








# OLC WEEKLY LEARNING PLAN



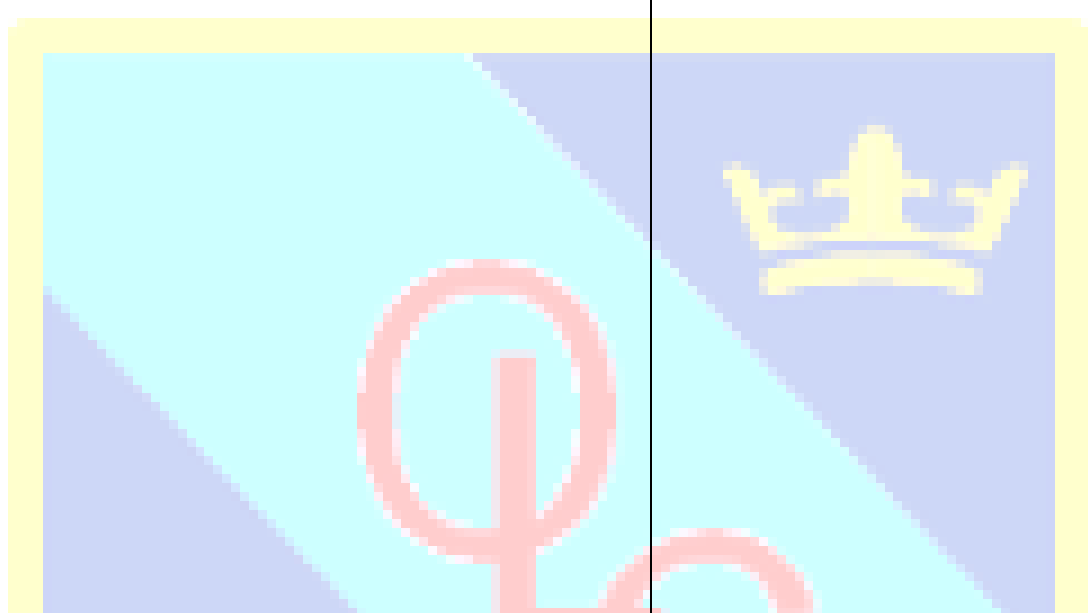


**Message from the teachers:**

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

<b>Teachers:</b>	Mrs Kendrew and Miss Cottrell and Miss Dowling	<b>Year:</b>	3	<b>Date:</b>	10.6.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p style="text-align: center; font-weight: bold; font-size: 1.2em;">RE</p>	<p><b>LO:</b></p> <p><b>Unit: Pentecost</b> In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.</p> <p><b>Big Question:</b> <b>Why is Pentecost important?</b></p> 	<p><b>LO: Conversion of Saul</b></p> <p>How did the Holy Spirit transform the lives of the disciples? What were the disciples able to do with the gift of the Holy Spirit?</p> <p style="text-align: center;">What is happening What would like to ask?</p> 	<p><b>LO: Conversion of Saul</b></p> <p>Task 1: Draw a picture of Paul before and after his conversion. Write a caption to explain each drawing</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">Before:</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">After:</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p><b>LO: Conversion of Saul</b></p> <p>Task 2: Imagine you are Paul. Write a letter to explain the changes that have happened to you.</p> <p>Example: Dear Matthew, It has been such an eventful few days for me. Before I was blind to the wonders of the Lord and now I can finally see his greatness. I used to be a pharisee. I hated those people that spoke about Jesus and proclaimed his resurrection. What were they talking about? My job was to arrest anybody who spoke about Jesus and lock them away. I was such an evil man and all I cared about was myself. One day, I was headed for Damascus with some other</p>	<p><b>LO:</b></p> <p><b>Vocabulary:</b></p> <p>Pentecost, A change, Holy Sacrament, B Eucharis</p> 

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			pharisees. All of a sudden, a light shone down on me and threw me from my horse. The light was so bright it blinded me instantly. It took a few days for my sight to come back. When I opened my eyes, I felt completely different. It was like my eyes were open to a whole new world and I wanted to follow Jesus. Before I used to hate followers of Jesus and now I wanted everyone to follow him. I realised that I had been given the gifts of the Holy Spirit and it was my new mission to spread peace throughout the world.		
 <b>Maths</b>	<b>LO: Horizontal and vertical.</b>  Workbook pages 100-102	<b>LO: Parallel and perpendicular.</b>  Workbook pages 103-105	<b>LO: Recognise, draw and describe 2D shapes.</b>  Workbook pages 106-108	<b>LO: Recognise and describe 3D shapes.</b>  Workbook pages 109-111	<b>LO: Make 3D shapes.</b>  Workbook pages 114
	<b>LO: To use fronted adverbials in my writing.</b>  <b>Starter:</b> Write a selection of <b>punctuation</b> on the board (full stop, exclamation mark,	<b>LO: I am learning to use a range of conjunctions and manipulate clauses in sentences.</b>  Look at the sentences used in the opener and define simple/ compound sentences by explaining main clauses. These are the parts of a sentence that make sense on their own. Introduce subordinate clauses by further developing the sentence to "Tony sat on	<b>LO: I am learning to use short, snappy sentences for effect.</b>  Play the clip from 2:46-3:27. What happens during this time? Discuss how Tony might have felt as the plane ducked and looped. How might his teddy have felt when he	<b>LO: I am learning to use figurative language devices to add description (similes and metaphors).</b>  Ask children to finish these sentences "As fast as a...../ As bright as...../ Slippery like ...." Explain that these are called similes (write the word on	<b>LO: I am learning to include dialogues in my writing.</b>  Show children a transcript on page 9a and read to them. Discuss the features of writing speeches.
 <b>English</b>					

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question mark, comma) and ask children to **identify them** and explain when/how they are used. Next, write an **ellipsis**. Can children identify it? Discuss how and when it can be used and model this by writing a sentence before instructing the children have a go on their own. Look at the fact that ellipses have many different roles-

- Showing pauses in dialogue
- Indicating an omission in the narrative
- Showing the trailing-off of a thought
- Implying something is to follow
- Putting emphasis on the next word

the wagon before scanning the shelves beside him.” Where is the conjunction? What is it telling us? Where is the main/subordinate clause? Does the subordinate clause make sense on its own? To demonstrate this, visually stand outside the classroom door. Open it and shout the main clause to the children then close it again. Ask them if what you shouted made sense. Repeat this shouting the subordinate clause. Can they hear the difference? Ask the children to look at the complex (multi-clause) sentence again. Can they rearrange the wording so that the subordinate clause comes first? Give them a few minutes to have a go then re-write it on the board- “Scanning the shelves beside him, Tony sat on the wagon.” What has changed? What punctuation has been added? Explain that this method is called clause manipulation and is a great way to vary sentence openers when writing.

let go? Create a mind map of words and phrases that express emotion felt by the characters during this part of the game. How can children tell that they feel that way? Look at the scenery surrounding them- what phrases and sentences can they come up with to describe the setting? Show children resource 7a and discuss how short sentences have been used to create mood (tension) and atmosphere. Point out to children that it is important to use a range of sentence lengths to maintain interest and a steady flow to the reader. How has punctuation been used in the resource? Give them each a copy and ask them to highlight the short snappy sentences. How many words do they each have within them? What effect do they have on the reader? Then ask them to highlight the longer sentences in a different colour. How have the sentence lengths been varied and meshed together? Can children spot any other language devices used within the description? Can they identify any present perfect forms of verbs?

the board)- they compare one thing to another usually using the words ‘like’ or ‘as’. Can children think of any more examples? Next, introduce metaphors. Explain that while similes compare things, metaphors describe something as something else. Give them some examples (The sun was a dot in the sky/ The tree was a tall giant/ The baby was a ball of warm cuddles, The meadow was a sea of purple flowers.) Can the children see that although the metaphor describes the subject by conjuring up an image in their minds, it is not actually what it says it is? Can they think of any other examples? Explain that both similes and metaphors are examples of figurative language writers use them to create detail. Play the clip from 3:28-4:11, what happens during this scene? Ask children to have a go at writing a simile and metaphor about the aliens on white boards then share some ideas with the class.

with inverted What do they like? When are used? How can tell when some speaking? Point how other punctuation is used alongside (commas after reporting clause punctuation with inverted commas) Next discuss when a new line is started you discuss each feature of writing dialogue, create success criteria for children to follow during their independent work. Encourage them to come up with their own rule. When writing dialogue does speech always come at the beginning of the sentence? Can children identify the transcription of the speech coming at the end of a sentence? How has the conversation been broken up into parts by using descriptive

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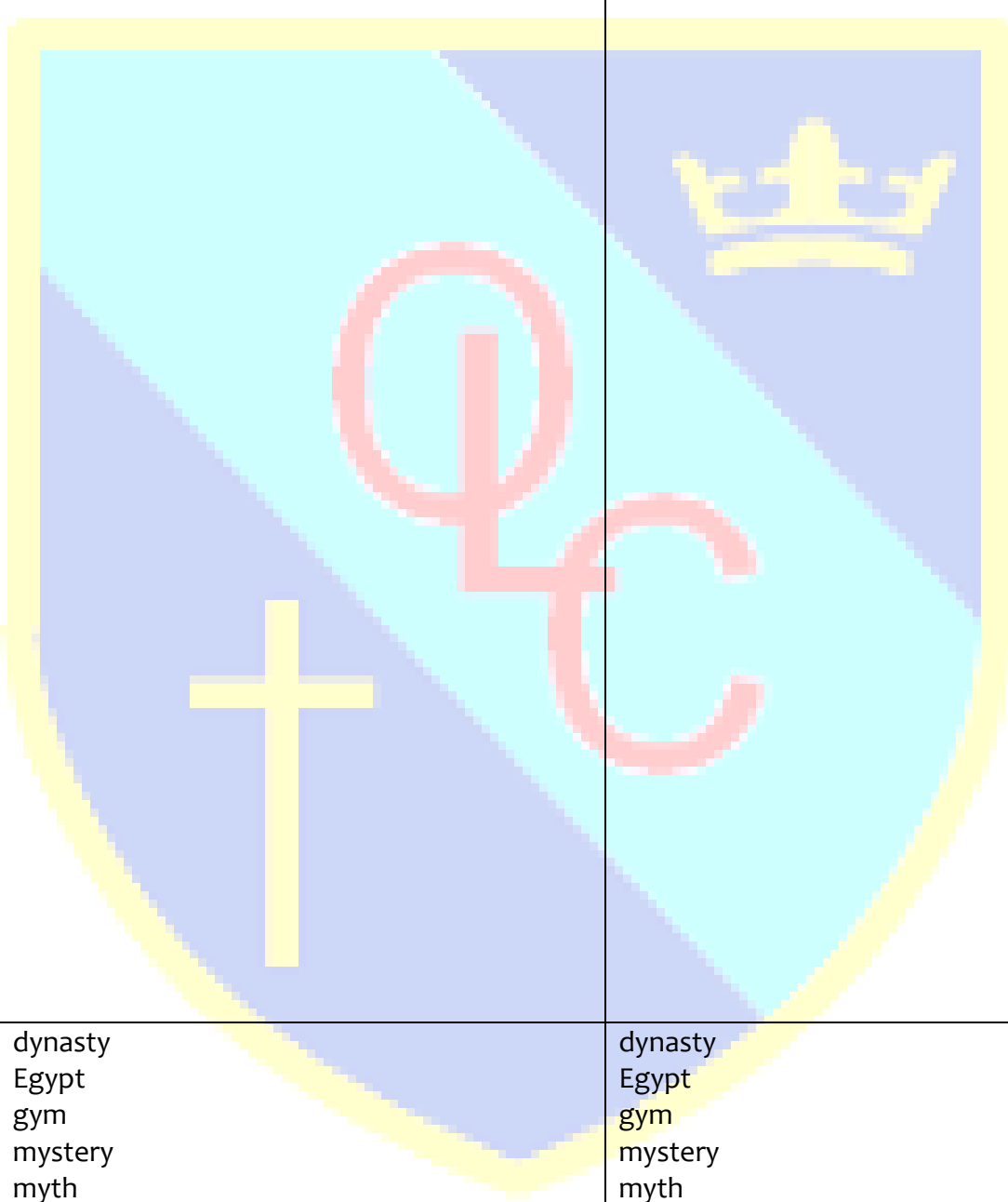
- Shortening a quote.

**Independent activity:**

Children are to write a page from **Dad's diary thirty years ago**, detailing an adventure he had with **Grandpa**. They should use some **fronted adverbials as sentence openers and show appropriate use of commas to coincide**. As an extension, can they proofread and improve their vocabulary anywhere?

**Plenary**

Ask the children to write two fronted adverbial phrases that suggest when, two that suggest where and two that suggest how on white boards



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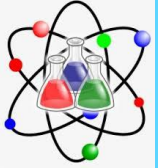


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<p><b>Spelling &amp; Handwriting</b></p>	<p>pyramid symbol synagogue synonym system</p>	<p>pyramid symbol synagogue synonym system</p>	<p>pyramid symbol synagogue synonym system</p>	<p>pyramid symbol synagogue synonym system</p>	<p>pyramid symbol synagogue synonym system</p>
<p> <b>Wider Curriculum</b></p>	<p><b>Humanities</b> <b>Natural Resources</b> <b>Lesson 2: How has the use of natural resources changed?</b> Key questions</p> <ul style="list-style-type: none"> <li>• How has the world's population changed over time?</li> <li>• How has the use of natural resources changed over time?</li> <li>• Why has the use of natural resources increased?</li> </ul> <p>Find out about the use of natural resources and how this</p>	<p><b>Science</b> <b>Plants</b> <b><u>LO: To investigate what plants needs to grow and survive</u></b></p> <p></p> <p>Introduce new topic about plants and recap previous learning from KS1. <a href="http://www.bbc.co.uk/education/clips/zv2qxnbn">http://www.bbc.co.uk/education/clips/zv2qxnbn</a></p> <p>Recap what plants need to grow e.g. water, light, space etc. Explain why each of these are important (see ppt.)</p> <p>Recap experiment planning from last week. Children to plant seeds and set up their investigation. (Observe and measure growth of the seeds over a few weeks)</p>	<p><b>PSHE</b> <b>Changing me</b> <b>Lesson 2: Babies.</b> <b>LO: To understand how babies grow and develop in the mother's uterus. To understand what a baby needs to live and grow.</b></p> <ul style="list-style-type: none"> <li>• What do babies need in order to survive and grow?</li> </ul> <p>ask the children to think about how the life of a baby starts out.</p> <p>Where does a baby begin to grow? How does it grow?</p> <p>Explain to the children that the baby grows inside the mother's womb/uterus and gets all its nutrients in order to grow from the mother.</p> <p>ask:</p>	<p><b>Art</b></p> <p>Making father's day cards</p> <p></p>	<p><b>Computing</b></p>
				<p><b>Music</b></p>	<p><b>MFL</b></p>

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has changed over time.

Draw a picture of a baby and, around the edge of their picture, to design a frame showing all the things a baby needs to survive, to live and to grow. Draw pictures and write labels. Discuss that it isn't just the physical things that are important; that babies need to feel loved and cared for too.



Daily PE Activity

Homework:

Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)