

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, our first topic of the year is called – **All About You & Celebrations**. We will be learning about things that are fair and things that are unfair. Our book this week is all about Rosa Parkes.
 This half term, our Gospel values are focussing on being eloquent and truthful.
 Our Catholic Social Teaching, (CST) is focussing on: **The Common Good**.
 Our Key Instant Recall Facts focus for Maths is to subitise (recognise quantities without counting) up to 5.




Teachers: TLSAs: Student Teacher	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM) Mr Semhi	Year:	FS2	Date:	29 th September 2025
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics 9.00 – 9.30	Learning focus This week, children will build on their knowledge of counting to 3, by counting to 4. They will link the skill of counting 4 concrete objects to the pictorial representation of 4, and then to the abstract numeral 4. The five frame is introduced for the first time.				
	Learning focus: Stable order of counting to 4.	Learning focus One-to-one correspondence to 4	Learning focus: Cardinality to 4. Activity – Complete p4	Learning focus: Representations of 4.	Learning focus: Counting to 4 using abstraction. Activity: Complete p6
9.30 – 10.00	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision	Continuous Provision
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
Focus Activity 10.30 – 11.30	CLL L.O: To listen to a story. To mark make / write own name. Introduction: Listen to the story. 'Rosa Parkes' Talk about how Rosa wasn't given a seat because of the colour of her skin. Talk about fairness and how Rosa ensured that everybody was treated more fairly.	RE L.O: To understand that we are all unique and special creations of God. Circle Time: Discuss how each child is special. Activity: Draw a picture of themselves and say why they are special.	Physical Development See separate plan.	Physical Development Warm up: Pirate adventure Personal Skills Some - I can work on simple tasks by myself. Some - I can follow instructions and practise safely. Many - I enjoy working on simple tasks with help.	CLL Dough disco: Link to phonemes learned this week. Make letter s and sun, letter a and apple, letter t and tap, letter p and pan

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	Talk about how everybody deserves a seat on the bus. Activity: Children to mark make / write their own name. Use name cards to assist.	Activity: Learn the song: God Made Me. https://www.youtube.com/watch?v=zeVGI4jXaSs		Fundamental Movement Skill Focus: Static Balance - One Leg	
Phonics ee ur ow wh y au 11.00 – 11.30 Phonics	L.O: To say the /t/ phoneme. To find the letter 't'	L.O: To say the /t/ phoneme. To find the letter 't' To write the letter 't'	L.O: To say the /p/ phoneme. To find the letter 'p'	L.O: To say the /p/ phoneme. To find the letter 'p' To write the letter 'p'	Revision of s, a, t, p Letter recognition assessment of s, a, t, p.
11.45 – 11.55 Daily Worship	Daily Worship - Gospel	Daily Worship – CST The Common Good. “What are some ways we can help everyone in our class feel happy?” “Why is it important to look after each other?”	Practise songs for buddy assembly.	Daily Worship – Songs of Praise	Daily Worship – Ten Ten
Lunch 12noon – 1pm					
Mental health and wellbeing.	Zones of Regulation (15mins) Intent – To discuss feelings. Activity: Circle time – discuss how we are feeling today.	imoves https://platform.imoves.com/lesson/3649/298 You’ve Got a Friend in Me.	Zones of Regulation Intent – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.	imoves https://platform.imoves.com/lesson/3647/297 Emotions	Zones of Regulation Regulation strategies. Activity: Discuss and practise breathing strategies for calming down. https://www.bing.com/videos/riverview/relatedvideo?q=regulation+breathing+strategies+eyfs+video&mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&FORM=VIRE
Focus Activity	R.E	Expressive Art & Design	PSHE	Understanding the World	PSED – Circle time
	L.O: To name something that God created.	L.O: To make marks using felt tip pens.	L.O: To learn that we are made in God’s image.	L.O: To compare and contrast stories including people from the past.	L.O: To talk about the ways we have been a good friend this week.

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	<p>Read the creation story. Discuss all of the things that God created. Look at the creation pictures on display. Go around the circle and ask each child to name something that God created (from creation story) Activity: In RE books, children draw something from the creation story. Practitioner to scribe pupil voice.</p>	<p>Art: Lesson 3: Mark making with felt tip pens – See Kapow planning. Mark making on pieces of paper using felt tip pens, practising creating patterns in a new medium and identifying similarities and differences between the drawing tools used.</p>	<p>Module 1 Unit 2 Session 1 I Am Me We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan</p>	<p>Revisit the story of Rosa Parkes. Activity: Work with the children to create a class bus – using chairs – steering wheel – driver’s hat. Role-play the story. Let some children on the bus but not others... How did the children feel when they weren’t allowed on the bus? Would what happened to Rosa happen now?</p>	<p>Activity: Class discussion - Who has been a good friend to you? What did they do? Can the children remember any names of their friends? Children to sit in a circle. Take it in turns to stand up. Children sitting down say. “Hello (name).”</p>
	<p>Story</p>	<p>Story</p>	<p>Story</p>	<p>RE</p>	<p>Story</p>
<p>Story Time</p>	<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>				
<p>Characteristics of Effective Learning</p>	<p>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</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
Sort the bears on to the correct colour. Sock sorting – match the pairs of socks. Peg them on the line.	Counting and sorting linking people activity. Conker counting – Put the correct number of conkers in the pot.	Decorate flowers for flower festival. Paint a picture of Rosa and her friends on a bus.	Emotions Drawing After reading the story, children paint how Rosa might have felt (e.g. sad, brave, proud). Use colours and shapes to represent emotions. Junk modelling buses. Use cardboard boxes, masking tape and wheels.	Story Retelling with Puppets or Small World Figures Use simple puppets or people figurines. Children retell the Rosa Parks story in their own words. Encourage sequencing (first, next, then) and emotional language.	Role Play Bus Stop set up chairs like a bus, with signs and tickets. Children take turns acting out being on the bus, encouraging talk about fairness and sharing. Adults model and support language like “That’s not fair” / “You can sit here” / “Let’s take turns.” Pencil control activities.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Building blocks & wooden people. People Who Changed the World – Rosa Parks Display Table - Set up a display with books, photos, and objects about Rosa Parks. Children explore and ask questions with adult support. Compare pictures of buses "then" and "now".	Fair or Unfair Sorting Game Use image cards showing different classroom or life scenarios. Children sort them into “Fair” or “Unfair” baskets. Encourage group discussion on why something is unfair.	Tuff tray and diggers – find the letters, s a t p in the tray and use the diggers to move them to the correct area. Rosa Parks small world play using small world figures.	Stickle bricks – Use the stickle bricks to make buses. Duplo – Free play and exploration.	Bikes, trikes, chalk, building using bricks, tyres and crates.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K

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<p>Work together to make jigsaws.</p> <p>Emotions game. Look at the pictures of the lady. How is she feeling? Discuss with a friend and match each picture.</p>	<p>Play a taking turns game with a friend or in a group – Spotty dog game – Adult to model.</p>	<p>Tear tissue and screw up into little balls and stick on collage picture of Rosa Parkes.</p>	<p>Fine Motor – Cutting & Sticking People - Use people pictures for children to cut out and stick different people into a group on a paper bus.</p> <p>Bus pattern tracing using felt pens.</p>	<p>Home corner. Take turns and share.</p> <p>Set up a party for 5 bears.</p>	<p>Role Play area - “Who Helps Make Things Fair?”</p> <p>Dressing up – Police officer, teacher, priest.</p> <p>Discuss roles and how we all help to make things fair in our community</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
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important.
<ul style="list-style-type: none"> Learn new vocabulary.
<ul style="list-style-type: none"> Use new vocabulary through the day.
<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them.
<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences.
<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives.
<ul style="list-style-type: none"> Describe events in some detail.
<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
<ul style="list-style-type: none"> Develop social phrases.
<ul style="list-style-type: none"> Engage in story times.
<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding.
<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
<ul style="list-style-type: none"> Use new vocabulary in different contexts.
<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound.
<ul style="list-style-type: none"> Learn rhymes, poems and songs.
<ul style="list-style-type: none"> Engage in non-fiction books.
<ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development
<ul style="list-style-type: none"> See themselves as a valuable individual.
<ul style="list-style-type: none"> Build constructive and respectful relationships.
<ul style="list-style-type: none"> Express their feelings and consider the feelings of others.
<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge.
<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally.
<ul style="list-style-type: none"> Think about the perspectives of others.
<ul style="list-style-type: none"> Manage their own needs. <ul style="list-style-type: none"> - Personal hygiene
<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

Physical Development
<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
<ul style="list-style-type: none"> Combine different movements with ease and fluency.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient.
<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - 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.