

Message from teachers:

20+C+M+B+26



Gospel Values and Virtues

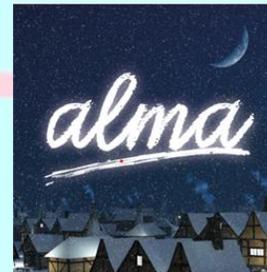
Jesus' Baptism

Our Lady of Compassion

Gospel value and virtue: Curious and Active

Green – Ordinary Time

In RE, we will focus on our Christmas and the Baptism of Our Lord



Alma: We are focusing on descriptive writing. We will watch this short film and analyse how we can enhance the setting.

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

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

<p>Teachers:</p>	<p>Mrs Freeman and Mrs Redfern</p>	<p>Year group:</p>	<p>5</p>	<p>Date:</p>	<p>09.02.2026</p>
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OLC WEEKLY LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>Baptism unit:</p> <p>Big question: What might the symbols and actions of Baptism reveal about what it means to belong, to be transformed, or to begin again—and how does Jesus' own Baptism help shape these ideas for Christians today?</p>	<p>LO: To know and understand the Rite of Baptism</p>	<p>LO: To know the promises made during Baptism and how we live them out in our lives</p>	<p>LO: To understand the significance and power of the signs and symbols in the Sacrament of Baptism</p>	<p>Catholic Social Teaching Focus – Subsidiarity</p> 
		<p>Share image of Baptism ceremony. Ask children what they can remember and what they would like to find out.</p> <p>Odd one out: Share 3 images linked to Baptism. Discuss what is the odd one out. Why?</p> <p>Watch video of a Baptism. Pause to discuss what is happening at each moment.</p> <p>Role play with the children what happens during Baptism and why.</p>	<p>Recap what a promise is and when we might make them.</p> <p>Emphasise that promises are made at Baptism by parents and godparents.</p> <p>Revisit what these promises are. What do they mean? Why are they important? How do we live out these promises in our daily lives? Discuss each promise together.</p> <p>Task: Children to have a copy of the promises. Explain</p>	<p>Discuss the difference between Jesus' Baptism and a baptism ceremony today. Share ideas together.</p> <p>Recap the signs and symbols of Baptism (learned in Y3)</p> <p>Share anagrams of these for children to recall.</p> <p>Use PowerPoint to discuss the meaning of each sign and symbol. Discuss together why these are important.</p> <p>Task: Reflect on the importance of each symbol and order them on the template provided.</p> <p>Encourage children to discuss and share why they are placing each symbol in that way.</p> <p>Task 2: Explain why each symbol is important to Catholics. Challenge children to write 2 questions about each of the symbols.</p>	

OLC WEEKLY LEARNING PLAN

		<p>Task: Children to complete action, feelings, words, belief and highpoint about Baptism.</p> <p>AT3: Talking heads activity. Share different opinions. Children to discuss and explain who they agree with.</p>	<p>how they follow and live out each promise in their daily lives.</p> <p>Which is the most important promise in your opinion? Explain your answer.</p>		
<p>Maths</p> 	<p><i>3B Decimals and Percentages Lesson 13</i></p> <p><i>LO: Understand percentages</i></p>	<p><i>3B Decimals and Percentages Lesson 14</i></p> <p><i>LO: Percentages as fractions and decimals</i></p>	<p><i>3B Decimals and Percentages Lesson 15</i></p> <p><i>LO: Equivalent fractions, decimals and percentages</i></p>	<p><i>3B Measure Lesson 1</i></p> <p><i>LO: Perimeter of rectangles</i></p>	<p><i>3B Measure Lesson 2</i></p> <p><i>LO: Perimeter of a rectilinear shape (1)</i></p>
	<p><i>Textbook Pages 132</i></p> <p><i>Practice Book Page 98</i></p>	<p><i>Textbook Pages 136</i></p> <p><i>Practice Book Page 101</i></p>	<p><i>Textbook Pages 140</i></p> <p><i>Practice Book Page 104</i></p>	<p><i>Textbook Pages 148</i></p> <p><i>Practice Book Page 110</i></p>	<p><i>Textbook Pages 152</i></p> <p><i>Practice Book Page 113</i></p>

OLC WEEKLY LEARNING PLAN

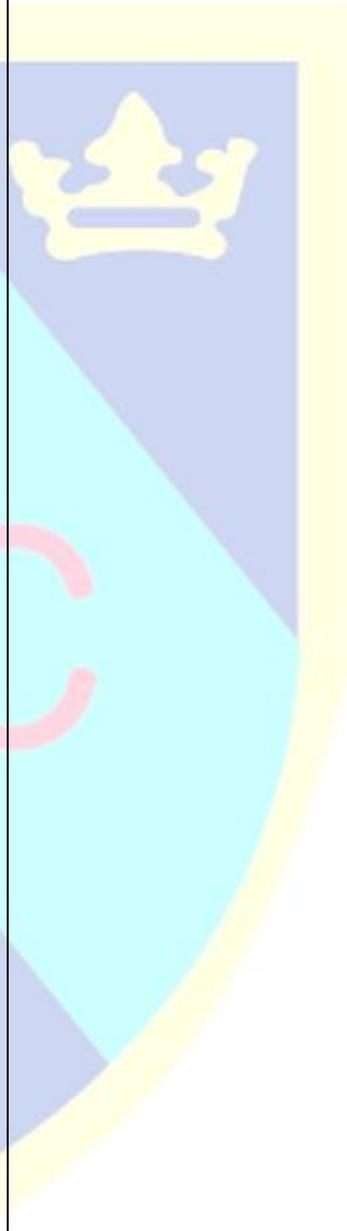
- tension is created.
2. **Sentence Building Workshop:**
Pupils practise:
- Short, dramatic sentences
 - Complex sentences with “although”, “as”, “while”
 - Adverbials of time and place

Independent Task:
Write a short paragraph describing Alma approaching the shop using at least **4 different sentence structures**.

- create sensory impressions:
- *What might she smell?* (dust, old wood, varnish)
 - *What might she hear?* (silence, faint ticking)
 - *What might she feel?* (cold air, sudden warmth)

3. **Model Paragraph:**

- y street
2. **Approaching the mysterious shop**
3. **Inside the shop**
2. **Cohesion Toolkit:**
Pupils choose:
1. conjunctions (while, although, because)
 2. adverbials (Beyond the alley ..., Slowly)



OLC WEEKLY LEARNING PLAN

Model how to embed sensory detail, prepositions, and figurative language.

Independent Task:
Write a descriptive paragraph of the shop interior focusing on **mood and sensory detail**.

y...,
Inside
the
dim
shop
...)

3. repeated motifs (snow, cold, silence)

3. Success Criteria Creation (co-constructed):

1. ambitious vocabulary
2. varied sentence structures
3. fronted adverbials

OLC WEEKLY LEARNING PLAN

- 4. sensory language
 - 5. building atmosphere
- Independent Task:**
Complete a detailed plan with key vocabulary and sentence starters.

Reading



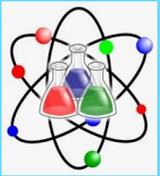
SPAG



- Lesson 10 – Past, Present, Future Tenses

- Lesson 11 – Progressive & Perfect Forms

Science



Living things and their Habitats

WB: Monday 9th February 2026

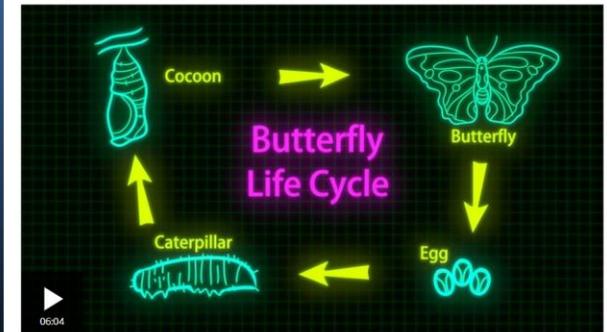


Living things and their Habitats

LO: To understand and compare the lifecycles of insects and amphibians

Watch

<https://www.bbc.com/education/clips/zr4g9j6> and [KS2 / KS3 Science: The life cycles of different organisms - BBC Teach](#)



Geography



Lesson 4: What can we learn from Curitiba?

- Why was it sustainable to make the centre of the city pedestrian?
- How are the parks in Curitiba sustainable?
- How is Curitiba's public transport system sustainable?

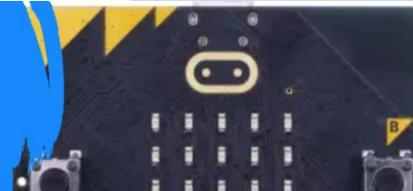
Computing



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



OLC WEEKLY LEARNING PLAN

- 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

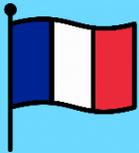
[Religious Understanding – Ten Ten Resources](#)

(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



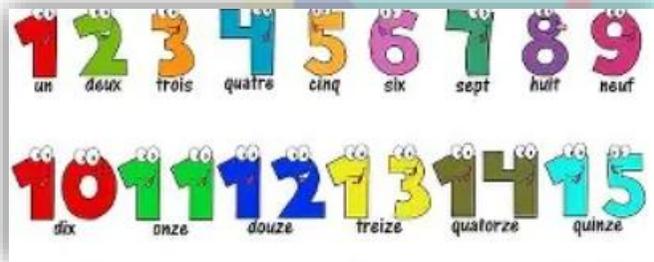
[Y3/4 \(A\): Lesson 2: Let's count higher in French](#)

Lesson 2

LO: Lets count higher in French.

- To count beyond six in French.
- I can say the numbers six to twelve in French.
- I can use my fingers to show the number I hear in French.
- I can join in with a traditional French finger rhyme.

[Bing Videos](#)



<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-playground-games-numbers-and-age-cycle-a/lesson-3-how-old-are-you-in-french-2/>

Lesson 3

LO: To use number words to give more information about ourselves.

- I can find out how old someone is, and tell them my age.
 - I can compare sentence structures in French and English and explain some of the similarities and differences.

Music



Lesson 3: Create your own musical

Planning a musical theatre scene, including a song, dance and acting.



To understand the history of musical theatre.

Lesson 2: Character or action song

Lesson 2

Lesson 3: Create your own musical

Success criteria: To identify character songs and action songs.

- - I can identify a character song.
 - I can identify an action song.
 - I can justify my opinions by giving examples. To create a musical theatre scene.

Lesson 3:

LO: To create a musical theatre scene

- - I can work as part of a group.
 - I can plan a musical scene to tell the story of a journey.
 - I can think of or write a song that tells the story.

Art



Mother Day Assembly Art

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!

Lesson 6



Warm-Up
Pass It On



Game
Dodgeball (Invasion)



Competition
Bump Ladder / Ladder



Review Method
Badge of Honour

Maths Homework pages: Spring Week 5 White Rose Maths



accompany
communicate
desperate
embarrass
exaggerate
harass
internal
interrupt
muscle
occupy
physically

OLC WEEKLY LEARNING PLAN

temperature

Communicating with school

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

