

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.

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell	Year:	Year 3	Date:	20.04.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE	 LO: Sunday's Gospel to explore:	LO: 	LO:	LO:	
 Maths Y3	LO: Problem solving - capacity Unit 10: Capacity Textbook pages 208-211	LO: Add fractions Unit 11: Fractions (2) Textbook pages 6-11	LO: Subtract fractions Unit 11: Fractions (2) Textbook pages 12-15	LO: Partition the whole Unit 11: Fractions (2) Textbook pages 16-19	LO: Problem solving - add and subtract fractions Unit 11: Fractions (2) Textbook pages 20-23

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	<p>LO: To use a range of conjunctions and manipulate clauses in sentences.</p>	<p>LO: To use short, snappy sentences for effect.</p>	<p>LO: To use figurative language devices to add description (similes and metaphors).</p>	<p>LO: To include dialogue within my writing.</p>	<p>LO: To plan and complete an independent piece of creative writing.</p>
<p>English</p>	<p>Starter (Whole Class) Children explore simple and compound sentences using conjunctions.</p> <p>Main (Independent) Children write sentences or a summary of the story using different conjunctions and clause structures.</p> <p>Plenary (Whole Class) Children explain the difference between main clauses and subordinate clauses.</p>	<p>Starter (Whole Class) Children recap verbs and tense, including the present perfect form.</p> <p>Main (Independent) Children write an inner monologue describing an exciting moment in the story, using short, dramatic sentences to build tension.</p> <p>Plenary (Whole Class) Children explore how single-word sentences or sound words (e.g. <i>Crash!</i>) can create impact.</p>	<p>Starter (Whole Class) Children learn about first, second and third person and identify pronouns.</p> <p>Main (Independent) Children describe a scene using similes and metaphors to add imagery and detail.</p> <p>Plenary (Whole Class) Children share examples and explain the difference between similes and metaphors.</p>	<p>Starter (Whole Class) Children explore direct speech and think of alternatives for the word <i>said</i>.</p> <p>Main (Independent) Children write a conversation between characters, practising speech punctuation and dialogue structure.</p> <p>Plenary (Whole Class) Children discuss how dialogue improves storytelling and learn about indirect speech.</p>	<p>Starter (Whole Class) Children recap the writing skills learned throughout the unit.</p> <p>Main (Independent) Children plan and write their own imaginative story about going on an adventure with Grandpa, using the grammar and writing techniques they have learned.</p> <p>Plenary (Whole Class) The class reflects on the story and discusses how the characters' relationships change.</p>



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS										
Aa accident accidentally actual actually address after again although answer any appear are arrive ask	Bb bath be beautiful because behind believe bicycle both break breath breathe	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could Dd decide describe different	Ee early earth eight enough even every everybody exercise eye Ff famous fast father favourite February find floor forward	Gg go gold grammar grass great group guard guide	Hh half has he heard heart height here his history hold hour house	Ii I imagine important improve increase interest is island Kk kind knowledge Ll last learn length library love Mm many material me medicine mention mind minute	Jj money most move Mr Mrs my Nn natural naughty no notice Oo occasion occasionally of often old once one only opposite ordinary our Pp parents particular	Pp pass past path peculiar people perhaps plant poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put Qq quarter question Rr recent regular regain remember Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise Tt the there	Rr recent regular regain remember Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise Tt the there	Tt there they though thought through to today told Vv various Ww was water we weight were where who whole wild woman women would Yy you your

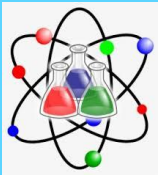
Spelling/handwriting words for this week:

Put these words in context in sentences.

vague
league
plague
fatigue

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
Migration**

LO: To know what causes people to migrate.

- Key questions
- What are push factors?
 - What are pull factors?

Complete the quiz on whiteboards to show last week's learning.
Read about 'push and pull factors' and discover reasons why people want to leave their countries.
Complete a mind map showing the 'push and pull' factors of migration.

**Science
Electricity**

LO: To identify the dangers associated with electricity and know how to stay safe near electricity.

Explore electricity and the potential dangers it has.

Children will explore the interactive house and find the dangers inside each room:
<https://www.switchedonkids.org.uk/electrical-safety-in-your-home>

**D&T
Constructing a castle**

LO: To construct 3D nets and evaluate my final product.
<https://www.kapowprimary.com/subjects/design-technology/key-stage-2/year-3/structures/structures-constructing-a-castle/>
List the features of a good quality castle structure, e.g. neat, accurate, suitable for the person/purpose they had

Computing
LO: To explain and apply abstraction by identifying key details in a problem.
<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/lesson-2-abstraction/>

Watch the *Pupil video: What is abstraction?*
Tell the children they need to create a map of the **most active** playground. Ask pairs to discuss which features they should include and which can be ignored.

**Music
Developing singing technique
Lesson 2: Sing like a Viking**

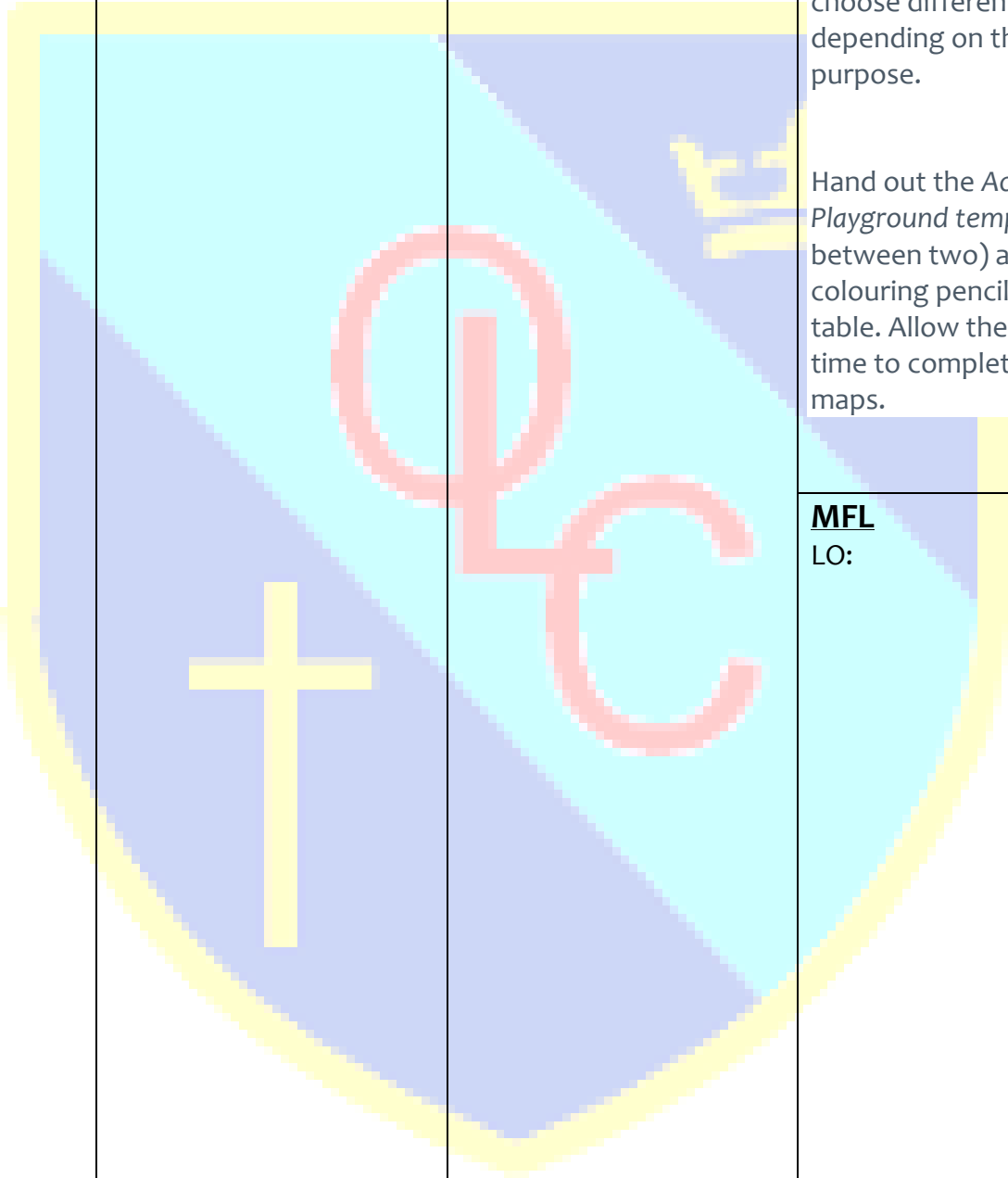
LO: To sing in time with others.
<https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/the-vikings/lesson-2-sing-like-a-viking/>

Explain that singers warm up their voices before singing.
Explain that the children will be singing and it is


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		<p>Lead the children through a discussion of how we can keep ourselves safe around electricity inside our homes/school and outside.</p> <p>Find out what a good conductor of electricity is and why they should be kept away from anything electrical.</p> <p>Design an electrical safety poster about the dangers associated with electricity and how we can keep ourselves safe near electricity.</p>	<p>in mind, structurally stable, etc.</p> <p>Recap:</p> <p>Cutting, scoring and glueing nets, as well as securing configurations using tape.</p> <p>Remind the children to refer to their original design and encourage them to include any additional features they did not initially think of but would like to include.</p> <p>Demonstrate how to make and attach façades.</p>	<p>Drag and drop the suggestions into the playground, encouraging justification for each choice.</p> <p>Display slide 2 and assign each table a specific focus for their map:</p> <p>The most fun map (focus on fun features). The map that most helps with sustainability (focus on eco-friendly features). The prettiest map (focus on scenic features).</p> <p>Read the options together and remind the children that abstraction means selecting relevant information for the goal. Allow time for paired discussion on which features to include and which to ignore.</p> <p>Explain that abstraction can be subjective; different groups may</p>	<p>important to warm up their voices.</p> <p>Lead the children through the Viking vocal warm-ups from Lesson 1: Here come the Vikings! (see Teacher video: <i>Here come the Vikings!</i> 1:26–3:21).</p> <p>Perform the <i>Here come the Vikings</i> song adding clapping rhythms and actions.</p>
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			<p>choose different features depending on their map's purpose.</p> <p>Hand out the <i>Activity: Playground template</i> (one between two) and place colouring pencils on each table. Allow the children time to complete their maps.</p>	
			<p>MFL LO:</p>	<p>PSHE LO: Know that our bodies are created by God, so we should take care of them and be careful about what we consume. https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-4/lks2_2-4_keeping-safe/s-2/</p> <p>Pupils will:</p> <p>Engage with the film and answer questions. Take an active part in group/paired activities.</p>

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					Follow step by step session notes.
 <p>Daily PE Activity</p>					

Homework:

Communicating with school

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