

OLC WEEKLY LEARNING PLAN

Message from the teachers:

Dear children,

Welcome to a new school year. This half term we have some fantastic topics for you to engage with. In English, we are starting with our story Journey, and then moving on to The Heart and the Bottle. In RE we are starting our learning this year with Creation & the Story of Abraham to Joseph. In science we are learning all out forces and magnets and in history we are learning all about prehistoric Britain. We also have many other amazing subjects and topics for you to explore!

We hope you enjoy your learning journey this half term and we look forward to all the wonderful achievements you make this half term!

Mrs Kendrew, Miss Cottrell & Miss Sidwell



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

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell	Year:	Year 3	Date:	09.09.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		LO: To use words and phrases to describe God.	LO: To know the story of the creation of human beings in the Book of Genesis.	LO: To understand what being created in the image and likeness of God means.	
	Sunday Gospel to explore: Sep 8 Mark 7:31-37 He makes the deaf hear and the dumb speak.	Discuss the words/statements that we use to describe God. In small groups complete an alphabetical list (on each table) and share their findings. E.g.	Recall some of the images of God that the children have suggested. Explain that an important image of God for Christians and indeed for	Identify words that tell us about the creation of human beings. What does “image and likeness” mean? Why do you think God created human beings?	Rehearse hymns for our 50 th Anniversary celebration.

OLC WEEKLY LEARNING PLAN

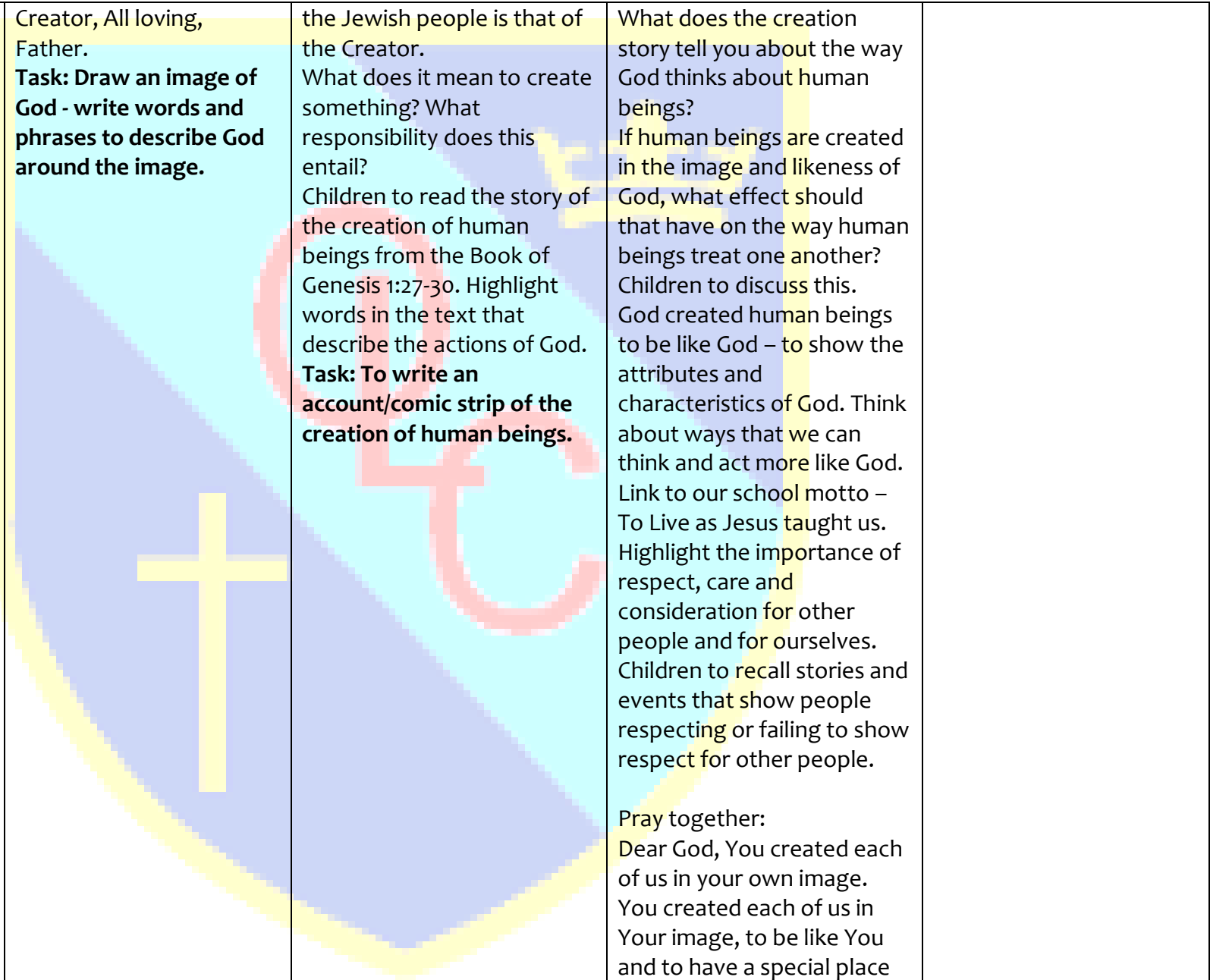
Remind children throughout the week of our Gospel Values and Virtues: Curious and Active. Catholic schools help their pupils grow by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church and the wider community.

Creator, All loving, Father.
Task: Draw an image of God - write words and phrases to describe God around the image.



the Jewish people is that of the Creator. What does it mean to create something? What responsibility does this entail? Children to read the story of the creation of human beings from the Book of Genesis 1:27-30. Highlight words in the text that describe the actions of God.
Task: To write an account/comic strip of the creation of human beings.

What does the creation story tell you about the way God thinks about human beings? If human beings are created in the image and likeness of God, what effect should that have on the way human beings treat one another? Children to discuss this. God created human beings to be like God – to show the attributes and characteristics of God. Think about ways that we can think and act more like God. Link to our school motto – To Live as Jesus taught us. Highlight the importance of respect, care and consideration for other people and for ourselves. Children to recall stories and events that show people respecting or failing to show respect for other people.

Pray together:
 Dear God, You created each of us in your own image. You created each of us in Your image, to be like You and to have a special place



OLC WEEKLY LEARNING PLAN

				<p>in the world. Because we are like God, we can love and we can choose what is right. The way we act and treat others should be like you did, God. Help us to be like you. AMEN</p> <p>Task: Using some of their thoughts and reflections from the above questions, write about how we can live in the image of God.</p>	
 <p>Maths</p>	<p>LO: Number line to 100</p> <p>Unit 1: Place value within 1,000</p> <p>Textbook Pages 12-15</p>	<p>LO: 100s</p> <p>Unit 1: Place value within 1,000</p> <p>Textbook Pages 16-19</p>	<p>LO: Represent numbers to 1,000</p> <p>Unit 1: Place value within 1,000</p> <p>Textbook Pages 20-23</p>	<p>LO: Partition numbers to 1,000</p> <p>Unit 1: Place value within 1,000</p> <p>Textbook Pages 24-27</p>	<p>LO: Partition numbers to 1,000 flexibly</p> <p>Unit 1: Place value within 1,000</p> <p>Textbook Pages 28-31</p>
 <p>English</p>	<p>LO: To make predictions about a text.</p> <p>Open Journey on the front page and let a letter fall out from between the pages. Tell the children that you think some of the letter is missing as the paper appears to have been ripped. The letter reads:</p>	<p>LO: to use speech accurately.</p> <p>Children to extend the role-play in groups of four and use their knowledge of contracted verbs to capture what is said in bubbles of speech. Now model 'popping' one of these bubbles and demonstrate how this translates into written speech, using the appropriate punctuation.</p>	<p>LO: To plan writing.</p> <p>Explain that over the coming days the children will be writing a sequel to journey and today will be an opportunity to plan for it.</p> <p>Give the children time to plan their sequels, considering:</p> <p>The colour of crayon each character might find. How and</p>	<p>LO: To write an effective narrative.</p> <p>Using the planning you created yesterday, begin modelling the opening section of the sequel – see independent work section for model.</p> <p><i>We rode off on our bike, atop the tandem, both of us overjoyed to have found</i></p>	<p>LO: To write an effective narrative.</p> <p>Tell the children that in their writing today their characters are going to meet other people as part of their adventure and that they'll be including a section of dialogue. Remind children of session 5 where they developed dialogue:</p>

OLC WEEKLY LEARNING PLAN

Dear Reader, This is a story of long ago, when I was just a girl. One summer, as the days stretched out endlessly, I made a discovery which was to change my life for...

Talk to the hand: Show children the question stems, providing younger children with just the right hand 'Wh...?' stems. Model writing some questions. What do the children think might have been in the rest of the letter? Who might have left the letter here?



Now generate and orally rehearse some statements about the letter and the book as facts.

Using conjunctions, prepositions and

Using a different colour marker pen, model how to include reporting clauses. Ensure that the children know what the rules for writing dialogue are. See independent task section for a model of this.



"Stop! The aqueduct isn't yet finished!" came the desperate call from the city's guards. And then the gondolier on the higher section of water shrieked in horror at what was about to happen. "Miss! MISS!" he bellowed. "You must stop!" Spinning around a little too quickly, the gondola wobbled violently. "Watch out, you ridiculous man!" snapped the haughty looking passenger from under her parasol. "My dress is fashioned from the finest silk and I will not have it spattered with this filthy water!"

where they will travel (likely to be using the bike, at least initially!)

Will they be time-travelling?

What problems/ threats they might encounter along the way (again, this could be linked to topic).

Children can choose names for their characters but for the purposes of this planning sequence, we have named them Lila and Ethan.

The writing will be split into three lessons:

Descriptive writing

Lesson 1 - they find a magic crayon that leads them to another world/time. Use lots of description in this piece.

Lesson 2 – they introduce another character that they will share dialogue with.

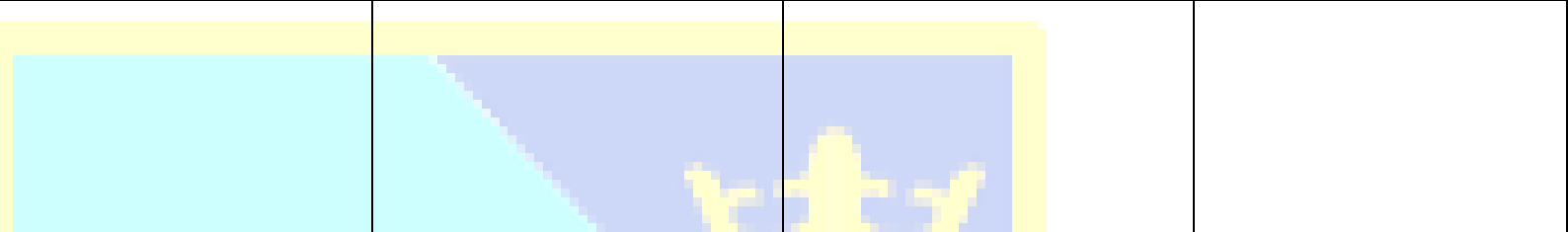
Lesson 3 - children will conclude their stories using noun phrases and descriptive sentences from the first lesson.

friendship. After a while, as the day's light began to fade with the sunset, we stopped by a stream. The stream looked familiar, yet I couldn't place it. Just then, a green bird swooped down and from its beak dropped a green crayon. Stooping to pick the crayon up, I once again felt that delicious flutter of excitement: if we had each been taken on a journey - I by my red crayon and Ethan with the crayon in purple – then where might the green crayon take us both?

As we soared up in into the atmosphere, the skies began to darken and an eerie mist swirled. 'You don't think something dreadful is about to happen, do you?' Ethan Shivered, eyes darting around. But before he could even open his mouth to speak, a commanding voice boomed seemingly from nowhere...

Today, focus on learning on dialogue from session 5, reminding the children about the rules for punctuation and layout of speech.

adverbs to express time, place and cause e.g. *As the letter ends with ..., it could be that ...*



Spelling & Handwriting

Year 3 Spelling words for this week:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
bug	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Dictionary Corner:

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Year 3 spelling handwriting focus for this week:

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Year 3 spelling handwriting focus for this week:

Put 5 of these words into sentences in context and spelled correctly.

History

LO: To explore how the Roman Empire became so successful.

Science

LO: To observe rocks closely and discover that

Art

LO: To apply an understanding of prehistoric man-made art.

Computing

LO: To recognise what a network is.

PSHE



Wider Curriculum

Subject knowledge

- The city of Rome was founded in 753 BCE. It became the Roman Republic in 509 BCE.
- Its king was replaced by the rule of two consuls, advised by a senate of elected officials from elite patrician families. Beneath these families in the social structure were plebeians, freemen (who had bought their way out of slavery) and enslaved people.
- Julius Caesar's dictatorship effectively ended the Republic of Rome. From 27 BCE, it became the greatest empire of the ancient world, across Europe, North Africa and the west of Asia. It was ruled by emperors,

they have different qualities and features.

Science Objectives

i) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Working Scientifically

1. Ask relevant questions and use different types of scientific enquiries to answer them.
2. Make systematic and careful observations.
3. Record findings using simple scientific language, drawings and labelled diagrams.

Resources:

A printed copy of the letter to the class (personalised if possible – see teacher's notes) small

<https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-1-exploring-prehistoric-art/>

Show the Pupil video: Prehistoric art or model how to pick out the key geometric shapes from the photographs and line drawings to map out the animal's relative size and shape. Invite the children to draw a picture of their favourite animal in their sketchbooks, trying to replicate the prehistoric style. They should lightly map out their sketch first to get the proportions right, then go over the main outline in a darker pencil line.

The children then add colour to their favourite animal using pencil or crayon, in colours appropriate to prehistory (i.e. earthy tones).

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/networks/lesson-1-whats-a-network/>

Play the Pupil video: What is a network?

Ask the children: What is a network? (A group of computers or devices connected to share information.)

What things does a network enable us to do? (Video calls, play online games and search for information on the internet.)

Display slide 1 of the Presentation: Network safari and explain to the children that they will be explorers going on a network safari around the school.

MFL

Music

LO: To tell a story from a piece of music through movement.

the first of these being Augustus Caesar.

Key questions

1. What was the extent of the Roman Empire at its peak?
2. How was Rome governed as a republic?
3. When did Rome become a republic and an empire?

Lesson

Spark (10 mins)

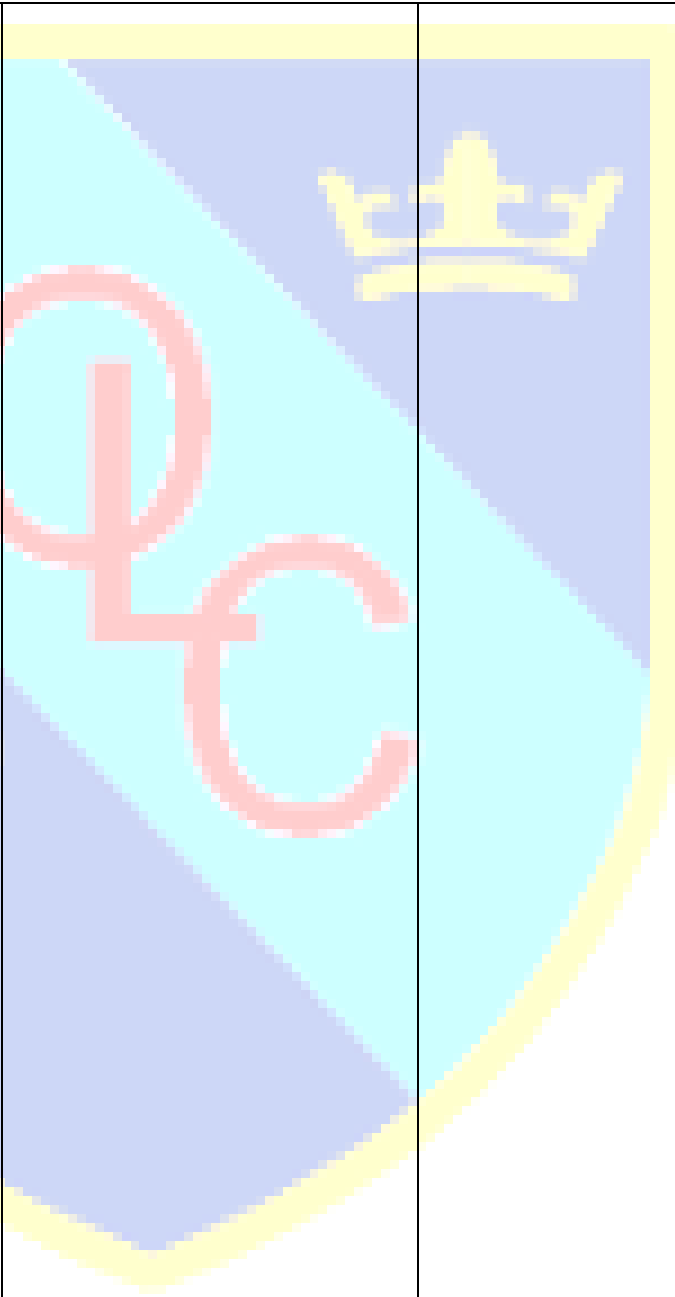
Lesson slides 1-4 and Work booklet pages 2-4

Show pupils the Knowledge organiser and the Key questions.

Display the timeline and locate the Roman invasion of Britain. Ask: How long were the Romans in Britain? What happened before and after this?

rock samples of: chalk, slate, sandstone, granite, limestone, and marble (you will need 5 - 6 samples of each depending on the size of your class and groups), paper plates, marker pen, magnifying lenses, pastels, wax or pencil crayons, pencils, pens, rulers, A3 copy of the 'Rock Sheet' per child and 1 copy between two children of the 'Rock Scientist's Help Sheet', 1 copy on card of the rock labels with descriptions sheet per group, task sheets, instructions on how to play 'Rock Stars', rock star template printed onto card and a cut out (1 per group), and a strong cloth drawstring bag.

Vocabulary:



<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/>

Tell the children that this piece of music is called 'Night on a bare mountain'. Ask the children what this makes them think about the kind of story this might tell.

What does the music make you think of?

How does the music make you feel?

Do you like the music? Why/Why not?

What instruments/dynamics/layers can you hear?

Are there any repeated patterns?

Are there any silent parts? What effect does

Explain/Explore (15 mins)
 Lesson slide 5 and Work booklet pages 4-5
 Read 'The greatest empire' together. The texts in the Work booklet can be read in a variety of ways: aloud to the class, in a round-robin format, or by selecting different pupils.
 Read 'The history of the Roman Empire' together.
 Use the maps to further explain the success of the Roman Empire, pointing out the Eastern and Western Empires. Pupils complete questions 1 and 2 in pairs or groups.

Explain/Explore (10 mins)
 Lesson slide 6 and Work booklet page 6
 Read 'Roman society' together.

Rock, sandstone, limestone, chalk, granite, slate, marble, classification, observation

Lesson
Before the lesson:
 Prepare 6 paper plates for each table (numbered 1-6) in bold marker pen. Place chalk on plate 1, slate on plate 2, sandstone on 3, granite on 4, limestone on 5 and marble on 6. If you have enough samples, put more than one on each plate.

Whole Class:
 Tell the chn you have received a very exciting letter. Show it to the class and read it out. Model great enthusiasm for the task –if necessary, explain what a pilot programme is. What is a presenter?



it have? (Yes, it creates suspense.)

What do you notice about the pitch at the beginning?

Pupils complete question 3 independently.

Explain/Explore (10 mins)

Lesson slides 7–9 and Work booklet page 7 Read ‘The Punic Wars’ together. As you read, encourage pupils to think about Roman expansion strategies, and why these were so effective.

Note that defeating Carthage hugely expanded Roman territory and made Rome the biggest power in the western world.

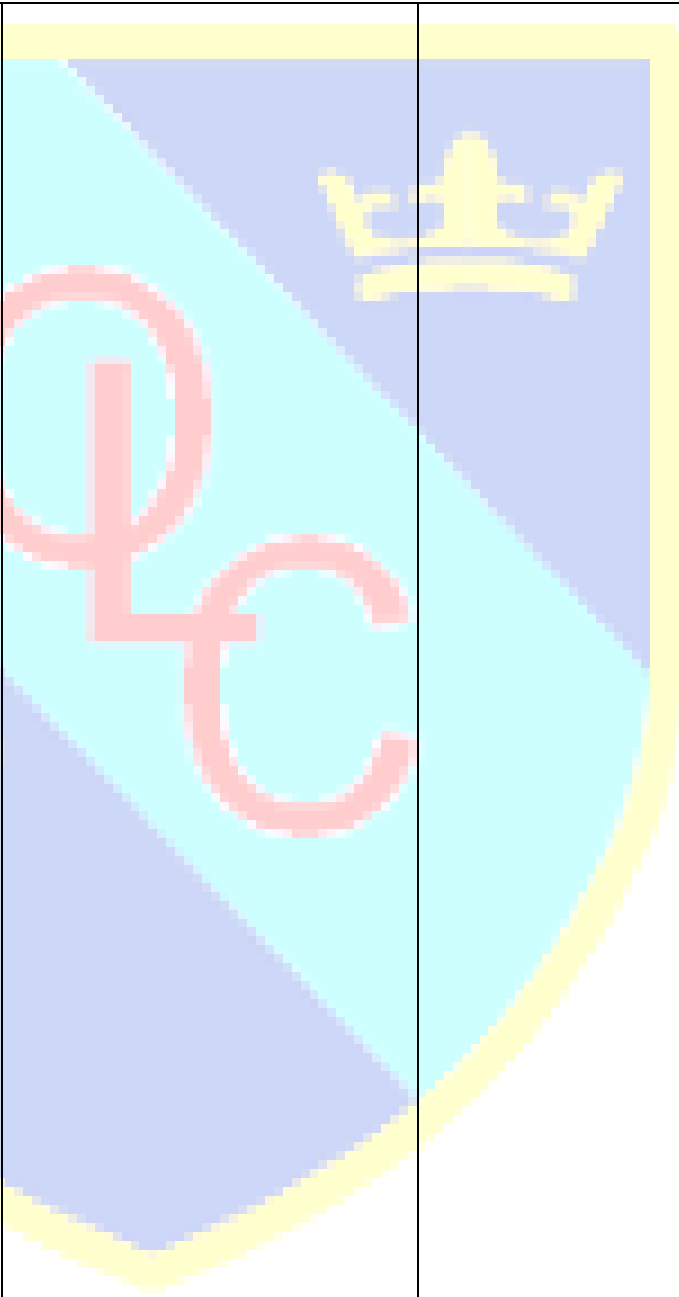
Pupils complete question 4 in pairs.

Reflect (5 mins)

Lesson slide 10 and Work booklet page 3

Pupils should complete their Learning review. Encourage pupils to write down important

Show the first couple of minutes of the Weblink which shows 2 chn presenting a science experiment. Your job would be to find ways to teach the viewers all about rocks and fossils. Get the chn’s agreement to take part. We will need to begin by finding out a lot more about rocks and fossils so let’s get started by sharing what we already know about rocks. Gather information from the chn and make a list of known “facts” about rocks on the flip chart. What would we like to find out about rocks? Make a list of questions, e.g. How did they get there? What are they made of? Let’s be rock detectives and look even more closely at different samples of rock



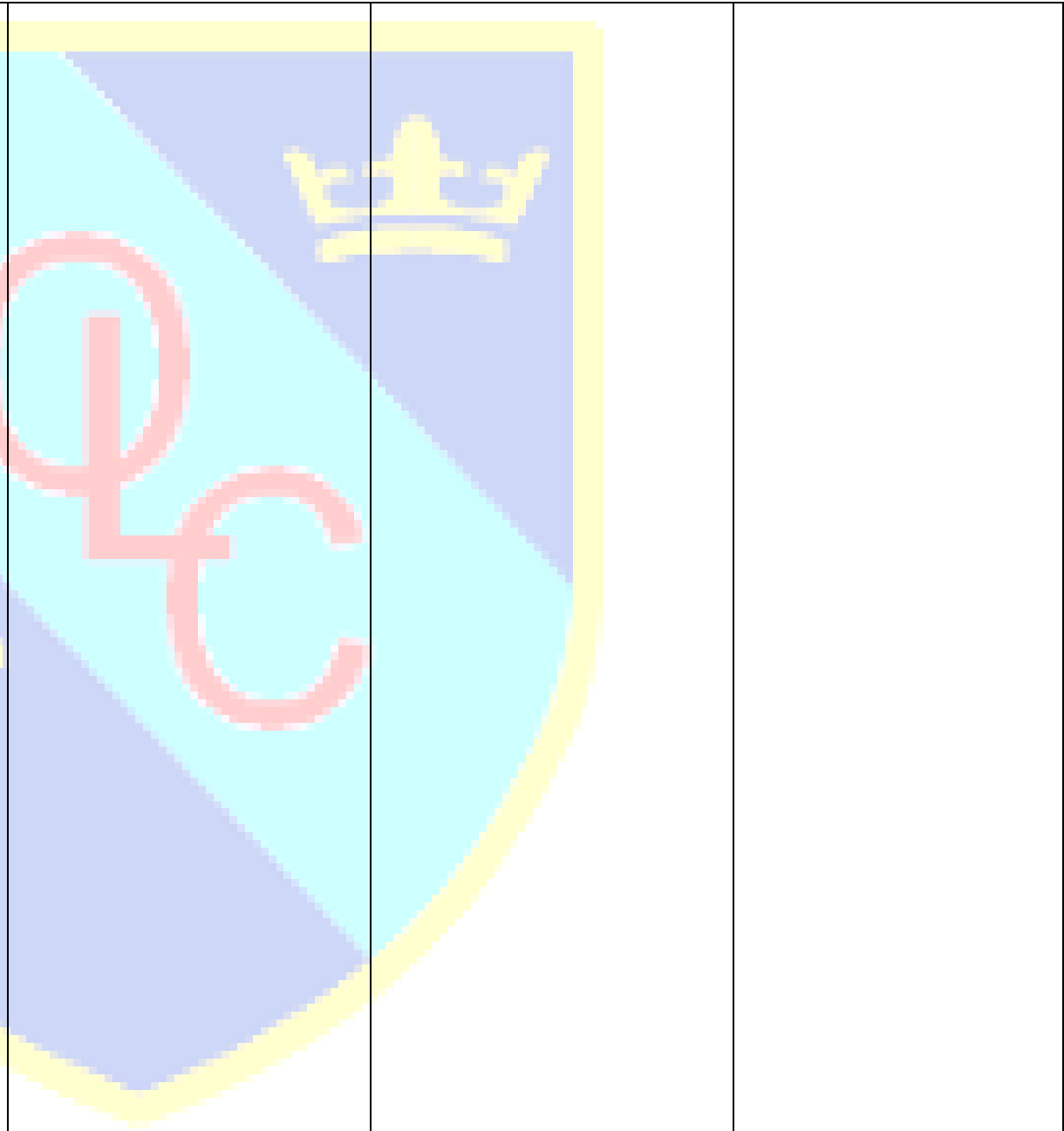
facts about the success of the Roman Empire and share some of these ideas.

Extend and stretch

Work booklet page 6
To consolidate understanding of the tiers of Roman society, pupils could strike poses for, or role-play, people of different statuses (e.g. senators thinking, plebeians at a market and enslaved people occupied in physical labour).

using magnifiers. We are going to take a close look at 6 different rocks, making drawings and writing descriptions of each to help us become experts. Give out magnifiers, A3 copies of the 'Rock Sheet' and a copy of the help sheet between 2. Allow enough time for chn to draw and describe each rock. Have higher expectations of Year 4 about the detail of description.

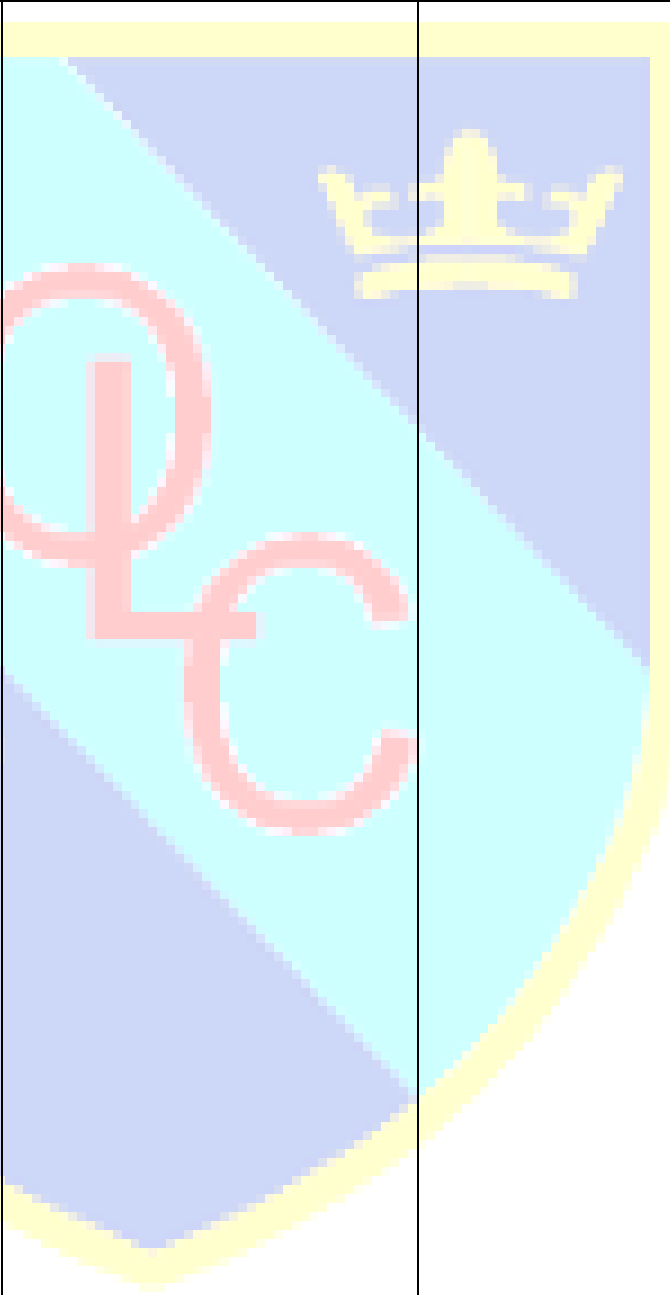
Praise the chn for their scientific observational skills and share one or two good examples. Now let's try to work out the name of each type of rock we have been studying. Give out the 'Rock labels with Descriptions' sheet (1 per table). Cut out the 6 rock labels. Together read the



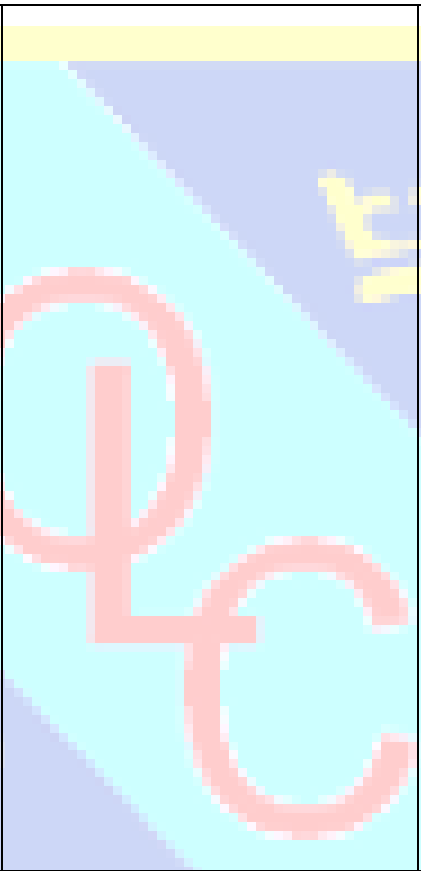
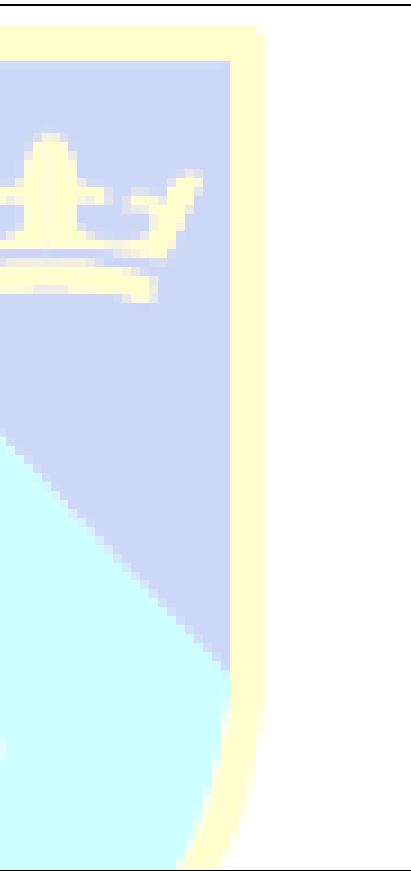

descriptions and try to match the correct label to each plate of rock samples. Support the groups by telling them how many correct but not which ones are – that way they will continue to read the descriptions and discuss the samples until all 6 are correctly matched. We are now going to work on some items for the programme by writing scripts for the presenters.

Activity:

Work in groups of 3-4 to write a short script to introduce the series. Use the task sheet to help with ideas. If you have time and resources, record the chn presenting their script to camera.



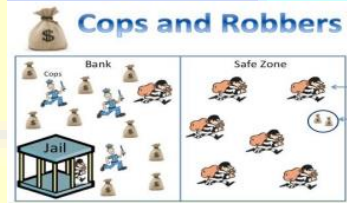
OLC WEEKLY LEARNING PLAN

		<p><u>Plenary:</u> Now we are going to practise the names of our 6 rocks by playing a game called 'Rock Stars!' Before playing the game briefly reinforce the rock names by asking the chn to gather up the labels and place them face down on the table. Call out a rock name – each child should point to that plate. Once everyone seems confident, play Rock Stars (see Teachers' Guide to Rock Stars).</p>			
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 1 Personal – Lesson 1: In this unit, the children will develop and apply their footwork and one leg balance through focused</p>	<p>Fitness Focus - COPS AND ROBBERS The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it</p>	<p>Fitness Focus - STRATEGICKI Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and</p>	<p>Fitness Focus – TIK TAC TOE Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are</p>	<p>JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_WJY</p>

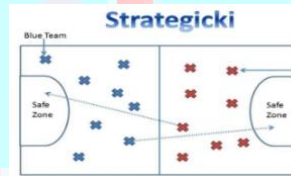
OLC WEEKLY LEARNING PLAN

skill development sessions, healthy competition, cooperative games and Personal Best challenges.

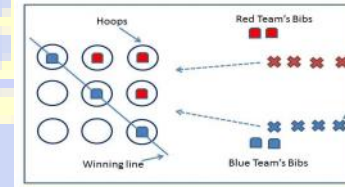
to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.



filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.



Homework:

Communicating with school

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