

OLC WEEKLY LEARNING PLAN



Message from your teachers:

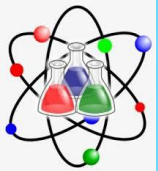
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Miss Sidwell and Miss Houlihan	Year group:	Year 6	Date:	14.09.26
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R.E. 	Knowledge Statement: God gives the Ten Commandments to the Israelites as part of His covenant, teaching them how to live as His holy people.		Knowledge Statement: The commandments show the Israelites how to love God and treat other people with respect and fairness.		Knowledge Statement: The commandments guide the Israelites in making good choices in their daily lives, showing what pleases God and what harms their community.
Maths 	LO: Round any number	LO: Negative numbers	LO: Add integers	LO: Subtract integers	LO: Problem solving - addition and subtraction
	Unit 1: Place value within 10,000,000 Textbook pages 32-35	Unit 1: Place value within 10,000,000 Textbook pages 36-39	Unit 2: Four operations (1) Textbook pages 42-47	Unit 2: Four operations (1) Textbook pages 42-47	Unit 2: Four operations (1) Textbook pages 42-47

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			has been used to create strong images and capture the reader's interest.	character voice. They will then make predictions about what might happen next in the story.	
Reading 					
SPAG 					
Science 	LO: to be able to identify and compare blood vessels This week in science, we will explore the circulatory system and learn about the important role of the heart and blood vessels in transporting blood around the body. They will learn about the three types of blood vessels: arteries, which carry blood away from the heart and have thick, muscular walls; veins, which carry blood back to the heart and contain valves to prevent backflow; and capillaries, which are tiny vessels that connect arteries and veins and allow oxygen and nutrients to pass into body tissues. We will also learn about William Harvey, who discovered that blood circulates around the body but could not observe capillaries because microscopes had not yet been invented. After watching an expert film by vascular nurse Emily Bilby, the children will complete an activity on blood vessels and explore why arteries can become restricted by fatty deposits. We will discuss how healthy lifestyle choices, including regular exercise, a balanced diet and avoiding smoking, can help keep our blood vessels healthy.				
	LO: to understand what life was like for the Edo people in the Benin Kingdom.				

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History



Starter:

Children will begin by discussing what they already know about life in the Benin Kingdom. They will explore pictures and artefacts from Benin and share ideas about what daily life may have been like for Edo people.

Main Learning:

Children will learn about the role of the Oba (king) and how Benin society was organised. They will find out about life in Benin City and in rural villages, comparing jobs, homes, religion and daily routines. Through reading, discussion and questioning activities, children will develop their understanding of what life was like for Edo people in the Benin Kingdom.

Plenary:

Children will use their knowledge to reflect on the experiences of Edo people and discuss how life in Benin was similar to or different from their own lives. They will then apply their learning by creating a diary entry written from the perspective of an Edo person, describing a typical day in the Benin Kingdom.

Computing



LO: LO: To tinker with Scratch music elements.

[Lesson 1: Tinkering with Scratch music elements](#)

Before starting this unit, check pupils' prior knowledge of using Scratch.

Display the *Presentation: Introduction to Scratch*. Remind the children that Scratch is a block-based programming language and can be used to create projects. Inform them that in this unit, they will make music.

Explain that **tinkering** is exploring and playing with something to discover its key functions. Inform the children that it is important in computing because it allows programmers to explore, make mistakes and discover how code works.

Ask the children to go to the Scratch website and create a new project.

Show the *Pupil video: Tinkering with music in Scratch*, which demonstrates the lesson activity.

Allow the children to tinker and remind them of the skills shown in the *Pupil video: Tinkering with music in Scratch*.

PSHE:

LO:

[Gifts and Talents – Ten Ten Resources](#)

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This week, children will explore how people are both similar and different and consider how communities are built through teamwork. Through the *Paradise Street* programme, children will reflect on their own gifts and talents and begin to understand that true self-worth comes from knowing they are loved and valued by God.

Watch the *Paradise Street* video and reflect on it using the questions provided, eg:

- How does God loving us just the way we are help us change how we feel about ourselves?
- Do boys and girls like different things?
- Why do you think Finn gets annoyed with Siobhan? Is he right to be annoyed?

Task: Children will create self-portraits, with 'I am...' statements around the outside. At the bottom as the title of the portrait should be 'I am loved by God'.

MFL



Following their introduction to British Sign Language (BSL), this week children will continue to develop their understanding of deafness and deaf awareness. They will learn about the experiences of deaf people and explore how BSL helps people communicate effectively. Children will also be introduced to sign language etiquette, including how to gain someone's attention respectfully and the best ways to communicate with deaf individuals. Through discussions and practical activities, children will build awareness, empathy, and inclusive communication skills.

Music



[KS2 Music Lesson Plans | Looping and Remixing](#)

Lesson 1: Body percussion hoops

Explain that popular club or dance music is mainly created of short pieces of music that are looped and then layered on top of one another to create a longer piece of music.

Play the *Audio: Musical beat and loop* on slide 2 of the *Presentation: Body percussion loops* as an example.

Explain to the children that they will work in groups; starting by performing a body percussion rhythm on loop, before layering it with others in their group.

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Divide pupils into groups of four, and give each group a copy of the *Activity: Body percussion sheet*.

1. Ask the children in their groups to practise each of the body percussion loops, working together as a group and support each other while they work out each rhythm.
2. Assign one body percussion rhythm to each child in the group and allow some time for them to practise.
3. Once each child is confident with their own rhythm, ask the groups to work out how to layer each rhythm effectively. Encourage them to start with one child playing then introducing the next child and so on, until they are all playing together.

Plenary: Ask the children to perform their looped rhythms to another group and offer feedback

LO: To investigate the effect of space and scale when creating 3D art.

[KS2 Art Lesson Plan | Space and Scale](#)

Starter: Discuss the following questions with a partner

Explain what installation art is.

Discuss likes and dislikes.

Discuss places installation art could be installed.

Discuss thoughts on a particular piece looked at in the previous lesson.

Introduce the artist Cai Guo-Qiang by showing the clip [Netflix - Trailer for 'Sky Ladder' documentary 2016](#) on Videolink.

Discuss the following questions:

What makes Cai Guo-Qiang's work 'installation' art? (**It transforms a space, it uses the environment as part of the artwork, it is temporary and site specific.**)

Why might an artist use gunpowder, not just paint or other 'ordinary' materials? (**Children might suggest: to cover large areas, to create a dramatic effect, because it is exciting!**)

How does the scale of his work (i.e. big!) affect the viewer? (**Children might suggest: the viewer might feel small, they could feel surrounded by the art.**)

Explain that over the next few lessons the children will explore how scale affects the viewer by creating a scaled-down installation model.

Show '[White Tone' 2016 by Cai Guo-Qiang](#)' to introduce Guo-Qiang's explosion drawing installation. Explain that the work was created using gunpowder explosions and stencil placement to form shapes.

[Cai Guo-Qiang - Panoramique de White Tone](#)

Art



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[Cai Guo-Qiang Ignites at the Fondation Cartier](#)

Tell the children they will use a similar process inside a box, applying materials such as charcoal, glitter or paint to create their own 'explosion' drawings. When photographed, the boxes will appear like life-sized rooms.

Show the *Pupil video: Space and scale*.

Task: Pupils to plan out their scaled-down installation models in their sketch books.

PE

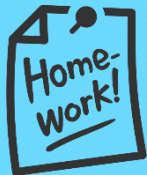


Lesson 1: Fitness

Children will be testing and developing their stamina through a range of physical activities and exercises. They will take part in activities designed to improve their cardiovascular fitness, endurance, and overall health. Children will be encouraged to challenge themselves, persevere, and recognise the importance of regular exercise in maintaining a healthy lifestyle.

Lesson 2: Athletics

Children will focus on developing their running stamina by finding a pace that works best for them and practising effective breathing techniques while running. They will take part in both short- and long-distance running activities, helping them build endurance, improve fitness, and gain confidence in their abilities.



Communicating with school

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

