

Message from teachers Message from teachers Message from teachers:

20+C+M+B+26



WE ARE GROWING TO BE:

Intentional

Intentional
Discerns, on purpose, intent, by design, brought out in action, planned, considered, done with care.

Prophetic
Prophetic in the way they offer an alternative vision of education and the human person, rooted in the Gospel.

Intentional
To be intentional in the way that you live and to use the resources of the earth, guided by your conscience.

Prophetic
Prophetic in the example that you give to others!



Gospel Values and Virtues

Catholic Pupil Profile -intentional & Prophetic

Our Lady of Compassion

Lent & Holy Week 2026

Violet In RE, we continue to try to 'fast from and feast on'

We are preparing for Holy Week this week as we prepare for the Triduum and Easter

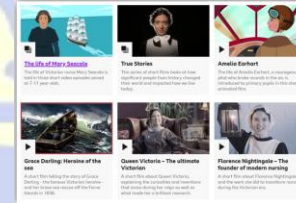


OLC WEEKLY LEARNING PLAN



We are reading this futuristic novel by Piers Torday 'The Last Wild.'




Women in History



Ada Lovelace- A historical computer pioneer

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

Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	23.03.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Children will have the opportunity this week to explore the Stations of the Cross.  <p>STATIONS of the CROSS</p>	LO: To know the story of Jesus driving the traders from the Temple and to consider the thoughts of Jesus and the traders at this event	LO: To know the betrayal of Jesus and reasons why some people wanted to do away with him.	LO: To know the betrayal of Jesus and reasons why some people wanted to do away with him.	<i>The Season of Lent</i> 

OLC WEEKLY LEARNING PLAN

Recap what the children already know about Holy Week.
 Complete Holy Week bingo activity.
 Share map of Jerusalem and discuss places that are linked to Holy Week. Share picture of a Jewish temple. Discuss what it was/ is used for and why it is important.

Read and watch the story of Jesus driving out the traders from the temple.
 Discuss the events together.
 Class discussion/ debate: Were Jesus' actions justified? Why? Why not?

Discuss the reasons for/ against Jesus actions.

Task: 1) Children to complete table to

Discuss the reasons why people wanted to do away with Jesus. Explain the reasons why the high priests opposed Jesus' actions.

Read and watch the story of Judas' betrayal of Jesus.

Discuss reasons why Judas did what he did.

Can anyone sympathise with Judas? Did he really have a choice in what he did?

Role play: Children to imagine they are Jesus, express his thoughts/ feelings on the night before he betrayed Jesus.

Revisit the story of Judas betraying Jesus.

Introduce main task:
 Write a letter as Judas, to one of the other disciples, explaining your reasons for betraying Jesus.

Share example of this letter and paragraph ideas.

Deeper thinking question: Is betrayal ever justified?

Share word bank and sentence stems to support SEND children.

OLC WEEKLY LEARNING PLAN

show reasons for/against Jesus' actions in the Temple.
2) Record the thoughts of Jesus and the traders after the event. How would they be different?

Maths 5B



5C Properties Of Shapes
Lesson 6

LO: Understand and use degrees

Maths Assessment

Maths Assessment

Maths Assessment

5C Properties Of Shapes
Lesson 7

LO: Measure acute angles


Textbook
Pages 8

Practice Book
Pages 6



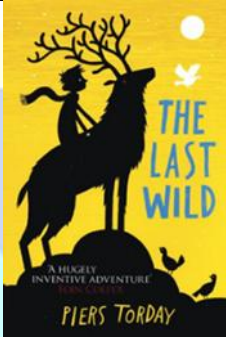


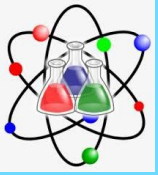
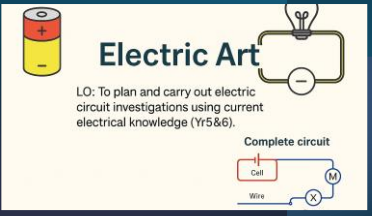
Textbook
Pages 12

Practice Book
Pages 9

OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>Lesson 10 -11: LO: To use the subjunctive to give advice. Children add the suffix -ious to the following words to create adjectives: poison, infection, caution, malice, ambition, vice Read Part 3, Read to page 118 "I don't look back. I can't help." Why does the wolf-cub leave The Wild? What happened to his father and why does he not avenge him? What do you think is wrong with Kester? Could he have the "berry-eye"? What are his symptoms? Kester is in a world of confusion and doesn't know what is wrong with him. Explain to children that we are going to write a medical letter that will be posted out to all the inhabitants of The Island helping them diagnose themselves. The Factor Medical Association: List with children the symptoms of red eye. We need to write a formal letter in role as the Factor Medical Association and we will use a colon to introduce this list. The subjunctive tone is a very formal way to give advice and it can be achieved in many ways. It however often helps to give out sentence stems to support children and to explain that we are using the imperative form of the verb. The subjunctive is often used to emphasise urgency or importance, e.g. If your symptoms include: The Association suggest that you leave straight away. It is essential that one take precaution. The Association recommend that you contact us. Model also taking out the word 'that' to add a heightened sense of urgency. Can children use any of the spelling words from the warm-up in their report? Writing English Assessment</p>	<p>Reading English Assessment</p>	<p>SPAG English Assessment</p>	<p>RE</p>
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OLC WEEKLY LEARNING PLAN

<p>Reading</p> 				
<p>SPAG</p> 	<p>(See Spellings below)</p>		<p>The Determiners Song</p> <p>Grammarsaurus: Determiners Lesson and Worksheet</p>	
<p>Science</p> 	<div data-bbox="340 817 761 1053">  <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> <p>Cell</p> <p>Wire</p> <p>M</p> </div> <p>Electricity - Electric Art continued...</p> <p>Lesson 1: Electrical Art Challenge BBC Two - Science Clips, Circuits and Conductors, Mains power and the dangers of electricity</p> <p>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</p> <p>Electric Art Hamilton Brookes</p> <p>LO: To plan and carry out electric circuit investigations using current electrical knowledge (Yr5&6).</p> <p>Activities</p> <p>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>			

Investigation:

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



Y5 History Project -- The History of the Friary Centenary Celebration 1926-2026

Computing:

LO: Create a PowerPoint to show a timeline and the history of how Olton Friary- The Church of the Holy Ghost and Mary Immaculate was founded

- Artwork and photographs to be included.

Children will present this at the Centenary Celebration

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

Computing



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](#)



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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.

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.

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/>

Vocabulary

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

MFL



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

Lesson 3: Create your own musical

Planning a musical theatre scene, including a song, dance and acting.



Music



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:

LO: To create a musical theatre scene

- I can work as part of a group.
 - I can plan a musical scene to tell the story of a journey.
- I can think of or write a song that tells the story.

Art



This lesson helps children understand how artists use images to communicate personal stories by exploring a portrait that shows family relationships. Pupils begin by looking closely at the artwork, identifying key details, emotions, and possible symbolism the artist has used. They discuss what story the picture might be telling and develop vocabulary to describe what they see—an approach supported within the Kapow Primary curriculum, which emphasises discussion, reflection, and building knowledge of artists. Using their sketchbooks, pupils then record observations, thoughts, and ideas, before starting their own drawing inspired by their family or someone important to them. This might include experimenting with expressive lines, simple portraits, or meaningful objects that reflect their story. The lesson ends with a short sharing session where pupils reflect on how pictures can express emotions, ideas, and personal experiences without using words.



Easter Cards

Sun catcher- Easter silhouette



P.E.



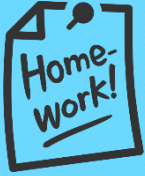
- Walk 7,000 steps this week!
 - 25 sit ups
- Run on the spot for three minutes
 - 15-star jumps
- Plan an exercise circuit that lasts 5 minutes.

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!

Rounders tournament



OLC WEEKLY LEARNING PLAN



**opportunity parliament persuade physical prejudice
privilege profession programme pronunciation queue
recognise recommend relevant restaurant.**

Homework: Year 5 power maths book Spring Week 10

Communicating with school

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

