

Message from the teachers:

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

Teachers:

Miss Cottrell, Mrs Kendrew and
Miss Dowling

Year:

3

Date:

15/4/2024

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FORTH THE THE PARTY OF THE PART		LO: To know and understand what happened to the disciples on the Road to Emmaus	LO: To know and understand what happened to the disciples on the Road to Emmaus	LO: To reflect on the thoughts and feelings of the disciples on the Road to Emmaus	
N CHRIST RE	Unit I: Easter		Revisit the Road to Emmaus story. What can the children remember? What can we	After role play/ freeze frame activity from previous lesson, recap the	Easter one life live stream with Dan and Emily.
	Big question: What can we	Children to recall their	learn about Jesus? How does this story affect our lives today?	thoughts and feelings of the disciples at various points in the story.	Reflect together through song and scripture.
	learn from the Resurrection	previous learning about the season of Easter. Focus on what happened to Jesus,	Share different images from the story? What image do the children think best	Examine the text for words and phrases which show the different	EASTER OneLife Stream
	appearances?	the symbols of the season and different scripture stories. During the fifty days of Easter we celebrate the	depicts the story? Why? Discuss and freeze frame the thoughts and feelings of	thoughts and feelings of the disciples at different stages of the story.	
		joy of Jesus being risen from the dead.	the disciples at different points in the story.	3.38.22 3 3.001).	



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.

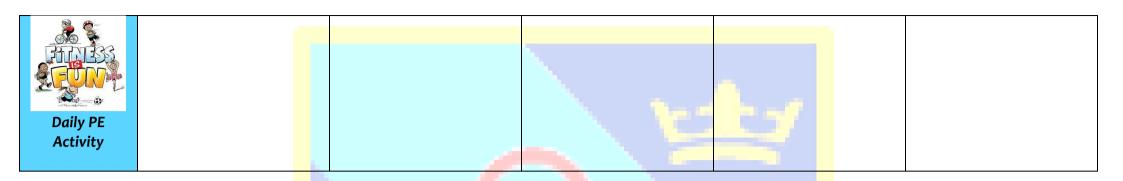
Task: Children to complete the thoughts, feelings and reasons grid based on the story.

00%	LO: Add Fractions	LO: Subtract Fractions	LO: Partition the whole	LO: Problem Solving add and subtract fractions	LO: Unit fractions of a set of objects
Maths	Workbook pages 6-8	Workbook pages 9-11	Workbook pages 12-14	Workbook pages 15-17	Workbook pages 18-20
English SALLY JONES	LO: To use noun phrases to create an advert Read up to page 36. Look at the words on page 36 that might encourage people to come and visit the 'murderous' ape, e.g. wild and bloodthirsty. Give children a range of adjectives that may or may not be used to describe Sally Jones as the 'monstrous ape', e.g. monstrous, bloodthirsty, dangerous, mad, afraid, terrifying, sad, lonely, dreadful, friendly, placid, tame, intelligent, desperate, crazy. Ask them to sort them on the	Read up to page 49 and record the events as they happen in a timeline as you go along. Give children pictures from this section of the story to sequence. Introduce focus of the lesson – fronted adverbials. Explain what these are using the examples for the power point. Explain that we will be focussing on fronted adverbials of time in this lesson.	LO: To create inference within writing Read up to page 53. What does 'list' mean in this context? What phrase tells us that Sally was feeling hopeful? Now read up to 57. Explain that in this lesson we will be focussing on 'show not tell' sentences. This is where we show how a character is feeling without explicitly stating it. Starter: One child to pick an emotion and act out how they are feeling. Can the children guess the emotion based on their actions?	Read pages 45 – 57 again and recap what happens. Explain that over the next few lessons, we will be planning out a diary entry. This will focus on the ship entering a storm and then finally arriving at Borneo. Share planning template and discuss ideas for each paragraph. Children to plan out their own diary entry thinking carefully about the fronted adverbials and noun phrases	Revisit planning from yesterday. Share good examples and modelled write. Task: Children to imagine they are Sally Jones and write a diary about their time onboard the ship. Encourage them to include: - Noun phrases - Show not tell sentences - Conjunctions - Fronted adverbials
	spectrum to identify which would most likely be used to	Share different images from this section of the story and	Discuss together how we can show different emotions.	they can use.	

model how to create describe the ape in an advert. fronted adverbials of time. Look at new images from Ask children to take their the story. Discuss how the e.g. one evening, late last words that will be used in night, as darkness characters are feeling and the advert. Can any of the descended. how we can show this words be easily paired, e.g. through writing. dreadful and monstrous? Children to work in pairs to Explain that sometimes the create their own sentences e.g. Sally is feeling relieved to be onboard the ship. strength of an adjective can using the modelled be increased by adding an example. adverb before an adjective, A smile spread across her Task: Write a sentence(s) to face as she let out a relieved e.g.: terribly frightening or match each image using a sigh. dreadfully monstrous fronted adverbial. Task: Write an advert Task: Children to select encouraging people to different images from the story. For each image come and see the 'murderous ape' using the chosen, state how Sally/ noun phrases they have Baba are feeling. Write a show not tell sentence to produced. match each one. Plenary: Share sentences. Can the rest of the class work out what feeling is being expressed.

Spelling & Handwriting	bicycle decide eighth experiment guard island mention minute naughty occasionally position possess probably quarter regular straight	bicycle decide eighth experiment guard island mention minute naughty occasionally position possess probably quarter regular straight	bicycle decide eighth experiment guard island mention minute naughty occasionally position possess probably quarter regular straight	bicycle decide eighth experiment guard island mention minute naughty occasionally position possess probably quarter regular straight	bicycle decide eighth experiment guard island mention minute naughty occasionally position possess probably quarter regular straight
Wider Curriculum	Humanities Migration Lesson 2: What causes people to migrate? Complete the quiz recapping learning from last week. Children suggest things that might mean people want to leave their countries. Work through PowerPoint together. Read 'Examples of push and pull factors' and look at the picture together. What is meant by 'richer' countries? (e.g. the USA,	Electric Personalities Lesson 2: Crocodiles, cells and circuits LO: To explore how electrical components can be arranged to make a bulb light up and draw conclusions. To make predictions and record my findings in a table. Show the children a bulb in a bulb holder, 2 double ended crocodile clip leads and a cell. Name each component. Do they know	Relationships Lesson 1: Family roles and responsibilities LO: To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females. To describe how taking some responsibility in my family makes me feel. Look at various pictures on the PowerPoint. Are there some jobs or careers that are more suitable for women? Why?	Music	MFL

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Communicating with school

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