

Message from teachers



Gospel Values and Virtues

Remembrance Day 1.11.2025

OLASS 'WE ARE CALLED TO BE SAINTS'

We pray for and remember all the Holy Souls during the month of November.



We have created some beautiful **Remembrance Day** wreaths and poppy displays. Our Mini Vinnie team have been selling poppies and poppy accessories to raise funds for the Royal British Legion, who in turn raise funds for Armed Forces Veterans. **Our remembrance prayers** are so thoughtful and have been shared in our **class prayer services**. It is important to remember that our freedom today is part of their sacrifices...'They gave their tomorrows for our today.'

Gospel value and virtue: Learned and Wise. We will be learning how God wants us to live our lives by never stop learning about what God wants of us. We learn many new things each day: By reading the Bible, by listening to our families, our teachers and by

listening to our hearts, we can learn more of what God wants.

In UKS2 life, it has been wonderful to explore our roles of being Caritas Ambassadors, and Minivinnies, Prayer and Liturgy Leads. Already our Y5 lunchtime groups are now supporting FS1 in their daily play and this is such wonderful preparation for when they all become Buddies next year! Both Minivinnies Groups meet on a Wednesday during their 'working lunch.' Here, they are learning about the wonderful work of the Saint Vincent De Paul- Minivinnies society. They will also lead our next Samaritan's Purse Shoebox appeal for 2025 and much more! Well done to each and every one of you!

Catholic Social Teaching: Thank you all for your amazing support! Our **Fairtrade Pop-up Café** was held in the school hall on Thursday 23rd October 2025, successfully raising £84.90 and now we have received a further £5 for Hudson's Caritas! It was held straight after school and we were supported by the Friends of OLC, who not only helped us by purchasing Fairtrade items and paper cups too. The Fairtrade coffee, tea and drinking chocolate were all gratefully received, as were the Fairtrade inspired bakes too! Our Minivinnies teams helped everyone to 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. Since our pop-up café has been such a success, we aim to organise a future event.

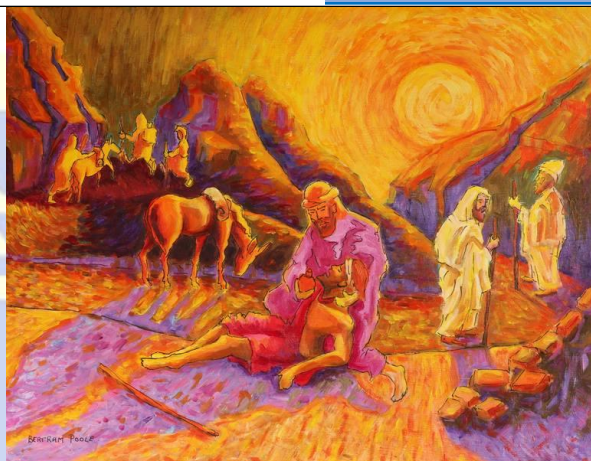
Presently, our Friends of OLC will are using Fair Trade products during Parents Evening and even our OLC staffoom too. It is wonderful when we are all trying to make a difference.

Thank you for your 'Called to be Saints' projects, which have been gratefully received and shared! Y5 and Y6 Saints projects and hope to share the saintly inspiration that our saints have given us for All Saints Day and All Souls Day, whose feast have been celebrated over the weekend.


Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team <https://cafod.org.uk/jubilee-schools/jubilee-pledge>

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

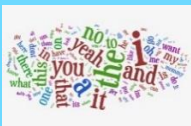
Owl Learning Plan					
Teachers:		Year group:	6	Date:	20.11.2025
	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	 <p>Remembrance Day 11.11.25</p> <p>We pray for and remember all the Holy Souls during the month of November.</p>	<p>LO: To know and identify some of Jesus' parables Big Question: Which parable do you think has the most important message? Explain your answer.</p>	<p>LO: To recall the parable of the Good Samaritan and make links to our lives today Big Question: Who is a modern-day Good Samaritan in your life? Explain your answer.</p>	<p>LO: To recall the parable of the Good Samaritan and make links to our lives today Big Question: Who is a modern-day Good Samaritan in your life? Explain your answer.</p>	<p>Through out this half term, Father Austin will come and visit each class to talk about the Sacrament of the Sick. He will also share ways that the Olton Friary support the sick within</p>
		<p>Revise with the children the definition of a Parable as learnt in the previous year groups. Recall different parables e.g. the Sower, the prodigal son and the good Samaritan.</p> <p>Read the parable of the Sower together. Matthew 13: 1 – 9, 18 – 23</p> <p>As a class summarise the parable, discuss the main message and make some links to our lives today. (See notes on the PowerPoint.)</p>	<p>Share various art work from the Good Samaritan parable. Children to share something surprising, interesting and puzzling about each image.</p> <p>Read the parable together. Reflect on key questions together. Locate Jericho and Jerusalem on the</p>	<p>Recap learning about parables. What can we learn about God's kingdom?</p> <p>Children to complete activity sheet based on the parable of the Good Samaritan.</p> <p>Share ideas together and the wider links they have made.</p>	

	CATHOLIC LEARNING PLAN	
		<div data-bbox="636 138 1075 722"> <p>Encourage the children to reflect on the parable and think about how it links to our lives today.</p> <p>Paired task: Children to pick 2 parables (from a list.) Work together to summarise each one, record the message and link it to their own lives.</p> <p>Plenary: Refer to big question. Children to share what they have learned about their chosen parables.</p> </div> <div data-bbox="1093 138 1384 1426"> <p>map of the Holy Land.</p> <p>Which direction did the man in the parable have to travel on his journey?</p> <p>Explore aspects of safety on this journey and the fears that the traveller might have had.</p> <p>Ask the children to think of their own feelings of not being safe or comfortable. Who are you suspicious of? Why?</p> <p>Discuss each character in the Parable. Research some information about Priests, Levites and Samaritans.</p> <p>What did each one of them do for the man who had been hurt?</p> <p>Why did two of them not get involved?</p> </div> <div data-bbox="1402 130 1991 593">  </div> <div data-bbox="2009 138 2141 798"> <p>our community. It was wonderful to have Father Austin visit 5/6F. The children loved asking him questions!</p> </div>

			<p>What was Jesus trying to teach the people?</p> <p>Jesus ended the Parable of the Good Samaritan by saying, "Go and do like wise." What does this mean?</p> <p>Share and discuss modern-day examples of good Samaritans e.g. Maximilian Kolbe, Oscar Romero, etc. Encourage the children to make links to their saints projects.</p> <p>Task(s): Reflect on the Good Samaritan images and answer the questions. E.g. What would Jesus be saying in this image?</p> <p>List some quotes that link to this image.</p> <p>Or task 2: Draw your</p>	
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			own image of this parable and answer similar questions.		
Maths 	LO: Brackets Page: 82-84	LO: Mental Calculations(1) Page: 85-87	LO: Mental Calculations(2) Page:88-90	LO: Reason from known facts Page:91-93	LO: Consolidation on Four operations

English



Lesson 5
LO: To explore a characterisation through drama. Who said what? Give children examples of dialogue from the story. Can children decide who said what? They must be able to justify why they have made that choice e.g. "Pick up your feet boy." (Old Man from toy booth) "Captain. Sorry I'm so late." (Dad) "You should thank me." (Uncle Claude).
 In writing, we can implicitly convey a character's personality through the things they say: how they speak; their mannerisms; speech patterns; favourite words/phrases; and their dialect.


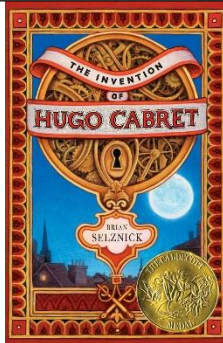
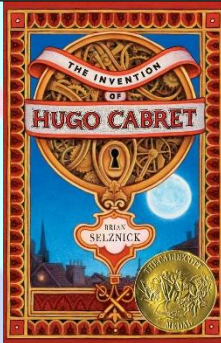
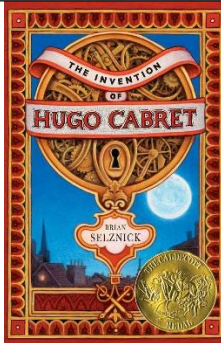

Lesson 6
LO: To write a narrative and explore a character through dialogue and description. Show pupils how character can be conveyed through both dialogue and description using the skills acquired in the previous two sessions.
 "Lucky I took you in last night lad, aren't ya?" Uncle Claude sniggered whilst taking another swig from his greasy silver flask. "Right, now hop to it boy, them clocks won't keep themselves in check now, will they?" Hugo looked up at his Uncle's glassy, bloodshot eyes which he clearly was having trouble keeping open.
 "Yes sir, straight away sir," he responded in deference to his Uncle who was now slumped in the corner of the room. Highlight the choice of vocabulary and question tags typical of informal speech. Draw pupils' attention to the use of relative pronouns to add more detail to the character's description.
 Pupils to write their own flashback chapter based on Hugo's experience of living with his Uncle using the techniques shown in the modelled write. From the very first moment Hugo arrived at his Uncle's apartment he knew that

Lesson 7
LO: To write a persuasive speech. Read to p150, stop at "Hugo took a deep breath." How can Hugo persuade Papa George to return the notebook to him? Stand up, Hand up, Pair up Pupils stand up and raise their hand in the air. They quickly find a partner and 'high five' them. They then share everything they know about persuasive writing focusing on the audience, purpose and language devices used e.g. emotive language, personal pronouns, factual evidence, noun phrases... How could we flatter Papa George to gain his trust? Create a list of compound adjective that could be used to describe him e.g., well-respected, well-dressed, good-looking, openminded, well-educated, level-headed, strong-

Lesson 8-
LO: To discuss key themes and form a written response to an open-ended question using adverbials.
 Zone of Relevance What are the key themes in the book? Children to place the themes according to how relevant they are e.g. secrets, friendship, loss, magic, film. Are there any words which do not fit on the zone of relevance? e.g. Hugo, Paris, automaton. Explain how these are characters and settings. A theme is a 'big idea'- an underlying message the author wants to communicate with the audience.
 Class Discussion:
 • Can our parent's dreams become our dreams?
 Recap adverbials
 Children to write a written response to this question using adverbials.
 Shared Writing:
 On one hand, I agree that our parent's dreams can become our dreams. By living in the same household, we consequently adopt similar values, beliefs and aspirations which our effect our future. Furthermore, scientific evidence shows that we inherit key characteristics from our parents which therefore may influence our interests.
 On the other hand, it can be argued that we are all individuals and have the right to make our decisions. In addition, we spend a large amount of time outside the house and can be positively influenced by teacher and peers.
 Note- balance argument
 Word bank
 Read up to page 249

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	COURTESY LEARNING PLAN	
	<p>Explain that tomorrow we are going to be writing a 'flashback'- a missing chapter of when Hugo starts to live with his uncle in the station. We will be exploring the key events through drama, focusing particularly on the characterisation of Uncle Claude.</p> <p>Possible key events</p> <ul style="list-style-type: none"> • Hugo being forced to sleep on the floor • Hugo sneaking off to repair the clocks • Uncle Claude scolding Hugo • Claude returning home drunk • Hugo learning to steal food • Hugo crying himself to sleep <p>Photos for books.</p>	<p>his life would change forever... This outcome does not need to be overly long as it is a flashback and may focus on one 'typical day' in the life of Hugo. Pupils should refer to the vocabulary generated in session 5 and the key events detailed in session 6. You may wish to extend this write over several sessions.</p> <p>Model experimenting with the position of the reporting clause: "Lucky I took you in last night lad, aren't ya?" Uncle Claude sniggered whilst taking another swig from his greasy silver flask.</p> <p>Uncle Claude sniggered whilst taking another swig from his greasy silver flask, "Lucky I took you in last night lad, aren't ya?"</p> <p>mind, well-known...</p> <p>Shared Writing: Teacher to model writing a persuasive speech to convince Papa George using compound adjectives, and persuasive devices. Note the formal tone used. Monsieur George, I believe that you have possession of a notebook which is very dear to me. It belonged to my late father who tragically lost his life in a blazing fire. Although it may seem an old-fashioned, battered notebook to you, the illustrations inside were hand drawn by my beloved Papa. I know you are a well-respected toy maker and would not want to appear mean spirited. I therefore respectfully ask that you return the notebook unless you want to leave a young</p>

			<p>orphan broken-hearted.</p> <p>How can hyphens be used to avoid ambiguity? Compare the meaning of the following:</p> <p>A man-eating shark.</p> <p>A man eating shark</p> <p>He had twenty-pound notes.</p> <p>He had twenty pound notes</p> <p>Read to p190 and stop at, "He wished that Isabelle would just go away."</p>		
<p>Reading</p> 					
<p>SPAG</p> 	<p>SPAG Word Class</p> <p>Modal Verbs</p> <p>Work through the PowerPoint then complete the worksheets.</p>			<p>Spelling test</p>	

NEW UNIT

UKS2 Science – Light

Unit: Theatre Lighting Technicians

Lesson 1: Shadow Puppet Effects – Angles, Shape & Definition

LO: To understand that light travels in straight lines, forms shadows when blocked, and investigate how light angles affect shadow size and shape.

Vocabulary

light, source, shadow, opaque, transparent, translucent, straight, angle

Resources

Torches or lamps

White card or wall space for shadows

Circular cut-outs or simple puppet shapes

Rulers and protractors (to measure distance and angle)

Recording table or sheet

(Optional) materials: transparent, translucent, and opaque examples

Lesson Breakdown

1. Starter (10 mins)

Show a short video or image from *The Curious Incident of the Dog in the Night-Time* or BBC Shadow Puppets clip.

Ask: What helped make the shadow effects? (link to lighting).

Introduce the idea: pupils are applying to be “lighting technicians” for a theatre!

Quick recap:

Light travels in straight lines.

Shadows are made when light is blocked by something opaque.

Transparent and translucent materials let some light through.

2. Main Activity (35 mins)

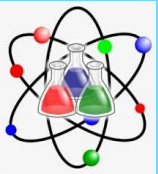
Enquiry question: What happens to the size and shape of a shadow when we change the angle of the light source?

Pupils work in pairs using torches and puppet cut-outs.

Keep one variable the same (the puppet shape) and change the angle or distance of the light.

Measure:

Science

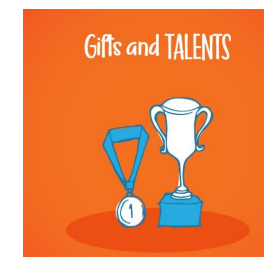


	<p>Shadow height and width. Light angle or distance from object. Record results in a table. Draw simple diagrams showing how light travels and how the shadow changes. Discuss patterns: when light is closer or lower, shadows become larger and less sharp; when light is higher or further away, shadows are smaller and sharper.</p> <p>3. Plenary (15 mins) Share results: Did everyone notice the same pattern? Ask: Did the shadow's shape change? Why do some shadows have darker or lighter areas? (reflected light). Challenge: What might happen if two torches were used at once?</p>
<p>Geography</p> 	<p><u>Lesson 2: Why are the biomes where they are?</u></p> <ul style="list-style-type: none"> • Why are some parts of the Earth hotter than others? • Why are some parts of the Earth drier than others? • Why are deserts so hot and dry
<p>Computing</p> 	 <p>Lesson 1 Music Programming</p> <ul style="list-style-type: none"> • 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](#)

Stage	Module 1 Created and Loved by God			
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles



Share this link with parents: <https://www.tentenresources.co.uk/parent-portal/life-to-the-full-plus/gifts-and-talents/>
 (Use the school parent log-ins using the parent login details)

Module 1: Created and loved by God
 Unit 2: Me, My body, My health.

Session 1: Gifts and Talents

In the first episode of the 'Paradise Street' series, we are introduced to the four main characters and see their similarities and differences. There is friction over competition and rivalry, with the characters learning that difference - whether physical or skills based - should be celebrated as enriching to a community. One of the characters, Finn, discusses his feelings of insecurity with his Mum and she teaches him to be more deeply aware of his value and that his self-confidence should arise from being loved by God.

LO: Similarities and differences between people arise as they grow and mature

By living and working together ('teamwork') we create community.

There are many different types of family set up

Self-confidence arises from being loved by God (not status, etc.)

Success Criteria-



PSHE



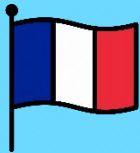
Engage with the film and discussion questions
 Successfully complete the appropriate section in their 'Paradise Street' Workbook
Progress Markers- To understand that we are all unique, with different family set-ups, gifts and talents.

[Me, My Body, My Health – Ten Ten Resources](#) (See resources) [Religious Understanding – Ten Ten Resources](#)

Y3/4 (A): Unit 2: French adjectives of colour, size and shape

This unit hub can be used to inform your medium-term plan and to navigate to related resources.

MFL



LO: To describe shapes by their size and colour.

I can describe shapes using a colour or size adjective.

I can explain the differences in word order between English and French.

[Y3/4 \(A\): Lesson 2: Sizes and shapes in French](#)

c'est un grand cercle

it's a big circle

c'est un petit cercle

it's a little circle

c'est un cercle bleu

it's a blue circle

c'est un triangle rouge

Music



Film music

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



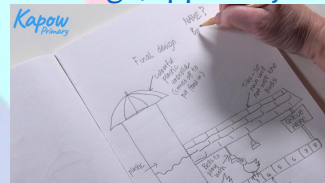
[Lesson 3: Following the score](#)

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.

<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills/drawing-a-walking-line/#>



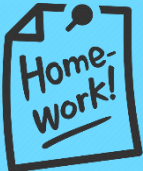


Art



Watch: Wallace & Gromit – Cracking Contraptions: The Tellyscope.
Discuss: What is an invention? How do ideas become real?
Introduce Leonardo da Vinci and Dominic Wilcox as inventors from different times.

Watch: Little Inventors – Children's Challenge.
Explore: Visit the Little Inventors website to see real children's designs.
Brainstorm: In sketchbooks, create a spidergram of invention ideas.
Design: Choose one idea and draw it with annotations.
Worksheet: Complete the Little Inventors design sheet.

	<p>Share: Present designs to the class using a visualiser. Upload: Take photos of final designs and upload to the Little Inventors website.</p> <p>HB pencils, coloured pencils, rubbers, sharpeners Sketchbooks Tablets or cameras Printed worksheets</p> <p>VOCAB: Designer, Invention, Innovatio</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. <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>	
	<p>gentle, gigantic, engine, damage, image, carriage, cottage, energy, apology, allergic</p>	<p>Homework Y6: SATs BOOTCAMP: https://www.yearsix.co.uk/sbc/sbc-login.php</p>

Communicating with school

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