



**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>	24.11.25
------------------	---	--------------	--------	--------------	----------

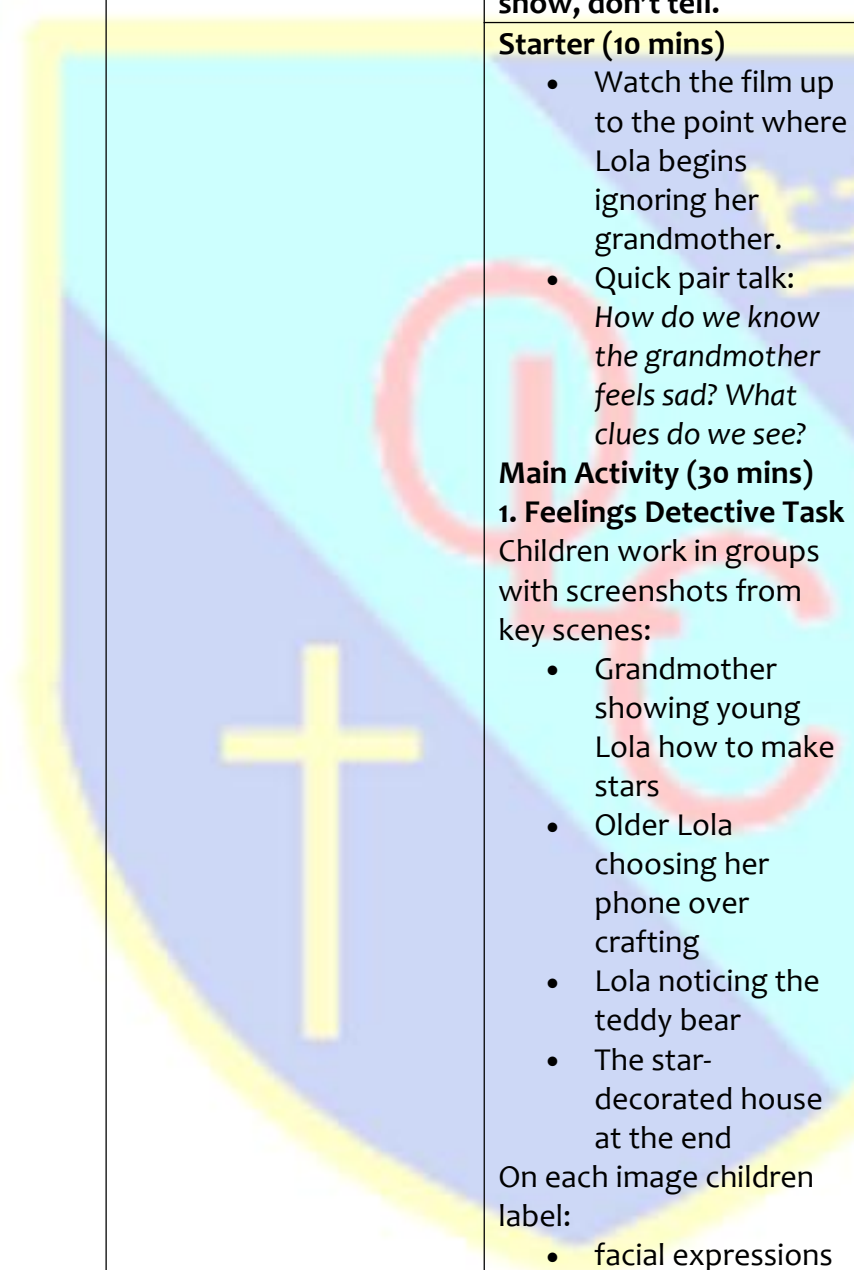
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>RE</b></p>		<p><b>LO:</b> To understand Advent as a season of preparation.</p>	<p><b>LO:</b> To explore Luke 1:26–38 and Mary’s response.</p>	<p><b>LO:</b> To understand Elizabeth’s welcome and recognition of Jesus.</p>	
	<p><b>Sunday’s Gospel to explore:</b></p>	<p><b>Lesson 1: What is Advent?</b>  <b>Vocabulary:</b> Advent, preparation, welcome.  <b>Introduction:</b>                      Begin with a discussion: “What does it mean to prepare?”                      Brainstorm examples (birthdays, visitors, holidays).                      Link to the idea of preparing for something</p>	<p><b>Lesson 2: The Annunciation</b>  <b>Scripture:</b> Luke 1:26–38.  <b>Vocabulary:</b> Annunciation, angel, Mary, choice.  <b>Introduction:</b>                      Locate Nazareth on a map.                      Recall previous learning about angels and messages from God.  <b>Main Activities:</b>                      Read the passage aloud; highlight angel’s message</p>	<p><b>Lesson 3: The Visitation</b>  <b>Scripture:</b> Luke 1:39–45.  <b>Vocabulary:</b> Visitation, Elizabeth, joy, welcome.  <b>Introduction:</b>                      Recap Annunciation; predict what happens next.  <b>Main Activities:</b>                      Read the passage; highlight words showing joy and recognition.                      Role-play the meeting;</p>	<p><b>Hymn Corner:</b>  <a href="https://www.youtube.com/watch?v=sl7_TGZaOIE&amp;list=RDsl7_TGZaOIE&amp;start_radio=1">https://www.youtube.com/watch?v=sl7_TGZaOIE&amp;list=RDsl7_TGZaOIE&amp;start_radio=1</a>                      Oh Little Town of Bethlehem</p>

OLC WEEKLY LEARNING PLAN

		<p>important.</p> <p><b>Main Activities:</b></p> <p>Explain Advent as the time Christians prepare for Jesus' birth.</p> <p>Show Advent wreath; discuss colours and candles.</p> <p>Create an acrostic poem for "PREPARE" using Advent themes.</p> <p>Discuss why preparation matters for Christians.</p> <p><b>Collective Worship:</b></p> <p>Light first candle on Advent wreath; pray a short Advent prayer.</p>	<p>and Mary's words.</p> <p>Discuss titles given to Jesus (Son of the Highest, etc.).</p> <p>Hot-seat Mary: "How did you feel?"</p> <p>Create a character study of Mary's thoughts before/during/after.</p> <p>Write a diary entry as Mary, describing emotions and decision.</p> <p><b>Plenary:</b></p> <p>Share diary entries; discuss why Mary's "yes" matters.</p> <p><b>Collective Worship:</b></p> <p>Pray the Hail Mary; reflect on Mary's "yes" as an example for us.</p>	<p>prepare questions for Mary and Elizabeth.</p> <p>Write a postcard from Mary to Joseph about the visit.</p> <p><b>Plenary:</b></p> <p>Share postcards; discuss feelings of both women.</p> <p><b>Collective Worship:</b></p> <p>Use Magnificat as prayer; thank God for blessings.</p>	
 <p>Maths Y3</p>	<p><b>Assessments</b></p>	<p><b>Assessments</b></p>	<p><b>LO: Divide by 3</b></p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 192-195</p>	<p><b>LO: The 3 times-table</b></p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 196-199</p>	<p><b>LO: Divide by 4</b></p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 200-203</p>
<p><b>Assessments</b></p>	<p><b>Assessments</b></p>	<p><b>LO: To explore how characters' feelings are shown in a film using</b></p>	<p><b>LO: To understand and write from different characters' perspectives.</b></p>	<p><b>LO: To write a descriptive memory that includes sensory detail and</b></p>	



English



<p><b>show, don't tell.</b></p>		<p><b>emotions.</b></p>
<p><b>Starter (10 mins)</b></p> <ul style="list-style-type: none"> <li>• Watch the film up to the point where Lola begins ignoring her grandmother.</li> <li>• Quick pair talk: <i>How do we know the grandmother feels sad? What clues do we see?</i></li> </ul> <p><b>Main Activity (30 mins)</b></p> <p><b>1. Feelings Detective Task</b> Children work in groups with screenshots from key scenes:</p> <ul style="list-style-type: none"> <li>• Grandmother showing young Lola how to make stars</li> <li>• Older Lola choosing her phone over crafting</li> <li>• Lola noticing the teddy bear</li> <li>• The star-decorated house at the end</li> </ul> <p>On each image children label:</p> <ul style="list-style-type: none"> <li>• facial expressions</li> <li>• body language</li> </ul>	<p><b>Starter (10 mins)</b> Hot seating: Choose a child to be <i>Grandmother, Lola, Dog, or Mickey Mouse plush</i>. Class asks questions:</p> <ul style="list-style-type: none"> <li>• “How did you feel when Lola didn’t want to make stars?”</li> <li>• “Why did you keep the teddy bear safe all these years?”</li> </ul> <p>Teacher scribes vocabulary heard in answers (nostalgic, disappointed, hopeful, proud).</p> <p><b>Main Activity (30 mins)</b></p> <p><b>1. Create Paper Stars (practical &amp; purposeful)</b> Using simple templates, children fold and decorate paper stars. Inside they write a:</p> <ul style="list-style-type: none"> <li>• memory they imagine Lola and Grandma sharing, or</li> <li>• a real special family tradition of</li> </ul>	<p><b>Starter – Recall the Film (5–10 mins)</b></p> <ul style="list-style-type: none"> <li>• Watch a short clip or show a still image of Lola and Grandma.</li> <li>• Children discuss: <i>What might Lola remember about this moment?</i></li> <li>• On whiteboards: write 2–3 ideas (e.g., warm lights, paper crinkling, Grandma smiling).</li> </ul> <p><b>Teacher Modelling (10 mins)</b> Teacher reads a simple memory example: <i>“I remember folding shiny paper with Grandma. The room was warm and smelled of pine. Grandma held my hand and smiled, and I felt happy.”</i></p> <p>Teacher highlights:</p> <ul style="list-style-type: none"> <li>• sensory words (warm, smelled of pine)</li> <li>• feeling words (happy)</li> <li>• clear sentences</li> </ul> <p><b>Shared Writing (5 mins)</b></p>

- colours/lighting
- music or pace
- what this suggests about feelings

**2. Show-Don't-Tell Mini-Write**

Teacher models:

- *Told:* "Grandma was sad."
- *Shown:* "Grandma's smile faded as she gently folded the paper star, her hands slowing as she looked toward the empty seat beside her."

Children write 2-3 of their own "shown" sentences using the images.

**Plenary (5 mins)**

Share 2-3 examples; class identifies what made them effective.

their own (optional and inclusive).

**2. POV Quick Write**

Children choose one character and write a short paragraph revealing their feelings during one moment in the film.

E.g., *Lola noticing the teddy; Grandma finding the decorated house; The dog watching the family; Mickey Mouse in the box for decades.*

**Plenary (5 mins)**

Read a few aloud – class guesses which character's POV it is.

As a class, write a short new memory on the board.

Prompt with:

- What did they see?
- What did they hear?
- How did they feel?

**Independent Writing (20-25 mins)**

Children write their **own Memory Star** paragraph.

They choose one:

- A memory imagined from Lola
- A memory imagined from Grandma
- A memory from their own family tradition

Reminders on the board:

- Start with **"I remember..."**
- Use **at least one sense**
- Add a **feeling word**

Teacher supports pupils as needed.

**Plenary (5 mins)**

- Children swap



secondary effects of earthquakes and volcanic eruptions?  
 Study the effects of earthquakes and volcanic eruptions.  
 Understand the meaning of social, economic and environmental effects.

material.

**Lesson Breakdown**

**Introduction**

- Recap previous session on climate change and greenhouse gases.
- Discuss other ways humans change habitats (introduce waste issue).
- Show Teaching PowerPoint.
- Explain today's challenge: helping two families reduce waste.

**Team Game – “What a Waste!”**

- Divide class into mixed teams (3–4 pupils).
- Play interactive game using Game PowerPoint.
- Brief discussion: What surprised you? Why is waste harmful?

**Main Activity**

- **Task (Teacher-led):**

and the use of wrappers in collages.

Beatriz Milhaze's artwork includes painting, drawing and collage. She is known for her use of vibrant colours, inspired by the plants and flowers near her home in Brazil.

Children to rip, tear and cut the sweet wrappers to create a **collage** (arranging different materials together and sticking them to a surface).

[be-kind-online/](#)

Explain that the children will continue practising their emailing skills using Cc and Bcc with paper emails. Explain:

**Cc** means carbon copy. It is used to copy someone other than the main recipient into an email.

**Bcc** means blind carbon copy. Only the sender knows who has been copied in.

For example, if you invite people to a birthday party, you might use 'Bcc' to keep everyone's email addresses private.

Ask the children why they think this might be useful. Discuss the importance of privacy and why it is sometimes inappropriate to share other people's contact details.

Explain that today's goal is to write a positive email with a kind tone. It should include a positive memory and how it made them feel.

Hand out the *Activity: Email template*. Explain that, in addition to filling in 'To' and

**Benny Goodman.**

Ask the children to record their initial thoughts and impressions of this piece of music. Take feedback.

Play the motifs on the glockenspiels.

Create a motif of their own using the notes CDEFG. These can be used in any order as long as there are sixteen notes in total.

- Estimate and weigh Williams family sack.
- Sort items into reduce/reuse/recycle categories.
- Record weights and discuss findings.

**Plenary**

- Reflect: How does waste affect habitats?
- What advice would you give the families?
- Link to Habitat Helpers Fair: How can we spread the message?

‘Subject’, they now add a ‘Cc’ line with the teacher’s name. Remind them to include a kind message and a positive memory.

Instruct the children to place completed emails into the sent tray. Move them to the correct inbox by placing them on the desks of the children they are addressed to (or in their named tray if they have one).

Explain that this works the same way on a computer:

**Cc** sends a copy to another person.

**Bcc** sends a copy but only the sender knows.

Remind the children that using Cc and Bcc carefully is important for keeping information private and making sure the right people receive the right messages.

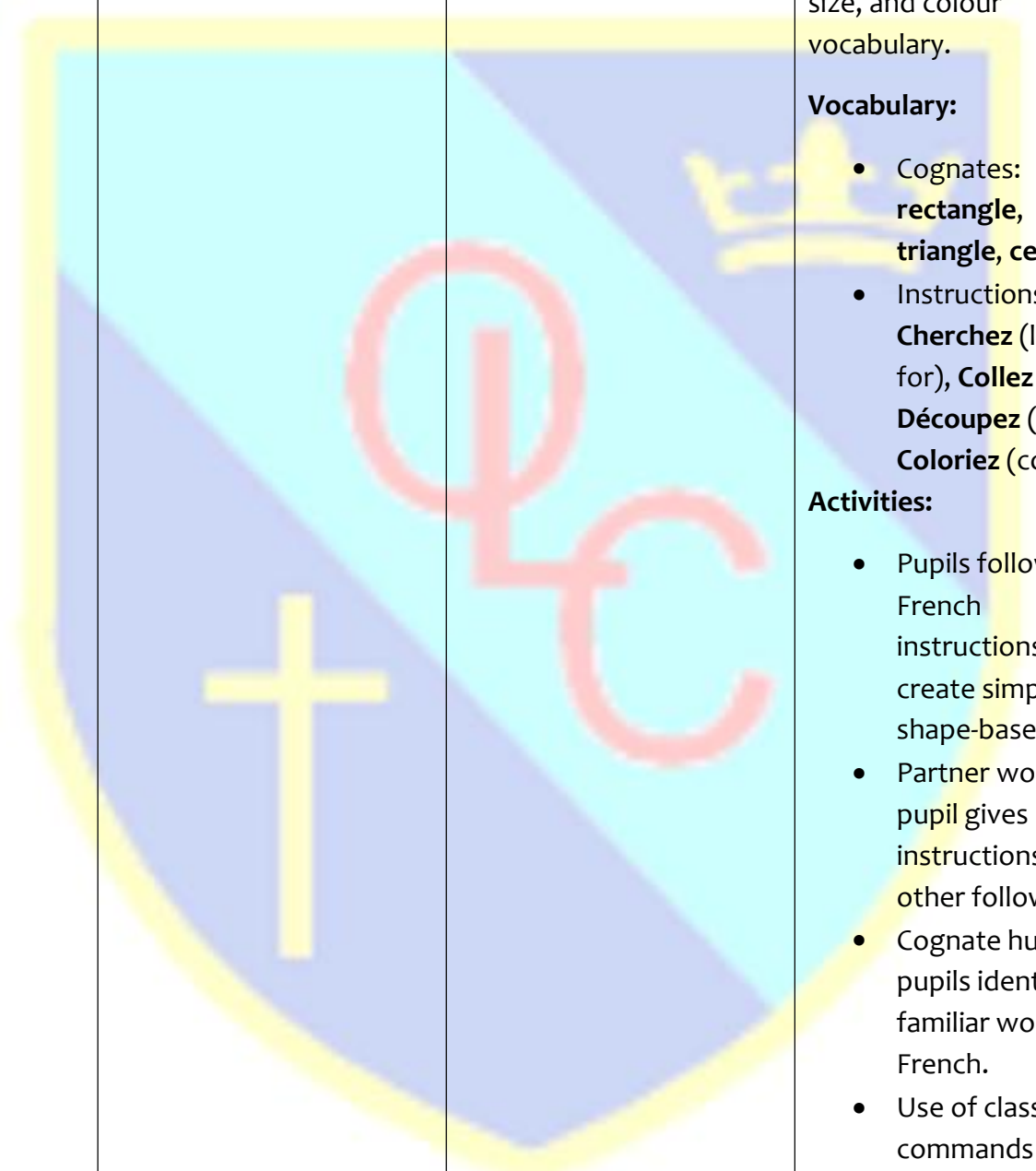
**MFL**

**Lesson 3: Using Shapes like the French Artist, Matisse**

**LO:** To give and receive instructions using shape,

**PSHE**

LO:



size, and colour vocabulary.

**Vocabulary:**

- Cognates: **rectangle, triangle, cercle**
- Instructions: **Cherchez** (look for), **Collez** (stick), **Découpez** (cut), **Coloriez** (colour)

**Activities:**

- Pupils follow French instructions to create simple shape-based art.
- Partner work: one pupil gives instructions, the other follows.
- Cognate hunt: pupils identify familiar words in French.
- Use of classroom commands in French during art



Daily PE Activity

**UNIT**

**2**

Dynamic Balance to Agility  
Jumping and Landing

Static Balance  
Seated Balance

**Social**

**Lesson 4:**

In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games

**Fitness Focus - Fitness Bingo** Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out "Active". Background music is great at building on the students' energy.

**Step Challenge -** Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day. But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in **at least 4000 steps (2 miles)** at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

tasks.

**Star Jump challenge -** How many star jumps can you and your friends do at break time in 2 minutes?  
Lets see who can do the most!

**Galaxy hop like Sox**

Disney PIXAR  
**LIGHTYEAR**

In space, each jump takes you further – especially when you're a springy robot cat! Hop and spring like there's no gravity on this planet!

**Instructions**

1. Everybody stands in a line at the start.
2. The person at the front of the line runs a short distance, stops, crouches down and looks at their feet.
3. Now the next person in the line should run and leapfrog over the first person, just like they leaped around the spaceship! They stay on a little further and stretch down too.
4. Now the third person in the line runs and leapfrogs over the two people. When the second person comes going and everyone in the line has leaped and is crouching.
5. Now the person who started should stand and leap over everyone, one at a time. How long can you leap for?

OLC WEEKLY LEARNING PLAN

and group Personal Best challenges.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	"I Don't Know" Stretch	Squats	Big on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicup Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Back-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Big Around the Gym	Toe-Touches

**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)