

OLC WEEKLY LEARNING PLAN (FS1)




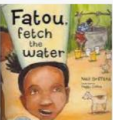
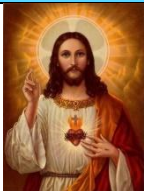
Week 2

Our topic this term is Splash! During this topic we will be teaching the children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.



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: TLSAs: Student TLSA:	Mrs Sandhu-White Miss Doyle (Whole Day) Miss Moir (AM) Mrs Shamila (Whole Day)	Year:	FS1	Date:	WB:8 th June 2026
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	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.	Communication Language & Speaking and Listening Text: Fatou Fetch the Water  LO: To sequence a story.	Expressive Arts & Design LO: To explore different materials.	Well-being Wednesday Jigsaw My Body LO: To name parts of my body and show respect for myself.	RE Sacred Heart.  BIG QUESTION: What is the Feast of the Sacred Heart?	PE LO: To move around safely in space.

Activity:
Show children a world map or globe and explain that the story they are going to read is set in Gunjur, a town in The Gambia, West Africa. Find The Gambia on the map or globe, then look at 'The Gambia picture cards'. Discuss the images in the photographs.

[Images of Gambia](#)

Watch: [Fatou Fetch the Water](#)
Why do you think Fatou needs to fetch water from the well? What do you think Fatou's mum does as a job? Find the picture with the girls in their school uniform. How is their uniform like or different from your school uniform? Are there any clues in the story that show you what the weather is like where Fatou lives?

Fatou and her friends and family are eating their meal outside. Do you ever eat outside?
Orally retell the story.

Activity:
Work together to create collages / paintings of all the different animals in a safari-ready for the role play area.



Activity:
Sing the song, 'Head, shoulders, knees and toes' doing the actions, or 'Jenie says' naming body parts and doing something with it e.g. 'Jenie says nod your head, Jenie says wiggle your fingers'. This can be done as a whole class or small groups. Using the labels and pictures of the different parts of the body, play a matching game. Children pick a label from the box and adult reads it. Can they find the matching body parts from the pictures? Begin to build up the pictures to create a whole body. Questions: Can you name different parts of the body? What do they do/why are they important? Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and stretch as tall as you can. Ask the children about what the different parts of the body do or help you do (e.g. legs help you run around; fingers help you solve jigsaw puzzles).

Activity:
Explain in June we celebrate the Feast of the Sacred Heart.

Teach the children to say:
Sweet Sacred Heart of Jesus I place all my trust in you.
Visit the Sacred Heart statue in the hall.

In a heart, draw pictures of the people that they love.



[Rising 3's](#)
[As above](#)

Activity:
Get Set for PE (planning online)
Theme: People Who Help Us
Lesson 2

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	Children to sequence the pictures from the story. <u>Rising 3's</u> Name writing Mark making activities		Outlines of a body for children to colour/ decorate <u>Rising 3's</u> Sing the song, 'Head, shoulders, knees and toes' doing the actions.		
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 notice and correct an error in a repeating pattern.	LO: To learn the phoneme i.	LO: To notice and correct an error in a repeating pattern.	LO: To explore different environments.	LO: To learn the phoneme i.
	<u>Activity:</u> <u>PP and Activity</u> Follow PP, invite individual children to correct the pattern. Share worksheet activity.	<u>Activity:</u> <u>Bug Club</u>	<u>Activity</u> <u>PP and Activity</u> Recap PP, invite individual children to correct the pattern. Share worksheet activity.	<u>Activity:</u> Explore similarities and differences between life in this country and life where Fatou lives. World environment day - How can we be environmentally friendly at school?	<u>Activity:</u> <u>Bug Club</u>
	Nursery rhymes and songs				
	Story – Hand washing – Prayers - Lunch				
Afternoon	Continuous provision and independent activities				

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Continuation of morning activities and continuous provision.

Maths Area



Numbers 1 to 5 How Many? Activity- Look at the pictures. Can you work out which number it is? Circle the correct number.

Expressive Art & Design Area.

Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.

Feast of the Sacred Heart collage/colouring

Sacred Heart sheets

Communication Language & Literacy Area.

Name tracing
Number tracing
SATPIN activities



Foam letters and numbers

Letter matching



activities

Understanding the World

Where is Gambia?
Create a tuff tray with pictures, clothes, food, and flag from Gambia.
How is Gambia different to England?

Small World Area

Wild African animals- jungle/desert



African village/market

Outdoor Area

Bikes, trikes, chalk, building using bricks, tyres and crates.
Chalk boards
Large foam bricks and crates.
Large wooden bricks.

PSED

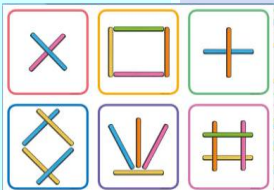

Stories about moving classes. Discuss moving up to FS2-how do they feel? What are they excited/worried about?

Finger Gym

Play dough skills

Role Play Area

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		<p><u>lolly pop stick activity</u></p> 	<p>Take part in simple play, using an object represent something though they are not African Safari role play</p>		<p>pretend to else even similar. area.</p>
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Communicating with school

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