

Message from teachers Message from teachers :



**WE ARE GROWING TO BE:**

**Learned:** By learning how God wants us to live our lives, whether we are young or old, we should never stop learning about what God wants of us. We learn many new things each day. By reading the Bible, listening to our teachers and listening to our hearts, we learn more of what God wants.

**Wise:** God is always with us and helping that we will live our lives in the right way, following the teachings of Jesus.

**Wise:** Wise: Learning how God wants us to live our lives and putting it into practice.

**LEARNED:** Learned: Learning how God wants us to live our lives.



Gospel Values and Virtues



Season of Advent

This week we will light our third candle on the Advent wreath: Our Gaudete candle where we rejoice as the birth of our Saviour draws near!

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.*

<b>Teachers:</b>	<b>Mrs Freeman and Mrs Redfern</b>	<b>Year group:</b>	<b>5</b>	<b>Date:</b>	
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	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>R.E.</b>	This Sunday, we light the third candle on the Advent wreath.  This is the rose candle.	<b>LO: To empathise with the thoughts and feelings of Zechariah</b>	<b>LO: To identify the important things the Benedictus says about Jesus and John the Baptist</b>	<b>LO: To identify the important things the Benedictus says about Jesus and John the Baptist</b>	

## 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 from Zechariah to Mary.

Share example of this. Encourage children to share 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.

Praying with colour activity: Listen to the music and reflect on the key phrases/ messages of the prayer. Decorate a copy of it as they do so. 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?



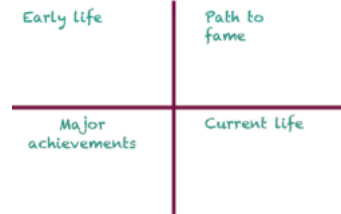
## UKS2 Carol Concert

OLC WEEKLY LEARNING PLAN

<p><b>Maths</b> 3A/3B</p> 	<p>3A Fractions (2) Lesson 11</p> <p><b>LO: Solve multi-step fraction problems</b></p>	<p>3B Multiplication and Division (2) Lesson 1</p> <p><b>LO: Multiply a number up to 4 digits by a 1-digit number</b></p>	<p>3B Multiplication and Division (2) Lesson 2</p> <p><b>LO: Multiply 2-digit numbers (area model)</b></p>	<p>3B Multiplication and Division (2) Lesson 3</p> <p><b>LO: Multiply 2-digit numbers</b></p>	<p>3B Multiplication and Division (2) Lesson 4</p> <p><b>LO: Multiply a 3-digit number by a 2-digit number</b></p>
	<p><b>Textbook</b> Pages 244</p> <p><b>Practice Book</b> Page 178</p>	<p><b>Textbook</b> Pages 6</p> <p><b>Practice Book</b> Page 8</p>	<p><b>Textbook</b> Pages 9</p> <p><b>Practice Book</b> Page 12</p>	<p><b>Textbook</b> Pages 12</p> <p><b>Practice Book</b> Page 16</p>	<p><b>Textbook</b> Pages 15</p> <p><b>Practice Book</b> Page 20</p>
<p><b>English</b></p> 	<p><b>LO: To plan a biography.</b> 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.</p>	<p><b>Lesson 13-14 (LO for 3 days)</b> <b>LO: To write statements using a range of past tense verbs within a biography and edit for cohesion.</b> Shared Writing: Model the following paragraph (or something similar). George Mielies 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,</p>	<p><b>Lesson 13-14 (LO for 3 days)</b> <b>LO: To write statements using a range of past tense verbs within a biography and edit for cohesion.</b> Shared Writing: Model the following paragraph (or something similar). George Mielies 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,</p>	<p><b>Lesson 13-14 (LO for 3 days)</b> <b>LO: To write statements using a range of past tense verbs within a biography and edit for cohesion.</b> Shared Writing: Model the following paragraph (or something similar). George Mielies 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,</p>	<p><b>RE</b></p>

OLC WEEKLY LEARNING PLAN

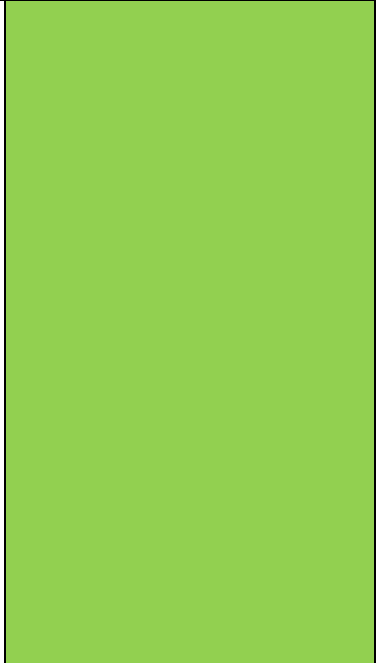
Are there any facts we already know about George Méliès which can be placed under them? Encourage children to use the facts collated in the previous lesson and an online encyclopedia to gather additional information about Méliès.



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 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

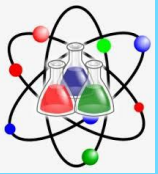


SPAG



## OLC WEEKLY LEARNING PLAN

### Science



### Geography



#### Lesson 6: Unit check out – Essay

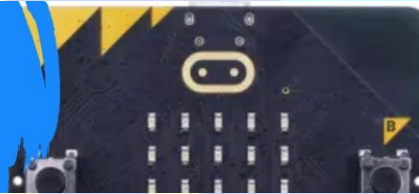
How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'

### 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](#)

**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



Music



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.

## OLC WEEKLY LEARNING PLAN

- 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*).

### P.E.



Walk 7,000 steps this week!

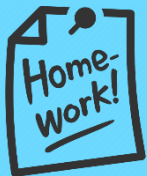
25 sit ups

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!



Maths Homework pages:

### Communicating with school

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

