

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, our story focus this week is, 'Peace At Last'. Our Key Instant Recall Facts focus for Maths is to count beyond 20. We are continuing to practise reading and spelling the following tricky words: I, to, no, go, the, into. 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:

19th January 2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. Unit 8: Comparing numbers within 9.00 – 9.30	<p>This week, children will learn to compare numbers within 10.</p> <p>Learning focus: Compare numbers and groups up to 10.</p> <p>Learning focus: Compare numbers and groups up to 10.</p> <p>Learning focus: Compare numbers and groups up to 10.</p> <p>Learning focus: To compare more and fewer.</p> <p>Learning focus: To find the difference</p>				
9.30 – 10.00 Reading & CP	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				

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	<p>Continuous Provision & Focus Activity 10.30 – 11.15</p> <p>CLL L.O: To learn new vocabulary. To engage in story times. To develop social phrases. L.O: To give meaning to marks made, to write recognisable letters. Group 1 write cvc words Group 2 write initial sounds. Group 3 play segmenting and blending robot game (Take photo to stick in book)</p>	<p>Religious Education L.O: To know that at Baptism we are welcomed into God's family. To know what happens at a Baptism.</p> <p>Introduction: Revisit all we know about a Baptism ceremony. Look at the various artefacts used. Activity: Role-Play Provide a "Baptism Kit" (doll, font, shawl, candle) for pupils to re-enact the ceremony, practicing the sign of the cross and the welcoming words: "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit". Reflect: Gather children around a "font" (bowl of water). Lead a short prayer of thanks for our families and for being part of God's family</p>	<p>Physical Development L.O: To move safely around an area and navigate obstacles. To follow instructions</p> <p>1. Warm-Up: The Bear Parade Introduce different types of bear movements to get the heart rate up and muscles ready: Polar Bear Shiver: Shake the whole body as if cold. Strong Brown Bear: March in place, flexing "strong" arm muscles. Grizzly Jog: Carefully jog in a designated space without bumping into others. Panda Walk: Move slowly and deliberately around the room. Sun Bear Curl: Quickly curl into a small ball on the floor when called,</p> <p>Main activity: Game Instructions The Setup: 2-3 children are "Bears" sleeping in their "Den" (mats) at one end of the room. The rest are "Explorers" at the opposite end ("Safety Zone"). The Sneak: Explorers tiptoe quietly toward the Den. The teacher and Explorers chant: "Tiptoe, tiptoe, don't make a sound... don't wake the bears sleeping on the ground." The Wake-Up: On the teacher's signal (e.g., a drum beat or shouting "The Bears are awake!"), the Bears jump up and roar. The Chase: Explorers must run back to the "Safety Zone" before a Bear tags them. The Reset: Tagged Explorers become Bears for the next round.</p>	<p>Physical Development L.O: To refine our gross motor control and balance.</p> <p>1. Introduction: Bear Breaths (5 Mins) Activity: Sit cross-legged. Inhale deeply through the nose while opening arms into a "Giant Bear Hug." Exhale slowly through the mouth while closing the hug. Learning: Self-regulation and lung capacity. 2. Warm-Up: Bear Movements (5 Mins) Bear Walk: Move on hands and feet with hips high. Hibernating Bear: Kneel and fold forward into Child's Pose (head on floor). Video Support: Use GoNoodle: Bear Breath for visual cues. 3. Main Activity: Story Yoga (15 Mins) Follow the narrative of "We're Going on a Bear Hunt" using these poses: Grass: Standing tall, swaying arms side-to-side (Tree/Mountain Pose). River: Sitting with legs wide, reaching forward to "splash" (Seated Forward Fold). Mud: Slow, heavy steps in place, lifting knees high. Cave: Tiptoeing in a crouched position, then freezing. Video Support: Play Cosmic Kids: We're Going on a Bear Hunt for children to follow along. 4. Cool Down: Sleepy Bears (5 Mins) Happy Bear: Lie on back, hold feet, and rock side-to-side. Hibernation: Lie still on backs (Savasana). Dim lights and listen to "forest sounds" for 1 minute. Video Support: Peace Out: Bear Meditation for guided relaxation</p>	<p>CLL / Drawing Club L.O: To give meaning to marks made. To link sounds and letters. To write phonetically plausible words.</p> <p>See Drawing Club plan.</p>
<p>11.15 – 11.45 Phonics</p> <p>Phonics ee ur ow wh y au</p>	<p>L.O: To say the /sh/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /sh/ phoneme. To find the letters 'sh', to write letters, 'qu.'</p>	<p>L.O: To write a caption Unit 8 language lesson. Use magic writing boards to write caption and word.</p>	<p>L.O: To say the /th/ phoneme and perform the Bug Club action.</p>	<p>L.O: To revisit the /th/ phoneme and perform the Bug Club action. To find the letter 'th', to write letters, th.'</p>

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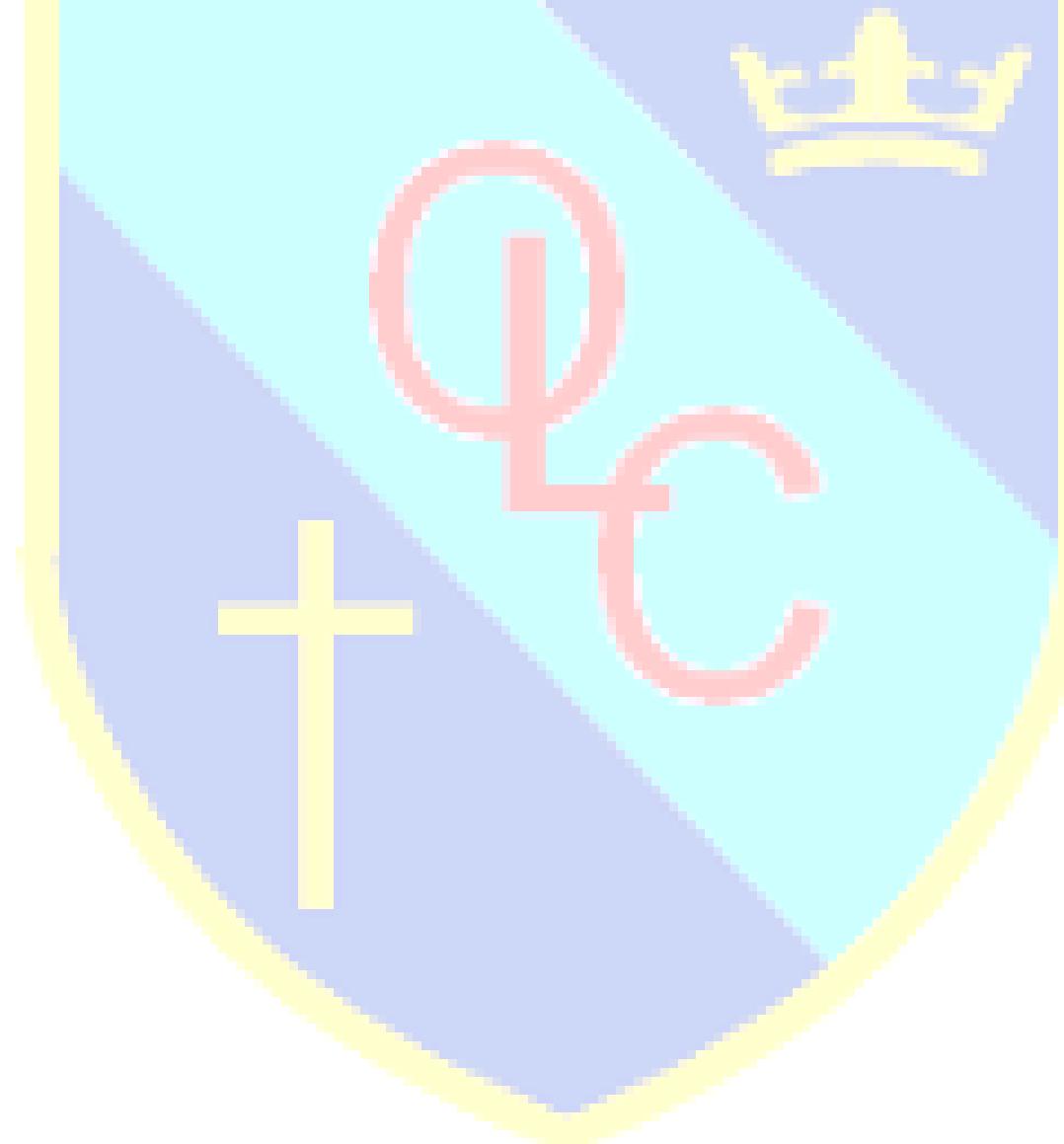
11.45 – 11.55 Handwriting	Magic writing boards: Drawing circles of different sizes in anti-clockwise direction. Practise drawing lines from top to bottom then back up the same line.	Fine motor skills – Copy the lolly stick patterns.	Dough Disco: https://www.youtube.com/watch?v=qnpILg6I6Nk	Magic writing boards: Copy the snowball patterns displayed on IWB.	Dough Disco: https://www.youtube.com/watch?v=qnpILg6I6Nk
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	Sound Detective Children close eyes. Adult makes a sound (clap, tap, shake keys). Children guess the sound.	Listen & Do Adult gives simple instructions: "Touch your nose," "Stand up," "Clap twice."	Quiet or Loud? Make sounds quietly or loudly. Children show thumbs up for loud, hands on knees for quiet.	What Did You Hear? Play two sounds in order. Children say which sound came first.	Listening carefully. Pause and listen. Children name one sound they can hear.
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE	Music – Kapow Tempo songs lesson 3.	Understanding the World RSPB Big Schools' Birdwatch 2026
	L.O: To recognise the signs and symbols of Baptism and understand it a celebration where we are welcomed into God's Family	Art Lesson 3: L.O: To create 3D Landscape Art Creating 3D landscape pictures using natural found objects; using their imagination to choose and arrange objects.	L.O: To set a goal and work towards it Understanding Goals: Children will learn what a "goal" is and how to set simple, achievable ones. Perseverance & Resilience: Lessons focus on understanding that challenges can be difficult and teaching children to "keep trying" even when a task is hard. Aspirations: Children to discuss a goal they would like to achieve.	L.O: To explore tempo .	L.O: To use observational skills to identify local birds and record data.

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	<p>Whole Class Input (Watch): Use a visual stimulus (e.g., BBC Teach: A Christian Baptism) to observe a baptism ceremony. Direct pupils to "look for" the priest, the water, and the special white clothing.</p> <p>Guided Response (Discover): Conduct a discussion using open-ended questions: What did the priest do with the water? (Introduction to the concept of cleansing/new life). Why was the candle lit? (Jesus as the Light of the World). Who was there to welcome the baby? (Belonging to a community).</p> <p>Activity: Pupils decorate a "Welcome to God's Family" Baptism card and discuss their experiences with Baptism.</p>		<p>See Kapow planning.</p>		<p>Introduction: Introduce the project using the RSPB Big Schools' Birdwatch PowerPoint. Use bird song audio clips to practice "listening" for birds before seeing them.</p> <p>The Activity (Observing & Recording): Children spend time in a designated outdoor "hide" or quiet area. Using RSPB ID Sheets, pupils mark off birds they see.</p> <p>Rule: Only record the highest number of a single species seen at once to ensure accuracy.</p> <p>Return to class and discuss our findings.</p>
2.20pm – 2.30pm			Playtime		
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;				
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>				

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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
Counting bears- order by size, count, sort.	Order bears by size sheets Subitise bear cards (twinkl)	Music Corner: Instruments to explore loud and quiet sounds. Collage: Use natural textures to create bear habitats	Painting Night Scenes: Explore dark colours and stars to create night time pictures	Drawing pads- free choice Speech Bubbles: Add blank speech bubbles for children to write what Mr Bear might say.	Pencil control bear sheet.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
IWB – Woodland cam – What can you see in the woods? https://www.gloswildlifetrust.co.uk/gloswildlifecams/woodland-cam	Study the bear pictures. Describe what you see.	Create habitats for bears	Small lego building.	Brick building. Building blocks Extra bird watch sheets to look out for any birds in the outdoor area.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Block play – Snap and turn taking games	Jigsaw building. Buzzy bees game- turn taking	Scissor skills worksheets Use textured footsteps to create an agility course and follow it	Finger gym- Threading	Ice cream café. Set up an ice cream shop for children to play serving ice creams.	Home corner. Teddy Bear Picnic: Set up a picnic area with plates, cups, and pretend food for bears.

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	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <i>within it</i>, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.