
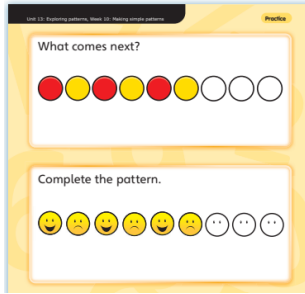

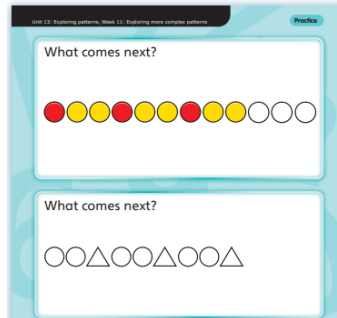



OLC WEEKLY LEARNING PLAN (FS2)




Hello children, this week we will be learning all about The Easter Story. Our Key Instant Recall Facts focus for Maths is to compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. Don't forget to look at your Active Learn account to see the activities that have been set for you.


Teachers: TLSAs:	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	23rd March 2026
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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	<p>This week the children will focus on recognising, continuing and building simple patterns. Children will have the opportunity to learn about AB, ABB and AAB patterns specifically. They will be encouraged to discover that patterns can be created using various shapes, colours, sizes, actions and sounds.</p> <p>10.30 – 10.50am. Learning focus Explore AB patterns with objects and continue a simple pattern</p> 	<p>Learning focus Create patterns and recognise patterns using different objects. Activity: Print patterns on a strip.</p> 	<p>Learning focus: Explore and continue ABB patterns. Discover that patterns can vary.</p> 	<p>Learning focus: Create patterns and recognise patterns and represent them using different objects.</p>	<p>Learning focus: Create patterns and recognise patterns and represent them using different objects.</p> 
9.30 – 10.00 Reading & CP	Reading Groups	Reading Groups	Reading Groups	Easter bonnet parade 9.30-10am	Reading Groups
10.00 - 10.15	Playtime				


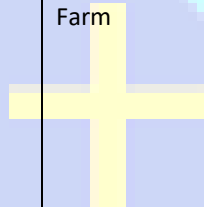


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Snack time					
10.15 – 10.30					
Focus Activity 10.30 – 11.15	<p>CLL. 9am – 10am. L.O: To learn new vocabulary & engage in story times. To learn about the Easter Story and the events of The Last Supper.</p>	<p>RE: L.O: To learn about the events of Good Friday.</p>	<p>Physical Development LO: To develop gross motor skills by moving confidently and safely while searching for Easter eggs in the outdoor environment.</p>	<p>Physical Development LO: Revise and refine the fundamental movement skills they have already acquired. Develop overall body strength, coordination, balance and agility.</p>	<p>CLL / Drawing Club L.O: To give meaning to marks made. To link sounds and letters. To write phonetically plausible words.</p>
Continuous Provision &	 <p>Introduction: Read story – up to 3 minutes – on mute. https://www.youtube.com/watch?v=iRGJYCzNqiE https://www.twinkl.co.uk/go/resource/tg2-re-7-the-last-supper-motion-story?src=twinkl-web Discuss vocabulary. Talk about what happened in the story. Model Godly play activity.</p>	<p>Introduction: Activity:</p>	<p>Introduction: Discuss positional language and movement and rules for being outside. Activity: Take the children outside for an Easter egg hunt. At each station, children to perform the action.</p>	<p>Introduction: Divide children into 4 teams. Discuss what happens at each station. Bean bag throw – throw the bean bags into the hoops – on playground. Ball skills – Football pitch. Tower building on playground. Hurdles & balancing– Jump over the hurdles and balance on plastic blocks – In red house</p>	<p>See Drawing Club plan.</p>
11.15 – 11.45 Phonics	<p>L.O: To say the /or/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit or phoneme and perform the bug club action. To find or in words. To write or.</p>	<p>L.O: To say the /ur/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /ur/ phoneme and perform the Bug Club action. To find the letter 'ur', to write letters, 'ur.'</p>	<p>L.O: To learn to read and write tricky words. Use magic writing boards.</p>
11.45 – 11.55 Handwriting	<p>Musical tracing map. https://www.youtube.com/watch?v=vUqn5SPRoeU</p>	<p>Dinosaur Dough Disco: https://www.youtube.com/watch?v=VIL0keihJMQ</p>	<p>Fine motor skills – Copy the lolly stick patterns</p>	<p>Magic writing boards: Copy the patterns demonstrated by the teacher.</p>	<p>Dinosaur Dough Disco: https://www.youtube.com/watch?v=5Axcp0kPjOc</p>
Lunch 12noon – 1pm. FS2 Staff to support children in hall until 12.15pm					
1pm – 1.05pm Register, Zones of Regulation and wellbeing check in.					
Oracy & Auditory processing. 1.05pm – 1.10pm	<p>What's the word? Robot talk the following words: d-o-g, c-a-t, l-o-g, b-a-t, t-a-p, h-a-t, p-a-n, m-u-g, p-a-n, m-o-p. Children to colour pictures.</p>	<p>Opposites Give children a word such as long / big / tall... Children to give the opposite word.</p>	<p>Memory game. What's missing? (IWB game in files)</p>	<p>What's the sound? See PP game in files.</p>	<p>Picture Chat Show a dinosaur picture; children describe what they see in full sentences. (picture in files)</p>

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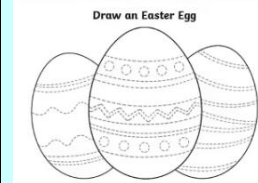
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE	Understanding the World	Music
	L.O: To make an Easter card	L.O: To make a wool wrapped cross.	L.O: To write inserts for Easter cards.	L.O: To know that the Stations of the Cross help Christians remember Jesus' journey to the cross.	L.O:
	Activity: Children to lay tissue over cut out cross to make an Easter card.	Introduction: Show children a picture of a wool wrapped cross. Show children how to wrap the wool around the sticks.	Support the children with writing their Easter card. The inserts will be adapted depending on ability. Some children will write their name, some children will also write names of family members and some children will also write 'Happy Easter.'	Introduction: Say to the children, "Today we are learning about the Stations of the Cross, which help us remember the journey Jesus made out of love for us." Activity: Take the children outside and visit each station of the cross. At each cross, explain what happened on Jesus' journey. Take photos for RE books.	Celebration assembly 1.15 pm – Virtual. Early finish – 2pm.
2.20pm – 2.30pm	Playtime				
2.30pm – 2.40pm	Daily Worship Ten Ten - Gospel	Daily Worship Ten Ten	Daily Worship Ten Ten	Daily Worship Ten Ten	Daily Worship - Praise Assembly
Story Time	Story	Story	Story	RE	Story
Characteristics of Effective Learning	<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> <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>				

OLC WEEKLY LEARNING PLAN (FS2)

Enhanced provision activities					
Maths Area		Expressive Arts & Design Area		Communication Language & Literacy Area	
FS2K Cotton reel threading – make patterns. Egg number towers. 	FS2HM Bead threading – make patterns. Order numbered eggs.	Pattern printing using cotton reels and cubes. Easter basket finger printing: Easter basket making 		FS2K Phonics games, Magnetic letters and cvc pictures. Can the children find the correct letters to spell the words? Large piece of paper and felt tips on floor. Children to practise forming letters.	FS2HM Roll of paper on floor with letters in a grid. Can children copy the letter and draw something that begins with that letter? Magic writing boards & object bag – can the children take something out of the bag and use their phonic knowledge to spell the words?
Understanding the World Area		Small World		Outdoor Area	
FS2K The lifecycle of a chick.	FS2MH Daffodil pictures.	FS2K Farm 	FS2HM  Godly Play – Palm Sunday	Balance Bikes, trikes, chalk, building using bricks, blocks and crates. Put a large roll of paper on the outside wall for children to paint on.	
PSED		Physical Development			
FS2K – Duplo	FS2HM - Block building.	FS2K – Easter egg threading activity. 	FS2HM Pipe cleaner wrapped crosses. 	Role Play Area – FS2K – Home corner FS2HM – Vets	

OLC WEEKLY LEARNING PLAN (FS2)

Easter egg pattern tracing.



Play dough chicks.



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

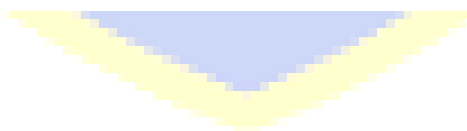
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea 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.
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Expressive Arts and Design

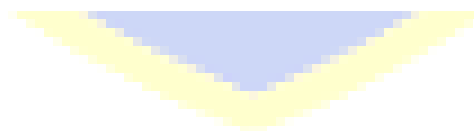
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and 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.

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