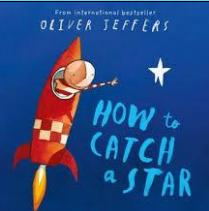


OLC WEEKLY LEARNING PLAN (FS2)



Hello children, Happy New Year! Our topic this half term is called – Starry Starry Night. Our story this week is: How to Catch a Star. 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:	5 th January 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics 9.00 – 9.30	Power Math textbook Page	Power Math textbook page	Power Math textbook page and workbook page	Power Math textbook page	Power Math workbook page
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
From international bestseller OLIVER JEFFERS  Focus Activity 10.30 – 11.00	English L.O: To listen and retell a story through actions.	R.E L.O: To understand that Epiphany is about kindness and giving.	Physical Development – PE – Outdoors.	Physical Development – PE	English L.O: To verbally form a simple, clear sentence to express an idea or describe an event.
	https://www.youtube.com/watch?v=H6S7RyE80QI -video of the story. Children to listen to the story. Children go through the story again but this time	Starter Discussion Re-show the picture of the Wise Men.	Activity 1- Teacher calls instructions and children respond with movements:	Warm up- train adventure Skill- exploring dynamic balance. Skill application – 5 little puffer trains	re-read <i>Catch a Star</i> with the class. Pause to ask: <ul style="list-style-type: none">• <i>What happened when the boy tried to catch a star?</i>• <i>How do you think he felt?</i>

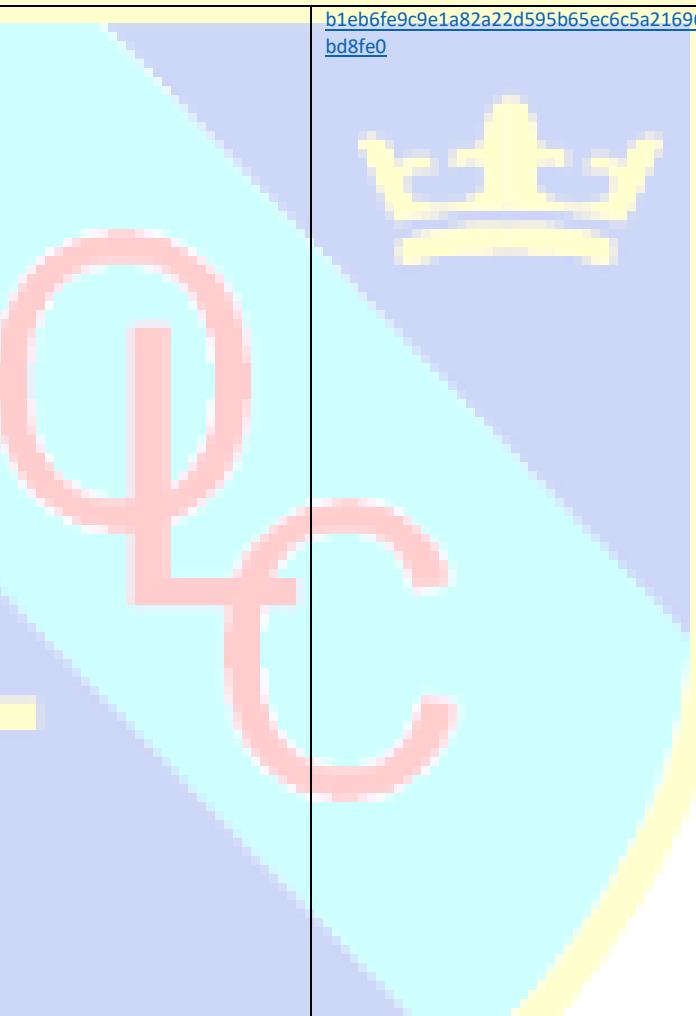
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	<p>will put actions to the story.</p> <p>Teacher will draw a story map as they go through it.</p> <p>Take a picture to stick in books.</p>	<p>Ask: <i>"Why do you think they brought gifts?"</i></p> <p>Introduce the idea that giving makes people feel loved.</p> <p>Crown-Making</p> <p>Children decorate a paper crown like a Wise King.</p> <p>Talk about journeys, stars, gifts while working.</p> <p>Kindness Gift Activity</p> <p>Give each child a small paper "gift box" shape.</p> <p>Children draw something they would like to give someone (e.g., hug, smile, picture).</p> <p>Encourage them to say who it is for and why.</p> <p>Circle Time Sharing</p> <p>Using a talking object, each child can share: "My gift is... for... because..."</p>	<ul style="list-style-type: none"> • "Stars on the ground!" → children crouch small like a pebble • "Stars in the sky!" → jump up and stretch hands high • "Stars far away!" → run to a boundary you choose • "Stars close!" → run back to teacher <p>Activity 2- Pick different spots in the playground.</p> <p>Teacher explains: "There are stars hiding in the air above us. Can you jump to catch them?"</p> <p>Children move around freely and:</p> <ul style="list-style-type: none"> • Jump to "catch" stars • Stretch up on tiptoes • Do star-shaped body poses • Pretend to sweep stars from low to high <p>Add fun challenges:</p> <ul style="list-style-type: none"> • Catch five stars • Catch a big star (big stretch) • Catch a tiny star (small jump) 		<p>"If I could catch a star..." writing prompt</p> <ul style="list-style-type: none"> • Children imagine what they would do if they could catch a star. • Model saying a simple sentence. Encourage children to create their own simple sentences. • Model writing a simple sentence on the board: <ul style="list-style-type: none"> ○ <i>I would put my star in a jar.</i> ○ <i>My star would shine in my room.</i> • In books children can draw in a star what they would do with it. Encourage children to either write a word or a simple sentence. • Provide word banks with key vocabulary: <i>star, sky, catch, shine, bright, happy.</i> • Support with sentence starters: <i>I would..., My star..., The star....</i>
	Bug Club Phonics	Bug Club Phonics	Bug Club Phonics	Bug Club Phonics	Bug Club Phonics

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11.00 – 11.40 Phonics					
11.45 – 11.55 Daily Worship	Daily Worship – Gospel	Daily Worship – Ten Ten	Daily Worship – Values and virtues	Daily worship – Songs of praise	Daily Worship – Ten Ten
Lunch 12noon – 1pm					
1pm – 1.15pm	Handwriting- dough disco	Handwriting- threading	Handwriting- patterns shapes	Handwriting- finger gym	Handwriting- letter formation
	Oracy and auditory processing- what is the sound in the box?	Oracy and auditory processing- sound bingo	Oracy and auditory processing- I went to the shop and bought follow on game	Oracy and auditory processing-	Oracy and auditory processing-
Focus Activity	Religious Education	Expressive Art & Design	PHSE/RSE	Understanding the World	Music
	L.O: To understand that the Wise Men followed a star to find baby Jesus.	L.O: To explore clay and its properties.		L.O: To learn who the artist Van Gough was.	L.O: To understand why songs have actions
	<ul style="list-style-type: none"> • Starter (Carpet Time) • Show a big star and ask: "What do stars help us do?" • Explain: "Long ago, three Wise Men saw a special star." • Story Time • Read or tell the Epiphany story using pictures. • Highlight: the journey, 	<p>Show the pupils a lump of clay and ask if anyone knows what it is. Explain that most clay comes from the ground – it's a bit like very thick mud! Clay has been used to create sculptures and models for thousands of years.</p> <p>2. Invite the pupils to access the clay station to experiment and explore with their hands. Support them by using some of the key vocabulary and prompts but remember that this is about process not product, so there is no need</p>		<p>Children to find out about who Vincent Van Gogh was and to try a recreate art work like him.</p> <p>https://content.twinkl.co.uk/resource/c5/d7/tf-t-2662933-early-years-ages-3-5-van-gogh_ver_2.mp4?token=exp=1765209265~acl=%2Fresource%2Fc5%2Fd7%2Ftf-t-2662933-early-years-ages-3-5-van-gogh_ver_2.mp4%2A~hmac=378c4f750b20c09e4</p>	<p>Begin the lesson by singing and doing the actions for 'Head, shoulders, knees and toes.'</p> <p>2. Ask the children why we add actions to songs. Discuss that actions make songs more fun and easier to understand and remember.</p> <p>3. Highlight that actions can also be used to help make songs easier to understand for children who find communicating difficult, or for people who are deaf. Share with the children the Makaton signs for the song 'Row, row row your boat,' using the link: 'Row row your boat'*</p>

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	<p>following the star, giving gifts.</p> <ul style="list-style-type: none"> • Object Exploration • Show the 3 gifts. • Ask children what gifts they might give a baby. • Let them hold/look at the objects. • Movement Activity: Follow the Star • Move around the room while the teacher holds the star. • Children "journey" like the Wise Men and stop at the "stable". • Reflection • Ask: "What did the Wise Men see? Where did they go? What did they bring?" <p>Take pictures for the books.</p>	<p>to focus on what they are making.</p> <p>3. Invite the pupils to experiment with the different ways they can manipulate the clay and how they affect its shape. One of the best ways you can do this is by getting involved and playing with the clay yourself. The pupils will copy some of your techniques and will enjoy chatting to you as you play alongside them, narrating what you are doing.</p> <p>https://video.link/w/FeYyd Watch Morph and discuss with children how he is made of clay and how he can be moved, bent and twisted.</p>		<p>b1eb6fe9c9e1a82a22d595b65ec6c5a21696b6045 bd8fe0</p>	<p>4. Discuss the fact that the signs often resemble the action.</p> <p>5. Sing the song through with the children and add all the signs they have learnt.</p> <p>6. Sing the song 'If you're happy and you know it' and ask the children to suggest appropriate actions for each verse.</p>
Story Time	Story	Story	Story	Story	Story

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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
I spy counting to 10 Match the stars to the numbers	Counting to 10 Peg the number of stars	How to catch a star modelling dough After we have looked at van gough- pastels and some of his pictures can children copy.	Build constellations with small parts, buttons, sticks pebbles. Star paint on tin foil	Caption writing	Pencil control activities
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Investigation station sinking/ floating.	Display books about stars and space.	Loose Parts Exploration Provide buttons, gems, and shiny stones as "stars." Encourage children to build ladders, rockets, or boats with blocks, sticks, or Lego. Let them problem-solve different ways the boy might catch his star.	Space tray	Bikes, trikes, chalk, building using bricks, tyres and crates. Draw star constellations with chalk.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K

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Role-play scenarios: "How did the boy feel when he couldn't reach the star? How did he feel when he found the starfish?"	Challenge corner	Glitter trays	Place the pom poms Cut and decorate the stars	Model what happens in the home corner	Model what happens in the reading den.
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Class Email Address:	Please direct all queries to the school office email on: office@olc.solihull.sch.uk
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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.