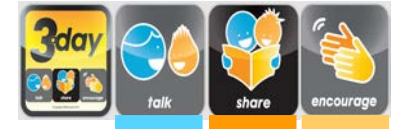




The Winchester School

Family Learning Newsletter (FS 1) – February 2025



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p>Prime Area Communication and Language</p>	<p><u>Listening and Attention</u> Listens to familiar stories with increasing attention and recall.</p> <p><u>Speaking</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because).</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 in at key moments.</p> <p>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.</p> <p>Read stories to your child at bedtime and question them about the story to check their understanding and recall.</p> <p>Encourage 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.</p> <p>Encourage your child to build their vocabulary by providing them with words to link their thoughts, (e.g. using and, because) and a range of experiences through Show and Tell, pretend play, pictures of family outings and bedtime stories.</p> <p>Share family photographs with your child and talk about the event with them. Encourage correct use of language by telling repetitive stories (stories having repetitive phrases like; 'Run, run as fast as you can...'), playing games that involve repetition of words or phrases and repeating a story.</p>	<p><u>Attention and Listening tips</u></p>

<p>Physical Development</p>	<p><u>Moving and Handling</u> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><u>Health and self-care</u> Observes and can describe in words or actions the effects of physical activity on their bodies.</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. Observe them as they play and run in the playground and manage to protect themselves from the obstacles around them. Encourage 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 speed. Talk about why children should take care when moving freely. Notice if they frequently bump into obstacles or fall over, then talk with them about how they can move.</p> <p>Talk with children about why you encourage them to rest when they are tired. Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster, sweating, and throat getting dry. Ask questions like, how do you feel after exercise, running or playing outdoors?</p>	<p><u>Spatial Awareness</u></p>
<p>Personal, Social and Emotional Development</p>	<p><u>Making relationships</u> Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p><u>Sense of self</u> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p>	<p>Talk with your child about the importance of sharing and playing together. Provide resources or toys that promote cooperative play and engage in play with your child. 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’. Provide positive feedback as they role-play being a doctor, daddy, mummy etc. Notice and acknowledge children’s thoughtfulness towards each other as they imitate the way adults behave around them, explore new ideas and share feelings and emotions.</p> <p>Show trust in young children’s abilities by showing them how to use and care for materials, letting them try and notice when they need help; and offering but not taking over. Whether it is solitary play, or alongside others, like in the park, or on a slide, going on a treasure hunt etc.</p>	<p><u>Self-esteem</u></p>

		<p>Encourage your child to explore and talk about what they are doing, appreciating their ideas and ways of doing things. Offer help with activities when asked but not before and look at struggle and mistakes as important parts of learning.</p> <p>Talk to your child about their belongings. Encourage them to verbally express their preferences and choices to do an activity.</p>	
<p>Specific Area Literacy</p>	<p>Reading Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Books <i>Rumble in the jungle by Giles Andreae</i> <i>Dear Zoo by Rod Campbell</i> <i>Giraffes can't dance by Giles Andreae</i> <i>My first visit to the dentist by Dr. Rose O. Wadenya</i> <i>Flashing fire engines by Tony Mitton</i> <i>Curious George and the fire fighters by H. A. Rey and Margret Rey</i> <i>When I Grow Up by Andrew Daddo & Jonathan Bentley</i> <i>The Berenstain Bears - On the Job (1-2) by Sheila Dinsmore</i></p> <p>Writing Sometimes gives meaning to their drawings and paintings.</p>	<p>Talk about the marks or pictures your child sees around in the environment when you visit the park, mall, and beach or while travelling on the roads.</p> <p>Encourage your child to talk about different signs they see in the environment, e.g. Stop sign, traffic lights, zebra crossing etc. What do these signs mean? Can you make up your sign to show what you want? e.g. Drawing food to show that they are hungry or a 'Do Not Waste Food' sign when they are unable to finish what's in their plate!</p> <p>Encourage children to identify signs they see frequently e.g. figures for toilets, fork and knife sign for food, clinic sign, parking sign, speed sign, shopping mall, food outlets etc.</p> <p>Encourage your child to select books that interest him/her. Create an attractive reading area where you can read aloud and enjoy looking at picture books together and describing them. Read stories to your child every night before going to bed.</p> <p>Encourage 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 or hugs and high-fives.</p>	<p>Logo Quiz</p> <p>Starfall</p>

	<p><u>Jolly phonics</u> Introducing the letter sounds- p, n, c/k, e, h, r</p>	<p>Some activities that you can practice at home are making marks in sand, using brush to make marks or using large-handed rollers.</p> <p>Encourage your child to find things around the house beginning with the letter sounds taught. Find pictures or letter sounds taught in magazines, newspapers and various print media around their environment. Make shapes of letters out of play dough or with paint. Label things at home etc.</p> <p>Show and encourage them to blend and read: at, it, in, sat, pat, nit, tap, sap, pin, nip, pit, tip, cat, kit, pet. Sight words to look and read: I, the, is, to and go.</p> <p>Encourage your child to write letters in the sand, in the air and on your back. Play word bingo where each player has to give a word beginning with a given sound.</p>	
<p>Mathematics</p>	<p>Compares two small groups of upto 5 objects, saying when there are the same number of objects in each group e.g you've got two, I've got two. Same!</p> <p>Creates their own spatial patterns showing some organisation or regularity.</p>	<p>Encourage your child to share objects between two toys, e.g. share different coloured fruits or vegetables between the two toys.</p> <p>Encourage your child to count the objects for each toy and say if they are the same and if not the same. Help your child to find ways to make the same. Should we add more or take away in order to make them same? Repeat vocabulary words like sort, more, less, same, different, equal, add, take away, altogether.</p> <p>Share counting of objects in a random layout, showing that the result is always the same as long as each object is only counted once. How many eggs are in a tray? e.g. Counting plastic spoons, and plates in the kitchen, counting stuffed toys/dolls, vegetables and fruits in the supermarket, using spoons etc. to make sets.</p> <p>Talk with your child about the patterns they notice around them. Share and help them to recognise the patterns they make in their drawings and</p>	<p><u>Compare groups of objects</u></p>

<p>Expressive Arts and Design</p>	<p><u>Creating with materials</u> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating space.</p> <p><u>Music & Movement (Vocalising & Singing)</u> Merges elements of familiar songs with improvised singing.</p>	<p>Encourage and support your child to construct blocks the way they want to make their imaginary models of places and landmarks in the environment. Make suggestions and ask questions to extend children’s ideas of what is possible, for example, “I wonder what would happen if we use smaller blocks than the bigger ones.</p> <p>Encourage children to join in singing familiar songs, but with a little variation. You can use household utensils like pans, spoons, plates to create music. For example, sing the song using the tune of “Here we go around the Mulberry Bush” by playing the music with different speeds and the words can be “This is the way we play them soft, play them soft, play them soft This is the way we play them soft, we can play them softly”. Children can make up their own words on familiar tunes.</p>	<p>Songs</p>
<p><u>Coming up events</u></p>	<p>Safer Internet Day English and Humanities Week Field Trip- Dubai Aquarium Mid-term break International Mother Language Day Pyjama Party Ramadan begins</p>	<p>Tuesday, 11th February 2025 10th to 13th February 2025 Thursday, 13th February 2025 Friday, 14th February to Monday, 17th February 2025 Friday, 21st February 2025 Wednesday, 26th February 2025 Friday, 28th February 2025</p>	