



Message from the teachers:

This week in English we will be completing a short unit based on a Christmas advert. We can't wait to see lots of fantastic writing. In Maths, we will be learning about the 3 and 4 times-tables. Remember to log on to TTRS and practice your times tables as much as you can. In RE, we will be finishing our learning about Reconciliation and will be starting our new unit all about Advent.







This week in science we will be completing a fun investigation linked to our topic about living things and their habitats.

We are looking forward to another great week ahead 😊.



Maths homework: Please complete Week 9 in the books.

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

	Mrs Kendrew, Miss Cottrell and Miss Dowling	Year:	3	Date:	27.11.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Act of Contrition</p> 	<p>LO: To write a prayer about forgiveness</p>  <p>Reflection: Children</p>	<p>LO: To know why Advent is an important time</p>  <p>Introduce children to the new unit.</p>	<p>LO: To know the story of the Annunciation</p>  <p>Share images related to the Annunciation story. Can children</p>	<p>Whole school blessing of the Advent wreath</p> 


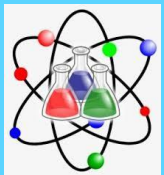

	<p>Pray the Act of Contrition together. Reflect on the words. Discuss why this is such an important prayer.</p>	<p>reflect on the times when they haven't made the right choice. Discuss together how this has affected their relationship with others/ God? https://www.youtube.com/watch?v=W_xleW1r_doM Encourage children to listen carefully to the words of the song. Why has this song been chosen? What has Jesus taught us about forgiveness throughout the different stories we have looked at? Discuss together. Pray the Act of Contrition together Task: Create their own prayer expressing sorrow</p>	<p>What can they recall about Advent from KS1? Discuss the word "preparation" and find definitions from dictionaries and thesaurus. Emphasise that Advent is a time when Christians prepare to welcome and recognise the presence of the Lord Jesus, celebrating his birth in the Season of Christmas. Task: Create an Advent acrostic poem</p>	<p>work out what story we will be looking at? How does each image link to the story? Share deepening question: How did Mary recognise and welcome the presence of Christ? Read together the story of the Annunciation. What titles does the angel give for Jesus? What do these words mean? Discuss Mary's feelings at different parts of the story (beginning/ middle/ end.) What would she be thinking? Why? In pairs, children to recall questions they would like to ask Mary about the story? Hot seating activity: Select a child to play the role of Mary,</p>	<p>Explain that Advent will begin on Sunday and the first candle on the wreath will be lit. What does that candle represent? Share ideas and reflect together on the importance of Advent.</p>
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		for sin. Can they refer to any of the stories we have covered throughout the unit?		choose children to ask different questions. Task: Write an interview between Mary and a news reporter. What questions would they ask? How would Mary respond? Discuss deepening question again – emphasise that Mary put all her trust in God.	
	LO: Multiply by 3	LO: Divide by 3	LO: The 3 times-table	LO: Multiply by 4	LO: Divide by 4
 <p>Maths</p>	Workbook pages 138 - 140	Workbook pages 141 - 143	Workbook pages 144 - 146	Workbook pages 147 - 149	Workbook pages 150 - 152
 <p>English</p>	LO: To be able to research and retrieve information and statistics to persuade the reader.	LO: To be able to write rhetorical questions to persuade the reader.	LO: To use deliberately ambiguous or exaggerated language to persuade	LO: To be able to use emotive language to persuade the reader.	LO: To be able to design and create a persuasive advert.
	Show the children the film 'Sprout Boy'.	Remind the children of the overall	Replay 'Sprout Boy' if necessary.	Look at persuasive food video adverts from M&S-	Discuss and recall the persuasive features

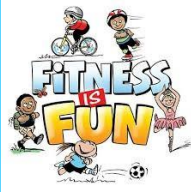
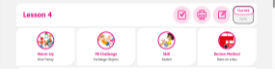
	<p>You might want to pause at different points throughout the film and discuss the story or ask them to predict what might happen next.</p> <p>Go on to ask further probing questions to check their understanding – What did sprout have to give at Christmas? What did he go looking for? How does this make you feel towards Sprout Boy? How do you think Sprout Boy felt when people told him they didn't like him? Give two pieces of evidence... Have you ever been in a similar situation? What can you tell about the view point of the other characters?</p>	<p>objective – to create a persuasive advert about Brussels sprouts!</p> <p>Put a range of persuasive advert examples (linked to Christmas food if possible) on each table for the children to have a look at.</p> <p>Ask the children to look at the examples in front of them – all of these adverts are trying to persuade the audience to buy the product. Ask the children to discuss some of the techniques used on the posters, what do they notice?</p> <p>Encourage the children to try and recall the features of persuasive writing.</p> <p>Allow time for the children to discuss and then begin to collect</p>	<p>Together discuss what ambiguous sentences are i.e. sentences that have more than one meaning.</p> <p>Sentences that are not clear and can be confusing for the reader.</p> <p>Have a look at the following examples and discuss or find your own.</p> <p>Include your children when baking cakes.</p> <p>Hospital saved by 7 foot doctors.</p> <p>Grandmother of 8 makes hole in one.</p> <p>I saw her duck.</p> <p>Kids make nutritious snacks.</p> <p>Make a class list of some humorous ambiguous sentences.</p> <p>Ask what can we sometimes do to make the meaning of the sentence clear?</p> <p>Replay 'Sprout Boy' if necessary.</p>	<p>these can be found through using a search engine.</p> <p>Discuss persuasive features used – imagery, language, repeated phrases. Think about other food sellers who manipulate the audience into wanting to buy their products and Discuss.</p> <p>Explain that, today, the children will be using emotive language as a persuasive technique. Does anybody know what emotive language is? What other word does emotive sound like? Emotion.</p> <p>Draw out that emotive language is used to evoke emotions in the reader – to make them 'feel' something about the subject.</p> <p>Show the children resource 4a.</p> <p>Place a copy of these pictures around the</p>	<p>covered this week – statements/statistics, rhetorical questions, deliberate ambiguity, emotive language and a 3 point list.</p> <p>Ask the children to look back through their work this week and select some of their favourite persuasive sentences. They should write these on a Brussels sprout template so all their favourite ideas are all in one place.</p> <p>Children can collect their persuasive sentences and create an advert of their choice.</p>
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	<p>When he was finally invited into a Christmas party how did his feelings change? How does the director make you feel when this happens? Was there anything you liked/disliked about the film and why? – Discuss how statistics and positive statements can help persuade your target audience. You may need to clarify statistics at this point i.e. the collection and analysis of numerical data (information with numbers). Today the children will be researching and retrieving positive statements and statistics about Brussels sprouts. Remind the children they want to</p>	<p>answers and write them on a flipchart. Discuss – an appealing picture, offers/deals, emotive language, exaggeration, catchy slogan, alliteration, deliberately ambiguous vocabulary, rhetorical questions etc. Refer back to the research done yesterday and ask children to recall their statements. Explain that, today, they will be creating a range of rhetorical questions to encourage people to eat their sprouts at Christmas. Again, encourage the children to recall the health benefits of Brussels sprouts – this will help them create rhetorical questions to hook the reader.</p>	<p>Together discuss what ambiguous sentences are i.e. sentences that have more than one meaning. Sentences that are not clear and can be confusing for the reader. Have a look at the following examples and discuss or find your own. Include your children when baking cakes. Hospital saved by 7 foot doctors. Grandmother of 8 makes hole in one. I saw her duck. Kids make nutritious snacks. Make a class list of some humorous ambiguous sentences. Ask what can we sometimes do to make the meaning of the sentence clear? Children write sentences</p>	<p>room for the children to use during the activity. Explain that the children are going to use these images to collect a range of powerful adjectives to make the reader ‘feel’ something about Brussels sprouts. These ‘feelings’ need to be positive for our persuasive adverts! Model how to start collecting vocabulary (resource 4b). Encourage the use of rich vocabulary. Allow children time to collect vocabulary. Ask children to think about what people would like about them- what are the benefits of eating them? Children can gather a range of powerful adjectives to write emotive sentences to sell Brussels sprouts. Resource 4a/4b</p>	
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	<p>encourage their audience to have them at Christmas! Look at websites such as (suggested)-</p> <p>https://www.organicfacts.net/health-benefits/vegetable/brussels-sprouts.html</p> <p>http://primaryfacts.com/3173/brussels-sprouts-facts-and-information/</p> <p>http://www.foodrepublic.com/2013/02/19/11-things-you-probably-did-not-know-aboutbrussels-sprouts/</p> <p>http://www.fta.co.uk/export/sites/fta/_galleries/downloads/email_news/christmas_stats_with_footnotes.pdf</p> <p>Children can record positive information researched about sprouts. Statements and statistics are included.</p>	<p>Show the children an enlarged version of resource 2a and model how to do this –</p> <p>Research: Brussels sprouts contain a variety of vitamins.</p> <p>Rhetorical: Want to stay fit and healthy without any hard work?</p> <p>Research: Brussels sprouts contain only 43 calories per 100g!</p> <p>Rhetorical: Keeping an eye on your figure this Christmas?</p> <p>Discuss using the research to think about what people want at Christmas – to stay healthy, to enjoy health benefits of Brussels.</p> <p>Look at a statement/statistic on the Brussels sprout bunting</p> <p>Children can create 2 or more</p>	<p>using deliberate ambiguity/exaggeration to manipulate the reader.</p> <p>Resource 3b</p>		
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		<p>rhetorical questions based on the research to engage the audience. When finished, what positive adjectives can the children think of to describe sprouts?</p>			
 <p>Spelling & Handwriting</p>	<p>beige eight grey neighbour obey reign reindeer survey they veil vein weight</p>	<p>beige eight grey neighbour obey reign reindeer survey they veil vein weight</p>	<p>beige eight grey neighbour obey reign reindeer survey they veil vein weight</p>	<p>beige eight grey neighbour obey reign reindeer survey they veil vein weight</p>	<p>beige eight grey neighbour obey reign reindeer survey they veil vein weight</p>
 <p>Wider Curriculum</p>	<p><u>Humanities</u> <u>Geography</u> Mountains, earthquakes and volcanoes LO: To know the effects of earthquakes and volcanic eruptions.</p>	<p><u>Science</u> <u>World Science Day investigation</u> LO: To explore and use classification keys Introduce what classification keys are. Explain that they are a set of questions about the characteristics of living things. Each</p>	<p><u>PSHE</u></p>  <p>Lesson 2: Family Conflict</p> <p><i>Celebrating Difference</i></p>	<p><u>Art</u> <u>KS2 Y3: Art: Painting: Diego Velázquez Tints and Shades - Kapow Primary</u></p> <p>LO: To understand how to create tint and shade of a colour.</p>	<p><u>Computing</u> <u>Computing Year 4: Storytelling Through Code - Kapow Primary</u></p> <p>LO: To program a story. Show slide 2 and explain that this</p>

	<p>Key questions</p> <ul style="list-style-type: none"> • What can people do to deal with earthquakes? • What can people do to deal with volcanic explosions? • What are the immediate and secondary effects of earthquakes and volcanic eruptions? 	<p>question is answered with yes or no. Share some simple examples of classification keys. Ask the children to classify the different animals using the key. Give children a selection of sweets (dolly mixture) Ask them to sort the sweets based on their characteristics, e.g. shape/ colour/ texture.</p> <p>Task 1: In pairs, children will create their own classification key for the sweets.</p> <p>Task 2: Take children outside to collect different leaves. Encourage them to find a selection. Once back inside the classroom, children will classify the leaves using a classification key. Discuss what</p>	<p>LO: To understand that differences and conflicts sometimes happen among family members.</p> <p>Use the ‘calm me’ script and images to relax and focus. Look at images of parents and siblings who have fallen out. Ask:</p> <ul style="list-style-type: none"> • What do you see in the picture? • What has just happened? • What feelings do each of the people feel? • How might this situation be solved? <p>Children work in groups to discuss some scenarios. Use the ‘solve it together’ technique.</p>	<p><i>Activity: Tints and shades templates</i> (either the butterfly, lizard or dolphin)</p>	<p>particular story only has a beginning. Inform the children that their task is to complete the story using Scratch by giving it a middle and end. They will need to think about adding speech to each of the sprites.</p>
	<p>Complete the quiz to show understanding of last week’s learning. images of the damage caused by the Tohoku earthquake and tsunami in Japan. Discuss the meaning of immediate and secondary effects. Look at images of the Fuego volcano in Guatemala erupting</p>			<p>Music KS2, Y3, Music, Lesson 3: Viking Notation - Kapow Primary</p> <p>LO: To recognise simple rhythmic notation by ear and by sight.</p> <p>Introduction to notation (15 minutes) Ask the children what we mean by</p>	<p>MFL French Lesson 3: Shapes of different colours and sizes. LO: To describe shapes by their size and colour.</p> <ul style="list-style-type: none"> • In French, how do you say, a red circle? (un cercle rouge.) • In French, how do you

	<p>and the damage it caused.</p>	<p>different leaves they have found. Share the different classification keys that they have made.</p>	<ul style="list-style-type: none"> • How did you find using the Solve it Together technique? • What does it need people to be willing to do / be to make it work? 	<p>‘duration’ (How much time something lasts). Can they explain what ‘rhythm’ means? (A pattern of long and/or short notes). Display slide 2 of the <i>Presentation: Viking notation</i> on the board and explain to the pupils that this is how the rhythms of the <i>Viking calls</i> look when they are written down.</p>	<p>say, a blue triangle? (un triangle bleu.)</p> <ul style="list-style-type: none"> • In French, how do you say, a green rectangle (un rectangle vert.) • In French, how do you say, a yellow square? (un carré jaune.) <p>Task: Colour in the shapes on the tangram following the instructions in French.</p>
 <p>Daily PE Activity</p>	<p>PE Y3 U2 Lesson 4 real PE</p> 	<p>Fitness</p> <p>Twister tag – in pairs, the tagger faces away and decides when they will suddenly twist</p>	<p>Floor is lava</p> <p>Children in teams on benches, they must move across the hall using only two benches without falling in the lava.</p>	<p>Shoot for the stars</p> <p>In pairs one child has the ball, the other stands in front. The child in front must do continuous star jumps. The child with the ball</p>	<p>Secret agent</p> <p>Split group into two teams. The team decides on one person to be the secret agent. Teams must run</p>

		and run to tag their partner.		must try to shoot the ball through the legs and hit the target.	from one zone to the other without being tagged. If the secret agent makes it through the team gains a point. (can add balls to dribble or bounce)
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Homework:					
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk