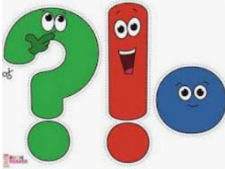




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Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
<p>English</p>	<p>Spelling To read and write words with long and short vowel phonemes. To identify and use the rules learnt, to spell new words that have similar endings.</p> <p>Punctuation To write simple sentences using full stops and capital letters. To understand the structure of a simple sentence.</p>	<p>Refer to list of high frequency words and encourage your child to read to you as words as possible. Encourage your child to spell some of them without looking at the word.</p> <p>Vowel Sound Sorting: Create a set of flashcards with a mix of words containing long and short vowels. Sort the words into two groups: long vowel sounds and short vowel sounds. Discuss each word, emphasising the vowel sound. Ask your child to think of other words with the same vowel sound. Introduce new vocabulary by finding examples with both long and short vowels.</p> <p>Punctuation Scavenger Hunt Write simple sentences on pieces of paper, leaving out the capital letters and full stops. Hide the pieces of paper around the house. Ask your child to find the papers and correct the sentences by adding capital letters and full stops.</p> <p>Give your child strips of paper with a scrambled sentence and a separate strip with punctuation marks. The child arranges the words to form a correct</p>	<p>long vowel sound</p>  <p>Punctuation</p>



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	<p>Grammar To identify language features (nouns, verbs, adjectives). To know the differences between each feature. To write simple sentences in sequence to effectively convey ideas and events. To use adjectives to describe characters and settings. To use connectives to join sentences.</p>	<p>sentence and places the correct punctuation mark at the end.</p> <p>Give your child some flash cards and ask them to arrange them into a sentence. Now, encourage them to identify the nouns, verbs, adjectives and connectives (and, or , but).</p> <p>Invite your child to give you any two of the language features (nouns, verbs, adjectives and connectives) where you can frame sentences. Ask them to give you a score for each sentence you frame.</p> <p>Sentence Expansion Game Start with a simple sentence, such as "The car moves." Take turns with your child to add one word at a time to expand the sentence, ensuring it remains grammatically correct. For example, "The blue car moves quickly." Discuss how each added word changes the meaning or adds detail to the sentence. Encourage your child to think of creative ways to expand their sentences using adjectives and connectives.</p> <p>Sentence Building with Word Cards: Create word cards for nouns, verbs, and adjectives. Ask your child to build simple sentences using the cards, ensuring each sentence has a noun, a verb, and</p>	<p></p> <p>Adjectives</p> <p>Nouns and Verbs</p> <p>Connectives</p> <p>Sequencing Instructions</p> <p></p> <p>Writing Instructions</p>
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	<p>Text Level To practice giving and following verbal instructions.</p> <p>To analyse language features of written instructions such as imperative verbs (Put, Pour, Cut, Fold) and numbered/sequential ordering of sentences.</p> <p>To write simple instructions using models from reading non-fiction texts.</p> <p>To read a variety of instructions such as: recipes, Instructions to play a game or for a science experiment and direction to find a location.</p>	<p>an adjective. Discuss the sentences your child creates. Ask them to explain why they chose each word. Encourage your child to expand their sentences by adding more detail.</p> <p>Following Verbal Instructions Game Play a simple game like 'Simon Says' where you give verbal instructions, and the child follows them. Start with basic instructions and gradually make them more complex.</p> <p>Encourage your child to write instructions for wrapping a gift/ make jelly/give directions to reach your home etc Next challenge them to write a set of instructions for the same.</p> <p>Talk and have fun writing sets of instructions with your child such as: How to brush your teeth? How to make a sandwich?</p> <p>Recipe Reading and Cooking Choose a simple recipe from a children's cookbook or online resource.</p>	
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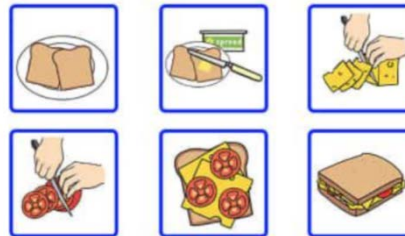


Have your child read the recipe aloud, identifying imperative verbs (e.g., pour, mix, bake) and noting the sequential order of steps.

Together, follow the instructions to cook or bake the recipe. Discuss the importance of following the steps in order and how imperative verbs tell us what to do. After cooking, talk about what went well and any challenges encountered.

Try out some written instructions. Encourage your child to follow them along with you.

Share the importance of simple sentences and the use of short formal phrases and time connectives (**first, then, next, finally**).






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<p>Mathematics</p>	<p>To read and write two-digit numbers in figures and words.</p> <p>To order numbers and position them on a number line.</p> <p>To count to 100 objects by grouping them and counting in tens, fives or twos.</p> <p>To recognize the place value of each digit in a two-digit number (tens, ones)</p>	<p>Encourage your child to use a calendar to count the days to a birthday or special occasion. Help your child see the connection between a numeral like "5," the word "five," and five days on the calendar.</p> <p>Make a number strip with some numbers missing on it. Encourage your child to write the missing numbers on it and write their number names</p>  <p>Encourage your child to count while climbing stairs by beginning at one and counting on in ones, extend by beginning at different numbers and counting forwards and backwards in steps of twos, fives and tens.</p> <p>Talk your child that partitioning is splitting numbers into their place values e.g. tens and units 25=2 tens and 5 units.</p>	<p>Ordering numbers</p> <p>Count by 2's</p> <p>Count by 5's</p> <p>Count by 10's</p> <p>Skip counting</p> <p>Place value</p>
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To add and subtract numbers using concrete objects, pictorial representations, and mentally.

How many tens/ones are there in that 2-digit number?

If the two numbers have the same number of tens, how do you know which number is less/greater than the other?

How do you know which sign to use in between the two numbers?

To understand that subtraction is the inverse of addition and vice versa

Share and model a variety of strategies to add or subtract numbers e.g. by counting mentally, counting objects, drawing lines etc.

Hundred Chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$\begin{array}{l} 8 + 5 = 13 \\ 15 - 6 = 9 \\ 57 + 7 = 64 \\ 99 - 11 = 88 \\ 35 + 52 = 87 \\ 75 - 31 = 44 \\ 30 + 1 \end{array}$$

[Addition and subtraction](#)

[Inverse operations](#)



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		<p>Talk to your child about how addition and subtraction related. e.g. $27 + 5 = 32$ $32 - 5 = 27$</p> <p><u>Challenge:</u></p> <p>Use these cards to make calculations with their answers,</p> <div data-bbox="994 635 1563 737"></div> <p>Like this one:</p> <div data-bbox="1079 804 1476 906"></div> <p>In each calculation you must only use a card once, but of course you can re-use them in your calculation if you want to.</p> <p>Can you find a way to use all the cards in one calculation?</p> <p>Can you find all the possible ways to use the cards?</p>	
Science	Materials To distinguish between an object and the material from which it is made.	Collect boxes, containers, bottles, jars, bags, made of different materials e.g. cardboard, wood, metal, plastic etc. Talk to your child to sort the containers into two or more sets and share what criteria they used. For example, they may make a set of shiny materials and another of hard materials (also soft, breakable, non-breakable, transparent and opaque).	Materials and Objects.pdf Everyday Objects.pdf



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To distinguish between a natural or man-made materials.



To describe the simple physical properties of a variety of everyday material.



Encourage your child to identify if some of the materials could be put into more than one group.

Show children objects e.g. a wooden ruler or chair, a woollen jersey, a stone lampstand; Talk to them about how the natural material was altered in making these objects.

Share with your children how we use natural materials like wool, cotton, silk and rubber to make objects like jumper, fabric or wellies.

Encourage them to research about how man-made materials like glass or plastic is made.



[Natural and Man-made materials.pdf](#)



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<p>Humanities</p> <p>Geography</p>	<p>Mapping Skills</p> <p>Mapping it out</p> <p>To explore different types of maps.</p> <p>Key vocabulary: sketch map, key, title, compass rose, direction, aerial (bird's eye) view, map symbols.</p> <p>Routing Around</p> <p>To explore routes in the local area.</p> <p>Key vocabulary: compass, compass rose, direction, route, local area, near, far, distance, time, transport.</p>	<p>Talk to your child about the different types of maps and sketch maps of local areas.</p> <p>Share with your child different symbols used on maps to locate a place.</p> <p>Encourage your child to sketch a map of your local area.</p> <p>Talk to your child about the four points of a compass and describe how to move around a map using compass directions.</p> <p>Share with your child simple routes on a map of the local area using road, place names and a key.</p> <p>Encourage your child to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Encourage your child to go out into the local area with you and plan a route in the local area.</p>	<p> Mapping it out.pdf</p> <p> Routing Around.pdf</p>
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<p>UAE Social Studies</p>	<p>Living in groups</p> <p>To explore why people, live in groups.</p> <p>Key vocabulary: group, family member, teach, learn</p> <p>My family</p> <p>To explore how everyone in a family helps each other.</p> <p>Key vocabulary: family, cousin, aunt, uncle, pet</p>	<p>Talk to your child about living in groups.</p> <p>Share with your child the animals that live in groups.</p> <p>Encourage your child to share what animals and people learn from older family members.</p> <p>Talk to your child about the members of your family, your family tree, family stories and family traditions.</p> <p>Share different ways in which members of your family help each other.</p> <p>Encourage your child to talk about how they spend their weekends.</p>	<p> Living in Groups.pdf</p> <p> My Family.pdf</p>
<p>Arabic for Arabs</p>	<p>مسعودة السلحفاة "قصة"</p> <p>أن يحدد الطالب عناصر القصة . أن يستنتج الطالب معاني المفردات الجديدة. أن يطرح الطالب أسئلة بـ (متى – وكيف – لماذا – أين) . أن يميز الطالب بين أسلوب التعجب والنداء . ما أطيّب التفاح ! (نشيد) أن يوظف التلميذ التلاميذ المفردات الجديدة في سياقات مختلفة .</p>	<p>يساعده في قراءة إحدى القصص وتحديد عناصرها. * لعبة جملة وكلمة للتعرف على الجملة المفيدة * جمع صور للأطعمه الصحية ووصفها . * تدريب الطالب بالمنزل على التحدث مستخدما التعبير الحقيقي والمجازي . يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يميز التلاميذ الفرق بين الشعر والنثر . أن يحدد التلاميذ المعنى الإجمالي للنص . أن يميز التلاميذ بين التعبير الحقيقي والمجازي .</p>	<p>التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
<p>Arabic for non-Arabs</p>	<p>Revision To make words out of letters. To identify the Arabic numbers. To determine the days of the week. To use the colours in different sentences. The family (الأسرة) To describe the family using the correct adjectives. To create a dialogue about the family. To conjugate the new verbs with the pronouns in sentences. To express the opinion in the family members.</p>	<p>Ask your child to write his name in Arabic. Ask your child to tell you about the date in Arabic. In every lesson, we provide the students with new words with their meanings to help your child memorize and use in sentences of his/her own. Ask your child to speak about the family and the mall in Arabic. Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic</p>	<p>Arabic and Islamic YouTube Channel</p>
<p>Islamic Education for Arabs</p>	<p>سورة العصر أن يوضح التلميذ المعنى الإجمالي للسورة أن يعدد التلميذ الأعمال الصالحة</p>	<p>يساعد ولي الأمر الطالب على البحث عن أسماء الرسل. تشجيعه على الاقتداء بالرسل. يساعده في حفظ السورة من المصحف المعلم. يشجعه على حب الخير لإخوانه.</p>	



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	<p>الله اللطيف الخبير أن يوضح التلميذ نعم الله على الإنسان أن يستنتج التلميذ أن الله لطيف بعباده الإيمان بالرسول أن يميز التلميذ أركان الإيمان أن يشرح التلميذ قصة سيدنا نوح عليه السلام</p>	<p>يشجعه على احترام الغير. تصميم بطاقة لأركان الإيمان 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>
Islamic Education for non-Arabs	<p>Unit A: Lesson1: Surat ul Asr. To explain the overall meaning of the surah. Purification To explain the meaning of Taharah (purification). Elucidate the etiquette of reliving oneself Belief in messengers. Conclude the wisdom of sending messengers. Explain the qualities of the messengers.</p>	<p>Encourage your child to memorize Surat ul Asr. Share with your child the meaning of the verses of Surat ul Asr. Encourage your child to memorize Surat al-Asr. Talk to your child about the nullifiers of Wudu. Share with your child the stories of Prophet Nuh and Prophet Ibrahim. Talk to your child about the qualities and the role of the messengers. Go through the links on the Arabic 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>Activity 1 Locomotor Skills/Dodgeball <u>Walking, Running.</u></p> <p>Activity 2 <u>Galloping and Jumping:</u></p> <p>Activity 3</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> 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>The Walking Code Proper Walking Footwork with Todd Martin MD.mp4</p> <p>Running Technique.mp4</p> <p>Galloping.mp4</p>



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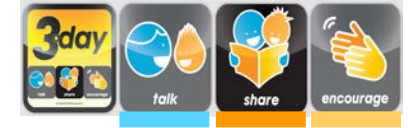


	<p><u>Leaping and skipping:</u></p> <p>Activity 4</p> <p><u>Body Awareness and Running posture:</u></p>	<p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Locomotor Skills(Leaping,Jump and Land, Skipping, and Hopping).mp4</p> <p>Running Posture.mp4</p>
<p>Information and Communication Technology</p>	<p>To discuss the purpose of input and output devices of a computer. To create a structure using Paint 3D/ Tux Paint that utilizes geometric shapes in its construction.</p> <p>To use drawing tools to design a specific object and accomplish specific goals.</p>	<p>Share with your child the information about input output devices of a computer</p> <p>Encourage your child to research how different appliances follow the input-processing-output methodology.</p> <p>Talk about the real-life application of different input and output devices.</p> <p>Share with your child pictures of different images of 2D and 3D shapes</p> <p>Encourage children to explore the buildings around the world and create a replica of the same using 3D shapes in Paint 3D/TUX paint</p> <p>Talk about the use of different shapes and patterns used to create the structure.</p>	<p>Parts of the Computer</p> <p>https://tuxpaint.org/features/#drawing_tools</p>



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<p>Music (Joyson)</p>	<p>Learning musical notes, reciting and singing DO, RE, MI, FA, SO, LA, TI, DO. Improving children’s confidence and musicality through singing actions songs. Tofa Tafa song Roll over the ocean</p>	<p>Let the children sing action songs at home. Ask the child to perform the songs we learned in school.</p>	
<p>Music (Sunil)</p>	<p>Read and play Musical notes with the help 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) Ask the child to read and play the musical notes without the word support</p>	
<p>Music (Kiko)</p>	<p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes</p>	<p>Encourage the child 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.</p>	
<p>Moral Education</p>	<p>Topic: Everyone around Me To explore the important people in their life. Topic: Affection and Appreciation</p>	<p>Talk to your child about the importance of people around them. Share with your child about the importance of showing affection to others.</p>	<p>To understand the importance of family and affection.</p>



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	<p>To understand how to express feelings of affection to others.</p> <p>To recognize how do you feel when others express their affection to you.</p> <p>Topic: What is fairness?</p> <p>To explore feelings in the context of important relationships including family and friends.</p> <p>To suggest how to make an unfair situation fair.</p>	<p>Encourage your child to recognize the importance of an apology if someone has acted unfairly.</p> 	 <p>The Birth of the Turtles.pdf</p> <p>Fairness and Unfairness</p>
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