

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, our story focus this week is, **Whatever Next!** Our Key Instant Recall Facts focus for Maths is to count beyond 20. We are continuing to practise reading and spelling the following tricky words: I, to, no, go, the, into. 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:	9 th February 2026
TLSAs:					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. Unit 10: Comparing weights 9.00 – 9.30	This week, children will compare weights. We will use the words heavy and light.				
	Learning focus To compare weights	Learning focus To compare weights	Learning focus: To compare weights 	Learning focus: To compare weights	Learning focus: To compare weights
9.30 – 10.00 Reading & CP	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				

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Continuous Provision & Focus Activity
10.30 – 11.15

CLL
Whatever Next!
<https://www.youtube.com/watch?v=E85Kv77vSCE>

L.O: To learn new vocabulary. To engage in story times. To develop social phrases.

L.O: To give meaning to marks made, to write recognisable letters.
Activity-
Children to draw and label what they would take to the moon with them.

Group 1 write a short caption
Group 2 write cvc words.
Group 3 write initial sounds.

Religious Education
L.O: Identify that we are all part of the "People of God" and the Parish family.

Recognise people who help us within the church community (Priest, altar servers, choir, flower arrangers).
Demonstrate kindness by creating a cards for members of the parish.
Discussion: Ask, "Who helps us at school?" (Teachers, cleaners). Then ask, "Who helps us at Church?"
Visual Aids: Show photos of your local Parish Priest, the Deacon, or the Eucharistic Ministers.
Key Concept: Explain that these people are like a big family. Sometimes people in our parish might be lonely or sick, and we can help them feel better by being "God's helpers."
3. Main Activity: "A Gift of Love"
Children will create "Thinking of You" cards.

The Design: Use the heart outline symbol discussed earlier as the main image to represent God's love.
Decoration: Provide collage materials to make a card.
The Message: Scribe for the children or provide traces for phrases like:
"God bless you."
"You are in our prayers."
"Thank you for helping our Church."
4. Plenary & Reflection (5 mins)
Gathering: Sit in a circle. Hold the cards and say a class prayer for the people who will receive them.

Physical Development
LO: To move with purpose.
To move safely to retell a story.

Warm up: children work on their own in a space, stretching out arms and legs in a controlled way and spreading and fluttering fingers, as though they are a star.

Take-off to the moon: leaping up and making a curvy pathway through the space, stretching up high.

Earth: stretching, with a wide, curved body shape and spinning gently, as though moving around the sun.

Sun: standing still in a space and moving arms and hands to depict the sun's rays.

Sun and the earth: working with a partner. The earth spins slowly around the sun.

Floating in space: isolating arms and legs. Taking light, controlled steps.

Shooting stars: spinning arms and zig-zagging quickly around the space.

Supernovas: star jumps on the spot.

Shooting stars/Supernovas: putting the above movements together to make a sequence, with group A and group B taking it in turns to move, then freeze.

Cool down: relaxing and taking deep breaths.

Physical Development
LO: To improve flexibility and strength while exploring imaginative play
To explore an imaginative space story through yoga.

<https://www.youtube.com/watch?v=LZAaZDVqCiA>

CLL / Drawing Club
L.O: To give meaning to marks made. To link sounds and letters. To write phonetically plausible words.

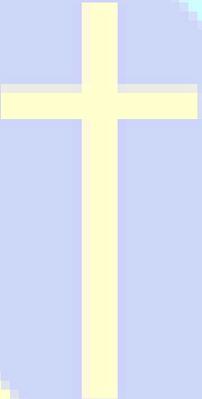
To change the setting of the story. Where would you fly baby bear to?

Vocab: Zoom, discover, wonder
imagine, explore.

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			https://www.bbc.co.uk/teach/school-radio/articles/zt2p2v4		
 11.15 – 11.45 Phonics	L.O: To say the /oa/ phoneme and perform the Bug Club action.	L.O: To revisit the /oa/ phoneme. To find the letters 'oa', to write letters, 'qu.'	L.O: To write a caption Language lesson. Use magic writing boards to write caption and word.	L.O: To say the /oo/ phoneme and perform the Bug Club action.	L.O: To revisit the /oo/ phoneme and perform the Bug Club action. To find the letter 'oo', to write letters, 'oo.'
11.45 – 11.55 Handwriting	Magic writing boards: Drawing circles of different sizes in anti-clockwise direction. Practise drawing lines from top to bottom then back up the same line.	Fine motor skills – Copy the lolly stick patterns.	DoughDisco: https://www.youtube.com/watch?v=qnplLg6I6Nk	Magic writing boards: Copy the snowball patterns displayed on IWB.	DoughDisco: https://www.youtube.com/watch?v=qnplLg6I6Nk
Lunch 12noon – 1pm. FS2 Staff to support children in hall until 12.15pm					
1pm – 1.05pm Register, Zones of Regulation and wellbeing check in.					
Oracy & Auditory processing. 1.05pm – 1.10pm	Sound Detective Children close eyes. Adult makes a sound (clap, tap, shake keys). Children guess the sound.	Listen & Do Adult gives simple instructions: "Touch your nose," "Stand up," "Clap twice."	Quiet or Loud? Make sounds quietly or loudly. Children show thumbs up for loud, hands on knees for quiet.	What Did You Hear? Play two sounds in order. Children say which sound came first.	Listening carefully. Pause and listen. Children name one sound they can hear.
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE Sustainability	Understanding the World	Music – Kapow lesson 6.
	L.O: Talk about what we see in church <ul style="list-style-type: none"> Discussion- Identify key objects in a Catholic church (e.g., Altar, Font, Tabernacle). Discuss their purpose. Describe how the church environment makes them feel (e.g., peaceful, quiet, See Kapow planning.	L.O: To explore colour, motion, and texture through hands-on creation. Mini-Mission: Marble Planets Goal: Roll balls to make "swirly" patterns that look like space planets. Talking Points Movement: Is the marble rolling fast or slow? Colours: What happens when the blue touches the white? Shapes: Does the marble go in a straight line or a curvy one?	Learning Objective: To notice the natural world and understand simple ways to look after it. Vocabulary: world, earth, animals, plants, look after, help, care, clean, nature Starter — "Look at Our World!" Show photos of animals, plants, oceans, forests. Ask simple questions: "What do you see?" "How does this make you feel?" Optional: Play nature sounds. Input — Story Time Read a short picture book such as "Somebody Swallowed Stanley"	L.O: To learn about the Solar System https://www.youtube.com/watch?v=LGvH-iuMS8 Learn about the 8 planets in the Solar System.	L.O: To explore tempo . See Kapow planning.

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	<ul style="list-style-type: none"> happy).  "What do people feel?" Understand that the church is a "special place" for God's family to gather. Share our feelings with the class. 		<p>https://www.youtube.com/watch?v=8DXJM9YQj7Y, "Michael Recycle", or the Creation Story. Discuss what the character did to care for the world.</p> <p>Main Activity — Pledge Leaves Children colour in a leaf template. Adults scribe a simple pledge such as: "I will turn off the lights." "I will put rubbish in the bin." "I will be kind to animals." Add leaves to the whole-school Pledge Tree. Plenary — Thank You for Helping Creation! Children share their leaf. Teacher links to CST: "God asks us to look after our beautiful world."</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>

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	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.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Counting bears- order by size, count, sort. Moon rocks – (cover cubes with foil) and ten frames.	Order bears by size sheets Subitise bear cards (twinkl)	Colour mixing – pipettes and primary colours (watered down paint) and filter paper.	Rocket making – provide children with collage shapes to make rocket pictures. Black paper and silver paint.	Drawing pads- Mark making skills. Retell the Journey Story Map - A large floor map showing the living room → chimney → moon → picnic → home. Children move figures along it to retell events.	Pencil control bear sheet. Write a packing list.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Small building blocks and play people.	Photos of planets, stars, rockets, animals, and household items. Children sort into “Space” and “Not Space”.	Small Lego – Cover tuff tray with foil and add the Lego. Children to build a space station and rockets.	Duplo – Build a space station and rockets.	Brick building. Building blocks Extra bird watch sheets to look out for any birds in the outdoor area.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Block play – Snap and turn taking games	Giant polydron shapes – work together to build a rocket.	Scissor skills worksheets Use textured footsteps to create an agility course and follow it	Finger gym- Threading	Set up a pizza parlour.	Create a simple “rocket” made from boxes, helmets, and walkie-talkies. Add prompt cards: “Where are you going?”, “What can you see?”, “How will you land?”.

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.
- Explore and engage in music making and dance, performing solo or in groups.