OLC WEEKLY LEARNING PLAN

Message from your teachers:
Hello, and welcome to your learning for this week!
Below you will find your learning for the coming week.
Have a great week,
God Bless!

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

Teachers:	**Mr Brennan, Miss Cottrell and Mrs Kendrew**	**Year group:**	**Year 3**	**Date:**	**02.11.26**

R.E.	**Knowledge Statement:**		**Knowledge Statement:**		**Knowledge Statement:**
Maths	**LO:**	**LO:**	**LO:**	**LO:**	**LO:**

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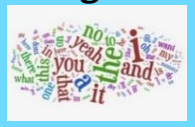
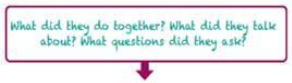
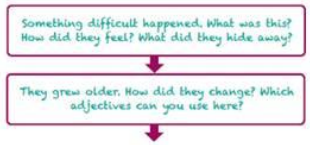
English 	**LO:**	**LO: To plan a story involving a dilemma**	**LO: To use past tense to, dialogue and emotion adjectives write a narrative**	**LO: To use past tense to, dialogue and emotion adjectives write a narrative**	**LO: To use past tense to, dialogue and emotion adjectives write a narrative**
		What skills have we covered so far in this sequence of lessons? Explain that these skills will help us produce our own extended narrative where a character has to overcome a dilemma. *What are some of the key points that we want to cover in the story? What might the dilemma be in the children's own stories?* The main character could lose a pet or a relative or perhaps fall out with a friend. They could perhaps get lost in a supermarket. *What could they call their story instead of the Heart and the Bottle?* The _____ (emotion) in the _____ (container) e.g. The Happiness in the Box. The Hope in the Cupboard.	Children start writing the beginning of their narrative, focussing on this section. *What skills will we need here while writing?* Remind children of the skills covered in sessions 1 and 4.  When writing this section of the narrative try, where possible, to appropriate Oliver Jeffers' phrases. **Shared writing:** The Curiosity in a Tin Once there was a little boy, much like any other, whose head was filled with all the hope and happiness in the world. He always had a fantastic week when he visited his friend Jeff. On the first day, early one morning, they walked through the forest. How magical the snow looked! After their walk, they lay in a field and looked at the stars. What a delightful sight they were in the sky! Before bedtime, they always read	Children continue writing the next section of their narrative. What skills will we need here while writing? Remind children of the skills covered in sessions 3 and 4.  When writing this section of the narrative refer to learning from session 3 to recap the rules for dialogue punctuation. Encourage children still to take on Oliver Jeffers' style where possible. **Shared writing:** He and Jeff were interested in everything. "How do fish breathe underwater?" asked Jeff with wonder at the sea. "Oh my, you are enthusiastic," the boy laughed. "How do planes stay in the sky?" quizzed Jeff with delight at the sky.	Children continue their narrative, focussing on the next two sections. What skills will we need here while writing? Remind children of the skills covered in sessions 6 and 9.  When writing this section of the narrative encourage children to use a range of adjectives to describe emotions, including as adverbials of manner at the start of a sentence (see session 9). **Shared writing:** … until the day she found Jeff's school chair empty. Jeff had moved to a different school. When Jeff was in at school, the boy felt sure and safe. After Jeff moved, he became unsure and unsafe so he stopped asking questions. Before, he was trusting in everyone but he became mistrusting and

			books and laughed. What a great friend Jeff was!		unenthusiastic. He even began to misbehave in class. Feeling devastated, he stood and stared at the empty chair. Feeling heartbroken, he decided to hide his curiosity. Just for the time being. So, he put it in an old biscuit tin and hid it under his desk.

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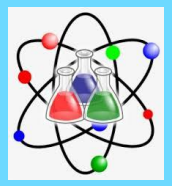
Reading 	
SPAG 	
Science 	**Scientific Enquiry** **LO: To know how a solar oven can be made more effective: asking questions and writing predictions.** • Identify possible scientific questions for an investigation. • Ask a scientific question and make a prediction about the answer. • Understand how to answer a scientific question. 1. How can a solar oven be made more effective: asking questions and writing predictions | Presentation | Developing Experts
History 	

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Computing	
PSHE:	
BSL	**Lesson 7 – Numbers** This lesson contains 5 sections: 1. Introduction (Hawthorne's introduction to the lesson) 2. Main Teaching Video (Numbers Lesson Part One) 3. Code Breakers (CodeBreakers: Numbers) 4. Main Teaching Video (Numbers Part Two) 5. Recap (Numbers Recap) Free BSL Lessons for All UK Schools – The School of Signs
Music	

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Art



<u>Painting and mixed media: Exploring texture with paint and collage</u>

LO: To explore how colour in art can be used to communicate ideas.

Create textures with paint and exploring collage through the work of Romare Bearden.

P.E.



<u>Gymnastics</u>

<u>Lesson 1</u>

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for pupils to develop these skills on apparatus or with greater depth.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

<u>Dance</u>

<u>Lesson 1</u>

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.

Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

This unit links to the following strand of the NC: perform dances using a range of movement patterns.

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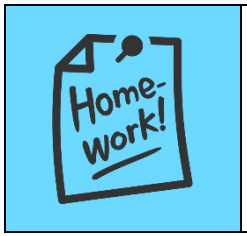

Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk