



# The Winchester School



## Family Learning Newsletter (Foundation Stage 2) – January 2025

Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<b>Communication and Language</b>	<p><b>Listening and attention.</b> May indicate 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><b>Understanding</b> Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking:</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Encourage</b> your child to sort toys or items by colour or size while listening to a story or song. <b>Share</b> a simple recipe and involve them in measuring ingredients while discussing the steps. <b>Talk</b> about a favourite picture book while they draw or colour something related to the story. Provide instruments for musical play and explore how different surfaces create sounds.</p> <p><b>Encourage</b> your child to listen and respond during conversations by asking open-ended questions about a story or everyday activities, like, “<i>What do you think will happen next?</i>” or “<i>How can we make this fun?</i>” <b>Share</b> simple conversations during playtime and encourage your child to express their ideas, expanding on each other's thoughts. Provide opportunities for your child to listen to family members and respond with their own ideas, helping them develop strong listening and conversational skills.</p> <p>Read stories to your child and make the stories interesting by using plenty of intonation when reading aloud, e.g. your facial expressions or voice modulation. <b>Talk</b> to your child about what is happening in the story and act out the scenarios in character. <b>Share</b> stories and discuss the characters. Try to ask open-ended questions for ex. How do you know? What makes you think like that? How would you describe... How would you feel if...?</p>	<p><a href="#">Listening games</a></p> <p><a href="#">Understanding</a></p>

<p><b>Prime Area Personal, Social and Emotional Development</b></p>	<p><b>Making Relationships:</b> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> <p><b>Sense of Self:</b> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p><b>Understanding emotions:</b> Understands their own and other people's feelings, offering empathy and comfort</p>	<p><b>Talk</b> about the point of view of others as you watch TV, read books, or discuss other people with your child. For example, ask, 'What do you think the character is feeling and thinking?' Also, encourage showing care toward others, such as helping siblings or opening doors for others.</p> <p><b>Talk</b> to your child about what happened during the day. How was their day and what did they enjoy doing the most? <b>Encourage</b> your child to explore and talk about what they are learning, their ideas and ways of doing things. <b>Talk</b> to your child about how to talk confidently to others. To show enough confidence to initiate ideas e.g. To seek help or check information.</p> <p><b>Encourage</b> your child to think about issues from the viewpoint of others. Make time to listen to your child respectfully and explain to him or her why this is important. <b>Encourage</b> your child to conduct a self-analysis and make a list of the things that bother them. for example, when someone takes their toy without asking or if someone tears their story book. <b>Talk</b> about how they are going to solve these problems.</p>	<p><u><a href="#">Making relation</a></u></p> <p><u><a href="#">Self confidence</a></u></p>
<p><b>Physical Development</b></p>	<p><b>Moving and handling:</b> 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><b>Health and self-care:</b> Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p><b>Encourage</b> your child to move like different animals, such as a frog, crab, or bear. They will hop like a frog, walk like bears etc. Create an obstacle course using objects around the house, such as chairs, pillows, and blankets. Include activities that require energetic movements, such as jumping over pillows, crawling under chairs, and climbing over blankets. Time the child as they go through the course, and encourage them to beat their own time.</p> <p><b>Encourage</b> your child to use fruits, vegetables, and other healthy snacks to create fun designs, such as faces or animals, making healthy eating more enjoyable. Pretend to be chefs together and create a "menu" for the family, including dishes with foods from all food groups. Discuss why each ingredient is important for the body.</p>	

<p><b>Specific Area Literacy</b></p>	<p><b>Reading -</b>          Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</p> <p><b>Stories</b>          Mystery Eggs/Three Little Dinosaurs          Egg Rescue! by Charles Fuge</p> <p>Harry and his bucketful of Dinosaurs by Ian Whybrow</p> <p>The Berenstain Bears' Dinosaur Dig by Jan Berenstain and Mike Berenstain</p> <p><b>Writing:</b>          Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p> <p><b>Jolly Phonics -</b>          Introduce letter sounds ai, j, oa, ie, ee, or,z, blending consonant, vowel, and consonant (CVC) words for reading and writing. Blending and reading of words in letter and sound book. High-</p>	<p><b>Encourage</b> to play different games with you like “Snail Talk” slow way of saying words. They have to look at the pictures and guess the word you are saying. It is important to have the children guess the answer in their head.</p> <p><b>Encourage</b> your child to practice reading high-frequency words using flashcards or during daily routines, like labelling objects around the house. <b>Share</b> simple phonics books and help them sound out decodable words, guiding them to blend sounds together. <b>Talk</b> about the sentences in the books, asking your child to read and recognise familiar words as they go along.</p> <p><b>Encourage</b> your child to retell stories in his/ her own words. Develop an interest in stories and songs by showing pictures books or audiovisual aids. <b>Encourage</b> them to put sound buttons as they attempt to read a word. <b>Encourage</b> them to mark with sticky notes information that they can tell other people. They can also find at least one fascinating fact about the book/author. Discuss what they know about dinosaurs, e.g. they lived a long time ago, there are no real dinosaurs around today, some of them were very big, some were gentle and ate grass, some were fierce and ate meat.</p> <p><b>Share</b> with your child how to use their phonic knowledge to write simple words, encouraging them to sound out and write as they go. <b>Talk</b> about finding and cutting letters from magazines, newspapers, or old books to spell their names or other familiar words. Model how to write names, starting with a capital letter followed by lowercase letters, and encourage your child to practice.</p> <p><b>Talk</b> to your child about the letters at the beginning of their own names and other familiar words. e.g. mum, dad, bag, bus. Model writing words so that your child can see spelling in action. Share fun ways of encouraging your child to practice writing their labels and captions. e.g. Draw it on the</p>	<p><a href="#">Reading sentences</a></p> <p><a href="#">High-Frequency Words</a></p>
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	<p>frequency words- will, when, why, which, what, by, very, look, said, yes, too, look.</p>	<p>playground with chalk and ask them to paint over it with water. Plan interesting opportunities for writing e.g. get-well cards to children who are ill.</p> <p><b>Encourage</b> your child to find objects around the house with the letter sounds 'ai, j, oa, ie, ee, or, z'. Cut pictures from pamphlets, old books for letter sounds e.g. air, goat, jam, jeep, horn, zip etc. and design a colourful, illustrative 'My Letter Sounds Booklet'</p>	
<p><b>Mathematics</b></p>	<p><b>Composition</b> To add and subtract 2 numbers up to 10.</p> <p><b>Measures</b> Is increasingly able to order and sequence events using everyday language related to time.</p>	<p><b>Share</b> with your child how five fingers on each hand make ten fingers altogether, or how two rows of three eggs in a box make six eggs. Talk to your child about creating their own word problems, like "I have three balls, and Dad gave me two more. How many balls do I have altogether?"</p> <p><b>Encourage</b> them to use counters, such as spoons, forks, or pulses, and keep these within easy reach for them to use during their problem-solving.</p> <p><b>Talk</b> about time E.g. (what time you wake up, lunch time, dinnertime.) Encourage children to identify the time to go to bed, watch T.V for a given time, time to play and read.</p>	<p><a href="#">Composition</a></p>
<p><b>Understanding the World</b></p>	<p><b>People and communities</b></p> <p><b>The World</b> Knows about similarities and differences in relation to places, objects, materials and living things.</p>	<p><b>Share</b> how dinosaurs lived long ago in a very different world, and then discuss how communities today are made up of people and animals. <b>Talk</b> about how, just like dinosaurs no longer exist today, communities and the way people live have changed over time. <b>Encourage</b> your child to create a simple "past and present" comparison, where they can draw dinosaurs and animals from the past, then contrast them with animals and people in their community today, helping them understand the passage of time and how life has evolved.</p> <p><b>Encourage</b> your child to create a picture collage of their holidays and share and talk about their experiences with friends and peers. Ask them, "How is the place you visited different from Dubai?" Visit the zoo or park and encourage your child to find more information about their favourite</p>	<p><a href="#">Similarities and Differences</a></p>

	<p><b>Technology</b> Completes a simple program on electronic devices.</p>	<p>animal or plant, then make a picture book about it. <b>Talk</b> about how animals or plants are different from each other, helping your child explore their uniqueness.</p> <p><b>Encourage</b> your child to use “Microsoft Draw” to draw a different kind of dinosaurs etc. Play computer games where your child needs to drag and drop pictures etc.</p>	<p><a href="#">ICT</a></p>
<p><b>Expressive Art and Design</b></p>	<p><b>Creating with materials:</b> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p><b>Being imaginative and expressive:</b> Introduces a storyline or narrative into their play.</p>	<p><b>Encourage</b> your child to use toilet rolls and empty biscuit packs to create 3D models of different dinosaurs, such as a T-Rex or Triceratops. Use various materials like sand, twigs, and dried leaves to experiment with texture and build the dinosaurs’ habitats, like a prehistoric jungle or desert. <b>Encourage</b> them to paint or draw additional details to complete their dinosaur world, helping them explore creativity and textures while learning about different types of dinosaurs.</p> <p><b>Encourage</b> your child to create dinosaur-themed music using different materials like glasses, steel, and melamine bowls to represent sounds from a prehistoric world. Allow them to make musical instruments with junk materials such as rubber bands, bottles, marbles, and pebbles, and use these to mimic the sounds of dinosaurs stomping, roaring, or the environment around them. This activity will help them explore different sounds while learning about dinosaurs and their ancient world.</p>	<p><a href="#">Ignite Creativity</a></p> <p><a href="#">Role-play</a></p>

**Coming Up Events**

School Reopens  
Mathematics Week  
International Day of Education

Monday, 6th January 2025  
13th to 16th January 2025  
Friday, 24th January 2025

