



Message from the teachers:

Dear children,

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:

17.11.25

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY



RE



Gospel to explore:
From the Gospel according to Luke 21:5-19

While some people were speaking about how the temple was adorned with costly stones and votive offerings, Jesus said, "All that you see here-- the days will come when there will not be left a stone upon another stone that will not be

LO: To Learn the meaning of contrition and penance.

Preparing for Reconciliation

Key Vocabulary

Contrition, penance, absolution, confession, forgiveness.

Activities

Starter: Discuss what "being sorry" really means. Is saying sorry enough?
Teach: Explain the Act of Contrition and its meaning.
Practical Task: Create a class "Sorry Book" where pupils write or draw things

Remembrance



Greater love has no one than this: to lay down one's life for one's friends.

LO: To understand that Jesus shows love and mercy to those who have sinned.

Jesus Welcomes and Forgives – The Woman Who Anointed His Feet
Key Vocabulary
Forgiveness, mercy, gratitude, love, sinner, anointing.

Activities

Scripture Focus

Read Luke 7:36–50 (The Woman Who Anointed Jesus' Feet).
Highlight words that show forgiveness and love.
Discussion Questions
Why was the woman so thankful?



Everyday God

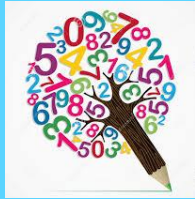
https://www.youtube.com/watch?v=erZuM8rJWso&list=RDerZuM8rJWso&start_radio=1

thrown down."
 Then they asked him,
 "Teacher, when will this
 happen?
 And what sign will there be
 when all these things are
 about to happen?"
 He answered,
 "See that you not be
 deceived,
 for many will come in my
 name, saying,
 'I am he,' and 'The time has
 come.'
 Do not follow them!
 When you hear of wars and
 insurrections,
 do not be terrified; for such
 things must happen first,
 but it will not immediately
 be the end."
 Then he said to them,
 "Nation will rise against
 nation, and kingdom
 against kingdom.
 There will be powerful
 earthquakes, famines, and
 plagues
 from place to place;
*and awesome sights
 and mighty signs will*

they want to say sorry for.
Role-Play: Practice the
 words of the Act of
 Contrition together.
Scripture
 Luke 19:1–10 (Zacchaeus) –
 link to change and making
 amends.
Collective Worship
 Penitential litany: "Lord,
 have mercy."
 Quiet reflection with
 examination of conscience.

How did Jesus respond to
 her?
 What does this story teach
 us about God's forgiveness?
Drama Activity
 Create a courtroom drama
 (as suggested in the
 planning) where the
 woman's actions are
 debated.
 Assign roles: Judge,
 Prosecution, Defence,
 Witnesses (Simon, Jesus,
 the Woman).
Creative Writing
 Write a short reflection: "If I
 were the woman, what
 would I say to Jesus?"
 Or create a diary entry from
 her perspective.
Scripture
 Luke 7:36–50.
Collective Worship
 Use the Act of Contrition.
 Create a class litany: "Lord,
 forgive us and help us to
 forgive others."

come from the sky.



Maths Y4

LO: 6 times-table and division facts

Unit 5: Multiplication and division (1)

Textbook pages 180-183

LO: Multiply and divide by 9

Unit 5: Multiplication and division (1)

Textbook pages 184-187

LO: 9 times-table and division facts

Unit 5: Multiplication and division (1)

Textbook pages 188-191

LO: The 3, 6 and 9 times-tables

Unit 5: Multiplication and division (1)

Textbook pages 192-195

LO: Multiply and divide by 7

Unit 5: Multiplication and division (1)

Textbook pages 196-199



English

LO: To plan a nonchronological report.

Starter (Whole Class):

- Recall question categories from Lesson 6.
- On large paper squares, model writing section headings (e.g. *Where Tea is Grown, People Who Grow Tea*).

Main (Independent):

- Children write their own section headings on sticky notes.

LO: To write a report using varied sentence types and prepositions.

Starter (Whole Class):

- Display model introduction: *Tea is drunk all over the world from England to China. There are many varieties of tea...*
- Discuss key features (facts, tone, general present tense).

Main (Independent):

- Children write their introduction

LO: To ensure factual statements are cohesively linked using conjunctions.

Starter (Whole Class):

- Review sample Fairtrade paragraph together. Identify conjunctions that show cause/effect (*because, but, while, however*).

Main (Independent):

- Continue writing remaining report sections (e.g. *People Who Grow Tea, Different Types of Tea*).

LO: To create fact boxes.

Starter (Whole Class):

- Show examples of “Did you know?” boxes in magazines.
- Discuss purpose — quick facts to hook reader.

Main (Independent):

- Write 2–3 “Did you know?” facts based on Lesson 10 research (e.g. *Did you know that tea was discovered by accident?*).

LO: To publish report writing.

Starter (Whole Class):

- Model editing on visualiser using a student’s sample paragraph (with permission).
- Demonstrate checking for pronoun reference, conjunctions, and repetition.

Main (Independent):

- Children edit their own reports using coloured pens.

- Arrange them in order for their report.
- Under each, jot down bullet notes about facts, grammar, and vocabulary they'll use.

Plenary:

- In pairs, explain your report plan to a partner.
- Add missing ideas suggested by partner feedback.

and begin first report section
Where Tea is Grown using notes from Lesson 7.

- Encourage inclusion of prepositional phrases for detail.

Plenary:

- Peer assess using success criteria checklist (facts, cohesion, prepositions).
- Share strong openings.

- Emphasise linking facts logically and avoiding repetition.

Plenary:

- Edit own paragraph using a checklist: conjunctions, pronouns, clear sequence.
- Read one improved paragraph aloud to celebrate progress.

- Write on tea-bag shaped tags or small cards to decorate final report.

Plenary:

- Read fact boxes aloud in pairs to check punctuation and clarity.
- Vote on most surprising or interesting fact.

- Peer feedback to ensure cohesive flow and clear structure.
- Finish publishing in leaflet or display format.

Plenary:

- "Tea Taster Celebration" — share finished reports with class or display for visitors.
- Reflect: What did we learn about writing non-fiction and about Fairtrade?



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS																																										
Aa	build accident accidentally busy by actually address offer again although answer any appear are arrive ask	difficult disappear do door	Cc	calendar caught centre certain child children Christmas circle class climb clothes cold come complete consider continue could father favourite February find floor forward	Ee	early earth eight enough even every everybody exercise experience experiment extreme eye	Gg	go gold grammar grass great group guard guide	Hh	half has he heard heart height here his history hold hour house	Ii	friend fruit full important improve increase interest is island kind notice no occasionally of often old library love long many material me medicine mention mind minute	Jj	money most move Mr Mrs my	Kk	kind knowledge	Ll	last learn length library love long many material me medicine mention mind minute	Mm	many material me medicine mention mind minute	Nn	natural naughty no notice no occasionally of often old library love long many material me medicine mention mind minute	Oo	occasion potatoes pressure pretty probably promise prove pull purpose push put quarter question	Pp	parents particular	Rr	recent regular reign remember said says school sentence separate she should so some special steak straight stringe strength sugar suppose sure surprise	Ss	said says school sentence separate she should so some special steak straight stringe strength sugar suppose sure surprise	Tt	there there	Vv	various	Ww	was water we weight were where who whole wild woman women would you your	Xx		Yy	you your	Zz	

Spelling/handwriting words for this week:

Put these words in context in sentences.

enough
encourage
young
double

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.

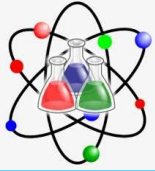
Geography

Science

Art

Computing

Music



Wider Curriculum

LO: To know how earthquakes and volcanic eruptions happen.

Key questions

- How do earthquakes happen?
- How do volcanoes erupt?
- Why don't we have earthquakes or volcanic eruptions in the UK?

Complete the quiz about last week's learning.

Find out what an earthquake is and what causes earthquakes.

Discover what causes volcanic eruptions.

Explain that the UK is not near the edge of a tectonic plate. This is why we don't

LO:

LO: To understand proportion by observing how it is used in artwork.

Warm – up: fill an empty page with big swirls and loops.

Play the *Pupil video: Proportion*.

Recap that **proportion** is how a part of the artwork compares to the whole. Display the *Presentation: Proportion in art*.

Look at the four pieces of art and discuss how the artist has used proportion to make the artwork look **balanced** and **realistic** or **unbalanced** and **exaggerated**.

Record their ideas in their sketchbooks.

LO: To know how to create an email with an attachment.

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/year-3-emailing-unit/microsoft-emailing-unit/lesson-3-adding-attachments/>

Inform the children that they will add attachments to the paper emails started in the last lesson. Explain that an attachment is something extra that can be sent along with an email, such as a picture, a document or some information.

Show a real paperclip and explain that the paperclip icon is used on computers to attach files. Demonstrate by clipping a small sheet of paper to a template email. Explain that they will use real paperclips to add their own attachments to their

LO: To be able to scat sing using the call and response format.

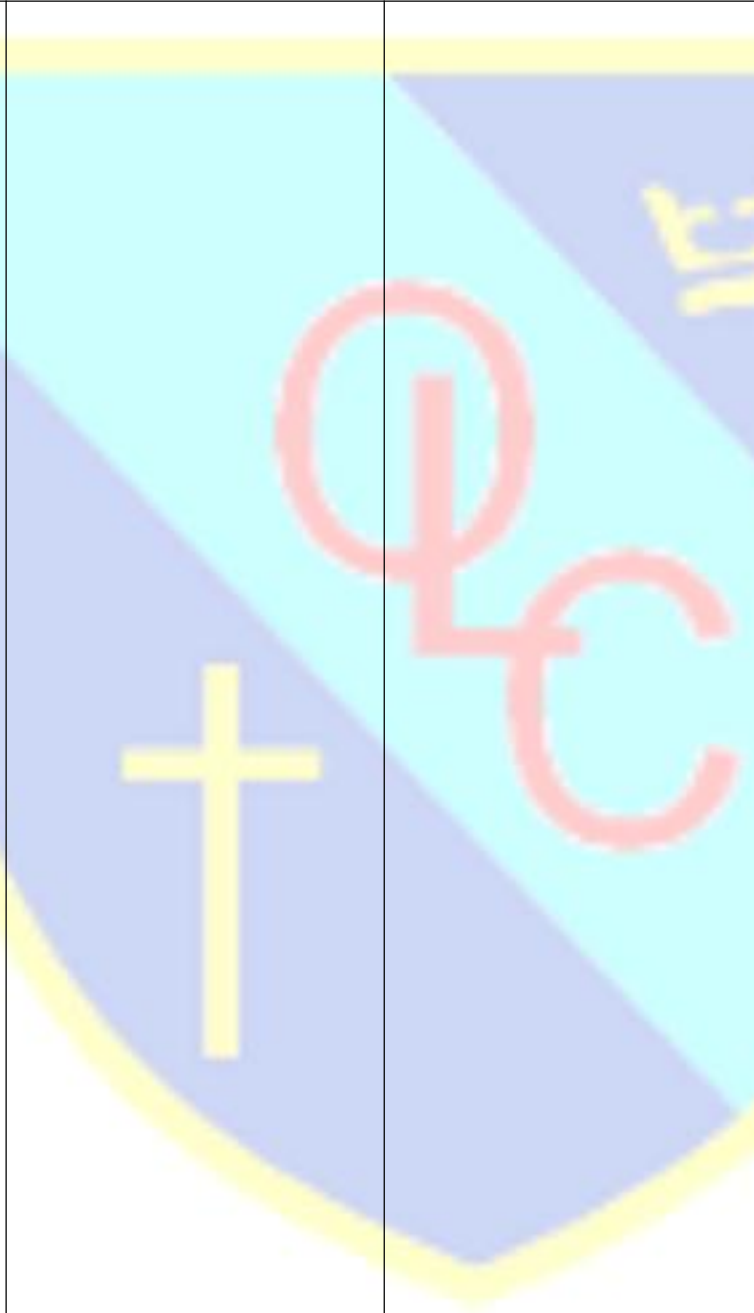
What do the children remember about Jazz from last week? Play the following audio files (just a few seconds of each) and after each one, ask the children to try and recreate the sound using just their voices.

Discuss how the children created sounds in the sounds and ask them what sort of words or sounds they used, e.g., bop, be, doop, bum, de, dum.

Explain that scat singing is a type of jazz vocal music which started in 1926, where musicians use made-up words and sounds to mimic the sounds of an instrument. Play the video using the link: How high the moon on VideoLink from 1:30.

Share with the children that at 1:35, the singer

experience large earthquakes and why there are no volcanoes in the UK.
Discover why it would be good to know when an earthquake was going to take place.



paper emails.

Hand out the children's completed *Activity: Email template* from the last lesson. Give each child a paperclip and an extra small sheet of paper to act as their attachment. Explain that they can draw a picture, write a fact or add extra information. Instruct them to clip the attachment to their email and put it in the sent tray.

Move the emails into the inbox tray and read a few emails aloud, showing the attachments so the pupils see what it is like to receive an email with extra information.

Explain that on a computer, there are also other icons alongside the paperclip. Show the children the icons and ask what they think each one might do before explaining:

Ella Fitzgerald begins to scat. Ask the children if they can identify any of the sounds used and add these to the bank on the whiteboard or flipchart (examples include: bop, be, de and dum).

Play a call-and-response game using the following audio clips. After each is played, allow the students to create a sung 'response' using the sounds and made-up words they heard.

Working in pairs, ask the children to create their own scat singing call and response. Perform these to the class.



Paperclip: attach a file or image to the email.
Link: insert a hyperlink to a website or resource.
Paper with pencil: save the email as a draft to continue later.
Grid of squares: access other Microsoft applications (e.g. Word, Teams, OneDrive).
Microphone: record and insert an audio message.
Red exclamation mark: flag the email as high priority.
Arrow pointing down: download the file or content.
Printer: print the email directly.
Three dots: shows more tools, like formatting, inserting items or extra email actions.
 Explain that attachments are useful for sharing but must be chosen carefully. Remind the class that emails should be written clearly and politely and attachments should always be appropriate.

MFL
Lesson 2: Sizes and Shapes in French

PSHE
 LO: Thankfulness builds resilience against feelings



Learning Objective:

To describe shapes by their size and colour.

Vocabulary:

grand – big

petit – small

énorme – enormous

minuscule – tiny

un cercle – a circle

un carré – a square

un triangle – a triangle

un rectangle – a

rectangle

Activities:

Introduce shapes using visual aids and French terms.

Pupils draw shapes and label them with size and colour adjectives.

Matching activity: pupils match French descriptions to correct shapes.

Use mini-whiteboards to draw “un petit triangle bleu” etc.

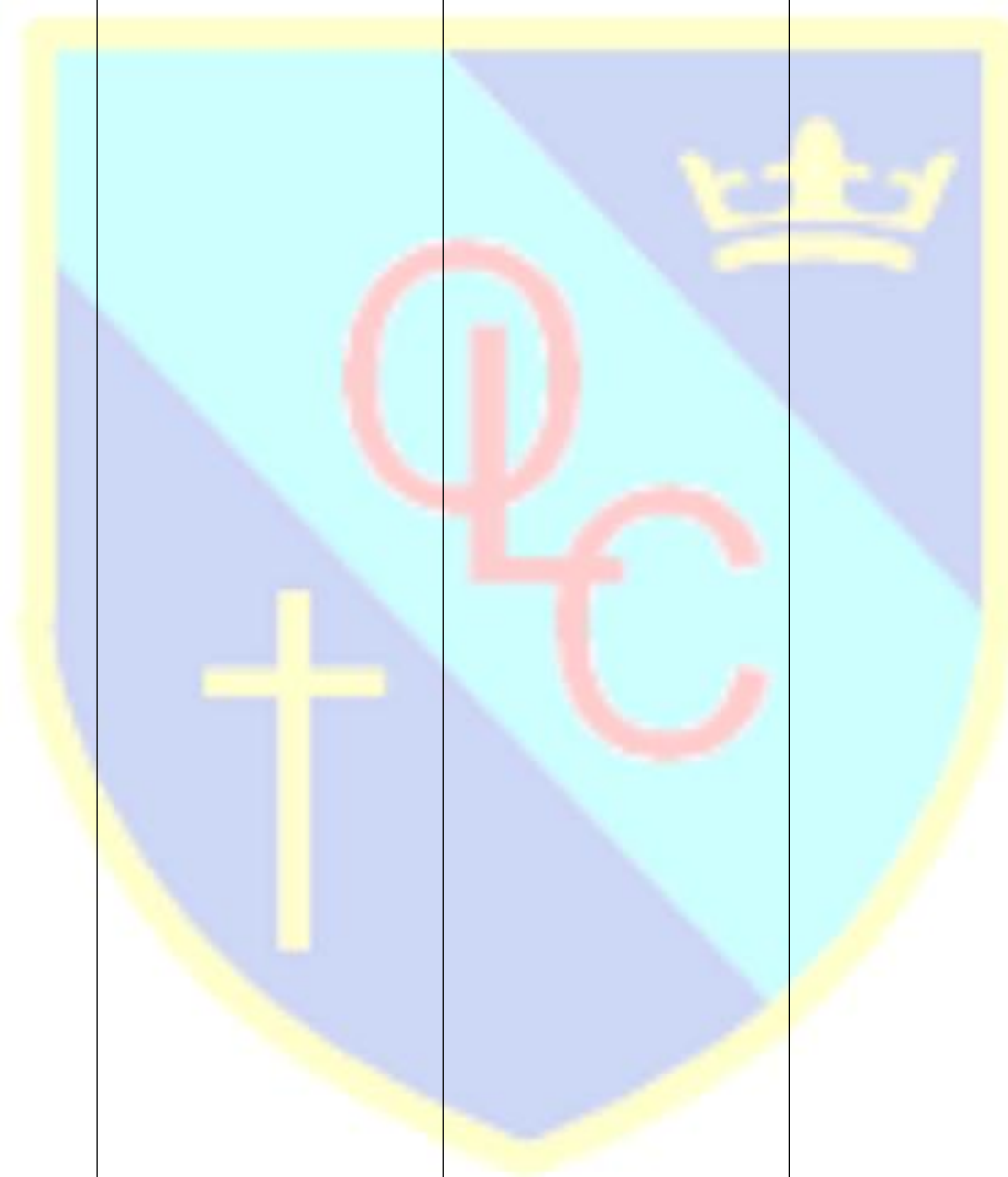
of envy, inadequacy, and insecurity, and against pressure from peers and the media.

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-3/lks2_1-3_emotional-well-being/s-3/i-am-thankful/

Introduce children to the first four terms in Appendix 1 (OK, Unacceptable, Unhealthy and Risky) and facilitate an activity where children categorise behaviours according to these descriptions.

No Slide
8 mins

With the help of volunteers, use the first page from Appendix 2 to perform short scenarios for discussion. Use these discussions to highlight that feelings are not always good guides for



actions.

No Slide
15 mins

Introduce the next term from Appendix 1: Resilience. Reframe feelings as information which help us to understand what we are experiencing, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness.

Complete the rest of Appendix 2, where each of the scenarios from before are revisited – but this time, when the main character feels like responding a certain way, the class should discuss how they can practise resilience.

Slides 1 – 2
9 mins

Introduce the final term from Appendix 1:

					<p>Thankfulness – which we can use every day to build resilience. Invite children to complete the Appendix 3 independent activity about choosing thankfulness, then finish with a final prayer.</p>
 <p>Daily PE Activity</p>	 <p>UNIT</p> <p>2</p>  <p>Dynamic Balance to Agility Jumping and Landing</p>  <p>Static Balance Seated Balance</p> <p>Social</p> <p>Lesson 3: In this unit, the children will develop and apply their</p>	<p>Fitness Focus - Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards</p>	<p>Step Challenge - Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.</p> <p>But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in at least 4000 steps (2 miles) at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!</p>	<p>Star Jump challenge - How many star jumps can you and your friends do at break time in 2 minutes?</p> <p>Lets see who can do the most!</p>	 <p>Galaxy hop like SOX</p> <p>Disney Pixar LIGHTYEAR</p> <p>In space, each jump takes you further – especially when you're a springy robot cat! Hop and spring like there's no gravity on this planet!</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Everybody stands in a line at the start. 2. The person at the front of the line runs a short distance, stops, crouches down and looks at their feet. 3. How the next person in the line should run and leapfrog over the first person, just like this leaping second the opposite. They stay on a line further and reach down too. 4. How the third person in the line runs and leapfrogs over the first person, then the second person. (Keep going until everyone in the line has leapfrogged and is crouching.) 5. How the person who started should stand and keep over everyone, one of a line. How long can you keep it?

OLC WEEKLY LEARNING PLAN

jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

when the activity is complete, and then picks another activity card. The game is finished when a group yells out "Active". Background music is great at building on the students' energy.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping Jacks	"I Don't Know" Stretch	Squats	Jog on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Lag Lifts
Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches

Homework:

Communicating with school

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