



The Winchester School

Family Learning Newsletter (Foundation Stage 1) –June 2024



Area of learning	Focus	Activities to help your child at home	Useful Website/Resources
<p>Prime Area Communication and Language</p>	<p><u>Understanding</u> Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p><u>Speaking</u> Uses a range of tenses (e.g. play, playing, will play, played)</p>	<p>Share new words in the context of play and activities and explain their meaning. Encourage them to use new words while your child talks about his/her favourite story, toy, teacher, family, food they like, favourite animal etc.</p> <p>Encourage your child to build vocabulary by providing them with a range of experiences through Show and Tell, pretend play, pictures of family outings and bedtime stories. Emphasis to be laid on using the correct vocabulary to describe things they have seen or done.</p> <p>Share family photographs with your child and talk about the event with them. Encourage correct use of tenses and language by telling repetitive stories, and playing games that involve repetition of words or phrases.</p> <p>Encourage them to speak in simple sentences about their experiences that happened earlier, what they are doing now and what their dreams are.</p>	<p>Language Development</p>
<p>Physical Development</p>	<p><u>Moving and Handling</u> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p>	<p>Encourage your child to play different games where they can move in a variety of ways like running, skipping, hopping, jumping, shuffling, crab walking, bunny hopping, crawling, slithering, rolling etc. Encourage them to follow instructions while playing these games. They can listen to the sound of a musical instrument and move in different ways accordingly. (fast/slow). Talk to them to be safe while they do so by changing speed or direction.</p> <p>Plan opportunities for your child to tackle a range of surfaces and levels such as flat floor, hilly ground, grass, pebbles, smooth floors, carpets etc.</p>	<p>Move,move</p>

	<p><u>Health and self-care</u> Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>Share with your child what ‘eating right’ looks like by showing them healthy foods. Explain that they should fill half their plate with fruits and veggies that have nutrients that will help their body to grow. The other half should be whole grains and protein that gives them energy to run, dance, and play. When you’re cooking or grocery shopping, show them different examples of these key food groups.</p> <p>Talk to them about the benefits of eating healthy food.</p> <p>Share the importance of having good sleep and physical activities.</p>	<p>Eating Healthy Food</p>
<p>Personal, Social and Emotional Development</p>	<p><u>Understanding Emotions</u> Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants.</p> <p><u>Sense of self</u> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p>	<p>Talk and share with your child about the different emotions that we have in different situations. Read stories on feelings and ask them questions related to it. Talk to them about sharing their feelings with their friends and family.</p> <p>Talk to them about different feelings such as happy, sad, anxious, confused, surprised and cross. Share real-life experiences to help your child understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play. Model empathy and talk about others’ feelings. You can ask something like “What would happen if we fight with our friends? Or What should you do if your friend needs your help?”</p> <p>Encourage them to communicate their feelings and respond to others appropriately. Encourage them to be empathetic with their friends and understand their needs. Seek children’s help when their siblings are upset or need help.</p> <p>Talk to your child about his/her likes and dislikes. Share with your child the importance of speaking about his/her preferences.</p> <p>Encourage them to verbally express their preferences and choices to do an activity. Encourage them to be confident while expressing their interests and opinions</p>	<p>Help young children express emotions</p> <p>Building resilience in young children</p> <p>Impact of choices</p>

		<p>during the play. Provide resources, toys, mark- making tools, art and craft materials as per your child’s interest which will allow your child to express opinions on choosing their favorite tools.</p>	
<p>Specific Area Literacy</p>	<p>Reading Beginning to be aware of the way stories are structured.</p> <p>Books Little Red Riding Hood The tiger who came to tea Spot stories by Eric Hill</p> <ul style="list-style-type: none"> • Where’s Spot? • Spot bakes a cake • Spot goes to school • Spot’s first picnic • Spot goes splash! • Spot’s playtime • Spot’s windy day <p>Jolly Phonics Recap of all letter sounds. Blending and reading of CVC words. Rhyming words. Alliteration.</p>	<p>Read stories to your child every day and at bedtime. Talk about the characters of the story, setting (place where story takes place). Ask your child what’s happening in the story? What might happen next? And what might happen in the end?</p> <p>Encourage them to tell the story in their own words speaking about the beginning, middle and end of the story. They can use phrases like once upon a time, long long time ago for the beginning part of the story; next, later, then, after that for the middle; they lived happily after in the end. Your child can picture read while looking at the pictures in the storybook.</p> <p>Encourage your child to find things around the house with the letter sounds and think of a rhyming word with it or make an alliterative word. Find pictures or letter sounds in magazines, newspapers etc. Make shapes of letters out of play dough or with paint. Encourage your child to blend sounds and read CVC words like cat, van, pet, fin, jam, fun, top, fox, yak, mug, sun and also sight words like I, me, he, she, the and so on. Note: CVC words can be segmented into each sound such as ‘c...a...t...’ whereas sight words are just pointed at and read out and repeated by the child.</p>	<p>Little Red Riding Hood The tiger who came to tea Spot stories</p> <p>Starfall- Learn to read</p> <p>Phonics game</p> <p>Website for Jolly phonics</p>

	<p><u>Writing</u> Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>	<p>Encourage your child to write letters and draw signs that they observe in the environment using different mediums. Let them talk about their drawings and describe their drawing. Listen intently to your child as they describe their drawings and marks.</p> <p>Talk to your child after your visit to the park, mall, beach etc to help them draw from their personal experiences and talk about it.</p> <p>After reading a story, encourage your child to draw the characters or an event from the story and talk about it.</p>	<p>what-is-letters-and-sounds</p>
<p>Mathematics</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Points or touches (tags) each item saying one number for each item, using the stable order of 1, 2, 3, 4, 5</p>	<p>Create opportunities for children to separate objects into unequal groups as well as equal groups. For e.g. give children different coloured or sized cars/toys/dolls/straws to sort according to colour or size.</p> <p>Encourage and talk to your child by asking which coloured straws/toys should we add more or take out to make the same number of toys in each group. This will also help them in understanding how to make the group/number bigger or smaller.</p> <p>Encourage your child to sing songs like 1, 2, buckle my shoe, the ants go marching, 1, 2, 3, 4, 5 once I caught, 5 little ducks and many more.</p> <p>Talk to them about the number of members in their family. How many fingers and toes do they have? How many rooms are there in their house? How many cars are there in the parking lot? Let them move around and count the rooms, cars etc. Then provide blocks, cars, spoons, bowls etc. Let them touch and count the objects one by one in a stable order.</p>	<p>Bears in The Cave- Decomposing Numbers</p> <p>Nursery rhymes: 1,2,3,4,5 once I caught a fish alive. Five little ducks</p>
<p>Understanding the World</p>	<p><u>The World</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Provide your child with story and information books about places such as a zoo or the beach, to remind them of their visits to real places.</p>	<p>Teaching young children to care for the environment</p>

	<p>Shows care and concern for living things and the environment.</p>	<p>Encourage them to talk and ask about (pets) cat, bird, fish and plants and other living things they see around them.</p> <p>Talk to your child about some of the things they have observed such as plants, animals, natural and found objects. Discuss about the different features, names and body parts. For e.g. paw, claw, tusks, hooves, beak, footprints, skin patterns and textures, fur, wool, feathers etc.</p> <p>Share photographs of children’s families, friends, pets or favourite people, both indoors and outdoors.</p> <p>Encourage them to take care of the environment by becoming eco-friendly and talk about how they can reduce, reuse and recycle the resources.</p> <p>Encourage your child to talk about the things they see in the environment. For e.g. At the mall, airport, flowers and plants in the garden, animals in the zoo, toys etc.</p> <p>Encourage and talk to your child to be kind to animals - No hitting, no teasing, no feeding the animals in the zoo. Encourage them to think about how to care for their pet animals, plants, parks and the environment around them.</p>	
<p>Expressive Arts and Design</p>	<p><u>Creating with materials</u> Explores and learns how sounds and movements can be changed.</p> <p><u>Being imaginative and expressive</u> Sings to self and makes up simple songs.</p>	<p>Encourage your child to join in tapping and clapping along with simple rhymes. Play a simple game of following the leader by showing them tapping or clapping and asking them to repeat. Produce a simple rhythm by clapping or tapping like 1,2,3,4...Create a music corner for them where they can explore changing sounds by playing with instruments to create different sounds.</p> <p>Encourage them to listen to different sounds such as the sound of water splashing, knocking, whispering, giggling, etc. as this will enable children to listen attentively and with interest.</p> <p>Share nursery rhymes and encourage your child to join in. For e.g. Itsy bitsy spider, wheels on the bus, baa baa black sheep, London bridge, Mary had a little lamb, Miss Polly etc.</p>	<p>The Importance of Pretend Play</p>

Talk about the meaning of the rhyme. Observe which rhyme your child sings the most and ask about why he/she likes that rhyme.

Encourage your child to create a rhythm using glass, steel and melamine bowls with sticks and make up their songs. Create some musical instruments out of junk such as empty bottles of various sizes, empty boxes, rubber bands, balloons, and tins along with different types of resources such as marbles, pebbles, beans, sand and so on to play along with singing.

Coming up events:

Global Day of Parents

World Environment Day

World Food Safety Day

World Ocean Day

World Day Against Child Labour

FS1 Concert

International Day of Yoga

FS1 transition

Last day of Term for Students

Monday, 3rd June 2024

Wednesday, 5th June 2024

Friday, 7th June 2024

Monday, 10th June 2024

Monday, 10th June 2024

Monday-Thursday, 10th-13th June

Friday, 21st June 2024

Tuesday, 25th June 2024

Wednesday, 3rd July 2024