





The Winchester School

Family Learning Newsletter (FS 1) – May 2023



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Prime Area Personal, Social and Emotional Development	<p><u>Making relationships</u> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play and attempting to join others' play.</p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p>	<p>Encourage your child to explore a variety of things to play on their own. Create a box having old milk containers, wooden spoons, empty pot plant containers, sticks, scrunched-up paper, plastic buckets, saucepans, blocks and old clothes. They are great for imaginative, unstructured play.</p> <p>Talk and model to your child on how to join their friend's play. Create a role-play area or play date for them to engage in imaginative and creative play. Home-made obstacle courses can get your child moving in different ways, directions and speeds. Games like 'I spy' are great for word play and help develop literacy skills. Simple cooking and food preparation activities are great for developing numeracy and everyday skills.</p> <p>Encourage your child to have positive and respectful relationships with their friends.</p> <p>Talk and share with your child about the importance of sharing and playing together. Model to them sharing resources, taking turns while playing together and give them confidence to share and express their feelings. Talk about why sharing is good for them and others. Recognise, understand and acknowledge their emotional need. For example, you could say: "I understand it's hard for you to stop playing on the bike, but it's someone else's turn now." This will encourage and help them to be empathetic towards their friends and understand their needs. Children will learn to soothe themselves by accepting their emotions and thus will develop self-awareness.</p>	 <p>Sharing video</p> <p>Learning friends- take turns</p>  <p>It's my turn.</p>
Communication and Language	<p><u>Listening and attention</u> Listens to familiar stories with increasing attention and recall.</p>	<p>Encourage your child to be a good listener when you are reading their favourite story.</p> <p>Share and model being a good listener by listening to children and considering what they say in your response to them. Tell well-known stories over and over, pausing for your child to join</p>	

Speaking

Beginning to use more complex sentences to link thoughts (e.g. using and, because).

Builds up vocabulary that reflects the breadth of their experiences.

in at key moments.

Encourage your child to say what happens next in a familiar story- prompt; no answer is wrong- it's important to give positive feedback to encourage your child to remain engaged. Read stories to your child at bedtime and question them about the story to check their understanding and recall.

Encourage them to use complex sentences while narrating their favourite stories or while sharing their personal experience. You can play, 'The Five W's, game with them- The five W's are 'Who? What? When? Where? Why?' and are ideal for helping 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 and his food in the kitchen.

'Why?' My little dog eats biscuits in the kitchen, because they're yummy and his favourite!

Talk and share your thoughts with your child using a variety of words. Read stories like 'The Mixed-up Chameleon', and 'The Little Red Hen'. Have discussions with the entire family about the role of the main characters in the story. A visit to the zoo, or a grocery store, an outing with the complete family to their favourite spot, a talk about their previous family vacation, etc. are a few ways where you can encourage your child to speak about their experiences and broaden their imagination.

To increase their vocabulary, show interest in words that children may use to describe their experience. Play a game of making up rhyming words from the words they come up with.








[The Little Red Hen](#)



[The Mixed-up Chameleon](#)



[The Little Red Hen and the cupcakes](#)

Physical Development	<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>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p><u>Health and self-care</u> Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p>	<p>Encourage your child to handle variety of tools at home confidently and responsibly. Teach them the skills of how to use tools and materials effectively and safely and give them enough opportunities to practice them.</p> <p>Talk and share with them why safety is an important factor in handling tools, equipment and materials, and they need to follow some rules while handling them.</p> <p>Encourage your child to walk up and down the steps using alternate feet, then challenge them to carry a small toy and focus to climb up and down the steps. During play, provide them with large portable toys or objects which they can move safely and confidently.</p> <p>Encourage your child to verbally express their body needs like when they are hungry, thirsty, tired or want to play. Plan opportunities, particularly after exercise, for your child to talk about how their body feels.</p> <p>Talk to them to notice and share the changes in their body after exercise, such as their heart beating faster.</p>	 <p>Construction Vehicle song</p>  <p>Exercise song by Patty Shukla</p>  <p>Are you Hungry?</p>
Specific Area Literacy	<p><u>Reading</u> Shows awareness of rhyme and alliteration.</p> <p>Books <i>The mixed-up chameleon by Eric Carle</i> <i>The little red hen</i> <i>Little red hen and the cupcakes</i></p> <p><u>Writing</u> Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>	<p>Encourage your child to hear the beginning and end sounds in words.</p> <p>Share with them that rhyming words have the same sound at the end while words beginning with the same sound are called alliterative words. Have them give a thumbs up if words rhyme (e.g. "pan," "man") or if they are alliterative (e.g. "pan," "pet"). Contrast with examples that do not match (e.g. "dish," "man"), making sure to emphasize the ending or beginning sounds as much as possible.</p> <p>Have a bag of rhyming words objects and objects beginning with the same initial sound. Let them sort as they hear the sound either at the beginning of the words or at the end.</p> <p>Encourage your child to draw independently and use their imagination. Let them talk about their drawings and describe</p>	 <p>Awesome Alliteration</p>  <p>I love to rhyme.</p>

Jolly phonics

Introduce letter sounds j, z, w, v, x and y.

their drawing. Listen intently to your child as they ascribe meaning to their drawings and marks. For example: After reading a story, encourage them to draw the characters and talk about them. Challenge them further to use their drawings to retell the story in their own words.

Encourage your child in recognising and writing their own names. Help them in identifying various signs, symbols and words they see in story books or around them like red signs, yellow signs, circle signs, and square signs. Signs come in all shapes, colours, and sizes. They can draw the signs and symbols of their favourite storybook and talk about them.

Talk about the importance of writing and model it by making a shopping list or labelling toys like giving names to their dolls, robots or cars etc.

Encourage your child to find things around the house which begin with the letter sounds that have been taught. Find pictures or letter sounds taught in magazines, newspapers and other print media such as billboards or shop signs. Attempt to write the letters using play dough or paint.

Play the Jolly Phonics songs for the sound and sing along with them. Encourage them to follow the action for that sound during the song.

Share and encourage them to blend letter sounds and read. For e.g.: jog, jug, jump, zip, vet, wig, wed, wet, win, wind, van, yum, fox, box, vox, wax, exit, taxi etc.

Sight words to look and say: I, the, is, in, at, to, go, he, she, me, we, be.


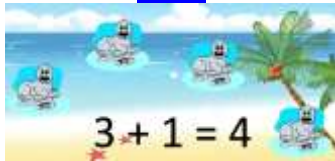



Encourage your child to break down words and identify the sounds they can hear at the beginning, middle or end. For example, in the CVC (Consonant-vowel-consonant) word 'jog', we can hear /j/ at the beginning, /o/ in the middle and /g/ at the end.






[Starfall: website for phonics](#)
[Starfall- Learn to read](#)

[Jolly Phonics songs](#)

[Phonics game](#)

<p>Mathematics</p>	<p>Beginning to recognize that each counting number is more than the one before.</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p>	<p>Encourage your child to count everyday objects. Talk to them while counting they need to say number words in their proper order. Match one number word with only one thing i.e. <i>one-to-one correspondence</i> between number word and thing. They need to count each thing once and only once. Share with them the next number is one more than the previous. Encourage your child to solve simple problems. e.g. The elephant ate 2 apples and then ate 1 more apple, so how many apples did he eat altogether? There are 3 teddies and if we add one more, then how many teddies do we have in all? We have 5 toys and if we take one away, how many are you left with?</p> <p>Encourage your child to draw and write for a range of different purposes during play and exploration (for example, creating the price tags, signs and receipts for a shop, or writing a list of telephone numbers to take with them on a pretend outing to the park). They can attempt to write numbers, make tally marks next to the things they have drawn or the marks they have made and represent them as a number.</p> <p>Talk and share with them to use their fingers to show an amount e.g. while asking for things to play with or food to eat, to show on their fingers how many they need.</p>	 <p>Add 1</p>  <p>Adding one more</p>   <p>I can show numbers in so many ways.</p>
<p>Understanding the World</p>	<p>The World Developing an understanding of growth, decay and changes over time.</p>	<p>Encourage your child to sow a seed as our little red hen did. Talk and share with them how a seed grows into a sapling and then into a plant. Talk to them about exploring new life is exciting but we need to understand that the decaying process is just as important. Exploring decay helps your child to discover that the natural world is forever changing. Deliberately leaving something to decay like a chunk of bread or apple turn soggy, wrinkled or dry, grow mold or even attract insects if left uncovered. Talk to them about how things change colour, shape and smell when they decay.</p> <p>Safety note: Handle all decaying items with care and wash hands afterward. Keep any moldy items contained in a sealed bag to prevent spores from spreading. Make sure that any items left to decay are out of reach of younger children.</p>	 <p>How does a plant grow?</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><u>Technology</u> Knows that information can be retrieved from digital devices and internet.</p>	<p>Encourage your child to look at the family members' pictures together. Talk and encourage them to share the different and similar physical features you all have. Ask 'Do we all have the same hair?' Would it be boring if we all had the same hair? Talk and share with them about the things they do that are special and different from others. Reinforce the idea of accepting differences in others - everyone doesn't have to play the same game or be involved in the same activities. And teach them to compliment others on what makes them unique.</p> <p>Talk to children about the importance of tablets, mobile phones, laptops and computers. Share with them how we can use technology to find, use and create information.</p>	<p>And that's what makes you unique and special.</p>  <p>I am Unique.</p>  <p>What are computers for?</p>
Expressive Arts and Design	<p><u>Creating with materials</u> Continues to explore colour and how colours can be changed.</p> <p><u>Being imaginative and expressive</u> Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p>Encourage your child to mix colours while painting and discover how a new colour is formed when two colours are mixed. Encourage your child to show interest in exploring colour mixing, and support them in using terms such as tint, shade, hue. Talk and share with them to anticipate and name the new colour. You can play a colour game with them by guessing what colour will form when they mix any two colours. What will happen if they add white or black to a colour?</p> <p>Encourage your child to play pretend games and join in with them. For example: Enact a story/rhyme, fly like butterflies/birds, move and make sounds of animals, etc. Play together face to face so your child can copy your gestures or actions. While playing, follow your child's lead – play with things your child is interested in. Keep it simple and remember repetition is fun. Encourage them to take turns and introduce new ideas when they can link ideas together – For example: if they like to play with cars, take them to the mechanic. You can create costumes and props bags having old hats/shoes/scarves/coats. Bags/briefcases/boxes for store/shop, etc.</p>	 <p>Pretend Play Song</p>
	<p><u>Coming up events</u> Field Trip International Mother's Day International Day of Families</p>	<p>10th May 2023 14th May 2023 15th May 2023</p>	