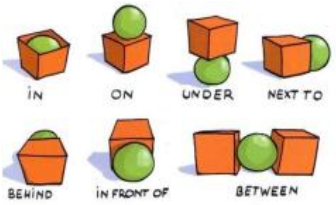
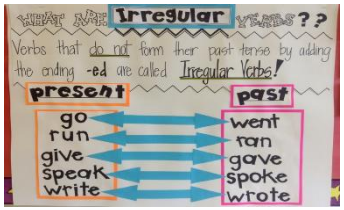
The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
Literacy	**Spellings:** **Homophones** new-knew story-storey there-their **Prefix** -'inter' means between or among - super' means above - anti means against -auto' means self or own **Grammar:** To use **apostrophe** for contraction. To use **prepositions** of time and place. To use **imperative verbs** to convey directions, advice, or requests. To use **time connectives** to indicate when something is happening. To use the simple past tense and the **present perfect tense.**	**<u>Talk and encourage the children to do the following:</u>** **Talk** about the use of homophones. Homophones are words that sound the same as another word but have a different meaning, and often a different spelling. **Discuss** the rules of homophones and identify the difference in meanings. **Encourage** your child to start making a word bank with different homophones. Make a list of homophones in a story. Your child can then try to frame sentences with each word. **Prefix** **Talk** to your child about prefixes. A prefix is a word part with a specific meaning at the beginning of a word. **Example -<u>inter</u>national, <u>super</u>power, <u>anti</u>septic, <u>auto</u>matic** **Apostrophe** **Begin** with activities that encourage your child to use **Matching cards**, for example 'I am' with 'I'm'. These will familiarize your child with the spellings and placing an apostrophe in words. Computer games where children **move a virtual apostrophe** and put it in the correct place, usually give children immediate feedback. **Prepositions** Encourage your child to describe things around the house with respect to their positions. Encourage them to use interesting and varied vocabulary to describe the position of the things around. Example: The flowers are in the vase. I left my shoes under the brown table. **Imperative Verbs**	 Homophones - English - Learning with BBC Bitesize Using apostrophes - BBC Bitesize  https://wordwall.net/resource/42584/english/time-connectives

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

		Discuss with your child the use of imperative verbs or bossy verbs to give instructions or to tell someone to do something. **Encourage** your child to listen to commands or instructions at home or in the playground. **Tell** your child that in an instruction text, the order that events happen in, is important. **Present Perfect Tense** **Encourage your child** to change to the present perfect tense. Link the past to the present – and then teach its formula: have/has + past participle. Example -I've been to Indonesia. • She hasn't eaten sushi. • What countries have you visited? Present Perfect tense- rule 1. **I / You / We / They + have + past participle** • *They have finished their work.* 2. **He / She / It + has + past participle** • *She has completed her homework.*	imperative verbs - Match up grammar-practice/present-perfect-experiences Present perfect tense
	TEXT LEVEL: **Non-Fiction** **Instructional Text** To organize instructions in steps. To use imperative verbs and adverbs. To include technical vocabulary. **Rhyming Couplets** To explore rhyme schemes and create rhyming poems.	**Talk** to your child about different types of nonfiction texts like newspapers, magazines, fact files, instructional books and information books. Discuss with your child that non-fiction books are facts and give accurate information. **Discuss** the elements of non-fiction texts like heading, sub-heading, illustrations, labels and diagrams, glossary, index, table of contents. **Talk** to your child about rhyming words. **Read** a poem to the child and let your child tell you the rhyming words. **Discuss** that a rhyming couplet is a pair of successive lines that rhyme. It's usually the last words at the end of each	https://www.bbc.co.uk/teach/class-clips-video/articles/zrvtscw https://www.bbc.co.uk/bitesize/articles/z69xfdm#zp2jtcw

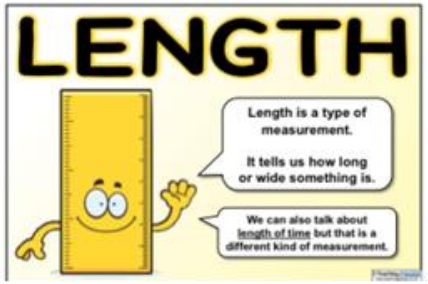
The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

		line that rhyme. They're also typically the same length and have the same meter or rhythm. **Encourage** your child to add rhyming couplets to the end of a rhyming poem.	
	<u>Topic identified based on Term 1 gap analysis:</u> **Spellings:** Spelling of irregular verbs in the past tense. **Grammar: Gap lessons** • **<u>Verbs-The Simple Past Tense:</u>** To use sentences in the Past tense • **<u>Adjectives:</u>** To use descriptive language • **<u>Punctuation Marks:</u>** Full stop, Question mark, comma, exclamation mark, quotation marks and Capital letter	**Tell** your child that irregular verbs do not follow the normal patterns for tense and past participle. While most English regular verbs use the ending "-ed" for the past tense and participle forms, irregular verbs each have their own unique tense forms and past participles. **Encourage** your child to follow a set of actions. **Guide** your child to build a word wall of actions in the Present and the Past tense. **Discuss** verbs that are called irregular and do not follow the set rules of verb forms. Example: awake- awoke begin-began build- built **Speak** to your child about describing words. An adjective is a word that describes a person, animal, thing or thought. An adjective includes words that describe how something looks like, feels, tastes or smells. **Encourage** your child to describe something in the room while you guess what that object is. Take turns describing objects, people or animals.	https://www.bbc.co.uk/bitesize/articles/zh4thbk#zh43khv 
	Text Level Gap Lesson: Character Sketch • To revisit and describe a character's personality traits	**Talk** about a favourite storybook character and identify traits such as kind, brave, honest, curious or helpful. **Ask** your child to explain how the character's actions or words reveal their personality.	

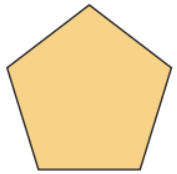
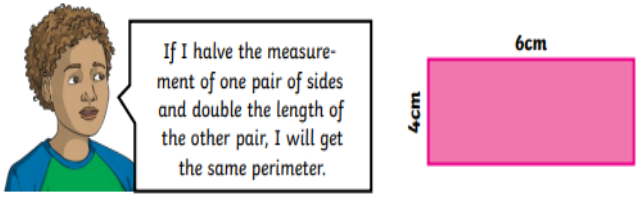
The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	using their actions, words and behaviour. • To use adjectives and descriptive phrases to describe a character's appearance, feelings and behaviour.	**Encourage** your child to write three personality traits and give an example to support each one. **Ask** your child to describe a character from a favourite story using adjectives such as tall, cheerful, thoughtful, nervous or generous. **Take** turns describing a character using clues about their appearance and personality while the other person guesses. **Encourage** your child to write a short description of a character using interesting adjectives and complete sentences.	
	Moral Education: • Being Healthy and Staying well • Proper food and good health • Sports and a healthy body **<u>Leadership Gemstones</u>** **November Leadership Gemstone: Citrine** **Leading with Gratitude** **Key Value Focus**: Gratitude Citrine encourages us to recognise the good around us and appreciate the people who support and inspire us every day. Students will learn the importance of expressing gratitude, acknowledging the contributions of others, and maintaining a positive outlook.	**Talk** to your child about the importance of eating healthily and staying well as well as the importance of various sports for a healthy body. **Share** recipes that are wholesome and have nutrients. Provide opportunities for your child to share his/her feelings. Read a story together and ask your child what he/she feels about the character. **Encourage y**our child to say "thank you" and show appreciation for acts of kindness. **Discuss** the people who help them at home, in school, and in the community. **Create** opportunities for your child to share what they are grateful for each day. **Model** gratitude by recognising and celebrating the efforts of family members. In line with Commemoration Day (30 November), students will reflect on the sacrifices and contributions of others, helping them develop appreciation, respect, and gratitude.	

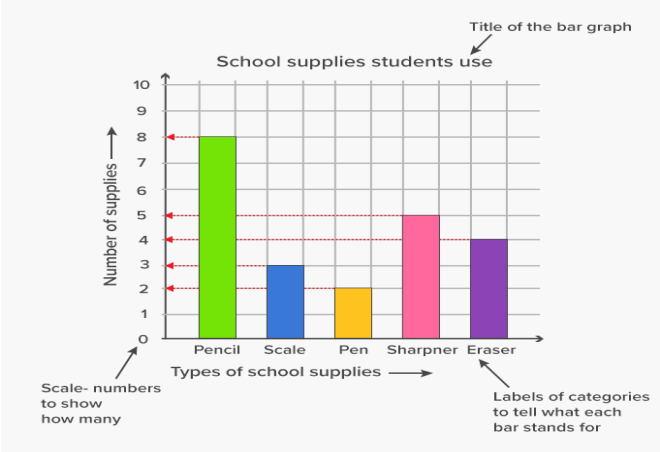
The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	December Leadership Gemstone: Garnet **Leading with Unity** **Key Value Focus: Unity** Garnet symbolises togetherness, cooperation, and strong relationships. Throughout December, students will explore how working collaboratively, supporting one another, and celebrating shared successes can strengthen our school community.	**Encourage** your child to work cooperatively with siblings, family members, and friends. **Discuss** the importance of teamwork and helping others achieve common goals. **Celebrate** examples of collaboration and kindness within your family. **Help** your child understand that everyone has unique strengths that contribute to a successful team. Linked to the celebration of **UAE National Day (2 December)**, students will learn how unity, teamwork, and shared values have helped build and strengthen the nation.	
Mathematics: **Measurement _ Length and Perimeter**	**Measurement – Length**  To draw or measure lines in centimeters and millimeters. To solve word problems involving length. **Measurement – Perimeter**	**Talk** about why we measure different objects in our daily life. Let your child measure and compare the length of different objects at home like clothes, shoes etc. **Discuss-** Who wears the biggest shoes in the family? How many centimetres long is it? How much longer is it than my shoe? **Talk** to your child about different types of 2D shapes and their perimeters.	https://www.topmarks.co.uk/maths-games/7-11-years/measures Perimeter

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	To calculate the perimeter of 2 D shapes **Statistics- Data Handling** • To evaluate, interpret and present data using pictograms in different ways. • To draw simple pictograms for a simple understanding of data. • To present data using pictograms and tables. Apply and solve one-step and two-step questions [for example, How many more? and 'How many fewer?'] using information presented in pictograms and tables. • To present data using pictograms and tables. Apply and solve one-step and two-step questions [for example, How many more? and 'How many fewer?'] using information presented in pictograms and tables.	Use straws cut into lengths of 2, 4, and 6 inches, along with pipe cleaners cut into 2-inch pieces. **Encourage** your child to explore perimeters by making polygons with sides of various lengths. They measure and record the lengths, then draw the shape. **Challenge** I have a pentagon. Its perimeter is **75cm**. How long is each of its sides?  Hugo has drawn a rectangle.  Is this true? Prove it! **Super Challenge –** Use Building block / Legos for this activity Discussing data handling i**nvolves gathering information, summarizing it, and deciding what it means**. They can help to predict such things as the weather and how sports teams will perform.	[Interpret Bar Graphs - Practice with Math Games]

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026



Talk.

Step 1: Write your hypotheses and plan your research design. ...

Step 2: Collect data from a sample. ...

Step 3: Summarize your data with descriptive statistics. ...

Step 4: Test hypotheses or make estimates with inferential statistics. ...

Step 5: Interpret your results.

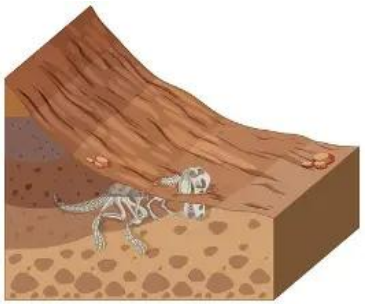
They can help to predict such things as the weather and how sports teams will perform.

Examples of statistical questions.

What is the most popular lunch choice?

- What school do these students attend?
- How many math teachers are in the school?
- What is the common age for the teachers at the school?
- About how many hours of sleep do students generally get on a school night?

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

Science	**<u>Rocks and Soil</u>** To analyse and classify different types of soil by comparing and grouping them based on their physical properties. To investigate which type of soil can retain the most amount of water and why. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. 	**Observe** different types of soil in and around your home, such as in gardens, pots, parks and construction areas. Encourage your child to notice the colour, texture and size of the soil particles. **Collect** small samples of different soils, such as sandy soil, clay soil and garden soil. If possible, compare them with loamy soil. Ask your child to describe how each soil looks and feels. **Investigate** the properties of different soils with your child. Add a small amount of water to each sample and observe how the soil changes. Talk about which soil feels sticky, gritty, smooth or crumbly. **Explore** how different soils are useful. Talk about which type of soil is best for growing plants and why. Encourage your child to explain how the properties of sand, clay, silt and loam make them suitable for different uses. **Look** for pictures or examples of fossils in books, museums, videos or online resources. Encourage your child to identify fossils of plants, shells and animals. **Talk** about how fossils are formed. Explain that fossils are the preserved remains or traces of living things from a very long time ago. Discuss how they can be found in rocks and layers of the Earth.	**<u>Rocks and Soil</u>**  **<u>What is soil made from? – KS2 Science curriculum - BBC Bitesize</u>** **<u>https://www.bbc.co.uk/bitesize/articles/zt3ntrd#zq37ywx</u>**
Humanities History	**<u>The Stone Age: Skara Brae</u>**	**Talk** to your child about the artefacts discovered at Skara Brae and how the settlement provides evidence that	Skara Brae -Stone Age.pdf

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	To explore what was found at Skara Brae. **Key vocabulary:** Skara Brae, prehistoric, dwelling, inhabited, extraordinary, clumps, magnitude, artefacts, Neolithic, Stonehenge, excavations, archaeological, livestock. **<u>The Stone Age: Homes</u>** **To explore homes in the Stone Age.**	some Stone Age people were moving away from a nomadic lifestyle towards a settled way of life. **Share** with your child pictures and information about Skara Brae, explaining its historical significance and the archaeological evidence that people had begun growing crops, farming and keeping livestock. **Encourage** your child to imagine that he or she was an inhabitant of Skara Brae whilst it functioned as a home for many people and write a diary entry for an ordinary day at the site. Draw a Skara Brae village scene: Study historical illustrations of the Orkney settlement and draw your own detailed picture of the stone-slab houses. Label the settlement: Look at photographs of the excavated stone houses and label key architectural features such as the central hearth, stone dressers, and covered passageways. Design and build a Skara Brae hut: Use air-drying clay, cardboard boxes, or ice cream sticks to build a model of a semi-subterranean Neolithic house featuring a central stone hearth and stone-built beds. **Talk** to your child about the different types of homes people lived in during the Stone Age and how these changed over time. **Share** with your child pictures and information about Stone Age houses, including the materials used to build them. **Encourage** your child to read about Stone Age homes and	Stone Age Homes.pdf Stone Age Homes 2.pdf

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

		compare them with the homes we live in today. Cardboard and tissue hut diorama: Build a miniature model of a prehistoric pit-house or thatched hut using a cardboard baseboard, rolled paper, ice cream sticks, and brown tissue paper crinkled with glue to create a mud-and-thatch texture. Stone Age Estate Agent Sales Pitch: Write a creative real estate listing or "for sale" brochure describing a Stone Age cave or wattle-and-daub hut, listing features like a central fire pit, animal-skin door flaps, and proximity to a freshwater river. Miniature Campfire Craft: Construct a fake campfire model using real pebbles, small ice cream sticks, and a battery-operated tea light to see how early humans kept warm and cooked inside or near their shelters.	
Arabic for Arabs	بيت وسط العاصفة أن يحدد عناصر القصة أن يحلل عناصر القصة أن يفسر التلميذ المفردات الجديدة في القصة أن يقرأ التلميذ قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم أن يجيب التلميذ عن أسئلة تظهر فهمه للفكر الرئيسة والفكر الفرعية مستعينًا بالنّص. أن يحدد التلميذ عناصر القصة أن يقرأ قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم . أن يجيب عن أسئلة تظهر فهمه للفكر الرئيسة والفكر الفرعية. أن يجمع كلمات من محيط لغوي واحد موضحًا الفرق في دلالاتها (مطر) نشيد	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 " بيت وسط "العاصفة 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 صحيحًا 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 ونشيستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	أن يوظف التلميذ المفردات الجديدة في النص في سياقات جديدة - أن يطرح التلميذ أسئلة عن الفكرة الرئيسة والفكر		
Arabic for non-Arabs	We will talk about a clothing store and learn new vocabulary related to clothes and shopping. Students will learn how to talk about buying clothes, such as a dress and a pair of trousers. Students will then talk about the clothing store by forming sentences and using different colours to describe the clothes. They will describe a day at the clothing store using the new vocabulary and adjectives they have learned. Students will also be able to express their opinions about different types of clothing.	In every lesson, we provide students with new vocabulary related to the clothing store, along with their meanings, to help your child memorize the words and use them in sentences of his/her own. • Ask your child to talk about a clothing store and describe the different clothes he/she can find there. • Ask your child to describe a day at the clothing store, using the new vocabulary, colours, and adjectives he/she has learned. • Encourage your child to express his/her opinion about different clothes and say which ones he/she likes or dislikes. • Go through the links on the Arabic YouTube channel so that you can help your child learn more about the topic at home.	Arabic and Islamic YouTube Channel
Islamic for Arabs	**النبي يُحب العمل** أن يستنتج أخلاق النبي أن يحدد أهم أعمال قام بها النبي للمساعدة أصحابه أن يدلل على حب النبي للأخرين **سورة الشرح** أن يشرح المعنى العام للسورة الكريمة أن يستنتج فضل قراءة السورة الكريمة أن يفسر بعض معاني مفردات السورة الكريمة	مساعدة التلميذ في معرفة أخلاق النبي مع أصحابه مساعدة التلميذ في معرفة حب النبي لأصحابه ومدى مشاركته لهم مساعدة التلميذ في كيفية التعاون مع الغير مساعدة التلميذ في معرفة ماتضمنه السورة الكريمة مساعدة التلميذ في حفظ سورة الشرح مساعدة التلميذ في معرفة أن بعد العسر يسر مساعدة التلميذ في معرفة أن الله وحده هو المستحق للعبادة	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

Islamic for non-Arabs	**The Prophet Loved Work** • To infer the morals and good character of the Prophet ﷺ. • To identify the most important tasks the Prophet ﷺ did to help his Companions. • To provide evidence of the Prophet's ﷺ love for others. **Surah Ash-Sharh** • To explain the general meaning of the Noble Surah. • To identify the virtue and benefits of reciting the Noble Surah.	• To help the student understand the Prophet's ﷺ good manners with his Companions. • To help the student understand the Prophet's ﷺ love for his Companions and how he supported and participated with them. • To help the student understand how to cooperate with others. • To help the student understand the main messages and teachings contained in the Noble Surah. • To help the student memorize Surah Ash-Sharh. • To help the student understand that Allah alone is worthy of worship.	Winchester school YouTube Channel
UAE Social Studies for Arabs	**البحار والمحيطات** أن يتعرف مفهوم الموقع الجغرافي أن يحدد البحار والمحيطات التي تحيط بنا ومنه يتعرف التلميذ على مفهوم مصطلح المحيط وما المقصود به القارات أن يميز التلميذ عدد قارات العالم ومنه يتعرف على مفهوم مصطلح القارة والمقصود بها	مساعدة الطالب في معرفة موقع الإمارات مساعدة الطالب في معرفة ما المقصود بمصطلح المحيط وأين يوجد في دولة الإمارات مساعدة الطالب على معرفة بعض بعض المعاني والمصطلحات الواجب معرفتها مساعدة ولي أمر الطالب في معرفة أسماء القارات التي تحيط بنا وما المقصود بمفهوم القارة	
MOE for Arabs	• **تخيل نفسك مكاني** • **أن يقيم التلميذ كيفية الخروج من الموقف** • **أن يشرح مواقف تعرض لها وخرج منها** • **أن يُعدد مشاعره تجاه مواقف إنسانية كانت مؤثرة عليه**	مساعدة ولي الأمر التلميذ في كيفية مساعدة الآخرين -مساعدة ولي الامر التلميذ في كيفية التصرف في المواقف المحرجة - مساعدة ولي الأمر التلميذ في تقدير مشاعر الآخرين وعدم السخرية منهم -مساعدة ولي الأمر التلميذ على كيفية نشر المحبة مع الاصدقاء	

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	• صباح الخير مدرستي أن يحلل التلميذ مدى سعادته بدخوله لمدرسته - أن يقيم مدى حبه لأصدقائه داخل الصف . - أن يعدد حُب لأصدقائه في جميع - الرفاهيات - أنا وأصدقائي في المدرسة - أن يحدد التلميذ مدى محبته لأصدقائه في المدرسة أن يشارك مع أصدقائه كل الأنشطة داخل الصف - أن ينشر روح التعاون مع أصدقائه في المدرسة	- مساعدة ولي الأمر التلميذ كيفية حب المدرسة والقراءة -مساعدة ولي الأمر التلميذ على التعاون والمشاركة الإيجابية مع أصدقائه -مساعدة ولي الأمر التلميذ على تبادل وجهات النظر واحترام رأي الآخرين	
Physical Education Activity -1 Activity - 2 Activity - 3 Activity - 4 Activity - 5 Activity - 6	**Sports Day Practice** - Week 2 **Sports Day/Practice** **Basketball:** Passing and Receiving **Basketball:** Dribble with walk, stop and pass **Basketball:** Dribble with walk, stop and shoot	**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. Cooldown After the game students will do proper cooldown activity.	Useful sites: Links: Ice cream cone Relay.mp4 Island Hoppers.mp4 obstacle.mp4 Stationary Passing and Receiving Drill.mp4 Dribble, Jump Stop, \u0026 Pass Drill.mp4

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	Basketball: Mini Team Game and Rules		Jump Stop Shooting Drill.mp4 Basketball match.mp4
ICT – Information and Communications Technology **Turtle Logo Programming**	To create programs in Turtle Logo programming language.	Logical thinking and problem-solving skills. Encourage your child to explore the different commands given to the turtle in Turtle programming and create programs to draw shapes. <u>Activity:</u> Guide your child to create a Turtle Logo program to draw a square shape.	https://turtleacademy.com/lessons/1 https://www.turtleacademy.com/lessons/12 https://www.transum.org/Software/Logo/
Sorting and Organizing Data	To group and organize information into categories. They will learn that data can be sorted in different ways and will explain the rule they used for grouping. They will also begin to explore how AI can classify and group information, while understanding that AI results should always be checked.	Talk about sorting: Ask your child to find objects at home and group them using different rules, such as colour, shape, size, type or purpose. Activity: Collect 10–15 safe household items or pictures. Ask your child to: 1. Sort them into 2 or 3 groups. 2. Explain the rule used for each group. 3. Try sorting the same items in a different way. 4. Compare the groups and identify which group has more/fewer items. AI connection: Talk about how AI can sort or classify pictures and information into groups. Ask: *How can we check if the AI has put something in the correct group?* Remind your child that AI is a helper, but people need to check its answers.	

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

		Encourage your child to write a short story about a superhero called **"Cyber Shield"** who protects children from online dangers.	
Music Mr. Kiko	• Improving children's confidence and musicality through singing actions songs and chanting rhymes. • Reading notes Listening Skills	• Encourage your child to practice recorder at home • Encourage the child to sing action songs at home.	https://www.ensembleschools.com/the-inside-voice/10-child-appropriate-pop-songs-for-kids-to-sing/ Kinds of Notes (Year 03).mp4
Music Mr. Sunil	Learning how to play the song "Mary had a little lamb" on recorder	• 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.	
Music Mr. Joyson	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.	• 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.	
Moral, Social and Cultural Studies / Moral Education for Non-Arabs	**Unit 3: UAE Community** Lesson 1: The UAE in the Last Century Lesson 7: Modern-Day UAE To explore how the UAE has changed from the past to the present.	**Talk** with your child about the changes that have taken place in the UAE from the past to the present. **Share** important events, pictures, and information about life in the UAE in the past and the features of modern UAE. **Encourage** your child to research facts, achievements, and unique aspects of the UAE's history and modern development.	The UAE in the Last Century.pdf Modern-Day UAE.pdf **Key vocabulary:** century, decade, years, pearls, peace, charity, natural, man-made

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	UAE Community Lesson 3: Life in the Desert Lesson 4: Life in the Desert Oasis To explore life in the desert and a desert oasis.	**Talk** with your child about the features of the desert and oases, including the plants, animals, food grown there and the different ways people get water in oasis towns. **Share** information about the Bedouins, their culture, traditions, and way of life. **Encourage** your child to explore how camels supported desert life and find out more about Al Ain, Liwa and other desert oases**.**	Life in the Desert.pdf Life in the Desert Oasis.pdf **Key vocabulary**: guest, traditions, caravan, culture, oasis, falaj, farm, transport, palm, frond
	UAE Community Lesson 3: Natural Resources in the UAE To explore the natural resources in the UAE.	**Talk** to your child about natural resources and the way nature shapes people's lives. **Share** with your child the natural resources found in the UAE and how they determined how people lived in the past and how they live today. **Encourage** your child to research the bodies of water surrounding the UAE and the marine animals in these UAE waters. Eg. The mammals, like dolphins and dugongs that live in the seas near the UAE and what we can do to save the dugongs and other endangered sea animals.	Natural Resources in the UAE.pdf **Key vocabulary:** natural resources, nature, work, endangered, dugong
	UAE Community Lesson 8: UAE Project	**Talk** with your child about the traditional sports and games you played. Then discuss the Emirati sports and games.	

The Winchester School, Jebel Ali
Family Learning Newsletter- Year 3 November and December 2026

	To explore traditional Emirati sports and games.	**Share** information about the sports and games played in the UAE in the past. **Encourage** your child to create a presentation about the traditional Emirati sports and games.	UAE Project.pdf **Key vocabulary:** falcon, traditional, famous