

# OLC WEEKLY LEARNING PLAN (FS1)




*This week we continue learning about the special season of Advent.  
When we prepare for the coming of our Lord Jesus Christ.*



*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>Mrs Shemila (Whole Day)</b> <b>Ms Moir (AM)</b>	<b>Year:</b>	<b>FS1</b>	<b>Date:</b>	<b>WB 1<sup>st</sup> December 2025</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 Gospel</b>	<b>Daily Worship Meditation Prayers</b>	<b>Daily Worship To live as Jesus taught us</b>	<b>Daily Worship Song of Praise</b>	<b>Daily Worship Song of Praise</b>
 9.15am – 9.30am Focus group work. 9.30am – 10.00 Continuous Provision.	<b>Communication Language &amp; Speaking and Listening</b> <b>Text:</b> LO: Make comments about what they have heard and ask questions to clarify their understanding.	<b>Expressive Arts &amp; Design</b> LO: To remember and sing entire songs.	<b>Well-being Wednesday</b> LO: To celebrate differences.	<b>RE</b> Advent – Getting Ready. LO: To create an advent wreath.	<b>PE</b> <b>Real PE:</b> LO: To take turns

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Read:



Activity:

Complete nativity scene

Activity:

Songs for Nativity performance.



Activity:

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**Unit 2: Me, My Body, My Health**

In Unit 2 – Me, My Body, My Health, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

Activity:



Activity:

Lessons 7,8 & 9. (Over three consecutive weeks)

Warm up:

Space adventure

Social Skills

I can work sensibly with others.

I can play with others and take turns and share with help.

Fundamental Movement Skill Focus

Dynamic Balance to Agility

Jumping and Landing

Start with Exploring Movements and Yellow Challenge

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 understand 7 is more than 6; Counting to 7; the structure of 7 as a square number; recognition of 7 items without counting (subitising)

LO: To raise awareness of sounds around us.

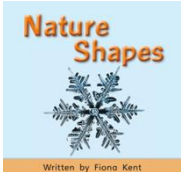
LO To understand 7 is more than 6; Counting to 7; the structure of 7 as a square number; recognition of 7 items without counting (subitising)

LO: To use a wider range of vocabulary.

LO: To raise awareness of sounds around us.

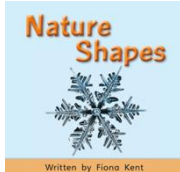
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Watch:  
[Numberblock 7](#)  
Activity:  
Complete the following sheet: Number 7.

Activity:  
Phase 1 Activities – Letters & Sounds  
Bug Club – Nature Shapes – Lesson 2.  
  
Squelch and squish  
Give each child a piece of clay (or play dough) and explain that they are going to be like the sculptor in the picture in the book *All Sorts of Art*. Ask them to use their hands to manipulate the clay and talk about what they are doing, for example, “squish the clay”, “pinch the clay”, “poke the clay” and so on. When they use a word talk about the initial sound, for examples /p/ – poke; /s/ – squish.

Watch:  
[Numberblock 7](#)  
Activity:  
Complete the following sheet: Number 7

Watch:  
[Nativity](#)  
Activity:  
Children to use the Nativity puppets to retell the story-use theatre.

Activity:  
Phase 1 Activities – Letters & Sounds  
Bug Club – Nature Shapes – Lesson 2.  
  
Squelch and squish  
Give each child a piece of clay (or play dough) and explain that they are going to be like the sculptor in the picture in the book *All Sorts of Art*. Ask them to use their hands to manipulate the clay and talk about what they are doing, for example, “squish the clay”, “pinch the clay”, “poke the clay” and so on. When they use a word talk about the initial sound, for examples /p/ – poke; /s/ – squish.

Nursery rhymes and songs

Story – Hand washing – Prayers - Lunch

## Afternoon Continuous provision and independent activities

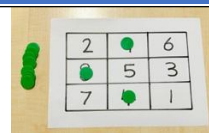
Maths Area

Expressive Art & Design Area.  
Provide black and white versions of these [Stick Puppets](#) for children to decorate and make.

Communication Language & Literacy Area.

Name tracing  
Pencil control sheets  
Make your mark! Writing wall- various mark making patterns to copy

Continuation of morning activities and continuous provision.



Number bingo



Number recognition



Playing cards number recognition

Have a range of junk modelling available for children to create their own Nativity scene.

Q. Where was Jesus born?

Q. Who was in the stable?

Q. Who came to visit Jesus when he was born?

Q. Were there any animals?

or trace over

Large

[Pencil control](#)

**Set up Santa writing station.**

**Post letter to Santa in the school postbox**



[Festive writing paper](#)

[Stamps](#)

### Understanding the World

Have a selection of child-friendly ICT equipment available for children to record themselves retelling the story.

In the listening area, have an audio copy of the book along with a hard copy and related props. The children can explore operating the CD player independently.

Use a paint/drawing program on the IWB for children to draw pictures of the characters from the story.

Provide some real snow or ice for the children to explore! Encourage them to explore what happens when it melts and to describe how it looks and feels.

### Small World Area.

#### **Nativity Stable Play**

**Resources:** Small stable/box, figures of Mary, Joseph, baby Jesus, shepherds, animals, angels, and star (toy or cut-out). **Activity:** Children explore the Nativity story by moving the figures into the stable, pretending to care for the baby and animals.

#### **Journey to Bethlehem Small**

**World Resources:** Sand tray or tuff tray, small people figures, toy animals (donkeys, sheep), stones, fabric for hills, and a star.

**Activity:** Children move Mary and Joseph on the donkey through the "landscape" to Bethlehem, following the star. Tuff Tray.

### Outdoor Area

Bikes, trikes, chalk, building using bricks, tyres and crates.

Chalk boards

Large foam bricks and crates.

Large wooden bricks.

**PSED**

Encourage children to decorate and write these [Christmas Cards](#) to give to friends and family.

Encourage children to read other children's names and deliver cards to them by reading the names on the front of envelopes and Christmas cards.

Circle time game – pass a small Santa toy around the circle. When a child is holding the toy it is their turn to speak. Can the children say what they would like to get for Christmas? Or suggest someone they would like to make a card or gift for?

Talk about the different characters seen in the story and if they are good or bad and how they act in the story e.g. the wolf is usually seen as bad but in the story he is playing games with his friends and being kind.

**Finger Gym**

Play dough

[Finger Gym](#)

Threading

Pom pom collection

Scissor control

**Role Play Area**



Dress rehearsal of Nativity

**Communicating with school**

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

