

## 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.

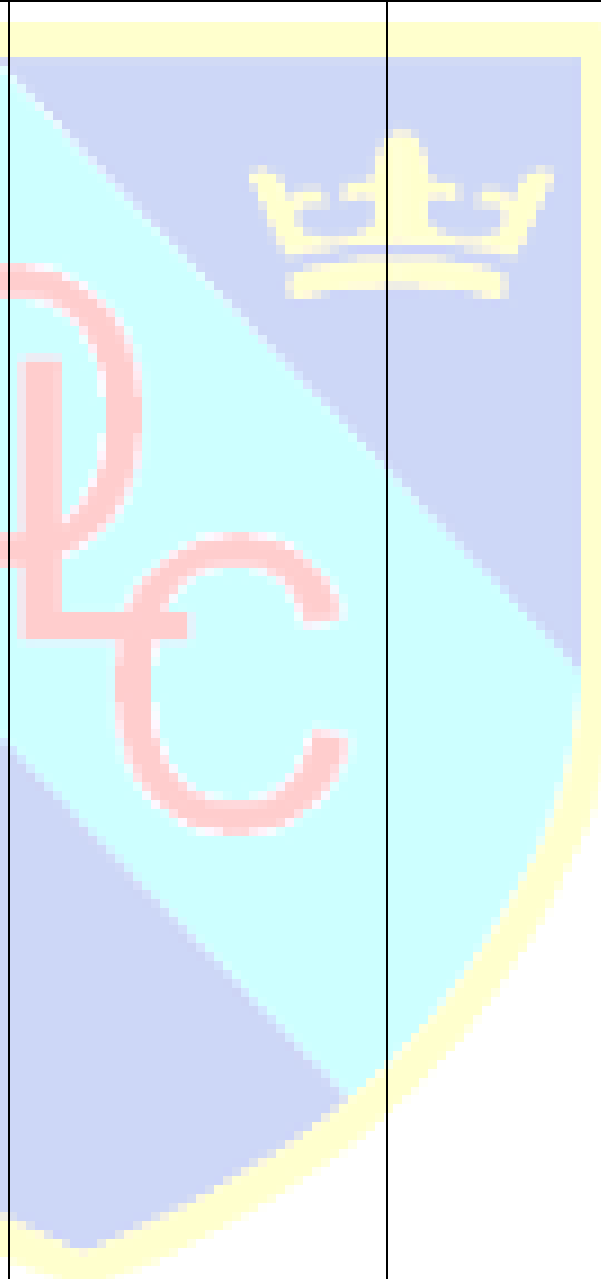
<b>Teachers:</b>	Mrs Kendrew, Miss Cottrell and Miss Sidwell	<b>Year:</b>	Year 3	<b>Date:</b>	04.05.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>			<p>LO: To understand that the Eucharistic Prayer is the central prayer of thanksgiving at Mass.</p>	<p>LO: To understand that the Eucharist remembers Jesus' sacrifice and resurrection.</p>	
		<p><b>Gospel: John 21: 1-19</b></p> <p>1 After this, Jesus shewed himself again to the disciples at the sea of Tiberias. And he shewed himself after this manner.</p> <p>2 There were together Simon Peter, and Thomas, who is called Didymus, and Nathanael, who was of Cana of Galilee, and the sons of Zebedee, and two others</p>	<p><b>Lesson 3: The Eucharistic Prayer – Giving Thanks to God</b></p> <p><b>Activities</b></p> <p><b>Starter (5 mins)</b></p> <p>Ask: <i>When do we say thank you? Why is it important?</i></p> <p><b>Main Teaching (10 mins)</b></p> <p>Introduce the Eucharistic Prayer using a child-friendly version.</p> <p>Highlight phrases of praise and thanksgiving.</p>	<p><b>Lesson 4: Jesus' Sacrifice – Remembering the Last Supper</b></p> <p><b>Activities</b></p> <p><b>Starter (5 mins)</b></p> <p>Recap the Last Supper story briefly.</p> <p><b>Main Teaching (10 mins)</b></p> <p>Revisit Jesus' words: "Do this in memory of me."</p> <p>Explain the meaning of <b>sacrifice</b> in child-friendly terms.</p>	<p><b>Catholic Social Teaching – Common Good</b></p>

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		<p>of his disciples. <b>3</b> Simon Peter saith to them: I go a fishing. They say to him: We also come with thee. And they went forth, and entered into the ship: and that night they caught nothing. <b>4</b> But when the morning was come, Jesus stood on the shore: yet the disciples knew not that it was Jesus. <b>5</b> Jesus therefore said to them: Children, have you any meat? They answered him: No. <b>6</b> He saith to them: Cast the net on the right side of the ship, and you shall find. They cast therefore; and now they were not able to draw it, for the multitude of fishes. <b>7</b> That disciple therefore whom Jesus loved, said to Peter: It is the Lord. Simon Peter, when he heard that it was the Lord, girt his coat about him, (for he was</p>	<p><b>Main Activity (25 mins)</b></p> <p>Children highlight or colour-code a prayer text:</p> <ul style="list-style-type: none"> <li>Praise</li> <li>Thanksgiving</li> <li>Remembering Jesus</li> </ul> <p>Create a <b>chalice cut-out</b> and write thanksgiving words inside.</p> <p><b>Cross-Curricular Link – Literacy</b></p> <p>Write a simple prayer beginning: “We thank you, God, for...”</p> <p><b>Plenary (5 mins)</b></p> <p>Quiet prayer using children’s written prayers.</p> <p><b>Assessment Links</b></p> <p>AT1: 3c – Understanding prayer AT2: 3b – Expressing belief</p> <p><b>Scripture</b></p> <p>Luke 22:19</p>	<p><b>Main Activity (25 mins)</b></p> <p>Children create a <b>four-panel storyboard</b>:</p> <ul style="list-style-type: none"> <li>Last Supper</li> <li>Jesus’ death</li> <li>Resurrection</li> <li>Mass today</li> </ul> <p>Add captions explaining the link.</p> <p><b>Cross-Curricular Link – Religious Art</b></p> <p>Examine a painting of the Last Supper or Crucifixion and discuss symbols.</p> <p><b>Plenary (5 mins)</b></p> <p>Share: <i>Why do Christians remember Jesus this way?</i></p> <p><b>Assessment Links</b></p> <p>AT1: 3a, 3c AT2: 2b</p> <p><b>Scripture</b></p> <p>1 Corinthians 11:23–26</p>	
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naked,) and cast himself into the sea. **8** But the other disciples came in the ship, (for they were not far from the land, but as it were two hundred cubits,) dragging the net with fishes. **9** As soon then as they came to land, they saw hot coals lying, and a fish laid thereon, and bread. **10** Jesus saith to them: Bring hither of the fishes which you have now caught. **11** Simon Peter went up, and drew the net to land, full of great fishes, one hundred and fifty-three. And although there were so many, the net was not broken. **12** Jesus saith to them: Come, and dine. And none of them who were at meat, durst ask him: Who art thou? knowing that it was the Lord.



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 <p><b>Maths</b></p>		<p><b>LO: Pounds and pence</b></p>	<p><b>LO: Convert pounds and pence</b></p>	<p><b>LO: Add money</b></p>	<p><b>LO: Subtract money</b></p>
 <p><b>English</b></p>		<p>Unit 12: Money Textbook pages 42-47</p>	<p>Unit 12: Money Textbook pages 48-51</p>	<p>Unit 12: Money Textbook pages 52-55</p>	<p>Unit 12: Money Textbook pages 56-49</p>
		<p><b>LO: To increase familiarity with significant poets and to be aware of how poems can be read out loud for an audience.</b></p>	<p><b>LO: To write an explanatory descriptive piece which encompasses expressive adjectives, adverbs and verbs.</b></p>	<p><b>LO: To imagine and create a fantasy creature.</b></p>	<p><b>LO: To create a composition of humorous verse using nonsense words.</b></p>
		<p><b>Starter:</b> Explore how tone, pace and expression can change how a poem is understood.</p> <p><b>Main:</b> Work in groups to plan and rehearse a performance, considering actions, voice and timing.</p>	<p><b>Starter:</b> Discuss warning phrases (e.g. “Beware...”) and how they create tension and interest.</p> <p><b>Main:</b> Write a descriptive explanation of a creature using expanded noun phrases and vivid language.</p>	<p><b>Starter:</b> Visualise and sketch a creature based on clues from the poem.</p> <p><b>Main:</b> Design an original creature using a mix of real and invented vocabulary (verbs, adjectives, names).</p>	<p><b>Starter:</b> Explore how new words can be created by combining others (e.g. portmanteau words).</p> <p><b>Main:</b> Write an original poem inspired by <i>Jabberwocky</i>, using similar structure, rhythm and invented language.</p>

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		<p><b>Plenary:</b> Perform to an audience and reflect on how performance enhances meaning.</p>	<p><b>Plenary:</b> Share writing and identify effective vocabulary, description and explanation.</p>	<p><b>Plenary:</b> Present and describe creations, explaining word choices and imaginative ideas.</p>	<p><b>Plenary:</b> Share poems and create a class collection of newly invented words and meanings.</p>
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**Spelling & Handwriting**

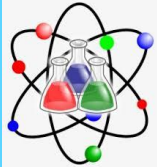
**Year 3 & 4 COMMON EXCEPTION WORDS**

<b>Aa</b> accident accidentally actual actually address after again although answer any appear are arrive ask	<b>Bb</b> bath be beautiful because behind believe bicycle both break breath breathe	<b>Cc</b> calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could favourite both break breath breathe	<b>Dd</b> decide describe different	<b>Ee</b> early earth eight enough even every everybody exercise experience extreme eye	<b>Ff</b> famous fast father favourite February find floor forward	<b>Gg</b> go gold grammar grass great group guard guide	<b>Hh</b> half has he heard heart height here his history hold hour house	<b>Ii</b> imagine important improve increase interest island is	<b>Jj</b> jam join joke juice jump just	<b>Kk</b> kind knowledge	<b>Ll</b> last learn length library love	<b>Mm</b> many material me medicine mention mind minute	<b>Nn</b> natural naughty no notice <b>Oo</b> occasion occasionally of often old once one only opposite ordinary our	<b>Pp</b> parents particular	<b>Qq</b> quarter question	<b>Rr</b> recent regular reign remember	<b>Ss</b> said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise	<b>Tt</b> the there	<b>Vv</b> various	<b>Ww</b> was water we weight were where who whole wild woman women would	<b>Yy</b> you your	<b>Zz</b> zero zoo zoo
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**Spelling/handwriting words for this week:**  
Put these words in context in sentences.

**creature**  
**adventure**  
**capture**  
**future**

**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 Migration**  
LO: To create a profile of a migrant.

**Key questions**

- What is a character profile?
- What is a refugee?
- What details should a profile of a migrant contain?

**Science Electricity**  
LO: To construct a simple circuit, identifying the basic parts and to label a diagram of the circuit.

Explain what a circuit is and how the electricity flows around a closed loop.

Explore what the different components

**D&T Electrical Systems: Electrical poster**  
LO: To understand the purpose of information design.

<https://www.kapowprimary.com/subjects/design-technology/key-stage-2/year-3/electrical-systems-electric-poster/lesson-1-information-design/>

**Computing**  
LO: To apply and reflect on computational thinking skills while creating a Scratch project.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/lesson-4-computational-thinking-in-action/>

Explain to the children that they will use **computational thinking** skills to **remix** a Scratch project and create their own quiz about

**Music Viking Battle Song: Lesson 4**  
LO: To use simple rhythmic notation to compose a Viking battle song.

<https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/the-vikings/lesson-4-viking-battle-song/>

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Complete the quiz to consolidate last week's learning.  
 Read the profiles of Antoni and Maria together as a class.  
 Discuss the term 'refugee' (Maria is a refugee) and its meaning.  
 Remind pupils of the difference between forced migration and voluntary migration.  
 Discuss this question as a class: What would life be like in a place like this?  
 Tell pupils that there are problems getting clean water, electric power, food; there is no work; it is not safe.  
 Task: Complete a profile description of a migrant.

that make up a circuit are, learning how to represent them in circuit diagrams using symbols.  
 Using the circuit equipment, create a range of circuits to explore if they allow electricity to flow. Draw the circuits out using the correct symbols and explain whether the circuit worked or didn't work.

Complete attention grabber quiz on whiteboards.  
 Complete the Electric poster sheet to the best of their ability. Explain that at the end of the unit, they will revisit it, adding more information in a different colour.  
 Follow through Information Design PowerPoint.  
 show the children a selected few minutes of the link: [Living Walks: Virtual tour of the British Museum](#) on VideoLink.  
 Point out and involve the children in identifying the display information as they watch the video.  
 Examples in the video include signage, artefact displays and posters.  
 Complete pages 2 and 3 in design booklet.

reducing waste and recycling. Inform them that these skills will help them break their projects into smaller parts, spot useful patterns, focus on what is most important and plan clear steps to make their quiz work.


Explain that the quiz follows a similar structure to the times table quiz created in the unit [Computing, Year 4, Further coding with Scratch, Lesson 5: Timetable project](#).  
 However, the quiz will focus on teaching others about zero waste through fun questions and interactions. Explain that they will need to apply their **computational thinking** skills when remixing the project.

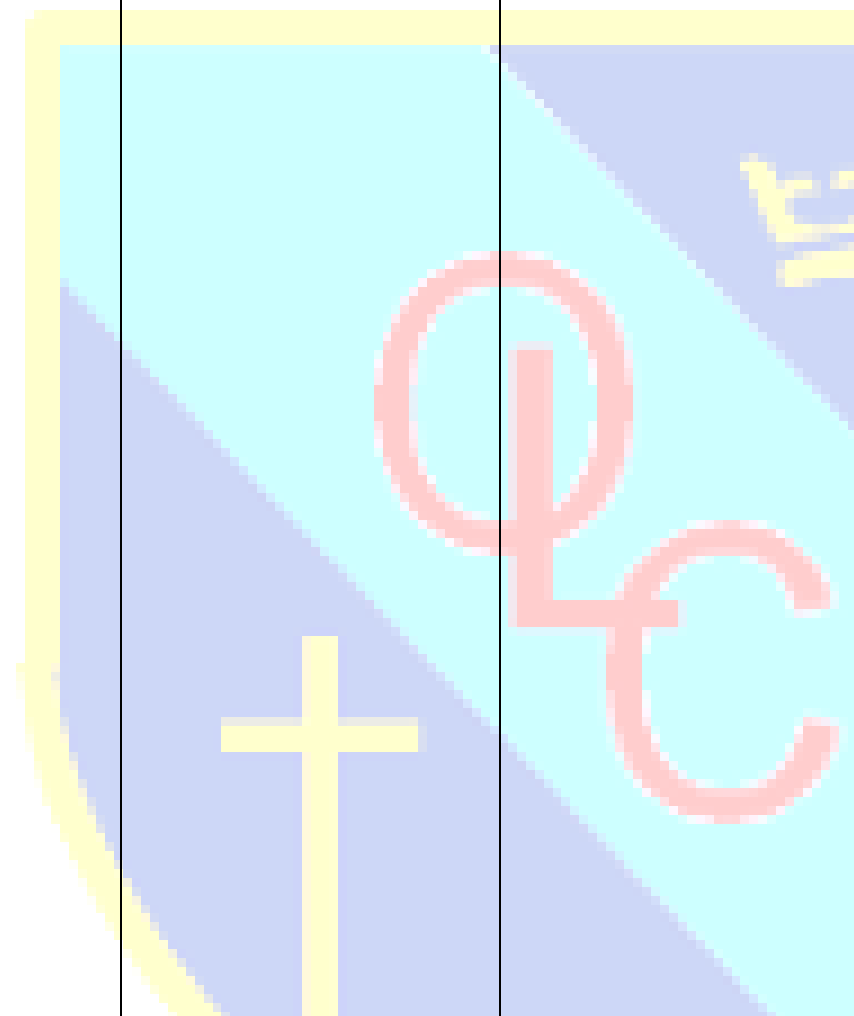

Open the link: [Scratch - Zero waste quiz](#) and demonstrate the game. Do not click the 'see inside' button at this point.

Hand out whiteboards and pens (one each) and ask the

Recap: Clap a steady pulse to a variety of music.  
 Attention grabber: Clap a steady beat and sing.  
 Recap the notes: Minim; crotchet; quaver.  
 Main task: Use the Viking calls they have learnt to create a battle song by arranging them in a new order.  
 Perform their group battle song to the class.

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			<p>children to write down which blocks they think are used in the project. Encourage them to consider variables, ask blocks, if-else conditions and score.</p> <p>Invite the children to share their ideas before clicking the 'see inside' button to reveal the code. Go through the key parts of the project with the children (see Teacher knowledge) and highlight where computational thinking skills are used.</p>		
			<p><b>MFL</b> LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format: <b>Bonjour ! Je m'appelle [Monsieur/Madame [name]]</b> – Hello! My name is [Mr/Mrs [name]].</p> <p>Select a child and say,</p>	<p><b>PSHE</b> LO: To be able to identify different rules at home, school and in the community and understand some of the values and rights they uphold.</p> <p><a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-4/lks2_2-">https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-4/lks2_2-</a></p>	

		<p><b>Bonjour ! Comment tu t'appelles et quel âge as-tu ?</b> – Hello! What's your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p><b>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</b> – Hello! My name is [name] and I am seven/eight years old</p> <p>Repeat many times, ideally with each child having a go.</p> <p><a href="https://www.bbc.co.uk/programmes/p0113yfv">https://www.bbc.co.uk/programmes/p0113yfv</a></p> <p>Display the <i>Presentation: Class commands</i> and use it as a prompt for this lesson's vocabulary activities. See the <i>Teacher video: Follow</i></p>	<p><b>Bonjour ! Comment tu t'appelles et quel âge as-tu ?</b> – Hello! What's your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p><b>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</b> – Hello! My name is [name] and I am seven/eight years old</p> <p>Repeat many times, ideally with each child having a go.</p> <p><a href="https://www.bbc.co.uk/programmes/p0113yfv">https://www.bbc.co.uk/programmes/p0113yfv</a></p> <p>Display the <i>Presentation: Class commands</i> and use it as a prompt for this lesson's vocabulary activities. See the <i>Teacher video: Follow</i></p>	<p><b>Bonjour ! Comment tu t'appelles et quel âge as-tu ?</b> – Hello! What's your name and how old are you?</p> <p>Ask the child to reply along the following lines or as much as they can manage:</p> <p><b>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans</b> – Hello! My name is [name] and I am seven/eight years old</p> <p>Repeat many times, ideally with each child having a go.</p> <p><a href="https://www.bbc.co.uk/programmes/p0113yfv">https://www.bbc.co.uk/programmes/p0113yfv</a></p> <p>Display the <i>Presentation: Class commands</i> and use it as a prompt for this lesson's vocabulary activities. See the <i>Teacher video: Follow</i></p>	<p><a href="https://www.bbc.co.uk/programmes/p0113yfv">4_keeping-safe/s-4/rights-and-responsibilities/</a></p> <p>Introduce the session by inviting pupils to consider rules at home and school. Invite five pupils to perform a short drama about school rules and invite pupils to delve deeper into the reasons for rules.</p> <p>Introduce the word 'Law' and explain that laws try to make life fair for everyone and protect people's rights. Discuss how we have a shared responsibility to follow the law and look after each other.</p> <p>Follow session timings and discussion points.</p>
 <p><b>Daily PE Activity</b></p>		<p><b>Fitness Focus - COPS AND ROBBERS</b> The aim of the game is for the robbers to collect all of the money and for the cops to prevent them.</p>	<p><b>Fitness Focus - STRATEGICKI</b> Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and</p>	<p><b>Fitness Focus – TIK TAC TOE</b> Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally</p>	<p><b>JUST DANCE – WAKA WAKA</b> <a href="https://www.youtube.com/watch?v=gVfgTw_W_JY">https://www.youtube.com/watch?v=gVfgTw_W_JY</a></p>

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Coordination  
Sending and Receiving

**Creative**

**Creative Lesson 6**

In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges

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 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.

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 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.

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

**Homework:**

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**Communicating with school**

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

