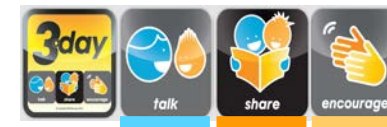












# The Winchester School



## Family Learning Newsletter (FS 1) – September 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Prime Area</b> Personal, Social and Emotional Development</p>	<p><b><u>Making relationships</u></b> Shows affection and concern for people who are special to them.</p> <p>Interested in others play and starting to join in.</p> <p><b><u>Self-confidence and self-awareness</u></b> Tries to help or give comfort when others are distressed.</p>	<p><b>Talk and share</b> with your child about feelings such as - happy, sad, cross, excited, surprised and so on. Why do you love your family? Which people do you like?</p> <p><b>Encourage</b> children to spend time and play with you or their siblings, to share and take turns while reading books, playing with toys and so on. Play a game where the child takes turns in passing the parcel and waits patiently for his/her turn.</p> <p>Seek children's help when their siblings are upset or need help. <b>Talk</b> to your child about the importance of helping and giving comfort when others are in need.</p> <p><b>Share</b> with your child some real-life examples where you are doing the same.</p> <p><b>Encourage</b> children to watch stories based on these morals and help their siblings or you when you need their help.</p>	<p><a href="#">Marvel &amp; Friends: Sharing and Taking Turns</a></p>  <p><a href="#">Sharing   Little Mandy Manners   Tiny Grads   Children's Videos   Character Songs</a></p>  <p><a href="#">Helping others</a></p>
<p><b>Communication and Language</b></p>	<p><b><u>Listening and attention</u></b> Listens with interest to the noises adults make when they read stories.</p> <p><b><u>Understanding</u></b> Identifies action words by pointing to the right picture, e.g. "Who's jumping?"</p> <p><b><u>Speaking</u></b> Uses gestures, sometimes with limited talk, e.g.: reaches toward a toy saying, "I have it."</p>	<p><b>Encourage</b> your child to listen to stories. To captivate and gain your child's attention during story time, make animal sounds, use some friendly puppets and toys from the toy box.</p> <p><b>Share</b> new words in context of play and activities and explain their meaning. <b>Talk</b> using flashcards or picture books to let them understand the meaning of different actions. <b>Share</b> stories with your child and ask questions. For e.g.: Who is at the door? What is the girl doing? Who is dancing? Who is running in the story?</p> <p><b>Encourage</b> your child to talk about what they are doing, what they are playing with and everyday activities to develop good communication skills. Value non-verbal communication like facial expressions and gestures. <b>Encourage</b> your child to build their vocabulary by providing them with a range of experiences through</p>	<p><a href="#">Home stuff Sounds</a></p>  <p><a href="#">Action Words</a> <a href="#">Action words song</a></p>

		Show and Tell, pretend play, pictures of family outings and bedtime stories. Emphasis to be laid on using the correct vocabulary to describe things they have seen or done.	
<b>Physical Development</b>	<p><b><u>Moving and Handling</u></b> Imitates drawing simple shapes such as circles and lines.</p> <p><b><u>Health and self-care</u></b> Clearly communicate their need for potty or toilet.</p>	<p><b>Encourage</b> your child to form circles, zig zag or lines using ribbon wands which will develop gross motor skills. Talk to them about different shapes they see at home. Encourage your child to trace the shapes in semolina or sand tray to develop their fine motor skills.</p> <p><b>Encourage</b> your child to verbally express their need to use the washroom by using simple words like 'washroom'. <b>Talk</b> to them about keeping the toilet clean by flushing the toilet, washing their hands after use and taking care not to use too many tissues to wipe their hands. <b>Share</b> the importance of saving water by using just as much is required.</p>	<p><a href="#">Let's go round and round</a></p>   <p><a href="#">It's potty time song</a></p>
<b>Specific Area Literacy</b>	<p><b><u>Reading</u></b> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><b>Books</b> At School- Oxford Reading Tree book Are you my mother? by P.D Eastman Brown bear, Brown bear what do you see? by Eric Carle Bear in a square by Stella Blackstone Head to toe by Eric Carle We share everything by Robert Munsch One family by George Shannon Around the farm by Mark Rader The feelings books by Todd Parr</p>	<p>Read stories that your child already knows, pause at intervals to encourage them to say the next word. Ensure they pronounce each word correctly while singing the rhymes. <b>Encourage</b> your child to use stories they know in their play. Make puppets, use soft toys or real objects as props to tell stories. <b>Encourage</b> your child to sing favourite rhymes and songs. <b>Talk</b> about their favourite stories and share your own favourite stories.</p> <p><b>Encourage</b> 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. <b>Share</b> with your child picture books with repetitive and basic language like those by Eric Carle, Eric Hill and Julia Donaldson. For eg: Brown bear, brown bear, Head to toe, Are you my mother? Read stories to your child every night before going to bed.</p>	<p><a href="#">Brown bear Brown bear what do you see?</a></p> <p><a href="#">Are you my mother?</a></p> <p><a href="#">Spot goes to school</a></p>

	<p><b><u>Writing</u></b> Distinguishes between different marks they make.</p>	<p>Let the child draw independently and encourage them to 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 but praise them after they have finished drawing by giving them stickers or hugs and high fives.</p> <p>Some activities which you can practice at home are making marks in sand, using brush to make marks or using large handed rollers.</p>	
<p><b>Mathematics</b></p>	<p><b><u>Numbers</u></b> Recites some number names in sequence.</p> <p><b><u>Shape, space and measure</u></b> Beginning to categorize objects according to properties such as colour, shape or size.</p>	<p><b>Encourage</b> your child to sing songs like 1, 2, buckle my shoe, The ants go marching, 1, 2, 3, 4, 5 once I caught, 5 little ducks and many more.</p> <p><b>Talk</b> to them about the number of members in their family. How many fingers and toes do they have? How many rooms are there in their house? How many cars are there in the parking lot?</p> <p><b>Encourage</b> your child to sort the blocks/pegs according to shape, size or colour into different boxes, baskets or piles. You can also ask them build towers by using a certain shape and colour. Promote the language of size such as big, little, small, tiny, tall, long and short.</p>	<p><a href="#">Nursery rhyme: 1,2,3,4,5 once learning to count</a> <a href="#">Five little ducks</a> <a href="#">I can sort song</a></p> 
<p><b>Understanding the World</b></p>	<p><b><u>The World</u></b> Enjoys playing with small - world models such as farm, a garage, or a train track.</p> <p><b><u>People and communities</u></b> Has a sense of own immediate family and relations.</p>	<p>Provide your child with small world animals, blocks, legos and toys to build his/her imagination.</p> <p><b>Encourage</b> them to talk about it. Based on the story told by you, ask your child to create a scene using the small world toys and narrate the story in their own words.</p> <p><b>Talk</b> to your child about the immediate family members and relations and importance of respecting them.</p> <p><b>Show</b> your family pictures to them. <b>Encourage</b> them to talk to their family members.</p>	<p><a href="#">Family song</a> <a href="#">Finger family song</a></p> 

<p><b>Expressive Art and Design</b></p>	<p><b><u>Exploring and using media and materials</u></b> Creates sounds by banging, shaking, tapping or blowing.</p> <p>Joins in singing favourite songs.</p> <p><b><u>Being imaginative</u></b> Beginning to make-believe by pretending.</p>	<p><b>Encourage</b> your child to join in tapping and clapping along with simple rhymes. Play a simple game of follow the leader and show them tapping or clapping and ask them to repeat. Produce simple rhythm by clapping or tapping like 1,2,3,4... Create a music corner for them where they can play and make instruments for creating the sounds.</p> <p><b>Encourage</b> them to listen to different sounds such as sound of water splashing, knocking, whispering, giggling, etc. as this will enable children to listen attentively and with interest.</p> <p><b>Share</b> nursery rhymes and encourage your child to join in. For eg. Itsy Bitsy spider, Twinkle Twinkle little star, Baa baa black sheep, London bridge, Mary had a little lamb, etc.</p> <p><b>Talk</b> about the meaning of the rhyme. Observe which rhyme your child sings the most and ask about why he/she likes that rhyme the most and why it is their favourite rhyme.</p> <p><b>Encourage</b> your child to play pretend games and join in with them. For eg. Enact a story/rhyme, fly like butterflies/birds, move and make sounds of animals, etc.</p> <p>Use objects readily available around the house as props while playing. For eg. Use the cushions to make a fortress, or an umbrella as a tent, mum's scarf can be used to make a cape or wings, and so on.</p>	<p><a href="#">Creating rhythmic sounds</a></p>  <p><a href="#">Wheels on the bus Itsy Bitsy Spider</a></p> 
	<p><b><u>Coming up events:</u></b></p> <p>FS Aim High Orientation (12:00 pm to 1:30 pm) Fire Drill Term 1 (Primary) Fire Drill Term 1 (Whole School) Phonics Workshop Science Week</p>	<p>Thursday, 3<sup>rd</sup> September 2020 Monday, 14<sup>th</sup> September 2020 Thursday, 17<sup>th</sup> September 2020 Thursday, 24<sup>th</sup> September 2020 27<sup>th</sup> to 30<sup>th</sup> September 2020</p>	