

## OLC WEEKLY LEARNING PLAN (FS1)



**Week 3 : Please feel free to share the following videos with your child.**


Road Safety Week: [Road Safety Video](#)

20<sup>th</sup> – World Children’s Day [2023](#)




24<sup>th</sup> – World Science Day-[Scientific Discussion](#)

*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>Mrs Sandhu-White</b>	<b>Year:</b>	<b>FS1</b>	<b>Date:</b>	<b>WB: 20<sup>th</sup> November 2023</b>
<b>TLSAs:</b>	<b>Mrs Comerford (Whole Day)</b>				
<b>Student TLSA:</b>	<b>Mrs Attwood (AM)</b>				

	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 After the Storm</b> LO: To enjoy listening to longer stories and can remember much of what happens.	<b>Expressive Arts &amp; Design</b> LO: To explore different materials freely, to develop their ideas about how to use them and what to make.	<b>Well-being Wednesday</b> <u><i>CST Promoting Peace</i></u> <u><i>Big Question:</i></u> <i>How can we be kind and caring to the people in our school? – Create a display which promotes peace.</i> LO: To know there are lots of different homes.	<b>RE</b> <u><i>CST Human Dignity</i></u> <u><i>Big Question:</i></u> <i>What can we do to help children who are less fortunate than us? – Create a class shoebox for the Samaritan’s purse Shoebox appeal.</i> LO:	<b>PE</b> LO: To take turns with others.

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	<p><b>Watch:</b> <a href="#">After the Storm</a></p>  <p><b>Activity:</b></p> <p><a href="#">Page border</a> Draw a scene from the story, Adult to scribe key words the child can recall.</p>	<p><b>Watch:</b> <a href="#">After the Storm</a></p> <p><b>Activity:</b> Ch'n to work together to create a class collage of Percy the Park Keeper.</p> 	<p><b>Activity:</b> Celebrating Differences. Jigsaw Piece 4. Homes. Ask the children: are all homes the same? Show children different types of homes. Include houses, flats, bungalows and examples from around the world. Ask children to talk to their friends about their home, what colour is their bedroom, etc. Ask children to feedback about their friends' home to the class. Questions: Are all homes the same? What makes our homes special? Challenge children to build homes for the teddies Draw/paint/collage different style of homes.</p>	<p><b>Watch:</b> <a href="#">Shoe Box appeal 2023</a></p> <p><b>Activity:</b> To colour in a shoebox, use pictures from a catalogue to fill it with presents for a boy or a girl.</p> 	<p><b>Activity:</b> Lessons 10,11 &amp; 12 (Over three consecutive weeks) Warm up: Jungle adventure Social Skills Exceeding I can work sensibly with others, taking turns and sharing. I can work sensibly with others. Expected I can play with others and take turns and share with help. Fundamental Movement Skills Dynamic Balance to Agility Jumping and Landing</p>
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15	<p><b>Maths</b></p> <p>LO: To understand <i>3 is more than 2</i></p> <p><b>Watch:</b> <a href="#">Song about 3</a> <b>Activity:</b> <a href="#">1, 2, 3 sorting sheet</a> Learning about the different representations of number is a key skill for children. Children to think</p>	<p><b>Phonics</b></p> <p>LO: To think about the sounds that words start with.</p> <p><b>Activity:</b> Phase 1 Activities – Letters &amp; Sounds  Bug Club – All Sorts of Art – Lesson 5.</p>	<p><b>Maths</b></p> <p>LO: To understand <i>3 is more than 2</i></p> <p><b>Watch:</b> <a href="#">Song about 3</a> <b>Activity:</b> Play 1,2, 3 matching <a href="#">Game</a></p>	<p><b>Understanding the World Speaking &amp; Listening</b></p> <p>LO: To explore and talk about different forces they can feel.</p> <p><b>Watch:</b> <a href="#">A storm story</a> <b>Activity:</b> What happens during a storm? What makes the trees move: How do we know it is windy:</p>	<p><b>Phonics</b></p> <p>LO: To think about the sounds that words start with.</p> <p><b>Activity:</b> With a small group of children sitting in a circle, start the game by saying, 'I spy someone whose name begins with... and give the sound of the first</p>

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	<p>about the different ways we represent the numbers 1, 2 and 3 as well as enabling them to practise key skills, such as counting and subitising. Cut out the colourful cards and encourage ch'n to sort them into the table according to whether they represent number 1, number 2 or number 3.</p>	<p>Starting sounds Open page 8 of the book All Sorts of Art, which shows the collection of different art objects used in the pages of the book. Open the Magnetic Board in ActiveLearn Primary. Select a sound to display on the Magnetic Board, for example, /p/ and ask children to say which objects start with this sound. Repeat for all the pictures.</p>		<p><b>Science link</b></p>	<p>letter, for example 's' for Satish. Ask, 'Who can it be?' Satish stands up, everyone says his name and he carries on the game saying, I spy someone whose name begins with..., and so on. If any children call out the name before the child with that name, still let the child whose name it is take the next turn. If the children find separating out the first sound too hard in the early stages, the adult can continue to be the caller until they get the hang of it.</p>
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Nursery rhymes and songs

Story – Hand washing – Prayers - Lunch

<p>Afternoon</p>	<p><b>Continuous provision and independent activities</b></p>		
<p>Continuation of morning activities and continuous provision.</p>	<p><u>Maths Area</u> 1, 2 and 3 Modelling Dough Mats Numbers 1 to 3 How Many? ... 1, 2 and 3 Matching and Comparing Cards.  Numberblocks 3 creating activity Subitising to 3 Picture Cards. Counting to 3 Worksheet. 1-3 Number Representation Matching Activity</p>	<p><u>Expressive Art &amp; Design Area.</u> Make a wind catcher using natural materials.</p>	<p><u>Communication Language &amp; Literacy Area.</u> Name tracing Pencil control sheets-Aft Make your mark! Writing wall- various mark making patterns to copy or trace over Large <a href="#">Pencil control</a> <a href="#">Animal pencil control</a></p>

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		 <p>Woodland Animal mask making Leaf Painting</p>	
	<p><b>Understanding the World</b> Tuff tray leaves, sticks-magnifying glasses Provide soft toys and clothing appropriate for different kinds of weather including raincoats, boots, T-shirts, woolly hats and scarves. Encourage children to talk about the clothing and dress the toys appropriately. Include some weather-themed books in the tray to promote discussion.</p>	<p><b>Small World Area</b> Woodland animals:</p> 	<p><b>Outdoor Area</b> Bikes, trikes, chalk, building using bricks, tyres and crates. Chalk boards Large foam bricks and crates. Large wooden bricks. Leaf printing</p>
	<p><b>PSED</b> <a href="#">Woodland Animal story and discussion</a> Road Safety Week: <a href="#">Road Safety Video</a> 20<sup>th</sup> – World Children’s Day <a href="#">2023</a> 24<sup>th</sup> – World Science Day-<a href="#">Scientific Discussion</a></p>	<p><b>Finger Gym</b> Scissor practise <a href="#">Forest Scene</a> Finger painting: paint in the tuff tray, can the children make the number 3 or the first letter of their name? Watch and copy actions: <a href="#">Finger gym</a> Leaf threading</p>	<p><b>Role Play Area</b> Dressing up: woodland animal/Scientist/School traffic control. Create a road scene in the garden-How should we cross the road? <a href="#">Green Cross Code PP</a></p>

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

<https://www.twinkl.co.uk/resource/eyfs-draw-a-woodland-creature-pencil-control-activity-pack-t-tp-1627592896>

