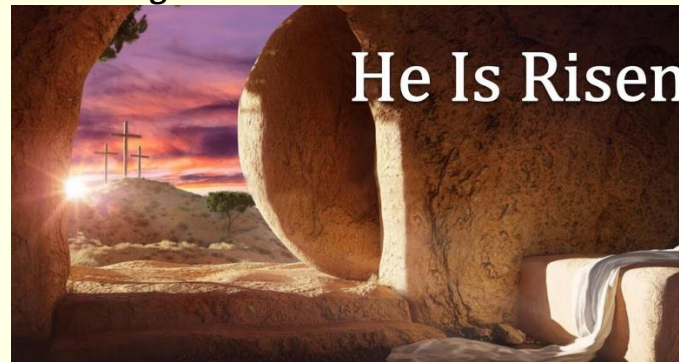


OLC WEEKLY LEARNING PLAN



Message from teachers Message from teachers



WE ARE GROWING TO BE:

GENEROUS

Generous: We are generous with our gifts and use them in the service of others. We are generous with our time and give of ourselves to serve others as God wants us to.

We are generous with our actions, doing things to help other people and make a difference in the world.

GRATEFUL

GRATEFUL

Grateful: We are grateful for the gifts God has given to us, for the gifts of other people and the blessings of each new day.

We are thankful for what we have and for the people around us.

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

Teachers:	Miss Dowling and Mrs Freeman	Year group:	6	Date:	13.04.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p>Easter Unit</p> <p>Big question:</p>	<p>LO: To know and be able to discuss some of the reasons why Pontius Pilate allowed Jesus to die</p>	<p>LO: To know that the Church celebrates the Resurrection of Jesus at the Easter Vigil</p>	<p>LO: Continued from previous lesson</p>	Easter Mass



Why does celebrating the Easter Vigil help Christians feel closer to the risen Jesus?

Recap the events of Holy Week.
What happened during the week of Jesus' death?

Share and watch the story of Jesus trial. Discuss they type of man that Pontius Pilate was.

Key questions to discuss:

What made Pilate give into the crowd at the end?

What kind of man do you think Pilate was?
How did Jesus react in all of this?

Did he fight against his arrest, trial and sentence to death?

Whole class hot seating activity: Select a pupil(s) to act in the role of Pontius Pilate. Ask others to think of questions they would

Explain that over the next few lessons we are going to focus on the Easter Vigil. Children to share their experiences of this with each other.

Briefly explain what the Easter Vigil is (using the PowerPoint slides to help.)

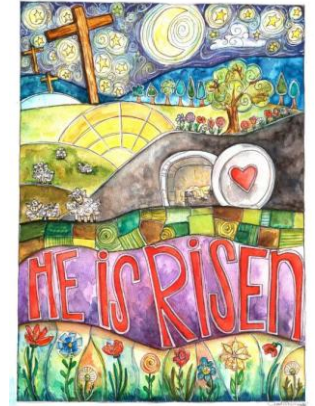
Explain that it is split into 4 parts.
Service of Light
Liturgy of the Word
Liturgy of Baptism
Liturgy of the Eucharist

As a class, discuss and share what each part of the Vigil means. Focus particularly on the Paschal Candle, Baptism and the celebration of the Eucharist. Use the information on the PowerPoint slides.


Recap parts of the Easter Vigil. Children to select one key part of the service and explain to the class what it means.

Children to complete their artwork based on the Easter Vigil.

AT2: Which part of the Easter Vigil do you think is the most important? Explain your answer.



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		<p>like to ask him. E.g. Why didn't you just let Jesus go free? Why did you wash your hands? Is it always right to follow the crowd? Encourage the children to provide detailed responses.</p> <p>Task: Children to select 4/5 key questions they would ask Pontius Pilate. Imagine you are a newspaper reporter asking these questions and write an interview.</p> <p>AT3: What does Pontius Pilate's decision teach us about courage and standing up for what is right?</p>	<p>Tasks to choose from (to last over the next few lessons):</p> <ol style="list-style-type: none"> 1.Create your own piece of artwork based on the 4 parts of the Easter Vigil. 2.Write a paragraph to explain what happens at each stage of the Easter Vigil. 3.Create a poster about the Easter Vigil. 		
<p>Maths</p> 	<p>LO: Angles in a triangle – special cases Pages 72-75</p>	<p>LO: Angles in quadrilaterals Pages: 76-79</p>	<p>LO: Angles in polygons Pages: 80-83</p>	<p>LO: Circles Pages: 84-87</p>	<p>LO: Parts of a circle Pages: 88-91</p>

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English



At the start of the lesson, ask the children to recall the names of the planets in order, encouraging discussion about whether they can remember them correctly and prompting them to think about what other planets exist in space. Using a screenshot from the film, ask the children to identify what they can see and share their ideas, guiding them to make predictions even if they are unsure. Play the relevant clip from The Literacy Shed and discuss what new information the children learn from watching it. Using this information, children then complete the facts box on Resource 1a, recording key details from the documentary. During the lesson input, introduce and discuss technical vocabulary such as toxic, uninhabitable and any other challenging words encountered, clarifying their meanings and compiling a class vocabulary list as the clip is revisited. Explain that over the week the children will be creating a piece of non-chronological writing about Pandora and one of the

Begin the session by asking the children to share yesterday's work with their elbow partner. Encourage them to read their writing aloud and identify any examples of higher-level or ambitious vocabulary they have used. Ask partners to work together to spot words that could be improved or replaced. Bring this discussion to the whole class and invite children to suggest vocabulary that could be swapped for more precise or powerful alternatives. Working as a table group, ask the children to create a "Swap Shop" vocabulary sheet, where basic words are replaced with more descriptive synonyms, for example changing harmful to deadly, noxious, poisonous, toxic or lethal. Provide thesauruses to support this activity and give time for all children to choose some vocabulary swaps to improve their own work. Explain that today the focus will shift to the creatures that live on

Begin the session by explaining to the children that today they will complete their work on the anatomy of their alien insect, using the ideas and designs they created yesterday. Revisit the clip from The Literacy Shed, asking the children to listen carefully to how the creatures are described rather than simply watching. Emphasise that today they will be turning their design ideas into a detailed paragraph, so they should be listening for language structures and descriptive detail they might borrow. Remind the children to have their insect designs accessible, as these will help them describe their creature accurately. Set clear expectations that their paragraph should include at least six different features of the hexapod. As a warm-up activity, give out Resource 3b and ask the children to choose suitable words to complete the gaps. Encourage them

Begin the session by reminding the children of the key features of a non-chronological report. Ask them to recall what headings they already have and invite ideas for what other headings might be included. So far, the class has written background information about Pandora and a paragraph describing the anatomy of their chosen insect. Explain that today's focus will be on the diet of their creature, which will form another clear section of the report. Start by giving the children time to research real insects and what they eat, drawing attention not only to what insects consume but how they feed. Provide Resource 4a, the language lifter sheet, to support this research and encourage children to record both technical vocabulary and useful sentence starters. Remind them that openers might be phrases rather than full sentences and that any technical vocabulary they choose should be

Begin the session by placing three large sheets of A3 paper on each table, each clearly labelled with one of the following headings: Habitat, Threats and Life Cycle. Encourage the children to move around the classroom and contribute ideas collaboratively. Ask them to imagine they are a reader encountering a paragraph with each of these headings and to write down questions they would expect the writing to answer. For example, under Habitat they might ask: Is the creature nocturnal? Where is it commonly found? How does it build its burrow or home? After five to ten minutes, each table should have a rich bank of questions that can be used to support planning for the final paragraph. Bring the class back together and share ideas, highlighting strong questions that encourage detailed, factual writing. Explain that by this point the children should have decided what their final

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	<p>creatures that lives there, and that today's focus is on writing an effective introduction describing the planet or moon Pandora. Ask the children to examine their completed facts sheet and select six to eight key facts they feel are most important for an introduction, such as Pandora's location in Alpha Centauri, its distance of 4.4 light years from Earth, its orbit around Polyphemus, and its toxic atmosphere. Model how to turn these facts into a cohesive opening paragraph, encouraging children to add extra observations they notice. Focus explicitly on sentence construction, drawing attention to the use of relative clauses, fronted adverbials and fronted subordinate clauses; if the concepts are new, prioritise relative clauses to build confidence. In pairs, give children the opportunity to practise creating at least one example of each clause using their facts, supported by Resource 1b. During independent activities, children write their own paragraph about Pandora, with expectations differentiated:</p>	<p>Pandora, with specific attention on their anatomy. Play the chosen clip from The Literacy Shed (from 1 minute to 2 minutes 10 seconds), asking the children to watch closely. On the second viewing, challenge them to listen carefully for vocabulary linked to the anatomy of the creatures and jot this down. Provide Resource 2a to scaffold note-taking and vocabulary collection. Show an image of alien insects or creatures and, using the vocabulary from Resource 2a, ask the children to begin orally describing the creature's appearance. Support this by providing Resource 2b and explicitly revisiting expanded noun phrases, prepositional phrases and adverbs. Ask the children to choose three features of the insect that could be described in detail using these techniques, encouraging careful word choices and use of thesauruses to refine their language. Then introduce Resource 2c,</p>	<p>to infer what kind of language would make sense by using clues from the sentence. This activity can be differentiated if needed to support confidence and vocabulary development. During the lesson input, share Resource 3a and introduce the concept of cohesive devices. Talk through what the children already know about cohesion in writing and build on this by discussing examples such as repetition of key nouns, use of conjunctions, adverbials, substitution of nouns, and pronouns. Create a class list of cohesive devices and keep it visible throughout the lesson so children can refer to it independently. If cohesive devices are new learning, spend more time unpicking the examples together. Highlight cohesive devices you can spot in Resource 3a, either as a class or in pairs, and compare it to Resource 3b. Discuss what the children</p>	<p>clearly understood before being noted. In the lesson input, share the Water Scorpion information from Resource 4b. Emphasise that the tone of the report should remain formal and factual. Ask the children to locate and answer the questions at the bottom of the sheet orally, modelling how to retrieve relevant information from a text. Discuss whether there is any new or interesting information that could be added to Resource 4a to strengthen their language choices. Explain that today and tomorrow the children will begin constructing sentences for their diet paragraph, using both the language lifter sheet and the types of information explored in Resource 4b. Prompt the children to consider how similar details, such as feeding methods, prey, or adaptations, could be applied to their own alien creature. Introduce the slow writing prompt from Resource 4c and talk through how slow writing</p>	<p>paragraph will focus on. Some may choose a single heading, while others might sensibly combine two, such as habitat and threats, where information overlaps. Introduce Resource 5a, the sentence support grid, and ask the children to select six sentence starters or structures they feel are most appropriate for their chosen heading. Model how to use the grid effectively by choosing a heading and showing how sentence supports can help structure an informative, cohesive paragraph. Where appropriate, allow children limited access to the internet to research real insects for factual inspiration, reminding them that the information should inform their ideas rather than be copied. Some children may benefit from a pre-prepared vocabulary bank to support technical language choices. During independent work, children write their final paragraph. Expectations should be clear and</p>
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	<p>some including two relative clauses, others adding a fronted subordinate clause, and more confident writers including a relative clause, a fronted subordinate clause and two fronted adverbials. The plenary involves transforming a simple sentence, such as “Hexapods have six limbs,” into one containing a clause used during the lesson. Conclude by highlighting further teaching points, including vocabulary linked to Pandora’s creatures, particularly insect-related terminology, and begin compiling a non-chronological report features poster for the working wall.</p>	<p>which shows a variety of real insects to inspire creative thinking. Ask the children to design their own alien hexapod by combining features from different insects, circling or annotating features they want to include. During independent work, children draw and label their alien insect clearly, with support such as tablets or cut-and-stick elements provided where needed. In the plenary, children discuss their designs with an elbow partner, answering questions about how features help the creature survive, as well as its strengths and weaknesses. Any additional ideas can be added to their designs. Finish by reminding children to complete labels clearly and record new features of non-chronological reports on the working wall.</p>	<p>notice about the differences and how the cohesive devices help the text flow and support the reader’s understanding. Use whiteboards to explore opening sentences for their own paragraphs. Resource 3a begins with a general statement about hexapods and then narrows the focus to a specific creature, but encourage the children to consider alternative openings. Give time for sharing ideas and discussing what works well and what could be improved. During independent work, children complete their paragraph describing the anatomy of their creature. Expectations should be clearly differentiated, with children including increasing numbers of features and focusing on appropriate cohesive devices. In the plenary, allow time for silent reading and then paired reading aloud. Children complete a “now and next” post-it, identifying a</p>	<p>supports thoughtful sentence construction by breaking the paragraph into manageable, purposeful steps. Model writing the first two or three sentences, thinking aloud to show how choices are made, reconsidered and refined after rehearsal. Highlight how individual sentences must link together to form a cohesive paragraph, referring back to previously learned cohesive devices such as conjunctions, adverbials and pronouns. During independent work, all children use the slow writing steps to start formulating sentences for their diet paragraph, with additional challenges provided for those ready to extend their writing further. In the plenary, children swap books with a partner and use the slow writing checklist to review each other’s work. Allow time for immediate improvements and revisions. End the lesson with brief feedback, discussing which constraints felt easiest or hardest and</p>	<p>differentiated: some will produce at least six sentences and attempt optional challenges, others will be expected to complete challenge one, while more confident writers produce eight or more sentences and complete challenge two. Children should apply skills developed throughout the unit, including cohesion, formal tone and precise vocabulary. In the plenary, children complete a self-edit of their final paragraph using Resource 5b as a checklist. This supports them in checking sentence structure, cohesion, vocabulary and punctuation. If time allows, children can apply the same editing process to their entire non-chronological report. Conclude by highlighting opportunities for further work linked to this project, such as creating fact books, creature sighting maps, conservation posters or stories featuring their alien hexapod, reinforcing</p>
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success from today's lesson and a clear, achievable next step to improve their writing. Finish by reminding children to start thinking about the diet of their creature in preparation for the next lesson.

why, and remind children to start thinking ahead to how they will complete their final paragraph, whether by focusing on habitat, threats to survival or the creature's life cycle.

creativity and cross-curricular links.

Reading

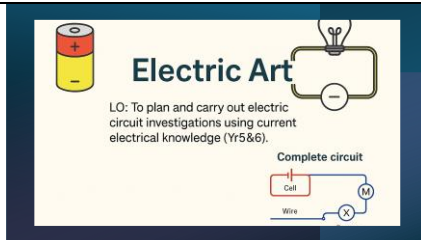


SPAG



Colons: Lesson 1
(See PowerPoint and resources)

Colons: Lesson 2
(See PowerPoint and resources)



Electricity - Electric Art continued...

Lesson 1: Electrical Art Challenge [BBC Two - Science Clips, Circuits and Conductors, Mains power and the dangers of electricity](#)

[Bruce Munro Water-Towers on Vimeo](#)

[BBC Two - Science Clips, Changing Circuits, The dangers of electricity](#)

[Switched on Kids - from Electrical Safety First](#) [Electricity - KS2 Science - BBC Bitesize](#) [Electric Art | Hamilton Brookes](#)

LO: To

Activities

Plan and carry out a series of age appropriate electrical circuit investigations (Yr5&6)
 Create success criteria for their electric art challenge (Yr5&6)

Investigation:

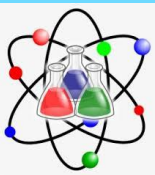
Electrical Art Challenge.

- Take part in a National Sensory Art Association (NSAA) briefing session and learn about the challenges that lie ahead as designers of an electric art installation. (Problem solving, Exploring, Fair testing, Pattern seeking)
- Years 5&6 - Plan and carry out a series of electrical circuit investigations
- Years 5&6 - Create success criteria for their electric art challenge

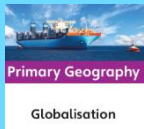
Vocabulary

Electricity, electrical circuit, complete circuit, circuit symbol, components, cell, battery, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non-metal, enquiry question, investigation, findings

Science



Geography



& humanities
History –
Centenary
Celebration/
preparation



Y5 History Project -- The History of the Friary

- Centenary Celebration 1926-2026
- Artwork and photographs to be included.

Children will present this at the Centenary Celebration

English/RE- This is the foundation stone poem...

Poetry:

- A Poem entitled 'On here we stand....'
The children will create a poem using the line above. It will be linked to the past one hundred years.
- **Example:**
On here we stand the foundation stone of The Church of the Holy Ghost and Mary Immaculate
On here we stand the foundation stone of Olton Friary
On here we stand the original seminary college for the Birmingham Diocese
On here we stand the place where Dr Henry Newman gave his address
On here we stand the place where the people of this parish
On here we stand the Priests and Brothers of the Sacred Heart Fathers etc.

History Drama of Olton Friary (The Church of the Holy Ghost and Mary Immaculate From 1926- 2026:

Drama activity- Timeline newsflash!



Globalisation

Lesson 2: How has technology changed the way we communicate?

- How has communication changed?
- How has the internet contributed to globalisation?· What are the advantages and disadvantages of the internet?



Globalisation

Lesson 3: How does globalisation affect trade?

- How has globalisation increased trade?
- What are the advantages and disadvantages of trade globalisation?
- What are trade agreements

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Computing:

LO: Create a PowerPoint to show a timeline and the history of how Olton Friary- The Church of the Holy Ghost and Mary Immaculate was founded

Computing



Programming 2: BBC micro:bit

This unit hub can be used to inform your medium term plan and to navigate to related resources.



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](#)

PSHE



Module 2: Created to Love Others

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.

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Unit 1 – Religious Understanding explores the nature of God’s call to love others. Children will study and reflect imaginatively on the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/uks2/m-2/uks2_2_created-to-love-others/u-1/uks2_2-1_religious-understanding/



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.

Reflective Writing

Invite pupils to write about a time when they changed the way they did something. They should include what caused the change, what they did and what the outcome was. To stimulate ideas, you can point out that they may have changed from always wearing Velcro shoes to being able to tie shoelaces, from having their meals cut up to using a knife and fork themselves, writing joined up lettering rather than printing, perhaps even walking to school by themselves etc. Move this on to a reflection about moments when children have had a perspective shift, or something has happened to drastically change their behaviour.

Draw this scene too.

Vocabulary

écrivez	écoutez
lisez	ouvrez
fermez	regardez
parlez	asseyez-vous
levez-vous	

MFL



Y3/4 (A): Lesson 1: Follow the French teacher

Learning common classroom instructions and how to recognise the imperative mood through games including, 'Répétez si c'est vrai', Kim's game, a word and action matching game and 'Jacques a dit-'! - the French version of 'Simon says'. Considering some differences between schools in the UK and schools in France.

LO: To understand and respond to simple classroom instructions.

I can understand and respond to instructions in the classroom.

I can give instructions in the classroom.

I can recognise words that the teacher mouths silently.

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-in-a-french-classroom-cycle-a/y3-4-a-lesson-1-follow-the-french-teacher/>

Introduce yourself in French using the following format:

Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].

Select a child and say,

Bonjour ! Comment tu t'appelles et quel âge as-tu ? – Hello! What's your name and how old are you?

Ask the child to reply along the following lines or as much as they can manage:

Bonjour ! Je m'appelle [name] et j'ai sept/huit ans – Hello! My name is [name] and I am seven/eight years old

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 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.



Architecture Drawings of Olton Friary for Church Centenary display (Y5)



LO: To understand how visual language can communicate personality, interests, and identity through symbols.

Resources:

- Activity sheet: Coat of arms (blank shield)
- Example coat of arms (for support)
- A4 or A3 paper for mind-maps
- Coloured pens and pencils

Explain the history of the coat of arms. In the Middle Ages, knights and noble families used symbols on shields, banners, and coats worn over armour to identify themselves. This system, known as heraldry, showed family identity, importance, and wealth. Over time, coats of arms were passed down through families and later adopted by organisations, cities, schools, and sports clubs. Today, logos are a modern version of this idea.



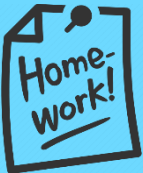
Show the presentation with historical and modern examples. Ask pupils to identify symbols and discuss why they may have been chosen. Explain that pupils will create a coat of arms to represent themselves. Watch the Pupil video together.

Pupils create a mind-map exploring ideas using prompts such as important places, hobbies, favourite subjects, animals, colours, and personal messages. Pupils sketch ideas freely to plan their symbols.

Art



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		<p>Provide the coat of arms activity sheet divided into four quadrants. Pupils select and draw symbols that represent them, using colour carefully.</p> 
<p style="text-align: center;">P.E.</p> 	<ul style="list-style-type: none"> • Walk 7,000 steps this week! <ul style="list-style-type: none"> • 25 sit ups • Run on the spot for three minutes <ul style="list-style-type: none"> • 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! 	<p>The lesson focuses on developing game skills through active participation and teamwork. Children begin with a dynamic warm-up involving movement and reaction games, followed by a short introduction to key skills such as dodging, passing or defending space. They then take part in small-sided games where they apply these skills in a fun, supportive environment, with rules adapted to suit different abilities. The lesson finishes with a gentle cool down and a short reflection, allowing children to discuss what they did well, how they worked as a team and which skills they used during the games.</p>
	<p>curious possibility mischievous community ancient foreign lightning privilege government temperature equipment environment disastrous relevant variety</p>	<p style="text-align: center;">SATS Revision packs</p>

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Communicating with school

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

