





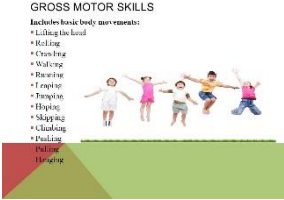

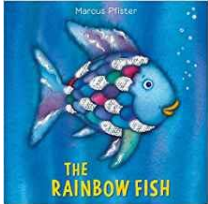



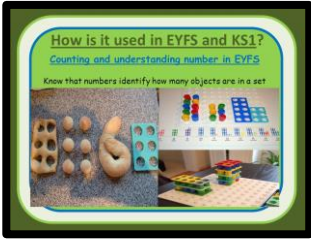

# The Winchester School


## Family Learning Newsletter (FS 1) – June 2021



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<p><b>Prime Area</b> <b>Personal, Social and Emotional Development</b></p>	<p><b><u>Making relationships</u></b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><b><u>Managing feelings and behaviour</u></b> Aware of some boundaries and behavior.</p>	<p><b>Encourage</b> your child to make a forest, farm, hospital, car wash etc. using the big floor shapes or carton boxes. <b>Encourage</b> your child to play with siblings/mum/dad and build up a role play at home. It promotes imagination, creativity, language and social skills. Setting a table for a meal, counting out change as a cashier, dialing a telephone, and setting the clock promotes the use of math skills as well.</p> <p><b>Encourage</b> by providing time, space and materials for your child to collaborate with family members in different ways. For e.g. building blocks together, solving puzzles or enacting a story.</p> <p><b>Encourage</b> your child to follow a set routine at home like time to get up, play, eat and so on. Arrange play dates with siblings/mum/dad and <b>encourage</b> your child to share their toys and take turns.</p> <p><b>Talk</b> to your child to wait for their turn when two adults are talking and listen attentively to a given instruction.</p>	  <p style="text-align: center;"><a href="#">Daily Routine</a></p>
<p><b>Communication and Language</b></p>	<p><b><u>Understanding</u></b> Uses a range of tenses (e.g. play, playing, will play, played).</p> <p><b><u>Speaking:</u></b> Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p><b>Encourage</b> your child to retell the event in their own words and use the correct tenses, For e.g. When did the event take place? (today, tomorrow or yesterday)</p> <p><b>Talk</b> to your child in grammatically correct sentences while taking care of the tenses. Listening to you talk and to the stories being read are the best way to model the correct usage of tenses. If your child errs, please repeat the correct way to say by saying it yourself instead of telling the child that he was wrong. For e.g.: If the child says 'I fall down!', then just say 'Oh you fell down'</p> <p><b>Share</b> new words in context of play and activities and explain their meaning. <b>Encourage</b> them to speak simple sentences about their favourite story, toy, teacher, family, food they like, favourite animal etc.</p>	 <p style="text-align: center;"><a href="#">Introduction to Tenses</a></p> <p style="text-align: center;"><a href="#">♪ Past, Present, and Future Tense (ESL) Song For Kids ♪</a></p>

<p><b>Physical Development</b></p>	<p><b><u>Moving and Handling</u></b>          Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Experiments with different ways of moving.</p>	<p><b>Encourage</b> your child to hold the mark making tools like crayon/chalk/pencil with 3 fingers in the correct tripod grip when they are using them. Give them papers with crayons, chalk and pencils to scribble/draw/write.</p> <p><b>Encourage</b> your child to engage in action songs, so you can help your child understand the meaning of words like, 'strong', 'firm', 'gentle steps', 'heavy', 'stretch as you exercise, stretch your arms in action songs', reach as you extend your arms to get something or stand up to pick up something at a height, and 'walk with droopy hands', hop, jump, gallop, play and balance standing on one leg.</p> <p>Observe the way they move, jump and walk. Do they jump from their toes, do they walk heel to toe or do they crawl on their knees.</p>	<p><a href="#">Fine Motor Development - Pencil Grasp</a></p>  <p><a href="#">Different ways of moving for kids</a></p> 
<p><b>Specific Area Literacy</b></p>	<p><b><u>Reading</u></b>          Beginning to be aware of the way stories are structured.</p> <p><b>Books</b>          Where's Spot?          Spot bakes a cake          Spot goes to school          Spot's first picnic          Spot goes splash!          Spot's playtime          Spot's windy day          Rainbow fish</p> <p>Jolly phonics          Recap of all letter sounds. Blending and reading of CVC words. Rhyming words.</p>	<p>Read stories to your child and <b>talk</b> about the characters of the story, setting (place where story takes place). Ask your child what's happening in the story? What might happen next? And what might happen in the end?</p> <p>Read stories to your child at bedtime and question him/her about the story to check their attention, understanding and recall.</p> <p><b>Encourage</b> your child to retell the story in his/her own words or picture read stories and ask questions.</p> <p><b>Encourage</b> your child to find things around the house with the letter sounds and think of a rhyming word with it.          Find pictures or letter sounds in magazines, newspaper etc.          Make shapes of letters out of play dough or with paint.</p> <p><b>Encourage</b> your child to blend sounds and read CVC words like cat, van, pet, fin, jam, fun, top and also sight words like I, me, he, she, this and so on.</p> <p><b>Note:</b> CVC words can be segmented into each sound such as 'c...a...t...' whereas sight words are just pointed at and read out and repeated by the child.</p>	 <p><a href="#">Spot The Dog Complete Collection Series 1, 2 &amp; 3</a></p>  <p><a href="#">The Rainbow Fish</a></p>  <p><a href="#">Websites for Jolly phonics</a></p>

	<p><b>Writing</b> Ascribes meanings to marks that they see in different places.</p>	<p><b>Encourage</b> your child to write letters in sand and in the air. <b>Talk</b> to your child after your visit to the park, mall, beach, etc. help them to put it down on a paper through drawing, colouring and talking about their drawing. After your child has drawn, <b>encourage</b> them to talk about their drawing. For e.g. After reading a story, ask them to draw the characters and talk about them. <b>Share</b> the story in their own words.</p>	
<p><b>Mathematics</b></p>	<p><b>Shape, space and measure</b> Selects a particular named shape.</p> <p><b>Numbers</b> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p><b>Encourage</b> your child to choose different shapes available at home. For e.g. triangle to be top of the rocket and rectangle for the body of the rocket etc.</p> <p><b>Talk</b> with your child why they have chosen that particular shape.</p> <p>Create opportunities for children to separate objects into unequal groups as well as equal groups. For e.g. Give children different coloured cars/toys/dolls/straw to sort according to colour and then <b>encourage</b> and <b>talk</b> to your child by asking which coloured straws/toys should we add more or take out in order to make same number of toys in each group. This will also help them in addition and subtraction.</p>	<p><a href="#">Shapes games</a></p> <p><a href="#">I Can Show Numbers In So Many Ways   Math Song for Kids   How to Represent Numbers   Jack Hartmann</a></p> 
<p><b>Understanding the world</b></p>	<p><b>The World</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care and concern for living things and the environment.</p>	<p><b>Talk, share</b> and provide opportunities to observe things closely through a variety of means. For e.g. Show pictures of different buildings in the UAE like Burj Khalifa and Burj Al Arab or about the animals found in the desert - camels, snakes, Arabian oryx, etc. Show them a video of Dubai Aquarium to see different kinds of sea animals. <b>Encourage</b> children to observe and ask questions about UAE and different sea animals.</p> <p><b>Encourage</b> 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. Use and explore both – man-made and natural environment. <b>Encourage</b> and <b>talk</b> to your child to be kind to animals - No hitting, no teasing, no feeding the animals in the zoo. Encourage</p>	<p><a href="#">A Whale's tale</a> <a href="#">What is Environment And How To Keep It Clean?</a></p> <p><a href="#">Dubai Aquarium &amp; Underwater Zoo</a></p> 

		them to think about caring for their pet animals, plants, parks and the environment at large!	
<b>Expressive Art and Design</b>	<p><b>Being Imaginative</b> Makes up rhythms.</p> <p>Developing preferences for forms of expression.</p>	<p><b>Encourage</b> your child to create a rhythm using glass, steel and melamine bowl with sticks. Create some musical instruments out of junk such as empty bottles of various sizes, empty boxes, rubber bands, balloons, tins along with different types of resources such as marbles, pebbles, beans, sand and so on.</p> <p><b>Talk and encourage</b> your child to show off their best dance moves or draw to share what they are feeling and thinking or even provide materials such as a cardboard box and let the child think aloud to decide what they would make out of it.</p>	<p><a href="#">Twinkle-twinkle instrumental music</a></p>  <p><a href="#">Making rhythm Instrumental sounds and rhythm</a></p> <p><a href="#">Creative expression activities for your child</a></p>
	<p><b>Coming up events:</b>  2/06/21 - World Environment Day  06/06/21 to 10/06/21 – <b>Tentative</b> Field Trip  14/06/21 to 17/06/21 – FS1 Sing and Dance Programme  21/06/21 - International Day of Yoga</p>		