



# The Winchester School

## Family Learning Newsletter (Foundation Stage 1) –May 2024



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Prime Area Communication and Language</b></p>	<p><b><u>Listening and attention</u></b> Listens to familiar stories with increasing attention and recall.</p> <p><b><u>Speaking</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p><b>Encourage</b> your child to be a good listener when you are reading their favourite story.</p> <p><b>Share</b> and model being a good listener by listening to children and considering what they say in your response to them. Tell well-known stories over and over, pausing for your child to join in at key moments.</p> <p><b>Encourage</b> your child to say what happens next in a familiar story- prompt; no answer is wrong- it's important to give positive feedback to encourage your child to remain engaged.</p> <p>Read stories to your child at bed time and question them about the story to check their understanding and recall.</p> <p><b>Encourage</b> them to use complex sentences while narrating their favourite stories or while sharing their personal experience. You can play, 'The Five W's, game with them-</p> <p>The five W's are 'Who? What? When? Where? Why?' and are ideal for helping children to remember how a sentence can be stretched. For example:</p> <p>'Who?' My little kitten.</p> <p>'Is doing what?' My little kitten eats cat food.</p> <p>'When?' At lunchtime, my little kitten eats cat food.</p> <p>'Where?' At lunchtime, my little kitten eats cat food his food is in the kitchen.</p> <p>'Why?' My little kitten eats cat food in the kitchen, because they're yummy and his favourite!</p> <p><b>Talk and share</b> your thoughts with your child using a variety of words. Read stories like the 'Goldilocks and The Three Bears, 'The Little Red Hen' and The Little Red Riding Hood.' Have discussions with the entire family about the</p>	<p><a href="#">The Little Red Hen ebook.pdf</a></p> <p><a href="#">Goldilocks and The Three Breas story.pdf</a></p> <p><a href="#">Little Red Riding Hood.pdf</a></p>

		<p>role of the main characters in the story. A visit to the extended family, a grocery store, an outing with the complete family to their favourite spot, a talk about their previous family vacation, etc. are a few ways where you can encourage your child to speak about their experiences and broaden their imagination.</p> <p>To increase their vocabulary, show interest in words that children may use to describe their experience. Play a game of making up rhyming words from the words they come up with.</p>	
<p><b>Physical Development</b></p>	<p><b><u>Moving and handling</u></b>  Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p><b><u>Health and self-care</u></b>  Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p>	<p><b>Encourage</b> your child to handle a variety of tools at home confidently and responsibly. Teach them the skills of how to use tools and materials effectively and safely and give them enough opportunities to practice them.</p> <p><b>Talk and share</b> with them why safety is an important factor in handling tools, equipment and materials, and they need to follow some rules while handling them.</p> <p><b>Encourage</b> your child to walk up and down the steps using alternate feet, then challenge them to carry a small toy and focus on climbing up and down the steps. During play, provide them a large portable toys or objects that they can move safely and confidently.</p> <p><b>Encourage</b> your child to verbally express their body needs like when they are hungry, thirsty, tired or they want to play. Plan opportunities, particularly after exercise, for your child to talk about how their body feels.</p> <p><b>Talk</b> to them to notice and share the changes in their body after exercise, such as their heart beating faster.</p>	<p><a href="#">Scissor cutting skills</a></p> <p><a href="#">Gross motor skills</a></p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b><u>Making relationships</u></b>  Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play and attempting to join others' play.</p>	<p><b>Encourage</b> your child to engage with various children at the park, fostering an environment where everyone feels valued. Create a box with old milk containers, wooden spoons, empty pot plant containers, sticks, scrunched-up</p>	<p><a href="#">Making Friends</a></p>

	<p><b><u>Making relationships</u></b> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p>	<p>paper, plastic buckets, saucepans, blocks and old clothes. They are great for imaginative, unstructured play. <b>Talk</b> and model to your child on how to join their friend's play. Create a role-play area or play date for them to engage in imaginative and creative play. Home-made obstacle courses can get your child moving in different ways, directions and speeds. Games like 'I spy' are great for word play and help develop literacy skills. Simple cooking and food preparation activities are great for developing numeracy and everyday skills.</p> <p><b>Encourage</b> your child to have positive and respectful relationships with their friends. <b>Talk and share</b> with your child about the importance of sharing and playing together. Model to them sharing resources, taking turns while playing together and give them confidence to share and express their feelings. Talk about why sharing is good for them and others. Recognise, understand and acknowledge their emotional need. For example, you could say: "I understand it's hard for you to stop playing on the bike, but it's someone else's turn now." This will encourage and help them to be empathetic towards their friends and understand their needs. Children will learn to soothe themselves by accepting their emotions and thus will develop self-awareness.</p>	<p><a href="#">Positive relationship</a></p>
<p><b>Specific Area Literacy</b></p>	<p><b><u>Reading</u></b> Shows awareness of rhyme and alliteration.</p> <p><b>Books</b> Goldilocks and The Three Bears The Little Red Hen Little Red Riding Hood</p>	<p><b>Encourage</b> your child to hear beginning and end sound in words. <b>Share</b> with them that rhyming words have same sound at the end while words beginning with same sound are called alliterative words. Have them give a thumbs up if words rhyme (e.g. "pan," "man") or if they are alliterative (e.g. "pan," "pet"). Contrast with examples that do not match (e.g. "dish," "man"), making sure to emphasize the ending or beginning sounds as much as possible.</p>	<p><a href="#">Alliteration Home Learning Challenge</a></p> <p><a href="#">Rhyming Words Online Game</a></p>

**Writing**

Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.

**Jolly phonics**

Introduce letter sounds j, z, w, v, x and y.

Have a bag of rhyming words objects and objects beginning with same initial sound. Let them sort as they hear the sound either at the beginning of the words or at the end.

**Encourage** your child to draw independently and use their imagination. Let them talk about their drawings and describe their drawing. Listen intently to your child as they ascribe meaning to their drawings and marks. For example: After reading a story, encourage them to draw the characters and talk about them. Challenge them further to use their drawings to retell the story in their own words.

**Encourage** your child in recognising and writing their own names. Help them identify various signs, symbols and words they see in different places - roads, parks, cafeterias, restaurants, storybooks, etc. Signs and symbols come in all shapes, colours, and sizes. They can draw their favourite signs and symbols and talk about them.

**Talk** about the importance of writing and model it by making a shopping list or labelling toys like giving names to their dolls, robots or cars etc.

**Encourage** your child to find things around the house that begin with the letter sounds that have been taught. Find pictures or letter sounds taught in magazines, newspapers and other print media such as billboards or shop signs. Attempt to write the letters using play dough, paint and crayon. Play the Jolly Phonics songs for the sound and sing along with them. Encourage them to follow the action for that sound during the song.

**Share** and encourage them to blend letter sounds and read. For e.g.: jog, jug, jump, zip, vet, wig, wed, wet, win, wind, van, yum, fox, box, Vox, wax, exit, taxi, etc.

Sight words to look and say: I, the, is, in, at, to, go, he, she, me, we, be.

**Encourage** your child to break down words and identify

[Starfall: website for phonics](#)  
[Starfall- Learn to read](#)

[Phonics game](#)

		the sounds they can hear at the beginning, middle or end. For example, in the CVC (Consonant-vowel-consonant) word 'jog', we can hear /j/ at the beginning, /o/ in the middle and /g/ at the end.	
<b>Mathematics</b>	<p>Beginning to recognize that each counting number is more than the one before.</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p>	<p><b>Encourage</b> your child to count everyday objects. <b>Talk</b> to them while counting they need to say number words in their proper order. Match one number word with only one thing i.e. <i>one-to-one correspondence</i> between number word and thing. They need to count each thing once and only once.</p> <p><b>Share</b> with them the next number is one more than the previous. <b>Encourage</b> your child to solve simple problems. e.g. The elephant ate 2 apples and then ate 1 more apple, so how many apples did he eat altogether? There are 3 teddies and if we add one more, then how many teddies do we have in all? We have 5 toys and if we take one away, how many are you left with?</p> <p><b>Encourage</b> your child to draw and write for a range of different purposes during play and exploration (for example, creating the price tags, signs and receipts for a shop, or writing a list of telephone numbers to take with them on a pretend outing to the park). They can attempt to write numbers, make tally marks next to the things they have drawn or the marks they have made and represent them as numbers.</p>	<a href="#">Online Game-One More</a>
<b>Understanding the World</b>	<p><b>The World</b> Developing an understanding of growth, decay and changes over time.</p>	<p><b>Encourage</b> your child to sow a seed just like the little red hen did in the story. <b>Talk and share</b> with them how a seed grows into a sapling and then into a plant. Talk to them about exploring new life is exciting but, we need to understand that the decaying process is just as important. Exploring decay helps your child to discover that the natural world is forever changing. Help your child understand decay by deliberately leaving some things like a chunk of bread or an apple piece turning soggy, wrinkled or dry, growing mould or even attract insects. Talk to</p>	

	<p><b><u>People and communities</u></b> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b><u>Technology</u></b> Knows that information can be retrieved from digital devices and internet.</p>	<p>them how things change colour, shape and smell when they decay. <b><u>Safety note:</u></b> Handle all decaying items with care and wash hands afterwards. Keep any mouldy items contained in a sealed bag to prevent spores from spreading. Make sure that any items left to decay are out of reach of younger children.</p> <p><b>Encourage</b> your child to look at the family members pictures together. <b>Talk</b> and encourage them to share the different and similar physical features you all have. Ask ‘do we all have the same hair?’ Would it be boring if we all had the same hair? <b>Talk and share</b> with them about the things they do that are special and different from others. Reinforce the idea of accepting differences in others - everyone doesn't have to play the same game or be involved in the same activities. And teach them to compliment others on what makes them unique.</p> <p><b>Talk</b> to children about the importance of tablets, mobile phones, laptops and computers. <b>Share</b> with them how we can use technology to find, use and create information.</p>	<p><a href="#">Online Safety</a></p>
<p><b>Expressive Arts and Design</b></p>	<p><b><u>Creating with materials</u></b> Continues to explore colour and how colours can be changed.</p> <p><b><u>Being imaginative and expressive</u></b> Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p><b>Encourage</b> your child to mix colours while painting and discover how a new colour is formed when two colours are mixed. Encourage your child to show interest in exploring colour mixing and support them in using terms such as mixture, tint, shade, and hue. <b>Talk and share</b> with them to anticipate and name the new colour. You can play a colour game with them by guessing what colour will form when they mix any two colours. What will happen if they add white or black to a colour?</p> <p><b>Encourage</b> your child to play pretend games and join in with them. For example: Enact a story/rhyme, fly like butterflies/birds, move and make sounds of animals, etc. Play together face to face so your child can copy your</p>	

		<p>gestures or actions. While playing, follow your child's lead – play with things your child is interested in. Keep it simple and remember repetition is fun. <b>Encourage</b> them to take turns and introduce new ideas when they can link ideas together – For example: if they like to play with cars, take them to the mechanic. You can create a costumes and props bag having old hats/shoes/scarves/coats. Bags/briefcase/boxes for store/shop, etc.</p>	
	<p><b><u>Coming up events</u></b>  International Mother's Day  International Day of Families</p>	<p>Tuesday, 14<sup>th</sup> May 2024  Wednesday, 15<sup>th</sup> May 2024</p>	