

Message from teachers



Jubilee Pledges



Gospel Values and Virtues



St Chad's Cathedral Visit



OLASS 'WE ARE CALLED TO BE SAINTS'

On Friday, many of our children enjoyed the most wonderful Pilgrims of Hope Flower Festival that was held at Olton Friary over the weekend. Our Lady of Compassion children created their very own flower display and participated in this celebration.

This week, Year 6 will go on their Confirmation visit to St. Chad's Cathedral and Basilica on Friday. We celebrated our Y6 Prefect assembly on Friday 3rd October and our Y6/FS2 Buddy assembly on Friday 10th October. We are all enjoying the Y6 challenges.



OLC WEEKLY LEARNING PLAN

Y5 are busy settling into UKS2 life as they embrace their new roles of being Caritas Ambassadors, and Minivinnies, Prayer and Liturgy Leads and soon they will be helping out FS1 during their lunchtime play.

As we approach half term, our very own pop-up Fair Trade Café will be in the school hall on Thursday 23rd October 2025 straight after school. Here, we hope to sell Fairtrade coffee, tea and drinking chocolate and maybe some biscuits too! It will be organised by Minivinnies groups/ UKS2 with the additional support of from the Friends of OLC. We now understand the importance of Fairtrade and the choices that we make when we go shopping. We know that the Fairtrade campaign, is part of a UK-wide movement calling for a fairer system behind the things that we consume in everyday lives and the Common Good (Catholic Social Teaching) and our Jubilee pledges. We will any money made to support those in our local community through Caritas.

We are really enjoying the challenges of creating our very own Saints projects and we are grateful for our new Y6 Prefects who received their badges and certificates on Friday. Congratulations to them all!

Mrs Redfern, Miss Dowling, Mrs Freeman and Miss Chick

<https://cafod.org.uk/jubilee-schools/jubilee-pledge>
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This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Freeman Miss Dowling	Year group :	6	Date:	13.10.25
	Monday	Tuesday	Wednesday	Thursday	Friday

OLC WEEKLY LEARNING PLAN

R.E.



New unit: Miracles and the Sacrament of the Sick



LO: To know and recall a number of miracles performed by Jesus
Big Question: What do these pieces of Scripture teach us about Jesus? (KU3a)

**New unit:
Miracles and
the Sacrament
of the Sick**

Recap what a miracle is.
Play guess the miracle game.
What miracles can the children recall?

Explain that children are going to be Bible detectives.

LO: To recount a miracle performed by Jesus
Big question: How are the miracles studied relevant to your life today?

Recap what a miracle is and what miracles were looked at last week:
Calming of the storm, feeding of the 5000, healing of the blind man, healing of the paralysed man.
Key questions:
Why was Jesus able to perform these miracles?
Do you think that the miracles helped people to understand who Jesus was?
How were people's lives changed by Jesus?

LO: To recount a miracle performed by Jesus
Big question: How are the miracles studied relevant to your life today?

Reread their planning sheets from previous lesson.

Shared modelled write of the feeding of the 5000 story.


Ask children to reflect upon how people's lives were completely transformed by Jesus performing miracles. Encourage them to include this within their own diaries.

Once children have completed their diaries, complete extension/ go forth task. As a result of the scripture you have written about today, what is the main message that you will take away?
Write a message to thank God for what he has done for you.




St Chad's Cathedral Visit

OLC WEEKLY LEARNING PLAN

		<p>They will find different Bible references, read the miracle and identify the key details of each one:</p> <ul style="list-style-type: none"> - Calming of the storm - Feeding of the 5000 - Healing of the paralysed man - Healing of the blind man <p>Children to work in pairs to complete table together using the following headings.</p>	<p>What is the difference between a healing miracle and a nature miracle?</p> <p>Explain that during the next few lessons they will be planning and writing a diary account of one of the miracles we have looked at.</p> <p>Children to complete roleplay activity where they imagine they were an onlooker during one of the miracles. What would they say? Share and discuss together.</p> <p>Ask children to select one miracle for their diary account. Reread their chosen miracle in Bibles. Share overview of paragraph structure and example plan for the feeding of the 5000. Task: Complete planning sheet.</p>		
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OLC WEEKLY LEARNING PLAN

		Where, who, problem, resolution			
Maths 	LO: Division using factors Pages: 67-69	LO: Divide a 3 digit number by a 2 digit number (long division) Pages: 70-72	LO: Divide a 4 digit number by a 2 digit number (long division) Pages: 73-75	L LO: Long division with remainders Pages: 76-78	St Chad's Cathedral

OLC WEEKLY LEARNING PLAN

English:



Lesson 1 – Exploring the LEGO Story

Learning Objective:

- To understand the story of LEGO and identify key events, messages, and themes.
- To summarise information and discuss how perseverance and creativity are shown.

Lesson Outline:

- Starter (10 mins):** Watch *The LEGO Story* video. Pupils jot down 5 key moments.
- Discussion (10 mins):** What makes LEGO special? Discuss the theme of innovation and problem-solving.
- Main Task (25 mins):** In groups, create

Lesson 2 – Analysing Instructions

Learning Objective:

- To identify features of effective instructional writing (imperative verbs, sequencing, clarity, layout).

Lesson Outline:

- Starter (10 mins):** Give pupils a jumbled set of LEGO

Lesson 3 – Writing Effective Instructions

Learning Objective:

- To write detailed, precise, and well-structured instructions using formal language.

Lesson Outline:

- Starter (10 mins):** Grammar warm-up – identify and use *imperative verbs* and *adverbs of manner*.
- Input (15 mins):** Model writing – teacher writes part of an instruction text on board (“How to Design a LEGO Set”). Discuss clarity, tone, and structure.
- Main Task (30 mins):** Pupils write their own *instructional text* (“How to Build a LEGO Creation” or “How to Become a LEGO Designer”).
- Plenary (5 mins):** Share strongest opening paragraphs

Lesson 4 – Introducing Formal Letter Writing

Learning Objective:

- To identify features of formal letters and understand when formal language is appropriate.

Lesson Outline:

- Starter (10 mins):** Display two letters (one formal, one informal). Pupils identify differences.
- Teaching Input (15 mins):** Explicitly teach structure: address, greeting, introduction, main points, conclusion, sign-off.
- Main Task (25 mins):** Pupils plan a formal letter to *The LEGO Company* explaining why LEGO inspires them or suggesting a new LEGO theme.
- Plenary (10 mins):** Share letter openings and give peer feedback.

St Chad's Cathedral Visit

OLC WEEKLY LEARNING PLAN

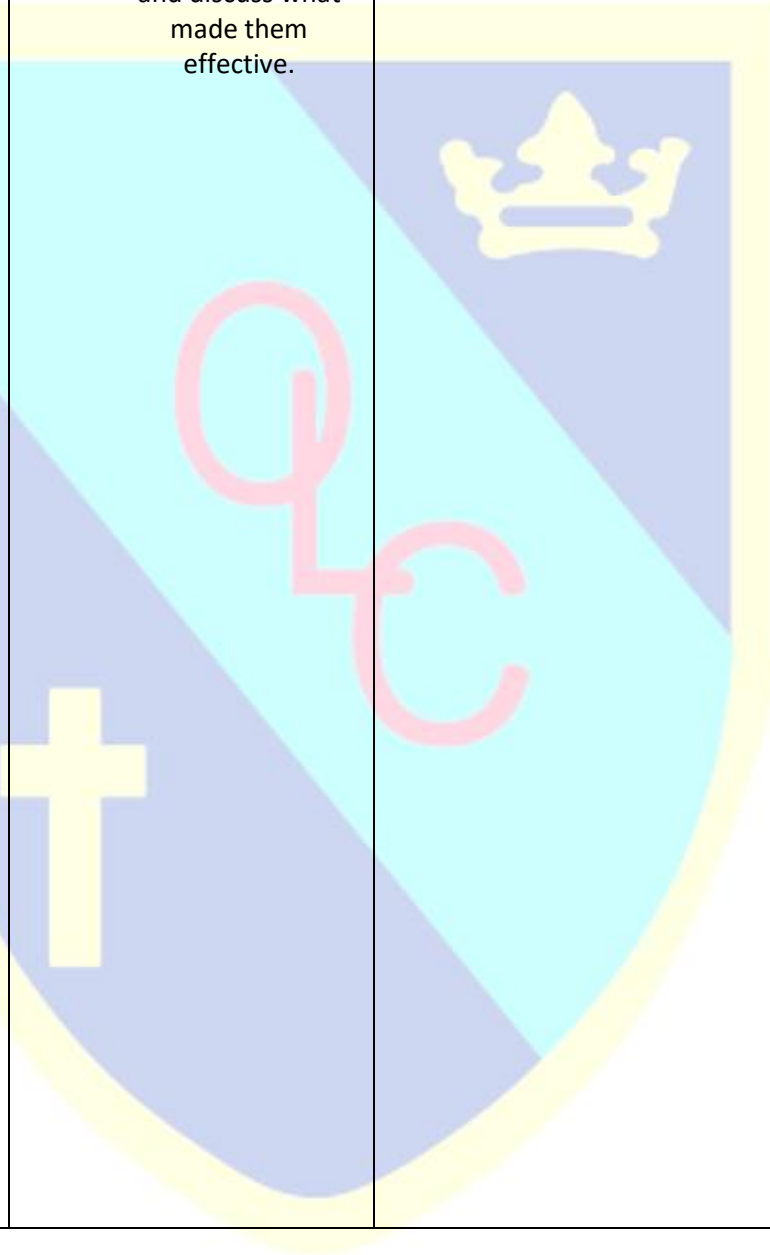
a *timeline storyboard* summarising LEGO's history from the film.

4. **Plenary (15 mins):** Share and reflect — how do instructions and clear planning help success? (Link to instruction writing next lesson).

building instructions — ask them to reorder them.

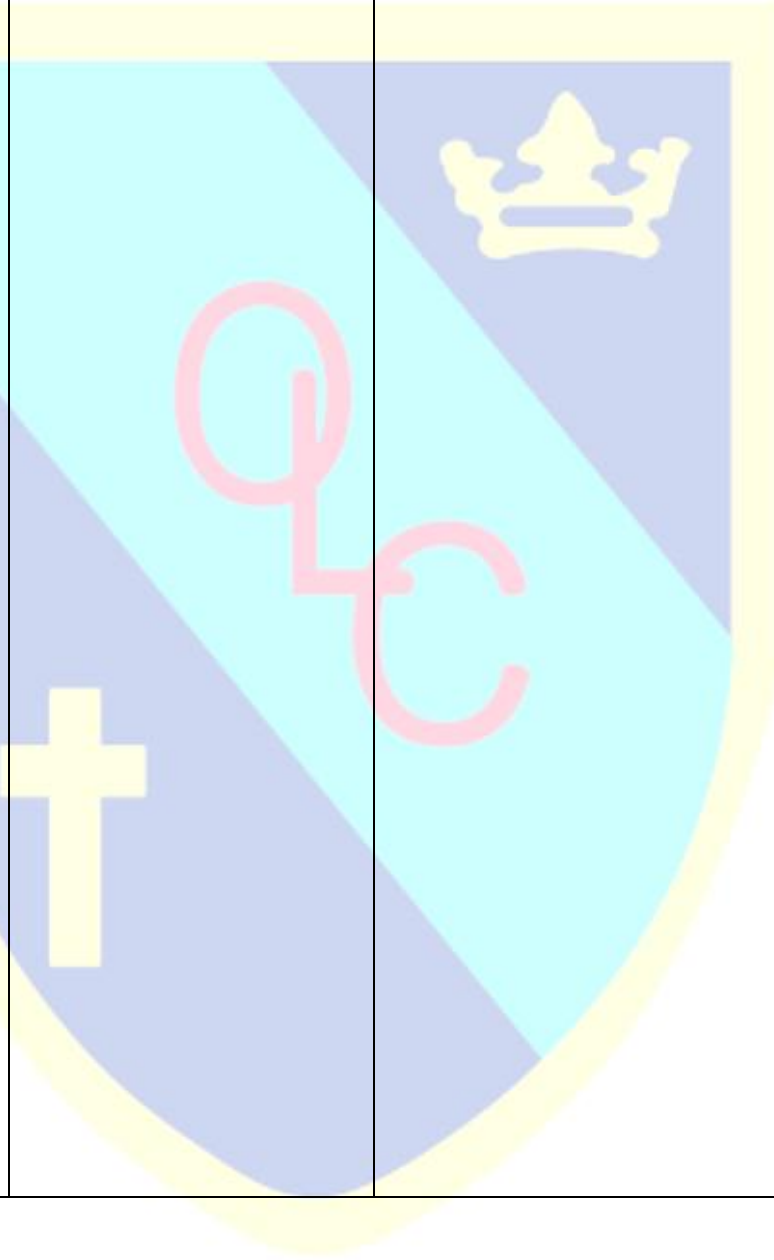
2. **Teaching Input (15 mins):** Deconstruct a model example of clear instructions. Highlight imperatives, time connectives, adverbs, and bullet points.

and discuss what made them effective.


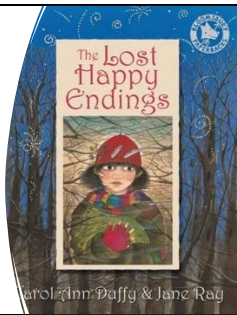
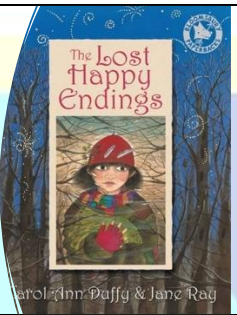
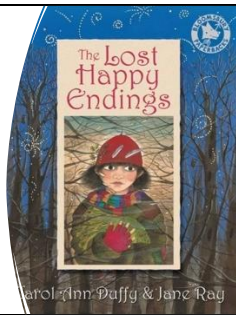

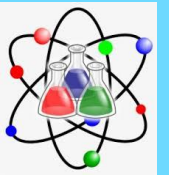


OLC WEEKLY LEARNING PLAN

3. **Main Task (25 mins):**
Pupils write *simple instructions* for building a mini LEGO model.
4. **Plenary (10 mins):**
Peer review – pupils check each other's work against a success checklist.



OLC WEEKLY LEARNING PLAN

<p>Reading</p> 	  
<p>SPAG</p> 	<div> <div> <p>SPAG Word Class</p> <p>Determiners</p> </div> <div> <p>Follow the PowerPoint</p> <p>Complete worksheets</p> </div> <div> <p>Spellings</p> </div> </div>
<p>Science</p> 	<p>UKS2 Science – Properties of Materials Unit: Materials Consultants Lesson 5: Electrical Conductors and Insulators LO: To identify electrical conductors and insulators, test materials using a circuit, and record findings with possible uses. Vocabulary: conductor, insulator, circuit, electricity, safety Resources Simple electrical circuit sets (battery, bulb, wires, crocodile clips) Range of materials to test (metal spoon, coin, foil, plastic, fabric) Recording table (pre-prepared)</p> <p>Lesson Breakdown 1. Starter (10 mins) Read the “Material Matters” problem (reader wants safe but effective materials for electrical items). Discuss: What happens if electricity flows through something? Why do wires have plastic around them? Predict: Which materials might conduct electricity? Which might not?</p>

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2. Main Activity (35 mins)
 Children work in groups with a circuit.
 Place each material into the circuit to see if the bulb lights:
 If bulb lights → conductor
 If bulb does not light → insulator

Record results in table.
 Children suggest possible uses for each material (e.g. copper for wires, plastic for wire coverings).

3. Plenary (15 mins)
 Share group findings.
 Create a quick class table of conductors vs insulators.
 Discuss real-world examples (e.g. why plugs have plastic casing, saucepans have metal bases but plastic handles).
 Reinforce safety: insulators protect us from conductors.

Geography



Lesson 6: Unit check out - Debate links to CST.

How far do you agree with the following statement? 'Governments around the world should clear slums away.'

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.

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- 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.

Link: [Programming 2 > Year 5 > Upper key stage 2 > Computing > Programming 2: BBC micro:bit](#)
[Micro:bit Lesson Plans | KS2 Computing and Programming](#)

Module 1: Created and Loved by God

UKS2 Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Complete Baseline Assessment Appendix 1-A Faithful God for each pupil. *Ensure that each pupil uses a particular coloured pencil for the activity (e.g. black).* **Hand out Appendix 1: A Faithful God to each pupil. Ask pupils to read and think about each question before they begin to answer-Give pupils time to record their thoughts on their sheet.** *(At the end of the activity, collect the sheets as you will need them again for the Endpoint Assessment).*

Unit 1: Religious Understanding

Unit 1 – Religious Understanding explores the Gospel story of the **'Calming of the Storm' (from Matthew, Mark and Luke)**. Over five story sessions, children will consider experiences of change, growth and development, and the trust that they can have in the person of Jesus through times of trial and tribulation. This is the religious and spiritual foundation for the exploration throughout the rest of the work covered in Module 1: Created and Loved By God. The prayer for this Unit is a daily examination of conscience. A more fluid version of this, called 'The Five Day Examen', was provided for Lower Key Stage Two, which you may like to use as an alternative: **The Five Day**

Examen for LKS2-This daily examination of conscience for Upper Key Stage Two is more structured and based around the Ten Commandments.

- Each day read the prayer (given in the attachment) **Appendix 1: Daily Examination**, leaving plenty of time for reflection between the questions.
- You can pick and choose different questions each day rather than reading them all.
- Play music or light a candle as you wish to help focus the children

Session 1: Calming the Storm* (1 hour & 15mins in total).

Over five days, children will hear and experience the Gospel story of Jesus calming the storm. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God who cares for us and wants us to put our faith in Him.

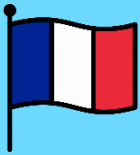
**Approximately 15 minutes should be put aside for each daily session, but you might wish to spend longer on some days.*

PSHE:
Ten: Ten
Life to the
Full+



OLC WEEKLY LEARNING PLAN

MFL



LO: To recognise and name colour words.

I can listen to and repeat the words to describe colour.

I can recognise colour words when I hear them and then find a brick in that colour.

I can say a sequence of colour words.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-french-adjectives-of-colour-size-and-shape-cycle-a/y3-4-a-lesson-1-colours-in-french/>

<https://www.youtube.com/watch?v=acvUtipaC5Y>



BBC Bitesize

<https://www.bbc.co.uk/bitesize/articles/zw7hsk7#zvrdqfr>

Music



Film music

Use this unit hub to inform your medium-term plan and to navigate to related resources.



[Lesson 3: Following the score](#)

Lesson 3: Following the Score

LO: To identify and understand some composing techniques in film music.

- I can identify different instruments and comment on the type of sound they make.
 - I can talk about the pitch of music and how it changes.
- I can use the words 'major' and 'minor' when discussing music that evokes different emotions.

OLC WEEKLY LEARNING PLAN

<p>Art</p> 	<p>In this Art & Design lesson, pupils will take on the role of architects to design a building inspired by an architectural style or theme. After exploring award-winning structures on the RIBA website, they will select one to sketch in their books as inspiration. The main task challenges pupils to design their own building—such as a dream house, rainforest-inspired structure, stadium, temple, or memorial—using either a perspective view, plan view, or front elevation. Pupils should annotate their sketches with notes about purpose, materials, and users, with an extension task to design the interior layout. Resources include sketchbooks, drawing equipment, fineliners, colouring pens, and access to computers or tablets. Differentiation is provided through drawing templates for support and opportunities for more detailed, creative designs at greater depth. The lesson concludes with a reflective discussion on suitability, practicality, and design features. Success is shown through annotated, theme-based architectural drawings.</p>	
<p>P.E.</p> 	<ol style="list-style-type: none"> 1. Walk 7,000 steps this week! 2. 25 sit ups 3. Run on the spot for three minutes 4. 15-star jumps 5. Plan an exercise circuit that lasts 5 minutes. 6. 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>Swimming</p>	<p>Lesson 6</p> 
	<p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p>	<p>nutritious, cautious, delicious, conscious, ambitious, infectious, spacious, vicious, appreciate, sufficient</p>

OLC WEEKLY LEARNING PLAN

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

