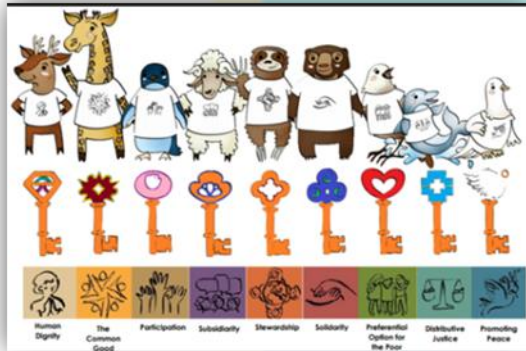


Message from teachers

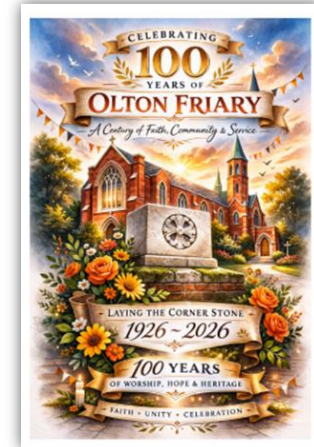
Catholic Social Teaching
Solidarity and the Common Good



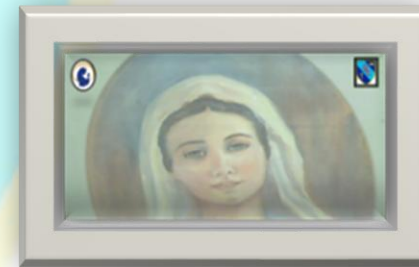
Gospel Values and Virtues
Attentive and Discerning



2025 - 2026
Olton Friary Centenary



June is the month of the Sacred Heart of Jesus






Our Lady of Compassion watch over your children


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:	16.06.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>St. Peter's OLAAS Day</p> 	<p>LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle</p> <p>Show images of the healing at the beautiful gate. Discuss the following questions: What is happening? Who are the men? What happens next?</p> <p>Read and watch the story (Acts 3: 1 – 16).</p> <p>Role play task: In groups of 4/5 recreate this story.</p>	<p>LO: To know the story of the healing at the beautiful gate and understand why Peter and John were able to perform this miracle</p> <p>Recap previous learning. What happened in the story? Why is it significant? How was Peter able to heal the man?</p> <p>Task: Retell the story in the form of a comic strip.</p> <p>Include the words and reactions of Peter, John, the man and the crowd.</p>	<p>LO: To know the story of Stephen and why he was martyred</p> <p>Read and role-play the story of Stephen.</p> <p>Hot-seat Stephen to discover what his feelings might have been at this time. Why was he so keen to be a follower of Christ?</p> <p>Children to write an account as if they were Stephen. Explore the issues of conflict</p>	<p>New Unit:</p> <p>Work of the Apostles</p> 

OLC WEEKLY LEARNING PLAN

		<p>Roles: Man, Peter, John, Crowd.</p> <p>Think carefully about what each person would say/ how they would react.</p> <p>Share role plays with each other.</p>	<p>Deeper question: Why were Peter and James able to heal the man?</p>	<p>that Stephen faced and how he dealt with them.</p> <p>Revise previous learning about a martyr. Explore the idea of Stephen giving his life for his belief in Christ.</p> <p>Can the children think of any other martyrs?</p> <p>Deeper question: What sacrifices are needed to be a follower of Christ?</p>	
<p>Maths</p> 		<p>Measure</p> <p>LO: Kilograms and kilometres</p> <p>Lesson 1</p>	<p>Measure</p> <p>LO: Millimetres and millilitres</p> <p>Lesson 2</p>	<p>Measure</p> <p>LO: Convert units of length</p> <p>Lesson 3</p>	<p>Measure</p> <p>LO: Imperial units of length</p> <p>Lesson 4</p>
		<p>Textbook Pages 172</p> <p>Practice Book Pages 128</p>	<p>Textbook Pages 176</p> <p>Practice Book Pages 131</p>	<p>Textbook Pages 180</p> <p>Practice Book Pages 134</p>	<p>Textbook Pages 184</p> <p>Practice Book Pages 137</p>

English



LO: Summer Term
Comprehension Paper



Visual Literacy – News
Report...
The Three Little Pigs

LO: 1) To write a
Newspaper headline
with bias

- I can identify statements of fact and opinion
- I can use a journalistic style to write a headline
- I can write a headline that shows bias

Share an example of the traditional version of the Three Little Pigs with the children to remind them of the story and then show them the Guardian three little pigs advert:



LO: 2) To use the passive voice
to create a journalistic tone

- I can identify the subject and object in a sentence in the active voice
- I can rewrite active sentences in the passive voice
- I can write a television news report

Show the children a breaking news banner:

WOLF FOUND DEAD IN HOME OF LOCAL PIG

Explain to the children that, as this is a breaking news story, at the moment we do not have much more information but that, as crime correspondents, they

RE

OLC WEEKLY LEARNING PLAN

<https://www.theguardian.com/media/video/2012/feb/29/open-journalism-three-little-pigs-advert>

What similarities and differences can you identify between the two versions of the story? How many facts can you find in the advert? How many opinions can you find?

Model beginning to organise statements of fact and opinion on a table:

Continue to identify statements of fact and statements of opinion from the video in pairs.

are going to have to write a news report to read out on air in the next hour.

Who found the wolf dead in the pig's home?

Establish that, because of the way that the sentence has been written, we don't know and that this is called the passive voice.

Show the children the sentence and model identifying the subject and object in the sentence.

Then, model cutting up the sentence strip and rearranging it so that the verb is being done to the object. Notice use of the auxiliary verb 'was' and the preposition 'by':

Then, show the children the following sentences in the active voice:

Local residents have suspected the wolf of

OLC WEEKLY LEARNING PLAN

Guardian open journalism: The Pigs advert - video



previous robberies in the area.

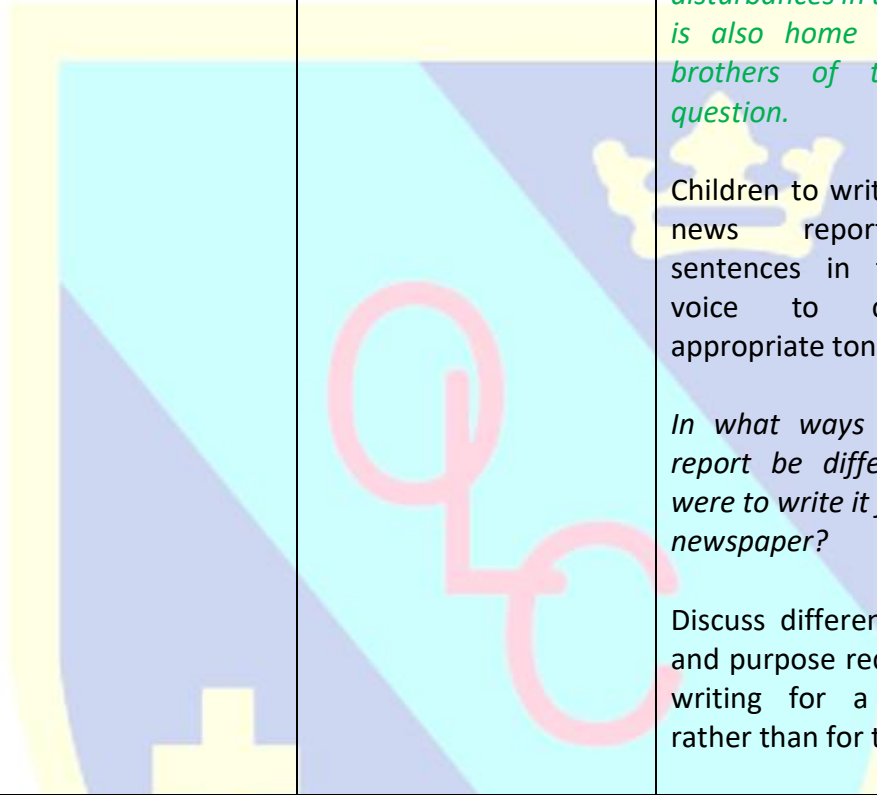
Sentence strips

Scissors

You may want to show the children some examples of TV news reports to give them an idea of the tone required and to note down any examples that they hear of the passive voice while watching. Then, model beginning to write a news report about the death of the wolf.

In the early hours of Monday morning, a wolf was found dead in the home of a local pig. The wolf, who has been suspected of previous robberies in the area, was last seen alive at around 11pm on Sunday. Police say that there is evidence of a break-in in the house, which is on Snout Street. This is the latest in a string of domestic

OLC WEEKLY LEARNING PLAN

			<p><i>disturbances in the area that is also home to the two brothers of the pig in question.</i></p> <p>Children to write their own news reports, using sentences in the passive voice to create an appropriate tone.</p> <p><i>In what ways would your report be different if you were to write it for a newspaper?</i></p> <p>Discuss differences in tone and purpose required when writing for a newspaper rather than for television.</p>	
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OLC WEEKLY LEARNING PLAN

LO: Set up a series of tests to see which materials would be best for the job and explore the medical applications of some very modern materials. Part 2

Children will:

- Investigate a range of materials for specific properties (Yr5&6)
- Recommend the best materials for a given use, identifying possible alternative materials (Yr5&6)

Geography



Local fieldwork

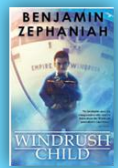
Lesson 1: Why do geographers do fieldwork?

- What is fieldwork?
- What is the purpose of fieldwork?
- How can geographers help people by doing different types of fieldwork?
- How are maps used for fieldwork?





Computing



PSHE



Task: You need to research a monument and answer the questions on the next slide in bullet points.

When using bullet points, remember:

- introductory sentence ending with a colon,
- either all whole sentences or all fragments of sentences,
- full stops and capital letters for full sentences,
- consistent capitalisation, or not, for fragments.

In pairs, choose a famous monument and research answers to the same set of questions.

- Where is the monument located?
- When was it erected?
- Who constructed it?
- What is it made of?
- Are there any words inscribed on it?
- Why was it created?

Monuments to choose from:
(Write it down on a post-it-note so you don't forget!)

- Christ the Redeemer - Rio de Janeiro
- Great Sphinx of Giza - Egypt
- Titanic memorial - Belfast
- Millicent Fawcett - London
- Angel of the North - Gateshead
- Arcelor Mittal Orbit - London
- Alan Turing Memorial - Manchester
- Edith Cavell - London
- The 4th Plinth - London



Life to the Full Plus - Upper Key Stage Two - Module 1

Unit 2: Me, My Body, My Health



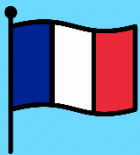
Unit 2 Me =, My Body, My Health- Celebrating differences between people is enriching to a community and how their self-confidence should arise from being loved by God.

Physical changes

Respect

Taking care of their bodies as gifts from God

MFL



Y3/4 (A): Lesson 3: To have or have not in the French classroom

✓ To ask and answer a question about something you have or do not have.

[Get started >](#)

LO: To ask and answer a question about something you have or do not have.

- I can ask a question in French about something I have or do not have.
- I can answer a question in French about something I have or do not have.
- I can use and share different strategies to help me remember new vocabulary.

[Mixed-age Y3/4 French Lesson Plan: To have or have not](#)

Music



Music:

LO: To learn for the songs and music from the end of year production

<https://www.kapowprimary.com/subjects/archive/art-design/key-stage-2-2/units/design-for-a-purpose/lesson-4-whats-in-a-name/>



Explain to the class that most designers work collaboratively in design studios and in the early stages of product development. They use hot seating, so nobody owns a specific space or job. Later on in the process, specific roles would then be prescribed to individuals.

Place the children into groups of four or five. Give each group a word to play with, from which they will produce a concept and a product. For example, 'sumptuous' (splendid and expensive-looking). What could this be? A dark chocolate? A hot drink? A product to put in the bath? etc.

Pupils must write their word down, start sharing ideas and note these ideas down as a mind map or spider diagram. Provide them with a dictionary and thesaurus to help them.

Alternatively, they could do this as a group on a large piece of paper and then photograph and print it out for them to stick into their books later.

Each group should discuss and record the answers to:

- What is the name of the product?
- Does the word have a meaning?
 - What are we selling?
 - What is its purpose?
- Who are our potential audience? (The audience for a chocolate bar will be very different from the audience for a hand cream)
 - What is its USP?
 - Does it have a slogan?

The children could even draw rough sketches to help visualise the product and possible logo, but the focus should be on the language used.

Art



OLC WEEKLY LEARNING PLAN

The level of challenge is up to you – you could give children very concrete words, verbs, adjectives, or words that relate to a colour, or to a sound, or capital cities of the world. Whatever you choose, a product idea will follow.

P.E.



Walk 7,000 steps this week!

25 sit ups

Run on the spot for three minutes

15-star jumps

Plan an exercise circuit that lasts 5 minutes.

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!

Turn and Run:

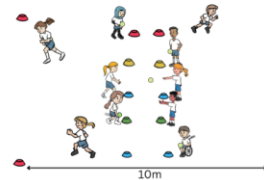
Q: What do you know about underarm throwing? Used over a short distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about overarm throwing? Used over a long distance. Step forward with opposite foot to throwing hand, point your throwing hand at your target after release.

Q: What do you know about successful catching? Begin in a ready position, feet shoulder width apart and knees bent. Watch the ball. Catch with two hands and wide fingers.

4 In 2s, 1 ball, 2 cones. Place the cones through the centre of the space, 3m apart. Explore the following a few times:

- Underarm throw then turn and run to the line (marked by cones) behind them.
 - Move their cones further apart, overarm throw then turn and run to the line behind them.
- Make this harder by asking pupils to complete a solo ball skill whilst waiting for their partner to return.



<https://pe.getset4education.co.uk/lesson/ks2/rounders/1?years=1005>



Learn Lines for production and the songs.

Learn Lines for production and the songs.

Communicating with school

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

