

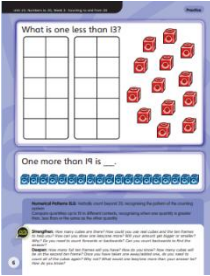
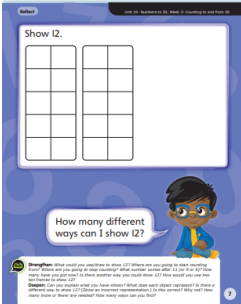
OLC WEEKLY LEARNING PLAN (FS2)




Hello children, this week we our story is called The Tiny Seed.
 We are continuing to learn to read and spell the following tricky words: I, to, no, go, the, into, me, be, he, she.
 Don't forget to look at your Active Learn account to see the activities that have been set for you.



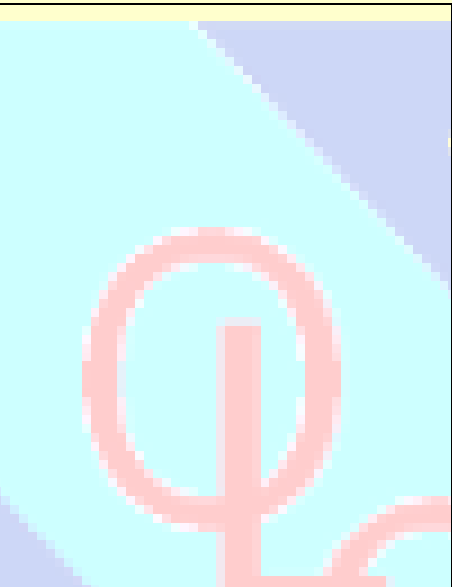

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin. Mrs Attwood (AM) Mrs Hull (PM)	Year:	FS2	Date:	27 th April 2026
TLSAs:					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Mathematics & Continuous Provision. 9.00 – 9.30 Unit 14 – This week, children will learn how to count back from a given number in order to subtract.	Unit 15. Numbers to 20.				
	10.30 – 10.50am. Learning focus counting to 20.	Learning focus Learning focus counting to 20.	Learning focus: Learning focus counting to 20. Practice journal page 6 	Learning focus counting to 20.	Learning focus: Learning focus counting to 20. Practice journal page 7. 
9.30 – 10.00	Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
Reading & CP					


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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: Listening to the story Big little People – David Attenborough. Discuss important parts of his life. What has he done for the planet. What can we do to be like him.</p> <p>Children to write a word or a sentence to say how they can be like David Attenborough. Pick up rubbish. Turn off lights. We plant trees. Keep it clean. Love our planet.</p>	<p>Easter</p> <p>L.O: ☑To know celebrations help people show thanksgiving, joy, unity and love. ☑To know Easter is a special celebration for us.</p> <p>Starter – “What Do We Celebrate?” Gather the children on the carpet.</p> <p>Show pictures of birthdays, weddings, Christmas, baptisms, Easter. Ask: “What do we celebrate?” “How do we feel at celebrations?” “Who do we celebrate with?”</p> <p>Draw out the ideas of joy, love, togetherness, thankfulness. Explain simply: “We celebrate Easter because they are thankful that Jesus is alive. Easter is a joyful celebration full of love.” Tell the story in simple language:</p>	<p>L.O: To use our bodies in lots of different ways to complete tasks.</p> <p>🎯 1. Bean Bag Toss (Target Game)</p> <ul style="list-style-type: none"> • Throw beanbags into hoops or buckets • Practice aiming and underarm throwing • Challenge: step further back <p>👉 Skill: hand-eye coordination</p> <p>2. 🦋 Garden Obstacle Course</p> <ul style="list-style-type: none"> • Cones to weave through • Small hurdles or markers to jump over • Balance along a line or bench <p>👉 Skill: agility, balance, coordination</p> <p>3. 🥚 Egg & Spoon Race (or beanbag on a spoon)</p> <ul style="list-style-type: none"> • Walk from one point to another without dropping it • If it falls, pick it up and continue <p>👉 Skill: balance and control</p> <p>4. 🎈 Balloon or Ball Keep-Up</p> <ul style="list-style-type: none"> • Tap a balloon (or soft ball) to keep it off the ground • Can be individual or pairs <p>👉 Skill: control and gentle striking</p>	<p>L.O: To use our bodies in lots of different ways to complete tasks.</p> <p>3. Animal Races Short, fun races using different animal styles:</p> <ul style="list-style-type: none"> • Penguin waddle (ball between knees) • Crab walk race • Kangaroo jumps (two-footed jumps) • Bear crawl <p>👉 Focus on movement, not winning</p> <p>🎯 4. “Feed the Animals” Throwing Game</p> <ul style="list-style-type: none"> • Buckets = animal homes • Beanbags = food • Children throw food into the correct home <p>You can theme it:</p> <ul style="list-style-type: none"> • Fish to penguins • Leaves to giraffes <p>👉 Skills: aiming, underarm throwing</p> <p>5. 🐝 Pollination Tag (Simple Game)</p> <ul style="list-style-type: none"> • A few children are “bees” • Others are “flowers” holding a beanbag • Bees collect pollen (beanbags) and deliver to another flower <p>👉 Encourages running and awareness of space</p> <p>6. 🐌 Slow vs Fast Animals Game Call out:</p>	<p>L.O: To write word or a sentence.</p> <p>To use pictures and the writing frame. ‘I can see..’ to support children to write a sentence.</p>

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		<p>Jesus died on the cross, and His friends were very sad. On Easter Sunday, Jesus rose again. His friends were filled with joy and love. Christians celebrate Easter every year to remember this happy day. Churches have special celebrations at Easter – singing, praying, flowers, candles, and being together.</p>		<ul style="list-style-type: none"> • “Fast animals!” → children run • “Slow animals!” → children move slowly (like turtles/snails) <p>👉 Helps control speed and listening skills</p>	
 <p>11.15 – 11.45 Phonics</p>	<p>Recap phase 3 phoneme: ur Spell: turn Extension sentence: turn off the light.</p>	<p>Recap phase 3 phoneme ow Spell: cow Extension sentence: The cow eats grass.</p>	<p>Phase 3 Language Lesson</p>	<p>Recap phase 3 phoneme oi Spell: coin Extension sentence: I see a coin.</p>	<p>Recap phase 3 phoneme ear Spell: hear Extension sentence: I hear a dog.</p>
<p>11.45 – 11.55 Handwriting</p>	<p>Ladder Family – L https://www.twinkl.co.uk/resource/the-letter-l-letter-formation-concept-video-t-e-1714378782</p>	<p>Ladder Family – I https://www.twinkl.co.uk/resource/the-letter-i-letter-formation-handwriting-concept-video-t-e-1714066914</p>	<p>Ladder Family – T https://www.twinkl.co.uk/resource/the-letter-t-letter-formation-handwriting-concept-video-t-e-1714064576</p>	<p>Ladder Family – U https://www.twinkl.co.uk/resource/the-letter-u-letter-formation-handwriting-concept-video-t-e-1715682856</p>	<p>Magic writing boards: Copy the patterns demonstrated by the teacher.</p>
<p>Lunch 12noon – 1pm. FS2 Staff to support children in hall until 12.15pm</p>					
<p>1pm – 1.05pm Register, Zones of Regulation and wellbeing check in.</p>					
<p>Oracy & Auditory processing. 1.05pm – 1.10pm</p>	<p>Be sound detectives - https://www.bbc.co.uk/teach/school-radio/articles/z7bgnd</p>	<p>Do this- follow the instructions</p>	<p>Silly Sentence Builder” 😊</p> <ul style="list-style-type: none"> • Say a simple sentence: <ul style="list-style-type: none"> ○ “The dog is big” • Children repeat it <p>Then build it up step by step:</p> <ul style="list-style-type: none"> • “The big dog is running” 	<p>Copy the pattern - https://www.youtube.com/watch?v=ZnCDAPpWERS</p>	<p>Pass the word- Sit in a circle</p> <ul style="list-style-type: none"> ☑ Whisper a word/sound to one child ☑ They pass it around ☑ Last child says it out loud

OLC WEEKLY LEARNING PLAN (FS2)

			<ul style="list-style-type: none"> "The big dog is running in the mud" 		
Focus Activity & Continuous Provision.	R.E	Expressive Art & Design	PSHE	Understanding the World	Music
 <p>L.O: To Jesus is the Son of God. ☑To Mary listened to God and said yes. To The cross reminds us of Jesus' love. ☑To Jesus promised to send the Holy Spirit to help us. To The Bible is God's special book that tells us these stories.</p>	L.O: sewing with hessian.	LO: I know how to make friends to stop myself from feeling lonely.	LO- To know why the planet is important.	Lesson 2 – Make music using nature.	
<p>Starter – "God's Special Book"</p> <ul style="list-style-type: none"> Show the children a Bible. Explain simply: <i>"This is God's special book. It tells us all about Jesus and God's love."</i> Let children hold or look at a child-friendly Bible. <p>✦ Main Input – The Easter Story (Reception level) Use simple language: God sent His Son, Jesus, to show people how much God loves them.</p>	<p>D&T- Using two pieces of materials sew them together.</p> <p>Art- Observational painting of sunflowers.</p>	<p>Lesson 3 - Piece 3 - Make Friends, Make Friends, Never Ever Break Friends! Part 2</p>	<p>Starter (5–10 mins) Circle time</p> <ul style="list-style-type: none"> Ask: "Where do we live?" → "Earth!" Ask: "What is on our planet?" (trees, animals, water, people) <p>Our Planet is Important</p> <p>Explain simply:</p> <ul style="list-style-type: none"> "The Earth is our home." "We need it to live." "It gives us air, water, and food." <p>👉 Repeat sentences:</p> <ul style="list-style-type: none"> "The Earth is our home." "We look after Earth." <p>How We Help the Planet</p> <ul style="list-style-type: none"> Turn off lights Pick up litter Save water 		

Jesus grew up with **Mary**, who listened to God and said yes when God asked her to be Jesus' mother.

Jesus taught people to be kind and loving.
At Easter, Jesus died on the **cross**. The cross is now a sign of His love for everyone. On Easter Sunday, Jesus rose again – He was alive.

Before He went back to Heaven, Jesus promised His friends: *"I will send the Holy Spirit to help you."*
Christians believe the Holy Spirit helps us to love, share, and be kind.

Activity: Decorate a Cross & Write a Simple Sentence

Children complete:

A cross outline

Children decorate using collage, tissue paper, pastels, or paint dabbers in Easter colours.

Encourage patterns, bright colours, or symbols of love (hearts, sunshine, flowers).

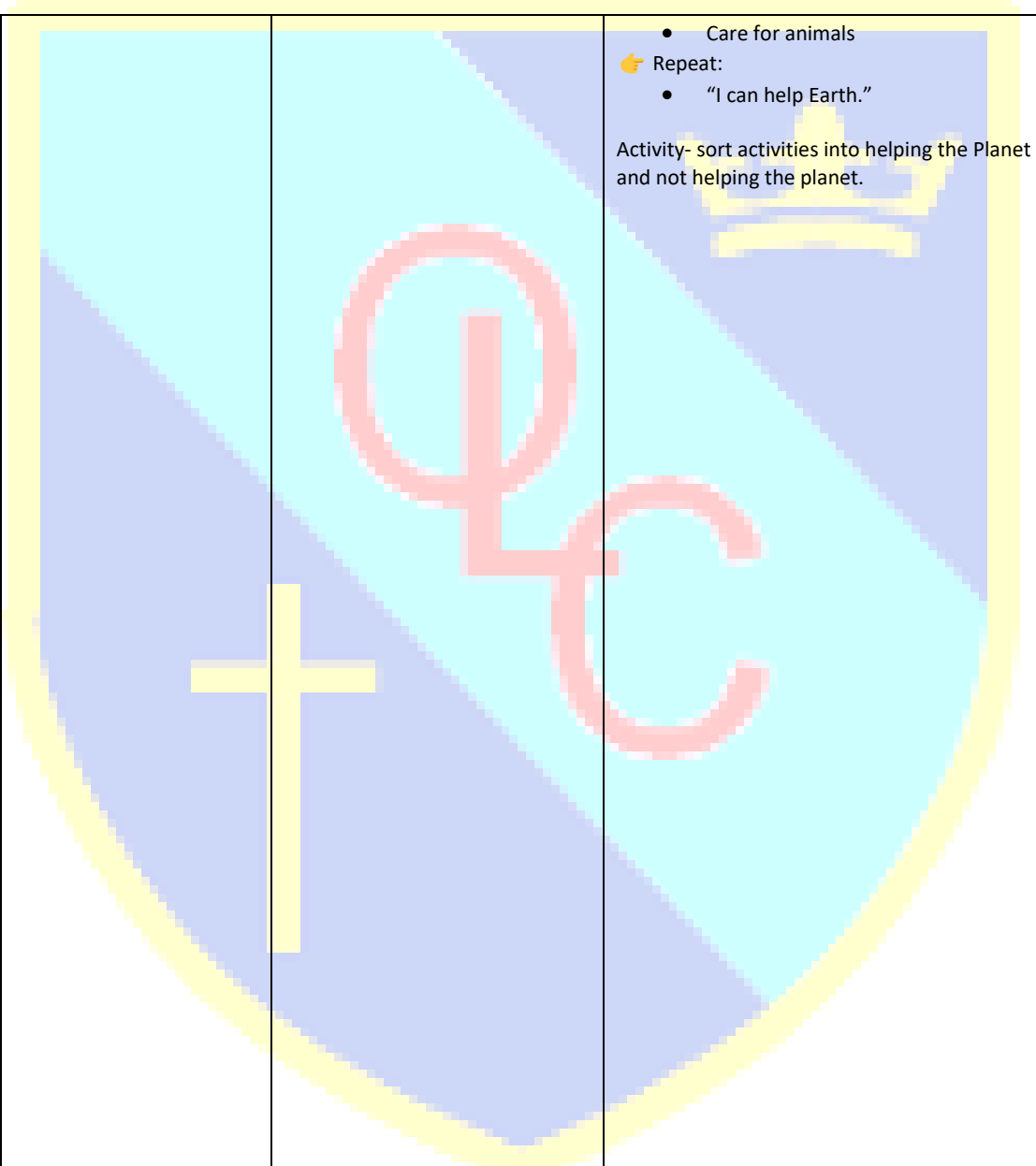
Sentence stem for writing

(adult-scribed or independent):

"The cross shows Jesus loves me."

"Jesus is God's Son."

"Jesus loves everyone."



- Care for animals
- 👉 Repeat:
 - "I can help Earth."

Activity- sort activities into helping the Planet and not helping the planet.

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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

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<p>FS2K Match the number of bees to the hive Match the number of flowers to the pot</p>	<p>FS2HM Fill in the missing numbers</p>	<p>Nature crown craft. Nature sun catchers- need to get sticky back plastic. Make a picture using natural materials</p>		<p>FS2K- Investigation Tray: "Describe What You See"</p>	<p>FS2HM- story telling have pictures of animals in problems how can we solve the problems.</p>
<p>Understanding the World Area</p>		<p>Small World</p>		<p>Outdoor Area</p>	
<p>FS2K- Investigation Tray: "Describe What You See" Place the animals in the correct part of the world. Listen to David Attenborough videos.</p>	<p>FS2MH – find out ways we can look after our world. Listen to David Attenborough videos.</p>	<p>FS2K – wildlife filming set</p>	<p>FS2HM - Farm</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. Perfume station</p>	
<p>PSED</p>		<p>Physical Development</p>		<p>Role Play Area –</p>	
<p>FS2K – Play snakes and ladders. Duplo</p>	<p>FS2HM -. Block building.</p>	<p>FS2K – Peg boards and pegs</p>	<p>FS2HM – Range of stencils to trace activity.</p>	<p>FS2K – Home corner FS2HM – Garden centre.</p>	
			<p>Play dough</p>		

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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

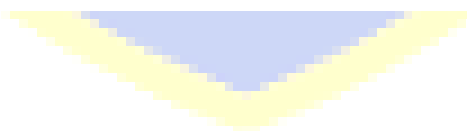
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea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

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
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- 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.
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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.
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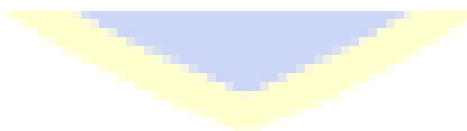
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