

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/ Mr Brennan & Miss Sidwell	Year:	Year 3 Year 4	Date:	16.03.26
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>	<p>LENT 2026</p>	<p>LO: To explore Lenten practices and ways Christians grow closer to God.</p>	<p>LO: To understand and reflect on the Act of Contrition.</p>	<p>Catholic Social Teaching: Option for the Poor</p>	<p>Stay and Pray</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>Lesson 6: Ways We Change During Lent</p> <p>Starter:</p> <p>Brainstorm "What Christians do during Lent."</p> <p>Main Input:</p> <p>Explore prayer, fasting, almsgiving.</p>	<p>Lesson 7: Prayers of Sorrow – Act of Contrition</p> <p>Activities:</p> <p>Starter:</p> <p>Think-pair-share: "Why do we say sorry?"</p> <p>Main Input:</p> <p>Teach the Act of Contrition line-by-line.</p>	<p>We believe in putting people in most need first</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>	<p>Stay and Pray: Growing Closer to Jesus During Lent 2026</p>

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	<p>Participants often fast or give up luxuries (e.g., sweets, social media) to focus on spiritual reflection and preparation for Easter.</p>	<p>Show CAFOD or Fr. Hudson’s Society images.</p> <p>Activity:</p> <p>Groups create Lenten Advice Posters with slogans: “Give something up — so someone else can gain.” “Pray more — worry less.”</p> <p>Cross-Curricular – Geography:</p> <p>Use world maps to locate countries CAFOD supports.</p> <p>Assessment: AT1 & AT2. Scripture: Matthew 6:1–6.</p>	<p>Discuss difficult words (e.g., <i>grace, amend, sin</i>).</p> <p>Activity:</p> <p>Children write their own simple prayers of sorrow.</p> <p>Provide sentence frames for support.</p> <p>Cross-Curricular – Music:</p> <p>Learn a simple sung version of the Penitential Rite.</p> <p>Plenary:</p> <p>Quiet collective prayer with candle.</p> <p>Assessment: AT2 – Reflection. Scripture: Luke 18:13.</p>	<p>those in poverty and structural changes to combat injustices that perpetuate inequality, often called a "preferential option" rather than an optional choice.</p>	
	<p>LO: Compare mass</p>	<p>LO: Add and subtract mass</p>	<p>LO: Problem solving – mass</p>	<p>LO: Measure capacity and volume in litres and millilitres</p>	<p>LO: Measure in litres and millilitres</p>
	<p>Unit 9: Mass</p>	<p>Unit 9: Mass</p>	<p>Unit 9: Mass</p>	<p>Unit 10: Capacity</p>	<p>Unit 10: Capacity</p>

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 <p>Maths Y3</p>	Textbook pages 172-175	Textbook pages 176-179	Textbook pages 180-181	Textbook pages 186-191	Textbook pages 192-195
 <p>Maths Y4</p>	<p>LO: Tenths on a number line (2)</p> <p>Unit 10: Decimals (1)</p> <p>Textbook pages 196-199</p>	<p>LO: Divide 1 digit by 10</p> <p>Unit 10: Decimals (1)</p> <p>Textbook pages 200-203</p>	<p>LO: Divide 2 digits by 10</p> <p>Unit 10: Decimals (1)</p> <p>Textbook pages 204-207</p>	<p>LO: Hundredths as fractions</p> <p>Unit 10: Decimals (1)</p> <p>Textbook pages 208-211</p>	<p>LO: Hundredths as decimals</p> <p>Unit 10: Decimals (1)</p> <p>Textbook pages 212-215</p>
 <p>English</p>	<p>LO: To describe characters through their actions.</p> <p>Starter Children explore how body language shows feelings without using words.</p> <p>Main Children write short descriptions showing emotions (e.g., nervousness, excitement) using actions and body language instead of simply stating feelings.</p>	<p>LO: To develop characters by describing emotions and feelings.</p> <p>Starter We practise describing emotions using expressive phrases (e.g., describing facial expressions and reactions).</p> <p>Main Children begin writing the opening of their own story, describing characters' feelings and reactions.</p>	<p>LO: To develop characters by describing emotions and feelings.</p> <p>Starter We practise describing emotions using expressive phrases (e.g., describing facial expressions and reactions).</p> <p>Main Children continue writing the something new of their own story, describing characters' feelings and reactions.</p>	<p>LO: To develop plots by describing how my characters behave.</p> <p>Starter We explore phrases that show time passing (e.g., "Later that day...").</p> <p>Main Children write the change of heart of their story, focusing on clearly showing the character's change of heart using strong descriptions and varied sentences.</p>	<p>LO: To develop plots by describing how my characters behave.</p> <p>Starter We explore phrases that show time passing (e.g., "Later that day...").</p> <p>Main Children complete their story by writing the consequence and ending, focusing on clearly showing the character's change of heart using strong descriptions and varied sentences.</p>

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Plenary
Volunteers read their descriptions while others guess the emotion being shown.

Plenary
Children review their writing and set themselves a small target for improvement next lesson.

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Children review their writing and set themselves a small target for improvement next lesson.

Plenary
Children share their stories with a partner or the class.

Plenary
Children share their finished stories with a partner or the class.



Spelling & Handwriting

**Year 3 & 4
COMMON EXCEPTION WORDS**

Aa accident accidentally actual actually address after again although answer any appear are arrive ask	Bb be beautiful because behind believe bicycle both break breathe	Cc calendar caught centre century certain child children Christmas circle class climb clothes cold come complete consider continue could Dd decide describe different	Ee early earth eight eighth enough even every everybody exercise experience experiment eye eye Ff famous fast father favourite February find floor forward	Gg 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 island	Jj jam join joke juice jump	Kk kind knowledge	Ll last learn length library love	Mm many material me medicines mention mind minute	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
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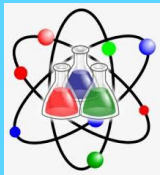
Spelling/handwriting words for this week:

Put these words in context in sentences.

remembering
considered
limiting
disappeared

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.



Wider Curriculum

Geography
LO:

Science
LO: LO: To observe and describe how different teeth help us bite and chew.

This week we are recapping the role of our teeth. Go through the PowerPoint and recap last weeks learning. Then paint and photograph your teeth models.

Art
LO:

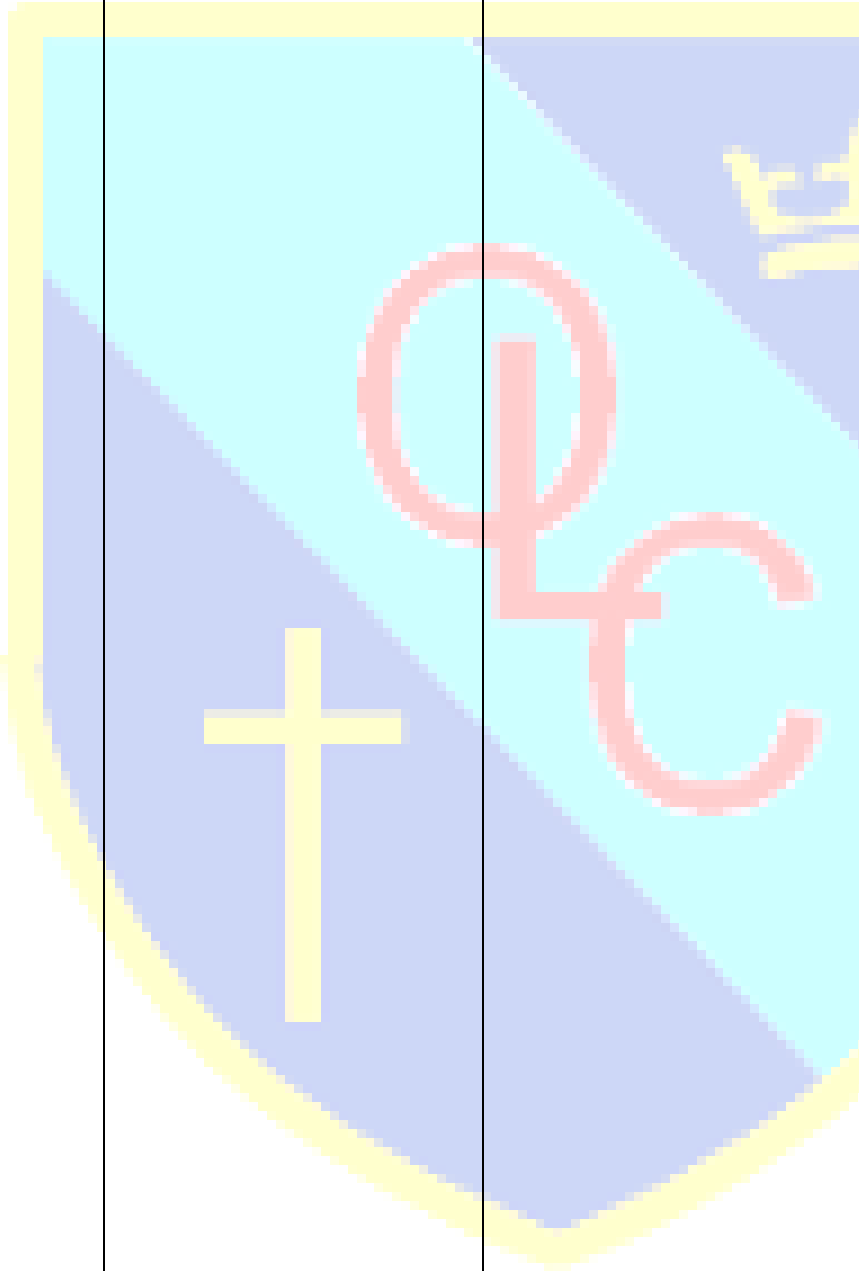
Computing

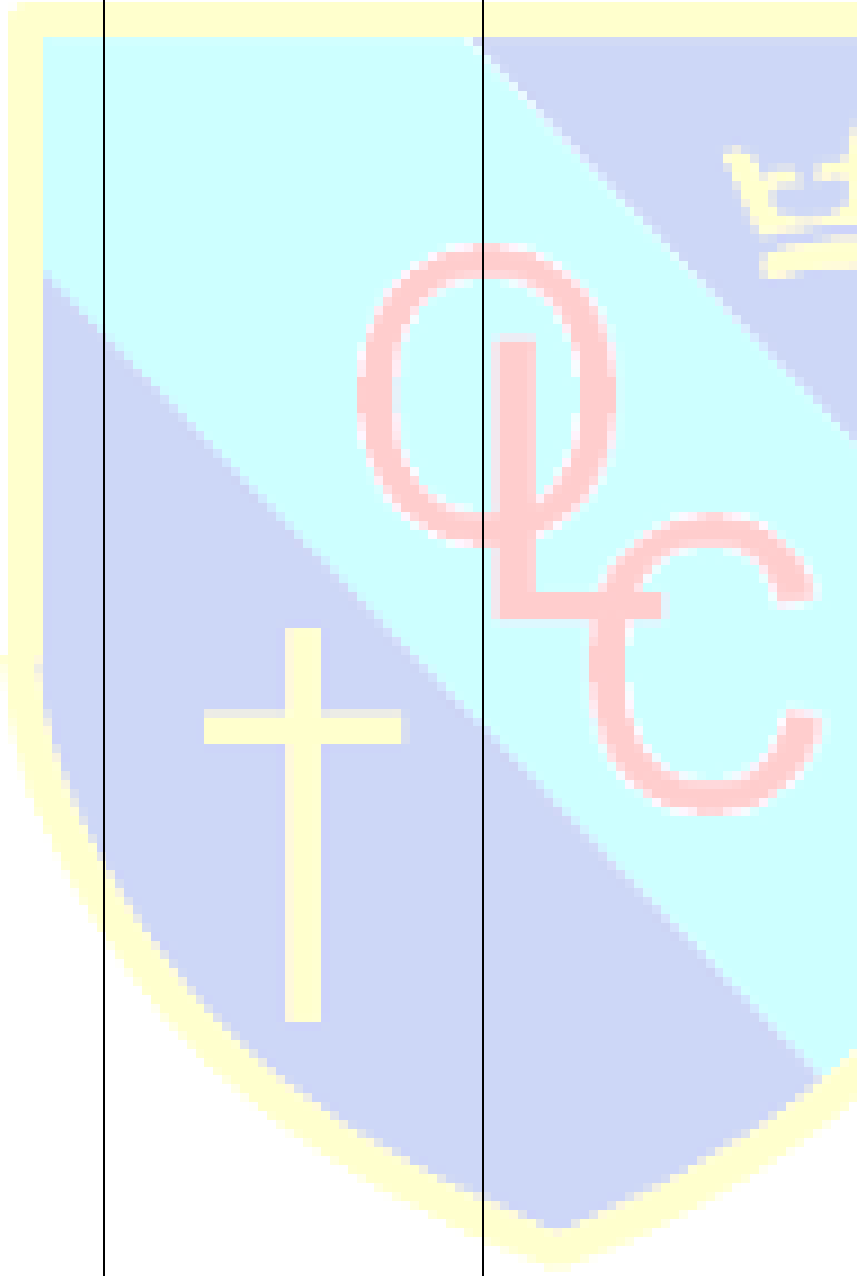
LO: To create a variable to keep a score.
<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/new-further-coding-with-scratch/lesson-3-planning-a-game/>

Explain to the children that they will adapt their

Music
LO:

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			<p>Scratch project from the last lesson to create a simple maths quiz. Inform them that they will add variables to track the user's name and score.</p> <p>Demonstrate how to open a saved Scratch project: Go to File > Load from your computer and select the .sb3 file (see <i>Teacher video: Sb3 files and creating Scratch projects in Cautions</i>).</p> <p>Play the <i>Pupil video: Making a variable</i>, which demonstrates the lesson activity.</p> <p>Hand out the <i>Activity: Planning a game</i> and allow approximately 10 minutes for the children to plan:</p> <p>Two variables (name and score). Multiplication questions.</p>	
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				<p>'If, then, else' feedback text.</p> <p>MFL 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] and I am seven/eight years old</p>	<p>PSHE LO: To know that there are different people we can trust for help, especially those who care for us, including our teachers and parish priest.</p> <p>https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-2/lks2_2_created-to-love-others/u-4/lks2_2-4_keeping-safe/</p> <ul style="list-style-type: none"> All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support. Most children will be able to describe what is appropriate and inappropriate physical contact and name the different types of abuse.
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				<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</i></p>	<p>Some children will demonstrate a greater depth of understanding and compassion when discussing abuse scenarios.</p> <p>Follow slide timings and session prompts.</p>
 <p>Daily PE Activity</p>	 <p>Coordination Sending and Receiving</p> <p>Creative</p> <p>Creative Lesson 4 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 they are carrying. Cops can guard money and the</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 have made it to the opposing team's free</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 swap positions of their</p>	<p>JUST DANCE – WAKA WAKA https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

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		<p>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>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>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