

Message from the teachers:

Hello Year 3,

Thank you for settling back into school life so brilliantly. We have really enjoyed the first few days back at school and hope you have too.

In English we begin our learning journey by looking at a video from The Literacy Shed all about a robot. We will be writing our own story. This half term we will also be learning about belonging to God's family in RE, light in science and 'villages, towns and cities' in geography. We are sure that you will enjoy everything we have to come and we're really looking forward joining you on your learning journey this year.



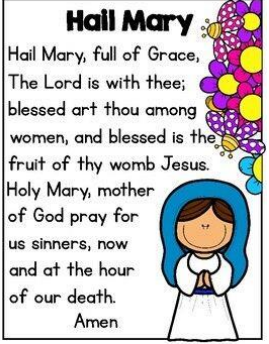
Mrs Kendrew, Miss Cottrell and Miss Dowling






We're going back to school; we might feel sad to say goodbye,
But friends are just like sunshine – they will help the tears to dry.
We're going back to school; we might feel nervous at the door,
But joy will soon take over when we see our class once more.
We're going back to school; we might forget a rule or two,
But soon we will remember as we gently talk them through.
We're going back to school; we might do things a different way,
But new will turn to normal as we practise day by day.
We're going back to school; we might not say that we are scared,
But don't forget: a problem gets much smaller once it's shared.
We're going back to school; we might have grown-ups who are new,
But we will get to know them and they'll get to know us, too.
We're going back to school; we might be facing things unknown,
But doing them together means we'll never be alone.
We're going back to school, where we will laugh and learn and play,
Then head back home for cuddles once we've had lovely day

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


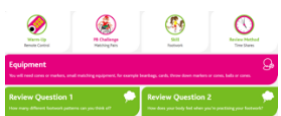
Teachers:	Mrs Kendrew, Miss Cottrell and Miss Dowling	Year:	3	Date:	11.09.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To understand what it means to be grateful and generous</p>	<p>LO: To understand what it means to belong to a group</p>	<p>LO: To know the story of Jesus calling the disciples</p>	
		<p>Reflect on what it means to be 'grateful' and 'generous.'</p> <p>Discuss what these words mean together.</p> <p>How can we show these Gospel Values at school and at home?</p> <p>Why are these important in our everyday lives?</p> <p>Can you think of any Bible stories where Jesus showed these Values?</p> <p>Activity: Create a mind map based on the virtues.</p>	<p>Discuss what the word 'belong' means. Think and talk about the different groups you belong to. (e.g. family, school, class, church, cubs and brownies etc.)</p> <p>Discuss these key questions:</p> <ul style="list-style-type: none"> - What do you like about belonging to these different groups? - Have you any special roles and responsibilities in the group? - Can you think of any signs and symbols associated with your group? <p>Activity 1: Create a grid to show the different groups that you belong to.</p>	<p>Recall what you can remember about Jesus calling his disciples.</p> <p>Read the Bible story of Jesus calling the twelve by name and discuss.</p> <p>Imagine this scene as if you had been one of the twelve.</p> <p>Reflect on these questions:</p> <ul style="list-style-type: none"> - 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? 	<p>Hail Mary</p> <p>Hail Mary, full of Grace, The Lord is with thee; blessed art thou among women, and blessed is the fruit of thy womb Jesus. Holy Mary, mother of God pray for us sinners, now and at the hour of our death. Amen</p> 

			Activity 2 – What is the most important group you belong to? Why?	Activity: Imagine you are one of the chosen disciples, what would you say to your family about it? What questions would they ask you? Create a roleplay based on this.	
 <p>Maths</p>	LO: Represent and partition numbers to 100	LO: Number line to 100	LO: 100's	LO: Represent n umbers to 1000	LO: Partition numbers to 1000
	Textbook A Pages 8-11	Textbook A Pages 12-15	Textbook A Pages 16-19	Textbook A Pages 20-23	Textbook A Pages 24-27
 <p>English</p>	LO: Assessment preparation.	LO: Assessment preparation.	LO: Assessment preparation.	LO: Assessment preparation.	LO: Assessment preparation.
	Write a description of the robot – <ul style="list-style-type: none"> • what does it look like • How does it move? • What does it sound like? 	Thinking about the animation you watched, can you design and draw your own playmate. Label its different features.	Planning Sheet	Writing	Writing / Editing
	accident(ally) appear breath breathe caught disappear	accident(ally) appear breath breathe caught disappear	accident(ally) appear breath breathe caught disappear	accident(ally) appear breath breathe caught disappear	accident(ally) appear breath breathe caught disappear

<p>Spelling & Handwriting</p>	<p>early experience extreme heard natural often ordinary recent strength through</p>	<p>early experience extreme heard natural often ordinary recent strength through</p>	<p>early experience extreme heard natural often ordinary recent strength through</p>	<p>early experience extreme heard natural often ordinary recent strength through</p>	<p>early experience extreme heard natural often ordinary recent strength through</p>
<div data-bbox="226 621 386 792" data-label="Image"> </div> <p>Wider Curriculum</p>	<p>Humanities</p> <p>Geography Villages, towns and cities Lesson 1: Where do people live?</p> <p>Key questions</p> <ul style="list-style-type: none"> • How many people live on our planet? • What do 'sparsely populated' and 'densely populated' mean? • Which countries in the world are densely populated? 	<p>Science</p> <p>LO: To recognise that you need light in order to see things and that dark is the absence of light</p> <p>Discuss what light is together. What is a light source? Can you identify any light sources?</p> <p>Discuss the moon. Is it a source of light? Emphasise that the moon is a reflector and not a light source. Can you think of any other objects that do this?</p>	<p>Art</p> <p>Texture and pattern. LO: To create patterns using printing techniques.</p> <p>Children imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top.</p> <p>They should begin by rolling out their ball of playdough then using clay tools to make a</p>	<p>PSHE</p> <p>Being me in my world Piece 1: Getting to know each other.</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> • Recognise my worth and can identify positive things about myself and my achievements • Can set personal goals • Know how to use my Jigsaw Journal • Value myself and know how to make someone else feel welcome and valued 	<p>Computing</p> <p>Computing systems and networks.</p> <p>LO: Emailing</p> <p>Identifying hardware and using software, while exploring how computers communicate and connect to one another.</p>

		<p>Activity - Sort pictures into 2 groups: light source / not a light source</p> <p>Activity 2 – Identify which light sources are natural and which are artificial</p>	<p>rectangle or another shape of their choice. They then need to add texture and pattern to their printing block on a theme of their choice. The subject matter might be something they have been studying in another lesson or it might be a portrait, a scene, an animal or creature – it might just be a pattern they create.</p> <p>When their printing block designs are complete, children can coat the block in ink. Depending on the ink you are using, pupils will either:</p> <ul style="list-style-type: none">• press their blocks into the ink then print• use a sponge or roller to apply traditional water-based ink onto the block		
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 <p>Daily PE Activity</p>	<p>30 mins Fitness/Invasion games.</p> <p>LO: To build team work and school games values.</p> <p>Activity: Tag Rugby</p>	<p>REAL PE PE Y3 U1 Lesson 1 real PE</p>  <p>Fundamental Movement Skill Focus</p> <ul style="list-style-type: none"> • Keep your head up and back straight. • Work off the balls of your feet. • Bend your knees to push off and land. 	<p>PE with Joe</p> <p>8 Minute SPIN THE WHEEL Kids Workout The Body Coach TV - YouTube</p>	<p>10 x star jumps 10 x squats 10 x burpees 10 x sit ups 10 x push ups 10 x shuttle runs</p>	<p>Imoves: Active blasts.</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					