

OLC WEEKLY LEARNING PLAN (FS2)





Hello children, this week we our story is called The Tiny Seed.
 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. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	18 th May 2026
TLSAs:					

	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 15. Numbers to 20.				
	10.30 – 10.50am. Learning focus number patterns	Learning focus Learning focus number patterns – lady bird odd and even sheet	Learning focus: Learning focus number patterns. Practice journal page 12 	Learning focus number patterns	Learning focus: Learning focus counting to 20. Practice journal page 13.
9.30 – 10.00	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups

OLC WEEKLY LEARNING PLAN (FS2)

Reading & CP					
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: Listening to the story My first book of garden bugs. Show pictures from the book (ladybird, snail, bee, caterpillar) Ask: "What bug can you see?" "What colour is it?" "Where does it live?"</p>	<p>L.O: To know that the liturgical colour of Pentecost is red. Remind children of the story of Pentecost. Discuss how the liturgical colour for Pentecost is Red. Why do you think this might be? Have the word Pentecost to decorate in red.</p>	<p>L.O: To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Activity: Set up a carousel of activities outside. 1. Hurdles. 2. Skip in and out of the cones. 3. Jump from one spot to another. 4. Run from one line to another.</p>	<p>L.O: To develop coordination and movement. https://www.bbc.co.uk/teach/school-radio/articles/zk73382</p>	<p>L.O: To write a word. To write a sentence. Model ☑ "The bee is yellow." ☑ "The snail is slow." ☑ "The caterpillar is on a leaf." Support: Sentence starters: "The bug is..." "It is..." "I see a..." Word mats with bug names and simple adjectives Adult scribing initial sounds Middle: Children write a full sentence using phonics they know Encourage finger spaces and full stops Challenge: Write two sentences Add a describing word or where it lives "The bee is fuzzy. It lives near flowers."</p>
 <p>11.15 – 11.45 Phonics</p>	<p>Recap phase 3 phoneme: ur Spell: turn Extension sentence: turn off the light.</p>	<p>Recap phase 3 phoneme ow Spell: cow Extension sentence: The cow eats grass.</p>	<p>Phase 3 Language Lesson</p>	<p>Recap phase 3 phoneme oi Spell: coin Extension sentence: I see a coin.</p>	<p>Recap phase 3 phoneme ear Spell: hear Extension sentence: I hear a dog.</p>
11.45 – 11.55 Handwriting					
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.	m-o-p. Children to colour pictures.	Opposites	Memory game. What's missing?		Picture Chat

OLC WEEKLY LEARNING PLAN (FS2)

<p>1.05pm – 1.10pm</p>		<p>Give children a word such as long / big / tall... Children to give the opposite word.</p>	<p>(IWB game in files)</p>		<p>Show a pictures of different insects; children describe what they see in full sentences. (picture in files)</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>Art</p>
	<p>L.O: To know the story of Pentecost.</p>	<p>L.O: sewing with hessian.</p>	<p>LO: To reflect on our Year of learning.</p>	<p>LO- To know why the planet is important.</p>	<p>L.O: To use paint to create a observational picture.</p>
	<p>Listen to the story of Pentecost. Then act out the story with the children. Have them sit in a circle discuss how the disciples might have felt. Scared, alone, worried.</p> <p>To start with. Give each child a flame which they can hold above their heads. Say how they might have felt once they were filled with the holy spirit.</p> <p>Draw a picture of Pentecost.</p>	<p>D&T- Using two pieces of materials sew them together.</p> <p>Art- Observational painting of sunflowers.</p>	<p>To think about things we have enjoyed doing this year. Things we have learned. Things we would like to improve on for next year.</p> <p>To draw a picture about something they have enjoyed doing this year.</p>	<p>Starter (5–10 mins) Circle time</p> <ul style="list-style-type: none"> Ask: “Where do we live?” → “Earth!” Ask: “What is on our planet?” (trees, animals, water, people) <p>Our Planet is Important</p> <p>Explain simply:</p> <ul style="list-style-type: none"> “The Earth is our home.” “We need it to live.” “It gives us air, water, and food.” <p>👉 Repeat sentences:</p> <ul style="list-style-type: none"> “The Earth is our home.” “We look after Earth.” <p>How We Help the Planet</p> <ul style="list-style-type: none"> Turn off lights Pick up litter Save water Care for animals <p>👉 Repeat:</p> <ul style="list-style-type: none"> “I can help Earth.” <p>Activity- sort activities into helping the Planet and not helping the planet.</p>	<p>Art- Observational painting of sunflowers.</p>

OLC WEEKLY LEARNING PLAN (FS2)

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	<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>				

Enhanced provision activities		
Maths Area	Expressive Arts & Design Area	Communication Language & Literacy Area

OLC WEEKLY LEARNING PLAN (FS2)

<p>FS2K Lady bug -odd and even</p>	<p>FS2HM 2 d minibeast shapes. Minibeast more and less</p>	<p>Decorate a planet earth- use salt and coloured water. Earth door hanger. Paper plate animals Earth cotton bud painting.</p>		<p>FS2K Phonics games</p>	<p>FS2HM Minibeast pencil control sheets</p>
<p>Understanding the World Area</p>		<p>Small World</p>		<p>Outdoor Area</p>	
<p>FS2K Mini beast sorting</p>	<p>FS2MH Mini beast discovery- minibeasts, magnifying glasses.</p>	<p>FS2K Minibeast world- with puppets, using natural materials.</p>	<p>FS2HM Fairy Garden</p>	<p>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. Mini beast hunting sheet.</p>	
<p>PSED</p>		<p>Physical Development</p>			
<p>FS2K – Bug Bingo Duplo</p>	<p>FS2HM -. Block building.</p>	<p>FS2K – Peg boards and pegs Place bottle lids on a world with tongs.</p>	<p>FS2HM – Range of stencils to trace activity. Threading- earth</p>	<p>Role Play Area – FS2K – Home corner FS2HM – Garden centre.</p>	
			<p>Play dough</p>		

OLC WEEKLY LEARNING PLAN (FS2)

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

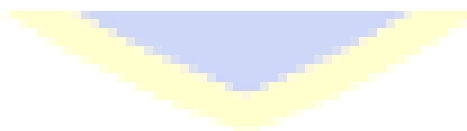
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea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

EYFS Development Matters Statements Children in Reception - Prime Areas

Communication and Language

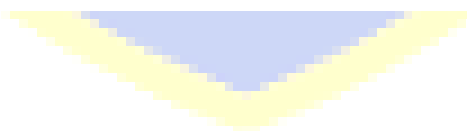
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea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