



Message from the teachers:

The children have been working hard and we hope they have settled well into their classes. Thank you to those parents who sent in shoeboxes, we really appreciate it. We had a lot of fun using them in our science experiment about light. We have lots of boxes now and won't need anymore 😊.

This week, the children will finish their reading of the Selfish Giant in English. They will be adding 1s, 10s and 100s in maths and will explore the signs and symbols of more of the sacraments in RE.

We look forward to another great week ahead 😊

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

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Dowling	Year:	3	Date:	2.10.23
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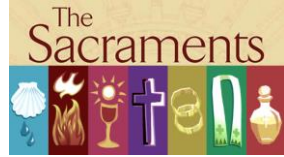
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Little Way week/ Month of the Rosary	LO: To know the signs and symbols of the seven sacraments	LO: To know the structure of the first part of Mass	LO: To write a prayer to celebrate Baptism	Month of the Rosary



RE



Share and discuss together the different small acts of kindness that the children have done following on from their learning about St Therese of Lisieux. How have these acts of kindness impacted others?



Children to recall as many celebrations as they can that take place in the church. Provide children with pictures of the sacraments. In pairs, ask them to discuss what the picture is showing and what the sacrament is. How do they know? What signs and symbols can they spot in the pictures? Explain that Catholics celebrate seven sacraments. In these sacraments we remember that we belong to God's family, we remember the life, death and



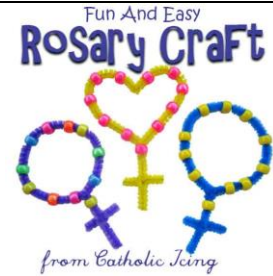
Share sentence starter on the board: *Mass is ...* Ask children to complete the sentence. Share and discuss ideas together.

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 do different people have at Mass?



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 (which will be given to them.)



Share with the children that October is the month of the rosary.


What do they know already? What are the different mysteries of the rosary?

Children to make a small rosary ring to aid them in their prayers throughout this month.



		<p>resurrection of Jesus, we remember that God is present in a special way in each sacrament giving us his love and sharing his life with us.</p> <p>Share and discuss what each sacrament is a celebration of.</p> <p>Task: Children to complete a timeline of the different sacraments – stating what each sacrament is a celebration and how each one supports and helps God’s family. E.g. Baptism is the first celebration of welcoming and belonging to God’s family. One sign of this sacrament is the holy water</p>	<p>In pairs: Children to recall as many different things as possible that take place in the Mass. Discuss these questions: What do you think are the most important parts of the Mass? Which part do you like the best? Why? Explore with the pupils the first part of the Mass about gathering together to celebrate. Explain that when we gather together to celebrate, we believe that Jesus Christ is with us in a very special way. Recall the different images of the Church: family of God, body of Christ, people of God. Explore and sequence the gathering rites of</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>which cleanses us and washes away our sins.</p> <p>Deeping question: Choose on the sacraments and explain how it affects your life.</p>	<p>the Mass with the children.</p> <p>Sign of the Cross: a reminder we belong to God who is Father, Son and Holy Spirit.</p> <p>Greeting: We gather together in the presence of the Lord.</p> <p>Penitential Rite: we ask God to forgive us our sins.</p> <p>Gloria: we praise and thank God as his family.</p> <p>Opening prayer: we pray together as the family of God</p> <p>Once children have completed the task, discuss and share how they would now complete the sentence 'mass is'.</p>		
	LO: Use known number bonds.	LO: Add/subtract 1's	LO: Add/subtract 10's	LO: Add/subtract 100's	LO: Spot the pattern
	Workbook p 64-67	Workbook p 68 - 71	Workbook p 72 - 75	Workbook p 76 - 79	Workbook p 80 - 83

		<p>E.g</p>			
<p>Spelling & Handwriting</p>	<p>admit begin defer forget forgot format infer prefer answer garden lighten limit mention question visit</p>	<p>admit begin defer forget forgot format infer prefer answer garden lighten limit mention question visit</p>	<p>admit begin defer forget forgot format infer prefer answer garden lighten limit mention question visit</p>	<p>admit begin defer forget forgot format infer prefer answer garden lighten limit mention question visit</p>	<p>admit begin defer forget forgot format infer prefer answer garden lighten limit mention question visit</p>
<p>Wider Curriculum</p>	<p>Humanities Villages, towns and cities LO: To know what affects where people live.</p>	<p>Science</p>	<p>PSHE Being Me in My World Lesson 4: Rewards and consequences.</p>	<p>Art Lesson 3: Pattern 1: Stamp printing - Kapow Primary Drawing around geometric shapes onto polystyrene foam and securing to</p>	<p>Computing Lesson 2: A file's journey - Kapow Primary LO: To demonstrate how information moves around a network.</p>

	<p>Look at different images and list advantages and disadvantages of living there. Make a list of natural resources that would be an advantage to live near. What could they be used for?</p> <p>https://teachers.thenational.academy/lessons/what-affects-where-people-live-68vkjt</p> <p>Task: Look at a variety of images and write about the disadvantages and advantages of living there.</p> <p>Recap – what are villages, towns and cities?</p>	 <p><u>LO: To notice that light is reflected from surfaces</u></p> <p>Recap the learning from last week. What did the investigation show them? How could they see the theatre? What is light? Emphasise that it is the absence of dark.</p> <p>Show children images of the different suspects in the theatre robbery (all wearing different clothing e.g. sparkly dress/ bright neon top/ black jumper</p>	<p><u>LO: Understand why rules are needed and how they relate to rights and responsibilities.</u></p> <p>Give the children some thinking time in pairs to answer the following starter sentence: In our school we have a responsibility to.... 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 be made in each situation.</p>	<p>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 • The stamps need to be left overnight once they’ve been made so this lesson will need to be 	<p>Pupils should be taught to: Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration.</p> <p>Have Ready:</p> <ul style="list-style-type: none"> • <i>Presentation: Brain dump.</i> • <i>Presentation: What is a file?</i> • <i>Presentation: Real-life networks.</i> • Whiteboard and pen (one each). • String (four long pieces). • A large space, e.g. hall or playground (see Main event). • A tablet or digital camera for filming or taking photographs.
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	https://www.youtube.com/watch?v=EUv2lD7031c	<p>etc.) Discuss together which suspects would be the most easily seen when the torch is shone onto them. Children to make a prediction about what suspect would be seen the most. E.g. I predict the lady wearing the sparkly top will be seen easily because the light will reflect from her top.</p> <p>Share and discuss together what reflection is. Use the following video clips to reinforce understanding: http://www.bbc.co.uk/education/clips/zb3s34j http://www.bbc.co.uk/education/clips/ztcg9j6</p> <p>Task: Children to complete experiment which</p>	<p>-The consequences of those choices -The feelings of the people in the scenario depending upon the choice</p> <p>Read the Learning Charter together.</p>	<p>taught in two halves.</p>	
	<p>Music</p> <p>KS2 Y3: Lesson 2: Performing a ballad - Kapow Primary</p> <p>LO: To be able to perform a ballad with an understanding of style.</p> <p>I can remember the lyrics and tune of a new song I can perform the song with actions I understand what a ballad is and can sing in that style</p> <p>Play the first section of the song on the <i>Presentation: Space oddity</i></p>	<p>MFL French Lesson 3: How are you feeling?</p> <p>LO: To ask and answer a question about feelings in French.</p> <ul style="list-style-type: none"> • How do you say, 'I am well, I am fine'? (Ça va bien.) • How do you say, 'I am very well, things are going really well'? (Ça va très bien.) • How do you say, 'I am not fine, things are not good'? (Ça va mal.) 			

		<p>tests the reflectiveness of different surfaces. (e.g. by shining the torch onto different materials and seeing how the light reflects back)</p> <p>What material was the best at reflecting the light? Why? Emphasise that shiny items reflect the light better than dull items.</p>		<p><i>audio.</i> The children sing along, recapping specific lines and allowing them time to practise their actions.</p>	<ul style="list-style-type: none"> • How do you say, 'Things are bad'? (Ça va très mal.) • How do you say, 'I'm ok'? (Comme ci comme ça.)
 <p>Daily PE Activity</p>	<p><u>30 mins</u> <u>teamwork/fitness</u></p> <p>Split the class into two teams. Stand a mat upright at either end of the hall. The teams must decide on a person to hide behind the mat. The other team must guess who is hiding.</p>	<p>PE Y3 U1 Lesson 4 real PE</p>  <p>Equipment You will need cones, large balls, floor spots, balls, balloons, wobble cushions, balls or cones.</p>	<p>Imoves -</p> <p>Active Blasts and Brain Breaks for Primary Schools imoves</p> <p>Disco</p>	<p>Joe Wicks 5 minute workouts.</p> <p>5 Minute Move Energising Kids Workout The Body Coach TV - YouTube</p>	<p>Gym equipment</p> <p>Allow the children to use gym equipment in pairs.</p>

	<p>To disguise their teammate the children must move around/do exercises to distract their opponents from guessing correctly.</p> <p>Line tag</p>				
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Homework:	<p>Maths:</p> <ul style="list-style-type: none">- Please complete pages 7 – 9 in the maths booklet.
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk