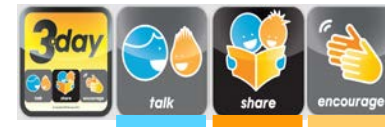




The Winchester School

Family Learning Newsletter (Year 1) –April 2025



Area of learning	Focus	Home activities - help your child at home.	Useful websites
<p>English</p>	<p>Spelling To use phonic knowledge to spell words ending with the 'au'/'aw' sound and 'ou'/'ow' sound.</p> <p>Grammar Compound Noun Understanding compound nouns (formed by combining two or more words). Examples: lunch + box = lunchbox, foot + ball = football.</p>	<ol style="list-style-type: none"> 1. Use magnetic letters to form words with 'au', 'aw', 'ou', and 'ow'. Encourage your child to sound out the words as they build them. Examples: 'saw', 'claw', 'out', 'cow'. Encourage them to create simple sentences using these words. 2. Choose or create a short story that includes a variety of words with the target sounds. Read the story together, emphasizing the sounds and asking your child to repeat the words. 3. Ask your child to draw pictures of items that correspond to the words with these sounds (e.g., a "cow" for the 'ow' sound, a "saw" for the 'aw' sound). Have them write the word next to the drawing and practice reading them aloud. <p>Activity - Provide a jumbled-up list of compound and non-compound words. Ask your child to identify and sort them correctly.</p> <p>Help your child recognise compound words in sentences by highlighting them in books or daily conversations.</p>	<p>https://wordwall.net/resource/26377531/unscramble-the-words-in-the-sentences-au-aw</p> <p>Phonics - ou and ow.docx</p> <div data-bbox="1612 735 1934 1029" data-label="Image"> </div> <p>https://wordwall.net/resource/5465739/compound-word-not-compound-word</p> <p>Compound Words.docx</p>

Text Level

Letter Writing

- To write letters to convey information.
- To identify the features of letters.
- To understand that addresses show where letters are sent.

Text Level

Adventure Stories

- To retell stories, stating the main points in sequence.
- To identify and compare basic story elements (e.g., beginnings and endings in different stories).

Encouraging children to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters.

SHARE some post cards or old samples of letters (if any) to show your child how letters were used very popularly to convey information.

ENCOURAGE them to write simple letters to their friend or grandparents about their school.

Remind them to focus on all the features of the letter and share the importance of an address. Ask: What will happen if there is no address or the address is incorrect?

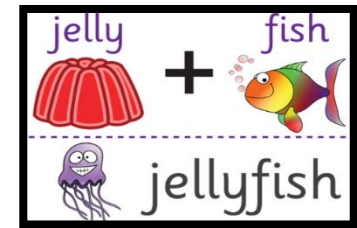
ENCOURAGE them to begin with the greetings and sign off the letter in the end. Share some ideas of signing off. E.g.: yours truly, yours lovingly etc.

TALK to them about emails and voice messages which are now gaining more significance as a medium of communication.

TALK about what is new or unexpected and predict how characters will look and behave in these settings. Discuss unexpected events and predict how characters will look and behave in different settings.

Encourage your child to relate to the story by asking, what would you do if you were in this situation?


Compare and contrast stories with different settings, allowing your child to express preferences.




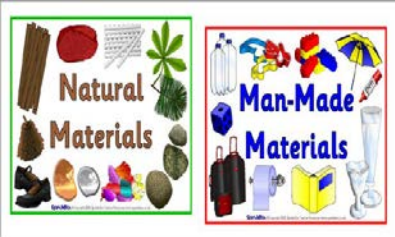
[Letter Writing.docx](#)



[Adventure Story.docx](#)

	<ul style="list-style-type: none"> To use elements of known stories to structure their own writing. 	<p>Watch a short performance or film version of an adventure story together.</p> <p>Help your child identify the main characters and events in a story.</p> <p>Ask them to retell the story orally, ensuring the events are in sequence.</p> <p>Encourage your child to create their own adventure storybook with pictures, settings, and characters.</p> <p>Support them in writing the beginning, middle, and end of the story</p>	
<p>Mathematics</p>	<p>To estimate, measure and compare weight using uniform, nonstandard units of measurement.</p> <p>To read time to half past. To read and show time in hour and half.</p>	<p>Talk: After shopping in the supermarket, talk to your child about checking the weight labels and ask him/her how to weigh the fruits and vegetables. Ask your child to compare and estimate the weight of items you have purchased. E.g.: Are the apples heavier than the lemons? How many cubes heavy are the apples?</p> <p>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</p>	<p>Weight.docx</p> <p>time word problem</p>

	<p>To solve problems involving counting, addition, and subtraction.</p>	<p>7:30. Talk to them about the difference between an analog and digital clock.</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?</p>	<p>Word problems</p>
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<p>Science</p>	<p>Materials:</p> <p>To distinguish between an object and the material from which it is made.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To differentiate between natural and man-made materials with examples including wood, plastic, glass, metal, water, and rock.</p> 	<p>ENCOURAGE your child to play a feely bag game. Place different materials (e.g., fabric, plastic, metal, sponge) in a bag and let children feel and describe their properties (soft, rough, smooth, hard).</p> <p>EXPLORE, RESEARCH and SHARE information on difference between natural and man-made materials. Let the child describe the simple physical properties of a variety of everyday materials.</p> <p>ENCOURAGE your child to classify different objects into natural and man-made origins.</p> <p>ENCOURAGE your child to TALK about and evaluate how natural materials pose advantage over man-made materials in terms of impact on the environment.</p> <p>SHARE information by evaluating the advantages of certain man-made materials over natural materials in terms of real-life uses.</p>	<p>Objects and materials</p> 
<p>Humanities History</p>	<p>To explore what makes a person significant.</p>	<p>Talk to your child about the people who are important in their lives, school and community.</p>	<p>What makes someone a significant person.pdf</p>

Geography



What is weather?

To explore what the weather is like in the United Arab Emirates and the United Kingdom.

Share information on a variety of well-known, famous people from a range of backgrounds, such as sport, science, television, film, etc. through stories and photographs.

Encourage your child to find out some reasons why someone might be significant. Look at the pictures of explorers, what they did and why they are thought of as significant.

Key words: important, significant, famous, person, people, explorer.

Talk to your child about the daily weather patterns.

Share information about how our weather changes throughout the year – seasons.

Encourage your child to observe the weather in our city and record the observations in a weather diary.

[What is weather.pdf](#)



How does the weather affect us?

To explore the different seasons in a year.

Key words: weather, changes, seasons, daily, day to day, weather recording, observation, temperature, thermometer, sun, rain, thunder, snow, wind.

Talk to your child about the changes that take place in the different seasons.

Share the ways the weather affects us in the clothes we wear, how we travel and the things we do.

Encourage your child to describe the changes that take place in the seasons using ambitious vocabulary.

Key words: seasons, change, months of the year, autumn, winter, spring, summer, affect

[How does the weather affect us.pdf](#)

UAE Social Studies

To identify ways to preserve personal and public property.

Talk to your child about their role in preserving their personal and the public property they see around.

Share with your child how to take care of their personal and public property.

[Personal and Public Property.pdf](#)

	<p>To explore needs and wants.</p>	<p>Encourage your child to list different ways to preserve their personal and the public property they see around.</p> <p>Key Vocabulary public, personal, preserve, property</p> <p>Talk to your child about the difference between needs and wants.</p> <p>Share with your child the importance of needs and wants.</p> <p>Encourage your child to suggest ways they can achieve their needs and wants.</p> <p>Key Vocabulary wants, needs, food, water, shelter, medicine, cloths</p>	<p>Needs and Wants.pdf</p>
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<p>Arabic for Arabs</p>	<p>قصة طريف طاووس لطيف الضمائر أن يكتب التلميذ كلمات بصورة صحيحة. أن يحاكي التلميذ النمط في إنشاء جمل بها ..كلمات مشددة أن يربط التلميذ بين الكلمات والصور التي تم تعلمها لتكوين جمل جديدة أن يميز التلميذ الضمائر المنفصلة. قصة النحلة والفراشة أن يربط التلميذ بين الصور والأحداث المرئية أو المسموعة من خلال صور أو فيديوهات عن الحشرات. أن يستخدم التلميذ أدوات الاستفهام لتكوين أسئلة والإجابة عنها.</p>	<p>مساعدة الابن على قراءة كلمات متنوعة. مساعدة الابن في تركيب كلمات مكونه من حرفين أو أكثر مساعدة الابن على كتابة كلمات بسيطة . إملاء الكلمات التي تم تعلمها بصورة دورية. مساعدة التلميذ في جمل صور عن الحشرات ووصفها. مساعدته في مشاهدة فيديوهات عن الضمائر وأدوات 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.</p>	<p>منصة كتبي قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non Arabs</p>	<p>My body: We will learn to talk about body parts in Arabic. How to describe an object using colors and adjectives. Long - smooth - black - brown How to use this for masculine and this for feminine. How to use (بينما) for the hyphen. The student must form decisive sentences using conjunctions such as 'and' (و), 'then' (ثم) The student must use the phrases “I have” (عندي) and “I don’t have”</p>	<p>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 body parts. 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>منصة - كتبي https://read.kutubee.com/login?redir ectURL=%2Fhome%2Flevel Arabic and Islamic YouTube Channel</p>

	<p>(ليس عندي) to express the presence or absence of items. Combine the letters to form a word. How can sentences be written?</p>		
<p>Islamic for Non Arabs</p>	<p>The best among you is the one who learns the Quran and teaches it. Learning Objectives: To read the honourable Hadith from memory. Explain the overall meaning of the Hadith. Identify the behaviour that indicates love for the Holy Quran.</p>	<p>Please encourage your child to memorize surat Al-kafiroon, Surat Al-Masad and Surat Al-Nasr.</p> <p>Please practice Surat Al feel, Al Fatiah, Al Nas and Surat Al Falaq every week with your child.</p> <p>Please encourage your child to memorize the honorable Hadith (The best among you is the one who learns the Quran and teaches it).</p> <p>Please encourage your child to learn the Dua taught in class.</p>	<p>Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arabs</p>	<p>سورة الكوثر أن يتلو الطالب السورة تلاوة صحيحة . أن يوضح الطالب المعنى الإجمالي لسورة الكوثر أن يبين الطالب فضل الله على نبيه محمد صلى الله عليه وسلم . درس آداب الطعام أن يميز الطالب بعض مخلوقات الله في الأرض . أن يوضح الطالب أهمية الحيوانات والنباتات للإنسان أن يوضح الطالب حبه لمخلوقات الله تعالى في الأرض . التسامح أن يستنتج الطالب أهمية التسامح . أن يعدد الطالب أوجه التسامح . أن يستنتج الطالب ثواب التسامح .</p>	<p>يساعد ولي الأمر الطالب في حفظ السورة من خلال المصحف المعلم . تعلم تلاوة القرآن في المنزل. حث الابن على الالتزام بالصلوات الخمس . مشاهدة فيديوهات عن فضل تعلم وتلاوة القرآن الكريم . حث الطالب على فضل وثواب حفظ القرآن الكريم . حث الطالب على التسامح مع الآخرين .</p> <p>مساعدته على مشاهدة فيديوهات تعليمية عن التسامح وفضل القرآن يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة وينشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة وينشستر</p>

Physical Education Activity -1 Activity – 2 Activity - 3 Activity - 4	<u>Basketball</u>: Dribbling in Stationary Position. <u>Basketball</u>: Dribbling in Movement (Walking) <u>Basketball</u>: Passing & Receiving. <u>Basketball</u>: Stationary Shot	<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 proper cooldown activity.	How to Dribble Basketball.mp4 Daily Trainer Breakdown Walking Dribbling Drills.mp4 Passing Drill for Youth Basketball Baker Drills Review by George Karl - Copy.mp4 Basketball stationary shot.mp4
Music Year01 (Kiko)	improving children’s confidence and musicality through singing actions songs.	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.	
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	<p>Learning musical notes, only recite DO, RE, MI, FA, SO, LA, TI, DO.</p> <p>Improving children’s confidence and musicality through singing actions songs.</p> <p>A Rum sum sum</p> <p>Happiness is something if you give it away</p>	<p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p>	
ICT	<p>To format the text using font size, colour and style.</p> <p>To identify the different tools used in a word document.</p>	<p>Explore and Research about the different font styles.</p> <p>ENCOURAGE your child to write a few sentences about their favourite story using font size - 14.</p> <p>ENCOURAGE your child to use different borders and colour combinations for their word document.</p> <p>Draw a picture using only these shapes, such as a house or a tree, and color the shapes in with the help of suitable tool and clipart.</p>	<p>https://study.com/academy/lesson/basic-guide-to-microsoft-word-toolbars-document-views.html</p> <p>https://www.wikihow.com/Add-Clip-Art-to-Microsoft-Word</p> <p>Activity</p> <p>https://wordwall.net/resource/9592224/label-microsoft-word-screen</p> <p>https://quizizz.com/join?gc=17313816</p>
Moral Education	Value of the month: April “Leading with Vision”	<p>1. Role Model Research</p> <p>Choose a leader they admire (e.g., a historical figure, a family member, or a teacher). Write or draw about what</p>	

Leadership Gemstones		<p>makes them a great leader. Think about how they can apply these qualities in their own life.</p> <ul style="list-style-type: none">• What steps can you take to become a great leader like your role model?• What advice do you think your role model would give you about leadership? <p>2. The Leadership Challenge Game</p> <p>Students practice decision-making and problem-solving as leaders. You can give scenarios to the child like:</p> <ul style="list-style-type: none">• "Your friend is struggling with a task. What do you do?"• "Your team disagrees on how to finish a project. How do you lead them?" <p>Encourage them to explain their decision and why it shows leadership.</p>	
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