

Message from teachers Message from teachers:

20+C+M+B+26



WE ARE GROWING TO BE:

INTENTIONAL Deliberate, on purpose, meant, by design, thought out in advance, planned, conscious, considered, done with care.	Intentional 	PROPHETIC Prophetic in the way they offer an alternative vision of education and the human person, rooted in the Gospel.
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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!



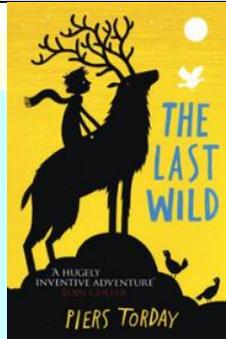
Gospel Values and Virtues
Catholic Pupil Profile -intentional & Prophetic

Our Lady of Compassion

Lent 2026

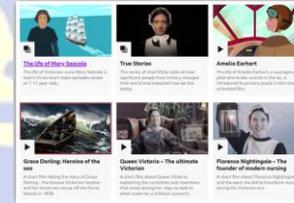
Violet In RE, we will focus on our understanding of Lent as we feast on and fast from good and bad choices during the season of Lent.

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:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	09.-03.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p style="color: purple;">Big question:</p> <p style="color: purple;">Why do Christians</p>	<p>LO: To know the story of the temptation of Jesus and make links to our lives today</p>	<p>LO: To know that today people can be tempted to do things that are wrong</p>	<p>LO: To know that today people can be tempted to do things that are wrong</p>	INSET



look to Christ for the model for how to live, and how does recognising the harm caused by temptation help them understand the need for God's forgiveness in the Sacrament of Reconciliation?

Reflect on the unit's big question.
Share key vocabulary: Repent and temptation

Share image of the temptation of Jesus in the wilderness. Children to find something interesting, surprising and puzzling. Discuss these together.

Read and watch the temptation of Jesus in the wilderness. Discuss the story together. Emphasise that Jesus was tempted 3 times. Explain and discuss these temptations. Encourage children to reflect on how it shows Jesus' humility.

Discuss key questions together:
How might Jesus have felt during this time?
What does Jesus' response to the devil teach us?
What might the devil use to tempt Jesus today?

Role play activity: Children to work in pairs (1 in role as Jesus

Recap previous learning.
Discuss the following questions.
What temptations do you face today?
What are some of the consequences if you give into temptation that will hurt others?

Role play activity:
Think of 3 temptations that Jesus might face today. For example, cheating on homework, lying about something to avoid trouble and having an extra snack when you've been told not to. Create a role play showing what the devil would say and how Jesus would respond to it.

Recap learning from this week.

Children to write the modern conversation between Jesus and the devil in the wilderness. (Use template provided)

Share example and discuss together.

Reflection question: AT3: AE2: What advice would you give to someone who has been tempted to do something wrong? Use the teachings of Jesus to help you.

OLC WEEKLY LEARNING PLAN

		<p>and the other in role as the devil) Think about what questions Jesus would ask as he was being tempted. Emphasise Jesus' humility and how he was tempted too but ultimately resisted temptation. Link this to our own lives today and the consequences of giving into temptation.</p> <p>Task: 1. Children to draw an image of one of Jesus' temptations. Record questions He would have around it.</p> <p>2. Think of a modern temptation today. E.g. having extra time, being deliberately unkind to someone, etc. Draw this temptation and record questions around the image.</p>	<p>Model an example for the children to see.</p> <p>Share role plays. Reflection questions: What can we learn from Jesus' reaction? What are the consequences of giving into temptation?</p>		
<p>Maths</p> 	<p><i>3B Graphs and Tables Lesson 3</i></p> <p>LO: Read and interpret graphs 2</p>	<p><i>3B Graphs and Tables Lesson 4</i></p> <p>LO: Read and interpret tables</p>	<p><i>3B Graphs and Tables Lesson 5</i></p> <p>LO: Two-way tables</p>	<p><i>3B Graphs and Tables Lesson 6</i></p> <p>LO: Timetables</p>	<p>INSET</p>

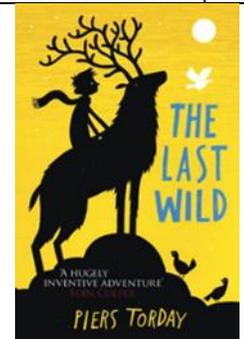
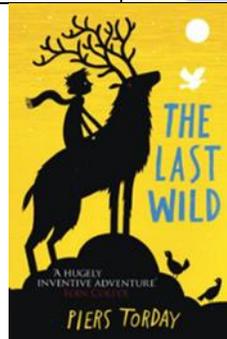
OLC WEEKLY LEARNING PLAN

	<p>geography of the island.</p> <p>The Island! Humanities Last Hope!</p> <p>What a calamity has befallen our beloved planet and our last refuge is The Island! The burning Earth cannot sustain life anymore and the infectious Red Eye has wiped out our animals. Make your way to The Island where we can have a second chance.</p> <p><u>Checklist:</u> Commands Statements Questions Exclamations Noun Phrases</p> <p>Include; nutritious, infectious, cautious</p> <p>Read to the end of chapter 2 (p19)</p>	<p><u>Task:</u> To complete a role on the wall focusing in on Kester.</p> <p>How is he feeling inside? How do others see him?</p> <p>Look at the suffixes -ness, -ment, -dom and -tion.</p> <p>Children sort root words under the correct suffix.</p> <p><u>Challenge:</u> using a range of conjunctions, explain the reasons people see him this way and the way he's feeling inside.</p> <p>Write this as a character description of Kester focusing not just on his feelings but the way he behaves.</p>	<p><u>Ask children:</u> what tense is the book mostly written in?</p> <p>Identify that mainly the verbs are written in present and present progressive tense (to show lots going on at the same time). What effect does this have on the reader?</p> <p>Collect other present progressive verbs as we read and add to the grammar splat.</p> <p><u>What if the author had written:</u> "The cockroaches, who filled the floor with a black flood of shell, powered into the corridor," does this have the same effect? Is there that same sense of energy? The General ordered me to keep going.</p>	<p>We can change the sentence to the passive and then cut out the final section of the sentence: Kester was helped to escape by millions of varmints. Now we can write our report without having to say who exactly helped Kester. Read the rest of part 1</p>	
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OLC WEEKLY LEARNING PLAN

Can you change the verb to the present tense?
Can you add in a relative clause?
Can you then omit the relative pronoun and change the verb to present progressive?
Experiment adding a dash to make the last action more significant!

Reading



SPAG



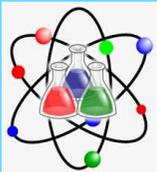
Relative clauses

Watch relative clauses (Sing with Grammarsaurus)
Go through PowerPoint slides and complete activity

The Determiners Song

Grammarsaurus: Determiners Lesson and Worksheet

Science



Electricity - Electric Art

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)

OLC WEEKLY LEARNING PLAN

- 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

Geography



Lesson 6 Unit check out: 'Humans cannot live sustainably.' How much do you agree with this statement?

Subject knowledge: Part 2 of 2

- Sustainability means not being harmful to the environment or using up natural resources, therefore supporting a long-term ecological balance.
- Fossil fuels are cheap to use and produce a lot of energy. They are expensive and damaging to extract from the ground. All fossil fuels produce carbon dioxide and other nitrogen-based pollutants which reduce air quality, impact health and create global warming.
- Types of renewable energy:

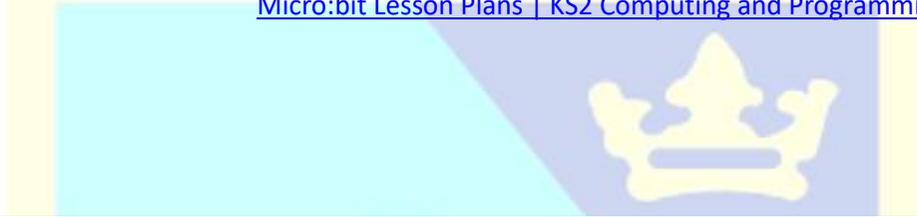
Computing



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.

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



PSHE

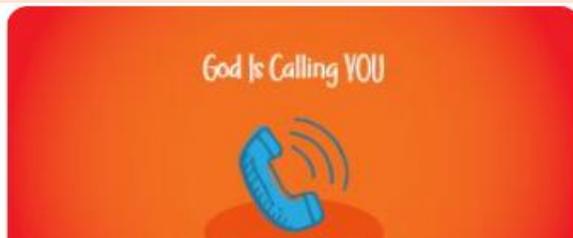


Module 2: Created to Love Others

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.

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*

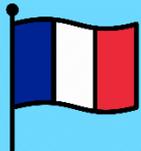
Learning common classroom instructions and how to recognise the imperative mood through games including, 'Répétez si c'est vrai', Kim's game, a word and action matching game and 'Jacques a dit-!' - the French version of 'Simon says'. Considering some differences between schools in the UK and schools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

OLC WEEKLY LEARNING PLAN

<p style="text-align: center;">Art</p> 		
<p style="text-align: center;">P.E.</p> 	<ul style="list-style-type: none"> ▪ Walk 7,000 steps this week! <ul style="list-style-type: none"> ▪ 25 sit ups ▪ Run on the spot for three minutes <ul style="list-style-type: none"> ▪ 15-star jumps ▪ Plan an exercise circuit that lasts 5 minutes. <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; border-radius: 5px;">Lesson 1 View Lesson Plan →</div> <div style="display: flex; justify-content: space-around; align-items: flex-start; text-align: center;"> <div style="width: 15%;">  <p>Warm-Up Like Clockwork</p> </div> <div style="width: 15%;">  <p>Game Seated Volleyball (Net & Wall/Disability)</p> </div> <div style="width: 15%;">  <p>Skill Seated Balance</p> </div> <div style="width: 15%;">  <p>Review Method Comfort, Stretch, Panic</p> </div> </div>
	<p>WhiteRose Maths Spring Week 7</p>	

Communicating with school

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