



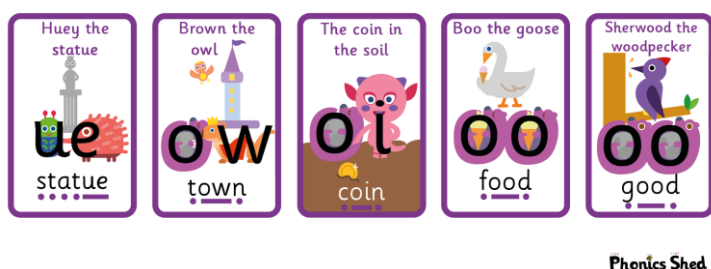
YEAR R NEWSLETTER 16.3.2026

Last week the children learned about a very important person who help us; 'Mothers'. We hope that you liked the beautiful cards made by the children. This week we will begin practice for our assembly which is next Friday 27th March and take part in an exciting art project which you will find out more about.

Phonics

This week we are learning:

Chapter 3 Set 3



Maths– Building 9 and 10

This week in Maths the children will be finding and making number bonds to ten. To support at home, you could give children 2 different sets of objects and ask them to arrange ten in different ways eg. 3 spoons and 7 forks, 4 bits of pasta and 6 grapes. This will help the children to get used to different ways of making ten before eventually knowing by heart their number bonds.

Parent consultations

The parent consultations will take place next week online and in person. If you haven't already booked your slot please do so. If you are not sure how to book please contact the school office. You will receive a report this Friday telling you how well your child is achieving, at this point in the year, across all 17 learning areas. More detail on an area of the Early Learning Goals is attached here. Remember the early learning goals are the expectation for the end of reception. Also this Friday 20th March the children will bring home their phonics books and maths books for you to look at with them. Please note that as our Maths lessons are mostly practical there is not very much in the books. Also we keep more Phonics learning in folders which we will not be sending home at this time. You will also receive your child's RE folder.

Please ensure that everything is returned to school on Monday 23rd March.

Early Learning Goals

This week's focus is :

Personal, Social and Emotional Development

Personal, Social and Emotional Development
Self-Regulation
• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Personal, Social and Emotional Development is a prime area of the early years foundation stage. PSED skills underpin children's development in all other areas and your child may struggle to learn in the school environment if they have not developed the appropriate social and personal skills.

This is a very big area and so over the next few weeks I will break it down into each individual area.

Self Regulation

Children at the expected level of development will:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Top tips to support your child's **Self Regulation** at home:

- Demonstrate to your child **how you deal with your feelings**, for example, 'I'm feeling angry right now and I need to calm down, so I'm going to...'
- Create a **bank of ideas** of things that can make people feel better. Talk to other family members about what makes them feel better.
- Where possible, **praise your child's positive behaviour**. When you need to reprimand your child, explain what it is they have done and why it is not acceptable.

- Share books and stories about **characters showing different behaviour**. Discuss 'goodies' and 'baddies' and their characteristics. Any story can be used for this – just think of the Big Bad Wolf!
- Show how people resolve conflict during **pretend play** with your child. Act out imaginary conversations between puppets/dolls/teddies, showing typical things that children argue about, such as both wanting the same toy. Discuss how these problems can be solved.
 - If your child struggles with changes to routine, **use picture cards and a Now/Next Visual Aid** to help them to see what is coming.
 - Discuss **'rules' and responsibilities at home**. Perhaps work with your child to develop a set of rules and discuss why rules are needed – to keep us safe, help us to get along, help us to manage difficult feelings. Give you child responsibility for something in the home eg. setting the table, helping with the dishes or emptying the dishwasher. <https://childdevelopmentinfo.com/chores/the-ultimate-list-of-age-appropriate-chores/>
- **Don't immediately stop a conversation with someone else** if your child interrupts you (it can be harder than you think!). Perhaps hold their hand and say, 'One minute', then give them your full attention when you are ready. This teaches them to wait for what they want but also models how to give attention and listen to someone else.
- **Encourage good manners**, including looking at people who are talking and responding even if engaged in another activity.
- **Set goals** that are achievable but also provide some motivation for your child. Do they really want to get a pin at school? **Make a plan** together about how they can get that and help them learn that they need to stick at it! Remember, being disappointed occasionally actually helps with this and is a normal part of life.

There is lots more advice and guidance for supporting children's psed here are some useful websites.

<https://www.surreycc.gov.uk/schools-and-learning/childcare-professionals/early-years-foundation-stage/personal-social-and-emotional-development>

<https://www.twinkl.co.uk/blog/8-activities-to-promote-psed-in-early-years>

If you have any concerns about your child's self regulation or would like more ideas about how to best support your child then please get in touch with me via the school office

Thank you for your continued support.