



Message from teachers

**WE ARE GROWING TO BE:**

**GENEROUS**

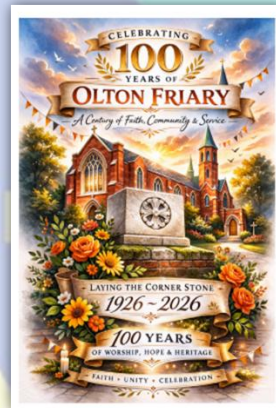
**GRATEFUL**

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

*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.*



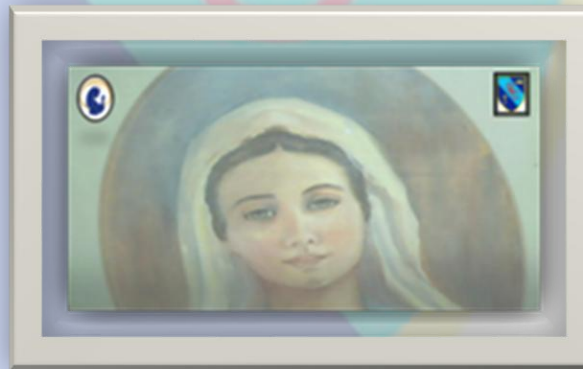
**Olton Friary Centenary**  
**Congratulations to the whole Olton Friary**  
**Community on their Centenary anniversary!**

**The Ascension of Our Lord**  
**In RE will lead Mass on the**  
**Ascension of Our Lord**






## English Y5 – Benjamin Zephaniah's Windrush Child

We pray during Our Lady's Month of May...




OLC WEEKLY LEARNING PLAN



<b>Teachers:</b>	<b>Mrs Freeman and Mrs Redfern</b>	<b>Year group:</b>	<b>5</b>	<b>Date:</b>	<b>11.05.2026</b>
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>R.E.</b></p> 	<p><b>New Unit: Pentecost</b></p> 	<p><b>LO: To know some of the titles given by Jesus to the Holy Spirit and discuss their meanings</b></p>	<p><b>LO: Continued</b></p>	<p><b>Holy day of obligation</b> <b>Ascension Mass</b></p>	<p><b>LO: To know that the Holy Spirit is included in the Church's belief in the Holy Trinity</b></p>
		<p>Ask the children to recall any titles given to the Holy Spirit. What titles could you give the Holy Spirit today?</p> <p>Read John 14: 16. The Holy Spirit is described as an 'advocate'. Discuss what this means. What synonyms can you think of? Who is an advocate in your life today?</p> <p>Read Acts 1: 6 – 9. Explain that this scripture refers to the 'power of the Holy Spirit'. Discuss the different types of power e.g. electricity,</p>	<p>Recap previous learning about the titles for the Holy Spirit.</p> <p>Task 1: Create a word cloud of the different titles for the Holy Spirit.</p> <p>Task 2: What title of the Holy Spirit is the most important to you? Explain why.</p>		<p>Share different images of the Trinity. Discuss them together. What is your favourite image? Why?</p> <p>Share John 14: 16. What does it reveal about the Holy Spirit and the Trinity?</p> <p>Watch video and use PowerPoint to explain what the Trinity is.</p> <p>Share the different images.(E.g. a shamrock, a triangle, concentric</p>

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		<p>fire, etc. Discuss what they provided e.g. warmth, light, power etc. Is power always good? Discuss this together. Emphasise that power can be a bad thing. Explain that the power of the Holy Spirit needs to be used wisely. Look at more Bible passages that refer to the Holy Spirit. Discuss these and what these titles mean.</p> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Create a litany style prayer to the Holy Spirit.</li> </ol> <p>Share example of this.</p>			<p>circles) Explain that these act as a model of the trinity.</p> <p>Task: Create your own model/ diagram of the Trinity. Complete an explanation for it.</p>
<p><b>Maths</b></p> 	<p><b>Decimals</b></p> <p><b>LO: Add and subtract decimals across 1</b></p> <p><b>Lesson 4</b></p>	<p><b>Decimals</b></p> <p><b>LO: Add decimals with the same number of decimal places</b></p> <p><b>Lesson 5</b></p>	<p><b>Decimals</b></p> <p><b>LO: Subtract decimals with the same number of decimal places</b></p> <p><b>Lesson 6</b></p>	<p><b>Decimals</b></p> <p><b>LO: Add decimals with a different number of decimal places</b></p> <p><b>Lesson 7</b></p>	<p><b>Decimals</b></p> <p><b>LO: Subtract decimals with a different number of decimal places</b></p> <p><b>Lesson 8</b></p>

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	<p>Textbook Pages 100</p> <p>Practice Book Pages 75</p>	<p>Textbook Pages 104</p> <p>Practice Book Pages 78</p>	<p>Textbook Pages 108</p> <p>Practice Book Pages 81</p>	<p>Textbook Pages 112</p> <p>Practice Book Pages 84</p>	<p>Textbook Pages 116</p> <p>Practice Book Pages 87</p>
 <p><a href="#"><u>Windrush Child by Benjamin Zephaniah</u></a></p> <p><b>English</b></p> 	<p><a href="#"><u>Windrush Child by Benjamin Zephaniah</u></a></p> <p><b>Lesson 3:</b> LO: To write an informal letter in role. Read chapter 3 aloud to the class. Highlight the phrase 'I felt I lived in a very special place'. List all the things Leonard does to fill his time in Jamaica, for example trying different fruits, listening to nature, playing outside etc. Look at the following adjectives: independent,</p>	<p><b>Lesson 4:</b> LO: To prepare a poem to read aloud. Read chapters 5, 6 and 7 to the class. Refer back to the continuum line from session 3 - where is Leonard on the line now? Why and how have things changed? On page 12, dad called Leonard a 'Windrush child'. What does this mean? Explain that performance poetry is an important part of Caribbean culture and poets often perform their work live in front of an audience. The poet uses their voice to bring the listener into the performance to make it a shared experience. Show a video of John Agard</p>	<p><b>Lesson 5:</b> LO: To create a new version of a known poem. Provide children with a copy of the poem Windrush Child from the previous session. Notice the poet's use of repetition, inclusion of prepositions, memories from home and thoughts of the future. Teachers may wish for children to highlight these using a key. What examples of repetition are there? Which prepositions has John Agard used? What memories of the Caribbean has he included? What reference to the future does he make? Using a similar set of questions,</p>	<p><b>Lesson 6:</b> LO: To write a diary entry in role. Provide children with the following adjectives on cards: uncertain, confused, apprehensive, anxious, undecided, divided, tense, hesitant, satisfied, appreciative. Ask them to investigate changing the words into abstract nouns by adding either -ty, -sion or -tion. What is the new word? Which other words need to be changed? Read chapters 8, 9 and 10. Discuss Leonard's first impressions of England. For each of the main events of Leonard's journey, assign one of the abstract nouns to label how he is feeling.</p>	<p style="text-align: center; font-size: 48px; color: green; font-weight: bold;">RE</p>

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carefree, restricted, free, controlled, uncertain, natural. Ask children to place the adjectives on a continuum line from 'most free' to 'least free'. Which end of the continuum most refers to Leonard's life in Jamaica? Can you think of any other words to describe his existence on the island?

Instant publishing: Children to write an airmail letter in role as Leonard to his dad, telling him all about life in Jamaica and reminding him of some of the things he may be missing about home. Encourage children to ask questions about dad's new life in England, for

reading his poem 'Windrush Child' (this can easily be found online). Ask children to notice how he uses his voice to bring the audience in to the performance. Provide children with a copy of the Windrush Child poem. Play the poem again and this time ask them to use the following key to highlight where he uses emphasis in his voice.

Underline strong words

**Dotted** underline for quiet

**Triangle** for loud words

**Arrow** for extended words

Provide groups with a new copy of the poem and ask children to use the same key to prepare their own version of the poem to read aloud. Allow time for children to practice reading their

ask children to work in pairs or small groups to gather ideas for their own version of the poem:

What will you use as a repeated line/phrase? Which prepositions will you use? Which memories will you include? What reference to the future will you make?

Shared writing: Children to create their own version of John Agard's poem using features and structure analysed as a class. Children could work in pairs or small groups to write their poems. New poems could be called Child of the Arosa Star in reference to Leonard from the story.

Child of the Arosa Star  
 At your back  
 Child of the Arosa Star  
 mango trees wave in the  
 cooling breeze  
 Over your head

Shared writing:  
 Children to write a diary entry in role as Leonard, expressing his emotions at each stage of his journey to his new home in England.

Dear Diary,  
 After two long weeks at sea, I cannot tell you the satisfaction I felt when I first set eyes on the distant coastline of England. Mum woke me up and we scrambled up to the deck in our pyjamas. I hadn't seen her so excited in such a long time. All of a sudden, there was our long-awaited destination right in front of my eyes. For a moment, all of my anxiety faded away. Children to peer assess each other's writing, paying particular attention to tense choice.

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example about his new job, the weather, the food and the royal family.  
 Dear Dad,  
 It's Leonard! How are you? How's life in England? It seems strange that you're so far away and driving around all those rich people every day. How do they treat you? I bet they wouldn't believe it if they saw what the roads were like back home in Jamaica! Do you remember how they get washed away every time the hurricanes come? That probably never happens on the rich streets of Manchester.  
 Read chapter 4.  
 How does Leonard feel about the news

poems aloud, using their notation as guidance.  
 Invite groups of children to share their poetry readings with the class.  
 Ask other children in the class to offer constructive feedback, referring to points from the success criteria, as well as suggesting how well they think they did in involving the audience in their performance.

Child of the Arosa Star  
 birds chirp and question why  
 All around you  
 Child of the Arosa Star  
 ocean waves propel you onwards...  
 Invite children to read their new versions to the class. Rest of class to offer feedback about the things they noticed and liked the most.



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of moving to England? What does he imagine it will be like?

Reading



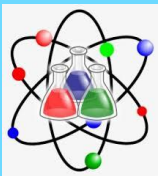
**SPAG**



**Using Colons**

**Common Exception Words Year 5 and 6**

**Science**



**Session 2  
Medical Materials**

*Wellfordbury Hospital has sent in a series of requests for materials recommendations.*

**LO: Set up a series of tests to see which materials would be best for the job and explore the medical applications of some very modern materials.**

**Children will:**

- Investigate a range of materials for specific properties (Yr5&6)
- Recommend the best materials for a given use, identifying possible alternative materials (Yr5&6)

Geography



**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



PSHE-Life to the Full

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

**Unit 2: Me, My Body, My Health**



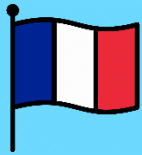
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes

Respect

Taking care of their bodies as gifts from God

MFL



**Y3/4 (A): Lesson 3: To have or have not in the French classroom**

- ✓ To ask and answer a question about something you have or do not have.

[Get started >](#)

**LO: To ask and answer a question about something you have or do not have.**

- I can ask a question in French about something I have or do not have.
- I can answer a question in French about something I have or do not have.
- I can use and share different strategies to help me remember new vocabulary.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

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](#)

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

### Unit 2: Me, My Body, My Health

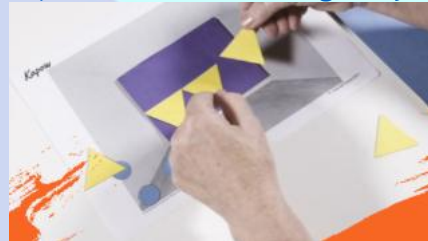


Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes  
Respect

Taking care of their bodies as gifts from God

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/>



In this lesson, pupils will work collaboratively to refine and present a design based on a specific brief, using a range of art materials including brightly coloured A4 or A5 paper (ideally including fluorescent or neon), scissors, glue sticks, rulers, pencils and sketchbooks, alongside their “Empty rooms” activity from Lesson 2. The lesson begins with an attention grabber where children return to their previous pairs and share their initial design ideas, explaining their brief, how their ideas developed, and responding to questions

PSHE-Life to the Full

Art



## OLC WEEKLY LEARNING PLAN

from the class, who act as 'clients'. Key questions such as the benefits of collaboration, resolving disagreements, design choices and suitability for purpose will support discussion. Pupils will then revisit their sketches and create a final design, using cut-out coloured paper shapes to experiment, adapt and refine their ideas before committing to a completed version with added drawn details. This process allows them to modify and improve their work as it develops, meeting the learning objectives of working collaboratively and presenting ideas clearly. Support will be provided for those who need it by encouraging feedback before finalising designs, while pupils working at greater depth will be expected to articulate their reasoning and collaborate more deeply. The lesson concludes with a role-play activity where pairs 'sell' their designs to another pair acting as clients, asking and answering questions to clarify ideas. If extended, pupils can develop their designs into 3D models using materials such as shoe boxes, adding features like furniture, doors and windows.

### 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!

#### Station 1: 30m Sprint. Component: Speed

**Equipment:** 3 x stopwatches, cones marking 30m.

**Organisation:** Pupils work in 2s, with 1 pupil sprinting 30m whilst their partner times them using a stopwatch. Continue to have as many attempts as you can within the 4 minutes. Pupils record their fastest time.

*Teacher note: If pupils struggle to use a stopwatch, ask them to time each other by counting how many 2 footed jumps they can do over a cone in the time it takes their partner to sprint the distance.*

*Bend elbows at 90°, moving hands from pocket to mouth.*

*Make this harder by increasing the distance they run.*



#### Station 2: Stork Challenge. Component: Balance

**Equipment:** 3 x stopwatches.

**Organisation:** In pairs. Pupils time how long their partner can stand on one foot. Maximum allowed time is 2 minutes. Pupils re-test their balance as many times as they can within the four minutes. Record their longest time.

*Slightly bend your standing leg. Focus by looking at something stationary.*

*Make this harder by closing your eyes.*



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<https://pe.getset4education.co.uk/lesson/ks2/fitness/1?years=1005>



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	

**White Rose homework book-**

**Summer Week 4**

Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)