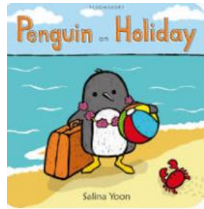
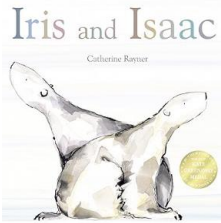


FS Newsletter

Friday 17th January 2025

Communication and Language

Stories and books we have enjoyed this week!



Literacy

This week our story was based on the traditional tale The White Hen and The Fox. The children drew a character in the setting. We then went on an adventure, firstly we thought the fox might drink a potion to disguise himself. We came up with a variety of things such as a mouse, cloud, unicorn, etc. We also thought about different things the hen could put in the bag to trick the fox. Ideas ranged from bricks to watermelons!

In phonics we have been recapping the phase 3 sounds and tricky words that we have learnt over the last couple of weeks.

At home you could try:

- Use the dot cards attached to practise subitising. Play a dice game.
- Reading your reading book.
- Practising reading the tricky words attached, children need to be able to recognise these.
- Creating a wax resistant painting.

Notes for Parents

Please remember to sign or comment in your child's reading record when you read with them.

Just a reminder that for this term our PE lessons will be on a Thursday. Please remember to check if it is your child's Be the Teacher.

Have a great weekend!

The Foundation Team

Maths

In maths we have been practising our subitising skills within 5. We have also been looking at the numerals 1 to 5 and are beginning to match quantity to numeral. Towards the end of the week we used our subitising skills to play a dice game with a number track.



Understanding the World

This week in PSED we continued our work on keeping ourselves safe. We have been thinking about things that are safe to go in our bodies and why adults look after medicines for us.

We have continued to look at the polar regions and the different animals that inhabit them.

Expressive Arts and Design

This week looked at the painting Starry Night by Vincent Van Gogh. The children had a good at their own starry night picture by using crayons alongside paint, creating a wax resistant painting.



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:

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

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

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



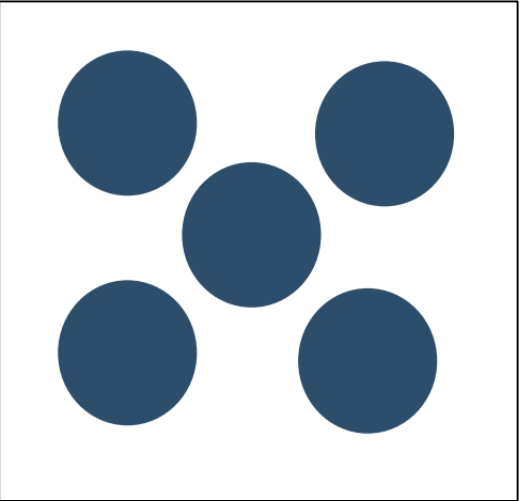
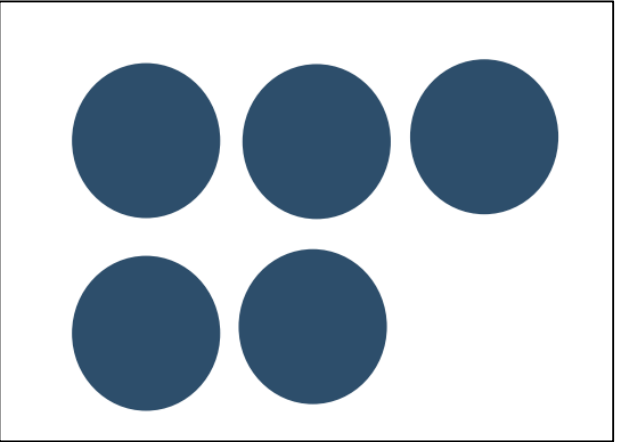
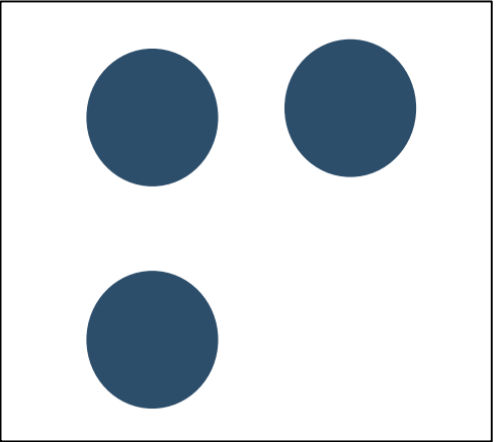
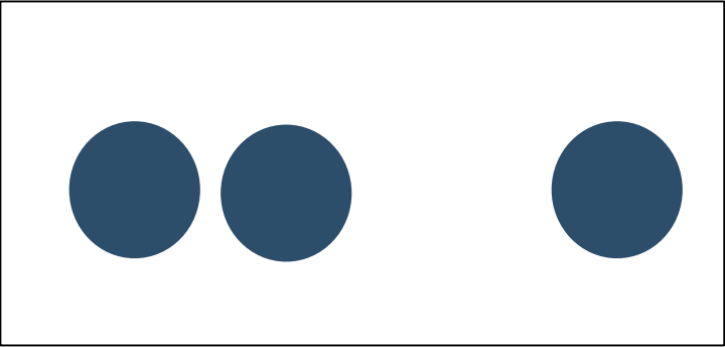
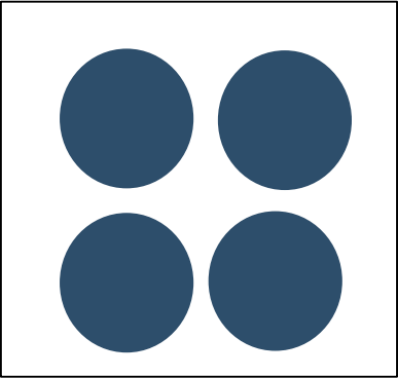
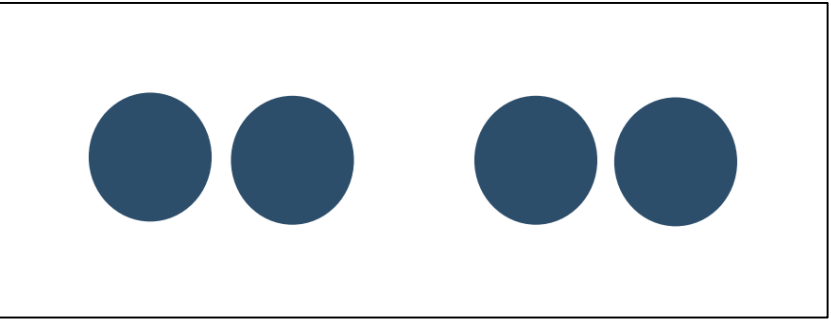
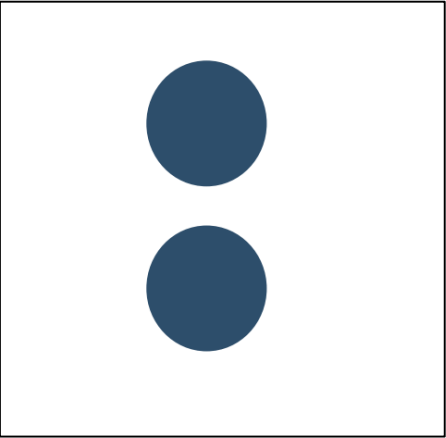
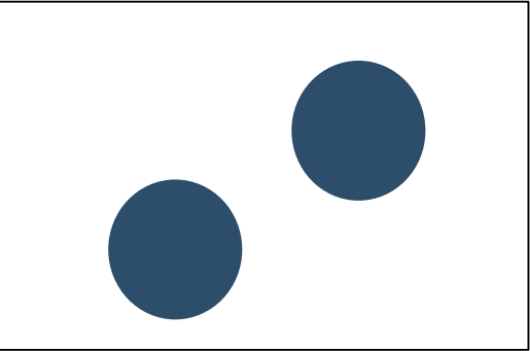
Please practice reading these tricky words with your child. See if they can spot them in books when reading a story.

I
to
no

the
into
go

he she we
me be my

Please practice subitising with your child. Can they say the number without counting?



Be the Teacher Timetable

Date	Child	Date	Child
Friday 24 th Jan	Henry B	Friday 25 th April	Prim
Friday 31 st Jan	Olivia	Friday 2 nd May	Ignacy
Friday 7 th Feb	Isabella	Friday 9 th May	Laycee
Friday 14 th Feb	Mazie	Friday 16 th May	Jake
Friday 28 th Feb	Lilly	Friday 23 rd May	Tabby
Friday 7 th March	Edric	Friday 6 th June	Kemal
Friday 14 th March	Annie	Friday 13 th June	Willow
Friday 21 st March	Ella	Friday 20 th June	Lottie
Friday 28 th March	Chester	Friday 27 th June	Cody