









The Winchester School

Family Learning Newsletter (FS 1) – February 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p>Prime Area Personal, Social and Emotional Development</p>	<p><u>Making relationships</u> Keeps play going by responding to what others are saying or doing.</p> <p><u>Self-confidence and self-awareness</u> Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>Encourage your child to choose to play with friends in their play group or outdoor play area. Invite your child’s friends at home and provide toys such as building blocks that requires children to collaborate with one another.</p> <p>Join children while playing with small world toys to encourage your child and his/her friends to share their ideas with each other and keep playing.</p> <p>Take your child to the park and encourage him/her to play and interact with other children.</p> <p>During weekends and long breaks, invite your child’s friends at home to have a Play date.</p> <p>Encourage your child to talk to their friends about their favourite toy animals and why they like that toy. E.g. Where does that animal live? What food does that animal like to eat? How is this animals different from the other animals?, etc</p>	 <p>Let’s play hide and seek</p> 
<p>Communication and Language</p>	<p><u>Listening and attention:</u> Listens to stories with increasing attention and recall.</p> <p><u>Speaking</u> Beginning to use more complex sentences to link thoughts. E.g. using and, because.</p>	<p>Encourage your child to retell the story in their own words or read picture stories and ask questions. For example, where did the story take place (park, jungle, school, home...) Encourage them to name the characters in the story and describe the story setting.</p> <p>Talk to them about the story after reading and ask them about their favourite part or what scared them or made them feel sad/excited. Use this opportunity to observe if they have understood the underlying feelings of the characters.</p> <p>Share and model being a good listener by listening to children and take into account of what they say in your response to them.</p> <p>Talk to your child and help them narrate an event in chronological order using various connectives such as and, because. Example: We first went to the supermarket, then we went to the park <i>and</i> finally we came home for dinner. Encourage children to expand on what they say, reinforcing the use of sentences. Example: I</p>	 <p>I see who, at the zoo?</p> <p>The mixed-up chameleon</p> <p>I am special because ...</p>

		had to visit the dentist <i>because</i> I had a toothache.	
<p>Physical Development</p>	<p><u>Moving and Handling</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Uses one-handed tools and equipment, e.g. make snips in paper with child scissors.</p>	<p>Plan activities where children can practise moving in different ways and at different speeds, balancing, throwing, rolling, kicking and catching.</p> <p>Share ideas and let your child take the lead in games such as follow the leader. Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither' and vocabulary of instruction e.g. 'follow', 'lead' and 'copy'.</p> <p>Encourage and make time to enjoy energetic play with your child daily. Have large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</p> <p>Talk about why children should take care when moving freely. Practise movement skills through games with beanbags, cones, balls and hoops.</p> <p>Talk and model to your child on how to hold one-handed tools such as pencils, crayons, paint brushes, scissors, tongs, droppers, pegs and many more with their thumb and two fingers. Pencils and other writing tools are used for writing/drawing but we should use them carefully keeping in mind not to hurt others or ourselves.</p> <p>Share your experiences and teach children how to use tools and materials effectively and safely and give them opportunities to practise them. E.g. cutting with scissors or using gardening tools along with you.</p>	 <p>Physical activity</p> <p>Active movement</p>   <p>Fine motor skills</p>

**Specific Area
Literacy**

Reading

Looks at books independently.

Books:

One day in the jungle

The smartest giant in town

The ant and grasshopper

The Gruffalo story

Goldilocks and the three bears

The selfish crocodile

Writing

Ascribes meanings to marks that they see in different places.

Jolly phonics

Introducing the letter sounds- c/k, e and recap of s,a,t,p,i,n

Provide books containing pictures that interests children.

Encourage them to read by themselves and share their thoughts by looking at the pictures.

Talk about the marks or pictures your child see around in the environment when you visit the park, mall, and beach or while travelling on the roads.

Encourage and **talk** to your child to draw and talk about different signs they see in the environment.e.g. Stop sign, traffic lights, zebra crossing etc. What do these signs mean?

Can you make up your own sign to show what you want? e.g. Drawing food to show that they are hungry.

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, etc.

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.

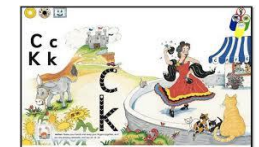
Encourage your child to write letters in the sand, in the air and on your back. Play word bingo where each player has to give a word beginning with a given sound.



[Goldilocks and three bears](#)

[The smartest giant in town](#)






[We are going on a bear hunt](#)




[Website for Jolly phonics](#)

[Starfall: website for phonics](#)

[Jolly phonic songs for Group 1](#)

<p>Mathematics</p>	<p><u>Numbers</u> Compares two groups of objects, saying when they have the same number.</p> <p><u>Shape, space and measure</u> Uses positional language.</p>	<p>Talk and explain to your child the concept of estimate/guess. Encourage your child to understand this concept by filling in 2 zip lock bags with the same amount of pastas and the third zip lock bag with a little less or more amount. Ask them to estimate/guess which two bags out of the three have the same amount.</p> <p>Helping to share out sweets/balloons so that everyone has the same amount. Sharing out is the beginnings of division. Create opportunities for children to separate objects into unequal groups, as well as, equal groups. Eg. Give children different coloured cars/toys/dolls/straw to sort and then encourage them to find ways to make the 2 sets equal. Should we add more or take away in order to make the two sets equal. Repeat vocabulary words like sort, more, less, same, different, equal, add, take away, altogether.</p> <p>Encourage your child to identify the place of objects by playing games involving children to position their toys inside, behind, on top, under a box.</p>	  <p>Online games on Positional Language</p> <p>Some more online games on Positional Language</p>
<p>Understanding the World</p>	<p><u>The world</u> 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 eg. 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 eg. 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 importance of taking care of the environment and places like parks, beaches and malls.</p>	 <p>Living things</p>  <p>Needs of a plant</p>
<p>Expressive Art and Design</p>	<p><u>Exploring and using media and materials</u> Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</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 one?"</p>	

	<p><u>Being Imaginative</u> Uses movement to express feelings.</p>	<p>Tell a story to your child that requires movement to express their feeling e.g. We are going on a bear hunt.</p>	
	<p><u>Coming up events:</u> Character Day: Parent Engagement-Animal Jamboree: Mid-term Break</p>	<p>Monday, 3rd February 2020 Thursday, 6th February 2020 Thursday, 13th Feb to Thursday, 20th Feb. 2020</p>	