

OLC WEEKLY LEARNING PLAN



**Message from the teachers:**

Dear children,

Mrs Kendrew, Miss Cottrell & Miss Sidwell/ Mr Brennan and 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 Year 4	<b>Date:</b>	02.03.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p><b>LENT 2026</b></p>	<p>LO: To explore how Jesus' miracles show God's love and forgiveness.</p>	<p>LO: To reflect on how Jesus brought change to people and how Christians try to change during Lent.</p>	<p>LO: To understand the meaning of ashes and reflect on sorrow and renewal.</p>	<p><b>Catholic Social Teaching:</b> <b>Option for the Poor</b></p>
	 <p>Lent is a 40-day solemn Christian season of fasting, prayer, and penance starting on <a href="#">Ash Wednesday</a> (March 5, 2025) and ending before Easter. It commemorates Jesus' 40 days in the wilderness.</p>	<p><b>Lesson 3: The Healing of the Paralysed Man</b></p> <p><b>Activities:</b></p> <p><b>Starter:</b></p> <p>Show an illustration of the miracle.</p> <p>Predict: "What might be happening here?"</p> <p><b>Main Input:</b></p>	<p><b>Lesson 4: How Does Jesus Bring Change?</b></p> <p><b>Activities:</b></p> <p><b>Starter:</b></p> <p>Revisit both miracles from Lessons 2 &amp; 3.</p> <p><b>Main Input:</b></p> <p>Create class chart:  <i>Widow of Nain</i> → <i>Hope restored</i>  <i>Paralysed man</i> → <i>Forgiven + healed</i>  <i>What do these reveal about Jesus?</i></p> <p><b>Activity:</b></p>	<p><b>Lesson 5: Ash Wednesday – A Symbol of Change</b></p> <p><b>Activities:</b></p> <p><b>Starter:</b></p> <p>Show a pot of ashes; ask: "Why ashes?"</p> <p><b>Main Input:</b></p> <p>Explain symbols: ashes = sorrow, humility, desire to change.                      Recall that ashes are made from last year's palms.</p> <p><b>Activity:</b></p>	<p>We believe in putting people in most need first</p> <p><small>Option for the Poor</small></p>  <p>Catholic Social Teaching's "<a href="#">Option for the Poor and Vulnerable</a>" mandates prioritizing the needs of the marginalized, echoing Christ's love and ensuring they are considered first in social, economic, and political decisions. It requires both direct aid to</p>

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Participants often fast or give up luxuries (e.g., sweets, social media) to focus on spiritual reflection and preparation for Easter.

Read Mark 2:1–12.

Discuss the courage and faith of the friends.

**Activity:**

Put story into **4 scenes**; groups create a **comic strip**.

Include thought bubbles for paralysed man, scribes, and crowd.

**Cross-Curricular Link – PSHE:**

Discuss: “How can we help others reach Jesus?”

**Plenary (5 mins):**

Quick-fire quiz: “Who showed faith? Who doubted?”

**Assessment:** AT1 – Interpret meaning of miracle.

**Scripture:** Mark 2:1–12.

**Sorting activity:**

Cards listing: *compassion, forgiveness, listening, taking risks, kindness, selfishness, laziness.*

Children sort into “Being like Jesus” or “Things to change.”

**Cross-Curricular – Literacy:**

Write a paragraph: “Ways Jesus brought change — and ways I can too.”

**Assessment:** AT2 – Apply belief to life.

**Scripture:** Matthew 5:16.

Create “**Ash Wednesday Acrostic Poems**” using CHANGE or ASHES.

Encourage deep words: *conversion, humility, forgiveness, renewal.*

**Assessment:** AT1 – Signs/symbols.

**Scripture:** Psalm 51.

those in poverty and structural changes to combat injustices that perpetuate inequality, often called a “preferential option” rather than an optional choice.

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 <p><b>Maths Y3</b></p>	<p><b>LO: Count in fractions on a number line</b></p>	<p><b>LO: Equivalent fractions as bar models</b></p>	<p><b>LO: Equivalent fractions on a number line</b></p>	<p><b>LO: Equivalent fractions</b></p>	<p><b>LO: Use scales</b></p>
	<p>Unit 8: Fractions (1) Textbook pages 136-139</p>	<p>Unit 8: Fractions (1) Textbook pages 140-143</p>	<p>Unit 8: Fractions (1) Textbook pages 144-147</p>	<p>Unit 8: Fractions (1) Textbook pages 148-151</p>	<p>Unit 9: Mass Textbook pages 154-159</p>
 <p><b>English</b></p>	<p><b>LO: To design and make a wanted poster.</b></p>	<p><b>LO: To be able to recount using the third person.</b></p>	<p><b>LO: To be able to write the lead in a newspaper report.</b></p>	<p><b>LO: To be able to write the body of a newspaper article.</b></p>	<p><b>LO: To be able to interview a witness and retrieve a quote.</b></p>
	<p><b>Starter</b> Look at real Wanted Posters.  Discuss layout, bold lettering and key features.  <b>Main</b> Children design their own Wanted Poster using tea-stained paper for effect.  They include their character description, picture, crime and reward.  <b>Plenary</b> Class “art walk”: children walk around, view</p>	<p><b>Starter</b> Rewatch <i>Ruckus</i> and together outline the order of events on a story tracker.  <b>Main</b> Children take notes like real reporters, focusing on facts, time words, and writing in third person.  <b>Plenary</b> Children share their report notes and help build a shared bank of good sentence starters.</p>	<p><b>Starter</b> Explore real newspaper articles around the room to spot key features.  <b>Main</b> Children fill in the 5Ws (Who, What, When, Where, Why) and write a short, punchy opening paragraph for their article.  <b>Plenary</b> Children read their leads aloud while the class checks off the 5Ws on a checklist.</p>	<p><b>Starter</b> Sort example headlines into categories such as alliteration, rhyme and puns.  <b>Main</b> Using their notes, children write the main part of their newspaper report, focusing on clear, factual writing.  <b>Plenary</b> Children read their drafts aloud to check: Is the order correct? Are the facts clear? Is the writing objective?</p>	<p><b>Starter</b> In pairs, children role-play a witness and a journalist. They ask questions and record witness quotes.  <b>Main</b> Children write the final paragraph of their report, including a correctly punctuated quote.  <b>Plenary</b> Look at example quote paragraphs and check whether speech is punctuated correctly.</p>

posters, and leave positive comments on sticky notes.



**Year 3 & 4  
COMMON EXCEPTION WORDS**

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

Put these words in context in sentences.

explosion  
expansion  
tension  
invasion

**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.



**Geography**

LO: To know where the major rivers of the world are located.

**Key questions**

- What is a river?
- What are the parts of a river called?
- Where are the major rivers of the world located?

Find out about the River Nile and the River Amazon. And some of the other longer rivers in the world.

**Science**

LO: To use and understand key scientific vocabulary relating to digestion.

**Starter – The Circle of Life Recap**

Begin with a quick recap from Session 1:

Ask pupils: **“What do we mean by the Circle of Life?”**

Prompt until you reach:

Energy moves from one living thing to another.

**Design and Technology**

**Structures:  
Constructing a castle**

[LKS2 DT Lesson Plan | Structures | Designing a Castle](#)

**LO: To design a castle.**

Recap the features of a castle.

**Computing**

LO: To explore how variables and if statements are used in Scratch by identifying their purpose in a game.

[Lesson 1: Exploring variables and conditions](#)

Open the link [Scratch - Catch the doughnut](#) and explain to the children that they will be using this project to explore variables. Inform them that this Scratch project is a game but Scratch can also be used to create

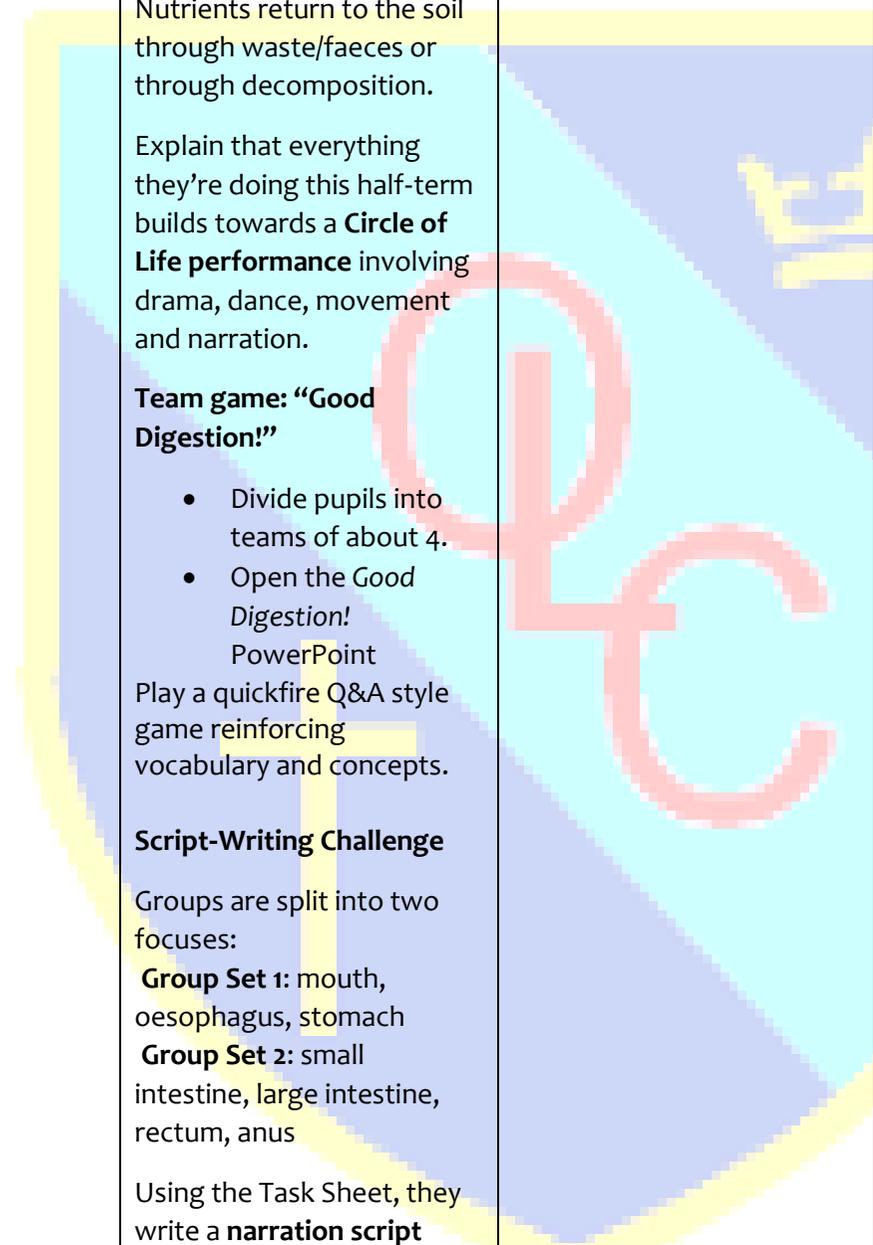
**Music**

LO: To practise hymns for the Stations of the Cross Service.

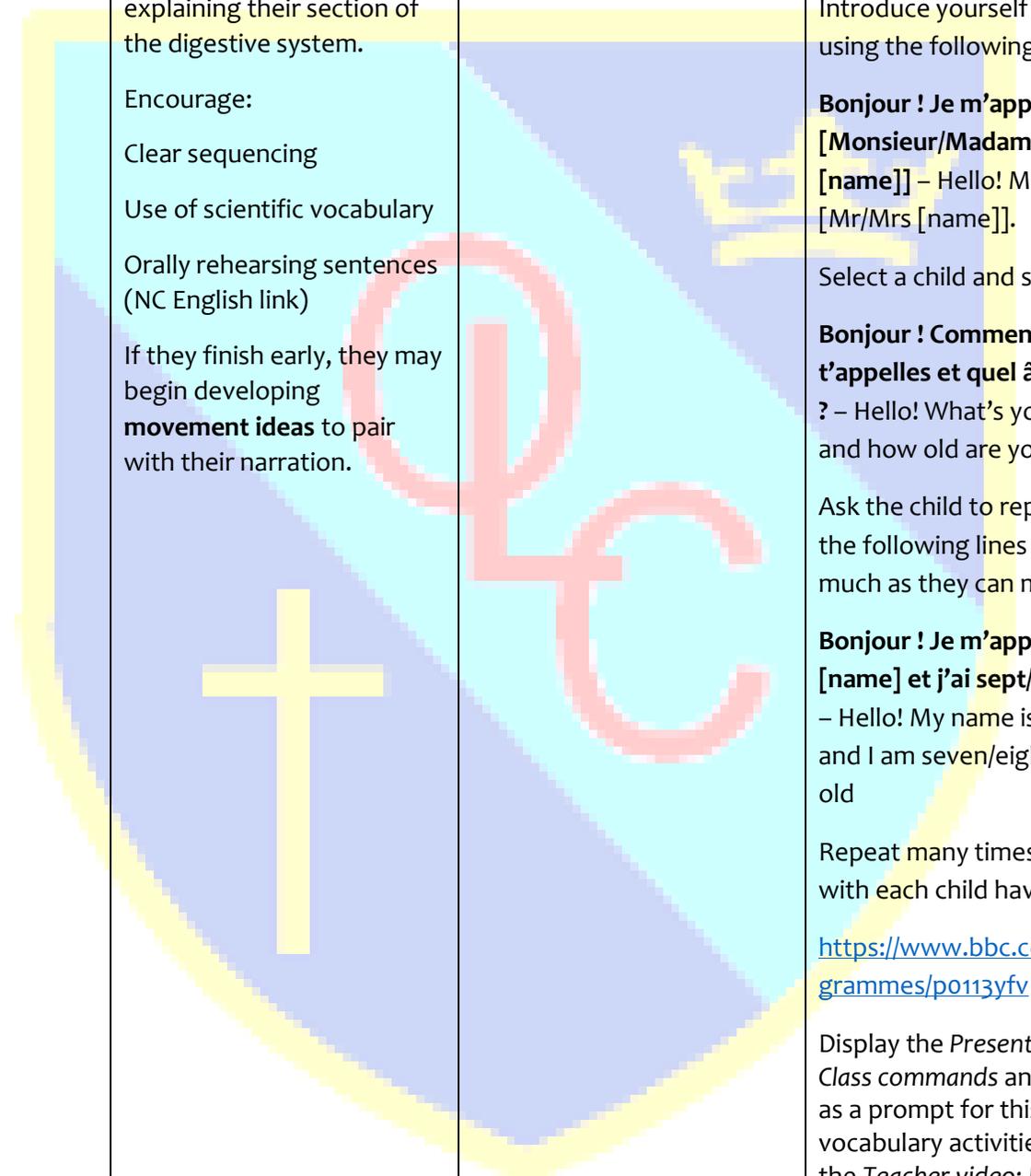
Were you there  
<https://www.youtube.com/watch?v=i-7ZQZ1lf7A>

The Servant King  
<https://www.youtube.com/watch?v=GrQiLEO4D5s>

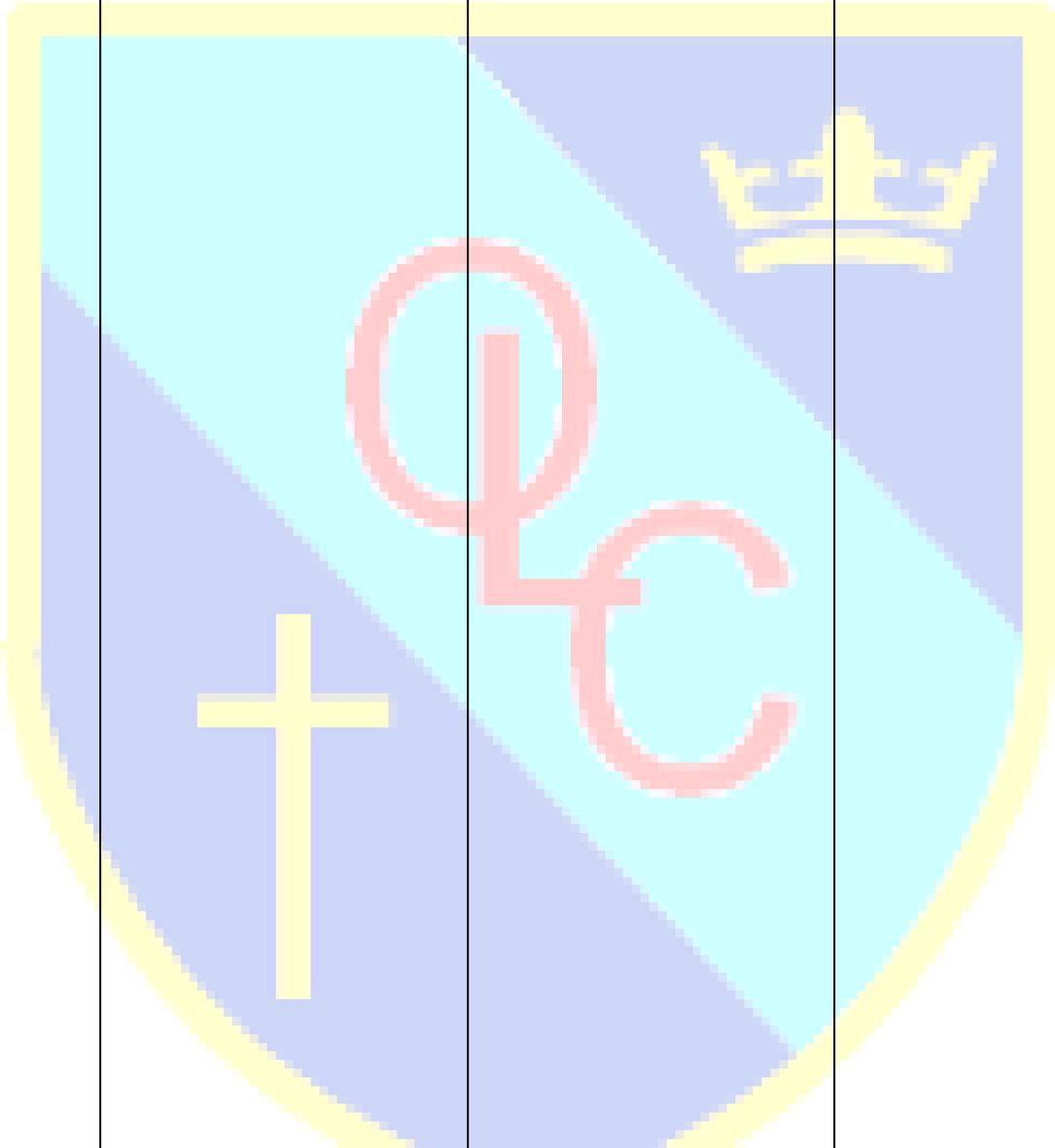
Lord by your cross and Resurrection  
<https://www.youtube.com>

		<p>Nutrients return to the soil through waste/faeces or through decomposition.</p> <p>Explain that everything they're doing this half-term builds towards a <b>Circle of Life performance</b> involving drama, dance, movement and narration.</p> <p><b>Team game: "Good Digestion!"</b></p> <ul style="list-style-type: none"> <li>• Divide pupils into teams of about 4.</li> <li>• Open the <i>Good Digestion!</i> PowerPoint</li> </ul> <p>Play a quickfire Q&amp;A style game reinforcing vocabulary and concepts.</p> <p><b>Script-Writing Challenge</b></p> <p>Groups are split into two focuses:</p> <p><b>Group Set 1:</b> mouth, oesophagus, stomach</p> <p><b>Group Set 2:</b> small intestine, large intestine, rectum, anus</p> <p>Using the Task Sheet, they write a <b>narration script</b></p>		<p>animations or other interactive projects.</p> <p>Play the game with the children but do not click the 'see inside' button yet. Ask them to observe what happens during the game and what changes as they play (the score variable). Encourage them to look at the score in the top left corner and notice how it changes.</p> <p>Arrange the children into pairs and ensure each pair has a device. Explain that they will act as code detectives, exploring the project to determine which variables are used and how if statements help the game function. Hand out the <i>Activity: Catch the doughnut</i> (one between two) and talk through the activity.</p>	<p><a href="https://www.youtube.com/watch?v=A4n-psN2a0w">m/watch?v=A4n-psN2a0w</a></p> <p><b>My Hands are Yours</b>  <a href="https://www.youtube.com/watch?v=oOLAPD67IP4">https://www.youtube.com/watch?v=oOLAPD67IP4</a></p>
				<p><b>MFL</b></p> <p>LO: To understand and respond to simple classroom instructions.</p>	<p><b>PSHE</b></p> <p>LO: How to report and get help if they encounter inappropriate materials or messages</p>

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		<p>explaining their section of the digestive system.</p> <p>Encourage:</p> <p>Clear sequencing</p> <p>Use of scientific vocabulary</p> <p>Orally rehearsing sentences (NC English link)</p> <p>If they finish early, they may begin developing <b>movement ideas</b> to pair with their narration.</p>		<p>Introduce yourself in French using the following format:</p> <p><b>Bonjour ! Je m'appelle [Monsieur/Madame [name]]</b> – Hello! My name is [Mr/Mrs [name]].</p> <p>Select a child and say,</p> <p><b>Bonjour ! Comment tu t'appelles et quel âge as-tu ?</b> – 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><b>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</b> – 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><a href="https://www.bbc.co.uk/programmes/p0113yfv">https://www.bbc.co.uk/programmes/p0113yfv</a></p> <p>Display the Presentation: <i>Class commands</i> and use it as a prompt for this lesson's vocabulary activities. See the <i>Teacher video: Follow</i></p>	<p><a href="#">Chatting Online – Ten Ten Resources</a></p> <p>Slide 1 5 mins</p> <p>Review learning from the previous season, 'Sharing Online' asking pupils to list things they should never share online and the dangers of sharing.</p> <p>Lead a discussion about website safety, introduce the term 'cyberbullying' and highlight that bad behaviour online is inappropriate, just as it is in real life.</p> <p>Slides 1 – 5 15 mins</p> <p>Watch a film showing the dangers of sharing photos online. Give pupils questions to discuss in pairs and then bring the class together to feedback.</p> <p>Highlighting the dangers of chatting to people</p>
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					<p>online that we don't know, reminding pupils that people can do harm to others online as well as in real life. Then give reminders about how to stay safe online.</p> <p>Slide 6 10 mins</p> <p>Invite pupils to write some advice to give to Lucy about what she could do next and what to do better in the future.</p> <p>Slides 7 – 8 5 mins</p> <p>Re-visit the work from Appendix 1 of the previous session and invite pupils to reflect on their learning then write the tagline 'Report... but don't delete, reply or meet'. Then finish the session with a short prayer.</p>
	<p><b>Fitness Focus - COPS AND ROBBERS</b> The aim of the</p>	<p><b>Fitness Focus - STRATEGICKI</b> Team 1</p>	<p><b>Fitness Focus – TIK TAC TOE</b></p>	<p><b>JUST DANCE – WAKA WAKA</b> <a href="https://">https://</a></p>	



Daily PE Activity



Coordination

Sending and Receiving

Creative

Creative Lesson 1

In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges

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.

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.

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.

[www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

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**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)

