

OLC WEEKLY LEARNING PLAN





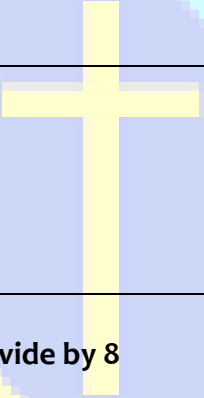


Message from the teachers:

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:	08.12.25
------------------	---	--------------	--------	--------------	----------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	 <p>LO:</p>	 <p>LO:</p>	<p>LO:</p>	<p>LO:</p>	
	<p>Sunday's Gospel to explore:</p>				
 <p>Maths Y3</p>	<p>LO: Multiply by 8</p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 212-215</p>	<p>LO: Divide by 8</p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 216-219</p>	<p>LO: The 8 times-table</p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 220-223</p>	<p>LO: Problem solving - multiplication and division (1)</p> <p>Unit 5: Multiplication and division (2)</p> <p>Textbook pages 224-227</p>	<h1>Carols</h1>



English

<p>LO: To use adverbials to show when, how and where.</p>	<p>LO: To infer character motives.</p>	<p>LO: To plan a dilemma scene.</p>	<p>LO: To write the problem section of a narrative.</p>
<p>Activities:</p> <ul style="list-style-type: none"> • Explore winter scenes; collect “atmosphere words”. • Model fronted adverbials: <i>In the silent forest,</i> <i>Through the swirling snow,</i> <i>As the moon glowed above,</i> <p>Independent Task: Children write a short atmospheric paragraph.</p> <p>Plenary: Class vote on strongest fronted adverbial.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Read Edmund meeting the White Witch. • Turkish delight tasting: describe the Turkish delight using senses • Discuss temptation, jealousy and trust. <p>Independent Task: Character comparison chart: Lucy vs Edmund.</p> <p>Plenary: One-sentence summary: “Edmund is the kind of character who...”</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Revisit Tumnus’s dilemma (should he betray Lucy?). • Discuss: “What could go wrong in our own magical world?” • Children brainstorm a list of possible dilemmas. <p>Independent Task: Children plan their own narrative dilemma using a planning frame:</p> <ol style="list-style-type: none"> 1. Setting 2. Characters 3. What goes wrong 4. How the character feels <p>Plenary: Share strongest dilemma ideas.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Teacher models writing a dilemma paragraph. • Highlight use of conjunctions to link ideas and show cause/effect. <p>Independent Task: Children write their problem paragraph.</p> <p>Plenary: Peer-feedback using 2 stars & a wish.</p>

Carols



Spelling & Handwriting

Year 3 & 4 COMMON EXCEPTION WORDS																							
Aa accident accidentally actual actually address after again although answer any appear are arrive ask	Bb bath be beautiful because behind believe bicycle both break breath breathe	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue candle candle	Dd decide describe different	Ee early earth eight enough even every everybody exercise eye	Ff famous fast father favourite February find floor forward	Gg go gold grammar grass great group guard guide	Hh half has he heard heart height here his history hold hour house	Ii I imagine important improve increase interest is island island kind knowledge	Jj most move Mr Mrs my	Kk kind notice	Ll last learn length library love	Mm many material me medicine mention mind minute	Nn natural naughty no notice	Oo occasion occasionally of often old once one only opposite ordinary our	Pp parents particular	Qq quarter question	Rr recent regular regain remember perhaps plant poor popular position possess possession potatoes pressure pretty probably pull purpose push put quarter question	Ss said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	Tt the there	Uu they though thought through to today told	Vv various	Ww was water we weight were where who whole wild woman would	Yy you your

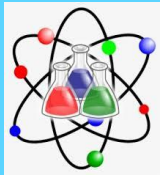
Spelling/handwriting words for this week:

Put these words in context in sentences.

struggle
battle
circle
possible

Dictionary Corner:

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.



Wider Curriculum

**Geography
Mountains,
Earthquakes and
Volcanoes**

End of unit check: To write an answer to the question: Imagine you are in charge of a town. How would you plan for a volcanic eruption?

Recap what happens when a volcano erupts.

- What are tectonic plates and how do they move?
- Where are volcanoes found?

Science

All the Fun of the Fair – Habitat Helpers

LO: To consolidate prior learning on habitats and environmental changes.

1. Starter

- **Recap:** Show flip chart from last session with columns:

Problem

Cause

What can be done

- Invite pupils to add new examples (e.g., deforestation, loss of hedgerows).

Art

LO: To make Christmas cards.

Make and write religious themed Christmas cards.

Computing

LO: To create a poster for the carol concert, to be attached to an email.

Using the skills that we have learnt over the past few weeks. In the computer suite on word or PowerPoint, complete a poster with all the information about the carol service and attach to an email.

MFL

LO:

Music

LO: To rehearse carols for Carol Service.

PSHE

LO:

- How does a volcano erupt?
- What comes out of a volcano when it erupts?

- What are the immediate effects of a volcanic eruption?
- What are the secondary effects of a volcanic eruption?

- How might you predict a volcanic eruption?
- What would you need to do to protect and help people after an eruption?

- How would you make sure people knew what to do after an eruption?

- What are the best ways to prepare for an eruption?

- Why is it a good idea for people in the town to prepare for an eruption?

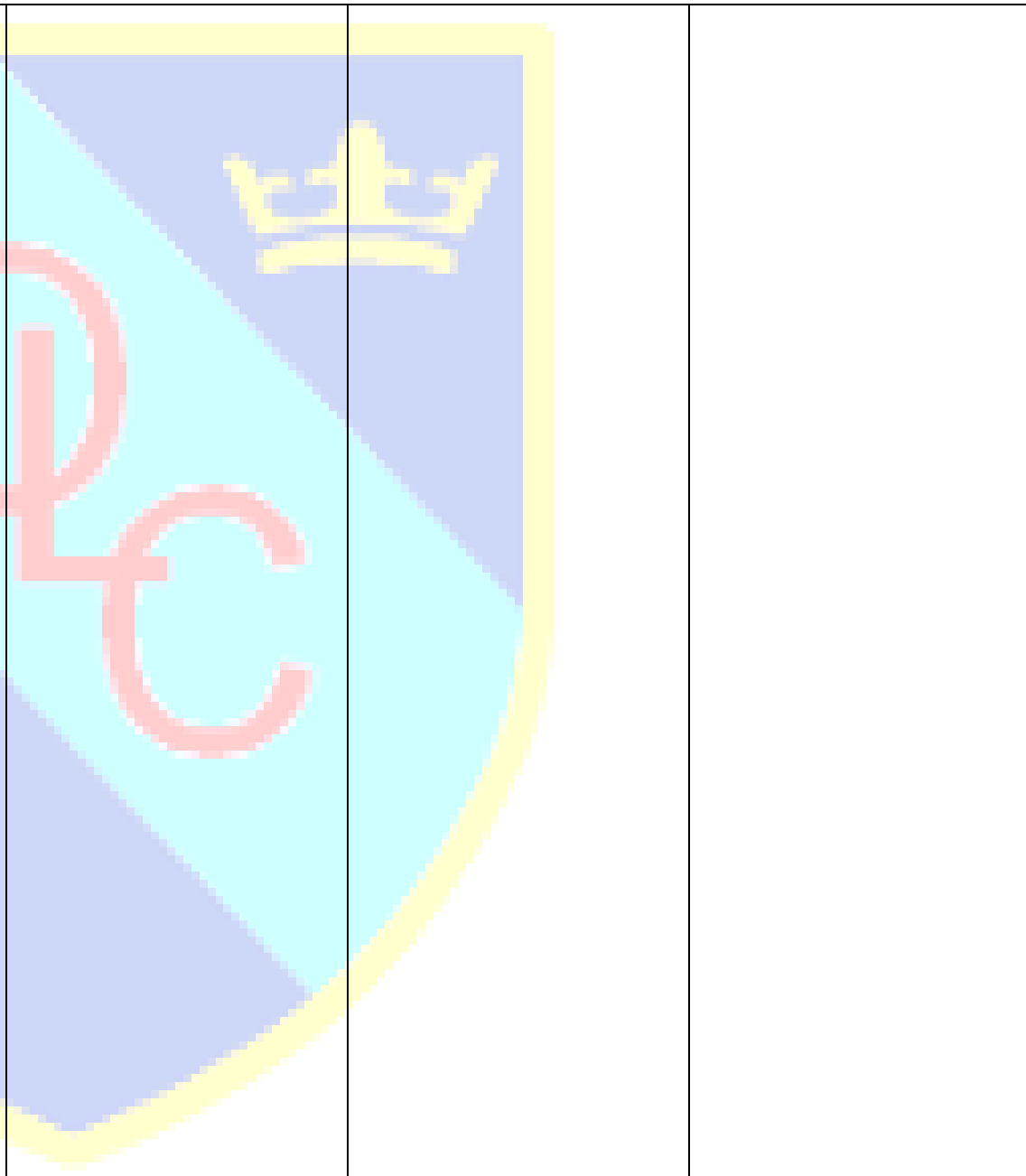
- Emphasize: *“We can make a difference by persuading others to help protect habitats.”*

2. Quiz Activity

- Hand out quiz sheets (individual or group).
- Show Quiz PowerPoint and complete the quiz.
- Either mark together using Quiz Answers PowerPoint or collect sheets.
- Praise pupils for their knowledge.

3. Main Task

- **Explain purpose:** Teach visitors why habitats are changing and how to help endangered species.
- Show Task PowerPoint.
- **Group work:** Divide class into 4 mixed-ability teams (Polar,



OLC WEEKLY LEARNING PLAN

**Task: How would you prepare for a volcanic eruption?
Write a set of instructions for people who live near a volcano.**

Rainforest, Ocean, British habitats).
Give Task Prompt Sheets.
Each team plans and creates a display using collages as a starting point.
Encourage creativity: posters, fact cards, recycled crafts, persuasive messages.



Daily PE Activity

Homework:

Communicating with school

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