












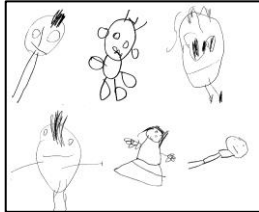

# The Winchester School





## Family Learning Newsletter (FS 1) – November 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>Making relationships</u></b> Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p><b><u>Sense of self</u></b> Enjoys sense of belonging through being involved in daily tasks.</p>	<p><b>Talk</b> and <b>share</b> with your child about the importance of companionship, sharing and playing together. Model to them by playing together, sharing ideas and having quality family time to share experiences.</p> <p><b>Encourage</b> them to talk about playing and sharing together emphasizing the importance of sharing. You can say something like, ‘When you share your toys with your friend, everyone gets to have fun’.</p> <p><b>Encourage</b> them to clean up their toys after playing and put things in the right place. <b>Encourage</b> them to wear their own socks and shoes or button and unbutton their own t-shirt and ask for help when they need it by giving them prompts for asking suitable questions when they need help. Praise them for carrying out daily tasks to develop independence and responsibility.</p>	 <p><a href="#">Clean Up Song for Children - by ELF Learning</a></p>
<p><b>Communication and Language</b></p>	<p><b><u>Understanding</u></b> Understands the use of objects (e.g. “What do we use to cut things?”)</p> <p><b><u>Speaking</u></b> Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>	<p><b>Encourage</b> shared experiences like cooking, gardening or watering plants. Activities like role-playing with some kitchen tools or a doctor’s play set or enacting stories will enable them to understand and talk about the use of various objects and tools.</p> <p><b>Talk</b> to them about the use of scissors to cut paper, crayons to draw and colour on paper, glue sticks to stick the paper, mask and gloves to wear and sanitizer to apply on hands. Model the use of these objects for them and let them explore under your supervision.</p> <p><b>Talk</b> to children to help them retell past events with the use of pictures or photographs from familiar events like celebrating their or any family member’s birthday, visiting a park, a beach or a play area and <b>encourage</b> them to tell about the same in a sequence like what happened first, then next and then at the</p>	 <p><a href="#">Understanding the function of objects</a></p> 

		<p>last. Use new words during your conversations to build up vocabulary.</p> <p>Prompt your child with props such as puppets to encourage speech and understanding.</p>	
<p><b>Physical Development</b></p>	<p><b><u>Moving and Handling</u></b> Creates lines and circles pivoting from the shoulder and elbow.</p> <p><b><u>Health and self-care</u></b> Can wash and can dry hands effectively and understands why this is important.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p><b>Encourage</b> your child to make lines and circles when they are busy playing in the sand or swimming in the water or use ribbon wands to make big movements.</p> <p><b>Encourage</b> children to engage in beading activities by giving them lace and pasta or other suitable materials. Let them create some art by tearing and pasting newspaper or magazine papers. These activities encourage eye-hand coordination and fine motor skills development.</p> <p><b>Encourage</b> your child to follow all the steps involved in hand hygiene and drying hands. Model the same to them a few times. Ask them to sing the Happy birthday song two times while washing their hands and ask them to give instructions stepwise on how to wash and dry their hands. This will reinforce their understanding and sequencing skills. <b>Share</b> the importance of washing hands and saving water by using just as much as required.</p> <p><b>Encourage</b> your child to dress up for school independently. Let them dress up independently while getting ready for playtime in the evening. Support and guide them when required.</p>	 <p><a href="#">Round and Round We Go! - Activity</a></p>  <p>Fine and gross motor skills activities to support children's DRAWING AND WRITING TEDDY D EDUCATION</p> <p><a href="#">Fine and Gross motor skills activities to develop children's drawing and writing</a></p>  <p>Wash Your Hands Song</p> <p><a href="#">Wash your hands</a></p>  <p>Pediatric Therapy Network Activities to Practice Getting Dressed</p> <p><a href="#">Home Activities to Practice Getting Dressed</a></p>
<p><b>Specific Area Literacy</b></p>	<p><b><u>Reading</u></b> Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p><b>Books:</b> Little blue truck leads the way by Alice Schertle Boats by Anne Rockwell</p>	<p>Demonstrate to your child the correct way to handle books/iPad – how to hold, how to turn one page at a time and how to keep the book back on the bookshelf, how to switch on the iPad, how to raise/reduce the volume of the iPad.</p> <p><b>Talk</b> to your child about the importance of books and iPad. For e.g.: Books give us information and even iPad can give us</p>	 <p><a href="#">How to properly take care</a></p>

	<p>Maisy goes on a plane by Lucy Cousins Nana and granddad's Dubai adventure</p> <p><b>Writing</b> Sometimes gives meaning to their drawings and paintings.</p>	<p>information, they help us with our language skills, and dictionaries help with learning new vocabulary and so on.</p> <p><b>Encourage</b> your child to draw and share their experiences from the school, the park, their playdate or a holiday. <b>Talk</b> about their drawings or any marks they have made. Always appreciate and praise for what work or drawing they have done, even if it doesn't represent what they say. Include opportunities to talk and write with a purpose like making a list while role-playing supermarket shopping or a card for a family member or friend.</p> <p>Some activities which you can practice at home are making marks in the sand, using a brush to make marks or using large handed rollers.</p>	<p><a href="#">of books</a></p>  
<p><b>Mathematics</b></p>	<p><b>Cardinality</b> Counts up to five items, recognizing that the last number said represent the total counted so far (cardinal principle).</p> <p><b>Pattern</b> Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p>	<p><b>Encourage</b> your child to touch the objects and count and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'. <b>Talk</b> to them about the number of members in their family. Ask them questions like how many? For e.g.: How many toy vehicles do they have? How many colours can we see in the UAE flag? How many Emirates does the UAE have? So, children can identify that a number needs to be told when they hear the words 'how many'. <b>Talk</b> to them to get you a specific number of things, and emphasize the total number in your conversation.</p> <p>Provide your child with some natural resources available around your house, for example- leaves, twigs, stone, etc. Now ask your child to create a pattern using only 2 objects, for example- stone, leaf, stone, leaf. <b>Encourage</b> your child to replace one object and continue the pattern. <b>Challenge</b> your child to create a pattern using more than 2 objects.</p>	<p><i>What exactly is the cardinal principle?</i></p> <p><a href="#">Teaching the Cardinal Counting Principle</a></p>  <p><a href="https://www.youtube.com/watch?v=3YcNc3uLZoo">https://www.youtube.com/watch?v=3YcNc3uLZoo</a></p>

<p><b>Understanding the World</b></p>	<p><b><u>People and communities</u></b> Remembers and talks about significant events in their own experience.</p> <p><b><u>The World</u></b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p><b>Encourage</b> your child to talk about special experiences with familiar people who are a part of their life. For e.g. making or looking through a memory book with photographs from their trip to their grandparents or cousins during holidays or any special occasions like birthdays of family members, festivals or celebrations. <b>Encourage</b> them to talk about their experience by remembering and recalling. Remember to emphasis on the words of past tense like 'had', 'went', 'seen', 'was' and so on in a subtle way.</p> <p><b>Share</b> experiences with your child as you explore both the built and the natural environment with them.</p> <p><b>Encourage</b> your child to talk about the things they see in the environment e.g. At the mall, airport, on the road, flowers and plants in the garden, animals in the zoo, toys, supermarket (fruits and vegetables how they grow, where they grow).</p> <p><b>Talk</b> 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><a href="#"><u>World of Wonder</u></a></p>
<p><b>Expressive Arts and Design</b></p>	<p><b><u>Creating with materials</u></b> Uses various construction materials.</p> <p><b><u>Being imaginative and expressive</u></b> Engages in imaginative role-play based on own first-hand experiences.</p> <p><b><u>Music and Movement</u></b> Claps or taps to the pulse of the song he or she is listening to /singing.</p>	<p><b>Encourage</b> children to think how to use construction materials with a purpose and the steps involved. For e.g. if a child wants to build a model for home or school, with blocks, lego or frames. Support a child to learn the skills to use resources, to balance and interlock blocks, lego or frames.</p> <p>Children learn from the things that happen around them. Role play is a child's way of engaging and making sense of the world. Role play may appear to be a very simple activity, yet within it, young children learn practical life skills such as dressing themselves, how to co-operate and share with others.</p> <p><b>Share</b> role play ideas with your child and engage with them in their activity.</p> <p><b>Encourage</b> your child to copy clapping hands, clicking fingers, slapping knees, stamping feet while you model them. Please do praise or reward them on following every action.</p> <p><b>For e.g. with following rhyme-</b> Here we go round the Mulberry Bush This is the way we clap our hands,</p>	 <p><a href="#"><u>The Importance of Pretend Play/Role-play</u></a></p> 

		<p>Clap our hands, clap our hands.  This is the way we clap our hands.  Clap our hands ....  Stamp our feet ....  Click our fingers ....  Rub our hands ....  Pat our knees etc....</p>	<p><a href="#">Clapping and tapping to the rhyme</a></p>
	<p><b><u>Coming up events:</u></b>  <b>ICT and STEAM Week</b>  <b>Flag Day</b>  <b>Well-Being Week</b>  <b>World Science Day for Peace and Development</b>  <b>International Day for Tolerance</b>  <b>Sports Day</b>  <b>International Students' Day</b>  <b>Field Trip</b>  <b>National Day Celebrations</b>  <b>Martyr's Day / UAE Commemoration Day</b></p>	<p><b>Monday- Friday, 31<sup>st</sup> Oct- 4<sup>th</sup> November 2022</b>  <b>Wednesday, 3<sup>rd</sup> November 2022</b>  <b>Monday-Friday, 7<sup>th</sup> -11<sup>th</sup> November 2022</b>  <b>Thursday, 10<sup>th</sup> November 2022</b>  <b>Wednesday, 16<sup>th</sup> November 2022</b>  <b>Thursday, 17<sup>th</sup> November 2022</b>  <b>Thursday, 17<sup>th</sup> November 2022</b>  <b>Wednesday, 23<sup>rd</sup> November 2022</b>  <b>Tuesday, 29<sup>th</sup> November 2022</b>  <b>Wednesday, 30<sup>th</sup> November 2022</b></p>	