


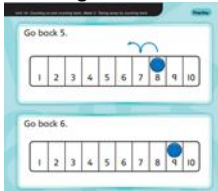



Hello children, this week our story is called **The Tiny Seed**.



Our topic this half term is **Creatures & Habitats**. Our Key Instant Recall Facts focus for Maths is to know patterns within numbers up to 10, including double facts. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. We will be revising the digraphs and trigraphs: qu, sh, ch, th, ng, ae ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.

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:	20 th April 2026
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	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.	Unit 14. Counting on and counting back. Week 2.				
	10.30 – 10.50am. Learning focus to take away by counting back.	Learning focus Learning focus to take away by counting back.	Learning focus: Learning focus to take away by counting back.  Practice journal page 4	Learning focus to take away by counting back.	Learning focus: Learning focus to take away by counting back. Practice journal page 5. 

OLC WEEKLY LEARNING PLAN (FS2)


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				
 <p>Continuous Provision & Focus Activity 10.30 – 11.15</p>	<p>CLL. 9am – 10am. L.O: To engage in story times. To retell parts of a story. Introduction: Listen to, 'The Tiny Seed' After reading, ask the children to discuss the locations in the story.</p> <p>Which geographical features did the sunflower seed encounter? In table groups, create a map of the tiny seed's journey from beginning to end.</p>	<p>Easter</p> <p>LO: To know that the Easter candle is a special sign of celebration and reminds us that Jesus is alive.</p> <p>Know that the Easter Candle is a special sign of celebration and reminds us that Jesus is alive. Study the symbols on the candle and discuss this special meaning. Decorate the Easter Candle for your RE books.</p>	<p>L.O: To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Activity: Set up a carousel of activities outside.</p> <ol style="list-style-type: none"> Hurdles. Skip in and out of the cones. Jump from one spot to another. Run from one line to another. 	<p>L.O: To develop coordination and movement</p> <p>Plant on the Move https://www.bbc.co.uk/teach/school-radio/articles/z7tggwx</p>	<p>CLL / Drawing Club L.O: To give meaning to marks made. To link sounds and letters. To write phonetically plausible words.</p> <p>See Drawing Club plan.</p>
 <p>11.15 – 11.45 Phonics</p>	<p>Recap phase 3 phoneme: long oo Spell: boots Extension sentence: Put on my boots.</p>	<p>Recap phase 3 phoneme short oo. Spell: hook Extension sentence: Coat on a hook.</p>	<p>Phase 3 Language Lesson</p>	<p>Recap phase 3 phoneme ar Spell: barn Extension sentence: Hens in the barn.</p>	<p>Recap phase 3 phoneme or Spell: corn Extension sentence: I eat chips and corn.</p>
<p>11.45 – 11.55 Handwriting</p>	<p>Musical tracing map. https://www.youtube.com/watch?v=vUqn5SPRoeU</p>	<p>Dinosaur Dough Disco: https://www.youtube.com/watch?v=VIL0keihJMQ</p>	<p>Fine motor skills – Copy the lolly stick patterns</p>	<p>Magic writing boards: Copy the patterns demonstrated by the teacher.</p>	<p>Dinosaur Dough Disco: https://www.youtube.com/watch?v=5AxcP0kPjOc</p>
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	<p>What's the word? Robot talk the following words:</p>	<p>Opposites Give children a word such as long / big / tall...</p>	<p>Memory game. What's missing? (IWB game in files)</p>	<p>What's the sound? See PP game in files.</p>	<p>Picture Chat</p>

OLC WEEKLY LEARNING PLAN (FS2)

	d-o-g, c-a-t, l-o-g, b-a-t, t-a-p, h-a-t, p-a-n, m-u-g, p-a-n, m-o-p. Children to colour pictures.	Children to give the opposite word.			Show a dinosaur picture; children describe what they see in full sentences. (picture in files)
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE	Understanding the World	Music
	LO- To know that during Easter we express thanks, joy, unity and love.	L.O: To develop threading and weaving skills.	LO: To know how to make friends	LO- To name and label parts of a sunflower	Lesson 2 - To find the beat
	Remind the children of the special time in the liturgical year. What are we celebrating and why? Easter! Discuss the symbols of Easter and their meanings. Activity- Make a big Easter candle for the classroom display.	Activity: Lesson 2 - Paper weaving Famous garden paintings - Monet. Look at Monet's paintings, what do you see? How do they make you feel? Can you paint a garden like Monet did?	Make Friends, Make Friends, Never ever break friends. Lesson 2 To know how to make friends, To stop myself from feeling lonely.	Discuss what does a flower need to grow? Explain that we are going to each plant a sunflower seed. Discuss the Instructions needed to be followed. Look at a time lapse film of a sunflower growing. Name the parts of it. https://www.youtube.com/watch?v=D-hvtJPGK6A Label the parts of a sunflower for our focus books.	The children are going to learn about beat and tempo. The beat in music is like a heartbeat, it is a constant or steady pulse that you can hear throughout the song. The tempo is the speed of the music
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	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.				

OLC WEEKLY LEARNING PLAN (FS2)

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

Enhanced provision activities				
Maths Area		Expressive Arts & Design Area		Communication Language & Literacy Area
FS2K Topmarks Maths number formation IWB	FS2HM Topmarks Maths number formation IWB Counting seeds, measuring plant height using tape measures, and sorting by size	Watch tutorial for how to draw tulips https://www.youtube.com/watch?v=MX3vHndP4YM <u>Art & Design:</u> Provide materials for children to make flowers from recycled items, natural materials (petals, leaves), or collage materials to represent the different seasons in the book Make a paint brush using natural materials - sticks, leaves and feathers. Utensil printing on large sheets of paper.		FS2K Phonics games, Magnetic letters and cvc pictures. Can the children find the correct letters to spell the words? Large piece of paper and felt tips on floor. Children to practise forming letters. FS2HM Roll of paper on floor with letters in a grid. Can children copy the letter and draw something that begins with that letter? Magic writing boards & object bag – can the children take something out of the bag and use their phonic knowledge to spell the words?
				Story corner. Provide the children with a range of insect/ growing themed books Which stories do they know? Can you discuss what you see?
Understanding the World Area		Small World		Outdoor Area
FS2K	FS2MH <u>Sensory/Investigation Table:</u> Tray with soil, various seeds (sunflower, bean), magnifying glasses, tweezers,	FS2K Cars & masking tape. 	FS2HM Godly Play – The Easter story - Children to retell the Easter story with a friend.	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.

OLC WEEKLY LEARNING PLAN (FS2)

	and pots for sorting and investigating	Godly Play – Make a stained glass cross.		
PSED		Physical Development		
FS2K – Play snakes and ladders. Duplo	FS2HM -. Construction/STEM: Encourage children to build a "tall flower" using blocks, connecting straws, or playdough and sticks.	FS2K – Peg boards and pegs Writing/Mark Making: Offer seed packets, envelopes, and paper for children to make their own seed packets and write labels or instructions for planting.	FS2HM – Range of stencils to trace activity. Play dough	Role Play Area – FS2K – Home corner FS2HM – Role Play: Set up a garden center or florist with watering cans, aprons, empty seed packets, and flowers.

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

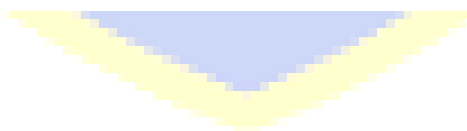
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea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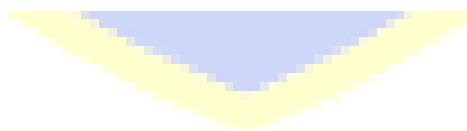
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