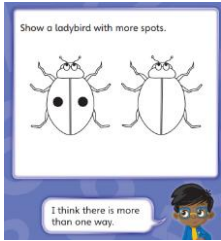


OLC WEEKLY LEARNING PLAN (FS2)



Hello children, this week, our story is called: **Our Class is a family.**
For RE, we need to learn the following statements: **God's family is called the Church. Catholics enter God's family through Baptism.**

Teachers:	Mrs Monington / Mrs Haycock, Mrs Kinchin.	Year:	FS2	Date:	WB: 19 th October 2026
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00	Morning prayers, registration, dinner choices.				
Focus & Continuous Provision. 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 LO: To say the sound for the letter. Activity: Read: Our Class is a Family. Our Class is a Family - sbenjamin Flip PDF AnyFlip Talk about what we do at school. Children to say what they like doing at school. Activity: Individual assessment of sounds learned so far.	RE Know: God's family is called the Church.	RE Know: Catholics enter God's family through Baptism.	Power Maths Learning Focus: Realising that quantities can be equal.	Power Maths Learning focus: Finding something that has more or fewer. 
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				

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10.20 – 10.30 Oracy & Auditory Processing.	Question game: What's your favourite animal? What makes you feel happy?	Puppet interviews.	Who? What? Where?	Sorting – wild animals and farm animals.	Turn-taking conversations.
 Continuous Provision & Focus Activity 10.30 – 11.30	Power Maths Learning focus: Noticing inequality of groups.	Power Maths Learning focus: Compare groups using more and fewer.	Physical Development See Get Set 4 PE Planning Ball skills unit 1 lesson 1	Physical Development See Get Set 4 PE Planning Ball skills unit 1 lesson 2	CLL LO: To segment and blend VC words. To read phase 2 tricky words. Activity: Individual assessment: I, to, no, go, the, to
 11.00 – 11.30 Phonics	Revise: s, a, t Practise forming the letters.	Revise: p, i, n	Revise: m, d, g	Revise: o, c, k, ck	To recognise: I to, the, no, go.
11.30 – 11.40 Handwriting	c, o	a	d	g	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. 1.05pm – 1.15pm	Zones of Regulation (15mins) Zones of Regulation. How are you feeling today?	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 	Understanding the World LO: Learn about our school community and understand the roles of adults in our school.	Expressive Art & Design LO: To create a 3d mini me.	Power Maths Learning focus: Identify more and fewer in different representations.	Literacy Individual reading and book change.	PSED – Circle time LO: L.O: To know they are entitled to bodily privacy. That they can and should be open with 'special

OLC WEEKLY LEARNING PLAN (FS2)

1.15 – 2.15	Introduction: Discuss all of the adults who work in our school. What are their jobs? What do they do for us? Activity: Children to draw pictures of the adults who help us at school.	Activity: Give each child a photo of themselves to stick on the face of a mini me block. Children to choose materials to stick on their mini me.	Activity: Complete Power Maths book: 		people' they trust if anything troubles them Lesson 6: Life to the Full Module 2 Unit 3 Session 2 (My Body, My Rules) Music LO: See Kapow planning.
Story Time 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. 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				

OLC WEEKLY LEARNING PLAN (FS2)

Enhanced Provision.					
Maths Area		Expressive Arts & Design Area		Literacy / Communication & Language Activities	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Five frames and farm animals. Put the small farm animals in the five frames. How many are there? Who can subitise to 5?	FS2HM Colour sorting activity. Which colour has the most? Least? How many? 	Use beads to make a friendship bracelet.	Free choice collage.	Satpin sorting game.	Adults in provision, model mark making / pencil control activity - s, a, t, p - Glitter in tuff tray and paint brushes – Children to mark make and practise forming the letters.
Understanding the World Area		Small World Area		Outdoor Area	
FS2HM	FS2K	FS2HM	FS2K	FS2HM & FS2K	
	Geography – Build a town – Practitioner to model geographical vocabulary e.g. road, crossing, pedestrian crossing, lamppost, post-box, telephone box.	Use the building blocks to make a school.	Cars and road.	Use the bricks to build a school. Home corner. Reading house.	
PSED		Physical Development		Role play	
FS2HM	FS2K	FS2HM	FS2K	FS2HM	FS2K
Fill in a face to show they are feeling. 	Train track – Work together to build the train track.	Play dough Cutting shapes.	 Thread the beads.	Set up a school.	Doctors and nurses

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.