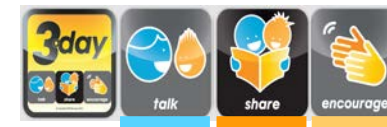









The Winchester School

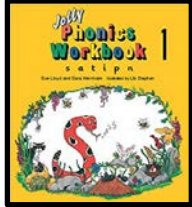



Family Learning Newsletter (FS 1) – March 2022






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> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p><u>Understanding Emotions</u> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p>	<p>Encourage your child to play with 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 maintaining social distance.</p> <p>Talk to your child 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 or teachers, this will develop trust and confidence in making positive relationship in groups.</p> <p>Help your child to recognize when his/her actions hurt others. Do not expect your child to say sorry before he/she have a real understanding of what it means. Instead help your child to suggest a solution to a conflict when he/she is emotionally ready.</p> <p>Talk to your child 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>Impact of choices</p>
<p>Communication and Language</p>	<p><u>Listening and attention</u> Listens to others in one-to-one or small groups, when conversation interests them.</p>	<p>Encourage your child to listen to their friends and take turns in play and activities. You can plan activities that your child needs to listen carefully, e.g. identifying family members' voice on tape.</p> <p>Encourage your child to engage in role play and imaginary scenarios with peers and model listening behaviours.</p>	<p>Listening and attention</p>

	<p><u>Speaking:</u> Beginning to use more complex sentences to link thoughts. E.g. using and, because.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p>	<p>Encourage your child to talk about the importance of their five senses (see, smell, taste, hear, touch) repeat what your child is saying and adding a few more words to help your child make complex sentences. You can provide small world toys or puppets for your child to act out familiar stories of the weeks and help his/her expand what is saying using and, because.</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. Help your child uses these connectives 'and', 'because', 'so', to answer the questions. You can also encourage by extending their words into simple sentences.</p> <p>Encourage your child to ask questions in relation to the topic of conversation or the stories that are being read. Use a lot of statements and comments and ask your child few open-ended questions with many possible answers to build natural conversation such as What if I don't have a nose? How do we see things around us?</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>Developing simple to complex questions</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> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p><u>Health and self-care</u> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>	<p>Encourage your child 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 with their hands. 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. Provide them with scarves, ribbons, stoles to make big movements. 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>Practising pencil grip</p>  <p>Simple and fun activity</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. 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>Developing fine motor skills</p> 
<p>Specific Area Literacy</p>	<p>Reading Shows awareness of rhyme and alliteration.</p> <p>Books: <i>Pepper eats green vegetables</i> <i>No ordinary apple by Sara Marlowe</i> <i>I love to eat fruits and veggies</i> <i>Oliver's vegetables by Vivian French</i> <i>Bread by Saviour Pirotta</i> <i>How to make cookies by Paul Humphrey</i> <i>Fruit by Nicola Edwards</i></p> <p>Writing Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>	<p>Talk about the words that sound alike or rhyme when read books with rhyming words and books with alliteration and discuss what sound your child hear. Encourage your child to sing nursery rhymes and emphasis on the words that rhymes, e.g. Humpty Dumpty, wall fall. Through play your child can learn rhyming and alliteration while having fun. Your child can make rhyming words for any word (silly words are also encouraged) eg: snake cake, moon spoon, sun bun run, nest rest add alliterative words for names of family members eg: Brilliant Billy, Superb Summit.</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. 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. Provide a variety of mediums and mark making tools like chinks, paints, markers and crayons or twigs. They can draw in sand, floor, paper, black slate, white board.</p>	<p>Alliteration games</p> <p>Rhyming games</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>

	<p><u>Jolly phonics</u> Introducing the letter sounds- h, r, m, d and revision of group 2- c/k, e, h, r, m, d.</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>Starfall: website for phonics Website for Jolly phonics Jolly Phonics songs Group2</p>
<p>Mathematics</p>	<p><u>Numbers</u> Compares two small groups of upto 5 objects, saying when there are the same number of objects in each group e.g you've got two, I've got two. Same!</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p>	<p>Encourage your child to share objects between two toys, e.g. share different coloured fruits or vegetables between the two toys.</p> <p>Encourage your child to count the objects for each toy and say if they are the same and if not the same. Help your child to find ways to make them same. Should we add more or take away in order to make them same. Repeat vocabulary words like sort, more, less, same, different, equal, add, take away, altogether.</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>Encourage your child to use a variety of mark making tools to show their mathematical understanding, e.g. ask your child to help you making a shopping list before going to supermarket. This can help your child make some mathematical signs and communicate his/her thinking.</p> <p>You can set up fruit and vegetable shop role play, make price tags along with child and talk about mathematical concepts.</p>	 <p>Compare two groups upto 5</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><u>People and communities</u> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Share experiences with your child as you explore both the built and the natural environment with them. Encourage your child to talk about the things they see in the environment e.g. At the mall, beach, flowers and plants in the garden, animals in the zoo, toys, supermarket (fruits and vegetables how they grow, where they grow). 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>Talk to your child about the family members, their similarities and differences. Look at family pictures from the past and present. Share stories about people from the past who have an influence on the present.</p>	<p>World of Wonder</p>  <p>What makes us unique?</p> 																				
<p>Expressive Art and Design</p>	<p><u>Being imaginative</u> Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Sings to self and makes up simple songs.</p>	<p>Provide plenty of playtimes to your child to explore where the play takes them. Involve them in your daily chores and incorporate incidental learning into these situations. eg:, while you are preparing dinner, you might invite your child to cook alongside you with their play items.</p> <p>Encourage your child to sing and express their feelings through a song or a dance. While singing, change a few words and model by creating your own simple songs by using the tunes from simple nursery rhymes.</p>	<p>The Importance of Pretend Play</p>  <p>Twinkle-twinkle instrumental music.</p>																				
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