



Message from the teachers:

Dear children,

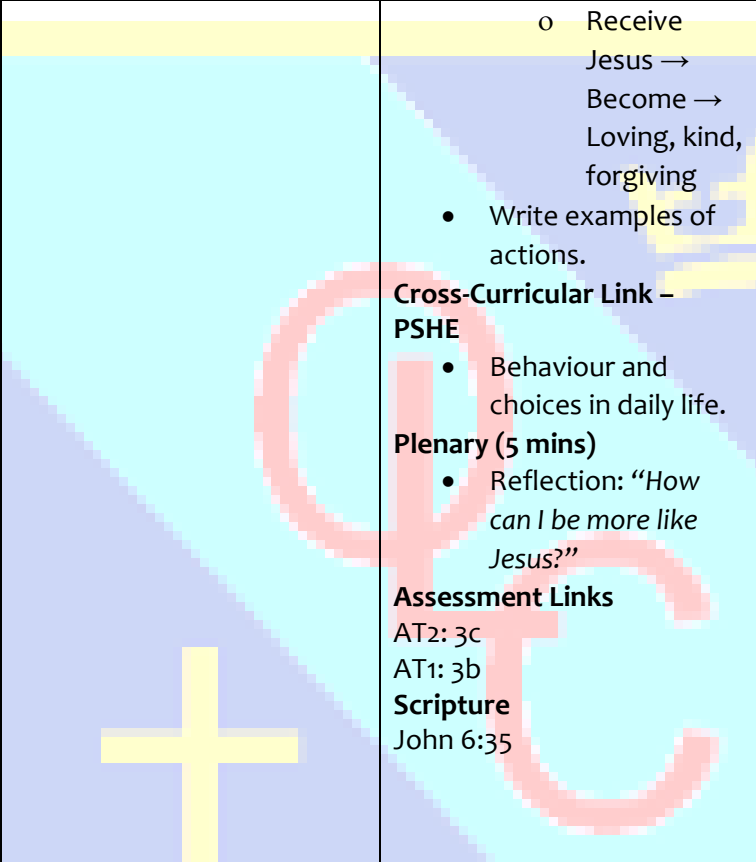

Mrs Kendrew, Miss Cottrell & Miss Sidwell

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:	22.06.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>			<p>LO: To understand how receiving Jesus helps Christians live differently.</p>	<p>LO: To understand how the Eucharist helped saints live courageously.</p>	
	<p>Sunday's Gospel to explore: Gospel: Matthew 7: 1-5</p> <p>1 Judge not, that you may not be judged,</p> <p>2 For with what judgment you judge, you shall be judged: and with what measure you mete, it shall be measured to you again.</p>	<p>Sacred heart of Jesus</p>	<p>Lesson 11: The Eucharist Changes Us Activities Starter (5 mins)</p> <ul style="list-style-type: none"> Introduce phrase: "You are what you eat." <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Explain: Receiving Jesus helps Christians become more like Him. <p>Main Activity (25 mins)</p> <ul style="list-style-type: none"> Children create a "Becoming Like Jesus" chart: 	<p>Lesson 12: Saints and the Eucharist Activities Starter (5 mins)</p> <ul style="list-style-type: none"> Ask: "What is a saint?" <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Share stories of saints (e.g. St Vincent de Paul, Maximilian Kolbe). Explain how the Eucharist gave them strength. <p>Main Activity (25 mins)</p>	<p>Catholic Social Teaching – Common Good</p>

OLC WEEKLY LEARNING PLAN

	<p>3 And why seest thou the mote that is in thy brother's eye; and seest not the beam that is in thy own eye?</p> <p>4 Or how sayest thou to thy brother: Let me cast the mote out of thy eye; and behold a beam is in thy own eye?</p> <p>5 Thou hypocrite, cast out first the beam in thy own eye, and then shalt thou see to cast out the mote out of thy brother's eye.</p>		<ul style="list-style-type: none"> o Receive Jesus → o Become → Loving, kind, forgiving • Write examples of actions. <p>Cross-Curricular Link – PSHE</p> <ul style="list-style-type: none"> • Behaviour and choices in daily life. <p>Plenary (5 mins)</p> <ul style="list-style-type: none"> • Reflection: "How can I be more like Jesus?" <p>Assessment Links AT2: 3c AT1: 3b</p> <p>Scripture John 6:35</p>	<ul style="list-style-type: none"> • Create a Saint Profile Sheet: <ul style="list-style-type: none"> o Name o What they did o How Jesus helped them o What we can learn <p>Cross-Curricular Link – History / Literacy</p> <ul style="list-style-type: none"> • Biographical writing. <p>Plenary (5 mins)</p> <ul style="list-style-type: none"> • Discuss: "How can we act like saints?" <p>Assessment Links AT1: 3a AT2: 3c</p> <p>Scripture Matthew 5:16</p>	
 <p>Maths</p>	<p>LO: Interpret pictograms (1)</p> <p>Unit 15: Statistics Textbook pages 158-163</p>	<p>LO: Interpret pictograms (2)</p> <p>Unit 15: Statistics Textbook pages 164-167</p>	<p>LO: Draw pictograms</p> <p>Unit 15: Statistics Textbook pages 168-171</p>	<p>LO: Interpret bar charts (1)</p> <p>Unit 15: Statistics Textbook pages 172-175</p>	<p>LO: Interpret bar charts (2)</p> <p>Unit 15: Statistics Textbook pages 176-179</p>
	<p>LO: To write a diary entry in role using first person and emotional language.</p>	<p>LO: To write a newspaper report using</p>	<p>LO: To write a narrative ending using description.</p>	<p>LO: To infer meaning using illustrations.</p>	<p>LO: To use modal verbs to explore an imaginary scenario.</p>



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS																				
Aa accident accidentally actual actually address after again although answer any appear are arrive ask	Bb bath be beautiful because behind believe bicycle both break breath breathe	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could favourite February find floor different	Dd decide describe different	Ee early earth eight eighth enough even every everybody exercise experience eye	Ff famous fast father favourite February find floor forward	Gg go gold grammar grass great group guard guide	Hh half has he heard heart height here his history hold hour house	Ii I imagine important improve increase interest is island island kind knowledge	Ll last learn length library love one only opposite ordinary our material me medicine mention mind minute	Mm many material me medicine mention mind minute	Nn natural naughty no notice	Oo occasion occasionally of often old once one only opposite ordinary our material me medicine mention mind minute	Pp parents particular	Qq quarter question	Rr recent regular regain remember perhaps plant popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put surprise	Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Tt the there they though thought thought through to today told	Vv various was water we weight were where who whole wild woman women would	Ww was water we weight were where who whole wild woman women would	Yy you your

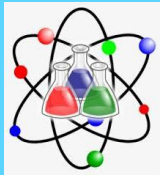
Spelling/handwriting words for this week:

Put these words in context in sentences.

unique
mosque
grotesque
plaque

Dictionary Corner:

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.



Wider Curriculum

Geography

LO:

**Science
Plants**

LO: To investigate the way in which water is transported within plants.

Recap what children can remember from previous lessons about what a plant needs to grow, fruits and vegetables and the different parts of a plant through a quiz.

Explore why light is important to plants and what happens to plants if they don't have light.

Art

LO:

Computing

LO:

MFL

LO: To understand and respond to simple classroom instructions.

Introduce yourself in French using the following format:

Bonjour ! Je m'appelle
[Monsieur/Madame
[name]] – Hello! My name is
[Mr/Mrs [name]].

Select a child and say,

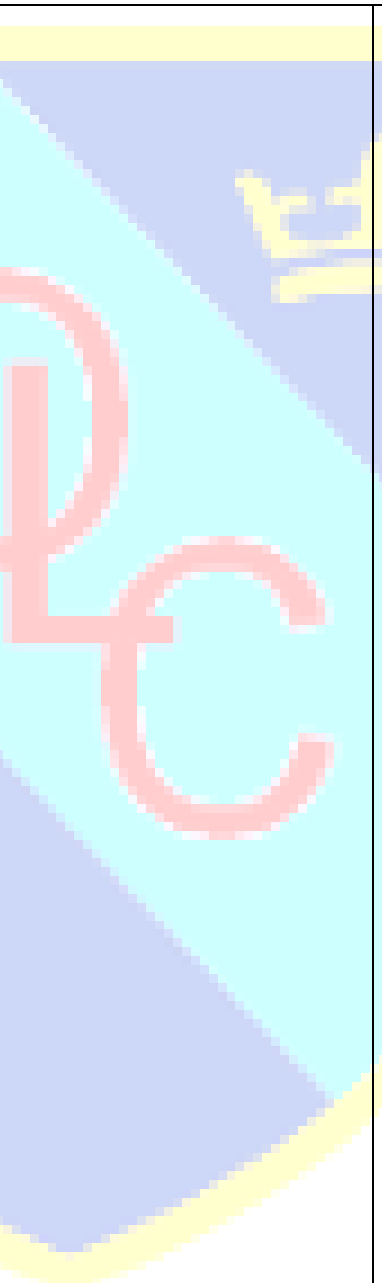
Bonjour ! Comment tu t'appelles et quel âge as-tu

Music

LO:

PSHE

LO:

		<p>https://www.bbc.co.uk/bitesize/articles/znnghv#zjsbwsg</p> <p>Discover why temperature is important for plants and how plants can adapt to the heat and cold.</p> <p>Children will find out the process in which water travels through a plant. They will take part in a celery experiment to find out how water is transported and stored within plants to investigate the process.</p> <p>Independent Task: Draw a plant and add direction arrows for the way water travels through a plant. Label: <i>xylem, stem, leaves, evaporation.</i></p> <p>Write a short paragraph about how water moves through a plant and why water is important. Using key vocabulary: <i>xylem, stem, leaves, evaporation, transpiration, wilt,</i></p>		<p>? – Hello! What’s your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p>Bonjour ! Je m’appelle [name] et j’ai sept/huit ans – Hello! My name is [name] and I am seven/eight years old</p> <p>Repeat many times, ideally with each child having a go.</p> <p>https://www.bbc.co.uk/programmes/p0113yfv</p> <p>Display the <i>Presentation: Class commands</i> and use it as a prompt for this lesson’s vocabulary activities. See the <i>Teacher video: Follow</i></p>	
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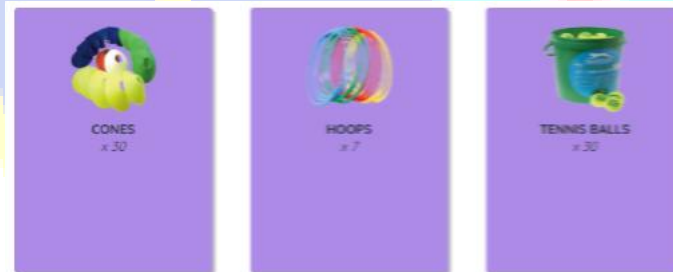
photosynthesis, grow, healthy.

ROUNDERS UNIT



Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EQUIPMENT



Key Skills

Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run

Social: collaboration, communication, co-operate, support and encourage others

Emotional: honesty, fair play, confidence, determination

Thinking: comprehension, select and apply skills, tactics, make decisions

LESSON 6

LO: To develop bowling and learn the rules of the skill within this game.



Daily PE Activity

Homework:

OLC WEEKLY LEARNING PLAN

Communicating with school

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

