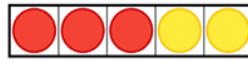
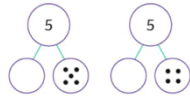


Dear Ladybirds and Bumblebees,

It would be great this weekend if you could think back to our Maths learning from this week. How many ways can you find to make the whole amount 5? What about 6? You could show the different parts in a part- whole model or by drawing different coloured circles in your book.

Love Buzz and Lottie



Week beginning 19<sup>th</sup> January 2026

Dear Parents/Carers,

We have had another lovely week here in Foundation as we continue our learning based on the story *Superworm*. This week, we moved into the innovation stage of our learning, changing the villain in the story as well as his magical object. The children had some fantastic ideas and really enjoyed putting their own creative spin on the story.

At the start of the week, we also received another exciting message from Sandgate Superhero, asking us to write about Superworm's minibeast friends who helped to save him from the evil villain. We decided that all of the minibeasts are superheroes in their own right, as they worked together to rescue Superworm, teamwork at its best! Then on Friday, Sandgate Superhero was back again, asking us to make our very own superhero capes. Thank you very much for sending in old t-shirts for us to use. The children demonstrated the *Characteristics of Effective Learning*, particularly having their own ideas and being involved and concentrating, while designing and making their capes. We have been extremely impressed with both the effort and the finished results.

In Maths, we have been focusing on the composition of 5, using the rhyme *Five Little Speckled Frogs* to support our understanding. We have been using the language "1 is a part, 4 is a part, the whole amount is 5" and exploring the different ways we can represent this using practical resources. Please do take a look at the examples shared above to see how we have been showing our learning.

In our wider curriculum, we continued learning about special people, with a focus on individuals who are important in different religions, including Guru Nanak and Buddha. We also carried on exploring different forms of air travel and discussed the impact that travelling by aeroplane can have on the environment.

Could we please ask that you have a look at home to see if there are any sharing books that may not yet have been returned to school, as we appear to be missing a few. If your child hasn't had a sharing book for some time and you don't have one at home, please do let us know so we can sort this out.

Finally, we would be very grateful for donations of recycling for our junk modelling area. Items such as kitchen roll tubes, small boxes and small plastic water bottles would be gratefully received.

#### Dates for your diary

**Tuesday 3rd February**- Book share. Please collect children from school then come back into the classroom to have a look at their fantastic learning. (3.15pm- 3.45pm)

**Thursday 5th February** – Parent Writing Workshop with Mr. Evans at 5:30 pm in the main hall.

**Friday 13th February** – Term 3 ends

**Monday 23rd February** – Term 4 begins

Have a great weekend, The Foundation Team

Here are some images and definitions for key vocabulary that we will be encountering next week. Please share and discuss with your children, if possible.



**Internet-** a network or system that connects millions of computers and other electronic devices worldwide.



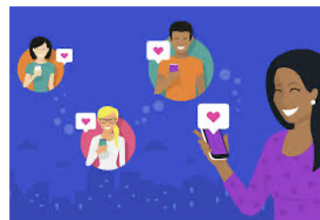
**Computers-** machines that help us learn, play, and find things.



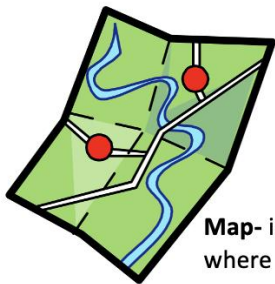
**Information-** things we learn or are told. The internet has a lot of information on it.



**Digital Footprint-** information that you share or that is collected about you online.



**Posting and Sharing-** Posting means putting pictures or words on the internet. Sharing means letting other people see or use something on the internet.



**Map-** is a picture that shows us where places are.



**Symbols-** are pictures that stand for something else. On a map there is a key with symbols to show where different things are.



**Recycling-** using old things again to help the Earth. We can recycle using different bins at school and at home. We can recycle by using old rubbish for junk modelling.



**Aerial image-** a picture taken from high up in the sky.

# Poor Sam

This game is to help your child learn to understand and use 'can't' in his or her talking. This game will also help your child understand 'why' questions.

You will need the pictures attached to play this game. All the pictures show poor Sam. He **can't** do lots of things. Place the pictures in a pile face down in front of your child. Take turns at turning a picture over and saying what Sam **can't** do and why he **can't** do it,

e.g. 'Poor Sam **can't** swim because there is no water in the pool.'

You could ask your child if they can perform the action that Sam can't do. Remember to let your child be teacher and give you some of the actions to do.

## Variations:

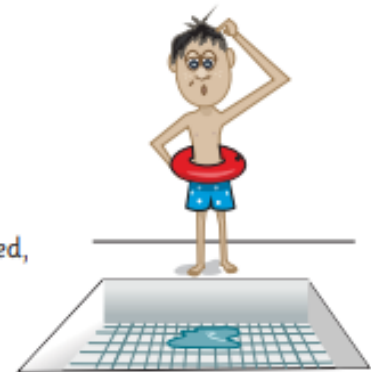
To make this game easier just ask your child to say what Sam **can't** do.

To make this game harder ask your child how Sam's problem could be fixed,

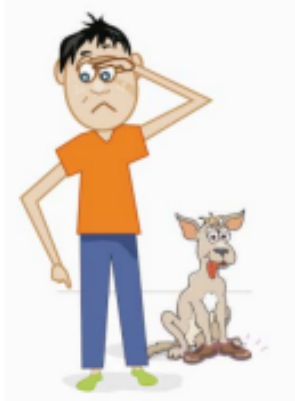
e.g. Child: 'Poor Sam can't swim cos there is no water in the pool.'

Adult: 'What does he need to do?'

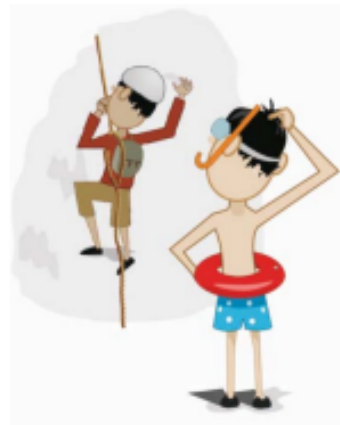
Child: 'He needs to get a hose and fill the pool up.'



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