

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, Mrs Kendrew and Miss Cottrell	Year group:	Year 3	Date:	14.09.26
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R.E.	Knowledge Statement: What if everyone in the world looked, spoke, or dressed the same, how might that change the way we treat each other?		Knowledge Statement: I wonder how someone might feel if they were always left out because they were different. What could we do to help them feel valued?		Knowledge Statement: What if you saw someone being treated unfairly, how could you show them that they are important to God?
	Maths	LO: Partition numbers to 1000 pages 24-27	LO: Partition numbers to 1000 flexibly Pages 28-31	LO: 100s, 10s, and 1s Pages 32-35	LO: Use a number line to 1000 Pages 36-39

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English	LO: To plan writing	LO: To write an effective narrative.	LO: To write an effective narrative.	LO: To write an effective narrative.	LO: To write an effective narrative.
	Explain that over the coming days the children will be writing a sequel to journey and today will be an opportunity to plan for it. Give the children time to plan their sequels, considering: The colour of crayon each character might find. How and where they will travel (likely to be using the bike, at least initially!) Will they be time-travelling? What problems/ threats they might encounter along the way (again, this could be linked to topic). Children can choose names for their characters but for the purposes of this planning sequence, we have named them Lila and Ethan. The writing will be split into three lessons: Descriptive writing	Using the planning you created yesterday, begin modelling the opening section of the sequel – see independent work section for model. We rode off on our bike, atop the tandem, both of us overjoyed to have found friendship. After a while, as the day's light began to fade with the sunset, we stopped by a stream. The stream looked familiar, yet I couldn't place it. Just then, a green bird swooped down and from its beak dropped a green crayon. Stooping to pick the crayon up, I once again felt that delicious flutter of excitement: if we had each been taken on a journey - I by my red crayon and Ethan with the crayon in purple – then where might the green crayon take us both?	Tell the children that in their writing today their characters are going to meet other people as part of their adventure and that they'll be including a section of dialogue. Remind children of session 5 where they developed dialogue: As we soared up in into the atmosphere, the skies began to darken and an eerie mist swirled. 'You don't think something dreadful is about to happen, do you?' Ethan Shivered, eyes darting around. But before he could even open his mouth to speak, a commanding voice boomed seemingly from nowhere... Today, focus on learning on dialogue from session 5, reminding the children about the rules for punctuation and layout of speech.	Children to use noun-phrases and draw upon literary language/ devices as they bring their stories to a conclusion. Children will need to decide whether they will pave the way for a third story, thus creating a trilogy or not. Through the darkness, there came light as we sped across the dawn-bathed fields. My heart filled with joy as I realised we had escaped...	Editing lesson using editing flaps. How can we improve our work?

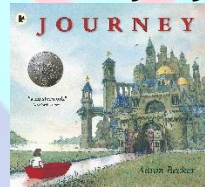
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Lesson 1 - they find a magic crayon that leads them to another world/time. Use lots of description in this piece.
Lesson 2 – they introduce another character that they will share dialogue with.
Lesson 3 - children will conclude their stories using noun phrases and descriptive sentences from the first lesson.

Reading

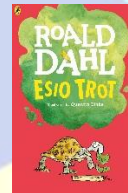


English text: Journey by Aaron Becker



Class novel:

3/4 KC – Esio Trot - Roald Dahl



3B – James and the Giant Peach – Roald Dahl



Spelling Ninja week 1

LEARN NEW RULE - REVEAL

house
duck

Which letters keep appearing?
Which part is the same?
Where does it appear in the word?
Are these everyday words?

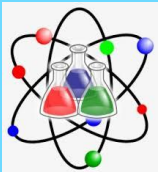
The red sections are important parts to remember to help you spell the word.

house	puppet	who	nurse	night
glass	door	write	hair	fruit
letter	duck	toy	eight	should
skipped	monkey	tube	cakes	picture

SPAG



Science



Prehistoric Britain

LO: To know what life was like during the Ice Age.

History



Key questions

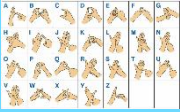
- Which animals lived during the Ice Age?
- Which of these species have become extinct?
- How did early humans make use of woolly mammoths?

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Computing 	https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/  Refreshed scheme (2026) Computational thinking Developing computational thinking skills through decomposition, pattern recognition, abstraction and algorithm design to solve problems. Introduce the term computational thinking and explain to the children that it is a way of solving problems using different skills to help break down and organise a task. Inform them that it helps us approach problems logically, making them easier to understand and solve. Explain that people use this way of thinking in computing and everyday life, from planning a trip to solving a maths problem.
PSHE: 	https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-1/lks2_1-1_religious-understanding/ Across five short sessions, introduce children to the theme that everyone is created and loved by God. Through Gospel stories, discussion, imaginative reflection and creative activities, explore how God created each person uniquely and with a purpose: to be loved, to love others and to make a difference. Discuss how we can always turn to Jesus with our needs and worries, however big or small. Reinforce that every human life is precious to God from conception to natural death. Conclude the week by exploring how Jesus offers us new life and invites us to trust him. Finish each session with prayer.

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MFL



Music



Art



Painting and mixed media: Prehistoric painting

LO: To understand and use scale to enlarge drawings in a different medium.

Rub earth-toned chalk pastels over sugar paper using a paper towel. Scale up their sketches from last week, which means everything in their drawings will get proportionally larger. Use charcoal to outline their drawing.

[Year 3 Art Lesson Plan: Charcoal animals](#)

Athletics

Lesson 1 - To develop the sprinting technique and improve on your personal best.

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.

Fitness

P.E.



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Lesson 1 - To understand how balance helps us in everyday life.

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