

OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week we will be getting to know our friends and we will be learning about how to take turns and share. We will learn how to use the resources in our classroom and we will find out where everything lives so that we can tidy away the resources when we have used them. We will explore the big playground and take part in Outdoor Play and Learning.

For RE, we need to learn the following statements: **We talk to God through prayer, starting and ending with the Sign of the Cross. The words of the Sign of the Cross are, 'In the name of the Father, and of the Son and of the Holy Spirit Amen'.**

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	WB: 12 th October 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
9.00 – 9.30	English L.O Starter – Who is it? (5 minutes) Show pictures of a police officer and a firefighter. Ask: "Who is this?" "What does a police officer do?" "What does a firefighter do?" "How do they help people?" "What might they wear?" Main activity – Police or Firefighter? (10 minutes) Have two large pictures/headings: POLICE	R.E: God made the world and everything in it. Retell creation story using musical instruments. Before Creation Sound idea: Silence - Ask children to sit completely still and silent. - Whispering voices: "Nothing... darkness..." This creates a strong contrast when creation begins. Day 1: Light and Darkness Instruments	R.E: God tells us we must take good care of the world and everything in it. It is precious. Come up with ideas together how we can look after God's creation. 'We look after the world by.....' ☒ We look after the world by recycling our rubbish. ☒ We look after the world by using less plastic. ☒ We look after the world by turning off lights when we leave a room. ☒ We look after the world by saving water. ☒ We look after the world by walking or cycling when we can. ☒ We look after the world by picking up litter.	Maths L.O: Numbers to 5	Maths L.O: Numbers to 5 and workbook

OLC WEEKLY LEARNING PLAN (FS2)

	 FIREFIGHTER Give children picture cards showing things people might associate with each job. Children decide where each picture belongs. Then introduce simple decodable captions. For example: The cop can run. The cop can get in. The cop can stop. The man can run.	- Triangle for the appearance of light. - Chime bar or glockenspiel for sparkling light. - Low drum or tapping knees for darkness. Voices - Long "Aahhhh" as light appears. - Deep humming for darkness.	☐ We look after the world by reusing things instead of throwing them away. ☐ We look after the world by wasting less food. ☐ We look after the world by planting trees. ☐ We look after the world by growing flowers for bees and butterflies. ☐ We look after the world by looking after animals. ☐ We look after the world by keeping parks and beaches clean. ☐ We look after the world by protecting wildlife habitats. ☐ We look after the world by not damaging plants and trees. ☐ We look after the world by caring for God's creation. ☐ We look after the world by being thankful for the Earth. ☐ We look after the world by showing respect for nature. ☐ We look after the world by looking after the gifts God has given us. ☐ We look after the world by being good stewards of creation. ☐ We look after the world by helping all living things to flourish.		
	You can read each sentence together, encouraging children to: Independent activity – Write a message Give children a picture of a police officer or firefighter. Ask them to write a simple caption underneath. Easier: Children choose and copy a word: cop red run stop go	Day 2: Sky and Waters Instruments - Ocean drum or rainmaker for water. - Finger cymbals or bells for the sky. - Shakers moving gently from side to side to represent waves. Voices - Soft "whoooooosh" sounds for wind. - Gentle water sounds: "shhh, shhh."			
		Day 3: Land, Seas and Plants Instruments - Drum beats for land rising from the sea. - Wooden claves for tree trunks growing. - Guiro scraping for grass and leaves. Voices "Grow, grow, grow!"			

OLC WEEKLY LEARNING PLAN (FS2)

		• Rustling sounds using the tongue or whispered "sss."			
		Day 4: Sun, Moon and Stars Instruments • Large tambourine hit for the sun. • Glockenspiel for stars twinkling. • Hand bell for the moon. Voices • "Twinkle, twinkle" spoken softly. • High pitched "ting" sounds.			
		Day 5: Birds and Sea Creatures Instruments • Bird whistles if available. • Shakers for fish swimming. • Woodblock for birds flapping. Voices • Bird calls and chirping. • "Splash!" and bubbling sounds. You could divide the class so some children are birds and others are sea creatures.			
		Day 6: Animals and Humans Instruments • Different drums for different animals. • Claves for horses' hooves.			

OLC WEEKLY LEARNING PLAN (FS2)

		- Tambourines for lively animal movement. Voices - Animal noises. - Human voices saying together: "We are made by God." "Very good!"			
		Day 7: Rest Instruments - Soft bell or wind chime. - One gentle triangle note. Voices - Slow breathing. - Quiet humming that gradually fades into silence.			
9.30 – 10.00 Continuous Provision					
10.00 - 10.15	Playtime				
10.15 – 10.20	Snack time				
10.20 – 10.30 Oracy	What's in the bag	Describe and draw	Shape detective	Size sorting	What's in the bag
10.30 – 11.30	Maths- Numbers to 5	Understanding the world-	Physical Development See PE Planning	Physical Development See PE Planning	English L.O: To write a word. Children look again about police officers and firefighters. Independent activity – Write a message Give children a picture of a police officer or firefighter. Ask them to write a simple caption underneath.

OLC WEEKLY LEARNING PLAN (FS2)

					Easier: Children choose and copy a word: cop red run stop go
 11.00 – 11.30 Phonics	L.O: To learn to say and write the sound e	L.O: To learn to say and write the sound u	L.O: To learn to say and write the sound r	L.O: To learn to say and write the sound h	L.O: To learn to say and write the tricky words – I, to, the, no
11.30 – 11.40 Handwriting- Curly Caterpillar Letters	To learn to write the letter c	To learn to write the letter o	To learn to write the letter a	To learn to write the letter d	To learn to write the letter g and q
11.45 – 11.55 Daily Worship	Daily Worship - Gospel	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.	Zones of Regulation (15mins) Intent – Introduce children to the Zones of Regulation.	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.	Expressive Art & Design	Maths	Buddy assembly	R.E	Music
	L.O: To draw faces	L.O: Numbers to 5		L.O: Stewardship means to look after the world; everything and everyone in it.	Music- L.O: To explore sounds Environment Sounds.

OLC WEEKLY LEARNING PLAN (FS2)

	Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully.			Children to bring in a picture of something that is special to them that they can explain how they look after it.	PHSE
	Story	Story	Story	RE - We talk to God through prayer, starting and ending with the Sign of the Cross. The words of the Sign of the Cross are, 'In the name of the Father, and of the Son and of the Holy Spirit Amen'.	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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Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Count clip cards Playdough number formation.	Colour by number Numicon tracing	Junk modelling https://www.twinkl.co.uk/go/resource/police-interactive-colouring-t-tp-1684828203?src=twinkl-web	Design police badge Design a fireman's helmet	Police incident forms	Phonic mats Wanted posters
R.E- sorting natural materials Count the amount		R.E- junk modelling (recycling centre). Can you reuse materials instead of throwing them away?" Flower arranging station		R.E- children to create a poster of ways they can help God's world. Promise cards Books about looking after God's world	
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
Books linked to police officers and firefighters.	Pictures of police officers and firefighters.	Police station with police puppets	Firefighter tuff tray	Adults in provision to teach children how to use the building bricks and how to store them when they have finished. Firefighter challenge- putting out the flames	
R.E- plant care station		R.E- Build a wildlife garden Animal rescue station		R.E litter picking	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K

OLC WEEKLY LEARNING PLAN (FS2)

Jigsaws	Who can me cards	cutting and sticking police car activity.	Finger print identifier. – ink stamper	Fire station	Police station
R.E- helping hands		R.E- caring for God's garden		R.E-	

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
- 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.	- 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	- 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.