

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>	27.04.26
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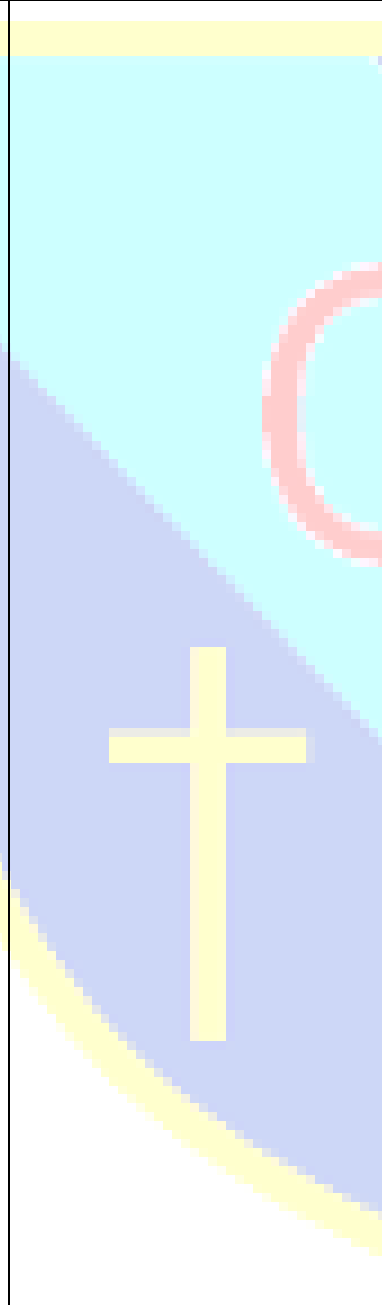
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>RE</b></p>		<p><b>UNIT J</b></p>	<p>LO: To understand that celebrations are times of thanksgiving and that the Mass is the Church's greatest celebration.</p>	<p>LO: To understand why bread and wine are brought to the altar.</p>	
	<p>John 10:1-10</p> <p>“Very truly, I tell you, anyone who does not enter the sheepfold by the gate but climbs in by another way is a thief and a bandit. The one who enters by the gate is the shepherd of the sheep. The gatekeeper opens the gate for him, and the sheep hear his voice. He calls his own sheep by name and leads them out. When he has brought out all his own, he goes ahead of them, and the sheep follow him because they know his</p>	<p><b>THE EUCHARIST IS A THANKSGIVING TO GOD</b></p>	<p><b>Lesson 1: Celebrations and Thanksgiving</b></p> <p><b>Learning Objective</b></p> <p><b>Activities</b></p> <p><b>Starter (10 mins)</b></p> <ul style="list-style-type: none"> <li>Children discuss celebrations they've experienced (birthdays, weddings, festivals).</li> <li>Create a class list: <i>What happens at a</i></li> </ul>	<p><b>Lesson 2: The Presentation of the Bread and Wine</b></p> <p><b>Learning Objective</b></p> <p><b>Activities</b></p> <p><b>Starter (5 mins)</b></p> <ul style="list-style-type: none"> <li>Show bread and grapes (or pictures). <i>Ask: Why do people bring gifts?</i></li> </ul> <p><b>Main Teaching (10 mins)</b></p> <ul style="list-style-type: none"> <li>Explain the <b>Preparation of the Gifts.</b></li> </ul>	<p><b>He is risen!</b></p>

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voice. They will not follow a stranger, but they will run from him because they do not know the voice of strangers.”

Jesus used this figure of speech with them, but they did not understand what he was saying to them.

So again Jesus said to them, “Very truly, I tell you, I am the gate for the sheep. All who came before me are thieves and bandits; but the sheep did not listen to them. I am the gate. Whoever enters by me will be saved, and will come in and go out and find pasture. The thief comes only to steal and kill and destroy. I came that they may have life, and have it abundantly.



good celebration? (gathering, remembering, gifts, food, joy).

**Main Teaching (10 mins)**

- Introduce the word **Eucharist** (Greek for *thanksgiving*).
- Explain that at Mass Christians thank God especially for Jesus’ life, death and resurrection.

**Main Activity (20 mins)**

- Children work in groups to create a **“What Makes a Celebration?” comparison chart:**
  - o Column 1: Family celebrations
  - o Column 2: Celebration of Mass
- Highlight similarities and differences.

**Cross-Curricular Link – Literacy**

- Write a short paragraph: “Why the Mass is more

- Explore the prayers said by the priest and their meaning.

**Main Activity (25 mins)**

- Children create **gift labels** attached to paper bread/wine shapes:
  - o What does the bread represent?
  - o What does the wine represent?

- Add a second label: “What I offer to God.”

**Cross-Curricular Link – Art**



- Design and decorate altar-themed gift symbols using gold and white.

**Plenary (5 mins)**

- Children share one thing they would offer to God.

**Assessment Links**

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			<p>than a normal celebration.”</p> <p><b>Plenary (5 mins)</b></p> <ul style="list-style-type: none"> <li>Share answers and revisit the word <b>Eucharist.</b></li> </ul> <p><b>Assessment Links</b></p> <p>AT1: 3a – Understanding religious celebrations AT2: 2c – Personal reflection</p> <p><b>Scripture</b></p> <p>Psalm 107:1</p>	<p>AT1: 3b – Meaning of symbols AT2: 3c – Application to life</p> <p><b>Scripture</b></p> <p>Matthew 26:26–27</p>	
 <p><b>Maths Y3</b></p>	<p><b>LO: Unit fractions of a set of objects</b></p> <p>Unit 11: Fractions (2)</p> <p>Textbook pages 24-27</p>	<p><b>LO: Non-unit fractions of a set of objects</b></p> <p>Unit 11: Fractions (2)</p> <p>Textbook pages 28-31</p>	<p><b>LO: Reason with fractions of an amount</b></p> <p>Unit 11: Fractions (2)</p> <p>Textbook pages 32-35</p>	<p><b>LO: Problem solving - fractions of measures</b></p> <p>Unit 11: Fractions (2)</p> <p>Textbook pages 36-39</p>	<p><b>LO: Pounds and pence</b></p> <p>Unit 12: Money</p> <p>Textbook pages 42-47</p>
 <p><b>English</b></p>	<p><b>LO: To explore and investigate nonsense words and how meaning can be made of them.</b></p> <p><b>Starter:</b> Children explore unfamiliar “nonsense” words and discuss what</p>	<p><b>LO: To recognise how poets manipulate words.</b></p> <p><b>Starter:</b> Children explore phrases from the poem and</p>	<p><b>LO: To identify the meaning and class of a word by using prefixes/suffixes and context.</b></p> <p><b>Starter:</b> Explore prefixes (e.g. un-, dis-, non-) and how they</p>	<p><b>LO: To retrieve information from text.</b></p> <p><b>Starter:</b> Discuss initial responses to the poem (likes,</p>	<p><b>LO: To investigate how the words, rhyme and rhythm create the effects that a poet wants to convey.</b></p> <p><b>Starter:</b> Identify interesting sound words and discuss how</p>

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they might mean, using clues like word endings.

**Main:**

Children sort words into word classes (noun, verb, adjective) and predict meanings.

**Plenary:**

Class discusses similar real words to help understand meanings.

discuss possible meanings.

**Main:**

Children answer questions and make predictions about what is happening using context clues.

**Plenary:**

Discuss how prediction helps understanding, even when words are unfamiliar.

change meaning of familiar words.

**Main:**

Read the full poem and identify how context and word structure help clarify meanings.

**Plenary:**

Discuss whether the poem is truly nonsense or if meaning can be constructed.

dislikes, puzzles, connections).

**Main:**

Answer comprehension questions by referring directly to the text for evidence.

**Plenary:**

Identify and discuss key poetic features such as structure, repetition and imagery.

they create mood or action.

**Main:**

Rewrite sections of the poem in plain English to show understanding of events.

**Plenary:**

Share interpretations and compare how different ideas still reflect the original meaning.



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 centre century certain child children Christmas circle class climb clothes cold come complete consider continue could could decide describe different	<b>Ee</b> early earth eight eighth enough even every everybody exercise experience experiment 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> I imagine important improve increase interest is island	<b>Kk</b> kind knowledge	<b>Ll</b> last learns length library love love many material me medicine mention mind minute	<b>Mm</b> money move Mrs my natural naughty no notice occasionally of often old once one only opposite ordinary our quarter question parents particular	<b>Nn</b> natural naughty no notice occasionally of often old once one only opposite ordinary our quarter question parents particular	<b>Oo</b> occasionally of often old once one only opposite ordinary our quarter question parents particular	<b>Pp</b> pass past path peculiar people perhaps plant poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put surprise	<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> there therefore they though thought through today told	<b>Vv</b> various	<b>Ww</b> was water we weight were where who whole wild woman women would	<b>Yy</b> you your

**Spelling/handwriting words for this week:**

Put these words in context in sentences.

famous  
various  
mountainous  
jealous

**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.

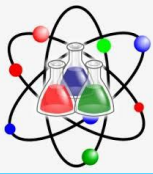
**Geography**  
**Migration**

**Science**  
**Electricity**

**D&T**  
**Constructing a castle**

**Computing**

**Music**  
**Developing singing techniques - Vikings**



Wider Curriculum

LO: To know how migration affects people and places.

Key questions

- What are the advantages of migration for source countries?
- What are the advantages of migration for host countries?
- What are the disadvantages of migration for source countries?
- What are the disadvantages of migration for host countries?

Complete the quiz to check prior learning.

Find out about the advantages and disadvantages of migration for the source and the host countries.

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 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.

LO: To construct 3D nets to make a castle and evaluate my final product.

<https://www.kapowprimary.com/subjects/design-technology/key-stage-2/year-3/structures/structures-constructing-a-castle/lesson-4-building-a-castle/>

List the features of a good quality castle structure, e.g. neat, accurate, suitable for the person/purpose they had in mind, structurally stable, etc.

Recap:

Cutting, scoring and glueing nets, as well as securing configurations using tape.

Remind the children to refer to their original design and encourage them to include any additional features they did not initially think of but would like to include.

Demonstrate how to make and attach façades.

LO: To design an algorithm to support an everyday task.

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/lesson-3-algorithm-design/>

Explain to the children that **algorithm design** means thinking carefully about the order of steps and how they fit together. Inform them that this is a key skill in **computational thinking**.

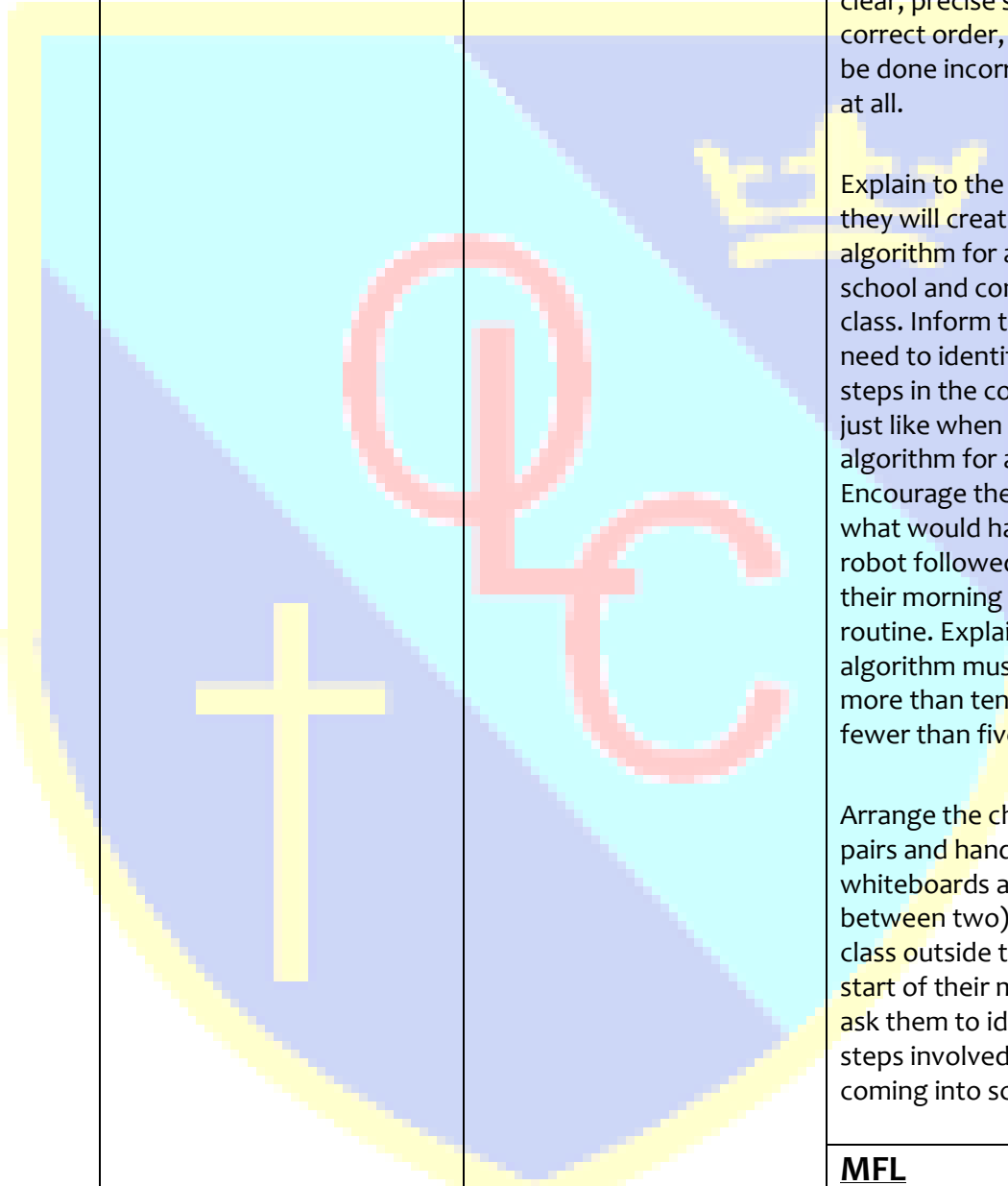
Explain that algorithms need clear, specific **instructions** and are a **sequence** of steps that must be followed in the correct order. If we said, "Put things away," a computer would not understand where to put them. It needs exact steps such as "Put the water bottle on the desk" or "Hang the coat on the peg". Emphasise that without

LO: To recognise simple rhythmic notation by ear and by sight.

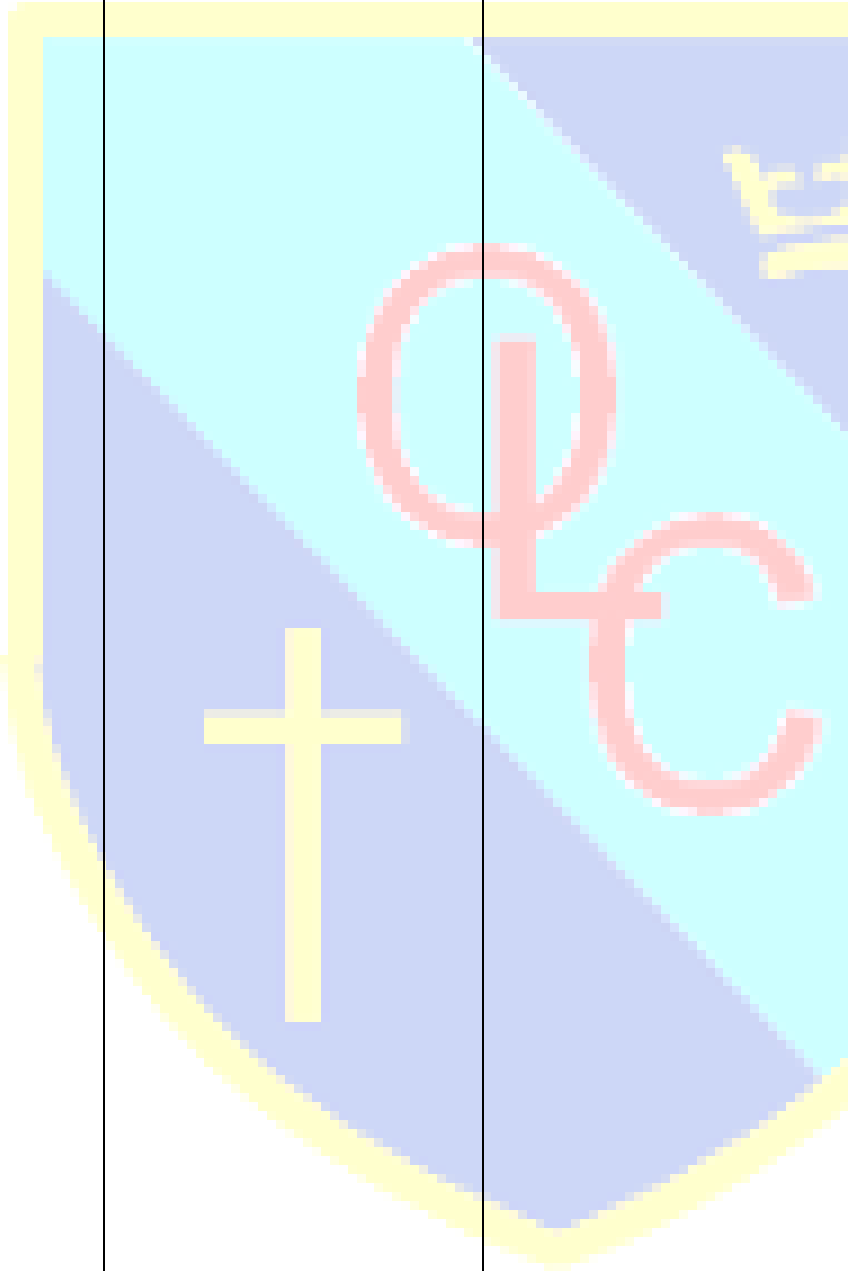
<https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/the-vikings/lesson-3-viking-notation/>

Follow the Viking warm up. Explain that **notation** is symbols or signs used to show musical sounds. It is a way of writing down music so that musicians know what to play. Sing a variety of Viking songs looking at minims, crotchets, and quavers.

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			<p>clear, precise steps in the correct order, tasks could be done incorrectly or not at all.</p> <p>Explain to the children that they will create an algorithm for arriving at school and coming into class. Inform them that they need to identify all the steps in the correct order, just like when writing an algorithm for a computer. Encourage them to imagine what would happen if a robot followed the steps of their morning classroom routine. Explain that their algorithm must have no more than ten steps but no fewer than five.</p> <p>Arrange the children into pairs and hand out whiteboards and pens (one between two). Take the class outside to mimic the start of their morning and ask them to identify the steps involved, starting with coming into school.</p>	
			<p><b>MFL</b></p>	<p><b>PSHE</b></p>

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				<p>LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format:</p> <p><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>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>LO: To know that Children can help in an emergency using their First Aid knowledge.</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_2-4_keeping-safe/s-3/first-aid-heroes/">https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-4/lks2_2-4_keeping-safe/s-3/first-aid-heroes/</a></p> <p>Slide 1 7 mins</p> <p>Discuss what First Aid is, and gauge prior knowledge through the Appendix 1a quiz. Use Appendix 1b to share answers and further knowledge.</p> <p>Slide 2 25 mins</p> <p>Click to play and pause the film, in which Dr Datfa introduces the roleplay task. Have groups practise the 'Child of Courage' scenarios from Appendix 2, then perform them interspersed with introduction/comment from Dr Datfa.</p>
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				<p><a href="https://www.bbc.co.uk/programmes/p0113yfv">https://www.bbc.co.uk/programmes/p0113yfv</a></p> <p>Display the Presentation: <i>Class commands</i> and use it as a prompt for this lesson's vocabulary activities. See the <i>Teacher video</i>: Follow</p>	<p>Slide 3 10 mins</p> <p>Invite pupils to consolidate their learning through a personal writing activity reflecting on roleplay scenarios and Dr Datfa's input.</p> <p>Slides 4 – 5 3 mins</p> <p>Facilitate a short time of reflection, about how God is always with us and upholds us; then finish with a final prayer.</p>
 <p><b>Daily PE Activity</b></p>	 <p><b>Coordination</b> Sending and Receiving</p> <p><b>Creative</b></p> <p><b>Creative Lesson 6</b> In this unit, the children will develop and apply their sending and receiving and counterbalance with a</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. 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</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 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</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 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</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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partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges

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.

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.

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)