


OLC WEEKLY LEARNING PLAN (FS1)






This week in Nursery, we will be learning about how our differences are special, and that we should all treat our friends with love and kindness.
Focus: Black History Month-Rosa Parks
Please feel free to share the following story with you child: Rose Parks 'Little People, BIG DREAMS'
[Rosa Parks](#)

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:	Mrs Sandhu-White	Year:	FS1	Date:	WB: 29th September 2025
TLSAs:	Mrs Shamila (Whole Day)				
Student TLSA:	Mrs Moir (AM)				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00am					
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.	PE: LO: To follow simple instructions	Expressive Arts & Design LO: To join different materials and explore different textures.	Well-being Wednesday LO: To work together and consider other people's feelings.	RE Creation – God the Creator. LO: To understand that the Bible is God's Book.	PE Real PE Unit 1: Personal LO: To follow Instructions Enjoy working on simple tasks with help.
	Communi- cation Language & Speaking and Listening Black History Month: Rosa Parkes. LO: To understand how we should treat people with kindness				


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<p><u>Activity:</u> Warm-Up – “Copy Me!” Children spread out in the space. Adult demonstrates simple movements for children to copy: Clap hands, wave, touch toes, jump, stretch tall, tiptoe. Say: “When I do it, you do it!” Main Activity : Traffic Lights. Use the space as a pretend “road.” Explain rules: Red = Stop (stand still like a statue). Yellow = Walk slowly. Green = Run carefully.Call out colours and mix them up quickly to encourage listening Main Activity 2: Animal Actions Call out animals, children move like them:Frog = jump. Elephant = stomp with arms swinging as trunk.Bird = flap and run.Cat = crawl on hands and knees. After a few rounds, let children suggest animals.Cool Down “Big</p>	<p><u>Activity:</u> Watch: Rosa Parks Pause video through out to discuss.</p> <p>Rosa Parks PP</p>	<p><u>Activity:</u> Invite children to explore collage techniques to decorate a large picture as a collaborative art activity. Provide tissue paper-encourage children to tear and scrunch up the paper, glue and stick to the picture.</p>    <p>Ask child to decide on the colours needed Q What material could we use for her glasses? Provide pie cleaners/fabric etc</p>	<p><u>Activity:</u> Mrs S and Mrs M to role play-They are playing independently, and Mrs S asks the Mrs M to join in. Mrs M refuses and says, “This is my toy and you can’t play with it.” She then leaves mess all over the floor and Mrs M steps all over it rather than picking it up. Mrs S says, “Oh dear, that’s not very nice is it? Now I am feeling sad.” Discuss the problem with the children and then come up with some solutions. Reiterate that the children are now part of FS1 and they are all to work together to look after each other and their setting. Questions: How does it make you feel when someone won’t share with you? Why should we look after our setting?</p>	<p><u>Activity:</u> Hear and talk about the story of Creation from God’s special book. Respond to the story of Creation and from experiences of our world through a variety of forms.</p> <p>Paint/draw their favourite part of creation story. Use pictures and finger puppets to tell the story to the children. Invite them to join in some parts of the story.</p> <p>Role-play the story of creation-use animal masks, dressing up clothes etc</p>	<p><u>Activity:</u> Lessons 1,2 & 3 (Over three consecutive weeks) Warm up: Bike adventure</p> <p>Personal Skills Some - I can follow instructions and practise safely.</p> <p>Many - I enjoy working on simple tasks with help.</p> <p>Fundamental Movement Skill Focus Coordination Footwork Rosa Parks PP</p>
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	<p><i>Stretch Story"</i> Children sit in a circle. Adult tells a short calming story with stretches: "Reach up high like the sun...Blow the wind out (deep breath)... Curl up small like a mouse..."</p>					
10.00 – 10.15						
10.15 – 10.45						
10.45 – 11:15	Maths	Phonics	Maths	Understanding the World Speaking & Listening	Phonics	
	LO: To know that 2 is more than 1.	LO: To develop listening skills and be sound detectives.	LO: To familiarise with number language.	LO: To continue developing positive attitudes about the differences between people.	LO: To develop listening skills and be sound detectives	
	<p><u>Activity:</u> Watch: Numberblock 2</p> <p>Share PP Complete Numberblock 2 sheet 1-1 with an adult.</p>	<p><u>Activity:</u> Phase 1 – See Letters & Sounds Activities. Bug Club – Phase 1. Unit A – A Wet Walk Play the alphabet song twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words.</p>	<p><u>Activity</u> Number songs and activities</p> <p>Number songs</p>	<p><u>Activity:</u> Read e-book: We Are All Different</p> <p>Discuss how each of us is FS1 are different but we also have similarities too.</p> <p>Provide the children with mirrors, paper and colouring pencils (ideally colouring pencils that reflect a variety of skin tones). Can the children draw themselves? Can they compare themselves to their friends and talk about their similarities and differences?</p> <p>Show the children how to play this We Are All Different Snap Card Game. Rather than trying to match identical pictures, they could say 'snap' if they can see any similarity between two cards</p>	<p><u>Activity:</u> Phase 1 – See Letters & Sounds Activities. Bug Club – Phase 1. Unit A – A Wet Walk Play the alphabet song twice. The first time, ask children to listen and sing along with the voice accompaniment. The second time, ask children to sing along to the music with the lyrics off. Explain that each letter has a name (as in the song), but that it also has a sound that we use to work out how to read and spell words.</p>	

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		<p>Play 'I spy', using pages throughout the book, A Wet Walk. Have the Magnetic Board open. Start by modelling for the children "I spy something beginning with /t/" (for example, tree) and select the letter on the Magnetic Board to display. Keep modelling and then encourage children to have a go themselves at picking an item to spy. Select the initial sound they have chosen and display on the Magnetic Board.</p>			<p>Play 'I spy', using pages throughout the book, A Wet Walk. Have the Magnetic Board open as well. Start by modelling for the children "I spy something beginning with /t/" (for example, tree) and select the letter on the Magnetic Board to display. Keep modelling and then encourage children to have a go themselves at picking an item to spy. Select the initial sound they have chosen and display on the Magnetic Board.</p>
Afternoon					
Continuation of morning activities and continuous provision.		<p><u>Expressive Art & Design Area.</u></p> <p>Make paper puppets of people who look different to us.</p> 	<p><u>Communication Language & Literacy Area.</u></p> <p>Provide children with clipboards and paper. Model how to use the clipboards indoors and outdoors: Construction designs Shopping lists etc... Name tracing.</p>		
		<p><u>Small World Area</u></p> <p>Begin to develop simple stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p><u>Outdoor Area</u></p> <p>Bikes, trikes, chalk, building using bricks, tyres and crates. Mark making on large rolled out paper on the wall</p>		

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		<p>Use the following plastic people who are similar or different to us.</p> 	<p>Chalk boards Large foam bricks and crates. Large wooden bricks. Follow the patterns on the ground-Where do they lead too? Let's make wall instruments Stone painting...let's go on a stone hunt/Acorn and cone hunt/Outdoor reading den</p>
		<p><u>Finger Gym</u></p> <p>Play dough & muscle strengthening activities. Can you make the number 1? Can you make the number 2?</p>	<p><u>Role Play Area</u></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. House, dressing up- different outfits from around the world.</p>

Communicating with school

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