

Foundation Stage Curriculum Newsletter Term 3



Week 1 – 3 Disney 'Cars'

Literacy: Simple words and sentences to describe Lightning McQueen – what does he look like? Sound like? Act like?

Phonics: Consolidate Phase 2 sounds, tricky words and blending skills.

Introduce Phase 3 sounds sh, ch, th, ng – continue blending for reading and writing new words.

Maths – We are learning to recognise, order and write numbers to 10 or 20. Begin to solve simple addition sums.

Noticing numbers in the environment, including number plates. Beginning to write numbers with correct formation.

Physical development: Steering the bikes around a course, changing speed and direction.

Using large apparatus to develop balancing, jumping and landing safely.

(Children will need a named white t-shirt and black shorts in a named bag every Tuesday)

Personal Social and Emotional Development (PSED): Discuss whether we think Lightning McQueen is a kind friend at the beginning of the film? What did he say or do that made others feel sad? How did this change during the film? Who helped him?

What are we good at? Are we all good at the same things?

Understanding the World/ Speech and Language Development: Our outdoor area will become a garage role play area. The 'customers' will bring in their vehicles for repair – can they explain what the problem is? The 'mechanics' will work to fix the problem using a range of tools.

Expressive arts and Design: Children will use careful cutting skills to colour and cut pictures of the characters from the story to make simple stick puppets to use in their small world play to retell the story.

Kinetic letters this term: Recapping the families learnt so far:

'Jumper' family (h, n, m, b)

'Abracadabra' family (c, a, d, o, q)

Introduce: 'Window cleaner' family l, t

Squirter 'e'

Week 4 and 5 – Percy the Park Keeper 'After the Storm' / 'One Snowy Night'

Literacy: Writing simple sentences beginning with a capital letter, with spaces between words and ending with a full stop.

Phonics: Consolidating blending skills, learning tricky words 'he, she, me, we, be, was, they'

Introduce Phase 3 sounds: ai, ee, oo, ar, oi

Maths: Language to describe height, weight, length. Language to describe quantities: How many are there? Which group has more/fewer? Begin to solve simple subtraction sums.

Physical development: Using small hand tools with control and safety.

PSED: How did Percy look after the animals and the environment?

Understanding the World: Preparing the ground for growing – what will the plants need to grow?

Expressive arts and design: Making animal masks to retell stories.



We are very pleased with the progress children are making, particularly in phonics. We thank you for your continued support. If you have any questions or queries, please talk to a member of the Foundation Stage team.

How to help your child at home.

Reading

- It is expected that by the end of this term, children will be blending 3 sounds to read simple words and sentences independently.
- They should be able to recognise and read tricky words *I, go, no, to, the, he, she, me, we, be, was, they* by sight

Please read with your child as often as possible.

Set aside a quiet time for reading 1:1 with your child. (e.g. a bedtime story.)

Don't just read books: encourage your child to read a range of other texts (e.g. road signs, cereal packets, comics)

Keep in touch with school and communicate with school about your child's reading.

Please sign the reading record book, adding a comment about their progress and enjoyment of the stories.

Please do as little or as much as your child can cope with and stop when they have had enough - reading should be fun!!



Writing

- It is expected that by the end of this term, children will be able to write all 26 alphabet letters with correct kinetic letter formation.
- Children will be expected to sound out simple words to spell independently (such as cat, pin, fun.)
- To begin to write simple sentences which start with a capital letter and include spaces between words.

Please share any independent writing completed at home with the class teacher – we would love to see it.

If you have any worries, concerns or questions please ask a member of the Foundation Stage team who will be happy to help.