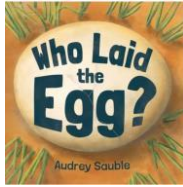
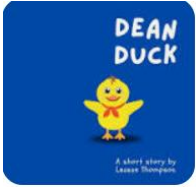
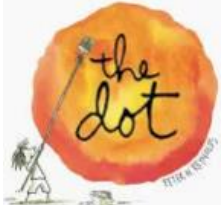
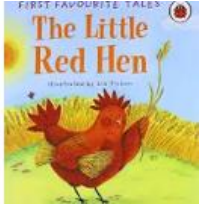


# FS Newsletter

Friday 2<sup>nd</sup> May 2025

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

In Literacy this week we have been enjoying the story of 'The Little Red Hen'. We thought of an odd character who the Little Red Hen asked to help her. Ideas ranged from giraffes and lions, to butterflies and made up animals such as a giraffodile! As we developed the story we thought about something really disgusting to put on the bread and finally a big bad character visited the farm!

In phonics we have continued to consolidate our work in phase 3. The children are increasing their accuracy when spotting digraphs and trigraphs in words. Please keep reading at home!

## At home you could try:

- Reading with your child.
- Segmenting and writing the words for the pictures attached.
- Practising counting to thirty ensuring correct pronunciation of the teen numbers e.g. sixteen not sixty.
- Creating a list of different animals that lay eggs.

## Notes for Parents

This week we were excited by the arrival of some eggs in the class. We have been waiting very patiently for the hatching process to begin and have been rewarded with several chicks arriving today!

**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

This week we have been thinking about different types of animals e.g. sorting farm animals from wild animals and mini-beasts. We also enjoyed the book 'Who Laid The Egg?' We found out that there are many more animals that lay eggs – not just birds!


In PSED we have been thinking about being resilient, believing in ourselves and to keep on trying. We have been discussing how practising something that we find a challenge helps us to be successful.

## Expressive Arts and Design

This week the children have been leading their own learning in this area of the provision and they have continued to make models and role-playing.

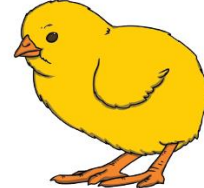
Please get your child to practise sounding out the words to these pictures and writing them e.g r-i-ng. Encourage them to blend the words they have written to check they have all the sounds.

ch




Word box: A sequence of four boxes for the word 'chips'. The first box is tall, the second is short, the third is short, and the fourth is short.

ch




Word box: A sequence of four boxes for the word 'chick'. The first box is tall, the second is short, the third is short, and the fourth is short.

ng




Word box: A sequence of four boxes for the word 'sing'. The first box is short, the second is short, the third is short, and the fourth is short.

ng



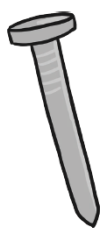
Word box: A sequence of four boxes for the word 'ring'. The first box is short, the second is short, the third is short, and the fourth is short.

ai




Word box: A sequence of four boxes for the word 'rain'. The first box is short, the second is short, the third is short, and the fourth is short.

ai



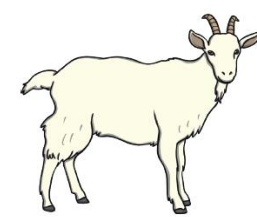
Word box: A sequence of four boxes for the word 'nail'. The first box is short, the second is short, the third is short, and the fourth is short.

oa




Word box: A sequence of four boxes for the word 'toad'. The first box is short, the second is short, the third is short, and the fourth is short.

oa




Word box: A sequence of four boxes for the word 'goat'. The first box is short, the second is short, the third is short, and the fourth is short.

ar




Word box: A sequence of four boxes for the word 'car'. The first box is short, the second is short, the third is short, and the fourth is short.

ar




Word box: A sequence of four boxes for the word 'park'. The first box is short, the second is short, the third is short, and the fourth is short.

or



Word box: A sequence of four boxes for the word 'horn'. The first box is short, the second is short, the third is short, and the fourth is short.

or



Word box: A sequence of four boxes for the word 'fork'. The first box is short, the second is short, the third is short, and the fourth is short.

Chips, chick, sing, ring, rain, nail, toad, goat, car, park, horn, fork

## Be the Teacher Timetable

Date	Child	Date	Child
Friday 9 <sup>th</sup> May	Laycee	Friday 13 <sup>th</sup> June	Willow
Friday 16 <sup>th</sup> May	Jake	Friday 20 <sup>th</sup> June	Lottie
Friday 23 <sup>rd</sup> May	Tabby	Friday 27 <sup>th</sup> June	Cody
Friday 6 <sup>th</sup> June	Kemal		

### **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

### **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

## **Foundation Stage** **Summer 2025** This term we will be learning to:

### **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

