

Message from teachers:

20+C+M+B+26



Gospel Values and Virtues

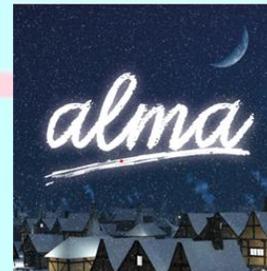
Jesus' Baptism

Our Lady of Compassion

Gospel value and virtue: Curious and Active

Green – Ordinary Time

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



Alma: We are focusing on descriptive writing. We will watch this short film and analyse how we can enhance the setting.

Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team message from teachers



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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	09.02.2026
-----------	------------------------------	-------------	---	-------	------------

OLC WEEKLY LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p> 	<p>Baptism unit:</p> <p>Big question: What might the symbols and actions of Baptism reveal about what it means to belong, to be transformed, or to begin again—and how does Jesus' own Baptism help shape these ideas for Christians today?</p>	<p>LO: To know and understand the Rite of Baptism</p> <p>Share image of Baptism ceremony. Ask children what they can remember and what they would like to find out.</p> <p>Odd one out: Share 3 images linked to Baptism. Discuss what is the odd one out. Why?</p> <p>Watch video of a Baptism. Pause to discuss what is happening at each moment.</p> <p>Role play with the children what happens during Baptism and why.</p>	<p>LO: To know the promises made during Baptism and how we live them out in our lives</p> <p>Recap what a promise is and when we might make them.</p> <p>Emphasise that promises are made at Baptism by parents and godparents.</p> <p>Revisit what these promises are. What do they mean? Why are they important? How do we live out these promises in our daily lives? Discuss each promise together.</p> <p>Task: Children to have a copy of the promises. Explain how they follow and live out each promise in their daily lives.</p>	<p>LO: To understand the significance and power of the signs and symbols in the Sacrament of Baptism</p> <p>Discuss the difference between Jesus' Baptism and a baptism ceremony today. Share ideas together.</p> <p>Recap the signs and symbols of Baptism (learned in Y3) Share anagrams of these for children to recall.</p> <p>Use PowerPoint to discuss the meaning of each sign and symbol. Discuss together why these are important.</p> <p>Task: Reflect on the importance of each symbol and order them on the template provided.</p>	<p>Catholic Social Teaching Focus – Subsidiarity</p> 

OLC WEEKLY LEARNING PLAN

		<p>Task: Children to complete action, feelings, words, belief and highpoint about Baptism.</p> <p>AT3: Talking heads activity. Share different opinions. Children to discuss and explain who they agree with.</p>	<p>Which is the most important promise in your opinion? Explain your answer.</p>	<p>Encourage children to discuss and share why they are placing each symbol in that way. Task 2: Explain why each symbol is important to Catholics. Challenge children to write 2 questions about each of the symbols.</p>	
<p>Maths</p> 	<p>LO: Solve problems with two unknowns. Pages: 65- 67</p>	<p>LO: Place value to 3 decimal places Pages: 71-73</p>	<p>LO: Round decimals Pages: 74-76</p>	<p>LO: Add and subtract decimals Pages: 77-79</p>	<p>LO: Multiply by 10,100 and 100 Pages: 80-82</p>

OLC WEEKLY LEARNING PLAN

English



**Lesson 2 – Deep Dive:
Atmosphere Through Sentence
Variety**

Focus: Sentence structures & cohesion

Standards: *Use a range of sentence structures; cohesive devices through adverbials and conjunctions.*

Learning Objective:

To create atmosphere using varied sentence structures.

Starter:

Sentence sort — pupils categorise examples into:

- short sentences
- complex sentences
- sentences with embedded clauses
- sentences with fronted adverbials

Main Activities:

1. **Film Clip:**

- Play Alma approaching the shop.
- Discuss how tension is created.

2. **Sentence Building**

Workshop:

Pupils practise:

- *Short, dramatic sentences*

**Lesson 3 – Close Reading:
The Shop Interior**

Focus: Setting description, sensory detail

Standards: *Describe settings; precise, well-chosen language.*

Learning Objective:

To use sensory details to create a vivid description of the eerie shop interior.

Starter:

Predict what might be inside the shop using a “zoom-in” of the doorway.

Main Activities:

1. **Watch the shop-interior scene (mute first).**

Pupils note everything they see, then everything they notice once sound is added.

2. **5 Senses Carousel:**

Groups create sensory impressions:

- *What might she smell? (dust, old*

**Lesson 4 – Planning the
Big Write**

Focus: Structure, cohesion, writer’s choices

Standards: *Use cohesive devices across a text; organise sections logically.*

Learning Objective:

To plan a structured descriptive setting, using cohesive devices to guide the reader.

Starter:

Story mountain *just for structure* (not narrative) – where does tension rise?

Main Activities:

1. **Shared planning:**

Plan the descriptive setting as three paragraphs:

1. The snowy street
2. Approaching the

**Lesson 5 – Big Write:
Descriptive Setting**

Focus: Final independent writing

Standards: *All Year 6 writing expectations highlighted.*

Learning Objective:

To write a detailed, atmospheric setting description inspired by *Alma*.

Starter:

Quick-fire “openers” challenge: pupils rewrite dull openers into atmospheric ones.

Main Activities:

- Pupils write their full descriptive setting, using their plan and success criteria.
- Remind them:
 - zoom in on detail
 - vary sentence length
 - use cohesive links

RE

OLC WEEKLY LEARNING PLAN

	<ul style="list-style-type: none"> ○ <i>Complex sentences with “although”, “as”, “while”</i> ○ <i>Adverbials of time and place</i> <p>Independent Task: Write a short paragraph describing Alma approaching the shop using at least 4 different sentence structures.</p>	<p>wood, varnish)</p> <ul style="list-style-type: none"> ○ <i>What might she hear?</i> (silence, faint ticking) ○ <i>What might she feel?</i> (cold air, sudden warmth) <p>3. Model Paragraph: Model how to embed sensory detail, prepositions, and figurative language.</p> <p>Independent Task: Write a descriptive paragraph of the shop interior focusing on mood and sensory detail.</p>	<p>mysterious shop</p> <p>3. Inside the shop</p> <p>2. Cohesion Toolkit: Pupils choose:</p> <ul style="list-style-type: none"> ○ conjunctions (while, although, because) ○ adverbials (Beyond the alley..., Slowly..., Inside the dim shop...) ○ repeated motifs (snow, cold, silence) <p>3. Success Criteria Creation (co-constructed):</p>	<p>between paragraphs</p> <ul style="list-style-type: none"> ○ show atmosphere through description <p>Plenary:</p> <ul style="list-style-type: none"> • Peer assessment using the Y6 standards checklist. • Pupils highlight examples of cohesion, sentence variety, and setting description. 	
--	--	--	--	--	--

OLC WEEKLY LEARNING PLAN

- ambitious vocabulary
- varied sentence structures
- fronted adverbials
- sensory language
- building atmosphere

Independent Task:
Complete a detailed plan with key vocabulary and sentence starters.

Reading



SPAG

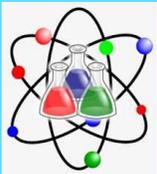


• Lesson 10 – Past, Present, Future Tenses

• Lesson 11 – Progressive & Perfect Forms



Science



Living things and their Habitats



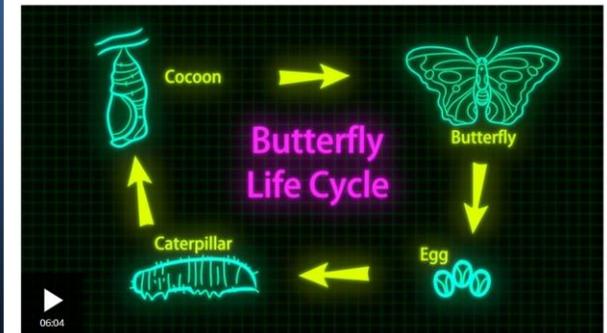
WB: Monday 9th February 2026

Living things and their Habitats

LO: To understand and compare the lifecycles of insects and amphibians

Watch

<https://www.bbc.com/education/clips/zr4ggj6> and [KS2 / KS3 Science: The life cycles of different organisms - BBC Teach](#)



Geography



Lesson 4: What can we learn from Curitiba?

- Why was it sustainable to make the centre of the city pedestrian?
 - How are the parks in Curitiba sustainable?
- How is Curitiba's public transport system sustainable?

Computing



Lesson 1 Music Programming

- 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.
- 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

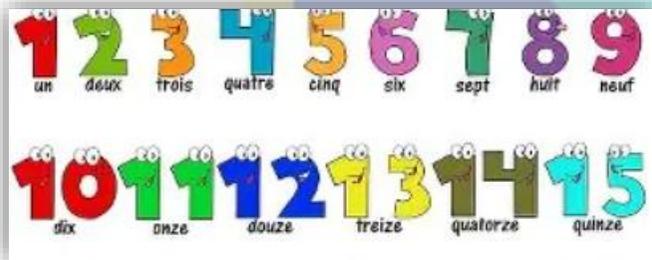
Y3/4 (A): Lesson 2: Let's count higher in French

Lesson 2

LO: Lets count higher in French.

- To count beyond six in French.
- I can say the numbers six to twelve in French.
- I can use my fingers to show the number I hear in French.
- I can join in with a traditional French finger rhyme.

[Bing Videos](#)



<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-playground-games-numbers-and-age-cycle-a/lesson-3-how-old-are-you-in-french-2/>

Lesson 3

LO: To use number words to give more information about ourselves.

- I can find out how old someone is, and tell them my age.
 - I can compare sentence structures in French and English and explain some of the similarities and differences.

MFL



Music



Lesson 3: Create your own musical

Planning a musical theatre scene, including a song, dance and acting.



To understand the history of musical theatre.

Lesson 2: Character or action song

Lesson 2

Lesson 3: Create your own musical

Success criteria: To identify character songs and action songs.

- - I can identify a character song.
 - I can identify an action song.
 - I can justify my opinions by giving examples. To create a musical theatre scene.

Lesson 3:

LO: To create a musical theatre scene

- - I can work as part of a group.
 - I can plan a musical scene to tell the story of a journey.
 - I can think of or write a song that tells the story.

Art



Mother Day Assembly Art

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 6



Warm-Up
Pass It On



Game
Dodgeball (Invasion)



Competition
Bump Ladder / Ladder



Review Method
Badge of Honour



accompany
communicate
desperate
embarrass
exaggerate
harass
internal
interrupt
muscle
occupy
physically
temperature

Homework Y6: SATs

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

Maths Homework pages: Week 9

OLC WEEKLY LEARNING PLAN

Communicating with school

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

