



## The Winchester School Family Learning Newsletter (Year 2) -September - 2023



| Area of learning | Focus   | Home activities/How can you help your child at home.  | Useful websites  |
|------------------|---|---|--|
| <b>Literacy</b>  | <p><b>Spelling</b><br/>To read and write words with long and short vowel phonemes.<br/>To identify and use the rules learnt, to spell new words that have similar endings.</p> <p><b>Punctuation</b><br/>To write simple sentences using full stops and capital letters.<br/>To understand the structure of a simple sentence.</p> <p><b>Grammar</b><br/>To identify language features (nouns, verbs, adjectives).<br/>To know the differences between each feature.<br/>To write simple sentences in sequence to effectively convey ideas and events.<br/>To use adjectives to describe characters and settings.<br/>To use connectives to join sentences.</p> | <p>Refer to list of high frequency words and encourage your child to read to you as words as possible.<br/>Encourage your child to spell some of them without looking at the word.</p> <p>Write a sentence on a strip of paper. Cut it up in different parts. Mix up the sentence. Ask your child to rearrange the jumbled-up sentences. Ask your child to use punctuation marks in the sentence.</p> <p>Give your child some flash cards and ask them to arrange them into a sentence. Now, encourage them to identify the nouns, verbs, adjectives and connectives (and, or , but).</p> <p>Invite your child to give you any two of the language features (nouns, verbs, adjectives and connectives) where you can frame sentences. Ask them to give you a score for each sentence you frame.</p> <p><b>Encourage</b> writing instructions to wrap a gift/ make jelly/ how to find your home.</p> | <p><a href="#">long vowel sound</a></p>  <p><a href="#">Punctuation</a></p>  <p><a href="#">Adjectives, Nouns and Verbs</a></p> <p><a href="#">connectives</a></p>  |



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|                        | <p><b>Text Level</b><br/>To practice giving and following verbal instructions.</p> <p>To analyse language features of written instructions such as imperative verbs (Put, Pour, Cut, Fold) and numbered/sequential ordering of sentences.</p> <p>To read a variety of instructions such as: recipes, Instructions to play a game or for a science experiment and direction to find a location.</p> <p>To write simple instructions using models from reading non-fiction texts.</p> <p>To use diagrams as part of a set of instructions.</p> | <p><b>Encourage</b> him/her to write a set of instructions for the same.</p> <p><b>Talk</b> and have fun writing sets of instructions with your child such as:<br/>How to brush your teeth,<br/>How to make a sandwich,<br/><br/>How to play a simple party game.</p> <p>Try out your instructions to see if they work! i.e. After writing Encourage your child to follow them along with you and edit wherever necessary.</p> <p><b>Share</b> the importance of simple sentences and the use of short formal phrases and time connectives (<b>first, then, next, finally</b>).</p> | <p><a href="#">Sequencing Instructions</a></p> <div style="text-align: center; margin: 20px 0;">  </div> |
| <p><b>Numeracy</b></p> | <p>To read and write two-digit numbers in figures and words.</p> <p>To order numbers and position them on a number line.</p> <p>To count to 100 objects by grouping them and counting in tens, fives or twos.</p>  | <p><b>Encourage</b> your child to use a calendar to count the days to a birthday or special occasion. Help your child see the connection between a numeral like "5," the word "five," and five days on the calendar.</p> <p>Make a number strip with some numbers missing on it. <b>Encourage</b> your child to write the missing numbers on it and write their number names.</p>   | <p><a href="#">Ordering numbers</a></p> <p><a href="#">Count by 2's</a></p> <p><a href="#">Count by 5's</a></p> <p><a href="#">Count by 10's</a></p>  |



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To recognize the place value of each digit in a two-digit number (tens, ones)

To add and subtract numbers using concrete objects, pictorial representations, and mentally.

**Encourage** your child to count while climbing stairs by beginning at one and counting on in ones, extend by beginning at different numbers and counting forwards and backwards in steps of twos, fives and tens.  
**Talk** to your child that partitioning is splitting numbers into their place values e.g. tens and units  $25=2$  tens and 5 units

How many tens/ones are there in that 2-digit number?

If the two numbers have the same number of tens, how do you know which number is less/greater than the other?

How do you know which sign to use in between the two numbers?

**Share** and model a variety of strategies to add or subtract numbers e.g., by counting mentally, counting objects, drawing lines etc.

[Skip counting](#)

[Place value](#)

[Place value](#)

[Addition and subtraction](#)

[Inverse operations](#)



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To understand that subtraction is the inverse of addition and vice versa.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

$$8 + 5 = 13$$
$$15 - 6 = 9$$
$$57 + 7 = 64$$
$$99 - 11 = 88$$
$$35 + 52 = 87$$
$$75 - 31 = 44$$
$$30 + 1 = 31$$

Talk to your child about how addition and subtraction related.

e.g.,  $27 + 5 = 32$      $32 - 5 = 27$

### Challenge:

Use these cards to make calculations with their answers,



Like this one:



In each calculation you must only use a card once, but of course you can re-use them in your calculation if you want to.

Can you find a way to use all the cards in one calculation?

Can you find all the possible ways to use the cards?



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Science

### Characteristics of Living things

To identify the characteristics of living things, including the life processes such as respiration, reproduction, excretion, growth, and movement.

To explore and compare the differences between things that are living, dead, and things that have never been alive.



### Going on a treasure hunt: -

**Talk** to your child to choose objects that are readily available in the chosen area around the house. Here are some suggestions but share with your child and make sure your child understands that she/he should not collect whole plants as part of the treasure hunt.

Suggested objects to be encouraged: a piece of paper; a stone; a fallen leaf; a piece of plastic; something made of metal; a twig; a fruit or seed; an artificial flower; something that the child can choose.

The activity can be timed to limit the time spent on the 'hunt'. When time is up, your child brings the objects back then ask your child to sort the objects into two groups, justifying their choice.

**Discuss** with them the differences between the living and the non-living things.

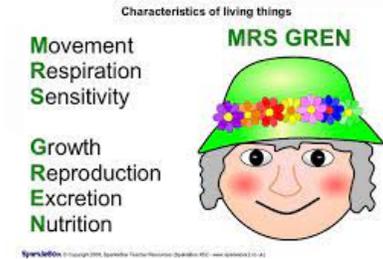
**Encourage** children to explore and compare the differences between things that are living, non-living, dead (once alive), and things that have never been alive.

**Talk** to your child about the different places where they see animals and plants living. How do plants and animals survive in any habitat (place).

**Talk** to your child about the different habitats in the world such as desert, forest, minibeasts.

### Living things and Non-living things

#### MRS NERG



### Endangered and Extinct animals

### Non living and Once Alive things



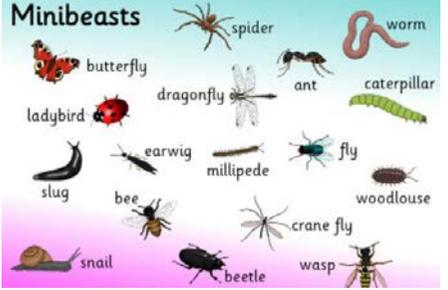
### Habitats

### Minibeasts-Microhabitats



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|                                    |   |   |  |
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|                                    | <p>Habitats: Microhabitats:<br/>To explore different habitats/microhabitats and explain about the adaptation of living things in the micro-habitat.</p>   | <p>Share with your child pictures of different habitats or ask them to use the internet to find out more about different habitats. (Give clues – vegetation – types of trees, animals, climate etc.)<br/><b>Ask</b> children to think of any other ways in which animals might be dependent on plants?</p>  |                                 |
| <p><b>Arabic for Arabs</b></p>     | <p><b>مسعودة السلحفاة "قصة"</b><br/>أن يحدد الطالب عناصر القصة .<br/>أن يستنتج الطالب معاني المفردات الجديدة.<br/>أن يطرح الطالب أسئلة ( متى – وكيف – لماذا – أين ) .<br/>أن يميز الطالب بين أسلوب التعجب والنداء .<br/><b>ما أطيب التفاح ! ( نشيد )</b><br/>أن يوظف التلميذ التلاميذ المفردات الجديدة في سياقات مختلفة .<br/>أن يميز التلاميذ الفرق بين الشعر والنثر .<br/>أن يحدد التلاميذ المعنى الإجمالي للنص .<br/>أن يميز التلاميذ بين التعبير الحقيقي والمجازي .</p> | <p>يساعده في قراءة إحدى القصص وتحديد عناصرها.<br/>* لعبة جملة وكلمة للتعرف على الجملة المفيدة<br/>* جمع صور للأطعمه الصحية ووصفها .<br/>* تدريب الطالب بالمنزل على التحدث مستخدما التعبير الحقيقي والمجازي .<br/>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>                                   | <p><a href="#">منصة عصافير للقراءة</a><br/><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p> |
| <p><b>Arabic for Non-Arabs</b></p> | <p><b>Revision</b><br/>To make words out of letters.<br/>To identify Arabic numbers.<br/>To determine the days of the week.<br/>To use the colours in different sentences.<br/><b>The family ( الأسرة )</b><br/>To describe the family using the correct adjectives.<br/>To create a dialogue about the family.<br/>To conjugate the new verbs with the pronouns in sentences. To express the opinion in the family members.</p>  | <p>Ask your child to write his name in Arabic.<br/>Ask your child to tell you about the date in Arabic.<br/>In every lesson, we provide the students with new words with their meanings to help your child memorize and use in sentences of his/her own.<br/>Ask your child to speak about the family and the mall in Arabic.<br/>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic</p> | <p><a href="#">Asafeer reading platform</a><br/><a href="#">Arabic and Islamic YouTube Channel</a></p>             |



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|                       |   |  |  |
| Islamic for Arabs     | <p><b>سورة العصر</b><br/>أن يوضح التلميذ المعنى الإجمالي للسورة<br/>أن يعدد التلميذ الأعمال الصالحة<br/><b>الله اللطيف الخبير</b><br/>أن يوضح التلميذ نعم الله على الإنسان<br/>أن يستنتج التلميذ أن الله لطيف بعباده<br/><b>الإيمان بالرسول</b><br/>أن يميز التلميذ أركان الإيمان<br/>أن يشرح التلميذ قصة سيدنا نوح عليه السلام</p>                         | <p>يساعد ولي الأمر الطالب على البحث عن أسماء الرسل.<br/>تشجيعه على الاقتداء بالرسول.<br/>يساعده في حفظ السورة من المصحف المعلم.<br/>يشجعه على حب الخير لإخوانه.<br/>يشجعه على احترام الغير.<br/>تصميم بطاقة لاركان الإيمان<br/>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>  | <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>   |
| Islamic for non-Arabs | <p><b>Unit A: Lesson1: Surat ul Asr.</b><br/>To explain the overall meaning of the surah.<br/><b>Purification</b><br/>To explain the meaning of Taharah (purification).<br/>Elucidate the etiquette of relieving oneself.<br/><b>Belief in messengers.</b><br/>Conclude, the wisdom of sending messengers.<br/>Explain the qualities of the messengers.</p> | <p>Encourage your child to memorize Surat ul Asr.<br/>Share with your child the meaning of the verses of Surat ul Asr.<br/>Encourage your child to memorize Surat al-Asr.<br/>Talk to your child about the nullifiers of Wudu.<br/>Share with your child the stories of Prophet Nuh and Prophet Ibrahim.<br/>Talk to your child about the qualities and the role of messengers.<br/>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p> | <p><a href="#">Arabic and Islamic YouTube Channel</a></p>  |
| Humanities<br>History | <p><b>The Great Fire of London</b><br/><b>London past and present</b><br/>To explore the past and present features of London.<br/><b>Key Vocabulary:</b> Century, year, past, present, change, modern, capital city, England, London, River Thames.</p>   | <p><b>Talk</b> to your child about present-day London and the London that existed before 1666.<br/><b>Encourage</b> your child to research the buildings in London in the past and the different types of material used.</p>   | <p><b>London past and present</b><br/><a href="https://www.youtube.com/watch?v=KmpOLg7ZygM">https://www.youtube.com/watch?v=KmpOLg7ZygM</a><br/><a href="https://www.theschoolrun.com/home-work-help/london-1660s">https://www.theschoolrun.com/home-work-help/london-1660s</a><br/><b>Life in 17<sup>th</sup> century</b></p> |



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|                                  | <p><b>Life in the 17th century</b><br/>To explore life in the 17<sup>th</sup> century.</p> <p>Key Vocabulary: Century, past, present, change, job, chimney sweep, blacksmith, apothecary, ratcatcher, gong farmer, spinner, chandler, cook, scullery maid, carpenter, musician, firefighter</p> | <p><b>Share</b> some jobs with your child that people had in the 17<sup>th</sup> century.</p> <p><b>Talk</b> to your child about why many of the 17<sup>th</sup> century jobs are different or don't exist today.</p>   | <p><a href="https://www.youtube.com/watch?v=2wBIs5HlvBU">https://www.youtube.com/watch?v=2wBIs5HlvBU</a></p>  |
| <p><b>UAE Social Studies</b></p> | <ul style="list-style-type: none"> <li>➤ <b>Living in groups</b></li> </ul> <p><b>Key vocabulary: group, family member, teach, learn</b></p> <ul style="list-style-type: none"> <li>➤ <b>My family</b></li> </ul> <p><b>Key vocabulary: family, cousin, aunt, uncle, pet</b></p>                | <p><b>Talk</b> to your child about living in groups and the benefits of living in groups.</p> <p><b>Talk</b> to your child about the members of your family, family tree, family stories, family traditions and the importance of each.</p> <div data-bbox="1120 938 1366 1125" data-label="Image"></div> <p><b>SHARE</b> different ways members of your family help each other.</p> <div data-bbox="1048 1276 1429 1493" data-label="Image"></div> | <div data-bbox="1668 813 2105 949" data-label="Image"></div> <p><a href="https://www.youtube.com/watch?v=tGqi6dR7bhA">Me and My Family Tree by Joan Sweeney - YouTube</a></p> <p><a href="https://www.youtube.com/watch?v=tGqi6dR7bhA">https://www.youtube.com/watch?v=tGqi6dR7bhA</a></p> <p><a href="https://www.youtube.com/watch?v=65IHP28bxYI">https://www.youtube.com/watch?v=65IHP28bxYI</a></p> |





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| <p><b>Fourth Week</b></p>              | <p><b>Body Awareness and Running posture:</b><br/>Developing awareness of the body improves concentration and will help to learn how to relax while running. Good running posture will make you an injury free runner.</p> | <p><b>Talk and encourage the children to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Maintain good posture while running.</li> <li>2. Follow good running technique.</li> </ol> <p>Know muscles and actions during running</p> | <p><a href="https://youtu.be/brFHyOtTWH4">https://youtu.be/brFHyOtTWH4</a><br/> <a href="https://youtu.be/PH-3cHxXAK0">https://youtu.be/PH-3cHxXAK0</a><br/> <a href="https://youtu.be/99GSf7cWaJo">https://youtu.be/99GSf7cWaJo</a></p>   |
| <p><b>Music Year02<br/>Joyson</b></p>  | <ul style="list-style-type: none"> <li>•Learning musical notes, reciting and singing DO, RE, MI, FA, SO, LA, TI, DO.</li> <li>•Improving children’s confidence and musicality through singing actions songs.</li> </ul>    | <ul style="list-style-type: none"> <li>•Let the children sing action songs at home.</li> <li>•Ask the child to perform the songs we learned in school.</li> </ul>  | <ol style="list-style-type: none"> <li>1. Recite musical notes <a href="#">(22) Do Re Me - Sight Reading for Young Beginners - YouTube</a></li> <li>2. Action song <a href="#">(22) The Tofa Tafa Song   The BEST Action Song for Children   Little Action Kids - YouTube</a></li> <li>3. <a href="#">(22) Roll Over the Ocean, Roll Over the Sea (Community Song with actions)   ESL Songs - YouTube</a></li> </ol> |
| <p><b>Music Year02<br/>(Sunil)</b></p> | <p>Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)</p>   | <p>Let the Children play the rhythm with the help of words by clapping.<br/>(Bee, Glow- worm, Butterfly, and caterpillar)</p> <p>Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly, and caterpillar) by clapping</p>        |  |
| <p><b>Music Year02<br/>Kiko</b></p>    | <p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</p>   | <p>Let the children sing action songs at home.<br/>Ask the child to perform the songs we learned in school.<br/>Help the child choose which other songs they know aside from the songs taught in school and</p>  | <p><a href="https://www.youtube.com/watch?v=di8Fq2zzaWU">https://www.youtube.com/watch?v=di8Fq2zzaWU</a></p>   |



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|                        |   | let them invent their own singing actions.   |   |
| Computing              | To identify the input and output devices of a computer system.  | <p><b>Share</b> with your child the information about input output devices of a computer.</p> <p><b>Encourage</b> your child to research how different appliances follow the input-processing-output methodology.</p> <p><b>Talk</b> about the application of different input and output devices in real life.</p>                   | <p><a href="#">Input and Output devices</a></p> <p><a href="#">Examples of Input and Output devices</a></p>   |
| Information technology | <p>To create a structure using Paint 3D/ Tux Paint that utilizes geometric shapes in its construction.</p> <p>To use drawing tools to design a specific object and accomplish specific goals.</p> | <p><b>Share</b> with your child pictures of different images of 2D and 3D shapes.</p> <p><b>Encourage</b> children to explore buildings around the world and create a replica of the same using 3D shapes in Paint 3D/TUX paint.</p> <p><b>Talk</b> about the use of different shapes and patterns used to create the structure.</p> | <p><a href="#">Using Tux paint</a></p> <p><a href="#">Basics of Tux Paint</a></p> <p><a href="#">Stamp tool in tux paint</a></p> <p><a href="#">Magic Tool in Tux Paint</a></p> |
| Moral Education        | <p>Topic: Everyone around Me</p> <ul style="list-style-type: none"> <li>➤ To explore the important people in their life.</li> </ul> <p>Topic: Affection and Appreciation</p>                      | <p><b>Talk</b> to your child about the importance of people around them.</p> <p><b>Share</b> with your child about the importance of showing affection to others.</p> <p><b>Encourage</b> your child to recognize the importance of an apology if someone has acted unfairly.</p>  | <p><a href="#">To understand the importance of family and affection</a></p> <p><a href="#">Fairness and Unfairness</a></p>  |



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|  | <ul style="list-style-type: none"><li>➤ To understand how to express feelings of affection to others.</li><li>➤ To recognize how do you feel when others express their affection to you.</li></ul> <p>Topic: What is fairness?</p> <ul style="list-style-type: none"><li>➤ To explore feelings in the context of important relationships including family and friends.</li><li>➤ To suggest how to make an unfair situation fair.</li></ul> |  |  |
|--|---|--|--|