

OLC WEEKLY LEARNING PLAN (FS1)


SPRING 1 WEEK 6

We've arrived at our final destination-Brazil! What a fantastic journey it has been. Over the past few weeks, the children have thoroughly enjoyed exploring the cultures, customs, and traditions of the various countries we've visited. It has been a wonderful learning experience, filled with excitement and discovery. We can't wait to share all our adventures with you!



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	Year:	FS1	Date:	WB 10 th February 2025
TLSAs:	Mrs Comerford (Whole Day)				
Student TLSA:	Mrs Hull-(AM)				

	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.	Communication Language & Speaking and Listening Text: Brazil- We're Roaming in the Rainforest	Expressive Arts & Design LO: To experiment with different materials.	Well-being Wednesday Jigsaw Jigsaw DREAMS AND GOALS. Lesson 6: Footprint Awards LO: To feel proud when I achieve a goal.	RE: Baptism LO: To BIG QUESTION: Who helps us learn about Jesus? People Who Help Us Our Priest	PE

Discuss: /Activity:
 Explain this week is Brazil week. Discuss the story, key vocabulary. Share images of the Brazilian rainforest-what is the weather like, landscape? Which animals can you see?

[PowerPoint and resources](#)

Activity:
 Junk modelling- making an FS1 rainforest. Children to create trees, leaves, animals etc. Children to decide which are the best materials to use.




Activity: Remind children that we all been trying to practice tricky things – remind them of the goal Jigsaw Jenie had for building a tall tower that doesn't fall down. And they had goals too (from week 3 or any that you might have set them throughout this Puzzle Piece). Each child to have a star shape with 'I've tried hard' printed on it. Have a beautiful bag/box – this is where we are all going to put our 'I've tried hard' stars. Give Jigsaw Jenie a 'star' and explain the goal Jenie set and what Jenie needed to work hard on. Jenie puts the star into the bag/box. Give each child a star and explain this is a star for you because you have tried hard to get better at something. Remind them to look after it and



Discussion:
 Consider who gathers us together at home and at school, and looks after us.
 I explain to the children that the priest has a special job to gather us together at church as God's Family. Think about some of the things that the priest does.
 Know that the priest is a special person who looks after God's Family at Church.

[REAL PE](#)

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			<p>think about what they have tried hard at. Prompt children if needed...this might be a goal that they thought of in piece 3.</p> <p>Children say 'I've tried hard at/to...' and put their star into the beautiful bag/box.</p> <p>Read the story: I can do it!</p>	The visit to the church is an opportunity to link with the Parish.	
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 that a number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; (number bonds to 5.)	LO: To develop awareness of sounds made by various instruments and sound-makers. Examples in nature such as a snowflake, a leaf	LO: To understand that a number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; (number bonds to 5.)	LO: To recognise that some environments are different to the one in which we live.	LO: To develop awareness of sounds made by various instruments and sound-makers.

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Activity:
 Number Stories (Oral Word Problems)

Tell simple stories like, You have 4 apples. A friend gives you 1 more. How many do you have?

Let children use fingers or objects to find the answer.

Use Number fans

Activity:
[Bug Club](#)

Phase 1 Bug Club
 Unit F – A Day at the Beach

Follow-the-sounds game. Gather together a range of instruments or sound-makers. Sit in a circle and using one of the instruments or sound-makers, demonstrate a sound you might hear at beach. This could include wind, waves crashing, birds, ice cream van and cars.

Ask children to copy the sounds. Next, ask children which instrument they think would match the different sounds, for example a rainstick or triangle for the sea; a drum for waves crashing or they could also use their own voices to create different sounds.

Activity:

Large dice.
 Roll a die, count the number, and add or take away 1 using objects.
 Example: If they roll 3, ask them to add 1 more and count the new total.

Share photos from England -different homes, food, climate etc Talk about the features of the city using non-fiction books, videos and online resources.
 Encourage children to record some facts that interest them. Look at map of UK where are we in comparison to London - *Draw information from a simple map*


Activity:
[Bug Club](#)

Phase 1 Bug Club
 Unit F – A Day at the Beach

Which instrument? Give the children the opportunity to play one set of instruments to introduce the sounds each instrument makes and name them all. Ask one child to hide behind the screen and choose one instrument from the identical set to play. The rest of the group have to identify which instrument has been played. Develop the activity by playing a simple rhythm or adding a song to accompany the instrument while the hidden instrument is played. This time the children have to concentrate very

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					carefully, discriminating between their own singing and the instrument being played.
	Nursery rhymes and songs				
	Story – Hand washing – Prayers - Lunch				
Afternoon	Continuous provision and independent activities				
Continuation of morning activities and continuous provision.	<p><u>Maths Area</u></p> <p>Top Marks interactive games</p>	<p><u>Expressive Art & Design Area.</u></p> <p>Brazil Flag</p> <p>Materials: Paper, crayons, markers, stickers, and fabric scraps.</p> <p>Make Brazilian themed cakes.</p> 	<p><u>Communication Language & Literacy Area.</u></p> <p>Stickers on initials</p> <p>Mark making wall</p> <p>SWB's and markers-which shapes can we make?</p> <p>Writing numbers 1-5 on swb's/sand/glitter etc</p>		

		<p>Rainforest Art – snake paper plate craft - <i>Explore using a variety of artistic effects to express feelings and ideas</i></p> 	
	<p><u>Understanding the World</u> Tuff Tray- Images of Brazil-Pencils and paper for children to draw the animals, a mask, the rainforest Christ the Redeemer.</p>	<p><u>Small World Area</u></p> <p>1. Theme: Amazon Rainforest Base: Green fabric or felt for grass, blue fabric or foil for rivers. Animals: Plastic or wooden figures of jaguars, toucans, sloths, monkeys, and caimans. Trees & Plants: Small fake plants or twigs to create a jungle feel. People & Culture: Small dolls or figures representing Indigenous Amazonian people. Extras: Play sand or pebbles for texture, cotton wool for clouds, and small boats for river play.</p> <p>2. Theme: Rio de Janeiro & Carnival Base: Bright-coloured paper or fabric. Landmarks: Cardboard cutouts of Christ the Redeemer and Sugarloaf Mountain. Carnival Parade: Miniature dancers with feathers, play drums, and masks. Vehicles: Small toy cars or buses representing Rio streets.</p>	<p><u>Outdoor Area</u> Bikes, trikes, tyres</p> <p>Mark making and colouring area</p> <p>Reading area</p> <p>Construction</p>

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PSED

Sing simple songs about Jesus and his love for children.
Discuss how children perceive the world.
Discuss where the children have been.
What foods did you eat?
What was the weather like?

Finger Gym

[Jungle walk](#)

[Finger Disco](#)

Role Play Area-Rain Forest



Communicating with school

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