

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,

We will be continuing to remember that it is the special month of the Rosary. We will pray for ourselves, our families and our friends. Each decade helps us to remember just how important Jesus is to us. In RE, we will be learning about the importance of prayer to Jesus and ourselves.

We are going to consolidate our learning about addition and subtraction in maths. We will continue to investigate the strength of magnets in science and in history we will find out all about the different eras in the Stone Age.

We hope you have a wonderful half term! Thank you for your hard work this half term.

Mr Brennan and Miss Sidwell

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

| | | | | | |
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| Teachers: | Mr Brennan & Miss Sidwell | Year: | Year 4 | Date: | 21.10.24 |
|------------------|---------------------------|--------------|--------|--------------|----------|

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| RE | | <p>LO: To know that Jesus enjoyed a special and close relationship with God whom he called his Father.</p> | <p>LO: To know that we can enjoy a special relationship with God.</p> | | <h1>Inset Day</h1> |
| | <p>Sunday's Gospel to explore: Mark 10:42-45</p> <p>The Son of Man came to give his life as a ransom for many.</p> <p><i>Remind children throughout the week of</i></p> | <p>Children to read the story of the finding of Jesus in the temple. Lk. 2: 41-51</p> <p>What does the story tell us about Jesus' relationship with God his Father?</p> | <p>Explain to the children that for Jewish people at the time of Jesus, it was very important to visit the temple in Jerusalem whenever they could.</p> <p>This was a very special place of prayer for them.</p> | <p>Sing it: Linking Curious and Active to traditional and contemporary music.</p> <p>All Things Bright & Beautiful with Lyrics (youtube.com)</p> <p>Matt Redman - Everything That Has Breath - YouTube</p> | |

OLC WEEKLY LEARNING PLAN

our Gospel Values and Virtues: Curious and Active.
Catholic schools help their pupils grow by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church and the wider community.

How do you think Mary and Joseph felt when they heard Jesus talking with all the elders in the temple?

Task: Write Mary or Joseph's diary entry for this event.

Read psalm 122 about going up to the temple of Jerusalem and listen to a sung version.

<https://www.youtube.com/watch?v=uelFJcWJGW8>

Explain that this was a psalm Jesus might have sung on his journeys to Jerusalem.

Talk about how we are able to go to church and worship God with others whenever we want to. Talk about how they feel when they go to church.

Task: Inside an image of a church, write about how they feel when they go to church. What should we do at church?

[This is the Day - Lyric Video - OneLife Music \(youtube.com\)](#)
[Lara Martin The Voice of Hope Worship Video with Lyrics \(youtube.com\)](#)

LO: Efficient methods

Unit 3: Addition and subtraction

Textbook pages 112-115

LO: Equivalent difference

Unit 3: Addition and subtraction

Textbook pages 116-119

LO: Estimate answers

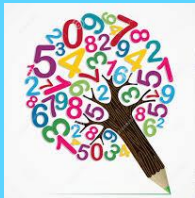
Unit 3: Addition and subtraction

Textbook pages 120-123

LO: Exchange across two columns

Unit 3: Addition and subtraction

Textbook pages 108-111



Maths

Inset Day



English

LO: To use a range of sentence types to create a persuasive poster. (two lessons).

Put the word 'pollution' on the IWB. What words and phrases do children associate with this? Children may come up with: **smog, black smoke, toxic, litter, factories, global warming...**

Book talk:

Continue to read the book up to the end of the line, 'He hurried home.' Continue to watch the film to the time 13:14. Ask children: *why do you think the creature gives the plant to his neighbour?*

Give children copies of the **letter from the Secret Gardener** (see resources). Explore the grammatical structure of each of the sentence types, including revision of necessary punctuation. *How can we identify each?*

Explain that we are going to help the creature by creating posters for them to stick around his block of flats. We are going to use the different sentence types to write persuasively.

Shared writing:

Are you tired and exhausted of this way of life? Have you had enough of the pollution, the smog and the endless factories? Take a clipping from the box and grow your own plant. Fight back and look after the wilderness. What a great opportunity! This world needs you to help it heal. The power of nature can heal this world...

LO: To use the present perfect tense

Book talk:

Continue watching the movie only in this session up to the time 14:52 when the creature sits under the tree and it blossoms. *Do they think that this really happened? Could it have been their imagination? Why does the movie show this?*

Discover the **letter from the Secret Society of Gardeners** (see resources) in the classroom. *Do children think we should go along to this secret meeting even though it could be dangerous? Can children recognise which tense the letter is mostly written in? Draw children's attention to the auxiliary verb 'have' and explain that this tense describes something that started in the past and is still true now.*

Talk partners:

We should respond to the letter, *but what things can we tell them we've done?* Children work in pairs to discuss what the creature has managed to do already.

LO: To reflect on the story

Watch the rest of the film and read the book to the end also. What do children think about the ending?

Give children some of the following abstract nouns (literary themes): **resistance, love, hope, nature, environmentalism, coming-of-age, revenge, freedom, captivity...**

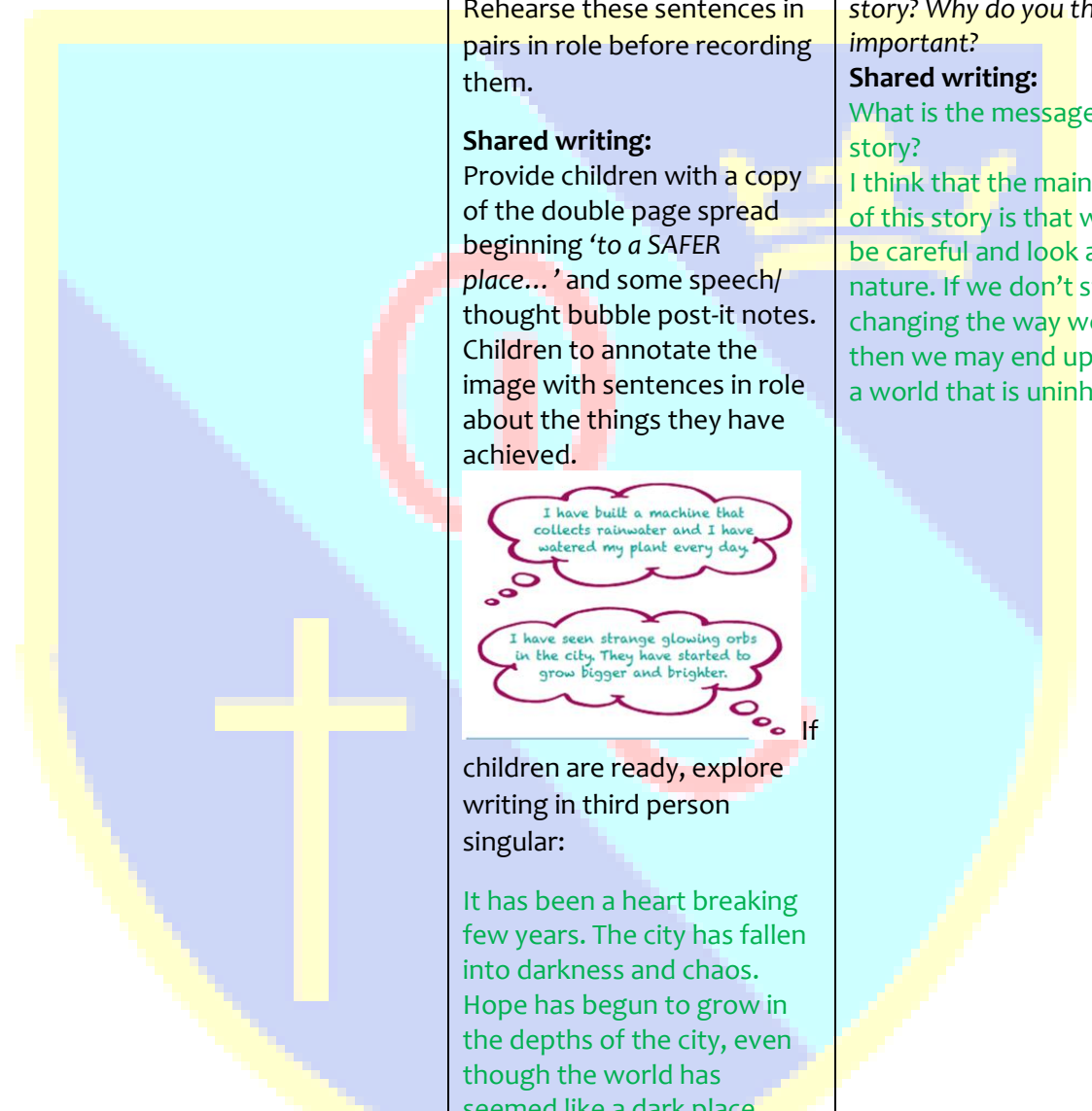
What do children think are some of the main themes explored in this narrative?

There can be more than one. Children may note: **This is a story of hope. Even though the varmints had destroyed the world, some of the creatures didn't stop hoping. They tried to find parts of the wilderness and grow it again even if it seemed impossible.**

Write a blurb or a book report on this story. Children may want to have the following headings. *What happened in the story? What are the themes of the story? What is the message of the*

Inset Day

OLC WEEKLY LEARNING PLAN

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| |  | <p>Rehearse these sentences in pairs in role before recording them.</p> <p>Shared writing: Provide children with a copy of the double page spread beginning 'to a SAFER place...' and some speech/ thought bubble post-it notes. Children to annotate the image with sentences in role about the things they have achieved.</p> <div data-bbox="1030 678 1400 957" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I have built a machine that collects rainwater and I have watered my plant every day.</p> <p>I have seen strange glowing orbs in the city. They have started to grow bigger and brighter.</p> </div> <p>If</p> <p>children are ready, explore writing in third person singular:</p> <p>It has been a heart breaking few years. The city has fallen into darkness and chaos. Hope has begun to grow in the depths of the city, even though the world has seemed like a dark place.</p> | <p>story? Why do you think this is important?</p> <p>Shared writing: What is the message of the story? I think that the main message of this story is that we must be careful and look after nature. If we don't start changing the way we live, then we may end up living in a world that is uninhabitable.</p> | |
| | <p>Year 4 Spelling words for this week:</p> | <p>Dictionary Corner: Put the words in context in sentences.</p> | | <p>Year 4 spelling handwriting focus for this week:</p> |

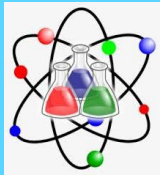


Spelling & Handwriting

| New Curriculum Spelling List Years 3 and 4 | | | | | |
|--------------------------------------------|-----------|------------|--------------|------------|-----------|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| act | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| bug | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Put 5 of these words into sentences in context and spelled correctly.



Wider Curriculum

History

Prehistoric Britain

LO: To know what the major differences were between the different eras of the Stone Age.

Subject knowledge

- The Stone Age was divided into three eras: the Palaeolithic, Mesolithic and Neolithic.
- The Palaeolithic era saw Neanderthals living a nomadic life as hunter-gatherers with basic tools.
- The Mesolithic era saw rising sea levels and a changing environment, with new forests and grassland appearing as

Science

Forces and magnets

LO: To observe how magnets attract or repel each other and attract some materials and not others.

Working Scientifically

1. Identify differences, similarities or changes related to simple scientific ideas and processes.

Resources:

- Powerpoint
- Magnets
- String
- Butterfly pins

Art

LO: Prehistoric painting and mixed media quiz.

Collaborative art – using the children’s handprints from the previous week, children to arrange them to create a whole class piece.

Computing

LO: To demonstrate our knowledge of networks.

Create a knowledge catcher/poster/leaflet on the computer.

Everything you need to know about networks!

PSHE

Being me in my world
Piece 6: Owing our learning charter.

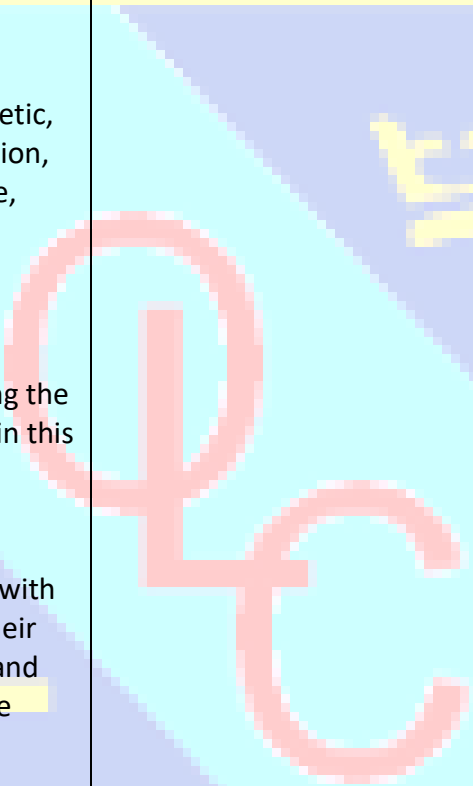
LO: To understand how democracy and having a voice benefits the school community. To know how to work in an effective team.

Think about the following questions:

Why is being listened to an important part of our school?

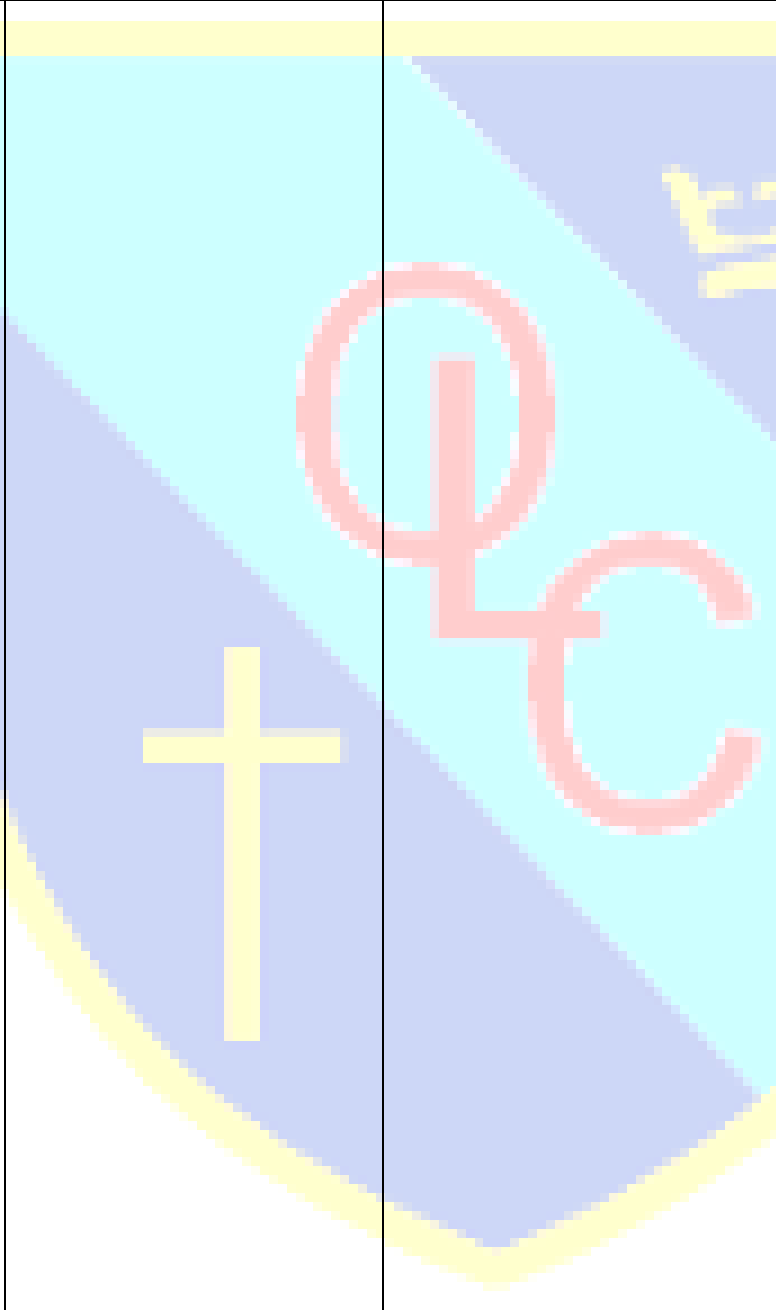
What roles do different people have in our school and why is this important?

OLC WEEKLY LEARNING PLAN

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| | <p>the Ice Age ended. Humans sharpened stones and bones into tools and weapons.</p> <ul style="list-style-type: none"> The Neolithic era saw the spread of more complex, permanent settlements, better tools and the development of agriculture. <p>Resources:</p> <ul style="list-style-type: none"> Powerpoint Posters <p>Lesson Intro: Recap over learning from prior lesson.</p> <p>Activity: Allow the children to complete their own fact file posters about the Stone Age.</p> <p>Plenary: Allow a few children to share their work with the class.</p> | <ul style="list-style-type: none"> Paper (A4 & A3) <p>Vocabulary: Magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, time, record, force</p> <p>Lesson Intro: Recap over everything the children have learnt in this topic.</p> <p>Activity: Present the children with the task of making their own magnet games and allow them the whole lesson to do this.</p> <p>Plenary: Allow the children to share their work with the whole class.</p> |  | <p>Why is democracy important?</p> <p>How do you feel about democracy in this school?</p> <p>How does a democracy help people feel valued and that they belong?</p> <p>Task: Design a poster showing how to work in an effective team.</p> | <p>MFL LO: To understand and exchange written information.</p> <p>Recalling the meaning of familiar language</p> <p>Display slide 3 of the <i>Presentation: A French friend</i>. Click on the blue buttons next to</p> | <p>Why is democracy important?</p> <p>How do you feel about democracy in this school?</p> <p>How does a democracy help people feel valued and that they belong?</p> <p>Task: Design a poster showing how to work in an effective team.</p> | <p>Music LO: To compose and perform a rhythm to accompany a story.</p> <p>xplain that the children will now create rhythmic patterns to accompany the animation.</p> |
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OLC WEEKLY LEARNING PLAN

Then allow the children to complete their learning reviews.



all of the words to show the gaps missing in the translations. Encourage the class to work in pairs to decide on the full translations.




After the class has shared responses, click the white buttons to reveal the answers.

Explain to the class that none of these words and phrases can be translated literally. Sometimes there will be clues in the language, and sometimes we need to use resources such as bilingual dictionaries or a knowledge

Arrange the children in the same groups as in the last lesson and ensure they know which section of the story to create music for (intro, build-up, problem, solution, end).

Invite the children to think about their section of the story and whether their rhythm should be fast or slow, loud or soft, or varied.

Demonstrate developing a rhythm using the phrase 'a big snowy mountain' and playing the drum on every syllable, then

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| | | | | <p>organiser to find what they mean.</p> | <p>notating it by writing the sentence and adding spaces to represent longer gaps in the rhythm. Explain to the children that their rhythm needs to be repeated, so it needs some structure and should not be random.</p> |
|  <p>Daily PE Activity</p> |  <p>UNIT 2</p> | <p>Fitness Focus - Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or</p> | <p>Step Challenge - Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day. But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in at least 4000 steps (2 miles) at playtime and lunch time each day to make sure we're giving</p> | <p>Star Jump challenge - How many star jumps can you and your friends do at break time in 2 minutes? Lets see who can do the most!</p> |  <p>Galaxy hop like Sox</p> <p>Disney PIXAR LIGHTYEAR</p> <p>In space, each jump takes you further – especially when you're a springy robot cat! Hop and spring like there's no gravity on this planet!</p> <p>Instructions</p> <ol style="list-style-type: none"> 1 Everybody stands in a line at the start. 2 The person at the front of the line runs a short distance, stops, crouches down and tucks in their head. 3 Now the next person in the line should run and leapfrog over the first person, just like Sox leaping around the spaceship. Then they run a little further and crouch down too. 4 Now the third person in the line runs and superman leaps over the first person, then the second person. Keep going until everyone in the line has leaftrogged and is crouching. 5 Now the person who started should stand and leap over everyone, one at a time. How long can you leap for? |



Dynamic Balance to Agility
Jumping and Landing



Static Balance
Seated Balance

Social

Lesson 1:

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out “Active”. Background music is great at building on the students’ energy.

ourselves a good chance to keep fit!

| A | C | T | I | V | E |
|-------------|---------------------|-------------------|------------------------|---------------------|-----------------|
| Wall-sit | Lunges | Jumping jacks | "I Don't Know" Stretch | Squats | Jog on the Spot |
| Burpees | Bench Step-Ups | Cross-Country Ski | Slow Motion Lie Down | Knee-Ups | Leg Lifts |
| Bicep Curls | Arm Circles | Choose your own | Curl-Ups | Hamstring Curl | Push-ups |
| Bicycle | Front Elbow Support | Tuck Jumps | Shoulder Rolls | Butterfly Stretches | Sit-ups |
| Grapevine | Twist | Seat Walk | Wall-sit | Jog Around the Gym | Toe-Touches |

Homework:

Communicating with school

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

