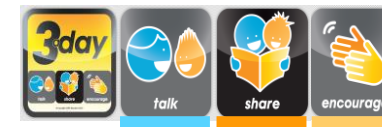







The Winchester School




Family Learning Newsletter (FS 1) – March 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Prime Area Personal, Social and Emotional Development</p>	<p><u>Making relationships</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Keeps play going by responding to what others are saying or doing.</p>	<p>Home activities/How can you help your child at home</p> <p>Encourage children to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Take your child to the park and encourage him/her to play and interact with other children. During weekends and long breaks, invite your child’s friends at home to have a Play date.</p> <p>Talk to your children about the importance of playing in a group as it teaches many things. When they play together, they learn to be a part of a team, to work according to other people’s style and accept their way of approach. They learn to listen to another person’s ideas and try new things.</p> <p>Talk to your child about how it is more fun with more friends and reward them when they patiently wait for their turn while they play in smaller groups. Tell them in simple ways that these are good actions or gestures that will make others happy.</p> <p>Encourage children to respond when they are questioned by their friends, this will develop trust and confidence in making positive relationship in groups.</p> <p>Talk to your children about choosing to express themselves through words instead of actions, for example while playing if your child is upset encourage them to share their feelings using words such as I am cross, sad, happy, scared or worried instead of pushing or hitting the other child to show that they are cross.</p>	 <p>Elaborating playing opportunities</p> <p>Developing senses by playing in groups</p>
<p>Communication and Language</p>	<p><u>Understanding:</u> Beginning to understand ‘why’ and ‘how’ questions.</p>	<p>Encourage them to ask questions in relation to the topic of conversation or in relation to the stories that are being read.</p> <p>Encourage them to talk about the importance of their five senses (see, smell, taste, hear, touch). Ask children questions related to the sense organs such as What if I don’t have a nose? How do we see things around us? What do we use to taste our food?</p> <p>Share responsibilities while you cook and ask them what goes next in the food, why do we add this... etc. as simple as making vegetable/ cheese sandwich.</p> <p>Share and model being a good listener by listening to children</p>	 <p>Developing simple to complex questions</p>

	<p><u>Speaking:</u> Beginning to use more complex sentences to link thoughts. For example: using 'and', 'because'.</p>	<p>and take into account of what they say in your response to them.</p> <p>Talk to children in full sentences to develop their listening and speaking skills. Children copy the words and try using it in their simple conversations with their friends and family. Sharing more vocabulary is like opening a door of knowledge to explore.</p> <p>Share the story of Oliver's vegetables and let them recall and tell the story in their own words, encourage them to talk by asking 'and what happens next' and so on. Ensure your child uses these connectives 'and', 'because', 'so', to answer the questions.</p> <p>You can also encourage by extending their words into simple sentences.</p>	<p>Why and how questions through senses</p> <p>Oliver's vegetables by Vivian French</p>
<p>Physical Development</p>	<p><u>Moving and handling</u> Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><u>Health and self-care</u> Understands that equipment and tools have to be used safely.</p>	<p>Encourage children to use fork and spoon at home while eating, help them to peg clothes on the wash line and let them get messy as they knead some flour. Model to your child on how to hold one-handed tools such as paint brushes, scissors, tongs, droppers and many more with their thumb and two fingers. Gradually, help them to hold a crayon/pencil using the tripod grip.</p> <p>Share your experiences and teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. e.g. cutting with scissors or using tools.</p> <p>Encourage them to understand that safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p> <p>Pencils and other writing tools are used for writing/drawing but we should use them carefully keeping in mind not to hurt others or ourselves.</p>	 <p>Practising pencil grip</p> <p>Simple and fun activity</p> <p>Developing fine motor skills</p>

<p>Specific Area Literacy</p>	<p><u>Reading</u> Enjoys rhyming and rhythmic activities.</p> <p>Books: Pepper eats green vegetables No ordinary apple by Sara Marlowe I love to eat fruits and veggies Oliver's vegetables by Vivian French Bread by Saviour Pirotta How to make cookies by Paul Humphrey Fruit by Nicola Edwards</p> <p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p> <p><u>Jolly phonics</u> Introducing the letter sounds c/k, e, h, r, m, d.</p>	<p>Encourage your child to sing about their experiences focusing on new vocabulary. Make musical instruments at home by reusing yogurt cans and beat on it keeping to the beat and rhythm of the nursery rhyme that you sing together.</p> <p>Encourage your child to draw and ask them to talk about their drawings. Ask questions related to their drawings and encourage them to relate their drawings and paintings to their environments and their past experiences.</p> <p>Talk about your outings, encourage your child to talk about the things they loved the most in their outing on that day. Then you share your highlight of the outing. Both sit down to draw about it and then encourage your child to share his/her thoughts as they describe their drawings.</p> <p>Provide a variety of mediums and mark making tools like chinks, paints, markers and colour pencils or coloured ice to draw on the floor.</p> <p>Encourage your child to find things around the house beginning with the letter sounds taught. Find pictures or letter sounds taught in magazines, newspaper and various print media around their environment. Make shapes of letters out of play dough or with paint. Label things at home.</p> <p>Encourage your child to write letters in the sand, in the air and on your back. Play word bingo where each player has to give a word beginning with a given sound.</p> <p>Share samples of alliterations and rhyming words</p>	<p>Do you like broccoli</p> <p>The beat is the heart of the Music</p> <p>I'll Never Not Ever Eat a tomato</p> <p>No ordinary apple</p> <p>Oliver's vegetables by Vivian French</p> <div data-bbox="1899 1046 2040 1206" data-label="Image"> </div> <p>Starfall: website for phonics Website for Jolly phonics Jolly Phonics songs Group2</p>
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<p>Mathematics</p>	<p><u>Numbers</u> Compares two groups of objects, saying when they have the same number.</p> <p>Knows that numbers identify how many objects are in a set.</p>	<p>Create opportunities for children to separate objects into unequal groups, as well as, equal groups. Eg. Give children different coloured fruits or vegetables to sort and then encourage them to find ways to make the 2 sets equal. Should we add more or take away in order to make the two sets equal. Repeat vocabulary words like sort, more, less, same, different, equal, add, take away, altogether.</p> <p>Talk and explain to your child the concept of estimate/predict.</p> <p>Talk to children about objects with number value. For example: give me eight objects with same colour? Can you make another set of 8 objects?</p> <p>Share counting of objects in a random layout, showing that the result is always the same as long as each object is only counted once. How many eggs in a tray? E.g. Counting plastic spoons, plates in the kitchen, Counting stuffed toys/dolls, vegetables and fruits in the supermarket, using spoons etc. to make sets.</p>	 <p>Comparing numbers.</p> <p>Objects in the set of given number</p>  <p>Match number and quantity correctly</p>
<p>Understanding the World</p>	<p><u>The world</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Share experiences with your child as you explore both the built and the natural environment with them.</p> <p>Encourage your child to talk about the things they see in the environment e.g. At the mall, airport, flowers and plants in the garden, animals in the zoo, toys, supermarket (fruits and vegetables how they grow, where they grow).</p> <p>Talk to them about the weather conditions in the places you visit, plants and animals found there, the traditional food dishes and so on.</p>	<p>World of Wonder</p> 
<p>Expressive Art and Design</p>	<p><u>Being imaginative</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Be a partner and engage in your child's play by assisting them to create stories on real life experiences and create simple yet meaningful drawings. Encourage them to sing and express their feelings through a song or a dance. Model by creating your own simple songs by using the tunes from simple nursery rhymes.</p> <p>Let them engage in</p>	<p>Instrumental music: Twinkle-twinkle instrumental music.</p>
	<p><u>Coming up events:</u> Pyjama party: Term 2 Field trip: Parent-teacher meeting: Spring break:</p>	<p>Wednesday, 4th March 2020 Wednesday, 11th March 2020 Thursday, 26th March 2020 Thursday, 26th March to Thursday, 9th April 2020</p>	