
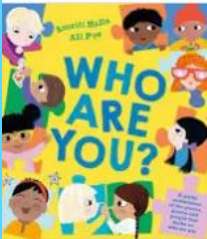


# OLC WEEKLY LEARNING PLAN (FS2)




Hello children, our first topic of the year is called – **All About You & Celebrations**. We will have opportunities to talk about ourselves, our families and where we live. Our story this week is: ‘Who Are you?’ 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.


<b>Teachers:</b> <b>TLSAs:</b>	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	<b>Year:</b>	FS2	<b>Date:</b>	15th September 2025
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8.45 – 9.00</b>	Morning prayers, registration, dinner choices.				
 <b>Mathematics</b> <b>9.00 – 9.30</b>	Baseline. Assess counting objects to 10.	Baseline. Assess counting objects to 10.	Baseline. Assess counting objects to 10.	Number activities and songs.	Number activities and songs.
<b>9.30 – 10.00</b>	Play partner support in continuous provision activities.				
<b>10.00 - 10.15</b>	Playtime				
<b>10.15 – 10.30</b>	Snack time				
 <b>Focus Activity</b> <b>10.30 – 11.00</b>	<p>L.O: To learn new vocabulary. To engage in story times. To develop social phrases.</p> <p>Introduction: Listen to the story. ‘Who Are You?’  <a href="https://www.youtube.com/watch?v=1Xp0LEY3YQ4">https://www.youtube.com/watch?v=1Xp0LEY3YQ4</a></p> <p>Discuss what is happening in the story. Give children time to discuss the pictures and to share with others what is happening in the story.</p> <p>Activity: Using mirrors, create self-portraits on a paper plates for a whole class display. Look carefully at your own features and discuss them. Use wool for hair. Once complete, share each other’s self portraits.</p>	<p>PE (Outdoor)</p> <p>L.O: To develop listening skills. To practise starting and stopping.</p> <p>Develop listening skills and spacial awareness.</p> <p>Play listening games:  Cars  Pirates  Beans</p>	<p>PE (Indoor)</p> <p>Personal Skills</p> <p>Some - I can follow instructions and practise safely.</p> <p>Many - I enjoy working on simple tasks with help.</p> <p>Fundamental Movement Skill Focus</p> <p>Coordination</p> <p>Footwork</p>	RE baseline assessment.	

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		RE Baseline assessments			
 <b>11.00 – 11.30</b> <b>Phonics</b>	Baseline. Assess recognition of phase 2 phonemes.	Baseline. Assess recognition of phase 2 phonemes.	Baseline.	Baseline – Name writing, pencil grip and hand preference.	Baseline – Name writing, pencil grip and hand preference.
<b>11.45 – 11.55</b> <b>Daily Worship</b>	Daily Worship -Mary, Mother of Jesus – Today is Mary's birthday. Make a birthday card for Mary.	Daily Worship – CST Big Question: How can we be a good friend?	Daily Worship – Introduce the children to our school mission statement and discuss how To Live As Jesus Taught Us.	Daily Worship – Songs of Praise	Daily Worship – Gospel
<b>Lunch 12noon – 1pm</b>					
<b>Mental health and wellbeing.</b> <b>1pm – 1.15pm</b>	<b>Zones of Regulation &amp; Project Evolve</b>  The Concept of "Stranger Danger" Online Focus: Understanding that not everyone online is a friend.  L.O: Children will learn that not everyone online is trustworthy. Discussion: Talk about the difference between a real friend and a stranger, both in person and online. Role-play: Practice how to respond if someone they don't know talks to them online. "I don't talk to strangers!" Game. Buddy the Dog p10-19	<b>imoves</b>  <a href="https://platform.imoves.com/subjects/10/subcategories/296">https://platform.imoves.com/subjects/10/subcategories/296</a> <b>The Power of Yet.</b>	<b>Zones of Regulation</b>  L.O: – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.	<b>imoves</b>  <a href="https://platform.imoves.com/lesson/3653/299">https://platform.imoves.com/lesson/3653/299</a> <b>Vegetable Song</b>	<b>Zones of Regulation</b>  L.O: – To learn regulation strategies. Activity: Discuss and practise breathing strategies for calming down. <a href="https://www.youtube.com/watch?v=RiMb2Bw4Ae8">https://www.youtube.com/watch?v=RiMb2Bw4Ae8</a>
<b>Focus Activity</b>	<b>Religious Education</b>	<b>Expressive Art &amp; Design</b>	<b>PSED Life to the Full Plus</b>	<b>Understanding the World</b>	<b>Music</b>

# OLC WEEKLY LEARNING PLAN (FS2)

	L.O: To complete individual assessments.	L.O: To Mark Make  Lesson 2: Mark making with felt tips Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns.	LO: To listen to and respond to a story.  Story Sessions: <a href="#">Handmade With Love Sessions</a>	LO: To use the sense of sound. LO To actively listen  Explain to the children that we're going on a special walk just to listen. You can call yourselves "sound detectives" 🕵️. Encourage them to be quiet so they can hear everything. <b>Discuss what they might hear:</b> Ask the children to predict what sounds they think they will hear, both natural (e.g., birds singing, wind blowing) and human-made (e.g., cars, sirens, people talking).	L.O: To listen to and sing songs
	RE Baseline assessment.		L.O: To take part in circle time. To express our feelings. Activity: Circle time discussions.	Religious Education LO: To continue individual assessments. RE Baseline assessment	Activity: Listen to familiar nursery rhymes and join in.
	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	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.				

# OLC WEEKLY LEARNING PLAN (FS2)

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

## Continuous provision and Independent activities

Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Magnetic shape tiles- build with shapes. Discuss their properties.	Lady birds- match numerals to objects.	Paint mixing and printing.	Free choice craft	Mark making – big roll of paper and felt tips.	Pencil control activities.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Investigation area with magnifying glasses, artefacts and maps to explore.	Observation of the outdoors. Use clipboard to draw and record the changing weather.	Little lego building	Doll's house	Bikes, trikes, chalk, building using bricks, tyres and crates.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Work together to make jigsaws.	Play a taking turns game with a friend or in a group.	Play dough – free choice.	Bead boards Bee tower game.	Model what happens in the home corner	Model what happens in the reading den.

## OLC WEEKLY LEARNING PLAN (FS2)

**Class Email Address:**

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