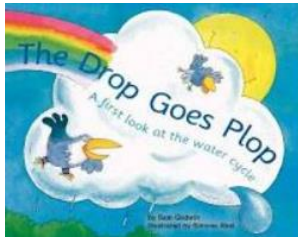
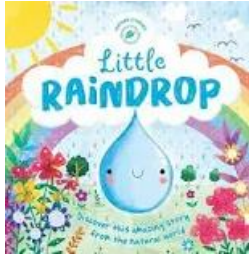


# FS Newsletter

Friday 21<sup>st</sup> March 2025

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

In Literacy the children really enjoyed 'Wilo the Wisp'. They described a character and wrote about the setting before adding their own adventure thinking about what they could invent to get the Moog down from the sky. Ideas included slime slides, marsh mallows and jelly trampolines, bouncy castles and very long ladders to name just a few!

In phonics we have been re-capping the sounds ear, air, ure and er.

## 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?
- Creating a picture showing the water cycle
- Talking to your child about things from the past and how they have changed e.g. candles and oil lamps before electricity etc and creating a now and then poster.

## Notes for Parents

We have had a fantastic week!. Don't forget to check to see when it is your child's 'Be the Teacher' session. Please also see below for the end of year expectations.

**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 have been looking at things from the past and things that have changed. We looked at televisions from the past and thought about the differences to what they look like now. The children were interested to look at other things that might have changed such as houses, transport and cameras. We have also been thinking about the water cycle and learnt new vocabulary such as evaporation, precipitation and condensation!

## Expressive Arts and Design

This week the children have been creating their own representations of the water cycle using a variety of materials and media.

We have also been excited to use the cameras and ipads to take pictures of the things we like as well as our friends.

I <small>Phase 2 tricky words - week 1</small>	the <small>Phase 2 tricky words - week 1</small>
to <small>Phase 2 tricky words - week 2</small>	into <small>Phase 2 tricky words - week 2</small>
no <small>Phase 2 tricky words - week 4</small>	go <small>Phase 2 tricky words - week 4</small>

he <small>Phase 3 tricky words -Week 1</small>	she <small>Phase 3 tricky words -Week 1</small>
we <small>Phase 3 tricky words -Week 2</small>	me <small>Phase 3 tricky words -Week 2</small>
be <small>Phase 3 tricky words -Week 2</small>	my <small>Phase 3 tricky words -Week 2</small>
they <small>Phase 3 tricky words -Week 4</small>	all <small>Phase 3 tricky words -Week 4</small>
are <small>Phase 3 tricky words -Week 5</small>	her <small>Phase 3 tricky words -Week 5</small>
was <small>Phase 3 tricky words -Week 7</small>	you <small>Phase 3 tricky words -Week 7</small>

## Be the Teacher Timetable

Date	Child	Date	Child
Friday 28 <sup>th</sup> March	Chester	Friday 23 <sup>rd</sup> May	Tabby
Friday 25 <sup>th</sup> April	Prim	Friday 6 <sup>th</sup> June	Kemal
Friday 2 <sup>nd</sup> May	Ignacy	Friday 13 <sup>th</sup> June	Willow
Friday 9 <sup>th</sup> May	Laycee	Friday 20 <sup>th</sup> June	Lottie
Friday 16 <sup>th</sup> May	Jake	Friday 27 <sup>th</sup> June	Cody

## Early Learning Goals

<h3>Communication and Language</h3> <h4>Listening, Attention and Understanding</h4> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<h3>Personal, Social and Emotional Development</h3> <h4>Self-Regulation</h4> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul> <h4>Managing Self</h4> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <h4>Building Relationships</h4> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
<h4>Speaking</h4> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>	
<h3>Physical Development</h3> <h4>Gross Motor Skills</h4> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <h4>Fine Motor Skills</h4> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<h3>Mathematics</h3> <h4>Number</h4> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <h4>Numerical Patterns</h4> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li> </ul>
<h3>Literacy</h3> <h4>Comprehension</h4> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <h4>Word Reading</h4> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonics knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</li> </ul> <h4>Writing</h4> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	
<h3>Expressive Arts and Design</h3> <h4>Creating with Materials</h4> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <h4>Being Imaginative and Expressive</h4> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<h3>Understanding the World</h3> <h4>Past and Present</h4> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <h4>People, Culture and Communities</h4> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>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.</li> </ul> <h4>The Natural World</h4> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>