

OLC WEEKLY LEARNING PLAN (FS1)




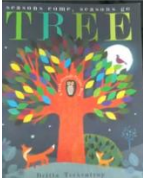
Welcome to the First Week of Autumn Term 2!

We have lots of exciting learning ahead this term. In R.E., we'll be exploring **Advent** and preparing for our **Nativity** performance. Our topic this term is "**Sensational Seasons!**" — we can't wait to explore all the wonderful sights, sounds, and sensations that each season brings.

Mrs Sandhu-White

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.

Teachers: TLSAs: Student TLSA:	Mrs Sandhu-White Mrs Shamila (Whole Day) Ms Moir (AM)	Year:	FS1	Date:	WB: 3rd November 2025
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	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.	Communication Language & Speaking and Listening LO: To enjoy listening to longer stories and can remember much of what happens. Tree: Seasons come, seasons go. 	Expressive Arts & Design LO: To explore different materials freely, to develop their ideas about how to use them and what to make.	PSHE <u>Life To The Full</u> <u>Ready Teddy?</u> LO: Children will learn: That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene	RE NC – Advent – Getting Ready <u>LO:</u> How do we know we are getting ready for something important? Recognise the Advent Wreath as a symbol of this time.	PE REAL PE Foundation, Unit 1 Follow Instructions Expected I enjoy working on simple tasks with help. Exceeding I can follow instructions and practise safely. I can work on simple tasks by myself.

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	<p><u>Watch:</u> Tree: Seasons come, seasons go.</p> <p>Look at new vocabulary. Discuss the tree around nursery- what do they look like now?</p> <p><u>Activity:</u> To draw a picture of their favourite season and explain why-adult to scribe.</p>	<p><u>Share:</u> Seasons PP with the children-I spy a season!</p> <p><u>Activity:</u> Children to use different material, paint, fabric, tissue paper to create the four trees for the seasons.</p>	<p><u>Activity:</u> How can we help Teddy to stay healthy? Discuss how can we stay healthy-circle time activity.</p>	<p>Introduce the word “Advent” as the special name for the time when we are getting ready for the birth of Jesus at Christmas. When we make the Sign of the Cross, children hear that the son is Jesus. Add the Advent wreath to the Prayer table as a symbol of this special time of getting ready. Explore with the children some of the symbols of the Advent Wreath. Count the number of candles and explain as the weeks pass the special event we are getting ready for is getting closer. We need to get ourselves ready for Christmas by being good. Explore with the children some of the things they can do to get ready for Christmas. Children to hear and join in some prayers about getting ready for Jesus’ birthday. Introduce the songs for our Nativity.</p>	<p><u>Activity:</u> Follow Unit 1 Real PE https://app.realpe.co.uk/pe/year/0/unit/1</p>
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15	Maths	Phonics	Maths	Understanding the World Speaking & Listening	Phonics
	LO: To understand 4 is more than 3; Counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising)	LO: To think about the sounds that words start with.	LO: To understand 4 is more than 3; Counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising)	LO: To explore and talk about different forces they can feel.	LO: To think about the sounds that words start with.

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<p><u>Watch:</u> Numberblocks 4</p> <p>Complete the following sheet: Number 4</p>	<p><u>Activity:</u> Phase 1 Activities – Letters & Sounds</p> <p>Bug Club – All Sorts of Art – Lesson 5.</p> <p>Starting sounds Open page 8 of the book All Sorts of Art, which shows the collection of different art objects used in the pages of the book. Open the Magnetic Board in ActiveLearn Primary. Select a sound to display on the Magnetic Board, for example, /p/ and ask children to say which objects start with this sound. Repeat for all the pictures.</p>	<p><u>Watch/Sing</u> Number 4 songs</p> <p><u>Activity:</u> Ask the children to show 4 fingers- Can you show me in a different way? Show children how to write number 4-who else who like to have a go? (use paint program on IWB)</p>	<p><u>Watch:</u></p> <p><u>Activity:</u> What happens during a storm? What makes the trees move? How do we know it is windy? Science link</p>	<p><u>Activity:</u> With a small group of children sitting in a circle, start the game by saying, 'I spy someone whose name begins with...' and give the sound of the first letter, for example 's' for Satish. Ask, 'Who can it be?' Satish stands up, everyone says his name and he carries on the game saying, I spy someone whose name begins with..., and so on. If any children call out the name before the child with that name, still let the child whose name it is take the next turn. If the children find separating out the first sound too hard in the early stages, the adult can continue to be the caller until they get the hang of it.</p>
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Nursery rhymes and songs

Story – Hand washing – Prayers - Lunch

Afternoon

Continuous provision and independent activities

<p>Continuation of morning activities and continuous provision.</p>	<p><u>Maths Area</u></p>  <p>Trace number four-use swb's Use chalk outside to write numbers 1,2,3,4</p>	<p><u>Expressive Art & Design Area.</u></p> <p>Make a wind catcher using natural materials.</p>  <p>Leaf Painting</p> 	<p><u>Communication Language & Literacy Area.</u></p> <p>Name tracing Pencil control sheets-Aft Make your mark! Writing wall- various mark making patterns to copy or trace over Large Pencil control Animal pencil control</p>
	<p><u>Understanding the World</u> Tuff tray leaves, sticks-magnifying glasses</p>	<p><u>Small World Area</u></p>	<p><u>Outdoor Area</u> Bikes, trikes, chalk, building using bricks, tyres and crates.</p>

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Provide soft toys and clothing appropriate for different kinds of weather including raincoats, boots, T-shirts, woolly hats and scarves. Encourage children to talk about the clothing and dress the toys appropriately. Include some weather-themed books in the tray to promote discussion.



“Peppa Pig and her friends are going on a trip through the seasons! What do they see in spring? What do they wear in winter?”
(Or: “PAW Patrol are on a mission to help everyone through the changing seasons!”)
Encourage children to **move the characters** around and make up stories — e.g., Peppa jumping in muddy autumn puddles or Chase rescuing animals stuck in the snow.
Ask open-ended questions:
“What is Peppa wearing now?”
“How can the pups help in the snow?”
“What happens to the trees in Autumn?”

Chalk boards
Large foam bricks and crates.
Large wooden bricks.
Leaf printing

PSED

Circle Time Discussion:

Show children pictures of each season.
Ask: “What happens in this season?” and “How do you feel when it’s cold/hot/windy/rainy?”
Encourage them to talk about their favourite season and why.

Feelings Match:

Show emotion cards and ask: “How do you feel in winter when it’s cold?” “How do you feel in summer when you can play outside?” Let children choose an emotion card and explain their choice

Finger Gym

Scissor practise

Finger painting: paint in the tuff tray, can the children make the number 4 or the first letter of their name?

Watch and copy actions: [Finger gym](#)

Leaf threading

Role Play Area

Give children a selection of Autumn and Winter clothes to dress up in, encouraging them to fasten buttons, do zips, and wear a hat and scarf correctly.

Communicating with school

If you have any queries, please contact the school office. office@olc.solihull.sch.uk

<https://www.twinkl.co.uk/resource/eyfs-draw-a-woodland-creature-pencil-control-activity-pack-t-tp-1627592896>

