

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week, our story is called: **We Are Together.**

For RE, we need to learn the following statements: **God gives me people to love and care for in my home family and school family. God made me and loves me just the way I am. God made a wonderful world, and everything God makes is good.**

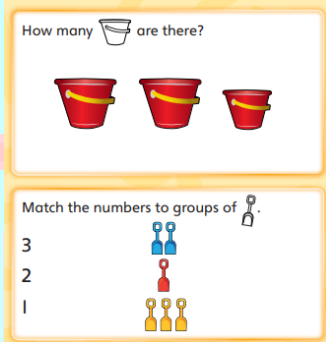
Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	WB: 28 th September 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Focus & Continuous Provision. 9.00 – 9.30	Power Maths: This week, children will start to count to 3 and back from 3. They will link the skill of counting 3 concrete objects to the pictorial representation of 3, and then to the abstract numerals 1, 2 and 3.				
	CLL LO: To talk about our friends. To say which letter sound our friends' names begin with. Introduction: Read – We Are Together. https://www.youtube.com/watch?v=MPAUz2mF8ZA Activity: Draw a picture of friends and mark make / write the initial letter of their name.	RE Know: God gives me people to love and care for in my home family and school family. Discuss that we have been made by God and are loved by God. Talk about families. Activity: Draw family members. Teacher to scribe what children say in response to asking how their family knows they love them.	RE Know: God gives me people to love and care for in my home family and school family. God made me and loves me just the way I am. Activity: Children to use collage materials to create a paper plate collage.	Power Maths Learning focus: Representations to 3.	Power Maths Learning focus: Counting to 3 using abstraction. Activity: Show 3. I will draw 3

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9.30 – 10.00 Continuous Provision	Adults in provision to model the following areas: Reading corner, role play, malleable, art, duplo, building.				
10.00 – 10.15	Playtime				
10.15 – 10.20	Snack time				
10.20 – 10.30 Oracy & Auditory Processing.	Touch your nose etc...	Stand up, stamp, clap, jump etc...	Classroom treasure hunt – Point to the window, door, floor etc...	Copy your partner game.	Follow two instructions: Clap then nod etc...
 Continuous Provision & Focus Activity 10.30 – 11.30	Power Maths Learning focus: Stable order of counting to 3.	Power Maths Learning focus: One-to-one correspondence to 3	Physical Development See Get Set 4 PE Planning Unit 2 lesson 1	Physical Development See Get Set 4 PE Planning Unit 2 lesson 1	CLL LO: To identify own name. LO: To write letters in their name. Activity: Name tracing.
 11.00 – 11.30 Phonics	Learn i	Learn n	Learn m	Learn d	Learn to recognise and write - l
11.30 – 11.40 Handwriting	Dough Disco	Roll of paper & felt tips – Draw zig zags.	Scarf waving in the air – zig zags.	Finger gym activities.	Mark making zig zag patterns.
11.45 – 11.55 Daily Worship	Daily Worship - Gospel	Daily Worship - Songs of praise.	Daily Worship – Ten Ten	Daily Worship – Songs of Praise	Daily Worship – Ten Ten
Lunch 12noon – 1pm					
Mental health and wellbeing. 1.05pm – 1.15pm	Zones of Regulation (15mins) Intent – Introduce children to the Zones of Regulation.	imoves Anxiety Hotspots: https://platform.imoves.com/lesson/3646/297	Zones of Regulation Intent – To learn regulation strategies for keeping calm. Activity: Discuss how breathing can help to calm us down.	Imoves Emotions: https://platform.imoves.com/lesson/3647/297	Zones of Regulation Regulation strategies. Activity: Puffer Fish Breathing. https://www.bing.com/videos/riverview/relatedvideo?q=regulation+breathing+strategies+eyfs+video&mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&FORM=VIRE
	Expressive Art & Design	Understanding the World	Power Maths	RE	PSED – Circle time

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Focus Activity & Continuous Provision  1.15 – 2.15	LO: To produce an observational drawing. Introduction: Talk about the picture of the flowers. Discuss what they can see. On board, model how to do an observational drawing using pencil. Activity: Children to look at the flower picture and create their own observational drawing using pencils.	LO: To learn about Rosa Parkes. Introduction: Read the story of Rosa Parkes. https://www.youtube.com/watch?v=jFlm-GtsUkE Discussion – is it fair that people were separated because of the colour of their skin? Was it fair that Rosa had to give up her seat? Act out the story but using hair colour as an example. How do the blonde children feel when they have to move for the brown haired children. Activity: Write no! Draw sad people on the bus.	Learning focus: Cardinality to 3. Activity: Complete Power Maths book: 	Know: God gives me people to love and care for in my home family and school family. God made a wonderful world, and everything God makes is good. Activity: As a class, talk about rules to help us to look after God's world. On a post it note, each child to draw a picture of themselves. Stick post it notes around the rules. Teacher to take photograph of the rules and children's drawings. Stick collaborative photo in book alongside the child's individual post it note.	LO: To understand how to be a kind friend. Introduction: Talk about ways we can be a kind friend. Activity: Sort pictures kind / unkind. Music LO: To use body parts to make a variety of sounds See Kapow planning.
Story Time 2.55pm – 3.10pm	L.O: To anticipate – where appropriate – key events in stories. To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To make comments about what they have heard and ask questions to clarify their understanding;				
Characteristics of Effective Learning	Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go. Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do. Creating and thinking critically • having their own ideas • using what they already know to learn new things • choosing ways to do things and finding new ways				

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Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Party for 3. Use 3 plates, three bears, three party hats etc... Magnetic shape building.	Pots numbered 1-5 and compare bears. Children to put the correct amount of bears in each pot. Carpet tiles – use the tiles to make a picture.	Paint a picture of themselves. Each child to complete this activity across the week.	Explore using wax crayons to create rubbings of different surfaces.	s, a, t, p Diggers and letters. Use the diggers to collect the letters and put them in the correct area.	Adults in provision, model mark making / pencil control activity - s, a, t, p
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Geography – Build a town – Practitioner to model geographical vocabulary e.g. road, crossing, pedestrian crossing, lamppost, post-box, telephone box..	Science – Use mirrors and wipeboard pens – look in mirror and trace reflection with the wipeboard pens. History – Sequence baby to child pictures.	Rosa Parks story.	Farm buildings & farm animals.	Adults in provision to teach children how to use the building bricks and how to store them when they have finished.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Fill in a face to show they are feeling. 	Felt face emotions. Use the felt to make a face and describe how they are feeling.	 Thread the correct colour beads on the pipe cleaners.	 Draw lines on strips of paper and stick around tuff tray. Children to use scissors to cut and follow the line.	Home corner Enhance with babies.	Home corner Enhance with babies.

Class Email Address:

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

EYFS Development Matters Statements **Children in Reception - Prime Areas**

Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

EYFS Development Matters Statements Children in Reception - Specific Areas

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.