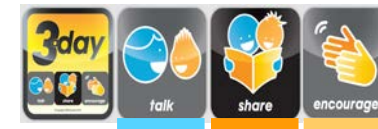











The Winchester School




Family Learning Newsletter (FS 1) – February 2024






Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
Prime Area Communication and Language	<p><u>Understanding</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p><u>Speaking</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p>	<p>Share new words in context of play and activities and explain their meaning. Talk using flashcards or picture books to let them understand the meaning of different actions. Share stories with your child and ask questions, e.g. Show where is your hat? Tell me, where is the girl? Tell me where is the remote? Show me by putting your toy under the chair.</p> <p>Encourage your child to initiate the conversation and talk about what they are doing, what they are playing with and everyday activities to develop good communication skills.</p> <p>Encourage your child to build their vocabulary by providing them with words to link their thoughts, (e.g. using and, because) and a range of experiences through Show and Tell, pretend play, pictures of family outings and bedtime stories.</p> <p>Share family photographs with your child and talk about the event with them. Encourage correct use of language by telling repetitive stories (stories having repetitive phrases like; 'Run, run as fast as you can...'), playing games which involve repetition of words or phrases and repeating a story.</p>	 <p>Where is it?</p> <p>Kids vocabulary - Where?(in, on, under) - Learn English for kids - English educational video</p> <p>Cause and effect with Why? and Because.</p> <p>And-Sight Word Song to teach the word "and"</p>
Physical Development	<p><u>Moving and Handling</u> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><u>Health and self-care</u> Observes and can describe in words or actions the effects of physical activity on their bodies.</p>	<p>Plan opportunities for your child to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, smooth floors and carpets. Observe them as they play and run in the playground and manage to protect themselves from the obstacles around them.</p> <p>Encourage them to hang upside down, roll on the floor, balance on one leg, swing backwards and forwards, roll down slopes, and spin round and round, allowing your child to help understand their sense of space and speed.</p> <p>Talk about why children should take care when moving freely. Notice if they frequently bump into obstacles or fall over, then talk with them about how they can move.</p> <p>Talk with children about why you encourage them to rest when they are tired. Encourage children to notice the changes in their</p>	 <p>Play safety in the Park Good Habits for Kids Nursery Rhymes & Kids Songs KoKo Koala</p>

		bodies after exercise, such as their heart beating faster, sweating, throat getting dry. Ask questions like, how do you feel after exercise, running or playing outdoors?	
Personal, Social and Emotional Development	<p><u>Making relationships</u> Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p><u>Sense of self</u> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p>	<p>Talk with your child about the importance of sharing and playing together. Provide resources or toys that promote cooperative play and engage in play with your child. Talk about why sharing is good for them and for others. You can say something like, 'When you share your toys with your friend, everyone gets to have fun'. Provide positive feedback as they role play being a doctor, daddy, mummy etc. Notice and acknowledge children's thoughtfulness towards each other as they imitate the way adults behave around them, explore new ideas and share feelings and emotions.</p> <p>Show trust in young children's abilities by displaying them how to use and care for materials, letting them try and notice when they need help; offering but not taking over. Whether it is solitary play, or alongside others, like in the park, or on a slide, going on a treasure hunt etc. Encourage your child to explore and talk about what they are doing, appreciating their ideas and ways of doing things. Offer help with activities when asked but not before and look at struggle and mistakes as important parts of learning.</p> <p>Talk to your child about their belongings. Encourage them to verbally express their preferences and choice to do an activity.</p>	 <p>I CAN DO IT, READ ALOUD</p> <p>Self Esteem for Kids Song Building Self Confidence Social Emotional Learning Videos</p>
Specific Area Literacy	<p><u>Reading</u> Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Books <i>Rumble in the jungle by Giles Andreae</i> <i>Dear Zoo by Rod Campbell</i></p>	<p>Talk about the marks or pictures your child sees around in the environment when you visit the park, mall, and beach or while travelling on the roads.</p> <p>Encourage your child to talk about different signs they see in the environment, e.g. Stop sign, traffic lights, zebra crossing etc. What do these signs mean?</p> <p>Can you make up your own sign to show what you want? e.g. Drawing food to show that they are hungry or a 'Do Not Waste Food' sign when they are unable to finish what's in their plate!</p>	 <p>Logo Quiz</p> <p>The Ultimate Logo Quiz for Smart Kids and Smart</p>

	<p><i>Giraffes can't dance by Giles Andreae</i> <i>My first visit to the dentist by Dr. Rose O. Wadenya</i> <i>Flashing fire engines by Tony Mitton</i> <i>Curious George and the fire fighters by H. A. Rey and Margret Rey</i> <i>When I Grow Up by Andrew Daddo & Jonathan Bentley</i> <i>The Berenstain Bears - On the Job (1-2) by Sheila Dinsmore</i> <i>Down on the farm by Merrily Kutner</i> <i>The Three Billy Goats Gruff by Paul Galdone</i></p> <p><u>Writing</u> Sometimes gives meaning to their drawings and paintings.</p> <p><u>Jolly phonics</u> Introducing the letter sounds- p, n, c/k, e, h, r</p>	<p>Encourage children to identify signs they see frequently e.g. figures for toilets, fork and knife sign for food, clinic sign, parking sign, speed sign, shopping mall, food outlets etc.</p> <p>Encourage your child to select books that interest him/her. Create an attractive reading area where you can read aloud and enjoy looking at picture books together and describing them. Read stories to your child every night before going to bed.</p> <p>Encourage your child to draw independently and use their imagination. Let them talk about their drawings and describe their drawing. Listen intently to your child as they describe their drawings and marks. Even though their marks are not recognizable or don't show any resemblance, praise them after they have finished drawing by giving them stickers or hugs and high fives. Some activities which you can practice at home are making marks in sand, using brush to make marks or using large handed rollers.</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, newspaper and various print media around their environment. Make shapes of letters out of play dough or with paint. Label things at home etc. Show and encourage them to blend and read: at, it, in, sat, pat, nit, tap, sap, pin, nip, pit, tip, cat, kit, pet. Sight words to look and read: I, the, is, to and go.</p> <p>Encourage your child to write 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>Parents Fun Way to Learn Famous Logos around you</p> <p>The Three Billy Goats Gruff</p> <p>When I Grow Up</p> <p>The Berenstain Bears-On The Job (1-2)</p> <p>Rumble in the jungle</p> <p>Dear Zoo</p> <div data-bbox="1789 651 2130 810">  </div> <div data-bbox="1845 837 2083 986">  </div> <p>Starfall</p> <p>Sounding, blending and reading</p> <p>Jolly Phonics songs GROUP 2</p>
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Mathematics	<p>Links numerals with amounts up to 5 and maybe beyond.</p> <p>Creates their own spatial patterns showing some organisation or regularity.</p>	<p>Encourage your child to sing songs like 1, 2, buckle my shoe, the ants go marching, 1, 2, 3, 4, 5 once I caught, 5 little ducks and many more.</p> <p>Talk to them about counting objects with emphasis on the cardinal principle: 1, 2, 3, there are three cups. Invite children to count out a number of things from a larger group, e.g. Can you get five crackers?</p> <p>Show them how numbers can be formed and encourage them to attempt creating numbers.</p> <p>Encourage children to use their fingers to show an amount e.g. when asking another child to share resources, to show on their fingers how many they need.</p> <p>Talk with your child about the patterns they notice around them. Share and help them to recognise the patterns they make in their drawings and construction.eg. placing a red block then a blue block, red block, blue block and so on....</p> <p>Plan opportunities for your child to experience pattern in music and action games that involve repeated sounds or actions, e.g.: clap, jump and so on.</p> <p>Encourage them to observe the patterns in their routines by asking what comes next.</p> <p>Provide a range of items for free exploration of patterning indoors and outdoors including natural materials, pattern blocks, loose parts, mats, trays and strips. Whilst playing alongside children, model simple repeating patterns of two or three items and encourage children to create and continue patterns. Share and model arranging objects in spatial patterns when building, collaging or playing with loose parts.</p>	<p>Nursery rhyme: 1,2,3,4,5 once learning to count Five little ducks</p> <p>Number formation</p>  <p>Children and patterns</p> 
Understanding the World	<p><u>The World</u></p> <p>Shows care and concern for living things and the environment.</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, airport, flowers and plants in the garden, animals in the zoo, toys etc.</p> <p>Encourage and talk to your child to be kind to animals e.g. No hitting, no teasing, no feeding the animals in the zoo, how to take care of pet animals. How do we take care of plants? How can we keep the parks clean? Talk to them about the</p>	 <p>Living things</p> <p>Needs of a plant</p>

	<p><u>People and communities</u> Shows interest in different occupations and ways of life indoors and outdoors.</p>	<p>importance of taking care of the environment and places like parks, beaches and malls.</p> <p>Encourage children to develop positive relationships with community members they come across, like house help, fire fighters, refuse collectors, delivery personnel etc. Speak about the importance of a doctor when someone falls sick or a shopkeeper working for long hours to be able to give service. Explain to them that life would be so different and difficult if these people wouldn't be there around us to make living so comfortable.</p>	
<p>Expressive Arts and Design</p>	<p><u>Creating with materials</u> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating space.</p> <p><u>Music & Movement (Vocalising & Singing)</u> Merges elements of familiar songs with improvised singing.</p>	<p>Encourage and support your child to construct blocks the way they want to make their imaginary models of places and landmarks in the environment. Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if we use smaller blocks than the bigger ones.</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>	<p>Playtime with Building Blocks Little Angel Nursery Rhymes and Kids Songs</p>  <p>Building Blocks for Kids Block Building Games Block for Kids</p> 
<p><u>Coming up events</u></p>	<p>Safer Internet Day / Art Exhibition / Lingo Fest International Mother Language Day Humanities Week</p>	<p>12th – 16th February 2024 (Monday – Friday) 21st February 2024, Wednesday 26th February to 1st March 2024, Monday - Friday</p>	