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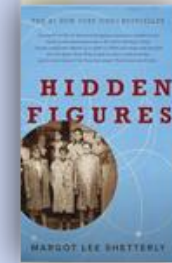
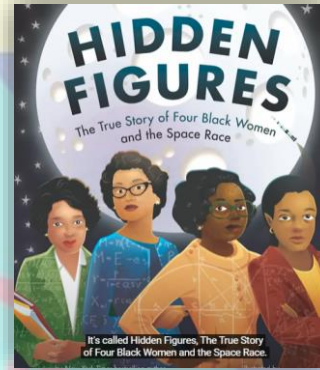


RE: During the Season of Advent, as we light the second violet candle on the Advent Wreath, we look at how we are preparing for Jesus’s birth and for his second coming. We are being Intentional and Prophetic as we explore our Gospel values and Virtues.

For our Catholic Social Teaching, this half term, we focus on our understanding the Common Good and the true meaning of Advent in our everyday lives. Our Chaplaincy Team- Y5 Prayer Leads, lead a wonderful Advent Service, which followed Father Austin’s blessing of the Advent Wreath. As we journey through Advent are looking closely at the prayers and readings of Advent. We will be sharing this when we sing together in our Carol Service, this coming Friday. Since we have begun a new Church year (C), we will concentrate on the on the Gospel of St. Luke. We are also moving from the Year of Prayer towards the Jubilee Year of 2025.



In English this week, we will complete Margot Lee Shetterly’s book, ‘Hidden Figures.’ Laura Freeman, the illustrator of this text has shown the achievements and determination of these four iconic women at key moments in American and world history. This important text shares the previously untold story of four African-American women, all with exceptional maths skills, who helped America win the Space Race. <https://www.youtube.com/watch?v=zTWKZv6dat8> (read aloud). We will also look at their autobiographies and memoirs as we create detailed biographies of this famous women and the battles that they faced.



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 (see below 'Spellings'). Homework will be sent out each week. Further explanations are on the UKS2 Working Together meeting (the powerpoint will be on the OLC website)



Reading: Our 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 shared in the class library too. Please record the pages that you are reading in your reading journal. You could add some super comments about the book that you are reading each day.






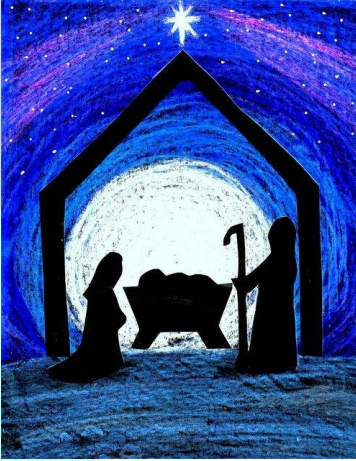



Maths Practice Journals homework in class which gives us the opportunity to address any misconceptions. Please complete (Autumn Wk11) *Maths homework will be sent out on a Friday and due in the following Friday (in time for marking). We have Times Tables Rockstars letters and logins to complete some 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 Humphris & Miss Donald

OLC WEEKLY LEARNING PLAN

Teachers:	Miss Chick Miss Dowling Mrs Humphris	Year group:	Year 6	Date:	09.12.2024
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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>R.E.</p>  <p>Y6 Confirmation Programme</p> 	<p>New Unit C- Advent (1 hour)</p>  <p>Gospel Values & Virtues: LO: To know and understand the of being both Intentional and Propehtic</p>  <p>CONFIRMATION LINK:</p> <p>LO: To know some stories of the lives of Saints.</p> <ul style="list-style-type: none"> Understand why it was important to 	<p>(1 hour lesson)</p> <p>New Unit C- Advent VOCABULARY Parable, Advent, second coming, watch, pray, stay awake, Emmanuel, Rod of Jesse.</p> <p>Big Question: AT2&3 – During advent, what does it mean to watch and prepare? Who exactly are we waiting</p> <p>LO: To Know that some of the Parables of Jesus are about watching and preparing.</p> <ul style="list-style-type: none"> Understand that these can help us think about preparing for Christ to come again. Be able to summarise and retell these parables for people today. <p>Parables (See Power-point)</p>	<p>Big Question: AT2&3 – During advent, what does it mean to watch and prepare? Who exactly are we waiting for?</p>  <p>LO: To embed their understanding of Advent</p> <ul style="list-style-type: none"> Do we Know and understand that some of the Parables of Jesus are about watching and preparing? How can we show how we are preparing for Christ to come again? 	 <p>Creative Advent Art: Christmas Cards... Using pastels and black card silhouettes. Add sparkle too!</p> <p>Live Simply Pledge...</p>	<p>One Life Advent Live Stream</p>  <p>Prayer and Liturgy –Year of Prayer /Catholic Social Teaching Focus-Creation & Dignity</p> <p>Liturgy Leads: Prayer Focus</p>

them to respond to the call of Christ.

- Know some stories about the English Martyrs.
- Be able to explain some reasons why they gave their lives for their faith.

Y6 Recall their visit to Harvington Hall (Y3)

What is a Saint?

- Explore with the children about saints being people who listened to and responded to the call of Jesus to follow him.
- Research lots of stories of the lives of the saints.
- Children to work in small groups and consider how these saints responded to the call of Christ. What important attributes do they display?
- Talk to the children about some saints

Watching - Parables

- Some of Jesus' parables are concerned with watching.
- These parables have been used by the Church to help people think about the second coming of Christ.

Read:

Mt 25: 1-13 – The Parable of the Bridesmaids

Lk. 12: 35-40 – The Parable of the Servant Waiting for The Master to Return

Read: The Parable of the Wise and Foolish Bridesmaids

- What was the major difference between the two sets of bridesmaids?
- Why do you think some were not ready to greet the bridegroom?
- Who do you think the bridegroom in the parable might be?

Read: The Parable of the Servant waiting for the Master to Return.

- What was the major difference between the two sets of bridesmaids?
- Why do you think some were not ready to greet the bridegroom?
- Who do you think the bridegroom in the parable might be?

Written Activity: A Report
Write a report of this wedding for a magazine.

Explain the difference between the two sets of bridesmaids.

Think of lots of different adjectives to describe the bridesmaids .

Remember to share: What is the message of Jesus in this parable?

Discuss: Servant
Think about how the “servant” is a title that is often given to Christians.

- Be able to summarise and retell these parables for people today.

Revisit:

<https://www.topcatholicsongs.com/node/1613>

<https://cafod.org.uk/pray/advent-prayers>

What message do they give about the Season of Advent?

Computing Activity:

Using computing skills, design posters to advertise Advent around school.

Videos...

<https://bustedhalo.com/video/watch-advent-two-minutes>



<https://www.youtube.com/watch?v=ksHKrla01pl>

https://www.youtube.com/watch?v=v8_lah83UY0

The Our Father

Let us say this prayer with understanding?

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



Advent Promise Display...



The children will know that there are two parts to the Season of Advent. They will understand some reasons why it is important for Christians to prepare for

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having to die because of their faith in Christ.

- Ask the children to find out the meaning of the word “martyr”...

You might include here St. Thomas More, St. John Fisher, St. Nicholas Owen and St. John Wall.

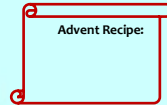
*Why did these people give their lives for their faith?
Y5 Research the English Martyrs of the Reformation*

*Y6 Saints Projects
Share and discuss Martyrs.*

If we are to be good servants, what are some of the actions we should be doing?

After reading the Parable of the Servant waiting for the Master to return, think about the qualities of a good servant.

Create a recipe for Advent:



Include some of the things you would be expecting people to do to prepare for Christ to come again

Parable Summary:

If Jesus were here today telling people to prepare for his coming, what images do you think he would use to describe the people who were preparing and those who were failing to do so?

Extension:

Write a modern day parable about preparing for Christ to come.

Include: From all that you have learnt about preparing for the coming of Christ, what actions do you think are necessary on the part of Christians?

ad·vent

/ˈæd.vənt/
noun

From the Latin, meaning “come into,” as Jesus came into the world for us.

Additional Information and resources...

<https://www.liturgyoffice.org.uk/Calendar/Weekday/Advent.shtml>

THE CATHOLIC LECTIONARY WEBSITE
by Felix Just, S.J., Ph.D.

Resources for Liturgy and Prayer
for the Seasons of

Advent and Christmas



<https://catholic-resources.org/Lectionary/Seasons-Advent-Christmas.htm>

Christ to come again. They will be able to write a modern parable and parts of a hymn about the coming of Christ into the world.

The children will know that advent is a season of preparation for Christmas and a time of preparation for Christ to come again. They will recall some teaching of Jesus about preparing and write some simple texts about the coming of Christ.

The children will have a greater understanding of the meaning of some Old Testament images that have been used to describe the coming of Christ into the world. They will understand that the second coming of Christ is at a time that Christians do not know and that this keeps them watchful and ready for this time.

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<p>Maths 5A</p> 	<p>Spelling and Maths paper 1: arithmetic</p>	<p>Maths paper 2: Reasoning</p>	<p>Maths paper 3: Reasoning</p>	<p>Convert metric measures Pages 158-160</p>	<p>Calculate metric measures Pages 161-613</p>
<p>English</p> 	<p>LO: To write a memoir of a famous character.</p>	<p>LO: To edit and redraft for cohesive devices.</p>	<p>Reading paper</p>	<p>SPAG Paper</p>	<p>Literacy through RE</p>
<p>Shared writing: Continue modelling the next section of writing using the timeline plan. Model especially how to use fronted adverbials of time and parenthesis to include additional information.</p> <p>Eventually I knew I had to do something to stand up for myself and make people listen. It was one of the hardest things I have ever done – in fact, probably the hardest – to petition the City of Hampton. But should I not be allowed access to study just because of the colour of</p>	<p>Using examples from children's writing, model how to edit for accuracy and cohesion, with the following success criteria as a guide: <i>First person</i> <i>Past tense</i> <i>Chronological order</i> <i>Adverbials of time</i> <i>Emotions adjectives, including noun + noun</i> Challenge some children to 'front load' their sentences using two fronted adverbials and adding adverbials also at the end of some of their sentences, e.g.: <i>Later in my career, towards the end of time with NASA, I took a position in the Equal</i></p>				

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my skin. Over time, I gathered my papers... Children continue writing the rest of their memoirs, using their timeline plans and the teacher model as a guide.

Opportunities Office where I fought for the rights of women and other minority groups. Pair children for editing. Ask both children to read one piece of work at a time so that they can edit each piece together. Ensure they are editing to the points in the success criteria, plus any other general points they notice.

Reading



The Sun

Independent Activity: Focusing on literal, inference skills and opinions.

Non-Fiction Text:
The Advent Wreath



Hidden Figures: The Four Women Who Helped Build NASA



Focusing on literal, inference skills and opinions.

Use these texts to research their answers.

<https://www.youtube.com/watch?v=doiJSpMWGQ4>

Hidden Figures: The Four Women Who Helped Build NASA



Focusing on literal, inference skills and opinions.

Extension- Research the Author Margot Lee Shetterly

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SPAG



Spelling test on -ough.

Spelling rules: Silent letters

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!

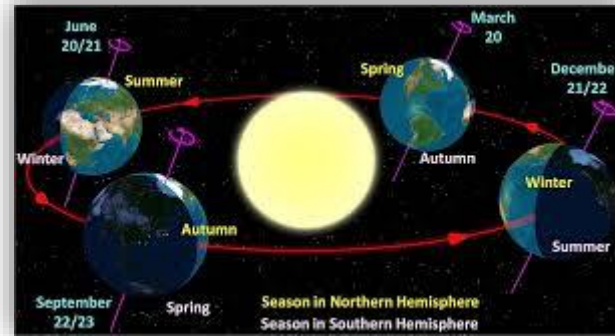
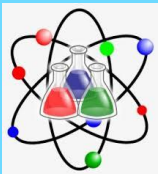
SPAG: Punctuation-

Semi Colons

Work your way through the PowerPoint and complete the worksheets!



Science



LO: Recap on prior learning – embed

How does the earth's movement around the sun, determine the seasons of the year? Over the course of a year, the Earth goes on a journey around the Sun. The reason we have seasons is because, during its journey around the Sun, the Earth is tilted. The Earth's tilt affects the amount of daylight each hemisphere gets, which in turn makes the temperature hotter or colder- how many degrees is the earth tilted? (23.5 degrees) define the term hemisphere, north and south

For example, if you live in the northern hemisphere – that's north of the equator, like in Europe, USA, or India – then winter happens in December, January and February. That's when the northern hemisphere is tilted away from the Sun, and the days are shorter. Equator- imaginary line halfway between North and South Poles dividing the globe into Northern and Southern Hemispheres. For anywhere south of the equator, such as Australia or Latin America, it's summer during these months. That's because the southern hemisphere is tilted toward the Sun, and the days are longer.

Watch video- BBC Two - Stargazing, Series 2, Stargazing Challenge: The Seasons (KS2)

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- Using ball / inflatable, draw on the equator (line around the middle) to mark northern and southern hemispheres.
 - Demonstrate how because of the earth's tilt, different parts of the world get more/ less sunlight, causing the different seasons.
 - Work in pairs/ groups of three.Write sentences in book (fill in the gap) whole class.
 - The earth is tilted at a degree angle , so the hemisphere gets more daylight than the hemisphere . This means it's summer in the hemisphere and In the hemisphere.
- Fill in diagram sheet southern/ northern hemisphere seasons. Stick in books.
- Plenary- How do the seasons help Galileo? Discuss how they show that at different points in its annual orbit of the sun (364.3 days) the northern and southern hemispheres are tilted towards or away from the sun

History



History: Medieval Monarchs:

Lesson 6: Unit check out (Plan)

LO: Who was the greatest medieval monarch?

Computing



Stop motion animation
- Option 1: Stop
Motion

This unit hub can be used to inform your medium term plan and to navigate to related resources.



Lesson 1: To understand what animation is.

- I understand and can explain what animation means.
- I can explain the history of animation.
- I can create my own 19th century animation toy.

Vocabulary: Animation

Pictures or photographs in a sequence to give the illusion of movement.

Flipbook

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A book that shows a moving picture when you flip its pages quickly.

Frame

Each picture or page in an animation.

Moving image

A picture that changes over time to show motion.

Still image

A single, unchanging picture.

Thaumatrope

PSHE



Ages 9-10

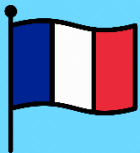
Jigsaw Week 6

What is the difference between direct and indirect bullying? Can you write a definition for each of these? Take a look at the list of statements on the PowerPoint (Jigsaw Portal) and decide if each statement would be an example of direct or indirect bullying. Now look at the real definitions of direct and indirect bullying on the Jigsaw plan (slide 12) and check your original judgment for each of the statements.

Underneath your definitions of direct and indirect bullying, write or draw...

- One example of indirect bullying.
- One example direct bullying.
- One way to encourage children who are using bullying behaviours to make other choices.
- One way to support children who are being bullied.

MFL



This is Me- Lesson 1 Greetings

LO: To understand and give different greetings in French.

I can exchange greetings.

- I can introduce myself.
- I can pronounce the phonemes u, on, and ou correctly in French.

Bonjour hello

Salut hi

Écoutez listen

Répétez repeat

Regardez look

Excellent excellent

Bravo Well done

Très bien very good

Je m'appelle my name is

Comment tu t'appelles ? what is your name?

Au revoir goodbye

Tout le monde everyone

Music



Looping and remixing

Use this unit hub to inform your medium-term plan and to navigate to related resources.

Lesson 1: Body percussions loops

Recapping what a loop is and what loops are known as in different genres of music; creating a looped rhythm using different parts of the body.

LO: To explore how sound can be layered using loops.

- I can create loops of music.
- I can build layers of sound that work well together.

Have ready

- Presentation: Odd one out.
 - Devices with internet access (one each or one between two).
 - Headphones (one set each).
 - Link: District 78 Original Remix - Circle of Life (HipHop Remix) on VideoLink.*
 - Link: Chrome Music Lab Song maker.*
- Presentation: Odd one out

Explain that the children will listen to a remix of a piece of music that they are likely to be familiar with from the 'Lion King'. Their task is to note any techniques they hear that have been used to alter the original track.

Play the link: District 78 Original Remix - Circle of Life (HipHop Remix).

The children may suggest:

- Different instruments.
- Faster, Hip-Hop style
- Repeated sections.

DJ type techniques, for example, scratching, changing the order, use of layers

Discuss : What is a loop? (A short repeated section of rhythm or melody.) & **Why are loops of music helpful?** (They help make the piece longer, easier to listen to, easier to play and easier to remember.)

Invite the class to work out together how to click on the boxes to create a simple melody. The first three sections of the screen form the melody and the bottom row with dots is for percussion rhythms and beats. Hand out the headphones and allow the children some

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time to experiment with how Chrome MusicLab works on their own. Once they have had a chance to play with the app, invite the children to work in pairs or alone (depending on the number of devices) to create a loop that sounds good when played on repeat. Having chosen 'three' octaves from the range settings, the children should be able to create three melody lines and two percussion lines that play at the same time. Challenge them to think about:

- Experimenting with beats of silence or thinner layers of sound.
- Organising melodies that overlap, rather than all playing at the same time.
- Changing the tempo or key (major or minor) to achieve different effects.

VOCABULARY

Loop A section of music that is repeated many times, called 'ostinato' in classical music and 'riff' in jazz.

Remix A piece of music that has been altered or changed.

Layer An individual part of a piece of music, e.g. the vocal line, the drum beat, etc.

Texture The way all layers of music are combined together.

Art


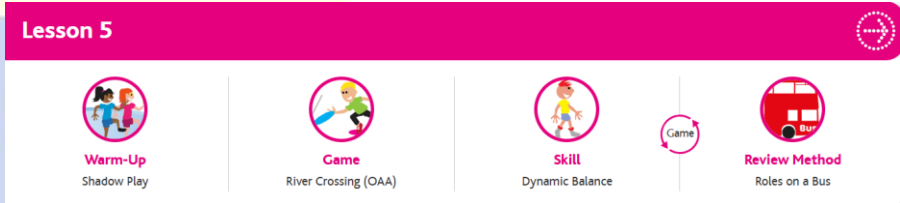
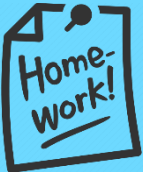


Lesson 4: A vision of the future

Thinking about what the future might look like; planning futuristic artworks and printing a background using collagraph plates made in the previous lesson.



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<p style="text-align: center;">P.E.</p> 	<ul style="list-style-type: none"> • Walk 7,000 steps this week! <ul style="list-style-type: none"> • 25 sit ups • run on the spot for three minutes <ul style="list-style-type: none"> • 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! <ul style="list-style-type: none"> • Swimming 		
	<p style="text-align: center;">Maths- Dividing fractions Page 36</p>	<p style="text-align: center;">CGP Grammar, Punctuation and spelling</p> <p style="text-align: center;">Set C: Grammar and Punctuation test 1 Pages 40-43</p>	<p style="text-align: center;">SPAG.com</p> <p style="text-align: center;">Semi-colons & colons (A) <i>See support sheets below.</i></p>
<p>Spelling words for this week:</p>	<p style="text-align: center;">design, wrapper, knife, wrist, thumb, doubt, scissors, ghost, environment, government</p>		
<p>Last week's spellings.</p>	<p style="text-align: center;"><i>though, although, doughnut, through, cough, rough, tough, enough, thorough, available</i></p>		

Communicating with school

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



Semi-colons



Semi-colons link related **independent clauses**. They often replace **co-ordinating conjunctions**.

e.g.

I ordered a drink **and** my friend asked for a burger.

I ordered a drink **;** my friend asked for a burger.



Colons



Colons **add detail** and **sum up** a phrase or clause - just like a dash.

e.g.

There were two options: **fight or run**.

There was no escape: **the door was locked**.