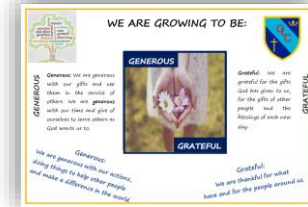


Message from teachers



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.

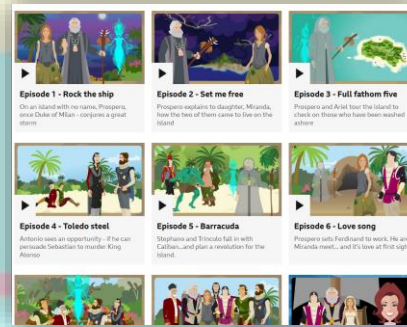
https://www.youtube.com/watch?v=kAZKlpWGN_Q



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

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

ACT 1



<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

OLC WEEKLY LEARNING PLAN

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:	10.02.2025
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	Monday	Tuesday	Wednesday	Thursday	Friday
 <p>R.E.</p> 	<p>Unit E: Baptism and Confirmation</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</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>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>Confirmation and Baptism LO: To create your own piece of Confirmation art work.</p> <p>(Consolidation / Follow-up Activity Art work)</p>  <p>Create drawings, paintings and collages to represent the Sacrament of Confirmation.</p> <p>Look at famous artists who have portrayed the coming of the Holy Spirit.</p>	 <p>Diary of Events... Remember to complete your Jubilee Launch evaluatons...</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...

OLC WEEKLY LEARNING PLAN

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.



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

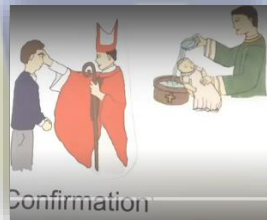


<https://www.youtube.com/watch?v=pD7kE8qUz5A>



AE4 – to identify similarities that exist between baptism and confirmation e.g. renewal 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-9H-JZlk>



[Bing Videos](#)

[Bing Videos](#)

An explanation of Confirmation...



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



<https://www.youtube.com/watch?v=49tLYYagp2Q>

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

Activity: Y5 Create a flow chart account of what should



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 confirmation at the age of 10/11?
- AE1 +2 - How does confirmation reflect the baptismal promises?

- 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

of Baptism. Use lots of the prayers that are part of the celebration of the Sacrament in your role-play.

Recall the Sacrament of Baptism:

- 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 Chrim
- Role of Parents and Godparents.

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

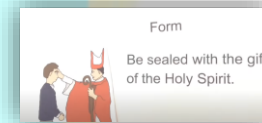
Why do the parents (and sometimes the person being baptised if they are old enough) profess their Faith at a Baptism?

Why do we receive Baptism in the name of the Holy Trinity



happen during the Rite of Confirmation in the form of a story (this could be shared with younger children in the school).

Y6 Share their Confirmation Experience (writing a recount of their important Confirmation that happened on Friday 7th February)


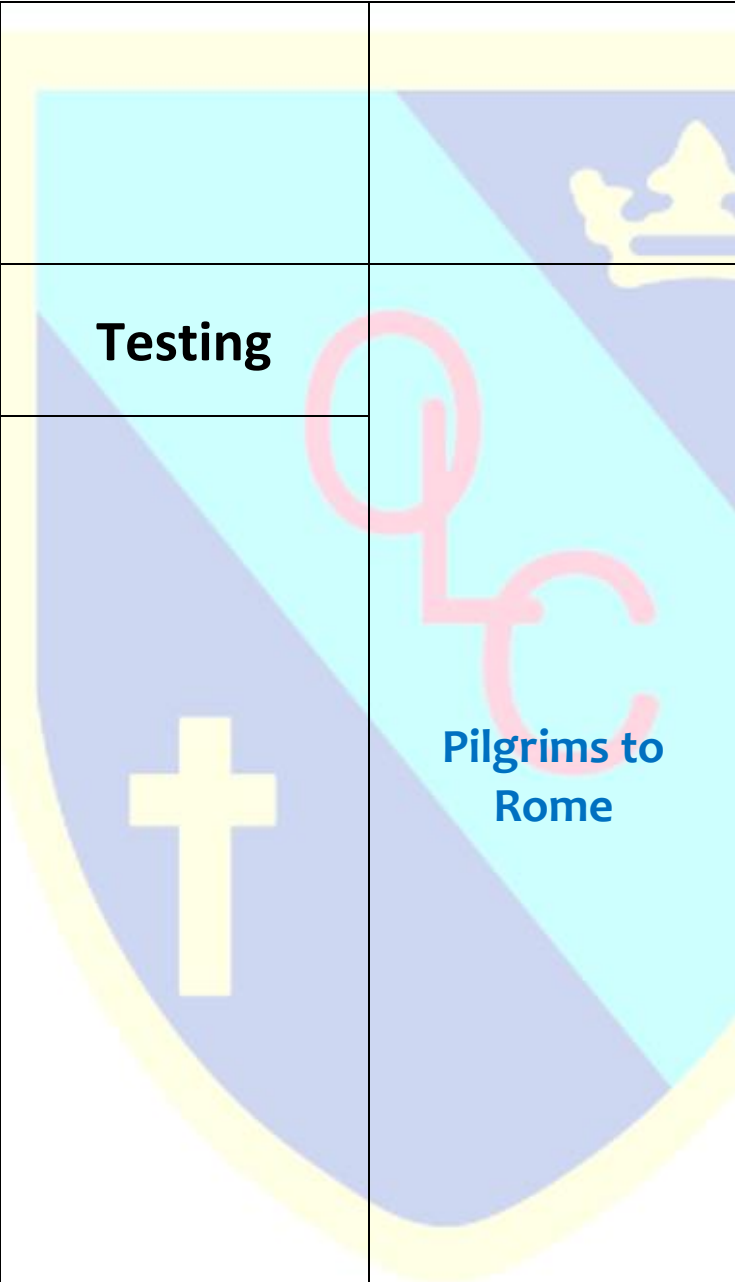
- ER2 - **Why is oil used in baptism and confirmation?**
- AE1 - **What might the presence of the Holy Spirit enable them to do?**
- AE1 - **How can you fulfil your tasks in the life of the Church?**
- ER2 - **What gifts of the holy spirit is it believed that a person receives?**
- AE2+3 - **Why do you think the bishop performs this sacrament and not a priest?**



OLC WEEKLY LEARNING PLAN

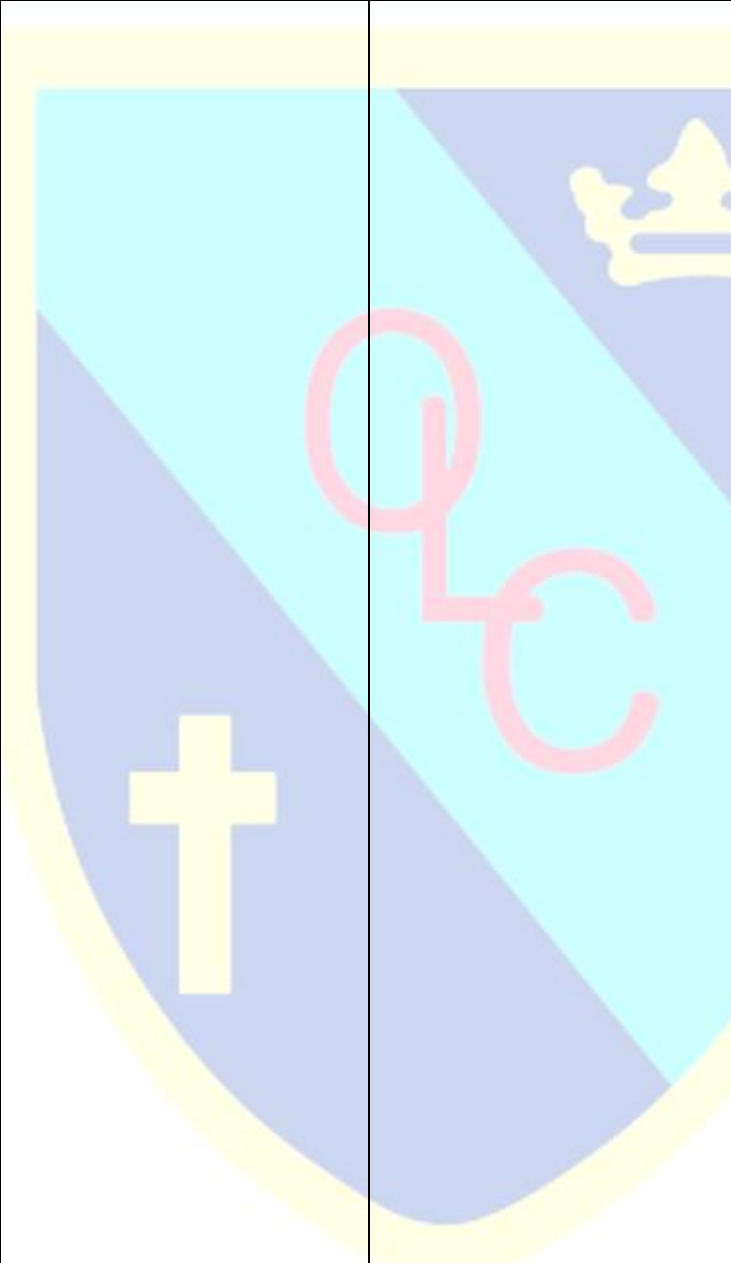
	<ul style="list-style-type: none"> Baptismal Candle is presented after being lit from the Paschal Candle. <p>Written Activity: Continued...</p> <p>Complete their booklets for the Rite of Baptism explaining the different signs, symbols and actions.</p> <ul style="list-style-type: none"> Include illustrations or photographs of a Baptism taking place. Share their Baptism pamphlets used for the Sacrament of Baptism at the Friary. 	<p>?</p> <p>(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.)</p> <p>Why are we anointed with the Oil of Chrism?</p> <p>As a sign that we now belong to Christ and share in his life.)</p> <p>What role do the parents and the Godparents play at a Baptism?</p> <p>(Promise to support the person as they grow in faith.)</p> <p>Why do we receive a Baptismal Candle?</p> <p>(The light of Christ is now our guide in life.)</p> <p>Next, we will be looking at the second sacrament of initiation, namely Confirmation...</p>			
<p>Maths 5B</p> 					

OLC WEEKLY LEARNING PLAN

<p>English</p> 	<p>Lesson 3: LO: To use relative clauses to describe characters.</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>Testing</p>  <p>Pilgrims to Rome</p>	<p>Lesson 4: LO: To use the present perfect tense.</p> <p>Begin the lesson by reading Act 2, Scene 1 of <i>The Tempest</i>. 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</p>	<p>Lesson 5: LO: To use the present perfect tense.</p> <p>Begin the lesson by recapping the events of Act 3, Scene 1, focusing on the interactions between Miranda and Ferdinand. Ask the children, What has just happened? and encourage them to summarise the scene using key details. Introduce the Talk to the Hand activity to explore the characters' thoughts and actions. From Prospero's perspective, create questions he might ask Miranda, such as: <i>Where have you been? Who have you been talking to? Why have you done that?</i> Model writing questions and responses using the present perfect tense.</p>	

OLC WEEKLY LEARNING PLAN

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:



present perfect tense to 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 Act 3 scene 1 and discuss the role of "ordinary" characters in

For example:
 Prospero: Where have you been?
 Miranda: I have been speaking to Ferdinand.
 Discuss how the present perfect tense can indicate recent events or actions that have an impact on the present. Highlight the structure of the tense (have/has + past participle) and ensure children understand its use.
 For independent work, ask the children to write a series of questions and imagined responses between Prospero and Miranda, focusing on their recent interactions. Provide sentence starters and a word bank of verbs in the past participle form (e.g., spoken, seen, been, done, heard).
 Encourage the children to underline or highlight the verbs in their sentences that indicate the present perfect tense. This will help reinforce their understanding of the grammatical structure.

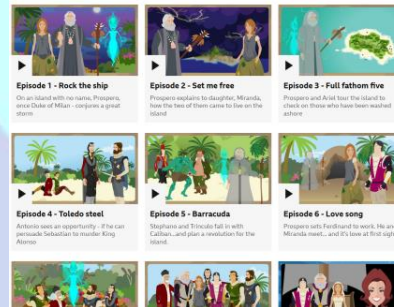
OLC WEEKLY LEARNING PLAN

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

the play, such as Stephano and Trinculo. Prompt the children to reflect on how these characters might perceive the events differently.

To conclude, discuss how using the present perfect tense adds a sense of nearness to the characters' conversations. Link this understanding to future role-play activities, where children will act out imagined dialogues between Miranda and Prospero, using their written questions and responses as a foundation.

Reading



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

Read the subtitles



OLC WEEKLY LEARNING PLAN

SPAG



Spelling test on soft 'g' words

Spelling rules: -tion

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.

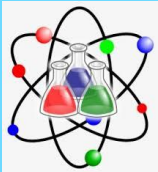
Challenge: use these spelling words in your English work this week!

SPAG: Word Class-

Prepositions

Work your way through the PowerPoint and complete the worksheets!

Science



Introduce the chn to the Hog-Nosed Shrew Rat (*Hyorhinomys stuempkei*) - one of the latest creatures to have been discovered by scientists in Sulawesi, Indonesia. Explain to chn that today they are going to imagine that they have discovered a new creature within the Animalia Kingdom, and they need to sketch it, name it and classify it. Explain that this is not to create a creature completely outside of our classification system, but that they need to decide on a path (use route cards from lesson 1) and create the final unique characteristics towards the end of that path. Together discuss the full classification for the unicorn, highlighting a classification route shared with horses and noting what happens when you get to the genus stage what makes it unique and different (its horn). Using the route cards from lesson 1, get chn to identify the classification route they will take initially and decide on one unique characteristic for their new creature. Get chn to sketch their creature, then chn label their sketch to make it a descriptive scientific 'technical' drawing. Ensure chn include a detailed scientific description and the classification route, as well as coming up with a common name.

History



History: Changing Britain

Lesson 4: How did the Wheelchair Warriors fight for their rights?

Who were the Wheelchair Warriors?

What did the Wheelchair Warriors do to fight for their rights?

What did the Wheelchair Warriors achieve?

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Computing



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



Music



OLC WEEKLY LEARNING PLAN

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

LO: To design and make a prototype as part of a group

Put children in groups of five or six and give each group a set of materials.

Give pupils the following design challenge:

- To design and make a **prototype** (a trial/testing out version) hat which has a 'purpose'.

The 'purpose' should be a theme decided on by you; it may be a topic you're currently studying or a timely event, such as Ascot, Wimbledon or a royal event.

Different groups could have a different purpose.

Examples of possible hats for a given purpose:

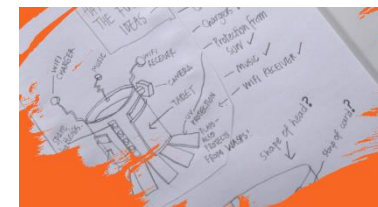
- A Thinking Hat – to help pupils with the SATs.
- An All-Weather Hat – for Britain's ever-changing weather.
- A School of the Future Hat – with a computer tablet or phone attached.
- A Robot Hat – to help adults with their supermarket shop.

Start with asking each group to share ideas amongst themselves, first verbally and then doing quick sketches in their books until the group reaches a consensus for an idea.

Then, they cut, roll, fold, bend, crease, join and start to create the hat. One pupil must be the 'model' for the hat – they have to actually wear it, so each group can choose their model.*

*The model has to sit still whilst the construction is made, they can say whether it fits, whether they will have to hold it in place etc., whether they can stand up with it on – they should be fully involved.

Remind the group that everyone needs a role and that this is a joint effort in designing and making for purpose.



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 6



Warm-Up
Pass It On



Game
Dodgeball (Invasion)

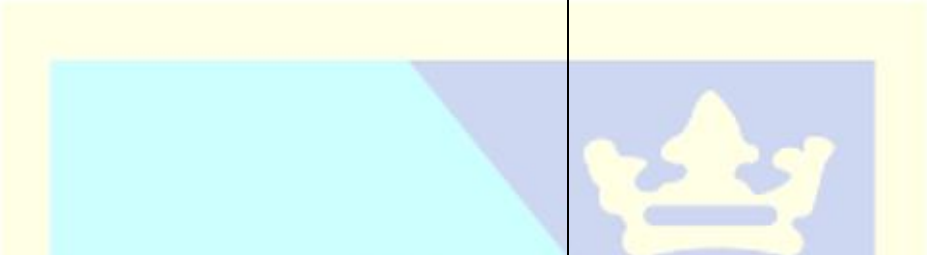
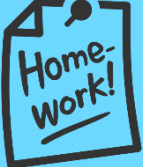



Competition
Bump Ladder / Ladder



Review Method
Badge of Honour

OLC WEEKLY LEARNING PLAN

		
		<p><u>SPAG.com</u> Synonyms & antonyms (A)</p>

Communicating with school

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



OLC WEEKLY LEARNING PLAN

