
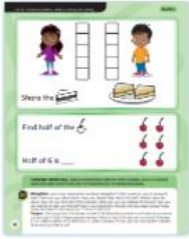
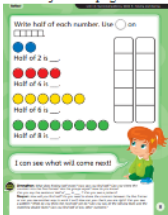





Hello children, this week our story is The Very Hungry Caterpillar by Eric Carle
Our topic this half term is Creatures & Habitats. Our Key Instant Recall Facts focus for Maths is to know patterns within numbers up to 10, including double facts. We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she. We will be revising the digraphs and trigraphs: qu, sh, ch, th, ng, ae ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er.
Don't forget to look at your Active Learn account to see the activities that have been set for you.

Teachers: TLSAs:	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	11 th May 2026
-----------------------------	---	--------------	-----	--------------	---------------------------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
 Mathematics & Continuous Provision. 9.00 – 9.30 Unit 16 – This week, children will learn how to spot halving patterns.	Power Maths Unit 16; Numerical Patterns Week 2: Halving and sharing				
	Learning focus: To explore the concept of sharing	Learning focus: To explore the concept of sharing	Learning focus: To use sharing to find half. Practice journal page 10. 	Learning focus: To spot halving patterns	Learning focus: To use patterns to predict half. Practice journal page 11. 

OLC WEEKLY LEARNING PLAN (FS2)

9.30 – 10.00 Reading & CP	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10.00 - 10.15	Playtime				
10.15 – 10.30	Snack time				
 <p>Continuous Provision & Focus Activity 10.30 – 11.15</p>	<p>CLL. 9am – 10am. L.O: To engage in story times. To retell parts of a story. Introduction: Listen to, 'The Tiny Seed' After reading, ask the children to discuss the locations in the story.</p> <p>Which geographical features did the sunflower seed encounter? In table groups, create a map of the tiny seed's journey from beginning to end.</p>	<p>LO: To understand that May is a special month for Mary. To paint a picture of Mary using traditional symbols (blue robes, crown of flowers). Introduce a mystery bag: Place a blue cloth, a white flower (like a lily), and a small crown inside a bag. Let children feel the items and guess who they belong to. Reveal: Explain that these represent Mary. Blue is her special colour, and the crown shows she is the Queen of Heaven. Input: Why is Mary Important? Explain that Mary said "Yes" to God to be Jesus' mummy. Just like our mummies or carers look after us, Mary looks after everyone in the world. In May, we give her flowers because the world is "waking up"</p>	<p>L.O: To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Activity: Set up a carousel of activities outside. 1. Hurdles. 2. Skip in and out of the cones. 3. Jump from one spot to another. 4. Run from one line to another.</p>	<p>L.O: To develop coordination and ball skills. Coordination - Clown Ball skills. See Real PE planning</p>	<p>CLL L.O: . To write phonetically plausible words. To write a simple sentence. Use picture prompts from the story to write simple sentences.</p>

OLC WEEKLY LEARNING PLAN (FS2)

		with new life, just like Mary brought Jesus into the world. Activity: Create individual portraits of Mary.			
 11.15 – 11.45 Phonics	Recap all phase 3 digraphs and trigraphs	Phase 3 language lesson Unit 2	Phase 3 Language Lesson Unit 3	Phase 3 language lesson unit 4	Phase 3 language lesson unit 5
11.45 11.55 Handwriting	Musical tracing map. https://www.youtube.com/watch?v=vUgn5SPRoeU	Dinosaur Dough Disco: https://www.youtube.com/watch?v=VIL0keihJMQ	Fine motor skills – Copy the lolly stick patterns	Magic writing boards: Copy the patterns demonstrated by the teacher.	Dinosaur Dough Disco: https://www.youtube.com/watch?v=5AxcP0kPjOc
Lunch 12noon – 1pm. FS2 Staff to support children in hall until 12.15pm					
1pm – 1.05pm Register, Zones of Regulation and wellbeing check in.					
Oracy & Auditory processing. 1.05pm – 1.10pm	What's the word? Robot talk the following words: d-o-g, c-a-t, l-o-g, b-a-t, t-a-p, h-a-t, p-a-n, m-u-g, p-a-n, m-o-p. Children to colour pictures.	Opposites Give children a word such as long / big / tall... Children to give the opposite word.	Memory game. What's missing? (IWB game in files)	What's the sound? See PP game in files.	Picture Chat Show a dinosaur picture; children describe what they see in full sentences. (picture in files)
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE	Understanding the World	Music
 LO- To begin to join in with the Hail Mary prayer To understand that we pray to Mary to ask for her love and help.	L.O: To create bookmarks.	LO: To know how to make friends	LO- To compare lifecycles To understand that both moths and butterflies have a life cycle (egg, caterpillar, cocoon/chrysalis, adult). To notice similarities and differences between the two insects. Day and Night Guests Show two "mystery" pictures: one of a bright butterfly in the sun and one of a fuzzy moth near a lamp at night.	LO: To find the beat Lesson 2 The children are going to learn about beat and tempo. The beat in music is like a heartbeat, it is a constant or steady pulse that you can hear throughout the song. The tempo is the speed of the music	

Show the children a beautiful envelope (perhaps decorated with blue glitter or flowers).

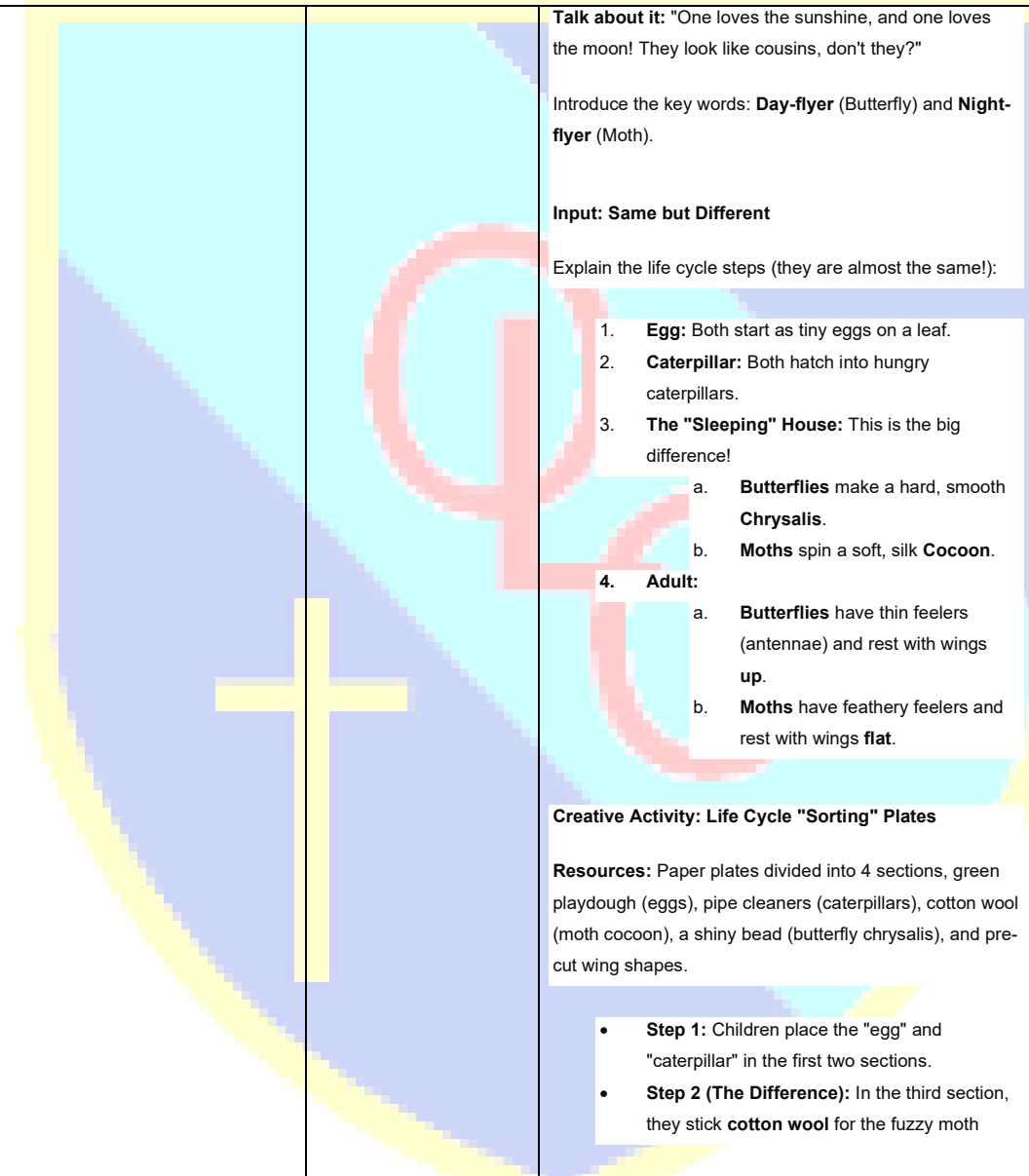
Ask: "If you could send a message to Jesus' mummy, what would you say?"

Explain that the **Hail Mary** is like a letter we send to Heaven to say "Hello" and "We love you" to Mary.

Input: Breaking Down the Words

Explain the prayer in parts

- **"Hail Mary, full of grace"** = "Hello Mary, you are wonderful and full of God's love."
- **"The Lord is with thee"** = "God is always right by your side."
- **"Holy Mary, Mother of God"** = "You are very special because



Talk about it: "One loves the sunshine, and one loves the moon! They look like cousins, don't they?"

Introduce the key words: **Day-flyer** (Butterfly) and **Night-flyer** (Moth).

Input: Same but Different

Explain the life cycle steps (they are almost the same!):

1. **Egg:** Both start as tiny eggs on a leaf.
2. **Caterpillar:** Both hatch into hungry caterpillars.
3. **The "Sleeping" House:** This is the big difference!
 - a. **Butterflies** make a hard, smooth **Chrysalis**.
 - b. **Moths** spin a soft, silk **Cocoon**.
4. **Adult:**
 - a. **Butterflies** have thin feelers (antennae) and rest with wings **up**.
 - b. **Moths** have feathery feelers and rest with wings **flat**.

Creative Activity: Life Cycle "Sorting" Plates

Resources: Paper plates divided into 4 sections, green playdough (eggs), pipe cleaners (caterpillars), cotton wool (moth cocoon), a shiny bead (butterfly chrysalis), and pre-cut wing shapes.

- **Step 1:** Children place the "egg" and "caterpillar" in the first two sections.
- **Step 2 (The Difference):** In the third section, they stick **cotton wool** for the fuzzy moth

OLC WEEKLY LEARNING PLAN (FS2)

you are Jesus' mummy."

- **"Pray for us"** = "Please look after us and help us be kind."

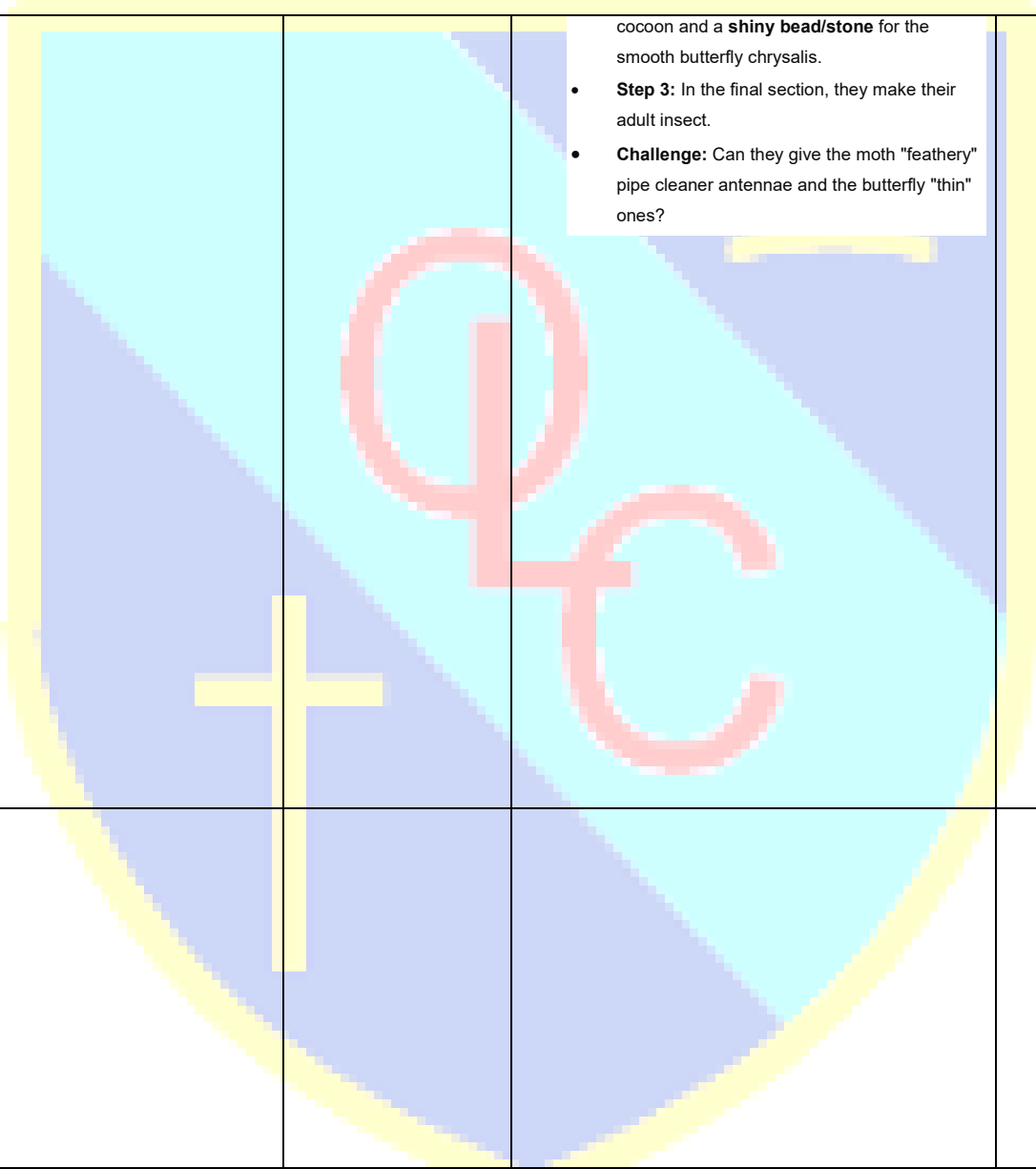
Creative Activity: Each child to be given their own copy of the Hail Mary prayer with a picture of Mary to decorate.

Resources: Hail Mary Prayer with a picture of Mary

- **Reflection:** Ask: "How does it feel to talk to Mary?"

cocoon and a **shiny bead/stone** for the smooth butterfly chrysalis.

- **Step 3:** In the final section, they make their adult insect.
- **Challenge:** Can they give the moth "feathery" pipe cleaner antennae and the butterfly "thin" ones?



OLC WEEKLY LEARNING PLAN (FS2)

2.20pm – 2.30pm	Playtime				
2.30pm – 2.40pm	Daily Worship Ten Ten - Gospel	Daily Worship Ten Ten	Daily Worship Ten Ten	Daily Worship Ten Ten	Daily Worship - Praise Assembly
	Story	Story	Story	RE	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				

Enhanced provision activities				
Maths Area		Expressive Arts & Design Area		Communication Language & Literacy Area
FS2K Topmarks Maths number formation IWB Counting & Number Ordering: Provide caterpillar "body" segments (circles) numbered 1–10 or 1–20 for children to order.	FS2HM Topmarks Maths number formation IWB Measurement: Offer unifix bricks or rulers for children to measure caterpillars of different lengths. Chalk Jumping: Draw a long caterpillar with 10 numbered	Symmetry Painting: Offer butterfly templates for children to paint one side, fold, and press to explore symmetrical patterns Creative Construction: Use egg cartons painted green and red to build 3D caterpillar models Water pots and paintbrushes to mark make on the playground.	FS2K Phonics games, Magnetic letters and cvc pictures. Can the children find the correct letters to spell the words? Writing Area: Provide themed writing frames, list-making templates for "shopping lists," or initial sound matching games using food items from the story	FS2HM Roll of paper on floor with letters in a grid. Can children copy the letter and draw something that begins with that letter? Magic writing boards & object bag – can the children take something out of the bag and use their phonic knowledge to spell the words?

OLC WEEKLY LEARNING PLAN (FS2)

<p>Numeral Matching: Use fruit cut-outs from the story for children to match the quantity of fruit to the correct digit</p>	<p>body segments for children to jump along while counting aloud.</p>			<p>Story corner. Provide the children with a range of insect/ growing themed books Which stories do they know? Can you discuss what you see?</p>
<p>Understanding the World Area</p>		<p>Small World</p>		<p>Outdoor Area</p>
<p>FS2K Life Cycle Station: Use a sensory tray with small white beads (eggs), green pipe cleaners (caterpillars), brown felt (cocoon), and toy butterflies to explore metamorphosis.</p>	<p>FS2MH Nature Exploration: Provide magnifying glasses and bug hunting kits in the outdoor area to look for real caterpillars on leaves</p>	<p>FS2K Story Retelling: Place a "story box" or tuff tray with props like fruit, a caterpillar puppet, and a cocoon (a brown cloth) for independent retelling</p>	<p>FS2HM Godly Play – The Easter story - Children to retell the Easter story with a friend.</p>	<p>Balance Bikes, trikes, chalk, building using bricks, blocks and crates. Provide children with ribbons to weave in and out of the fence.. Put tricky words on wall. Give children water squirter. Children to say the word as the water hits.</p>
<p>PSED</p>		<p>Physical Development</p>		
<p>FS2K – Play snakes and ladders. Duplo</p>	<p>FS2HM - Construction/STEM: Encourage children to build a "tall flower" using blocks, connecting straws, or playdough and sticks.</p>	<p>FS2K – Funky Fingers: Use a single hole punch for children to "munch" holes into paper or real leaves, simulating the caterpillar's path Writing/Mark Making: Offer seed packets, envelopes, and paper for children to make their own seed packets and write labels or instructions for planting.</p>	<p>FS2HM – Range of stencils to trace activity. Gross Motor: Create an "Obstacle Course" with a tunnel (the cocoon), balance beams (leaves), and fruit to collect</p>	<p>Role Play Area – FS2K – Home corner FS2HM – Role Play: Set up a garden center or florist with watering cans, aprons, empty seed packets, and flowers.</p>

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

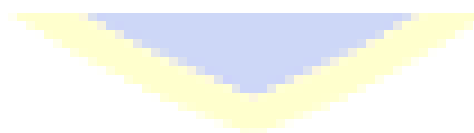
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea 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.

EYFS Development Matters Statements Children in Reception - Prime Areas

Communication and Language

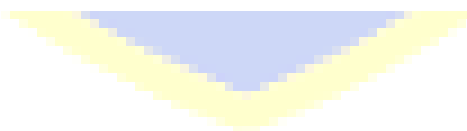
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea 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.