



**Message from the teachers:**

Well done on another great week. This week, we will continue reading more of the Lion, the Witch and the Wardrobe in English. We have loved your amazing writing so far! In maths, we will learn more about multiplication and then begin a new unit about measurement. In RE, we will continue our unit all about listening to God’s Word. We are also excited to learn more about the properties of different rocks in science and doing another fun experiment.

Another exciting week ahead 😊

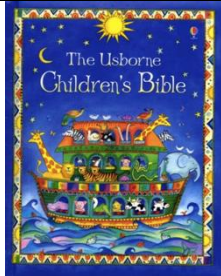
*This Weekly Learning Plan shares the learning that will be taking place this week.*

	Mrs Kendrew, Miss Cottrell and Miss Dowling	<b>Year:</b>	3	<b>Date:</b>	22.01.24
--	---	--------------	---	--------------	----------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	LO: What is the main message in your favourite Bible story?	Class liturgy	LO: What is the Liturgy of the Word? How does it affect my life?	Decade of the Rosary	LO: What is the Liturgy of the Word? How does it affect my life?




RE



Explain that for Catholic Christians the Bible is one of the important ways in which God speaks to his people. Refer to Calling of Samuel story. How did God call Samuel? Children to discuss and recall their favourite Bible stories. Use the Bible content page to support them to do this. Discuss and write about the message contained in these stories. Model example of the good Samaritan.

**Our Father**  
 Our Father, Who art in Heaven,  
 Hallowed be Thy Name,  
 Thy kingdom come,  
 Thy will be done,  
 On earth as it is in Heaven  
 Give us this day our daily bread,  
 And forgive us our trespasses.  
 As we forgive those  
 who trespass against  
 us; and lead us not  
 into temptation, but  
 deliver us from evil.  
 Amen



Pray the Our Father together as part of this week's class liturgy.



Explain that the second part of the Mass is called the Liturgy of the Word. This is an important time in the Mass when God's family listens to God speaking to them in the scripture readings. Children to recall what happens at this part of the Mass. In groups use Children's missals to find as much information as they can about the Liturgy of the Word. Explain that the first reading usually comes from the Old Testament. Recap which part of the Bible this is. What stories can the children recall from



<https://cafod.org.uk/pray/year-of-prayer>



As part of the Cafod year of prayer, pray a decade of the rosary together.



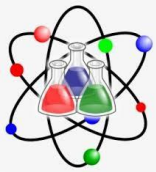


Recap what the Liturgy of the Word is. Explain that the responsorial psalm comes from the Old Testament Book of Psalms. We join in the words of the psalm after the first reading. Explain that they were written as a special form of song. Share some extracts of Psalms with the children. These might include: Psalm 150, 136 (135), 148 (147), 67 (66).  
  
What are the messages of these psalms?

	Task: Children to explain the message in their favourite Bible story and draw a picture.		the Old Testament? What do they tell us about God? Children to work in small groups to research information from different Old Testament stories. Record information in a fact file and any of the children's thought about the messages contained in these stories.		Unpick psalm 150 together. Task: Children to annotate and illustrate psalm 150. What important message does this psalm have?
 <b>Maths</b>	<b>LO: Problem Solving – mixed problems 2</b>	<b>LO: End of Unit Check</b>	<b>LO: Measure in m and cm</b>	<b>LO: Measure in cm and mm</b>	<b>LO: Metre, centimetres and millimetres</b>
	Workbook pages 42-44	Workbook pages 45-46	Workbook pages 47-49	Workbook pages 50-52	Workbook pages 53-55
	<b>LO:</b> To use expanded noun phrases to express an emotional response	<b>LO:</b> To write a stanza using future tense and a rhyming pattern	<b>LO:</b> To explore how the authorial technique of using humour can give a	<b>LO:</b> To infer and deduce what might have been said between two	<b>LO:</b> To summarise the key events in a text To re-tell a story orally

<p><b>English</b></p>			<p>reader 'light relief' from a tense moment</p>	<p>characters when the author has chosen to omit a key conversation</p>	
	<p>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</p>	<p>Read from the beginning of chapter 8 up to the phrase, "your lives wouldn't be worth a shake of my whiskers!" Give children a copy of the prophecy and paste into books in the centre of a page, landscape. The prophecy: - this is a 'foreseeing' – something that hasn't yet happened. Ask children to text mark for the future tense verbs e.g. will be.. Now explore the rhyming pattern - the last words in consecutive phrases rhyme. Teacher</p>	<p>Read and discuss the use of humour - discuss this section where Mrs Beaver decides to pack food for everyone and even briefly considers taking her sewing machine. Suggest to the children, if this comes up, that perhaps Mrs Beaver knows everything is going to be okay and therefore isn't that panicked. Spelling: hindrance Have a look at the word-part 'hind' meaning back; to hinder means to hold back/get in the way of; hindrance therefore is</p>	<p>Read chapter 12 up to the conversation between Edmund and Aslan. Why do you think Lewis wrote: 'There is no need to tell you (and no one ever heard) what Aslan was saying, but it was a conversation which Edmund never forgot.' What do you think was said during this conversation? Get children into pairs, one to be Aslan, one to be Edmund. Role play the conversation, reminding children that Edmund has not been a very pleasant character</p>	<p>Read chapter 13. Recap the text so far and summarise onto a story-map.</p> <p>Work story map into an oral version with actions. Give the children set actions for words that may be used more than once. Get mixed ability groups of children to collaborate on a section each to then join the whole thing together in chronological order.</p>

	<p>mention of Aslan. 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</p> <p>Children think of a character who will be their own version of Aslan when they come to write their version of the story. Give</p>	<p>model how to change the prophecy to match a different character – use Storsa the bear again. Block out nouns and verbs specific to Narnia and Aslan e.g. roar, teeth, winter, mane and spring and then replace with nouns and verbs that match a powerful bear – character</p> <p>Now children change the prophecy for their own alternative character to Aslan (created in previous session) and for their own setting.</p>	<p>something that gets in the way as in 'the sewing machine would have been a hindrance to the beavers and the children. The turning point – Father Christmas and the thaw With the children, to sound effects of bird song and running water, remove icicles and snow from class, put up some spring flowers and birds on the walls, add some leaves to the trees– what's happening?</p> <p>Children to write a narrative passage summarising the events in this chapter and how Lewis used humour</p>	<p>up until this point. Spelling: conscience Put to the children that Aslan possibly cleared Edmund's conscience by forgiving him but by also helping him to put the bad things he had done right. Practice spelling the word conscience and add it to the key word list.</p> <p>Children to paired-write their conversation, beginning by orally rehearsing their conversations in roles, then each writing it.</p>	
--	---	---	---	--	--

	<p>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.</p> <p><small>Storsa, a powerful, noble bear who is the bringer of peace.</small></p> 		<p>and other devices to signify the turning point. Ask them to use the word hindrance in their passage in reference to Mrs Beaver wanting to take her sewing machine.</p>		
 <p><b>Spelling &amp; Handwriting</b></p>	<p>inactive inappropriate incomplete incorrect increase misbehave misfire misguide mishear mislead misspell</p>	<p>inactive inappropriate incomplete incorrect increase misbehave misfire misguide mishear mislead misspell</p>	<p>inactive inappropriate incomplete incorrect increase misbehave misfire misguide mishear mislead misspell</p>	<p>inactive inappropriate incomplete incorrect increase misbehave misfire misguide mishear mislead misspell</p>	<p>inactive inappropriate incomplete incorrect increase misbehave misfire misguide mishear mislead misspell</p>
 <p><b>Humanities</b> LO: Why does it rain? <b>Key questions</b></p>		<p><b>Science</b></p>	<p><b>PSHE</b> <b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• Can enjoy facing new learning challenges</li> </ul>	<p><b>Art</b> <a href="https://www.kapowprimary.com/s/subjects/art-design/lower-key-stage-2/year-">https://www.kapowprimary.com/s/subjects/art-design/lower-key-stage-2/year-</a></p>	<p><b>Computing</b> <a href="https://www.kapowprimary.com/s/subjects/computing/lower-key-">https://www.kapowprimary.com/s/subjects/computing/lower-key-</a></p>

## Wider Curriculum

- How does warm air behave?
- What happens when water cools?
- How does rain form over mountains?

•  
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.  
Display the image with the labels (slide 8) and ask pupils to repeat 'Warm air rises. Cold air sinks.' to aid recall.



Recap the water cycle.



### Lesson 2: LO To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Recap what children can remember about rocks from previous lesson. What rocks did we look at? What did you observe? What rocks were the hardest/softest?

Explain that in today's lesson the children will be

and working out the best ways for me to achieve them

- Know how to break down a goal into a number of steps and know how others could help me to achieve it

Make sure the children understand the **key vocabulary** from these during the lesson so they can reflect on them at the end.

- Garden
- Decoration
- Dream
- Goal
- Team work
- Design
- Cooperation

Outline the goal to design a garden that would be good for

### 4/year-4-drawing/lesson-3-drawing-with-scissors/

LO: To plan a composition for a mixed-media drawing.

### **Making a collage composition**

Show the *Pupil video: Drawing with scissors* to demonstrate the process of creating a collaged composition by cutting and sticking pictures from *Activity: Collage images*. Organise the classroom so the children have ready sketchbooks, scissors and glue.

### stage-2/year-3/digital-literacy-2/digital-literacy/lesson-3-editing-the-trailer/

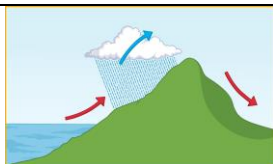
LO: To edit a video.

- I can import videos and photos into film editing software.
- I can record sounds using digital devices.
- I can add sound effects and music to a video.

Access WeVideo to edit their trailer.

	<p>Pupils should complete question 1 in pairs.</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Talk pupils through the diagram, referring to the Knowledge organiser (page 2) as necessary.</li> </ul> <p>Pupils should complete question 2 in pairs.</p>	<p>testing the rocks physical properties again.</p> <p>Explain what permeable/ impermeable means. Introduce children to water test and allow them to conduct it in small groups.</p> <p>Children to test the permeability of rocks using a pipette of water and observe what happens.</p> <p>Children to rank the rocks in order from the most permeable to the least.</p> <p>Teacher model to 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>people who face a particular challenge. Can the children think of some examples? (e.g., visually impaired people, disabled people who use a wheelchair or frame, people who are hard of hearing, people who are in hospital and need an outdoor space, children who live in a place with no safe green spaces, elderly people who can't bend down etc.). Explain they will have the rest of this lesson and the next two Jigsaw lessons to design their gardens.</p> <p><b>The task involves:</b></p> <ul style="list-style-type: none"> <li>• Working as a team</li> <li>• Choosing who the garden is for</li> </ul>	<p>Hand out the images chosen from <i>Activity: Collage images</i>. The children cut out the images they want to use, carefully following the drawn lines with their scissors. They should arrange their cut pieces in different ways to explore what makes an interesting composition.</p>	
	<p><b>Music</b>  <a href="https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/carribbean-instrumental-">https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/carribbean-instrumental-</a></p>	<p><b>MFL</b>  <a href="https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/y3-4-playground-games-numbers-and-age-cycle-">https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/y3-4-playground-games-numbers-and-age-cycle-</a></p>			





Come back together and discuss the results of the investigation. What have we learned about the rocks? How are they different? How can the rocks be grouped in different ways?

- Designing the garden and making a poster showing the design
- Plan an 'opening event' for the garden opening
- Deciding on costs: they will only have so much to spend (budget). (Teachers will provide a list of items they might like to include in their garden and how much these cost).

[lesson-plans/caribbean-music-lesson-3-instrumental-calypso/](#)

**LO:** To understand how and why percussion instruments can be used in Calypso music


1. Explain to the class that although our tuned percussion instruments do not sound exactly the same as a steel pan band, they are going to help us add a similar kind of timbre to our Calypso song. 'What's the story?'.  
2. Begin by recapping the


[a/lesson-3-how-old-are-you-in-french/](#)

**LO:** To use number words to give more information about ourselves

**Have ready**

*Presentation:*  
*Amelie's letter (see Attention grabber)*  
Mini whiteboards and pens (one set per pair of pupils)

				<p>correct technique for playing the instruments. Ask the children:</p> <ul style="list-style-type: none"> <li>• How they should hold their beaters (in a fist, not like a pencil)</li> <li>• How they should strike the bars (with a bouncing motion).</li> </ul> <p>3. Display the <i>Presentation: Instrumental Calypso</i> again.</p>	
	<a href="https://app.realpe.co.uk/pe/year/3/unit/2/lesson/3">https://app.realpe.co.uk/pe/year/3/unit/2/lesson/3</a>	<p>Fitness 5 laps Choose 5 children to be on, give them each a cone. When they tag a player that player takes</p>	<p>Daily mile</p>	<p>Joe wicks brain breaks.</p> <p><a href="https://www.youtube.com/watch?v=vzA8wMx-gew">https://www.youtube.com/watch?v=vzA8wMx-gew</a></p>	<p>Bootcamp</p> <p>20 star jumps 20 squat jumps 20 burpees 20 mountain climbers</p>

<p><b>Daily PE Activity</b></p>		<p>the cone and is now the tagger. Cool down: Jogging on the spot down to a gentle walk. Stretches.</p>			<p>20 walking lunges 35 second plank 20 tuck jumps 35 second ladders 2 minute jog to finish.</p>
---------------------------------	---	---	--	--	--

<p><b>Homework:</b></p>					
-------------------------	--	--	--	--	--

<p><b>Communicating with school</b></p>					
<p>Please direct all queries to the school office email on: <a href="mailto:office@olc.solihull.sch.uk">office@olc.solihull.sch.uk</a></p>					