


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: ‘From Head to Toe’ by Eric Carle. <https://www.youtube.com/watch?v=1IJdpzvhpRg>
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:	6th October 2025
TLSAs:	Mrs Attwood (AM) Mrs Hull (PM)				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics Unit 1: Week 3 Numbers to 5	Power Maths To count to 5	Power Maths To count to 5	To count to 5 Workbook page 6	Power Maths To count to 5	To count to 5 Workbook page 7
9.00 – 9.30					
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
	Introduction: Share the cover page of our new book. Explain that we are going to listen to the story and join with responses. Activity: Animal Action Role Play. As you read each page, encourage the children to copy the animal's	LO: To use observational skills when drawing. Activity: To create self-portraits by applying their observational skills, using mirrors to draw their faces carefully.	<u>Heads, Shoulders, Knees and Toes</u> Children will learn: That their bodies are good and made by God The names of the parts of the body (not genitalia).	L.O: To listen and discuss our families Lesson 2: My Family Cares for Me L.O: To recognise that family members care for us and are gifts from God.	Lo: To refine our fine motor skills Dough Disco Make graphemes and objects that begin with s a t p i n

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	<p>movement and say the affirmation, "I can do it!"</p> <p><i>Examples:</i> Bending a neck like a giraffe, waving arms like a monkey, arching a back like a cat, or wiggling toes like a penguin..</p>		<p>Activity: Whole class draw around a child and label parts of the body. (Not private parts).</p>	<p>Discussion: Who looks after you at home? What do they do to show love?</p> <p>Activity: Draw or paint pictures of their family.</p> <p>Link: Talk about the Holy Family and how they loved each other.</p> <p>Outcome: Family gallery display with thank-you notes.</p>	
 11.30 – 11.50 Phonics	<p>L.O: To say the /s/ phoneme. To find the letter 'i'</p>	<p>L.O: To write the /s/ phoneme. To write the letter 'i'</p>	<p>L.O: To say the /a/ phoneme. To find the letter 'n'</p>	<p>L.O: To write the /a/ phoneme. To write the letter 'n'</p>	<p>Revision of s, a Letter recognition assessment of s, a, t, p, i, n</p>
11.50– 11.55 Daily Worship	<p>Daily Worship – Listening to the creation story</p>	<p>Daily Worship – CST Big Question: How can we care for God's creation?</p>	<p>Daily Worship – Value and virtues</p>	<p>Daily Worship – Songs of Praise Learn Everyday God – Bernadette Farrell [Official Lyric Video] - YouTube</p>	<p>Daily Worship – Gospel of the week.</p>
Lunch 12noon – 1pm					
Mental health and wellbeing. 1pm – 1.15pm	<p>Zones of Regulation & Project Evolve</p> <p>The Importance of Asking an Adult Focus: Always asking a trusted adult before doing something online. L.O: Children will understand the importance of seeking help from an adult. Discussion: What should you do if you're unsure about something online?</p>	<p>imoves</p> <p>https://platform.imoves.com/subjects/10/subcategories/296</p> <p>The Power of Yet.</p>	<p>Zones of Regulation</p> <p>L.O: – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.</p>	<p>imoves</p> <p>https://platform.imoves.com/lesson/3653/299</p> <p>Vegetable Song</p>	<p>Zones of Regulation</p> <p>L.O: – To learn regulation strategies. Activity: Discuss and practise breathing strategies for calming down. https://www.youtube.com/watch?v=RiMb2Bw4Ae8</p>

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Focus Activity	Religious Education	Expressive Art & Design	Physical Development – PE – Outdoors.	Understanding the World	Music
	<p>RB- People Who Care For Us Lesson 1: God Cares for Us L.O: To understand that God loves and cares for each of us. Story/Focus: Share a simple psalm or story that speaks of God's love (e.g. Psalm 23 "The Lord is my shepherd"). Activity: Children draw themselves in God's hands or under a rainbow of love. Reflection: Quiet moment to thank God for loving us. Outcome: Display titled "God Cares for Me".</p>	<p>L.O: To make observational drawings Activity: Drawing faces Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully.</p>	<p>L.O: To develop listening skills. Following a set of instructions. To practise starting and stopping.</p>	<p>L.O: To explore our sense of smell Introduction: Begin by gathering the children in a circle. Hold up an item with a strong, familiar smell, like a lemon or a bunch of fresh mint, and ask, "What is this? How do you know?" Lead the discussion to the idea that we use our noses to smell, and that smell helps us identify things. You can use a simple rhyme or song about the five senses to get them excited The Activity: Present the Pots: Lay out a few of the smelling pots on a mat or table. Keep the contents hidden. Model: Show the children how to gently shake the pot, and sniff inside. Model using descriptive language, such as "Hmm, this smells really fresh!" or "I think this smells like a spicy biscuit!" Explore: Allow the children to take turns choosing a pot and smelling it. Encourage them to use their words to describe what they smell. Guessing Game: Introduce a picture card for each smell. After a child smells a pot, they can try to guess what's inside and match the pot to the corresponding picture. This helps develop their cognitive and matching skills</p>	<p>L.O: To explore using our body to make a variety of sounds. Lesson 2: Body sounds Exploring using body parts to make a variety of sounds.</p>
	<p>Circle Time:</p>	<p>Play games that involve starting and stopping. Traffic lights Beans game Simon says Mr Men</p>			

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	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	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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Continuous provision and Independent activities					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Butterflies- match poms poms to the numerals	Large snakes and ladders game.	Animal Craft: Provide paper plates or cardboard boxes for children to decorate and turn into animals They can draw themselves as passengers. Animal colouring sheets.	Animal masks to make. Use small world animals to do observational drawings. Which animal will you choose?	Mark making – big roll of paper and felt tips.	Satpin tough spot activity with diggers and objects
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Investigation area looking at conkers, pine cones and any other autumnal objects	Discover pictures of different animals and discuss.	Animals Tractors Pretend food	Create habitats for different types of animals	Bikes, trikes, chalk, building using bricks, tyres and crates.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
To build a jigsaw together	Draw examples of how to be a good friend. (writing area)	Playdough – free choice.	Threading Pippets to move pieces of tissues paper.	Model what happens in the home corner	Model what happens in the reading den.

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	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Personal hygiene 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 	<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 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: <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.