

OLC WEEKLY LEARNING PLAN






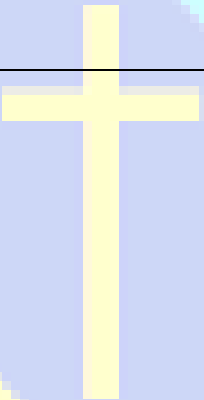
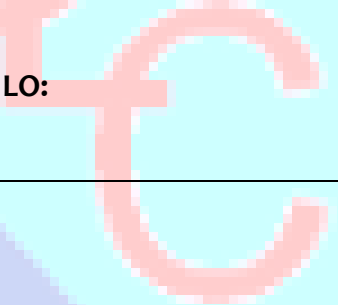

Message from the teachers:

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:	13.10.2025
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		LO:	LO:	LO:	
	<p>Sunday's Gospel to explore: Luke 17:11-19</p> <p>On the way to Jerusalem Jesus travelled along the border between Samaria and Galilee. As he entered one of the villages, ten lepers came to meet him. They stood some way off and called to him, 'Jesus! Master! Take pity on us.' When he saw them, he said, 'Go and show yourselves to the priests.' Now as they were going away, they were</p>				 Everyday God https://www.youtube.com/watch?v=erZuM8rJWso&list=RDerZuM8rJWso&start_radio=1

OLC WEEKLY LEARNING PLAN

	cleansed. Finding himself cured, one of them turned back praising God at the top of his voice and threw himself at the feet of Jesus and thanked him. The man was a Samaritan. This made Jesus say, 'Were not all ten made clean? The other nine, where are they? It seems that no one has come back to give praise to God, except this foreigner.' And he said to the man, 'Stand up and go on your way. Your faith has saved you.'				
 Maths Y3	LO: Make connections	LO: Add two numbers	LO: 2. Subtract two numbers	LO: Add two numbers (across 10)	LO: Add two numbers (across 100)
	Unit 2: Addition and subtraction (1) Textbook pages 100-103	Unit 2: Addition and subtraction (2) Textbook pages 106-111	Unit 2: Addition and subtraction (2) Textbook pages 112-115	Unit 2: Addition and subtraction (2) Textbook pages 116-119	Unit 2: Addition and subtraction (2) Textbook pages 120-123
 English	LO: To identify and discuss themes and conventions in a text.	LO: To identify and discuss themes and conventions in a text.	LO: To identify and generate antonyms and use noun phrases expanded by the addition of modifying adjectives.	LO: To use fronted adverbials followed by a comma.	LO: To use fronted adverbials for time.
	Read the text to the end. Look at the last 3 lines of text: <i>I reached over and tagged him on his claw.</i>	In a talking circle, discuss the themes in the text: <i>Loyalty, kindness, friendship, superiority, irony.</i>	Return to the start of the text and shared-read the first three pages.	Ask the children to quickly sketch the 'miserable'/ rejected version of their three	Quick check-up: Using the sequence of 4 pictures across the two pages <i>It was two days before I saw him awake,</i>

OLC WEEKLY LEARNING PLAN

*"You're it, Sparky," I said.
And for a long, long time
he was.*

Discuss the double-meaning of this: 'it' as in playing the game of tag and 'it' as in 'my friend', 'the pet'.

Role play:

Explore what might have been going through each character's minds at the end of the story (the sloth and the girl).

Teacher model a conversation between the two characters. In pairs, allow the children to role play this conversation.

Bubbles of speech:

Provide each child with some speech bubble post it notes on which to write some snippets of the conversation and then stick on the page.

Pop these themes onto cards and place in the middle so that the topics for discussion can be selected at random.

Teacher or additional adult scribe some responses.

Children to free- write a response to the text in terms of the 'messages' it is trying to convey.

Teacher model starting points.
e.g. I think that the story of Sparky! By Jenny Offill & Chris Appelhans is about loyalty and friendship. In the text... *again, children should be supported in finding and quoting evidence from the text.*

Read aloud extracts from responses.

Provide the children with the 3 animal pictures from page 2 on the left hand side of a landscape piece of paper *A bird or a bunny or a trained seal* and the same three animals from the following page on the right hand side of the paper.

Spot the difference:

Ask the children to compare the animals on the left with the animals on the right – *in what way are they different? How might they feel? Why?*

Generate some adjectives /adverbs/ abstract nouns to describe the feelings - just scribe these at random for now.

Now model scribing an adjective e.g. delighted next to the bird... what might be an opposite adjective (antonym) that could be paired with this

new animals (from session 7)

Model onto a sentence strip for the first animal of your own (see previous session) writing the following e.g.

On Monday, my mother said no to the snake and I imagined the animal feeling dejected.

(point out that an antonym of the word used in session 7 for the 'happy' snake should be used here.)

Continue to model, one strip per sentence:

At the supermarket, she said no to the badger and I imagined a bundle of fluffy stripes looking forlorn.

Snapping, she said no to the pony and I imagined the four-legged beauty tossing his mane sulkily.

Explain that the first part of each sentence is what

children to write fronted adverbials for time to show how time passes across the 4 pictures.

You may want to dictate one or two (or all 4) of the sentences.

Now remind children of Mary Potts as a character and refer to the Role on the Wall (session 3) that has been displayed on the class working wall.

If you could meet Mary Potts, what would you like to ask her?

Generate some questions (open questions).

Hot seating:

Have another adult (or teacher in role if another adult unavailable) to appear in role as Mary Potts, if possible wearing a curly wig, smart coat etc.

Children hot-seat Mary Potts.

OLC WEEKLY LEARNING PLAN

Now model how to punctuate a section of dialogue based on their Bubbles of Speech.

on the unhappy bird picture? displeased.

Using thesauri and possibly web-based antonym generators, allow the children to find as many pairs of antonyms as they can to show the difference in feelings between the first and second set of pictures.

There may be an opportunity here to use some of the Word List words from the National Curriculum appendix for years 3&4.

Shared writing:

Now explore using the 'happy' adjectives that have been generated to add detail to the existing sentence:

A bird or a bunny or a trained seal.

Might become:

A delighted bird or a joyful bunny or a skillful trained seal.

we call a fronted adverbial and adverbials tell us where, when or how the action happens.

The comma separates the adverbial phrase from the main/ independent clause in the sentence.

Ask the children to identify which sentence fits into which category: where, when or how. Blu-tac under headings.

Giving children the choice to either write adverbials for when, where, how, or a mixture of 2 or 3, support them to write sentences that start with fronted adverbials for their own animals.

Some children may need to use the **supported sentences** strategy as outlined in session 4.

Writing generated today will be used with what was done yesterday

Now decide what Mary's motives are. Is there a back-story? Is she just a bit bossy and unkind?

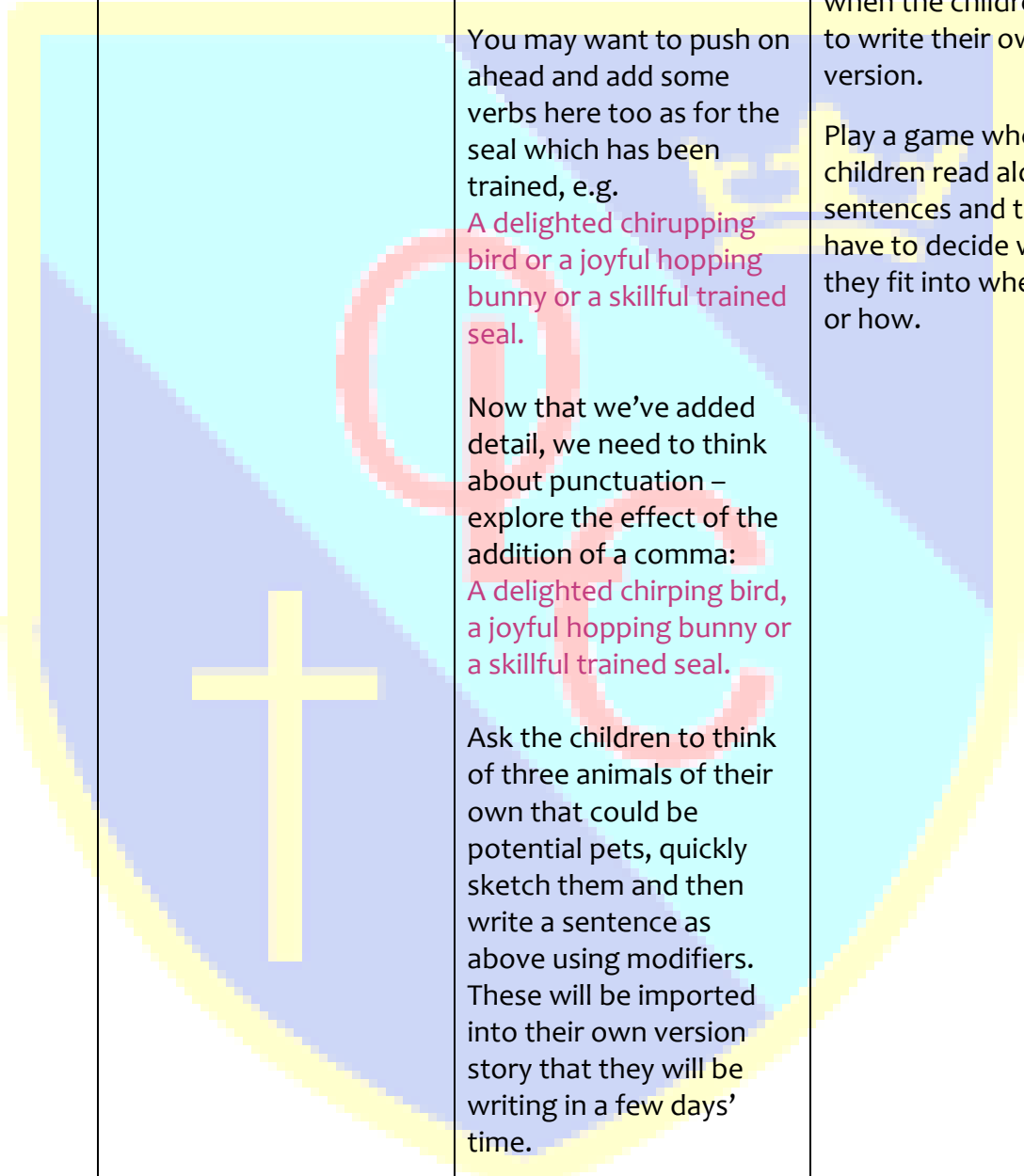
Ask children to generate some ideas for a Mary Potts character of their own. This will be used when they come to write their own story.

Use the DAD model for recording and encourage the children to use ideas from session 3.



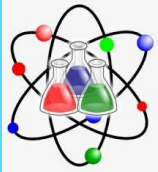


If liked you could also ask children to create an award (similar to the ones displayed in Mary

OLC WEEKLY LEARNING PLAN

			<p>You may want to push on ahead and add some verbs here too as for the seal which has been trained, e.g. <i>A delighted chirruping bird or a joyful hopping bunny or a skillful trained seal.</i></p> <p>Now that we've added detail, we need to think about punctuation – explore the effect of the addition of a comma: <i>A delighted chirping bird, a joyful hopping bunny or a skillful trained seal.</i></p> <p>Ask the children to think of three animals of their own that could be potential pets, quickly sketch them and then write a sentence as above using modifiers. These will be imported into their own version story that they will be writing in a few days' time.</p>	<p>when the children come to write their own version.</p> <p>Play a game where children read aloud their sentences and the others have to decide whether they fit into where, when or how.</p>	<p>Potts' room) for their new character.</p> <p>In pairs, children share their ideas. Encourage children to ask each other questions about their character – this will ensure that they have thought things through thoroughly.</p>
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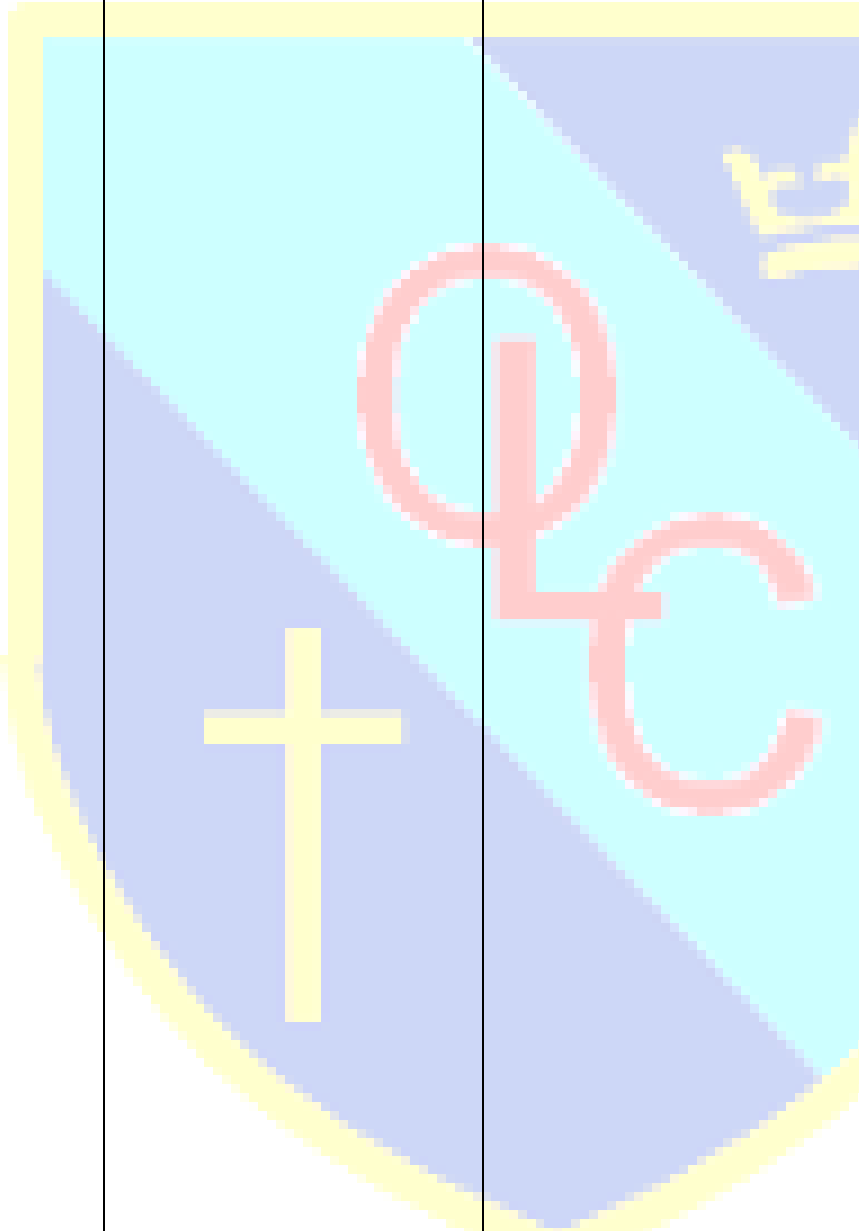
OLC WEEKLY LEARNING PLAN

			<p>It is useful at this stage for you, as the teacher, to come up with three different animals of your own as this will help with the modelling of writing from here-on-in. e.g. snake, badger and pony.</p> <p>Ask children to record in their books a definition of 'antonym'. They will probably use the word 'opposite'.</p>		
 <p>Spelling & Handwriting</p>		<p>Spelling/handwriting words for this week: Put the words in context in sentences.</p> <p>disappear misbehave reappear supermarket autograph</p>	<p>Dictionary Corner:</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>Geography <u>Villages, Towns and Cities</u></p>	<p>Science – Lesson LO: Working Scientifically</p>	<p>Art LO: To use line, shape and tone in drawing.</p>	<p>Computing LO: To evaluate a remixed program by reflecting on the changes made to the code.</p>	<p>Music LO: To show awareness of style, structure and features to perform a ballad.</p>

OLC WEEKLY LEARNING PLAN

<p>Wider Curriculum</p>	<p>LO: To describe and design your ideal settlement. (Continues from last week)</p> <p>Key questions</p> <ul style="list-style-type: none"> • What would your ideal settlement be like? • What important features would it have? • Can you describe and draw your ideal settlement? <p>Recap the PowerPoint from last week giving examples of different settlements and reasons why people like them.</p> <p>Task: Children to use their description written last week about their ideal settlement and now draw a labelled plan.</p>	<p>1.</p> <p>Vocabulary:</p> <p>Resources:</p> <ul style="list-style-type: none"> • <p>Lesson Intro:</p> <p>Activity:</p> <p>Plenary:</p>	<p>Complete teacher led activities showing line and tone.</p> <p>How to draw a Leaf Pattern</p> <p>Task: To decorate an Autumn leaf using line and tone.</p>	<p>https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/new-programming-scratch/lesson-5-evaluating-an-animation/</p> <p>Watch the <i>Pupil video: Evaluation skills</i>.</p> <p>Hand out the devices (one between two) and ask the children to open their animation projects.</p> <p>Explain that they will now check their animations to make sure everything works as it should. Tell them this process is called debugging.</p> <p>Ask the children to:</p> <p>Run their project and watch what happens. Look for anything that does not work or look right.</p>	<p>Play the <i>Audio: Octopus</i> Identify the lyrics in this song. Explain that they consist of made-up words. These words, or 'la' sounds, are nonsense words in music, often used to fill in time. Children to look at the lyrics they wrote last week.</p> <p>Practice reading each verse in turn, adding the chorus sung by the whole class in between. As a class, perform the ballad. Play the music and the animation on link: 'Soar' by Alyce Tzue. The children say their lyrics over the top, incorporating the movements if they can.</p>
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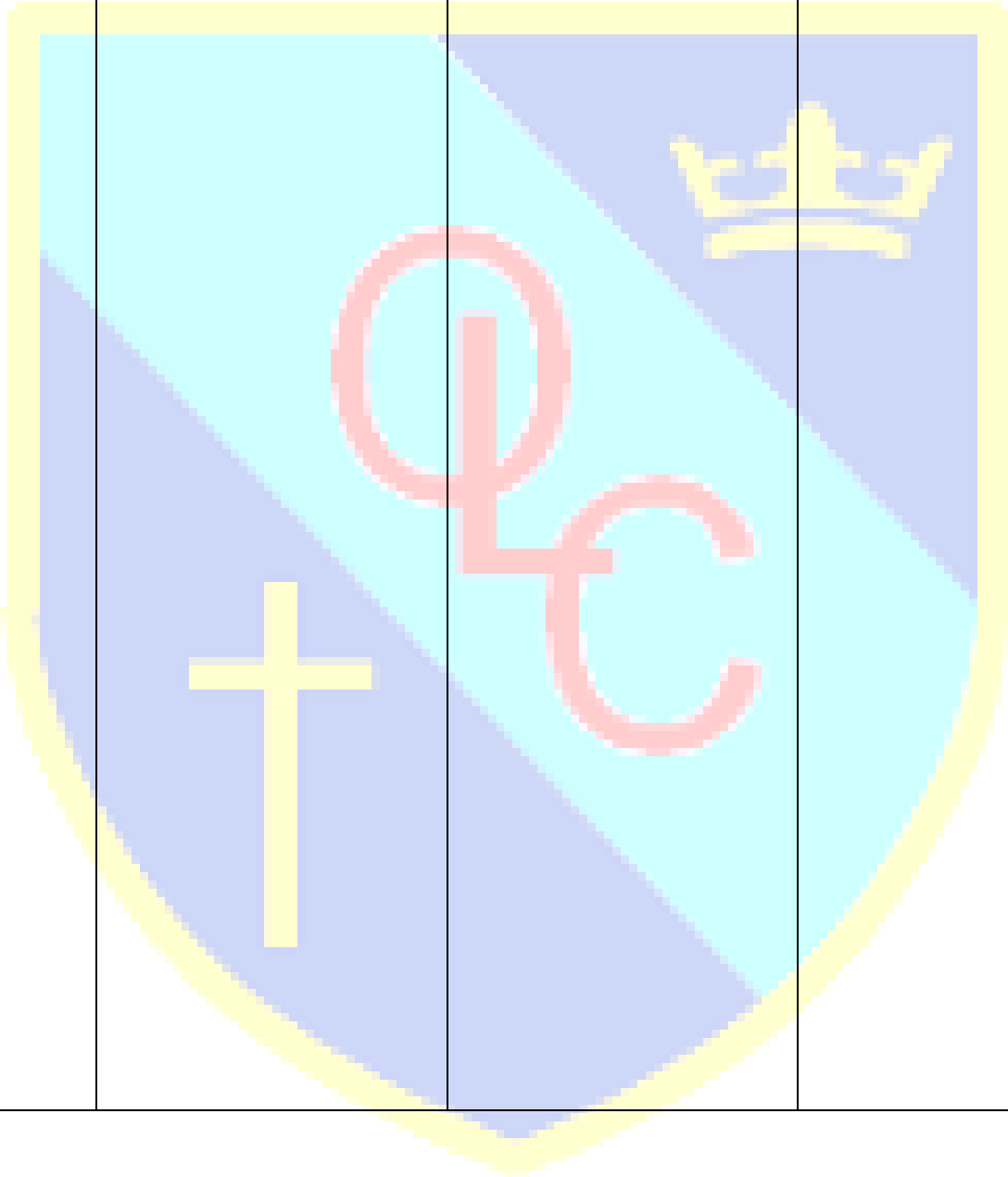
OLC WEEKLY LEARNING PLAN

				<p>Use both the code and the animation to spot problems. Fix any issues and test again. Inform them that fixing these problems will improve their animation and help them learn how their code works. Give the children time to spot and fix any bugs in their project. Encourage any children who finish quickly and have added extra features (for example, backgrounds, sounds or speech) to support others with their debugging.</p> <p>Evaluating</p> <p>Hand out the Activity: <i>Remix evaluation</i> and a colouring pencil to each child. Run the link: Scratch - Lost in space remix to remind the children of the original project.</p>	
				MFL	PSHE

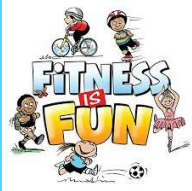
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				<p>LO:</p>	<p>LO: Learn what the term 'puberty' means.</p> <p>https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1_2_me-my-body-my-health/s-3/what-is-puberty/</p> <p>Slides 1 – 2 15 mins</p> <p>Begin by asking pupils to create a timeline identifying key milestones in their lives and recording them in Appendix 1 – My Timeline. Then introduce the concept of puberty as the stage of life that everyone goes through on their way to becoming an adult – a time of physical growth and development in the body which also results in changes in emotions.</p>
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OLC WEEKLY LEARNING PLAN

		<p>Slides 3 – 4 10 mins</p> <p>Follow instructions to click to play and pause the AJ film, with a roleplay from two pupils reading the parts of Sophie and Aidan in Appendix 2, in which AJ explains what puberty is and why God made us to grow and change like in this way.</p> <p>Facilitate a time of response, noting that the next session discusses more about specific bodily changes during puberty.</p> <p>Slide 5 12 mins</p> <p>To help pupils celebrate God's loving plan for creation, they should complete the first part of Appendix 3 – Dear Past Me and Future Me. The next part will be</p>
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OLC WEEKLY LEARNING PLAN

					<p>completed at the end of the next session.</p> <p>Slides 6 – 7 3 mins</p> <p>Finish with a final prayer and sing the module song.</p>
 <p>Daily PE Activity</p>					

Homework:

Communicating with school

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