











The Winchester School

Family Learning Newsletter (FS 2) – April 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. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Understanding Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Ask your child to repeat what you have said, for example, after giving an instruction. Read stories – Encourage your child to predict the ending or retell the best part (make the story interactive).</p> <p>Set up a café table with a tablecloth, flowers, cups, plates and so on. Provide appropriate drinks in a teapot and healthy snacks. Print cards with an invitation for tea and a chat; for example, Dear..., please come for tea and a chat, love from... Help your child to fill in invitations to give to one or two friends. Model the process of hosting a tea party and chatting to guests, and encourage your child to linger and converse over drinks and snacks.</p> <p>Encourage your child to talk about how they have enjoyed the weekend or spring break. Ask about their likes and dislikes about food, occasions and friends. Read books together and encourage your child to predict possible endings to stories and events. Make sure that you are modelling correct grammar to children.</p>	<p> Listening</p> <p> Understanding</p> <p></p>

<p>Prime Area Personal, Social and Emotional Development</p>	<p>Making Relationships: Work and play cooperatively and take turns with others.</p> <p>Sense of Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Understanding emotions: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Support your child in linking openly and confidently with others, e.g. to seek help or check information along with adults. Encourage your child to play alongside with their siblings or few friends at home. For e.g. play or pretend game- make a train, play school or play shop.</p> <p>Encourage your child in drawing or taking photographs of favourite activities or places, to help them describe the individual preferences and opinions. Provide regular opportunities for children to talk to their friends or siblings about something they are interested in or have done.</p> <p>Talk to your child through positive reinforcement. For example, instead of saying "Don't jump on the couch," try saying "it is good manners to sit on the sofa with your feet down". Always remember to praise, encourage and be positive with children when disciplinary measures are needed.</p>	 <p>Making Relationship</p>  <p>Sense of Self</p>  <p>Understanding Emotions</p>
<p>Physical Development</p>	<p>Moving and handling: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Health and self-care: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Encourage your child to practice some new skills, such as hopping, walking tiptoe or going backwards. Ensure your child is physically active for at least three hours every day. Set up an obstacle course at home.</p> <p>Encourage your child to move with controlled effort, and model use of vocabulary in a context such as <i>strong, firm, gentle, heavy, stretch, reach, tense and floppy</i>.</p> <p>Talk about hygiene, how we must brush our teeth before sleeping, wash our hands before eating, comb our hair, trimming our nails etc.</p>	 <p>Moving and Handling</p>  <p>Health and Self care</p>

Specific Area Literacy

Reading

Read words consistent with their phonic knowledge by sound blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Stories

Owl Babies by Martin Wadell

Man on the Moon by Simon Bartram

Writing:

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Jolly Phonics

Recap of **s, a, t, i, p, n, c/k, e, h, r, m, d, ue, er, ar** sounds.

Blending consonant, vowel, consonant (CVC) words for reading and writing.

Share and read words and simple books.

Provide varied texts and encourage your child to use all their skills including their phonic knowledge to decode words.

Encourage your child to find out complex words using dictionaries and newspapers. Provide varied texts and encourage your child to use all his/her skills including their phonic knowledge to decode words.

Share and read books and information about day and night animals, stars and planets. Ask them to share their opinions about living in space. **Encourage** your child to make up their own stories looking at Picture books or books with simple words and sentences.

Provide a range of opportunities to write for different purposes about things that interest children. Provide word banks, notebooks, clipboards, postits and other writing resources for both indoor and outdoor play.

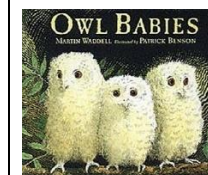
Encourage your child to write High Frequency words and frame sentences for them. Make story books and encourage them to share with friends or read to them. Provide a range of opportunities to write for different purposes about things that interest your child.

Encourage your child to write the word by sounding out. Find things with letter sound of letters s, a, t, p, i n - c /k, e, h, r, m, d, ue, er, ar. Find the sounds in books and magazines and highlight the words. Practice writing and reading High Frequency words by look say, cover, write and check.

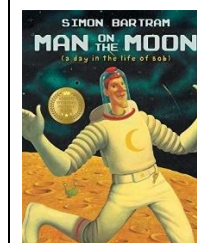
Model and encourage your child to read simple words by sounding out the letter sounds and blending them to make simple words.



[Reading Sentences](#)



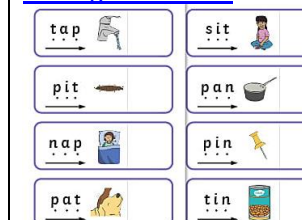
[Owl Babies](#)







[Man on the Moon](#)









[Writing sentences](#)



[Jolly Phonics Set 1 Blending](#)

	<p>Blending and reading of words in letters and sounds book. Recap words, high frequency words, captions, CVC words, yes / no questions, sentences.</p>		 <p>Jolly Phonics Set 2 Blending</p>
<p>Mathematics</p>	<p>Numbers Have a deep understanding of number to 10, including the composition of each number; subitise (recognize quantities without counting) up to 5</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system</p>	<p>Encourage children to practice the skill of subitising and encourage mathematical discussion.</p> <p>Play a subitising game using a tray and up to five coloured jelly beans (or painted broad beans). Share with your child how different numbers make up a number like for 4- 1 and 3 makes 4, 2 and 2 makes 4, even 1 added 4 time makes 4.</p> <p>Ask your child to grab the beans and drop them onto the tray. Now ask what did they see? Encourage your child to describe what they can see and what they notice about the beans. Can they see a group of two? Can they find a group of three?</p> <p>Encourage your child to count reliably from 1-20 and beyond. Provide them with number cards. Encourage them to sequence the cards from 1-20. You can also change/remove some of the cards from the sequence. Encourage your child to use different vocabulary like what comes before and what comes after.</p> <p>Encourage your child to find the missing numbers. Ask questions like Find the missing number. Encourage them to spot what you have changed? How do they know? Can they find the mistake?</p> <p>Encourage your child to play board games like Snakes and ladders, Ludo or Bingo.</p>	 <p>Subitise</p>  <p>Numerical Patterns</p> 

<p>Understanding the World</p>	<p>People and communities Talk about the lives of the people around them and their roles in society.</p> <p>The world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Technology Can create content such as a video recording, stories, and/or draw a picture on screen.</p>	<p>Show a display of all the people who make up the community of the setting. Talk about people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, for ex. People who help others.</p> <p>Collect and share pictures of spaceship, allies, and astronaut. Look for more information about space and moon. Talk about the phases of the moon and make a picture booklet.</p> <p>Encourage your child to talk about day and night animals, people who works during day and night.</p> <p>Encourage your child to record videos of them narrating their stories or doing an activity. Talk about the experience of using technology and e-safety for children. Encourage your child to use Tux Paint software to draw a picture on the screen.</p>	 <p>People and communities</p>  <p>The World</p>  <p>Technology</p>
<p>Expressive Art and Design</p>	<p>Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative and expressive: Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>Go on a nature walk gather thing like twigs leaves of different colours shapes, stones, barks branch etc.</p> <p>Encourage your child to create something from all that was collected and talk and share ideas. E.g. make a photo frame with branches tied up, make a butterfly with leaves etc.</p> <p>Encourage your child to narrate their own story using their skills and explore concepts and ideas through their representations.</p>	  <p>Creating with Materials</p>  <p>Being imaginative and creative</p>

<p>Arabic</p>	<p>To distinguish Tashkeel (Arabic vowels) and how to use. To know how to write Arabic letters</p> <p>(ق) Qaaf (ك) Kaaf (ل) Lam (م) Mem</p> <p>To Know some Arabic words starting with these letters</p> <p>(ق) Qaaf (ك) Kaaf (ل) Lam (م) Mem</p> <p>To revise some Arabic letters and words.</p>	<p>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>
<p><u>Coming Up Events</u> Term 3 begins Earth Day</p>		<p>Monday, 11th April 2022 Friday, 22nd April, 2022</p>	