





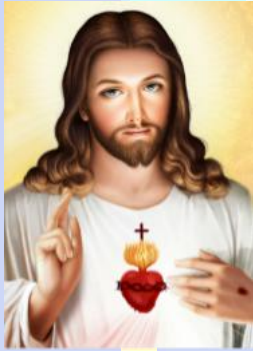

Message from the teachers:

Dear children,

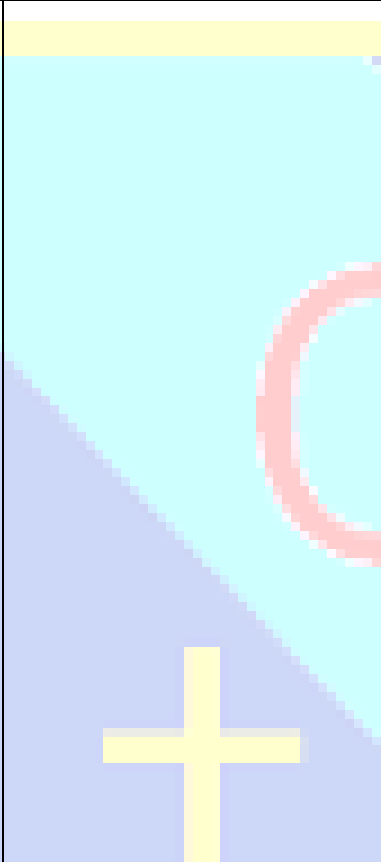

Mr Brennan and Miss Sidwell

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

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|------------------|---------------------------|--------------|--------|--------------|----------|
| Teachers: | Mr Brennan & Miss Sidwell | Year: | Year 4 | Date: | 22.06.26 |
|------------------|---------------------------|--------------|--------|--------------|----------|

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|--|--|---|--|
|  <p>RE</p> |  <p>Sunday's Gospel to explore: Gospel: Matthew 7: 1-5</p> <ol style="list-style-type: none"> Judge not, that you may not be judged, For with what judgment you judge, you shall be judged: and with what measure you mete, it shall be measured to you again. |  <p>Sacred heart of Jesus</p> | <p>LO: To understand how receiving Jesus helps Christians live differently.</p> <p>Lesson 11: The Eucharist Changes Us Activities Starter (5 mins)</p> <ul style="list-style-type: none"> Introduce phrase: "You are what you eat." <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Explain: Receiving Jesus helps Christians become more like Him. <p>Main Activity (25 mins)</p> <ul style="list-style-type: none"> Children create a "Becoming Like Jesus" chart: | <p>LO: To understand how the Eucharist helped saints live courageously.</p> <p>Lesson 12: Saints and the Eucharist Activities Starter (5 mins)</p> <ul style="list-style-type: none"> Ask: "What is a saint?" <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Share stories of saints (e.g. St Vincent de Paul, Maximilian Kolbe). Explain how the Eucharist gave them strength. <p>Main Activity (25 mins)</p> |  <p>Catholic Social Teaching – Common Good</p> |

OLC WEEKLY LEARNING PLAN

| | | | | | |
|--|---|--|--|--|---|
| | <p>3 And why seest thou the mote that is in thy brother's eye; and seest not the beam that is in thy own eye?</p> <p>4 Or how sayest thou to thy brother: Let me cast the mote out of thy eye; and behold a beam is in thy own eye?</p> <p>5 Thou hypocrite, cast out first the beam in thy own eye, and then shalt thou see to cast out the mote out of thy brother's eye.</p> |  | <ul style="list-style-type: none"> ○ Receive Jesus → Become → Loving, kind, forgiving ● Write examples of actions. <p>Cross-Curricular Link – PSHE</p> <ul style="list-style-type: none"> ● Behaviour and choices in daily life. <p>Plenary (5 mins)</p> <ul style="list-style-type: none"> ● Reflection: "How can I be more like Jesus?" <p>Assessment Links AT2: 3c AT1: 3b</p> <p>Scripture John 6:35</p> | <ul style="list-style-type: none"> ● Create a Saint Profile Sheet: <ul style="list-style-type: none"> ○ Name ○ What they did ○ How Jesus helped them ○ What we can learn <p>Cross-Curricular Link – History / Literacy</p> <ul style="list-style-type: none"> ● Biographical writing. <p>Plenary (5 mins)</p> <ul style="list-style-type: none"> ● Discuss: "How can we act like saints?" <p>Assessment Links AT1: 3a AT2: 3c</p> <p>Scripture Matthew 5:16</p> | |
|  <p>Maths</p> | <p>LO: Interpret line graphs (1)</p> <p>Unit 15: Statistics</p> <p>Textbook pages 140-143</p> | <p>LO: Interpret line graphs (2)</p> <p>Unit 15: Statistics</p> <p>Textbook pages 144-147</p> | <p>LO: Draw line graphs</p> <p>Unit 15: Statistics</p> <p>Textbook pages 148-151</p> | <p>LO: Describe position</p> <p>Unit 16: Geometry - position and direction</p> <p>Textbook pages 154-159</p> | <p>LO: Describe position using coordinates</p> <p>Unit 16: Geometry - position and direction</p> <p>Textbook pages 160-163</p> |
| | <p>LO: To write a diary entry in role using first person and emotional language.</p> | <p>LO: To write a newspaper report using</p> | <p>LO: To write a narrative ending using description.</p> | <p>LO: To infer meaning using illustrations.</p> | <p>LO: To use modal verbs to explore an imaginary scenario.</p> |

OLC WEEKLY LEARNING PLAN



English

| | | | | | |
|--|---|--|---|---|--|
| | | formal language and past tense. | | | |
| | <p>Starter (Whole Class) Watch the beginning of <i>Reverso</i>. Discuss how the man feels and the challenges he faces.</p> <p>Main (Independent) Children write a diary entry as the man, describing a day in his life. Focus on feelings, events, and writing in the first person.</p> <p>Plenary (Whole Class) Share examples of effective diary writing. Discuss how feelings and thoughts were shown.</p> | <p>Starter (Whole Class) Recap the character and discuss possible accidents he might cause. Generate ideas together.</p> <p>Main (Independent) Children write a newspaper report about an accident caused by the man. Include a headline, key facts, and (for some) simple quotes.</p> <p>Plenary (Whole Class) Share strong headlines and key facts. Discuss features of a good report.</p> | <p>Starter (Whole Class) Watch the film up to the credits. Discuss possible endings.</p> <p>Main (Independent) Children write their own ending to the story. Focus on sequence, description, and resolution.</p> <p>Plenary (Whole Class) Share different endings. Reflect on how writers created satisfying conclusions.</p> | <p>Starter (Whole Class): Children explore mysterious “cave paintings” and a footprint. Discuss what they can see and make predictions.</p> <p>Main (Independent): Children record:</p> <ul style="list-style-type: none"> • What I know • What I think • What I want to know <p>Plenary (Whole Class): Introduce the book and discuss predictions about the story and setting.</p> | <p>Starter (Whole Class): Read the opening and discuss what life was like in the Stone Age. Create a class mind map.</p> <p>Main (Independent): Children write sentences imagining Stone Age life using “If...” and modal verbs (would, could, might).</p> <p>Plenary (Whole Class): Share examples and model correct sentence punctuation.</p> |



Spelling & Handwriting

| Year 3 & 4 COMMON EXCEPTION WORDS | | | | | | | | | | |
|--------------------------------------|--|------------------------------|---|-----------|---|---|--|---|--|--|
| Aa | build business bug by | difficult disappear do | forwards friend fruit full | Ii | money most move | pass past path | Rr | therefore they though thought through to today told | | |
| | actually address after again although answer any appear are arrive ask | | | | imagine important improve increase interest is | peculiar people perhaps plant poor | regular reign remember | | | |
| Cc | calendar caught centre century certain child children | Ee | go gold grammar grass great group guard guide | Gg | island natural naughty no notice | popular position possess possession | Ss | said says school sentence separate she should so some | | |
| | Christmas circle class climb clothes cold come complete consider continue could father favourite February | | | | occasion occasionally of often old library love | potatoes pressure pretty probably promise prove pull purpose | separate sentence she should so some special steak straight strange strength | | | |
| Bb | be beautiful because behind believe bicycle both break breath breathe | Hh | half has he heard heart height here his history | Ll | last learn length library love | possible potatoes pressure pretty probably promise prove pull purpose | said says school sentence separate she should so some special steak straight strange strength | | | |
| | bicycle both break breath breathe | | | | many material me medicine mention mind minute | push put quarter question | surprise sure surprise | | | |
| Dd | decide describe different | Ff | famous fast father favourite February find floor forward | Mm | many material me medicine mention mind minute | put quarter question | surprise sure surprise | | | |
| | | | | | parents particular | question the there | various was water we weight were where who whole wild woman women would | | | |
| | | | | | | | Vv | various was water we weight were where who whole wild woman women would | | |
| | | | | | | | Ww | various was water we weight were where who whole wild woman women would | | |

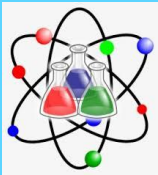
Spelling/handwriting words for this week:

Put these words in context in sentences.

unique
mosque
grotesque
plaque

Dictionary Corner:

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.



Wider Curriculum

Geography

LO:

**Science
Plants**

LO: To investigate the way in which water is transported within plants.

Recap what children can remember from previous lessons about what a plant needs to grow, fruits and vegetables and the different parts of a plant through a quiz.

Explore why light is important to plants and what happens to plants if they don't have light.

Art

LO:

Computing

LO:

MFL

LO: To understand and respond to simple classroom instructions.

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,

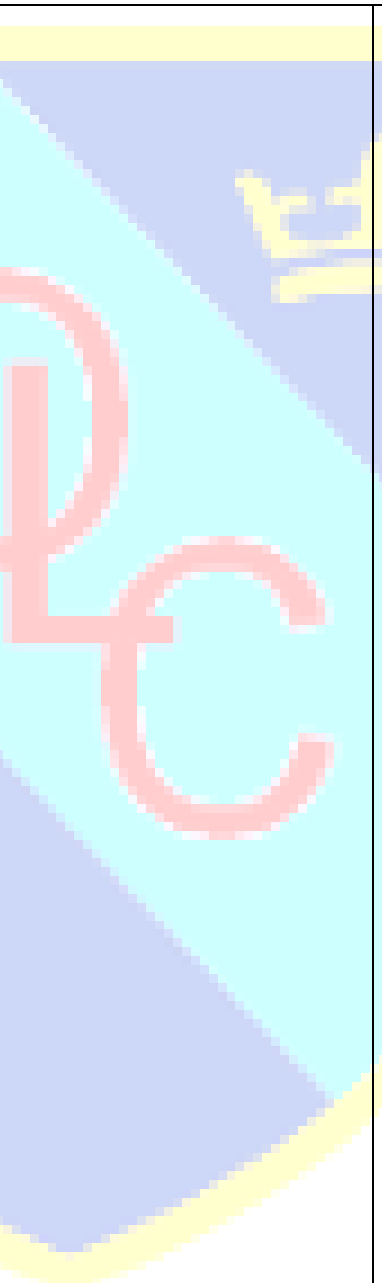
Bonjour ! Comment tu t'appelles et quel âge as-tu

Music

LO:

PSHE

LO:

| | | | | | |
|--|--|---|--|--|--|
| | | <p>https://www.bbc.co.uk/bitesize/articles/znngjvhv#zjsbwsg</p> <p>Discover why temperature is important for plants and how plants can adapt to the heat and cold.</p> <p>Children will find out the process in which water travels through a plant. They will take part in a celery experiment to find out how water is transported and stored within plants to investigate the process.</p> <p>Independent Task: Draw a plant and add direction arrows for the way water travels through a plant. Label: <i>xylem, stem, leaves, evaporation.</i></p> <p>Write a short paragraph about how water moves through a plant and why water is important. Using key vocabulary: <i>xylem, stem, leaves, evaporation, transpiration, wilt,</i></p> |  | <p>? – 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> | |
|--|--|---|--|--|--|

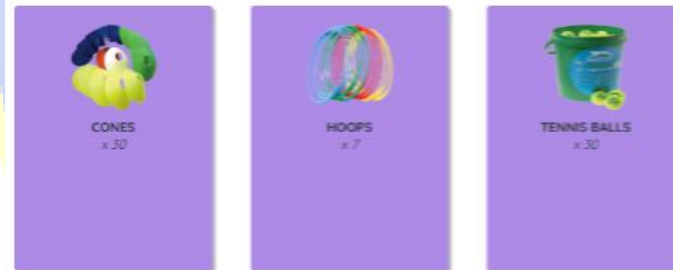
photosynthesis, grow,
healthy.

ROUNDERS UNIT



Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EQUIPMENT



Key Skills

Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run

Social: collaboration, communication, co-operate, support and encourage others

Emotional: honesty, fair play, confidence, determination

Thinking: comprehension, select and apply skills, tactics, make decisions

LESSON 6

LO: To develop bowling and learn the rules of the skill within this game.



Daily PE Activity

Homework:

OLC WEEKLY LEARNING PLAN

Communicating with school

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

