

OLC WEEKLY LEARNING PLAN






**Message from the teachers:**

Dear children,

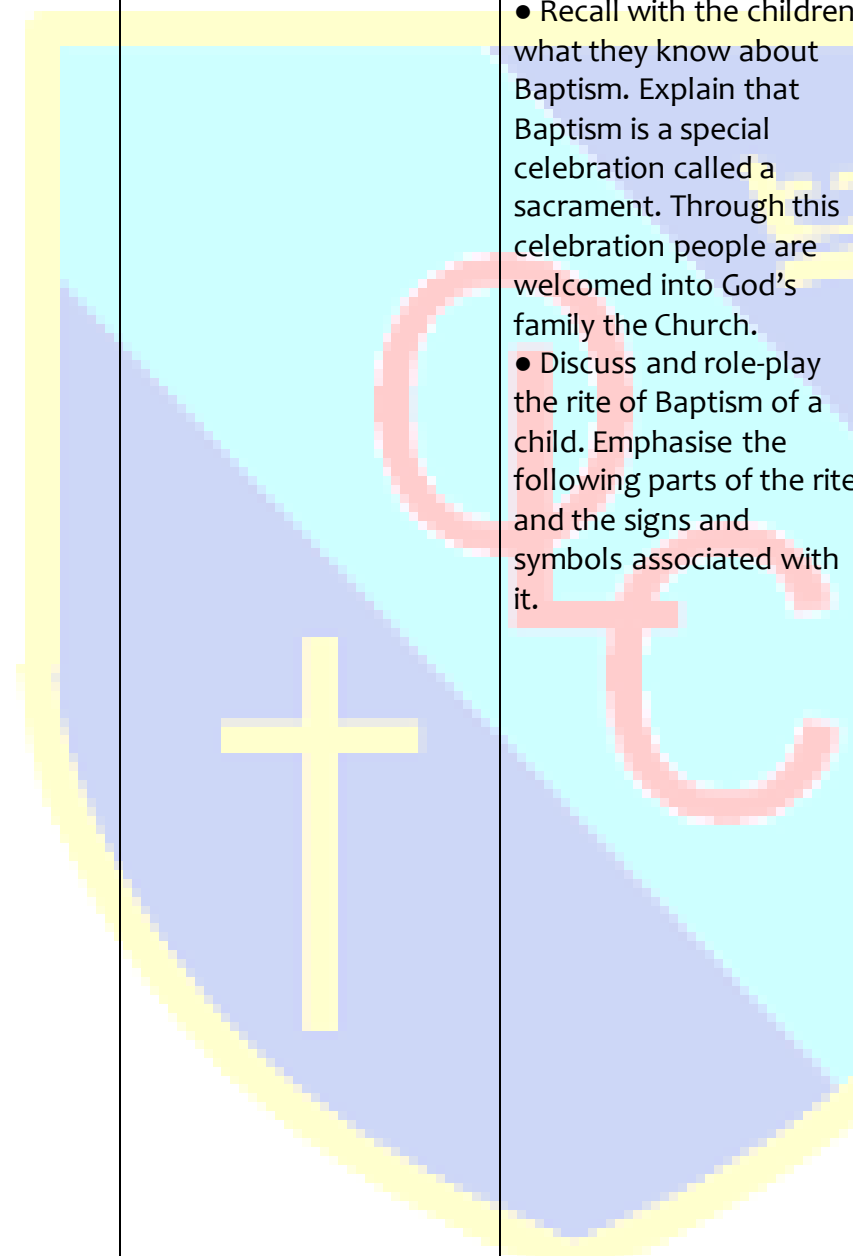
Mr Brennan and Miss Sidwell

This Weekly Learning Plan shares the learning that will be taking place this week.


<b>Teachers:</b>	Mr Brennan & Miss Sidwell	<b>Year:</b>	Year 4	<b>Date:</b>	15.09.25
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p><b>RE</b></p>	 <p><b>Sunday's Gospel to explore:</b> 14 September: John 3:13-17 The Son of Man must be lifted up</p>	<p><b>LO: To know that Jesus called his disciples by name to share his life.</b></p> <p>Read the story of Jesus choosing the twelve disciples by name.</p> <p>Task: Write a diary entry as if you have been chosen to be one of the disciples.</p>	<p><b>LO: To know that Baptism is the first sacrament of initiation into the Church.</b></p> <p>Do you think Jesus is calling us to follow him today? What is he asking us to do? For Christians the most important group they belong to is the Church. Explain that the term "Church" means more than a building and can be used to describe the family of God who have been baptised.</p>	<p><b>LO: To sequence the different parts of the rite of Baptism.</b></p> <p>Recap the sequence of Baptism. The naming of the child: God calls us by name to belong to his family.</p> <ul style="list-style-type: none"> <li>• The signing of the cross on the forehead: A sign of welcome into the family of God.</li> <li>• Anointing with the oil of Baptism: God strengthening and protecting the child about to be baptised.</li> </ul>	 <p><b>Values and Virtues:</b> Eloquent &amp; Truthful</p> <p>Sing it: Linking Eloquent and Truthful to traditional and contemporary music.</p> <ul style="list-style-type: none"> <li>• Oh the word of my Lord, deep within my being: Damian Lundy</li> <li>• Spirit of the living God fall afresh on me: Daniel Iverson</li> <li>• I will offer up my life: Matt Redman</li> </ul>

## OLC WEEKLY LEARNING PLAN

		<ul style="list-style-type: none"><li>● Recall with the children what they know about Baptism. Explain that Baptism is a special celebration called a sacrament. Through this celebration people are welcomed into God's family the Church.</li><li>● Discuss and role-play the rite of Baptism of a child. Emphasise the following parts of the rite and the signs and symbols associated with it.</li></ul>	<ul style="list-style-type: none"><li>● Baptismal promises made by parents and godparents: Importance of parents bringing up their child as part of God's family and expressing what they believe in.</li><li>● Baptism in the name of the Trinity: We belong to God who is Father, Son and Holy Spirit.</li><li>● Anointing with the oil of Chrism: Now the person is baptised they share in God's life and are part of God's family.</li><li>● Clothing with white garment: A sign of belonging to God's family and being a follower of Christ.</li><li>● Receiving the baptismal candle: The light of Christ guides those who have been baptised.</li></ul> <p>Task: Create a storyboard with the children to sequence the different parts of the rite and explain the meaning of the symbols.</p>		<ul style="list-style-type: none"><li>● Give thanks: Henry Smith</li><li>● Thank you for giving me this morning: Martin Gotthard Schneider</li><li>● Laudato Si': Damian Lundy</li><li>● If I were a butterfly: Brian Howard</li><li>● Over all the Earth: Brenton Brown</li><li>● Morning has broken: Eleanor Farjeon</li></ul>
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 <p><b>Maths Y4</b></p>	<p><b>LO: Partition 4-digit numbers</b></p> <p>Unit 1: Place value - 4-digit numbers (1)</p> <p>Textbook pages 24-27</p>	<p><b>LO: Partition 4-digit numbers flexibly</b></p> <p>Unit 1: Place value - 4-digit numbers (1)</p> <p>Textbook pages 28-31</p>	<p><b>LO: 1, 10, 100, 1,000 more or less</b></p> <p>Unit 1: Place value - 4-digit numbers (1)</p> <p>Textbook pages 32-35</p>	<p><b>LO: 1,000s, 100s, 10s and 1s</b></p> <p>Unit 1: Place value - 4-digit numbers (1)</p> <p>Textbook pages 36-39</p>	<p><b>LO: Number line to 10,000</b></p> <p>Unit 1: Place value - 4-digit numbers (2)</p> <p>Textbook pages 42-47</p>
 <p><b>English</b></p>	<p><b>LO: To write a letter in role, using suffixes <b>-ness</b> and <b>-ment</b> to express feelings and explore vocabulary impact.</b></p> <p>● Session 1: Letter in Role</p> <p>Use suffixes correctly Explore vocabulary impact Consider themes and symbols <b>Activities:</b> Divide the classroom physically (e.g. curtain or board)</p>	<p><b>LO: To create a setting description using <b>prepositional phrases</b> and <b>expanded noun phrases</b>.</b></p> <p>● Session 2: Setting Description</p> <p>Use prepositions like "with" Identify and use noun phrases Use present tense <b>Activities:</b></p>	<p><b>LO: To write a letter using <b>conjunctions</b> to justify opinions and describe character traits.</b></p> <p>● Session 3: Letter to the Giant</p> <p>Use "because", "as", "since", "so" Use adjectives to describe character Create inference statements <b>Activities:</b></p>	<p><b>LO: To write a <b>recount</b> using the <b>past tense</b> and <b>contrasting conjunctions</b>.</b></p> <p>● Session 4: Recount</p> <p>Explore antonyms Use past tense Use "but", "however", "despite", "although" <b>Activities:</b> Receive a letter from the Giant</p>	<p><b>LO: To understand and use <b>personification</b> as a literary device.</b></p> <p>● Session 5: Personification</p> <p>Identify proper nouns Explore personification Create personified phrases <b>Activities:</b></p>

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Children reflect on feelings of division  
Use a language continuum with -ness and -ment words (e.g. selfishness, unfairness)  
Shared writing: model a letter to a friend on the other side of the wall  
Independent: children write their own letter using suffix words

Read up to “...listen to them”  
Explore garden description  
Collect noun phrases from text  
Shared writing: model setting description  
Independent: children write a sign for the Giant’s garden ending with “TRESPASSERS WILL BE PROSECUTED!”

Read “He was a very selfish Giant”  
Build a brick wall of character traits  
Shared writing: model a letter using conjunctions  
Independent: children write a letter to the Giant justifying their views

Use zones of relevance to describe emotions  
Find antonyms using apt antonyms grid  
Shared writing: model a memoir-style recount  
Independent: children write their own recount

Read “Spring came...” to “danced about through the trees”  
Discuss personification of weather  
Shared writing: model personified character profile  
Independent: children write their own personified phrases

**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	thought
breathe	early	hard	naughty	promise	thought
build	earth	heart	notice	purpose	through
buy	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.

**mouth  
around  
sound  
found**

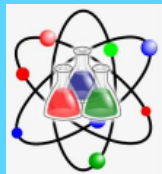
Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

**Spelling handwriting focus for this week:**

Put these words into sentences in context and spelled correctly.



**Spelling & Handwriting**



**Geography**  
**Village, Towns and Cities – Lesson 2**  
LO: To explore what affects where people live.

**Science**  
**Light – Lesson 2**  
LO: To predict and then investigate which colours

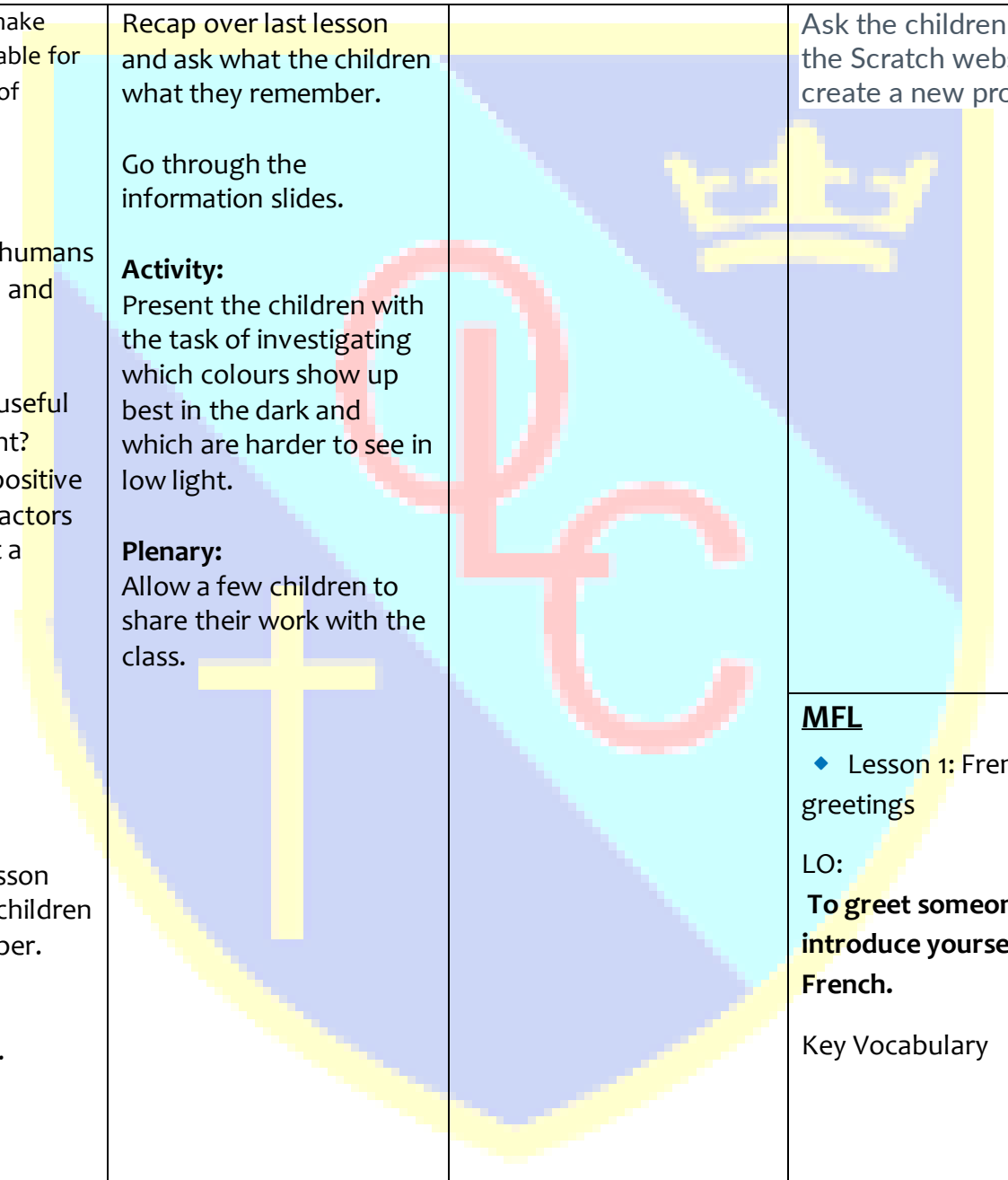
**Art**  
LO: To recognise how artists use shape in drawing.  
[Lesson 1: See like an artist](#)

**Computing**  
LO: To explore a programming application.  
[Year 3 Computing: Exploring Scratch Lesson](#)

**Music**  
LO: To use musical vocabulary to explain the stylistic features of a ballad.

<p><b>Wider Curriculum</b></p>	<p><b>Subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Early humans were hunter-gatherers, who hunted wild animals and gathered fruit, nuts and plants. They were nomadic, with no permanent settlements.</li> <li>• Approximately 10,000 years ago, humans learnt how to keep animals and grow crops, which led to the development of temporary settlements. People left them when new farmland was needed. 5,000 years ago, humans learnt how to take care of soil, leading to the development of permanent settlements. Because of these improvements in farming, villages grew into towns and eventually cities.</li> <li>• Different locations have natural advantages and disadvantages in terms of resources and</li> </ul>	<p>show up best and least in the dark</p> <p><b>Working Scientifically</b></p> <ol style="list-style-type: none"> <li>1. Gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>2. Identify differences, similarities or changes related to simple scientific ideas and processes.</li> </ol> <p><b>Vocabulary:</b> Light source, reflector, reflect, predict, investigate, fair test, reflective materials</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Worksheets</li> <li>• Cardboard box</li> <li>• Torch</li> </ul> <p><b>Lesson Intro:</b></p>	<p>Play the <i>Pupil video: See like an artist.</i></p> <p>Shape hunt activity: ask the children to work in pairs to move around the classroom looking for objects made up of the shapes on the worksheet. Look at artists drawings and techniques used. Copy.</p>	<p>Before starting this unit, check that the children can recall:</p> <p>An algorithm is when instructions are put in an exact order. Decomposition means breaking a problem into manageable chunks. Coding is writing in a special language so the computer understands what to do. The programming blocks control the character in ScratchJr.</p> <p>Explain that <b>tinkering</b> means exploring and playing with something to discover its key functions. Emphasise that this is important in computing because it allows programmers to explore, make mistakes and learn how code works.</p>	<p><a href="#">Year 3 Music Lesson Plan: What is a Ballad?</a></p> <p>Play each of the following:</p> <p>Link: <a href="#">'Space oddity by David Bowie'</a> on VideoLink.</p> <p>Link: <a href="#">'Unchained melody by The Righteous Brothers'</a> on VideoLink.</p> <p>Link: <a href="#">'On my own by Samantha Barks'</a> on VideoLink.</p> <p>Link: <a href="#">'Everything I do by Brian Adams'</a> on VideoLink.</p> <p>Link: <a href="#">'I will always love you by Whitney Houston'</a> on VideoLink.</p> <p>The children note down on whiteboards what the pieces have in common, such as similar: speed, instruments, stories, lyrics, mainly a solo.</p>
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	<p>terrain, which make them more suitable for different types of settlements.</p> <p><b>Key questions</b></p> <ol style="list-style-type: none"> <li>1. How did early humans begin to settle and farm?</li> <li>2. Which natural resources are useful for a settlement?</li> <li>3. What are the positive and negative factors that can affect a settlement?</li> </ol> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Powerpoint</li> <li>• Worksheets</li> </ul> <p><b>Lesson Intro:</b> Recap over last lesson and ask what the children what they remember.</p> <p>Go through the information slides.</p> <p><b>Activity:</b></p>	<p>Recap over last lesson and ask what the children what they remember.</p> <p>Go through the information slides.</p> <p><b>Activity:</b> Present the children with the task of investigating which colours show up best in the dark and which are harder to see in low light.</p> <p><b>Plenary:</b> Allow a few children to share their work with the class.</p>		<p>Ask the children to open the Scratch website and create a new project</p> <p><b>MFL</b></p> <ul style="list-style-type: none"> <li>◆ Lesson 1: French greetings</li> </ul> <p>LO: <b>To greet someone and introduce yourself in French.</b></p> <p>Key Vocabulary</p>	<p>Play the link: '<a href="#">Space oddity by David Bowie</a>' all the way through.</p> <p>Ask the children what the story is about and discuss what happens in each part of the song.</p> <p>The children fill in a storyboard showing what happens in the song. They add pictures and short sentences or words and phrases to describe what is happening in each section.</p> <p>Learn to sing the song.</p> <p><b>PSHE</b></p> <p>LO: LO: We are created individually by God who is Love, designed in His own image and likeness</p> <ul style="list-style-type: none"> <li>• God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>• Every human life is precious from the</li> </ul>
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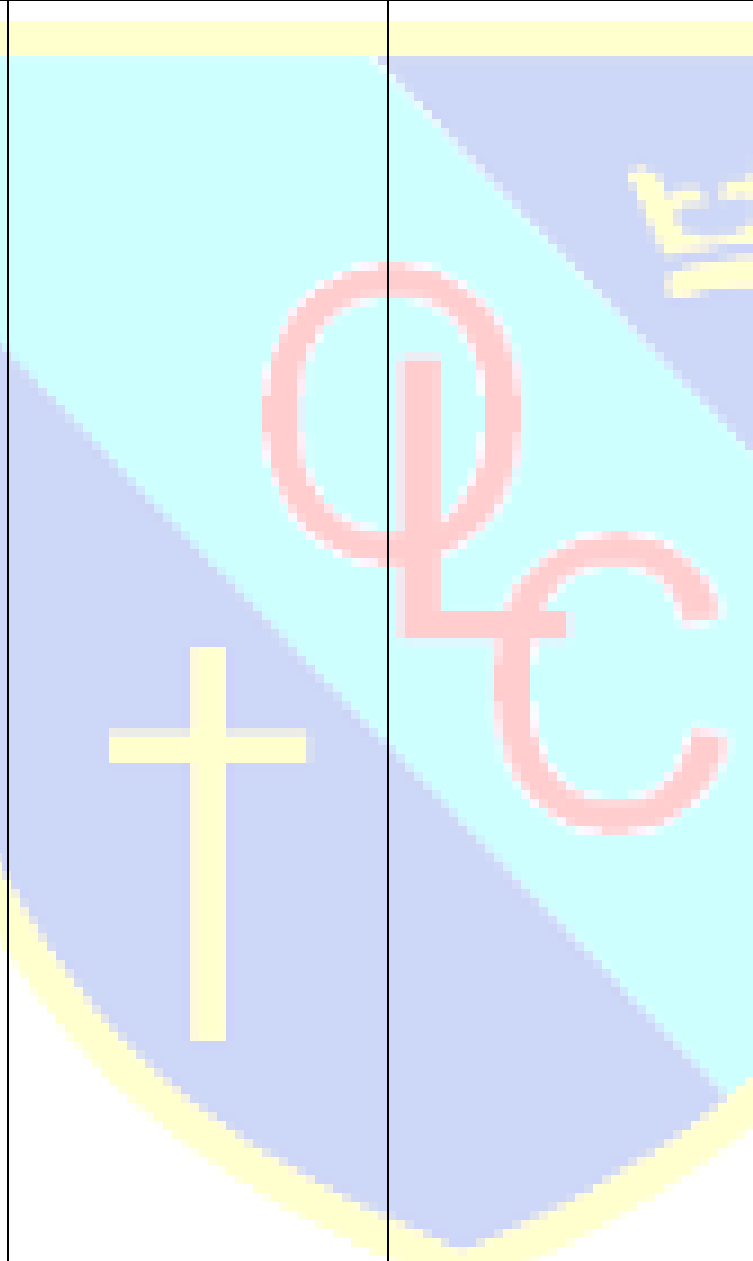
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Present the children with the task of exploring the advantages and disadvantages of a settlement.

**Plenary:**

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

Then allow the children to complete their learning reviews.



- Bonjour – Hello / Good morning (formal)
- Salut – Hi (informal)
- Je m'appelle... – My name is...

Phonics Focus

- Recognising sounds: *on, ou, et, oi*

Activities

1. Introduction: Use visuals and audio to introduce greetings. Discuss when each greeting is used.
2. Modelling: Teacher models a simple greeting exchange using puppets.
3. Pair Practice: Pupils practise greeting each other using

beginning of life (conception) to natural death

- Personal and communal prayer and worship are necessary ways of growing in our relationship with God

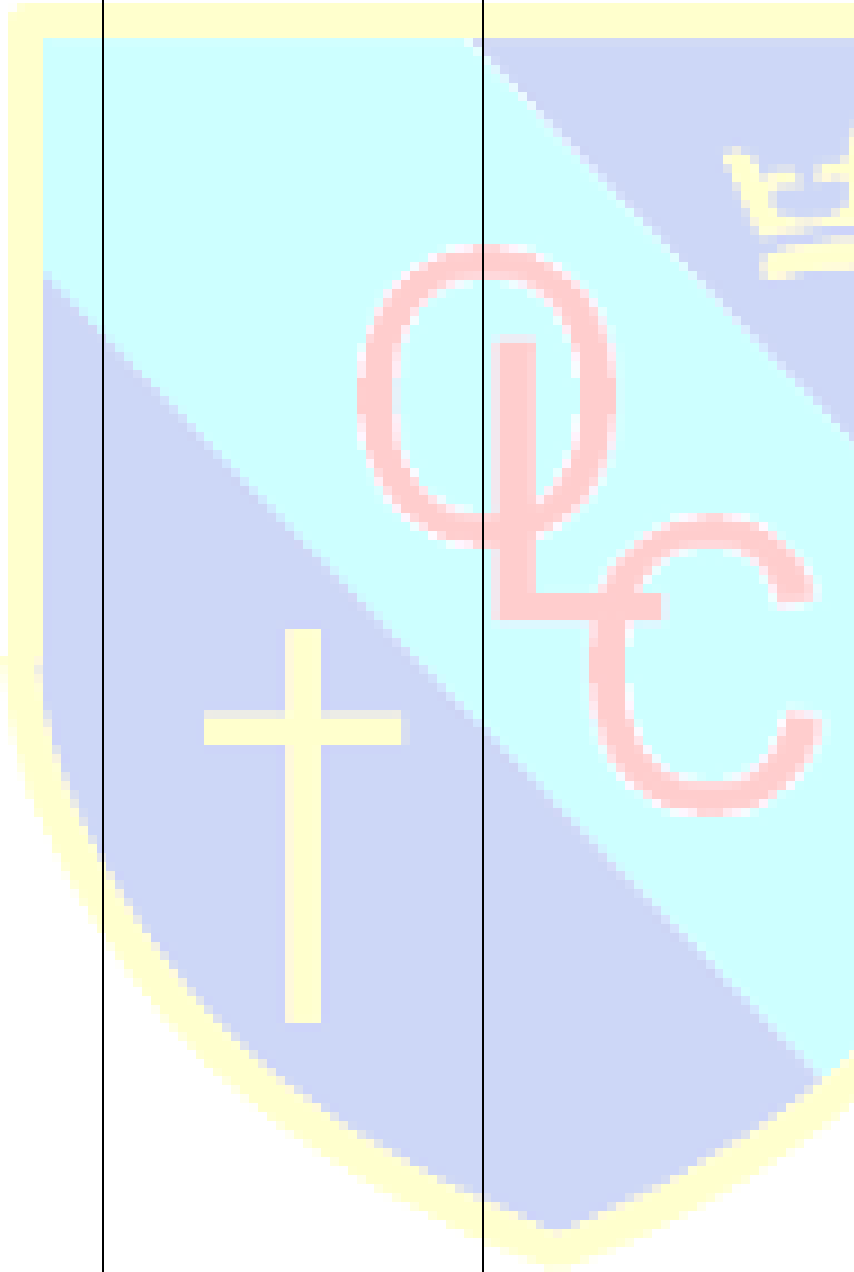
Each day follow the instructions to facilitate times of discussion, imaginative reflection and creative response to the Gospel. The broad themes are as follows:

Day 1 – We are created and loved by God

Day 2 – We are designed for a purpose: to be loved, to love and to make a difference

Day 3 – We can never bother Jesus or get on His nerves, no matter how big or small we feel our need is!

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		<p>puppets or character cards.</p> <p>4. Written Link: Match spoken phrases to written forms using flashcards.</p> <p>5. Gesture Integration: Pupils use gestures to reinforce meaning (e.g., wave for “Bonjour”).</p> <p>Cross-Curricular Links</p> <ul style="list-style-type: none"><li>• DT: Pupils may create their own puppets using textiles or paper craft.</li></ul> <p>Assessment Opportunities</p> <ul style="list-style-type: none"><li>• Observe pupils’ ability to use greetings confidently and appropriately.</li><li>• Check pronunciation and</li></ul>	<p>Day 4 – Every human life is precious to God</p> <p>Day 5 – Jesus offers us new life – will we put our faith in Him?</p> <p>Each day finishes with a final prayer to read from the screen.</p>
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Daily PE Activity

**REAL PE: UNIT 1**

**Personal – Lesson 1:**

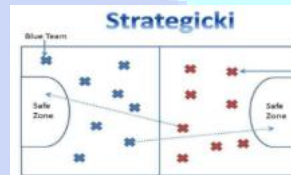
In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

**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 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.

**Fitness Focus - STRATEGICKI**

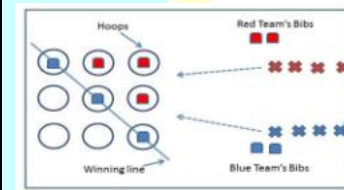
Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking 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.



recall through role-play.

**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 neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.



**JUST DANCE – WAKA WAKA**

[https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

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		 <p><b>Cops and Robbers</b></p> <p>Bank</p> <p>Safe Zone</p> <p>Jail</p>			
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**Homework:**

**Communicating with school**

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