

Foundation Stage News

February 23rd 2024

Welcome Back

Firstly welcome back and apologies for the short break in our Early Years newsletters – unfortunately I was unwell for the last week of the half term. It is lovely to be back now though and I have really enjoyed catching up with all the children this week. I hope you all had a wonderful half term break and some quality family time. In this week's newsletter I have also included a little about our learning before the holiday as it was just too lovely not to share!

A new arrival

This week the children had a very exciting letter from Stripy the tiger and he informed us that soon we would have a new baby doll arrive in our home corner so we have spent the week preparing for our new arrival. The children have shown a huge interest in this and have loved sharing their knowledge about how to care for babies. They have been talking about what things a baby may need and have used their phonic knowledge to write their own lists. They have thought about how to keep a baby safe, including how you hold a baby and support their head. They even started to make some toys to entertain the baby in our craft area and on Friday they enjoyed singing some lullabies with Mrs Essam! The children have also loved thinking of some names for the new baby – I think a personal favourite of mine has to be 'Rainbow Sparkle!' What an exciting week!



Next week:

We would like to continue with our baby theme and we would love for the children to **bring in a photo** of themselves as a baby to share with their friends at 'Huddle Time.' We are planning to play a little game of 'Guess Who' and also use these photos to spark a discussion about how we have changed as we have grown from a baby to a child. We would love to begin sharing these photos from Monday and we will continue to share them throughout the week.



Goldilocks and the....

Just before the half term break the children thoroughly enjoyed being storytellers, 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 were also very excited to arrive at school to see a 'crime scene' in our classroom! The children thoroughly enjoyed becoming detectives and putting all the clues together to figure out who had caused all the chaos in our classroom! They were very pleased when they found out that they were right and that it was indeed Goldilocks who had committed the crime!

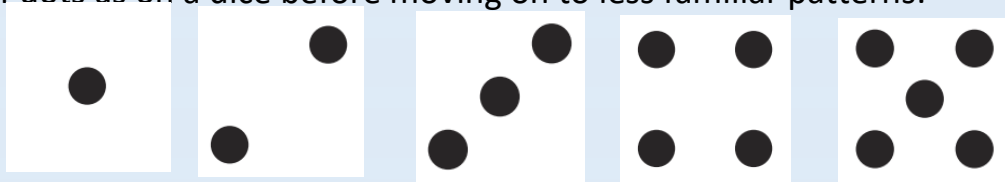


Number Time: Subitising

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'.

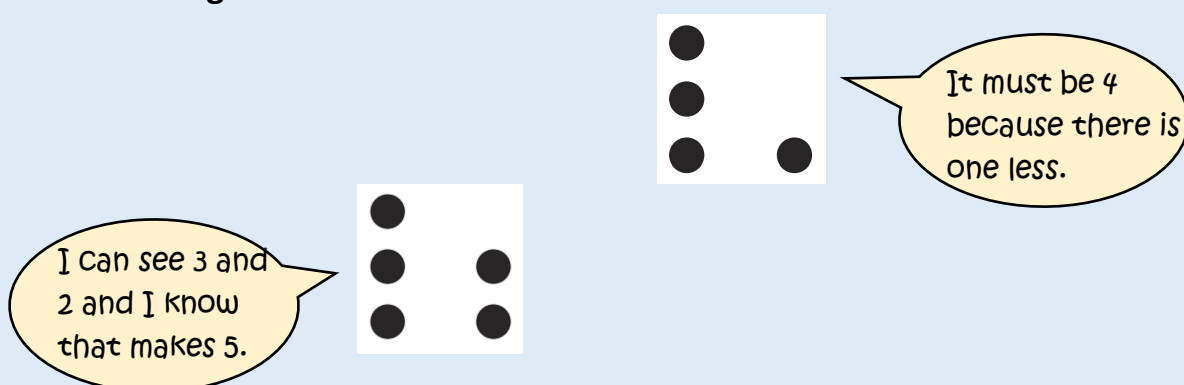
Earlier this year, your child practised the skill of '**perceptual subitising**' which is the skill of being able to recognise small numbers without counting (1-5). This helps to understand the '**cardinal value**' or 'howmanyness' of a number. We began with a structured, familiar pattern of dots as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



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**'.



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

This week we have listened to some lullabies and talked about the tempo of these songs being slower. We thought about how these lullabies made us feel and how they may help a baby feel calm and peaceful when it is time to go to sleep. Below is the link to the lullaby music that we enjoyed:

[Bedtime Lullabies and Calming Undersea Animation: Baby Lullaby \(youtube.com\)](#)

We also enjoyed singing some familiar nursery rhymes that we thought our new baby doll might enjoy hearing when she arrives too!

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 Friends 'sh'

<https://schools.ruthmiskin.com/training/view/KvL708Yq/MJw0gzDU>

Special Friends 'ch'

<https://schools.ruthmiskin.com/training/view/40ZmZhZp/YNiNUoaO>

Fred Talk:

<https://schools.ruthmiskin.com/training/view/xG7LL0Pp/ejY7Bd17>

Learning to blend:

<https://schools.ruthmiskin.com/training/view/fFfwKsR8/PaWulez5>

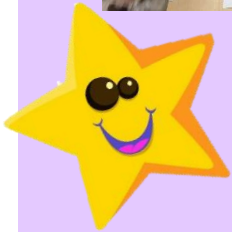
Our Learning Gallery



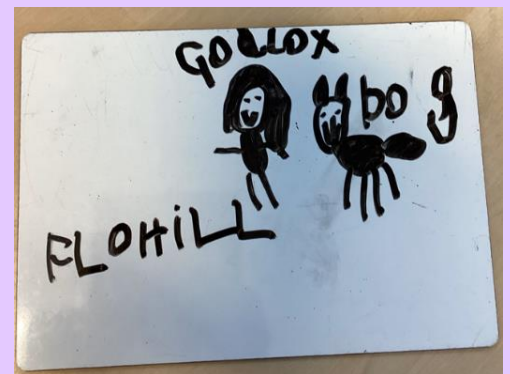
Printing with vegetables - learning how to apply paint and create a clean print



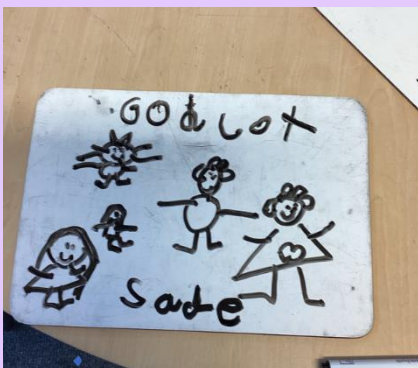
Creating our own 'Enormous Turnip' stories. We thought of our own characters and retold the story using the repeated story language.



Measuring our footprints! After spotting a footprint at the Goldilock's crime scene we decided to prove it wasn't one of us who committed the crime! We used the cubes to measure with and practised our careful counting! The children were very excited when they realised Mrs Russell's footprint was the same size as the one in our classroom! One very organised member of Acorns used ticks and crosses next to the footprints to help us work out who it could be!



Being detectives and applying our phonic knowledge to write down our clues!



Our Learning Gallery



Look at these magnificent headphones created in the Art Studio.

Road Safety. The children painted a zebra crossing on our road in the garden and learnt how to cross safely.

Stop, look and listen!



The children absolutely love Miss Baker's Pirate Friday in the garden!



Large Block Play.

Wonderful team work - developing the skills involved in working as part of a larger group. The children also learnt about managing risks in physical play.



Being imaginative and creating a town out of the Lego. A very thoughtful and

