

Message from teachers

WE ARE GROWING TO BE:

GENEROUS

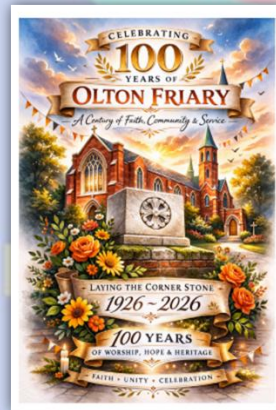
GRATEFUL

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 have and for the people around us.



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

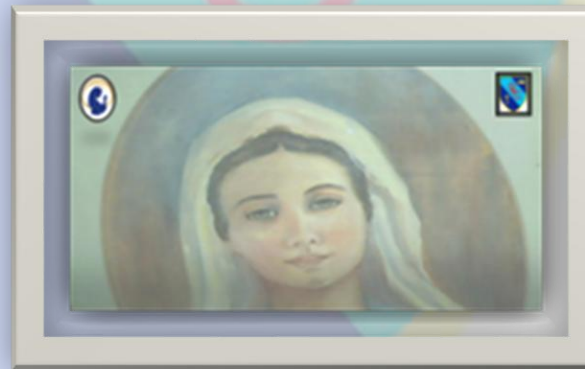


Pentecost
In RE will lead Mass on the



English Y5 – Benjamin Zephaniah's Windrush Child


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



Well done everybody in Year 6 for working so hard last week!

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p>New Unit: Pentecost</p>	<p>LO: To know that the Holy Spirit is included in the Church's belief in the Holy Trinity</p>	<p>LO: To understand how the Holy Spirit transformed the lives of the disciples</p>	<p>LO: To understand how the Holy Spirit transformed the lives of the disciples</p>	

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Share different images of the Trinity.
Discuss them together.
What is your favourite image?
Why?

Share John 14: 16.
What does it reveal about the Holy Spirit and the Trinity?

Watch video and use PowerPoint to explain what the Trinity is.

Share the different images.(E.g. a shamrock, a triangle, concentric circles) Explain that these act as a model of the trinity.

Task: Create your own model/ diagram of the Trinity.
Complete an explanation for it.

Ask: **“When is the Church’s birthday?”**
(Pentecost)
Brief discussion: What does a birthday represent?
Show a **modern image of Pentecost** (e.g. flames, diversity, unity).
How might Pentecost still be relevant in our lives today?

Read and/or watch the story of Pentecost (Acts)
Class discussion:
What happened? (wind, flames, Holy Spirit, languages)
Why was it important?

In pairs, children discuss:
How did the disciples feel **before** Pentecost?
How did they feel **after**?
How were their lives transformed?

Writing Task:
Imagine you are one of

Continuation from previous lesson

Pentecost – Sunday 24th May

OLC WEEKLY LEARNING PLAN

the disciples. Write a diary entry about the events of Pentecost. Include thoughts and feelings.

Support:

Provide paragraph structure (before / event / after / reflection)

Sentence starters if needed



Challenge: use ambitious vocabulary and varied sentence structures

AT2 Reflection

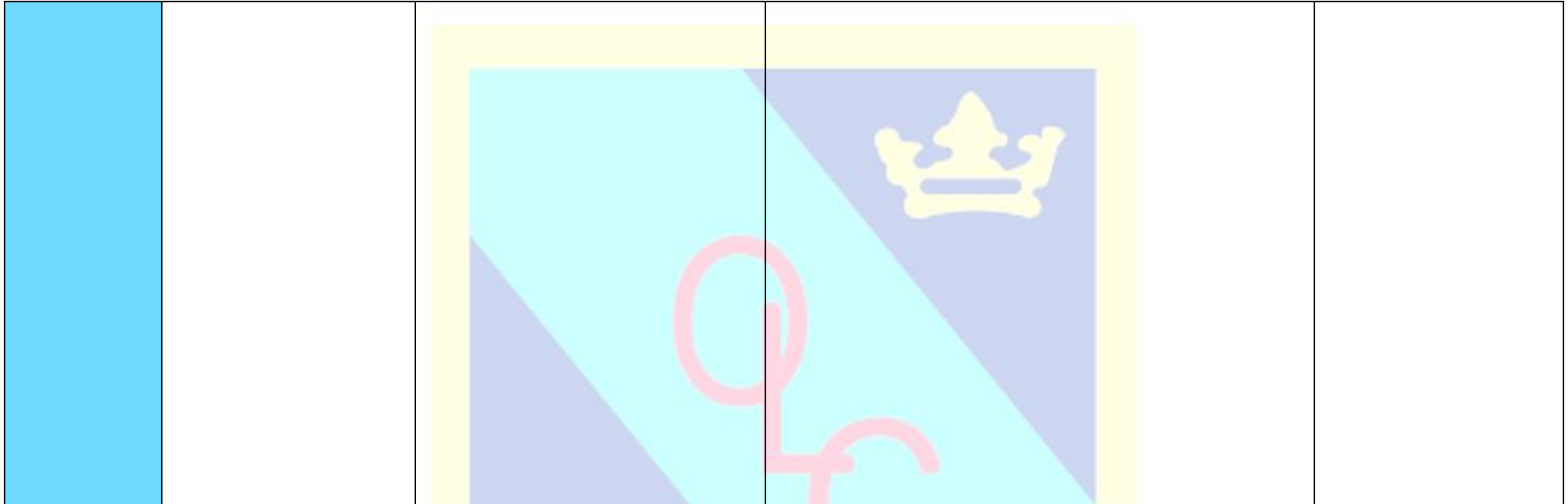
Question:

Imagine you were present in Galilee and heard Jesus' message about going out to 'peoples everywhere'. What would you do next? How would your actions shape others' lives?

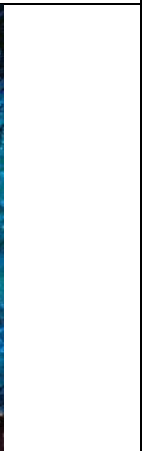
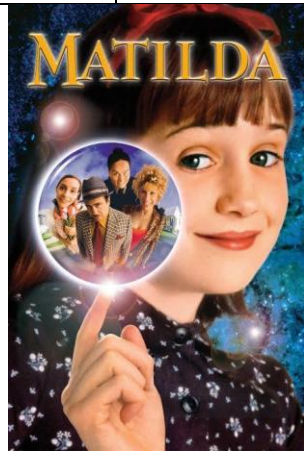
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<p>Maths</p> 	<p>Problem Solving – Place Value</p>	<p>Problem Solving – Negative numbers</p>	<p>Problem Solving – Addition and subtraction</p>	<p>Problem Solving – Four operations (1)</p>	<p>Problem Solving – Four operations (2)</p>
<p>English</p> 	<p>In this lesson, pupils explore the character of Matilda by creating an acrostic poem using her name. Begin with a discussion about her personality, intelligence, kindness, and bravery. Model an example on the board, then pupils write a line for each letter of “MATILDA,” describing her traits or actions from the film. Encourage descriptive language and creativity. Pupils can illustrate their poems and share with the class. This activity develops comprehension, vocabulary, and character analysis in an engaging way.</p>	<p>Students focus on the famous cake scene, where Bruce Bogtrotter is forced to eat an enormous chocolate cake. Rewatch or describe the moment, then brainstorm sensory details—sight, smell, taste, and emotions. Pupils write a vivid paragraph describing the scene, using powerful adjectives and similes. Encourage them to capture the tension, humour, and audience reaction. This lesson builds descriptive writing skills and helps students understand how language creates atmosphere and emotion in storytelling.</p>	<p>In this lesson, pupils learn the basics of script writing by transforming a Matilda playground scene into a script. Teach key features such as character names, dialogue, and stage directions. Model a short script, then students work in pairs to write their own version of a scene involving Miss Trunchbull or Matilda. Encourage realistic dialogue and clear instructions for action. Pupils can perform their scripts, developing speaking and collaboration skills alongside understanding dramatic structure.</p> <p>Extension Students extend their script writing skills by creating an original scene set in Matilda’s world. They brainstorm ideas, such as a new encounter with Miss Honey or a classroom challenge. Pupils must include characters, dialogue, and stage directions, ensuring the scene reflects the tone of the film. Encourage creativity while maintaining consistency with characters. This lesson strengthens writing structure, imagination, and understanding of narrative voice, concluding with peer performances or readings for feedback.</p>	<p>RE</p>	

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Reading

An icon consisting of three stylized books in blue, red, and green, stacked vertically. They are centered within a yellow circle.

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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?



Computing



Complete PowerPoints

PSHE



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.

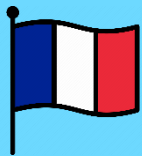
[Get started >](#)

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](#)

MFL



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](#)

Music



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/lesson-4-whats-in-a-name/>



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.

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?
- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)
 - What is its USP?
 - Does it have a slogan?

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

Art



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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.

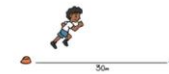


Speed and Stamina Challenge:

Speed challenge:

Equipment: Stopwatch, cones marking 30m.

Organisation: Sit pupils in rows of 5. 5 pupils stand at the end of the 30m distance and use a stopwatch. Timers tell runners their time to the nearest second and switch places. Pupils record their time on their 'Fitness Record'.



Stamina challenge:

Organisation: Pupils take a cone each and place it around the outside of the track. The teacher times pupils in a 4 minute run. Pupils count how many laps they can complete in 4 minutes. Pupils record their time on their 'Fitness Record'



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
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Communicating with school

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

