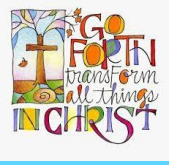










Message from the teachers:









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


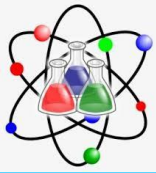
	Mrs Kendrew, Miss Cottrell and Miss Dowling	Year:	3	Date:	04.03.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>LO:</p> <p>Unit: Lent</p> 	<p>LO: Paralysed man</p> <p>Explore the miracle of the healing of the paralysed man.</p> <p>Mk. 2: 1-12 – The Cure of the Paralytic</p> <p>Discuss: The man’s friends in the story really</p>	<p>LO: Paralysed man</p> <p>Put the story into scenes and act it out, possibly using “freeze frames”.</p> <p>Read the text and explore the different voices that might have been used by the characters to</p>	<p>LO: Paralysed man</p> <p>Create posters and advertisements about the qualities of Jesus and his words and actions.</p> <p>Children to think of appropriate slogans.</p>	<p>Lenten Prayer</p> <p>God our Father, You guide and direct us on our journey through life. Be with us as we begin our Lenten journey of faith and love. Help us to grow closer to you during this special</p>

	<p><u>This week's big question:</u> What have you learnt about God through the stories we have studied? (Link your answer to the story) ER1/AE1</p> <p><u>Catholic Social Teaching link:</u> Rights and responsibilities</p>	<p>cared about their friend. They knew that Jesus could help him in ways that they couldn't. What can we learn from the friends' example? Why do you think it was important to Jesus that the man be forgiven for what he'd done wrong before he was healed?</p> <p>Pray: Dear God, Help us to be faithful friends and forgive one another just as you have forgiven us. Amen</p>	<p>emphasise their reactions.</p> <p>https://www.youtube.com/watch?v=8cmppSIQUX4</p> 	<p>Jesus demonstrates humility Jesus lived and preached a life of poverty Jesus commands us to love our Neighbour Jesus taught us to pray Jesus healed the afflicted so that we might have faith. Jesus taught us to obey our Father's commands. Jesus is strong when faced with temptation.</p>	<p>holy season. Help us to do your will each day during Lent. We ask this through Christ our Lord.</p> 
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 <p>Maths</p>	<p>LO: Equivalent fractions</p>	<p>LO: End of Unit Check</p>	<p>LO: Use scales</p>	<p>LO: Measure Mass</p>	<p>LO: Measure Mass in Kilograms and grams</p>
 <p>English</p>	<p>LO: To predict what might happen in the story.</p>	<p>LO: To persuade through the use of imperative verbs and questions.</p>	<p>LO: To make inferences on the basis of what is being said and done.</p>	<p>LO: To predict what might happen on the basis of what has been read so far.</p>	<p>LO: To write in role using the first person and present tense.</p>
	<p>A box appears in class with some air-holes and 'Fragile' tape. There is a note attached to the top of the box. It reads: Lazy Pet Co. Delivery Note: Items: 1 Fragile (and live) contents. Keep upright. No walking, bathing or feeding required.</p> <p>Pose and create responses to questions around what might be in the box.</p> <p>Independent Work: Provide the children with a selection of non-fiction texts on animals/internet access and set them the task of trying to find out what the mystery pet might be, creating a simple information sheet about pets/animals that don't require much looking after.</p>	<p>Create a profile of Sparky – likes/dislikes/special skills/'USPs' for having a sloth as a pet e.g. good at playing statues; enjoys sleeping; won't run away or try to escape. Ask the children to remember explicit clues from the text and to also infer why else a sloth might make a good pet e.g. we can infer that if Sparky was good at playing statues and is slow and sleepy, then sloths probably won't want to escape. Explain that we want to keep the description of sloths positive as this will form a page in the Lazy Pet Co. catalogue, where the job is to persuade potential customers to choose to buy animals as pets. Modelled</p>	<p>Listen from 'Sparky, I decided. That will be your name.' up to the page where Mary Potts stalks off: "Sparky knows tricks too," I told her. But she didn't believe me.</p> <p>What's in a name? Talk about the girl's decision to call her pet sloth 'Sparky'. What sort of a character might the name suggest? Why is it quite funny that a sloth be called Sparky? What other names could Sparky be called? Why? Now explore Mary Potts as a character. Have the 3 awards from Mary Potts' bedroom wall recreated as in the book and displayed. Tell the children that they are going to be reading detectives: What might</p>	<p><i>Read out:</i> What do you think will happen next? What 'countless tricks' might Sparky be able to perform (or not)?</p> <p>Relisten from All week... to a promise is a promise. Children to listen out for nouns, verbs, adjectives. If at home, perhaps one time 'per listen'. If in class, one group of children allocated 'per type'.</p> <p>Independent Work: Three people came to see Sparky perform: my mother, Mary Potts, and Mrs Edwin, the lollipop lady.</p>	<p>Watch the film to the end. Listen to the 3 lines of text: I reached over and tagged him on his claw. "You're it, Sparky," I said. And for a long, long time he was. Discuss the double-meaning of this: 'it' as in playing the game of tag and 'it' as in 'my friend', 'the pet'. Role Play: Explore what might have been going through each character's minds at the end of the story (the sloth and the girl). Model a conversation between the two characters.</p>  <p><i>Mild: * Adult leads the role play with the child.</i></p>

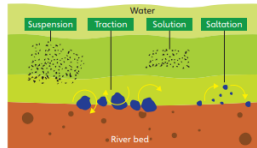
	<p>Ask the children to take notes using bullet points and key words – model this first. (the research that the children do today will be to create a page for the Lazy Pet Co. catalogue tomorrow)</p> <p> Mild: * Research one book, with assistance.</p> <p> Spicy**Research two or three books, in pairs.</p> <p> Hot:***Research a number of books, independently.</p> <p>https://www.youtube.com/watch?v=KHtMeMQmpxE</p> <p>Watch the book DURING THE WEEK – Sparky. It’s 6m30s long. Roughly 1m per day. Don’t show all on Monday.</p> <p>Listen as far as “My mother wasn’t happy, but a promise is a promise, I said.” Children to predict what might happen next in the story....</p>	<p>Writing: Model how to write the catalogue page using a combination of imperative verbs e.g. buy now at the discounted price of ... and questions to persuade e.g. Looking for a pet that requires little care? Make explicit references to using pronouns to aid text cohesion but avoid repetition and ask children to identify the questions, the use of imperative verbs and the different ways of referencing sloths/use of pronouns e.g. they, this delightful pet would be... etc</p> <p>Independent Work: Using the research ideas that the children gathered yesterday, they are to create a page for the Lazy Pet Co. catalogue for a different animal/potential pet that would persuade a would-be owner into buying.</p>	<p>these awards tell us about Mary Potts? Support the children to discuss this She’s well-behaved, follows rules, the teachers like her. Teacher model putting some of these ideas onto a grid and model use of conjunctions to pare the retrieval to the inferred piece of information</p> <p><i>All children to decorate a Mary Potts ‘outline’ with character descriptions. They should use a class ‘bank’ on the board of what she has done and said...</i></p>	<p> Mild: * Identify the word classes in the above sentence.</p> <p> Spicy**Children to identify the word classes in the above sentence, then suggest an alternative for each.</p> <p> Hot:*** Children to identify the word classes in the above sentence, then suggest five alternatives for each, using a thesaurus.</p>	<p> Spicy**Child role plays conversation with a child partner.</p> <p> Hot:***Child writes down a fictional dialogue between both characters.</p>
	not doesn’t	not doesn’t	not doesn’t	not doesn’t	not doesn’t

 <p>Spelling & Handwriting</p>	<p>Haven't weren't are they're will he'll she'll we'll have I've They've we've you've us let's</p>	<p>Haven't weren't are they're will he'll she'll we'll have I've They've we've you've us let's</p>	<p>Haven't weren't are they're will he'll she'll we'll have I've They've we've you've us let's</p>	<p>Haven't weren't are they're will he'll she'll we'll have I've They've we've you've us let's</p>	<p>Haven't weren't are they're will he'll she'll we'll have I've They've we've you've us let's</p>
 <p>Wider Curriculum</p>	<p>Humanities Lesson 2: What are erosion, transportation and deposition?</p> <p>Key questions What is river erosion?</p>	<p>Science <u>Animals Including humans. The circle of life.</u> <u>Lesson 3: Animal Detectives</u> LO: To research and present information on the teeth, diet or digestion of a chosen animal.</p>	<p>PSHE Lesson 3: Life to the Full Module 2 Unit 3 Session 4 (Drugs, Alcohol and Tobacco) Medicines are drugs, but not all drugs are good for us.</p>	<p>Art <u>Lesson 3: Creating patterns - Kapow Primary</u> LO: To explore using a textile technique to develop patterns.</p>	<p>Computing <u>Lesson 3: Creating a webpage - Kapow Primary</u> LO: To create a webpage as part of a collaborative class website.</p>

	<p>What is river transportation? What is river deposition?</p> <p><u>Erosion</u> Rivers wear away the land as they flow over it. This process is called erosion. This diagram shows four ways in which rivers erode land.</p> <p><u>Activity 1:</u> Match each description to the best summary words for Erosion. Draw a line between them.</p>	<p>Today we are going to think about animals and their similarities and differences in the nutritional Circle of Life. Let's begin by playing an exciting team game called 'Guess our Animal'. What sort of things in the mimes helped you to guess each animal? Perhaps the way it moved, or the way it caught, held or ate its food, or perhaps by showing an unusual or distinctive feature like antlers, a trunk or sharp claws. Why do animals have these particular features and why do they behave in their own particular way? Yes, each animal is adapted to survive in its own particular habitat and with its own particular life</p>	<p>Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.</p>	<p><i>Presentation: Gimme five!</i> <i>Presentation: Pattern.</i> The children's drawings and mood boards from Lesson 1: Inspired by the rainforest. The children's artwork from Lesson 2: One picture, four views. Sticky tape (optional – a few pieces for each child). Tracing paper (one piece each). Pencils (a selection per child). 30 x 30 cm square piece of plain neutral fabric (something like calico or</p>	<p>Link: Google Sites – <i>this is an external website and we do not have control over its content – please check before showing it to the children.</i></p> <p>as a class, discuss the importance of respecting other people's web pages and not making changes to them. It's also useful to explain that Google Sites tracks who makes changes. Bearing this in mind, come up with some simple class rules about working collaboratively. For example,</p>
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Activity 2:

Rivers also carry sediment. This process is called transportation. This diagram shows four ways in which rivers carry sediment.



style. Let's take a closer look at one or two animals. Show the Teaching PowerPoint. Explain that the Yr4s will begin their masks first whilst the Yr3s complete some interesting sentences and facts about the animal they have chosen then later the Yr3s will make their masks while the Yr4s research some information and write a paragraph on their chosen animal. The masks and the research will be really useful in our Circle of Life Presentation.

white cotton – one piece each). PVA glue – ideally in small squeeze bottles or in small pots with a brush (one per pair).

Sharing the responsibility and taking turns. Listening to each other. Respecting each other and each other's work.

Music

[Lesson 3: The rhythm of the forest floor - Kapow Primary](#)

LO: To create musical rhythms using body percussion.

Presentation:
Clapping music
Link: ['Clapping Music, Steve Reich'](#)* on VideoLink



MFL

[Y3/4 French Cycle A: I Have Or I Do Not Have Something - Kapow Primary](#)

LO: To ask and answer a question about something you have or do not have.

Print
Activity: Pencil case flashcards (see Classroom resources) –

				<p>Four pre-prepared separate pieces of paper. On each of the four pieces of paper write the name of one of the different parts of the rainforest: Forest floor; Understorey; Canopy; Emergent.</p> <p>Whiteboard and pens (optional, one per pair).</p> <p>Link: 'Rainforest: Amazing facts, sights and sounds by Science Videos for Kids'* on VideoLink</p> <p><i>* these are external websites and we do not have control over their content – please check before showing them</i></p>	<p>printed double-sided, cut up and laminated (from the previous lesson)</p> <p><i>Activity: Mini pencil case flashcards</i> (see Classroom resources) – printed and cut up, one set between four pupils</p>
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 <p>Daily PE Activity</p>	<p>REAL PE PE Y3 U4 Lesson 3 real PE</p> 	<p>Fitness Rugby tag. Two teams – different colour tag belts. The aim of the game is to get the other team's belts. Last player standing, their team wins.</p>	<p>Take a vote on what invasion game the class would like to play.</p>	<p>Joe wicks brain breaks. https://www.youtube.com/watch?v=vzA8wMx-gew</p>	<p>Just dance – Class choice.</p>

Homework:					
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Communicating with school

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