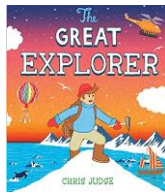
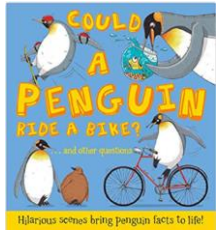
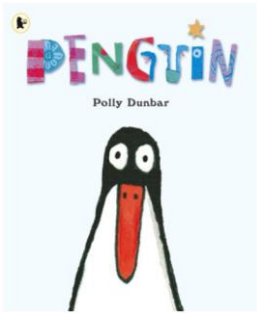


FS Newsletter

Friday 19th January 2024

Communication and Language

Stories and books we have enjoyed over the last 2 weeks!



Literacy

This week our story was based on the traditional tale The White Hen and The Fox. The children drew a character in the setting. We then went on an adventure, firstly we thought the fox might drink a potion to disguise himself. We came up with a variety of things such as a car, popcorn, unicorn, etc. We also thought about different things the hen could put in the bag to trick the fox. Ideas ranged from clouds and rainbows to apples!

At home you could try:

- Creating your own numeral cards from 0 to 5 and order them. You could try solving the problem on the attached sheet, don't forget to explain how you know.
- Practising recognising and saying the phase 3 sounds: qu, ch, sh th, ng, ai, ee. lgh, oa and oo 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.

Please remember to check if it is your child's Be the Teacher, a new timetable is attached below.

On P.E days please ensure that your child wears their red jumper or cardigan to school. Shoulder length hair or longer should be tied back for safety reasons.

Don't forget to put Friday 2nd February – our Number day in your diary, Parents have been invited to come and play math's games from 2pm.

Have a great weekend!

The Foundation Team

Maths

In maths over the two weeks we have been spotting zero and representations of numbers. We matched different number representations such as one button has 5 points that matches the button with 5 holes etc. We then went on to look at one more and one less than from 0 to 5. Finally we finished this week by looking at the composition of numbers to 5



The button has 5 points



The button has 3 holes



There is 1 button here



Understanding the World

Following on from the story Penguin, 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

We also used musical instruments to mimic different movements a penguin might make e.g. waddle, slide, swim, dive, eat etc.



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

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

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

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

Foundation Stage Spring 2024

This term we will be learning to:

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

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
 - 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

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



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.

jazz

zigzag

much

rich

then

that

ring

quiz

quit

shop

shed

this

with

hang

Gail

hail

feet

jeep

sail

main

wing

pain

aim

seem

meet

tail

rain

king

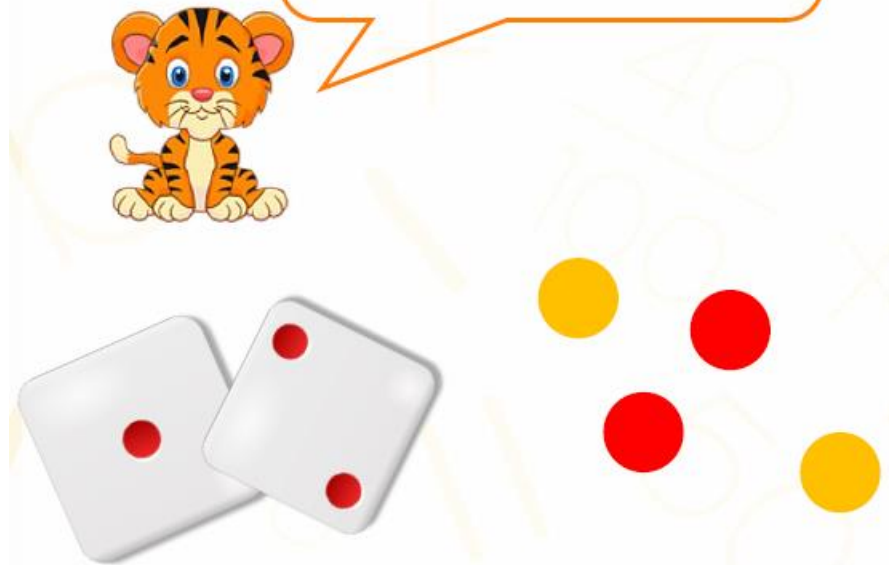
Tiger is trying to put the picture cards in order.
He thinks that 1 card is missing.



Which card is missing? How do you know?

True or False?

The dice show one more
than the counters.



Be the Teacher

Date	Child	Date	Child
Friday 26 th Jan	George	Friday 10 th May	Harvey
Friday 2 nd Feb	Mia	Friday 17 th May	Isla-Rose
Friday 9 th Feb	Joey	Friday 24 th May	Jasmine
Friday 23 rd Feb	Luca	Friday 7 th June	Kane
Friday 1 st March	Maisie	Friday 14 th June	Maie
Friday 8 th March	Lochlan	Friday 21 st June	Charly
Friday 15 th March	Ivy	Friday 28 th June	Kayden
Friday 22 nd March	Louie	Friday 5 th July	Olivia
Friday 19 th April	Salma	Friday 12 th July	Immy
Friday 26 th April	Rex	Friday 19 th July	Maya
Friday 3 rd May	Ossie		