

Message from teachers



RE: It was truly a superb experience to share the launch of the Jubilee Year of Hope for 2025 last week. We shared this experience with over 200 schools in the diocese of Birmingham! We discovered how we can pray and work together to support our local and wider community. We are all pilgrims of hope and have started this wonderful journey together.

We also drew images to be used for the Holy Door that each and every school in our OLAAS MAC will have. This is just like the Holy Door in the Vatican City at St. Peter's Basilica. The Pope and many pilgrims to Rome entered this door at the Christmas vigil. We shared this important video together and drew our very own images of the door panels. In 5R we looked at St. Thomas who was known as 'Doubting Thomas.' That was until he realised that it was indeed our Lord who was standing right in front of him. Thomas immediately fell to his knees as he said to Jesus 'My Lord and My God!'



We are praying especially for our Y6 Confirmandi friends, many of whom will be Confirmed on Friday 7th February 2025. As they have now grown up in their faith, they are now ready to receive the gifts and virtues of the Holy Spirit as they are confirmed. They will also receive a new Saints name. We wish them and their families our thoughts and prayers.



In English as we will be studying Shakespeare's play the Tempest. We will look at stage directions and dialogue. We are really looking forward to discovering more about Shakespeare and his exciting characters. You can watch the Shakespeare's animated tales of this play, as they are brilliantly made.

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

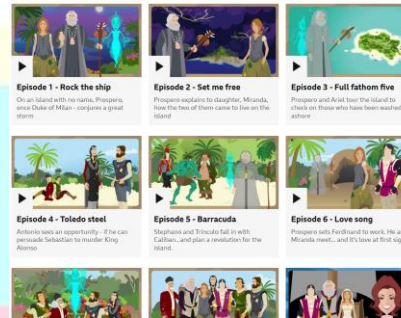


Or you can discover The Tempest in Seven Minutes....

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

ACT 1

OLC WEEKLY LEARNING PLAN



<https://www.bbc.co.uk/teach/class-clips-video/articles/zfskxyc> BBC Bitesize KS2



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!

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.

OLC WEEKLY LEARNING PLAN

Teachers:	Mrs Redfern Miss Dowling Mr Hobbs	Year group:	Year 5	Date:	03.02.2025
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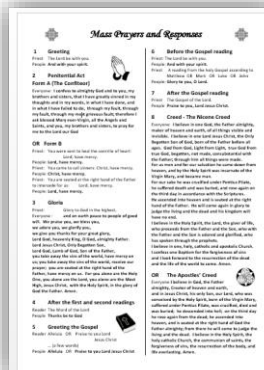
	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Unit E: Baptism and Confirmation</p>  <p>R.E.</p>  <p>Confirmation and Baptism- At the end of this unit: The children will know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit. They will be able to 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</p>	<p>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>Big Question: ER2 + AE3- Why was it important that Jesus was baptised and is baptism still important today?</p> <p>Revisit and discuss this video of A Child's Baptism...</p> <p>https://www.youtube.com/watch?v=pD7kE8qUz5A</p>	<p>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>Big Question: ER2 + AE3- Why was it important that Jesus was baptised and is baptism still important today?</p> <p>Recall how for Christians, Baptism celebrates the giving of the Holy Spirit and their being welcomed into the Church as the Family of God.</p> 	<p>Confirmation and Baptism LO: To investigate the Sacrament of Confirmation</p> <ul style="list-style-type: none"> To understand that it celebrates the gift of the Holy Spirit. To be able to sequence the Rite, identify symbols and explain similarities with the Rite of Baptism To compare the similarities and differences between confirmation and baptism <p>Big Question: ER2 + AE3-What is the significance of anointing within Confirmation?</p>  <p>AE4 – to identify similarities that exist between baptism and confirmation e.g. renewal</p>	 <p>Diary of Events... Remember to complete your Jubilee Launch evaluations...</p> <ul style="list-style-type: none"> Launch from the Diocese Friday 24th January 2025. Create Holy Door Images (Doubting Thomas Y5). Assembly the Monday after... Gospel reading Sun 26th January Luke 4:16-21

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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.

Extension: Further information about Baptism
<https://www.youtube.com/watch?v=Fy-9GyQUOKI>



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

Teacher Explanation Video...
<https://www.youtube.com/watch?v=62Y-fkbhHL4&t=1s>



Recall 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.

Include 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.

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

Answer the following Questions about Baptism...

Through discussion explore the meaning of these different signs and symbols.

Answer the following questions to embed your understanding

Why do you think that the giving of the name is important? (God calls us by name.)

Why is making the sign of cross on the forehead important? (Sign of welcome into God's Family and a sign of belonging to Christ.)

Why is the laying on of hands and anointing with Oil of Baptism important? (Prayer

of baptismal promises, godparents/sponsors, giving of a name etc. welcomes and confirms their faith, sacraments of initiation



<https://www.youtube.com/watch?v=sFo-gH-IZlk>

Explore the Rite of Confirmation... (Questions in preparation for your own Confirmation).

Make sure that the following elements are included:

- Renewal of Baptismal promises.
- Laying on of hands calling down the Holy Spirit on those being Confirmed.
- Giving of a new name.
- Anointing with the Oil of Chrism.

- February 12th Day of Hope
- June July Jubilee Pledge Day
- Friday 21st November: Jubilee Finale

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- Baptism in water in the name of the Holy Trinity.
- Anointing with the Oil of Chrism
- Role of Parents and Godparents.
- Baptismal Candle is presented after being lit from the Paschal Candle.

Written Activity: Continued...

Complete their booklets for the Rite of Baptism explaining the different signs, symbols and actions.

- **Include** illustrations or photographs of a Baptism taking place.
- **Share** their Baptism pamphlets used for the Sacrament of Baptism at the Friary.

of protection and strengthening the person who is to be Baptised.)

Why do the parents (and sometimes the person being baptised if they are old enough) profess their Faith at a Baptism?

Why do we receive Baptism in the name of the Holy Trinity? (A reminder that we belong to God who is Father, Son and Holy Spirit and that the Holy Spirit comes to live in us at this moment.)

Why are we anointed with the Oil of Chrism? (As a sign that we now belong to Christ and share in his life.)

What role do the parents and the Godparents play at a Baptism? (Promise to support the person as they grow in faith.)

Why do we receive a Baptismal Candle? (The light of Christ is now our guide in life.)

Next, we will be looking at the second sacrament of initiation, namely Confirmation...

- **Support given by Godparent or sponsor.**
- **Identify the similarities that exist between Baptism and Confirmation.**

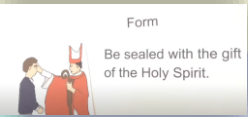


Activity: Y5 Create a booklet about the Rite of Confirmation in the form of a story (that could be shared with younger children in the school).

Y6 Share their Confirmation Experience (recount)

Further discussion and Questions...

- **What is the meaning of the word "Confirmation?"**
- **What does this Sacrament "confirm" when it is received?**
- **Why do you think that the promises that were made (often on behalf of the person)?**
- ER2 - **Why do you think promises are made?**
- ER2 - **Why do you make your**

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			 <p>https://www.youtube.com/watch?v=nXqKkTcLtqs</p>  <p>https://www.youtube.com/watch?v=49tLYYagp2Q</p>	<p>confirmation at the age of 10/11?</p> <ul style="list-style-type: none"> • AE1 +2 - How does confirmation reflect the baptismal promises? • ER2 - Why is oil used in baptism and confirmation? • AE1 - What might the presence of the Holy Spirit enable them to do? • AE1 - How can you fulfil your tasks in the life of the Church? • ER2 - What gifts of the holy spirit is it believed that a person receives? <p>AE2+3 - Why do you think the bishop performs this sacrament and not a priest?</p>	
<p>Maths 5B</p> 	<p><i>Decimals and Percentages Unit 9 L1</i></p> <p><i>LO: Write decimals up to 2 decimal places – less than 1</i></p>	<p><i>Decimals and Percentages Unit 9 L2</i></p> <p><i>LO: Write decimals up to 2 decimals places – greater than 1</i></p>	<p><i>Decimals and Percentages Unit 9 L3</i></p> <p><i>LO: Equivalent fractions and decimals - tenths</i></p>	<p><i>Decimals and Percentages Unit 9 L4</i></p> <p><i>LO: Equivalent fractions and decimals - hundredths</i></p>	<p><i>Decimals and Percentages Unit 9 L5</i></p> <p><i>LO: Equivalent fractions and decimals</i></p>

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	<p>Text Book pages 84-87</p> <p>Practice Book pages 62-64</p>	<p>Text Book pages 88-91</p> <p>Practice Book pages 65-67</p>	<p>Text Book Pages 92-95</p> <p>Practice Book Pages 68-70</p>	<p>Text Book Pages 96-99</p> <p>Practice Book pages 71-73</p>	<p>Text Book pages 100-103</p> <p>Practice Book pages 74-76</p>
<p>English</p> 	<p>Baptism Booklets</p>	<p>LO: To create noun phrases using abstract nouns.</p>	<p>LO: To explore characters' relationships and attributes.</p>	<p>LO: To use relative clauses to describe characters.</p>	<p>LO: To use the present perfect tense.</p>
		<p>Children are to imagine they are boarding a boat quickly- tell them to hurry because a storm, or "tempest," is coming. Show the children a video clip of a storm and ask them to describe what they saw, heard, and felt on their whiteboards. Next, ask the children to categorise the verbs in the progressive form from the video, sorting them into a triangle based on whether they were seen, heard, or felt. Encourage the children to think about what might have been making the sounds in the storm. Link the verbs to objects, for example: rattling → thunder flashing → lightning</p>	<p>Begin the lesson by introducing the character maps. Read Act 1, Scene 2, up to the point where Ariel exits the stage. As you read, pause to discuss what we learn about each character and their relationships with one another. Using a double spread page in your books, stick in the character map. Note down what we know about each character so far and include any questions we have about them. For instance: Prospero: powerful magician, bears a grudge, Miranda's father Miranda: kind-hearted, innocent, daughter of Prospero</p>	<p>Recap the character maps we created last lesson and add any further words or phrases to describe the characters. We can put these into sentences using relative pronouns and these words then build relative clauses. Relative clauses provide additional description or information about a noun, often a character or setting. Examples of relative pronouns include who, which, where, when, whose, and that. Next, model creating a description of a character using relative clauses. For instance: <i>Prospero, who bears a grudge against his brother, learned magic</i></p>	<p>Begin the lesson by reading Act 2, Scene 1 of The Tempest. Discuss key events and ask the children to identify something Alonso, the King of Naples, might have seen or experienced during the storm. Introduce the concept of the present perfect tense by using a timeline to show its placement in relation to the past and present. Model writing a diary entry from Alonso's perspective. Start with a sentence in the past tense, such as: <i>I saw the ship tossed by the waves.</i> Then, demonstrate how to change this into the present perfect tense to</p>

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		<p>creaking → trees Model how to combine these pairs into noun phrases, such as the rattling of thunder, the flashing of lightning, and the creaking of trees. For shared writing, explain to the children that they will be writing a letter to send home in a bottle, asking for help. Model writing an atmospheric description of the storm, using the noun phrases created earlier. Include more abstract noun phrases for effect, such as: There was a feeling of disappointment. A sense of loneliness came over us. The storm was full of confusion. Demonstrate how to use abstract nouns and the preposition 'of' to create these phrases, as well as suffixes like -ness, -ment, and -tion. Then, guide the children in writing their own descriptions of the storm, drawing on the words from the group</p>	<p>Antonio: Prospero's brother, betrayed him, ambitious Ariel: loyal to Prospero, magical, wishes for freedom Caliban: son of Sycorax, wretched, resentful of Prospero Encourage the children to explore how these characters are connected, such as the familial ties between Prospero and Miranda or the enmity between Prospero and Antonio. Discuss each character's attributes and motivations, drawing evidence from the text to support the children's ideas. For independent work, the children will create their own character maps in their books. Encourage them to add to these maps as they continue reading the play. Prompt the children to include both character attributes (e.g., brave, cunning, vengeful) and connections between the characters (e.g., Prospero taught</p>	<p>tricks that made him powerful. Caliban, whose mother was the witch Sycorax, resents Prospero for taking over the island. Ariel, who longs for freedom, helps Prospero with his magical schemes. Demonstrate how these clauses add depth and detail to the character descriptions. Show how commas can be used for parenthesis to add extra information, and discuss the effect of including (or omitting) the relative pronoun. For example: The magic Prospero performs is for the good of everyone. The magic, which Prospero performs, is for the good of everyone. For independent work, ask the children to write their own character descriptions, using relative clauses to explain how the characters relate to one another and to expand on their traits. Provide sentence starters, such as:</p>	<p>reflect a more recent or ongoing experience: I have seen the ship tossed by the waves. Explain how the present perfect tense is formed using have/has and the past participle of a verb. Provide a list of common verbs and their past participle forms for children to reference during the lesson. For independent work, ask the children to write their own diary entry from the perspective of a character experiencing the storm. Encourage them to include a mix of past and present perfect tense sentences, such as: I have felt the wind tear through the sails. I heard the cries of the sailors as they struggled against the tempest. We have been thrown about like leaves in the gale. To conclude, read Act 2, Scene 2 and discuss the role of "ordinary" characters in the play, such as Stephano and</p>
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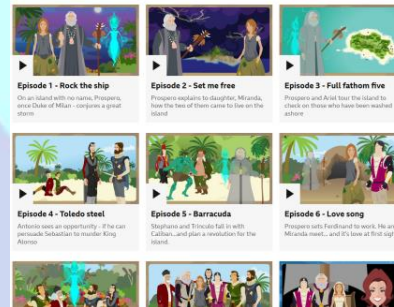
activity and the examples provided during shared writing.
 Conclude the lesson by reading the opening scene from *The Tempest*.
 Highlight that the play is meant to be performed, not just read.

Caliban to speak, but now they are enemies).
 To conclude, read the final part of Act 1, Scene 2. Add new information about Caliban and Ariel to the maps, focusing on how they are portrayed and their significance in the story.

Miranda, who...
 Antonio, whose...
 Ariel, that...

Trinculo. Prompt the children to reflect on how these characters might perceive the events differently.

Reading


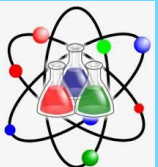


<https://www.bbc.co.uk/teach/class-clips-video/articles/zfskxyc> BBC Bitesize KS2

Read the subtitles



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<p style="text-align: center;">SPAG</p> 	<p style="text-align: center;">Spelling test on -gue and -ure</p> <p style="text-align: center;">Spelling rules: soft 'g' words</p> <p style="text-align: center;">Follow the PowerPoint about the spelling rule.</p> <p>At the end of the PowerPoint, children to make note of their spelling words ready for their spelling test next week.</p> <p>Challenge: use these spelling words in your English work this week!</p>	<p style="text-align: center;">SPAG: Word Class-</p> <p style="text-align: center;">Determiners</p> <p style="text-align: center;">Work your way through the PowerPoint and complete the worksheets!</p>
<p style="text-align: center;">Science</p> 	<p style="text-align: center;">CLASSIFICATION</p> <p>Play 'What on Earth?' – in groups chn have the photos of the unusual animals from around the world. Give chn the common names of these living things (remind chn that when new creatures are found, their 'common name' is often derived from a key characteristic or the name of the person who has discovered it) and see if they can match them. Then get chn to repeat the exercise with the descriptions, not the names – which approach was easiest? Have a look at the descriptions and note that they don't contain 'imaginative' language or subjective descriptions (beautiful, ugly) – why is this? Detailed scientific descriptions need to be written in plain English and also need to be as objective as possible to ensure all that is recorded is accurate and clear information. Explain that today chn are going to be describing (scientifically) some unusual living things from around the world (just like the second part of the 'What on Earth' game). Again in groups, match the different descriptions to the correct picture. Check answers as a class and then designate each person in a group one creature and matching description. Chn can then devise a common name for their creature and make suggestions as to what sort of habitat it might live in, based on its observable characteristics. Chn then use their research sheet to write their own scientific description of their creature. Once completed, give chn the actual common names.</p>	
<p style="text-align: center;">History</p> 	<p style="text-align: center;">History: Changing Britain</p> <p style="text-align: center;"><u>Lesson 3: What was the Grunwick Strike?</u></p> <p style="text-align: center;">Why did the Grunwick factory employ so many Asian women? How were workers at the Grunwick factory treated unfairly? What did the Grunwick Strike hope to achieve? Was the Grunwick Strike successful?</p>	

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.
- 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.

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 modellingclay/ 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.

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



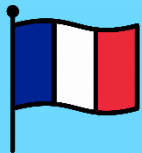
Year 5 – How Can We Support Each Other?

Have a think about what we can share from other countries, e.g. music influences, types of foods native to other countries, opportunities to learn about other cultures, sports, dance, etc.

Now think about what we might be able to offer to other countries, e.g. music, food specific to UK, aid, medical supplies, etc. We are able to share a number of things from and with other countries but also sometimes we are able offer further support to countries/people in other countries that might be in crisis or need support.

What ways might we share in other cultures? How are our lives influenced by other cultures? Can you think of any examples of how you have raised money for charity, taken part in a community event or tried to support others? You are now going to have a challenge to devise an event or activity that could raise money for charity. Spend some time planning what you would like to do and to start completing the project planning sheet (Jigsaw Portal).

MFL



Lesson 3: Greetings-How are you?

LO: To ask about and express feelings when greeting someone.

- I can ask someone how they are.
- I can select from various expressions to express how I am feeling.
- I can correctly pronounce words containing the letters ç and è.

ca va ?	How are you?
ça va	I am ok
ça va bien	I am fine
ça va très bien	I am very well
Bof	So so
ça ne va pas	I am not ok
ça va mal	I am really not ok
Ouvrez les yeux	Open your eyes
Fermez les yeux	Close your eyes

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.


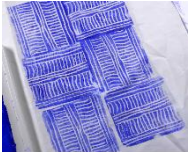

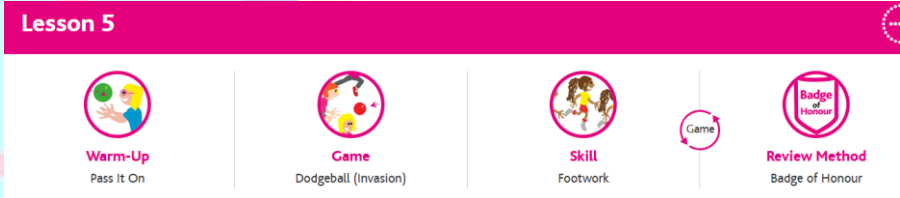
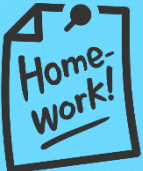
Play the link: District 78 Original Remix - Circle of Life (HipHop Remix).

The children may suggest:

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

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

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<p style="text-align: center;">Art</p> 	<p>Demonstrate drawing the pattern lightly with a pencil and then draw over those marks using a pen with a deeper line. Remind the children that the line must not be too heavily drawn or it will break through the surface of the tile. Demonstrate how texture can be added, for example by using the point of a pen to make dots.</p> <p>Demonstrate how to squeeze a strip of the printing ink onto the tray and roll it out so that there is an even layer of colour, then show how the tile itself is inked up, again aiming for an even layer. Take the tile to where the material is laid out and print by pressing down the tile and rubbing a DRY roller onto the back. Repeat three times and place the tile in a different direction each time. The same pattern will now create a new pattern.</p> <p>When the fabric or paper is dry, display the collaborative artwork(s) as 'wallpaper'</p> 	
<p style="text-align: center;">P.E.</p> 	<p style="text-align: center;">Fitness:</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;">White Rose Maths Y5 Spring Week 4</p> <p style="text-align: center;"><u>SPAG.com</u> Synonyms & antonyms (A)</p>	

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Communicating with school

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

