

OLC WEEKLY LEARNING PLAN



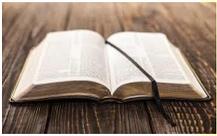
Message from the teachers:

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:	23.02.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To understand that Lent is a time when Christians try to change and become more like Jesus.</p>	<p>LO: To retell the miracle of the Widow of Nain's son and explore the change Jesus brought.</p>	<p>LENT 2026</p>	<p>Catholic Social Teaching: Option for the Poor</p>
	<p>Gospel: Matthew 4:1-11 1 Then Jesus was led by the spirit into the desert, to be tempted by the devil. 2 And when he had fasted forty days and forty nights, afterwards he was hungry. 3 And the tempter coming said to him: If thou be the Son of God, command that these stones be made bread. 4 Who answered and said: It is written, Not in bread alone doth man live, but in every word that</p>	<p>Lesson 1: What Is Lent? A Time for Change</p> <p>Starter:</p> <p>Show images of Lent symbols (ashes, purple cloth).</p> <p>Discuss: "What do you already know about Lent?"</p> <p>Main Input:</p> <p>Explain that Lent lasts 40 days and is a time for</p>	<p>Lesson 2: The Widow of Nain – Jesus Brings Change</p> <p>Starter (5 mins):</p> <p>Discuss: "Have you ever seen something change someone's life?"</p> <p>Main Input:</p> <p>Read Luke 7:11–17.</p> <p>Highlight the emotions of the widow and the crowd.</p>	 <p>Lent is a 40-day solemn Christian season of fasting, prayer, and penance starting on Ash Wednesday (March 5, 2025) and ending before Easter. It commemorates Jesus' 40 days in the wilderness.</p>	<p>We believe in putting people in most need first</p> <p><small>Option for the Poor</small></p>  <p>Catholic Social Teaching's "Option for the Poor and Vulnerable" mandates prioritizing the needs of the marginalized, echoing Christ's love and ensuring they are considered first in social, economic, and political decisions. It requires both direct aid to</p>

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proceedeth from the mouth of God. **5** Then the devil took him up into the holy city, and set him upon the pinnacle of the temple, **6** And said to him: If thou be the Son of God, cast thyself down, for it is written: That he hath given his angels charge over thee, and in their hands shall they bear thee up, lest perhaps thou dash thy foot against a stone. **7** Jesus said to him: It is written again: Thou shalt not tempt the Lord thy God. **8** Again the devil took him up into a very high mountain, and shewed him all the kingdoms of the world, and the glory of them, **9** And said to him: All these will I give thee, if falling down thou wilt adore me. **10** Then Jesus saith to him: Begone, Satan: for it is written, The Lord thy God shalt thou adore, and him only shalt thou serve. **11** Then the devil left him; and behold angels came and ministered to him.

reflection, change, and becoming more like Christ.

Mind-map: *What things might Christians try to change?*

Activity:

Create a **“My Lent Changes” wheel** divided into: *Prayer, Kindness, Helping Others, Self-Control.*

Children add personal commitments.

Differentiation: provide sentence starters for some; challenge others to add examples of *why* their change matters.

Cross-Curricular Link – Art: Decorate the wheel with Lenten colours.

Plenary:

Pair-share: *“One thing I want to change is...”*

Assessment Links: AT2 – Personal response.

Scripture: Joel 2:12.

Activity:

Drama freeze frames of key moments:
The widow’s grief → Jesus’ compassion → Son restored to life → Crowd’s reaction

Groups annotate freeze frames with thoughts and feelings.

Cross-Curricular Link – Drama & Literacy:

Write **“A witness report”** describing what you saw that day in Nain.

Plenary (5 mins):

Answer the question: *“Why was this story written?”*

Assessment Links: AT1 – Religious story meaning.

Scripture: Luke 7:11–17.

Participants often fast or give up luxuries (e.g., sweets, social media) to focus on spiritual reflection and preparation for Easter.

those in poverty and structural changes to combat injustices that perpetuate inequality, often called a "preferential option" rather than an optional choice.

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 Maths Y3	<p>LO: Understand the numerator of non-unit fractions</p> <p>Unit 8: Fractions (1) Textbook pages 120-123</p>	<p>LO: Understand the whole</p> <p>Unit 8: Fractions (1) Textbook pages 124-127</p>	<p>LO: Compare and order non-unit fractions</p> <p>Unit 8: Fractions (1) Textbook pages 128-131</p>	<p>LO: Divisions on a number line</p> <p>Unit 8: Fractions (1) Textbook pages 132-135</p>	<p>LO: Count in fractions on a number line</p> <p>Unit 8: Fractions (1) Textbook pages 136-139</p>
 English	<p>LO: To use drama to understand the thoughts and motivations of a character.</p> <p>Starter Watch the short film <i>Ruckus</i>.</p> <p>Pause at key moments to discuss predictions, the brothers' personalities, and their relationship.</p> <p>Main In pairs, children act out short scenes from the film as either Frank or Jesse.</p>	<p>LO: To explore the similarities and differences between characters.</p> <p>Starter Rewatch the film.</p> <p>Add more notes to the class timeline focusing on appearance, actions and personality traits.</p> <p>Main Children complete an "Inside/Outside" character sheet showing what the brothers look like on the outside and</p>	<p>LO: To be able to develop characters in my writing.</p> <p>Starter Play "Who said that?" using quotes from the film.</p> <p>Children decide which brother is speaking and give reasons why.</p> <p>Main Children choose a brother and fill in a detailed character profile describing appearance,</p>	<p>LO: To be able to write a detailed character description.</p> <p>Starter Look at a blank Wanted Poster and discuss what sections are needed (e.g., description, reward, crime).</p> <p>Main Using yesterday's character profile, children write a detailed character description in full sentences.</p>	<p>LO: To design and make a wanted poster.</p> <p>Starter Look at real Wanted Posters.</p> <p>Discuss layout, bold lettering and key features.</p> <p>Main Children design their own Wanted Poster using tea-stained paper for effect.</p>

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They freeze at a key moment and record the character's *thoughts, feelings and motivations* on a worksheet.

Plenary
Children photograph their freeze frames and add them to a class timeline.

They add notes about thoughts and feelings from their character's perspective.

what they're like on the inside.

Plenary
Use a Venn diagram to compare similarities and differences between Frank and Jesse.

personality, friendships, weaknesses and goals.

Plenary
Children read their profiles to a partner and make improvements to their writing.

They use rich vocabulary and descriptive phrases.

Plenary
Children read their descriptions aloud.

The class guesses which brother the description is about.

They include their character description, picture, crime and reward.

Plenary
Class "art walk": children walk around, view posters, and leave positive comments on sticky notes.



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	Cc calendar centre century certain child children Christmas circle class climb clothes cold come complete consider continue could father favourite February find floor different	Ee early earth eight enough even every everybody exercise experience eye eye famous fast father favourite February find floor forward	Hh half has he heard heart height here his history hold hour house	Ii I imagine important improve increase interest is island island kind knowledge	Ll last learn length library love love one only opposite ordinary our medicine mention mind minute	Mm many material me medicine mention mind minute	Nn natural naughty no notice notice occasion occasionally of often old once one only opposite ordinary our quarter question the there	Oo occasion occasionally of often old once one only opposite ordinary our quarter question the there	Pp parents particular	Rr recent regular reign remember remember school sentence separate she should so some special steak straight strength strength sugar suppose sure surprise the there	Ss said says school sentence separate she should so some special steak straight strength strength sugar suppose sure surprise the there	Tt therefore they though thought through to today told told was water we weight were where who whole wild woman women would you your	Vv various	Ww was water we weight were where who whole wild woman women would you your

Spelling/handwriting words for this week:

Put these words in context in sentences.

chemist
chorus
school
monarch

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.

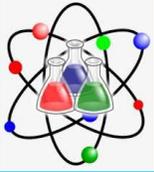
Geography
Rivers

Science

Design and Technology

Computing
LO: To explore how variables and if statements

Music
Caribbean
[Lesson 1: What is calypso?](#)



Wider Curriculum

LO: To know the major rivers of the world.

Key questions

- What is a river?
- What are the parts of a river called?
- Where are the major rivers of the world located?

Look at images of the River Nile and Amazon River and look at them on a map of the world. Note that the Nile and the Amazon are two of the longest rivers in the world.

Discover the parts of a river, and point out the parts of the river on a diagram. Look on a map and identify other longest rivers in the world.

The Circle of Life – Session 1: Food for Thought

LO: Understand that all living things depend on each other for nutrition.

Starter – Guess the Topic

Explain: “We’re beginning a new science unit today.”

Students guess animals → food → food chains → poo → nutrients.

The Circle of Life.

Video Demonstration of the Digestive System

While watching, prompt pupils to notice these key stages:

Chewing + saliva

Oesophagus + peristalsis

Stomach acid

Small intestine = nutrient absorption

Large intestine = water absorption & waste

3. Build the Digestive System

Quick task:

Structures: Constructing a Castle

Lesson 1: Features of a castle

LO: To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure.

Ask the children what a castle is and the other questions:

- What are castles for?
- Who lives in castles?
- Where do we see castles? Which stories have castles in them?

Go through the *Presentation: Features of a castle* slides 2 to 6 to discuss the different types of castles.

Think about the different factors of castles.

Children are to draw their own castle designs; encourage them to use a ruler. If necessary, revisit slides in the presentation to remind the children of each castle feature. When the children have completed

are used in Scratch by identifying their purpose in a game.

Lesson 1: Exploring variables and conditions

Open the link [Scratch - Catch the doughnut](#) and explain to the children that they will be using this project to explore variables. Inform them that this Scratch project is a game but Scratch can also be used to create animations or other interactive projects.

Play the game with the children but do not click the ‘see inside’ button yet. Ask them to observe what happens during the game and what changes as they play (the score variable). Encourage them to look at the score in the top left corner and notice how it changes.

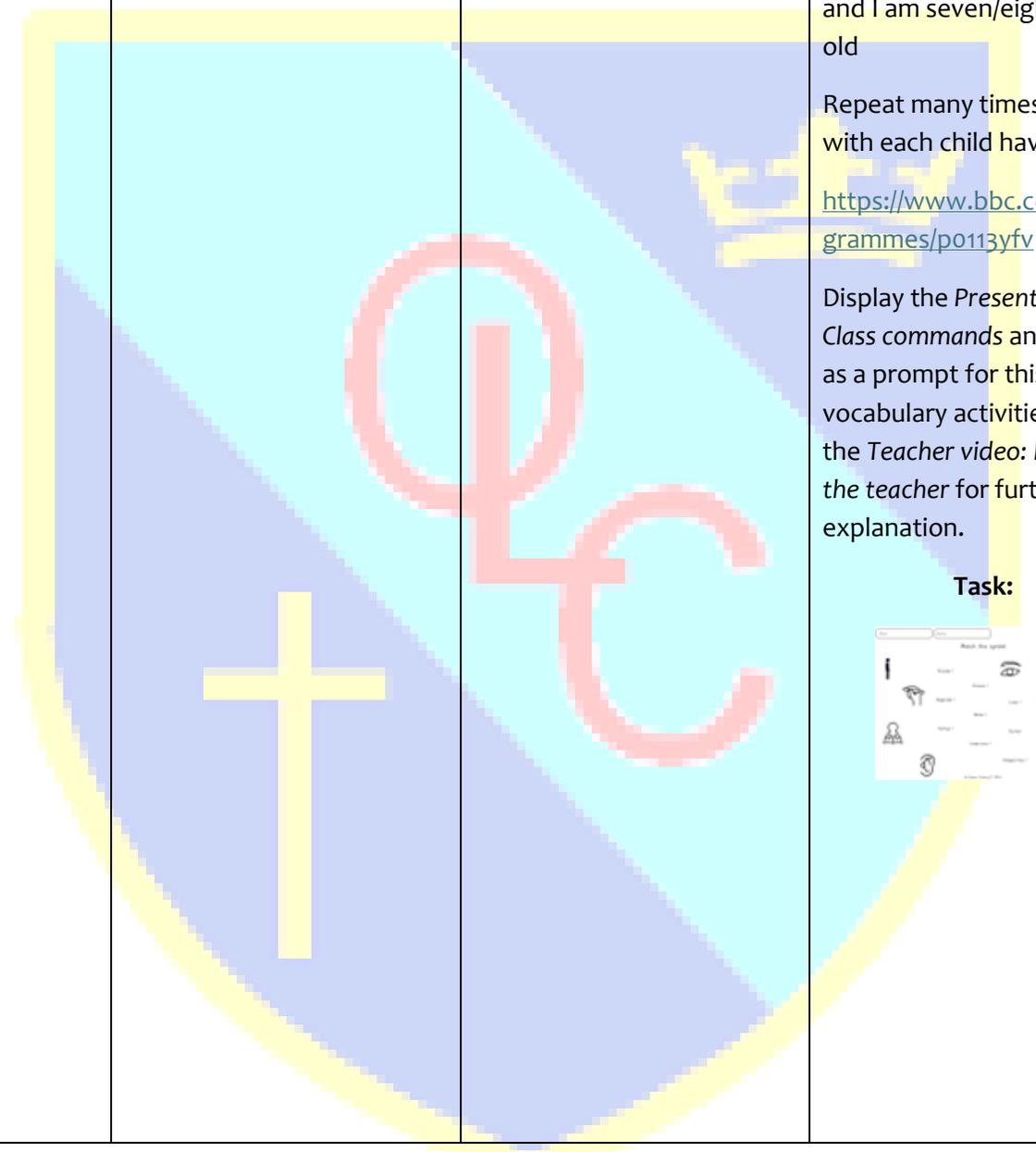
Arrange the children into pairs and ensure each pair has a device. Explain that they will act as code detectives, exploring the project to determine which variables are used and how

LO: To understand the main features of calypso music.

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		<p>Pupils sketch the digestive system as video recap. Label: mouth → oesophagus → stomach → small intestine → large intestine → rectum/anus.</p> <p>4. Tasks</p> <p>Label digestive organs using the Y3 sheet. Write one sentence per organ using given key words.</p>	<p>their drawing, they should label their included features.</p>	<p>if statements help the game function. Hand out the <i>Activity: Catch the doughnut</i> (one between two) and talk through the activity.</p>	
				<p>MFL</p> <p>LO: To understand and respond to simple classroom instructions.</p> <p>Introduce yourself in French using the following format:</p> <p>Bonjour ! Je m'appelle [Monsieur/Madame [name]] – Hello! My name is [Mr/Mrs [name]].</p> <p>Select a child and say,</p> <p>Bonjour ! Comment tu t'appelles et quel âge as-tu ? – 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>Bonjour ! Je m'appelle [name] et j'ai sept/huit ans – Hello! My name is [name]</p>	<p>PSHE</p> <p>LO: How to report and get help if they encounter inappropriate materials or messages</p> <p>Chatting Online – Ten Ten Resources</p> <p>Slide 1 5 mins</p> <p>Review learning from the previous season, 'Sharing Online' asking pupils to list things they should never share online and the dangers of sharing.</p> <p>Lead a discussion about website safety, introduce the term 'cyberbullying' and highlight that bad behaviour online is inappropriate, just as it is in real life.</p>

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		<p>and I am seven/eight years old</p> <p>Repeat many times, ideally with each child having a go.</p> <p>https://www.bbc.co.uk/programmes/p0113yfv</p> <p>Display the <i>Presentation: Class commands</i> and use it as a prompt for this lesson's vocabulary activities. See the <i>Teacher video: Follow the teacher</i> for further explanation.</p> <p>Task:</p> 	<p>Slides 1 – 5 15 mins</p> <p>Watch a film showing the dangers of sharing photos online. Give pupils questions to discuss in pairs and then bring the class together to feedback.</p> <p>Highlighting the dangers of chatting to people online that we don't know, reminding pupils that people can do harm to others online as well as in real life. Then give reminders about how to stay safe online.</p> <p>Slide 6 10 mins</p> <p>Invite pupils to write some advice to give to Lucy about what she could do next and what to do better in the future.</p> <p>Slides 7 – 8 5 mins</p>
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					<p>Re-visit the work from Appendix 1 of the previous session and invite pupils to reflect on their learning then write the tagline ‘Report... but don’t delete, reply or meet’. Then finish the session with a short prayer.</p>
 <p>Daily PE Activity</p>	 <p>Coordination Sending and Receiving</p> <p>Creative</p> <p>Creative Lesson 1 In this unit, the children will develop and apply their sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges</p>	<p>Fitness Focus - COPS AND ROBBERS 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 robber gets tagged they must go to jail and drop any money</p>	<p>Fitness Focus - STRATEGICKI 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 them back to their team’s zone. When walking back, they cannot get tagged. Students who</p>	<p>Fitness Focus – TIK TAC TOE 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 the hoops are filled but neither team has won, players may continue to</p>	<p>JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

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		<p>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.</p>	<p>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.</p>	<p>swap positions of their bib/pinnie. If no team wins, the game is reset.</p>	
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Homework:

Communicating with school

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