



OLC WEEKLY LEARNING PLAN (FS2)




Hello children, our first topic of the year is called – **All About You & Celebrations**. This week we will be spending lots of time settling in and learning routines. We will have opportunities to talk about our families and where we live. Our story this week is: **What if Everybody Did That?** This half term, our Gospel values are focussing on being eloquent and truthful. Our Key Instant Recall Facts focus for Maths is to subitise (recognise quantities without counting) up to 5.

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	10th November 2025
TLSAs:	Mrs Attwood (AM) Mrs Hull (PM)				



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics 9.00 – 9.30	Power Math textbook Page 51	Power Math textbook page 52	Power Math textbook page 53 and workbook page 12	Power Math textbook page 54	Power Math workbook page 13
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
 Focus Activity 10.30 – 11.00	English L.O:	R.E	Physical Development – PE – Outdoors.	Physical Development – PE	English L.O: To understand remembrance day
	L.O: To match lower case and upper-case letters for the phonemes we have learnt. Re-cap over the sounds we have looked at showing	L.O: To celebrate and give thanks for all who love and care for us. ER8 ER7 Discuss those people who care for us and how they care for us. Create hands of thanks.	L.O: To move safely and with control while taking part in activities. Warm up- Move like soldiers Explain that soldiers march together in lines to show teamwork. Children practise marching in	L.O: To play with others and take turns and share with help. Warm up - Moon Adventure Skill- Jumping and landing Skill application: I Jumped Aboard a	Watch the remembrance day video and discuss what happened. What it means to us today and why we celebrate it. https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-remembrance-day Children to have picture links to remembrance and write the first initial letter or have a go at writing the word.

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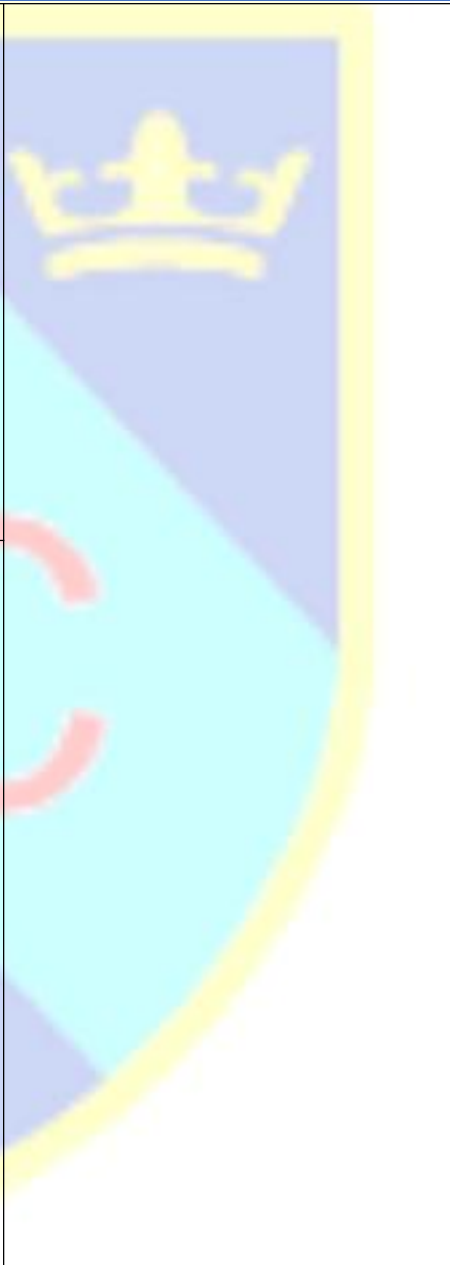
	<p>them upper- and lower-case letters. After children in their books match the lower case and upper case letter.</p>	<p>Children have pre cut out hands which they will write who they are thankful for mum, dad, nanny, grandad. And decorate with hearts, smiley faces.</p>	<p>time — arms swinging, knees up.</p> <p>Call out actions:</p> <ul style="list-style-type: none"> • “March!” (march on the spot) • “Halt!” (freeze) • “Turn!” (turn to a new direction) • “Salute!” (salute and stand tall) <p>Main Activity- “Poppy Petal Relay”</p> <p>On “Go!”, one child from each team runs to collect a “poppy petal” and brings it back to place in the team’s hoop.</p> <p>Continue until all petals are collected and each team has built their “poppy.”</p>	<p>Rocket Ship</p> <p>To the tune of: When I was One</p>	<p>Mud Sad Poppy Solider horses</p>
 Bug Club 11.00 – 11.30 Phonics	<p>L.O: To say the /e/ phoneme. To find the letter 'e'</p>	<p>L.O: To write the /e/ phoneme. To write the letter 'e'</p>	<p>L.O: To say the /u/ phoneme. To find the letter 'u'</p>	<p>L.O: To write the /u/ phoneme. To write the letter 'u'</p>	<p>Revision of e,u Letter recognition assessment of e,u</p>
<p>11.45 – 11.55 Daily Worship</p>	<p>Daily Worship – During class worship - Talk about the brave soldiers. Talk about the significance of the poppy.</p>	<p>Daily Worship – Ten Ten</p>	<p>Daily Worship – Value and virtues</p>	<p>Daily Worship – Songs of Praise</p>	<p>Daily Worship –</p>

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Lunch 12noon – 1pm

Mental health and wellbeing. 1pm – 1.15pm	Zones of Regulation & Project Evolve	imoves	Zones of Regulation	imoves	Zones of Regulation
		https://platform.imoves.com/subjects/10/subcategories/296 The Power of Yet.	L.O: – To learn regulation strategies for keeping calm. Activity: Rainbow breathing	https://platform.imoves.com/lesson/3653/299 Vegetable Song	L.O: – To learn regulation strategies. Activity: Discuss and practise breathing strategies for calming down. https://www.youtube.com/watch?v=RiMb2Bw4Ae8
Focus Activity	Religious Education	Expressive Art & Design	PHSE/RSE	Understanding the World	Music
	<p>L.O: To thank God for those who care for us through prayer.</p> <p>KU1 KU3 ER7</p>	<p>Make poppies- use paper plates.</p>	<p>Anti Bullying week</p> <p>L.O: To understand what it means to be kind and to know that everyone deserves to feel safe and happy at school.</p>	<p>L.O: To understand that Hanukkah is a celebration for Jewish people and to learn some of the ways it is celebrated.</p>	<p>L.O: To learn about music from another culture, particularly when related to the festival of Hanukkah.</p>
	<p>Carry out a liturgy lead Gather- lighting a candle to start and welcome everyone. Word- read the story of The parable of the Good Samaritan Discuss how story talks about how the Samaritan looked after people. We have people who look after families, teacher, police officers, doctors.</p> <p>Respond: Say a prayer as a class for those people who look after us</p> <p>Mission: To create thank you cards for those people who look after us.</p>		<p>Starter: Feels check in</p> <p>Sit in a circle and show emotion cards. Ask children to choose a card that shows how they feel today. Ask: “What makes you feel happy at school?” and “What can we do if someone is sad?” Explain simply that Anti-Bullying Week is about helping everyone feel safe and happy.</p> <p>Activity:</p> <ol style="list-style-type: none"> Sit the children in a circle. Explain that we are going to share kindness with our friends. Start with one child holding the ball. They say something kind 	<p>Talk to the children how other cultures celebrate different festivals and that in the Jewish religions they celebrate Hanukkah. Read the Hanukkah story to the children. Discuss the Vocab at the end of the story.</p> <p>Children create their own menorah</p>	<p>LINKS- https://video.link/w/gC6Bb https://video.link/w/zHQSc</p> <p>The children will learn about music associated with the Jewish festival of Hanukkah.</p> <ol style="list-style-type: none"> Introduce the Hanukkah story with this video: 'Homer- The story of Hanukkah' on VideoLink. Briefly recap what Hanukkah is. Tell the children that when Jewish people celebrate Hanukkah, they light candles, eat delicious food and play games. They also love to play and listen to music. The first part of the lesson, you will introduce the children to images of three traditional Jewish musical



			<p>they can do for a friend (or pick a card and read it with support).</p> <ul style="list-style-type: none"> ○ Example: "I can help my friend tidy up." <p>4. They gently toss the ball to another child, who then shares their kind action.</p> <p>5. Continue until everyone has had a turn.</p> <hr/> <p>Choose special friends ambassadors.</p>		<p>instruments and the sounds they make:</p> <ul style="list-style-type: none"> ● Drum – simple frame drum made of wood with an animal skin stretched over the frame. ● Tambourine – very like modern tambourines. ● Cymbals – very like modern cymbals. <p>4. Display the <i>Presentation: Traditional Jewish musical instruments</i> and spread out the flashcards from the <i>Activity: Traditional Jewish musical instruments flashcards</i> on the floor where the children can see them.</p> <p>5. Either show the children each of the three instruments using slides 1-3 of the <i>Presentation: Traditional Jewish musical instruments</i>, or show the children the pictures of the instruments using the flashcards from the <i>Activity: Traditional Jewish musical instruments flashcards</i>.</p> <p>Whether using the slides or the flashcards, read out the name of each instrument.</p> <p>6. Using slide 4 of the <i>Presentation: Traditional Jewish musical instruments</i>, play each of the numbered instrument audio clips in turn. Ask the children to listen carefully and then guess which instrument they are listening to by pointing to the correct flashcard. Clicking the mouse after each audio file will bring up the name of the instrument and an</p>
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					<p>image of the instrument.</p> <p>7. Teach the children how to dance the Hora. The instructions are set out in the <i>Activity: How to dance the Hora</i>. You may also find the link: 'Rejoice in Dance - Teaching video for Hora dance' on VideoLink useful.</p> <p>8. When you have had some practice, if you have tambourines and cymbals, you can hand these out to the children and invite them to play these instruments while dancing.</p> <p>7. Dance in a circle to the Hora dance. Don't worry if the children get the moves wrong, this dance is all about celebrating and having fun.</p>
	Story	Story	Story	RE – Bible story.	Story
Story Time	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	<p>Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go.</p> <p>Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do.</p> <p>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</p>				

Continuous provision and Independent activities					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K

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Colouring shapes 3D shapes what can you build. 2d shape collages	Building pictures with 2D shapes. 3D peg the shape Repeating patterns	Create doves for sign of peace.	Poppy 2D play tray	Pencil control activities Writing own name in stickers/ pom poms	Write thank you cards to the soldiers Make Hanukkah cards
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Remembrance table – pictures, poppies	Feelings Investigation Area	Jungle set up – Lion won't share the water hole	Kindness town	Bikes, trikes, chalk, building using bricks, tyres and crates.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Turn taking game.	Getting ourselves ready station. Jigsaws	Paint dots of remembrance pictures	Remembrance threading	Model what happens in the home corner	Model what happens in the reading den.

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	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. 	<ul style="list-style-type: none"> See themselves as a valuable individual. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing
<ul style="list-style-type: none"> Learn new vocabulary. 	<ul style="list-style-type: none"> Build constructive and respectful relationships. 	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace.
<ul style="list-style-type: none"> Use new vocabulary through the day. 	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. 	<ul style="list-style-type: none"> Think about the perspectives of others. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
<ul style="list-style-type: none"> Describe events in some detail. 	<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> Personal hygiene 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
<ul style="list-style-type: none"> Develop social phrases. 		<ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
<ul style="list-style-type: none"> Engage in story times. 		<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient.
<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. 		<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes
<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 		
<ul style="list-style-type: none"> Use new vocabulary in different contexts. 		
<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. 		
<ul style="list-style-type: none"> Learn rhymes, poems and songs. 		
<ul style="list-style-type: none"> Engage in non-fiction books. 		
<ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		

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.