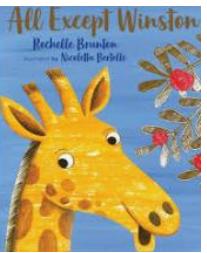
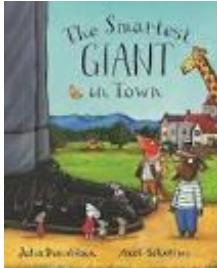


FS Newsletter

Friday 23rd January 2026

Communication and Language

Stories and books we have enjoyed this week!



Literacy

We had a blast from the past for our story this week when we watched an episode of Mr Benn. In this particular episode Mr Benn became a zookeeper and noticed how sad the caged animals were because their enclosures were too small. After drawing the character and the setting, we went on an adventure, capturing a new animal for the zoo. Later we thought about how the new animal could be rescued from its cage.

In phonics we have learnt the new sounds: igh, oa and oo, alongside the tricky words her and are.

At home you could try:

- Making step patterns with lego, or blocks and matching it to the numeral. You could even play the 'who's hiding' game with the attached number blocks
- Practising writing the new sounds and spotting them whilst out and about or when reading stories.
- Finding a fact about a zoo animal

Notes for Parents

We have had a fantastic week! Don't forget that it is number day on the 6th February. Children can come to school wearing mathematical related clothing such as stripes, spots, patterns, shapes or numbers etc.

Please remember to check if it is your child's Be the Teacher.

Have a great weekend!

The Foundation Team

Maths

In maths we have been practising matching numeral to quantity and ordering numbers to 5, using the Numberblocks to help us. We played who's missing where the children had to identify which number block was hiding.



Understanding the World

This week we thought about what things we would need to do if we were a zookeeper. The children were very keen to take on this role in their play! We also thought about what it would be like if we didn't have any zoos. In PSED we discussed how we could stay safe both inside and outside.

Expressive Arts and Design

The children were delighted to have their own mini-me to take on adventures! Lots of children created zoos using the small construction toys and small world animals. It was lovely to see their imaginations run riot as they acted out a variety of scenarios.



Physical Development

- Use climbing and balancing equipment confidently
- Move confidently in a range of ways
- Develop throwing and catching skills
- Take part in physical activity through own choice
- Make snips with scissors
- Use mark making resources
- Beginning to draw lines and circles

Communication and Language

- Understand why listening is important and how it is related to learning.
- Listening and responding to ideas expressed by others with back and forth exchanges
- Answer questions and give simple explanations related to texts that have been read
- Ask questions if they are unsure of what has been said
- Begin to understand and answer 'why' questions
- Respond to ideas in discussion and conversation appropriately
- Increasingly use modelled vocabulary in everyday contexts
- Speak in whole class situations
- Talk about their plans and reflect on their learning
- Connect one idea to another using a range of connectives

Personal, Social and Emotional Development

- Ask for help when they need it
- Notice when another child needs help and act accordingly
- Wait for their turn independently
- Plan their own activities and explain how they are going to do it.
- Persevere with new activities and skills
- To get dressed and undressed independently, beginning to do up buttons and fastening.
- Follow rules and say why we have them.
- understand the importance of healthy food choices
- Take turns and share with a group of friends
- Talk about their needs, wants and feelings
- Show sensitivity to others
- Respond to adults and peers appropriately, showing respect

Literacy

- Re-read what they have written to check it makes sense
- Re-read books corresponding to their level of phonics to support their understanding and enjoyment
- Be able to suggest alternative endings to familiar stories
- Answer questions about a text that has been read to them
- Read individual letters of the alphabet
- Blend sounds into words
- Read some letter groups that each represent one sound (digraphs and trigraphs)
- Read some common exception words
- Begin to read simple phrases and sentences made up of words with known letter-sound correspondences
- Re-read books corresponding to their level of phonics to support their confidence in word reading and fluency
- Begin to use capital letters in their writing
- Spell commonly used CVC words using their phonic knowledge
- Begin to write short sentences
- Write their name from memory

Foundation Stage

Spring 2026

This term we will be learning
to:

Mathematics

- Identifying zero
- Counting and ordering to 10
- Comparing numbers to 10
- Composition of numbers to 10
- Addition within 10
- Comparing mass and capacities
- Comparing height and length
- Naming 3D shapes
- Creating Patterns

Expressive arts and design

- Produce more detailed images and be able to discuss them
- Return to and build on their previous learning,
- Choose materials to achieve a goal e.g. making props for role play
- Explain how and why they built or used something, begin to evaluate what went well etc
- With support, take inspiration from the work of others
- Create more complex storylines and narratives in their pretend play
- Create collaboratively, sharing ideas, resources and skills
- Explore and engage in music making, creating own rhythms, performing in groups or solo
- Use colours for a purpose

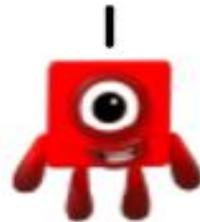
Understanding the World

- Look at and make maps of the local area and discuss features
- Have some knowledge of community celebrations such as Christmas, Chinese New Year, Diwali, Easter
- Understand that some places are special to some members of their community
- Share knowledge of other countries and compare with local area.
- Discuss images of the past and contrast with now, eg. candles because no electricity then.
- Compare and contrast characters from stories and books from the past
- Give simple logical explanations as to what happens, eg. ice melted because of the sun
- Drawings show more detailed observations
- Use modelled, topical vocabulary in discussions
- Understand the effect of changing seasons on the natural world
- Compare different environments to their own, eg. countryside vs city, and in stories
- Understand how the world can be harmed (pollution) and how we can help (recycling)
- Continue to describe what they hear, feel and see whilst outside



Cut out the Number blocks and play the 'who's missing' game by hiding one of them.

1



2



3



4



5

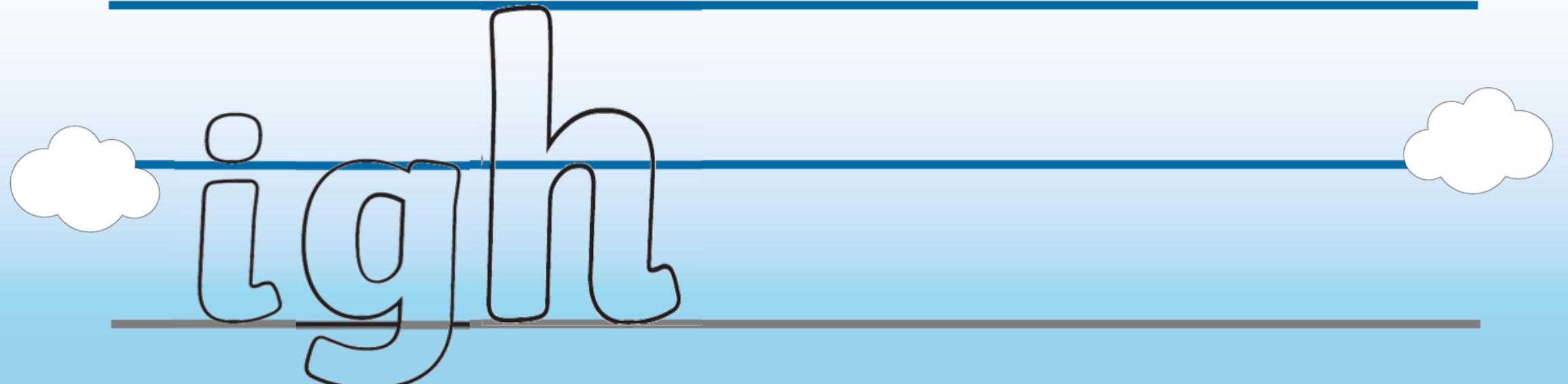


Start in the clouds- down to the runway, flick, give it a dot.

Start in the clouds- over the top and round, up, down, below the runway and curl it round

Start in the sky- straight down to the runway, up to the middle, over and flick

igh



Start in the clouds- over the top and all the way round

Start in the clouds- back over and round, up, down and flick

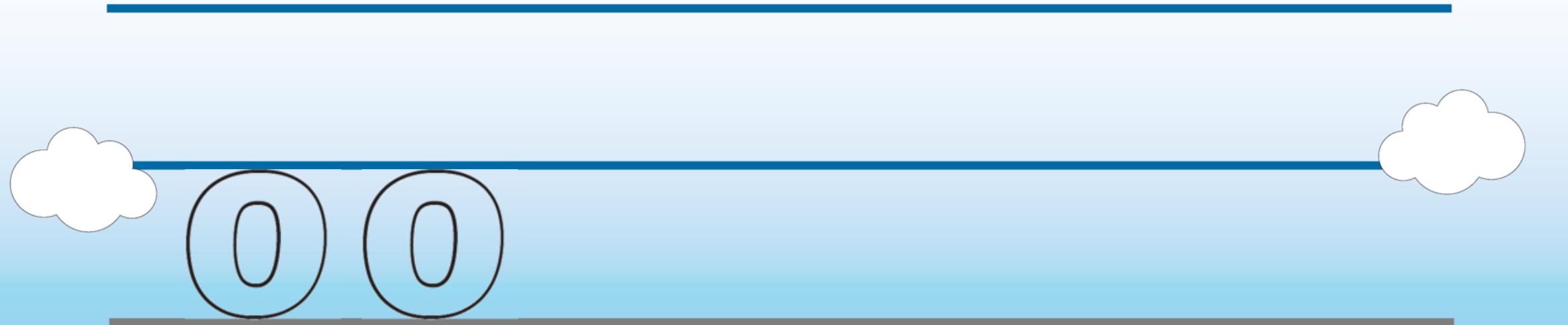
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oa

Start in the clouds- over the top and all the way round, start in the clouds- over the top and all the way round.

00



he

Phase 3 tricky words -Week 1

she

Phase 3 tricky words -Week 1

they

Phase 3 tricky words -Week 4

all

Phase 3 tricky words -Week 4

we

Phase 3 tricky words -Week 2

me

Phase 3 tricky words -Week 2

are

Phase 3 tricky words -Week 5

her

be

Phase 3 tricky words -Week 2

my

Phase 3 tricky words -Week 2

Be the Teacher Timetable

Date	Child	Date	Child
Friday 30th Jan	Bella	Friday 1st May	Theodore
Friday 6th Feb	Jesse	Friday 8th May	Aurora
Friday 13th Feb	Harry	Friday 15th May	Roxie
Friday 27th Feb	Jorge	Friday 22nd May	Grace
Friday 6th March	River	Friday 5th June	Rosie
Friday 13th March	Amelia	Friday 12th June	Eleanor
Friday 20th March	Paige	Friday 19th June	Sophia
Friday 17th April	Rhys	Friday 26th June	Cora
Friday 24th April	Beau	Friday 3rd July	Kuzey