



WE ARE GROWING TO BE:

GENEROUS

Generous: We are generous with our gifts and use them in the service of others. We are generous with our time and give of ourselves to serve others as God wants us to.

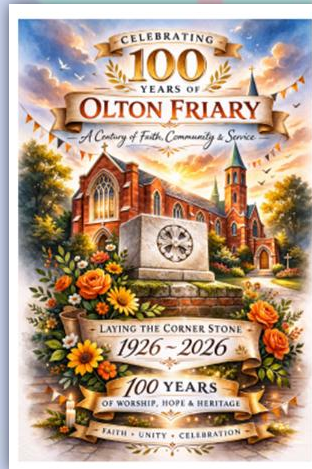
GRATEFUL

Grateful: We are grateful for the gifts God has given to us, for the gifts of other people and the blessings of each new day.

Generous: We are generous with our actions, doing things to help other people and make a difference in the world.

Grateful: We are thankful for what we have and for the people around us.

Message from teachers s



**Olton Friary Centenary
1926-2026**

He is Risen!

In RE and in our Prayer and Liturgical life, we are celebrating 100 Years – The Centenary of Olton Friary, namely The Church of the Holy Ghost and Mary Immacualate

We will be celebrating with two wonderful Masses on Tuesday evening 21st April 2026 and on Sunday morning at 9am .

We have written a poem together,
We have acted out the playscript of **Olton Friary-Who do you think you are?**
We have created some beautiful artwork of the Friary too! An example of this can be found on our **Blue Sky App**.

It will be wonderful to see you join us at these special and important Masses.

Pandora: Non Chronological Writing



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

Teachers:




Mrs Freeman and Mrs Redfern

Year group:


5

Date:

OLC WEEKLY LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>Big question: Why does celebrating the Easter Vigil help Christians feel closer to the Risen Christ?</p>	<p>LO: To understand the Resurrection changed the lives of the disciples</p> <p>Focus on how the disciples' lives were changed by the Resurrection. Fold a piece of paper in half, write words/ phrases to explain how they felt after Jesus' death. Swap the paper with a partner. On the opposite side, record how they felt after the Resurrection. Share these ideas together.</p> <p>Focus on John's Resurrection account. Imagine you were one of the disciples, what was it like when you realised that Jesus was alive? What had your feelings been like previously? What are your beliefs about Jesus now that you have seen him alive?</p> <p>Task: Write a diary entry to describe your thoughts and feelings at what happened.</p>	<p>LO: To know and depict the story of the Resurrection</p> <p>Share a picture of the Ascension. Discuss how important this event is and why.</p> <p>Share scripture from Luke's Gospel. Children to fill in the missing words. Encourage them to think of various possibilities for each missing gap.</p> <p>Read and watch story together.</p> <p>Share image of the event. Discuss: What do you think the disciples were thinking/ feeling at this event?</p> <p>Task: Work in groups to create a freeze frame of the Ascension. Think carefully about the</p>	<p>LO: To know and depict the story of the Resurrection</p> <p>Recap learning from previous lesson. Read and rewatch the story.</p> <p>Discuss the following:</p> <p>From reading this story, why do you think Jesus had to return to God his Father? Do you think that the apostles were sad to see Jesus return to the Father? From the words of the text, what do you think might have helped them to overcome their sadness?</p> <p>Share artwork of this event. Children to discuss what their favourite is/ what picture best depicts the event and the thoughts/ feelings of those in the picture.</p>	 

OLC WEEKLY LEARNING PLAN

		<p>Challenge: How were the disciples lives changed by the Resurrection of Jesus? What do others on your table suggest?</p>	<p>thoughts/ feelings of the disciples. Thought tap various children to share their ideas.</p>	<p>Record their responses into book.</p> <p>Task 2: Recreate their own image of the story. Think carefully about the colours used and the body language/ facial expressions of those in the image.</p> <p>AE2: What was more significant – the Resurrection or the Ascension?</p>	
<p>Maths</p> 	<p>5C Geometry – Position and Direction</p> <p>LO: Read and Plot Co-ordinates</p> <p>Lesson 1</p>	<p>5C Geometry – Position and Direction</p> <p>LO: Problem Solving Co-ordinates</p> <p>Lesson 2</p>	<p>5C Geometry – Position and Direction</p> <p>LO: Translate Shapes</p> <p>Lesson 3</p>	<p>5C Geometry – Position and Direction</p> <p>LO: Translate Points</p> <p>Lesson 4</p>	<p>5C Geometry – Position and Direction</p> <p>LO: Reflection</p> <p>Lesson 5</p>
	<p>Textbook Pages 60-63</p> <p>Practice Book Pages 45</p>	<p>Textbook Pages 64-67</p> <p>Practice Book Pages 48</p>	<p>Textbook Pages 68-71</p> <p>Practice Book Pages 51</p>	<p>Textbook Pages 72-75</p> <p>Practice Book Pages 54</p>	<p>Textbook Pages 76-77</p> <p>Practice Book Pages 57</p>

OLC WEEKLY LEARNING PLAN

English



LO: Big Write – Non-chronological report – Pandora



LO: Big Write – Non-chronological report – Pandora



British Values

LO: To share a greater understanding of the London Marathon Focusing on the skill of inference.

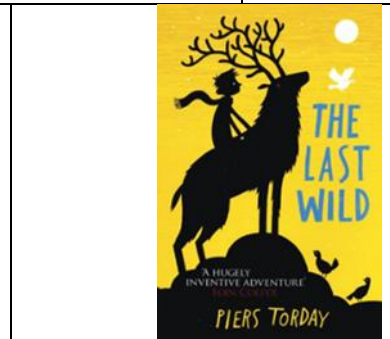
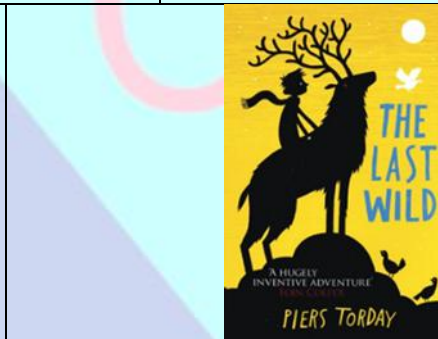


LO: To write a book review of the Last Wild



RE

Reading



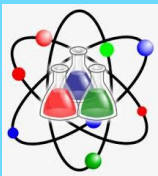
SPAG



Colons: Lesson 1
(See PowerPoint and resources)

Colons: Lesson 2
(See PowerPoint and resources)

Science



Lesson 1 Mosquitoes and Medicine



LO: To explore how understanding the life cycle of insects can help science treat, cure and even eradicate diseases.

- Take a look at the drugs used to treat malaria and create a fabulous travel clinic poster about malaria and mosquitos. Children will: ·
- Research and draw the life cycle of a mosquito (Yr5&6) ·
- Link scientific knowledge of insect life cycles to factors that would interrupt it and when (Yr5&6)
- Note that medicines often have unpleasant side effects on the body, but are worth the overall impact of the drug (Yr5&6)

Geography



Lesson 4: What are the costs of fast fashion?

- What is fast fashion?
- What are the environmental costs of fast fashion?
- What can be the human costs of fast fashion?



Lesson 5: Why do a few companies control most of the world's food?

- What are the ten companies that dominate global food production?
- How do so few companies control so much?
- What are the impacts of TNCs



Computing



LO: to word process a Non-chronological report of your Pandoran species.

PSHE



Life to the Full Plus - Upper Key Stage Two - Module 1

Unit 2: Me, My Body, My Health

Music



Lesson 1: Pop Art and music

- ✓ To explore the musical concept of theme and variations.

[Lesson 1: Pop Art and music](#)

- I can talk about theme and variations.
- I can relate the idea of theme and variations to Pop Art.
- I can perform a rhythm in different ways.

[Andy Warhol Marilyn Monroe](#)

Art



Explain to pupils that Morag Myerscough is a British designer who changes and improves spaces by adding colour, pattern and shape by working with her partner, the artist and designer, Luke Morgan. Together, Morag and Luke have created some unique designs for the Sheffield Children's Hospital.



Key questions : Have you ever been in hospital? What was it like? How has Morag made the rooms nice for children? What shapes can you see being used? What colours can you see being used? Are these warm or cold colours? Why is colour important to these designs? What would it feel like to wake up in that hospital bed? How would you create an exciting space inspired by the work of Morag and Luke?

Working in pairs, just like Morag and Luke, the children should come up with design ideas for a specific brief. This could be anything you choose and it can work well if you tie the brief into a current theme or topic that the children are learning about. For example, you could ask pupils to design:

- A room in a care home for senior citizens.
 - A dentist's surgery.
- A children's ward in a hospital.
- A discovery centre in a zoo.
- A planetarium entrance.

OLC WEEKLY LEARNING PLAN

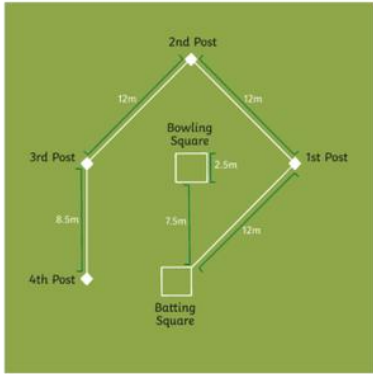
Children can use their sketchbooks to write down their initial ideas e.g. what shapes, where, why, what colours, why, and emphasise that -as designers- they need to know why they have made these decisions. Hand out the Activity: Empty rooms to each pupil. Then, using pencil or coloured pencils, ask them to start drawing out their design onto one of the empty room images. Explain to pupils that this is a working drawing so there is no need to rub anything out or have a perfect drawing. They can include words and instructions on the Activity: Empty rooms as well.

P.E.

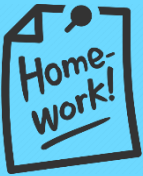


- Walk 7,000 steps this week!
 - 25 sit ups
- Run on the spot for three minutes
 - 15-star jumps
- Plan an exercise circuit that lasts 5 minutes.

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!



Football/tennis rounders



accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

SATS Revision packs

OLC WEEKLY LEARNING PLAN

Communicating with school

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

