

OLC WEEKLY LEARNING PLAN (FS1)

Week 6 is upon us. What a busy and fun time we are having in FS1!

In the month of October, we celebrate the life of our Mother Mary. Please join us by sharing the following link with your child: [Hail Mary Prayer](#)


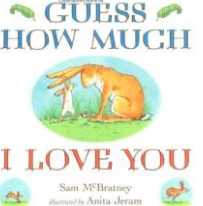


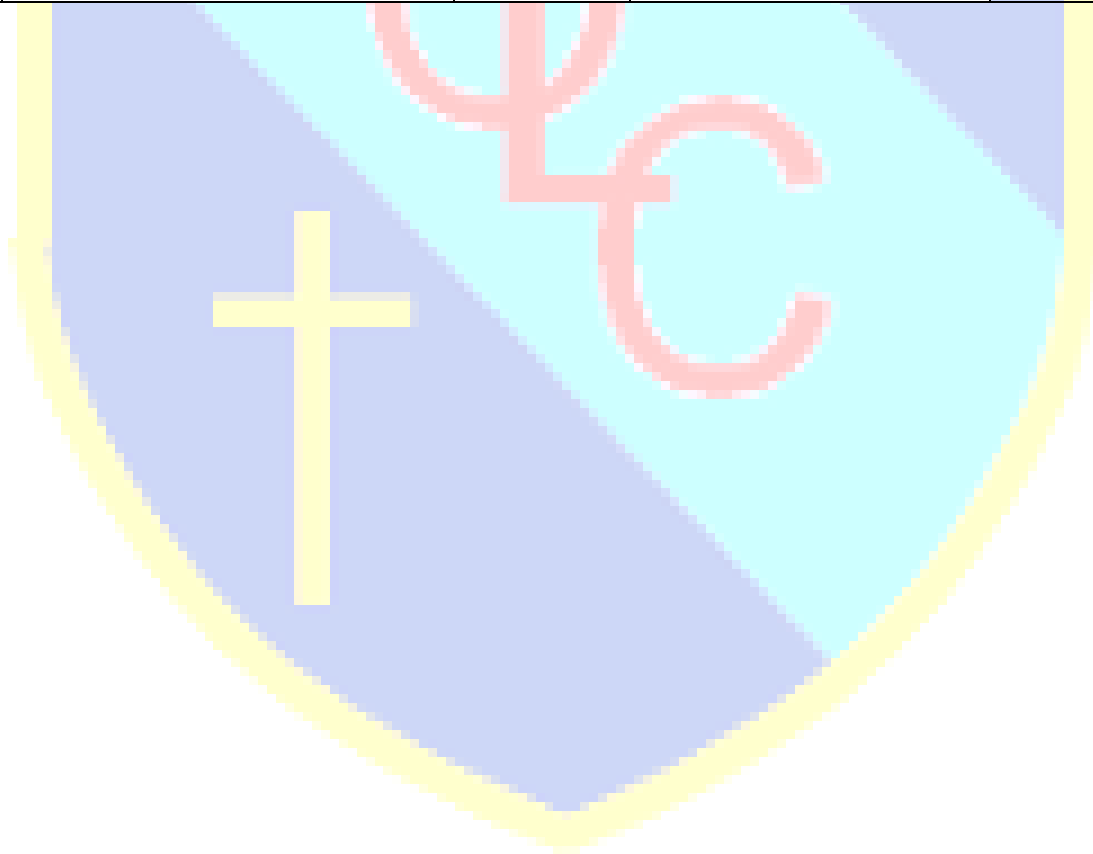
This Weekly Learning Plan shares the learning that will be taking place this week and helps you to complete it during your time at home. Each day has a variety of lessons to ensure you access the whole curriculum while at home. You will find that there may be some slides to read / share with a grown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

Teachers:	Mrs Sandhu-White Mrs Comerford (Whole Day) Mrs Attwood (AM)	Year:	FS1	Date:	WB:16th October 2023
TLSAs:					
Student TLSA:					

	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

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 <p>9.15am – 9.30am Focus group work. 9.30am – 10.00 Continuous Provision.</p>	<p>Communication Language & Speaking and Listening Guess How much I love you</p>  <p>LO: To understand why we are loved.</p>	<p>Expressive Arts & Design LO: To draw with increasing complexity and detail (hands).</p>	<p>Well-being Wednesda y Jigsaw LO: I am learning what being responsible means</p>	<p>RE October is the month of the Rosary. Continuous Unit – The Bible is God’s Special Book. LO: To know that God Our Father cares for us and we should care for others.</p>	<p>PE Real PE Unit 1: Personal LO: To work on simple tasks independently. Lessons 4,5 & 6 (Over three consecutive weeks.)</p>
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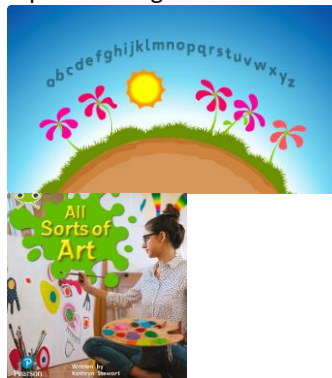
	<p><u>Activity:</u> Watch: Guess How much I love you Talk about people you have met and the loving qualities they showed. Ask the children to remember a time when they met someone new and what they noticed about this person. Talk about if they felt comfortable and how they became friends. You may like to take turns pretending you are each a new person the other is meeting, and role play how you can show love to new friends. Talk about how someone may look different than us – such as being a different age, speaking a different language, or having a disability – but we love every person because each of us is special. Colour in the love tokens to take home. Tokens</p>	<p><u>Activity:</u> Make a card for someone you love. Ask the children who they would like to make a hand card for and talk about why they chose that person. Is that person kind to them? Do they enjoy spending time with that person? Think about how that person makes you feel and how we can try to display those same qualities to other people around us. Make a card for the person and arrange to get it to them by post or by dropping it off in person. Hand holding hearts pop up</p>	<p><u>Activity:</u> Lesson 6: Jigsaw Piece 6 (Our Responsibilities) Celebrating Differences. Jigsaw Piece 1. What Am I Good At?</p>	<p><u>Activity:</u> Watch: Shoe box appeal 2023 CTS Human Dignity Big Question: What can we do to help children who are less fortunate than us? – Create a class shoebox for the Samaritan's purse Shoebox appeal.</p>	<p><u>Activity:</u> Warm up: Pirate adventure Personal Skills I can work on simple tasks by myself. I can follow instructions and practise safely. I enjoy working on simple tasks with help. Fundamental Movement Skill Focus Static balance one leg.</p>
10.00 – 10.15	Snack time				
10.15 – 10.45	Morning play				
10.45 – 11.15	<p>Maths LO: To know that 2 is more than 1.</p>	<p>Phonics LO: To raise awareness of sounds around them and participate in mark-making activities.</p>	<p>Maths LO: To learn song about number 2.</p>	<p>Understanding the World Speaking & Listening LO: To use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>Phonics LO: To develop children's listening skills and awareness of sounds in the environment</p>

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Activity:
<https://www.twinkl.co.uk/resource/t-n-2546300-all-about-the-number-2-powerpoint>

https://content.twinkl.co.uk/resource/b5/6b/t-m-32281-numberblocks-numbers-one-and-two-sorting-cards_ver_9.pdf?token_exp=1696878635~acl=%2Fresource%2Fb5%2F6b%2Ft-m-32281-numberblocks-numbers-one-and-two-sorting-cards_ver_9.pdf%2A~hmac=1c87494c86cee9e10c6c29e28d33dece1ec7ec245fcb987eee74402c07f5112b

Activity:
 Phase 1 Activities – Letters & Sounds
[BugClub](#)
 Bug Club – All Sorts of Art – Lesson 1.
 Alphabet song:



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 when making the marks. Can they replicate these sounds using their voices?

Activity
 Number songs and activities

<https://www.youtube.com/watch?v=8NeEBSS5fUW>

Activity:
 Display the following PP.
 Have the materials to share with the class.

Materials

What colour is the material?
 How does it feel?
 Explore vocabulary: hard, soft, swishy, rough, stretchy, crunchy, heavy, light etc

Activity:
 Teddy is lost in the Jungle . One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy.
 Alternatively lead the children in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.



Nursery rhymes and songs

Story – Hand washing – Prayers - Lunch

Afternoon

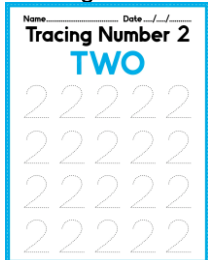
Continuous provision and independent activities

Continuation of morning activities and continuous provision.

Maths Area
 Noah's Ark-animals went two by two
 Thread 2 beads on the necklace
 Create number 2...



Tracing number 2



Expressive Art & Design Area.

Paint a heart
 Collage of a heart
 Colouring in 'Love' sheet
[Love sheet](#)
 Draw a picture of who I love
 Complete the following:



Communication Language & Literacy Area.

Name tracing
 Pencil control sheets
 Make your mark! Writing wall- various mark making patterns to copy or trace over
 Large rolled out paper on the floor outside for mark making
 Chalk on the outdoor area ground

Understanding the World

Create the following tuff tray resources:



PSED

Use various materials to create a facial expression of how they are feeling.



Supply a mirror and small mirrors- children to draw themselves.

Small World Area

Begin to develop simple stories using small world equipment like animal sets, dolls and dolls houses, etc.

Use the following plastic people who are similar or different to us.

Use animals



Outdoor Area

Bikes, trikes, chalk, building using bricks, tyres and crates.

Chalk boards

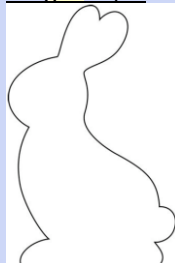
Large foam bricks and crates.

Large wooden bricks.

Make a big "Love Heart." Use leaves, sticks etc

Explain the children how a heart is often used as a representation of love because, like love supplies energy to people, the heart supplies blood to the body. This blood (love) allows us to live happily. Use masking tape or stones to make the outline of a heart on the ground. Have your child come up with ways to use the heart such as making it a race track, a collection area for stuffed animals or other favourite objects they love, or a place to sit in while they sing songs.

Finger Gym



Encourage the children to use their fingers to go around the outline of the bunny

Finger painting around the outline

Play dough-can you make the number 2?

Role Play Area

Take part in simple pretend play, using an object to represent something else even though they are not similar.

House for the role-play area

Dressing up -different outfits-who will you dress up as today-a firefighter, police officer, doctor, teacher etc?



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Scissor practise:



Communicating with school

If you have any queries, please contact the school office. office@olc.solihull.sch.uk