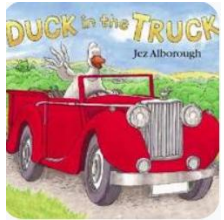
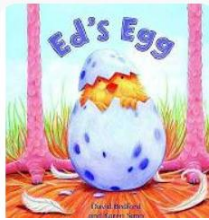


FS Newsletter

Friday 24th April 2026

Communication and Language

Stories and books we have enjoyed this week!



Literacy

In Literacy this week we read the story The Odd Egg. The children thought it was very funny when the crocodile said 'mama' to the duck! The focus this week was describing what an object might look like – the children described the eggs and then later wrote sentences about what the baby might ask for to eat.

In phonics this week we have been reading polysyllabic words, practicing holding a sentence and learning the last few tricky words in phase 4.

At home you could try:

- Reading with your child.
- Reading and writing the tricky words attached.
- Practising counting to thirty ensuring correct pronunciation of the teen numbers e.g. sixteen not sixty.
- Creating your own kite

Notes for Parents

We have had a great week and the children have been working really hard. As the weather is becoming warmer and sunnier, please provide your child with a named sun hat. Don't forget to check when it is your child's 'Be the Teacher.'

Have a great weekend

The Foundation Team

Maths

In maths this week, we have been practising our counting skills by counting things that cannot be moved such as noises and fixed objects e.g. shapes on paper. The children came up with the best strategies for doing this successfully.



Understanding the World

In PSED we have been thinking about being resilient believing in ourselves and keeping on trying. We have been discussing how practicing something that we find a challenge helps us to be successful. We have also been thinking about how we know a bird is a bird. We shared our knowledge that birds are characterized by feathers, wings, beaks and all are hatched from eggs with hard shells. We were all really impressed with the different types of birds the children were able to name.

Expressive Arts and Design

This week, during Wellie Wednesday the children were really keen to make kites and test them in the wind! We went on to explore how we could make our kites even better!

Phase 4 tricky words



Be the Teacher Timetable

Date	Child	Date	Child
Friday 1st May	Theodore	Friday 12 th June	Eleanor
Friday 8 th May	Aurora	Friday 19 th June	Sophia
Friday 15 th May	Roxie	Friday 26 th June	Cora
Friday 22 nd May	Grace	Friday 3 rd July	Kuzey
Friday 5 th June	Rosie		

Campfire Cooking	Lakes Trip
6 th May	20 th May
10 th June	24 th June
15 th July	8 th July – EYFS and KS1 Trip to Ufton Court

N.B – dates may be subject to change.

Physical Development

- 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
- Hold a pencil effectively in preparation for fluent writing – use 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

Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back and forth exchanges
- 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

Personal, Social and Emotional Development

- Show an understanding of their own feelings and that 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
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and actions
- Be confident to try new activities persevere when things get hard
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs
- 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

Foundation Stage

Summer 2026

This term we will be learning to:

Literacy

- Demonstrate understanding of what has been read to them by retelling stories and narratives
- 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
- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- 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

Mathematics

- Counting and ordering beyond 10
- Comparing numbers beyond 10
- Composition of beyond 10
- Addition and subtraction of One digit numbers
- Doubling, sharing and grouping
- Odd and even numbers
- Spatial reasoning and patterns
- Properties of basic 3D shapes

Expressive arts and design

- 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
- 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

Understanding the World

- 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
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps
 - Know some similarities and differences between different religious and cultural communities in this country
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps
- Explore the natural world around them, making observations and drawing pictures of animal and plants
- Know some similarities and differences between the natural world around them and contrasting environments
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



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. Read aloud simple sentences and books that are consistent with 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.
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