

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,




In English, we are continuing with our story The Heart and the Bottle. In RE we are starting our learning this year with Creation & the Story of Abraham to Joseph. In science we are learning all out forces and magnets and in history we are learning all about prehistoric Britain. We also have many other amazing subjects and topics for you to explore!

We hope you enjoy your learning journey this half term and we look forward to all the wonderful achievements you make this half term!

Mrs Kendrew, Miss Cottrell & Miss Sidwell

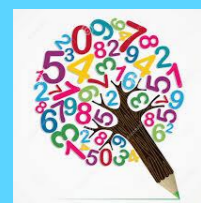
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell	Year:	Year 3	Date:	23.09.2024
------------------	---	--------------	--------	--------------	------------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	 <p>Sunday Gospels to Explore - Mark 9:30-37 Anyone who welcomes one of these little children in my name welcomes me.</p> <p><i>Remind children throughout the week of our Gospel Values and Virtues: Curious and Active.</i></p> <p>Catholic schools help their pupils grow by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church and the wider community.</p> <p>During the Season of Creation (Sep 1-Oct 4)</p>	<p>LO: To know the story of the call of Abram. To be able to imagine the thoughts and feelings of Abram being chosen by God.</p> <p>Children to read the story of the call of Abram. Focus on Genesis 12: 1-9 and Genesis 13: 14-17. Consider Abram's feelings about being chosen by God. Find the land where Abram came from and on the map track his journey to the land of Canaan. What are some of the similarities and differences between this land and our own land? Discuss the promise God made to Abram. How important do you think Gods' promise was? What does this story teach us about God and what he thought of Abram? What titles are given to God in the text?</p> <p>https://www.youtube.com/watch?v=HAehmFCiAGU</p> <p>https://www.youtube.com/watch?v=zUhs-MWoTbg</p> <p>Task: Children to imagine that they are Abram. Write about how you feel being chosen by God in this special way and thanking Him for the promise he has made.</p>	<p>LO: To know that in the stories of the Pentateuch God sometimes asks his people to do very difficult things.</p> <p>Children to read Genesis 17: 1-8 about Abram's name changing to Abraham. What does this passage tell us about God's promise? Why do you think God changed Abram's name to Abraham?</p> <p>Discuss with the children difficult things they have been asked to do. Why were these things so difficult? Did they manage to achieve them in the end?</p> <p>In the stories of the Pentateuch God sometimes asks his people to do very difficult things.</p> <p>Read the story of Abraham and Isaac and talk about this as an example of God asking somebody to do something very difficult.</p> <p>Task: To write about how they have overcome a difficult time they have faced.</p>	<p>LO: To know that the story of Abraham and Isaac is an example of God asking somebody to do something very difficult.</p> <p>Recap the story of Abraham and Isaac as example of God asking somebody to do something very difficult.</p> <p>Why do you think God tested Abraham? What have you learnt about Abraham from this story?</p> <p>Task: To draw pictures and captions to show the main themes of the story.</p>	 <p>Sing it: Linking Curious and Active to traditional and contemporary music.</p> <p>Matt Redman - Everything That Has Breath - YouTube</p> <p>This is the Day - Lyric Video - OneLife Music (youtube.com)</p> <p>Lara Martin The Voice of Hope Worship Video with Lyrics (youtube.com)</p>

OLC WEEKLY LEARNING PLAN

focus prayer on giving thanks to God the Creator, for all that he given and pray that all those in positions of responsibility will ensure that the produce of the land and sea if shared fairly with all our brothers and sisters across the world.



Maths

LO: Estimate on a number line to 1,000

Unit 1: Place value within 1,000
Textbook Pages 40-43

LO: Find 1, 10 and 100 more or less

Unit 1: Place value within 1,000
Textbook Pages 44-47

LO: Compare numbers to 1,000

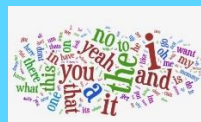
Unit 1: Place value within 1,000
Textbook Pages 48-51

LO: Order numbers to 1,000

Unit 1: Place value within 1,000
Textbook Pages 52-55

LO: Count in 50s

Unit 1: Place value within 1,000
Textbook Pages 56-59



English

LO: To use the appropriate punctuation to write dialogue for a main character.

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.

LO: To use adverbials to write a postcard.

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...
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...

LO: To use adjectives to describe how a character has changed.

Give children the adjectives from session 3 along with the prefixes: un, dis, mis.
Explore placing the correct prefix on the word to change it into its opposite.
Look at the creating antonyms resource to support if needed. Explain that these are antonyms.
Book talk:
Reread the line, '... she took delight in learning new things.' *Why is this important in life? What 'new things' do children take delight in learning? What questions do they have about the world?*
Continue to read the story to the line, '... her heart was safe.'

Note that this is an emotional part of the story so children may need time to talk over what has happened.
Why did she put her 'heart in the bottle'? How did this change her? What did she lose when she put her 'heart in the bottle'?

Give children the **role on the wall**, before and after (see resources). Challenge children to match the antonyms to how she was before and how she was after her Grandpa passed away. Children write sentences comparing herself before her Grandpa died and how she changed after. Model using a few conjunctions to sequence and contrast to support.
Shared writing:
When her Grandpa was alive, she was sure and safe. He made her feel that way. After he passed away, she

LO: To use the present perfect in a diary entry.

Book talk:
Continue reading the text up to the line, '... it just bounced and rolled... down to the sea.'
Why did she decide to take her heart of the bottle?
How did meeting the girl on the beach change her?
Why was it difficult to get her heart back out of the bottle?
Explain that we are going to write a diary entry in role as the woman (who was once the girl). We are going to use the present perfect tense to do this using the past participle + have/has. This helps us write about things that started in the past and are still true.
Share some verbs and ask children to put them into the present perfect tense:

Present	Simple past	Present perfect
meet	met	have met
try	tried	have tried
drop	dropped	have dropped
shake	shaken	have shaken

Practise with children writing some sentences about this section of the story using the present perfect tense. Collect verbs on the grammar splat.
I have tried to get my heart out of the bottle.
I have shaken the bottle.
I have smashed it with a hammer.

Children write this up as a diary entry in role.
Shared writing:
What a strange week it has been! I have met a curious and enthusiastic girl but I don't know what to do now. I have tried to help her but I can't. My mind and heart are closed and trapped. I have sawed at the bottle. I have dropped it from a great height.

LO: To write a poem based around a theme.

Book talk:
Continue to discuss the 'heart in the bottle' concept with children. Why does she hide her heart away? How is she trying to protect herself? What does the heart represent in this story? Give children some abstract nouns, such as: *curiosity, love, hope, delight, wonder, bravery, compassion, happiness, helpfulness, dreams, ideas...*

What has she lost by closing it off? What has she gained? Explore the idea with children that when we love others, we open ourselves up to risk. If we never take risks and we always play it safe, then we too will put ourselves 'in a bottle.' Perhaps the longer we play it safe, the harder it is later on to make new friends and build new relationships.



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 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:

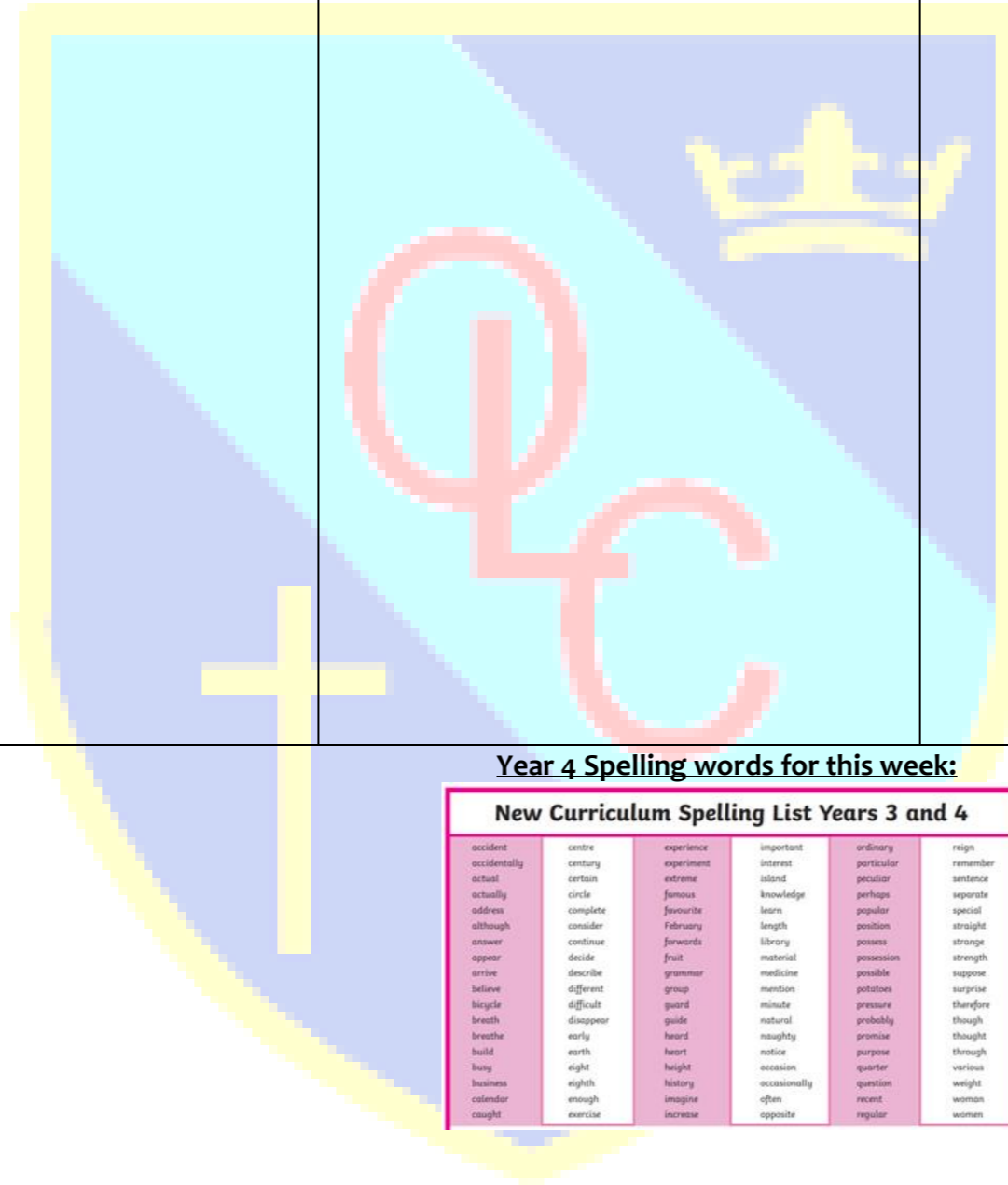
"Do ships fall off the edge of the world?" quizzed the girl.

"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.

became unsure and unsafe so she stopped asking questions.
Before, she was interested in everything but then she became uninterested. She has felt unenthusiastic since she had put her heart away.



Give children a love heart-shaped emoji and have them write one or two of the abstract nouns inside the love heart. They can then place them all in a large bottle and seal the lid shut. *What might we have to do to get these back out of the bottle?*
Make new friends.
Travel to new places and learn about other cultures.
Try new kinds of food.
Children could write a short poem or class poem about taking risks in life.
Shared writing:
Don't Put Yourself in a Bottle
Read new books by unfamiliar authors
Let your curiosity out of the bottle
Ask questions and explore with others
Let your bravery out of the bottle
Don't let fear stop you from trying something...

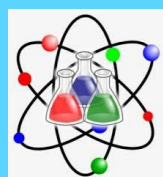
Year 4 Spelling words for this week:

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	thought
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women



Spelling & Handwriting



Wider Curriculum

History

Prehistoric Britain

LO: To know what tools early humans used.

Subject knowledge

- Modern humans are called Homo sapiens. Humans evolved over millions of years with many intermediate species: Homo Australopithecus, Homo habilis, Homo erectus, Homo heidelbergensis.
- The first of the three periods of the Stone Age was the Paleolithic era. Neanderthals lived in Europe and the Near East around 300,000–28,000 years ago.
- The Mesolithic period followed the last ice age, around 15,000 years ago, until around 6,000 years ago. This era saw rising sea levels and a changing environment.
- Neolithic culture began to emerge around 7000 BCE with the spread of agriculture and the development of pottery, better tools and more complex settlements.

Key questions

Science

Forces and magnets

LO: To compare how things move on different surfaces.

Working Scientifically

1. Set up simple practical enquiries and comparative and fair tests.
2. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.

Resources:

- A printout of the letter to class from Ms Pullman
- Investigation and plenary PowerPoints
- Task sheets
- Selection of toy vehicles
- A short plank of wood for each group of 3-4 children
- A selection of different surfaces

Vocabulary:

Force, push, pull, prediction, fair test, investigate, measure, friction

Lesson

Intro:

Show the investigation PowerPoint. You agree to help Ms Pullman from P & L Toys. She asks you to compare the way vehicles move on different surfaces. Allocate groups of 3-4 children (year group and ability appropriate).

Activity:

P&L need help with a racing car game. Test out a toy vehicle on different surfaces to see which racing track (slope) gives the longest run. Record measurements in a table. Can the children discover a pattern in their results?

Plenary:

Art

<https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-painting/lesson-3-prehistoric-palette/>

LO: To explore how natural products produce pigments to make different colours.

You will need:

- **Sketchbooks.**
- Natural products to supplement what the children find (see Attention grabber).
- Colourful spices such as turmeric, paprika, cinnamon and nutmeg (see Main event).
- Flour (see Main event).
- Water.
- Brushes.
- Plastic pots or cups.
- Palettes for colour mixing.
- Thick paper or card (one per pupil – see Main event).
- Materials to create a textured cave wall (see Main event). Suitable materials include couscous, bulgur wheat, lentils, coarse flour, seeds, sand or Modroc.

Computing

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/networks/y3-lesson-3-how-a-website-works/>

LO: To demonstrate how a website works.

You will need:

- Whiteboards and pens (one each).
- A large space, e.g. hall or playground (see Main event).
- A tray or box.
- PE bibs in three different colours (ten of each colour – optional, see Main event).
- 10 envelopes.
- Link: [BBC- Horrible Histories.*](#)
- Link: [CBBC Newsround.*](#)
- Move the class to a large space (e.g. a hall or playground) and explain that the children will role-play how a website works using the concepts of users, servers and the cloud.

Divide the class into two equal groups. Within each group, divide the children into three further groups of approximately 5 children and hand out the different coloured PE bibs (if available):

Group A (the user).

PSHE

Being Me in My World

Piece 2: Our Nightmare School

LO: To face new challenges positively, make responsible choices and ask for help when I need it.

Children to mime facial expressions and feelings.

- Why is it so important to understand facial expressions and how it will help you? (empathy)
- How easy is it for you to gauge other people's feelings by their facial expressions?

Using Jigsaw Jino as the talking object facilitate a round using the starter sentence:

This school would be a nightmare if...

Think of the following questions and make some notes in their Jigsaw journal.

OLC WEEKLY LEARNING PLAN

1. What were the three eras of the Stone Age?
2. What were the different species of early humans?
3. What tools did humans use in the Stone Age?

Resources:

- PowerPoint
- Stone Age Tool/Weapon Worksheet

Lesson

Intro:

Recap over learning from prior lesson.

Have a go as a class at completing the quiz and then reveal the answers.

Discuss the difference between homo sapiens and neanderthals.

Then explore the different eras of the Stone Age (Paleolithic, Mesolithic and Neolithic).

Activity:

Have the children watch the short video and discuss what they learnt from it.

Then present them with the task of creating their own Stone Age tool/weapon.

Allow the children to complete the worksheet.

Plenary:

Allow a few children to share their work with the class and discuss their tools/weapons.

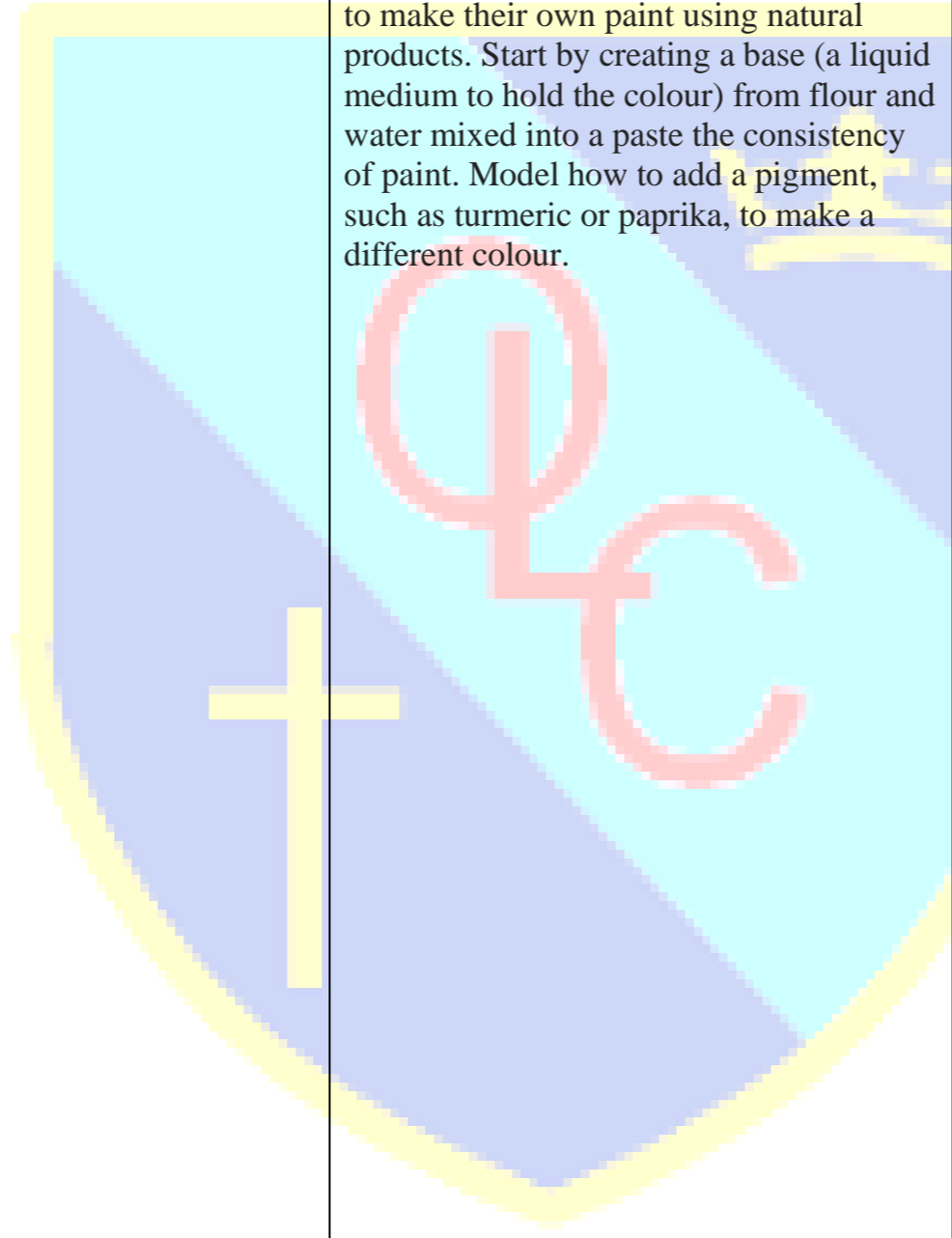
Invite groups to share their results. Which surfaces allowed vehicles to travel the longest distances? Why might this be? What did these surfaces have in common? They were smooth. Which surfaces slowed or even stopped vehicles? Why was that? Yes, they were bumpy or rough. Were predictions correct? We have made an important discovery. Let's find out a bit more about it. Show the Plenary PowerPoint. Praise the children for their outstanding scientific research.

PVA glue.



children are going

to make their own paint using natural products. Start by creating a base (a liquid medium to hold the colour) from flour and water mixed into a paste the consistency of paint. Model how to add a pigment, such as turmeric or paprika, to make a different colour.



Group B (the server).

Group C (the cloud).

MFL

<https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-b/this-is-me/lesson-2-hello-from-france/>

LO: To use French greetings according to the time of day.

Explain to the class that they will hear a short story about Manon's visit to France.

Display slide 4 of the *Presentation: Hello from France* and listen to Manon greeting the class. Encourage the children to respond by extending their arms and saying **bonjour**.

Work through slides 5–10, listening to the story and following the words on the screen. Listen to the story again, with the class repeating each phrase.

4. How might children at the Nightmare school feel?
5. What might the children be scared of?
6. Who would the children ask for help?
7. What is the worst part of the Nightmare school?

Music

LO: To create a soundscape using percussion instruments.



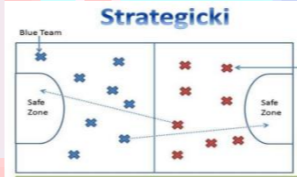
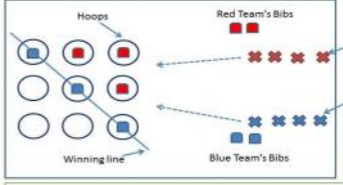
[Lesson 2: Creating a soundscape \(kapowprimary.com\)](https://www.kapowprimary.com/subjects/music/lesson-2-creating-a-soundscape/)

Play 'Night on a bare mountain' by Mussorgsky below or play the notes (C B A B C E A).

Please accept [statistics, marketing](#) cookies to watch this video.

Ask the children to choose which picture from the *Presentation: Mountain images* on

OLC WEEKLY LEARNING PLAN

	<p>Then complete the learning review.</p>			<p>Activity: <i>Storyboard word bank</i> (one each), and the <i>Knowledge organiser: This is me</i> (one between two).</p>	<p>slides 1 – 5 they think best reflects the music.</p>
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 1 Personal – Lesson 3: In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.</p>	<p>Fitness Focus - COPS AND ROBBERS 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 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.</p> 	<p>Fitness Focus - STRATEGICKI Team 1 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.</p> 	<p>Fitness Focus – TIK TAC TOE 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.</p> 	<p>JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

Homework:

Communicating with school

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