

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week we will be continuing to get to know our new friends, and we will be learning about how to take turns and share. We will learn how to use the resources in our classroom and we will find out where everything lives so that we can tidy away the resources when we have used them. We will explore the big playground and take part in Outdoor Play and Learning. For RE, we need to learn the following statement: **God created the world in six days. After each day, He said, 'Indeed it is very good'**

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	WB: 14 th September 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Focus & Continuous Provision. 9.00 – 9.30	This week, children will be singing number songs, practising counting and learning how to use the Maths resources. We will be working with the children to see how many they can count to, which numbers they recognise and which shapes they recognise.				
	Learning focus: Baseline. Subitising, colours.	RE God created the world in six days. After each day, He said, 'Indeed it is very good' Read the creation story. Sequence story together.	RE God created the world in six days. After each day, He said, 'Indeed it is very good' See RE Planning Draw a picture of the things God created.	Learning focus: Baseline. Subitising, colours.	Learning focus: Baseline. Subitising, colours.
9.30 – 10.00 Continuous Provision	Adults in provision to model the following areas: Reading corner, role play, malleable, arts and crafts, construction				
10.00 - 10.15	Playtime				
10.15 – 10.20	Snack time				
10.20 – 10.30 Oracy	https://www.twinkl.co.uk/go/resource/level-1-phonics-the-living-room-phonics-environmental-	Copy-clap patterns.	Drum echo games	Pass the rhythm around the circle.	Body percussion sequences..

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	sounds-game-tg-ga-161?src=twinkl-web				
 Continuous Provision & Focus Activity 10.30 – 11.30	CLL LO: To listen and respond to a story. Introduction: Read – All Are Welcome Gather children on the carpet. Introduce the central phrase from the book: "All are welcome here". Have children whisper, tap, or clap the rhythm of the phrase Name writing and pencil grip assessment.	Understanding the World LO: To talk about our family Activity: Activity: Decorate paper chain family - Talk about members of their immediate family and community, and name and describe people who are familiar to them.	Physical Development Get Set 4 PE Introduction to PE Unit 1 Lesson 3. See PE Planning	Physical Development Get Set 4 PE Introduction to PE Unit 1 Lesson 4. See PE Planning	CLL Pre writing skills patterns baseline assessment.
 11.00 – 11.30 Phonics	Complete individual phonics assessment.	Complete individual phonics assessment.	Complete individual phonics assessment.	Complete individual phonics assessment.	Complete individual phonics assessment.
11.30 – 11.40 Handwriting	Form vertical and horizontal lines. Activities:	Paint lines with water and brushes.	Draw roads and fences.	. Finger tracing.	. Chalk lines outdoors
11.45 – 11.55 Daily Worship	Daily Worship - Gospel	Daily Worship - Songs of praise.	Daily Worship – Ten Ten	Daily Worship – Songs of Praise	Daily Worship – Ten Ten
Lunch 12noon – 1pm					
Mental health and wellbeing.	Zones of Regulation (15mins) Intent – Introduce children to the Zones of Regulation.	imoves Anxiety Hotspots: https://platform.imoves.com/lesson/3646/297	Zones of Regulation Intent – To learn regulation strategies for keeping calm. Activity: Discuss how breathing can help to calm us down.	Imoves Emotions: https://platform.imoves.com/lesson/3647/297	Zones of Regulation Regulation strategies. Activity: Puffer Fish Breathing. https://www.bing.com/videos/riverview/relatedvideo?q=regulation+breathing+strategies+eyfs+video&mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&FORM=VIRE
Focus Activity & Continuous Provision.	Expressive Art & Design	Power Maths	Power Maths	RE	PSHE – Circle time

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	.LO: To mark make with felt tips.	Learning focus: Baseline. Subitising, colours.	Learning focus: Baseline. Subitising, colours.		
	Art: Lesson 2: Mark making with felt tips Investigating felt tips as a tool for mark making and developing fine motor skills as they create patterns.	Learning focus: Baseline. Subitising, colours.	Learning focus: Baseline. Subitising, colours.	A God created the world in six days. After each day, He said, 'Indeed it is very good' Go outside and find things that God created. Take a photo of findings for RE book.	BSL- Introduction to BSL EYFS Lesson 1
	Story	Story	Kapow Music	Story	Story
Story Time	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;				
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				

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Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Button shape matching activity	How Tall Am I?" Block Station: Tape a long, vertical measuring tape to the wall next to the block area. Provide standard wooden unit blocks or interlocking cubes. Children measure themselves and build towers that match their exact height, counting the blocks to make direct comparisons ("My tower is 14 blocks tall!").	Loose Parts Mirror Trays: Place a variety of natural loose parts (shells, stones, buttons, beads) with mirrors. Children can collaborate to build transient art, self-portraits, patterns, or community mosaics together	Paint a picture of themselves.	The Name-Building Factory: Provide a tray filled with letter stamps, magnetic letters, sand trays. Children work independently to stamp, stamp, or trace their own names and those of their new friends.	Adults in provision, model mark making / pencil control activity. Adults in provision, model what to do in the reading area.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
The Unity Bridge Challenge: In the construction area, Challenge children to work as a team to build a bridge structure that connects	We All Fit Together" Puzzles: Use Numicon, interlocking blocks, or nesting resources in water and sand trays to physically demonstrate how different shapes join together to form a complete whole.	Dinosaurs	Wild animals	Adults in provision to teach children how to use the building bricks and how to store them when they have finished. Gross Motor Self-Portraits: Take the learning outside with giant chalks. Children work in pairs to lie down on the playground and trace around each other's bodies, filling in the clothes, shoes, and features together.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Felt face emotions. Use the felt to make a face and describe how they are feeling.	Jigsaws	Threading beads and shapes cutouts.	Peg boards and pegs.	Home corner Enhance with babies.	Home corner Enhance with babies.

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	Personal, Social and Emotional Development	Physical Development
- 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.	- 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	- 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