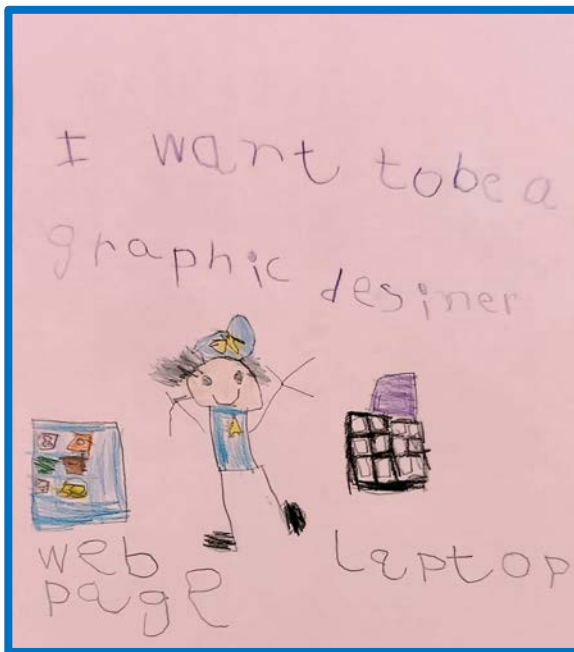
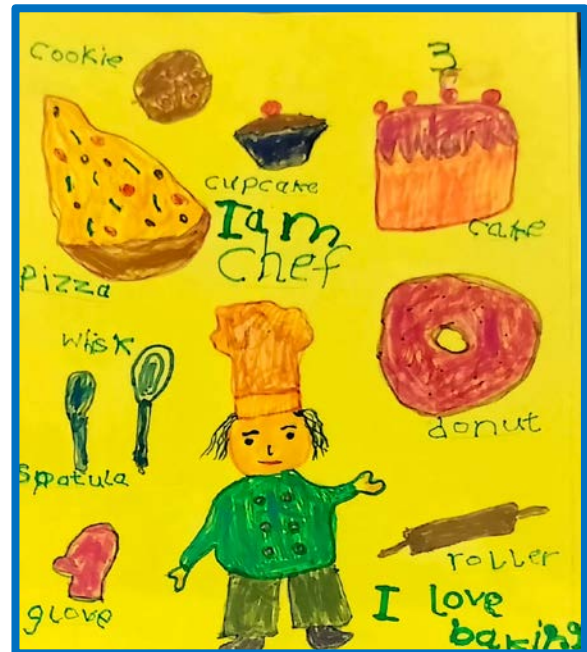


# Aim High Summer Holiday Programme

Foundation Stage 1 moving to Foundation Stage 2



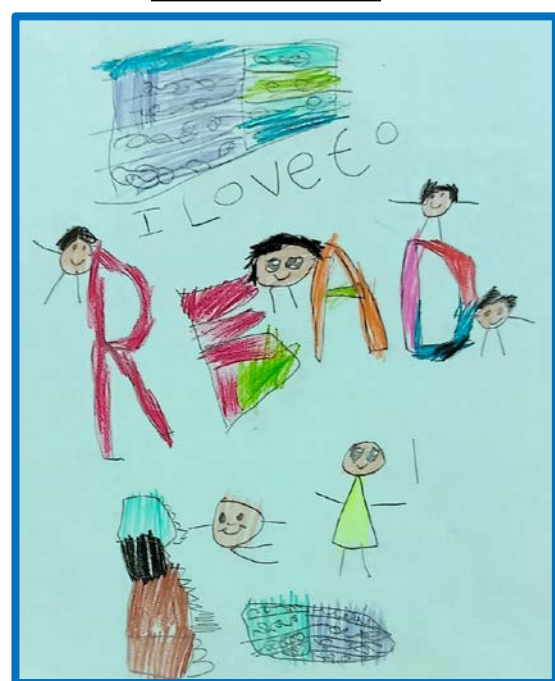
Iniyan, FS1-B



Caroline, FS1-H



Amna, FS1-A



Raneem- FS1-E



Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the Aim High Summer Holiday Programme for your child to work on over the summer vacation. The aim of this programme is to keep students in **'learning mode'** so that they continue to make progress without any summer learning loss. Our Aim high summer programme is designed to help students develop values like sustainability, tolerance, morals, values and character through integrated curriculum and community partnerships.

In FS1, our students also had numerous opportunities to work on various STEAM projects like VEX robotics, Lego, 3D models. They also explored events within and outside school, which enhanced their critical thinking, problem solving, innovation skills and helped develop their character, tolerance and moral values.

As your child is moving from FS1 to FS2, you can look at the Family Learning Newsletters for FS2 and learn, in advance, about the learning modules, which will be covered in the coming academic year.

Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed FS1 in another school, you can look over the Family Learning Newsletter for FS1 and map your child's existing learning to what has been completed at The Winchester School, Jebel Ali, thus avoiding any gaps. We hope you will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values **'Parents as Partners in Learning.'**

Wish you all a very happy and blessed holidays. Enjoy with family and friends.

The school will re-open for NEW students on Monday, 28<sup>th</sup> August 2023 and for all existing students from Tuesday, 29<sup>th</sup> August 2023.

Yours sincerely,

Jaya Paliwal  
Head of Primary

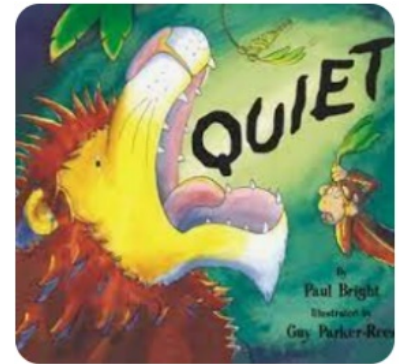
## STREAM based activities-

The EYFS framework supports an integrated approach to early learning and care. We will be revising some topics that we have covered in FS1. Therefore, we have integrated STREAM based activities in most of the areas of development so that children are able to apply their newly learnt skills. EYFS curriculum integrated with STREAM based activities, supports children to be naturally exposed and connects them to project-based learning. Children can get engaged in a multisensory, range of hands-on experiences with real materials which give them ample opportunities to develop a solid foundation through concrete experiences. You can engage in activities at your pace during the Summer Break!

**Due Date of Submission: Monday, 11<sup>th</sup> September**

**Topic- *Quiet***

**Author- Paul Bright**



**Link to the story- [Quiet! - Give Us A Story! - YouTube](#)**

*The book is available on Amazon and other websites.*

## Understanding the World – *The World*

**Objective:** To look closely at similarities and differences in relation to places, objects, materials and living things.

### Exploring footprints-Who left it?

#### **Observing and describing different kinds of animal footprints**

When your child isn't looking, create a series of different tracks using the toy animals. Then present your child with the tracks and the toys — and ask your child to match them up. Which toy made which track?

The child takes a look at the feet on a toy, and makes a prediction. What kind of tracks would these feet likely make? Then your child checks his answer by making his own set of tracks with this toy. Do they match?



Alternatively, your child might want to try placing the toy's feet over the top of a given track (to see if it's a good fit). If it looks promising, your child can then confirm the match by re-creating a similar set of tracks.

Whichever approach your child takes, get your child talking. When your child makes a prediction, or claims to have a match, ask her/him to explain. And encourage your child to use spatial language to describe her ideas.



How many toes are there?

What does the bottom surface of the foot look like? Is it bumpy? Scaly? Smooth? Flat? Arched? What shapes do you see?

When the creature walks, what parts of its feet touch the ground?

Does the foot have nails? Hooves? Claws?

If there are claws, do they touch the ground when the animal walks (as they do with dogs)? Or are the claws retracted (as they are in cats)?

Encourage your child to look at the real animal foot prints around them and compare with their foot prints.

## Habitats

Create a habitat in a shoebox or plastic container. A habitat is an area with a specific climate and ecosystem. Desert, forest, grassland, wetlands are the main habitats found around the world.



Each habitat has its own landscape and wildlife. Use small plastic animals to portray the wildlife in the area.



### **Understanding the World – Technology**

**Objective:** To operate simple equipment's example – used the remote control, camera, mobile, tabs.

**Game-** [Baby Mommy Animals Free Games online for kids in Nursery by Hadi Oyna \(tinytap.com\)](http://tinytap.com)

### **Literacy- Reading**

**Objective:** To begin to be aware of the way stories are structured.

Tell a story together, eg. Once upon a time there was ..... He lived in .... One day he decided to ...

Read books with no words and create the story together.

Did they like the story? Why? Why not?

### **Communication and Language - Understanding**

**Objective:** To understand the how and why questions.

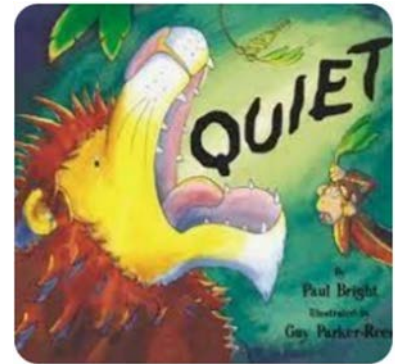
Being inquisitive and answering questions is a key part of language development. Children must be able to understand questions in order to have a conversation and pass on information to others. Language and communication skills include the ability to understand questions (i.e., receptive language) and express oneself (i.e., expressive language) using words, gestures, or facial expressions, here are some fun activities to help your child build their logical thinking and reasoning skills.



### Story time

While reading the storybook 'Quiet' with illustrations or pictures, ask your child questions like,

1. "What is the main character of the story trying to do throughout the book?"
2. How does the character feel about the noise around them at the beginning of the story?
3. What is your favorite part of the story and why?
4. What does the character do to escape the noisy environment?
5. What animals do you come across in the story?
6. Why does the lioness want the lion to stay quiet?



### Story Basket

Read other stories on animals. Like Dear Zoo.

You can create a story basket and ask your child can retell the story using the objects from the basket.



### Zoo Role Play

Create a role play area where you can read the story with your child. Get the children to pretend to be game rangers in a big nature reserve or zookeepers in a zoo. Use tables, chairs, boxes or crates to make enclosures for the stuffed animals. Show him/her different animals and where they live. Encourage the child to enact and use the props appropriately. You can ask him/her different questions related to the scene (wild animals/ farm animals/ pet animals). Ask the child to use his/ her voice or gestures while enacting





What's the name of the story/Author? What's your favourite animal from the story? As your child gets the idea, allow him/her to ask their questions – and give them time to develop their skills to answer by extending the conversations.

## **Literacy - Writing**

**Objective:** To give meaning to their drawings and paintings.

What can you do at home to support writing?

- Encourage your child to use correct pencil grip (tri-pod grip)
- Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
- Make books with children of activities they have been doing, using photographs of them as illustrations.
- Encourage children to use their phonics when writing.
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.

## **That's how we learn our stories...**

**Story Map:** Children will discuss the story with your family and make a story map.

**Story Map**

Name: \_\_\_\_\_ Book Title: \_\_\_\_\_

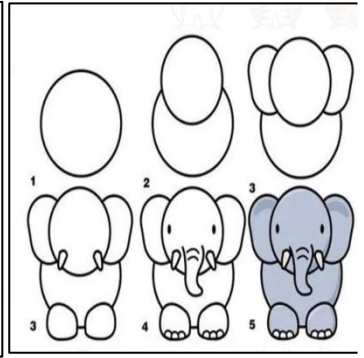
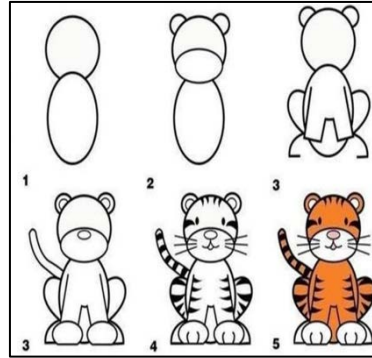
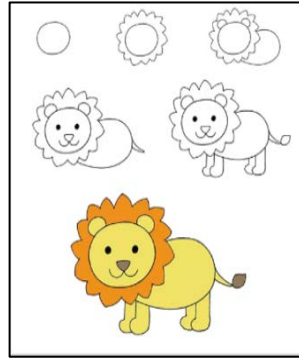
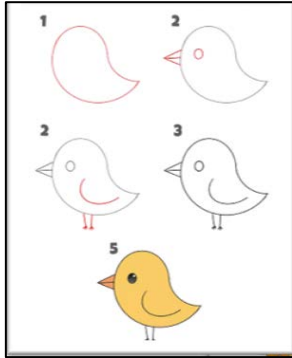
Characters		Setting
Problem		Solution

**Story Map**

Setting		Characters
Beginning	Middle	End

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Encourage your child to choose their favourite animal and follow the steps to draw any animal and try to label their drawing using the initial sound or by sounding out and writing the word.



## Physical Development – Moving and Handling

**Objective:** To manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

### Having fun using our Fine motor skills

One of the most important ways to help our children develop fine motor skills while playing is to provide a range of tools and equipment in one hand. There are plenty of easy ways to strengthen these muscles, practise co-ordination and develop hand-eye coordination.

- Cutting with scissors.
- Holding and using a pencil.
- Color, scribble, or draw with markers, crayons, or chalk.
- Playdough manipulation.
- Snapping together blocks.
- Stacking blocks, small cups, buttons, wooden spools.
- Building with small blocks
- Putting together simple puzzles.
- Opening and closing things (latches, lids, boxes).



### Let's develop our big muscles!



**Objective:** To jump off an object and land appropriately using hands, arms and body to stabilize and balance.

Obstacle course - Set up an obstacle course using cones, hoops, balance beams, and other items that children can jump over, crawl under, or climb through.

### Let's get creative with playdough!

Playdough is a wonderful sensory and learning experience for children. As your child shapes the playdough into a ball or a snake, they're thinking creatively. The squeezing, pinching and pulling movements also strengthen your child's hand muscles and develop fine motor skills.



Let's make a playdough toolbox with available resources at home.

### **Challenge**

Challenge your child to use the tools and toys to add to the playdough activity, you can really spark your child's imagination and creativity. Talk about how the playdough feels, and what your child is making.

### **Engineering: Creative and Critical Thinking.**

### Let's make a bridge using the below materials.

#### **Materials needed:**

small paper cups, popsicle stick, blocks, tape, toy animals, blue paper for water under the bridge, green paper for grass and brown for land.

#### **Instructions:**

Build bridges using the blocks and paper.

- Tape the end of the popsicle sticks together.
- Build two pillars using the blocks on opposite side and then set the paper on top for the animals to walk across.



## How creative can you get?



Children can use their creativity to build different cages using various materials.

### **Expressive Arts and Design – Being Imaginative**

**Objective:** To create sounds, movements, drawings to accompany stories.

Creating sounds and movement play an important part in a child's learning during the story time. It helps children to develop creativity, imagination and problem-solving skills. By encouraging learners to move in a certain way or inviting them to find a new way to move, it allows them to creatively and independently solve problems. Children must be encouraged to create different sounds using their body parts. It gives the opportunity to the children to confidently show their understanding of different sounds in the environment.

## How creative can you get with your handprints / finger prints?

### **Supplies:**

- Paint
- Paintbrush
- White A4 size paper
- Scissors
- markers



### **Instructions:**

Paint your hand with your preferable colours of paint. Dip your index finger in the paint to make the features of the animal. Make a print on a paper. The fingers will be the legs and the thumb will create the head. To finish, use a marker to draw the facial

features. Leave the paper to dry and once it is dried add things like grass, their name, age, and so on if you like. Make grass by painting just the fingers green at the bottom edge of the paper. You could easily use tissue paper, paint, or markers instead to create them.

## **Mosaic Magic**

### **Materials:**

- A wooden board or a piece of cardboard as the base
- Assorted colorful tiles, small pebbles, or glass beads
- White glue
- Scissors
- Pencil
- Black marker or Sharpie



### **Instructions**

1. Choose an animal for your mosaic.
2. Draw the outline of the animal on the wooden board or cardboard using a pencil. If you need a reference, you can print out a picture of the animal or draw it freehand.
3. Cut the colorful tiles into small pieces using scissors. Try to vary the shapes and sizes to make it more interesting.
4. Starting with one section of the animal, apply a small amount of white glue to the base, and then start placing the tiles or beads onto the glue, following the outline of the animal. Use different colors and shapes to fill in the space.
5. Repeat step 3 for the rest of the animal. You can make the mosaic as detailed or as simple as you like.
6. Once you have covered the entire animal, allow the glue to dry completely.
7. Use a black marker or Sharpie to outline the entire animal. This will help define the shape and make it stand out.
8. Once the marker has dried, your animal mosaic is complete! You can display it on a shelf or hang it on the wall.



## Personal Social Emotional Development– Sense of self

**Objective:** To express a wide range of feelings in their interaction with others and through their behavior and play, including excitement, anxiety, guilt and self-doubt.

### Create your emotions

Emotions are a tricky thing for young children. They're overwhelming and hard to understand. To help teach this concept, let's explore and create activities centered on emotions for kids.

**Let's create your emotions using empty bottles.**

#### **Materials:**

Used empty bottles

Paints

Cut outs of different expressions (eyes and mouth)

Glue

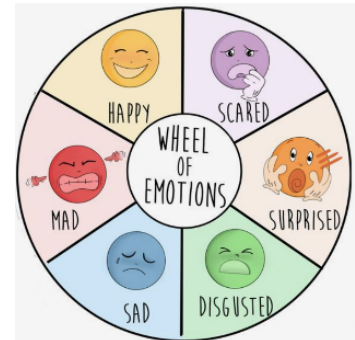


### Wheel of Emotions

The Wheel of Emotions is a great tool for helping kids identify and understand their emotions.

#### **How to play:**

1. Start by drawing different emotions on a circle cut out to give it a wheel shape. The wheel should have different emotions listed in each section.
2. Explain to the children that emotions are like colors on a wheel. Just as there are many shades of colors, there are many different emotions.
3. Ask the children to think about a time when they felt one of the emotions listed on the wheel. You can also give them a scenario, such as "imagine you just got a new pet" or "imagine you lost your favorite toy."
4. Have the children take turns spinning a small toy or using a spinner to choose an emotion on the wheel. Ask them to describe a time when they felt that emotion and what caused it.
5. Encourage the children to talk about their emotions and share how they are feeling. You can also ask follow-up questions to help them identify the source of their emotions and understand how they can cope with them.



6. Finally, remind the children that it's okay to feel a range of emotions and that everyone experiences different emotions throughout the day.

## Mathematics

**Objectives:** To explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).

**To subitize one, two and three objects (without counting)**

**Create your pattern** Ask your child to collect some natural resources available around your house, for example- leaf, twig, stone, etc. Now ask your child to create a pattern using only 2 objects, for example- stone, leaf, stone, leaf.



**Challenge** your child to create a pattern using more than 2 objects.

## **Game time- What comes next?**

Enjoy this interactive game with your child. You can create it at home with your child. Choose any 2 or 3 animals (wild/pet/farm). Now make a pattern on a cardboard or chart paper with these, and keep some spaces incomplete. Ask your child to fill the missing spaces. For example -

## **Matching Patterns**

Ask your child to look around the house or on a walk and find animal prints in the environment match them to the animal.



## Challenge

Now create the different animal patterns you have seen using paint, paper, colour pencils, crayons. We can be creative and create your own T' Shirt with your favourite animal print.

More than 4 legs	4 legs	2 legs	0 legs

## Can you count my legs?

Collect pictures of any 15 of your favorite Animals from Newspaper, Magazine/ Internet. Now sort the animals based on their number of legs and stick them in the correct column.

## Subitise

Watch this informative video to revise subitising-  
<https://www.youtube.com/watch?v=ib5Gf3GlzAg>

**Make your own dice- Take** any cube shaped object available at home, for example- cardboard box. Wrap a newspaper or coloured paper around it. Represent numbers in different ways up to 6 on each side of the cube. For example- dots, lines, any pictures, etc. Now ask your child to roll the dice and say which number they can see, but without counting.



**Let's subitise, let's see!** Look around your house, building, park, etc. for different ways numbers are expressed, for example in the park, if you see fallen leaves, look and say how many they are. Now count and check if you were correct.



## Let's play a board game if you're bored!

Write numbers 1-6 in columns on a cardboard or piece of paper. Now use bottle caps, flashcards, or your own created dice to represent numbers in different ways. Put these in a bag, and pick one at a time. Now look and subitise and put them in the correct number on your board.

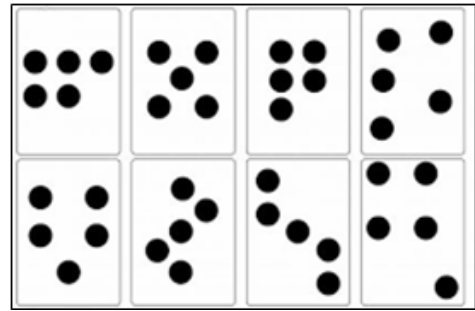




## Number Arrangements

Show your child a number. Ask them to arrange objects/dots for the given number in different ways. You may use different numbers

Example: Different arrangements of 5 dots



## Jolly Phonics

**Objective:** To hear and say letter sound in words. Hear and say sounds in words in the order in which they occur.

Go on a listening walk. You could go around your house or an outside area with an adult and practise listening carefully to all the different sounds you hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?



Talk about sounds you like and sounds you don't like and why. Draw some pictures of things that make sounds that you like – for example birds singing, the sea or a doorbell.



Play the game 'I Hear with My Little Ear!' Take it in turns to imitate the sound of something and guess what makes that sound. You could imitate the sounds of things found around your house, like a clock or a telephone, or of recognisable animals like a cat or dog.



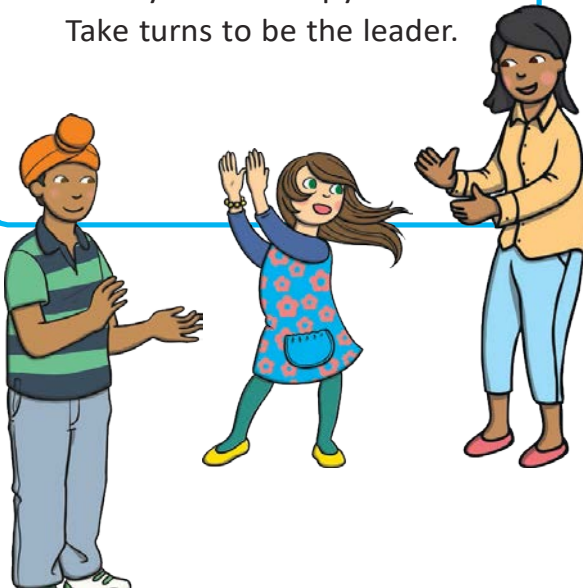
Make a collection of your own noisemakers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.

# General Sound Discrimination

## Body Percussion

### Home Learning Challenges

Play 'Follow-the-Leader' with your family. One person chooses some body percussion, such as patting their knees, clapping their hands or clicking their fingers, and the rest of the family have to copy them. Take turns to be the leader.



Teach everyone at home the 'Pat-a-cake, pat-a-cake, baker's man' rhyme and show them how to clap their hands together to the beat.



Listen to some music at home with your family. Can you all clap along to the beat?



Use your voice to make sounds like a car, a dog, a ghost, a train and bubbles under water.



## Mrs. Browning's Box - Letters and Sounds Activity

### Instructions:

Let's listen to the sound and guess the object.

Parent to hide a few objects inside the box, for example- rattle, paper, keys, a squishy toy, etc.

Child to hear the sound carefully and guess the object.

Watch the link for more ideas.

<https://www.facebook.com/CottageDayNursery/videos/mrs-brownings-box-letters-and-sounds-activity/275967707113143/>



## Rhythm and Rhyme

Home Learning Challenges



Can you teach someone at home one of the rhymes we have been singing? See if you can remember all the words!

Listen carefully to this list of words. Can you find the one that doesn't rhyme with the others? Remember to listen carefully to the sound at the end of each word: tree, bee, pin, three.









Make a rhyming basket. Can you find the toys/objects that rhyme – for example 'bee' and 'tree', 'car' and 'star'.



Make rhyming family houses.





					
at family	en family	id family	ot family	op family	um family
bat cat fat hat mat sat	den fen hen men pen ten	bid did hid kid lid rid	dot lot got hot pot not	bop cop hop pop top mop	bum gum hum mum sum yum

## Alliteration

### Home Learning Challenges

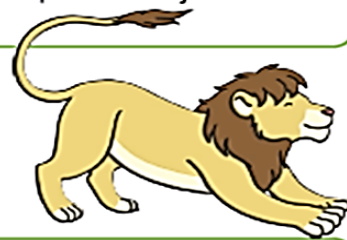


Zoe the Zookeeper wanted to name some of her animals. She wants the names to start with the same letter sound as the animal. So far she has thought of Charlie

Chimp and Tommy Tiger. Can you help her think of some names for her Lion, Snake and Panda?



Charlotte the Chef is making some silly sound soups! Each soup needs 3 ingredients that start with the same letter sound. She has already made the 't' sound soup with toffees, tomatoes and toast! Can you think of 3 foods to put in the 'c' sound soup?



Go on a letter sound hunt! Look around at home or in an outside area and find things beginning with the same letter sound. Can you find 3 things beginning with 't'? What other letters can you choose?



**Scavenger Hunt** Give your child a letter sound and ask him/her to look around for the objects with the sound. You can challenge them by finding as many objects that have the same sound in them within a minute. To make it fun you can use a minute sand timer for keeping time.



**Brainstorm** Name, Place, Animal, Thing is a fun mind game where 1 person challenges you to write or draw as many (1) names, (2) places, (3) animals, and (4) things that start with the letter which randomly selects.



**Noisy letter Jump** There are two ways to play and learn with this game. The first is for the child to jump from letter to letter, noisily shouting out the sound as she/he landed in it. For example, She/he jumped on the 's' sound and shouted "ssssssssssssssss". We can change the volume to add to the fun, so the next time she had to whisper, say it slowly, squeaky and scared etc. Other way we play is more challenging and fun for jumping too. The child can choose the place to start from and an adult, friend or sibling called out a letter sound she/he must jump on next.



**High Frequency words** Practice reading the list below. Let your child read a few sight words while you are reading books.

Follow the rule of look, say, cover, write and check.

an	in	you	she	his
at	is	the	be	her
on	I	and	we	my
up	are	he	me	it
see	not	of	if	was



**Encourage your child to write his/ her name daily. Ask them the sounds in their name.**



### Daily Reading

Please read different stories with your child and encourage him/her to retell the story in his/her own words. Reading aloud to them builds many language skills (comprehension, rhyme and rhythm in words, concepts of print such as where to begin reading, vocabulary building, etc.) Click on the given link and enjoy listening to online stories.

<http://www.storylineonline.net/>  
<https://www.oxfordowl.co.uk/>



### Links for Oxford Reading Tree Stories

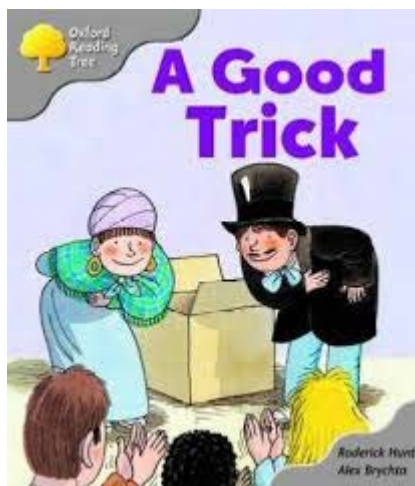
Please encourage your child to recognize the ORT characters while reading the stories. Ask them questions at the end of the story about what they have understood.

<https://www.youtube.com/watch?v=O3bpSRu4wj8>

[https://www.youtube.com/watch?v=51woEC\\_4W8M](https://www.youtube.com/watch?v=51woEC_4W8M)

<https://www.youtube.com/watch?v=MK8ml-CC4Yo>

<https://www.youtube.com/watch?v=EPpHYQLG8No>



### Useful Web links:

For online games and activities, we encourage **only 20 minutes** of online games a day.

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.crickweb.co.uk/ks1science.html>

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots>

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

<https://www.topmarks.co.uk/early-years/lets-compare>

<http://www.pbs.org/parents/education/math/games/preschool-kindergarten/pattern-matcher/>

<https://in.ixl.com/>

Please attempt any one task every day of the week. Click pictures of all the activities done with your child and compile them to maintain a Summer workbook.

Kindly send this Summer workbook to your FS2 teacher by 11<sup>th</sup> September 2023