

OLC WEEKLY LEARNING PLAN (FS2)



**Hello Children,**  
**This week we are learning about police and fire fighters.**  
**This half term, our Key Instant Recall Fact for Maths is: To subitise (recognise quantities without counting) up to 5.**  
**In Re, we will be learning about the celebrations in a family, starting with weddings.**


<b>Teachers:</b>	Mrs Monington / Mrs Haycock, Miss Bailey	<b>Year:</b>	FS2	<b>Date:</b>	WB 7 <sup>th</sup> October 2024
<b>TLSAs:</b>	Mrs Attwood (FS2HM) AM. Mrs Wong (FS2B)				

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Phonics Bug Club Phase 2 Set 1</b></p>	LO – To say the sound for each digraph: Practise reading and spelling words.				
	Learn sound and action for – g Activity: Bug club recognition and formation sheet.	Learn sound and action for – o Activity: Bug club recognition and formation sheet.	Learn sound and action for – c Activity: Bug club recognition and formation sheet.	Learn sound and action for – k Activity: Bug club recognition and formation sheet.	Language lesson Recap and review sounds taught so far.
<p><b>Mathematics Unit 1: Numbers to 5.</b></p> <p><b>Learning focus:</b>                      This week, children will learn to count to 5 using the counting principles they developed in Week 1 and Week 2. Children will represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1, 2, 3, 4 and 5.</p>	Learning focus Stable order of counting to 5	Learning focus One-to-one correspondence to 5	Learning focus Order irrelevance to 5 	Learning focus Representations of 5	Learning focus Counting to 5 using abstraction 



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People Who Help Us Police & Fire fighters	Communication, Language and Literacy.	RE	Wellbeing Wednesday PSHE Jigsaw	Physical Development PE in hall Real PE	Communication, Language and Literacy - Reading Focus
	LO: To offer their own ideas, using recently introduced vocabulary.	LO: To recognise the place and value of celebrations in family.	L.O: To recognise the choices I make have consequences.	L.O: To follow instructions and practise safety.	LO: To recall the equipment used by police and fire fighters. To offer their own ideas, using recently introduced vocabulary.
	Continued: Introduction: Share the PowerPoint again Discuss the different occupations o people who help us. Give children the opportunity to talk about what they may like to be when they are older. Activity (in Literacy Book) – Children to select an occupation picture card and describe why they would like to carry out this role. Pupil voice in book.	RB- People Who Care For Us RB- People Who Care For Us Show the children artefacts and photographs from a wedding. Has anyone been to a wedding? Where did it take place? What made it a special occasion? Explain to the children that the two people getting married ask God our Father to love and care for them. Explain to the children that many people get married because they want to care for each other and then care for any children they may have. The adults and children make a family. Watch: <a href="https://www.bbc.co.uk/cbeebies/watch/my-first-wedding">https://www.bbc.co.uk/cbeebies/watch/my-first-wedding</a>	Lesson 5. Consequences  I can recognise the choices I make and understand the consequences I recognise the range of feelings when I face certain consequences	Warm up: Pirate adventure  Personal Skills Some - I can work on simple tasks by myself.  Some - I can follow instructions and practise safely.  Many - I enjoy working on simple tasks with help.  Fundamental Movement Skill Focus Static Balance One Leg	Draw a picture of the police and a fire fighter. What equipment would they need for their role? Eg. Handcuffs, police dog, torch, police badge, radio, police hat Eg. hose, heat proof gloves, helmet, ladder.
<b>11.45 – 11.55</b> <b>Daily Worship</b>	Daily Worship: Gospel.	Learn the Hail Mary Prayer. October - month of the Rosary.	Daily Worship – Songs of praise. <a href="https://www.youtube.com/watch?v=tODIA2q7Y9I">https://www.youtube.com/watch?v=tODIA2q7Y9I</a>	Daily Worship – Songs of Praise <a href="https://www.youtube.com/watch?v=uHCwoDgSgXg">https://www.youtube.com/watch?v=uHCwoDgSgXg</a>	Daily Worship – Who would you like to pray for today?
Lunch 12noon – 1pm					
<b>Mental health and wellbeing.</b>	<b>Zones of Regulation (15mins)</b> Intent – To discuss feelings.	<b>imoves Emotional Wellbeing Anxiety Hot spots</b>	<b>Zones of Regulation</b> Intent – To learn regulation strategies for keeping calm.	<b>imoves Emotional Wellbeing Anxiety Hot spots</b>	<b>RE</b> Gospel activity.

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	Activity: Circle time – discuss how we are feeling today.	<a href="https://platform.imoves.com/lesson/3646/297">https://platform.imoves.com/lesson/3646/297</a>	Activity: Mindfulness colouring to calming music.	<a href="https://platform.imoves.com/lesson/3646/297">https://platform.imoves.com/lesson/3646/297</a>	Listen to the Gospel and complete the activity sheet.
<b>Focus Activity</b>	<b>Expressive Art &amp; Design</b>	<b>Physical Development/ Outdoor Learning</b>	<b>Religious Education</b>	<b>Understanding the World</b>	<b>Music - Kapow</b>
	L.O: To draw a self-portrait of myself, using a mirror.	L.O: To roleplay putting out a pretend fire using hoses and buckets.	L.O: To roleplay a wedding	Understanding the World L.O: To observe, describe, discuss and draw simple features and characteristics of human beings.	Lesson 3: Instrumental sounds Exploring using instruments to make a variety of sounds
	Activity: Art: Lesson 5: Drawing faces Creating self-portraits by applying their observational skills, using mirrors to draw their faces carefully.	Draw a big fire on the playground with chalk. The children will take it in turns to use buckets filled with water and then a hose pipe to try and put out the fire.	Class Discussion – what can you remember about a wedding? Where does it take place? What roles are there? In small groups re-enact a wedding, with a priest, bride, groom, best man and bridesmaid.	Stand two children at the front of the class. What is the same about their faces, what is different about them? Talk about the features of a face? Talk about legs, arms, neck, fingers etc...	Golden Time
<b>Story Time</b>	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;				
<b>Characteristics of Effective Learning</b>	<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>				

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Continuous provision and Independent activities		
<p>Maths Area</p> <p>Match the people who help us with the tools and places of work.</p> <p>Colour by numbers sheet up to number 5.</p>	<p>Expressive Arts &amp; Design Area</p> <p>Talk about how the police look for fingerprints of the baddies to help them solve crimes. Children to print their own fingerprint onto a small piece of card.</p>	<p>Communication Language &amp; Literacy Area</p> <p>New Vocabulary: Emergency services, ambulance, fire engine, police car, accident, injury, safety, care.</p> <p>Set up files, note pads, clip boards and writing materials. Make up space for children to draw the crime that has been reported.</p>
<p>Understanding the World Area</p> <p>Science – Use torches and materials to investigate light and dark.</p>  <p>History – Look at pictures of nurse and doctors uniforms from the past. Discuss with a friend</p> <p>Geography – Build a town – Practitioner to model geographical vocabulary e.g. road, crossing, pedestrian crossing, lamppost, post-box, telephone box.</p>	<p>Small World Area</p> <p>Godly Play – Doll’s House. Children to play with figures that are taking part in a wedding.</p> <p>FS2B - Duplo. Playing &amp; Exploring - Draw a design on clipboard then have a go at building it.</p> <p>FS2HM - Dolls house - Invent stories with their teachers and peers.</p>	<p>Outdoor Area</p> <p>Balance Bikes, trikes, chalk, building using bricks, blocks and crates.</p> <p>Chalk fires onto the playground and put them out with water.</p> 
<p>PSED</p> <p>Who are people who help us in our community? What do they do to make our lives better, how do they keep us safe?</p>	<p>Physical Development</p> <p>Peg boards to refine our fine motor skills.</p> <p>Attach pieces of paper to the tuff tray to allow children to practise cutting along the lines.</p>	<p>Speaking &amp; Listening</p> <p>Role Play Area – FS2B – Home corner</p> <p>- Practice 999 calls on the pretend phone. Discuss safety in the home. Discuss risks in the home that could start a fire.</p> <p>Creating &amp; 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](mailto:office@olc.solihull.sch.uk)

