



Jubilee Pledges



Gospel Values and Virtues



Fairtrade Fortnight



Our Lady of Sorrows- We celebrate Our Lady of Compassion's Feast Day on Monday 15th September 2025

OLASS 'WE ARE CALLED TO BE SAINTS...'



We ask Saint Carlo Acutis

Remember that we are called to be Saints as we learn more about St. Carlo Acutis and Saint Georgio Frassati in our forth coming 'Saints' homework in preparation of our Confirmation next year.

OLC WEEKLY LEARNING PLAN

Message from your teachers:

Fairtrade Fortnight 2025

This Fairtrade Fortnight will be taking place Monday 22 September – Sunday 5 October 2025.

Over these fourteen days we'll be understanding and asking how to use Fairtrade when we go shopping. We'll be celebrating the difference in this Fairtrade campaign, as part of a UK-wide movement calling for a fairer system behind the things that we consume in everyday lives. The children will create a poster and hold classroom debates sharing the importance of Fairtrade and how it helps the Common Good (Catholic Social Teaching).

As the Autumn Term, continues, during the **Season of Creation** (which continues until October 4th), we remember **Jubilee Pledges**, since we can make a big difference to the World that we live in. We continue to embrace our exciting new challenges in our Enrichment afternoon each week. We will try hard to pray more and care for our fellow man. We will try to live out our pledges and follow the example of **Saint Carlo Acutis** as he is the patron of the Youth and a wonderful inspiration to us all!

Mrs Redfern, Miss Dowling, Mrs Freeman and Miss Chick

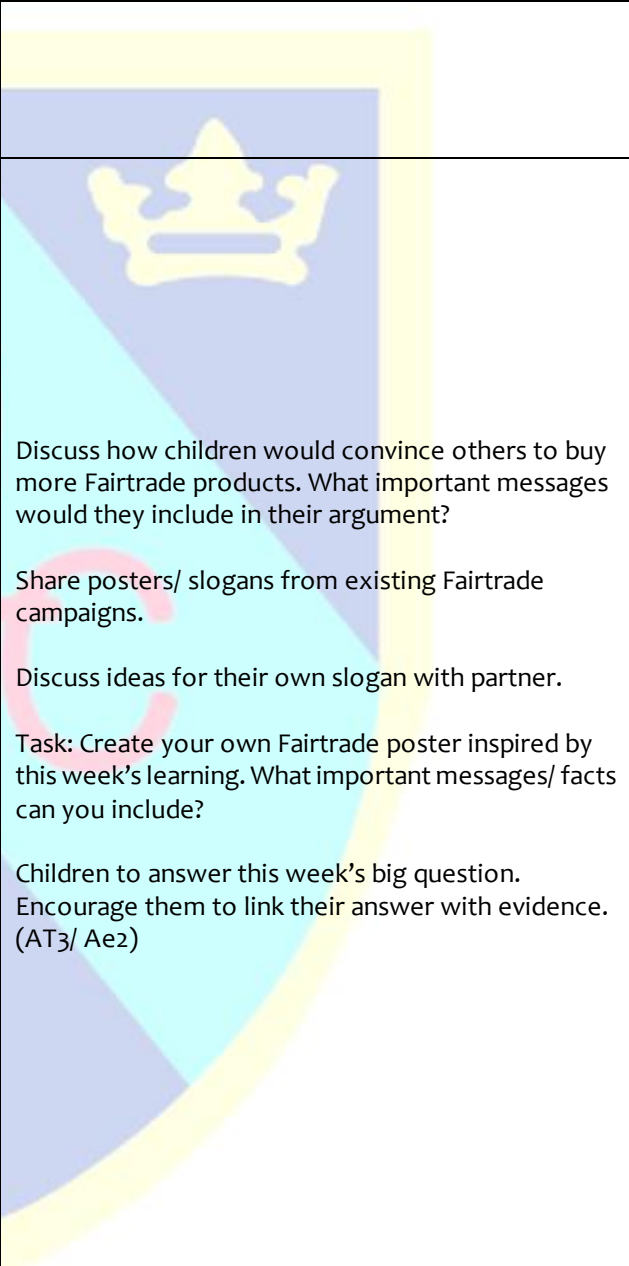
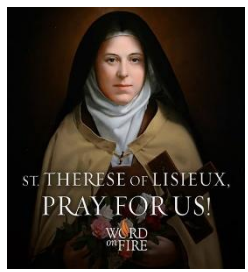
<https://cafod.org.uk/jubilee-schools/jubilee-pledge>

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

Teachers:	Mrs Redfern Mrs Freeman Miss Chick	Year group:	5	Date:	22.09.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Season of Creation (until 4 th October 2025) 	LO: To understand what Fairtrade is and identify how it links to Catholic Social Teaching Big Question: How significant do you	LO: To understand what Fairtrade is and identify how it links to Catholic Social Teaching Big Question: How significant	LO: To understand what Fairtrade is and identify how it links to Catholic Social Teaching Big Question: How significant do you think Fairtrade Fortnight is?	Y5 Called to be Saints Homework Project* Autumn 1: <i>*To be returned to school on Monday 3rd November 2025 (after half term)</i>

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	Catholic Social Teaching Common Good – Live Simply Fairtrade Fortnite 2025 	think Fairtrade Fortnite is?	do you think Fairtrade Fortnite is?		 Saint Carlo Acutis  St. Therese of Lisieux  St. Francis of Assisi 1. Choose three Saints that inspire you.
		Discuss together children's gifts and talents. What have they been called by God to do? Think back to the creation story – what does it tell us about the roles and responsibilities of human beings to the planet? Link learning to this half term's CST – the common good. Explain that we are called to work for the good of each and of all. Share video clip: Catholic Social Teaching: The Common Good CAFOD How important is this? Why? (AT3/ Ae2) Share Fairtrade logo. Do children recognise it? Where have they seen it before? Introduce 'Fairtrade Fortnite' by sharing the Powerpoint slides and video links. Keep referring to this week's big question.	Recap previous learning about Fairtrade. How could you convince the Tesco manager to buy more Fairtrade products? What links can you make to our learning about creation? Share some Fairtrade products with children. What do they like/ dislike about the packaging? How could you improve it by linking it to CST? Task: Design your own chocolate bar wrapper. Make links to CST and the Bible passages looked at last week.		

Discuss how children would convince others to buy more Fairtrade products. What important messages would they include in their argument?

Share posters/ slogans from existing Fairtrade campaigns.

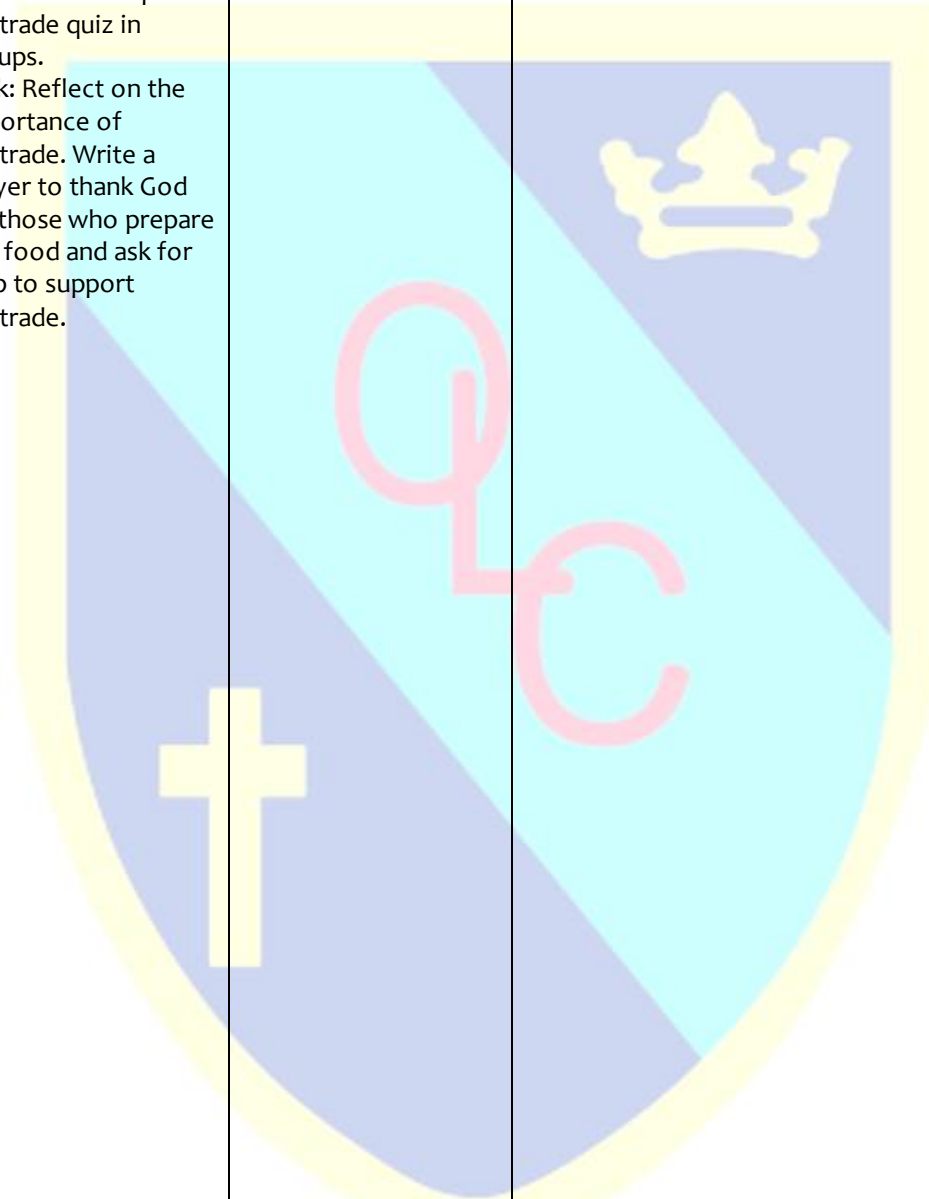
Discuss ideas for their own slogan with partner.

Task: Create your own Fairtrade poster inspired by this week's learning. What important messages/ facts can you include?

Children to answer this week's big question. Encourage them to link their answer with evidence. (AT3/ Ae2)

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Children to complete Fairtrade quiz in groups.
Task: Reflect on the importance of Fairtrade. Write a prayer to thank God for those who prepare our food and ask for help to support Fairtrade.



2. **Share what would you know about them?**
3. **Explain why are they are so special to you?**
4. **create a fact-file or a PowerPoint (include drawings or pictures of your chosen saints).**
5. **Remember to include a mini biography of your saint.**
6. **Finally, try to think about the Saint that you could possibly choose for your own Confirmation next year when you are in Year 6.**

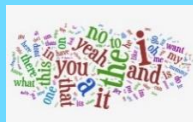
You have plenty of time to choose!

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					There are so many saints to choose from... 
Maths 5A 	Place Value within 100,000 (2) Lesson 3 LO: Compare and order numbers to 1000,000	Place Value within 100,000 (2) Lesson 4 LO: Round numbers to the nearest 100,000	Place Value within 100,000 (2) Lesson 5 LO: Round numbers to the nearest 10,000	Place Value within 100,000 (2) Lesson 6 Round numbers to the nearest 10, 100 and 1,000	Addition and Subtraction Lesson 1 LO: Mental Strategies
	Text Book Page 52 Practice Book Pages 38-40	Text Book Page 56 Practice Book Pages 41-43	Text Book Page 60 Practice Book Pages 44-46	Text book Pages 64 Practice Book Pages 47-49	Text Book Pages 72 Practice Book Pages 52-54

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English



Lesson 5:

LO: To distinguish between statements of fact and opinion and to identify examples of supposition, impartiality and bias.

Fact, opinion, supposition, impartiality, bias: Provide a range of statements/sentences on cards related to the Happy Endings, Jub being mugged etc. Decide which are fact, opinion, supposition, impartiality or bias. Decide on a definition of each term. Provide groups of children a range of broad -

Lesson 6:

LO: To use reported speech accurately and to use the subjunctive form.

Shared writing: Model writing a section of a newspaper report drawing upon ideas developed in sessions 4 and 5 and explicitly modeling the use of brackets that often occurs in new articles to add details such as age, occupation etc. of witnesses/interviewees and the use of the subjunctive form. Extended writing time for children to write a newspaper article on the events. Ensure that the children have a

Lesson 7:

LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Continue reading text from page 9 where Jub, having finally fallen asleep and dreaming about a golden pen, awakes to find the pen. Read up to 'The witch leaned over and, still rubbing, went to start the fire.' Elicit that the different font demarcates the change in narrator as it is now a story being written by Jub. However,

Lesson 8:

LO: To participate in discussions about books and provide reasoned justifications for their views.

Finish reading the text. In a talking circle, discuss these idioms/figures of speech/proverbs that could relate to the text:

You can't judge a book by its cover.

Taste of your own medicine.

Let bygones be bygones.

Two wrongs don't make a right.

Walk a mile in someone else's shoes.

Put these on cards and place in the middle so that the topics for discussion can be selected at random. Focus the discussion around the two characters - Jub and the witch - and the situation. Explore the idea of people not conforming/being 'different'. Jub could be viewed as being unusual in that she has 6 fingers on each hand but appears accepted by others. Ensure that the children make their points by using phrases such as it could be argued that and although it might appear that...some may believe that...

Teacher as scribe:

Scribe some responses from the discussion, making explicit the need to structure the responses well so that the views are articulately expressed. Children to independently write a response on the

RE

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	sheet/well-written news paper articles (check for suitability first) and ask them to look for: Fact, opinion, supposition, impartiality and bias: Create a key using 5 different colours of highlighter pen.	go at including very formal language structures/conventions (e.g. subjunctive form) and reported speech. Extended writing time for children to write a newspaper article on the events. Peer-edit: Peer edit for accuracy of verb tenses and wholetext cohesion.	note that Jub writes about herself in the third person: 'There was nothing Jub could do, even if she had wanted to'. Talk about what the witch may have been feeling. Return to the page of the image of the witch smoking her clay pipe in her lair. In pairs, ask the children to annotate the image and use clues from the accompanying page of text to explore the witch as a character. What do we know about her? What can we infer? Why might the Endings have	themes explored in the text. Ensure that they use cohesive devices typical of discursive pieces that were used orally in the whole class session and that they use evidence from the text (explicit and implicit). Pairs to edit together, checking for cohesion and use of evidence to support views.	
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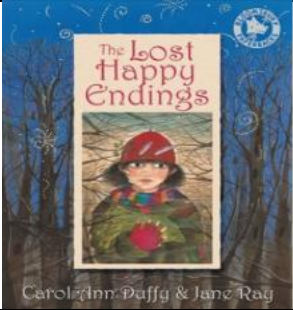
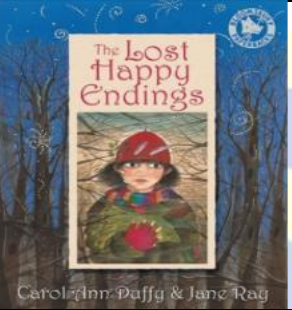
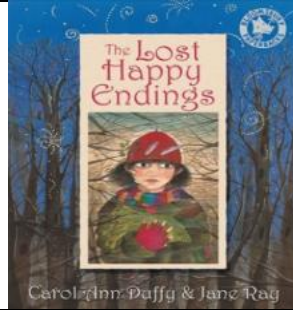
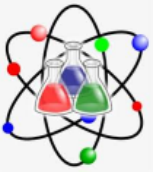
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been worthless to her, the witch?
 Let the children 'discover' an evidence bag with the charred remnants of a diary entry belonging to the witch that was found on her remains. Only have the lines visible: Dear Diary,
 What a dreadful day. I was in such a foul mood and I fear that I have done something that I will live to regret
 And then on a separate scrap of paper:
 If only people knew what life is like for me.
 Allow the children to work together to devise some questions that

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they would ask
the witch were
she still alive.
Hot seating: Hot
seat the teaching
in role to tease
out some ideas
for the witch's
back- story using
what little
information was
given in the diary
remains. Steer
children to the
idea that the
witch wasn't
always as she is
now but that past
events have
changed her.

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Reading 	  
SPAG 	Punctuation assessment Word class assessment
Science 	<u>Unit: Materials Consultants</u> Lesson 2: Hot Porridge and Frozen Yogurt (Thermal Conductivity) LO: To identify thermal conductors and insulators, investigate which materials keep things hot or cold, and record results in a table and graph. <u>Vocabulary:</u> thermal, insulator, conductor, temperature, fair test <u>Resources:</u> • Containers: plastic cup, glass jar, tin can, paper cup • Hot water (instead of porridge) • Thermometers • Stopwatch/timer • Recording table (pre-prepared) <u>Lesson Breakdown</u> 1. Starter (10 mins) Read the “Material Matters” problem (commuter wants to know best container for hot/cold drinks). Discuss: <i>What does “insulate” mean? What does “conduct” mean?</i> Link to real life: Why are saucepan handles made of wood/plastic, but pans made of metal?

2. Main Activity (35 mins)

As a class, test which container keeps hot water hot the best.

Teacher support:

Variables:

- I will change the material of the containers.
- I will keep the amount of water the same and the starting temperature must be approximately similar.
- I will measure the temperature of the water at the start, after 5 minutes and after 10 minutes.

Method:

Pour equal amounts of hot water into each container (or place an ice cube in each).

Measure starting temperature.

Measure again after 5 and 10 minutes.

Record results in table.

Plot results on a line graph (temperature over time).

Discuss: Which was the best insulator? Which was the worst?

3. Plenary (15 mins)

Share findings as a class.

Decide on the best material for keeping drinks hot or cold.

Quick quiz/discussion: why do we use card cups, reusable plastic, or metal flasks in real life?

Geography



Lesson 3: What challenges are faced by people living in the slums?

- What are the problems with jobs in slums?
- What are the problems with housing in slums?
- What are the problems with health in slums?

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](#)

Module 1: Created and Loved by God

UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Complete Baseline Assessment Appendix 1-A Faithful God for each pupil. Ensure that each pupil uses a particular coloured pencil for the activity (e.g. black). Hand out Appendix 1: A Faithful God to each pupil. Ask pupils to read and think about each question before they begin to answer-Give pupils time to record their thoughts on their sheet. (At the end of the activity, collect the sheets as you will need them again for the Endpoint Assessment).

Unit 1: Religious Understanding

Unit 1 – Religious Understanding explores the Gospel story of the 'Calming of the Storm' (from Matthew, Mark and Luke). Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created and Loved By God. The prayer for this Unit is a daily examination of conscience. A more fluid

PSHE:

Ten: Ten
Life to the
Full+



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version of this, called 'The Five Day Examen', was provided for Lower Key Stage Two, which you may like to use as an alternative: **The Five Day Examen for LKS2-This daily examination of conscience for Upper Key Stage Two is more structured and based around the Ten Commandments.**

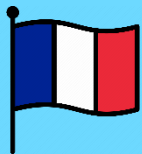
- Each day read the prayer (given in the attachment) **Appendix 1: Daily Examination**, leaving plenty of time for reflection between the questions.
- You can pick and choose different questions each day rather than reading them all.
- Play music or light a candle as you wish to help focus the children

Session 1: Calming the Storm* (1 hour & 15mins in total).

Over five days, children will hear and experience the Gospel story of Jesus calming the storm. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God who cares for us and wants us to put our faith in Him.

**Approximately 15 minutes should be put aside for each daily session, but you might wish to spend longer on some days.*

MFL



Y3/4 (A): Lesson 2: French greetings - day and night

Learning the appropriate greetings, bonjour, bonsoir, bonne nuit, to use for the different times of day and night.

LO: To use the correct French greeting for the time of day.

- I know that different greetings are used at different times of the day.
- I can recognise greetings words written in French.
- I know when to use different greetings.
- I can reflect on the differences in French culture.

[Y3/4 \(A\): Lesson 2: French greetings - day and night](#)

Music



Film music

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



<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/film-music/lesson-2-scenes-and-sounds/>

Lesson 2: Scenes and Sounds

LO: To identify and understand some composing techniques in film music.

- I can identify different instruments and comment on the type of sound they make.
- I can talk about the pitch of music and how it changes.

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I can use the words 'major' and 'minor' when discussing music that evokes different emotions.

Art



Show the Presentation: Pattern ideas. Display on your interactive whiteboard Ask pupils to look carefully at the different patterns shown in the presentation. Then, ask the children to start by thinking about their own home, and try to imagine how they would paint or decorate their house if they had unlimited resources: What kind of patterns would they paint on their house? Would they add any decoration, plants or motifs? Ask them to record their ideas in their sketchbooks, then colour them with felt tip pens. You can show pupils the Pupil video: Hundertwasser House. Next, using their black and white photocopy of their own house (either a screengrab from the link: 'Google - Google Street View', an image from home or even a generic house image), the children should decorate it with bold, bright marker pen colours and patterns in a Hundertwasser style. Finally, ask all pupils to look at their house designs and consider what their family might think of it now and whether they would like it. Invite pupils to comment and give opinions about each other's work.



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!
- Swimming

Lesson 4



Warm-Up
Gate Masters



Game
Tag Netball (Invasion)



Skill
Reaction / Response



Game



Review Method
Secret Stats

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Homework-

TTRS
Timestables
Roman Numerals

Spellings:

- Enjoyable
- Dependable
- Believably
- Adorably
- Incredible
- Terrible
- Legibly
- Possibly
- Available
- Vegetable

Communicating with school

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