






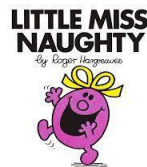




# The Winchester School

## Family Learning Newsletter (FS 2) – October 2021



| Area of learning                         | Focus  | Home activities/How can you help your child at home  | Useful website   |
|--|--|--|--|
| <p><b>Communication and Language</b></p> | <p><b>Listening and attention.</b><br/>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><br/>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking:</b><br/>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> | <p><b>Encourage</b> your child to 'listen and do'. Ask them to listen to instructions while completing other tasks.<br/>Play games like "Simon says...." with your child.<br/>Make a sandwich following the recipe.</p> <p><b>Encourage</b> your child to talk about what is happening and to act out the scenarios in character.<br/><b>Share</b> stories and discuss the characters. Try to ask open ended questions.<br/>How do you know that...?<br/>Why do you think...?<br/>How can you tell the difference between _____ and _____?</p> <p><b>Share</b> and join in Role-Play, encourage your child to talk about what is happening and to act out the scenario. Develop language skills through structured and unstructured discussions linked to books, topics, routines, events.</p> | <p><b>Whole Body Listening!</b></p>  <p><a href="#"><u>Sharing stories</u></a></p>  <p><a href="#"><u>Role play</u></a></p>  |

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| <p><b>Prime Area<br/>Personal, Social<br/>and Emotional<br/>Development</b></p> | <p><b>Making Relationships:</b><br/>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviour.</p> <p><b>Sense of Self:</b><br/>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p><b>Understanding emotions:</b><br/>Talks about their own and others' feelings and behaviour and its consequences.</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 that character is feeling and thinking?"<br/><b>Show</b> care toward others, such as doing errands for sick neighbors or opening doors for others.</p> <p><b>Encourage</b> your child to explore and talk about what they are learning, their ideas and ways of doing things.<br/><b>Talk</b> to your child how to talk confidently to others. To show enough confidence to initiate ideas eg: To seek help or check information.</p> <p><b>Share</b> books with stories about characters that follow or break rules, and the effects of their behaviour on others e.g. Mr Men series. Make them understand what is right and wrong. Provide activities that encourage, give and take or sharing things to be fair.<br/>Be alert to justice and let your child see that they are addressed and resolved</p> | <p><b>Relationship</b></p>  <p><b>Self-expression</b></p>  <p><b>Mr. Men</b></p>  |
| <p><b>Physical<br/>Development</b></p>  | <p><b>Moving and handling:</b><br/>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p><b>Health and self-care:</b><br/>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>  | <p><b>Encourage</b> your child to explore games that involve the skills jumping, hopping.<br/>Play game by putting a colour on the floor in the bedroom and choose to jump on any one colour.</p> <p>Discuss with your child the importance of tidying up after play. Let them pick things and put them in the proper place.<br/><b>Talk</b> to them 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><b>Safety in the play ground</b></p>    |

**Specific Area Literacy**

**Reading**

Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.

**Stories**

ORT stories

Four Seasons make a year-Little acorns story.

Russel and the bears go for a long holiday  
STREAM -Weather and seasons Seren's seasons

**Writing:**

To start to segment the sounds in words and blend them together.

**Jolly Phonics**

Introduce letter sound of s, a, t, p, i, n, c, k, e, h. Jolly phonics recap of letters s, a, t, p, i, n, Blending consonant, vowel, consonant (CVC) words for reading and writing. High frequency words - at, a, as, in, it, is

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.

**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.

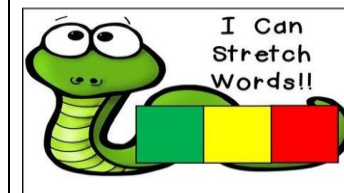
**Encourage** your child to copy labels and posters from around the house. Encourage your child to make use of phonic knowledge as they attempt to write simple words. **Encourage** your child to find the letters in their names from magazines, newspaper and unwanted books.

Model how to write names beginning with a capital letter, remember to follow by lower case letters. **Talk** to your child about the letters at the beginning of their own names and other familiar words. e.g. Ali, mum, dad, bag, bus. Model writing words so that your child can see spelling in action. **Encourage** your child to form letters in flour, semolina.

**Encourage** your child to find objects around the house with the letter sounds 's, a, t, p, i, n, c, k, e, h'. Cut pictures from pamphlets, old books for letter sounds e.g. socks, ant, tub, pan, igloo, cat, kite, egg, horse etc. and design a colourful, illustrative 'My Letter Sounds Booklet'.

**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. **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.

[Blending](#)



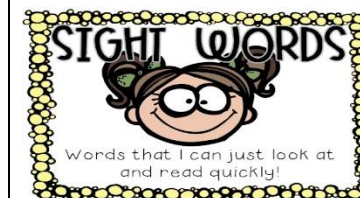
[Four Seasons make a year-Little a corns](#)

[Writing Dance](#)

[Writing development](#)

[Jolly Phonics set 1](#)

[Sight words](#)



**Mathematics**

**Cardinality**

Matches the numeral with a group of items to show how many there are (up to 10)

**Comparison**

Estimates of numbers of things, showing understanding of relative size.

**Pattern**

Chooses familiar objects to create and recreate repeating patterns.

**Share** songs or rhymes with numbers in them e.g. 1 little, 2 little 3 little Indians, 10 Little Dinosaurs, 12345 Once I Caught a Fish Alive and many more.

**Encourage** children to count different objects at home like the number of chairs, family members, spoons, etc.

**Encourage** children to guess and count the number of spoons in the kitchen drawer, or the number of toys in the toy box. Give them different objects to estimate and count.

Ask your child to get the biggest jar from the kitchen or the smallest pair of socks from the cupboard.

**Encourage** children to use words like estimate, smallest, biggest, bigger, smaller etc.

**Demonstrate** making patterns with cutlery for your child to follow and continue

**Example: spoon fork spoon fork or spoon, spoon fork - spoon spoon fork**

**Encourage** your child to use different objects, shapes and colours to create patterns

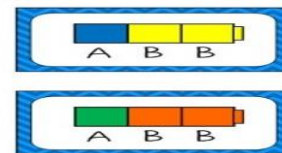
Number 1-10



Compare



Pattern



**Understanding the World**

**People and communities**

Enjoys joining in and talks about past and present events in their own life and in the lives of family members.

**The world**

Knows about similarities and differences in relation to places, objects, materials and living things.

**Technology**

Completes a simple program on electronic devices.

**Encourage** your child to retell about a day in school or a birthday party.

Spend time with your child talking about photos and memories.




**Talk** about different festivals and how you are going to celebrate and what are the gifts you are going to buy for your family.

**Share** photographs and videos with your child of their festivals or any other customs or routines and talk about why and what is happening.

**Encourage** your child to use the computer to play games, find stories and search for pictures / images.

**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.



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|--|---|---|--|
| <p><b>Expressive Art and Design</b></p>  | <p><b>Creating with materials:</b><br/>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><br/>Introduces a storyline or narrative into their play.</p> | <p>Provide children with opportunities to use their skills and explore concepts and ideas through their representations.<br/><b>Encourage</b> 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.<br/><b>Encourage</b> your child to narrate the story in their own words.</p> |   |
| <p><b>Coming Up Events</b><br/> 4<sup>th</sup> October- SEWA Day<br/> 5<sup>th</sup> October Road Safety Day<br/> 10<sup>th</sup>-14<sup>th</sup> October- Mathematics Week<br/> 17<sup>th</sup>-21<sup>st</sup> October- Mid Term Break</p> |   |   |   |