





The Winchester School

Family Learning Newsletter (FS 2) – April 2020



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 Relationship: Shows sensitivity to other's needs and feelings, and forms positive relationships with adults and other children.</p> <p>Self-confidence and self-awareness: Takes account of one another's ideas about how to organise their activity.</p> <p>Managing feeling and behavior: They talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Talk to your child how they feel. Label the emotion. Ask your child to create that face using a felt kit or by drawing.</p> <p>Talk about why they are experiencing this particular emotion and what happened during the day to bring it on. If their emotion requires special sensitivity (such as anger, frustration, sadness, or confusion) ask them how someone could help them work through it. Some suggestions may include getting a hug, having some quiet time, talking things over with a loved one, or exercising.</p> <p>Encourage your child to make new friends when they go to park or any party. Ensure that they take turn, share and involve other children in group activities.</p> <p>Talk about understanding feelings, problem solving and controlling anger e.g. help your child to recall how they felt/reacted if they were playing with a toy and his/her friend or sibling grabs the toy. What did he/she do? Use puppets to play different roles in pretend situations like when they are happy, excited, or felt lonely. How would it feel if someone took one of your toy without permission? Talk to your child through positive reinforcement. For example, instead of saying "Don't jump on the couch," try saying "it is good manners to sit on the sofa with your feet down". Always remember to praise, encourage and be positive with children when disciplinary measures are needed.</p>	<p>Useful website</p>  <p>Positive Relationship</p> <p>Controlling anger</p> 

Communication and Language

Listening and attention:

They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.

Understanding:

Children follow instructions involving several ideas or actions.

Speaking:

Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Develops own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling:

They move confidently in a range of ways, safely negotiating space.

Heath and self-care:

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Ask your child to repeat what you have said, for example, after giving an instruction.

Read stories – **Encourage** your child to predict the ending or retell the best part (make the story interactive).

Identify sounds – play or make sounds while your child's eyes are closed and they must try to identify the sound / what has caused it Example: a drum beat, etc.

Children will play 'Simon says' or any game that involves several instructions.

After you give an instruction, wait a few seconds, without repeating what you said. Children then learn to listen calmly to instructions given once.

Encourage your child to tell a story, plan out a schedule, give a series of directions in writing, and so forth, Make sure that you highlight past, present and future.

Encourage children to predict possible endings to stories and events. Make sure that you are modelling correct grammar to children.

Talk with children about the need to match their actions to the space they are in. Plan activities where children practice moving in different ways and different speed, balancing, target throwing, rolling, kicking and catching.

Encourage your child to have a running race and observe how they are spacing themselves. Play a game by putting a colour on the floor tiles in the bedroom and choose to jump on any one colour. Play outdoor games like dodge ball, football, cricket etc.

Talk about hygiene, how we must brush our teeth before sleeping, wash our hands before eating, comb our hair, trimming our nails etc.



[Listening](#)



[How to wash hands](#)

Literacy

Reading

They use phonics knowledge to decode regular words and read them aloud accurately.

Reads and understands simple sentences.

They also read some common irregular words

Stories

Man on the moon by Simon Bartram

Whatever next by Jill Murphy

How to catch a star by Oliver Jeffers

Writing:

They use phonics knowledge to write words in ways which match their spoken sounds.

They write simple sentences which can be read by themselves and others.

Children use their phonic knowledge to write words in ways which match their spoken sounds.

Jolly Phonics

Introduction of **qu, ou, oi, ue, er and ar** digraphs.

Recap of **s,a,t,p,i,n** sounds

Blending consonant, vowel, consonant (CVC) words for reading and writing.

Blending and reading of words in letter and sound book.

High frequency words- out, so, one, do, could, would, should, you, there, them, then, this, with, are, you, her, were

Mathematics

Numbers:

Children count reliably with numbers from one to 20, place them in order and say which number is one

Share and read words and simple books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. **Encourage** children to find out complex words using dictionaries and newspapers.

Provide varied texts and **Encourage** your child to use all his/her skills including their phonic knowledge to decode words.

Encourage your child to make up their own stories looking at Picture books or books with simple words and sentences.

Share and read books about stars, planets and space and share their reasons for opinion.

Encourage your child to write High Frequency words and frame sentences for them. Make story books and encourage them to share with friends or read to them. Provide a range of opportunities to write for different purposes about things that interest your child.

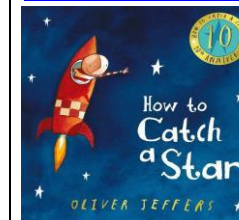
Encourage your child to write on ruled lines keeping in mind formation and size. Demonstrate writing so that the child can see spellings in action.

Encourage them to write the word by sounding out. Find things with letter sound of letters s,a,t,p,i,n sounds. Find the sounds in books and magazines and highlight the words. Practice writing and reading High Frequency words by look say, cover, write and check.

Encourage your child to make up their own story problems and solve.

Reading

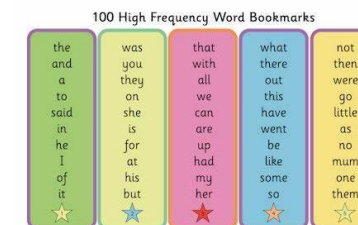
How to catch a star



Writing sentences



High Frequency words



Understanding the World

more or one less than a given number.

They use quantities of objects, adds and subtracts two single digits.

Space, shapes and measures:

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

The world

Children know about similarities and differences in relation to places, objects, materials and living things.

Technology

They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and using media and materials

They safely uses and explores a variety of colours, designs textures forms and functions.

Ex, My mum gave 4 chocolates and my dad gave 4 more, How may chocolates do I have all together?

Provide a wide range of number resources and encourage your child to be creative in identifying and devising problems and solutions in all areas of learning.

Play peek-a-boo, revealing shapes a little at a time and at different angles, asking your child to say what they think the shape is. Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes.

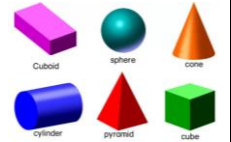
Collect and **share** pictures of spaceship, allies, and astronaut. Look for more information about space and moon. **Talk** about the phases of the moon and make a picture booklet.

Provide a range of materials and objects to play with:- that work in different ways for different purposes. Example, egg whisk torch, other household implements, pulleys, construction kits and tape-recorder.

Go on a nature walk gather thing like twigs leaves of different colours shapes, stones, barks branches etc. **Encourage** your child to create something from all that was collected and talk and share ideas. E.g. make a photo frame with branches tied up, make a butterfly with leaves etc. **Encourage** children to notice change in properties of media




Addition and subtraction



3D shapes



	<p>Being imaginative To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>as they are transformed. E.g. through becoming wet, flaky or fixed.</p> <p>Encourage your child to watch nursery rhymes and simple songs on You tube and join in the singing. Encourage them to change the words within the songs. Encourage your child to use resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. E.g. making tall buildings using blocks or different shapes, mixing primary colours to get a new colour, etc.</p>	
<p>Arabic for Arabs</p>	<ol style="list-style-type: none"> 1. أن يميز التلميذ أشكال وأصوات حروف الهجاء (ع - غ) . 2. أن يحدد التلميذ صوت الحرف مع الحركات القصيرة 3. أن يحدد التلميذ صوت الحرف مع الحركات الطويلة (ا- و-ي) 4. أن يكتب التلميذ الحرف بصورة صحيحة. 5. أن يدلل التلميذ بكلمات تتضمن تلك الحروف. 	<ul style="list-style-type: none"> - مساعدة الابن في نطق الحروف بصورة صحيحة. - مساعدة الابن في كتابة الحروف بشكل صحيح . - جمع صور لكلمات تحوي هذه الأحرف. - مساعدة الابن في إعداد معجم صغير مرفق بالصور عن هذه الأحرف - إملاء الحروف التي تم تعلمها بصورة دورية . - ربط الحروف الهجائية بحياته اليومية من خلال البحث في أعباه أو داخل البيت أو خارجه عن أشياء تبدأ بالحروف التي تعلمها . 	<p>حروفى العربية</p> <p>أنشودة الحروف العربية</p> <p>أنشودة الحروف</p> <p>تعلم الكتابة باللغة العربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Islamic for Arabs</p>	<p>أن يراجع التلميذ سورة النصر. أن يحفظ التلميذ سورة المسد. أن يتعلم التلميذ أحترم أسرتي. أن يستنتج التلميذ أركان الإسلام.</p>	<p>يساعد ولي الأمر التلميذ في:</p> <p>مساعدة التلميذ في الاستماع لسورة المسد. مساعدة التلميذ في تلوين الآيات. مساعدة التلميذ في حفظ سورة الناس مساعدة التلميذ في مساعدة الآخرين.</p>	<p>سورة النصر</p> <p>سورة المسد</p> <p>أنا أساعد أبي وأمي</p> <p>أركان الإسلام</p>

Arabic for Non Arabs	<ol style="list-style-type: none"> 1- To distinguish Tashkeel (Arabic vowels) and how to use. 2- To know how to write Arabic letters (ص – ض – ط - ظ). 3- To Know some Arabic words starting with these letters (ص – ض – ط - ظ) 4- To revise some Arabic letters and words. 	<ol style="list-style-type: none"> 1- To encourage your child to practice writing the letters and the words he or she has already learnt at school and draw them. 	<p style="text-align: center;">Arabic alphabets</p> <p style="text-align: center;">Learn Arabic Writing</p> <p style="text-align: center;">Learn Arabic numbers</p>
Islamic for Non Arabs	<ol style="list-style-type: none"> 1- To memorize Surat Al-Kaferoon by heart. 2- To revise surat An-Nas. 3- To know the pillars of Islam 4- To conclude Mosque etiquettes. 	<ol style="list-style-type: none"> 1- To help him or her to listen to Surat Al-Kaferoon more than once. 2- To help him or her memorize Surat Al-Kaferoon by heart. 3- To help him or her to color some pictures about The pillars of Islam. 4- To help him or her to say Du'aa of entering to Mosque. 	<p style="text-align: center;">Surat Al-Kaferoon</p> <p style="text-align: center;">Surat An-Nas</p> <p style="text-align: center;">Pillars of Islam</p> <p style="text-align: center;">Dua for entering the Mosque</p>

Up Coming Events-

FS 2 Graduation

Transition

