



**Message from the teachers:**







This week in English we are looking at a new text called 'Cloud Tea Monkeys.' We can't wait to see lots of fantastic writing. In Maths, we will continue learning about multiplication. We have been so impressed with everyone's times tables knowledge! Remember to log on to TTRS and practice your times tables as much as you can. In RE, we will continue learning about Advent and will explore the thoughts and feelings of Mary during the Annunciation and Visitation.





We look forward to seeing lots of you at the Stay and Pray event on Wednesday ☺.



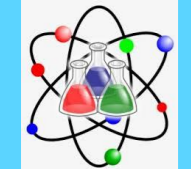


Maths homework: Please complete Week 10 in the books.

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>	3.12.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p><b>LO: To identify Mary's feelings before, during and after the Annunciation</b></p>  <p>Share deepening question: What do you think Mary might have done to prepare for the coming of Christ? (Children will talk about practicalities but guide towards a faith-based response too.)</p> <p>Recap last week's learning about the Annunciation.  <a href="https://www.youtube.com/watch?v=VrYvuYwPAvU">https://www.youtube.com/watch?v=VrYvuYwPAvU</a></p> <p>Discuss how Mary was feeling before, during and after the Angel Gabriel's visit. Ask the children to consider all the different things that Mary would have had to do to prepare to welcome Jesus into her life. What thoughts do you think were going through her mind?</p> <p>Task: Complete a character study showing Mary's thoughts and feeling before, during and after</p>	<p><b>LO: To know the story of the Visitation</b></p>  <p>Deepening question: How did Elizabeth respond to Mary? What can we learn from her response?</p> <p>Share images related to the story of the Visitation. Ask children to identify the story we are looking at. How do the images link?</p> <p>Share extract from the story with some key words missing. Ask children to identify the missing words. Discuss why they have chosen each word.</p> <p>Key questions:                  What did Elizabeth call Mary? What does this mean?                  What happened to Elizabeth when she heard the news?                  How would Mary describe the Annunciation to her cousin?                  How did Elizabeth greet Mary?                  Have you ever received some amazing news? How did this make you feel?                  Discuss questions together.</p>	<p><b>Stay and Pray</b></p>  <p>We would love you to join us for our Advent stay and pray liturgy ☺.</p>	<p><b>The Visitation continued</b></p>  <p>Recap learning about the Visitation from earlier in the week.</p> <p>Share examples of the children's diary accounts of the story so far.</p> <p>Task: Children to complete their diaries.</p> <p>Discuss deepening question together: How did Elizabeth respond to Mary? What can we learn from her response?</p>	<p><b>Advent prayers</b></p>  <p>Class liturgy on Advent. Children to reflect on how they can prepare during this season.</p>

		Task: Imagine you are Mary, write a diary account of her visit to see Elizabeth			
 <p>Maths</p>	<p>LO: To divide by 4</p> <p>Workbook pages 150-152</p>	<p>LO: To know the 4 times- table</p> <p>Workbook pages 153-155</p>	<p>LO: To multiply by 8</p> <p>Workbook pages 156-158</p>	<p>LO: To divide by 8</p> <p>Workbook pages 159-161</p>	<p>LO: To know the 8 times-table</p> <p>Workbook pages 162-164</p>
 <p>English</p> <p>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</p> 	<p>LO: To use the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>WANTED: Apprentice Tea Tasters. Apply within.</p> <p>Must possess an excellent sense of smell and be able to accurately identify and describe a range of flavours.</p> <p>Smelling/tasting notes' rose, earth, wood, sage, bark, cinnamon, orange, mint. aroma of, scent of, bouquet of, top-note of, riot of, burst of, echo of, hint of...</p> <p>Tell the children that they have all successfully passed the workshop session and now must write a full description for one of the teas using at least one of their descriptive phrases.</p> <p>Create Labels</p> <p>They need to write this on the label provided so that it can be fixed to the packaging</p> <p>Let some children read out their tea descriptions. Ensure correct use of a/an Which tea would you most like to buy and why?</p> <p>Display the children's descriptions.</p>	<p>LO: To express place using prepositions</p> <p>A wicker basket appears in class, containing a copy of the text, 'Cloud Tea Monkeys' and a box of Cloud/ monkey tea. Once again in role as The Royal Tea Taster, explain to the apprentice tea tasters that today's session is about a great story in the history of tea... Read the first 6 pages of text. Grammar splat: Read the following passage to the children: The rows of glossy green tea bushes curved into the distance like waves. Perhaps the plantation had no end, perhaps it went right around the world. Within an hour the sun had sucked the mist up out of the valleys and hung it like a great grey curtain over the tops of the mountains. Ask the children to listen to the passage and they do so, note all the prepositions (words and phrases) on a post-it note. You may need to model this first. Once done, (read the passage a few times) place the words onto a splat. Preposition pandemonium: Now read page 7 and 8 of the text when the monkeys appear. Provide the children with the following sentence: The monkeys appeared. Ask the children where the monkeys might have appeared: around the plantation through the trees in the distance over the tea-pickers' heads Record these on sentence strips and experiment with each sentence e.g. The monkeys appeared around the plantation. Pop some additional prepositions/preposition phrases on the splat e.g. amongst, under, beside.</p> <p>Now read pages 9 and 10 of the text and share with the children the illustration where Tashi is surrounded by monkeys and holding the baby monkey's hand.</p>  <p>Nouning it out: Ask the children to label the illustration e.g. rocks, Tashi, monkeys, mothers, babies, trees, leaves, ground, branches Using the nouns and the learning from preposition pandemonium, children to write a descriptive paragraph. Teacher model this first: The mothers sat around Tashi with the babies leaping on the rocks.</p>	<p>LO: To express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Read pages 11 and 12 of the text What were the worries that Tashi was having? The function of the conjunction: Children will likely quote from the text but also encourage them to move away from the text and rephrase slightly to use the conjunctions: when, before, after, while, so, because (display these on the working wall) There will be no money while Tashi's mother is ill. There will be no food because there is no money. They won't be able to heat their home when the money runs out. Everything was okay before Tashi's mother fell ill. Differentiation idea: model using the conjunctions at the start of sentences as well as in the middle. You might also want to experiment with swapping the clauses around: While my mother's ill, there will be no money. Thought circle: Ask the children to stand in a circle to represent the problem being 'like a snake with its tail in its mouth' and use the ideas generated, using conjunctions, this time in the first person. You could do this individually or as a choral voice e.g. There will be no money while my mother is ill. Invite a child to stand in the middle to represent Tashi – how does it feel? How do you</p>	<p>LO: To predict what might happen on the basis of what has been read so far</p> <p>Read pages 21-28 where we are introduced to the Royal Tea Taster. Discuss how Sonam does the right thing at this point and also explore the reaction of the Overseer. What do you predict will happen? Share ideas in sentences that use conjunctions to show cause as a means of revising the previous session's learning: I think that ...because... When ... happens then ... Read pages 29 to 32 and ask the children to think about what the Royal Tea Taster does. Do a grammar splat for these two pages as in session 2 but for verbs this time (remembering that many of the actions are carried out by the Deputy Tea taster) e.g. poured, blew, burned, handed, bent, sniffing, snuffling and so on.</p> <p>Snip-a suffix: Snip off the suffixes from some of the verbs to get the root verbs. These can now be used as imperatives e.g. pour, blow, burn, bend, sniff etc. Find additional imperatives that apply to the pictures e.g. breathe, swill, spit – teacher scribe onto the picture. Now support the children into using conjunctions e.g. Breathe deeply then swill the tea around your mouth. Lift your nose upwards. You will now be able to smell the heady aroma. Spit carefully then rinse. Write up a short set of instructions for a book called, 'The Art of Tea-Tasting' based on the Royal Tea Taster depicted tasting tea in the sequence of 4 pictures.</p>	<p>LO: To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Read the final three pages of the text. Tashi thanked the monkeys by giving them fruit. Model writing a note of thanks to the monkeys in present perfect tense: You have given us hope. You have saved us. We have brought you fruit in gratitude. A perfect present: Provide the children with a paper cut-out of a piece of fruit on which to write a message of their own using the present perfect tense. Ceremoniously place them into the tea basket.</p> <p>What else might Tashi want to say to the monkeys? Use this as an opportunity to include the learning from session 3 on conjunctions Modelled writing: I was worried that we wouldn't be able to eat before you saved us. Now you have given us a great gift of tea to trade for gold coins. Children write letters of thanks to the monkeys.</p>

			<p>think Tashi would've been feeling?</p> <p>Scribe some of the thoughts in role as Tashi, modelling use of the conjunctions that are on the working wall. What were they thinking? Give the children a copy of the picture of Tashi and ask them to record in a thought-bubble Tashi's thoughts using conjunctions when, before, after, while, so, because</p> 		
 <p><b>Spelling &amp; Handwriting</b></p>	<p>ball bawl brake break fair fare grate great groan grown here hear rain rein reign</p>	<p>ball bawl brake break fair fare grate great groan grown here hear rain rein reign</p>	<p>ball bawl brake break fair fare grate great groan grown here hear rain rein reign</p>	<p>ball bawl brake break fair fare grate great groan grown here hear rain rein reign</p>	<p>ball bawl brake break fair fare grate great groan grown here hear rain rein reign</p>
 <p><b>Wider Curriculum</b></p>	<p><b>Humanities</b> <b>Geography</b> <b>Mountains, earthquakes and volcanoes</b> <b>LO: To know if the benefits of living near a volcano outweigh the risks.</b></p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What are the benefits of living near a volcano?</li> <li>• What are the risks of living near a volcano?</li> </ul> <p>Complete the quiz to recap last week's learning. Find out about the benefits of living near a volcano. E.g. energy and tourism. Recap the social, environmental and economic effects of a volcanic eruption.</p>	<p><b>Science</b></p>  <p><b>To recognise that environments can change and that this can sometimes pose dangers to living things</b></p> <p>Recap learning about climate change from previous weeks. What changes is it causing to the environment? Play team game called 'what a waste.' (See PowerPoint.) Discuss facts about how much waste is being produced together. Why is it a problem? Share collection of items that have been thrown away by a family throughout the</p>	<p><b>PSHE</b></p>  <p><b>Celebrating Difference</b></p> <p><b>LO: To know what it means to be a witness to bullying.</b></p> <p>Look at the pictures and listen to the 'calm me' script to help focus the mind. Listen to the Jigsaw song 'There's a Place'.</p>	<p><b>Art</b></p> <p><a href="https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/painting-tints-and-shades-christmas/">https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/painting-tints-and-shades-christmas/</a></p> <p><b>LO:</b> To know how to create tint and shade of a colour. Show the children how they will apply this using one of the Christmas themed shape templates. Give each pupil a paint palette which includes:</p> <ul style="list-style-type: none"> <li>• white (to create the tint)</li> <li>• black (for the shade)</li> <li>• one colour</li> </ul> <p>Demonstrate how they will paint the templates yourself, or using the <i>Pupil video: Tints and shades – Christmas</i>. The emphasis should be on careful mixing to achieve a tonal transition from one shade or tint to the next. As</p>	<p><b>Computing</b></p> <p><a href="#">Computing Year 4: Storytelling Through Code - Kapow Primary</a></p> <p><b>LO:</b> To program a story. Show slide 2 and explain that this particular story only has a beginning. Inform the children that their task is to complete the story using Scratch by</p>

week. Include items like cardboard, paper, tin, plastic etc.  
 Task 1: Use task sheet to create a frequency table to show the number of thrown away items in each category. Use the frequency table to create a bar graph showing how many items of each material have been thrown away. Use green to colour in columns representing items/materials that can be recycle and red for those that can't.  
 Task 2: List the items that have been thrown away. Think of ways that this waste could be reduced.  
 e.g. Plastic bottle – Use a refillable bottle for water instead of a disposable one.

Draw out the anti-bullying messages from the lyrics.  
 Set the challenge...  
 "If an alien from outer space landed today and wanted to know what bullying was...how would you explain it to them?"  
 Share ideas.  
 Identify the key features of bullying (compared to one-off incidents) which are:

- It doesn't just happen once, it goes on over time and happens again and again.
- It is deliberate: hurting someone on purpose, not accidentally.
- It is unfair: the person doing the bullying has more 'power' than the person being bullied (e.g. they may have other people helping them bully) and even if they enjoy doing the bullying, the person being bullied does not enjoy it.

Read the 'Bullying story'.  
 Children to draw around their hands

well as painting neatly to the edges and blending tones from dark to light smoothly.

**Music**

<https://www.kapowprimary.com/subjects/music/1-over-key-stage-2/year-3/the-vikings/lesson-4-viking-battle-song/>

**LO:** To use simple rhythmic notation to compose a Viking battle song.

**Rhythm layering**

The children should work together to complete the activity whilst you observe each group, checking that they are accurately performing the rhythms that they have written down.

giving it a middle and end. They will need to think about adding speech to each of the sprites.

**MFL French**

**LO:** To give and receive instructions that include shape, size and colour vocabulary.

Introduce c'est. he general rule is that the 't' of c'est – it is, is silent. However, the 't' is pronounced when c'est is followed by a word that begins with a vowel.

C'est beau – it's beautiful – the 't' is silent  
 C'est un... – it is a... – the 't' is pronounced.

**Show presentation: Mystery words.**




- Adjectives of **size** go in **front of the noun** that they describe (as they do in English):

**C'est un grand cercle** – it's a big circle

**C'est un petit cercle** – it's a little/small circle

- Adjectives of **colour** go after the noun that they describe – this is very different to English.

**C'est un cercle bleu** – it's a blue circle – literally, it's a circle blue

			<p>straight into their journal. On the hand, they write an idea about how they could help someone who is being bullied to feel better.</p>		<p><b>C'est un triangle rouge</b> – it's a red triangle – literally, it's a triangle red. In pairs, use shapes to create their own Matisse style pictures talking in French about the shapes and colours that they use.</p>  <p>Matisse - L'escargot</p>
 <p><b>Daily PE Activity</b></p>	<p>Fitness - Christmas Tree Have teams of 4/5, nominate 1 person to be the Christmas tree. Have hoops and cones scattered around the hall. One person at a time must run get a decoration and balance it on the tree. If the piece of equipment falls off, it no longer counts. Winning team is the team with the most decorations on the tree.</p>	<p><a href="https://app.realpe.co.uk/pe/year/3/unit/2/lesson/5">https://app.realpe.co.uk/pe/year/3/unit/2/lesson/5</a></p> 	<p>Penalty shoot out Split the class into teams. Nominate a goalie for each team and take pens against the opposition.</p>	<p>Line tag</p>	<p>Children decide: Roulers Football rounders Dodgeball Bench ball  Highest vote wins.</p>

<b>Homework:</b>					
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<b>Communicating with school</b>					
Please direct all queries to the school office email on: <a href="mailto:office@olc.solihull.sch.uk">office@olc.solihull.sch.uk</a>					