

OLC WEEKLY LEARNING PLAN



Message from your teachers:

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

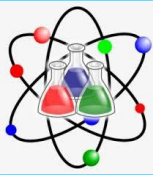
Teachers:	Mrs Freeman and Miss Houlihan	Year group:	Year 5	Date:	05.10.26
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R.E.	Knowledge Statement: The Ten Commandments are divine laws that guide human behaviour so people can live morally upright lives.		Knowledge Statement: Obeying the Commandments helps grow virtues such as honesty, respect, and compassion, which contribute to personal and communal happiness. 		Knowledge Statement: They are the basis of modern-day British laws.
	Maths	LO: Subtract whole numbers with more than 4 digits (2) Textbook pages: 92 – 95 Practice book pages: 67 - 69	LO: Round to check answers Textbook pages: 96 – 99 Practice book pages: 70 - 72	LO: Inverse operations (addition and subtraction) Textbook pages: 100 – 103 Practice book pages: 73 - 75	LO: Multi step addition and subtraction problems (1) Textbook pages: 104 – 107 Practice book pages: 76 - 78

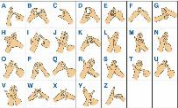
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English 	LO: To use formal language and the subjunctive.	LO: To use modal verbs to express possibility.	LO: To write persuasively using questions, commands, statements and exclamations.	LO: To use relative clauses to add additional information.	LO: To empathise with and infer feelings of a character within a story.
	Starter: Read a letter asking for advice about the lost thing. Main: Write a formal response recommending what should happen to the lost thing, using formal sentence structures. Plenary: Share examples and identify features of formal writing.	Starter: Explore words that show possibility, certainty and advice. Main: Create instructions explaining how to care for a lost thing, using modal verbs and persuasive language. Plenary: Compare different instructions and discuss which are the most effective.	Starter: Identify questions, commands and statements within an advert. Main: Design and write an advert for a lost and found department, using persuasive language techniques. Plenary: Perform adverts and identify the persuasive features used.	Starter: Discuss why people ignore the lost thing and what this tells us about society. Main: Complete a detailed report describing a lost thing, using relative clauses to add information. Plenary: Share examples and discuss how extra detail improves writing.	Starter: Explore how the boy and the lost thing might be feeling at the end of the story. Main: Use role-play and drama to understand character emotions before writing a diary entry. Plenary: Create an emotions timeline showing how feelings change throughout the narrative.
Reading 	The London Eye Mystery by Siobhan Dowd Lesson 3  Task: Write three questions you would ask a character and answer them as that character.		The London Eye Mystery by Siobhan Dowd Lesson 4  Task: Read Chapter 4 and answer the review questions.		

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SPAG 	Spelling  Task: Explore the suffixes –ible and -able. Complete worksheets linked to rule.	Punctuation and Grammar  Task: Explore and use rules for Capital Letters, Full Stops, Synonym and Antonym, Subject and Object, Colon, Semi Colon and Hyphens.
Science 	LO: to investigate what affects our heart rate. This week, children will be investigating what affects our heart rate and learning how lifestyle choices can impact our health. They will develop their scientific enquiry skills by making predictions and planning a fair test. Children will identify the independent, dependent and control variables needed for an investigation and learn how to accurately measure their pulse. As part of their experiment, they will compare their resting heart rate with their heart rate after walking and after running. They will record and analyse their results, looking for patterns and explaining how exercise affects the body and why our heart rate changes during physical activity.	
History 	LO: To understand what the Benin Bronzes can teach us about the Benin Kingdom. This week, children will explore what the Benin Bronzes can teach us about life in the Benin Kingdom. They will study images of Benin artwork and discuss what these sources reveal about the Oba's palace, Benin warriors, skilled craftspeople and the importance of art in Benin society. Children will consider why the Edo people chose to represent their kingdom in this way and what historians can learn from these artefacts. To demonstrate their understanding, children will design their own Benin Bronze and explain how its features represent life, culture, power or achievements in the Benin Kingdom.	
Computing	Lesson 1: Tinkering with Scratch music elements Before starting this unit, check pupils' prior knowledge of using Scratch. Display the <i>Presentation: Introduction to Scratch</i>. 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.	

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	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 <i>Pupil video: Tinkering with music in Scratch</i>, which demonstrates the lesson activity. Allow the children to tinker and remind them of the skills shown in the <i>Pupil video: Tinkering with music in Scratch</i>.
PSHE: 	LO: Gifts and Talents – Ten Ten Resources This week, children will explore how people are both similar and different and consider how communities are built through teamwork. Through the <i>Paradise Street</i> 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 <i>Paradise Street</i> 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 	This week, children will continue learning British Sign Language (BSL) by exploring the BSL alphabet through fingerspelling. They will learn how to form and recognise each letter using hand shapes and practise spelling their names and simple words. Through interactive activities, children will develop their confidence in using fingerspelling and gain a greater understanding of how BSL helps make communication more inclusive and accessible.

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Music



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

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.

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

Art

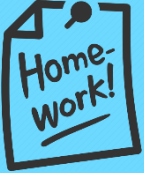


LO: To reflect on group sculpture

Activities:

- Reflect on last lesson's group sculpture.
- Discuss:
 - What did our sculpture show?
 - What message were we trying to communicate?
 - How did we use shape, form and materials to share our ideas?
- Explore the work of **Cai Guo-Qiang** and discuss how artists use large-scale artworks and installations to communicate messages and encourage people to think.
- Identify similarities between our sculptures and Cai Guo-Qiang's work.
- Complete a short reflection on the meaning and purpose of our sculpture.

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PE 	Lesson 1: Fitness LO: To develop agility.	Year 5 swimming
		

Communicating with school

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