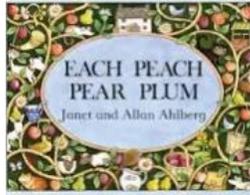
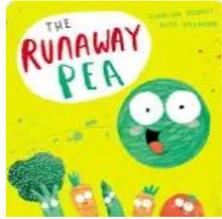
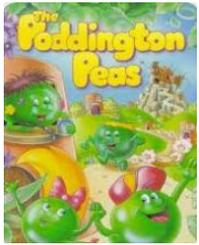


FS Newsletter

Friday 13th March 2026

Communication and Language

Stories and books we have enjoyed this week!



Literacy

In Literacy this week we watched an episode of Poddington Peas. The children then drew a character, lots of children chose the Black-eyed Pea and described him as being bad and mean! We then took the story on an adventure, where the children had to draw a very quick vehicle to catch the baddies who had stolen the cup!

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.
- Find 7 objects and create a story where some of the objects go away e.g. birds flying away, fish swimming away. Can you challenge yourself to draw a pictorial representation?
- Drawing the life cycle of the pea plant, using seed, plant flower, pea pod.

Notes for Parents

We have had a busy week and really enjoyed our first campfire experience. We are looking forward to our lakes visit next week!

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, the children have been consolidating their understanding of the composition of numbers by investigating the numbers within 7. The children have been investigating part-part-whole relationships e.g. seeing that 7 can be made up of 5 and 2. Later in the week, the children have been focusing on partitioning 7 and finding the missing part.

Understanding the World

This week we planted our pea seeds during Wellie Wednesday. We related the life-cycle of the pea plant to that of the bean plant and drew comparisons. On Wellie Wednesday, we were excited to have our first campfire cooking session where we toasted marshmallows. The children noticed changes during the cooking process. In PSED, we have been thinking about looking after our classroom and home. Lots of children explained that they tidied their bedrooms and helped with sorting the washing etc.

Expressive Arts and Design

This week the children have been exploring Make Do 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

Be the Teacher Timetable

Date	Child	Date	Child
Friday 20 th March	Paige	Friday 22 nd May	Grace
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

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <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. <p>Managing Self</p> <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. <p>Building Relationships</p> <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.
<p>Speaking</p> <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. 	
<p>Physical Development</p> <p>Gross Motor Skills</p> <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. <p>Fine Motor Skills</p> <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. 	<p>Mathematics</p> <p>Number</p> <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. <p>Numerical Patterns</p> <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.
<p>Literacy</p> <p>Comprehension</p> <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. <p>Word Reading</p> <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. <p>Writing</p> <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. 	
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <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. <p>Being Imaginative and Expressive</p> <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. 	<p>Understanding the World</p> <p>Past and Present</p> <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. <p>People, Culture and Communities</p> <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. <p>The Natural World</p> <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.