



# The Winchester School

## Family Learning Newsletter (Foundation Stage-1) February 2026



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 others in one-to-one or small groups, when conversation interests them.</p> <p><b><u>Speaking</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because).</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 behaviour.</p> <p><b>Encourage</b> your child to initiate the conversation and talk about what they are doing, what they are playing with and everyday activities to develop good communication skills.</p> <p><b>Encourage</b> your child to build their vocabulary by providing them with words to link their thoughts, (e.g. using and, because) and a range of experiences through Show and Tell, pretend play, pictures of family outings and bedtime stories.</p> <p><b>Share</b> family photographs with your child and talk about the event with them. Encourage correct use of language by telling repetitive stories (stories having repetitive phrases like; 'Run, run as fast as you can...'), playing games that involve repetition of words or phrases and repeating a story.</p>	<p><a href="#">Attention and Listening tips</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, toothbrush, scarves or ribbons.</p> <p><b><u>Health and self-care</u></b></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>Talk</b> with children about why you encourage them to rest when they are tired. Encourage children to notice the</p>	<p><a href="#">Scissor cutting skills</a></p>

	Observes and can describe in words or actions the effects of physical activity on their bodies.	changes in their bodies after exercise, such as their heart beating faster, sweating, and throat getting dry. Ask questions like, how do you feel after exercise, running or playing outdoors?	
<b>Personal, Social and Emotional Development</b>	<p><b><u>Making relationships</u></b> Uses their experiences of adult behaviours to guide their social relationships and interactions.</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.</p>	<p><b>Talk</b> with your child about the importance of sharing and playing together. Provide resources or toys that promote cooperative play and engage in play with your child. Talk about why sharing is good for them and others. You can say something like, 'When you share your toys with your friend, everyone gets to have fun'. Provide positive feedback as they role-play being a doctor, daddy, mummy etc. Notice and acknowledge children's thoughtfulness towards each other as they imitate the way adults behave around them, explore new ideas and share feelings and emotions.</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, crunched-up paper, plastic buckets, saucepans, blocks and old clothes. They are great for imaginative, unstructured play.</p> <p><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 '<a href="#">I spy</a>' are great for word play and help develop literacy skills. <a href="#">Simple cooking</a> and <a href="#">food preparation</a> activities are great for developing numeracy and everyday skills.</p>	<p><a href="#">Self-esteem</a></p> <p><a href="#">Making Friends</a></p>
<b>Leadership GEMSTONE (Emerald)</b>	Inspires kindness, understanding and care toward others.	<b>Encourage</b> your child to show kindness, understanding, and care by setting a positive example at home. Talk about feelings, praise kind actions, and support sharing	

<p><b>February- Leading with Compassion</b> Be kind and understanding to others.</p>		<p>and helping others. Simple daily habits like saying thank you, helping family members, and treating others with respect help build empathy and compassion.</p>	
<p><b>Specific Area Literacy</b></p>	<p><b>Reading</b> Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p><b>Books</b> <i>My first visit to the dentist by Dr. Rose O. Wadenya</i> <i>Flashing fire engines by Tony Mitton</i> <i>Curious George and the fire fighters by H. A. Rey and Margret Rey</i> <i>When I Grow Up by Andrew Daddo &amp; Jonathan Bentley</i> <i>The Berenstain Bears - On the Job (1-2) by Sheila Dinsmore</i> <i>Lunch by Denise Fleming</i> <i>Oliver's Fruit Salad by Vivian French</i> <i>Oliver's Vegetables by Vivian French</i></p> <p><b>Writing</b> Sometimes gives meaning to their drawings and paintings.</p>	<p><b>Talk</b> about the marks or pictures your child sees around in the environment when you visit the park, mall, and beach or while travelling on the roads. <b>Encourage</b> your child to talk about different signs they see in the environment, e.g. Stop sign, traffic lights, zebra crossing etc. What do these signs mean? Can you make up your sign to show what you want? e.g. Drawing food to show that they are hungry or a 'Do Not Waste Food' sign when they are unable to finish what's in their plate! <b>Encourage</b> children to identify signs they see frequently e.g. figures for toilets, fork and knife sign for food, clinic sign, parking sign, speed sign, shopping mall, food outlets etc. <b>Encourage</b> your child to select books that interest him/her. Create an attractive reading area where you can read aloud and enjoy looking at picture books together and describing them. Read stories to your child every night before going to bed. <b>Encourage</b> 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 describe their drawings and marks. Even though their marks are not recognizable or don't show any resemblance, praise them after they have finished drawing by giving them stickers or hugs and high-fives.</p>	<p><a href="#">Logo Quiz</a></p> <p><a href="#">Starfall</a></p>

	<p><b><u>Jolly phonics</u></b>          Introducing the letter sounds- c/k, e, h, r , m, d          Revision /s/, /a/, /t/, /i/, /p/, /n/</p>	<p>Some activities that you can practice at home are making marks in sand, using a brush to make marks or using large-handed rollers.</p> <p><b>Encourage</b> your child to find things in the house beginning with the letter sounds taught. Find pictures or letter sounds in magazines, newspapers and various print media around their environment. Make shapes of letters using play dough or with paint. Label things at home etc.  <b>Show</b> and encourage them to blend and read: at, it, in, sat, pat, nit, tap, sap, pin, nip, pit, tip, cat, kit, pet.          Sight words to look and read: I, the, is, to</p> <p><b>Encourage</b> 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><b>Mathematics</b></p>	<p>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 the 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 are in a tray? e.g. Counting plastic spoons, and 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><a href="#"><u>Compare groups of objects</u></a></p>

		<p>This can help your child make some mathematical signs and communicate his/her thinking.</p> <p>You can set up fruit and vegetable shop role play, make price tags along with children and talk about mathematical concepts.</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><u>People and communities</u></b> Shows interest in different occupations and ways of life indoors and outdoors.</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.</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>Encourage</b> children to develop positive relationships with community members they come across, like house help, fire fighters, refuse collectors, delivery personnel etc. Speak about the importance of a doctor when someone falls sick or a shopkeeper working for long hours to be able to give service. Explain to them that life would be so different and difficult if these people wouldn’t be there around us to make living so comfortable.</p>	<p><a href="#">Guess my occupation</a></p>

<p><b>Expressive Arts and Design</b></p>	<p><b><u>Being imaginative</u></b> Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p><b><u>Music &amp; Movement (Vocalising &amp; Singing)</u></b> Merges elements of familiar songs with improvised singing.</p>	<p><b>Encourage</b> and support your child to construct blocks the way they want to make their imaginary models of places and landmarks in the environment. Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “I wonder what would happen if we use smaller blocks than the bigger ones.</p> <p><b>Encourage</b> children to join in singing familiar songs, but with a little variation. You can use household utensils like pans, spoons, plates to create music. For example, sing the song using the tune of “Here we go around the Mulberry Bush” by playing the music with different speeds and the words can be “This is the way we play them soft, play them soft, play them soft This is the way we play them soft, we can play them softly”. Children can make up their own words on familiar tunes.</p>	<p><a href="#">The Importance of Pretend Play</a></p> <p><a href="#">Songs</a></p>
<p><b><u>Coming up events</u></b></p>	<p>English and Humanities Week Safer Internet Day Lingo Fest Holy Month of Ramadan begins International Mother Language Day Zero Discrimination Day</p>	<p>Monday, 2<sup>nd</sup> February to Friday, 6<sup>th</sup> February 2026 Wednesday, 11<sup>th</sup> February 2026 Wednesday, 11<sup>th</sup> February to Friday, 13<sup>th</sup> February 2026 Tuesday, 17<sup>th</sup> February 2026 Friday, 20<sup>th</sup> February 2026 Friday, 27<sup>th</sup> February 2026</p>	