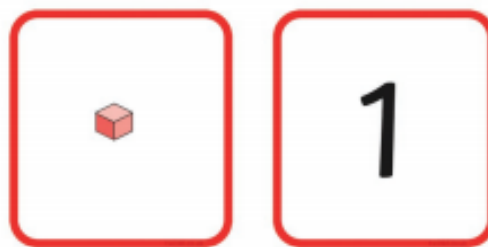


## Foundation

We started this week celebrating the start of spring with our British Nature Day where the children went on a walk around school looking for signs of spring, wrote a spring poem and drew daffodils. The children also enjoyed designing inventions; we had machines to make chocolate, tidy bedrooms, stop cats jumping on beds and defeat badies. They also tested the best material for making a paper aeroplane. Tuesday saw a continuation of our gymnastics lessons – photos can be seen on the [VLE](#)! In Maths we have been working with numbers to 50, placing numbers in order and thinking about one more, one less than a given number. For homework this week, we would like the children to match the number with its corresponding picture. You might like to extend this by thinking how many tens and extra parts the numbers are made up of.



As well as improving children's learning habits, over the year we also develop their emotional literacy. There are 5 key skills we teach: Recognising emotions in oneself and others; Understanding the causes and consequences of emotions; Labelling emotions accurately; Expressing emotions in ways that are appropriate for the time, place, and culture; and Regulating emotions. We want our children to be self-aware and relate well to others. We talk about emotion during our circles times with the whole class; for example we might show the children faces and ask them what they think each person is feeling, or when we read with the children we would ask them about the emotions different characters are feeling. We help children to recognise their own emotions by linking their physical experience of emotions with words; we might say, "I see you are frowning and crossing your arms. I do that when I feel frustrated or annoyed. How are you feeling? What happened that caused you to feel that way?" We encourage emotional play through the role play corner. However, we do set limits on their behaviour, giving positive praise for good behaviour, "I noticed how you shared the Lego with your friend." We also validate a child's emotions whilst reminding them of the rules, "I can see you are feeling cross but you need to remember to have kind hands." Below are some ideas for ways you can help with this at home:

- **Accept your child's emotions and their emotional responses.** Name the emotion for them and say things like: 'Oh, that sounds really frustrating,' or, 'How lovely, I can tell how excited you are.'
- **Label their emotions with them.** For example, say, 'You sound upset,' or, 'You look worried.'
- **Help them to recognise the signs about how others may be feeling.** In stories, books or TV programmes, ask open-ended questions such as: How is the character

feeling? How do you know he/she is feeling that way? Can you show me a \_\_\_\_ face? What happened that made the character feel \_\_\_\_? What happens that makes you feel \_\_\_\_? What could you do to help a friend who is feeling \_\_\_\_?

- **Recognise what motivates them to perform at their best.** Encourage your child rather than praise them: focus on celebrating the behaviour and effort, not just the result. Say things like, 'I've noticed that when things get difficult you just keep trying – that's fantastic'.
- **Model how to remain calm and in control when you are tired, angry or fed up.** Say, 'I've had a tough day at work – can we talk about this later when I've had a chance to relax?'

Next week, we will be finding out about the festival of Easter and having some egg-citing fun, as well as joining with the whole school eco-wellbeing day on Wednesday! Please remember to send in a plastic bottle for us to use by Monday.

Best Wishes,  
The Foundation Team