



# The Winchester School

## Family Learning Newsletter (FS 2) – June 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>Making Relationship:</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self-confidence and self-awareness:</b> Talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p><b>Managing feeling and behaviour:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p><b>Encourage</b> your child to respond to the experiences, communicating his/her needs, views and feelings. <b>Encourage</b> your child to achieve small goals as greeting friends and adults, using good manners and polite words.</p> <p><b>Encourage</b> your child to take on tasks they show interest in, then make sure they follow through to complete it. Ask them why they like a particular activity.</p> <p><b>Talk</b> to your child how they feel. Draw and label the emotion. <b>Talk</b> about why they are experiencing this particular emotion and what happened during the day to bring it on. If their emotion requires special sensitivity (such as anger, frustration, sadness, or confusion) ask them how someone could help them work through it.</p>	<p><a href="#">I am a good friend</a></p>  <p><a href="#">Be confident</a></p>  <p><a href="#">Good behaviour</a></p> 
<p><b>Communication and Language</b></p>	<p><b>Listening and attention:</b> They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.</p> <p><b>Understanding:</b> They answer 'how' and 'why' questions about their experiences and in response to the events.</p> <p><b>Speaking:</b> Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>Encourage</b> children to act like how a receptionist in the hospital will take down one patient information and turned round to listen to others about another patient being brought into the surgery or how an airhostess will serve the food for passengers and take the order of others in role play situation.</p> <p><b>Encourage</b> your child to ask questions to develop understanding. <b>Talk</b> to children about the activities they have done. <b>Encourage</b> them to explain why and how they have completed a particular activity. -Why and How questions will help their thinking and imagination.</p> <p><b>Encourage</b> your child to use correct language when talking about different events, like tomorrow we are going on a field trip. Yesterday we make a mud cake, the day after tomorrow we have a doctor's appointment. <b>Encourage</b> to predict possible ending to stories and events.</p>	<p><a href="#">Good listening</a></p>   

<p><b>Physical Development</b></p>	<p><b>Moving and handling:</b> Children show good control and co-ordination in large and small movements.</p> <p><b>Heath and self-care:</b> They manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b>Encourage</b> your child to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?'</p> <p><b>Talk</b> about the importance of hygiene to your child. Make a chart or check list for the weekend for your child to check if they followed their personal hygiene chart properly. Ex. Cutting nails, cleaning their toys, water bottle, bags etc.</p>	 <p><a href="#">Hygiene</a></p>
<p><u><b>Specific Area</b></u></p> <p><b>Literacy</b></p>	<p><b>Reading</b></p> <p>They use phonics knowledge to decode regular words and read them aloud accurately.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They read and understands simple sentences.</p> <p><b>Stories</b> Mum and Dad by Anthony Browne Toy Story Commotion in the ocean I love you blue kangaroo by Emma Chichester Clark Handa's surprise by Eileen Brown</p> <p><b>Writing:</b> They write simple sentences which can be read by themselves and others.</p> <p>They use phonics knowledge to write words in ways which match their spoken sounds.</p>	<p>Provide some simple texts which children can decode to give them confidence and to practice their developing skills.</p> <p><b>Share</b> a variety of books with children and allow them to be the leader in reading. Ex. Read and comprehend, read and act the story.</p> <p><b>Share</b> newspapers, and small articles from which they can read and express.</p> <p><b>Encourage</b> children to read books about different themes like "sea, weather, sun, birds, animals, plants. <b>Share</b> and read new sentences and words. Use phrases that you read in stories in your daily life to expand your child's vocabulary. Watch Toy story online and make a booklet. Read books on sea animals.</p> <p><b>Encourage</b> your child to write High Frequency words and write sentences for it.</p> <p>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. <b>Encourage</b> your child to write on ruled lines to make their letters all same size and in a straight line. <b>Encourage</b> your child to look at a picture and write a sentence about it or write a note to a friend or to mum/dad. Note to dad – please can we go to the beach on Friday.</p>	<p><a href="#">I love you blue kangaroo</a> <a href="#">Handa's surprise</a></p>   <p><a href="#">Commotion in the Ocean</a> <a href="#">My Dad</a> <a href="#">My Mum</a></p> <p><a href="#">Writing</a></p>  

### Jolly Phonics

Letters and Sounds, digraphs and High Frequency words revision.

Sounds: qu, ou, oi, ue, er, ar

Words: quack, cloud, oil, clue, glue, mother, father, car, far, found, queen, point, rescue, herb, dinner, park, start.

High Frequency words

There, them, then, this, when, were, little

Big talk/ caption/ reading/ Rhyming word/ writing sentences.

Share pictures with children for writing sentences.

Share and teach your child about where they need to use capital letters and full stops when writing a sentence.

Practice writing the High Frequency words by look say, cover, write and check.

Encourage your child to write 5 or 6 six lines about their family.

### Writing Sentences

#### I Can Write Sentences!



#### Blend and read words

100 High Frequency Words in Phases									
Phase 3	Phase 3	Phase 4	Phase 4	Phase 5	Phase 5				
get	will	he	went	do	don't				
at	he	she	isn't	wasn't	old				
can	the	at	from	can't	was				
is	are	not	children	very	the				
of	then	me	when	by	is				
in	got	them	isn't	time	that				
a	up	with	help	about	my				
e	again	are	help	about	my				
of	but	the	thing	used	one				
on	put	the	have	when	day				
can	is	down	are	the	one				
had	look	big	in	white	came				
back	to	the	the	came	could				
and	the	the	the	could	could				



### Mathematics

#### Numbers:

To solve problems, including doubling, halving and sharing.

#### Space, shapes and measures

Children use everyday language to talk about Money.

Help your child to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.

Encourage your child to make up their own story problems for other children to solve.

Encourage children to recognise different coins, in your own currency and the local coins. Sort money according to the coin size, value, colour. Take them to the shop to buy a treat.



#### Doubling

#### Halving



<p><b>Understanding the world</b></p>	<p><b>People and community</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world</b> They make observations of animals and explain why some things occur, and talk about changes.</p> <p><b>Technology</b> They select and use technology for particular purposes.</p>	<p>Help your child to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. <b>Share</b> stories that reflect the diversity of children's experiences.</p> <p><b>Encourage</b> your child to talk about underwater animals Make a booklet of the underwater animals they like. Make a family poster with mum and dad. Share books/ pictures about old and new toys</p> <p><b>Encourage</b> your child to Google search and find out Information about underwater animals. <b>Encourage</b> your child to take pictures of their Mum and Dad with a camera and then show how to download the pictures on a laptop and watch them together and save.</p>	  <p><a href="#">Underwater Animals</a></p> 
<p><b>Expressive and Design</b></p>	<p><b>Art</b></p> <p><b>Exploring and using media and materials</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Being imaginative</b> They represent their own ideas, thoughts and feelings through role play and stories.</p>	<p>Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help your child to remember the actions of the story (We're Going on a Bear Hunt by Michael Rosen and think about the different ways of moving.</p> <p>Provide your child with opportunities to use their skills and explore concepts and ideas through their representations.</p>	 <p><a href="#">Action</a></p> 
<p><b>Arabic for Arabs</b></p>	<ol style="list-style-type: none"> <li>1. أن يميز التلميذ أشكال وأصوات حروف الهجاء (ك - ل - م - ن - ه - و - ي ) .</li> <li>2. أن يحدد التلميذ صوت الحرف مع الحركات القصيرة .</li> <li>3. أن يحدد التلميذ صوت الحرف مع الحركات الطويلة (ا-و-ي)</li> <li>4. أن يكتب التلميذ الحرف بصورة صحيحة.</li> <li>5. أن يدلل التلميذ بكلمات تتضمن تلك الحروف.</li> </ol>	<ul style="list-style-type: none"> <li>- مساعدة الابن في نطق الحروف بصورة صحيحة.</li> <li>- مساعدة الابن في كتابة الحروف بشكل صحيح .</li> <li>- جمع صور لكلمات تحوي هذه الأحرف.</li> <li>- مساعدة الابن في إعداد معجم صغير مرفق بالصور عن هذه الأحرف - إملاء الحروف التي تم تعلمها بصورة دورية .</li> </ul>	<p><a href="#">حروف العربية</a></p> <p><a href="#">أنشودة الحروف العربية</a></p> <p><a href="#">أنشودة الحروف</a></p> <p><a href="#">تعلم الكتابة باللغة العربية</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية</a></p> <p><a href="#">بمدرسة ونشستر</a></p>

- ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت أو خارجه عن أشياء تبدأ بالحروف التي تعلمها .

### Arabic for Non-Arabs

- 1- To distinguish Tashkeel (Arabic vowels) and how to use.
- 2- To know how to write Arabic letters  
ك kaa  
ل laa  
م maa  
ن kaa  
هـ haa  
و waa  
ي yaa
- 3- To Know some Arabic words starting with these letters  
ك kaa  
ل laa  
م maa  
ن kaa  
هـ haa  
و waa  
ي yaa
- 4- To revise some Arabic letters and words.

- 1- To encourage your child to practice writing the letters he or she has already learnt at school and draw them.

[Arabic alphabets](#)

[Learn Arabic Writing](#)

[Learn Arabic numbers](#)

### Up Coming Event

2/06/21 - World Environment Day  
06/06/21 to 14/06/21 – FS 2 Graduation  
21/06/21 - International Day of Yoga

