

Message from the teachers:

We are looking forward to a great week ahead. The children will be taking part in a French activity morning on Tuesday to celebrate their learning in MFL. They will also be working hard in preparation for Stations of the Cross on Friday.

We hope you all have a wonderful Easter break.






Thank you for all your support this term.


Love, the LKS2 team 😊 x



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

	Mrs Kendrew, Miss Cottrell and Miss Dowling	Year:	3	Date:	18.03.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p data-bbox="275 602 317 630">RE</p>	<p data-bbox="443 776 653 976">Unit: Lent</p>  <p data-bbox="432 1268 674 1365"><u>This week's big question:</u></p>	<p data-bbox="716 402 989 597">LO: To recognise ways in which people who follow Christ might want to change during Lent</p> <p data-bbox="716 651 978 906">Big question: How important do you think it is to make a change to become more like Christ during Lent?</p> <p data-bbox="716 964 961 1398">Lent is a period of time when Christians think about things that need to change in their lives to become more like Jesus Christ. Recall what happens on Ash</p>	<p data-bbox="1016 461 1276 532">Stations of the Cross Practice</p> 	<p data-bbox="1316 440 1577 553">LO: To recognise the work of the Fr. Hudson's society</p>  <p data-bbox="1316 850 1591 1062">Big question: How is the work of the Fr. Hudson's Care bringing Christ into the world today?</p> <p data-bbox="1316 1122 1591 1377">Explore some of the work of Fr. Hudson's Care and CAFOD. What sort of change are they</p>	<p data-bbox="1619 461 1879 532">Stations of the Cross Service led by LKS2</p> 

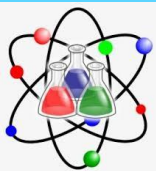

	<p>How important do you think it is to make a change during Lent?</p>	<p>Wednesday. Discuss the meaning of the symbols of ashes, e.g. seeking forgiveness, desire to change to be more like Jesus.</p> <p>Task: Create acrostic poems out of the word “change” to explore some of the things they might try and do during Lent to become more like Christ.</p>		<p>trying to bring about? How can we help during the Season of Lent?</p> <p>Task 1: Create a mind map/ poster about the work of Fr. Hudson’s</p> <p>Task 2: Create some litany style prayers expressing a desire to change and also to help those in great need.</p>	
 <p>Maths</p>	<p>LO: Measure capacity and volume in litres and millilitres.</p>	<p>LO: Measure in litres and millilitres</p>	<p>LO: Equivalent capacities and volumes (litres and millilitres)</p>	<p>LO: compare capacity and volume</p>	<p>LO: Add and subtract capacity and volume</p>
	<p>Workbook pages 188-191</p>	<p>Workbook pages 192-195</p>	<p>Workbook pages 196-199</p>	<p>Workbook pages 200-203</p>	<p>Workbook pages 204-207</p>




English



	<p>should write at least five words.</p> <p>After a few minutes, the teacher will facilitate a whole-class discussion, asking students to share their words and compile them on the board.</p> <p>As a class, discuss the different words they came up with, exploring their meanings and discussing how they relate to a busy city.</p> <p>Introduce any new vocabulary that may arise during the discussion, defining and providing examples as needed.</p> <p>Introduce the concept of descriptive writing and explain that today, students will be learning how to describe a busy city.</p> <p>Display a model piece of descriptive writing about a city. Read the passage aloud, emphasizing the use of descriptive language and imagery.</p>	<p>After: "We can play outside after dinner."</p> <p>Provide additional examples using adverbs of time and engage students in identifying the adverb in a sentence: "I will do my homework later."</p> <p>"After school, we went to the playground."</p> <p>Explain that adverbs of time give us more details about when something happens.</p> <p>Discuss how adverbs of time can be used to describe the sequence of events or the timing of actions in a story or description</p>	<p>explaining that they are words used to join together two parts of a sentence. The teacher will provide examples of subordinating conjunctions such as "because," "when," "if," and "although."</p> <p>The teacher will then show a picture of a busy city on the board or using a projector. They will elicit responses from students about what they see in the picture, encouraging descriptive language.</p> <p>The teacher will explain that students will be learning how to start sentences with subordinating conjunctions to describe the picture.</p> <p>To write sentences using subordinating conjunctions</p>	<p>sharing their own inferences.</p> <p>Teacher can provide sentence starters to support students in making inferences (e.g. "I think the person in the picture feels... because...").</p> <p>Teacher reinforces the importance of justifying inferences with evidence from the picture.</p> <p>Plan a diary entry for the picture,</p>	
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	<p>Analyze the model passage as a class, discussing the adjectives, verbs, and phrases used to paint a vivid picture of the city. Ask leading questions such as:</p> <p>What words help create a visual image in your mind?</p> <p>Can you identify any powerful verbs used in the description?</p> <p>How does the author make the description sound interesting and engaging?</p> <p>As a class, create a list of key adjectives, verbs, and phrases that could be used to describe a busy city. Write these on the board or chart paper for referenced descriptive vocabulary.</p>				
 <p>Spelling & Handwriting</p>	heel heal he'll knot not mail male main mane meat meet peace piece plain plane	heel heal he'll knot not mail male main mane meat meet peace piece plain plane	heel heal he'll knot not mail male main mane meat meet peace piece plain plane	heel heal he'll knot not mail male main mane meat meet peace piece plain plane	heel heal he'll knot not mail male main mane meat meet peace piece plain plane

 <p>Wider Curriculum</p>	<p>Key questions Why are rivers important to people? What are the most important uses of rivers?</p> <p>Uses of rivers: as well as the six key uses outlined in this lesson (drinking water, swimming/leisure, fishing, transportation, power and farming), rivers also provide natural habitats for animal and plant species that are hugely important to biodiversity and rivers also form natural boundaries between countries / regions.</p> <p>The significance of rivers for human life is indicated by settlement patterns: many villages, towns and cities are located on rivers, many at river crossing points.</p>	<p>Science</p> <p><u>The Circle of Life</u></p> <p><u>Session 6: The amazing circle of life</u></p> <p>LO: To understand the crucial role played by decomposers in recycling nutrients back to the soil at the end of the food chain and use appropriate scientific vocabulary to explain this.</p> <p>Recap work on food chains. https://www.bbc.co.uk/bitesize/articles/z3c2xnb</p> <p>What happens to the energy when it moves to the top predator and the top predator dies? Some</p>	<p>PSHE</p> <p>Life to the Full Module 1 Unit 2 Session 2 (Respecting Our Bodies)</p> <p>LO: To respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p>Use the videos and PowerPoint. Complete role play and discussions activities.</p> <p>Task: – Complete Looking After My Body worksheet independently. They should circle the good choices, and/or write about what</p>	<p>Art</p>  <p>Easter cards (various designs)</p>	<p>Computing</p> <p>Lesson 4: Planning my website - Kapow Primary</p> <p>LO: To plan and create a website.</p> <p>Slides 4 and 5: explain that they should be aiming to create a website with a home page and three additional web pages that are related to the same topic. Demonstrate how to plan a website using the <i>Activity: Google Sites design sheet</i> and the <i>Activity: Planning my Google Site</i> on the</p>
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	<p>Examples include Rome (Tiber), Alexandria (Nile), Seoul (Han), Melbourne (Yarra), London (Thames) and Tokyo (Sumida). Human use of rivers can lead to pollution. Some major rivers are extremely polluted, especially those near very large population centres and industrial centres, for example the Ganges (India), the Citarum (Indonesia) and the Huang He (China).</p> <p>Children to write bullet points on why rivers are so important.</p>	<p>creatures and organisms are nature's recyclers and they are crucial in closing up the Circle of Life. Some of them are Scavengers - creatures that eat animals that have died and some of them are Decomposers - creatures and organisms that breakdown things that have died. Show the clip from last week again. What is a food chain? - BBC Bitesize</p>	<p>makes each a good/bad choice.</p>	<p>interactive whiteboard, showing how to draw web pages, adding annotations and placeholder boxes for text and images that they want to add. Hand out the following: <i>Activity: Google Sites design sheet</i> (one each). <i>Activity: Planning my Google Site</i> (one each).</p>
	 <p><small>How are people using rivers?</small></p>	<p>Play a game called Closing the Circle. Divide the class into teams of 3-4 chn and give each team a set of 1-6 hold up cards in the Resource Pack. Show the Game PowerPoint.</p> <p>Task: Complete a cloze procedure about the</p>	<p>Music Lesson 5: Sounds of the rainforest - Kapow Primary</p> <p>LO: To build and improve a composition.</p>	<p>MFL Y3/4 French Cycle A: Presenting School Bag Contents - Kapow Primary</p>

		<p>role played by decomposers in the food chain.</p> <p>Complete Circle of Life quiz.</p>		<p>he children will be putting together the four sections which they have composed over the last couple of lessons. They will be building their structure by combining the rhythms and melodies and improving their work as they do this, by:</p> <ul style="list-style-type: none"> Playing more in time with each other. Paying attention to dynamics (loud and quiet). Thinking about the speed. Thinking about and changing how the layers build up. 	<p>LO: To prepare and present a short spoken text.</p> <p>Today the children are going to plan their own oral presentation called Dans mon sac – In my bag. The children will work in groups of three to plan and prepare a presentation, which should include several items in their school bags.</p>
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	<p>PE Y3 U4 Lesson 5 real PE</p>  <p>Equipment: Cones/balls/hoops/bags and stickers</p>	<p>Fitness Pupil choice:</p> <p>Tag rugby Monkey football Dodgeball Bootcamp workout</p>	<p>imoves</p>	<p>Joe wicks brain breaks.</p> <p>https://www.youtube.com/watch?v=vzA8wMx-gew</p>	<p>Outdoor gym</p>
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Homework:					
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk