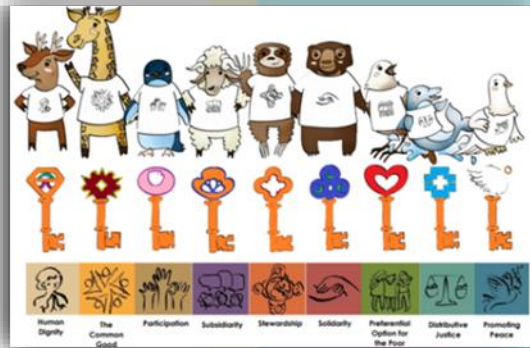


Message from teachers:

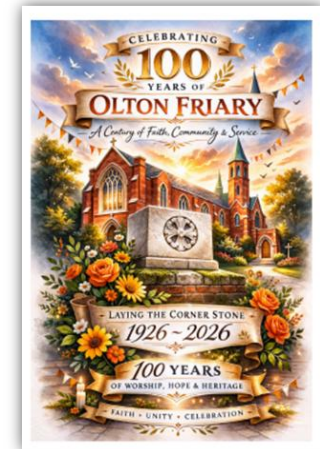
**Catholic Social Teaching
Solidarity and the Common Good**



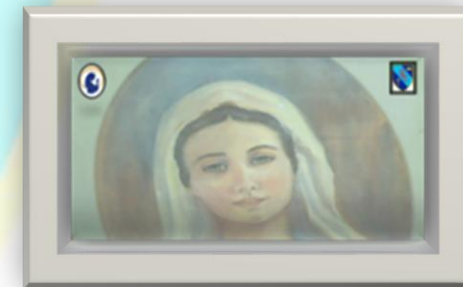
**Gospel Values and Virtues
Attentive and Discerning**



**2025 - 2026
Olton Friary Centenary**






June is the month of the Sacred Heart of Jesus



Our Lady of Compassion watch over your children

OLC WEEKLY LEARNING PLAN

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	08.06.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>New Unit: Work of the apostles</p> 	<p>LO: To know the story of Peter preaching at Pentecost and identify the main elements of his message</p> <p>Discussion: Have you ever wanted to say something but felt too nervous?</p> <p>Play the whisper vs bold game (shown on PowerPoint.)</p> <p>Discuss what happened at Pentecost once the disciples were filled with the Holy Spirit. Watch video and read Acts 2: 14 – 41.</p>	<p>LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle</p> <p>Show images of the healing at the beautiful gate. Discuss the following questions: What is happening? Who are the men? What happens next?</p> <p>Read and watch the story (Acts 3: 1 – 16).</p> <p>Role play task: In groups of 4/5 recreate this story. Roles: Man, Peter, John, Crowd. Think carefully about what each person</p>	<p>LO: To know the story of the beautiful gate and understand why Peter and John were able to perform this miracle</p> <p>Recap previous learning, What happened in the story? Why is it significant? How was Peter able to heal the man?</p> <p>Task: Retell the story in the form of a comic strip. Include the words and reactions of Peter, the man and the crowd.</p>	 <p>Mass @ 10:13am Olton Friary Feast of the Sacred Heart</p>

OLC WEEKLY LEARNING PLAN

Explain clearly that Peter emphasised that Jesus died and rose again, Peter explained the truth and 3000 people believed.

Discussion questions:

What is the main element of Peter's message?

What does it tell us about Christ?

Why was it important to tell this message?

What was the impact?

Task: Imagine you are Peter, write your first speech to a crowd that have gathered.


Deeper question: Would you have made the decision to follow Peter if you were there to

would say/ how they would react.

Share role plays with each other.

Deeper question: Why were Peter and James able to heal the man?

OLC WEEKLY LEARNING PLAN

		hear him speak? Why?			
Maths 	Problem Solving and Reasoning	Algebra and Patterns	Financial Maths	Financial Maths	Financial Maths

OLC WEEKLY LEARNING PLAN

English



In this lesson, children will learn about the purpose and structure of an informal letter. Begin by discussing why people write letters and who they might write to after hearing about an exciting residential trip. Share a model letter written to another school and read it together. Children should identify and highlight the key features, such as the greeting, introduction, organised paragraphs, questions for the reader, closing statement and sign-off. Discuss how a friendly tone is used throughout the letter and how the writer shares information while encouraging a response. As a class, create a success criteria checklist that includes using paragraphs, descriptive language, questions and correct letter layout. To finish, children can discuss which part of the model letter they found most effective and explain why. This will prepare them for writing their own letter later in the sequence.



The focus of this lesson is gathering ideas and ambitious vocabulary to use in the letter. Begin by showing photographs or videos of Blackwell Adventure and discussing what children can see. Create three class mind maps based on activities, food and accommodation. Encourage pupils to think about activities such as zip wiring, climbing, canoeing and team-building challenges. Discuss what the sleeping pods might have been like and what types of food children may have eaten during their stay. Pupils should then collect

During this lesson, children will organise their ideas into a clear letter plan. Begin by revisiting the success criteria and discussing the importance of writing in paragraphs. Model how to organise information into four sections: an introduction explaining why they are writing, a paragraph about the activities, a paragraph about the food and sleeping pods, and a final paragraph asking questions and ending the letter politely. Children should complete a planning grid using notes rather than full sentences. Encourage them to include details from the previous lesson's vocabulary work and think carefully about the questions they

In the final lesson, children will use their plans to write a letter of approximately 150 words to another school about their recent residential visit to Blackwell Adventure. Begin by reviewing useful sentence starters, conjunctions and examples of descriptive language. Model how to turn notes into complete sentences and remind pupils to write in a friendly and interested tone. Children should then write their letters independently, making sure they include information about the activities, food and sleeping pods, as well as thoughtful questions for the other school. Once the letters are complete, children

RE

OLC WEEKLY LEARNING PLAN

descriptive vocabulary and expanded noun phrases that could be used to make their writing more engaging. For example, they might describe the zip wire as “thrilling” or the sleeping pods as “cosy wooden cabins.” Finish the lesson by sharing some of the best vocabulary choices and discussing how these words could improve their letters.



would like to ask the other school. Once plans are complete, children can rehearse their letter orally with a partner. This will help them refine their ideas and ensure their writing flows logically before beginning their final draft.



should edit and improve their work using the success criteria checklist. They can check for punctuation, spelling, paragraphing and whether they have included enough detail. To conclude the lesson, children can read their letters aloud to a partner and share their favourite sentence.



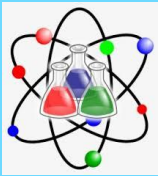
SPAG



RE-Cap 5/6 spelling words for English lesson

RE-Cap 5/6 spelling words for English lesson

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)

Local fieldwork

Lesson 1: Why do geographers do fieldwork?

- What is fieldwork?
- What is the purpose of fieldwork?
- How can geographers help people by doing different types of fieldwork?
- How are maps used for fieldwork?



Geography



Computing



Task: You need to research a monument and answer the questions on the next slide in bullet points.

When using bullet points, remember:

- introductory sentence ending with a colon,
- either all whole sentences or all fragments of sentences,
- full stops and capital letters for full sentences,
- consistent capitalisation, or not, for fragments.

In pairs, choose a famous monument and research answers to the same set of questions.

**Monuments to choose from:
(Write it down on a post-it-note so you don't forget!)**

- Christ the Redeemer - Rio de Janeiro
- Great Sphinx of Giza - Egypt
- Titanic memorial - Belfast
- Millicent Fawcett - London
- Angel of the North - Gateshead
- Arcelor Mittal Orbit - London
- Alan Turing Memorial - Manchester
- Edith Cavell - London
- The 4th Plinth - London

- Where is the monument located?
- When was it erected?
- Who constructed it?
- What is it made of?
- Are there any words inscribed on it?
- Why was it created?



PSHE



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

Unit 2: Me, My Body, My Health



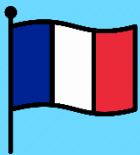
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

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



Music:

LO: To learn for the songs and music from the end of year production



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](#)

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/lesson-4-whats-in-a-name/>

Art



Explain to the class that most designers work collaboratively in design studios and in the early stages of product development. They use hot seating, so nobody owns a specific space or job. Later on in the process, specific roles would then be prescribed to individuals.

Place the children into groups of four or five. Give each group a word to play with, from which they will produce a concept and a product. For example, 'sumptuous' (splendid and expensive-looking). What could this be? A dark chocolate? A hot drink? A product to put in the bath? etc.

Pupils must write their word down, start sharing ideas and note these ideas down as a mind map or spider diagram. Provide them with a dictionary and thesaurus to help them.

OLC WEEKLY LEARNING PLAN

Alternatively, they could do this as a group on a large piece of paper and then photograph and print it out for them to stick into their books later.

Each group should discuss and record the answers to:

- What is the name of the product?
- Does the word have a meaning?
 - What are we selling?
 - What is its purpose?
 - What is its USP?
 - Does it have a slogan?
- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)

The children could even draw rough sketches to help visualise the product and possible logo, but the focus should be on the language used.

The level of challenge is up to you – you could give children very concrete words, verbs, adjectives, or words that relate to a colour, or to a sound, or capital cities of the world. Whatever you choose, a product idea will follow.

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!

P.E.



Turn and Run:

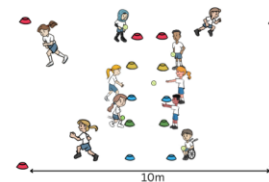
Q: What do you know about underarm throwing? Used over a short distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about overarm throwing? Used over a long distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about successful catching? Begin in a ready position, feet shoulder width apart and knees bent. Watch the ball. Catch with two hands and wide fingers.

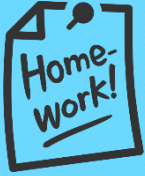
A In 2s, 1 ball, 2 cones. Place the cones through the centre of the space, 3m apart. Explore the following a few times:

- Underarm throw then turn and run to the line (marked by cones) behind them.
 - Move their cones further apart, overarm throw then turn and run to the line behind them.
- Make this harder by asking pupils to complete a solo ball skill whilst waiting for their partner to return.



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

OLC WEEKLY LEARNING PLAN



Learn Lines for production and the songs.

Learn Lines for production and the songs.

Communicating with school

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

