

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:	09.02.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		<p>LO: To reflect on Jesus' Baptism and its message.</p>	<p>LO: To understand why listening to God's Word matters for Christians today.</p>	<p>LO:</p>	
	<p>Sunday's Gospel to explore:</p>	<p>Lesson 9: Listening to Jesus – Baptism of Jesus Learning Objective:</p> <p>Activities: Starter: Recall previous work on Baptism. Main: Read Mark 1:9–11. Group task: Create a storyboard of the event. Discuss: What does this teach us about God?</p>	<p>Lesson 10: Presentation in the Temple & Reflection</p> <p>Activities: Starter: Read Luke 2:22–40. Main: Highlight Simeon and Anna's words. Write speech bubbles for their thoughts. Reflect: How do we listen to God today?</p>		

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		<p>Cross-Curricular: Art – illustrate the Holy Spirit descending. Plenary: Share storyboards. Assessment Links: AT1 – Interpret religious symbolism. Scripture: Mark 1:9–11.</p>	<p>Cross-Curricular: Literacy – write a prayer thanking God for His Word. Plenary: Class discussion: “What have we learned about listening?” Assessment Links: AT2 – Reflect on personal response. Scripture: Luke 2:22–40.</p>		
 Maths Y3	<p>LO: Problem solving - length</p> <p>Unit 7: Length and perimeter Textbook pages 104-107</p>	<p>LO: Understand the denominator of unit fractions</p> <p>Unit 8: Fractions (1) Textbook pages 110-115</p>	<p>LO: Compare and order unit fractions</p> <p>Unit 8: Fractions (1) Textbook pages 116-119</p>	<p>LO: Understand the numerator of non-unit fractions</p> <p>Unit 8: Fractions (1) Textbook pages 120-123</p>	<p>LO: Understand the whole</p> <p>Unit 8: Fractions (1) Textbook pages 124-127</p>
 Maths Y4	<p>LO: Equivalent fractions</p> <p>Unit 8: Fractions (1) Textbook pages 128-131</p>	<p>LO: Equivalent fraction families</p> <p>Unit 8: Fractions (1) Textbook pages 132-135</p>	<p>LO: Simplify fractions</p> <p>Unit 8: Fractions (1) Textbook pages 136-139</p>	<p>LO: Add and subtract two or more fractions</p> <p>Unit 9: Fractions (2) Textbook pages 142-147</p>	<p>LO: Add fractions and mixed numbers</p> <p>Unit 9: Fractions (2) Textbook pages 148-151</p>
 English	<p>LO: To write the middle of a sequel to Winter’s Child.</p> <p>Starter: Discuss alternative names for Spring’s Daughter.</p>	<p>LO: To write a conversation within my sequel to Winter’s Child.</p> <p>Starter: Recap dialogue rules. Shared writing: model a</p>	<p>LO: To write the end of a sequel to Winter’s Child.</p> <p>Starter: Model writing a final paragraph using</p>	<p>LO: To publish my own story book.</p> <p>Starter: Discuss audience, layout, and presentation. Look at</p>	<p>LO: To write a book review.</p> <p>Starter: Children briefly tell a partner what the book is</p>

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Model using pronouns to avoid repetition.

Main:
Children continue writing the middle of their story, focusing on pronoun use.

Plenary:
Peer check for repetition and suggest improvements.

paragraph including dialogue.

Main:
Children add dialogue to their stories based on earlier role play.

Plenary:
Discuss how dialogue shows feelings rather than tells them.

conjunctions to explain events and themes.

Main:
Children write the ending of their story, ensuring cohesion and theme clarity.

Plenary:
Proofread and discuss how endings reflect key themes of the story.

the blurb from *Winter's Child*.

Main:
Children publish their final story as a book, including a blurb and illustrations.

Plenary:
Share published work and reflect on the writing journey.

about and whether they liked it.

Main:
Children write a short book review.

Plenary:
Children share one sentence from their review or say whether they would recommend the book and why.



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 eighth enough even every everybody exercise experience experiment extreme 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 is	Jj jam join joke juice jump just	Kk kind knowledge	Ll last learn length library love long many material me medicine mention mind minute	Mm most move Mrs my	Nn natural naughty no notice no	Oo occasionally of often old once one only opposite ordinary our	Pp parents particular	Qq quarter question	Rr recent regular remember	Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Tt the there	Uu they though through to today told	Vv various	Ww was water we weight were where who whole wild woman women would	Yy you your

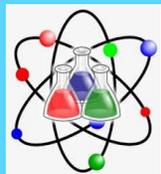
Spelling/handwriting words for this week:

Put these words in context in sentences.

simply
gently
terribly
probably

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
LO: To know why the world's weather is changing.

Science

LO: To understand the process of fossil formation and be able to describe it in simple terms.

Art

LO: To create a repeating pattern in the style of William Morris.

Computing

LO: To continue evaluate video editing.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/digital->

Music

LO: To build and improve a composition.

[Lesson 5: Sounds of the rainforest](#)

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Key facts:

- To know about the atmosphere and how it is important for life on Earth.
- To know how the climate has changed over time.
- To know the impact of human activity on the climate.

Activity

After our work around Mary Anning last week. This week we will be finishing and painting our fossils ready to be taken home for half term!

Once done, you can take part in the rocks quiz on the PowerPoint!

Children to use William Morris pattern tiles to create a repeating pattern.

[literacy-2/digital-literacy/lesson-5-video-review/](#)

Book Presentation

Explain to the children that they will create a book presentation.

Display slide 1 and go through the features that the presentation should include:

- An embed of their video trailer.
- An image of the front cover.
- A blurb that they have written themselves.
- An image of the author and information about them.

Demonstrate using the selected programme with the children (see Teacher knowledge) and show the children key features to create their presentations.

They may need to discuss what a blurb is, where it usually appears in a book and what the key features are.

Play the start of the video: [Cup challenge from Pitch Perfect](#) (without the video showing). Pause after 0:30 and ask the children what instruments they could hear.

Reveal the video and continue to play the clip so the children can see how body percussion has been used.

Questions

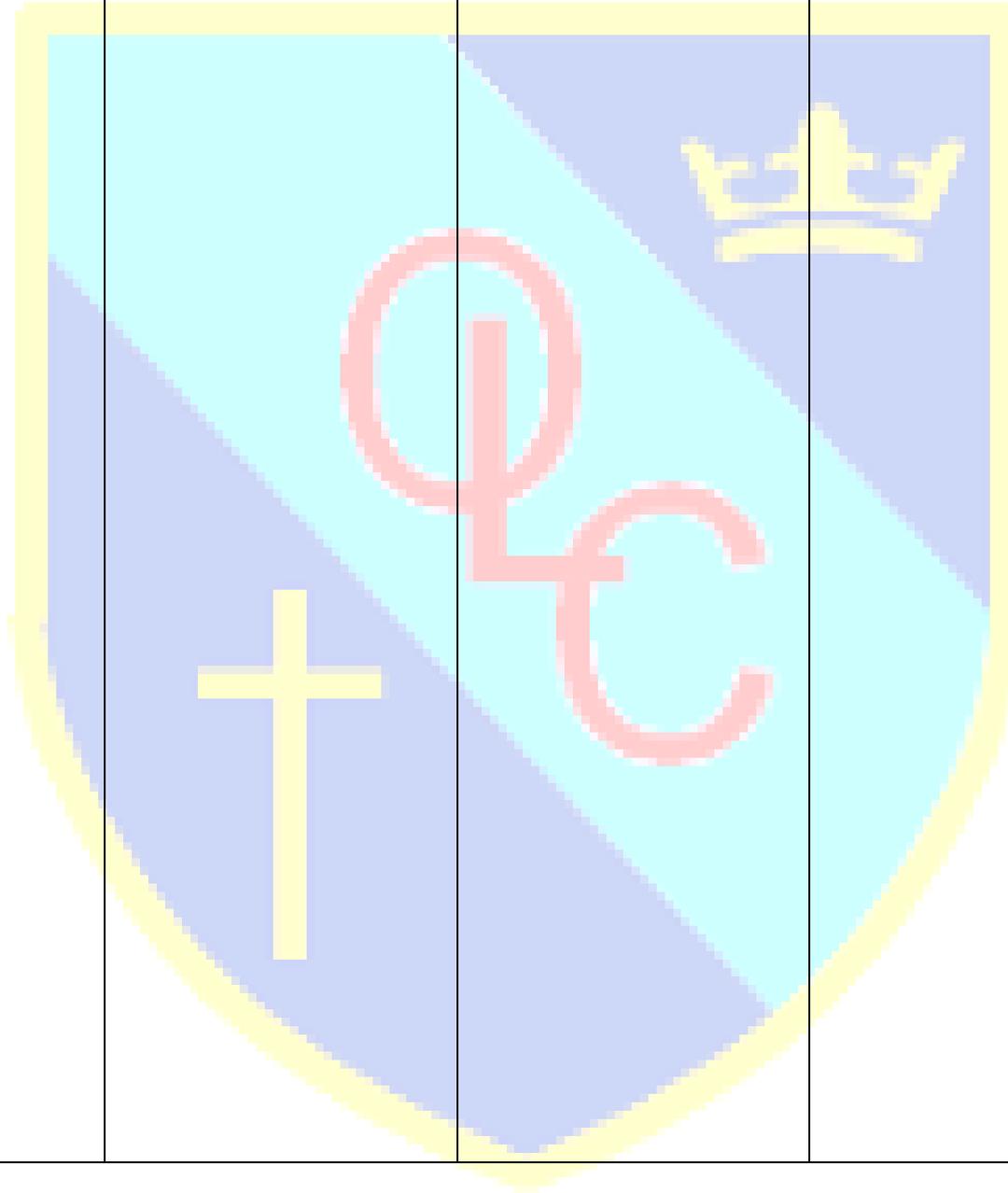
How can you create a piece of music from the four separate layers you have created?

How can you build structure?

What can the texture be for the rainforest?

What else could you add to improve your composition?

				<p>MFL LO: To recognise the numbers one to twelve, written in French.</p> <ul style="list-style-type: none"> • Follow the recap and recall • Work through the main event. Children to write how many of each there are on the sheet in their books. <p>Il y a combien de fleurs ? – How many flowers are there? (Cinq – five.)</p> <p>Il y a combien de zèbres ? – How many zebras are there? (Deux – two.)</p> <p>Il y a combien de crayons ? – How many pencils are there? (Onze – eleven.)</p> <p>Combien... ?</p> 	<p>PSHE LO: Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying.</p> <p>https://www.tentenresources.co.uk/programmes/love-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-2/lks2_2_personal-relationships/s-2/when-things-feel-bad/</p> <p>Session Timings</p> <p>Slide 1 6 mins</p> <p>Introduce the topic of feeling bad/left out through the game 'Am I Cool?'.</p> <p>Slides 2 – 3 5 mins</p> <p>As a class or in small groups, invite pupils to</p>
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share their first thoughts about things people say and do which make them feel good and bad.

Slides 4 -9
15 mins

Through two animated stories and follow-up discussion questions, help children to develop a greater awareness of physical/emotional bullying. Then explain the meaning of 'pressure' and 'resilience' and have children consider the animated stories with regard to these.

No Slide
15 mins

Have groups plan, practise and present their own imagined stories of bullying, involving three elements: 1) The situation – what is happening? 2) The pressure – how do the characters feel? 3) The opportunity to

					<p>practise resilience – what happened next?</p> <p>Slides 10 – 12 4 mins</p> <p>Highlight that we don't have to be best friends with everyone, but we all have the right not to be bullied! Then finish the session with a prayer and the module song.</p>
 <p>Daily PE Activity</p>	 <p>UNIT 3</p> <p>Cognitive Lesson 6</p> <p>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,</p>	<p>Fitness Focus - COPS AND ROBBERS</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 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</p>	<p>Fitness Focus - STRATEGICKI</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. 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)</p>	<p>Fitness Focus – TIK TAC TOE</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 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.</p>	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_WJY</p>

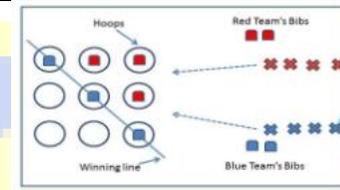
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cooperative games
and group Personal
Best challenges.

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.



of players in the other team's
end zone at the end wins.



Homework:

Communicating with school

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