



### Not by the Hair on my Chinny Chin Chin!

Continuing our 'Once upon a time' theme, we have been reading The Three Little Pigs, this week. We created a story map together, thinking about the key parts of the story and what symbols we could use to represent them. The children thought of their own actions to the story and have retold the story in our key worker groups. They have also drawn their favourite character from the story and written a sentence.

### How Tall, How Long?

In Maths, we have been measuring. We read the Inch by Inch and the children enjoyed using mathematical vocabulary to compare the sizes of the animals and creatures we met in the story. We used cubes to measure the heights of various objects around the classroom and place them in size order. On Thursday, we drew around our feet and measured them with cubes. We discussed whose feet were the longest and whose feet were the shortest – we have some teeny tiny feet in our class!

### All About EYFS

Over the coming weeks, we will be sharing important information and guidance surrounding the Early Years. Most of the information we will share will come from the 'What to Expect in the Early Years Foundation Stage' document. We hope you will find it as interesting and informative as we do and please feel free to speak to us if you want any further information on anything we share.

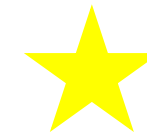
This week we wish to share information around the Characteristics of Effective Learning. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice to meet the needs of the child. The three characteristics of effective teaching and learning are: Playing and exploring, Active learning and, Creating and thinking critically. It is useful to keep these characteristics in mind when playing with your child.

We hope you have a wonderful weekend!

The Reception Team 😊

### Things to Remember:

- Show and Tell each Monday – *one small item.*
- Library book changing day – Monday
- Home readers changing days:
  - Monday - Zebras*
  - Tuesdays - Parrots*
  - Wednesday – Monkeys*
- Phonics Folders are to be handed in on Wednesdays and will be sent back out with new sounds on Fridays.



### Star Awards

*Archie and Luca*

### Writer of the Week

*Aida*



### Our week in photos – check out our class gallery:

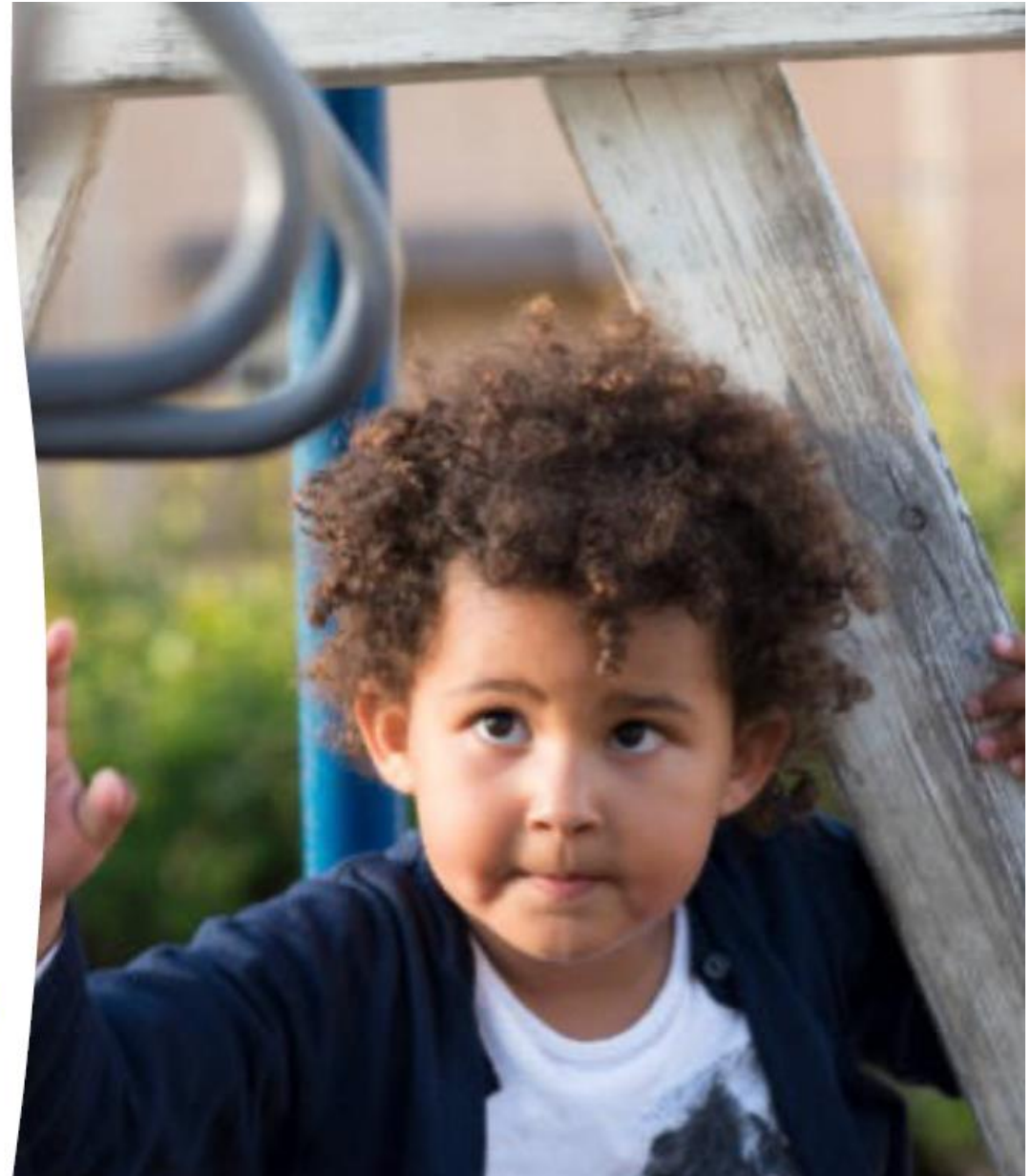
<https://www.harris.lancs.sch.uk/works/6754/9571>

# The three Characteristics of Effective Teaching and Learning

[When we see a baby in their cot](#), we're looking at 'the greatest mind that has ever existed, the most powerful learning machine in the universe.'

We can help children become even more powerful learners through three **Characteristics of Effective Teaching and Learning**:

- ***playing and exploring*** - I investigate and experience things, and 'have a go'.
- ***active learning*** – I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- ***creating and thinking critically*** – I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.



# Playing and Exploring

- I understand that my actions have an effect on the world, so I want to keep on exploring.
- I am learning to plan and think ahead about how I will explore or play with objects.
- I might talk to myself or use visual aids such as pictures while I am playing to help my thinking. For example, when doing a jigsaw, I might whisper under my breath: “Where does that one go? – I need to find the big horse next.”
- I can make independent choices.
- I bring my own interests and fascinations from home into my setting. This helps me to develop my learning.
- I respond to new experiences that you introduce.



## Active Learning

- I join in with routines without needing to be told, like going to my cot when I want to sleep.
- I am learning to predict what might happen because I understand a familiar routine, e.g. I may get my coat when adults open the door to go outside.
- I show goal-directed behaviour, e.g. as a baby I may pull myself up by using the edges of a low table to reach for a toy on top of the table. As a toddler, I might turn a storage box upside down so I can stand on it and reach up for an object.
- I am learning to correct my mistakes myself, e.g. instead of using increasing force to push a puzzle piece into the slot, I try another piece to see if it will fit.
- I keep on trying when things are difficult.



# Creating and Thinking Critically

- I take part in simple pretend play, e.g. I might use an object like a brush to pretend to brush my hair, or 'drink' from a pretend cup.
- I can sort materials, e.g. at tidy-up time, I know how to put different construction materials in separate baskets.
- I can talk about my learning. I think about my progress as I try to achieve a goal. I check how well I am doing.
- I am learning to solve real problems, e.g. to share nine strawberries between three friends, a strategy I might use is to put one in front of each, then a second, then a third. Finally, I might check at the end that everyone has the same number of strawberries.



# Creating and Thinking Critically

- I like to 'pretend' in my play. By pretending to be someone else I can imagine other points of view, e.g. when I am playing 'The Three Billy Goats Gruff' I might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- As I learn more things, I become more confident to come up with my own ideas and explanations. When I know about different types of dinosaurs, I can say which ones are meat-eaters by seeing if they have big sharp teeth.
- I can concentrate hard to achieve something that's important to me. I can focus my attention and ignore any distractions around me.

