

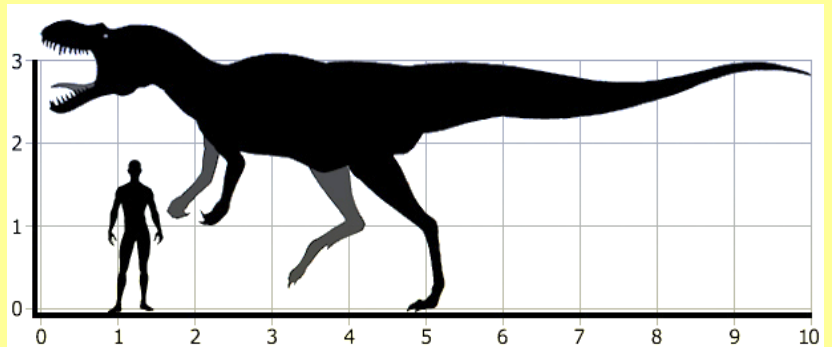
# Foundation Stage News

March 24<sup>th</sup> 2023



## Our learning this week:

It's been another 'Dinosaur Rumpus' this week with lots of learning linked to this exciting theme. The children have been awed by some of the prehistoric facts they have been learning and have been building some fantastic subject related vocabulary such as 'meteor', 'carnivore', 'herbivore', 'spine', 'plates', 'fossil'.



Fascinated by a chart in our 'Dinosaur More' book, which compared the size of a dinosaur with a human, the children went on to compare their footprint size with that of a T-rex. They drew around their feet and cut them out to see how many they could fit inside the shadow of a dino-footprint.



Physical development – Stomping on large feet like a dinosaur, takes balance, coordination and lots of concentration! We love the Stegosaurus headdress you created to 'look the part' Chase!



Bubbling volcanoes and loud roars...the children created their very own Dino-land!

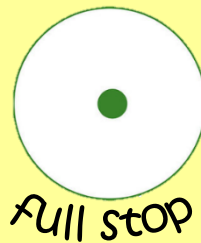
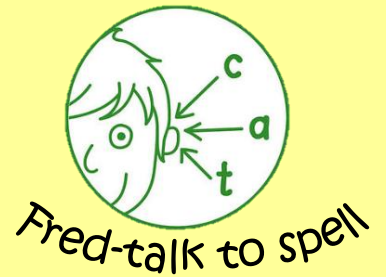
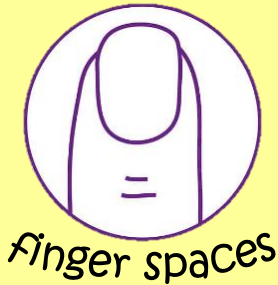
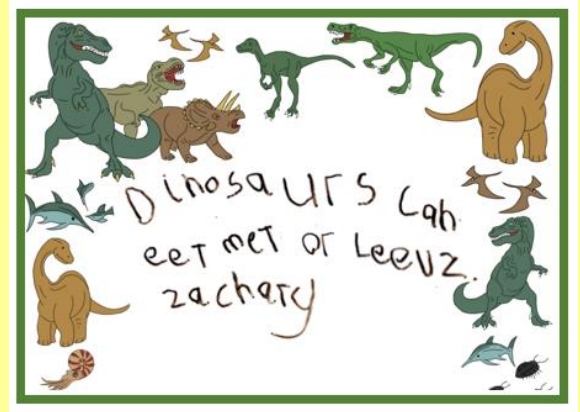
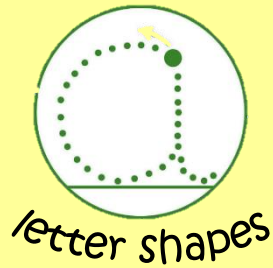
Fine motor fun, fingerprinting fossil patterns! Look how brilliantly the children isolate each finger for each colour.



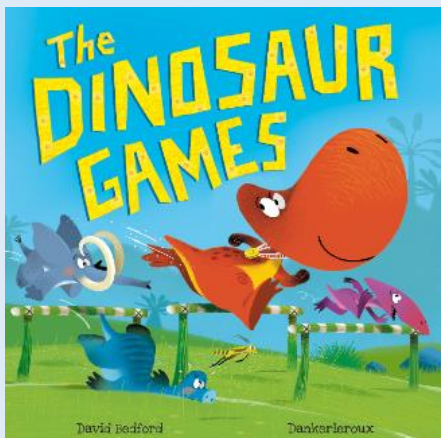
# Dinosaur facts:



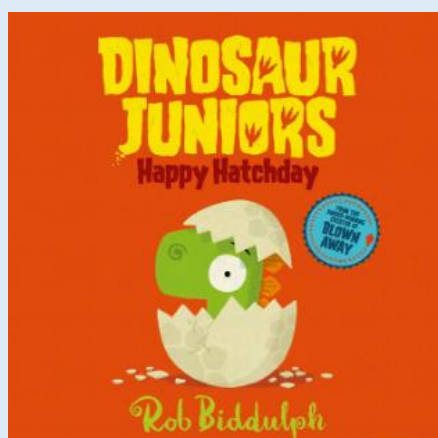
Using the sentence starter 'Dinosaurs can..' the children were asked to write a dinosaur fact using their Fred Talk skills. Look at their brilliant writing...



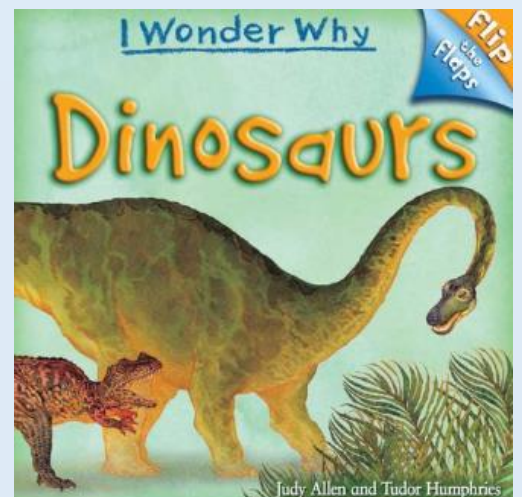
# Books we shared this week



'The Dinosaur Games'  
by David Bedford



'Dinosaur Juniors, Happy Hatchday'  
by Rob Biddulph



'Dinosaurs' (I Wonder Why books)  
by Judy Allen and Tudor Humphries

# Computational Thinking

Computational thinking is at the heart of the computing curriculum which your children will begin next year in Year 1. In Reception, we provide children with the foundation skills which they need in order that they are ready to be 'computational thinkers'; this involves learning a set of problem-solving skills. These are not necessarily skills which need to be developed with a computer...this comes later on.



**Computational skill:** Tinkering

**Early Years Definition:** Playing and exploring.



**Computational skill:** Making

**Early Years Definition:** Making, checking and fixing things.



**Computational skill:** Logic

**Early Years Definition:** Anticipating and explaining.



**Computational skill:** Algorithms

**Early Years Definition:**

Responding to instructions, sequencing things, breaking problems down into small steps.

We develop foundation computational skills through a wide range of familiar Early Years activities such as water play, outdoor play, role-play, games and challenges. As they do so, the children are also developing key skills and knowledge across their seven areas of learning.



**Computational skill:** Abstraction

**Early Years Definition:** Naming, labelling, working out what is important, ignoring what is not.



**Computational skill:** Pattern

**Early Years Definition:** Grouping, comparing, spotting similarities and differences, working out rules.



**Computational skill:** Persevering

**Early Years Definition:** Keeping on going, practising, not giving up.



**Computational skill:** Collaboration

**Early Years Definition:** Playing and working together. Listening to each other, sharing ideas.

# Computational Thinking cont.

This week in our Carousel Time, the children have been exploring the mathematical concepts of **pattern** and **sorting**.

## Sorting Dinosaurs

Computational skill: Pattern and Algorithms.

The children were encouraged to look for, and talk about, the features of the dinosaurs that were the **same** or **different**.



They learned to **sort** the dinosaurs into two **groups** according to their chosen criteria. We were so impressed by their ideas for groupings e.g. land dinosaurs/sea dinosaurs, long neck/short neck, spikes/no spikes, blue/not blue.

## Dinosaur Patterns

Computational skill: Pattern.

The children learned to spot and create repeating patterns in sound, action or picture sequences.



# Rocking out with Rock Steady

The children had a wonderful time with the older children over in the 'Big School' on Friday thanks to Mrs Posey, our Music lead. We had a visit from the company Rock Steady who provide musical experiences for children in school. On her return, Willow expressed what we were all feeling ... "That was AWESOME!"



Visiting musician, Tom, demonstrated a variety of different instruments, taught us to keep a beat and talked about how to work together in a band. The children had a wonderful time singing and clapping along to the music and were totally 'tickled' by the sound effects function on the synthesiser!



Next term, Tom will be offering music lessons in school on a Thursday (to be paid for by parents/carers). There are limited spaces, and these will be allocated on a first come, first served basis. For more information, please see the letter in your child's book bag which was sent home on Friday.

# 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. Please do send us your photos or messages so we can celebrate your child's home learning on this newsletter.

## Celebrating children's learning

We would like to make a space in our newsletter for celebrating good learning. This week we celebrate Ela's wonderful digital art work. We love how she has used the colour palette to create this beautiful image. You are a super Explore-a-saurus, well done Ela!



## Read Write Inc. home learning:



Please click on the links below to access your child's home learning videos. Your child's group were assessed on Friday and below are the Special Friends sounds they need to continue practise:

[Special Friend ng](#)

[Special Friend nk](#)

[Special Friend igh](#)

[Special Friend ay](#)

[Special Friend ee](#)

Ask your child to join in with the video and read their speed sounds as quickly as they can:

[Speedy Special Friends Lesson 3](#)

Please support your child to practise their blending skills ('Fred Talk') to read each word and their segmenting skills ('Fred Fingers') to spell each word:

[Word Time Reading I.7-4](#)

[Word Time Spelling I.7+](#)

[Word Time Spelling ay](#)

[Word Time Spelling igh](#)

Have a lovely weekend everyone!