OLC WEEKLY LEARNING PLAN

Message from your teachers:

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

Teachers:	**Miss Sidwell and Miss Houlihan**	**Year group:**	**Year 6**	**Date:**	**02.11.26**

R.E.	**Knowledge Statement:** **The Rosary is a special prayer that helps Christians think deeply about the life of Jesus and Mary.**	**Knowledge Statement:** The Joyful Mysteries tell the story of happy moments in Jesus' early life, from the Angel visiting Mary to Jesus being found in the temple.	**Knowledge Statement:** **When people pray the Joyful Mysteries, they remember God's love shown in the Holy Family and reflect on how to live with faith, joy and trust.**

Maths	**INSET Day**	**LO: Add and subtract any two fractions** Unit 4: Fractions (1) Textbook pages 148-151	**St Chad's**	**LO: Add mixed numbers** Unit 4: Fractions (1) Textbook pages 152-155	**LO: Subtract mixed numbers** Unit 4: Fractions (1) Textbook pages 156-159

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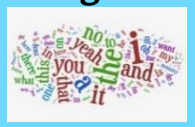
<table>
<tr><td rowspan="2">English
</td><td rowspan="2">INSET Day</td><td>LO: To ask questions that investigate and probe.</td><td rowspan="2">St Chad’s</td><td>LO: To use apostrophes for contraction.</td><td>LO: To revise the use of sentence types and use apostrophes for contractions.</td></tr>
<tr><td>Starter:
Explore clues linked to a mysterious discovery.

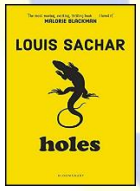
Main:
Learn how to ask effective questions that investigate and probe. Children will generate questions, discuss ideas and make predictions about the story.

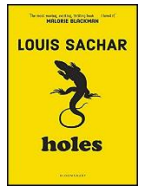
Plenary:
Share theories and explain which questions might help uncover more information.</td><td>Starter:
Introduce the story and key characters.

Main:
Learn how apostrophes are used in contractions and apply this knowledge in reading and writing activities linked to the text.

Plenary:
Review contractions and use them in sentences.</td><td>Starter:
Discuss the role of a performer joining an exciting expedition.

Main:
Explore sentence types and persuasive language before writing a job advertisement linked to the story.

Plenary:
Share adverts and discuss their most persuasive features.</td></tr>
<tr><td>Reading
</td><td colspan="3">Holes by Louis Sachar
Lesson 1


Task:
Explore the front cover, first sentence and reviews. Prediction: What might happen? Evidence from covers.</td><td colspan="2">Holes by Louis Sachar
Lesson 2


Task:
Read chapter 1. First impressions of setting.</td></tr>
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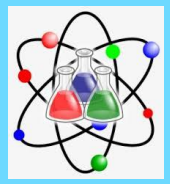
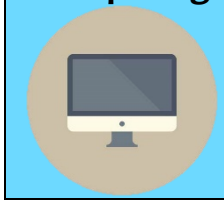
<table>
<tr><td>SPAG
</td><td colspan="2">Spelling

Task:
Spelling Review of everything learnt so far.</td><td>Punctuation and Grammar

Task:
Explore and use rules for Capital Letters, Full Stops, Synonym and Antonym, Subject and Object, Colon, Semi Colon and Hyphens.</td></tr>
<tr><td rowspan="2">Science
</td><td colspan="3">LO: to explore the connection between air resistance and parachutes.</td></tr>
<tr><td colspan="3">This week, we will learn about gravity and air resistance. We will explore the work of Galileo and his ideas about how objects fall. We will develop our understanding that gravity pulls all objects towards the Earth and that mass does not affect how quickly an object falls. We will learn that air resistance is a force that opposes movement through the air and discover how it affects different objects. We will identify examples of air resistance in everyday life, explore how parachutes use air resistance to slow descent, and compare objects based on the amount of air resistance they experience, explaining our reasoning using scientific vocabulary.</td></tr>
<tr><td rowspan="2">History
</td><td colspan="3">LO: to understand why there was a succession crisis in 1066 and to understand the Battle of Hastings</td></tr>
<tr><td colspan="3">This week, we will learn about the events of 1066 and the struggle for the English throne following the death of Edward the Confessor. We will explore why Harold Godwinson, William of Normandy and Harald Hardrada each believed they should become King of England and investigate the claims they made to the throne. We will discover what happened at the Battle of Hastings and learn how William of Normandy defeated Harold Godwinson to become William the Conqueror. To show our understanding, we will create a storyboard that explains the key events of the Battle of Hastings and why they happened.</td></tr>
<tr><td rowspan="2">Computing
</td><td colspan="3"></td></tr>
<tr><td colspan="3">Before starting this unit, check pupils' prior knowledge of using Scratch.
Display the Presentation: Introduction to Scratch. 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.</td></tr>
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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 *Pupil video: Tinkering with music in Scratch,* which demonstrates the lesson activity. Allow the children to tinker and remind them of the skills shown in the *Pupil video: Tinkering with music in Scratch.*
PSHE:	**LO: To know that pressure comes in different forms, and what some of those different forms are**
	Under Pressure – Ten Ten Resources Life to the Full Plus/ Module 2/ Unit 2/ Session 1: Under pressure Children explore the different types of pressure they may experience and learn the difference between **spoken (direct)** and **unspoken (indirect)** pressure. Through a **drama freeze-frame activity**, pupils work collaboratively to create and perform scenarios that demonstrate different forms of pressure. They identify the type of pressure being shown, discuss its impact on thoughts, feelings and behaviour, and consider strategies for making safe and positive choices. The lesson develops resilience, confidence and decision-making skills while encouraging pupils to reflect on how to respond to challenging situations. Children complete worksheet identifying the different types of pressure.
MFL 	**Family and Friends**
	This week in their BSL (British Sign Language) lesson, children will be learning signs related to family and friends. They will practise signing different family members and common friendship vocabulary, as well as taking part in simple conversations to talk about the people who are important to them. This will help develop their communication skills and understanding of Deaf culture.
Music	
	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.

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<tr><td></td><td colspan="2">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</td></tr>
<tr><td rowspan="2">Art
</td><td colspan="2">LO:</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="2">PE
</td><td>Dance</td><td>Gymnastics</td></tr>
<tr><td>THEME: Stamp, Clap
To work with others to explore and develop the dance idea.</td><td>To develop rolling into sequence work and on apparatus.</td></tr>
<tr><td></td><td>Spelling:
1. license
2. considerable
3. fictitious
4. audible
5. Vivacious
6. profession</td><td>Maths:</td></tr>
</table>

	7. necessary 8. occupy 9. parliament 10. sensible	

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