

## OLC WEEKLY LEARNING PLAN (FS1)

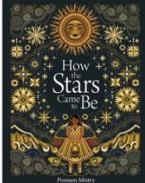
### Week 5

This week, the children will be enjoying the story *How the Stars Became* as part of our reading focus. We'll be exploring the story together through shared reading, discussion, and creative activities, encouraging the children to talk about the characters, settings, and key events. The story will help develop listening skills, imagination, and new vocabulary, as well as spark curiosity about the night sky. We'll also link the story to simple art and role-play activities to help bring it to life in a fun and meaningful way.



*This Weekly Learning Plan shares the learning that will be taking place this week and helps you to complete it during your time at home. Each day has a variety of lessons to ensure you access the whole curriculum while at home. You will find that there may be some slides to read / share with a grown up or a video to watch. There will also be some activities to complete.*

<b>Teachers:</b>	<b>Mrs Sandhu-White</b> <b>Miss Doyle (Whole Day)</b> <b>Mrs Shemila (Whole Day)</b> <b>Miss Moir (AM)</b>	<b>Year:</b>	FS1	<b>Date:</b>	WB 2 <sup>nd</sup> February 2026
<b>TLSAs:</b>					
<b>Student TLSA:</b>					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00am	Hang up coats, morning prayer, registration, dinner choices. Zones of regulation register. Wake up shake up.				
9.00am – 9.15am	Daily Worship Gospel	Daily Worship Meditation Prayers	Daily Worship To live as Jesus taught us	Daily Worship Song of Praise	Daily Worship Song of Praise
 9.15am – 9.30am Focus group work. 9.30am – 10.00 Continuous Provision.	<b>Communication Language &amp; Speaking and Listening</b> <b>Text:</b> How the Stars came to Be. 	<b>Expressive Arts &amp; Design</b> LO: To safely use and explore a variety of materials, and experiment with colour, design and texture.	<b>Well-being Wednesday</b> <b>Ten Ten-Life to the Full Module: Created to love others.</b> EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and	<b>RE</b> NE - God's Family <b>BIG QUESTION:</b> Who is special in your life, that loves and cares for you?	<b>PE</b> LO: To Introduce basic movements and body awareness.

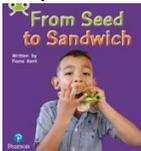
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			<p>relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>		
	<p><u>Activity:</u> Watch/Listen: <a href="#">How the Stars Came to Be.</a></p> <p>Discuss the text and use of language. Create a star with the children- how many points does it have? How can we make it shiny? Children to create their own individual stars.</p> <p><i>Rising 3's</i> <i>To write the first letter of their name in sand/glitter, then on a swb.</i></p>	<p><u>Activity:</u> Children to make and decorate their own star using lolly pop sticks.</p> 	<p><u>Activity:</u> <i>Rising 3's</i> <i>Adult to read a short story to the children using a big read book. Engage the children in dialogue about the pictures, what is happening, what might happen next etc. This will support children's communication and language skills.1</i></p>	<p><u>Activity:</u></p> <p>Sit together and talk about ways we can show love using our <b>hands</b> (helping, sharing, holding hands, giving high-fives, gentle touches).</p> <p>Each child decorates a hand outline.</p> <p>Ask children to say (or choose from picture prompts) <b>one kind action</b> they can do with their hands.</p> <p>Write their idea on the hand and display them as <b>“Our Kind Hands.”</b></p> <p>Hold a simple “thank you” liturgy. Gather in a circle, use pictures created and each child is given an opportunity – if confident enough – to say “Thank you God for my ....., who loves and cares for me.” Sing a simple thank you God song.</p> <p><u>Watch:</u> <a href="#">Thank You God for my family.</a></p>	<p><u>Activity:</u> Warm-up: Animal movements (e.g., bear crawls, frog hops).</p> <p>Simon says with simple movements (e.g., jump, clap, twist).</p> <p>Obstacle course with soft obstacles (e.g., cones, mats).</p>
<p>10.00 – 10.15</p>	<p>Snack time</p>				

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Morning play					
10.15 – 10.45					
10.45 – 11.15	Maths	Phonics	Maths	Understanding the World Speaking & Listening	Phonics
	LO: To compare quantities using language: ‘more than’, ‘fewer than’..	LO: To begin oral blending and segmenting.	LO: To compare quantities using language: ‘more than’, ‘fewer than’.	LO: To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	LO: To begin oral blending and segmenting.
	<p><b>Activity:</b> Teddy Bear Picnic. Give each teddy a plate with a different number of food items. Ask children to compare: “Does this teddy have <b>more than</b> that teddy?” “Which teddy has <b>fewer than</b>?”</p> <p>Encourage full sentences: “The blue teddy has more than the red teddy.”</p>	<p><b>Activity:</b> Bug Club Phase 1. Unit E – From Seed to Sandwich Phase 1 activities. Make a sandwich. Bring together all the items you need to make a sandwich and place these in front of the children. (Be aware of any dietary/cultural requirements in the group.) Ask children to help you make a sandwich together. Explain that you will be using ‘robot’ voices! Each time you select an item to use in the sandwich children have to segment the phonemes in their ‘robot’ voice, for example, “b-r-e-d” and “ch-ee-s”.</p>	<p><b>Activity:</b> Put different numbers of objects into each hoop/plate. Count each group together with the children.  Ask comparison questions: “Which group has <b>more than</b>?” “Which group has <b>fewer than</b>?”</p> <p>Model the language clearly: “This group has more than that group.” “This group has fewer than that group.”</p> <p><i>Rising 3’s Use sand and a paint brush to make the number 1 extend to 2, 3 etc, this will support number recognition and pencil grip.</i></p>	<p><b>Activity:</b> Display different clothes we wear depending on the seasons. Can the children decide which clothes they would wear in the current weather conditions- winter, frosty, cold, windy? Dress the teddy ready to go out to play.</p>	<p><b>Activity:</b> <a href="#">Oral Blending and segmenting game</a>  Rising 3’s Listen to sounds from a mystery bag-what is making that sound?</p>

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		<p>Go through all the items used to make the sandwich using your 'robot' voices. Share the sandwiches you have made together. Talk about the taste and texture of the food. (Again, be aware of any dietary/cultural requirements in the group.)</p> 			
<p>Nursery rhymes and songs</p>					
<p>Story – Hand washing – Prayers - Lunch</p>					
<p>Afternoon</p>	<p><b>Continuous provision and independent activities</b></p>				
<p>Continuation of morning activities and continuous provision.</p>	<p><u>Maths Area</u> More or less than-magnifying activity.</p> <p>More than less than bowls with prompt cards-more/less.</p> <p>Number activities-ordering</p>	<p><u>Expressive Art &amp; Design Area.</u> <u>Star puppet</u> Playdough-star/ moon cutters</p>  <p>create a class moon collage.</p>	<p><u>Communication Language &amp; Literacy Area.</u> Name tracing Pencil control sheets Make your mark! Writing wall- various mark making patterns to copy or trace over Large rolled out paper on the floor outside for mark making Chalk on the outdoor area ground</p>		

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		 <p>Create individual stars and moon picture.</p>	
	<p><u>Understanding the World</u> Set up a paint/drawing program on the interactive whiteboard/tablet for children to draw space pictures. Hide a selection of astronaut soft toys or small world toys around the setting. Provide the children with a digital camera or tablet to take photos of the characters they find.</p>	<p><u>Small World Area</u></p>  <p>Create a space-themed small world tray for children to explore. Add some small world astronauts and aliens along with moulding sand, shiny, black material, glow-in-the-dark stars, foil stars, glass pebbles and small cardboard boxes and tubes for rockets and spaceships. This <a href="#">Small World Background</a> could also be used</p>	<p><u>Outdoor Area</u> Bikes, trikes, chalk, building using bricks, tyres and crates. <b>THE BIG CLEAN!</b> Prepare the garden for Spring-children to help weed the garden planters, plant the bulbs. Clean equipment-car wash-sponges, soapy water. Rearrange the furniture.</p>
<p><u>PSED</u> Play games as a whole class then in small groups, help children take turns to play activities, like throwing bean bags into a box or building a tower and knocking it down. Start with games they can confidently play to boost their confidence. Once they have learnt turn</p>		<p><u>Finger Gym</u> <a href="#">I have a little garden</a> Hide some coloured stars in a tray of black beans or coloured rice and provide some large tweezers for children to use to collect the stars. Provide some sheets of tinfoil for children to scrunch into moon rock balls.</p>	<p><u>Role Play Area</u> Create a rocket in the role play area. Use space suits for dressing up Make a control pad Small window</p>

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taking, add a new skill such as playing a dice game that involves counting.

Provide some black paper and glitter crayons for children to use to do space writing and explore mark making.  
[Fine motor star/ rocket activity](#)

**Communicating with school**

If you have any queries, please contact the school office. [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

