

OLC WEEKLY LEARNING PLAN (FS2)



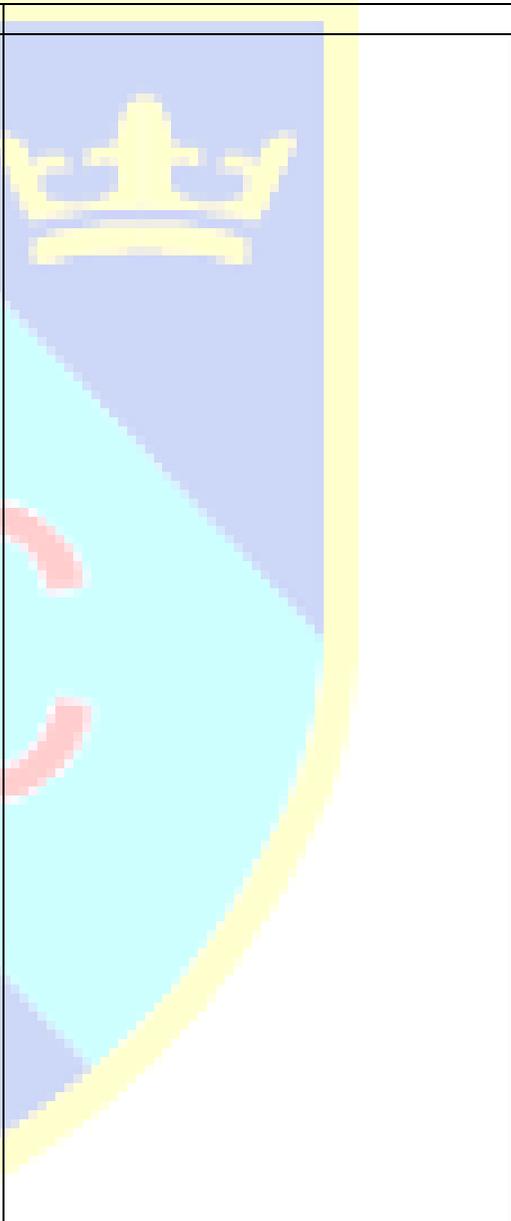
Hello children, our first topic of the year is called – **All About You & Celebrations**. This week we will be spending lots of time settling in and learning routines. We will have opportunities to talk about our families and where we live. Our story this week is: **What if Everybody Did That?** This half term, our Gospel values are focussing on being eloquent and truthful. Our Key Instant Recall Facts focus for Maths is to subitise (recognise quantities without counting) up to 5.



Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	23 rd February 2026
TLSAs:	Mrs Attwood (AM) Mrs Hull (PM)				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics 9.00 – 9.30	Inset	Power Math textbook -Using a ten frame	Power Math textbook Using a ten frame	Power Math textbook and workbook Using a ten frame	Power Math textbook and workbook Using a ten frame
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
 Focus Activity 10.30 – 11.00	Inset	Religious Education L.O: To know how Jesus helped and cared for others. To know the story 'feeding of the 5000'.	Religious Education L.O: To know that Lent is a time for prayer.	Physical Development – PE L.O: To learn to move our bodies in different ways, like dinosaurs. https://www.bbc.co.uk/teach/school-radio/articles/z2t93j6	English L.O: To give meaning to marks they make To write recognisable letters To write simple phrases/sentences with support

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		<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Jesus • Friends / Disciples • Bread • Fish • Hungry • Share • Miracle <p>Read the story of the feeding of the 5 thousand. Role play as you read it. Have a basket with fish and bread in.</p> <p>Talk About the Story Ask simple questions:</p> <ul style="list-style-type: none"> • Who was in the story? • What was the problem? (The people were hungry) • What did Jesus do? • How did Jesus help the people feel better? <p>Explain miracle:</p> <ul style="list-style-type: none"> • A miracle is something amazing that God does. • Jesus feeding everyone was a miracle. • <p>Children create a simple 3-picture storyboard:</p>	<p>Intro: in the Church there is a special time called Lent. Lent is a quiet, kind time when we try to pray a little more.</p> <p>Show a simple purple cloth or a picture of a church in Lent. Lent is a time when we reflect on our actions and are getting ready for Jesus rising from the dead (Easter)</p> <p>Talk questions</p> <ul style="list-style-type: none"> • “Who do you talk to when you are happy?” • “Who do you talk to when you feel worried?” <p>“Christians talk to God. This is called prayer.”</p> <p>Activity- Literney prayer I pray for... I pray for...</p>		<p>Intro- 🦖 Bring out a dinosaur toy. Ask:</p> <ul style="list-style-type: none"> • “What kind of dinosaur is this?” • “Do all dinosaurs have to be scary?” <p>Introduce the book and predict:</p> <ul style="list-style-type: none"> • “What do you think Tyrannosaurus Drip might be like?” <p>Read the story, pausing to discuss:</p> <ul style="list-style-type: none"> • How is Drip different? • How does he feel at the start? At the end? • What makes him special? <p>Use lots of talk partner moments: “Tell your partner one word to describe Drip.”</p> <p>Model vocabulary orally:</p> <ul style="list-style-type: none"> • “Drip is kind.” • “Drip feels happy.” <p>Activity: Children write about Drip.</p> <ul style="list-style-type: none"> • Emerging writers: • Draw Drip and label (D, d, or initial sounds) • Adult scribes child’s sentence • Developing writers: • Write a simple word to describe Drip • Confident writers: • Write a simple sentence “Drip feels ____.”
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		<ol style="list-style-type: none"> 1. People listening to Jesus 2. Sharing the food 3. Everyone happy and full <p>(make purple footprints)</p>			
 11.00 – 11.30 Phonics	Inset	Bug Club Phonics- short oo Learning the sound	Bug Club Phonics- short oo writing the sound	Bug Club Phonics- ar learning the sound	Bug Club Phonics- ar writing the sound
Lunch 12noon – 1pm					
1pm – 1.15pm	Inset	Handwriting-dough disco	Handwriting- pre shapes on writing tablets	Handwriting- write on me	Handwriting- letter formation
	Inset	Oracy and auditory processing - What Happened First? Talk through the morning routine in order.	Oracy and auditory processing- Story Sentence Adult starts a story; each child adds one sentence.	Oracy and auditory processing- Picture Talk Describe what is happening in a picture.	Oracy and auditory processing- Repeat the Sentence Adult says a short sentence; children repeat.
Focus Activity	Religious Education	Expressive Art & Design	PHSE/RSE	Understanding the World	Music
	Inset	Lesson 1: Cutting skills Developing confidence with scissor skills; exploring the differences when cutting a range of materials.		L.o: To explore what dinosaurs were, how we know about them, and compare them to animals today.	L.O: To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. See Kapow plans.

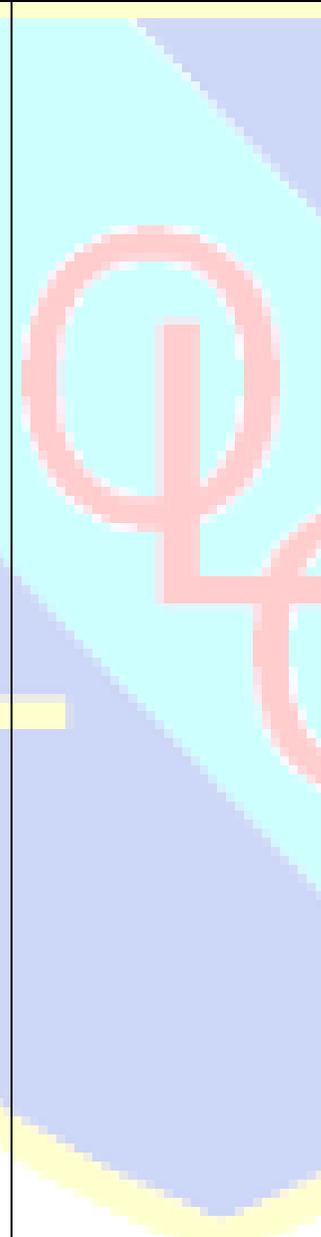
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1. Set up your cutting station with a selection of left and right-handed safety scissors. Pupils with additional needs may find it easier to use squeeze scissors. Lay out any materials you have gathered (see Have ready for suggestions), along with the *Activity: Cutting patterns* sheets.

2. Invite the pupils to access the cutting station to practise their scissor skills and make cuts in various materials or on the printed cutting strips. Support them by using some of the Key vocabulary and Prompts for learning but remember that this is about process not product, so there is no need to focus on making anything in particular, although if pupils feel inspired to do so, follow their lead. You may find that some pupils want to stick down the things that they cut out. If this is the case, suggest that they make a collection of shapes/cut items to stick down later. This way, they can focus on improving their cutting skills during the activity.

3. Invite the pupils to experiment with cutting the different materials. Are there some that are easier or more difficult? Begin with tasking the pupils to make small snips in the edge of the material. If



Show a “fossil” (toy fossil, photo, or imprint in clay). Ask:

- “What do you think this could be?”
- “What clues can you see?”

Encourage children to share ideas without needing a “right” answer.

Short, child-friendly explanation:

- Dinosaurs lived *millions* of years ago.
- They are extinct — they are not alive anymore.
- We know about them because scientists find fossils.
- Some dinosaurs ate plants (herbivores), some ate meat (carnivores).

Show 3–4 dinosaur pictures and model comparing:

- “This one has long neck... maybe it ate leaves.”
- “This one has sharp teeth... maybe it ate meat.”

Children press dinosaur toys or shells into clay/salt dough to create fossil imprints. Talk about how real fossils form over time.

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		<p>they are able to do this without issue, move onto cutting in a straight line. Challenge pupils that are able to cut in a straight line to progress to cutting in wavy or zig zag lines, or by cutting out a particular shape or picture.</p> <p>4. Observe and support pupils as they cut by correcting their technique and offering guidance, using the <i>Teacher guidance: Cutting skills tips & tricks</i> sheet to help you. You will be able to assess any next steps and address these immediately as pupils listen and respond to your guidance, altering and improving their technique as they do so.</p>			
11.45 – 11.55 Daily Worship	Daily Worship – Ten Ten	Daily Worship – Ten Ten	Daily Worship – Value and virtues	Daily Worship – Songs of Praise	Daily Worship
	Story	Story	Story	RE – Bible story.	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>				

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Continuous provision and Independent activities					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Number bonds	Measuring the length of dinosaurs footprints Part whole models	Paint your own dinosaur egg patterns Dinosaur silhouette painting ☒	Pasta dinosaurs Create dinosaur footprints using stones/buttons	Pencil control activities Draw a map of your dinosaur world Dinosaur fact cards	Mark-Making: "Palaeontologist notebooks" with brown paper and charcoal sticks "Lost dinosaur" posters
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Dinosaur Egg Investigation- get the dinosaur out of the egg.	Fossil Explorers- find fossils in trays	Habitat Building Station- using natural materials	Lego- Build a dinosaur enclosure using blocks	Bikes, trikes, chalk, building using bricks, tyres and crates. Sand Tray: Make dinosaur tracks and compare sizes Tuff tray- dino stew	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
			Finger print paint	Model what happens in the home corner	Model what happens in the reading den. Class Dinosaur Museum

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.