

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	Year:	Year 3	Date:	09.12.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	 <p>Sunday's Gospel to explore:</p> <p>December 8</p> <p>Luke 3: 1-6</p> <p>All flesh shall see the salvation of God.</p>	<p>RE is taught through Literacy this week.</p>	<p>Rehearsal for Carol Service/Make Christmas Cards</p>	 <p>Sing it: When is he coming? David Palmer O Come, O Come Emmanuel - Traditional Choir Like a Sea Without a Shore (Maranatha!) Come Lord Jesus, Come https://www.cjmmusic.com/songs/awake-awake-song/</p>	<p>Carol Service</p>

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				https://www.youtube.com/watch?v=XyijhpaaEs8 - Love shone down	
 <p>Maths Y3</p>	<p>LO: The 4 times-table</p> <p>Unit: Multiplication and Division (2)</p> <p>Textbook pages 208-211</p>	<p>LO: Multiply by 8</p> <p>Unit: Multiplication and Division (2)</p> <p>Textbook pages 212-215</p>	<p>LO: Divide by 8</p> <p>Unit: Multiplication and Division (2)</p> <p>Textbook pages 216-219</p>	<p>LO: The 8 times-table</p> <p>Unit: Multiplication and Division (2)</p> <p>Textbook pages 220-223</p>	<p>LO: Problem solving - multiplication and division (1)</p> <p>Unit: Multiplication and Division (2)</p> <p>Textbook pages 224-227</p>
	 <p>English</p>	<p>LO: To write dialogue between two characters.</p> <p>Writing Assessment ‘The Stepdad’</p>	<p>LO: To use a range of punctuation to share inner thoughts.</p> <p>Travelling to Bethlehem Luke 2:1-5</p> <p>The census brings Mary and Joseph to Bethlehem</p> <p>2¹⁷ At that time a proclamation was made by Caesar Augustus that all the inhabited world should be registered. This was the first census, undertaken while Cyrenius was governor of Syria and everybody went to the town of his birth to be registered. Joseph went up</p>	<p>LO: To create a card of congratulations.</p> <p>Jesus Birth Luke 2:5-7</p> <p>Jesus’ Birth</p> <p>⁶ While they were there, the time came for the baby to be born, ⁷ and she gave birth to her firstborn, a son. She wrapped him in cloths and placed him in a manger, because there was no guest room available for them.</p> <p>Task: Create a new born baby card to commemorate the birth of Christ.</p>	<p>LO: To document the journey of the Shepherds through the use of ‘Social Media’.</p> <p>Shepherd Social Media Luke 2:8-20</p> <p>A vision comes to shepherds on the hill-side</p> <p>⁸⁻¹² There were some shepherds living in the same part of the country, keeping guard throughout the night over their flocks in the open fields. Suddenly an angel of the Lord stood by their</p>

from the town of Nazareth in Galilee to David's town, Bethlehem, in Judea, because he was a direct descendant of David, to be registered with his future wife, Mary, now in the later stages of her pregnancy.

Task: today you are to write the inner thoughts of the donkey that carried Mary on the trip to Bethlehem. Today we want to see, commas, full stops, exclamation marks and even a raffle ticket for those that can find a way to use questions marks.

I am just a small, grey donkey, but I had an important job. I helped Mary on her long journey to Bethlehem. The road was dusty, and the sun was hot, but I kept walking, step by step, with Mary on my back. She was very kind, and though she was tired, she smiled at me every now and then. Her tummy was big, because she was going to have a baby, a special baby. We travelled for hours, and when it got dark, we finally

What good wishes could you offer Mary and Joseph on the birth of the Messiah? Could you offer any advice?

side, the splendour of the Lord blazed around them, and they were terror-stricken. But the angel said to them, "Do not be afraid! Listen, I bring you glorious news of great joy which is for all the people.

This very day, in David's town, a Saviour has been born for you. He is Christ, the Lord. Let this prove it to you: you will find a baby, wrapped up and lying in a manger."

¹³⁻¹⁴ And in a flash there appeared with the angel a vast host of the armies of Heaven, praising God, saying, "Glory to God in the highest Heaven! Peace upon earth among men of goodwill!"

¹⁵ When the angels left them and went back into Heaven, the shepherds said to each other, "Now let us go straight to Bethlehem and see this thing which the Lord has made known to us."

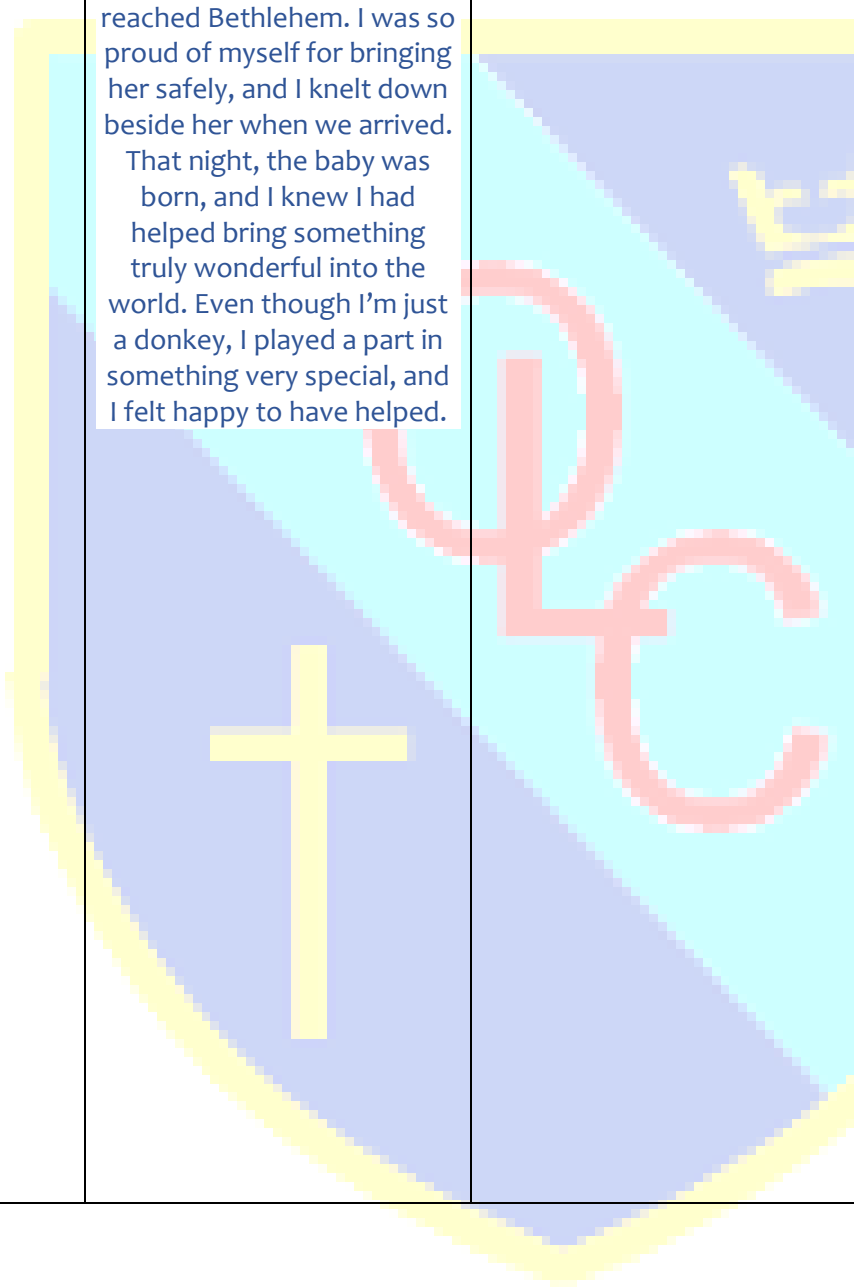
¹⁶⁻²⁰ So they came as fast as they could and they

reached Bethlehem. I was so proud of myself for bringing her safely, and I knelt down beside her when we arrived. That night, the baby was born, and I knew I had helped bring something truly wonderful into the world. Even though I'm just a donkey, I played a part in something very special, and I felt happy to have helped.

found Mary and Joseph—and the baby lying in the manger. And when they had seen this sight, they told everybody what had been said to them about the little child. And those who heard them were amazed at what the shepherds said. But Mary treasured all these things and turned them over in her mind. The shepherds went back to work, glorifying and praising God for everything that they had heard and seen, which had happened just as they had been told.

TASK: Using 'Social Media' can you retell the journey of The Shepherds.

What do you usually find in a social media post?



Can we use hashtags?

Year 3 & 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	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
bug	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Dictionary Corner:

Put the words in context in sentences.

The suffix '-ation' is added to verbs to form nouns.

sensation
information
population
duration

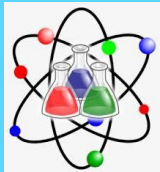
Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Year 3 & 4 spelling handwriting focus for this week:

Put 5 of these words into sentences in context and spelled correctly.



Spelling & Handwriting



Wider Curriculum

History

Shang Dynasty
LO: To know what life was like for people in the Shang Dynasty.

Subject knowledge

- Shang China was a Bronze-Age civilisation. Bronze is made by smelting (melting and mixing) copper and tin. It is very durable, so we

Science

Living things and their habitats
LO: To explore and use classification keys to help group, identify and name a variety of living things.

Working Scientifically

- Report on findings from enquiries, including oral and written explanations, displays or

Art

<https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-3d-and-sculpture/lesson-5-surface-decoration/>

LO: To evaluate and improve an artwork.

Computing

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/comparison-cards-databases/lesson-5-planning-a-holiday-google/>

LO: To sort data for a purpose.

PSHE

Celebrating Difference Piece 4: Witness and solutions

LO: To know that witnesses can make the situation better or worse by what they do.

Calm me – music and script to relax and focus. Use the first scenario from the **scenario cards**

have many artefacts from this period.

- Archaeologists recover and study artefacts, and work with historians to piece together an idea of what ancient life was like.
- The noble classes held important positions in the government and owned a lot of property. We can still see the ruins of some of their walled palaces, and have found precious artefacts like jewellery and weapons, such as those from the tomb of Fu Hao.
- The poorer, working classes lived in wooden and mud huts, which have not survived the centuries. These people had few precious possessions. The artefacts we do have from them mostly consist of metal tools, or ceramic items such as bowls.

presentations of results and conclusions.

2. Use straightforward scientific evidence to answer questions or to support their findings.

Vocabulary:
Recapping on all vocabulary learnt so far in the block plus mammals, fur, hair, milk, adapted, environment

Resources:

- A3 Paper
- Text boxes
- Lollipop sticks
- Plain paper

Lesson Intro:
Explore and discuss the different animal categories.

Activity:

and read it out to the children.

Firstly, ask the children if they think this scenario is bullying? Use Jigsaw Jino as the talking object and ask the children for their ideas.

As the scenario reads it isn't bullying and more likely to be a one-off incident, but if it was repeated with intent it could turn into a bullying scenario over time. What would you do if they were a witness to this incident? Explain to the children that witnesses to bullying are often referred to as bystanders. Bystanders could:

- Help the person being bullied in some way
- Do nothing and ignore that it's happening
- Join in with the bullying

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Key questions

1. What kind of artefacts do we find from the Shang Dynasty?
2. How do historians and archaeologists use these artefacts?
3. What do these artefacts tell us about how people lived in the Shang Dynasty?

Resources:

- Worksheets
- Powerpoint

Lesson

Intro:

Recap over last lesson and have a go at completing the quiz.

Discuss and explore the information slides.

Activity:

Present the children with the various task.

Allow the children to complete their tasks.

Present children with the task of creating their final page in their own scientific pop-up book.

Allow the children to complete their task.

Plenary:

Allow a few children to share their work with the class.

MFL

LO:

In groups read a scenario card.

Can they first decide if it is bullying or not bullying?

- How can they tell?
- If it isn't bullying could it become bullying?
- How?

Music

<https://www.kapowprimary.com/subjects/music/lover-key-stage-2/year-4/rock-and-roll/lesson-4-performing-the-bass/>

LO: To be able to play a rock and roll bass line.

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Plenary:
 Allow a few children to share their work with the class.

 Then allow the children to complete their learning reviews.

Fitness Focus -
 Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards

Step Challenge -
 Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.

 But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in **at least 4000 steps (2 miles)** at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

Star Jump challenge -
 How many star jumps can you and your friends do at break time in 2 minutes?

 Lets see who can do the most!



Daily PE Activity



UNIT 2



Dynamic Balance to Agility
 Jumping and Landing




Static Balance
 Seated Balance

Social
 RECAP

In this unit, the children will develop

Galaxy hop like SOX



In space, each jump takes you further – especially when you're a springy robot cat!
 Hop and spring like there's no gravity on this planet!

Instructions

- 1 Everybody stands in a line at the start.
- 2 The person at the front of the line runs a short distance, stops, crouches down and tucks in their head.
- 3 Now the next person in the line should run and leaping over the first person, just like Sox leaping around the spacecraft. Then they run a little further and crouch down too.
- 4 Now the third person in the line runs and superman leaps over the first person, then the second person. Keep going until everyone in the line has leapt/hopped and is crouching.
- 5 Now the person who started should stand and leap over everyone, one at a time. How long can you leap for?

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and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

when the activity is complete, and then picks another activity card. The game is finished when a group yells out “Active”. Background music is great at building on the students’ energy.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping Jacks	"I Don't Know" Stretch	Squats	Jog on the Spot
Burpies	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curl	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches

Homework:

Communicating with school

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