

Message from the teachers:

This week, we are looking forward to doing some free writing in English based on an interesting picture. We are also going to consolidate our learning about addition and subtraction in maths. We can't wait to use our shadow puppets in science and explore the different shadows that we can make. Finally, in RE, we will be doing some fantastic writing about the Prodigal Son Story.

We look forward to another slightly shorter week ahead 😊.

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



Maths homework:

Please complete pages 17 – 19 in the homework booklet.

Mini project:

A HUGE thank you to those who have already brought their projects in, we have loved looking at them 😊. We can't wait to see more projects after half term!



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

Teachers:

**Miss Dowling, Mrs Kendrew &
Miss Cottrell**


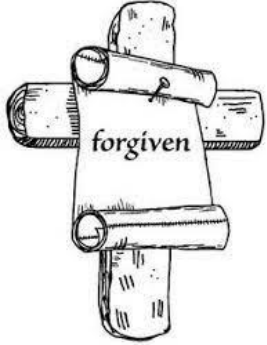




Year:

3


Date:

23.10.2023

OLC WEEKLY LEARNING PLAN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>Act of Contrition prayer</p>	<p>LO: To explore the choices made in the Prodigal Son</p>	<p>LO: To retell the prodigal son story from the perspective of one of the characters</p>	<p>Rosary</p>	<p>Inset day</p>
	 <p>Practice saying the Act of Contrition together.</p> <p>Discuss the meaning of the prayer together. Why is important? What are we asking God for? How will this affect our lives?</p>	 <p>Recap what happened in the Prodigal Son story again.</p> <p>What do you think was the most important part of the story? Why?</p> <p>Explore through discussion the different stages of the parable and the different attitudes of the characters involved at each stage.</p> <p>What choices did the two sons make? Why? e.g. The younger son chose to go and spend his inheritance because he wanted to explore the world.</p>	 <p>Whose choice do you think was the hardest to make? Why?</p> <p>Recap learning about the story.</p> <p>Explain that today the children will be retelling the story of the Prodigal son from the perspective of the younger son or the father.</p> <p>What title could they give their parable? e.g. , 'the sorry son', 'the apologetic son' Or 'the forgiving father', 'the selfless father'</p>	 <p>Focus on the sorrowful mysteries of the rosary.</p> <p>https://www.themark10mission.co.uk/rosary-challenge/the-sorrowful-mysteries</p> <p>What are the sorrowful moments of Jesus' life? Why?</p> <p>Pray a decade of the rosary together. Children to use the rosary beads that they have made to support their prayer.</p>	

OLC WEEKLY LEARNING PLAN

		<p>What choices did the Father make? Why? E.g. The father chose to forgive his son, even though it was hard, because he loved him.</p> <p>Explore together the consequences of these different choices.</p> <p>Task: Create a table to record findings.</p> <p>Deepening question: Whose choice do you think was the hardest? Why?</p>	<p>Write the first paragraph of the parable together (where the younger son asks for and spends his inheritance.)</p> <p>Task: Children to write their own version of the parable from the perspective of one of the characters</p> <p>Deepening question: What does this story teach us about forgiveness?</p>		
 <p>Maths</p>	<p>LO: Subtract two numbers (across 10)</p> <p>Workbook pages 92 - 94</p>	<p>LO: Subtract two numbers (across 100)</p> <p>Workbook pages 95 - 97</p>	<p>LO: Add a 3-digit and a 2-digit number</p> <p>Workbook pages 98 - 99</p>	<p>LO: Subtract a 2-digit number from a 3-digit number</p> <p>Workbook pages 100- 103</p>	<p>LO:</p> <p>Inset</p>
	<p>LO: Plan a free write</p>	<p>LO: Free write</p>	<p>LO: Write a description</p>	<p>LO: Dictation.</p>	<p>LO: Inse</p>



English



- Key words**
- expedition
 - horizon
 - ground
 - peak
 - climber
 - summit
 - mountain
 - nightfall
 - legend
 - blizzard
 - route
 - landscape
 - outpost
 - ambulance

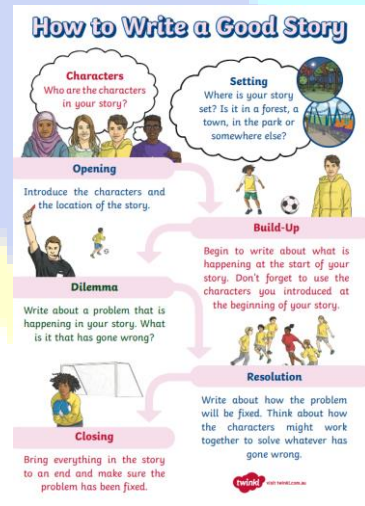


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Children to write their own story using their plans from yesterday.

Ensure:

- Paragraphs
- Punctuated
- Spellings



Revise and consolidate knowledge of nouns, adjectives, verbs, adverbs using the PowerPoint – children to create their own lists based on the picture stimulus on the PowerPoint. Discuss image and ideas surrounding the image throughout.

Revise and consolidate knowledge of similes, metaphors, alliteration and personification. Discuss the image and ideas surrounding the image throughout. Use open-ended questioning to stimulate thought and imagination. Y


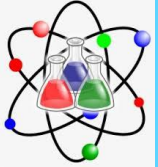
Children to write their own description of a jungle scene. This piece should be approximately 2-3 paragraphs in length.



As I walk into the rainforest, I can see the dense, lush plants that's surrounding me on all sides. Tall trees, with trunks wider than my arms can reach, tower above me. Their branches wrapped with vines and leaves that create a thick shelter overhead. The air is thick with the sweet, earthy scent of damp soil. The gentle sound of rustling leaves and chirping birds filling my ears. Beneath my feet, the ground is soft and spongy, covered with a thick layer of fallen leaves and twigs. As I walk deeper into the forest, I can hear the sound of rushing water in the distance, a river or stream must be nearby. I catch glimpses of colourful birds flitting through the trees, their vibrant feathers contrasting sharply against the deep green greenery. If I look close enough, I can spot a monkey swinging from branch to branch, or a sloth lazily hanging from a tree trunk. Despite the warmth and humidity, the rainforest is a cool, refreshing oasis. It has plenty of shade and the occasional cool breeze that provides relief from the humidity. As I explore this fascinating ecosystem, I can't help but feel a sense of awe and wonder at the incredible diversity of life that thrives here.

Inset

OLC WEEKLY LEARNING PLAN

	<p>Ending How does the story end? Does it end happily? Is there a twist to the plot? How are the characters feeling?</p>				
 <p>Spelling & Handwriting</p>	<p>gentle humble noble possible simple basic classic dramatic frantic logic sarcastic tragic duly truly wholly</p>	<p>gentle humble noble possible simple basic classic dramatic frantic logic sarcastic tragic duly truly wholly</p>	<p>gentle humble noble possible simple basic classic dramatic frantic logic sarcastic tragic duly truly wholly</p>	<p>gentle humble noble possible simple basic classic dramatic frantic logic sarcastic tragic duly truly wholly</p>	<p>gentle humble noble possible simple basic classic dramatic frantic logic sarcastic tragic duly truly wholly</p>
 <p>Wider Curriculum</p>	<p>Humanities Villages, towns and cities LO: To design your own settlement. Key questions</p> <ul style="list-style-type: none"> • What would your ideal settlement be like? • What important features would it have? • Can you describe and draw your ideal settlement? 	<p>Science</p>  <p>LO: To find patterns in the way that the size of shadows change</p> <p>Share shadow puppets from last week.</p>	<p>PSHE Being me in my world Lesson 6: Jigsaw Piece 6 (Owning our Learning Charter) LO: I understand 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 haven't been listened to, while other people in the</p>	<p>Art Lesson 4: Pattern 2: Reflection and symmetry - Kapow Primary Continuing from our symmetry lesson children will create a pattern. They will then use a section of the pattern and translate it to create a new image.</p>	<p>Computing Lesson 5: What is data? - Kapow Primary LO: To identify types of data</p> <ul style="list-style-type: none"> • Presenting data • Speaking and listening • Presenting data • Building a data table

OLC WEEKLY LEARNING PLAN

Complete the quiz from Lesson 5.

Read through PowerPoint (in w drive) giving examples of different settlements and reasons why people like them.

Task: Children to write about their ideal settlement and draw a labelled plan.

Recap what a shadow is and how they are made. Emphasise that shadows are formed when light from a light source is blocked by an opaque object.

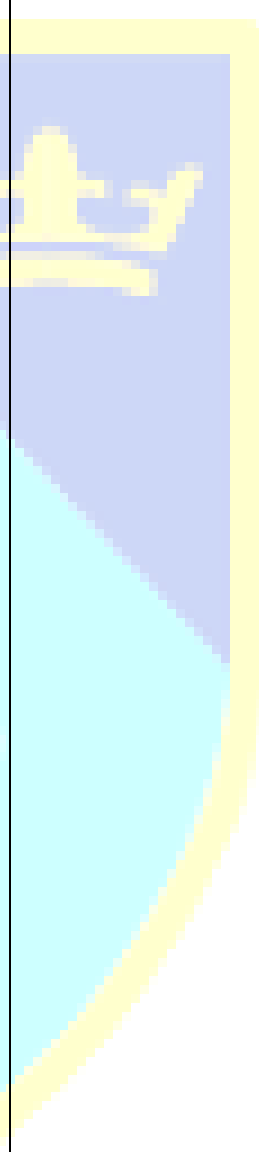
Model how to set up experiment by using a ruler, white card, torch and shadow puppet. Discuss ways to keep it a fair test.

Task 1: Children to then measure the size of their shadow at different distances away from the light source. Children to record their findings in a table.

Come back together and discuss their findings. What patterns

group think that everyone has had a fair turn.


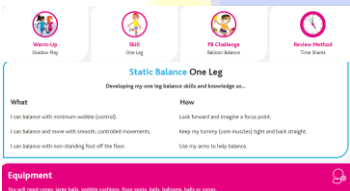
- What do you see is happening in the picture?
- How can you tell what is happening and how can you know you are right?



- Scissors (one for each).
- Stopwatch (one for each) between 10 and 15 minutes.
- Link: [Assessing Computing Networks](#) (optional) - Wrapping up the lesson.
- Link: [Bitesize the internet works](#) - an extension website. *do not control content check showing children*

Music
[Lesson 4: Writing Lyrics - Kapow Primary](#)

MFL
French

		<p>have they found in the way the shadow size changes?</p> <p>Task 2: Write a conclusion to the experiment based on what they have found.</p>		<p>LO: To create lyrics that match a melody.</p> <p>Have ready:</p> <ul style="list-style-type: none"> • <i>Presentation: Soar.</i> • <i>Audio: 'Writing on the Wall' by Sam Smith.</i> • <i>Audio: 'Diamonds' by Rihanna.</i> • <i>Audio: 'Run' by Leona Lewis.</i> • <i>Audio: 'Winds of Change' by The Scorpions.</i> • <i>Audio: 'Hello' by Adele.</i> • A karaoke version of your chosen song, available on Spotify/Amazon Music/iTunes/YouTube (see Attention grabber). • Link: Soar by Alyce Tzue on VideoLink.* – <i>this is an external website and we do not have control over its content – please check before showing it to the children.</i> 	<p>Recap work co this term using times of day an are feeling. Children to hav conversations pairs/with thei</p> <p>Task: Look at t of the people. expression to they are feelin greeting and e in French.</p>
 <p>Daily PE Activity</p>	<p>Fitness Tag relay: Children in teams each take turns to jump on a crash mat to move it across the hall. The team who gets it across the line first wins. Claw Game:</p>	<p>Real PE PE Y3 U1 Lesson 6 real PE</p> 	<p>Bootcamp 60 secs of each/ 3 rounds: Star jumps Squat jumps Bunny hops Mountain climbers Lunges</p>	<p>Daily mile Run/jog 1 mile</p>	<p>Penalty shoot If player misse must do 10 pu If goalkeeper r team must do ups.</p>

OLC WEEKLY LEARNING PLAN

Have a pile of bean bags in the centre of the hall. Assemble four teams, one in each corner. They each have a peg. They need to take it turns to collect a bean bag using their peg grabber. If they drop the bean bag they must return to their team without the bean bag for the next person to go.

Shuttle runs

Homework:

Communicating with school

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