


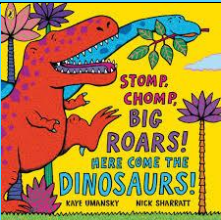
OLC WEEKLY LEARNING PLAN (FS2)



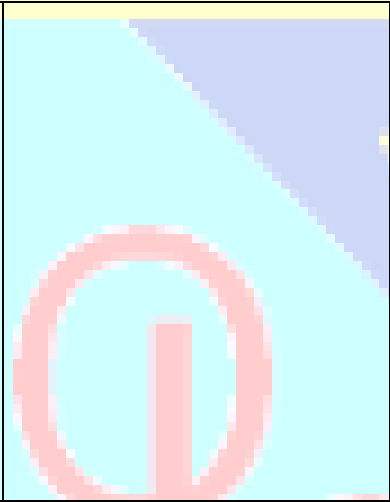
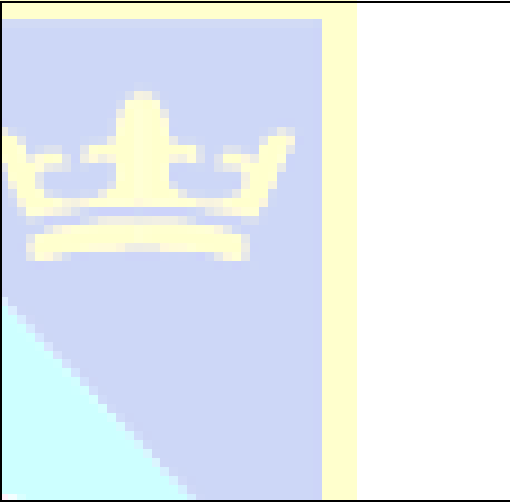

Hello children, this week our story is called, **Chomp, Chomp, Big Roars, Here Come the Dinosaurs!** Our Key Instant Recall Facts focus for Maths is to compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. 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.	Year:	FS2	Date:	16 th March 2026
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 – making simple patterns	Power Math textbook - making simple patterns	Power Math textbook and workbook making simple patterns	Power Math textbook making simple patterns	Power Math textbook and workbook making simple patterns
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	English L.O: To write initial sounds, words and sentences.	Religious Education L.O: To know how Jesus helped other people. To know the story of 'the blind man'.	Physical Development – PE – Outdoors. L.O:	Physical Development – PE L.O:	English L.O: Drawing club
	Read the story to the children. Stomp and discuss what they think	Explain to the children that during Lent we follow Jesus explain. We help others	Carousel of activities to help with our gross motor skills.		

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	<p>might happen next how the characters are feeling in the story and why they are feeling that way.</p> <p>Children to draw a picture of a dinosaur. Then label the body parts either the initial sound or word: neck, legs, arms, feet.</p> <p>More confident writers to write a sentence ☑ "My dinosaur is big." ☑ "It can roar."</p>	<p>people this is what Jesus did. Read the story of the blind man to the children from the bible. https://www.youtube.com/watch?v=X4qZ2KSbdxI (children can watch as well to imbed their knowledge).</p> <p>How did that choice help the man who was blind? How did it change his life? What ways can we be like Jesus? How can we help people?</p> <p>Children colour in a picture.</p>			
 <p>11.00 – 11.30 Phonics</p>	<p>Bug Club Phonics- ear Learning the sound</p>	<p>Bug Club Phonics- ear writing the sound</p>	<p>Language Lesson</p>	<p>Bug Club Phonics- air learning the sound</p>	<p>Bug Club Phonics- air writing the sound</p>
<p>Lunch 12noon – 1pm</p>					
<p>1pm – 1.15pm</p>	<p>Rhyme Time Finish rhymes: "Cat, hat, ___"</p>	<p>Handwriting-dough disco Silly Rhymes Make up nonsense rhymes together.</p>	<p>Handwriting- pre shapes on writing tablets Clap the Beat Clap to a familiar song or chant.</p>	<p>Handwriting- write on me Rhyme or Not? Adult says two words. Children decide if they rhyme.</p>	<p>Handwriting- letter formation Nursery Rhyme Actions Say a rhyme with actions.</p>
<p>Focus Activity</p>	<p>Religious Education</p>	<p>R.E</p>	<p>Understanding the world</p>	<p>Expressive Art & Design</p>	<p>Music</p>
	<p>L.O: that Lent is a time when we can choose to go without something and share with others.</p>	<p>2.30- Stay and pray.</p>	<p>L.O: To know about St. Patrick and how he helped the people of Ireland.</p>	<p>L.O: To make paper snakes Learning to fold, cut and curl paper to make colourful paper snakes.</p>	<p>https://www.bbc.co.uk/teach/school-radio/articles/zm72kmm</p>

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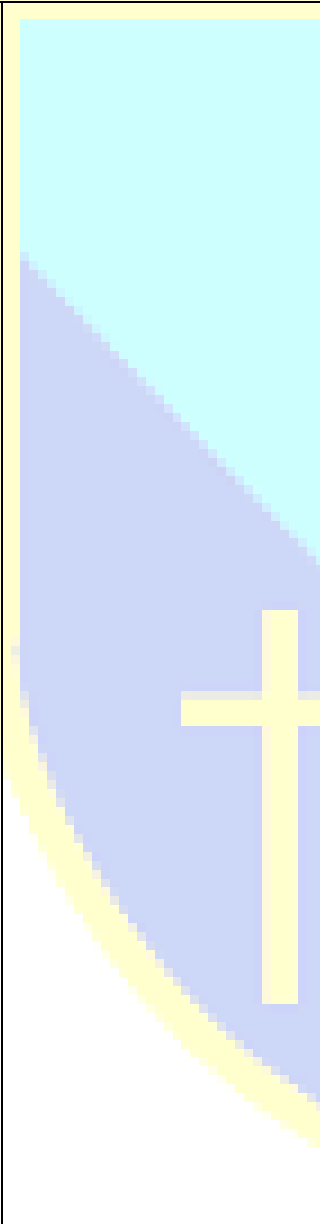
Explore with the children that Lent is a time when we can choose to go without something and share with others.

Look at what we are doing in class each day. With our fasting and feasting board. What can we fast from or what can we do to help others.

Talk about how people sometime give up a snack so that we can put money towards a charity good shepherd appeal or they do a sponsored silence or walk to raise money.

Show children video <https://youtu.be/1MHKw4-GPm4> explain that we are going to do a sponsored walk to help others. – Take picture of children joining in on the sponsored walk.

(Practise for stay and pray)



Today we are learning about a man called **Patrick**. Patrick lived a very long time ago. When he was a boy, he travelled to a country called **Ireland**. He grew up and became a kind, helpful man. Patrick liked to teach people about being kind, sharing, and helping each other. People loved him so much that they still remember him today on St. Patrick's Day."

Show:

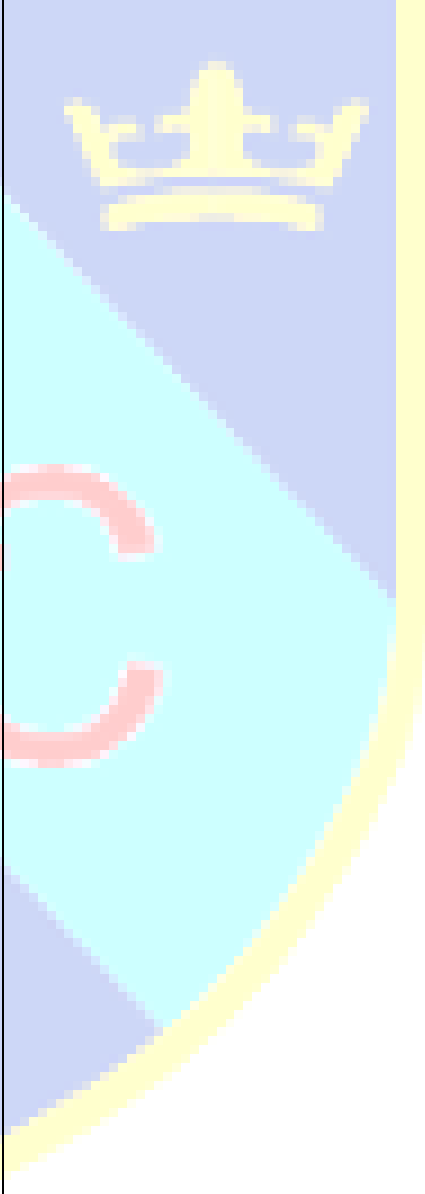
- A picture of a friendly St. Patrick
- A map showing where Ireland is

Talk questions

- Was Patrick a real person or a character in a story?
- What kind of person do you think he was?
- How can we be kind like Patrick?

Show a shamrock picture. "Patrick used a little plant with three leaves called a **shamrock** to help people understand his ideas. That is why the shamrock is a special symbol today." Let children count the three leaves together.


<https://uk.pinterest.com/pin/68747199147/>



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			<p>Activity: Kindness Shamrock</p> <ul style="list-style-type: none"> • Children make a paper shamrock. • On each leaf an adult scribes a kindness idea: <i>share toys – help tidy – be a good friend.</i> 		
11.45 – 11.55 Daily Worship	Daily Worship – Ten Ten	Daily Worship – Ten Ten	Daily Worship – Value and virtues	Daily Worship – Songs of Praise	Daily Worship
	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	<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>				

OLC WEEKLY LEARNING PLAN (FS2)

Continuous provision and Independent activities					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Matching number dino to egg – numbers up to 20. Measuring dino feet	Children to create repeating patterns Sorting dinosaurs	Dinosaur collage	Dinosaur egg pop up 	Dino Dig Talk Table Label parts of a dinosaur	Dinosaur booklets Picture in eggs – children try to write the word or a sentence in the word.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Herbivore and carnivore sorting	Salt dough making fossils	Dinosaur world		Bikes, trikes, chalk, building using bricks, tyres and crates. Dinosaurs swamp- mark making/ small world Dinosaur chalk- gross motor skills	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
	Work together to build a dino den	Dinosaur chalk- gross motor skills	Dinosaur chalk- gross motor skills	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

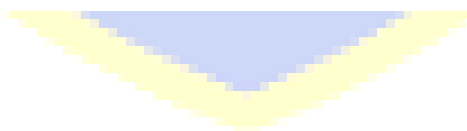
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea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