

# OLC WEEKLY LEARNING PLAN (FS1)



## Week 4

*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.*

<b>Teachers:</b> <b>TLSAs:</b> <b>Student TLSA:</b>	<b>Mrs Sandhu-White</b> <b>Miss Doyle (Whole Day)</b> <b>Miss Moir (AM)</b>	<b>Year:</b>	<b>FS1</b>	<b>Date:</b>	<b>WB 16<sup>th</sup> March 2026</b>
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>8.45 – 9.00am</b>	Hang up coats, morning prayer, registration, dinner choices. Zones of regulation register. Wake up shake up.				
<b>9.00am – 9.15am</b>	<b>Daily Worship</b> Gospel	<b>Daily Worship</b> Meditation Prayers	<b>Daily Worship</b> To live as Jesus taught us	<b>Daily Worship</b> Song of Praise	<b>Daily Worship</b> Song of Praise
<p style="font-size: small; margin-top: 5px;">                         9.15am – 9.30am                          Focus group work.                          9.30am – 10.00                          Continuous Provision.                     </p>	<p style="font-weight: bold; font-size: 1.2em;">Communication Language &amp; Speaking and Listening</p> <p style="font-weight: bold; font-size: 1.2em;">Text: Chomp, Chomp Big Roars! Here Come the Dinosaurs.</p> <p style="margin-top: 20px;">LO: To make comments about what they have heard and ask questions to clarify their understanding.</p>	<p style="font-weight: bold; font-size: 1.2em;">Expressive Arts &amp; Design</p> <p style="margin-top: 20px;">LO: To share their creations, explaining the process they have used.</p>	<p style="font-weight: bold; font-size: 1.2em;">Well-being Wednesday</p> <p style="font-weight: bold; font-size: 1.2em;">Jigsaw</p> <p style="margin-top: 5px;">Lesson 3 - Food, Glorious Food</p> <p style="margin-top: 20px;">LO: To know what the word 'healthy' means and that some foods are healthier than others</p>	<p style="font-weight: bold; font-size: 1.2em;">RE:LENT: Holy Week</p> <p style="font-weight: bold; font-size: 1.2em;">BIG QUESTION: Who is Jesus' father? The Easter Story.</p> <div style="text-align: center; margin-top: 10px;"> </div>	<p style="font-weight: bold; font-size: 1.2em;">PE: REAL PE-Off to the Seaside</p> <div style="text-align: center; margin-top: 10px;"> </div> <p style="margin-top: 5px;">Spatial Awareness</p> <p style="margin-top: 20px;">LO: To enhance spatial awareness and body control.</p>

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Watch/Listen:  
[Chomp, Chomp Big Roars!](#)  
[Here Come the Dinosaurs.](#)

Activity:  
 Dinosaur Hunt-adult to hide the dinosaurs around the classroom, children to find them in pairs.

Rising 3's  
*To participate in the main lesson, paired with an older child.*

Activity:  
 Children to make an Easter basket.



Activity:  
 Sing the Jigsaw Song: 'Make a Good Decision'.  
 (Small groups) 2 teddies/dolls with their lunchboxes. One box full of not so healthy food, the other full of healthy food. Children to talk about them (make notes of their comments). Jigsaw Jenie explains the terms healthy and not so healthy. What do they mean? Make a healthy sandwich together, talk about fillings and how they are good for you and the effect they have on your body. Questions: What does healthy food do to our bodies? If you ate less healthy food all the time, what would happen to your body? If something is less healthy does that mean you can never eat it? Share the sandwich (a little bit each) and share with each other what their favourite healthy snack is.

Rising 3's *Share pictures of fruit and veg-how many can the children name*

Activity:  
 Recap on key language:  
 Vocabulary: Jesus, cross, Sign of the Cross, sad.  
 Recap on previous learning.

Share Easter Story

Children to create the image below.



Activity:  
 Warm-up: Moving through hoops or tunnels.


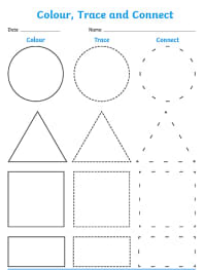

Dancing and moving to music, exploring different levels (high, low).

Spatial awareness games (e.g., following pathways, moving around obstacles).






Parachute play: lifting and lowering the parachute together, experimenting with different movements.

10.00 – 10.15	Snack time			
10.15 – 10.45	Morning play			
10.45 – 11.15	Maths	Phonics	Maths	Understanding the World

OLC WEEKLY LEARNING PLAN (FS1)

<p>LO: To recognise different shapes.</p>	<p>LO: To think about the sounds that words start with.</p>	<p>LO: To recognise different shapes.</p>	<p>Speaking &amp; Listening LO: To make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>LO: To think about the sounds that words start with.</p>
<p><u>Watch:</u> <a href="#">Shape PowerPoint</a></p> <p><u>Activity:</u> Complete individual shape recognition assessment from Autumn Term.</p> <p><i>Rising 3's</i></p>  <p>SHAPE ACTIVITIES FOR PRESCHOOL</p>	<p><u>Activity:</u> Bug Club Phase 1. Unit F – A Day at the Beach</p> <p>Going to the beach Sing in a rhyming voice “We’re all going to the beach tomorrow, the beach tomorrow, the beach tomorrow. We’re all going to the beach tomorrow and we are going to take something starting with ...” Suggest a sound and ask children to think of something they can take to the beach starting with that sound, for example, /t/ might be a towel, /b/ for a bucket, /s/ for a spade. Go through all the things that you thought of to take to the beach and talk about how you might pack them up.</p>	<p><u>Activity:</u> <a href="#">Tracing shape sheet</a></p>  <p><i>Rising 3's</i> <i>Shape sorting activity</i></p> 	<p><u>Activity:</u> Recap on RE lesson. Read The Easter story again. Ask Who? What? Why? When? Where? Questions-record the responses. Ask if the children have any questions about the story.</p>	<p><u>Activity:</u> Play ‘I spy’ throughout the day to have children thinking about initial sounds.</p> <p><i>Rising 3's</i> <i>What sounds can we hear in the classroom?</i> <i>Can we copy the sound?</i></p>

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		Nursery rhymes and songs		
		Story – Hand washing – Prayers - Lunch		
Afternoon	<b>Continuous provision and independent activities</b>			
Continuation of morning activities and continuous provision.	<p><u>Maths Area</u> Shape matching:</p> 	<p><u>Expressive Art &amp; Design Area.</u> Easter cards-children to decide on their design:</p> 	<p><u>Communication Language &amp; Literacy Area.</u> Pencil control-<a href="#">dinosaurs</a>. Mark making table- Number/Letter Trace over name cards</p> 	
	<p><u>Understanding the World</u></p>  <p>On-going shape sort activity.</p>	<p><u>Small World Area</u> Peppa Pig and Family  Pirates and ships  Farm animals, farm mat and farm houses</p>	<p><u>Outdoor Area</u> Bikes, trikes, chalk, building using bricks, tyres and crates.</p>  <p>This be completed outdoors on the ground-weather permitting</p>	
	<p><u>PSED</u>  Shape puzzles- in pairs  Let's find the shape-group game</p>	<p><u>Finger Gym</u>  Tuff tray- shape cutters-playdough  Threading-shapes</p>	<p><u>Role Play Area</u>  Dinosaur Museum-with fossils, books, skeletons, bones, posters-small world dinosaurs etc.</p>	

**Communicating with school**

If you have any queries, please contact the school office. [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

