

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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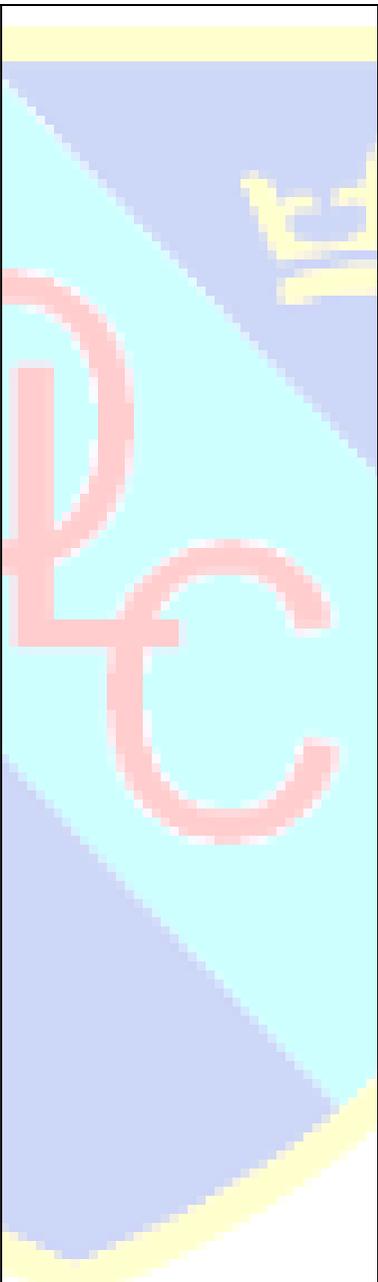
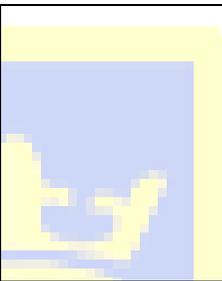
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>	<p>LENT 2026</p>	<p>LO: To understand the meaning of ashes and reflect on sorrow and renewal.</p>	<p>LO: To explore Lenten practices and ways Christians grow closer to God.</p>	<p>Catholic Social Teaching: Option for the Poor</p>	<p>INSET DAY</p>
	<p>Lent is a 40-day solemn Christian season of fasting, prayer, and penance starting on Ash Wednesday (March 5, 2025) and ending before Easter. It commemorates Jesus' 40 days in the wilderness.</p>	<p>Lesson 5: Ash Wednesday – A Symbol of Change</p> <p>Activities: Starter: Show a pot of ashes; ask: "Why ashes?" Main Input: Explain symbols: ashes = sorrow, humility, desire to change. Recall that ashes are made from last year's palms. Activity:</p>	<p>Lesson 6: Ways We Change During Lent</p> <p>Activities: Starter: Brainstorm "What Christians do during Lent." Main Input:</p>	<p>We believe in putting people in most need first</p> <p>Catholic Social Teaching's "Option for the Poor and Vulnerable" mandates prioritizing the needs of the marginalized, echoing Christ's love and ensuring they are considered first in social, economic, and political decisions. It requires both direct aid to</p>	

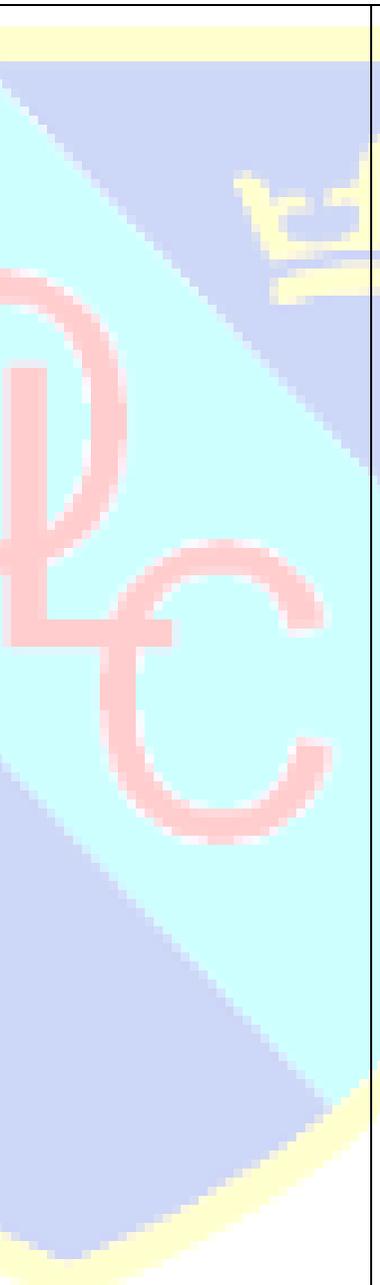
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	<p>Participants often fast or give up luxuries (e.g., sweets, social media) to focus on spiritual reflection and preparation for Easter.</p>	<p>Create “Ash Wednesday Acrostic Poems” using CHANGE or ASHES. Encourage deep words: <i>conversion, humility, forgiveness, renewal.</i> Assessment: AT1 – Signs/symbols. Scripture: Psalm 51.</p>	<p>Explore prayer, fasting, almsgiving. Show CAFOD or Fr. Hudson’s Society images. Activity: Groups create Lenten Advice Posters with slogans: “Give something up — so someone else can gain.” “Pray more — worry less.” Cross-Curricular – Geography: Use world maps to locate countries CAFOD supports. Assessment: AT1 & AT2. Scripture: Matthew 6:1–6.</p>	<p>those in poverty and structural changes to combat injustices that perpetuate inequality, often called a "preferential option" rather than an optional choice.</p>	
	<p>LO: Tenths as fractions</p>	<p>LO: Tenths as decimals</p>	<p>LO: Tenths on a place value grid</p>	<p>LO: Tenths on a number line (1)</p>	

 <p>Maths Y4</p>	<p>Unit 10: Decimals (1) Textbook pages 178-183</p>	<p>Unit 10: Decimals (1) Textbook pages 184-187</p>	<p>Unit 10: Decimals (1) Textbook pages 188-191</p>	<p>Unit 10: Decimals (1) Textbook pages 192-195</p>	<p>INSET DAY</p>
 <p>English</p>	<p>LO: To be able to interview a witness and retrieve a quote.</p> <p>Starter In pairs, children role-play a witness and a journalist. They ask questions and record witness quotes.</p> <p>Main Children write the final paragraph of their report, including a correctly punctuated quote.</p> <p>Plenary Look at example quote paragraphs and check whether speech is punctuated correctly.</p>	<p>LO: To create a newspaper.</p> <p>Starter Children look at real newspaper pages and talk about where things go — headline, picture, columns and captions.</p> <p>Main Children make their own full newspaper article using a template. They arrange the writing neatly in columns like a real newspaper.</p> <p>Plenary Children check whether all the key features have been included.</p>	<p>LO: To infer characters' feelings, thoughts and motives.</p> <p>Starter Children explore the idea of receiving a present and predict how someone might feel. We watch the short film <i>The Present</i> and pause to discuss how the boy's feelings change.</p> <p>Main Children write thought bubbles or diary-style reflections from the boy and the puppy's point of view, explaining their thoughts and emotions at different moments.</p> <p>Plenary Discussion about why the boy's feelings changed and how different</p>	<p>LO: To plan a story.</p> <p>Starter We revisit the film and discuss what caused the boy's "change of heart." We explore how first impressions can be misleading.</p> <p>Main Children plan their own story about a character who changes their mind. They think about:</p> <ul style="list-style-type: none"> • First impressions • What causes the change • How the story ends <p>Plenary We discuss how writers sometimes hide</p>	<p>INSET DAY</p>

			<p>characters can see the same event differently.</p>	<p>information from readers to surprise them later.</p>	
 <p>Spelling & Handwriting</p>		<p>Spelling/handwriting words for this week:</p> <p>Put these words in context in sentences.</p> <p>pressure pleasure treasure composure</p>		<p>Dictionary Corner:</p> <p>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.</p>	
 <p>Wider Curriculum</p>	<p>Geography</p> <p>LO: To know what erosion, transportation and deposition are.</p> <p>Key questions</p> <ul style="list-style-type: none"> • What is river erosion? • What is river transportation? • What is river deposition? <p>Find out about erosion, transportation, deposition and how they help to shape a river.</p>	<p>Science</p> <p>LO: To observe and describe how different teeth help us bite and chew.</p> <p>Starter – What Happens First in Digestion?</p> <p>Begin by reminding the class that last session they explored the digestive system.</p> <p>Ask: “What is the very first thing that happens in digestion?”</p> <p>Tooth Observation</p>	<p>Art</p> <p>LO: To make Mother’s Day cards.</p>	<p>Computing</p> <p>LO:</p>	<p>Music</p> <p>LO: To rehearse hymns for The Stations of the Cross service.</p> <p>Were you there</p> <p>https://www.youtube.com/watch?v=i-7ZQZ1lf7A</p> <p>The Servant King</p> <p>https://www.youtube.com/watch?v=GrQjLEO4D5s</p> <p>Lord by your cross and Resurrection</p> <p>https://www.youtube.com/watch?v=A4n-psN2a0w</p>

		<p>Give each child a mirror.</p> <p>Ask them to examine their teeth closely. <i>Are they all the same shape? Why might that be?</i></p> <p>Discuss differences: sharp, flat, bumpy, narrow.</p> <p>2. Whole-Class Investigation – Biting & Chewing (10 minutes)</p> <p>Give each child a marshmallow.</p> <p>Step 1 — Taking a Bite</p> <p>Ask pupils to take a bite and think: <i>Which teeth did you use to bite?</i></p> <p>Step 2 — Chewing Slowly</p> <p>Ask pupils to chew one bite slowly: <i>Which teeth grind? Which teeth tear?</i></p> <p>Partners observe each other to describe jaw movement and identify tooth roles.</p>			<p>My Hands are Yours https://www.youtube.com/watch?v=oOLAPD67IP4</p>
				<p>MFL</p> <p>LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format:</p> <p>Bonjour ! Je m'appelle [Monsieur/Madame [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]</p>	<p>PSHE</p> <p>LO:</p>

		<p>Step 3 — Input the Teaching PowerPoint</p> <p>Show the “Teeth” PowerPoint to consolidate understanding.</p> <p>3. Main Activities</p> <p>A. Both Years – Make a Model of the Bottom Teeth</p> <p><i>Independent</i></p> <p>Using modelling clay and mirrors, pupils:</p> <p>Create a model of their lower jaw:</p> <p>Count and model each type:</p> <p>incisors, canines, premolars, molars</p> <p>Complete the table on their task sheet to describe each tooth type.</p> <p>YEAR 4 only – Write a Mouth Narration Script</p> <p><i>Teacher-led</i></p> <p>In teams of 2–3, children:</p> <p>Write a short narration explaining what happens</p>		<p>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 Presentation: <i>Class commands</i> and use it as a prompt for this lesson’s vocabulary activities. See the <i>Teacher video: Follow</i></p>	
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OLC WEEKLY LEARNING PLAN

		<p>inside the mouth during the beginning of digestion.</p> <p>Must include:</p> <p>incisors</p> <p>canines</p> <p>premolars</p> <p>molars</p> <p>and the job of each.</p> <p>Use key vocabulary from the task sheet.</p>			
 <p>Daily PE Activity</p>	 <p>Coordination Sending and Receiving</p> <p>Creative</p> <p>Creative Lesson 3 In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative</p>	<p>Fitness Focus - COPS AND ROBBERS 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</p>	<p>Fitness Focus - STRATEGICKI 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</p>	<p>Fitness Focus – TIK TAC TOE 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</p>	<p>JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

OLC WEEKLY LEARNING PLAN

	games and group Personal Best challenges	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 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.	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) of players in the other team's end zone at the end wins.	neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.	
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Homework:

Communicating with school

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