Message from the teachers:

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This week, the children will continue reading more of The Selfish Giant in English. We have been so impressed with the writing they have produced so far. They will deepen their understanding of place value in maths. In RE lessons, they will continue learning about the importance of Baptism and how we belong to God's family. They will learn more about light in science and how villages, towns and cities differ in geography.



Please could we ask the children to bring in a shoebox (if you have one handy) this week to use in this week's science lesson. Thank you!

We look forward to another great week ahead 🐵

Miss Dowling, Mrs Kendrew and Miss Cotrell 🕹

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

Teachers:	Mrs Kendrew, Miss Cotrell and Miss Dowling	Year:	3	Date:	25.09.23
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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LO:	LO: Little Way Week	0	LO: To know that through Baptism we belong to the Church	



Hail Mary Hail Mary, full of Grace, The Lord is with thee; blessed art thou among women, and blessed is the fruit of thy womb Jesus. Holy Mary, mother of God pray for us sinners, now and at the hour of our death. Amen



This week, the children will be taking part in Little Way Week. They will be thinking about little acts of kindness they can do just like St. Therese of Liseaux.

Discuss who St. Therese is and how she spread kindness to everyone that she met.

Task: Children to make a mind map suggesting different Recap the learning about Baptism from last week. What happens at each stage? What do you think is the most important part? Why?

Discuss with the children what each symbol means: -The naming of the child -The signing of the cross on the forehead -Anointing with the oil of Baptism -Baptismal promises -Baptism in the name

of the Trinity



Share together what we have learned about Baptism.

Emphasise when we are baptised we belong to the Church.

Discuss with the children the different names given to those who belong to the Church. E.g. family of God, body of Christ, people of God, the Church.

What do you think these different titles mean? Can you think



Share and discuss together the different items that the children have bought in from their Baptism.

		ways that they can be	-Anointing with the	of any of your own	
		kind to each other.	oil of Chrism	titles or slogans?	
			-Clothing with white	What do they tell you	
			garment	about being baptised?	
			-Receiving the		
			baptismal candle	Task: Create slogans	
				and pictures of these	
			Task: Children to	different images of	
			write a paragraph to	belonging to the	
			explain what each	Church.	
			symbol of Baptism		
			represents.		
			Deepening question:		
			What do you think is		
			the most important		
			symbol of Baptism?		
			Explain your answer.		
	LO: Find 1, 10 and 100	LO: Compare numbers	LO: Order numbers to	LO: Count in 50's	LO: End of unit check
-0220-	more or less	to 1000	1000		LO: End of unit check
5 52 101					
6785 69	Work book A	Work book A	Work book A	Work book A	Work book A
×503	Pages 44-47	Pages 48-51	Pages 52-55	Pages 56-59	Pages 60-61
Maths					
Maths					
	LO: To make	LO: To identify	LO: To discuss,	LO: To use noun	LO: To identify
	inferences	themes within	compare	phrases to	and express

n to the Dolor Con	about a	a story	and explore	describe	opinions about
you Cand	character's		themes within		a book
what the state of	thoughts and		and across		
English	feelings		texts		
0	Whole Class	Whole Class:	Whole Class:	Whole Class:	Whole Class:
	Reread the page that	Discuss the use of	Look at the image of	Read up to '''I have	Read up to "the
	ends with 'Snow	opposites within the	the wall from the text	many beautiful	flowers were
	danced about	story so far, e.g.	and discuss	flowers," he said;	resting". Should the
	through the trees.'	darkness vs light, joy	what the purpose of	"but the children are	Giant hate winter any
	Imagine the Giant	vs misery, winter vs	walls is.	the most beautiful	more? What do you
	overhears	spring, big vs	Share the following	flowers of all.""	think will happen
	Autumn saying that	small. Compare these	words with children:	Discuss the following	next? How do you
	he is selfish. How do	to the antonyms	divide, invade,	questions:	predict the story will
	you think the	discussed in	confuse, decide,	Where do you think	end?
	Giant would feel to	session 4.	collide, tense,	the boy has gone?	Children to orally
	hear this? Create a	What other opposites	aggressive, discuss,	Why do you	share their ideas
	grid similar to	could we say are	visible, apprehensive	think that? Why did	using sentence
	the one below to	themes of the	Explain that these	the Giant love him	starters such as:
	record children's	story?	words could help us	best of all?	l predict
	ideas.	Read from 'One	to describe	Read on – why are	because
	How does the Why Clant teel?	morning the Giant'	some of the purposes	children the most	Independent Work:
	lonely because he alone can enjoy his garden	up to 'but the boy	of walls. Model orally	beautiful flowers	Read on to "the little
	desperate for some company in his castle and its garden	was too tiny.'	creating a	of all? Discuss what it	boy he had loved".
	miserable that he is being called	(Discuss also any	sentence using these	means to see through	Why has
	names by others	personified images	words then ask	the eyes	the little boy come
	Independent work:	that we might	children to have	of a child.	back in winter?
	Children to complete	add to our grid from	a go e.g.:	Independent Work:	
	their own chart using	session 5.)			
	some				

of the ideas modelled and	Independent Work:	Walls can divide two	Create a 'missing'	What are wounds of
the rest of their own.	Now read up to 'the	places, for example	poster for the Giant	love? Which other
Use the words and ideas	garden became	two	to display	literary
to write a diary entry from the perspective of	winter again'. Model	countries or two	for the missing boy	figures bear wounds
the Giant expressing his	writing a sorry letter	parts of a city.	using a range of noun	like these? Why? Who
thoughts and feelings	to the children	Sometimes	phrases, e.g.:	might
about what has happened	encouraging them to	aggressive people	Have you seen this	the little boy
to far in the story.	come back to the	build walls to	little boy? He has	represent? Do you
	garden using some of	keep people out.	short, blonde hair	think Oscar Wilde
	the themes and	Independent Work:	with a fringe at	did this intentionally?
	opposites	Model creating some	the front. The child in	Why do you think he
	discussed in the	new sentences based	the garden also	might
	whole class session,	on what we orally	had pointy shoes.	have chosen to
	e.g.:	rehearsed previously,	Please get in touch	include this? Which
	Please come back to	but now using the –	with the friendly giant	bible stories
	the garden, it's	sion suffix version of	at the castle if you	does this story so far
	usually such a light	the word and	see	remind you of?
	garden, but it feels	incorporating	him.	Children to complete
	so dark without you	information about		a Likes, Dislikes,
	all playing in it.	walls we know,		Puzzles and
	Although it is a big	e.g. Walls can create		Connections grid for
	garden, it seems so	division between two		the story so far.
	small without you	places, for example		
	climbing trees,	East and West Berlin		
	playing hide-and-seek	were divided by a wall		
	and running around	that people were not		
	merrily.	allowed to cross.		

Spelling & Handwriting	gentle humble noble possible simple basic classic dramatic frantic logic sarcastic	gentle humble noble possible simple basic classic dramatic frantic logic sarcastic	As an additional writing outcome, children can create a short non- chronological report about walls. gentle humble noble possible simple basic classic dramatic frantic logic sarcastic	gentle humble noble possible simple basic classic dramatic frantic logic sarcastic	gentle humble noble possible simple basic classic dramatic frantic logic sarcastic
Wider Curriculum	Humanities Villages, towns and cities Lesson 3: How do human settlements differ? Key questions • What are the different types of settlement?	Science LO: To recognise that light from the sun can be dangerous Sort statements about the sun into 2 groups – disadvantages and advantages (e.g. it can cause skin damage/ it	<b>PSHE</b> Being Me in my world Lesson 3: Our dream school. LO: I understand why rules are needed and	Art Lesson 1: Texture: Charcoal mark making (Original scheme) - Kapow Primary • Presentation: Charcoal mark- making, slide four printed (see Main	Computing Computing systems and networks. LO: To recognise what a network is. Lesson 1: What is a network? - Kapow Primary

<ul> <li>What are the features of the different types of settlement?</li> <li>What types of employment, shopping, leisure and transport are found in villages, towns and cities?</li> <li>Complete the quiz to recap what was learnt last week.</li> </ul>	can boost your vitamin c levels.) Discuss together these ideas and emphasise how dangerous the sun can be. In pairs, ask children to discuss different ways that they can protect themselves from the sun (e.g. wear sun cream with a high factor, wear sunglasses with a	<ul> <li>how they relate to rights and responsibilities.</li> <li>1. How would the children at this school feel? (Write three words)</li> <li>2. What might the children be most proud of?</li> <li>3. Who would the children ask for help?</li> <li>4. How easy is it for the children to learn? Score out</li> </ul>	<ul> <li>event) - one between two pupils</li> <li>Large sheets of sugar paper (buff colour if possible)</li> <li>Charcoal</li> <li>White Chalk</li> <li>Rubbers</li> </ul>	<ul> <li>Play the <i>Pupil video:</i> <i>What is a network?</i></li> <li><b>Questions</b></li> <li>What is a network? (A group of computers or devices that are connected to share information.)</li> <li>What things does a network enable us to do? (Video call, play online games and search for information on the internet.)</li> </ul>
Recap what a settlement is and the different types. Discuss how the opportunities to work, shop, travel and use leisure time differ between villages, towns and cities. Task: Complete a chart explaining/drawing the differences between each settlement.	strong UV rating, etc.) Task: Create a poster which outlines ways that children can protect themselves from the sun.	of 10, where 1=very difficult to learn 10= very easy to learn 5. What is it about the Dream school that helps children to learn? Task: What do we have to do to make our school a 'Dream school'?	Music KS2 Y3: Music: Perfoming Viking Songs Lesson Plan - Kapow Primary LO: What is a ballad? These songs are called ballads. A ballad is a story written in short phrases which are called stanzas. Read the class the rhyming story or poem that you have picked. Ask the children to	<ul> <li>MFL French</li> <li>Kapow Lesson 2:</li> <li>French greetings, day and night.</li> <li>LO: To use the correct</li> <li>French greeting for the time of day.</li> <li>When do you say Bonjour? (In the day.)</li> <li>When do you say Bonsoir? (In the evening.)</li> </ul>

				write down anything that they notice about the words of the story on post-it notes e.g: it rhymes, it tells a story. Display the post-its somewhere so they can be referred to over the course of this topic. Play the sound file of Space Oddity by David Bowie all the way through. Ask pupils what the story is about and discuss what happens in each part of the song.	<ul> <li>When do you say Bonne nuit? (At night.)</li> <li>Role play greetings with a partner.</li> </ul>
Daily PE Activity	30 Minutes: Football Rounders	<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><complex-block></complex-block></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header></section-header>	Active Blasts Active Blasts and Brain Breaks for Primary Schools   imoves Active Maths	Line tag	Shark attack

Homework:			

## Communicating with school

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