



**Message from the teachers:**

We are looking forward to another exciting week 😊

In English, we will continue looking at some poetry by Carol Ann Duffy. In maths, we will continue our learning about fractions. We are very impressed with how well everyone is doing so far. In RE, we will focus on a story which shows how Jesus was able to transform the lives of his followers. In science, we are looking forward to learning about our teeth!

Keep working hard 😊

Remember to practice your times tables as often as possible using TTRS.

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

	Mrs Kendrew, Miss Cottrell and Miss Dowling	<b>Year:</b>	3	<b>Date:</b>	26.02.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LO:		<u>LO: The Widow of Nain</u>	<u>LO: To role play the story of The Widow of Nain</u>	<u>LO: To write an interview between Jesus and a person in the crowd. (The widow of Nain)</u>	<u>Lenten Prayer</u>



RE

# Unit: Lent



**This week's big question:**  
**Prayer. Fasting. Almsgiving.**  
**Which one do you think is the easiest / hardest?**

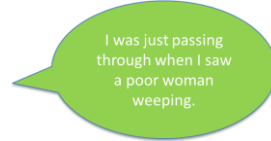
**Catholic Social Teaching link:**

We are going to be learning about the story of the Widow of Nain. This story shows how Jesus helped and supported those in need.

### **Key words in the story:**

- Disciple** – a follower of Jesus
- Nain** – a village in Israel
- Widow** – a woman whose husband has died
- Compassion** – to show love and concern for others
- Weep** – to cry
- Bier** – a frame that a coffin is placed on
- Bearer** – a person that carries the coffin

Work in pairs to create a role play of the story.  
Partner 1 – Jesus  
Partner 2 – someone in the crowd.  
Think carefully about what questions the person in the crowd would ask and how Jesus would respond.



Write an interview between Jesus and a person in the crowd. Look at my example below to help you.

*An interview is a meeting where people ask and answer questions.*

*Example:*

### **Where did the events happen?**


The events happened in a town called Nain in Israel.







### **Why were you in the town?**


I was just passing through when I noticed a lady who was weeping. I had to stop and see what was wrong.


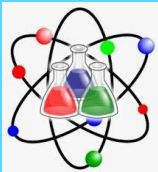

God our Father,  
You guide and direct us on our journey through life. Be with us as we begin our Lenten journey of faith and love. Help us to grow closer to you during this special holy season. Help us to do your will each day during Lent. We ask this through Christ our Lord.



	<p><b>Rights and responsibilities</b></p>	<p><b>Glorified</b> – to honour or praise something.</p> <p>Watch:</p> <p><a href="https://www.youtube.com/watch?v=hHZ3dirIHdo">https://www.youtube.com/watch?v=hHZ3dirIHdo</a></p> <p><b>Activity 1:</b> What questions would you ask Jesus if you were in the crowd?  <i>e.g. How did you bring the man back to life? How did you feel when you saw the brokenhearted lady?</i></p> 		<p><b>How did you feel when you saw the lady?</b></p> <p>I felt so sad and concerned for her. I hate to see anyone that upset. I really wanted to help her and make her feel better. I wanted to change her life and I knew I could.</p>	
	<p>LO: Divisions on a number line</p>	<p>LO: Count in fractions on a number line</p>	<p>LO: Equivalent fractions as bar models</p>	<p>LO: Equivalent fractions on a number line</p>	<p>LO: Equivalent fractions</p>

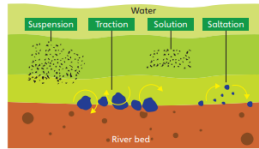
 <p><b>Maths</b></p>	<p>Workbook pages 132-135</p>	<p>Workbook pages 136-139</p>	<p>Workbook pages 140- 143</p>	<p>Workbook pages 144-147</p>	<p>Workbook pages 148-151</p>
 <p><b>English</b></p>	<p><b>LO: To write a setting description</b></p>  <p>Recap ideas from last week. Share examples of effective descriptions of the beach. Discuss what makes them interesting.</p> <p>Read together the example of a setting description. Discuss language used e.g. prepositions, powerful adjectives, personification, similes.</p>	<p><b>LO: To perform and evaluate a poem</b></p>  <p>Share and read the poem 'The Ocean's Blanket'.</p> <p>Model reading each stanza with expression and tone. Ask children to repeat each stanza back. Discuss how you can use volume and expression to emphasise different lines of the poem. Explain that this makes the poem</p>	<p><b>LO: To use expanded noun phrases</b></p>  <p>Reread The Ocean's blanket. Unpick the structure of the poem together. What rhyming couplets can the children find?</p> <p>Explain that we will be focusing on expanded noun phrases. Recap what these are. Children to underline the expanded noun phrases in the poem, e.g. dark green</p>	<p><b>LO: To plan a poem</b></p> <p>Explain that over the next few lessons, children will be planning and writing their own poem based on The Ocean's blanket. Read and recap the structure of the poem.</p> <p>Share the planning sheet together. Model how to plan the poem. Encourage children to think about the order of each stanza. How can the order of the stanzas affect</p>	<p><b>LO: To write a poem</b></p>  <p>In this lesson, children will be writing their poems using their plans from the previous lesson.</p> <p>Model how to use the plan to write each stanza. Emphasise the structure and layout of the poem.</p> <p>Task: Children to write their own version of The Ocean's Blanket.</p>

	<p>Task: Children to write their own description of a beach</p> <p>Self-assessment opportunity: Children identify the prepositions and powerful adjectives they have used within their own writing.</p>	<p>interesting and exciting.</p> <p>Watch video clips of Michael Rosen and Joe Coelho giving advice on how to perform a poem: <a href="https://www.youtube.com/watch?v=RvV23xoZRkl">https://www.youtube.com/watch?v=RvV23xoZRkl</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm</a></p> <p>What are the poets' top tips?</p> <p>Task: Children work in small groups to read and perform the poem together. Encourage them to use volume, tone, action and expression during their performance. Share performances with the class.</p>	<p>seaweed and golden mermaid's hair.</p> <p>Model creating some expanded noun phrases. Show children how to make ambitious vocabulary choices and uplevel the words they are using.</p> <p>E.g. the mighty wave, the mighty, monstrous wave hurtling towards the shore</p> <p>Task: Children glue ocean related images into their books. Write an expanded noun phrase to match each image.</p>	<p>the mood of the poem?</p> <p>Do they want their poem to have a happy or a sad tone?</p> <p>Discuss and share ideas together throughout the planning process.</p> 	<p>Plenary: Ask children to perform and share their own versions of the poem. Compare these performances to earlier in the week.</p>
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		Children self-assess their performance using the sheet provided.			
 <p><b>Spelling &amp; Handwriting</b></p>	not doesn't haven't weren't are they're will he'll she'll we'll have I've they've we've you've us let's	not doesn't haven't weren't are they're will he'll she'll we'll have I've they've we've you've us let's	not doesn't haven't weren't are they're will he'll she'll we'll have I've they've we've you've us let's	not doesn't haven't weren't are they're will he'll she'll we'll have I've they've we've you've us let's	not doesn't haven't weren't are they're will he'll she'll we'll have I've they've we've you've us let's
 <p><b>Wider Curriculum</b></p>	<p><b><u>Humanities</u></b>  <b>Lesson 2: What are erosion, transportation and deposition?</b></p> <p><b>Key questions</b>          What is river erosion?          What is river transportation?          What is river deposition?</p>	<p><b><u>Science</u></b>  <b><u>Animals Including humans. The circle of life.</u></b>  <b><u>Lesson 2: Something to get your teeth into.</u></b>  <b>LO: To identify the different types of teeth in humans and their simple functions.</b></p> <p>What is the very first thing that happens in the digestive</p>	<p><b><u>PSHE</u></b></p>  <p>Healthy Me</p> <p><b>Lesson 1: Being fit and healthy.</b>  <b>LO: Understand how exercise affects my body and know why my heart and lungs are such important organs</b></p>	<p><b><u>Art</u></b>  <b><u>Lesson 2: One picture, four views - Kapow Primary</u></b></p> <p>LO: To explore techniques to develop imagery.</p> <p><i>Presentation: Mood boards.</i>  <i>Audio: Rainforest sounds.</i>          The children's drawings and</p>	<p><b><u>Computing</u></b>  <b><u>Lesson 2: Book review webpage - Kapow Primary</u></b></p> <p>LO: To plan content for a collaborative webpage.</p> <p>A pre-prepared website home page within Google Sites (to be shared with the class).</p>

	<p><b><u>Erosion</u></b></p> <p>Rivers wear away the land as they flow over it. This process is called erosion. This diagram shows four ways in which rivers erode land.</p> <p><b><u>Activity 1:</u></b></p> <p>Match each description to the best summary words for Erosion. Draw a line between them.</p> <p><b><u>Activity 2:</u></b></p>	<p>system? Yes, your teeth bite the food.</p> <p>Children to examine their teeth in mirrors. Are they all the same? No, there are different shapes and sizes: sharp ones, flat ones, bumpy ones, narrow ones, wide ones. Why do we need different shaped teeth? Each type does a different job! Look at the PowerPoint to find out about the job of the different teeth.</p> <p>Task: Complete a detailed drawing of each type of tooth and write about the job that they do.</p>	<ul style="list-style-type: none"> <li>• Play 'Jigsaw Jino Says'</li> <li>• Calm Me: Use the calm Me script and images to calm down, focus and be ready for the lesson.</li> </ul> <p>As a class, think of as many different physical activities as possible and write a list as a class. Try to be creative with ideas and not just think of sporting activities.</p> <p>Show the children the 'My body in balance' image. Ask the children if they understand what the image is showing them.</p> <p>Task: Complete the <b>Fitness Challenge</b></p>	<p>mood boards from <a href="#">Lesson 1: Inspired by the rainforest.</a></p> <p>A3 or A4 sheets of cartridge paper (one each).</p> <p>Pencils and rulers (one each).</p> <p>Oil pastels (a selection per child).</p> <p>Link: <a href="#">Ruth Daniels; featured artist on Artyspark.com.*</a></p> <p>Link: <a href="#">Senaka Senanayake featured in the Grosvenor Gallery.*</a></p>	<p>Link: <a href="#">Google Sites.*</a></p> <p>Link: <a href="#">Love Reading 4 Kids</a> (optional – see Wrapping up).*</p>
	<p><b><u>Music</u></b></p> <p><a href="#">Lesson 2: Rainforest body percussion - Kapow Primary</a></p> <p>LO: To use body percussion.</p>	<p><b><u>MFL</u></b></p> <p><a href="#">Y3/4 French lesson: Gender and classroom nouns- Kapow Primary</a></p>			

Rivers also carry sediment. This process is called transportation. This diagram shows four ways in which rivers carry sediment.



**Template** in their Jigsaw Journals. Children to think about something they can do now without stopping for a break: play football for half an hour, skip with a rope for 10 minutes, do jumping jacks for 2 minutes, hop on the spot 20 times, run really fast between two points, etc.

What happens if we make our challenges *too* difficult to achieve?  
Will this help to start healthy habits?

Have ready:

Link: '[Clapping Music, Steve Reich](#)'

Link:


[Choirmakesrain\\*](#) – these are an external websites and we do not have control over its content – please check before showing them to the children.

**LO:** To say items that are in a school bag and recognise if they are masculine or feminine.

**Have ready**  
Song: '**Dans mon sac**' from the *Teacher video: Pencils at the ready*

Two bags for the game, Noun gender sort' (see Main event) – you may want to mark these bags in some way so it is clear which is which  
Feely bag for each table for the feely bag game (see Main event)  
Selection of items corresponding to the items listed as key vocabulary



					<p>that can go into the feely bags and can be packed for the school bag race game (see Main event)</p> <p>Bag for each team for the school bag race game (see Main event)</p> <p>Two mini whiteboards and two pens, for the two teams in the Wrapping up</p>
 <p><b>Daily PE Activity</b></p>	<p><u>Ball Handling   real PE</u></p> <p>Warm – up: Teacher creates a stop cue. Children must move in and out of each other and stop when the teacher gives the signal.</p> <p>Hi five as you pass each other.</p>	<p>Fitness</p> <p>Balloon drop - Split children in to teams. Place a team on opposite sides of a bench. Using 3-5 (or more) balloons, children must not let the balloon touch the floor. Each team starts with 5 points. If the balloon touches the</p>	<p>Just Dance</p>	<p>Outdoor gym equipment</p>	<p>Daily mile</p>

	<p>Hi five race – How many people can you hi five before the stop cue. Try different footwork patterns – side steps etc</p> <p>Skill: Throwing and catching (large and small balls)  Can you catch it after one bounce.  Can you throw it against the wall and your partner catch.  Can you roll it? Can you bat it back to your partner with your hand?</p> <p><b>Skill application:</b>  Children play in small teams of 4 or 5 with the aim of moving all the equipment from one house to the other as quickly as they can. (A house can be a hoop or marked out square with lots of equipment inside.) Start with the following rules and then use the Tricky, Trickier and Trickiest ideas to adapt the game.</p>	<p>floor the team loses a point. First team to lose all their points lose the game.</p>			
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	<p>Agree at the start whether items are rolled, thrown, kicked or a mix.          Players cannot move/travel with equipment.          Agree on time penalties if equipment is dropped or goes out of the area.          Each player must send and receive each piece of equipment at least once.          A different player must collect and start the activity each time.          Alternatively, see how many pieces they can move successfully within a set time without /losing control/dropping them.</p>				
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<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>