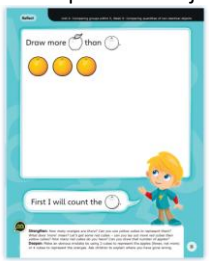
OLC WEEKLY LEARNING PLAN (FS2)

Hello children, this week we are learning about Bonfire Night. Remember, remember the 5th November!
For RE, we need to learn the following statements:

Teachers:	**Mrs Monington / Mrs Haycock, Mrs Kinchin.**	**Year:**	**FS2**	**Date:**	**WB: 2nd November 2026**

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Focus & Continuous Provision. **9.00 – 9.30**	Power Maths: This week, children will compare groups of identical objects using the language more, fewer and less. Identical objects are compared in different orientations, and include equal-quantity groups to prompt more creative thinking about how identical groups can be compared				
	INSET DAY	RE Propehcy & Promise Know:	RE Prophecy & Promise Know:	Power Maths Unit 2 Week 5 Learning Focus: To compare quantities of non identical objects	Power Maths Learning focus: To compare quantities of non identical objects To complete maths journal p.11 
9.30 – 10.00 **Continuous Provision**	Adults in provision to model the following areas: Reading corner, role play, malleable, art, duplo, building.				
10.00 - 10.15	Playtime				
10.15 – 10.20	Snack time				
10.20 – 10.30 **Oracy & Auditorty Processing.**		Drawing from instructions	Position word games	Listening games	Turn-taking conversations.

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 **Continuous Provision & Focus Activity 10.30 – 11.30**		Power Maths Learning focus: To compare quantities.	Physical Development See Get Set 4 PE Planning Ball skills unit 1 lesson 3	Physical Development See Get Set 4 PE Planning Ball skills unit 1 lesson 4	CAL LO: To listen attentively to a traditional poem, join in with repeated refrains, and use actions to express meaning **Active Listening** Gather the children in a circle. Introduce a **"Mystery Sound Box"** containing a small drum or some dry leaves/bubble wrap. Make a rhythmic *tap-tap-tap* or *crackle* sound inside the box. Ask children to listen with "giant ears" and guess what the sound represents (sparks, footsteps of the plotters). Introduce the poem: *"Today, we are using our excellent listening ears to hear a very old poem. It has a rhythm like a heartbeat."* Recite the first stanza clearly, emphasizing the rhythm: *"Remember, remember, the fifth of November,* *Gunpowder, treason and plot.* *I see no reason why gunpowder treason* *Should ever be forgot."* **Understanding & Speaking** **Vocabulary Breakdown:** Pause and explore the tricky words using your voice and body. **"Remember"** – Tap your temple. *"What does it mean to remember? The opposite of forget!"* **"Treason and Plot"** – Put a finger to your lips and whisper. *"A plot is a secret plan. Guy Fawkes had a big secret."* **Choral Speaking Play:** Recite the poem again, but invite the children to play with **dynamics and tone** to develop their speaking skills: **The Whisper:** Recite it like the secret plotters in the dark cellars. **The King's Voice:** Recite it in a loud, proud, regal voice. **The Echo:** You say a line, and they echo it back to you with matching expressions.
11.00 – 11.30 Phonics		Revise: s,a,t, p, i, n	Revise: m, d, g,o,c,k	Revise: ck,e,u,r,h,b	Revise: f,ff,l,ll,ss To recognise: I to, the, no, go.
11.30 – 11.40 Handwriting		Ladder letters	Ladder letters	Ladder letters	Ladder letters

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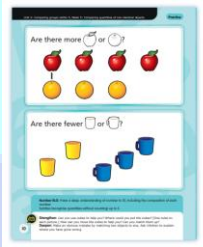
11.45 – 11.55 Daily Worship		Daily Worship - Songs of praise.	Daily Worship – Ten Ten	Daily Worship – Songs of Praise	Daily Worship – Ten Ten
Lunch 12noon – 1pm					
Mental health and wellbeing. 1.05pm – 1.15pm		**imoves** Anxiety Hotspots: https://platform.imoves.com/lesson/3646/297	**Zones of Regulation** Intent – To learn regulation strategies for keeping calm. Activity: Discuss how breathing can help to calm us down.	**Imoves** Emotions: https://platform.imoves.com/lesson/3647/297	**Zones of Regulation** Regulation strategies. Activity: Puffer Fish Breathing. https://www.bing.com/videos/riverview/relatedvideo?q=regulation+breathing+strategies+eyfs+video&mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&FORM=VIRE
Focus Activity & Continuous Provision  **1.15 – 2.15**		**Expressive Art & Design** LO: To safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, and form to create a 3D rocket Make 3D shape rockets using cylinders and cones. Glitter painting – Roll marbles through glitter paint.	**Power Maths** Learning focus: To compare quantities of non identical objects. To complete maths journal p.10 	**Understanding the World** LO: To understand the historical reason why we celebrate Bonfire Night. Start the session in the dark with the blinds pulled down. Display a vibrant picture of a firework display or play a short audio clip of crackling and popping firework sounds. Ask the children: *"Have you ever seen fireworks or a big bonfire at night?"* Let them share their real-world experiences. Introduce the historical element: *"We see fireworks today (in the present), but did you know we light them because of something that happened a very, very long time ago (in the past)* *Introduce the child friendly version of the story using the bbc video.* https://www.bbc.co.uk/teach/class-clips-video/articles/zfdntrd#zvf43qt Activity: Provide children with black paper, sparkly paint and glitter to make their own firework pictures.	**PSED – Circle time** **Music** Fireworks sounds See Kapow planning.
Story Time 2.55pm – 3.10pm	**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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Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Large snakes and ladders. Count the number of spaces to move.	FS2HM Shape sorting activity. Which colour has the most? Least? How many?	Printing with paint and utensils. Add glitter to paint to represent fireworks.	Free choice collage.	Cvc sorting game. Match the pictures and make the cvc words.	Adults in provision, model mark making / pencil control Glitter in tuff tray and paint brushes – Children to mark make and practise forming the letters and shapes.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
		Use the building blocks to make a school.	Cars and road.	Use the bricks to build a school. Home corner. Reading house.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Puzzles with a friend.	Train track – Work together to build the train track.	Play dough Cutting shapes Stepping stones.	Bead threading Free choice cutting skills using Smyths catalogues. Ribbon dancing	Set up a school.	Doctors and nurses

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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

- 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.