


The Winchester School, Jebel Ali

Family Learning Newsletter (Foundation Stage 1) – November 2024

| Area of learning | Focus | Home activities/How can you help your child at home | Useful website |
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| Prime Area Communication and Language | <p><u>Understanding</u> Understands the use of objects (e.g. “What do we use to cut things”?)</p> <p><u>Speaking</u> Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> | <p>Encourage 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>Talk to them about the use of scissors to cut paper, crayons to draw and colour on paper and glue sticks to stick the paper. Model the use of these objects for them and let them explore under your supervision.</p> <p>Talk to children to help them retell past events with use of pictures or photographs from familiar events like visiting a park, a beach or a play area and encourage them to talk about the same in a sequence like what happened first, then next and then at the end. Use new words during your conversations to build up vocabulary. Prompt your child with props such as puppets to encourage speech and understanding.</p> | <p>https://upweegrow.com/understanding-and-describing-the-function-of-objects/</p> |
| Physical Development | <p><u>Moving and Handling</u> Creates lines and circles pivoting from the shoulder and elbow.</p> | <p>Encourage your child to make lines and circles when they are busy playing with sand or swimming in the water or use ribbon wands to make big arm movements.</p> <p>Encourage children to engage in beading activities by giving them a 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> | |

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| | <p><u>Health and self-care</u> Can wash and 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>Talk about hand hygiene and why it is important to wash our hands before eating.</p> <p>Share the importance of washing hands and saving water by using just as much as required.</p> <p>Encourage your child to follow all the steps involved in washing and drying hands. Model the same to them a few times. Ask them to sing their favourite 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.</p> <p>Encourage 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>Personal, Social and Emotional Development</p> | <p><u>Making relationships</u> Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p><u>Sense of self</u> Enjoys sense of belonging through being involved in daily tasks.</p> | <p>Talk and share 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>Encourage them to talk about playing together and sharing toys; 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>Encourage them to clean up their toys after playing and put things at the right place. Encourage them to wear their socks and shoes, or to button and unbutton their t-shirt, and guide them to ask for help when needed by suggesting suitable questions. Praise them for completing daily tasks to foster independence and responsibility.</p> | <p>https://blog.freepiritpublishing.com/build-a-sense-of-belonging-in-the-early-childhood-classroom</p> |
| <p>Specific Area Literacy</p> | <p><u>Reading</u> Handles books and touch screen technology carefully and the correct way up with growing competence.</p> | <p>Demonstrate to your child the correct way to handle books/iPad; how to hold them, 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 increase/reduce the volume of the iPad.</p> | |

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| | <p>Books: <i>My Car by Byron Barton</i> <i>Boats by Anne Rockwell</i> <i>Maisy goes on a plane by Lucy Cousins</i> <i>Nana and granddad's Dubai adventure</i></p> <p>Writing Sometimes gives meaning to their drawings and paintings.</p> | <p>Talk to your child about the importance of books and iPad. For e.g.: Books give us knowledge and even iPad can give us information, they help us with our language skills, and dictionaries help with learning new vocabulary and so on.</p> <p>Encourage your child to draw and share their experiences from the school, the park, their playdate or a holiday. Talk about their drawings or any marks they have made. Always appreciate and praise their work or drawing, 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 sand, using brush to make marks with water/paints or using large handed rollers on wall or thick coloured chinks on the floor.</p> | <p>https://teachhandwriting.blog/tag/simple-drawings/</p>  |
| <p>Mathematics</p> | <p>Cardinality Counts up to five items, recognizing that the last number said represent the total counted so far (cardinal principle).</p> <p>Patterns Explores and adds simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).</p> | <p>Encourage your child to touch the objects, 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'.</p> <p>Talk 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'.</p> <p>Talk to them to get you a specific number of things, and emphasize the total number in your conversation.</p> <p>Provide your child some natural resources available around your house, for example- leaves, twigs, stones, etc. Now ask your child to create a pattern using only 2 objects, for example- stone, leaf, stone, leaf.</p> | <p>https://www.tinytap.com/activities/g410a/play/counting-numbers-1-5</p> <p>https://www.tinytap.com/activities/g2spm/play/copy-abcabc-pattern</p> |

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| | | <p>Encourage your child to replace one object and continue the pattern. Challenge your child to create a pattern using more than 2 objects.</p> | |
| <p>Understanding the World</p> | <p><u>People and communities</u> Remembers and talks about significant events in their own experience.</p> <p><u>The World</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> | <p>Encourage 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 of family members or festivals. Encourage them to talk about their experience by remembering and recalling. Remember to emphasize the words of past tense like ‘had’, ‘went’, ‘seen’, ‘was’ and so on in a subtle way.</p> <p>Share experiences with your child as you explore both the built and the natural environment with them.</p> <p>Encourage 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>Talk 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>https://www.speechandlanguagekids.com/teaching-children-recall-retell-past-events/</p> |
| <p>Expressive Arts and Design</p> | <p><u>Creating with materials</u> Uses various construction materials.</p> <p><u>Being imaginative and expressive</u> Engages in imaginative role-play based on own ideas or first-hand or peer experiences.</p> | <p>Encourage 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 of his/her home or school, with blocks, lego or frames. Support your 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> | |

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| | <p><u>Music and Movement</u> Claps or taps to the pulse of the song he or she is listening to /singing.</p> | <p>Share role play ideas with your child and engage with them in their activity. Provide them with scarves, dresses, capes, big shoes to use in role play.</p> <p>Encourage 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>For e.g. with following rhyme- Here we go round the Mulberry Bush This is the way we clap our hands, 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> | |
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| <p><u>Coming up events:</u> UAE Flag Day World Science Day for Peace and Development FS1 Sports Day World Kindness Day International Day of Tolerance International Day of Students Hour of code National Day Celebration Martyr's Day / UAE Commemoration Day</p> | <p>Friday, 1st November 2024 Friday, 8th November 2024 Wednesday, 13th November 2024 Wednesday, 13th November 2024 Friday, 15th November 2024 Monday, 18th November 2024 Thursday, 28th November 2024 Friday, 29th November 2024 Friday, 29th November 2024</p> |
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