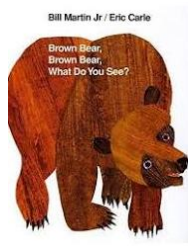
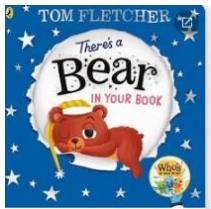
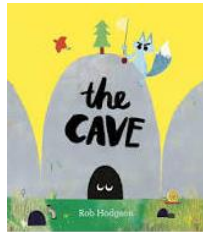
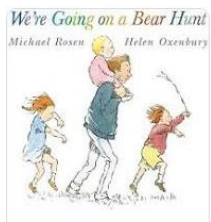


# FS Newsletter

Friday 2<sup>nd</sup> February 2024

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

Our story this week was 'We're Going On Bear Hunt', the children had great fun creating a new adventure finding ways for the bear to get into the house through a bedroom window. Ideas ranged from using a ladder, bouncing on a trampoline to using a hot air balloon. Luckily the family was able to escape, but then when they came to the river it had flooded! The children then thought of ways to get across the river.

## At home you could try:

- Creating your own memory game showing different representations of 6, 7 and 8. Spotting the numerals 6, 7, and 8 whilst out and about.
- Practise spotting reading and spelling the tricky words: they, all, her, are, my, was and you.
- Create your own bear hunt story map and retell the story.

## Notes for Parents

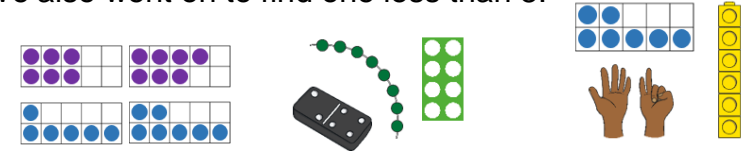
This will be the last newsletter of this half-term. Don't forget to check when it is your child's turn to Be the Teacher. Next week we will be looking at how Chinese New Year is celebrated.

**Have a great weekend!**

**The Foundation Team**

## Maths

In maths we have been looking at the numbers 6, 7, and 8. We have been identifying different collections of these numbers and using 10's frames to make representations. We also went on to find one less than 8.



## Understanding the World

During Wellie Wednesday the children made bird feeders from apples and sunflower seeds. We hung them in the wild garden and are looking forward to see if they have been used next week!

The children were incredibly sensible when we did the NSPCC pants lesson. You can watch the Pantasaurus song using the following link.

[https://www.youtube.com > watch](https://www.youtube.com/watch)

[The Pantasaurus Song | Talk PANTS with NSPCC ... - YouTube](#)

## Expressive Arts and Design

The children had great fun this week creating story maps to retell the Bear Hunt story. They used a variety of collage material to represent the different parts.

Please get your child to practise sounding out these words. If your child is struggling to read the words please sound it out for them, read the word to them and then get them to repeat it. E.g. j-a-zz then say sat. It is important that your child looks for any digraphs before sounding out the word.

car  
• •

bark  
• • •

hard  
• • •

jar  
• •

farmyard  
• • • • • •

for  
• •

card  
• • •

cart  
• • •

park  
• • •

market  
• • • • •

fork  
• • •

cord  
• • •

cork  
• • •

sort  
• • •

burn  
• • •

urn  
• •

cow  
• •

how  
• •

born  
• • •

worn  
• • •

burp  
• • •

curl  
• • •

bow  
• •

pow!  
• •

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

# ar



ar

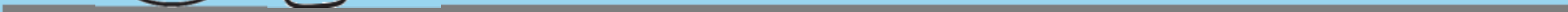


Start in the clouds- over the top and all the way round  
Start in the clouds- down to the runway, up and over

or



or



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

ur



ur



Start in the clouds- over the top and all the way round  
Start in the clouds-down to the runway, up to the clouds.

# OW



OW



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

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

oi



oi



# Be the Teacher

Date	Child	Date	Child
Friday 9 <sup>th</sup> Feb	Joey	Friday 17 <sup>th</sup> May	Isla-Rose
Friday 23 <sup>rd</sup> Feb	Luca	Friday 24 <sup>th</sup> May	Jasmine
Friday 1 <sup>st</sup> March	Maisie	Friday 7 <sup>th</sup> June	Kane
Friday 8 <sup>th</sup> March	Lochlan	Friday 14 <sup>th</sup> June	Maie
Friday 15 <sup>th</sup> March	Ivy	Friday 21 <sup>st</sup> June	Charly
Friday 22 <sup>nd</sup> March	Louie	Friday 28 <sup>th</sup> June	Kayden
Friday 19 <sup>th</sup> April	Salma	Friday 5 <sup>th</sup> July	Olivia
Friday 26 <sup>th</sup> April	Rex	Friday 12 <sup>th</sup> July	Immy
Friday 3 <sup>rd</sup> May	Ossie	Friday 19 <sup>h</sup> July	Maya
Friday 10 <sup>th</sup> May	Harvey		





### **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 2024**

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 Chinese New Year, 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

