



The Winchester School



Family Learning Newsletter (Foundation Stage 1) –January 2025

| Area of learning | Focus | Home activities/How can you help your child at home | Useful website |
|---|--|--|---|
| <p>Prime Area Communication and Language</p> | <p><u>Understanding</u> Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p><u>Speaking</u> Uses talk to explain what is happening and anticipate what might happen next.</p> | <p>Encourage your child to understand the position of one thing in relation to another. Emphasise these concepts by helping them move their body into different relative positions. Start with opposite pairs of words, such as in/on, on/off, and on/under (e.g., "hide under the table," "stand on the stool"). Children grasp concepts better when they actively use them. You can test their comprehension by giving simple directions, like "The spoon is on the table."</p> <p>Play treasure/scavenger hunt. Hide an object in the room. Have your child find and tell you where it was! As your child develops more understanding, show your child pictures and ask to point out the position of the object. "Oh, look! Kipper is hiding in the cupboard!"</p> <p>Read a story to your child every day. Encourage your child to make predictions using a picture walk. Anticipate the text, and verify their predictions. Follow your child’s lead to talk about what they are interested in. Give your child the ‘thinking time’. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. Connect new information to</p> | <p><u>Prepositions-for-kids</u></p> |

| | | | |
|------------------------------------|---|---|--|
| | | <p>prior knowledge and build curiosity about a new topic.</p> <p>Use plenty of statements and comments, and limit the number of questions to create a more natural conversation. When you do ask a question, make it open-ended to encourage a variety of possible answers.</p> | |
| <p>Physical Development</p> | <p><u>Moving and Handling</u> Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> | <p>Encourage your child to stand on one foot momentarily which involves a child’s strength, balance and overall body awareness. It helps with skills like skipping, hopscotch, hopping on one foot, getting dressed while standing up, going up and down stairs, and any other skill that involves a child having to lift one of their feet off the ground while the other one stays on the ground. As children develop the ability to stand on one foot for longer periods, their walking becomes more ‘mature.’ They can take longer steps and narrow their base of support. This improvement also helps them run more efficiently.</p> <p>Talk to your child and model how to hold one-handed tools, such as pencils, crayons, paintbrushes, scissors, tongs, droppers, pegs, and more, using their thumb and two fingers. Pencils and other writing tools are used for writing/drawing but we should use them carefully keeping in mind not to hurt others or ourselves.</p> <p>Share your experiences and teach children how to use tools and materials effectively and safely. Provide them with opportunities to practice these skills, such as cutting with scissors or handling other tools.</p> <p>Encourage them to understand that safety is an important factor in handling tools, equipment and</p> | <p><u>Large-motor-play</u></p> <p><u>Fine motor skills</u></p> |

| | | | |
|---|--|---|--|
| | | materials, and have sensible rules for everybody to follow. | |
| Personal, Social and Emotional Development | <p><u>Making Relationships</u> 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><u>Sense of Self</u> Is sensitive to others' messages of appreciation or criticism.</p> | <p>Encourage your child to be kind and generous by sharing toys and goodies with their siblings, to wait for their turn at the dinner table and so on. Encourage your child to share toys and take turns with their friends at school and home. Share stories about sharing and taking turns. Parents can role model this and help their child to follow in their footsteps. Reward them if they are caught being good!</p> <p>Encourage your child for their effort while doing the activity. Convey to your child that you appreciate them as well as their effort by giving them stars, high five, hug. Offer help when needed, but avoid taking over. The praise will motivate your child to focus and do better.</p> <p>Give your child time to explore their play and learning without interruption, and allow them to return to their activities if they wish.</p> | |
| <u>Specific Area Literacy</u> | <p><u>Reading</u> Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Books: What Pet Should I Get by Dr. Seuss Rosie's Walk by Pat Hutchins Rumble in the Jungle by Giles Andreae Panda bear, Panda bear by Bill Martin /Eric Carle Smiley Shark by Ruth Galloway Good Night Harry by Kim Lewis Monkey and me by Emily Gravett</p> | <p>Encourage your child to read by focusing on meaningful print such as a child's name, friend's name, names of family members, words on a cereal packet or a book title. Discuss similarities and differences between symbols. Share a print-enriched environment where children can learn about words, e.g. using names, signs and posters. Draw attention to signs on the roads or in the malls and help children identify the logos like, The Toy Store, Borders, Starbucks, McDonald's, different brands of cars, Centrepont, food products, google, YouTube, etc.</p> | |

| | | | |
|---------------------------|---|--|---|
| | <p><u>Writing</u> Sometimes gives meaning to their drawings and paintings.</p> <p><u>Jolly phonics</u> Introducing the letter sounds s, a, t, i, p, n</p> | <p>Encourage your child to draw different things and talk about their drawings in detail. Ask questions related to their drawings and encourage them to relate their drawings and paintings to their environments and their past experiences.</p> <p>Talk about your outing, and encourage your child to talk about the thing they loved the most in their outing on that day. Then you share your highlight of the outing. Both sit down to draw, talk about it and then encourage your child to share his/her thoughts as they describe their drawings.</p> <p>Provide a variety of mediums and mark-making tools like chinks, paints, markers and colour pencils or coloured chalk to draw on the floor.</p> <p>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 etc.</p> <p>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.</p> | <p>Teachhandwriting.blog</p> <p>Starfall website</p> <p>Website for Jolly phonics</p> |
| <p>Mathematics</p> | <p>Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> | <p>Talk about the importance of numbers in our life. Connect numbers to real life such as What is your house number? When is your birthday? What is the date today? Which year is this?</p> <p>Encourage your child to explore different arrangements of the same number. For example, partitioning five objects in different ways; hiding one group of objects and guessing the hidden number of objects.</p> | <p>How to teach numbers</p> |

| | | | |
|--|--|--|--|
| | <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> | <p>Encourage your child to identify shapes at home and in the environment. E.g. sandwiches, tortillas/khaboos, cookies, pizza, etc. Discuss how shapes can be partitioned in an everyday context. Show the cutting food in different ways. Talk about a full pizza and a pizza slice. How can we use triangles to make a circle, square, or rectangle? Provide your child with foam shapes or paper shapes and let them explore and join them to form new shapes. Talk about the shapes of an ice cream cone, party hat, ice cube, water bottle, etc.</p> | <p>Hands-On Shape Activities</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>Share experiences with your child as you explore both the built and the natural environment with them.</p> <p>Encourage your child to talk about the things they see in the environment e.g. at the mall, airport, flowers and plants in the garden, animals in the zoo, toys, supermarket (fruits and vegetables how they grow, where they grow).</p> <p>Talk to them about the weather conditions in the places you visit, plants and animals found there, the traditional food dishes and so on.</p> | |
| <p>Expressive Arts and Design</p> | <p><u>Creating with materials</u> Continues to explore colour and how colours can be changed.</p> | <p>Talk to your child about his/her growing interest in and use of colour as they begin to find differences between colours.</p> <p>Make suggestions and ask questions to extend the child's ideas of what is possible. For example, "I wonder what would happen if we mix red and white?"</p> <p>Demonstrate and teach skills and techniques associated with the things the child is doing. For example, show them how to stop the paint from dripping or how to make different shades and tints of the colour by increasing or decreasing the amount of one colour that they mix.</p> | <p>Colour-mixing-activities</p> |

| | | | |
|----------------------------------|--|---|-------------------------------------|
| <p>Music and Movement</p> | <p><u>Being Imaginative and expressive</u> Uses available resources to create props or create imaginary ones to support play</p> <p><u>Vocalising and Singing</u> Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end.</p> | <p>Encourage imaginative play by creating simple props or objects that can enhance pretend play experiences, helping children develop creativity, storytelling skills, and fine motor abilities.</p> <p>Encourage your child to sing his or her favourite songs and rhymes from beginning to end. Make props for the rhymes to better help your child pick his/her favourite rhymes and support his/her to do movement along. Singing helps children speak more clearly and develop a larger vocabulary. When children sing and move along, they develop their motor skills while also practicing their singing voice.</p> | <p>Kids-puppets</p> |
| | <p><u>Coming up events:</u> School Reopens Mathematics Week International Day of Education</p> | <p>Monday, 6th January 2025 13th to 16th January 2025 Friday, 24th January 2025</p> | |