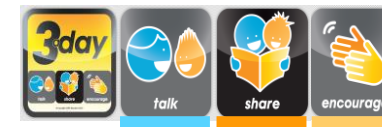












# The Winchester School

## Family Learning Newsletter (FS1) – June 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Prime Area</b> <b>Personal, Social and Emotional Development</b></p>	<p><b><u>Understanding Emotions</u></b> Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants.</p> <p><b><u>Sense of self</u></b> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p>	<p><b>Talk and share</b> with your child about the different emotions that we have in different situations. Read stories on feelings and ask them questions related to it. Talk to them about sharing their feelings with their friends and family.</p> <p><b>Talk</b> to them about different feelings such as happy, sad, anxious, confused, surprised and cross. Share real life experiences to help your child to understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play. Model empathy and talk about others’ feelings. You can ask something like “What would happen if we fight with our friends? Or What should you do if your friend needs your help?”</p> <p><b>Encourage</b> them to communicate their feelings and respond to others appropriately. Encourage them to be empathetic with their friends and understand their needs. Seek children’s help when their siblings are upset or need help.</p> <p><b>Talk</b> to your child about their likes and dislikes. Share with them the importance of speaking their preferences.</p> <p><b>Encourage</b> them to verbally express their preferences and choice to do an activity. Encourage them to be confident while expressing their interests and opinions during the play. Provide resources, toys, mark- making tools, art and craft materials as per your child’s interest which will allow your child to express their opinions on choosing their favorite tools.</p>	<p style="text-align: center;"><a href="#">The feelings song</a></p> <div style="text-align: center;">  <p><a href="#">Value of Accepting others</a></p>  <p><a href="#">Feelings and Emotions</a></p>  <p><a href="#">What do you like to do?</a></p> </div>
<p><b>Communication and Language</b></p>	<p><b><u>Understanding</u></b> Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p><b>Share</b> new words in context of play and activities and explain their meaning. <b>Encourage</b> them to speak simple sentences about their favourite story, toy, teacher, family, food they like, favourite animal etc.</p>	

	<p><b><u>Speaking</u></b> Uses a range of tenses (e.g. play, playing, will play, played)</p>	<p><b>Encourage</b> your child to build their vocabulary by providing them with a range of experiences through Show and Tell, pretend play, pictures of family outings and bedtime stories. Emphasis to be laid on using simple tenses and the correct vocabulary to describe things they have seen or done.</p> <p><b>Share</b> family photographs with their child and talk about the event with them. Encourage correct use of tenses and language by telling repetitive stories, and playing games which involve repetition of words or phrases.</p> <p><b>Encourage</b> them to speak simple sentences about their favourite story, toy, teacher, family, food they like, favourite animal etc.</p>	<p><a href="#">Action Words</a></p>  <p><a href="#">Action words song</a></p>  <p><a href="#">Past, Present, and Future Tense (ESL) Song For Kids</a></p> 
<p><b>Physical Development</b></p>	<p><b><u>Moving and Handling</u></b> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p> <p><b><u>Health and self-care</u></b> Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p>	<p><b>Encourage</b> your child to play different games where they can move in different ways like running, skipping, hopping, jumping, shuffling, crab walk, bunny hop, crawling, slithering, rolling etc.</p> <p><b>Encourage</b> them to follow instructions while playing these games. They can listen to the sound of a musical instrument and move in different ways accordingly. (fast / slow) Talk to them to be safe while they do so.</p> <p>Plan opportunities for your child to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, smooth floors and carpets.</p> <p><b>Encourage</b> your child to verbally express when they feel hungry or full after eating. Encourage them to speak about their feelings after they finish playing or they are back from school etc. by using simple words like 'I am hungry, I would like to eat food, I am full, I want to sleep or play etc.'</p> <p><b>Talk</b> to them about benefits of having healthy food.</p> <p><b>Share</b> the importance of having good sleep and physical activities.</p>	 <p><a href="#">Move Move</a></p>  <p><a href="#">Are you hungry?</a></p>
<p><b>Specific Area Literacy</b></p>	<p><b><u>Reading</u></b> Beginning to be aware of the way stories are structured.</p>	<p>Read stories to your child every day and at bedtime.</p> <p><b>Talk</b> about the characters of the story, setting (place where story takes place). Ask your child what's happening in the story? What might happen next? And what might happen in the end?</p>	<p><a href="#">Spot The Dog Complete Collection Series 1, 2 &amp; 3</a></p>

## Books

The Rainbow fish by Marcus Pfister  
Spot Stories by Eric Hill  
Where's Spot?  
Spot bakes a cake  
Spot goes to school  
Spot's first picnic  
Spot goes splash!  
Spot's playtime  
Spot's windy day  
Little Red Riding Hood

## Jolly phonics

Recap of all letter sounds. Blending and reading of CVC words. Rhyming words.

## Writing

Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.

**Encourage** them to tell the story in their own words telling the beginning, middle and end of the story. They can use phrases like once upon a time, long long time ago for the beginning part of the story; next, later, then, after that for the middle; they lived happily after in the end. Your child can picture read while retelling the story.

**Encourage** your child to find things around the house with the letter sounds and think of a rhyming word with it.

Find pictures or letter sounds in magazines, newspaper etc.

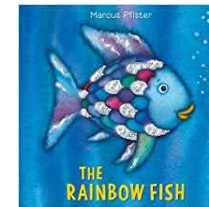
Make shapes of letters out of play dough or with paint.

**Encourage** your child to blend sounds and read CVC words like cat, van, pet, fin, jam, fun, top and also sight words like I, me, he, she, this and so on.

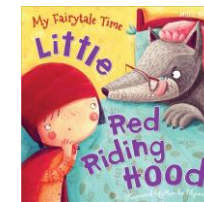
**Note:** CVC words can be segmented into each sound such as 'c...a...t...' whereas sight words are just pointed at and read out and repeated by the child.

**Encourage** your child to write letters and draw signs that they observe in the environment using different mediums. Let them talk about their drawings and describe their drawing. Listen intently to your child as they describe their drawings and marks. **Talk** to your child after your visit to the park, mall, beach, etc. help them to put it down on a paper through drawing, colouring and talking about their drawing.

After reading a story, the child can draw the characters and talk about them.



[The Rainbow Fish](#)

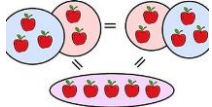
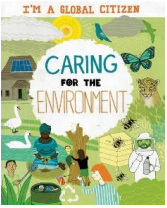





[Little Red Riding Hood](#)



[Websites for Jolly phonics](#)



<p><b>Mathematics</b></p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Points or touches (tags) each item saying one number for each item, using the stable order of 1, 2, 3, 4, 5</p>	<p>Create opportunities for children to separate objects into unequal groups as well as equal groups. For e.g. Give children different coloured cars/toys/dolls/straws to sort according to colour. <b>Encourage</b> and talk to your child by asking which coloured straws/toys should we add more or take out in order to make same number of toys in each group. This will also help them in addition and subtraction.</p> <p><b>Encourage</b> your child to sing songs like 1, 2, buckle my shoe, The ants go marching, 1, 2, 3, 4, 5 once I caught, 5 little ducks and many more.</p> <p><b>Talk</b> to them about the number of members in their family. How many fingers and toes do they have? How many rooms are there in their house? How many cars are there in the parking lot? Let them move around and count the rooms, cars etc. Then provide blocks, cars, spoons, bowls etc. Let them touch and count the objects one by one in stable order.</p>	 <p><a href="#">Bears in The Cave- Decomposing Numbers</a></p> <p><a href="#">Nursery rhyme: 1,2,3,4,5 once learning to count Five little ducks</a></p>
<p><b>Understanding the World</b></p>	<p><b>The World</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Provide your child story and information books about places such as a zoo or the beach, to remind them their visits to real places. <b>Encourage</b> them to talk and ask about (pets) cat, dogs, bird, fish and plants and other living things they see around them.</p> <p><b>Talk</b> to your child about some of the things they have observed such as plants, animals, natural and found objects. Discuss about the different features, names and body parts eg paw, claw, tusks, hooves, beak, talons, etc Patterns and textures/ fur, skin, wool, feathers etc</p> <p><b>Share</b> photographs of children’s families, friends, pets or favourite people, both indoors and out.</p> <p><b>Encourage</b> them to talk about taking care of the environment by becoming Eco-friendly and how they can reduce, reuse and recycle the resources.</p> <p><b>Encourage</b> your child to talk about the things they see in the environment eg. At the mall, airport, flowers and plants in the garden, animals in the zoo, toys etc. Use and explore both – man-made and natural environment.</p> <p><b>Encourage</b> and <b>talk</b> to your child to be kind to animals - No hitting, no teasing, no feeding the animals in the zoo. Encourage</p>	<p><a href="#">A Whale’s tale</a></p>  <p><a href="#">Dubai Aquarium &amp; Underwater Zoo</a></p> 

		<p>them to think about caring for their pet animals, plants, parks and the environment at large!</p>	
<p><b>Expressive Art and Design</b></p>	<p><b><u>Creating with materials</u></b> Explores and learns how sounds and movements can be changed.</p> <p><b><u>Being imaginative and expressive</u></b> Sings to self and makes up simple songs.</p>	<p><b>Encourage</b> your child to join in tapping and clapping along with simple rhymes. Play a simple game of follow the leader and show them tapping or clapping and ask them to repeat. Produce simple rhythm by clapping or tapping like 1,2,3,4... Create a music corner for them where they can explore changing sounds by playing with instruments for creating different sounds.</p> <p><b>Encourage</b> them to listen to different sounds such as sound of water splashing, knocking, whispering, giggling, etc. as this will enable children to listen attentively and with interest.</p> <p><b>Share</b> nursery rhymes and encourage your child to join in. For eg. Itsy Bitsy spider, Twinkle Twinkle little star, Baa baa black sheep, London bridge, Mary had a little lamb, etc.</p> <p><b>Talk</b> about the meaning of the rhyme. Observe which rhyme your child sings the most and ask about why he/she likes that rhyme the most and why it is their favourite rhyme.</p> <p><b>Encourage</b> your child to create a rhythm using glass, steel and melamine bowl with sticks and make up their own songs. Create some musical instruments out of junk such as empty bottles of various sizes, empty boxes, rubber bands, balloons, tins along with different types of resources such as marbles, pebbles, beans, sand and so on.</p>	<p><a href="#">Creating rhythmic sounds</a></p>  <p><a href="#">Wheels on the bus Itsy Bitsy Spider</a></p> 
	<p><b><u>Coming up events:</u></b></p> <p><b>Global Day of Parents</b> <b>World Environment Day</b> <b>International Father's Day</b> <b>International Day of Yoga</b> <b>FS1 Orientation</b></p>	<p><b>Wed, 1<sup>st</sup> June 2022</b> <b>Sun, 5<sup>th</sup> June 2022</b> <b>Sun, 19<sup>th</sup> June 2022</b> <b>Tue, 21<sup>st</sup> June 2022</b> <b>Thu, 23<sup>rd</sup> June 2022</b></p>	