

OLC WEEKLY LEARNING PLAN



Message from your teachers:

Hello, and welcome to your learning for this week!
Below you will find your learning for the coming week.
Have a great week,
God Bless!

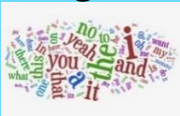
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mr Brennan, Miss Cottrell and Mrs Kendrew	Year group:	Year 3	Date:	19.10.26
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R.E. 	<u>Knowledge Statement:</u>		<u>Knowledge Statement:</u>		<u>Knowledge Statement:</u>	
	Psalms are songs and prayers to praise God.		Psalm 8 is a hymn of praise that celebrates creation and the dignity of humankind.		Assessment	
Maths 	<u>LO: Subtract two numbers (across 10)</u>	<u>LO: Subtract two numbers (across 100)</u>	<u>LO: Add a 3 digit and a 2 digit number</u>	<u>LO: Complements to 100</u>	<u>LO: Estimate answers</u>	
	Pages 124-127	Pages 128 - 131	Pages 132 - 135	Pages 136-139	Pages 140-143	

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English



LO: To use adjectives to describe how a character has changed.

Give children the adjectives from session 3 along with the prefixes: un, dis, mis. Explore placing the correct prefix on the word to change it into its opposite. Look at the creating antonyms resource to support if needed. Explain that these are antonyms.

Book talk:

Reread the line, '... she took delight in learning new things.' Why is this important in life? What 'new things' do children take delight in learning? What questions do they have about the world? Continue to read the story to the line, '... her heart was safe.'

Note that this is an emotional part of the story so children may need time to talk over what has happened. Why did she put her 'heart in the bottle'? How did this change her? What did she lose when she put her 'heart in the bottle'?

Give children the **role on the wall**, before and after (see resources). Challenge children to match the antonyms to how she was before and how

LO: To use the present perfect in a diary entry.

Book talk:

Continue reading the text up to the line, '... it just bounced and rolled.... down to the sea.' Why did she decide to take her heart out of the bottle? How did meeting the girl on the beach change her? Why was it difficult to get her heart back out of the bottle? Explain that we are going to write a diary entry in role as the woman (who was once the girl). We are going to use the present perfect tense to do this using the past participle + have/has. This helps us write about things that started in the past and are still true.

Share some verbs and ask children to put them into the present perfect tense:

Present	Simple past	Present perfect
meet	met	have met
try	tried	have tried
drop	dropped	have dropped
shake	shaken	have shaken

Practise with children writing some sentences about this section of the story using the present perfect tense. Collect verbs on the grammar splat. I have tried to get my heart out of the bottle.

I have shaken the bottle.

I have smashed it with a hammer.

Children write this up as a diary entry in role.

Shared writing:

LO: To write a poem based around a theme.

Book talk:

Continue to discuss the 'heart in the bottle' concept with children. Why does she hide her heart away? How is she trying to protect herself? What does the heart represent in this story? Give children some abstract nouns, such as: **curiosity, love, hope, delight, wonder, bravery, compassion, happiness, helpfulness, dreams, ideas...** What has she lost by closing it off? What has she gained? Explore the idea with children that when we love others, we open ourselves up to risk. If we never take risks and we always play it safe, then we too will put ourselves 'in a bottle.' Perhaps the longer we play it safe, the harder it is later on to make new friends and build new relationships.

Give children a love heart-shaped emoji and have them write one or two of the abstract nouns inside the love heart. They can then place them all in a large bottle and seal the lid shut. What might we have to do to get these back out of the bottle?

Make new friends.

LO: To write a letter of advice.

Children find a letter in the classroom addressed to them (see resources). What tense is this written in? What advice can we give her? How does she release her heart from the bottle? Recap on the command sentences from yesterday.

Make new friends. Travel to new places and learn about other cultures.

Try new kinds of food.

Can they extend these with a conjunction?

Try new kinds of food and make a new friend because this will take your bravery out of the bottle.

Children can write a letter of advice back to the woman in the story. Model using a range of sentence types as well as the present perfect tense and conjunctions. Children could 'instant publish' their letters onto letter paper.

Shared writing:

Dear friend,

We are so sorry to hear that you have not broken your heart out of the bottle. It sounds like you have tried almost everything.

LO: To use a range of emotion adjectives to sequence a familiar story.

Shades of meaning:

Give children the following emotion adjectives: **angry, scared, sad, happy...** can children use a thesaurus to find synonyms for these words? Perhaps children could work in small groups to explore one of these emotion adjectives. Once children have discovered a few synonyms, ask them to order these from most emotive to least emotive. Support children if they are unsure of a word's meaning.

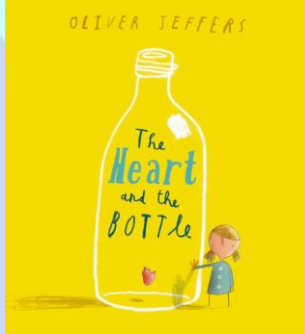
Book talk:

Finish reading the story with children. Why did the woman decide to sit on the chair? How did sitting on the chair help her? Elicit from children that she started to read and dream again. She started to think about her own future and take risks again. Ask children to think about key points in the text and discuss collaboratively the emotions of the central character at these points.

Emotions graph:

With children's help, choose key events from the text and copy them on the bottom axis

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	she was after her Grandpa passed away. Children write sentences comparing herself before her Grandpa died and how she changed after. Model using a few conjunctions to sequence and contrast to support. Shared writing: When her Grandpa was alive, she was sure and safe. He made her feel that way. After he passed away, she became unsure and unsafe so she stopped asking questions. Before, she was interested in everything but then she became uninterested. She has felt unenthusiastic since she had put her heart away.	What a strange week it has been! I have met a curious and enthusiastic girl but I don't know what to do now. I have tried to help her but I can't. My mind and heart are closed and trapped. I have saved at the bottle. I have dropped it from a great height.	Travel to new places and learn about other cultures. Try new kinds of food. Children could write a short poem or class poem about taking risks in life. Shared writing: Don't Put Yourself in a Bottle Read new books by unfamiliar authors Let your curiosity out of the bottle Ask questions and explore with others Let your bravery out of the bottle Don't let fear stop you from trying something...	Be patient with yourself and take your heart out a bit at a time. Have you tried anything new recently? Tonight, read a new book by an unfamiliar author as this will take your ambition and curiosity out of the bottle.	of the emotions graph. Children plot for each event how 'high' or 'low' the protagonist was feeling.  Once the graph is finished, children write sentences sequencing the key events. Shared writing: She felt devastated when she lost her Grandpa. She felt frustrated when her heart was stuck in the bottle. She felt delighted when the girl helped her.
Reading 	Class text for English – The Heart and the Bottle  3B – James and the Giant Peach				

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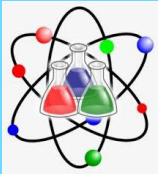
SPAG



sarcastically	simply	loudly	quickly	basically
humbly	worryingly	angrily	comically	sadly
crossly	happily	frantically	kindly	quietly
sleepily	gently	slowly	hesitantly	easily

Same words as last week!

Science



Rocks

LO: To explore different types of soil.

- Name some different types of soil.
- Describe the properties of different soils.
- Research which type of soil certain flowers and vegetables grow better in.

[6. Explore different types of soil | Presentation | Developing Experts](#)

[Soil and Rocks | KS2 Science | STEM and Beyond](#) watch up to 2.12.

Key questions:

- Can you name three different types of soil?
- How can you identify different types of soil?
- What are the different properties of sandy, clay and loamy soil?
- How do different soils behave when they become wet?
- Which types of soil are best for growing different flowers and vegetables?
- Why might some plants grow better in one type of soil than another?

Challenge question: A gardener has very heavy, sticky clay soil but wants to grow vegetables. What could they investigate or change to help their plants grow well? Explain your answer.

History



Prehistoric Britain

LO: To know what we can learn from Stonehenge.

Key questions:

What was the likely purpose of Stonehenge?
How was Stonehenge built?

Create a poster with facts and drawings of Stonehenge.

Evaluating the effectiveness of computational thinking skills in coding.



Life to the Full

https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-4/changing-bodies/

This lesson contains 4 sections:

1. Introduction (Hawthorne's introduction to the lesson)
2. Main Teaching Video (School Part One)
3. Code Breakers (CodeBreakers: School)

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4. Main Teaching Video (School Part Two)
[Free BSL Lessons for All UK Schools – The School of Signs](#)

Music



Lesson 5: Singing in rounds

Bringing new skills together to take the next step, singing in rounds.

Learning objective: To sing a melody in a round while staying focused on my group's part.

Art



Prehistoric Art

LO: To create handprints on a textured background.



P.E.



Athletics

Lesson 6

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In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Fitness

Lesson 6

In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.



Communicating with school

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