OLC WEEKLY LEARNING PLAN

Message from your teachers:
Hello, and welcome to your learning for this week!
Below you will find your learning for the coming week.
Have a great week,
God Bless!

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	**Mr Brennan, Miss Cottrell and Mrs Kendrew**	**Year group:**	**Year 3**	**Date:**	**12.10.26**

R.E.	**Knowledge Statement:** ***Pope Francis wrote a letter called Laudato Si' which means 'Praise be to you'***	**Knowledge Statement:** **In Laudato Si', Pope Francis teaches that we should love God, each other, and God's Creation.**	**Knowledge Statement:** **In Laudato Si', Pope Francis teaches that we should love God, each other, and God's Creation.**

Maths	**LO: Add two numbers**	**LO: Subtract two numbers**	**LO: Add two numbers (across 10)**	**LO: Add two numbers (across 100)**	**LO: Subtract two numbers (across 10)**
	Pages 108-111	Pages 112-115	Pages 116- 119	Pages 120-123	Pages 124-127

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English	**LO: To write an explanation text.**	**LO: To ask questions and make predictions about a text.**	**LO: To know the alternative pronunciations for the grapheme 'ear'.**	**LO: To use the appropriate punctuation to write dialogue for a main character.**	**LO: To use adverbials to write a postcard.**
	Recap on what children will need to include in the next sections. Look back at session two, seven and eight for support. **Shared writing:** Model writing paragraphs about the reproduction of plants and what the school has done to support the environment. Reproduction and Pollination Petals are beautiful because they need to attract bees so a flower can reproduce. Many flowers have fragrant, captivating petals. When a bee lands on the anther, pollen sticks to its abdomen… Garden at Our School Pupils and teachers have worked hard to make the playground a beautiful	**Talk to the hand:** Children work collaboratively using the **talk to the hand** scaffold (see resources) to create questions about the scene. They should try to use each of the question words. Encourage oral rehearsal of each question sentence before writing. Allow them to investigate it, e.g. picking up props etc. Children to write questions on sticky notes and add them to a collection on sugar paper. **Shared writing:** Things I would like to know about this character: How old are they? What are their hobbies? Could they enjoy reading? Where do they live? Who wrote the card? Where are they now?	**Bottling it up, vocab Venn:** Show a Venn Diagram where one 'set' is for words spelt 'ear' and the other is for words with the phoneme /ar/ (as in car). Show the words *car, heard, bath, fear, earth, learn, search, rehearse, star, heart, year, bear.* Model adding a word to the left and right hand sets. Ask children what would happen to a word that existed in both sets? Children to work in mixed ability pairs to sort words into the respective sets. Pose the following questions: *How many different pronunciations are there of the 'ear' grapheme?* *How many different spellings of the ar phoneme are there?*	Read the story up to the line, '*…she took delight in learning new things.' What words would they use to describe the girl?* Show children the following: *interested, concerned, enthusiastic, pleased, heartened, happy, trusting, certain, sure, fortunate, fit, behave, safe.* Can they complete the sentences: She was interested in everything since… She was happy because… She behaved wonderfully as… Continue to record any interesting words on **grammar splats**. Look at the illustrations with speech bubbles, imagining what the girl was saying to her grandpa. Using speech bubble post-its, plan this dialogue. Model 'bursting a speech bubble' and writing this out as dialogue e.g. "How delightful this is!" exclaimed the girl. Give children time to practise 'bursting their speech bubbles' from yesterday and writing	Focus children's attention on the illustrations in the story so far. *What activities did the girl and her grandpa love to do together?* Give children the following verbs: talk, find, read, lay, look, row, swim, play, fly, search. *Can they change them into past tense? Which verbs are regular/irregular?* Give children time to practise writing sentences using these verbs (model using some conjunctions also), based on the illustrations so far e.g. They talked together in the living room. She swam in the sea. She found a beautiful flower. Once children have written their sentences, model using various adverbials of time to sequence, these could include: Early one morning…

	place. In recent years, pupils have planted a range of flowers around the walls…	Does this person still sit here?	*Can you think of any other words that would exist in the crossover set?*	dialogue up on MWBs. *What do they think Grandpa might have said back to her?* He would have probably complimented her lots! E.g. **Shared writing:** "Do ships fall off the edge of the world?" quizzed the girl. "On my, you are a curious girl," laughed Grandpa. "How do fish breathe underwater?" asked the girl. "Wow, you really are interested in everything," chuckled Grandpa.	After their walk on the beach… Before bedtime… While he walked through the snow… Children write a postcard to a friend in role as the girl, talking about a week with Grandpa. **Shared writing:** What a fantastic week I had with Grandpa! On the first day, early in the morning, we walked through the forest. How magical the flowers were! While we walked through the trees…
Reading					

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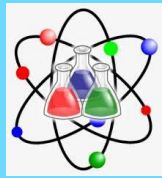
SPAG

accident(ally)	actual(ly)	address	centre	business
answer	appear	arrive	century	calendar
believe	bicycle	breath	certain	caught
breathe	build	busy	circle	complete

Science



Rocks

LO: To understand how fossils are formed.

- To understand what a fossil is.
- To understand how a fossil is created.
- To explain how a fossil is created.

5. Understand how fossils are formed | Presentation | Developing Experts

Fossils | KS2 Science | STEM and Beyond

Key Questions:

1. What is a fossil?
2. Where are fossils usually found?
3. Why does being buried quickly help a plant or animal become a fossil?

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4. How do layers of sediment help to create a fossil?
5. Can you describe the main stages of fossil formation in the correct order?

Challenge question: Why do you think **hard parts**, such as bones and shells, are more likely to become fossils?

History

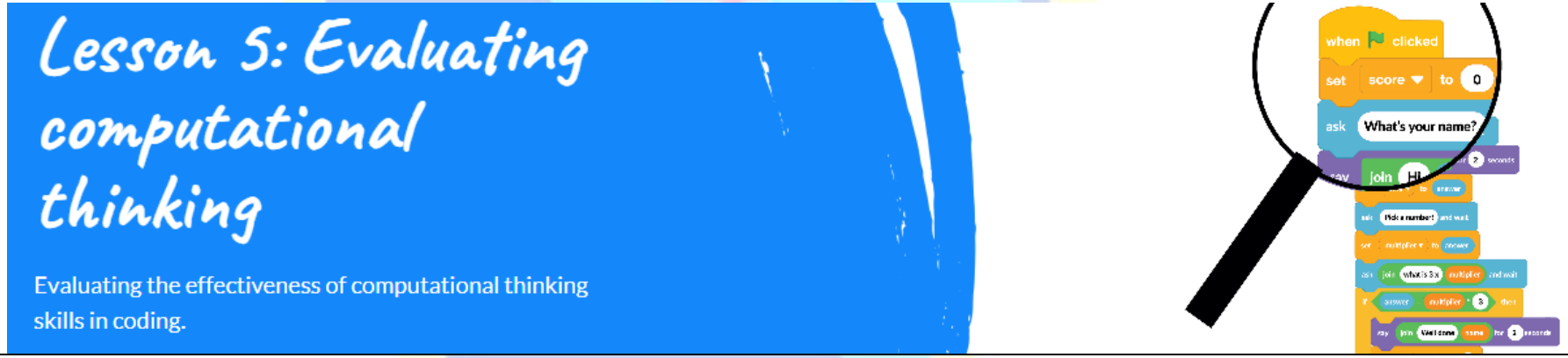
<u>Prehistoric Britain</u>

LO: To know what we can learn from Skara Brae.

Key questions

- How do people learn about the past?
- What is Skara Brae and what can we learn from it?

Computing



PSHE:

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/

In this session, children will develop a base-level understanding of what puberty is and why we go through it. This session is a precursor to the session which will follow called 'Changing Bodies' which will look specifically at some of the changes that boys and girls will face when

	they enter puberty. Through the roleplay drama and presenter-led video, children should come out of this session knowing that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence.
BSL	**Lesson 5 – Family & Friends** This lesson contains 5 sections: 1. Introduction (Hawthorne's introduction to the lesson) 2. Main Teaching Video (Family and Friends Lesson Part One) 3. Code Breakers (CodeBreakers: Family and Friends) 4. Main Teaching Video (Family and Friends Lesson Part Two) 5. Recap (Family and Friends Recap) Free BSL Lessons for UK Primary Schools – The School of Signs
Music	
Art	**Prehistoric Art** **LO: To create handprints on a textured background.**

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P.E.

Athletics

Lesson 5

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Fitness

Lesson 5

In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

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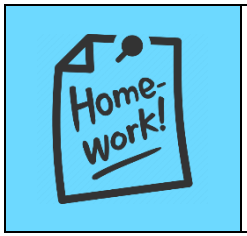

Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk