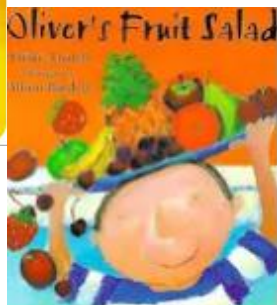


# FS Newsletter

Friday 14<sup>th</sup> March 2025

## Communication and Language

Stories and books we have enjoyed this week!



## Literacy

In Literacy this week we heard a version of the story Jack and the Beanstalk. The children chose a character and setting to write about and then went on their own adventure. They thought about what other treasures the giant might have and how Jack could be caught!

In phonics we have been re-capping the sounds ar, or, ur, ow and oi.

## At home you could try:

- Practise reading phase 2 and 3 tricky words
- Use a plate and add small objects such as lego bricks, dried pasta, cereals etc as pizza toppings (no more than 7 to start with) then add or take away pieces, asking your child how it has changed – are there more or fewer?
- Talk about what a plant needs to make it grow, maybe you could create a picture or even use your phonic skills to write a list!

## Notes for Parents

We have had another great week! The children are particularly enjoying using the apparatus in our P.E. sessions and it has been lovely to see their confidence develop in just a couple of weeks. Don't forget to check to see when it is your child's 'Be the Teacher' session. Please also see below for the end of year expectations.

**Have a great weekend!**

**The Foundation Team**

## Maths

In maths this week we have been practising ordering numbers and checking to see if they are in the correct position by looking at the staircase pattern and making comparisons. Our maths puppet, Monsieur Cochon had a go at ordering the Numberblocks, the children were eager to notice when he had made a mistake and used their reasoning skills to say why. We then went on to think about more and fewer, adding and taking away toppings from our pizza!

## Understanding the World

On Wellie Wednesday this week we planted our own pea seeds and are looking forward to them growing. We have been thinking about the things the peas will need to grow. We also have been talking about which parts of the plants might grow first. In PSED we been thinking about looking after our classroom and home. Lots of children explained that they tidied their bedrooms and helped with sorting the washing etc

## Expressive Arts and Design

This week the children have been exploring MakeDo tools such as cardboard saws, fold markers and hole makers. Some children enjoyed practicing with the equipment, whilst others had a clear Idea of the structure that they wanted to created. Some children added special screws to join the cardboard pieces together.

I <small>Phase 2 tricky words - week 1</small>	the <small>Phase 2 tricky words - week 1</small>
to <small>Phase 2 tricky words - week 2</small>	into <small>Phase 2 tricky words - week 2</small>
no <small>Phase 2 tricky words - week 4</small>	go <small>Phase 2 tricky words - week 4</small>

he <small>Phase 3 tricky words -Week 1</small>	she <small>Phase 3 tricky words -Week 1</small>
we <small>Phase 3 tricky words -Week 2</small>	me <small>Phase 3 tricky words -Week 2</small>
be <small>Phase 3 tricky words -Week 2</small>	my <small>Phase 3 tricky words -Week 2</small>
they <small>Phase 3 tricky words -Week 4</small>	all <small>Phase 3 tricky words -Week 4</small>
are <small>Phase 3 tricky words -Week 5</small>	her <small>Phase 3 tricky words -Week 5</small>
was <small>Phase 3 tricky words -Week 7</small>	you <small>Phase 3 tricky words -Week 7</small>

## Be the Teacher Timetable

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

## 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>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>	<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>
<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>Use and understand recently introduced vocabulary during 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>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>Use and understand recently introduced vocabulary during 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>