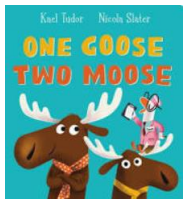
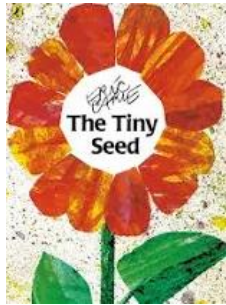


# FS Newsletter

Friday 28th March 2025

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

In Literacy the children really enjoyed the story 'The Runaway Pea'. They wrote about a character, then thought about something else that might happen in the story such as being flung by the mixer or getting frothed under the coffee machine etc. Finally we came up with a different fruit or vegetable found growing in the compost heap.

In phonics we have been re-capping the sounds we have been recapping all our sounds and spotting digraphs and trigraphs in words. Next week we will be working on reading polysyllabic words – see attachment.

## At home you could try:

- Reading with your child.
- Practising reading the polysyllabic words attached.
- Using two dice and rolling them, spotting when there is a double. You could also sort dominoes into doubles and not doubles.
- Encouraging your child to write a message to the Easter Bunny!
- Practising our Spring Fling poem – see attached

## Notes for Parents

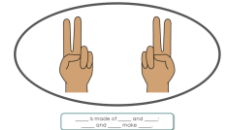
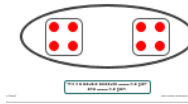
We have had another great week. This will be the final newsletter of the term. Don't forget that we finish at 1.35pm on Friday. Please keep reading with your child over the holiday and encourage any form of writing. Thank you for all your support over this term.

**Have a great weekend and Easter break!**

**The Foundation Team**

## Maths

In maths this week, the children have continued to explore the composition of numbers within 10, focussing on the special case when 2 equal parts combine to make a whole. The children have been comparing parts and saying whether the 2 parts are equal or unequal. We went on to recall double facts using our fingers.



## Understanding the World

This week we have had a new addition to Giraffe class in the form of Topsy the tortoise. The children have been fascinated by her and have observed her having her daily bath and eating a variety of food. We found out that Hermann's tortoises originate from Southern Europe and they love dandelion leaves!

On Wellie Wednesday we went out looking for signs of spring and were rewarded with buds, new leaves, blossom and some flowers.

## Expressive Arts and Design

We have been busy practising our poem for the Spring Fling on Friday. We have continued to enjoy creating our own paint colours for painting and making models from junk materials.

Please get your child to practise sounding out these words. Ask your child to identify any digraphs or trigraphs. Then sound out the first part of the word e.g chick, and blend it then sound out the second part e.g en then put the two parts together to read chicken.

**chicken**

**forget**

**wicked**

**liquid**

**morning**

**wagging**

**zigzag**

**tonight**

**boatman**

**rooftop**

**market**

**farmyard**

Our Spring Fling poem

## A Little Seed

A little seed for me to sow  
A little soil to make it grow  
A little hole, a little pat,  
A little wish, and that is that.  
A little sun, a little shower.  
A little while-  
And then, a flower!

## Be the Teacher Timetable

Date	Child	Date	Child
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
Friday 23 <sup>rd</sup> May	Tabby		

## 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>