










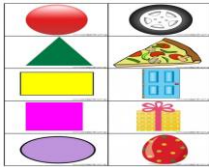
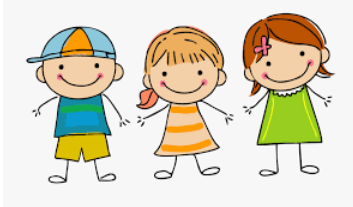
The Winchester School



Family Learning Newsletter (FS 1) – October 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p>Prime Area Personal, Social and Emotional Development</p>	<p><u>Making relationships:</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>Self -confidence and self- awareness:</u> Expresses own preferences and interests.</p> <p><u>Managing feelings and behaviour:</u> Aware of own feelings and knows that some actions and words can hurt others feelings.</p>	<p>Encourage your child to talk about how they spent their day at school. Initiate talk by sharing your experiences. Share stories and videos on good manners. Encourage your child to talk to family members. Share stories about friendly behaviour.</p> <p>Talk to your child about their favourite activity. What do they like to do? Which is their favourite area in the school? Encourage your child to take the lead while planning an activity or let them initiate the play. Encourage them to help you decide their snacks for the next day.</p> <p>Encourage them to express their feelings through words and ponder over why they feel sad or excited. Share songs and stories on feelings.</p>	<p>I Have Feelings</p>  <p>The Feelings book The feelings song</p>  <p>Little Mandy manners</p> <p>Name that Emotion</p>
<p>Communication and Language</p>	<p><u>Speaking:</u> Uses simple sentences.</p> <p><u>Understanding:</u> Responds to simple instructions. E.g.: to get or put away an object.</p>	<p>Encourage your child to speak in simple sentences at home, when outdoors, at school, in the car and so on. Model the same by speaking slowly and in short sentences, thus encouraging them to express their needs and wants in short sentences such as, 'I want water.'</p> <p>Model being a good listener by listening to children and taking account of what they say in your responses to them. Prompt children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...' or call out their name before giving an instruction or asking a question. Talk to your child and give clear directions and help them to understand those involving more than one action, e.g. 'Put the cars away, please, then come and wash your hands and get ready for</p>	<p>Story with simple sentences</p> <p>Following Instructions</p> <p>Follow Covid-19 Rules for Kids</p>

	<p>Developing understanding of simple concepts (e.g. big/little).</p>	<p>lunch.' You can also ask them to follow covid-19 rules like keeping a distance and washing hands frequently. Share pictures of a big elephant, a little bird, a tall tree, a tiny flower and so on. Use these words in your daily conversations. Encourage and share activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. "We need some eggs. Let's see if we can find some in here."</p>	<p>Big and small story song for kids</p>
<p>Physical Development</p>	<p><u>Moving and handling:</u> Shows control in holding and using a jug to pour, a hammer, books and mark-making tools.</p> <p>Can catch a large ball.</p> <p><u>Health and self-care:</u> Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt.</p>	<p>Encourage your child at home to pour water from one jug to another without spilling and to put pulses from one container to another using a spoon.</p> <p>Encourage and play games where your child gets the opportunity to throw, catch and hold the ball. During the current scenario of covid-19 you can play with your child indoors using soft ball.</p> <p>Encourage your child to dress up for school independently. Let them choose their own clothes and wear them independently while getting ready for play time in the evening. Help and guide them when required.</p>	<p></p> <p></p> <p>Ball games</p> <p>Let's get dressed song</p> <p>Early childhood activities</p>
<p><u>Specific Area Literacy</u></p>	<p><u>Reading:</u> Handles books carefully.</p> <p><u>Story Books:</u> From head to toe by Eric Carle My body, your body. Me and my body by Kinderland. All of baby, Nose to toes. By Victoria Adler I love my hair by Natasha-Anastasia My House by Byron Barton If I Built A House by Chris Van Dusen A House is a House for Me by Mary Ann Hoberman Me and My Family Tree by Joan Sweeney</p> <p><u>Writing:</u> Sometimes gives meanings to marks as they draw and paint.</p>	<p>Demonstrate to your child the correct way to handle books – how to hold, how to turn one page at a time and how to keep the book back on the book shelf.</p> <p>Talk to your child about the importance of books. E.g.: Books give us information, they help us with our language skills, and dictionaries help with learning new vocabulary, so on. You can create a quiet place for your child for story time.</p> <p>Encourage your child to draw what they have seen at the park, while coming to school on the bus, at the beach, mall, in school, etc.</p>	<p></p> <p></p> <p>Stories by Eric Carle The Parts of You and Me" body parts song for kids human anatomy for children</p>

		<p>Encourage them to talk about their drawings or any marks they have made. Always appreciate and praise for what work or drawing they have done, even if it doesn't represent what they say.</p>	<p>All of Baby Nose to Toes Read Along I love my hair by Natasha Anastasia Tarpley</p>
<p>Mathematics</p>	<p><u>Numbers:</u> Recites numbers in order to 1-10.</p> <p>Uses some language of quantities, such as 'more', 'a lot' and 'less'.</p> <p><u>Shape, space and measure</u> Shows an awareness of similarities of shapes/objects in the environment and sort objects on those basis.</p>	<p>Encourage your child to sing lots of counting rhymes like 1, 2 buckle my shoe, Two little Dicky birds, Five little Ducks etc. Share props for children to act out counting songs and rhymes.</p> <p>Encourage your child to use the terms while engaging in daily activities like eating, shopping, and so on. e.g.: Add some more potatoes to the bag. You can also refer to the math power points for further practice.</p> <p>Encourage your child to recognise simple shapes in storybooks, at home and the environment. E.g.: Shape of the door, windows, clock, plate, mobile phone and shapes in their toys.</p> <p>Share a pattern that you notice in the environment. For example a clock on the wall represents circle, windows will represent a square shape so you can ask your child to look for some objects around which represent shapes.</p> <p>Talk about the similarities of the shape of different objects at home, school and outdoors.</p>	<p> Number Song 1-10</p> <p></p> <p>Shapes are everywhere song Matching shapes with real life objects.</p>
<p>Understanding the world</p>	<p><u>People and community:</u> Beginning to have their own friends.</p> <p><u>Technology:</u> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>Encourage your child to make friends at playground, school and support it by reading stories or singing songs on friendship.</p> <p>Talk to your child about the importance of having friends and the qualities of a good friend. Also, remind them to keep a distance with their friends for safety during Covid-19.</p> <p>Encourage your child to develop skills as they become familiar with simple equipment at home like twisting or turning a knob, winding toys, playing the CD player with the help of the remote, operating the I pad or mobile phones.</p>	<p>What makes a good friend?</p> <p></p>
<p>Expressive Art and Design</p>	<p><u>Exploring and using media and materials:</u> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>Encourage your child to draw different shapes they have learnt at school and ask them to colour within the shape. Using cut outs of shapes help them to make a house, roof,</p>	<p>Drawing animals with simple shapes</p>

	<p>Joins construction pieces together to build and balance.</p> <p><u>Music and Movement:</u> Can identify and match an instrumental sound.</p>	<p>door, window, household appliance like television, sofa daddy, mummy, happy face etc.</p> <p>Encourage them to balance and stack up plastic glasses. Make robots in collaboration with your child and talk as you work on making the hands and legs for the robot. Provide with a variety of blocks, Duplo, Lego pieces and so on to join and build.</p> <p>Encourage them to listen to various sounds of the instruments, then ask them to close their eyes and listen to any one of the instruments which you practiced with them to guess the instrument.</p> <p>Talk to them about various instruments and different sounds they make. Let them listen to the instrument sounds carefully which will develop their hearing and listening skills.</p>	 <p>Instrument sounds for kids</p>  <p>Violin</p>
	<p><u>Coming up events:</u></p> <p>SEWA Day: 5th October Road safety day: 6th October Settling in PTM Online: 17th October Mid-term break: 18th -22nd October Islamic Day: 28th October Birthday of Prophet Mohamed: 29th October</p>		