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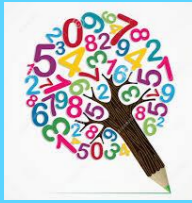


We are looking forward to another great week ahead.
 This week in English we will be finishing our unit on Tin Forest. We can't wait to write a persuasive letter to a local MP. In Maths, we will finish learning about area and will then start our multiplication unit. Remember to log on to TTRS and practice your times tables as much as you can. In RE, we will be finishing our learning about Reconciliation and will find out more about what happens during the sacrament.
 We have been enjoying our learning in science about habitats and volcanoes in geography.


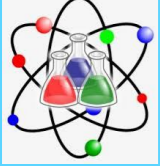



Homework: Please complete Week 8 in your maths book 😊
 Remember to bring your maths book in by Thursday.

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


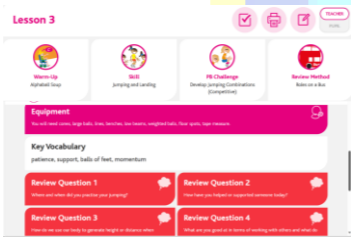
Teachers: Miss Dowling and Mrs Freeman **Year:** 4 **Date:** 20.11.2023

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	<p>World Children's Day</p>  <p>During class liturgy, discuss together what world children's day is.</p> <p>Explain that it is a special day to remember that every child, everywhere has rights that need to be protected.</p> <p>Pray together and think about those children all over the world that need our prayers.</p>	<p>LO: To recall the story of the woman anointing Jesus' feet</p>  <p>Recap story from previous lesson. Children to imagine that they were at this event. Create a court room scene with a prosecution and defence for the woman's actions. Ask the children to prepare their evidence statements.</p> <p>Invite children to share what they have written. What side are they on? Why?</p> <p>Discuss answers to the deepening questioning together. What does this story tell us about forgiveness? What does it teach us about Jesus?</p>	<p>LO: To know the structure of the Sacrament of Reconciliation</p>  <p>Deepening question: How does the Sacrament of Reconciliation affect our lives? For Catholic Christians the Sacrament of Reconciliation is a celebration of God's forgiveness of sin. Explain that the priest celebrates the Sacrament in the place of Jesus. Explore the structure of the sacrament of Reconciliation. Use pictures to help children understand the structure. Emphasise the following points and remind the children that what happened to Zacchaeus when he met Jesus happens in the celebration of the sacrament of Reconciliation.</p> <ol style="list-style-type: none"> 1. Welcome and introduction by the priest. 2. Possible scripture reading. 3. Confessing of sins. 4. The priest talks to us and tries to help us so that we can follow Jesus. 5. We receive a penance – a prayer and maybe some other action as an act of 	<p>LO: To know the structure of the Sacrament of Reconciliation</p>  <p>Recap learning from yesterday about Reconciliation. What happens? What do you think are the most important parts? Why?</p> <p>Task: Create a storyboard to show the different stages of the sacrament.</p>	<p>November: Month of Remembrance</p>  <p>During class prayer and liturgy, children to reflect and pray for those who have lost their lives.</p>

			<p>thanksgiving for God's forgiveness.</p> <p>6 We pray an act of contrition. 7 We receive absolution and God's forgiveness. 8 We go in peace to try and live as better followers of Jesus. Discuss with the children the meaning of the act of contrition, penance and absolution.</p> <p>Task: Create a roleplay of the different stages of Reconciliation</p>		
 <p>Maths</p>	<p>LO: Make shapes</p>	<p>LO: Compare area</p>	<p>End of unit check</p>	<p>Unit 5 Multiplication and Division LO: Multiples of 3</p>	<p>LO: Multiply and divide by 6</p>
	<p>Textbook pages 160 - 163</p> <p>Workbook pages 118 - 120</p>	<p>Textbook pages 164 - 167</p> <p>Workbook pages 121 - 123</p>	<p>Textbook pages 168 - 169</p>	<p>Textbook pages 170 - 175</p> <p>Workbook pages 126 - 128</p>	<p>Textbook pages 176 - 179</p> <p>Workbook pages 129 - 131</p>
 <p>English Tin Forest Week 3</p>	<p>LO: To write facts about recycling.</p>	<p>LO: features of persuasive writing.</p>	<p>LO: To plan a letter to a local MP</p>	<p>LO: To write a letter to a local MP</p>	<p>LO: To write/edit a letter to a local MP</p>
	<p>What Is Recycling? With a partner, children discuss what recycling means to them. Then briefly discuss why it is important to recycle materials. What Can Be Recycled? Go through which materials can be recycled and look at examples that are easily found at home and school. Can children tell you which materials can be recycled? How to Recycle: Discuss your local area's recycling arrangements, for example 'Do you use coloured wheelie bins/bags/boxes? How do you dispose of garden materials/food?' Explain different areas in the country (local authorities) have a slightly different system but the goal is the same. Also discuss what your school does to recycle - do you have recycling bins? Do you have recycling monitors or eco monitors? Does recycling get discussed at your school council meetings? Are children able to explain how to recycle?</p> <p>Link to Tin Forest:</p> <p>Why did the old man want to recycle things?</p> <p>Children to write a list of facts ready for their big write on Thursday/ Friday</p>	<p>Features of persuasive writing:</p> <p>Imperative verbs- These are known as bossy verbs, e.g BUY YOURS TODAY.</p> <p>Repetition- Something is repeated several times in order to emphasise it.</p> <p>Expanded noun phrases- These make the idea sound more exciting,</p> <p>Rhetorical questions- Help the writer to engage with the reader.</p> <p>Punctuation:</p> <p>Capital letters for proper nouns;</p> <p>Commas to demarcate relative clauses;</p> <p>Commas to demarcate fronted adverbials</p> <p>Question marks for rhetorical questions.</p> <p>Independent work:</p> <p>Write a list of Rhetorical questions you will use in your letter to your Local MP.</p>	<p>Planning for a letter for a local MP.</p> <p>Paragraph 1: Introduction</p> <p>Paragraph 2: Facts</p> <p>Paragraph 3: Points of action</p> <p>Paragraph 4: Conclusion</p> 	<p>Write paragraphs 1 and 2</p>	<p>Write paragraphs 2-3</p> <p>Edit work</p>
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 <p>Spelling & Handwriting</p>					
 <p>Wider Curriculum</p>	<p>Humanities Mountains, volcanoes and earthquakes</p>  <p>LO: To know how earthquakes and volcanic eruptions happen.</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • How do earthquakes happen? • How do volcanoes erupt? • Why don't we have earthquakes or volcanic eruptions in the UK? <p>Complete the quiz about last week's learning.</p> <p>Find out what an earthquake is and what causes earthquakes.</p> <p>Discover what causes volcanic eruptions.</p> <p>Explain that the UK is not near the edge of a tectonic plate. This is why we don't experience large earthquakes and why there are no volcanoes in the UK.</p> <p>Discover why it would be good to know when an earthquake was going to take place.</p>	<p>Science</p>  <p>LO: To recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Recap: What might put living things in danger? What changes are caused by humans? What changes are natural?</p> <p>Explain that it is the manmade changes that scientists are most concerned about.</p> <p>Emphasise that during the lesson we will be learning about climate change and what we can do about it.</p> <p>Discuss together anything the children already know.</p> <p>Watch video about climate change in Antarctica: https://www.bbc.co.uk/teach/class-clips-video/why-is-antarctica-so-important-for-measuring-climate-change/zmrtscw</p> <p>How is Antarctica changing? Explain that this is a problem for the whole planet and not just Antarctica. https://www.bbc.co.uk/bitesize/articles/z4g3f82#zs7jwnb</p> <p>Watch second clip, discuss what is causing climate change and what is happening as a result.</p> <p>Focus on the experiment that is shown in the video clip – what does it show us? Why is it important?</p>	<p>PSHE</p>  <p>Celebrating Difference</p> <p>Lesson 2: Understanding influences</p> <p>LO: To understand what influences me to make assumptions based on how people look.</p> <p>Use the 'calm me' script and images to relax and focus.</p> <p>Share with the children this optical illusion (e.g. old/young lady).</p> <p>Ask the children to look at the picture and describe what they see. Some may see the old lady, and some may see the young lady.</p> <p>Share ideas and then help the children to see the alternative picture.</p> <p>Make the point that how we look at something influences what we see.</p> <p>Share the image of a dog and different children's responses about it. What influences their responses?</p> <p>Children to complete 'response strips sheet' about their favourite celebrity, a person who lives on the streets, etc</p> <ul style="list-style-type: none"> • What influences you the most? • What assumptions do you make? • Do you make assumptions that are mostly right or not? 	<p>Art</p> <p>KS2 Y3: Lesson 1: Learning about...Carl Giles: Lesson Plan (kapowprimary.com)</p> <p>LO: To draw cartoon characters, inspired by the style of other artists.</p> <p>Looking at the Carl Giles cartoon 'Mother's Day' that depicts a family picnic, children consider the humour of the piece and explore the concept of family, drawing their own family having a meal in a cartoon style and giving each member a distinguishing feature.</p> <p>Music</p> <p>KS2 Y3: Music: Lesson 1: Viking Theme Vocal Warm-Ups- Kapow Primary</p> <p>LO: To sing in time with others.</p> <p>Children sing Viking themed vocal warm-ups and learn the 'Dragon Ships' song through call and response.</p>	<p>Computing</p> <p>Computing Year 3 Programming: Making Animations - Kapow Primary</p> <p>Display slide 1 of the <i>Presentation: Making an animation</i> and explain to the children that remixing an animation means creating a copy of the program and making changes. Inform them that they can do this because the creator has allowed permission to make alterations to the code, which is different from copying and pasting an image from the internet.</p> <p>Ask the children to discuss with a partner if they think copying someone else's work or pictures from the internet is good. Take feedback and explain that copying someone's work without crediting them is similar to stealing as the creator owns the copyright. Inform the children that this is a legal way of protecting a creator's work and people can get into trouble with the law if they do not have permission to copy it</p> <p>MFL French</p> <p>Lesson 3: Shapes of different colours and sizes.</p> <p>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 say, a blue triangle? (un triangle bleu.)

OLC WEEKLY LEARNING PLAN

		<p>Explain that the more carbon dioxide there is in the atmosphere, the hotter the Earth will become - it is called a greenhouse gas. If we want to help slow down or stop climate change we need to produce less carbon dioxide but how? Discuss ideas together. Link to CST and Laudato Si.</p> <p>Task: Children to create a poster to persuade people to reduce carbon emissions/ use less energy</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>Fitness/Games</p> <p>Kingpin – One defender protects a cone set in a hoop. 4/5 players must pass the ball between themselves and try to knock the cone down.</p>	<p>RealPE</p> <p>PE Y3 U2 Lesson 3 real PE</p> 	<p>Yoga</p> <p>Harry Potter and The Philosopher's Stone A Cosmic Kids Yoga Adventure! - YouTube</p>	<p>Chain relay</p> <p>In small groups, children link hands to form a chain (arms extended) first child runs in and out of the chain and adds on to the end. Race finishes when team cross a line/ or all players have had a turn. (add football/basketball)</p>	<p>Bench ball</p> <p>Each team send a player to the bench. Players must try and throw the ball to their teammate on the bench. A successful catch means the child joins their teammate on the bench. The team wins when all their players are on the bench</p>

Homework:

Communicating with school

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