

## Foundation

Gosh – we have really missed the children and it was so lovely to watch them all troop in on Monday so confidently, as if they had never been away! They have so enjoyed discovering forgotten toys, reforming friendships and of course school lunches! We really enjoyed finding out about the highs (Music lessons) and lows (missing friends) of lock-down learning. On top of this, we have jumped right back in with our adult-led sessions! By Monday afternoon, it felt like we had never been separated.

The children have enjoyed finding out about life on the International Space Station – a great example of team work. Launched in 1998, it involved the USA, Russia, Canada, Japan, and the participating countries of the European Space Agency. The International Space Station is one of the most ambitious international collaborations ever attempted – truly an idea to change the world! The ISS continues to be assembled in orbit and has been visited by astronauts from 18 countries—and counting. Our children decided they would like a visit, so wrote lists of what they would take; examples included a toothbrush and toothpaste, a sleeping bag, computers, teddies, hand gel and most importantly Mummies! We also enjoyed a virtual talk from the Royal Astronomical Society about light and dark.

This week in Maths we continued to practise subtracting and adding two single digits together. For homework, please play the Incy Wincy game on the board provided. Your child can choose to be either the sun or the rain. Then take it in turns to throw the dice and move the spider up or down the drainpipe according to their role. The dots on the dice determine how many jumps to take and direct the ‘spider’ who counts each jump after landing. Questions you might like to ask as you play include:

- Where are you now?
- How many jumps did you make?
- Why did the sun win, do you think?
- You’ve thrown two: what do you have to do now?
- How many steps more have you got to go?
- You’ve thrown three - will that get you to the end?
- How many turns do you think you will need to get to the end?
- Can you put something on paper to show what numbers you threw or to show someone what you learned from the game?
- What do you think will happen? Why?

The third *Characteristic of Effective Learning* looks at children’s motivation to learn and is titled ‘Active Learning’. It looks at how absorbed children become in tasks. We encourage children to be persistent, even if it means they need to re-start an activity. We provide suitable challenges for children to complete, such as finding out how many steps it takes to cross the playground, finding out about the properties of different materials or our greater depth extension tasks in Maths. During an adult-led creative art task, we observe how well the children concentrate, if they are able to persist, and how proud they feel of their accomplishment when it is finished. We also ask them how they can improve their

model/art work/writing. We enjoy helping them share their work with their peers and you via the VLE or Tapestry to celebrate their learning. We help children to set their goals, asking them what they want to get better at, but are mindful of the fact learning new skills can be hard work and at times frustrating (and will require a growth mindset). During circle times, we encourage the children to share their ideas and experiences. We notice what the children are interested in and try to supply activities to develop these interests. This can be especially apparent with schemas, which are patterns of repeated behaviour, which allow children to explore and express ideas and thoughts through their play. A good example of this is transport, where we might notice a child moving objects from the role play corner to another part in the classroom. We then provide bags or boxes or other equipment such as diggers and pipettes to provide different opportunities for them to transport things. This is also where both the observations we carry out and those you add to Tapestry help us find out what the children enjoy and what they need to help them to progress towards their next steps.

You can help with this at home by

- Completing observations on Tapestry to share with us things your child is interested in.
- Making it clear to your child that ultimately you don't know all that much because no one person can be expected to know the answers to everything. Show them how you look up answers to things you don't know in books and online.
- Encouraging your child to use their observation skills to notice detail, similarities and differences.
- Creating a construction set using things like plastic bottles, short lengths of plastic pipe, pieces of wood, bark, short sticks, pieces of fabric, and cardboard. Building with this set will be an exciting task with lots of problems to solve and challenges to overcome.
- Making up a collection of natural things – leaves, twigs, shells, pebbles, sand – to use for making patterns, building things with, and making houses and homes for toy animals, people and dinosaurs.
- Spending time out of doors to explore and build up physical skills such as jumping and climbing. Help your child to try things out, take on challenges, practice skills, and enjoy the satisfaction of achieving what they set out to do.

On Monday we look forward to celebrating British Nature with our Great British Nature Day. The rest of the week we shall be thinking about being inventors. We would also like you to send in a clean plastic bottle by Monday 22<sup>nd</sup> March.

We hope all mummies have an enjoyable day being spoilt on Sunday and we can't wait to see everyone again next week!

Best Wishes,

The Foundation Team