











# The Winchester School

## Family Learning Newsletter (FS 2) – November 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Communication and Language</b></p>	<p><b>Listening and attention.</b> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity.</p> <p><b>Understanding</b> Understands a range of complex sentence structures including negatives, plurals and tense markers.</p> <p><b>Speaking:</b> Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><b>Encourage</b> your child to play listening games like Simon says, I spy with my little eyes etc. Talk with children about how we listen differently to different things, for example animals and types of music.</p> <p>Ask your child to think in advance and predict how they will accomplish a task. <b>Talk</b> through and sequence the stages together and extend their thinking and use of vocabulary.</p> <p><b>Share</b> stories and discuss the characters. Try to ask open-ended questions. How do you know that...? Why do you think...? How can you tell the difference between -----and -----?</p> <p><b>Share</b> and join in Role-Play, encourage your child to talk about what is happening and act out a scenario. Develop language skills through structured and unstructured discussions linked to books, topics, routines, events. Model language appropriate for different audiences, for example, visitors. <b>Encourage</b> language play, e.g. through stories such as Goldilocks and the Three Bears and action songs.</p>	<p><a href="#">Listening is better</a></p>  <p><a href="#">6 Questions song</a></p>  

<p><b>Prime Area Personal, Social and Emotional Development</b></p>	<p><b>Making Relationships:</b> Is proactive in seeking adult support and able to articulate their wants and needs.</p> <p><b>Sense of Self:</b> Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p><b>Understanding emotions:</b> Understands their own and other people's feelings, offering empathy and comfort.</p>	<p><b>Talk</b> to your child about how to talk confidently to others. To show enough confidence to initiate ideas eg: To seek help or check information. Support your child to join and invite other children when they go to play in the garden or park.</p> <p><b>Encourage</b> them to take part in activities that involve them to use different tools/materials. For example, art and craft activities, fun PD activities, etc. Ask your child to confidently choose appropriate resources for cleaning their toys or rooms.</p> <p><b>Encourage</b> your child to play along with other children. Provide a range of stories and play opportunities to support your child to experience different feelings such as happy, fear, anxiety etc. <b>Talk</b> to them about ways of how they can show empathy and comfort others in different situations. For example: I will help mummy at home when she is tired and share my toys with my sister/ brother when she is crying.</p>	 <p><a href="#">Tidy-Up Song</a></p> <p><b>Tidy up time!</b></p>  <p><a href="#">Feelings</a></p> 												
<p><b>Physical Development</b></p>	<p><b>Moving and handling:</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b>Health and self-care:</b> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others.</p>	<p>Provide your child with a ball or an empty small shoe box. Pose challenging questions such as 'Can you push, pat, throw, catch or kick the ball/box?'</p> <p><b>Talk</b> about how to act or respond in different situations to your child. Discuss with your child why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.</p>	<p><a href="#">Movement song</a></p>  												
<p><b>Specific Area Literacy</b></p>	<p><b>Reading</b> Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p>	<p><b>Encourage</b> your child to practice High Frequency words daily. Play games or provide varied text to your child to use all their skills including their phonic knowledge to practice reading with the skills and knowledge they have, so they experience success.</p>	<p><a href="#">High Frequency words - Song</a></p> <table border="1" data-bbox="1780 1276 1982 1404"> <tr> <td>a</td> <td>the</td> <td>it</td> <td>to</td> </tr> <tr> <td>in</td> <td>you</td> <td>and</td> <td>he</td> </tr> <tr> <td>up</td> <td>go</td> <td>not</td> <td>see</td> </tr> </table>	a	the	it	to	in	you	and	he	up	go	not	see
a	the	it	to												
in	you	and	he												
up	go	not	see												

Knows that information can be retrieved from books, computers and mobile digital devices.

**Stories**

Magic bed  
Camel O shy  
I love you blue kangaroo  
Chicken Licken

**Writing**

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

**Jolly Phonics:**

**Letters:** g, o, u, l, f, b

**Recap of Letters:** c, k, e, h, r, m, d, g, o, u, l, f, b

**Introduction of tricky words:** the, has, can, had, his, am, and, me

Make story books with your child in print or digital formats to make personalised and meaningful books and books to read with them, and that your child can read themselves.

**Encourage** your child to retell the story using props and story language.

For e.g. Once upon a time, long ago in a far away. One bright summer morning etc. Help your child to talk about different stories and discuss how they will act: - what part each child will play and what props they will need. **Encourage** your child to make a story book. **Share** stories on desert animals like camel, falcon, old and new toys etc.

**Encourage** your child to go through the picture galleries and recognise the different farm animals.

**Encourage** your child to label their drawings by saying the word slowly and then focusing on each sound to make that word. To encourage your child in writing simple sentences using HF words. For example. The cat is big. The car is red, etc.

**Share** fun ways of encouraging your child to practice writing their labels and captions. e.g. Draw it on the playground with chalk and ask them to paint over it with water.

Plan interesting opportunities for writing e.g. get-well cards to children who are ill. Praise your child for trying to segment, and reassure them the writing doesn't have to be perfect.

**Encourage** your child to walk around the house and label all the objects of the focused sound using post-its. Ask them to read simple words by sounding out the letter sound and blending them to make simple words like a fan, gun, bag etc.

**Encourage** your child to explore tricky words through games and songs.



[Magic bed](#) [Camel-O-Shy](#)

[I love you Blue Kangaroo!](#)  
[Chicken Licken](#)




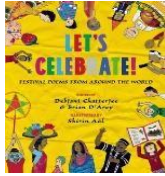


[Simple sentences](#)

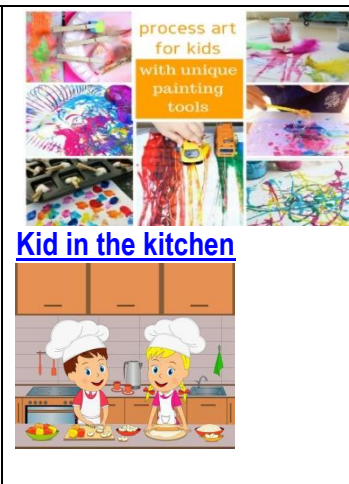


[Phonics Set 2](#)  
[Phonics set 3](#)

[HF](#)  
[Words](#)



<p><b>Mathematics</b></p>	<p><b>Composition</b> In practical activities, adds one and subtract one with numbers to 10.</p> <p><b>Shapes</b> Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p><b>Spatial Awareness</b> May enjoy making simple maps of familiar and imaginative environments, with landmarks.</p>	<p><b>Encourage</b> your child to use language involving addition for e.g. There are 3 people on the bus, 1 more person gets on. How many are on the bus now? (say together 4 and 1 more is 5, 3 and 1 more makes 4). Use words like more, and, add, makes, sum, total, and altogether. Also, do the same for less than use words like less than, take away, and subtraction.</p> <p><b>Share</b> and add 1 or 2 more to a given number on fingers or objects.</p> <p>Provide resources for shape play including blocks, pattern blocks, mosaic tiles and jigsaw puzzles with different levels of challenge. Teach your child strategies for solving shape and jigsaw puzzles, describing shape properties and modelling the mathematical vocabulary such as <i>straight, corner, edges</i>.</p> <p><b>Encourage</b> your child to describe and recall familiar routes. For ex. From your house to the near by garden and shops.</p> <p><b>Encourage</b> your child to make maps of routes they have walked or travelled in some way.</p>	<p style="text-align: right;"><u>1</u></p>  <p><a href="#">more and 1 less</a></p>
<p><b>Understanding the World</b></p>	<p><b>People and communities</b> Knows that other children do not always enjoy the same things, and is sensitive to this.</p> <p><b>The world</b> Looks closely at similarities, differences, patterns and changes.</p> <p><b>Technology</b> Can create content such as a video recording, stories, and/or draw a picture on screen.</p>	<p><b>Talk</b> to your child and strengthen the positive impressions of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p> <p><b>Talk</b> to your child to notice and discuss patterns around them, e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks. Find the similarities and difference between their home country and Dubai. Changes happening in the weather and season. <b>Talk</b> about old and new Dubai. Share pictures of old and new toys. Encourage your child to compare and find the difference between them.</p> <p><b>Encourage</b> your child to record a video of spending a day in a park, beach, amusement park, etc.</p> <p><b>Ask</b> them to draw the favourite part of the day on screen using a tablet, mobile, etc.</p>	<p><a href="#">Cultures of the World</a></p>   

<p><b>Expressive Art and Design</b></p>	<p><b>Creating with materials:</b> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, water colours, powder paint, to express and communicate their discoveries and understanding.</p> <p><b>Being imaginative and expressive:</b> Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>	<p><b>Talk</b> to your child about ways of finding out what they can do with different media and what happens when they put different things together like flour with water or oil, corn flour in mixtures, baking powder in cake dough, tea bags in milk and water.</p> <p><b>Share</b> and encourage your child to use unwanted scrap / different materials to make things e.g. bear, cave, train etc.</p> <p>Play fictional characters in pretend settings and encourage your child to act out their own original stories, using language from other contexts thus developing an understanding of story structure.</p> <p><b>Encourage</b> your child to narrate the story in their own words.</p>	
---	--	---	--

<p><b>Coming Up Events</b></p> <p>ICT and STEAM week</p> <p>UAE Flag Day</p> <p>Well-being week</p> <p>World Science Day for peace and development</p> <p>FS2 Field trip</p> <p>International day for Tolerance</p> <p>International students Day</p> <p>FS2 Sports Day</p> <p>National Day Celebration</p> <p>Martyr's Day/Commemoration Day</p>	<p><b>Monday- Friday, 31<sup>st</sup> to 4<sup>th</sup> November</b></p> <p><b>Thursday, 3<sup>rd</sup> November</b></p> <p><b>Monday -Friday, 7<sup>th</sup> to 9<sup>th</sup> November</b></p> <p><b>Thursday, 10<sup>th</sup> November</b></p> <p><b>Monday, 14<sup>th</sup> November</b></p> <p><b>Wednesday, 16<sup>th</sup> November</b></p> <p><b>Thursday, 17<sup>th</sup> November</b></p> <p><b>Friday, 18<sup>th</sup> November</b></p> <p><b>Tuesday, 29<sup>th</sup> November</b></p> <p><b>Wednesday, 30<sup>th</sup> November</b></p>	
---	--	---