



Dear Ladybirds and Bumblebees,

This weekend, we would love for you to practise writing your Rainbow Words. You might like to try writing them in a few different ways: big, small, multicoloured, in a notebook, outside with chalk...the possibilities are endless! It would be great if you could have a go at writing them in short captions too; for example, 'the red bus', 'it was me'.

Here's a little reminder of the Rainbow Words we have learnt so far:

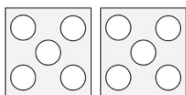
the	to	I	is	me	was
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Love Buzz and Lottie

Week beginning 26th January 2026

Dear Parents/Carers,

The children have been harnessing their inner superheroes this week and have produced some fantastic learning. We were particularly impressed with their Superworm Hot Tasks, which the children worked incredibly hard on. It has been wonderful to see their writing developing and the progress they continue to make.



In Maths, we have been securing our understanding of the different pairs of numbers that make 5. We have also used double dice frames to explore 6 and 7 as numbers that are composed of '5 and a bit'. Using this representation has really supported the children's understanding of composition. Ask your child if they can show you the different ways to make the whole amount of 6!

In the wider curriculum, our PSHE focus has been on personal hygiene. We spent time discussing the importance of washing our hands thoroughly to help prevent the spread of germs and practised how to do this correctly. We also began an exciting experiment using four pieces of bread: one touched only by a clean adult hands, one touched only by a clean children's hands, one not touched at all and one touched by all of our hands. We made predictions about what might happen to each piece of bread by the time we return from half term, and we are looking forward to seeing the results!

Also in the wider curriculum, we have been looking at, and asking questions about, a selection of everyday technology: mobile phones, walkie talkies, keyboards, a mouse, tablet/iPad and a remote control. We also learned about the importance of recycling.

In Phonics, we are continuing with Phase 4, which is a consolidation phase. This week, we focused on the consonant clusters 'sw' and 'st', practising saying them as one sound rather than two to help us blend longer words more fluently. Although we are not learning any new sounds at the moment, this is a great time to continue practising fast recall of the digraphs and trigraphs the children have already learned, using the flashcards sent home. Spotting digraphs and trigraphs within words is also an important skill to keep practising.

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 - Last day of Term 3

Monday 23rd February – Term 4 begins

Tuesday 24th February – Parent Consultations

Wednesday 25th February – Parent Consultations

Please remember that if you have any queries or questions you can always catch us at the end of the day or pass on a message via the office.

Have a great weekend,

Vocabulary we will be introducing next week:

PSHE

- Hygiene – any practice or activity we do to keep clean and healthy

Reading

- Setting - where and when a story takes place

The Foundation Team

Stepping Stones

This game is to help your child learn negative words **can't** and **don't**.

You will need some cushions or pieces of paper and the pictures of stones and lily pads attached.

Put the cushions or paper on the floor to make stepping stones across a river that is full of crocodiles! Place the pictures stones and lily pads on the cushions or pieces of paper.



Your child has to try to cross the river without falling in i.e. off the cushion or piece of paper. If your child falls in the 'water' he or she will get eaten by a crocodile and have to go back to the beginning. Explain to your child that he or she can only step on the stone pictures and **can't** step on the lily pads.

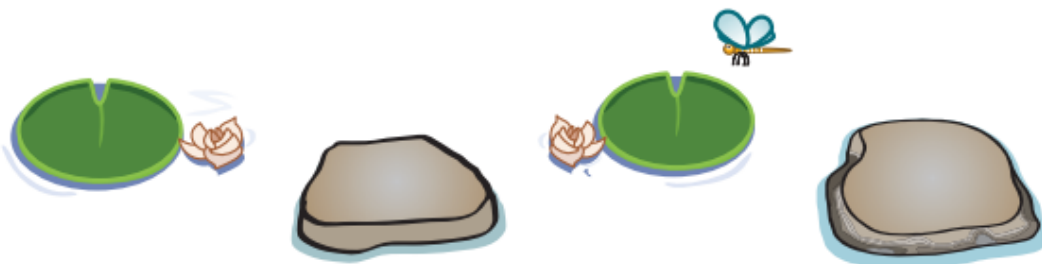
Let your child have a go at crossing the river safely. Give your child reminders as he or she goes along so he or she hears **can't** and **don't** lots of times, e.g. Off you go, **don't** step on that one, you **can't** step on the lily pads etc....

Remember to let your child be teacher sometimes. Encourage your child to use '**can't**' and '**don't**' to give you instructions.

Variations:

To make this game easier use one cushion or piece of paper. Give your child '**can**' or '**can't**' instructions to jump on and off the cushion.

To make this game harder use more 'stones' and 'lily pads'.





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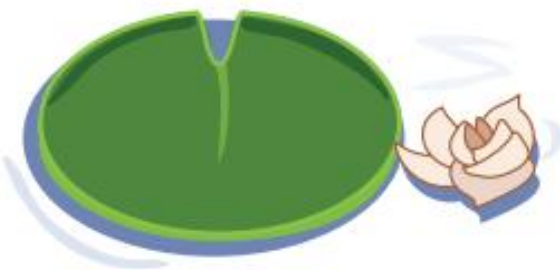
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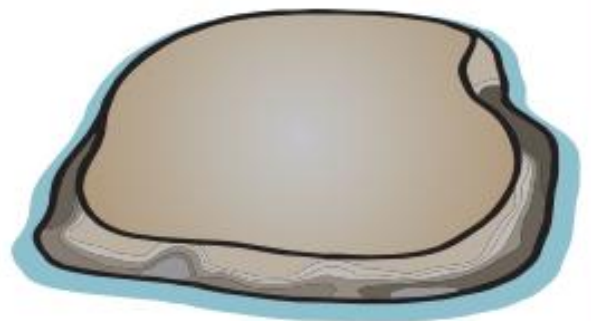
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