

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.

<b>Teachers:</b>	Mrs Kendrew, Miss Cottrell and Miss Sidwell	<b>Year:</b>	Year 3	<b>Date:</b>	08.06.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>RE</b></p>	<p><b>Sunday's Gospel to explore:</b> Gospel: John 6: 51-58</p> <p>I am the living bread which came down from heaven. If any man eat of this bread, he shall live for ever; and the bread that I will give, is my flesh, for the life of the world.</p> <p>52The Jews therefore strove among themselves,</p>	<p><b>Sacred heart of Jesus</b></p>	<p>LO: To understand the meaning of sacrifice and how it relates to Jesus' actions.</p> <p><b>Lesson 7: Understanding Sacrifice</b></p> <p><b>Activities</b></p> <p><b>Starter (10 mins)</b></p> <ul style="list-style-type: none"> <li>Discuss: "What is a sacrifice?"</li> <li>Children share everyday examples (sharing toys, helping others, giving something up).</li> </ul>	<p>LO: To understand that Christians proclaim Jesus' death and resurrection during Mass.</p> <p><b>Lesson 8: The Memorial Acclamation — Jesus is Alive</b></p> <p><b>Activities</b></p> <p><b>Starter (5 mins)</b></p> <ul style="list-style-type: none"> <li>Listen to or read a Memorial Acclamation ("We proclaim your death...").</li> </ul> <p><b>Main Teaching (10 mins)</b></p>	<p><b>Catholic Social Teaching – Common Good</b></p>

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saying: How can this man give us his flesh to eat?

**53** Then Jesus said to them: Amen, amen I say unto you: Except you eat the flesh of the Son of man, and drink his blood, you shall not have life in you.

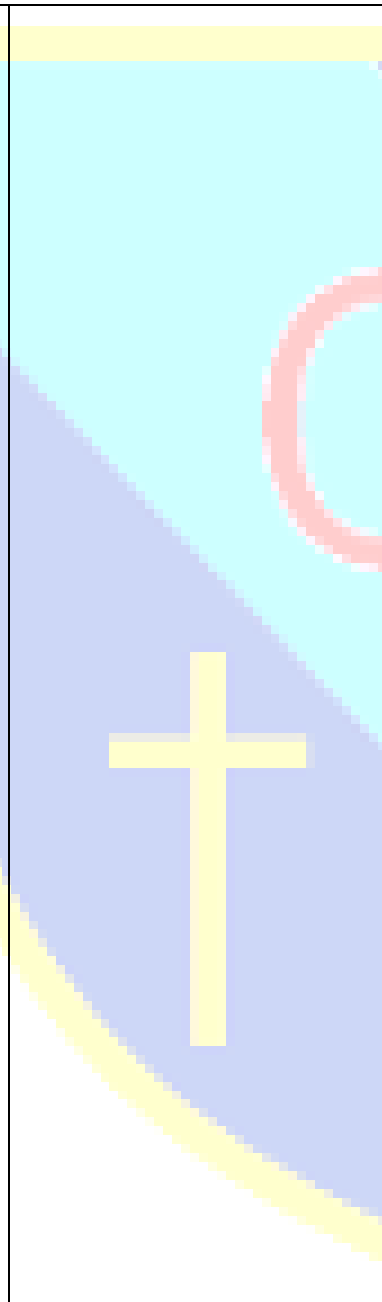
**54** He that eateth my flesh, and drinketh my blood, hath everlasting life: and I will raise him up in the last day.

**55** For my flesh is meat indeed: and my blood is drink indeed.

**56** He that eateth my flesh, and drinketh my blood, abideth in me, and I in him.

**57** As the living Father hath sent me, and I live by the Father; so he that eateth me, the same also shall live by me.

**58** This is the bread that came down from heaven. Not as your fathers did eat manna and are dead. He that eateth this bread, shall live for ever.



**Main Teaching (10 mins)**

- Define sacrifice as *giving something up for others*.
- Link to Jesus giving His life on the cross.

**Main Activity (20 mins)**

- Create a **Sacrifice Mind Map** with branches:
  - At home
  - At school
  - Jesus' sacrifice
- Then write a short paragraph explaining: *"Why Jesus' sacrifice was the greatest."*

**Cross-Curricular Link – PSHE**

- Link to empathy, kindness, and putting others first.

**Plenary (5 mins)**

- Reflection: *One sacrifice I can make this week is...*

**Assessment Links**

- Break down the meaning:
  - Jesus died
  - Jesus rose
  - Jesus will come again

**Main Activity (25 mins)**

- Children design a **three-part poster**:
  - Death (cross)
  - Resurrection (empty tomb)
  - Future hope (light / glory)
- Add captions explaining each part.

**Cross-Curricular Link – Art**


- Use bold symbolic colours (red, gold, white).

**Plenary (5 mins)**

- Say a class version of the Memorial Acclamation together.

**Assessment Links**

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			<p>AT1: 3c AT2: 3c</p> <p><b>Scripture</b></p> <p>John 15:13</p>	<p>AT1: 3b AT2: 2b</p> <p><b>Scripture</b></p> <p>1 Corinthians 11:26</p>	
 <p><b>Maths</b></p>	<p><b>LO: Turns and angles</b></p>	<p><b>LO: Right angles in shapes</b></p>	<p><b>LO: Compare angles</b></p>	<p><b>LO: Measure and draw accurately</b></p>	<p><b>LO: Horizontal and vertical</b></p>
	<p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 118-123</p>	<p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 124-127</p>	<p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 128-131</p>	<p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 132-135</p>	<p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 136-139</p>
 <p><b>English</b></p>	<p><b>LO: To use the conjunction if to write the end of a fantasy adventure story.</b></p>	<p><b>LO: To edit writing for cohesion.</b></p>	<p><b>BFG</b></p> <p><b>Film</b></p>	<p><b>BFG</b></p> <p><b>Film</b></p>	<p><b>Sacred Heart Mass at Friary</b></p>
	<p><b>Starter (whole class):</b> Children consider choices and consequences using conditional (“if”) sentences.</p> <p><b>Main (independent):</b> Children write the ending of their story, including conditional sentences and resolutions.</p> <p><b>Plenary (whole class):</b> Peer assess writing with a</p>	<p><b>Starter (whole class):</b> Children review examples of writing and identify how to improve tense and cohesion.</p> <p><b>Main (independent):</b> Children edit and improve their own stories, focusing on consistency and flow.</p> <p><b>Plenary (whole class):</b> Discuss irregular verbs</p>			



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- How has the use of natural resources changed over time?
  - Why has the use of natural resources increased?
- Read about how the use of natural resources has changed and look at graphs explaining this. Create a poster to show about the change in use of natural resources.

*competition. Can we find out which variables plants need to grow healthily.*

*Discuss what an independent and a controlled variable is.*

*Explain different variables and why they are important. (Light, Temperature, Air, Water, Nutrients and Space).*

*Ask children whether they have grown their own plants, what type of plant was it, what variables did they use and was it healthy?*

*Task: As a class, plant 5 bean seedlings. 1 controlled investigation and 4 investigations with an independent variable that has changed.*

*Complete the sheet with their predictions; will it grow, how tall will it be,*

could be represented in the image.

Watch video showing scroll designs. Children draw and stick and cut to show examples of what their design could look like.



are all ways of asking permission. Ask the children:

**Why do we ask for permission before we do something or use something that belongs to someone else?**

Allow the children to discuss in pairs before taking feedback. Explain to the class just like asking permission for things that happen in class, on the playground or at home, we also need to ask permission when we are sharing things online if it does not belong to you. If the answer to sharing is yes, then we can share that content, otherwise, we should not.

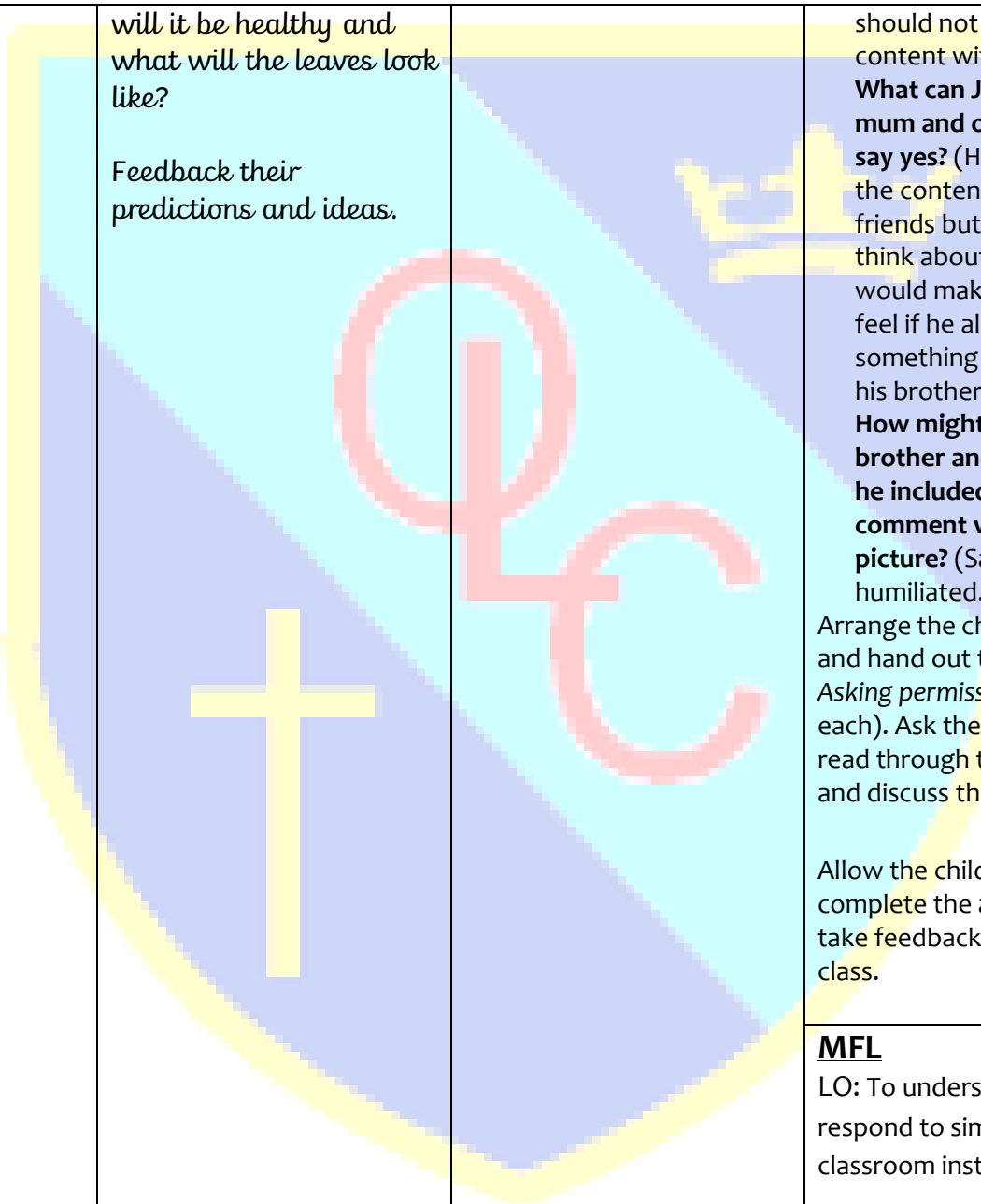
Using slide 2, listen to Joel's story. Show slide 3 and ask the children:

**Who should Joel ask permission from before he sends this picture?**

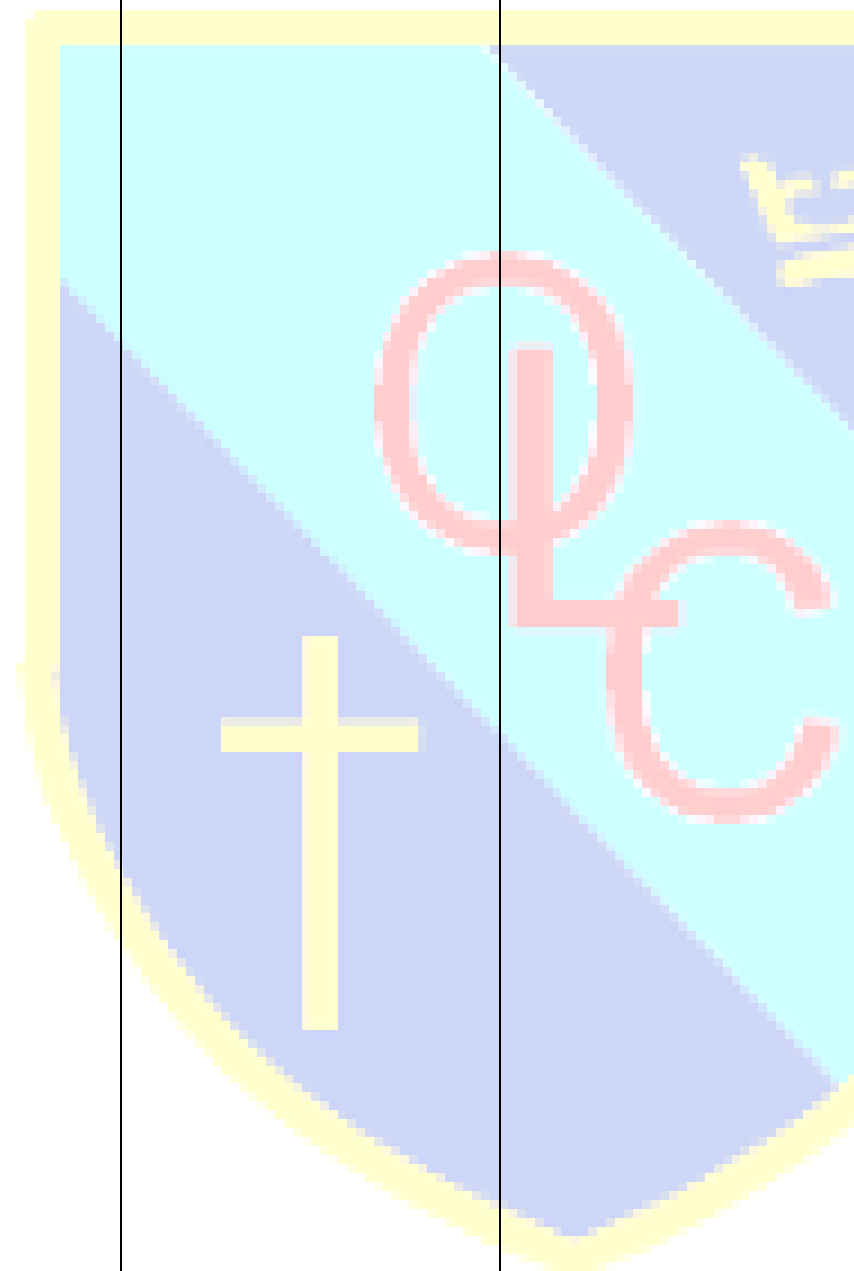
(The people the content is about: his brother and his mum.)

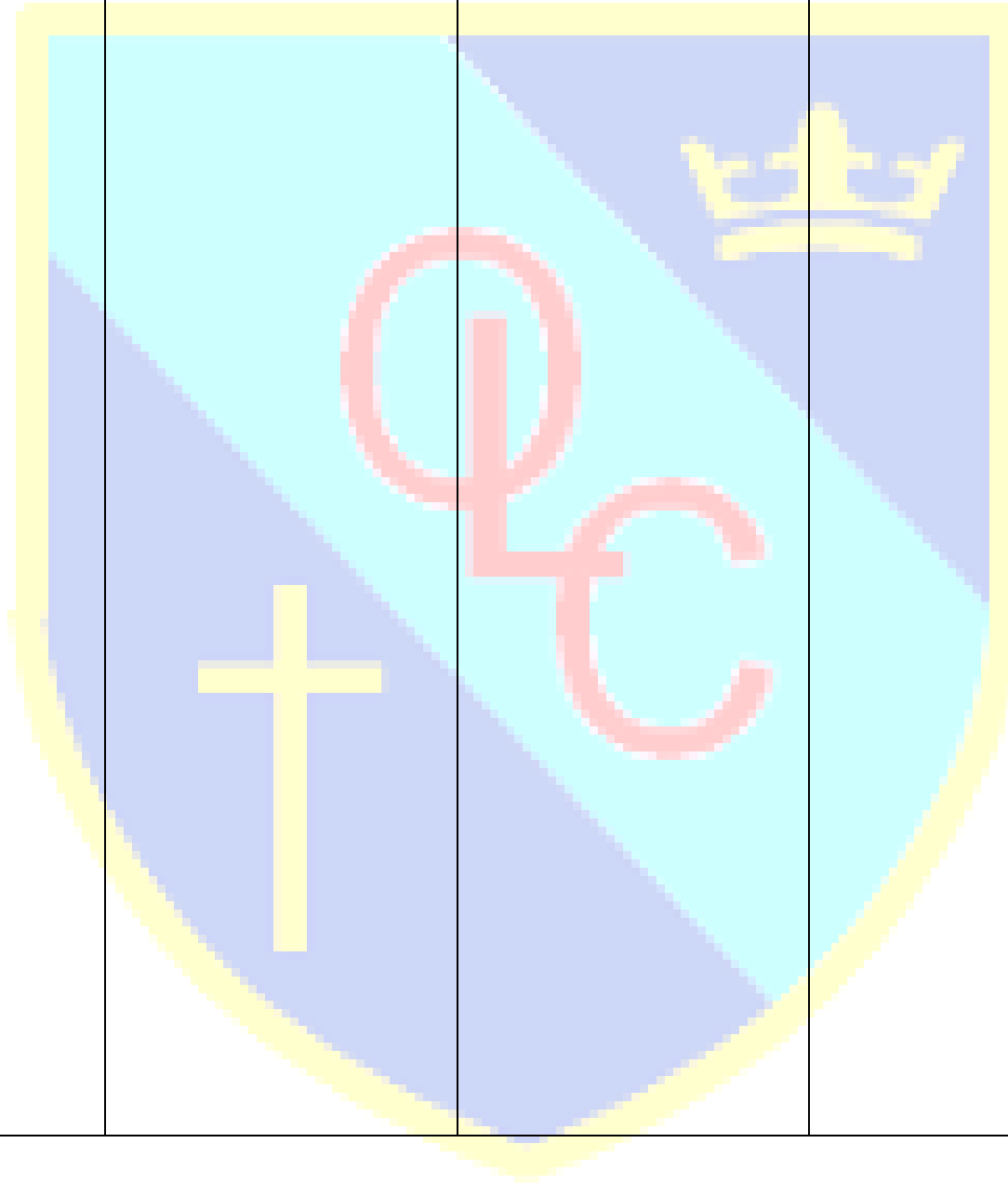
**What should Joel do if his mum and older brother say no? (He**

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		<p>will it be healthy and what will the leaves look like?</p> <p>Feedback their predictions and ideas.</p>		<p>should not share the content with anyone.)  <b>What can Joel do if his mum and older brother say yes?</b> (He could share the content with his friends but he should think about how it would make his brother feel if he also says something unkind about his brother.)  <b>How might Joel's brother and mum feel if he included a mean comment with the picture?</b> (Sad, upset or humiliated.)</p> <p>Arrange the children in pairs and hand out the <i>Activity: Asking permission</i> (one each). Ask the children to read through the scenarios and discuss the questions.</p> <p>Allow the children to complete the activity and take feedback from the class.</p>	
				<p><b>MFL</b>          LO: To understand and respond to simple classroom instructions.</p>	<p><b>PSHE</b>          LO: To know that there are many different jobs and types of work.</p>

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			<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 <i>Presentation: 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="https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-2/lks2_3-2_living-in-the-wider-world/s-2/working-together/">https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-2/lks2_3-2_living-in-the-wider-world/s-2/working-together/</a></p> <p>Slides 1 – 9 10 mins</p> <p>Introduce the session by playing a game using clues to guess the job.</p> <p>Invite pupils to work in partners to explore different scenarios and consider factors that might influence job choices using the worksheet in Appendix 1.</p> <p>Slides 10 – 12 8 mins</p> <p>Introduce the concept of wages and salaries as payment for work, consider the importance of money and some implications when</p>
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considering higher paid jobs.

Reinforce learning that it is part of God's plan for us to lead happy fulfilling lives and to care for each other. Explain that many people consider their happiness, a sense of meaning and calling when choosing their job.

Slides 13 – 15

12 mins

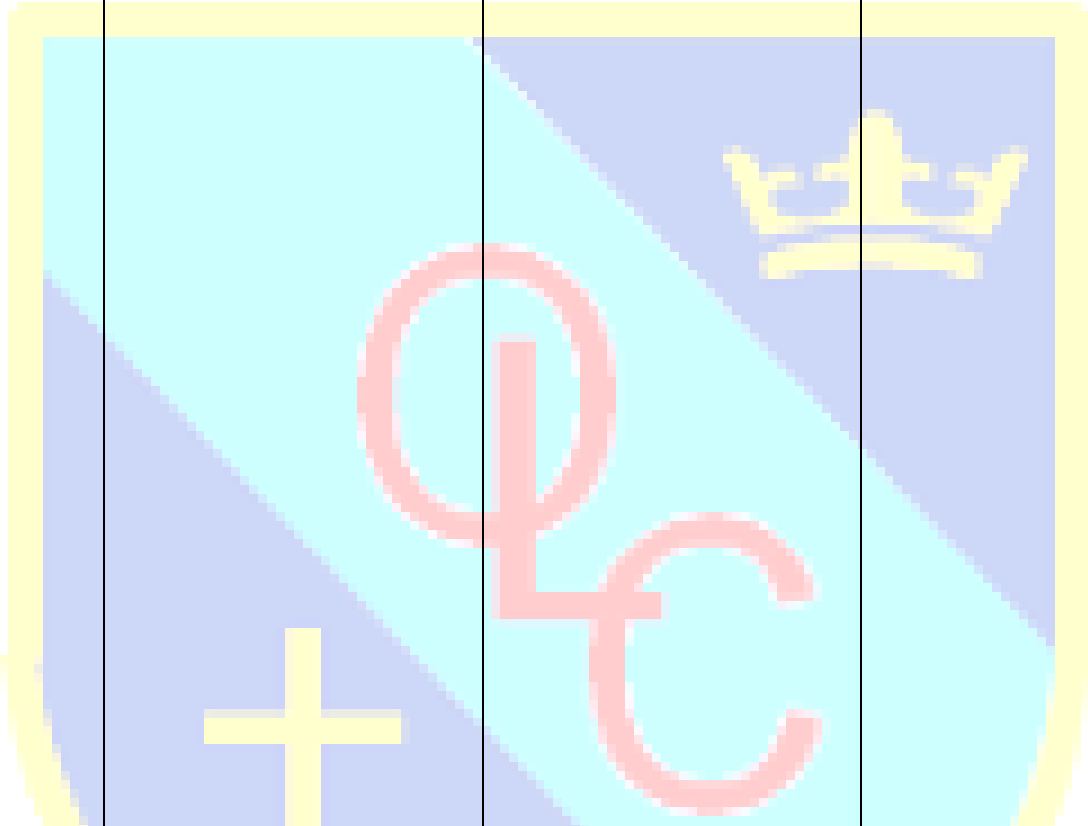

Invite pupils to think about their dream job and explore how their strengths, gifts, interests and values can help them decide on future work opportunities.

Record ideas using the worksheet in Appendix 2.

Slides 16 – 18

5 mins

Encourage pupils to consider some life skills that will help in future

				<p>work as well as every part of our lives.</p> <p>Explore ways of nurturing life skills, gifts and interests at school and at home, e.g. practising skills and goal setting.</p> <p>Revisit learning about vocation and explain that as we learn and grow, we get closer to God’s plan for us.</p> <p>Slides 19 – 21 5 mins</p> <p>Review learning, lead a short time of prayer and reflection, then finish with a final prayer.</p>
 <p>Daily PE Activity</p>	<p><b><u>ROUNDERS</u></b> <b><u>UNIT</u></b></p>	<p><b><u>Rounders</u></b></p> <p>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly</p>	<p><b><u>Key Skills</u></b></p> <p><b>Physical:</b> underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run</p> <p><b>Social:</b> collaboration, communication, co-operate,</p>	<p><b><u>LESSON 4</u></b></p> <p><b>LO: To develop bowling and learn the rules of the skill</b></p>

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demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### EQUIPMENT



support and encourage others

**Emotional:** honesty, fair play, confidence, determination

**Thinking:** comprehension, select and apply skills, tactics, make decisions

**within this game.**

**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)