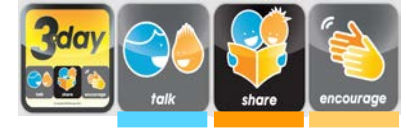






# The Winchester School, Jebel Ali

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

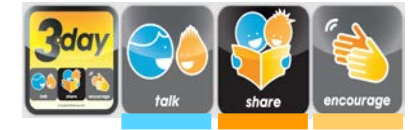


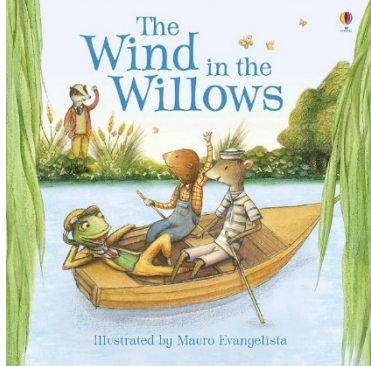

Area of learning	Focus	Home Activities/How can you help your child at home?	Useful websites
<p><b>English</b></p>	<p><b>Spelling</b> To spell words with the short /ʌ/ sound spelt as 'or' after 'w'. Rule: In a few words, the short /ʌ/ sound is spelt as 'or' after 'w'. Example: worth</p> <p>To spell words with the long /ɔ:/ sound spelt as 'ar' after 'w'. Rule: In a few words, the long /ɔ:/ sound is spelt as 'ar' after 'w'. Example: warn</p>	<p><b>Word Hunt:</b> Talk about the spelling rules with your child. Then, share a book or passage and encourage them to find words with 'or' after 'w' (like "worth") and 'ar' after 'w' (like "warn").</p> <p><b>Picture Word Hide-and-Seek:</b> Hide words that follow these rules in a picture. Encourage your child to find and circle the words. Talk about each word they find and share turns hiding words for each other.</p> <p><b>Sentence Writing:</b> Talk about different words that follow these rules. Encourage your child to write sentences using these words. Share your own sentences and talk about how the words are used.</p> <p><b>Word Family Game:</b> Start with a word like "worth" or "warm". Talk about its meaning and spelling. Encourage your child to think of or find related words. Share ideas and talk about how the words are connected. Use visual aids to reinforce the rule. Create flashcards with words that follow the rule, such as "war," "warm," "wart," etc.</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.</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><a href="#">Spelling Rules</a></p> <p style="text-align: center;"><a href="#">Simple Present Tense</a></p> <p style="text-align: center;"><a href="#">Present Tense Quiz</a></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><a href="#">Quiz</a></p>



# The Winchester School, Jebel Ali

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



	<p><b>Grammar Tense: Simple Present</b> Use tenses appropriately to show the timing of the action.</p> <p><b>Text Level-Novel:</b> To be able to write a character profile. Make a list of quotes that describe a character and setting. To describe a scene from the novel and explain how the author makes it come alive for the reader.</p>	<p>On a piece of paper, write out a funny story, but leave out most of the verbs. Indicate the missing verb with a line. Ask your child to fill in the blanks with appropriate Simple Present Tense verbs. Practice using Simple Present Tense in daily conversations, e.g., "I eat breakfast every morning.</p> <p>Introduce the main characters – Mole, Ratty, Badger, and Toad. Discuss their characteristics and personalities. Have your child create simple character profiles or drawings to help remember the characters. Read a chapter together and ask your child to identify descriptive quotes about characters or settings. Encourage your child to visualize and draw a scene from the book and then describe it in their own words.</p>	
<b>Mathematics</b>	<p><b>Measurement of mass</b> 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.</p>	<p>In a grocery store <b>share</b> some items which are measured by weight. <b>Encourage</b> 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.</p> 	<p><a href="#">measuring weight</a></p>



# The Winchester School, Jebel Ali

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



### QUESTIONS TO ASK

Which object is lighter/heavier?

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

Order these 5 objects from lightest to heaviest.

### Position, direction, and movement.

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

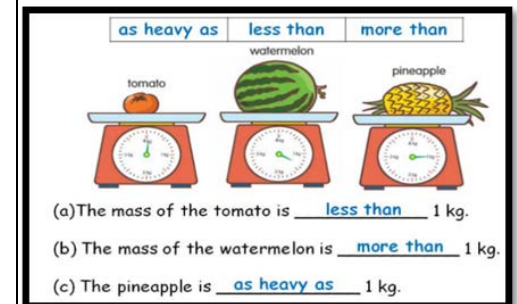
### Data Handling

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)

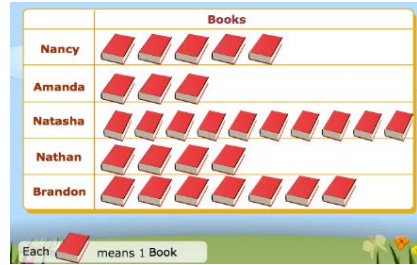


[Identify the positions](#)



# The Winchester School, Jebel Ali

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



**Encourage** your child to create a tally chart and record the number of cars in the parking area.

Cars in the Parking area	
Colour	Tally
Red	
Yellow	
Blue	
Green	

Ask and answer questions about totaling and comparing categorical data.

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?

[bar charts](#)

[Interpreting data](#)



# The Winchester School, Jebel Ali

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

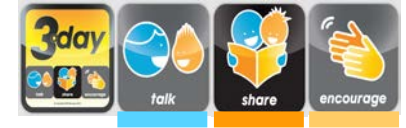


		<p>Encourage your child to create questions based on the data collected and challenge his/her siblings to answer them using vocabulary like How many more? How many less? Total, difference, least, most etc.,</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #e0f2f1;"> <p>How many more spoons than forks/knives/ are in our kitchen?</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #e0f2f1;"> <p>What coins are the most in number?</p> </div> </div>	
<p><b>Science</b></p>	<p><b><u>Animals, including humans</u></b></p> <p>To describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Show pictures or cut-out images of various items (e.g. food, water, air, shelter, toys, electronics).</p> <p>Present the images to the students. Discuss each item and ask whether it's essential for survival. Have students sort the items into two groups: "Essential for Survival" and "Not Essential for Survival."</p> <p>Discussion Points: Emphasize that all living beings need food, water, and air to survive.</p> <p>Discuss how shelter provides protection and comfort.</p> <p><b><u>Discuss</u></b> the importance 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="#">Exercise word search.pdf</a></p>



# The Winchester School, Jebel Ali

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



		<p><b>Create</b> a picture book with your child to demonstrate what they know about keeping healthy.</p>	
<p><b>Humanities</b></p> <p><b>History</b></p>	<p><b><u>The Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>➤ How do we know about the fire?</li> </ul> <p>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><b>Talk</b> to your child about the different historical sources of information about the Great Fire of London.</p> <p><b>Share</b> why some sources of information are more helpful to find out about the Great Fire and some are less helpful.</p> <p><b>Encourage</b> your child to decide which were the most helpful and least helpful historical sources explaining the reasons for their choices.</p>	<p><a href="#">How do we know about the Great Fire.pdf</a></p>
<p><b>UAE Social Studies</b></p>	<p><b><u>We're All Different!</u></b></p>	<p><b>Talk</b> to your child about the similarities and differences between themselves and their friends from other countries.</p>	<p><a href="#">We're All Different!.pdf</a></p>



# The Winchester School, Jebel Ali

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



	<p>To explore the similarities and differences between our classmates.</p> <p><b>Key vocabulary:</b> different, grow up, holiday, hobby</p>	<p><b>Share</b> examples from your own experience, emphasizing the beauty of diversity.</p> <p><b>Encourage</b> them to reflect on aspects such as favourite colour, favourite school subject, favourite book, favourite hobby, favourite food, favourite holiday, what they want to be when they grow up and the like, while also appreciating the uniqueness of each person.</p>	
<b>Arabic for Arabs</b>	<p><u>قصة ثروة من نصف درهم</u> 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><u>حروف العطف</u> أن يميز التلاميذ حروف العطف. أدوات الاستفهام أن يميز التلاميذ أدوات الاستفهام..</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 والتدرب عليها . 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>
<b>Arabic for non-Arabs</b>	<p><u>In UAE.</u></p> <p>To describe UAE using the adjectives correctly. To Make a dialogue in Arabic about UAE.</p>	<p>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.</p>	<p><a href="#">Courses for Learning Arabic</a></p> <p><a href="#">Arabic Activities</a> <a href="#">Learn Arabic For Kids</a></p>



# The Winchester School, Jebel Ali

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



	<p>To conjugate the verb with the pronouns in sentences. To write a simple paragraph about UAE. To express my opinion about UAE.</p>	<p>Ask your child to describe the UAE. Ask your child to make a dialogue with you in Arabic about UAE.</p> <p>Go through the links on the Arabic and Islamic YouTube channels so that you can help your child learn more at home about the topic</p>	<p><a href="#">Arabic alphabets</a></p> <p><a href="#">Learn New Arabic Vocabulary</a></p> <p><a href="#">Learn Arabic Writing</a></p> <p><a href="#">Arabic YouTube Channel</a></p>
<p><b>Islamic for Arabs</b></p>	<p><b>فضل تلاوة القرآن الكريم</b></p> <p>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.</p>	<p>يساعد ولي الأمر التلميذ من خلال: حثه على عمل الخير . حثه على التزام آداب تلاوة القرآن الكريم .</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="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Islamic for non-Arabs</b></p>	<p><b>Lesson1:</b> Suratu al-Qadr To explain the overall meaning of suratu al-Qadr.</p> <p><b>Lesson 2:</b> Fasting. To clarify the manners of fasting.</p> <p><b>Lesson 3:</b> Ali Ibn Abi Talib (Biography)</p>	<p>Encourage your child to memorize and understand Suratu al-Qadr. Encourage your child to abide by the manners of Fasting. Share the benefits of reciting Qur'an. Share the benefits of Fasting Encourage your child to color the monthly prayer chart and answers in the book ISLAM MY WAY OF LIVING Encourage your child to apply the obligatory element of Salah.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



# The Winchester School, Jebel Ali

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




		Go through the links on the Arabic and Islamic YouTube channels so that you can help your child learn more at home about the topic.	
<b>Physical Education</b>	<p><u>Activity-1</u> Throwball- Catching</p> <p><u>Activity 2</u> Throwball- Throwing</p> <p><u>Activity 3</u> Throwball- Service</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="#">Catching.mp4</a></p> <p><a href="#">Throwing.mp4</a></p> <p><a href="#">Throwball Service.mp4</a></p>
<b>Computing and thinking</b>	<p>To explore the different tools of Scratch Junior</p> <p>To identify how to change the costume for the sprite and move it.</p> <p>To plan and give instructions to sprites for movement.</p> <p>To compile a set of instructions for sprite to create a story.</p>	<p><i>Scratch Jr</i> is an introductory 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 <b>create</b> stories and games using their imaginations.</p>	<p><a href="#">Create &amp; Learn</a></p>
<b>Music Year 2 Joyson</b>	Improving children’s confidence and musicality through singing action songs and singing with the appropriate tune.	<p>Let the children 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</p>	



# The Winchester School, Jebel Ali

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



	Song: You Are My Sunshine	know aside from the songs taught in school and let them invent their singing actions.	
<b>Music Year 2 Sunil</b>	Read and play Musical notes with the help of 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 to read and play the musical notes without the word support	
<b>Music Year 2 Kiko</b>	Learning what are the different kinds of musical instruments and their sounds Improving children’s confidence and musicality through singing action songs and chanting rhymes	Encourage the child to act out how a musical instrument is played Encourage the child to sing action songs at home.	<a href="#">Music Induction Day (Kiko).mp4</a>  <a href="#">Music Lesson - The Orchestra Instruments.mp4</a>
<b>Moral Education</b>	<p>Topic: Discovering UAE Heritage through Storytelling</p> <ul style="list-style-type: none"> <li>➤ To understand what stories can teach us about our past.</li> <li>➤ To recognize how traditional stories are passed from generation to generation.</li> </ul> <p>Topic: The Storyteller</p> <ul style="list-style-type: none"> <li>➤ To understand the method of how we tell a story.</li> </ul> <p>Topic: Creating Our Own Stories</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 few pics 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> 	



# The Winchester School, Jebel Ali

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



**Leadership Gemstones**

Value of the month: March  
 "Leading with integrity "

1. "Right vs. Easy" Scenarios (Role-Playing)

Present your child with simple moral dilemmas (e.g., "You see your friend drop their lunch money. Do you return it or keep it?").

Have them act out both choices and discuss how each decision feels.

2. Storytime with a Lesson

Read a short story where a character faces a tough choice (e.g., "The Boy Who Cried Wolf").

Ask your child how they would act differently and why honesty and integrity matter.

3. "Integrity Chain" Craft

Each child writes a good choice they made on a paper strip (e.g., "I told the truth," "I helped someone").

Connect the strips to create a paper chain, showing how good choices build a strong character.

Value of the month: Ramadan  
 " Leading with purpose"

**Participate in acts of service.**

**Helping at Home** – Assist parents with chores like setting the table for Iftar or cleaning up.

**Sharing Food** – Give a snack or meal to a friend, neighbor, or someone in need.

**Writing Kind Notes** – Make "Happy Ramadan" cards for family, teachers, friends or community helpers.

