



# The Winchester School

## Family Learning Newsletter (Foundation Stage 1) – April 2025

Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p><b>Prime Area</b> <b>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> Uses a range of tenses (e.g. play, playing, will play, played)</p>	<p><b>Encourage</b> your child to listen to stories, emphasizing key parts while reading to help them identify similar or repetitive phrases. Ask them to point out known letters and encourage them to read a few familiar and sight words.</p> <p>Use stories like Elmer, the Patchwork Elephant, Elmer and the Rose by David McKee.</p> <p><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.</p> <p><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?</p> <p><b>Share</b> 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><b>Encourage</b> them to speak in simple sentences about their experiences that happened earlier, what they are doing now and what their dreams are.</p>	<p><a href="#">Tips For Supporting Attention &amp; Listening Skills</a></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, toothbrushes, scarves or ribbons.</p> <p><b><u>Health and self-care</u></b>  Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p><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.</p> <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. <b>Encourage</b> 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>Encourage</b> your child to dress independently by starting with the easiest clothing to put on and take off, such as socks, shoes, or pants. Break down the steps and show them how to put on their clothes one piece at a time, providing guidance. Give them choices in what to wear, as this builds confidence and excitement. Start with easy fastenings like loose clothing, Velcro shoes, and large zippers to make the process simpler. Placing a mirror in the dressing area allows your child to see themselves as they put on clothing, reinforcing their learning and independence. Encourage your child to sit down while dressing, as this may provide more stability and make the process easier. Praise their efforts at every step, even if they need help, to motivate them and build their confidence.</p>	<p><a href="#">Functional/Manipulative Play</a></p> <p><a href="#">How-to-get-dressed</a></p>
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<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><u>Making relationships</u></b> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</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. <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. <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><b>Encourage</b> your children to develop consideration for others by modeling kind behavior and praising their efforts when they share their toy and wait their turn. Use role-playing and storytelling to show examples of empathy, such as how a friend feels when they receive a toy. Set up opportunities for turn-taking in games <b>Talk</b> to your child about the importance of playing in a group, as it helps them understand and consider others' needs. When they play together, they learn to take turns, share toys, and cooperate with different play styles. They learn to take turns and gradually develop impulse control, like giving up a toy to another child. Playing together also helps them to listen to others' ideas, be patient, and try new approaches.</p>	<p><a href="#">Similarities and Differences</a></p> <p><a href="#">Building-self-regulation-skills</a></p>
<p><b>Leadership GEMSTONE</b></p> <p><b>Leading with Vision-</b> Inspire and plan for the future.</p>	<p>Helps you see the future and make plans.</p>	<p><b>Encourage</b> your child to talk in detail about what he/she aspire to be when they grow up? Read with your child the stories of scientists, artists, change-makers or community helpers to spark curiosity. Create a "dream board" with pictures or drawings of what excites them, like space travel, animals, or helping others.</p>	

<p><b>Specific Area</b> <b>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> Elmer series by David Mckee Elmer the Patchwork Elephant Elmer and the lost teddy Elmer and the snow Elmer and Rose Elmer and Wilbur</p> <p><b><u>Writing</u></b> Sometimes gives meaning to their drawings and paintings.</p> <p><b><u>Jolly phonics</u></b> Introducing the letter sounds, Group 3- g, o, u, l, f, b</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>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.</p> <p><b>Encourage</b> your child to draw their favorite story character or a scene of their favourite story. As they draw, ask questions about their drawings, discuss the details.</p> <p><b>Talk</b> about the beginning, middle, and end of the story, and ask about their favorite scene. Provide a variety of mediums and mark-making tools such as chalk, paints, markers, and colored pencils to encourage creativity, even allowing them to draw on the floor with colored chalk.</p> <p>You can also challenge them to draw a story of their own.</p> <p><b>Encourage</b> your child to find things around the house beginning with the letter sounds taught. Find pictures or letter sounds taught in magazines, newspapers and</p>	<p><a href="#">Elmer the patchwork elephant by David Mckee</a></p> <p><a href="#">Website for Jolly phonics</a></p>
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<p><b>Mathematics</b></p>	<p><b><u>Cardinality</u></b> 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 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><u>Shape</u></b> Shows awareness of shape similarities and differences between objects.</p>	<p><b>Encourage</b> your child to compare shapes in their environment by looking at objects with similar or different shapes, like comparing a round clock to a square book, or a triangle-shaped piece of pizza to a round one. Engaging in discussions about how shapes can look alike or differ in size and form will develop their understanding of shape similarities and differences in a fun and interactive way. <b>Talk</b> to them about shapes of different objects. What is different between the square book and the rectangle box? How is this circle like the clock on the wall? How are the sides of a square different from the sides of a triangle? What shapes have corners, and which ones don't?</p>	<p><a href="https://www.tinytap.com/activities/g4zz1/play/match-objects-to-shapes">https://www.tinytap.com/activities/g4zz1/play/match-objects-to-shapes</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?'  <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?'  <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</p>	<p><a href="#">Make-your-own-resources-for-play</a></p>

	<p>Sings to self and makes up simple songs.</p>	<p>logos or small world toys and help them reuse junk materials like empty bottles, cartons to create props.  <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><b>Share</b> nursery rhymes and encourage your child to join in. For e.g. Hickory, dickory, dock, five little ducks, humpty dumpty, Mary had a little lamb, Baa baa black sheep etc.  <b>Talk</b> about the meaning of the rhyme. Sing along the rhyme with your child. <b>Encourage</b> 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.</p>	<p><a href="#">Game on nursery rhymes</a></p>
<p><b><u>Coming up events</u></b></p>	<p>Spring Break  Term 3 begins  Lingo Fest and Art Exhibition  Earth Day  World book day</p>	<p>24<sup>th</sup> March -6<sup>th</sup> April, 2025  Monday, 7<sup>th</sup> April 2025  21<sup>st</sup> – 25<sup>th</sup> April, 2025  22<sup>nd</sup> April, 2025  23<sup>rd</sup> April, 2025</p>	