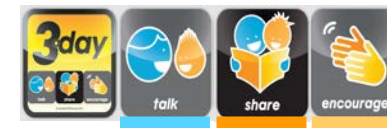













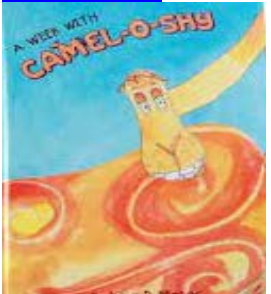

# The Winchester School






## Family Learning Newsletter (FS 2) – December 2021







Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Communication and Language</b></p>	<p><b>Listening and attention.</b> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p> <p><b>Understanding</b> Understands questions such as who, why, when, where and how.</p> <p><b>Speaking:</b> Introduces a storyline or narrative into their play.</p>	<p><b>Encourage</b> your child to listen to different sounds around the house, in the play area, in the mall, etc</p> <p><b>Talk</b> about why it is important to pay attention when others are speaking. Use sand timers to help extend concentration and to focus their attention on a task.</p> <p><b>Encourage</b> your child to listen carefully to the story.</p> <p><b>Share</b> stories without books. Let them tell you their own stories. Ask them questions which will demonstrate their understanding. For example- why do you think this happened? Where is the family? Etc.</p> <p><b>Encourage</b> your child to enact any story they have learnt.</p> <p><b>Share</b> and join in Role-Play, encouraging children to talk about what is happening and to act out the scenario. Let them use different words which can have the same meaning. For example- another word for happy is joyful or delighted.</p> <p><b>Encourage</b> your child to use vocabulary – settings, character, beginning, middle and end of the story.</p>	<p><a href="#">Guess the sound</a></p>  <p><a href="#">5 W's song</a></p>  <p><a href="#">Elements of a story</a></p> 

<p><b>Prime Area Personal, Social and Emotional Development</b></p>	<p><b>Making Relationships:</b> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p><b>Sense of Self:</b> Recognises that they belong to different communities and social groups and communicate freely about own home and community.</p> <p><b>Understanding emotions:</b> Understands their own and other people's feelings, offering empathy and comfort.</p>	<p><b>Encourage</b> your child to talk about who are their friends in school. <b>Talk</b> about what did they learn in class today with their friends? What did they play? Which friend's company do they enjoy and why? How are their friends different from them? Support children in asking questions openly and confidently to others.</p> <p><b>Encourage</b> your child to take part in activities that involve them to talk about their culture and country. <b>Talk</b> to them about your home country and community and what are the traditions.</p> <p>Ask your child which country does his/her friend belong to? What is different about their culture? Talk to them about the different communities in UAE.</p> <p><b>Encourage</b> your child to think about issues from the viewpoint of others. Make time to listen to your child respectfully and explain to him/her why this is important.</p> <p><b>Encourage</b> your child to do a self-analysis and make a list of things, which make them uneasy. For e.g.   When someone has taken their toy without asking or if some ones tears their story book. <b>Talk</b> about how they are going to solve these problems</p>	 <p><a href="#">How to talk to Children</a></p>  <p><a href="#">My Culture</a></p>  <p><a href="#">Feelings Song</a></p>
<p><b>Physical Development</b></p>	<p><b>Moving and handling:</b> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p><b>Health and self-care:</b> Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>	<p>Take your child outdoors and play games that involve throwing, catching, or kicking. E.g. play football.</p> <p><b>Talk</b> with your child about the need to match actions to the space they are in.</p> <p>For example- Mark out boundaries for some activities such as games including wheeled toys and balls so that they can regulate their own activities.</p> <p>Discuss with your child the importance of tidying up after play. Let them pick things and put them in the proper place. Talk to them about the importance of following the safety rules while playing. For example, encourage them to wear a helmet while riding a bike etc.</p>	<p><a href="#">Movement song</a></p>  <p><a href="#">Exercise &amp; Movement</a></p> 

<p><b>Specific Area Literacy</b></p>	<p><b>Reading</b> Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p> <p><b>Stories</b></p> <p>Recap Camel O brave on a mission to save the Dubai desert</p> <p><b>Writing:</b> Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p> <p><b>Jolly Phonics:</b> <b>Recap of Letters:</b> s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b.</p> <p>Revise High Frequency words - he, she, to, the, has, can, <i>had</i>, his, am, and, me, I, of, if, at, a, as, in, it, is. on, not, if, but, no, go, I.</p>	<p><b>Encourage</b> and help your child to understand the meaning of a word. Use names and labels and point out to words in the environment and in books. For example- when they are on the road or in a mall to see the signs around, to see a menu card when they visit a restaurant, to see invitation cards, etc. Ask them to use these words during play, for example- set up a toy shop and have signs, instructions around the shop.</p> <p>Share stories on desert animals with your child. <b>Encourage</b> them to narrate the stories in their own words.</p> <p><b>Talk</b> about labelling their toys, furniture, in the cupboard socks, shirts label things around the house. <b>Encourage</b> your child to label/ name his/her toys or collect their favourite characters and write a list of all. <b>Encourage</b> children to use their phonic knowledge to label their drawings by saying the word slowly and then, focusing on each sound to make a word. <b>Encourage</b> your child to look at the pictures around the house and write a caption for it. <b>Share</b> writing simple sentences. Emphasise on the rules of sentence writing. Ex. Use capital letters, finger space and full stop.</p> <p><b>Encourage</b> your child to walk around the house and label all the objects of the focused sound using post-its. Ask them to read simple words by sounding out the letter sound and blending them to make simple words like hen, red, bag etc.</p> <p>Look, say cover and write the High Frequency words.</p>	 <p><a href="#">Camel-O-Shy</a></p>  <p><a href="#">Reading sentences.</a></p>  <p><a href="#">Jolly Phonics Set 1</a> <a href="#">Jolly Phonics Set 2</a> <a href="#">Jolly Phonics Set 3</a></p> <p><a href="#">HF Words</a></p>
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<p><b>Mathematics</b></p>	<p><b>Composition</b>          Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".</p> <p><b>Measures</b>          Becomes familiar with measuring tools in everyday experiences and play.</p> <p><b>Pattern</b>          Spots patterns in the environment, beginning to identify the pattern "rule".</p>	<p>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.</p> <p><b>Encourage</b> your child to say, draw or write a word problem for addition and subtraction.</p> <p><b>Encourage</b> your child to play number games e.g. snake and ladder, hide and seek.</p> <p><b>Encourage</b> your children to use a scale to measure their weight, see a clock to tell the time, thermometer to check temperature, etc.</p> <p>Make a book of patterns using shapes cutouts, natural objects, colours.</p> <p><b>Encourage</b> them to explore their surroundings to find different patterns.</p>	 <p><a href="#">Addition and Take way</a></p> <p><a href="#">Game</a></p>   <p><a href="#">Measurement Song</a></p> <p><a href="#">Patterns</a></p> 
<p><b>Understanding the World</b></p>	<p><b>People and communities</b>          Enjoys joining in with family customs and routines.</p>	<p><b>Encourage</b> your child to talk about the weather of different countries and their clothing, food they eat, festival they celebrate etc.</p> <p>Take them to Global Village to see the stalls put up by the different countries.</p> <p><b>Talk</b> to your child about different festivals and how they are celebrated. Discuss what gifts you are going to buy for your family.</p> <p>Take your child to the mall and show them the different decorations that people use to celebrate different festivals like Eid, Diwali, and Christmas.</p> <p><b>Share</b> and talk about sending Greetings cards to their friends and relatives.</p>	 <p><a href="#">Festival around the world</a></p>

	<p><b>The world</b> Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p><b>Technology</b> Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>	<p><b>Talk</b> about different animals. Where are they found? What do they eat? Which animal is found in the desert and in the snow? Why do they survive there? Go to a nearest park or play area and ask your child to look carefully at the different leaves they see. Talk about how are they similar and different? Why do leaves change colour?</p> <p><b>Talk</b> about different plants, leaves- colours, size, shapes, touch-rough/smooth, thick/thin.</p> <p><b>Encourage</b> your child to use the computer to play games, find stories and search for pictures/ images. <b>Encourage</b> 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><b>Expressive Art and Design</b></p>	<p><b>Creating with materials:</b> Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p> <p><b>Being imaginative and expressive:</b> Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p>	<p>Play family games such as snake and ladder. <b>Encourage</b> your child to read a story and narrate it in front of his family. Join in imagine play and role-play, encouraging children to enact, pretend and talk about what is happening and to act out the scene pretending to be the character.</p> <p><b>Encourage</b> your child to express how they feel through facial and body expressions. <b>E.g.</b> What expression they make when they are sad angry, surprised etc.</p> <p>Help your child to gain confidence to represent their ideas, interest, feelings etc. <b>E.g.</b> Talking about things that interest them like favourite toy, story character, toy etc.</p>	 <p><a href="#">Kid in the kitchen</a></p>  <p><a href="#">Acting with friends at home</a></p>
<p><b>Arabic</b></p>	<p>1- To distinguish Tashkeel (Arabic vowels) and how to use.</p> <p>2- To know how to write Arabic letters</p>	<p>1- To encourage your child to practice writing the letters he or she has already learnt at school and draw them.</p>	<p><a href="#">Arabic alphabets</a></p>

	<p>raa (ر)</p> <p>3- To Know some Arabic words starting with these letters raa (ر)</p> <p>4- To revise some Arabic letters and words.</p>		<p><a href="#">Learn Arabic Writing</a></p> <p><a href="#">Learn Arabic numbers</a></p>
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**Coming Up Events**

- Commemoration Day (Holiday) -Wednesday, 1<sup>st</sup> December 2021
- National Day (Holiday) - Thursday, 2<sup>nd</sup> December 2021
- PTM (Non-instructional day) - Wednesday, 8<sup>th</sup> December 2021
- Winter Break- Sunday, 12<sup>th</sup> December to Thursday, 30<sup>th</sup> December 2021
- Term 2 begins- Sunday, 2<sup>nd</sup> January 2022

