OLC WEEKLY LEARNING PLAN (FS1)

Autumn Term 2-Week 1

This week in FS1, we will be learning about Bonfire Night. The children will explore the colours, sounds and sights of fireworks through stories, creative activities, small-world play and role play. We will talk about how people celebrate Bonfire Night and the importance of keeping safe around fireworks and bonfires. In RE, we will be thinking about how our names are special and learning about the story of how the Angel Gabriel visited Mary to tell her she would have a very special baby, Jesus. We will talk about our own names and what makes each of us special and unique.

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** **Miss Doyle (Whole Day)** **Miss Moir (AM)**	**Year:**	**FS1**	**Date:**	**WB: Monday 2nd November 2026**

	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.	**INSET DAY**	**Communication Language & Speaking and Listening** **Text: BONFIRE NIGHT** LO: To talk about bonfire night experiences, using key vocabulary.	**PSHE** **LO:** To work together, help our friends and share idea	**RE** **Prophecy and Promise** Mary is told by an angel she is going to have a baby.	**Understanding the World** **Speaking & Listening** LO: To learn about Remembrance Day.

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				Mary is told to name the baby Jesus.	
		Activity: In groups children to collect twigs/stick and create their own bonfire. 	**Activity:** Read the story ' A winning Team' Circle time: Discuss the story. What does it mean to work together? How did the characters help each other in the story? How do you think the characters felt when they worked together? What could you do if a friend needs help? Can you think of a time when you worked together with your friends?	**Activity:** Mary is so special God sent the angel Gabriel to her. I wonder how Mary felt when the Angel Gabriel spoke to her? Why do you think God chose Mary for this very special job? Explore and decorate their own name, recognising it is special as it was chosen for them Key vocabulary: **Angel** God's special messenger **Annunciation** Mary the mother of Jesus, chosen by the moment the angel tells **Mary** she will have a baby called Jesus	**Activity:** Create a poppy.  Children to create their own and a class wreath. 

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				Continuous Provision activities	
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15		**Maths:** **White Rose Block 6** **Subitising 1 I see 1, 2, 3** **LO**: To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	**Phonics:** **Rhythm and rhyme (e.g., nursery rhymes, rhyming strings, guessing missing rhyming words)** **LO:** To anticipate and produce a missing rhyming word in a familiar	**Maths:** **White Rose Block 6** **Subitising 1 I see 1, 2, 3** **LO**: To develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	**Phonics:** Oracy and Auditory Processing Positional language. **LO:** To **l**earn positional language.
		Activity: Follow adult-led activities using books. Children will notice images in books. Read stories, such as Guess Who? by Pam Ayres, where there are different objects or characters on each page. Ask children questions that prompt them to cue into the one object or one character, such as "Which cow is in the mud?	**Activity:** Gather children in a close circle and sing a highly familiar rhyme like Humpty Dumpty. Sing it a second time, but pause dramatically before the rhyming word: "Humpty Dumpty sat on a wall, Humpty Dumpty had a great..." Use open hands and an expectant expression to cue the children to shout out "Fall!" Extension: Intentionally say a wrong, non-rhyming word (e.g., "had a great... banana!") and encourage	**Activity:** Revise previous lessons learning . Using books, children respond to "I see 1, 2, 3" by taking interest in noticing 1, 2 or 3 in books. Provide children with stories that model this, such as Macdog's Home by Caroline and John Astrop or Peepo! by Janet and Allan Ahlberg. Explore looking at the pictures and point out the amounts, modelling subitising 1, 2 and 3	**Activity:** Where Is Teddy?Hide a teddy bear around the classroom. Encourage children to describe where Teddy is hiding. Give children instructions to place Teddy in different positions, using positional language. Put Teddy behind the boxPlace Teddy beside the chair. Put Teddy on top of the table. Hide Teddy underneath the blanket. Key Vocabulary: Behind, beside, on top, underneath. Challenge:

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			children to correct your silly mistake.		Can you tell your friend where Teddy is hiding?
	Nursery rhymes and songs				
	Story – Hand washing – Prayers - Lunch				
Afternoon	**Continuous provision and independent activities**				
Continuation of morning activities and continuous provision.	Maths Area In the book area, display the books that have been used during adult-led subitising activities. Children can return to these familiar stories and further practise their subitising skills. Ensure provision has sets of equipment labelled and arranged in groups of 1, 2 and 3 to support children's subitising skills. When playing alongside children, model subitising different amounts, such as 3 dinosaurs, without counting.	Expressive Art & Design Area. Junk modelling-to be displayed around the Nursery 	Communication Language & Literacy Area. Mark making table/wall-sand tray, Name Writing cards Letter cards to trace Book table		
	Understanding the World Remembrance day tuff tray-images, dress as a soldier etc 	Small World Area Fireworks in the Night Sky Use a dark blue or black background, or cover a table and children sit under it. Add small-world people, buildings and trees. Provide colourful star shapes and sparkly materials to create a pretend firework display.	Outdoor Area Bikes, trikes, cars Reading area Construction area Building a fire		
	PSED Stories about working together.	Finger Gym Squiggle episode 1 -UP Threading	Role Play Area Create a Bonfire Night Celebration role-play area where children can pretend to organise and enjoy their own Bonfire		

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	Group puzzles, bingo, colour a picture together etc	Tweezers activity Scissor activity  using, crayons, pencils, chalk, fingers, hands ect  	Night event. **What to include:** Pretend bonfire: Use orange, red and yellow tissue paper or fabric. Firework display: Cardboard rockets, colourful paper fireworks and star decorations. Party food: Pretend hot dogs, jacket potatoes, popcorn and cups. Tickets and invitations: Make tickets for the firework display. Clothing: Hats, scarves, coats and gloves for dressing up. Viewing area: Chairs, blankets and pretend binoculars. Buy a ticket to attend the fireworks display. Pretend to sell food and drinks at the party. Organise the bonfire celebration. Make invitations for family and friends. Pretend to watch the fireworks and describe the colours and sounds. Talk about keeping warm and staying safe around fireworks. Safety station: Toy phones, high-visibility vests and pictures showing how to stay safe.

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

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