

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,

Mr Brennan and Miss Sidwell

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

Teachers:	Mr Brennan & Miss Sidwell	Year:	Year 4	Date:	08.06.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>			<p>LO: To understand the meaning of sacrifice and how it relates to Jesus' actions.</p>	<p>LO: To understand that Christians proclaim Jesus' death and resurrection during Mass.</p>	
	<p>Sunday's Gospel to explore: Gospel: John 6: 51-58</p> <p>I am the living bread which came down from heaven. If any man eat of this bread, he shall live for ever; and the bread that I will give, is my flesh, for the life of the world.</p> <p>52The Jews therefore strove among themselves,</p>	<p>Sacred heart of Jesus</p>	<p>Lesson 7: Understanding Sacrifice</p> <p>Activities</p> <p>Starter (10 mins)</p> <ul style="list-style-type: none"> Discuss: "What is a sacrifice?" Children share everyday examples (sharing toys, helping others, giving something up). 	<p>Lesson 8: The Memorial Acclamation — Jesus is Alive</p> <p>Activities</p> <p>Starter (5 mins)</p> <ul style="list-style-type: none"> Listen to or read a Memorial Acclamation ("We proclaim your death..."). <p>Main Teaching (10 mins)</p>	<p>Catholic Social Teaching – Common Good</p>

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saying: How can this man give us his flesh to eat?

53 Then Jesus said to them: Amen, amen I say unto you: Except you eat the flesh of the Son of man, and drink his blood, you shall not have life in you.

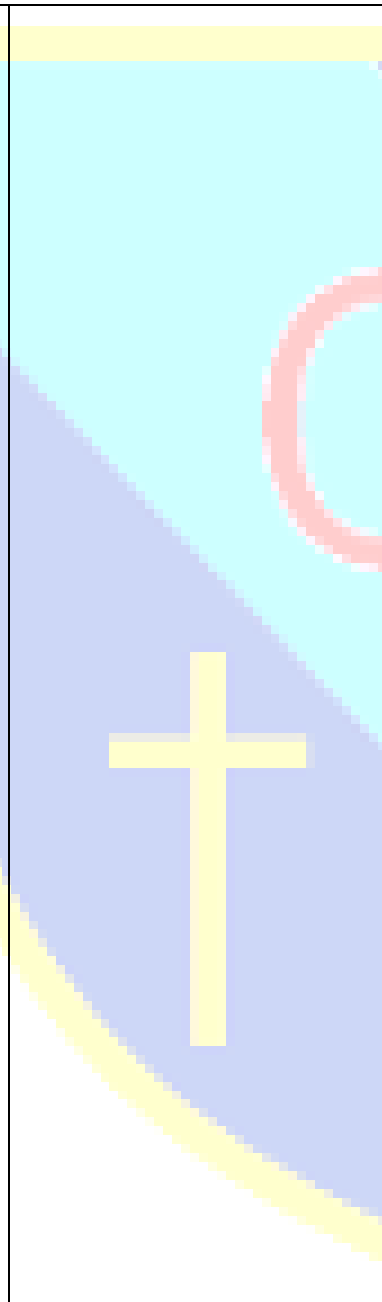
54 He that eateth my flesh, and drinketh my blood, hath everlasting life: and I will raise him up in the last day.

55 For my flesh is meat indeed: and my blood is drink indeed.

56 He that eateth my flesh, and drinketh my blood, abideth in me, and I in him.

57 As the living Father hath sent me, and I live by the Father; so he that eateth me, the same also shall live by me.

58 This is the bread that came down from heaven. Not as your fathers did eat manna, and are dead. He that eateth this bread, shall live for ever.



Main Teaching (10 mins)

- Define sacrifice as *giving something up for others*.
- Link to Jesus giving His life on the cross.

Main Activity (20 mins)

- Create a **Sacrifice Mind Map** with branches:
 - At home
 - At school
 - Jesus' sacrifice
- Then write a short paragraph explaining: *"Why Jesus' sacrifice was the greatest."*

Cross-Curricular Link – PSHE

- Link to empathy, kindness, and putting others first.

Plenary (5 mins)

- Reflection: *One sacrifice I can make this week is...*

Assessment Links

- Break down the meaning:
 - Jesus died
 - Jesus rose
 - Jesus will come again

Main Activity (25 mins)

- Children design a **three-part poster**:
 - Death (cross)
 - Resurrection (empty tomb)
 - Future hope (light / glory)
- Add captions explaining each part.

Cross-Curricular Link – Art


- Use bold symbolic colours (red, gold, white).

Plenary (5 mins)

- Say a class version of the Memorial Acclamation together.

Assessment Links

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			<p>AT1: 3c AT2: 3c</p> <p>Scripture</p> <p>John 15:13</p>	<p>AT1: 3b AT2: 2b</p> <p>Scripture</p> <p>1 Corinthians 11:26</p>	
 <p>Maths</p>	<p>LO: Quadrilaterals</p> <p>Unit 14: Geometry - angles and 2D shapes</p> <p>Textbook pages 104-107</p>	<p>LO: Polygons</p> <p>Unit 14: Geometry - angles and 2D shapes</p> <p>Textbook pages 108-111</p>	<p>LO: Reason about polygons</p> <p>Unit 14: Geometry - angles and 2D shapes</p> <p>Textbook pages 112-115</p>	<p>LO: Lines of symmetry</p> <p>Unit 14: Geometry - angles and 2D shapes</p> <p>Textbook pages 116-119</p>	<p>LO: Complete a symmetric figure</p> <p>Unit 14: Geometry - angles and 2D shapes</p> <p>Textbook pages 120-123</p>
 <p>English</p>	<p>LO: To use the conjunction if to write the end of a fantasy adventure story.</p> <p>Starter (whole class): Children consider choices and consequences using conditional (“if”) sentences.</p> <p>Main (independent): Children write the ending of their story, including conditional sentences and resolutions.</p> <p>Plenary (whole class): Peer assess writing with a</p>	<p>LO: To edit writing for cohesion and publish a final draft.</p> <p>Starter (whole class): Children review examples of writing and identify how to improve tense and cohesion.</p> <p>Main (independent): Children edit and improve their own stories, focusing on consistency and flow.</p> <p>Plenary (whole class): Discuss irregular verbs</p>	<p>BFG Film</p>	<p>BFG Film</p>	<p>Sacred Heart Mass at Friary</p>

focus on sentence structure and clarity.

and reflect on improvements made in writing.



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS																																			
Aa	build accident actually actual address after although answer any appear are arrive ask	Bb	bathe be beautiful because behind believe bicycle both break breath breathe	Cc	calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could couldn't December describe different	Ee	early earth eight enough even exercise eye famous fast father favourite February find floor forward	Gg	go gold grammar grass great group guard guide	Hh	half has he heard heart height here his history hold hour house	Ii	imagine important improve increase interest is island island kind knowledge	Ll	last learn length library love love many material me medicine mention mind minute	Mm	most move Mrs my natural naughty no notice occasion pressure pretty probably promise prove pull purpose push put quarter question the	Nn	naughty no notice potatoes pressure pretty probably promise prove pull purpose push put quarter question the	Oo	occasion pressure pretty probably promise prove pull purpose push put quarter question the	Pp	parents particular	Rr	recent regular reign remember poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put quarter question the	Ss	said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Tt	there they though thought through to today told	Vv	various	Ww	was water we weight were where who whole wild woman women would	Yy	you your

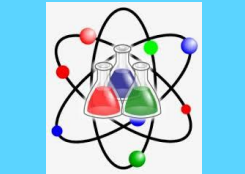
Spelling/handwriting words for this week:

Put these words in context in sentences.

plain
plane
break
brake

Dictionary Corner:

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.



Wider Curriculum

Geography
Natural Resources

LO: To know how the use of natural resources has changed.

Complete the quiz to reinforce last week's learning.

Key questions

- How has the world's population changed over time?

Science
Plants

LO: To set up an enquiry to test our theories on what plants need to grow and thrive.

Recap the different parts of a plant and can they remember any functions.

Introduce the class to the "Greatly Green Growers" gardening group who need help in growing plants for a competition.

Art
Ancient Egyptian Scrolls

LO: To apply design skills inspired by the style of an ancient civilisation.

[KS2 Art Lesson Plan | Designing Scrolls](#)

Look at examples of Ancient Egyptian art and ask the children what patterns and shapes

Computing

LO:

MFL

LO: To understand and respond to simple classroom instructions.

Introduce yourself in French using the following format:

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

PSHE

LO:

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- How has the use of natural resources changed over time?
 - Why has the use of natural resources increased?
- Read about how the use of natural resources has changed and look at graphs explaining this. Create a poster to show about the change in use of natural resources.

Can we find out which variables plants need to grow healthily.

Discuss what an independent and a controlled variable is.

Explain different variables and why they are important. (Light, Temperature, Air, Water, Nutrients and Space).

Ask children whether they have grown their own plants, what type of plant was it, what variables did they use and was it healthy?

Task: As a class, plant 5 bean seedlings. 1 controlled investigation and 4 investigations with an independent variable that has changed.

Complete the sheet with their predictions; will it grow, how tall will it be, will it be healthy and what will the leaves look like?

could be represented in the image.

Watch video showing scroll designs. Children draw and stick and cut to show examples of what their design could look like.

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

Repeat many times, ideally with each child having a go.

<https://www.bbc.co.uk/prigrammes/p0113yfv>

Display the *Presentation: Class commands* and use it as a prompt for this lesson's vocabulary activities. See the *Teacher video: Follow*

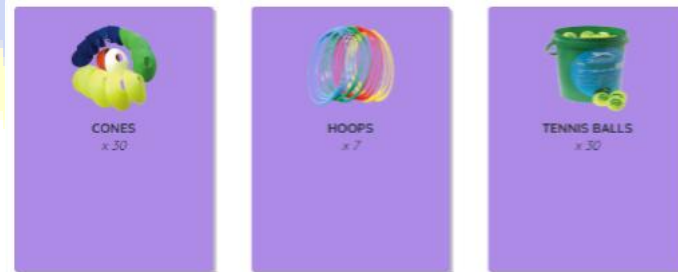
Feedback their predictions and ideas.

ROUNDERS UNIT



Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EQUIPMENT



Key Skills

Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run

Social: collaboration, communication, co-operate, support and encourage others

Emotional: honesty, fair play, confidence, determination

Thinking: comprehension, select and apply skills, tactics, make decisions

LESSON 4

LO: To develop bowling and learn the rules of the skill within this game.



Daily PE Activity

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Homework:

Communicating with school

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

