



# The Winchester School

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

Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<b>Prime Area</b> <b>Communication and Language</b>	<b><u>Listening and attention</u></b> Listens to familiar stories with increasing attention and recall.	<b>Encourage</b> your child to listen to stories; emphasis in between reading to help them identify similar or repetitive phrases in them. Ask them to point out known letters and encourage them to read a few familiar and sight words. Use stories like Elmer, the Patchwork Elephant, Elmer and the Rose by David McKee.  <b>Talk</b> using flashcards or picture books to let them understand the meaning of different actions. To captivate and gain your child's attention during story time, modulate your voice, add sounds, use some friendly puppets and toys from the toy box.  <b>Share</b> stories with your child and ask questions. For e.g.: How many different kinds of elephants were there? What were all the colours Elmer had? What did Elmer do to get the colour out? Was Elmer sad or happy to be the same colour as other elephants? How did all the elephants celebrate?	<a href="#">Tips For Supporting Attention &amp; Listening Skills</a>
<b>Physical Development</b>	<b><u>Moving and Handling</u></b> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons.	<b>Talk</b> to them about some everyday tools like hairbrushes, toothbrushes, paintbrushes, scissors, etc. and explain how to use them right. Also show them some other tools that you have at home like spatula, tongs, spanner, screwdriver etc. Explain and show them how to use them carefully and the purpose of the tool.	<a href="#">Functional/Manipulative Play</a>

		<p><b>Share</b> your real-life experiences of making interesting things with different tools and how to use them.</p> <p><b>Encourage</b> your child to hold mark-making tools and attempt to create marks. They can draw a variety of shapes, signs, form circles, zig zag lines. Encourage your child to trace the shapes in semolina or sand tray and use playdough to develop their fine motor skills. Provide scarves or ribbons to make big arm and hand movements.</p>	
<p><b>Personal, Social and Emotional Development</b></p>	<p><b><u>Sense of Self</u></b> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p>	<p><b>Talk</b> to your child about the family members, their similarities and differences by looking at family photographs from the past and present.</p> <p><b>Share</b> with your child some stories and preferences you had as a child and let them compare. Share a mirror for them to identify the physical differences between them and someone else.</p> <p><b>Encourage</b> them to play with other children and verbally express their preferences and choices. Help them notice the difference in preferences and explain how to adjust and get along to continue the play. Play a game where the child takes turns passing the parcel and waits patiently for his/her turn.</p>	<p><a href="#">Similarities and Differences</a></p>
<p><b>Specific Area Literacy</b></p>	<p><b><u>Reading</u></b> Beginning to be aware of the way stories are structured, and to tell own stories.</p> <p><b><u>Books</u></b> <i>Elmer series by David Mckee</i> <i>Elmer the Patchwork Elephant</i> <i>Elmer and the lost teddy</i> <i>Elmer and the snow</i> <i>Elmer and Rose</i> <i>Elmer and Wilbur</i></p>	<p>Read a storybook with your child every night before going to bed.</p> <p><b>Talk</b> about their favourite stories and story books emphasising the way the story is developing and coming to an end.</p> <p><b>Share</b> your own favourite stories. Read picture books with repetitive and basic language with your child.</p> <p><b>Encourage</b> your child to complete the sentences as you read the stories. You can give your child flashcards of the story for them to enjoy looking at pictures and sequence in the right order to understand the beginning, middle and end.</p>	<p><a href="#">Elmer the patchwork elephant by David Mckee</a></p>

**Jolly phonics**

Introducing the letter sounds, Group 3- g, o, u, l, f, b

Create an attractive reading area where you can read aloud and they can create their own stories. Encourage them to use phrases like 'Once upon a time, long long ago, then, and, because, the end, finally, they lived happily ever after etc. to structure sentences and notice the flow in stories.

You can also challenge them to draw a story of their own.

**Encourage** your child to find things around the house beginning with the letter sounds taught. Find pictures or letter sounds taught in magazines, newspapers and various print media around their environment. Make shapes of letters out of play dough or with paint. Label things at home.

**Encourage** your child to draw independently and use their imagination. Let them label their drawing, listen to your child as they say the sounds and praise them.

**Share** and encourage them to blend letter sounds and read. For eg: bag, tag, hob, rob, sob, rod, pod, flat, drop, flag, clap, cot, pot, run, bun, sun, grip, mug, drip, flip, slip, back, mop, hop, log, dog, fog, drum, rug, frog, grin, last, fast.

Sight words to look and say: me, we, be.

**Encourage** your child to write letters in the sand, in the air and on your back. Play word bingo where each player has to give a word beginning with a given sound.

**Share** alliterative words and rhyming words by playing games.

[Website for Jolly phonics](#)

[What-is-letters-and-sounds](#)

<p><b>Mathematics</b></p>	<p>Counts up to 5 items, recognising that the last number said represents the total counted so far (cardinal principle)</p>	<p><b>Encourage</b> your child to sing number songs such as 1, 2, buckle my shoe, the ants go marching, 1, 2, 3, 4, 5 once I caught, 5 little ducks and many more. Encourage them to notice the total number present in each rhyme and after each time they count something by asking ‘So how many are there in total?’</p> <p><b>Talk</b> to them about the number of members in their family. How many numbers of fingers and toes do they have? How many rooms are there in their house? How many days are there in a week? How many senses do we have? How many characters are there in the story? Can you count and bring 3 apples? Encourage them to count objects one by one and say the last number to represent the total.</p> <p><b>Share</b> small responsibilities at home, and point out number of things whenever possible such as asking your child to get you the number of things and emphasise the total number in your conversation.</p>	<p><a href="#">Count and Match- Online Games Math Game</a></p>
<p><b>Understanding the World</b></p>	<p><b><u>The World</u></b> Talks about why things happen and how things work.</p>	<p><b>Talk</b> to them about the weather conditions in the places you visit, the plants and animals found there. Ask them questions like, ‘How do you think they live in different conditions? How will the world look if there is no one to take care of plants? How does a car work? Why do we have plants and animals on Earth?’</p> <p><b>Share</b> simple science experiments with your child to help them understand changes and think about how and why. Always let them observe and predict first and then ask them ‘What do you think will happen next?’, before letting them do the next step. After the experiment is over, ask them questions like, ‘Is this how you think Elmer became so colourful?’</p>	

		<p><b>Encourage</b> your child to talk about the things they see in each step of the experiments and encourage them to relate these questions with real-life situations.</p>	
<p><b>Expressive Arts and Design</b></p>	<p><b><u>Being imaginative and expressive</u></b> Uses available resources to create props or creates imaginary ones to support play.</p>	<p><b>Encourage</b> your child to play pretend games and join in with them. For e.g. Enact a story/rhyme, drink water like Elmer, move and make sounds of other animals, etc. Encourage them to make a role play area like forest with logos or small world toys and help them reuse junk materials like empty bottles, cartons to create props.</p> <p><b>Share</b> a variety of stimulating resources that can be used in different ways like cardboard boxes, sheets, etc. Use objects readily available around the house as props while playing. For e.g. Use the cushions to make a fortress, or an umbrella as a tent, mum’s scarf can be used to make a cape or wings and so on.</p>	<p><a href="#">Pretend play props</a></p>
<p><b><u>Coming up events</u></b></p> <p>Pyjama Party – Wednesday, 17<sup>th</sup> April 2024  Earth Day Monday, 22<sup>nd</sup> April, 2024  Fire Drill (Whole School) Friday, 26<sup>th</sup> April 2024</p>			