

Message from teachers:

20+C+M+B+26



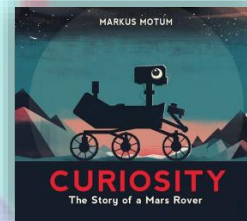
Gospel Values and Virtues
Gospel value and virtue: Curious and Active

The Baptism of Our Lord

Our Lady of Compassion

Christmas Gold and White

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





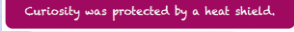


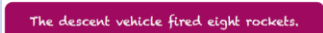
Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	12.01.2026
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E. 	Christmas unit Big question: Why does the birth of Jesus matter, and how do different perspectives on this event shape the way people live	LO: To identify the thoughts and feelings of King Herod	LO: To identify the thoughts and feelings of the Wise Men	LO: To identify the thoughts and feelings of the Wise Men	Catholic Social Teaching Focus – Subsidiarity 
		<p>Reread the birth of Jesus in Matthew's Gospel.</p> <p>Focus on the character of King Herod.</p> <p>Discuss together what kind of person he was. Why?</p> <p>Role play activity: Children to think about different questions they would ask Herod today. Take it in turns to imagine they are Herod and respond to each question in character.</p>	<p>Focus on the story of the Wise Men in Matthew's Gospel.</p> <p>Explain that we will look at Jesus' birth from the perspective of the Wise Men.</p> <p>Retrieval: Discuss these questions. Who were the Wise Men? Where did they come from? What gifts did they bring? Why? What is the significance of the</p>	<p>Following on from previous lesson, recap the thoughts and feelings of the Wise Men.</p> <p>Task: Imagine you are one of the Wise Men who has travelled to see Jesus. You are looking through the window at the stable. Write about your thoughts and feelings.</p> <p>Share example and discuss ideas together.</p> <p>AT2 (ER1): How do the thoughts and feelings of the Wise Men differ to King Herod's?</p>	

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	<p>and respond to issues like power, poverty and hope today?</p>	<p>Task: Children to reflect on the thoughts and feelings of Herod. Explain the reasoning behind their responses.</p> <p>E.g. He was determined because he was so desperate for Jesus to be killed. He would stop at nothing to ensure this.</p> <p>AT3: What do you think about King Herod's attitude and jealousy? How does it compare to our Gospel Values and Virtues today?</p>	<p>Wise Men visiting Jesus?</p> <p>Paired activity: Share image of the Wise Men looking towards the stable. What did they say? What were their thoughts and feelings? Discuss and record ideas in pairs.</p> <p>Share these with each other. How do the responses compare?</p>		
<p>Maths 5B</p> 	<p><i>3B Multiplication and Division (2) Lesson 10</i></p> <p>LO: Solve problems with multiplication and division</p>	<p><i>3B Fractions (3) Lesson 1</i></p> <p>LO: Multiply unit fractions by an integer</p>	<p><i>3B Fractions (3) Lesson 2</i></p> <p>LO: Multiply non-unit fractions by an integer</p>	<p><i>3B Fractions (3) Lesson 3</i></p> <p>LO: Multiply mixed numbers by an integers (1)</p>	<p><i>3B Fractions (3) Lesson 4</i></p> <p>LO: Multiply mixed numbers by an integers (2)</p>

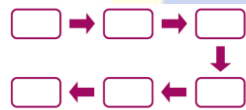
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12.01.2026	Textbook Pages 44 Practice Book Page 33	Textbook Pages 52 Practice Book Page 39	Textbook Pages 56 Practice Book Page 42	Textbook Pages 60 Practice Book Page 45	Textbook Pages 64 Practice Book Page 48
English 	Lesson 5: LO: To explore synonyms for abstract nouns. Display the words orbit, land, rove. Can children define them? What word class are they? Explore adding the -er suffix. Which word class are they now? Explain that orbiter, lander and rover are the types of space exploration vehicles used by NASA.	Lesson 6: LO: To use cohesive devices. Additional spelling activity: Provide children with the following list of verbs: boost, thrust, scan, sense, protect, orbit, survey, land, rove. Linking to previous learning, explore turning verbs to nouns using -er/-or ending. What do the new words mean?  Adverbially speaking: Read from 'Now I was ready...' to '... made the long journey to Mars with me'. Ask children to look back through the pages studied to find	Lesson 7: LO: To write an explanation of Curiosity's launch. Look back through the same pages as yesterday to identify phrases that link sentences together. For example: This meant... This is because... ...which means... , meaning... Repetition of pronouns - such as 'The cone' Referring to yesterday's plan, ask children to orally rehearse the sequence of events using cohesive	Lesson 8: LO: 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:  Identify the subject, object and verb within the sentence. Next, cut the sentence up and show children how to swap the subject and object over to construct the passive.  Provide the following examples for children to practice constructing the passive:    Show children how to eliminate the verb and pronoun to create a formal tone in the present	<div>R</div> <div>E</div>

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Provide the names of NASA exploration vehicles on cards (see resources). Ask children to use the Mars Rovers page at the back of the book to place the vehicles on a timeline and identify whether they are orbiters, landers or rovers. How many rovers have there been? Which word class do their names fall into? Provide additional names of vehicles from historical exploration - Discovery

adverbial phrases. Can they sort them into 'time' or 'place'? Ask children to select 6 main events from the pages read to describe Curiosity's launch into space and complete a flow diagram. This could be completed in groups to enable oral rehearsal and clarification of the sequence.



How have the illustrations in the book been used to provide additional information to the reader? Refer to:


- layout
- double page spreads
- position of text
- size of text
- diagrams

devices to link events. Model how to use adverbials of time and place and other cohesive devices to write a short explanation text about Curiosity's launch. Shared writing
Once Curiosity was ready for launch, the rover was transported to Florida on the West coast of America. This was because it was safer to launch over the sea. At the Kennedy Space Centre, the Atlas V rocket was waiting. The rocket was almost all rocket fuel, meaning its thrusters had enough power to blast it into space.

tense. Can they do the same with their sentences?

Curiosity was protected by a heat shield.

Model how to use the passive to write NASA's log of the landing on Mars in note form before children create their own.



6th August 2012

05:10	Hurting into Mars' atmosphere at 1600mph, Curiosity protected by heat shield.
05:11	Slowed down by parachute, speed reduced to 200mph, heat shield detached.
05:12	Eight rockets fired by powered descent vehicle.

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(Captain Scott), Endeavour (James Cook), Victory (Admiral Nelson), Endurance (Shackleton). Notice that they are all abstract nouns. Model choosing one of the names and identifying synonyms. For synonyms that are verbs, show children how to convert to nouns using -er /-or suffixes.

detect → detector local



find → finder

Ask children to explore words

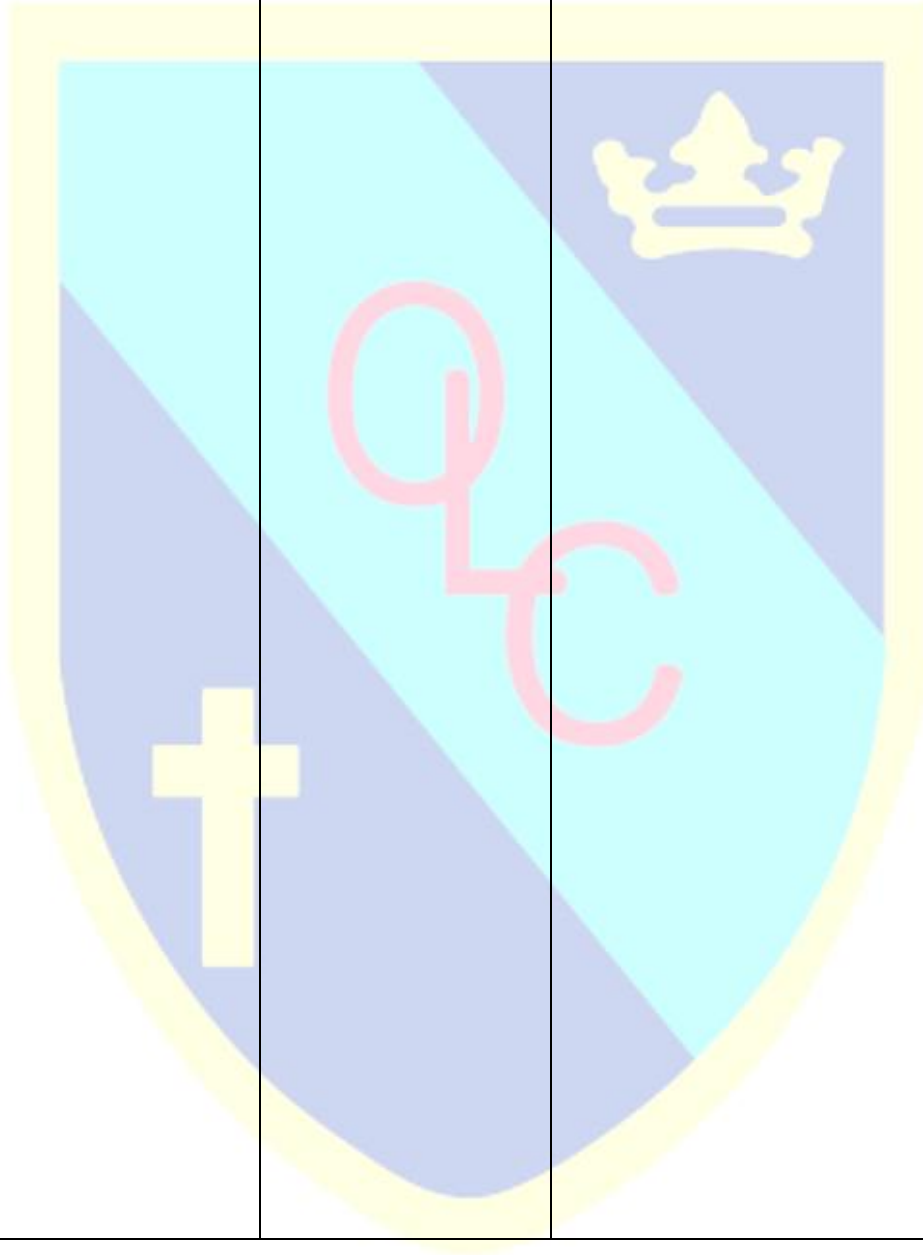
Children to write their own explanation of Curiosity's launch into space. Some children may benefit from images to support writing. (Adapted teaching- children can draw and label the events- using yesterday's 6 main events) Children to spend some time peer editing their writing, focusing on adverbial phrases and cohesive devices to ensure flow and sense.



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of their choosing.
From their research, ask children to narrow down on the name of their space exploration rover.
My rover will be named

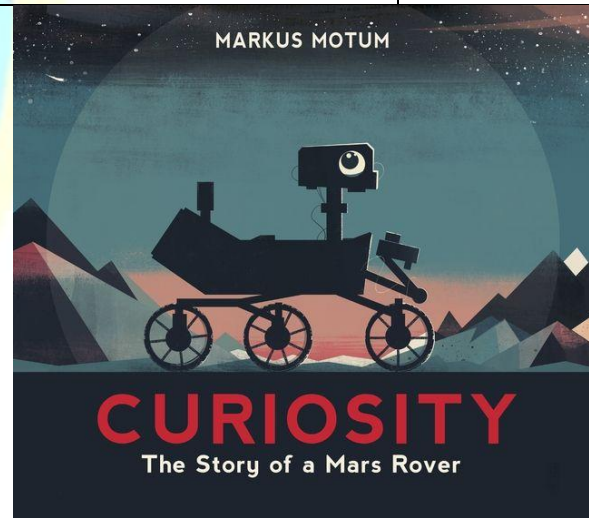
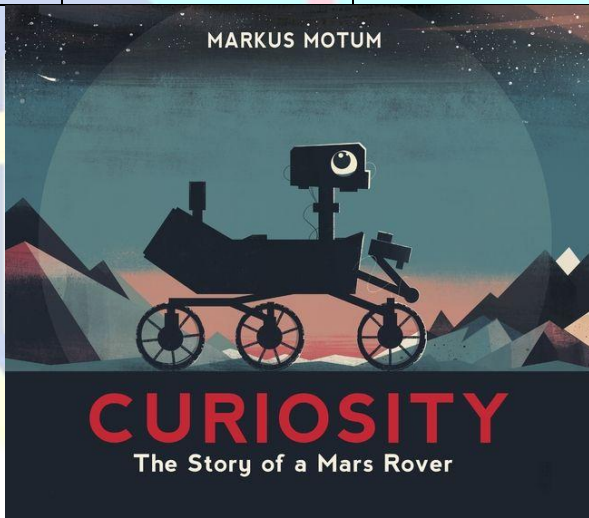
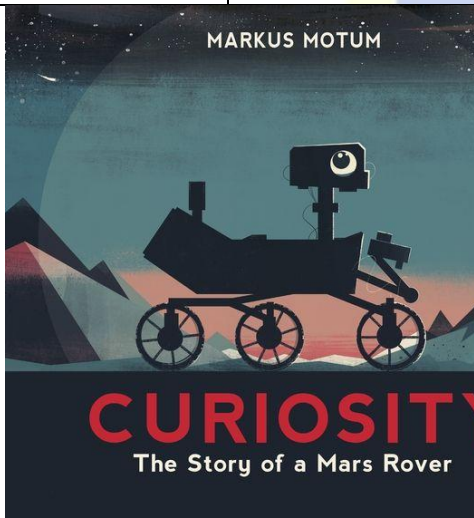
because...
Looking at the range of synonyms generated, sort words into those relating to exploration, journeying or human characteristics.
Which words represent human characteristics?
Why do you think these are chosen as



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names of
exploration
vehicles?

Reading



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SPAG



Lesson 1 – Simple, Compound & Complex Sentences

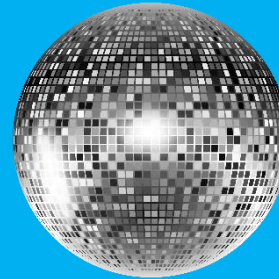
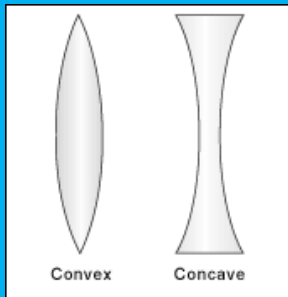
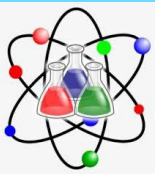
Simple, compound and complex sentences [grammarsaurus.co.uk]

Lesson 2 – Main & Subordinate Clauses

Main, subordinate and relative clauses [grammarsaurus.co.uk]



Science



LO: Explore the world of concave and convex mirrors and show off your understanding of the way light beams reflect.

Science Objectives

- Recognise that light appears to travel in straight lines
- 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
- 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

Working Scientifically

Planning different types of scientific enquiries to answer questions

Recording results using scientific diagrams and labels

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

You Will Need:

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	<p>Ray diagrams Lens diagrams</p> <p>Additional Resources :Metal spoons Concave, convex and plane mirrors Magnifying glasses</p>
<p>Geography</p> 	<p><u>Energy and sustainability</u></p> <p>Lesson 1: What is sustainability?</p> <ul style="list-style-type: none"> · Why is the environment under so much pressure today? · What are examples of sustainable and unsustainable practices? · What new technology is encouraging sustainability?
<p>Computing</p> 	<div data-bbox="315 946 1120 1139"> <p><i>Programming 2: BBC micro:bit</i></p> <p><small>This unit hub can be used to inform your medium term plan and to navigate to related resources.</small></p>  </div> <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.

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- 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](#)

LO: To know that God calls us to love others

- About ways in which we can participate in God's call for us to love others



PSHE



Unit 1: Religious Understanding

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

[Religious Understanding – Ten Ten Resources](#)

(Session Notes)

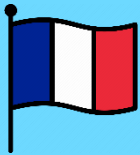
Session 1: God Is Calling You

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): 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



[Y3/4 \(A\): Lesson 3: Using shapes like the French artist, Matisse](#)

LO: To understand and recognise what are cognates and near cognates.

LO: To give and receive instructions that include shape, size and colour vocabulary.

- I can recognise written similarities between French and English nouns.
- I can explain what a cognate or near cognate is.
- I can ask for something politely and say thank you.
- I can use French shape, size and colour words to give instructions.
- I can create a Matisse-style composition using the shapes I have asked for.

Music



Lesson 1: What is musical theatre?

Learning about the concept and history of musical theatre and how it has changed over time.



To understand the history of musical theatre.

Musical theatre > Year 5 > Key stage 2 > Music >

Lesson 1: What is musical theatre?

[Lesson 1: What is musical theatre?](#)

Success criteria:

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

Watch

Teacher video: What is musical theatre?

Have ready

Presentation: History of musical theatre (see Main event).

Link: Matilda the Musical - trailer by the Royal Shakespeare Company on Videolink (1:25 minutes).*

Link: English National Opera - Major General's song - Pirates of Penzance on VideoLink (3:28 minutes).*

Link: The 5th Avenue Theatre - Luck be a lady - Guys and Dolls on VideoLink (3:17 minutes).*

Link: Universal Pictures - Mamma Mia - Abba songs - Dancing Queen and others on VideoLink (12:13 minutes).*

Link: Walt Disney Studios -Hamilton - Official trailer on VideoLink (1:00 minute).*

*** These are external websites and we do not have control over their content – please check before showing them to the children.**

Recap and

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Art



<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/every-picture-tells-a-story/upper-ks2-yr-5-art-clacton-pigeon-mural-banksy/#>

In this session, pupils will explore how artists use imagery to communicate messages by studying Banksy's Clacton pigeon mural. Begin by displaying the artwork and prompting pupils to share observations and feelings, encouraging descriptive language and initial interpretations. Explain that Banksy often uses symbolism to comment on social issues, then guide pupils to identify key elements in the mural—such as the pigeons holding exclusionary signs and the smaller bird—and discuss what these might represent, linking to themes of prejudice and belonging. In small groups, pupils will brainstorm possible meanings and record ideas on a mind map, considering how visual choices convey attitudes. Next, pupils will create their own symbolic artwork to express a positive message about inclusion or community, sketching ideas in their sketchbooks and thinking carefully about composition and symbolism. Conclude with a plenary where groups share interpretations and designs, reflecting on how art can challenge attitudes and spark conversation. Resources include an image of the mural, sketchbooks, pencils, and coloured media, with vocabulary prompts such as “symbolism,” “message,” and “interpretation.” Assessment will focus on participation in discussion and the ability to explain the message behind their design, with an extension task inviting pupils to research another Banksy piece or create a slogan to accompany their artwork. This lesson aims to develop critical thinking, visual literacy, and creative expression while reinforcing the idea that art is a powerful tool for communication and social commentary.



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!

Lesson 2



Warm-Up
Hi Baby!



Game
Dodgeball (Invasion)



Skill
Footwork



Review Method
Badge of Honour

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young, flourish, tough, double, country, thorough,
courage, touch, cousin, nourishment.

Homework Y6: SATs BOOTCAMP: <https://www.yearsix.co.uk/sbc/sbc-login.php>

Maths Homework pages:

Communicating with school

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