

OLC WEEKLY LEARNING PLAN



Message from your teachers:

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

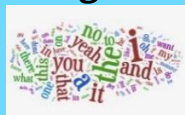
Teachers:	Miss Sidwell and Miss Houlihan	Year group:	Year 6	Date:	12.10.26
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R.E. 	Knowledge Statement: Sin is a deliberate choice to disobey God and spoil our friendship with Him.		Knowledge Statement: Sin harms our relationships with other people by causing hurt, mistrust, or conflict.		Knowledge Statement: The word sin is a specialist term that shows how our actions can separate us from God and others, even when we know what is right.
	LO: Reason from known facts Unit 3: Four operations (2) Textbook pages 124-127	LO: Equivalent fractions and simplifying Unit 4: Fractions (1) Textbook pages 130-135	LO: Equivalent fractions on a number line Unit 4: Fractions (1) Textbook pages 136-139	LO: Compare and order fractions Unit 4: Fractions (1) Textbook pages 140-143	LO: Add and subtract simple fractions Unit 4: Fractions (1) Textbook pages 144-147

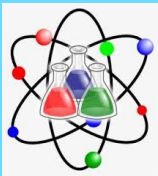
Maths



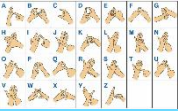
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English 	LO: To use a variety of expanded noun phrases to describe.	LO: To select and sequence key events in a narrative.	LO: To develop a story plan by innovating ideas.	LO: To use the progressive past tense to write multi-clause sentences in the opening of a narrative.	LO: To use a variety of devices to describe a character in the build-up/problem of a narrative.	
	Starter: Investigate the unusual features of the lost thing. Main: Design an original lost thing and write detailed descriptions using expanded noun phrases. Plenary: Share descriptions with a partner and evaluate how clearly the creature has been described.	Starter: Revisit important scenes from the story. Main: Identify and sequence the most significant events before retelling the story orally and in writing. Plenary: Agree on the five most important events and explain why they are essential to the narrative.	Starter: Review the structure of <i>The Lost Thing</i> . Main: Plan an original narrative by creating a new character, setting and lost thing whilst following the story structure. Plenary: Role-play key moments from the planned story and explore character thoughts and feelings.	Starter: Revisit story plans and descriptive vocabulary. Main: Write the opening of an original narrative, introducing the main character and their discovery of the lost thing. Plenary: Share examples and improve sentences through vocabulary choices and added detail.	Starter: Review how the lost thing is cared for and attempts to help it. Main: Write the middle section of the narrative, including descriptions, instructions and events that develop the problem. Plenary: Edit writing to improve punctuation and sentence structure.	
Reading 	The London Eye Mystery by Siobhan Dowd Lesson 5  Task: Read chapter 5. This chapter does not progress the plot of the story. What is the authors purpose of the chapter?			The London Eye Mystery by Siobhan Dowd Lesson 6  Task: Read chapter 6-7. We are at the same point in the story as in Chapter 1. What is your prediction now that you have extra information?		

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SPAG 	Spelling  Task: Explore the suffixes -tious and -cious. Complete worksheets linked to rule.	Punctuation and Grammar  Task: Explore and use rules for Capital Letters, Full Stops, Synonym and Antonym, Subject and Object, Colon, Semi Colon and Hyphens.
Science 	LO: to learn about the impact of drugs and alcohol on the body This week in Science, the children will be learning about how lifestyle choices can affect our health. They will explore the different uses of drugs, including medicines that help to treat illness and support the circulatory system, and learn about the impact that drugs and alcohol can have on the body. The children will discuss ways to stay healthy and understand how making positive choices can support their wellbeing. To demonstrate their understanding, they will create a poster promoting a healthy lifestyle and highlighting the negative effects that some drugs and alcohol can have on health.	
History 	LO: To understand what the Benin Bronzes can teach us about the Benin Kingdom. This week, children will explore what the Benin Bronzes can teach us about life in the Benin Kingdom. They will study images of Benin artwork and discuss what these sources reveal about the Oba's palace, Benin warriors, skilled craftspeople and the importance of art in Benin society. Children will consider why the Edo people chose to represent their kingdom in this way and what historians can learn from these artefacts. To demonstrate their understanding, children will design their own Benin Bronze and explain how its features represent life, culture, power or achievements in the Benin Kingdom.	
Computing 	Before starting this unit, check pupils' prior knowledge of using Scratch. Display the <i>Presentation: Introduction to Scratch</i>. Remind the children that Scratch is a block-based programming language and can be used to create projects. Inform them that in this unit, they will make music. Explain that tinkering is exploring and playing with something to discover its key functions. Inform the children that it is important in computing because it allows programmers to explore, make mistakes and discover how code works.	

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	Ask the children to go to the Scratch website and create a new project. Show the <i>Pupil video: Tinkering with music in Scratch</i>, which demonstrates the lesson activity. Allow the children to tinker and remind them of the skills shown in the <i>Pupil video: Tinkering with music in Scratch</i>.
PSHE: 	LO: God calls us to love others Explore the story of Zacchaeus' conversion and understand how God calls us to love and care for others. Children will reflect on ways they can respond to God's call in their daily lives through prayer, kindness and their actions towards others. Give each child an outline of two hands. Task: On each finger, children write or draw one way they can show love, kindness or care to others at home, school or in the community. Examples: • Help someone who is hurt. • Include someone in a game. • Say kind words. • Listen carefully. • Share resources. • Pray for someone. In the middle of the hands, children complete the sentence: "I can answer God's call to love others by..."
MFL 	Greetings This week in MFL, the children will be learning simple greetings in British Sign Language (BSL). They will practise signing greetings and introducing themselves while developing their understanding of different ways people communicate. The children will build confidence in using BSL and learn about its importance within the Deaf community.

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Music 	Explain that popular club or dance music is mainly created of short pieces of music that are looped and then layered on top of one another to create a longer piece of music. Play the <i>Audio: Musical beat and loop</i> on slide 2 of the <i>Presentation: Body percussion loops</i> as an example. Explain to the children that they will work in groups; starting by performing a body percussion rhythm on loop, before layering it with others in their group. Divide pupils into groups of four, and give each group a copy of the <i>Activity: Body percussion sheet</i>. 1. Ask the children in their groups to practise each of the body percussion loops, working together as a group and support each other while they work out each rhythm. 2. Assign one body percussion rhythm to each child in the group and allow some time for them to practise. 3. Once each child is confident with their own rhythm, ask the groups to work out how to layer each rhythm effectively. Encourage them to start with one child playing then introducing the next child and so on, until they are all playing together. Plenary: Ask the children to perform their looped rhythms to another group and offer feedback	
Art 	Black history month artwork How To Draw Rosa Parks  Children will watch a short video about Rosa Parks and use it to help them draw a portrait of her. They will then decorate their artwork by adding adjectives around the image to describe Rosa Parks' character and achievements, such as brave, determined, courageous, resilient, and inspirational. Through this activity, children will reflect on the qualities that helped Rosa Parks stand up for equality and make a difference in the world.	
PE 	Athletics To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	Fitness To develop balancing with control

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	Spellings: - profession - prejudice - parliament - occur - queue - privilege - recommend - recognise - necessary - opportunity	Maths: 

Y6 - Autumn 1 - Week 2  **Rule: Statutory Words**

Rule: These words can be found on the Year 5/6 statutory spelling list. These are the 100 words that children are expected to be able to spell by the end of Year 6.

man:le	profession	prejudice	parade	recreate
necessary	programme	privilege	recommend	
opportunity	occur	parliament	pronounce	rebuild
physical	performer	river	sign	relocate

How Many Words in each of the 10 words in the 'This Week' box below.

Spelling: Words with one meaning	Antonyms: Words with opposite meaning
strength	spiritual
resented	berns
adult	treasure
choice	discharge
honour	vacant
specialist	forget
ban	unnecessary
well	

Spelling: Write how many syllables are in each word, then write the word in its syllables below.

example	2	incomprehensible
cautious		
opportunity		privilege
necessary		relevant

Communicating with school

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