




# The Winchester School, Jebel Ali

## Family Learning Newsletter-Year 2 -April - 2025




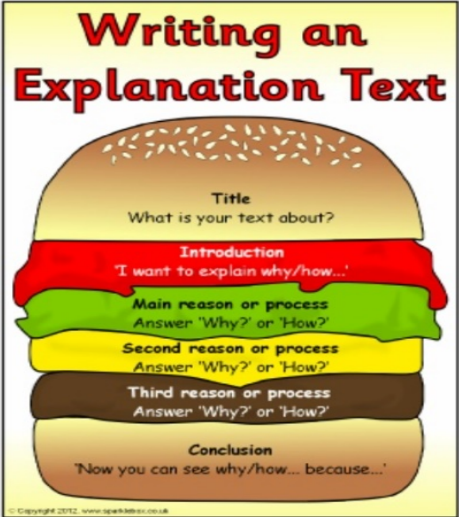
Area of learning	Focus	Home Activities/How can you help your child at home?	Useful websites
<p><b>English</b></p>	<p><b>Spellings</b>  <b>Learning Objective:</b> To spell words with the /zh/ sound spelt /s/  <b>Rule:</b> Sometimes /s/ makes the sound /zh/.            Example: television</p> <p><b>Learning Objective:</b> To spell words with the long /i/ spelled with /y/  <b>Rule:</b> Mostly the long /i/ sound is spelt as /y/. Example: July</p> <p><b>Punctuation:</b>            To punctuate writing effectively using the punctuation learnt. To read with expression using the punctuation in the text.</p> <p><b>Grammar:</b> Use of the suffixes –er, –est in adjectives. (Comparative and Superlative)            Reviewing and enforcing using commas in lists and expanded noun phrases.</p>	<p>Choose age-appropriate books or passages that contain words following the spelling rule. Read aloud to your child and ask them to identify words with the /zh/ sound spelt /s/            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</p> <p>Practice Kung Fu punctuation with your child, remind them to use it during writing at home as well.</p> <div style="text-align: center;">  </div> <p><b>Ask</b> your child to look around their homes for things to compare and to write ten sentences comparing things. For example: Our house is the smallest on the street, the butterfly is even more beautiful than the flower!</p>	<p><a href="#">zh sound spelt s</a></p> <p><a href="#">long i spelled with y</a></p> <p><a href="#">Match up punctuation</a></p> <p><a href="#">Punctuation</a></p> <p><a href="#">Comparatives and superlatives</a></p> <p><a href="#">Fiction with a message</a></p>



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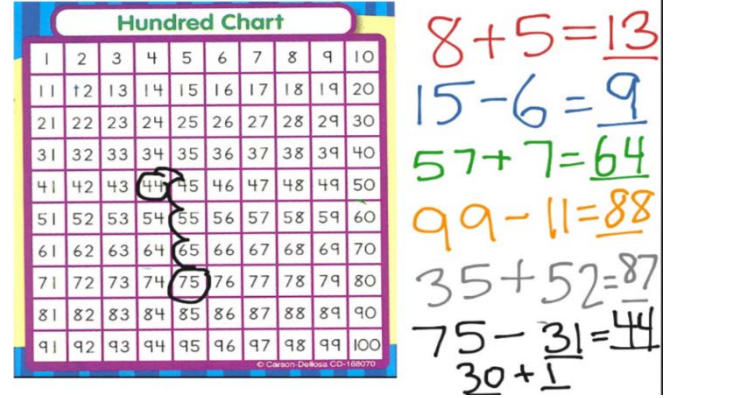
	<p><b>Fiction with a message:</b> To know the difference between traditional tales and other stories. To review the features of the Beginning, Middle and End of any story. To write stories in sequence using wow words. To add a sequel to a story.</p> <p><b>Grammar Tense: Simple Present</b> To use tenses appropriately to show the timing of the action.</p> <p><b>Text Level: Explanation text:</b> To explore explanation texts.</p> <p>To use the features to present and write an explanation text.</p>	<p><b>Encourage</b> your child to talk about their own story, incorporating the features of story writing. Share with you child any extra interesting information you have about the story. Share with you child any extra interesting information you have about the story. Encourage: Encourage your child to use appropriate vocabulary, time connectives and correct grammatical syntax as this will ensure quality in the writing tasks.</p> <p>Encourage 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><b>Talk:</b> Talk to your child that an <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.</p> <p>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><a href="#">Simple Present Tense</a></p> <p><a href="#">Present Tense Quiz</a></p>  <p><a href="#">How honey is made.pdf</a></p>  <p><a href="#">Explanation Text Quiz</a></p>
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	<p>To explore the use of the connectives – because and if, in explanation texts.</p>  <p><b>EXPLANATION TEXT</b></p> <p><b>Technical Vocabulary</b> Remember, when using subject specific vocabulary, to put it in bold and in a glossary</p> <p><b>Time Connectives</b> Help the reader to understand the order</p> <p><b>Diagrams</b> Make sure your diagrams are clear and accurately</p> <p><b>HOW TO WRITE AN:</b></p> <p><b>Present Tense</b> These things are happening now</p> <p><b>Introduction</b> Should introduce your main ideas, as well as giving some brief description</p> <p><b>Title</b> Making your title a question can help guide your writing</p> <p><b>Text boxes</b> Interesting facts/ "Did you know?" boxes can help engage the reader</p>	<p><b>Encourage:</b> Encourage your child to use appropriate vocabulary and time connectives. Your child must use complete sentences and correct grammatical syntax as this will ensure quality in the writing tasks.</p>	
<p><b>Mathematics</b></p>	<p><u>Addition and Subtraction</u></p> <p>To solve mathematical statements related to addition and subtraction involving carry over and borrowing.</p>	<p><b>Share</b> and model a variety of strategies to add or subtract numbers e.g. by counting mentally, counting objects, drawing lines etc.</p>  <p><b>Hundred Chart</b></p> <p>8 + 5 = 13</p> <p>15 - 6 = 9</p> <p>57 + 7 = 64</p> <p>99 - 11 = 88</p> <p>35 + 52 = 87</p> <p>75 - 31 = 44</p> <p>30 + 1</p>	<p><a href="#">Addition and subtraction</a></p>



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### Inverse Operation

To understand that subtraction is the inverse of addition or vice versa.

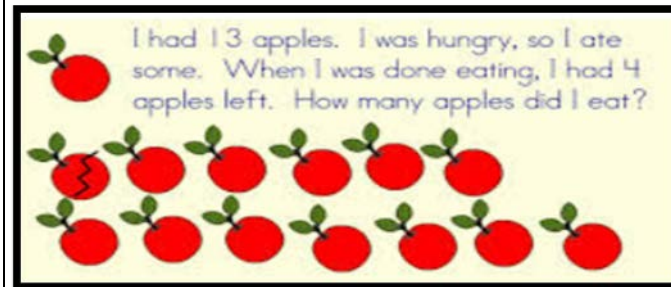
### Word Problems

To solve word problems involving addition and subtraction.

**Talk** to your child, addition and subtraction are the inverse.  
e.g.  $27 + 5 = 32$      $32 - 5 = 27$

Pose a problem such as, "Annie has 12 crayons. She gets 18 more. How many crayons does she have in all?" Help your child understand the question by highlighting important information, then plan to solve, and then follow out that plan. **Please encourage** your child to check his or her answer. Repeat the activity using other word problems that involve different operations.

Encourage your child to create own story sums involving addition and subtraction of numbers. By using the vocabulary related to addition and subtraction.



### Inverse Operations

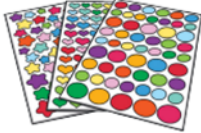

### Word Problems



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		<p><b>Challenge</b></p> <p>Sophie and Ted are collecting football stickers. Ted had 25 football stickers. Sophie has 36.</p> <p>How many do they have in total?</p> <p>How many more stickers does Sophie have than Ted?</p> 	
<p><b>Science</b></p>	<p><u>Plants</u></p> <p>To explore and describe different parts of seeds.</p>  <p>To explore and describe different parts of bulbs.</p>	<p>Show children a selection of seeds and bulbs.</p> <p><b>OBSERVE</b> different seeds - their size, shape, and texture. Soak seed in water for some time.</p> <p><b>DISCUSS</b> What do they notice about the seed's outer covering? How does the soaked seed feel compared to a dry seed? Why does the seed coat become softer after soaking? What happens to the seed coat when the seed starts growing?</p> <p><b>OBSERVE</b> the Whole Bulb- Onion or garlic bulb. Carefully cut the bulb in half to show the different parts: the outer scales (which protect the bulb), the inner layers, the shoot (the sprout that will grow into the plant), and the root plate (where the roots will grow).</p>	<p><a href="#">Parts of a Plant.pdf</a></p> <p><a href="#">Parts of a Seed.pdf</a></p> <p><a href="#">Plants from Bulbs.pdf</a></p>



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	<p>To observe and describe how seeds and bulbs grow into mature plants.</p>	<p>Place the bulb in the jar or vase with the roots submerged in water. Over a week, <b>observe and describe</b> how the roots grow and how the shoot begins to sprout.</p> <p><b>DRAW</b> the bulb and label its parts.</p> <p><b>ENCOURAGE</b> them to write down what they learned about each part.</p> <p><b>COMPARED</b> between seeds and bulbs.</p>	
<p><b>Humanities</b> <b>History</b></p>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> <li>➤ What happened after the Great Fire? <ul style="list-style-type: none"> <li>- To explore how London changed after the Great Fire.</li> </ul> </li> </ul> <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 King Charles II’s declaration after the fire.</p> <p><b>Encourage</b> your child to think about what might have needed to happen next and whether things should be rebuilt exactly as they were before.</p> <p><b>Share</b> how London was rebuilt.</p>	<p><a href="#">What happened after the Great Fire.pdf</a></p>
<p><b>UAE Social Studies</b></p>	<p><b>The Seven Emirates</b></p> <p>To explore the seven emirates and their features.</p> <p><b>Key vocabulary:</b> ruling family, royal, mountain, farm</p>	<p><b>Talk</b> to your child about the formation of the UAE and ‘The Founding Fathers’.</p> <p><b>Share</b> with your child who the ruling families in the UAE are.</p> <p><b>Encourage</b> your child to find out about the features of the seven emirates.</p>	<p><a href="#">The Seven Emirates.pdf</a></p>



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	<p><b>Islam and the UAE</b></p> <p>To explore the religion and culture of the UAE.</p> <p><b>Key vocabulary:</b> Islam, Muslim, Ramadan, prayer</p> <p><b>Food in the UAE</b></p> <p>To explore the traditional food in the UAE.</p> <p><b>Key vocabulary:</b> diet, healthy, dish, ingredients.</p>	<p><b>Talk</b> to your child about the importance of respecting the culture and laws of the UAE.</p> <p><b>Share</b> with your child because Friday is a special day for Muslims.</p> <p><b>Encourage</b> your child to describe the traditional dress in the UAE.</p> <p><b>Talk</b> to your child about the traditional Emirati dishes.</p> <p><b>Share</b> with your child the traditional food from different countries available in the UAE.</p> <p><b>Encourage</b> your child to explore what people in the UAE ate in the past.</p>	<p><a href="#">Islam in the UAE</a></p> <p><a href="#">Food in the UAE</a></p>
<p><b>Arabic for Arabs</b></p>	<p>" قصة مثلث ودائرة "</p> <p>أَنْ يُقَسِّرَ التَّلْمِيزَ الْمُفْرَدَاتِ الْجَدِيدَةَ مُوظَّفًا الْقَامُوسَ الْمُصَوِّرَ.</p> <p>أَنْ يَفْسِرَ التَّلْمِيزَ الْجَمْلَ وَالْعِبَارَاتِ الْمُسْتَعْمَلَةَ فِي النُّصُوصِ الْأَدْبِيَّةِ</p> <p>أَنْ يَسْتَنْتِجَ التَّلْمِيزَ الْعِلَاقَةَ بَيْنَ الْأَحْدَاثِ ( أَحْدَاثِ ) .(بَسِيطَةً مِنَ النَّصِّ</p> <p>أَنْ يَنْشِئَ التَّلْمِيزَ كَلِمَاتٍ تَتَشَابَهُ فِي الْإِيْقَاعِ الصَّوْتِيِّ</p> <p>أَنْ يَمِيزَ التَّلْمِيزَ الْأَسْمَاءِ وَالْأَفْعَالِ وَالْحُرُوفِ</p> <p>أَنْ يَفْرُقَ التَّلْمِيزَ بَيْنَ اللَّامِ الشَّمْسِيَّةِ وَالْقَمْرِيَّةِ</p> <p><b>نشيد علمتني نملة</b></p> <p>أَنْ يَحْدُدَ التَّلْمِيزَ مَفْرَدَاتِ النَّصِّ.</p> <p>أَنْ يَمِيزَ التَّلْمِيزَ الْفَرْقَ بَيْنَ الشَّعْرِ وَالنَّثْرِ .</p> <p>أَنْ يَحْدُدَ التَّلْمِيزَ الْمَعْنَى الْإِجْمَالِي لِلنَّصِّ .</p> <p>أَنْ يَمِيزَ التَّلْمِيزَ التَّعْبِيرَ الْحَقِيقِي وَالْمَجَازِي.</p>	<p>يساعده في البحث عن قصص أطفال مصورة وإعادة ترتيبها *</p> <p>يساعده في قراءة إحدى القصص ثم يحدد عناصرها *</p> <p>يساعده في طرح فكرة ويبحث على الأدلة التي تدعم فكرته *</p> <p>توفير بعض الفيديوهات عن الجملة الاسمية *</p> <p>تدريب الطالب بالمنزل على التمييز بين التاء المربوطة والهاء ، واللام *</p> <p>الشمسية والقمرية</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="#">منصة كتبي للقراءة</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>



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<b>Arabic for non-Arabs</b>	<p>Healthy food, Unhealthy food(الصحي الطعام) وغير الصحي ) To create sentences about healthy food and unhealthy food. To describe his favorite food using the correct adjectives. To conjugate the new verbs with the pronouns in sentences. To create a simple paragraph about food. Comparing healthy food and unhealthy food.</p>	<p>In every lesson, we provide the students with new words with their meanings to help your child memorize and use them in sentences of his/her own. Ask your child to speak about his/her food. Ask your child to describe the food in his school. 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>Kutubee for reading <a href="#">Arabic and Islamic YouTube Channel</a></p>
<b>Islamic for Arabs</b>	<p>سورة الشمس أن يوضح التلميذ المعنى الإجمالي للسورة. أن يشرح قصة قوم ثمود. من أخلاق المسلم أن يحلل التلميذ صور أخلاق المسلم. أن يعدد التلميذ فضل حسن الخلق. الصلاة على النبي أن يوضح التلميذ مفهوم الصلاة على النبي. أن يدلل التلميذ على فضل الصلاة على النبي.</p>	<p>يساعد ولي الأمر التلميذ من خلال: حثه على تلاوة القرآن الكريم حثه على حسن الخلق قولاً وفعلاً . توفير فيديوهات عن حسن الخلق. 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="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<b>Islamic for non-Arabs</b>	<p>Lesson 1: Suratu ash-Shams. To explain the overall meaning of suratu ash-Shams.  Lesson 2: "Allah my Ummah will enter Jannah" To conclude the deeds which lead to Jannah. To explain how to follow the Prophet (PBUH).</p>	<p>Encourage your child to memorize and understand Suratu al-Qadr. Encourage your child to abide by the manners of the prophet Muhammad (PBUH). Encourage your child to perform Salah on time. Encourage your child to color the monthly prayer chart and answer in the book ISLAM MY WAY OF LIVING as per the topic he studies. <b>Go</b> through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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	Lesson 3: Prayer upon the Prophet Apply the guidance of the noble hadith.		
<b>Physical Education</b>	<p><u>Activity 1</u> SOCCER- Passing &amp; Receiving</p> <p><u>Activity 2</u> SOCCER- Dribbling</p> <p><u>Activity 3</u> SOCCER- Kicking</p> <p><u>Activity 4</u> SOCCER- Team game</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><u>Cooldown</u> After the game, students will do a proper cooldown activity.</p>	<p><a href="#">5 Essential Passing and Receiving Drills   Training Drills To Improve First Touch &amp; Passing Skills.mp4</a></p> <p><a href="#">THE BASICS OF DRIBBLING I beginner tutorial.mp4</a></p> <p><a href="#">Football kicking.mp4</a></p> <p><a href="#">soccer game.mp4</a></p>
<b>Computing and thinking</b>	<p>To explore the different tools of Scratch Jr</p> <p>To change the costume for the spirit and move it.</p> <p>To give instructions to sprites for movement.</p> <p>To create a game in Scratch Jr.</p>	<p><i>Scratch</i> is an introductory block-based programming language that enables young students to develop 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 create a simple "<b>Underwater Adventure</b>" game in Scratch Jr. (for example: a fish sprite moves through the ocean, avoiding obstacles and reaching a treasure chest)</p>	<p><a href="#">How to Create a Game in Scratch?   Step-by-Step Tutorial For Beginners - GeeksforGeeks</a></p>



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<p><b>Music Year02 Joyson</b></p>	<p>Learning musical notes, reciting and singing DO, RE, MI, FA, SO, LA, TI, DO. Improving children’s confidence and musicality through singing action 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><b>Music Year02 Sunil</b></p>	<p>Read and play Musical notes with the help of 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><b>Music Year02 Kiko</b></p>	<p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes</p>	<p>Encourage the child to 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 singing actions.</p>	
<p><b>Moral Education</b></p>	<p><b>Topic: I Love Being with my Friend</b></p> <ul style="list-style-type: none"> <li>➤ To understand what friendship is.</li> <li>➤ To recognize why maintaining good friendships is important.</li> </ul> <p><b>Topic: The Real Friend</b></p> <ul style="list-style-type: none"> <li>➤ To understand the need to make new friends and treat friends well.</li> </ul>	<p><b>Talk</b> to your child about the importance of maintaining a good friendship.</p> <p><b>Share</b> with your child how to treat friends with respect, care, and support in different situations.</p>	



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<p><b>Leadership Gemstones</b></p>	<p>➤ To understand how to treat friends with respect, care, empathy, acceptance, and support in different situations.</p> <p><b>Topic: I made new friends</b> To identify in what ways people in the local community might be different from each other.</p> <p>Value of the month- “Leading with Vision”</p>	<p><b>Encourage</b> your child to draw a picture of the different cultures of his/ her friends.</p>  <p><b>1. Role Model Research</b> Choose a leader they admire (e.g., a historical figure, a family member, or a teacher). Write or draw about what makes them a great leader. Think about how they can apply these qualities in their own life.</p> <ul style="list-style-type: none"><li>• What steps can you take to become a great leader like your role model?</li><li>• What advice do you think your role model would give you about leadership?</li></ul> <p><b>2. The Leadership Challenge Game</b> Students practice decision-making and problem-solving as leaders. You can give scenarios to the child like:</p> <ul style="list-style-type: none"><li>• "Your friend is struggling with a task. What do you do?"</li><li>• "Your team disagrees on how to finish a project. How do you lead them?"</li></ul> <p>Encourage them to explain their decision and why it shows leadership.</p>	
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