OLC WEEKLY LEARNING PLAN (FS2)

Hello children! We hope you are enjoying learning all about Creatures & Habitats. Our Key Instant Recall Facts focus for Maths is to know patterns within numbers up to 10, including double facts. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. We will be revising the diagraphs and trigraphs: qu, sh, ch, th, ng, ae ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.
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:**	**4th May 2026**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. **9.00 – 9.30**	Unit 16: This week, children will explore what is meant by doubling and will learn to recognise and represent doubles to double 5 in a range of contexts.				
		Learning focus Introducing the concept of double	Learning focus Recognising a double Identifying a double where the arrangements of the two groups are not identical 	Learning focus Finding all double facts up to double 5	Learning focus Applying double facts in new contexts
9.30 – 10.00 **Reading & CP**		Reading Groups	Reading Groups	Reading Groups	Reading Groups
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
Focus Activity **10.30 – 11.15**		RE: LO: To know that the cross is the sign of Jesus' love. Know that the Bible is God's book.	Physical Development LO: To develop rolling a ball to a target.	Physical Development L.O: To develop stopping a rolling ball.	CLL L.O: To write phonetically plausible words. To write simple captions and sentences.

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Continuous Provision &		Introduction: Talk about the Bible being God's special book. Talk about the stories in the Bible. Read a Bible story each day. Activity: Children to make a cross and cut out hearts and stick them on the cross.	Lesson 1 – Beetles https://pe.getset4education.co.uk/lesson/eyfs/ball-skills-unit-1/1?years=1006,1007 See individual plan.	Lesson 2 – Busy Bees https://pe.getset4education.co.uk/lesson/eyfs/ball-skills-unit-1/2?years=1006,1007 See individual plan.	Show children the picture cards. Discuss a sentence that could be written. For example. A big red bug / The bug has got wings / It has got spots / It has got six legs etc… Model writing. Activity: Children to choose a picture card and write about it. Extension – Extend sentence by using conjunction – and.
11.15 – 11.45 Phonics		Recap phase 3 phoneme: air Spell: air Sentence: Up in the air. Extension: Children to choose their own bug - eg bee. Then write: The bee is high up in the air and it can buzz.	Recap phase 3 phoneme: ure Spell: sure. Sentence: I am sure it is a bug. Extension - add 'and' to extend the sentence. Eg: I am sure I can see a bug and it has spots.	Recap phase 3 phoneme: ur written as er. Spell: flower Sentence: Land on a flower. Extension - add 'and' to extend the sentence.	Recap phase 3 phonemes. Language session Activity: Make tricky word caterpillar 1. Practise reading the words. Extension: Write the words in sentences.
11.45 – 11.55 Handwriting		Letter formation: j https://content.twinkl.co.uk/resource/a6/61/t-e-1713795438-the-letter-j-letter-formation-handwriting-concept-video_ver_1.mp4?__token__=exp=1777460131~acl=%2Fresource%2Fa6%2F61%2Ft-e-1713795438-the-letter-j-letter-formation-handwriting-concept-video_ver_1.mp4%2A~hmac=c0699449bc4c6bccaffac1f370e7f24b3b347e7a4a8e1b78eb3bfd2e5cb0918a	Letter formation: y https://content.twinkl.co.uk/resource/dc/29/t-e-1714568214-the-letter-y-letter-formation-handwriting-concept-video_ver_1.mp4?__token__=exp=1777460175~acl=%2Fresource%2Fdc%2F29%2Ft-e-1714568214-the-letter-y-letter-formation-handwriting-concept-video_ver_1.mp4%2A~hmac=ee6ca4b8abf219a13017f043ecc86aac7aa695db5e1c9b9a7da8c48c1dccdb66	Letter formation: r https://content.twinkl.co.uk/resource/00/32/t-e-1713434873-the-letter-r-letter-formation-handwriting-concept-video_ver_1.mp4?__token__=exp=1777460091~acl=%2Fresource%2F00%2F32%2Ft-e-1713434873-the-letter-r-letter-formation-handwriting-concept-video_ver_1.mp4%2A~hmac=2aa4d56d6cc9e129fe83e29eed131ed2d926bf031faf41d4e459a3841c9f98e0	Letter formation: b https://content.twinkl.co.uk/resource/74/d1/t-e-1713188490-the-letter-b-letter-formation-handwriting-concept-video_ver_1.mp4?__token__=exp=1777460216~acl=%2Fresource%2F74%2Fd1%2Ft-e-1713188490-the-letter-b-letter-formation-handwriting-concept-video_ver_1.mp4%2A~hmac=b1f28d893240a1217b3db2ef926e59c0c442b0e4da75db5fa0034a06918eafbe
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		Carrying two words game: https://www.twinkl.co.uk/go/resource/following-instructions-interactive-game-two-information-carrying-words-t-s-1774347809	Seaside game – see shared folder.	Level 1 ice cream game – see shared folder.	Musical tracing map: https://www.youtube.com/watch?v=vUqn5SPRoeU
Focus Activity & Continuous Provision.	**R.E**	**Expressive Art & Design**	**PSHE**	**Understanding the World**	**Music**

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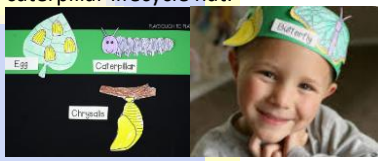
		L.O: To develop threading and weaving skills.	LO: To understand the impact of unkind words.	L.O: To learn about the lifecycle of a butterfly.	L.O: To learn about tempo and pitch.
		Activity: Kapow Making Bookmarks. Exploring threading and weaving	Lesson 4: Jigsaw Piece 4 (Falling Out and Bullying Part 1)	Introduction: Read the book - 'How Does a Butterfly Grow?' Activity: Children to use knowledge gained from the book to make a caterpillar lifecycle hat. 	KAPOW Lesson 4 - Exploring tempo and pitch through dance
2.20pm – 2.30pm		**Playtime**			
2.30pm – 2.40pm		**Daily Worship** **Ten Ten**	**Daily Worship** **Ten Ten**	**Daily Worship** **Ten Ten**	**Daily Worship - Praise Assembly**
		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**				

Enhanced provision activities		
Maths Area	Expressive Arts & Design Area	Communication Language & Literacy Area

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<table>
<tr><td>FS2K
Double dominoes – Find all of the dominoes with doubles.

Ladybird double activity - Make a ladybird with 6 legs, 2 eyes and a chosen number of double spots.

Number hunt – Find the numbers around the classroom, say them and write them on a number line.</td><td>FS2HM
Symmetrical butterflies – Use mirrors to explore the lines of symmetry on a butterfly.

Ladybird double activity - Make a ladybird with 6 legs, 2 eyes and a chosen number of double spots.

Dice - Can you throw a double? How many spots all together?</td><td colspan="2">Butterfly symmetry painting.

Musical instruments - explore the sounds that each instrument makes.

Junk modelling - Draw a picture of something they would like to make then use the junk modelling materials to create their model.

Shape printing – Print the shapes on the butterfly template.

Make a paper chain caterpillar.</td><td>FS2K
Pictures of minibeasts - Children to write a sentence based on the picture. Children to extend their sentences by using the conjunction, 'and.'

Phoneme pictures - Write the words using dry wipe pens.

Label the pictures of things found in a garden.</td><td>FS2HM
Work with children in the writing area and model how to make booklets using staples and hole punches.

Plants and growing caption writing.

Read the word and match it to the picture.</td></tr>
<tr><td colspan="4"></td><td colspan="2">Story corner.
Provide the children with a range of books about growing.</td></tr>
<tr><td colspan="2">Understanding the World Area</td><td colspan="2">Small World</td><td colspan="2">Outdoor Area</td></tr>
<tr><td>FS2K & FS2HM– Sequence butterfly lifecycle pictures.</td><td>FS2MH
Science – Minibeast tuff tray.</td><td>FS2K
Farm</td><td>FS2HM
Godly Play – Noah’s Ark.</td><td colspan="2">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.</td></tr>
<tr><td colspan="2">PSED</td><td colspan="2">Physical Development</td><td colspan="2"></td></tr>
<tr><td>FS2K – Duplo</td><td>FS2HM - Block building.</td><td colspan="2">Step by step butterfly drawing- begin to show care and accuracy when drawing.</td><td colspan="2">Role Play Area –
FS2K – Home corner
FS2HM – Garden Centre.</td></tr>
</table>

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.

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