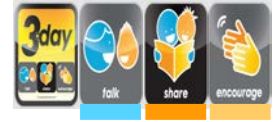





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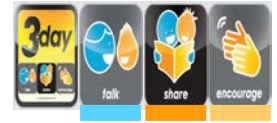


Area of learning	Focus	Home Activities/How can you help your child at home?	Useful websites
<p>English</p>	<p>Spellings To spell words ending with -el. Rule: Rule: The /l/ sound, in a few words, is spelt with <i>e</i>/ (e.g., level). To spell words ending with -il. Rule: The /l/ sound in a few words is spelt with <i>i</i>/l/. Example: stencil</p> <p>Punctuation: To effectively use punctuation learnt, in writing tasks-poetry writing.</p> <p>Grammar Homophones and near-homophones. To understand that homophones are words that sound the same but have different meanings and spellings.</p> <p>Grammar <u>Conjunctions</u>: Improve conjunctions.</p>	<p>Spelling Detective- Write a small paragraph in which some of the words are wrongly spelt. Encourage your child to be the 'Detective.' If he/ she detects 'all' the misspelt words and spells them correctly, his/her reward is your penalty! You have to write the paragraph once with the correct spellings. 😊</p> <p>Word Sort: Create a word sort: Write a list of words that end in /el/ and /il/ on index cards. Have your child sort the cards into two piles based on the ending. Make it a game: Turn the word sort into a game by setting a timer and seeing how quickly your child can sort the cards.</p> <p>Practice 'Kung Fu Punctuation' with your child. Remind them to use punctuation marks including capital letters, full stops, and apostrophes.</p> <p>Read a story aloud to your child. Pause whenever you encounter a homophone (or insert one) and ask them to identify the word and give its homophone (e.g., "Which word sounds like "here" but means something different?").</p> <p>Matching pairs: Talk about the words on the cards and share your understanding of their meanings. Encourage your child to match the pairs correctly.</p>	<p>el words</p>  <p>words ending in il</p> <p>Punctuation</p> <p>Homophones Homophones</p> <p>Conjunctions - Quiz</p> <p>Simple Present Tense</p>



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To understand the role of conjunctions in a sentence.
To use conjunctions 'when' 'because' 'if', and 'that' appropriately in an explanation text to join sentences.

Grammar Tense: Simple Present
To use tenses appropriately to show the timing of the action.

Text Level: Explanation text:
To explore explanation texts.



To use the features to present and write an explanatory text.
To explore the use of the connectives – because and if, in explanation texts.

Poems
To speak with clarity and use appropriate intonation when reading and reciting texts.
To identify figurative language (alliteration, simile).

Give your child a few cards and ask him/her to write the conjunction sentence if required

Play Verb Sorting Game
Activity: Make flashcards with verbs (e.g., run, sleep, eat). Task: Sort them into “At Home” and “Not at Home” actions. Then write sentences:

I sleep in my bed. I ran in the garden.
Talk: Discuss that an explanation text is non-fiction writing that explains a process or event clearly. It features numbered points, time connectives, pictures, diagrams, labels and captions to help understand a process.

Together with your child, explore a range of explanation texts and elicit the difference between these and other texts your child has learnt.
Share: Show your child a flow diagram and ask your child to explain it. For example, the function of an eye.

Talk to your child about the poems they've learnt both nonsense and classic.
Share some of your favourite poems with your child.
Read your favourite poems together and identify rhyming or repeating patterns.

Encourage your child to write a simple poem on their own, using rhyming words.

[Explanation Text](#)

[Explanation Text Quiz](#)

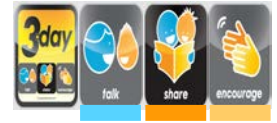
[Nonsense Poems](#)





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	<p>To identify and use rhyme and rhythm in the poem. To compose a poem.</p>		
<p>Mathematics</p>	<p><u>Money</u> To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>Talk: Ask your child to create his/her own word problems which help him/her to better understand the components. Encourage him/her to use the key vocabulary (multiply, altogether, share, take away) that often are used in word problems.</p> <div data-bbox="929 738 1480 1061"><p>COINS</p><p>TWO POUNDS ONE POUND FIFTY PENCE TWENTY PENCE</p><p>TEN PENCE FIVE PENCE TWO PENCE ONE PENCE</p></div> <p>QUESTIONS TO ASK</p> <div data-bbox="913 1161 1189 1374"><p>What are the least number of coins you can use to make Xp?</p></div> <div data-bbox="1249 1177 1532 1289"><p>Which other coins could you have used to replace the Xp coin?</p></div> <div data-bbox="1234 1315 1554 1453"><p>How many ways can you make 5p/10p/20p?</p></div>	<p>https://kids.classroomsecrets.co.uk/resource/year-2-count-money-notes-and-coins-game/</p> <p>Money word problems</p> <p>Word Problems</p>



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Encourage your child to add coins in various ways to get different answers. Encourage your child to explore coins from another country, e.g. Dirhams.



Provide your child with some objects and tag the items with prices and **encourage** them to create sums finding the total cost of two or more items, calculating the change left.

e.g., If I have 20 dirhams, list down what are the different things you can buy?

Talk and count the different ways:

How many ways can your child make 10 p, 25 p, 15 p, 40 p, or 50 p?

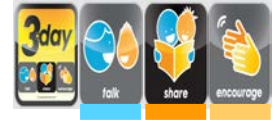


[Money](#)



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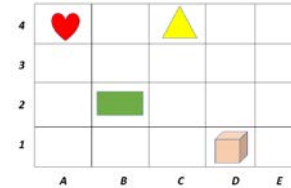
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Position and direction

To find the position of an object on the grid using directional language.

Ask the child to draw a grid to find the position of the given object using directional language.



QUESTIONS TO ASK

How many ways can you make 5p/10p/20p?

How many ways can you make 2 aed, 5 aed, 10 aed?

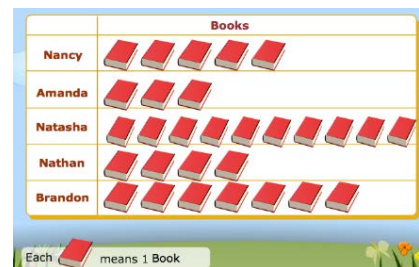
Data handling- Tally & Pictogram

Ask and answer simple questions by counting the number of objects in each category and

Interpret and construct simple pictograms, tally charts, block diagrams, and simple tables.

sorting the categories by quantity.

Talk to your child about different ways of presenting data. (Tally chart, pictogram, block graphs etc)

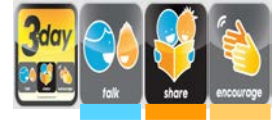


Encourage your child to create a tally chart and record the number of cars in the parking area.



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Ask and answer questions about totaling and comparing categorical data.

Cars in the Parking area	
Colour	Tally
Red	
Yellow	
Blue	
Green	

You can also ask your child to record:

- types or colours of clothes in a wardrobe
- colours of front doors
- coins in a purse

QUESTIONS TO ASK

How do you make a tally mark?

Why is a pictogram called so?

What happens when there are already four tally marks, and you want to add a fifth tally mark to that group?

Encourage your child to create questions based on the collected data and challenge their siblings to answer them using vocabulary like "How many more?" How many fewer? Total difference, least, most, etc.

How many more spoons than forks/knives/ are in our kitchen?

What coins are the most in number?

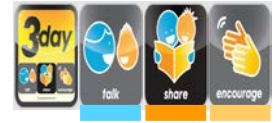
[bar charts](#)



[Interpreting data](#)



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		<p>Challenge:</p>  <p><u>Sundae £1.10</u> <u>Lolly 50 p</u> <u>Ice cream £1.05</u></p> <p>You have £ 5 to spend, what will you buy and how much change will you have? How many different answers can you make?</p>	
<p>Science</p>	<p><u>Characteristics of Living Things</u></p> <p>To identify the characteristics of living things, including the life processes such as movement, sensitivity, growth, respiration, excretion, and nutrition</p> <p>To explore and compare the differences between living, dead, and things that have never been alive.</p>	<p>Encourage your child to pick a plant and an animal you see at home or outside (for example, a fish, cat, bird, or even an insect like an ant). Observe them carefully and note how they show the characteristics of living things.</p> <p>Create a simple chart to record your observations for each life process: Movement, Sensitivity, Growth, Respiration, Excretion, and Nutrition.</p> <p>Discuss: Talk with your child to choose objects that are easily found in and around your home. Remember your child not to collect whole plants as part of the treasure hunt.</p>	<p>MS GREN Life Processes.pdf</p>  <p>Once Alive and Extinct.pdf</p>



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To identify that most living things live in places to which they are suited and are called habitats.



Share: Encourage your child to collect items such as 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, or anything else they can safely choose.

Discuss: Set a timer for the activity to limit the hunt. Once time is up, ask your child to bring the objects back and **sort them into two groups**, explaining why they placed each item in a group.

Share: Discuss the differences between **living and non-living things**, sharing observations and thoughts.

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

Going on a treasure hunt

Talk to your child about the different places where they see animals and plants living.

Encourage children to write down all their findings and make a booklet on habitats.

Share with children examples of plants and birds cohabiting. Eg, Birds nesting in trees or bushes, squirrels living in trees, owls nesting in holes in trees, butterflies laying their eggs on plants, etc.



[What is a habitat.pdf](#)

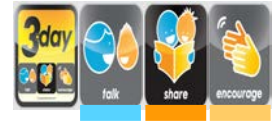
[Animal homes.pdf](#)





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<p>Humanities History</p>	<p>The Great Fire of London</p> <p>To explore the events of the Great Fire of London.</p> <p>Key vocabulary: century, London, order, event, timeline, change</p>	<p>Talk to your child about the Great Fire of London, how it started and why it spread.</p> <p>Share with your child the sequence of events of the Great Fire.</p> <p>Encourage your child to research details of the events of the Great Fire of London and create a timeline of their own.</p>	<p>The events of the Great Fire.pdf</p>
<p>Geography</p>	<p><u>Welcome to the UK</u></p> <p>To explore the countries of the United Kingdom.</p> <p>Key vocabulary: The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continents, capital city, map, equator.</p> <p><u>Viewing from Above</u></p> <p>To explore aerial photographs.</p> <p>Key vocabulary: aerial view, bird's eye view, ground level view, above, perspective, plan, key, labels, title,</p>	<p>Talk to your child about the four countries, capital cities and surrounding seas of the UK and locate them on the map of the United Kingdom.</p> <p>Share with your child the human features and the physical features of the UK.</p> <p>Encourage your child to use world maps, atlases and globes to identify the United Kingdom and its countries as well as the continents and oceans of the world.</p> <p>Talk to your child about aerial views, bird's eye views, ground level views, human and physical features.</p> <p>Share with your child a variety of photographs showing ground-level views and aerial views.</p>	<p>Welcome to the UK.pdf</p>



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	<p>colour code, satellite, human features, landmarks, physical features, senses.</p>	<p>Encourage your child to describe the geographical features both human features and physical features in the aerial and ground level view photographs.</p>	<p>Viewing from Above.pdf</p>
<p>Moral, Social and Cultural Studies / Moral Education</p>	<p><u>My School</u> To explore my school community.</p> <p><u>Key vocabulary:</u> community, school community, problem solve</p> <p><u>Living in a Community</u> To explore living in a community.</p> <p><u>Key vocabulary:</u> rules, respect, please, thank you</p> <p><u>UAE Culture</u> To explore the culture in the UAE.</p> <p><u>Key vocabulary:</u> culture, Emirati, Bedouin, festival</p> <p><u>UAE Heritage and Traditions</u></p>	<p>Talk to your child about communities like a classroom and a school. Share with your child the importance of living in a community. Encourage your child to create a few rules for the classroom which can make everyone happy.</p> <p>Talk to your child about the family, class and school communities. Share with your child the importance of respecting family members and following family rules. Encourage your child to create a few rules for the family which can make everyone happy.</p> <p>Talk to your child about the culture in the UAE, clothes, food, flags, sports and the like. Share with your child the different traditions and culture followed in the UAE. Why are animals important and why are they used in Emirati culture? Encourage your child to research and find more information about traditions followed in the Emirati culture.</p> <p>Talk to your child about the heritage and traditions of the UAE.</p>	<p>My School.pdf</p> <p>Living in a community.pdf</p> <p>UAE Culture.pdf</p> <p>UAE Heritage and Traditions.pdf</p>



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	<p>To explore the heritage and traditions of the UAE.</p> <p><u>Key vocabulary:</u> tradition, heritage, heritage village, emirate</p> <p>Term Project</p>	<p>Share with your child what a tradition is and your family traditions.</p> <p>Encourage your child to practice their traditions, find out how traditions can be related to culture, draw a picture of their tradition, create a model of a heritage village in the UAE or visit one with you.</p> <p>Talk to your child about the traditions of the UAE.</p> <p>Share with your child pictures and videos of these UAE traditions.</p> <p>Encourage your child to draw pictures of your traditions and the traditions of the UAE.</p>	<p>Term Project.pdf</p>
<p>التربية الوطنية Social studies</p>	<p>أقاربي وجيراني أن يميز الطالب أنواع الأسر في الإمارات العربية المتحدة أن يميز أقاربه من جهة الأم والأب أن يعدد التلميذ المناسبات التي يزور فيها أقاربه أن يعدد حقوق جيرانه وأقاربه</p>	<p>مساعدة ولي الأمر للتلميذ في التعرف على الأسرة البسيطة والممتدة (مساعدة التلميذ في معرفة أقرائه (أعمامه - أخواله يساعد وي الأمر في تطبيق الزيارة بالتلميذ في المناسبات يساعد ولي الأمر في التعرف على الجيران</p>	
<p>Arabic for Arabs</p>	<p>قصة حلزون يجد له صديقًا قصة خشون الخروف الخفي أن يحدد التلميذ شخصيات القصة أن يستنتج التلاميذ المكان والزمان أن يقرأ التلاميذ القصة قراءة جهرية صحيحة أن يضع التلاميذ نهاية جديدة للقصة أن يكتب التلاميذ ملخص للقصة أن يحدد التلاميذ الجمل الاسمية والفعلية في القصة نشيد المدرسة أن يحدد التلاميذ مفردات النص</p>	<p>لدعم المقدم من ولي الأمر يقوم ولي الأمر بمتابعة التقدم في الكتابة وتعلم كتابة الحرف المضعف متابعة التلميذ في قراءة القصص الجديدة تقديم الفيديوهات لمساعدة التلميذ على فهم القصص والنصوص مساعدة التلميذ للدخول على قناة المدرسة على اليوتيوب مساعدة التلميذ في كتابة الإملاء والتدرب عليها 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>أة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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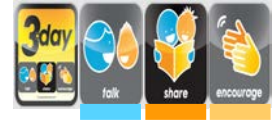


	أن يميز الفرق بين الشعر والنثر أن يحدد المعنى الإجمالي للنشيد		
Arabic for non-Arabs	<p><u>Fruits and vegetables</u></p> <ul style="list-style-type: none">-To use (this is) هذه – هذا with the new words.- To Make a dialogue in Arabic about fruits and vegetables.- To conjugate the verb with the pronouns in sentences.- To create sentences about fruits and vegetables- To describe the fruits and vegetables and with different adjectives.	<p>In every new lesson, we provide new words with their meanings.</p> <p>Help your child to memorize them and use them in sentences on his/her own.</p> <p>Ask your child to describe the fruits and vegetables.</p> <p>Ask your child to write the new words.</p> <ul style="list-style-type: none">- Tell your child to make a dialogue with you in Arabic about the fruits and vegetables. <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>Courses for Learning Arabic</p> <p>Arabic Activities Learn Arabic For Kids</p> <p>Arabic alphabets</p> <p>Learn New Arabic Vocabulary</p> <p>Learn Arabic Writing</p>
Islamic for Arabs	<p>أن يستنتج التلميذ أن الله رحيمٌ بعباده في كل وقت أن يستدل على أن الله سمي نفسه الرحمن وأنزل من رحمته جزءًا واحدًا في الأرض أن يذكر ان الله قال في بداية سورة الفاتحة (الرحمن الرحيم) -سورة الإخلاص أن يميز التلميذ كلمة (أحد) عن كلمة واحد أن يستنتج أن الله لم يلد ولم يولد أن يبين أن الله واحد لا شريك له الرحمة بالحيوان أن يستنتج أن الرحمة تكون في جميع المخلوقات.</p>	<p>يساعدة ولي الامر على أن يعرف بأن الله رحيمٌ بخلقه مساعدة ولي الأمر للتلميذ أن الله هو رحمته وسعت كل شيء مساعدة ولي الأمر للتلميذ أن الله هو يرحم كل عباده حتى العصاة منهم يساعد ولي الأمر التلميذ على الاقتداء برسول الله ورحمته بالحيوان مساعدة ولي الأمر للتلميذ أن يعرف التلميذ كيف اشتكى الجمل لرسول الله من صاحبه يساعد ولي الأمر التلميذ على معرفة أنّ من لا يرحم الحيوان يدخل النار مثل المرأة التي حبست القطة يساعد ولي الأمر التلميذ على معرفة أركان الاسلام الخمسة يساعد ولي الأمر التلميذ على تطبيق مبدأ الرحمة بالحيوان في حياته</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يُطبق الطالب مبدأ الرحمة كما وصى بها الرسول (صلى الله عليه وسلم) أن يستنتج التلميذ جزاء من لا يرحم الحيوان أن يستنتج ثواب من يرحم الحيوان</p>		
Islamic for non-Arabs	<p>Surat al-Falaq To recite the Surah correctly. To conclude, the importance of Surah Al-Falaq. -Bedtime supplication. To know bedtime supplication by heart. To apply etiquette at bedtime. -Truthfulness is the way to paradise. To clarify the concept of truthfulness.</p>	<p>Encourage your child to memorize Surat al-Falaq. Talk to your child about the truth. Encourage your child to say bedtime supplication. 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>Arabic and Islamic YouTube Channel</p>
Physical Education	<p><u>Sports Day</u> Gymnastics- Springboard jump and landing on the floor Gymnastics- Walk on the beam and Jump Gymnastics- Walk on the beam and perform the T Position</p>	<p><u>Talk and encourage the children to do the following:</u> <u>Proper warm-up</u> The students will do the proper warm-up and will practice the skills with basic rules. Follow the links for the skills and rules <u>Cooldown</u> After the game, students will do a proper cooldown activity.</p>	<p>Sports Day Race.mp4 Springboard jump and landing..mp4 Beam Balance Poses.mp4 T Lever from Locked Position Progression for Beam.mp4</p>
Computing and thinking	<p>To apply formatting features in a document including font, font size, colour and style.</p>	<p>Share with your child pictures of different types of text in magazines, newspapers and pamphlets.</p>	<p>Cute Bookmark template Posters template</p>



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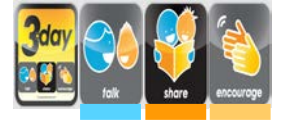


	<p>To insert pictures in a word document.</p> <p>To position and resize objects for an effective layout in a word document.</p> <p>To format the information by inserting a table in a word document.</p>	<p>Encourage your child to explore the tools in MS word and create some bookmarks, invites or posters.</p> <p>Talk about the use of different fonts, colours and layouts to create an attractive document.</p> <p>Create a word document using different tools discussed and write a letter to your grandma telling her about how you enjoyed your mid-term break.</p>	<p>Creating a word document on laptop</p>
<p>Music Year02 Joyson</p>	<p>Improving children’s confidence and musicality through singing action songs and singing with the appropriate tune.</p> <p>Song: You Are My Sunshine</p>	<p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p>	
<p>Music Year02 Sunil</p>	<p>Read and play Musical notes with the help of some words (Bee, Glow-worm, Butterfly, and Caterpillar)</p>	<p>Let the Children play the rhythm with the help of words by clapping (Bee, Glow-worm, Butterfly, and caterpillar)</p> <p>Ask the child to read and play the musical notes without the word support</p>	
<p>Music Year02 Kiko</p>	<p>Learning what the different kinds of musical instruments and their sounds</p> <p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</p>	<p>Encourage the child to act like how a musical instrument is played</p> <p>Encourage the child to sing action songs at home.</p>	<p>Music Induction Day (Kiko).mp4</p> <p>Music Lesson - The Orchestra Instruments.mp4</p>
<p>Leadership Gemstones</p>	<p>Value of the Month for November: “Leading with Gratitude” – Citrine</p> <p>Be thankful and appreciate what you have.</p>	<p>Taking a moment to say thank you shows people you notice and appreciate their efforts. Gratitude helps build friendships and teamwork.</p>	



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	<p>Value of the Month for December: “Leading with Unity” – Garnet Work together and support each other</p>	<p>Are there things others do that I forget to say thank you for? How can I make saying thank you a habit? How can I show others I value their contribution? When we respect and trust each other, we work better as a team.</p> <p>Leading with unity means bringing people together to work as a team. How can I bring my team or classmates closer together? What can I do to make sure everyone feels valued and included in what we do?</p>	
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