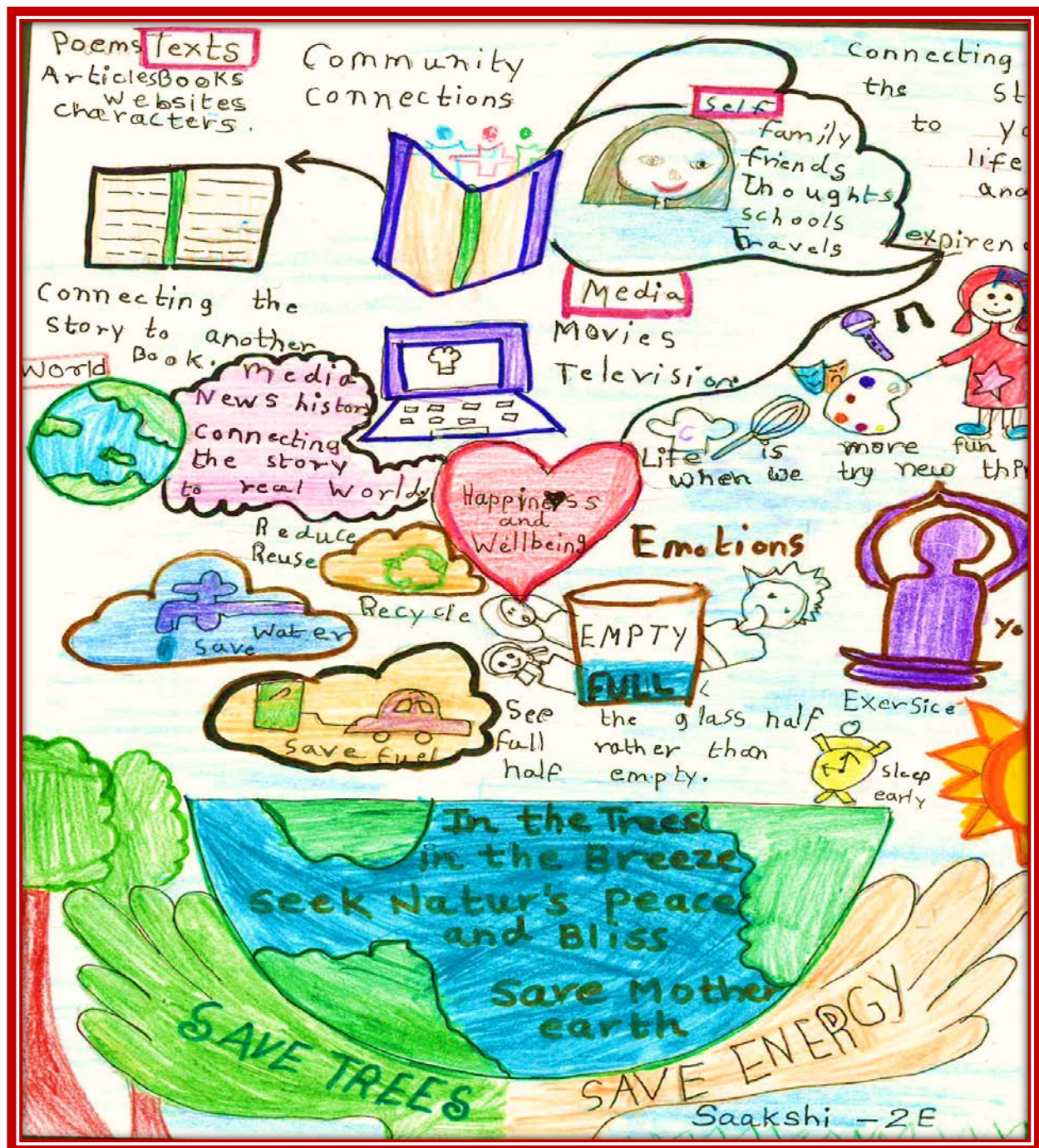


Aim High Summer Holiday Programme

Year 2 moving to Year 3



Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the **Aim High Summer Programme** 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 enhance the research and independent learning skills of students. The activities are structured to help students develop values like sustainability, tolerance, morals and character through integrated curriculum and community partnerships.

The AHSP 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.

As the child is moving from Year 2 to Year 3, you can look at the **Family Learning Newsletters for Year 3** 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 2 in another school, you can look over the Family learning newsletter for Year 2 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.

The school will re-open for NEW students on Monday, 26th August 2024 and for all existing students from Tuesday, 27th August 2024.

Warm Regards,

Jaya Paliwal
Head of Primary







Aim High Summer Holiday Programme

SDG Goals - SDG 7 (Affordable and Clean Energy) 11 (Sustainable Cities and Communities) 13 (Climate Change)

This year, we are thrilled to have activities for Aim High Summer Holiday Programme centered around the Sustainable Development Goals (SDGs), focusing specifically on SDG 7: Affordable and Clean Energy, SDG 11: Sustainable Cities and Communities, and SDG 13: Climate Action. These goals are more than just objectives; they represent a global commitment to creating a better, more sustainable future for everyone. These activities will promote research, enquiry, critical and analytical thinking, design thinking and problem solving. Our programme aims to inspire young minds to think critically about the world around them and to empower them with the knowledge and skills needed to become future leaders in sustainability. By the end of the summer, students will not only understand these critical global issues but also be equipped to make positive changes in their own communities. STREAM learning will happen naturally and students will develop High Performance Learning Skills as they undertake the designated activities; engage in discussions with friends and family members; establish links or connections with real life; examine outcomes; make corrections or further modification; research; play, explore and try new things.

Due Date of Submission: 10th September 2024

High Performance Learning Activities for Summer

Values Attitudes and Attributes (VAAs) – HPL Skills		Advanced Cognitive Performance Characteristics (ACPs)- HPL Skills	
	EMPATHETIC Collaborative Concerned for society Confident		CREATING Intellectual Playfulness Flexible Thinking Fluent Thinking Originality Evolutionary and revolutionary
	AGILE Enquiring Creative Enterprising Open– minded Critical thinking		ANALYSING Analysing Critical or logical thinking Precision Complex and multi-step problem
	HARD WORKING Practice Perseverance Determined Resilience		LINKING Generalisation Connection Finding Big picture Thinking Abstraction Imagination Seeing Alternative Perspectives



SDG 7 (Affordable and Clean Energy) and SDG 11 (Sustainable Cities and Communities) 13 (Climate Change)

Solar Oven Project: Science & Math Integration

This project will encourage students to explore solar energy and its potential uses through building and testing a solar oven! It integrates Scientific concepts of light and heat absorption; with Mathematical skills of measurement, data collection, and analysis.

Project - The NextGen Solar Solvers

Design and create a 3D-based model of a sustainable Solar Oven which will contribute to reduce carbon foot print, save fuel, reduce pollution and save time.

Science and Mathematics Challenge:

Construct a Solar Oven as shown in the visual link:

<https://sciencebuddies.org/stem-activities/solar-oven>

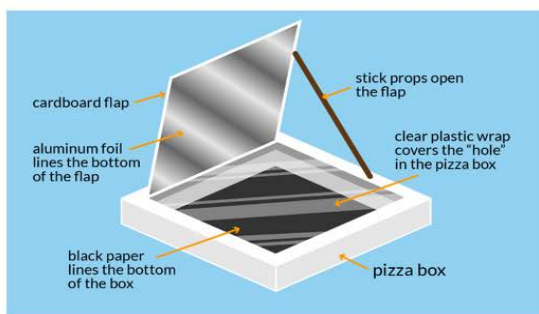
Use the materials below to create the Sustainable Solar Oven.

Materials Required:

- 1 Cardboard box (pizza box size)
- 1 meter sheet of Aluminum foil (Use the shiny side)
- 1 meter sheet of clear plastic wrap
- 1 meter sheet of black construction paper
- A ruler
- A pair of scissors
- Scotch tape
- Thermometer
- Various food items to cook (e.g., marshmallows or cookies)



1. **Adult supervision is recommended when creating this project.**
2. **Ask an adult to help with the cutting of materials.**
3. **Choose a clean surface to work on, and wash hands carefully before touching food items.**



Mode of Submission

Science : -

Solar Oven: A functional oven built and tested as per the Science & Mathematics instructions.

Lap book: Explain the features and function of a solar oven based on the following questions:

- How does the sun provide energy for the solar oven?
- Observe and explain how the aluminum foil reflects sunlight into the cooker.
- How does the colour of the solar oven affect its efficiency?
- How can we measure the temperature inside the solar oven?

Mathematics:

Lap book: -

- 1) **Measurement:** Use a ruler or measuring tape to measure the materials needed to build the solar oven and record it.
- 2) **Data Collection:** Record the initial temperature of the food items on a sheet and track the temperature change over time while in the oven.

Data sheet

Time	Temperature
Start time	
After 10 minutes	
After 20 minutes	
After 30 minutes	
At the end	

- 3) Create a **bar chart** to show the temperature change at different points of time.
- 4) **Elapsed time-** Set a timer to check the amount of time taken for the food item to cook and record the start time and end time of the activity and calculate elapsed time.
- 5) **Prepare a questionnaire with at least 5 questions based on the data collected and recorded and answer them.**

Challenge: -

Students will prepare challenging questions based on the bar graph to discuss with their friends while presenting their model.

English and Humanities Integration

Solar Oven Project: A Journey Through Time and Sustainability

Materials Needed:

- Paper or a digital presentation tool (like PowerPoint or Google Slides)
- Drawing materials (crayons, colored pencils, markers) or digital drawing tools
- Access to research materials (books, internet access with guidance)

Mode of presentation

- a poster
- present in a video
- create a power point presentation
- create a comic strip
- develop an animated coded game



Challenge 1 Solar Oven Recipe: Write a simple recipe that can be cooked using a solar oven. It could be something like making marshmallows, baking cookies, or cooking a simple vegetable dish.

Your recipe should list ingredients and step-by-step instructions.

Challenge 2 - Fun Facts about Solar Energy: Research and include three to five fun facts about solar energy and its benefits. Write these facts in simple sentences and add relevant illustrations or pictures.

Challenge 3 - Story Time: "A Day in the Life of a Stone Age Child":

Create a short story about a Stone Age child who learns to cook using the sun, hot stones, and a fire pit.

Challenge 4: Comparative Chart: Students will create a chart comparing Stone Age cooking methods with solar ovens using T-chart or Venn diagrams.

Sections: Include columns for-

- Materials Used
- Energy Source
- Cooking Time
- Environmental Impact
- Discuss how both methods rely on natural resources and the differences in technology and environmental impact. Discuss how human innovation has evolved from using fire pits and stones to using advanced solar ovens.

Reading Links:

- [Solar energy](#)
- [Largest solar power stations in the UAE](#)
- [Mohammed bin Rashid Al Maktoum Solar Park](#)
- [Solar power](#)
- [The Sun](#)
- [Let's make a change: sustainability](#)
- [Solar energy experiments](#)

Stories of different genres online:

- [The Monkey and the Flea - Storynory](#)

Books suggested for reading during the Summer Break!

Sl. No.	Name of the book	Author
1	The Penguin Who Wanted to Find Out	Jill Tomlinson
2	Aesop's fables	Aesop
3	The tale of Peter Rabbit	Beatrix Potter
4	Lost and Found	Oliver Jeffers
5	Owl Babies	Martin Wadell

Handwriting Practice:

<https://home.oxfordowl.co.uk/english/primary-handwriting/handwriting-year-3-age-7-8/>

Links for vocabulary and grammar

Quiz links for all basic grammar topics:

- <https://www.educationquizzes.com/ks2/english/>
- <https://wordwall.net/resource/7930296/grammar/verbs-and-nouns>
- <https://wordwall.net/resource/6312079/grammar/noun-or-adjective>



Spelling list: Follow the spelling rule and build your vocabulary.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Spelling Rule:

Just add -er or -est to the end of the adjective,
for example:

- quick, quicker, quickest
- full, fuller, fullest

Exceptions (note:

C=consonant; V=vowel

If adj. ends in	do this	and add	Examples
C + y	change y to i	er est	happy happier happiest
C + e	remove e		late later latest
C + V + C	double last letter		hot hotter hottest
Note: adjectives ending in -l are regular, except: cruel, crueller, cruellest			

Week 1: Adding 'er' and 'est' to words which end in 'y'

	1 st try	2 nd try	3 rd try
happy			
happier			
happiest			
chilly			
chillier			
chilliest			
crazy			
crazier			
craziest			
funny			
funnier			
funniest			
lucky			
luckier			
luckiest			
healthy			
healthier			
healthiest			

Explore the prefixes: un/dis/mis

Spelling list	Look	Say	Cover	Write and Check
unhappy				
understand				
underground				
mistake				
misbehave				
misfortune				
disagree				
discomfort				
disappear				
disappoint				



Arabic for -Arabs

أولاً: القراءة

اضغط على الرابط التالي أو امسح الرمز؛ لتقرأ القصة قراءة معبرة .



أضغظ هنا



أضغظ هنا



أضغظ هنا



بعد قراءة القصص السابقة يقوم الطالب باختيار مهمة أو أكثر من المهام التالية:

- 1- يكتب الطالب المفردات اللغوية الجديدة المكتسبة من خلال هذه القصة (معجم لغوي)
- 2- يقوم الطالب بتوظيف ثلاث كلمات في جمل جديدة من المعجم اللغوي الذي كتبه.
- 3- يقوم الطالب بتحليل عناصر القصة (الشخصيات - الزمان - المكان - المشكلة - الحل)

ثانيًا : الكتابة

اختر مهمة من المهام الآتية :

- 1- اكتب فقرة تصف فيها مدرستك (موظفًا الأساليب الآتية في رأيي - ما أجمل مدرستي - بينما)



- 2- اكتب وصفًا لشخصية أنت تفضلها هذا الرابط سيساعدك على وصف الشخصية :

<https://www.youtube.com/watch?v=6mzo-UnyAk>



ثالثًا : الاستماع

امسح الرموز التالية أو اضغط على الصورة المرفقة ؛ لتستمع إلى القصص المرفقة ثم اختر قصة و قم بكتابة عناصر القصة (زمان - مكان - شخصيات - أحداث - نهاية)



أضغط هنا



أضغط هنا



أضغط هنا



رابعًا : التحدث

اختر مهمة من المهام التالية وسجل فيديو عنها.

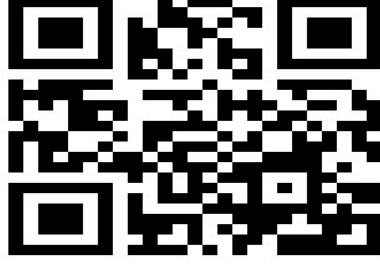
- 1 - تحدث مع والديك عن هواياتك التي تحب ممارستها.

2- تحدث عن وظيفتك المستقبلية وأحلامك عن هذه الوظيفة .

3- تحدث عن يوم قضيته مع أصحابك خارج البيت.

يمكن أن ترفق الفيديو بعد مسح الرمز التالي أو اضغط على الرابط التالي

<https://flip.com/94533d82>



Done by 10-9-2024

Arabic for Non-Arabs

Reading:

Choose one of the following tasks

Scan the QR codes or click on the icons bellow to read the story then write down the new vocabulary you have learned then apply them in new contexts.



Scan the QR codes or click on the icons bellow to read the story then record videos showing you reading the story.



Listening:

Choose one of the following tasks

Scan the QR code or click on the icons bellow to watch the videos then answer the quizzes through the given links.



Scan the QR code or click on the icons bellow to watch the videos then design posters:
(Choose any ONE)



Speaking:

Choose one of the following tasks

Record videos speaking about the given topics (Food -fruits – School) (**choose any ONE**)

Scan the QR codes or click on the icons bellow to know more before recording your videos



Record videos speaking about your Summer Holiday in Arabic. Record videos with one of your family members teaching them Arabic

Note: You can teach them something related the school topics or record any dialogue in Arabic.

Upload your recording through the given link below: [Year 3 Arabic For non arabs](#)

Writing:

Choose one of the following tasks



1. Design a poster on any ONE of the topics, in Arabic about (School – Family – Places in the city – Clothes)
2. Design a model for one of the following topics and label the different areas along with few sentences to describe them (School – Restaurant- Clothes shop – Zoo – Garden- Dubai city)

Islamic Education for Arabs

أولاً: القرآن الكريم :

1- امسح الباركود أو اضغط على الزر أدناه ثم استمع للسورة القرآنية الكريمة وقم بحفظها واكتب ماذا تعلمت من الآيات الكريمة



ثانياً : الحديث الشريف :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للأحاديث الشريفة الآتية وصمم خريطة ذهنية لما يستفاد من الأحاديث مع حفظ الحديث :



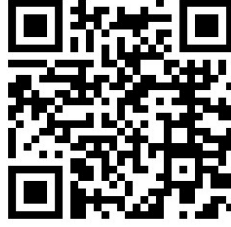
ثالثاً : قيم الإسلام وآدابه :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب الآداب التي تعلمتها من الفيديو :



رابعاً : السيرة النبوية والشخصيات :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب قائمة بالمعلومات التي تعلمتها من الفيديو :



خامساً : أحكام الإسلام ومقاصدها : (العبادات)

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب قائمة بخطوات الصلاة وشروطها التي تعلمتها من الفيديو :



سادساً : العقيدة الإيمانية :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب أسماء الرسل والملائكة من خلال الفيديو ثم اكتب عن قصة حياة واحد منهم :



Islamic Education for Non-Arabs

Divine Revelation (Quran)

Scan the QR codes or click on the icons bellow to watch the following Surah with explanation and write the meaning of the first 10 verses



Devine Revelation (Hadith)

Scan the QR codes or click on the buttons below to watch the hadith explanation and summarize each hadith with details.



Values and Manners in Islam

Scan the QR codes or click on the buttons to watch some videos then write a summary for each topic



Prominent Muslim characters

Scan the QR codes or click on the buttons below to watch some videos then write a summary for each topic.



Submit by 10-9-2024