

OLC WEEKLY LEARNING PLAN (FS1)



Week 6

Pentecost commemorates the descent of the Holy Spirit on the Apostles and other disciples following the Crucifixion, Resurrection, and Ascension of Jesus Christ. In preparation for our Pentecost Mass, the children will be learning the Makaton sign language for the prayer, Our Father. Please practise this at home with your child.

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 Miss Doyle (Whole Day) Miss Moir (AM) Mrs Shamila (Whole Day)	Year:	FS1	Date:	WB:19th May 2026
TLSAs:					
Student TLSA:					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00am	Hang up coats, morning prayer, registration, dinner choices. Zones of regulation register. Wake up shake up.				
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.	Communication Language & Speaking and Listening Text: My First Book of Garden Bugs LO: To make comments about what they have heard and ask questions to clarify their understanding.	Expressive Arts & Design LO: To show different emotions in pictures clearly.	Well-being Wednesday Jigsaw Relationships LO: To tell you some of the things I like about my friends	RE Pentecost – The Air Around Us BIG QUESTION: Can you name things which are invisible?	PE LO: To improve fine motor skills.

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Activity:

Paint their favourite bug- thinking about colours, number of legs, does the creature have wigs?

Set up an arts and crafts table outside (weather permitting) for the children to create their own minibeasts.

Junk modelling minibeasts table outside (weather permitting)

[Rising 3's](#)

To learn the names and features of different minibeasts.

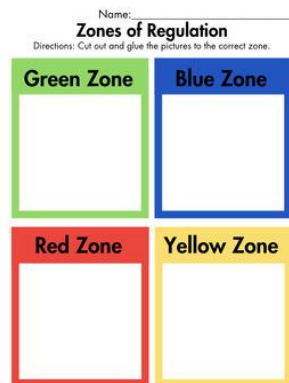
Activity:

The Zones of Regulation link-take a photo of each child with an emotion from each zone.

The **ZONES** of Regulation



Use the emotion pictures above to place on the sheet below in the correct colour zone.



Activity:

Sing the Jigsaw Song: 'RELATIONSHIP'. Set up a comfy area with a small group of children. They say what they like about Jigsaw Jenie or Jigsaw Jerrie Cat. Have the children's names or photos on a piece of sugar paper. Children to say all the things that they like about that person. Point out all the similarities, e.g. they make me laugh. Share Book: 'Mabel and Me, Best of Friends', by Mark Sperring and Sarah Warburton Food to share (apple/biscuits/toast)

Stop story at strategic points of the book to discuss the characters' feelings. Have they ever felt this way? Recap what they like about each other. Questions: What can you do/say to make friends with people. Sharing is an important part of being friends. It makes people feel happy. Let's share this apple/these biscuits/toast?

[Rising 3's](#)

Work together to complete a puzzle, a tower of bricks, colouring a picture etc

Activity:

Revise with the children the Sign of the Cross.

- In the name of the Father – link with creation.
- In the name of the Son – link with Christmas.
- In the name of the Holy Spirit which is our focus at this time.

[Pentecost PowerPoint](#)

[Flame](#)

Children to collage a large flame for the RE display board

[Rising 3's](#)

Learn the sign of the cross and the words.

Activity:

Real PE – Throwing, fast, slow, catch, roll, space, push, pat, kick, bounce, control. Fine motor – squash, roll, squeeze, pinch, thread.

10.00 – 10.15

Snack time

10.15 – 10.45

Morning play

10.45 – 11.15

Maths




Phonics

Maths

Understanding the World
Speaking & Listening

Phonics

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<p>LO: To experiment with own symbols and marks as well as numerals.</p>	<p>LO: Learn t. To talk about the different phonemes that make up words</p>	<p>LO: To experiment with own symbols and marks as well as numerals.</p>	<p>LO: To create an animal habitat.</p>	<p>LO: Learn t. To talk about the different phonemes that make up words</p>
<p><u>Activity:</u></p>  <p>Place number cards in the mark making box.</p>	<p><u>Activity:</u></p> <p>Bug Club</p>	<p><u>Activity</u></p>  <p>Place number cards in the mark making box.</p>	<p><u>Activity:</u></p> <p>Habitats</p> <p>Junk modelling- which animal habitat can you make?</p>	<p><u>Activity:</u></p> <p>Bug Club</p>
<p>Nursery rhymes and songs</p>				
<p>Story – Hand washing – Prayers - Lunch</p>				
<p>Afternoon</p>	<p>Continuous provision and independent activities</p>			
<p>Continuation of morning activities and continuous provision.</p>	<p><u>Maths Area</u></p> <p>Maths number puzzles Chalk outside to make numbers</p> <p>Paint on cars to create a number or mathematical sign</p> 	<p><u>Expressive Art & Design Area.</u></p> <p>Pentecost sheets</p>	<p><u>Communication Language & Literacy Area.</u></p> <p>Name tracing</p> <p>Pencil control sheets</p> <p>Make your mark! Writing wall- various mark making patterns to copy or trace over</p> <p>Chalk available outside on ground to draw their friends. Adult to encourage conversations about why they are their friends. What do they best like about them?</p>	
	<p><u>Understanding the World</u></p> <p>Minibeast hunt around the school grounds Animal and vegetable farm</p>	<p><u>Small World Area</u></p> <p>Farm</p> <p>Little town</p>	<p><u>Outdoor Area</u></p> <p>Bikes, trikes, chalk, building using bricks, tyres and crates. Chalk boards</p> <p>Large foam bricks and crates. Large wooden bricks.</p> <p>Collecting leaves, sticks etc for indoor tuff tray</p>	

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Bug Hotel



Animal habitats

PSED

If you see someone without a smile, give them one of yours. Photos of the children with their biggest smiles

Finger Gym

Playdoh (large ball in middle of the table): observe if children are able to solve the problem and share the Playdoh out?
Watch and copy actions: [Finger gym](#)

Role Play Area

Take part in simple pretend play, using an object to represent something else even though they are not similar. House for the role-play area Dressing up -different outfits-who will you dress up as today- a firefighter, police officer, doctor, teacher etc?

Communicating with school

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