

OLC WEEKLY LEARNING PLAN (FS2)




Hello children, we can't believe that you have finished your first half term in FS2 already! This week we will be learning all about Diwali. Please log on to your Active Learn account where you will find books to read and games to play. This half term, our Gospel values are focussing on being eloquent and truthful. Our Catholic Social Teaching, (CST) is focussing on: The Common Good. Our Key Instant Recall Facts focus for Maths is to subitise (recognise quantities without counting) up to 5.




Teachers: TLSAs: Student Teacher	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM) Mr Semhi	Year:	FS2	Date:	20 th October 2025
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics & Continuous Provision. 9.00 – 9.30	This week, children will compare two groups of non-identical objects saying which group of objects has more, fewer or the same. Children will build on learning from the previous week, matching objects to compare quantities, but focusing on matching non-identical objects to draw out the misconception that objects must be the same to compare them.				
	Learning focus: Comparing groups.	Learning focus Comparing groups of non-identical objects using one-to-one correspondence.	Learning focus: Comparing groups by matching or subitising. Activity – Complete p10	Learning focus: Representing groups to compare using cubes. Representing and comparing groups in a variety of ways Activity – Complete p11	
9.30 – 10.00 Reading & Continuous Provision	Reading Groups	Reading Groups	Reading Groups	Reading Groups	
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				

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 <p>Continuous Provision & Focus Activity 10.30 – 11.30</p>	<p>CLL L.O: To practise writing known letters.</p> <p>Listen to the book about Diwali. https://www.youtube.com/watch?v=wYHjzB8cb54&list=PLY9kZpjRDQpsAbdCC8Xff6EagDFz6SO7X</p> <p>Discuss the celebrations. Discuss that Diwali is an important celebration of the festival of light.</p> <p>Activity: Glitter in tuff tray & paint brushes. Children to practise writing the following letters: satpinmd.</p> <p>Plenary: Watch: https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali</p>	<p>RE L.O: To hear and become familiar with an event in Jesus' life. To understand that Jesus loved God His Father.</p> <p>To explore the idea that God's house (the temple) is a special place. Listen to the story: https://www.youtube.com/watch?v=aJiwYgiVoZM</p> <p>Resources: Printable background of the temple – Children to draw a picture of Jesus inside His father's house.</p>	<p>Physical Development Diwali dance. Children to follow Miss Priya's Diwali dance tutorial. https://www.youtube.com/watch?v=zrwwU55kc30</p> <p>Children to follow Miss Priya's dance moves to take part in a Diwali dance party. https://www.youtube.com/watch?v=BVaZdhkox7w</p>	<p>Physical Development See separate plan.</p>	
<p>Phonics 11.00 – 11.30</p>	<p>L.O: To say the /g/ phoneme. To find the letter 'g'</p>	<p>L.O: To say the /g/ phoneme. To find the letter 'g' To write the letter 'g'</p>	<p>L.O: To say the /o/ phoneme. To find the letter 'o'</p>	<p>L.O: To say the /o/ phoneme. To find the letter 'o' To write the letter 'o'</p>	
<p>11.45 – 11.55 Daily Worship</p>	<p>Daily Worship - Gospel</p>	<p>Daily Worship - Songs of praise.</p>	<p>Daily Worship – Ten Ten</p>	<p>Daily Worship – Songs of Praise</p>	
<p>Lunch 12noon – 1pm</p>					
<p>Mental health and wellbeing.</p>	<p>Zones of Regulation (15mins) Intent – To discuss feelings. Activity: Circle time – discuss how we are feeling today.</p>	<p>imoves https://platform.imoves.com/lesson/3649/298 You've Got a Friend in Me.</p>	<p>Zones of Regulation Intent – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.</p>	<p>imoves https://platform.imoves.com/lesson/3647/297 Emotions</p>	
<p>Focus Activity & Continuous Provision.</p>	<p>R.E</p>	<p>Expressive Art & Design</p>	<p>PSHE</p>	<p>Understanding the World</p>	
	<p>L.O: R6 To hear and become familiar with main events, characters and places in the life of Jesus.</p>	<p>L.O: To explore and experiment with clay to make a diya.</p>	<p>L.O: To learn that we can use strategies to calm ourselves down.</p>	<p>L.O: To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Diwali focus- Circle Time Activity: Holding and Exploring Clay Diyas.</p>	

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	<p>To hear about and explore ways in which Jesus invited men and women to friendship and discipleship.</p>				
	<p>Read the story of Jesus and his disciples. Activity: Draw a picture of Jesus and one of his Disciples. Can the children remember the names of any of the Disciples.</p>	<p>Introduction: Discuss what a diya is for? Can they remember the story of Rama & Sita? Explain that we are going to make and decorate our own clay diya. Show children the video: https://www.youtube.com/watch?v=v4Nq_QxxfjY Activity: Children to mould the clay to make a diya. Use tools and sparkly paint to decorate.</p>	<p>Zones of Regulation Circle Times Rainbow breathing</p>	<p>Begin with a quiet moment: Dim the lights slightly. Light (or switch on) a battery-operated tea light inside a real or handmade diya. Say: "This week, people all over the world are celebrating a special festival called Diwali. Let's learn about the little lights called diyas." Show the diya: Hold it up and slowly turn it so everyone can see. Describe it: "This is made of clay. It's small and smooth. People light diyas to celebrate light and hope." 🕯️ 2. Sensory Exploration (5–10 minutes) Pass the diya around the circle: Ask each child to hold the diya gently in their hands. Encourage them to use descriptive language: "How does it feel?" "Is it heavy or light?" "What shape is it?"</p>	
	Story	Story	Story	RE	Story
Story Time	<p>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;</p>				

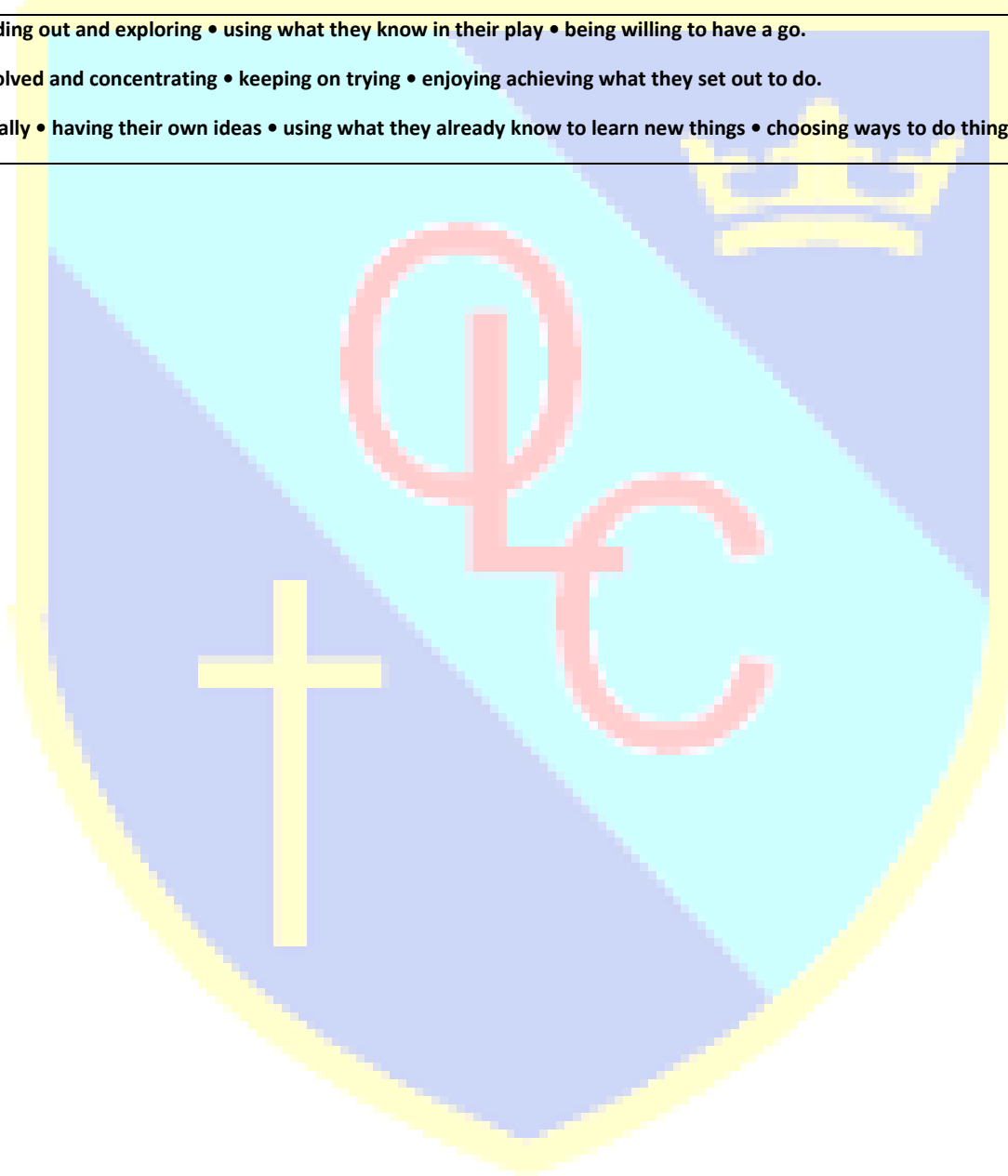
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Characteristics of Effective Learning


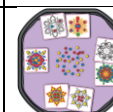
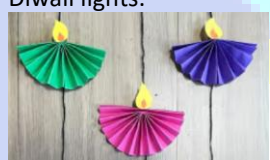
Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go.

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
Shape Sorting: Use geometric shapes to design rangoli patterns.	Order the diyas 1 – 10. Collections for children to sort and compare, identifying where there is more, less, fewer or the same. Collection of small objects (toys, gems etc.)	Make clay Diyas – TA support needed. Use pastels to create Diwali firework pictures.	Make fireworks. Make Diwali cards. 	Under the table writing. Put large sheets of paper under the table and provide felt tip pens for children to lie on their backs and mark make.	Letter formation in glitter. Write message in Diwali card.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Reflections – Children to explore items that have a reflective surface	Torches – create a dark den under the table. Cover the torches with different coloured cellophane for children to explore.	Decorate doll's house with lights for Diwali. Godly play – Lost in the temple.	Rama & Sita puppets.	Leaf printing. Conker rolling down drainpipes. Pipettes, watered down coloured paint & filter paper to experiment with colour mixing – make firework colour explosions.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Block play – add tea lights to balance on the blocks.	 Work together to make rangoli patterns.	Draw around hands and decorate with mehndi patterns. Cinnamon playdough.	Large pieces of paper and felt tip pens for children to make large scale drawings. Fold paper circles to make Diwali lights. 	Decorate home corner for a Diwali party. Lights, streamers, lanterns, colourful dress up fabric.	Set up role play area as a sweet shop. Till, scales, scoops, signs.

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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. 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. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Personal hygiene 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"> 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 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: <ul style="list-style-type: none"> 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.