













The Winchester School

Family Learning Newsletter (FS 1) – September 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><u>Making relationships</u> Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs., e.g. may turn a book to face you so you can see it.</p> <p><u>Sense of self</u> Knows their own name, their preferences and interests and is becoming aware of their unique abilities.</p> <p>Is developing and understanding of and interest in differences of gender, ethnicity and ability.</p> <p><u>Understanding Emotions</u> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</p>	<p>Talk and share with your child about the importance of sharing and playing together. Model to them sharing, by playing together, having family meal and providing resources or toys that promote cooperative play. Talk about why sharing is good for them and others. You can say something like, ‘When you share your toys with your friend, everyone gets to have fun’.</p> <p>Encourage children to spend time and play with you or their siblings, to share and take turns while reading books, playing with toys and so on. Play a game where the child takes turns in passing the parcel and waits patiently for his/her turn. Praise them when they do so.</p> <p>Talk to your child about their likes and dislikes. Share with them the importance of respecting their friend’s preferences. Encourage them to be empathetic with their friends and understand their needs. Seek children’s help when their siblings are upset or need help.</p> <p>Talk to your child about their belongings. Encourage them to verbally express their preferences and choice to do an activity. Encourage them to respond to their name when called out. Share with your child some real-life examples where you are doing the same.</p> <p>Provide resources, toys, mark- making tools, art and craft materials as per your child’s interest and which will allow your child to represent their skin colour and hair type. Encourage your child to make personalise choices while choosing playing resource.</p> <p>Talk to them about different kind of feelings- happy, sad, anxious, confused, surprise and angry.</p> <p>Share real life experiences to help your child to understand a wide range of emotions in others and themselves by talking</p>	<p>Marvel & Friends: Sharing and Taking Turns</p>  <p>Sharing Little Mandy Manners Tiny Grads Children's Videos Character Songs</p> <p>Value of Accepting others</p>  <p>Understanding and Accepting Differences</p>  <p>Feelings and Emotions</p>

	<p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something that they should not do, in favourable conditions.</p>	<p>about different emotions as they occur during play. Model empathy and talk about others' feelings. Encourage them to communicate their feelings and respond to others appropriately. Talk to your child about appropriate and inappropriate behaviour and its consequences. Praise them for their good behavior. Share with them the importance of kind words and use of hands for doing good. Encourage them to use friendly and polite words.</p>	
<p>Communication and Language</p>	<p><u>Listening and attention</u> Listens with interest to the noises adults make when they read stories.</p> <p><u>Understanding</u> Identifies action words by following simple instructions e.g Show me jumping.</p> <p>Developing understanding of simple concepts e.g fast/slow, good/bad.</p> <p><u>Speaking</u> Uses language to share feelings, experiences and thoughts.</p>	<p>Encourage your child to listen to stories. To captivate and gain your child's attention during story time, make animal sounds, use some friendly puppets and toys from the toy box.</p> <p>Share new words in context of play and activities and explain their meaning. Talk using flashcards or picture books to let them understand the meaning of different actions. Share stories with your child and ask questions. For e.g.: Show who is at the door? What is the girl doing? Show me who is dancing? Point who is running in the story?</p> <p>Encourage your child to use lots of language during interaction and discussion. Turn everyday situations into opportunities for discussion and description. Reward each time your child attempts a new word by giving them attention and affection. Talk and describe the objects, movements and qualities around them. Play opposites! play words games where you guess the antonym (for example go/come, do/undo, quietly/loudly). Always introduce antonyms (opposites) in their pairs (for example hot/cold, big/little, nice/mean, in front/behind).</p> <p>Encourage your child to initiate the conversation and talk about what they are doing, what they are playing with and everyday activities to develop good communication skills. Value non-verbal communication like facial expressions and gestures. Encourage your child to build their vocabulary by providing them with a range of experiences through Show and Tell, pretend play,</p>	<p>Home stuff Sounds</p>  <p>Action Words Action words song</p>  <p>Opposites for Kids</p>

		<p>pictures of family outings and bedtime stories. Emphasis to be laid on using the correct vocabulary to describe things they have seen or done.</p> <p>Parent to share family photographs with their child and talk about the event with them. Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</p>	
<p>Physical Development</p>	<p><u>Moving and Handling</u> Holds mark making tools with thumb and all fingers.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p> <p><u>Health and self-care</u> Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p>	<p>Encourage your child to hold mark-making tools and attempt to create mark. They can draw a variety of shapes, form circles, zig zag lines. Talk to them about different shapes they see at home. Encourage your child to trace the shapes in semolina or sand tray and use playdough to develop their fine motor skills.</p> <p>Plan opportunities for your child to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, smooth floors and carpets.</p> <p>Encourage them to hang upside down, roll on the floor, balance on one leg, swing backwards and forwards, roll down slopes, and spin round and round, allowing your child to help understand their sense of space and self.</p> <p>Encourage your child to verbally express their need to use the washroom by using simple words like 'washroom'.</p> <p>Talk to them about keeping the toilet clean by flushing the toilet, washing their hands after use and taking care not to use too many tissues to wipe their hands.</p> <p>Share the importance of saving water by using just as much is required.</p>	<p>Let's go round and round</p>   <p>It's potty time song</p>
<p>Specific Area Literacy</p>	<p><u>Reading</u> Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	<p>Encourage your child to get their whole body into rhythm practice. Jumping or moving to a beat can help too. Play clapping games like "Pat a Cake" and "Miss Mary Mack" which will help them to learn rhythm. Model them to clap on beats and join in singing with you. Encourage them to use musical instruments like xylophone or drum to enhance fine motor skills.</p> <p>Share and read stories that your child already knows, pause at intervals to encourage them to say the next word. Ensure they pronounce each word correctly while singing the rhymes.</p>	 <p>Miss Mary Mack</p>  <p>Pat a Cake</p>

Books

At School- Oxford Reading Tree book
Are you my mother? by P.D Eastman
Brown bear, Brown bear what do you see? by Eric Carle
Bear in a square by Stella Blackstone
Head to toe by Eric Carle
We share everything by Robert Munsch
One family by George Shannon
Around the farm by Mark Rader
The feelings books by Todd Parr

Writing

Distinguishes between different marks they make.

Encourage your child to use stories they know in their play. Make puppets, use soft toys or real objects as props to tell stories.

Encourage your child to sing favourite rhymes and songs. **Talk** about their favourite stories and share your own favourite stories.

Encourage your child to select books that interest him/her. Create an attractive reading area where you can read aloud and enjoy looking at picture books together and describing them.

Share with your child picture books with repetitive and basic language like those by Eric Carle, Eric Hill and Julia Donaldson. For eg: Brown bear, brown bear, Head to toe, Are you my mother?

Read stories to your child every night before going to bed.

Encourage your child to draw independently and use their imagination. Let them talk about their drawings and describe their drawing. Listen intently to your child as they describe their drawings and marks. Even though their marks are not recognizable or don't show any resemblance but praise them after they have finished drawing by giving them stickers or hugs and high fives.


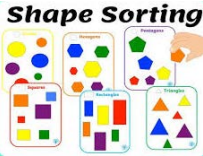


Some activities which you can practice at home are making marks in sand, using brush to make marks or using large handed rollers.



[Brown bear Brown bear
what do you see?](#)

[Are you my mother?](#)

[Spot goes to school](#)



<p>Mathematics</p>	<p>Begins to say numbers in order, some of which are in the right order.</p> <p>Joins in and anticipates repeated sounds and action patterns.</p> <p>Recognises that two objects have the same shape</p>	<p>Encourage your child to sing songs like 1, 2, buckle my shoe, The ants go marching, 1, 2, 3, 4, 5 once I caught, 5 little ducks and many more.</p> <p>Talk to them about the number of members in their family. How many fingers and toes do they have? How many rooms are there in their house? How many cars are there in the parking lot?</p> <p>Talk with your child about the patterns they notice around them.</p> <p>Share and help them to recognise the patterns they make in their mark making and construction.eg. placing a red block then a blue block, red block, blue block and so on....</p> <p>Parent to plan opportunities for their child to experience pattern such as percussion, music and action games that involve repeated sounds or actions.</p> <p>Encourage them to observe the patterns in their routines by asking what comes next.</p> <p>Encourage and show your child to compare two objects to see if they have the same shape eg.round clock and wheels of a car.</p> <p>Talk to them to sort objects according to their shape. You can suggest them to build towers or any structure with particular chosen shape. Promote the language of size such as big, little, small, tiny, tall, long and short.</p>	<p>Nursery rhyme: 1,2,3,4,5 once</p> <p>learning to count</p> <p>Five little ducks</p> <p>I can sort song</p>  
<p>Understanding the World</p>	<p><u>The World</u> Enjoys playing with small world reconstructions, building on first- hand experiences, e.g visiting farms, garages, ride on the metro, walking by river or lake.</p> <p><u>People and communities</u> Has a sense of own immediate family and relations.</p> <p><u>Technology</u> Uses pipes, funnels and other tools to carry/transport water from one place to another.</p>	<p>Provide your child story and information books about places such as a zoo or the beach, to remind them their visits to real places.</p> <p>Encourage them to talk about it. Based on the story told by you, ask your child to create a scene using the small world toys and narrate the story in their own words.</p> <p>Talk to your child about the immediate family members and relations and importance of respecting them. Share photographs of children's families, friends, pets or favourite people, both indoors and out.</p> <p>Encourage them to talk about and to their family members.</p> <p>Talk to children about washing and drying and transporting water. Provide and encourage them to use a range of pipes, funnels, containers, beach water toys, water wheels and water for children to play with.</p>	<p>Family song</p> <p>Finger family song</p>   <p>Water Play</p>

<p>Expressive Art and Design</p>	<p><u>Creating with materials</u> Creates sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>Joins in singing favourite songs.</p> <p><u>Being imaginative and expressive</u> Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music.</p>	<p>Encourage your child to join in tapping and clapping along with simple rhymes. Play a simple game of follow the leader and show them tapping or clapping and ask them to repeat. Produce simple rhythm by clapping or tapping like 1,2,3,4... Create a music corner for them where they can play and make instruments for creating the sounds.</p> <p>Encourage them to listen to different sounds such as sound of water splashing, knocking, whispering, giggling, etc. as this will enable children to listen attentively and with interest.</p> <p>Share nursery rhymes and encourage your child to join in. For eg. Itsy Bitsy spider, Twinkle Twinkle little star, Baa baa black sheep, London bridge, Mary had a little lamb, etc.</p> <p>Talk about the meaning of the rhyme. Observe which rhyme your child sings the most and ask about why he/she likes that rhyme the most and why it is their favourite rhyme.</p> <p>Encourage your child to play pretend games and join in with them. For e.g. Enact a story/rhyme, fly like butterflies/birds, move and make sounds of animals, etc.</p> <p>Share a variety of stimulating resources that can be used in different ways both inside and outside e.g.pots and pans, ladels, fabric, boxes, sound makers, water, string bags and planks.</p> <p>Use objects readily available around the house as props while playing. For e.g. Use the cushions to make a fortress, or an umbrella as a tent, mum's scarf can be used to make a cape or wings, and so on.</p>	<p>Creating rhythmic sounds</p>  <p>Wheels on the bus Itsy Bitsy Spider</p> 
	<p><u>Coming up events:</u></p> <p>FS Aim High Orientation (12:00 pm to 1:30 pm) Fire Drill Term 1 (Primary) Fire Drill Term 1 (Whole School) Phonics Workshop</p>	<p>Thursday, 3rd September 2020 Monday, 14th September 2020 Thursday, 17th September 2020 Thursday, 24th September 2020</p>	