

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 Christmas and the Baptism of Our Lord



Alma: We are focusing on descriptive writing. We will watch this short film and analyse how we can enhance the setting.

Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team

OLC WEEKLY LEARNING PLAN

| | | | | | |
|------------------|-----------------------------|--------------------|---|--------------|--|
| Teachers: | Mrs Freeman and Mrs Redfern | Year group: | 5 | Date: | |
|------------------|-----------------------------|--------------------|---|--------------|--|

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|--|--|
| <p>R.E.</p>  | <p>LENT UNIT</p> <p>Big question:</p> <p>“How can Lent help us become more like the person God wants us to be?”</p>  | <p>LO: Know that Lent is a season of repentance and a special season of prayer. (Two Lessons)</p> | <p>What happens during Lent? How do we prepare for Easter?</p> <p>Create a mind map on the board: <i>Prayer, Fasting, Almsgiving, Repentance.</i></p> <p>Introduce Lent as the 40 days before Easter when Christians grow closer to God.</p> <p>Explain:</p> <ul style="list-style-type: none"> • Lent begins on Ash Wednesday • It lasts 40 days (like Jesus in the desert). <ul style="list-style-type: none"> • Christians focus on: <ul style="list-style-type: none"> ○ Prayer ○ Fasting ○ Almsgiving ○ <p>Why Are Ashes Important? (AT2: ER2 – Symbols)</p> <p>Discuss:</p> <ul style="list-style-type: none"> • Ashes are placed on our foreheads in the shape of a cross. | <p>LO: Know the story of the temptation of Jesus.</p> |  <p>Fast From ... Feast on ...</p> |
| | | <p>AT2 (ER1/2): Ask and answer questions about the crowd’s thoughts and Jesus’ experience</p> <p>AT3 (AE2): Give advice to someone who is tempted, using Jesus’ teachings</p> <p>OLAAS Children’s Charter Link: <i>All Saints are servants of Christ</i> — we follow Jesus’ example by resisting temptation and choosing what is right.</p> <p>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.</p> | | | |

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- Words said: “Remember that you are dust...” or “Repent and believe in the Gospel.”
 - Ashes symbolise:
 - Saying sorry (repentance)
 - A fresh start
 - Reminder to follow Jesus
 - Ask:
 - Why a cross?
- How might ashes make someone feel?
 -

Roles of People in the Parish During Lent (AT2: ER1 – People)

Discuss parish roles:

- Parish Priest (Father)
 - Deacon
 - Altar Servers
 - Readers
- Eucharistic Ministers
 - Parishioners

Explain how each helps the parish pray and prepare during Lent.

Catholic Social Teaching – Option for the Poor and Vulnerable

Explain:

During Lent, Christians give to others (Almsgiving).

Examples:

- CAFOD fundraising
- Food bank donations
- Acts of kindness

Ask:

- 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:

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.
- He used God’s words to stay strong.

Explain: Jesus showed us how to make good choices.

“Imagine you were there watching Jesus in the desert. What questions would you ask?”

Children write **3 simple questions**, e.g.:

OLC WEEKLY LEARNING PLAN

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|---|---|---|--|--|--|--|
| | | <ol style="list-style-type: none"> 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). <p style="text-align: center;">Greater Depth Challenge: Answer the following: “Why is everyone in the parish important during Lent, even if they have different roles?”</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> | |
| Maths  | <i>3B Measure</i> <i>Lesson 3</i> <i>LO: Perimeter of a rectilinear shape (2)</i> | <i>3B Measure</i> <i>Lesson 4</i> <i>LO: Perimeter of polygons</i> | <i>3B Measure</i> <i>Lesson 5</i> <i>LO: Area of rectangles 1</i> | <i>3B Measure</i> <i>Lesson 6</i> <i>LO: Area of rectangles 2</i> | <i>3B Measure</i> <i>Lesson 7</i> <i>LO: Area of compound shapes</i> | |
| | <i>Textbook</i> <i>Pages 156</i> <i>Practice Book</i> <i>Page 116</i> | <i>Textbook</i> <i>Pages 160</i> <i>Practice Book</i> <i>Page 119</i> | <i>Textbook</i> <i>Pages 164</i> <i>Practice Book</i> <i>Page 122</i> | <i>Textbook</i> <i>Pages 168</i> <i>Practice Book</i> <i>Page 125</i> | <i>Textbook</i> <i>Pages 172</i> <i>Practice Book</i> <i>Page 128</i> | |

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| <p>English</p>  | <p>Inset Day</p> | <p>Big Write: Descriptive Setting Focus: Final independent writing LO: To write a detailed, atmospheric setting description inspired by Alma. Starter: Quick-fire “openers” challenge: pupils rewrite dull openers into atmospheric ones. Main Activities: Pupils write their full descriptive setting, using their plan and success criteria. Remind them: zoom in on detail vary sentence length use cohesive links between paragraphs show atmosphere through description Plenary: Peer assessment using the Y5 standards checklist. Pupils highlight examples of cohesion, sentence variety, and setting description.</p> | <p>Reading comprehension based on Alma video (to conclude writing topic) Children to answer mixed questions based on the Literacy Shed Alma video.</p> | <p>SPAG Focus LO: To use relative clauses</p> | <p>RE</p> |
|--|------------------|--|--|--|------------------|

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Reading



Reading comprehension based on 'Literacy Shed' video Alma

SPAG



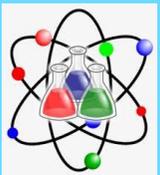
Pronouns

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 4: What can we learn from Curitiba?

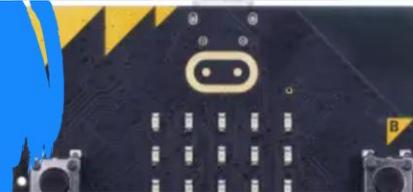
- Why was it sustainable to make the centre of the city pedestrian?
- How are the parks in Curitiba sustainable?
- How is Curitiba's public transport system sustainable?

Computing



*Programming 2: BBC
micro:bit*

This unit hub can be used to inform your medium term plan and to navigate to related resources.



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.

OLC WEEKLY LEARNING PLAN

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

MFL



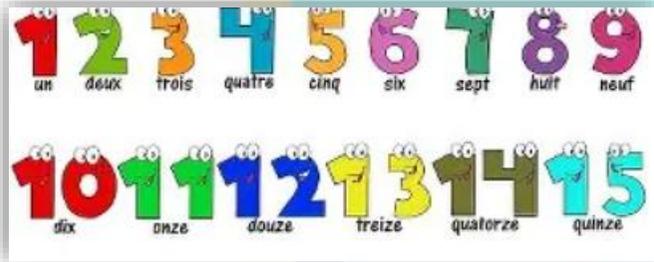
[Y3/4 \(A\): Lesson 2: Let's count higher in French](#)

Lesson 2

LO: Lets count higher in French.

- To count beyond six in French.
- I can say the numbers six to twelve in French.
- I can use my fingers to show the number I hear in French.
- I can join in with a traditional French finger rhyme.

[Bing Videos](#)



<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-playground-games-numbers-and-age-cycle-a/lesson-3-how-old-are-you-in-french-2/>

Lesson 3

LO: To use number words to give more information about ourselves.

- I can find out how old someone is, and tell them my age.
- I can compare sentence structures in French and English and explain some of the similarities and differences.

Music



Lesson 3: Create your own musical

Planning a musical theatre scene, including a song, dance and acting.



To understand the history of musical theatre.

Lesson 2: Character or action song

Lesson 2

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.

Music



| | | | | | | | |
|---|---|---|--|---|--|---|--|
| <p>Art</p>  | <h2>Mother Day Assembly Art</h2> | | | | | | |
| <p>P.E.</p>  | <p>Walk 7,000 steps this week!</p> <p>25 sit ups</p> <p>Run on the spot for three minutes</p> <p>15-star jumps</p> <p>Plan an exercise circuit that lasts 5 minutes.</p> <p>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> | <div style="background-color: #e91e63; color: white; padding: 5px; text-align: center;">Lesson 6</div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"> Warm-Up Pass It On</td> <td style="width: 25%;"> Game Dodgeball (Invasion)</td> <td style="width: 25%;"> Competition Bump Ladder / Ladder</td> <td style="width: 25%;"> Review Method Badge of Honour</td> </tr> </table> | |  Warm-Up Pass It On |  Game Dodgeball (Invasion) |  Competition Bump Ladder / Ladder |  Review Method Badge of Honour |
|  Warm-Up Pass It On |  Game Dodgeball (Invasion) |  Competition Bump Ladder / Ladder |  Review Method Badge of Honour | | | | |
|  | <p>achieve</p> <p>aggressive</p> <p>amateur</p> <p>ancient</p> | <p>definite</p> <p>desperate</p> <p>determined</p> <p>develop</p> | <p>interfere</p> <p>interrupt</p> <p>language</p> <p>leisure</p> | | | | |

Communicating with school

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

