

## OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week we will be learning about Mother's Day. We are so excited for our special celebration at 10.30am on Wednesday. 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>	9 <sup>th</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.				
<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				
<b>10.15 – 10.30</b>	Snack time				

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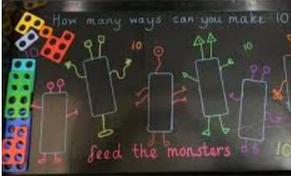
 <p><b>Continuous Provision &amp; Focus Activity</b> 10.30 – 11.15</p>	<p>CLL. 9am – 10am. L.O: To write Mother's Day cards. Practice Mother's Day song</p> <p>Watch Mother's Day PowerPoint &amp; discuss.</p>	<p>Expressive art and design L.O: To decorate Mother's Day biscuits</p>	<p>Mother's Day Assembly</p>	<p>Physical Development LO: To know how to move our body to support a task.</p> <p>Throwing bean bag game Bat and ball game Using chalk on the playground Building blocks Movement with a ball Woodland area.</p>	<p>Inset</p>
 <p>11.15 – 11.45 <b>Phonics</b></p>	<p>L.O: To say the /ow/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit ow phoneme and perform the bug club action. To find ow in words. To write ow.</p>	<p>L.O: To say the /oi/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /oi/ phoneme and perform the Bug Club action. To find the letter 'oi', to write letters, 'oi.'</p>	<p>Inset</p>
<p>11.45 – 11.55 <b>Handwriting</b></p>	<p>Musical tracing map. <a href="https://www.youtube.com/watch?v=Uqn5SPRoeU">https://www.youtube.com/watch?v=Uqn5SPRoeU</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>Inset</p>
<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.</p>					
<p><b>Oracy &amp; Auditory processing.</b> 1.05pm – 1.10pm</p>	<p>Practice Mother's Day song</p>	<p>Practice Mother's Day song</p>	<p>Memory game. What's missing? (IWB game in files)</p>	<p>What's the sound? See PP game in files.</p>	<p>Inset</p>
<p><b>Focus Activity &amp; Continuous Provision.</b></p>	<p>R.E</p>	<p>R.E</p>	<p><b>Music</b></p>	<p><b>Practice stay and pray</b></p>	<p>Inset</p>
	<p>LO: To know that God has given each of us special talents. Big Question: Which special talents has God given to you?</p>	<p><b>RE:</b> <b>L.O: To understand that purple is the colour for Lent.</b></p>	<p>Learn stay and pray hymns</p>		<p>Inset</p>

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	<p>Introduction– Watch Douglas Talks: <a href="https://www.youtube.com/watch?v=p_jooG5T328">https://www.youtube.com/watch?v=p_jooG5T328</a></p> <p>Discuss all the talents that we have and how we can use them to help make our world a better place.</p> <p>Activity – In RE book, children to draw a picture of their talent.</p> <p>Sing Mother’s Day song.</p>	<p><b>Activity: Decorate the word Lent using purple. Colours and collage.</b></p>			
<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><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;</b></p>				
<p>Characteristics of Effective Learning</p>	<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>				

<p><b>Enhanced provision activities</b></p>		
<p>Maths Area</p>	<p>Expressive Arts &amp; Design Area</p>	<p>Communication Language &amp; Literacy</p>

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<p>FS2K Repeating pattern beads on bracelets.</p> <p>Subtraction activity.</p> <p>Colour by number bouquet.</p>	<p>FS2HM Repeating pattern beads on bracelets.</p> <p>Make 10 activity</p> 	<p>Paint flowers</p> <p>Print flowers</p> <p>Cut and stick flower collage</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 – letter formation.</p> <p>I love my mum booklet – Make a book about their mum.</p>	<p>FS2HM Roll of paper 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? I love my mum hearts – write why they love their mum.</p>
<p>Understanding the World Area</p>		<p>Small World</p>		<p>Outdoor Area</p>	
<p>FS2K Smell lab – Which scent do the children think their mum would like best? Explore senses. Compare and describe smells. Talk about preferences and opinion.</p>	<p>FS2MH Building bricks and small world family dolls – Build a house and use small world family dolls to act out scenarios.</p>	<p>FS2K Animals.</p> <p>Godly Play – Make a stained-glass cross.</p> 	<p>FS2HM Castle Dolls house.</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 a t p i n on wall. Give children water squirters. Children to say the sound that the water hits.</p>	
<p>PSED</p>		<p>Physical Development</p>			
<p>FS2K – Play snakes and ladders.</p> <p>Duplo</p>	<p>FS2HM Block building.</p>	<p>FS2K Bead threading – make a bracelet for their mum.</p> <p>Cut and stick flower activity.</p>	<p>FS2HM Bead threading – make a bracelet for their mum.</p> <p>Play dough</p>	<p>Role Play Area – FS2K – Home corner FS2HM – Pizza restaurant.</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.
- 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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