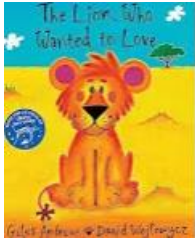
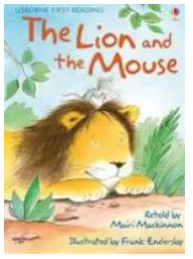
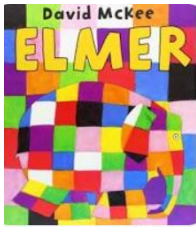


FS Newsletter

Friday 26th January 2024

Communication and Language

Stories and books we have enjoyed this week!



Literacy

We had a blast from the past for our story this week when we watched an episode of Mr Benn. In this particular episode Mr Benn became a zookeeper and noticed how sad the caged animals were because their enclosures were too small. After drawing the character and the setting, we went on an adventure, capturing a new animal for the zoo. Later we thought about how the new animal could be rescued from its cage.

At home you could try:

- Find two objects and compare their mass – which is heavier, which is lighter? Can you find two objects that weigh the same. You could try creating your own coat hanger balance scale - see <https://kidsactivitiesblog.com/17228/science-for-kids-hanger-balance>
- Practise spotting reading and spelling the tricky words: they, all, her, are, my.
- Researching facts about your favourite zoo animal.

Notes for Parents

Please check your child's reading wallet for your parents evening appointment times. Don't forget number day on Friday 2nd February, it would be lovely to see you if you are able to join us. May we also remind you that on P.E. days children should be wearing their school jumper or cardigan. Next week we will be talking about the NSPCC pants rule and a separate letter will be sent out at the beginning of week.

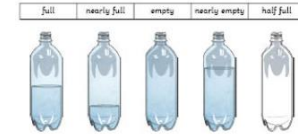
Have a great weekend!

The Foundation Team

Maths

In maths we have been looking at different measures such as mass and capacity. We have been using comparative language such as heavier and lighter, full, empty, nearly full and nearly empty.

Which object is **lighter**?



Understanding the World

This week we thought about what things we would need to do if we were a zookeeper. The children were very keen to take on this role in their play! We also thought about what it would be like if we didn't have any zoos.

In PSED we discussed how we could stay safe both inside and outside.

Expressive Arts and Design

The children were delighted to have their own mini-me to take on adventures! Lots of children created zoos using the small construction toys and small world animals. It was lovely to see their imaginations run riot as they acted out a variety of scenarios.

We also learnt how to use the glue gun and created our own junk model zoo animal.

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.

sigh
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light
• • •

loaf
• • •

road
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zoo
• •

boot
• • •

might
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right
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soap
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oak
• •

hoof
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zoom
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night
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sight
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toad
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foal
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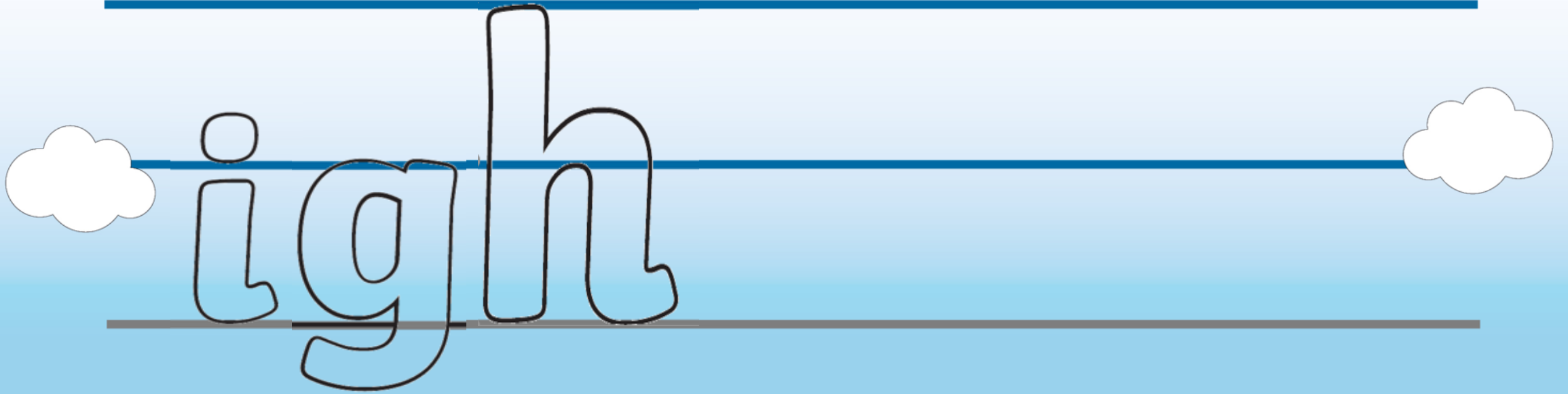
wood
• • •

Start in the clouds- down to the runway, flick, give it a dot.

Start in the clouds- over the top and round, up, down, below the runway and curl it round

Start in the sky- straight down to the runway, up to the middle, over and flick

igh

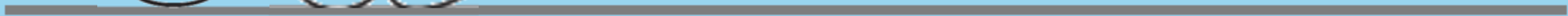


Start in the clouds- over the top and all the way round
Start in the clouds- back over and round, up, down and flick

oa

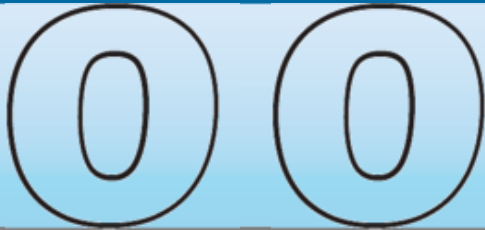


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Start in the clouds- over the top and all the way round, start in the clouds- over the top and all the way round.

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Be the Teacher

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



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 Chinese New Year, 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
- 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

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

