

# Foundation

The children thoroughly enjoyed learning about the gunpowder plot and Guy Fawkes this week and have made their own paper fireworks. Chalk and black paper proved to be a firm favourite for some, as was the use of glitter when creating a large scale firework display.

We have now introduced the concept of 'tricky words'. These are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. These will be practised in school and the children will begin to learn how to read them and then later on to spell them. If you would like to practise at home the first set of words are: *I, to, the*.

We have begun to learn the songs for our Christmas performance! Some children will require a costume to be kindly provided from home, so a note detailing what is needed has been sent home in their book bags. If you do not need to provide a costume, because we already have something suitable at school, we have also confirmed this with a note in the book bag.

This week in Maths we have been thinking about numbers to 8. The children have been using number lines, forming digits to 8 and making towers to 8. For Maths homework this week, we would like your child to make a firework picture or sculpture. They can develop mathematical language to describe the shapes they have used by using everyday language such as curved, pointy, straight, wiggly then progressing to using the mathematical names of the shapes such as circle, square, cube, and sphere. They can also use positional language such as above, below, beside, on top of, underneath, left, right, in front, behind. Work can be planned and evaluated with your child using questions like:

- Where are you going to put it?
- Why do you want it to go here?
- What will happen if you take away that shape?
- What can you see in the picture? How is it similar to/different from ...?

We would love to see their work and hear about language used, via Tapestry.

Next week, we will be thinking about our school community; a highlight of which is a visit to Mr Helliwell.

The Foundation Team