

Message from teachers Message from teachers Message from teachers



WE ARE GROWING TO BE:

Learned: By knowing 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: By knowing how God wants us to live our lives and putting it into practice. God is always with us and helping that we will live our lives in the right way, following the teachings of Jesus.

LEARNED: Learned, knowing how God wants us to live our lives.

WISE: Wise, knowing how God wants us to live our lives and putting it into practice.



Gospel Values and Virtues



CLASS 'WE ARE CALLED TO BE SAINTS'

We pray for and remember all the Holy Souls during the month of November.

In RE, we are learning all about Parables and the messages that Jesus shared with that they give to us. These messages are still impactful for our lives today. In Y5 and Y6 we have been trying to understand Jesus' important messages of each parable and we are trying to make important links with how we should make choices in our lives. Gospel value and virtue: Learned and Wise. We know 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, it has been wonderful to explore our roles of being Caritas Ambassadors, and Minivinnies, Prayer and Liturgy Leads.

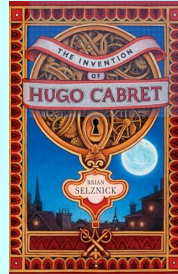


OLC WEEKLY LEARNING PLAN

Already our Y5 lunchtime groups are now supporting FS1 in their daily play and this is such wonderful preparation for when they all become Buddies next year! Both Minivinnies Groups meet on a Wednesday during their 'working lunch.' Here, they are learning about the wonderful work of the Saint Vincent De Paul- Minivinnies society. They will also lead our next Samaritan's Purse Shoebox appeal for 2025 and much more! Well done to each and every one of you!

We are trying hard to prepare ourselves for the Season of Advent.

We are thoroughly enjoying *The Invention of Hugo Cabret* by Brian Selznick



We need to look at the important elements of this text and debate whether or not our futures can be shaped by our families.

We have our new Maths homework books too!

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:	24/11/2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	Friday 28th	LO: To know some of the important sayings of Jesus and how these can be	LO: To know some of the important sayings	LO: To know that Advent is when we	New unit

OLC WEEKLY LEARNING PLAN



**November:
Blessing of
the Advent
wreath
service**



applied to our daily lives.
Big Question: How would you teach this passage to a younger child?

Revise with the children some of the images of the Church that they learnt in Year Three and Year Four (e.g. Body of Christ, People of God, etc.) Explain that the Kingdom of God is another image that can be used of people who belong to the Church today. Revisit the Parables just studied and reflect with the children about how they impact on the life of a member of the Church today (e.g. The Parable of the Wedding Feast reminds us that we are called to share in the Eucharist. The Parable of the Houses Built on Sand and Rock reminds us that we must listen and respond to the Word of God. The Parable of the Sower is about allowing God's life to grow in us because we respond to his invitation to share his life with us.

of Jesus and how these can be applied to our daily lives.
Big Question: How would you teach this passage to a younger child?

Reread Luke 6: 27 – 36. Summarise it in less than 20 words.

Discuss:
Can you think of a situation where you could use this Bible passage in your life? (in class, on the playground, at home, online)
When might it be tricky to “love your enemy?”

Task: Children to record their answers to the previous questions in their books.

Plenary: Imagine you are Jesus, what would he say to a child who is struggling to apply this message on the playground.

prepare for the 1st and 2nd coming of Jesus.

Share key vocabulary from the new unit.

Recall what you can remember about Advent from previous years.

Watch recap video.

Explain that the word Advent originates from the Latin word ‘Adventus’ which means coming.

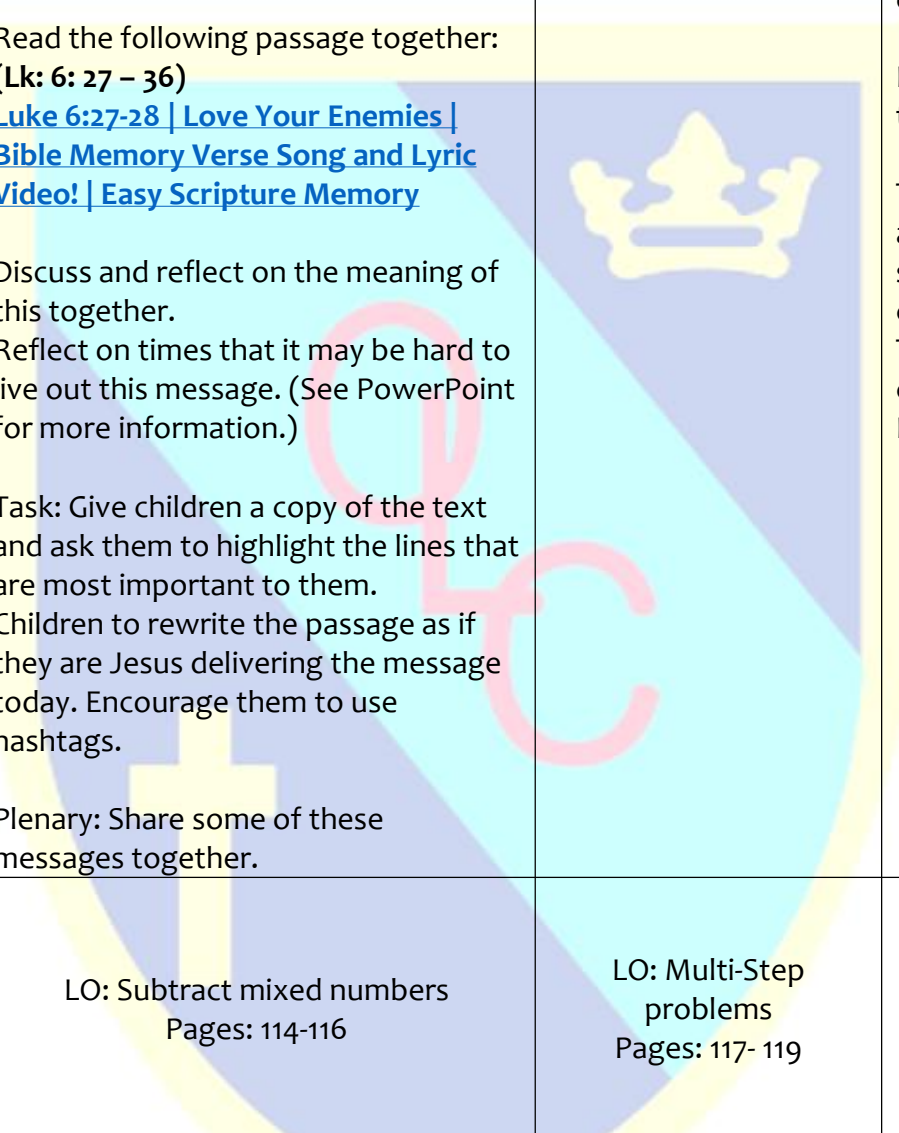

Recap and discuss the meaning of Advent together using the PowerPoint.

Explore the dual meaning of the Season: to prepare for the birthday of Jesus and to prepare for Jesus to

Advent

Big question: How does the idea that Jesus will come again influence the way Catholics live and celebrate Advent today?

OLC WEEKLY LEARNING PLAN

		<p>Read the following passage together: (Lk: 6: 27 – 36) Luke 6:27-28 Love Your Enemies Bible Memory Verse Song and Lyric Video! Easy Scripture Memory</p> <p>Discuss and reflect on the meaning of this together. Reflect on times that it may be hard to live out this message. (See PowerPoint for more information.)</p> <p>Task: Give children a copy of the text and ask them to highlight the lines that are most important to them. Children to rewrite the passage as if they are Jesus delivering the message today. Encourage them to use hashtags.</p> <p>Plenary: Share some of these messages together.</p>		<p>come again.</p> <p>Play Advent bingo together.</p> <p>Task: Children to create an Advent poster to share with the younger children. The poster must answer certain questions (See PowerPoint.)</p>	
<p>Maths</p> 	<p>LO: Add mixed numbers Pages:111-113</p>	<p>LO: Subtract mixed numbers Pages: 114-116</p>	<p>LO: Multi-Step problems Pages: 117- 119</p>	<p>LO: Problem solving – add and subtract fractions Pages: 120- 122</p>	<p>LO: Multiply fractions by integers Pages: 126-128</p>

English



LO: To express opinions.

Read to p354.

Discuss the two films mentioned in the book: A train Arrives in the station directed by the Lumière Brothers and A Trip to the Moon directed by George Méliès. Have pupils heard of any other famous silent films, actors or producers? e.g. Charlie Chaplin, Harold Lloyd, Buster Keaton... Explain that we are going to writing in role as a film critique and review a silent movie. What does the word 'review' mean? Have children ever written a book review? What features do they include? How might this be similar to a film review?

Show pupils a film review of 'Hugo' directed by Martin Scorsese. Spot the Features:

Children use highlighters to identify the following features in the exemplar film review:

- A strong introduction that entices the reader
- Key facts: Title of the film, year it was made, who directed it and key actors.
- Genre of the film and target audience
- Summary of the plot without giving away the ending
- Strengths of the film with specific details
- Weaknesses of the film with specific details
- Overall opinion of the film with a star rating

Pupils watch The Lion Cage.

Teacher challenges pupils to describe the silent film they watched in just one word e.g. humorous magical, uplifting, captivating. Pupils, like a ping-pong match, pass the talk between each other until all responses have been exhausted.

Pupils can use the words generated to write their introduction to 'hook the reader' into their review.

Shared Writing:

Teacher to model writing the summary section of the film placing emphasis on the use of passive voice used throughout

Possible sentence starters could include:

The film was set in...

The film was directed by...

LO: LO: To distinguish between fact and opinion.

What is the difference between a fact and an opinion? Explain that a fact can be verified with evidence whereas an opinion is based on a belief/viewpoint. Model reading pages 354-355. Choose 2 different colours: one to highlight facts and the other opinions. Model retrieving the information from the text and lacing in the in the table below.

Facts	Opinion
George Méliès began his career as a magician	He changed the face of movies forever
He owned a theatre of magic in Paris	He realised that film had the power to capture dreams

Children to read p404-407 where Papa George tells Isabelle and Hugo about his early childhood and career. They are to highlight facts and opinions in the text and add it to their fact/opinion table. Read to p493 before next lesson.

LO: To plan a biography.

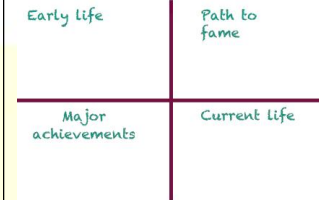
The French Film Academy invites you to join us for an evening celebrating the life and work of cinema Legend George Méliès. The pupils have been tasked with making a programme of this event. This will be given to all patrons attending and provide a brief biography of George Méliès' life. Show children example of a biography and what features are evident. (Share point folder).

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 gather additional information about Méliès.

R
E

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The film was nominated by...
 The plot focuses on...
 The film tells the story of...
 Pupils write their film review using the structure highlighted. Provide passive voice sentence starters to include in the summary of the film.
 Read p354-407 by the next lesson.



What alternative noun phrases could we use to replace Méliès name?
 This will help aid cohesion.
 George Méliès, Monsieur George Méliès, The famous director, This French illusionist, The toymaker

Reading



SPAG



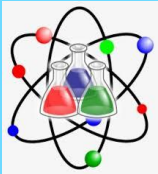
Lesson 1: Hyphens to Avoid Ambiguity

Objective: Understand and use hyphens to clarify meaning.
 Activities: Spot ambiguous sentences, rewrite with hyphens, create own examples.

Lesson 2: Colons and Semi-Colons

Objective: Use colons to introduce lists and semi-colons to separate clauses.
 Activities: Sentence sorting, punctuation correction, SATs-style practice.

Science



LO: Recognise that light appears to travel in straight lines
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Vocabulary

Light, source, dark, shadow, block, absorb, direction, transparent, opaque, translucent, straight, colour



Geography



Lesson 4: What are the features of your favourite biome?

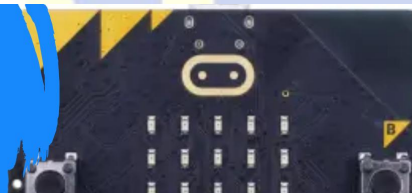
- What is your favourite biome?
- Where is your favourite biome located?
- How are animals or plants adapted to your favourite biome?

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'.

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- 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



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



PSHE



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.

MFL



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

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

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.

Music



Film music

Use this unit hub to inform your medium-term plan and to navigate to related resources.



[Lesson 4: Composing for film](#)

LO: To create and notate musical ideas and relate them to film music.

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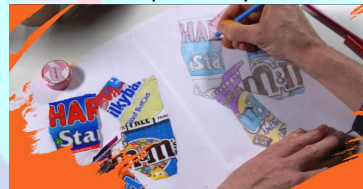
- I can imaginatively use my body or my voice to make sounds.
- I can relate sounds that I compose to a storyline in a film.
- I can notate my ideas using my own symbols on a graphic score.

Art



<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills/drawing-packaging-collage-1/#>

In this lesson, pupils will explore how everyday packaging can inspire art. Begin by showing examples of pop art and discussing how artists use familiar objects creatively. Pupils will then create a simple collage using sweet wrappers or packaging, arranging them into an interesting composition. Once complete, they will draw their collage from observation, focusing on accurate outlines, proportions, and details such as lettering and logos. Encourage pupils to add colour using pencils or markers, considering bold and complementary colour choices to make their work vibrant. Throughout the activity, remind pupils to use their sketchbooks to record ideas and reflect on their progress. To differentiate, provide support with simpler compositions or challenge confident learners to include more complex arrangements and dynamic colour schemes. Conclude with a short plenary where pupils share their work and discuss what techniques helped them achieve effective results.



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 4



Warm-Up
Stuck in the Mud



Game
Kabbadi (Invasion)

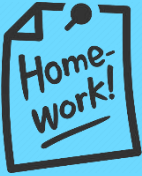


Skill
Dynamic Balance



Game

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	friend, shield, receipt, ceiling, deceive, niece, thief, achieve, ancient, foreign	Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php Maths Homework pages: Pages 7-9

Communicating with school

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