

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Thank you for working hard this week. We hope you have enjoyed all of your new topics. We will be sending out homework and reading books/ records next week. Have a great weekend 😊
Miss Dowling, Miss Cottrell and Mrs Kendrew

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

Teachers:	Miss Dowling, Mrs Kendrew and Miss Cottrell	Year:	3	Date:	18.9.2023
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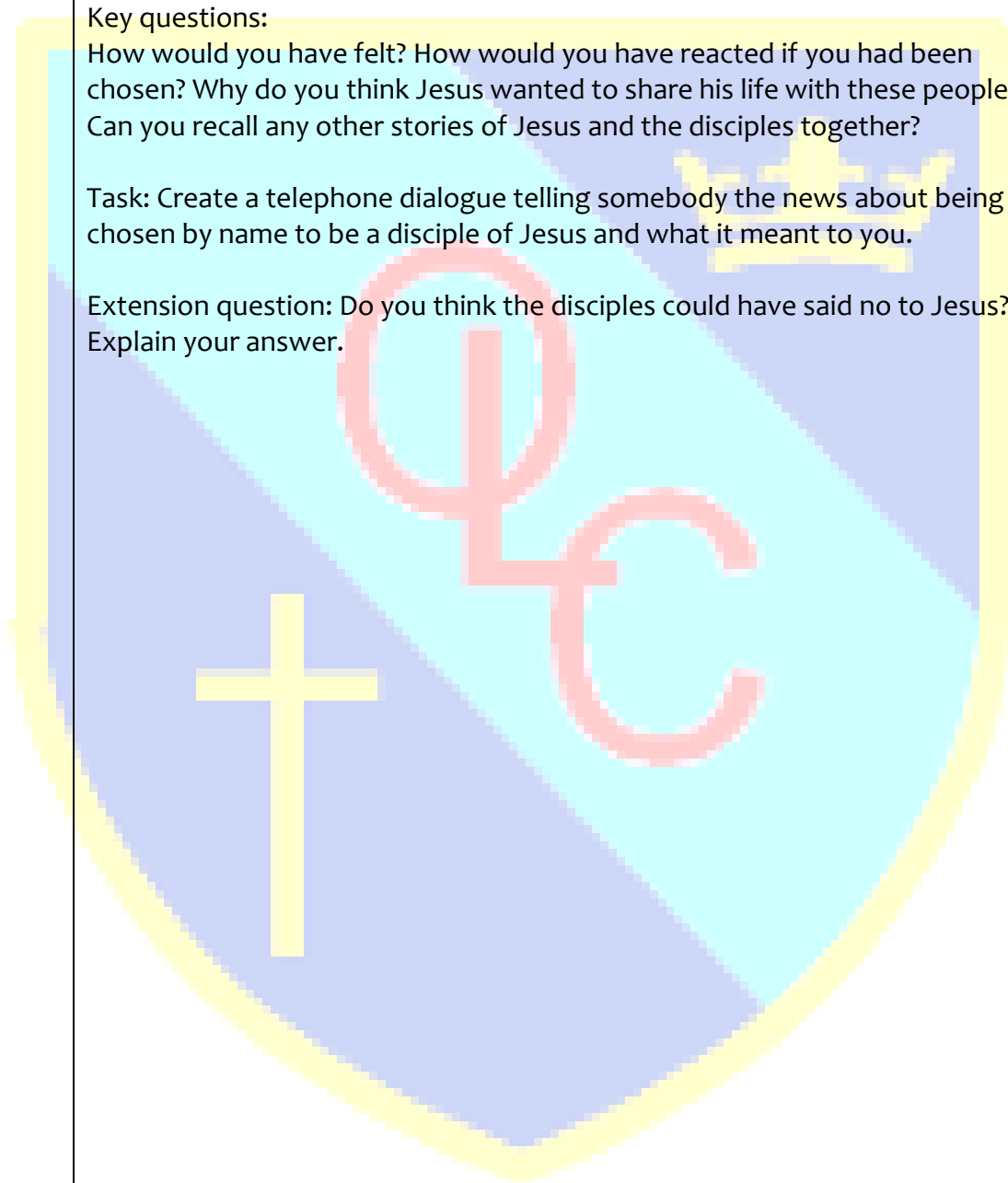
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>RE</p>	<p>Share the Our Father as the common prayer of God's family.</p>	<p>LO: To write an account of the calling of the disciples</p> <p>Recap from last week the story of the disciples.</p> <p>Share video of the story.</p> <p>https://www.youtube.com/watch?v=EhlwTUgRbxY&list=PL339nCoIK1SXifPN-dh_8OY1tm4oY9Yy5</p>	<p>LO: To create a role-play based on Baptism</p> <p>Recap from last week what groups the children belong to. Discuss that for Christians the most important group they</p>	<p>LO: To sequence of Baptism</p> <p>Recap what different signs/symbols of Baptism are.</p> <p>- The naming of the child: God calls</p>

Key questions:

How would you have felt? How would you have reacted if you had been chosen? Why do you think Jesus wanted to share his life with these people? Can you recall any other stories of Jesus and the disciples together?

Task: Create a telephone dialogue telling somebody the news about being chosen by name to be a disciple of Jesus and what it meant to you.

Extension question: Do you think the disciples could have said no to Jesus? Explain your answer.



belong to is the Church. Explain that the term “Church” means more than a building and can be used to describe the family of God who have been baptised.

Recall with the children what they know about Baptism. Explain that Baptism is a special celebration called a sacrament. Through this celebration people are welcomed into God’s family the Church.

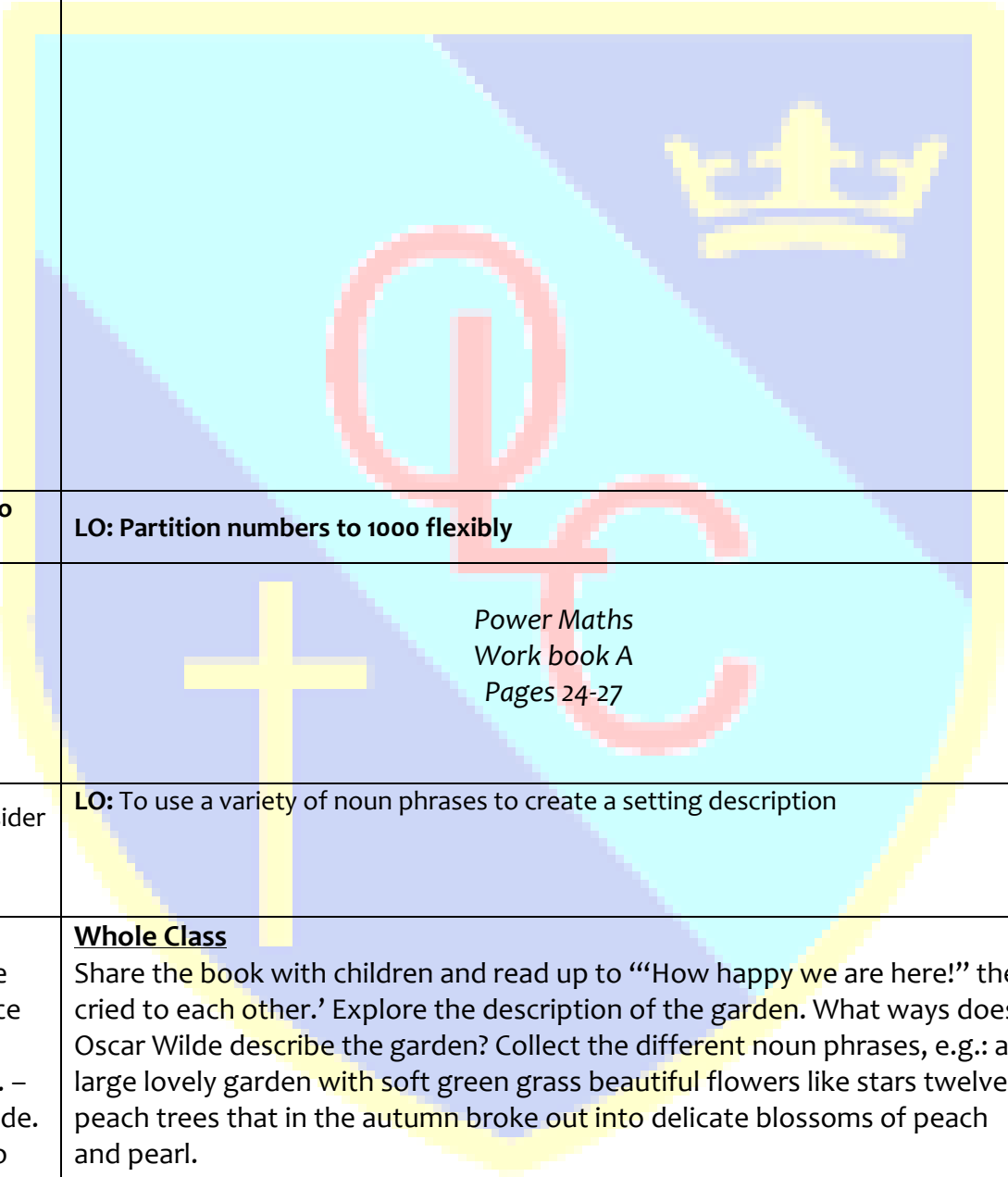


Discuss and role-play the rite of Baptism of a child. Can you include the following signs and symbols of Baptism in your role-play?

- the naming of the child
- signing of the cross
- anointing with the oil of Baptism
- Baptismal promises
- Anointing with the oil of Chrism

name to belong to God's family.

- The signing of the cross on the forehead: A sign of welcome to the family of God
- Anointing with the oil of Baptism: Clothing with the garment of Christ, strengthening the child in protecting themselves about to be baptised
- Baptismal promises made by parents and godparents
- Importance of bringing up the child as part of God's family and expressing their beliefs
- Baptism in the name of the Trinity: God belongs to God the Father, Son and Holy Spirit.
- Anointing with the oil of Chrism: No person is baptised without share in God's life: we are part of God's family.
- Clothing with the garment: A sign of belonging to God's family

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			<ul style="list-style-type: none"> - Clothing with the white garment - Receiving the baptismal candle 	<p>family and be follower of C</p> <ul style="list-style-type: none"> - Receiving the baptismal candle light of Christ those who h baptised. <p>Task: Create storyboard to sequence the parts of the n explain the m the symbols</p>
 <p>Maths</p>	<p>LO: Partition numbers to 1000</p> <p>Power Maths Work book A Pages 24-27</p>	<p>LO: Partition numbers to 1000 flexibly</p> <p>Power Maths Work book A Pages 24-27</p>	<p>LO: 100's, 10's and 1's</p> <p>Power Maths Work book A Pages 28-31</p>	<p>LO: Use a number to 1000</p> <p>Power Maths Work book A Pages 28-31</p>
 <p>English</p>	<p>LO: To explore and consider themes, images and symbols from books</p> <p>Whole Class Create a division in the classroom. Ideally place all the classroom resources – books etc. – on one side of the divide. Split the class into two</p>	<p>LO: To use a variety of noun phrases to create a setting description</p> <p>Whole Class Share the book with children and read up to “‘How happy we are here!’ they cried to each other.’ Explore the description of the garden. What ways does Oscar Wilde describe the garden? Collect the different noun phrases, e.g.: a large lovely garden with soft green grass beautiful flowers like stars twelve peach trees that in the autumn broke out into delicate blossoms of peach and pearl.</p>	<p>LO: To use adjectives to create inference statements</p> <p>Whole Class Read from ‘He was a very selfish Giant.’ up to ‘they said to each other.’ Discuss the attribute of selfishness. What does it mean to</p>	<p>LO: To use antonyms to create opposites</p> <p>Whole Class Begin by reading the posted responses. Children’s letters to the previous week. Dear interfering townsfolk, If</p>

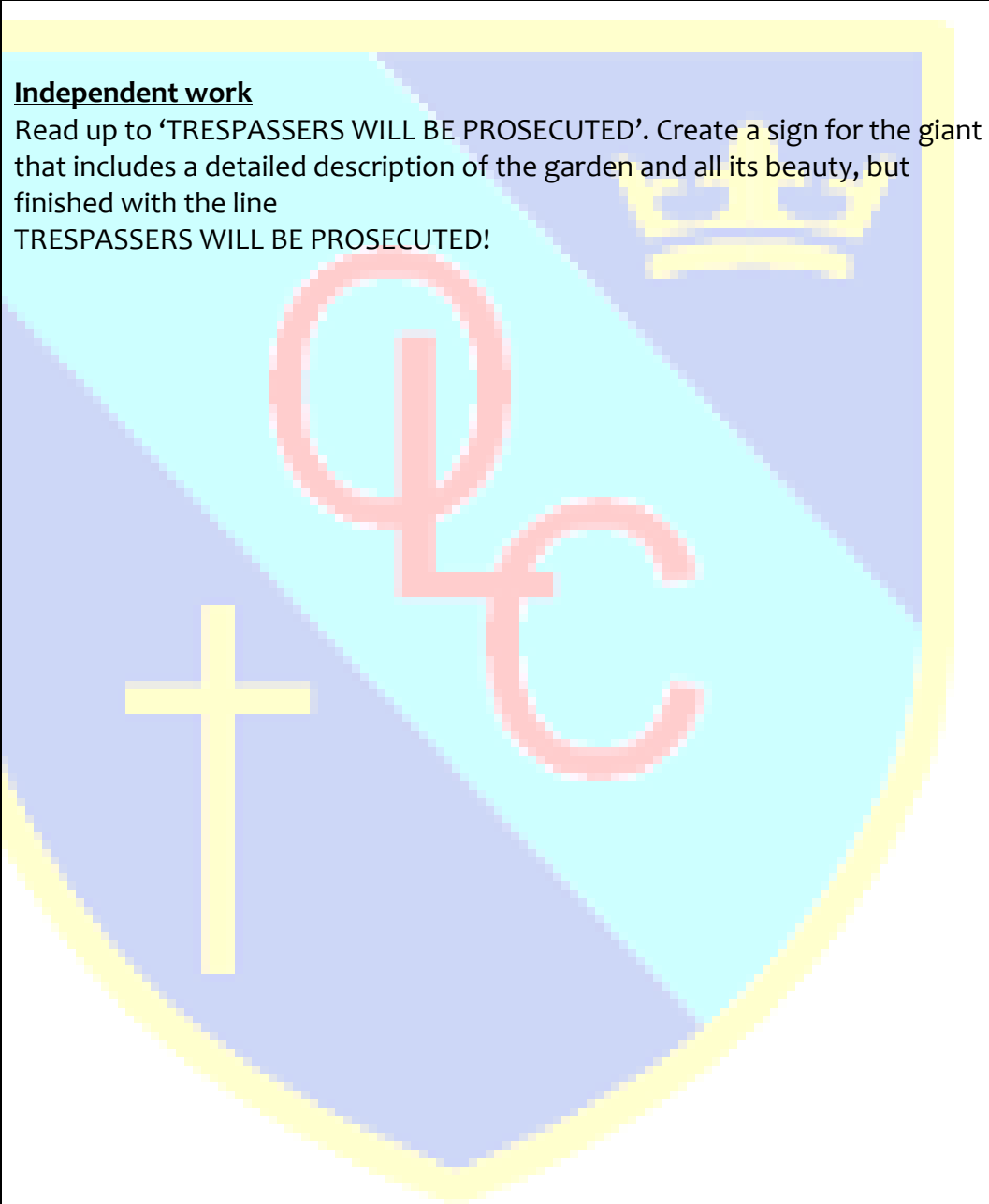
groups. As children enter, explain that each half will need to sit on either side of the wall. Ask children to write down their feelings about the divide. Why does it make them feel this way?

Independent work

Model writing a letter to a friend on the other side of the wall explaining how it has made you feel. Dear Alex, I cannot believe they have built this wall in the classroom – how unfair! It’s such selfishness that some children should have access to our class library whilst we have nothing! Children to write a letter to a friend on the other side of the wall explaining how they feel, using the words from the spectrum.

Independent work

Read up to ‘TRESPASSERS WILL BE PROSECUTED’. Create a sign for the giant that includes a detailed description of the garden and all its beauty, but finished with the line TRESPASSERS WILL BE PROSECUTED!



be selfish? What sorts of actions denote selfishness? What other attributes might the Giant be displaying here? Give children a set of attributes, some negative and some positive and ask them to sort them by building a ‘brick wall’ with those that the Giant is demonstrating. Words could include boastful, helpful, aggressive, kind, pompous, humourous, spiteful, calm, rude, friendly, selfish, polite, miserable, tolerant, mean, sharing

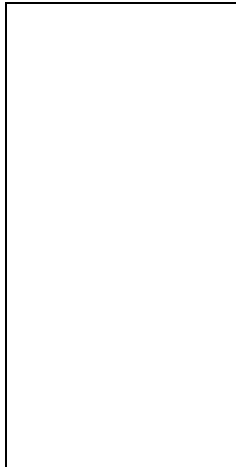
Independent work

Use the words from the brick wall to write a letter to the giant, using conjunctions because, as and since, as well as so to join ideas, e.g.: You don’t let the children play in the garden, so you are being unkind. As you want the garden for

your opinion have asked for none of your what I do with property, just none of my b what you do yours. Belon belongings a garden belong My own garo own garden, can understa Now kindly g and mind yo business fro Regards, The Discuss how townsfolk an particularly t would be fee moment and ‘How happy there!’. Colle of adjectives describe how children felt were in the g e.g.: happy, relaxed, pea joyous, free

Independent

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yourself, you are being selfish. Your behaviour is mean because you make the children play on the other side of the wall, amongst the dust and dirt.

Model creating a person recount from a different point of view. The person who used to play in the garden, compare the past and present contrasting conjunctions and adverbs, however, which although. We are free however we are trapped.



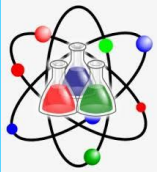
Spelling & Handwriting

improved	bared
cared	spied
mummified	studied
fancied	rubbed
nodded	multiplied

improved	bared
cared	spied
mummified	studied
fancied	rubbed
nodded	multiplied

improved	bared
cared	spied
mummified	studied
fancied	rubbed
nodded	multiplied

improved
cared
mummified
fancied
nodded



Humanities

Art

Lesson 1: Texture:
Charcoal mark making
(Original scheme)-
Kapow Primary

- *Presentation:*
Charcoal mark-making, slide four printed (see Main event) – one between two pupils
- Large sheets of sugar paper (buff colour if possible)
- Charcoal
- White Chalk
- Rubbers

Music

Let Your Spirit Fly Listen and Appraise.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Humanities

Villages, towns and cities

Recap last week's lesson:

<https://www.bbc.co.uk/bitesize/opics/zx72pv4/articles/znshp4j>

Lesson 2: What affects where people live?

- How did early humans begin to settle and farm?
- Which natural resources are useful for a settlement?
- What are the positive and negative factors that can affect a settlement?

https://classroom.thenational.academy/lessons/what-affects-where-people-live-68vkjt?activity=intro_quiz&step=1



Science

LO: To recognise that you need light in order to see things and that dark is the absence of light



Recap from last lesson what a light source is. Can you recall any natural light sources? Can you recall any artificial sources?

Investigation (group work):
 Children to investigate how the presence of light affects their ability to see.

Resources: Cardboard box, torch
 Place box face down on the table.

Make a peephole in the box and explore what can be seen inside the box.

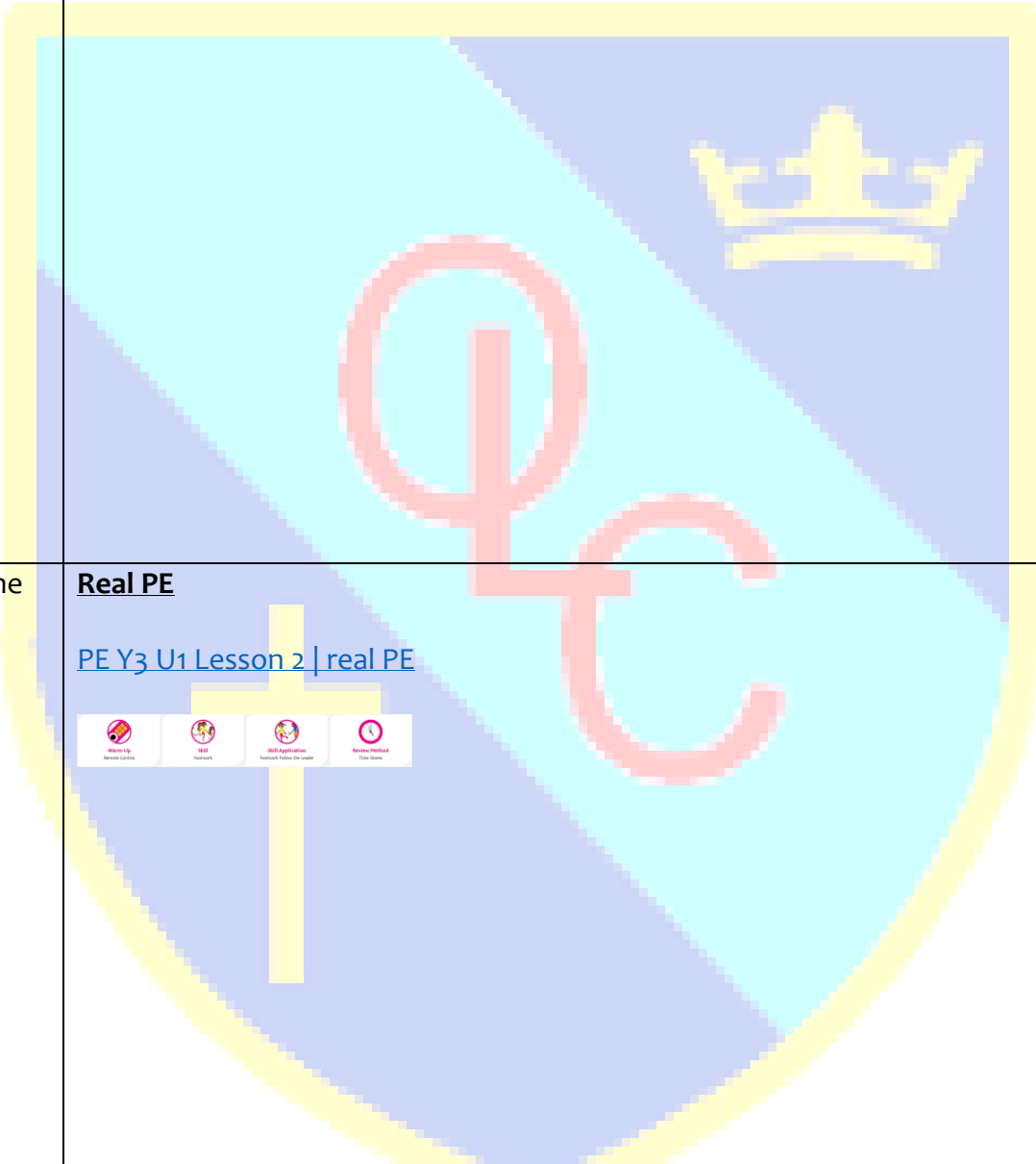


Make more peepholes and discuss.

Computing

MFL French

To greet some introduce you French. Kapow Lesson

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			<p>Now, shine a light through the peepholes. Can anything more be seen? Children to record findings in a table.</p>	<ul style="list-style-type: none"> • How ... my na ... (je m) • How ... what ... name ... (comm ... t'app ... • How ... goodb ... revoi ...
 <p>Daily PE Activity</p>	<p>Choose from one of the following activities: Monkey football, Rounders, Cricket or Football rounders.</p>	<p>Real PE</p> <p>PE Y3 U1 Lesson 2 real PE</p> 	<p>Floor is Lava</p> <p>Using 3 or 4 mats Children run around avoiding the mats. The teacher shouts out commands: Floor is lava – children jump on mats Take cover – Children curl up in a ball Go commando crawl – Children crawl across the floor using their arms, keeping flat to the floor.</p>	<p>Body part ga</p> <p>Children run the hall. Teacher shouts different parts. Children touch the floor that body part keep running children stay body part on for more than they are out.</p>

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Homework:

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Communicating with school

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

