

Dear Ladybirds and Bumblebees,

We have a challenge for you this week! At the end of this newsletter, you will find some secret words for you to solve. Write the initial sound from each picture in the box underneath to reveal the secret word. Once you've revealed the word, see if you can read it.

Good luck!

Love Buzz and Lottie



Week beginning 8th January 2024

Dear Parents/Carers,

You'll never believe what happened in Foundation this week: Wizard Lizard snuck into our classrooms and made an awful mess! We worked together to tidy it all up but we were worried that he might come back and do it again, so we designed our very own Wizard Lizard traps, to help keep our classrooms safe and tidy.

Despite being busy building traps, we managed to fit a Cold Task into our week, drawing and writing everything we could remember from the story Superworm, as well as drawing story maps for the model text and coming up with actions to help us remember key events and phrases. Why not ask us to show you our actions and tell you the story at home.

In Maths this week, we have been using our perceptual subitising skills (seeing the quantity without counting) in increasingly complex arrangements, moving from dots in a line and arrangements of 2, to a focus on standard dice arrangements. We have also been working on our recognition of numerals to 5, playing games that involve matching numerals to correct quantities.

In the wider curriculum, we have been learning about a range of different materials and their properties, using descriptors such as shiny, stretchy, rough and hard. We also had a go at creating our own mechanisms, using split pins.

And, of course, we can't forget to mention the real highlight of our week, which was the Fun Morning that we attended at The Three Hills. What a great morning of sports activities we had and all of the adults were so impressed with our behaviour and determination!

We hope you enjoyed receiving your first sharing book this week. It would be great if you could read the book with your child over the weekend, if you haven't already (or read it again if you have already and enjoyed it the first time). If you write a note in your child's home-school diary to let us know that you have shared the book together, we will change it for a new book on Monday. Alternatively, if you have read the book but would like to read it again and keep it for another week, please let us know.

If you haven't already, please could you send in an old, plain t-shirt (any colour) for an activity involving cutting and decorating, which we have planned for the children. We would really appreciate it if you could write your child's name on the label and send these into school by Monday.

Please remember that if you have any questions or queries, you can always catch us at the end of the day, or write us a note in the home-school diary.

Thank you for your continued support,

The Foundation Team

Vocabulary we will be introducing next week:

History (past and present)

- Society – a large group of people who live together in an organised way
- Role (in society) – someone's job or function

- Carbon footprint – the amount of carbon dioxide released into the Earth's atmosphere as a result of human activities

Write the initial sound of each word in the box underneath the picture (e.g. 'b' for bird, 'a' for apple)
Say all three sounds and blend them together to read the secret word.



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Treasure Hunt



This game is to help your child learn to follow short instructions that involve **first** and **last**. These are important words for your child to learn. This game is also useful for helping your child answer simple 'what' and 'where' questions.

To play this game cut out the treasure pictures attached. Before you play the game check that your child recognises all the treasure pictures.

Hide the pictures around the room.

Tell your child that you are going to play a hiding game where he or she has to listen to you to find all the treasure in the right order. Give your child clues to find things, e.g. '**First** look under the cushion **then** look behind the TV.' When your child finds a picture ask him or her to tell you where it was found and the order the pictures were found in. You may have to remind your child to use the words **first**, **then** and **last**.

Next let your child be teacher and hide the pictures for you to find. You may need to remind your child to tell you where to look and the order to find them in. See if your child can spot your mistakes,

e.g. look for things in the wrong order.

Variations:

To make this game easier ask for pictures one at a time giving your child time to find one picture before you ask for the next one, e.g. '**First** find the crown.'

To make this game harder introduce before and after, e.g. '**Before** you look under the cushion look behind the sofa.'





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