











# The Winchester School

## Family Learning Newsletter (FS 2) –February2023



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Prime Area</b></p> <p><b>Communication and Language</b></p>	<p><b>Listening and attention:</b></p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>Understanding:</b></p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers.</p> <p><b>Speaking:</b></p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><b>Encourage</b> your child to repeat what you have said, for example, after giving instructions on how to make an art work or while following steps for a science experiment.</p> <p>Provide opportunities for your child to explain and clarify, retell familiar stories or their own experiences, describe what could be done to tackle a problem or construct something, discuss future family events, and use a vocabulary of feelings to explain emotional responses to events and stories.</p> <p><b>Talk</b> to your child how they can extend a sentence. Play games like sandwich sentences- where they need to extend a sentence with the help of visuals. EG. 'I went to the zoo _____ because it's fun', for example.</p> <p><b>Encourage</b> children to remember how a sentence can be stretched. For example:          'Who?' My little dog.          'Is doing what?' My little dog eats biscuits.          'When?' At lunchtime, my little dog eats biscuits.          'Where?' At lunchtime, my little dog eats biscuits in the kitchen.</p> <p><b>Encourage</b> your child to participate in meaningful speaking and listening activities. For example, act out a favourite story or make up a rhyme or poem using familiar vocabulary. Provide opportunities to use the words in a range of contexts, such as songs, stories, games, activities, and natural conversations.</p>	<p><a href="#">Listen and comment</a></p>  <p><a href="#">complex sentences</a></p>  <p><a href="#">Teaching children to write complex sentences</a></p> 

<p><b>Prime Area</b> <b>Personal, Social and Emotional Development</b></p>	<p><b>Making relationships</b> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> <p><b>Understanding emotions:</b> Understands their own and other people's feelings, offering empathy and comfort.</p> <p><b>Sense of Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><b>Encourage</b> your child to practice sharing, taking turns, resolve conflicts, and feel the joy of friendship. You can use playtime with peers to nurture relationship-building skills by: asking children to imagine how their behaviour might affect others: "I see that you told Greta that she can't play ball with you. How do you think that made her feel?"</p> <p><b>Talk</b> to your child about how they feel. Draw and label the emotion. <b>Talk</b> about why they are experiencing this particular emotion and what happened during the day to bring it on. If their emotion requires special sensitivity (such as anger, frustration, sadness, or confusion) ask them how someone could help them work through it</p> <p><b>Encourage</b> your child in drawing or taking photographs of favourite activities or places, to help them describe the individual preferences and opinions. Provide regular opportunities for children to talk to their friends or siblings about something they are interested in or have done.</p>	 <p><a href="#">Good manner song</a></p>  <p><a href="#">Feelings Song</a></p>  <p><a href="#">Sense of self</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>Heath and self-care:</b> Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.</p>	<p>Take your child outdoors and play games that involve throwing, catching, or kicking. E.g. play football.</p> <p><b>Talk</b> with your child about the need to match actions to the space they are in. For example- Mark out boundaries for some activities such as games including wheeled toy and balls so that they can regulate their own activities.</p> <p><b>Talk</b> about healthy habits with your child.</p> <p><b>Encourage</b> your child to exercise every day and observe its effect on their bodies. Share the positive contribution of exercise on their health. You can also exercise together and go out for walk regularly with your child.</p> <p><b>Encourage</b> your child to have a healthy routine everyday by sleeping on time and eating a healthy food.</p>	  <p><a href="#">Healthy habits</a></p>
<p><b>Specific Area</b></p>	<p><b>Reading</b></p>	<p><b>Encourage</b> your child to make up their own stories looking at picture books or books with simple words and sentences.</p>	<p><a href="#">Reading Sentences</a></p>

## Literacy

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.

### Stories

The very Hungry caterpillar  
Tadpole's Promise  
If Only

### Writing:

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

**Encourage** your child to read books about different topics like "plants, animals, growth, changes etc. **Share** and read new sentences and words. Use phrases that you read in stories in your daily life to expand your child's vocabulary.

**Talk** about the life cycle of different animals e.g. frog, chicken etc. and ask them to recall the sequence of the cycle on their own emphasising on the vocabulary words as first, then, next and lastly.

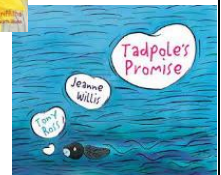
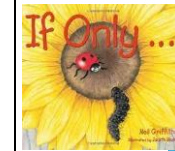
**Share** and provide activities during which your child will experiment with writing, for example, writing a simple message to a friend, encourage your child to make a list of what they want you to pack in their snack box.

**Encourage** your child to write a list of items they would need to carry to the beach or to the park etc. **Talk** to your child about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.

Demonstrate writing so that your child can see spelling in action. Make a picture dictionary of animals and insects with their babies.

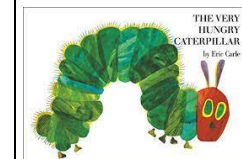
**Encourage** your child to attempt writing simple phrases about dinosaurs.

Give pictures to your child and encourage to write a caption or draw a picture.



[If ONLY](#)

[Tadpole's Promise](#)



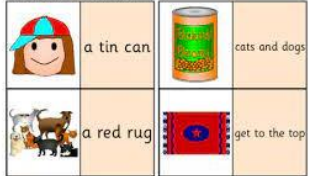
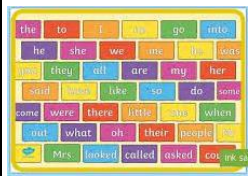
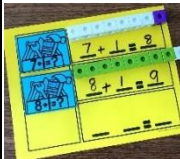
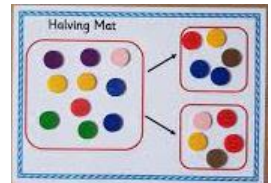
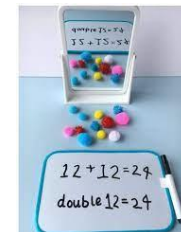
[The Very Hungry Caterpillar](#)

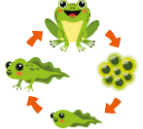





[Writing](#)



[Blending words](#)

	<p><b>Jolly Phonics</b></p> <p>Introduce letter sound of Jolly phonics z, w, ng, v, oo, x, y. Recap of letters phonics z, w, ng, v, oo, x, y</p> <p>Blending consonant, vowel, consonant (CVC) words for reading and writing. High frequency words - there, them, then, this, with</p>	<p><b>Encourage</b> your child to find objects around the house with the letter sounds 'z, w, ng, v, oo, x, y'. Cut pictures from pamphlets, old books for letter sounds e.g. watch, van, finger and yak etc. and design a colourful, illustrative 'My Letter Sounds Booklet'.</p> <p><b>Encourage</b> your child to form letters using playdough. Allow them to highlight the learnt letter sounds in story books, magazines / newspapers etc. Model and encourage your child to read simple words by sounding out the letter sounds and blending them to make simple words – vet, wing and ox etc.</p> <p><b>Encourage</b> your child to explore tricky words through games and songs. Ensure that they follow the Look, Cover, Write and Check method to develop mastery over the tricky words</p>	<p>Phase 2 pictures and captions loop cards</p>  <p><a href="#">Reading Captions</a></p> <p><a href="#">Set 5 words</a></p> <p><a href="#">Let's blend and read</a></p>  <p><a href="#">High frequency words</a></p>
<p><b>Mathematics</b></p>	<p><b>Composition</b></p> <p>In practical activities, adds one and subtracts one with numbers to 10.</p> <p><b>Numbers</b></p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p><b>Encourage</b> your child to use language involving addition for e.g. There are 3 people on the bus, 1 more gets on. How many are on the bus now? (say together 4 is 1 more than 3, 3 add 1 is 4). Use words like more, and, add, make sum, total, altogether. Also, do same for less than use words like less than, take away, subtraction.</p> <p><b>Share</b> and add 1 or 2 more to a given number on fingers or objects.</p> <p>Help your child to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.</p> <p><b>Encourage</b> your child to make up their own story problems orally for other children to solve. <b>Encourage</b> them to use counters. Keep counters on a table within easy reach. Position the whiteboard near the mirror and write the symbols required for two number sentences. Now practice both ways of writing a double number sentence. <b>Talk</b> to your child about doubling like if one car has 4 wheels how many</p>	 <p><a href="#">Addition-1 more</a></p> <p><a href="#">Subtraction-1 less</a></p> <p><a href="#">Doubling and Halving</a></p>  

	<p><b>Spatial Awareness</b></p> <p>Enjoy making simple maps of familiar and imaginative environments, with landmarks.</p>	<p>wheels 2 cars will have. Try and solve doubling problems using day to day objects.</p> <p><b>Share</b> and make patterns of daily route for your child to follow and continue.</p> <p><b>Encourage</b> your child to use different objects, shapes and colours to create patterns.</p>	<p><a href="#">Super simple maps</a></p>
<p><b>Understanding the World</b></p>	<p><b>The world</b></p> <p>Look closely at similarities, differences, patterns and change in nature.</p> <p><b>People and communities</b></p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p><b>Technology</b></p> <p>Completes a simple program on electronic devices.</p>	<p><b>Share</b> and talk about different plants, animals etc. Take them to a garden, zoo etc. to observe the different plants and animals. Ask them to make and record their observations. Let them describe what they see. Ask them what is the similarities and differences in the life cycle of plant and animal?</p> <p><b>Talk</b> about and provide opportunities to observe things closely through a variety of means, including magnifiers, watch to record changes over time – watch water kept in freezer turn to ice and vice versa, ice kept outside melts to water over time. Similarly, make jelly – mixing a powder and water, leave in cool temperature– makes to jelly.</p> <p><b>Encourage</b> your child to notice similarities and differences in the environment.</p> <p><b>Encourage</b> your child to talk about different festival they like celebrating. To talk about the preparation, food, decorations in each festival and how it is different. <b>Talk</b> about what is the favourite food, colour, fruits, vegetable, etc of their family members. To know each member of the family has different.</p> <p><b>Encourage</b> the child to use the computer to play games, find stories, solve a quiz and search for pictures / images.</p> <p><b>Encourage</b> your child to help press the button at the pelican crossing, or speak into the intercom to tell somebody you have come back.</p>	<p><a href="#">Life cycle of frog</a></p>  <p><a href="#">Animal life cycle</a></p>  <p><a href="#">Cultures of the world</a></p>

<p><b>Expressive</b></p> <p><b>Art and Design</b></p>	<p><b>Creating with materials:</b></p> <p>Develops their own ideas through experiments 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></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</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. <b>Share</b> and encourage your child to use unwanted scrap / different materials to make things e.g. bear, cave, train etc.</p> <p><b>Encourage</b> your child to narrate their own story using their skills and explore concepts and ideas through their representations.</p>	 <p><a href="#">Process art</a></p>  <p><a href="#">Being imaginative</a></p>
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**Coming Up Events-**

**ICT and STREAM Week      Monday-Friday, 30th January- 3rd February 2023**

**Art Exhibition/Lingo fest      Monday, 6th February 2023**

**Mid-term Break              Thursday- Friday, 16th & 17th February 2023**

**Humanities Week              Monday-Friday, 20th -24th February 2023**

