



# The Winchester School, Jebel Ali

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

Area of learning	Focus	Activities to help your child at home	Useful website/resources
<p><b>Prime Area Communication and Language</b></p>	<p><b><u>Listening and attention</u></b> Listens to others in one-to-one or small groups, when conversation interests them.</p> <p><b><u>Speaking:</u></b> Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p><b>Encourage</b> your child to listen to their friends and take turns in play and activities. You can plan activities that your child needs to listen carefully, e.g. identifying the voices of family members on tape.</p> <p><b>Encourage</b> your child to engage in role play and pretend play with peers and model listening behaviours.</p> <p><b>Encourage</b> your child to talk about the importance of their five senses (see, smell, taste, hear, touch) repeat what your child is saying and add a few more words to help your child make complex sentences. You can provide small world toys or puppets for your child to act out familiar stories of the week and help him/her to expand what they are saying using and, because.</p> <p><b>Share</b> the story of Oliver’s vegetables and let them recall and tell the story in their own words, encourage them to talk by asking ‘... what happens next’ and so on. Help your child to use these connectives ‘and’, ‘because’, ‘so’, to answer the questions. You can also encourage them by extending their words into simple sentences.</p> <p><b>Encourage</b> your child to ask questions about the topic of conversation or the stories being read. Use a lot of statements and comments and ask your child a few open-ended questions with many possible answers to build natural conversation such as What if I don’t have a nose? How do we see things around us?</p> <p><b>Share</b> responsibilities while you cook and ask them what goes next in the food, why we add this... etc. as</p>	<p><a href="#">What and How questions through Sense</a></p> <p><a href="#">Developing Simple to complex questions</a></p>

		simple as making a vegetable/ cheese sandwich.	
<b>Physical Development</b>	<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><b><u>Health and self-care</u></b> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>	<p><b>Encourage</b> your child to use a fork and spoon at home while eating, help them to peg clothes on the washing line and let them get messy as they knead some flour with their hands. Model to your child how to hold one-handed tools such as paint brushes, scissors, tongs, droppers and many more with their thumb and two fingers. Provide them with scarves, ribbons, and stoles to make big movements. Gradually, help them to hold a crayon/pencil using the tripod grip.</p> <p><b>Share</b> your experiences and teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice them. e.g. cutting with scissors for a purpose or using tools.</p> <p><b>Encourage</b> them to understand that safety is important in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p> <p>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><a href="#">Practising pencil grip</a></p> <p><a href="#">Simple and fun activity</a></p> <p><a href="#">Developing fine motor skills</a></p>
<b>Personal, Social and Emotional Development</b>	<p><b><u>Making relationships</u></b> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p>	<p><b>Encourage</b> your child to play with friends from all backgrounds, so that everybody in the group experiences being included. Take your child to the park and encourage him/her to play and interact with other children maintaining social distance.</p> <p><b>Talk</b> to your child about the importance of playing in a group as it teaches many things. When they play together, they learn to be a part of a team, to work according to other people's style and accept their way of approach. They learn to listen to another person's ideas and try new things.</p>	<p><a href="#">Developing senses by playing in groups</a></p>

<p><b>Leadership GEMSTONES</b></p> <p><b>Leading with Integrity-</b> <i>Remind you to be honest and strong in your values.</i></p> <p><b>Leading with purpose-</b> <i>A value closely tied to reflection and accountability.</i></p>	<p><b><u>Understanding Emotions</u></b> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings.</p> <p>Always do the right thing even when it is hard.</p> <p>Participate in acts of service, such as community support initiatives.</p>	<p><b>Talk</b> to your child about how it is more fun with more friends and reward them when they patiently wait for their turn while they play in smaller groups. Tell them in simple ways that these are good actions or gestures that will make others happy.</p> <p><b>Encourage</b> children to respond when they are questioned by their friends or teachers, this will develop trust and confidence in making positive relationships.</p> <p>Help your child to recognize when his/her actions hurt others. Do not expect your child to say sorry before he/she has a real understanding of what it means. Instead help your child to suggest a solution to a conflict when he/she is emotionally ready.</p> <p><b>Talk</b> to your child about choosing to express themselves through words instead of actions, for example while playing if your child is upset encourage them to share their feelings using words such as I am cross, sad, happy, scared or worried instead of pushing or hitting the other child to show that they are cross.</p> <p><b>Share</b> and talk about the values to your children. It is okay to make mistakes, but we should always own up to them and try to fix them. <b>Share</b> a time when you made a mistake and learned from it. <b>Encourage</b> your child to do the same. <b>Encourage</b> your child to do one kind deed a day, like helping a friend or cleaning up, without being asked.</p> <p><b>Encourage</b> your child to set the table for Iftar. <b>Talk</b> to the child about their actions and deeds. <b>Encourage</b> your child to thank the community helpers with small gestures, like a greeting, smile, thank you note etc. Keep water and food for the birds on the balcony. Feed your pet and water the plants.</p>	<p><a href="#">Impact of choices</a></p>
<p><b>Specific Area Literacy</b></p>	<p><b><u>Reading</u></b> Shows awareness of rhyme and alliteration.</p>	<p><b>Talk</b> about the words that sound alike or rhyme when read books with rhyming words and books with alliteration and discuss what sound your child hear.</p>	<p><a href="#">Alliteration games</a></p>

**Books:**

Lunch by Denise Fleming  
Oliver's Fruit Salad by Vivian French  
Oliver's Vegetables by Vivian French  
The Gingerbread man

**Writing**

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

**Jolly phonics**

Introducing the letter sounds- h, r, m, d and revision of group 2- c/k, e, h, r, m, d.

**Encourage** your child to sing nursery rhymes and emphasis on the words that rhymes, e.g. Hickory dickory dock clock

Through play your child can learn rhyming and alliteration while having fun. Your child can make rhyming words for any word (silly words are also encouraged) eg: snake cake, moon spoon, sun bun run, nest rest. Add alliterative words for names of family members eg: Brilliant Billy, Superb Sumit.

**Encourage** your child to draw and ask them to talk about their drawings. Ask questions related to their drawings and encourage them to relate their drawings and paintings to their environments and their past experiences. **Encourage** your child in recognising and writing their own names. Help them in identifying various signs, symbols and words they see in different food products or on road around them. **Talk** about the importance of writing and model it by making a shopping list. They can draw the signs and symbols of their favourite food products, road signs and talk about them.

**Encourage** your child to find things around the house beginning with the letter sounds taught. Find pictures or letter sounds taught in magazines, newspaper 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.

**Show** and encourage them to blend and read: rat, mat, hat, red, him, can, den, pen, hen, men, mad, had.

Sight words to look and say: **I, the, is, to, we, go.**

**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.

[Rhyming Games](#)

[Website for Jolly phonics](#)

		<b>Share</b> alliterative words and rhyming words by playing games.	
<b>Mathematics</b>	<p><b><u>Numbers</u></b> Compares two small groups of upto 5 objects, saying when there are the same number of objects in each group e.g you've got two, I've got two. Same!</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 share objects between two toys, e.g. share different coloured fruits or vegetables between the two toys.</p> <p><b>Encourage</b> your child to count the objects for each toy and say if they are the same and if not the same. Help your child to find ways to make them same. Should we add more or take away in order to make them same. Repeat vocabulary words like sort, more, less, same, different, equal, add, take away, altogether.</p> <p><b>Share</b> counting of objects in a random layout, showing that the result is always the same as long as each object is only counted once. How many eggs in a tray? e.g. Counting plastic spoons, plates in the kitchen, counting stuffed toys/dolls, vegetables and fruits in the supermarket, using spoons etc. to make sets.</p> <p><b>Encourage</b> your child to use a variety of mark making tools to show their mathematical understanding, e.g. ask your child to help you make a shopping list before going to supermarket.</p> <p>This can help your child make some mathematical signs and communicate his/her thinking. You can set up fruit and vegetable shop role play, make price tags along with child and talk about mathematical concepts.</p>	<a href="#">Compare two groups upto 5</a>
<b>Understanding the World</b>	<p><b><u>The world</u></b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p><b>Share</b> experiences with your child as you explore both the built and the natural environment with them.</p> <p><b>Encourage</b> your child to talk about the things they see in the environment e.g. At the mall, beach, flowers and plants in the garden, animals in the zoo, toys, supermarket (fruits and vegetables how they grow, where they grow).</p> <p><b>Talk</b> 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><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>Digital Safety</u></b> I can talk using the internet (google, you tube) to find information. (Managing online information)</p>	<p><b>Talk</b> to your child about the family members, their similarities and differences. Look at family pictures from the past and present. <b>Share</b> stories about people from the past who influence the present.</p> <p><b>Talk</b> to your child and explain to them that an internet is a big library, which is used to find pictures, videos, songs about things we want to learn. <b>Encourage</b> curiosity, however remind them that the internet is fun for learning, but they must always use it safely with a grown-up. Let your child ask a question, use voice search to find the answer, and talk about what they learned.</p>	
<b>Expressive Arts and Design</b>	<p><b><u>Being imaginative</u></b> Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Sings to self and makes up simple songs.</p>	<p>Provide plenty of playtimes to your child to explore where the play takes them. Involve them in your daily chores and incorporate incidental learning into these situations. e.g. while you are preparing dinner, you might invite your child to cook alongside you with their play items.</p> <p><b>Encourage</b> your child to sing and express their feelings through a song or a dance. While singing, change a few words and model by creating your simple songs by using the tunes from simple nursery rhymes.</p>	<a href="#">The Importance of Pretend Play</a>
<b><u>Coming up events</u></b>	<p>UAE National Reading Month World Wildlife Day International Women's Day International Day of Maths Emirati Children's Day International Happiness Day International Day of Forests World Poetry Day World Water Day Earth Hour Spring Break</p>	<p>Monday, 3<sup>rd</sup> March 2025 Monday, 3<sup>rd</sup> March 2025 Saturday, 8<sup>th</sup> March 2025 Friday, 14<sup>th</sup> March 2025 Saturday, 15<sup>th</sup> March 2025 Thursday, 20<sup>th</sup> March 2025 Friday, 21<sup>st</sup> March 2025 Friday, 21<sup>st</sup> March 2025 Saturday, 22<sup>nd</sup> March 2025 Tuesday, 25<sup>th</sup> March 2025 Monday, 24<sup>th</sup> March – Friday, 4<sup>th</sup> April 2025</p>	

