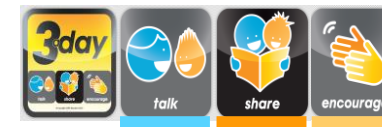











# The Winchester School

## Family Learning Newsletter (FS 1) – October 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Prime Area</b> <b>Communication and Language</b></p>	<p><b><u>Listening and attention</u></b> Is able to follow directions. (if not intently focused)</p> <p><b><u>Understanding</u></b> Responds to instructions with more elements.</p> <p><b><u>Speaking</u></b> Uses longer sentences. (example: 'Mummy gonna work.')</p> <p>Retell a simple past event in correct order.</p>	<p><b>Home activities/How can you help your child at home</b></p> <p><b>Encourage</b> your child to look at you and respond when his/her name is called out. Model being a good listener by listening to your child and taking account of what they say in your responses to them. Play games like 'Simon says' to help them to follow simple directions like stand up, sit down, clap your hands, jump up high, touch your knees etc. This will help them to build good listening skills.</p> <p><b>Talk</b> to your child and give clear instructions and help them to understand those involving more than one action, e.g. 'Put the cars away, wash your hands and come for lunch.' You can also ask them to follow Covid-19 rules like keeping a distance and washing hands frequently. Appreciate their efforts by giving them attention and affection.</p> <p><b>Encourage</b> your child to speak in simple sentences at home, when outdoors, at school, in the car and so on. Model the same by speaking slowly and in short sentences, thus encouraging them to express their needs using words such as, 'I am thirsty, I need water.'</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. Lay emphasis on speaking confidently to tell about the things in the order as they see or have done.</p> <p><b>Share</b> family photographs with your child and talk about the event like birthday celebrations, visit to the grandparents' house, picnic at the beach/park with them. Encourage children to remember and retell the event.</p> <p><b>Encourage</b> correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.</p>	<p><b>Useful website</b></p> <p><a href="#">Following directions</a></p>  <p><a href="#">Kid- E- Cats Following Instructions Tidy up song</a></p>  <p><a href="#">The Carter Family Using sentences</a></p>

<p><b>Physical Development</b></p>	<p><b><u>Moving and handling</u></b> Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark-making tools.</p> <p><b><u>Health and self-care</u></b> Can name and identify different parts of the body.</p>	<p><b>Encourage</b> your child at home to pour water from one jug to another without spilling and to put pulses from one container to another using a spoon. Provide tool boxes containing things that make marks, so that children can explore their use both indoors and outdoors.</p> <p><b>Encourage</b> your child to identify and name different parts of the body and their functions. Help your child learn body parts by simply pointing towards the right body part. For e.g.: Where is your hand, head, toes, etc. Name the body part as you go through the day. E.g.: while wiping the child's nose you can mention the name of the body part. Also, while crossing the road, ask for child's hand, hesitate for a moment and wait for the child to extend her/his arm and give it to you. Use bath time to name each body part.</p>	 <p><a href="#">Toolbox song</a></p>  <p><a href="#">Pouring and spooning</a></p>  <p><a href="#">Body parts song</a></p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b><u>Sense of self</u></b> Shows a sense of autonomy through asserting their ideas and preferences in making choices and decisions.</p> <p><b><u>Understanding Emotions</u></b> 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><b>Encourage</b> your child to talk about how they spent their day at school. Share your experiences to initiate talk. Let them initiate the play or take the lead while planning an activity. Ask them to help you decide their snacks for the next day.</p> <p><b>Talk</b> to your child about their favorite activity. What do they like to do? What did they like in it? Which is their favorite area in the school? Why do they like that area?</p> <p><b>Encourage</b> them to express their feelings through words and ponder over why they feel sad or excited. Encourage them to communicate their feelings and respond to others appropriately. Model empathy and talk about others feelings for e.g.: "Amaya is feeling sad today because she is missing her mummy."</p> <p><b>Share</b> stories on feelings and friendly behavior. Talk to your child about appropriate and inappropriate behaviour and its consequences. Praise them for their good behavior. Encourage them to use friendly and polite words. Share with them the importance of kind words and use of hands for doing good.</p>	 <p><a href="#">Do you like broccoli?</a></p>  <p><a href="#">My feelings and me</a></p>

**Specific Area  
Literacy**

**Reading**

Looks at and enjoys print and digital books independently.

Listens to and joins in with stories and poems when reading one -to-one and also in small groups.

**Books**

Bones by Stephen Krensky  
Me and My Family tree by Joan Sweeney  
The Family book by Todd Parr  
House for sale an ORT book  
My House by Byron Barton

**Writing**

Enjoys drawing and writing on paper, screen and on different textures such as in sand or play dough and through using touch screen technology

Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right.

**Encourage** your child to select books that interest him/her. Create an attractive reading area where you can read aloud and enjoy looking at picture books together and describing them. Model to them how to look at the cover page, then turn the pages slowly one by one looking at the pictures and telling what they see. Provide a range of books at home as well as online for your child to enjoy choosing and going through books from different genres.

**Encourage** your child to sing favorite rhymes and songs. **Talk** about their favorite stories and share your own favorite stories.

Play clapping games like “Pat a Cake” and “Miss Mary Mack” which will help them to learn rhythm. Model them to clap on beats and join in singing with you. Also, ask them to enact as a character of the story using different props.

**Share** and read stories that your child already knows, pause at intervals to encourage them to say the next word.

**Encourage** your child to use stories they know in their play. Make puppets, use soft toys or real objects as props to tell stories.

**Encourage** your child to draw independently and use their imagination. Let them talk about their drawings and describe their drawing. Listen intently to your child as they describe their drawings and marks. Even though their marks are not recognizable or don't show any resemblance but praise them after they have finished drawing by giving them stickers or hugs and high fives.

Some activities which you can practice at home are making marks in sand, using brushes or fingertips to make marks or using large handed rollers. Allow them to play educational games on their tablet, iPad and laptops which would help them boost their confidence for using technology.

**Encourage** your child to draw different types of lines and patterns by imitating your writing. Allow him/her to try different types of lines such as zig zag, loopy lines and patterns like two



[Miss Mary Mack](#)



[Pat a Cake](#)

['My Body' by Stephen Krensky](#)



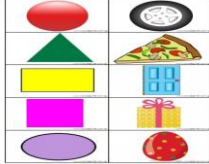
[Me and My Family Tree](#)

[The Family book by Todd Parr](#)

[The House for Sale](#)

[My House by Byron Barton](#)



		<p>standing lines and two sleeping lines etc. which are used by children when they are starting to get structure into their mark-making, moving beyond circles and dots. Provide a range of accessible materials and tools for writing as a part of everyday play activity. Model to move from left to right on the paper while you are writing or drawing.</p>	
<p><b>Mathematics</b></p>	<p><b>Counting</b> May enjoy counting verbally as far as they can go.</p> <p><b>Shape</b> Chooses puzzle pieces and tries to fit them in.</p> <p>Shows awareness of shape similarities and differences between objects.</p>	<p><b>Encourage</b> your child to sing different counting rhymes like 1, 2 buckle my shoe, two little dicky birds, five little ducks etc. Share props for children to act out counting songs and number rhymes. Give your child opportunities to count numbers verbally in a sequence as far as they can count independently while going in a car, on a shopping trip or at home.</p> <p><b>Encourage</b> your child to play with and build a variety of puzzles which helps them to enhance their visual intelligence and problem-solving skills. Explain the different ways to play the game and give them an opportunity to explore different parts and pieces of the puzzle. Let them try to join the parts and make it independently. Support wherever required by giving them clues. E.g.: a character jigsaw puzzle, body parts puzzle, shapes, colour puzzle etc.</p> <p><b>Encourage</b> your child to recognise simple shapes in storybooks, at home and in the environment. e.g.: Shape of the door, window, clock, plate, mobile phone and shapes in their toys.</p> <p><b>Share</b> a pattern that you notice in the environment. E.g. a clock on the wall represents circle, windows will represent a square shape so you can ask your child to look for some objects around which represent shapes.</p> <p><b>Talk</b> about the similarities of the shape of different objects at home, school and outdoors. Let them sort their toys according to color, shape or size or by any other criteria.</p>	 <p><a href="#">Number Song 1-10</a></p> <p><a href="#">Shapes are everywhere song</a></p>  <p><a href="#">Matching shapes with real life objects.</a></p>

**Understanding the World**

**The World**

Talks about why things happen and how things work.

**Technology**

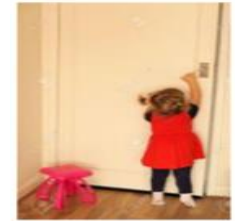
Shows an interest in technological toys with knobs or pulleys, real objects such as cameras and touch screen devices such as mobile phones and tablets.

**Share** with children stories about the world around them. Provide opportunities to observe things closely and investigate through a variety of means such as magnifiers and photographs, phone apps to listen to and recognise the different sounds in the environment. Set sometime for sand and water play. Children learn simple concepts by experimenting and doing things with their hands.

**Encourage** your child to develop skills as they become familiar with simple equipment at home like twisting or turning a knob, winding toys, playing the CD player with the help of the remote, operating the tablets, ipad, camera or mobile phones.



[Water Play](#)



**Expressive Art and Design**

**Creating with materials**

Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. E.g loud/quiet, fast/slow

**Being imaginative and expressive**

Uses everyday materials to explore, understand and represent their world- their ideas, interests and fascinations.

**Encourage** your child to explore different musical instruments. You can also create your own drums, shakers at home using recyclable materials. Produce simple rhythm by using shakers, xylophone or clapping or tapping creating loud, soft, quiet, fast and slow sounds. You can sing rhymes with the rhythm as the children make fast or slow sounds with their instruments. Create a music corner for them where they can play and make instruments for creating the sounds. Show your child cue cards E.g Music cards having pictures of loud, soft, peppy, fast, slow music.

**Encourage** your child to play pretend games and join in with them in their play to know their interests in a better way. e.g. Enact a story/rhyme. Provide a variety of materials to explore the and observe them play- fly like butterflies/birds, move and make sounds of animals, etc. using toys and pictures. Share a variety of stimulating resources that can be used in different ways both inside and outside. e.g. Pots and pans, ladles, fabric, boxes, sound makers, water, string bags, sticks, small world and planks. Use objects readily available around the house as props while playing. e.g. Use the cushions to make a fortress, or an umbrella as a tent, mum's scarf can be used to make a cape or wings, and so on.



[Creating rhythmic sounds](#)



[How to make musical instruments for kids](#)



[Role play ideas for kids](#)



**Upcoming events:**

**Global Dignity / SEWA Day**

**Thursday, 4<sup>th</sup> October**

**World's Teacher's Day**

**Friday, 5<sup>th</sup> October**

**World Space Week**

**Monday-Thursday, 3<sup>rd</sup>- 6<sup>th</sup> October**

**World Mental Health Day**

**Monday, 10<sup>th</sup> October**

**English Week**

**Monday-Thursday, 17<sup>th</sup>- 20<sup>th</sup> October**

**Global Dignity Day**

**Wednesday, 19<sup>th</sup> October**