



# The Winchester School

## Year 8 - Family Learning Newsletter – April – 2025

SUBJECT	FOCUS	ACTIVITIES	WEBSITES
<b>ENGLISH</b>	<p><b>Topic: Inferential Skills</b></p> <p><b>Learning Objectives:</b> To develop inferential skills.</p>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>❖ Read the article in the provided link along with your child.</li> <li>❖ Support your child in using Bloom's Taxonomy to create questions on the following:               <ol style="list-style-type: none"> <li>a. Complex inference</li> <li>b. Author's purpose</li> <li>c. Author's style</li> <li>d. Context of the text</li> </ol> </li> <li>❖ Motivate your child to write an article on any other endangered animal in the style of the article.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <a href="https://kids.nationalgeographic.com/history/article/endangered-species-act">https://kids.nationalgeographic.com/history/article/endangered-species-act</a></li> </ul>
<b>MATHS</b>	<p><b>Topic: Standard form</b></p> <p><b>Learning Objective:</b> To Apply appropriate strategies and techniques to convert numbers of different magnitudes from ordinary form to standard form.</p> <p><b>Topic: Volume of cube and cuboids, Volume of prism</b></p>	<p><b>Activities: Encourage your child to:</b></p> <ul style="list-style-type: none"> <li>❖ Research online on the application of standard form in real life.</li> <li>❖ Link to planets-size and distance from the sun.</li> <li>❖ Link to science: size of molecules and atoms.</li> </ul> <p><b>Along with your child:</b></p>	<ul style="list-style-type: none"> <li>❖ <a href="https://www.transum.org/software/SW/Starter_of_the_day/Students/Standard_FormB.asp?Level=8">https://www.transum.org/software/SW/Starter_of_the_day/Students/Standard_FormB.asp?Level=8</a></li> <li>❖ <a href="https://www.ixl.com/search?q=standard+form&amp;filters=%7B%22subject%22%3A%22Math%22%2C%22gradeIds%22%3A%5B%5D%2">https://www.ixl.com/search?q=standard+form&amp;filters=%7B%22subject%22%3A%22Math%22%2C%22gradeIds%22%3A%5B%5D%2</a></li> </ul>



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	<p><b>Learning Objective:</b> To Apply the formulas to calculate the volume of cubes, cuboids and prism.</p>	<ul style="list-style-type: none"> <li>❖ Identify any patterns or trends in the relationship between the base shape and the resulting volumes.</li> <li>❖ Record the calculated volumes and surface area alongside the corresponding prism dimensions.</li> <li>❖ Discuss their findings and draw conclusions.</li> </ul>	<p><a href="#">C%22resourceType%22%3A%22All+activities%22%7D</a></p>
<p><b>SCIENCE</b></p>	<p><b>Topic: Exploring Human skeletal system</b></p> <p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>❖ To explain why we have different shapes and sizes of bones.</li> <li>❖ To estimate the height using bone measurement calculation and suggest reasons for differences between people.</li> <li>❖ Compare different joints in the human skeleton. Recall some medical problems with the skeletal system.</li> <li>❖ Describe treatments for some skeletal system problems.</li> <li>❖ Communicate effectively to learn how treatments have changed over time</li> </ul>	<p><b>Activities: Motivate your child to</b></p> <ul style="list-style-type: none"> <li>❖ Create a mind map on different kinds of bones of human skeleton and explain the function of each</li> <li>❖ Work individually to make a model of the arm from card and rubber bands, to demonstrate working of antagonistic muscles</li> <li>❖ Illustrate with an infographic poster on comparing a human leg which is very much like a chicken leg in structure. (Both have a femur, knee, fibula and tibia. They also both have other tissues such as ligaments, tendons, muscles and fat.)</li> <li>❖ Research – for example on ‘fractures’, ‘arthritis’, ‘osteoporosis’ and ‘muscular</li> </ul>	<ul style="list-style-type: none"> <li>❖ <a href="https://www.bbc.co.uk/bitesize/topics/znyy/cdm/articles/zqbddp3#zykxxbk">https://www.bbc.co.uk/bitesize/topics/znyy/cdm/articles/zqbddp3#zykxxbk</a></li> <li>❖ <a href="https://www.bbc.co.uk/bitesize/topics/znyy/cdm/articles/zd7yydm#zsg77yc">https://www.bbc.co.uk/bitesize/topics/znyy/cdm/articles/zd7yydm#zsg77yc</a></li> <li>❖ <a href="https://askabiologist.asu.edu/skeleton-viewer-game/">https://askabiologist.asu.edu/skeleton-viewer-game/</a></li> <li>❖ <a href="https://askabiologist.asu.edu/bone-viewer-game/index.html">https://askabiologist.asu.edu/bone-viewer-game/index.html</a></li> <li>❖ <a href="https://sciencetrek.org/topics/muscles">https://sciencetrek.org/topics/muscles</a></li> <li>❖ <a href="https://sciencetrek.org/topics/muscles/games">https://sciencetrek.org/topics/muscles/games</a></li> </ul>



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		dystrophy'. And present the same by using x-ray images of the same	
<b>ISLAMIC STUDIES</b> (Arabs)	<b>Topic:</b> الطريق الى الجنة - سورة يس <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ أن يفسر معاني المفردات القرآنية للآيات</li><li>❖ أن يبين المعنى الاجمالي للآيات</li><li>❖ أن يصف حال الأبرار في الجنة</li><li>❖ أن يوضح فوائد اعمال العقل</li></ul>	<b>Activities:</b> <ul style="list-style-type: none"><li>❖ تلاوة الآيات مع مراعاة احكام التجويد</li><li>❖ من خلال الايات استنتج الاعمال التي تقربنا من الله تعالى</li><li>❖ بالتعاون مع زملائك كيف نصون الجوارح ونحفظها من الشر ونستخدمها في الخير والطاعة لله</li></ul>	<ul style="list-style-type: none"><li>❖ <a href="https://seraj-uae.com/file/1454/">https://seraj-uae.com/file/1454/</a></li><li>❖ <a href="https://mrsasmaa.com/files/download/%D8%AD%D9%84-%D8%AF%D8%B1%D8%B3-%D8%A7%D9%84%D8%B7%D8%B1%D9%8A%D9%82-%D8%A5%D9%84%D9%89-%D8%A7%D9%84%D8%AC%D9%86%D8%A9-%D8%A7%D9%84%D8%B5%D9%81-%D8%A7%D9%84%D8%AB%D8%A7%D9%85%D9%86-%D9%85%D8%A7%D8%AF/">https://mrsasmaa.com/files/download/%D8%AD%D9%84-%D8%AF%D8%B1%D8%B3-%D8%A7%D9%84%D8%B7%D8%B1%D9%8A%D9%82-%D8%A5%D9%84%D9%89-%D8%A7%D9%84%D8%AC%D9%86%D8%A9-%D8%A7%D9%84%D8%B5%D9%81-%D8%A7%D9%84%D8%AB%D8%A7%D9%85%D9%86-%D9%85%D8%A7%D8%AF/</a></li></ul>
<b>ARABIC</b> (Arabs)	<b>Topic:</b> أدوات جزم الفعل المضارع - قصيدة النهر المتجمد - قصة وداعًا يا أحبائي <b>Learning Objectives:</b>	<b>Activities:</b> <ul style="list-style-type: none"><li>❖ يستنتج العناصر الفنية للقصة</li><li>❖ يكتب نهاية مختلفة للقصة</li><li>❖ يوظف مفردات الأبيات في سياق لغوي جديد</li><li>❖ يستخرج الصور الفنية الواردة في الأبيات</li></ul>	<ul style="list-style-type: none"><li>❖ <a href="https://seraj-uae.com/file/1017/">https://seraj-uae.com/file/1017/</a></li><li>❖ <a href="https://seraj-uae.com/file/296/">https://seraj-uae.com/file/296/</a></li></ul>



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	<ul style="list-style-type: none"><li>❖ يحلل القصة تحليلًا فنيًا وأدبيًا</li><li>❖ يستنتج الفكرة العامة للقصة والأفكار الداعمة</li><li>❖ يحلل الأبيات تحليلًا أدبيًا وبلاغيًا</li><li>❖ يقارن بين الأبيات ومثيلاتها في نفس الغرض</li><li>❖ يتعرف أدوات جزم الفعل المضارع</li><li>❖ يعرب الفعل المضارع المجزوم إعرابًا صحيحًا</li></ul>	<ul style="list-style-type: none"><li>❖ يحدد علامات جزم الفعل المضارع</li><li>❖ يوظف الفعل المضارع المجزوم في كتابته</li></ul>	<ul style="list-style-type: none"><li>❖ <a href="https://seraj-uae.com/file/32/">https://seraj-uae.com/file/32/</a></li></ul>
<b>ARABIC</b> <b>(Non- Arabs)</b>	<b>Topic:</b> عالم الأحلام <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ To predict the life in the future.</li><li>❖ To make a paragraph about the life in the future.</li><li>❖ To make a mind map about the life in the future.</li><li>❖ To analyse the given text.</li><li>❖ To use the figurative devices in your writing.</li></ul>	<b>Activities:</b> <ul style="list-style-type: none"><li>❖ To help your child to predict the life in the future.</li><li>❖ To encourage your child to write and speak about his/her the life in the future using the figurative devices.</li><li>❖ To help your child to make a mind map about the life in the future.</li><li>❖ To help your child to analyse the given text.</li></ul>	<ul style="list-style-type: none"><li>❖ <a href="https://seraj-uae.com/file/33/">https://seraj-uae.com/file/33/</a></li></ul>
<b>ISLAMIC STUDIES</b> <b>(Non- Arabs)</b>	<b>Topic:</b> Path to Paradise <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ To elucidate the significance of good deeds</li></ul>	<b>Activities:</b> Inspire your child to think of their Role of intention in order to do good deed? How does modelling good deeds bring us near to Allah.	<ul style="list-style-type: none"><li>❖ <a href="https://islamqa.info/en/answers/26242/meaning-of-good-deeds#:~:text=In%20Islam%2C%20good%20deeds%20are,for%20the%20sake%20of%20Allah.">https://islamqa.info/en/answers/26242/meaning-of-good-deeds#:~:text=In%20Islam%2C%20good%20deeds%20are,for%20the%20sake%20of%20Allah.</a></li></ul>



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	<ul style="list-style-type: none"> <li>❖ To evaluate the effects of good deeds on an individual and society.</li> </ul>	<p>Provide some examples from your day-to-day life where you feel that by doing good deed give you contentment</p>	
<b>PSHCEE</b>	<p><b>Topic: Mental Health</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To discuss and explain the importance of mental health and emotional well-being.</li> <li>❖ To discuss the factors that affect our mental health and emotional well-being.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>❖ Discuss with your child the importance of maintaining good mental health</li> <li>❖ Have a family time discussing some issues that your child may be facing at school or at home which may affect their mental health.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <a href="https://www.fraserhealth.ca/health-topics-a-to-z/school-health/mental-wellness-for-children/positive-mental-health-for-children#:~:text=Be%20active%20together%20%E2%80%93%20take%20a%20your%20words%20your%20presence.">https://www.fraserhealth.ca/health-topics-a-to-z/school-health/mental-wellness-for-children/positive-mental-health-for-children#:~:text=Be%20active%20together%20%E2%80%93%20take%20a%20your%20words%20your%20presence.</a></li> </ul>
<b>MORAL EDUCATION</b>	<p><b>Topic: Human Needs</b> <b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To introduce the concepts of human needs and wants and their relationship to human dignity.</li> <li>❖ To address how unmet basic needs can lead to dysfunctional behaviour and hence conflicts.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>❖ Discuss with your child the difference between want and needs</li> <li>❖ Encourage your child to help other people in need</li> <li>❖ Discuss how unmet needs can start a conflict</li> </ul>	<ul style="list-style-type: none"> <li>❖ <a href="https://www.myjar.app/blog/difference-between-needs-and-wants-for-ideal-money-management">https://www.myjar.app/blog/difference-between-needs-and-wants-for-ideal-money-management</a></li> </ul>



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<b>HISTORY</b>	<b>Topic: Enlightenment in Britain</b> <b>Learning Objectives:</b> Development of democracy in Britain: The Vote	<b>Activities:</b> Encourage your child to create a comparative evaluation of the political system of 18th – 19th century Britain with present political system in Britain.	<a href="#">History Workbook</a>
<b>GEOGRAPHY</b>	<b>Topic: Weather and Climate</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ To identify the elements of weather to explain the cause of weather.</li><li>❖ To find out how weather is measured</li></ul>	<b>Activities:</b> Motivate your child create a working model of a weather measuring equipment and explain how it works.	<a href="#">Geography Workbook</a>
<b>UAE SOCIAL STUDIES</b>	<b>Topic: Central Asia</b> <b>Learning Objectives:</b> To examine sources and understand the elements of Central Asian culture.	<b>Activities:</b> Motivate your child to research and analyse the impact of Central Asia's culture on the neighbouring countries.	<a href="#">Yr. 8 MOE UAE SST Text Book</a>



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### FRENCH

#### Topic: la Météo

#### Learning Objectives:

- ❖ To identify some weather expressions in present and past using the imperfect tense
- ❖ To identify and use the imperfect tense effectively when talking about weather, long actions in the past or giving an opinion in the past
- ❖ To name some activities done during different weather while building proper sentences using the " quand / si "

#### Activities:

- ❖ Encourage your child to use a few verbs using the imperfect tense in different sentences, tell their opinion or an action that they used to do in the past
- ❖ At home motivate your child to name different weather conditions and what is the weather like today and how was it yesterday? You can ask your child in English, and he/she should answer in French.
- ❖ Listen to French conversation about the weather conditions and discuss it with your child.
- ❖ Listen to a YouTube channel, like 'Alexa / avec Vincent ... etc' or a French radio station:
- ❖ Check a few exercises with answers using different websites like [www.Francaisfacile.com](http://www.Francaisfacile.com) / Duolingo - The world's best way to learn a language

- ❖ [Weather - 1st level French - BBC Bitesize - BBC Bitesize](#)
- ❖ [The imperfect tense - The French imperfect tense - GCSE French Revision - AQA \(for exams until 2025\) - BBC Bitesize](#)
- ❖ [Forming the imperfect tense - The French imperfect tense - GCSE French Revision - AQA \(for exams until 2025\) - BBC Bitesize](#)
- ❖ [When to use the perfect and imperfect - The French imperfect tense - GCSE French Revision - AQA \(for exams until 2025\) - BBC Bitesize](#)



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<b>ICT</b>	<b>Topic: The Effects of using IT (Potential health problems)</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ To evaluate the use of IT equipment and develop strategies to minimise the health risks</li><li>❖ To describe the different safety issues associated with use of ICT</li></ul>	<b>Activities:</b> Encourage your child to create a guide that could be given to staff in an organisation to avoiding health issues when using a computer – this could be a leaflet or by using presentation software.	❖ <a href="#">Possible dangers and solutions - Health and safety when working with computers - GCSE ICT Revision - WJEC - BBC Bitesize</a>
<b>STEAM</b>	<b>Topic: Tinkercad - Invent a Device That Can Move Through a Pipe</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ Create a 2D representation of a device that can move through a pipe using art materials or digital resources.</li><li>❖ Create a 3D representation of a device that can move through a pipe within Tinkercad.</li></ul>	<b>Activities:</b> <ul style="list-style-type: none"><li>❖ Encourage your child to explore different tools and functions of tinkercad application.</li><li>❖ Research and explore for inventing a device that can move through a pipe</li><li>❖ Motivate your child to explore on mathematical-computation and object-sizing tools to solve real-world problems.</li></ul>	❖ <a href="https://www.tinkercad.com/lessonplans/invent-a-device-that-can-move-through-a-pipe">https://www.tinkercad.com/lessonplans/invent-a-device-that-can-move-through-a-pipe</a>



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### Leadership GEMSTONES

#### Week 1



### Leadership GEMSTONES Focus for the Month of April LEADING WITH VISION (LABRADORITE)

- ❖ Promotes goal-setting and planning for future success.



### April - Quote for Week 1

***“Leaders see the future and inspire others to build it together”***

**MESSAGE:** Leaders dream big and help others see how they can work together to make those dreams come true. Sharing your ideas with excitement can inspire your friends to join in.

**REFLECT:** Encourage your child to share their ideas confidently and with enthusiasm, helping them understand that their passion can inspire others. Support them in setting small, achievable steps toward their goal and celebrate their efforts in bringing their vision to life.

- ❖ What is my big idea for my school or team?
- ❖ How can I explain it to get others excited?
- ❖ What steps can I take to make it happen?

- ❖ Click on the Padlet Link or scan the QR code to share your views on **Leading with Vision** and what **have** you done to embrace **the quotes of the week**? Share your stories or actions to inspire others!
- ❖ [https://padlet.com/The\\_Winchester\\_School/leadership-gemstones-key-stage-3-april-g3vvrs0fw0cmwqod](https://padlet.com/The_Winchester_School/leadership-gemstones-key-stage-3-april-g3vvrs0fw0cmwqod)





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### Leadership GEMSTONES

Week 2

### Leadership GEMSTONES Focus for the Month of April LEADING WITH VISION (LABRADORITE)

- ❖ Promotes goal-setting and planning for future success.



### April - Quote for Week 2

*“A leader transforms challenges into opportunities for growth and success.”*

**MESSAGE:** Being a leader means helping your friends and team see challenges as chances to learn and grow. When you guide them through hard times, you make everyone stronger and more creative.

**REFLECT:** Encourage your child to approach challenges with a positive mindset and see them as opportunities for growth. Teach them to support their friends by offering solutions, staying optimistic, and working together to overcome difficulties.

- ❖ How can I help my team see challenges as opportunities?
- ❖ How can I support others in overcoming tough situations?



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### Leadership GEMSTONES

Week 3

### Leadership GEMSTONES Focus for the Month of April LEADING WITH VISION (LABRADORITE)

- ❖ Promotes goal-setting and planning for future success.



### April - Quote for Week 3

*“Listening to different voices helps you discover new ideas.”*

**MESSAGE:** When you listen to people with different ideas and experiences, you learn new ways to solve problems and work together. This helps everyone feel important and included.

**REFLECT:** Encourage your child to actively listen to others with an open mind, showing respect for different perspectives. Remind them that creating a welcoming environment where everyone feels heard fosters teamwork and stronger problem-solving skills.

- ❖ How can I make sure I listen to and value everyone’s ideas?
- ❖ How can I create an environment where others feel safe to share their thoughts?



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### Leadership GEMSTONES

Week 4

**Leadership GEMSTONES**  
Focus for the Month of April  
**LEADING WITH VISION (LABRADORITE)**  
❖ Promotes goal-setting and planning for future success.



April - Quote for Week 4

*“Your daily actions shape the future you imagine.”*

**MESSAGE:** Every small action you take shapes the kind of leader you become. Being consistent in how you treat others and solve problems helps build trust and create a positive environment.

**REFLECT:** Encourage your child to practice kindness, fairness, and responsibility in their daily actions, as these build trust and strong leadership. Remind them that small, consistent efforts in how they treat others and handle challenges will shape their ability to inspire and lead.

- ❖ Are my daily habits helping me become the leader I want to be?
- ❖ What small changes can I make to create a better future for my team and myself?