




# The Winchester School

## Family Learning Newsletter (Year 1) – May 2025



Area of learning	Focus	Home activities - help your child at home.	Useful websites
<p><b>English</b></p>	<p><b>Spelling</b> To use phonic knowledge to spell 'words ending with 'ore' and 'v' sound E.g. – ore – shore and core v – cave, have, olive and hive</p> <p><b>Grammar and Punctuation</b> To use capital letters for I and names of people, animals or a place</p>	<p><b>Word Hunt and Sort:</b> Write target words (e.g., "shore," "core," "cave," "have," "hive") on small pieces of paper or sticky notes. Hide these words around the house or scatter them on a table. Ask your child to find the words and sort them into two groups: one for words ending with the 'ore' sound and another for words ending with the 'v' sound. Once sorted, encourage them to read each word aloud and spell it.</p> <p><b>Build-a-Word with Letter Tiles:</b> Use magnetic letters, letter tiles, or paper cutouts to spell out target words like "shore," "core," "cave," "have," "hive," and "olive." Start by giving your child the letters for one word (e.g., "s-h-o-r-e"). Ask them to arrange the letters to form the word, say it aloud, and identify whether it ends with the 'ore' or 'v' sound. Repeat with other words, gradually increasing the challenge.</p> <p><b>Storytime and Missing Letters:</b> Create or read a short story that includes the target words (e.g., "The bear found a hive near the shore"). After reading, write the target words on a piece of paper but leave out the ending letters (e.g., "sh__," "cor__," "ca__"). Ask your child to fill in the missing letters to complete the words. Encourage them to say the word aloud and identify whether it ends with the 'ore' or 'v' sound.</p> <p>Capital Letter Detective: Write a short story or a few sentences that include examples of "I," names of people (e.g., "sam"), animals (e.g., "rex"), and</p>	<p><a href="#">Or, Oor and Ore Words.docx</a></p> <p><a href="#">V words.docx</a></p> <p><a href="https://wordwall.net/resource/26411512/initial-sound-sort-vw">https://wordwall.net/resource/26411512/initial-sound-sort-vw</a></p> 

places (e.g., "london"). Leave out the capital letters where they should be used. Ask your child to act as a "Capital Letter Detective" and find all the words that need capital letters. Once they've identified the words, encourage them to rewrite the sentences correctly, adding the capital letters where needed.

Example Sentences:

"i went to london with my friend sam."

"rex the dog loves playing in the park."

"i am happy today."

**Name and Place Match-Up:**

Create two sets of cards: one with pictures of people, animals, or places (e.g., a picture of a cat, a boy, or a famous landmark like the Eiffel Tower) and another with their corresponding names written in lowercase (e.g., "cat," "sam," "london"). Ask your child to match the pictures with the correct names. Once matched, have them rewrite the names with the correct capital letters. Extend the activity by asking them to create their own sentences using the capitalized names.

Example Matches:

Picture of a boy → "sam" → Rewrite as "Sam."

Picture of Big Ben → "london" → Rewrite as "London."

"I Spy" Sentence Game:

Play a variation of the classic "I Spy" game but focus on using capital letters for "I" and proper nouns. Take turns saying

[Punctuation Marks.docx](#)

<https://wordwall.net/resource/18813731/capital-letters>

**Prefixes -re**

**To use prefix "re" to form new words.**

sentences that include "I" and names of people, animals, or places, but intentionally leave out the capital letters. For example:

"i spy a dog called rex."

"i went to the zoo in london."

After each sentence, ask your child to write it down correctly, adding the capital letters where needed.

Extension: Encourage your child to create their own "I Spy" sentences and challenge you to write them correctly.

A prefix is a sound or group of letters that attach to the front of a root word, for example, 'un' or 're' What does a prefix do? A prefix changes the meaning of the root word. What is a root word? A root word is a basic word, from which other words are made, when prefixes and suffixes are added.

**Activity** - Prefix Match-Up Game

Create two sets of cards: one with root words (e.g., "do," "start," "write") and another with the prefix "re-" added to those words (e.g., "redo," "restart," "rewrite"). Shuffle the cards and place them face down on a table. Ask your child to flip two cards at a time to find matching pairs of root words and their corresponding "re-" prefixed words. Once they've matched a pair, encourage them to explain how adding "re-"

[Prefix re.docx](#)

<https://wordwall.net/resource/24647651/prefix-re>



changes the meaning of the word. Example Matches: "do" → "redo"

"start" → "restart"

"write" → "rewrite"

## 2. Sentence Building with Prefixes

Write a list of sentences that include root words and their "re-" prefixed versions. Leave blanks in the sentences where the correct word should go. For example:

"I didn't like my drawing, so I decided to \_\_\_ it." (redo)

"The computer stopped working, so we had to \_\_\_ it." (restart)

Read the sentences aloud and ask your child to fill in the blanks with the correct word. Encourage them to say both the root word and the "re-" prefixed word to understand how the meaning changes.

Extension: After completing the sentences, ask your child to create their own sentence using a "re-" word.

## 3. Picture and Word Sort

Draw or print pictures that represent actions that can be repeated or undone (e.g., a child erasing a drawing, restarting a toy car, or redoing a puzzle). Write the corresponding root words and "re-" prefixed words on separate cards (e.g., "do" and "redo"). Show your child the pictures and ask them to

**Syllables**  
**To identify words with different syllable sounds.**

match the correct word (root or prefixed) to the picture. Once matched, encourage them to clap out the syllables in each word and discuss how the prefix "re-" changes the meaning. Example Matches: Picture of a child erasing a drawing → "redo"

Picture of a toy car being turned on again → "restart"

Picture of someone writing again → "rewrite"

A syllable is a single, unbroken vowel sound within a spoken word. They typically contain a vowel, or two if one is silent, and perhaps one or more accompanying consonants. All words are made from at least one syllable.

**Activity:**

**Clap and Share Words**

Choose familiar words like "banana," "elephant," or "happy." Say each word aloud and clap for each syllable. For example, "ba-na-na" has three claps.

**Encourage** your child to repeat the word and clap along with you.

**Share** the fun by taking turns picking words and clapping out the syllables together.

**Syllable Hopscotch**

Draw a hopscotch grid on the floor using chalk or tape. Write a word in each square (e.g., "cat," "pencil," "umbrella").

As your child hops to a square, ask them to say the word aloud and clap or jump for each syllable.

Talk about how some words have more syllables than others.

**Picture Card Sort**

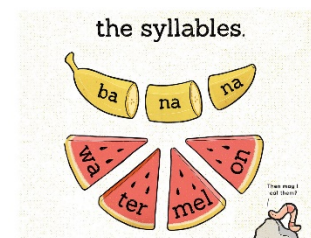
Use picture cards with images of objects (e.g "butterfly," "guitar").

Write the corresponding word on the back of each card.

Ask your child to sort the cards into groups based on the number of syllables.

[Syllables.docx](#)

<https://wordwall.net/resource/1661851/reading/syllable-match-up-game-vc-cv>



Encourage them to explain why they sorted the words the way they did.

**Singing Syllables**

Choose simple songs or nursery rhymes (e.g., "Twinkle, Twinkle, Little Star").

Sing the song together, emphasizing each syllable in the lyrics.

Pause after each line and talk about how many syllables are in the words.

**Storytime Syllable Hunt**

Read a short story or book together.

As you read, pause occasionally and ask your child to find words with specific numbers of syllables.

Encourage them to point out the words and clap out the syllables.

**Daily Life Syllable Practice**

During daily routines (e.g., grocery shopping, cooking), point out objects and say their names.

Clap out the syllables together.

Talk about how syllables help us break words into smaller parts.

**Syllable Relay Race**

Write words on index cards and place them at one end of the room.

Have your child run to the cards, pick one, and bring it back.

They must clap out the syllables before running for the next card.

Encourage them to stay focused and have fun while learning.




**Mathematics**

To describe position, direction and movement, including whole, half, quarter and three-quarter turns.

**Talk** to your child about the turns by relating whole, half, quarter and three-quarter turns to reading time. Make your own clock using paper plate or use a toy clock. Show to your child that an hour takes a whole turn and half an hour take half a turn. Now challenge your child by asking questions like It is 3 O' clock. What will be the time half an hour later? Will the minute hand take a whole turn or half turn?

**Encourage** your child to show the time after taking quarter turn by asking if the time is 12 O'clock what will the time after taking quarter turn and three-quarter turns.

Challenge time:

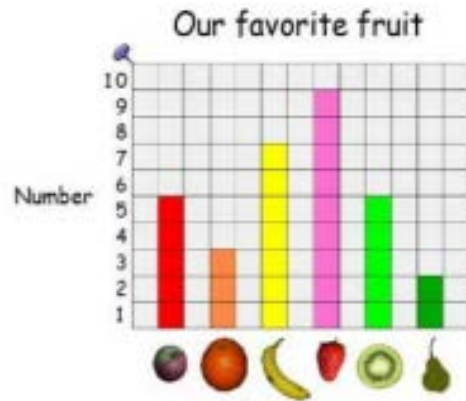
Turn the arrow $\frac{1}{4}$ turn <b>clockwise</b> .		
Turn the arrow $\frac{1}{4}$ turn <b>anti-clockwise</b> .		
Turn the arrow $\frac{1}{2}$ turn <b>clockwise</b> .		

To sort objects and answer questions from tables / lists, block graphs/ pictograms etc.

Talk to your child about how to go about making a weekly shopping list and sort the things in a table, block graph or pictogram as fruits, vegetables, tissue boxes, stationary etc. Let them find out the least and the most purchased group of items.

[Position and direction worksheet.docx](#)

[Pictograph Games](#)

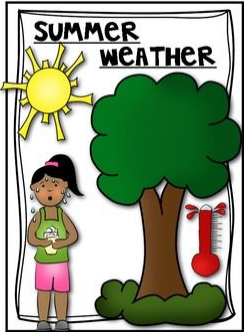



To solve problems involving multiplication by counting in 2,5 and 10.

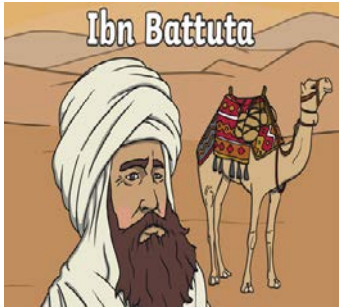


Share a jar of red beans, marbles and dry nuts with your child and ask them to count in 2's, 5's and 10's. Keep all the U.A.E. currency notes on the table and give away 5, AED 5 notes and ask how much money do we have here? Can we swap it with any other note? Repeat with 10, AED 10 notes, ask them ,can we swap these notes for AED 100 notes?

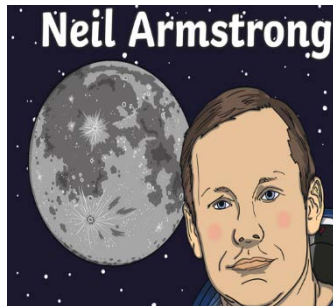
[Multiples worksheet.docx](#)

<p><b>Science</b></p>	<p><b>Seasons:</b></p> <p>To explore the changes across seasons.</p> <p>To observe and describe the weather associated with the seasons and how day length varies.</p> <p>To describe how plants and animals change with different seasons.</p> 	<p><b>EXPLORE, RESEARCH, and SHARE</b> information on changes across seasons.</p> <p>Let the child describe seasons with the appropriate changes in weather. <b>ENCOURAGE</b> your child to describe how day length varies in different seasons.</p> <p><b>ENCOURAGE</b> your child to <b>TALK</b> about seasons in the UAE with seasons in the United Kingdom.</p> <p><b>ENCOURAGE</b> your child to track the weather each day for a week (or longer) and record it in a journal. They can note whether it is sunny, rainy, windy, etc. Encourage them to also note if it's getting darker earlier or staying light for longer in the evening.</p> <p>Take your child on a short walk (this can be in a park or around the neighborhood). Ask them to look for changes in nature: Are there flowers blooming? Are animals active? Are the trees losing their leaves, or are they budding? Students can take pictures or draw what they see.</p>	<p><a href="#">Seasons.pdf</a></p> 
<p><b>Humanities History</b></p>	<p><b>Significant Explorers</b></p>	<p><b>Talk</b> to your child about Ibn Battuta, a significant explorer.</p> <p><b>Share</b> the explorations that happened many years ago through stories and pictures where possible.</p>	<p><a href="#">Ibn Battuta.pdf</a></p>

To explore the ways in which we can find out about an explorer who lived a long time ago-Ibn Battuta.



To explore Neil Armstrong's achievements.



**Encourage** your child to find the places Ibn Battuta visited on a map.

**Key words:** Ibn Battuta, explore, exploration, voyage, significant, Muslim, Islam, caravan, the rihla, long ago, truth, recent.

**Talk** to your child about the achievements of Neil Armstrong and his team.

**Share** the explorations in space that have happened recently.

**Encourage** your child to give their opinion on whether Neil Armstrong should be remembered as the most significant person involved in the moon landing.

**Key words:** space, Moon, Apollo 11, NASA, the Eagle, astronaut, Neil Armstrong, historic, important, significant, famous, person, people, explorer

**Talk** to your child about the ways in which the weather can be dangerous to us.

**Share** with your child some of the things that 'extreme' weather can do to our surroundings

[Neil Armstrong.pdf](#)

Geography

Physical and Human Geography

To explore the dangers of weather.



To explore what weather forecasts show.

**Encourage** your child to use computing to design a poster to help people look after themselves in very hot weather.

**Key words:** dangerous, danger, extreme, flooding, drought, hurricane, blizzards, heatwave, protect.

**Talk** to your child about the weather symbols and what they represent.

**Share** information on where we can find the different weather forecasts.

**Encourage** your child to find out about the weather through the forecast. You could use Google to search for it.

**Key words:** weather, seasons, weather forecast, weather symbols, weather forecaster

[Weather Dangers.pdf](#)

[Forecasting the weather.pdf](#)

**UAE Social Studies**

To explore some jobs people do.

**Talk** to your child about the different jobs people do to fulfill their needs and wants.

**Share** with your child the different ways they can earn money.

**Encourage** your child to give reasons for the need to earn money.

[Jobs .pdf](#)

	<p>To explore past events and places and explain the role played by historical figures.</p>	<p><b>Key words</b> doctor, nurse, teacher, baker, police officer, firefighter, barber, farmer, paramedics, garbage collectors, postal worker, dentists, hairdresser, veterinarians, construction workers, plumbers, electricians,</p> <p><b>Talk</b> to your child about the historical figures, places, and events of the UAE.</p> <p><b>Share</b> with your child the stories of historical figures and the role played by them in society.</p> <p><b>Encourage</b> your child to read stories of famous historical figures and find out more about the places.</p> <p><b>Key words</b> historical, figure, events, places, ruler, discovered, national day, currency, flag day, commemoration day,</p>	<p><a href="#">Past events, people and places.pdf</a></p>
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## Arabic for Arabs

حديقة الحيوان - إشارة المرور  
أن يميز التلاميذ رسم التاء المربوطة والتاء المفتوحة.  
أن يميز التلاميذ ظرف المكان  
أن يصيغ التلميذ جملا مركبة.  
أن يحلل التلاميذ الكلمات المشددة .  
أن يربط التلميذ بين الجمل التي تمّ تعلمها لتكوين فقرة جديدة.  
أن يصف التلميذ صورا مختلفة بشكل صحيح.

مساعدة الابن على نطق كلمات بصورة صحيحة.  
مساعدة الابن على كتابة كلمات بشكل صحيح .  
مساعدة الابن في جمع صور للأحداث والصور التي تعلمها.  
مساعدة الابن في إعداد معجم صغير مرفق بصور من القصص التي تعلمها.  
إملاء الجمل التي تمّ تعلمها بصورة دورية.  
ربط الكلمات بحياته اليومية من خلال البحث في ألعابه أوداخل البيت وخارجه ويعبر عنها بجمل اسمية وفعلية.

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.

[قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر](#)

منصة كتبي

<p><b>Arabic for Non Arabs</b></p>	<p>How to use the verbs with pronounce. Lesson about (الألوان) Connectives (then – while) How to use: I prefer .... Because. I go to .....to buy..... Using the colour and adjective with things. Joining letter to make a word. • How can write sentences? كيف تكتب جملا</p>	<p>Ask your child to speak about his-her favourite colors. Print and make the Alphabets as a booklet. Watch Arabic cartoon related to the topic. Draw or print some pictures and find the meaning of these words in Arabic using google or Arab friend.</p> <p>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><a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>Islamic for Non Arabs</b></p>	<p><b>I Love the Creatures of my Lord</b></p> <p>To conclude the importance of animals and plants to man. To express my love for the creatures of Allah, Glory be to Him. <b>Mercy</b></p> <p>To recite the honorable Hadith from memory.</p> <p>To explain the overall meaning of the Hadith.</p> <p>To follow the example of the Prophet, Peace be upon him, in committing to the moral of mercy.</p>	<p>Please encourage your child to memorize the honorable Hadith. Encourage your child to learn the dua taught in class. Encourage your child to memorize surat Al-Ma'uoon Practice surat Al-Ma'uoon every week with your child. Encourage your child to learn the Dua taught in class. Go through the links on the Arabic and Islamic 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>
<p><b>Islamic for Arabs</b></p>	<p>سورة الكوثر أن يتلو الطالب السورة تلاوة صحيحة . أن يوضح الطالب المعنى الإجمالي لسورة الكوثر . أن يبين الطالب فضل الله على رسوله صلى الله عليه وسلم.</p>	<p>يساعد ولي الأمر التلميذ في حفظ سورة الكوثر . تعلم تلاوة القرآن في المنزل حث الابن على الالتزام بالصلاوات الخمس</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>

	<p>آداب الطعام  أن يستمع التلميذ إلى الحديث الشريف .  أن يستنتج الطالب أن من آداب الطعام أن لا نعيب طعاماً قط.  أن يشكر التلميذ الله عز وجل على نعمه علينا.  درس الرحمة  أن يستمع الطالب إلى الحديث الشريف  أن يبين التلميذ المعنى الإجمالي للحديث .  أن يحدد التلميذ السلوك الدال على الرحمة من خلال الصور المعطاه.</p>	<p>مشاهدة فيديوهات عن سورة الكوثر وعن النعم التي أنعم الله بها على رسوله في الجنة  مشاهدة فيديوهات وقصص من القرآن عن آداب الطعام  التحدث مع الطالب/ة عن آداب الطعام  تعليم الطالب آداب الطعام وعدم العيب على الطعام.  تعليم الطالب الأقتداء بالرسول صلى الله عليه وسلم في آداب الطعام  حث الطالب على التزام سلوك الرحمة مع جميع مخلوقات الله  مشاهدة فيديوهات عن سلوك الرحمة مع الأصدقاء ومع الجيران والأباء والحيوانات والنباتات  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><b>Physical Education</b>  Activity -1   Activity – 2   Activity - 3   Activity - 4</p>	<p><b>Fitness test:</b> Fitness test.   <b>Board Games: Snakes and ladders.</b>   <b>Board Games: Ludo.</b>   <b>Board Games: Chess.</b></p>	<p><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.</p>	<p><a href="#">The Components of Physical fitness in P.E &amp; Sport.mp4</a>   <a href="#">How to play Snakes and Ladders.mp4</a>   <a href="#">How to play Ludo.mp4</a>   <a href="#">How to Play Chess (1).mp4</a></p>
<p><b>Music Year01 (Kiko)</b></p>	<p>Learning what are the different kind of music instruments and their sounds   Improving children’s confidence and musicality through singing actions songs.</p>	<p>Encourage the child to act how a music instrument is played   Encourage the child to sing action songs at home.</p>	<p><a href="#">Music Induction Day (Kiko).mp4</a>   <a href="#">Music Lesson - The Orchestra Instruments.mp4</a></p>

<b>Music Year01 (Sunil)</b>	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	
<b>Music Year01 (Joyson)</b>	Improving child's confidence and musicality through singing actions songs  Sing Bim Bum action song	Let the children sing action songs at home.  Ask the child to perform the songs we learned in school.	
<b>ICT</b>	To explore different editing tools  To create an attractive word document by inserting clipart.  To explore the elements of MS PowerPoint  To add and format an image in MS PowerPoint.  To reorder slides and present in MS PowerPoint	<b>Explore</b> the different word tools in a word processor.  <b>ENCOURAGE</b> your child to type a short story and insert a clipart for it.  <b>Explore</b> the various elements of MS PowerPoint.  <b>ENCOURAGE</b> your child to create a presentation of their own choice, add an image in it and present it in class.	Study material <a href="https://edu.gcfglobal.org/en/word2010/inserting-clip-art-and-pictures/1/">https://edu.gcfglobal.org/en/word2010/inserting-clip-art-and-pictures/1/</a>  <a href="https://study.com/academy/lesson/beginners-guide-to-using-powerpoint.html">https://study.com/academy/lesson/beginners-guide-to-using-powerpoint.html</a>  <b>Activity</b> <a href="https://wordwall.net/resource/461167/computing/identify-the-components-microsoft-powerpoint">https://wordwall.net/resource/461167/computing/identify-the-components-microsoft-powerpoint</a>  <a href="https://quizizz.com/admin/quiz/67fc99f915a3c879de406e38">https://quizizz.com/admin/quiz/67fc99f915a3c879de406e38</a>  <b>Create a small presentation about yourself and add image in it.</b>

<p><b>Moral Education</b></p>	<p>To discuss what makes us happy.</p> <p>Why do you need to be happy?</p>	<p><b>TALK</b> to your child about why experiencing happiness is important for our emotional and physical health. A stronger sense of happiness and wellbeing has been shown to lead to better relationships, increase social connection and contribution to the lives of others, as well as contributing to healthier physical wellbeing.</p> <p>Ask them how to show happiness to people around them?</p>	<p><a href="https://www.tinytap.com/activities/g4gy/play/happiness-is-sharing">https://www.tinytap.com/activities/g4gy/play/happiness-is-sharing</a></p>
<p><b>Leadership Gemstones</b></p>	<p><b>Value of the month:</b> <b>“Leading with adaptability”</b></p>	<p><b>Adaptability</b> means being flexible and ready to change when things don’t go as planned. It’s like being a superhero who can handle surprises calmly and find new ways to solve problems.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• If it starts to rain during your picnic, instead of getting upset, you find a fun game to play indoors.</li> <li>• If a friend wants to play a different game, you listen and try it out together.</li> </ul> <p><b>A good leader with adaptability:</b></p> <ul style="list-style-type: none"> <li>• Tries new things even if they’re a little unsure.</li> <li>• Stays calm when plans change.</li> <li>• Helps others feel okay when something unexpected happens.</li> </ul>	<p>“Helping Hands” Challenge Give your child pretend “problem”—like “your friend’s snack spilled” or “it’s too noisy to read.” Ask: What can you do to help or fix it?</p>