

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

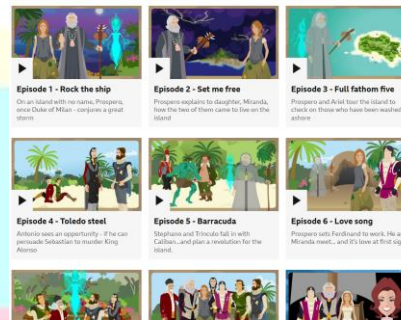


Or you can discover The Tempest in Seven Minutes....

<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

Spelling

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

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:	Miss Chick Miss Dowling Mrs Humphris	Year group:	Year 6	Date:	3.2.2025
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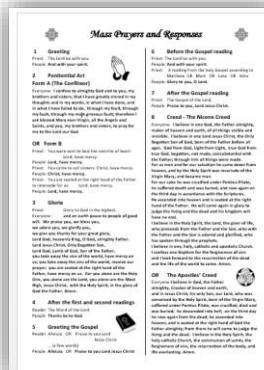
	Monday	Tuesday	Wednesday	Thursday	Friday
 <p>R.E.</p> 	<p>Unit E: Baptism and Confirmation</p>  <p>Confirmation and Baptism- At the end of this unit: The children will know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit. They will be able to identify the actions, signs and symbols of Baptism and Confirmation and recognise 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.**


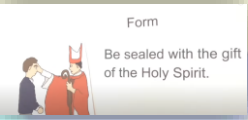


Activity: Y5 Create a booklet about the Rite of Confirmation in the form of a story (that could be shared with younger children in the school).

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</p> 	<p>Round decimals Pages 74-76</p>	<p>Add and subtract decimals Pages 77-79</p>	<p>Multiply by 10, 100 and 1000 Pages 80-82 Divide by 10, 100 and 1000 Pages 83-85</p>	<p>Multiply decimals by integers Pages 86-88</p>	<p>Divide decimals by integers Pages 89-91</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>

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		<p>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:</p> <p><i>There was a feeling of disappointment.</i> <i>A sense of loneliness came over us.</i> <i>The storm was full of confusion.</i></p> <p>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 activity and the examples provided during shared writing.</p> <p>Conclude the lesson by reading the opening scene from <i>The Tempest</i>. Highlight that the play is meant to be performed, not just read.</p>	<p>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.</p> <p>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 Caliban to speak, but now they are enemies).</p> <p>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.</p>	<p>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:</p> <p><i>The magic Prospero performs is for the good of everyone.</i> <i>The magic, which Prospero performs, is for the good of everyone.</i></p> <p>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><i>Miranda, who...</i> <i>Antonio, whose...</i> <i>Ariel, that...</i></p>	<p>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:</p> <p><i>I have felt the wind tear through the sails.</i> <i>I heard the cries of the sailors as they struggled against the tempest.</i> <i>We have been thrown about like leaves in the gale.</i></p> <p>To conclude, read Act 2, Scene 2 and discuss the role of "ordinary" characters in the play, such as Stephano and Trinculo. Prompt the children to reflect on how these characters might perceive the events differently.</p>
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Reading



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

Read the subtitles



SPAG



Spelling test on -gue and -ure

Spelling rules: soft 'g' words

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.

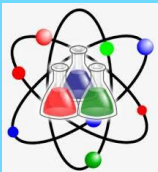
Challenge: use these spelling words in your English work this week!

SPAG: Word Class-

Determiners

Work your way through the PowerPoint and complete the worksheets!

Science



CLASSIFICATION

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.

History



History: Changing Britain

Lesson 3: What was the Grunwick Strike?

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?

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

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.

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.

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	<p>Display slide 1 and play the animation clip. Explain to the children that they will create a similar animation.</p> <p>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.</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>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.</p>																
<p>PSHE</p> 	<p>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>Take a look at the photo cards on the Jigsaw Portal and decide:</p> <ol style="list-style-type: none"> 1) What the picture is showing? 2) Where the picture might have been taken (e.g. country) 3) What might be the difficulty the child/people/person lives with in this situation? 4) What might help their situation? 5) How you feel about the situation? <p>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>MFL</p> 	<p>Lesson 3: Greetings-How are you?</p> <p>LO: To ask about and express feelings when greeting someone.</p> <ul style="list-style-type: none"> • 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. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">ca va ?</td> <td>How are you?</td> </tr> <tr> <td style="text-align: right;">ça va</td> <td>I am ok</td> </tr> <tr> <td style="text-align: right;">ça va bien</td> <td>I am fine</td> </tr> <tr> <td style="text-align: right;">ça va très bien</td> <td>I am very well</td> </tr> <tr> <td style="text-align: right;">Bof</td> <td>So so</td> </tr> <tr> <td style="text-align: right;">ça ne va pas</td> <td>I am not ok</td> </tr> <tr> <td style="text-align: right;">ça va mal</td> <td>I am really not ok</td> </tr> <tr> <td style="text-align: right;">Ouvrez les yeux</td> <td>Open your eyes</td> </tr> </table>	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
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Fermez les yeux Close your eyes

Looping and remixing

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

Lesson 1: Body percussions loops

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

Music



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.


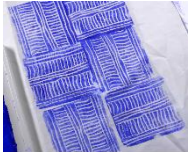

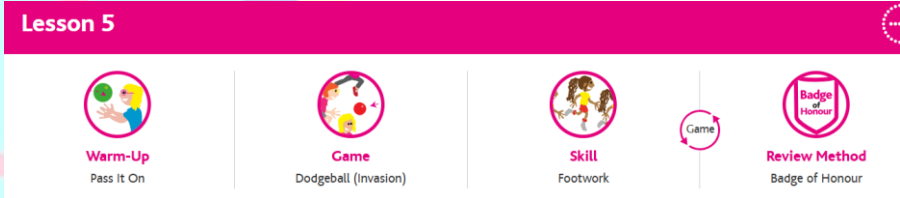
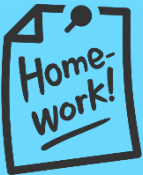
Play the link: District 78 Original Remix - Circle of Life (HipHop Remix).

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 <ul style="list-style-type: none"> • 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;"><u>CGP: Maths</u></p> <p style="text-align: center;">Scaling Pages 44-45</p> <p style="text-align: center;">Number sequences Page 52</p>	<p style="text-align: center;"><u>CGP: Grammar, Punctuation and Spelling</u> <u>BOOK 2</u></p> <p style="text-align: center;">Set A: Grammar and punctuation test 2</p>	<p style="text-align: center;"><u>SPAG.com</u></p> <p style="text-align: center;">Synonyms & antonyms (A)</p>

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Pages 6-10

Communicating with school

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

