



Message from the teachers:

We have lots of lovely activities planned this week!

We move on to 'The present' in English, adding and subtracting 1's across 10's and 100's in maths and learning all about the Feast of St. John Henry Newman in RE. We continue our work with printing and shape patterns in Art, but this week we will introduce paint!

Please could children bring an old shirt or apron to protect their uniform if possible.

We look forward to another productive week ahead 😊

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

Teachers:	Mrs Kendrew, Miss Cotrell and Miss Dowling	Year:	3	Date:	9.10.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Feast of St John Henry Newman	LO: To know the signs and symbols of each sacrament	LO: To know the structure of the first part of Mass	LO: To write a prayer to celebrate Baptism	Rosary



RE



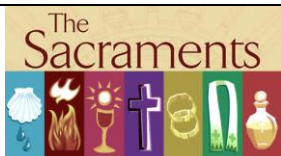
Discuss with the children who St John Henry Newman was.

What did he do in his life?

Why was he an important figure in the history of the church?

Children to reflect on the qualities of St John Henry Newman and why he was made a saint.

Share prayers together in honour of his life.



Children to discuss what they have learned about the sacraments.

What are the different sacraments? What are the signs and the symbols of them?

Share images of the different sacraments. Can children match the image to the sacrament? Why have they matched them that way?

Create a class image to represent one of the sacraments.

Independent task: Children to create



Share sentence starter on the board: *Mass is ...*

Ask children to complete the sentence. Share and discuss ideas together.

Explain that the Mass is the most regular sacrament we celebrate together as a school, community or parish.

Discuss these questions: - Who is at Mass in the church? Where do they come from? What special roles



Recap what children have learned throughout this unit.

e.g. discussion of different groups they belong to, signs and symbols of Baptism and the other sacraments, sequencing the first part of Mass, etc.

Explain that during today's lesson, they are going to be writing a prayer to parents/ godparents about their Baptism



[The Mark 10 Mission - The Rosary Challenge](#)




Explain that today we will be focusing on the luminous mysteries of Jesus' life.


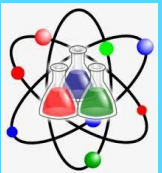
Discuss what 'luminous' means. Why is this a good word to describe Jesus' life? Can children recall any of the luminous mysteries?


Pray a decade of the rosary together. Children to use rosary beads that they made last week to support their prayer.

		<p>their own image to represent a sacrament of their choice.</p> <p>Share and discuss question together: 'Pick one sacrament. How does it affect your life?'</p> <p>Share model answer and children to write their own independently.</p> <p>e.g. The sacrament of reconciliation affects my life because it means my sins have been forgiven. I know that have grown closer to God and my relationship with him has been reconciled.'</p>	<p>do different people have at Mass?</p> <p>In pairs: Children to recall as many different things as possible that take place in the Mass.</p> <p>Discuss these questions: What do you think are the most important parts of the Mass? Which part do you like the best? Why?</p> <p>Explore with the pupils the first part of the Mass about gathering together to celebrate.</p> <p>Explain that when we gather together to celebrate, we believe that Jesus Christ is with us in a very special way.</p> <p>Recall the different images of the Church: family of God, body of Christ,</p>	<p>(which will be given to them.)</p> <p>Write a shared class prayer together.</p> <p>Children to then write their own individual prayers.</p> <p>Share prayers together.</p> <p>Prayers can then be written out to share with parents/ godparents at home.</p>	
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			<p>people of God. Explore and sequence the gathering rites of the Mass with the children. Sign of the Cross: a reminder we belong to God who is Father, Son and Holy Spirit. Greeting: We gather together in the presence of the Lord. Penitential Rite: we ask God to forgive us our sins. Gloria: we praise and thank God as his family. Opening prayer: we pray together as the family of God Once children have completed the task, discuss and share how they would</p>		
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	<p>At first, the boy was happy with his present because/but/so</p> <p>The puppy kept tripping over because/but/so</p> <p>Discuss: Explore the meaning of 'because', 'but', 'so'.</p> <p>Activity: Add clauses to further sentences using 'because', 'but', 'so'.</p> <p>Looking up at the boy, the puppy jumped around because/but</p> <p>Angrily, the boy kicked the ball away because/but</p> <p>Discuss: Would it be possible to complete our sentences with 'so'? Can you use any other conjunctions?</p>	<p>for hours and hours</p> <ol style="list-style-type: none"> Why do you think the boy's mum bought him the puppy The puppy was an amputee Was it a good idea to get him a puppy with three legs The boy was angry with his mum and the puppy Why do you think the boy's feelings changed <p>Activity</p> <p>Watch the film and pause it at key points. At each point write a statement or a question.</p> <p>Complete the worksheet.</p>	<p>E.G</p>  <p>Activity</p> <p>Complete the adventurous adverb maps.</p>	<p>are being shown- how do we know? Explain that as writers we can use description of body language to develop characters, making our writing more interesting than if we say 'He was angry' / 'She was sad'. We call this technique Show not Tell or Show Don't Tell.</p> <p>Children to complete worksheet</p> 	<p>given the present?</p>  <p>•To write numerous sentences about a time you received a present and how it made you feel.</p> <p>Example:</p> <p>Last Christmas, Santa left me with lots of presents! My favourite present which Santa left me was a Puppy. My puppy was a small, fluffy and cuddly. I was so excited when I ripped of the Christmas wrapping paper. My body was full of excitement and love.</p>
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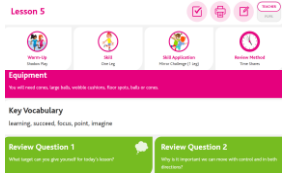
	before after when as although if while unless until	Discuss: How do exclamations sound? Could we make up an exclamation for each image? Add some exclamations to your sheet.			
 Spelling & Handwriting	(stress at end) admit begin defer forget forgot format infer prefer (unstressed) answer garden lighten limit mention question visit	(stress at end) admit begin defer forget forgot format infer prefer (unstressed) answer garden lighten limit mention question visit	(stress at end) admit begin defer forget forgot format infer prefer (unstressed) answer garden lighten limit mention question visit	(stress at end) admit begin defer forget forgot format infer prefer (unstressed) answer garden lighten limit mention question visit	(stress at end) admit begin defer forget forgot format infer prefer (unstressed) answer garden lighten limit mention question visit
	<u>Humanities</u> <u>Black History Month</u> Watch BBC video about Harriet Tubman.	<u>Science</u>	<u>PSHE</u> Being Me in My World Lesson 4: Rewards and consequences.	<u>Art</u> Lesson 3: Pattern 1: Stamp printing - Kapow Primary	<u>Computing</u> Lesson 3: How a website works - Kapow Primary

<p>Wider Curriculum</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr</p> <p>Scholastic video https://www.youtube.com/watch?v=HDLfEBQDNAc</p> <p>Task: Children to create a flap book/factfile all about Harriet Tubman.</p>	 <p>LO: To recognise that shadows are formed when light from a light source is blocked by an opaque object</p> <p>Introduce vocabulary: Opaque Transparent Translucent</p> <p>Discuss what each word means. Children to sort images based on these properties.</p> <p>Explain to children what a shadow is and how they are formed. Shadows are formed when light from a light source is blocked by an opaque object.</p> <p>Refer back to last week's learning</p>	<p>LO: Understand why rules are needed and how they relate to rights and responsibilities.</p> <p>Give the children some thinking time in pairs to answer the following starter sentence: In our school we have a responsibility to....</p> <p>Discuss children's ideas.</p> <p>Hand out a set of scenario cards to each group (see resources). For each scenario ask the children to discuss: - The responsible and irresponsible choices that could</p>	<p>Drawing around geometric shapes onto polystyrene foam and securing to a cork or lego brick, children make a stamp to create repeating patterns, varying configurations and their use of colour.</p> <p>Have ready</p> <ul style="list-style-type: none"> • Polystyrene foam printing sheet (you could use a take-away box or disposable plates) • 2D Maths shapes • Printing ink • Printing rollers • Printing trays • Wine corks (you can use rolled paper or lego bricks instead) • Aprons 	<p>LO: To demonstrate how a website works.</p> <p>Hand out the <i>Activity: How a website works</i> (one each) and ask the children to draw a visual representation of how they think a website sends data to a computer/tablet on the left-hand side of the page. Encourage them to think about their prior learning of networks and add lines to connect the user and the server. Select a few examples to share with the class and inform the children that they</p>
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		<p>about the robbery at the theatre. Explain that witnesses to the crime saw strange shadows appear on the plain white curtain that was lowered after the robbery. It is your job to investigate how these shadows were made and what clues they could bring to the case.</p> <p>Task: Children to create their own shadow puppets. Discuss what would be the best material to use and why. Use the torches and a white screen to investigate the shadows they have made.</p> <p>Challenge: What material would not</p>	<p>be made in each situation.</p> <ul style="list-style-type: none"> -The consequences of those choices -The feelings of the people in the scenario depending upon the choice <p>Read the Learning Charter together.</p>	<ul style="list-style-type: none"> • The stamps need to be left overnight once they've been made so this lesson will need to be taught in two halves. 	<p>will revisit this activity later in the lesson.</p> <p>Play the <i>Pupil video: How a website works</i> and answer any questions. Move the class to a large space (e.g. a hall or playground) and explain that the children will role-play how a website works using the concepts of users, servers and the cloud. Divide the class into two equal groups. Within each group, divide the children into three further groups of approximately 5 children and hand</p>

		<p>be good for a shadow puppet? Explain your answer.</p>			<p>out the different coloured PE bibs (if available):</p> <ul style="list-style-type: none"> • Group A (the user). • Group B (the server). • Group C (the cloud). <p>Place the envelopes and the envelopes and the <i>Resource: User requests</i> (pre-cut) in front of Group A, place the <i>Resource: Server images</i> (pre-cut) next to Group B and place the tray or box next to Group C</p>
					<p><u>Music</u> Lesson 3: The story behind the song - Kapow Primary</p>

				<p>LO: To plan a musical structure inspired by a story.</p> <p>Pupils should be taught to:</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • 'I am very well, things are going really well'? (Ça va très bien.) • 'I am not fine, things are not good'? (Ça va mal.) • 'Things are bad'? (Ça va très mal.) • 'I'm ok'? (Comme ci comme ça.) <p>Task: Complete worksheet drawing in the facial expressions and writing the phrase to match.</p>
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				<p>he children write the story for a song to go with the animation. The children will only be writing the words in the style of a ballad and not the melody. In <i>Lesson 5</i>, the children choose a ballad to go with the animation as a backing track only and then their words can be read over the top like a narrative.</p>	
 <p>Daily PE Activity</p>	<p>Fitness 30 mins Cone flip relay - YouTube Cone Flip relay – split the class into 4 relay teams. Line 6-8 cones in 4 rows down the hall. Each team member needs to try and flip the first cone,</p>	<p>RealPE PE Y3 U1 Lesson 5 real PE</p> 	<p>5 Minute Energising Fun Kids Workout The Body Coach TV - YouTube</p>	<p>ELC/active</p> <p>Can children design a workout for their friend using the gym equipment?</p> <p>Allow children to present their workout to the class.</p>	<p>Kids Workout: The FLOOR IS LAVA!! Fun Kids Exercise Games & Brain Break! - YouTube</p>

	each teammate tries until the cone is flipped, only then can they move on to the next one.				
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Homework:	Maths book: Please complete pages 10 – 12 in your maths book :)
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk