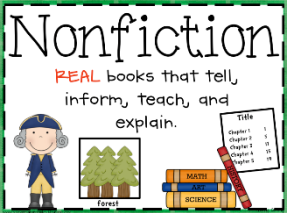


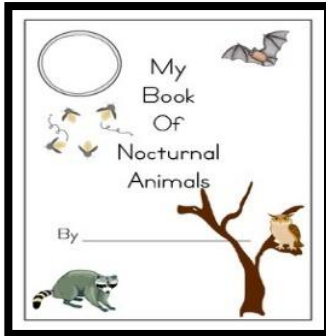


The Winchester School

Family Learning Newsletter (Year 1) – March 2022



Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
<p>Literacy</p>	<p>Spelling To use phonic knowledge to spell 'tch', 'ch' and 'k' words.</p> <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.</p>	<p>Encourage your child to fold a piece of paper to make three columns, label one column 'trace', the next 'copy' and the last 'recall'. Write the word in the first column, and have your child trace over the letters while saying out the word aloud. Next have your child copy the word by looking at what he /she has just written. Finally, have your child fold (and hide) the first two columns and recall the spelling of the word independently.</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>Talk about the terms 'non-fiction' and 'fiction' with your child. Acknowledge what they share and then re-emphasise</p>	<p>TCH TRIGRAPH</p> <p>TCH CH SAME FAMILY SOUND</p> 



the meaning of the words - Fiction is a story that is created from your imagination and Nonfiction is a true story about real people and real events.

Lay out a few books that you have at home, encourage your child to separate the books into Fiction and Non-fiction. Share a non-fictional book, encourage your child to analyze the difference between these books and the story tales that they have read before.

(Non-fictional books gives us information on what is happening around us in the real life. We do not have to read it cover to cover like fiction books.)

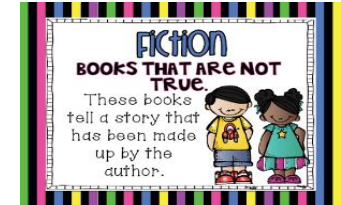
Encourage your child to find information about nocturnal animals using books or a device. Read along with your child on some facts about animals (features, food, habitat etc.,) and some key information in complete sentences.

Revisit these points while writing an Information Booklet:


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

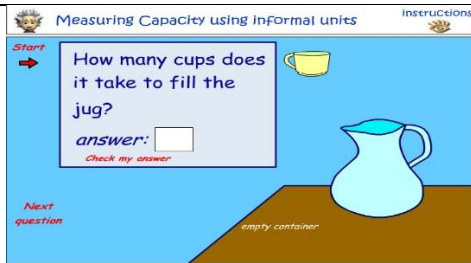
Remember, that these are all questioning words and sentences with these words always end with a question mark.

Read a poem to your child. **Encourage** your child to shout stop when they hear a



RHYMING WORDS



	<p><u>Rhymes and poems</u></p> <ul style="list-style-type: none"> • To read a variety of poems. • To compare and contrast preferences in poems. • To use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text. 	<p>pair of rhyming words. Each time your child shouts stop talk about the rhyming words they have identified. Write a rhyming sentence. Read it together and identify the pair of rhyming words. Underline the end sound in each word and share that these letters produce the same sound in each word - that is why they rhyme. Example: 'cat in the flat'. Read together; identify the pair of rhyming words. Encourage your child to identify letters that produce the same sound in each word (at) and underline them. Encourage your child to think of pairs of rhyming words to use in a phrase, so that rhyming poem can be created. The rhyming phrase can include an animal, like the examples we have looked at together as a class. Show some examples: dog in the bog; horse in the gorse; bear at the fair; snake in the lake; bat on the hat</p>	<p>Rhymes and poems</p> 
<p>Mathematics</p>	<p>To estimate, measure and compare capacities, using cups; use a uniform, non-standard unit to measure capacity.</p>	<p>Talk about measures used for capacity; find the same on milk and juice packs. Check whether it is more or less than a Litre. Share an activity to measure water in containers having different capacities like bottles, vessels or buckets. Use a non-standard unit like a glass or a mug and compare the capacity of the various</p>	



To know the numbers as odd or even.

containers. First estimate, how many mugs will it take to fill the bucket or the bottle? Then investigate and check on your estimation.

Talk to your child about sharing objects. Collect objects like spoons, cubes, beans, straws ranging from 1 to 20. Then pick any number (preferably a mix of odd and even numbers) ask them share the count out those many objects to represent their number, next challenge them to share those objects equally into two groups. Repeat this for a few numbers, now ask whether they are able to share all the numbers equally. Point out the fact that not all the numbers can be shared equally. Tell them the numbers which can be divided equally into two groups with no leftovers are called Even Numbers. The numbers having 2, 4, 6, 8, and 0 in the unit's place are all even numbers. An odd number cannot be shared equally into two groups and has leftovers. The numbers having 1, 3, 5, 7, and 9 in the unit's place are all odd numbers.

	<p>To estimate, measure and compare weight using uniform, nonstandard units of measurement.</p> <p>To solve problems involving counting, addition, and subtraction.</p>	<p>Talk: During shopping, encourage your child to observe how the fruits and vegetables are weighed. After shopping, talk to your child, estimate the weight of items you have purchased then compare and check the weight labels. E.g.: Are the apples heavier than the lemons?</p> <p>Encourage and discuss with your child while travelling or cooking. Share simple examples of addition and subtraction number stories. Focus on the use of different vocabulary of addition and subtraction. E.g.: You see 12 red cars and 4 black cars. How many cars altogether? I gave you 25 cookies, you ate 2. How many remaining? <u>Challenge:</u> If 32 cups of water will fill up a bottle, how many cups would fill half a bottle?</p>	
<p>Science</p>	<p>To identify and name a variety of common animals that are herbivores, carnivores and omnivores.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Share information on herbivore, carnivore and omnivore animals. Talk about their eating habits.</p> <p>Research with your child information on the type of teeth they have. Share information on how all have different kind of teeth and their uses. Also encourage your child to sort variety of common animals according to their eating habits.</p>	<p><u>IPAD Apps and Games</u> <u>(free Apps download)</u> Feed the animal: https://switchzoo.com/games/pleasedofeedtheanimals.htm https://www.educationquizzes.com/ks1/science/animals-carnivores-herbivores-and-omnivores/</p>

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.

Experimental and Investigative work focuses on:
Exploring and using senses

Explore, research and share information on different human and animal body parts. Also explore the different senses and the sense organs.

Play time Activity - 1:

Play 'Simon Says' or similar games and **Encourage** your child to identify different parts of the body and their uses. Share different vocabulary used to describe the different senses. E.g.:

Sight – big, small, colour

Hear – loud and soft

Taste – bitter, sweet, sour

Smell – good, bad

Touch – soft, hard

Talk about different objects and the senses needed to identify it.

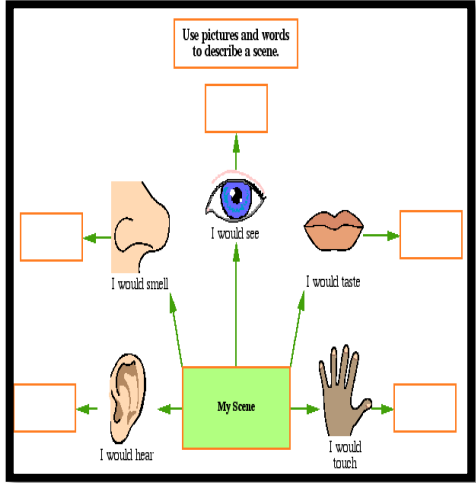
E.g.: Ice cream – you can taste, see, feel, smell but can't hear.

Explore things you can see but cannot touch. **Share** information on things we can see and cannot touch e.g. Sun, top of Burj Khalifa, stars, etc.





The five senses


<http://www.bestschoolgames.com/educational-games/five-senses/>

		<p>Activity – 2: Make your child choose any object in the room. Encourage your child to describe which sense they used and Talk about it in detail how the senses help us. Share the information that all living things have senses and they need them to survive. Encourage your child to make a spider web and describe the senses to further embed their learning.</p> 	<p>https://www.youtube.com/watch?v=XUMiPK6LZBI</p>
<p>Arabic for Arabs</p>	<p>النحلة والفراشة فُوفي يقهر خوفه</p> <ul style="list-style-type: none"> - أن يميز التلاميذ الشدة – المقاطع الصوتية. - أن يكتب التلميذ جملا مركبة. - أن يقرأ التلميذ جملا مركبة . - أن يربط التلميذ بين الجمل التي تم تعلمها لتكوين فقرة جديدة. - أن يصف التلميذ صورا مختلفة بشكل صحيح. 	<ul style="list-style-type: none"> - مساعدة الابن على نطق كلمات بصورة صحيحة. - مساعدة الابن على كتابة كلمات بشكل صحيح - مساعدة الابن في جمع صور للأحداث والصور التي تعلمها. 	<p>الشدة الصف الأول</p> <p>منصة اقرأ بالعربية</p>

		<p>- مساعدة الابن في إعداد معجم صغير مرفق بـ صور عن الكلمات التي تعلمها.</p> <p>- إملاء الكلمات التي تمّ تعلمها بصورة دورية.</p> <p>- ربط الكلمات بحياته اليومية من خلال البحث في ألعابه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non- Arabs</p>	<p>1- To make words out of different letters. 2- To use “This is “with male and female in sentences.</p> <p>My class (فصلي)</p> <p>To describe the class in sentences. Making sentences using new vocabulary (Teacher معلم – Class فصل etc.)</p>	<p>- Encourage your child to practice writing the words he learnt at school and to draw them.</p> <p>- Encourage your child to practice making sentences using the verbs and adjectives.</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>Beginners Arabic - Lesson 03 - Joining Letters - YouTube</p> <p>Learn Reading Arabic for kids</p> <p>HOW TO CONNECT LETTERS-</p> <p>I Read Arabic Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arabs</p>	<p>سورة الناس</p> <p>أن يتلو التلميذ السورة تلاوة صحيحة. أن يفسر التلميذ مفردات السورة. أن يوضح التلميذ المعنى الإجمالي للسورة.</p> <p>آداب النظافة في الإسلام</p>	<p>يساعد ولي الأمر التلميذ في حفظ السورة من خلال المصحف المعلم.</p> <p>حث التلميذ على النظافة.</p> <p>حث التلميذ على الاقتداء بأخلاق الرسول صلى الله عليه وسلم.</p>	<p>سورة الناس</p> <p>تعلم كيفية الصلاة</p> <p>آداب النظافة للأطفال</p>

	<p>أن يوضح التلميذ أهمية النظافة في الإسلام . أن يعدد التلميذ صور النظافة . صلاتي نور حياتي أن يميز التلميذ الصلوات المفروضة. أن يبين التلميذ أهمية الصلاة.</p>	<p>مساعدته على مشاهدة فيديوهات تعليمية عن النظافة. 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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Islamic for Non -Arabs</p>	<p>Unit 4 - Chapter 2: Surat Al Nas Learning Objectives: To recite Surat Al-Nas correctly according to Tajweed rules. To find out the importance of Surat Al-Nas. To give the general meaning of Surat Al-Nas. Unit 3 - Chapter2: Pillars of Islamic Belief. Learning Objectives: To explain that Islamic belief has pillars. To mention the six pillars of Islamic belief. - Chapter4: My prayer is the light of my life. Learning objectives: To list the names of the five obligatory prayers. To explain the importance of prayers.</p>	<p>Encourage your child to memorize Surat Al-Nas and Surat Al-Nas Practice Surat Al feel, Al Fatiyah, Al Nas and Surat Al Falaq every week with your child. Encourage your child to learn the Duaa taught in class. Prompt your child to know the rules and the importance of the six pillars of faith in life. Encourage your child to memorize the Hadith of the Muslim help his brother. 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>Surah Al Nas Learn About the 6 Articles of Faith Amazing Story About the Advice by Prophet Muhammad (P.B.U.H) Arabic and Islamic YouTube Channel</p>
<p>Humanities History</p>	<p>Toys To identify changes in living memory by understanding how toys have changed over time.</p>	<p>Talk to your child about toys from different times.</p>	<p>https://www.youtube.com/watch?v=0hA68oJkDml</p>

<p>Geography</p>	<p><i>Keywords: Important, changes, impact.</i></p> <p>Physical and Human Geography 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. To understand the dangers of weather.</p> <p><i>Keywords: Dangerous/danger, extreme, flooding, drought, hurricane, blizzards, heatwave, protect.</i></p> <p>To understand the human/physical geography of a cold area of the world in the context of the Arctic.</p> <p><i>Keywords: Cold, Climate, Arctic, North Pole, South Pole, Antarctic, Equator, Inuit</i></p>	<p>Encourage your child to share their observations on how toys have changed overtime.</p> <p>Explore, research and share information on how technology, materials, safety rules and attitudes have impacted the toys played with in today's times through stories, photos and talk.</p> <p>Challenge them to imagine what life would be like if technology hadn't progressed. For example, what if computers and iPads didn't exist? What if plastic didn't exist? How would life be different? How would toys be different?</p> <p>Talk to your child about what extreme weather can do to our surroundings.</p> <p>Encourage your child to locate North Pole, South Pole and the Antarctic on the map or a globe.</p> <p>Explore, research and share information about Arctic and present some interesting facts to the class.</p>	<p>https://www.youtube.com/watch?v=-WASv2rHU6w</p> <p>https://www.youtube.com/watch?v=EDAPaEVr1Hk</p> <p>https://www.youtube.com/watch?v=lrjl_vaRCZQ</p>   <p>https://www.youtube.com/watch?v=LY9QyzUBYJ I</p> <p>https://www.youtube.com/watch?v=O5a6yHSI0L0</p> <p>https://www.youtube.com/watch?v=udRNUBHbE0o</p>
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			https://www.youtube.com/watch?v=BpBtRmTmbqQ https://www.youtube.com/watch?v=b-9xDztBhzE https://www.youtube.com/watch?v=kA-aro3ll
<p>UAE Social Studies</p>	<p>Identify and explain the importance of key location in the neighbourhood.</p> <p>Recognize stories of historical figures and places identify stories about past events, people and places</p>	<p>Talk about the importance of neighbourhood</p> <p>Encourage your child to find out the key location in neighbourhood.</p> <p>Share with your child the meaning of neighbourhood.</p> <p>Talk about the importance of historical figures.</p> <p>Encourage your child to find out past stories and events.</p> <p>Share with your child the meaning of historical figures.</p>	<p>https://www.youtube.com/watch?v=TExmVBSun48</p> <p>https://www.youtube.com/watch?v=J0uzlHQg5q0</p>
<p>Physical Education</p>	<p><u>First Week:</u></p> <p><u>Kicking the stationary ball:</u> During learning kicking the stationary ball workout the focus is on to develop the basic eye and foot coordination.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Kick the stationary ball without on any target. 2. Kicking the stationary ball on a particular target. 	<p><u>Useful sites:</u></p> <p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=ICbt65ZwKjs</p>

	<p><u>Second Week:</u></p> <p><u>Dribble the ball with strong foot:</u> During dribbling the ball with strong foot workout, the focus is on to develop the eye and strong foot coordination.</p> <p><u>Third Week:</u></p> <p><u>Dribble the ball with both feet:</u> During dribbling the ball with both feet workout, the focus is on to both develop the eye and feet coordination.</p> <p><u>Fourth Week:</u> <u>Dribble and kick the ball</u></p> <p>During dribbling and kicking the ball the focus is on to develop dribbling and kicking skills.</p>	<p>3. Jog and kick the stationary or moving ball.</p> <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Dribble the ball using inner side of the foot. 2. Dribble the ball using outer side of the foot 3. Dribble the ball using shoelaces part of the foot. <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Dribble the ball using inner side of both feet. 2. Dribble the ball using outer side of both feet 3. Dribble the ball using shoelaces part of both feet. <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Dribble the ball with strong foot and kick 2. Dribble the ball with weak foot and kick 3. Dribble the ball using both feet and kick 4. Dribble the ball and kick with weak 	<p>www.pecentral.org https://www.youtube.com/watch?v=Rup8mXhwCEY</p> <p>www.pecentral.org https://www.youtube.com/watch?v=Rup8mXhwCEY</p> <p>www.pecentral.org https://www.youtube.com/watch?v=oWuWSwnGmZ0</p>
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		foot.	
Music Year01 (Kiko)	Improving children's confidence and musicality through singing actions songs. Listening to different instrument sounds	Let the children sing action songs at home. Ask the child to perform the songs we learned in school. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.	https://www.youtube.com/watch?v=di8Fq2zzaWU
Music Year01 (Sunil)	Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)	Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar) Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly and caterpillar) by clapping	
Music Year01 Joyson	Improving child's confidence and musicality through singing actions songs.	Let the children sing action songs at home. Ask the child to perform the songs we learned in school.	The Pinocchio Super Simple Song The Planting Song –
ICT	<u>Algorithm- Scratch junior</u> To develop an understanding of Algorithm through scratch junior and program a character.	TALK to your child about what algorithms are; how they are implemented as programs on digital devices like scratch junior. ENCOURAGE your child to explore and understand that programs execute by following precise and unambiguous instructions.	https://www.youtube.com/watch?v=SdJ1lq5pvu4 https://www.youtube.com/watch?v=EPyXwpzVqfk https://www.youtube.com/watch?v=s6XvwEH0xpg



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.