



Message from the teachers:

The children had great fun last week. They really enjoyed making stencil prints and printing the first letter of their name. Thank you for sending in shirts/ aprons 😊.

This week, we will continue with 'The Present' in English. The children will be writing a leaflet about how to take care of a dog. In maths, we will focus on addition and subtraction and look at the different methods we can use. We are looking forward to starting a new unit in RE which will focus on Reconciliation.

We can't wait for another great week ahead!

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

Teachers:	Miss Dowling, Mrs Kendrew and Miss Cottrell	Year:	3	Date:	16.10.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	New RE unit: Reconciliation	LO: To know that human beings have the freedom to make choices	LO: To know the parable of the Prodigal Son	LO: To explore the choices made in the Prodigal Son	Rosary



RE



Start of unit reflection

Sometimes when we make a bad choice it can cause us to have a heavy heart. When we say sorry and apologise for what we have done, it can make our hearts feel lighter and brighter.

Give children a heart outline on black paper/ card. Use a dark colour to divide the heart into sections.

Listen to the song 'Change my heart, O God:'



Ask the children to discuss what they like about themselves. Introduce the idea that there is nobody else in the world quite like them. Support this with some quiet reflection. Think of our gifts and abilities as something that God has given to each of us. Introduce the idea that God has given us the gift and ability to have a relationship with him and with other human beings. One of the gifts that God has given us is the gift of choice. God gives us this gift because he loves us.



Explain that Jesus taught his disciples through parables. What is a parable? Explain that Jesus sometimes used parables to help people understand the consequences of their choices and about the love and forgiveness of God. What parables can you recall?

Read together the parable of the Prodigal Son. Watch the story here too: <https://www.youtube.com/watch?v=DJgROx4wFKM>

Children to create a roleplay/ drama of



Recap what happened in the Prodigal Son story again. What do you think was the most important part of the story? Why?

Explore through discussion the different stages of the parable and the different attitudes of the characters involved at each stage. What choices did the two sons make? Why? e.g. The younger son chose to go and spend his inheritance because he wanted to explore the world. What choices did the Father make? Why?





<https://www.themark1omission.co.uk/rosary-challenge/v/the-first-glorious-mystery-the-resurrection>

Focus on the glorious mysteries of the rosary. What are the glorious moments of Jesus' life? Why?

Pray a decade of the rosary together. Children to use the rosary beads that they have made to support their prayer.


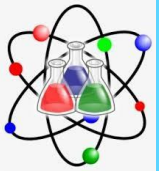
	<p>https://www.youtube.com/watch?v=CEtsHWFE6-w</p> <p>Decorate each section of the heart in bright colours. A changed heart leads to changed lives – more forgiveness, more kindness, more grace, more faith, more giving. Now listen to the song again. As you listen, ask God to help your heart to be more like His.</p>	<p>Choices are something we have to make all day and everyday. Discuss and list some of the choices that we have made. Some of the choices are more important than others. Order the choices on zone of relevance circles. Why have you chosen this order? Explore some of the differences between “good” choices and “bad” choices. Task: Sort different statements into good/ bad choices. Deepening question: What effect do good or bad choices have upon ourselves and others?</p>	<p>the story. Share these together at the end of the lesson.</p>	<p>E.g. The father chose to forgive his son, even though it was hard, because he loved him.</p> <p>Explore together the consequences of these different choices.</p> <p>Task: Create a table to record findings.</p> <p>Deepening question: Whose choice do you think was the hardest? Why?</p>	
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 <p>Maths</p>	<p>LO: Addition and subtraction</p>	<p>LO: Add two numbers</p>	<p>LO: Subtract two numbers</p>	<p>LO: Add two numbers across 10</p>	<p>LO: Add two numbers across 100</p>
	<p>End of unit check – Addition and subtraction (1)</p>	<p>Workbook pages 48 - 50</p>	<p>Workbook pages 51 - 53</p>	<p>Workbook pages 54 - 56</p>	<p>Workbook pages 57 - 59</p>
 <p>English</p>	<p>LO: To retrieve and record information from non-fiction sources.</p>	<p>LO: I am learning to write rhetorical questions</p>	<p>LO: To look at what a leaflet is</p>	<p>LO: Write a leaflet.</p>	<p>LO: Write a leaflet</p>
	<p>Play film from 3.03 to the end. Remind children that in the last lesson they found out from one another the good things about having a dog- including playing with the dog. Explain that by taking the dog outside to exercise, the boy in the film is also carrying out one of the responsibilities of</p>	<p>Explain how the children are going to write a leaflet about the good things about owning a dog and the responsibilities owners need to think about. Explain how rhetorical questions can be useful to persuade the reader or make them think. Model an example: Would you be happy</p>	<p>Leaflets are used to persuade and inform people about certain things, like what to buy, where to go or what to support.</p> <p>What is a leaflet? A leaflet is a printed sheet of paper with information or advertising on it. Leaflets are used to persuade and inform</p>	<p>Explain to children that they are going to make a leaflet for the child and their family, telling them what to think about before they get a dog. Today they are going to think about three elements: feeding, keeping the dog happy and the home. Create a three-column table on the</p>	<p>Ask children to review their vox pops from Lesson Six and choose two to include in the second part of their leaflet. Explain to children that although the vox pops may include facts, they are also likely to include opinions. They should therefore make sure that the rest of their leaflet also includes facts to</p>

	<p>owning a dog. Do they know what other responsibilities dog owners have? Ask the children to list as many as they can and record on the board together.</p> <p>Lesson Input</p> <p>Explain to the children that by the end of the week they will have written a leaflet about buying and owning a dog and so they need to ensure they have factual information to go inside the leaflet.</p> <p>Provide children with information sources about looking after a dog. Educational Resources including film clips are available, for example, on the Dogs Trust website https://www.learnwithdogstrust.org.uk/resou</p>	<p>to walk your dog every day? Can the children think of others? Give out post it notes and ask the children to come up with questions that they think might be relevant for their writing on dog ownership. Collect together for a working wall. Give out 8b to the simplify children and 8b to the expect and extend groups. Ask for the children to complete the task. Explain that they will use the information they wrote yesterday and today they will come up with useful rhetorical questions to go with each piece of information. Explain that these might be used within the body</p>	<p>people about certain things. For example:</p> <ul style="list-style-type: none"> • products to buy • places to visit • causes to support <p>What makes a good leaflet?</p> <p>Plan your leaflet</p> <p>Imagine you have opened a new business, what do you need to think about when creating a leaflet to attract customers?</p> <ul style="list-style-type: none"> • Audience - who is your leaflet aimed at? • Products - what are you selling? • Prices - what is special about it? • Unique selling points - why should people buy it? 	<p>board and ask the children to look through their notes from lesson 7. In the first column ask the children to share any information they gathered about feeding dogs. Collect information from around the class. Then fill in column two with information about making a dog happy and the third with information about how to prepare a home. Model an information paragraph beginning with a rhetorical question: How do we keep dogs happy? Dogs need regular exercise to stay healthy and content. Some breeds need more exercise than others but every dog needs to</p>	<p>balance out the facts given in the first part of the leaflet written in Lesson Nine. The children will complete their writing and discuss some of the benefits of dog ownership- the health benefits, their calming influence and how they are loyal. Complete the three column task from yesterday's lesson with the three new elements to write about. Children should share any of the information from their notes from session 7. The children might also want to mention that they can be trained to do important jobs. Allow children plenty of time to complete their writing.</p>
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	<p>rces/ or on buying a puppy https://www.rspca.org.uk/adviceandwelfare/pets/dogs/puppy Model how to record key facts as brief notes or bullet points. It might also be useful for the children to note down key words as they search through the literature like responsible, ownership etc. Children work in pairs to research and record information about the responsibilities of dog ownership on 7a.</p>	<p>of the text or as a sub-heading. Independent work: Children review the information they researched yesterday and write rhetorical questions they may use as sub-headings.</p>	<ul style="list-style-type: none"> • Business details - where can customers find out about you and your business? For example, you might include contact details and a map. <p>That's a lot of information! How can you fit all of that into one leaflet? If you make a rough plan first, you'll soon find a place on your leaflet for everything you need. Your text and images need to be laid out clearly and well so that they engage the reader.</p> <ul style="list-style-type: none"> • Title - it should have a bold title to catch the reader's attention and make them 	<p>go out at least once a day. Dog owners need to take their pet out every day, even if the weather is bad. Talk about the formal language use and how we need to sound like the expert. Look at the language- breed, essential, regular. Children may need access to a thesaurus or pre-prepared word bank in order to be successful in the task. Ensure the children pick out the key points they will make in each section before writing.</p> <p>Complete leaflet</p>	<p>Complete leaflet</p>
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			<p>want to read more. Try to use words and phrases that make it inspiring and persuasive.</p> <ul style="list-style-type: none">• Sub-headings - summarise the key information with sub-headings and short snappy paragraphs underneath, so that it's easy to read.• Images - you'll also need some eye-catching images to persuade people to visit, try or buy.• Contact details - you need to tell people where and how to find you,		
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			<p>when they can come and how to get in touch with you by phone, email or social media.</p> <ul style="list-style-type: none"> • Unique selling point - you could add an extra reason to visit with special offers or a discount voucher. 		
 <p>Spelling & Handwriting</p>	<p>believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different</p>	<p>believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different</p>	<p>believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different</p>	<p>believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different</p>	<p>believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different</p>
		<p>Science Light</p>	<p>PSHE Life to the Full Module 1 Unit 2</p>	<p>Art Lesson 4: Pattern 2: Reflection and symmetry - Kapow Primary</p>	<p>Computing Lesson 4: Routers - Kapow Primary</p>

<p>Wider Curriculum</p>	<p><u>Humanities</u></p> <p><u>Villages, towns and cities</u></p> <p>LO: What makes up a city?</p> <ul style="list-style-type: none"> • What are the features of cities? • How is land used in cities? • What are megacities? 	 <p><u>LO: To find patterns in the way that the size of shadows change</u></p> <p>Recap learning so far about shadows and reflection. What is a shadow? Emphasise that shadows are formed when an opaque object block the light from a light source.</p> <p>Complete short retrieval quiz about their learning so far.</p> <p>Explain that today we are going to be investigating the size of shadows and find patterns in the way it changes.</p>	<p>Session 1 (We Don't Have to be the Same)</p> <p>LO: Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</p> <p>Play the game "All change!" which identifies similarities and differences across the class.</p> <p>Slides 3 – 6 Click to play a short film which introduces the animated character of AJ, then have two children read the parts of Sophie and Aidan from the script in Appendix</p>	<p>LO: To create patterns using reflection and symmetry.</p> <p>Explain to the pupils that today they are going to use the picture they have drawn to make something called a 'flip pattern'.</p> <p>Display the <i>Presentation: Flip patterns</i> on the interactive whiteboard (IWB) and go through the slides one at a time to show a step-by-step guide for how to make a flip pattern.</p>	<p>LO: To explore the role of a router.</p> <p>Display slides 1–3 of the <i>Presentation: Routers in different networks</i> to show the images displaying various networks. Point out that the role of the router is the same regardless of the type of network and the devices that make up the network.</p> <p>Arrange the children into groups of three and allocate one of the following networks to each group:</p> <ul style="list-style-type: none"> • Home. • Hospital. • Restaurant. <p>Encourage the children to think</p>
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		<p>Task 1: Children will make shadow puppet out of black card/ lollipop sticks.</p> <p>Discuss together how they could investigate the size of their shadows and how they change.</p> <p>Model how to set up experiment by using a ruler, white card, torch and shadow</p>	<p>1, in which they have an argument because of their differences. Allow children to respond, before clicking to play the second AJ film and having pupils read the resolution of Sophie and Aidan's argument. Highlight that we all have different skills and God-given talents. Slides 7 – 8</p> <p>Task: Children write</p>		<p>about the type of devices used within each network. Explain to the children that their network designs do not have to be exactly the same as the examples in the presentation as all homes, hospitals and restaurants will have slightly different set-ups.</p>
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	<p><u>Humanities</u></p> <p><u>Villages, towns and cities</u></p> <p>LO: What makes up a city?</p> <ul style="list-style-type: none"> • What are the features of cities? • How is land used in cities? • What are megacities? 	<p>puppet. Discuss ways to keep it a fair test.</p> <p>Task 2: Children to then measure the size of their shadow at different distances away from the light source.</p> <p>Children to record their findings in a table.</p> <p>Come back together and discuss their findings. What patterns have they found in the way the shadow size changes?</p> <p>Task 3: Write a conclusion to the experiment based on what they have found.</p>	<p>their own character card.</p> <p>Discuss common reasons for confidence, and how changeable/secure these are.</p> <p>Slides 9 – 10</p> <p>Deliver teaching on how we should find our self-confidence in something that will never change – knowing that we are beloved children of God! Conclude the session with a prayer.</p>	<p><u>Music</u></p> <p><u>Lesson 3: The story behind the song - Kapow Primary</u></p> <p>LO: To plan a musical structure inspired by a story.</p> <p>The children write the story for a song to go with the animation. The children will only be writing the words in the style of a ballad and not the melody. In <i>Lesson 5</i>, the children choose a ballad to go with the animation as a backing track only and then their words can be read over the top like a narrative. Using the <i>Activity: Story mountain</i></p>	<p><u>MFL</u></p> <p><u>French</u></p> <p>LO: To perform a finger rhyme in French.</p> <p>Lesson 4: Pupil video: Deux petits chatons visitant Paris</p> <p>Use the flash cards from the <i>Activity: Smiley face flashcards</i> (used in Lesson 3), and hold cards up in random order saying for each, Comment ça va ? – how are you? Get the class to give you the correct answer. <i>Where's Paris?</i> and establish where France is in relation to the UK and that Paris is the capital of France.</p> <p>Task: Children to make their puppets</p>
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	<p>Complete quiz from Lesson 3 in booklet.</p> <p>Show map of the United Kingdom. Can children identify England, Scotland, Wales and Northern Ireland? Can they locate the capital cities of each country? Label a map.</p> <p>Look at some images of other cities in the UK. Identify where London and New York City are on a world map.</p> <p>Birmingham is the UK's second largest city after London, the UK's capital. It is in an area of England called the Midlands. Watch video about Birmingham and cities. https://www.bbc.co.uk</p>			<p><i>template for ballads</i>, the children describe the story in simple terms. The children add key words and phrases for their song. These describe what's happening and what characters are feeling, but – like poetry – the children should select the best words.</p>	<p>and perform the finger rhyme together with different partners.</p>
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	<p>k/bitesize/topics/zx72pv4/articles/zrbvjhv</p> <p>Task: List the differences and similarities of London and New York as cities.</p>				
 <p>Daily PE Activity</p>	<p>Fitness</p> <p>Group class into 4 teams.</p> <p>Give each group 5 hoops in a row in front of them. Children attempt to throw a bean bag into their first hoop. If they miss they have to run threw the hoops and return to the back of the line. If they make it, they can steal a hoop from another teams line after they have ran through the hoops.</p>	<p>PE Y3 U1 Lesson 5 real PE</p>  <p>Maintaining balance and on both legs:</p> <ol style="list-style-type: none"> 1. I can complete 5 ankle extensions with eyes closed. 2. I can complete 10 squats into ankle 	<p>https://www.youtube.com/watch?time_continue=3&v=vzA8wMx-gew&embeds_referring_uri=https%3A%2F%2Fwww.bing.com%2F&embeds_referring_origin=https%3A%2F%2Fwww.bing.com&source_ve_path=MzY4NDIsMjg2NjY&feature=emb_logo</p>	<p>Pokemon! Fun Kids Exercise Videos A Cosmic Kids Yoga Adventure - YouTube</p>	<p>Mario Run Mario Brain Break Super Mario Games For Kids GoNoodle - YouTube</p>

	The team who has the longest line of hoops are the winners.	<p>extensions with eyes closed.</p> <p>3. I can complete the above 2 challenges on an uneven surface (eyes open).</p> <p>4. I can complete the first 2 challenges on an uneven surface with eyes closed.</p>			
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Homework:	<p>Maths homework:</p> <p>Please complete pages 13 – 15 in your book :)</p>
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk

