# OLC WEEKLY LEARNING PLAN (FS2)

**Hello children, this week we are learning about Diwali and the story of Rama and Sita.**
**For RE, we need to learn the following statements: Our good deeds during Advent help us get our hearts ready to welcome Jesus.**

| **Teachers:** | **Mrs Monington / Mrs Haycock, Mrs Kinchin.** | **Year:** | **FS2** | **Date:** | **WB: 9th November 2026** |
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| | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
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| **8.45 – 9.00** | Morning prayers, registration, dinner choices. | | | | |
| **Focus & Continuous Provision.**<br>**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 | | | | |
| | CLL<br>L.O: To listen to and talk about a story and recall key events.<br><br>Show the front cover of *Binny's Diwali*.<br><br>Ask:<br>• What can you see?<br>• What do you think the story might be about? | RE Prophecy & Promise<br><br>During Advent we think about hope, peace, joy and love. | RE Prophecy & Promise<br><br>**Our good deeds during Advent help us get our hearts ready to welcome Jesus.**<br><br>We show our love to God by doing good deeds for other people, just like Jesus does. | Power Maths<br>Learning focus: 3d shapes | Power Maths<br>Learning focus: 3d shapes and workbook |

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| | • Have you ever celebrated a special festival?<br><br>Introduce the word **Diwali** and explain it is a Hindu festival known as the Festival of Lights.<br><br>Read the story aloud, stopping to discuss:<br><br>• How Binny feels.<br>• What preparations are made for Diwali.<br>• What happens during the celebration.<br><br>After reading, provide picture cards showing key events from the story.<br><br>Children work together to: | | | | |

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| | 1. Put the pictures in order.<br>2. Retell the story using the pictures.<br><br>Encourage language such as:<br><br>• First...<br>• Then...<br>• Next...<br>• Finally...<br>Children sequence 4-6 pictures from the story and verbally retell it to an adult or partner. | | | | |
| **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. |
|  **Continuous Provision & Focus Activity 10.30 – 11.30** | Power Maths:<br>Learning focus: 3d shapes | Power Maths<br>Learning focus: 3d shapes | Physical Development<br>See Get Set 4 PE Planning<br>Ball skills unit 1 lesson 5 | Physical Development<br>See Get Set 4 PE Planning<br>Ball skills unit 1 lesson 6 | CAL<br>LO: To talk about and write about something special. |

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| | | | | | Re-cap story and then get children to discuss what their favourite part is. Children in their books to draw they favourite part of diwali and write the initial sound of what they have drawn. |
| Bug Club<br>**11.00 – 11.30 Phonics** | y | z | zz | Language lesson | Tricky words |
| **11.30 – 11.40 Handwriting** | r | m | n | h | Musical mapping |
| **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**<br>Anxiety Hotspots:<br>https://platform.imoves.com/lesson/3646/297 | **Zones of Regulation**<br>Intent – To learn regulation strategies for keeping calm.<br>Activity: Discuss how breathing can help to calm us down. | **Imoves**<br>Emotions:<br>https://platform.imoves.com/lesson/3647/297 | **Zones of Regulation**<br>Regulation strategies.<br>Activity: Puffer Fish Breathing.<br>https://www.bing.com/videos/riverview/relatedvideo?q=regulation+breathing+strategies+eyfs+video&mid=A34A2B2A4CB1E62F6C00A34A2B2A4CB1E62F6C00&FORM=VIRE |
| **Focus Activity & Continuous Provision**<br><br>**1.15 – 2.15** | **Expressive Art & Design**<br>L.O: To make a clay Diya lamp. | **Expressive Art & Design**<br>LO: To paint Dyia Lamps<br>**BSL**<br>L.O: To learn family and friends signs. | **Power Maths**<br>Learning focus: 3D shapes and workbook | **Understanding the World**<br>LO: To know that Hindus celebrate Diwali and that the story of Rama and Sita teaches us about goodness, bravery, and kindness.<br>Show a small lamp, candle picture, or diya image.<br>Ask: | **PSED – Circle time**<br>**Music: Kapow Celebration Music- Diwali.** |

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| | | | | • What gives us light?<br>• How do you feel when it is dark?<br>• How do you feel when a light is turned on?<br><br>Explain: "Today we are learning about a special celebration called Diwali, known as the Festival of Lights."<br><br>**Main Activity**<br><br>Tell a simplified version of the story:<br><br>A prince called Rama and his wife Sita lived happily together. One day, an evil king called Ravana took Sita away. Rama was very brave and set out to rescue her. With the help of his friends, he found Sita and brought her home safely. The people were so happy that they lit lamps to help Rama and Sita find their way home. This is why many Hindus celebrate Diwali with lights.<br><br>Use simple pictures, puppets, or story props if possible.<br><br>Pause and ask: | |

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| | | | | • Who was brave?<br>• Who helped others?<br>• How did the people welcome Rama and Sita home?<br><br>Talk about:<br><br>• What does it mean to be kind?<br>• How can we help our friends?<br>• Have you ever helped someone?<br><br>Link to the story: "Rama wanted to help Sita. His friends helped him too."<br><br>**Option 1: Diya Decorating**<br><br>Children decorate a paper diya using crayons, sequins, or collage materials.<br><br>While working, ask:<br><br>• Why do Hindus light lamps at Diwali?<br>• What good thing did Rama do? | |

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| **Story Time**<br>**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.**<br><br>**Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do.**<br><br>**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 | |
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| FS2HM | FS2K | FS2HM | FS2K | FS2HM | FS2K |
| Make Diwali diva lamps using playdough and add the correct number of gems according to number cards. | Roll and Light the Diyas<br>Roll the dice and cover the correct number of diyas.<br><br>Gem sorting | Rangoli patterns – loose parts | Rangoli patterns – with pasta | Light messages | Diwali cards writing |
| **Understanding the World Area** | | **Small World Area** | | **Outdoor Area** | |
| FS2HM | FS2K | FS2HM | FS2K | FS2HM & FS2K | |
| Floating and sinking – dyia lamps | Festival comparison activity | Family home – decorating for dwiali | Rama and Sita characters. | Use the bricks to build a school.<br><br>Home corner.<br><br>Reading house. | |
| **PSED** | | **Physical Development** | | **Role play** | |
| FS2HM | FS2K | FS2HM | FS2K | FS2HM | FS2K |
| Jigsaw | Matching game | Pencil control sheets | Rangoli patterns with peg baords | Home corner – Babies to enhance | Home corner- Dressing up to enhance. |

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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

- 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.