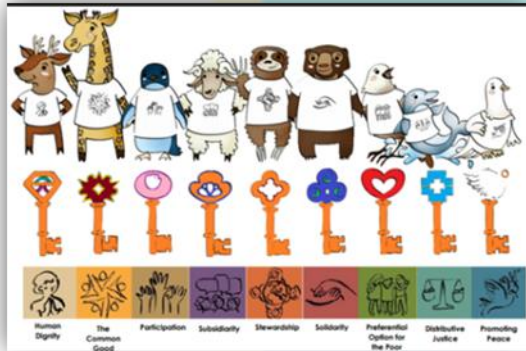


Message from teachers Message from teachers

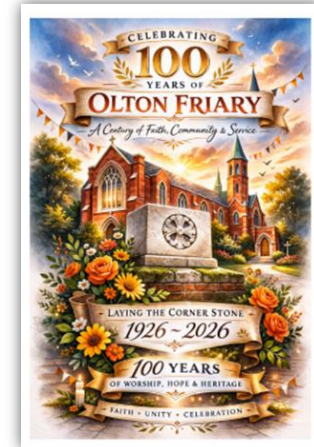
Catholic Social Teaching
Solidarity and the Common Good



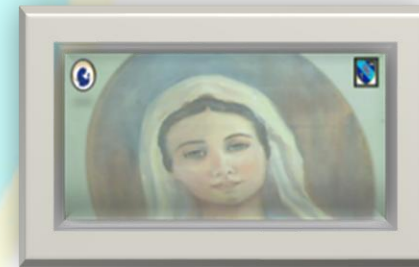
Gospel Values and Virtues
Attentive and Discerning



2025 - 2026
Olton Friary Centenary



June is the month of the Sacred Heart of Jesus






Our Lady of Compassion watch over your children


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

OLC WEEKLY LEARNING PLAN

Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	22.06.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	 <p>June is the month of the Sacred Heart of Jesus</p>	<p>LO: To know the stories of the Apostles being thrown into prison</p> <p>Read the story of the Apostles being thrown into prison. In Acts 5: 17-42. What were the main reason for this happening? Revise previous learning about the High Priest and the Sanhedrin. Create a courtroom scene and write position papers for or against the Apostles being allowed to preach. Some children could act as the</p>	<p>LO: To know the story of St Peter in prison</p> <p>Read and dramatise the story of Peter escaping from Prison with the help of the Angel.</p> <p>Create role plays in groups to share with the class.</p>	<p>LO: To know the story of St Peter in prison</p> <p>Brainstorm thoughts of what it would have been like in this prison.</p> <p>Imagine Peter's thoughts and feelings. What kept him going during this time?</p> <p>Write an account of this event as the angel leading Peter to freedom. Explain the reasons why you were sent to perform this act.</p> <p>Deeper question: What qualities are needed to be a disciple of Christ today?</p>	<p>New unit: Work of the Apostles</p> 

OLC WEEKLY LEARNING PLAN

		<p>jury and can reach a verdict. What qualities would the Apostles have needed to have to face all of this?</p> <p>Deeper question: AE3 What is the most important quality of a disciple?</p>			
<p>Maths</p> 	<p>Measure</p> <p>LO: Imperial units of mass</p> <p>Lesson 5</p>	<p>Measure</p> <p>LO: Imperial units of mass</p> <p>Lesson 5</p>	<p>Measure</p> <p>LO: Imperial units of Capacity</p> <p>Lesson 6</p>	<p>Measure</p> <p>LO: Imperial units of length</p> <p>Lesson 7</p>	<p>Measure</p> <p>LO: Imperial units of length</p> <p>Lesson 8</p>
	<p>Textbook Pages 188</p> <p>Practice Book Pages 140</p>	<p>Textbook Pages 188</p> <p>Practice Book Pages 140</p>	<p>Textbook Pages 192</p> <p>Practice Book Pages 143</p>	<p>Textbook Pages 196</p> <p>Practice Book Pages 146</p>	<p>Textbook Pages 200</p> <p>Practice Book Pages 149</p>

OLC WEEKLY LEARNING PLAN

	<p>Draw their attention to the hyphenated adjective in the headline. Allow time for children to use the happy to hyphenate resource create hyphenated adjectives which are relevant to the story.</p> <p>Happy to hyphenate resource</p> <p>Look again at the headline and ask the children, <i>What bias does this headline show?</i> Model writing a short newspaper article about the latest development, using hyphenated adjectives collected earlier in the session, emphasising language choices which lead the reader to feel sympathy for the pigs, e.g. The three little pigs pleaded guilty this afternoon to charges of insurance fraud.</p>	<p>Tell them that, as their editor, you need them to write an article for tomorrow's edition of the newspaper on the latest developments. Draw their attention to the hyphenated adjective in the headline. Allow time for children to use the happy to hyphenate resource create hyphenated adjectives which are relevant to the story.</p> <p>Happy to hyphenate resource</p> <p>Look again at the headline and ask the children, <i>What</i></p>	<p>sentence strips and then show them the following examples: Establish that they do not sound very formal because each of the relative clauses end in a preposition, and that while we may do this in spoken language, it creates an informal tone.</p> <p>Model rewriting them, moving the preposition to the beginning of the relative clause, e.g. The pigs, against whom the public have turned, are innocent victims of the terrible wolf.</p> <p>The crime of which the pigs have been accused is a serious one. The chimney through which the wolf fell has</p>	<ul style="list-style-type: none"> • <i>The wolf was spotted using an asthma pump on the bus What can we infer must have happened, based on what we learn later in the video?</i> <p>You may want to record these on the timeline in a different colour, e.g.:</p> <ul style="list-style-type: none"> • <i>The three little pigs were struggling to keep up with their mortgage repayments</i> • <i>The wolf and the three little pigs had some kind of altercation</i> • <i>The three little pigs decided to destroy their houses in order to collect the insurance payments</i> • <i>The wolf fell down the chimney of the third little pig's house</i> <p>Guardian advert on IWB <i>What do you think the wolf's side of the story might be?</i> Model creating a separate timeline, mirroring the one created in the first part of the lesson, outlining the main events in the story from the wolf's perspective.</p>	
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OLC WEEKLY LEARNING PLAN

	<p>The well-dressed trio admitted in front of a jury at the Old Bailey that they had framed the wolf for the crime of blowing down their houses, but argued that, without the insurance money, they would have been left destitute and homeless. The normally mild-mannered and well-meaning siblings wept as they confessed to the crime under unbearable pressure from the prosecution.</p> <p>Children to write their own articles independently, using hyphenated adjectives that they identified earlier in the lesson.</p> <p><i>How many examples of hyphenated adjectives can you think of that you could have used if you were trying to influence the reader to</i></p>	<p><i>bias does this headline show?</i></p> <p>Model writing a short newspaper article about the latest development, using hyphenated adjectives collected earlier in the session, emphasising language choices which lead the reader to feel sympathy for the pigs, e.g. The three little pigs pleaded guilty this afternoon to charges of insurance fraud. The well-dressed trio admitted in front of a jury at the Old Bailey that they had framed the wolf for the crime of blowing down their</p>	<p>been carefully examined by investigators.</p> <p>Point out to the children that, when we use this type of structure for the relative clause, we need to use whom as the relative pronoun rather than who.</p> <p>Guardian advert on IWB</p> <p>Tell the children that they are going to imagine that they are lawyers either for the prosecution or defence of the pigs. You may want to let them pick their side. They are going to prepare a closing statement, summarising their case, using formal relative clauses in the modelled structure.</p>	<p>You may want to use a third colour for this timeline, e.g.</p> <p>I was nearly run over by a car driven by one of the three little pigs. They accused me of not looking where I was going when I crossed the road. They began to spread rumours about me and tell others I was not to be trusted.</p> <p>Children to continue creating a timeline of events from the wolf's perspective up to his death.</p> <p>You may want to create a list of questions that their timelines will need to answer, as a guide to ensure that they include all of the key information, e.g. <i>What was the wolf actually doing when the pigs' houses were destroyed?</i></p> <p><i>Why was he trying to climb down the third pig's chimney?</i></p> <p>Remind the children of the work that they did on fact and opinion in session 1.</p>	
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OLC WEEKLY LEARNING PLAN

	<p><i>feel negatively towards the pigs?</i></p>	<p>houses, but argued that, without the insurance money, they would have been left destitute and homeless. The normally mild-mannered and well-meaning siblings wept as they confessed to the crime under unbearable pressure from the prosecution.</p> <p>Children to write their own articles independently, using hyphenated adjectives that they identified earlier in the lesson.</p> <p><i>How many examples of hyphenated adjectives can you think of that</i></p>	<p>You may want to discuss the purpose of a closing statement with the children: it is the lawyer's final opportunity to address the court and persuade the jury to favour their side, so it needs to be very persuasive. Model creating a persuasive closing statement, using the formal relative clause structure: Ladies and gentlemen of the jury, the crime of which my clients have been accused is a serious one. Insurance fraud carries a lengthy prison sentence and to find these three little pigs guilty would ignore the basic facts. The wolf, about whose intimidating</p>	<p><i>How many facts can you find in the timelines we have created? How many opinions are there?</i></p> <p>Children to note facts and opinions down on a table as in session 1.</p>	
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OLC WEEKLY LEARNING PLAN

you could have used if you were trying to influence the reader to feel negatively towards the pigs?

behaviour we have heard so much over the course of this trial, had for many years victimised my clients and driven them to commit this desperate act. Children to work in pairs to create their own closing statements. You may want them to orally rehearse these in the form of a role play before writing them.

Children to perform their closing statements to the class.

Tell them that a key element in a successful closing statement is confident delivery.

How confidently can you

OLC WEEKLY LEARNING PLAN

*deliver your statement?
What tricks can you use to make yourself appear more confident?*

SPAG

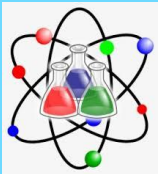


RE-Cap 5/6 spelling words for English lesson

RE-Cap 5/6 spelling words for English lesson

SCIENCE WORKS SHOP OLAAS -St. Peter's Monday Year 5

Science



Medical Materials- Part 3

Wellfordbury Hospital has sent in a series of requests for materials recommendations.

LO: Set up a series of tests to see which materials would be best for the job and explore the medical applications of some very modern materials. Part 2

Children will:

- Investigate a range of materials for specific properties (Yr5&6)
 - Recommend the best materials for a given use, identifying possible alternative materials (Yr5&6)

Geography



Lesson 2: What tools do geographers use for fieldwork?

- What is a field sketch and how does a geographer make one?
- What is the difference between quantitative and qualitative data?
 - What is a questionnaire?
 - What is a survey?

Lesson 3: How do geographers collect and present data?

- How are surveys and questionnaires conducted?
- How can different types of graphs be used to present data?
 - Why do geographers use different collection tools?
 - How do you plot data on different graphs and charts?

Computing



Multiplication Times-tables Check Assessment

PSHE



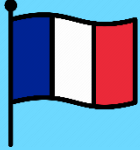

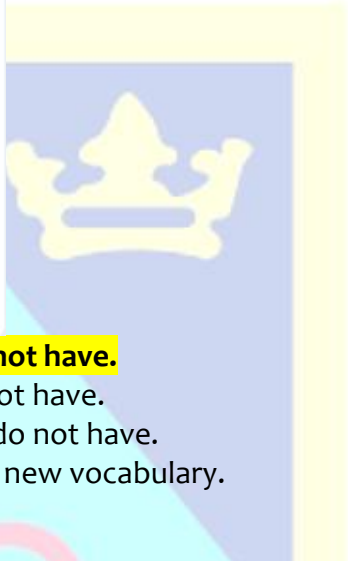


Life to the Full Plus - Upper Key Stage Two - Module 1

Unit 2: Me, My Body, My Health



Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes
Respect
Taking care of their bodies as gifts from God

<p>MFL</p> 	 <p>Y3/4 (A): Lesson 3: To have or have not in the French classroom</p> <p>✓ To ask and answer a question about something you have or do not have.</p> <p>Get started ></p> <p>LO: To ask and answer a question about something you have or do not have.</p> <ul style="list-style-type: none"> • I can ask a question in French about something I have or do not have. • I can answer a question in French about something I have or do not have. • I can use and share different strategies to help me remember new vocabulary. <p>Mixed-age Y3/4 French Lesson Plan: To have or have not</p>	
<p>Music</p> 		<p>Giggle box production songs</p>
<p>Art</p> 		<p>Giggle box production props</p>

OLC WEEKLY LEARNING PLAN

P.E.



Sports Day

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!

Turn and Run:

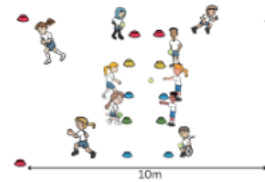
Q: What do you know about underarm throwing? Used over a short distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about overarm throwing? Used over a long distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about successful catching? Begin in a ready position, feet shoulder width apart and knees bent. Watch the ball. Catch with two hands and wide fingers.

A: In 2s, 1 ball, 2 cones. Place the cones through the centre of the space, 3m apart. Explore the following a few times:

- Underarm throw then turn and run to the line (marked by cones) behind them.
 - Move their cones further apart, overarm throw then turn and run to the line behind them.
- Make this harder by asking pupils to complete a solo ball skill whilst waiting for their partner to return.



<https://pe.getset4education.co.uk/lesson/ks2/rounders/1?years=1005>



Learn Lines for production and the songs.

Complete Summer Maths Book Pages

Communicating with school

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