



**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.*

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



RE

### 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

### FAMILY OF GOD

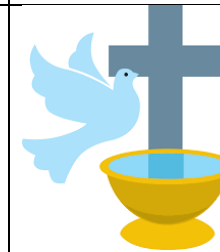


Share together what we have learned about Baptism.


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


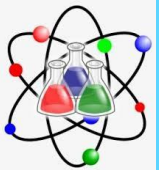


Share and discuss together the different items that the children have bought in from their Baptism.


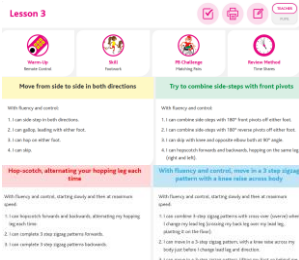
		ways that they can be kind to each other.	<p>-Anointing with the oil of Chrism</p> <p>-Clothing with white garment</p> <p>-Receiving the baptismal candle</p> <p>Task: Children to write a paragraph to explain what each symbol of Baptism represents.</p> <p>Deepening question: What do you think is the most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



	<p>of the ideas modelled and the rest of their own. Use the words and ideas to write a diary entry from the perspective of the Giant expressing his thoughts and feelings about what has happened to far in the story.</p>	<p><b>Independent Work:</b> Now read up to ‘the garden became winter again’. Model writing a sorry letter to the children encouraging them to come back to the garden using some of the themes and opposites discussed in the whole class session, e.g.: Please come back to the garden, it’s usually such a light garden, but it feels so dark without you all playing in it. Although it is a big garden, it seems so small without you climbing trees, playing hide-and-seek and running around merrily.</p>	<p>Walls can divide two places, for example two countries or two parts of a city. Sometimes aggressive people build walls to keep people out. <b>Independent Work:</b> Model creating some new sentences based on what we orally rehearsed previously, but now using the – sion suffix version of the word and incorporating information about walls we know, e.g. Walls can create division between two places, for example East and West Berlin were divided by a wall that people were not allowed to cross.</p>	<p>Create a ‘missing’ poster for the Giant to display for the missing boy using a range of noun phrases, e.g.: Have you seen this little boy? He has short, blonde hair with a fringe at the front. The child in the garden also had pointy shoes. Please get in touch with the friendly giant at the castle if you see him.</p>	<p>What are wounds of love? Which other literary figures bear wounds like these? Why? Who might the little boy represent? Do you think Oscar Wilde did this intentionally? Why do you think he might have chosen to include this? Which bible stories does this story so far remind you of? Children to complete a Likes, Dislikes, Puzzles and Connections grid for the story so far.</p>
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			As an additional writing outcome, children can create a short non-chronological report about walls.		
 <p><b>Spelling &amp; Handwriting</b></p>	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	gentle humble noble possible simple basic classic dramatic frantic logic sarcastic	gentle humble noble possible simple basic classic dramatic frantic logic sarcastic
 <p><b>Wider Curriculum</b></p>	<p><b><u>Humanities</u></b>  Villages, towns and cities  Lesson 3: How do human settlements differ?  <b>Key questions</b></p> <ul style="list-style-type: none"> <li>What are the different types of settlement?</li> </ul>	<p><b><u>Science</u></b>  <b>LO: To recognise that light from the sun can be dangerous</b>  Sort statements about the sun into 2 groups – disadvantages and advantages (e.g. it can cause skin damage/ it</p>	<p><b><u>PSHE</u></b>  Being Me in my world  Lesson 3: Our dream school.</p> <p>LO: I understand why rules are needed and</p>	<p><b><u>Art</u></b>  <a href="#">Lesson 1: Texture: Charcoal mark making (Original scheme) - Kapow Primary</a></p> <ul style="list-style-type: none"> <li><i>Presentation: Charcoal mark-making, slide four printed (see Main</i></li> </ul>	<p><b><u>Computing</u></b>  <b>Computing systems and networks.</b></p> <p>LO: To recognise what a network is.  <a href="#">Lesson 1: What is a network? - Kapow Primary</a></p>

	<ul style="list-style-type: none"> <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> </ul> <p>Complete the quiz to recap what was learnt last week. 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.</p> <p>Task: Complete a chart explaining/drawing the differences between each settlement.</p>	<p>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 strong UV rating, etc.)</p> <p>Task: Create a poster which outlines ways that children can protect themselves from the sun.</p>	<p>how they relate to rights and responsibilities.</p> <ol style="list-style-type: none"> <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 of 10, where 1=very difficult to learn 10= very easy to learn</li> <li>5. What is it about the Dream school that helps children to learn?</li> </ol> <p>Task: What do we have to do to make our school a 'Dream school'?</p>	<p>event) – one between two pupils</p> <ul style="list-style-type: none"> <li>• Large sheets of sugar paper (buff colour if possible)</li> <li>• Charcoal</li> <li>• White Chalk</li> <li>• Rubbers</li> </ul>	<p>Play the <i>Pupil video</i>: <i>What is a network?</i> <b>Questions</b></p> <ul style="list-style-type: none"> <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>
	<p><b>Music</b> <a href="#">KS2 Y3: Music: Performing Viking Songs Lesson Plan - Kapow Primary</a> LO: What is a ballad?</p> <p>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</p>	<p><b>MFL</b> French Kapow Lesson 2: French greetings, day and night.</p> <p>LO: To use the correct French greeting for the time of day.</p> <ul style="list-style-type: none"> <li>• When do you say <b>Bonjour</b>? (In the day.)</li> <li>• When do you say <b>Bonsoir</b>? (In the evening.)</li> </ul>			

				<p>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.</p>	<ul style="list-style-type: none"> <li>When do you say <b>Bonne nuit</b>? (At night.)</li> </ul> <p>Role play greetings with a partner.</p>
 <p><b>Daily PE Activity</b></p>	<p>30 Minutes: Football Rounders</p>	<p><a href="#">PE Y3 U1 Lesson 3   real PE</a></p> 	<p>Active Blasts <a href="#">Active Blasts and Brain Breaks for Primary Schools   imoves</a></p> <p>Active Maths</p>	<p>Line tag</p>	<p>Shark attack</p>



<b>Homework:</b>					
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<b>Communicating with school</b>
Please direct all queries to the school office email on: <a href="mailto:office@olc.solihull.sch.uk">office@olc.solihull.sch.uk</a>