











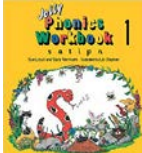
The Winchester School




Family Learning Newsletter (FS 1) – January 2022






Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p>Prime Area Personal, Social and Emotional Development</p>	<p><u>Making Relationships</u> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p> <p><u>Sense of Self</u> Is sensitive to others' messages of appreciation or criticism.</p>	<p>Encourage your child to be kind and generous by sharing toys and goodies with their siblings, to wait for their turn at the dinner table and so on. Encourage your child to share toys and take turns with their friends at school and home. Share stories about sharing and taking turns. Parents can role model this and help your child to follow their footsteps. Reward them if they are caught being good!</p> <p>Encourage your child for their effort while doing the activity. Convey to your child that you appreciate them as well as their effort by giving them stars, high five, hug, help them when they need but don't take over. The praise will motivate your child to focus and do better.</p> <p>Give time to your child to peruse their play and learning without interruption and return to their activities if they wish.</p>	<p style="text-align: center;"><u>Taking turns</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>Sharing and taking turns</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>How To Praise and Encourage Kids - YouTube</u></p>
<p>Communication and Language</p>	<p><u>Understanding</u> Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p>	<p>Encourage your child to understand the position of one thing in relation to another, emphasize these words by moving around their own body into different relative positions. Start with an opposite pair of words (in/on, on/off, on/under) 'hides under the table.' Stand on the stool.' Children will understand a concept when they use it themselves. You can "test" their comprehension by giving them directions - "The spoon is on the table." Play treasure/scavenger hunt! Hide an object in the room. Have your child find and tell you where it was!</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><u>Teaching prepositions using a physical object</u></p>

	<p><u>Speaking</u> Uses talk to explain what is happening and anticipate what might happen next.</p>	<p>As your child develops more understanding, show your child pictures and ask to point out position of the object. "Oh, look! Kipper's hiding in the cupboard!"</p> <p>Read story to your child.</p> <p>Encourage your child to make predictions using a picture walk. Anticipate the text, and verify their predictions. Follow your child's lead to talk about what they are interested in. Give your child the "thinking time". Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. Connect new information to prior knowledge and build curiosity about a new topic.</p> <p>Use a lot of statements and comments and fewer questions to build natural conversation. When you ask question, use an open-ended question with many possible answers.</p>	  <p>Making Prediction</p>
<p>Physical Development</p>	<p><u>Moving and handling</u> Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p>	<p>Encourage your child to stand on one foot momentarily which involves a child's strength, balance and overall body awareness. It helps with skills like skipping, hopscotch, hopping on one foot, getting dressed while standing up, going up and down stairs, and any other skill that involves a child having to lift one of their feet off the ground while the other one stays on the ground. As kids are able to stand for longer periods of time on one foot you will see their walking become more 'mature' because they can take a longer step as well as narrow their base of support. They will also begin to run more efficiently.</p> <p>Talk and model to your child on how to hold one-handed tools such as pencils, crayon, paint brushes, scissors, tongs, droppers, pegs and many more with their thumb and two fingers.</p> <p>Pencils and other writing tools are used for writing/drawing but we should use them carefully keeping in mind not to hurt others or ourselves.</p>	<p>Stand On One Foot!</p>  <p>Encouraging Standing on One Foot Starfish Therapies (wordpress.com)</p>  <p>Fine motor skills</p>

		<p>Share your experiences and teach children skills of how to use tools and materials effectively and safely and give them opportunities to practice them. e.g. cutting with scissors or using tools.</p> <p>Encourage them to understand that safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p>	
<p>Specific Area Literacy</p>	<p>Reading Recognises familiar words and signs, such as own name and advertising logos.</p> <p>Books: <i>What Pet Should I Get by Dr. Seuss</i> <i>Rosie's Walk by Pat Hutchins</i> <i>Rumble in the Jungle by Giles Andreae</i> <i>Panda bear, Panda bear by Bill Martin /Eric Carle</i> <i>Smiley Shark by Ruth Galloway</i> <i>Good Night Harry by Kim Lewis</i> <i>Monkey and me by Emily Gravett</i></p> <p>Writing Sometimes gives meaning to marks as they draw and paint.</p> <p>Jolly phonics Introducing the letter sounds s, a, t, i, p, n</p>	<p>Encourage your child to read by focusing on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.</p> <p>Share a print enriched environment where children can learn about words, e.g. using names, signs, posters. Draw attention to signs on the roads or in the malls and help children read the words by sight like, The Toy Store, Borders, Starbucks, etc.</p> <p>Encourage your child to draw different things and talk about their drawings in detail. Ask questions related to their drawings and encourage them to relate their drawings and paintings to their environments and their past experiences.</p> <p>Talk about your outing, encourage your child to talk about the thing they loved the most in their outing on that day. Then you share your highlight of the outing. Both sit down to draw, talk about it and then encourage your child to share his/her thoughts as they describe their drawings.</p> <p>Provide a variety of mediums and mark making tools like chalks, paints, markers and colour pencils or coloured chalk to draw on the floor.</p> <p>Encourage your child to find things around the house beginning with the letter sounds taught. Find pictures or letter sounds taught in magazines, newspaper and</p>	 <p>Rosie's Walk What Pet Should I Get Rumble in the Jungle Panda Bear, Panda Bear Good Night Harry Monkey and Me Smiley Shark</p> 

		<p>various print media around their environment. Make shapes of letters out of play dough or with paint. Label things at home etc.</p> <p>Encourage your child to write letters in the sand, in the air and on your back. Play word bingo where each player has to give a word beginning with a given sound.</p>	<p>Starfall website Website for Jolly phonics Jolly Phonics Group1 songs</p>
<p>Mathematics</p>	<p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p>	<p>Talk 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 dad's car?</p> <p>Model and encourage use of mathematical language e.g. asking questions such as 'How many saucepans will fit on the shelf?'</p> <p>Encourage your child to share his observations as he reads numbers on cars, apartments, elevators, mobiles, calendars, at malls and so on.</p> <p>Encourage your child to identify shapes at home and in the environment. E.g. sandwich, tortillas/khaboos, cookies, etc. Discuss how shapes can be partitioned in everyday context. Show them cutting food in different ways.</p>	<p>Incorporate Numbers Into Daily Tasks</p> <p>How to teach numbers</p>  <p>40 Easy And Fun Hands-On Shape Activities For Preschoolers (pre-kpages.com)</p>
<p>Understanding the world</p>	<p><u>The world</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Share experiences with your child as you explore both the built and the natural environment with them.</p> <p>Encourage your child to talk about the things they see in the environment e.g. At the mall, airport, flowers and plants in the garden, animals in the zoo, toys, supermarket (fruits and vegetables how they grow, where they grow).</p> <p>Talk to them about the weather conditions in the places you visit, plants and animals found there, the traditional food dishes and so on.</p>	<p>World of Wonder</p> 
<p>Expressive Art and Design</p>	<p><u>Being Imaginative and expressive</u> Continues to explore colour and how colours can be changed</p>	<p>Talk to your child about his/her growing interest in and use of colour as they begin to find differences between colours.</p> <p>Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if we mix red and white?"</p>	 <p>Exploring colours</p>

<p>Music and Movement</p>	<p><u>Creating with materials</u> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating space</p> <p><u>Vocalising and Singing</u> Creates his or her own songs, often with a real sense of structure, e.g. a beginning and an end.</p> <p>Has strong preferences for songs he or she likes to sing and/or listen to.</p>	<p>Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to make different shades and tints of the colour by increasing the amount of one colour that they mix.</p> <p>Encourage and support your child to construct blocks the way they want to make their imaginary models of places and landmarks in the environment. Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if we use smaller blocks than the bigger ones.</p> <p>Encourage your child to sing his or her favourite songs and rhymes from beginning to end. Make props for the rhymes to better help your child pick his favourite rhymes and support his or her to do movement along. Singing helps children to speak more clearly and develop a larger vocabulary. When children sing and move along, they develop their motor skills as well as they practise their singing voice.</p>	  <p>Nursery Rhymes, Finger Puppets and Action Songs (discovermyworld.com.au)</p> 
	<p><u>Coming up events:</u> School Reopens: English Week: Humanities Week:</p>	<p>Sunday, 2nd January 2022 9th to 13th January 2022 23rd to 27th January 2022</p>	