

Message from teachers Message from teachers Message from teachers:

20+C+M+B+26



WE ARE GROWING TO BE:

Intentional

PROPHETIC

INTENTIONAL
Discerns, on purpose, intent, by design, brought out in action, planned, conscious, considered, done with care.

PROPHETIC
Prophetic in the way they offer an alternative vision of education and the human person, rooted in the Gospel.

INTENTIONAL
To be intentional in the way that you live and to use the resources of the earth, guided by your conscience.

PROPHETIC
Prophetic in the example that you give to others!



Gospel Values and Virtues
Catholic Pupil Profile -intentional & Prophetic

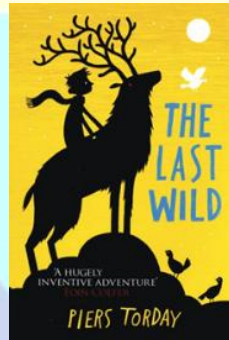
Our Lady of Compassion

Lent 2026

Violet In RE, we will focus on our understanding of Lent as we feast on and fast from good and bad choices during the season of Lent. We are preparing for Holy Week this week as we prepare for the Triduum and Easter

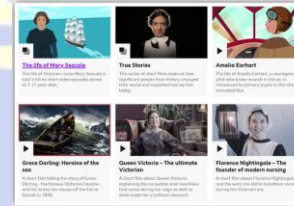


OLC WEEKLY LEARNING PLAN



We are reading this futuristic novel by Piers Torday 'The Last Wild.'




Women in History



Ada Lovelace- A historical computer pioneer

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


Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	23.03.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Children will have the opportunity this week to explore the Stations of the Cross.  <p>STATIONS of the CROSS</p>	LO: To know the story of Jesus driving the traders from the Temple and to consider the thoughts of Jesus and the traders at this event	LO: To know the betrayal of Jesus and reasons why some people wanted to do away with him.	LO: To know the betrayal of Jesus and reasons why some people wanted to do away with him.	<i>The Season of Lent</i> 

OLC WEEKLY LEARNING PLAN

		<p>Recap what the children already know about Holy Week. Complete Holy Week bingo activity. Share map of Jerusalem and discuss places that are linked to Holy Week. Share picture of a Jewish temple. Discuss what it was/ is used for and why it is important.</p> <p>Read and watch the story of Jesus driving out the traders from the temple. Discuss the events together. Class discussion/ debate: Were Jesus' actions justified? Why? Why not?</p> <p>Discuss the reasons for/ against Jesus actions.</p> <p>Task: 1) Children to write an argument in</p>	<p>Discuss the reasons why people wanted to do away with Jesus. Explain the reasons why the high priests opposed Jesus' actions.</p> <p>Read and watch the story of Judas' betrayal of Jesus.</p> <p>Discuss reasons why Judas did what he did.</p> <p>Can anyone sympathise with Judas? Did he really have a choice in what he did?</p> <p>Role play: Children to imagine they are Jesus, express his thoughts/ feelings on the night before he betrayed Jesus.</p>	<p>Revisit the story of Judas betraying Jesus.</p> <p>Introduce main task: Write a letter as Judas, to one of the other disciples, explaining your reasons for betraying Jesus.</p> <p>Share example of this letter and paragraph ideas.</p> <p>Deeper thinking question: Is betrayal ever justified?</p> <p>Share word bank and sentence stems to support SEND children.</p>
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OLC WEEKLY LEARNING PLAN

		<p>support of Jesus' actions. 2) Record the thoughts of Jesus and the traders after the event. How would they be different?</p>			
<p>Maths</p> 	<p>LO: Area and perimeter Pages: 129-131</p>	<p>LO: Area and perimeter – Missing lengths Pages: 132-134</p>	<p>LO: Area of a triangle – counting squares Pages: 135-137</p>	<p>LO: Area of a right-angled triangle Pages: 138-140</p>	<p>LO: Area of any triangle Pages: 141-143</p>

OLC WEEKLY LEARNING PLAN

English



In this lesson, pupils explore key images from *The Arrival* to infer the father’s emotions, thoughts, and motivations. After discussing the “Notice and Wonder” spread, the teacher models how visual elements such as shading, composition and body language communicate mood. Children then work in pairs to examine additional images and use evidence to justify their inferences, supporting the Year 6 TAF focus on **selecting appropriate detail** and **explaining meaning clearly**. A freeze-frame drama activity helps pupils deepen empathy and understanding of character. Finally, children record their inferences using **cohesive sentences** and **accurate punctuation**, aiming to articulate subtle emotional shifts and the atmosphere created by Shaun Tan’s illustrations.

This lesson introduces pupils to high quality character description through a model text showing effective use of **figurative language, precise verbs, and show not tell techniques**. After reading and annotating the paragraph, pupils identify how varied clause structures enhance meaning, addressing Year 6 TAF expectations for **controlling sentence structure** and **selecting vocabulary for effect**. In a guided activity, the class construct sentences describing the father encountering something unfamiliar in the new world, focusing on sensory details and atmosphere. Pupils then collect ambitious vocabulary for movement, emotion and setting, building a bank of descriptive

In this planning session, pupils revisit images from *The Arrival* to outline their own narrative character description. The teacher models how to structure the piece into an opening, middle, and reflective ending, ensuring ideas flow logically in line with Year 6 TAF expectations for **cohesion across paragraphs**. Pupils plan specific sensory details, internal thoughts, and emotional shifts, selecting vocabulary that conveys atmosphere and character depth. They also consider how their character will react to strange objects, creatures and symbols in the new world. Partners then exchange plans to offer feedback on clarity, coherence and opportunities for shownote. By the

During this drafting lesson, pupils transform their plans into a full narrative character description. The teacher provides a short live modelled demonstration, showcasing how to craft varied sentence structures, use ambitious vocabulary and integrate figurative language, supporting Year 6 TAF requirements for **language that enhances meaning**. Pupils then write independently, producing at least three paragraphs that describe the father’s arrival and first encounters in the new world. The expectation is to use **shownote**, sensory imagery, and accurate punctuation, including commas for clarity. The teacher circulates to offer targeted guidance, encouraging refinement of vague ideas and deeper emotional insight. By the end, pupils will have produced a

Pupils edit and refine their character descriptions using structured editing stations focused on vocabulary, sentence variety, punctuation accuracy and effective shownote. This supports Year 6 TAF expectations for **improving clarity and impact through revision**. Children analyse their writing to strengthen cohesion, ensuring transitions between sentences and paragraphs flow naturally. Peer review helps pupils identify areas where atmosphere, emotion or precision could be improved. They then rewrite or publish a polished final version using improved vocabulary and controlled punctuation, including dashes, commas and expanded noun phrases. The lesson

OLC WEEKLY LEARNING PLAN

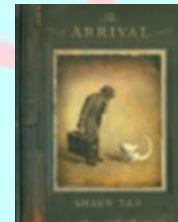
language they will apply later. The emphasis throughout is on crafting imagery that reveals character subtly and cohesively.

end, children have a detailed, purposeful plan ready to support effective drafting in the next lesson.

complete, cohesive first draft.

concludes with a celebration, where pupils share their enhanced descriptions, demonstrating increased confidence and mastery of narrative character writing.

Reading



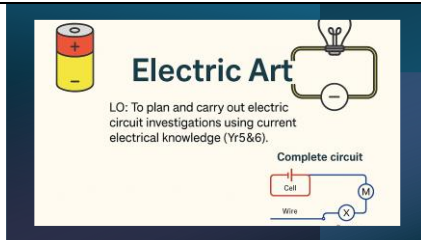
SPAG



(See Spellings below)

[The Determiners Song](#)

Grammarsaurus: Determiners Lesson and Worksheet



Electricity - Electric Art continued...

Lesson 1: Electrical Art Challenge [BBC Two - Science Clips, Circuits and Conductors, Mains power and the dangers of electricity](#)

[Bruce Munro Water-Towers on Vimeo](#)

[BBC Two - Science Clips, Changing Circuits, The dangers of electricity](#)

[Switched on Kids - from Electrical Safety First](#) [Electricity - KS2 Science - BBC Bitesize](#)

[Electric Art | Hamilton Brookes](#)

LO: To plan and carry out electric circuit investigations using current electrical knowledge (Yr5&6).

Activities

Plan and carry out a series of age appropriate electrical circuit investigations (Yr5&6)

Create success criteria for their electric art challenge (Yr5&6)

Investigation:

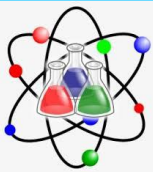
Electrical Art Challenge.

- Take part in a National Sensory Art Association (NSAA) briefing session and learn about the challenges that lie ahead as designers of an electric art installation. (Problem solving, Exploring, Fair testing, Pattern seeking)
- Years 5&6 - Plan and carry out a series of electrical circuit investigations
- Years 5&6 - Create success criteria for their electric art challenge

Vocabulary

Electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non-metal, enquiry question, investigation, findings

Science

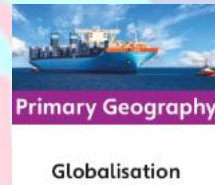


Geography



Lesson 2: How has technology changed the way we communicate?

- How has communication changed?
- How has the internet contributed to globalisation?
- What are the advantages and disadvantages of the internet?

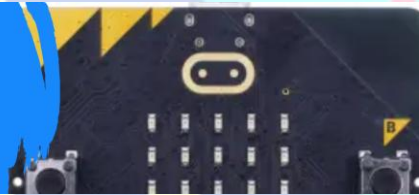


Computing



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.



Y5 History Project -- The History of the Friary Centenary Celebration 1926-2026

Computing:

LO: Create a PowerPoint to show a timeline and the history of how Olton Friary- The Church of the Holy Ghost and Mary Immaculate was founded

- Artwork and photographs to be included.

Children will present this at the Centenary Celebration

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](#)



PSHE



Module 2: Created to Love Others

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.

Unit 1 – Religious Understanding explores the nature of God's call to love others. Children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2_2_created-to-love-others/u-1/uks2_2-1_religious-understanding/



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.

OLC WEEKLY LEARNING PLAN

Reflective Writing

Invite pupils to write about a time when they changed the way they did something. They should include what caused the change, what they did and what the outcome was. To stimulate ideas, you can point out that they may have changed from always wearing Velcro shoes to being able to tie shoelaces, from having their meals cut up to using a knife and fork themselves, writing joined up lettering rather than printing, perhaps even walking to school by themselves etc. Move this on to a reflection about moments when children have had a perspective shift, or something has happened to drastically change their behaviour.

Draw this scene too.

Y3/4 (A): Lesson 1: Follow the French teacher

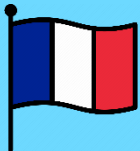
Learning common classroom instructions and how to recognise the imperative mood through games including, 'Répétez si c'est vrai', Kim's game, a word and action matching game and 'Jacques a dit-'! - the French version of 'Simon says'. Considering some differences between schools in the UK and schools in France.



Vocabulary

écrivez	écoutez
lisez	ouvrez
fermez	regardez
parlez	asseyez-vous
levez-vous	

MFL



LO: To understand and respond to simple classroom instructions.

I can understand and respond to instructions in the classroom.

I can give instructions in the classroom.

I can recognise words that the teacher mouths silently.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-in-a-french-classroom-cycle-a/y3-4-a-lesson-1-follow-the-french-teacher/>

Introduce yourself in French using the following format:

Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].

Select a child and say,

Bonjour ! Comment tu t'appelles et quel âge as-tu ? – Hello! What's your name and how old are you?

Ask the child to reply along the following lines or as much as they can manage:

Bonjour ! Je m'appelle [name] et j'ai sept/huit ans – Hello! My name is [name] and I am seven/eight years old

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 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.

Art



This lesson helps children understand how artists use images to communicate personal stories by exploring a portrait that shows family relationships. Pupils begin by looking closely at the artwork, identifying key details, emotions, and possible symbolism the artist has used. They discuss what story the picture might be telling and develop vocabulary to describe what they see—an approach supported within the Kapow Primary curriculum, which emphasises discussion, reflection, and building knowledge of artists. Using their sketchbooks, pupils then record observations, thoughts, and ideas, before starting their own

Easter Cards

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drawing inspired by their family or someone important to them. This might include experimenting with expressive lines, simple portraits, or meaningful objects that reflect their story. The lesson ends with a short sharing session where pupils reflect on how pictures can express emotions, ideas, and personal experiences without using words.

Sun-catcher Easter silhouette cards



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!

Rounders tournament



opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant.

Homework Y6: SATs

BOOTCAMP: <https://www.yearsix.co.uk/sbc/sbc-login.php>

Reasoning paper
SPAG paper

OLC WEEKLY LEARNING PLAN

Communicating with school

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

