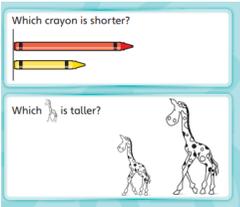
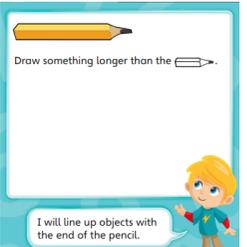


OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week we are learning all about the Lunar New Year. Did you know that this year is the year of the horse? 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, 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: TLSAs:	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	2 nd February 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	This week, children will be introduced to length, height and distance. They use the words longer, shorter and taller to compare length. Children will focus on lining up objects to compare them and begin to explore non-standard units of measurement.				
	10.30 – 10.50am. Learning focus Introduction to length – longer and shorter	Learning focus Comparing lengths using longer and shorter	Learning focus: Understanding the relationship between length and height P10 	Learning focus: Understanding that objects need to be straight in order to compare them accurately; selecting an appropriate unit of measure	Learning focus: Using non-standard units to measure distance P11 
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				

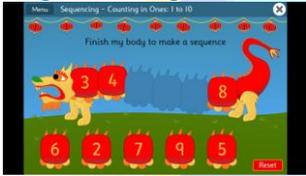
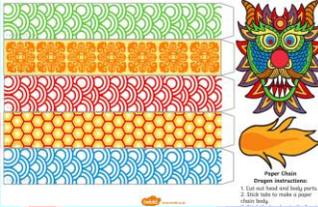
OLC WEEKLY LEARNING PLAN (FS2)

 <p>Continuous Provision & Focus Activity 10.30 – 11.15 https://www.topmarks.co.uk/ChineseNewYear/ZodiacStory.asp </p>	<p>CLL. 9am – 10am. 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. To spell phonetically plausible words. Listen to the Animals of the Zodiac story. Spell CVC words. Model writing: A wet cat. / The cat got wet. Children to complete one of the writing activities. Sentence or CVC word or initial sounds.</p>	<p>L.O: To learn about the things that we see in church. Introduction: Show the children the live stream inside Olton Friary. Discuss what they can see. Activity: Inside the template of a church, children to draw what they would see.</p>	<p>Physical Development LO: Progress towards a more fluent style of moving with developing control and grace. Let's Move. Lunar New Year. Part 1: https://www.bbc.co.uk/teach/school-radio/articles/zjqb382</p>	<p>Physical Development LO: Progress towards a more fluent style of moving with developing control and grace. Let's Move. Lunar New Year. Part 2: https://www.bbc.co.uk/teach/school-radio/articles/zj2crj6</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 /ee/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit ee phoneme and perform the bug club action. To find ee in words. To write ee.</p>	<p>L.O: To learn to read and write tricky words. Use magic writing boards to write caption: The cat is big.</p>	<p>L.O: To say the /igh/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /igh/ phoneme and perform the Bug Club action. To find the letter 'igh', to write letters, 'igh.'</p>
<p>11.45 – 11.55 Handwriting</p>	<p>Musical tracing map. https://www.youtube.com/watch?v=vUqn5SPRoeU</p>	<p>Dough Disco: https://www.youtube.com/watch?v=G4nOlnuPTYM</p>	<p>Fine motor skills – Copy the lolly stick patterns</p>	<p>Magic writing boards: Copy the patterns demonstrated by the teacher.</p>	<p>DoughDisco: https://www.youtube.com/watch?v=qnp1Lg616Nk</p>
<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.</p>					
<p>Oracy & Auditory processing. 1.05pm – 1.10pm</p>	<p>What's the word? Robot talk the following words: 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.</p>	<p>Describe not tell. Show the children the picture of the zodiac animals. Children to describe an animal for the other children to guess.</p>	<p>Memory game. What's missing? (IWB game in files)</p>	<p>Listen & Do Adult gives simple instructions: "Touch your nose," "Stand up," "Clap twice."</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 – Music & Movement Performance. Lesson 5.</p>

OLC WEEKLY LEARNING PLAN (FS2)

	<p>L.O: To learn about our Priests and the special job that they do.</p>	<p>L.O: To explore the properties of clay 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: To understand that different people have different beliefs, celebrations and traditions.</p>	<p>L.O: To perform to music.</p>
	<p>Introduction: Take the children to the chapel. Talk about what a special place it is. Introduce the children to Father Biju. Ask the children if any of them know who he is. Father Biju to talk to the children about the job that he does. Invite the children to ask questions (prep children beforehand) Activity: Children to draw a picture of Father Biju.</p>	<p>Introduction: Talk about clay and how it can be manipulated. Show children pictures of the animals from the Chinese New Year story. Activity: Children to use clay to make one of the animals found in the Chinese New Year story.</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: Talk about different celebrations (birthdays, Diwali, Christmas, Eid, Lunar New Year). Ask: "What celebrations do you know?" "How do people celebrate in different ways?" Introduce Lunar New Year as a celebration enjoyed in many Asian countries, especially China. Show the children the Lunar New Year PowerPoint. Show the children the dragon dance. Activity: Make a streamer using lolly sticks and red and yellow tissue.</p>	<p>See Kapow planning.</p>
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	<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.</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)

Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Lunar New Year 10 frames and gold coins.	<p>Number ordering game.</p> <p>https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p> 	<p>Make a lantern.</p>  <p>Make a paper plate horse</p> 	<p>Make a linking chain dragon.</p>  <p>Make a spiral dragon</p> 	<p>Large piece of paper and felt tips on floor. Children to draw the animals from the story. Can you label them?</p> <p>Make a thank you card for Father Biju.</p>	<p>Pencil control sheets.</p>  <p>CVC read and reveal cards.</p>
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
IWB – Panda camera. https://explore.org/livecam/s/three-bears/wolong-grove-panda-yard?gad_source=1&gclid=Cj0KQCQiA7se8BhCAARIsAKnF3rwJfCTxrPG6tE0nkdDZO3ndK_s-1YaMfUvYBUejM0oU5wdLj2zxyL4aAvG8EALw_wcB	<p>Learn about the animals of the zodiac – IWB colouring activity:</p> <p>https://www.twinkl.co.uk/g/o/resource/chinese-new-year-signs-of-the-zodiac-interactive-word-search-tg-286-newlink</p>	<p>Retell the story of the Chinese New Year animal race.</p> 	<p>Small Lego building. Can you build a dragon using Lego?</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	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K

OLC WEEKLY LEARNING PLAN (FS2)

<p>Block play</p> <p>Globe – Explore the globe with a friend. Can they locate China?</p>	<p>World jigsaw work together to make the jigsaw of the world. Find countries where Lunar New Year is celebrated.</p>	<p>Play dough – Make the animals of the zodiac using the dough.</p> <p>Top Marks - Chinese New Year jigsaws on IWB.</p> 	<p>Chinese New Year – Year of the horse colouring.</p> <p>Shape dragon – Cut out the shapes to make the dragon.</p> <p>Chopsticks – Use the chopsticks to pick up and transfer the pom poms from dish to dish.</p>	<p>Chinese restaurant.</p> 	<p>Home corner.</p>
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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.