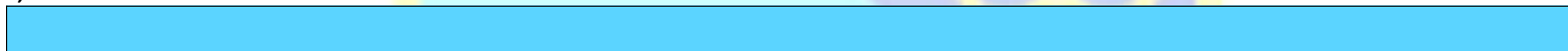


OLC WEEKLY LEARNING PLAN (FS2)


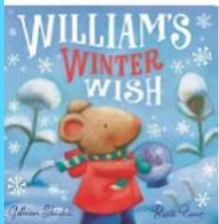
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Hello children, our first topic of the year is called – All About You & Celebrations. This week we will be spending lots of time settling in and learning routines. We will have opportunities to talk about our families and where we live. Our story this week is: What if Everybody Did That? This half term, our Gospel values are focussing on being eloquent and truthful. Our Key Instant Recall Facts focus for Maths is to subitise (recognise quantities without counting) up to 5.




Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	1 st December 2025
TLSAs:	Mrs Attwood (AM) Mrs Hull (PM)				


	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics 9.00 – 9.30	Power Math textbook Page 101	Power Math textbook page 103	Nativity performance	Power Math textbook page 104-105 and workbook page 20	Power Math workbook page 21
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
 Focus Activity 10.30 – 11.00	Nativity – Dress Rehearsal	R.E	Nativity performance	P.E	English L.O: To write a winter wish.
	Nativity – Dress Rehearsal	Nativity practise.		Warm-Up: “Winter Wiggles” Start by linking to the story: “William wished for a snowy winter — let’s get our bodies ready to explore his winter wonderland!” Actions: <ul style="list-style-type: none"> Shiver like you’re cold! (shake arms and legs) 	Listen to the story William’s winter wish https://www.youtube.com/watch?v=dHcV-8cimpE Stop at different parts of the story to discuss how the characters might be feel. What do they think is going to happen next?

			<ul style="list-style-type: none"> • <i>Reach for snowflakes</i> (stretch up high, then crouch low) • <i>Slide on the ice</i> (slow side steps) • <i>Roll a snowball</i> (circle arms) • <i>Blow like the wind</i> (big breaths and arm swirls) <p>Main Activity: “Winter Wonderland Adventure”</p> <p>Stations:</p> <ol style="list-style-type: none"> 1. Snowflake Dance: Move gently and spin with scarves to music — “Twirl like snowflakes falling!” 2. Penguin Shuffle: Waddle side to side holding a small ball (like an egg) between knees or hands. 3. Sliding on Ice: Use hoops or mats to slide feet or shuffle carefully across (pretend it’s slippery ice). 4. Building Snowmen: Children use their bodies to make snowman shapes (tall, round, wide) — work together in pairs! 5. Reindeer Run: Gallop or run between cones, jumping over “snow mounds” (soft obstacles). <p>Cool Down: “William’s Winter Wish” Reflection</p> <p>Talk & Stretch:</p> <ul style="list-style-type: none"> • Stretch tall like a pine tree. • Curl up small like a hibernating animal. • Take deep breaths — “blow out the snowflakes.” 	<p>Activity: Children write their own winter wish. Give sentence start ‘I wish for..’</p> <p>Examples: “I wish for snow”, “I wish for kind friends”</p>
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				Discussion prompts: <ul style="list-style-type: none"> • What movements did you like best? • How did you help your friends today — just like William helped others in the story? • What do you wish for this winter? 	
 11.00 – 11.30 Phonics	<p>L.O: language lesson re-cap</p> <p>And, to</p> <p>Show children the words practise reading the words. Magic pencil spell the words.</p> <p>Model a sentence with the words in. Get children to practise and repeat.</p> <p>I like chocolate and sweets.</p> <p>I walk to the park.</p> <p>Children then with a partner come up with their own sentence to say.</p> <p>Have to words displayed in classroom children have to 'pat their heads next to the and' and 'side walk to the word to'. Call out the words for the children.</p> <p>Workbook- children have to highlight the words 'and' in blue and 'to' in green.</p>	<p>L.O: Language lesson re-cap</p> <p>The,</p> <p>Show children the words practise reading the words. Magic pencil spell the words.</p> <p>Model a sentence with the words in. Get children to practise and repeat.</p> <p>The cat sat on the mat. Children then with a partner come up with their own sentence to say.</p> <p>Add on to yesterday game for 'the' they have to tiptoe to it. Call out the words 'and' 'to' and 'the'</p> <p>Workbook- children have to highlight the words 'the' in blue</p>	<p>L.O: Language lesson- re cap</p> <p>No, go</p> <p>Show children the words practise reading the words. Magic pencil spell the words.</p> <p>Model a sentence with the words in. Get children to practise and repeat.</p> <p>The cat sat on the mat. Children then with a partner come up with their own sentence to say.</p> <p>Add on to yesterday game for 'no' they have to hop to it, 'go' they have to jump. Call out the words 'and' 'to' 'no' 'go' and 'the'</p> <p>Workbook- children have to highlight the words 'the' in blue</p>	<p>L.O: Language Lesson- re cap</p> <p>I</p> <p>Show children the words practise reading the words. Magic pencil spell the words.</p> <p>Model a sentence with the words in. Get children to practise and repeat.</p> <p>The cat sat on the mat. Children then with a partner come up with their own sentence to say.</p> <p>Add on to yesterday game for 'I' they have to salute next to it. Call out the words 'and' 'to' 'no' 'go' 'I' and 'the'</p> <p>Workbook- children have to highlight the words 'the' in blue</p>	<p>L.O: Language Lesson</p> <p>And, to, the, no, go, I</p> <p>Children to re-cap all the tricky words.</p>
11.45 – 11.55 Daily Worship	<p>Daily Worship – During class worship - Talk about the brave soldiers. Talk about</p>	<p>Daily Worship – Ten Ten</p>	<p>Daily Worship – Value and virtues</p>	<p>Daily Worship – Songs of Praise</p>	<p>Daily Worship –</p>

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	the significance of the poppy.				
Lunch 12noon – 1pm					
Mental health and wellbeing. 1pm – 1.15pm	Nativity – Dress Rehearsal	imoves	Zones of Regulation	imoves	Zones of Regulation
	Nativity – Dress Rehearsal	https://platform.imoves.com/subjects/10/subcategories/296 The Power of Yet.	L.O: – To learn regulation strategies for keeping calm. Activity: Rainbow breathing	https://platform.imoves.com/lesson/3653/299 Vegetable Song	L.O: – To learn regulation strategies. Activity: Discuss and practise breathing strategies for calming down. https://www.youtube.com/watch?v=RiMb2Bw4Ae8
Focus Activity	Religious Education	Expressive Art & Design	PHSE	Understanding the World	R.E/Music
	L.O: To think about how we can prepare our hearts and homes for Jesus. Big Question: Where can we welcome Jesus?	L.O: To create snow globes	L.O: To understand how people can show kindness and help others.	L.O: To know that St. Andrew is the patron saint of Scotland.	L.O: To celebrate that Jesus is coming and we are nearly ready!
	Discuss ways we can “make room” for Jesus: helping others, saying sorry, being thankful. Introduction (5–10 mins): Getting Ready Gather children in a circle and light a candle (or switch on a battery tea light). Explain: “We are getting ready for a very special time — when we remember that	Talk about the snow globe from the story what did William wish for with the snow globe? What happened to the snow globe? Tell the children we are going to make our own snow globes.	Show the Nativity figures or pictures: Mary, Joseph, baby, the stable animals, shepherds. Ask: <ul style="list-style-type: none">“Who can you see?”“What might they be feeling?”“How do you feel when you meet a new baby?” Use emotion cards to help	Starter Show a map and point to Scotland: <ul style="list-style-type: none">“This is Scotland. Today is St. Andrew’s Day, a day people in Scotland celebrate.” Show the Scottish flag and ask: <ul style="list-style-type: none">“What colours can you see?”“What shapes do you notice?”	Sing joyful songs about Jesus’ coming (“Away in a Manger”, “Come and Join the Celebration”). Revisit the candles on the Advent wreath – maybe light the pink candle for joy. Have a simple class prayer service with children sharing what they’ve learned or promised.

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Jesus was born."

Ask:

"What do we do when we get ready for something special?" (Clean up, decorate, bake, tidy, invite guests.)

"How can we get our *hearts* ready for Jesus?"

Show a heart shape and say:

"Our hearts can be ready for Jesus when we are kind, say sorry, help others, and say thank you."

Main Activity (15–20 mins): Making Room for Jesus

Show "Helping Hands" picture cards or examples (a child sharing toys, saying sorry, giving a hug, helping someone).

Discuss how each one helps us *make room for Jesus* in our hearts.

Activity: Children decorate a paper heart and draw/write one way they can make room for Jesus (e.g., help Mum, say thank you, share toys).

children label feelings.

Use Nativity images and talk through simple events:

- Mary and Joseph travelled a long way (tired).
- They couldn't find a room (worried).
- A kind person let them use a stable (relief).
- The baby arrived (joy, excitement).

Ask children:

- "When have you felt tired?"
- "Who helps you when you need it?"

Place a star cut-out on the floor.
Play soft music as children walk around.
When music stops, whoever is closest to the star names one kind thing they can do for someone else.

Go through the story of St. Andrew and how he became the patron saint of Scotland (powerpoint).

Children to st. Andrew day cards.

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	Story	Story	Story	RE – Bible 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				

Continuous provision and Independent activities

Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Hot Chocolate cafe – one more, one less	Winter themed matching game	Winter painting scenes. Snow flake painting- on tin foil with cotton buds	Snowflake cotton buds Winter Scene Collage	Roll and say 'ff' and 'll' Find the 'b' Find the 'h'	Mark making in fake snow Decorating their name-stickers
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Investigation area- winter	Winter animals- which animals hibernate	Lego	Winter scene – use train track Godly Play - Create a stable scene with simple materials. Share a quiet time of prayer asking Jesus to come into our hearts.	Bikes, trikes, chalk, building using bricks, tyres and crates.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Jigsaws	Turn taking games	winter pictures place the pom poms	Snowflake – pin pictures	Model what happens in the home corner	Model what happens in the reading den.

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.