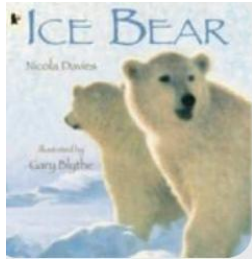
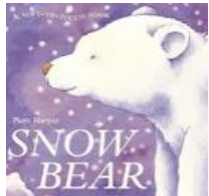
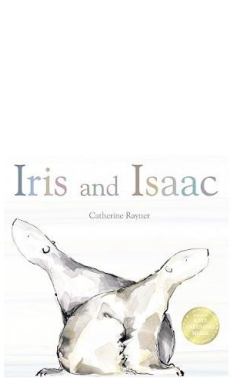


# FS Newsletter

Friday 16th January 2025

## Communication and Language

Stories and books we have enjoyed this week!



### At home you could try:

- Use the dot cards attached to practise subitising. Play a dice game.
- Reading your reading book.
- Practising reading the tricky words attached, children need to be able to recognise these.
- Creating a wax resistant painting

## 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 cow, dog, hen, unicorn, etc. We also thought about different things the hen could put in the bag to trick the fox. Ideas ranged from slime, glue to sharp sticks!

In phonic we have learnt the new sounds: th, ng, ai and ee, alongside the tricky words they and all.

## Notes for Parents

We have had a great week, despite the changeable weather!

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

**Have a great weekend!**

**The Foundation Team**

## Maths

In maths we been practising our subitising skills within 5. We have also been looking at the numerals 1 to 5 and are beginning to match quantity to numeral. Towards the end of the week we used our subitising skills to play a dice game with a number track.



## Understanding the World

This week in PSED we continued our work on keeping ourselves safe. We have been thinking about things that are safe to go in our bodies and why adults look after medicines for us.

We have continued to look at the polar regions and the different animals that inhabit them.

## Expressive Arts and Design

This week looked at the painting Starry Night by Vincent Van Gogh. The children had a good at their own starry night picture by using crayons alongside paint, creating a wax resistant painting.



### **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

### **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

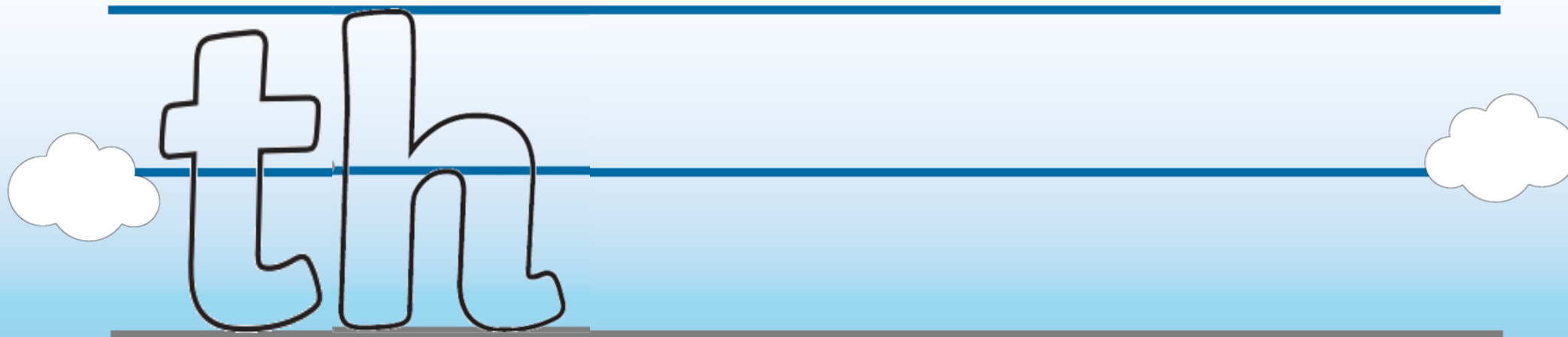
### **Expressive arts and design**

- 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



Start in the sky- down to the runway and round, pencil off and across. Start in the sky- straight down to the runway, up to the middle, over and flick

# th



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

# ng



ng

Start in the clouds- back over and round, up, down and flick. Start in the clouds- down to the runway, flick, give it a dot

# ai

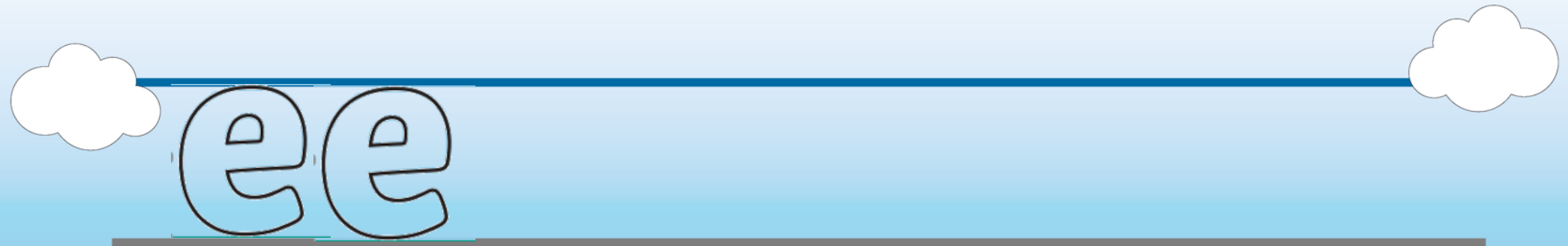


ai



# ee

Start in the middle of the clouds and runway- across, over and round to the runway.  
Start in the middle of the clouds and runway- across, over and round to the runway.



he

Phase 3 tricky words -Week 1

she

Phase 3 tricky words -Week 1

we

Phase 3 tricky words -Week 2

me

Phase 3 tricky words -Week 2

be

Phase 3 tricky words -Week 2

my

Phase 3 tricky words -Week 2

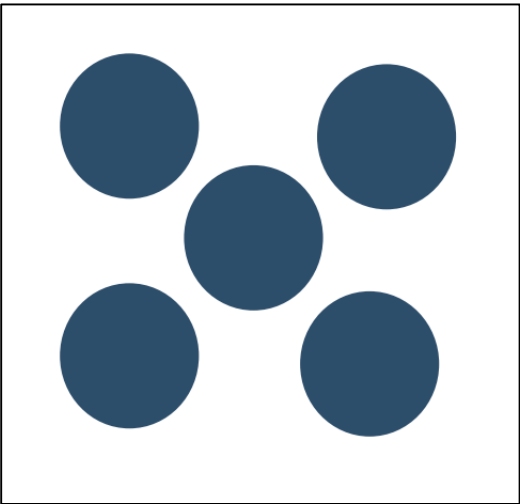
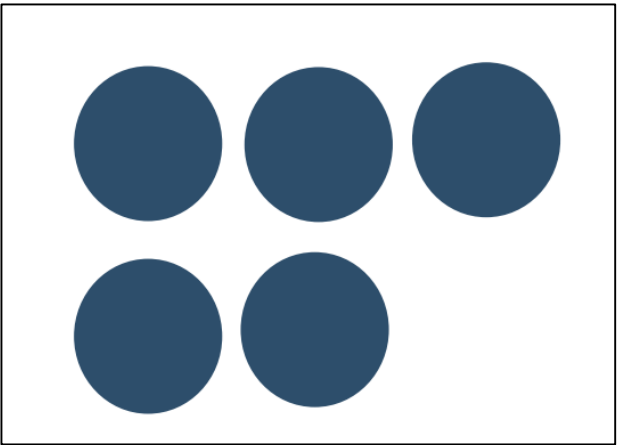
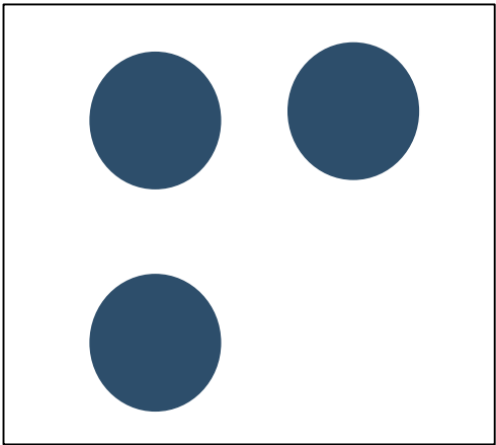
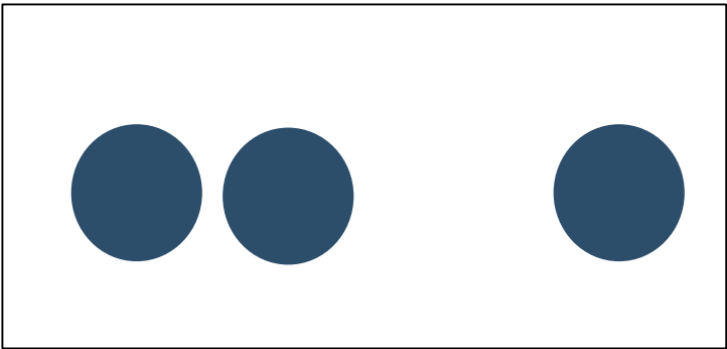
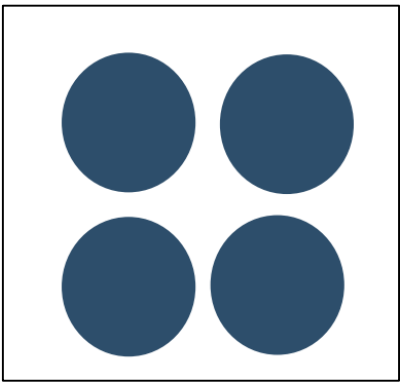
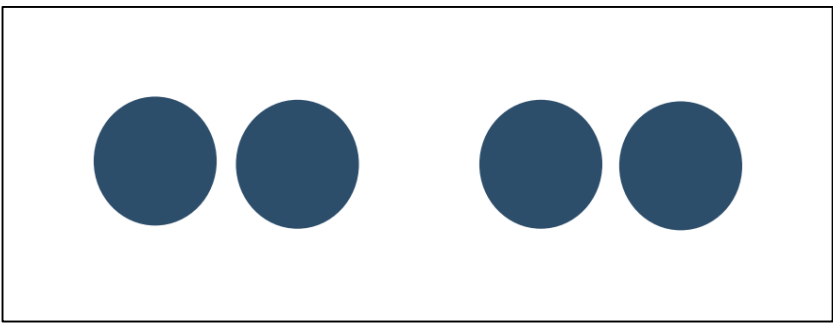
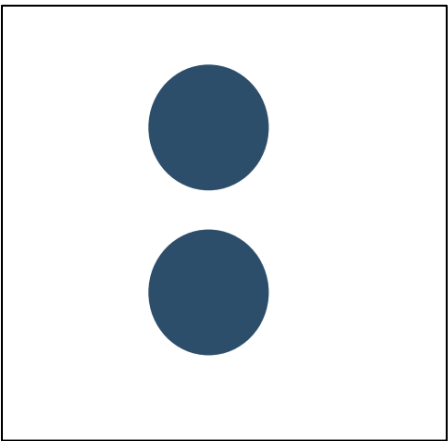
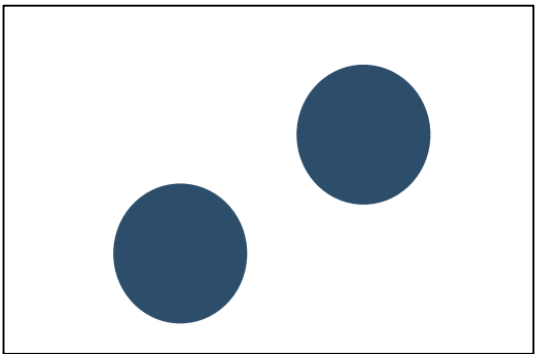
they

Phase 3 tricky words -Week 4

all

Phase 3 tricky words -Week 4

Please practice subitising with your child. Can they say the number without counting?





## Be the Teacher Timetable

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