



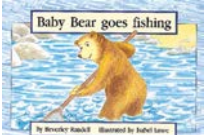
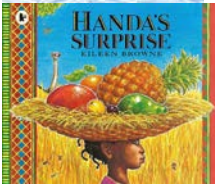
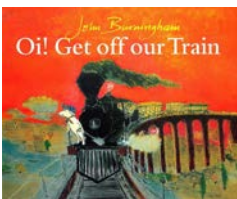
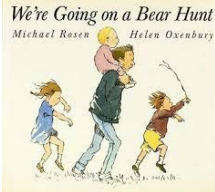
The Winchester School



Family Learning Newsletter (Foundation Stage 2) – October 2024

Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Communication and Language	<p>Listening and attention. Two-channelled attention, e.g., paying attention to something of interest for short or long periods; can both listen and do for short span.</p> <p>Understanding Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Encourage your child to practice listening and following directions. You can ask them to pay attention to instructions while doing other activities. Playing games like "Simon Says" can be a fun way to reinforce this skill. You can also try making a sandwich together by following a recipe step by step.</p> <p>Introduce your child to storybooks that have interesting characters and ask them open-ended questions. These questions allow the child to think creatively and share their ideas freely, encouraging deeper understanding and imagination.</p> <p>Try asking open-ended questions like, "How do you know that...?" "Why do you think...?" and "How can you tell the difference between ____ and ____?"</p> <p>Share and read a story with your child, and ask your child to retell the story in their own words.</p> <p>Encourage them to remember what happened first, next, and last. This activity helps your child to organise and sequence events while expressing their thoughts clearly.</p> <p>Develop language skills through structured and unstructured discussions linked to books, topics, routines and events.</p>	<p>Sharing stories</p> <p>Role-Play</p> <p>Importance of reading</p>

<p>Prime Area Personal, Social and Emotional Development</p>	<p>Making Relationships: Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviour.</p> <p>Sense of Self: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p>Understanding emotions: Is aware of behavioural expectations and sensitive to ideas of justice and fairness.</p>	<p>Talk about different perspectives with your child while watching TV, reading books, or talking about others. For example, you can ask, "What do you think the character is feeling and thinking?" Show kindness by caring for others, like helping siblings or holding doors open for people.</p> <p>Encourage your child to speak to others when he/she wants something or to ask questions. E.g. While shopping, encourage them to speak to the sales person to get information about the toy they want to buy and help them to ask questions.</p> <p>Talk and share opinions on how a meal taste, how a picture looks etc. Appreciate your child’s opinions and encourage them to listen and appreciate others.</p> <p>Share books that feature characters who follow or break rules and explore the impact of their actions on others, like the <i>Mr. Men</i> series. Help your child understand the difference between right and wrong. Offer activities that promote fairness, sharing, and cooperation. Stay mindful of issues related to justice and ensure your child sees how they are addressed and resolved.</p>	<p>Relationships</p> <p>Self-expression</p> <p>Positive Behavior</p>
<p>Physical Development</p>	<p>Moving and handling: Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Heath and self-care: Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>	<p>Encourage your child to play games that involve skills such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Set up an obstacle course in your home/backyard with tunnels to crawl through, cones to weave around, hurdles to jump over, and balance beams to walk on. Children can choose different ways to navigate the course.</p> <p>Talk with your child the importance of tidying up after play. Let them pick things and put them in the proper place.</p> <p>Talk to your child about the importance of following the safety rules while playing. For example, encourage them to wear a helmet while riding a bike etc.</p>	<p>Moving</p> <p>Tidy-Up</p>

<p>Specific Area Literacy</p>	<p>Reading - To begin to hear and say the initial sound in words.</p> <p>Begins to segment the sounds into simple words and blend them together and knows which letters represent some of them.</p> <p>Stories Handa's Surprise by Eileen Browne Oi get off our train by John Burningham Baby bear's goes Fishing by Beverley Randell We are going on a Bear Hunt by Michael Rosen</p> <p>Writing: To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>To identify letters and writing recognisable letters in sequence, such as in their own name.</p> <p>Jolly Phonics Introduce letter sound of s, a, t, p, i, n, c, k, e, h, r, m, d. Jolly phonics recap of letters s, a, t, p, i, n,</p> <p>Blending consonant, vowel, consonant (CVC) words for reading and writing.</p>	<p>Share and read a story to your child. Ask your child to clap when they hear words from the sound 's' in the story.</p> <p>Model oral blending of sounds to make words e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop your child's phoneme-grapheme correspondence.</p> <p>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 children to talk about different stories and discuss how they will act: -what part each child will play and what props they will need. Encourage them to act out the story 'We're going on a bear hunt' using props.</p> <p>Encourage your child to write, even if they are scribbling Give them opportunities to practice writing by helping them sign birthday cards, write stories, and make lists.</p> <p>Encourage your child to copy labels and posters from around the house and to make use of phonic knowledge as they attempt to write simple words.</p> <p>Encourage your child to find the letters in their names from magazines, newspapers and unwanted books.</p> <p>Model how to write names beginning with a capital letter, remember to follow by lowercase letters and other familiar words. e.g. Ali, mum, dad, bag, bus. Model writing words so that your child can see spelling in action.</p> <p>Encourage your child to find objects around the house with the letter sounds 's, a, t, p, i, n, c, k, e, h, r, m, d'. Cut pictures from pamphlets, and old books for letter sounds e.g. socks, ant, tub, pan, igloo, cat, kite, egg, horse, rat, mat, dog, etc. Design a colourful, illustrative 'My Letter Sounds Booklet'.</p>	<p>Blending</p> <p>Segmenting</p>     <p>ORT Stories</p> <p>Pre-Writing Activities</p>
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	<p>High frequency words - at, a, as, in, it, is</p>	<p>Encourage 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 - sip, pit, tan, etc.</p> <p>Encourage 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>Jolly Phonics</p>
<p>Mathematics</p>	<p>Composition Show that numbers are partitioned in different ways with a range of objects.</p> <p>Pattern Chooses familiar objects to create and recreate repeating patterns.</p> <p>Spots patterns in the environment, beginning to identify the pattern “rule”.</p> <p>Measures Beginning to experience measuring time with timers.</p>	<p>Provide a collection of small objects like buttons, beads, or building blocks. Ask the children to pick a number (e.g., 6) and represent it using the objects. They can arrange the objects in different ways to show that 6 can be partitioned as $3 + 3$, $4 + 2$, or $5 + 1$.</p> <p>Encourage them to experiment with different numbers and arrangements.</p> <p>Encourage your child to use different objects, shapes and colours to create patterns.</p> <p>Take your child outside and model how to make simple large-scale patterns, such as stick, leaf, stick, leaf, stick, leaf. Support your child to copy the patterns and see if they can continue them. Encourage your child to use loose parts to make simple patterns for you to copy and continue.</p> <p>Create short stories or scenarios where time is a crucial factor. For instance, you can say, "Let's pretend we have 3 minutes to get ready for a spaceship launch!" Encourage your child to watch the timer as they complete their tasks within the set time.</p> <p>Set two timers simultaneously for a short duration (e.g., 1 minute) and ask your child to race against the timer. Challenge them to see how many tasks they can complete before the timer goes off. Enjoy the element of fun and urgency.</p>	<p>partitioning</p> <p>Pattern</p> <p>Measuring</p>

<p>Understanding the World</p>	<p>People and communities Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>The World Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Technology Completes a simple program on electronic devices.</p>	<p>Talk to your child to create a drawing that represents themselves. Ask your child to include pictures, drawings, or words that reflect their interests, hobbies, and characteristics.</p> <p>Take a walk around the local neighborhood or community. Point out different types of building, parks, public spaces, etc. Discuss the roles of these places within the community. Provide opportunities for your child to talk about the similarities and differences between the observed surroundings.</p> <p>Encourage your child to explore their immediate environment, in order to make them aware of features relating to the local area. E.g. Make visits to nearby supermarkets, hair salon, cafes or a public park.</p> <p>Encourage your child to use the computer to play games on numbers or spellings, find stories and search for pictures / images.</p> <p>Encourage your child to help to press the button at the pelican crossing, or speak into the intercom to tell somebody that you have come back.</p>	<p>People and Communities.</p> <p>The World</p>
<p>Expressive Art and Design</p>	<p>Creating with materials: Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Being imaginative and expressive: Introduces a storyline or narrative into their play.</p>	<p>Provide your child with opportunities to use their skills and explore concepts and ideas through their representations.</p> <p>Encourage them to create interesting artwork using paint, colours, junk, etc.</p> <p>Play fictional characters in pretend settings. Encourage your child to act out their own original stories, using language from other contexts thus developing an understanding of story structure. Encourage your child to narrate the story in their own words.</p>	<p>Creating with Materials</p> <p>Being Imaginative</p>

Coming Up Events

World Teacher's Day

World Habitat Day

World Space Week

SEWA Day

Hair for Hope - Breast Cancer Awareness

Global Dignity Day

Mid-term break for students

Digital Citizenship Day

Innovation Day

Friday, 4th October

Monday, 7th October

Monday, 7th and Tuesday 8th October

Monday, 14th October

Monday, 14th October

Tuesday, 15th October

Thursday, 17th to Tuesday, 22nd October

Wednesday, 23rd October

Thursday, 24th October

