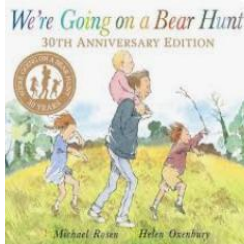
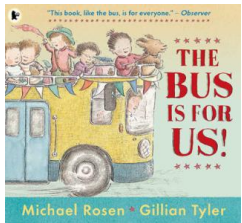
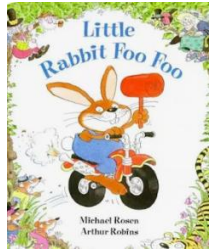


FS Newsletter

Friday 20th March 2026

Communication and Language

Stories and books we have enjoyed this week!



Literacy

In Literacy this week we read the story of Little Rabbit Foo Foo. We had great fun hot seating characters from the story and acting it out. The children drew one of the characters and wrote a sentence to describe them. We will continue working on this story next week.

In phonics this week, we have been continuing to practise reading polysyllabic words and counting the syllables. We have also been recapping all the sounds and tricky words that we have learnt in phase 3.

At home you could try:

- Reading with your child.
- Practising reading the polysyllabic words attached.
- Using two dice and rolling them, spotting when there is a double. You could also sort dominoes into doubles and not doubles.
- Encouraging your child to write a message to the Easter Bunny!

Notes for Parents

We have had another great week. This will be the final newsletter of the term. Don't forget that we finish at 1.35pm on Friday. Please keep reading with your child over the holiday and encourage any form of writing. Thank you for all your support over this term.

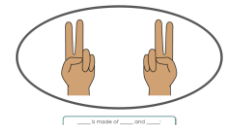
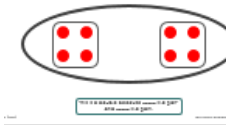
Just a reminder, on Tuesday 15th April the school nurse will be in for the national child measurements programme and hearing tests.

Have a great weekend and Easter break!

The Foundation Team

Maths

In maths this week, the children have continued to explore the composition of numbers within 10, focussing on the special case when 2 equal parts combine to make a whole. The children have been comparing parts and saying whether the 2 parts are equal or unequal. We went on to recall double facts using our fingers.



Understanding the World

We were so lucky with the weather on Wellie Wednesday and had a fantastic first trip to the Discovery Centre. We looked for signs of Spring and were rewarded with buds, new leaves, blossom, some flowers, bees and butterflies. Whilst at the Discovery Centre we looked for different shaped leaves and tried to identify them.

Expressive Arts and Design

This week the children have been exploring MakeDo tools such as cardboard saws, fold markers and hole makers. Some children enjoyed practicing with the equipment, whilst others had a clear idea of the structure that they wanted to create.

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

Phase 3 tricky words -Week 5

be

Phase 3 tricky words -Week 2

my

Phase 3 tricky words -Week 2

was

Phase 3 tricky words -Week 7

you

Phase 3 tricky words -Week 7

Please get your child to practise sounding out these words. Ask your child to identify any digraphs or trigraphs. Then sound out the first part of the word e.g chick, and blend it then sound out the second part e.g en then put the two parts together to read chicken.

feeling

tinfoil

carpet

longer

raincoat

nightlight

jacket

visit

cobweb

finish

exit

towel

Be the Teacher Timetable

Date	Child	Date	Child
Friday 17 th April	Rhys	Friday 5 th June	Rosie
Friday 24 th April	Beau	Friday 12 th June	Eleanor
Friday 1 st May	Theodore	Friday 19 th June	Sophia
Friday 8 th May	Aurora	Friday 26 th June	Cora
Friday 15 th May	Roxie	Friday 3 rd July	Kuzey
Friday 22 nd May	Grace		

Early Learning Goals

<h3>Communication and Language</h3> <h4>Listening, Attention and Understanding</h4> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<h3>Personal, Social and Emotional Development</h3> <h4>Self-Regulation</h4> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <h4>Managing Self</h4> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <h4>Building Relationships</h4> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
<h4>Speaking</h4> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
<h3>Physical Development</h3> <h4>Gross Motor Skills</h4> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <h4>Fine Motor Skills</h4> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<h3>Mathematics</h3> <h4>Number</h4> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <h4>Numerical Patterns</h4> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.
<h3>Literacy</h3> <h4>Comprehension</h4> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <h4>Word Reading</h4> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. <h4>Writing</h4> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	
<h3>Expressive Arts and Design</h3> <h4>Creating with Materials</h4> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<h3>Understanding the World</h3> <h4>Past and Present</h4> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <h4>People, Culture and Communities</h4> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <h4>The Natural World</h4> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<h4>Being Imaginative and Expressive</h4> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	