

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:	11.05.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>		<p>LO: To understand that in Holy Communion Christians receive Jesus and are strengthened to live as disciples.</p>	<p>LO: To understand that the Mass ends with a mission to live as Jesus taught.</p>	<p>Ascension of the Lord!</p>	
	<p>Gospel: John 14: 15-21</p> <p>15 If you love me, keep my commandments. 16 And I will ask the Father, and he shall give you another Paraclete, that he may abide with you for ever. 17 The spirit of truth, whom the world cannot receive, because it seeth him not, nor knoweth him: but you shall know him; because he shall abide with you, and shall be in you. 18 I will not</p>	<p>Lesson 5: Holy Communion – Sharing in Jesus’ Life</p> <p>Activities Starter (5 mins)</p> <ul style="list-style-type: none"> Discuss: Why is sharing food important? <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Explain Holy Communion using the Emmaus link: recognising Jesus in the breaking of bread. <p>Main Activity (25 mins)</p>	<p>Lesson 6: “Go in Peace” – Living the Eucharist Learning Objective</p> <p>Activities Starter (5 mins)</p> <ul style="list-style-type: none"> Focus on the dismissal words: “Go in peace to love and serve the Lord.” <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Explain that Mass sends Christians out to live what they have celebrated. <p>Main Activity (25 mins)</p>	<p>The Ascension of the Lord, celebrated 40 days after Easter, commemorates Jesus Christ bodily ascending into heaven in the</p>	<p>Catholic Social Teaching – Common Good</p>

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leave you orphans, I will come to you. **19** Yet a little while: and the world seeth me no more. But you see me: because I live, and you shall live. **20** In that day you shall know, that I am in my Father, and you in me, and I in you. **21** He that hath my commandments, and keepeth them; he it is that loveth me. And he that loveth me, shall be loved of my Father: and I will love him, and will manifest myself to him.

- Matching activity:
 - Feeding of the 5,000 ↔ Holy Communion
 - Emmaus ↔ Mass today

- Children write one sentence per match explaining the connection.

Cross-Curricular Link – PSHE

- Link to being strengthened to love and serve others.

Plenary (5 mins)

- Quiet reflection:
How might Communion help someone live better?

Assessment Links

AT1: 4b – Deeper understanding of Eucharist
AT2: 3c

Scripture

Luke 24:30–31

- Children create a “Living the Eucharist” action card:
 - One thing I will do at home
 - One thing I will do at school
 - One thing I will do for others

Cross-Curricular Link – Citizenship

- Link actions to kindness, fairness, caring for the community.

Plenary (5 mins)

- Sharing circle: *One way I will live the Eucharist this week.*

Assessment Links



AT2: 3c – Personal application
AT1: 3b

Scripture

Matthew 25:40

presence of his apostles, marking the completion of his earthly mission and his exaltation at the right hand of the Father.

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 <p>Maths</p>	<p>LO: Find change</p>	<p>LO: Roman numerals to 12</p>	<p>LO: Tell the time to 5 minutes</p>	<p>LO: Tell the time to the minute</p>	<p>LO: Read time on a digital clock</p>
	<p>Unit 12: Money Textbook pages 60-63</p>	<p>Unit 13: Time Textbook pages 66-71</p>	<p>Unit 13: Time Textbook pages 72-75</p>	<p>Unit 13: Time Textbook pages 76-79</p>	<p>Unit 13: Time Textbook pages 80-83</p>
 <p>English</p>	<p>LO: To describe a character using noun phrases.</p>	<p>LO: To identify and distinguish word classes.</p>	<p>LO: To create new proper nouns for a poster.</p>	<p>LO: To identify and create similes to support descriptive writing.</p>	<p>LO: To create a set of cohesive commands.</p>
<p>Starter (whole class): Children are introduced to a mysterious giant through shared reading and discussion, identifying descriptive words and grouping them (e.g. appearance and movement).</p> <p>Main (independent): Children write a character description of the giant using noun phrases and vocabulary collected in the lesson.</p> <p>Plenary (whole class): Discuss the story setting and compare with other familiar stories featuring children and adventure.</p>	<p>Starter (whole class): Children explore word classes (nouns, verbs, adjectives, adverbs) through shared reading and identify examples in the text.</p> <p>Main (independent): Children improve simple sentences by choosing more effective nouns and verbs and adding adverbial phrases.</p> <p>Plenary (whole class): Share improved sentences and discuss how adverbs add detail about when, where and how.</p>	<p>Starter (whole class): Children explore how giants are named and create compound words inspired by the text.</p> <p>Main (independent): Children design a “Wanted” poster for their own invented giant using descriptive language and new compound names.</p> <p>Plenary (whole class): Discuss creative collective nouns for groups of giants and share ideas.</p>	<p>Starter (whole class): Children identify and sort similes from the text and explore how they describe size, sound and movement.</p> <p>Main (independent): Children create their own similes to describe their invented giants using imaginative language.</p> <p>Plenary (whole class): Review correct use of “was” and “were” and discuss examples from the lesson.</p>	<p>Starter (whole class): Children explore instructional language and identify imperative verbs in recipe-style writing.</p> <p>Main (independent): Children write their own imaginative “revolting recipe” using commands and structured steps.</p> <p>Plenary (whole class): Discuss new vocabulary, including invented descriptive words ending in “-ous”.</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 eye	Ee early earth eight eighth enough even every everybody exercise experience experiment extreme	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 long many material me medicine mention mind minute	Mm most move Mr Mrs my	Nn natural naughty no notice of often old once one only opposite ordinary our	Oo occasionally of often old once one only opposite ordinary our	Pp parents particular	Qq quarter question	Rr recent regular reign remember	Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Tt the there	Vv various was water we weight were where who whole wild woman women would	Yy you your	Zz zero zest zestful zestfully zestfulness zestless zestlessly zestlessness zestlessness
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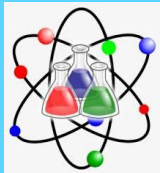
Spelling/handwriting words for this week:

Put these words in context in sentences.

committed
beginning
forgotten
forbidden

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 the Windrush generation is.

Key questions

- Why did people migrate from the Caribbean to Britain?
- What happened to the Windrush migrants?
- Do we appreciate the contribution of migrants enough?

Science

D&T

Electrical systems:

Electric poster LO: To research a set topic to develop a range of initial ideas.

[KS2 DT Lesson Plan | Topic Research](#)

Display slide 1 of the *Presentation: Information design* to recap the previous lesson. Ask the children what information design is and click to read the definition.

Display slide 1 of the *Presentation: Museum*

Computing

LO: To apply and reflect on computational thinking skills while creating a Scratch project.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/lesson-4-computational-thinking-in-action/>

Explain to the children that they will use **computational thinking** skills to **remix** a Scratch project and create their own quiz about reducing waste and recycling. Inform them that these skills will help them break their projects into smaller parts, spot useful

Music

The Vikings

LO: To perform music with confidence and discipline.

[Lesson 5: Perform like a Viking](#)

Follow warm-ups. Rehearse and perform their Viking songs.

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Complete the quiz on whiteboards to embed last week's learning. Read 'The *Empire Windrush*' and look at the map together. Show the class the British Pathé video about the arrival of the *Empire Windrush*: 'Pathé Reporter Meets (1948)' on YouTube. Discuss with the class what the news report says about why the Jamaicans were migrating to Britain. (For example: 'Many were ex-servicemen who knew England'; 'In Jamaica they couldn't find work'; 'Citizens of the British Empire came to the Mother country with good intent'; 'People came to seek jobs with good pay'.) Show the video titled 'What is the Windrush Generation?' on BBC iPlayer or YouTube and the 'Windrush Song' from Little Crowns TV, also on

displays and read the request from Gus at the Kapowiverse Museum.

Discuss the different Ancient Roman topics the poster could inform the public about.

Complete the design criteria on page 3 of booklets. Write down all their favourite Roman topics on the spider diagram before deciding on the topic they will base their electric poster on.

Page 5 of the Activity: Electric poster task booklet. Explain that the children will sketch four initial ideas based on their chosen topic, indicating where the bulb will go on each and its purpose.

patterns, focus on what is most important and plan clear steps to make their quiz work.

Explain that the quiz follows a similar structure to the times table quiz created in the unit [Computing, Year 4, Further coding with Scratch, Lesson 5: Timetable project](#). However, the quiz will focus on teaching others about zero waste through fun questions and interactions. Explain that they will need to apply their **computational thinking** skills when remixing the project.

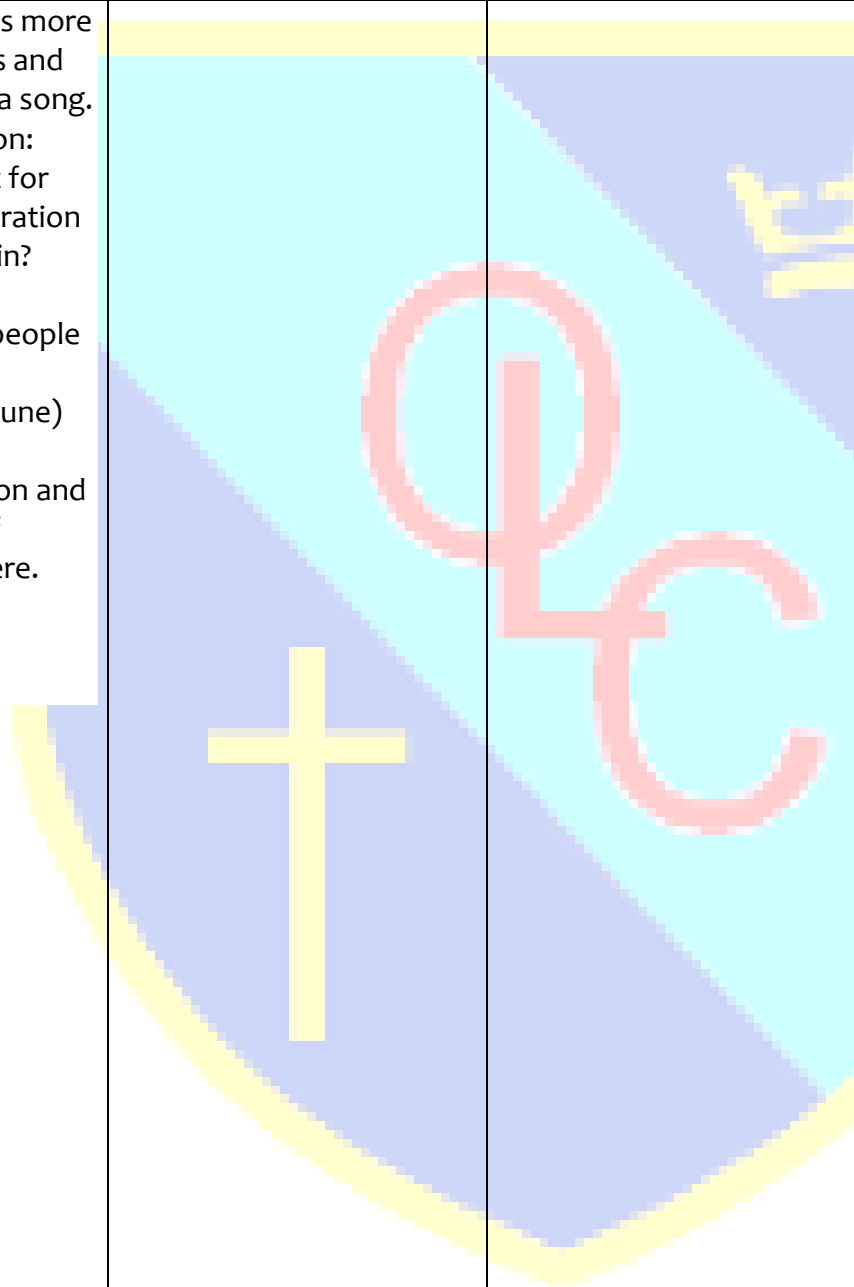
Open the link: [Scratch - Zero waste quiz](#) and demonstrate the game. Do not click the 'see inside' button at this point.

Hand out whiteboards and pens (one each) and ask the children to write down which blocks they think are used in the project. Encourage them to consider variables, ask

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YouTube, which has more on living conditions and jobs, presented as a song. Discuss this question: Why was it difficult for the Windrush generation to grow up in Britain?

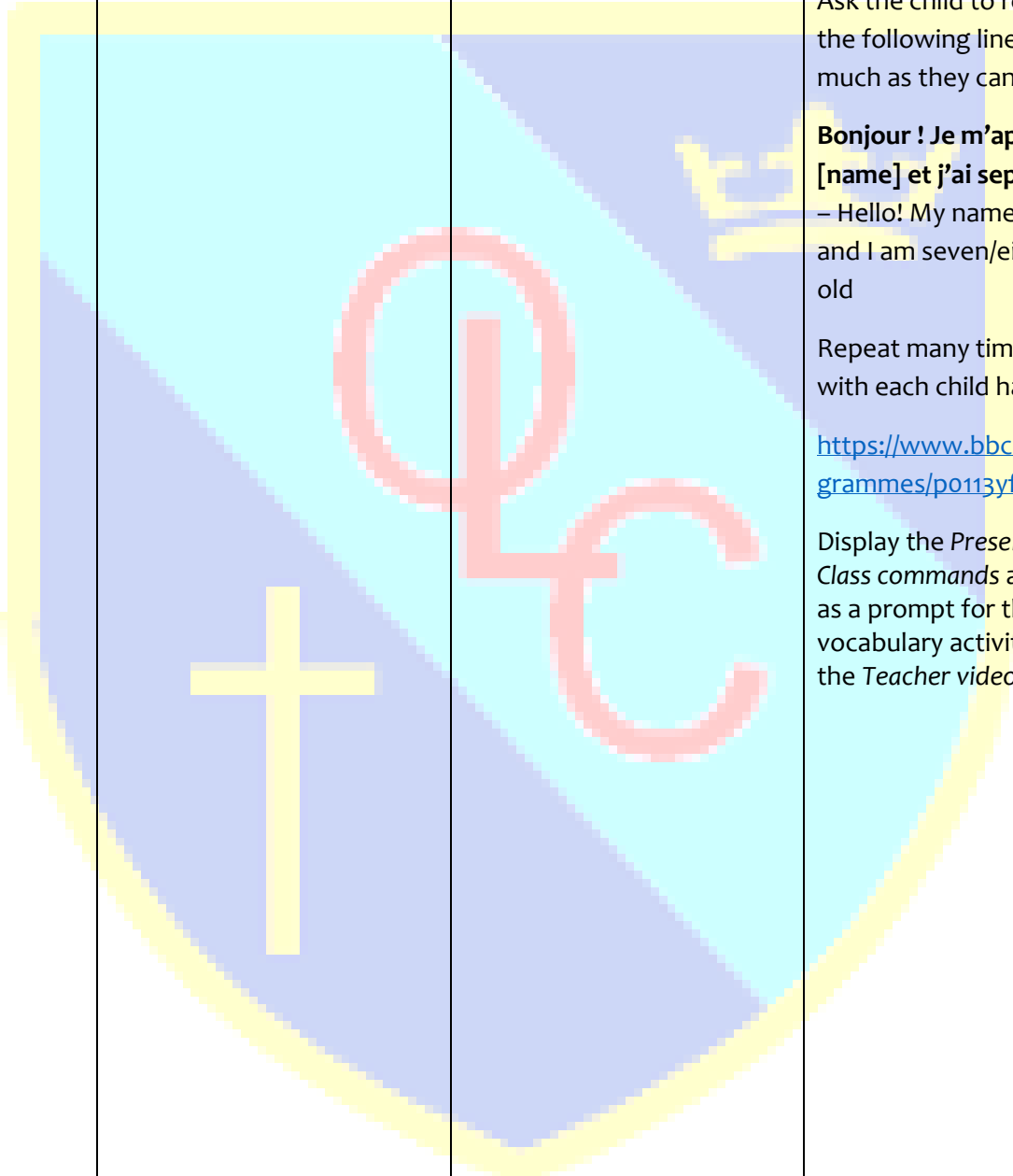
Design a flag that people use for bunting on Windrush Day (22 June) to celebrate the Windrush generation and the contribution of migrants everywhere.

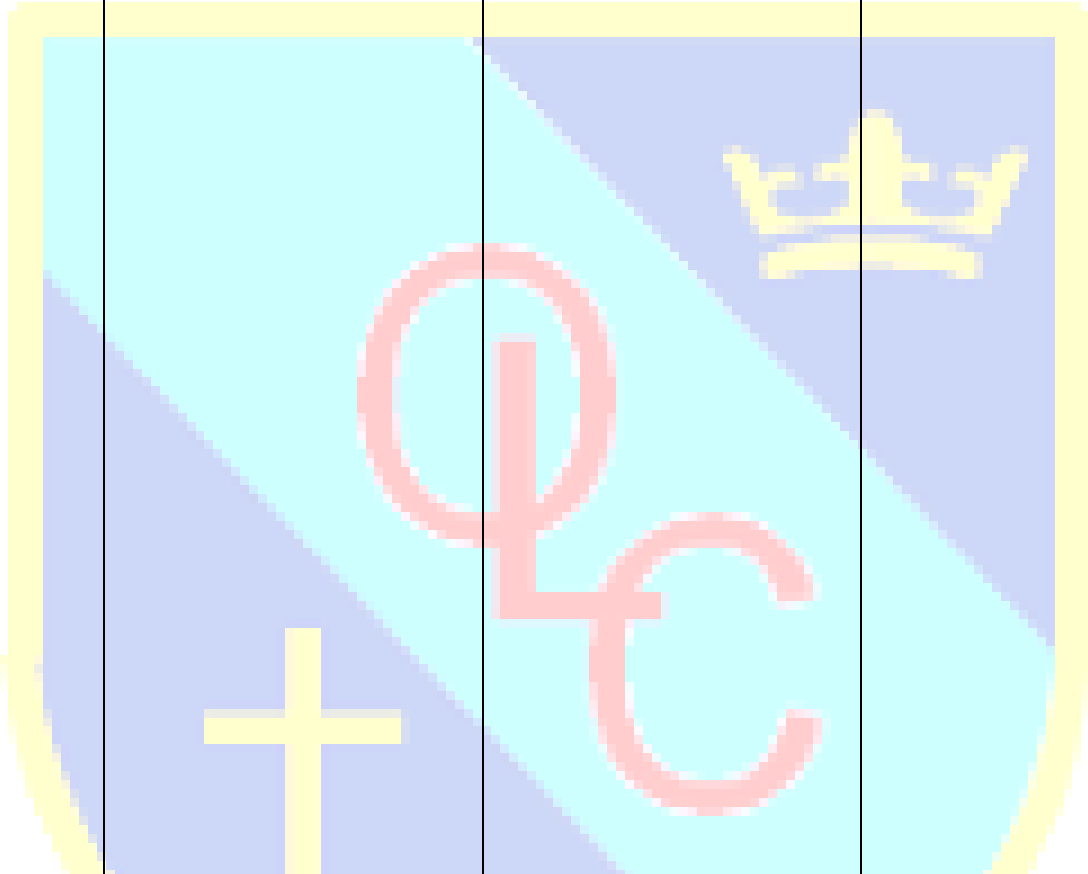



blocks, if-else conditions and score.
 Invite the children to share their ideas before clicking the 'see inside' button to reveal the code. Go through the key parts of the project with the children (see Teacher knowledge) and highlight where computational thinking skills are used.

MFL
 LO: To understand and respond to simple classroom instructions.
 Introduce yourself in French using the following format:
Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].
 Select a child and say,
Bonjour ! Comment tu t'appelles et quel âge as-tu ? – Hello! What's your name and how old are you?

PSHE
 LO: God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship.
https://www.tentenresources.co.uk/programmes/like-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-1/lks2_3-1_religious-understanding/s-1/a-community-of-love/

			<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 – 2 4 mins</p> <p>Ensure children remember the KS1 story about Lucy, and KS1 learning on the Holy Trinity: that we believe in one God, who is three persons, God the Father, God the Son and God the Holy Spirit.</p> <p>Slides 3 – 6 15 mins</p> <p>Click to play the second part of the 'Lucy and the Holy Trinity' series (to be completed in UKS2), and discuss how it helps us to understand more about how the Holy Trinity is a community of love. Use the Appendix 1 activity to consolidate learning.</p> <p>Slides 7 – 10 18 mins</p> <p>Explain that like each person of the Holy Trinity loves the others and is loved by them in return,</p>
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				<p>so we are made to love God and love others, and to be loved by God and by others.</p> <p>Discuss different qualities of God, and how, since we are made in God's image, we can be like Him! Through personal writing, invite pupils to consider practical examples of how to practise qualities such as being kind, loving, generous etc.</p> <p>Slides 11 – 12 3 mins</p> <p>Finish with a short prayer and 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</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><u>LESSON 1</u></p> <p>LO: To develop throwing and catching with accuracy and use</p>

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

EQUIPMENT



CONES
x 30



HOOPS
x 7



TENNIS BALLS
x 30

Social: collaboration, communication, co-operate, support and encourage others

Emotional: honesty, fair play, confidence, determination

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

these skills in games.

Homework:

Communicating with school

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