






# The Winchester School

## Year 1 Family Learning Newsletter January 2021



Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
<p>Literacy</p>	<p><b>Spelling</b> To use phonic knowledge to spell <b>ie, igh, ing</b> and words.</p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>To punctuate sentences with question marks and sentences with full stops and exclamation marks.</li> </ul>  <p><b>Grammar</b> To use connectives and adjectives in sentences.</p>	<p>Fold three columns on a piece of paper, and label one column 'trace', the next 'copy' and the last 'recall'. Write the word in the first column, and have your child trace the letters. Next have your child copy the word by looking at what he /she's just written. Finally, have your child fold (and hide) the first two columns and recall the spelling of the word independently.</p> <p>Agree on a mime for full stop, e.g. a stomp. Read to your child and every time a full stop happens in the sentence, stomp. Extension: draw a line in the air above the stomp to indicate the exclamation mark. <b>Change your</b> voice to indicate that there is a question/ statement/ exclamation. Tell the children a story, and each time they think you asked a question, they need to show the agreed mime for it/ make an inquisitive facial expression/ lift a question mark card. Do the same with exclamation marks and full stops.</p>	<p><a href="#">Phonics play</a> <a href="#">Phonics ie sound</a> <a href="#">Phonics ed sound</a> <a href="#">Phonics igh sound</a></p>  <p><a href="#">Question mark- punctuation</a> <a href="#">Adjectives</a></p> 

and next because  
 moreover also  
 so then however  
 as well as but  
 furthermore later

**Instructions**

To read and follow simple instructions.  
 e.g. for classroom routines  
 To write instructions for a game or activity.

**Imaginary Worlds ( Fairy Tales Stories)**

To identify and discuss characters, e.g. appearance, behaviour, qualities; to discuss how they are described in the text; and to compare characters from different stories.

To become aware of character and dialogue, e.g. by role play.

Create some connective flash cards.  
 Share some sentences with blank spaces. Ask your child to use the appropriate card to make a meaningful sentence. e.g. I hate to eat spinach.....it is very good for my health.

Share a picture of one of the favorite places, perhaps a vacation picture, a picture of your home, or of a relative's house. Then, give them paper and ask them to write sentences describing the place with as many **adjectives** as possible – instead of saying "There are four trees," **encourage** them to write, "There are four tall, brown trees with thick, bushy, green leaves." The goal is to include ten different adjectives in their description of the place.

If your child writes ten awesome adjectives, they can put a sticker on the description. Put the descriptions, along with the pictures, on a bulletin board in the room so that students become proud of their hard work and often see the photos of their favorite places.

time connectives



**Time Connectives**

First	Later	In due course
Next	In the end	At first
Just then	Finally	Until then
Meanwhile	After a while	After that
When	Immediately	After that
Before long	Eventually	In the mean time
	After some time	Once

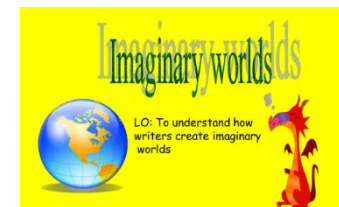
[Following Directions](#)

[Writing](#)

Instructions



Make your own story



<b>W</b>	What is the <b>problem</b> ?
<b>H</b>	What happens to the characters?
<b>E</b>	How are the characters <b>different</b> than they were at the beginning of the story?
	What is the <b>solution</b> ?

To retell stories and to plan and write their own animal story using story tables and story boards.

To notice the difference between spoken and written forms through re-telling known stories and compare oral versions with the written text.

To compare and contrast preferences and common themes in stories.

**ENCOURAGE** your child to explain the instructions of any game using **time connectives**.





Children love making new things. They learn faster if they follow instructions. You could do the craft work, make cookies, build a model etc. along with your child

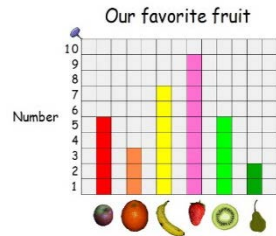
This is an interesting topic and children will learn more when taught in a fun way. While you are on a drive to the market or any outing with your child, **talk** about different labels/ captions that you come across on the roads.

**Share** some ideas to reinforce the concept with your child by taking him/her to a picnic to the zoo etc.

**Encourage** your child to do the activities mentioned below.

		<p>On an outing (to the park, shopping mall) encourage your child to look around and make a list of things he/ she sees.</p> <ul style="list-style-type: none"><li>▫ Cut out some pictures from a magazine and ask your child to give a suitable caption for it.</li><li>▫ Children learn more when taught in fun way.</li></ul> <p>A rich language environment is the foundation of good learning.</p> <p>Games and activities that build vocabulary increase the range of words your child will know to write with depth.</p> <p><b>ENCOURAGE</b> your child to talk about what he\she is going to write</p> <p>Prepare some flash cards of words related to the topic.</p> <p>Motivate your child to read the words and use them in the writing piece.</p> <p>Children learn a lot through role play.</p> <p>Character masks and other Props based on the story would help the child in retelling the story.</p> <p><b>Story cards</b> (these are picture cards of a story – illustrating the key events) also are a good resource and can be used for retelling.</p> <p><b>TALK</b> to your child about the story and discuss about characters and setting.</p> <p>Make it a fun activity that your child would enjoy.</p>	
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		<p><b>SHARE</b> your ideas and thoughts and encourage your child to give his/her own ideas.</p> <p><b>Encourage</b> your child to retell the story and enact the story along with your child for better understanding.</p> <p>Children love role play and they learn faster when they enact. This can be done at home too. Parents can enact the story too which would not only motivate the child but also build up their confidence.</p>	
<p><b>Numeracy</b></p>	<p>To find the total cost and the change left.</p>  <p>The image shows a 'Toy Shop Price List' with various items and their prices: a teddy bear (13p), a doll (7p), a snake (8p), a gift box (10p), a ball (9p), a yo-yo (11p), a puzzle (20p), a toy car (14p), a fire truck (6p), and a toy house (12p).</p> <p>To sort objects and answer questions from tables / lists, block graphs/ pictograms etc.</p>	<p><b>Encourage</b> your child to play a supermarket game. Tag a few items at home and ask your child to find the total of 2 items (keep the prices less than 10 Dirhams) When the child finds the total, ask how much change would you get if you paid with 20 Dirham note? Is there a number fact that can help you solve this problem? (Recap number bonds of 10 using pegs or spoon)</p> <p>Ask your child to buy 2 or more items from the shop and find the total cost by using addition. E.g.: I buy a ball for 9 dirhams and a doll for 7 dirhams. The total cost of the toys will be <math>9 + 7 = 16</math> dirhams.</p> <p><b>Encourage</b> your child to work out the amount of change you would get from AED 20 you will pay the cashier? E.g. <math>20 - 16 = 4</math> dirhams.</p>	<p><a href="#">Finding total cost</a></p>  <p>The image shows a hand holding a red can with a price tag of 19p. A cash register displays 'Price: 19p' and 'Change: 3p'. A hand is also shown holding a 20 Dirham note. The text 'I would like to buy this can.' is visible.</p> <p><a href="#">Money - shopping</a></p> <p><a href="#">Pictograph Games</a></p>



To identify quarter of a shape and a set of objects or numbers.

#### Whole, Half, Quarter



1



$\frac{1}{2}$



$\frac{1}{4}$

Challenge them by taking them to the nearby supermarket for a real life experience. Encourage them to compare the prices of 2 items and find out which is more expensive and by how much? E.g.: The apple cost 12 dirhams and the oranges cost 8 dirhams. So the difference between the cost of the apple and oranges is  $12 - 8 = 4$  dirhams



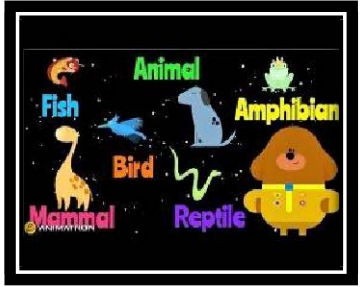
Talk to your child about how to go about making a weekly shopping list and sort the things in a table, block graph or pictogram as fruits, vegetables, tissue boxes, stationary etc. Let them find out the least and the most purchased group of items.

**Encourage** them to use recycled paper and cut out different shapes, fold the shape into half. Remind them to make sure they have completely overlapped. Ask your child to place the objects to be shared in the circles to find the fair way to share the items each time. Remind them to only place one item in each circle at a time. Now use four circles to find the quarter of objects and numbers.

[Data handling](#)










[half and quarter](#)

[fractions](#)

		<p><u>Challenge:</u></p>  <p>Two monkeys ate a total of 28 nuts. Each of them ate the same number of nuts. How many nuts did each of the monkeys eat?</p>	
<p>Science</p>	<p><u>Animals, Including Humans</u></p> <p>Experimental and Investigative work focuses on: Observing and describing animals, their features, and discussing their diet.</p> <p><u>Animal Classification</u></p> <ul style="list-style-type: none"> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>To identify and sort a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> </ul>	 <p>EXPLORE, RESEARCH and SHARE information on animal classification.</p> <p>Show the pictures of different animals and ENCOURAGE your child to sort the animals according to their characteristics and groups.</p> <p>Eg: <b>mammal</b> – lion, bear.bat</p> <p><b>Bird</b> – crow, pigeon,</p> <p>Also lay eggs – birds, fish, and reptiles.</p> <p><b>Warm blooded</b> – mammals, birds.</p>	<p><u>Animal classification</u></p>  <p><u>Animal characteristics animals switch</u></p> <p><u>ZOO</u></p> <p><u>Herbivore,Carnivore,Omnivore song</u></p>

## Animal Diet

Directions: Fill in the graphic organizer with examples. Name: \_\_\_\_\_

HERBIVORE, CARNIVORE, OR OMNIVORE		
Herbivore A plant or animal that eats plants ONLY.	Carnivore A plant or animal that eats animals ONLY.	Omnivore A plant or animal that eats both plants and animals.
  	  	  

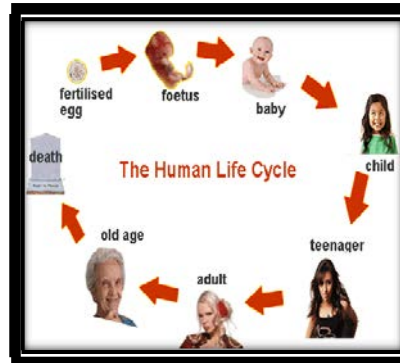
- To identify and name a variety of common animals that are herbivores, carnivores and omnivores.



Animals their movements and life cycle:

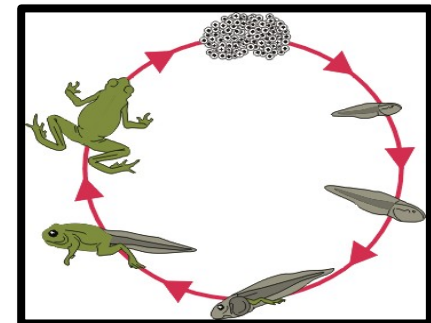
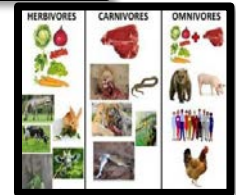
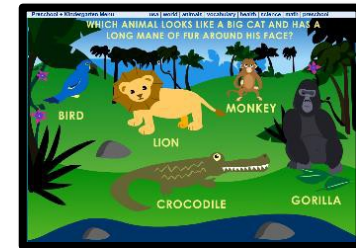
SHARE information on herbivore, carnivore and omnivore animals. TALK about their eating habits.

RESEARCH with your child information on the type of teeth they have. SHARE information on how all have different kind of teeth and their uses.



## Herbivores-Carnivores-Omnivores

I Pad app  
Feeding animals.





	<ul style="list-style-type: none"> <li>Children will understand that animals as well as humans move.</li> </ul> <p>They will also recognize changes that take place as animals get older.</p> <ul style="list-style-type: none"> <li>Children use their observations to point out differences between humans and other animals.</li> </ul> <p><b><u>Experimental and Investigative work focuses on:</u></b> Observing and describing living things, and communicating what happened in their work.</p>	<p>Also <b>ENCOURAGE</b> your child to sort variety of common animals according to their eating habits. <b>EXPLORE, RESEARCH</b> and <b>SHARE</b> information on life cycle of animals and humans. Also <b>explore</b> the different movement animals and humans have. <b>ENCOURAGE</b> your child to sort animals using different criteria. Eg; no of legs, movement, features etc...</p> <p><b>Role play</b> - Act out a stage of human or animal life cycle and <b>ENCOURAGE</b> your child to identify the stage.</p> <p><b>SHARE</b> flash cards of different animals and <b>ENCOURAGE</b> your child to match it with the baby animal. <b>TALK</b> to your child about the different features of the animals and their young ones.</p>	
Arabic for Arabs	<p><b>عنبر عصفور سعيد – فصيح وصديقه البلب</b></p> <p>أن يميز التلاميذ رسم التاء المربوطة. أن يتعرف التلميذ صوت الحرف مع الحركات القصيرة والطويلة. داخل القصة أن يربط التلميذ بين الجمل التي تم تعلمها لتكوين فقرة جديدة. أن يصف التلميذ صوراً مختلفة بشكل صحيح.</p>	<p>مساعدة الابن على نطق الحرف بصورة صحيحة. مساعدة الابن على كتابة الحرف بشكل صحيح . مساعدة الابن في تركيب كلمات مكونه من حرفين أو أكثر مساعدة الابن في إعداد معجم صغير مرفق بصور عن الحروف التي تعلمها. إملاء الكلمات التي تم تعلمها بصورة دورية.</p>	<p><a href="#">حروفى العربية</a></p> <p><a href="#">تعلم الكتابة باللغة العربية</a></p> <p><a href="#">منصة أقرأ بالعربية</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>

		<p>ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
Arabic for Non- Arabs	<p>The shape and the sound of ( ل - م - ن - ه - و - ي )</p> <p>Revise about all the letters.</p> <p>Reading using vowels.</p> <p>Breaking the words to vowels.</p> <p>Lessen ( أسرتي ) my family</p>	<p>Encourage your child to practice writing the words he learnt at school and to draw them.</p> <p>Encourage your child to practice making sentences using the verbs.</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p><a href="#">READ &amp; WRITE ARABIC Words with LONG &amp; SHORT Vowels</a></p> <p><a href="#">STEP 5- ARABIC LONG &amp; SHORT VOWELS -</a></p> <p><a href="#">Parctice Joining Arabic letters with short vowel (Fatha) –</a></p> <p><a href="#">Arabic joining letters</a></p> <p><a href="#">ARABIC Short Vowels Explained</a></p> <p><a href="#">Arabic and Islamic YouTube Channel</a></p>
Islamic for Arabs	<p><b>Unit 3: lesson 1</b> <b>Surat Al-Ikhlās</b> To learn the fundamental essence of Islam (the oneness of Allah)</p> <p><b>Unit 3: lesson 3</b> <b>Cleanliness</b> To learn the importance of cleanliness in Islam</p> <p><b>Unit 3: I love my Family</b> To find out the importance of family in Islam. To explain how to be grateful for this favor.</p>	<p>Talk to your child about the important of cleanliness</p> <p>Encourage your child to learn Surat Al-Ikhlās</p> <p>Encourage your child to learn the duas taught in class.</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can</p>	<p><a href="#">Cleanliness is One half of our Faith</a></p> <p><a href="#">Quran: 112. Surah Al-Ikhlās (The Sincerity)</a></p> <p><a href="#">Arabic and Islamic YouTube Channel</a></p>

		help your child learn more at home about the topic	
Islamic for Non -Arabs	<p><b>الله الخالق العظيم</b>  أن يوضح الطالب عظمة الله في الخلق  أن يدلل الطالب على مظاهر قدرة الله تعالى  أن يوضح كيفية شكر الله على نعمه</p> <p><b>سورة الناس</b>  أن يتلو الطالب سورة الناس تلاوة صحيحة.  أن يفسر الطالب مفردات السورة الكريمة.  أن يستنتج وسائل التحصين من شياطين الجن والإنس.</p> <p><b>صلاتي نور حياتي</b>  أن يعدد الطالب أسماء الصلوات المفروضة.  أن يبين الطالب أهمية الصلاة.  أن يبين الطالب عدد ركعات الصلوات المفروضة.</p>	<p>يساعد ولي الأمر في التدبر في خلق السموات والأرض.  حث الطالب على شكر الله تعالى على نعمه.  يساعد ولي الأمر الطالب في حفظ السورة وحثه على تلاوتها في صلواته اليومية.  حث الطالب على الصلاة .  يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">الله الخالق</a></p> <p><a href="#">تعليم الصلاة</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
Humanities History	<p><b><u>Travel and Transport</u></b>  To develop an awareness of the past, use common words and phrases relating to the passing of time.</p> <ul style="list-style-type: none"> <li>▪ Toys today</li> <li>▪ Family</li> </ul>  <p style="text-align: right;">relating to favourites</p> <p><b><u>Physical and Human Geography</u></b>  To use simple observational skills to study the surrounding environment in the context of the weather of the UK/local weather.</p>	<p><b>TALK</b> to your child about how the toys we use now is different to the past.</p> <p><b>ENCOURAGE</b> your child to develop a curiosity about changes within living memory and the ways in which we can find out about these changes.</p> <p><b>Explore, Research and SHARE</b> information on different ways of life in different eras through stories, photos, and talk.</p>	<p><a href="https://www.youtube.com/watch?v=syVHRJ-qKb4">https://www.youtube.com/watch?v=syVHRJ-qKb4</a></p> <p><a href="https://www.youtube.com/watch?v=lrjl_vaRCZO">https://www.youtube.com/watch?v=lrjl_vaRCZO</a></p> <p><a href="https://www.youtube.com/watch?v=EDAPaEVr1Hk">https://www.youtube.com/watch?v=EDAPaEVr1Hk</a></p> <p><a href="https://www.youtube.com/watch?v=0hA68oJkDm!">https://www.youtube.com/watch?v=0hA68oJkDm!</a></p>

**Geography**

- What is weather?
- How does the weather affect us?



Encourage your child to place different types of toys correctly in order onto a timeline.

**Challenge** them to reason why they think certain types of toys have been made before or after others.

**TALK** to your child about the daily weather patterns.

**ENCOURAGE** your child to use simple observational skills to study the surrounding environment in the context of the weather of the local weather.

**Explore, Research and SHARE** information on what the weather is like in our country by recording the observations in a weather diary.


<https://www.youtube.com/watch?v=YsdRIMDA-OE>

<https://www.youtube.com/watch?v=EVoSV8G2SHk>

<p><b>UAE Social Studies</b></p>	<ul style="list-style-type: none"> <li>• To Sequence events using time words (e.g. today, yesterday, last night, etc.)</li>   <li>• To Identify himself/herself as a unique individual, different from others.</li> </ul>	<p><b>Talk</b> about the importance of sequence events</p> <p><b>Encourage</b> your child to find out the time words.</p> <p><b>Share</b> with your child the example of time words.</p> <p><b>Talk</b> about the importance of unique.</p> <p><b>Encourage</b> your child to find out how they are different from others.</p> <p><b>Share</b> with your child the meaning of unique individual.</p>	<p><a href="https://www.youtube.com/watch?v=4AMptAmS_xM">https://www.youtube.com/watch?v=4AMptAmS_xM</a></p> <p><a href="https://www.youtube.com/watch?v=UdIkshczT_w">https://www.youtube.com/watch?v=UdIkshczT_w</a></p>
<p><b>Physical Education</b></p>	<p><b><u>First Week:</u></b></p> <p><b><u>50 mtr Race, Hurdle Race and Obstacle Race:</u></b>          During 50 mtr race the focus is on to develop the speed,          During the hurdle race and obstacle race the focus is on to</p>	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. 50 mtr race</li> <li>2. Hurdle race</li> <li>3. Obstacle race.</li> </ol>	<p><b><u>Useful sites:</u></b></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=U03n0QXZZdM">https://www.youtube.com/watch?v=U03n0QXZZdM</a></p>

	<p>develop agility and speed.</p> <p><b><u>Second Week:</u></b></p> <p><b><u>Hula Hoop Race and Fun Race:</u></b> During Hula hoop race and fun race the focus is on to develop the agility and speed.</p> <p><b><u>Third Week:</u></b></p> <p><b><u>Sports Day:</u></b> During the sports day the focus in to develop the competitive attitude and promote sound health, safety and physical fitness.</p> <p><b><u>Fourth Week:</u></b></p> <p><b><u>Fun &amp; Games:</u></b></p> <p>During the fun &amp; games activities the focus is on to develop the physical fitness and make them enjoy.</p>	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Hula Hoop Race</li> <li>2. Fun Race</li> </ol> <p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. 50 mtr race</li> <li>2. Hurdle race</li> <li>3. Obstacle race.</li> <li>4. Hula Hoop Race</li> <li>5. Fun Race.</li> </ol> <p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Relay races.</li> <li>2. Animal races.</li> </ol> <p>Dance</p>	<p><a href="https://www.youtube.com/watch?v=jweMT7zIm4o">https://www.youtube.com/watch?v=jweMT7zIm4o</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=jweMT7zIm4o">https://www.youtube.com/watch?v=jweMT7zIm4o</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=U03n0QXZZdM">https://www.youtube.com/watch?v=U03n0QXZZdM</a></p> <p><a href="https://www.youtube.com/watch?v=jweMT7zIm4o">https://www.youtube.com/watch?v=jweMT7zIm4o</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=kYQ0AD5dUFg">https://www.youtube.com/watch?v=kYQ0AD5dUFg</a></p> <p><a href="https://www.youtube.com/watch?v=CT86DI442jA">https://www.youtube.com/watch?v=CT86DI442jA</a></p>
<p>Music Year01 (Kiko)</p>	<ul style="list-style-type: none"> <li>• Improving children's confidence and musicality through singing actions songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the children sing action songs at home.</li> <li>• Ask the child to</li> </ul>	<p><a href="https://www.youtube.com/watch?v=di8Fq2zzaWU">https://www.youtube.com/watch?v=di8Fq2zzaWU</a></p>

		<p>perform the songs we learned in school.</p> <ul style="list-style-type: none"> <li>• Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</li> </ul>	
<b>Music Year01 (Sunil)</b>	<p>Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)</p>	<ul style="list-style-type: none"> <li>• Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar)</li> </ul> <p>Ask the child how to play Music with the help of (Bee, Glow-worm, Butterfly and caterpillar) by clapping</p>	
<b>Music Year01 Joyson</b>	<ul style="list-style-type: none"> <li>• Learning musical notes, only recite DO, RE, MI, FA, SO, LA, TI, DO.</li> <li>• Improving children's confidence and musicality through singing actions songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Let the children sing action songs at home.</li> <li>• Ask the child to perform the songs we</li> </ul>	<ol style="list-style-type: none"> <li>1. Recite musical notes (<a href="#">22</a>) <a href="#">Do Re Me - Sight Reading for Young Beginners - YouTube</a></li> </ol>

		<p>learned in school.</p>	<ol style="list-style-type: none"> <li>2. Action song (10) <a href="#">Gasca Zurli - A ram sam sam #zurli #cantecepentrucopii - YouTube</a></li> <li>3. <a href="#">Happiness is Something If You Give it Away with Lyrics 😊   Children Love to Sing - YouTube</a></li> </ol>
<p><b>ICT</b></p>	<p><b><u>Algorithm- Scratch junior</u></b>          To develop an understanding of Algorithm through scratch junior and program a character.</p> 	<p><b>TALK</b> to your child about what algorithms are; how they are implemented as programs on digital devices like scratch junior.</p> <p><b>ENCOURAGE</b> your child to explore and understand that programs execute by following precise and unambiguous instructions.</p> <p><b>Explore, Research and SHARE</b> information explaining that an algorithm is a set of instructions. Encourage your child to program a character following the instructions on scratch. <b>Challenge</b> them to choose different blocks and different algorithm for programming.</p>	<p><a href="https://www.youtube.com/watch?v=SdJ1Iq5pvu4">https://www.youtube.com/watch?v=SdJ1Iq5pvu4</a></p> <p><a href="https://www.youtube.com/watch?v=EPyXwpzVqfk">https://www.youtube.com/watch?v=EPyXwpzVqfk</a></p> <p><a href="https://www.youtube.com/watch?v=s6XvwEH0xpg">https://www.youtube.com/watch?v=s6XvwEH0xpg</a></p>



