

Foundation Stage News

February 3rd 2023



Goldilocks and the....

The children loved being storytellers this week, retelling the tale of Goldilocks and the Three Bears. They enjoyed using different bear voices to join in with the storytelling – a **GREAT BIG** voice for daddy bear, a **medium** voice for mummy bear and a **teeny tiny** voice for baby bear!

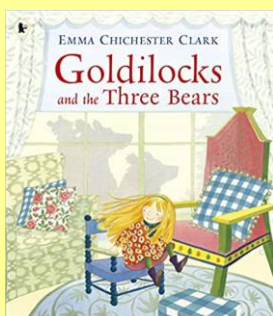
Being the 'brilliant authors' that they are becoming, the children set to work creating their own story books. They were tickled by the Michael Rosen tale of 'Goldilocks and the Three Crocodiles', so many children decided to think of their own animals for their stories...Goldilocks and the Three Tigers, Goldilocks and the Three Elephants.....

The children are growing in confidence in using their phonic knowledge to have a try to write their story words. They also told their story to us using their own wonderful narrative language.

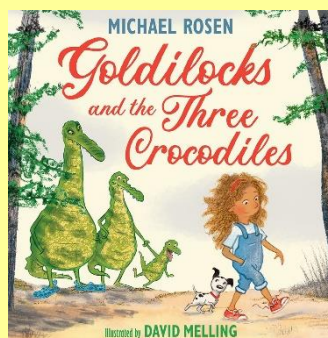
"It was a beautiful spring day, so the three little cats decided to go for a walk on the fresh green grass." by Maddison

Books we shared this week

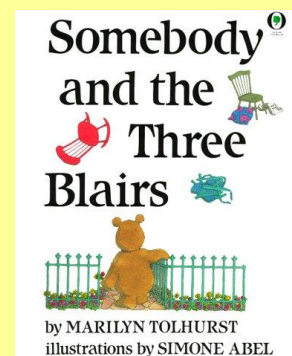
Each week we will share a collection of quality books with the children. They may be stories or information books. We try to link our books to the different areas of learning to help the children to deepen their understanding and to broaden their vocabulary. We also choose stories with no obvious link, just for pleasure. Below are the books we have shared this week. It is always good to revisit these books at home so that you can have conversations with your child about their experiences in school. If you do not have these books at home you may be able to find them at your local library or often there are video versions by searching the title on YouTube.



'Goldilocks and the Three Bears'
by Emma Chichester Clark



'Goldilocks and the Three Crocodiles'
by Michael Rosen



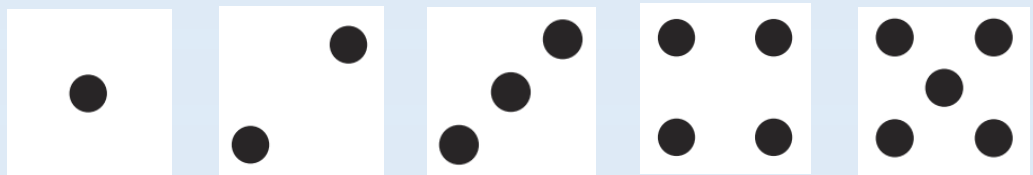
'Somebody and the Three Blairs'
by Marilyn Tolhurst

Number Time: Subitising

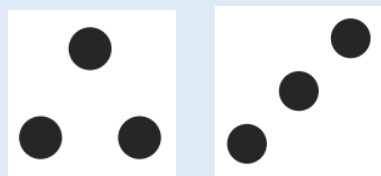
In Reception, we develop children's number sense by teaching them to be aware of, and to use, the skill of 'subitising' – that is, to recognise a number of things without counting them.

Subitising is a skill that develops from a very young age – a baby can see the difference between one and two and can also the difference between two sets of dots where one is double the quantity of the other. Many young children learn in a visual way and some find it easier to remember images rather than words e.g. a 3 year old could recognise 3 things but maybe not remember the word 'three'.

Earlier this year, your child practised the skill of 'perceptual subitising' which is the skill of being able to recognise small numbers without counting (1–5). This helps to understand the 'cardinal value' or 'howmanyness' of a number. We began with a structured, familiar pattern of dots as on a dice before moving on to less familiar patterns:



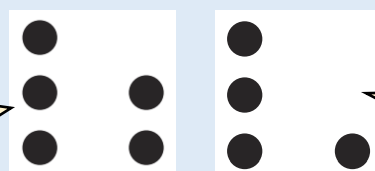
When we practise our subitising skills, we often look at, and compare two representations together and ask the children to explain what they can see to encourage them to use a range of mathematical language:



I know it is 3. It is a triangle.

It is still 3 but now it is a diagonal 3.

When looking at arrangements of dots in this way they are learning to say how many they see by looking for numbers within numbers and adding the two subgroups together. This is known as 'conceptual subitising'.



I can see 3 and 2 and I know that makes 5.

It must be 4 because there is one less.

Some ideas for subitising at home

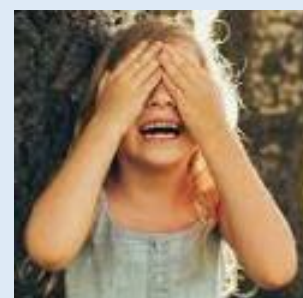
Say what you see: Looking at arrangements of things in pictures, at home or when out and about, encourage your child to subitise to tell you how many they see. When they tell you, ask them to explain by saying “how did you know?”



Say what you see: Ask your child to look at the dot patterns and match them together. Ask them to tell you how many they see without counting. You might ask them to describe the arrangement they see e.g. it is four because I can see 2 and 2 or I can see double 3 so it is 6.



Listen, how many? Ask your child to close their eyes and listen as you drop a number of pennies into a pot. Afterwards, ask them to say what they heard. You might make sound/number patterns e.g. dropping two, leaving a pause then dropping one more.



Pairs Using cards with arrangements of up to 5 dots on, lay the cards on the table and take turns to turn a pair over to see if they match... say what you see!



More or less? Using the same dotty cards as above, two players turn over a card at the same time. Who has more and who has less? Say what you see! The player with more dots on their card wins the pair.

Songs we have sung this week

“When Goldilocks went to the house of the Bears’

A great song for retelling the events in the story of Goldilocks and the Three Bears. Can your child think of any other words to describe the size of the bowls, chairs, beds and bears? Eg. tiny, small, smallest, medium, bigger than, biggest, ginormous, huge.

Please click on the link below to enjoy a YouTube version of this song:



[When Goldilocks went to the house of the Bears](#)

Read Write Inc. home learning:



Please find attached your child's home learning video links for this week. Your child can watch these videos on your phone, tablet or computer by clicking on the links below.

These links have been chosen to support your child with any gaps in their learning or to help them to move to their next step in their phonics lesson. Spending a few minutes on them each day will really make a big difference to their progress.

[Special Friend ng](#) (Special friends sounds are two letters making one sound).

[Special Friend nk](#)

[Red Words – I, no, the](#) (Red Words are words containing tricky sounds!)

[Word Time Reading I.5-1](#) (Using the technique 'Fred Talk...Read the Word')

[Word Time Spelling I.5-1](#) (Using Fred Fingers)

Home learning fun

We love to see what your child has been learning at home with you. It really helps us build such a full picture of their knowledge and experiences. Thank you for the photos and messages sent in so far. We thought you would enjoy them as much as we have.



Libby, what a 'Solve-a-saurus' you have been on your nature walk, looking out for signs of Springtime and capturing them on your camera.

You also remembered our story of Little Red Riding Hood as you imagined your walk to 'Granny's House' keeping away from the Big Bad Wolf on your way (AKA Libby's big brother!)



Liam, you were SUCH a Stick-a-saurus at home on Wednesday. You were a busy bee, learning all day in lots of fun ways - a spring walk, a bit of PE on your bike, some Fred Talk to read your letter tiles and a bit of marvellous reading and writing practise. We are so proud of you!



Finlay, we can all see how proud you are of the super words you made with your letter tiles. Fred says w-e-ll d-one!
You are a super Think-a-docus!