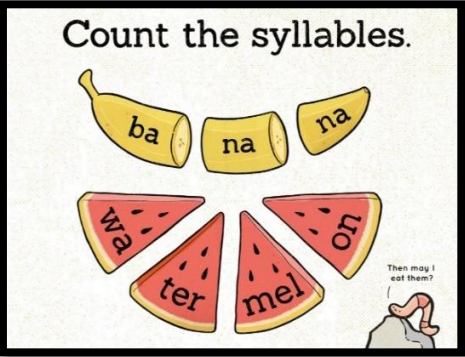
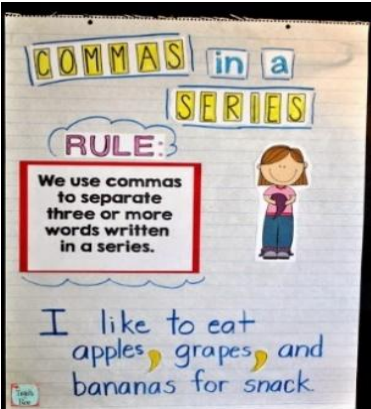




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Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources						
Literacy	<p>Spellings:</p> <ul style="list-style-type: none"> To spell words of two or more syllables. To identify and spell words with the /k/ sound spelled <i>ch</i> – e.g. scheme, chorus. To identify and spell the ‘ay’ sound spelled -ei, -eigh, -ey.  <p>Punctuation:</p> <ul style="list-style-type: none"> To secure the use of commas in a list of words in a sentence. To include apostrophe for possession 	<p>Talk to your child about word syllables.</p> <p>Discuss words that have one or more than one syllable. For example: Red has only one syllable. Pur-ple has two syllables.</p> <p>Encourage your child to break these words into syllables.</p> <table border="1" data-bbox="879 467 1619 589"> <tr> <td>hand</td> <td>gi-gan-tic</td> </tr> <tr> <td>de-ve-lop</td> <td>e-le-phant</td> </tr> <tr> <td>peach</td> <td>pa-per</td> </tr> </table> <p>Tell your child that the ‘k’ sound in some words such as ache, chorus and echo are spelt as ch.</p> <p>Guide your child to look for words with -ei, -eigh and -ey which are the ‘ay’ sound in words.</p> <p>Encourage your child to do the Look, Say, Cover, Write and Check activity when spelling these words.</p> <p>Share with your child that commas are used to separate words or groups of words in a sentence. For example: We had bread, jam, eggs, oats and milk for breakfast.</p> <p>Encourage your child to look at commas used in stories.</p> <p>Discuss how commas are used to separate words or lists in sentences.</p> <p>Encourage your child to use an apostrophe to show possession. Example – Dan’s house, Mum’s new car.</p> <p>Tell your child that the apostrophe is used to indicate possession and is not used to make a word plural.</p>	hand	gi-gan-tic	de-ve-lop	e-le-phant	peach	pa-per	<p>k sound spelled ch</p> <p>Commas</p> 
hand	gi-gan-tic								
de-ve-lop	e-le-phant								
peach	pa-per								



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Grammar:

- To Simple Past and Present perfect Tense.
- To explore varied sentence structures with homophones.

The Past Tense

past present future

[base form of the verb] + "ed" simple past tense

- Martin **paint**ed the fence.
- The Moscow State Circus **perform**ed in Boston last year.
- I **harvest**ed what I **plant**ed.

- To use preposition of time in sentences.
- To describe using adjectives for comparison

TIME PREPOSITIONS

AT	+	2 o'clock	11:30
		noon	midnight
		sunrise	sunset
ON	+	night	lunchtime
		Friday	Fridays
		March 5th	my birthday
IN	+	Christmas	Saturday morning
		January	summer
		2019	the 1990s
		the past	the future
		the morning	the afternoon

Encourage your child to speak using the past tense in sentences.

Tell your child that the present perfect tense is made from the verb 'had' and the past participle of a verb: I had finished the work.

She had gone.

Share with your child that an adjective can be used to make comparisons.

For example:

- James is tall
- His sister Jill is taller than him.
- Their dad is the tallest in the family.
- The words tall, taller and tallest are the degrees of comparison of the adjective - tall.

Talk to your child about the use of the prepositions of time. At, in and on express time in sentences.

Encourage your child to look at a non-fiction text and highlight the Prepositions of time -in, at and on.

Encourage your child to observe that a preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place.

Engage your child in using Prepositions of time appropriately when speaking about a day at school.

[apostrophe of possession](#)

[Past Tense](#)

[prepositions-of-time word search](#)



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	<p>Text level Information Text: Sea Turtles Deserts Robots</p> <ul style="list-style-type: none"> To recognize and analyze the structure and meaning of information texts. To be able to organize paragraphs around a theme To explore the similarities and differences between fiction and an information text (nonfiction). <p>Novel -The Penguin Who Wanted to Find Out Reading Comprehension: Inference-Simple and Complex</p> <p>Character sketch-Description of a character</p> <p>Art Activities:</p> <ul style="list-style-type: none"> Make a flip book (character description) Design a cover page. Make a story map <p>Write a character sketch applying all the key conventions.</p>	<p>Talk to your child about the difference between fiction and non-fiction texts.</p> <p>Discuss the structural features of an Information text which include, the title, sub-headings, descriptive paragraphs, pictures, and captions.</p> <p>Encourage your child to write a few lines around a theme using some features of an information text.</p> <p>Allocate a special time and place to read a book together. Read a selection of stories with characters, incidents and settings familiar to your child.</p> <p>Encourage your child to identify characters, settings, and main events. (Make a story map). Guide your child to recognise physical and personality traits of characters.</p> <p>Enact a story with puppets or through role play.</p> <p>Encourage your child to recognise physical and personality traits.</p> <p>Flip Book: Make a flip book on the character traits of the main character.</p> <ul style="list-style-type: none"> Cover Page Introduction to the main character Physical description of the main character. Personality traits with examples. Family and friends of the main character. 	<p>Information Text- Non-Fiction</p> <div style="text-align: center;"> <p>Title: _____</p> </div>
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How to write a character sketch...



- **Paragraph One:** name, age, physical appearance, style of dress
- **Paragraph Two:** family, family background, home, friends
- **Paragraph Three:** character traits-personality with evidence
- **Paragraph Four:** Likes and dislikes of the character
- **Paragraph Five:** feelings, voice, fears, values and behavior

Moral Education:

Resilience and Perseverance

- What does it mean to be resilient?
- What is perseverance?

- The characters adventure in the story.
- The lessons learned by the main character.

What to Include (Language)	How to Organise (Structure)
Adjectives to describe	Opening introduces the character
Expanded noun phrases	One idea at a time
Appearance details	Paragraph on appearance
Personality and feelings	Paragraph on personality
Strong verbs	Clear order
Capital letters and full stops	Ending sentence

Talk to your child about the value of working hard to achieve their goals. To reframe setbacks as opportunities for growth.

Discuss a favourite book or film character with your child, focusing on how the character looks, feels, and behaves.

Encourage your child to think of adjectives and strong verbs before writing. **Share** ideas aloud to help organise thoughts into clear sentences and encourage your child to read the finished character description to the family.

Encourage your child to display perseverance in reaching goals.

Engage your child in reading about people who have been resilient in real life. For example, Mohammed Khamis






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	<p>Leadership Gemstone Emerald - Compassion Key Focus – Inspire kindness, understanding and care towards others</p>	<p>Khalaf, the first Emirati to win a gold medal in the Paralympics for weightlifting.</p> <p>Discuss: Talk with your child about compassion and why kindness and caring actions are important in leadership. Share examples of how they can show empathy at home, in school, and with friends.</p> <p>Encourage: Encourage your child to reflect on their actions and how these may have affected others.</p>	
<p>Numeracy</p> <p>Measurement - Mass</p>	<p>To know the relationship between kilograms and grams</p> <p>To solve word problems involving real life weights.</p>	<p>Talk to your child about the relationship between kilograms and grams and their use in daily life. Then, play a game of “I say with your child, with a focus on weight. For example, you might say I think an object that weighs 2g” or “I think an object that is heavier than a kg.” Then have your child predict which object you’ve chosen by estimating and checking the prediction with a scale. Have your child write down the objects and their measurements. Then, switch roles!</p> <p>Share items such as fruits, vegetables and pasta and let your child weigh. Have him/her hold an object in the hand and guess how much it might weigh before putting it on the scale. Examples: How much will two apples weigh as opposed to one apple, or how much a cup of cooked pasta weighs as opposed to dry pasta.</p>	<div style="text-align: center;">  <p>1 kilogram = 1000 grams</p> </div> <p>https://www.splashlearn.com/s/math-games/estimate-weights-in-metric-unit</p>



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Measurement- Capacity (l and ml):

To know the relationships between liters and milliliters; choose and use appropriate units to estimate, measure and record measurement.

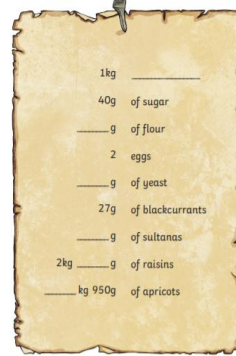
Container	Bottle	Glass	Cup	Mug
Estimate				
Measurement				

To read scales to the nearest 100 ml and to know how many ml are equal to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, and $\frac{1}{10}$ of 1 litre.

To add and subtract capacities using liters and ml.

The Old Recipe Riddle

Look at this old recipe that was found in the bottom of one of your kitchen cupboards. Some sections of the ingredients are missing. Use the clues you are given to complete the list of ingredients and their quantities.



1. The name of one ingredient is missing from the list. It is margarine. How much margarine is used in the recipe?
2. There was 54 g of blackcurrants and sultanas, in total, added to the recipe.
3. If someone added 40 g of flour and all the apricots to the mix they would have added 5kg 990g altogether.
4. Between the yeast and the blackcurrants there was 60 g of ingredients added.
5. Using the ingredients and their quantities can you guess what this recipe might be used to make?
6. Can you write a method (set of instructions) for how the ingredients could be used to make this?



Challenge

A florist orders a box of flowers. The gross net is 12kg. The box contains 2.5kg of white roses, 3750g of lilies and 3kg and 720g of daisies. What was the mass of the flowers?

Challenge 1: Convert your answer to grams only.

Challenge 2: Convert your answer to kilograms only.

Challenge 3: What is the mass of the box?



Share, Talk and Encourage –Give five or six containers and ask your child to estimate, measure and record their measurements. Now tell them to compare their readings and find out the difference between the capacity of any two containers.




Encourage your child to record the measurements of a coffee cup, glasses, a large juice container, a medicine cup and a teaspoon. Ask your child to share the capacity of each and compare the capacity of all the containers.



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		<p>Challenge</p> <p>Capacity Investigation</p> <ul style="list-style-type: none"> • You have 2 cups. When one cup is full it holds 500ml, when the other cup in full it holds 300ml. • Neither cup has an markers on it so you can only use full cups. • You cannot use half cups or any other estimated amounts. • Using the full 500ml and 300ml cups, can you make each of these amounts? • There may be more than one solution. An example has been done for you.  <p>A. 100ml =</p> <p>B. 200ml =</p> <p>C. 300ml =</p> <p>D. 400ml =</p> <p>E. 500ml =</p> <p>F. 600ml =</p> <p>G. 700ml =</p> <p>H. 800ml =</p> <p>I. 900ml =</p> <p>J. 1000ml = 500ml+ 500ml = 1000ml</p>	
<p>Science</p>	<p><u>Magnetism</u></p> <p>To explore that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>To compare the magnetic and non-magnetic materials.</p>	<p>Talk to your child about magnets using examples of fridge magnets and how they can act even if they are placed at a distance.</p> <p>Encourage your child to observe how objects move on different surfaces and inspire them to think why. You can ask them to experiment with real life materials and categorize them into those that attract magnets and those which repel.</p>	<p>Magnetism</p> <p>Repel</p>  <p>Attract</p> 



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	<p>To predict and compare the strength of the given magnets in different ways.</p> <p>To explain how friction acts on moving objects.</p>	<p>Give your child a range of materials. Ask them to use the magnet to test which materials are attracted to it and which are not. Sort the materials into two groups: magnetic and non-magnetic.</p> <p>Explore the relationship between magnets and friction. You can ask them to test how magnets interact with different surfaces and objects.</p> <p>Encourage them to research real-world applications of friction, such as in sports (e.g., the grip of sports shoes on different surfaces) or in machinery.</p>	<p>https://www.bbc.co.uk/bitesize/articles/zg86nk7#zty97v4</p> <p>https://www.bbc.co.uk/bitesize/articles/zcmwkty#z98ydm</p>
<p>Humanities</p> <p>The United Kingdom: Rivers and Seas</p> <p>The United Kingdom: Hills and Mountains</p>	<p>To name and locate the rivers and seas of the United Kingdom using a map or an atlas.</p> <p>To explore the areas of high ground in the United Kingdom.</p>	<p>Talk about the key rivers and seas and their importance. Play a game - who can locate them the quickest on a map.</p> <p>Share time together following a river on a map to find where it starts (source) and ends (mouth).</p> <p>Encourage your child to locate the United Arab Emirates and its surrounding seas on a map of the world. Locate your home country and then the United Kingdom, their rivers and surrounding seas on a map.</p> <p>Talk about the mountain ranges and the highest peaks in each of the four countries of the United Kingdom.</p> <p>Share with your child the location of these areas of high ground on a map of the United Kingdom.</p> <p>Encourage your child to research the activities in the hills and mountains of the United Kingdom.</p>	<p>The United Kingdom- Rivers and Seas.pdf</p> <p>Key vocabulary: river, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann</p> <p>The United Kingdom-Hills and Mountains.pdf</p> <p>Key vocabulary: mountain, hill, range, peak, height, legend</p>



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<p>Arabic for Arabs</p>	<p>الدجاج لايرى في الظلام أن يحدد عناصر القصة أن يطل عناصر القصة أن يفسر التلميذ المفردات الجديدة في القصة أن يقرأ التلميذ قراءة جهريّة سليمة مراعياً التنغيم والضبط السليم أن يجيب التلميذ عن أسئلة تظهر فهمه للفكر الرئيسية والفكر الفرعية مستعيناً بالنص أن يصف الشخصية وصفاً داخلياً وخارجياً أن يقرأ قراءة جهريّة سليمة مراعيّاً التنغيم والضبط السليم أن يجيب عن أسئلة تظهر فهمه للفكر الرئيسية والفكر الفرعية أن يجمع كلمات من محيط لغوي واحد موضعاً الفرق في دلالاتها الحواس الخمس أن يوظف التلميذ المفردات الجديدة في النص في سياقات جديدة أن ينثر الأبيات بأسلوبه أدوات الاستفهام أن يوظف أدوات الاستفهام في أسئلة أن يجيب أسئلة عن أدوات الاستفهام</p>	<p>يستطيع السيد ولي الأمر أن يساعد التلميذ عن طريق حث التلميذ على استخدام الكلمات الجديدة في تعبيراته داخل المنزل مساعدة التلميذ على القراءة السليمة لقصة " الدجاج لايرى في الظلام مساعدة التلميذ في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديد مساعدة التلميذ في كيفية جمع كلمات من المحيط الذي حوله وتوظيفها في سياقات جديدة تدريب الطالب على إلقاء القصيدة إلقاءً صحيحاً مع تمثيل المعنى في نبرات الصوت مساعدة الطالب على كتابة جمل جديدة تحوي أسلوب التعجب حث التلميذ على معاونة الغير. 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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non-Arabs</p>	<p>The Jobs (المهنة) - To create sentences about the jobs - To describe your favorite job using new vocabulary and adjectives. - Comparing the jobs - To express his opinion in his favorite job. - To create a sentence to describe the jobs</p>	<p>In every lesson, we provide the students with new words with their meanings to help your child memorize and use sentences of his/her own. -Ask your child to speak about his favorite job. -Ask your child to describe the jobs and the job which he prefers. - 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>Arabic and Islamic YouTube Channel</p>



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Islamic for Arabs	<p>الأمانة أن يفسر التلاميذ مفهوم الامانة أن يحلل التلاميذ أهمية الأمانة أن يبين فوائد الإلتزام بالأمانة في حياته أنا أصلي 2 أن يعدد التلاميذ خطوات الصلاة الصحيحة أن يدلل على أهمية الصلاة من الكتاب والسنة أن يستنتج فضل الصلاة وأهميتها في الإسلام خير الأعمال في الإسلام أن يبين التلاميذ أفضل الأعمال في الإسلام أن يبين أثر إطعام الطعام في الإسلام أن يقيم بعض المواقف المختلفة</p>	<p>مساعدة التلميذ في معرفة مفهوم الامانة مساعدة التلميذ في معرفة أهمية الأمانة مساعدة التلميذ في معرفة فوائد الإلتزام بالأمانة مساعدة التلميذ في معرفة كيفية أداء الصلاة بطريقة صحيحة مساعدة التلميذ في معرفة أهمية الصلاة مساعدة التلميذ في معرفة أفضل الأعمال في الإسلام مساعدة التلميذ في معرفة المعنى العام للحديث الشريف ومعاني مفرداته</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
Islamic for Non-Arabs	<p>Fatimah (RA) To Mention the parents of Fatimah (RA) To speak about Fatimah's protection and defense in Makkah . To mention the most important characteristics of Fatimah. Dining Etiquette To explain that food is important for survival To explain how to eat food. To observe Islamic dinning manners</p>	<ul style="list-style-type: none">• Please read or talk together about Lady Fatimah (RA) and her family.• Encourage good manners by copying Fatimah's (RA) kindness and patience at home.• Watch a short Islamic video or story and discuss what your child learned.• Talk with your child about why food is important for our body and health.• Practise eating correctly at home, such as sitting properly and not wasting food.• Remind your child of Islamic dining manners, like saying <i>Bismillah</i> and thanking Allah after eating. <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>Winchester school YouTube Channel</p>
UAE Social Studies for Arabs	<p>موقع بلادي الوحدة الأولى أن يتعرف مفهوم الوادي أن يحدد مصادر المياه السطحية في دولة الإمارات</p>	<p>مساعدة الطالب في معرفة مفهوم الوادي مساعدة الطالب في تحديد مصادر المياه السطحية. مساعدة الطالب على معرفة أهمية المياه الجوفية.</p>	



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	أن يميز بين المعالم الطبيعية وتلك التي صنعها الإنسان.		
Physical Education			
<u>First Week:</u>	<u>Fitness Test:</u> Squats, Sit-Ups, Burpee, Jumping Jacks	Encourage your child to practice simple fitness exercises such as squats, jumping jacks, sit-ups and burpees. Perform exercises for short periods (20-30 seconds). Emphasize correct technique, effort and rest.	Squat.mp4 SIT UPS.mp4 Burpee.mp4 Jumping Jack.mp4
<u>Second Week</u>	<u>Cricket:</u> Batting Stance	Practise batting stance at home using a soft ball or rolled-up socks. Remind your child to stand side-on, knees bend and watch the ball. Practise holding the bat correctly and stay balanced.	Batting Stance.mp4
<u>Third week</u>	<u>Cricket:</u> Forward Defense	Encourage stepping forward and gently placing the bat down to stop the ball. Focus on balance, straight bat and watching the ball. Use a soft ball rolled slowly along the ground.	
<u>Fourth Week</u>	<u>Cricket:</u> Low Catch	Roll the soft ball along the ground and practice catching with both hands. Encourage bending knees and using soft hands. Remind your child to keep their eyes on the ball.	Low Catch.mp4
	<u>Cricket:</u> High Catch	Gently throw a soft ball into the air and practice catching above the head. Encourage moving under the ball and using two hands. Focus on confidence and safe catching.	High Catch.mp4
		<u>Cooldown</u> After the game students will do proper cooldown activity.	
Information and Communications Technology	To discuss the purpose of an Algorithm.	Good Organisational skill, critical thinking. Encourage your child to create an algorithm based on any daily activity.	All about algorithms - BBC Bitesize



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<p>Algorithm</p>	<p>To create an algorithm based on real life scenario/tasks.</p>	<p>Choose one everyday task, such as: brushing teeth, making a sandwich, getting ready for school, feeding a pet, planting seeds, packing a school bag.</p> <p>Ask your child to break it down into clear steps, then write or draw each step in order.</p>	
<p>Music Mr. Kiko</p>	<ul style="list-style-type: none"> • Playing recorders • Improving children’s confidence and musicality through singing actions songs and chanting rhymes. • Reading notes 	<ul style="list-style-type: none"> • Encourage your child to practice recorder at home • Encourage the child to sing action songs at home. 	<p>Kinds of Notes (Year 03).mp4</p> <p>Year03 Recorder Lesson Old Mc Donald.mp4</p>
<p>Music Mr. Sunil</p>	<p>Learning how to play the song “Mary had a little lamb” on recorder</p>	<ul style="list-style-type: none"> • Let the child practice at home, even though there will be squeaking. • Be an audience. But better also check if the child is holding the recorder properly. 	
<p>Music Mr. Joyson</p>	<ul style="list-style-type: none"> • Improving child’s confidence and musicality through music rhythm reading stage 1 for beginners. • We explore the relationship between quarter and eighth notes in 4/4 time 	<ul style="list-style-type: none"> • Let the child understand the music note value and clap with the notes. • Ask the child to perform it with any percussion instrument like maracas, tambourine or recorder 	
<p>Moral, Social and Cultural Studies / Moral Education</p>	<p>To explore interesting old physical objects in your home.</p>	<p>Talk with your child about special objects from long ago and how they can tell us stories about the past.</p> <p>Share examples of objects you have seen from ancient times.</p>	<p>Details (Part 1).pdf</p> <p>Details (Part 2).pdf</p> <p>Key vocabulary: physical, object, old, history</p>

