





The Winchester School

Family Learning Newsletter (FS 2) – January 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Communication and Language</p>	<p>Listening and attention May indicate two-channeled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</p> <p>Understanding Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Encourage your child to 'listen and do'. Ask them to listen to instructions while completing other tasks. Play games like "Identifying an item by the sound/noise(s) it makes. Build towers –Take turns to build a tower, increasing the height of the tower as your child's attention improves. Let your child knock it down as a reward.</p> <p>Read stories to them and make the stories sound interesting even if the child doesn't understand every word. Use plenty of intonation when reading aloud; vary the pitch of your voice and your facial expressions Encourage your child to then talk about what is happening in the story and to act out the scenarios in character. Share stories and discuss the characters. Try to ask open ended questions. How do you know that...? Why do you think...? How can you tell the difference between _____ and _____?</p> <p>Share and join in Role-Play. Encourage your child to talk about what is happening and to act out the scenario. Develop language skills through structured and unstructured discussions linked to books, topics, routines, events. Go on a family outing to the beach, park etc. Ask them to share their experience. Encourage them to use new words to describe their outing.</p>	<p>Role play</p>  

**Prime Area
Personal, Social
and Emotional
Development**

Making relationships

Is proactive in seeking adult support and able to articulate their wants and needs

Understanding emotions:

Talks about their own and others' feelings and behavior and its consequences.

Sense of self

Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

Encourage your child to explore and talk about what they are learning, their ideas and ways of doing things. Talk to your child how to talk confidently to others. To show enough confidence to initiate ideas e.g. To seek help or check information. Let them record their voice or create a video of them speaking in order to develop their self-confidence to speak and use various ICT tools confidently.

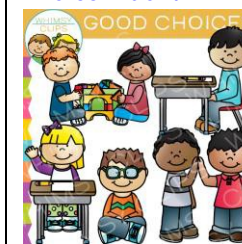
Share books with stories about characters that follow or break rules, and the effects of their behaviour on others e.g. Mr Men series. Make them understand what is right and wrong. Provide activities that encourage, give and take or sharing things to be fair. Be alert to justice and let your child see that they are addressed and resolved. Discuss rules and fairness with your child and appreciate them for being kind and helpful by giving them stickers etc.

Encourage children to share all about what happened during the day. **Encourage** your child to play along with other children. Visit the park or have a tea time – story time. **Ask** them questions based on the story they read.

Encourage your child to explore and talk about what they are learning, their ideas and ways of doing things.


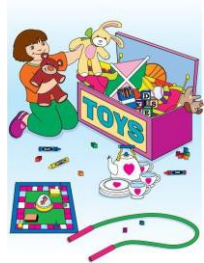

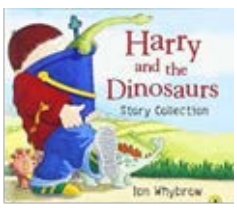
Talk to your child how to talk confidently to others. To show enough confidence to initiate ideas eg: To seek help or check information.

Be confident



Self-expression



<p>Physical Development</p>	<p>Moving and handling: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Health and self-care: Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>	<p>Encourage your child to explore different ways to move e.g. jumping, rolling, skipping around, under, over and through balancing and climbing equipment. Give them instructions to follow e.g. When climbing and coming down a pole I need to wrap my legs around the pole. When negotiating space encourage your child to share their play space. Let them pretend to recreate different roles with the help of music for example stomp like a dinosaur, fly like a bird etc.</p> <p>Talk to 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. Encourage them to use the scissors carefully and keep it in the proper place after use.</p>	 
<p>Specific Area Literacy</p>	<p>Reading Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Stories The Zoo Vet Mystery egg hatching Harry and the bucket full of dinosaurs Dinosaur Dig</p>	<p>Encourage to play different games with you. Like 'Robot talk' As the robot leader, say the sound in a robot voice and have the students respond: "I am a robot. Can you help me? Can you tell me what I see? I see a /c/ /a/ /p/."</p> <p>Encourage your child to repeat the sound in "robot talk" and then blend the final word to answer the robot's question. Give your child a ball and have him/her toss the ball up in the air for each sound in the word. You use the small foam balls that you can purchase at any store.</p> <p>Share and read words and simple books. Provide varied texts and encourage your child to use vocabulary from books they read. Give your child a range of information books on dinosaurs to look at.</p> <p>Encourage them to mark with sticky notes information that they can tell other people. They can also find at least one fascinating fact about the book/author. Look at a website with good pictures of dinosaurs. Go through the picture galleries and encourage your child to name any dinosaurs they recognise and talk about. Discuss what they know about dinosaurs, e.g. they lived a long time ago, there are no real dinosaurs around today, some of them were very big, some were gentle and ate grass, some were fierce</p>	 <p>Harry and the bucket full of dinosaurs The Zoo Vet</p> 

Writing:

To start to segment the sounds in words and blend them together.

Jolly Phonics

Introduce letter sounds ai, j, oa, ie, ee, or, z,
Blending consonant, vowel, consonant
(CVC) words for reading and writing.

Blending and reading of words in letter and
sound book.

High frequency words- will, when, why,
which, what, by, very, look, said, yes, too
look.

and ate meat.

Encourage your child to tell you their own stories looking at picture books or books with simple words and sentences.

Encourage your child to copy labels and posters from around the house. **Encourage** your child to make use of their phonic knowledge as they attempt to write simple words. **Encourage** your child to find and cut letters in their names or words from magazines, newspapers and unwanted books. Model how to write names beginning with a capital letter and remember to follow by lower case letters. **Talk** to your child about the letters at the beginning of their own names and other familiar words. e.g. mum, dad, bag, bus. Model writing words so that your child can see spelling in action.

Encourage your child to form letters in flour, semolina etc.

Encourage them to write words by segmenting the sounds in the word.

Find the sounds in books and magazines and highlight the words. Let them create a shopping list of the things they would like you to buy from the super market



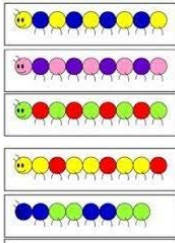

Practice writing and reading High Frequency words by look say, cover, write and check.

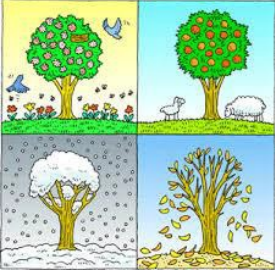



Share few games Example: Musical box - Put the objects beginning with the letter sounds and play 'Guess' Example: I have something green ,soft....(leaf)


[Writing](#)



[Sight words](#)
[digraphs](#)

<p>Mathematics</p>	<p>Cardinality: Engages in subitising numbers to four and maybe five.</p> <p>Comparison Estimates of numbers of things, showing understanding of relative size.</p> <p>Pattern Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p>	<p>Write the numerals on each end of the wooden pegs Encourage your child to match the numeral on the wooden peg to the correct number of objects. Share with them ways to show a number in different ways.</p>  <p>Challenge them by setting a timer - how fast they can match the pegs to their correct spots on the ring.</p> <p>Encourage children to guess and count the number of spoons in the kitchen drawer, or the number of toys in the toy box. Give them different objects to estimate and count. Ask your child to get the biggest jar from the kitchen or the smallest pair of socks from the cupboard. Encourage children to use words like estimate, smallest, biggest, bigger, smaller etc.</p> <p>Demonstrate making patterns with cutlery for your child to follow and continue Example: spoon fork spoon fork or spoon, spoon fork - spoon spoon fork. Encourage your child to use different objects, shapes and colours to create their own patterns.</p>	<p>Subitising Numbers</p> <p>Subitising Activity</p>  <p>Which jar has 100?</p> <p>Estimation</p> 
<p>Understanding the World</p>	<p>People and communities Enjoys joining in and talks about past and present events in their own life and in the lives of family members.</p>	<p>Share and talk about different celebrations, festivals and special events that you celebrate and your community with your child. Talk to your child about different festivals and how they are celebrated. Discuss what gifts you are going to buy for your family. Take them to the mall and show them the different decorations that people use to celebrate different festivals like Eid, Diwali, and Christmas. Share and Talk about sending Greetings/Christmas cards to their friends and relatives.</p>	

	<p>The world They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Share a word or a topic from the environment e.g. Living and non- living things, living things will grow and reproduce Encourage children to talk about their observation and to ask questions. e.g. What are non- living things? What do living things need? What happens to the flower if it falls on the ground? Why do the colour of leaves change in Autumn? Talk about different kinds of leaves, trees animals Encourage them to ask questions like Why do the yellow colour leaves fall? What will happen to the trees when it does not get enough water? Where do the birds sleep at night? Watch Animal planet, National Geography and share views about what they see and understand. Talk to your child about prehistoric age and the animals that were found during that time. Encourage them to do some of the below activities. Bury some plastic dinos in the sand and let kids dig them out with small tools and brushes, just like real paleontologists. Make a set of cardboard dinosaur feet and let kids stomp and roar like dinosaurs. Ask children to sort dinosaurs according to habitat, size, era, diet,</p> <p>Ask them to look up the internet and find out the names of the different dinosaurs. Encourage your child to use 'Microsoft Draw' to draw a life cycle of a dinosaur and plant. Play computer games where your child needs to drag and drop objects/words/pictures etc. Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Ask them to use the mobile phone cameras to click pictures or record videos.</p>	 <p>Living and Non Living Living and Non Living things Dinosaur Activities</p>    <p>Letter Art Mr. Maker Art Ideas</p>
<p>Expressive Art and Design</p>	<p>Creating with materials: Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and</p>	<p>Encourage them to create interesting artwork using paint, colours, junk, etc. Let them talk about what they have created.</p>	<p>Letter Art Mr. Maker Art Ideas</p>

	<p>develop their thinking.</p> <p>Being imaginative and expressive: Introduces a storyline or narrative into their play.</p>	<p>Encourage your child to pretend to enact as fictional characters in pretend settings. They can act out their own original stories, using language from other contexts thus developing an understanding of story structure.</p> <p>Encourage children to narrate the story in their own words. You can create costumes and props that can be used to enact the story or play.</p>	
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<p>Arabic</p>	<p>1- To distinguish Tashkeel (Arabic vowels) and how to use.</p> <p>2- To know how to write Arabic letters</p> <p>Zaay (ز) (س) Sayen (ش) shaeen (ص) saad</p> <p>3- To Know some Arabic words starting with these letters</p> <p>Zaay (ز) (س) Sayen (ش) shaeen (ص) saad</p> <p>4- To revise some Arabic letters and words.</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>Arabic alphabets</p> <p>Learn Arabic Writing</p> <p>Learn Arabic numbers</p>
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Coming Up Events

- 11th January 2022- English Week
- 25th January 2022- Humanities week
- 30th January- Art exhibition

