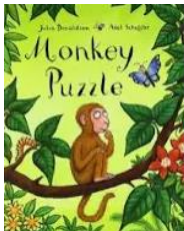
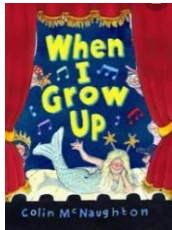
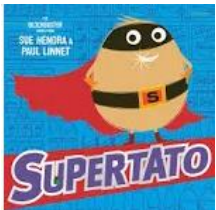


# FS Newsletter

Friday 26<sup>th</sup> April 2024

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

In Literacy our story was Supertato. After writing about a character and thinking about the different settings in the book, the children went on an adventure to extend the story. They thought about how they would trap the Evil Pea and then created their own baddie!

In phonics this week, we have been learning the tricky words: when, were and what. We have also been using our phase 3 skills to hold a sentence and write it as a class.

## At home you could try:

- Reading with your child.
- Practising counting on and back from different numbers within 20, e.g. 13, 14, 15 ... or 18, 17, 16.... Look at the picture attached.
- Using the pictures attached to write captions
- Design your own fruit salad and make it. This could be creatively or using real fruits.

## Notes for Parents

We had an amazing trip to the lakes this week! The children behaved really well and were a credit to you and the school!

Attached below is our topic map for this term, along with our Wellie Wednesday rota.

Please check to see when it is your child's 'Be the Teacher'.

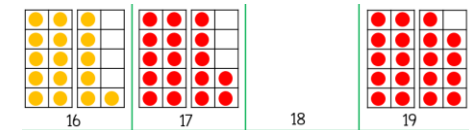
Don't forget Friday is non-school uniform, we will still be having our P.E. session though so please dress appropriately.

**Looking forward to the week ahead!**

**The Foundation Team**

## Maths

In Maths this week we have been continuing our work on numbers to 20. We have ordering numbers and identifying missing numbers within the sequence



## Understanding the World

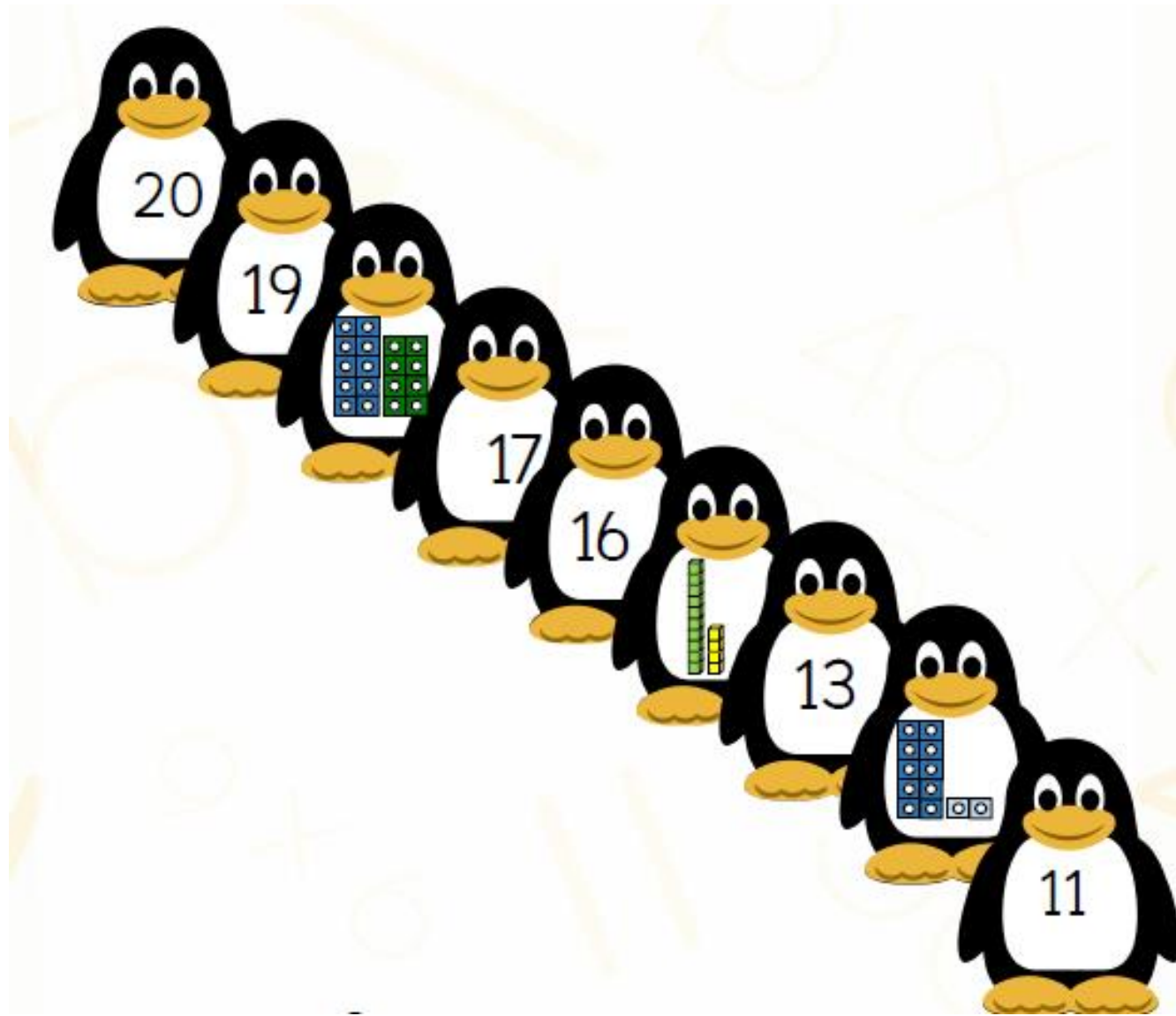
At the lakes this week the children enjoyed spotting signs of Spring when out and about. They drew pictures of the trees in the orchard and carried out bug hunts in the quiet area. We were excited to make our own fruit salad, after designing it by thinking about the fruits we wanted to include. It was lovely to see some children trying fruits they hadn't had before such as mango.

On Tuesday we received a surprise package of very young caterpillars, we have been watching them grow. In PSED after hearing the story The Dot we thought about things that we might try and have a go at even though they might never have done it before or find it difficult.

## Expressive Arts and Design

The children have been honing their hot-seating skills, using their imagination to be a character from Supertato and answering questions from their friends.

Which penguin is missing? How do you know?



Please get your child to have a go at writing a caption for these pictures:



You could dictate the following sentences or get your child to make up their own. Fish and chips on a dish, digging the soil and looking at a book.

### **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 2024**  
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



### Be the Teacher

Date	Child	Date	Child
Friday 3 <sup>rd</sup> May	Ossie	Friday 21 <sup>st</sup> June	Charly
Friday 10 <sup>th</sup> May	Harvey	Friday 28 <sup>th</sup> June	Kayden
Friday 17 <sup>th</sup> May	Isla-Rose	Friday 5 <sup>th</sup> July	Olivia
Friday 24 <sup>th</sup> May	Jasmine	Friday 12 <sup>th</sup> July	Imey
Friday 7 <sup>th</sup> June	Kane	Friday 19 <sup>h</sup> July	Maya
Friday 14 <sup>th</sup> June	Maie		

### Proposed Wellie Wednesday Rota

Date	Activity
Wednesday 1 <sup>st</sup> May	Campfire cooking
Wednesday 8 <sup>th</sup> May	Farm Trip
Wednesday 15 <sup>th</sup> May	Field
Wednesday 22 <sup>nd</sup> May	Lakes trip
Wednesday 5 <sup>th</sup> June	Campfire cooking
Wednesday 12 <sup>th</sup> June	Field
Wednesday 19 <sup>th</sup> June	Lakes trip
Wednesday 26 <sup>th</sup> June	Campfire cooking
Wednesday 3 <sup>rd</sup> July	Field
Wednesday 10 <sup>th</sup> July	Lakes trip
Wednesday 17 <sup>th</sup> July	Campfire cooking

NB – may be subject to change