

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,




We will be continuing to remember that it is the special month of the Rosary. We will pray for ourselves, our families and our friends. Each decade helps us to remember just how important Jesus is to us.

We will be learning all about Joseph and his brothers during RE and the importance of reconciliation. We will be investigating the strength of magnets in science and find out all about Bronze age tools and weapons in history.

Mrs Kendrew, Miss Cottrell & Miss Sidwell

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

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell	Year:	Year 3	Date:	14.10.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		<p>LO: To understand that the synagogue was a special place where Jesus would have heard the Old Testament scriptures. To identify and name some Jewish religious artefacts found in the synagogue.</p>	<p>LO: To know that Jesus grew up in a Jewish tradition learning prayers like The Shema.</p>	<p>LO: To know the prayer that Jesus taught his friends and its significance.</p>	
	<p>Sunday's Gospel to explore: Mark 10:17-27 Give everything you own to the poor, and</p>	<p>Recap that the first five books of the Bible contain the story of Abraham and some</p>	<p>Show children some pictures of Jewish people reading from the scrolls today. Emphasise the</p>	<p>Look at the story of Jesus teaching his disciples how to pray.</p>	<p>Sing it: Linking Curious and Active to traditional and contemporary music.</p>

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follow me.

Remind children throughout the week of our Gospel Values and Virtues: Curious and Active.

Catholic schools help their pupils grow by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church and the wider community.

of his descendants.

Explain that:

-The Jewish people show great respect for the books of the Old Testament.

These are kept on scrolls and are read from the scrolls in the Synagogue.

-Jesus went to the Synagogue as a child and an adult and would have heard the readings of the Old Testament from the Scrolls that are kept in the Synagogue.

Look at pictures of a Synagogue. Identify key religious artefacts. Include the Holy Ark containing the Scrolls of the Torah, the Words of the Ten Commandments, the Menorah (a seven branched candlestick) and the Bimah (a reading stand).

reverence and respect that they show to the scriptures.

Jesus would have learnt some important prayers as a child from the Old Testament. One of these prayers is the “Shema”.

Deuteronomy 6: 4-7.

Read The Shema Prayer and discuss what this prayer says about God and what it means to you.

Task: Write out the Shema on an image of a scroll.

or

Write their own prayer using “The Lord is my light and my help” as the starting line.

Mt. 6: 7-15 – Jesus Teaches His Disciples to Pray.

Go through the Our Father line by line and discuss the meaning if these words.

- What does it mean to keep God’s name Holy?
- What is God’s Kingdom?
- What does it mean for God to give us bread?
- What else do we ask of God?
- What do we have to do?

Task: Write out the Our Father with drawings/symbols to represent each line.

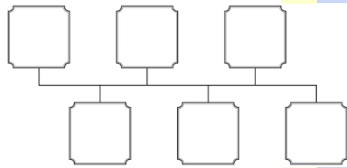
- [Harvest Samba \(Cabbages and Greens\) \[with lyrics for congregations\] \(youtube.com\)](#)
- [All Things Bright & Beautiful with Lyrics \(youtube.com\)](#)
- [Matt Redman - Everything That Has Breath - YouTube](#)
- [This is the Day - Lyric Video - OneLife Music \(youtube.com\)](#)
- [Lara Martin The Voice of Hope Worship Video with Lyrics \(youtube.com\)](#)

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		Task: Label a picture of a synagogue, identifying key features.			
 Maths Y3	LO: Subtract 1s across 10s	LO: Subtract 10s across 100	LO: Make connections	LO: End of unit check	LO: Add two numbers
	Unit 2: Addition and subtraction (1) Textbook pages 92 - 95	Unit 2: Addition and subtraction (1) Textbook pages 96 - 99	Unit 2: Addition and subtraction (1) Textbook pages 100 - 103	Unit 2: Addition and subtraction (1) Textbook pages 104 - 105	Unit 3: Addition and subtraction (2) Textbook pages 108 - 111
 English	LO: To explore the life of Mary Seacole.	LO: To ask a range of investigative questions.	LO: To use noun phrases to describe.	LO: To use time adverbials to create a diary entry.	LO: To use adverbials to write instructions.
	 Mary Seacole Watch the videos on BBC Bitesize: https://www.bbc.co.uk/teach/school-radio/articles/zbphxyc Answer the following questions:	 Children arrive to find a strange message written on the wall somewhere around the school: Varmints are here...	Book talk: Introduce children to the text and begin by looking at the front cover. <i>Can children make predictions about what they think will happen in the story? Read the text up to the end of the sentence, '... who paused and cared to listen.'</i> Whilst reading, ask children to collect any adjectives that they hear on the grammar splat. Watch the film also (which can be found online), up to the to the 2:50 mark. Ask children: <i>why were all the birds flying away? Why were only a 'few' pausing to listen to the sounds of nature? What sounds does the author describe? Elicit from children the phrases, 'the song of birds' and 'the low murmuring of moles.'</i> Note with children that the author also uses 'adjective, adjective noun' phrases like 'high blue sky.' Zones of relevance:	Talk partners: Ask children: <i>what does a gardener do? What tools do they use? Have some of the following verbs on the IWB to guide children: trim, prune, pluck, water, cut, fertilize, dig, plant, sow, inspect, protect, build...</i> Children brainstorm some of the chores a gardener would do. <i>Can children change these to simple past tense?</i> Thought-tapping: Look back over this section of the narrative and imagine we are this creature gardening and then resting under a tree. <i>What might they write in their diary? Walk around the room and tap children on the shoulder and ask them to</i>	<i>What are children's favourite flowers? Which flowers do they know already? Have a few pictures on the IWB with the pictures and names of different flowers and see if they can match them up. Create an expanded noun phrase to describe one: the bold, rich colours of primroses on the hill...</i> Book talk: Continue the book up to the end of the line, ' <i>... hear themselves think!</i> ' Ask children: <i>how have the varmint changed things? How has the landscape and the way of life changed? How does the font help to tell the story?</i>

What obstacles did Mary Seacole overcome to serve in the Crimean War?
 How did Mary Seacole help the British soldiers?
 What happened to Mary Seacole after the Crimean War?
 Next:

Draw a timeline of the events of Mary Seacoles life:



Amongst this, have the **letter from the Secret Gardener** (see resources) for children to discover in an envelope. Gather all these items up and take them into to the classroom. Discuss what the letter could mean with children.

Talk to the hand: Use the **talk to the hand** scaffold (see resources) and, in pairs, ask children to initially brainstorm questions that they might have about the letter. Record some of these questions together on the IWB.

Shared writing:
 What could the secret be?
 How might things have changed in their world?
 Why do they want us to learn about flowers and plants?
 Should we take them and plant them?
 Could this be some kind of trick? How do we know we can trust this person?
 Children can make some predictions about what they feel has happened. I think that these

Give children a section of the picture from the pages beginning ‘... and the song of birds...’ and ask children to complete the **zone of relevance** (see resources).

Encourage children to start creating expanded noun phrases for this picture, describing the sounds but also what the different senses would experience. They can adapt the phrases as they see fit.



the tranquil, perfumed smell of roses in the air the magical sound of bees around our heads the comforting sound of humming dragon flies above the pond.

Speak in role. Can they use any of the verbs above?

Children write a diary entry in role as the creature. Can they use adverbials of time, focussing on the words before, when, as and after?

Shared writing:
 Dear diary,
 I headed out early to make the most of the day. When I got to the golden field, I felt tranquil. The perfumed smell of roses and poppies filled my nose. The magical sounds of buzzing bees around my head filled my heart with pleasure. I felt the calming power of nature. As I got to work, I inspected the poppies and grass for any diseases. I trimmed the...

Continue reading to the end of the line, ‘... a little piece of wilderness.’ Watch the film up to 8:10. Remind children again of the seeds that the creature left us. Perhaps we could help them by planting and caring for this seed? What do seeds need to grow? With children, plant the seeds according to packet directions and place them on the windowsill to grow. Children may want to – perhaps on post-its – draw the steps out before writing this up.

Children write up the instructions, focusing on using the conjunctions/prepositions when, before, after, as to help sequence their instructions. They could also use some -ly adverbs here also such as: patiently, carefully, interestingly, firmly, curiously.

Shared writing:
 The Magic of Nature
 Step 1. First, gently fill up your pot with nutrient-rich soil and pad this down firmly.
 Step 2. After excess soil is swept away, place two seeds in the pot. Make sure these are 3cm apart so there is space.
 At this point, you may want to give children out some research homework. Each child could get a different plant or tree to study. They must find out the answers to

Varmints have destroyed nature because there are no flowers left.
Encourage children to start with the subordinating clause.

questions, such as:
How do xxx distribute seeds?
How long does it take to grow?
Which countries would you find this in?



Spelling & Handwriting

Year 3 & 4 Spelling words for this week:

New Curriculum Spelling List Years 3 and 4					
accident	centre	experience	important	ordinary	resign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bleggle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breeze	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
lung	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Dictionary Corner:

Put the words in context in sentences.

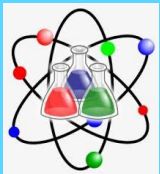
early
interest
heart
knowledge
favourite

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Year 3 & 4 spelling handwriting focus for this week:

early
interest
heart
knowledge
favourite

Put 5 of these words into sentences in context and spelled correctly.



Wider Curriculum

History

Prehistoric Britian

LO: To explore what we can learn from Skara Brae and other Stone Age sites.

Subject knowledge

- Skara Brae, on the Scottish island of Orkney, is a Neolithic village of ten homes. It was inhabited about 5,000 years ago and is even older than Stonehenge. It was discovered in 1850 and is now

Science

Forces and magnets

LO: To compare and group magnetic and non-magnetic materials and observe how magnets attract or repel each other.

Working Scientifically

- Gather, record, classify and present data in a variety of

Art

LO: To apply painting skills when creating a collaborative artwork.

Organise the children into groups and give each group a background to share. Children can work:
In **small groups** of three/four – hand them large sheets of yellow, grey or brown sugar paper.
In **large groups** of six/eight – give them long sheets of wallpaper or lining paper.

Play the *Pupil video: Hands on a cave wall* or model how the

Computing

LO: Networks knowledge

Quiz presentation - Y3: Networks

Pupils to complete the quiz.

PSHE

LO:

Being me in my world.

Piece 5: Our Learning Charter

LO: To make responsible choices and take action. To work cooperatively in a group.

Read 'Sam's letter' to the children. Imagine that Sam is a new child joining the class.

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a UNESCO World Heritage Site.

- The stone homes contained stone hearths, beds and cupboards, and even a primitive sewer system, with drains to flush waste into the nearby ocean. They offer us tangible evidence of how Neolithic humans lived.
- Stonehenge, which dates back to around 3,000 BCE, is the best-known prehistoric monument in Europe, consisting of circles of vertical standing stones that each weigh around 25 tonnes. Its purpose and construction remain a mystery to scholars today.

Key questions

- How do people learn about the past?
- What is Skara Brae and what can we learn from it?

Resources:

- Powerpoint
- Worksheet

Lesson

Intro:

Recap over learning from prior lesson.

- ways to help answer questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
 - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - Using straightforward scientific evidence to answer questions or to support their findings

Vocabulary:

Magnetic, non-magnetic, attract, attraction, theory, metal, iron, steel, repel, repulsion, poles, north, south

children can create both negative and positive hand images.
 Positive > place your hand into a tray of child safe paint, scraping off any excess as needed, then firmly press onto the paper, taking care not to move it around.
 Continued.
 Negative > show the children how to carefully paint around their hands, dragging the brushstrokes outwards so that it is not just a thick line.
 Ask the children to recreate the natural colours they made the lesson plan and then start creating their handprints.
 Alternatively, they could use vibrant colours for a modern take on the cave art.

MFL

LO: To understand and exchange written information.

Recalling the meaning of familiar language

Display slide 3 of *the Presentation: A French friend*. Click on the blue buttons next to all of the words to show the gaps missing in the translations.

Encourage the class

Design and write a 'Welcome to our class card' for Sam.
 What sort of things can we say/draw in our card to make Sam feel welcome/valued?
 Can you say one responsible choice/action that you would make to help Sam feel part of this class?

Music

LO: O: To create a range of sounds to accompany a story.

Without the sound on, play the short clip from the animation ['Escape' a short film by Dolby](#). Explain to the children that their task is to create a soundscape to

Have a go as a class at completing the quiz and then reveal the answers.

Watch the video about Skara Brae: 'In focus: Skara Brae' by Archaeosoup (link in notes on PP).

Then discuss and explore slides 7 and 8.

Activity:

Allow the children to complete the news report worksheet and role play it with their partner.

Then watch one of the short videos about the creation of Stonehenge: 'How was Stonehenge created?' Animated History' by English Heritage or 'A 360° view of Stonehenge' by English Heritage (link in notes on PP).

Then discuss and explore slides 11 and 15.

Resources:

- Powerpoint
- Worksheet
- Magnets
- String
- Objects (pencil, sharpner, paperclip, rubber, ruler, pen, stapler, scissors, elastic band)

Lesson

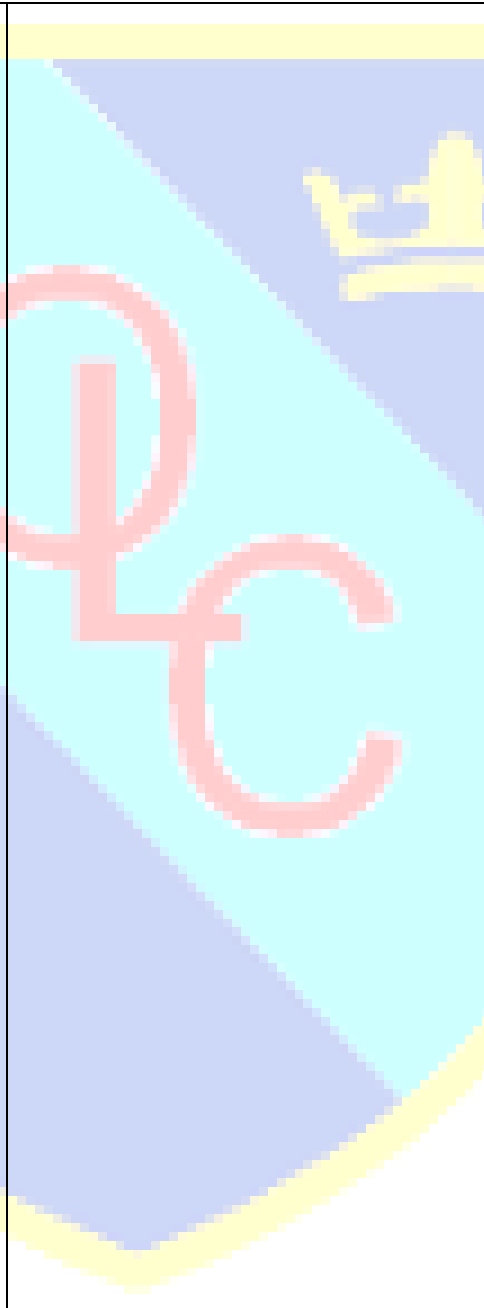
Intro:

Explore and discuss different types of items and whether they are magnetic or non-magnetic.

Activity:

Allow the children to make predictions on their worksheets and then explore as a class whether their prediction was right or wrong.

Then explore why some objects are magnetic and why some aren't and allow the children to



to work in pairs to decide on the full translations. After the class has shared responses, click the white buttons to reveal the answers. Explain to the class that none of these words and phrases can be translated literally. Sometimes there will be clues in the language, and sometimes we need to use resources such as bilingual dictionaries or a knowledge organiser to find what they mean.

accompany the story. Map the key points of the story out on the board or flipchart. The children can use the *Activity: Story mountain* to write down their own key points map. Arrange the children in groups of three or four and assign each group one section of the story. Ask the children to use tuned and percussion instruments to create sounds appropriate for the section they have been given. The children's music can be 'sounds and noises' without rhythmic or melodic ideas – this will come in

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Allow the children to role-play a debate with their partner about how they think the Stonehenge was built.

Plenary:

Allow a few children to share their work with the class.

Then allow the children to complete their learning review and unit progress check in sheets.

write their theory on their worksheet.

Discuss how to tell the difference between a magnet and a magnetic object.

Share with the children how magnets have a north and a south pole.

Then watch the short video (link in notes on PP).

Allow the children time to explore the magnets in pairs.

Then they should write their findings into their worksheets.

Plenary:

Allow the children to share their findings with the class.

the following lessons.



Daily PE Activity

REAL PE: UNIT 1

**Personal –
Lesson 6:**

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

Fitness Focus - COPS AND ROBBERS

The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.

Fitness Focus - STRATEGICKI

Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.

Fitness Focus – TIK TAC TOE

Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.

JUST DANCE – WAKA WAKA

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

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Homework:

Communicating with school

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

