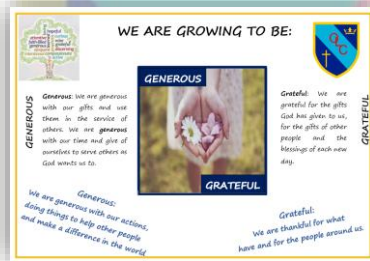


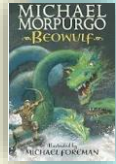
Message from teachers



**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.

<b>Teachers:</b>	Miss Chick Miss Dowling Mrs Humphris	<b>Year group:</b>	Year 6	<b>Date:</b>
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	Monday	Tuesday	Wednesday	Thursday	Friday
 <p><b>R.E.</b></p> 	<p><b>Unit E: Baptism and Confirmation</b></p> 	<p><b>Confirmation and Baptism</b></p> <p><b>LO: To know the story of the Baptism of Jesus.</b></p> <ul style="list-style-type: none"> <li>To understand that Jesus is the Beloved Son</li> </ul> <p><b>Big Question: To identify similarities and differences between the Gospel</b></p>	<p><b>Confirmation and Baptism</b></p> <p><b>LO: To know in detail the Rite of Baptism</b></p> <ul style="list-style-type: none"> <li>Understand the meaning of the Baptismal symbols, signs and actions and some of the prayers.</li> <li>Be able to discuss and write about the Rite of Baptism.</li> </ul> <p><b>Big Question: ER2 + AE3-</b></p>	<p><b>Confirmation and Baptism</b></p> <p><b>LO: To know in detail the Rite of Baptism</b></p> <ul style="list-style-type: none"> <li>Understand the meaning of the Baptismal symbols, signs and actions and some of the prayers.</li> <li>Be able to discuss and write about</li> </ul>	 <p><b>Diary of Events...</b></p> <ul style="list-style-type: none"> <li>Launch from the Diocese Friday 24<sup>th</sup> January 2025.</li> </ul>

## 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.

### accounts of the Baptism of Jesus

See Powerpoint

### Why was it important that Jesus was baptised and isls baptism still important today?

### the Rite of Baptism.

**Big Question: ER2 + AE3-**  
**Why was it important that Jesus was baptised and isls baptism still important today?**

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

### 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.

**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...**

# OLC WEEKLY LEARNING PLAN

- What are the main things that these accounts tell us about Jesus?
- 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=JZ5jm5lx5bY>  
(The Miracle Maker)

[https://www.youtube.com/watch?v=g\\_dr9njVzKM](https://www.youtube.com/watch?v=g_dr9njVzKM)



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 Chrism
- 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>

OLC WEEKLY LEARNING PLAN

				<a href="https://www.youtube.com/watch?v=Fy-gGyQUOKI">com/watch?v=Fy-gGyQUOKI</a>	
<p><b>Maths</b></p> 	<p><b>Form and solve equations</b> Pages 53-55</p>	<p><b>Solve one-step equations</b> Pages 56-58</p>	<p><b>Solve one-step equations</b> Pages 59-61</p> <p><b>Find pairs of values</b> Pages 62-64</p>	<p><b>Solve problems with two unknowns</b> Pages 65-67</p>	<p><b>Pace value to 3 decimal places</b> Pages 68-70</p>
<p><b>English</b></p>	<p><b>LO: To write using a plan.</b></p>			<p><b>LO: To edit for cohesion.</b></p>	

## OLC WEEKLY LEARNING PLAN



Begin by revisiting the Bare Bones planning completed in the previous lesson. Explain that the children will now transform their plans into a detailed narrative, writing one chapter of their heroic legend. Remind them of the role of the bard, who would tell stories to captivate an audience. To create the right atmosphere, model opening their narrative with a bard's introduction, such as: "Hear, and listen well, my friends, and I will tell you a tale..." Transition to the action using a phrase like "So roll back the years now..." and demonstrate how to shift the tense to bring the story to life.

For independent work, children will use their Bare Bones plans to write their heroic legend. Encourage them to focus on the features of the genre, such as heroic dialogue, vivid descriptions, alliteration, kennings, and noun phrases. Remind them to follow their plan closely, ensuring their writing is well-structured and cohesive. Provide sentence starters and examples to support those who may need additional guidance, while challenging others to experiment with advanced techniques like relative clauses or dramatic shifts in tone.

Throughout these lessons, allocate time for children to share snippets of their work with a partner or the class, focusing on one element at a time (e.g., descriptions of the monster, the hero's actions, or the setting). Use these opportunities to reinforce the importance of language choices and how they enhance the narrative.

See example on PowerPoint

Use the self-assessment checklists to support writing and editing.

The focus of this lesson is to edit for cohesion and publish the children's heroic legends. Emphasise the importance of cohesion in storytelling, highlighting how well-connected ideas and smooth transitions make a narrative more engaging for the reader.

Model the editing process using an example from the children's work (anonymised if necessary). Demonstrate how to check for consistency of tense, clarity of punctuation, and the effectiveness of descriptive language. Highlight specific areas, such as the use of kennings, alliteration, and heroic dialogue, to ensure the narrative captures the genre's style. Encourage children to consider the flow of their story and whether the events are logically and effectively linked.

For independent work, children will edit their 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

OLC WEEKLY LEARNING PLAN

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!

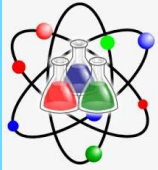


**SPAG: Punctuation-**

**Parenthesis**



Work your way through the PowerPoint and complete the worksheets!



## OLC WEEKLY LEARNING PLAN

<p style="text-align: center;"><b>Science</b></p> 	<p style="text-align: center;"><b>CLASSIFICATION</b>  <b>LO: to look at ways to classify trees</b></p> <p>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 -<a href="https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/">https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/</a>. 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 <a href="https://www.nhm.ac.uk/our-science/departments-and-staff/library-and-archives/collections/modern-botanical-illustration.html">https://www.nhm.ac.uk/our-science/departments-and-staff/library-and-archives/collections/modern-botanical-illustration.html</a> ). 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.</p>	
<p style="text-align: center;"><b>History</b></p> 	<p style="text-align: center;"><b>History: Changing Britain</b>  <u>Lesson 2: What was the Bristol Bus Boycott?</u>          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?</p>	
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>LO: To understand what stop motion animation is.</b></p> <ul style="list-style-type: none"> <li>I can explain what <b>stop motion</b> is.</li> <li>I can take photos of an object.</li> <li>I can make <b>small changes</b> to my object between each photo.</li> <li>I can follow the steps using an <b>editing piece of software</b>.</li> </ul> <p><b>Recall:</b> An animation is a set of pictures or photographs in a sequence which gives the illusion of movement.</p> <ul style="list-style-type: none"> <li>In the 19th century, animation was popular in children’s toys.</li> </ul>	<p><b>Discuss:</b> 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.</p> <ul style="list-style-type: none"> <li>Display slide 2 and discuss the key points the children should consider when taking photos.</li> <li>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.</li> </ul> <p>Show the children how to use the ‘playback’ button to check their shots and delete if needed or to retake.</p> <p>Allow children to take their photos using the tips on the slide to support them.</p>

## OLC WEEKLY LEARNING PLAN

	<ul style="list-style-type: none"> <li>• A zoetrope is a spinning cylinder that makes pictures look like they are moving.</li> <li>• A thaumatrope is a toy that shows two pictures as one when it is spun quickly.</li> <li>• A flipbook is a book that shows a moving picture when its pages are flipped quickly.</li> </ul> <p><b>Display the Presentation: Exploring stop motion.</b></p> <p><b>Presentation: Exploring stop motion</b> Display slide 1 and play the animation clip. Explain to the children that they will create a similar animation.</p> <p><b>Explain:</b> 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.</p>	<ul style="list-style-type: none"> <li>• What if you squish the modelling dough a bit?</li> <li>• Can you make your changes really small to make the animation more detailed?</li> <li>• What happens if you make the movements too big? (The animation looks shaky and odd).</li> </ul> <p>Sect 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.</p> <p>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.</p> <p><b>Explain</b> 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.</p>
<p style="text-align: center;"><b>PSHE</b></p> 	<p style="text-align: center;">Complete the sentence stem: ‘When I see people in the world who are living in difficult conditions or who are suffering, I feel...’</p> <p style="text-align: center;">Take a look at the photo cards on the Jigsaw Portal and decide:</p> <ol style="list-style-type: none"> <li>1) What the picture is showing?</li> <li>2) Where the picture might have been taken (e.g. country)</li> <li>3) What might be the difficulty the child/people/person lives with in this situation?</li> <li>4) What might help their situation?</li> <li>5) How you feel about the situation?</li> </ol> <p style="text-align: center;">Draw an outline of a bunting in your journal and then write or draw something that represents: ‘My dream for the world’. Come back together as a class to share our different dreams for the world.</p>	
<p style="text-align: center;"><b>MFL</b></p> 	<p><b>LO: To use French greetings according to the time of day.</b></p> <ul style="list-style-type: none"> <li>• I can recognise common greetings and respond appropriately.</li> <li>• I can say and write familiar words to introduce myself.</li> <li>• I can name some famous French landmarks.</li> </ul>	<p><b>Vocabulary</b></p> <p><b>Bonjour Hello</b></p> <p><b>Bonsoir Good evening</b></p> <p><b>Bonne nuit Goodnight</b></p>

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.

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.

## OLC WEEKLY LEARNING PLAN

- 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

## Art



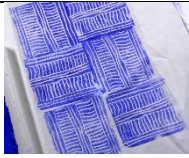
<https://www.kapowprimary.com/subjects/archive/art-design/upper-key-stage-2/units/art-design-skills-2/lesson-4-craft-zentangle-printing/#>

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.

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.

When the fabric or paper is dry, display the collaborative artwork(s) as 'wallpaper

OLC WEEKLY LEARNING PLAN



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



**CGP: Maths**

**Formulas and Combinations**  
Pages 48-50

**Finding missing numbers**  
Pages 50-51

**CGP: Grammar, Punctuation and Spelling**

**BOOK 2**

Set A: Grammar and punctuation test 1

Pages 2-5

**SPAG.com**

Parenthesis & commas (B)

Spelling words  
for this week

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

## OLC WEEKLY LEARNING PLAN

### Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

