



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:	01.06.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>		<h2 style="color: red;">New UNIT</h2>	<p>LO: To understand that the Holy Spirit is present in Baptism and the Eucharist.</p>	<p>LO: To understand that peace is a gift of the Holy Spirit and is shared at Mass.</p>	
	<p>From the Gospel according to John 3:16-18</p> <p>God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life. For God did not send his Son into the world to condemn the world, but that the world might be</p>	<h2 style="color: red;">Pentecost</h2> <p>Pentecost is a major Christian festival celebrated on the 50th day after Easter (May 24, 2026, in the West), commemorating the descent of the Holy Spirit upon the Apostles and other followers of Jesus in Jerusalem. Known as the "birthday of the church," it marks the start of the church's mission and is characterized by themes of</p>	<p>Lesson 3: The Holy Spirit in Baptism and the Eucharist</p> <p>Activities</p> <p>Starter (5 mins)</p> <p>Recall Jesus' Baptism (dove, voice, Spirit).</p> <p>Ask: "Where else have we seen the Holy Spirit?"</p> <p>Main Teaching (10 mins)</p>	<p>Lesson 4: Peace — A Gift of the Holy Spirit</p> <p>Activities</p> <p>Starter (5 mins)</p> <p>Write the word PEACE on the board.</p> <p>Children brainstorm what peace looks and feels like.</p> <p>Main Teaching (10 mins)</p> <p>Explain peace as a fruit of the Holy Spirit.</p> <p>Link to the Sign of Peace at Mass and why it comes before Communion.</p> <p>Main Activity (25 mins)</p>	<h2 style="color: yellow;">Catholic Social Teaching – Common Good</h2>

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saved through him.
Whoever believes in him will not be condemned, but whoever does not believe has already been condemned, because he has not believed in the name of the only Son of God.

fire, wind, and the empowering of disciples to spread the gospel

Explain that Christians receive the Holy Spirit at Baptism.

Introduce the Eucharistic Prayer moment where the priest calls down the Holy Spirit.

Explain the word **consecration** in simple terms.

Main Activity (25 mins)

Highlighting activity:
Children highlight phrases in a simplified Eucharistic Prayer that mention the Holy Spirit.

Create a **symbol strip** showing:
Dove → Baptism → Bread & Wine → Holy Spirit at Mass

Cross-Curricular Links

Art: Symbol drawing

RE Literacy: Key vocabulary (Spirit, consecration)

Plenary (5 mins)

Children create a **“Peace Flowchart”**:

Holy Spirit → Changes hearts → Peace in me → Peace with others
Write examples for home, school, and world.

Cross-Curricular Links

Citizenship: Conflict resolution

PSHE: Managing feelings and relationships

Plenary (5 mins)

- Children write or say one prayer asking for peace.

Assessment Links

AT2: 3c – Personal response



AT1: 3b – Understanding belief in action

Scripture

John 14:27

Galatians 5:22

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			<p>Finish the sentence: “The Holy Spirit helps Christians by...”.</p> <p>Assessment Links</p> <p>AT1: 3c – Understanding sacramental meaning AT2: 3c – Apply belief</p> <p>Scripture</p> <p>Mark 1:9–11 Acts 2:38</p>		
 <p>Maths</p>	<p>LO: Hours and minutes - start and end times</p>	<p>LO: Hours and minutes - durations</p>	<p>LO: Hours and minutes - compare durations</p>	<p>LO: Minutes and seconds</p>	<p>LO: Solve problems with time</p>
 <p>English</p>	<p>LO: To summarise events in a letter.</p>	<p>LO: To sequence narratives using adverbials.</p>	<p>LO: To write the opening to a fantasy adventure story using a range of storytelling devices.</p>	<p>LO: To write the climax of a fantasy adventure story using dialogue.</p>	<p>LO: To write the climax of a fantasy adventure story using dialogue.</p>
<p>Starter (whole class): Children reflect on the whole story, sharing opinions, questions and connections to other texts.</p>	<p>Starter (whole class): Children summarise the story into key events and organise them into a clear sequence.</p>	<p>Starter (whole class): Children revisit story openings and identify effective descriptive techniques.</p>	<p>Starter (whole class): Children explore how characters react in key moments and generate ideas for dialogue.</p>	<p>Starter (whole class): Children explore how characters react in key moments and generate ideas for dialogue.</p>	

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Key questions

- What are natural resources?
- What makes natural resources valuable?
- Which countries have a lot of natural resources?

Discuss: What do you think natural resources are?

Which of these resources can run out? Which ones will never run out? Find out about 'Renewable or non-renewable' resources.

Complete a chart about a variety of resources and what they are used for.

Label countries on a world map and list some natural resources.

Starter: Enquiry questions to start the topic

- What makes something a plant?
- Where do we find plants?
- Do all plants have flowers?

Plants are living things. Show examples of the different types of plants we may find; flowering and non-flowering plants. Discuss the different parts of a plants and their function, focusing on the importance it has for the plant to be healthy; roots, stem, leaves, flower.

Independent task: Draw own plant, labelling the different parts and writing full sentences about the function of each part.

characteristics of Ancient Egyptian art.

[Ancient Egyptian Art KS2 Lesson Plan](https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/online-safety/lesson-1-beliefs-opinions-and-facts-on-the-internet/)

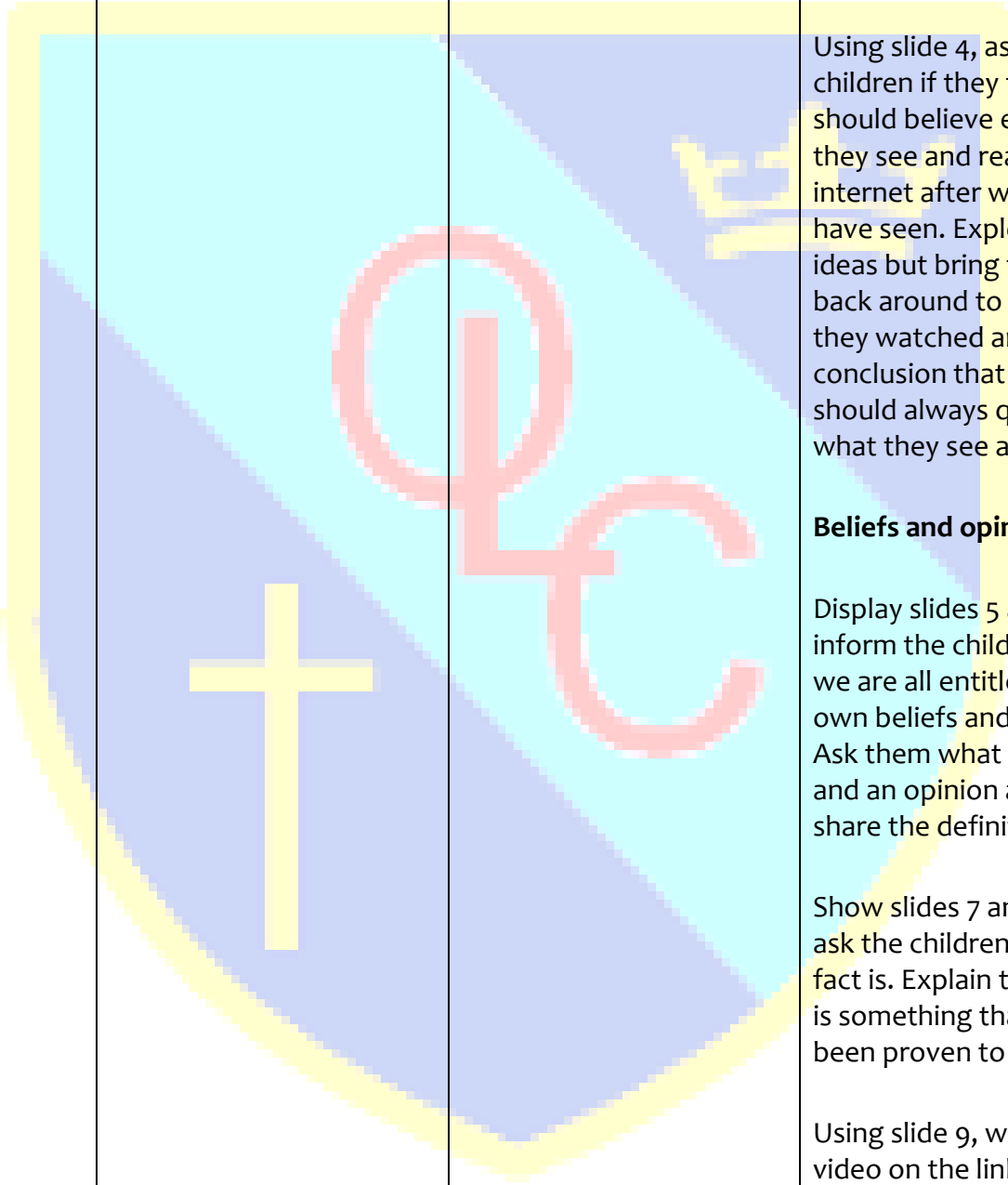
Show examples of Ancient Egyptian art. Explain that the children are going to draw Egyptian patterns and shapes in their sketchbooks but before they start, they are going to create some interesting surfaces to draw on. Use watered down paint to create a surface and then draw their own Ancient Egyptian art patterns.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/online-safety/lesson-1-beliefs-opinions-and-facts-on-the-internet/>

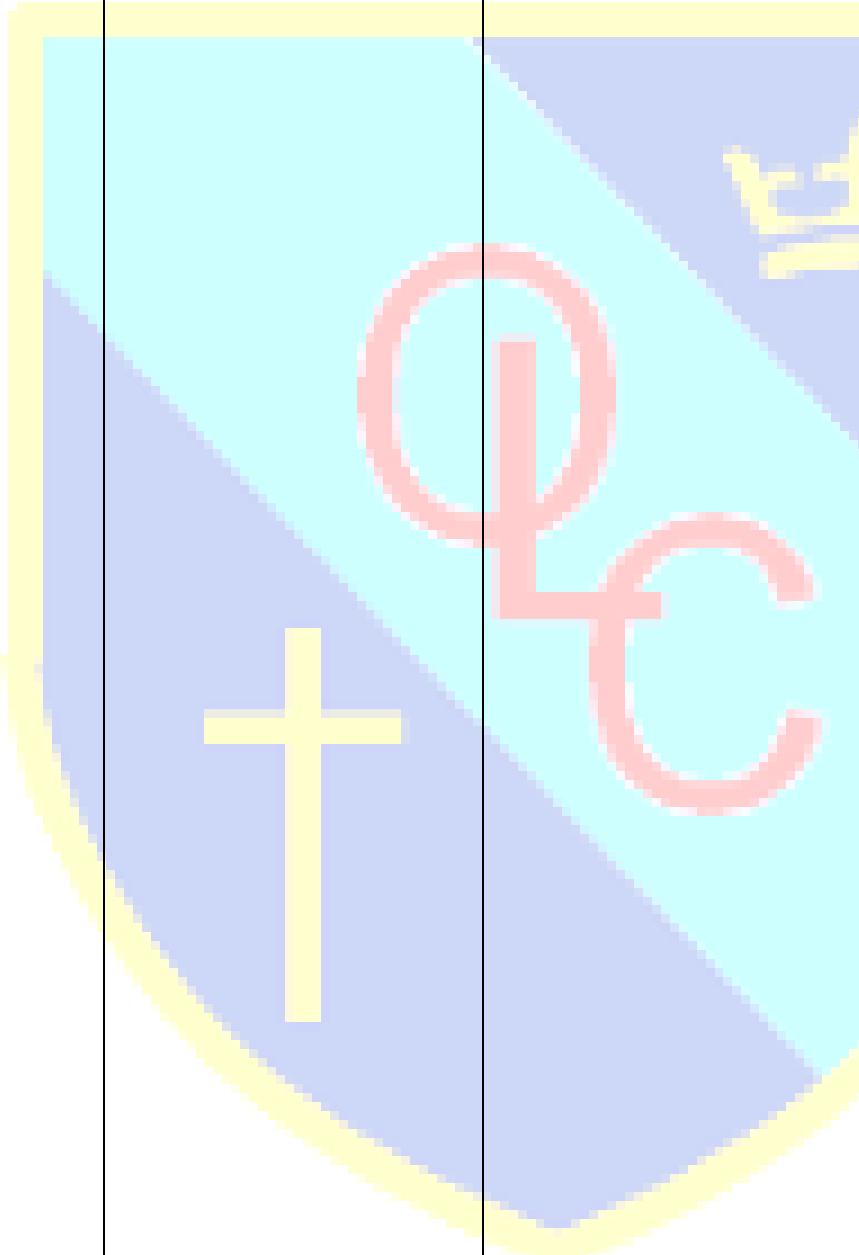
Fake news

Display slides 1 and 2 of the *Presentation: Beliefs, opinions and facts on the internet* and explain that the video is equivalent to fake news today. Highlight that fake news can be stories which are completely made up or feature some truth but are not accurate.

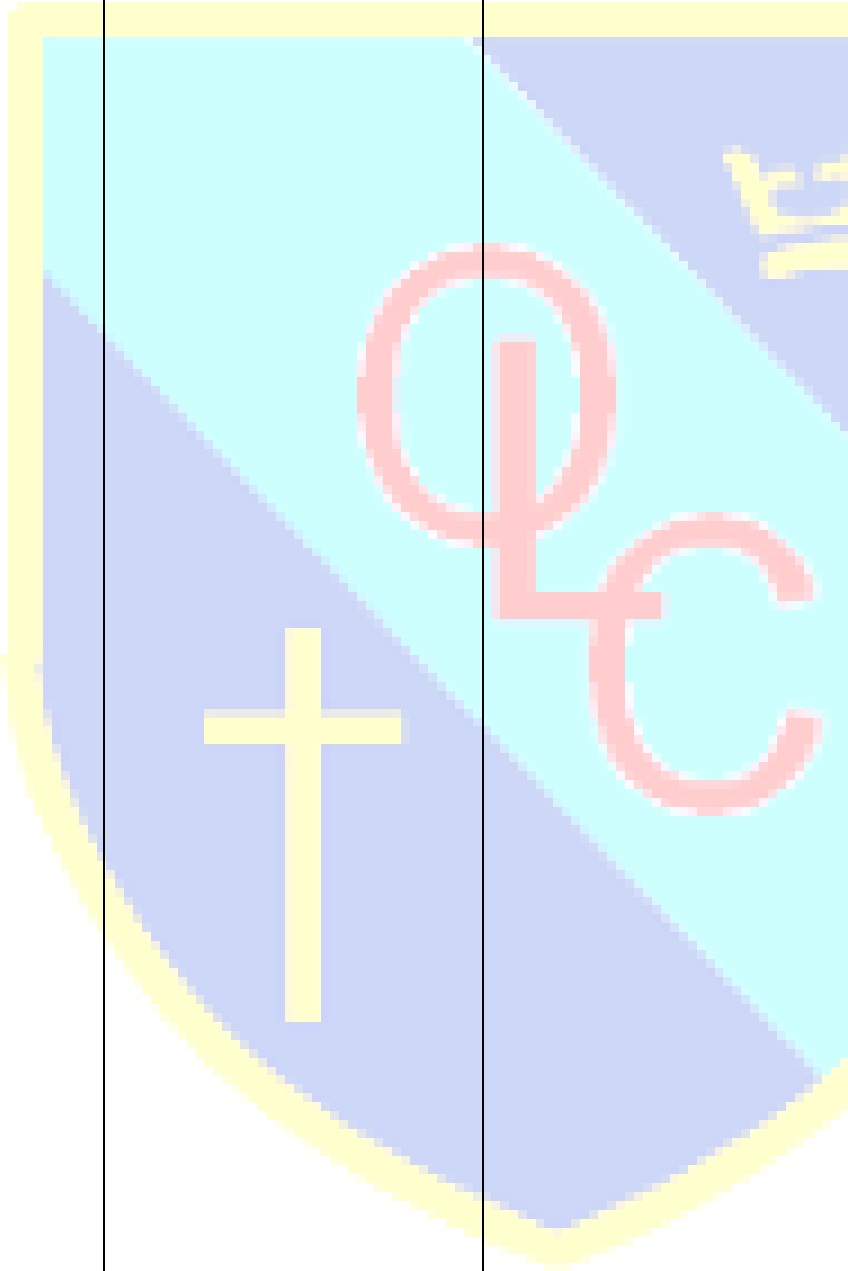
Show slide 3 and inform the class that there was no internet in 1957 so the only way to receive information was by watching television, listening to the radio or reading newspapers. Explain that information can spread quickly and via many different channels on the internet.

				<p>Using slide 4, ask the children if they think they should believe everything they see and read on the internet after what they have seen. Explore their ideas but bring them back around to the video they watched and the conclusion that they should always question what they see and read.</p> <p>Beliefs and opinions</p> <p>Display slides 5 and 6 and inform the children that we are all entitled to our own beliefs and opinions. Ask them what a belief and an opinion are and share the definitions.</p> <p>Show slides 7 and 8 and ask the children what a fact is. Explain that a fact is something that has been proven to be true.</p> <p>Using slide 9, watch the video on the link:BBC</p>	
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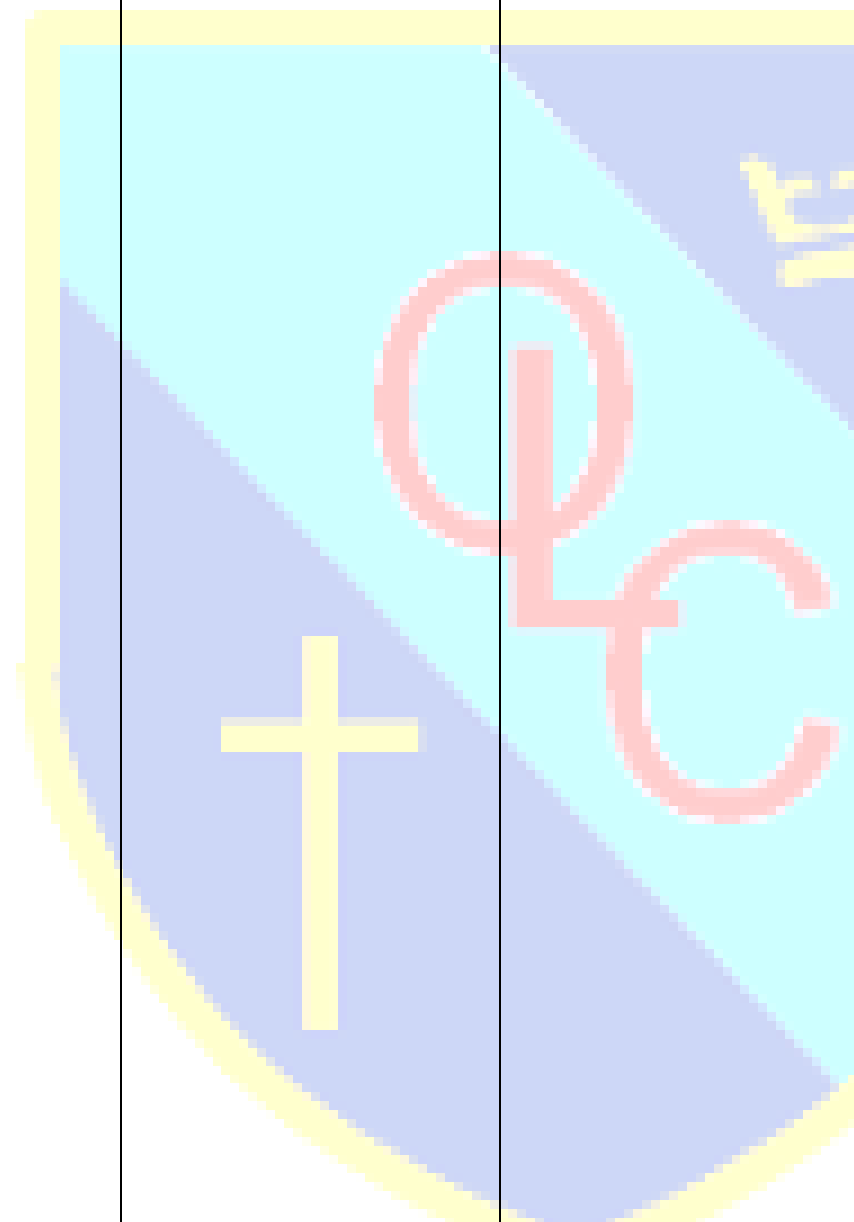
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				<p>Bitesize - What are facts and opinions?. Arrange the children in pairs and hand out devices (one between two). Share the link: BBC Bitesize - What are facts and opinions? and ask the children to navigate to the website. Ask them to complete activity one and the quiz. Alternatively, hand out whiteboards and pens (one between two) and complete them as a class.</p> <p>Activity</p> <p>Explain that the children will create a ‘facts, opinions or beliefs’ quiz with their partner. Complete this digitally as a presentation with answer reveal transitions (using Google Slide, Microsoft PowerPoint or Apple Keynote) or on A3 paper.</p> <p>Explain that the quiz they completed earlier only</p>	
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		<p>involved facts or opinions but that they will also include beliefs. Ask the children to research their questions using an appropriate search engine (for example, Kiddle). Demonstrate using key search phrases such as: 'facts opinions examples'.</p> <p>Explain how to check the reliability of the website by looking at the name of the company/website, cross checking with other sources and using their common sense.</p>		
		<p>MFL LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format: Bonjour ! Je m'appelle [Monsieur/Madame</p>	<p>PSHE LO: That God wants His Church to love and care for others. 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-1/how-do-i-love-others/</p>	

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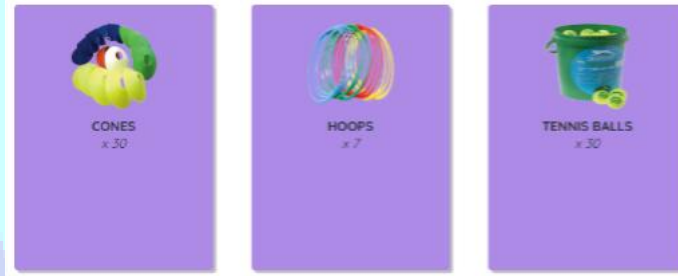
		<p>[name]] – Hello! My name is [Mr/Mrs [name]].</p> <p>Select a child and say,</p> <p>Bonjour ! Comment tu t’appelles et quel âge as-tu ? – Hello! What’s your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p>Bonjour ! Je m’appelle [name] et j’ai sept/huit ans – 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>https://www.bbc.co.uk/programmes/p0113yfv</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>Slides 1 – 5 <i>10 mins</i></p> <p>Use the Appendix 1 sorting activity, group discussion and personal writing to help children identify with the experience of feeling loved/cared for so they can emulate that experience for others.</p> <p>Slides 6 – 9 <i>20 mins</i></p> <p>Explain that the members of the Early Church didn’t try to be loving all by themselves, they worked together and multiplied their ability to care for and love others! Lead into an exploration through film and discussion of two charities, one overseas (CAFOD) and one in the UK (Emmaus).</p> <p>Slide 10 <i>10 mins</i></p>
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					<p>Inspired by the work of CAFOD and Emmaus, invite pupils to consider how they could use their own skills and gifts to help others and show them love.</p> <p>Slides 11 – 13 5 mins</p> <p>Invite pupils to write down one loving action that they will try to do today, before finishing in prayer and singing the module song.</p>
 <p>Daily PE Activity</p>	<p><u>ROUNDERS</u> <u>UNIT</u></p> 	<p><u>Rounders</u></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 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</p>	<p><u>Key Skills</u></p> <p>Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run</p> <p>Social: collaboration, communication, co-operate, support and encourage others</p>	<p><u>LESSON 3</u></p> <p>LO: To develop bowling and learn the rules of the skill within this game.</p>	

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competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EQUIPMENT



Emotional: honesty, fair play, confidence, determination

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

Homework:

Communicating with school

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