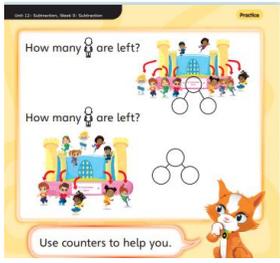


## OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week our story is called **Cave Baby**. Our Key Instant Recall Facts focus for Maths is to compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. Don't forget to look at your Active Learn account to see the activities that have been set for you.

<b>Teachers: TLSAs:</b>	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	<b>Year:</b>	FS2	<b>Date:</b>	2 <sup>nd</sup> March 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8.45 – 9.00</b>	Morning prayers, registration, dinner choices.				
 <b>Mathematics &amp; Continuous Provision.</b> <b>9.00 – 9.30</b>	Unit 12 – Subtraction. This week, children will continue exploring subtraction, now looking specifically at the number bonds to 10. These are shown using counters and the part-whole model, which have both been used before. Children begin to work with subtraction number bonds, following the ‘missing part’ structure.  10.30 – 10.50am. Learning focus Identifying number bonds to 10.	Learning focus Using subtraction to identify a missing part to 10.	Learning focus: Using subtraction to identify a missing part to 10 when variation is a factor  	Learning focus: Using number bonds to identify missing parts.	Learning focus: Explore different number bonds to 10 to consolidate understanding.  
<b>9.30 – 10.00 Reading &amp; CP</b>	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
<b>10.00 - 10.15</b>	Playtime				

## OLC WEEKLY LEARNING PLAN (FS2)

<b>10.15 – 10.30</b>  <b>Continuous Provision &amp; Focus Activity 10.30 – 11.15</b>	Snack time				
<b>11.15 – 11.45</b>  <b>Phonics</b>	<p>CLL. 9am – 10am.                      L.O: To learn new vocabulary. To engage in story times. To develop social phrases.                      L.O: To give meaning to marks made. To write recognisable letters. To spell phonetically plausible words. To write a simple sentence.                      Introduction: Read story – discuss vocabulary. Talk about what happened in the story. Model simple sentences with finger spaces and full stop.                      Mum is cross.                      It is a big mess.                      A brush in a pot.</p>	<p>RE:                      L.O: To say why we love our Mothers.                      Activity: Record individual messages for Mother’s Day assembly.</p>	<p>Physical Development                      LO: Progress towards a more fluent style of moving with developing control and grace.                      Real PE Dance Lesson 1:  <a href="https://app.realpe.co.uk/dance/year/0/unit/1/lesson/1">https://app.realpe.co.uk/dance/year/0/unit/1/lesson/1</a></p>	<p>Physical Development                      LO: Progress towards a more fluent style of moving with developing control and grace.                      Real PE Dance Lesson 1 continued:  <a href="https://app.realpe.co.uk/dance/year/0/unit/1/lesson/1">https://app.realpe.co.uk/dance/year/0/unit/1/lesson/1</a></p>	<p>CLL / Drawing Club                      L.O: To give meaning to marks made. To link sounds and letters. To write phonetically plausible words.                      See Drawing Club plan.                      Enhanced provision:</p> <ul style="list-style-type: none"> <li><b>Texture rubbings:</b> children use crayons to rub over bark, stones, or textured mats to create “cave textures”.</li> <li><b>Shadow drawing:</b> place toy animals on paper and let children trace the shadows.</li> <li><b>Collaborative cave mural:</b> a large roll of paper on the floor or wall for group mark-making.</li> </ul>
<b>11.45 – 11.55</b> <b>Handwriting</b>	<p>Musical tracing map.  <a href="https://www.youtube.com/watch?v=vUqn5SPRoeU">https://www.youtube.com/watch?v=vUqn5SPRoeU</a></p>	<p>Dinosaur Dough Disco:  <a href="https://www.youtube.com/watch?v=VIL0keihJMQ">https://www.youtube.com/watch?v=VIL0keihJMQ</a></p>	<p>Fine motor skills – Copy the lolly stick patterns</p>	<p>Magic writing boards: Copy the patterns demonstrated by the teacher.</p>	<p>Dinosaur Dough Disco:  <a href="https://www.youtube.com/watch?v=5AxcP0kPjOc">https://www.youtube.com/watch?v=5AxcP0kPjOc</a></p>
Lunch 12noon – 1pm. FS2 Staff to support children in hall until 12.15pm					
1pm – 1.05pm Register, Zones of Regulation and wellbeing check in.					
<b>Oracy &amp; Auditory processing.</b>	<p>What’s the word?                      Robot talk the following words:</p>	<p>Opposites</p>	<p>Memory game. What’s missing?                      (IWB game in files)</p>	<p>What’s the sound?                      See PP game in files.</p>	<p>Picture Chat</p>

## OLC WEEKLY LEARNING PLAN (FS2)

<b>1.05pm – 1.10pm</b>	d-o-g, c-a-t, l-o-g, b-a-t, t-a-p, h-a-t, p-a-n, m-u-g, p-a-n, m-o-p. Children to colour pictures.	Give children a word such as long / big / tall... Children to give the opposite word.			Show a dinosaur picture; children describe what they see in full sentences. (picture in files)
<b>Focus Activity &amp; Continuous Provision.</b>	R.E	<b>Expressive Art &amp; Design</b>	<b>PSHE</b>	<b>Understanding the World</b>	<b>Music</b>
	LO: To make pictures for Mother's Day.	L.O: To create a Mother's Day card.	LO: To practise singing songs for Mother's Day assembly.	L.O: To understand that dinosaurs lived a long time ago.	L.O: To practise singing songs for Mother's Day assembly.
	Activity: Children to paint a picture of their mum for Mother's Day assembly.	Introduction: Show children some designs of Mother's Day cards. Activity: Children to use a variety of collage materials to create a card of their own design.	Practise songs and where to stand for assembly.  Completion of cards and paintings.	Introduction: Take the children on a virtual tour of a museum. <a href="https://www.liverpoolmuseums.org.uk/virtual-tours/dinosaurs-and-natural-world-virtual-tour">https://www.liverpoolmuseums.org.uk/virtual-tours/dinosaurs-and-natural-world-virtual-tour</a> Ask the children if we can see real life dinosaurs now – discuss the word extinct. Activity: Sing along to the dinosaur rap songs. <a href="https://www.bbc.co.uk/cbeebies/watch/playlist-andys-dinosaur-raps/clip/andys-dinosaur-adventures-tyrannosaurus-rex-rap">https://www.bbc.co.uk/cbeebies/watch/playlist-andys-dinosaur-raps/clip/andys-dinosaur-adventures-tyrannosaurus-rex-rap</a> Colour the pictures of the dinosaurs.	
<b>2.20pm – 2.30pm</b>	<b>Playtime</b>				
<b>2.30pm – 2.40pm</b>	<b>Daily Worship</b>  Ten Ten - Gospel	<b>Daily Worship</b>  Ten Ten	<b>Daily Worship</b>  Ten Ten	<b>Daily Worship</b>  Ten Ten	<b>Daily Worship - Praise Assembly</b>
	<b>Story</b>	<b>Story</b>	<b>Story</b>	<b>RE</b>	<b>Story</b>
<b>Story Time</b>	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;				

## OLC WEEKLY LEARNING PLAN (FS2)

### Characteristics of Effective Learning

Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go.

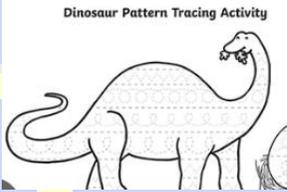
Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do.

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	
<p>FS2K Measure the bones – Which is the longest bone? Which is the shortest bone? Put the bones in order of size.</p> <p>Counting dinosaurs – put the correct number of dinosaurs on the correct number card.</p> <p>Ordering dinosaur footprint numbers.</p>	<p>FS2HM Use the coloured counter dinosaurs on ten frames. Pick up a number card and put corresponding number on the ten frame. What is one more? What is one less?</p> <p>Sorting dinosaurs – Are there more red or more green? Are there more or less T-Rex's than triceratops?</p>	<p>Watch illustrator, Emily Gravett, draw a woolly mammoth. Have a go at drawing a woolly mammoth. <a href="https://youtu.be/bMq1Ss3LVjM">https://youtu.be/bMq1Ss3LVjM</a></p> <p>Learn to sing the 'Cave Baby' song. <a href="https://youtu.be/-tZZwQfgno0">https://youtu.be/-tZZwQfgno0</a></p> <p>Make a paint brush using natural materials - sticks, leaves and feathers.</p> <p>Berry painting – Crush up berries and paint a picture using their natural paint brush.</p> <p>Hand printing on large sheets of paper.</p>	<p>FS2K Phonics games, Magnetic letters and cvc pictures. Can the children find the correct letters to spell the words?</p> <p>Large piece of paper and felt tips on floor. Children to practise forming letters.</p>	<p>FS2HM Roll of paper on floor with letters in a grid. Can children copy the letter and draw something that begins with that letter? Magic writing boards &amp; object bag – can the children take something out of the bag and use their phonic knowledge to spell the words?</p>	<p>Story corner. Provide the children with a range of books written by Julia Donaldson. Which stories do they know? Which is their favourite Julia Donaldson story?</p>
Understanding the World Area		Small World		Outdoor Area	
<p>FS2K History / Science: Look through the story and find the different animals that are mentioned. How many of them are still alive today? How many are extinct? Play Dinosaur Discovery game IWB. <a href="https://www.bbc.co.uk/games/embe">https://www.bbc.co.uk/games/embe</a></p>	<p>FS2MH Science/History: Look at the woolly mammoth skeleton in the Smithsonian Museum: <a href="https://legacy.3d.si.edu/tour/woolly-mammoth">https://legacy.3d.si.edu/tour/woolly-mammoth</a> Find a fossil – Put sand in a tray and bury shells &amp;</p>	<p>FS2K Cars &amp; masking tape.</p> 	<p>FS2HM Dinosaur land. Tuff tray - Diggers in sand.</p>	<p>Balance Bikes, trikes, chalk, building using bricks, blocks and crates.</p> <p>Put a large roll of paper on the outside wall, children to use mixed mud and crushed berries and grass to create a cave painting.</p> <p>Put letters s t p i n on wall. Give children water squirters. Children to say the sound that the water hits.</p>	

## OLC WEEKLY LEARNING PLAN (FS2)

<p><a href="https://www.bbc.com/education-ivor-dinosaur-discovery?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fznc3y9q">d/education-ivor-dinosaur-discovery?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fznc3y9q</a></p>	<p>pebbles. Children to use paint brushes to carefully reveal the 'fossils.'</p>			
		<p>Godly Play – Make a stained glass cross.</p> 		
<p>PSED</p>		<p>Physical Development</p>		
<p>FS2K – Play snakes and ladders.  Duplo</p>	<p>FS2HM - Work together to build the dinosaur jigsaws.  Block building.</p>	<p>FS2B – Peg boards and pegs</p>	<p>FS2HM - Dinosaur stencil activity. Draw around the dinosaur stencils, colour them in and cut them out.</p>	<p>Role Play Area – FS2K – Home corner FS2HM – Pizza restaurant.</p>
		<p>Dinosaur pattern tracing.</p> 	<p>Play dough</p>	

**Class Email Address:**

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto: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.
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### Mathematics

- Count objects, actions and sounds.
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- 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.
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### 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.
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