

## Foundation Stage Newsletter: Spring Term 1

Dear Parents,

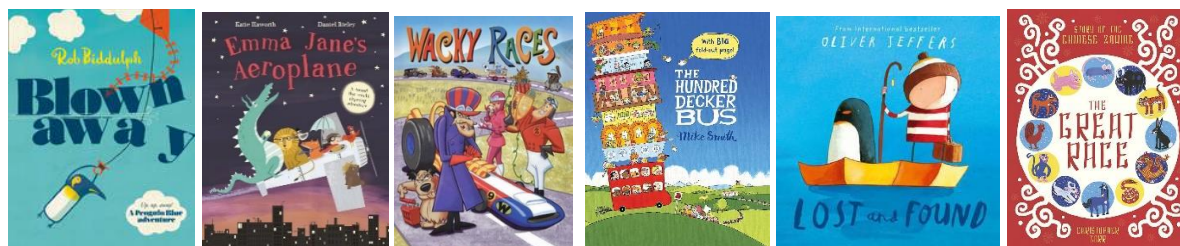
We hope you have all had a fantastic Christmas break and are ready for a fun and busy half term!

### Our topic is: Are We Nearly There Yet?

During this topic we will be learning about different modes of transport, develop our understanding of maps and positional language.

### Drawing Club

We will continue with our Drawing Club sessions three times a week linking to a focus text or animation. Here are the books and animations we will be using this half term:



We will continue to add a word and number passcode to our drawing to make it come to life. The children will continue to develop their writing through the use of these passcodes and will be set challenges to segment the sounds in words and begin to write sentences using a capital letter, finger spaces and a full stop. We will continue to work within each child's cusp of confidence to support their drawing and writing development.

### Reading and Phonics

This term we are looking for adult volunteers to come into school to hear children read or help with book/word sheet changing. A separate email has been sent about this. If you would like any more information please do ask.

Thank you for your continued support with your child's reading development at home. It is so exciting to see the progress they have made since the beginning of the year with your support. When you listen to your child read at home please can you write the date, book title/word sheet number and a comment. We will continue to change reading books/word sheets on a Tuesday and Friday. If you feel that you would like to keep the book for a little longer please just put a note in the reading record.

Phonics websites with some free games you could play at home:

- <https://www.phonicsplay.co.uk>
- <https://www.phonicsbloom.com>

In Phonics we use some different terms which are explained below:

- **Phonics:** it teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
- **Pure Sound:** it's the skill of pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
- **Phoneme:** it's a single sound that can be made by one or more letters - e.g. s, k, z, oo, ph, igh.
- **Grapheme:** it's a written letter or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

- **Blend:** this is when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading.
- **Segment:** it's the opposite of blending as it means splitting a word up into individual sounds when spelling and writing.
- **Consonant:** most letters of the alphabet are consonants, except for the vowels: a,e,i,o,u.
- **Vowel:** the letters a, e, i, o, u.
- **CVC Words:** this is an abbreviation used for consonant-vowel-consonant words. It describes the order of sounds. Some examples of CVC words are: ca;t, pen, top, chat (because ch makes one sound). Other similar abbreviations include:
  - VC (Vowel Consonant) words e.g. on, is, it.
  - CCVC (Consonant, Consonant, Vowel, Consonant) words e.g. trap and black.
  - CVCC (Consonant, Vowel, Consonant, Consonant) words e.g. milk and fast.
- **Digraph:** this describes two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph:
  - Vowel digraph: a digraph in which at least one of the letters is a vowel: boat or day.
  - Consonant digraph: two consonants which can go together: shop or thin.
  - Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
- **Trigraph:** this is when three letters go together to make one sound e.g. ear, air, igh, dge, tch.
- **Tricky Words:** they're the words that are difficult to sound out e.g. said, the, because which don't follow phonics rules.

We have begun learning Phase 3 sounds and tricky words in our phonics sessions and are learning to apply these when reading and writing new words.

Phase 3									
Sounds				Tricky Words					
j	v	w	x	y	z	zz	qu	we	me
ch	sh	th	ng	ai	ee	igh	oa	all	are
oo	oo	ar	or	ur	ow	oi	ear	they	my
air	ure	er						her	was
								be	you
								she	he

### Mathematical Development

During the next two half terms we will continue to develop our subitising and counting skills and explore the composition of numbers within and beyond 5. We will also begin to identify when two sets are equal or unequal and connect two equal groups to doubles.

Children will cover the following concepts during our mathematics sessions:

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- Begin to identify missing parts for numbers within 5
- Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- Focus on equal and unequal groups when comparing numbers
- Understand that two equal groups can be called a 'double' and connect this to finger patterns
- Sort odd and even numbers according to their 'shape'
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- Order numbers and play track games
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
- Continue to develop their understanding of how to represent numbers during our number of the week sessions.

### **Seesaw: Wow Moments and Home Learning**

Thank you for sharing your child's achievements (Wow Moments) and home learning on SeeSaw. It has been fantastic to see the children practising the concepts that they have learnt in school at home. Please continue to upload any achievements or experiences from home e.g. learning to ride a bike, taking part in an activity outside of school, creative activities and events with family and friends. Hopefully you have now all managed to log in with the new QR code which allows you to post directly onto your child's page.

### **PE Day**

**This term we will be wearing our PE kits to school to allow us to make full use of our PE slot in the hall.** A reminder that our PE kit is black shorts or jogging bottoms, white crew neck t-shirt, with or without the school logo, a black hoodie or jumper and trainers.

### **Things to remember**

- Children are allowed to wear home clothes on the Friday after their birthday.
- Please make sure **all** items of school uniform are named as items of clothing can easily be mixed up.
- Please bring your child's book bag into school every day with their reading book/reading record and purple folder.
- If you are providing a packed lunch for your child please remember that nuts and nut products are not allowed in school.
- Named water bottles should be brought into school every day filled with water
- Library books will be changed on a Thursday.

We are really looking forward to another fun and exciting term in Foundation Stage. Finally, if you have any questions or wish to talk to us about any concerns, please do not hesitate to speak to us at the beginning or end of the school day.

Many thanks for your support,  
Mrs Clarke, Mrs Tipper, Miss Green, Mrs Saunders, Mrs Wilks and Miss Brennan

### Foundation Stage: Spring Term 1 Timetable

	Monday	Tuesday <i>Change Reading Books</i>	Wednesday	Thursday <i>Change Library Books</i>	Friday <i>Change Reading Books</i>
8.45 – 9.00	<b>Carpet Challenges and Self-register</b>	<b>Busy Bee Activities (fine motor focus) and Self-Register</b>			
9.00-9.20	<b>Phonics Session</b>				
9:20 – 9.40	<b>Drawing Club Input</b>	<b>Drawing Club Input</b>	<b>Creative Focus Input</b>	<b>Mini Maths (NCETM)</b>	<b>Mini Maths (NCETM)</b>
9.40 – 10:15	Exploring Time Drawing Club Activity	Exploring Time Drawing Club Activity	Exploring Time Creative Activity	Exploring Time Maths Activity	Exploring Time Maths Activity
					<b>10.10am Celebration Assembly</b>
					Exploring Time Maths Activity
10.15-10.30	<b>Snack Time (whole class on the carpet)</b>				
10.30 – 11.30	Exploring Time Drawing Club Activity	Exploring Time Drawing Club Activity	Exploring Time Creative Activity	Exploring Time Maths Activity	Exploring Time Maths Activity
11.30 – 11.45	<b>Number of the Week</b>	<b>Poetry Basket</b>	<b>Mini Maths (NCETM)</b>	<b>RE</b>	<b>Music</b>
11.45-11.50	<b>Get ready for lunch</b>				
11.50 - 1.00	<b>Lunch Time</b>				
1.00 – 1.10	<b>Relaxation Time and Register</b>				
1.10 – 1.20	<b>Understanding the World Focus</b>	<b>Handwriting Focus</b>	<b>Handwriting Focus</b>	<b>PE (1.00-1.45pm)</b>	<b>PSED</b>
2.00 – 2.40	Exploring Time	Exploring Time	Exploring Time	Exploring Time (1.45-2.30pm)	Exploring Time
2.30 – 3.00	<b>Whole School Assembly</b>	<b>Key Stage 1 Assembly 2.30-2.50pm</b>	<b>Story and Home Time Routine</b>	<b>Library Time</b> <i>Change Library Books</i>	<b>Story and Home Time Routine</b>