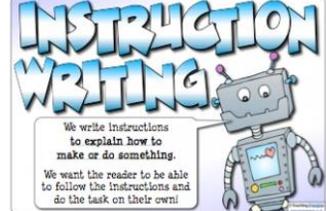




# The Winchester School

## Family Learning Newsletter Year 1 February 2020



Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
<p><b>Literacy</b></p>	<p><b>Punctuation</b> To punctuate the sentences using capital letter and full stops.</p> <p><b>Grammar</b> To recognise generic structure, e.g. ordered sequence of events, use of words like <b>first, next, after, when (Time connectives)</b></p>  <p><b>Text Level Instructions</b> To read and follow simple instructions. e.g. for classroom routines To write instructions for a game or activity.</p> <p><b>Spelling</b> To use phonic knowledge to spell <b>ue</b>, <b>ew</b> and <b>un</b> words.</p>	<p><b>Talk</b> to your child that time connectives are usually used at the start of sentences and tells the reader the order in which the events happen. Share few examples. (<b>First, next, then, after etc.</b>). Explain that these words are specially used when writing instructions and recounts.</p> <p>Make flash cards of time- connective words (2 sets). Place it upside down. Now open one card, read and find its matching pair. Take turns.</p> <p><b>ENCOURAGE</b> your child to explain the instructions of any game using <b>time connectives</b>.</p>   <p>Children love making new things. They learn faster if they follow instructions. You could do the craft work, make cookies, build a model etc. along with your child. <b>ENCOURAGE</b> your child to write the instructions after finishing the activity using time connectives.</p> <p>Share some alphabet cards or magnetic letters with your child. Ask them to spell the word using phonic sounds and then arrange the word using alphabet cards.</p> <p>Encourage your child to make a booklet of words with a given phonic sound or diagraph.</p>	<p><a href="#">time connectives</a></p>  <p><a href="#">Following Directions</a></p> <p><a href="#">Writing Instructions</a></p>  <p><a href="#">Kids phonics</a></p>



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### Imaginary Worlds ( Stories)

To identify and discuss characters, e.g. appearance, behaviour, qualities; to discuss how they are described in the text; and to compare characters from different stories.

To become aware of character and dialogue, e.g. by role play.

To retell stories and to plan and write their own animal story using story tables and story boards.

To notice the difference between spoken and written forms through re-telling known stories and compare oral versions with the written text.

To compare and contrast preferences and common themes in stories.

### **Spelling:**

To use phonic knowledge to spell 'wh', 'w' and 'u', words.



A rich language environment is the foundation of good learning. Games and activities that build vocabulary increase the range of words your child will know to write with depth.

**ENCOURAGE** your child to talk about what he/she is going to write. Prepare some flash cards of words related to the topic.

Motivate your child to read the words and use them in the writing piece.

Children learn a lot through role play. Character masks and other Props based on the story would help the child in retelling the story.

**Story cards** (these are picture cards of a story – illustrating the key events) also are a good resource and can be used for retelling.

**TALK** to your child about the story and discuss about characters and setting. Make it a fun activity that your child would enjoy.

**SHARE** your ideas and thoughts and encourage your child to give his/her own ideas.

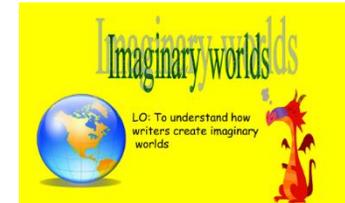
**Encourage** your child to retell the story and enact the story along with your child for better understanding.

Children love role play and they learn faster when they enact. This can be done at home too. Parents can enact the story too which would not only motivate the child but also build up their confidence.

Fold three columns on a piece of paper, and label one column 'trace', the next 'copy' and the last 'recall'. Write the word in the first column, and have your child trace the letters. Next have your child copy the word by looking at what he /she's just written. Finally, have your child fold (and hide) the first two columns and recall the spelling of the word independently.



### Make your own story



Beginning, Middle, and End

<b>B</b>	Who are the characters? What is the setting?
<b>M</b>	What is the problem? What happens to the characters?
<b>E</b>	How are the characters different than they were at the beginning of the story? What is the solution?

**Free iPad Apps (Phonics)**

[Hooked Phonics](#)

[Digraph wh phonics sound](#)

[Short u phonic sound](#)

[Long u phonic sound](#)

[W phonic sound words](#)



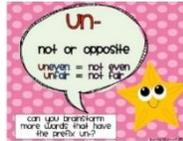
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### Grammar

To add prefix 'un'

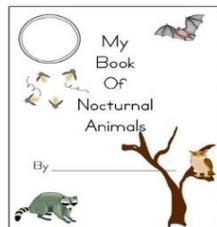


### Text Level

#### Information Texts

To use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams.

To write an information booklet about a nocturnal animal.



Explain that these are all questioning words and sentences with these words always end with a question mark.

**ENCOURAGE** your child to say / write a few simple statements and questions and ask your child to punctuate it.



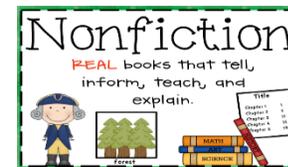
Talk to your child about prefix and how it changes the meaning of any word when it is placed before any word.

Think about the word **happy**. The prefix 'un' placed in front of the word happy makes a new word with a new meaning: **unhappy**. The prefix 'un' means **not**, so it changes the meaning of the word happy to not happy.

**Introduce** the term 'non-fiction' and 'fiction' to your child.

Tell them Fiction is a story that is created from your imagination and Nonfiction is a true story about real people and real events. Tell children that a non-fiction book gives us information on what is happening around us in the real life. We do not have to read it cover to cover unlike fiction books.

As this generation loves to use gadgets **ENCOURAGE** your child to find information about nocturnal animals using laptops/ I-Pads. Read along with your child on some facts about animals (features, food, habitat etc..) and some key information in complete sentences.



[punctuation](#)

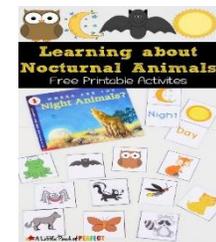
[Flash player link](#)

[Punctuate sentences](#)

[Prefix - un](#)



[Information on Nocturnal animals](#)





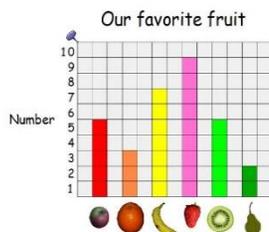
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### Numeracy

To sort objects and answer questions from tables / lists, block graphs/ pictograms etc.



To identify the place value in 2-digit numbers

To know the numbers as odd or even.

**Talk** to your child about how to go about making a weekly shopping list and sort the things in a table, block graph or pictogram as fruits, vegetables, tissue boxes, stationary etc. Let them find out the least and the most purchased group of items.

**Talk and share** with your child to use beans or rocks. Place a pile of them on a table and show that it is easier to **count them in groups of tens**. First make groups of tens, then count the ten-groups and the individual beans separately. Say, "I have here five ten-groups, and four individual beans." Continue in a similar way. Take a different amount of beans. Group them into groups of tens (and some left-overs). Count the **tens**-groups and the **ones** separately.

**Talk** to your child about sharing objects. Give away objects like spoons, cubes, beans, straws ranging 1-20. Then ask them share them equally into two groups. Now ask each whether they are able to share all the numbers equally. Point out the fact that not all the numbers can be shared equally. Tel them the numbers which can be divided equally into two groups with no leftovers is called even number. The numbers 2, 4, 6, 8, and 0 are all even numbers. An odd number cannot be shared equally into two groups and has leftovers. The numbers 1, 3, 5, 7, and 9 are all odd numbers.

### Data handling

[place value](#)

[odd-or-even](#)



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To estimate, measure and compare weight using uniform, nonstandard units of measurement.

**Talk:** After shopping in the supermarket, talk to your child about checking the weight labels and ask him/her how to weigh the fruits and vegetables. Ask your child to compare and estimate the weight of items you have purchased. E.g.: Are the apples heavier than the lemons? How many cubes heavy are the apples?

**Challenge:**

There are 40 sweets in a jar. 11 sweets are red. 10 sweets are blue. The rest are green. How many sweets are green?

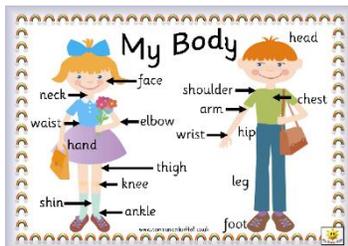


[weight](#)

**Science**

**Unit: Ourselves**

- To identify and locate parts of their body, including sense organs.
- Children will learn about their senses and how they can use them to explore the world around them.



Also **ENCOURAGE** your child to sort variety of common animals according to their eating habits. **EXPLORE, RESEARCH** and **SHARE** information on life cycle of animals and humans. Also **explore** the different movement animals and humans have. **ENCOURAGE** your child to sort animals using different criteria. Eg; no of legs, movement, features etc...

**Role play** - Act out a stage of human or animal life cycle and **ENCOURAGE** your child to identify the stage.

**SHARE** flash cards of different animals and **ENCOURAGE** your child to match it with the baby animal. **TALK** to your child about the different features of the animals and their young ones.

[Labeling parts of the body](#)

[Solve the puzzle with body parts](#)

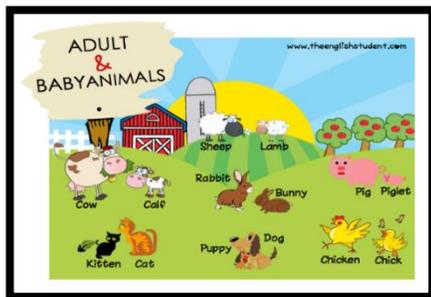


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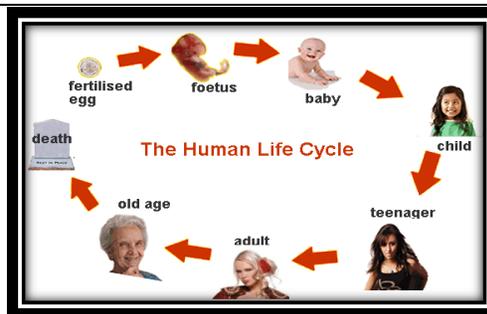
### Animals their movements and life cycle:



- Children will understand that animals as well as humans move.
- They will also recognize changes that take place as animals get older.
- Children use their observations to point out differences between humans and other animals.

### Experimental and Investigative work focuses on:

Observing and describing living things, and communicating what happened in their work.



**RECAP- EXPLORE, RESEARCH and SHARE** information on animal classification.

Show the pictures of different animals and **ENCOURAGE** your child to sort the animals according to their characteristics and groups.

Eg: **mammal** – lion, bear, bat

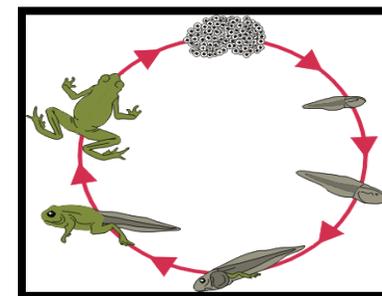
**Bird** – crow, pigeon,

**Also lay eggs** – birds, fish, and reptiles.

**Warm blooded** – mammals, birds.

### IPAD Apps and Games (free Apps download)

- Animals Life cycle
- Animal and young
- Animals Life cycle – mammals and their young



[switch zoo](#)





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## Family Learning Newsletter Year 1 February 2020



### RECAP- Animal Classification

- To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To identify and sort a variety of common animals including fish, amphibians, reptiles, birds and mammals.

### Animal classification



### Animal characteristics animals

### UAE Social Studies

- To explore connections between yourself as a person and your place in society



**Talk** to your child about the connections between themselves and other people at home and in school. What is their special place in society?

**Share** with your child **the benefits of belonging to a community.** Also talk about the special contributions made by each member of the community – their roles and their functions.

**Encourage** your child to research and find out the contribution of community workers to society.

<https://www.youtube.com/watch?v=1GC0zxgRNJQ&list=TLPQMjEwMTIwMjB7IF1eIDGG4g&index=1>



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- To identify yourself as a unique individual, different from others.



**Talk** to your child about the factors that shape their identity - their strengths and qualities that make them unique. Explain the meaning of the word unique.

**Share** with your child that each child is unique and different from each other. Some children might be good at singing while the others might be good at drawing or sports. They will have different likes and dislikes, interests and needs.

**Encourage** your child to participate in events and activities they love to do.

[https://www.youtube.com/watch?v=UdIkshczT\\_w](https://www.youtube.com/watch?v=UdIkshczT_w)

### فوفي يقهر خوفه / تأمل النجوم

#### Arabic for Arabs

- أن يميز التلاميذ الجملة الاسمية والفعلية.
- أن يميز التلميذ صوت الحرف مع الحركات القصيرة والطويلة.
- أن يكتب التلميذ جملا مركبة.
- أن يقرأ التلميذ جملا مركبة .
- أن يربط التلميذ بين الجمل التي تمّ تعلمها لتكوين فقرة جديدة.
- أن يصف التلميذ صورا مختلفة بجمل اسمية وفعلية.

- مساعدة الابن من خلال جمع صور من المجتمع المحيط به ومساعدته في وصفها مستخدما الجملة الاسمية والفعلية.
- تصميم معجم للمفردات الجديدة مع صورها للاستعانة بها في حديثه.
- مساعدته في مشاهدة فيديوهات عن الجملة الاسمية والفعلية.
- إملاء الكلمات التي تمّ تعلمها بصورة دورية.
- ربط الكلمات بحياته اليومية من خلال البحث في ألعابه أوداخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .
- 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.

#### حروفى العربية

#### أسطوانات تعليمية للأطفال

#### تعلم الكتابة باللغة العربية

#### الجملة الاسمية

#### الضمانر المنفصلة

#### الجملة الفعلية

#### منصة أقرأ بالعربية

[قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر](#)



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<p><b>Arabic for Non Arabs</b></p>	<p>1- Shape of the letters (ص- ض - ط - ظ - ع - غ - ف - ق - ) (ك - ل - م - ن - هـ - و - ي )</p> <p>2- Some Arabic words for each shape. <b>Example :</b> صورة - كتاب - فصل</p> <p>3- How to join the letters to create correct words.</p> <p>4- To use the adjectives (واسع - ضيق - نظيف - جميل) with male and female.</p> <p>5- To create verb and noun sentences correctly.</p>	<p><b>Encourage</b> your child to practice writing the words he learnt at school and to draw them.</p> <p>He/She should practice writing his/her own name in Arabic.</p> <p>- <b>Encourage</b> your child to practice making sentences using the verbs, colours and adjectives.</p> <p>- He/She should practice using the colours in sentences.</p> <p><b>Go through</b> the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p><a href="#">Arabic Activities</a>  <a href="#">Learn Arabic For Kids</a>  <a href="#">Arabic alphabets</a>  <a href="#">Learn New Arabic Vocabulary</a>  <a href="#">Learn Arabic Writing</a>  <a href="#">Learn Arabic numbers</a>  <a href="#">How to say the letters in Arabic</a>  <a href="#">The song of Arabic letters</a>  <a href="#">Colours in Arabic</a>  <a href="#">I Read Arabic</a>  <a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>Islamic for Non Arabs</b></p>	<p><b>Unite 1</b>  <b>- Chapter 2 : Surat Al Falaq</b>  Learning Objectives:  - To recite Surat Al-Falaq according to Tajweed rules.  - To find out the importance of Surat Al-Falaq.  - To give the general meaning of Surat Al-Falaq.</p> <p><b>Untie 3</b>  <b>- Chapter2: Pillars of Islamic Belief.</b>  Learning Objectives:  -To explain the importance of the six pillars of Iman.  - To mention the six pillars of Iman.</p> <p><b>- Chapter4: A Muslim Help his brother.</b>  Learning Objectives:</p>	<p>1- Encourage your child to memorize surat Al-Falaq and Surat Al-Nas.</p> <p>2- Practice Surat Al feel, Al Fatiah, Al Nas and Surat Al Falaq every week with your child.</p> <p>3- Encourage your child to learn the Duaa taught in class.</p> <p>4- Prompt your child to know the rules and the importance of the six pillars of faith in life.</p> <p>5- Encourage your child to memorize the Hadith of the Muslim help his brother.</p> <p>6- Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as per the topic he studies</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic</p>	<p><a href="#">Islamic work sheets</a></p> <p><a href="#">Let's Learn About the 6 Articles of Faith</a></p> <p><a href="#">Amazing Story About the Advice by Prophet Muhammad (P.B.U.H)</a></p> <p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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- To read the Noble Hadith from memory.
- To find out that Allah helps a Muslim because he helps his brother.
- To speak about forms of helping a Muslim brother.

### سورة الفلق

أن يتلو الطالب السورة تلاوة صحيحة.  
أن يفسر الطالب مفردات السورة.  
أن يوضح الطالب المعنى الإجمالي للسورة.

### أركان الإيمان

أن يميز الطالب أركان الإيمان.  
أن يوضح الطالب معنى أركان الإيمان .

### المسلم عون لأخيه المسلم

أن يوضح الطالب المعنى الإجمالي للحديث.  
أن يوضح الطالب أهمية مساعدة الآخرين.  
أن يشرح الطالب صور مساعدة الآخرين .

يساعد ولي الأمر الطالب في حفظ السورة من خلال المصحف المعلم .

يساعد ولي الأمر الطالب أن يحفظ أركان الإيمان ويوضح معانيها .

مساعدته على مشاهدة فيديوهات تعليمية عن أركان الإيمان.

حث الطالب على مساعدة غيره .

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.

[سورة الفلق](#)

[أركان الإيمان](#)

[المسلم عون أخيه](#)

[قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر](#)

Islamic for  
Arabs