

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,

We will be continuing to remember that it is the special month of the Rosary. We will pray for ourselves, our families and our friends. Each decade helps us to remember just how important Jesus is to us. In RE, we will be learning about the importance of prayer to Jesus and ourselves.

We are going to consolidate our learning about addition and subtraction in maths. We will continue to investigate the strength of magnets in science and in history we will find out all about the different eras in the Stone Age.

We hope you have a wonderful half term! Thank you for your hard work this half term.

Mrs Kendrew, Miss Cottrell & Miss Sidwell

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

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell	Year:	Year 3	Date:	21.10.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		<p>LO: To know that Jesus enjoyed a special and close relationship with God whom he called his Father.</p>	<p>LO: To know that we can enjoy a special relationship with God.</p>		<h1 style="font-size: 2em;">Inset Day</h1>
	<p>Sunday's Gospel to explore: Mark 10:42-45</p> <p>The Son of Man came to give his life as a ransom for many.</p> <p><i>Remind children throughout the week of</i></p>	<p>Children to read the story of the finding of Jesus in the temple. Lk. 2: 41-51</p> <p>What does the story tell us about Jesus' relationship with God his Father?</p>	<p>Explain to the children that for Jewish people at the time of Jesus, it was very important to visit the temple in Jerusalem whenever they could.</p>	<p>Sing it: Linking Curious and Active to traditional and contemporary music.</p> <p>All Things Bright & Beautiful with Lyrics (youtube.com)</p> <p>Matt Redman - Everything That Has Breath - YouTube</p>	

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our Gospel Values and Virtues: Curious and Active.
Catholic schools help their pupils grow by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church and the wider community.

How do you think Mary and Joseph felt when they heard Jesus talking with all the elders in the temple?

Task: Write Mary or Joseph's diary entry for this event.

This was a very special place of prayer for them.

Read psalm 122 about going up to the temple of Jerusalem and listen to a sung version.

<https://www.youtube.com/watch?v=uelFJcWJGW8>

Explain that this was a psalm Jesus might have sung on his journeys to Jerusalem.

Talk about how we are able to go to church and worship God with others whenever we want to. Talk about how they feel when they go to church.

Task: Inside an image of a church, write about how they feel when they go to church. What should we do at church?

[This is the Day - Lyric Video - OneLife Music \(youtube.com\)](#)
[Lara Martin The Voice of Hope Worship Video with Lyrics \(youtube.com\)](#)

LO: Subtract two numbers

Unit : Addition and subtraction (2)

LO: Add two numbers (across 10)

Unit : Addition and subtraction (2)

LO: Add two numbers (across 100)

Unit : Addition and subtraction (2)

LO: Subtract two numbers (across 10)

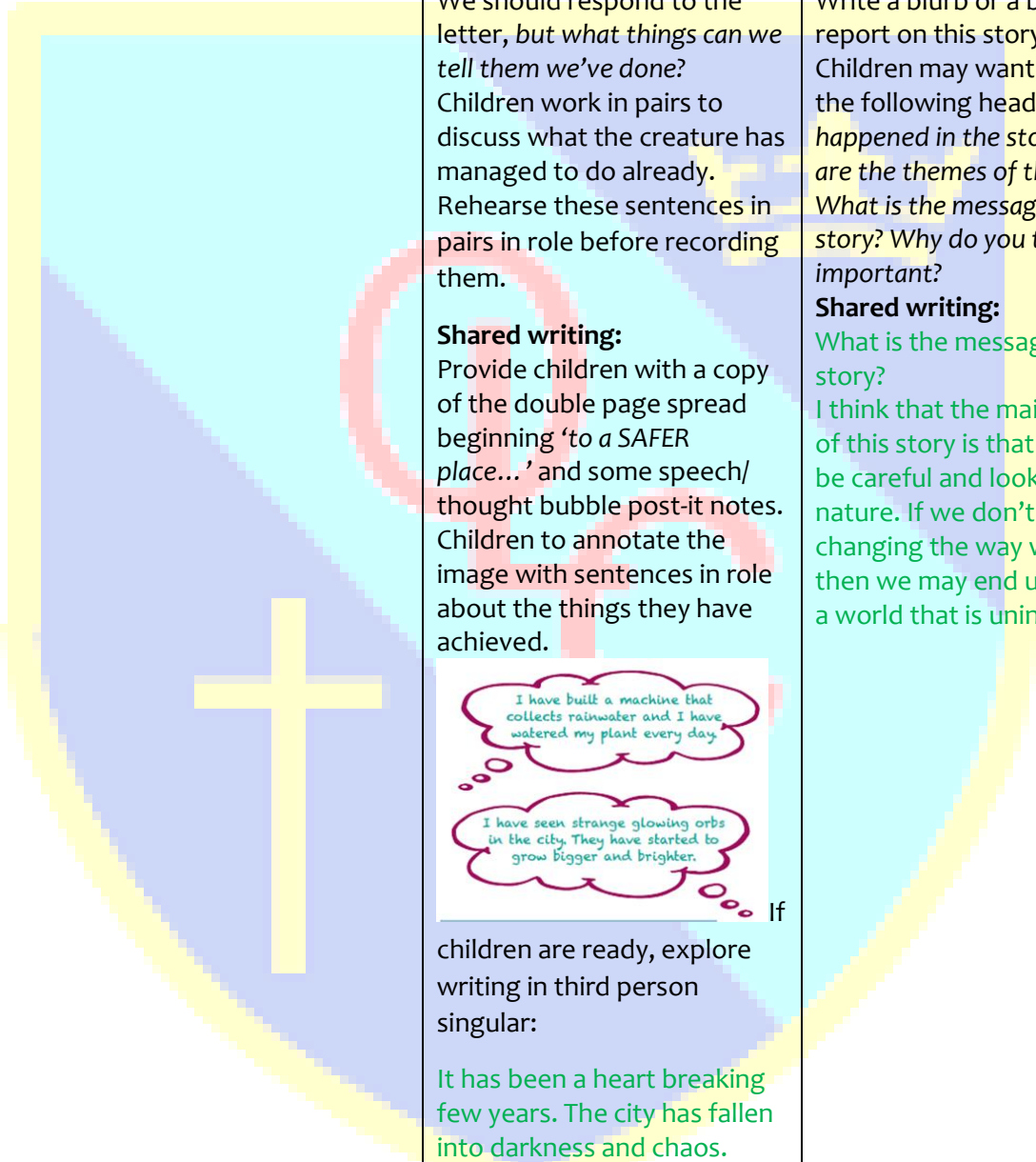

Unit : Addition and subtraction (2)

Inset Day

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 <p>Maths</p>	Textbook pages 112-115	Textbook pages 116-119	Textbook pages 120-123	Textbook pages 124-127	
 <p>English</p>	<p>LO: To use a range of sentence types to create a persuasive poster. (two lessons).</p>		<p>LO: To use the present perfect tense</p>	<p>LO: To reflect on the story</p>	<p>Inset Day</p>
<p>Put the word 'pollution' on the IWB. What words and phrases do children associate with this? Children may come us with: <i>smog, black smoke, toxic, litter, factories, global warming...</i></p> <p>Book talk: Continue to read the book up to the end of the line, 'He hurried home.' Continue to watch the film to the time 13:14. Ask children: <i>why do you think the creature gives the plant to his neighbour?</i> Give children copies of the letter from the Secret Gardener (see resources). Explore the grammatical structure of each of the sentence types, including revision of necessary punctuation. <i>How can we identify each?</i></p> <p>Explain that we are going to help the creature by creating posters for them to stick around his block of flats. We are going to use the different sentence types to write persuasively.</p> <p>Shared writing: <i>Are you tired and exhausted of this way of life? Have you had enough of the pollution, the smog and the endless factories? Take a clipping from the box and grow your own plant. Fight back and look after the wilderness. What a great opportunity! This world needs you to help it heal. The power of nature can heal this world...</i></p>		<p>Book talk: Continue watching the movie only in this session up to the time 14:52 when the creature sits under the tree and it blossoms. <i>Do they think that this really happened? Could it have been their imagination? Why does the movie show this?</i> Discover the letter from the Secret Society of Gardeners (see resources) in the classroom. <i>Do children think we should go along to this secret meeting even though it could be dangerous? Can children recognise which tense the letter is mostly written in?</i> Draw children's attention to the auxiliary verb 'have' and explain that this tense describes something that started in the past and is still true now.</p> <p>Talk partners:</p>	<p>Watch the rest of the film and read the book to the end also. What do children think about the ending? Give children some of the following abstract nouns (literary themes): <i>resistance, love, hope, nature, environmentalism, coming-of-age, revenge, freedom, captivity...</i> <i>What do children think are some of the main themes explored in this narrative?</i> There can be more than one. Children may note: <i>This is a story of hope. Even though the varmints had destroyed the world, some of the creatures didn't stop hoping. They tried to find parts of the wilderness and grow it again even if it seemed impossible.</i></p>		

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		<p>We should respond to the letter, <i>but what things can we tell them we've done?</i> Children work in pairs to discuss what the creature has managed to do already. Rehearse these sentences in pairs in role before recording them.</p> <p>Shared writing: Provide children with a copy of the double page spread beginning 'to a SAFER place...' and some speech/ thought bubble post-it notes. Children to annotate the image with sentences in role about the things they have achieved.</p>  <p>If</p> <p>children are ready, explore writing in third person singular:</p> <p>It has been a heart breaking few years. The city has fallen into darkness and chaos. Hope has begun to grow in</p>	<p>Write a blurb or a book report on this story. Children may want to have the following headings. <i>What happened in the story? What are the themes of the story? What is the message of the story? Why do you think this is important?</i></p> <p>Shared writing: What is the message of the story? I think that the main message of this story is that we must be careful and look after nature. If we don't start changing the way we live, then we may end up living in a world that is uninhabitable.</p>	
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the depths of the city, even though the world has seemed like a dark place.



Spelling & Handwriting

Year 3 Spelling words for this week:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suggest
balance	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	thought
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
lung	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

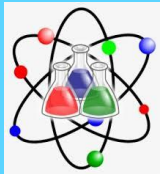
Dictionary Corner:

Put the words in context in sentences.

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Year 3 spelling handwriting focus for this week:

Put 5 of these words into sentences in context and spelled correctly.



Wider Curriculum

History

Prehistoric Britain

LO: To know what the major differences were between the different eras of the Stone Age.

Subject knowledge

- The Stone Age was divided into three eras: the Palaeolithic, Mesolithic and Neolithic.
- The Palaeolithic era saw Neanderthals living a nomadic life as hunter-gatherers with basic tools.

Science

Forces and magnets

LO: To observe how magnets attract or repel each other and attract some materials and not others.

Working Scientifically

1. Identify differences, similarities or changes related to simple scientific ideas and processes.

Resources:

- Powerpoint

Art

LO: Prehistoric painting and mixed media quiz.

Collaborative art – using the children’s handprints from the previous week, children to arrange them to create a whole class piece.

Computing

LO: To demonstrate our knowledge of networks.

Create a knowledge catcher/poster/leaflet on the computer.

Everything you need to know about networks!

PSHE

Being me in my world Piece 6: Owing our learning charter.

LO: To understand that my actions affect others and try to see things from their points of view.

Show pictures and read some possible scenarios.

Explain that people often have different viewpoints about something.

For example, someone in a group might feel they

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- The Mesolithic era saw rising sea levels and a changing environment, with new forests and grassland appearing as the Ice Age ended. Humans sharpened stones and bones into tools and weapons.
- The Neolithic era saw the spread of more complex, permanent settlements, better tools and the development of agriculture.

Resources:

- Powerpoint
- Posters

Lesson

Intro:

Recap over learning from prior lesson.

Activity:

Allow the children to complete their own fact file posters about the Stone Age.

- Magnets
- String
- Butterfly pins
- Paper (A4 & A3)

Vocabulary:

Magnetic, non-magnetic, attract, repel, attraction, repulsion, poles, time, record, force

Lesson

Intro:

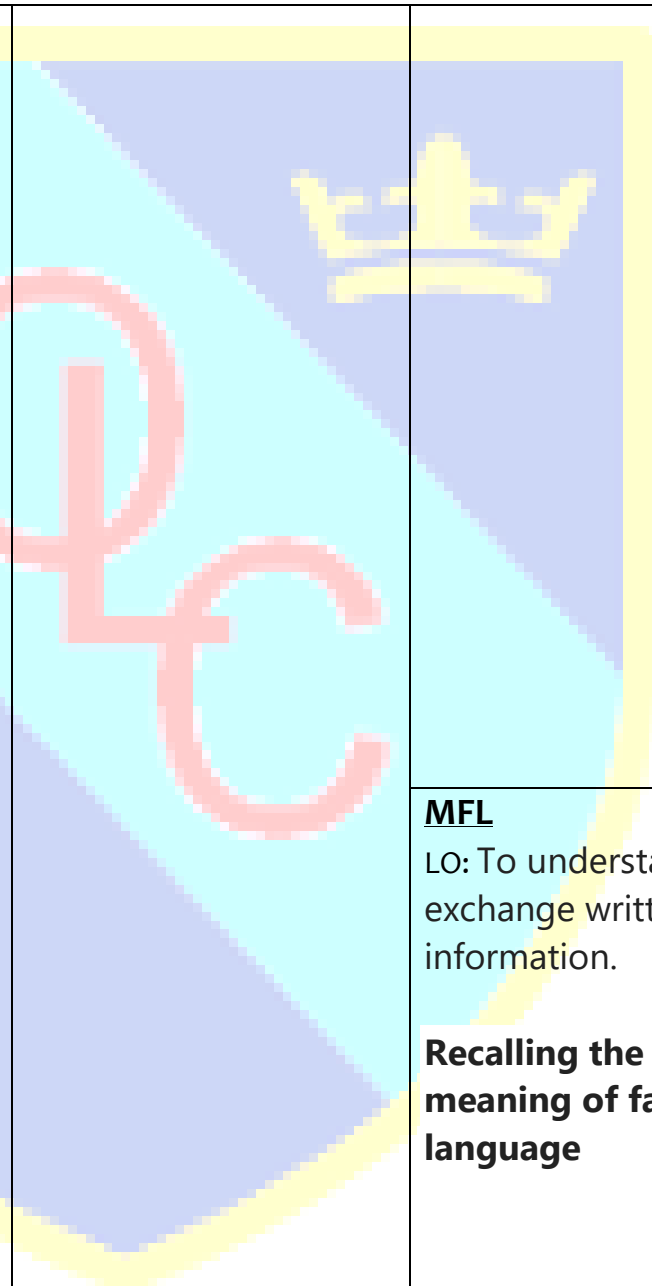
Recap over everything the children have learnt in this topic.

Activity:

Present the children with the task of making their own magnet games and allow them the whole lesson to do this.

Plenary:

Allow the children to share their work with the whole class.



haven't been listened to, while other people in the group think that everyone has had a fair turn.

What do you see is happening in the picture? How can you tell what is happening and how can you know you are right? Children to complete their cards to Sam that they started last week.

Share with others.

Why is it important to feel valued/ that we belong?

MFL

LO: To understand and exchange written information.

Recalling the meaning of familiar language

Music

LO: To compose and perform a rhythm to accompany a story.

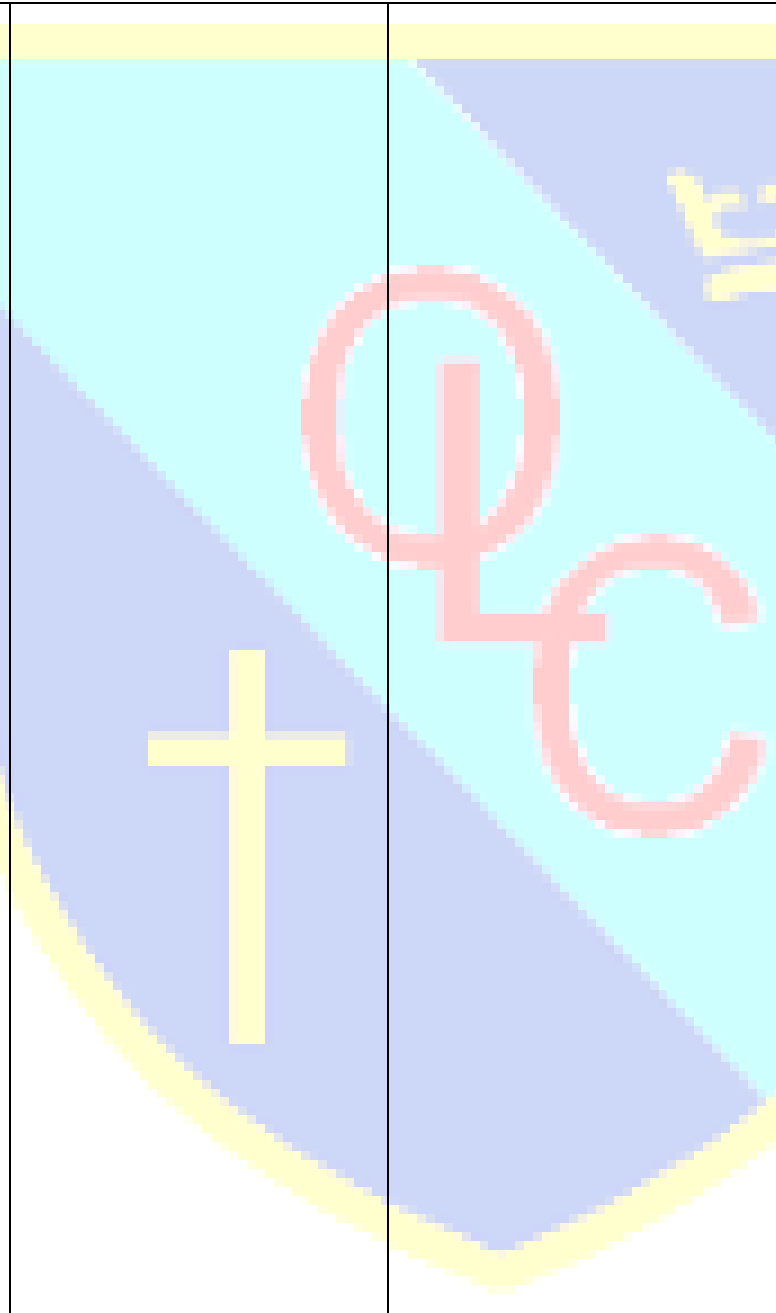
explain that the children will now create rhythmic patterns to

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Plenary:

Allow a few children to share their work with the class.

Then allow the children to complete their learning reviews.



Display slide 3 of the *Presentation: A French friend*. Click on the blue buttons next to all of the words to show the gaps missing in the translations. Encourage the class to work in pairs to decide on the full translations.

After the class has shared responses, click the white buttons to reveal the answers.

Explain to the class that none of these words and phrases can be translated literally. Sometimes there will be clues in the language, and sometimes we need to

accompany the animation.

Arrange the children in the same groups as in the last lesson and ensure they know which section of the story to create music for (intro, build-up, problem, solution, end).

Invite the children to think about their section of the story and whether their rhythm should be fast or slow, loud or soft, or varied.

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			<p>use resources such as bilingual dictionaries or a knowledge organiser to find what they mean.</p>	<p>Demonstrate developing a rhythm using the phrase 'a big snowy mountain' and playing the drum on every syllable, then notating it by writing the sentence and adding spaces to represent longer gaps in the rhythm. Explain to the children that their rhythm needs to be repeated, so it needs some structure and should not be random.</p>
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Daily PE Activity



UNIT 2



Dynamic Balance to Agility

Jumping and Landing



Static Balance

Seated Balance

Social

Lesson 1:

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games

Fitness Focus -

Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out "Active". Background music is great at building on the students' energy.

Step Challenge -

Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day. But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in **at least 4000 steps** (2 miles) at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

Star Jump challenge -

How many star jumps can you and your friends do at break time in 2 minutes? Lets see who can do the most!

Galaxy hop like SOX

Disney PIXAR LIGHTYEAR

In space, each jump takes you further – especially when you're a springy robot cat! Hop and spring like there's no gravity on this planet!

Instructions

- 1 Everybody stands in a line at the start.
- 2 The person at the front of the line runs a short distance, stops, crouches down and looks in their hands.
- 3 Now the next person in the line should run and leapfrog over the first person, just like Sox keeping around the spaceship. Then they run a little further and crouch down too.
- 4 Now the third person in the line runs and again leaps over the first person, then the second person. Keep going until everyone in the line has leaptfrogged and is crouching.
- 5 Now the person who started should stand and leap over everyone, one at a time. How long can you leap for?

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and group Personal Best challenges.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	"I Don't Know" Stretch	Squats	Jog on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches

Homework:

Communicating with school

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