



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:

01.12.25

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY



RE



*Gospel of the
week: Matthew
24:37-44*

Key Message: The passage compares the coming of the Son of Man to the days of Noah. In Noah's time, people were living ordinary lives, unaware of the

LO: To explore Jesse Tree and Advent wreath.

Advent Symbols

Scripture: None (symbol focus).
Vocabulary: Jesse Tree, wreath, candle, ancestors.

Introduction:

Show Advent wreath; discuss colours and candles.

Main Activities:

Explain Jesse Tree; research ancestors of Jesus.

Create Jesse Tree symbols

LO: To link Mary's "yes" to our choices today.

Mary's Choice and Our Choices

Scripture: Luke 1:38 (Mary's yes).
Vocabulary: Choice, discipleship, responsibility.

Introduction:

Recall Mary's free choice; discuss choices we make daily.

Main Activities:

Create "Choice Chart" –

LO: To Understand presence of Jesus in people and sacraments.

Recognising Jesus Today

Scripture: Matthew 25:31-46 (Sheep and Goats).
Vocabulary: Presence, service, CAFOD, Mission Today.

Introduction:

Read parable; discuss meaning.

Main Activities:

Brainstorm ways to serve others at home, school,

Hymn Corner:



The Angel Gabriel

<https://www.youtube.com/watch?v=dKlc8JvxGbU>



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impending flood until it swept them away.
Application: The gospel teaches that Christ's return will be unexpected, so people should be vigilant and prepared at all times. You do not know when the Son of Man will come.
Instruction: The passage concludes with a direct command: "stay awake, because you do not know the day when your master is coming".

for classroom display.
 Discuss how symbols remind us of God's promises.
Plenary:
 Reflect on how symbols help us prepare for Jesus.
Collective Worship:
 Bless Jesse Tree; add first symbols during prayer.

good vs bad choices.
 Discuss consequences of choices.
 Write a prayer asking for strength to make good choices.
Plenary:
 Share prayers; link to Advent preparation.
Collective Worship:
 Use prayers written by children in class worship.

community.
 Research CAFOD/Mission Today; create info posters.
 Discuss why helping others is part of Advent preparation.
Plenary:
 Share posters; reflect on how we can act this week.
Collective Worship:
 Pray for people in need; include intentions for CAFOD projects.



Maths Y3

LO: Divide by 4

Unit 5: Multiplication and division (2)

Textbook pages 204-207

LO: The 4 times-table

Unit 5: Multiplication and division (2)

Textbook pages 208-211

LO: Multiply by 8

Unit 5: Multiplication and division (2)

Textbook pages 212-215

LO: Divide by 8

Unit 5: Multiplication and division (2)

Textbook pages 216-219

LO: The 8 times-table

Unit 5: Multiplication and division (2)

Textbook pages 220-223



English

LO: To participate in discussion and explore new vocabulary.

Activities:

- Dramatic reveal: a wardrobe/large box with coats and a

LO: To identify and collect sensory details.

Activities:

- Re-read Lucy entering Narnia (Chapter 2).
- Sensory stations: faux

LO: To infer feelings and describe characters.

Activities:

- *Role on the Wall* for Lucy (inspired by Polar Express

LO: To identify and punctuate direct speech.

Activities:

- Read the meeting with Mr Tumnus.
- Speech hunt in the

LO: To orally rehearse and retell events.

Activities:

- Groups create **freeze-frames** of key Narnia

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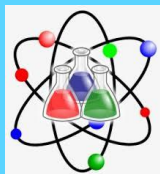
<p>snowy tray inside.</p> <ul style="list-style-type: none"> Read Chapter 1 extract where Lucy discovers the wardrobe. <i>Zone of Relevance</i> (inspired by Polar Express unit) for new vocabulary: <i>glittering, icy, crunching, mysterious, eerie, frosty</i> Children sort vocabulary into “definitely winter”, “possibly winter”, “not winter”. <p>Independent Task: Children create a Winter Narnia Word Bank in books.</p> <p>Plenary: Quick-fire vocabulary game: teacher says a noun → children choose best adjective.</p>	<p>snow, pine smell, winter wind sounds.</p> <ul style="list-style-type: none"> Model building expanded noun phrases: <i>the sparkling, frozen forest / the bitter, icy wind</i> <p>Independent Task: Write a sensory setting description of Lucy’s first steps into Narnia.</p> <p>Plenary: Children share favourite expanded noun phrase.</p>	<p>character activities).</p> <ul style="list-style-type: none"> Children infer emotions: curiosity, bravery, confusion. <p>Independent Task: Write 6–8 sentences describing Lucy, using evidence from text.</p> <p>Plenary: Which adjective best describes Lucy? Children justify opinions.</p>	<p>text.</p> <ul style="list-style-type: none"> Model simple direct speech punctuation. <p>Independent Task: Write a short conversation between Lucy & Mr Tumnus.</p> <p>Plenary: Speed-edit: children fix incorrect speech punctuation on mini-whiteboards.</p>	<p>moments.</p> <ul style="list-style-type: none"> Oral rehearsal of narrative using these. <p>Independent Task: Children write a short recount: “<i>When Lucy Entered the Wardrobe</i>”</p> <p>Plenary: Which event was most important? Why?</p>
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Year 3 & 4									
COMMON EXCEPTION WORDS									
Aa	build	difficult	forwards	Ii	money	pass	Rr	therefore	
accident	up	disappear	fruit	imagine	move	path	recent	they	
accidentally	by	at door	full	increase	Mr	peculiar	regular	thought	
actual				improve	Mrs	people	reign	through	
address				my	interest	perhaps	remember	to	
again	Cc	Ee	Gg	Nn		plant		told	
against	calendar	early	go	natural	poor	popular			
answer	centre	eight	gold	naughty	position	possession	Ss		
any	century	enough	grass	is	possess	she	said	says	
appear	certain	even	great	Kk	potato	should	separate	so	
arrive	children	every	group	kind	pressure	so	some	special	
ask	Christmas	everybody	guide	Ll	pretty	stool	straight	strange	
Bb	circle	experience	Hh	last	probably	strong	strength	sugar	
both	class	exhaust	half	learn	often	push	sure	surprise	
beautiful	clothes	eye	has	library	old	put	Qq		
because	could		heard	love	once	quarter	question		
behind	come	Ff	height	Mm	only	regular	Tt		
bicycle	consider	famous	here	many	opposite	sure	there		
break	could	fast	his	material	ordinary	Uu			
breath	Dd	favourite	hold	medicine	Pp	up	us		
breath	decide	history	hour	mention	parents	Yy	you		
	different	find	house	minute	particular	your			

Put these words in context in sentences.

weight
eight
reign
veil

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 the benefits and risks of living near a volcano.

Key questions

- What are the benefits of living near a volcano?
- What are the risks of living near a volcano?

Discover why people live near volcanoes and the benefits on farming and tourism.

Task: Complete a chart showing the benefits and

Science

Disappearing Habitats

LO: To understand that environments can change and this can pose dangers to living things.

Lesson Breakdown

Starter

- Recap previous sessions: How do humans affect habitats?
- Introduce today's focus: "What

Art

LO: To understand what an effective composition is in art.

Discuss the meaning of proportion.

Play the *Pupil video: Effective composition* to the class.

Show the children the link: [Beatriz Milhazes](#) and the use of wrappers in collages.

Beatriz Milhaze's artwork includes painting, drawing and collage. She is known for her use of vibrant colours, inspired by the

Computing

LO: To recognise when an email is not genuine.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/year-3-emailing-unit/microsoft-emailing-unit/lesson-5-fake-emails/>

Arrange the children into pairs and hand out the *Activity: Email template*. Show slide 5 and explain the activity. Ask the children to write an email to all teachers, advising them on how to avoid scammers and what to look out for. Remind them to use clear, formal language and bullet points to set out their advice. Ask them to send

Music

LO: To learn hymns for the Carol Service.
Learn and practise carols.

risks of living near a volcano.

happens when forests disappear?"

plants and flowers near her home in Brazil.

their emails to the teacher's email address provided. Display slide 6 as an example if required.

Practical Investigation

- Show two soil hills (one with cress, one bare).
- Predict: What will happen when it rains heavily?
- Discuss fairness: same water amount, same height, same rate.
- Conduct the test outside (simulate heavy rain with watering can).
- Observe and discuss: Which hill eroded more? Why?
- Link to real-world flooding and habitat destruction.

Group Research

- Divide class into mixed groups of 3.
- Assign each group an endangered animal (from task

Children to rip, tear and cut the sweet wrappers to create a **collage** (arranging different materials together and sticking them to a surface).

Once complete, instruct the children to place their emails in the sent tray. Move them to the inbox and share a selection aloud, highlighting clear advice and a formal tone.

Explain that the process is the same on a computer: write carefully, use the right tone and send. Remind the children that online advice should always be polite, clear and helpful so that the message is useful to the person receiving it.

MFL
Lesson 3: Using Shapes like the French Artist, Matisse

LO: To give and receive instructions using shape, size, and colour vocabulary.

PSHE
LO:

sheets).

- Research questions:
 - Where does it live?
 - Why is its habitat disappearing?
 - What can we do to help? (Yr4 focus)

- Make notes and prepare a short presentation.

Presentations

- Each group shares findings (2–3 minutes each).
- Encourage listening and note-taking for peer learning.

Plenary

- Reflect: Why do habitats disappear? How does this affect animals?
- Quick brainstorm: “One thing we can

Vocabulary:

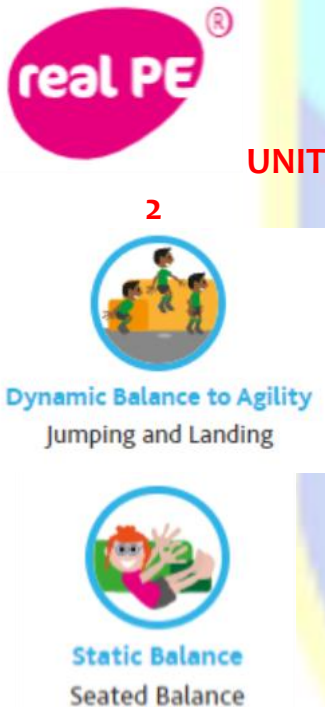
- Cognates: **rectangle, triangle, cercle**
- Instructions: **Cherchez** (look for), **Collez** (stick), **Découpez** (cut), **Coloriez** (colour)

Activities:

- Pupils follow French instructions to create simple shape-based art.
- Partner work: one pupil gives instructions, the other follows.
- Cognate hunt: pupils identify familiar words in French.
- Use of classroom commands in French during art tasks.



Daily PE Activity



Social

Lesson 5:

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions,

do to help” – write on flip chart.

- Praise teamwork and research skills.

Fitness Focus -
Fitness Bingo Here’s a Fitness Bingo game. The kids really enjoy it and, once you’ve done the initial set-up of creating the Bingo Cards, it’s quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out “Active”.

Step Challenge -
Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.

But we do a lot of sitting in class which really doesn’t help our daily progress. So your challenge is to get in **at least** 4000 steps (2 miles) at playtime and lunch time each day to make sure we’re giving ourselves a good chance to keep fit!

Star Jump challenge -
How many star jumps can you and your friends do at break time in 2 minutes?

Lets see who can do the most!



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healthy competition,
cooperative games
and group Personal
Best challenges.

Background music is
great at building on the
students' energy.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	"I Don't Know" Stretch	Squats	Jog on the Spot
Burpees	Bench Step-Ups	Cross- Country Skis	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Recap Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe- Touches

Homework:

Pages 33-35

Communicating with school

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