

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!

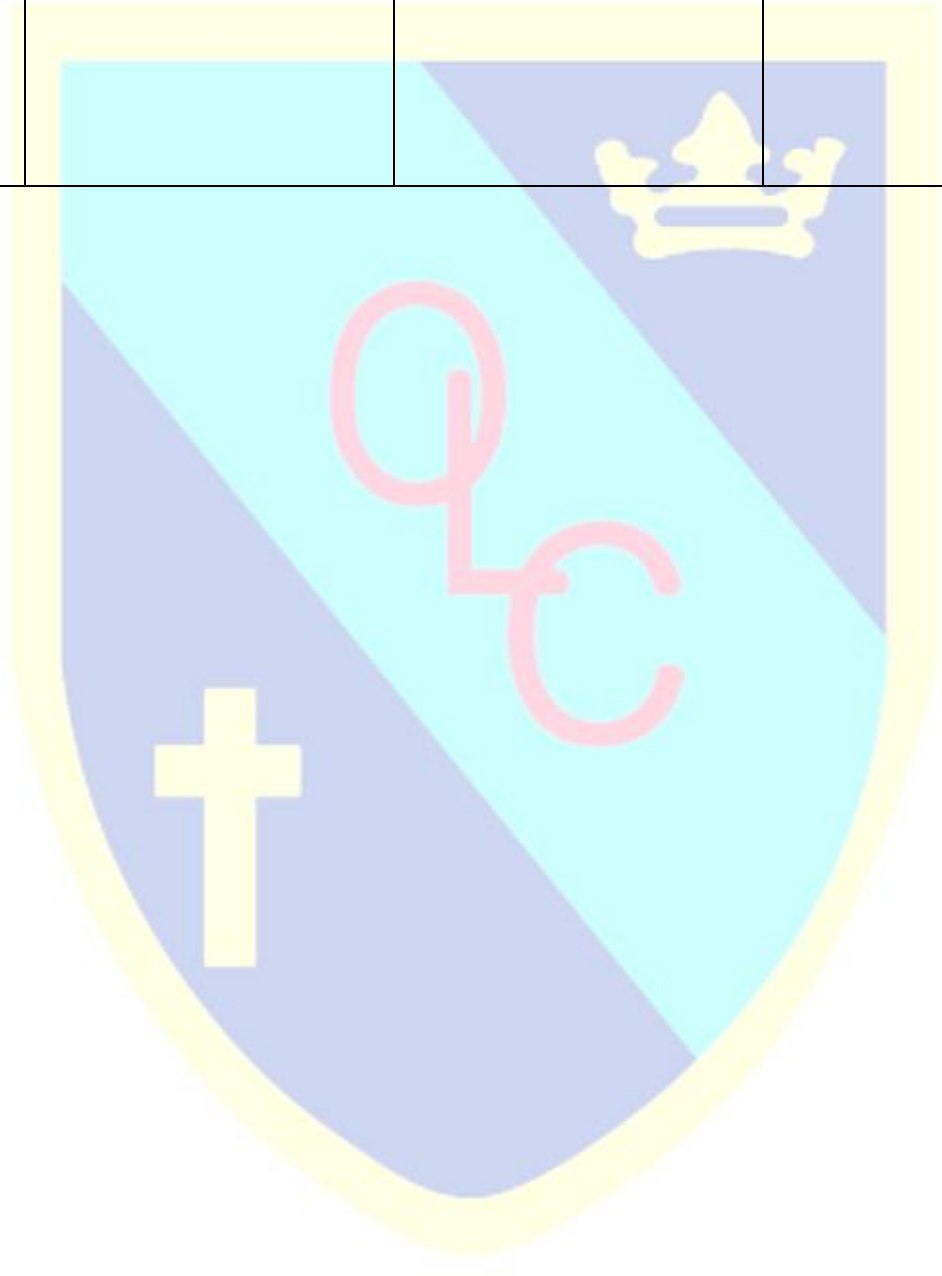
This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mr Brennan, Miss Cottrell and Mrs Kendrew	Year group:	Year 3	Date:	28.9.2026
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R.E. 	Knowledge Statement: In Genesis 1:27 we read 'God created mankind in his own image, in the image of God he created them; male and female he created them'		Knowledge Statement: Catholic social teaching tells us how the Catholic faith guides human actions.		Knowledge Statement: The Church teaches that all people are created with equal dignity.	
	Maths 	LO: Add/subtract 1s Pages 64-67	LO: Add/subtract 10s Pages 68-71	LO: Add/subtract 100s Pages 72-75	LO: Friary Mass	LO: Spot the pattern Pages 76-79

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	LO: To use the present perfect tense.	LO: To reflect on the story	LO: To debate an idea as a class		LO: To write a speech in role.
English 	Book talk: Continue watching the movie only in this session up to the time 14:52 when the creature sits under the tree and it blossoms. <i>Do they think that this really happened? Could it have been their imagination?</i> Why does the movie show this? Discover the letter from the Secret Society of Gardeners (see recourses) in the classroom. <i>Do children think we should go along to this secret meeting even though it could be dangerous? Can children recognise which tense the letter is mostly written in?</i> Draw children's attention to the auxiliary verb 'have' and explain	Watch the rest of the film and read the book to the end also. What do children think about the ending? Give children some of the following abstract nouns (literary themes): resistance, love, hope, nature, environmentalism, coming-of-age, revenge, freedom, captivity... <i>What do children think are some of the main themes explored in this narrative?</i> There can be more than one. Children may note: This is a story of hope. Even though the varmints had destroyed the world, some of the creatures didn't stop hoping. They tried to find parts of the wilderness and grow it	Children enter the classroom to find that this is now the debating chamber for the Secret Society of Gardeners. Have the tables in a horseshoe shape. Explain that the teacher will be in role as chairperson. Ask children the questions: what have you done to help fight back at the varmints? What can we do in the future to build a new world? Give children time to finish brainstorming some responses to these questions. For example: We have explored outside the city to gather up seeds. We have planted seeds in secret alleyways around the city.	Friary Mass	Based on their verbal arguments from yesterday, the children are to write a speech about what they think should be done to fight back at the varmints. Shared writing: The Fight for the Future There is no doubt that we have a huge hill to climb. The city has become a pit of despair and people have died because of the pollution. People have worked and are working until they drop. If we don't do something, then... We have tried to grow medicine in our secret gardens and fruit to keep people healthy.

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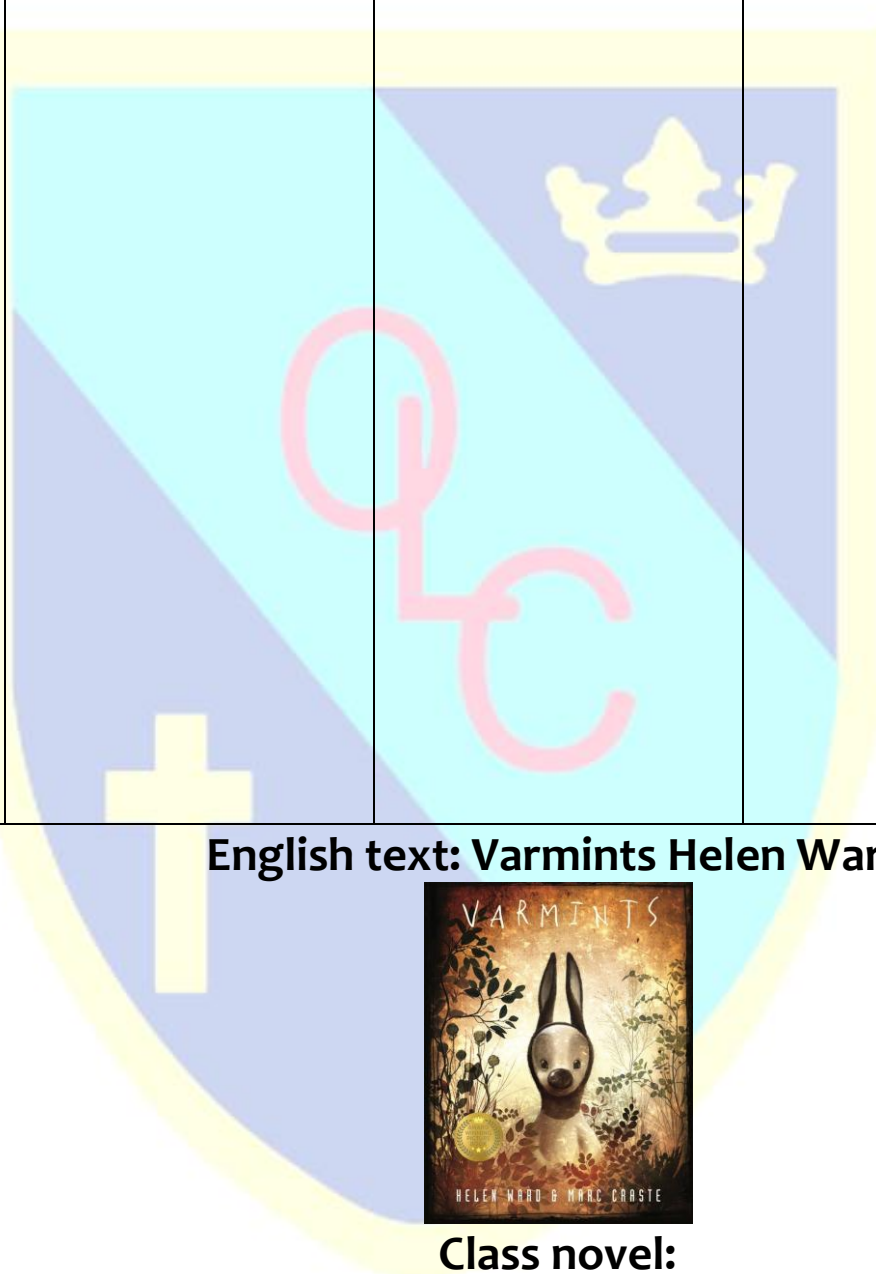
	that this tense describes something that started in the past and is still true now. Talk partners: We should respond to the letter, <i>but what things can we tell them we've done?</i> Children work in pairs to discuss what the creature has managed to do already. Rehearse these sentences in pairs in role before recording them. Shared writing: Provide children with a copy of the double page spread beginning 'to a SAFER place...' and some speech/ thought bubble post-it notes. Children to annotate the image with sentences in role about the things they have achieved.	again even if it seemed impossible. Write a blurb or a book report on this story. Children may want to have the following headings. <i>What happened in the story? What are the themes of the story? What is the message of the story? Why do you think this is important?</i> Shared writing: What is the message of the story? I think that the main message of this story is that we must be careful and look after nature. If we don't start changing the way we live, then we may end up living in a world that is uninhabitable.	Today the children are going to have a debate on the best possible way forward with children putting forward their personal arguments to the rest of the class.		
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If children are ready, explore writing in third person singular:

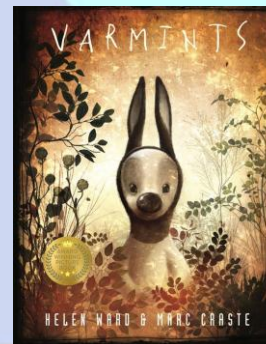
It has been a heart breaking few years. The city has fallen into darkness and chaos. Hope has begun to grow in the depths of the city, even though the world has seemed like a dark place.



Reading



English text: Varmints Helen Ward



Class novel:

3/4 KC – Esio Trot - Roald Dahl



3B– James and the Giant Peach



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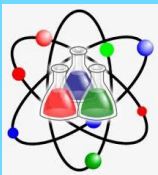
SPAG



Monday	Tuesday	Wednesday	Thursday	December
Sunday	January	February	August	Friday
June	July	March	September	April
Saturday	May	November	October	month

This week we are repeating last week's words 😊

Science



Rocks

LO: To define weathering and the suitability of rocks for different purposes.

- Identify the different types of weathering
- Define the different types of weathering and know the effects they have on rocks
- Explain the effects weathering has on rocks and evaluate the best type of rocks to use for certain tasks.

[3. Weathering and the suitability of rocks for different purposes](#) | [Presentation](#) | [Developing Experts](#)

History



Prehistoric Britain

LO: To know what life was like in a Stone Age settlement.

Key questions:

- What was life like for hunter-gatherers?
- Why did early humans begin to settle?
- What were Neolithic settlements like?

Computing



Lesson 3: Algorithm design

PSHE:



In this session, children will recognise that people are unique and that our similarities and differences should be celebrated. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence. In this session, we meet for the first time the animated character of AJ and the characters Sophie and Aidan, who will be played by different pupils in each session. They enable pupils to engage with the topics through drama exercises such as hot-seating and roleplay.

BSL



Fingerspelling.

- Introduction (Hawthorne's introduction to the lesson)
- Main Teaching Video (Fingerspelling Lesson)
- Recap (Fingerspelling Recap)

[Free BSL Lessons for UK Primary Schools – The School of Signs](#)

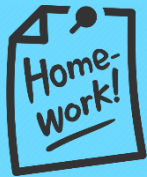
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Music 	
Art 	Painting and mixed media: Prehistoric painting LO: To explore how natural products produce pigments to make different colours. Children to mix flour, water and spices to make a paint like substance. Experiment with this new paint in sketchbooks, making a mark with it, then writing next to it how they made the paint. They could try painting some simple shapes, patterns and symbols. KS2 Art Lesson Plan Prehistoric Palette
P.E. 	<u>Athletics</u> <i>Lesson 3</i> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. <u>Fitness</u> <i>Lesson 3</i>

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In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.



Communicating with school

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