

OLC WEEKLY LEARNING PLAN




Message from the teachers:



Hello Year 6 and welcome to your learning for the coming week.
 In English we begin our learning journey with a brilliant book called 'The Lost Happy Endings' where we will be writing our own fairy tale.
 This half term we will also be exploring creation in Re, properties and materials in science and 'slums in geography. We are sure that you will enjoy everything we have to come and were really looking forward joining you on your learnig journey this year.
 Mr Brennan and Miss Chick 😊

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

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	2.10.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	<p>LO:</p>	<p>LO: To research the impact of the Ten Commandments on modern society.</p> <p style="text-align: center; font-size: 1.2em;">Activity</p> <p>Read the story of God giving Moses the commandments.</p> <p>Hold a discussion about why the commandments were important for the people of Israel?</p> <p>What do they tell us about the way people should treat themselves and other people?</p>	<p>LO:</p>	<p>LO: To explore the significance of the Rosary to Catholics</p> <p style="text-align: center; font-size: 1.2em;">Activity</p> <p>During the month of the Rosary, it is important that Catholics pray the Rosary as much as they can. Today's lesson will explore the Rosary</p> <p>Your task is to draw the Rosary beads in your book and annotate them with the seven meanings from the PowerPoint on the website.</p>	<p>LO:</p>

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		<p>Consider with the children the importance of the commandments for Christians today.</p> <p>Children to write the commandments in your book and some reflections about how people can follow them in the modern world.</p>			
 <p>Maths</p>	<p>WR POWER MATHS: UNIT 2 LESSON 3 – Problem solving addition and subtraction to UNIT 2 Lesson 7 – Primes to 100</p>				
 <p>English</p>	<p>LO: To use adverbials to aid text cohesion.</p>	<p>LO: To use features of very formal language including the subjunctive form.</p>	<p>LO: To create and sustain an extended metaphor.</p>	<p>LO: To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p>	<p>LO: To evaluate and edit by assessing the effectiveness of their own and others' writing.</p>
<p>Activating adverbials: Read the following oral dictation three times: Each evening at dusk, Jub carried the sack of Happy Endings through the forest. As soon as darkness had</p>	<p>Tell the children that the witch received a letter telling her that she had lost her job. Using some of the ideas for reasons that were generated in session 10, explore how to present</p>	<p>Revisit the idea of morphing moods from session 3 and the modelled example: A kindly woman with a face like the petals of a rose and beautiful loving hands... but use</p>	<p>Model writing the final stage up to the part where the witch decides to take back The Endings but is then furious not because they are of no use to her in the way that we were led</p>	<p>Shared writing: Model editing for cohesion, focusing on adverbials for cohesion of chronology, pronouns to avoid repetition and consistent tense. Each of these three</p>	

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fallen, she climbed the oak tree. Once in the tree, carefully balancing, she would gently shake The Endings out of the sack. Gracefully into the clear night sky they would dance and, throughout the night, the stars twinkled their approval. Each time it is read, ask the children to listen carefully to the passage, focusing on the adverbial phrases. They then attempt to remember as many of the adverbial phrases from the passage as they can, writing them down on paper, collaboratively. Using the sentences as a model, children to discuss the passage in their groups and attempt to reconstruct it from the adverbial phrases and write on sugar paper. Using the model created in session 10, model writing the first section including some Lucky Dip Descriptions and a range of adverbials to aid cohesion. Whilst simultaneously drawing upon content from session 7 (what the



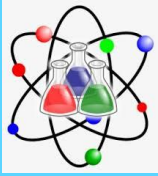
these using very formal language including the subjunctive (refer back to session 6) e.g.:
Dear Ms Witch, It has been brought to our attention that you have not been doing the thorough job of dispersing and collecting the Endings that you had us believe. It clearly states in your contract that, should any Endings be lost or uncollected then the contract is to be terminated with immediate effect. Were you to have daydreamed less, perhaps, then ...
 Regretfully,
 Children to write their own version of the letter that the witch received.
 A moment in time:
 Children in role as the witch as she receives the devastating news that she has lost her job. How does she feel? Shared -write some ideas in the form of a monologue. Add to the Working Wall as this will be useful content later on.

poetic licence and change this to a metaphor: A kindly woman, her face the petals of a rose and beautiful loving hands... Model developing this idea of the witch beginning to 'wilt' into a putrid, dying flower – this is symbolic of her shift from good to bad. Shared writing: Model developing this idea by interspersing flower life-cycle references with the events that follow over the coming days. Don't overdo it but make clear to the children that an extended metaphor is a connected image that is woven through the text. In this case, that the witch is a flower.
 Drawing upon ideas from yesterday's plenary, the children write the part where the witch learns of her loss of job and then continue writing. This letter (the children wrote this yesterday) is to be included at the right point in the children's narrative. Children to write up this part of their narrative to

to believe but, instead, that they haven't brought her the joy and happiness back that she so longed for...hence the diary entry. Children continue writing independently. Remind them that they need to pop in references to the witch as a flower who, by this stage in their story, has wilted.
 Stick or twist: Encourage the children to edit today's writing, being ruthless in terms of what works and what doesn't/ is too much.

aspects of cohesion could be taken and modelled explicitly using different colour pens. Children to edit and share finished work perhaps in pairs or with another class.
 Publish and share writing.

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	<p>witch is really like as a person), children to write the first few paragraphs of their own version of the witch's story. Ideally they should be able to write for a sustained period of at least 30 minutes, with support as needed. Remind children to draw upon content from the morphing moods activity in session 3.</p> <p>Peer edit for cohesion and use of imagery (noun phrases).</p>		<p>include the use of an extended metaphor. Shared editing for effectiveness – would be useful to look at children's writing on a visualizer if you have one.</p>		
 <p>Spelling & Handwriting</p>					
 <p>Wider Curriculum</p>	<p>SCIENCE</p> <p>Take a look at the email from a local café (Hamilton), looking for tables that are up to food prep standards.</p> <p>Look at the guidelines on the Hamilton and come up with a list of properties the</p>	<p>Art</p> <p>I Need Space: Lesson 3 – TEIS ALBERS</p> <p>SPAG</p>	<p>Geography:</p> <p>Lesson 4: What improvements can be made for people living in the slums?</p> <p>FRENCH</p> <p>Before the lesson: Watch teacher video – The Louvre and adjective agreement.</p>	<p>Computing</p> <p>Session 3:</p> <p>In this session, pupils are reminded of how Scratch works and look at examples of games. Then, the process of programming in Scratch is modelled by the teacher, before partners</p>	<p>PSHE</p> <p>LIFE TO THE FULL Module 1 – Unit 3 Session 3 (Emotional Changes)</p>

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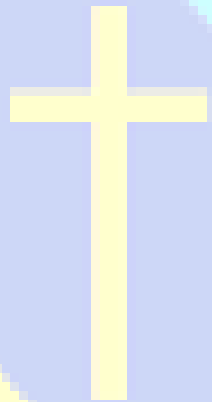
recommended materials will need to have e.g. easy to clean and strong.

Have a look at the suggested range of materials to investigate on the Hamilton and the pictures of real life examples of café tables.

Create an enquiry question or multiple questions that will explain what you are going to investigate. You may begin with an overarching enquiry question such as, which material is best to use for a café table? Now break this down further to be specific in the properties you are going to investigate e.g. which material resists being scratched the most? Ect.

Now you have your enquiry questions ready, take a look at the recording results guidance on Hamilton. This will support you in carrying out your investigation, how to record your results and how to display what you

Spelling Pathways week 3



Presentation: 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: ['Welcome to the Louvre'](#). Ask the children if they know what the Louvre is and where it is. Introduce the children to the words: **l'entrée** – the entrance and **le musée** – the museum.

Main event: Open the link: ['The Louvre'](#) and show the children your chosen images. When pointing to the works of art, use the phrases, **c'est un tableau** – it's a painting and, **c'est une statue** – it's a statue. Introduce the words **heureux** – happy and **sérieux** – serious, changing your facial expressions to make clear the meaning of these words.

The *Presentation: Heureux* or *sérieux* shows images of people looking happy or serious. Go through the slides, in turn, asking the children to state for each of

create their own prototype of a game.

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have found on a scatter graph.

the images whether: **Il/elle est sérieux/sérieuse or Il/elle est heureux/heureuse.**
Encourage the children to respond using the full sentence.



Daily PE Activity

Real PE Unit 1: Personal Skills - Lesson 1

Homework:

MATHS - Ordering Numbers and Negative Numbers – Pages 2-4
SPAG – SET A: Test 1 – Pages 2-5
SPELLINGS IN READING RECORDS

Communicating with school

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