




OLC WEEKLY LEARNING PLAN



Message from the teachers:

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

Teachers:	Mrs Freeman and Miss Dowling	Year:	4	Date:	15.4.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	Unit 1: Easter Big question: What can we learn from the Resurrection appearances?	<p>LO: To know and understand what happened to the disciples on the Road to Emmaus</p>  <p>Children to recall their previous learning about the season of Easter. Focus on what happened to Jesus, the symbols of the season and different scripture stories. During the fifty days of Easter we celebrate the joy of Jesus being risen from the dead.</p>	<p>LO: To know and understand what happened to the disciples on the Road to Emmaus</p> <p>Revisit the Road to Emmaus story. What can the children remember? What can we learn about Jesus? How does this story affect our lives today?</p> <p>Share different images from the story? What image do the children think best depicts the story? Why?</p> <p>Discuss and freeze frame the thoughts and feelings of the disciples at different points in the story.</p>	<p>LO: To reflect on the thoughts and feelings of the disciples on the Road to Emmaus</p> <p>After role play/ freeze frame activity from previous lesson, recap the thoughts and feelings of the disciples at various points in the story.</p> <p>Examine the text for words and phrases which show the different thoughts and feelings of the disciples at different stages of the story.</p>	<p>Easter one life live stream with Dan and Emily.</p> <p>Reflect together through song and scripture.</p> <div style="background-color: #FFD700; padding: 10px; text-align: center;"> <p>EASTER</p>  </div>

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Share images linked to the Road to Emmaus story. Can children remember what the story is? How do the images link to the story?
Complete the 'I notice/wonder/infer' activity based on an image from the story.

Read the story together.

<https://www.youtube.com/watch?v=PPsWHNa84Tc>

Underline key words and phrases in red that show that the disciples did not recognise Jesus. Underline key words and phrases in blue that tell us how Jesus made himself known to his disciples.

Examine the text for words and phrases which show the different thoughts and feelings of the disciples at different stages of the story. Look at the words and actions of Jesus at the table at Emmaus. When did Jesus say and do these things before?

Task: Children to answer key questions about the story.

e.g. after the death of Jesus, walking with the stranger, finally recognising Jesus.

Share ideas together.

Task: Children to complete the thoughts, feelings and reasons grid based on the story.


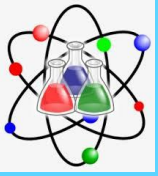
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 <p>Maths</p>	<p>LO: To divide 1 or 2 digits by 100</p> <p>Workbook pages 162 - 164</p>	<p>LO: To divide by 10 and 100</p> <p>Workbook pages 165 - 167</p>	<p>LO: To make a whole</p> <p>Workbook pages 6 - 8</p>	<p>LO: To partition decimals</p> <p>Workbook pages 9 - 11</p>	<p>LO: To flexibly partition decimals</p> <p>Workbook pages 12 - 14</p>
 <p>English</p>	<p>LO: To use noun phrases to create an advert</p> <p>Read up to page 36. Look at the words on page 36 that might encourage people to come and visit the 'murderous' ape, e.g. wild and bloodthirsty.</p> <p>Give children a range of adjectives that may or may not be used to describe Sally Jones as the 'monstrous ape', e.g. monstrous, bloodthirsty, dangerous, mad, afraid, terrifying, sad, lonely, dreadful, friendly, placid, tame, intelligent, desperate, crazy. Ask them to sort them on the spectrum to identify which</p>	<p>LO: To use adverbials to give cohesion in writing</p> <p>Read up to page 49 and record the events as they happen in a timeline as you go along.</p> <p>Give children pictures from this section of the story to sequence.</p> <p>Introduce focus of the lesson – fronted adverbials.</p> <p>Explain what these are using the examples for the power point. Explain that we will be focussing on fronted adverbials of time in this lesson.</p>	<p>LO: To create inference within writing</p> <p>Read up to page 53. What does 'list' mean in this context? What phrase tells us that Sally was feeling hopeful? Now read up to 57.</p> <p>Explain that in this lesson we will be focussing on 'show not tell' sentences. This is where we show how a character is feeling without explicitly stating it.</p> <p>Starter: One child to pick an emotion and act out how they are feeling. Can the children guess the emotion based on their actions? Discuss together how we</p>	<p>LO: To plan a diary</p> <p>Read pages 45 – 57 again and recap what happens.</p> <p>Explain that over the next few lessons, we will be planning out a diary entry. This will focus on the ship entering a storm and then finally arriving at Borneo.</p> <p>Share planning template and discuss ideas for each paragraph.</p> <p>Children to plan out their own diary entry thinking carefully about the fronted adverbials and noun phrases they can use.</p>	<p>LO: To write a diary</p> <p>Revisit planning from yesterday. Share good examples and modelled write.</p> <p>Task: Children to imagine they are Sally Jones and write a diary about their time onboard the ship.</p> <p>Encourage them to include:</p> <ul style="list-style-type: none"> - Noun phrases - Show not tell sentences - Conjunctions - Fronted adverbials

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	<p>would most likely be used to describe the ape in an advert. Ask children to take their words that will be used in the advert. Can any of the words be easily paired, e.g. dreadful and monstrous? Explain that sometimes the strength of an adjective can be increased by adding an adverb before an adjective, e.g.: <i>terribly frightening or dreadfully monstrous</i></p> <p>Task: Write an advert encouraging people to come and see the 'murderous ape' using the noun phrases they have produced.</p>	<p>Share different images from this section of the story and model how to create fronted adverbials of time. e.g. one evening, late last night, as darkness descended.</p> <p>Children to work in pairs to create their own sentences using the modelled example.</p> <p>Task: Write a sentence(s) to match each image using a fronted adverbial.</p>	<p>can show different emotions.</p> <p>Look at new images from the story. Discuss how the characters are feeling and how we can show this through writing.</p> <p>e.g. Sally is feeling relieved to be onboard the ship.</p> <p>A smile spread across her face as she let out a relieved sigh.</p> <p>Task: Children to select different images from the story. For each image chosen, state how Sally/ Baba are feeling. Write a show not tell sentence to match each one.</p> <p>Plenary: Share sentences. Can the rest of the class work out what feeling is being expressed.</p>		
	<p>actually business caught complete consider grammar guard increase</p>	<p>actually business caught complete consider grammar guard increase</p>	<p>actually business caught complete consider grammar guard increase</p>	<p>actually business caught complete consider grammar guard increase</p>	<p>actually business caught complete consider grammar guard increase</p>

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 <p>Spelling & Handwriting</p>	<p>important library medicine minute notice possible purpose quarter question suppose</p>	<p>important library medicine minute notice possible purpose quarter question suppose</p>	<p>important library medicine minute notice possible purpose quarter question suppose</p>	<p>important library medicine minute notice possible purpose quarter question suppose</p>	<p>important library medicine minute notice possible purpose quarter question suppose</p>
 <p>Wider Curriculum</p>	<p><u>Humanities</u> <u>Migration</u> <u>Lesson 2: What causes people to migrate?</u> Complete the quiz recapping learning from last week. Children suggest things that might mean people want to leave their countries. Work through PowerPoint together. Read 'Examples of push and pull factors' and look at the picture together. What is meant by 'richer' countries? (e.g. the USA, the UK) and 'poorer'</p>	<p><u>Science</u> <u>Electric Personalities</u> <u>Lesson 2: Crocodiles, cells and circuits</u> LO: To explore how electrical components can be arranged to make a bulb light up and draw conclusions. To make predictions and record my findings in a table. Show the children a bulb in a bulb holder, 2 double ended crocodile clip leads and a cell. Name each component. Do they know what a crocodile clip is so called?</p>	<p><u>PSHE</u> <u>Relationships</u> <u>Lesson 2: Love and loss</u> LO: To know how most people feel when they lose someone or something they love. Play Switch: Sitting in a circle ask the children to switch places if:</p> <ul style="list-style-type: none"> You have ever lost something important to you One of your friends has moved away You have had to change school because you moved house 	<p><u>Art</u> <u>Music</u></p>	<p><u>Computing</u> <u>MFL</u></p>

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countries (e.g. Haiti, Pakistan).
 Discuss this question as a class: Why is an earthquake called a natural disaster? (It is almost always caused by natural processes rather than by humans.)
 Children to share their ideas about the things that they think are important to know about what causes migration.

Do they know how to make the bulb light up using the components?
 Children to experiment and then draw a diagram of the successful layout.
 Show the Teaching PowerPoint. When you get to slide 4, allow time for the children to investigate the questions and provide extra leads, buzzers and motors.


Look at some drawings of electrical components that have been connected with leads. Predict which will work (light up the bulb) and which will not.
 Test it out by connecting the components as shown on the card.

- You have found something you thought you lost
- You have helped someone look for something they'd lost
- You have moved home to live in a different country

Listen to the book 'Badger's Parting Gifts'
<https://www.youtube.com/watch?v=M8xsYq4JXSs>
 Or 'Goodbye Mousie'
https://www.youtube.com/watch?v=bX-W9WG_6kU

- What feelings might people experience when they lose someone close to them?
- How can people manage these feelings?
- How can you show you value the

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			<p>special people in your life?</p> <p>Use the PowerPoint to explain the 'loss' or 'grief' cycle of feelings.</p> <p>List the feelings you might feel in the following situations.</p> <ul style="list-style-type: none"> • You have to move to a new school and leave your best friend behind • A pet dies • A grandparent dies • You lose a special object that was given to you • You lose a special piece of work that you have spent a long time doing • You lose your place in a sports team 		
	<p>PE Y3 U5 Lesson 2 real PE</p>	<p>Fitness</p> <p>Moving around the play ground with a football. Teacher shouts out commands:</p>	<p>Outdoor gym</p>	<p>Imoves</p>	<p>Just Dance</p>

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Daily PE Activity	Equipment You will need cones, large balls, tennis balls, small balls, floor spots	Spin – sit on the ball and spin around. Fly – Hold the ball in outstretched arms and lift one leg to balance Throw – Throw the ball up in the air as high as you can and try to catch it. Smash – kick the ball with alternate feet against a wall/barrier			
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Communicating with school

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