



# The Winchester School, Jebel Ali

## Family Learning Newsletter-Year 2 -March - 2024



Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
English	<p><b>Spelling</b> To spell words with the long / o/ (/ɔ:/) sound spelt as /or/ after/w/. <b>Rule:</b> In few words the short/o/ sound is spelt as /or/ after/w/. Example: <b>worth</b></p> <p><b>Learning Objective:</b> To spell words with the long /o/ (/ɔ:/) sound spelt as /ar/ after/w/. <b>Rule:</b> In a few words the short/o/ sound is spelt as /ar/ after/w/. Example: <b>warn</b></p> <p><b>Grammar Tense: Simple Present</b> To use tenses appropriately to show the timing of the action.</p>	<p>Choose age-appropriate books or passages that contain words following the spelling rule. Read aloud to the students and ask them to identify words with the short 'o' sound spelled as "/ar/" after "w." Hide your words in a picture and call out the word you want your child to find OR ask your child to hide words in a picture and he/she can ask you to find. You can occasionally pick the wrong one to allow your child to correct you. Use visual aids to reinforce the rule. Create flashcards with words that follow the rule, such as "war," "warm," "wart," etc.</p> <p><b>Encourage</b> your child to write sentences or short paragraphs using words that follow the rule. This helps reinforce the spelling pattern in their own writing. On a piece of paper, write out a funny story, but leave out most of the verbs. Indicate the missing verb with a line. Without revealing the story, ask your child to come up with verbs and fill in the story. Afterwards, read the story and see if it makes sense.</p>	<p><a href="#">Spelling Rules</a></p> <p><a href="#">Simple Present Tense</a></p> <p><a href="#">Present Tense Quiz</a></p>



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	<p><b><u>Text Level: Explanation text:</u></b> To explore explanation texts.</p> <p>To use the features to present and write an explanation text. To explore the use of the connectives – because and if, in explanation texts.</p> <p><b><u>Text Level-Novel:</u></b> To be able to write a character profile. To make a list of quotes that describe a character and setting. To describe a scene from the novel and explain how the author make it come alive for the reader.</p>	<p><b>Talk:</b> Talk to your child about the <b>Explanation text</b> is a piece of non-fiction writing explaining an action process or event in a detailed but simple way. 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.</p> <p><b>Share:</b> Show your child a flow diagram and ask your child to explain it. For example, the function of an eye.</p> <p><b>Encourage:</b> Encourage your child to use appropriate vocabulary and time connectives. It is imperative that your child uses complete sentences and correct grammatical syntax as this will ensure quality in the writing tasks.</p> <p><b>Introduce the main characters</b> – Mole, Ratty, Badger, and Toad. Discuss their characteristics and personalities. Have the students create simple character profiles or drawings to help them remember the characters.</p>	<p><a href="#">Explanation Text</a></p> <p><a href="#">Wind in the Willows crossword</a></p>
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### Mathematics

#### Measurement of mass

To compare, describe and solve practical problems for: mass/weight.  
for example, heavy/light, heavier than, lighter than.  
Measure and record the mass/weight of objects.

In a grocery store **share** some items which are measured by weight. **Encourage** your child to read the weight given on their packaging in grams or kilograms. Encourage him/her to get some vegetables or fruits, estimate how much do they weigh these items.



#### QUESTIONS TO ASK

Which object is lighter/heavier?

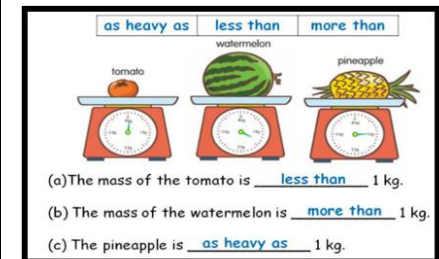
Order these 5 objects from lightest to heaviest.

Which 2 objects do you think might weigh the same as this object?

[measuring weight](#)

[measurements word problems](#)

[Weight Challenge](#)





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### **Position, direction and movement.**

To follow and give instructions involving position, direction, and movement.

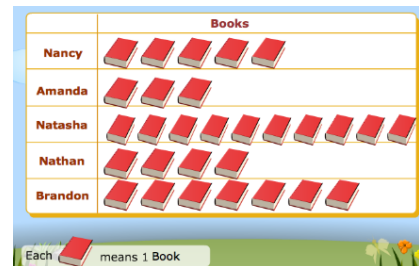
### **Data Handling**

Ask and answer simple questions by counting the number of objects in each category and Interpret and construct tally charts, block diagrams and simple tables. sorting the categories by quantity.

**Encourage** Playing a maze game where you take it in turns to give directions to get to a specific place. Share ways of giving directions - forward 3 steps, 2 blocks left etc.



**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.

[Identify the positions](#)

[Coordinates](#)

[Data handling](#)

[bar charts](#)

[Interpreting data](#)



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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 data collected and challenge his/her siblings to answer them using vocabulary like How many more? How many less? Total, difference, least, most etc.,

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

What coins are the most in number?



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<p><b>Science</b></p>	<p><b><u>Reversible and Irreversible Changes</u></b></p> <p>To explore the effect of heating and cooling on different substances.</p> <div data-bbox="387 643 808 920"> <p>Reversible and Irreversible Changes</p> </div> <p><b><u>Importance of exercise, healthy food and hygiene</u></b></p> <p>To describe the basic needs of human beings and the importance of exercise, healthy food habits and hygiene.</p> <div data-bbox="483 1201 775 1445"> </div>	<p><b><u>Discuss with your child discuss about reversible and non-reversible changes and how these changes occur due to heating and cooling.</u></b></p> <p><b><u>Talk</u></b> about the different states of matter.</p> <p><b><u>Encourage your child to investigate about how heating will change the substances state with butter, water, marshmallow and discuss the effect of heating and cooling on these materials.</u></b></p> <p><b><u>Share</u></b> with your children the concept of reversible and irreversible materials.</p> <p><b><u>Discuss</u></b> the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b><u>Explore</u></b> different types of food and sort them into different categories and plan meals with your child.</p> <p><b><u>Talk</u></b> about the importance of keeping clean for their health.</p>	<p><a href="#">States of Matter</a></p> <p><a href="#">Changing of States.mp4</a></p> <p><a href="#">Healthy lifestyle.pdf</a></p> <p><a href="#">Exercise word search.pdf</a></p> <p><a href="#">Benefits of exercise.pdf</a></p>
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		<b>Create</b> a picture book with your child to demonstrate what they know about keeping healthy.	
<b>Humanities</b>  <b>History</b>	<p><b><u>The Great Fire of London</u></b> How do we know about the fire? To explore how we know about the Great Fire of London.</p> <p><b>Key Vocabulary:</b>  Source, reliable, information, eyewitness, diary, Samuel Pepys.</p> <p>What happened after The Great Fire?</p> <p>To explore how London changed after the Great Fire.</p> <p><b>Key Vocabulary:</b> Rebuild, King Charles II, Sir Christopher Wren, The Monument, architect, declaration, flammable.</p>	<p><b>Talk</b> to your child about the sources that historians used to find out about the Great Fire of London. Explain why historical sources are helpful to find out more about the Great Fire of London.</p> <p><b>Encourage</b> your child to research and read through the information about Samuel Pepys and his diary.</p> <p><b>Talk</b> to your child about the ways in which life in London has changed after the Great Fire.</p> <p><b>Share</b> some photographs of key landmarks related to the fire today.</p>	
<b>UAE Social Studies</b>	<p><b>Living in the Past</b>  To explore how people lived in the UAE in the past.</p>	<p><b>Talk</b> to your child about the ways in which life in the UAE was different in the past to that of now.</p>	



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	<p><b>Key vocabulary:</b> Photo, neighbourhood, past and present.</p> <p><b>My Friends</b> To explore where our friends in the UAE come from.</p> <p><b>Key vocabulary:</b> expat, religion, language and history.</p>	<p><b>Share</b> with your child how viewing photos and videos and artefacts helps to learn about the past of the UAE.</p> <p><b>Encourage</b> your child to compare family life in the past with that of present.</p> <p><b>Talk</b> to your child about the people who live in the UAE from all over the world, the countries they come from, the languages they speak, the cultures they follow and the food they eat with a focus on the Chinese culture.</p> <p><b>Share</b> with your child pictures and videos of different cultures.</p> <p><b>Encourage</b> your child to respect and explore more about people from other countries.</p>	
<b>Arabic for Arabs</b>	<p>قصة ثروة من نصف درهم أن يحدد التلميذ شخصيات القصة. أن يستخرج التلاميذ المكان والزمان . أن يضع التلاميذ عنواناً آخر للقصة. أن يضع التلاميذ نهاية جديدة للقصة. أن يكتب التلاميذ ملخصاً للقصة . أن يحدد التلاميذ الأسماء والأفعال في القصة أن يحدد التلاميذ الأسماء والأفعال في القصة .</p>	<p>الدعم 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. تشجيع التلميذ على القراءة عبر منصة "كتبي". مساعدة التلميذ في كتابة الإملاء والتدريب عليها .</p>	<p><a href="#">منصة كتبي للقراءة</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>





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	حروف العطف أن يميز التلاميذ حروف العطف. ادوات الاستفهام أن يميز التلاميذ أدوات الاستفهام..	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.	
<b>Arabic for non-Arabs</b>	<u>In UAE.</u> To describe UAE using the adjectives correctly. To Make a dialogue in Arabic about UAE. To conjugate the verb with the pronouns in sentences. To write a simple paragraph about UAE. To express the opinion about UAE.	In every new lesson, we provide new words with their meanings. Help your child to memorize them and use them in sentences on his/her own. Ask your child to describe UAE. Ask your child to make a dialogue with you in Arabic about UAE.  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.	<a href="#">Courses for Learning Arabic</a>  <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="#">Arabic YouTube Channel</a>
<b>Islamic Education for Arabs</b>	فضل تلاوة القرآن الكريم أن يعدد التلميذ آداب التلاوة. أن يستنتج التلميذ فضل تلاوة القرآن الكريم. خير الأعمال في الإسلام أن يعدد بعض صور أعمال الخير . أن يستنتج التلميذ أثر عمل الخير في الدنيا والآخرة. (الصادق الأمين) أن يوضح الطالب أخلاق النبي – صلى الله عليه وسلم في التجارة. أن يستنتج الطالب عاقبة الصدق. أن يعدد الطالب صور الصدق.	يساعد ولي الأمر التلميذ من خلال:  حثه على عمل الخير .  حثه على التزام آداب تلاوة القرآن الكريم .  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.	<a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a>



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<p><b>Islamic Education for non-Arabs</b></p>	<p><u>Lesson1:</u> Suratu al-Qadr To explain the overall meaning of suratu al-Qadr.</p> <p><u>Lesson 2:</u> Fasting. To clarify the manners of fasting.</p> <p><u>Lesson 3:</u> Ali Ibn Abi Talib (Biography)</p>	<p><b>Encourage</b> your child to memorize and understand Suratu al-Qadr.</p> <p><b>Encourage</b> your child to abide by the manners of Fasting.</p> <p>Share the benefits of reciting Qur'an.</p> <p>Share the benefits of Fasting.</p> <p><b>Encourage</b> your child to color monthly prayer chart and answers in book <b>ISLAM MY WAY OF LIVING</b> as Encourage your child to apply obligatory element of Salah.</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 style="text-align: center;"><a href="#"><u>Arabic and Islamic YouTube Channel</u></a></p>
<p><b>Physical Education</b></p>	<p><b>Activity -1</b> Throwball- Catching</p> <p><b>Activity - 2</b> Throwball- Throwing</p> <p><b>Activity - 3</b> Throwball- Service</p>	<p><b>Talk</b> and encourage the children to do the following:</p> <p><b><u>Proper warm up</u></b></p> <p>The students will do the proper warm up and will practice the skills with basic rules.</p> <p>Follow the links for the skills and rules.</p> <p><b><u>Cooldown</u></b></p> <p>After the game students will do proper cooldown activity.</p>	<p style="text-align: center;"><a href="#"><u>Catching (grade K-2) Throwing &amp; catching › Teaching Fundamentals of PE.mp4</u></a></p> <p style="text-align: center;"><a href="#"><u>Overarm throws (grade K-3) Throwing › catching › Teaching Fundamentals of PE.mp4</u></a></p> <p style="text-align: center;"><a href="#"><u>Throwball Service.mp4</u></a></p>



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<b>Information and Communication Technology</b>	<p>To explore the different tools in Scratch Junior</p> <p>To identify the steps to change the costume of the sprite and move it.</p> <p>To give instructions to sprites for movement.</p> <p>To compile a set of instructions for sprite to create a story.</p>	<p>Scratch Jr is an introductory programming language that enables young students to create their own interactive stories and games.</p> <p><b>Encourage</b> your child to snap together graphical programming blocks to make characters move, jump, dance, and sing.</p> <p>Let your child <b>create</b> stories and games using their imaginations.</p>	
<b>Music Year02 (Joyson)</b>	<p>Improving a child's confidence and musicality through singing actions songs and singing with the appropriate tune.</p>	<p>Let the children sing action songs at home. 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>	
<b>Music Year02 (Sunil)</b>	<p>Read and play Musical notes with the help some words (Sight reading and rhythm making revision)</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 how to play Music with the help of (Bee, Glow- worm, Butterfly, and caterpillar) by clapping.</p>	



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<b>Music Year02 (Kiko)</b>	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes</p> <p>Familiarizing with sounds of different instruments</p>	<p>Encourage the child to 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>Let the children listen to different instruments, especially piano, violin, flute, trumpet, and guitar.</p>	
<b>Moral Education</b>	<p><b>Topic:</b> Discovering UAE Heritage through Storytelling</p> <p>To understand what stories can teach us about our past.</p> <p>To recognize how traditional stories are passed from generation to generation.</p> <p><b>Topic: The Storyteller</b></p> <p>To understand the method of how we tell a story.</p> <p><b>Topic: Creating Our Own Stories</b></p> <p>To create your own story about yourself or your family</p>	<p><b>Talk</b> to your child about the importance of traditional storytelling and what it was for.</p> <p><b>Share</b> with your child a few pictures and encourage them to create a story.</p> <p><b>Encourage</b> your child to draw a picture of the story to tell about the aspect of their heritage.</p>	