

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.

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell	Year:	Year 3	Date:	10.02.25
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To know the story of Moses and the burning bush.</p> <p>Big question: How do you think Moses thought and felt when he stood near the burning bush?</p>	<p>Pilgrimage to Rome</p>		
	<p>Sunday's Gospel to explore:</p> <p>9th February</p> <p>Luke 5: 1-11</p> <p>They left everything and followed him</p>	<p>Read the story of Moses and the burning bush.</p> <p>Why was Moses living far away from the Israelite people?</p> <p>Describe what they might have seen, get them to</p>	<p>All about Rome:</p> <p>Watch video all about Italy. https://www.youtube.com/watch?v=kSOliKgTh5Y</p> <p>Learn about Rome, virtually visiting the different sites across Rome using Google Earth, including:</p> <ul style="list-style-type: none"> • The Trevi Fountain • The Colosseum • The Pantheon 	<p>Sing it:</p> <p>Linking Grateful and Generous to traditional and contemporary music.</p> <p>If I were a butterfly: Brian Howard</p>	<p>Sing it:</p> <p>OneLife Jubilee songs - https://onlifemusic.thinkific.com/courses/songsofhope</p> <p>MAC Jubilee Song (Sharepoint)</p>

		<p>think of their reactions as if they had been Moses.</p> <p>If you had been Moses, what would your thoughts have been about God at this time?</p> <p>Why did Moses take off his sandals? What do you think "Holy Ground" means?</p> <p>How did God introduce himself to Moses?</p> <p>Task: Write a diary entry as if you were Moses on the day he saw the burning bush.</p>	<ul style="list-style-type: none"> • Piazza Navona • The Spanish Steps <p>The Vatican: Use the virtual online tours to explore further the square in front of the Vatican, the inside of the Vatican and the Sistine Chapel etc.</p> <p>A life in the day of Pope Francis: Read a fact file and a PowerPoint and learn about Pope Francis and his life as a child growing up and later on as a priest. Also, his life now as a Pope - people he meets and what his day might look like.</p> <p>Artwork: Look at pictures/videos of The Sistine Chapel. Draw or paint pictures/scenes that we can display in our school Chapel - our own Sistine Chapel.</p>	<p>https://www.youtube.com/watch?v=bZbS8bLQcIQ</p> <p>Thank you Lord for this fine day: Diane Davis https://www.youtube.com/watch?v=sfSpCFzB5Mc</p> <p>This is the Day: One Life Music https://www.youtube.com/watch?v=YMIQJWMuog</p> <p>Thank you Lord: One Life Music</p>	<p>God's Spirit is in my heart https://www.youtube.com/watch?v=gVTQvYG-bl4</p>
 <p>Maths Y3</p>	<p>LO: Compare and order unit fractions</p> <p>Unit 8: Fractions (1)</p> <p>Textbook pages 116-119</p>	<p>LO: Understand the numerator of non-unit fractions</p> <p>Unit 8: Fractions (1)</p> <p>Textbook pages 120-123</p>	<p>Pilgrimage day</p>	<p>LO: Understand the whole</p> <p>Unit 8: Fractions (1)</p> <p>Textbook pages 124-127</p>	<p>Art Day</p>



English

LO: To create vivid descriptive sentences.

Read the page beginning 'And then...'. Select further powerful verbs for the **working wall**. If time allows, look at the following verbs and complete a 'continuum 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*

LO: To write a vivid description.

Shared writing: Model writing a description of the volcano eruption that Tranio and Livia witnessed. Model using the working wall for ideas, as well as the supported sentences activity from yesterday's lesson.

In one terrible endless moment, Vesuvius exploded powerfully into the sky. Clouds of dense ash billowed upwards. At once, it was night. Streams of molten lava roared in unstoppable waves down the mountain slopes...

Children write a description of the volcano eruption, beginning with the sentence opener 'In

Pilgrimage day

LO: To identify the features of a newspaper article.

Read the story to the end. Tell children that they are going to become reporters and write a newspaper article about the eruption. Look at a range of newspaper headlines. Can children determine what the article will be about from the headline?

Talking partners:

What makes these headlines so appealing to the reader? Can you list the techniques required for a catchy headline?

Discuss techniques e.g. alliteration, puns, rhyme, play on words. Collect children's ideas for a headline which they could use in their newspaper article e.g. Violent Vesuvius Erupts; Rumble Down, Tumble Down!

Art Day

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 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)

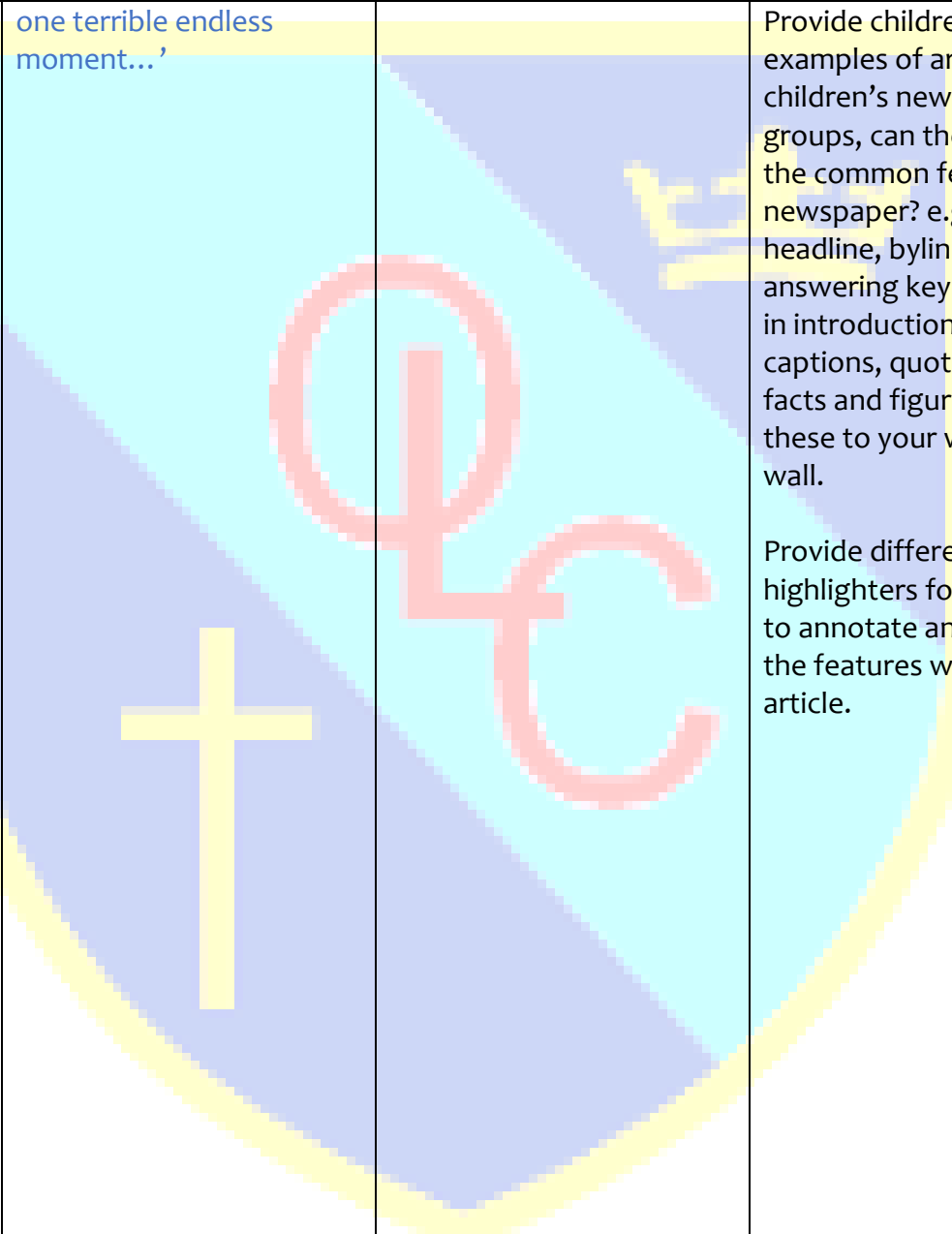
Where did the lava flow? (add a preposition phrase)

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:

Streams of molten lava lava flowed roared down the mountain slopes.

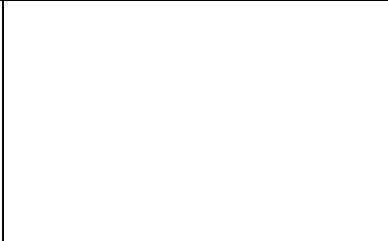
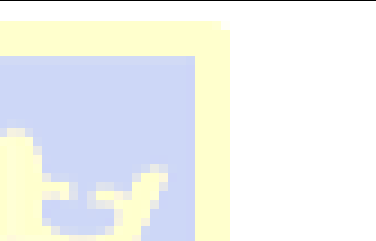
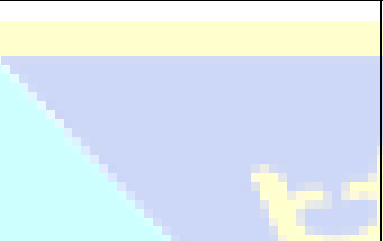
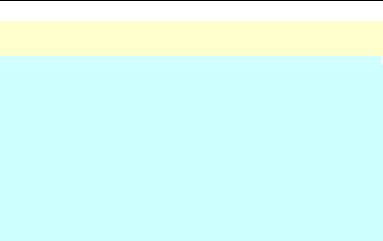
one terrible endless moment...'



Provide children with examples of articles from children's newspapers. In groups, can they identify the common features of a newspaper? e.g. catchy headline, byline, answering key questions in introduction, picture, captions, quotations, facts and figures. Add these to your working wall.

Provide different colour highlighters for children to annotate and identify the features within the article.

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

Dictionary Corner:

Put the words in context in sentences.

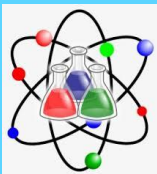
/i/ sound spelled with a 'y'

- gym
- bicycle
- mystery
- symbol

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 6

LO: To know the similarities and differences between Ancient Greece and Modern Day.

Subject knowledge

- The Ancient Greeks are responsible for inventing the system of government that has been seen in most of the

Science

States of Matter Lesson 6

LO: To design an exciting learning activity for others using scientific knowledge and vocabulary.

Working Scientifically

- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

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.

Computing

LO: To understand how computer parts function together.

Children to use new logins to gain access to the computer.

Work in pairs to use the input devices on the computer, create algorithms to show how the computer parts

PSHE

Circle Time

As a class, reflect on the last half term. Pass the Jigsaw Jino/Jazz around saying what they have enjoyed/what has gone well and what hasn't gone so well.

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	<p>Western world thereafter – democracy.</p> <ul style="list-style-type: none"> Their ideas are also seen to have influenced our theatre, architecture, philosophy, the alphabet and the Olympic Games. Alexander the Great spread the Greek legacy around the whole known world. <p>Resources:</p> <ul style="list-style-type: none"> Powerpoint <p>Lesson Intro: Recap over last lesson and ask what the children what they remember.</p> <p>Activity: Present the children with the task of travelling back in time to Ancient Greece to discuss the differences between now and then.</p> <p>Plenary: Allow a few children to share their work with the class.</p>	<p>2. identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Vocabulary: All vocabulary introduced during this block of learning</p> <p>Resources:</p> <ul style="list-style-type: none"> Powerpoint Paper Colouring pens Scissors <p>Lesson Intro: Recap over last lesson and ask what the children what they remember.</p> <p>Allow the children to take part in the class quiz.</p> <p>Activity: Allow the children to create their activities which teach visitors about states of matter.</p>	<p>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.</p> <p>Ensure they have their sketch from <i>Lesson 4: Composition</i> 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.</p> <p>It may be helpful to display the success criteria.</p> <p>The children now paint their still life using their chosen techniques.</p>	<p>function together to create a game/file.</p> <p>MFL LO:</p>	<p>Music https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/lesson-5-singing-my-ballad/</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 lesson. The children read their verses to each other and check that they are happy with them.</p> <p>Give the children time if they still need to work on finishing their verses.</p> <p>The children come up with some movement to</p>
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Then allow the children to complete their learning reviews.

Plenary:

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

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

Use iPad to capture performance.



Daily PE Activity



UNIT 3



Dynamic Balance to Agility
Jumping and Landing



Static Balance
Seated Balance

Cognitive
Lesson 6

In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and

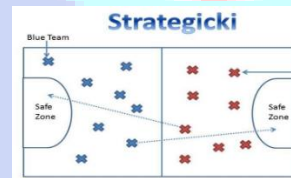
Fitness Focus - COPS AND ROBBERS

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.



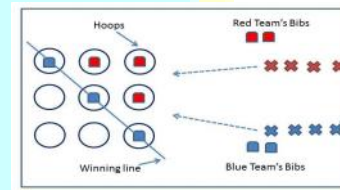
Fitness Focus - STRATEGICKI

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.



JUST DANCE – WAKA WAKA

https://www.youtube.com/watch?v=gVfgTw_W_JY

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	group Personal Best challenges.				
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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

