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Area of learning	Focus	Home Activities/How can you help your child at home?	Useful websites
English	**Spellings** To spell words ending with -el. Rule: The /l/ sound is spelt with *el* after m, n, r, s, v and w (e.g., camel, tunnel, towel). To spell words ending with -il. Rule: The /l/ sound is spelt with *il* in only a few words (e.g., pencil, stencil, fossil). **Punctuation:** To use capital letters, full stops and apostrophes correctly in writing tasks, e.g. poetry writing. **Grammar: Homophones** To understand that homophones are words that sound the same but have different meanings and spellings. Also explore near-homophones. **Grammar: Conjunctions** To identify conjunctions. To understand the role of conjunctions in a sentence. To use the conjunctions 'when', 'because',	**Spelling Detective:** Write a short paragraph in which some of the words ending in -el and -il are misspelt. Encourage your child to be the 'Detective'. If they spot all the misspelt words and correct them, their reward is your penalty – you have to rewrite the paragraph with the correct spellings! **Word Sort:** Write words that end in -el and -il on index cards. Have your child sort the cards into two piles based on the ending. Make it a game by setting a timer and seeing how quickly your child can sort the cards. **Kung Fu Punctuation:** Practise with your child. Remind them to use capital letters, full stops and apostrophes in their writing. **Homophone Story:** Read a story aloud to your child. Pause whenever you come across a homophone (or insert one) and ask them to identify the word and give its homophone (e.g., "Which word sounds like 'hear' but means something different?"). **Matching Pairs:** Write pairs of homophones (e.g., hear/here, sun/son) on cards. Include near-homophones too (e.g., quiet/quite). Talk about the meaning of each word and encourage your child to match the pairs correctly. **Conjunction Cards:** Give your child cards with the words 'when', 'because', 'if' and 'that' and ask them to write a sentence using each one.	Words ending in -el Words ending in -il Capital Letters and Full Stops Homophones Conjunctions Quiz Simple Present Tense

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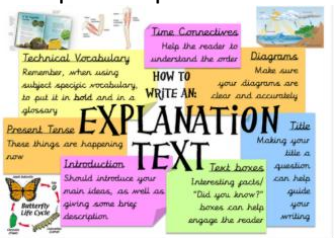
	'if' and 'that' appropriately in an explanation text to join sentences. **Grammar: Tense – Simple Present** To use the simple present tense to describe regular actions and facts. **Text Level: Explanation text** To explore explanation texts.  To use the features of an explanation text (numbered points, time connectives, diagrams, labels and captions) to present and write one. To use the connectives 'because' and 'if' to explain why and how things happen. **Poems** To speak with clarity and use appropriate intonation when reading and reciting poems. To identify onomatopoeia, rhyming words, repeated words and alliteration in poems. To use rhyming words, repeated words, alliteration and onomatopoeia in a poem. To compose a poem.	**Verb Sorting Game:** Make flashcards with verbs (e.g., run, sleep, eat). Sort them into "At Home" and "Not at Home" actions. Then write sentences in the simple present, e.g., I sleep in my bed. I run in the garden. **Talk:** Discuss that an explanation text is non-fiction writing that explains a process or event clearly. It features numbered points, time connectives, pictures, diagrams, labels and captions to help the reader understand a process. **Explore:** Together with your child, look at a range of explanation texts and talk about how they are different from other texts your child has learnt. **Share:** Show your child a flow diagram and ask them to explain it, for example how an eye works. **Because and If:** Ask your child to explain how something works at home, for example "The light comes on because I press the switch" or "If I add water, the plant will grow." **Share Poems:** Share some of your favourite poems with your child. Read them together, take turns reading with expression, and identify rhyming words, repeated words and alliteration. **Write a Poem:** Encourage your child to write a simple poem on their own, using rhyming words, repeated words, alliteration or sound words (onomatopoeia) such as splash, buzz and pop. **Sound Word Hunt:** Listen for sounds around the home or outside and write sound words (onomatopoeia) for them,	How to write an explanation text Explanation Text Quiz Nonsense Poems Features of Poetry Writing Funny Poems

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		such as drip, crash and buzz. Then play a rhyme chain: say a word and take turns saying words that rhyme with it.	
Numeracy	Money To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	**Talk:** Ask your child to create his/her own word problems which help him/her to better understand the components. Encourage him/her to use the key vocabulary (multiply, altogether, share, take away) that often are used in word problems. **Questions To Ask:** **How many ways can you make 5p/10p/20p?** **Which other coins could you have used to replace the Xp coin?** **What are the least number of coins you can use to make Xp?** Encourage your child to add coins in various ways to get different answers. Encourage your child to explore coins from another country, e.g. Dirhams. Provide your child with some objects and tag the items with prices and **encourage** them to create sums finding the total cost of two or more items, calculating the change left. e.g., If I have 20 dirhams, list down what are the different things you can buy? **Talk** and count the different ways: How many ways can your child make 10 p, 25 p, 15 p, 40 p, or 50 p?	https://kids.classroomsecrets.co.uk/resource/year-2-count-money-notes-and-coins-game/ Word Problems

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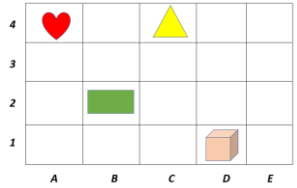
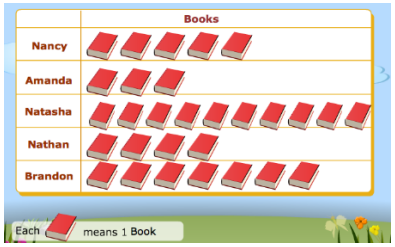
	Position and direction To find the position of an object on the grid using directional language. Data handling- Tally & Pictogram Ask and answer simple questions by counting the number of objects in each category and Interpret and construct simple pictograms, tally charts, block diagrams, and simple tables. sorting the categories by quantity. Ask and answer questions about totaling and comparing categorical data.	**QUESTIONS TO ASK** How many ways can you make 5p/10p/20p? How many ways can you make 2 aed, 5 aed, 10 aed? Ask the child to draw a grid to find the position of the given object using directional language.  **Talk** to your child about different ways of presenting data. (Tally chart, pictogram, block graphs etc)  **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	bar charts Interpreting data

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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?

Encourage your child to create questions based on the collected data and challenge their siblings to answer them using vocabulary like "How many more?" How many fewer? Total difference, least, most, etc.

How many more spoons than forks/knives/ are in our kitchen?

What coins are the most in number?

Challenge:

Sundae £1.10 **Lolly 50 p** **Ice cream £1.05**

You have £ 5 to spend, what will you buy and how much change will you have? How many different answers can you make?

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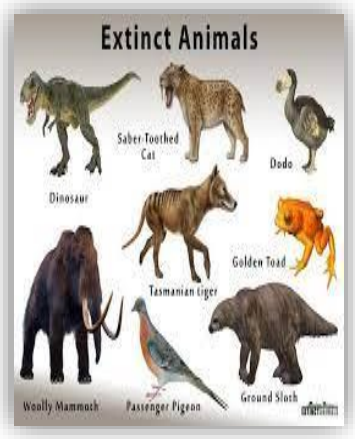
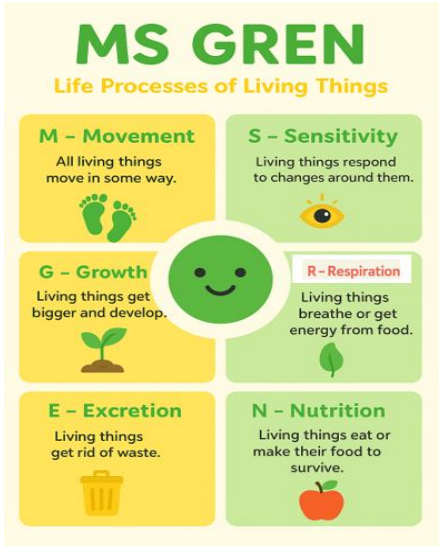
Science	<u>Characteristics of Living things</u> To identify the characteristics of living things, including the life processes such as movement, sensitivity, growth, respiration, excretion and nutrition To explore and compare the differences between things that are living, dead, and things that have never been alive.  	**Encourage** your child to pick **a plant** and **an animal** you see at home or outside (for example, a fish, cat, bird, or even an insect like an ant). **Observe** them carefully and note how they show the characteristics of living things. Create a simple chart to record your observations for each life process: Movement, Sensitivity, Growth, Respiration, Excretion, and Nutrition. **Discuss:** Talk with your child to choose objects that are easily found in and around your home. Remind your child **not to collect whole plants** as part of the treasure hunt. **Share:** Encourage your child to collect items such as a piece of paper, a stone, a fallen leaf, a piece of plastic, something made of metal, a twig, a fruit or seed, an artificial flower, or anything else they can safely choose. **Discuss:** Set a timer for the activity to limit the hunt. Once time is up, ask your child to bring the objects back and **sort them into two groups**, explaining why they placed each item in a group. **Share:** Talk together about the differences between **living and non-living things**, sharing observations and thoughts. **Encourage** children to explore and compare the differences between things that are living, non-living, dead (once alive-example dinosaur), and things that have never been alive.	<u>MS_GREN_Life_Processes.pdf</u>  <u>Once Alive and Extinct.pdf</u> <u>What is a habitat.pdf</u>

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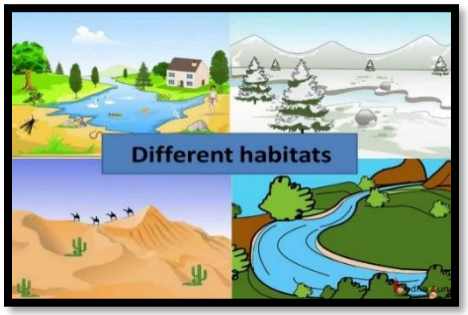
	To identify that most living things live in places to which they are suited and are called habitats.	Going on a treasure hunt **Talk** to your child about the different places where they see animals and plants living. **Encourage** children to write down all their findings and make a booklet on habitats. **Share** with children examples of plants and birds co-habiting. Eg. Birds nesting in trees or bushes, squirrels living in trees, owls nesting in holes in trees, butterflies laying their eggs on plants etc.	Animal homes.pdf 
Humanities: Geography	**<u>Welcome to the UK</u>** To explore the countries of the United Kingdom. **Key vocabulary:** The UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continents, capital city, map, equator. **<u>Viewing from Above</u>**	**Talk** to your child about the four countries, capital cities and surrounding seas of the UK and locate them on the map of the United Kingdom. **Share** with your child the human features and the physical features of the UK. **Encourage** your child to use world maps, atlases and globes to identify the United Kingdom and its countries as well as the continents and oceans of the world. Extend it: Interview 'residents' of the town and country to find out their views about living there to stimulate discussion! Sort good and bad points for the locations. Design it: Design a new national flag or emblem for either a given country or a country of your choice using a range of media e.g. drawing, painting, modelling, sewing (with adult supervision only) or using relevant technology. **Talk** to your child about aerial views, bird's eye views, ground level views, human and physical features.	Welcome to the UK.pdf

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	To explore aerial photographs. **Key vocabulary:** aerial view, bird's eye view, ground level view, above, perspective, plan, key, labels, title, colour code, satellite, human features, landmarks, physical features, senses.	**Share** with your child a variety of photographs showing ground level views and aerial views. **Encourage** your child to describe the geographical features both human features and physical features in the aerial and ground level view photographs. Extend it: Use the internet to search for your own aerial photographs. Then see if you can find both aerial and ground level views, comparing what you see. Project: Create a small scale plan of the school buildings and the school grounds. Label the human and physical features. Use compass directions and positional language to explain a specific route around using key vocabulary.	Viewing from Above.pdf
Moral, Social, and Cultural Studies / Moral Education	**Living in a Community** To explore living in a community. **UAE Culture** To explore the culture in the UAE.	**Talk** to your child about the family, class and school communities. **Share** with your child the importance of respecting family members and following family rules. **Encourage** your child to create a few rules for the family which can make everyone happy. **Talk** to your child about the culture in the UAE, clothes, food, flags, sports and the like. **Share** with your child the different traditions and culture followed in the UAE. Why are animals important and why are they used in Emirati culture? **Encourage** your child to research and find additional information about traditions followed in the Emirati culture.	Living in a community.pdf **Key vocabulary:** rules, respect, please, thank you UAE Culture.pdf **Key vocabulary:** culture, Emirati, Bedouin, festival

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	UAE Heritage and Traditions To explore the heritage and traditions of the UAE. **Term Project**	**Talk** to your child about the heritage and traditions of the UAE. **Share** with your child what a tradition is and your family traditions. **Encourage** your child to practice their traditions, find out how traditions can be related to culture, draw a picture of their tradition, create a model of a heritage village in the UAE or visit one with you. **Talk** to your child about the traditions of the UAE. **Share** with your child pictures and videos of these UAE traditions. **Encourage** your child to draw pictures of your traditions and the traditions of the UAE and explain them.	UAE Heritage and Traditions.pdf **Key vocabulary:** tradition, heritage, heritage village, emirate Term Project.pdf
Moral Education for Arabs	العدل والمشاركة أن يميز الطالب بين أنواع العدل- أن يستنتج أهمية العدل في حياة الإنسان أ ن يقيم العدل بين جميع المخلوقات أسرتي أن يشرح الطالب دور الأسرة في المجتمع أن يحلل معرفة الإنسان لوجباته داخل الأسرة أهمية التعبير عن المشاعر أن يميز التلميذ طرق التعبير عن مشاعره- أن يوضح كيفية احتواء المواقف السلبية أن يدلل على حُبه للآخرين من خلال مشاعر طيبة	مساعدة ولي التلميذ في التمييز بين أنواع العدل -مساعدة ولي الأمر التلميذ- .في قيمة العدل في حياة الإنسان مساعدة ولي الأمر التلميذ في أن يكون العدل يكون بين جميع المخلوقات -- . حتى الحيوانات والطيور • مساعدة ولي الأمر التلميذ في التعرف على دور الأسرة في . المجتمع . مساعدة ولي الأمر التلميذ في آداء واجباته- . مساعدة ولي الامر التلميذ في كيفية التعبير عن مشاعره بطرق إيجابية- مساعدة ولي الأمر التلميذ في كيفية التصرف في أي موقف سلبي يتعرض له- . . مساعدة ولي الأمر التلميذ في كيفية إيجاد دليل عن حبه للآخرين-	

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التربية الوطنية **Social studies**	أنا وأقاربي أن يميز الطالب أنواع الأسر في الإمارات العربية المتحدة .أن يميز أقاربه من جهة الأم والأب - أنا وأقاربي المعايدات	مساعدة ولي الأمر للتلميذ في التعرف على الأسرة البسيطة والممتدة مساعدة التلميذ في معرفة أقربائه (أعمامه - أخواله) يساعد وي الأمر في تطبيق الزيارة بالتلميذ في المناسبات يساعد ولي الأمر في التعرف على الجيران	
Arabic for Arabs	قصة حلزون يجد له صديقًا قصة خشون الخروف الخفي أن يحدد التلميذ شخصيات القصة التلاميذ المكان والزمان يستنتج أن 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 المدرسة أن يحدد التلاميذ مفردات النص أن يميز الفرق بين الشعر والنثر أن يحدد المعنى الإجمالي للنشيد	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 ونشيستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر
Arabic for non-Arabs	<u>Fruits and vegetables</u> -To use (this is) (((هذا – هذه with the new words. - To Make a dialogue in Arabic about fruits and vegetables. - To conjugate the verb with the pronouns in sentences. - To create sentences about fruits and vegetables - To describe the fruits and vegetables and with different adjectives.	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. Ask your child to describe the fruits and vegetables. Ask your child to write the new words. - Tell your child to make a dialogue with you in Arabic about the fruits and vegetables. 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.	Courses for Learning Arabic Arabic Activities Learn Arabic For Kids Arabic alphabets Learn New Arabic Vocabulary Learn Arabic Writing

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			Arabic and Islamic YouTube Channel
Islamic for Arabs	**الرفق بالحيوانات (Kindness to Animals)** • اكتشاف أن الرفق بالحيوانات عملٌ يُرضي الله تعالى. • مناقشة الطرق التي يمكن من خلالها معاملة الحيوانات بلطف ورحمة. **دعاء النوم (Bedtime Supplication)** • حفظ دعاء النوم عن ظهر قلب. • تطبيق آداب النوم والتزامها قبل الذهاب إلى الفراش.	**بمساعدة أحد الوالدين، يُشجَّع الطالب على الرفق بالحيوانات من خلال:** • عدم إيذاء الحيوانات أو إخافتها. • معاملتها بلطف ورحمة في جميع الأوقات. **شجّعوا طفلكم على ترديد دعاء النوم يوميًا.** كما يُرجى الاطلاع على الروابط الموجودة في قناة اللغة العربية والتربية الإسلامية على اليوتيوب، وذلك لمساعدة طفلكم على التعلّم أكثر عن هذا الموضوع في المنزل.	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر
Islamic for non-Arabs	-Kindness to animals. To discover that kindness to animals is an act that pleases Allah. To discuss how one can be kind to animals. -Bedtime supplication. To know bedtime supplication by heart. To apply etiquettes at bedtime.	With the help of a parent, the student is Kind to Animals Never hurting or frightening animals. Encourage your child to say bedtime supplication. 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 .	Arabic and Islamic YouTube Channel
Physical Education	Activity 1: Sports Day Practice. Activity 2: Sports day	Talk and Encourage the children to do the following: Proper warm up The Students will do the proper warm up and will practice the skills with basic rules. Follow the links for the skills and rules	sports day obstacle race.mp4 Sports Day Race.mp4 Galloping.mp4

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	Activity 3: Locomotor Skills/Dodgeball-Galloping, Jumping Activity 4: Locomotor Skills/Dodgeball-Leaping, Skipping Activity 5: Locomotor Skills/Dodgeball-Body Awareness. Running posture Activity 6: Short Sprint	Cooldown After the game students will do proper cooldown activity.	Dodgeball.mp4 Locomotor Skills(Leaping,Jump and Land, Skipping, and Hopping).mp4 Running Posture.mp4 50-mt-Dash-SnapYT.App.mp4
Computing and thinking	**Topic: Online Safety** To understand what a 'digital footprint' is and that it contains information about a person. To know that people can use the information put online. To use keywords to search for information safely and get good results. To know what to do if a website makes them uncomfortable or if someone is being unkind online. **Topic: Artificial Intelligence (AI)**	**Record** your child's digital footprint over a week (games, videos, apps, websites). **Talk** about how their online activity might influence the adverts they see on websites or in apps. **Search** together for something your child enjoys. **Try** different keywords and **discuss** which websites suit their age and when to ask an adult. **Encourage** your child to **design** a homepage for a gardening website made for children, then **explain** how they would change it to suit adults. **Talk** about what to do if a website makes them uncomfortable or someone is unkind online: stop and tell a trusted adult. Please supervise all online tasks at home.	Google Interland – Be Internet Awesome Thinkuknow – Jessie & Friends (ages 4–7) Childnet – Primary online safety Kiddle – Kid-safe search engine

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	To understand that AI is a computer system that can learn from examples and help people. To spot everyday examples of AI, such as voice assistants and video or game suggestions. To know that people make and guide AI, and that AI can make mistakes. To know not to share personal information with AI tools and to ask an adult first.	Spot AI at home with your child, such as a voice assistant, video suggestions or a map app, and talk about how it helps. Play Quick, Draw! together and discuss how the computer guesses the drawing and why it sometimes gets it wrong. Remind your child that AI is not a person: never share names, school or photos, and always ask an adult first.	Quick, Draw! – Google AI for Oceans – Code.org
Music Year 02 Joyson	•Improving child's confidence and musicality through singing actions songs and sing with the appropriate tune. •Song : you are my sun shine	•Let the children sing action songs at home. •Ask the child to perform the songs we learned in school. •Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.	
Music Year02 (Sunil)	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 to read and play the musical notes without the word support	

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Music Year02 Kiko	Learning what are the different kind of music instruments and their sounds Improving children's confidence and musicality through singing actions songs and chanting rhymes Dynamics and tempo along with a conductor	Encourage the child to act how a music instrument is played Encourage the child to sing action songs at home.	Music Induction Day (Kiko).mp4
Leadership Gemstones	Value of the Month for November: "Leading with Gratitude" – Citrine Be thankful and appreciate what you have. Value of the Month for December: "Leading with Unity" – Garnet Work together and support each other.	Taking a moment to say thank you shows people you notice and appreciate their efforts. Gratitude helps builds friendship and teamwork. Are there things others do that I forget to say thank you for. How can I make saying thank you a habit? How can I show others I value their contribution? When we respect and trust each other, we work better as a team. Leading with unity means bringing people together to work as a team. How can I bring my team or classmates closer together? What can I do to make sure everyone feels valued and included in what we do?	