

OLC WEEKLY LEARNING PLAN (FS1)



*Week 3 Reminders:
11th March-Mother's Day assembly
12th March – Parents' Evening*

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:	Mrs Sandhu-White	Year:	FS1	Date:	WB 9 th March 2026
TLSAs:	Miss Doyle (Whole Day)				
Student TLSA:	Miss Moir (AM)				

	MONDAY	TUESDAY	WEDNESDAY	THURS DAY	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.	Communication Language & Speaking and Listening Text: Harry and the Bucketful of Dinosaurs LO: To make comments about what they have heard and ask questions to clarify their understanding.	Expressive Arts & Design LO: To share their creations, explaining the process they have used.	Well-being Wednesday <i>Jigsaw</i> Lesson 2: Jigsaw Piece 2 (We Like to Move It, Move It!) LO: To be able to say some of the things I need to do to be healthy.	RE:LENT: BIG QUESTION: Who is Jesus' father? 	PE: REAL PE-Off to the Seaside  Spatial Awareness LO: To enhance spatial awareness and body control.

Watch/Listen: [Harry and the Bucketful of Dinosaurs](#)

Activity:

Make some paper plate dinosaurs-children to decide on which dinosaur design they would do.



Rising 3's
Show

*children different dinosaurs-
how do they feel, look?*

Activity:

In groups of 5 with an adult make bread in the shape of a dinosaur.



Activity:

Play one of the songs and do all the actions to it. How does moving make you feel? How does your body feel? Go outside and do an obstacle course together. Plan what each stage is going to be. Cheer each other on and time how long it takes to get the whole team through. Can you beat your time? Questions: What does your heart do when you are moving and exercising? Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and say thank you to your body. Cool down back inside, explain that you need energy to do everything that you do in a day. If you want to have lots of energy, what things do you need to do/eat/drink to help?

Rising 3's *Head, shoulders, knees and toes song. Share with children, then ask them to participate x2.*

Activity:

Recap on key language:
God Our Father
Jesus The Son
Sign of the cross
Recap previous learning:
We talk to people we love – share experiences – when, where, what do we say?
When we talk to God we call this prayer. Explain to the children that when Jesus prayed, he was talking to his Father.
When we make the Sign of the Cross we are praying and talking to God the Father and his son Jesus. Reinforce this every time we use this at prayer.

Vocabulary: Jesus, cross, Sign of the Cross, sad.
Children to think about and discuss times of happiness and unhappiness. Do the children remember a time when they were not happy? Discuss their

Activity:

Warm-up: Moving through hoops or tunnels.

Dancing and moving to music, exploring different levels (high, low).

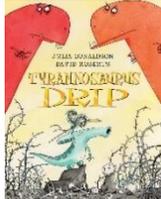
Spatial awareness games (e.g., following pathways, moving around obstacles).

Parachute play: lifting and lowering the parachute together, experimenting with different movements.

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				<p>experiences. Explain to the children that sometimes people have to go away and leave people they love. Children to recall their own experiences if this is appropriate. Sometimes people die. Explain to the children that Jesus died on the cross and that we are remembering that time. Focus on a cross rather than a crucifix. Explain to the children that when we see a cross we are reminded that Jesus died. Children to make a cross to take home to remind families that this is an important week. Make the Sign of the Cross with great reverence this week. Remind the children that this special sign helps us think about when Jesus died. Cut out two long strips of card and lay them on the floor in the shape of a cross. Use four</p>	
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				tea lights – one at each of the ends of the cross. Light the tea lights as words of the Sign of the Cross are said very slowly.	
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15	Maths	Phonics	Maths	Understanding the World Speaking & Listening	Phonics
	LO: To describe a familiar route.	LO: To begin oral blending and segmenting.	LO: To describe a familiar route.	LO: To make comments about what they have heard and ask questions to clarify their understanding.	LO: To begin oral blending and segmenting.
	<p>Activity: Sit children in a circle and ask: “How do you get to school?” “What do you see on the way?” “Do you turn left or right?” Model simple sentences: “First, I walk out of my house.” “Then I turn left.”</p>	<p>Activity: Bug Club Phase 1. Unit E – From Seed to Sandwich Phase 1 activities. Make a sandwich with the children- blending and segmenting the food and equipment.</p>	<p>Activity: Recap previous lesson. Table groups around the school. For example, how do we get to the hall? How do we get to Mr Emery’s office? Encourage the children to use key vocabulary. <i>Rising 3’s</i> <i>Use sand and a paint brush to make the number 1 extend to 2, 3 etc, this will support number recognition and pencil grip.</i></p>	 <p>Activity: Read aloud- Text: Dear Dinosaur / Tyrannosaurus Drip. Share: Dinosaur Life cycle poster</p>	<p>Activity: Phase 1 activities. Use CVC picture cards to blend and segment, for example: c a t-cat m a n-man</p> <p><i>Rising 3’s</i> What sounds can we hear in the classroom? Can we copy the sound?</p>

"I walk past the shop."

"Finally, I arrive at school."

Create a simple road on the floor using tape or blocks.

Place a "house" at one end and a "school" at the other.

Invite children one at a time to:

Move a toy figure along the route. Describe what is happening.

Prompt with questions:

"What happens first?"

"Where do you go next?"

"What do you walk past?"

"Do you turn?"

Support with sentence starters:

- "First I..."
- "Next I..."
- "Then I..."
- "Finally I..."

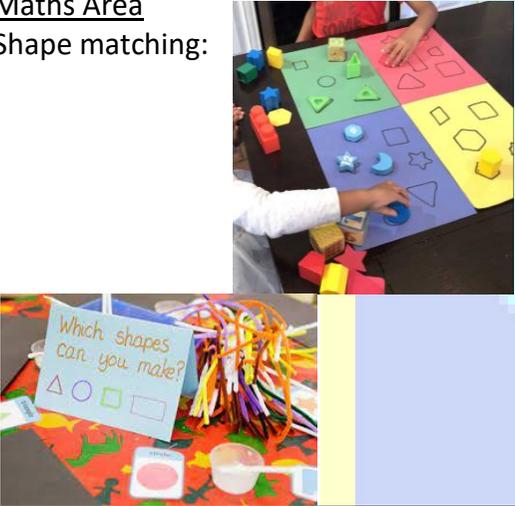
Rising 3's

Use sand and a paint brush to make the number 1 extend to 2, 3 etc, this will support number recognition and pencil grip.

Look at life processes of dinosaur: egg, baby, adult. Can the children place the egg, baby dinosaur and adult dinosaur in the right order?



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	Nursery rhymes and songs		
	Story – Hand washing – Prayers - Lunch		
Afternoon	Continuous provision and independent activities		
Continuation of morning activities and continuous provision.	<p><u>Maths Area</u> Shape matching:</p> 	<p><u>Expressive Art & Design Area.</u> <u>Dinosaur masks</u></p> <p><i>Draw, paint or collage a picture of your new dinosaur, or you could make a 3D model of it.</i></p> <p><i>Joining materials Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use.</i></p> <p><i>Junk modelling-Dinosaurs</i></p>	<p><u>Communication Language & Literacy Area.</u> Pencil control-<u>dinosaurs</u>. Mark making table Number/Letter Trace over name cards</p>
	<p><u>Understanding the World</u> Find the fossil in soil, use of magnifying glasses and paint brushes. Which dinosaur bone could this be?</p>	<p><u>Small World Area</u> Set up 'Jurassic Park'-use tracks, dinosaurs, jeeps, trees. Sticks, leaves etc</p>	<p><u>Outdoor Area</u> Bikes, trikes, chalk, building using bricks, tyres and crates. The BIG CLEAN!</p>

PSED

Matching game- in pairs- match the dinosaur to its skeleton.

Circle time-What makes me happy/sad?

Introduce Connect Four to the children in pairs.

Finger Gym



Role Play Area

Create a dinosaur museum



Communicating with school

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