
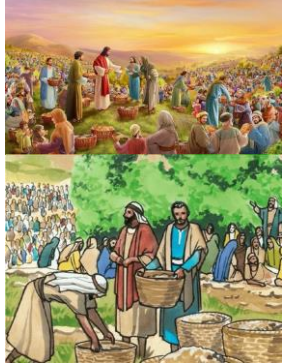







Message from the teachers:

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

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| Teachers: | Miss Dowling, Mrs Kendrew and Miss Cottrell | Year: | 3 | Date: | 20.05.24 |
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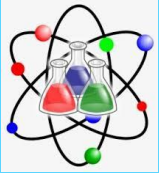

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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|  <p>RE</p> | LO: | LO: LO: To know the story of the feeding of the 5000 | 2. LO: To write a diary of the feeding of the 5000 | Lesson 3: Finish diary and complete the extension task | Pentecost |
| | <p>Big question: What are the similarities and differences between the Last Supper and the feeding of the 5000?</p> | <p>In the liturgy of the Eucharist we remember and celebrate that Jesus is risen from the dead. Children to learn two Memorial acclamations which remind us that Christ is alive. Children to brainstorm reasons why sharing a meal</p> | <p>Recap yesterday's lesson. What is the difference between this food that Jesus shared with the crowd and the food that he gave to his disciples at the Last Supper? Write a diary account as the little boy who</p> |  |  |

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| | | <p>with other people is very important. Share image from the feeding of the 5000. Children to draw/ write about what happened before. Children to think about what would happen after the photo was taken. Share with the children the feeding of the five thousand.</p> | <p>brought the loaves to Jesus at the feeding of the five thousand. Paragraph 1: What happened when the crowds were gathered? How were they feeling? Paragraph 2: What did Jesus do to transform things? Paragraph 3: What does the story show us about Jesus? Ext: Ext: Imagine you were in the crowd when Jesus performed this miracle. Write a text message to show him how thankful you are. How might Jesus respond?</p> | | |
| | LO: Hours and Minutes – start and end times | LO: Hours and minutes - durations | LO: Hours and minutes – compare duration | LO: Minutes and seconds | LO: Solve problems with time |

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|  <p>Maths</p> | Workbook pages 70-72 | Workbook pages 73-75 | Workbook pages 76-78 | Workbook pages 79-81 | Workbook pages 82-84 |
|  <p>English</p> | <p>LO: To create expanded noun phrases to describe.</p> | <p>LO: To plan dialogue.</p> | <p>LO: To plan a brochure for a new shop.</p> | <p>LO: To write the opening and a descriptive paragraph for a brochure.</p> | <p>LO: To write instructionally in my brochure. To publish a brochure.</p> |
| | <p>Read from the beginning to the end of the line, 'Then they left.' Draw children's attention to the body language of the failed projects on this double page illustration. Elicit that they are all feeling understandably upset after the Rubber Green Suits' visit. Barnabus is the only one who is looking proud and positive. <i>How can</i></p> | <p>Write a list of synonyms for 'said'. Sort them into positive and negative? Cried, wailed, announced, mumbled, barked, squealed, laughed, screamed... Note that many of these could be used in a positive or negative way. Model adding an abstract noun to this to illustrate this point e.g. cried in joy...cried in confusion.</p> | <p>Continue reading the text to the end of the line, 'But he was free!' Draw children's attention to the word 'bigger.' Remind children that this is a comparative because it uses the suffix -er to compare. Show children some different comparatives e.g. cuter, braver, bigger, taller, stranger, scarier. Do you</p> | <p>Children focus on using the four sentence types in their introduction. Model these sentence types for children and focus on using noun phrases (using adjectives rather than abstract nouns). Eg. <i>Welcome to Build-A-Pet!</i> <i>Do you need something more in life? Are you looking for a loyal,</i></p> | <p>Recap on what children will need to include in this paragraph. Shared writing: Model writing: Describe the different imperfect pets. <i>Do you want to create your own imperfect pet? Come along to the shop and we'll show you how. To create the best companionship pet you will need to</i></p> |


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| | <p><i>we help cheer them all up?</i> Explain we are going to write positive descriptions of them, similar to the descriptions we wrote of the perfect pets. We can stick them on love heart-shaped post-its to stick on the pages. Use the noun phrase jigsaw again to write descriptions of Barnabus and the other ‘failed projects’.</p> <p>Shared writing: Barnabus is a loving, brave pet of pride with gorgeous ears and a delicate trunk. Leaf is a spikey tree of cuddliness with</p> | <p>What do children think the creatures are saying to each other? Read on to the end of the line, ‘... he wasn’t even sure anymore.’ Look at the use of the -er suffix on this page. Model using some speech bubble post-it notes and recording what they think the characters are saying. Use a square post-it to record the reporting clause. Model using different sentence types. How could Barnabus be trying to cheer them up?</p> <p>Independent writing: Write their own speech bubbles and reporting clauses.</p> | <p>think Barnabus is braver than Barnaby? Read the story until the end and discuss the ending with children. How does their friendship help them survive in the park? In which ways are they richer than the perfect pets? Elicit from children that they have formed strong friendships and have a sense of loyalty to each other. Explain that we are going to start a new shop to help them find homes and we are going to write a brochure /flyer to advertise our shop. What could we call our new shop? Elicit names like: Imperfect Pets,</p> | <p><i>cute friend? Are you looking for a pet with a brave heart?</i> Come and visit Build-A-Pet! Our pets might not be perfect but they are braver than the rest. They are smarter than the rest. Come and visit the store.</p> <p>Descriptive paragraph: What are the Imperfect Pets like? - give a detailed description of the pets. Model writing a paragraph that describes the different imperfect pets. <i>We have many unique, imperfect companions at the store. Barnabus is a</i></p> | <p><i>follow these instructions. First, add a sprinkle of kindness to a large beaker. Afterward, measure out an ounce of love and loyalty... While stirring this mixture, sprinkle a...</i></p> <p>Finish by giving a brief history of the shop, using the present perfect tense Also, add in some quotes, using the inverted commas covered in sessions eight and nine e.g. “We visited this store for my son’s birthday and the pets are wonderful. They are free to go home with whoever they like and sometimes</p> |
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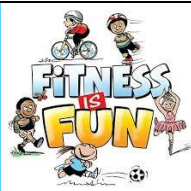
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| | <p>shiny, beautiful eyes.</p> <p>Independent writing: Write their own descriptions.</p> <p>Plenary: Share their complimentary descriptions.</p> | <p>Plenary: Show how to extend the reporting clause with a preposition and abstract noun?</p> <ul style="list-style-type: none"> • Quirt cried in confusion. • ...announced Barnabus with pride. | <p>Companionship Pets, Pets of Imperfection and Loyalty... Build-a-Pet!</p> <p>Independent work: Plan a brochure: <i>Introduction</i> – get the audience’s attention. Use a range of sentence types and conjunctions. What are the Imperfect Pets like? - give a detailed description of the pets. Build Your Own Friendship Pet - instructions on how to build a pet, using command sentences. What is the history of the shop? - Use the present perfect. The shop has helped pets find a home. We have arranged...</p> | <p><i>loving, brave pet of pride with gorgeous ears and a delicate trunk. He is creature of loyalty and love. Leaf is a spiky tree of cuddliness with shiny, beautiful eyes. He loves to hide in the garden and climb up trees.</i></p> <p>Plenary: Children edit and celebrate their writing so far. Have they used a range of sentence types to persuade? Have they used descriptive devices? Comparatives? Have they used descriptive devices? Have they kept their writing in the present tense? Were they able to</p> | <p>we see them in the park.”</p> <p>Once children have finished their brochure, allow time to edit with a particular focus on tense consistency and clear paragraphing throughout. Children could create some drawings of the failed projects alongside the shop logo to make the brochures more eye catching.</p> |
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| | | | <p>What have customers said about our shop? – use dialogue skills to write up quotations from customers.</p> | <p>use prepositions?</p> | |
|  <p>Reading</p> | <p>LO:</p>  | <p>LO:</p>  | <p>LO:</p>  |  |  |
|  <p>Spelling & Handwriting</p> | <p>Brussels's Chris's James's Jesus's Mrs Jones's United States's</p> | <p>Brussels's Chris's James's Jesus's Mrs Jones's United States's</p> | <p>Brussels's Chris's James's Jesus's Mrs Jones's United States's</p> | <p>Brussels's Chris's James's Jesus's Mrs Jones's United States'sv</p> | <p>Brussels's Chris's James's Jesus's Mrs Jones's United States's</p> |
|  | <p>Humanities</p> <p>'Migration has more disadvantages than</p> | <p>Science</p> <p>LO: To review what we know about electricity</p> | <p>PSHE</p> <p>Lesson 6: Jigsaw Piece 6 (Celebrating My Web of Relationships)</p> | <p>Art</p>  <p>LO: To create an</p> | <p>Computing</p> <p>LO: To design their own scratch game.</p> |

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| Wider Curriculum | <p>advantages.’ Do you agree?</p> <p>Push and pull factors: an example of a push factor is no jobs; an example of a pull factor is more jobs that pay higher wages.</p> <ul style="list-style-type: none"> • Advantages of migration: most migrants globally are working abroad in host countries to earn more money; host countries are usually encouraging migration in order to fill job vacancies. • Disadvantages of migration: for example, the source country loses skilled workers, the host country can | <p>Children work in pairs to complete the quiz on electricity. See ppt. for questions and answers.</p> <p>Discuss and share the answers together. Use this as an opportunity to share what the children have learned throughout the unit.</p> <p>Task: Create an informative poster which shows what you have learned during the unit.</p> <p>Things to include:</p> | <p>I know how to express my appreciation to my friends and family.</p> <p>I enjoy being part of a family and friendship group.</p> | <p>Ancient Egyptian artifact.</p> <p>Children can choose from Egyptian pendant, tile, or coin.</p> <p>Using different tools children will manipulate their clay to create an Egyptian artifact.</p> | |
| | <p>Music</p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-5-swung-rhythms-2/</p> <p>LO: To adapt a familiar tune using jazz rhythms.</p> <p>Pupils will learn to play a familiar song, ‘Mary had a little lamb,’ in a</p> | <p>MFL</p> <p>Children to complete end of unit quiz.</p> | | | |

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| | <p>experience pressure on wages.</p> <ul style="list-style-type: none"> • The Windrush generation case study: migrants were invited to Britain and had full rights to live and work in Britain. However, they experienced a 'hostile environment' when they arrived, and their children continued to experience a 'hostile environment' even in their old age. <p>Create a poster about Migration</p> | <ul style="list-style-type: none"> - Some examples of electrical appliances - A detailed drawing of a circuit (labelled) that works. Try and include a switch - A detailed drawing of a circuit that would not work - Some examples of materials that conduct / insulate electricity - Explanations of what you have drawn | | <p>jazz style, turning straight quavers into swung quavers.</p> <p>Remind pupils that in the previous lesson they 'jazzed up' a simple motif by using a swung rhythm. Ask:</p> <ul style="list-style-type: none"> • What is the difference between straight and swung quavers? (straight quavers are equal, but in swung quavers the first note of each two is longer). | |
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| | | | | <p>In jazz music, the notation is often written as straight quavers and performers are told to swing the rhythm, which is what they will try today!</p> <p>Listen to 'Mary had a little lamb' on this link, or play the melody yourself:</p> <ul style="list-style-type: none"> • 'Mary had a little lamb' <p>Ask children to clap along to the straight quavers in the song.</p> | |
| | <p>https://app.realpe.co.uk/pe/year/3/unit/5/lesson/6</p>  | <p>Outdoor: Sports day practice.</p> | <p>Daily mile</p> | <p>Outdoor gym equipment</p> | <p>Just dance</p> |



Daily PE Activity

LO: I can perform a sequence of movements with some changes in level, direction or speed.

Equipment

You will need cones, dice, paper and pencils/whiteboard and pens, bean bags, tennis balls, small balls.

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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