

OLC WEEKLY LEARNING PLAN



Message from the teachers:







We are looking forward to another great week ahead.
 This week, we will be reading more of the Tin Forest story and writing a setting description. We will be finishing our learning about addition and subtraction in maths and moving onto a new unit about multiplication. We will also continue learning about Reconciliation in RE and what Jesus teaches us about forgiveness.

We have been enjoying our learning in science about habitats and volcanoes in geography.


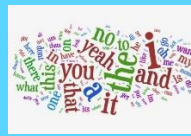
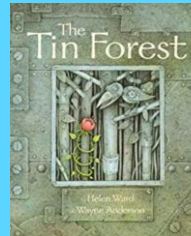
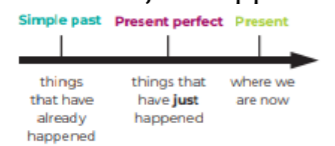
Please remember to book a Parents' Evening appointment if you haven't already 😊.

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:	13.11.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	<p>November: Month of remembrance</p>  <p>During class prayer and liturgy, children to reflect and pray for those who have lost their lives.</p>	<p>LO: To know Jesus' teaching on forgiveness</p>  <p>Explore with the children the meaning of the word "forgiveness". Discuss what it is like to be forgiven and what it is like to be able to forgive others. Is it always easy? What is it like when it is difficult to forgive? When have you needed to receive forgiveness? Ask the children to recall what they have learnt from the life and teaching of Jesus about forgiveness. Task 1: Reflect on what they have learned from the Prodigal Son and the story of Zacchaeus Task 2: Explore different situations where children need to give and receive</p>	<p>LO: To ask questions about a story</p>  <p>Share picture with the children. What initial questions do they have about it? Share deepening question: What does this story tell us about forgiveness? What does it teach us about Jesus? Read and watch the story of Jesus and the woman anointing his feet with oil. Jesus and the Sinful Woman - YouTube Discuss the story together. How does it link to other stories we have looked at? Questions: Where did this take place? Who was at the dinner? Did you think that Jesus expected this</p>	<p>LO: To recall the story of the woman anointing Jesus' feet</p>  <p>Recap story from previous lesson. Children to imagine that they were at this event. Create a court room scene with a prosecution and defence for the woman's actions. Ask the children to prepare their evidence statements. Invite children to share what they have written. What side are they on? Why? Discuss answers to the deepening questioning together. What does this story tell us about forgiveness? What does it teach us about Jesus?</p>	<p>Catholic pupil profile – attentive and discerning</p>  <p>During prayer time, reflect on how the children have shown the virtues of attentive and discerning. Why are these virtues so important in our daily lives?</p>

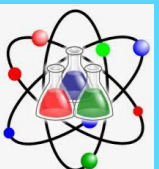

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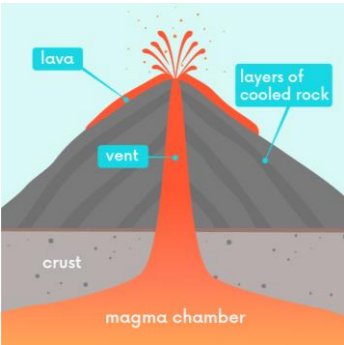

		<p>forgiveness. What would Jesus teach them to do in these situations? E.g. someone being unkind during football, a child being left out of a game.</p>	<p>visitor? Why do you think the woman came to Jesus? What do you think was the reaction of other people in the room? What was the reaction of Jesus? What did the woman do that Simon had failed to do? Task: Children to write questions they would ask Jesus about this story. Extension: Pick one of the questions. How would Jesus respond?</p>										
 <p>Maths</p>	<p>LO: Problem solving (1)</p> <p>Workbook pages 152-155</p>	<p>LO: Problem solving (2)</p> <p>Workbook pages 156-159</p>	<p>LO: End of unit check</p> <p>Workbook pages 160-161</p>	<p>LO: Multiplication – equal groups</p> <p>Workbook pages 164-167</p>	<p>LO: Use arrays</p> <p>Workbook pages 168-171</p>								
 <p>English Tin Forest by Helen Ward</p> 	<p>LO: To use a variety of past tense verb forms</p> <p>Starter: The old man has just achieved something wonderful! Yesterday we used the verb ‘create’. How many synonyms do we know for this verb? Generate list. Look back through the book to gather other verbs for the things the old man has done - made, sifted, sorted, tidied etc. Tenses timeline: Introduce the continuum below and explain to children that we have different tenses to talk about things which have just happened and things that happened a long time ago</p>  <p>Independent work: Model writing a diary entry in role as the old man, using the present perfect tense to describe the things he has just achieved. Dear diary, What a wonderful thing I have created! I have sifted and sorted the piles of rubbish outside my little house and have built a magnificent tin forest with steel trees and aluminium animals. All morning I have smiled and laughed with my shiny, new friends...</p>	<p>LO: To use the future tense</p> <p>Starter: Read to ‘That night, by moonlight, he made a wish...’ In talking partners discuss: What do we think the old man wished for? Share some ideas. Refer back to the tenses timeline from session 6. Extend the line into the future and explain that we can talk about things that will or may be able to happen. How can we construct the future? will + present tense verb will be able to + present tense verb.</p> <table border="1" data-bbox="1172 1743 1498 1858"> <tr> <td>will + present</td> <td>will be able to + present tense verb</td> </tr> <tr> <td>will make</td> <td>will be able to make</td> </tr> <tr> <td>will meet</td> <td>will be able to meet</td> </tr> <tr> <td>will see</td> <td>will be able to see</td> </tr> </table> <p>Independent work:</p>	will + present	will be able to + present tense verb	will make	will be able to make	will meet	will be able to meet	will see	will be able to see	<p>LO: To write a setting description</p> <p>Starter: Read to ‘Wild animals slipped through the green shadows’. How many ‘adjective + noun’ phrases can you spot? e.g. green shoots Tell children that a different way of creating nouns phrases is to use ‘noun of noun’. E.g. sound of birdsong. Can you find the ‘noun of noun’ phrases used by Helen Ward? Collect for the working wall. Where are all these things? We are also going to need some preposition phrases to write our descriptions today - can you spot them in the book? Collect the preposition phrases, e.g. through the green shadows.</p> <p>Independent work:</p>	<p>LO: To identify themes within a narrative</p> <p>Starter: Shades of meaning: Read book to the end. How is the man feeling now? Repeat the ‘shades of grey’ activity, but this time with shades of green for the adjective ‘happy’. The man found happiness in the end. But what were the other emotions he experienced through the story? Children may mention things like loneliness, misery, determination etc. Messages in the undergrowth: Tell children that sometimes an author wants to give us messages to think about when they write their stories. What themes are explored in</p>	<p>LO:) To gather ideas for an information piece of writing</p> <p>Starter: What did the old man do to protect his environment? Discuss what the old man did under the following four headings:</p> <ul style="list-style-type: none"> • Rubbish • Plants • Looking after things • Wildlife <p>Tell children that we are going to be writing an information/persuasive piece about what we can do to protect our local environment. As a class, agree on a local place that needs protecting or that we want to protect. For example, a woodland, park, beach etc</p> <p>Independent work:</p>
will + present	will be able to + present tense verb												
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		<p>Wishing on the moon: Provide children with a copy of the image of the old man and the moon. Ask children to write the old man's wish in the moon, using the future tense to think ahead to the things he hopes will happen.</p>	<p>Model writing a setting description of the green forest using expanded noun phrases and preposition phrases. Time passed. Soon a forest of green had shot up towards the sky. Long, twisted vines curled themselves around the tropical trees. Black and white toucans with bright yellow beaks landed in the branches above the ground. The flutter of wings mingled with the scurrying of insects. Teachers may wish to provide additional images such as 'Tiger in a Tropical Storm' by Henri Rousseau. This may also be a good stimulus for some linked artwork.</p>	<p>this story? Provide groups of children a flower template and themes on cut-up cards. Ask them to discuss and select the theme they think is most relevant to go in the centre of the flower and place other relevant themes in the petals. Independent work: Ask children to complete their own 'messages in the undergrowth'. For their central theme, ask children to give evidence to support their selection. I think the story is about hope because...</p>	<p>Ask children to work in groups. Provide each with a large piece of paper split into four sections with each of the four headings: rubbish, plants, looking after things, wildlife. Children to make notes under each of the four headings about how they can protect the agreed place in their local environment..</p>
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 <p>Spelling & Handwriting</p>	<p>answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman</p>	<p>answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman</p>	<p>answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman</p>	<p>answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman</p>	<p>answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman</p>
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 <p>Wider Curriculum</p>	<p>Humanities Mountains, volcanoes and earthquakes LO: How are mountains and volcanoes formed? Key questions</p> <ul style="list-style-type: none"> • What are fold mountains? • What are the two types of volcanoes? 	<p>Science</p>  <p>LO: To recognise that environments can change</p>	<p>PSHE Read the anti bullying primary PowerPoint for 2023 https://anti-bullyingalliance.org.uk/anti-bullying-week/school-</p>	<p>Art KS2 Y3: Lesson 1: Learning about...Carl Giles: Lesson Plan (kapowprimary.com) LO: To draw cartoon characters, inspired by</p>	<p>Computing Year 3 Computing Lesson: Music And Loops In Scratch-Kapow Primary LO: To use repetition (a loop) in a program.</p>
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<p>• Where are volcanoes located?</p> <p>Complete the quiz answering questions about the previous lesson: What is the Earth made of?</p> <p>Read about mountains and how mountains are formed - two continental plates move towards each other, fold mountains are formed.</p> <p>https://study.com/academy/lesson/how-are-mountains-formed-lesson-for-kids.html</p> <p>Find out about two types of volcanoes (shield volcanoes and Stratovolcanoes) and what happens when they erupt.</p> <p>https://www.youtube.com/watch?v=3Jxeh-yAXek</p>  <p>How are mountains made powerpoint</p> <p>https://crestwoodpark.sch.life/Files/Download/0438659d-ae73-45c3-a0eb-655f81df87f5/43832bfd-abe5-406a-a5cd-105c869c5343/Mountains%20%20%20How%20they%20are%20formed%20Ppt.pdf</p>	<p>and this can sometimes pose a danger to living things</p> <p>Discuss what children discovered from last week's nature walk.</p> <p>Human activities can cause habitats to change which can put animals and plants in danger. Can anyone think how? Discuss briefly any causes of habitat change that the chn have remembered, e.g. climate change, habitat destruction, pollution.</p> <p>Discuss key vocabulary: habitat, ecosystem and adapted</p> <p>Show children some different habitats: e.g. arctic, desert, ocean.</p> <p>What animals would live there? How are they adapted to survive there? Discuss and share ideas together.</p> <p>Explain that environments can quickly change and this can affect living things. Sometimes these changes are natural, sometimes these changes are a result of human action.</p> <p>Discuss different events that occur. E.g. oil spill, flood, farmer releasing chemicals.</p> <p>Task 1: Children to look at images of an environment and decide whether they have been changed by human action or a natural event.</p> <p>Task 2: Children to choose an animal habitat.</p> <ul style="list-style-type: none"> - Name some animals that live there - State how an animal is adapted to live there - Explain what could change in the environment 	<p>resources/primary-school-pack</p> <p>Design a bantometer showing when banter can turn to bullying.</p> 	<p>the style of other artists.</p> <p>Looking at the Carl Giles cartoon 'Mother's Day' that depicts a family picnic, children consider the humour of the piece and explore the concept of family, drawing their own family having a meal in a cartoon style and giving each member a distinguishing feature.</p>	<p>Explain that the children will use loops to program some music</p> <p>Hand out devices (one between two) and ask the children to go to the Scratch website to create a new project (see <i>Teacher video: Sb3 files and creating Scratch projects</i>). Show the <i>Pupil video: Making music with loops</i>, which demonstrates the lesson activity.</p>	<p>Music</p> <p>KS2 Y3: Music: Lesson 1: Viking Theme Vocal Warm-Ups- Kapow Primary</p> <p>LO: To sing in time with others.</p> <p>Children sing Viking themed vocal warm-ups and learn the 'Dragon Ships' song through call and response.</p>	<p>MFL French</p> <p>Lesson 1: Colours in French</p> <p>LO: To recognise and name some colour words.</p> <p>Work through the presentation.</p> <p>Hold up a coloured brick. Introduce children to the colours saying in French. Eg. rouge – red.</p> <p>Ask: C'est de quelle couleur ? – What colour is it?</p> <p>Response: C'est rouge – It is red.</p> <p>Children to work in pairs and listen to colours given and place the counter of that colour into a tower.</p>
<p>Fitness/games</p>	<p>REALPE</p> <p>PE Y3 U2 Lesson 2 real PE</p>	<p>Sprints</p>	<p>Zumba</p>	<p>Zumba Kids - Pink Venom - Blackpink - YouTube</p>		

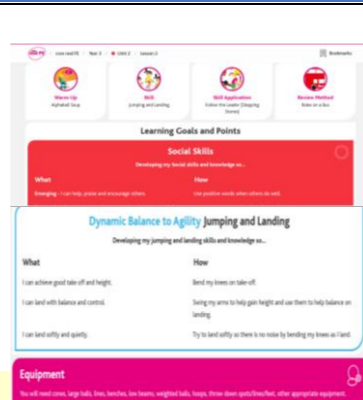
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Daily PE Activity

Hoop race – In pairs, children must move from one side of the court to the other. 1 child jumps in the hoop as their partner lifts it up and over their head and lays it on the floor in front of their partner. The pair continue doing this movement until they reach the finish line. First pair wins. Switch roles on the way back.

Escape room – teams of 5. 1 child in the middle has the ball. The other 4 create a box around them. The child in the middle has to try and escape the box, dribble and score.



Shuttle runs to beat the buzzer.

[ZUMBA KIDS - OLD TOWN ROAD - Lil Nas X Ft. Billy Ray Cyrus - YouTube](#)

Homework:

Communicating with school

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

