

OLC WEEKLY LEARNING PLAN (FS2)


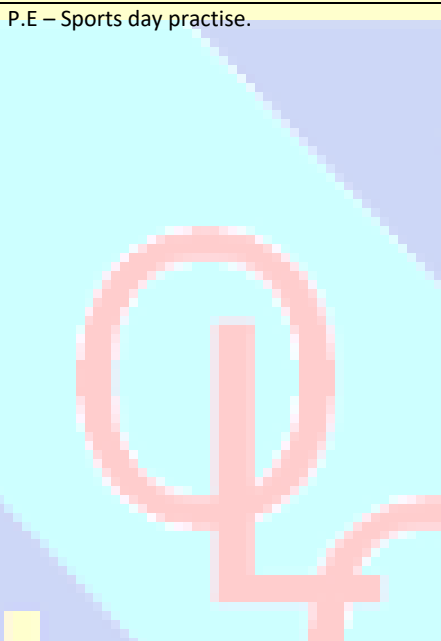



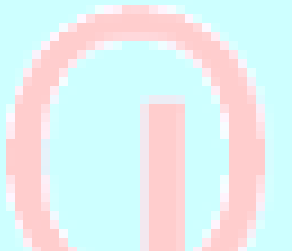


Hello children, this week we our story is called sharing a shell.
 We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she.
 Don't forget to look at your Active Learn account to see the activities that have been set for you.

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	15 th June 2026
TLSAs:					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. 9.00 – 9.30 Unit 14 – This week, children will learn how to count back from a given number in order to subtract.	Re-cap Number bonds to 5 addition and subtraction				
	10.30 – 10.50am. Learning focus adding to 5	Learning focus Learning focus adding to 5	Learning focus: Learning focus counting to subtract from 5	School Trip	Learning focus: Learning focus counting to add and subtract to 5.
9.30 – 10.00	Reading Groups	Reading Groups	Reading Groups		Reading Groups
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				

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 <p>Continuous Provision & Focus Activity 10.30 – 11.15</p>	<p>CLL. 9am – 10am. L.O: Listening to the story 'Sharing a Shell'. Discuss the book. Key questions: ☐ Who lives in the shell first? ☐ Why does the crab want a bigger shell? ☐ How do the other sea creatures feel when they need a home? ☐ What happens when the crab shares? ☐ Can you remember which animals live together? ☐ What sea creatures can you spot in the pictures?</p>	<p>R.E L.O: To know how are church helps people in the parish. Discuss ways in which we can help people. Think about our close families to start with. Then people at school. Then think about people in our wider community. Introduce children to the bags of hope. Discuss about some of the things we are going to collect and things they can bring in to fill them.</p>	<p>P.E – Sports day practise.</p> 		<p>L.O: To write word or a sentence about our school trip I seen a pig in a pen. I seen a big cow</p>
<p>Phonics 11.15 – 11.45 Phonics</p>	<p>Phase 4- Adjacent consonants (ccvcc/cccvc/cccvc) A dog in the den. The dog can run fast in the grass.</p>	<p>Phase 4- Adjacent consonants (ccvcc/cccvc/cccvc) Ship in a shop The shop is open and you can go in.</p>	<p>Phase 4- Adjacent consonants (ccvcc/cccvc/cccvc) Cat on a mat The duck is in the pond and can see a fish.</p>		<p>Language lesson 3.</p>
<p>11.45 – 11.55 Handwriting</p>	<p>Capital letter C</p>	<p>Capital letter O</p>	<p>Capital letter Q</p>		<p>Capital letter G</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>					
<p>Oracy & Auditory processing. 1.05pm – 1.10pm</p>					

Focus Activity & Continuous Provision.	R.E- To know the catholic social teachings of solidarity and common good.	Expressive Art & Design	PSHE		Understanding the world
	<ul style="list-style-type: none"> ☑ To understand that we are part of a group ☑ To know that we should care for others and help everyone ☑ To begin to understand that we work together so everyone is happy and safe 	<p>L.O: To create a rockpool collage.</p>			<p>L.O: ☑To recognise what lives at the seaside and what we might see there</p>
	<p>Starter (5–10 mins) Circle time discussion Show a simple scenario or puppet:</p> <ul style="list-style-type: none"> • A toy left out / someone with no space to play • Ask: <ul style="list-style-type: none"> ○ “Is this fair?” ○ “How can we help?” ○ “How do we make sure everyone is happy?” <p>👉 Introduce child-friendly language:</p> <ul style="list-style-type: none"> • “We work together.” 	<p>Rock pool collage.</p> 			<p>Starter (5–10 mins) Show a beach photo / video Ask:</p> <ul style="list-style-type: none"> • “Have you ever been to the beach?” • “What can you see?” • “What can you hear at the beach?” • “How does it feel?” <p>👉 Encourage:</p> <ul style="list-style-type: none"> • sand, sea, shells, rocks, waves, wind • hot/cold, wet/dry <p>https://www.youtube.com/watch?v=olelIHug28A – Whats that sound.</p> <p>Children to create their own beach pictures using different materials.</p>

- *"We help everyone."*

Explain simply:

- **Solidarity** = *we stand together and help each other*
- **Common Good** = *we make good choices so everyone is happy and safe*

Use examples:

- Sharing toys
- Taking turns
- Helping a friend who is sad
- Tidying up so everyone has space
- *"Jesus teaches us to love and care for everyone."*

Main activity

Set a challenge:

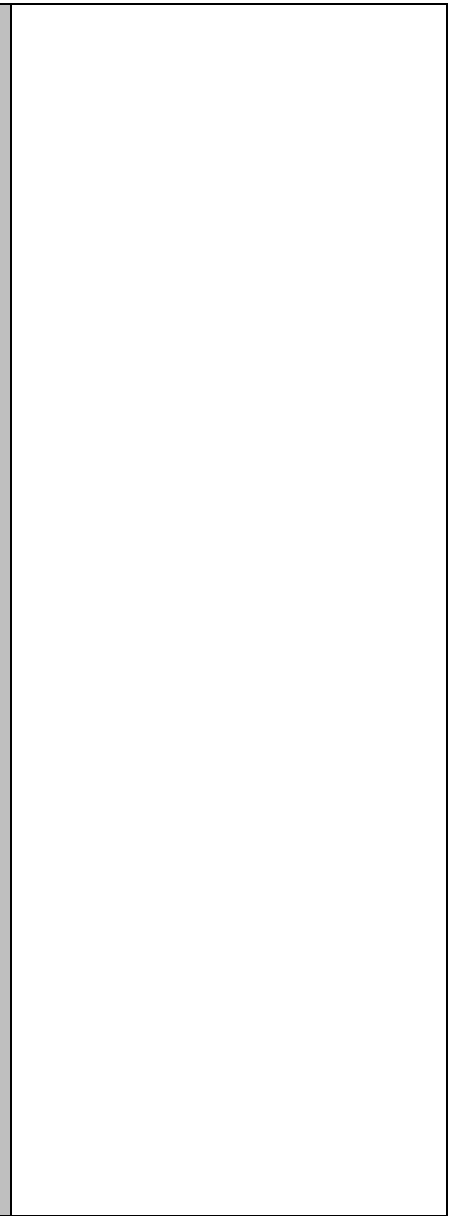
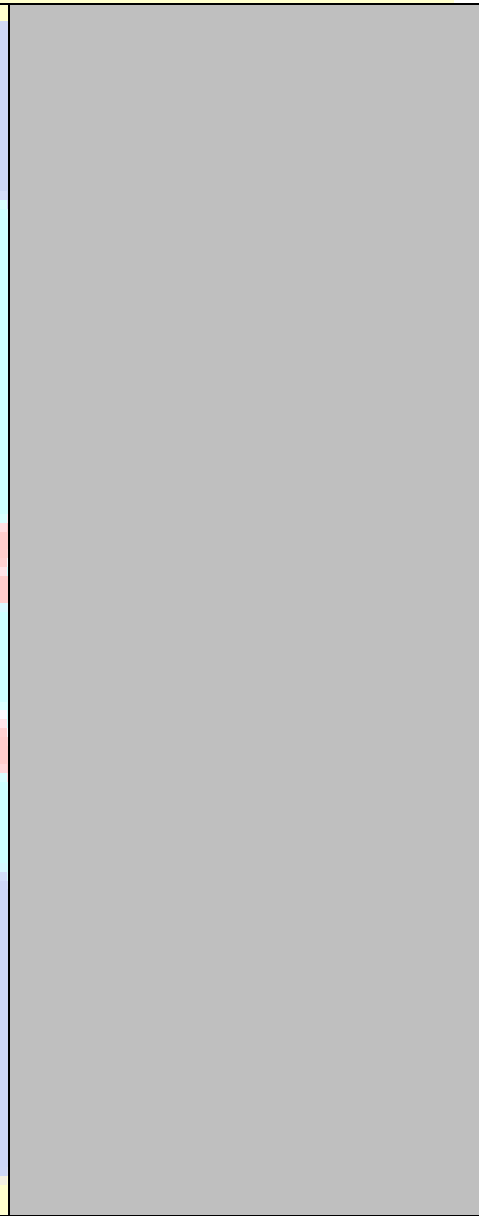
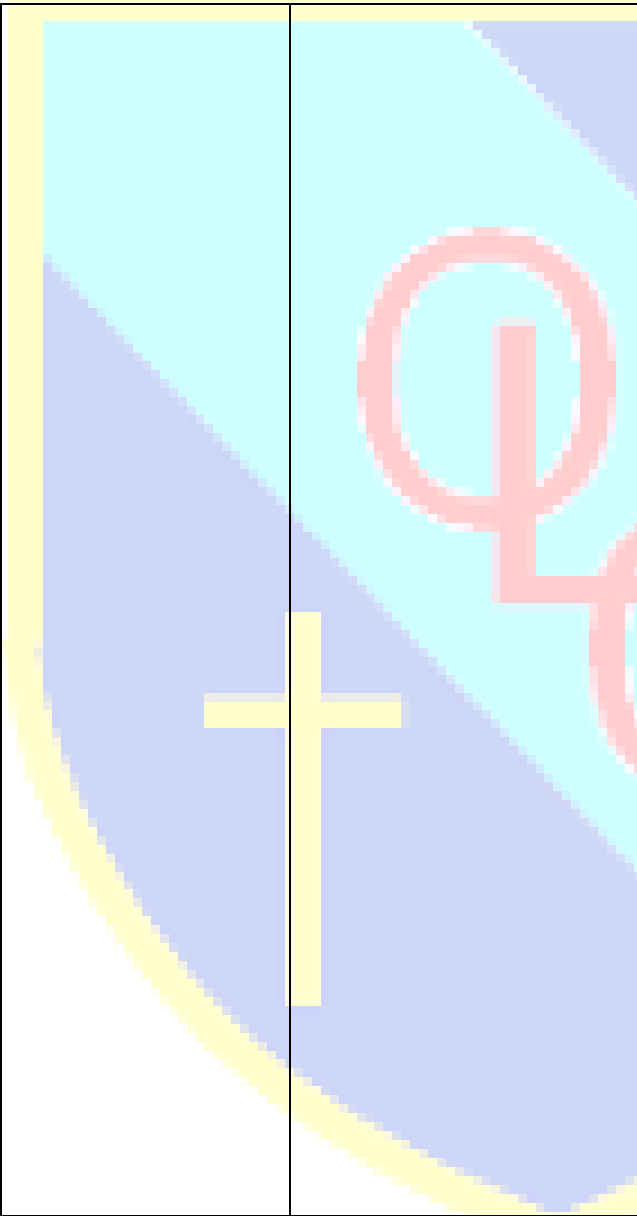
Tell the children:

👉 *"We are going to work together to build something for everyone to use."*

Or

Our class circle- Each child has a paper circle on it they draw something they can do in the class to show how we can make our classroom a happy one. They bring it back to the carpet and share it.


- **Sharing toys**



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	<ul style="list-style-type: none"> • Helping a friend up • Holding hands / playing together • Tidying up toys • Sitting nicely at the carpet • Taking turns in a game • Giving a smile • Helping to carry books or resources • Including someone in a game • Looking after classroom things (putting things away, being gentle) 				
2.20pm – 2.30pm	Playtime				
2.30pm – 2.40pm	Daily Worship Ten Ten - Gospel	Daily Worship Ten Ten	Daily Worship Ten Ten	Daily Worship Ten Ten	Daily Worship - Praise Assembly
	Story	Story	Story	RE	Story
Story Time	<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;</p>				
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
FS2K Number bonds to 5.	FS2HM Number bonds to 5.	Paint shells Draw sea animals and beach pictures- use pastels Beach collage Sand pictures		FS2K- postcards from the beach Under the Sea Word Matching
				FS2HM- Sand word writing trays Message in a bottle.
Understanding the World Area		Small World		Outdoor Area
FS2K- weather station Videos of weather reporters- https://www.youtube.com/watch?v=ZQTPdEKGEbS https://www.youtube.com/watch?v=9IMN5HX9LkE	FS2MH –rock pool investigation station.	FS2K – Beach 	FS2HM – underwater	Balance Bikes, trikes, chalk, building using bricks, blocks and crates. Provide children with ribbons to weave in and out of the fence.. Put tricky words on wall. Give children water squirters. Children to say the word as the water hits. Water tray Sand pit with beach creatures.
PSED		Physical Development		

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FS2K – Build using the lego	FS2HM - Drawing a big picture together of the beach.	FS2K – Peg boards and pegs Action cards	FS2HM – Range of stencils to trace activity.	Role Play Area – FS2K – fire station FS2HM – Home corner
			Play dough	

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

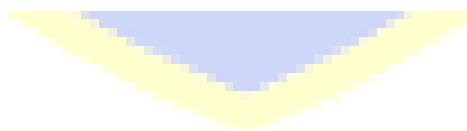
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea 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.
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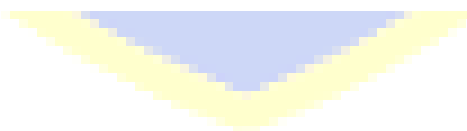
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