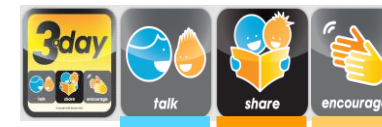










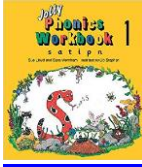
The Winchester School



Family Learning Newsletter (FS 1) – January 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Prime Area Personal, Social and Emotional Development</p>	<p><u>Self-confidence and self-awareness</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>Encourage your child to be kind and generous by sharing toys and goodies with their siblings, to wait for their turn at the dinner table and so on. Then it can be extended to different situations like at their friends' houses in the neighborhood, family gatherings and at school. Parents can enact this and help children to follow their footsteps. Reward them if they are caught being good!</p> <p>Talk to your child about the importance of sharing and to patiently wait for their turn. Tell them in simple ways that these are good actions or gestures that will make others happy.</p> <p>Take your child to the park and encourage him/her to play and interact with other children. During weekends and long breaks, invite your child's friends at home to have a Play date.</p> <p>Encourage your child to talk to their friends about their favourite toy animals and why they like that toy. E.g. Where does that animal live? What food does that animal like to eat? How is this animals different from the other animals?, etc.</p>	<div style="text-align: center;">  <p>Taking turns</p> <p>My Walrus doesn't like to wait</p> </div>
<p>Communication and Language</p>	<p><u>Listening and attention:</u> Listens to stories with increasing attention and recall.</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening</p>	<p>Encourage your child to retell the story in their own words or read picture stories and ask questions. For example, where did the story take place (park, jungle, school, home.....) and name the main characters. Encourage them to name the characters in the story and describe the story settings.</p> <p>Talk to them about the story after reading and ask them about their favourite part or what scared them or made them feel sad/excited. Use this opportunity to observe if they have understood the underlying feelings of the characters.</p> <p>Share and model being a good listener by listening to children and take into account of what they say in your response to them.</p> <p>Encourage your child to start the conversation. Follow your child's lead to talk about what they are interested in. Give children</p>	<div style="text-align: center;">  <p>Free ebook library</p> <p>Animal story</p> </div>

	<p>and anticipate what might happen next, recall and relive past experiences.</p>	<p>'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.</p> <p>Add words to what children say, e.g. child says 'Brush dolly hair', you say 'Yes, Lucy is brushing dolly's hair.' Talk with children to make links between their body language and words, e.g. "Your face does look cross. Has something upset you?" Show interest in the words children use to communicate and describe their experiences.</p> <p>Share new vocabulary. Make it a game, every day you learn a new word as a family, use that word in sentences and appreciate each other every time that new word is used. E.g. Carnivorous or camouflage and so on.</p>	
<p>Physical Development</p>	<p><u>Moving and Handling</u></p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Uses one-handed tools and equipment, e.g. make snips in paper with child scissors.</p>	<p>Plan activities where children can practise moving in different ways and at different speeds, balancing, throwing, rolling, kicking and catching.</p> <p>Share ideas and let your child take the lead in games such as follow the leader. Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'.</p> <p>Encourage and make time to enjoy energetic play with your child daily. Have large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</p> <p>Talk about why children should take care when moving freely. Practise movement skills through games with beanbags, cones, balls and hoops.</p> <p>Talk and model to your child on how to hold one-handed tools such as pencils, crayon, paint brushes, scissors, tongs, droppers, pegs and many more with their thumb and two fingers. Pencils and other writing tools are used for writing/drawing but we should use them carefully keeping in mind not to hurt others or ourselves.</p> <p>Share your experiences and teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. e.g. cutting with scissors or using tools.</p>	<p> Importance of Physical Play</p> <p></p> <p> Fine motor skills</p>

		<p>Encourage them to understand that safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.</p>	
<p>Specific Area Literacy</p>	<p>Reading Recognises familiar words and signs, such as own name and advertising logos.</p> <p>Books: Brown bear, Brown bear by Bill Martin/Eric Carle Rumble in the Jungle by Giles Andreae Bear in sunshine by Stella Blackstone Panda bear, Panda bear by Bill Martin /Eric Carle Monkey tricks by Roderick Hunt/Alex Brychta Good Night Harry by Kim Lewis Monkey and me by Emily Gravett Down in the Jungle by Alicia</p> <p>Writing Sometimes gives meaning to marks as they draw and paint.</p> <p>Jolly phonics Introducing the letter sounds s, a, t, i, p, n</p>	<p>Encourage your child to read by focusing on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Share a print enriched environment where children can learn about words, e.g. using names, signs, posters. Draw attention to signs on the roads or in the malls and help children read the words by sight like, The Toy Store, Borders, Starbucks, etc.</p> <p>Encourage your child to draw different things and talk about their drawings in detail. Ask questions related to their drawings and encourage them to relate their drawings and paintings to their environments and their past experiences. Talk about your outing, encourage your child to talk about the thing they loved the most in their outing on that day. Then you share your highlight of the outing. Both sit down to draw about it and then encourage your child to share his/her thoughts as they describe their drawings. Provide a variety of mediums and mark making tools like chinks, paints, markers and colour pencils or coloured ice to draw on the floor.</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, newspaper and various print media around their environment. Make shapes of letters out of play dough or with paint. Label things at home etc. 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>Brown bear, Brown bear</p> <p>Bear in the sunshine</p> <p>The Selfish Crocodile</p>  <p>Starfall: website for phonics Website for Jolly phonics Jolly phonic songs for Group 1</p>

<p>Mathematics</p>	<p><u>Numbers</u> Shows curiosity about numbers by offering comments or asking questions.</p> <p><u>Shape, space and measure</u> Beginning to talk about the shapes of everyday objects. E.g., round and tall.</p>	<p>Talk about the importance of numbers in our life. Connect numbers to real life such as what is your house number? Which floor do you live on? What's the number of your school bus? What is the number of your dad's car?</p> <p>Model and encourage use of mathematical language e.g. asking questions such as 'How many saucepans will fit on the shelf?'</p> <p>Encourage your child to share his observations as he reads numbers on cars, apartments, elevators, mobiles, calendars, at malls and so on.</p> <p>Encourage your child to identify shapes at home and in the environment. E.g. Wheels of the car, plate, shape of the door/window. Show them the tall buildings and trees while driving. Play <u>I spy game</u> with your child "I spy with my eye a big/small round object, what could it be?"</p>	
<p>Understanding the World</p>	<p><u>The world</u> Shows care and concern for living things and the environment.</p>	<p>Share experiences with your child as you explore both the built and the natural environment with them.</p> <p>Encourage your child to talk about the things they see in the environment eg. At the mall, airport, flowers and plants in the garden, animals in the zoo, toys etc.</p> <p>Encourage and talk to your child to be kind to animals eg. No hitting, no teasing, no feeding the animals in the zoo, how to take care of pet animals. How do we take care of plants? How can we keep the parks clean? Talk to them about the importance of taking care of the environment and places like parks, beaches and malls.</p>	 <p>Educational environmental video for kids</p> <p>Recycling for kids</p>
<p>Expressive Art and Design</p>	<p><u>Being Imaginative</u> Explores colours and how colours can be changed.</p>	<p>Talk to your child about his/her growing interest in and use of colour as they begin to find differences between colours. Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if we mix red and white?"</p> <p>Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to make different shades and tints of the colour by increasing the amount of one colour that they mix.</p>	

	<p><u>Exploring and using media and materials</u> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Encourage and support children’s excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. Tell stories based on children’s experiences and the people and places they know well. Encourage them to talk about their experiences by turning them into stories or singing about them.</p>	
	<p><u>Coming up events:</u> Start of Term 2: Sunday, 5th January 2020. Lock down Drill: Sunday, 19th January 2020 Fire Drill Wednesday, 29th January 2020</p>		