

# OLC WEEKLY LEARNING PLAN






## Message from the teachers:

Dear children,

Mrs Kendrew, Miss Cottrell & Miss Sidwell/ Mr Brennan and Miss Sidwell

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Kendrew, Miss Cottrell and Miss Sidwell/ Mr Brennan & Miss Sidwell	Year:	Year 3 Year 4	Date:	12.01.26
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>		<p>LO: To explore the meaning of titles given to Jesus by the angels.</p>	<p>LO: To write empathetically from the perspective of a shepherd.</p>	<p>LO: To understand the significance of the crib in Christian tradition.</p>	
	<p><b>Sunday's Gospel to explore:</b></p>	<p><b>Lesson 3: Titles of Jesus</b></p> <p><b>Activities:</b></p> <p>Identify titles (<i>Saviour, Christ, Lord</i>).</p> <p>Use dictionaries to find meanings.</p> <p>Create a display with titles and illustrations.</p>	<p><b>Lesson 4: Writing in Role</b></p> <p><b>Activities:</b></p> <p>Write a diary entry or letter describing the manger scene and feelings.</p> <p>Include titles of Jesus in writing.</p>	<p><b>Lesson 5: The Crib as a Symbol</b></p> <p><b>Activities:</b></p> <p>Research St. Francis of Assisi and the first crib.</p> <p>Discuss why the crib is important.</p>	<p><b>Catholic Social Teaching</b></p> <p><b>Focus – Subsidiarity</b></p> <p><b>Subsidiarity</b> in Catholic Social Teaching means that decisions should be made at the most local level possible—closest to the people affected—rather than by larger, more distant authorities. Higher levels of authority (like governments or large institutions) should</p>



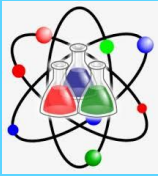
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		<p><b>Assessment Links:</b></p> <p><b>AT1:</b> 3c – Show understanding of religious language.</p> <p><b>AT2:</b> 3c – Reflect on significance.</p> <p><b>Scripture:</b> Luke 2:11 (titles of Jesus).</p>	<p>Share writing with a partner for feedback.</p> <p><b>Assessment Links:</b></p> <p><b>AT1:</b> 3a – Describe and explain religious stories.</p> <p><b>AT2:</b> 3b – Express personal responses.</p> <p><b>Scripture:</b> Luke 2:15–16 (shepherds visit the manger).</p>	<p>Create a class crib scene using craft materials.</p> <p><b>Assessment Links:</b></p> <p><b>AT1:</b> 3c – Understand religious symbols.</p> <p><b>AT2:</b> 3d – Reflect on meaning for believers.</p> <p><b>Scripture:</b> Luke 2:16–20 (shepherds at the manger).</p>	<p>only step in when smaller groups cannot effectively handle a situation on their own. It encourages <b>empowerment, participation, and responsibility</b> at the grassroots level while still recognising the need for support when necessary.</p>
 <p><b>Maths Y3</b></p>	<p><b>LO: Expanded written method</b></p>	<p><b>LO: Link multiplication and division</b></p>	<p><b>Lesson 4: Writing in Role</b></p> <p><b>Activities:</b></p> <p>Write a diary entry or letter describing the manger scene and feelings.</p> <p>Include titles of Jesus in writing.</p> <p>Share writing with a partner for feedback.</p> <p><b>Assessment Links:</b></p>	<p><b>LO: Divide 2-digits by 1-digit -flexible partitioning</b></p>	<p><b>LO: Divide 2-digits by 1-digit with remainders</b></p>

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			<b>AT1:</b> 3a – Describe and explain religious stories. <b>AT2:</b> 3b – Express personal responses. <b>Scripture:</b> Luke 2:15–16 (shepherds visit the manger).		
	Unit 6: Multiplication and division (3) Textbook pages 28-31	Unit 6: Multiplication and division (3) Textbook pages 32-35	Unit 6: Multiplication and division (3) Textbook pages 36-39	Unit 6: Multiplication and division (3) Textbook pages 40-43	Unit 6: Multiplication and division (3) Textbook pages 44-47
 <b>Maths Y4</b>	<b>LO: Division and remainders</b>	<b>LO: Divide 2-digit numbers</b>	<b>LO: Divide 3-digit numbers</b>	<b>LO: Correspondence problems</b>	<b>LO: Efficient multiplication</b>
	Unit 6: Multiplication and division (2) Textbook pages 52-55	Unit 6: Multiplication and division (2) Textbook pages 56-59	Unit 6: Multiplication and division (2) Textbook pages 60-63	Unit 6: Multiplication and division (2) Textbook pages 64-67	Unit 6: Multiplication and division (2) Textbook pages 68-71
 <b>English</b>	<b>LO: To use a variety of past tense verb forms.</b>	<b>LO: To use the future tense.</b>	<b>LO: To write a setting description.</b>	<b>LO: To identify themes within a narrative.</b>	<b>LO: To gather ideas for an information piece of writing.</b>
	<b>Starter:</b> Children recap verbs linked to the old man's actions.  <b>Main:</b> Children write a diary	<b>Starter:</b> Children discuss what they think the old man wishes for.  <b>Main:</b> Children write the old	<b>Starter:</b> Children spot descriptive phrases in the text.  <b>Main:</b> Children write a detailed description of the green	<b>Starter:</b> Children explore different words for "happy".  <b>Main:</b> Children identify themes (hope, perseverance,	<b>Starter:</b> Children recap how the old man cared for his environment.  <b>Main:</b> Children work in groups

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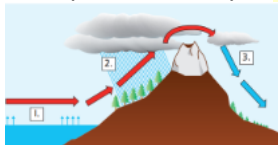
	<p>entry in role as the old man using past and present perfect tense.</p> <p><b>Plenary:</b> Children discuss what the man had hoped for earlier in the story.</p>	<p>man's wish using future tense verbs (will / will be able to).</p> <p><b>Plenary:</b> Children highlight future tense verbs in each other's work.</p>	<p>forest using noun phrases, verbs and prepositions.</p> <p><b>Plenary:</b> Children discuss how the man feels now the forest is alive.</p>	<p>protection) and support ideas with evidence.</p> <p><b>Plenary:</b> Children discuss how the story's message links to real life.</p>	<p>to gather ideas for protecting a local place under four headings (rubbish, plants, wildlife, care).</p> <p><b>Plenary:</b> Ideas are shared and combined into a class plan.</p>
 <p><b>Spelling &amp; Handwriting</b></p>				<p><b>Spelling/handwriting words for this week:</b></p> <p>Put these words in context in sentences.</p> <p>parachute machine brochure chef</p>	<p><b>Dictionary Corner:</b></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><b>Wider Curriculum</b></p>	<p><b>Geography</b> <u>Water and weather</u> LO: To know why it rains. <b>Key questions</b> How does warm air behave? What happens when water cools?</p>	<p><b>Science</b> LO: Learn the three main ways rocks are formed.  Lesson Structure</p>	<p><b>Art</b> <u>Fabric of nature</u> <b>Lesson 2: One picture, four views</b> LO: To explore techniques to develop imagery.</p>	<p><b>Computing</b> LO:</p>	<p><b>Music</b> <b>Lesson 2: Rainforest body percussion</b> LO: To use body percussion.  <a href="#">Lesson 2: Rainforest body percussion</a></p>

How does rain form over mountains?

Find out about hot air rising.



Recap the water cycle.



Display the image of the cross-section of a mountain.

Ask pupils where they think it is warmest and coldest.

Where is it raining on the diagram and where is it not raining?

1. Starter – What Do Petrologists Do? (10 mins)

Recap previous learning:

“What do we already know about rocks?”

Show PowerPoint or simple diagram of three ways rocks form (volcanic cooling, sediment layers, heat & pressure).

“Which type might form near a volcano?”

(Igneous)

2. Observation & Classification

Give each group printed photos of rocks.

Pupils examine:

- Colour, texture, grain size, any visible layers.

3. Simple Tests

Lesson 2: One picture, four views

Show the children some artwork that has been inspired by the flora and fauna of rainforests. Two nice examples are American painter Ruth Daniels and Sri Lankan born Senaka Senanayake.

Link: [Ruth Daniels; featured artist on Artyshark.com.](#)

Link: [Senaka Senanayake featured in the Grosvenor Gallery.](#)

Watch the Pupil video: *Abstract animal drawings. Divide a piece of A4 in half. Children to use viewfinders to select a section of an image. Draw the section.*

**MFL**  
LO:

Play the clip [Clapping Music, Steve Reich](#).

Explain that the children are going to be composing and performing some basic body percussion rhythms, starting with something called ‘Boom, Snap, Clap’. The three sounds are made using different body parts, model them as follows:




Boom – hitting the chest.

Clap – clapping.

Snap – clicking fingers.

**PSHE**  
LO:

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		<p>Predict permeability based on texture (e.g., chalk looks porous). Teacher-led Acid Test demo: Show video or do one quick test with vinegar on chalk (fizzes = contains calcium carbonate). 4. Presenter Challenge</p> <p>Groups prepare a short “TV segment” explaining:</p> <ul style="list-style-type: none"> <li>○ How rocks are formed.</li> <li>○ One property they tested and what it tells us.</li> </ul>			
 <p><b>Daily PE Activity</b></p>	 <p><b>UNIT 3</b></p>  <p><b>Cognitive</b></p>	<p><b>Fitness Focus - COPS AND ROBBERS</b></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</p>	<p><b>Fitness Focus - STRATEGICKI</b></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</p>	<p><b>Fitness Focus – TIK TAC TOE</b></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</p>	<p><b>JUST DANCE – WAKA WAKA</b></p> <p><a href="https://www.youtube.com/watch?v=gVfgTw_WJY">https://www.youtube.com/watch?v=gVfgTw_WJY</a></p>

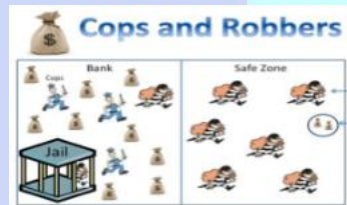


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### Lesson 2

In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

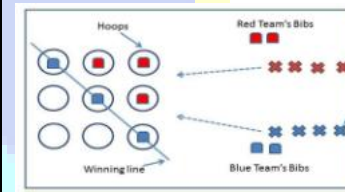
piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting 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.



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 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 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 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](mailto:office@olc.solihull.sch.uk)