



Message from teachers:

20+C+M+B+26



Gospel Values and Virtues

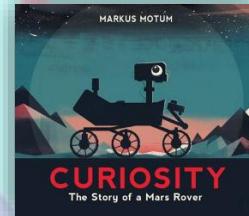
Gospel value and virtue: Curious and Active

Baptism of Our Lord

Green – Ordinary Time

Our Lady of Compassion

In RE, we will focus on our Christmas and the Baptism of Our Lord



**English: Curiosity by Markus Motum:** We have discovered some mind-blowing information regarding our Universe, Galaxy and Solar system and Earth!! As we learn more about the Mars robotic rover 'Curiosity,' we are finding out how Curiosity was created and used to help us to learn about the possibility of life on Mars.

Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team

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

OLC WEEKLY LEARNING PLAN

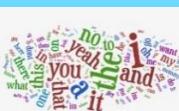
Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	19.01.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p><b>Christmas unit</b></p> <p><b>Big question: Why does the birth of Jesus matter, and how do different perspectives on this event shape the way people live and respond to issues like power, poverty and hope today?</b></p> 	<p>LO: To know some of the journeys in the Christmas story and understand some difficulties these imposed on the Holy Family</p> <p>Discuss: What is a journey? Have you ever been on any difficult journeys? In pairs, list together all the journeys they can recall from the Christmas story.</p> <p>Read about these journeys in Matthew's Gospel.</p> <p>Share information about the journeys using the PowerPoint slides.</p> <p>Discuss key questions: How difficult would this journey have been? What would make it difficult? How did Mary and Joseph respond to the difficulties?</p>	<p>LO: To know that Jesus was born into poverty and understand some of the difficulties faced by homeless people and refugees</p> <p>Discuss: Where are babies usually born? How does this compare to where Jesus was born?</p> <p>Emphasise that Jesus was born into poverty. Make links to the homeless and refugees today.</p> <p>Share some images of homeless people. Discuss how these make the children feel? How would Jesus respond to these images today?</p>	<p>LO: To know that Jesus was born into poverty</p> <p>Share image of Mary and Joseph arriving into Bethlehem.</p> <p>Discuss: How did they feel after their journey? What were they thinking?</p> <p>Key questions: What do you imagine the stable to be like? What would your dream home be like? Does it matter that Jesus was not born into luxury?</p> <p>Share advert of a modern home. How would an advert for the</p>	<p><u>Catholic Social Teaching Focus – Subsidiarity</u></p> <p>Subsidiarity</p> <p>CAFOD (Catholic Agency for Overseas Development)</p> <p>no one beyond reach</p> 

## OLC WEEKLY LEARNING PLAN

		<p>Which journey do you think was the most difficult? Why?</p> <p>Task: Children to rank each journey according to how difficult it was. Explain their decision behind each one. Encourage children to reflect on the difficulties and how Mary and Joseph were able to overcome them.</p> <p>AT2/ ER2: How can we learn from the Holy Family when we are faced with difficulties on our faith journey?</p>	<p>Key questions: Who are the homeless? Why do people become homeless? How might the life and teaching of Jesus inspire people to help those who are homeless? What charities support the homeless?</p> <p>Play children OneLife music 'A heart that sees'. Ask children to reflect on today's lesson and think about this song links to the learning.</p> <p>Task: Write a prayer asking for love and compassion to be shown to those who are homeless.</p>	<p>stable compare? Encourage children to think of ideas. E.g. rustic property, free overnight stay, close to popular town of Bethlehem, room for a small manger, etc.</p> <p>Task: Create a 'for sale' advert advertising the features of the stable.</p> <p>Reflection question: How significant do you think the birthplace of Jesus was? Explain your answer.</p>	
<b>Maths</b> 	<p><b>3B Fractions (3)</b>  <b>Lesson 5</b></p> <p><b>LO: Fraction of an amount</b></p>	<p><b>3B Fractions (3)</b>  <b>Lesson 6</b></p> <p><b>LO: Finding the Whole</b></p>	<p><b>3B Fractions (3)</b>  <b>Lesson 7</b></p> <p><b>LO: Using Fractions as operators</b></p>	<p><b>3B Decimals and Percentages</b>  <b>Lesson 1</b></p> <p><b>LO: Write decimals up to 2 decimal places-less than 1</b></p>	<p><b>3B Decimals and Percentages</b>  <b>Lesson 2</b></p> <p><b>LO: Write decimals up to 2 decimal</b></p>

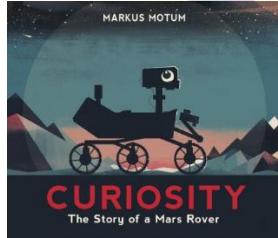
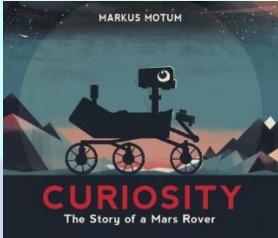
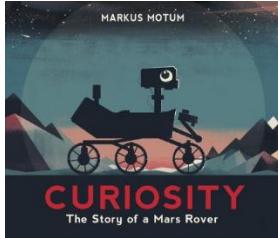
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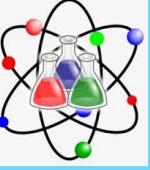
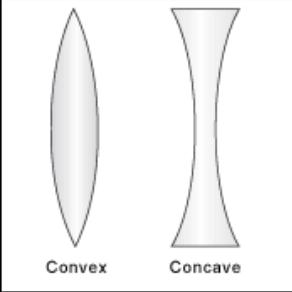
					<i>places-greater than 1</i>
	<b>Textbook</b> <b>Pages 68</b>  <b>Practice Book</b> <b>Page 51</b>	<b>Textbook</b> <b>Pages 72</b>  <b>Practice Book</b> <b>Page 54</b>	<b>Textbook</b> <b>Pages 76</b>  <b>Practice Book</b> <b>Page 57</b>	<b>Textbook</b> <b>Pages 84</b>  <b>Practice Book</b> <b>Page 62</b>	<b>Textbook</b> <b>Pages 88</b>  <b>Practice Book</b> <b>Page 65</b>
English	<u><b>Lesson 8:</b></u> <b>LO:</b> To use the passive voice to write a formal log. Read the page beginning 'After 253 days...' Focus on the words travelling and hurtling. Ask children to find other 'travelling' synonyms to complete a language continuum, ordering the words according to the speed that they suggest.  Read the next double page. Share the following on a sentence strip: <div style="background-color: #e0e0e0; padding: 5px; border-radius: 5px; display: inline-block;"> A heat shield protected Curiosity. </div> Identify the subject, object and verb within the sentence. Next,	<u><b>Lesson 9:</b></u> <b>LO:</b> I can write a news report. Read the next two double page spreads up to 'others breathed a huge sigh of relief'. Watch the video from the NASA Jet Propulsion Laboratory of the moment of Curiosity's landing, which can be found on YouTube. What was the mood in the room prior to the landing? How could you tell they were feeling tense? What was the mood after the landing?	<u><b>Lesson 10:</b></u> <b>LO:</b> To use dashes to add information. Read the next double page from 'The first thing...' to '... measuring the distance I travel.' Notice the sentence: <div style="color: #80ff00; font-style: italic;">My landing had been perfect - if a little dusty.</div> What is the function of the dash? What effect does it have? Look back through the book for further examples of where the dash has been used to add	<u><b>Lesson 11:</b></u> <b>LO:</b> To use expanded noun phrases to create labels. Read to the end of the book. What is Curiosity's main job? What are its most important features? How do these allow it to do its job effectively? Explain that NASA are continually designing new technologies to ensure space exploration can continue - they need your help to design	<b>R</b>  <b>E</b>

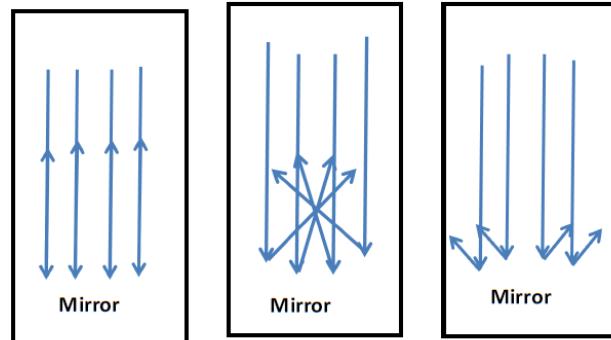
## OLC WEEKLY LEARNING PLAN

	<p>cut the sentence up and show children how to swap the subject and object over to construct the passive.</p> <p><i>Curiosity was protected by a heat shield.</i></p> <p>Provide the following examples for children to practice constructing the passive:</p> <p>A parachute slowed Curiosity down.</p> <p>The "sky crane" lowered Curiosity down.</p> <p>The descent vehicle fired eight rockets.</p> <p>Show children how to eliminate the verb and pronoun to create a formal tone in the present tense. Can they do the same with their sentences?</p> <p><i>Curiosity was protected by a heat shield.</i></p> <p>Model how to use the passive to write NASA's log of the landing on Mars in note form before children create their own.</p>	<p>How did people react? Now, watch the second video to contrast the reaction from Times Square, New York (also on YouTube). Ask children to complete the table with basic information about the events of the landing:</p> <table border="1" data-bbox="810 536 1125 647"> <tr> <td>Who</td> <td></td> </tr> <tr> <td>Where</td> <td></td> </tr> <tr> <td>When</td> <td></td> </tr> <tr> <td>What</td> <td></td> </tr> </table> <p>Look at the illustration of Times Square. Imagine you were the reporter with the job of writing the BREAKING NEWS broadcast.</p> <p>Shared writing</p> <p>Model writing a short news report:</p> <p><b>BREAKING NEWS!</b></p> <p>After a tense wait, NASA has confirmed its Curiosity rover has touched down safely on Mars. Landing at precisely 5:17am, Curiosity sent a message back to the control room on Earth, stating "Touchdown confirmed, we're safe on Mars." Waiting for news,</p>	Who		Where		When		What		<p>information or emphasis (there are many!). Provide curious clauses resource and ask children to pair up the best possible matches. Curious clauses: Model using sentences with dashes to beam back information from Curiosity's on-board camera to NASA.</p> <p><i>Surveying the terrain - it would appear quite rocky.</i></p> <p>Children then work independently or in pairs to put together their own pairs of clauses that Curiosity could transmit to NASA.</p> <p>Can you add a clause in the form of a question to the following sentences? For example, 'Curiosity's mission was to scan for life on</p>	<p>the next generation rover. Refer back to session 5 when children came up with the name of their rover - today they will design it.</p> <p>Brainstorm all the nouns a new rover will need, e.g.: wheels, laboratory, camera, battery, laser, drill, weather station.</p> <p>Model creating a noun phrase using the structure: adj + noun + preposition</p> <p>Allow children time to build noun phrases. They may need a bank of adjectives to support them with this.</p> <p>Have a rover ready that you have designed, named Pilgrim. Model writing labels for its features, using expanded noun phrases and technical vocabulary.</p> <p>Shared writing</p>	
Who													
Where													
When													
What													

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	<p>engineers at NASA were overcome by nerves, but celebrated in style upon hearing the good news. Children create their own short news reports using passive voice and adverbials of time and place and the passive voice. Teachers may wish children to instantly publish this piece as a video / TV news report in role as a news anchor.</p>	<p>Mars – what would it find?' The rocky terrain was difficult to navigate - The NASA team waited in anticipation -</p>	<ul style="list-style-type: none"> <li>- high-powered camera with night vision capabilities</li> <li>- on-board laboratory for testing Mars' atmosphere</li> </ul> <p>Allow children time to design their new Mars rover, creating labels using the following headings:</p> <ul style="list-style-type: none"> <li>• Size</li> <li>• On-board technology</li> <li>• Avoiding danger</li> <li>• Moving around</li> <li>• Communication</li> </ul>	
<b>Reading</b> 				

<p><b>SPAG</b></p> 	<ul style="list-style-type: none"> <li>• <b>Lesson 3 – Nouns, Pronouns, Determiners</b>            Pronouns (search portal for Nouns &amp; Determiners) <a href="http://grammarsaurus.co.uk">grammarsaurus.co.uk</a></li> </ul>	<p><b>Lesson 4 – Verbs, Adverbs, Adjectives</b>  <u>Adverbs &amp; Adverbials</u> (search portal for Verbs) <a href="http://grammarsaurus.co.uk">grammarsaurus.co.uk</a>, <a href="http://grammarsaurus.co.uk">grammarsaurus.co.uk</a></p>
<p><b>Science</b></p> 	   <p><b>Session 5: Lighting Effects: illusions with mirrors</b></p> <p><b>Light Content:</b></p> <ol style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ol> <p><b>Working Scientifically</b></p> <p>Planning different types of scientific enquiries to answer questions</p> <p>Recording results using scientific diagrams and labels</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p><b>You Will Need:</b></p> <p><b>Ray diagrams and Lens diagrams</b></p>	



**Additional Resources:**

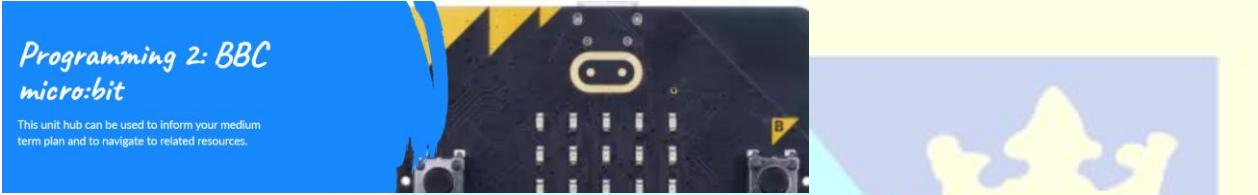
Metal spoons  
Concave, convex and plane mirrors  
Magnifying glasses

**Lesson 2: Are fossil fuels sustainable?**

- What are the ways humans can generate energy?
- What are 'renewable' and 'non-renewable' forms of energy?
  - What are fossil fuels?

**Geography**



<p><b>Computing</b></p> 	<p><i>Programming 2: BBC micro:bit</i></p>  <p>This unit hub can be used to inform your medium term plan and to navigate to related resources.</p> <p><b>Lesson 1 Music Programming</b></p> <ul style="list-style-type: none"> <li>Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.</li> <li>Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.</li> <li>Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.</li> <li>Choose appropriate blocks to complete the program and attempt the challenges independently.</li> </ul> <p><b>Link:</b> <a href="#">Programming 2 &gt; Year 5 &gt; Upper key stage 2 &gt; Computing &gt; Programming 2: BBC micro:bit</a>  <a href="#">Micro:bit Lesson Plans   KS2 Computing and Programming</a></p>
<p><b>PSHE</b></p>  	<p><b>LO: To know that God calls us to love others</b></p> <ul style="list-style-type: none"> <li>• About ways in which we can participate in God's call for us to love others</li> </ul>  <p><b>Unit 1: Religious Understanding</b></p> <p>UKS2 Module Two: <i>Created to Love Others</i> 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</p> <p><a href="#">Religious Understanding – Ten Ten Resources</a>  <a href="#">(Session Notes)</a></p>

**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

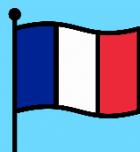
## Y3/4 (A): Lesson 1: Let's count in French

Learning the numbers one to six and playing the traditional French board game 'jeu de l'oie'.



[Y3/4 \(A\): Lesson 1: Let's count in French](#)

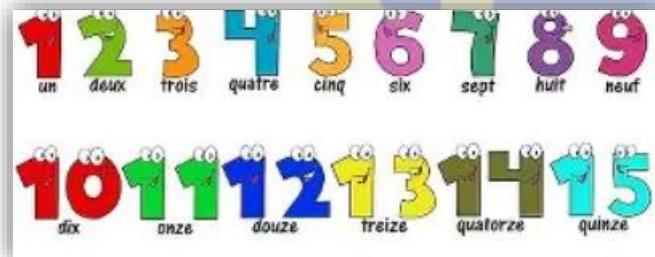
**MFL**



**LO: To count in French.**

- I can say the numbers one to six in French.
- I am can recognise some of the number words one-six in French.
- I can play a game using number words.

[Bing Videos](#)



OLC WEEKLY LEARNING PLAN

<p>Music</p>  <p><b>To understand the history of musical theatre.</b></p> <p><b>Lesson 1: What is musical theatre?</b></p> <p><b>Success criteria:</b></p> <p><b>Watch</b> Teacher video: What is musical theatre?</p> <p><b>Have ready</b> Presentation: <i>History of musical theatre</i> (see Main event). Link: Matilda the Musical - trailer by the Royal Shakespeare Company on Videolink (1:25 minutes).*</p>	 <p><b>Lesson 1: What is musical theatre?</b></p> <p>Learning about the concept and history of musical theatre and how it has changed over time.</p>  <p>Musical theatre &gt; Year 5 &gt; Key stage 2 &gt; Music &gt;</p> <p><u><a href="#">Lesson 1: What is musical theatre?</a></u></p> <p>I can identify at least three features of musical theatre. I can describe some of the roles involved in making musical theatre. I can place types of musicals accurately on a timeline</p>

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	<p>Link: English National Opera - Major General's song - Pirates of Penzance on VideoLink (3:28 minutes).*</p> <p>Link: The 5th Avenue Theatre - Luck be a lady - Guys and Dolls on VideoLink (3:17 minutes).*</p> <p>Link: Universal Pictures - Mamma Mia - Abba songs - Dancing Queen and others on VideoLink (12:13 minutes).*</p> <p>Link: Walt Disney Studios -Hamilton - Official trailer on VideoLink (1:00 minute).*</p> <p><b>* These are external websites and we do not have control over their content – please check before showing them to the children.</b></p> <p>Recap and</p>								
<b>Art</b> 	<p>In this lesson, pupils learn about Hermann Rorschach's inkblot images and how artists like Andy Warhol were inspired by them, exploring the idea that meaning comes from the viewer rather than the artwork itself. Pupils look at example inkblots, discuss what they see, then create their own by folding paper with blobs of paint to form symmetrical designs. After drying, they interpret their inkblots and compare their ideas with a partner, highlighting how individuals see images differently. Finally, the class reflects on how interpretation varies and what this reveals about responding to art.</p> <p><a href="https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/every-picture-tells-a-story/lesson-2-inspired-by-rorschach/#">https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/every-picture-tells-a-story/lesson-2-inspired-by-rorschach/#</a></p> 								
<b>P.E.</b> 	<p>Walk 7,000 steps this week!</p> <p>25 sit ups</p> <p>Run on the spot for three minutes</p> <p>15-star jumps</p> <p>Plan an exercise circuit that lasts 5 minutes.</p> <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> <div data-bbox="1410 1038 2158 1208"> <p><b>Lesson 2</b></p> <table border="1"> <tr> <td> Warm-Up Hi Baby!</td> <td> Game Dodgeball (Invasion)</td> <td> Skill Footwork</td> <td> Game Review Method</td> </tr> <tr> <td> Badge of Honour</td> <td></td> <td></td> <td></td> </tr> </table> </div>	 Warm-Up Hi Baby!	 Game Dodgeball (Invasion)	 Skill Footwork	 Game Review Method	 Badge of Honour			
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## OLC WEEKLY LEARNING PLAN



misplaced, discover, submerge, autograph, redo, interact, re-enter, dissolve, antisocial, illegal.

**Maths Homework pages:**

### Communicating with school

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