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
For the second s		LO: To recognise ways in which people who follow Christ might want to change during Lent	Stations of the Cross Practice	LO: To recognise the work of the Fr. Hudson's society	Stations of the Cross Service led by LKS2
	Unit: Lent Lent This week's big question:	Big question: How important do you think it is to make a change to become more like Christ during Lent? 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		Hudson's Care Big question: How is the work of the Fr. Hudson's Care bringing Christ into the world today? Explore some of the work of Fr. Hudson's Care and CAFOD. What sort of change are they	STATIONS OF THE CROSS

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

and the second s	LO: To describe a busy city.	LO: Start with/use an adverb of time (next, then, soon, after).	LO: Start a sentence with a subordinating conjunction.	LO: LO: To plan a diary.	LO: LO: To write a diary entry.
English	 Have you ever visited a busy city? What was it like? What words would you use to describe a city? Can you think of any verbs that describe the actions in a city? What types of buildings and landmarks can be found in a city? The teacher will begin the lesson by showing a series of images representing a busy city. They can be displayed on a projector or printed out and distributed to the students. Students will be asked to silently observe the images and note down any words that come to mind when they think about a busy city. They 	What is an adverb? Can you give some examples of adverbs? What do adverbs of time tell us? Can you think of any adverbs of time? Introduce the concept of adverbs of time by explaining that adverbs are words that describe verbs, adjectives, or other adverbs. Write the adverbs of time on the board: next, then, soon, after. Discuss the meaning of each adverb and provide simple examples to illustrate their usage: Next: "We will visit the park next week." Then: "We went to the shop, and then we went to the cinema."Soon: "The bus will arrive soon."	Sentence structure (subject and predicate). Different parts of speech (e.g., nouns, verbs, adjectives, adverbs). Basic punctuation (e.g., capital letters, full stops, question marks, exclamation marks). To engage students, the lesson will begin with a brief discussion about cities and what makes them busy. The teacher can ask questions such as: What do you think of when you hear the word "city"? Have you ever been to a busy city? What was it like? What are some things you might see or hear in a busy city? The teacher will introduce the concept of subordinating conjunctions by	The teacher introduces the concept of a diary entry and its purpose as a way to record personal experiences and feelings. Teacher presents examples of different diary entries and highlights the key elements (date, personal feelings, emotions, thoughts, experiences). Teacher explains that students will be planning a diary entry about being in a busy city Teacher guides students to infer the feelings and thoughts of the characters in the picture based on visual cues and evidence. Teacher can model the inference process by thinking aloud and	Use their planning from yesterday to write a diary entry.

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should write at least five	Alter. We call play	explaining that they are	sharing their own	
words.	outside after dinner."	words used to join	inferences.	
After a few minutes, the	Provide additional	together two parts of a	Trad	
teacher will facilitate a	examples using adverbs	sentence. The teacher	Teacher can provide	
whole-class discussion,	of time and engage	will provide examples of	sentence starters to	
asking students to share		subordinating	support students in	
their words and compile		conjunctions such as	making inferences (e.g. "I	
them on the board.	"I will do my homework	"because," "when," "if,"	think the person in the	
As a class, discuss the	later."	and "although."	picture feels	
As a class, discuss the different words they	"After school, we went to	The teacher will then	because").	
came up with, exploring		show a picture of a busy	Teecher stafes	
their meanings and	Explain that adverbs of	show a picture of a busy city on the board or	Teacher reinforces the	
discussing how they			importance of justifying	
relate to a busy city.	time give us more details	using a projector. They will elicit responses from	inferences with evidence	
	about when something happens.	will elicit responses from students about what	from the picture.	
Introduce any new			Diene alternis in finit	
vocabulary that may arise		they see in the picture,	Plan a diary entry for the	
during the discussion,	time can be used to	encouraging descriptive	picture,	
defining and providing	describe the sequence of	language.		
examples as needed.	events or the timing of	The teacher will explain		
	actions in a story or	that students will be		
	description	learning how to start		
Introduce the concept of		sentences with		
descriptive writing and		subordinating		
explain that today,		conjunctions to describe		
students will be learning		the picture.		
how to describe a busy		the picture.		
city.		To write sentences using		
Display a model piece of		subordinating		
descriptive writing about		conjunctions		
a city. Read the passage		,		
aloud, emphasizing the				
use of descriptive				
language and imagery.				
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	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: What words help create a visual image in your mind? Can you identify any powerful verbs used in the description? How does the author make the description sound interesting and engaging? 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.				
Spelling & Handwriting	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

	Key questions	<u>Science</u>	PSHE	Art	Computing
	Why are rivers		Life to the Full		
	important to people?	The Circle of Life	Module 1 Unit 2		Lesson 4: Planning
	What are the most important uses of	· · · ·	Session 2		my website -
\mathcal{A}	rivers?	Session 6: The	(Respecting Our		Kapow Primary
Wider		amazing circle of life			Rapow rinnary
Curriculum	Uses of rivers: as well	LO: To understand	Bodies)	Rep: marker scheme	I O: To plan and
	as the six key uses	the crucial role	LO: To respect and		LO: To plan and
	outlined in this lesson	played by	look after their	Easter cards	create a website.
	(drinking water,	decomposers in	bodies as a gift from	(various designs)	
	swimming/leisure, fishing, transportation,	recycling nutrients	God through what		Slides 4 and 5:
	power and farming),	back to the soil at	they wear, what		explain that they
	rivers also provide	the end of the food	they eat and what		should be aiming
	natural habitats for	chain and use	they physically do.		to create a
	animal and plant	appropriate			website with a
	species that are hugely important to	scientific vocabulary	Use the videos and		home page and
	biodiversity and rivers	to explain this.	PowerPoint.		three additional
	also form natural		Complete role play and discussions		web pages that
	boundaries between	Recap work on food	activities.		are related to the
	countries / regions.	chains.	activities.		same topic.
		https://www.bbc.co.	Task: – Complete		Demonstrate how
	The significance of	uk/bitesize/articles/z	Looking After My		to plan a website
	rivers for human life is	<u>3c2xnb</u>	Body worksheet		using the Activity:
	indicated by	What happens to the	independently. They		Google Sites
	settlement patterns:	energy when it	should circle the		design sheet and
	many villages, towns	moves to the top	good choices, and/or		the Activity:
	and cities are located	predator and the top	write about what		Planning my
	on rivers, many at river	predator dies? Some			
	crossing points.	•			Google Site on the

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 (Indenosia)	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	makes each a good/bad choice.		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</i> <i>Sites design sheet</i>
Citarum (Indonesia) and the Huang He (China). Children to write bullet points on why rivers are so important.	breakdown things that have died. Show the clip from last week again. What is a food chain? - BBC Bitesize Play a game called <i>Closing the Circle</i> . 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. Task: Complete a cloze procedure about the		Music Lesson 5: Sounds of the rainforest - Kapow Primary LO: To build and improve a composition.	Sites design sheet (one each). Activity: Planning my Google Site (one each). MFL Y3/4 French Cycle A: Presenting School Bag Contents - Kapow Primary

role played by decomposers in the food chain. Complete Circle of Life quiz.	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: 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.	LO: To prepare and present a short spoken text. 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.
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Homework:		

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