



The Winchester School

Family Learning Newsletter (FS2) – October 2023



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Prime Area Personal, Social and Emotional Development</p>	<p>Making Relationships: Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviour.</p> <p>Sense of Self: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p>Understanding emotions: Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</p>	<p>Talk about the point of view of others as you watch TV, read books or discuss other people with your child. For example, ask, "What do you think the character is feeling and thinking?" Show care toward others, such as helping the siblings or opening doors for others etc.</p> <p>Encourage your child to speak to others when he/she wants something or to ask questions. E.g. While shopping, encourage them to speak to the sales person to get information about the toy they want to buy and help them to ask questions. Encourage them to enact different roles.</p> <p>Talk, discuss and share opinions on how a meal tastes, how a picture looks etc. Appreciate your child's opinions and encourage them to listen and appreciate others. Ask them to give you feedback about the meal of the day.</p> <p>Share books with stories about characters that follow or break rules, and the effects of their behaviour on others e.g. Mr Men series. Make them understand what is right and wrong. Provide activities that encourage, give and take or sharing things to be fair.</p> <p>Be alert to justice and let your child see that they are addressed and resolved.</p>	<p>Relationship</p>  <p>Self-expression</p>  <p>Mr. Men</p> 

<p>Communication and Language</p>	<p>Listening and attention. Two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</p> <p>Understanding Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Encourage your child to 'listen and do'. Ask them to listen to instructions while completing other tasks. Play games like "Simon says..." with your child. Make a sandwich following the recipe.</p> <p>Encourage your child to talk about what is happening and to act out the scenarios in character. Share stories and discuss the characters. Try to ask open-ended questions. How do you know that...? Why do you think...? How can you tell the difference between _____ and _____?</p> <p>Share and join in Role-Play, encourage your child to talk about what is happening, and act out the scenario. Develop language skills through structured and unstructured discussions linked to books, topics, routines and events.</p>	 <p>Sharing stories</p>  <p>Role play</p> 
<p>Physical Development</p>	<p>Moving and handling: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Health and self-care: Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>	<p>Encourage your child to play games that involve skills such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Set up an obstacle course in your home/backyard with tunnels to crawl through, cones to weave around, hurdles to jump over, and balance beams to walk on. Children can choose different ways to navigate the course.</p> <p>Discuss with your child the importance of tidying up after play. Let them pick things and put them in the proper place. Talk to your child about the importance of following the safety rules while playing. For example, encourage them to wear a helmet while riding a bike etc.</p>	 <p>Safety</p> 

Specific Area Literacy

Reading

To begin to hear and say the initial sound in words.

Begins to segment the sounds into simple words and blend them together and knows which letters represent some of them.

Stories

Baby bear's goes Fishing by Beverley

Randell

Handa's Surprise by Eileen Browne

Oi get off our train by John Burningham

Writing:

To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.

To identify letters and writing recognisable letters in sequence, such as in their own name.

Jolly Phonics

Introduce letter sound of s, a, t, p, i, n, c, k, e, h, r, m, d. Jolly phonics recap of letters s, a, t, p, i, n, Blending consonant, vowel, consonant (CVC) words for reading and writing. High frequency words - at, a, as, in, it, is

Read a story to your child. Ask your child to clap when they hear words from the sound 's' in the story.

Model oral blending of sounds to make words e.g. 'Can you get your h-a-t hat?'

Play games like word letter bingo to develop your child's phoneme-grapheme correspondence.

Encourage your child to retell the story using props and story language. For e.g. Once upon a time, long ago in a far away. One bright summer morning etc. Help children to talk about different stories and discuss how they will act: -what part each child will play and what props they will need. Share the stories on endangered animals.

Encourage your child to write, even if they are scribbling and give them opportunities to practice writing by helping them sign birthday cards, write stories, and make lists.

Encourage your child to copy labels and posters from around the house. Encourage your child to make use of phonic knowledge as they attempt to write simple words.

Encourage your child to find the letters in their names from magazines, newspapers and unwanted books.

Model how to write names beginning with a capital letter, remember to follow by lowercase letters.

Talk to your child about the letters at the beginning of their own names and other familiar words. e.g. Ali, mum, dad, bag, bus. Model writing words so that your child can see spelling in action.

Encourage your child to form letters in flour or semolina.

Encourage your child to find objects around the house with the letter sounds 's, a, t, p, i, n, c, k, e, h, r, m, d'. Cut pictures from pamphlets, and old books for letter sounds e.g. socks, ant, tub, pan, igloo, cat, kite, egg, horse, rat, mat, dog, etc. Design a colourful, illustrative 'My Letter Sounds Booklet'.

Blending Sounds



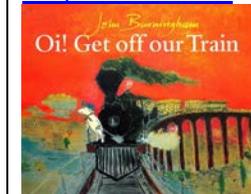
[Baby bears goes fishing](#)



[Handa's Surprise](#)



[Oi get off our train](#)



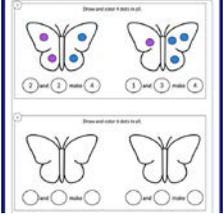
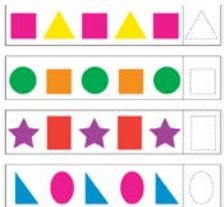
[Write Dance](#)

[Jolly Phonics Set 1](#)

[Jolly Phonics Set 2](#)

[Sight Words](#)



		<p>Encourage your child to form letters using playdough. Allow them to highlight the learnt letter sounds in story books, magazines/newspapers etc. Model and encourage your child to read simple words by sounding out the letter sounds and blending them to make simple words - sip, pit, tan, etc.</p> <p>Encourage your child to explore tricky words through games and songs. Ensure that they follow the Look, Cover, Write and Check method to develop mastery over the tricky words.</p>	
<p>Mathematics</p>	<p>Composition Show that numbers are partitioned in different ways with a range of objects.</p> <p>Pattern Chooses familiar objects to create and recreate repeating patterns.</p> <p>Spots patterns in the environment, beginning to identify the pattern "rule".</p> <p>Measures Beginning to experience measuring time with timers.</p>	<p>Provide a collection of small objects like buttons, beads, or building blocks. Ask the children to pick a number (e.g., 6) and represent it using the objects. They can arrange the objects in different ways to show that 6 can be partitioned as 3 + 3, 4 + 2, or 5 + 1.</p> <p>Encourage them to experiment with different numbers and arrangements.</p> <p>Encourage your child to use different objects, shapes and colours to create patterns.</p> <p>Take your child outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf. Support your child to copy the patterns and see if they can continue them. Encourage your child to use loose parts to make simple patterns for you to copy and continue.</p> <p>Create short stories or scenarios where time is a crucial factor. For instance, you can say, "Let's pretend we have 3 minutes to get ready for a spaceship launch!" Encourage your child to watch the timer as they complete their tasks within the set time.</p> <p>Set two timers simultaneously for a short duration (e.g., 1 minute) and ask your child to race against the timer. Challenge them to see how many tasks they can complete before the timer goes off. Enjoy the element of fun and urgency.</p>	<p>Partitioning</p>  <p>Patterns</p>  
<p>Understanding the World</p>	<p>People and communities Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>Encourage your child to create a drawing that represents themselves. Ask your child to include pictures, drawings, or words that reflect their interests, hobbies, and characteristics.</p> <p>Take a walk around the local neighborhood or community. Point out different types of building, parks, public spaces, etc. Discuss the roles of these places within the community.</p>	

	<p>The World Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Technology Completes a simple program on electronic devices.</p>	<p>Provide opportunities for children to talk about the similarities and differences between the observed surroundings. Engage in craft activities related to different cultural traditions. For example, making Japanese origami, Indian rangoli designs, or Mexican papel picado can be both fun and educational.</p> <p>Encourage your child to explore their immediate environment, in order to make them aware of features relating to the local area. E.g. Make visits to nearby supermarkets, hair salon, cafes or a public park.</p> <p>Encourage your child to use the computer to play games on numbers or spellings, find stories and search for pictures / images. Encourage your child to help to press the button at the pelican crossing, or speak into the intercom to tell somebody that you have come back.</p>	 
<p>Expressive Art and Design</p>	<p>Creating with materials: Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Being imaginative and expressive: Introduces a storyline or narrative into their play.</p>	<p>Provide your child with opportunities to use their skills and explore concepts and ideas through their representations. Encourage them to create interesting artwork using paint, colours, junk, etc.</p> <p>Play fictional characters in pretend settings. Encourage your child to act out their own original stories, using language from other contexts thus developing an understanding of story structure. Encourage your child to narrate the story in their own words.</p>	 
<p><u>Coming Up Events-</u></p> <p>World Habitat Day SEWA Day Road Safety Day World Space Week World Teacher's Day World Mental Health Day Global Dignity Day Mid-term break for students</p> <p>Monday - 2nd October Tuesday - 3rd October Wednesday- 4th October Wednesday to Friday 4th- 6th October Thursday – 5th October Tuesday - 10th October Wednesday, 18th October Thu, 19th October to Wed, 25th October</p>			