
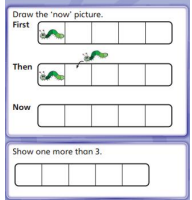






Hello children, our story focus this week is, 'After the Storm.' <https://www.youtube.com/watch?v=7dyCkleWRzo>  
 We will continue to look at different types of weather. Please log on to your Active Learn account where you will find books to read and games to play.  
 This half term, our Gospel values are focussing on being Learned & Wise. Our Catholic Social Teaching focus is: Human Dignity.  
 Our Key Instant Recall Facts focus for Maths is to know number bonds up to 5.



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| Teachers:<br>TLSAs:<br>Student Teacher | Mrs Monington / Mrs Haycock, Mrs Kinchin.<br>Mrs Attwood (AM) Mrs Hull (PM)<br>Mr Semhi | Year: | FS2 | Date: | 17 <sup>th</sup> November 2025 |
|--|---|-------|-----|-------|--------------------------------|


|  | MONDAY   | TUESDAY   | WEDNESDAY   | THURSDAY                                      | FRIDAY   |
|--|--|---|---|---|--|
| 8.45 – 9.00  | Morning prayers, registration, dinner choices.   |   |   |   |  |
| <br><b>Mathematics &amp; Continuous Provision.</b><br>9.00 – 9.30 | This week, children will learn about one more within 5. They will use role play and first, then, now story structures to explore adding one more. Children will learn to recognise that the next number they count is one more than the previous number. |   |   |   |  |
|  | Learning focus:<br>Adding one more.  | Learning focus:<br>Adding one more with number stories. | Learning focus:<br>Exploring one more, with numbers to 5<br>Activity – Complete p16<br> | Learning focus:<br>Ordering one more stories. | Learning focus:<br>Applying one more stories.<br>Activity – Complete p17<br> |
| 9.30 – 10.00<br>Reading & Continuous Provision   | Reading Groups   | Reading Groups  | Reading Groups  | Reading Groups                                | Reading Groups   |
| 10.00 – 10.15  | Playtime   |   |   |   |  |
| 10.15 – 10.30  | Snack time   |   |   |   |  |

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|  <p><b>Continuous Provision &amp; Focus Activity</b><br/>10.30 – 11.30</p> | <p>CLL<br/>L.O: To practise writing known letters.<br/>Listen to the book, 'After the Storm.'</p>  | <p>RE<br/>L.O: To know that Jesus' family consists of Mary and Joseph and to know that God is Jesus' father.<br/>Introduction: Talk about the special role that Joseph played.<br/>Activity: Draw a picture of Jesus and his family.</p>   | <p>Physical Development<br/>Real PE<br/>Moon Adventure</p>  | <p>Physical Development<br/><a href="https://www.bbc.co.uk/sounds/play/p0440m7w">https://www.bbc.co.uk/sounds/play/p0440m7w</a></p>                     | <p>CLL<br/>L.O: To link sounds with letters.<br/>To write recognisable letters.<br/>To say which initial sound a word begins with.<br/>Group 1 write cvc words<br/>Group 2 write initial sounds.<br/>Group 3 play segmenting and blending robot game (Take photo to stick in book)</p>   |
|  <p><b>11.00 – 11.30 Phonics</b></p>                                      | <p>L.O: To say the /f/ phoneme and perform the Bug Club action.<br/>To find the letter 'f', to write letter, 'f.'</p>                      | <p>L.O: To say the /ff/ phoneme and perform the Bug Club action.<br/>To find the letters 'ff', to write letters, 'ff.'</p>   | <p>L.O: To say the // phoneme and perform the Bug Club action.<br/>To find the letter 'l', to write letter, 'l.'</p>                                  | <p>L.O: To say the /ll/ phoneme and perform the Bug Club action.<br/>To find the letter 'll', to write letter, ll.'</p>                                 | <p>L.O: To say the /ss/ phoneme and perform the Bug Club action.<br/>To find the letter 'ss', to write letter, ss.'</p>  |
| <p><b>11.45 – 11.55 Daily Worship</b></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>Daily Worship – Ten Ten</p>   |
| <p>Lunch 12noon – 1pm</p>  |  |  |   |   |  |
| <p><b>Mental health and wellbeing.</b></p>   | <p><b>Zones of Regulation (15mins)</b><br/>Intent – To discuss feelings.<br/>Activity: Circle time – discuss how we are feeling today.</p> | <p><b>imoves</b><br/><a href="https://platform.imoves.com/lesson/3649/298">https://platform.imoves.com/lesson/3649/298</a><br/><br/><a href="https://www.youtube.com/watch?v=lmnBI3Xl4PQ">https://www.youtube.com/watch?v=lmnBI3Xl4PQ</a><br/>Use the scarves to dance to the song – How do we know that the wind blows?</p> | <p><b>Zones of Regulation</b><br/>Intent – To learn regulation strategies for keeping calm.<br/>Activity: Mindfulness colouring to calming music.</p> | <p><b>imoves</b><br/><a href="https://platform.imoves.com/lesson/3647/297">https://platform.imoves.com/lesson/3647/297</a><br/><br/><b>Emotions</b></p> | <p><b>Zones of Regulation</b><br/>Regulation strategies.<br/>Activity: Discuss and practise breathing strategies for calming down.<br/><a href="https://www.bing.com/videos/relatedvideo?q=regulation+breathing+strategies+eyfs+video&amp;mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&amp;FORM=VIRE">https://www.bing.com/videos/relatedvideo?q=regulation+breathing+strategies+eyfs+video&amp;mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&amp;FORM=VIRE</a></p> |
| <p><b>Focus Activity &amp; Continuous Provision.</b></p>   | <p>R.E</p>   | <p><b>Expressive Art &amp; Design</b></p>  | <p><b>PSHE</b></p>  | <p><b>Understanding the World</b></p>   | <p><b>PSED – Circle time</b></p>   |
|  | <p>L.O: To know that families try to show love and care for each other.<br/>To talk about a family celebration.</p>                        | <p>L.O: To explore finger painting.</p>  | <p>L.O: To learn that we can use strategies to calm ourselves down.</p>   | <p>L.O: To describe what they see, hear and feel whilst outside.</p>  | <p>L.O: To learn the words and actions to our nativity songs.</p>  |

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|  | <p>Introduction:<br/>Talk about our families and the people in our families. Discuss ways in which our families show that they care for us.</p> <p>Activity: Children to talk about the photos that they have brought into school. Create a class display. Teacher to scribe what the children say.</p>   | <p>Introduction: Discuss the colours of autumn leaves.</p> <p>Activity: Children to decorate an oak tree outline with finger paints.</p> | <p>Zones of Regulation<br/>Circle Times<br/>Rainbow breathing</p> | <p>Introduction: Show the children a video of a windy day.</p> <p>Activity: Take the children outside to feel the wind on their faces. Look up at the trees, what can they see happening in the trees? Can they see the effect that the wind has on the trees and leaves. What can they hear? Which way do the children think that the wind is blowing? Create giant bubbles for the children to chase. Take photos for focus books.</p> |       |
|  | Story   | Story  | Story   | RE   | 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  | <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> |  |   |  |       |

#### Enhanced Provision.

| Maths Area |      | Expressive Arts & Design Area |      | Literacy / Communication & Language Activities |      |
|------------|------|-------------------------------|------|--|------|
| FS2HM      | FS2K | FS2HM                         | FS2K | FS2HM  | FS2K |

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| <p>Match the car to the numbered parking space.</p> <p>Egg boxes, counters and numbers 1-9. Children to take a number and fill their eggbox with that number of items. Can they tell a friend what one more would be?</p>                 | <p>Repeating patterns using multilink cubes.</p> <p>Measuring Sticks - Compare and measure twigs from the storm using cubes</p> | <p>Stormy paintings.</p> <p>Leaf printing – Use rollers and red, yellow, orange, gold paint.</p> | <p>Xylophones to make raindrops music.</p> <p>Use pots and rice to make rain shakers.</p> <p>Make a collaborative class card for Mrs Ahmed – To be given to Mr Emery by Wednesday lunchtime.</p> | <p>Lost Animal Posters</p> <p>Children write simple descriptions or draw posters for animals “lost in the storm.”</p> <p>Reading corner: Percy’s Story Basket<br/>Include soft toys, props, and natural items for retelling After the Storm.</p> | <p>Pencil control sheets.</p> <p>Percy Park Keeper maze.</p> <p>CVC pictures and writing on wipeboards.</p>   |
| Understanding the World Area  |   | Small World Area   |  | Outdoor Area   |   |
| FS2HM   | FS2K  | FS2HM  | FS2K   | FS2HM & FS2K   |   |
| <p>IWB – Woodland cam – What can you see in the woods?</p> <p><a href="https://www.gloucestershirewildlifetrust.co.uk/gloswildlifecams/woodland-cam">https://www.gloucestershirewildlifetrust.co.uk/gloswildlifecams/woodland-cam</a></p> | <p>Feathers and straws – Use the straws to blow the feathers.</p>   | <p>Percy Park Keeper characters to retell story.</p>   | <p>Small lego and animals. Use the lego to build a shelter for the small farm animals.</p>   | <p>Have pictures of towers that are 2, 3 and 4 blocks tall. Challenge children to build a tower that is one block taller.</p>  |   |
| PSED  |   | Physical Development   |  | Role play  |   |
| FS2HM   | FS2K  | FS2HM  | FS2K   | FS2HM  | FS2K  |
| <p>Block play – Make shelters for the animals in the Percy Park Keeper story.</p> <p>Woodland animal colouring.</p>   | <p>Jigsaw building.</p> <p>Squirrel game.</p>   | <p>Play dough – Make woodland creatures using the dough.</p> <p>Make a hedgehog using clay.</p>  | <p>Stickle brick building.</p> <p>Cut and stick woodland animal scene.</p>   | <p>Wildlife rescue centre.</p>   | <p>Set the table for 3 people then explain that one more person is coming for lunch so they need to set another place. Ask: What else do you need? You need one more plate, one more cup, etc</p> |

**Class Email Address:**

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