

Message from teachers :



**WE ARE GROWING TO BE:**

**LEARNED:** By learning how God wants us to live our lives, whether we are young or old, we should never stop learning about what God wants of us. We learn many new things each day, by reading the Bible, listening to our teachers and listening to our hearts, we learn more of what God wants.

**WISE:** By learning how God wants us to live our lives and putting it into practice. God is always with us and hoping that we will live our lives in the right way, following the teachings of Jesus.

**LEARNED:** Learned, knowing how God wants us to live our lives.

**WISE:** Wise: knowing how God wants us to live our lives and putting it into practice.



Gospel Values and Virtues



Season of Advent

On Friday we will share our blessing of our Advent wreath: this will be led by our Prayer and Liturgy Leaders and Caritas Team

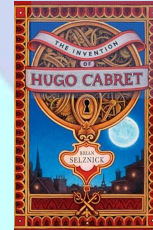
In RE, we are showing a true understanding of the Season of Advent and its significance in our daily lives as we prepare for The Christ Child's birth on Christmas Day.

**Gospel value and virtue: Learned and Wise.** We are learning how God wants us to live our lives by never stop learning about what God wants of us. We learn many new things each day: By reading the Bible, by listening to our families, our teachers and by listening to our hearts, we can learn more of what God wants. In UKS2 life, we will try to support our reverse candle by making a contribution to our local community: we are collecting food to support food banks and much more! In class we are trying to follow our Advent promises as we journey through Advent.



## OLC WEEKLY LEARNING PLAN


In English we thoroughly enjoying everything about The Invention of Hugo Cabret **by** Brian Selznick. This book has really captivated our imaginations. We are inspired in our writing too! In addition to this, the illustrations in this book are so captivating!



Mrs Redfern, Miss Dowling, Mrs Freeman & the UKS2 Team

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

<b>Teachers:</b>	<b>Miss Dowling and Mrs Freeman</b>	<b>Year group:</b>	<b>6</b>	<b>Date:</b>	<b>1.12.2025</b>
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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>R.E.</b> 	<p style="font-size: 24px; color: purple; text-align: center;"><b>Advent</b></p> <p style="color: purple;">Big question: How does the idea that Jesus will come again influence the way</p>	<p>LO: To know some of the messages of the Old Testament prophets about the coming of the Messiah.</p>	<p>LO: To know that Advent is when we prepare for the 1<sup>st</sup> and 2<sup>nd</sup> coming of Jesus.</p>	<p>LO: To empathise with the thoughts and feelings of Zechariah</p>	<p style="color: purple; font-size: 24px; text-align: center;"><b>Advent live stream with One Life music</b></p>

## OLC WEEKLY LEARNING PLAN

**Catholics live and celebrate Advent today?**



Children to research the meaning of the title “Messiah”.  
Explore with the children the belief of the Jewish people at the time of Jesus’ birth that God would send the Messiah to rescue them. Share with the children some Old Testament quotations about the promised Messiah (e.g. Jeremiah 23:5-6, Ezekiel 34:23-25)

Discuss the meaning of these quotations. Have they heard anything similar before?

Tasks:

1. Underline the key words/ phrases in the two quotation.
2. Choose your favourite quotation. Imagine you are one of the prophets, rewrite the message in your own Instagram post.
3. Imagine you have commented on the post. What would you say in

Children to complete their Advent posters from last week.


Share image of the annunciation of the birth of John the Baptist to Zechariah. Find something interesting, puzzling and surprising. Read the story in Luke’s Gospel.  
Use the link on the PowerPoint to watch the story.

Key questions:

- What does the text say about John the Baptist?
- What kind of person was he going to be?
- What do you think was the most important reason for the birth of John the Baptist in the life of Jesus?
- Why do you think the news of the birth was so surprising?
- Name another story that this links to.
- What kind of message do the angels bring?
- Can you think of a modern-day equivalent to Angel Gabriel? Why?



OLC WEEKLY LEARNING PLAN

		response?		<p>Drama activity: Put yourself in the picture Share image on the board. Children to imagine they are Zechariah. Think about what his thoughts and feelings would be when the Angel appeared. Share these together.</p> <p>Task: Complete analysis activity focussing on the thoughts/ feelings and beliefs of Zechariah.</p>	
<p><b>Maths</b></p> 	<p>LO: Problem solving – add and subtract fractions Pages: 120- 122</p>	<p>LO: Multiply fractions by integers Pages: 126-128</p>	<p>Arithmetic</p>	<p>Reasoning 1</p>	<p>Reasoning 2</p>



OLC WEEKLY LEARNING PLAN

how it \_\_\_\_ to be.

Insert the correct verb form into the sentence:  
 People have \_\_\_\_ making films for over a hundred years, but the process now \_\_\_\_ very different from how it \_\_\_\_ to be.

films for over a hundred years, but the process now \_\_\_\_ very different from how it \_\_\_\_ to be.

Reading



SPAG



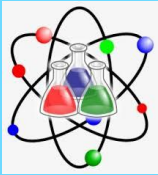
Lesson 1: Hyphens to Avoid Ambiguity

Objective: Understand and use hyphens to clarify meaning.  
 Activities: Spot ambiguous sentences, rewrite with hyphens, create own examples.

Lesson 2: Colons and Semi-Colons

Objective: Use colons to introduce lists and semi-colons to separate clauses.  
 Activities: Sentence sorting, punctuation correction, SATs-style practice.

Science



**LO: To explore the way that we see colour as humans and investigate the impact of coloured lighting on coloured props or costumes.**



**Have a go at splitting white light in an array of ways to create a colourful 'rainbow'.**

**Science Objectives**

- i) Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- ii) Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

**Working Scientifically**

Scientific enquiries to answer questions, including recognising and controlling variables where necessary

Recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs

Using test results to make predictions to set up further comparative and fair tests

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Geography



Lesson 5: How can we persuade people to protect biomes?

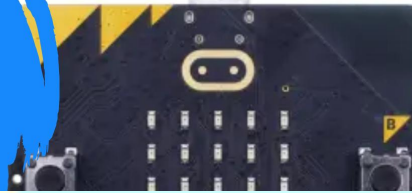
- What are good reasons for protecting biomes?
- What are good reasons for protecting your favourite biome?

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.

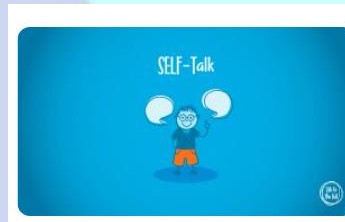
Link: [Programming 2 > Year 5 > Upper key stage 2 > Computing > Programming 2: BBC micro:bit](#)  
[Micro:bit Lesson Plans | KS2 Computing and Programming](#)

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)

## OLC WEEKLY LEARNING PLAN

### **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): Unit 2: French adjectives of colour, size and shape*

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

MFL



[Y3/4 \(A\): Lesson 3: Using shapes like the French artist, Matisse](#)

**LO: To understand and recognise what are cognates and near cognates.**

**LO: To give and receive instructions that include shape, size and colour vocabulary.**

- I can recognise written similarities between French and English nouns.
- I can explain what a cognate or near cognate is.
- I can ask for something politely and say thank you.
- I can use French shape, size and colour words to give instructions.
- I can create a Matisse-style composition using the shapes I have asked for.

# OLC WEEKLY LEARNING PLAN

## Music



### Film music

Use this unit hub to inform your medium-term plan and to navigate to related resources.



[Lesson 4: Composing for film](#)

**LO: To create and notate musical ideas and relate them to film music.**

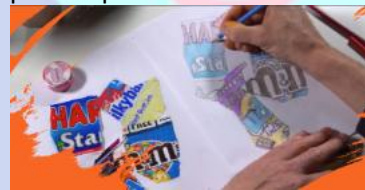
- I can imaginatively use my body or my voice to make sounds.
- I can relate sounds that I compose to a storyline in a film.
- I can notate my ideas using my own symbols on a graphic score.

## Art



<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills/drawing-packaging-collage-1/#>

In this lesson, pupils will explore how everyday packaging can inspire art. Begin by showing examples of pop art and discussing how artists use familiar objects creatively. Pupils will then create a simple collage using sweet wrappers or packaging, arranging them into an interesting composition. Once complete, they will draw their collage from observation, focusing on accurate outlines, proportions, and details such as lettering and logos. Encourage pupils to add colour using pencils or markers, considering bold and complementary colour choices to make their work vibrant. Throughout the activity, remind pupils to use their sketchbooks to record ideas and reflect on their progress. To differentiate, provide support with simpler compositions or challenge confident learners to include more complex arrangements and dynamic colour schemes. Conclude with a short plenary where pupils share their work and discuss what techniques helped them achieve effective results. – Finishing off colleges.



## P.E.



Walk 7,000 steps this week!

25 sit ups

Run on the spot for three minutes

15-star jumps

### Lesson 5



Warm-Up  
Shadow Play



Game  
River Crossing (OAA)

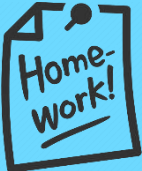


Skill  
Dynamic Balance



Review Method  
Roles on a Bus

## OLC WEEKLY LEARNING PLAN

	<p>Plan an exercise circuit that lasts 5 minutes.</p> <p>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>	
	<p>friend, shield, receipt, ceiling, deceive, niece, thief, achieve, ancient, foreign</p>	<p><b>Homework Y6: SATs BOOTCAMP:</b> <a href="https://www.yearsix.co.uk/sbc/sbc-login.php">https://www.yearsix.co.uk/sbc/sbc-login.php</a></p> <p><b>Maths Homework pages: Pages 10-12</b></p>

### Communicating with school

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