

# OLC WEEKLY LEARNING PLAN







## Message from the teachers:

Dear children,

Mrs Kendrew, Miss Cottrell & Miss Sidwell/ Mr Brennan and Miss Sidwell

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

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell/ Mr Brennan & Miss Sidwell	Year:	Year 3 Year 4	Date:	05.01.26
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	 <p><b>Sunday's Gospel to explore: Gospel:</b> <b>Matthew 2: 1-12</b> When Jesus therefore was born in Bethlehem of Juda, in the days of king Herod, behold, there came wise men from the east to Jerusalem. Saying, Where is he that is born king of the Jews? For we have seen his star in the east, and are come to adore him. And king Herod hearing this, was troubled, and all Jerusalem with him. And assembling together all</p>	 <p><b>The Feast of The Epiphany</b> The Feast of the Epiphany celebrates the moment when Jesus was revealed to the world as the Son of God. In the Western Church, it focuses especially on the visit of the <b>Magi (the three wise men)</b>, who followed the star to Bethlehem and recognised Jesus as the King. Their</p>	<p>LO: To understand feelings of surprise and link them to the shepherds' experience.</p> <p><b>Lesson 1: Experiencing Surprise</b></p> <p><b>Activities:</b></p> <p>Share personal experiences of surprise; create a word bank of emotions.</p> <p>Discuss how Mary and Elizabeth were surprised</p>	<p>LO: To Retell the story of the shepherds visiting Jesus and empathize with their reactions.</p> <p><b>Lesson 2: The Shepherds' Story</b></p> <p><b>Activities:</b></p> <p>Read Luke 2:8–20 aloud; highlight words showing emotions.</p> <p>Discuss why the angels' message was “news of great joy.”</p>	 <p><b>Catholic Social Teaching</b> <b>Focus – Subsidiarity</b> 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</p>

# OLC WEEKLY LEARNING PLAN

the chief priests and the scribes of the people, he inquired of them where Christ should be born.

But they said to him: In Bethlehem of Juda. For so it is written by the prophet: And thou Bethlehem the land of Juda art not the least among the princes of Juda: for out of thee shall come forth the captain that shall rule my people Israel.

Then Herod, privately calling the wise men, learned diligently of them the time of the star which appeared to them; And sending them into Bethlehem, said: Go and diligently inquire after the child, and when you have found him, bring me word again, that I also may come to adore him.

Who having heard the king, went their way; and behold the star which they had seen in the east, went before them, until it came and stood over where the child was. And seeing the star they rejoiced with exceeding great joy. And entering into the house, they found the child with Mary his mother, and falling down they adored him; and opening their treasures, they offered him gifts; gold, frankincense, and myrrh. And having received an answer in sleep that they

gifts—gold, frankincense, and myrrh—symbolise Jesus' kingship, divinity, and future sacrifice. Epiphany highlights themes of **revelation, light, and God's love being shown to all people**, not just a few.

in previous stories (link to Advent).

Introduce the idea that the shepherds were shocked by the angel's message.

Write a diary entry from the view of the shepherds about how shocked you were when the angels appeared.

## Assessment Links:

**AT1:** 2a, 2c – Recognize and describe religious stories.

**AT2:** 2b – Reflect on feelings and experiences.

**Scripture:** Luke 2:8–9 (appearance of the angel).

Role-play as a shepherd answering questions from the class.

## Assessment Links:




**AT1:** 3a – Describe and explain religious stories.

**AT2:** 3b – Express personal responses.

**Scripture:** Luke 2:10–14 (angel's message).

only step in when smaller groups cannot effectively 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.

# OLC WEEKLY LEARNING PLAN

	should not return to Herod, they went back another way into their country.				
 <b>Maths Y3</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>
	Unit : Textbook pages	Unit : Textbook pages	Unit : Textbook pages	Unit : Textbook pages	Unit : Textbook pages
 <b>Maths Y4</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>
	Unit : Textbook pages	Unit : Textbook pages	Unit : Textbook pages	Unit : Textbook pages	Unit : Textbook pages
 <b>English</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>	<b>LO:</b>



## Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS											
<b>Aa</b> accident accidentally actual actually address after again although answer any appear are arrive ask	<b>Bb</b> bath be beautiful because behind believe bicycle both break breath breathe	<b>Cc</b> calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could favourite February find floor different	<b>Ee</b> early earth eight eighth enough even every everybody exercise experience extreme eye	<b>Ff</b> famous fast father favourite February find floor forward	<b>Gg</b> go gold grammar grass great group guard guide	<b>Hh</b> half has he heard heart height here his history hold hour house	<b>Ii</b> I imagine important improve increase interest is island kind knowledge	<b>Ll</b> last learn length library love one only opposite ordinary our	<b>Mm</b> many material me medicine mention mind minute	<b>Nn</b> natural naughty no notice occasion occasionally of often old once one only opposite ordinary our	<b>Oo</b> occasion occasionally of often old once one only opposite ordinary our

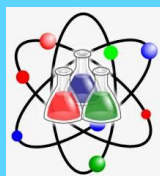
## Spelling/handwriting words for this week:

Put these words in context in sentences.

butcher  
teacher  
catcher  
cruncher

## Dictionary Corner:

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.



## Wider Curriculum

### Geography

#### Water and Weather

##### Lesson 1:

**LO: To know where most of the water is located on Earth.**

Ask pupils what they already know about water and weather. How might they be linked?  
Read 'Earth's water' together. Discuss what the bar chart shows and point out how each bar links to, and expands on, the previous one.

### Science

**LO: Describe and compare rocks using visual observations**

#### 1. Starter – Becoming Rock Detectives

##### Hook:

- Explain that the class has been invited to help create a new *children's science show* about rocks.

### Art

**Craft and Design: Fabrics of nature**

**Lesson 1: Inspired by the rainforest**

**LO: To understand starting points in a design process.**

#### Lesson 1: Inspired by the rainforest

Play the audio: Rainforest sounds. Ask the children to sit quietly, close their eyes and imagine what they can see.

### Computing

**LO: To plan a book trailer.**

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-1-planning-a-book-trailer/>

Arrange the children into pairs and ask them to choose a book that they know the full story of from the selection of books. Explain that they will be creating a book trailer for it. Inform the children that they need

### Music

#### Body and Tuned

##### Percussion

#### Lesson 1: Pitter, patter raindrops

**LO: To identify structure and texture in music.**

#### Lesson 1: Pitter patter raindrops

Play the music from the link: [Choir makes it rain](#) (but do not show the video at this stage).

Ask the children to say what it sounded like and which parts made them

# OLC WEEKLY LEARNING PLAN

	<p>Pupils should complete questions 1 and 2 in pairs.</p> <p>Display the image and explain that water can be found as a solid, a liquid and a gas.</p> <p>Read 'Changing water' together.</p> <p>The texts can be read in a variety of ways: aloud to the class, in a round-robin format, or by selecting different pupils.</p> <p>Check pupils' understanding of the key vocabulary.</p> <p>Pupils should complete question 3 independently.</p> <p>Display the image and talk pupils through the water cycle.</p>	<ul style="list-style-type: none"> <li>• Show a 1–2 minute presenter clip (or just discuss what presenters do if no video).</li> <li>• Ask: “What do you already know about rocks?” “What do you want to find out?”</li> </ul> <p><b>2. Observation Task</b></p> <p><b>How it works without real rocks:</b></p> <ul style="list-style-type: none"> <li>• Give out <b>printed photos</b> of the 6 rock types (or show them one at a time on the board).</li> <li>• Pupils examine <i>the images</i> instead of physical samples—still valid scientific observation.</li> </ul>	<p>Hand out the <i>Activity: Rainforest images</i> to each child.</p> <p>Watch the <i>Pupil video: Rainforest inspiration</i>. Pause the video at 00:58 seconds. Children to make a series of small drawings from the video and photographs.</p>	<p>to decide on a style of trailer such as:</p> <p>Film or take photos of parts of the book. Film themselves.</p> <p>Display the <i>Presentation: Storyboards</i> and hand out the <i>Activity: Storyboard templates A and B</i> (one between two).</p> <p>Go through both storyboards on slides 1 and 2 and ask the children to discuss which key scenes would be included. Explain to the children that they must make sure to not give away too much of the storyline – especially the ending. Ask them why it is so important to sequence these in the correct order.</p> <p>Demonstrate the beginning of a storyboard based on a class book.</p>	<p>think that. Ask the children to describe to a partner how the music built up and what happened within it.</p> <p>Review using the following questions: What can you hear? What is texture? What is structure? How many layers of different sounds are there?</p> <p>Play the music again, this time with the video. Explain that this is body percussion. Listen again and children join in. Identify the structure of the music by defining the sections that make up the piece:</p> <p>Section 1: rubbing hands. Section 2: clicking. Section 3: tapping on legs. Section 4: jumping.</p>
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Pupils should complete question 4 in pairs.

Select pairs to retell the water cycle in their own words using the key vocabulary.



### Task:

- Pupils draw each rock **from the photo**.
- Write descriptive notes (colour, texture, grain, pattern).

### Support:

- Display “describing words” e.g.: grainy, smooth, speckled, layered, rough, crumbly.

Section 5: tapping on legs.  
Section 6: clicking.

Children to use their bodies to have a go at recreating what they have seen and heard.

### PSHE

LO: To know that God loves, embraces, guides and forgives us; He reconciles us with Him and one another.



[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/](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/)

On Days 1 – 3 click to play the film, which shows part of the story of The Prodigal Son.

Then ask discussion questions to aid



# OLC WEEKLY LEARNING PLAN

					<p>understanding about what the father in the story teaches us about God, and what the sons 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><b>Daily PE Activity</b></p>	 <p><b>UNIT 3</b></p>	<p><b>Fitness Focus - COPS AND ROBBERS</b></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 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</p>	<p><b>Fitness Focus - STRATEGICKI</b></p> <p>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.</p>	<p><b>Fitness Focus – TIK TAC TOE</b></p> <p>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</p>	<p>JUST DANCE – WAKA WAKA</p> <p><a href="https://www.youtube.com/watch?v=gVfgTw_WJY">https://www.youtube.com/watch?v=gVfgTw_WJY</a></p>

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**Dynamic Balance to Agility**  
Jumping and Landing

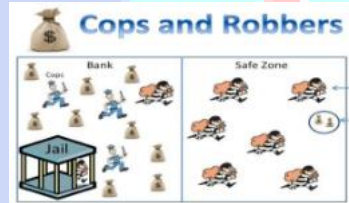


**Static Balance**  
Seated Balance

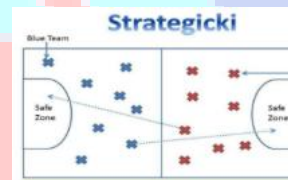
### Cognitive Lesson 1

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.

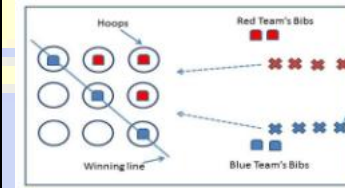
robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



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.



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.



**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)

