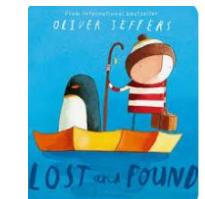
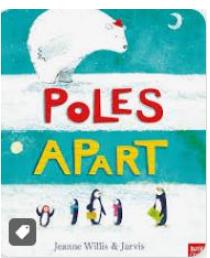
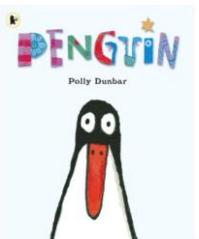


# FS Newsletter

Friday 10th January 2025

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

Our story this week was Penguin. At the start of the week the children drew a character from the story. We developed the story by wondering what would happen if the lion ate the penguin and thought about how we could rescue the penguin. Ideas included tickling the lion, scaring the lion putting pepper on the lion to make him sneeze etc. In phonics we have continued to recap the sounds we have learnt. Next week we will learning the next set of sounds.

### At home you could try:

- Finding the capacity of different containers, measuring then using cups of water, lego blocks etc
- Read your reading book.
- Practising recognising and saying the phase 3 sounds: z, qu, ch, sh. Can you spot any of the sounds when sharing a story or whilst out and about?
- Finding out about other animals that live in Antarctica.

## Notes for Parents

Happy New Year! What a flying start we have had to the term. Please see our topic map for this term below.

For this half term, we will be changing our PE lessons to a Monday.

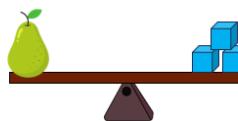
Please remember to check if it is your child's Be the Teacher.

**Have a great weekend!**

**The Foundation Team**

## Maths

In maths we have been comparing mass and capacity. The children had great fun using cubes to measure the mass of a variety of objects. Later we went on to look at capacity. The children explored the capacity of a variety of containers using non-standard units such as pom poms, blocks and stones.



## Understanding the World

This week, following our penguin story we wondered where penguins lived and discovered that they live in Antarctica. We learnt several other facts such as penguins huddle together to keep warm when it is really cold. We tried this for ourselves and also had a go at shuffling within the huddle to keep moving just like penguins! We learnt how penguins look after their eggs and what they eat.

## Expressive Arts and Design

Continuing the penguin theme we worked together to create our own poem and performed it.



### 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



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.



## Be the Teacher Timetable

Date	Child	Date	Child
Friday 9 <sup>th</sup> Jan	Oscar	Friday 24 <sup>th</sup> April	Beau
Friday 16 <sup>th</sup> Jan	Hayley	Friday 1st May	Theodore
Friday 23rd Jan	Fraser	Friday 8 <sup>th</sup> May	Aurora
Friday 30 <sup>th</sup> Jan	Bella	Friday 15 <sup>th</sup> May	Roxie
Friday 6 <sup>th</sup> Feb	Jesse	Friday 22 <sup>nd</sup> May	Grace
Friday 13 <sup>th</sup> Feb	Harry	Friday 5 <sup>th</sup> June	Rosie
Friday 27 <sup>th</sup> Feb	Jorge	Friday 12 <sup>th</sup> June	Eleanor
Friday 6 <sup>th</sup> March	River	Friday 19 <sup>th</sup> June	Sophia
Friday 13 <sup>th</sup> March	Amelia	Friday 26 <sup>th</sup> June	Cora
Friday 20 <sup>th</sup> March	Paige	Friday 3 <sup>rd</sup> July	Kuzey
Friday 17 <sup>th</sup> April	Rhys		