

Foundation

This week we have been finding out about the story of Rainbow Fish. The notion of sharing is another great idea to change the world. The children sequenced the story and we enjoyed reading what they thought were the important parts of the story. We also enjoyed their fishy models and pictures, some of which we have shared on the [VLE](#).

This week in Maths the children have been making different representations of numbers to 20 and manipulating them. In order to practise this, there are some games online:

- Foundation Maths section of the [VLE](#)
- [Busythings – Mathematics – Counting](#) (e.g. Roller-coaster ordering, Action Time, Feed the Monkey and Balloon Tree)

Another one of our learning habits that we have focused on during Lock Down is that is perseverance or 'keeping at it'! A large part of learning perseverance comes from child initiated activities (their independent play). Giving children ample opportunities to use their own initiatives and to solve problems encountered during something they really enjoy doing, helps develop perseverance as they need to find their own strategies to solve these issues. Where more support is needed we might sit and guide children, for example, if a child needs help to solve a jigsaw puzzle we would work with the child to find strategies for putting the pieces together. This is also true when children are writing; we encourage children to use their sounds to work out how to write words, looking for all the sounds in words rather than correct spelling, using sound mats (which can be downloaded from the [Foundation home learning page](#)). Our maths mastery approach also encourages children to develop perseverance by helping them to learn a variety of approaches to solve a problem, finding the one they like the best. We might also help children break down tasks they find tricky into smaller steps. We use open-ended questions to help scaffold their learning such as:

- How could we make this structure stronger?
- What else do you want to add to your creation?
- How do you feel about that?
- What happened when you.....?
- How do you know that?
- Why do you think that happened?
- How are they different?
- Why is this here?
- What else could work for that?
- Can you see anything that could help us to do that?
- I wonder what would happen if we turned it around? What do you think?

We reward effort, using language carefully to make the connection between hard work and success. When hearing children read we might say, "I am so proud of your reading. All that time practising has really paid off." And remember children learn from watching you!

Modelling perseverance when you have lost something would be a great lesson: “I know I have my phone here somewhere...hmm, it’s not in my pocket, not in my briefcase. Oh, here it is down the side of the sofa. I am glad I kept looking.”

Next week, we are thinking about Chinese New Year. Also, Friday 12th would have been our Book Character Day. We would like to celebrate your child’s favourite book by asking them to find some dressing up clothes at home and dress up as their favourite book character (both those children at home and in school). They will have a chance to chat about their dressing up, to a small group of friends, during circle times via Teams and have some fun with books during the day! Reading different stories every evening, in preparation would be great! So get thinking and reading!

We are looking forward to seeing you after school on Tuesday, Wednesday or Thursday at your Parent-Teacher meeting.

We hope you have a lovely weekend,

The Foundation Team