



Foundation Stage Newsletter

Term 4 - February 2025

Amazing Animals

Message from the team

Welcome back to Term 4, we hope you have had a restful break. We are very excited to be starting this term with our new topic of 'Amazing Animals'. We will be looking at fiction and non-fiction books to explore our topic.

Reminders

Please remember to bring in your child's book bag each day. Books will be changed every Monday and Thursday. Phonics books will be issued on a Thursday and need to be returned on a Monday. There will be no new Tricky words this term, but we will be consolidating what we have learnt so far so please continue to support with this at home.

Homework will be set every Friday at 4pm on Tapestry under the 'activities' tab if looking at it via a PC/laptop. Not only is it a great way to consolidate on what they have been learning in school, it is also a great way for the children to build confidence by talking in front of others to share what they have done for their homework.

Diary Dates

6th March -World Book Day (Dress up optional)
14th March -Staff development Day
21st March -Red Nose Day
24-27th March -Mother's Day afternoon tea
28th March -PTA Mother's Day shop
31st March -Godstone Farm trip (Return to school by 4pm.
1st April -Parent consultations evening 3:30-6pm
3rd April -Parent consultation evening 3:30-7pm
4th April – Easter egg hunt
4th April – Last day of term with optional early pick up from 13:30.

Expressive Arts and Design

We will continue to build using 3D recycled materials, exploring different ways of joining them together. We will use this to create 'transport'. We will experiment with ways of making a boat and then check that it floats. We will use a range of materials including construction kits to make rockets, boats, cars, planes, and trains. We will combine colours to find the correct shade. We will find out about the art technique of pointillism and use this when painting blossom trees. We will explore transient art linked to our topic and other interests. We will continue to listen to and move to different genres of music.

Communication and Language

We will work on:

- *Using language well, thinking about what we want to say.
- *Being a good listening partner- taking turns to listen and talk.
- *Developing our language through a wide range of story books and being able to use this to retell stories that we know well.
- *Building up our vocabulary linked to different topics we are learning about.
- *Being able to clearly say what we want to say, using full sentences.
- *Being able to ask 'how' and 'why' questions to find out more information about things that interest us.
- *Being able to make up our own stories.

Literacy

We will continue to be introduced to a variety of books and stories. We will be able to talk about authors and illustrators that we are familiar with.

We will not be learning any new sounds this term but will be revisiting the sounds that we have learnt so far, including polysyllabic words; words that have more than one syllable in them.

We will be exploring words that have two or more digraphs in them, words with 'ing', and compound words.

We will not be learning any new tricky words this term but will be practising reading and writing the words that we have learnt so far. We will continue to practise writing our names and simple words using the phonemes we have learnt so far. We will begin to write simple sentences.

Personal, Social and Emotional Development

We will work on:

- *Being able to talk about our own feelings and those of others and be able to regulate our behaviour accordingly.
- *Being able to work well with a partner or others in a team and will use kind words to encourage other people.
- *Being able to talk about what we enjoy doing and things that we find tricky.
- * Always remembering to follow our School Values.
- * Building up our resilience and being able to persevere even when we find things challenging.
- *Begin to talk about things that keep us healthy.
- *The Jigsaw theme for this term is Healthy Me.

Mathematics

We will continue to practise counting objects and actions 1:1 up to 10.

We will practise counting by rote to 10 and beyond.

We will use stories, rhymes, and games to explore the vocabulary of addition and subtraction.

We will closely investigate numbers to 10, including the number 10.

Subitising - what do you see and how do you see it?

Comparing groups and quantities.

Composition - finding different ways to make numbers to 10.

We will work on the numbers that are 'one more and one less' than a number.

We will continue to explore the language of time through routines such as our daily routine washing line and look at the days of the week.

We will investigate 3d shapes and revisit repeating patterns.

Physical Development

We will work on:

- * A range of activities, including building using large loose part resources and the big wooden blocks.
- *Ball skills including throwing, catching, kicking, using a bat, and aiming at a target.
- *Moving in different ways, holding balance, and copying movements.
- *Using correct pencil grip most of the time.
- *Forming more letters correctly.
- *Beginning to write on a line.
- *Holding scissors correctly and using them effectively to cut out simple shapes.
- *A range of fine motor activities, including Dough disco, funky fingers and making pictures/patterns using small loose parts.

Understanding the World

We will explore growth changes as we move into spring.

We will explore the topic of 'dinosaurs' and what we can learn from fossils.

We will look at different forms of travel and how this has changed over the years.

We will look at places we know or places we have visited around the world and the forms of transport needed to get there.

In our weekly Forest School sessions, we will observe growth and change around us as the season changes.

We will learn out about different celebrations such as Easter and Ramadan.

We will start to plant seeds and bulbs.

We will look at the life cycle of different animals.

We will look at habitats and diets of different animals.