
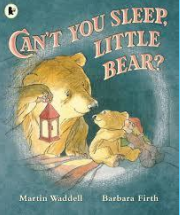


OLC WEEKLY LEARNING PLAN (FS2)



Hello Children,
Our book this week is called, 'Can't You Sleep Little Bear.'

Teachers: TLSAs:	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	26 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 - Combining 2 groups to find the whole	Power Math textbook Combining 2 groups to find the whole	Power Math textbook and workbook Combining 2 groups to find the whole	Power Math textbook Combining 2 groups to find the whole	Power Math workbook – revision Combining 2 groups to find the whole
9.30 – 10.00	Play partner support in continuous provision activities.				
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
 Focus Activity 10.30 – 11.00	English L.O: To write cvc words. To write initial sound to a word. Children to listen to the story can't you sleep little bear. Children to add actions to the story as they are reading it. Afterwards as a class can you sequence the story together. First... Next... Then..	R.E L.O: To identify some symbols of Baptism. Key Vocabulary <ul style="list-style-type: none"> • Baptism • Water • Candle / Light • Cross • White • Church What Are Symbols?	Physical Development – PE – Outdoors. Equipment <ul style="list-style-type: none"> • Cones or spots • Hoops or mats (dens) • Scarves or ribbons (stars/light) • Soft music (optional) Warm-Up – Waking Up the Bears Activities:	Physical Development – PE Warm up- train adventure Skill- exploring dynamic balance. Skill application – 5 little puffer trains	English L.O: Drawing club See drawing club plan

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After...

Children to write cvc words linked to the story.

Activity:

- Show familiar symbols (heart ♥, stop sign ●).
- Ask:
 - "What do these pictures mean?"
- Explain simply:

"A symbol is a picture or object that helps us remember something special."

Discuss what a Baptism is and then show children the different symbols they would see in at a baptism.

Water 💧

- "Water is poured on the baby's head."
- "Water shows new life and being clean."

2. Candle / Light 🕯️

- "A candle is lit."
- "The light shows God's love and Jesus' light."

3. White Clothing 🤍

- "The baby wears white."
- "White means new and special."

4. Cross ✝️

- "The cross shows God's love."

- Curl up small like sleeping bears
- Stretch arms and legs slowly
- Yawn and reach up high
- Walk around the space carefully (night-time walking)

Main Activity 1 – Moving Like Bears (10 minutes)

Bear Movements

Teacher calls out movements:

- **Big Bear** – heavy steps, strong arms
- **Little Bear** – small, quick steps
- **Sleepy Bear** – slow, droopy movements
- **Scared Bear** – tiptoe, look around

Light and Dark Game (10 minutes)

How to play:

- When teacher says **"Dark"**:
 - Children curl up small and still
- When teacher says **"Light"**:
 - Children stretch, move freely, or wave scarves

Add challenge:

- Balance on one foot when in the dark
- Travel in different ways in the light


Bear Dens (5–10 minutes)

Setup:

- Hoops/mats = dens

Activity:

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		<ul style="list-style-type: none"> • “The priest makes the sign of the cross.” Activity- Baptism Symbols Wheel <ul style="list-style-type: none"> • Paper circle divided into 4 sections. • Children draw: <ul style="list-style-type: none"> ○ Water ○ Candle ○ Cross ○ White clothing 	<ul style="list-style-type: none"> • Children move around as bears • On signal, return to a den and: <ul style="list-style-type: none"> ○ Balance ○ Curl up ○ Freeze Emphasise: <ul style="list-style-type: none"> • Control • Listening 		
 11.00 – 11.30 Phonics	Bug Club Phonics- ng Learning the sound	Bug Club Phonics- ng writing the sound	Bug Club Phonics- language lesson	Bug Club Phonics- ai learning the sound	Bug Club Phonics- ai writing the sound
Lunch 12noon – 1pm					
1pm – 1.15pm	Handwriting- Finger gym	Handwriting-dough disco	Handwriting- pre shapes on writing tablets	Handwriting- write on me	Handwriting- letter formation
	Oracy and auditory processing - Mystery Bag Child feels an object and describes it before naming it.	Oracy and auditory processing- Describe It Show an object/picture. Children say colour, size, and use.	Oracy and auditory processing- Opposites Game Adult says “big,” children say “small” etc.	Oracy and auditory processing- What’s Missing? Show 3 objects, hide one. Children say what’s gone.	Oracy and auditory processing- Action Words Children act out verbs: jump, crawl, stretch, spin.
Focus Activity	Religious Education	Expressive Art & Design	PHSE/RSE	Understanding the World	Music
	L.O: To know the story of Presentation of Jesus. To know that this was a special celebration for Jesus.	L.o: To create natural 3D landscape pictures using found objects. Take the pupils into the outdoor area and show	Ten Ten- Module 2 session 1	L.O: To know that some animals are nocturnal and what this means. Key words -Nocturnal, night, dark, daytime, awake, asleep, owl, bat, fox, hedgehog.	L.O: To explore beat through body movement To express feelings and emotions through movement to music. Discuss the previous lesson and recap the meaning of a ‘beat’ in

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them the 3D picture that you have already created. Talk through your choices of natural materials e.g. using leaves to create the floor and sticks to represent the trees.

2. Talk through the materials that you have collected and share suggestions as to how they could each be used. If you have time, you may like to involve the pupils in collecting the materials – see Teacher notes.

3. Give each child a piece of paper and allow them to use the natural materials to create their landscape, laying them out on the paper to create a scene. Support them in choosing natural objects for their picture: “How do you think we could make a bush? What might work best?”

4. When the pupils are happy with their creation, they can use the PVA glue to stick each element down.

Discuss with children what nocturnal means and ask children do they know any nocturnal animals. Display pictures of nocturnal animals and name them together. Switch off the lights and use a torch to explore how the animals would see and move in the dark. Then show animals which are day animals name them.

Children then complete a sorting activity.

music. This lesson, the children focus on another musical word: tempo.

2. Ask if the children remember what tempo means. (The speed of the music).

3. The children are going to play a tempo game. Show them three coloured circles you have cut out.

Explain that:

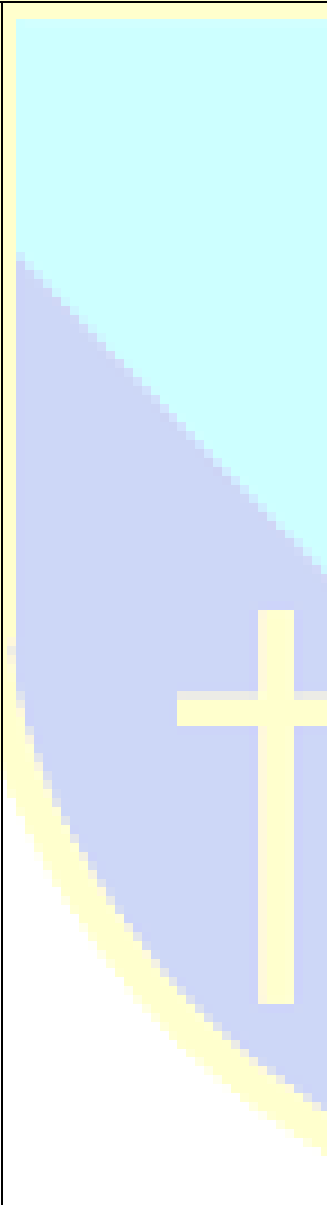
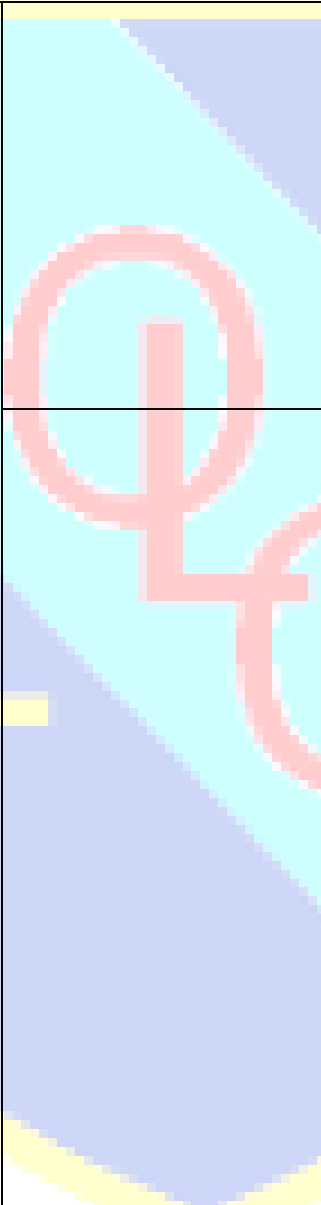
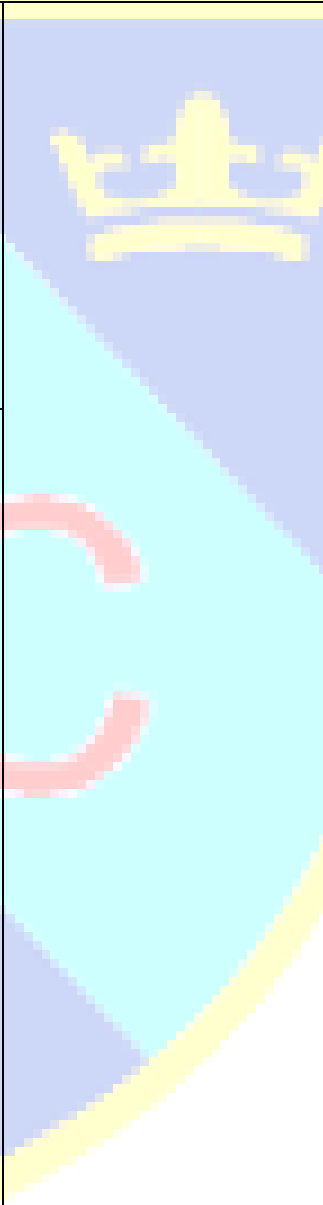
- green = fast tempo
- yellow = moderate (medium) tempo
- red = slow tempo

Place the three colours on the floor, at least a few metres apart for each other.

4. Play the first few seconds from the following clips of music. Play to the children from your audio device.

5. Ask the children to decide which tempo the music has. The children move and stand next to the relevant coloured circle.

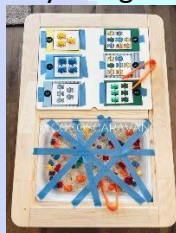
6. Stop the music and discuss the correct answer and repeat.

	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Jesus • Mary • Joseph • Temple • Celebration • Special <p>Starter- What is a celebration?</p> <p>☐ Sit the children in a circle.</p> <p>☐ Ask:</p> <ul style="list-style-type: none"> • “What celebrations do you know?” (birthday, Christmas, weddings) • “How do we know something is special?” (family together, gifts, candles, happiness) <p>☐ Explain: <i>“Today we are learning about a very special celebration for baby Jesus.”</i></p> <p>Show a video of the story https://www.youtube.com/watch?v=leN-xNrjibo</p> <p>Thinking question- “Why do you think this was a special day for Jesus?”</p>					
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	Children to draw a picture of Jesus being presented in the temple Celebration Picture Baby Jesus Mary and Joseph Candles or hearts to show celebration				
11.45 – 11.55 Daily Worship	Daily Worship – During class worship - Talk about the brave soldiers. Talk about the significance of the poppy.	Daily Worship – Ten Ten	Daily Worship – Value and virtues	Daily Worship – Songs of Praise	Daily Worship
	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
Painting dots on a ten frame two different colours.	Adding to cubes to 10	Bear habitat collage.	Paint bears -use cotton wool, sponges, forks and crunched paper	Writing tablets	Sticky notes- writing cvc words Magnets letters on white boards
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Sinking and floating exploration https://wildheartanimal sanctuary.org/webcams/	Pictures of bears/bear books	Build habitats for bears.	Lego-build a den	Bikes, trikes, chalk, building using bricks, tyres and crates.	
PSED		Physical Development		Communication & Language	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Turn taking game	Jigsaws	Modelling dough- bear themed Scooping bear out of water- sorting them into colours	Threading Peg board Pull teddy bears out of tray using tweezers 	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.