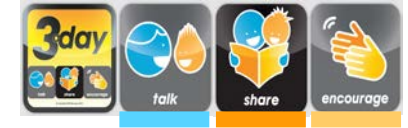


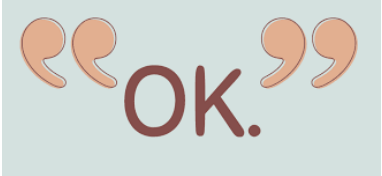




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Area of learning	Focus	Home Activities/How can you help your child at home?	Useful websites
<p><b>English</b></p>	<p><b>Spelling</b> To spell words with /a/ and /all/. Rule: The long / o/ sound is usually spelled / a/ before /l/ and /ll/. Example: <b>tall</b> (/a/ makes the long /o/ sound)</p> <p><b>Punctuation</b> To write a dialogue using speech marks.</p> <p>.</p> <p><b>Grammar</b> Identify verbs in the past tense. Use past tense verbs correctly in sentences to describe events that have already happened.</p>	<p>Ask your child to read some books and find words ending with al and all. Encourage your child to spell some of them without looking at the word.</p> <p>Share with your child the purpose of speech marks in writing. Explain that speech marks are used to indicate the exact words spoken by a person. Teach your child the rules for using speech marks: Begin and end the spoken words with quotation marks. Punctuation (comma, period, exclamation mark, or question mark) goes inside the closing quotation mark. Provide some examples and ask your child to identify the correct placement of speech marks and punctuation. Example: "Where are you going?" she asked Encourage your child to read the sentence aloud with proper intonation and expression, emphasizing the use of speech marks.</p> <p><b>Daily Conversation Practice</b> Encourage your child to talk about what they did during the day using past tense. Example: "I played with my toys."</p>	<p><a href="#">Words ending in al</a></p> <p><a href="#">al words</a></p>  <p><a href="#">How to use speech marks</a></p>   <p><a href="#">Verbs in Past tense</a></p> <p><a href="#">Irregular past tense</a></p> <p><a href="#">Past Tense</a></p>



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	<p>To write simple sentences in sequence to effectively convey ideas and events. To use adjectives to describe characters and settings. To use connectives to join sentences.</p> <p><b>Traditional tales</b> To write a story combining a familiar setting with an unusual character. To explore familiar setting, e.g. classroom, park, beach etc. To be able to describe contrasting characters. To be able to write the beginning, middle and ending of a story.</p>	<p>Ask questions like: “What did you eat for lunch?” or “Where did you go yesterday?”</p> <p><b>Action Charades</b> Act out a verb (e.g., run) and then say what you did in past tense (“I ran”). Give your child some flash cards and ask them to arrange them into a sentence. Now, encourage your child to identify the nouns, verbs, adjectives and connectives (and, or, but).</p> <p>Invite your child to pick any two words from the spelling list and frame a sentence using connectives. Ask them to give you a score for each sentence you frame.</p> <p>Organise a play date and encourage children to enact a familiar story. Encourage your child to use toys or action figures to act out a simple story. Start by setting up a scene for the beginning (introducing characters and setting), then move to the middle (a problem or fun adventure), and finally, the ending (how the problem is solved or the adventure concludes). Encourage them to dress up for the role play – in the evening they could enact in front of their parents, as they come to collect them. Read a familiar story together, then mix it up! For example, change the ending or make up a new middle</p>	<p><a href="#">Conjunctions</a></p> <p><a href="#">Conjunctions “and” “but”</a></p> <p><a href="#">Stories</a></p> <p><a href="#">Story maker</a></p> <p><a href="#">Traditional Tale Quiz</a></p>
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		<p>part. Ask your child how changing one part affects the rest.</p> <p>Share pictures of family members, your friends or your favourite cartoon character and describe it along with your child.</p>																																																																																																					
<b>Mathematics</b>	<p><b><u>Multiplication and Division</u></b></p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables of 2,5 and 10 and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.</p> <p>To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Encourage your child to see the patterns and so cut down on the number of facts to memorize. Highlight the facts you already know on the square and then start working on selected table facts. Children can be given table squares like this one to complete with the missing table facts they are working on.</p> <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td></tr><tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td><td>21</td><td>24</td><td>27</td><td>30</td></tr><tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td><td>28</td><td>32</td><td>36</td><td>40</td></tr><tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td></tr><tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td><td>42</td><td>48</td><td>54</td><td>60</td></tr><tr><td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td><td>49</td><td>56</td><td>63</td><td>70</td></tr><tr><td>8</td><td>16</td><td>24</td><td>32</td><td>40</td><td>48</td><td>56</td><td>64</td><td>72</td><td>80</td></tr><tr><td>9</td><td>18</td><td>27</td><td>36</td><td>45</td><td>54</td><td>63</td><td>72</td><td>81</td><td>90</td></tr><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td></tr></table> <p>Play rhyming games with your child. Recite rhymes or share song lyrics that contain number concepts and themes. Children will enjoy the rhyming sounds and will learn Multiplication and Division concepts.</p>	1	2	3	4	5	6	7	8	9	10	2	4	6	8	10	12	14	16	18	20	3	6	9	12	15	18	21	24	27	30	4	8	12	16	20	24	28	32	36	40	5	10	15	20	25	30	35	40	45	50	6	12	18	24	30	36	42	48	54	60	7	14	21	28	35	42	49	56	63	70	8	16	24	32	40	48	56	64	72	80	9	18	27	36	45	54	63	72	81	90	10	20	30	40	50	60	70	80	90	100	<p><a href="#">Multiplication and Division</a></p> <p><a href="#">Multiplication and division</a></p> <p><a href="#">Division Game</a></p>
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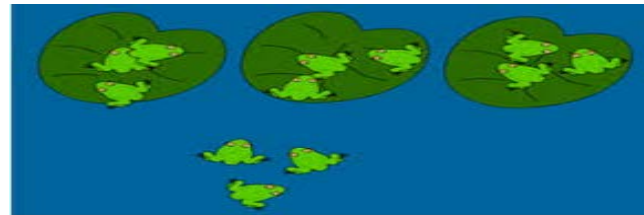
When we multiply, we are really adding together lots of the same number.


$$2 + 2 + 2 + 2 = 8$$

Four lots of 2 are 8

$$4 \times 2 = 8$$

Talk to your child that *division* is the opposite of multiplication in mathematics. *Division* allows us to



*divide* or '*share*' numbers to find an answer.

### QUESTIONS TO ASK

How can you make 40 by multiplying by 5 or 10?

What do you notice when you multiply/divide a number by 10? How does the answer differ from the starting number?

Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts.

Create your own number story based on real life and share them with your child. **Encourage** your child to create word problems of their own using their math skills and have them challenge their family members.



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### QUESTIONS TO ASK

What is 10 multiplied/divided by 5?

What real-life example can you think of for that multiplication/division fact?

### Measurement of mass/weight

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.

In a grocery store **share** some items which are measured by weight.

**Encourage** 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.



[measuring weight](#)

[measurements word problems](#)

as heavy as    less than    more than

tomato    watermelon    pineapple

(a) The mass of the tomato is less than 1 kg.

(b) The mass of the watermelon is more than 1 kg.




(c) The pineapple is as heavy as 1 kg.



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		<p><u>QUESTIONS TO ASK</u></p> <p>Order these 5 objects from lightest to heaviest.</p> <p>Which object is lighter/heavier?</p> <p>Which 2 objects do you think might weigh the same as this object?</p>	
<p><b>Science</b></p>	<p>To explore different habitats such as Desert, Aquatic, Forest and Arctic.</p>  <p style="text-align: center;"><b>Different habitats</b></p> <p>To explain the adaptation of living things in each habitat.</p> <p>To analyze the ways animals, adapt to their habitats to catch food more</p>	<p><b>Talk</b> to your child about the different habitats in the world such as desert, arctic, forest, aquatic.</p> <p><b>Show</b> images of animals and the four habitats (desert, aquatic, forest, arctic).</p> <p><b>Ask</b> your child to match the animals to their respective habitats.</p> <p>You can also create a <b>habitat chart</b> (using cardboard or a large piece of paper) where your child draws or pastes pictures of animals in their correct habitat.</p> <p><b>Ask</b> your child to describe why the animals belong in those habitats. For example, "Why do polar bears live in the Arctic?"</p> <p>Take your child on a <b>walk</b> through a local park, Dubai safari or nature reserve.</p>	<p><a href="#">Desert Habitat.pdf</a></p>  <p><a href="#">Forest Habitat.pdf</a></p> 





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	<p>To explore two important cities of the world.</p> <p><b>Key vocabulary:</b> Dubai, United Arab Emirates, London, United Kingdom, compare, capital city, Northern Hemisphere, Southern Hemisphere, population, tourists, natural, valley.</p> <p><b><u>Atlas skills - The UK</u></b></p> <p>To explore the use of an atlas.</p> <p><b>Key vocabulary:</b> map symbols, atlas, index, page numbers, contents, key, human, physical, continent, country, capital city, cartographer, continent, ocean, countries.</p>	<p><b>Share</b> with your child what the weather is like in London.</p> <p><b>Encourage</b> your child to read through the information and compare Dubai to London.</p> <p><b>Talk</b> to your child about the use of atlases and globes to locate the world’s seven continents, five oceans, the UAE, and their home country.</p> <p><b>Share</b> with your child the key features of an atlas and how the index is used to locate the pages with the relevant information they require.</p> <p><b>Encourage</b> your child to write the names of the emirates in the UAE, the countries of the UK and their home country in alphabetical order as they would appear in the index of an atlas.</p>	<p><a href="#">How is London different from Dubai.pdf</a></p> <p><a href="#">Atlas skills.pdf</a></p>
<p><b>Moral, Social and Cultural Studies / Moral Education</b></p>	<p><b>Lesson 1: Caring for Myself</b>  <b>Lesson 2: Caring for Others</b>  <b>Lesson 3: Caring for my School</b>  <b>To explore</b> ways to care for ourselves, others, and our school environment.</p>	<p><b>Talk</b> to your child about the importance of caring for themselves, others, and the school environment. Discuss ways they can show care every day.</p> <p><b>Share</b> examples of how you care for people and places in your life. Explain how actions help make a happy and safe environment.</p>	<p><a href="#">Caring for Myself.pdf</a></p> <p><a href="#">Caring for Others.pdf</a></p> <p><a href="#">Caring for my school.pdf</a></p>



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	<p><b>Key vocabulary:</b> myself, care, chase, smile, action, patient, decision, blame, environment, nature, proud, poster</p> <p><b>Lesson 4: Being Honest</b> <b>Lesson 5: Honesty in Stories</b> To explore the importance of honesty in everyday life. <b>Key vocabulary:</b> honest, dishonest, neighbour, mistake, story, character, nervous, truth</p> <p><b>Lesson 6: Telling Stories</b> <b>Lesson 7: Traditional Storytelling</b> <b>Lesson 8: UAE Heritage and Storytelling</b> To explore features of traditional and UAE heritage stories and retell them clearly.</p>	<p><b>Encourage</b> your child to express how they feel when someone is kind or caring. Motivate them to try caring actions at home and in school with family, friends and classmates.</p> <p><b>Talk</b> to your child about the meaning of honesty and dishonesty and when it might feel difficult to tell the truth. <b>Share</b> a time when you or someone you know chose to be honest, even if it was difficult. <b>Encourage</b> your child to practice honesty and praise them when they make truthful choices. Encourage them to tell you when they are dishonest and make amends to correct the error.</p> <p><b>Talk</b> to your child about the art of storytelling, its importance in Bedouin culture and what we can learn from traditional stories. <b>Share</b> traditional stories and stories about the UAE's heritage and explain why you like them. Share the features of an interesting story and how traditional and heritage stories are passed down. <b>Encourage</b> your child to retell stories in their own words using a clear beginning, middle and ending.</p> <p><b>Talk</b> to your child about the Emirati's love for sharing traditional stories, poetry and its importance. <b>Share</b> the skills of a good storyteller and</p>	<p><a href="#">Being Honest.pdf</a></p> <p><a href="#">Honesty in Stories.pdf</a></p> <p><a href="#">Telling Stories.pdf</a></p> <p><a href="#">Traditional Storytelling.pdf</a></p> <p><a href="#">UAE Heritage and Storytelling.pdf</a></p>
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	<p><b>Lesson 9: The Storyteller</b> <b>Lesson 10: Creating Stories</b> To create and retell stories using clear ideas, characters, and sequence. <b>Key vocabulary:</b> storyteller, identity, generation, campfire, dream, pearl, pearl diver, dhow</p>	<p>your ideas for stories, including characters, settings, and events, with your child who can share their ideas with a partner or the class. <b>Share</b> with your child the importance of date palm trees as a part of the UAE's heritage. <b>Encourage</b> your child to create and tell their own stories about their heritage using clear sequence and expressive language.</p>	<p><b>Key vocabulary:</b> story, traditional story, sheikh, tribe, tale, nursery rhyme, poem, fable, date palm, branch, trunk, leaves</p> <p><a href="#">The Storyteller.pdf</a></p> <p><a href="#">Creating Stories.pdf</a></p>
<p>التربية الوطنية Social studies</p>	<p>يوم الاتحاد أن يحدد الطالب خطوات قيام الاتحاد الشيخ زايد والشيخ راشد أن يميز المتعلم أول رئيس دولة للإمارات وأول نائب رئيس في الإمارات</p>	<p>مساعدة ولي الأمر للتلميذ في التعرف على الاتحاد وأهميته مساعدة التلميذ في تحديد تاريخ الاتحاد مساعدة التلميذ في معرفة معلومات عن الشيخ زايد والشيخ راشد يساعد ولي الأمر في التعرف على معنى رئيس الدولة ومعنى نائب الرئيس</p>	
<p>Arabic for Arabs</p>	<p>قصة ذهب الذئب الفضولي قصة ربيع والمطر الغزير قصة زينة وصديقها عزيز أن يحدد التلميذ شخصيات القصة أن يستنتج التلاميذ المكان والزمان أن يقرأ التلاميذ القصة قراءة جهرية صحيحة أن يضع التلاميذ نهاية جديدة للقصة أن يكتب التلاميذ ملخص للقصة أن يحدد التلاميذ الجمل الاسمية والفعلية في القصة نشيد أنا أحب لغتي العربية أن يحدد التلاميذ مفردات النص أن يميز الفرق بين الشعر والنثر أن يحدد المعنى الإجمالي للنشيد</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 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="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>



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<b>Arabic for non-Arabs</b>	<p><u>The Zoo</u> <u>To distinguish animals.</u></p> <ul style="list-style-type: none"><li>-To use (this is) ((هذه – هذا)) with the animals.</li><li>- To make a sentence about animals.</li><li>- To conjugate the verb with the pronouns in sentences.</li><li>- To create sentences about animals using some connectives.</li><li>- To describe the animals and with different adjectives.</li></ul>	<p>In every new lesson, we provide new words with their meanings.</p> <p>Help your child memorize them and use them in sentences on his/her own.</p> <p>Ask your child to describe the animals.</p> <p>Ask your child to write new words.</p> <p>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><u>Courses for Learning Arabic</u></p> <p><u>Arabic Activities</u> <u>Learn Arabic For Kids</u></p> <p><u>Arabic alphabets</u></p> <p><u>Learn New Arabic Vocabulary</u></p> <p><u>Learn Arabic Writing</u></p>
<b>Islamic for Arabs</b>	<p><u>سورة الفلق</u></p> <p>أن يُفسر مفردات السورة الكريمة يبين المعنى الإجمالي للسورة يُعدّد أعمال البشر من حيث الخير والشر <u>حديث (المسلم عونٌ لأخيه)</u></p> <p>-أستنتج أنّ الله يعين المسلم بسبب إعانته لأخيه يُعدّد صور إعانة المسلم لأخيه - <u>آداب النظافة في الإسلام</u> أن يستخلص آداب النظافة للمسلم. أطبق آداب الإسلام عند نومي.</p>	<p>. مساعدة ولي الامر للتلميذ على التعرف على مفردات السورة مساعدة ولي الأمر للتلميذ على بيان المعنى الإجمالي للسورة وذلك من خلال فتح قناة ونشستر وسماع المصحف المعلم مساعدة ولي الأمر للتلميذ أن يُعدّد أعمال البشر من حيث الخير والشر يساعد ولي الأمر للتلميذ على تعدد صور إعانة المسلم لأخيه</p> <p>يساعد ولي الأمر للتلميذ على تطبيق آداب الإسلام يساعد ولي الامر التلميذ على دخول قناة ونشستر وسماع فيديوهات عن آداب النظافة</p>	<p><u>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</u></p>
<b>Islamic for non-Arabs</b>	<p><b>1-Surah Al-Ma'oun.</b> To recite the Surah correctly. to explain the main message of the Surah — that true worship includes helping others.</p>	<p>Encourage your child to memorize Surat <b>Al-Ma'oun</b>.</p> <p>Encourage your child to help with small tasks (like setting the table, cleaning up toys, or helping a sibling).</p>	<p><u>Arabic and Islamic YouTube Channel</u></p>



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	<p><b>2-A Muslim Helps His Brother.</b> to explain that helping others is part of being a good Muslim. to practice kindness and cooperation by helping others in daily life.</p> <p><b>3- Pillars of Faith.</b> to list the six Pillars of Faith in Islam. to show their belief in the Pillars of Faith through good words and actions.</p>	<p>Read or watch simple Islamic stories about Prophets or Angels to strengthen understanding. 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><b>Physical Education</b></p>	<p>Activity 1 Ball &amp; Racquet Activities- Ball Toss</p> <p>Activity 2 Ball &amp; Racquet Activities- Forehand &amp; Backhand striking</p> <p>Activity 3 Ball &amp; Racquet Activities- Side arm striking (On the designated area)</p> <p>Activity 4 Ball &amp; Racquet Activities- Overhead striking (On the designated area)</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 proper cooldown activity.</p>	<p><a href="#">Ball tossing.mp4</a></p> <p><a href="#">forehand and backhand strokes in badminton.mp4</a></p> <p><a href="#">Sidearm Striking.mp4</a></p> <p><a href="#">Overhead striking.mp4</a></p>



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<p><b>Computing and thinking</b></p>	<p><b>Presentation Authoring</b> To create a presentation using MS Power point.</p> <p>To insert a new slide and select a suitable layout.</p> <p>To apply the appropriate transition effects to a presentation.</p>	<p><b>Talk</b> to your child about the uses and importance of PowerPoint presentations, highlighting the features that make them unique.</p> <p><b>Encourage</b> your child to <b>create</b> a presentation about their favourite book, movie, or food. Let them <b>share</b> their work with you.</p>	<p><a href="#">Power point</a></p>
<p><b>Music Year02 Joyson</b></p>	<p>Learning musical notes, recite and sing DO, RE, MI, FA, SO, LA, TI, DO. Improving children’s confidence and musicality through singing actions songs.</p> <p style="padding-left: 40px;">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>Learning what are the different kinds of musical instruments and their sounds</p>	<p>Encourage the child to act how a musical instrument is played Encourage the child to sing action songs at home.</p>	<p><a href="#">Music Induction Day (Kiko).mp4</a></p>
<p><b>Leadership Gemstones</b></p>	<p>Leading with reflection- <b>MOONSTONE:</b> Encourages deep thinking and</p>	<p>Empathy in leadership is not about providing all the answers or solutions. It is about offering presence, understanding and emotional support.</p>	



# The Winchester School, Jebel Ali

## Family Learning Newsletter-Year 2 -January - 2026



	<p>setting meaningful goals for growth.</p>	<p>Reflection</p> <p>Am I creating a culture where people feel safe sharing their challenges?</p> <p>How can I be fully present to truly hear and understand the needs of those I lead?</p> <p>What questions am I afraid to ask myself and how could answer them help me become a better leader?</p> <p>What simple habits can I adopt to make self-reflection a regular part of my leadership journey?</p>	
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