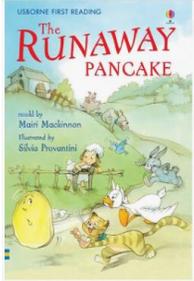
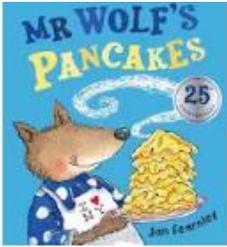


FS Newsletter

Friday 27th February 2026

Communication and Language

Stories and books we have enjoyed this week!



Literacy

This week our story was Mr Wolf's Pancakes. The children drew the Wolf with some delicious pancakes. We went on to think about what else Mr Wolf might bake and who might he ask to help him!

In phonics we have now covered all the sounds we will be learning in Foundation Stage. For the rest of the term we will be revisiting sounds, tricky words and looking at some polysyllabic words.

At home you could try:

- Practising writing the sounds attached and reading the tricky words.
- Use lego, blocks or the squares attached to make numbers to 10. Can you use the sentence stem 5 and 1 more is 6 etc.
- Make you own playdough at home, can you write your list of ingredients?

Notes for Parents

We have had a first busy week back! The children were excited to see their new classroom and also to share their half-term adventures. Next Wednesday, we will be having our first campfire cooking session and we hope to go to the lakes on 18th March.

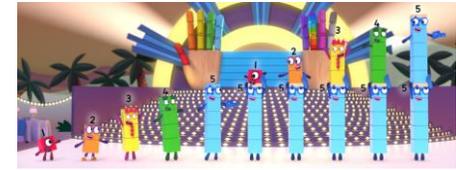
Please see below for the end of year expectations. Don't forget to check when it is your child's Be the Teacher session.

Have a great weekend!

The Foundation Team

Maths

In maths this week we have been practising our counting to 30 and we have also been looking for patterns in how numbers are made up e.g 6 is 5 and 1, 7 is 5 and 2 etc. We used this knowledge to help us order numbers to 10.



Understanding the World

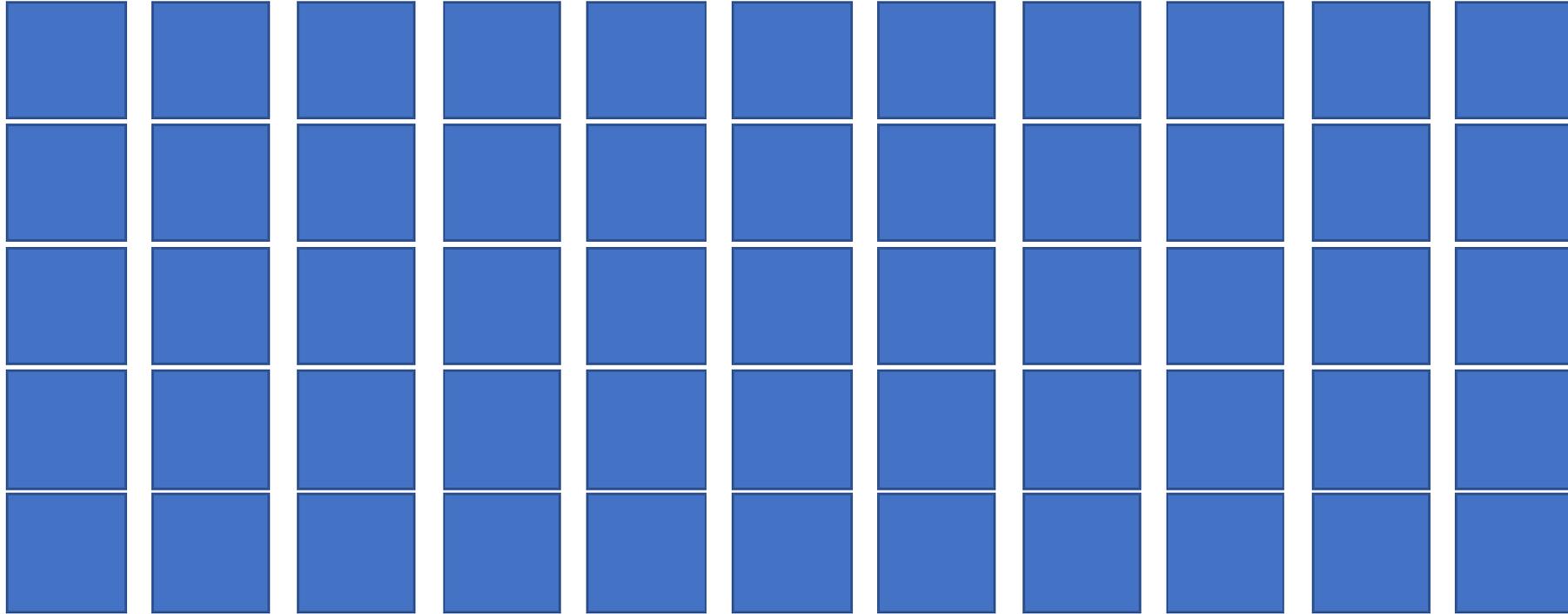
This week we have been thinking about why we have pancake day and finding out about Lent. In PSED we had a discussion about looking after our family and what we could do to help our grown-ups.

Expressive Arts and Design

This week we introduced a play-dough making station. It has been lovely to see the children using this, writing their list of ingredients and then experimenting to see the best combinations of flour, salt and water to make the dough successfully.

The children have also been interested in setting up a pancake parlour in our new role-play area.

Can you make numbers to 10 using the blue squares? For numbers above 5 start with a block of 5 and then how many more do you need to make 6, 7, 8, 9 and 10?



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

ear



ear



Start in the clouds- back over and round, up, down and flick
Start in the clouds, down to the runway, flick, give it a dot
Start in the clouds- down to the runway, up and over

air



air



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
Start in the clouds- across, over and round to the runway.

wre



wre



Start in the clouds- across, over and round to the runway.

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

er



er



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

Be the Teacher Timetable

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

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. Use and understand recently introduced vocabulary during 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. <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. 	<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.