

Hope you all had a good weekend. Last week we continued to look at how buildings are constructed as well as materials used for building in a bit more detail. We didn't get on to looking at how bricks are made, so we will do that this week. We did enjoy having a little walk on Friday to look at how our building in school is getting on. The children enjoyed seeing all the machines and people at work. We have continued to enjoy sharing various versions of the fairy tale *The Three Little Pigs*. Our aim was for the children to be able to talk about the characters and recall the events of the story well. They have really impressed us! They are also desperate to hear the story of *The Three Little Wolves and the Big Bad Pig* this week.

We will also be sharing *We're Going on a Bear Hunt*. This book helps children to develop understanding of position through words alone and helps develop talk about routes and locations. Hopefully even if you don't have a copy of this book at home the children can enjoy talking to you about the book. You could ask questions such as 'If our family went on a hunt what kind of animal would you like to hunt for? Or perhaps what other sounds can you think of for where the family might go; a beach for example?' You could find out a fact about bears to share with everyone at Nursery. We will also take the opportunity to talk about how we feel in our homes, which rooms we like best and why. As it is mental Health week, we will spend some time reflecting on places we like to be and how it makes us feel.

Many children are becoming noticeably more confident with their counting. We noticed some of the children enjoying counting various collections of objects last week. At Nursery children have the daily opportunity to rote count and work on their 1:1 counting. If your child would benefit from extra counting practise you may like to try out some of the activities suggested on the Home Learning Challenge below. If your child is confidently counting 5 objects you could move on to 10, if they can count 10 objects you could encourage matching numerals. Children could also identify one more or less than a group of objects. Below are the expectations for learning about *number* linked to the mathematics strand of the EYFS.

We hope you all have a lovely half term break next week and look forward to seeing you all on Monday 19th February.

Best wishes

Ellie Green & Kelly McIlroy

Number

3 & 4-year-olds will be learning to:

Examples of how to support this:

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.



Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three.

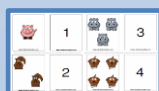
Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards, and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.

Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.

Ask children to get you a number of things and emphasise the total number in your conversation with the child.

Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'



Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.

Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions:

- "I think Adam has got more crackers..."
- support children to solve problems using fingers, objects, and marks: "There are four of you, but there aren't enough chairs..."
- draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'

Maths: Counting Objects to 10

Home Learning Challenge



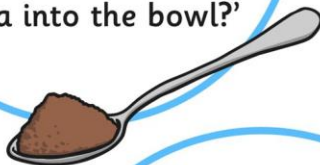
Encourage your child to help you when out shopping by counting and collecting objects to put into the basket e.g. 'Can you get 2 apples?'



When playing with building bricks or small toys, encourage your child to count how many of each colour or size.



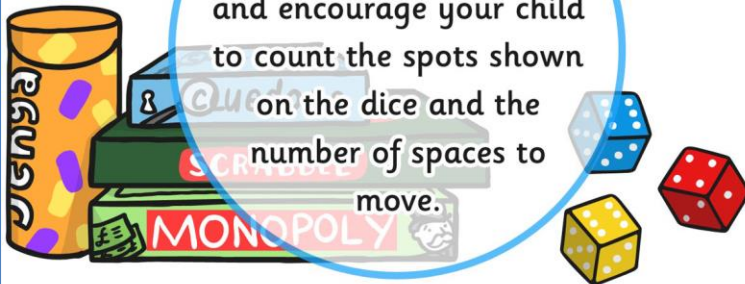
Support your child to help make simple recipes by counting amounts e.g. 'Can you put 2 spoons of cocoa into the bowl?'



Read number-themed books and count sets of pictures e.g. Goldilocks and the Three Bears – count the bears, bowls, and beds.



Play simple board games and encourage your child to count the spots shown on the dice and the number of spaces to move.



Sing number-themed counting rhymes and use your fingers or small props to help count the items e.g. 10 Green Bottles.

