

OLC WEEKLY LEARNING PLAN



**Hello Year 6 and welcome back to your final half term at OLC! What a half term we have planned for you. First of all, we have a few more writing targets that we need to hit over the coming weeks. Then we have our all-important Year 6 school production to prepare for. We also have to prepare for all of our leavers events as well as a few surprises thrown in!!**

**You have worked so hard this year and we really hope that this half term is special and memorable for you as the year has been for us! Remember to always give your all in everything you do and we're sure we'll make this half term as successful as the last one!**

**God Bless,**

**Mr Brennan and Miss Chick**

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

<b>Teachers:</b>	<b>Mr Brennan Miss Chick</b>	<b>Year:</b>	<b>Year 6</b>	<b>Date:</b>	<b>24.06.2024</b>
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	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
	<b>Bible Focus</b>	LO: To explore Pauls journeys and the events that occurred. <b>Big Question: How can we change the minds of people that do not believe in the Gospel?</b>		<b>Gospel Values</b>	<b>Sacred Heart</b>



RE

**ACTS 13-14**

<sup>4</sup>The two of them, sent on their way by the Holy Spirit, went down to Seleucia and sailed from there to Cyprus. <sup>5</sup>When they arrived at Salamis, they proclaimed the word of God in the Jewish synagogues. John was with them as their helper.

<sup>6</sup>They traveled through the whole island until they came to Paphos. There they met a Jewish sorcerer and false prophet named Bar-Jesus, <sup>7</sup>who was an attendant of the proconsul, Sergius Paulus. The proconsul, an intelligent man, sent for Barnabas and Saul because he wanted to hear the word of God. <sup>8</sup>But Elymas the sorcerer (for that is what his name means) opposed them and tried to turn the proconsul from the faith. <sup>9</sup>Then Saul, who was also called Paul, filled with the Holy Spirit, looked straight at Elymas and said, <sup>10</sup>“You are a child of the devil and an enemy of everything that is right! You are full of all kinds of deceit and trickery. Will you never stop perverting the right ways of the Lord?” <sup>11</sup>Now the hand of the

Recall previous learning in Year Four about the conversion of St. Paul and his teaching.

Why do you think Paul had previously been a persecutor of Christians? What changed his life?

Paul went on three important journeys to preach the Good News about the Resurrection of Christ. Look at the following quotations from the Acts of the Apostles and trace his journeys.

- Journey One in Acts 13-14**
- Journey Two in Acts 15:36-18:22**
- Journey Three in Acts 18:22-21:16.**

Children to work in groups to trace the journey and summarise some of the things that happened on each journey in the form of group posters.




**We are growing to be Learned & Wise**



**WE ARE GROWING TO BE:**

<p><b>Learned:</b> 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 following to our hearts, we learn more of what God wants.</p>	<p><b>LEARNED:</b> Learning how God wants us to live our lives.</p>	<p><b>Wise:</b> By knowing how God wants us to live our lives and putting it into practice. God is always with us and helping that we will live our lives in the right way, following the teachings of Jesus.</p>	<p><b>WISE:</b> Wise: knowing how God wants us to live our lives and putting it into practice.</p>
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	<p>Lord is against you. You are going to be blind for a time, not even able to see the light of the sun.”</p> <p>Immediately mist and darkness came over him, and he groped about, seeking someone to lead him by the hand. 12When the proconsul saw what had happened, he believed, for he was amazed at the teaching about the Lord</p>				
 <p><b>Maths</b></p>	<p><b>Problem solving: Place value</b></p>				<p><b>Problem solving: negative numbers</b></p>
 <p><b>English</b></p>	<p><b>Production</b></p>	<p><b>LO: To edit for cohesion.</b> <b>(Continued from Friday)</b></p> <p>Look back at cohesive devices studied in sessions 6 and 7. Display the following two sentences. How can we use cohesive devices to make them more cohesive?</p>	<p><b>Production</b></p>	<p><b>Sports day</b></p>	<p><b>LO: To explore Pauls journeys and the events that occurred.</b></p> <p>Recall previous learning in Year Four about the conversion of St. Paul and his teaching.</p> <p>Why do you think Paul had previously been a</p>

Curiosity studies the terrain using its high-powered cameras. Curiosity sends clear images back to NASA from Mars.

Once children's work has been edited, ensure they are able to publish their outcomes. It would look great if these were able to be presented on blueprint paper like in the book and with accompanying artwork (technical drawings).

For the next 2 lessons you are going to publish your work for the NASA scientists. You need to write up your edited introductory paragraph, and include your designs of your new Mars Rover with your detailed formal features written out.

This needs to be your best work to allow this to be approved!

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**Journey Two in Acts 15:36-18:22**

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Don't forget all you have learned throughout this year!

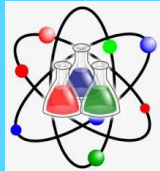


**Spelling & Handwriting**

**Year 6 Spelling words for this week:**

**Dictionary Corner:**  
Put the words in context in sentences.

**Year 6 spelling handwriting focus for this week:**  
Put 5 of these words into sentences in context and spelled correctly.



**Humanities**

**Science**

Set chn the 'Who? What? When?' challenge and note the conversations chn have, what they add in at each stage and what questions they write down. Take a look at the fact files on the Hamilton. Discuss the animal reproductive ages and offspring. For Science this week we will have three challenges for you to complete in groups. You will start with learning about gestation periods. Use the Gestation data (Hamilton) to help you create a graph that clearly shows the different Gestation periods of different animals. What different graphs could you use to display this data? During the

**Geography**

**Lesson 3: How does globalisation affect trade?**

How has globalisation increased trade?

What are the advantages and disadvantages of trade globalisation?

**Computing**

**Inventing a product**

**Lesson 4: Computer Aided Design (CAD)**

**LO: To use CAD to design a product.**

**1: Recap and recall-**  
Gimme five

**2: Attention grabber-**  
exploring websites for advertisement

**3: Main event-** drawing and designing their own website (Classroom based)

**French**

Before the lesson: Watch teacher video – **Holiday clothes.**

Recap and recall: Key vocabulary and pronunciation. Play the audio files to hear the words spoken in French and then children repeat the word after the audio.

Attention grabber: Play the link: '[Chanson Enfant - Les Vacances](#)'. Ask the children if they can work out what the song is about but remind the children that they are not

**PSHE**

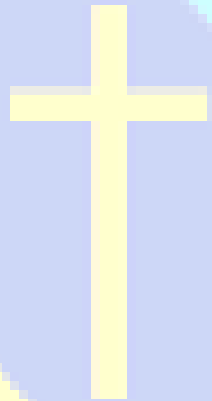
**Adolescent Friendships Alternative**

Think about something you really value or believe is important that you would never give up because of peer pressure. In groups, share your ideas and then sort them from most to least important as a group. Does it matter if you disagreed? As you know what you believe in, does it matter what anyone else thinks? In this school we are usually with our class for most lessons, but this might change when we are in a much bigger school with a much bigger

gestation challenge, explain the terms: causal relationship & correlation. Challenge number two is find images of a poppy seed, grape, lemon, avocado, coconut, swede, lettuce, turnip, papaya and a pumpkin. Using the titles of each stage of foetal development (Hamilton), match the foetal development statements with each month of development. Discuss the foetal development myth or fact cards. Challenge number three is to have a look at developmental milestone statements for children (Hamilton). Have a go at suggesting an age bracket for each milestone and then create a table that displays the different milestones children can achieve as they grow.

What are trade agreements?

**Art**



**4. Wrapping up-**  
Constructive feedback.

**Music**

To prepare for the Year 6 performance, it's essential that children learn both the lyrics and actions of the production songs. Mastering these elements will help them perform confidently and ensure a polished presentation. This can be done through repetition, engaging activities and group rehearsals. By breaking down the lyrics and actions into manageable sections, children can gradually build their confidence. With dedication and enthusiasm, the children

expected to understand all the words.


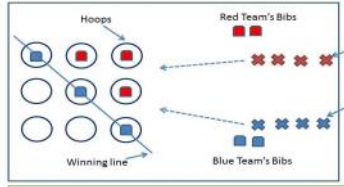
Main event: Display the *Presentation: Holiday clothes*. Display slide 2 and recap with the children the words for the different seasons. Explain that the children are going to practise the clothes vocabulary by working out what to pack for their holidays. Talk about how packing your holiday suitcase will be different if packing for a summer or a winter holiday. Run through the words for the items on slides 3 and 4. Give each child a copy of the *Activity: Dans ma valise*. Explain that you want them to decide: Where they are going on holiday, when they are going on holiday (summer or winter), what they are going to do on holiday and what they need to pack. The children then construct the answers using the framework provided.

Wrapping up: Invite children up to the front of the class to share their work.

year group and we will be mixing with many more different people for every lesson, and every break or lunchtime, every day. Are you independent enough to stand by what you believe is important if your current friends are not physically there to support you? Ask "Is fitting in more important than being true to yourself?" As we become older, we will be surrounded by people who may or may not believe in the same morals and values that we do. Sometimes we might need to be assertive and stand up for what we believe in, even if it means we don't make close friends with those people. Share slide 15. Slide 16 – practice being assertive in pairs. How can we disagree in a way that doesn't cause conflict, but one that still ensures you are who you want to be? Give each group a scenario card. Ask the children to imagine they are now new at secondary school and trying to make friends and fit in. Consider if they would be happy to make friends with



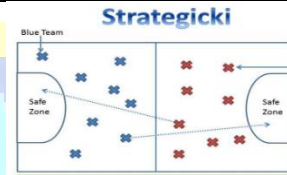
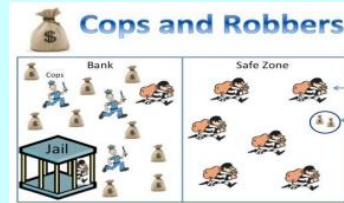
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			<p>will be well-prepared to shine on stage.</p>		<p>this person or group if it meant doing this action. How does it compare with what they believed was important earlier?</p>
 <p><b>Daily PE Activity</b></p>	<p><b>REAL PE: UNIT 6 – Lesson 5</b>  <b>Health and Fitness</b>  <b>Game:</b> Throlf  <b>Purpose:</b> Develop fundamental movement skills and apply them to help develop coordination and control with a ball, including sending and receiving skills, that are required in a range of games and activities. It is important, for instance, to be able to react and move quickly to a loose or moving ball in cricket and netball and for accurate passing and decision making in rugby and basketball.          Develop essential health and fitness understanding to be able to explain why warming up and cooling down are important and for how long and how often they need to exercise to be healthy. Begin</p>	<p><b>Fitness Focus - COPS AND ROBBERS</b>          The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen</p>	<p><b>Fitness Focus - STRATEGICKI</b>          Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.</p>	<p><b>Fitness Focus – TIK TAC TOE</b>          Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.</p> 	<p><b>JUST DANCE – WAKA WAKA</b>  <a href="https://www.youtube.com/watch?v=gVfgTw_W_JY">https://www.youtube.com/watch?v=gVfgTw_W_JY</a></p>

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to describe basic fitness components and record and monitor how hard they are working

or all of the robbers are in jail.



Homework:

Communicating with school

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