





The Winchester School

Family Learning Newsletter (FS 2) – 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>Making Relationship: Takes account of one another's ideas about how to organise their activity.</p> <p>Self-confidence and self-awareness: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Managing feeling and behaviour: They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>Support your child in linking openly and confidently with others, e.g. to seek help or check information along with adults. Encourage your child to play alongside with their siblings or few friends at home. For e.g. play or pretend game-have a tea party, make a train or play school.</p> <p>Provide opportunities for your child to reflect on and talk about their successes, achievements and their own gifts and talents. Encourage your child to select and use resources they need to complete the task independently.</p> <p>Provide activities that require give and take or share things to be fair. Share books with stories about characters that follow or break rules, and the effects of their behaviour on others.</p>	<p>Group activity</p>   <p><small>shutterstock.com • 312627950</small></p> <p>Mr. Men series</p> <p>Mr. Men series</p>

Communication and Language

Listening and attention:

They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.

Understanding:

Children follow instructions involving several ideas or actions.

Speaking:

Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Ask your child to repeat what you have said, for example, after giving an instruction.

Read stories – **Encourage** your child to predict the ending or retell the best part (make the story interactive).

Encourage your child to play 'Simon says' or any game that involves several instructions. After you give an instruction, wait a few seconds, without repeating what you said. For e.g. Playing board games like snake and ladder games or Ludo.

Encourage your child to talk about how they have enjoyed their weekend or spring break. Ask about their likes and dislikes about food, occasions and friends.


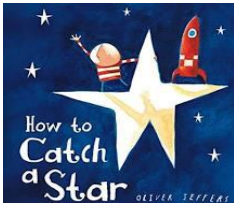


Read books together and encourage your child to predict possible endings to stories and events.

Make sure that you are modelling correct grammar to children.



[Listening](#)



<p>Physical Development</p>	<p>Moving and handling: Children show good control and co-ordination in large and small movements.</p> <p>Heath and self-care: They manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Encourage children to practice some new skills, such as hopping, walking tiptoe or going backwards. Ensure your child is physically active for at least three hours every day.</p> <p>Talk about hygiene, how we must brush our teeth before sleeping, wash our hands before eating, comb our hair, trimming our nails etc.</p>	<p>How to wash hands</p>  <p>Reading Reading sentences. How To Catch A Star</p>
<p>Literacy</p>	<p>Reading They use phonics knowledge to decode regular words and read them aloud accurately.</p> <p>They read and understands simple sentences.</p> <p>Stories Whatever next by Jill Murphy How to catch a star by Oliver Jeffers</p> <p>Writing: They use phonics knowledge to write words in ways which match their spoken sounds.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Encourage your child to label / name his/her toys. Choose their favourite characters from the stories and write a list of all. Play games like word letter bingo to develop children's phonic knowledge. Model to your child how words can be segmented into sounds and blended together to make words.</p> <p>Encourage your child to make their own story books by drawing, cutting and sticking of pictures and writing words and simple sentences etc.</p> <p>Share and read books about stars, planets and space and share their reasons for opinion.Encourage your child to make up their own stories looking at the picture books or books with simple words and sentences. Share and read information books on space and moon.</p> <p>Share and provide activities during which your child will experiment with writing, for example, leaving a simple message to a friend who is on the moon Encourage your child to write a list of items they would need to carry on the moon.</p>	 <p>What ever next</p>  <p>Write in School</p>  <p>Writing sentences</p> <p>High Frequency Words</p>

Mathematics

Jolly Phonics

Recap of s, a, t, i, p, n, ck, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, z sounds

Blending consonant, vowel, consonant (CVC) words for reading and writing.

Blending and reading of words in letter and sound book.

High frequency words- can, are, had, into, this, that, but be, like, so, not, then, go, do, when, there, them, then, this, with, out, so, one, do, could, would, should, you.

Numbers:

To solve problems, including doubling, halving and sharing.

Understanding the World

People and community

They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children find the facts about the moon from the books and computer and write in sentences.

Demonstrate writing so that the child can see spellings in action.

Encourage your child to write the word by sounding out.

Find things with letter sound of letters s, a, t, p, i n - c ,k, e, h, r, m, d.

Encourage your child to look at the pictures around the house and write a sentence for it.

Practice writing and reading the High Frequency words by look say, cover, write and check.

Find the sounds in books and magazines and highlight the words.

Encourage your child to make up their own story problems and solve. Ex, My mum gave 2 chocolates and my dad double of 2, how many chocolates my dad gave to me?

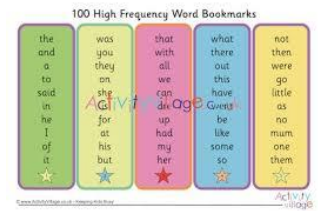
Help your child to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether.

Encourage your child to make up their own story problems on doubling for other children to solve.

Encourage children to make different patterns using shell, leaves, stones and other natural things

Talk and strengthen the positive impressions that your child has of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.

Encourage your child to make a display, showing all the people who make up the community of the setting.



Doubling



Sharing



Expressive Arts and Design

The world

Talks about the features of their own immediate environment and how environments might vary from one another.

Technology

They select and use technology for particular purposes.

Exploring and using media and materials

They safely use and explore a variety of colours, designs, textures, forms and functions.

Being imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Encourage your child to observe things around them. Talk about how it is different if it is in the moon.

Talk about the difference between earth and moon e.g. earth has sea, rivers, moon has craters.

Talk about Astronauts, Planets and Rockets.

Show them videos of Astronauts, Planets and Rockets.

Encourage your child to Google search and find out information.

Encourage your child to take pictures with a camera and then show how to download the pictures on a laptop and watch them together and save.

Go on a nature walk gather things like twigs leaves of different colours shapes, stones, barks branch etc.

Encourage your child to create something from all that was collected and talk and share ideas. E.g. make a photo frame with branches tied up, make a butterfly with leaves etc.

Encourage children to notice change in properties of media.

Encourage your child to use resources for mixing colours, joining things together and combining materials, demonstrating where appropriate. E.g. making tall buildings using blocks or different shapes, mixing primary colours to get a new colour, etc.

Community Helpers



<p>Arabic for Arabs</p>	<p>1. أن يميز التلميذ أشكال وأصوات حروف الهجاء (إص- ض - ط - ظ - ع - غ) .</p> <p>2. أن يحدد التلميذ صوت الحرف مع الحركات القصيرة .</p> <p>3. أن يحدد التلميذ صوت الحرف مع الحركات الطويلة (-و-ي)</p> <p>4. أن يكتب التلميذ الحرف بصورة صحيحة.</p> <p>5. أن يدلل التلميذ بكلمات تتضمن تلك الحروف.</p>	<p>- مساعدة الابن في نطق الحروف بصورة صحيحة.</p> <p>- مساعدة الابن في كتابة الحروف بشكل صحيح .</p> <p>- جمع صور لكلمات تحوي هذه الأحرف.</p> <p>- مساعدة الابن في إعداد معجم صغير مرفق بالصور عن هذه الأحرف</p> <p>- إملاء الحروف التي تم تعلمها بصورة دورية .</p> <p>- ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت أو خارجه عن أشياء تبدأ بالحروف التي تعلمها .</p>	<p>حروف العربية</p> <p>أنشودة الحروف العربية</p> <p>أنشودة الحروف</p> <p>تعلم الكتابة باللغة العربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non-Arabs</p>	<p>1- To distinguish Tashkeel (Arabic vowels) and how to use.</p> <p>2- To know how to write Arabic letters ص saa ض daa ط taa ظ zaa ع aa غ ghaa</p> <p>3- To Know some Arabic words starting with these letters ص saa ض daa ط taa ظ zaa ع aa غ ghaa</p> <p>4- To revise some Arabic letters and words.</p>	<p>1- To encourage your child to practice writing the letters he or she has already learnt at school and draw them.</p>	<p>Arabic alphabets</p> <p>Learn Arabic Writing</p> <p>Learn Arabic numbers</p>
<p>Up Coming Events 19th May- Pyjama party Story Time</p> 