

OLC WEEKLY LEARNING PLAN (FS2)



Hello Children,

This week our story focus is all about. 'The Christmas Story.' Your child now has a new Bug Club login. Please login and look at the reading books, Bug Club sounds and actions and Maths activities.

We will be continuing to practise our Key Instant Recall Fact for Maths: To know number bonds up to 5.

Our Catholic Social Teaching for this half term is: Human Dignity. Luc the Deer represents Human Dignity.



Tricky words to learn to read at home: I, to, no, go, the, into.


<b>Teachers:</b> <b>TLSAs:</b>	Mrs Monington / Mrs Haycock, Miss Bailey Mrs Attwood (FS2HM) AM. Mrs Wong (FS2B)	<b>Year:</b>	FS2	<b>Date:</b>	WB 9 <sup>th</sup> December 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Phonics Bug Club Phase 2 Set 1</b></p>	LO – To learn to read phase 2 tricky words.				
	L.O: To write the caption – a dog. Language lesson 3	L.O: To learn ck.	L.O: To learn e.	L.O: To learn u.	L.O: To learn r.
<p><b>Mathematics Power Maths. Unit 6 – Space</b> This unit focuses on introducing and reinforcing positional language. Not only is this a maths skill, but it is a life skill. Spatial awareness supports all aspects of maths. Children will increase their vocabulary to allow them to begin reasoning by being able to describe and explain how and where. See individual daily plans.</p>	Learning focus Understanding positional and directional language in practical contexts	Learning focus Using positional language to describe the position of items (1)	Learning focus Complete p22 in Power Maths Journal.  Draw what teddy can see. <small>The child draws the plate, sandwich and flowers. They may also draw the picnic rug. Alternatively they circle the objects the teddy can see. When prompted, they explain why they haven't drawn the tree because it is behind the teddy.</small> 	Learning focus Describing movement using the language up, down and across	Learning focus Using directional and positional language to describe a route. Complete p23 in Power Maths Journal. 

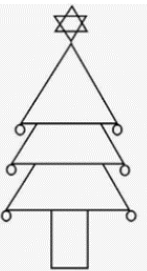
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	<p>Communication, Language and Literacy.</p>	<p>RE</p>	<p>Wellbeing Wednesday PSHE Jigsaw</p>	<p>Physical Development</p>	<p>Communication, Language and Literacy - Reading Focus</p>
	<p>L.O: To learn new vocabulary. To engage in story times. To develop social phrases. L.O: To give meaning to marks made, to write recognisable letters.</p>	<p>L.O: To know that we are waiting for Jesus and that at Christmas he is coming. To talk about a painting showing Mary &amp; Joseph's arrival in Bethlehem.</p>	<p>L.O: To know how to be a kind friend.</p>	<p>L.O: To explore jumping and landing and seated balance movements To complete some Yellow challenges</p>	<p>L.O: To listen carefully to rhymes and songs, paying attention to how they sound.</p>
<p>Introduction: Listen to, 'The Christmas Story' <a href="https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story">https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story</a> Discuss the story. Draw a picture and model writing a sentence. Activity: Children to draw a picture of the Nativity story and mark make / write recognisable letters to create their own sentence.</p>	<p>Introduction: Look at the painting of Mary and Joseph arriving in Bethlehem. Discuss what can be seen in the picture? Activity: Children to answer questions based on the painting: Who / what can you see in this painting? Why are they there? How does this painting make you feel? Do you have any questions about this painting?</p>	<p>Jigsaw Lesson 5: Jigsaw Piece 5 (Making Friends) I can tell you how to be a kind friend.  See online Jigsaw planning.</p>	<p>Real PE. See online planning In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games..</p>	<p>Teach the children the following songs with signs: When Santa got stuck up the chimney. <a href="https://www.youtube.com/watch?v=jMRSRBzoz7E">https://www.youtube.com/watch?v=jMRSRBzoz7E</a> Rudolf the red nose reindeer. <a href="https://www.youtube.com/watch?v=VHjV2EYEzmg">https://www.youtube.com/watch?v=VHjV2EYEzmg</a></p>	
<p><b>11.45 – 11.55</b> <b>Daily Worship</b></p>	<p>Daily Worship – Gospel Gospel: Mark 1: 1-8. The second Sunday of Advent.</p>	<p>Daily Worship – Ten Ten. I can pray: Sing... (To the tune of 'I hear thunder') I can pray (I can pray) Anywhere (anywhere) Put your hands together (put your hands together) Time for prayer (time for prayer)</p>	<p>Daily Worship – Songs of praise. <a href="https://www.youtube.com/watch?v=tODIA2q7Y9I">https://www.youtube.com/watch?v=tODIA2q7Y9I</a></p>	<p>Daily Worship – Songs of Praise <a href="https://www.youtube.com/watch?v=uHCwoDgSgXg">https://www.youtube.com/watch?v=uHCwoDgSgXg</a></p>	<p>Daily Worship – Who would you like to pray for today?</p>
<p>Lunch 12noon – 1pm</p>					
<p><b>Mental health and wellbeing.</b></p>	<p><b>Zones of Regulation (15mins)</b> Intent – To discuss feelings. Activity: Circle time – discuss how we are feeling today.</p>	<p><b>imoves</b> <b>Emotional Wellbeing Anxiety Hot spots</b> <a href="https://platform.imoves.com/lesson/3646/297">https://platform.imoves.com/lesson/3646/297</a></p>	<p><b>Zones of Regulation</b> Intent – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.</p>	<p><b>Emotional Wellbeing</b> Sing Christmas songs with Makaton actions.</p>	<p><b>RE</b> Gospel activity. Listen to the Gospel and complete the activity sheet.</p>
<p><b>Focus Activity</b></p>	<p><b>Understanding the World / EAD</b></p>	<p><b>Physical Development - PE</b></p>	<p><b>Religious Education</b></p>	<p><b>Expressive Art &amp; Design</b></p>	<p><b>Music - Kapow</b></p>

OLC WEEKLY LEARNING PLAN (FS2)

	<p>L.O: To explore, use and refine a variety of artistic effects to express their ideas and feelings. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>L.O: To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>CST Solidarity Big Question: L.O: To talk about how we can show others that we care?</p>	<p>L.O: To recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>L.O: To learn a Christmas song.  Lesson 4: Traditional Christmas music  Children take part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song.</p>
	<p>Introduction: Look at snowflake presentation on Kapow. <a href="https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/seasonal-crafts/winter-craft-threaded-snowflakes/">https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/seasonal-crafts/winter-craft-threaded-snowflakes/</a> Discuss the patterns, how are they the same, how are they different?  Activity: Children to use pipe cleaners and beads to create a colourful decoration in the style of a snowflake.</p>	<p>Activity: Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Children to first practise throwing up in the air and catching and then work with a partner to practise throwing and catching.</p>	<p>Talk about how some people might feel lonely at Christmas. What can we do to show them that we care?  Activity: Make and send a Christmas card to the elderly people in our parish.</p>	<p>Activity: Talk to the children about whether or not they celebrate Christmas. If they don't celebrate Christmas, talk about other special celebrations that they might have throughout the year for example Eid. What do they do to celebrate?  Activity: In focus book, draw pictures of a religious celebration. For example –Christmas – draw tree and presents. Eid – draw special outfit, decorations and presents. Teacher to scribe pupil voice.</p>	<p>Golden Time</p>
<p><b>Story Time</b></p>	<p><b>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;</b></p>				
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go.</b></p> <p><b>Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do.</b></p> <p><b>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</b></p>				

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Continuous provision and Independent activities		
Maths Area	Expressive Arts & Design Area	Communication Language & Literacy Area
<p>Draw around shapes to create a Christmas tree.</p> 	<p>Decorate a felt Christmas tree.</p> <p>Cut out Snowflakes.</p> <p>Paint a nativity scene picture for Christmas card.</p> <p>Clay decorations – supported by Mrs Wong / Miss Moir. All children to complete this activity</p>	<p>FS2B Phonics games, Magnetic letters and cvc pictures. Can the children find the correct letters to spell the words?</p> <p>Large piece of paper and felt tips on floor. Children to practise letter formation.</p> <p>Write a letter to Santa.</p> <p>FS2HM Roll of paper on floor with letters in a grid. Can children copy the letter and draw something that begins with that letter? Magic writing boards – Practise name writing. Wipeboard pens, wipeboards and cvc wooden pictures – can the children use their phonic knowledge to spell the words?</p>
Understanding the World Area	Small World Area	Outdoor Area
<p><a href="https://zoo.sandiegozoo.org/cams/polar-cam">https://zoo.sandiegozoo.org/cams/polar-cam</a></p> <p>IWB – FS2B: Look at the Polar Cam in San Diego Zoo. What can the children see? What are the polar bears doing today? <a href="https://explore.org/livecams/polar-bears/polar-bear-cam">https://explore.org/livecams/polar-bears/polar-bear-cam</a></p> <p>Look at the reindeer cam: <a href="https://reindeercam.com/web-free/#rdcvids">https://reindeercam.com/web-free/#rdcvids</a></p> <p>Provide the children with clipboards so that they can draw what they see.</p> <p>FS2HM - Snow, brushes, globe and artic animal pictures. Use the paint brushes to reveal which animals live where Santa comes from. Can the children locate the North Pole on the globe?</p>	<p>FS2HM - Godly Play – Use small world figures to act out the Christmas Story.</p> <p>FS2B - Duplo. Playing &amp; Exploring - Draw a design on clipboard then have a go at building it.</p> <p>FS2HM - Dolls house - Invent stories with their teachers and peers.</p>	<p>Balance Bikes, trikes, chalk, building using bricks, blocks and crates.</p> <p>Provide children with ribbons to weave in and out of the fence.</p>
PSED	Physical Development / Finger Gym	Speaking & Listening

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Look at pictures of the North Pole. How is it different to where they live?



Make a bracelet using the Christmas shape cutters.

Role Play Area – FS2HM – Role play area – enhance with a Christmas tree and cardboard box fireplace – hang stockings

Role Play Area – FS2B – Use Reading Den to create a stable for the children to dress up and act out the Christmas Story. Creating & thinking critically - Take part in pretend play.

**Communicating with school:** Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)