


Message from teachers

20+C+M+B+26



WE ARE GROWING TO BE:

INTENTIONAL Deliberate, on purpose, meant, by design, thought out in advance, planned, conscious, considered, done with care.	Intentional 	PROPHETIC Prophetic in the way they offer an alternative vision of education and the human person, rooted in the Gospel.
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INTENTIONAL: To be intentional in the way that you live and to use the resources of the earth, guided by your conscience.

PROPHETIC: Prophetic in the example that you give to others!



Gospel Values and Virtues
Catholic Pupil Profile -intentional & Prophetic

Our Lady of Compassion

Lent 2026

Violet In RE, we will focus on our understanding of Lent as we feast on and fast from good and bad choices during the season of Lent.

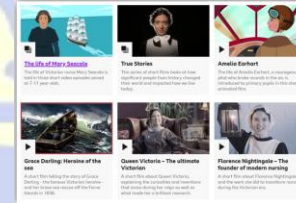
Lenten Stay and Pray

OLC WEEKLY LEARNING PLAN



We are reading this futuristic novel by Piers Torday 'The Last Wild.'

Women in History



Ada Lovelace- A historical computer pioneer

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

Teachers:	Mrs Freeman and Mrs Redfern	Year group:	5	Date:	16.03.26
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	Monday	Tuesday	Wednesday	Thursday	Friday
R.E.	<p style="color: purple;">9.03.26</p> <p style="color: purple;">Please join us for the Lent Stay and</p>	<p>LO: To know some of the teachings of the New Testament letters about becoming more like Christ</p>	<p>LO: To know some of the things that nourish or damage human relationships</p>	<p>LO: To know that the Sacrament of Reconciliation is a celebration of God's forgiveness</p>	



Pray for
UKS2
at 2.30pm.



Share key vocabulary: Colossians, Ephesians and Corinthians.
Have the children heard these words before?
Explain that these are the names of some of the New Testament letters.
Emphasise that these were written by the Apostles after the Resurrection as a guide for people who began to believe in him.

Share 4 of the letters. Read them together and discuss the meanings. What type of guidance do they offer?
Children to decide on the main message of each letter and complete matching activity.

Discuss the main message of each letter together (look at PowerPoint.)
Children to pick one of the letters that they feel is most relevant to their own life.
Write about the message of it and how it links to their life.
See example on the PowerPoint.

Just like Jesus was tempted in the desert, we get tempted to do the wrong things. Sometimes, we must choose between right and wrong.
Create a list in your book to show good and bad choices at home or in school. Then, answer this question. Discuss responses together.

What damage do sins and wrong choices in our relationships with God and others cause?

Explain that the next step after sin and wrongdoing is to say sorry and ask for God's forgiveness. Emphasise that we can do this through the Sacrament of Reconciliation.

Explain that this Sacrament is a special time of healing. Discuss the reasons for this. Can the children recall any other sacraments of healing?

Watch video of a reconciliation service. Recall what happens during this. How does this sacrament celebrate forgiveness?


Children to think of questions they would ask someone about this sacrament. E.g. Do you feel lighter or happier now? Do you feel closer to God now? Do you really feel forgiven now?

Share questions together. Create role play where children work in pairs to ask the questions and generate a response. Encourage the children to use lots of detail.

Task: Create an interview about the Sacrament of Reconciliation. See example.

AT2: ER2: Is it always easy to seek forgiveness? Explain your answer.

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		<p>Extension activity: Create a billboard to show the message of your favourite letter.</p>			
<p>Maths 5B</p> 	<p>5C Properties Of Shapes Lesson 1</p> <p>LO: Understand and use degrees</p>	<p>5C Properties Of Shapes Lesson 2</p> <p>LO: Measure acute angles</p>	<p>5C Properties Of Shapes Lesson 3</p> <p>LO: Measure angles up to 180°</p>	<p>5C Properties Of Shapes Lesson 4</p> <p>LO: Draw lines and angles accurately</p>	<p>5C Properties Of Shapes Lesson 5</p> <p>LO: Calculate angles around a point</p>
	<p>Textbook Pages 8</p> <p>Practice Book Pages 6</p>	<p>Textbook Pages 12</p> <p>Practice Book Pages 9</p>	<p>Textbook Pages 16</p> <p>Practice Book Pages 12</p>	<p>Textbook Pages 20</p> <p>Practice Book Pages 15</p>	<p>Textbook Pages 24</p> <p>Practice Book Pages 18</p>

OLC WEEKLY LEARNING PLAN

English



Lesson 7:

LO: To use a variety of noun phrases to describe.
 Read the sentences and try to guess which animal the sentences are talking about.
 Read Chapter 8-9 (pages 57-69)
 Why does Kester not know the names of certain animals?
 Focus on the description of the stag, how did the author knit together some of these descriptive phrases?
 Discuss how these noun phrases are made.
 (Explore use of adjectives, nouns, prepositions)
 Task: write a passage about these chapters describing the stag from The Wild that Kester encounters. Use Torday's description of the stag on page 68 as inspiration.

Lesson 8:

LO: To use a variety of noun phrases to describe.
 Read Chapters 10 and 11 (pages 70-83) Draw attention to the sentence: "The grizzled wolf, knocked but not down, snarls and prepares for his next blow."
 Why do you think the author omits the relative pronoun?
 Why do the wolves not trust humans?
 Why does the stag think Kester can help?
 Children add more information to their maps about the Ring of Trees.
 Collect verbs and adjectives that describe the wolves on the board.
 Review noun phrases from yesterday. We are going to use these again, but this time to describe the pack of wolves.
 Task: add another paragraph to their description of The Last Wild and this time focus on the wolves.

Lesson 9:

LO: To use question tags to show uncertainty.
 Create a class brainstorm listing as many contractions as you possibly can.
 Explain to children that a powerful way to show uncertainty is to use question tags.
 My father must be able to help.
 Model adding the question tag:
 My father must be able to help, mustn't he?
 Children write a short diary entry in the role as Kester.
 Encourage children to use the present perfect tense.
 Children also use tag questions to show Kester's growing uncertainty about their mission.
 Read to the cliff hanger at the end of Part 2.

Lesson 10:

LO: To use the subjunctive to give advice.
 Children add the suffix -ious to the following words to create adjectives: poison, infection, caution, malice, ambition, vice
 Read Part 3, Read to page 118 "I don't look back. I can't help."
 Why does the wolf-cub leave The Wild?
 What happened to his father and why does he not avenge him?
 What do you think is wrong with Kester?
 Could he have the "berry-eye"?
 What are his symptoms?
 Kester is in a world of confusion and doesn't know what is wrong with him. Explain to children that we are going to write a medical letter that will be posted out to all the inhabitants of The Island helping them diagnose themselves.
 The Factor Medical Association: List with children the symptoms of red eye. We need to write a formal letter in role as the Factor Medical Association and we will use a colon to introduce this list. The subjunctive tone is a very formal way to give advice and it can be achieved in many ways. It however often helps to give out sentence stems to support children and to explain that we are using the imperative form of the verb. The subjunctive is often used to emphasise urgency or importance, e.g. If your symptoms include:
 The Association suggest ~~that~~ you leave straight away. It is essential ~~that~~ one take precaution. The Association recommend ~~that~~ you contact us. Model also taking out the

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E

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word 'that' to add a heightened sense of urgency. Can children use any of the spelling words from the warm-up in their report?

Reading



SPAG

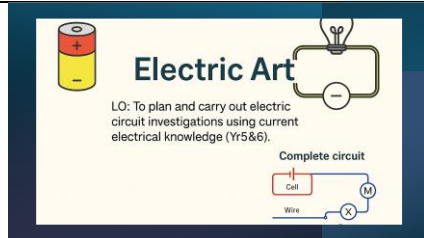
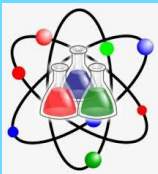


(See Spellings below)

[The Determiners Song](#)

[Grammarsaurus: Determiners Lesson and Worksheet](#)

Science



Electricity - Electric Art

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 plan and carry out electric circuit investigations using current electrical knowledge (Yr5&6).

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

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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

Geography



Globalisation

Globalisation

Lesson 1: What is globalisation?

- What is globalisation?

When did globalisation begin?

- How have containers contributed to globalisation?



Y5 History Project -- The History of the Friary Centenary Celebration 1926-2026

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

- Artwork and photographs to be included.
- Children will present this at the Centenary Celebration

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

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- 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.

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.

OLC WEEKLY LEARNING PLAN

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.

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?

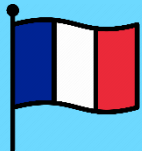
Ask the child to reply along the following lines or as much as they can manage:

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

Vocabulary

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

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 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



This lesson helps children understand how artists use images to communicate personal stories by exploring a portrait that shows family relationships. Pupils begin by looking closely at the artwork, identifying key details, emotions, and possible symbolism the artist has used. They discuss what story the picture might be telling and develop vocabulary to describe what they see—an approach supported within the Kapow Primary curriculum, which emphasises discussion, reflection, and building knowledge of artists. Using their sketchbooks, pupils then record observations, thoughts, and ideas, before starting their own drawing inspired by their family or someone important to them. This might include experimenting with expressive lines, simple portraits, or meaningful objects that

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reflect their story. The lesson ends with a short sharing session where pupils reflect on how pictures can express emotions, ideas, and personal experiences without using words.



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 4

[View Lesson Plan](#) →



Warm-Up
Shadow Play



Game
River Crossing (OAA)



Skill
Counter Balance



Review Method
Roles on a Bus

White Rose Maths Spring Week 9



accommodate
accompany
according
aggressive
anxious
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee

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Communicating with school

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

