







# The Winchester School

## Family Learning Newsletter (FS 1) – April 2021



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Prime Area</b> <b>Personal, Social and Emotional Development</b></p>	<p><b><u>Self-confidence and self-awareness</u></b> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><b><u>Managing feelings and behaviour</u></b> Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><b>Encourage</b> your child to speak and respond to other children in parks, parties and other outdoor areas while playing. <b>Share</b> about different kinds of strangers like safe strangers who help us. For e.g. Doctor, dentist, teacher, policemen, etc. <b>Talk</b> to them that all strangers are not safe and some could harm them. Avoid talking and taking anything from those strangers.</p> <p><b>Encourage</b> your child to share and talk about different events that take place in the class like show and tell, story time, water play, bike area and many more. Share your experience of being home bound during the COVID-19 pandemic and the preventive measures taken to keep ourselves safe. Talk about what you and your child enjoyed the most during that time and what they missed.</p> <p><b>Encourage</b> your child to choose the right behavior in different events and places. For e.g. prior to the visit, discuss about what they should expect and what you expect from them - We will go to the cinema, we will watch the movie sitting down - so everyone can see, we will talk in whispers so others are not disturbed. You can even share different scenarios with them and ask them what they think about it, such as – You are at the movies and there is a child jumping on seats and talking aloud – ask your child what they think about it take the conversation deeper by asking why and sharing your expectations clearly</p>	<p><a href="#">Video on Stranger Danger</a></p>  <p><a href="#">I can make good choices</a></p>

<p><b>Communication and Language</b></p>	<p><b><u>Speaking</u></b>          Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p>	<p><b>Encourage</b> your child to ask how, when, what and who questions. For e.g. What did the Little Red Hen do with the grains? Why did the Little Red Hen eat the bread alone? When did the dog and cat offer to help the Little Red Hen?</p> <p><b>Encourage</b> your child to expand on what they say by reinforcing them to speak in complete sentences by questioning them, for e.g., What is their favourite food and why? What are the foods that make them healthy and strong? Name few junk foods and why should we eat them in small quantities?</p> <p><b>Talk</b> and emphasize on connectives (and, because, but, then, if, or) while discussing about a character from the stories you are reading at home and explore that character's nature.</p>	 <p><a href="#">Developing critical thinking skills</a></p>
<p><b>Physical Development</b></p>	<p><b><u>Moving and handling</u></b>          Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><b><u>Health and self-care</u></b>          Understands that equipment and tools have to be used safely.</p>	<p><b>Talk</b> and model to your child on how to use scissors, glue-stick, colour pencils, crayons, spades, etc. in the right manner. Show them how to handle the scissors carefully and <b>talk</b> to them that scissors are used for cutting paper and we should not hurt anyone or ourselves with it. Pencils and other writing tools are used for writing/drawing but we should not put them in our ears or poke others.</p> <p>Explore the use of measuring cups to measure out ingredients needed to bake a cake or some cupcakes.</p> <p><b>Encourage</b> your child to experiment handling different mark-making tools like paint brushes, chinks, crayons, pencils etc.</p> <p><b>Help</b> your child to hold the pencil using the thumb and index finger and the next finger supporting the pencil (tripod grip). Support the same by using thick crayons and chinks to write at first and then move towards regular crayons and pencils.</p> <p><b>Encourage</b> by giving him/her blank paper to scribble using the pencil, crayon, chalk, paint brush. Drawing on footpaths with chalk or using paint brushes dipped in water on the footpaths to draw large squares or circles is fun too. Make the activity more interesting by binding together some twigs or long leaves or grass and making your own paint brushes!</p>	<p><a href="#">I can use scissors safely</a></p> <p>Scissor song: (Tune if you're Happy and You Know It)          We are cutting with our scissors          Open shut, Open shut,          We are cutting with our scissors          Open shut, Open shut,          Thumb up, open-shut, Thumb up,          open-shut,          And this is the way          we cut, cut, cut.</p>   <p><a href="#">Nature paint brushes for kids</a></p> <p><a href="#">Tripod pencil grip rhyme</a></p>

## Specific Area Literacy

### Reading

Beginning to be aware of the way stories are structured.

### **Books:**

Career Day	Anne Rockwell
Whose Vehicle is This?	Sharon Katz Cooper
Whose Hat is this?	Sharon Katz Cooper
Whose tools are these?	Sharon Katz Cooper
I Hear a Pickle: and Smell, See, Touch, & Taste It, Too!	Rachel Isadora
The Listening Walk	Paul Showers
My Five Senses	Aliki
Cold, Crunchy, Colorful: Using Our Senses	Jane Brockett
The Little Red Hen	Paul Galdone
Elmer, the Elephant	David Mckee

### Writing

Ascribes meanings to marks that they see in different places.

### Jolly phonics

Introducing the letter sounds g, o, u, l, f, b.

Read stories to your child every day and talk about the characters of the story, setting (place where story has taken place). Ask your child what's happening in the story? What might happen next?

Predict the story parts and attempt at adding a character to their favourite stories.

Share the various parts of the story such as the beginning, the middle and the end of the story.

**Encourage** your child to select books: the ones that interest him/her.

Introduce books that provide information and make connections with real life. For eg. The Little Red Hen.

**Share** and read bed time stories. Ask questions to ensure clarity and understanding.

**Encourage** your child to look at the various print in the house, get them to predict what they mean and then draw and talk about the marks or pictures. E.g. The 'Exit' sign in the corridors, the signs on the AC remote or the TV remote and so on.

**Encourage** your child to find things around the house which begin with the letter sounds that have been taught. Find pictures or letter sounds taught in magazines, newspaper and other print media such as bill boards or shop signs. Attempt to write the letters using play dough or paint.

**Encourage** your child to break down words and identify the sounds they can hear at the beginning, middle or end. For example, in the CVC (Consonant-vowel-consonant) word 'fog', we can hear /f/ at the beginning, /o/ in the middle and /g/ at the end.


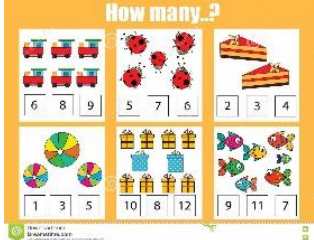

[The Little Red Hen](#)

[Elmer, the Elephant](#)



[Starfall: website for phonics](#)

[Starfall- Learn to read](#)

<p><b>Mathematics</b></p>	<p><b><u>Numbers</u></b> Shows an interest in numerals in the environment.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p>	<p><b>Talk</b> about the importance of numbers in our life. Connect numbers to real life such as what is your house number? Which floor do you live on? What's the number of your school bus? What is the number of your mum's/dad's car? What is the phone number of your mum/dad?</p> <p><b>Encourage</b> your child to observe and read numbers on the car, mobile, calendar, at malls, on their bus, street number, apartment number, building number, numbers in the lift and size of their clothes/shoes, the price on food packets and so on.</p> <p><b>Encourage</b> them to match numerals to quantity correctly while going for grocery shopping, counting spoons or plates in the kitchen and matching them to a numeral and so on. This will enable them to understand that numbers are all around us in the environment and we can count numbers in anything and everything. Ask questions like- How many fingers and toes do you have? How many rooms are there in your house? How many cars are there in the parking lot? How many eggs are in the tray?</p>	  <p><a href="#">Number games</a></p>
<p><b>Understanding the World</b></p>	<p><b><u>The world</u></b> Talk about why things happen and how things work.</p>	<p><b>Encourage</b> your child to read and be kind and generous like The Little Red Hen. How did Red Hen grow the plants in the garden? How will the world look if there is no one to take care of plants? How will we live and what will happen to animals who live in plants habitat?</p> <p>Talk about sowing seeds, the experience or the care they showed for the plants while it was growing. What is the meaning of team work? How important is team work for all of us in daily routines?</p>	<p><a href="#">The Little Red Hen</a></p> <p><a href="#">SciShow Kids - videos</a></p> <p><a href="#">Peep and the Big Wide World</a></p>
<p><b>Expressive Art and Design</b></p>	<p><b><u>Exploring and using media and materials</u></b> Imitates movement in response to music.</p> <p><b><u>Being imaginative</u></b> Engages in imaginative role-play based on own first-hand experiences.</p>	<p><b>Encourage</b> children to participate in action songs or dance to songs with rhythmic pattern. Let them watch songs and imitate movements.</p> <p><b>Talk</b> to children about making their own dance moves as per their feelings. e.g. Jump when happy.</p> <p><b>Share</b> in your child's play by assisting them to create stories on real life experiences. e.g. a visit to the zoo, or an evening spent with grandparents, a role-play of being a teacher, etc.</p> <p><b>Encourage</b> them to speak and express their feelings and narrate their experiences and construct imaginative stories.</p>	<p><a href="#">Let's Star Jump song</a></p> <p><a href="#">Wishy Washy Washer Woman Song</a></p> 

	<b><u>Coming up events:</u></b>	
	<b>Spring break:</b>	Sunday, 28 <sup>th</sup> March to Thursday, 8 <sup>th</sup> April 2021
	<b>Earth Day</b>	Thursday, 22 <sup>nd</sup> April 2021