

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,

Mrs Kendrew, Miss Cottrell & Miss Sidwell/ 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:	02.02.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		<p>LO: To understand why the Gospel is the most important reading.</p>	<p>LO: To explore the meaning of gestures during the Gospel.</p>	<h2 style="font-size: 2em;">Candlemas</h2>	
	<p>A Reading from the Holy Gospel according to Luke 2:22-40</p> <p>My eyes have seen your salvation</p> <p>When the day came for them to be purified as laid down by the Law of Moses, the parents of Jesus took him up to Jerusalem to present him to the Lord, – observing what stands written in the Law of the Lord: Every first-born male must be consecrated to the Lord – and also to offer in</p>	<p>Lesson 7: The Gospel Reading Learning Objective:</p> <p>Activities:</p> <p>Starter: Discuss: “Why do we stand for the Gospel?”</p> <p>Main:</p> <p>Role-play Gospel procession (candles, Alleluia, sign of cross). Read Mark 1:9–11 (Baptism of Jesus).</p>	<p>Lesson 8: Actions During the Gospel Learning Objective:</p> <p>Activities:</p> <p>Starter: Watch a short video of Gospel reading at Mass.</p> <p>Main:</p> <p>Teach the sign of the cross on forehead, lips, heart.</p> <p>Discuss meanings: Think, speak, love God’s Word.</p>	<p>Candlemas, celebrated on February 2nd (2026), is a Christian festival marking the 40th day after Christmas, commemorating the Presentation of Jesus at the Temple and the purification of the Virgin Mary. It is often called the "Festival of Lights" because candles for the year are blessed, symbolizing Jesus as the</p>	<p>Catholic Social Teaching Focus – Subsidiarity</p> <p>Subsidiarity in Catholic Social Teaching means that decisions should be made at the most local level possible—closest to the people affected—rather than by larger, more distant authorities. Higher levels of authority (like governments or large institutions) should only step in when smaller groups cannot effectively handle a situation on their own. It encourages empowerment,</p>

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sacrifice, in accordance with what is said in the Law of the Lord, a pair of turtledoves or two young pigeons.

Now in Jerusalem there was a man named Simeon. He was an upright and devout man; he looked forward to Israel's comforting and the Holy Spirit rested on him. It had been revealed to him by the Holy Spirit that he would not see death until he had set eyes on the Christ of the Lord. Prompted by the Spirit he came to the Temple and when the parents brought in the child Jesus to do for him what the Law required, he took him into his arms and blessed God; and he said: 'Now, Master, you can let your servant go in peace, just as you promised; because my eyes have seen the salvation which you have prepared for all the nations to see, a light to enlighten the pagans and the glory of your people Israel.'

Discuss: What does this tell us about Jesus?

Cross-Curricular: Drama – act out the Baptism scene.

Plenary: Reflect: "How do we listen to Jesus today?"

Assessment Links: AT1 – Describe and explain Gospel stories.

Scripture: Mark 1:9–11.

Create posters explaining each gesture.

Cross-Curricular: Art – design gesture posters.

Plenary: Practice gestures together.

Assessment Links: AT2 – Express meaning through art.

Scripture: Luke 11:28 – "Blessed are those who hear the word of God."

"light to lighten the Gentiles".

participation, and responsibility at the grassroots level while still recognising the need for support when necessary.

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 <p>Maths Y4</p>	<p>LO: Partition a mixed number</p>	<p>LO: Number lines with mixed numbers</p>	<p>LO: Compare and order mixed numbers</p>	<p>LO: Convert mixed numbers to improper fractions</p>	<p>LO: Convert improper fractions to mixed numbers</p>
	<p>Unit 8: Fractions (1) Textbook pages 108-111</p>	<p>Unit 8: Fractions (1) Textbook pages 112-115</p>	<p>Unit 8: Fractions (1) Textbook pages 116-119</p>	<p>Unit 8: Fractions (1) Textbook pages 120-123</p>	<p>Unit 8: Fractions (1) Textbook pages 124-127</p>
 <p>English</p>	<p>LO: To identify topic-specific vocabulary.</p>	<p>LO: To identify the main events in a story.</p>	<p>LO: To innovate on a known story sequence.</p>	<p>LO: To use role-play to develop ideas.</p>	<p>LO: To write the opening of a sequel to Winter's Child.</p>
	<p>Starter: Compare winter and spring images. Identify winter-specific nouns from the text.</p> <p>Main: Children label spring images with topic-specific nouns and create thought bubbles for characters.</p> <p>Plenary: Model rewriting a thought bubble as a</p>	<p>Starter: Discuss the final image and possible sequel ideas. Introduce bare-bones planning.</p> <p>Main: Children sequence events from the story and reduce them to the five most important. Orally retell the story.</p> <p>Plenary: Identify key themes and classify ideas as</p>	<p>Starter: Model innovating on the original story (e.g. <i>Spring's Daughter</i>) using a bare-bones plan.</p> <p>Main: Children create their own sequel plan, adding key vocabulary and grammar features.</p> <p>Plenary: Share and discuss plans, focusing on similarities</p>	<p>Starter: Explore the illustration of <i>Spring's Daughter</i>. Discuss character traits and how she might speak.</p> <p>Main: Children role-play conversations between Tom and <i>Spring's Daughter</i>, then record dialogue in speech bubbles.</p>	<p>Starter: Shared writing: model the opening paragraphs of <i>Spring's Daughter</i>, highlighting noun and prepositional phrases.</p> <p>Main: Children write the opening of their sequel using their plans and descriptive language.</p> <p>Plenary: Peer assess openings, identifying effective noun</p>

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correctly punctuated sentence.

character, setting, event or theme.

and changes from the original.

Plenary:
Pairs perform role plays; class evaluates effectiveness and flow of dialogue.

and prepositional phrases.



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS											
Aa	build	difficult	forwards	Ii	money	pass	Rr	therefore			
accident	business	disappear	friend	l	most	past	recent	they			
accidentally	busy	do	fruit	imagine	move	path	regular	though			
actual	by	door	full	important	Mr	peculiar	reign	thought			
actually				improve	Mrs	people	remember	through			
address	Cc	Ee	Gg	increase	my	perhaps		to			
offer	calendar	early	go	interest		plant	Ss	today			
again	caught	earth	gold	is	Nn	poor	said	told			
although	centre	eight	grammar	island	natural	popular	says				
answer	century	eighty	grass	kind	naughty	position	school				
any	certain	enough	great	Kk	no	possess	sentence	Vv			
appear	child	even	group	kind	notice	possession	separate	various			
are	children	every	guard	knowledge	Oo	possible	she	Ww			
arrive	Christmas	everybody	guide	Ll	occasion	potatoes	she should	was			
ask	circle	exercise	Hh	last	occasionally	pressure	so	water			
	class	experience	half	learn	of	pretty	some	we			
	climb	experiment	has	length	often	probably	special	weight			
	clothes	eye	he	library	open	promise	steak	were			
	cold	extreme	heard	love	old	prove	straight	where			
	come		heart	only	once	pull	strange	who			
	beautiful	Ff	height	one	opposite	purpose	strength	whole			
	because	famous	here	only	ordinary	put	sugar	wild			
	behind	fast	his	many	our	push	suppose	woman			
	believe	father	history	material	me	put	sure	women			
	bicycle	favourite	hold	medicine	mention	quarter	surprise	would			
	both	February	hour	mind	mind	question	Tt	Yy			
	break	find	house	minute	parents	the	the	you			
	breath	describe	forward		particular			your			
	breathe	different									

Spelling/handwriting words for this week:

Put these words in context in sentences.

grey
prey
convey
survey

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

Water and weather

LO: To know why the weather in the UK is unpredictable.

Key questions

- What types of weather do we experience in the UK?
- Which air masses affect the UK?
- What air mass is affecting the weather today?

Science

LO: To understand the process of fossil formation and be able to describe it in simple terms.

Starter – What Is a Fossil?

Begin by asking children: **“What is a fossil?”**

Gather initial ideas.

Explain that today’s mission is to become **fossil experts** for Mr Crag’s TV programme.

How Fossils Are Formed (10 minutes)

Explain the key vocabulary:

Art

LO: To create a repeating pattern in the style of William Morris.

Children to use William Morris pattern tiles to create a repeating pattern.

Computing

LO: To evaluate video editing.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-5-video-review/>

Book Presentation

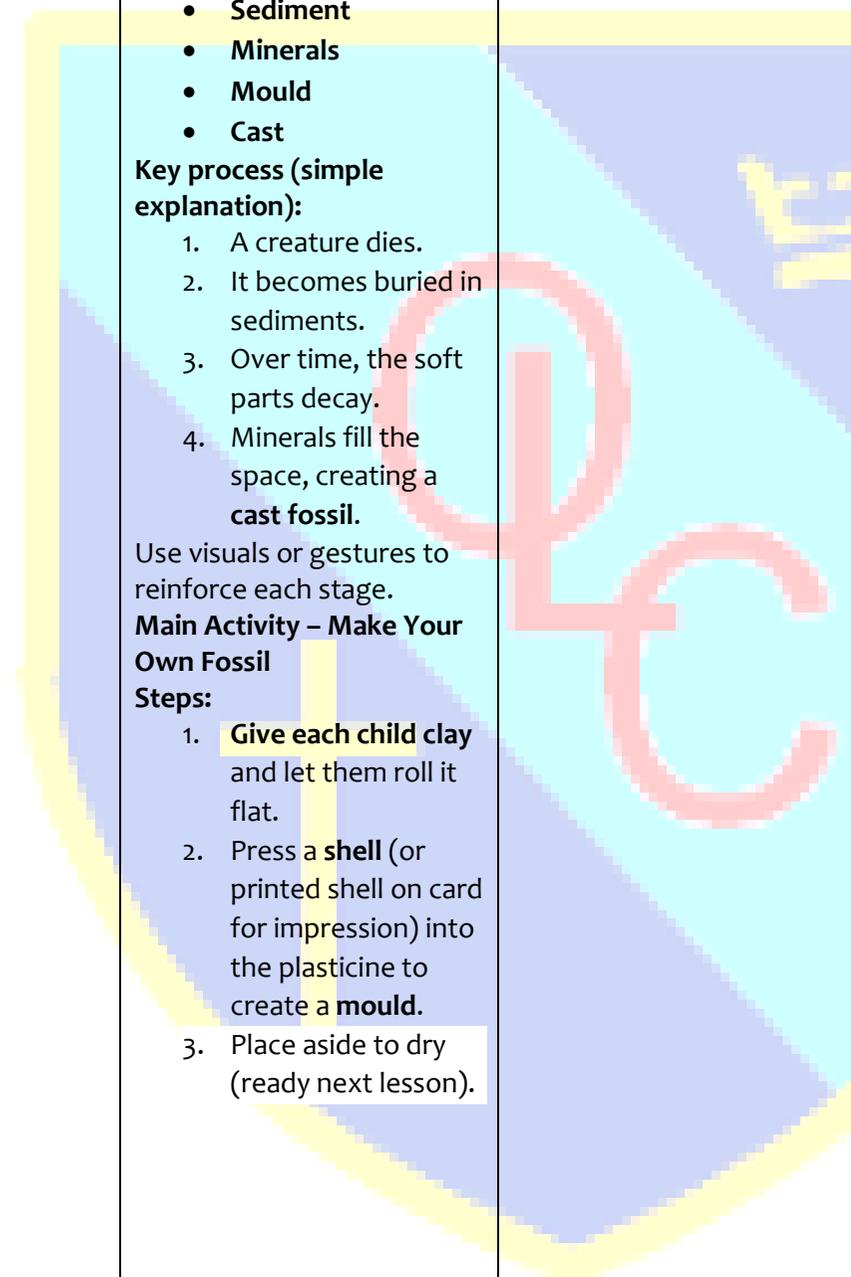
Explain to the children that they will create a book presentation.

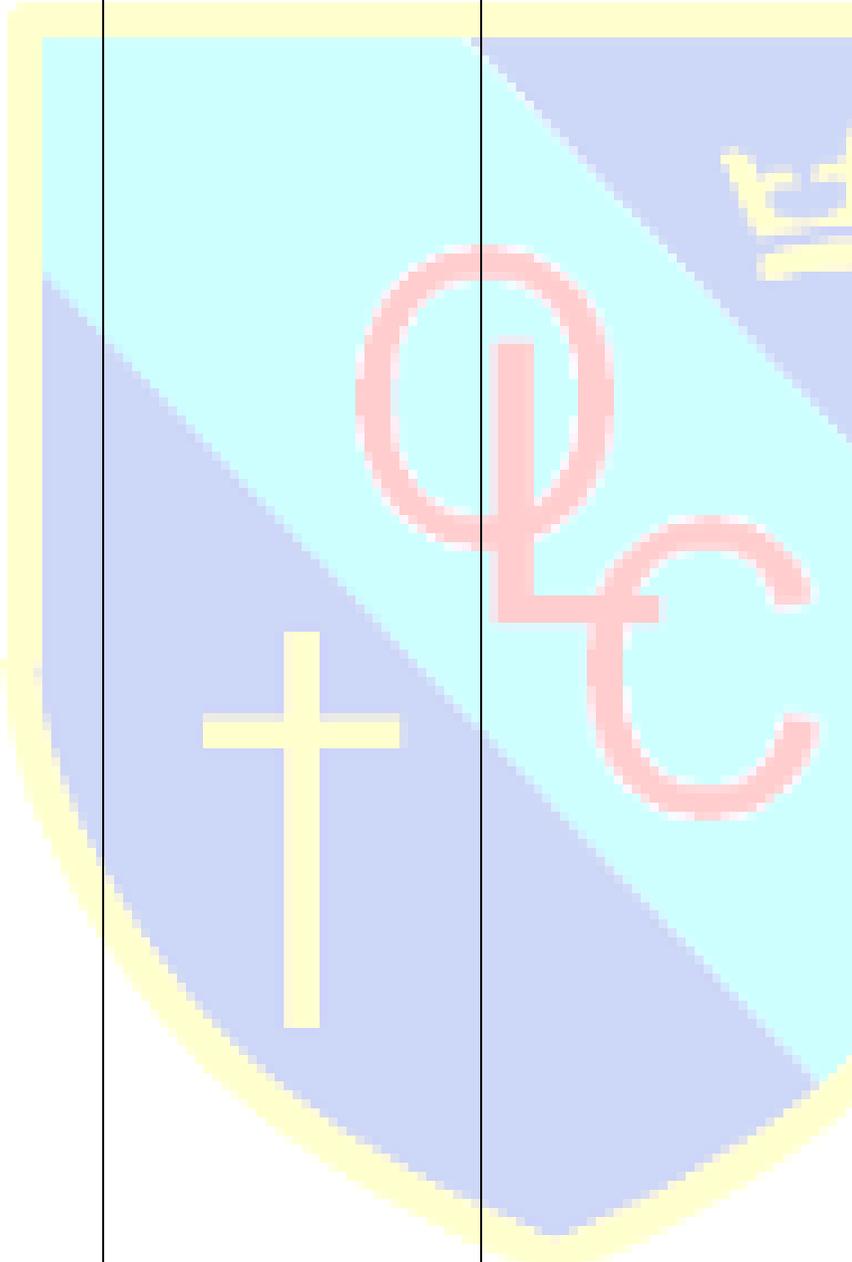
Music

LO: To build and improve a composition.

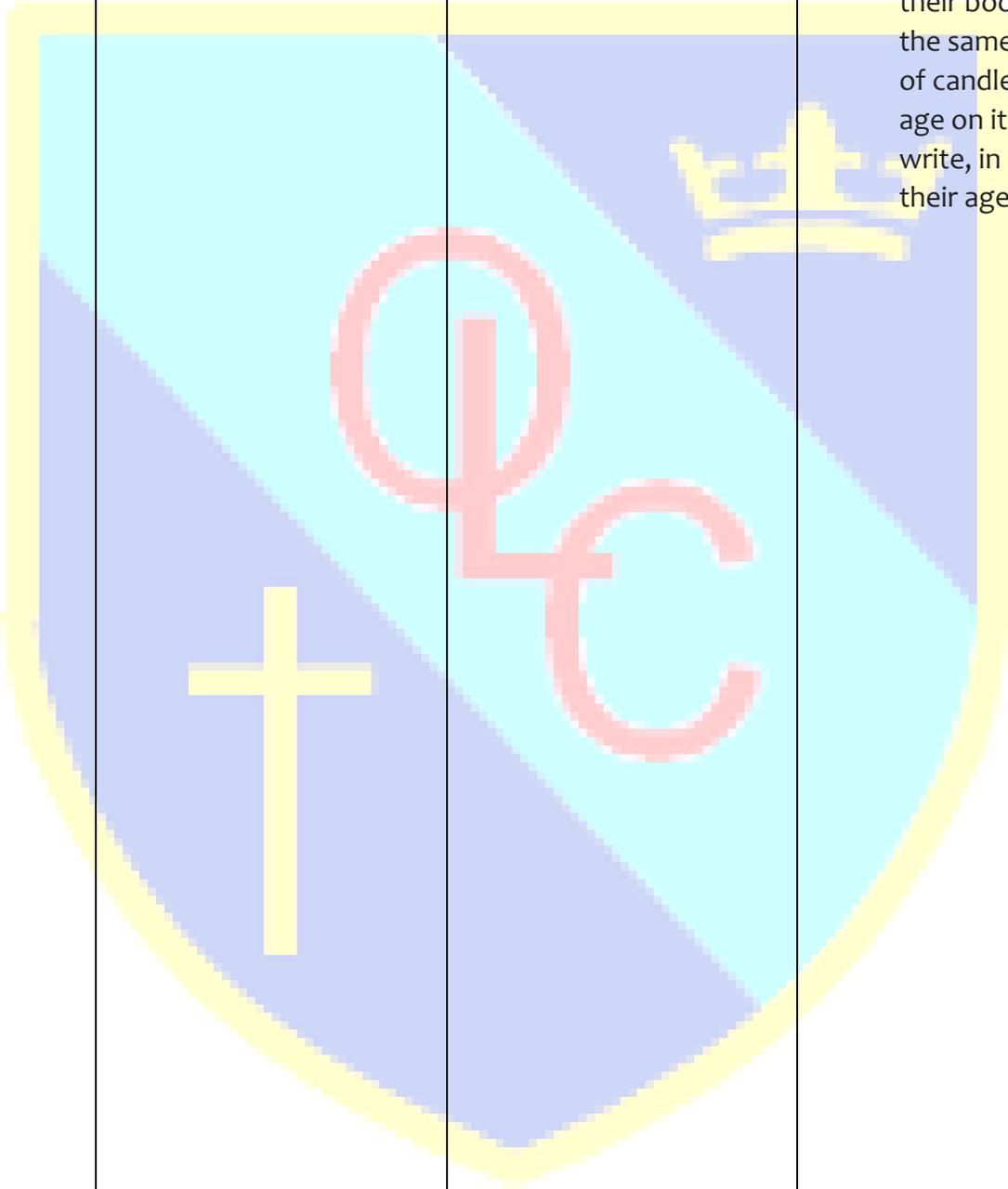
[Lesson 5: Sounds of the rainforest](#)

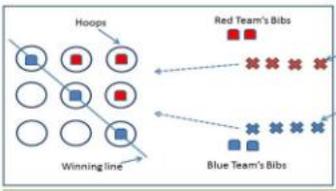
Play the start of the video: **Cup challenge from Pitch Perfect** (without the video showing). Pause after 0:30 and ask the children what instruments they could hear.

		<ul style="list-style-type: none"> • Sediment • Minerals • Mould • Cast <p>Key process (simple explanation):</p> <ol style="list-style-type: none"> 1. A creature dies. 2. It becomes buried in sediments. 3. Over time, the soft parts decay. 4. Minerals fill the space, creating a cast fossil. <p>Use visuals or gestures to reinforce each stage.</p> <p>Main Activity – Make Your Own Fossil</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Give each child clay and let them roll it flat. 2. Press a shell (or printed shell on card for impression) into the plasticine to create a mould. 3. Place aside to dry (ready next lesson). 		<p>Display slide 1 and go through the features that the presentation should include:</p> <ul style="list-style-type: none"> • An embed of their video trailer. • An image of the front cover. • A blurb that they have written themselves. • An image of the author and information about them. <p>Demonstrate using the selected programme with the children (see Teacher knowledge) and show the children key features to create their presentations.</p> <p>They may need to discuss what a blurb is, where it usually appears in a book and what the key features are.</p>	<p>Reveal the video and continue to play the clip so the children can see how body percussion has been used.</p> <p>Questions</p> <p>How can you create a piece of music from the four separate layers you have created? How can you build structure? What can the texture be for the rainforest? What else could you add to improve your composition?</p>
				<p>MFL</p> <p>Lesson 3</p> <p>LO: To use number words to give more information about us.</p>	<p>PSHE</p> <p>LO: Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying.</p>

				<p>https://www.kapowprimary.com/subjects/french/lower-key-stage-2/year-3/playground-games/lesson-3-how-old-are-you-in-french-2/</p> <ol style="list-style-type: none"> 1. follow the recap and recall, 2. follow the attention grabber recording as many words as possible that you may know in you books. 3. Main event: use the birthday cake drawn on the board to get the children to verbalise how old they are in French. Use the following vocabulary: 'J'ai huit ans – I am eight years old.' 4. Children to draw a birthday cake in 	<p>https://www.tentenresources.co.uk/programmes/like-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-2/lks2_2_personal-relationships/s-2/when-things-feel-bad/</p> <p>Session Timings</p> <p>Slide 1 6 mins</p> <p>Introduce the topic of feeling bad/left out through the game 'Am I Cool?'.</p> <p>Slides 2 – 3 5 mins</p> <p>As a class or in small groups, invite pupils to share their first thoughts about things people say and do which make them feel good and bad.</p> <p>Slides 4 -9 15 mins</p>
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				<p>their books with the same amount of candles as their age on it and write, in French their age below.</p>	<p>Through two animated stories and follow-up discussion questions, help children to develop a greater awareness of physical/emotional bullying. Then explain the meaning of 'pressure' and 'resilience' and have children consider the animated stories with regard to these.</p> <p>No Slide 15 mins</p> <p>Have groups plan, practise and present their own imagined stories of bullying, involving three elements: 1) The situation – what is happening? 2) The pressure – how do the characters feel? 3) The opportunity to practise resilience – what happened next?</p> <p>Slides 10 – 12 4 mins</p> <p>Highlight that we don't have to be best friends with everyone, but we all</p>
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					<p>have the right not to be bullied! Then finish the session with a prayer and the module song.</p>
 <p>Daily PE Activity</p>	 <p>UNIT 3</p> <p>Cognitive Lesson 4</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.</p>	<p>Fitness Focus - COPS AND ROBBERS</p> <p>The aim of the game is for the robbers to collect all of the 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.</p>	<p>Fitness Focus - STRATEGICKI</p> <p>Team 1 have to try and get to team 2's Safe Zone 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.</p>	<p>Fitness Focus – TIK TAC TOE</p> <p>Each team has to try and create a line of 3 bibs in 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.</p> 	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_WJY</p>

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		 <p>Cops and Robbers</p> <p>Bank</p> <p>Safe Zone</p> <p>Jail</p>			
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Homework:

Communicating with school

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

