

Foundation Stage News

January 5th 2024



Happy New Year!

Happy New Year to all our Reception families. We hope you have all had a very happy and healthy Christmas holiday. Thank you from us all for all your kind messages and gifts at the end of last term. It has been a really great first few days back at school and wonderful to see the children so happy and settled...it looks like many have been doing some growing over the holidays too!



Our learning this term

Our theme for learning this half term is 'Traditional Tales'. Please have a look online at our Spring Half Termly Overview which outlines the learning we will cover through these traditional tales. There is also a new 'collectable' to share this learning simply with your child. Over the course of the half term, we hope to immerse your child in the language of storytelling and to help them to develop a sense of the ways that stories are structured. These are very important early story writing skills.

We will be reading a range of different traditional tales, however we will be specifically focusing on the following stories each week: The Three Little Pigs, The Gingerbread Man, Goldilocks and the Three Bears, and The Enormous Turnip.

Phonics and reading



Just before Christmas we assessed the children's phonic knowledge and we have organised them into groups for their phonics session according to their current reading level. Your child will be working in a group according to their reading level. Links to the Read Write Inc. practise videos will begin to be sent home again starting from next week. This week we have practised getting into our new groups and reviewed previously taught sounds.

Phonics Sound Cards and Reading Diaries

Please can you make sure your child's sound cards are in their zippy bag in their book bag each day this week as we will be going through to make sure each child has the correct sound cards to match their current level. For those children who have a reading diary can you also make sure this is in their zippy bag each day too and please record a little comment when you have read with your child at home. This helps us to know how your child is getting on with their reading with you and to know if they need a new reading book. Thank you!

Book Bags and toys



We are now teaching the children to access their book bags independently during the day when needed therefore we need to make this as easy for them as possible. We do prefer them to have a book bag in class rather than a rucksack in order that they can follow the same system as their peers.

We are noticing that many children are bringing toys to school in their bookbags which is making it very difficult to store them neatly in class. The toys can also be quite a distraction to learning and are at risk of getting lost or damaged in school.

We do understand that one or two children may still need a comfort toy/object in school and if this is the case, please let us know so we can do our best to keep it safe in school. To help us with this, please ensure it is named and is not too bulky in their book bag. Many thanks for your support with this.



Maths

This week we have deepened the children's understanding of the number 5 as a quantity by linking it to the five fingers on one hand. We have explored ways to represent 5 using our fingers.

We played a game of 'speedy fingers' and you could play this at home too! Here's how you play:

Reveal a hand from behind your back showing different amounts of fingers. Ask your child to call out how many fingers they see. Then swap roles and you call out a number for your child to show you that many, all at once, using only one hand. For those finding it a little tricky to show the number all at once you could encourage them to 'grow' the correct number of fingers.

We also met Numberblock 5 to reinforce some of our key learning. Below is the link for you to watch this at home with your child:

[BBC iPlayer - Numberblocks - Series 1: Five](#)

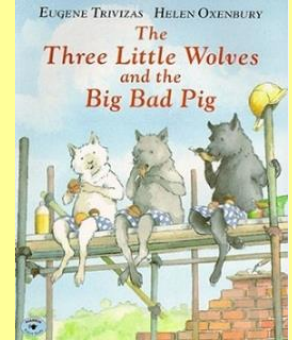
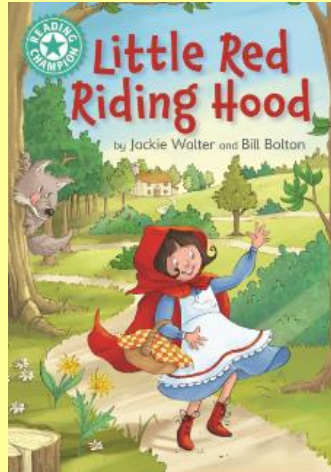
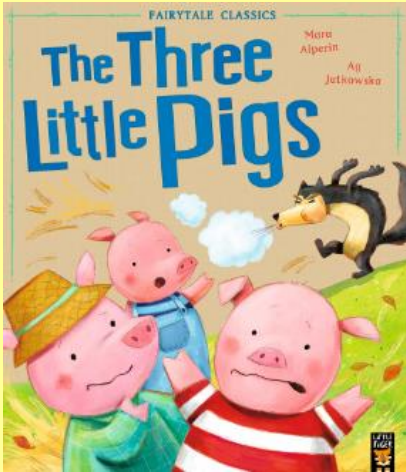
PE – change of day

This half term PE for Reception children will be changing from a Wednesday to a **Monday**. Please ensure your child comes into school wearing their PE kit on a Monday from now on. Tomorrow (08.01) we will continue to do PE but will plan a session that does not require your child to be in their kit to take part so please do not worry this week as your child will still be able to participate if they are not wearing their kit.

Mr Mayling has enjoyed getting to know the children over this last half term and he will continue to lead our PE sessions over this next half term. The children are always really excited to take part and love going over to the 'big school' to use the hall and PE equipment.

Books we shared this week

This week we have enjoyed a collection of traditional tales with a common theme...the Big Bad Wolf! After reading an alternative fairy tale about the 'Big Bad Pig', the children had lots of fun thinking of their own 'big' and 'bad' character and gave super descriptions of their actions e.g. The big bad witch who turned people into frogs.



'The Three Little Wolves and the Big Bad Pig'
by Eugene Trivizas and Helen Oxenbury

Songs we have sung this week

This half term in our musical learning we are going to be introducing the children to the musical elements e.g. pulse, rhythm, pitch, dynamics, tempo. As a vehicle for this learning, and linked to our theme of Traditional Tales, we will be using the BBC Schools Music resource 'Little Red Riding Hood'. The story is broken down into weekly episodes with a linked animation and song to learn. This week we began Part 1 of the programme which included learning the song 'I Love Red'. You can access this session at home following this link: [I Love Red](#)

Musical terms

- **Pulse/beat:** like a heartbeat, a steady beat underlying the music
- **Rhythm:** pattern of sound
- **Pitch:** high sounds, low sounds
- **Structure:** how a piece of music/song is built up, eg verse-chorus-verse-chorus
- **Dynamics:** loud, quiet, getting louder, getting quieter
- **Timbre:** the character of a sound, eg smooth sound, spikey sound, scratchy sound
- **Texture:** layers in the music, eg one sound or several sounds
- **Tempo:** speed
- **Melodic shape:** this is a little like the outline of the song or piece of music, picture a line that goes up steeply when the **melody** suddenly jumps to a much higher sound, or that goes down slowly when the **melody** gently falls. This "line" gives the **contour** or **shape** of the **melodic** line
- **Genre:** the type of music, eg pop, jazz, folk, classical



