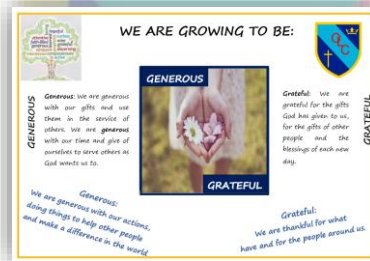


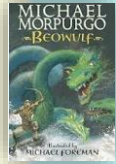
Message from teachers



RE: In our Jubilee Year of Hope for 2025, we have begun our exciting Pilgrim journey of the Jubilee Year of Hope. Our Minivinnies Group has been studying St. Vincent de Paul and have been learning the Minivinnie song. We will look to see how we can help our local community and we are so grateful about the wonderful response to the Christmas cards that we made in the lead up to Christmas. Some of the residents of St. Bernard's Grange were absolutely delighted with the beautiful cards that they received. It is lovely to know that we can make a difference in our local area.

We are all pilgrims of hope: We will go on a pilgrim journey in school and we will be making some amazing pictures for our OLC Holy Door for 2025. Last week as we explored St. Johns Gospel, we discovered all of the important words that we can

use for Christ. We can now make connections with this scripture and the words of the Creed. In our Catholic Social Teaching we continue to explore how we can use subsidiarity as we try to help others to have a voice.



In English as we conclude the mythical poem and story of Beowulf, retold by Michael Morpurgo, we will use this writing to inspire us as we will be creating our own imaginative and fantastical narrative this week. Following this, we will be exploring Shakespeare's plays and we will concentrate on The Tempest.



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 Week 3 Spring 1* 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!





OLC WEEKLY LEARNING PLAN

Thank you so much for your support. Please do come and see us if you have questions.

Mrs Redfern, Miss Chick Miss Dowling,
Mrs Humphris & Mr. Hobbs

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

Teachers:	Mrs. Redfern, Miss. Dowling & Mr. Hobbs	Year group:	5	Date:	27.01.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
 <p style="text-align: center;">R.E.</p> 	<p style="text-align: center;">Unit E: Baptism and Confirmation</p> 	<p style="text-align: center;">Confirmation and Baptism LO: To know the story of the Baptism of Jesus.</p> <ul style="list-style-type: none"> To understand that Jesus is the Beloved Son <p style="text-align: center;">Big Question: To identify similarities and differences between the Gospel accounts of the Baptism of Jesus</p> <p style="text-align: center;">See Powerpoint</p>	<p style="text-align: center;">Confirmation and Baptism LO: To know in detail the Rite of Baptism</p> <ul style="list-style-type: none"> Understand the meaning of the Baptismal symbols, signs and actions and some of the prayers. Be able to discuss and write about the Rite of Baptism. <p style="text-align: center;">Big Question: ER2 + AE3- Why was it important that Jesus was baptised and is/ls baptism still important today?</p>	<p style="text-align: center;">Confirmation and Baptism LO: To know in detail the Rite of Baptism</p> <ul style="list-style-type: none"> Understand the meaning of the Baptismal symbols, signs and actions and some of the prayers. Be able to discuss and write about the Rite of Baptism. <p style="text-align: center;">Big Question: ER2 + AE3- Why was it important that Jesus was baptised and is/ls baptism still important today?</p>	 <p style="text-align: center;">Diary of Events...</p> <ul style="list-style-type: none"> Launch from the Diocese Friday 24th January 2025.

OLC WEEKLY LEARNING PLAN

Confirmation and Baptism-

At the end of this unit:
The children will know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit. They will be able to identify the actions, signs and symbols of Baptism and Confirmation and recognise which symbols are used in both Sacraments.

The children will know that the Holy Spirit is given at Baptism and Confirmation and will be able to name some of the symbols used in both Sacraments.

The children will have a greater knowledge and understanding of the actions, signs and symbols used at Baptism and Confirmation. They will be able to explain their meaning and why they are connected to both Sacraments.

Embed Christmas-

Revisit St. John's Prologue to the Creed (prayer in Mass) Catholics declaration of faith, Trinity (artwork), sign of the cross- links to religious signs and symbols. Can they see elements of this in the Creed? Annotate the Creed identifying any links that they can find.

Revise with the children the story of the Baptism of Jesus.

Activity:

Create a "Gospel grid" and record from the four Gospels details about the Baptism of Jesus.

Compare and contrast the different accounts.

- What are the main things that these accounts tell us about Jesus?

Explain to the children that for Christians, Baptism celebrates the giving of the Holy Spirit and their being welcomed into the Church as the Family of God.



<https://www.youtube.com/watch?v=88JYcN2-FiQ>

Revise the symbols, signs and actions that are associated with Baptism.

Teacher Explanation Video...

<https://www.youtube.com/watch?v=62Y-fkbHL4&t=1s>

Continued...

Written Activity:

Write a booklet about the Rite of Baptism explaining the different signs, symbols and actions.

- Use illustrations or photographs of a Baptism taking place.
- Look at original Baptism pamphlets used for the Sacrament of Baptism at the Friary.

Video of A Child's Baptism...

- Create Holy Door Images (Doubting Thomas Y5).
- Assembly the Monday after...
- Gospel reading Sun 26th January Luke 4:16-21
- February 12th Day of Hope
- June July Jubilee Pledge Day
- Friday 21st November: Jubilee Finale

OLC WEEKLY LEARNING PLAN

- What major difference exists between Jesus and John?
- Why was John unsure about
- Baptising Jesus?
- What does this tell us about Jesus?



Watch & Read Biblical Accounts:
<https://www.youtube.com/watch?v=JZ5jm51x5bY>
 (The Miracle Maker)

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



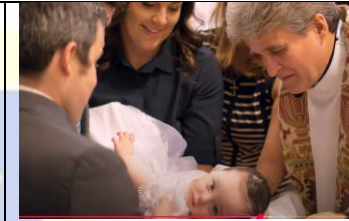
Write an account of Jesus's Baptism, by answering the following questions...



Role-play the celebration of the Rite of Baptism. Use lots of the prayers that are part of the celebration of the Sacrament in your role-play.
(Photograph)

Ensure that the following elements are included in the role-play:

- The naming of the child.
- The signing of the cross on the forehead.
- Laying on of hands and anointing with the Oil of Baptism.
- The Baptismal Promises made by the parents.
- Baptism in water in the name of the Holy Trinity.
- Anointing with the Oil of Christ
- Role of Parents and Godparents.
- Baptismal Candle is presented after being lit from the Paschal Candle.



<https://www.youtube.com/watch?v=pD7kE8qUz5A>




Extension: Further information about Baptism



<https://www.youtube.com/watch?v=Fy-gGyQUOKI>

OLC WEEKLY LEARNING PLAN

Maths 5B 	Fractions (3) Unit 8 L4 LO: Multiply mixed numbers by integers (2)	Fractions (3) Unit 8 L5 LO: Fraction of an amount	Fractions (3) Unit 8 L6 LO: Finding the whole	Fractions (3) Unit 8 L7 LO: Using fractions as operators	Decimals and percentages Unit 9 L1 LO: Write decimals up to 2 decimal places – less than 1
	Text Book pages 64-67 Practice Book pages 48-50	Text Book pages 68-71 Practice Book pages 51-53	Text Book Pages 72-75 Practice Book Pages 54-56	Text Book Pages 76-78 Practice Book pages 57-59	Text Book pages 84 - 87 Practice Book pages 62 - 64
English	LO: To write using a plan.				LO: To edit for cohesion.

OLC WEEKLY LEARNING PLAN

drafts, using a checklist to guide their revisions. Provide support for those who need it, such as small-group editing sessions or peer reviews. For greater depth, encourage children to refine their language choices further, experimenting with sentence structures or enhancing vivid descriptions.

Reading



SPAG



Spelling test on soft 'c'

Spelling rules: -gue and -ure

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!

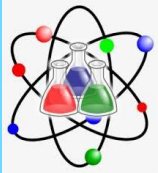
SPAG: Punctuation-

Parenthesis

Work your way through the PowerPoint and complete the worksheets!

OLC WEEKLY LEARNING PLAN

Science



CLASSIFICATION

LO: to look at ways to classify trees

Children to visit woodland area on school grounds. Explain to the chn that you are heading out to see what trees are in your local environment. Explain that chn will be looking for a range of trees to classify. Talk through native and non-native British trees - <https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/>. Using the list of trees just discussed as a class, ask chn to predict which tree species they think they will find on our school grounds. Before you go, also explain that the chn will be sketching the trees - artists who produce botanical drawings have to observe their subjects very carefully. Show chn some examples of these drawings from the Hamilton resources (or online at <https://www.nhm.ac.uk/our-science/departments-and-staff/library-and-archives/collections/modern-botanical-illustration.html>). Explain that on their return chn will draw their leaves next to their corresponding tree sketch. Get chn to now create leaf feature files (see example) to ensure that they have noted the very specific features of the leaf – they can also use the leaf resource to help with this. Use the leaf classification resource (Hamilton) and allow chn the time to have a go at classifying their leaf found in the local environment.

History



History: Changing Britain

Lesson 2: What was the Bristol Bus Boycott?

Why did the Bristol Bus Boycott take place?

Why can boycotts be effective?

Was the bus boycott successful?

How did the bus boycott help change the law?

Computing



LO: To understand what stop motion animation is.

- I can explain what **stop motion** is.
- I can take photos of an object.
- I can make **small changes** to my object between each photo.
- I can follow the steps using an **editing piece of software**.

Recall: An animation is a set of pictures or photographs in a sequence which gives the illusion of movement.

- In the 19th century, animation was popular in children's toys.

Discuss: What makes a good photo? (The children may suggest the subject is clear; the lighting is bright and colourful; it includes happy faces; it is taken from unique angles; it is sharp and clear; it has an excellent background.) Allow time for a paired discussion before children share their suggestions with the class.

- Display slide 2 and discuss the key points the children should consider when taking photos.
- Hand out a ball of modelling clay/ dough to each pair and allow the children time to play with it, considering how to position or shape it. They should then plan how to divide this process into steps for a gradual appearance in the animation.

Show the children how to use the 'playback' button to check their shots and delete if needed or to retake.

OLC WEEKLY LEARNING PLAN

- A zoetrope is a spinning cylinder that makes pictures look like they are moving.
- A thaumatrope is a toy that shows two pictures as one when it is spun quickly.
- A flipbook is a book that shows a moving picture when its pages are flipped quickly.

Display the Presentation: Exploring stop motion.

Presentation: Exploring stop motion

Display slide 1 and play the animation clip. Explain to the children that they will create a similar animation.

Explain: that they will be learning how to take a series of frames (photos) using an pad /tablet and editing software (Microsoft Photos) to turn them into an animation.

Allow children to take their photos using the tips on the slide to support them.

- What if you squish the modelling dough a bit?
- Can you make your changes really small to make the animation more detailed?
- What happens if you make the movements too big? (The animation looks shaky and odd).

Set a pair of photos to demonstrate the upload process. Highlight that it is helpful to rename each photo in number order to make it easier during the editing stage.

Display slides 3–5 and demonstrate how to use Microsoft Photos. During your live demonstration, use these slides to help highlight the key aspects of editing in Microsoft Photos. For more support, see Teacher knowledge.

Explain to the children that the main aim of editing is to create a fluid animation. Demonstrate this by tinkering with the duration speed to find the perfect timing to make the animation look as smooth as possible.

PSHE



Year 5 – My Dream Job

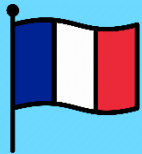
Finish this sentence... ‘My ideal job is... because...’

Spend some time researching as a class different jobs/career. Choose one of the jobs discussed as a class and record your research on the ‘My Ideal Job’ resource sheet.

You will need to find out about and record:

- Job title
 - Job description/main duties
 - Qualifications needed
 - Salary
- 3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad’s shop, etc.

MFL



LO: To use French greetings according to the time of day.

- I can recognise common greetings and respond appropriately.
- I can say and write familiar words to introduce myself.
- I can name some famous French landmarks.

Explain to the class that they will hear a short story about Manon's visit to France.

Display slide 4 of the *Presentation: Hello from France* and listen to Manon greeting the class. Encourage the children to respond by extending their arms and saying **bonjour**.

Work through slides 5–10, listening to the story and following the words on the screen. Listen to the story again, with the class repeating each phrase.

Telling the story

Show the images and the words but do not play the sound files. Ask the class to be Manon and read the phrases aloud. Click on the sound files on each slide to check and reinforce pronunciation.

New language

Draw attention to the words **bonsoir** – good evening, and **bonne nuit** – goodnight, from the story.

Vocabulary

Bonjour Hello

Bonsoir Good evening

Bonne nuit Goodnight

Tout le monde Everyone

La Tour Eiffel Eiffel Tower

Le Louvre Louvre

Le Mont Saint-Michel Mont-Saint-Michel

Toulouse Toulouse

Lyon Lyon

Monsieur Mr.

Music



*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.

Looping and remixing

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

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

OLC WEEKLY LEARNING PLAN

<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills-2/>

Drawing: Zentangle patterns

In the first of two lessons, children create small squares of 'zentangle' patterns; an abstract drawing created using repetitive patterns

Explain to children that a zentangle is an abstract drawing created using repetitive patterns. The shape can be abstract or recognisable; for example, the outline of your hand, or a leaf.

Using the link 'Zentangle hand' show the class the various stages followed to create a zentangle hand design.

The children are now going to create their own zentangle patterns in separate squares rather than forming a whole picture.

Encourage pupils to design their own patterns and not just use those from the videos they watched.



Art



P.E.



Fitness:

- Walk 7,000 steps this week!
 - 25 sit ups
- run on the spot for three minutes
 - 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!
Swimming

Lesson 4



Warm-Up
Pass It On



Game
Dodgeball (Invasion)



Skill
Footwork



Game



Review Method
Badge of Honour

OLC WEEKLY LEARNING PLAN



WhiteRose Homework - Spring 1 Week 3

SPAG.com

Parenthesis & commas (B)

Spellings for
this week

culture, leisure, fixture, temperature, signature, dialogue,
argue, plague, colleague, fatigue

Communicating with school

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