

OLC WEEKLY LEARNING PLAN (FS1)



Week 5

May is the Month of Mary. For centuries, the Catholic Church has set aside the entire month of May to honour Mary, Mother of God. Not just a day in May, but the entire month.

“For all those who have no peace, let us invoke Mary, the woman who brought into the world the Prince of Peace.”

Pope Francis


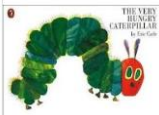

CELEBRATING THE MONTH OF

Mary






This Weekly Learning Plan shares the learning that will be taking place this week and helps you to complete it during your time at home. Each day has a variety of lessons to ensure you access the whole curriculum while at home. You will find that there may be some slides to read / share with a grown up or a video to watch. There will also be some activities to complete.

Teachers: TLSAs: Student TLSA:	Mrs Sandhu-White Miss Doyle (Whole Day) Miss Moir (AM) Mrs Shemila (Whole Day)	Year:	FS1	Date:	WB 11 th May 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00am	Hang up coats, morning prayer, registration, dinner choices. Zones of regulation register. Wake up shake up.				
9.00am – 9.15am	Daily Worship Gospel	Daily Worship Meditation Prayers	Daily Worship To live as Jesus taught us	Daily Worship Song of Praise	Daily Worship Song of Praise
 9.15am – 9.30am Focus group work. 9.30am – 10.00 Continuous Provision.	Communication Language & Speaking and Listening Text: The Very Hungry Caterpillar. LO: To explain why a caterpillar changes into a butterfly 	Expressive Arts & Design LO: To share their creations, explaining the process they have used.	Lesson 1: Jigsaw Piece 1 (My Family and Me) LO: To tell you about my family.	RE: May is the Month of Mary.  BIG QUESTION: Who is Mary?	PE: Off to the Seaside LO: To practice gross motor skills.

OLC WEEKLY LEARNING PLAN (FS1)



	<p>Discuss-why a caterpillar changes into a butterfly (see information at the end of planning). Compare to the life of a human and the different stages-baby, child, teenager, adult, elder.</p>	<p><u>Activity:</u></p>  	<p><u>Activity:</u> (small groups) Family puzzle, work together to build the picture. Count who is in it - who do they think each person is? Jigsaw Jenie asks the children what a family is, as s/he doesn't know if s/he has one. Teacher/TA shows picture of their own family. Talk about names, what they are like, what jobs/activities they do. Children to take it in turns to show their photo or simply talk about who is in their family. If you are part of a school, you could try to round up Jigsaw Friends from other year groups to show Jigsaw Jenie's family. Questions: What is a family? Who is in your family? Can you describe them? How do they make you feel? (Be prepared for all kinds of responses.). <i>Rising 3's</i> <i>To draw a picture of who is their family.</i></p>	<p><u>Activity:</u> Recap on key language from the previous lesson. Who is Mary? Explain to the children that May is the month of Mary. Explain that our school is named after Mother Mary (Explain why we call her Mother Mary) Visit the statue of Mary in school.</p>  <p>Children to paint a picture of Mary- Explain why she wears blue.</p>	<p><u>Activity:</u> Bike Coordination Footwork</p>
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15	Maths	Phonics	Maths	Understanding the World Speaking & Listening	Phonics
	LO: To make comparisons between	LO: To talk about the different phonemes that make up words	TO: To make comparisons between objects relating to length.	LO: To understand the difference between a	LO: To talk about the different phonemes that make up words

OLC WEEKLY LEARNING PLAN (FS1)

	<p>objects relating to length.</p>	<p>Learn: s.</p>		<p>caterpillar and a moth?</p>	<p>Learn: a.</p>
	<p><u>Activity:</u></p> <p>Give children a small collection of everyday objects—like ribbons, pencils, toy snakes, or strips of paper.</p> <p>Ask them to:</p> <p>Hold two objects side by side Look carefully and decide which is longer and which is shorter</p> <p>You can say: <i>“This ribbon stretches out nice and long, while this one is quite short and small. Can you spot the difference?”</i></p> <p>Let them line objects up from shortest to longest</p> <p>Use fun words like <i>“stretchy,” “tiny,” “tall,”</i> and <i>“little”</i></p> <p>Share PP-complete sheet</p>	<p><u>Activity:</u></p> <p>Bug Club</p> <p>Rising 3’s What sounds can we hear in the classroom? Can we copy the sound?</p>	<p><u>Activity:</u></p> <p>“Footstep Paths”</p> <p>Use tape, chalk, or string to make two or three lines on the floor—each a different length.</p> <p>Ask the children to:</p> <ul style="list-style-type: none"> • Walk along each path • Count their steps • Compare which path took more or fewer steps <p>You can say: <i>“This path goes on and on—it’s quite lengthy! This one is much more teeny and quick to finish. Which one took more steps?”</i></p> <p>Rising 3’s Number puzzles</p>	<p><u>Activity/Watch:</u></p> <p>Caterpillar or Moth</p>	<p><u>Activity:</u></p> <p>Bug Club</p> <p>Rising 3’s What sounds can we hear in the classroom? Can we copy the sound?</p>
<p>Nursery rhymes and songs</p>					

OLC WEEKLY LEARNING PLAN (FS1)

Story – Hand washing – Prayers - Lunch

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Afternoon	Continuous provision and independent activities		
<p>Continuation of morning activities and continuous provision.</p>	<p><u>Maths Area</u></p>  <p>Number dominos</p> <p>Number puzzles</p> <p>Ladybird spot counting activity</p>	<p><u>Expressive Art & Design Area.</u></p> <p>To use available props to develop stories and make imaginative play more purposeful.</p>	<p><u>Communication Language & Literacy Area.</u></p> <p>Writing box-pencils, paper, small whiteboards,</p> <p>Writing wall</p> <p>Magnetic letters</p> <p>Roll and play</p>
	<p><u>Understanding the World</u></p> 	<p><u>Small World Area</u></p> <p>Family groups-large house</p> <p>Farm animals and family</p>	<p><u>Outdoor Area</u></p> <p>Bikes, trikes, chalk, building using bricks, tyres and crates.</p> <p>Planting seeds in the Nursery planters</p> <p>Create a reading area</p> <p>Prams, babies, water tray to bathe the babies. Garden area - provide tools to dig. Generate conversation of things that they may do at home</p>
	<p><u>PSED</u></p> <p>Giant floor puzzles with an adult in small groups</p> <p>Photo pack of families (photos need to represent all styles of families and cultures, special occasions and everyday activities to stimulate discussion). (Teacher to find more.)</p>	<p><u>Finger Gym</u></p> <p>Pasta threading</p> <p>Spaghetti cutting</p> <p>Play dough-make caterpillars, butterflies. Use cutters.</p> <p>Butterfly puzzles</p>	<p><u>Role Play Area</u></p> <p>Role-play - set up as a house. Outfits and props appropriate to today's families, e.g. (old) mobile phones, take-away menus, pretend food (from other cultures - good idea to reflect the background of children within your setting), household appliances, etc.</p>

OLC WEEKLY LEARNING PLAN (FS1)

Children to compare who is in their family and things they do together with what is happening in the pictures.		

Communicating with school

If you have any queries, please contact the school office. office@olc.solihull.sch.uk

LO: To explain why a caterpillar changes into a butterfly

A caterpillar doesn't stay the same forever—it goes through an amazing change called a life cycle. After hatching from an egg, the caterpillar spends its time eating leaves so it can grow bigger and stronger.

*It munches and munches, almost like a tiny, **greedy** explorer, storing up energy for what comes next.*

When it is ready, the caterpillar forms a chrysalis (a kind of protective case). Inside, something truly **marvellous** happens.

*Hidden away, the caterpillar begins to **transform**, its body slowly changing in a quiet, almost magical way.*

After some time, it emerges as a butterfly.

*It breaks free and unfolds its delicate wings, no longer crawling but ready to **flutter** and soar through the air.*

So, a caterpillar changes into a butterfly because it is growing and following its natural life cycle—turning into its next, beautiful form.