

Message from the teachers: Hello Everyone!

UPPER KEY STAGE TWO



RE: This week will enable us to be **Curious and Active** in our **Gospel values and Virtues**. We are learning more and deepening our understanding of The Story of the People of God. We make clear links with our **Catholic Social Teaching**, as we strive for the **Common Good**. We are **beginning our new unit about being Followers of Christ**. Here, we will look at **discipleship and vocation**. Since it is the month of the Rosary, where we say a daily decade each day: The Rosary gives a powerful message for peace, since Pope Francis requested that we should join our prayers with Our Lady by saying the Rosary for World Peace. We can also use this prayer to meditate and to pray for our families.



In English this week, we are reading and enjoying the **The Unforgotten Coat by Frank Cottrell Boyce**. We will learn so much about feelings and emotions as we try to empathise and understand the main characters of this narrative. There will also be an opportunity to write a diary entry from the point of view of either Chingis or Nergui.



Spellings: Weekly spellings are available on the learning plans on the school website. During the week, you will complete activities using these spellings in class (below 'Spellings'). Homework will be sent out each week. Further explanations are on the UKS2 Working Together meeting which was held last week (the powerpoint will be on the OLC website)



Reading: Reading books have been sent out and we hope to change them during the week (please send your child's reading journal book into school each day, as there will be many reading opportunities in school each day). The books are

OLC WEEKLY LEARNING PLAN

shared in the class library too. Please record any additional books that have been read in their reading record books. You and your families can add lovely comments of encouragement to share your special reading time each day.








Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. Please complete the following pages for dated 11.10.2024 *Maths homework will be sent out on a Friday and due in the following Friday (in time for marking). We have Times Tables Rockstars letters and logins to complete some wonderful online fun activities using our multiplication skills!

Thank you so much for your support. Please do come and see us if you have questions. Kind regards,
Mrs Redfern , Miss Chick, Miss Dowling & Mrs Freeman

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

Teachers:	Mrs Redfern Miss Dowling Mrs Freeman	Year group:	5	Date:	14.10.2024
------------------	--	--------------------	---	--------------	------------

	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">R.E.</p>  <p style="text-align: center;">Y6 Confirmation Programme Commences</p>	 <p>Gospel Values & Virtues: LO: To know and understand the of being both Curious and Active</p>	<p>Lesson : Complete Unit A</p> <p>LO: Know some parts of the story of Queen Esther</p> <p style="text-align: center;">(Y6 Confirmation Preparation)</p> 	<p>Lesson: New Unit B- Followers of Christ</p> 	<p>Lesson :</p> <p>LO: To understand the different reasons why people decided to follow Jesus.</p> <ul style="list-style-type: none"> To recognise the variety of people that Jesus called to follow him. 	 <p style="text-align: center;">Prayer and Liturgy –Year of Prayer /Catholic Social Teaching Focus-Creation & Dignity</p>

OLC WEEKLY LEARNING PLAN

By being both Curious and Active explain why the Commandments are important for our lives today

Unit B:
Followers of Christ

Vocabulary:
Disciples, call, vocation, Body of Christ, discipleship.

To know that Jesus called many people to follow him. They will be able to identify reasons why these people responded to his call. The children will understand that following Christ sometimes demands sacrifices and they will be able to identify some vocations that exist in the life of the Church.

To have a more limited knowledge of stories about people following Christ. They will know that Christians today are called to serve Christ in the Church and world.

To be able discuss in greater detail reasons why the first disciples of Jesus chose to follow him. They will be able to talk about some of the challenges of being a disciple of Christ. They will be able to ask questions and give answers

LO: To know that Jesus called people to follow him.

Big Question:

What dilemma does Queen Esther face in the story

- Understand that she had great trust in God.
- Be able to identify some reasons why this story is important in Scripture.



Discover:

Who was Esther?

Big Question: Who is Jesus?

Know some of the stories of the call of the disciples.

- Understand different reasons why people decided to follow Jesus.
- Be able to recognise the variety of people that Jesus called to follow him.

Discussion Activity: Ask the children to think about the question "Who is Jesus?" Imagine that they were meeting a group of people who had never heard of Jesus Christ before. Consider together What they would tell them?

Big Question:

What sort of people did Jesus call to become his followers?

Why did they decide to become a follower Jesus?

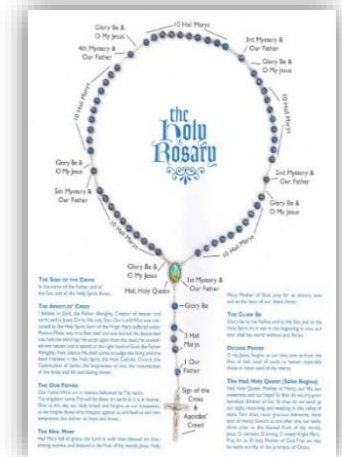
Art Activity: Create some art work of the calling of the disciples...



Liturgy Leads: Prayer Focus
The Our Father

Let us say this prayer with understanding?

Revisit the meaning of this prayer, the prayer that Jesus taught us...



Say a daily decade of the Rosary

OLC WEEKLY LEARNING PLAN

about why some people have died for their belief in Christ.

**Who was Mordecai?
Who was Haman?
What reasons had Haman for wanting to kill Mordecai?
What dilemma does Queen Esther face in the story?
How does her faith and trust in God help her in this difficult situation?
Why do you think this is an important story?
Imagine that you are Queen Esther or Mordecai.**

**Written Activity:
Write a version of this story and explain how the difficult situation that you faced was resolved.**

What important words and actions of Jesus would you recall? What titles would you give to him? What personal opinions about Jesus would you share?

Drama:

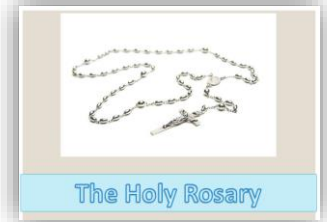
Create a class drama of an interviewer stopping people in the street and asking them what they think about Jesus?

Record this dialogue in their books in speech or in the form of a play script (English link).

Interviewer: Excuse me Sir. Could I ask you about someone called Jesus?

Interviewee: Certainly.

Interviewer: How would you describe what Jesus does?



Follow the ppt.

Complete the Rosary

Posters

Explain that it is evident from the Gospel that Jesus had a **major influence** on the people he called to follow him


Read the account of the **Call of the Disciples in the Gospels of Matthew, Mark and Luke.**

Compare and contrast the different accounts.

Ask the children to consider the type of life that these men would have had before they met Jesus.

All: Write a short presentation of their ideas of who the disciple were, what they did

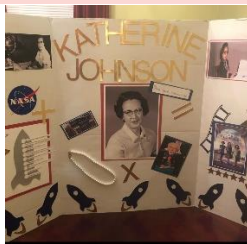
OLC WEEKLY LEARNING PLAN

				and why they changed around their drawings. Challenge: Imagine the conversation that James and John would have had with their father Zebedee when they told him that they were going to follow Jesus. What do you think Zebedee would have said in reply?	
Maths 5A 	LO: Round to check answer	LO: Inverse operations (addition and subtraction)	LO: Multi-step addition and subtract problems 1	LO: Multi-step addition and subtraction problems 2	LO: Solve missing number problems
	Text Book pages 96-99 Practice Book pages 70-72	Text Book pages 100-103 Practice Book pages 73-75	Text Book pages 104-107 Practice Book pages 76-78	Text Book pages 108-111 Practice Book Pages 79-81	Text Book pages 112-115 Practice Book 82-84 pages
English	Black History month work	LO: To create multi-clause sentences through 'abstract noun clauses'.	Reading session	LO: To re-evaluate predictions in light of textual evidence.	LO: To use the past perfect tense of verbs to describe feelings.



Follow the PowerPoint all about Katherine Johnson

Split into groups and work through the group tasks to create a class poster!



Read up to p60.

Role-play the scene where Julie takes the coat back to the brothers' house. What happens? List the actions and the emotions (abstract nouns) next to one another:

Progressive verbs	Feelings (abstract nouns)
hammering peering sneaking	desperation fear intrigue

Shared writing:

Model using the preposition with to create an 'abstract noun clause' to begin a sentence to make it multiclause. Discuss the effect this will have on the reader, e.g. giving them information about the feeling before finding out the action.

Knocking with caution, I waited patiently for someone to answer.

Children to write (as prose) the scene where Julie goes to the flat (in the first person, from Julie's point of view), using some multi-clause sentences to describe the character's emotions

Read to the end of the book and discuss

Discuss what has happened. Re-examine photos and look again at predictions. Add additional sentences to explain what we see when we look again.

It puzzled me when _____, because of the _____.

Children to complete a likes, dislikes, puzzles and connections grid.

Recall **thought tapping** in first person recount from session 8. Explain that we will be using this to write a third person recount and to do this we need to use the *past perfect*, e.g. he **had** felt (pronoun, **had** + **past participle**). Identify verbs from thought tapping.

Shared writing:

Initially, identify the verbs that need to be converted into the past perfect and then what needs to change to be written in third person?

I felt isolated when I moved.
He had felt isolated when he moved.

What happens when the verb changes, e.g. *He saw* becomes *seen*.

Task: Can you write some sentences about Nergui and Chingis (you can change the names if you wish) being told they are going back to Mongolia using third person and the past perfect tense.

OLC WEEKLY LEARNING PLAN

from their action/feeling charts.
 Model some other prepositions that could be used to create an 'abstract noun clause', e.g. *Laughing in delight* and to create an opposite, e.g. *Sneaking without fear...*

Reading



The Unforgotten Coat-
 Reading Chapters 1-2

Complete chapter summary questions focusing on literal, inference skills and opinions.

The Unforgotten Coat –
 Reading Chapters 3-4

Complete chapter summary questions focusing on literal, inference skills and opinions.

The Unforgotten Coat-
 Reading Chapters 5-6

Complete chapter summary questions focusing on literal, inference skills and opinions.

SPAG



Spelling rules: -cious / -tious

Follow the PowerPoint about the spelling rule.

At the end of the PowerPoint, children to make note of their spelling words ready for their spelling test next week.

Challenge: use these spelling words in your English work this week!

Punctuation: Capital letters

Recap when we should use capital letters within sentences.

[When to use capital letters and adjectives - Functional Skills - BBC Bitesize](#)
 Watch the first video about capital letters and have a go at the activity below the video.

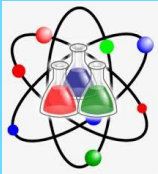
Next, play the following game as a class.

[Capital Letters and Full Stops Spot the Mistake SPaG Game - KS2 Revision \(twinkl.co.uk\)](#)

Activity: Complete the questions on capital letters.

Lesson 5: Prosthetic wounds and fake blood

Science



Refer back to previous lesson (iron nail experiment). Complete results table to show what has happened to the nail after 1 week. Write a conclusion of the experiment. E.g. In conclusion, the liquid that rusted the nail the quickest was ____ because ____
 Children could also include suggestions of how to improve the experiment, e.g. use a wider variety of liquids or leave the nail in the liquid for a longer amount of time.

Introduce new lesson.

Do you know what prosthetics are? Explain that today the BFI want you to explore wound special effects. See example pictures on the PowerPoint.

Introduce today's task. Explain that they will be designing their own mixture to create 'fake blood'. Provide them with a list of possible ingredients. Children are to discuss and decide which ingredients would mix well together and why. Encourage them to refer to previous learning about solutes and solvents.

Once children have chosen the ingredients, they can then write this up into their books providing reasons for their choices. Challenge children to explain how their mixture could be separated.

After this task is completed, decide together which recipe would be best for the 'fake blood' and make it together.



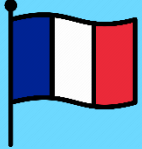
History



Benin Kingdom
 Lesson 6 Part 1:
 Plan and first paragraph.
 Unit check out

What was the greatest achievement of the Benin Kingdom?

OLC WEEKLY LEARNING PLAN

<p>Computing</p> 	<p style="text-align: center;">Dance Tap Typing Learn and practise: Typing letters in rows Typing keys on the home row Typing capital letters, apostrophes, slashes and full stops.</p>
<p>PSHE</p> 	<p style="text-align: center;">Lesson 5; Jigsaw Piece 5 Our Learning Charter I understand how an Individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.</p>
<p>MFL</p> 	<p style="text-align: center;">Journey to a French School</p> <p>Learning objective: To conduct a survey and present the findings in French.</p> <ul style="list-style-type: none"> • I can use an appropriate question form to seek information.. • I can record information accurately in French, including the use of acute and grave accents. • I can use the correct form of the verb aller to present results. <p>Watch and listen -Teacher video: Journey to school Have ready</p> <ul style="list-style-type: none"> • Presentation: Travelling to school. • Knowledge organiser: French Transport (one copy each, kept from lesson 2). • Numbers 1-20 – this is an external website and we do not have control over the content. Please check before showing it to the children. <p>Whiteboards and pens (one each). A soft ball or beanbag. Bilingual French/English dictionaries (optional).</p> <p>Activity: Class transport survey (pre-cut, one each). Recap and recall -Sentence chaos Display slide 1 of the Presentation: Travelling to school.</p>

OLC WEEKLY LEARNING PLAN

Give the children a five-minute time limit to work in pairs to put the words back into the correct order for each sentence. They should write this on a whiteboard. Before they begin, remind the class that the negative ne... pas is placed around the verb in a sentence in French. Take feedback from the class and then click to reveal the answers.

Attention grabber

Display slide 2 of the Presentation: Travelling to school.

Play the question and answer and invite the children to listen and repeat. Ask the children what these might mean:

Comment tu vas à l'école ? – How do you go to school?

Je vais à l'école en voiture. – I go to school by car.

Display slide 3. Play the five different ways of travelling to school. For each one, ask the children to note on a whiteboard, in English, the transport used. Remind the children that ne... pas means not/don't.

Ask volunteers to share responses, then click to reveal answers. Note that in the fourth one, there was a negative – the person does not go to school by boat, they go to school by train.

Main Event: Asking and answering questions

Display slide 4 of the Presentation: Travelling to school.

Throw a softball to different children in the class and ask them the question: comment tu vas à l'école ?

Use this as an opportunity to assess whether the children provide an answer in French using familiar language. The chart on the slide can be used as support.

Allow the children time to practise asking and answering the question in pairs.

Distribute the Activity: Class transport survey (one each) and make sure that the children have access to the Knowledge organiser: French Transport (see Print in advance). Underneath the question, the children should write their sentence for how they travel to school in French in the answer box.

Explain that they will go around the classroom, ask each other the question (practise this again), listen to the answer then tick the corresponding box. Model this first with a volunteer and tick the corresponding box on the interactive whiteboard.

Describing orally and in writing Display slide 5 of the Presentation: Travelling to school. Ask the children to count up how many responses they have for each type of transport and note the number for each in the corresponding column of the table.

OLC WEEKLY LEARNING PLAN

Children will need to say the numbers in French. If you feel they need to practise numbers 1 to 30 again, please use the numbers song link in the Have ready section. Remind the children that whilst number twenty-one is vingt-et-un, twenty-two to twenty-nine are composed of the bigger, followed by the smaller number; trente is thirty.

Listen to the question: Combien de personnes vont à l'école en bus dans la classe ? – How many people go to school by bus? Click to reveal the incomplete answer and ask a volunteer to give the number of peers they found who travel by bus, in French, then write it into the answer space on the interactive whiteboard.

Dans la classe, _____ personnes vont à l'école en bus. – _____ people go to school by bus.

Proceed similarly with the questions on slides 5, 6, and 7.

Model how to use the incomplete answer structure to write all four sentences by writing the numbers from their tally into the gaps.

Point out that et – and, mais – but, can be used to create longer sentences.

For example: Dans la classe, dix personnes vont à l'école en bus et huit personnes vont à l'école en trottinette. Dans la classe, douze personnes vont à l'école à pied, mais trois personnes vont à l'école en voiture.

Discuss whether there were any other types of transport mentioned. If so, challenge the children to add further sentences for the other types of transport that peers use to come to school using the answer structure and changing the noun for transport. If only one person is using a certain type of transport, remind pupils they will need to use une personne va ... as it is the third person singular form of the verb aller – to go.

Wrapping up Use the Pupil videos: Phonemes – Mouth Mechanics accompanying this lesson to practise pronunciation of phonics with the children.

French firsts – a timeline: TGV – France's intercity high-speed train (Train à Grande Vitesse) began service in 1981. Originally designed to link major French cities, it now also links Italy, Spain and the UK (Eurostar). The TGV is often a double-decker train and has been known to travel at up to 200mph. Display the class graph (created in the Main event) and compare it with other classes. Which class walks the most?

Pédibus: Ask the class to find clues in the name to help them work out the meaning (foot bus). Watch the video to discover: where the children are going; how they are travelling; the advantages of this; whether it exists in England; what pupils think of this initiative and why? Link: [Frenchschooljourneybyfootbus](#) – this is an external website and we do not have control over its content – please check before showing it to the children.

VOCABULARY:

VE n train by train

En taxi by taxi

En autobus/en bus by bus

En avion by aeroplane/ by plane

OLC WEEKLY LEARNING PLAN

En ballon/montgolfière by hot air balloon
En voiture by car
En bateau by boat
En ferry by ferry
à trottinette by (push-along) scooter
à moto by motorbike
à vélo by bicycle
à pied on foot
Comment tu vas à l'école ? How do you go to school?
Je vais à l'école I go to school
Ils vont à l'école They go to school
Combien de personnes vont à l'école en bus?
How many people go to school by bus?

Learning objective: To play call and response rhythms using percussion instruments.

Success criteria:

- I can join back in if I lose my place.
- I can listen to the pulse and play my instrument in time.
- I can count the rests (silences) accurately

Watch: Teacher video: Drumming away to Africa

Have ready

- Presentation: Odd one out (Main event).
- Presentation: Drumming away to Africa (Main event).
- Djembes (traditional African drums) and/or any other drums, alternatively woodblocks or maracas (one each).
- A metronome or online metronome, for example: [Link: Online metronome.*](#)
- [Link: Arrivée et salut à l'assistance by Les Maitres-Tambours du Burundi on VideoLink.*](#)
- [Link: Badenya Foly by Group Bwazan on VideoLink.*](#)

* These are external websites and we do not have control over their content – please check before showing them to the children.

Print in advance

- Activity: Listening activity - Drumming away to Africa (one each).
- Answer sheet: Drumming away to Africa listening (one teacher copy).

Music



OLC WEEKLY LEARNING PLAN

Recap and recall

Display the Presentation: Odd one out and use it to recap learning from the previous lesson.

Presentation: Presentation: Odd one out

Answers:

Audio 3 is the odd one out because it is a flute playing, while the other two have drums.

Attention grabber

Explain to the children that they are going to play rhythms inspired by West African drumming during this lesson. In preparation, they will do a listening activity.

Give each child a copy of the Activity: Listening activity – Drumming away to Africa.

Play the first audio file using the link: [Arrivée et salut à l'assistance by Les Maitres-Tambours du Burundi](#) and ask the children to answer the questions on the Activity: Listening activity – Drumming away to Africa.

Play the second audio file using the link: [Badenya Foly by Group Bwazan](#) and repeat the activity.

Discuss their answers, using the Teacher notes: Answers: Listening activity – Drumming away to Africa for reference if needed.

Questions

How do these pieces sound similar? (Answers may include: they both use drums, have more performers, are fast and loud.)

How do these pieces sound different? (Answers may include: the second one is faster, the first one involves vocals.)

Main event: Display the Presentation: Drumming away to Africa.

Presentation: Drumming away to Africa

As a warm-up, use slide 1 to practise playing some of the rhythms. Allocate djembes or drums (or woodblock or maracas) to each pupil.

To focus their attention, ask them to play loudly, quietly, quickly or slowly and get them to copy exactly.

- Display slide 2 and introduce the key words that will be used over the next two lessons.
- Display slide 3 and go over the rules for playing the djembes.
- Using slides 4 and 5, teach the children the two different ways to beat the djembe (open and bass).
- Show slide 6 and teach the children the basic warm-up call and response rhythms. Use a metronome to help maintain a constant pulse (for an online metronome, see [Link: Online metronome](#)).
- I am a tour-ist in U – gan – da
- Chicken in a vest (clap) we are the best
- Slug (rest) cater-pillar slug (rest) cater-pillar
- Tea coffee tea coffee tea coffee tea coffee

Teach the children one line/rhythm at a time and use repetition. Have a go at doing the rhythms slowly and then more quickly; loudly and quietly, with the pupils copying them in the same way.

OLC WEEKLY LEARNING PLAN

Explain to the children that West African drumming groups always have a master drummer, who is the drummer in charge. Acting as the master drummer, demonstrate the rhythms and ask the children to copy them. Consider using a drum with a stick for this part so the children can hear it better.

Split your class into four groups and allocate each group a rhythm.
Start tapping a steady beat and then get the children to join in group by group.
Hopefully, you will get all four rhythms playing at the same time and in time.

Questions

What is the traditional West African drum called? (Djembes, pronounced jem-bays.)

What is the name of the lead drummer? (Master drummer.)

What is 'call and response'? (A lead person sings or plays and then the other performers immediately sing or play the same.)

What does it mean if you are 'improvising'? (Making music up as you go along.)

Choose a child to have a go at being the master drummer, keep the steady beat and decide when each group should join in.

Vocabulary Break

A rhythm that haven't been played yet.

Improvisation

Making things up as you go.

Master drummer

The group leader who plays the call and keeps the beat.

Ostinato

A short rhythm that is repeated again and again in a music piece.

Poly-rhythms

Multiple different rhythms played at the same time.

Syncopation

A shift of accent on different beats than usually.

Art



Street art:

I can discuss the similarities and differences between art styles.

I can discuss ideas about what art is or should be and justify choices.

I can identify something i feel strongly about and consider how to represent it through a drawing,

Activity;

Children to begin to think how they could create a powerful drawn image ti shout out their passion, cause or issue.

P.E.



- Fitness:
- 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!
 - Swimming

REAL PE:
Warm Up: Gate Masters



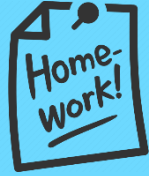
Game: Netball (invasion)



Competition: Round Robins

	1	2	3	4
Team 1				
Team 2				
Team 3				
Team 4				

OLC WEEKLY LEARNING PLAN



Y5 Power Maths (Whiterose)
Addition and Subtraction Week 5 Pages 14-16

Spelling
words for this
week

nutritious, cautious, delicious, conscious, ambitious, infectious,
spacious, vicious, appreciate, sufficient

Communicating with school

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