

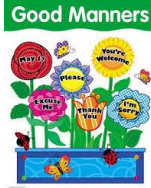








The Winchester School

Family Learning Newsletter (FS 2) – April 2021



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: They take account of one another's ideas about how to organise their activity.</p> <p>Self-confidence and self-awareness: They are confident to try new activities, and say why they like some activities more than others.</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>Encourage children to explore and talk about what they are learning, their ideas and ways of doing things. Create opportunities to listen to your child and explain their actions.</p> <p>Encourage your child in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions. Provide regular opportunities for children to talk to their friends or siblings about something they are interested in or have done.</p> <p>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>Types of Play for Children</p>   <p>Good manners</p> 
<p>Communication and Language</p>	<p>Listening and attention: They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Ask your child to repeat what you have said, for example, after giving an instruction.</p> <p>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.</p>	 <p><i>Flintbox</i></p> <p>Listening</p>

<p>Physical Development</p>	<p>Understanding: They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: They develop own narratives and explanations by connecting ideas or events.</p> <p>Moving and handling: They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care: Children know the importance for good health and talk about ways to keep healthy and safe.</p>	<p>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.</p> <p>Encourage your child to predict possible endings to stories and events. Make sure that you are modelling correct grammar to children.</p> <p>Talk to your child 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.</p> <p>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.</p> <p>Talk about hygiene, how we must brush our teeth before sleeping, wash our hands before eating, comb our hair, trimming our nails etc.</p>	  <p>Handling different tools</p>  <p>Wash your hands with Baby Shark</p>
<p>Specific Area Literacy</p>	<p>Reading They use phonics knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words</p> <p>They read and understands simple sentences.</p>	<p>Share and read words and simple books. Provide varied texts and encourage your child to use all their skills including their phonic knowledge to decode words.</p> <p>Encourage your child 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.</p> <p>Encourage your child to make up their own stories looking at Picture books or books with simple words and sentences. Share</p>	<p>Decode words</p> <p>Reading tricky words</p> <p>Shared reading</p> <p>Reading sentences</p>

Stories

Owl Babies by Martin Wadell

Man on the moon by Simon Bartram

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.

Jolly Phonics

Introduction of ou, oi, ue, digraphs.

Recap of sounds

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

Blending and reading of words in letters and sounds book.

Recap words, high frequency words, captions, CVC words, yes / no questions, sentences.

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

Share and read books and information about day and night animals, stars and planets.

Ask them to **share** their opinions about living in space.

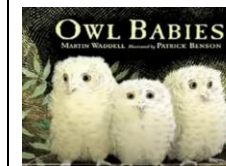
Encourage your child to make up their own stories looking at Picture books or books with simple words and sentences.

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 your child to write the word by sounding out. Find things with letter sound of letters sounds learned up till now. 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.

[Owl Babies](#)



[Man on the Moon](#)



[Writing sentences](#)



[ue digraph](#)

[oi digraph](#)

Mathematics

Numbers:

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

Space, shapes and measures

They explore characteristics of shapes and use mathematical language to describe them.

Children use everyday language to talk about time.

Encourage your child to use the different vocabularies for addition (more, total, altogether etc.) and subtraction (less, how many lefts, take away etc.) 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.

Encourage your child to say, draw or write a word problem for addition and subtraction.

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

Example: My mum gave 4 chocolates and my dad gave 4 more, How many 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.

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

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

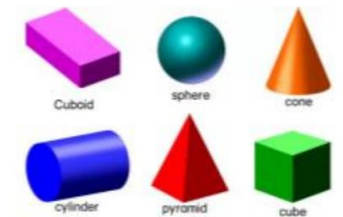
Share and play games on time. Eg, How many times can you jump in 1 minute. Can you stand on one foot for 1 minute?

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 ideas about what they were able do when they were one, two years old.

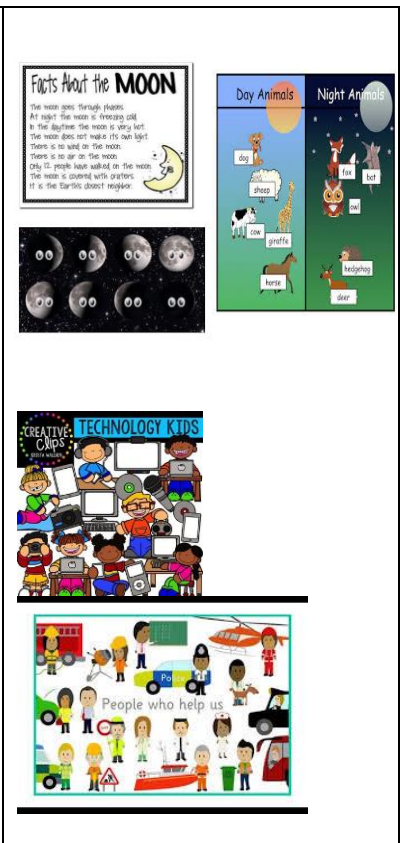



[Addition and subtraction](#)



[3D shapes](#)



<p>Understanding the World</p>	<p>The world Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Technology They select and use technology for particular purposes.</p> <p>People and communities They know about similarities and differences between themselves and others,</p>	<p>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.</p> <p>Encourage your child to talk about day and night animals, people who works during day and night.</p> <p>Provide a range of materials and objects that work in different ways for different purposes, For example, egg whisk, torch, other household appliances, pulleys, construction kits and tape-recorders.</p> <p>Show a display of all the people who make up the community of the setting. Talk about people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, for ex. People who helps others.</p>	 <p>This column contains several educational illustrations. At the top left is a 'Facts About the MOON' poster with text and a moon phase diagram. To its right are two posters: 'Day Animals' and 'Night Animals' showing various animals. Below these are two rows of moon phase diagrams. Further down is a 'CREATIVE CLIPS TECHNOLOGY KIDS' illustration showing children using various electronic devices. At the bottom is an illustration titled 'People who help us' showing various professions like a bus driver, police officer, and firefighter.</p>
<p>Expressive Arts and Design</p>	<p>Exploring and using media and materials They safely use and explore a variety of materials, tools and techniques, experimenting with colour, form and function.</p> <p>Being imaginative They represent their own ideas, thoughts and feelings through stories.</p>	<p>Go on a nature walk gather thing like twigs leaves of different colours shapes, stones, barks branch etc.</p> <p>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.</p> <p>Encourage children to notice change in properties of media as they are transformed. E.g. through becoming wet, flaky or fixed. Encourage your child to watch nursery rhymes and simple songs on You tube and join in the singing.</p> <p>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>This column contains two illustrations. The top one is a 'CREATIVE CLIPS NATURE WALK' illustration showing various natural items like leaves, twigs, stones, and mushrooms. The bottom one is a photograph of a child's hands painting colorful patterns on a white surface using a palette of primary colors.</p>

<p>Arabic for Arabs</p>	<ol style="list-style-type: none"> 1. أن يميز التلميذ أشكال وأصوات حروف الهجاء (ج- ح - خ) . 2. أن يحدد التلميذ صوت الحرف مع الحركات القصيرة . 3. أن يحدد التلميذ صوت الحرف مع الحركات الطويلة (-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 ألعابه أو داخل البيت أو خارجه عن أشياء تبدأ بالحروف التي تعلمها . 	<p>حروف في 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>Arabic for Non-Arabs</p>	<ol style="list-style-type: none"> 1- To distinguish Tashkeel (Arabic vowels) and how to use. 2- To know how to write Arabic letters (خ- kha -ح haa -ج geem) . 3- To Know some Arabic words starting with these letters (خ- kha -ح haa -ج geem) . 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>Arabic alphabets</p> <p>Learn Arabic Writing</p> <p>Learn Arabic numbers</p>

Coming Up Events

20th April- Twinning Time with Parents

21st April- Earth Day

28th April- Pyjamama party Story Time

