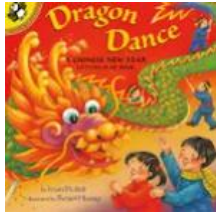
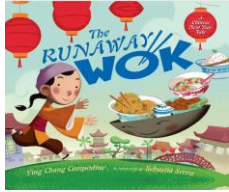
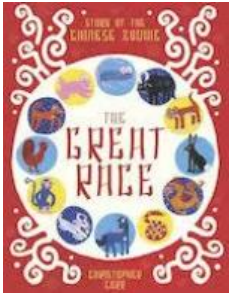


# FS Newsletter

Friday 31st January 2025

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

This week we listened to the Chinese New Year story. In drawing club we drew the beginning middle and end of the story across the three sessions. It has been lovely to see the progress the children are making in their writing skills and the confidence they have to have a go. Some children even had a go at writing a sentence for each part.

In phonics we have been learning the new sounds: igh, oa and oo.

## At home you could try:

- Using 5 pieces of lego to represent frogs and act out the rhyme, saying how many are on the log and how many are in the pond each time. You could even hide the ones in the pond using a piece of material. Do you know what the number is?
- Practise spotting reading and spelling the tricky words: they, all, her, are, my.
- Find out where China is on a map of the world/globe. You could even find out some facts about China to share with the class.

## Notes for Parents

We have had a great week. If you haven't already, please provide your child with some spare clothes, just in case they need to change. Please could you ensure that these clothes are as plain as possible.

Don't forget it's Number Day on Thursday 6<sup>th</sup> February. Parents have been invited in to school from 2pm to share some number games with their child.

Parent evening times will be given out on Monday, so check your child's bag!

**Have a great weekend!**

**The Foundation Team**

## Maths

In maths we have been partitioning 5, e.g 1 and 4, 3 and 2, 5 and 0. We acted out the song, 5 speckled frogs to help us to understand the concept of partitioning and how numbers can be made up of other numbers. We moved using representations of frogs and hiding them under a blanket when they jumped into the pond each time. The children had to say how many were on the log and how many were in the pond, even though they could not see them.



## Understanding the World

We have been celebrating Chinese New Year this week. We have learnt about the traditions and customs involved in celebrating the new year. Next week we will continue with our Chinese New Year celebrations. We discovered it was the year of the snake and found out the year we were born in was the pig or rat.

## Expressive Arts and Design

We had great fun in P.E creating our own movements to music in preparing for Chinese New Year, such as cleaning the house and creating a stir fry! Next week we will be doing a Chinese New Year parade dance.



### 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

### 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

### Foundation Stage

#### **Spring 2025**

This term we will be learning to:

### 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

### 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



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.

jazz

zigzag

much

rich

then

that

ring

quiz

quit

shop

shed

this

with

hang

Gail

hail

feet

jeep

sail

main

wing

pain

aim

seem

meet

tail

rain

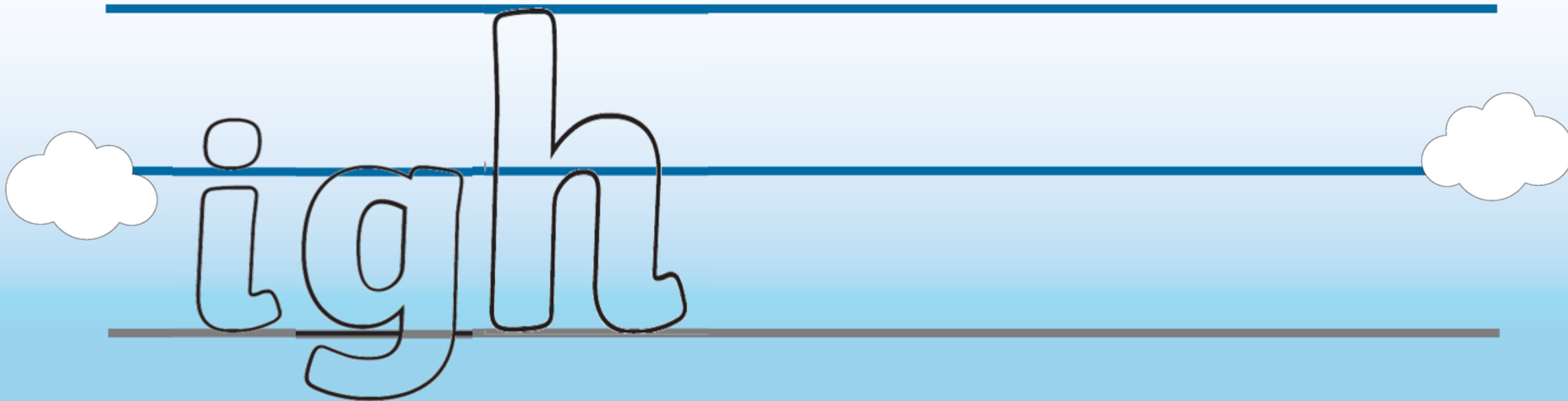
king

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

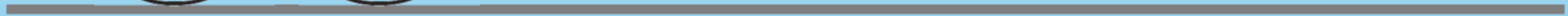
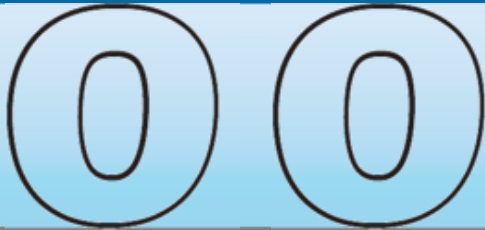


oa



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

00



## Be the Teacher Timetable

Date	Child	Date	Child
Friday 7 <sup>th</sup> Feb	Isabella	Friday 2 <sup>nd</sup> May	Ignacy
Friday 14 <sup>th</sup> Feb	Mazie	Friday 9 <sup>th</sup> May	Laycee
Friday 28 <sup>th</sup> Feb	Lilly	Friday 16 <sup>th</sup> May	Jake
Friday 7 <sup>th</sup> March	Edric	Friday 23 <sup>rd</sup> May	Tabby
Friday 14 <sup>th</sup> March	Annie	Friday 6 <sup>th</sup> June	Kemal
Friday 21 <sup>st</sup> March	Ella	Friday 13 <sup>th</sup> June	Willow
Friday 28 <sup>th</sup> March	Chester	Friday 20 <sup>th</sup> June	Lottie
Friday 25 <sup>th</sup> April	Prim	Friday 27 <sup>th</sup> June	Cody