

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:	29.09.25
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To write your own prayer, praying for children all around the world.</p>	<p>LO: To learn about the Rosary and how it is said.</p>	<p>LO: To learn about the Mysteries of the Rosary and the events surrounding the birth, life and death of Jesus.</p>	
	<p>Sunday's Gospel to explore:</p> <p>28 September: Luke 16:19-31 You received good things, and Lazarus bad things; now he is comforted here, and you are in anguish</p>	<p>Little Way Week 2025 begins on Monday 29th September and ends on Friday 3rd October. The feast of St Thérèse of Lisieux falls on Wednesday 1st October.</p> <p>Explore the life of St. Therese of Lisieux.</p> <p>St Thérèse lived in Lisieux, Normandy France and always wanted to follow Jesus and his</p>	<p>October is The Month of the Rosary.</p> <p>Do you know how to pray the Rosary? Which prayers are said during a decade? https://www.youtube.com/watch?v=GuT7HI7ZvfA</p> <p>The Rosary in 2 minutes</p>	<p>Find out how to pray the Rosary and about the Four mysteries of the Rosary: Joyful Luminous Sorrowful Glorious</p> <p>Task: Choose your favourite Mystery of the Rosary.</p>	<p>Values and Virtues: Eloquent & Truthful</p> <p>Sing it: Linking Eloquent and Truthful to traditional and contemporary music.</p> <ul style="list-style-type: none"> Oh the word of my Lord, deep within my being: Damian Lundy <p>https://www.youtube.com/watch?v=akwOjX5qmvS</p>


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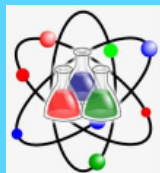
		<p>loving example. When she was seven, she joined The Society of the Holy Childhood, which we now call Mission Together. Thérèse lived her life simply and is known as a 'missionary disciple'. This means in all her deeds and actions, she attempted to show the love of God to others. She said "Remember that nothing is small in the eyes of God. Do all that you do with love." This means no matter how old we are, we can make a difference to others. During this week, schools are invited to participate in Mission Together, the Pope's charity for World Mission, to learn about St Thérèse and to demonstrate little acts of kindness to others. For example, give each child another class member's name. Encourage them to carry out a small act of kindness without the other person knowing who it was.</p>	<p>https://www.youtube.com/watch?v=cq8izSEtKsc</p> <p>All about The Rosary</p> <p>Task: Create a poster showing how to pray The Rosary.</p>	<p>Draw a scene for each of the events in the Mystery and write a sentence to describe each scene/event.</p>	<ul style="list-style-type: none"> • Spirit of the living God fall afresh on me: Daniel Iverson https://www.youtube.com/watch?v=19ij2kDhm1U • I will offer up my life: Matt Redman https://www.youtube.com/watch?v=kQkzHwz2eLE • Give thanks: Henry Smith https://www.youtube.com/watch?v=k9uZl4w4xgM • Thank you for giving me this morning: Martin Gotthard Schneider • Laudato Si': Damian Lundy • If I were a butterfly: Brian Howard • Over all the Earth: Brenton Brown • Morning has broken: Eleanor Farjeon
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		https://www.youtube.com/watch?v=WVpPa247XdI Task: Let us begin our small acts of kindness by writing a prayer for children all around the world.			
 Maths Y3	LO: Use known number bonds	LO: Add/subtract 1s	LO: Add/subtract 10s	LO: Add/subtract 100s	LO: Spot the pattern
	Unit 2: Addition and subtraction (1) Textbook pages 62-67	Unit 2: Addition and subtraction (1) Textbook pages 68-71	Unit 2: Addition and subtraction (1) Textbook pages 72-75	Unit 2: Addition and subtraction (1) Textbook pages 76-79	Unit 2: Addition and subtraction (1) Textbook pages 80-83
 English	LO: To identify and use a variety of sentence forms.	LO: To plan a story using the structure of a known narrative.	LO: To use dialogue to show a character's personality.	LO: To use fronted adverbials to move between paragraphs.	LO: To use pronouns and synonyms to avoid repetition.
	◆ Lesson 11: Sentence Forms – Retelling Through Dialogue Objective: To identify and use a variety of sentence forms. Key Skills:	◆ Lesson 12: Story Planning – Creating a New Narrative Objective: To plan a story using the structure of a known narrative. Key Skills: <ul style="list-style-type: none"> Identify key events Develop plot and characters 	◆ Lesson 13: Dialogue and Characterisation Objective: To use dialogue to show a character's personality. Key Skills: <ul style="list-style-type: none"> Develop narrative Write dialogue using speech marks 	◆ Lesson 14: Paragraphing with Adverbials Objective: To use fronted adverbials to move between paragraphs. Key Skills: <ul style="list-style-type: none"> Use fronted adverbials 	◆ Lesson 15: Editing for Cohesion Objective: To use pronouns and synonyms to avoid repetition. Key Skills: <ul style="list-style-type: none"> Identify overused nouns

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	<p>Use statements, questions, commands, exclamations</p> <p>Retell story events</p> <p>Use inverted commas for speech</p> <p>Activities:</p> <p>Recap story and create timeline</p> <p>Identify sentence types in the Giant’s speech</p> <p>Model retelling using dialogue</p> <p>Children role-play and write speech-based retellings</p>	<ul style="list-style-type: none">• Use planning tools <p>Activities:</p> <ul style="list-style-type: none">• Use Bare-Bones planning template• Model an alternative version (e.g. <i>The Unfriendly Princess</i>)• Children plan their own story using the same structure	<ul style="list-style-type: none">• Explore character voice <p>Activities:</p> <ul style="list-style-type: none">• Refer to speech examples from Lesson 11• Model writing the opening of a new story• Children write first two sections using planned dialogue• Peer assess for speech punctuation	<ul style="list-style-type: none">• Use commas correctly• Organise writing into paragraphs <p>Activities:</p> <ul style="list-style-type: none">• Identify paragraph types (time, place, action)• Create and use fronted adverbials• Model adding adverbials to story sections• Children write final sections of their stories	<ul style="list-style-type: none">• Replace with pronouns and synonyms• Edit for cohesion <p>Activities:</p> <ul style="list-style-type: none">• Mind-map alternatives for repeated nouns (e.g. <i>Princess, garden</i>)• Children edit their stories for cohesion• Publish final drafts as books or class collection																																																																																																																
<div><p>Spelling & Handwriting</p></div>	<p>Spelling words for this week:</p> <table><tr><th colspan="6">New Curriculum Spelling List Years 3 and 4</th></tr><tr><td>accident</td><td>centre</td><td>experience</td><td>important</td><td>ordinary</td><td>reign</td></tr><tr><td>accidentally</td><td>century</td><td>experiment</td><td>interest</td><td>particular</td><td>remember</td></tr><tr><td>actual</td><td>certain</td><td>extreme</td><td>island</td><td>peculiar</td><td>sentence</td></tr><tr><td>actually</td><td>circle</td><td>famous</td><td>knowledge</td><td>perhaps</td><td>separate</td></tr><tr><td>address</td><td>complete</td><td>favourite</td><td>learn</td><td>popular</td><td>special</td></tr><tr><td>although</td><td>consider</td><td>February</td><td>length</td><td>position</td><td>straight</td></tr><tr><td>answer</td><td>continue</td><td>forwards</td><td>library</td><td>possess</td><td>strange</td></tr><tr><td>appear</td><td>decide</td><td>fruit</td><td>material</td><td>possession</td><td>strength</td></tr><tr><td>arrive</td><td>describe</td><td>grammar</td><td>medicine</td><td>possible</td><td>suppose</td></tr><tr><td>believe</td><td>different</td><td>group</td><td>mention</td><td>potatoes</td><td>surprise</td></tr><tr><td>bicycle</td><td>difficult</td><td>guard</td><td>minute</td><td>pressure</td><td>therefore</td></tr><tr><td>breath</td><td>disappear</td><td>guide</td><td>natural</td><td>probably</td><td>thought</td></tr><tr><td>breathe</td><td>early</td><td>heard</td><td>notice</td><td>promise</td><td>thought</td></tr><tr><td>build</td><td>earth</td><td>heart</td><td>notice</td><td>purpose</td><td>through</td></tr><tr><td>buy</td><td>eight</td><td>height</td><td>occasion</td><td>quarter</td><td>various</td></tr><tr><td>business</td><td>eighth</td><td>history</td><td>occasionally</td><td>question</td><td>weight</td></tr><tr><td>calendar</td><td>enough</td><td>imagine</td><td>often</td><td>recent</td><td>woman</td></tr><tr><td>caught</td><td>exercise</td><td>increase</td><td>opposite</td><td>regular</td><td>women</td></tr></table>	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	heard	notice	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	<p>Dictionary Corner:</p> <p>Put the words in context in sentences.</p> <p>early interest heart knowledge favourite</p> <p>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.</p>	<p>Spelling handwriting focus for this week:</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>
New Curriculum Spelling List Years 3 and 4																																																																																																																					
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Wider Curriculum

Geography

Villages, Towns and Cities – Lesson 4

LO: To know what makes up a city.

Subject knowledge

- Land use in cities can be categorised as one of the following: residential, recreational, commercial, industrial or transportation.
- As well as built-up urban areas, cities have a lot of green areas (parks and open spaces).
- Some cities have grown so large that they are now megacities, with over 10 million people living in them, e.g. Tokyo in Japan.
- Life in a city is very different to life in a village.

Key questions

- What are the features of cities?

Science

Light – Lesson 4

LO: To investigate how objects made from different materials cast shadows.

Working Scientifically

- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Vocabulary:

Transparent, translucent, opaque, shadow, screen, light source, block

Resources:

- Powerpoint
- Worksheets
- Objects

Lesson

Art

LO: To use careful observation for adding detail to drawings.

Developing drawing skills

[Lesson 3: Take a closer look](#)

Recap the four rules of shading:

Use the side of the pencil.
Work in one direction.
Press evenly.
Leave no gaps.

Discuss the word:
Observation and watch video link.

Study artwork showing observational drawings.

Task: Complete an observational drawing

Computing

LO: To plan a remix of an animation by altering existing code.

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/new-programming-scratch/lesson-3-planning-a-remix/>

Introduce the term **remixing** and explain that this means using an existing piece of code and changing it to make it your own. Clarify that this is allowed because the original creator has given permission. Emphasise that this is different from copying someone's work without permission, which is protected by copyright.

Explain that the children will be remixing the [Scratch - Lost in space remix](#) project (see Cautions). Run the program again and ask the children to discuss.

Music

LO: To plan a musical structure inspired by a story.

Ballads [Lesson 3: The story behind the song](#)

Show the children the video on link: '[Soar by Alyce Tzue](#)' on VideoLink. Ask them what they thought of it and what happened. Using the *Activity: Story mountain template for ballads*, the children describe the story in simple terms. The children add key words and phrases for their song. These describe what's happening and what characters are feeling, but – like poetry – the children should select the best words. Write 10 sentences to summarise the story. Use the example sentences as guidance.

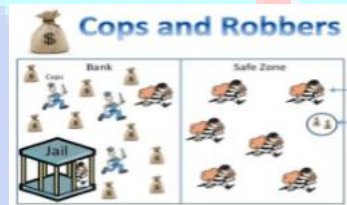
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	<p>2. How is land used in cities? 3. What are megacities?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Powerpoint • Worksheets <p>Lesson Intro: Recap over last lesson and ask what the children what they remember.</p> <p>Go through the information slides.</p> <p>Activity: Present the children with the task of discovering the similarities and differences of London and New York as cities.</p> <p>Plenary: Allow a few children to share their work with the class.</p> <p>Then allow the children to complete their learning reviews.</p>	<p>Intro: Recap over last lesson and ask what the children what they remember.</p> <p>Go through the information slides.</p> <p>Activity: Present the children with the task of creating shadows.</p> <p>Plenary: Allow a few children to share their work with the class.</p>	<p>of the images of seeds and bulbs.</p> <p>Explain to the children that they must draw a bigger version of the object, starting from simple shapes.</p> <p>Emphasise the importance of looking carefully and including all the details they can see.</p>	<p>Display the <i>Image: Remix suggestions</i> and explain that each pair should choose at least one idea from the list and come up with one of their own.</p> <p>MFL</p> <p>♦ Lesson 3: How are you feeling? – in French</p> <p>Learning Objective To ask and answer a question about feelings in French.</p> <p>Key Vocabulary</p> <p>Comment ça va ? – How are you? Ça va bien – I'm good Comme ci, comme ça – So-so Ça ne va pas – Not good Et toi ? – And you?</p> <p>Phonics Focus</p> <p>Focus on <i>ça, va, bien</i></p> <p>Activities</p>	<p>PSHE</p> <p>LO: Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community Self-confidence arises from being loved by God.</p> <p>https://www.tentenresources.co.uk/programmes/like-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-1/we-dont-have-to-be-the-same/</p> <p>Before this session, identify two pupils to read the characters of</p>
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				<p>Emotion Matching: Pupils match French phrases to emoji-style faces.</p> <p>Modelling: Teacher demonstrates a conversation using puppets.</p> <p>Pair Practice: Pupils practise asking and answering <i>Comment ça va ?</i> with varied responses.</p> <p>Feelings Chart: Pupils create a chart showing different emotions with French labels.</p>	<p>Sophie and Aidan and have printed copies of Appendix 1 ready. Choose small groups and print out and cut one copy of Appendix 2 for each group.</p>
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 1</p> <p>Personal – Lesson 3:</p> <p>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.</p>	<p>Fitness Focus - COPS AND ROBBERS</p> <p>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</p>	<p>Fitness Focus - STRATEGICKI</p> <p>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</p>	<p>Fitness Focus – TIK TAC TOE</p> <p>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</p>	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

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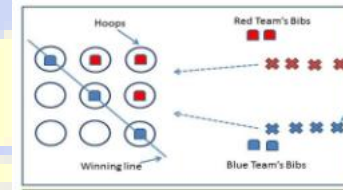
get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



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.



their bib/pinnie. If no team wins, the game is reset.



Homework:

Communicating with school

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