

OLC WEEKLY LEARNING PLAN



**Message from the teachers:**

Dear children,

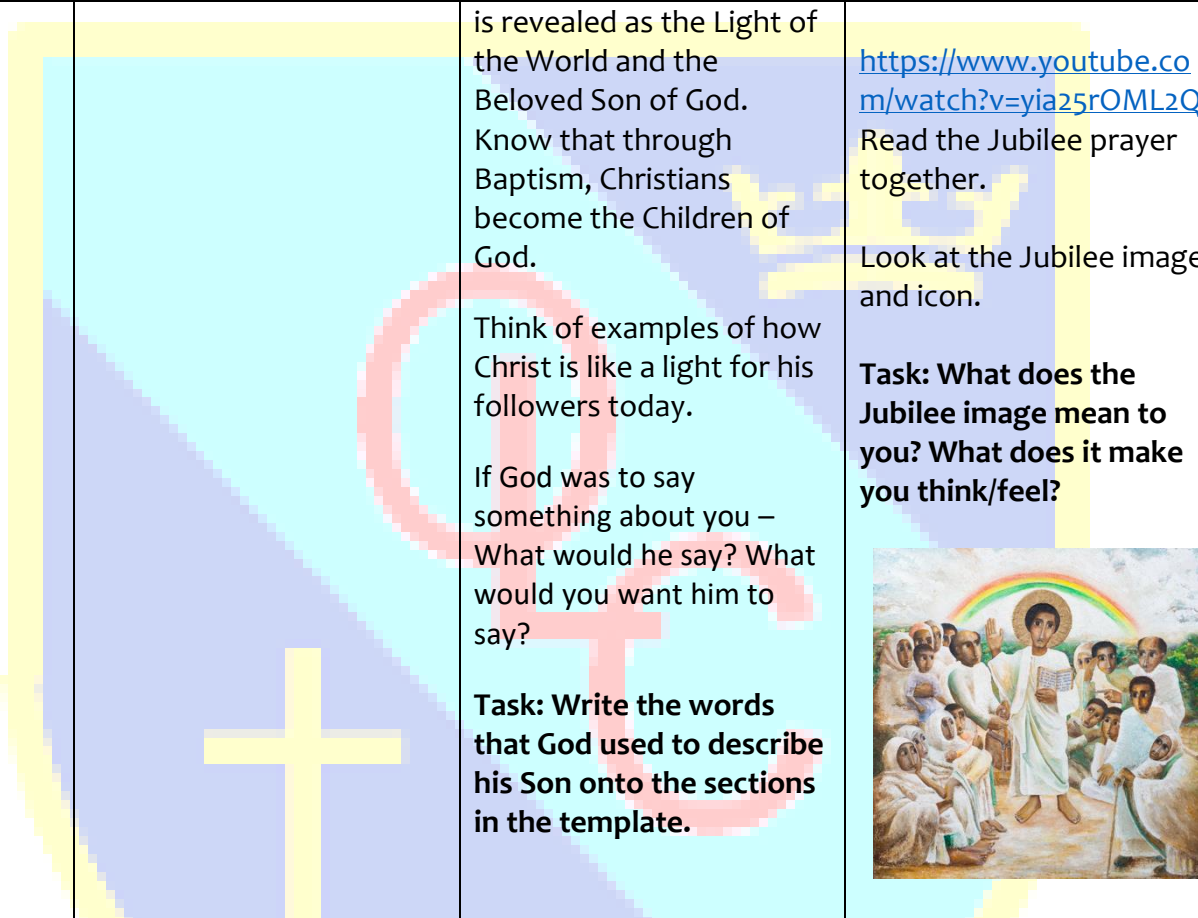


Mrs Kendrew, Miss Cottrell & Miss Sidwell

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>	27.01.25
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>RE</b></p>		<p><b>LO: To be able to imagine the Disciples thoughts and feelings at the Transfiguration of Jesus.</b></p>	<p><b>LO: To know the stories of the Baptism, Presentation and Transfiguration of Jesus.</b></p> <p><b>Big Question: If God was to say something about you – What would he say?</b></p>	<p><b>LO: To know what the Jubilee Year means for the Catholic Church.</b></p>	
	<p><b>Sunday's Gospel to explore:</b></p> <p>26th January</p> <p>Luke 1: 1-4;4:14-21</p> <p>Today the scripture has been fulfilled</p>	<p>Re-read the story of the Transfiguration of Jesus.</p> <p><b>Task: Children to work in groups to role-play/freeze frame the story.</b></p>	<p>Recap the main events in the Presentation of Jesus, Jesus' baptism and the Transfiguration of Jesus.</p> <p>What did God say about his Son at each one?</p> <p>Ensure an understanding that at these events Christ</p>	<p>In the Catholic Church, a Jubilee or Holy Year is a special year of forgiveness and reconciliation, in which people are invited to come back into right relationship with God, with one another, and with all of creation.</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>

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			<p>is revealed as the Light of the World and the Beloved Son of God. Know that through Baptism, Christians become the Children of God.</p> <p>Think of examples of how Christ is like a light for his followers today.</p> <p>If God was to say something about you – What would he say? What would you want him to say?</p> <p><b>Task: Write the words that God used to describe his Son onto the sections in the template.</b></p>	<p><a href="https://www.youtube.com/watch?v=yia25rOML2Q">https://www.youtube.com/watch?v=yia25rOML2Q</a> Read the Jubilee prayer together.</p> <p>Look at the Jubilee image and icon.</p> <p><b>Task: What does the Jubilee image mean to you? What does it make you think/feel?</b></p> 	<p>MAC Jubilee Song (Sharepoint)</p> <p>God's Spirit is in my heart <a href="https://www.youtube.com/watch?v=9VTQvYG-bl4">https://www.youtube.com/watch?v=9VTQvYG-bl4</a></p>
 <p><b>Maths Y3</b></p>	<p><b>LO: Metres, centimetres and millimetres</b></p>	<p><b>LO: Equivalent lengths (m and cm)</b></p>	<p><b>LO: Equivalent lengths (mm and cm)</b></p>	<p><b>LO: Compare lengths</b></p>	<p><b>LO: Add lengths</b></p>
<p>Unit 7: Length and perimeter</p> <p>Textbook pages 72-75</p>	<p>Unit 7: Length and perimeter</p> <p>Textbook pages 76-79</p>	<p>Unit 7: Length and perimeter</p> <p>Textbook pages 80-83</p>	<p>Unit 7: Length and perimeter</p> <p>Textbook pages 84-87</p>	<p>Unit 7: Length and perimeter</p> <p>Textbook pages 88-91</p>	



English

**LO: To write a factual report about trees.**

Recap on planning and ensure children are clear which sections they are writing today.

How do trees grow? Describe the process using conjunctions and prepositions. Can you use -ly adverbs?

**Shared writing:**

Model writing the main paragraphs to the report.

Look back to session 8 for support.

How do trees grow?

A sapling becomes a tree after it grows elegantly over three metres tall. Flowers slowly drop away before the seeds appear.

Seeds gracefully fly great distances when they spin in the wind.

**LO: To edit and publish my work.**

Recap on planning and ensure children are clear which sections they are writing today.

Conclusion  
Get the audience's attention. Use sentence types.

**Shared writing:**

Model writing the conclusion to the report. This will mirror the introduction and use a range of sentence types.

**Conclusion**

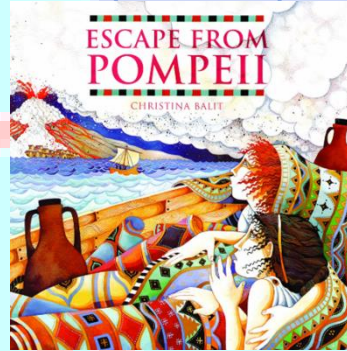
Have you learned anything new? Do you want to learn more? Read these websites for more information. Take a walk in

\_\_\_\_\_ park to see for yourself. How exciting!

Children look back over the report and begin to edit with a focus. Focus children on checking their use of present tense particularly.

**LO: To make inferences about the past.**

**New Book:  
Escape from Pompeii**



Tell children that today they are going to become archaeologists.

Have artefacts displayed on the board.

Artefacts could include: Roman pots, pumice/lava stones, photographs or paintings of the eruption of Vesuvius, map of the Vesuvius area (crumpled or tea stained to look old), Roman cloth, front cover of the Daily Record etc.

Ask children to consider the artefacts:

*Where might they come from?*

**LO: To use verbs to describe.**

Introduce the book and discuss how this book is historical fiction, which means it is based on a factual event that took place in the past but the characters within it may be fictional.

Read the first page, up to 'Was anything more beautiful?'

Pick out the verbs from the page - *glimmered, listened, humming, haggling, looming.*

Which words relate to sights? Which relate to sounds?

Group on **working wall.**

**Mind parts:**

Set up a freeze frame of the city with the following characters: *Tranio, lady selling bread, man carrying pot, friends having a conversation, person with hand in air.*

Ask volunteers from the class to stand behind each character to give them a voice.

**LO: To write a setting description.**

**Where's the action?**  
Re-read the first page. This time ask children where all the actions are taking place.

Pick out the preposition phrases, e.g. *on a hillside, in the sunlight, beyond the massive city walls* and display on **working wall.**

Ask children to imagine they are Tranio, looking out across the city from his window.

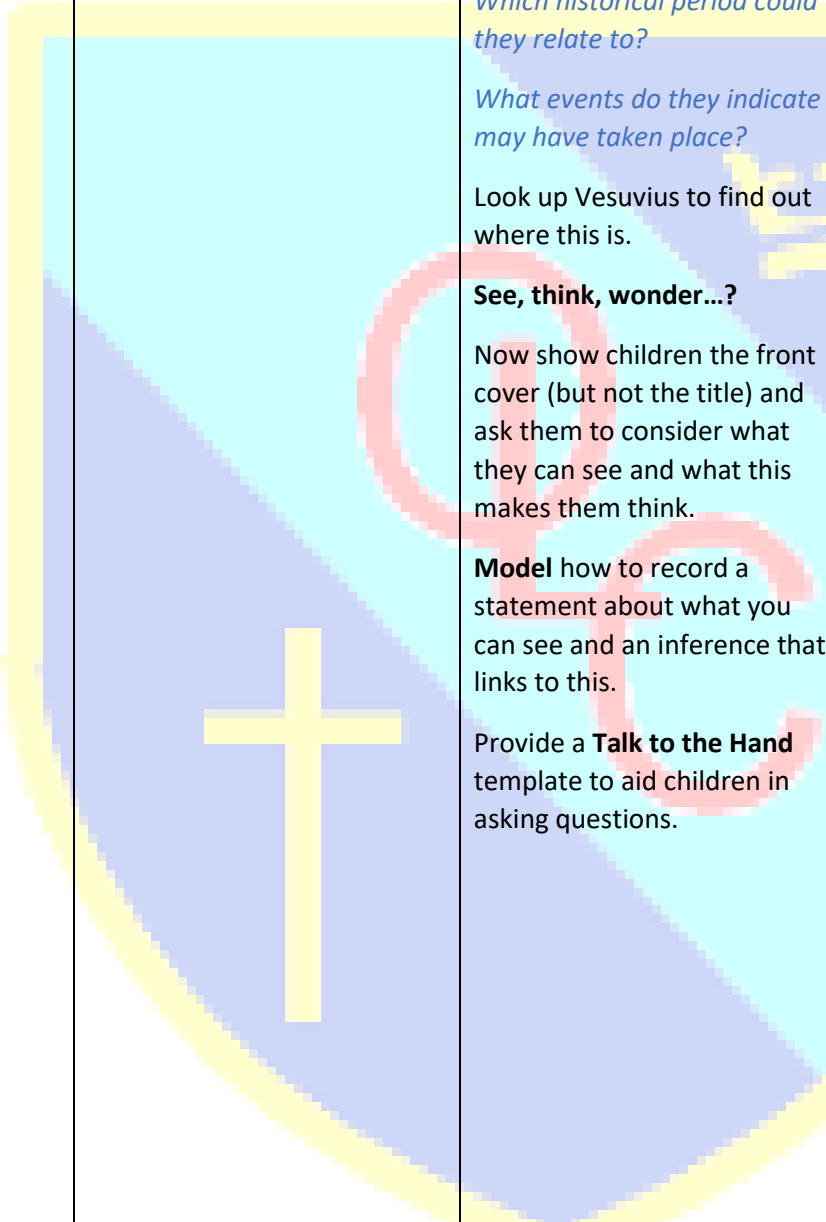
*How would he describe the city?*


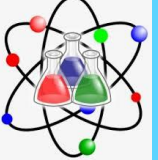
**Model** writing a setting description in the present tense using powerful verbs and prepositions.

While modelling, teachers may wish to distinguish between -ing words used as adjectives and as verbs in the present progressive form.

*Down below me, the bustling market streets are alive with activity. I can hear haggling voices and smell the scent of freshly baked bread drifting*

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			<p><i>Which historical period could they relate to?</i></p> <p><i>What events do they indicate may have taken place?</i></p> <p>Look up Vesuvius to find out where this is.</p> <p><b>See, think, wonder...?</b></p> <p>Now show children the front cover (but not the title) and ask them to consider what they can see and what this makes them think.</p> <p><b>Model</b> how to record a statement about what you can see and an inference that links to this.</p> <p>Provide a <b>Talk to the Hand</b> template to aid children in asking questions.</p>	<p>What would each character be saying?</p> <p>e.g. "Fresh bread for sale!"</p> <p>Build in new characters until you have a complete 'cityscape'.</p> <p>When the teacher calls 'action!' the rest of the class can contribute background sound effects, e.g. rippling of the waves, birds chirping etc.</p> <p><b>Group activity:</b> Based on the Mind Parts activity, challenge children to generate further verbs (or short phrases) to describe the scene.</p> <p><b>City scaping:</b> Either provide children with a copy of the city scene from the book or ask them to draw their own illustration of the city in the middle of a page.</p> <p>Around the image, ask children to record phrases that describe the sights, sounds and smells of the scene.</p>	<p>on the breeze. At the harbourside, fishermen are hauling their daily catch into baskets, ready to be sold at market.</p> <p>Children to write their own descriptions of the city from Tranio's perspective.</p> <p>They can use their <b>cityscaping</b> work from yesterday to help.</p> <p><b>Extension:</b> Challenge some children to begin their sentences with a present progressive verb.</p> <p>For example: <i>Chirping loudly, the birds swoop in circles above my head. Looming in the distance, Vesuvius keeps watch over us all.</i></p>
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				<p><b>Model</b> some examples initially, e.g. the sound of lively voices drifting open the breeze.</p>																																																																																																																																				
 <p><b>Spelling &amp; Handwriting</b></p>	<p><b>Year 3 &amp; 4 Spelling words for this week:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Year 3 and 4 Common Exception Words</b></p> <table border="0"> <tr> <td><b>Aa</b></td><td>breath</td><td>consider</td><td>enough</td><td>grammar</td><td>interest</td><td><b>Nn</b></td><td>perhaps</td><td>question</td><td>suppose</td></tr> <tr> <td>accident</td><td>breathe</td><td>continue</td><td>exercise</td><td>group</td><td>island</td><td>natural</td><td>popular</td><td><b>Rr</b></td><td>surprise</td></tr> <tr> <td>accidentally</td><td>build</td><td><b>Dd</b></td><td>experience</td><td>guard</td><td><b>Kk</b></td><td>naughty</td><td>position</td><td>recent</td><td><b>Tt</b></td></tr> <tr> <td>actual</td><td>busy</td><td>decide</td><td>experiment</td><td>guide</td><td>knowledge</td><td>notice</td><td>possess</td><td>regular</td><td>therefore</td></tr> <tr> <td>actually</td><td>business</td><td>describe</td><td>extreme</td><td><b>Hh</b></td><td><b>Ll</b></td><td><b>Oo</b></td><td>possession</td><td>reign</td><td>thought</td></tr> <tr> <td>address</td><td><b>Cc</b></td><td>different</td><td><b>Ff</b></td><td>heard</td><td>learn</td><td>occasion</td><td>possible</td><td>remember</td><td>thought</td></tr> <tr> <td>although</td><td>calendar</td><td>difficult</td><td>famous</td><td>heart</td><td>length</td><td>occasionally</td><td>potatoes</td><td><b>Ss</b></td><td>through</td></tr> <tr> <td>answer</td><td>caught</td><td>disappear</td><td>favourite</td><td>height</td><td>library</td><td>often</td><td>pressure</td><td>sentence</td><td><b>Vv</b></td></tr> <tr> <td>appear</td><td>centre</td><td><b>Ee</b></td><td>February</td><td>history</td><td><b>Mm</b></td><td>opposite</td><td>probably</td><td>separate</td><td>various</td></tr> <tr> <td>arrive</td><td>century</td><td>early</td><td>forward</td><td><b>Ii</b></td><td>material</td><td>ordinary</td><td>promise</td><td>special</td><td><b>Ww</b></td></tr> <tr> <td><b>Bb</b></td><td>certain</td><td>earth</td><td>forwards</td><td>imagine</td><td>medicine</td><td><b>Pp</b></td><td>purpose</td><td>straight</td><td>weight</td></tr> <tr> <td>believe</td><td>circle</td><td>eight</td><td>fruit</td><td>increase</td><td>mention</td><td>particular</td><td><b>Qq</b></td><td>strange</td><td>woman</td></tr> <tr> <td>bicycle</td><td>complete</td><td>eighth</td><td><b>Gg</b></td><td>important</td><td>minute</td><td>peculiar</td><td>quarter</td><td>strength</td><td>women</td></tr> </table> </div>			<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	eighth	<b>Gg</b>	important	minute	peculiar	quarter	strength	women	<p><b>Dictionary Corner:</b></p> <p><b>Words ending in '-er' when the root word ends in (t)ch</b></p> <p>Put the words in context in sentences.</p> <p><b>butcher</b> <b>teacher</b> <b>catcher</b> <b>cruncher</b></p> <p>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.</p>	<p><b>Year 3 &amp; 4 spelling handwriting focus for this week:</b></p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>	
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 <p><b>Wider Curriculum</b></p>	<p><b>History</b> <b>Ancient Greece</b> LO: To explore how Ancient Greece has influenced our lives.</p> <p><b>Subject knowledge</b></p> <ul style="list-style-type: none"> <li>Ancient Greece conjures certain images: Greek theatre, democracy, city-states, temples, ancient philosophers. This picture of Ancient Greece is from the Golden Age of Greece,</li> </ul>	<p><b>Science</b> <b>States of Matter</b> LO: To recognise and name evaporation and condensation as changes of state and design and set up a fair test to find the factors that affect the rate of evaporation.</p> <p><b>Working Scientifically</b></p> <ol style="list-style-type: none"> <li>asking relevant questions and using different types of</li> </ol>	<p><b>Art</b> <a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/painting/lesson-4-composition/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/painting/lesson-4-composition/</a></p> <p>LO: To consider proportion and composition when planning a still life painting.</p>	<p><b>Computing</b> <a href="https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/journey-inside-a-computer/lesson-3-following-instructions/">https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/journey-inside-a-computer/lesson-3-following-instructions/</a></p> <p>LO: To understand the purpose of computer parts.</p> <p>Display the images on slide 1 of a GPU and a CPU. Explain to the children that they are going to complete an unplugged activity to find out what it's like to be</p>	<p><b>PSHE</b> <b>Dreams and Goals</b> <b>Lesson 4</b> <b>Our New Challenge</b></p> <p><b>LO: To be motivated and enthusiastic about achieving our new challenge.</b></p> <p>The children to work as a team to continue designing their garden.</p>																																																																																																																																			

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	<p>also known as the Classical Period. The Golden Age was important to the whole world, not just to the Ancient Greeks.</p> <ul style="list-style-type: none"> <li>• The Golden Age occurred in Greece in the 5th and 4th centuries BCE. It was a period of huge growth for Greece as Alexander the Great expanded his empire. The Golden Age ended with Alexander's death in 323 BCE.</li> <li>• The Golden Age was a time of great cultural growth. Socrates and Aristotle were beginning their lasting impact on philosophy and intellectual thought. Greek theatre came into being, and the plays of well-known Greek dramatists such as Aeschylus, Aristophanes and Euripides are still on stage today. The Olympic Games became popular and democracy</li> </ul>	<p>scientific enquiries to answer them</p> <ol style="list-style-type: none"> <li>2. setting up simple practical enquiries, comparative and fair tests</li> <li>3. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ol> <p><b>Vocabulary:</b> evaporation, condensation, condense, water vapour, invisible, liquid, change state, energy, particles</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Powerpoint</li> <li>• Water</li> <li>• Containers</li> <li>• Timers</li> <li>• Worksheets</li> </ul> <p><b>Lesson Intro:</b></p>	<p><b>Creating a composition</b></p> <p>The children should try out different arrangements for their chosen objects, aiming to create a composition that looks interesting from above. They could consider where to place objects in relation to each other for contrast and consider layering objects one on top of another. Encourage them to try changing the angle or direction of objects.</p> <p>Photograph each composition so it can be replicated in <i>Lesson 5: Still life</i>.</p> <p><b>Sketching the still life</b></p> <p>The children now draw their still life on paper. Paper</p>	<p>these two specific parts of the computer.</p> <p>Display slide 2 and remind the children of their definitions.</p> <p>Inform the children that to do this, they are going to follow instructions and make pictures, just as the CPU does.</p> <p>Place a large piece of paper on each table and a selection of different coloured felt tip pens. Discuss what an algorithm is and refer to other units the children have studied, such as 'Algorithms unplugged' or 'Programming: Scratch Jr'.</p> <p>Explain that each person on the table will follow their own algorithm and together they will create a giant piece of artwork. Inform the children that they will all end up drawing on/over/near each other's work, so</p>	
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was born. The Classical Period was one of the most important in world history.

**Key questions**

1. What and when was the Golden Age of Ancient Greece?
2. What did the Ancient Greeks achieve during this time?
3. How does the Golden Age of Greece influence our lives today?

**Resources:**

- Powerpoint

**Lesson**

**Intro:**

Recap over last lesson and ask what the children what they remember.

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

**Activity:**

Recap over last lesson and ask what the children what they remember.

Go through the information on the slides.

**Activity:**

Allow the children to create their own fair test.

**Plenary:**

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

choice is important so the children need to have decided which painting technique they will be using. Black or colourful paper works well for thicker paint textures and white paper is necessary if they are using washes or watercolours.

Remind them to aim for a quick sketch that will contain the whole composition rather than a beautifully detailed drawing. Encourage them to look closely at the size of objects in relation to each other (proportion). Keep the children's sketches for the next lesson.

they need to work together as a team.

**MFL**

LO: To recognise the numbers one to twelve, written in French.

Follow the recap and recall

Work through the main event. Children to write how many of each there are on the sheet in their books.

**Il y a combien de fleurs ?** – How many flowers are there? (**Cinq** – five.)

**Il y a combien de zèbres ?** – How many zebras are there? (**Deux** – two.)

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



**Music**

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/lesson-4-writing-lyrics/>

LO: To create lyrics that match a melody.

Based on the animation, the children will write the lyrics for their own ballad. The children will use the words and phrases as well as their sentences from the previous lesson.

This will be very much like writing a poem; it will have stanzas

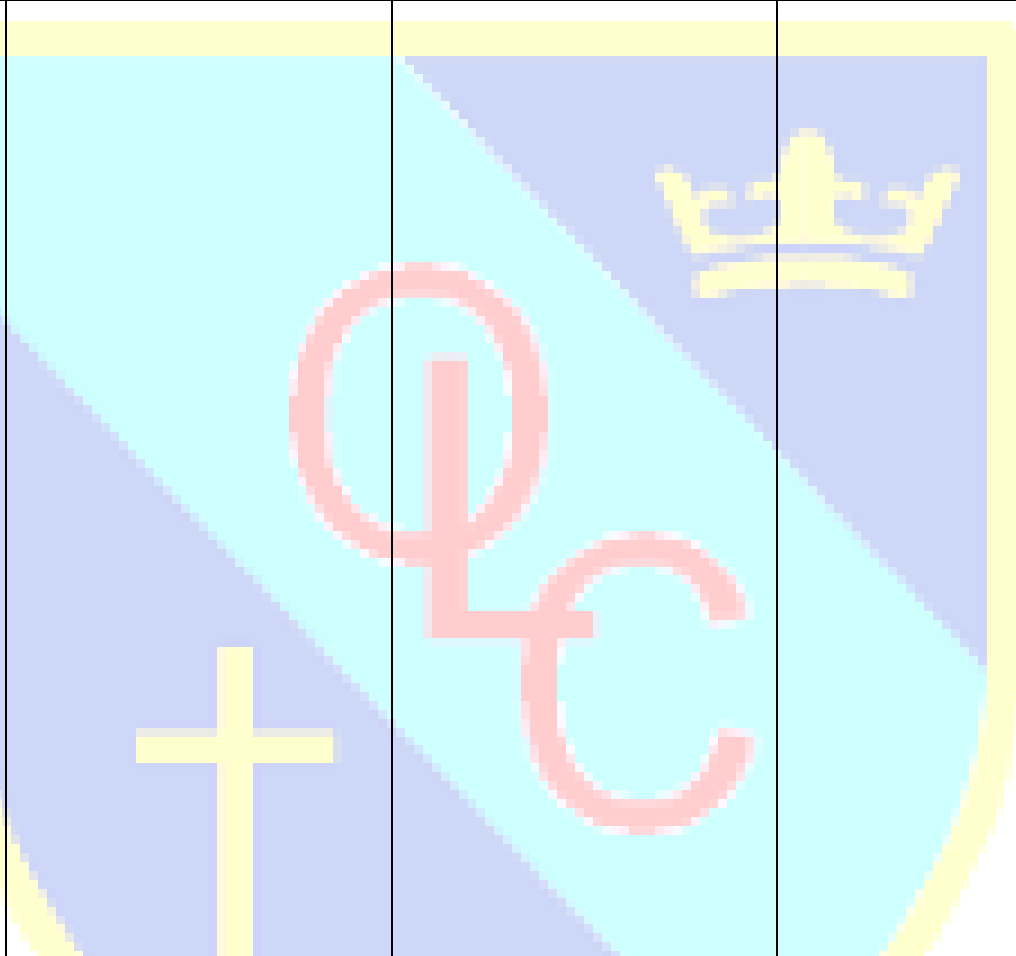
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Present the children with the task of creating a poster and allow them to complete it.

**Plenary:**

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

Then allow the children to complete their learning reviews.



(verses) and the children will write a chorus to fit their chosen song.

**Class chorus**

Invent the chorus as a class, modelling the lyric writing process which the children can then apply when writing the verses in their groups.



Daily PE Activity



**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

**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

**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

**JUST DANCE – WAKA WAKA**

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



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**Dynamic Balance to Agility**  
Jumping and Landing

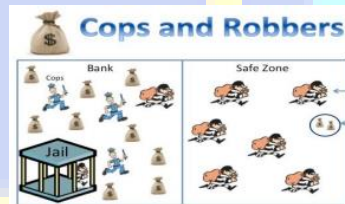


**Static Balance**  
Seated Balance

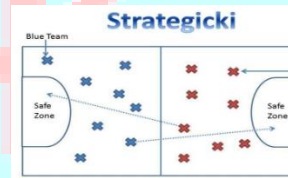
**Cognitive**  
**Lesson 4**

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

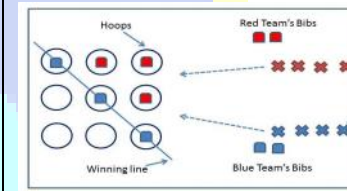
allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the 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.



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.



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.



**Homework:**

**Communicating with school**

OLC WEEKLY LEARNING PLAN

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

