

# Aim High Summer Holiday Programme

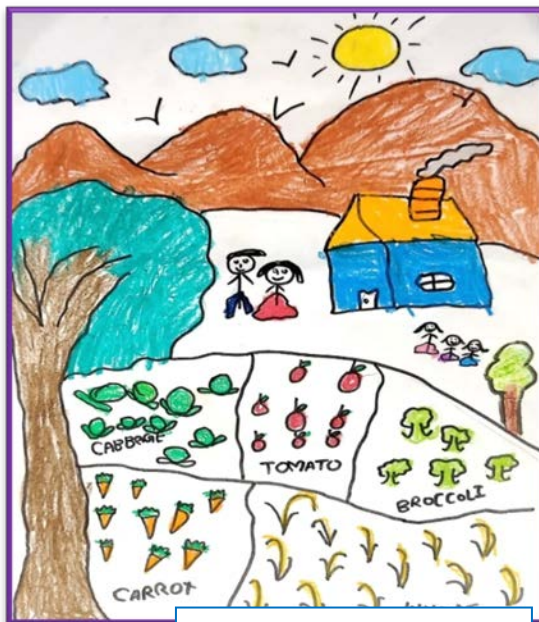
Foundation Stage 1 moving to Foundation Stage 2



Fatima Fahad FS1-F



Areej Farah - FS 1G



Sama Mohamed - FS 1B



Aarya Shrimali FS1-A



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, 26th August 2024 and for all existing students from Tuesday, 27th August 2024.

Yours sincerely,

Jaya Paliwal  
Head of Primary

## Topic- Handa's Surprise

## Understanding the World – The World

## Objective:

**Outdoor Scavenger Hunt:** Organise a scavenger hunt in your garden or around the house with clues related to different animals. Your child can search for items like feathers, animal tracks, or plants that animals eat.

Provide your child with a copy of the scavenger hunt list or clues and set a time limit for the hunt. Encourage your child to explore the area carefully, searching for the items on their list.



**Ask your child questions related to Scavenger's hunt.**

What colour is the feather? Can you guess which bird it belongs to?

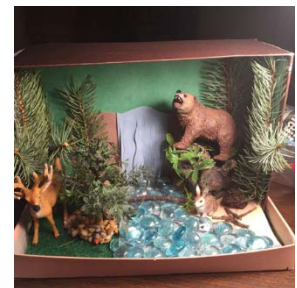
What animal do you think made these tracks? How many toes can you count on each foot?

Can you find any leaves or berries that animals might eat? Which animals do you think eat these plants?

Can you identify any animal sounds nearby? What do you think the animals are doing?

## **Habitats**

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.



**Create a habitat in a shoebox or plastic container.**

Collect various recycled materials from around your home, such as paper, cardboard, plastic bottles, fabric scraps, and any other items you can repurpose for habitat features.

Decide on the habitat you want to create (e.g., forest, ocean, desert)

Arrange your recycled materials inside the shoebox to represent the habitat elements, such as trees, rocks, water sources, and shelter.

Draw plants, animals, and other features to make the habitat come to life.

Finally, add toys of the animal that would inhabit the habitat.



## **Understanding the World – Technology**

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

## Literacy- Reading

### Objective:

To describe the main story settings, events and principal characters in increasing detail.

- Can you retell the story in your own words?
- Where did the story take place?
- Can you name the characters in the story?
- What animals did you come across?
- What fruits did they take from Handa's fruit basket?
- Did they like the story? Why? Why not?

[PowerPoint Presentation \(brynoffa.shropshire.sch.uk\)](http://brynoffa.shropshire.sch.uk)

## Communication and Language - Understanding

### Objective:

Listens and responds to ideas expressed by others in conversation or discussion.

*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.*

### 1. Story time

While reading the storybook '[Handa's Surprise](#)' with illustrations or pictures, ask your child questions like...

- What is the main character of the story trying to do throughout the book?
- What happens in the beginning, middle and at the end of the story?



- Who are the characters in the story?
- Does Handa know what happened to the fruit?
- How do the tangerines get into the basket?
- Why is the book called Handa's Surprise?
- Where do animals live? What do they like to eat?
- What is your favorite part of the story and why?
- Name your favourite fruit?
- How would the story be different if Handa knew what was happening?



## 2. Story Basket

Read other stories on animals such as Dear Zoo.

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



## 3. Zoo Role Play-

Create a role play area where you can read the story with your child. Get your child to pretend to be different characters for example: zookeepers in a zoo, forest rangers etc. 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 the different scenes from the story. Model asking simple questions to start off with: 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 enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greeting cards, tickets, lists, and invitations and creating their own stories and books with images and sometimes with words.



What can you do at home to support writing?

- Encourage your child to use the correct pencil grip (tripod grip)
- Notice and encourage the marks children make and the meanings that they give to them.
- Make a list of what fruits were in Handa's basket / Draw the fruits in Handa's basket and label the drawings / Create a booklet for Handa and Akeyo which features the fruits and animals – label them.
- Create your own story and make a book with drawings/words.
- Encourage children to use their phonics when writing.

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

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

## 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.

Story Map		
Setting	Characters	
Beginning	Middle	End

Story Map	
Name: _____ Book Title: _____	
Characters	
	Setting
Problem	
	Solution

## 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, practice co-ordination and develop hand-eye coordination:



- Cutting with child-friendly 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 spoons
- Building with small blocks
- Putting together simple puzzles
- Opening and closing things (latches, lids, boxes).

## Let's develop our big muscles!

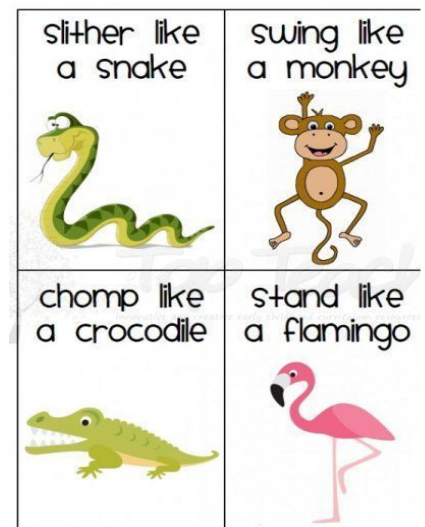
### Objective:

To choose 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.

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.

## Animal Movement Safari

Explain to your child that they will embark on an exciting safari adventure where they'll move like different animals. Encourage the children to choose an animal to imitate and start moving around the space. Play music if desired, matching the tempo to the chosen animal's movement (e.g., slow for a snake, fast for a cheetah). Give prompts to switch between animals after a few minutes, allowing children to explore different movements.





- Snake: Slither on the ground, moving smoothly and slowly
- Crab: Shuffle sideways, using hands and feet to move sideways
- Bear: Walk on all fours, making big, heavy steps
- Kangaroo: Hop around, using big jumps with both feet together
- Frog: Jump forward, landing softly with knees bent
- Penguin: Waddle like a penguin, taking short, quick steps
- Cheetah: Run as fast as you can, stretching your legs out with each stride
- Dolphin: Slide on your belly, using your arms to push forward.

## Engineering: Creative and Critical Thinking

**Let's make a bridge using the below materials. Materials needed:**

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

### Instructions:

- Build bridges using blocks and paper.
- Tape the ends of the popsicle sticks together.
- Build two pillars using the blocks on opposite sides 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 their animal using various materials available.



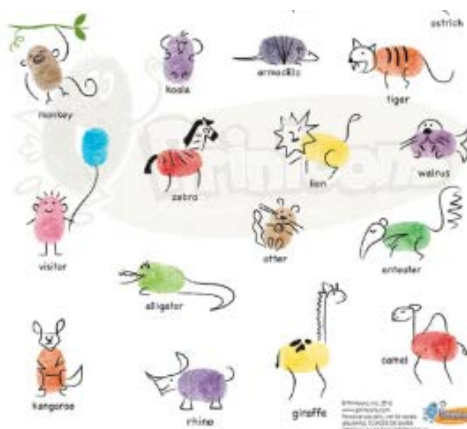
**Objective:**

Art 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.

### Supplies:

- 

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.



## Animal collage

### Material:

- colored paper
- old magazines
- fabric scraps
- buttons
- feathers
- sequins
- beads



### Instructions

- Choose an animal for your collage.
- Outline the animal on a wooden board or cardboard using a pencil.
- Now cut out shapes and images from the materials you've gathered and arrange them on the surface. Experiment with different arrangements until they find one they like.
- Glue: Once they're happy with the arrangement, they can glue the pieces down onto the surface. You can use glue sticks or white glue for this step.
- Embellish: After the main pieces are glued down, kids can add additional embellishments like glitter, stickers, or paint to enhance their collage.
- Display: Once the collage is complete and the glue is dry, it's ready to be displayed!

Collage-making allows kids to explore their creativity, experiment with different textures and materials, and create something truly unique. It's a fun and versatile art activity that can be adapted to suit a wide range of ages and interests.

## 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

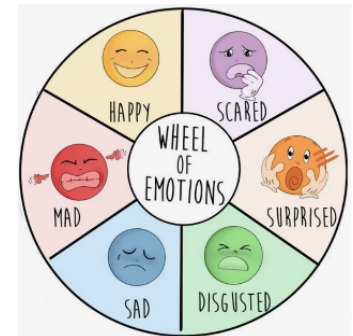


## Wheel of Emotions

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

#### How to play:

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

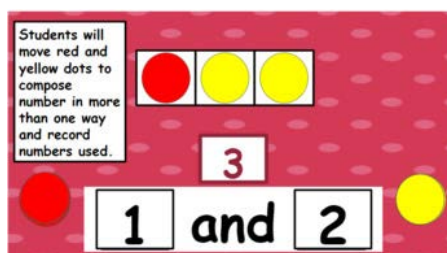
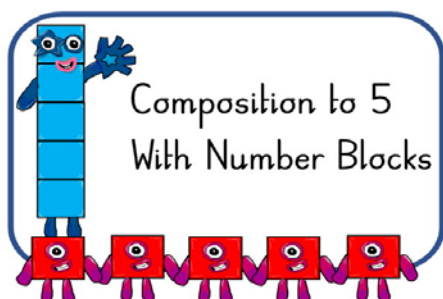


# Mathematics

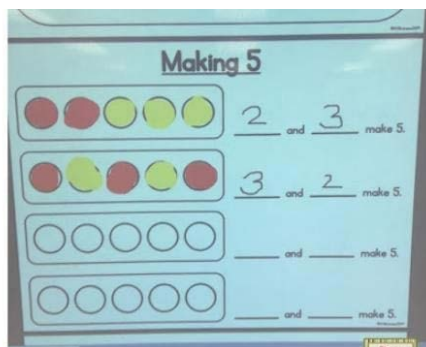
## Objectives:

To show that numbers are partitioned in different ways with a wide range of objects.

**Number Composition** Let the child create a number using blocks and know numbers are made up of smaller numbers such as 2 & 2 makes 4, 3 & 1 makes 4.



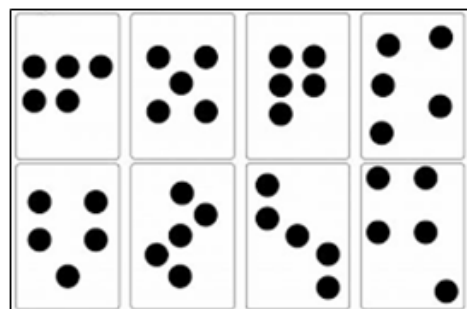
**Roll a Dice Game** Give children two colour circles and stick them on a dice. Roll the dice 5 times and record your findings on a paper. So how many different ways did we make 5?



## 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



## 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.



### Objective:

To spot patterns in the environment, beginning to identify the pattern "rule".

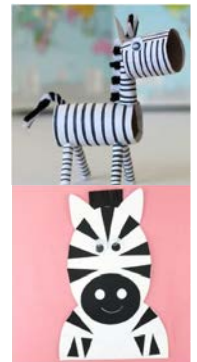
**Create your pattern** Ask your child to collect some natural resources available around your house, for example- leaf, twig, stone, etc. Now ask your child to create a pattern they see around for example- spots on a leopard and stripes of a zebra.



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

## Let's get creative with patterns!

As our topic is on animals, let us make a creative artwork using patterns!



## 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 –





## Jolly Phonics

### Objective:

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

### Aspects

# General Sound Discrimination Environmental Sounds

## Home Learning Challenges

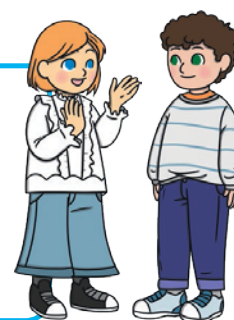
Go on a listening walk. You could go around your house or an outside area with an adult and practise listening carefully to all the different sounds you hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?



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.



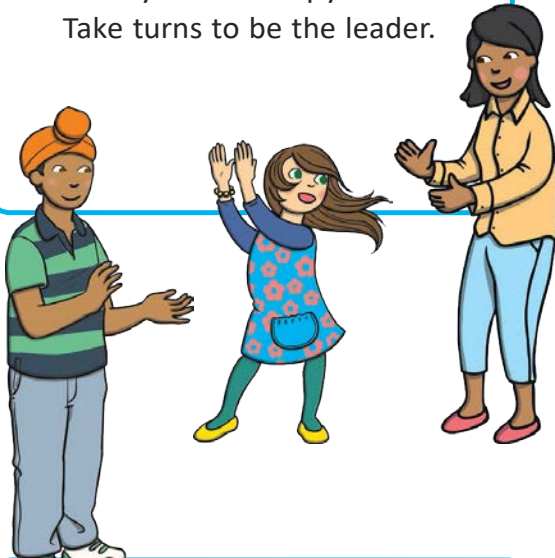
Make a collection of your own noisemakers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky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





					
<b>at</b> family	<b>en</b> family	<b>id</b> family	<b>ot</b> family	<b>op</b> family	<b>um</b> 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

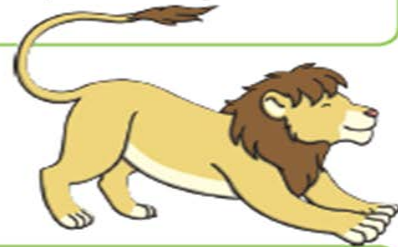
Home Learning Challenges



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.





**Sight 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.

to	I	he	she	we
go	is	the	be	me



**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

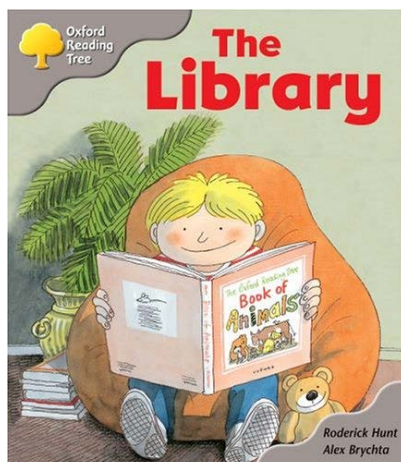
Please encourage your child to recognise the ORT characters while reading the stories. Ask them questions at the end of the story about what they have understood.

<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 10<sup>th</sup> September 2024.