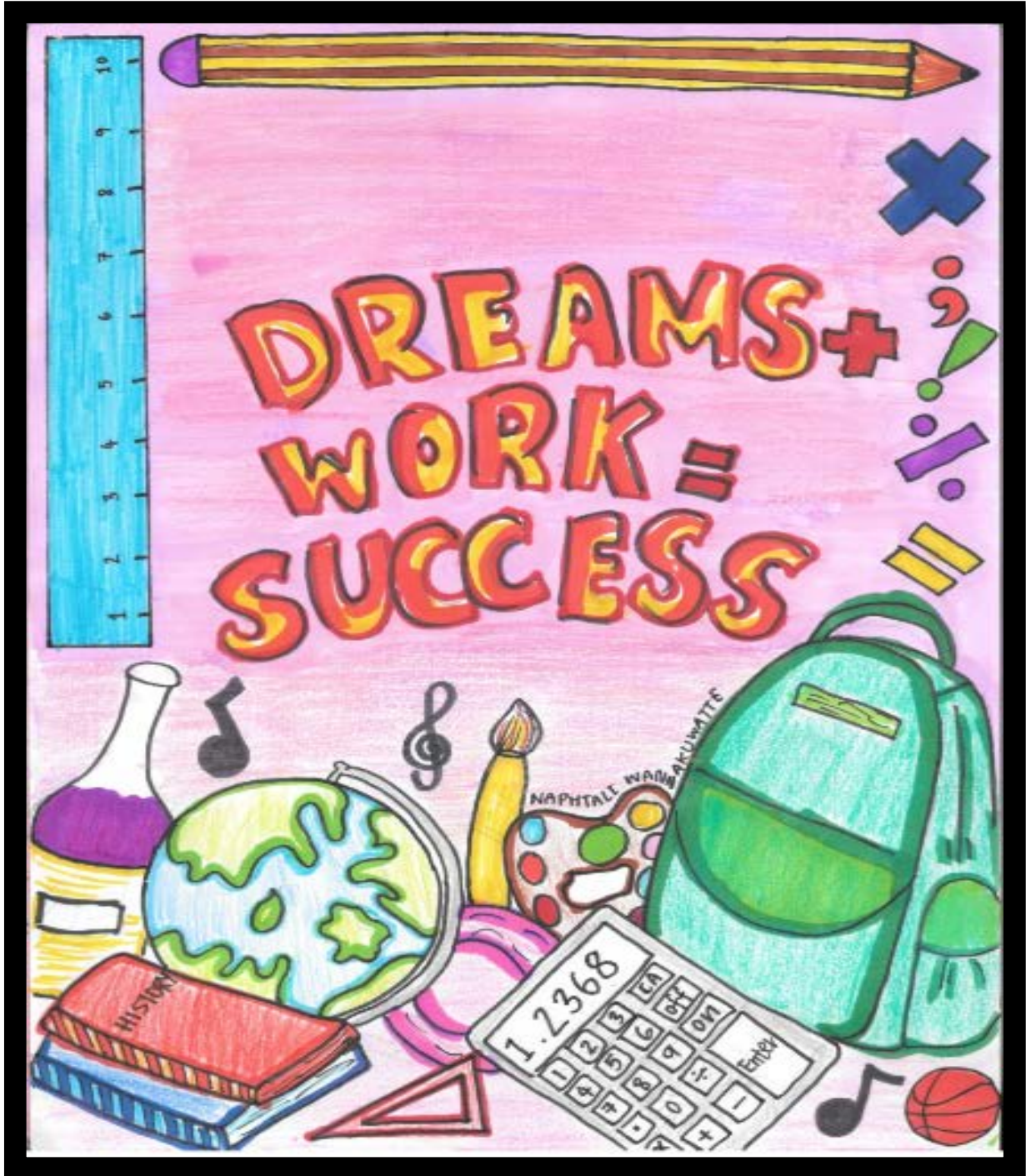


AIM HIGH PROGRESS STUDY PROGRAMME

FS1 MOVING TO FS2



Cover page designed by: Naphtali Samara Wannakuwatte of 5 E

# AIM HIGH PROGRESS STUDY PROGRAMME

Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the Aim High Progress Study Programme (AHPSP) for your child to work on over the summer vacation. The aim of this programme is to keep students in 'learning mode' so that they continue to make progress without any summer learning loss.

Our Aim high summer programme is designed to help students develop values like sustainability, tolerance, morals, values and character through integrated curriculum and community partnerships.

The AHPSP involves Project Based Learning (PBL) which is an approach to education that emphasizes hands on learning with real life implications and independent research skills to find a solution and present in different ways using variety of tools.

Our students also had numerous opportunities in Term 1 and 2 to work on various STEAM projects like VEX robotics, Lego, printing 3D models. They also explored events within and outside school, which enhanced their critical thinking, problem solving, innovation skills and helped develop their character, tolerance and moral values.

In term 3 despite unprecedented situation of pandemic, our students showed resilience; and successfully adapted distance learning program. They responded very well to the series of synchronous and asynchronous lessons. Teachers have used range of new ICT tools to provide stimulating, enriching, engaging and personalised learning experience for all groups of students.

As your child is moving from Year 7 to Year 8, you can look at the Family Learning Newsletters for Year 8 and learn, in advance, about the learning modules, which will be covered in the coming academic year.

Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Year 7 in another school, you can look over the Family learning newsletter for Year 7 and map your child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps.

We hope you will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.'

Wish you all a very happy and blessed holidays. Enjoy with family and friends. Looking forward to welcoming you back in September.

Yours sincerely,



Dr. Ritika Anand

Vice Principal

## **AIM HIGH PROGRESS STUDY PROGRAMME**

### **AIMS**

- To support progression from one academic year to another.
- To embed 21<sup>st</sup> century learning skills in our students through interdisciplinary project based learning incorporating STREAM.
- To develop innovation, enterprise and entrepreneurial skills to become self-assured world citizens.

### **OBJECTIVES**

To provide learning opportunities which

- Engage all students with broad range of activities preparing them for forthcoming areas of study and employable skills.
- Engage students with the real world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.

STEAM – PBL will enhance

- Learning and thinking skills: critical thinking and problem solving, communication, creativity and innovation, collaboration, contextual learning and information and media literacy skills.
- Life skills: leadership, work ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility

## Reading Programme

Dear Parents,

Some tips while reading:

- Your child should be encouraged to look at the pictures and tell the story of what they can see happening.
- Try to help them predict what is going to happen on the next page.
- Encourage them to talk about the characters and how the characters are feeling.
- Check your child is really following what they're reading by asking them to tell you the story in their own words - who is it about? What happens?
- Listen to stories learnt by heart and encourage your child to re-tell them in their own words, or even act them out.

Individual reading happens once a week and class reading happens every day. Your child will be given the opportunity to "read" their book in school and when they have read to us we will write a comment in their record book. It is important that you **sign their book and write a comment** when they have read to you. You may wish to praise their reading with stickers or a smiley face. **This will improve your child's confidence and inspire them to read.** This will also let us know when you have read with your child at home and how their reading is going.

**Our aim is to make reading fun and not forced.**

Thank you for your ongoing support.

Regards,

[Rhea Sajnani](#)

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## STEAM

We will be learning about animals. We have integrated all subjects so that children are able to apply the newly learnt skills.

**Unit Name: Understanding the World - The World**

### **Objectives:**

- *To develop an understanding of growth, decay and changes over time.*
- *Talk about why things happen and how things work.*

- 1. Investigate pictures of animals** - Encourage your child to talk about body parts - head, body, legs, tails, number of legs, the different types of feet such as hooves, paws, and webbed feet and so on.  
Look at similarities and differences between humans and animals.
- 2. Feely box** - Create a feely box containing different natural items - fleece, stone, wood, twigs and so on. Extend children's vocabulary by asking questions such as "Is it hard, soft, squishy or scratchy?"
- 3. Make a pizza dough-** Prepare ingredients with your child to make a pizza dough to notice how ingredients change when they are mixed together.
- 4. Corn flour slime-** Use a large container mix corn flour and water until you have a slime consistency. Try punching the slime - it instantly turns solid. Roll some slime into a ball in your hand and then stop - it turns back into a liquid.
- 5. Make a movie-** An amazing experience with technology is to encourage your child to make their own movie! You can start with story to come up with scenario ideas and use chatter pix to add voice to pictures.
- 6. Magic dancing milk-** You'll need a shallow dish, full-fat milk, food colouring, cotton buds and liquid dish soap. Pour some milk into the dish, add some drops of food colouring then dab with a cotton bud dipped in liquid dish soap. Use a few different colours at the same time for maximum impact, and try dabbing in different places.
- 7. Colourful capillary action-** Put some celery sticks (preferably with leafy tops) in separate glasses of water, then add different colours to each glass. Within an hour or two the celery will change colour as the dye moves up through capillary action.

## Unit Name: Literacy - Reading

### Objectives:

- To enjoy reading an increasing range of books.
- To begin to read words and simple sentences.

1. **Daily Reading** - Please read different stories with your child and encourage him/her to retell the story in his/her own words. Reading aloud to them builds many language skills (comprehension, rhyme, concepts of print such as where to begin reading, vocabulary building, etc.) Click on the given link and enjoy listening to online stories.

<http://www.storylineonline.net/>

<https://www.oxfordowl.co.uk/>

2. **Reading Evening** - Read with your mum and dad in the evenings for a reading session. You can make the evening exciting by sharing stories, enacting out a story or even playing a game of Pictionary. Click pictures and make a reading album of all the wonderful things you have done.
3. **High Frequency words** - Practise reading the list below. Let them read a few sight words while you are reading books.

an	in	you	She	his
at	is	the	Be	her
on	I	and	We	mum
up	are	he	Me	dad

4. **Funny names**- Replace the first letter of your child's name with the letter "M," and add 'mad' to the beginning. For example, Ashley would become Mad Monster Mashley. Your child can then stomp around, growl and play monsters. This simple approach for reinforcing phonetic sounds can obviously be expanded and modified for further practice. E.g.: Cool Cat Cashley, Funny Fish Fashley and so on.
5. **Smack the letter**- Children enjoy using a flyswatter to hit the letters/words you write on sticky notes then pronounce for your child to identify. You can pick the letter sounds they most need to work on.

## Unit Name: Literacy - Phonics

### Objectives:

- To hear and say the initial sound in words.
- To link sounds to letters, naming and sounding the letters of the alphabet.

### Some activities to help your child revise all the letter sounds taught:

- Word Hunt** - You can label objects around the house. Write the initial sound for each object. Don't forget to click pictures of the activity. Challenge your child to find pictures that have the letter sound in the middle or in the end. (Example: Where can the letter sound 'b' be heard in the following words - comb, rib and zebra?) Create a picture dictionary.



- 'I Spy...' letter sounds** - Play this game in two ways:  
Say: 'I spy something that begins with the letter sound 'p'.'

Or say: 'I spy a \_\_\_\_\_. What letter do you hear at the beginning of that word?'

You can play this game while waiting in line at the supermarket or while in the car.



- Brainstorm** - Give your child a letter sound and ask him/her to think of as many words that have the sound in them within a minute. To make it fun you can use a minute sand timer for keeping time.

- Scramble Words** - Cut pieces of paper. Write a different letter sound on each piece. Now encourage your child to make two and three letter words using these letter cut outs. You can even play scrabble with your child.



- Acting out words** - Use the Jolly Phonic actions for each letter sound to spell out a word. Your child needs to identify the sound by looking at the action you do and then try to blend the 3 sounds to make a word. For example to spell out the word 'm-e-n' the adult should enact the action for 'm' which is to rub your palm over your tummy in a circular way - once your child identifies the sound you move on to the next sound 'e'. The action for 'e' is that of cracking an egg on a pan. Lastly to enact the sound 'n' spread your hands out and act like an airplane. Help your child blend the 3 sounds.

6. **Can you feel it?** - Here you can write a letter on your child's back and encourage them to identify the letter by its formation and say the sound. Challenge them to identify the letters of a word by blending the sounds.
7. **Sound Deletion** - In this word game the child has to say a word and then delete a part of the word and then say the remaining part of the word.

*Example*

**P:** Say starfish.

**Q:** Say it again but don't say fish.
8. **Mystery Box** - Prepare a box with objects of same initial sounds and few objects with different initial sound. Sing the song, 'Mystery box, mystery box what's inside the mystery box?' Put the objects with same initial sounds together to separate from the odd ones.
9. **Alphabet Ball-** First, the adult calls out a letter and the child responds with a word that begins with that letter. Then, the adult throws the ball to the child and the child gives the adult a letter to find a word for, and on and on. You can make the game even more fun by kicking the ball or chasing each other to tag with the ball. You can also play rhyming ball, where the thrower provides a word for the catcher to rhyme with.

### **Unit Name: Literacy - Writing**

#### **Objectives:**

- To give meaning to marks they make as they draw, write and paint.
- To copy some letters, e.g. letters from their name.

1. **Label it!** - Draw a picture of any animal from the stories you have read. Try to label your drawing with the initial sound of the word. If you draw a picture of a bear you can write **t** for tail, **n** for nose.



2. **Can I write?** - To encourage writing create a writing box to store fun writing tools such as feathers, twigs, chalks, earbuds, toothbrush, paint brushes, coloured ice cubes along with different writing surfaces such as various types of papers, envelopes, stickers, leaves, cloth, canvas and so on.
3. **Put your name on it** - Practice writing your name in the sand when you visit the beach or spell your name using twigs or ear buds or pipe cleaners or cooked



spaghetti or playdough. Encourage your child to make greeting cards and write their name on it.

4. **Q-Tip painting** - Practice the pincer grip by painting with a q-tip. Kids love this activity and you get to make beautiful art!



5. **Writing in Corn flour/semolina**- This is so much fun! Just pour corn flour, sugar, or semolina onto a tray. Then let your child write with their finger to make letters or designs. After using fingers to write, try using a writing tool. Encourage using the tripod grip.



6. **Pipe cleaner and bottle caps**- Make a hole on the bottle caps and write letters on them. Then you can have fun making 2/3 phonemes words by just adding the letters in pipe cleaner.

### Unit Name: **Communication and Language - Speaking**

#### Objectives:

- *To build up vocabulary that reflects the breadth of their experiences.*
- *To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.*
- *To use a range of tenses.*

Communication skills are crucial for children's success in school and beyond. Language and communication skills include the ability to understand others (i.e., receptive language) and express oneself (i.e., expressive language) using words, gestures, or facial expressions, here are some fun activities to help your child build their communication skills:

1. **Role-play with telephones** - It is a great way to build communication skills by providing an old/broken phone. You can pretend play with your child of having a real conversation by giving them more opportunities to talk. You may also ask them to take down a simple grocery list, which will involve writing skills as well.



2. **Experience books** -They are an awesome way to capture your families memories from special day trips and outings. By making, an Experience book along with your child will boost up their interest to talk about it and share it with others as well. Parents can use some open-ended questions to help them elaborate their experience. We can also include some small sentences for them to read. This will help in improving their speaking, reading and prediction skills.



3. **The question king and queen**- Ask your child to help you create a throne and a crown. Add question mark symbols to the crown. Let your child take turns to be the Question King or Queen and sit on the throne wearing the crown. Build a back story- the Question King/Queen is very haughty and will only answer questions when they are seated on their throne. Model asking simple questions to start off with: What's your name? What's your favourite food? As your child get the idea, allow him/her to ask their questions - and give them time to develop their skills to extended conversations.
4. **Tea and chat**- Set up a café table with a tablecloth, flowers, cups, plates and so on. Provide appropriate drinks in a teapot and healthy snacks. Make cards with an invitation for tea and a chat; for example, Dear bear, please come for tea and a chat, love from (your child's name) Model the process of hosting a tea party and chatting to animal guests, and encourage your child to talk with animal guests over their tea and snacks.

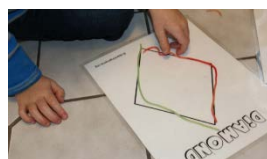
**Unit Name: Mathematics - Shape, space and measure**

**Objectives:**

- To use shapes appropriately for tasks.

**Activities that can be done:**

- Can you find different shapes in the environment?
- Try naming them.
- Can you use these shapes to create different objects?



**Noodle shape card**- Fun way to make shapes with cooked noodles. You can use play dough, crayons, q-tips, popsicle sticks to make different shapes.

**Unit Name: Mathematics - Numbers**

**Objectives:**

- To select the correct numeral to represent 1 to 10, then 1 to 15 objects.
- To count an irregular arrangement of up to 15 objects.

**1. Number Fun -**

(i) Take a handful of crayons (between 1 and 15) and place them in a mug. Ask your child to estimate how many are in the mug. Discuss their answer. Now ask them to actually count the crayons and check if they estimated correctly.

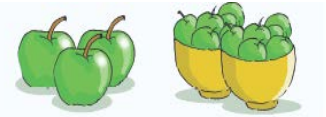
Keep repeating with different numbers.

How close were their guesses?

(ii) Now ask your child to take a big handful of crayons and place them in a mug. Then ask them to repeat the same and place the crayons in another mug. They can count the number of crayons in each mug and say which mug has more crayons. Now ask your child to count their crayons. Give him/her a number card to represent the actual number. Challenge them further to make the quantity in one mug equal to that in the other. Strategies that they can use is of adding on or taking away.

Example

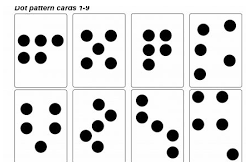
Which shows many?



**2. Number Arrangements -**

(i) Show your child a number. Ask them to arrange objects/dots for the given number in different ways. You may use different numbers

Example: Different arrangements of 5 dots



(ii) Challenge your child to choose different objects to make a set. Tell them to count the number of objects in the set. Now ask them to add one or more than one object to the set. Encourage them to find the total.

### Useful Web links

For online games and activities, we encourage **only 20 minutes** of online games a day.

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.crickweb.co.uk/ks1science.html>

<http://ngfl.langeroo.com/farm/sceneMaker.html>

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots>

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

<https://www.topmarks.co.uk/early-years/lets-compare>

<http://www.pbs.org/parents/education/math/games/preschool-kindergarten/pattern-matcher/>

[http://resources.hwb.wales.gov.uk/VTC/simple\\_patterns/eng/Introduction/MainSession.htm](http://resources.hwb.wales.gov.uk/VTC/simple_patterns/eng/Introduction/MainSession.htm)

Please attempt any one task every day of the week. Click pictures of all the activities done with your child and assemble it on a Power Point or any other digital platform to maintain a Digital Summer workbook for the summer.

Kindly send this Digital Summer workbook to your FS2 teacher by September 6<sup>th</sup> 2020.

*Have an exciting and fruitful summer 2020!*