

# The Winchester School, Jebel Ali

## Family Learning Newsletter (FS1) – September 2024


Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<b>Prime Area Communication and Language</b>	<p><b><u>Listening and attention</u></b> Listens with interest to the noises adults make when they read stories.</p> <p><b><u>Understanding</u></b> Identifies action words by following simple instructions e.g Show me jumping.</p> <p>Developing understanding of simple concepts e.g fast/slow, good/bad.</p> <p><b><u>Speaking</u></b> Uses language to share feelings, experiences and thoughts.</p>	<p><b>Encourage</b> your child to listen to stories. To captivate and gain your child’s attention during story time, make animal sounds, use some friendly puppets and toys from the toy box.</p> <p><b>Share</b> new words in the context of play and activities and explain their meaning. Talk using flashcards or picture books to let them understand the meaning of different actions. Share stories with your child and ask questions. For e.g.: Show who is at the door? What is the girl doing? Show me who is dancing? Point who is running in the story?</p> <p><b>Encourage</b> your child to use lots of language during interaction and discussion. Turn everyday situations into opportunities for discussion and description. Reward each time your child attempts a new word by giving them attention and affection. <b>Talk</b> and describe the objects, movements and qualities around them. Play opposites! play word games where you guess the antonym (for example go/come, do/undo, quietly/loudly). Always introduce antonyms (opposites) in their pairs (for example hot/cold, big/small, nice/mean, in front/behind).</p> <p><b>Encourage</b> your child to initiate the conversation and talk about what they are doing, what they are playing with and everyday activities to develop good communication skills. Value non-verbal communication like facial expressions and gestures.</p>	<p><a href="#">Listening and attention</a></p> <p><a href="#">Action Words</a></p> <p><a href="#">Action words song</a></p> <p><a href="#">Opposites for Kids</a></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. Emphasis is to be laid on using the correct vocabulary to describe things they have seen or done.</p> <p><b>Share</b> family photographs with their child and talk about the event with them. Encourage correct use of language by telling repetitive stories, and playing games that involve repetition of words or phrases.</p>	
<p><b>Physical Development</b></p>	<p><b><u>Moving and Handling</u></b> Holds mark making tools with thumb and all fingers.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p> <p><b><u>Health and self-care</u></b> Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p>	<p><b>Encourage</b> your child to hold mark-making tools and attempt to create marks. They can draw a variety of shapes, form circles, and zig-zag lines.</p> <p><b>Talk</b> to them about different shapes they see at home.</p> <p><b>Encourage</b> your child to trace the shapes in a semolina or sand tray and use playdough to create shapes to develop their fine motor skills.</p> <p>Plan opportunities for your child to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, smooth floors and carpets.</p> <p><b>Encourage</b> them to hang upside down, roll on the floor, balance on one leg, swing backward and forward, roll down slopes, and spin round and round, allowing your child to help understand their sense of space and self.</p> <p><b>Encourage</b> your child to verbally express their need to use the washroom by using simple words like ‘washroom’.</p> <p><b>Talk</b> to them about keeping the toilet clean by flushing the toilet, and washing their hands after use.</p> <p><b>Share</b> the importance of saving water by using just as much as is required and taking care not to use too many tissues to wipe their hands.</p>	<p><a href="#">walk, run and climb on different levels and surfaces.</a></p> <p><a href="#">Mark making tools</a></p> <p><a href="#">Bowel and bladder control</a></p>

<p><b>Personal, Social and Emotional Development</b></p>	<p><b><u>Making relationships</u></b>          Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs., e.g. may turn a book to face you so you can see it.</p> <p><b><u>Sense of self</u></b>          Knows their own name, their preferences and interests and is becoming aware of their unique abilities.</p> <p><b><u>Understanding Emotions</u></b>          Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</p>	<p><b>Talk and share</b> with your child about the importance of sharing and playing together. Model to them sharing, by family playing together, having family meals and providing resources or toys that promote cooperative play. Talk about why sharing is good for them and others. You can say something like, ‘When you share your toys with your friend, everyone gets to have fun’.</p> <p><b>Encourage</b> your child to spend time and play with you or their siblings, to share and take turns while reading books, playing with toys and so on. Play a game where the child takes turns in passing the parcel and waits patiently for his/her turn. Praise them when they do so.</p> <p><b>Talk</b> to your child about their likes and dislikes. Share with them the importance of respecting their friend’s preferences. <b>Encourage</b> them to talk about their features and qualities.          Help them to respond by turning their head and giving eye contact when their name is called out.</p> <p><b>Talk</b> to your child about their belongings. Encourage them to verbally express their preferences and choose to do an activity.          Provide resources, toys, mark-making tools, art and craft materials as per your child’s interest and which will allow your child to draw themselves and their unique features.</p> <p><b>Talk</b> to them about different kinds of feelings- happy, sad, excited, anxious, confused, surprised and angry by using the emotion wheels.  <b>Share</b> real-life experiences to help your child understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play. Model empathy and talk about others’ feelings.</p>	<p><a href="#"><u>Sharing and Taking Turns</u></a></p> <p><a href="#"><u>Understanding and Accepting Differences</u></a></p> <p><a href="#"><u>Emotions for Kids - Happiness, Sadness, Fear, Anger, Disgust and Surprise</u></a></p> <p><a href="#"><u>Managing feelings and behaviour</u></a></p>
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	<p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something that they should not do, in favourable conditions.</p>	<p><b>Encourage</b> them to communicate their feelings and respond to others appropriately.</p> <p><b>Talk</b> to your child about appropriate and inappropriate behaviour and its consequences. Praise them for their good behavior.</p> <p><b>Share</b> with them the importance of kind words and the use of hands for doing good.</p> <p><b>Encourage</b> them to use friendly and polite words.</p>	
<p><b>Specific Area Literacy</b></p>	<p><b>Reading</b>  Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><b>Books</b>  <i>At School- Oxford Reading Tree book</i>  <i>Does a kangaroo have a mother too? By Eric Carle</i>  <i>Brown bear, Brown bear what do you see? by Eric Carle</i>  <i>Bear in a square by Stella Blackstone</i>  <i>Head to toe by Eric Carle</i>  <i>We share everything by Robert Munsch</i>  <i>One family by George Shannon</i>  <i>The feelings book by Todd Parr</i></p>	<p><b>Encourage</b> your child to get their whole body into rhythm practice. Jumping or moving to a beat can help too. 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. Encourage them to use musical instruments like xylophone or drum.</p> <p><b>Encourage</b> your child to pick their favourite storybook to read along with you. Pause at intervals to encourage them to say the next word. Sing along their favourite rhyme, ensuring to say each word clearly while singing.</p> <p>Read stories to your child every night before going to bed.</p>	<p>Miss Mary Mack</p> <p>Pat a cake</p> <p><a href="#"><u>What is mark making in the early years?</u></a></p>

	<p><b>Writing</b> Distinguishes between different marks they make.</p>	<p><b>Encourage</b> 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, praise them after they have finished drawing by giving them stickers, hugs and high fives. Some activities that you can practice at home are making marks in the sand, using a water brush to make marks or using large-handed rollers.</p>	
<p><b>Mathematics</b></p>	<p>Begins to say numbers in order, some of which are in the right order.</p> <p>Joins in and anticipates repeated sounds and action patterns.</p> <p>Recognises that two objects have the same shape.</p>	<p><b>Encourage</b> your child to sing songs like 1, 2, buckle my shoe, the ants go marching, 1, 2, 3, 4, 5 Once I caught, 5 little ducks and many more.</p> <p><b>Talk</b> to them about the number of members in their family. How many fingers and toes do they have? How many rooms are there in their house? How many cars are there in the parking lot?</p> <p><b>Talk</b> with your child about the patterns they notice around them. <b>Share</b> and help them to recognise the patterns they can make while clapping their hands and stomping their feet. Like one clap and one stomp and thus can continue.</p> <p>Provide opportunities for your child to experience patterns such as percussion, music and action games that involve repeated sounds or actions.</p> <p><b>Encourage</b> them to observe the patterns in their routines by asking what comes next.</p> <p><b>Encourage</b> and show your child to compare two objects to see if they have the same shape e.g. round clock and the wheels of a car. <b>Talk</b> to them to sort objects according to their shape. You can suggest to them to build towers or any structure with a particular chosen shape. Promote the language of size such as big, little, small, tiny, tall, long and short.</p>	<p><a href="#">Number fun</a></p> <p><a href="#">Counting numbers</a></p> <p><a href="#">Patterns</a></p>

<p><b>Understanding the World</b></p>	<p><b><u>The World</u></b>          Enjoys playing with small world reconstructions, building on first- hand experiences, e.g visiting farms, garages, ride on the metro, walking by river or lake.</p> <p><b><u>People and communities</u></b>          Has a sense of own immediate family and relations.</p> <p><b><u>Technology</u></b>          Uses pipes, funnels and other tools to carry/transport water from one place to another.</p>	<p>Provide your child with stories and information books about places such as a zoo or the beach, to remind them of their visits to real places.  <b>Encourage</b> them to talk about it. Based on the story told by you, ask your child to create a scene using the small world toys and narrate the story in their own words.</p> <p><b>Talk</b> to your child about the immediate family members and relations and the importance of respecting them.  <b>Share</b> photographs of children’s families, friends, pets or favourite people, both indoors and outdoors.  <b>Encourage</b> them to name the relation they have with their family members.</p> <p><b>Talk</b> to children about washing and drying and transporting water. Provide and encourage them to use a range of pipes, funnels, containers, beach water toys, water wheels and water for children to play with.</p>	<p><a href="#">Small world</a></p> <p><a href="#">Family</a></p>  <p><a href="#">Water Play</a></p>
<p><b>Expressive Arts and Design</b></p>	<p><b><u>Creating with materials</u></b>          Creates sounds by rubbing, shaking, tapping, striking or blowing.</p> <p>Joins in singing favourite songs.</p>	<p><b>Encourage</b> your child to join in tapping and clapping along with simple rhymes. Play a simple game of following the leader and show them tapping or clapping and ask them to repeat. Produce a simple rhythm by clapping or tapping like 1,2,3,4...Create a music corner for them where they can play and make instruments for creating the sounds.  <b>Encourage</b> them to listen to different sounds such as the sound of water splashing, knocking, whispering, giggling, etc. as this will enable children to listen attentively and with interest.</p> <p><b>Share</b> nursery rhymes and encourage your child to join in. For e.g. Itsy bitsy spider, Twinkle twinkle little star, Baa baa black sheep, London bridge, Mary had a little lamb etc.  <b>Talk</b> about the meaning of the rhyme. Observe which rhyme your child sings the most and ask about why he/she</p>	<p><a href="#">Creating sounds</a></p> <p><a href="#">Singing favourite songs</a></p> <p><a href="#">Make believe pretend play</a></p>

	<p><b><u>Being imaginative and expressive</u></b> Begins to make believe by pretending using sounds, movements, words, objects.</p>	<p>likes that rhyme the most and why it is their favourite rhyme.</p> <p><b>Encourage</b> your child to play pretend games and join in with them. For e.g. Enact a story/rhyme, fly like butterfly/bird, move and make sounds of animals etc.</p> <p><b>Share</b> a variety of stimulating resources that can be used in different ways both inside and outside e.g. pots and pans, ladles, fabric, empty carton boxes, sound makers, string bags etc.</p> <p>Use objects readily available around the house as props while playing. For 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.</p>	
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