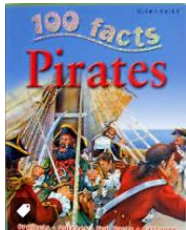


FS Newsletter

Friday 28th February 2025

Communication and Language

Stories and books we have enjoyed this week!



Literacy

This week for our story we watched an episode of Captain Pugwash – Monster Ahoy!. The children drew one of the characters, created a map of the island and finally thought about what else they could feed the monster.

In phonics we have learnt the new sounds: ar, or, ur, ow and oi, alongside the tricky words was and you. We will learn the final four sounds of phase 3 next week.

At home you could try:

- Comparing different lengths of objects e.g. socks and use language such as the pink sock is longest and the green sock is the shortest.
- Find out who is the tallest and shortest in your family or compare objects such as tins, cups etc
- Go on a sound hunt to see if you can spot the sounds we have learnt this week.
- Find out a pirate fact to share with the class.

Notes for Parents

We have had a first busy week back! The children were excited to share their half-term adventures. We have a few jumpers and cardigans that have gone astray, please would you have a quick check to see if you have any that do not belong to you.

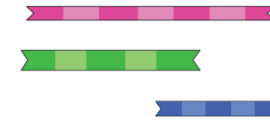
Please see below for the end of year expectations.

Have a great weekend!

The Foundation Team

Maths

In maths this week we have been looking at length and height and making comparisons between objects of different lengths and heights.



Understanding the World

This week we have been learning about pirates. We found out some facts about two famous pirates: Captain Blackbeard and Annie Bonny! We looked at a map of the world to spot the seven seas and found out that there are even modern day pirates.

In PSED we had a discussion about looking after our family and what we could do to help our grown-ups.

Expressive Arts and Design

The children used the clay to create their own sea monster face. We discussed how to roll the clay, pinch the clay and add extra details by hatching and applying slip.

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.

car
• •

bark
• • •

hard
• • •

jar
• •

farmyard
• • • • • •

for
• •

card
• • •

cart
• • •

park
• • •

market
• • • • •

fork
• • •

cord
• • •

cork
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sort
• • •

burn
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urn
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cow
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how
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born
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worn
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curl
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bow
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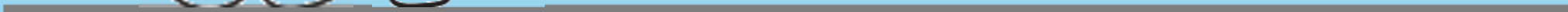
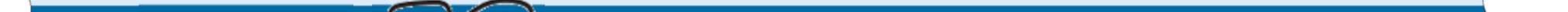
pow!
• •

Start in the clouds- back over and round, up, down and flick
Start in the clouds- down to the runway, up and over

ar



ar



Start in the clouds- over the top and all the way round
Start in the clouds- down to the runway, up and over

or



or



Start in the clouds- down to the runway, round, up, down to the runway, flick
Start in the clouds- down to the runway, up and over

ur



ur



Start in the clouds- over the top and all the way round
Start in the clouds-down to the runway, up to the clouds.

OW



OW



Start in the clouds- over the top and all the way round

Start in the clouds, down to the runway, flick, give it a dot

oi



oi



Be the Teacher Timetable

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

Early Learning Goals

<h3>Communication and Language</h3> <h4>Listening, Attention and Understanding</h4> <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<h3>Personal, Social and Emotional Development</h3> <h4>Self-Regulation</h4> <ul style="list-style-type: none"> Show an understanding of their own feelings and those 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 when appropriate. 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. <h4>Managing Self</h4> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <h4>Building Relationships</h4> <ul style="list-style-type: none"> 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.
<h4>Speaking</h4> <ul style="list-style-type: none"> 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 and making use of conjunctions, with modelling and support from their teacher. 	
<h3>Physical Development</h3> <h4>Gross Motor Skills</h4> <ul style="list-style-type: none"> 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. <h4>Fine Motor Skills</h4> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using 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. 	<h3>Mathematics</h3> <h4>Number</h4> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. <h4>Numerical Patterns</h4> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.
<h3>Literacy</h3> <h4>Comprehension</h4> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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. <h4>Word Reading</h4> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. <h4>Writing</h4> <ul style="list-style-type: none"> 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. 	
<h3>Expressive Arts and Design</h3> <h4>Creating with Materials</h4> <ul style="list-style-type: none"> 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. <h4>Being Imaginative and Expressive</h4> <ul style="list-style-type: none"> 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. 	<h3>Understanding the World</h3> <h4>Past and Present</h4> <ul style="list-style-type: none"> 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. <h4>People, Culture and Communities</h4> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. <h4>The Natural World</h4> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.