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.

Teachers:	**Mrs Kendrew, Miss Cottrell and Miss Sidwell**	**Year:**	**Year 3**	**Date:**	**10.11.25**

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
		LO: To Understand the importance of taking responsibility for feelings and actions.	**LO: To Learn the meaning of contrition and penance.**	**LO: To reflect on the importance of remembering with respect and hope.**	
RE	**John 15:13** **The Vine and the Branches** "I am the true vine, and my Father is the gardener. ² He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes[a] so that it will be even more fruitful. ³ You are already clean because of the word I have spoken to you. ⁴ Remain in me, as I also remain in you. No	**<u>Exploring Emotions and Choices</u>** **Key Vocabulary** Emotions, responsibility, choices, consequences. **Activities** 1. **Starter:** Brainstorm emotions (happy, angry, jealous, sad). Discuss how these feelings can lead to good or bad choices. 2. **Group Work:** Sort	**<u>Preparing for Reconciliation</u>** **Key Vocabulary** Contrition, penance, absolution, confession, forgiveness. **Activities** 1. **Starter:** Discuss what "being sorry" really means. Is saying sorry enough? 2. **Teach:** Explain the Act of Contrition and its meaning.	**<u>Remembering with Love and Hope</u>** **Key Vocabulary** Remembrance, sacrifice, peace, hope, eternal life, poppy, prayer. Show an image of a poppy or a war memorial. Ask: *What do you think this symbol means? Why do people wear poppies?* Briefly explain Remembrance Sunday and its link to peace and	

	branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me. 5 "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. 6 If you do not remain in me, you are like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. 7 If you remain in me and my words remain in you, ask whatever you wish, and it will be done for you. 8 This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples. 9 "As the Father has loved me, so have I loved you. Now remain in my love. 10 If you keep my commands, you will remain in my love, just as I have kept my Father's commands and remain in his love. 11 I have told you	scenarios into "good choice" and "bad choice" columns (e.g., sharing toys vs. refusing to share). 3. **Discussion:** Why do we sometimes make bad choices? What influences us? 4. **Reflection:** Write about a time you made a choice because of a strong feeling. How did it turn out? 5. **Link to Faith:** Talk about how Jesus teaches us to choose love and forgiveness. **Scripture** Luke 15:11–32 (Prodigal Son) – link back to motives and emotions in the story. **Collective Worship** • Prayer asking God to help us make loving choices.	3. **Practical Task:** Create a class "Sorry Book" where pupils write or draw things they want to say sorry for. 4. **Role-Play:** Practice the words of the Act of Contrition together. **Scripture** Luke 19:1–10 (Zacchaeus) – link to change and making amends. **Collective Worship** • Penitential litany: "Lord, have mercy." • Quiet reflection with examination of conscience.	sacrifice. **Scripture Reflection (10 mins)** Read John 15:13: *"Greater love has no one than this: to lay down one's life for one's friends."* Discuss: What does this tell us about love and sacrifice? How does it connect to soldiers and peacemakers? **Poppy Prayer Craft** Children create a poppy shape and write a short prayer for peace or for someone who has died. **Class Remembrance Wreath** Each child writes a name or prayer on a leaf/petal and adds it to a wreath for the prayer table. **Collective Worship** Light a candle and place the wreath or poppies around it. Pray together: *Eternal rest grant unto them, O Lord…* Include prayers for peace	

	this so that my joy may be in you and that your joy may be complete. [12] My command is this: Love each other as I have loved you. [13] Greater love has no one than this: to lay down one's life for one's friends. [14] You are my friends if you do what I command. [15] I no longer call you servants, because a servant does not know his master's business. Instead, I have called you friends, for everything that I learned from my Father I have made known to you. [16] You did not choose me, but I chose you and appointed you so that you might go and bear fruit—fruit that will last—and so that whatever you ask in my name the Father will give you. [17] This is my command: Love each other.	• Use a simple litany: "Lord, help us choose kindness."		in the world today. **Extension Ideas** Link to history: Explore local war memorials or research soldiers from the area. Link to art: Create a poppy field painting for display. Link to RE: Discuss November as the month of prayer for the faithful departed.	
	LO: Inverse operations	**LO: Problem solving (1)**	**LO: Problem solving (2)**	**LO: Multiplication - equal groups**	**LO: Use arrays**
	Unit 3: Addition and subtraction (2)	Unit 3: Addition and subtraction (2)	Unit 3: Addition and subtraction (2)	Unit 4: Multiplication and division (1)	Unit 4: Multiplication and division (1)

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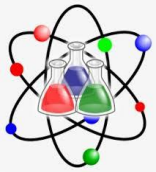
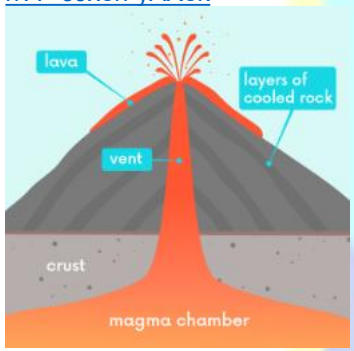
 Maths Y3	Textbook pages 148-151	Textbook pages 152-155	Textbook pages 156-159	Textbook pages 162-167	Textbook pages 168-171
 English	**LO: To frame questions for research.**	**LO: To write a section of a report using preposition.**	**LO: To write a persuasive poster using the four sentence types.**	**LO: To write a discussion piece distinguishing between fact and opinion.**	**LO: To correctly spell homophones.**
	Starter (Whole Class): • Provide children with the *authors' note* and the "note from the publishers." • Explain the task: the class must research and write *The Magic of Tea* report. • Use **Talk to the Hand** (Who, What, When, Where, Why, How) to orally generate questions. **Main (Independent):** • Tables have labelled teacups with question stems. • Children write	**Starter (Whole Class):** • Play **Pickled Prepositions** matching game (e.g. *Assam – grows near the Brahmaputra River*). • Use world maps and the "Where Tea is Grown" fact sheet to check locations. **Main (Independent):** • Model a paragraph under heading *Where Tea is Grown*: *You might have heard the saying 'all the tea in China,' but tea is grown all around*	**Starter (Whole Class):** • Show Fairtrade Foundation video clip. • Display packaging with Fairtrade and Organic logos. • Discuss what Fairtrade means and why it's important. **Main (Independent):** • Around the room: large posters labelled "Statements," "Questions," "Commands," and "Exclamations." • In pairs, write one example of each type related to Fairtrade and stick	**Starter (Whole Class):** • Read statements (e.g. *Tea is grown in India / Fairtrade is too expensive*). • Sort into "Fact" or "Opinion" together. **Main (Independent):** • Model writing a short discussion paragraph: *I think that Fairtrade is important because it protects workers. Some people believe it's too expensive, but if we don't support it, nothing will change.* • Children write	**Starter (Whole Class):** • "Homophone Hunt" game — listen to teacher read a passage and hold up correct homophone card (*there/their, to/too, right/write*). **Main (Independent):** • Conduct short research on tea drinking traditions at home or around the world. • Write 3–4 factual statements using some homophones (e.g. *Many people feel they need a cup of*

	questions on paper tea leaves, one per leaf (e.g. *Where is tea grown?*). • Place questions into matching teacups. **Plenary:** • Sort questions as a class into topic categories (e.g. *Where tea is grown, How tea is made, Who grows tea*). • These categories will become report section headings.	*the world.* • Children write their own short section using prepositions (e.g. *at the foot of Mount Fuji, on the high slopes of Kapchorua*). **Plenary:** • In pairs, quiz each other: "Where is ___ grown?" • Respond using a prepositional phrase for fluency and understanding.	to correct poster. • Use examples to co-create persuasive group posters. **Plenary:** • Gallery walk to read each group's poster. • Discuss: Which sentence types were most persuasive and why?	their own discussion paragraph using conjunctions like *because, if, while, although.* **Plenary:** • Read discussion pieces to a partner. • Partners evaluate whether both viewpoints were given and reasons were clear.	*tea to start their day*). **Plenary:** • Share favourite facts and spot homophones in writing. • Add selected facts to "Did You Know?" display for next sessions.
 Spelling & Handwriting	 Year 3 & 4 COMMON EXCEPTION WORDS **Aa** accident accidentally actual actually address after again although answer any appear are arrive ask **Bb** bath be beautiful because behind believe bicycle both break breath breathe build business busy by **Cc** calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could **Dd** decide describe different difficult disappear do door **Ee** early earth eight eighth enough even every everybody exercise experience experiment extreme eye **Ff** famous fast father favourite February find floor forward forwards friend fruit full **Gg** go gold grammar grass great group guard guide **Hh** half has he heard heart height here his history hold hour house **Ii** I imagine important improve increase interest is island **Kk** kind knowledge **Ll** last learn length library love **Mm** many material me medicine mention mind minute money most move Mr Mrs my **Nn** natural naughty no notice **Oo** occasion occasionally of often old once one only opposite ordinary our **Pp** parents particular pass past path peculiar people perhaps plant poor popular position possess possession possible potatoes pressure pretty probably promise prove pull purpose push put **Qq** quarter question **Rr** recent regular reign remember **Ss** said says school sentence separate she should so some special steak straight strange strength sugar suppose sure surprise **Tt** the there therefore they though thought through to today told **Vv** various **Ww** was water we weight were where who whole wild woman women would **Yy** you your	**Spelling/handwriting words for this week:** Put these words in context in sentences. **sensation** **information** **population** **duration**		**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	**Science**	**Art**	**Computing**	**Music**

 ***Wider Curriculum***	**LO: How are mountains and volcanoes formed?** Key questions • What are fold mountains? • What are the two types of volcanoes? • Where are volcanoes located? Complete the quiz answering questions about the previous lesson: What is the Earth made of? Read about mountains and how mountains are formed - two continental plates move towards each other, fold mountains are formed. https://study.com/academy/lesson/how-are-mountains-formed-lesson-for-kids.html Find out about two types of volcanoes (shield volcanoes and Stratovolcanoes) and what happens when they erupt.	LO: To recognise that environments can change and that this can sometimes pose dangers to living things. Today, we're learning how animals and plants are **adapted** to live in their habitats — that means they have special features that help them survive where they live. First, we'll talk about how habitats can change — sometimes naturally (like storms), and sometimes because of humans (like pollution or climate change). Then, we'll play a fun team game called **Habitat Hazards** where you'll sort different habitat changes into two groups: • **Natural changes** • **Human-caused changes** After that, we'll get creative! You'll work in	**LO:** *To explore how combining lines and mark making can show texture and tone in drawings.* Year 4 Art lesson plan | Drawing | Texture and tone Watch the 3D drawing presentation. Study Nicola McBrides's artwork looking at texture, tone and cross hatching. *Activity: Texture and tone - children to experiment with creating patterns to represent different textures and tones.*	LO: https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/year-3-emailing-unit/microsoft-emailing-unit/lesson-2-sending-an-email/ Tell the children they will practise sending emails using paper to see how a message travels from one person to another. Show the trays labelled inbox, sent, drafts, junk and undelivered. Explain that these trays represent the folders on a computer: **Inbox** is for new messages. **Sent** shows what has already been sent. **Drafts** holds unfinished emails. **Undelivered** is where emails go if the address is wrong. **Junk** catches unwanted or unsafe messages (such	**LO:** *To improvise a call and response.* Year 3 Music Lesson Plan: Traditional Jazz *Display the Presentation: Speak like an expert.* *Discuss with the class the type of jazz they looked at in Lesson 1 (Ragtime). Ask:* ***What are some of the key features of Ragtime music?*** *Play the Audio: Heydey showing how traditional jazz sounded.* *List the similarities and differences between traditional jazz and ragtime.* *Explain that*

	https://www.youtube.com/watch?v=3Jxeh-yAXek  How are mountains made powerpoint. https://crestwoodpark.sch.life/Files/Download/0438659d-ae73-45c3-a0eb-655f81df87f5/43832bfd-abe5-406a-a5cd-105c869c5343/Mountains%20%20%20How%20they%20are%20formed%20Ppt.pdf	teams to make **collages** for our Habitat Helpers Fair: You'll research animals that live in that habitat, make collage creatures, and write a short paragraph explaining how each one is adapted to survive there. At the end, we'll look at everyone's collages and talk about how the animals are adapted to their habitats.	*Compare Nicola McBride's artwork to Sarah Graham's using the link: Sarah Graham art.* *Watch the video showing texture and tone.*	as adverts or fake emails). Sometimes real emails can end up here, so it is good to check it regularly. Hand out the *Activity: Email template*. Display the teacher's email address and ask the children to write it in the 'To' box. Point out that if the address is wrong, the email will not be sent. Explain that the 'Subject' box should have a short title showing what the email is about. In the body of the email, ask the children to write one fact about themselves and one question. Ask the children to place completed emails in the send tray. Check the addresses. Move correctly addressed emails to the inbox and incorrect ones to undelivered. Explain that the pupils should	*traditional jazz was created and developed in New Orleans. It uses a variety of jazz instruments, such as clarinet, trumpet, trombone, piano, double bass, banjo (or guitar) and drums.* *Play 'When the saints go marching in' line by line. Hand out the tuned instruments – glockenspiels.*

				correct mistakes and return their emails to the sent tray. Read a few messages from the inbox aloud so the children experience what it is like to receive an email. Explain that emails must be written carefully, sent to the correct address and checked in folders. Emphasise that using clear subjects and formal language helps keep emails professional.	
				MFL **Lesson 1: Colours in French** **Learning Objective:** • To recognise and name colour words in French. **Vocabulary:** • rouge (red) • bleu (blue) • jaune (yellow) • vert (green) • noir (black) • blanc (white) **Activities:**	**PSHE** LO: To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are. https://www.tentenresources.co.uk/programmes/li

				• Colour recognition games. • Matching colours to French words. • Listening and responding to colour instructions. • Singing colour-themed songs.	fe-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-3/lks2_1-3_emotional-well-being/s-2/what-am-i-looking-at/
 Daily PE Activity					Slide 1 *4 mins* Introduce the theme of 'the media': discuss what this means and what kinds of media pupils consume. Slides 2 – 4 *5 mins* Read the story in Appendix 1 and facilitate a discussion to help children understand that: what we see in the media and advertising doesn't always tell us the truth; sometimes what we see can make us feel bad about ourselves (often to persuade us to buy something); God made us and loves us just as we

					are. Slides 5 – 6 *15 mins* Facilitate the Appendix 2 group/independent activity called 'Alex v Social Media Alex' which explores the difference between real life and social media. Slide 7 *1 min* Finish the session with a short prayer.

Homework:	

Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk