

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, our story focus this week is, 'The Gruffalo's Child.' We will be learning about what happens to the Gruffalo's Child when she ventures into the deep dark wood! 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:
TLSAs:

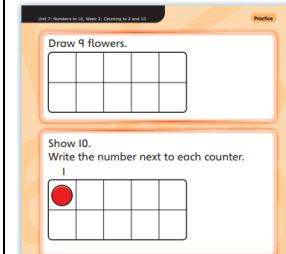
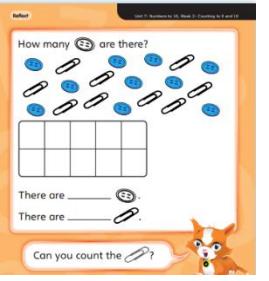
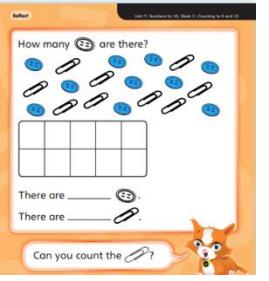
Mrs Monington / Mrs Haycock, Mrs Kinchin.
Mrs Attwood (AM) Mrs Hull (PM)

Year:

FS2

Date:

12th January 2026

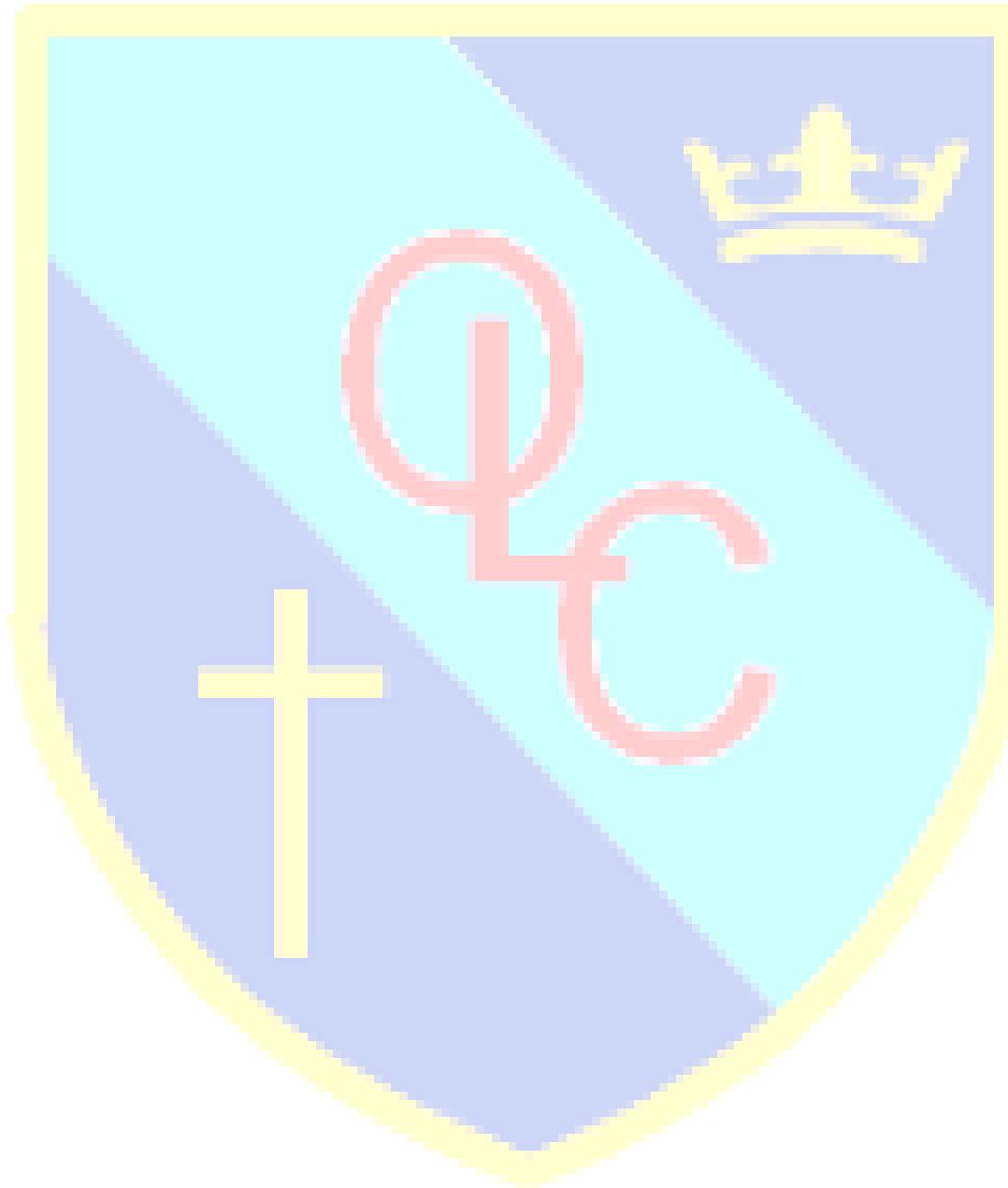
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. 9.00 – 9.30	This week, children will learn to count to 10. They will be introduced to the numbers 9 and 10 and use the ten frame to scaffold their counting to 10. Learning focus: Cardinality of 9 & 10. Learning focus: Counting up to 10. Learning focus: Counting different representations up to 10.  Learning focus: Different representations of 9 & 10.  Learning focus: Count up to 10 from a larger group. 				
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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 <p>Continuous Provision & Focus Activity 10.30 – 11.15</p>	<p>CLL 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. Group 1 write cvc words Group 2 write initial sounds. Group 3 play segmenting and blending robot game (Take photo to stick in book)</p>	<p>Religious Education L.O: To know that at Baptism we are given a Christian name. To know that it is a special celebration to welcome people into God's Family.</p> <p>Introduction: Children to sit in a circle and pass the Baptism candle around. When the candle reaches them they say their name. Talk about why names are important. Discuss which children have a Saints name as their Christian or middle name. Activity: Children to decorate their name for the class Baptism display.</p>	<p>Physical Development LO: Progress towards a more fluent style of moving with developing control and grace. Let's Move. The Gruffalo part 1. https://www.bbc.co.uk/teach/school-radio/articles/z69crj6</p>	<p>Physical Development LO: Progress towards a more fluent style of moving with developing control and grace. Let's Move. The Gruffalo part 2. https://www.bbc.co.uk/teach/school-radio/articles/znqwd6f</p>	<p>CLL / Drawing Club L.O: To give meaning to marks made. To link sounds and letters. To write phonetically plausible words. See Drawing Club plan.</p>
 <p>11.15 – 11.45 Phonics</p>	<p>L.O: To say the /qu/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /qu/ phoneme. To find the letters 'qu', to write letters, 'qu.'</p>	<p>L.O: To write the caption. 'Not yet.' To write the word – dog. Unit 7 language lesson. Use magic writing boards to write caption and word.</p>	<p>L.O: To say the /ch/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /ch/ phoneme and perform the Bug Club action. To find the letter 'ch', to write letters, ch.'</p>
<p>11.45 – 11.55 Handwriting</p>	<p>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.</p>	<p>Fine motor skills – Copy the lolly stick patterns.</p>	<p>Dough Disco: https://www.youtube.com/watch?v=qnpILg6l6Nk</p>	<p>Magic writing boards: Copy the snowball patterns displayed on IWB.</p>	<p>Dough Disco: https://www.youtube.com/watch?v=qnpILg6l6Nk</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>	<p>Sound Detective Children close eyes. Adult makes a sound (clap, tap, shake keys). Children guess the sound.</p>	<p>Listen & Do Adult gives simple instructions: "Touch your nose," "Stand up," "Clap twice."</p>	<p>Quiet or Loud? Make sounds quietly or loudly. Children show thumbs up for loud, hands on knees for quiet.</p>	<p>What Did You Hear? Play two sounds in order. Children say which sound came first.</p>	<p>Listening carefully. Pause and listen. Children name one sound they can hear.</p>
<p>Focus Activity & Continuous Provision.</p>	<p>R.E</p>	<p>Expressive Art & Design</p>	<p>PSHE</p>	<p>Understanding the World</p>	<p>Music – Kapow Action songs lesson 1.</p>

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	<p>L.O: To know that our families are very special. To know that we also belong to a class family, a school family and a church family.</p> 	<p>L.O: To explore the properties of playdough using hands and tools to manipulate it in different ways.</p>	<p>L.O: To understand that in order to achieve a goal we must keep on trying.</p>	<p>L.O: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>L.O: Learning why songs can have actions and learn some simple Makaton signs to accompany a song.</p>
	<p>Introduction: Talk to a friend about who is in your family. Ask the children who is in our class family and school family. Discuss the people in these families. Who is in the church family? Talk about our Priests. Talk about how we are all part of God's family. Activity: Create a class display – We all belong to God's family.</p> 	<p>Introduction: Talk about the difference between clay and dough. Activity: Explore how clay can be manipulated. squeeze it in each hand roll it between two hands to make a sausage, roll it between two hands to make a ball, pinch it between thumb and each finger in turn – both hands, push each finger into the dough in turn – both hands, squash it flat, twist it. Give the children tools to experiment with making marks and cutting etc...</p>	<p>Introduction: Talk to the children about something that you personally couldn't do but because you kept on trying and didn't give up you were eventually able to do it. Ask the children if there was something they found tricky to do but were able to do it. Activity: Children to talk about their goals for the new year.</p>	<p>Introduction: Preparation – Pin up some laminated footprints on the way to the woodland area and in the woodland area. Activity: Take the children to visit the woodland area. Talk about the footprints – Who do they belong to? Discuss the woodland habitat - trees, bushes, logs etc... Imagine the Gruffalo lived in there... Where would be a good place for his cave and for the mouse's house? Take photographs.</p>	<p>See Kapow planning.</p>
2.20pm – 2.30pm	Playtime				
2.30pm – 2.40pm	<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>
	<p>Story</p>	<p>Story</p>	<p>Story</p>	<p>RE</p>	<p>Story</p>
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. 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</p>				



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Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
<p>Egg box ten frames & 'nuts' (Screwed up brown tissue) Roll a die and put corresponding number of nuts into the ten frame. Compare with a friend. Thread the number beads from 0-9.</p>	 <p>Roll a die and circle the corresponding number of dots. Compare footprint sizes (mouse vs Gruffalo). DM link: Compares size, length and weight</p>	<p>Roll a die and circle the corresponding number of dots. Compare footprint sizes (mouse vs Gruffalo). DM link: Compares size, length and weight</p>	<p>Winter tree pictures. Talk about the trees in the wood where the Gruffalo lives. What do they look like during the winter? Where are the leaves? Provide children with brown paint for the bark and white paint and silver glitter paint for the snow.</p>	<p>White chalk on dark paper to create snow scenes - DM link: Uses tools with increasing control.</p>	<p>Wipeboard pens, wipeboards and cvc wooden pictures – can the children use their phonic knowledge to spell the words?</p> 
Understanding the World Area		Small World Area		Outdoor Area	
<p>IWB – Woodland cam – What can you see in the woods? https://www.gloswildlifetrust.co.uk/gloswildlifecams/woodland-cam</p>	<p>Draw a map of where the Gruffalo's Child goes on her journey.</p>	<p>Gruffalo's Child characters to retell story.</p>	<p>Small lego building.</p>	<p>Use digit cards 1-10 and action cards showing star jumps, hopping, clapping and skipping. Choose a digit card and an action card and ask children to do the action that many times.</p>	
PSED		Physical Development		Role play	
<p>Block play – Make homes for the characters.</p>	<p>Jigsaw building. Squirrel game.</p>	<p>Play dough – Make characters using the dough. Provide children with felt pieces to cut out for them to make their own Gruffalo's Child collage.</p> 	<p>Healthy and unhealthy food sort. Stick the food on the correct plate. Gruffalo's Child split pin character.</p>	<p>Owl Ice cream café. Set up an ice cream shop for children to play serving ice creams.</p>	<p>Home corner.</p>

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
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - lining up and queuing - mealtimes

EYFS Development Matters Statements **Children in Reception - Specific Areas**

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <i>within it</i>, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.