






Message from the teachers:

We hope you have all had a wonderful half term break. We can't wait to welcome you back on Tuesday and hear all the lovely things you have been up to 😊

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

Teachers:	Miss Dowling, Miss Cottrell, Mrs Kendrew	Year:	3	Date:	19.02.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>LO: Inset Day</p>	<p>LO: Create a class Lenten chain.</p>	<p>LO: To create a mind map about Lent</p>	<p>LO: To write your Lenten promise</p>	<p><u>Lenten Prayer</u></p>
	<p>Unit:</p> <p>Lent</p> 	<p>Together we will write down the names of 40 people/ places/ etc. that need our prayers. Each morning we will rip one off and pray for that need.</p> 	<p>Watch:</p> <p>https://www.youtube.com/watch?v=wZmsDyqA1Kk</p> <p>Opening prayer</p> <p>Loving and compassionate God, teach us to show love and mercy to each other.</p> <p>As we begin our journey through Lent,</p>	<p>Today, you are going to think of 3 promises based on the 3 areas of Lent.</p> <p>•Praying</p> <p><i>Your promise might be to spend more time thinking about those who need our prayers at the moment or to spend time thanking God for all the wonderful things that we</i></p>	<p>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</p>

This week's
big question:
How can we resist things that are wrong?



inspire us to be generous and kind.
Through our joy, patience and kindness, may we help to build a better world.

Amen.

Lent always begins on Ash Wednesday. This is the day after Pancake Day (Shrove Tuesday.)

Lent 2024 began on **Wednesday 14th February**

Your task: Create a mind map to explain what lent is

have in our lives. It might be to say the Our Father at 6 o'clock.

Fasting

This means giving up something. Giving up some treats or home comforts helps people understand how much Jesus sacrificed. *Your promise might be to give up something you really love like chocolate or crisps.* Don't worry if you will find this too tricky though. *Your promise might be to cut back on doing something so that you can spend more time doing something for someone else instead.* For example, spend less time on your games console

season. Help us to do your will each day during Lent. We ask this through Christ our Lord.

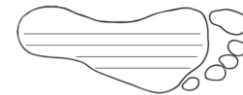







and more time playing with your sister.

•Almsgiving


This is all about being kind to others and thinking about those who really need our help and love. *Your promise might be to save up a little bit of your pocket money to give to those in need.*



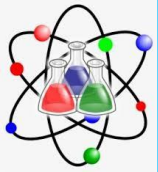

Activity: When you have thought about what you will do, write this down as a promise. Because this is a promise made as part of journey I would like you to write your promise on a footprint.




 <p>Maths</p>	<p>LO: Inset Day</p>	<p>LO: Compare and order unit fractions</p>	<p>LO: Understand the numerator of non-unit fractions</p>	<p>LO: Understand the whole</p>	<p>LO: Compare and order non-unit fractions</p>
	<p>Workbook pages</p>	<p>Workbook pages 86-88</p>	<p>Workbook pages 89-91</p>	<p>Workbook pages 92-94</p>	<p>Workbook pages 95-97</p>
 <p>English</p>	<p>LO: Inset Day</p>	<p>LO: To discuss the language used in a poem</p>	<p>LO: To identify the features of a free verse poem</p>	<p>LO: To use prepositions</p>	<p>LO: To write a setting description</p>
	 <p>New Unit: Poetry</p>	<p>Pose the question: What is sand? Pathway to meaning: Model for the children the process of defining something that is known but not necessarily questioned:</p> <ul style="list-style-type: none"> - It's a natural substance - Made of worn-down glass <p>Explore other ideas about or connected to 'sand'. Children may have</p>	<p>Read the poem together as a class. Echo read the poem. Children read the poem with a partner, taking turns to read a stanza each. Ask children to shut their eyes as you read the poem again. Encourage them to picture it in their minds. What do they see? Why? Task 1: Children draw and label what they see. E.g. a sandcastle,</p>	 <p>Explain that over the next few lessons we will write a description of a beach. Share images and video clips of different beaches. Children work in pairs to come up with descriptive phrases to describe the images (linked to the senses.) Discuss and uplevel these ideas together.</p>	 <p>Recap ideas from yesterday. Share examples of effective descriptions of the beach. Discuss what makes them interesting. Read together the example of a setting description. Discuss language used e.g. prepositions,</p>

		<p>experiences of their own to share that can be collected on the working wall.</p> <p>Without revealing yet that we are going to be exploring a poem, supply the children with the following nouns on cards: whispers, hands, starfish, brooch, shells, earring, wave, dolphins, tide, water, footprints, land, seaweed, castle, stick, lace, throat. Discuss any words that they do not know the meaning of (e.g. brooch, lace, etc)</p> <p>Task 1: On the dot or not? Decide and discuss which nouns are related to sand, place the words</p>	<p>footsteps in the sand, waves, etc.</p> <p>Explain what a free verse poem is- use power point for information. Explain that today we are going to look at some different poetic features (stanza, repetition, personification, alliteration, imagery)</p> <p>Discuss these together and explain the effect that each one has on the reader.</p> <p>Task 2: Children to annotate the poem to show the different features</p> <p>Task 2: Children to explain the effect that different lines of the poem have on the</p>	<p>Focus on using powerful language.</p> <p>Introduce grammar focus of the lesson – using prepositions.</p> <p>Explain to the children what these are. Share and model examples of how to use these effectively (see PowerPoint for ideas.) Children write their own sentences on whiteboards, first with a partner and then independently.</p> <p>Task: Children to write sentences to describe a beach using prepositions.</p> <p>Plenary: Swap work with a partner and</p>	<p>powerful adjectives, personification, similes.</p> <p>Task: Children to write their own description of a beach</p> <p>Self-assessment opportunity: Children to identify the prepositions and powerful adjectives they have used within their own writing.</p>
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		<p>either on the dot if they feel they are related to sand or around the dot if they think not.</p> <p>Task 2: Children to record their responses about how the nouns are related/ unrelated. E.g. I think that shells are related to sand because they are found at the seaside. I don't think that the throat is related to sand because it is a part of the human body.</p> <p>Plenary: Explain that the poet Carol Ann Duffy has linked each noun to sand. Read the poem together. Discuss the language used.</p>	<p>reader and discuss their own favourite line.</p> 	<p>identify the different prepositions used.</p>	
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		<p>Did the children think of any of the links themselves?</p> 			
 <p>Spelling & Handwriting</p>	<p>actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight</p>	<p>actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight</p>	<p>actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight</p>	<p>actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight</p>	<p>actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight</p>
 <p>Wider Curriculum</p>	<p><u>Humanities</u></p> <p><u>Unit Rivers</u></p> <p>Key questions</p> <p>What is a river?</p> <p>What are the parts of a river called?</p>	<p><u>Science</u></p> <p><u>Animals Including humans. The circle of life.</u></p> <p><u>Lesson 1: Food for thought.</u></p> <p>LO: To understand that all living things depend on one another for nutrition.</p>	<p><u>PSHE</u></p>  <p>Lesson 1: Being fit and healthy.</p>	<p><u>Art</u></p> <p><u>Lesson 1: Inspired by the rainforest - Kapow Primary</u></p> <p>LO: To understand starting points in a design process.</p>	<p><u>Computing</u></p> <p><u>Lesson 1: Getting to know Google Sites - Kapow Primary</u></p> <p>LO: To explore the features of Google Sites.</p>

	<p>Where are the major rivers of the world located?</p> <p>Show pupils the images of the River Nile and Amazon River. Make clear that the Nile is the green wiggly line and point out the delta. Read 'The longest rivers' together. Note that the Nile and the Amazon are two of the longest rivers in the world.</p> <p>Pupil questions: Have you seen a river before?</p> <p>Read the 'River Nile fact file' together.</p>	<p>To investigate the parts and function of the digestive system through a practical demonstration.</p> <p>Show Powerpoint and introduce the new topic. Demonstrate how the digestive system works through a practical activity.</p> <p>Task: Label the parts of the digestive system selecting one of the bold type labels. Write a sentence to explain the function of each part using the given key words.</p>	<p>LO: Understand how exercise affects my body and know why my heart and lungs are such important organs</p> <ul style="list-style-type: none"> • Play 'Jigsaw Jino Says' • Calm Me: Use the calm Me script and images to calm down, focus and be ready for the lesson. <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. Show the children the 'My body in balance' image. Ask the</p>	<p><i>Presentation: Rainforest inspiration.</i></p> <p><i>Audio: Rainforest sounds.</i></p> <p>Sketchbooks (one each).</p> <p>Cartridge paper – cut into 15cm squares (one sheet each).</p> <p>A3 paper or card (one each).</p> <ul style="list-style-type: none"> • Pencils, colouring pencils, pastels, and paints (a selection each). • Optional items (see Main event): plants (such as broad leaf plants and exotic plants); 	<p><i>Presentation: Getting to know Google Sites.</i></p> <p>A device (one each).</p> <p>Whiteboards and pens (one each).</p> <p>Access to a Google account (one each).</p> <p>Link: Google Sites</p>
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	<p>Create the river Nile fact file.</p> 		<p>children if they understand what the image is showing them.</p> <p>Task: Complete the Fitness Challenge Template in their Jigsaw Journals.</p> <p>Children to think about something thing 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.</p> <p>What happens if we make our challenges <i>too</i> difficult to achieve? Will this help to start healthy habits?</p>	<p>exotic fruits (like star fruit and dragon fruit); magazines, with good quality and colourful imagery (such as home, garden and fashion magazines); fabric scraps; paint shade cards from DIY stores.</p>	
			<p>Music</p> <p>Lesson 1: Pitter patter raindrops - Kapow Primary</p> <p>LO: To identify structure and texture in music.</p> <p>Whiteboards and pens (one per child). Link: Choir makes rain</p>	<p>MFL</p> <p>Y3/4 French: Imperative, Following Commands - Kapow Primary</p> <p>LO: To understand and respond to simple classroom instructions.</p> <p>Have ready</p>	

					<p><i>Presentation:</i> <i>Class commands</i> <i>(see Main event)</i> Link: 'BBC Bitesize: Papo the Parrot - daily school routines in French' – <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> <p>Print <i>Activity: Noughts and crosses</i> (see Classroom resources) – one between two – optional <i>Activity: Match the symbol</i> (see Classroom resources) – one per child – optional</p>
	<p>REALPE: Juggle Challenge (Yr 3 / 4) real PE</p>	<p>Fitness: Warm up – pass and duck.</p>	<p>Cross country: children learn to pace their run and finish with a sprint.</p>	<p>Races: In house teams children will</p>	<p>Just Dance</p>

 <p>Daily PE Activity</p>		<p>Activity: Air hockey – children in plank position using cones to mark their goals. Using another cone as the puck they launch to try and score in the opponents goal.</p> <p>Activity 2: Triangle tag. 3 children hold hands. One of them has a tag rugby belt with ribbon. They have to move to keep the 4th member of the group from getting the ribbon.</p>		<p>compete in a number of races. Running, hopping, skipping, obstacle etc.</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