







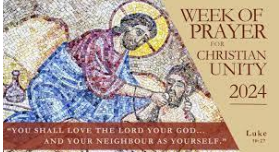
Message from the teachers:


Well done on a great first week back. This week, we will continue reading more of the Lion, the Witch and the Wardrobe in English. We will learn more about multiplication methods in maths. In RE, we will begin a new unit all about listening to God’s Word. We are also excited to learn more about the properties of different rocks in science.

Another exciting week ahead 😊


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


Mrs Kendrew, Miss Cottrell and Miss Dowling	Year:	3	Date:	15.01.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	LO: Why is listening important?	LO: What message might the story of Samuel have for Christians today?	LO: What message might the story of Samuel have for Christians today?	Class liturgy	Christian Unity Week
		 Share images from the Calling of		Children to reflect on this half term’s virtues and values – compassionate and loving	 Reflect together on what Christian Unity week is and why it is important.

	<p>Share big question: Why is listening important? Discuss with the children reasons why it is important to listen. Share examples of sounds that the teacher likes to listen to, e.g. waves crashing, relaxing music. Discuss reasons why these sounds are good. Children to share the sounds/ people that they like to listen to. Task 1: Create lists of people and things they like listening to and reasons why. E.g. I love listening to the sounds of the wave crashing against the shore because it relaxes</p>	<p>Samuel story. Can children recall anything from this story? Share big question. Explain that the Bible is filled with stories about people who listened and responded to the call of God. Children to read the call of Samuel. Look at illustrations for the story and discuss. https://www.youtube.com/watch?v=P13uIsFW7OA Key questions: What sort of boy do you think Samuel was? How do you think Samuel felt when he kept hearing his</p>	<p>Recap the calling of Samuel story from previous lesson. Share big question again. Do you think that God might continue to speak today, calling people to do something special with their lives for him? Discuss ideas and examples. Task 1: Children to read through the story carefully and pick out the words that mean something to them. Write the words into a speech bubble. Discuss why they have chosen them. Task 2: Children to write a 'tweet' about the story.</p>		
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	<p>me and reminds me of being on holiday. Discuss what the children don't like listening to?</p> <p>Task 2: List these as well with reasons.</p> <p>Compare lists and then place in order of priority the most important people and things they need to listen to.</p> <p>Explore the difference between hearing something and listening to something. What skills are needed to listen?</p> <p>Why do we need to listen?</p> <p>What does listening help us to do?</p> <p>Children to work on a short role-play in</p>	<p>name being called?</p> <p>Can you give any reasons why Eli kept telling Samuel to go back to sleep?</p> <p>If you had been Samuel, what thoughts would you have had if you had heard the voice?</p> <p>Lead the children in an imaginative contemplation of this story.</p> <p>Explain that Samuel listened to the voice of God who was calling him to do something special with his life.</p> <p>Task: Children to work in groups of 3 to create a roleplay of the story.</p> <p>Ensure that children carefully select the key words and</p>	<p>What are the important messages? What could the hashtag be?</p>		
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	<p>groups about times when they listened well or times when they did not listen. Give appropriate guidance and support and make sure that expectations of the children are clear.</p> <p>Big question: Why is listening important? Discuss and share responses.</p>	<p>phrases from their Bibles.</p>			
 <p>Maths</p>	<p>LO: Divide 2-digits by 1 digit – no exchange</p>	<p>LO: Divide 2-digits by 1 digit – Flexible partitioning</p>	<p>LO: LO: Divide 2-digits by 1 digit with remainders</p>	<p>LO: How many ways?</p>	<p>LO: Problem solving – mixed problems 1</p>
	<p>Workbook pages 27-29</p>	<p>Workbook pages 30-32</p>	<p>Workbook pages 33-35</p>	<p>Workbook pages 36-38</p>	<p>Workbook pages 39-41</p>
	<p>LO: To be able to cohesively join</p>	<p>LO: To make plausible inferences about a</p>	<p>LO:) To be able to ask investigative questions</p>	<p>LO: To write a recount from the</p>	<p>LO: To use expanded noun phrases to</p>

	<p>sentences to build stanzas</p>	<p>character's emotions throughout a text</p>		<p>point of view of an eyewitness</p>	<p>express an emotional response</p>
<p>English</p>	<p>Whole Class: Now, like during the last session, play another game of Expanding Nouns in pairs, this time using own content from splats describing own sweet. e.g. Sherbet Straw, a rustling bag of joyfulness. Shared writing: Model writing of a 'stanza' (e.g. 4 sentences) using ideas from the original whole-class Senses Splat. Include authorial devices such as onomatopoeia, similes and alliteration, as well as modelling the addition of the expanded noun</p>	<p>Whole Class: What do you think about Edmund as a person? Would you like to be friends with him? Why? Discuss that he seems to be an unhappy and angry person and explore his emotions. Sculpture and sculpted: Children work in pairs to 'sculpt' a partner into a position which demonstrates Edmund's emotions at different points in the story so far. Now model drawing an emotions graph for Edmund so far. Use a large sheet of paper but only draw a graph on the left</p>	<p>Whole Class: Remove the picture of Mr Tumnus from the wall before the children come in to the session. Make the area that was set as Mr Tumnus' cave look as if it has been ransacked. Have the text written on a notice (you could cut jagged edges on snow white paper to look like icicles - exactly the sort of writing paper the White Witch might use for her correspondence!): The former occupant of these premises, the Faun Tumnus, is under arrest and awaiting his trial on a charge</p>	<p>Whole Class: Look at an age-appropriate newspaper article – one copy per pair of children. This needs to have reported speech in it. Fastest finger first: Children point to the features of journalistic writing on the text in front of them that you call out e.g. headline, caption, witness, reported speech, column as a quick re-cap of the text-type. Look at notes the children took yesterday when they interviewed the eye-witness. Shared writing: Model how to put what the</p>	<p>Whole Class: Read to the end of chapter 7. Return to 'at the name of Aslan each one of the children felt something jump in its inside' Generate some adjectives associated with the sort of feeling/dream described. Thought tapping: Thought tap to hear what children think each character's responses might be: Teacher and TA/a pupil who has been prompted model how to freeze frame then Thought Tap to express the emotions each child might feel at the mention of Aslan.</p>

	<p>phrases from the first part of the session. The gossamer green ribbon glided out of its knot. The lid to the box of hopefulness opened with a pop. Encourage children to identify similes, onomatopoeia and alliteration where used. Refer to 'splats' to create images in poem, and link each stanza to a different sense.</p> <p><u>Independent work:</u> Children to use phrases from Expanding Nouns to write their own poem using the opener: The instant I saw the box, I was under a* spell. Listing four sentences based on</p>	<p>hand third as this graph will be added to as the story progresses. Decide what the axes represent – x should represent the passing of time and y should represent the range of emotions. Show the change in emotions over time) e.g. Edmund feels sorry when he realises Lucy wasn't lying about Narnia.</p> <p><u>Independent work:</u> Children draw the emotions graph in their workbook and, using evidence from a copy of the text, children continue to plot emotions along the graph. Remind them that some may not be easy to spot e.g. Edmund</p>	<p>of High Treason against her Imperial Majesty Jadis, Queen of Narnia, Chatelaine of Cair Paravel, Empress on the Lone Islands, etc., also of comforting her said majesty's enemies, harbouring spies and fraternizing with Humans. Signed MAUGRIM, Captain of the Secret Police LONG LIVE THE QUEEN! What's happened? Why? Read chapter 6, stopping at 'The children stared at each other.</p> <p><u>Independent work:</u> What questions would you ask if there had been someone (an eye-witness) to witness Mr Tumnus being</p>	<p>children recorded as reporters yesterday into quote form, using quotation marks (reported speech). Generate synonyms for 'said'.</p> <p><u>Independent work</u> Children continue writing the article independently.</p>	<p>Then children freeze frame for Lucy, teacher to thought tap then repeat for Susan. Before freeze-framing and thought-tapping Edmund, refer back to the emotions graph that was begun in Session 6. Given his general demeanour, how might Edmund's emotional response to hearing Aslan's name differ from his siblings? Have a go at freeze-framing and thought-tapping for Edmund.</p> <p><u>Independent work</u></p> <p>Children think of a character who will be their own version of Aslan</p>
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each different sense so that each child ends up with a 5 stanza poem. *this will probably be changed to 'his' or 'her' later on once the children have decided who the wicked character will be in their story

stammers as he introduces himself to the Queen. We can infer from this that he feels frightened.


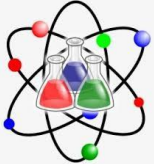

taken? In mixed ability pairs, children prepare questions to ask the eye-witness, using talk to the hand.



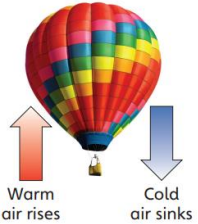
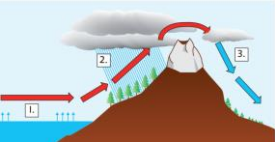
when they come to write their version of the story. Give the children a sheet with silhouettes of 4 children drawn in a line along the bottom, thought bubbles next to their heads. Ask children to write the name and a one-line description of their alternative to Aslan along the top of the sheet e.g. Storsa, a powerful, noble bear who is the bringer of peace.



Then the children write what their characters will think and feel when they first hear the powerful being's name as an



					extended character description.
 <p>Spelling & Handwriting</p>	<p>disable disagree disappear disappoint disbelief discover disgrace dislike disobey distrust</p>	<p>disable disagree disappear disappoint disbelief discover disgrace dislike disobey distrust</p>	<p>disable disagree disappear disappoint disbelief discover disgrace dislike disobey distrust</p>	<p>disable disagree disappear disappoint disbelief discover disgrace dislike disobey distrust</p>	<p>disable disagree disappear disappoint disbelief discover disgrace dislike disobey distrust</p>
 <p>Wider Curriculum</p>	<p>Humanities</p> <p>Lesson 2: Why does it rain?</p> <p>Key questions</p> <p>How does warm air behave? What happens when water cools? How does rain form over mountains?</p> <p>Prior knowledge: Lesson slides 1–6 and Work booklet page 8 Show pupils the main lesson question and Key questions.</p>	<p>Science</p>  <p>Lesson 2: LO To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Recap what children can remember about rocks from previous lesson. What rocks did we look at? What did you observe.</p>	<p>PSHE</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> • Can tell you about a person who faced difficult challenges and achieved success • Can respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability) 	<p>Art</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/lesson-2-sense-of-proportion/</p> <p>LO: To explore proportion and tone when drawing.</p> <p>Introduce the concept of proportion by</p>	<p>Computing</p> <p>https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-2-filming/</p> <p>To take photos or videos that tell a story.</p> <p>Slide 4: hand out the children’s storyboards from the previous</p>

	<p>Pupils should complete the Quiz independently, but can check back in their Work booklets if they need to.</p> <p>Explore:</p> <p>Display the image without the labels (slide 7). Ask pupils what happens when hot air goes into a hot air balloon. Why does the balloon go up? Read 'How does a hot air balloon work?' together.</p> <p>Display the image with the labels (slide 8) and ask pupils to repeat 'Warm air rises. Cold air sinks.' to aid recall.</p>	<p>Share the power point about rock formation and the different types of rock.</p> <p>Explain that in today's lesson the children will be testing the rocks physical properties. Introduce children to each test and allow them to conduct and each one in small groups.</p> <p>Test 1- the hardness test (using different items like a plastic spoon, nail, lollypop stick) children to test the hardness of different rocks. Rotate the rocks around the different groups. Children to rank the rocks in</p>	<p>Make sure the children understand the key vocabulary from these during the lesson so they can reflect on them at the end.</p> <ul style="list-style-type: none"> • <i>Perseverance</i> • <i>Challenges</i> • <i>Success</i> • <i>Obstacles</i> • <i>Dreams</i> • <i>Goals</i> <p>Working in small groups, each group has a set of picture cards which are the same as this slide. Ask the groups to decide which person is facing the biggest challenge. Encourage discussion about different types of challenges and draw out that what is challenging to one</p>	<p>sharing the following artworks and asking: What do you think these artworks have in common?</p> <p>Link: 'Man Pointing (1947) by Alberto Giacometti'.</p> <p>Link: 'Dancing in Colombia (1980) by Fernando Botero'.</p> <p>The children may notice that the figures have features of unusual sizes; Giacometti's man has very long, thin limbs and Botero's people are all of different sizes within one painting. Explain that artists can play around with proportion: how big one part of something looks</p>	<p>lesson before they begin filming. They can start filming or taking photos for their book trailers, thinking about all the different shots that they will need to include and how they will accomplish this:</p> <ul style="list-style-type: none"> • How are they going to frame their shots? • Have they filmed or taken photos for every part of their storyboard? <p>Remind the children that they can order the different clips later, as long as</p>
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	<p>Water and weather</p>  <p>Recap the water cycle.</p>  <p>Pupils should complete question 1 in pairs.</p> <p>Display the image of the cross-section of a mountain. Ask pupils where they think it is warmest and coldest. Where is it raining on the diagram and where is it not raining? Talk pupils through the diagram, referring to the Knowledge</p>	<p>order from hardest to softest.</p> <p>Test 2 – the water test. Children to test the permeability of rocks using a pipette of water. Children to rank the rocks in order from the most permeable to the least.</p> <p>Test 3 – teacher model: the acid test. Teacher to put a drop of vinegar onto each rock. Children to observe if it fizzes and rank the rocks from most acidic to least.</p> <p>Come back together and discuss the results of the investigation. What have we learned about the rocks?</p>	<p>person is ‘normal’ to another.</p> <p>You may like to ask the groups to rank all six of the cards in terms of greatest to least challenge.</p> <p>In your Jigsaw Journal, choose one of the picture cards and write a short back story for the person facing the challenge.</p>	<p>compared to the rest of it.</p>	<p>they get all the scenes they need.</p> <p>Slide 5: once they have finished, ask them to refer back to their storyboards – specifically, the extra notes they wrote for the voiceovers, text, sound effects or music.</p> <p>Slide 6: explain that for the voiceover, they need to write a simple script. Remind them that it should make the viewer eager to read the book without giving away too many details. Explain that the voiceover, sound effects and text must match what is happening on screen.</p>
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	<p>organiser (page 2) as necessary.</p> <p>Pupils should complete question 2 in pairs.</p> <p>Display the image and read 'Rain shadows' together.</p> <p>Show pupils where the Himalayan Mountains are on a map. With Google Maps, you can 'enable globe view' and can view the mountains in 3D.</p> <p>Pupils should complete questions 3 and 4 independently.</p> <p>Take feedback as a class.</p>	<p>How are they different?</p>		<p>Music</p> <p>https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/caribbean-instrumental-lesson-plans/caribbean-music-lesson-2-whats-the-story/</p> <p>LO: To improvise a vocal part in the style of a Calypso.</p> <p>Ask the children what they can remember about Calypso music from the previous lesson. Draw out the understanding that Calypso songs are topical/political, and they discuss</p>	<p>MFLhttps://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/y3-4-playground-games-numbers-and-age-cycle-a/lesson-2-lets-count-higher-in-french/</p> <p>LO: To count beyond six in French.</p> <p>Learning a finger rhyme</p> <p>You are going to use a traditional French nursery rhyme to teach the children the French numbers from seven to 12. The song is called, 'Un, deux, trois, nous irons au bois'. Here are the words with a translation.</p>
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				<p>the ‘big issues’ of the day, a bit like newspapers and television news shows do.</p> <p>Explain to the children that they are going to add their own ‘news headlines’ to the song, which is part of the tradition of Calypso music where some sections are often made up on the spot – which in music we call ‘improvising’. In this song ‘What’s the story?’, like a lot of Calypso music there is a verse and a chorus to sing (draw attention to these where they are marked on the music on slide 2), and their news</p>	<p>Use the <i>Teacher video: Let’s count higher</i> to play the song to the children twice.</p>
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				<p>headlines are going to fit into the gaps in the chorus.</p> <p>These gaps are represented on the by either one or two minim rests and a crotchet rest. As the children if they can work out how many beats rest this will be? (Just three or five beats!)</p>	
 <p>Daily PE Activity</p>	https://app.realpe.co.uk/pe/year/3/unit/2/lesson/2 	<p>Fitness</p> <ul style="list-style-type: none"> - Cat and mouse tag. - Ball skills - Line tag 	Outdoor gym	Daily mile	<p>1 min each exercise:</p> <ul style="list-style-type: none"> - Star jumps - Crunches - Squat jumps - Mountain climbers - plank

Homework:					
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Communicating with school

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