



The Winchester School

Family Learning Newsletter (FS 2) – March 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Prime Area Personal, Social and Emotional Development	<p>Making Relationships: They take account of one another's ideas about how to organise their activity.</p> <p>Managing feelings and behaviour: They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self – confidence and Self- awareness Can describe self in positive terms and talk about abilities.</p>	<p>Encourage children to explore and talk about what they are learning, their ideas and ways of doing things. Talk to your child about how they can confidently talk to others. E.g. to seek help or check information.</p> <p>Encourage children to practice sharing, taking turns, resolve conflicts, and feel the joy of friendship. You can use playtime with peers to nurture relationship-building skills by: asking children to imagine how their behaviour might affect others: "I see that you told Greta that she can't play ball with you. How do you think that made her feel?"</p> <p>Encourage your child to talk about activities that they are able to do. For example, I can put my things away. I can draw a happy face. I can eat by myself. My friends and I paint and then we wash the brushes. Recognising and enjoying children's success with them helps them to feel confident.</p>	<p>sharing ideas</p>  <p>What makes a good friend</p> 
Communication and Language	<p>Listening and attention They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.</p>	<p>Encourage Show and Tell activities where they talk about toys or other objects. Also include activities that involve describing and guessing games. Use timers to help extend concentration of your child if they find it difficult to focus their attention on a task. Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds they can hear such as long, short, high, low.</p>	<p>Listening and attention</p>  <p>Study Skills and Attention</p>

**Physical
Development**

Understanding

Able to follow the story without pictures or props

Speaking

Children express themselves effectively, showing awareness of listeners' needs.

Moving and handling:

Uses simple tools to effect changes to materials.

Health and self-care:

Shows understanding of the need of safety when tackling new challenges, considers, and manages some risks.

Share a book together and ask your child to draw a map of the story. Initially let your child see the illustrations in the story and once they are used to the idea of drawing story maps you can move on to not showing the illustrations. As you read a story ask your child to act it out along with you.

Talk about why it is important to pay attention when others are speaking.

Share story books with your child and encourage them to talk about what is happening and to act out the scenarios in character.

Talk to your child how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them. Model language appropriate for different audiences, for example, a visitor.

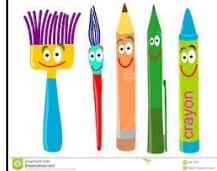
Encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod.' Provide play resources including small world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.

Discuss with your child why they feel hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.



[Express themselves](#)

[Handling tools](#)



[Be safe](#)

**Specific Area
Literacy**

Reading

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

Children read and understand simple sentences.

Stories

“Mr. Gumpy’s Motor Car” by John Burningham.

Oi get off the train

Writing:

Attempts to write short sentences in meaningful contexts.

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

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

Encourage to read more books on growth (plants and animals). Help children to talk about different stories and discuss how they will act, what part each child will play and what materials they will need. Set up a stage at home and enact a story. Include props, simple dialogues, costumes etc.

Share and read information books on different animals. Try to find out the different features of each animal. Ex. Day and night animals.

Look at a website with good pictures of animals.

Encourage your child to go through the picture galleries and recognise the different animals. Talk about endangered, extinct, farm and wild animals

Demonstrate writing so that the child can see spellings in action.

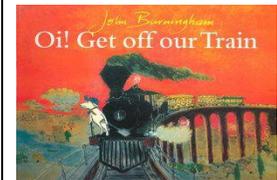
Encourage your child to look at a picture and write a sentence about it.

Encourage your child to write about their favourite animal. Let them use descriptive words for their writing, Example- big elephant, tiny cat etc.

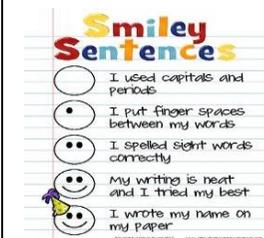
Encourage your child to make their own storybooks by drawing, cutting and sticking of pictures and writing, words, simple sentences etc.



[Reading sentences.](#)



[HF words](#)



Mathematics

Jolly Phonics

Recap of letter sounds **w,ng,v**

Introduction of oo,oo,y,x,ch,sh,th,th and qu

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

Blending and reading of words in letter and sound book.

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

Numbers:

Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

Space, shapes and measures

Uses everyday language related to time.

Encourage them to write the word by sounding out the individual letter sounds they can hear.

Find things with letter sound of oo,oo,y,x,ch,sh,th,th and qu

Find the sounds in books and magazines and highlight the words.

Practise writing and reading High Frequency words by look say, cover, write and check.

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.

Share and help your child to count objects (fruits, vegetables, toys) and add 1 or more.

You may use a staircase to show a starting point and how you arrive to another point when one more added.

Share and add one or 2 more to a given number on fingers or objects.

Talk about time E.g. (what time you wake up, lunch time, dinner time.)

Encourage children to recognise /identify time to go to bed, watching T.V for a given time, time to play and read.

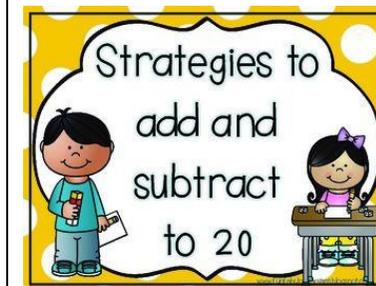
Share and play games on time. Eg, How many times can you jump in 1 minute. Stand on one foot for 1 minute.

Share photos of when they were a baby till present day photograph. Put them together on display.

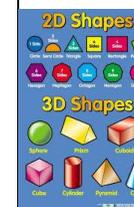
Talk about when they were babies and ask them about growing up and what changes have happened, e.g. they have grown bigger, can walk, skip etc. Ask children for idea about what they can do when they were ages 1, 2etc

Encourage children to 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, what else it could be or what it could not be. Introduce children to the use of mathematical

[addition](#)
[less than](#)



[Time](#)



[3D shapes](#)

	<p>Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes</p>	<p>names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes.</p>	<p>Shape sequencing</p>
<p>Understanding the World</p>	<p>People and communities Enjoys joining in with family customs and routines.</p> <p>Recognise and describe special time or events with family customs.</p> <p>The World Looks closely at similarities, difference, patterns and change.</p> <p>Technology Uses ICT hardware to acquire new interests and skills.</p>	<p>Encourage children to talk about different countries weather and their clothing, food they eat, festival they celebrate etc. Take them to Global Village to see the stalls put up by the different countries.</p> <p>Talk to your child about the different festivals and how they are celebrated. Discuss what gifts you are going to buy for your family.</p> <p>Share and Talk about sending Greetings to their friends and relatives.</p> <p>Encourage your child to observe things around them. Show them pictures/videos, currencies, books, etc. of your past and let them compare it with their present.</p> <p>Encourage your child to talk about living and non- living things. Identify the difference between both and record it on paper/ by camera or video.</p> <p>Encourage the child to use the computer to play games, find stories and search for pictures/ images.</p> <p>Encourage your child to help press the button at the pelican crossing, or speak into the intercom to tell somebody you have come back.</p>	<p>Festival around the world</p> <p>Living and non-living</p> 
<p>Expressive Arts and Design</p>	<p>Exploring and using media and materials Children safely use and explore a variety of materials, tools and techniques</p> <p>Being imaginative Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Encourage your child to create something from all that was collected and talk and share ideas. e.g. make a helmet for the spaceman using card board box.</p> <p>Play family game such as snake and ladder</p> <p>Encourage children into imaginary role plays.</p>	

		Encourage children to set different materials to create a scene set up to develop their projects and ideas being a part of the play and use different materials around the house to dress up and enact the story, pretending to be a chosen character from the story.	Enacting the stories using props
Arabic for Arabs	<ol style="list-style-type: none"> 1. أن يميز التلميذ أشكال وأصوات حروف الهجاء (ض - ط - ظ). 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 تمّ تعلمها بصورة دورية . - ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت أو خارجه عن أشياء تبدأ بالحروف التي تعلمها . 	حروفى العربية أنشودة الحروف العربية أنشودة الحروف تعلم الكتابة باللغة العربية قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر سورة الناس سورة النصر بر الوالدين مساعدة الآخرين
Islamic for Arabs	<p>أن يراجع التلميذ سورة الناس.</p> <p>أن يحفظ التلميذ سورة النصر.</p> <p>أن يتعلم التلميذ بر الوالدين.</p> <p>أن يستنتج التلميذ أهمية مساعدة الآخرين.</p>	<p>يساعد ولي الأمر التلميذ في:</p> <p>مساعدة التلميذ في الاستماع لسورة النصر.</p> <p>مساعدة التلميذ في تلوين الآيات.</p> <p>مساعدة التلميذ في حفظ سورة الناس</p> <p>مساعدة التلميذ في مساعدة الآخرين.</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 (س - ش). 3- To Know some Arabic words starting with these letters (س - ش) 4- To revise some Arabic letters and words. 	1- To encourage your child to practice writing the letters and the words he or she has already learnt at school and draw them.	Arabic alphabets Learn Arabic Writing Learn Arabic numbers
Islamic for Non Arabs	1- To memorize Surat An-Nas by heart.	<ol style="list-style-type: none"> 1- To help him or her to listen to Surat Al-Falaq more than once. 2- To help him or her memorize Surat Al-Falaq by heart. 	Surat Al-Falaq Surat An-Nas

- 2- To revise surat Al-Falaq.
- 3- To know the etiquettes of washroom.
- 4 - To conclude the etiquettes of home.

- 3- To help him or her gather pictures about mercy.
- 4- To help him or her to say Du'aa when leaving home and when enter to home.

[Dua for going to the toilet](#)

[Duaa before entering the toilet](#)

[Duaa of leaving home](#)

Up Coming Events-

Pyjama party-4th March

Field trip-12th March

Dreams and Aspirations-16th March

International Day of Happiness-19th March

PTM - 26th March

Spring Break 27th March-11th April

