the children.

Print in advance

- Activity: World traffic pictures (one between two).
- Activity: Mind reader sentence builder (one between two).

MFL: French

French Lesson 2: Les Transports

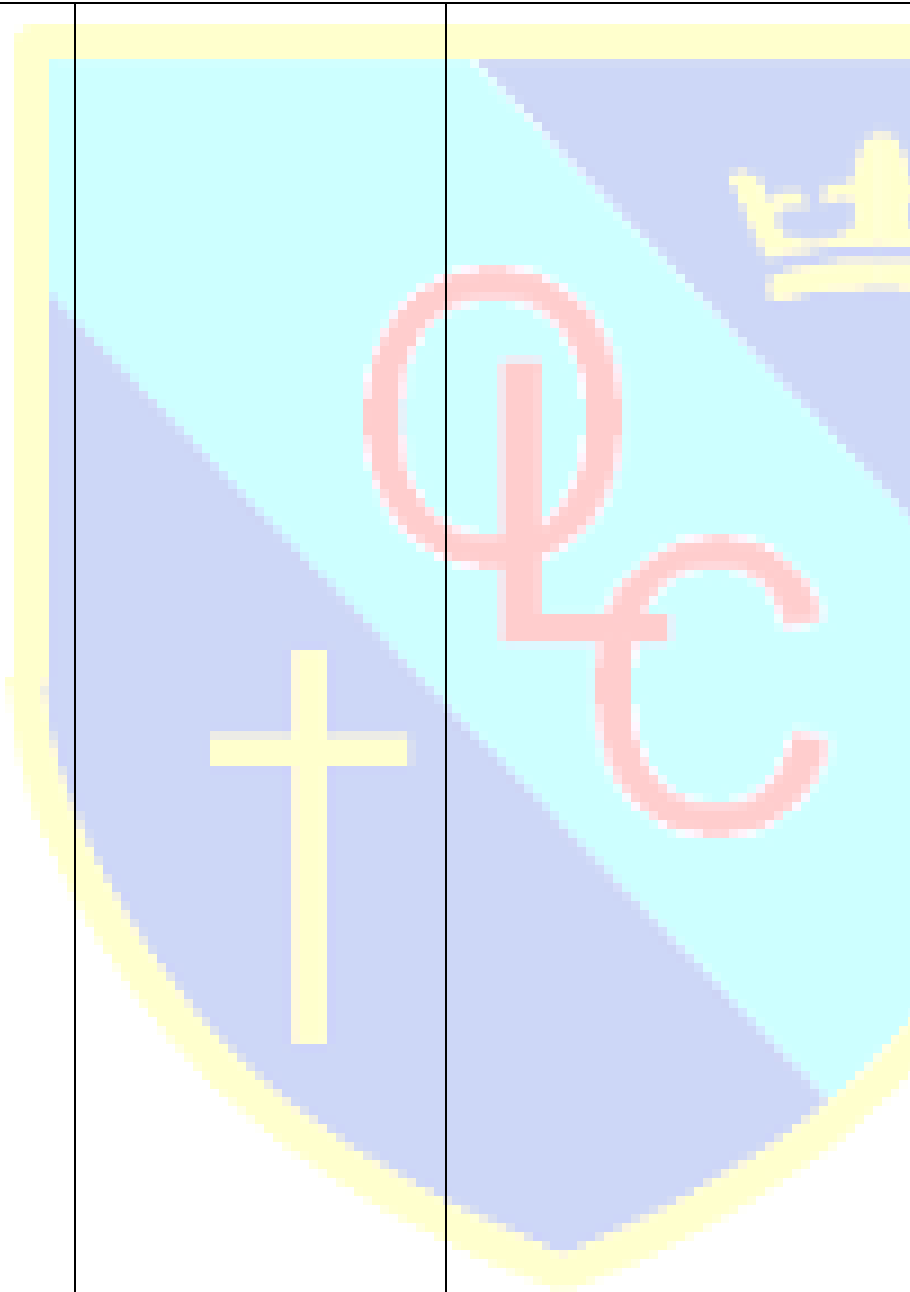
LO: To develop spontaneous speaking skills.

Success criteria

- I can ask and answer questions about a picture.
- I can create a short paragraph to describe a scene.
- I can adapt phrases using familiar vocabulary.

Resources:

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- *Presentation: Transport words and images.*
- *Presentation: On our travels.*
- Whiteboards and pens (optional – one each).
- Bilingual French/English dictionaries (optional – one between two).
- Activity Sheets

Display slide 1 of the Presentation: Transport words and images (used in the last lesson).

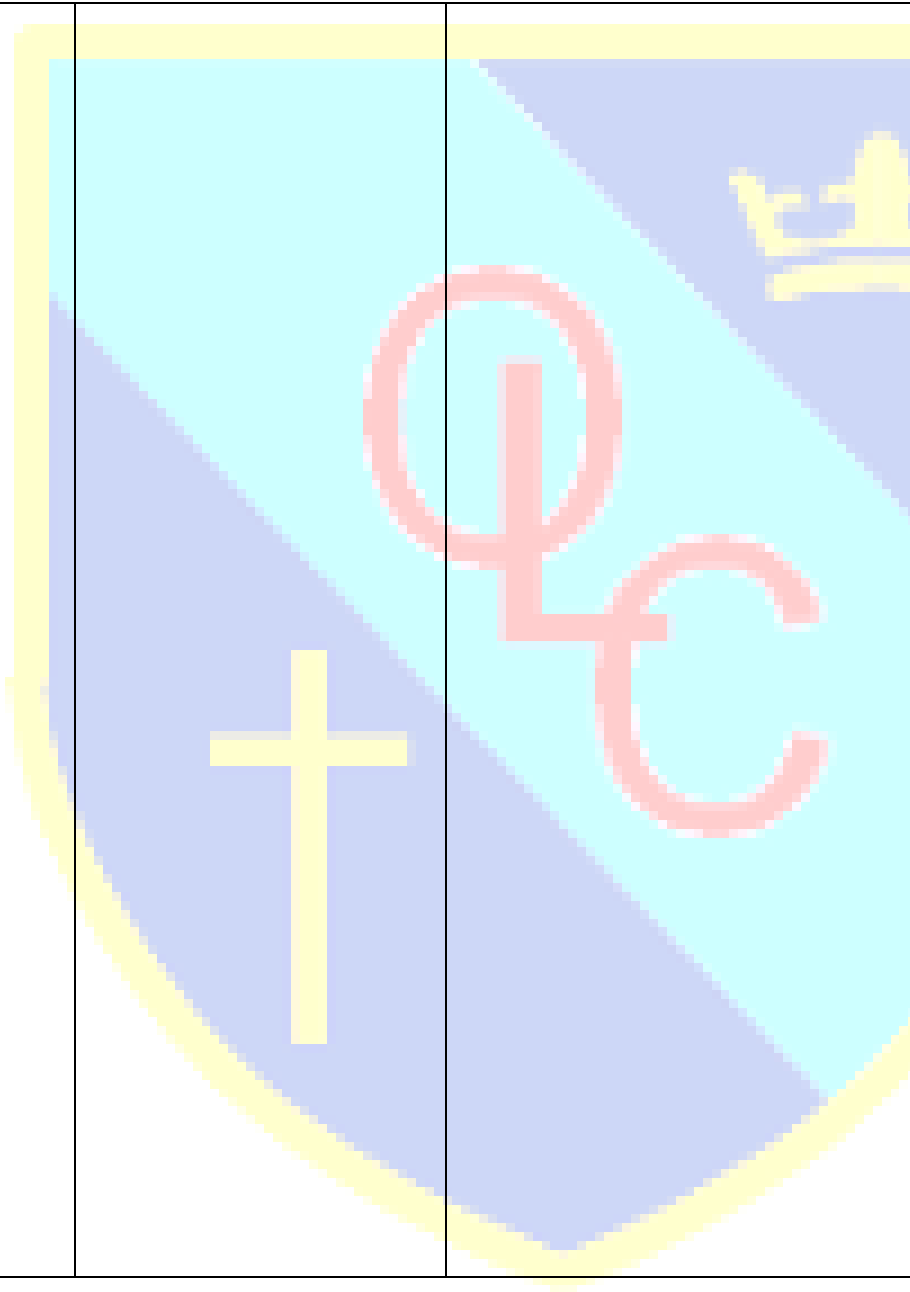
Five minutes to say or write in French as many of the types of transport they can remember.

Challenge the class to add the indefinite article *un* (for masculine nouns) or *une* (for feminine nouns).

Click through slides 1-4 to check answers. Play the audio files and invite the children to repeat the words to embed sound-spelling links. Recall counting from one to ten in French. Challenge volunteers to come to the board and write these numbers.

un – one
deux – two
trois – three
quatre – four
cinq – five

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six – six
sept – seven
huit – eight
neuf – nine
dix – ten

Colour adjectives.

rouge – red

jaune – yellow

rose – pink

vert – green

violet – purple

orange – orange

bleu – blue

Did the class spot the key phonemes in **trois**, **cinq**, **rouge**, **jaune**, **orange**?

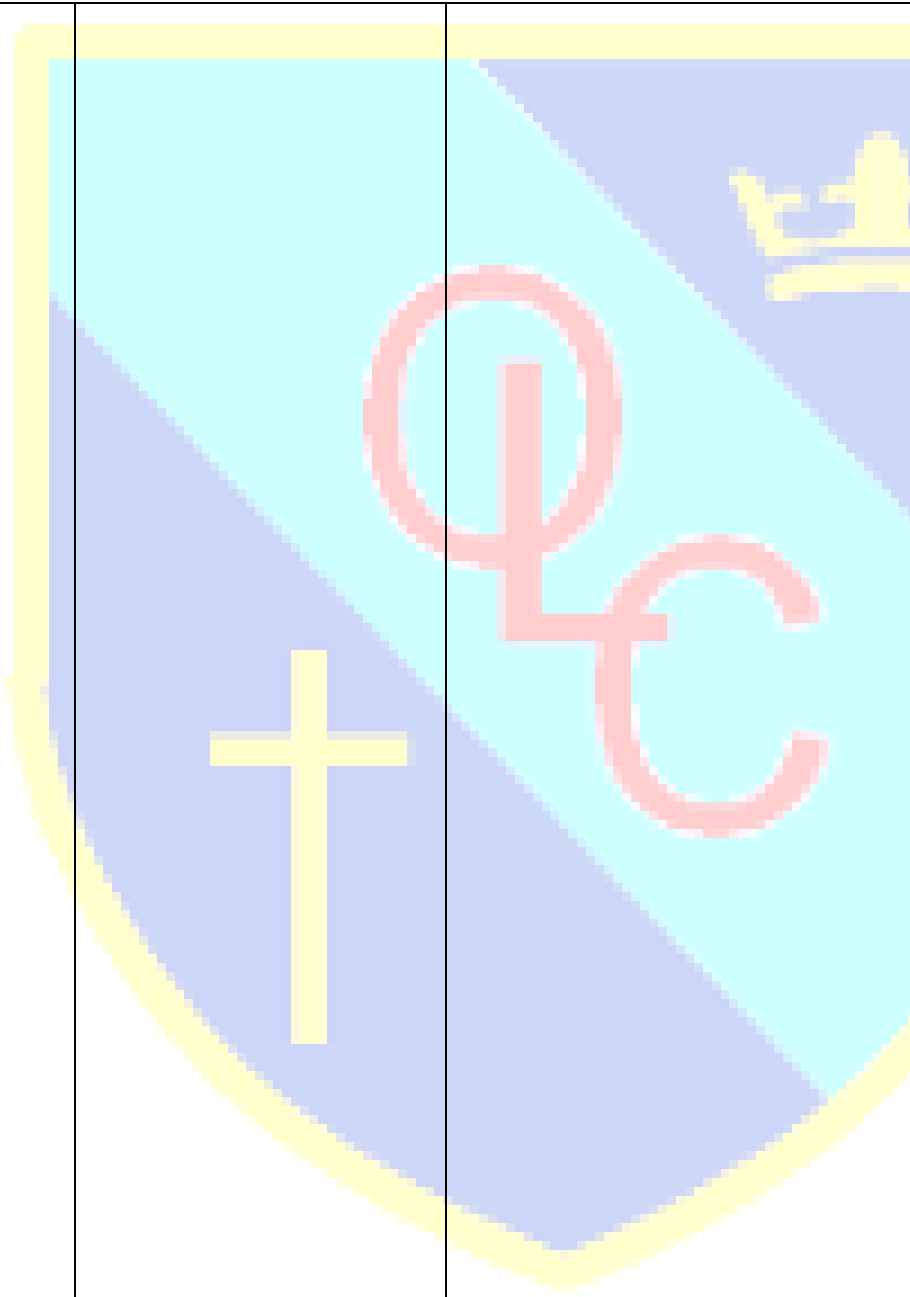
Creating complex phrases

Display slide 1 of the *Presentation: On our travels* which shows a traffic scene.

What can you see? Are any French words they can think of that relate to the pictures? (Answers may include **rouge**, **bus**, **voiture** or numbers in French.)

Discuss where the picture was taken and how they might know (Westminster, London, because the Houses of Parliament and Big Ben appear

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in the background and there are red London buses).

Display slide 2 and look at the structure for saying how many of something there are in French:

il y a (there is/are) + [number] + [noun] + [colour adjective].

Listen to the questions and repeat these.

Click on the questions to hear these again. Check that the children understand what they mean. Refer back to the previous image on slide 1 again so that the children can seek information to answer the questions. These could be written on whiteboards so that everyone participates.







Click to reveal the answers. The children should listen to these and then repeat them.

Discuss: • Where is the colour adjective placed in French? (After the noun.)

- Why is there an 's' on voitures in il y a combien de voitures ? (The noun is the plural form).

- Why is there an 's' on rouge in il y a combien de voitures rouges ? (To show adjectival agreement with the noun.)

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				<ul style="list-style-type: none"> Why is there no extra 's' on bus in illy a trois bus ? (When the noun already ends in 's', we do not add another in the plural form.) 	
 <p>Daily PE Activity</p>	<p>Walk 5,000 steps this week!</p> 	<p>50 star jumps and run on the spot for three minutes at three different times during the day.</p> 	<p>REAL PE:</p>  <p>Tag Netball</p> <p>Suggested Rules</p> <p>Children play in teams of 5-7 players.</p> <p>The aim is to move the ball up the court and score a point by passing it to a target player in the end zone.</p> <p>Teams start in their own half except for one player who plays in an end zone in opponents' half. (Rotate end players regularly.)</p> <p>One team starts the game from their end line, with players allowed to run with the ball or pass it to a teammate.</p> <p>Players can be tagged while moving with the ball but not when stationary – if tagged when moving with the ball, the ball is turned over to the opposition.</p> <p>If a player moves with the ball and then stops, they must then pass the ball.</p>	<p>Plan an exercise circuit that lasts 5 minutes. E.g.</p> <ul style="list-style-type: none"> 1min jog 1 min mountain climbers 30 secs squat jumps 30secs run 1 min burpees <p>You can add exercises like squat pulses or tuck jumps to increase the intensity!</p> 	<p>Swimming</p> 

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			<p>Players cannot grab the ball from an opposing player, but they can intercept passes.</p> <p>After scoring, the opposition re-starts from their end line.</p> <p>Team with most points after a set time wins.</p> <p>Include time between points and time-outs for the children to discuss tactics and strategy that will increase their chances of success.</p>		
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Homework:

Communicating with school

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