

OLC WEEKLY LEARNING PLAN



**Message from the teachers:**

Dear children,

Mrs Kendrew, Miss Cottrell & Miss Sidwell

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

<b>Teachers:</b>	Mrs Kendrew, Miss Cottrell and Miss Sidwell	<b>Year:</b>	Year 3	<b>Date:</b>	03.02.25
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>	<p><b>Whole school Mass – Candlemas / The Presentation of Jesus in the Temple</b></p>		<p><b>LO: To know how to find my way round the Bible; that there are different types of literature in the Bible.</b></p>	<p><b>LO: To know the story of Moses’ birth. To understand that in a time of suffering God was with Moses.</b></p>	
		<p><b>Sunday’s Gospel to explore:</b></p> <p>2nd February</p> <p>Luke 2: 22-32</p> <p>My eyes have seen your salvation</p>	<p>Introduce children to the Bible being a library of books containing different styles of writing.</p> <p>Recap how the Bible is made up – Old and New Testament and how to locate sections of the Bible.</p> <p>Share with the children some different styles of</p>	<p>Explain that the story of Moses is found in the book of Exodus, Leviticus, Numbers and Deuteronomy.</p> <p>Children to read the story of the birth of Moses.</p> <p>What were the difficult circumstances surrounding his birth?</p>	<p>Sing it:</p> <p>Jubilee Songs in SharePoint</p> <p>OneLife Jubilee songs - <a href="https://onlifemusic.thinkific.com/courses/songsofhope">https://onlifemusic.thinkific.com/courses/songsofhope</a></p> <p>MAC Jubilee Song (Sharepoint)</p>

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			<p>writing that are found in the Bible:</p> <p>Psalm: 18 (17) V1-4 Prayer: 1 Samuel 2:1-10 Story: Jonah Proverb: Proverbs 3: 5-6 Prophecy: Isaiah 11: 1-5</p> <p><a href="https://www.youtube.com/watch?v=dv8dHsxjLd8">https://www.youtube.com/watch?v=dv8dHsxjLd8</a></p>	<p>Why do you think Moses was saved?</p> <p>What was happening to the people of Israel at the time? Why?</p> <p><b>Task: Write a letter from Moses' mum that she could have put in the basket with him as a baby.</b></p>	<p>God's Spirit is in my heart</p> <p><a href="https://www.youtube.com/watch?v=gVTQvYG-bl4">https://www.youtube.com/watch?v=gVTQvYG-bl4</a></p>
 <p><b>Maths Y3</b></p>	<p><b>LO: Subtract lengths</b></p> <p>Unit 7: Length and perimeter</p> <p>Textbook pages 92-95</p>	<p><b>LO: Measure perimeter</b></p> <p>Unit 7: Length and perimeter</p> <p>Textbook pages 96-99</p>	<p><b>LO: Calculate perimeter</b></p> <p>Unit 7: Length and perimeter</p> <p>Textbook pages 100-103</p>	<p><b>LO: Problem solving – length</b></p> <p>Unit 7: Length and perimeter</p> <p>Textbook pages 104-107</p>	<p><b>LO: Understand the denominator of unit fractions</b></p> <p>Unit 8: Fractions (1)</p> <p>Textbook pages 110-115</p>
 <p><b>English</b></p>	<p><b>LO: To make inferences about a character.</b></p> <p>Read the text up to 'But eventually his attention began to wander...'</p> <p><b>Role on the wall:</b> As a class, complete a large <b>Role on the Wall</b> for Tranio,</p>	<p><b>LO: To use the possessive apostrophe accurately.</b></p> <p><b>Plural or possessive?</b> Provide children with the following phrases: <i>the noise from humming bars, taverns and shops</i> <i>the massive city walls</i></p>	<p><b>LO: To use conditional sentences to give advice.</b></p> <p><b>Grammar splat:</b> Read the next two pages up to '...into the dusty streets'. Ask children to listen out for the verbs and record them on post-it notes for the</p>	<p><b>LO: To make inferences about how a character's feelings have changed.</b></p> <p>Read to '...grumbling, trembling ground'. Were their predictions correct? Did the characters listen to our advice?</p>	<p><b>LO: To create vivid descriptive sentences.</b></p> <p>Read the page beginning 'And then...'. Select further powerful verbs for the <b>working wall</b>. If time allows, look at the following verbs and complete a 'continuum</p>

recording all the things we know for certain about him around the outside of the outline, for example *Tranio lives near the Theatre District, He likes to watch the fishermen unload their boats.* This could be done on a large strip of lining wallpaper.

Display a list of characteristics. *Which of these best describe Tranio? What is your evidence?*

**Model** linking a characteristic with a piece of evidence with an arrow, then writing a sentence to justify with a conjunction - *because, as, since, if*

Children complete their own role on the wall for Tranio, linking each chosen characteristic to a piece of evidence.



Encourage children to link their ideas with a conjunction:  
*Tranio was curious as he was interested in*

*lived with his parents  
pots of wine, oil and spices  
watch the politicians make their speeches  
baker's daughter  
a bag of bones from mother's kitchen  
chase dogs down the street  
one of Pompeii's two theatres*

In two colours, ask children to highlight where an -s has been used for either a plural or a possessive. These terms may need to be revised first.

**Livia's lesson:** Livia has written an entry in her diary for today. But, oh no! She has made lots of mistakes with her grammar (see appendix). Can children help her out?

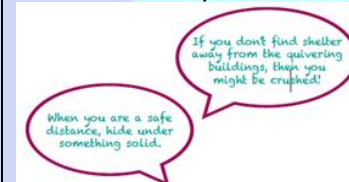
Using different coloured pens, ask children to make corrections to Livia's diary. Be careful - she has not made a mistake every time she has used an -s!

Dear Diary,  
*What a lovely day it has been! First thing this morning I helped mother light the oven's and open the sack's of flour. After kneading the dough, my muscles were aching, but*

**Working Wall.** Look at the different forms of the verbs. In groups, children complete the table to explore changing tense.

Simple Past	Root Verb	Present Progressive
creaked	creak	creaking
quivered	quiver	quivering
ran	run	running

**Decision alley:** Tranio and Livia don't seem to be taking the situation seriously! What should they do now? Hold a conscience alley. Encourage children to use 'If..., then...' or 'When...' to give their advice. Ask two volunteers to walk down the middle, listening to advice from the other children. Allow thinking time beforehand and encourage children to use verbs from the Grammar Splat.



When Tranio and Livia have walked through the middle and heard all the children's advice, they must confer and come to an initial decision. Share this with the class.

Look at the image of Tranio and Livia in the boat. Look back at the tables children completed in session 1. *Were their initial inferences correct? Can they now answer any of the questions they asked?*

**Zone of relevance:** Provide children with a Zone of Relevance and a list of adjectives. *Which adjectives best describe Tranio and Livia's feelings at this point?* Children select adjectives, placing the most relevant words closer to the middle and less relevant adjectives towards the outer rings.



Now compare this image with the illustration of the two children playing jacks towards the beginning of the story. *How do their feelings compare?* Allow children time to discuss and move their adjective cards around to reflect the emotions felt by the characters at this point in the story.

of power': *exploded, ripped, flashed, roared, destroyed, flowed.*



**Nouning it out:** Look at the image of the volcano eruption. Ask children to label the image with nouns, e.g. ash, clouds, lava, smoke, lightning etc. Remind children of the rules for creating noun phrases. What different ways can we create them?

**Adjective + Adjective + Noun**  
**Noun + Noun**

Look at the noun phrases used in the description. Can children identify the word classes used?  
- *terrible endless moment*  
- *a massive cloud of silver ash*  
- *streams of molten liquid*  
- *a blanket of ash and stones*  
- *total darkness*

In groups, ask children to generate noun phrases using the two constructions, based on the nouns they identified in the image.

**Supported sentences:** Have the following simple sentence prepared on a

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watching the boats being unloaded at the harbour.

mothers bread is the most delicious in the city so it was worth all the effort! At the market, the smell of fresh bread drew in the crowd's. I filled one customer's basket with four loaves! When everything was sold, I ran through the stalls, past the pots of spice's and the ship's in the harbour until I reached home. Now dictate the rest of Livia's diary to the children. They must listen, retain each sentence and write it down, focusing on using apostrophes in the correct places. As soon as I came home, I took off my sandals. My toes were hurting! Down in the street, I heard Tranio's voice. He had brought a bag of bones from his mother's kitchen. We played jacks happily together for two hours. Then a pack of dogs ran by, so we chased them down the street. By dinner time, I was exhausted. Being friends with Tranio is the best.  
Livia

**Agony aunt:**

Model writing a letter of advice to Tranio and Livia to outline the options they have and to make the danger clear.  
Dear Tranio and Livia, You do not seem to be taking the situation seriously so I felt I should write to give you some advice. If you listen to Tranio's father, then you may be in danger. This is serious! The volcano is erupting and you must save yourselves. If you want to live, you should leave your belongings behind and run away from the quivering buildings...

Encourage children to justify their decisions - *why do you think that? What evidence is there in the text?* (inferences may be based on images as well as text)

**Shared writing:**

Model writing a thought bubble for the characters at each point in the story, using the adjectives to express the emotions of the character and events from the story to justify. Children can choose to be either Tranio or Livia



When they write their thought bubbles.

If time allows, teachers may wish to use Thought Tapping as a role play activity prior to writing.

sentence strip (not punctuated to begin with):

lava flowed

Can we improve the noun 'lava'? (substitute a noun phrase)  
What did the lava do? (improve the verb)  
Where did the lava flow? (add a preposition phrase)  
How did the lava flow? (add an adverb/adverbial phrase)  
Use post-it notes to add or change details, verbalising the thought process of making improvements in front of the children. When happy with the final arrangement, add appropriate punctuation:



Working in groups, provide further sentences for children to improve. They will need sentences strips and post-its for this activity.





**Spelling & Handwriting**

**Year 3 & 4 Spelling words for this week:**

Year 3 and 4 Common Exception Words											
<b>Aa</b>	breath	consider	enough	grammar	interest	<b>Nn</b>	perhaps	question	suppose		
accident	breathe	continue	exercise	group	island	natural	popular	<b>Rr</b>	surprise		
accidentally	build	<b>Dd</b>	experience	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>		
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore		
actually	business	describe	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	thought		
address	<b>Cc</b>	different	<b>Ff</b>	heard	learn	occasion	possible	remember	thought		
although	calendar	difficult	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through		
answer	caught	disappear	favourite	height	library	often	pressure	sentence	<b>Vv</b>		
appear	centre	<b>Ee</b>	February	history	<b>Mm</b>	opposite	probably	separate	various		
arrive	century	early	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>		
<b>Bb</b>	certain	earth	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight		
believe	circle	eight	fruit	increase	mention	particular	<b>Qq</b>	strange	woman		
bicycle	complete	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women		

**Dictionary Corner:**

Put the words in context in sentences.

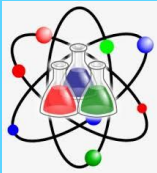
**Word with the 'sh' sound spelled ch**

- parachute
- machine
- brochure
- chef

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

**Year 3 & 4 spelling handwriting focus for this week:**

Put 5 of these words into sentences in context and spelled correctly.



**Wider Curriculum**

**History**

**Ancient Greece Lesson 5**

LO: To explore how equal society in Ancient Greece was.

**Subject knowledge**

- Athens and Sparta were perhaps the two most powerful and best-known city-states of Ancient Greece. They were very different from each other and often clashed.

**Science**

**States of Matter Lesson 5**

LO: To report on the findings of your Fair Test, drawing on scientific conclusions and understand and explain the water cycle using appropriate scientific vocabulary.

**Working Scientifically**

- reporting on findings from enquiries, including oral and written

**Art**

<https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/painting/lesson-5-still-life/>

LO: To apply knowledge of colour mixing and painting techniques to create a finished piece.

*Presentation: Still life to remind the children of*

**Computing**

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/journey-inside-a-computer/lesson-4-computer-memory/>

LO: To understand the purpose of computer parts.

**Activity 1: Pairs game.**

Display slide 2 and explain that computers must be organised and

**PSHE**

**Dreams and Goals Lesson 5: Our new challenges: Overcoming obstacles**

LO: To recognise obstacles which might hinder my achievement and take steps to overcome them.

Children to continue working in groups on their garden designs.

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- Athens was a trading state with a powerful fleet, while the Spartans were very militaristic with a strong land army and fierce reputation. They had completely different ideologies. Both were successful in their own way. They were both instrumental in stopping the Persians from conquering Greece. During the First Persian Invasion (490 BCE), Athenian troops triumphed. During the Second Invasion (480 BCE), the Spartans held off the Persians long enough for the Athenian Navy to form a battle plan. The Athenians defeated the Persian Navy, and the Persians never returned.
- The Peloponnesian War (441-404 BCE) was fought between the Delian League (led by Athens) and the

- 1. explanations, displays or presentations of results and conclusions
- 2. using straightforward scientific evidence to answer questions or to support their findings
- 3. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

**Vocabulary:**  
 evaporation, condensation, precipitation, water cycle, water vapour, invisible, change state

- Resources:**
- Powerpoint
  - Worksheet

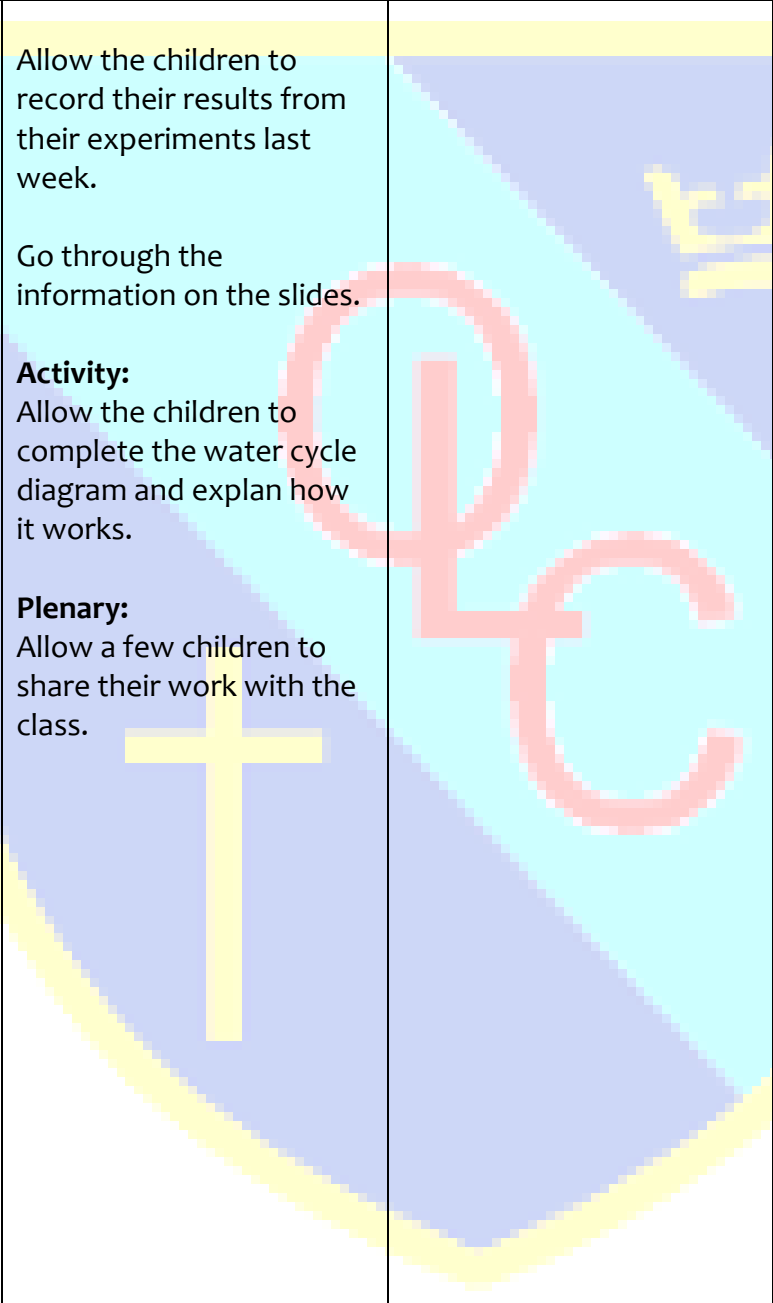
**Lesson Intro:**  
 Recap over last lesson and ask what the children what they remember.

the still life image from the previous lesson.  
 Cover the tables and organise the children with the equipment needed to paint. If possible, give them the opportunity to choose what they will need.

Ensure they have their sketch from *Lesson 4: Composition* ready to paint on. They will also need the photo of their composition and/or the objects they used, depending on whether you intend them to paint from the photo or the real objects.

remember where everything is and when it was put there.  
 Arrange the children into pairs and hand out a set of cards from the *Activity: Memory game* (one between two).  
 Demonstrate shuffling the cards and laying them out in a four-by-four grid.  
 Explain that players take turns turning over two cards; if the cards match, the player keeps the cards.  
 If the cards do not match, the cards are turned back over (and the players need to try to remember what and where the cards were).

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	<p>Peloponnesian League (led by Sparta). Athens, the strongest city-state in Greece before the war, was greatly weakened, although it regained some of its power in the subsequent Corinthian War (394-386 BCE).</p> <p><b>Key questions</b></p> <ol style="list-style-type: none"> <li>1. What were the differences between Athens and Sparta?</li> <li>2. What was the role of women in Ancient Greece?</li> <li>3. What was the role of enslaved people in Ancient Greece?</li> </ol> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Powerpoint</li> </ul> <p><b>Lesson Intro:</b></p> <p>Recap over last lesson and ask what the children what they remember.</p>	<p>Allow the children to record their results from their experiments last week.</p> <p>Go through the information on the slides.</p> <p><b>Activity:</b></p> <p>Allow the children to complete the water cycle diagram and explain how it works.</p> <p><b>Plenary:</b></p> <p>Allow a few children to share their work with the class.</p>		<p>Repeat until all the cards have been claimed and the winner is the player with the most pairs.</p> <p><b>Activity 2: Memory scavenger hunt.</b></p> <p>This activity can be completed with or without devices with QR code scanners.</p>	
				<p><b>MFL</b></p> <p>LO: To recognise the numbers one to twelve, written in French.</p> <p>Follow the recap and recall</p> <p>Work through the main event. Children to write how many of each there are on the sheet in their books.</p> <p><b>Il y a combien de fleurs ?</b> – How many flowers are there? (<b>Cinq</b> – five.)</p> <p><b>Il y a combien de zèbres ?</b> – How many zebras are there? (<b>Deux</b> – two.)</p>	<p><b>Music</b></p> <p><a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/lesson-5-singing-my-ballad/">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/lesson-5-singing-my-ballad/</a></p> <p>LO: To show awareness of style, structure and features to perform a ballad.</p> <p>The children have already written the lyrics to a ballad based on the animation ‘Soar’. You wrote a chorus as a class and each group should have written a verse last</p>

Complete the quiz as a class and go through the new content slides.

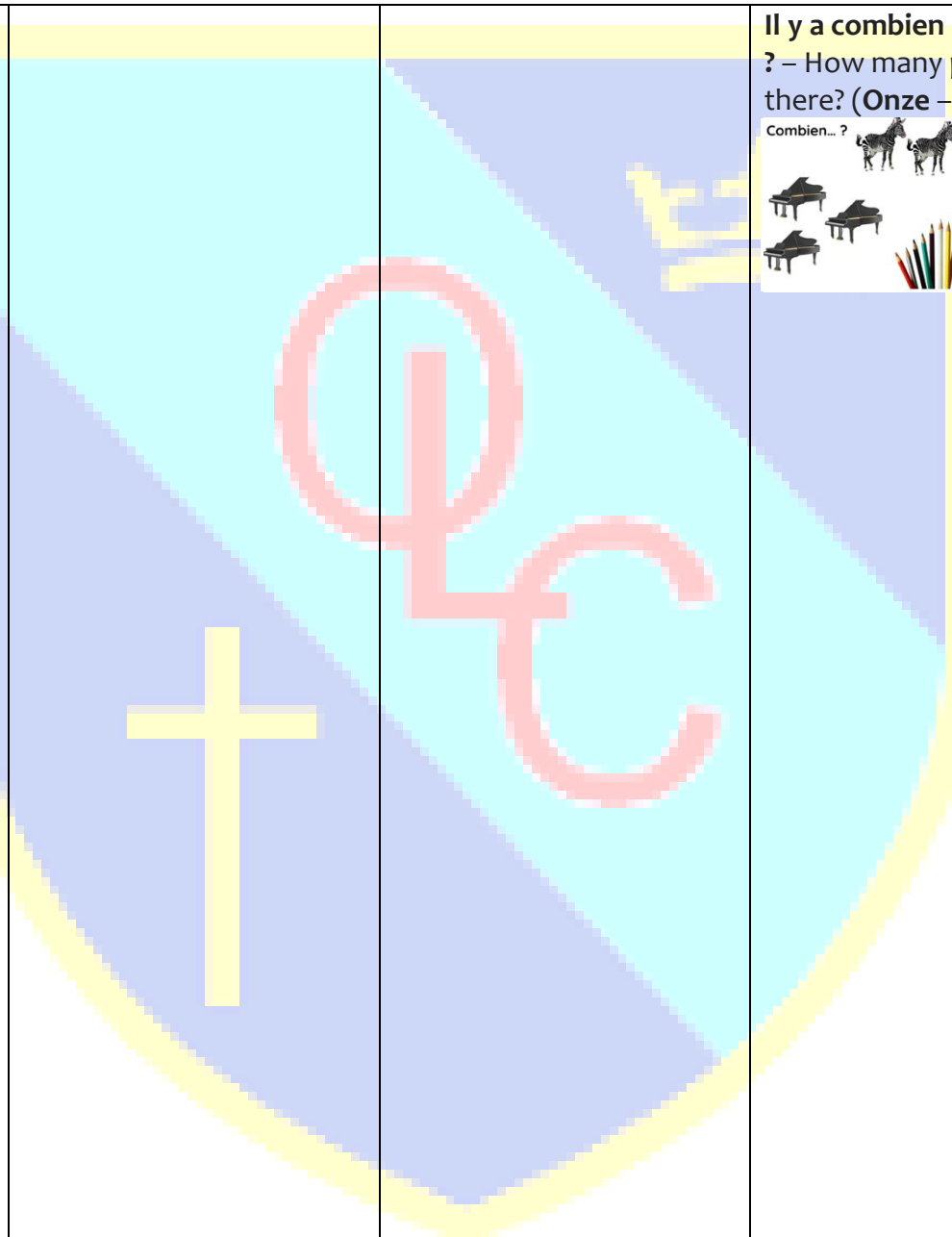
**Activity:**

Present the children with the task of creating a poster and allow them to complete it.

**Plenary:**

Allow a few children to share their work with the class.

Then allow the children to complete their learning reviews.



**Il y a combien de crayons ?** – How many pencils are there? (**Onze** – eleven.)



lesson. The children read their verses to each other and check that they are happy with them.

Give the children time if they still need to work on finishing their verses.

The children come up with some movement to go with their words. The children read their verses to the class and show the actions that go with them.

As a class, decide the order of the verses, making sure that each group knows when it's their turn. You could line them up in verse order.

The children read their verses in order, then repeat this, with the whole class saying the chorus in between each verse.

If the children need to fill gaps, (ie: that part of the animation is still playing but they have run out of





Daily PE Activity



UNIT 3



Dynamic Balance to Agility  
Jumping and Landing



Static Balance  
Seated Balance

**Cognitive**  
Lesson 4

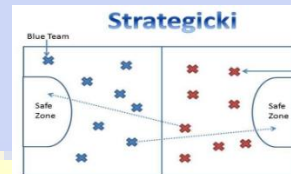
In this unit, the children will develop and apply their dynamic balance on a line and ball skills

Fitness Focus - COPS AND ROBBERS

The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.

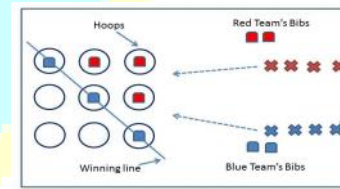
Fitness Focus - STRATEGICKI

Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.



Fitness Focus – TIK TAC TOE

Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.



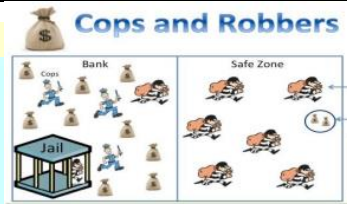
lyrics), then they can add the nonsense words that they came up with in the Attention Grabber.

JUST DANCE – WAKA WAKA

[https://www.youtube.com/watch?v=gVfgTw\\_WJY](https://www.youtube.com/watch?v=gVfgTw_WJY)

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through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.



**Homework:**

**Communicating with school**

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)