

OLC WEEKLY LEARNING PLAN (FS1)



Dear Parent/Carer,


As

we come to the final week of a busy half-term, the children continue to learn about how we are loved by God, and they have begun thinking about who they love and who loves them. We are also taking time to celebrate the Hindu and Sikh festival of light – Diwali – learning about its significance and the ways it is celebrated around the world.



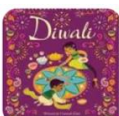
Mrs Sandhu-White

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: 20th October 2025
TLSAs:	MMrs Shamila (Whole Day)				
Student TLSA:	Ms Moir (AM)				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	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.	PE LO: To listen to simple instructions.	Communication Language & Speaking and Listening LO: To enjoy listening to longer stories and can remember much of what happens.	Expressive Arts & Design LO: To explore different materials freely, to develop their ideas about how to use them and what to make.	PSHE <u>Life To The Full</u> LO: To know that we are created and Loved by God.	RE October is the month of the Rosary. Continuous Unit – NB – God Our Father Cares For Us. LO: To know that I am loved and cared for.
					PE LO: To take turns with others.


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	<p><u>Watch:</u></p>  <p>Diwali</p> <p><u>Activity:</u> Make clay divas-to be painted and decorated throughout the week.</p> 	<p><u>Watch:</u></p>  <p>Diwali</p> <p><u>Activity:</u> Decorate diya lamps from yesterday's lesson</p>	<p><u>Activity:</u> Over five days, children will be told the story of creation, engaging with it creatively through sound, movement and discussion. This session aims to provide children at the outset of the programme with the language and understanding of the fundamental principle that we were created by God out of love and for love. Each day the structure is the same, a first read of the day's story, creative exploration of it and then a 'performance' of the whole story from the beginning.</p> <p>Merge Day 1 and 2</p>	<p><u>Activity:</u> Revise with the children that God our Father made everything and everybody that exists in the world. Who cares for you?</p> <p>"God's Love Heart Craft" Give each child a large paper heart. In the centre, write: <i>"God loves and cares for me."</i> Invite the children to decorate the heart with drawings or stickers that show people who love and care for them (e.g., family, friends, teachers).As they work, talk about how God shows His love through the people around us. End the activity with a short prayer together, thanking God for His love and the special people in our lives.</p>	<p><u>Activity:</u> Warm up: Jungle adventure Main: Fundamental Movement Skills Dynamic Balance to Agility Jumping and Landing. Cool down: yoga stretches</p>
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 understand <i>3 is more than 2</i>	LO: To think about the sounds that words start with.	LO: To understand <i>3 is more than 2</i>	LO: To explore and talk about different forces they can feel.	LO: To think about the sounds that words start with.
	<p><u>Watch:</u> Song about 3</p> <p><u>Activity:</u> 1, 2, 3 sorting sheet Learning about the different representations of number is a key skill for children. Children to think</p>	<p><u>Activity:</u> Phase 1 Activities – Letters & Sounds</p> <p>Bug Club – All Sorts of Art – Lesson 5.</p>	<p><u>Watch:</u> Song about 3</p> <p><u>Activity:</u> Play 1,2, 3 matching game Game</p>	<p><u>Watch:</u> A storm story</p> <p><u>Activity:</u> What happens during a storm? What makes the trees move: How do we know it is windy:</p>	<p><u>Activity:</u> With a small group of children sitting in a circle, start the game by saying, 'I spy someone whose name begins with... and give the sound of the first letter, for</p>

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	about the different ways we represent the numbers 1, 2 and 3 as well as enabling them to practise key skills, such as counting and subitising. Cut out the colourful cards and encourage ch'n to sort them into the table according to whether they represent number 1, number 2 or number 3.	Starting sounds Open page 8 of the book All Sorts of Art, which shows the collection of different art objects used in the pages of the book. Open the Magnetic Board in ActiveLearn Primary. Select a sound to display on the Magnetic Board, for example, /p/ and ask children to say which objects start with this sound. Repeat for all the pictures.		Science link	example 's' for Satish. ? Ask, 'Who can it be?' Satish stands up, everyone says his name and he carries on the game saying, I spy someone whose name begins with..., and so on. ? If any children call out the name before the child with that name, still let the child whose name it is take the next turn. If the children find separating out the first sound too hard in the early stages, the adult can continue to be the caller until they get the hang of it.
	Nursery rhymes and songs				
	Story – Hand washing – Prayers - Lunch				
Afternoon	Continuous provision and independent activities				
Continuation of morning activities and continuous provision.	<u>Maths Area</u> 1, 2 and 3 Modelling Dough Mats Numbers 1 to 3 How Many? ... 1, 2 and 3 Matching and Comparing Cards.  Numberblocks 3 creating activity Subitising to 3 Picture Cards. Counting to 3 Worksheet. 1-3 Number Representation Matching Activity	<u>Expressive Art & Design Area.</u> Henna patterns  Rangoli patterns-using different materials 	<u>Communication Language & Literacy Area.</u> Name tracing Pencil control sheets-Aft Make your mark! Writing wall- various mark making patterns to copy or trace over Large Pencil control Animal pencil control		
	<u>Understanding the World</u> Tuff tray with images of Diwali-adult led discussion.	<u>Small World Area</u> Rangoli Play Tray A tray filled with coloured rice/sand. Give children bottle caps or small shapes to “make rangoli” patterns.	<u>Outdoor Area</u> Bikes, trikes, chalk, building using bricks, tyres and crates. Chalk boards Large foam bricks and crates. Large wooden bricks.		

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	<p>Role play dressing up in traditional Indian clothes- sari etc</p>	<p>Gift-Giving Small World</p> <p>Wrap small boxes with shiny paper.</p> <p>Children pretend to exchange gifts with dolls or each other.</p>	
	<p><u>PSED</u></p> <p>Roll play the Diwali story of Ram and Sita-using puppets,-thinking about how Sita felt being alone in the forest/ How Rama felt that his wife was lost/ How did they feel returning to their home and the villagers lit candles to guide them home and celebrate their return?</p>	<p><u>Finger Gym</u></p> <p>Scissor practise</p> <p>Finger painting: paint in the tuff tray, can the children make the number 3 or the first letter of their name?</p> <p>Watch and copy actions: Finger gym</p>	<p><u>Role Play Area</u></p> <p>Indian restaurant</p> 

Communicating with school

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

<https://www.twinkl.co.uk/resource/eyfs-draw-a-woodland-creature-pencil-control-activity-pack-t-tp-1627592896>