

OLC WEEKLY LEARNING PLAN (FS2)

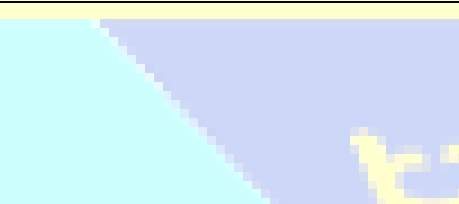






Hello children! This week we will be learning all about oceans. We are looking forward to Sports Day on Wednesday. Our Key Instant Recall Facts focus for Maths is To know patterns within numbers up to 10, including evens and odds. We are continuing to learn to read and spell the following tricky words: 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:	22 nd June 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. 9.00 – 9.30	10.30-10.50 To understand that doubling means "twice as many".	To understand that doubling means "twice as many".	To understand halving as sharing into two equal parts.	To understand halving as sharing into two equal parts.	
		Starter: Sing doubling song. Activity: Give each child a number dot card or number. Can they find their matching double and the amount it equals? Repeat by swapping cards. Plenary: Doubling robot powerpoint.	Starter – Quick writing of numerals to 10 on magic writing boards. Activity: Use ten frames and counters. Show children a number. Can they find that number of counters. Share the counters between the two rows of the ten frame. Can they share the counters equally? Discuss whether the number is odd or even. Repeat with different numbers up to 10.	Starter – Quick writing of numerals to 10 on magic writing boards. Activity: Give each child a cube tower of 2, 4, 6, 8, or 10 cubes. Ask the children to break their tower into two. Have they got two equal parts? Can they find a friend who has the same number of cubes? Give them time to discuss as a group what they notice about their cubes? Can they say a double sentence and a half sentence about their tower?	Assess instant recall of doubling & halving.
9.30 – 10.00 Reading & CP	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
Focus Activity	CLL. 9am – 10am.	RE:	Physical Development	Physical Development	CLL – Writing

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<p>10.30 – 11.15</p>	<p>L.O: To learn about oceans</p>	<p>LO: Know that the Sign of the Cross names -Father, Son and Holy Spirit. Know that the Sign of the Cross is a prayer to God the Father, Son and Holy Spirit.</p>		<p>LO: Revise and refine the fundamental movement skills they have already acquired. Develop overall body strength, coordination, balance and agility.</p>	<p>L.O: To write a simple caption or sentence.</p> 
 <p>Continuous Provision &</p>	<p>Introduction: https://www.kingswoodprimaryschool.co.uk/site/data/files/migrated/english/comotion-in-the-ocean.pdf</p> <p>Stop videos at different intervals and discuss.</p> <p>Introduce the enhanced provision activities which are based on frogs.</p>	<p>Introduction: Discuss making the sign of the cross. Why do we do it? Whose names can you hear? Who are they?</p> <p>Activity: Colour and label picture of Father, Son & Holy Spirit.</p>	<p>Sports Day 10.30-11.30</p> 	<p>Get Set 4 PE LESSON 2 Theme: Under the Sea To explore and remember actions considering level, shape and direction.</p>	<p>Introduction – Read ‘The Perfect Ribbit’ Discuss key vocabulary. Activity: Write a simple caption or sentence based on phonic knowledge. Examples: It is a frog. On a log. A big log. Extension example: It is a green frog and it is on a log.</p>
 <p>11.15 – 11.45 Phonics</p>	<p>Introduction: Phase 2 & 3 quick recall of sounds. L.O: To write captions / sentences using phase 2 & 3 sounds.</p>				
<p>Group 1</p>	<p>The jam is in a jar.</p>	<p>A vet is at a zoo.</p>	<p>She is very wet.</p>	<p>The boots are in a box.</p>	<p>Tricky Words</p>
<p>Group 2</p>	<p>Pat a dog.</p>	<p>A cat in a hat.</p>	<p>A sad man.</p>	<p>A pin on a map.</p>	<p>Tricky Words</p>
<p>Group 3</p>	<p>s a t p i n frog game</p>	<p>s a t p i n frog game</p>	<p>s a t p i n frog game</p>	<p>s a t p i n check</p>	<p>Phase 2 Tricky Words</p>
<p>11.45 – 11.55 Handwriting</p>	<p>Letter formation: c https://www.twinkl.co.uk/search?c=244&q=handwriting+concept+video+c</p>	<p>Letter formation: a https://www.twinkl.co.uk/resource/the-letter-a-cursive-handwriting-concept-video-t-e-1716191706</p>	<p>Letter formation: d https://www.twinkl.co.uk/resource/the-letter-d-letter-formation-handwriting-concept-video-t-e-1713340488</p>	<p>Letter formation: g https://www.twinkl.co.uk/resource/the-letter-g-letter-formation-handwriting-concept-video-t-e-1715681981</p>	<p>Magic writing boards: Copy the patterns demonstrated by the teacher.</p>
<p>Lunch 12noon – 1pm. FS2 Staff to support children in hall until 12.15pm</p>					
<p>1pm – 1.05pm Register, Zones of Regulation and wellbeing check in.</p>					

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<p>Oracy & Auditory processing. 1.05pm – 1.10pm</p>	<p>Hungry pirates game: https://www.twinkl.co.uk/go/resource/hungry-pirates-interactive-game-t-tp-1724245492</p>	<p>Musical tracing map. https://www.youtube.com/watch?v=RQmZfEsul5A</p>	<p>Musical tracing map: https://www.youtube.com/watch?v=vUqn5SPRoeU</p>	<p>What's the sound? See PP game in files.</p>	<p>Food memory game – (in shared folder)</p>
<p>Focus Activity & Continuous Provision.</p>	<p>R.E</p>	<p>Expressive Art & Design</p>	<p>PSHE</p>	<p>Understanding the World</p>	<p>Music</p>
	<p>L.O: To learn a simple song about the Holy Spirit.</p> <p>https://www.youtube.com/watch?v=9O-cjabgEnM</p> <p>https://www.youtube.com/watch?v=0B0BhBv2Cis&list=RDO0B0BhBv2Cis&start_radio=1</p>	<p>L.O: To develop paper folding skills.</p> <p>Activity: Make a concertina frog.</p> 	<p>LO: I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>Lesson 1: Jigsaw Piece 1 (My Family and Me) See Jigsaw plan.</p>	<p>L.O: To learn about the lifecycle of a frog.</p> <p>Introduction: Look at a video of a tomato plant growing. https://www.youtube.com/watch?v=KwQsjAAIqDo Pass around a tomato cut in half for the children to look at the seeds.</p> <p>Activity: Children to dissect the seeds from a tomato and plant them. Discuss what the seeds will need to make them grow.</p>	<p>L.O: Perform actions to songs.</p> <p>Kapow Moving to Music Lesson 1 - Action Songs</p> <ul style="list-style-type: none"> •Listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. •Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. •Talk about how a piece of music makes you feel.
<p>2.20pm – 2.30pm</p>	<p>Playtime</p>				
<p>2.30pm – 2.40pm</p>	<p>Daily Worship Ten Ten - Gospel</p>	<p>Daily Worship Ten Ten</p>	<p>Daily Worship Ten Ten</p>	<p>Daily Worship Ten Ten</p>	<p>Daily Worship - Praise Assembly</p>
	<p>Story</p>	<p>Story</p>	<p>Story</p>	<p>RE</p>	<p>Story</p>
<p>Story Time</p>	<p>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;5</p>				

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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 activities				
Maths Area		Expressive Arts & Design Area		Communication Language & Literacy Area
<p>FS2K Ten frames, flower buttons, wipe board and dry wipe pens - Create addition sums based on what is in the ten frame.</p> <p>0 - 9 number formation.</p>	<p>FS2HM Double dominoes – Find all of the dominoes with doubles.</p> <p>Dice and doubling – roll the dice, how many doubles can they get? Can they say what each double makes? Find their double on the large roll of paper ant tick it.</p>	<p>Pin up a giant piece of paper. Provide children with collage materials to create flowers. Encourage all children to contribute to make a collaborative picture.</p> <p>Flower printing – Provide children with flower printing blocks and paint for them to use to print a flower picture.</p> <p>Make tissue paper flowers.</p>		<p>FS2K Pictures of a Garden - Children to write a sentence based on the picture.</p> <p>Wipe boards and dry wipe pens - practise name writing.</p> <p>Label the pictures of things found in a garden.</p>
				<p>FS2HM Work with children in the writing area and model how to make booklets using staples and hole punches.</p> <p>Plants and growing caption writing.</p> <p>Read the word and match it to the picture.</p>
Understanding the World Area		Small World		Outdoor Area
<p>FS2K Geography – Habitats. Science – Frog lifecycle Lifecycle colouring</p>	<p>FS2MH Science – Sequence frog lifecycle pictures. Lifecycle colouring</p>	<p>FS2K Farm</p>	<p>FS2HM Fairy garden Godly Play</p>	<p>Balance Bikes, trikes, chalk, building using bricks, blocks and crates.</p> <p>Put a large roll of paper on the outside wall for children to paint on.</p>
PSED		Physical Development		
<p>FS2K – Duplo</p>	<p>FS2HM - Block building.</p>	<p>Cut out shapes to make a frog. Button pattern flowers. Drawing frogs. Pencil control. Frog colouring.</p>		<p>Role Play Area – FS2K – Home corner FS2HM – Garden Centre.</p>

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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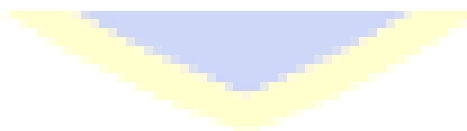
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