

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:	19.01.26
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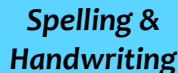
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	 <p>John 1:29-34 Seeing Jesus coming towards him, John said, 'Look, there is the lamb of God that takes away the sin of the world. This is the one I spoke of when I said: A man is coming after me who ranks before me because he existed before me. I did not know him myself, and yet it was to reveal him to Israel that I came baptising with water.' John also declared, 'I saw</p>	<p>LO: To understand why listening is important in life and worship.</p> <p>Lesson 1: Why Listening Matters</p> <p>Activities:</p> <p>Starter: Brainstorm "What makes a good listener?" Create a class mind map.</p> <p>Main:</p> <p>Compare hearing vs listening.</p> <p>Group role-play: Times when listening went well vs badly.</p>	<p>LO: To retell the story of Samuel and reflect on listening to God.</p> <p>Lesson 2: The Call of Samuel</p> <p>Activities:</p> <p>Starter: Read 1 Samuel 3:1–12 aloud.</p> <p>Main:</p> <p>Highlight words showing Samuel's feelings.</p> <p>Imaginative contemplation: "What would you think if you heard God's voice?"</p>	<p>LO: To understand the structure and purpose of the Liturgy of the Word.</p> <p>Lesson 3: What Is the Liturgy of the Word?</p> <p>Activities:</p> <p>Starter: Recall parts of the Mass.</p> <p>Main:</p> <p>Use a children's missal to identify the Liturgy of the Word.</p> <p>Sequence its parts: First Reading, Psalm, Second</p>	 <p>Catholic Social Teaching Focus – Subsidiarity Subsidiarity in Catholic Social Teaching means that decisions should be made at the most local level possible—closest to the people affected—rather than by larger, more distant authorities. Higher levels of authority (like governments or large institutions) should only step in when smaller groups cannot effectively</p>

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	<p>the Spirit coming down on him from heaven like a dove and resting on him. I did not know him myself, but he who sent me to baptise with water had said to me, "The man on whom you see the Spirit come down and rest is the one who is going to baptise with the Holy Spirit." Yes, I have seen and I am the witness that he is the Chosen One of God.'</p>	<p>Discuss why listening matters at Mass.</p> <p>Cross-Curricular: Literacy – write a short reflection: "Why listening matters to me."</p> <p>Plenary: Share reflections; link to listening to God's Word.</p> <p>Success Criteria: Children can explain why listening is important and give examples.</p> <p>Assessment Links: AT2 – Express personal responses.</p> <p>Scripture: Proverbs 4:20 – "Pay attention to what I say."</p>	<p>Drama: Act out the scene with narrator and characters.</p> <p>Cross-Curricular: Art – draw Samuel listening in the temple.</p> <p>Plenary: Discuss: "Does God still speak today?"</p> <p>Resources: Bible text, costumes, art materials.</p> <p>Success Criteria: Children can retell the story and empathize with Samuel.</p> <p>Assessment Links: AT1 – Describe and explain religious stories.</p> <p>Scripture: 1 Samuel 3:1–12.</p>	<p>Reading, Gospel, Homily, Creed, Intercessions.</p> <p>Group task: Create a flowchart.</p> <p>Cross-Curricular: ICT – design a digital poster of the structure.</p> <p>Plenary: Quiz: "Which part comes first?"</p> <p>Resources: Missals, chart paper, tablets.</p> <p>Success Criteria: Children can name and sequence the parts.</p> <p>Assessment Links: AT1 – Explain elements of worship.</p> <p>Scripture: Luke 4:16–21 (Jesus reads in the synagogue).</p>	<p>handle a situation on their own. It encourages empowerment, participation, and responsibility at the grassroots level while still recognising the need for support when necessary.</p>
 <p>Maths Y3</p>	<p>LO: Divide 2-digits by 1-digit with remainders</p> <p>Unit 6: Multiplication and division (3)</p> <p>Textbook pages 44-47</p>	<p>LO: How many ways?</p> <p>Unit 6: Multiplication and division (3)</p> <p>Textbook pages 48-51</p>	<p>LO: Problem solving - mixed problems (1)</p> <p>Unit 6: Multiplication and division (3)</p> <p>Textbook pages 52-55</p>	<p>LO: Problem solving - mixed problems (2)</p> <p>Unit 6: Multiplication and division (3)</p> <p>Textbook pages 56-59</p>	<p>LO: Measure in m and cm</p> <p>Unit 7: Length and perimeter</p> <p>Textbook pages 62-67</p>

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 <p>English</p>	LO: To gather ideas for an information piece of writing.	LO: To write an informative and persuasive leaflet.	LO: To write an informative and persuasive leaflet.	LO: To write an introductory paragraph.	LO: To publish writing for a given audience and purpose.
	<p>Starter: Children recap how the old man cared for his environment.</p> <p>Main: Children work in groups to gather ideas for protecting a local place under four headings (rubbish, plants, wildlife, care).</p> <p>Plenary: Ideas are shared and combined into a class plan.</p>	<p>Starter: Children practise different sentence types linked to the local environment.</p> <p>Main: Children write the first paragraphs of a persuasive leaflet.</p> <p>Plenary: Children listen for persuasive features in shared writing.</p>	<p>Starter: Children explore how conjunctions explain reasons (because, therefore).</p> <p>Main: Children write further paragraphs explaining why the environment should be protected.</p> <p>Plenary: Children discuss which arguments are most convincing.</p>	<p>Starter: Children generate descriptive vocabulary for their local place.</p> <p>Main: Children write an engaging introduction using description and a rhetorical question.</p> <p>Plenary: Children suggest headings for their leaflet.</p>	<p>Starter: Children recap the purpose and audience of their leaflet.</p> <p>Main: Children publish their persuasive leaflet using neat layout, images and headings.</p> <p>Plenary: Children share work with others and reflect on their learning.</p>



Year 3 & 4 COMMON EXCEPTION WORDS									
Aa accident accidentally actual actually address after again although answer any appear are arrive ask	bu build business busy by	di difficult disappear do door	fo forwards friend fruit full fun	li I I imagine important improve increase interest is island	my money most move Mr Mrs my	pa pass past path peculiar people perhaps permanence poor possibly position possession possible potatoes pressure pretty	re recent regular rein remember	th therefore they thought through to today too towards	
Cc calendar caught eight century certain child children Christmas circle class climb clothes cold come complete consider continue could	ea early earth eight eighth enough even every everybody experience express extreme eye	ee each each other eight eighth enough even every everybody experience express extreme eye	gg go gold grammar grass great group guard guide	kk kind knowledge	no no natural naughty no notice	op opinion opportunity possibly promise prove pull purpose push put	ss said says school sentence separate she should so some special stuck straight strange strength sugar suppose sure surprise	vv various	
Bb both be beautiful because behind believe bicycle both break breath breathe	cl climb clothes cold come complete consider continue could	ff famous fast father favourite February find four forward	hh half has he heard heart height here his history hour house	ll last learn length library love	oo occasion occasionally often old once one only opposite ordinary our	pp parents particular	qu quarter question	ww water we weight were where who while wild woman women would	
	dd decide describe different			mm many material me medicine mention mind minute			qq quarter question	yy you your	

Put these words in context in sentences.

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.



Water and weather
LO: To know why we
have seasons.
Key questions

- What are the seasons?
- Why are the seasons different in the northern and southern hemispheres?
- How does the tilt of the Earth affect the seasons?

In what season is it the hottest?
When is the coldest time of year?

Rocks – Local environment study
LO: To collect evidence of local bedrock and other rocks in the area.

Welcome pupils back as *petrologists*.

Explain: “Today Mr Crag has a special mission: we are going on a Rock Quest!”

Play the “Last One Standing” quick-fire quiz (verbal version works fine):

Craft and design, Fabric of nature
LO: To explore using a textile technique to develop patterns.
Lesson 3: Creating patterns

Lower KS2 Art Lesson Plan | Creating Patterns

Look at the slides about William Morris.
What do you think inspired William Morris?
What do you notice about the colours in his designs?
What is a craftsman?

LO: To edit a video.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-3-editing-the-trailer/>

Hand out the devices (one each) and ask the children to open WeVideo.

Inform the children that they will be tinkering with We video and they need to find at least three

Rainforests
LO: To create musical rhythms using body percussion.
Lesson 3: The rhythm of the forest floor

Lesson 3: The rhythm of the forest floor

Remind the children of the sounds made by using different body parts:

Boom – hitting the chest.
Clap – clapping.
Snap – clicking fingers.
Baboom – hitting the

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Show pupils a video of how the Earth's tilt creates the seasons.

2. Introduce the Task – What We're Looking For

Show the task PowerPoint *if available*. Otherwise explain Mr Crag's instructions:

focus:

Find examples of **different rocks used for different jobs**

Decide whether the rock is **natural or manmade**

Explain why that rock was chosen (e.g., roof tiles need to be impermeable)

3. Rock Quest! Outdoor Investigation

Tasks

Identify different rocks used around the school:

Brick walls (manmade)

Concrete slabs (manmade)

Natural stone borders

What do you think craftsmanship means?

Use the *Pupil video: Pattern ideas* to show the children how to create patterns from their one picture, four views artwork.

Each child has a piece of tracing paper to place over their four images. Ask the children to trace their drawings, picking out the main shapes.

different features which they will present to the class.

You may also want to play the video WeVideo-Start a project.

Ask them to observe the interface and note down anything interesting or unusual they find.

Encourage them to think about why certain buttons or features might be useful.

Allow the children some time to tinker.

Invite the class back together and open WeVideo on the interactive whiteboard.

Ask for volunteers to share their feedback on any features that they found and locate these together.

chest twice in quick succession.
Stamp – stamping a foot or the feet on the floor.

In pairs create a short piece of body percussion rhythms.

Ask some of the pairs to perform for the rest of the class.

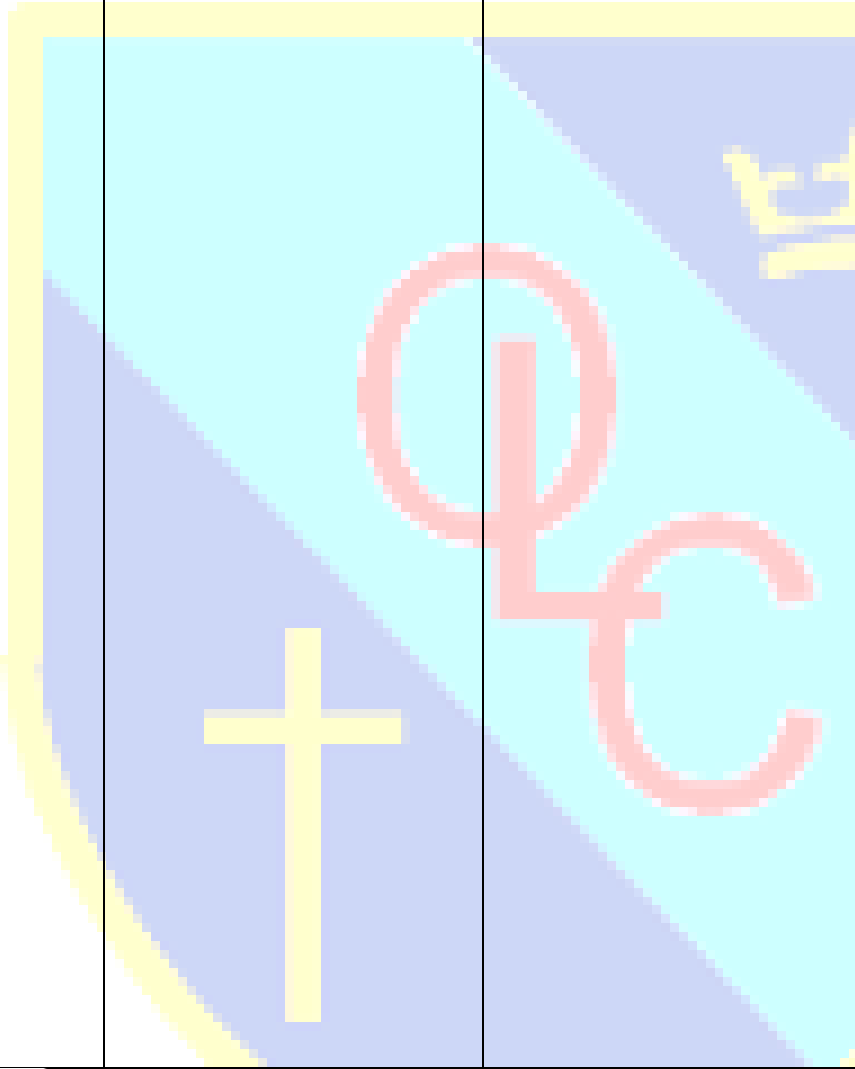

Watch the link: [Rainforest: Amazing facts, sights and sounds by Science Videos for Kids](#) on VideoLink at 03:11.

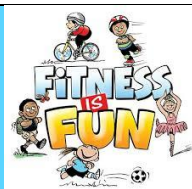
They will create body percussion rhythms to represent these layers, (forest floor and understorey)

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		<p>Asphalt vs gravel driveways</p> <p>Roof tiles</p> <p>Steps or older masonry</p> <p>Decide:</p> <p>Natural or manmade?</p> <p>Why this material? (e.g. hard, impermeable, strong, cheap).</p> <p>evidence gathering</p> <ul style="list-style-type: none"> • Sketch observations • Make notes on properties (smooth, rough, layered, porous) 		<p>Encourage them to explain how they might use a feature in their project.</p> <p>MFL LO: To count from 1 to 6 in French. https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-playground-games-numbers-and-age-cycle-a/y3-4-a-lesson-1-lets-count-in-french/</p> <p>Display the Presentation: Numbers one to six</p> <p>Ask the children what these words might mean. Allow the children time to think and talk about the meanings of the words. They can work in pairs to show their answers on mini-whiteboards.</p> <p>Ask the children to explain how they knew these were number words and how they worked out what they meant.</p> <p>Display slide 2 and the number clues:</p>	<p>PSHE LO: To know that God loves, embraces, guides and forgives us; He reconciles us with Him and one another.</p> <p>https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-1/lks2_2-1_religious-understanding/s-1/jesus-my-friend/</p> <p>On Days 1 – 3 click to play the film, which shows part of the story of The Prodigal Son.</p> <p>Then ask discussion questions to aid understanding about what the father in the story teaches us about God, and what the sons</p>
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				<p>un + deux + trois = six – one + two + three = six</p> <p>six – cinq = un – six – five = one</p> <p>six – quatre = ? – six – four = ?</p> <p>Before revealing the translations, ask the children to talk in pairs and jot what the clues mean and what the missing word might be (deux – two).</p> <p>Fast finishers can try and use what they found to write a different number sentence on their boards, in French (for example, un + trois = quatre – one + three = four).</p> <p>Task: children to make a one to six in French poster in their books.</p>	<p>in the story teach us about ourselves.</p> <p>Day 4 involves some consolidation of learning/reflection activities, as well as a teaching film about how God loves us, embraces us, guides us and forgives us; He reconciles us with Himself and one another. Finish Day 4 with a short prayer.</p> <p>Follow session notes.</p>
		<p>Fitness Focus - COPS AND ROBBERS</p> <p>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</p>	<p>Fitness Focus - STRATEGICKI</p> <p>Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to</p>	<p>Fitness Focus – TIK TAC TOE</p> <p>Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally,</p>	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube</p>



Daily PE Activity

UNIT 3

Cognitive
Lesson 3

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.

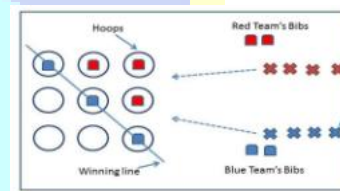
the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail 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.



try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other team's 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.

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.



[.com/watch?v=gVfgTw W JY](https://www.youtube.com/watch?v=gVfgTwWJY)

Homework:

Communicating with school

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

