

OLC WEEKLY LEARNING PLAN (FS2)




Welcome back children! We hope you had a lovely half term. Our final topic of the year is called 'Splash!' This week we will be reading Fotou Fetch the Water!
 Our Key Instant Recall Facts focus for Maths is To know patterns within numbers up to 10, including evens and odds. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. We will be revising the diagraphs and trigraphs: qu, sh, ch, th, ng, ae ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.
 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:	8th June 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 Number bonds to 5 addition & subtraction facts	LO- To investigate number bonds to ten.				
	Using ten frames to investigate number bonds to ten.	Using cubes of two different colours to make number bonds to ten.	Using numicon to investigate number bonds to ten.	Recording number bonds to ten as number sentences.	Sacred Heart Mass at Olton Friary
9.30 – 10.00 Reading & CP	Reading Groups	Reading Groups	Reading Groups	Reading Groups	
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				

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<p>Focus Activity 10.30 – 11.15</p>	<p>CLL. 9am – 10am. L.O: To listen and respond to a story.</p> <p>Listen to the story and compare how Fatou's life differs to yours. Are you surprised by any of the differences? Why?</p>	<p>RE: LO: To know that a church is a special place where everyone is welcome To understand that people in the church help others and work together To recognise that celebrations in church show joy, love, and togetherness</p>	<p>Physical Development Get Set 4 PE Lesson 3 LO- To explore actions with a prop. Theme: At the Fireworks Display</p>	<p>Physical Development Theme: At the Fireworks Display. Lesson 4 LO- To move with control and co-ordination, expressing ideas through movement</p>	
 <p>Continuous Provision &</p>		<p>Introduction:</p> <p>Show photos of a church building (inside and out) "Have you seen a building like this?" "What happens inside a church?" Explain : "A church is God's house. It is a special place where people come together like a family to pray, celebrate, and show love." Introduce people who help in a church: Priest, Readers, Singers Helpers/volunteers "These people help everyone feel welcome and help the church family celebrate together." Link to celebrations: "When people gather in church, they celebrate with joy, say thank you to God, and show love for each other." Set up a church role-play area: Chairs as pews Table as altar Children take turns being: Priest, Helper, Visitor Reinforce: "The church is God's house where everyone is welcome, and people come together with love, joy, and kindness.</p>			<p>1</p>

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Phonics ee ur ow wh y au 11.15 – 11.45 Phonics	Phase 4 phonics Adjacent consonants Phonics cvcc caption writing activities (See separate planning)				
11.45 – 11.55 Handwriting	Letter formation: c https://www.twinkl.co.uk/search?c=244&q=handwriting+concept+video+c	Letter formation: a https://www.twinkl.co.uk/resource/the-letter-a-cursive-handwriting-concept-video-t-e-1716191706	Letter formation: d https://www.twinkl.co.uk/resource/the-letter-d-letter-formation-handwriting-concept-video-t-e-1713340488	Letter formation: g https://www.twinkl.co.uk/resource/the-letter-g-letter-formation-handwriting-concept-video-t-e-1715681981	Magic writing boards: Copy the patterns demonstrated by the teacher.
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. 1.05pm – 1.10pm	Hungry pirates game: https://www.twinkl.co.uk/go/resource/hungry-pirates-interactive-game-t-tp-1724245492	Musical tracing map. https://www.youtube.com/watch?v=RQmZfEsl5A	Musical tracing map: https://www.youtube.com/watch?v=vUqn5SPRoeU	What's the sound? See PP game in files.	Food memory game – (in shared folder)
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE	Understanding the World	Music
	LO- To Understand that the Sacred Heart represents Jesus' love for everyone.	L.O: To understand what waterproof means and to test whether materials are waterproof.	Lesson 1: Life to the Full Module 1 Unit 2 Session 2 (Heads, shoulders, knees and toes)	LO: To understand that water is essential for life To Explore differences between clean and dirty water To begin to understand that not everyone has easy access to clean water	L.O: To perform with instruments

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Show an image of the **Sacred Heart of Jesus**. Ask simple questions:

What shape can you see?
What does a heart mean?

Explain:

"The Sacred Heart shows us how much Jesus loves everyone. His heart is full of love, kindness and care."

Main Activity Make and Decorate a Heart

Instructions:

1. Give each child a heart template
2. Children decorate their heart creatively
3. Encourage children to think about love and kindness while decorating
4. Adult support prompts:

"Who do you love?"

"How can you show kindness?"

"What makes someone feel happy?"

Gather children and share some finished hearts.

Ask:

"What did you put on your heart?"

"How can we show love like Jesus?"

Reinforce message: *"We can share love every day by being kind, helpful, and caring."*

Activity:
Gather the pupils on the carpet and tell them that today they will become scientists! They are going to investigate and learn all about waterproof materials. Ask pupils if they know what waterproof means – can they explain? Discuss their answer and talk about any familiar objects that may be waterproof (raincoats, wellington boots, umbrellas, rubber gloves etc.) Why might it be helpful to have waterproof material?
Activity-
Tell the pupils that you have set up a waterproof material testing station next to the water tray. Their mission is to test and discover which materials are waterproof and which are not



- Show clean vs dirty water images
- Ask: "Which would you drink? Why?"

Main Activities

Explore

- Look at clean and dirty water
- Talk about what they notice

Filter

- Simple filtering (cloth/sieve)
- Discuss: "Is it safe to drink now?"

Discussion

- Explain some people walk far for water
- Link to *Fatou Fetch the Water*

Plenary

- Recap:
"Why do we need clean water?"
- Thumbs up/down:
"Can we drink dirty water?"

Lesson 3 - Using instruments to represent actions.

2.20pm – 2.30pm

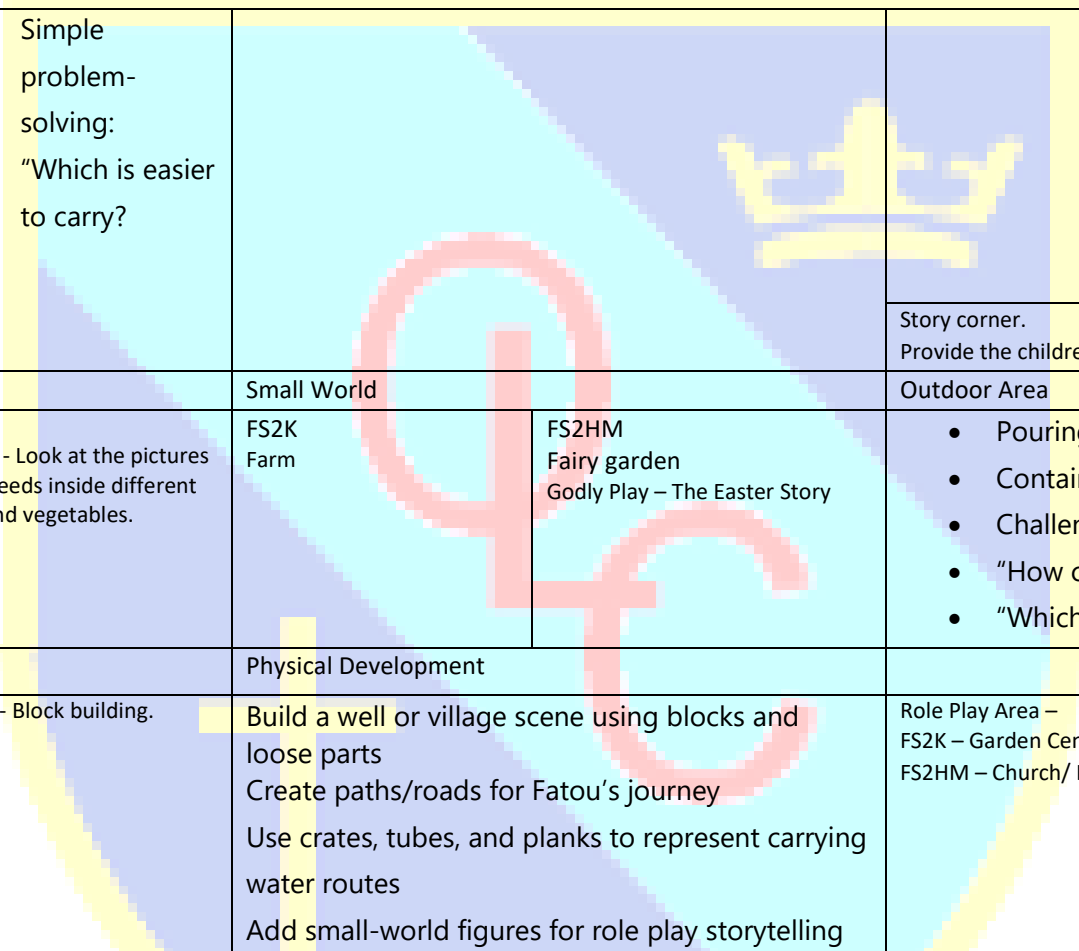
Playtime

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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;5				
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				

Enhanced provision activities				
Maths Area		Expressive Arts & Design Area		Communication Language & Literacy Area
FS2K Big number tiles- form a number line and practise counting back and on. Topmarks Maths counting games IW	FS2HM <ul style="list-style-type: none"> Compare container sizes (big/small) Counting how many cups fill a bucket Weighing “water loads” (use sand/rice for safety) 	Fruit printing Pictures of African inspired art to recreate. <ul style="list-style-type: none"> Create African-inspired patterns using paint/printing Make: Beaded bracelets Fabric collage (bright colours/patterns) 	FS2K <ul style="list-style-type: none"> Story sequencing cards (Fatou’s journey) Key vocabulary: fetch, water, village, journey, tired, help Mark-making: Draw/write about helping others “What would you carry?” 	FS2HM Work with children in the writing area and model how to make booklets using staples and hole punches. Plants and growing caption writing. Read the word and match it to the picture.

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	<ul style="list-style-type: none"> • Simple problem-solving: • “Which is easier to carry?” 			
				Story corner. Provide the children with a range of books about growing.
Understanding the World Area		Small World		Outdoor Area
FS2K Science – Sort animals by their features. Science- Floating and sinking using the water tray	FS2MH Science - Look at the pictures of the seeds inside different fruits and vegetables.	FS2K Farm	FS2HM Fairy garden Godly Play – The Easter Story	<ul style="list-style-type: none"> • Pouring and transporting water using: • Containers, jugs, funnels, tubes • Challenge: • “How can we move water without spilling?” • “Which container carries the most?”
PSED		Physical Development		
FS2K – Duplo	FS2HM - Block building.	Build a well or village scene using blocks and loose parts Create paths/roads for Fatou’s journey Use crates, tubes, and planks to represent carrying water routes Add small-world figures for role play storytelling		Role Play Area – FS2K – Garden Centre FS2HM – Church/ Home Corner

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

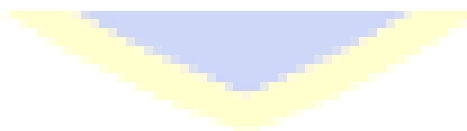
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea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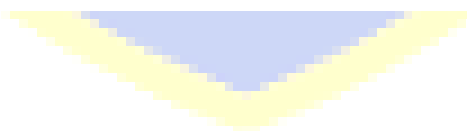
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