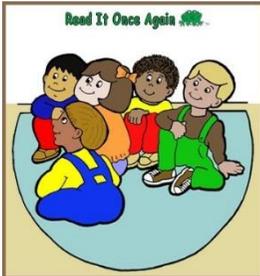




The Winchester School

Family Learning Newsletter (FS 1) – May 2021



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>Making relationships:</u> Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>Managing feelings and behaviour:</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Encourage your child to interact and demonstrate how to play by sharing resources and toys to build and maintain good relations with peers and familiar people around. Have a role-play area/play date/ sleep over at a relative’s place resourced with materials reflecting children’s family life and community. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about their feelings.</p> <p>Encourage your child to interact while playing with friends and siblings. Model to them that waiting and being patient for our turn, is the best and correct way to enjoy play time. Enable the little minds to understand the meaning of acceptance. Explain to them that by sharing and accepting the needs of others we are growing up to be responsible and mindful children. Play the game of passing the parcel/ musical chair and encourage them to wait for their chance.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;">Sharing video</p> <p style="text-align: center;">Learning friends- take turns</p>
<p>Communication and Language</p>	<p><u>Listening and attention:</u> Listens to stories with increasing attention and recall.</p> <p><u>Speaking:</u> Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Encourage your child to retell the story in their own words or read picture stories and ask questions.</p> <p>Share and model being a good listener by listening to children and consider of what they say in your response to them. Read stories to your child at bed time and question them about the story to check their understanding and recall.</p> <p>Read stories like the ‘The Mixed-up Chameleon’, ‘Elmer’. Have discussions with the entire family about the role of the main characters in the story. A visit to the zoo, an outing with the complete family to their favourite spot, a talk about their previous family vacation etc. are few ways where you can encourage children to speak about their experiences and broaden their imagination.</p> <p>To increase their vocabulary show interest in words that children may use to describe their experience. Illicit rhyming words from the words they come up with.</p>	<p style="text-align: center;">Bed-time story</p> <div style="text-align: center;">  </div>

Physical Development

Moving and Handling:

Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Holds pencil near point between first two fingers and thumb and uses it with good control.

Health and self-care:

Understands that equipment and tools have to be used safely.

Talk about why children should take care when moving freely.

Share the space with your child and actively model and engage them to have good control of the body movements. Teach them how to co-ordinate and balance their body movements keeping in mind not to bump or dash into others, but to enjoy the activity by adjusting themselves correctly and safely to develop their gross motor skills. An outing to the park where they can enjoy themselves keeping in mind not to bump, dash or hurt others while playing is one good way too.

Encourage your child to experiment handling different one-handed tools like paintbrushes, chinks etc.

Help your child to hold the pencil using the thumb and index finger and the next finger supporting the pencil (tripod grip).

Encourage by giving him/her blank to scribble using the pencil, crayon, chalk, and pen.

Talk and model to your child on how to use scissors, glue-stick, colour pencils, crayons, spades, etc. in the right manner. Show them how to handle the scissors carefully and **talk** to them that scissors are used for cutting paper and we should not hurt anyone or ourselves with it. Pencils and other writing tools are used for writing/drawing but we should not put them in our ears or poke others.

Scissor song: (Tune if you're Happy and You Know It)

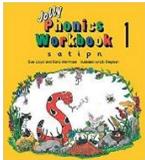
We are cutting with our scissors
Open shut, Open shut,
We are cutting with our scissors
Open shut, Open shut,
Thumb up, open-shut, Thumb up, open-shut,
And this is the way we cut, cut, cut.



[Tripod pencil grip rhyme](#)

[Scissors safety.](#)



<p>Specific Area Literacy</p>	<p>Reading: Describes main story settings, events, and principal characters.</p> <p>Books: Elmer, the Elephant By Daivd Mackee Elmer and the rainbow By Daivd Mackee Elmer the patchwork elephant By Daivd Mackee The mixed up Chameleon by Eric Carle</p> <p>Writing: Sometimes gives meaning to marks as they draw and paint.</p> <p>Jolly phonics: Introduce letter sounds j, z, w, v, x and y.</p>	<p>Read stories to your child and talk about the characters of the story and setting (setting is the place where the story has taken place). Ask your child what's happening in the story? What might happen next? And what might happen in the end?</p> <p>Encourage your child to ask you questions when reading a book. Please make time to listen and engage in conversations to develop language and instill confidence. Read stories to your child at bedtime and question him/her about the story, to check their understanding and recall.</p> <p>Share/read stories every night with your child or encourage them to retell a story in their own words. Encourage them to add a character to the story or change the ending of the story.</p> <p>When children are drawing encourage them to talk about their drawings. Ex: After reading a story, encourage them to draw the characters and talk about them. Challenge them further to use their drawings to retell the story in their own words.</p> <p>Encourage your child to find things around the house which begin with the letter sounds that have been taught. Find pictures or letter sounds taught in magazines, newspaper and other print media such as bill boards or shop signs. Attempt to write the letters using play dough or paint.</p> <p>Encourage your child to break down words and identify the sounds they can hear at the beginning, middle or end. For example, in the CVC (Consonant-vowel-consonant) word 'jog', we can hear /j/ at the beginning, /o/ in the middle and /g/ at the end.</p>	 <p>Stories for children: - Elmer, the Elephant Elmer and the rainbow Elmer the patchwork elephant The mixed up Chameleon</p>  <p>Starfall: website for phonics Starfall- Learn to read</p>
<p>Mathematics</p>	<p>Numbers: Shows an interest in number problems.</p>	<p>Encourage your child with different objects available at home e.g. spoons, apples, blocks, toys, books and so on to count in proper order. Encourage your child to solve simple problems e.g. The elephant ate 2 apples and then ate 1 more apple, so how many apples did he eat altogether? There are 3 teddies and if we add one more, then how many teddies do we have now? We have 5 toys and if we take one away, how many do you have left?</p>	 <p>Counting activities</p>

	<p>Compares two groups of objects, saying when they have the same number.</p>	<p>Create opportunities for children to separate objects into unequal groups, as well as, equal groups. Eg. Give children different coloured cars/toys/dolls/straw to sort and then encourage them to find ways to make the 2 sets equal. Should we add more or take away in order to make the two sets equal. Repeat vocabulary words like sort, more, less, same, different, equal, add, take away, altogether.</p> <p>Talk and explain to your child the concept of estimate/predict.</p>	 <p>Comparing numbers.</p>
<p>Understanding the world</p>	<p>The World: Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p>	<p>Encourage your child to recall and talk about the changes they observe in the climate; name animals as per their habitat; name the things found in nature while going for a walk like the flowers, fruits, trees, buildings, cars, animals, etc. Encouraging them to speak more in detail about their observations.</p> <p>Talk, share your child to explore how a toy car moves, how it will move in sand or on different terrains like slopes, rough roads, after rain or sand. Will it move faster? Discuss how does a metro work? Is there a driver? How does it move without a driver?</p>	<p>Wild animals names and sound song.</p> <p>Animals train video for kids.</p> <p>Wild animals flash cards.</p> <p>Dubai safari zoo.</p> 
<p>Expressive and Design Art</p>	<p>Exploring and using media and materials: Beginning to be interested in and describe the texture of things.</p> <p>Being Imaginative: Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Encourage your child to pick up natural objects of different textures when you visit a park or a garden. Create a piece of art with the items collected and display it in your house. Take them to the book store, show the touch and feel books and encourage your child to make a similar book at home for their younger sibling or a younger friend as a birthday gift.</p> <p>Be a partner and engage in your child's play by assisting them to create stories on real life experiences and create simple yet meaningful drawings. Encourage them to sing and express their feelings through a song or a dance. Model by creating your own simple songs by using the tunes from simple nursery rhymes.</p>	 <p>Kinds of textures</p> <p>Instrumental music: Twinkle-twinkle instrumental music.</p>

Coming up events:

International Day of Living Together in Peace – 6th May 2021