




**Autumn Term-Week 7**

***In Week 7, we will be reading 'Our Class is a Family', a beautiful book that highlights the idea that our classroom is not just a place to learn but a community where we support and care for one another—just like a family. This story will help the children understand the importance of kindness, empathy, and inclusivity within our class. We will discuss how these values are important both at home and in school, and how everyone plays a special role in our classroom "family." I encourage you to ask your child about the story and explore together how family values can be shared in their daily lives.***

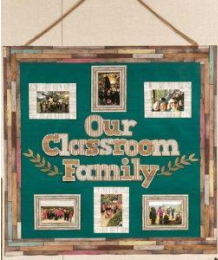



*This Weekly Learning Plan shares the learning that will be taking place this week and helps you to complete it during your time at home. Each day has a variety of lessons to ensure you access the whole curriculum while at home. You will find that there may be some slides to read / share with a grown up or a video to watch. There will also be some activities to complete.*

<b>Teachers:</b> <b>TLSAs:</b> <b>Student TLSA:</b>	Mrs Sandhu-White Mrs Comerford (Whole Day) Mrs Hull-(AM)	<b>Year:</b>	FS1	<b>Date:</b>	WB 14 <sup>th</sup> October 2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9.00am	Hang up coats, morning prayer, registration, dinner choices. Zones of regulation register. Wake up shake up.				
9.00am – 9.15am	Daily Worship Gospel	Daily Worship Meditation Prayers	Daily Worship To live as Jesus taught us	Daily Worship Song of Praise	Daily Worship Song of Praise
 9.15am – 9.30am Focus group work. 9.30am – 10.00 Continuous Provision.	<b>Communication Language &amp; Speaking and Listening</b> <b>Text:</b> Our Class is a Family  LO: To listen attentively and respond to what they hear with relevant questions, comments and actions when	<b>Expressive Arts &amp; Design</b> LO: To experiment with different materials.	<b>Well-being Wednesday</b> <b>Jigsaw</b> Lesson 6 - Our Responsibilities LO: To learn about what being responsible means.	RE – NA – God Our Father Cares For Us. <b>BIG QUESTION: Who cares for us?</b>	PE: REAL PE-Off to the Seaside  LO: To work on simple tasks by myself.

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<p>being read to and during whole class discussions.</p>				<p>LO: To follow instructions and practise safely.</p> <p>I enjoy working on simple tasks with help.</p>
<p><u>Activity:</u> <u>Listen: Our Class is a Family</u></p> <p><u>Our Class is Family</u></p>  <p>Discuss: Questions: What does it mean to be a family? How can one make themselves feel at home at school? How can peers support one another?</p> <p>To draw a picture of themselves, teachers included- these to be added to our class family mobile. This to be displayed in the classroom for the year, adding new members to our class family.</p>	<p><u>Activity:</u> Junk Modelling- Provide a wide range of resources (boxes, feathers, bottle tops, crate paper etc) for the children to explore, experiment and play with.</p>	<p><u>Activity:</u> Make up a story where Jenie gives Jerrie Cat something precious to look after e.g. a beautiful: stone/flower/soft snuggle cloth/other. Jenie asks Jerrie cat to look after it because it's precious saying 'you're responsible for this – don't lose it or break it please'. As soon as they go off to play with other friends Jerrie cat forgets about the precious thing and discards, drops or breaks it....When Jenie and Jerrie Cat meet up again Jenie asks for the precious item. Jerrie has to explain what has happened ...Oh dear! What will Jerrie say? Explain that we are all responsible for looking after the things we have in the group. Jenie asks: How do you think Jerrie felt when Jerrie realised</p> 	<p><u>Activity:</u> Develop an understanding of loving relationships and sharing. Of opportunities to give and receive love. Provide a selection of dressing up clothes. Home corner activities surrounding the family.</p>	<p><u>Activity:</u> Lessons 6</p> <p>Warm up: Pirate adventure</p> <p>Personal Skills</p> <p>Fundamental Movement Skill Focus</p> <p>Static balance one leg.</p> <p><u>REAL PE</u></p>

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			<p>that the precious thing was gone/broken?                  Give children time to speak their thoughts and note their responses. Label any praise you or Jenie gives the children for example:                  You are learning how to be responsible by looking after xxx                  You are becoming a kind friend by including everyone in the game/play etc.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> <li>• Responsible</li> <li>• Kind</li> <li>• Fair</li> <li>• Together</li> </ul>		
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15	Maths	Phonics	Maths	Understanding the World Speaking & Listening	Phonics
	LO: To understand <i>3 is more than 2</i> .	LO: To raise awareness of sounds around them. To participate in mark-making activities	LO: To understand <i>3 is more than 2</i> .	LO: To promote discussion.	LO: To raise awareness of sounds around them. To participate in mark-making activities

Activity  
Watch:  
[Numberblock 3](#)  
 Complete:  
[Numberblock sheet](#)  
 3, 1 to 1 with an adult.



Activity:  
[Bug Club](#)  
**Phase 1**  
*Bug Club*  
*Unit B – All Sorts of Art*  
 recognise them? Can they make them?  
 Talk together about all the different sounds children heard when making their marks

Set up a tray with pieces of foam, pots of water and a variety of paintbrushes in different sizes.

Explain to children that they are going to be artists like the people in the book All Sorts of Art. Encourage children to make marks in the foam using their fingers or any other objects.

Go outside and encourage children to use the pots of water to make marks on the ground. Talk about the sounds they can hear

Activity:  
 Make a large Numberblock 3 with boxes- whole class.  
[Numberblock 3](#)



Activity:  
 Share pictures of children's families, each child to introduce their family.

Activity:  
[Bug Club](#)  
**Phase 1**  
*Bug Club*  
*Unit B – All Sorts of Art*

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Explain to children that they are going to be artists like the people in the book All Sorts of Art. Encourage children to make marks in the foam using their fingers or any other objects.

Go outside and encourage children to use the pots of water to make marks on the ground. Talk about the sounds they can hear when making the marks. Can they replicate these sounds using their voices?

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		when making the marks. Can they replicate these sounds using their voices?			
Nursery rhymes and songs					
Story – Hand washing – Prayers - Lunch					
<b>Afternoon</b>	<b>Continuous provision and independent activities</b>				
<b>Continuation of morning activities and continuous provision.</b>	<u>Maths Area</u>  Number puzzles  Tuff tray- Number 3- 3 doll, playing card 3, traffic lights with the tree colours, 3 little pigs, three, bears etc	<u>Expressive Art &amp; Design Area.</u>  Make large Numberblock 1 and 2 in small groups, making sure all children contribute.	<u>Communication Language &amp; Literacy Area.</u>  Stickers on initials  Mark making wall  SWB's and markers-which shapes can we make?  Writing number 3 on swb's/sand/glitter etc		
	<u>Understanding the World</u>  Tuff tray: Share pictures of children's families, each child to introduce their family	<u>Small World Area</u>  Animal families  Paw Patrol  Peppa Pig  Sylvanian Family house, dolls etc	<u>Outdoor Area</u> Bikes, trikes, tyres  Mark making and colouring area  Reading area  Construction		
	<u>PSED</u>  Read Goldilocks and the Three Bears- discuss our weekly number -3, and thoughts and feels of the characters.	<u>Finger Gym</u> <u>Finger Gym</u> Bear rescue-spoons and bears in water  Stickers on initials	<u>Role Play Area</u> The Three Little Bears Cottage- Three Bears, three bowls, three chairs, three beds etc		



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**Communicating with school**

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

