

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.

<b>Teachers:</b>	Mrs Kendrew, Miss Cottrell and Miss Sidwell	<b>Year:</b>	Year 3	<b>Date:</b>	18.05.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>		<h2 style="color: red;">New UNIT</h2>	<p>LO: To know the story of Pentecost and understand that the Holy Spirit came to help the Apostles.</p>	<p>LO: To understand how the Holy Spirit changed the Apostles.</p>	
	<p><b>Gospel, John 17:1-11</b></p> <p>After saying this, <b>Jesus</b> raised his eyes to <b>heaven</b> and said: Father, the hour has come: glorify your Son so that your Son may glorify you;</p> <p><sup>2</sup> so that, just as you have given him power over all humanity, he may give eternal <b>life</b> to all those you have entrusted to him.</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><b>Lesson 1: Pentecost — The Coming of the Holy Spirit</b></p> <p><b>Activities</b></p> <p><b>Starter</b></p> <p>Display images of wind, fire, and doves.</p> <p>Ask: "What do these symbols make you think of?"</p> <p>Introduce Pentecost as the birthday of the Church.</p>	<p><b>Lesson 2: From Fear to Courage — The Apostles Change</b></p> <p><b>Activities</b></p> <p><b>Starter (5 mins)</b></p> <p>Recap the story of Pentecost.</p> <p>Create a quick class list: "What were the disciples like before?"</p>	<h2 style="color: yellow;">Catholic Social Teaching – Common Good</h2>

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<sup>3</sup> And eternal [life](#) is this: to know you, the only true God, and [Jesus Christ](#) whom you have sent.

<sup>4</sup> I have glorified you on earth by finishing the work that you gave me to do.

<sup>5</sup> Now, Father, glorify me with that [glory](#) I had with you before ever the world existed.

<sup>6</sup> I have revealed your name to those whom you took from the world to give me. They were yours and you gave them to me, and they have kept your word.

<sup>7</sup> Now at last they have recognised that all you have given me comes from you

<sup>8</sup> for I have given them the teaching you gave to me, and they have indeed accepted it and know for certain that I came from you, and have believed that it was you who sent me.

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

**Main Teaching (10 mins)**

Read Acts 2:1–4 slowly.  
Highlight key signs: wind, flames, different languages.  
Explain that the disciples were frightened before the Spirit came.

**Main Activity (20 mins)**

**Freeze-frame drama:**  
Groups create three scenes:  
Disciples waiting in fear  
Wind and fire filling the room  
Disciples speaking boldly  
Children add speech/thought bubbles describing feelings.

**Cross-Curricular Links**

**Drama:** Freeze frames

**Literacy:** Descriptive vocabulary for emotions

**Plenary (5 mins)**

**Main Teaching (10 mins)**

Compare **before Pentecost** vs **after Pentecost**.  
Emphasise courage, confidence, and faith.

**Main Activity (25 mins)**

Children create a **Before & After Pentecost** chart:  
Before: afraid, hiding, quiet  
After: brave, speaking, sharing the Good News  
Write a short paragraph explaining the change.

**Cross-Curricular Links**

**PSHE:** Talking about courage and confidence


**Literacy:** Comparing language (before/after)

**Plenary (5 mins)**

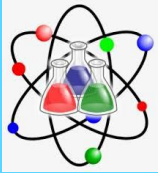
Question: “*Why did the Apostles need the Holy Spirit?*”

**Assessment Links**

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	<p><sup>9</sup> It is for them that I pray. I am not praying for the world but for those you have given me, because they belong to you.</p> <p><sup>10</sup> All I have is yours and all you have is mine, and in them I am glorified.</p> <p><sup>11</sup> I am no longer in the world, but they are in the world, and I am coming to you. Holy Father, keep those you have given me true to your name, so that they may be one like us.</p>		<p>Discuss: “What changed because of the Holy Spirit?”</p> <p><b>Assessment Links</b></p> <p>AT1: 3a – Describe religious stories</p> <p>AT2: 3c – Respond thoughtfully</p> <p><b>Scripture</b></p> <p>Acts 2:1-4</p>	<p>AT1: 3b – Explain religious meaning</p> <p>AT2: 2b – Reflect on change</p> <p><b>Scripture</b></p> <p>Acts 2:14-18</p>	
 <p><b>Maths</b></p>	<p><b>LO: Use am and pm</b></p> <p>Unit 13: Time</p> <p>Textbook pages 84-87</p>	<p><b>LO: Years, months and days</b></p> <p>Unit 13: Time</p> <p>Textbook pages 88-91</p>	<p><b>LO: Days and hours</b></p> <p>Unit 13: Time</p> <p>Textbook pages 92-95</p>	<p><b>LO: Hours and minutes - start and end times</b></p> <p>Unit 13: Time</p> <p>Textbook pages 96-99</p>	<p><b>LO: Hours and minutes - durations</b></p> <p>Unit 13: Time</p> <p>Textbook pages 100-103</p>
	<p><b>LO: To identify the correct sion/cian/tion suffix to write a description.</b></p>	<p><b>LO: To use synonyms to write dialogue.</b></p>	<p><b>LO: To make plausible inferences about a character’s emotions throughout a text.</b></p>	<p><b>LO: To use a comma after a fronted adverbial to support cohesion in a narrative.</b></p>	<p><b>LO: To summarise events in a letter.</b></p>





Wider Curriculum

**Geography**

**Migration**

**LO: To answer to the question: ‘Migration has more disadvantages than advantages.’ Do you agree?**

**Recap subject knowledge covered:**

Push and pull factors: an example of a push factor is no jobs; an example of a pull factor is more jobs that pay higher wages.

Advantages of migration: most migrants globally are working abroad in host countries to earn more money; host countries are usually encouraging migration in order to fill job vacancies.

Disadvantages of migration: for example, the source country loses skilled workers, the host country can experience pressure on wages.

**Science**

**Electricity**

**LO: To apply knowledge of electrical circuits to identify, explain and correct faults.**

Starter: Recap knowledge about which components would be seen in a circuit, which materials are conductors and insulators.

Explain how we know if a circuit will work and the reasons why it will not work.

Discover what a switch is and what happens when the switch is off and on.

Children will explore the importance of knowing which is the positive and negative terminal, and how they contribute to a component working.

**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 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

**Computing**

**LO: To evaluate a remixed program by reflecting on the effectiveness of computational thinking.**

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/lesson-5-evaluating-computational-thinking/>

Inform them that they will **debug** their programs. Explain the importance of running their projects to see how they work and encourage them to check for errors or issues. Tell them that by understanding the relationship between the code and what happens on screen, they will be able to spot problems more easily and make improvements.

**Music**

**South Africa**

**Lesson 1:**

**Introduction to staff notation.**

**LO: To identify the basic key features of staff notation.**

Explain to the children they will be learning to read music and play tuned percussion instruments. In each unit, they will be ‘visiting’ a different part of the world and learning about the history of music in that area.

Display slide 1 of the *Presentation: Staff notation*, which shows the staff, with arrows pointing to the lines, spaces, bar lines, time signature, clef and repeat mark.

Listen to a variety of South African music. How does the music make you feel?

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The Windrush generation case study: migrants were invited to Britain and had full rights to live and work in Britain. However, they experienced a 'hostile environment' when they arrived, and their children continued to experience a 'hostile environment' even in their old age.

**To create a poster to answer to the question: 'Migration has more disadvantages than advantages.' Do you agree?**

Can children spot why the circuit will not work and why?

**Independent Task:**  
Children to predict whether they think the circuit will work or not. Describe the fault in the circuit and redraw the circuit to allow the component to work.

**Plenary:** Tell their partner one thing about a circuit that makes it work and one thing about what happens to circuit if there is a break in it.

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.

Remind the children that this process helps improve their projects and deepens their understanding of how their code works.

Allow the children a short amount of time to debug their programs. If their programs run well and extra features have been added (e.g. backgrounds, sounds, interactions and the zero waste message), pair the children up to support another pair's debugging.

**MFL**

LO: To understand and respond to simple classroom instructions.

Introduce yourself in French using the following format:

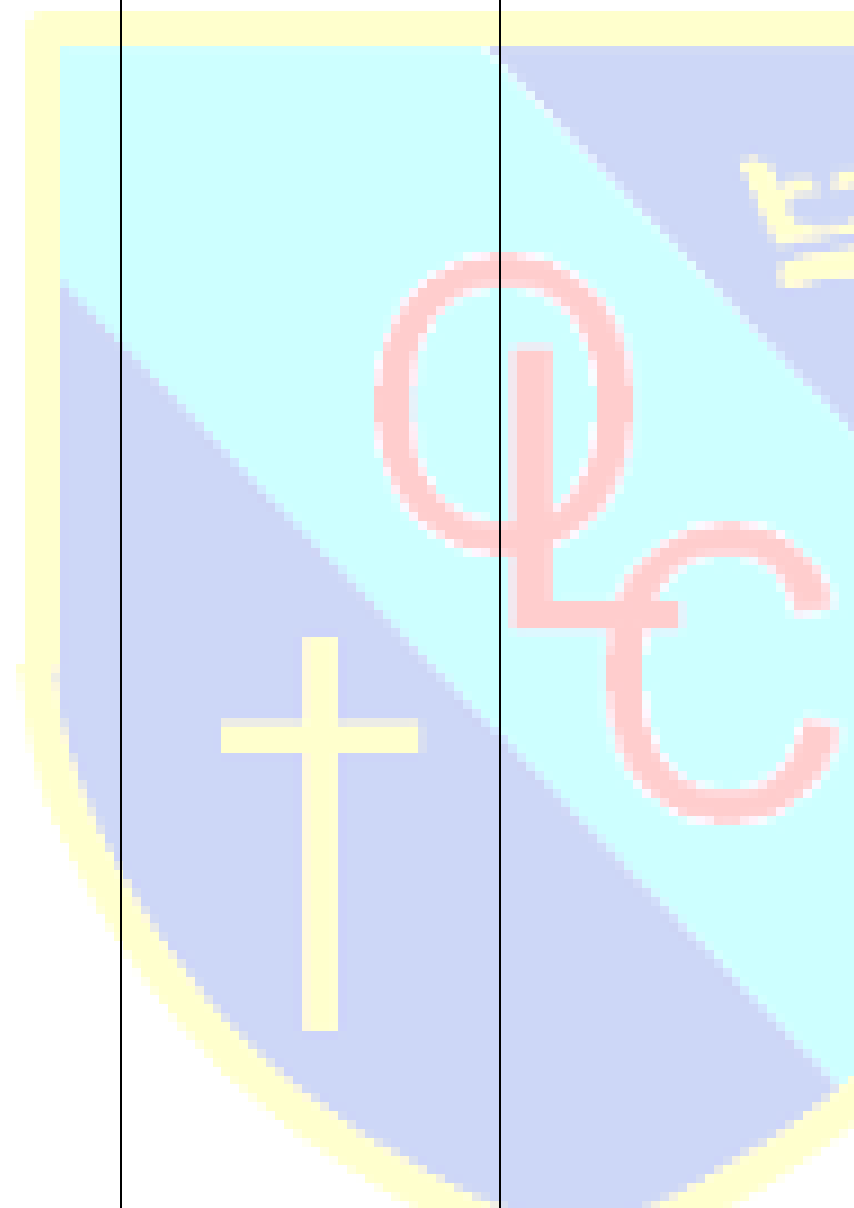
**Bonjour ! Je m'appelle [Monsieur/Madame [name]]** – Hello! My name is [Mr/Mrs [name]].

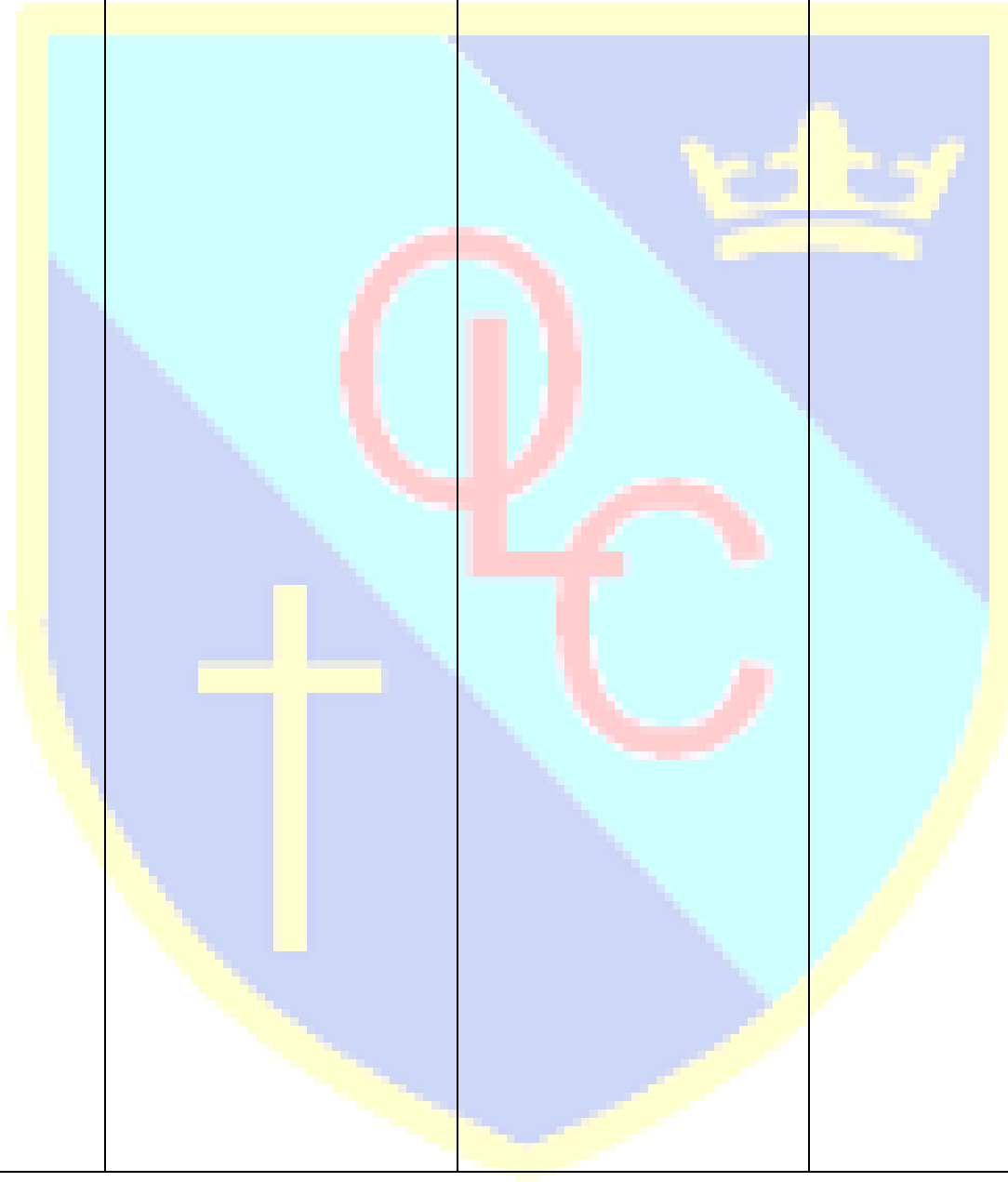
Can you tell it comes from South Africa? Why? Does it sound like any other music you have heard before? How old do you think the music is? Why? Do you know any other music that was released in the 1960s or 1990s? Is it similar or different?

**PSHE**

LO: The human family reflects the Holy Trinity in charity and generosity

[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-](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-)

			<p>Select a child and say,  <b>Bonjour ! Comment tu t'appelles et quel âge as-tu ?</b> – 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:  <b>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</b> – 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><a href="https://www.bbc.co.uk/programmes/p0113yfv">https://www.bbc.co.uk/programmes/p0113yfv</a></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><a href="https://www.bbc.co.uk/programmes/p0113yfv">understanding/s-2/what-is-the-church/</a></p> <p>Slide 1 3 mins</p> <p>Invite children to recall learning about the Holy Trinity from the previous session before introducing the foundational understanding for this session: when the Holy Spirit came to earth to live inside believers, the Church began.</p> <p>Slides 2 – 6 16 mins</p> <p>Explain that the Church is not a building, but all the people who believe in Jesus Christ as their Saviour! Read the passage on screen from the book of Acts which describes the character and activities of the Early Church and invite children to compare</p>
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these to the Church today.

This section also includes teaching on how the Church is made up of home, school and parish, which help us to work together for the good of everyone.

Slide 7  
13 mins

Explain that we are called to love others as God loves us and then introduce the 5 principles which charity Together For The Common Good has outlined to guide our lives and our Church family. Then invite pupils to use these as inspiration for an activity called 'My Perfect Church'.

Slides 8 – 9  
3 mins

Finish with a short prayer and the module song.



Daily PE Activity

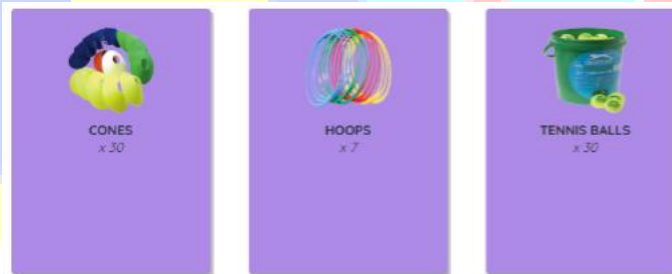
## ROUNDERS UNIT



## Rounders

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

### EQUIPMENT



## Key Skills

**Physical:** underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run

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

**Emotional:** honesty, fair play, confidence, determination

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

## LESSON 2

**LO: To develop bowling and learn the rules of the skill within this game.**

Homework:

Communicating with school

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Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

