


OLC WEEKLY LEARNING PLAN (FS2)


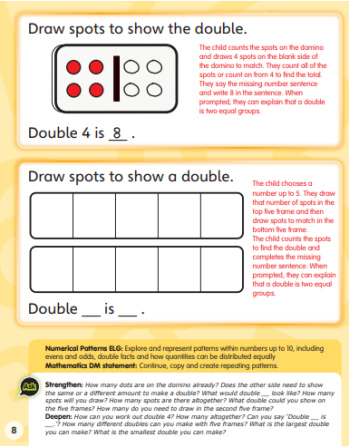
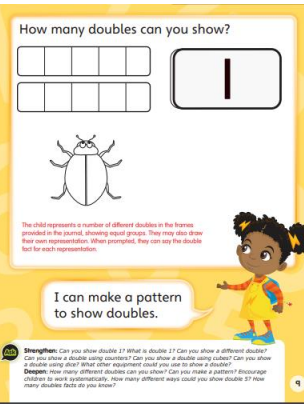




Hello Children, have you seen a butterfly fluttering around and have you ever wondered how they grow? This week we will be learning all about the lifecycle of a butterfly. We can't wait for our baby caterpillar to arrive!
 This half term, our Key Instant Recall Facts for Maths are: To know patterns within numbers up to 10, including double facts.


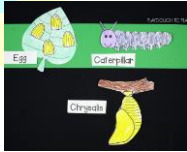
Teachers:	Mrs Monington / Mrs Haycock, Miss Bailey	Year:	FS2	Date:	WB 29th April 2024
TLSAs:	Mrs Gibbons (FS2HM) Mrs Hull (FS2B) AM Mrs Martinez (FS2B) PM				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 Phonics	LO – To say the sound for each digraph: Practise reading and spelling words.				
	Recap phase 3 phoneme: air Spell: air Sentence: Up in the air. Extension: Children to choose their own bug - eg bee. Then write: The bee is high up in the air and it can buzz.	Recap phase 3 phoneme: ure Spell: sure. Sentence: I am sure it is a bug. Extension - add 'and' to extend the sentence. Eg: I am sure I can see a bug and it has spots.	Recap phase 3 phoneme: ur written as er. Spell: flower Sentence: Land on a flower. Extension - add 'and' to extend the sentence.	Recap phase 3 phonemes. Language session Activity: Make tricky word caterpillar 1. Practise reading the words. Extension: Write the words in sentences.	Read phase 3 tricky words. Activity: Make tricky word caterpillar 2. Practise reading the words. Extension: Write the words in sentences.


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 <p>Mathematics Power Maths. Unit 16 - Numerical patterns. This unit introduces the mathematical patterns of doubling, halving and odd and even numbers. At this stage, children will explore the patterns and practise using the new vocabulary.</p> <p>This week, children will explore what is meant by doubling and will learn to recognise and represent doubles to double 5 in a range of contexts.</p>	<p>Learning focus Introducing the concept of double</p>	<p>Learning focus Recognising a double</p>	<p>Learning focus Identifying a double where the arrangements of the two groups are not identical</p> 	<p>Learning focus Finding all double facts up to double 5</p>	<p>Learning focus Applying double facts in new contexts</p> 
	<p>Communication, Language and Literacy.</p> <p>L.O: 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; - Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Introduction: Share the book, 'How does a Butterfly Grow?' Ask the children, what sort of book is it? Discuss the vocabulary encountered. Butterfly, egg, caterpillar, chrysalis.</p>	<p>RE</p> <p>LO: To know that the cross is the sign of Jesus' love. Know that the Bible is God's book. Introduction: Talk about the Bible being God's special book. Talk about the stories in the Bible. Read a Bible story each day. Activity: Children to make a cross and cut out the letters: l o v e and stick them on the cross.</p> <p>Introduction– Children to answer the Big Question: Why is the Bible such a special book?</p>	<p>Wellbeing Wednesday PSHE Jigsaw</p> <p>LO: To understand the impact of unkind words.</p>  <p>Lesson 4: Jigsaw Piece 4 (Falling Out and Bullying Part 1)</p>	<p>Physical Development PE in hall Real PE</p> <p>L.O: To develop coordination and footwork skills.</p> <p>Real PE. Bike unit. Coordination Footwork</p>	<p>Communication, Language and Literacy - Reading Focus</p> <p>L.O: To know the phoneme for each phase 2&3 grapheme.</p> <p>Activity: Play phoneme bingo.</p>

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	Activity: Write the words to stick on lifecycle hat for UW lesson on Thursday.				
11.45 – 11.55 Daily Worship	Daily Worship: Gospel.	Daily Worship – Ten Ten. I can pray: Sing... (To the tune of 'I hear thunder') I can pray (I can pray) Anywhere (anywhere) Put your hands together (put your hands together) Time for prayer (time for prayer)	Daily Worship – Songs of praise. https://www.youtube.com/watch?v=tODIA2q7Y9I	Daily Worship – Songs of Praise https://www.youtube.com/watch?v=uHCwoDgSgXg	Daily Worship – Who would you like to pray for today?
Lunch 12noon – 1pm					
Mental health and wellbeing.	Zones of Regulation (15mins) Intent – To discuss feelings. Activity: Circle time – discuss how we are feeling today.	imoves Emotional Wellbeing Anxiety Hot spots https://platform.imoves.com/lesson/3646/297	Zones of Regulation Intent – To learn regulation strategies for keeping calm. Activity: Mindfulness colouring to calming music.	imoves Emotional Wellbeing Anxiety Hot spots https://platform.imoves.com/lesson/3646/297	RE Gospel activity. Listen to the Gospel and complete the activity sheet.
Focus Activity	Expressive Art & Design (D&T)	Physical Development - PE	Religious Education	Understanding the World	Music - Kapow
	L.O: To develop threading and weaving skills.	L.O: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	L.O: To know that Jesus is the Son of God; that Mary heard God and said yes.	L.O: To understand the lifecycle of a butterfly.	Kapow Music. Lesson 4 - Exploring tempo and pitch through dance
	Activity: Kapow Making Bookmarks Lesson 3 - sewing with hessian 	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.	Introduction: Talk to the children about God being Jesus' Father and our Father in heaven. Ask the children if they know why Mary was chosen by God to be Jesus' Mother. Talk to them about saying yes and how sometimes it isn't easy to say yes but Mary said yes to God when he asked her to be the Mother of Jesus.	Introduction: Revisit the book - 'How Does a Butterfly Grow?' Activity: Children to use knowledge gained from the book to make a caterpillar lifecycle hat. 	Whole school Golden Time.

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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	<p>Playing and exploring • finding out and exploring • using what they know in their play • being willing to have a go.</p> <p>Active learning • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do.</p> <p>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</p>				

Continuous provision and Independent activities

Maths Area	Expressive Arts & Design Area	Communication Language & Literacy Area
<p>Dice - Can you throw a double? How many spots all together?</p> <p>Ladybird double activity - Make a ladybird with 6 legs, 2 eyes and a chosen number of double spots.</p>	<p>Butterfly symmetry painting.</p> <p>Musical instruments - explore the sounds that each instrument makes.</p> <p>Junk modelling - Draw a picture of something they would like to make then use the junk modelling materials to create their model.</p>	<p>Pictures of minibeasts - Children to write a sentence based on the picture. Children to extend their sentences by using the conjunction, 'and.'</p> <p>Phoneme pictures - Write the words using dry wipe pens.</p> <p>Label the pictures of things found in a garden.</p>
		<p>Story corner.</p> <p>Provide the children with a range of books with garden pictures for them to read and discuss with a friend.</p>
Understanding the World Area	Small World Area	Outdoor Area
<p>Science – Minibeast hunt - Can the children find any minibeasts in our outdoor area?</p> <p>Geography – David Attenborough has travelled the world and has met lot of different animals – Talk about the animals and try to find them on the world map.</p>	<p>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.</p> <p>Provide children with ribbons to weave in and out of the fence.</p> <p>Tricky word squirt - Give children water squirters. Children to say the words that the water hits.</p>
	<p>FS2B - Duplo. Playing & Exploring - Draw a design on clipboard then have a go at building it.</p>	

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	FS2HM - Dolls house - Invent stories with their teachers and peers.	Ice cream shop – provide children with pieces of paper and pens so that they can write menus and signs for the ice cream shop.
PSED	Physical Development	
<p>Play snakes and ladders - Turn taking & counting.</p> <p>Make jigsaws together - Work towards a simple goal.</p> <p>Active learning - keep on trying.</p>	<p>Finger Gym Area.</p> <p>Draw around flower stencils and cut them out.</p> <p>Observational drawings of a minibeast - begin to show care and accuracy when drawing.</p>	<p>Role Play Area – FS2B – Home corner</p> <p>FS2HM - Garden Centre - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Creating & thinking critically - Take part in pretend play.</p>

Communicating with school: Please direct all queries to the school office email on: office@olc.solihull.sch.uk