



OLC WEEKLY LEARNING PLAN





Message from the teachers:

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

Teachers:	Miss Dowling, Mrs Freeman	Year:	4	Date:	29.4.2024
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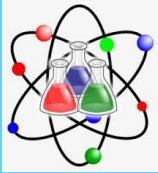
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	<p>Big Question :</p> <p>How do we celebrate in Mass?</p> <p>Unit:</p> <p>THE EUCHARIST IS A</p>	<p>LO: different types of celebration</p> <p>Discuss with the children the different types of celebration they have taken part in.</p> <p>Look at some of the things associated with the act of celebrating (e.g. gathering with those you belong to, remembering and celebrating an important event, showing your respect and love for others, taking a gift, sharing in food and drink, we enjoy the celebration and get something out of it). Create a brochure about what makes a good celebration</p>	<p>LO: Compare and contrast the celebration of Mass and other celebrations</p> <p>When Mass is celebrated, all the things which make up a really good celebration are there</p> <ul style="list-style-type: none"> - We come together as God's family. - We listen to the Word of God - We pray for other people - We bring our gifts of bread and wine. - We share in the meal which Jesus has given us 	<p>LO: Parable of the ten lepers.</p> <p>Read and dramatise the parable of the ten lepers.</p> <p>What leprosy is?</p> <p>Explain that lepers were isolated people who could not be part of the community because of their illness.</p> <p>Imagine that you are the leper who came back and gave thanks. Children to work in groups, one child sharing his or her experience as the leper and the others asking questions.</p> <p>Create a comic strip of the Parable of the ten lepers.</p>	

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	THANKSGIVING TO GOD		<p>– We are strengthened to follow Jesus by receiving him during this celebration.</p> <ul style="list-style-type: none"> • Compare and contrast the celebration of Mass and other celebrations. Help the children to see important links but also important differences. • In what way is the celebration of Mass different? What makes it a very special celebration? 		
 <p>Maths</p>	LO: Write money using decimals	School Trip	LO: Convert between pounds and pence	LO: Compare amounts of money	LO: Estimate with money
	Workbook pages 29-31		Workbook pages 32-34	Workbook pages 35-37	Workbook pages 38-40
	LO: To use emotive language to write a letter	School trip	LO: To plan the next instalment of an adventure	LO: To plan a story	LO: To write a story

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 <p>English</p>	<p>Read up to page 82. Who do you think the Finnish Seaman will be? Now read up to page 94. Explain that we will need to help The Chief write his 'so long' note to Donna. Discuss adjectives that the Chief might use, referring to those gathered throughout the sequence so far, as well as the 'show not tell' strategies from session 8.</p> <p>Shared writing: Model writing the letter on the back of the 'so long' note for the Chief, using a range of emotive language as well as 'show not tell' and modelling joining ideas with conjunctions, e.g. those used in session 2. Children to go on to write their own notes for the Chief. See example on the PowerPoint.</p>		<p>Read up to page 95 and discuss where they are going next. Now read to page 97 and predict what will happen next. Now read to the end.</p> <p>Look at the map and ask children to discuss where Sally and the Chief might travel to next. Add pins to the map and use luggage tags to identify the events that will happen in each place.</p> 	<p>Using the ideas from yesterday's lesson. Children to discuss ideas for the next part of the story. What could Sally's next misfortune be? How will she overcome it? What characters will be involved?</p> <p>Share ideas together.</p> <p>Children to plan out the next section of the story.</p> <p>Encourage them to use:</p> <ul style="list-style-type: none"> - Fronted adverbials - Conjunctions - Show not tell sentences 	<p>Children to write the next section of the story using yesterday's planning.</p> <p>Model the opening to the story: <i>Our story begins about a year after we last heard from Sally Jones and the Chief. A mighty tempest rocked the sky and it reminded Sally of the huge and terrifying storm she had been told had taken place on the night of her birth. Moments later, water began to pour tumultuously onto the deck.</i> Pause throughout the lesson to share good examples</p>
 <p>Spelling & Handwriting</p>	<p>courageous courteous curious glamorous hideous humorous obvious outrageous serious spontaneous vigorous</p>	<p>courageous courteous curious glamorous hideous humorous obvious outrageous serious spontaneous vigorous</p>	<p>courageous courteous curious glamorous hideous humorous obvious outrageous serious spontaneous vigorous</p>	<p>courageous courteous curious glamorous hideous humorous obvious outrageous serious spontaneous vigorous</p>	<p>courageous courteous curious glamorous hideous humorous obvious outrageous serious spontaneous vigorous</p>



Wider Curriculum

Humanities

Lesson 4: Can I create a profile of a migrant?

- Stories are very effective at individualising the migrant or refugee experience and making it relatable. Concern Worldwide’s website relates the story of Bashir, an 11-year-old orphan from Syria now living as a refugee in Lebanon, and Mona, the former teacher who decided to look after him. This story can be found in the ‘Emergencies’ section of the website, and was listed on 16 June 2020.
- Made into America is a website with a large pool of stories of migrants from many different

Science

Electricity

LO: To construct a range of circuits and to make a simple switch.

Recap the components needed to construct a circuit and their scientific image.
Work in groups to construct a variety of circuits and follow instructions on how to make a simple switch.

<https://www.science-sparks.com/make-a-simple-switch/>

PSHE

Lesson 4: Jigsaw Piece 4 (Getting On and Falling Out)

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
I know how to stand up for myself and how to negotiate and compromise.

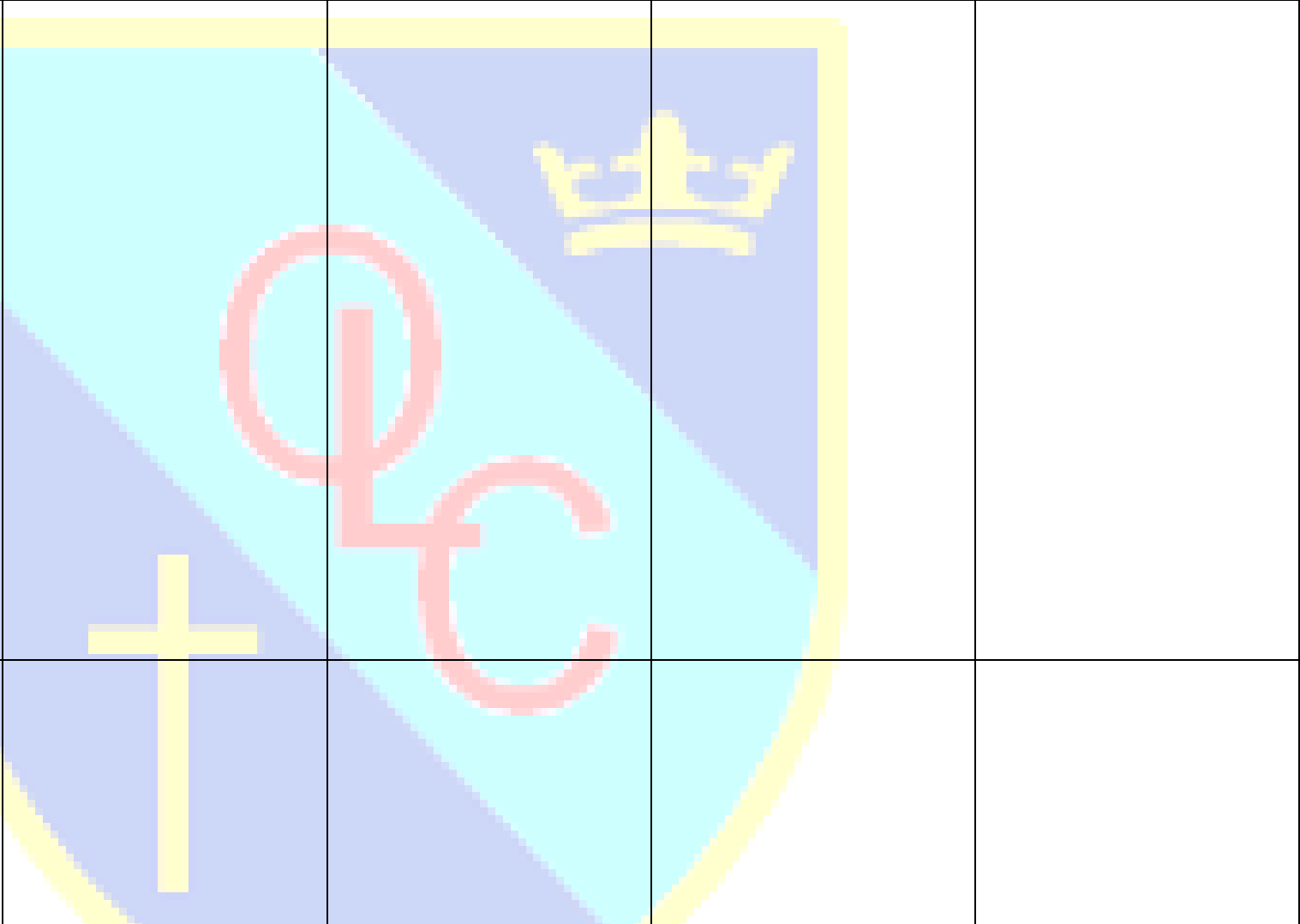

Art

Music

Computing

MFL

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	<p>countries who migrated to the USA.</p> <p>Our Migration Story is a website that has collected together the stories of many generations of migrants to Britain, from 43 CE to the 21st century.</p> <ul style="list-style-type: none"> I What is a character profile? li What is a refugee? <p>What details should a profile of a migrant contain?</p> <p>Create a character profile.</p>				
 <p>Daily PE Activity</p>					

Homework:

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Communicating with school

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

