



Week beginning 5th January 2026

Dear Parents/Carers,

Happy New Year and a warm welcome back to Term 3! We hope you all had a relaxing and enjoyable break with your family and friends.

This week we have kicked off our new topic of ‘Heroes and Villains’ with a very special message from a real superhero! Sandgate Superhero sent us a video asking for our help. All of his superhero friends are still on holiday, so he needs us to join his gang. We have started by making our own superhero masks and deciding on our superhero names. We are hoping Sandgate Superhero will be back soon with more challenges!

We have also been discussing real life superheroes and the different occupations they might have, as well as learning the story of ‘Superworm’ by Julia Donaldson. This will be our focus text for the next few weeks. In Maths, we have been thinking about the sub groups that we can see within numbers up to 5 and have also focused on how the numbers to 6 are represented on a dice.

Next week, please could you send in an old, plain t-shirt (any colour, or size) that your child can use for an activity involving cutting and decorating, which we have planned for the children later in the term. We would really appreciate it if you could write your child’s name on the label and send these into school by Monday 19th January at the latest. Many thanks in advance.

Just a reminder that our PE days for this term continue to be a **Monday** and **Friday**. The children will still need to come to school in their PE kit on these days.

Important Reading Update:

This week, we have begun Phase 4 of Animaphonics. In this phase, children consolidate the sounds that they have learnt so far and extend their word reading beyond three-phoneme words. This week we also focussed on ‘ff’ and learnt the Rainbow Word ‘go’.

Over the next couple of weeks, children will begin to move onto the Phase 4 books, which will only be changed once a week - on a **Friday**. Sharing books will continue to be changed on a **Tuesday**.

With the Animaphonics programme, the Phase 4 books become slightly longer and there is more of a focus on practise and repetition, hence having the same book for a week. We appreciate that this can seem a little long, but we would suggest the following activities over the course of the week to continue to support your child with reading at home.

<input type="checkbox"/> Read the Animaphonics book for the first time.	<input type="checkbox"/> Practise the sound and rainbow word flashcards.	<input type="checkbox"/> Read the Animaphonics book again to consolidate new sounds and rainbow words.	<input type="checkbox"/> Read some words from the sound word lists that accompany the flashcards.	<input type="checkbox"/> Read the Animaphonics book again, focusing on reading the whole sentence back at the end of each page.
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We will stick this checklist in the home school diaries as a reminder each week and would ask that you tick each box as you complete it. We appreciate how much there is to fit in during the day, but reading at home really does have a huge positive impact on children’s progress.

Please do also remember that all children develop at different rates and initially some may still bring home the Phase 2/3 books or have extra books sent home alongside Phase 4 books if needs be. These books will now be changed on a **Friday** only as well.

We hope that makes sense, but please do not hesitate to ask if you have any questions at all about reading.

The Foundation Team

Vocabulary we will be introducing next week:

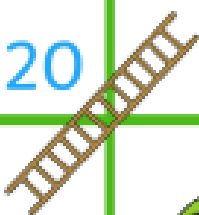



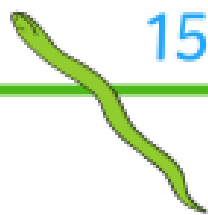
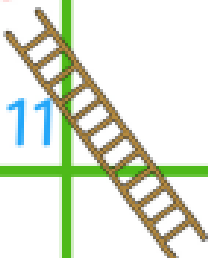


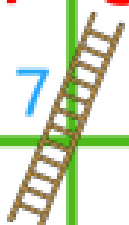

PSHE

- Compromise – a way of reaching agreement in which each person gives up something that was wanted
- Cooperate – working together and helping others
- Flexible – adapting to new situations and being open to change

Past and Present

- Air travel
- Planes
- Hot air balloons
- Gliders



r-o-ck-e-t 20 	s-u-n-s-e-t 21 	d-o-ck 22	p-e-n 23 	FINISH 
m-u-g 19	s-i-ck 18	t-u-ck 17	p-a-n 16	t-i-n 15 
d-i-p 10	p-i-t 11 	r-u-n 12	n-e-ck 13 	r-a-m 14
d-o-g 9 	k-i-t 8	c-a-p 7 	g-a-p 6	t-i-ck-e-t 5
START 	p-o-p 1	p-a-n 2	p-o-ck-e-t 3	c-u-p 4



Roll The Ball



This game is to help your child learn to follow short instructions that involve two important bits of information and to listen carefully.

You will need a ball, a car, a teddy and another soft toy to play this game.

Start with the ball and teddy. Roll the ball to teddy saying; 'I'm rolling the ball to teddy'. Let your child have a turn at rolling the ball to teddy. Remember to tell your child what he or she is doing. Next introduce the other soft toy to the game. Demonstrate rolling the ball to the new toy. Let your child have a go.

Practice giving your child instructions and see if he or she can roll the ball to the toy you say e.g. 'Roll the ball to teddy' or 'Roll the ball to rabbit'. Finally introduce the car and ask your child to roll the car or the ball to the teddy or the rabbit e.g. 'Roll the car to rabbit', 'Roll the ball to teddy'.

Now let your child be the teacher and give you instructions to follow. You may need to remind your child to tell you what to roll and which toy to roll it to.

Variations:

To make this game easier get your child to copy what you have done saying what he or she is doing.

To make this game harder use more things to roll and more toys to roll them to.