

OLC WEEKLY LEARNING PLAN

Message from teachers:



20+C+M+B+26



Gospel Values and Virtues

Lent 2026

Our Lady of Compassion

Catholic Pupil Profile -intentional & Prophetic

Green – Ordinary Time

In RE, we will focus on our understanding of Lent as we feast on and fast from good and bad choices during the season of Lent.

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	02.03.2026
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	Monday	Tuesday	Wednesda y	Thursday	Friday
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R.E.



LENT UNIT

Big question:

“How can Lent help us become more like the person God wants us to be?”



LO: Know that Lent is a season of repentance and a special season of prayer. (Two Lessons)

What happens during Lent?
How do we prepare for Easter?

Create a mind map on the board: *Prayer, Fasting, Almsgiving, Repentance.*

Introduce Lent as the 40 days before Easter when Christians grow closer to God.

Explain:

- Lent begins on **Ash Wednesday**
- It lasts 40 days (like Jesus in the desert).
- Christians focus on:
 - Prayer
 - Fasting
 - Almsgiving
 -

Why Are Ashes Important? (AT2: ER2 – Symbols)

Discuss:

- Ashes are placed on our foreheads in the shape of a cross.
- Words said: “Remember that you are dust...” or “Repent and believe in the Gospel.”
 - Ashes symbolise:

LO: Know the story of the temptation of Jesus.

AT2 (ER1/2): Ask and answer questions about the crowd’s thoughts and Jesus’ experience

AT3 (AE2): Give advice to someone who is tempted, using Jesus’ teachings

OLAAS Children’s Charter Link: *All Saints are servants of Christ* — we follow Jesus’ example by resisting temptation and choosing what is right.

Explain that today we are learning about a time when **Jesus Himself was tempted**, and how His choices show us how to be servants of Christ.

What does *temptation* mean?

When have you been tempted to do something wrong?T

Tell the story of **Jesus in the desert** for 40 days (Matthew 4:1–11).

Key points:

- Jesus was hungry and alone.
- The devil tempted Him three times.
- Jesus said *no* every time.

One
Life
Music
– Lent

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		<ul style="list-style-type: none"> o Saying sorry (repentance) o A fresh start o Reminder to follow Jesus <p>Ask:</p> <ul style="list-style-type: none"> • Why a cross? • How might ashes make someone feel? <p>Roles of People in the Parish During Lent (AT2: ER1 – People)</p> <p>Discuss parish roles:</p> <ul style="list-style-type: none"> • Parish Priest (Father) <ul style="list-style-type: none"> • Deacon • Altar Servers • Readers • Eucharistic Ministers <ul style="list-style-type: none"> • Parishioners <p>Explain how each helps the parish pray and prepare during Lent.</p> <p>Catholic Social Teaching – Option for the Poor and Vulnerable</p> <p>Explain:</p> <p>During Lent, Christians give to others (Almsgiving).</p> <p>Examples:</p> <ul style="list-style-type: none"> • CAFOD fundraising • Food bank donations • Acts of kindness <p>Ask:</p>	<ul style="list-style-type: none"> • He used God’s words to stay strong. <p>Explain: Jesus showed us how to make good choices.</p> <p>“Imagine you were there watching Jesus in the desert. What questions would you ask?”</p> <p>Children write 3 simple questions, e.g.:</p> <ul style="list-style-type: none"> • Why didn’t Jesus give in? • Was He scared? • How did He stay strong? <p>Pair work: Ask a friend the questions. Talk: Are their questions different from yours?</p> <p>Write responses in books.</p>	
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- Why is helping the poor important?
- How does this show we are servants of Christ

Task :

“Lent Journey” Reflection Booklet Page

Children create a detailed page including:

1. Explanation of why Lent is a season of repentance.
2. Draw and label the ashes symbol and explain its meaning.
3. Describe the role of Father during Lent.
4. Explain why helping the poor is important.
5. Personal Lent promise (prayer, fasting or almsgiving).

Greater Depth Challenge:

Answer the following:

“Why is everyone in the parish important during Lent, even if they have different roles?”

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<p>Maths</p> 	<p>LO: Fractions to decimals Pages :92-94</p>	<p>LO: Fractions as divisions Pages: 95-96</p>	<p>LO: Understand percentages Pages: 100-102</p>	<p>LO: Fractions to percentages Pages: 103-105</p>	<p>LO: Equivalent fractions, decimals and percentages Pages: 106-108</p>
<p>English</p> 	<p>Immersion & Inference In this lesson, pupils fully immerse themselves in the atmospheric harbour scene from <i>The Arrival</i>. The focus is on developing deep inference and rich vocabulary choices that will later support high-quality descriptive writing. Children begin by generating sensory vocabulary, considering sounds, smells, movement and visual details, and are encouraged to expand their lexicons using Tier 2/3 words such as <i>mechanical</i>, <i>oppressive</i>, <i>labyrinthine</i> and <i>billowing</i>. This stage supports the Y6 TAF expectations of selecting vocabulary that reflects formality and purpose. Pupils then examine the image closely, annotating foreground, midground and background details while inferring meaning from</p>	<p>Sentence Structures & Atmosphere This lesson deepens pupils' understanding of how sentence structure and grammatical choices shape atmosphere in descriptive writing. The teacher begins by modelling a range of sentence types, including those with fronted adverbials, subordinate clauses and varied openers, supporting the Y6 TAF requirement to use a range of clause structures and sentence lengths. Pupils explore how shifting word order can increase tension, guide pacing and enhance clarity. The class is taught to use punctuation</p>	<p>Planning the Setting Description In this lesson, pupils learn how to structure and sequence a setting description effectively, ensuring that ideas flow logically and cohesively across paragraphs. The teacher begins by introducing the typical structure of a descriptive piece, guiding pupils through a clear five-paragraph plan: arrival and first impression, foreground activity, midground details, background elements and an</p>	<p>Drafting the Setting Description This lesson guides pupils through drafting their setting description using their structured plan and applying key Y6 TAF standards. The teacher begins by revisiting the success criteria, highlighting the importance of atmospheric description, varied sentence structures and accurate punctuation such as colons, semi-colons and parenthesis. Pupils then begin drafting, using their planned vocabulary, sentence openers and cohesive devices to maintain control and clarity across paragraphs. The teacher emphasises the importance of figurative language—metaphors, similes and personification—to meet the TAF requirement for describing settings and atmosphere effectively. Pupils are encouraged to reread and refine sentences as they write, promoting self-regulation and precision. Throughout the session, the teacher conducts short writing conferences, offering targeted feedback on cohesion, grammar, vocabulary and punctuation. Children are prompted to include ambitious noun phrases and Y5/6 statutory spellings, checking spelling patterns and accuracy as required by the TAF. After completing the draft, pupils complete a self-edit pass focusing on punctuation accuracy, tense consistency and</p>	<p>Big Write: Final Setting Description In this final lesson, pupils produce their polished setting description, demonstrating mastery of the Year 6 writing standards. Pupils revisit the success criteria and TAF expectations, ensuring they understand how to demonstrate effective writing for purpose and audience. They begin with a silent Big Write, using their planning and draft annotations to</p>

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	<p>characters, objects and the environment. They complete an inference grid, noting what they can see, what it suggests and vocabulary they might use later. This promotes precise language selection and atmospheric detail, aligning with the TAF of describing settings, characters and atmosphere. The teacher models expanded noun phrases, prepositional phrases and figurative language—simile, metaphor and personification—to demonstrate how writers build atmosphere effectively. The class explores dictionary use to clarify meanings, ensuring accuracy and encouraging independence in spelling. By the end of the lesson, pupils have gathered detailed observations and ambitious vocabulary, forming a strong foundation for constructing vivid setting descriptions.</p>	<p>accurately—commas for clarity, semi-colons to link related ideas, colons to introduce explanations, and brackets for additional detail—meeting the TAF expectations for correct KS2 punctuation. During a shared write, the teacher demonstrates how atmospheric vocabulary, figurative language and cohesive devices work together to create a vivid, immersive description of the harbour scene. Pupils then rotate through sentence-construction stations focused on building complex sentences, enhancing vocabulary and controlling punctuation. This hands-on approach encourages experimentation with structure and style. Finally, pupils imitate a high-quality model sentence, analysing</p>	<p>atmospheric conclusion. This addresses Y6 TAF expectations by supporting pupils in using paragraphs to organise ideas and writing effectively for purpose and audience. The teacher then models how writers plan for cohesion, demonstrating the use of cohesive devices such as <i>Beyond this...</i> <i>Meanwhile...</i> <i>In contrast...</i> to link ideas between and within paragraphs. Pupils are shown how tone and formality influence vocabulary choices and grammatical structures, meeting the TAF for selecting vocabulary appropriate to purpose. Using vocabulary banks,</p>	<p>vocabulary clarity. They highlight areas where TAF statements are being met, such as cohesive devices or varied clause structures. By the end of the lesson, pupils have produced a thoughtful, structured draft ready for polishing in the final Big Write session.</p>	<p>guide their structure, vocabulary choices and atmospheric details. As they write, pupils focus on control of sentence structure, varied grammar choices and cohesion across paragraphs, fulfilling TAF requirements for a wide range of cohesive devices and appropriate tone. They ensure that punctuation is accurate—particularly semi-colons, colons and parenthesis—and that spellings align with the Y3/4 and Y5/6 statutory lists. Once the main piece is</p>
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how each feature contributes to cohesion and mood. By the end of the lesson, pupils have strengthened their understanding of grammar and structure, enabling them to construct controlled, effective sentences that enhance the setting's atmosphere.

sensory prompts and sentence openers, pupils begin to construct their own detailed plans, ensuring they consider atmosphere, structure and progression. They also consult a TAF-aligned checklist to ensure their plan supports ambitious writing choices. Afterwards, pupils complete a peer-review session where they check for logical sequencing, cohesion and strong vocabulary choices. By the end of the lesson, each child has a clear, structured and purposeful plan ready for the drafting stage.

complete, pupils engage in a short editing phase, checking vocabulary precision, cohesion and presentation. Pupils identify evidence of TAF standards within their own work, such as expanded noun phrases, ambitious vocabulary, varied sentence lengths or figurative language used to build atmosphere. This reflective stage encourages metacognition and helps pupils recognise their own progress. The final written piece is suitable for assessment and can be proudly

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displayed or added to writing portfolios as evidence of their descriptive writing achievements.

Reading



SPAG



Pronouns

Explore the different types of pronouns: personal, possessive and relative pronouns

Relative clauses

Watch relative clauses (Sing with Grammarsaurus)
Go through PowerPoint slides and complete activity

Science



Living things
and their
Habitats

Lesson 5: To research and contrast life cycles that we have already studied.

Contrasting Life Cycles from Around the World

Time to do some travelling! You will need to find some interesting and quirky animals and plants from around the world and explore their life cycles online. Make sure you find plenty of images so that you can create an informative but artistic representation of their life cycles in the form of scientific illustrations.

- Research a range of life cycles that contrast with those already studied (Y5&6)
- Create annotated scientific illustrations that show life cycles of more unusual animals & plants (Y5&6)
- Show watercolour sketching, colour blending and texture forming skills developed over the block (Y5&6)
- Identify adaptations that relate directly to reproduction (Y6)

Geography



Lesson 6 Unit check out: 'Humans cannot live sustainably.' How much do you agree with this statement?

Subject knowledge:

- Sustainability means not being harmful to the environment or using up natural resources, therefore supporting a long-term ecological balance.
- Fossil fuels are cheap to use and produce a lot of energy. They are expensive and damaging to extract from the ground. All fossil fuels produce carbon dioxide and other nitrogen-based pollutants which reduce air quality, impact health and create global warming.
 - Types of renewable energy

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](#)

LO: To know that God calls us to love others

- About ways in which we can participate in God's call for us to love others



PSHE



Unit 1: Religious Understanding

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

[Religious Understanding – Ten Ten Resources](#)

(Session Notes)

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

**Y3/4 (A): Lesson 4:
Reading French
numbers**

Counting to 12, ordering numbers, learning to answer the question 'Il y a combien...?' and practising counting and identifying number words, as well as pronouncing the most common phonemes.



[Bing Videos](#)



MFL



Lesson 4

LO: To recognise the numbers one to twelve, written in French.

- To identify French words that use the key phonemes.
- I can read and recognise the number words one to twelve in French.

- I can pronounce the phonemes 'eu', 'oi' and 'ou' and name French words which contain these sounds.

[Y3/4 \(A\): Lesson 4: Reading French numbers](#)

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.

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<p>Art</p> 	<p>Mother's day cards</p> 	
<p>P.E.</p> 	<ul style="list-style-type: none"> ▪ Walk 7,000 steps this week! <ul style="list-style-type: none"> ▪ 25 sit ups ▪ Run on the spot for three minutes <ul style="list-style-type: none"> ▪ 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! 	<p>Lesson 1 View Lesson Plan</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Warm-Up Like Clockwork</p> </div> <div style="text-align: center;">  <p>Game Seated Volleyball (Net & Wall/Disability)</p> </div> <div style="text-align: center;">  <p>Skill Seated Balance</p> </div> <div style="text-align: center;">  <p>Review Method Comfort, Stretch, Panic</p> </div> </div>
	<p>accommodate accompany according aggressive anxious appreciate attached available average awkward bargain bruise category cemetery committee</p>	<p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p> <p>Maths Homework pages: Week 13-15</p>

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Communicating with school

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

