

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/	Year:	Year 3 Year 4	Date:	26.01.26
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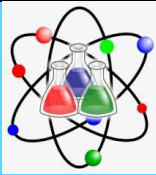
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	 <p>Psalm 150 Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens. ² Praise him for his acts of power; praise him for his surpassing greatness. ³ Praise him with the sounding of the trumpet, praise him with the harp and lyre,</p>	<p>LO: To explore why the first reading is from the Old Testament.</p> <p>Lesson 4: The First Reading – Old Testament Activities: Starter: Discuss: “What do you know about the Old Testament?” Main: Read a short passage (e.g., Isaiah 9:2). Group research: What does this tell us about God? Create fact files with key messages. Cross-Curricular: Literacy – write captions for an</p>	<p>LO: To understand the psalm as prayer and song.</p> <p>Lesson 5: The Responsorial Psalm Activities: Starter: Listen to a sung psalm. Main: Read Psalm 150. Discuss why psalms are sung. Music link: Create simple percussion accompaniment. Cross-Curricular: Music – compose a short psalm response.</p>	<p>LO: To explore teachings from the letters.</p> <p>Lesson 6: The Second Reading – New Testament Letters Activities: Starter: Read 1 Corinthians 13:4–8. Main: Highlight words about love. Group discussion: How can we live this today? Write a “Love in Action” pledge. Cross-Curricular: Literacy – create acrostic poem for LOVE.</p>	 <p>Catholic Social Teaching Focus – Subsidiarity Subsidiarity 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 only step in when smaller groups cannot effectively handle a situation on their own. It encourages empowerment, participation, and</p>

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	<p>⁴ praise him with timbrel and dancing, praise him with the strings and pipe, ⁵ praise him with the clash of cymbals, praise him with resounding cymbals. ⁶ Let everything that has breath praise the LORD. Praise the LORD</p>	<p>Old Testament illustration. Plenary: Share findings. Assessment Links: AT1 – Identify and interpret scripture. Scripture: Isaiah 9:2.</p>	<p>Plenary: Perform responses as a class. Assessment Links: AT2 – Express responses through music. Scripture: Psalm 150.</p>	<p>Plenary: Share pledges. Assessment Links: AT1 – Explain scripture meaning. Scripture: 1 Corinthians 13:4–8.</p>	<p>responsibility at the grassroots level while still recognising the need for support when necessary.</p>
 <p>Maths Y3</p>	<p>LO: Measure in cm and mm</p>	<p>LO: Metres, centimetres and millimetres</p>	<p>LO: Equivalent lengths (m and cm)</p>	<p>LO: Equivalent lengths (mm and cm)</p>	<p>LO: Compare lengths</p>
	<p>Unit 7: Length and perimeter Textbook pages 68-71</p>	<p>Unit 7: Length and perimeter Textbook pages 72-75</p>	<p>Unit 7: Length and perimeter Textbook pages 76-79</p>	<p>Unit 7: Length and perimeter Textbook pages 80-83</p>	<p>Unit 7: Length and perimeter Textbook pages 84-87</p>
 <p>English</p>	<p>LO: To make predictions and inferences about the theme and events in a story.</p>	<p>LO: To place the possessive apostrophe accurately within words.</p>	<p>LO: To use prepositional phrases to write a recount.</p>	<p>LO: To use the conventions of speech to show a character's feelings.</p>	<p>LO: To identify and use a range of different types of noun phrase.</p>
	<p>Starter: Discuss wishes and consequences; rank wishes from selfish to selfless. Introduce <i>Winter's Child</i>. Read to "I</p>	<p>Starter: Explore the title <i>Winter's Child</i>. Model converting "the child of winter" into possessive form. Read to</p>	<p>Starter: Read to the reindeer scene. Identify positions of objects in the image using prepositions.</p>	<p>Starter: Read to "With the first snowflake." Discuss characters' feelings. Model punctuated</p>	<p>Starter: Read to the end of the book. Grammar splat: identify noun phrases in the final section.</p>

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	<p>want the winter to go on forever” and model predictions using conjunctions.</p> <p>Main: Children write prediction sentences/paragraphs using conjunctions (if, because, therefore).</p> <p>Plenary: Share predictions; record key ideas on the working wall. Read on to “Let’s play tomorrow.”</p>	<p>image of Tom and Winter’s Child.</p> <p>Main: Children label the image using possessive noun phrases, then write a short descriptive poem using possessive apostrophes.</p> <p>Plenary: Discuss singular vs plural possession; model correct apostrophe placement.</p>	<p>Main: Children write a postcard recount to Nana using prepositional phrases.</p> <p>Plenary: Identify prepositions in a model sentence and clarify when words act as conjunctions instead.</p>	<p>dialogue with reporting clauses.</p> <p>Main: In pairs, children write a short dialogue exchange showing emotions through speech.</p> <p>Plenary: Create a checklist for dialogue punctuation and add it to the working wall.</p>	<p>Main: Children create varied noun phrases from spring images and write a letter to Winter’s Child describing the change to spring.</p> <p>Plenary: Discuss how different noun phrases affect the reader; highlight effective examples.</p>
 <p>Spelling & Handwriting</p>			<p>Spelling/handwriting words for this week:</p> <p>Put these words in context in sentences.</p> <p>musician electrician magician mathematician</p>		<p>Dictionary Corner:</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>Geography <u>Water and Weather</u></p>	<p>Science LO: To understand the process of fossil formation</p>	<p>Art</p>	<p>Computing LO: To add text and transitions to a video.</p>	<p>Music LO: To create simple tunes.</p>



Wider Curriculum

Lesson 4: What is the weather forecast?

Key questions

- What is a weather forecast?
- What do the symbols on a weather forecast mean?
- Why is it important to have a weather forecast?
- Introduce the topic. Discuss what the weather is like today. Is it hot? Is it rainy? Is it humid? Is it cloudy? Is it windy?
- Discuss how weather changes with seasons.
- Pupils should complete questions 1 and 2 independent.

and be able to describe it in simple terms.

Starter – What Is a Fossil?

Begin by asking children:

“What is a fossil?”

Gather initial ideas.

Explain that today’s mission is to become **fossil experts** for Mr Crag’s TV programme.

How Fossils Are Formed (10 minutes)

Explain the key vocabulary:

- **Sediment**
- **Minerals**
- **Mould**
- **Cast**

Key process (simple explanation):

1. A creature dies.
2. It becomes buried in sediments.
3. Over time, the soft parts decay.
4. Minerals fill the space, creating a **cast fossil**.

Use visuals or gestures to reinforce each stage.

Main Activity – Make Your Own Fossil

Steps:

1. **Give each child clay** and let them roll it flat.

LO: To learn how to create a repeating pattern.

[Lower KS2 DT Lesson Plan | Repeating Patterns](#)

Explain to the children that when part of a design, such as shapes or a motif, is repeated within a space, it is called a repeated pattern.

Jungle pattern: In pairs, ask the children to study the image and see if they can identify where the pattern repeats.

Introduce the children to pattern designer Megan Carter by looking at the link: [Megan Carter Patterns](#).

Show the children the *Pupil video: Repeating patterns*.

Recreate their pattern from [Lesson 3: Creating patterns](#) by cutting or tearing pieces of coloured paper to create the shapes and lines and placing them on the

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-4-transitions-and-text/>

Inform the children that they will be adding text and transitions to their trailers. Explain that text helps share important messages and transitions make the video flow smoothly from one scene to the next.

Using WeVideo, demonstrate how to add text to a video as well as transitions between scenes (see *Teacher video: Transitions and text*) breaking down the process into small steps.

Play the videos WeVideo-Transitions and WeVideo-Motion and static text if needed.

[Lesson 4: The loopy rainforest](#)

List to examples of repeated melodies. Create repeating pattern tunes on the glockenspiels to represent the rainforest.

Pupils should then complete questions 3 and 4 in pairs. Take feedback and record some of their forecasts on the board.

- Display the image and read 'Weather forecasts' together.
- Check pupils' understanding of the weather symbols on the map. Point to the parts of the UK: Scotland, England, Wales, Northern Ireland.

Pupils should complete questions 5–8 in pairs.

2. Press a **shell** (or printed shell on card for impression) into the plasticine to create a **mould**.
3. Place aside to dry (ready next lesson).

blank side of their sheet of paper.

MFL:

Lesson 2

<https://www.kapowprimary.com/subjects/french/mixed-age/y3-4-playground-games-numbers-and-age-cycle-a/y3-4-a-lesson-2-lets-count-higher-in-french/>

LO: To count beyond six in French

Display slide 2 from the Presentation: Les formes.

Main event

Learning a finger rhyme

You are going to use a traditional French nursery rhyme to teach the children the French numbers from seven to 12.

The song is called, '**Un, deux, trois, nous irons au bois**'. Here are the words with a translation.

**Un, deux, trois, nous
irons au bois**

**Quatre, cinq, six,
cueillir des cerises**

PSHE

LO: To learn ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong.

https://www.tentenresources.co.uk/programmes/lie-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-2/lks2_2_personal-relationships/s-1/friends-family-and-others/

Slides 1 – 9
5 mins

Invite children to be 'Relationship Detectives' and identify different relationships through images on screen and through a board game activity (Appendix 1).



Slides 10 – 11
13 mins

This section explores different family models, through a discussion

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				<p>Sept, huit, neuf, dans mon panier neuf</p> <p>Dix, onze, douze, elles seront toutes rouges</p> <p>Use the <i>Teacher video: Let's count higher</i> to play the song to the children twice.</p>	<p>between AJ (on film) and two pupils reading Part 1 of the Sophie and Aidan roleplay from Appendix 2. Then facilitate the Appendix 3 activity in which pupils identify and discuss their own family. Make the point that we are all part of God's family!</p> <p>Slides 12 – 13 8 mins</p> <p>Through Part 2 of the Sophie and Aidan roleplay (Appendix 2), another AJ film and class discussion, help children to develop an understanding of the different qualities of friendship.</p> <p>Slides 14 – 15 11 mins</p> <p>Through discussion and personal reflection, help children identify times when relationships might go wrong for others and themselves, and discuss</p>
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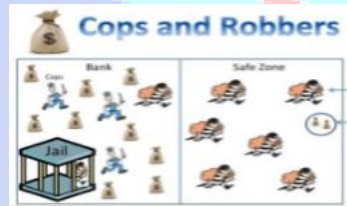
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					<p>how to develop strategies to cope with this.</p> <p>Slides 16 – 18 8 mins</p> <p>Invite pupils to reflect on their learning by writing intention statements about good relationships, then in prayer and song. (If you have run the Module 2 Unit 1 session, also link to the repaired relationship in the parable of The Prodigal Son.)</p>
 <p>Daily PE Activity</p>	 <p>UNIT 3</p> <p>Cognitive Lesson 4</p> <p>In this unit, the children will develop and apply their</p>	<p>Fitness Focus - COPS AND ROBBERS</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 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</p>	<p>Fitness Focus - STRATEGICKI</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 were tagged. To get freed, a team player must run to them and touch their hand and walk</p>	<p>Fitness Focus – TIK TAC TOE</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 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</p>	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_WJY</p>

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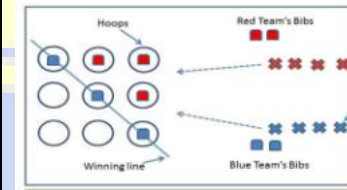
dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

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.



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.

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