

## OLC WEEKLY LEARNING PLAN

### Message from the teachers:

Thank you for settling back into school life so brilliantly. We have really enjoyed the first few days back at school and hope you have too.

We're going back to school; we might feel sad to say goodbye,  
But friends are just like sunshine – they will help the tears to dry.  
We're going back to school; we might feel nervous at the door,  
But joy will soon take over when we see our class once more.  
We're going back to school; we might forget a rule or two,  
But soon we will remember as we gently talk them through.  
We're going back to school; we might do things a different way,  
But new will turn to normal as we practise day by day.  
We're going back to school; we might not say that we are scared,  
But don't forget: a problem gets much smaller once it's shared.  
We're going back to school; we might have grown-ups who are new,  
But we will get to know them and they'll get to know us, too.  
We're going back to school; we might be facing things unknown,  
But doing them together means we'll never be alone.  
We're going back to school, where we will laugh and learn and play,  
Then head back home for cuddles once we've had lovely day

**WELCOME  
BACK!**



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

**Mrs Redfern and Miss Dowling**

**Year:**

**5**

**Date:**

**09.09.24**

**MONDAY**

**TUESDAY**

**WEDNESDAY**

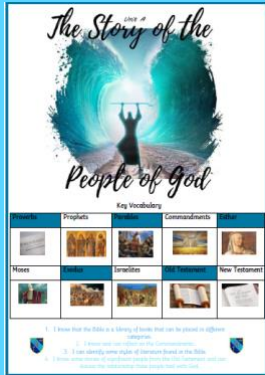
**THURSDAY**

**FRIDAY**



RE

Unit A: Creation



**Vocabulary:**  
Proverb, prophet, prayer, parable, commandment, Moses, Esther, Exodus, Israelite, Old Testament, New Testament.

**Gospel Values & Virtues:**  
LO: To know and understand the of being both **Curious** and **Active**



**Prayer Table & Book insert...**

Share this poster with the children. Note that it has been displayed by/on the RE board.

**Allow time** to discuss both being curious and active.

**Ongoing...**  
Use these qualities in their daily prayers and in their daily lessons

**Note:** A lesson will be based on these qualities in the coming weeks.

**Lesson 1:**

LO: R3 -To understand that the Bible is a library of books

- R3 To hear and explore the Bible
- R3 Of how to find their way around the Bible.

**Big Question:**

AE1 + 2 – **Why are there different types of writings in the Bible?**

AE1+2 – **What are the aims of the writings?**

- Pupils will know that the Bible is a library of books that can be divided up into different sections.
- They will be able to name and categorise books into different sections.

**Lesson Activities...**

**Think** about stories that they know about their family and the ancestors that went before them.

**Lesson 2:**

LO: R3- To identify key writings found in the Bible

**Big Question:**

**What links are there between the Tanakh (Hebrew Bible of 24 books) and the Old Testament?**

ER1 - What are the themes found in the Old Testament?

*Know that the Bible is filled with different types of literature. Understand some reasons why different styles of writing have been used.*

*Be able to identify different styles of writing by studying the scriptures.*

**Lesson 3:**

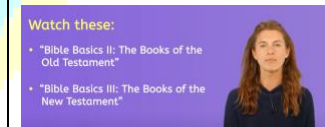
LO: R3 - To understand the importance of the Old Testament

**Big Question:**

AE2 – **Why is the Old Testament important? Use evidence in their answer**

AE1 - **In Mass why are both the Old Testament and the New Testament read?**

**Watch the information videos blow. Stop and discuss.**



Bible Basics 2

<https://www.youtube.com/watch?v=StNSFpFNC0c>

**Prayer and Liturgy – Year of Prayer /Catholic Social Teaching Focus-Creation & Dignity**

**The Our Father**



Linked to OLC's 50<sup>th</sup> Anniversary, can we share this prayer, celebrating the wide variety of languages that we speak in our homes?

Let us say this prayer with understanding? Revisit the meaning of this prayer, the prayer that Jesus taught us...

OLAAS Children's Charter (verbal):  
All Saints are servants of Christ- liturgy/meditation

## OLC WEEKLY LEARNING PLAN

	<p><i>Have you seen the TV show 'Who do you think you are? Celebrities research their family trees to find out about their Grandparents, Great-grandparents etc. to discover about the history of their families. Has anyone researched their own family trees?</i></p> <p><b>Explain</b> to the children that the Bible contains the story of the Jewish people in the Old Testament and is the foundation of the story of the Christian people in the New Testament.</p> <p><b>Revise/Embed</b> previous learning from Year Four about the Bible being a library of books rather than one book.</p> <p><b>Explain</b> that the Bible can be broken up into different sections.</p> <p>Work in small table groups to find the names of the books of the Pentateuch, books of the Prophets, The books of Wisdom literature, the books of the Gospels, the Letters of the New Testament writers.</p> <p><b>Report back</b> findings to the rest of the class...</p> <p><b>Watch and discuss</b>  <a href="https://www.youtube.com/watch?v=_vZmgRpIRM8">https://www.youtube.com/watch?v=_vZmgRpIRM8</a></p> <p><b>Discover</b> how many books there are in the Bible.          Create a poster indicating the different books.</p>	<p>Use the following quotations and ask the children to work in small groups to find out what style of writing is being used and what message is found in the writing:</p> <p><i>Philemon 4: 1-4 a letter, Micah 6: 8 a prophecy, Proverbs 24: 1-2 a proverb, Psalm 15 (16) a psalm, Lk. 15: 1-7 a parable, Lk. 12: 22-30 a teaching.</i></p> <p><b>Ask</b> the children to consider which types of writing they like and which one would they use to explain an important message about God our Father or about being a follower of Christ today?</p> <p><b>Activity- to write their message in the style of writing they have chosen.</b></p> <p><b>Remember</b> that the books in the Bible were written at different times and that the stories of the different characters spread over hundreds of years.</p> <p>Remember that in this unit we will be exploring the development of the story of the People of God in the Old Testament.</p>	<p>and Bible Basics 3  <a href="https://www.youtube.com/watch?v=q5BV68-Jamc">https://www.youtube.com/watch?v=q5BV68-Jamc</a></p> <p><b>Debate</b> the big questions.</p> <p><b>Share their findings.</b></p> <p><b>Answer</b> the Big question in their books.</p> <p>Review what they have discovered this week about the Bible.</p> <p>Why is it important to be both <i>curious and active</i> in our Bible study lessons?</p> <p><b>Going Forward:</b></p> <p>Next time we will look at the names of Old Testament characters they can remember (from previous learning).</p> <p><b>You will need Bibles to complete this work.</b></p> <p>The children should remember Abraham, Isaac, Jacob, Joseph, Moses and King David.</p>
--	--	---	--

OLC WEEKLY LEARNING PLAN



**Note** how the Bible contains different styles of writing.

Can they **recall** any of the styles of writing that might be found in the Bible?

(e.g. prophecy, story, prayer, poetry, proverb, psalm, parable, letter)

**POG: Focus**

To know that the Bible is a library of books that can be placed into different categories. They will be able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.

To know that the Bible is a library of books that can be placed into different categories. They will identify a few styles of literature from the Bible and will be able to recall parts of some Old Testament stories.

**Extend Knowledge:** To have a greater knowledge of the structure of the Bible. Be able to identify and use different styles of literature found in the Bible. In recalling significant Old Testament stories they will understand that God called the people of Israel into a relationship with him and that they in their turn were asked to respond to his invitation. They will understand and be able to explain why the Commandments are important for life.

What can they recall about their lives and some of the things that they did?

**LO: Roman Numerals**



**LO: Numbers to 10,000**

**LO: Numbers to 100,000**

**LO: Numbers to 1,000,000**

**LO: Read and write 5- and 6-digit numbers**

OLC WEEKLY LEARNING PLAN

 <p><b>Maths</b> Unit – Place Value within 1,000,000</p>	<p>Workbook pages 6-8</p>	<p>Workbook pages 9-10</p>	<p>Workbook pages 12-14</p>	<p>Workbook pages 15-17</p>	<p>Workbook pages 18-20</p>
 <p><b>English</b></p>	<p>LO: (1) To write noun phrases</p> <p>I can use phonic knowledge to write words in ways which match their spoken sounds</p> <p>I can identify and use nouns in speech and writing</p>	<p>LO: (2) To make predictions about a text</p> <p>To use modal verbs</p> <p>To use the subjunctive mood</p> <p>I can make statements to say what I think might happen</p> <p>I can use modal verbs</p> <p>I can write using the subjunctive mood for formality</p>	<p>LO: 3) To talk about events in a story using tenses appropriately</p> <p>I can talk about the events in this story using the appropriate tenses</p>	<p>LO: 4) to write coherently to use language for effect</p> <p>I can say or write simple sentences and read them to my friends</p> <p>I can use a range of Sentence types</p> <p>I can write with awareness of audience, choosing language for effect</p>	<p>5) To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p> <p>To use punctuation for clarity</p> <p>I can role-play</p> <p>I can use a range of punctuation accurately</p>
<p><b>UKS2:</b> Look at orally rehearsing multi-clausal structures by including preposition phrases, statements and relative clauses:</p> <p><i>Hanging between the branches are strings of paper lanterns.</i></p> <p><b>UKS2:</b></p> <p>Post it notes...</p> <p>Model writing down some statements from the oral rehearsal that</p>	<p>Open <i>Journey</i> on the front page and let a letter fall out from between the pages. Tell the children that you think some of the letter is missing as the paper appears to have been ripped. The letter reads:</p> <p><i>Dear Reader,</i> <i>This is a story of long ago, when I was just a girl. One summer, as the days stretched out endlessly, I made a discovery which was to change my life for ...</i></p> <p><b>Talk to the hand:</b></p>	<p><b>KS2:</b> <b>Activating Adverbials:</b></p> <p>Read the following oral dictation to the children (you may need to do this more than once):</p> <p><i>On that balmy summer evening, as I tiptoed through the red door, I found myself surrounded by trees. Above me, hung bobbing lanterns and all around me twinkled lights. Immediately, I realised that this was no ordinary forest. With a</i></p>	<p><b>KS2:</b></p> <p>Let the children use the sequence of pictures as well as noun phrases they have created to write a travel review. Orally rehearse ideas as if the children were guides (perhaps even a gondolier!) making statements about the things that can be seen, e.g. Look up and you will see...</p> <p><i>On and on, up and up, let the water carry you until you reach what seems to be the top of the palace. You will be greeted by the city guards with enthusiastic waves. Feel</i></p>	<p><b>Continue KS2:</b> Ideas for modelling:</p> <p><i>“Stop! The aqueduct isn’t yet finished!” came the desperate call from the city’s guards.</i></p> <p>And then the gondolier on the higher section of water shrieked in horror at what was about to happen.</p> <p><i>“Miss! MISS!” he bellowed.</i></p> <p><i>“You must stop!” Spinning around a little too quickly, the gondola wobbled</i></p>	

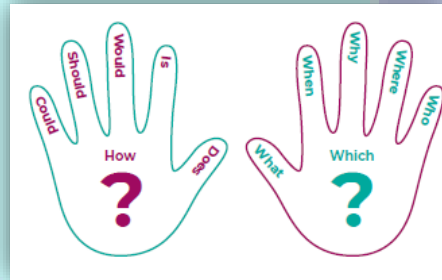
OLC WEEKLY LEARNING PLAN

include the preposition phrases before using the relative pronoun

'that' to add relative clauses:

*Hanging between the branches are strings of paper lanterns that softly light the clearing.*

With older children, explore the themes that they predict will be within the text.



Model writing some questions.  
*What do the children think might have been in the rest of the letter?*  
*Who might have left the letter here?*  
 Now generate and orally rehearse some statements about the letter and the book as facts

**UKS2:**  
 Using modal verbs and the subjunctive mood e.g.  
*If I were to make a prediction, I would say that ...*  
**Adaptation...**

Using conjunctions, prepositions and adverbs to express time, place and cause e.g.  
*As the letter ends with ..., it could be that ...*  
 Children to check their writing for spelling of any common exception words e.g. *would* and *could* and use of commas where needed.

Share the text up to the page where the main character enters the forest through the red door she has drawn. Stop

*fluttering heart, I continued on towards a stream...*

**UKS2:**  
 Working in mixed attainment pairs, ask the children to focus on the adverbs/adverbial phrases and each time they hear one, write it down on a large sheet of sugar paper. Then, without actually seeing the passage, ask the children to try and reconstruct it.

Now look at and discuss the next page where the girl draws the boat.

**Adaptations:**  
 Provide pairs of children with phrases to listen out for. These could be held up as each one is heard.

Children in KS2 to read their writing aloud to a partner and check for coherence/ cohesion.

*the sunlight reflect off the shimmering, golden domes and allow it to bathe your face with joyous warmth and a kaleidoscope of rays.*

**UKS2** children to focus on literary language.


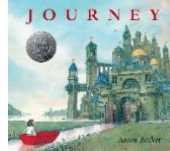
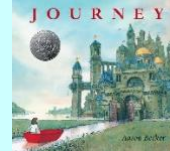
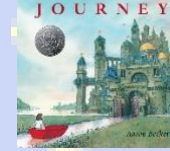
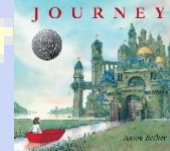
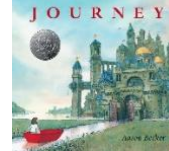





Adaptations: To focus on prepositions.

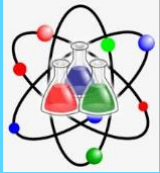
violently.  
*"Watch out, you ridiculous man!" snapped the haughty looking passenger from under her parasol. "My dress is fashioned from the finest silk and I will not have it spattered with this filthy water!"*

Continue to read on to find out what happens next. ]  
 Stop at the page where the girl has been captured and the guards have thrown her crayon away.

Predict what will happen next...

OLC WEEKLY LEARNING PLAN

 <p><b>Reading</b></p>	<p><u>The Journey</u></p> 	<p>on the forest page.</p> <p><u>The Journey</u></p> 	<p><u>The Journey</u></p> 	<p><u>The Journey</u></p> 	<p><u>The Journey</u></p> 
 <p><b>SPAG</b></p>	<p><b>Spelling Punctuation And Grammar</b></p>	<p><b>Creating a Punctuation poster to use throughout the year.</b></p> 	<p><b>Creating a Punctuation poster to use throughout the year.</b></p> 	<p><b>Creating a Punctuation poster to use throughout the year.</b></p> 	<p><b>Spelling Punctuation And Grammar</b></p>
 <p><b>Spelling &amp; Handwriting</b></p>	<ol style="list-style-type: none"> <li>1. Accommodate</li> <li>2. Accompany</li> <li>3. According</li> <li>4. Aggressive</li> <li>5. Amateur</li> <li>6. Ancient</li> <li>7. Apparent</li> <li>8. Appreciate</li> <li>9. Attached</li> <li>10. Available</li> </ol>	<ol style="list-style-type: none"> <li>1. Accommodate</li> <li>2. Accompany</li> <li>3. According</li> <li>4. Aggressive</li> <li>5. Amateur</li> <li>6. Ancient</li> <li>7. Apparent</li> <li>8. Appreciate</li> <li>9. Attached</li> <li>10. Available</li> </ol>	<ol style="list-style-type: none"> <li>1. Accommodate</li> <li>2. Accompany</li> <li>3. According</li> <li>4. Aggressive</li> <li>5. Amateur</li> <li>6. Ancient</li> <li>7. Apparent</li> <li>8. Appreciate</li> <li>9. Attached</li> <li>10. Available</li> </ol>	<ol style="list-style-type: none"> <li>1. Accommodate</li> <li>2. Accompany</li> <li>3. According</li> <li>4. Aggressive</li> <li>5. Amateur</li> <li>6. Ancient</li> <li>7. Apparent</li> <li>8. Appreciate</li> <li>9. Attached</li> <li>10. Available</li> </ol>	<ol style="list-style-type: none"> <li>1. Accommodate</li> <li>2. Accompany</li> <li>3. According</li> <li>4. Aggressive</li> <li>5. Amateur</li> <li>6. Ancient</li> <li>7. Apparent</li> <li>8. Appreciate</li> <li>9. Attached</li> <li>10. Available</li> </ol>



**Wider Curriculum**

**Humanities**

**History: Benin Kingdom:**

Lesson 1: How did the Benin Kingdom begin?

Where was the Benin Kingdom?

How did the dynasty of the Obas begin?

Who was Ewuare the Great?

Why were the 1400s considered the Golden Age of the Benin Kingdom?

**Science**

Unit: Special effects materials

Lesson 1: Mud, glorious mud



The BFI needs a new team of special effects technicians for a series of upcoming movies! Throughout this block you will need to carry out various investigations into the ways certain materials behave when mixed with other materials.

To introduce this topic, start by working through the PowerPoint to learn the different definitions for different types of mixtures and what we mean by methods of separation. Now use what you have learned to complete the Muddy Mixtures Investigation. During the investigation, you will investigate a range of 'ingredients' to make different forms of mud. Discuss how you could get the original components back again.

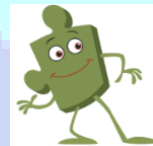
**Key vocabulary:**

**PSHE**

**Lesson 1: Jigsaw Piece 1 (My Year Ahead)**

I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.

I know what I value most about my school and can identify my hopes for this school year.



**Art**

*Unit: Make my voice heard*

Lesson 1: Experimental mark making

Exploring the patterns, colours and symbols of Maya art and recording findings through experimental and expressive mark making using handmade tools and new surfaces.



**Computing**

Sort out computer log ins and computer partners.

Taking turns, have a go at copying the text and see how far you can get in 2 minutes (Teacher to time). Then swap over and let your partner have a go.

Once you have refreshed your skills on the computers, you need to create a moving animation all about creation on PowerPoint! You can use translations and animations, images, word art...



Solute, solution, solvent, soluble, solubility, insoluble

[BBC Two - Science Clips, Reversible and Irreversible Change, Soluble and insoluble materials](#)

**Music** Music >Upper key stage 2 > South and West Africa > Lesson 1:

## South and West Africa



### Lesson 1 : Shosholoza' a cappella

**LO:** To sing a traditional African song unaccompanied

- I can hold the tune of my part within a group performance
- I can sing unaccompanied

I can use expression within my singing

### Watch

- **Teacher video: Singing UKS2**

### Have ready

- **Link: on VideoLink (2.02 minutes)**

**MFL Cycle B (5/6)**  
**Transport**  
**les transports**



Using language detective skills to spot cognates; learning transport-related vocabulary and constructing sentences using parts of the verb 'aller' with prepositions.

**Lesson 1:**  
**LO:** To learn and apply strategies for working out the meaning of new language.

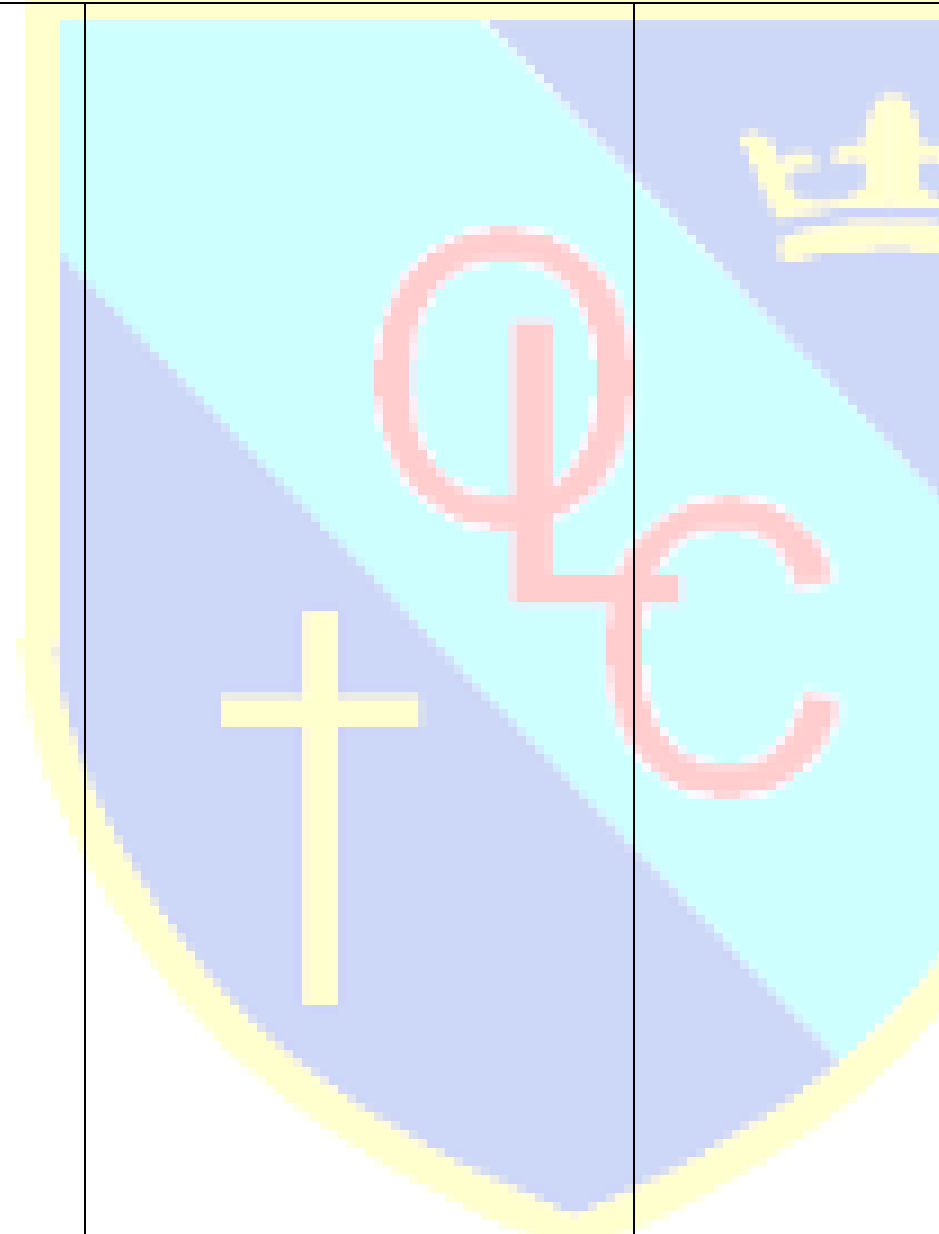
### Vocabulary

- un autobus
- un avion
- un ballon/une montgolfière
- un bateau
- un camion
- un car
- un ferry
- un hélicoptère

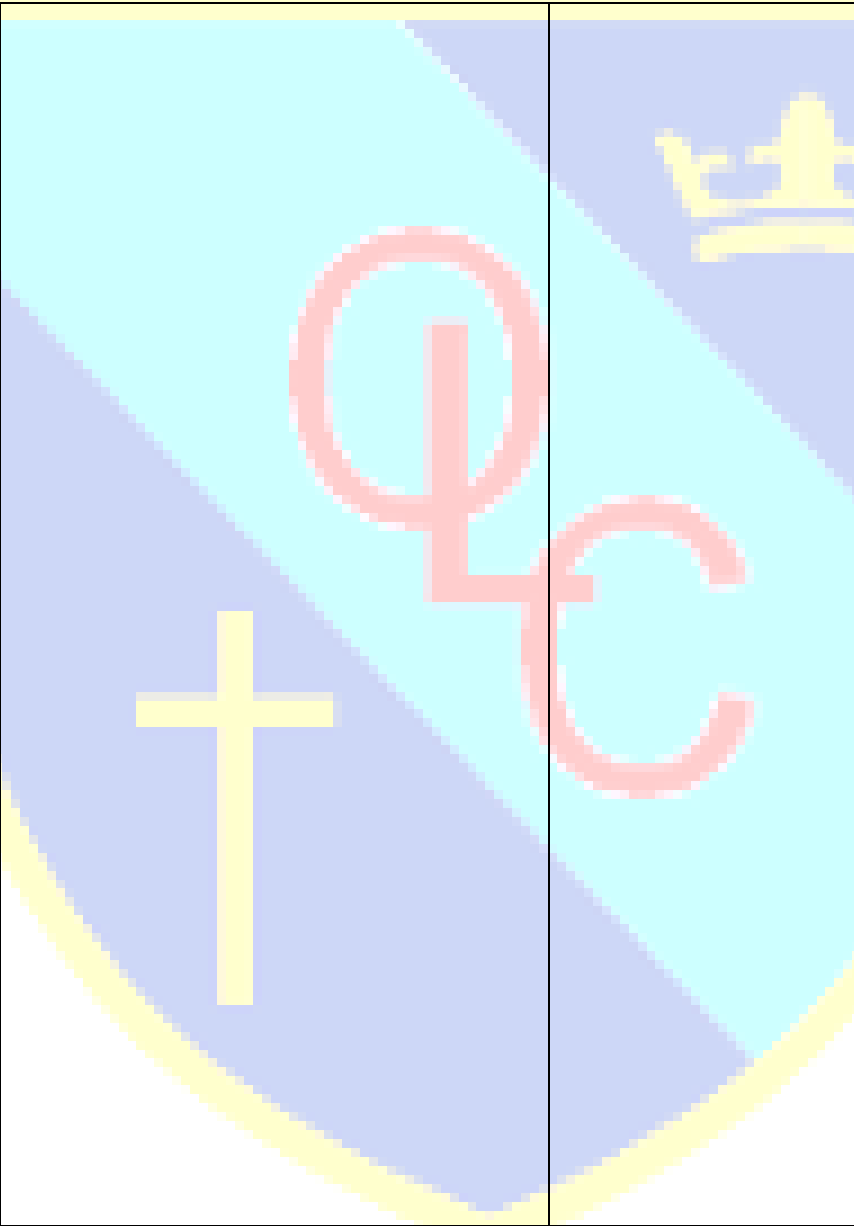
### Attention Grabber

The theme of this topic is **les transports** (transport) but do not reveal this to the children yet. **Let them discover it for themselves by using their language detective skills in the first activity.**

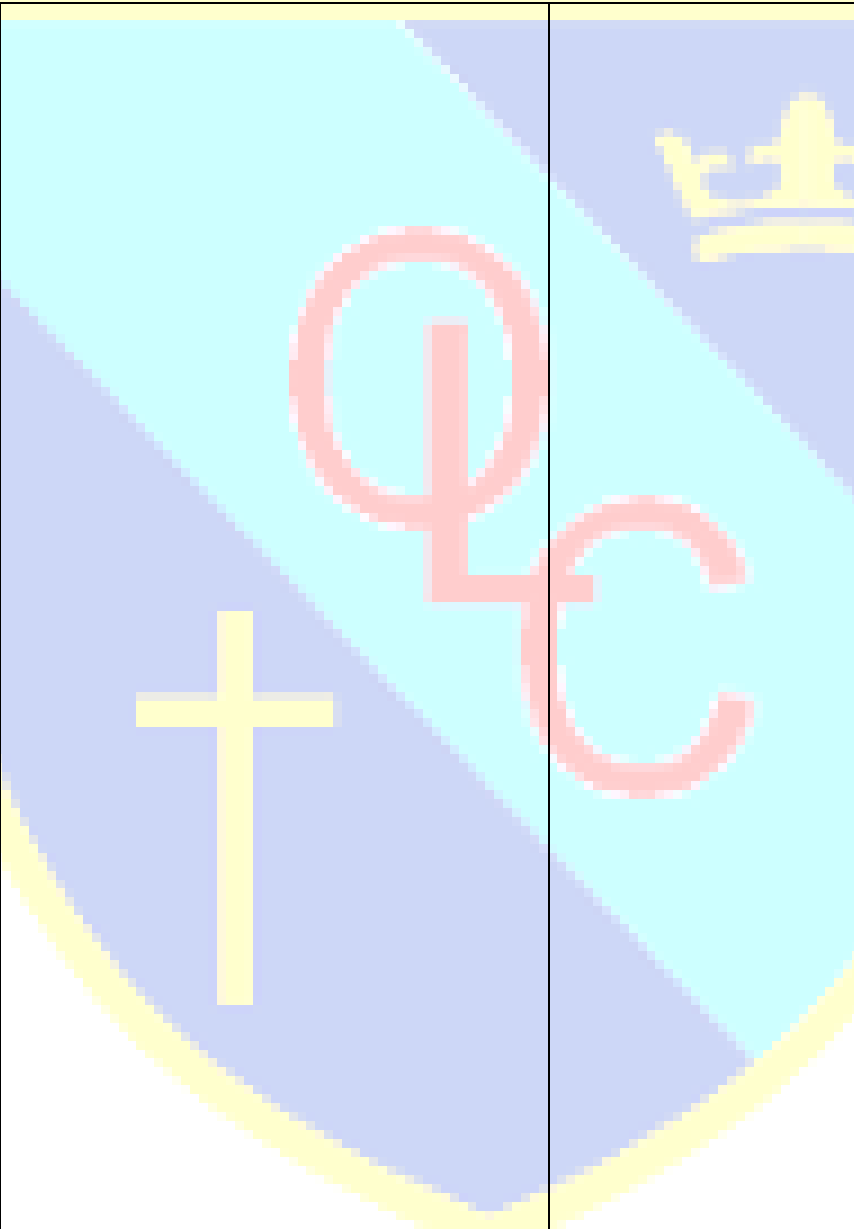
**Hand out the Activity: Transport photos (one each or one between two)** and a sheet of paper. Allow the children time to note down (in

		<ul style="list-style-type: none"> <li>• <b>Link: on VideoLink (1.25 minutes)</b></li> <li>• <b>Link: on VideoLink (2.39 minutes)</b></li> <li>• <b>Link: on VideoLink (2.00 minutes)</b></li> </ul> <p><b>Presentation: ‘Shosholoza’ a cappella</b></p> <p><b>Resource: French transport language detectives (pre-cut, support - see Adaptive teaching).</b></p> <p><b>Activity: Transport photos (one each).</b></p> <p><b>Activity: Sound count sheet (one each and extra copies for support - see Adaptive teaching).</b></p> <p><b>Attention Grabber:</b></p> <p>Play the children the link: on VideoLink from 0.16 minutes. Ask the children what <u>more unusual</u> things they notice, for example:</p> <ul style="list-style-type: none"> <li>• The lyrics are sung in a foreign language.</li> <li>• Unusual voice effects from the choir.</li> <li>• Unfamiliar instruments.</li> <li>• Click clock sounds.</li> </ul> <p>Ask the children where in the world they think this song might be from. If they have not guessed, explain that – tell them it is from South Africa. Explain to the children about the Xhosa language and about the song:</p>	<p>English) on the sheet of paper the types of transport they see in the images. Do they know any of the words for these in French.</p> <p>Ask pupils to predict what the theme of the unit is.</p> <p><b>Main Event- Practical activity...</b></p> <p><b>Using a bilingual dictionary</b></p> <p>Some of the children may remember how to use a bilingual dictionary. If so, allow a volunteer to guide you as you demonstrate how to find the French translation for one of the transport types shown on the activity sheet using the link: Collins bilingual French dictionary on the interactive whiteboard. Ask prompt questions such as:</p> <p>Which section of the dictionary should I go to? (English – French) If I am looking up a car, do I look under ‘a’ or ‘c’? (c) What does the abbreviation fem mean? (Feminine) Remind the children that in the French language, unlike English, nouns have a gender – either masculine or feminine. Ask the children:</p> <p><b>How can you tell whether nouns are masculine or feminine in French? (le is the masculine article, la is the feminine article.)</b> <b>Write these articles on a flipchart or whiteboard.</b> <b>Change le to un.</b></p>
--	---	--	--

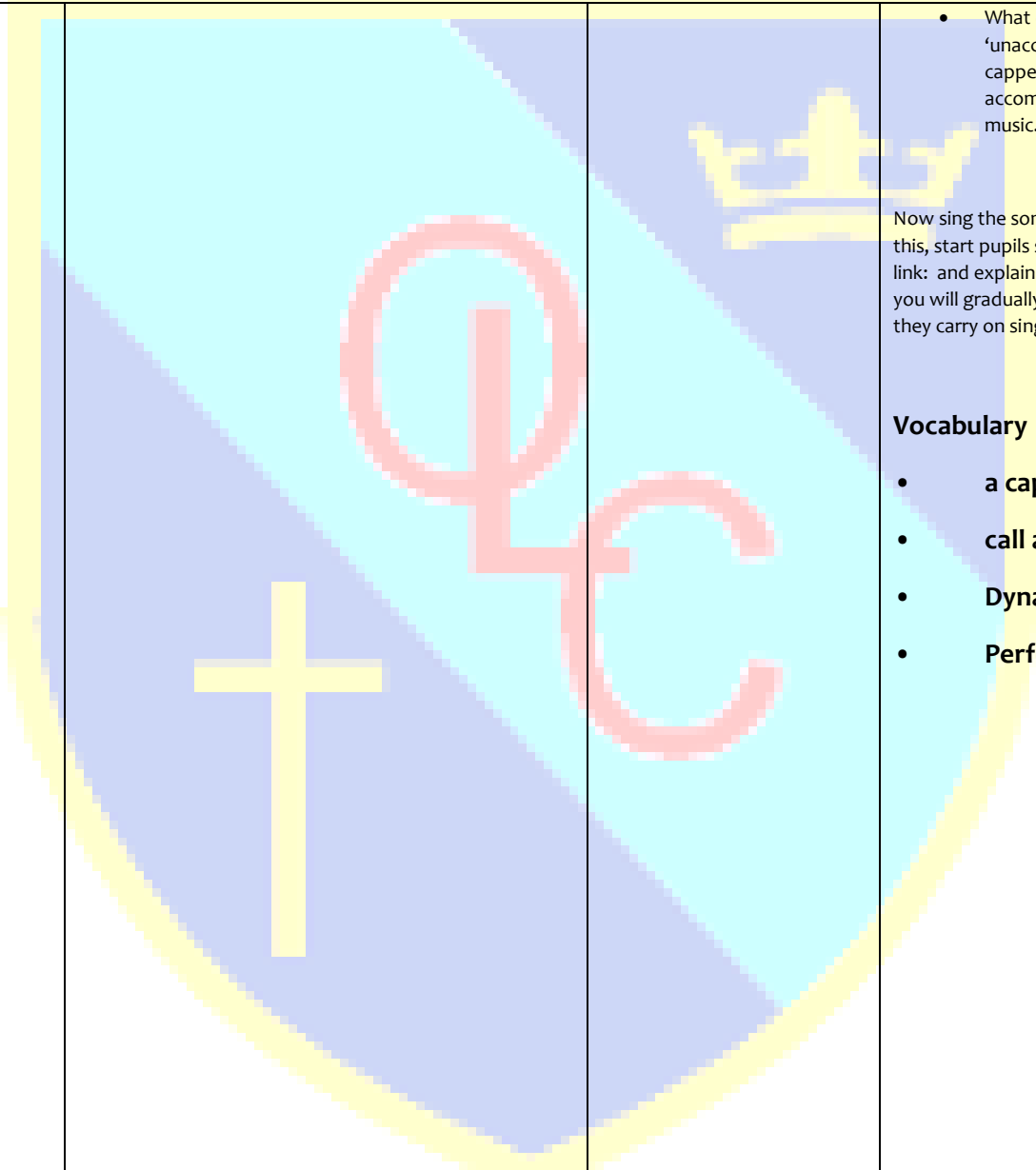
OLC WEEKLY LEARNING PLAN

			<p>There are eleven languages spoken in South Africa and the second most common of these languages is called Xhosa. The language includes a series of clicking sounds, which are difficult sounds to make for many people who do not speak Xhosa.</p> <p>The song is called Qongqothwane and is a traditional song of the Xhosa people in South Africa. The song is sung at weddings to bring good fortune. In the western world, the song is generally called the Click Song, which is a nickname that was given to the song by people who were unable to pronounce the correct name in Xhosa.</p> <p>Play the children the link: on VideoLink (1.25 minutes), which introduces the Xhosa 'click' language.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• <b>Where is South Africa?</b></li> <li>• <b>What unusual things do you notice about the music played? (Not sung in English, unusual voice effects, click clock sounds, unfamiliar instruments.)</b></li> </ul> <p><b>Main Event:</b> In this lesson, the children are going to learn a traditional South African song called 'Shosholoz'. Explain first about the song: Shosholoz was originally sung by men of the Bantu people who lived in Zimbabwe and used to travel between their homes and neighbouring South Africa by steam train to work in South Africa's diamond and gold mines. The song uses the <b>Ndebele language</b>. The song was sung in time with the rhythm of the men swinging their axes to dig, and was sung</p>	<p>How do you think la will change for feminine nouns? (une)</p> <p><b>Explain that un/une both replace the words 'a'/'an' in English.</b></p> <p><b>Hand out bilingual dictionaries (one between two)</b></p> <p><b>Allow pupils time to find the French translations of the transport types identified in the images. They should record the French words underneath each of the images on their activity sheet with the indefinite article un/une.</b></p> <p>For pupils who need extra support, use the Resource: French transport language detectives. They should cut out the words, use the French section of the dictionary to check their meaning in English then stick or copy the words under the corresponding images.</p> <p>Display slide 1 of the Presentation: Transport words and images. Allow pupils to share their translations verbally but do not confirm their answers at this point.</p> <p>Write the headings 'cognates' and 'near cognates' on the whiteboard or a flipchart. See if the class can remember what type of words these are:</p>
--	--	---	---	---

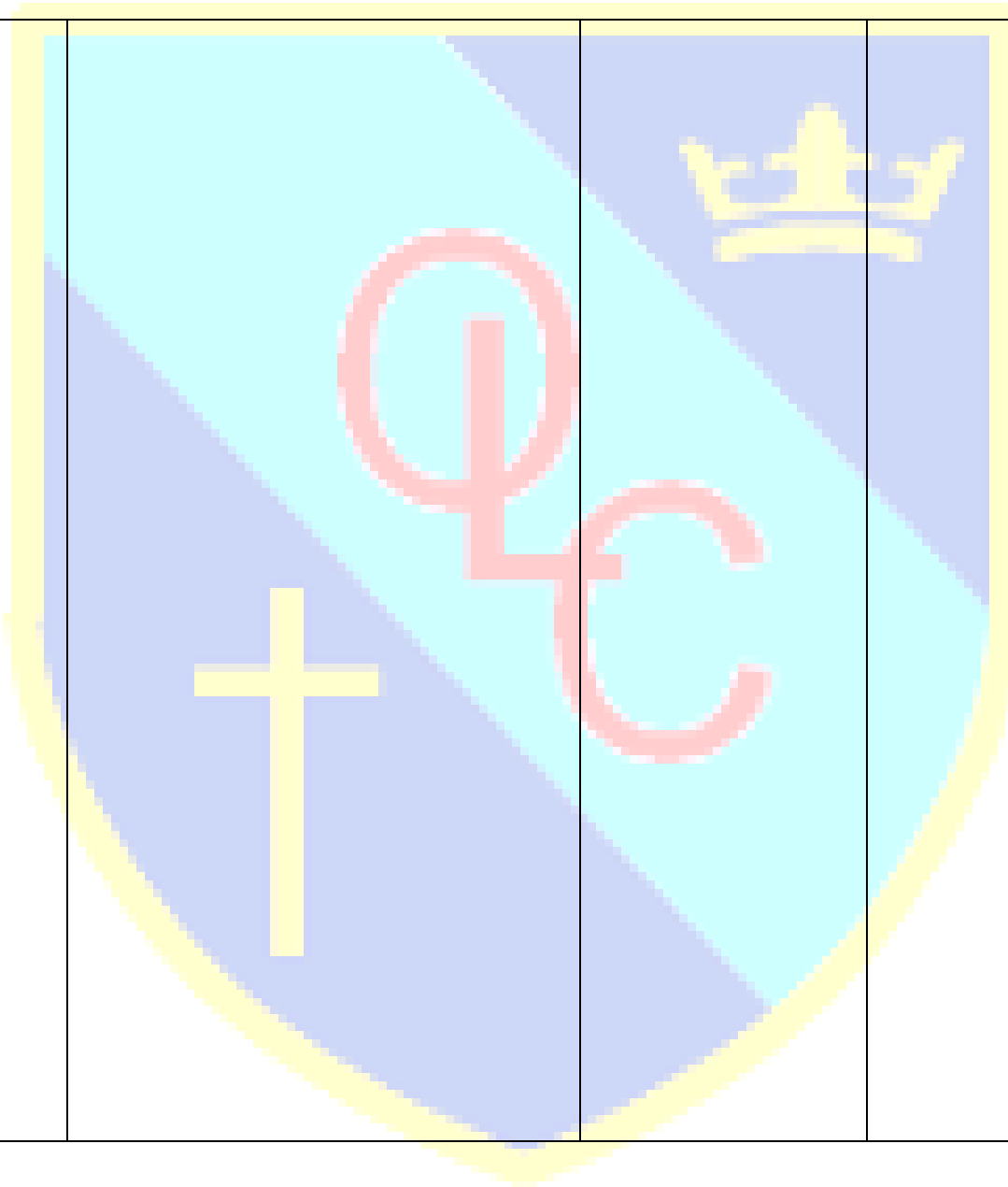
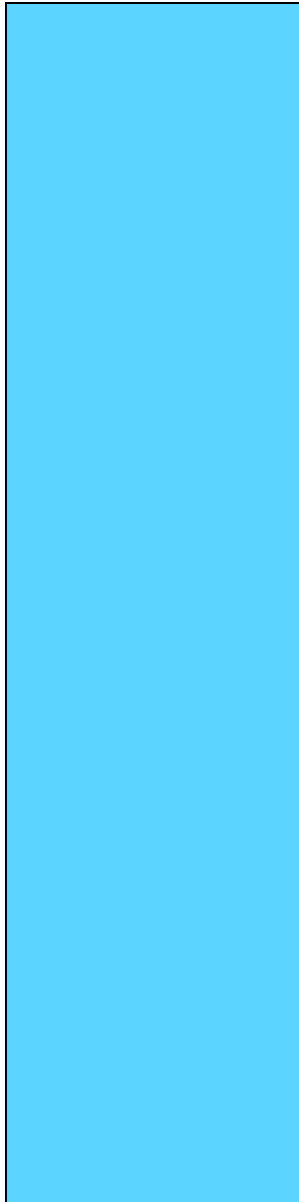
## OLC WEEKLY LEARNING PLAN

		<p>as a call and response sung to make the hard work feel easier.</p> <p>Ask the children what they think a 'call and response song' is. The children should remember if they have experienced the Kapow Primary unit: Explain that a call and response song is where one person sings a line and the other people respond, either repeating the same line as the caller, or singing a different line.</p> <p>Explain to the children that they are going to learn the words to the song 'Shosholozo' in Ndebele and that the song is sung 'a cappella', which means it is not accompanied by any instruments. Display the <i>Presentation: 'Shosholozo' a cappella</i>.</p> <p><b>Presentation: 'Shosholozo' a cappella</b>  <b>Show on your interactive whiteboard.</b></p> <p>Use slide 2 to display the lyrics and teach the pupils how to pronounce the words for the song. Say the lyrics and then ask the pupils to repeat, encouraging them to be as accurate as possible.</p> <p>Play the song, section by section, on the link: on VideoLink. Stop at the end of each section to ask the children to sing the section. The music itself is quite easy, so the children should not have much trouble picking it up.</p> <p>Once you have practised the song and the class can sing it, get a soloist (or duo) to sing the call (you can hear this on the video) and then repeat.</p> <p>Ideally you want the performance to look something like the performance on this link: on VideoLink. Play the children this link and ask them to discuss what makes a good performance (movement, expression, breath control, diction, dynamics etc).</p> <p><b>Key questions</b></p>	<p>cognates are words that are spelled identically and have the same meaning.</p> <p>near-cognates are words that have a similar spelling and the same meaning in both languages.</p> <p>Invite the children to look out for words that belong under each heading and note these as the children spot them.</p> <p>Work through slides 2-4 of the presentation with pupils checking the word for each type of transport against their findings then listening to and practising saying each word aloud.</p> <p>Return to slide 1 and see how many the class can remember by pointing to the transports out of sequence.</p> <p>Draw the children's attention to un car being 'a coach'. Explain that this is known as a false friend, as it does not mean 'a car' in English. Ask the children if they know other French words that are false friends.</p> <p><u><a href="#">Challenge the children to consider why in French we say à pied (by foot) and not un pied (it would be a photo of a foot in the latter case, whereas here the foot is the mode of transport).</a></u></p> <p>Applying sound-spelling links</p> <p>Hand out the Activity: Sound count sheet (one each). As a</p>

## OLC WEEKLY LEARNING PLAN

			<ul style="list-style-type: none"> <li>• What does the term 'unaccompanied' or 'a cappella' mean? (Without accompanying instrumental music.)</li> </ul> <p>Now sing the song unaccompanied. For this, start pupils singing with the music on link: and explain that as they are singing you will gradually fade the music out but they carry on singing unaccompanied.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>a cappella</b></li> <li>• <b>call and response</b></li> <li>• <b>Dynamics</b></li> <li>• <b>Performance</b></li> </ul>	<p>class, practise saying the sounds aloud:</p> <p><b>oi – sounds like wah</b></p> <p><b>au – sounds like oh</b></p> <p><b>in -sounds like an</b></p> <p><b>on – same sound on</b></p> <p>Display slide 5 of the presentation. Play each audio in turn and ask the children to write the form of transport into the phonic box, or boxes, they think it belongs in. To support listening, pupils could also be given another copy of the Resoucre: French transport language detectives (one each) to check the spelling of the word they have heard and need to write. Challenge pupils to try to write the words without this.</p> <p>Point out to the class that there is an odd one out that does not contain any of these sounds.</p> <p>After the first four audios, reveal the words so that pupils can check the spelling and that they have put the words in the correct space on their sheet.</p> <p>Move to slide 6 and proceed in the same manner for the four following audios.</p> <p>Take feedback, asking the children to say the words they heard containing each sound.</p>
--	--	---	--	---

## OLC WEEKLY LEARNING PLAN



oi – voiture

au – bateau

in – train, sous-marin

on – ballon, avion, camion

Odd one out une fusée – a rocket.







As a class, discuss which sound could go in the empty sound box on their sheet e.g. 'ou'. Ask the children to identify a type of transport they heard that contains the letters 'ou' (sous-marin). Ask the children to write this in the ou box.

Praise any child that can add another word they already know to the sound boxes. They may recall: noir, cinq, bonjour, non, onze, douze.

### Wrapping up

Discuss and compile a list of strategies for working out new vocabulary and understanding dictionary abbreviations for the definite and indefinite articles of nouns in French. This can be displayed somewhere in the classroom as a reminder for any reading texts they come across. Ideas may include:

Look for clues in the spelling: is the word a cognate or a near cognate?  
Listen for clues in the sound of the word.  
Beware of false friends such as un car.

					<p>Use a bilingual dictionary to check the meaning. All nouns have an article in French. 'The' is called the 'definite article'. If a noun is masculine the definite article is le; if the noun is feminine it is la. If you need to use 'a/an' in French, use un for a masculine noun and une for a feminine noun. This is called the <u>indefinite article</u>.</p>
 <p><b>Daily PE Activity</b></p>	<p>Walk 5,000 steps this week!</p> 	<p>50 star jumps and run on the spot for three minutes at three different times during the day.</p> 	<p><b>REAL PE:</b></p> <p><b>Ball Skills</b> </p> <p>Skill Challenges</p> <p>In less than 20 seconds and in both directions, maintaining control:</p> <ul style="list-style-type: none"> <li>I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times.</li> <li>I can move a ball around my waist into a figure of 8 around both legs 10 times.</li> </ul>	<p>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</p> <p>You can add exercises like squat pulses or tuck jumps to increase the intensity!</p> 	<p><b>Swimming</b></p> 

## OLC WEEKLY LEARNING PLAN

			<ul style="list-style-type: none"><li>• I can move a ball around my waist and then around alternate legs 12 times.</li><li>• I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce</li></ul>		
--	--	--	--	--	--

### Homework:

Homework will begin Friday 13<sup>th</sup> September 2024.

### Communicating with school

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