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 & Mrs Kendrew**	**Year group:**	**Year 3**	**Date:**	**9.11.2026**

R.E.	**Knowledge Statement:** **Catholics celebrate Mass to worship God and remember what He has done for us by gathering, singing, saying sorry, listening to the Bible, and learning from the priest.**	**Knowledge Statement:** **At the altar, bread and wine are offered to God, and Catholics believe they become the Body and Blood of Jesus, called the Eucharist.**	**Knowledge Statement:** **At the end of Mass, the priest blesses everyone and sends them out to love and help others in their daily lives.**		
Maths	**LO:**	**LO:**	**LO:**	**LO:**	**LO:**

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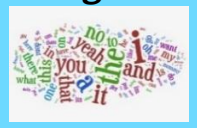
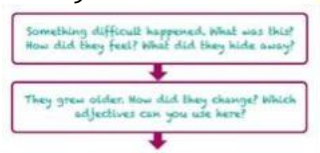
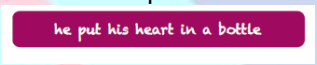
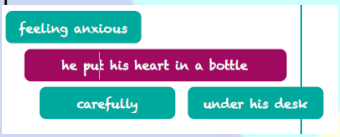
English 	**LO: To use past tense to, dialogue and emotion adjectives write a narrative**	**LO: To include commands when writing the ending to a narrative**	**LO: To edit and improve my writing**	**LO: To choose vocabulary that expresses a theme.**	**LO: To introduce a character and setting in a first-person narrative.**
	Children continue their narrative, focussing on the next two sections. What skills will we need here while writing? Remind children of the skills covered in sessions 6 and 9.  When writing this section of the narrative encourage children to use a range of adjectives to describe emotions, including as adverbials of manner at the start of a sentence (see session 9). Shared writing: …until the day she found Jeff's school chair empty. Jeff had moved to a different school. When Jeff was in at school, the boy felt sure and safe. After Jeff moved, he became unsure and unsafe so he stopped asking questions. Before, he was trusting in everyone but he became mistrusting and	Children finish their narrative, focussing on this section. What skills will we need here while writing? Remind children of the skills covered in sessions 3, 6 and 9.  When writing this section of the narrative, encourage children to introduce their new character and include a range of commands as dialogue. **Shared writing:** One day, he met a curious and enthusiastic girl. "Don't put yourself in a tin!" bellowed the girl in delight. "Read new books. Let your curiosity out of the tin!" laughed the girl. He tried to open the tin but he couldn't. He dropped it from a great height. He didn't know how to open it. And it just so happened that she did.	**Not-so-simple sentences:** Once children have finished writing their 'dilemma' stories, give them the following sentence on a sentence strip.  Children can change this depending on the title of their own story. *Can they improve the verb 'put'? Can they add a range of adverbials of time, place and manner?* Recap on the adverbials already covered in this sequence. Allow children time in pairs to discuss various options, then edit the sentence by placing sticky notes on the strip and experimenting with where the adverbials could be placed.  Following the input, children work in pairs to check and edit each other's writing. Points to focus on are: *- consistency of verb choices*	**Lesson 1: A Ticket to Wonder** Children begin the unit by exploring a mysterious bell and train ticket, making predictions about the journey ahead. They listen to the opening of *The Night Before Christmas* and discuss vocabulary linked to hope, kindness, generosity and belief. Through sorting words, oral rehearsal and shared composition, they learn how vocabulary can communicate a theme. Children then write a Christmas motto or short card verse, choosing words carefully and explaining their choices.	**Lesson 2: The Unexpected Invitation** Children explore the opening of *The Polar Express*, using the text and illustrations to infer the narrator's thoughts and feelings. They create their own passenger and use role-play to rehearse hearing the train, investigating the sound and meeting the conductor. Following modelled and shared writing, children write a first-person opening in the past tense, moving from the bedroom to boarding the train. They develop the setting and reveal their character's reaction through actions and thoughts.

	unenthusiastic. He even began to misbehave in class. Feeling devastated, he stood and stared at the empty chair. Feeling heartbroken, he decided to hide his curiosity. Just for the time being. So, he put it in an old biscuit tin and hid it under his desk.		*- use of conjunctions to explain* *- adverbials to link sentences and paragraphs* *- adjective and verb choices*		
Reading 	**The Polar Express!** *The Polar Express* by Chris Van Allsberg tells the story of a young boy who believes in Father Christmas, despite his friend's doubts. On Christmas Eve, a mysterious steam train stops outside his house. He climbs aboard and joins other children on a magical journey to the North Pole. When they arrive, Father Christmas chooses the boy to receive the first gift of Christmas. He asks for a silver bell from a reindeer's harness. However, on the journey home, he discovers that the bell has fallen through a hole in his dressing-gown pocket. On Christmas morning, the boy finds the bell wrapped beneath the tree, with a note from Father Christmas. He and his sister can hear its beautiful sound, but their parents cannot. As the years pass, others lose the ability to hear it, yet the narrator still can because he continues to believe. The story explores belief, wonder and the lasting significance of a simple gift.				
SPAG 	**<u>(AW5) your words for this week!</u>**				

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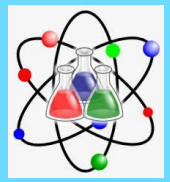
forget	forgetting	forgotten	writing	limitation
begin	beginning	beginner	reading	footballer
prefer	preferred	gardening	reader	writer
gardener	limiting	limited	cleaning	cleaner

Science



Scientific Enquiry

LO: To clean coins: writing a method and carrying out a practical test.

- To identify the equipment needed for an experiment.
- To use a labelled diagram to demonstrate the method for an experiment.
- To understand how to write a comprehensive method for an experiment.

3. Cleaning coins: writing a method and carrying out a practical test | School | DE

History



The Shang Dynasty

LO: To know how the Shang Dynasty began.

Key questions

- Where was the Shang Dynasty located?
- How was the Shang Dynasty created?
- Why was Emperor Tang popular?

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Computing	
PSHE:	
BSL	**Lesson 7 - Numbers** This lesson contains 5 sections: 1. Introduction (Hawthorne's introduction to the lesson) 2. Main Teaching Video (Numbers Lesson Part One) 3. Code Breakers (CodeBreakers: Numbers) 4. Main Teaching Video (Numbers Part Two) 5. Recap (Numbers Recap) Free BSL Lessons for All UK Schools – The School of Signs
Music	**Musical motifs: Reading the stave.** LO: To recognise notes C to G on the stave. • I can describe what a stave is and why we use it. • I can find and name notes C to G on a stave. • I can use the stave to play the correct notes on my instrument.

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Art 	**<u>Painting and mixed media: Exploring texture with paint and collage</u>** **LO: To recognise how textured objects can be used to create rubbings.** Lesson 2: Collecting textures Success criteria: I can find different textures in my environment. I can use a rubbing technique to create textures. I can describe different textures.
P.E. 	**<u>Gymnastics</u>** **<u>Lesson 2</u>** In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for pupils to develop these skills on apparatus or with greater depth. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance. **<u>Dance</u>** **<u>Lesson 2</u>**

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	Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. This unit links to the following strand of the NC: perform dances using a range of movement patterns.
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk