

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week we are learning about nurses and doctors.

This half term are Gospel Values are: Compassionate and Loving

Our Key Instant Recall Facts focus for Maths is to subitise (recognise quantities without counting) up to 5.

Teachers: TLSAs:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	5 th October 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics 9.00 – 9.30 Unit 1: Numbers to 5.	To count objects accurately up to 5	RE We must trust others in a caring way because God made them. Revisit our classroom rules, focusing on how they promote care and fair treatment of all. Whole class shared write of our class rules. We ... Print for our books.	RE We must trust others in a caring way because God made them. How do we look after and help others in our families? Draw a picture of how to help and care for our families.	To represent numbers to 5 using objects and pictures.	To find 1 more than a number within 5.
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				

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Focus Activity 10.30 – 11.00

L.O: To learn new vocabulary. To engage in discussions.

Talk Partner Questions

Who helped people in the story?
What jobs did they do?
Which person helps us when we are ill?
Which person helps keep us safe?
Have you ever met any of these people?

Whole Class Discussion

Ask children to complete the sentence:

"A doctor helps us by..."

"A nurse helps us by..."

Response Activity Children draw their favourite person who helps us and verbally complete the sentence:

"My favourite helper is a _____. They help us by _____."

PE (Outdoor)
Get Set 4 PE Introduction to PE Unit 2 Lesson 3.

PE (Indoor)
Get Set 4 PE Introduction to PE Unit 2 Lesson 4.

LO: To give meaning to marks we make. To use marks to share information.

Introduction:

Explain that nurses often leave notes for doctors.
Children have a note template in books.

Main Activity: Prompt: "Can you leave a message for the doctor about your patient?"
Children make marks and then verbally explain: "My message says the patient needs a bandage."

Adult annotations show the meaning the child gives to their marks.

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	Teacher to scribe children's ideas.				
				RE: We must treat others in a caring way because God made them. Whole class discussion around how we look after and help our school friends.	
 11.00 – 11.30 Phonics	To recognise, say and identify the phoneme (sound) g and match it to the grapheme (letter) g .	To recognise, say and identify the phoneme (sound) o and match it to the grapheme (letter) o .	To recognise, say and identify the phoneme (sound) c and match it to the grapheme (letter) c .	To recognise, say and identify the phoneme (sound) k and match it to the grapheme (letter) k .	Language Lesson- I, to.
11.45 – 11.55 Daily Worship	Daily Worship -Mary, Mother of Jesus – Today is Mary's birthday. Make a birthday card for Mary.	Daily Worship – CST Big Question: How can we be a good friend?	Daily Worship – Introduce the children to our school mission statement and discuss how To Live As Jesus Taught Us.	Daily Worship – Songs of Praise	Daily Worship – Gospel
Lunch 12noon – 1pm					
Mental health and wellbeing. 1pm – 1.15pm	Zones of Regulation & Project Evolve	imoves	Zones of Regulation	imoves	Zones of Regulation
	Introduction to Technology and Screens Focus: Understanding technology and screen use. Discussion: What is technology? What devices do we use? (Show pictures of phones, tablets, computers, etc.)	https://platform.imoves.com/subjects/10/subcategories/296 The Power of Yet.	L.O: – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.	https://platform.imoves.com/lesson/3653/299 Vegetable Song	L.O: – To learn regulation strategies. Activity: Discuss and practise breathing strategies for calming down. https://www.youtube.com/watch?v=RiMb2Bw4Ae8

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	Activity: Buddy the dog's internet safety story. P1-9				
Focus Activity	EAD	Maths	Maths	Understanding the World	MFL/ BSL
	LO: To create a card and use marks and drawings to communicate a message.	To recognise and name numbers 1–5.	To match numerals to quantities to 5	L.O: To learn about the roles of people who help us.	L.O: To learn and use basic greetings in British Sign Language (BSL)
	Make card for your buddy. I can design and make a greeting card. I can make marks, draw pictures, or write to share a message. I can explain who my card is for and what my message means.	EAD LO: To explore instrument sounds. Kapow music – Exploring sounds – Lesson 3 – Instrument Sounds.		Look at pictures of doctors and nurses. Ask Who can you see? Have you ever visited a doctor or nurse? Why did you go? Explain: "Doctors and nurses are people who help us when we are poorly or hurt. They work together to help us feel better." Discuss: Doctors check our health and help find out what is wrong. Nurses care for us, check our temperature, give medicine and help us get better. Main Activity: Explore and Discuss Show the medical equipment. What do you think this is used for? How might it help someone? Model using the equipment on a teddy. Talk through the process:	BSL Year 6 to come and support their buddies with learning basic greetings in BSL. Buddies to have a back and forth conversation/ greeting using BSL.

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				Role play: Leave equipment for children to role play what they have learnt.	
	Story	Story	Story	RE – Bible story.	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	Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go. Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do. 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				

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Continuous provision and Independent activities					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Counting and sorting linking people activity.	Count out bandages for patients Numbered medicine bottles 1-5 or 1-10 Matching numerals to quantities of plasters	Design a Nurse Uniform • Templates of nurses • Collage materials • Paint and crayon		Writing Area • Prescription pads • Appointment cards • Patient record sheets • Labels for medicine bottles	Make and write get well soon cards for the patients.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Construction Area Build a Hospital Use bricks, blocks, Small world people	Tuff tray – Duplo – Work together to build a house. Discuss who lives in house.	Train track	Dolls house	Chalk mark making, building using bricks, tyres and crates.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Work together to make jigsaws.	Giant snakes and ladders.	Play dough – make a person.	Tweezers and pom poms. Transport from one bowl to another.	• Non-fiction books about doctors and nurses	Model what happens in the reading den.

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| | | | | <ul style="list-style-type: none">• Photo books showing hospitals and surgeries <p>Discuss with friends.</p> | |
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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.
- 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.