

Message from teachers:

20+C+M+B+26



**WE ARE GROWING TO BE:**

<b>INTENTIONAL</b> Discerns, on purpose, intent, by design, brought out in education, placement, conscious, considered, done with care.	 <b>Intentional</b>	<b>PROPHETIC</b> Prophetic in the way they offer an alternative vision of education and the human person, rooted in the Gospel.
--	------------------------	--

**INTENTIONAL**  
To be intentional in the way that you live and to use the resources of the earth, guided by your conscience.

**PROPHETIC**  
Prophetic in the example that you give to others!



**Gospel Values and Virtues**  
Catholic Pupil Profile -intentional & Prophetic

**Our Lady of Compassion**

**Lent 2026**

**Violet In RE, we will focus on our understanding of Lent as we feast on and fast from good and bad choices during the season of Lent.**

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

OLC WEEKLY LEARNING PLAN

<b>Teachers:</b>	<b>Miss Dowling and Mrs Freeman</b>	<b>Year group:</b>	<b>6</b>	<b>Date:</b>	<b>06.03.2026</b>
------------------	---	--------------------	----------	--------------	-------------------

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>R.E.</b> 	<b>Big question:</b>  <b>Why do Christians look to Christ for the model for how to live, and how does recognising the harm caused by temptation help them understand</b>	<b>LO: To know the story of the temptation of Jesus in the desert and make links to our lives today</b>	<b>LO: To know that today people can be tempted to do things that are wrong</b>	<b>LO: To know that today people can be tempted to do things that are wrong</b>	<b>INSET</b>
		Reflect on the unit's big question. Share key vocabulary: Repent and temptation  Share image of the temptation of Jesus in the wilderness. Children to find something interesting, surprising and puzzling. Discuss these together.  Read and watch the temptation of Jesus in the wilderness. Discuss the story together. Emphasise that Jesus was tempted 3 times. Explain and discuss these temptations.	Recap previous learning. Discuss the following questions. What temptations do you face today? What are some of the consequences if you give into temptation that will hurt others?  Role play activity: Think of 3 temptations that Jesus might face today. For example, cheating on	Recap learning from this week.  Children to write the modern dialogue between Jesus and the devil in the wilderness.  Share example and discuss together.  Reflection question: AT3: AE2: What advice would you give to someone who has been tempted to do something wrong? Use the teachings of Jesus to help you.	

**the need for  
God's  
forgiveness  
in the  
Sacrament of  
Reconciliation?**

Encourage children to reflect on how it shows Jesus' humility.  
 Discuss key questions together:  
 How might Jesus have felt during this time?  
 What does Jesus' response to the devil teach us?  
 What might the devil use to tempt Jesus today?

Role play activity: Children to work in pairs (1 in role as Jesus and the other in role as the devil)  
 Think about what questions Jesus would ask as he was being tempted. Emphasise Jesus' humility and how he was tempted too but ultimately resisted temptation. Link this to our own lives today and the consequences of giving into temptation.

Task: 1. Children to draw an image of one of Jesus' temptations. Record questions He would have around it.

2. Think of a modern temptation today. E.g. having extra time, being deliberately

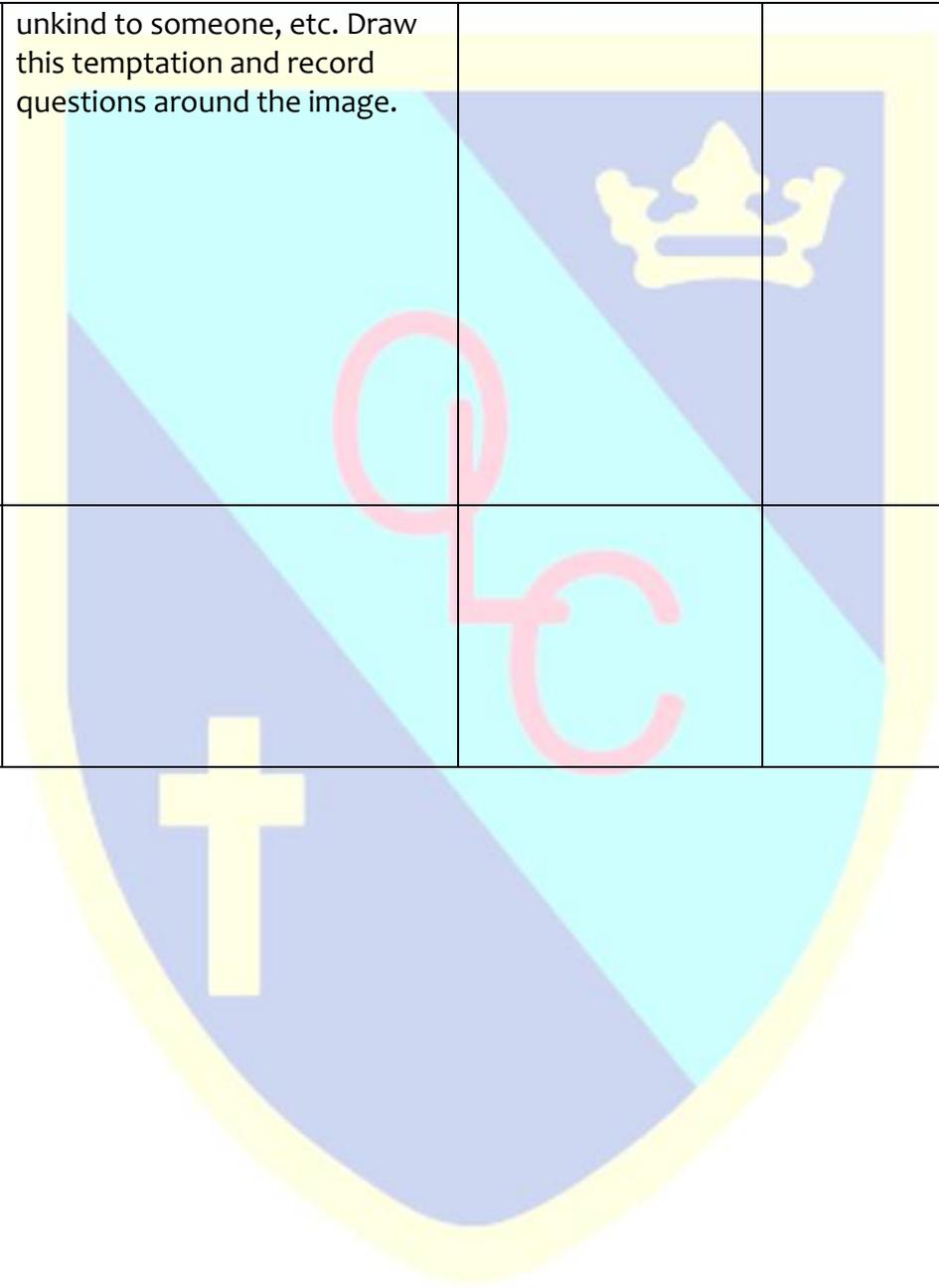
homework, lying about something to avoid trouble and having an extra snack when you've been told not to.  
 Create a role play showing what the devil would say and how Jesus would respond to it.

Model an example for the children to see.

Share role plays.  
 Reflection questions:  
 What can we learn from Jesus' reaction?  
 What are the consequences of giving into temptation?

OLC WEEKLY LEARNING PLAN

		<p>unkind to someone, etc. Draw this temptation and record questions around the image.</p>			
<p>Maths</p> 					



## OLC WEEKLY LEARNING PLAN

### English



In this lesson, pupils explore key images from *The Arrival* to infer the father's emotions, thoughts, and motivations. After discussing the "Notice and Wonder" spread, the teacher models how visual elements such as shading, composition and body language communicate mood. Children then work in pairs to examine additional images and use evidence to justify their inferences, supporting the Year 6 TAF focus on **selecting appropriate detail and explaining meaning clearly**. A freeze-frame drama activity helps pupils deepen empathy and understanding of character. Finally, children record their inferences using

**LO:** This lesson introduces pupils to high-quality character description through a model text showing effective use of **figurative language, precise verbs, and show-not-tell techniques**. After reading and annotating the paragraph, pupils identify how varied clause structures enhance meaning, addressing Year 6 TAF expectations for **controlling sentence structure** and **selecting vocabulary for effect**. In a guided activity, the class co-constructs sentences describing the father encountering something unfamiliar in the new world, focusing on sensory details and atmosphere. Pupils then collect ambitious vocabulary for movement, emotion and setting, building a bank of descriptive language they will apply later. The emphasis throughout is on crafting imagery that reveals character subtly and cohesively.

In this planning session, pupils revisit images from *The Arrival* to outline their own narrative character description. The teacher models how to structure the piece into an opening, middle, and reflective ending, ensuring ideas flow logically in line with Year 6 TAF expectations for **cohesion across paragraphs**. Pupils plan specific sensory details, internal thoughts, and emotional shifts, selecting vocabulary that conveys atmosphere and character depth. They also consider how their character will react to strange objects, creatures and symbols in the new world. Partners then exchange plans to offer feedback on

During this drafting lesson, pupils transform their plans into a full narrative character description. The teacher provides a short live-modelled demonstration, showcasing how to craft varied sentence structures, use ambitious vocabulary and integrate figurative language, supporting Year 6 TAF requirements for **language that enhances meaning**. Pupils then write independently, producing at least three paragraphs that describe the father's arrival and first encounters in the new world. The expectation is to use **show-not-tell**, sensory imagery, and accurate punctuation, including commas for clarity. The teacher circulates to offer targeted guidance, encouraging refinement of vague ideas and deeper emotional insight. By the end, pupils will have produced a complete, cohesive first draft.

Pupils edit and refine their character descriptions using structured editing stations focused on vocabulary, sentence variety, punctuation accuracy and effective show-not-tell. This supports Year 6 TAF expectations for **improving clarity and impact**.

OLC WEEKLY LEARNING PLAN

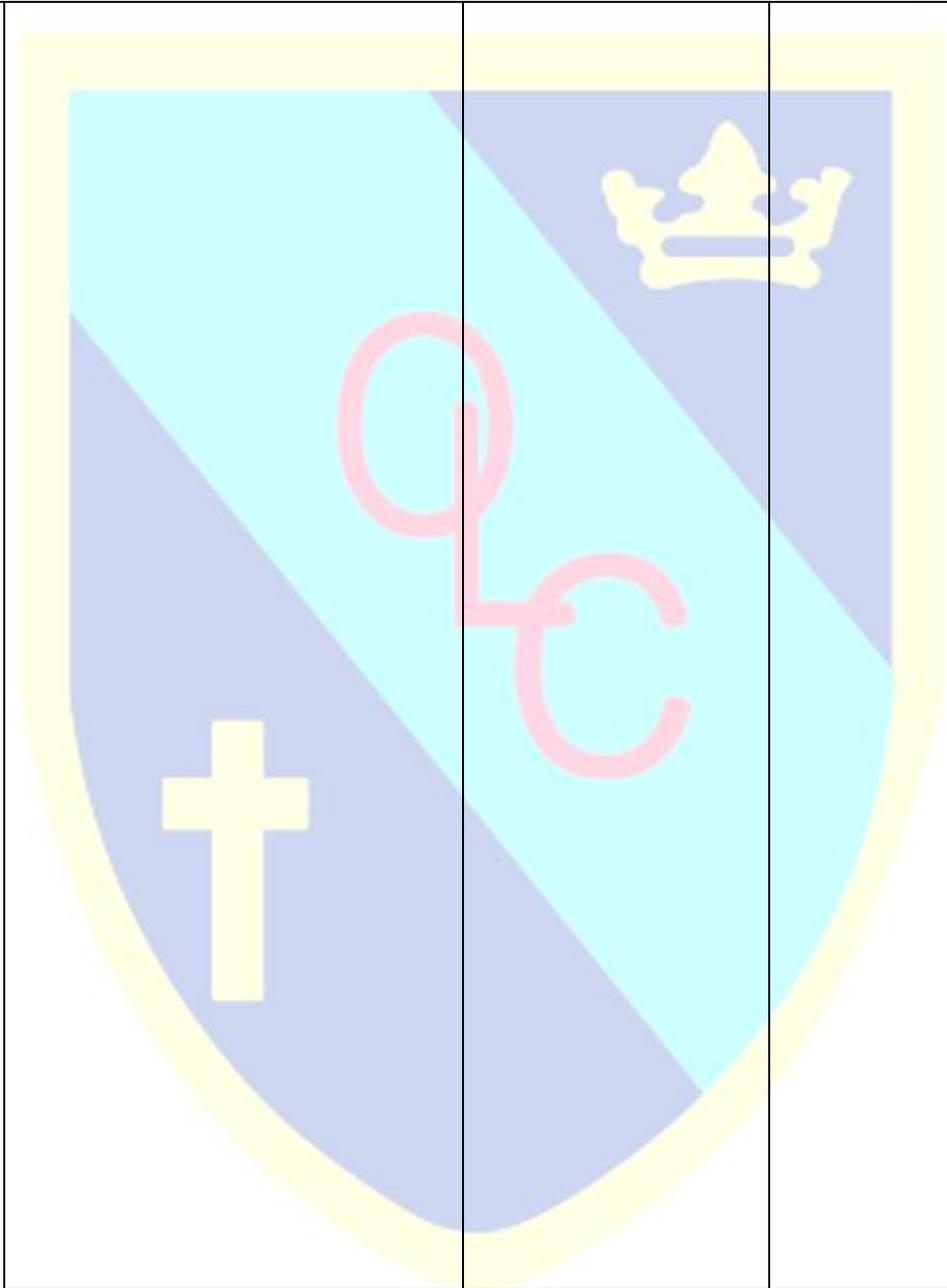
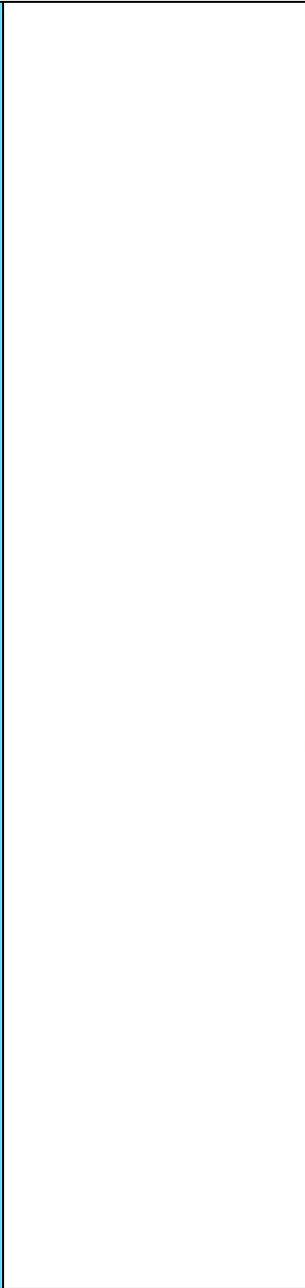
**cohesive sentences** and **accurate punctuation**, aiming to articulate subtle emotional shifts and the atmosphere created by Shaun Tan's illustrations.



clarity, coherence and opportunities for show-not-tell. By the end, children have a detailed, purposeful plan ready to support effective drafting in the next lesson.

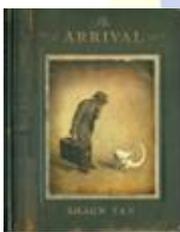
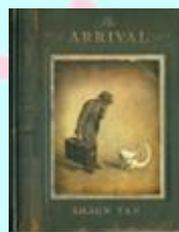
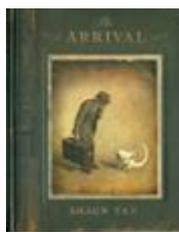
**through revision.** Children analyse their writing to strengthen cohesion, ensuring transitions between sentences and paragraphs flow naturally. Peer review helps pupils identify areas where atmosphere, emotion or precision could be improved.

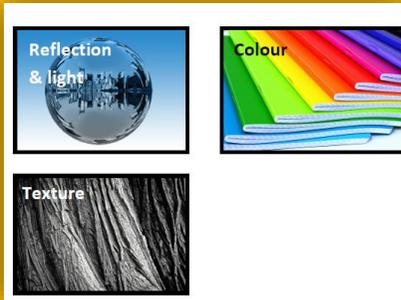
OLC WEEKLY LEARNING PLAN



They then rewrite or publish a polished final version using improved vocabulary and controlled punctuation, including dashes, commas and expanded noun phrases. The lesson concludes with a celebration, where pupils share their enhanced descriptio

OLC WEEKLY LEARNING PLAN

				<p>ns, demonstrating increased confidence and mastery of narrative character writing.</p>
<p><b>Reading</b></p> 				
<p><b>SPAG</b></p> 	<p><b>Relative clauses</b></p> <p>Watch relative clauses (Sing with Grammarsaurus)</p> <p>Go through PowerPoint slides and complete activity</p>		<p><b><u>The Determiners Song</u></b></p> <p><b>Grammarsaurus: Determiners Lesson and Worksheet</b></p>	



# Electricity - Electric Art

**Lesson 1: Electrical Art Challenge** [BBC Two - Science Clips, Circuits and Conductors, Mains power and the dangers of electricity](#)

[Bruce Munro Water-Towers on Vimeo](#)

[BBC Two - Science Clips, Changing Circuits, The dangers of electricity](#)

[Switched on Kids - from Electrical Safety First](#)

[Electricity - KS2 Science - BBC Bitesize](#)

[Electric Art | Hamilton Brookes](#)

**LO: To plan and carry out electric circuit investigations using current electrical knowledge (Yr5&6).**

## Activities

Plan and carry out a series of age appropriate electrical circuit investigations (Yr5&6)

Create success criteria for their electric art challenge (Yr5&6)

## **Investigation:**

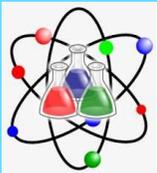
### **Electrical Art Challenge.**

- Take part in a National Sensory Art Association (NSAA) briefing session and learn about the challenges that lie ahead as designers of an electric art installation. (Problem solving, Exploring, Fair testing, Pattern seeking)
- Years 5&6 - Plan and carry out a series of electrical circuit investigations
- Years 5&6 - Create success criteria for their electric art challenge

## **Vocabulary**

Electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non-metal, enquiry question, investigation, findings

## Science



**Geography**



**Lesson 6 Unit check out: 'Humans cannot live sustainably.' How much do you agree with this statement?**

**Subject knowledge: Part 2 of 2**

- Sustainability means not being harmful to the environment or using up natural resources, therefore supporting a long-term ecological balance.
- Fossil fuels are cheap to use and produce a lot of energy. They are expensive and damaging to extract from the ground. All fossil fuels produce carbon dioxide and other nitrogen-based pollutants which reduce air quality, impact health and create global warming.
  - Types of renewable energy:

**Computing**



**Lesson 1 Music Programming**

- 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](#)

PSHE

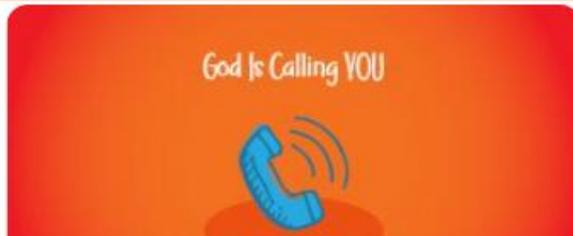


### Module 2: Created to Love Others

UKS2 Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

**Unit 1 – Religious Understanding** explores the nature of God's call to love others. Children will study and reflect imaginatively on the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

[https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2\\_2\\_created-to-love-others/u-1/uks2\\_2-1\\_religious-understanding/](https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2_2_created-to-love-others/u-1/uks2_2-1_religious-understanding/)



### Session 1: God Is Calling You

In this session, pupils will look at the nature of God's call to love others. Children will study and imaginatively consider the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.

#### Reflective Writing

Invite pupils to write about a time when they changed the way they did something. They should include what caused the change, what they did and what the outcome was. To stimulate ideas, you can point out that they may have changed from always wearing Velcro shoes to being able to tie shoelaces, from having their meals cut up to using a knife and fork themselves, writing joined up lettering rather than printing, perhaps even walking to school by themselves etc. Move this on to a reflection about moments when children have had a perspective shift, or something has happened to drastically change their behaviour.

Draw this scene too.

MFL



## Y3/4 (A): Lesson 1: Follow the French teacher

Learning common classroom instructions and how to recognise the imperative mood through games including, 'Répétez si c'est vrai', Kim's game, a word and action matching game and 'Jacques a dit-'! - the French version of 'Simon says'. Considering some differences between schools in the UK and schools in France.



**LO: To understand and respond to simple classroom instructions.**

I can understand and respond to instructions in the classroom.

I can give instructions in the classroom.

I can recognise words that the teacher mouths silently.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-in-a-french-classroom-cycle-a/y3-4-a-lesson-1-follow-the-french-teacher/>

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 ?** – Hello! What's your name and how old are you?

Ask the child to reply along the following lines or as much as they can manage:

**Bonjour ! Je m'appelle [name] et j'ai sept/huit ans** – Hello! My name is [name] and I am seven/eight years old

### Vocabulary

écrivez	écoutez
lisez	ouvrez
fermez	regardez
parlez	asseyez-vous
levez-vous	

Music



## Lesson 3: Create your own musical

Planning a musical theatre scene, including a song, dance and acting.



To understand the history of musical theatre.

### Lesson 3: Create your own musical

Success criteria: To identify character songs and action songs.

- - I can identify a character song.
  - I can identify an action song.
  - I can justify my opinions by giving examples. To create a musical theatre scene.

Lesson 3:

LO: To create a musical theatre scene

- I can work as part of a group.
- I can plan a musical scene to tell the story of a journey.  
I can think of or write a song that tells the story.

## OLC WEEKLY LEARNING PLAN

<p style="text-align: center;"><b>Art</b></p> 		
<p style="text-align: center;"><b>P.E.</b></p> 	<ul style="list-style-type: none"> <li>▪ Walk 7,000 steps this week!             <ul style="list-style-type: none"> <li>▪ 25 sit ups</li> </ul> </li> <li>▪ Run on the spot for three minutes             <ul style="list-style-type: none"> <li>▪ 15-star jumps</li> </ul> </li> <li>▪ Plan an exercise circuit that lasts 5 minutes.</li> </ul> <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 style="text-align: center;"><b>Homework Y6: SATs</b></p> <p style="text-align: center;"><b>BOOTCAMP:</b> <a href="https://www.yearsix.co.uk/sbc/sbc-login.php">https://www.yearsix.co.uk/sbc/sbc-login.php</a></p> <p style="text-align: center;"><b>Maths Homework pages:</b> Week 13-15</p>	

### Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)