


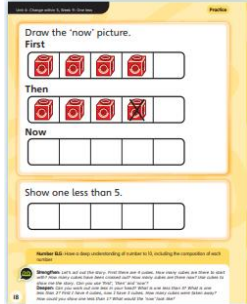
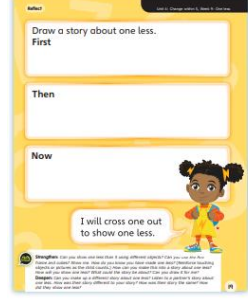
OLC WEEKLY LEARNING PLAN (FS2)



Hello children, welcome back! We hope you've all had a lovely break from school! This week we will be spending lots of time thinking about the Seasons of the year. We will have opportunities to talk about and explore the outdoor environment. Our story this week is: **The Snowman and the Snowdog**
Our Key Instant Recall Facts focus for Maths is to know number bonds up to 5.
Our Catholic Social Teaching focus is Human Dignity, and the Gospel Values are Learned and Wise.



Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	24th November 2025
TLSAs:	Mrs Attwood (AM) Mrs Hull (PM)				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics Unit 5: Change within 5 9.00 – 9.30 This week, children will focus on addition and subtraction within 10.	Power Maths Learning focus: One less Introduce words and phrases to help children Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Power Maths Learning focus: One less	Power Maths p18 	Power Maths workbook page 19 	Power Maths Learning focus: One less
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
	L.O: To retell the main events of the story in the correct order. Introduce: Show the cover of The Snowman and the Snowdog and ask: "What do you think happens in this story?"	R.E Lesson 2: A Time to Get Ready	Physical Development – PE – Outdoors. Nativity Practice	L.O: To listen to and follow instructions. Introduction - Remind children of the Snowman and Snowdog details (colours, accessories) Explain that today	Nativity Practice

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Focus Activity 10.30 – 11.00

Main Teaching Input -
Modelling the Sequence
Read/View: Read the book
stopping at the 4-6 key
moments you have cards for.
Model: Display the large picture
cards randomly on the floor.
Verbalise: Model thinking aloud
to put them in order. Say:
"First, Billy looked sad and
cleared the snow. Next, he built
his new friends. Then, they flew
on a special adventure! Finally,
the snow friends melted in the
sun."
Activity: Ask the children to
check the sequence and discuss
in small groups. Once in the
correct order ask the group to
retell the whole story. Take
photos for books.

L.O: To understand that during
Advent, we get ready to welcome
Jesus.

Activities:

Read a simple version of the
Annunciation (Mary says yes to
God).

Write an Advent promise on
handprints. (e.g. "I will be kind," "I
will help at home").

Big Question: How can we get ready
for Jesus?

Waiting with Mary

L.O: To know that Mary waited for
Jesus and trusted God.

Activities:

During RE story time, retell the
story of Mary visiting Elizabeth
(Luke 1:39-45)

Reflect on how we can be like Mary
– gentle, kind, prayerful.

Big Question: How did Mary show
love while waiting?

we are going to make our own snowman which
we can eat! We will listen to and follow
instructions to make our snowmen.

Clean Hands: Everyone washes hands well!
Remind them not to lick fingers until the end.

Tools Check: Show the spatulas and icing bags.
Model how to hold them gently and carefully.

Main Activity - Decorating Station

*Decorate a biscuit following instructions and refer
to the illustrations from the story. Make a scarf
and buttons for the snowman.*

Physical Development – PE

Fun in the Jungle

To develop static and dynamic balance.
I can balance like different jungle animals.
Social, Encourage cooperation, turn-taking, and
positive feedback., I can work well with a partner
in the jungle.
Cognitive, Improve reaction time to auditory and
visual cues., I can listen carefully to the teacher's
command.
Creative, Use movement to express and imitate
animals., I can show my best monkey or sloth
movements.



Bug Club 11.00 – 11.30 Phonics

L.O: To say the // phoneme. To
find the letter "j" To write letter
'.'

L.O: To say the // phoneme. To find
the letter "v"
To write letter '.

Language lesson
L.O: To match word to picture.

L.O: To say the // phoneme.
To write the letter "w"

L.O: To say the // phoneme.
To write the letter 'x"

11.45 – 11.55 Daily Worship

Daily Worship – children
leading liturgy

Daily Worship


Daily Worship – Value and virtues

Daily Worship – Songs of Praise
Learn [Everyday God](#) – Bernadette Farrell [Official
Lyric Video] - YouTube

Daily Worship – Gospel of the
week.

Lunch 12noon – 1pm

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Mental health and wellbeing. 1pm – 1.15pm	Zones of Regulation & Project Evolve	imoves	Zones of Regulation	imoves	Zones of Regulation
Focus Activity	Religious Education	Expressive Art & Design	Understanding the World	PSHE/ RSE	Music
	<p>L.O: RC - Advent</p> <p>Lesson 1: What is Advent?</p> <p>L.O: To know that Advent is the Church's season of waiting and preparation.</p> <p>Explore the colour purple as the liturgical colour for Advent.</p> <p>Introduce an Advent wreath Talk about the four candles and what each one means (hope, peace, joy, love).</p> <p>Let children help light (battery) candles each week.</p> <p>Activity: Make handprints for a paper Advent wreath to be displayed on the class prayer board.</p> <p>Big Question: What do the candles help us remember? What are we waiting for?</p>	<p>L.O: To create snowflakes</p> <p>Cut out snowflakes.</p> <p>Threaded snowflakes.</p>	<p>L.O: To explain what happens when ice gets warm. To use new words like 'solid' and 'liquid.'</p> <p>Introduction of Materials Ask the children what the Snowman and Snowdog are made of. Introduce the scientific word: Solid. Explain that a solid material holds its shape, just like a building block. Ask the children to put on imaginary, thick winter gloves (or use real ones if available) and gently touch a piece of ice or snow (if available). Discuss how it feels: hard, cold, dry, or crunchy. This reinforces the properties of the solid state.</p> <p>Melting Magic Experiment The observation of change is key here. Have children take off their thick gloves and hold the ice cube in their bare hands (or place a small amount of snow/ice in a clear bowl and ask them to cup their hands around it). Ask open-ended questions to guide their observation:</p>	<p>LO: To learn about winter water safety.</p> <p>Use the West Midlands Fire Service Resources https://www.wmfs.net/safety/winter-water-safety/ and twinkl Water safety powerpoint</p> <p>Discuss all the wonderful things about Winter and when the season officially begins. Talk about the colder weather which we are now experiencing. Explain to children that the is much to enjoy about winter but we must also know how to keep safe. Study the west mids fire service resources with the class to learn how to keep safe in Winter. Make group winter safety posters to show what you have learnt.</p>	<p>L.O: To respond to music through song</p> <p>Practice Nativity songs</p>

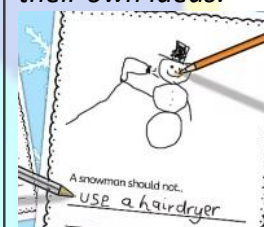
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			<p>"What do you see happening to the ice/snow now that your hands are warm?"</p> <p>"Where is the ice going? Is it still holding its shape?"</p> <p>"What is this cold, wet material at the bottom of the bowl?"</p> <p>Introduce the word Melt. Explain that when a solid like snow gets warm, it melts and turns into a Liquid (which flows and takes the shape of its container). This directly connects the story's characters—they can only exist in the cold—to real-world science.</p>		
	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	<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>				

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Enhanced provision

Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Repeating Patterns (Scarves): Enhancement: Use coloured buttons, or counting bears to create patterns (e.g., blue, red, blue, red...). Challenge children to continue the pattern to decorate the Snowman or Snowdog's scarf.	Lego/Duplo Snowman Challenge: Enhancement: Challenge children to build the tallest snowman possible using construction blocks. Introduce vocabulary like height, base, balance, and unstable	Activity: Provide white paint, cotton wool, shredded paper, glue, and various materials for buttons, scarves, and noses (e.g., small pebbles, pipe cleaners, orange card).	Junk Model Snowdog: Activity: Provide cardboard tubes, boxes, masking tape, and white/brown paint	<i>Provide a winter themed word bank for children to write about the story.</i> <i>Provide a snowman should not... writing frames. Children to write their own ideas.</i>	<i>Provide children with a selection of snow and winter themed books to share with their peers.</i>
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
The Melting Experiment: Activity: Put some ice cubes (or real snow if available) into different containers—one near a radiator, one outside, and one perhaps covered by a hat. Enhancement: Children can observe which "snowman" melts fastest and discuss why. This explores the concepts of hot/cold and the change of state from	Observe seasonal changes through the window. Use clipboard to draw and record what you see.	Create a winter scene with polar bears, penguins etc...	Story Retelling Tuff Tray: Enhancement: Fill a tuff tray with " fake snow " (shredded paper, shaving foam, or a cornflour/bicarbonate of soda mix). Include small world characters (the boy, the Snowman, the Snowdog) for children to retell the story independently	Bikes, trikes, chalk, building using bricks, tyres and crates.	



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solid (ice) to liquid (water)					
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Role-Play Corner: James's House and Garden: Enhancement: Set up a small area with white sheets/blankets for "snow." Include a dressing-up box with hats, scarves, and mittens. Add toy dogs . Children can re-enact the story's flying scene or the building of the Snowman and Snowdog.	Home corner role play	Snowball Throwing (Gross Motor):Enhancement: Use soft, crumpled paper "snowballs." Children practice their aim and throwing skills by trying to hit a target (like a large a box/basket).	Pin the carrot on the snowman activity.	Study a selection of winter themed books and discuss with friends.	Turn taking games with adult support.

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.