

Message from teachers



WE ARE GROWING TO BE:

GENEROUS

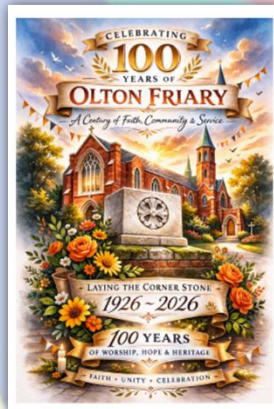
Generous: We are generous with our gifts and use them in the service of others. We are generous with our time and give of ourselves to serve others as God wants us to.

GRATEFUL

Grateful: We are grateful for the gifts God has given us, for the gifts of other people and the blessings of each new day.

We are generous with our actions, doing things to help other people and make a difference in the world.

Grateful: We are thankful for what we have and for the people around us.



**Olton Friary Centenary
1926-2026**

He is Risen!

In RE and in our Prayer and Liturgical life, we are celebrating 100 Years – The Centenary of Olton Friary, namely The Church of the Holy Ghost and Mary Immaculate



OLC WEEKLY LEARNING PLAN

We will be celebrating with two wonderful Masses on Tuesday evening 21st April 2026 and on Sunday morning at 9am .

We have written a poem together,
 We have been rehearsing our playscript of **Olton Friary-Who do you think you are?**
 We have created some beautiful artwork of the Friary too! An example of this can be found on our **Blue Sky App**.

It will be wonderful to see you join us at these special and important Masses.

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	Big question: Why does celebrating the Easter	LO: To be able to research different accounts of the Resurrection of Jesus	LO: To be able to research different accounts of the Resurrection of Jesus	LO: To understand the Resurrection changed the lives of the disciples	



Vigil help Christians feel closer to the Risen Christ?

Explain that Jesus' resurrection appears in all the Gospels. Emphasise that each account is slightly different but does include lots of key details.

Why might each account differ? Discuss reasons for this.

Share artwork based on the different accounts. Can children spot any key differences.

Read and watch each account.

Discuss the key differences and similarities between them. Use the PowerPoint to support with this.

Task: Children to create a table to compare the different Resurrection accounts.

Following on from previous lesson, discuss the Resurrection accounts together.

What things occurred in all the Gospels? What are the differences? Share thoughts together.

Task: Children to create a piece of artwork based on one of the Resurrection accounts.

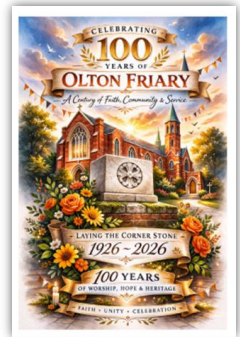
Write a paragraph to explain what they have drawn.

Focus on how the disciples' lives were changed by the Resurrection. Fold a piece of paper in half, write words/phrases to explain how they felt after Jesus' death. Swap the paper with a partner. On the opposite side, record how they felt after the Resurrection. Share these ideas together.

Focus on John's Resurrection account. Imagine you were one of the disciples, what was it like when you realised that Jesus was alive? What had your feelings been like previously? What are your beliefs about Jesus now that you have seen him alive?

Task: Write a diary entry to describe your thoughts and feelings at what happened.

Challenge: How were the disciples lives changed by the Resurrection of Jesus? What do others on your table suggest?



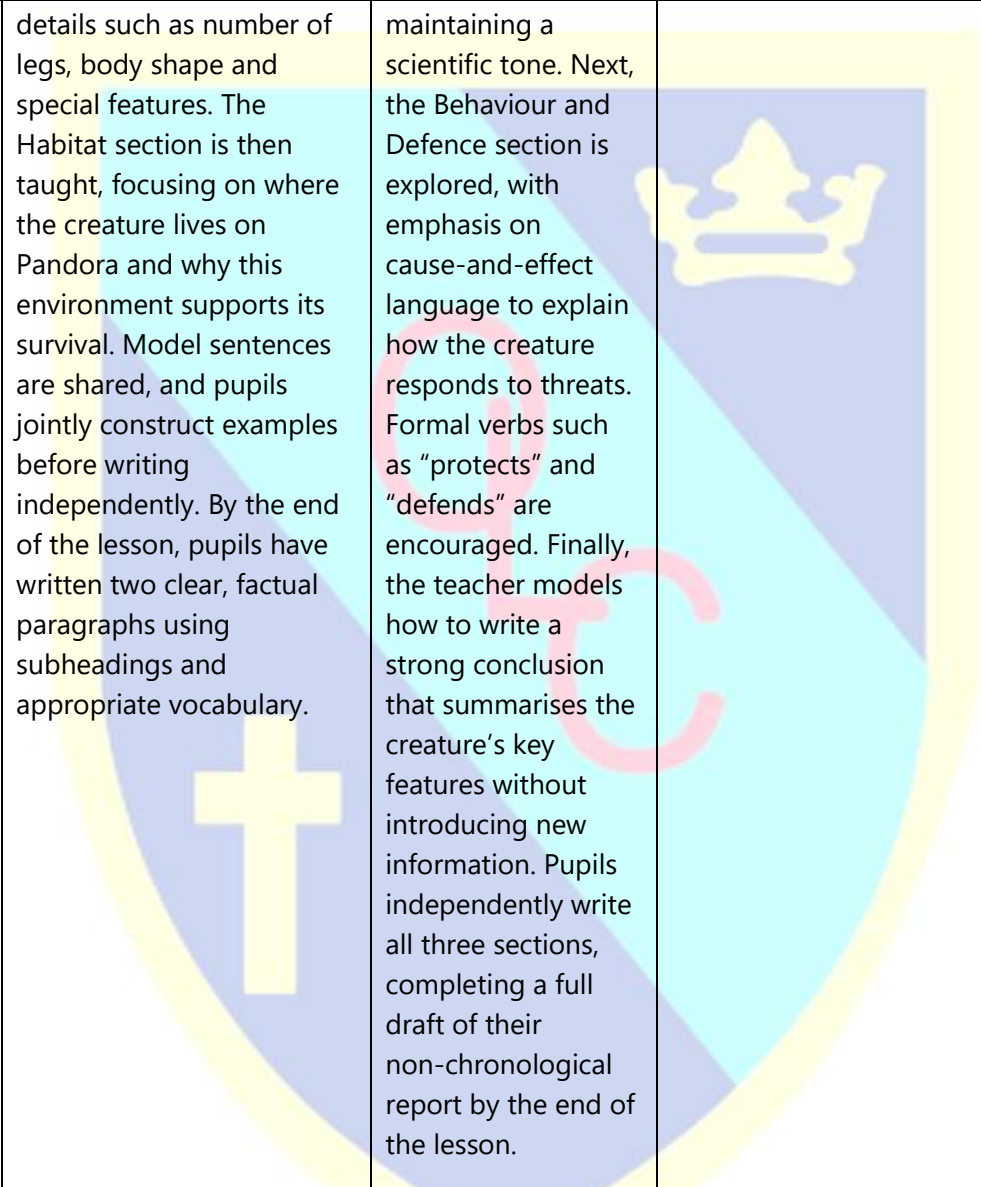
Olton Friary Centenary

1926 - 2





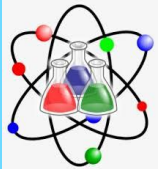
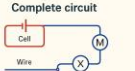
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<p>Maths</p> 	<p>LO: Angles in a triangle Pages: 51-53</p>	<p>LO: Angles in a triangle- special cases Pages: 54-56</p>	<p>LO: Angles in quadrilaterals Pages:57-59</p>	<p>LO: Angles in Polygons Pages:60-62</p>	<p>LO: Circles Pages: 63-65</p>
<p>English</p>  	<p>Lesson 1: Understanding a Non-Chronological Report and Writing the Introduction</p> <p>In this lesson, pupils are introduced to the purpose and structure of a non-chronological report using the Pandora PowerPoint slides 1–17. The lesson begins with a visual and video stimulus to engage pupils and introduce the fictional setting of Pandora. Through discussion, pupils explore what a non-chronological report is and how it differs from a</p>	<p>Lesson 2: Writing the Appearance and Structure and Habitat Sections</p> <p>This lesson focuses on developing two key sections of the non-chronological report: Appearance and Structure, and Habitat, using slides 19–22. The teacher begins by revisiting the features of non-chronological reports and reminding pupils of appropriate formal language. The Appearance and Structure section is explored first, with discussion around technical and descriptive vocabulary that helps the reader clearly picture the alien hexapod. Pupils are encouraged to include</p>	<p>Lesson 3: Writing Diet, Behaviour and Defence, and the Conclusion</p> <p>In this lesson, pupils complete the main content of their non-chronological report using slides 23–28. The session begins with a recap of the sections already written. Pupils are then taught how to write the Diet and Feeding Habits section, focusing on factual explanations rather than storytelling. Sentence starters are used to support pupils in</p>	<p>Lesson 4: Editing and Improving the Draft</p> <p>The fourth lesson is dedicated to editing and improving the first draft of the non-chronological report. Pupils begin by discussing the purpose of editing and how it helps improve clarity and accuracy. The teacher models how to edit a paragraph, focusing on spelling, punctuation, sentence structure and vocabulary choices. Pupils are reminded to check for consistent use of present tense and formal language. Using editing checklists, spelling lists and coloured pens, pupils carefully review their own work and make improvements. Opportunities for peer or teacher feedback are built in so pupils can reflect on how well their writing meets the success criteria. By the end of the lesson, pupils have a clearly edited and improved draft that is ready to be published, with visible corrections showing their editing process.</p>	<p>Lesson 5: Publishing the Final Version in the English Portfolio</p> <p>In the final lesson, pupils produce a polished, published version of their non-chronological report for their English portfolio book. The focus is on presentation, accuracy and pride in their work. The teacher reminds pupils that this is their best version and should reflect all the improvements made during editing. Pupils carefully rewrite their report,</p>

OLC WEEKLY LEARNING PLAN

	<p>narrative, focusing on features such as headings, formal language and present tense. Key writing objectives are shared so pupils understand the expectations. The teacher models how to create a clear title and an effective introduction, explaining that this paragraph should briefly name the creature and state where it lives without including too much detail. Pupils then independently choose a name for their alien hexapod and write their own introduction paragraph, using the checklist provided to self-assess their work.</p>	<p>details such as number of legs, body shape and special features. The Habitat section is then taught, focusing on where the creature lives on Pandora and why this environment supports its survival. Model sentences are shared, and pupils jointly construct examples before writing independently. By the end of the lesson, pupils have written two clear, factual paragraphs using subheadings and appropriate vocabulary.</p>	<p>maintaining a scientific tone. Next, the Behaviour and Defence section is explored, with emphasis on cause-and-effect language to explain how the creature responds to threats. Formal verbs such as "protects" and "defends" are encouraged. Finally, the teacher models how to write a strong conclusion that summarises the creature's key features without introducing new information. Pupils independently write all three sections, completing a full draft of their non-chronological report by the end of the lesson.</p>		<p>ensuring they include a clear title, an introduction and all required subheadings in the correct order. Attention is given to neat handwriting, correct spellings and punctuation, and consistent layout. The classroom atmosphere is calm and focused to support sustained writing. To conclude the lesson, pupils reflect on their learning, sharing what they are most proud of in their final report and how their writing has improved across the unit. This lesson celebrates achievement and completes the writing process.</p>
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<p>Reading</p> 			
<p>SPAG</p> 	<p>Colons: Lesson 1 (See PowerPoint and resources)</p>		<p>Colons: Lesson 2 (See PowerPoint and resources)</p>
<p>Science</p> 	<div data-bbox="338 783 759 1018">  <p>Electric Art</p> <p>LO: To plan and carry out electric circuit investigations using current electrical knowledge (Yr5&6).</p> <p>Complete circuit</p>  </div> <h2 style="text-align: center;">Electricity - Electric Art continued...</h2> <p>Lesson 1: Electrical Art Challenge BBC Two - Science Clips, Circuits and Conductors, Mains power and the dangers of electricity</p> <p style="text-align: center;"> Bruce Munro Water-Towers on Vimeo BBC Two - Science Clips, Changing Circuits, The dangers of electricity </p> <p> Switched on Kids - from Electrical Safety First Electricity - KS2 Science - BBC Bitesize Electric Art Hamilton Brookes </p> <p>LO: To design a sensory room</p> <p>Activities</p> <p style="text-align: center;">Plan and carry out a series of age appropriate electrical circuit investigations (Yr5&6)</p> <p>Create success criteria for their electric art challenge (Yr5&6)</p> <p>Investigation:</p>		

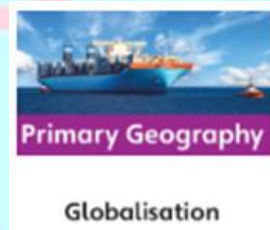
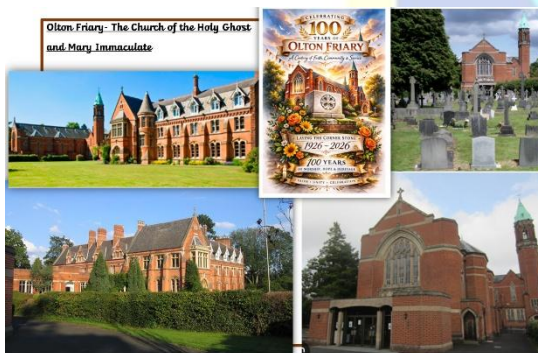
Electrical Art Challenge.

- Take part in a National Sensory Art Association (NSAA) briefing session and learn about the challenges that lie ahead as designers of an electric art installation. (Problem solving, Exploring, Fair testing, Pattern seeking)
- Years 5&6 - Plan and carry out a series of electrical circuit investigations
- Years 5&6 - Create success criteria for their electric art challenge

Vocabulary

Electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non-metal, enquiry question, investigation, findings

**Geography
Parish
History
Centenary
Research**



Lesson 2: How has technology changed the way we communicate?

- How has communication changed?
- How has the internet contributed to globalisation? · What are the advantages and disadvantages of the internet?



Globalisation

Lesson 3: How does globalisation affect trade?

- How has globalisation increased trade?
- What are the advantages and disadvantages of trade globalisation?
- What are trade agreements

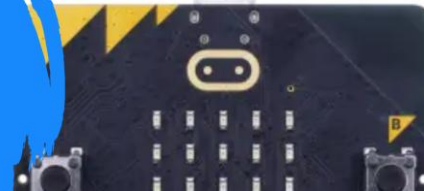
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Computing



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'.
- 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](#)

PSHE



Module 2: Created to Love Others

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.

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Unit 1 – Religious Understanding explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2_2_created-to-love-others/u-1/uks2_2-1_religious-understanding/



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.

Reflective Writing

Invite pupils to write about a time when they changed the way they did something. They should include what caused the change, what they did and what the outcome was. To stimulate ideas, you can point out that they may have changed from always wearing Velcro shoes to being able to tie shoelaces, from having their meals cut up to using a knife and fork themselves, writing joined up lettering rather than printing, perhaps even walking to school by themselves etc. Move this on to a reflection about moments when children have had a perspective shift, or something has happened to drastically change their behaviour.

Draw this scene too.

Vocabulary

écrivez	écoutez
lisez	ouvrez
fermez	regardez
parlez	asseyez-vous
levez-vous	

MFL



Y3/4 (A): Lesson 1: Follow the French teacher

Learning common classroom instructions and how to recognise the imperative mood through games including, 'Répétez si c'est vrai', Kim's game, a word and action matching game and 'Jacques a dit!' - the French version of 'Simon says'. Considering some differences between schools in the UK and schools in France.

LO: To understand and respond to simple classroom instructions.

I can understand and respond to instructions in the classroom.

I can give instructions in the classroom.

I can recognise words that the teacher mouths silently.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-in-a-french-classroom-cycle-a/y3-4-a-lesson-1-follow-the-french-teacher/>

Introduce yourself in French using the following format:

Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].

Select a child and say,

Bonjour ! Comment tu t'appelles et quel âge as-tu ? – Hello! What's your name and how old are you?

Ask the child to reply along the following lines or as much as they can manage:

Bonjour ! Je m'appelle [name] et j'ai sept/huit ans – Hello! My name is [name] and I am seven/eight years old

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 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:

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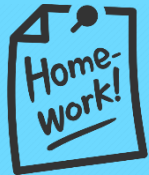
	<p>LO: To create a musical theatre scene</p> <ul style="list-style-type: none"> • I can work as part of a group. • I can plan a musical scene to tell the story of a journey. <p style="text-align: center;">I can think of or write a song that tells the story.</p>	
<p style="text-align: center;">Art</p> 	<p>LO: To understand how visual language can communicate personality, interests, and identity through symbols.</p> <p>Resources: Activity sheet: Coat of arms (blank shield) Example coat of arms (for support) A4 or A3 paper for mind-maps Coloured pens and pencils</p> <p>Explain the history of the coat of arms. In the Middle Ages, knights and noble families used symbols on shields, banners, and coats worn over armour to identify themselves. This system, known as heraldry, showed family identity, importance, and wealth. Over time, coats of arms were passed down through families and later adopted by organisations, cities, schools, and sports clubs. Today, logos are a modern version of this idea.</p> <p>Show the presentation with historical and modern examples. Ask pupils to identify symbols and discuss why they may have been chosen. Explain that pupils will create a coat of arms to represent themselves. Watch the Pupil video together.</p> <p>Pupils create a mind-map exploring ideas using prompts such as important places, hobbies, favourite subjects, animals, colours, and personal messages. Pupils sketch ideas freely to plan their symbols.</p> <p style="text-align: center;">Provide the coat of arms activity sheet divided into four quadrants. Pupils select and draw symbols that represent them, using colour carefully.</p>	
<p style="text-align: center;">P.E.</p> 	<ul style="list-style-type: none"> • 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. <p>E.g. 1min jog 1 min mountain climbers 30 secs squat jumps 30secs run 1 min burpees You can add exercises like</p>	<p>The lesson focuses on developing game skills through active participation and teamwork. Children begin with a dynamic warm-up involving movement and reaction games, followed by a short introduction to key skills such as dodging, passing or defending space. They then take part in small-sided games where they apply these skills in a fun, supportive environment, with rules adapted to suit different abilities. The lesson finishes with a gentle cool down and a short reflection, allowing children to discuss what they did well, how they worked as a team and which skills they used during the games.</p>



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squat pulses or tuck jumps to increase the intensity!

curious
possibility
mischievous
community
ancient
foreign
lightning
privilege
government
temperature
equipment
environment
disastrous
relevant
variety



SATS Revision packs

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

