




# 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>	Miss Cottrell, Mrs Kendrew and Miss Dowling	<b>Year:</b>	3	<b>Date:</b>	15/4/2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>	<b>Unit 1: Easter</b>  <b>Big question:</b> <b>What can we learn from the Resurrection appearances?</b>	<p><b>LO: To know and understand what happened to the disciples on the Road to Emmaus</b></p>  <p>Children to recall their previous learning about the season of Easter. Focus on what happened to Jesus, the symbols of the season and different scripture stories. During the fifty days of Easter we celebrate the joy of Jesus being risen from the dead.</p>	<p><b>LO: To know and understand what happened to the disciples on the Road to Emmaus</b></p> <p>Revisit the Road to Emmaus story. What can the children remember? What can we learn about Jesus? How does this story affect our lives today?</p> <p>Share different images from the story? What image do the children think best depicts the story? Why?</p> <p>Discuss and freeze frame the thoughts and feelings of the disciples at different points in the story.</p>	<p><b>LO: To reflect on the thoughts and feelings of the disciples on the Road to Emmaus</b></p> <p>After role play/ freeze frame activity from previous lesson, recap the thoughts and feelings of the disciples at various points in the story.</p> <p>Examine the text for words and phrases which show the different thoughts and feelings of the disciples at different stages of the story.</p>	<p>Easter one life live stream with Dan and Emily.</p> <p>Reflect together through song and scripture.</p> <div style="background-color: #FFD700; padding: 10px; text-align: center;">  </div>

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Share images linked to the Road to Emmaus story. Can children remember what the story is? How do the images link to the story?  
Complete the 'I notice/wonder/infer' activity based on an image from the story.

Read the story together.

<https://www.youtube.com/watch?v=PPsWHNa84Tc>

Underline key words and phrases in red that show that the disciples did not recognise Jesus. Underline key words and phrases in blue that tell us how Jesus made himself known to his disciples.

Examine the text for words and phrases which show the different thoughts and feelings of the disciples at different stages of the story. Look at the words and actions of Jesus at the table at Emmaus. When did Jesus say and do these things before?

Task: Children to answer key questions about the story.

e.g. after the death of Jesus, walking with the stranger, finally recognising Jesus.

Share ideas together.

Task: Children to complete the thoughts, feelings and reasons grid based on the story.



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describe the ape in an advert.  
 Ask children to take their words that will be used in the advert. Can any of the words be easily paired, e.g. dreadful and monstrous?  
 Explain that sometimes the strength of an adjective can be increased by adding an adverb before an adjective, e.g.:  
*terribly frightening or dreadfully monstrous*

Task: Write an advert encouraging people to come and see the 'murderous ape' using the noun phrases they have produced.

model how to create fronted adverbials of time.  
 e.g. one evening, late last night, as darkness descended.

Children to work in pairs to create their own sentences using the modelled example.

Task: Write a sentence(s) to match each image using a fronted adverbial.

Look at new images from the story. Discuss how the characters are feeling and how we can show this through writing.

e.g. Sally is feeling relieved to be onboard the ship.

A smile spread across her face as she let out a relieved sigh.

Task: Children to select different images from the story. For each image chosen, state how Sally/ Baba are feeling. Write a show not tell sentence to match each one.

Plenary: Share sentences. Can the rest of the class work out what feeling is being expressed.



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	<p>the UK) and 'poorer' countries (e.g. Haiti, Pakistan).</p> <p>Discuss this question as a class: Why is an earthquake called a natural disaster? (It is almost always caused by natural processes rather than by humans.)</p> <p>Children to share their ideas about the things that they think are important to know about what causes migration.</p>	<p>what a crocodile clip is so called?</p> <p>Do they know how to make the bulb light up using the components? Children to experiment and then draw a diagram of the successful layout. Show the Teaching PowerPoint. When you get to slide 4, allow time for the children to investigate the questions and provide extra leads, buzzers and motors.</p> <p>Look at some drawings of electrical components that have been connected with leads. Predict which will work (light up the bulb) and which will not. Test it out by connecting the components as shown on the card.</p>	<p>Are there any jobs that only men can do?</p> <p>Are there any jobs that only women can do?</p> <p>Do there have to be specific male or female jobs or careers?</p> <p>Read 'Whose Responsibility?' cards. Ask the children to read each statement, decide if it is a job mainly for men, women or both.</p> <p>Task: Draw each member of their family and to identify two jobs that each person, including themselves, does.</p>		
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Daily PE  
Activity

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Communicating with school

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

