

OLC WEEKLY LEARNING PLAN



Message from the teachers:

Dear children,

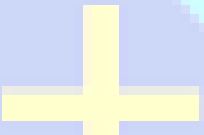

Mrs Kendrew, Miss Cottrell & Miss Sidwell

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:	15.06.26
------------------	---	--------------	--------	--------------	----------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>	<p>Sunday's Gospel to explore: Matthew: 38-42</p> <p>38 You have heard that it hath been said, An eye for an eye, and a tooth for a tooth.</p> <p>39 But I say to you not to resist evil: but if one strike thee on thy right cheek, turn to him also the other:</p> <p>40 And if a man will contend with thee in judgment, and take away</p>	<p>Sacred heart of Jesus</p>	<p>LO: To understand how this miracle connects to the Eucharist.</p> <p>Lesson 9: The Feeding of the Five Thousand</p> <p>Activities</p> <p>Starter (5 mins)</p> <ul style="list-style-type: none"> Ask: "What would happen if you had no food?" <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Read Matthew 14:13-21. Highlight Jesus' actions: took, blessed, broke, gave. 	<p>LO: To understand the meaning of "Lamb of God" and the breaking of bread.</p> <p>Lesson 10: The Lamb of God — Breaking the Bread</p> <p>Activities</p> <p>Starter (5 mins)</p> <ul style="list-style-type: none"> Write "Lamb of God" on the board — discuss ideas. <p>Main Teaching (10 mins)</p> <ul style="list-style-type: none"> Explain symbol: Jesus as the Lamb who gives Himself. Show image of breaking of bread in Mass. 	<p>Catholic Social Teaching – Common Good</p>

OLC WEEKLY LEARNING PLAN

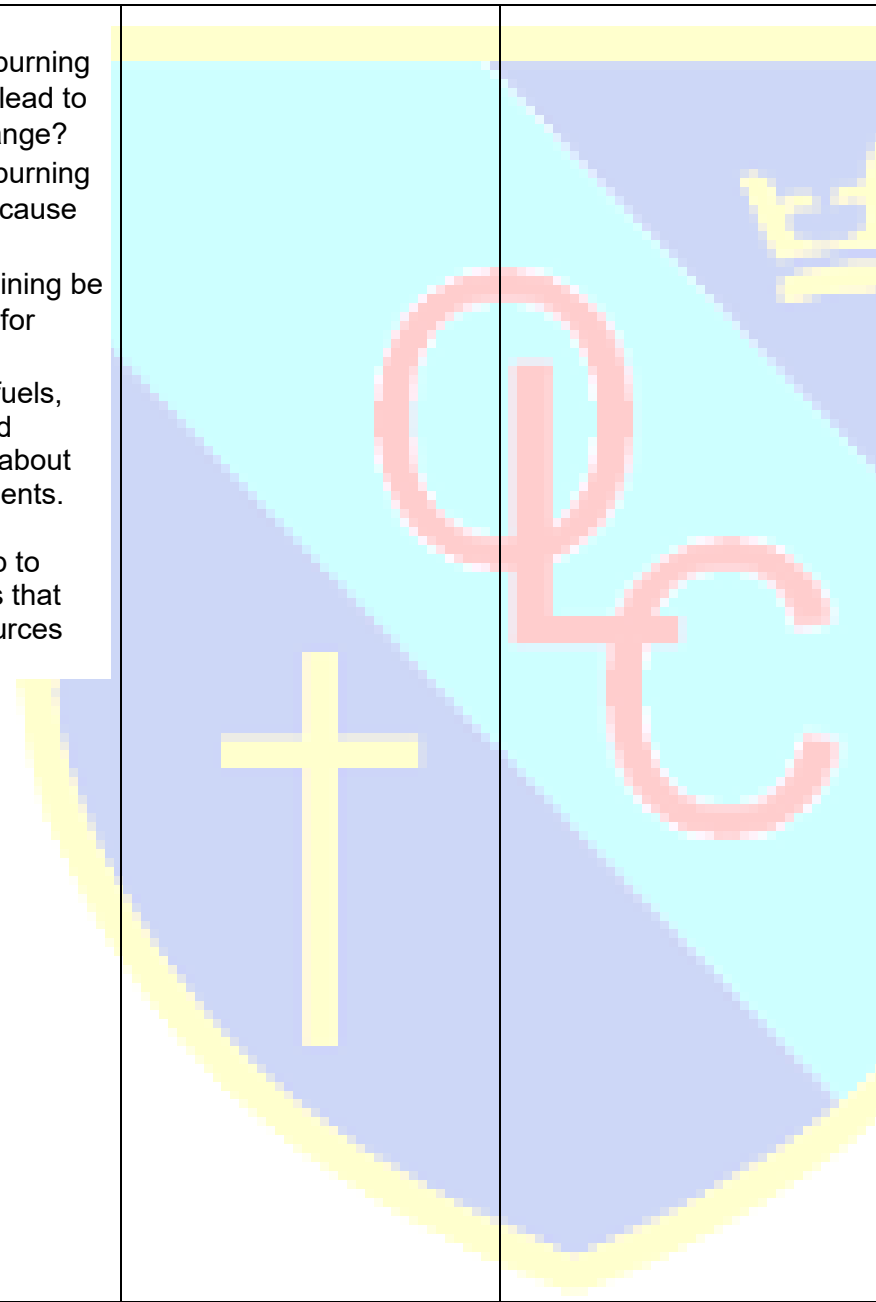
	<p>thy coat, let go thy cloak also unto him.</p> <p>41 And whosoever will force thee one mile, go with him other two,</p> <p>42 Give to him that asketh of thee and from him that would borrow of thee turn not away.</p>		<p>Main Activity (25 mins)</p> <ul style="list-style-type: none"> • Create a comparison table: <ul style="list-style-type: none"> o Feeding of 5000 o Last Supper • Children write similarities. <p>Cross-Curricular Link – Literacy</p> <ul style="list-style-type: none"> • Diary entry: <i>“I was the child who gave the loaves...”</i> <p>Plenary (5 mins)</p> <ul style="list-style-type: none"> • Question: <i>“What does this story teach us about Jesus?”</i> <p>Assessment Links</p> <p>AT1: 3a, 3c AT2: 3b</p> <p>Scripture</p> <p>Matthew 14:13–21</p>	<p>Main Activity (25 mins)</p> <ul style="list-style-type: none"> • Children draw: <ul style="list-style-type: none"> o The Lamb of God symbol o The breaking of bread • Add written explanations: <i>“This shows...”</i> <p>Cross-Curricular Link – Art</p> <ul style="list-style-type: none"> • Symbolic drawing and labelling. <p>Plenary (5 mins)</p> <ul style="list-style-type: none"> • Recap phrase: <i>“Jesus gives Himself to us.”</i> <p>Assessment Links</p> <p>AT1: 3c AT2: 2c</p> <p>Scripture</p> <p>John 1:29</p>	
	<p>LO: Parallel and perpendicular</p> <p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 140-143</p>	<p>LO: Recognise, draw and describe 2D shapes</p> <p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 144-147</p>	<p>LO: Recognise and describe 3D shapes</p> <p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 148-151</p>	<p>LO: Make 3D shapes</p> <p>Unit 14: Angles and properties of shapes</p> <p>Textbook pages 152-155</p>	<p>LO: Interpret pictograms (1)</p> <p>Unit 15: Statistics</p> <p>Textbook pages 158-163</p>

Key questions

- How does burning fossil fuels lead to climate change?
- How does burning fossil fuels cause pollution?
- Why can mining be dangerous for miners?

Read about fossil fuels, climate change and pollution. Find out about some mining accidents.

Create a mind map to show the problems that using natural resources might cause.



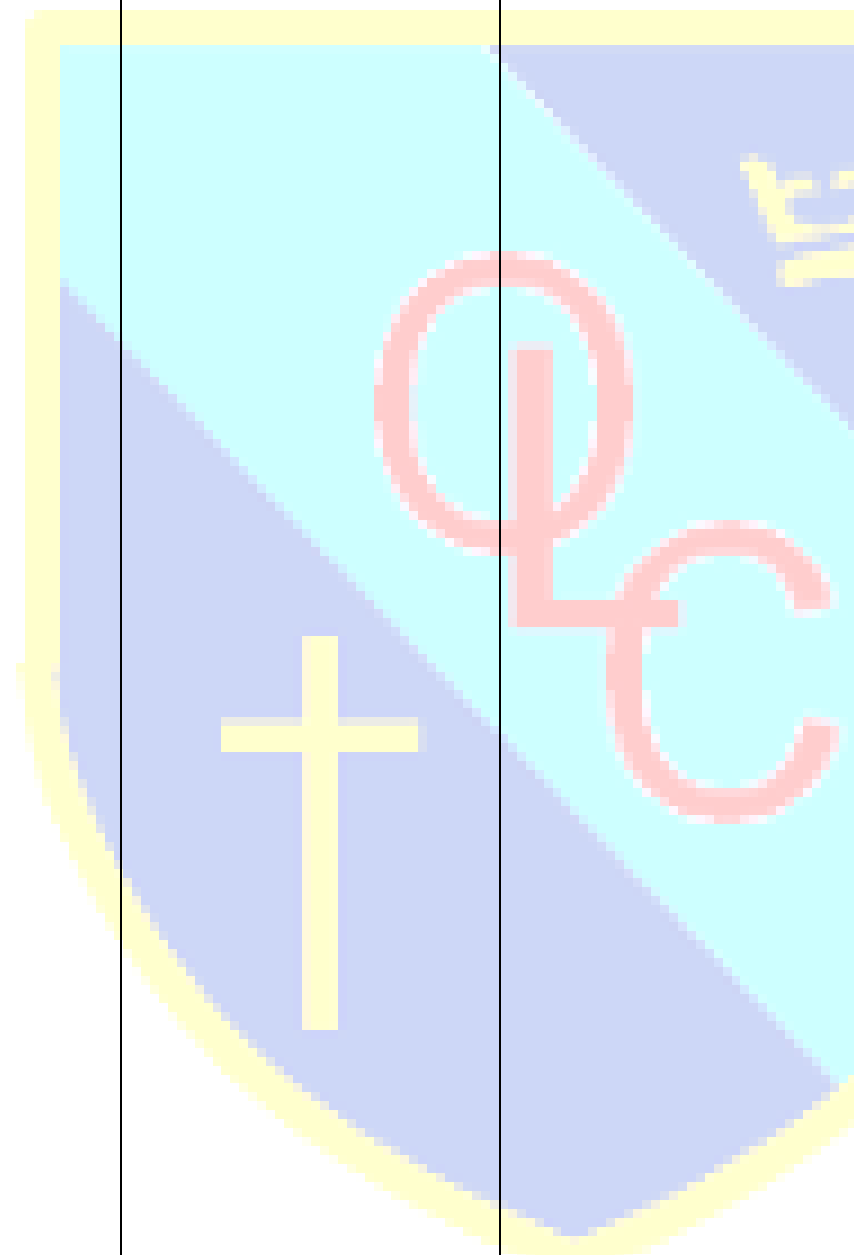
Explain to the children that they will draw a map of their internet experiences.

Show the children the *Resource: Online activities and emotions* and model creating an internet emotion map on the class whiteboard or flipchart.

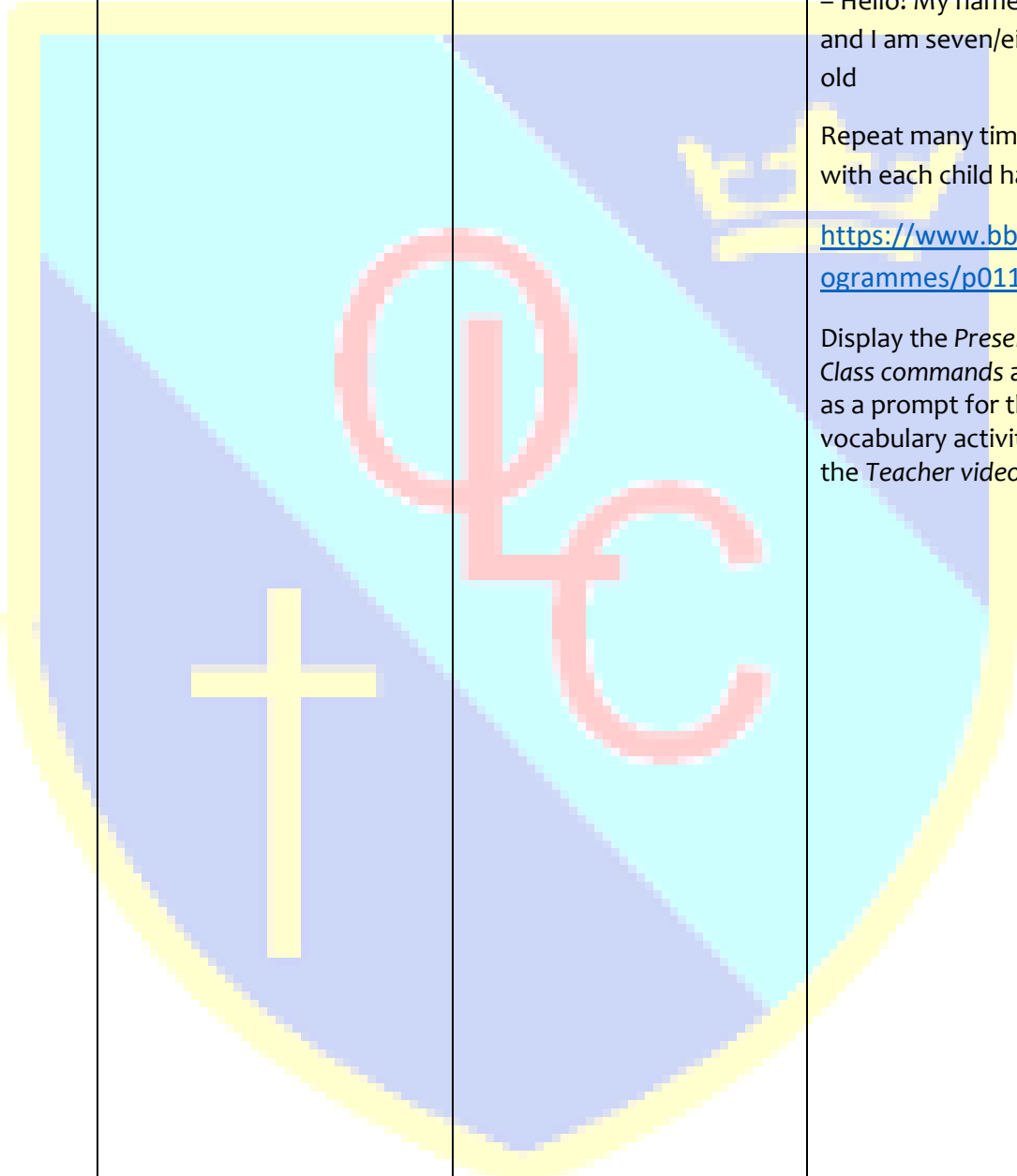
1. Draw a simple map.
2. Choose the three online activities you have taken part in most recently and cut out the icons representing each activity from the resource sheet.
3. Place the online activities along the map and glue in place.
4. Discuss how you felt when completing each online activity.
5. Cut out the appropriate emotion cards from the resource sheet and glue them next to the corresponding activities.

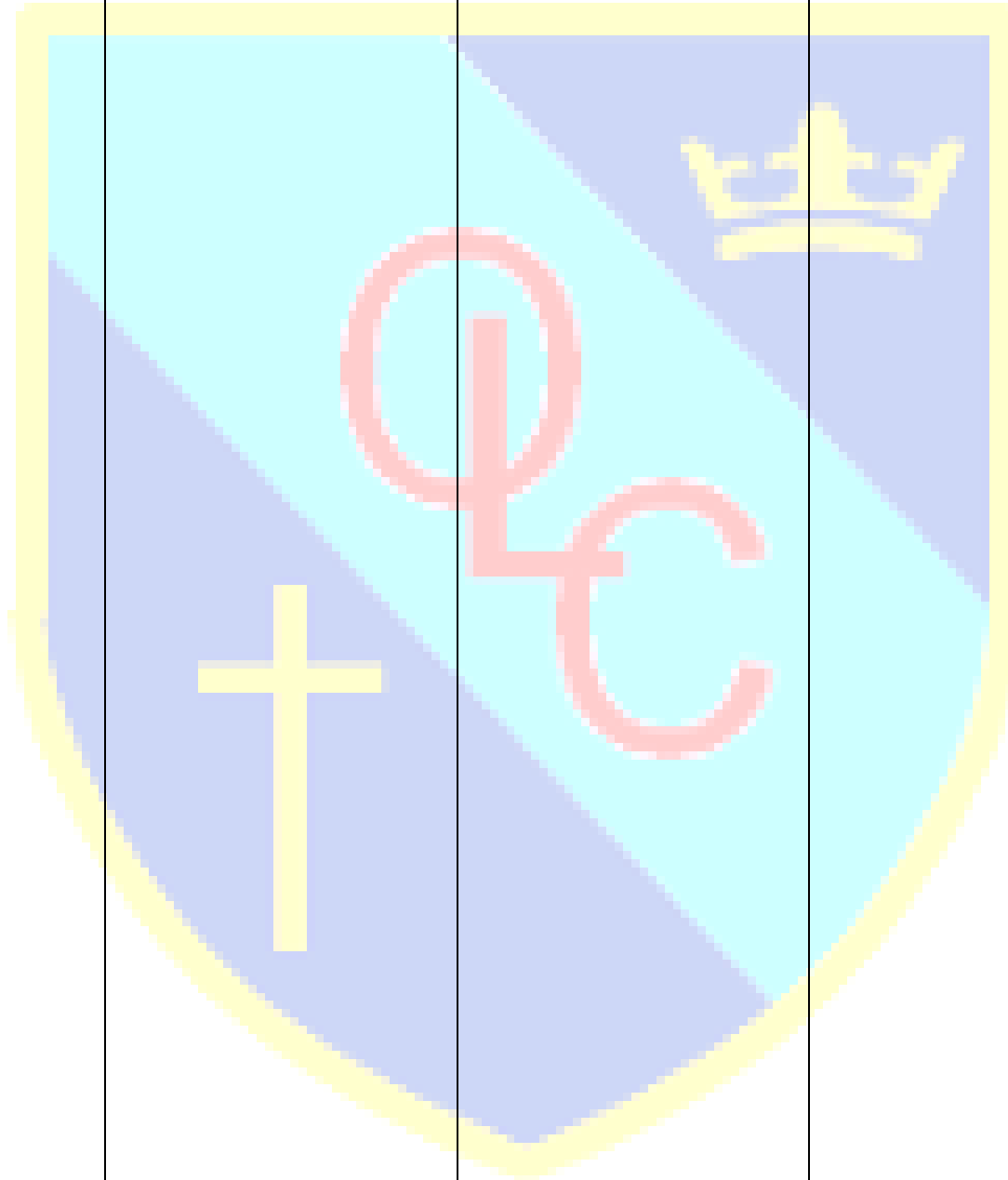
Hand out a sheet of A3 paper and a copy of the

OLC WEEKLY LEARNING PLAN

			<p><i>Resource: Online activities and emotions to each child. Ensure the children have access to scissors, glue sticks and a selection of coloured pencils, crayons or felt tip pens to complete the activity.</i></p>	
			<p>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? Ask the child to reply along the following lines or as much as they can manage: Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</p>	<p>PSHE LO: Our faith guides our values and reminds us of the importance of love for God and others. https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-3/lks2_3_created-to-live-in-community/u-2/lks2_3-2_living-in-the-wider-world/s-3/money-matters/ Slides 1 – 3 5 mins Introduce the session by asking 'What is money?', inviting pupils to work with a partner to formulate a definition.</p>

OLC WEEKLY LEARNING PLAN

				<p>– 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>Facilitate a short discussion on the importance of money.</p> <p>Slides 4 – 10 10 mins</p> <p>Explore a variety of ways people pay for things they need and want and facilitate a group activity considering the advantages and disadvantages of different types of money using the worksheet in Appendix 1.</p> <p>Slides 11 – 18 5 mins</p> <p>Remind pupils of the three choices we have with money – spend, save or give then revisit the characters seen in Slides 3 – 7 clicking to reveal clues about their attitudes to money.</p> <p>Explain that our choices to spend, save or give are influenced by our attitude toward money and that our attitudes are formed by our values, expectations and priorities.</p>
--	--	---	--	--	--



Invite pupils to consider their own attitudes towards money.

Slides 19 – 20

5 mins

Invite pupils to work in small groups or pairs to consider the prices of similar products and explore the meaning of value for money.



Delve deeper into the meaning of value and encourage pupils to recognise that often in life the things of the greatest value cannot be bought and that our value comes from God, who loves and cares for us.

Slides 21 – 22

7 mins

Introduce the idea of ‘tracking’ our money in two ways – setting a budget and checking receipts.

Invite pupils to consider how taking control of our spending and saving can help us to grow and develop life skills.

					<p>Slides 23 – 24 5 mins Reinforce the importance of managing money and how faith and belief influences our values including our attitude to money.</p> <p>Slides 25 – 26 3 mins Review learning and lead a short time of prayer and reflection and finish with a final prayer.</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 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.</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>Social: collaboration, communication, co-operate, support and encourage others</p> <p>Emotional: honesty, fair play, confidence, determination</p>	<p><u>LESSON 5</u></p> <p>LO: To develop bowling and learn the rules of the skill within this game.</p>	

OLC WEEKLY LEARNING PLAN

		<p style="text-align: center;">EQUIPMENT</p> <div style="display: flex; justify-content: space-around;"><div data-bbox="716 223 918 494"><p style="text-align: center;">CONES x 30</p></div><div data-bbox="952 223 1153 494"><p style="text-align: center;">HOOPS x 7</p></div><div data-bbox="1187 223 1388 494"><p style="text-align: center;">TENNIS BALLS x 30</p></div></div>	<p>Thinking: comprehension, select and apply skills, tactics, make decisions</p>	
--	--	---	---	--

Homework:

Communicating with school

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