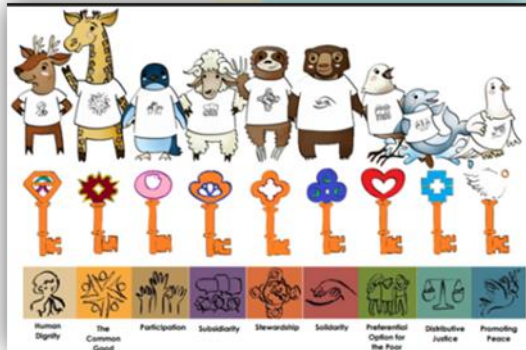


Message from teachers:

Catholic Social Teaching
Solidarity and the Common Good



Gospel Values and Virtues
Attentive and Discerning

WE ARE GROWING TO BE:

Attentive

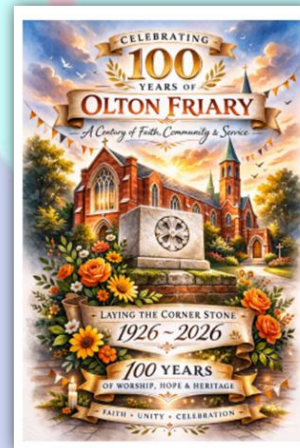
ATTENTIVE:
Often people who really need our help won't come and ask for it. We have to be attentive to people so we can work out what they might need from what they tell us.

Being attentive is a lot like being a detective: we listen to people and then find the best way to show that we love and care about them.

Discerning

DISCERNING:
Discernment allows us to make well-informed decisions. It is often used when discussing the topic of vocations and making decisions based on the path we think that our life will take.

In the process of discernment, we ask the Lord to help us to take the path in life which he has planned for us, leading a life which follows the universal call to holiness.

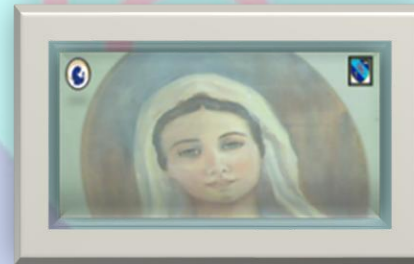


Olton Friary Centenary

OLC WEEKLY LEARNING PLAN



June is the month of the Sacred Heart of Jesus



Our Lady of Compassion watch over your children

OLC WEEKLY LEARNING PLAN



English Y5 – Benjamin Zephaniah's Windrush Child

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

Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	01.06.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.		LO: To understand how the Holy Spirit transformed the lives of the disciples	LO: To know the prayer to the Holy Spirit	LO: To write my own prayer to the Holy Spirit	



Ask: **“When is the Church’s birthday?”** (Pentecost)

Brief discussion: What does a birthday represent?

Show a **modern image of Pentecost** (e.g. flames, diversity, unity).

How might Pentecost still be relevant in our lives today?

Read and/or watch the story of Pentecost (Acts Class discussion:

What happened? (wind, flames, Holy Spirit, languages)
Why was it important?

In pairs, children discuss:
How did the disciples feel **before** Pentecost?
How did they feel **after**?
How were their lives transformed?

Writing Task:

Imagine you are one of the disciples. Write a diary entry about the events of Pentecost. Include thoughts and feelings.

Support:

Discuss: What prayers can you think of that mention the Holy Spirit?

Share some of these prayers together like the Creed and the Gloria.

Why do we pray to the Holy Spirit? How can the Holy Spirit help us?

Say the prayer to the Holy Spirit together.

See ppt. What key words stand out?

What images does it make you think of?

Discuss the meaning of the prayer.

Task:

1. Write the prayer out into your book.
2. Decorate the prayer with key images and words.

Pray the prayer to the Holy Spirit again.

Write a class version of the prayer. Use the examples to help.


Task: Children to write and decorate their own version of the prayer.

ER1: How can prayer to the Holy Spirit help us in our lives?



OLC WEEKLY LEARNING PLAN

Provide paragraph structure
(before / event / after /
reflection)
Sentence starters if needed
Challenge: use ambitious
vocabulary and varied
sentence structures
AT2 Reflection
Question:
*Imagine you were present in
Galilee and heard Jesus’
message about going out to
‘peoples everywhere’. What
would you do next? How would
your actions shape others’
lives?*

		<p>Provide paragraph structure (before / event / after / reflection) Sentence starters if needed Challenge: use ambitious vocabulary and varied sentence structures AT2 Reflection Question: <i>Imagine you were present in Galilee and heard Jesus’ message about going out to ‘peoples everywhere’. What would you do next? How would your actions shape others’ lives?</i></p>			
<p>Maths</p> 	<p>Decimals LO: Divide by 10 Lesson 14</p>	<p>Decimals LO: Multiply by 10,100 and 1000 Lesson 15</p>	<p>Negative Numbers LO: Understand negative numbers Lesson 1</p>	<p>Negative Numbers LO: Count through zero Lesson 2</p>	<p>Negative Numbers LO: Compare and order negative numbers Lesson 3</p>

OLC WEEKLY LEARNING PLAN

	<p>Textbook Pages 140</p> <p>Practice Book Pages 105</p>	<p>Textbook Pages 144</p> <p>Practice Book Pages 108</p>	<p>Textbook Pages 152</p> <p>Practice Book Pages 114</p>	<p>Textbook Pages 156</p> <p>Practice Book Pages 117</p>	<p>Textbook Pages 160</p> <p>Practice Book Pages 120</p>	
	<p>Lesson 7: LO: To use conjunctions and modal verbs to give advice. Read chapters 11, 12, 13 and 14. What sorts of things does Leonard encounter that he had not expected? What does he find hard to understand? Teachers should be sensitive to children who may have also experienced any of the things Leonard goes through in these chapters. Notice examples of the conjunction 'but'. There are many examples used, particularly in chapter 11, to show the contrast in expectation vs. reality. E.g.: <i>Most people seemed to be getting on with each other on the street, but they weren't getting on with us.</i> Which other contrasting conjunctions could we use in place of 'but' in this sentence? Investigate changing the conjunction. Consider using a sentence strip to model. <i>Most people seemed to be getting on with each other on the street, yet they weren't getting on with us.</i> Show children how it may be necessary to rearrange the clauses and word order to use certain conjunctions. <i>Despite most people getting on with each other on the street, they weren't getting on with us.</i> I wish I had known... Think about what Leonard might say to another child travelling to Britain from Jamaica. What advice would he give them? Children may wish to draw upon the things Leonard's grandma and parents have told him. <i>Even though you may wish to shop in particular stores, in some places you might encounter a 'colour bar'.</i> <i>People may say unkind things to you. In spite of this, you must always remember your principles and respond politely.</i> Contrasting conjunctions to consider using: but, however, although, even though, despite, whereas, yet, in contrast Write 3 sentences using conjunctions to give advice to another child travelling to Britain from Jamaica.</p>					<p>RE</p>

OLC WEEKLY LEARNING PLAN

Lesson 8:

LO: To use relative clauses to extend ideas.

Read chapters 15, 16 and 17. At the end of chapter 17 Leonard's dad points out the things he is grateful for about his life in England. Leonard realises that he is lucky to have many of things he does. What is Leonard grateful for? Why is he so grateful? Hold a discussion with the class about the things they are grateful for. Encourage them to think about school, home, family, friends, clubs, food etc. Display a sentence such as the following on a sentence strip (or one taken from children's ideas):

I am grateful for being able to go to school.

Model how to add a relative clause, including a comma to separate clauses:

I am grateful for being able to go to school, which will allow me to gain an education and help me have a bright future.

Model a range of relative pronouns and discuss how the relative clause will change accordingly.

Relative pronouns: who, whom, which, what, that (also where and when)

Provide children with sentence strips and ask them to experiment with adding a relative clause to a main clause. Challenge children to change the relative pronoun used and explore how this may affect other parts of the sentence, including the words chosen.

I am grateful for being able to go to a good school, that will help me have a bright future.

Can the relative pronoun be omitted altogether?

I am grateful for being able to go to school, ~~which will allow~~ allowing me to gain an education and help me have a bright future.

Discus with children whether any of the things they are grateful for are the result of people moving to Britain from other countries. Begin a discussion around Britain being a melting pot of cultures and traditions from around the world. This discussion will be continued in future sessions.

English



Lesson 8:

LO: To use relative clauses to extend ideas.

Read chapters 15, 16 and 17. At the end of chapter 17 Leonard's dad points out the things he is grateful for about his life in

Lesson 9:

LO: To write a speech in role.

Continuum line:
Introduce the statement:
Those that arrived on the Windrush were fully welcomed in Britain. Set up a continuum line in the

Lesson 10:

LO: To collect information and record notes in bullet point form.

Talk to children about monuments. What are they? Which

Lesson 11-12:

LO: To plan a new monument to the Windrush generation.

Recap the plenary from the end of the last session. Explain

RE

OLC WEEKLY LEARNING PLAN

England. Leonard realises that he is lucky to have many of things he does. What is Leonard grateful for? Why is he so grateful? Hold a discussion with the class about the things they are grateful for. Encourage them to think about school, home, family, friends, clubs, food etc. Display a sentence such as the following on a sentence strip (or one taken from children's ideas):

I am grateful for being able to go to school.

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Model a range of relative pronouns and discuss how the relative clause will change accordingly.

classroom with 'agree' at one end and 'disagree' at the other. Based on their reading and other research, ask children to what extent they agree or disagree with this statement, then stand at a point along the line to express their opinion. Ask volunteers to explain their position and encourage them to support their view with facts. Read chapter 18 aloud to the class. What is Leonard's response to the situation? How does he feel? What does he think should happen? Look at Leonard's speech on page 113 beginning 'Grandma said...' Identify the modal verbs used to express his views. Which other modals are there? Talk to the hand: Ask children to imagine what Leonard might say to his mum about what has happened to his dad. Use talk to the hand to come up with questions he might ask, including modal verbs.

famous ones do you know? Are there any local monuments you know of? Why do we have them? As a class, look at a famous monument or statue of the world, for example The Statue of Liberty. Introduce the list of questions (opposite) and model the process of researching and recording notes in bullet point form, remembering:

- introductory sentence ending with a colon
- either all whole sentences or all fragments of sentences
- full stops and capital letters for full sentences
- consistent capitalisation, or not, for fragments

In pairs or groups, ask children to

that children will be designing their own monument or statue to honour the Windrush generation. In order to have their monument erected, they will need to make a pitch to the local council to persuade them to choose theirs.

Modelled writing:
Using a pre-prepared design, model creating labels which explain features of the monument using explanatory conjunctions.

The monument will be erected next to the station in order to...
It will feature a list of every occupation held by arrivals from the Caribbean so that...



Monumental design!
Children to use questions from yesterday's lesson to create a labelled design of their new monument or statue,

OLC WEEKLY LEARNING PLAN

Relative pronouns: who, whom, which, what, that (also where and when)
 Provide children with sentence strips and ask them to experiment with adding a relative clause to a main clause. Challenge children to change the relative pronoun used and explore how this may affect other parts of the sentence, including the words chosen.

I am grateful for being able to go to a good school, that will help me have a bright future.
 Can the relative pronoun be omitted altogether?
I am grateful for being able to go to school, which will allow allowing me to gain an education and help me have a bright future.
 Discuss with children whether any of the things they are grateful for are the result of people moving to Britain from other countries. Begin a

How can...?
 Why should...?
 Who will...?
 What would...?
 Won't you...?



Children to write a short informal speech from Leonard to his mum, similar to his words on page 113.

You yourself once told me "We shall not be moved!" so why would things have changed now? Surely if terrible things like this are happening to our own family, we should be even more resolute in our beliefs. How can we let ourselves be treated in this way?
 Explain that, even though Windrush Child is a story, Benjamin Zephaniah based the events on many people's real experiences. Repeat the continuum line activity from the beginning of the lesson, asking children if their view has changed as a result of this chapter?

choose a famous monument and research answers to the same set of questions (teachers may wish to add to these).

Some examples include:

- Christ the Redeemer - Rio de Janeiro
- Great Sphinx of Giza - Egypt
- Titanic memorial - Belfast
- Millicent Fawcett - London
- Angel of the North - Gateshead
- Arcelor Mittal Orbit - London
- Alan Turing Memorial - Manchester
- Edith Cavell - London

using conjunctions and relative clauses to explain their choices. Conjunctions to explain: as, because, since, in order to, so that, Relative pronouns: who, which, that, when, where.
 Children to pair up and orally explain their new monument to a partner. Encourage them to explain reasons behind their choices using conjunctions and relative clauses

OLC WEEKLY LEARNING PLAN

discussion around Britain being a melting pot of cultures and traditions from around the world. This discussion will be continued in future sessions.

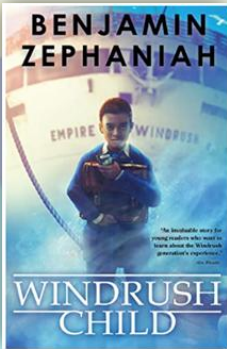
From this point on, the Writing Root will move away from following the novel directly and focus instead on building towards a final extended written outcome. Teachers should continue to read the story alongside, as a class reader, to follow what happens to the characters and enhance children's understanding of the experiences of people who came to Britain during the 1940s and 50s.

- The 4th Plinth
– London

Where is the monument located?
When was it erected?
Who constructed it?
What is it made of?
Are there any words inscribed on it?
Why was it created?
Discuss what children have found and together collate a list of important points about monuments, i.e. their common purposes and features. Children will draw upon this list when planning their own monument in the next session.

OLC WEEKLY LEARNING PLAN

Reading



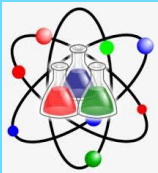
SPAG



Colons Grammarsaurus lesson

Semicolons Grammarsaurus lesson

Science



Session 2
Medical Materials

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

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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.

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 5: Why do a few companies control most of the world's food?

- What are the ten companies that dominate global food production?
- How do so few companies control so much?
- What are the impacts of TNCs?



Computing



Complete PowerPoints

PSHE



Y3/4 (A): Lesson 3: To have or have not in the French classroom

- ✓ To ask and answer a question about something you have or do not have.

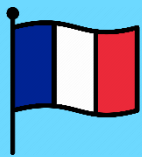
[Get started >](#)

LO: To ask and answer a question about something you have or do not have.

- 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.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

MFL



Lesson 1: Pop Art and music

- ✓ To explore the musical concept of theme and variations.

[Lesson 1: Pop Art and music](#)

- I can talk about theme and variations.
- I can relate the idea of theme and variations to Pop Art.
- I can perform a rhythm in different ways.

[Andy Warhol Marilyn Monroe](#)

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

Unit 2: Me, My Body, My Health

Music



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

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/lesson-4-whats-in-a-name/>

Art



Explain to the class that most designers work collaboratively in design studios and in the early stages of product development. They use hot seating, so nobody owns a specific space or job. Later on in the process, specific roles would then be prescribed to individuals.

Place the children into groups of four or five. Give each group a word to play with, from which they will produce a concept and a product. For example, 'sumptuous' (splendid and expensive-looking). What could this be? A dark chocolate? A hot drink? A product to put in the bath? etc.

Pupils must write their word down, start sharing ideas and note these ideas down as a mind map or spider diagram. Provide them with a dictionary and thesaurus to help them.

OLC WEEKLY LEARNING PLAN

Alternatively, they could do this as a group on a large piece of paper and then photograph and print it out for them to stick into their books later.

Each group should discuss and record the answers to:

- What is the name of the product?
- Does the word have a meaning?
 - What are we selling?
 - What is its purpose?
- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)
 - What is its USP?
 - Does it have a slogan?

The children could even draw rough sketches to help visualise the product and possible logo, but the focus should be on the language used.

The level of challenge is up to you – you could give children very concrete words, verbs, adjectives, or words that relate to a colour, or to a sound, or capital cities of the world. Whatever you choose, a product idea will follow.

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!

P.E.



Speed and Stamina Challenge:

Speed challenge:

Equipment: Stopwatch, cones marking 30m.

Organisation: Sit pupils in rows of 5. 5 pupils stand at the end of the 30m distance and use a stopwatch. Timers tell runners their time to the nearest second and switch places. Pupils record their time on their 'Fitness Record'.

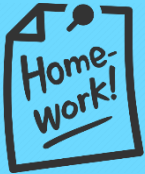


Stamina challenge:

Organisation: Pupils take a cone each and place it around the outside of the track. The teacher times pupils in a 4 minute run. Pupils count how many laps they can complete in 4 minutes. Pupils record their time on their 'Fitness Record'.



OLC WEEKLY LEARNING PLAN



accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	



WhiteRose Mathematics Homework Week 6

Communicating with school

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