



# The Winchester School

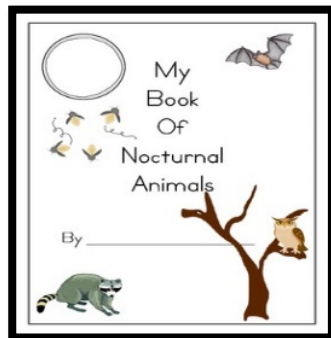
## Year 1 Family Learning Newsletter January 2021



Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
Literacy	<p><b>Grammar</b> <b>Spelling</b> To use phonic knowledge to spell 'er,ir,ur' and 'wh' words.</p> <div data-bbox="239 894 525 1117" data-label="Image"> </div> <div data-bbox="558 1133 810 1377" data-label="Image"> </div>	<p>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.</p> <div data-bbox="1110 846 1404 1179" data-label="Image"> </div>	<p><a href="#">Digraph wh phonics sound</a></p> <p><a href="#">Kids phonics</a></p> <p><a href="#">Hooked Phonics</a></p> <p><a href="#">Nessy Spelling Strategy   er ir ur Words   Learn to Read - YouTube</a></p>

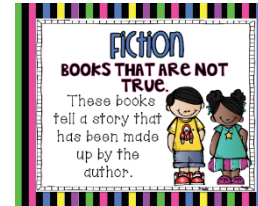
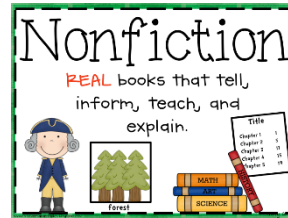
## Text Level Information Texts

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.



Imaginary  
Worlds ( Fairy  
Tales 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.



[Information on Nocturnal animals](#)

**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.

Reinforce the **5 W's and 1 H** (who, what, where, when, why, how) to your child.

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



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.

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

This is an interesting topic and children will learn more when taught in a fun way.  
While you are on a drive to the market or any outing with your child, **talk** about different labels/ captions that you come across on the roads.

**Share** some ideas to reinforce the concept with your child by taking him/her to a picnic to the zoo etc.

**Encourage** your child to do the activities mentioned below.

On an outing (to the park, shopping mall) encourage your child to look around and make a list of things he/ she sees.

□ Cut out some pictures from a magazine and ask your child to give a suitable caption for it.

□ Children learn more when taught in fun way.

A rich language environment is the foundation of good learning.

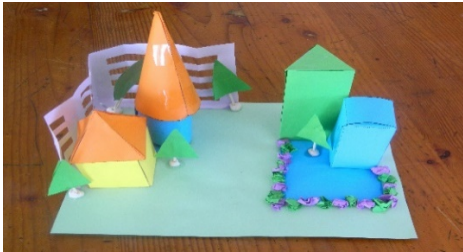
Games and activities that build vocabulary increase the range of words your child will know to write with depth.

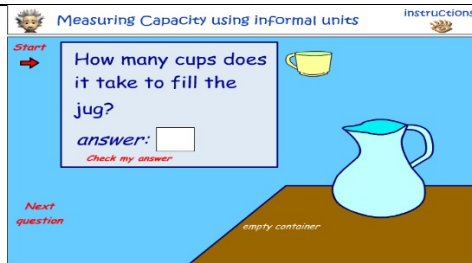
**ENCOURAGE** your child to talk about what he/she is going to write

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

		<p>Props based on the story would help the child in retelling the story.</p> <p><b>Story cards</b> (these are picture cards of a story – illustrating the key events) also are a good resource and can be used for retelling.</p> <p><b>TALK</b> to your child about the story and discuss about characters and setting. Make it a fun activity that your child would enjoy.</p> <p><b>SHARE</b> your ideas and thoughts and encourage your child to give his/her own ideas.</p> <p><b>Encourage</b> your child to retell the story and enact the story along with your child for better understanding.</p> <p>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.</p>	
<p><b>Numeracy</b></p>	<p>To recognize and name common 3D shapes and describe its features.</p>  <p>To estimate, measure and compare capacities, using cups; use a uniform, non-standard unit to measure capacity.</p>	<p><b>Encourage</b> your child to identify and describe different 3D shapes around them. You can then discuss together how many sides, corners, faces and vertices it has. Encourage your child to build different 3D shapes using different 2D or 3D real life objects. Further challenge them to explore and identify the properties of new shapes.</p> <p><b>Talk</b> about measures used for capacity; find the same on milk and juice packs. Check whether it is more or less than a litre. Give bottles/vessels/buckets of different capacities.</p> <p><b>Share</b> an activity to measure it using nonstandard units and compare its capacity</p>	<p><a href="#">3D shapes</a></p> <p><a href="#">capacity</a></p>



To identify the place value in 2-digit numbers

To read time to half past.

To solve 2-digit addition and subtraction.

**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 tens (and some left-overs). Count the **tens**-groups and the **ones** separately.

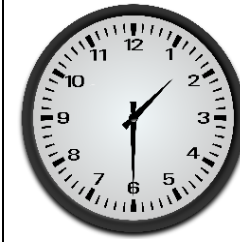
**Share** with your child what you can do, in half an hour or in one hour during the day. Using a homemade/toy clock, show the time at 3 O'clock and half past 3. Can your child now tell you where the hour (small) hand will point and where the minute (big) hand will point at half past 7? Repeat with different times. Discuss that half past 7 can also be written as 7:30. Talk to them about the difference between an analog and digital clock.

**Encourage** your child to add and subtract 2-digit numbers by counting on or counting backward on a number mat or number line. When on family walks let your child count the number of cars, trees, windows etc. and add them. Encourage your child to use columnar method by adding the unit place numbers followed by adding tens place numbers.

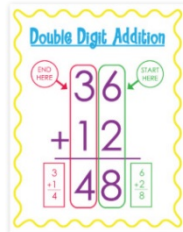
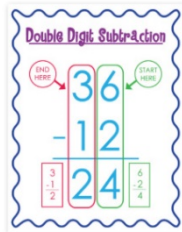
**Challenge:**

[place value](#)

[time word problem](#)

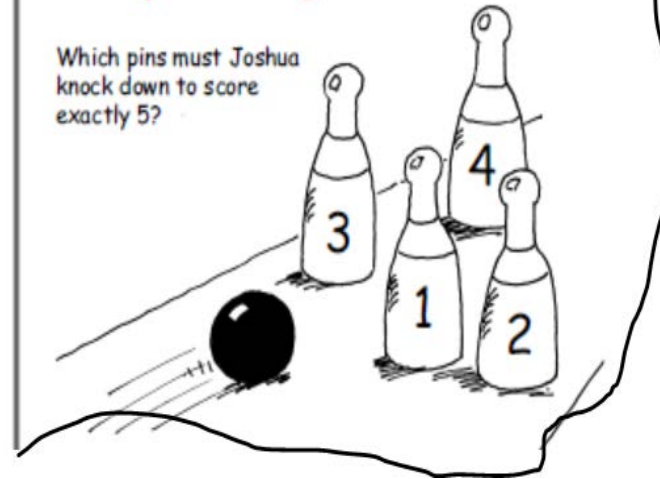


[addition and subtraction](#)



### Four-pin bowling

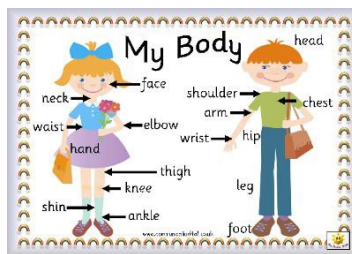
Which pins must Joshua knock down to score exactly 5?



### 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

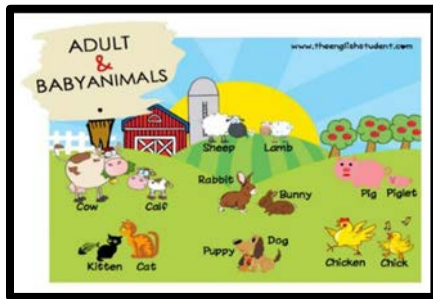
[the puzzle with body parts](#)

<http://www.bestschoolgames.c>

[om/educational-games/five-](#)

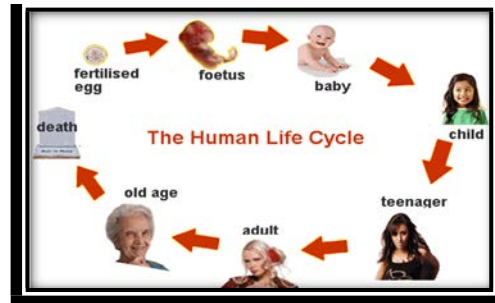
[senses/](#)

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.

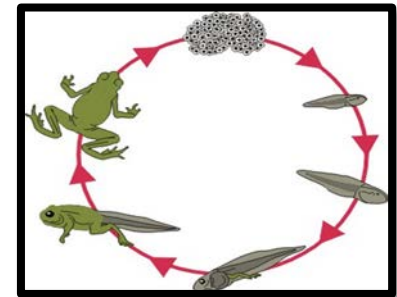


RECAP- EXPLORE, RESEARCH and SHARE information on animal classification.

<https://www.turtlediary.com/ga/me/the-five-senses-first-grade.html>

IPAD Apps and Games (free Apps download)

Animals Life cycle  
Animal and young  
Animals life cycle- Mammals and their young.




switch zoo



		<p>Show the pictures of different animals and <b>ENCOURAGE</b> your child to sort the animals according to their characteristics and groups.</p> <p>Eg: <b>mammal</b> – lion, bear.bat</p> <p><b>Bird</b> – crow, pigeon,</p> <p><b>Also lay eggs</b> – birds, fish, and reptiles.</p> <p><b>Warm blooded</b> – mammals, birds.</p>	
Arabic for Arabs	<p><b>ظريفة وأخوها محظوظ / يا مدرستي</b></p> <ul style="list-style-type: none"> <li>- أن يميز التلميذ رسم التاء المربوطة والتاء المفتوحة.</li> <li>- أن يتعرف التلميذ صوت الحرف مع الحركات القصيرة والطويلة.</li> <li>- أن يكتب التلميذ جملاً مركبة.</li> <li>- أن يقرأ التلميذ جملاً مركبة .</li> <li>- أن يميز التلميذ اللام الشمسية والقمرية.</li> <li>- أن يربط التلميذ بين الجمل التي تمّ تعلمها لتكوين فقرة جديدة.</li> <li>- أن يصف التلميذ صوراً مختلفة بشكل صحيح.</li> </ul>	<ul style="list-style-type: none"> <li>- مساعدة الابن على نطق كلمات بصورة صحيحة.</li> <li>- مساعدة الابن على كتابة كلمات بشكل صحيح .</li> <li>- مساعدة الابن في جمع صور للأحداث والصور التي تعلمها.</li> <li>- مساعدة الابن في إعداد معجم صغير مرفق بصور عن الكلمات التي تعلمها.</li> <li>- إملأ الكلمات التي تمّ تعلمها بصورة دورية.</li> <li>- ربط الكلمات بحياته اليومية من خلال البحث في ألعابه</li> <li>- أوداخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .</li> <li>- 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.</li> </ul>	<p><a href="#">اللام الشمسية والقمرية</a></p> <p><a href="#">منصة أقرأ بالعربية</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
Arabic for Non- Arabs	<ol style="list-style-type: none"> <li>1- How to join the letters to make correct words.</li> <li>2- Reading with the short and the long vowel.</li> </ol> <p><b>The family topic</b></p> <p>To describe the family members using the adjective.</p>	<p><b>Encourage</b> your child to practice writing the words he learnt at school and to draw them.</p> <p>- <b>Encourage</b> your child to practice making sentences using the verbs, colours, and adjectives.</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="#">Family in Arabic –</a></p> <p><a href="#">Family Members In Arabic</a></p> <p><a href="#">Learn Reading Arabic for kids</a></p> <p><a href="#">STEP 3 - Letter Positions- HOW TO CONNECT LETTERS-</a></p>



			<a href="#">Colours in Arabic</a> <a href="#">I Read Arabic</a> <a href="#">Arabic and Islamic YouTube Channel</a>
Islamic for Arabs	<p><b>سورة الفلق</b>  أن يتلو الطالب السورة تلاوة صحيحة.  أن يفسر الطالب مفردات السورة.  أن يوضح الطالب المعنى الإجمالي للسورة.</p> <p><b>أركان الإيمان</b>  أن يميز الطالب أركان الإيمان.  أن يوضح الطالب معنى أركان الإيمان .</p> <p><b>المسلم عون لأخيه المسلم</b>  أن يوضح الطالب المعنى الإجمالي للحديث.  أن يوضح الطالب أهمية مساعدة الآخرين.  أن يشرح الطالب صور مساعدة الآخرين .</p>	<p>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 .</p> <p>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="#">سورة الفلق</a></p> <p><a href="#">أركان الإيمان</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
Islamic for Non -Arabs	<p><b>Unite 1</b>  <b>- Chapter 2 : Surat Al -Ikhlas</b>  Learning Objectives:  - To recite Surat Al-Ikhlas according to Tajweed rules.  - To find out the importance of Surat Al-Ikhlas.  - To give the general meaning of Surat Al-Ikhlas.</p> <p><b>- Chapter4: A Muslim Help his brother.</b>  Learning Objectives:</p>	<ol style="list-style-type: none"> <li>1- Encourage your child to memorize Surat Al-Ikhlas.</li> <li>2- Practice Surat Al feel, Al Fatiah, Al Nas and Surat Al Falaq every week with your child.</li> <li>3- Encourage your child to learn the Duaa taught in class.</li> <li>4- Encourage your child to memorize the Hadith of the Muslim help his brother.</li> </ol>	<p><a href="#">Surat Al-Ikhlas</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>

	<ul style="list-style-type: none"> <li>- To read the Noble Hadith from memory.</li> <li>- To find out that Allah helps a Muslim because he helps his brother.</li> </ul> <p>To speak about forms of helping a Muslim brother.</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><b>Humanities History</b></p>	<p><b>Toys</b> To compare similar toys from different times.</p> <p>To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys</p> <ul style="list-style-type: none"> <li>▪ Early 20<sup>th</sup> Century Toys</li> <li>▪ Victorian Toys</li> </ul>  <p><b>Physical and Human Geography</b></p>	<p><b>Talk</b> to your child about similar toys from different times.</p> <p><b>Encourage</b> your child to develop a curiosity about different types of Victorian toys.</p> <p><b>Explore, research and share</b> information on the type of material the Victorian Toys were made of through stories, photos, and <b>talk</b>. Encourage your child to place different types of toys correctly in order onto a timeline.</p> <p><b>Challenge</b> them to compare toys of today with the same toys when they were first made and share more information about it.</p> <p><b>Talk</b> to your child about the daily weather forecasts.</p> <p><b>Encourage</b> your child to use the keywords to describe the weather.</p> <p><b>Explore, research and share</b> information on weather symbols and weather forecasts.</p>	<p><a href="https://www.youtube.com/watch?v=0hA68oJkDml">https://www.youtube.com/watch?v=0hA68oJkDml</a></p> <p><a href="https://www.youtube.com/watch?v=-WASv2rHU6w">https://www.youtube.com/watch?v=-WASv2rHU6w</a></p> <p><a href="https://www.youtube.com/watch?v=EDAPaEVr1Hk">https://www.youtube.com/watch?v=EDAPaEVr1Hk</a></p> <p><a href="https://www.youtube.com/watch?v=lrjl_vaRCZO">https://www.youtube.com/watch?v=lrjl_vaRCZO</a></p>

To use simple observational skills to study the surrounding environment in the context of local weather, the weather in UAE and the countries they have visited.

- What weather forecasts show.

**Keywords**-weather, seasons, weather forecast, weather symbols, weather forecaster



<https://www.youtube.com/watch?v=gzPA-YKJmVk>

<https://www.youtube.com/watch?v=sn6GLgaTY0M>

**UAE Social studies**

- To explore how people's actions impact and affect the environment.
- To explain the relationship between local natural environments and their impact on human activities.

Talk about the human activities in various environment and their impact on the environment.

Encourage to gather examples and key information about the human activity in various natural environments.

Share how we can minimize human impacts on the environment.

<https://www.youtube.com/watch?v=4hT8YDr5MbM>

<p><b>Physical Education</b></p>	<p><b><u>First Week:</u></b></p> <p><b><u>Walking and Running:</u></b> During walking and running workout the focus is on to develop the basic body movements and proper body posture.</p> <p><b><u>Second Week:</u></b></p> <p><b><u>Galloping and Jumping:</u></b> During galloping and jumping workout the focus is on to develop the basic body movements, explosiveness and body limbs movements</p> <p><b><u>Third Week:</u></b></p> <p><b><u>Hopping and shuffling:</u></b> During the hopping and shuffling workout the focus is on to develop the basic body movements of these skills</p> <p><b><u>Fourth Week:</u></b></p> <p><b><u>Leaping and skipping:</u></b> During leaping and skipping workout the focus is on to develop explosiveness, jumping ability and agility.</p>	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Walk in a straight line</li> <li>2. Proper body limbs movements</li> <li>3. Body posture while running</li> </ol> <p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Jumping on the spot</li> <li>2. Standing broad jump</li> <li>3. Galloping</li> </ol> <p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Right leg hopping</li> <li>2. Left leg hopping</li> <li>3. Shuffling (leading right leg and then left leg)</li> </ol> <p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ol style="list-style-type: none"> <li>1. Leaping (Right leg leading)</li> <li>2. Leaping (Left leg leading)</li> <li>3. High skipping</li> </ol> <p>Low skipping</p>	<p><b><u>Useful sites:</u></b></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=g1NUpFqtLPg">https://www.youtube.com/watch?v=g1NUpFqtLPg</a></p> <p><a href="https://www.youtube.com/watch?v=4c6FyuetSVo">https://www.youtube.com/watch?v=4c6FyuetSVo</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=rCg-MkVkxyU">https://www.youtube.com/watch?v=rCg-MkVkxyU</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=rCg-MkVkxyU">https://www.youtube.com/watch?v=rCg-MkVkxyU</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p>
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			<a href="https://www.youtube.com/watch?v=rCg-MkVkyU">https://www.youtube.com/watch?v=rCg-MkVkyU</a>
<b>Music Year01 (Kiko)</b>	<ul style="list-style-type: none"> <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> <li>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</li> </ul>	<a href="https://www.youtube.com/watch?v=di8Fq2zzaWU">https://www.youtube.com/watch?v=di8Fq2zzaWU</a>
<b>Music Year01 (Sunil)</b>	Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)	<ul style="list-style-type: none"> <li>Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar)</li> </ul> <p>Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly and caterpillar) by clapping</p>	
<b>Music Year01 Joyson</b>	<ul style="list-style-type: none"> <li>Improving child'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>	<a href="#">(22) Bim Bum ~ A Clapping Game Song - YouTube</a>
<b>ICT</b>	<p><u>Algorithm- Scratch junior</u> To develop an understanding of Algorithm through scratch junior and program a character.</p>	TALK to your child about what algorithms are; how they are implemented as programs on digital devices like scratch junior.	<a href="https://www.youtube.com/watch?v=SdJ1lq5pvu4">https://www.youtube.com/watch?v=SdJ1lq5pvu4</a>



**ENCOURAGE** your child to explore and understand that programs execute by following precise and unambiguous instructions.

**Explore, Research and SHARE** information explaining that an algorithm is a set of instructions. Encourage your child to program a character following the instructions on scratch. **Challenge** them to choose different blocks and different algorithm for programming.

<https://www.youtube.com/watch?v=EPyXwpzVqfk>

<https://www.youtube.com/watch?v=s6XvwEH0xpg>