



# YEAR R NEWSLETTER 23.3.2026

This week rehearsals are in full swing for our assembly this Friday 27<sup>th</sup> March. We look forward to seeing you there at 2.15pm.

## Phonics

This week we will be revising the sounds taught from chapter 3 so far in preparation for assessment next week.

Later this week, I will also send home the high frequency words from chapter 3 so you can practice them with your child.

## Art Work

Last week the children completed some beautiful artwork of our class saint St Therese of Lisieux. For a donation of £2 this will be entered into a competition for a space on the bear that will form part of the Dartford Bear Hunt trail this summer.

A copy of the art has been sent home with the children today (we are keeping the originals safe). If you would like your child to enter the competition, please send £2 by Friday 27<sup>th</sup> March.

## Early Learning Goals

This week's focus is :

Personal, Social and Emotional Development

## Maths– writing numbers

This week we will be revising how to write numbers 0 to 10. I have taught the children some rhymes to help them remember the trickier numbers as outlined below. You may like to use them at home.

|   |                                                                   |
|---|-------------------------------------------------------------------|
| 2 | Half a heart says I love you,<br>now draw a line and it's a two!  |
| 3 | Around a tree, around a tree.                                     |
| 4 | Down and across and down once more, now we have the number four.  |
| 5 | It has a hat, back and belly. Five is alive!                      |
| 6 | Down you go and draw a loop, number six has a hoop                |
| 7 | Across the sky and down from heaven, now you have a number seven. |
| 8 | Draw a 's' and close the gate, now you have a number eight.       |
| 9 | Draw a loop and then a line, now you have a number nine.          |

### 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.

### **Managing self**

#### **Children at the expected level of development will:**

- 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.

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

**Many of the ideas from last week will also help to support your child's managing self.**

- Give your child **time** to learn new skills eg. they won't be able to tie their shoes but if you give them enough time to try and fail then they will learn and eventually they will get faster. This teaches them resilience.
- Linked to the above point- let your child do things **independently such as dress themselves**. You can supervise and talk them through challenges but avoid doing any part for them- this takes time and patience. The same is true for brushing their teeth. Set a timer, show them what to do and then coach **them** through doing it independently.
- Take part in **rainbow challenges and power projects**, they often cover many aspects of PSED and can help with your child's time management by setting aside time every week to do a small part.
- When playing games/races with your child **don't always let them win**. It is very important that they learn to understand the feeling of disappointment and how to overcome it.
- Let your child help you **make snacks**, talking about why some foods are healthy and others aren't

<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 management 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.**