

OLC WEEKLY LEARNING PLAN







**Message from the teachers:**

Dear children,

Mr Brennan and Miss Sidwell

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

<b>Teachers:</b>	Mr Brennan & Miss Sidwell	<b>Year:</b>	Year 4	<b>Date:</b>	23.02.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p><b>RE</b></p>	 <p><b>Gospel: Matthew 4:1-11</b>                      1 Then Jesus was led by the spirit into the desert, to be tempted by the devil. 2 And when he had fasted forty days and forty nights, afterwards he was hungry. 3 And the tempter coming said to him: If thou be the Son of God, command that these stones be made bread. 4 Who answered and said: It is written, Not in bread alone doth man live, but in every word that</p>	<p>LO: To understand that Lent is a time when Christians try to change and become more like Jesus.</p> <p><b>Lesson 1: What Is Lent? A Time for Change</b></p> <p><b>Starter:</b></p> <p>Show images of Lent symbols (ashes, purple cloth).</p> <p>Discuss: “What do you already know about Lent?”</p> <p><b>Main Input:</b></p> <p>Explain that Lent lasts 40 days and is a time for</p>	<p>LO: To retell the miracle of the Widow of Nain’s son and explore the change Jesus brought.</p> <p><b>Lesson 2: The Widow of Nain – Jesus Brings Change</b></p> <p><b>Starter (5 mins):</b></p> <p>Discuss: “Have you ever seen something change someone’s life?”</p> <p><b>Main Input:</b></p> <p>Read Luke 7:11–17.</p> <p>Highlight the emotions of the widow and the crowd.</p> <p><b>Activity:</b></p>	<p><b>LENT 2026</b></p>  <p>Lent is a 40-day solemn Christian season of fasting, prayer, and penance starting on Ash Wednesday (March 5, 2025) and ending before Easter. It commemorates Jesus' 40 days in the wilderness.</p>	<p><b>Catholic Social Teaching: Option for the Poor</b></p> <p>We believe in <b>putting people in most need first</b></p>  <p><small>Option for the Poor</small></p> <p>Catholic Social Teaching's "Option for the Poor and Vulnerable" mandates prioritizing the needs of the marginalized, echoing Christ's love and ensuring they are considered first in social, economic, and political decisions. It requires both direct aid to</p>

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proceedeth from the mouth of God. **5** Then the devil took him up into the holy city, and set him upon the pinnacle of the temple, **6** And said to him: If thou be the Son of God, cast thyself down, for it is written: That he hath given his angels charge over thee, and in their hands shall they bear thee up, lest perhaps thou dash thy foot against a stone. **7** Jesus said to him: It is written again: Thou shalt not tempt the Lord thy God. **8** Again the devil took him up into a very high mountain, and shewed him all the kingdoms of the world, and the glory of them, **9** And said to him: All these will I give thee, if falling down thou wilt adore me. **10** Then Jesus saith to him: Begone, Satan: for it is written, The Lord thy God shalt thou adore, and him only shalt thou serve. **11** Then the devil left him; and behold angels came and ministered to him.

reflection, change, and becoming more like Christ.

Mind-map: *What things might Christians try to change?*

**Activity:**

Create a **“My Lent Changes” wheel** divided into: *Prayer, Kindness, Helping Others, Self-Control.*

Children add personal commitments.

**Differentiation:** provide sentence starters for some; challenge others to add examples of *why* their change matters.

**Cross-Curricular Link – Art:** Decorate the wheel with Lenten colours.

**Plenary:**

Pair-share: *“One thing I want to change is...”*

**Assessment Links:** AT2 – Personal response.

**Scripture:** Joel 2:12.

**Drama freeze frames** of key moments:

*The widow’s grief → Jesus’ compassion → Son restored to life → Crowd’s reaction*

Groups annotate freeze frames with thoughts and feelings.

**Cross-Curricular Link – Drama & Literacy:**

Write **“A witness report”** describing what you saw that day in Nain.

**Plenary (5 mins):**

Answer the question: *“Why was this story written?”*



**Assessment Links:** AT1 – Religious story meaning.

**Scripture:** Luke 7:11–17.

Participants often fast or give up luxuries (e.g., sweets, social media) to focus on spiritual reflection and preparation for Easter.

those in poverty and structural changes to combat injustices that perpetuate inequality, often called a "preferential option" rather than an optional choice.

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 <p><b>Maths Y4</b></p>	<p><b>LO: Add and subtract two or more fractions</b></p> <p>Unit 9: Fractions (2)</p> <p>Textbook pages 142-147</p>	<p><b>LO: Add fractions and mixed numbers</b></p> <p>Unit 9: Fractions (2)</p> <p>Textbook pages 148-151</p>	<p><b>LO: Subtract from mixed numbers</b></p> <p>Unit 9: Fractions (2)</p> <p>Textbook pages 152-155</p>	<p><b>LO: Subtract from whole amounts</b></p> <p>Unit 9: Fractions (2)</p> <p>Textbook pages 156-159</p>	<p><b>LO: Problem solving - add and subtract fractions (1)</b></p> <p>Unit 9: Fractions (2)</p> <p>Textbook pages 160-163</p>
 <p><b>English</b></p>	<p><b>LO: To use drama to understand the thoughts and motivations of a character.</b></p> <p><b>Starter</b> Watch the short film <i>Ruckus</i>.</p> <p>Pause at key moments to discuss predictions, the brothers' personalities, and their relationship.</p> <p><b>Main</b> In pairs, children act out short scenes from the film as either Frank or Jesse.</p>	<p><b>LO: To explore the similarities and differences between characters.</b></p> <p><b>Starter</b> Rewatch the film.</p> <p>Add more notes to the class timeline focusing on appearance, actions and personality traits.</p> <p><b>Main</b> Children complete an "Inside/Outside" character sheet showing what the brothers look like on the outside and</p>	<p><b>LO: To be able to develop characters in my writing.</b></p> <p><b>Starter</b> Play "Who said that?" using quotes from the film.</p> <p>Children decide which brother is speaking and give reasons why.</p> <p><b>Main</b> Children choose a brother and fill in a detailed character profile describing appearance,</p>	<p><b>LO: To be able to write a detailed character description.</b></p> <p><b>Starter</b> Look at a blank Wanted Poster and discuss what sections are needed (e.g., description, reward, crime).</p> <p><b>Main</b> Using yesterday's character profile, children write a detailed character description in full sentences.</p>	<p><b>LO: To design and make a wanted poster.</b></p> <p><b>Starter</b> Look at real Wanted Posters.</p> <p>Discuss layout, bold lettering and key features.</p> <p><b>Main</b> Children design their own Wanted Poster using tea-stained paper for effect.</p>

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They freeze at a key moment and record the character's *thoughts, feelings and motivations* on a worksheet.

**Plenary**  
Children photograph their freeze frames and add them to a class timeline.

They add notes about thoughts and feelings from their character's perspective.

what they're like on the inside.

**Plenary**  
Use a Venn diagram to compare similarities and differences between Frank and Jesse.

personality, friendships, weaknesses and goals.

**Plenary**  
Children read their profiles to a partner and make improvements to their writing.

They use rich vocabulary and descriptive phrases.

**Plenary**  
Children read their descriptions aloud.

The class guesses which brother the description is about.

They include their character description, picture, crime and reward.

**Plenary**  
Class "art walk": children walk around, view posters, and leave positive comments on sticky notes.



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS											
<b>Aa</b>	build	difficult	forwards	<b>Ii</b>	money	pass	<b>Rr</b>	therefore			
accident	business	disappear	friend	I	most	past	recent	they			
accidentally	busy	do	fruit	imagine	move	path	regular	though			
actual	by	door	full	important	Mr	peculiar	regn	thought			
actually	<b>Cc</b>	calendar	early	improve	Mrs	people	remember	through			
address	caught	centre	eight	increase	my	perhaps	school	to			
after	again	century	eight	interest	<b>Nn</b>	plant	says	today			
although	after	certain	enough	is	natural	poor	sentence	told			
answer	are	child	even	island	naughty	position	separate				
any	are	children	every	grass	no	possess	she				
appear	arrive	Christmas	everybody	great	notice	potatoes	should				
are	ask	circle	exercise	guard	<b>Hh</b>	pressure	so				
ask	<b>Bb</b>	class	experience	guide	half	pretty	some				
<b>Bb</b>	bath	climb	extreme	<b>Ll</b>	learn	of	special				
be	be	clothes	eye	last	length	often	steak				
beautiful	because	complete	behind	has	he	old	straight				
because	believe	consider	bicycle	library	love	once	strength				
behind	bicycle	could	both	low	<b>Mm</b>	one	sugar				
both	break	famous	break	love	many	only	suppose				
break	breath	fast	breath	heart	material	opposite	sure				
breathe	breathe	father	breath	height	me	ordinary	surprise				
		favourite		here	medicine	our	<b>Qq</b>				
		February		hold	mention	quarter	<b>Tt</b>				
		find		hour	mind	question	<b>Yy</b>				
		describe		house	minute	the	you				
		different		forward		there	your				

**Spelling/handwriting words for this week:**

Put these words in context in sentences.

chemist  
chorus  
school  
monarch

**Dictionary Corner:**

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

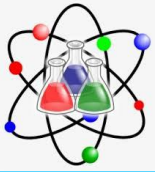
**Geography**  
Rivers

**Science**

**Design and Technology**

**Computing**  
LO: To explore how variables and if statements

**Music**  
Caribbean  
[Lesson 1: What is calypso?](#)



**Wider Curriculum**

**LO: To know the major rivers of the world.**

**Key questions**

- What is a river?
- What are the parts of a river called?
- Where are the major rivers of the world located?

Look at images of the River Nile and Amazon River and look at them on a map of the world. Note that the Nile and the Amazon are two of the longest rivers in the world.

Discover the parts of a river, and point out the parts of the river on a diagram. Look on a map and identify other longest rivers in the world.

**The Circle of Life – Session 1: Food for Thought**

**LO: To understand that all living things depend on each other for nutrition.**

**Starter – Guess the Topic**

Explain: “We’re beginning a new science unit today.”  
Students guess animals → food → food chains → poo → nutrients.

**The Circle of Life.**

**Video Demonstration of the Digestive System**

**While watching, prompt pupils to notice these key stages:**

Chewing + saliva

Oesophagus + peristalsis

Stomach acid

Small intestine = nutrient absorption

Large intestine = water absorption & waste

**3. Build the Digestive System**

**Quick task:**

**Structures: Constructing a Castle**

[Lesson 1: Features of a castle](#)

LO: To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.

Ask the children what a castle is and the other questions:

What are castles for?

Who lives in castles?

Where do we see castles? Which stories have castles in them?

Go through the *Presentation: Features of a castle* slides 2 to 6 to discuss the different types of castles.

Think about the different factors of castles.

Children are to draw their own castle designs; encourage them to use a ruler. If necessary, revisit slides in the presentation to remind the children of each castle feature. When the children have completed

are used in Scratch by identifying their purpose in a game.

[Lesson 1: Exploring variables and conditions](#)

Open the link [Scratch - Catch the doughnut](#) and explain to the children that they will be using this project to explore variables. Inform them that this Scratch project is a game but Scratch can also be used to create animations or other interactive projects.

Play the game with the children but do not click the ‘see inside’ button yet. Ask them to observe what happens during the game and what changes as they play (the score variable). Encourage them to look at the score in the top left corner and notice how it changes.

Arrange the children into pairs and ensure each pair has a device. Explain that they will act as code detectives, exploring the project to determine which variables are used and how

LO: To understand the main features of calypso music.

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		<p>Pupils sketch the digestive system as video recap. Label: mouth → oesophagus → stomach → small intestine → large intestine → rectum/anus.</p> <p><b>4. Tasks</b></p> <p>Label digestive organs using the Y3 sheet. Write one sentence per organ using given key words.</p>	<p>their drawing, they should label their included features.</p>	<p>if statements help the game function. Hand out the <i>Activity: Catch the doughnut</i> (one between two) and talk through the activity.</p>	
				<p><b>MFL</b></p> <p>LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format:</p> <p><b>Bonjour ! Je m'appelle [Monsieur/Madame [name]]</b> – Hello! My name is [Mr/Mrs [name]].</p> <p>Select a child and say,</p> <p><b>Bonjour ! Comment tu t'appelles et quel âge as-tu ?</b> – Hello! What's your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p><b>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</b> – Hello! My name is [name]</p>	<p><b>PSHE</b></p> <p>LO: How to report and get help if they encounter inappropriate materials or messages</p> <p><a href="#">Chatting Online – Ten Ten Resources</a></p> <p>Slide 1 5 mins</p> <p>Review learning from the previous season, 'Sharing Online' asking pupils to list things they should never share online and the dangers of sharing.</p> <p>Lead a discussion about website safety, introduce the term 'cyberbullying' and highlight that bad behaviour online is inappropriate, just as it is in real life.</p>



					<p>Re-visit the work from Appendix 1 of the previous session and invite pupils to reflect on their learning then write the tagline ‘Report... but don’t delete, reply or meet’. Then finish the session with a short prayer.</p>
 <p><b>Daily PE Activity</b></p>	 <p><b>Coordination</b> Sending and Receiving</p> <p><b>Creative</b></p> <p><b>Creative Lesson 1</b> In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges</p>	<p><b>Fitness Focus - COPS AND ROBBERS</b> The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money</p>	<p><b>Fitness Focus - STRATEGICKI</b> Team 1 have to try and get to team 2’s Safe Zone without getting caught. Team 2 have to try and get to team 1’s Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team’s zone. When walking back, they cannot get tagged. Students who</p>	<p><b>Fitness Focus – TIK TAC TOE</b> Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to</p>	<p><b>JUST DANCE – WAKA WAKA</b> <a href="https://www.youtube.com/watch?v=gVfgTw_W_JY">https://www.youtube.com/watch?v=gVfgTw_W_JY</a></p>

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		<p>they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.</p>	<p>have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.</p>	<p>swap positions of their bib/pinnie. If no team wins, the game is reset.</p>	
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**Homework:**

### Communicating with school

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