



The Winchester School

Family Learning Newsletter (Foundation Stage 1) March 2026



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p>Prime Area Communication and Language</p>	<p><u>Speaking</u> Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>Encourage 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>Share 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.</p> <p>You can also encourage them by extending their words into simple sentences.</p> <p>Encourage your child to ask questions about the topic of conversation or the stories being read.</p> <p>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>Share responsibilities while you cook and ask them what goes next in the food, why we add this... etc. as simple as making a vegetable/ cheese sandwich.</p>	<p>What and How questions through Sense</p> <p>Developing Simple to complex questions</p>
<p>Physical Development</p>	<p><u>Moving and handling</u> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons.</p>	<p>Encourage 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>Share your experiences and teach children skills of how to use tools and materials effectively and safely and give</p>	<p>Scissor cutting skills</p>

	<p><u>Health and self-care</u> Can mirror the playful actions or movements of another adult or child.</p>	<p>them opportunities to practice them. e.g. cutting with scissors for a purpose or using tools.</p> <p>Encourage your child to model simple movements such as clapping, stretching or animal walks. Offer opportunities for mirror play (e.g., standing face-to-face and copying each other’s actions). Provide positive verbal feedback when the child attempts to copy movements to build confidence.</p> <p>Share your experience by highlighting moments when your child confidently copied movements.</p>	
<p>Personal, Social and Emotional Development</p>	<p><u>Making relationships</u> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play.</p> <p><u>Understanding emotions</u> 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>Encourage positive adult support during play, allowing them to explore playing alone, alongside others, and in groups. Adults model how to invite others to play and gently support the child when they attempt to join in. Praise and reassurance are given to build confidence, helping the child develop social skills and enjoy positive interactions with peers.</p> <p>Talk to your child using warm, simple language to support their play with others. They model and encourage phrases such as, “Can I play with you?” or “Do you want to play with me?” Praise is given when the child plays alongside or with others, helping to build confidence and positive relationships.</p> <p>Encourage your child by modelling kind behavior and using simple language to talk about feelings during everyday interactions. When challenges arise, the child is guided to reflect on how their actions made others feel and is supported to make better choices next time. Praise is given when the child shows care, shares, or uses gentle words, helping to build confidence and reinforce positive behaviour in a supportive and nurturing way.</p>	<p>Early Year Play</p> <p>Good behavior</p>

<p>Leadership GEMstones (Diamond)</p> <p>March-Leading with Integrity Always do the right thing even though it's hard.</p>	<p>Emphasises honesty and staying true to one's values, even in tough situations.</p>	<p>Talk to your child using calm, simple language, helping them understand that words and actions can affect others' feelings. Feelings are named gently, and the child is encouraged to think about kinder choices. Praise is given for positive behaviour, and the child is supported to try again using kind words and gentle actions.</p> <p>Encourage your child do the right thing, even when it feels hard, through gentle guidance and positive reinforcement. Adults model honest and kind behaviour, talk simply about right and wrong, and praise good choices. By reassuring children during challenges and celebrating their efforts, adults help build confidence, self-control, and an understanding of right and wrong.</p> <p>Talk to your child using simple, clear, and positive language. Use phrases like, "I know it's tricky, but you did the right thing," or "Choosing to help your friend shows you are being kind." Gently explain why some choices are better than others and praise children when they try their best.</p>	<p>Building Trust</p>
<p>Specific Area Literacy</p>	<p>Reading Shows awareness of rhyme and alliteration.</p> <p>Books: <i>Lunch by Denise Fleming</i> <i>Oliver's Fruit Salad by Vivian French</i> <i>Oliver's Vegetables by Vivian French</i> <i>The Gingerbread man</i></p>	<p>Talk about words that sound alike or rhyme when reading books with rhyming words and books with alliteration and discuss what sound your child hears.</p> <p>Encourage your child to sing nursery rhymes and lay emphasis on the words that rhymes, e.g. Miss Polly had a dolly</p> <p>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.</p>	<p>Rhyming words game</p> <p>Alliteration</p>

	<p><u>Writing</u> Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p><u>Jolly Phonics</u> Introducing the letter sounds- /m/, /d/ and revision /c/, /k/, /e/, /h, /r/, /m/ and /d/ Blend and read: cat, kit, pet, hat, rat, mat, dad, dip Sight words: I, the, is, to, go.</p>	<p>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.</p> <p>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.</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.</p> <p>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.</p> <p>Encourage them to blend sounds and read words such as rat, mat, hat, red, him, can, den, pen, hen, men, dad, had. Sight words to look and say: I, the, is, to, we, go.</p> <p>Encourage your child to form 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>Share alliterative words and rhyming words by playing games.</p>	
<p>Mathematics</p>	<p><u>Numbers</u> Compares two small groups of upto 5 objects, saying when there are the same number of</p>	<p>Encourage your child to share objects between two toys, e.g. share different coloured fruits or vegetables between the two toys.</p>	

	<p>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>Encourage 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>Share 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>Encourage 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 children and talk about mathematical concepts.</p>	<p>Compares 2 groups upto 5</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><u>People and communities</u> Knows some of the things that make them unique, and can talk about some of the</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, beach, 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>Encourage your child to talk about their family members, their similarities and differences. Look at family pictures from the past and present.</p>	

	similarities and differences in relation to friends or family.	Share stories about people from the past who influence the present.	
Expressive Arts and Design	<p><u>Being imaginative and expressive</u> Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p><u>Music & Movement (Vocalising & Singing)</u> Sings to self and makes up simple songs.</p>	<p>Encourage your child to copy everyday routines such as cooking, shopping, or caring for dolls and teddies. Simple items like boxes, blankets, and old clothes can be used for pretend play and help children use their own ideas. Join in with play and follow the child’s lead to help build confidence, language, and imagination.</p> <p>Encourage 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>	Importance of pretend play

Coming up events

UAE Month of Reading	Monday, 2 nd March 2026
World Wildlife Day	Tuesday, 3 rd March 2026
International Writers Day	Tuesday, 3 rd March 2026
International Women’s Day	Friday, 6 th March 2026
International Day of Mathematics	Monday, 9 th March 2026
Emirati Children’s Day	Monday, 9 th March 2026
International Day for Forests	Tuesday, 10 th March 2026
International Day of Women and Girls in Science	Wednesday, 11 th March 2026
World Poetry Day	Wednesday, 11 th March 2026
World Water Day	Thursday, 12 th March 2026
Art Exhibition	Thursday - Friday, 12 th to 13 March 2026
Spring Break	Monday, 16 th March to Friday, 27 th March 2026