

# Foundation Stage News

February 3<sup>rd</sup> 2025



## Run, run, as fast as you can!

What an adventure we have had in Reception over the last couple of weeks. The children have especially enjoyed listening to the story of The Gingerbread Man and had great fun singing his well-known song "Run, run, as fast as you can, you can't catch me I'm the Gingerbread Man". The story even led us into the realms of science as we discussed and predicted what might happen when a biscuit falls into water – lots of discussion about floating and sinking and some excellent language to describe what they observed (soggy, disintegrated, absorbed). Perhaps at home you could explore this with your little one, dipping a biscuit into different liquids (warm, cold, thick, runny) to see what happens and encourage them to explain why.



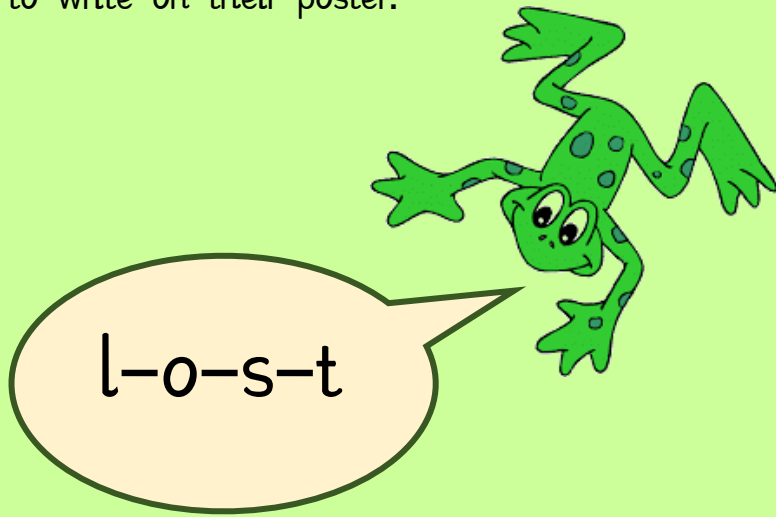
The children thoroughly enjoyed their baking session with Mrs Harrison and were asked to carefully follow her instructions for rolling the dough, cutting the shape and baking the biscuit. The children practised using pronoun words accurately when describing their little biscuit characters as they cut and decorated them (she, her, he, him, they).

# Lost!

The children are learning to use their growing phonic knowledge to read and write and whenever we can, we find exciting and meaningful opportunities in our day for writing so as to engage the children and help them to see the real purpose for this skill.

As fate would have it, the children laid their gingerbread biscuits to set on the shelf and whilst they were out for lunch, their biscuits ran away!!! A wonderful discussion began...Where might they have gone? What might they be doing? Are they safe? How will we get them back again?

The children decided to create their own 'Lost!' posters and, just like Fred our Read Write Inc. frog, they listened carefully to the sounds in each of the words they wanted to write on their poster.

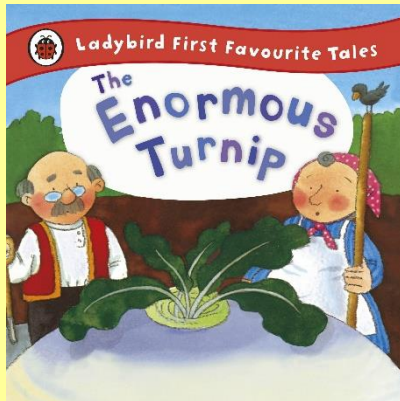


Thanks to our super posters (which the children displayed around the school) the teachers knew to 'keep an eye out' for our cheeky biscuits. Thankfully just in time for our end of the day story, Mrs Mallandaine dropped by with a **BIG** box full of biscuits and a funny story of how she had chased them all around school! We couldn't believe our ears when she told us what they had got up to. Ask your child to tell you more!

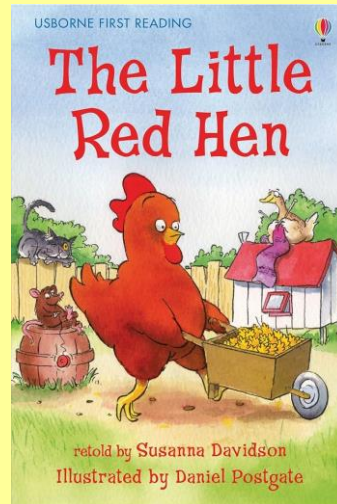


# Books we have shared

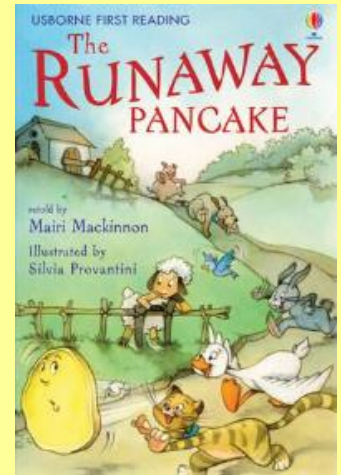
We have enjoyed a range of traditional tales over the last couple of weeks. The children are learning that it is possible to take a well-known story and make small changes to form a new story of their own, borrowing story ideas, words or phrases. See the learning gallery below for some of our 'Enormous Turnip' story innovations.



'The Enormous Turnip'



'The Little Red Hen'



'The Runaway Pancake'  
*retold by Mairi Mackinnon*

# Songs we have sung this week

This half term in our musical learning, we are introducing the children to the musical elements of pulse, rhythm, pitch, dynamics and tempo. As a vehicle for this learning, and linked to our theme of Traditional Tales, we are 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.

Here are two new songs we have been learning about the story and its characters. Please follow the links below to enjoy singing these songs with your child at home.



[Wolfie Blues](#)



[Let's make a cake for grandma](#)

# Number time this week

In our number time the children have been exploring the mathematical concept of **parts** and **wholes** as the very start of their learning about the composition of numbers. By investigating their own bodies and using familiar toys they have begun to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.

We talked about our new mathematical words in detail this week to ensure there were no misconceptions i.e. that a 'whole' is not the same as 'a hole' and when we talk about 'a part' that this is not the same as 'apart'.

The children practised using their new mathematical words in sentences in a variety of contexts to explain their thinking:

"My hand is a part of me and the whole of me is Sally."

"My whole robot is made out of 4 parts."

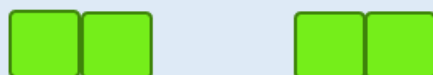
"There are 6 parts in the whole pizza."

"I ate my whole apple."

Once the children were familiar with this new vocabulary, we went on to explore the concept of 'parts' and 'wholes' in number (otherwise known as the 'composition' of number). Using the Numberblock character 4 and four green linking bricks we explored the different parts which could make up this number:



"1 is a part and 3 is a part. The whole number is 4."



"2 is a part and 2 is a part. The whole number is still 4."



"1 is a part and 1 is a part and 1 is a part and 1 one is a part and whole number is 4."



# Learning Gallery



We took the story of 'The Enormous Turnip' and changed small parts of it to create our own stories. We enjoyed retelling our stories to the class and choosing our friends to act out the various roles. We were super at remembering the repeated refrains too.

After reading the story of 'the Little Red Hen.' We enjoyed following a simple set of instructions to make our own jam sandwiches!



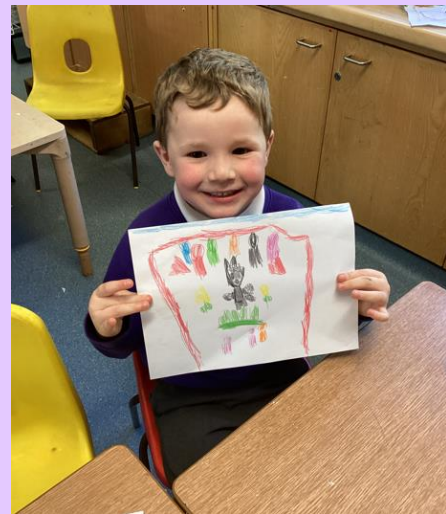
Exploring the composition of 4. We worked hard to represent the number 4 in as many different ways as possible.



Look at our little red hen creations. We practised our cutting skills and looked closely at the different shapes we needed to create our hens.



We had great fun printing with a range of vegetables. We created our own repeating patterns!



Using playdough to develop our fine motor skills.



# Read Write Inc. home learning:



The children have learnt all of their Set 1 letter sounds in school now. We have put the video links for each letter sound on the school website. Here is the link:

[St Margaret's Academy - Phonics video links](#)

Please select any letter sound videos your child may need to revise to help them recall their letter sounds with speed and ease. We have noticed that the 'special friend' sounds sh, ch, ng, nk, th and qu are needing some extra time to embed in school. The children are now working in groups for Read Write Inc – some children are working at a slower pace to embed earlier learning and some are moving on to begin learning their Set 2 sounds. The video links for the Set 2 sounds are also on the school website. Please come and see us if you would like any further information about how to support your child's phonics learning at home.

Daily practise will really make all the difference to the progress your child makes in developing their reading and spelling skills this year. Please read with your child a minimum of 4 times a week and record how they have got on in their purple reading diary. We would also like to send a gentle reminder about having books and reading diaries in school on a Monday so we can change your child's book. It is very tricky to chase this up and change books later in the week. We thank you for your support with this.



## Important Notice – 'Bring a bear to school day' Thursday 06.02

This week we have started a new traditional tale – Goldilocks and the Three Bears. On Thursday this week (06.02.25) we would like to invite your child to bring their own teddy bear from home into school with them for the day as part of their learning. Please send your child's bear in labelled with their name. We have some fun teddy bear adventures planned for Thursday and we know that the children will be very excited by the opportunity to bring in their own teddies!

**We hope you have a lovely week!**