

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week we will be getting to know our friends and we will be learning about how to take turns and share. We will learn how to use the resources in our classroom and we will find out where everything lives so that we can tidy away the resources when we have used them. We will explore the big playground and take part in Outdoor Play and Learning. For RE, we need to learn the following statements: **The whole of Creation shows God's love for us.**

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	WB: 21 st September 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 9.00 – 9.30	English L.O: To talk about characters' feelings and use feeling words to describe ourselves. Starter (5 minutes) Show emotion picture cards. Ask: • What feeling can you see? • How do you know? • What clues can we see on their face? Children copy the facial expression. Read the story ask these questions along the way. ☐ What feeling can you see? ☐ What clues helped you? ☐ Have you ever felt like that?	R.E: The whole of Creation shows God's love for us. Re cap creation story. Activities in continuous provision.	R.E: The whole of Creation shows God's love for us. Nature walk- Activities in continuous provision	Maths L.O: shape recognition	Maths L.O: Number recognition

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9.30 – 10.00 Continuous Provision					
10.00 - 10.15	Playtime				
10.15 – 10.20	Snack time				
10.20 – 10.30 Oracy	Fetch me game	Action command game	Listen and colour	Listen and do	Simon says
10.30 – 11.30	Maths- Number recognition	Understanding the world- To explore our senses. https://www.developingexperts.com/presentation/static/5?return_to=%2Fmissions%2F5%3Funit_id%3D107&slide=19	Physical Development See PE Planning	Physical Development See PEI Planning	English L.O: To discuss different emotions from the book. Children to listen to the story again. Children draw one emotion from the book adults scribe the emotion and where they have seen it in the book e.g: "I think the child feels excited because they are starting school."
 11.00 – 11.30 Phonics	Complete individual phonics assessment.	Complete individual phonics assessment.	Complete individual phonics assessment.	Complete individual phonics assessment.	Complete individual phonics assessment.
11.30 – 11.40 Handwriting- Develop anti-clockwise movements	Draw circles in the air	Shaving foam mark making	Trace circular paths	Use paint to draw circles on easel	Flour mark making
11.45 – 11.55 Daily Worship	Daily Worship - Gospel	Daily Worship - Songs of praise.	Daily Worship – Ten Ten	Daily Worship – Songs of Praise	Daily Worship – Ten Ten
Lunch 12noon – 1pm					
Mental health and wellbeing.	Zones of Regulation (15mins) Intent – Introduce children to the Zones of Regulation.	imoves	Zones of Regulation Intent – To learn regulation strategies for keeping calm.	Imoves	Zones of Regulation Regulation strategies. Activity: Puffer Fish Breathing.

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		Anxiety Hotspots: https://platform.imoves.com/lesson/3646/297	Activity: Discuss how breathing can help to calm us down.	Emotions: https://platform.imoves.com/lesson/3647/297	https://www.bing.com/videos/riverview/relatedvideo?q=regulation+breathing+strategies+eyfs+video&mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&FORM=VIRE
Focus Activity & Continuous Provision.	Expressive Art & Design	Maths	Maths	R.E	Music
	L.O: To mark make using chalk	L.O: Counting	L.O: Shape recognition.	The whole of Creation shows God's love for us. What would we like to say to God for creation. Paint our favourite parts of creation.	Music- L.O: Vocal sounds Exploring using voices to make a variety of sounds, with relevant symbols.
	Mark making outdoors with chalk, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used.				PHSE
	Story	Story	Story	RE - We talk to God through prayer, starting and ending with the Sign of the Cross. The words of the Sign of the Cross are, 'In the name of the Father, and of the Son and of the Holy Spirit Amen'.	Story

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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. 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



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Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Roll and count 	Feed the number monster 	Create faces using paper plates Emotion colour mixing station	Paint a picture of themselves having different emotions.	Glitter mark making Playdough- making faces	Drawing emotions Making faces with natural materials
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Mirrors so children can explore different facial expressions	Have a station looking at different families around the world.	Doll house	Wild animals	Adults in provision to teach children how to use the building bricks and how to store them when they have finished. Number soup- children find hidden numbers in sensory tray	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Felt face emotions. Use the felt to make a face and describe how they are feeling.	Emotions sorting activity How would you feel cards	Loose parts	Friendship bracelets	Home corner Enhance with babies.	Home corner Enhance with babies.

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.