

OLC WEEKLY LEARNING PLAN





Message from the teachers:

Dear children,

Mr Brennan and Miss Sidwell

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



Teachers:	Mr Brennan & Miss Sidwell	Year:	Year 4	Date:	20.04.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To Identify how the disciples recognised Jesus and reflect on how Christians recognise Him today.</p>	<p>LO: To understand that in the Eucharist, Christians believe they meet the Risen Jesus as the disciples did.</p>	<p>LO: To reflect on how the Easter message inspires Christians to live with joy, hope, and love.</p>	<p>Catholic Social Teaching:</p>
<p>Easter:</p> <p>He is risen!</p>	<p>★ Lesson 4: Recognising Jesus — Then and Now</p> <p>Activities</p> <p>1. Starter (10 mins)</p> <p>Recap both appearances (Emmaus + Shore). Make a 2-column chart: “How they recognised Jesus” vs “How we recognise Jesus today”</p>	<p>★ Lesson 5: The Eucharist — Meeting the Risen Jesus Today</p> <p>Activities</p> <p>1. Starter (5 mins)</p> <p>Ask: “Where do we meet Jesus today?” Record ideas.</p> <p>2. Main Input (10 mins)</p>	<p>★ Lesson 6: Living as Easter People</p> <p>Activities</p> <p>1. Starter (5 mins)</p> <p>Show artwork of the Risen Christ. Ask: “How do these pictures make you feel?”</p> <p>2. Main Input (10 mins)</p>		

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		<p>2. Main Input (10 mins)</p> <p>Introduce ways Christians recognise Jesus:</p> <ul style="list-style-type: none"> • Scripture • Breaking of Bread • Prayer • Helping others <i>(Unit explicitly lists “Mass and Holy Communion” as key recognition points.)</i> <p>3. Activity (20 mins)</p> <p>Children create a “Ways We Recognise Jesus” wheel with four parts:</p> <ul style="list-style-type: none"> • Word • Eucharist • Prayer • Love & Service <p>Add explanations or small drawings.</p> <p>Assessment Links</p> <p>AT2: 3b — Personal engagement with belief.</p>	<p>Explain that during Holy Communion, Jesus is present in a special way — just like the disciples encountered Him after the resurrection. <i>(Explicitly stated in the unit outcomes.)</i></p> <p>3. Activity (20 mins)</p> <p>Children complete a matching activity:</p> <ul style="list-style-type: none"> • Actions at Mass • Jesus' actions in resurrection stories <p>Examples:</p> <ul style="list-style-type: none"> • Breaking bread ↔ Emmaus • Sharing food ↔ Breakfast at the Shore • Listening to scripture ↔ Jesus explaining scripture on Emmaus Road <p>Assessment Links</p>	<p>Explain that Christians are called “Easter people” because they believe Jesus is alive and with them. Link to “sharing in Jesus’ risen life” from the unit plan.</p> <p>3. Activity (20–25 mins)</p> <p>“Easter People Action Booklet” (4 pages):</p> <ol style="list-style-type: none"> 1. What Easter means 2. How the disciples changed 3. How Christians show hope 4. What I will do to carry Easter joy to others <p>Assessment Links</p> <p>AT2: 3c — Personal reflection. AT1: 3b — Link meaning to actions.</p> <p>Scripture</p>	
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		<p>AT1: 3c — Understanding meaning.</p> <p>Scripture</p> <p>Luke 24 & John 21 (references).</p>	<p>AT1: 4b — Understanding sacramental meaning.</p> <p>Scripture</p> <p>Luke 24:30-31.</p>	<p>Luke 24; John 21.</p>	
 <p>Maths Y4</p>	<p>LO: 12. Divide by 10 and 100</p>	<p>LO: Make a whole</p>	<p>LO: Partition decimals</p>	<p>LO: Flexibly partition decimals</p>	<p>LO: Compare decimals</p>
	<p>Unit 11: Decimals (1)</p> <p>Textbook pages 224-227</p>	<p>Unit 11: Decimals (2)</p> <p>Textbook pages 6-11</p>	<p>Unit 11: Decimals (2)</p> <p>Textbook pages 12-15</p>	<p>Unit 11: Decimals (2)</p> <p>Textbook pages 16-19</p>	<p>Unit 11: Decimals (2)</p> <p>Textbook pages 20-23</p>
 <p>English</p>	<p>LO: To use a range of conjunctions and manipulate clauses in sentences.</p>	<p>LO: To use short, snappy sentences for effect.</p>	<p>LO: To use figurative language devices to add description (similes and metaphors).</p>	<p>LO: To include dialogue within my writing.</p>	<p>LO: To plan and complete an independent piece of creative writing.</p>
	<p>Starter (Whole Class) Children explore simple and compound sentences using conjunctions.</p> <p>Main (Independent) Children write sentences or a summary of the story using different conjunctions and clause structures.</p>	<p>Starter (Whole Class) Children recap verbs and tense, including the present perfect form.</p> <p>Main (Independent) Children write an inner monologue describing an exciting moment in the story, using short, dramatic sentences to build tension.</p>	<p>Starter (Whole Class) Children learn about first, second and third person and identify pronouns.</p> <p>Main (Independent) Children describe a scene using similes and metaphors to add imagery and detail.</p>	<p>Starter (Whole Class) Children explore direct speech and think of alternatives for the word <i>said</i>.</p> <p>Main (Independent) Children write a conversation between characters, practising speech punctuation and dialogue structure.</p>	<p>Starter (Whole Class) Children recap the writing skills learned throughout the unit.</p> <p>Main (Independent) Children plan and write their own imaginative story about going on an adventure with Grandpa, using the grammar and</p>

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Complete the quiz on whiteboards to show last week's learning.
Read about 'push and pull factors' and discover reasons why people want to leave their countries.

Complete a mind map showing the 'push and pull' factors of migration.

Explore electricity and the potential dangers it has.

Children will explore the interactive house and find the dangers inside each room:

<https://www.switchedonkids.org.uk/electrical-safety-in-your-home>

Lead the children through a discussion of how we can keep ourselves safe around electricity inside our homes/school and outside.

Find out what a good conductor of electricity is and why they should be kept away from anything electrical.

Design an **electrical safety poster** about the dangers associated with electricity and how we can keep ourselves safe near electricity.

[constructing-a-castle/lesson-4-building-a-castle/](#)

List the features of a good quality castle structure, e.g. neat, accurate, suitable for the person/purpose they had in mind, structurally stable, etc.

Recap:

Cutting, scoring and glueing nets, as well as securing configurations using tape.

Remind the children to refer to their original design and encourage them to include any additional features they did not initially think of but would like to include.

Demonstrate how to make and attach façades.

Watch the *Pupil video: What is abstraction?*

Tell the children they need to create a map of the **most active** playground. Ask pairs to discuss which features they should include and which can be ignored. Drag and drop the suggestions into the playground, encouraging justification for each choice.

Display slide 2 and assign each table a specific focus for their map:

The most fun map (focus on fun features).

The map that most helps with sustainability (focus on eco-friendly features).

The prettiest map (focus on scenic features).

Read the options together and remind the children that abstraction means selecting relevant information for the goal.

[vikings/lesson-2-sing-like-a-viking/](#)

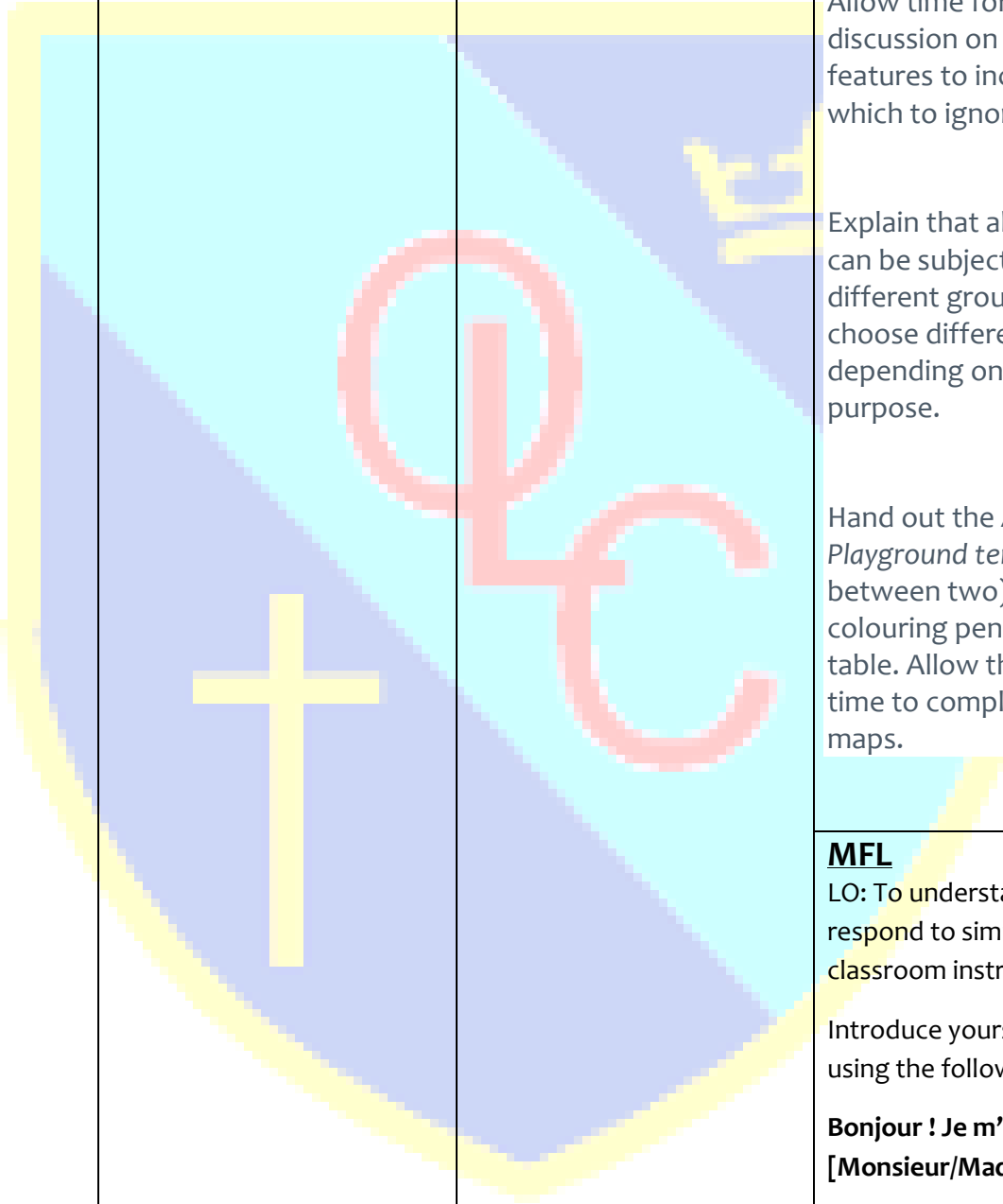
Explain that singers warm up their voices before singing.

Explain that the children will be singing and it is important to warm up their voices.

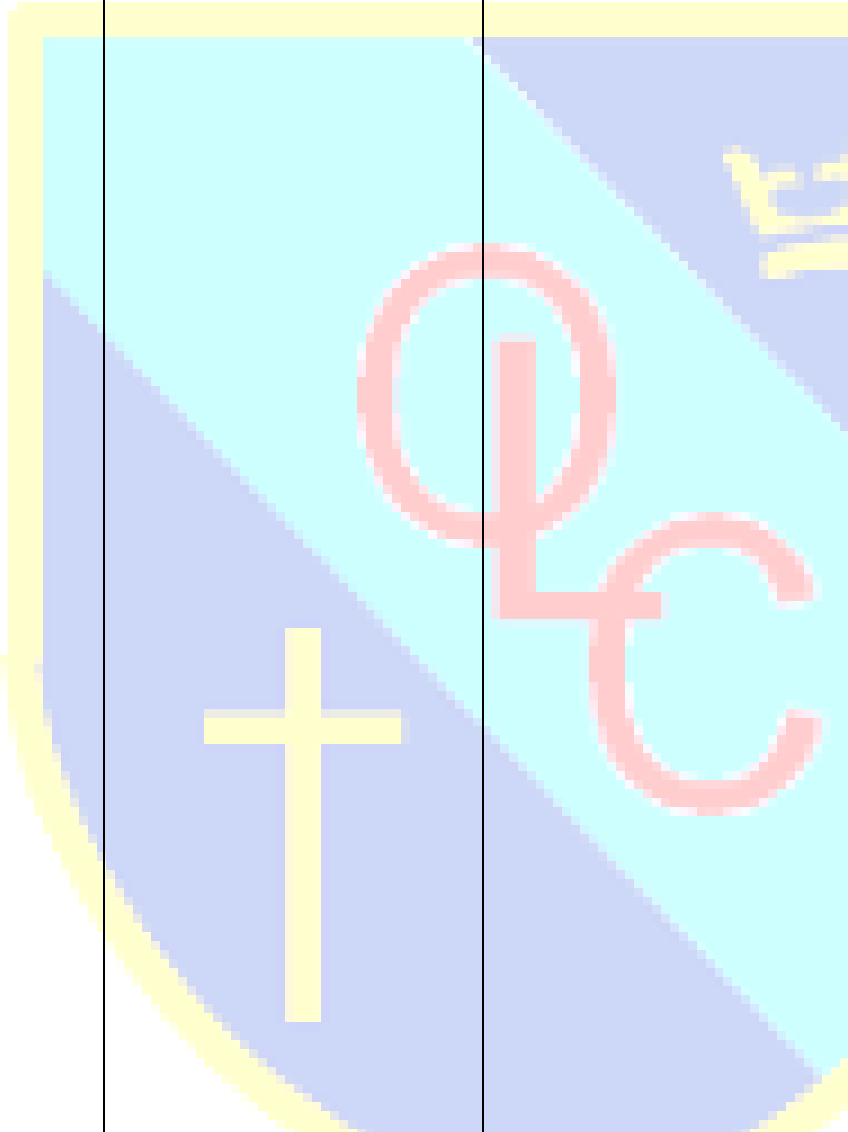
Lead the children through the Viking vocal warm-ups from [Lesson 1: Here come the Vikings!](#) (see Teacher video: [Here come the Vikings!](#) 1:26–3:21).

Perform the *Here come the Vikings* song adding clapping rhythms and actions.

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			<p>Allow time for paired discussion on which features to include and which to ignore.</p> <p>Explain that abstraction can be subjective; different groups may choose different features depending on their map's purpose.</p> <p>Hand out the <i>Activity: Playground template</i> (one between two) and place colouring pencils on each table. Allow the children time to complete their maps.</p>		
			<p>MFL LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format: Bonjour ! Je m'appelle [Monsieur/Madame</p>	<p>PSHE LO: Know that our bodies are created by God, so we should take care of them and be careful about what we consume. https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-</p>	

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				<p>[name]] – Hello! My name is [Mr/Mrs [name]].</p> <p>Select a child and say,</p> <p>Bonjour ! Comment tu t’appelles et quel âge as-tu ? – Hello! What’s your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p>Bonjour ! Je m’appelle [name] et j’ai sept/huit ans – Hello! My name is [name] and I am seven/eight years old</p> <p>Repeat many times, ideally with each child having a go.</p> <p>https://www.bbc.co.uk/programmes/p0113yfv</p> <p>Display the <i>Presentation: Class commands</i> and use it as a prompt for this lesson’s vocabulary activities. See the <i>Teacher video: Follow</i></p>	<p>others/u-4/lks2_2-4_keeping-safe/s-2/</p> <p>Pupils will:</p> <p>Engage with the film and answer questions. Take an active part in group/paired activities.</p> <p>Follow step by step session notes.</p>
		<p>Fitness Focus - COPS AND ROBBERS The aim of the game is for the robbers to collect all of the</p>	<p>Fitness Focus - STRATEGICKI Team 1 have to try and get to team 2’s Safe Zone</p>	<p>Fitness Focus – TIK TAC TOE Each team has to try and create a line of 3 bils in</p>	<p>JUST DANCE – WAKA WAKA https://www.youtube</p>



Daily PE Activity



Coordination

Sending and Receiving

Creative

Creative Lesson 6

In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges

money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.

without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.

the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.

[.com/watch?v=gVfgTw_W_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

Homework:

Communicating with school

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

