



The Winchester School

Year 8- Family Learning Newsletter –May- 2023

| SUBJECT | FOCUS | ACTIVITIES | WEBSITES |
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| ENGLISH | TOPIC: Reading Comprehension LEARNING OBJECTIVES- <ul style="list-style-type: none">To develop inferential skills. | <p>In the light of the PTE, NGRT, TIMSS and PISA and other exams that challenge the reading and analytical skills of the students, the following activity has been designed.</p> <ul style="list-style-type: none">Encourage the students to read the article provided in the link on marine debris in the Pacific Ocean.Motivate the students to create bullet points that cover the main points of the passage.Along with your child look up Bloom's Taxonomy and encourage them to create a range of questions that challenge them on varied skills. | <ul style="list-style-type: none">https://education.nationalgeographic.org/resource/great-pacific-garbage-patch/https://www.utica.edu/academic/Assessment/new/Bloom%20tx%20revised%20combined.pdf |
| MATHS | TOPIC: Collecting data in two-way tables LEARNING OBJECTIVES- <ul style="list-style-type: none">Interpret data given in two-way tables | <ul style="list-style-type: none">Motivate the students to Collect data about the number of male and female patients affected by COVID 19 and analyse the data by making a two-way table region wise.Encourage the students to create two-way tables for various data in terms of census or usage of devices during the lock down period. | <ul style="list-style-type: none">https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-data/two-way-tables/e/frequencies-of-bivariate-datahttps://corbettmaths.com/2019/09/06/two-way-tables-practice-questions/ |



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| | <p>TOPIC: ALGEBRAIC INEQUALITIES</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> To be able to solve algebraic inequalities and plot them on the number line | <p>Activity:</p> <ul style="list-style-type: none"> Encourage your ward to understand the meaning of the symbols used in mathematics ($>$, $<$, \geq, \leq, \neq) Encourage your ward to frame Worded problems that they can convert to algebraic equations and inequations and solve. <p>Ex: A number less than 50 but greater than 10 Can be expressed as</p> | <ul style="list-style-type: none"> https://www.youtube.com/watch?v=U785Y-QI-K8 https://betterlesson.com/community/lesson/19562/introduction-toinequalities https://www.bbc.co.uk/bitesize/guides/z9ck7ty/revision/1 |
| <p>SCIENCE</p> | <p>TOPIC – Investigating muscles Examining interaction of muscles Detecting and drawing magnetic fields</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> Compare muscle strength and identify the muscles used in some simple movements. Compare muscle strength and identify muscles used in some complex movements. Make a prediction about which muscles are strongest. | <ul style="list-style-type: none"> Encourage your students to brainstorm ideas about how they could compare the strength of different muscles. Some suitable ideas are to compare the strength of left- and right-calf muscles by counting how many calf-raises per minute on each leg are possible, or comparing the strengths of right- and left-hand muscles by timing how long they can squeeze a handgrip strengthened. Encourage students to research how muscle strength is measured accurately in sportspeople. | <ul style="list-style-type: none"> https://courses.lumenlearning.com/ap1/chapter/the-muscular-system/ https://www.youtube.com/watch?v=VVL-8zr2hk4 https://www.youtube.com/watch?v=rLsimrBoYXc https://www.youtube.com/watch?v=MWuF57uNC0M https://www.bbc.co.uk/bitesize/guides/zpkq7ty/test https://www.bbc.co.uk/bitesize/guides/zpkr82p/test |



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| | <ul style="list-style-type: none">• Describe how muscles work in pairs and make a simple model.• Describe what antagonistic muscles are; give some examples and a simple explanation of how they bring about movement.• Explain clearly how antagonistic muscles bring about movement; evaluate a model of antagonistic muscles.• Investigate the magnetic field around magnets. | <ul style="list-style-type: none">• Motivate the students to consider some different methods, such as testing the strength of the muscle directly, testing how quickly the muscles tire and testing agility.• Motivate the students to think individually about what would happen if we did not have paired muscles for the bicep, quadricep or calf muscles. They then share their ideas.• Encourage the students draw out the idea of needing antagonistic muscles to move bones in both directions.• Motivate the students to Create a model of arms from cardboard and rubber bands using template given and relate the movement of bones and muscles to the working of lever (fulcrum, load & effort) ICT, design a model demonstrating working of antagonistic muscles.• Motivate the students can investigate the magnetic field by looking at the effects of the forces they exert on other magnets and magnetic materials | <ul style="list-style-type: none">• https://kidshealth.org/en/kids/msquiz.html• https://www.bbc.co.uk/bitesize/guides/z3s4qhv/revision/3 |
| ARABIC (Arabs) | <p>روح الطبيعة – TOPIC</p> <p>LEARNING OBJECTIVES- ينثر الطالب النص نثرًا أدبيًا</p> | يكتب الطالب موضوعًا وصفيًا عن الطبيعة | <ul style="list-style-type: none">• https://mawdoo3.com/%D9%85%D9%88%D8%B6%D9%88%D8%B9_%D8%AD%D9%88%D9%84_%D9%88%D8%B5%D9% |



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| | <p>يحلل النص تحليلًا أدبيًا يكتب نصًا وصفيًا عن الطبيعة</p> <p>TOPIC – أدوات نصب الفعل المضارع</p> <p>LEARNING OBJECTIVES- يتعرف الطالب أدوات نصب الفعل المضارع يعربها مع الفعل المضارع يوظفها في كتابته</p> | <p>يكتب الطالب فقرة قصيرة موظفًا الفعل المضارع المنصوب</p> | <p>81 %D8%A7%D9%84%D8%B7%D8%A8%D9%8A%D8%B9%88%A9</p> |
| ISLAMIC STUDIES (Arabs) | <p>TOPIC – الأيمان والندور / صلة الأرحام</p> <p>LEARNING OBJECTIVES- يوضح أحكام الأيمان يحدد كفارة اليمين</p> <p>يبين فضل صلة الأرحام يوضح دور صلة الرحم في بناء مجتمع مترابط</p> | <p>يستنتج أنواع الندور يعدد مواقف تنطبق عليها أحكام الأيمان والندور</p> <p>يستنتج ثواب صلة الرحم في الدنيا والآخرة يدلل من القرآن والسنة والسيرة على أهمية صلة الرحم</p> | <ul style="list-style-type: none">• https://www.youtube.com/watch?v=2P7bhaTXV2M• https://www.youtube.com/watch?v=jB3gTdF_3dU• https://www.youtube.com/watch?v=qF2dBvux-rU• https://www.youtube.com/watch?v=eMDog1A96qo |
| ARABIC (Non- Arabs) | <p>TOPIC – العمل التطوعي</p> <p>LEARNING OBJECTIVES- - يصف العمل التطوعي باستخدام الأساليب الأدبية.</p> | <p>- موضوعًا عن أهمية العمل التطوعي. - خريطة ذهنية عن العمل التطوعي. - تسجيل فيديو عن أهمية العمل التطوعي.</p> | <ul style="list-style-type: none">• 1 العمل التطوعي• 2 العمل التطوعي• الجملة الاسمية و الفعلية• الجملة الفعلية |



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| | <p>- يوظف الصور الجمالية. - يبدي رأيه في العمل التطوعي. - يعرض العمل التطوعي في أشكال أدبية مختلفة. - يصمم خريطة ذهنية عن العمل التطوعي. - يوضح دور الإمارات في العمل التطوعي.</p> | | |
| ISLAMIC STUDIES (Non- Arabs) | <p>TOPIC – MY HEALTH IS MY RESPONSIBILITY</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none">• To comprehend the importance of being healthy in multiple areas in our lives.• To elucidate the consequences of not being healthy on an individual and society. | <ul style="list-style-type: none">• Encourage your child to create a video on the arrangements the uae government is making to benefit its residence. | <ul style="list-style-type: none">• https://www.youtube.com/watch?v=CnpCdBU3S3s&t=258s |
| PSHCEE | <p>TOPIC – Coping with Loss and Change</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none">• To identify the different feelings, we feel when we experience loss or change• To understand that everyone experiences change or loss in their lives. | <ul style="list-style-type: none">• Motivate your child to discuss with your child the different emotions which may arise when faced with loss or change.• Encourage them to share with you changes they have experienced which they find it difficult to accept. Then explain to them that change is constant and sometimes we cannot control all things. | <ul style="list-style-type: none">• https://www.youtube.com/watch?v=267cB6tNeUc |



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| MORAL EDUCATION | <p>TOPIC – Digital Challenge</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> To discuss the range of digital sources and how they reflect the context, purposes, culture values and views for the providers. | <ul style="list-style-type: none"> Motivate your child to discuss about the range of digital sources and sites one engages with and how these reflect the context, purposes, culture, values and views of the providers. | <ul style="list-style-type: none"> https://www.youtube.com/watch?v=HxySrSbSY7o |
| HISTORY | <p>TOPIC –The British Empire: India 1857 Mutiny</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> To analyse the reasons for the 1857 revolt. | <ul style="list-style-type: none"> Research along with your child to analyse the causes and impact of the revolt of 1857 | <ul style="list-style-type: none"> https://www.youtube.com/watch?v=AGJfOF4Zd9g https://youtu.be/ataW-bloIEY |
| GEOGRAPHY | <p>TOPIC –WEATHER AND CLIMATE: HUMAN IMPACT ON WEATHER- RAINFALL-CLOUD SEEDING</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> To investigate how man can influence weather. To investigate how man can influence rainfall formation through cloud seeding. | <ul style="list-style-type: none"> Encourage your child to Watch videos on cloud seeding then answer questions. Research along with your child and present what cloud seeding is and how it works. Motivate your child to analyse sources/news articles and answer questions- How do human activities influence rainfall? | <ul style="list-style-type: none"> https://www.youtube.com/watch?v=2JIOZxTVpzs https://www.thenationalnews.com/uae/environment/how-does-cloud-seeding-in-the-uae-work-1.811961 |
| UAE SOCIAL STUDIES | <p>TOPIC – Central Asia: The Culture of Central Asia</p> <p>LEARNING OBJECTIVES-</p> | <ul style="list-style-type: none"> Motivate your child to read along with your child about Al Birunu and Ibn Sina and about their contributions | <ul style="list-style-type: none"> Yr 8 MOE UAE SST Text Book |



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| | <ul style="list-style-type: none"> To examine sources and understand the elements of Central Asian culture and its diversities. | <ul style="list-style-type: none"> Encourage your child to analyse the impact of Central Asia's culture on the neighbouring countries. | |
| FRENCH | <p>TOPIC – Une visite à Paris</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> To understand information on the main tourist attractions in Paris. To describe a visit to France. | <p>Encourage your child to:</p> <ul style="list-style-type: none"> Spend some time to go together on a virtual trip to Paris Understand Why does this capital attract so many tourists? Think if they have already planned their holidays? Ask your child to say in French what you're going to do or what you'd like to do. Compare it with what you did last time you went for holiday with your family. | <ul style="list-style-type: none"> https://quizlet.com/791901719/es-cadeaux-year-8-flash-cards/?new https://quizlet.com/791904758/es-endroits-a-paris-year8-flash-cards/?new https://www.youtube.com/watch?v=BZLZyX3JdEM&ab_channel=WatchMojo.com |
| ICT | <p>TOPIC – Problem Solving- Pseudocode</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> To understand and use basic data types: Integer, Real, Char, String, Boolean. To analyze and use pseudo code for assignment using the following commands: INPUT, OUTPUT, SUM, COUNT. | <ul style="list-style-type: none"> Using pseudocode design a simple calculator to perform addition, subtraction, multiplication and division. | <ul style="list-style-type: none"> Python Tutorial (w3schools.com) |



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| STEAM | <p>TOPIC – Animations in Micro: bit</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none">● To create a dance sequence using decomposition.● To create a flipbook animation of a dance sequence. | <ul style="list-style-type: none">● Motivate the students to explore about the types of animations and its applications and how to implement the animations in Micro:bit.● Encourage the students to design a simple dance sequence that meets the following criteria using Micro: bit: Has four movements, Includes a jump, Starts and ends with the same position | <ul style="list-style-type: none">● https://microbit.org/lessons/volcano-animations-unit-of-work/ |