



# The Winchester School, Jebel Ali

## Family Learning Newsletter-Year 2 -June - 2024



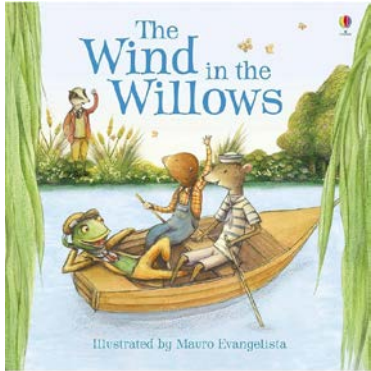
| Area of learning | Focus   | Home activities/How can you help your child at home.  | Useful websites   |
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| <b>English</b>   | <p><b>Spelling</b><br/>To spell compound nouns.<br/>Rule: Sometimes, we can combine two nouns together to create a new word.</p> <p><b>Punctuation: Revisit</b><br/>To effectively use punctuation learnt, in stories and other creative writing tasks. To understand the significance of punctuation in improving fluency and expression or reading and writing.</p> <p><b>Grammar Revisit</b><br/>To use past tense effectively to communicate the time of action.</p> <p>To use commas in lists.</p> | <p>Give your child a page from the newspaper and encourage him/her to look for compound nouns and apostrophes of possession in the articles and circle them with a marker or crayon. Make sure they make a list of these words.</p> <p>Encourage the use of Kung Fu punctuation during writing activities related to stories or letters. Discuss the importance of using punctuation correctly to enhance writing clarity and expression.</p> <p>Remind your child about activities you did together in the past days e.g. tell them we did art where we painted pretty pictures of gardens and made cool collages. We also read exciting stories before bed. We also did science experiments with water and seeds to see cool things happen. In the kitchen, we made yummy cookies and pizzas, learning how to cook etc.</p> <p>Point out commas in lists in books, magazines, or on signs while you're out and about. Provide writing exercises where kids create their own lists and correctly place commas. Encourage them to write</p> | <p><a href="#"><u>Compound Nouns</u></a></p> <p><a href="#"><u>Apostrophes of Possession</u></a></p> <p><a href="#"><u>Kung-fu punctuation</u></a></p> <p><a href="#"><u>Verbs in past tense</u></a><br/><a href="#"><u>Past Progressive</u></a></p> <p><a href="#"><u>Use commas</u></a></p> |



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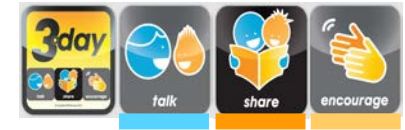



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|  | <p><b>Text Level-Novel:</b><br/>To describe a scene from the novel and explain how the author make it come alive for the reader.</p> | <p>about their day, their friends, or their hobbies using lists.<br/>Talk about how the story progresses with new adventures and characters facing challenges, discovering new things along the way. Share with your child your opinions about incidents in the text and support these with references from the text.<br/>Encourage your child to imbibe vocabulary, time connectives and correct grammatical syntax as this will ensure quality in the writing tasks.</p> | <p><a href="#"><u>Wind in the Willows</u></a></p>  |
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| <p><b>Mathematics</b></p> | <p><b>Topics based on Gap Analysis from Term 3</b></p> <p>To know the number of minutes in an hour and the number of hours in a day.</p> <p>To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> | <p>Talk to your child about the number of hours in a day and number of minutes in each hour. Encourage him/her to read the time at different parts of the day.</p> <p>Make a habit of pointing out the time on a clock when events happen in your day, to show what that time looks like. Encourage your child to tell you what a certain time looks like: “What will the clock look like at 1:25 (more tricky “in 5 minutes”)</p>  <p><u>QUESTIONS TO ASK</u></p> <p>Where does the big hand point when it is 5/10/20/25 past the hour?</p> <p>Where does the big hand point when it is quarter past/ quarter to the hour?</p> | <p><u>Reading Time</u></p> <p><u>clock-match-five-minutes/</u></p> <p><u>5-minutes.</u></p> <p><u>Time</u></p> |
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To read and write the time as quarter past and quarter to.

Talk to your child about his/her daily routine and ask him/her to record the time (o'clock, half past, quarter to and quarter past) of starting and finishing each activity and represent it by drawing hands on a clock.

### QUESTIONS TO ASK

How do you know whether it is quarter to or quarter past the hour?

How do you know which hour number is needed?



Create and share story sums based on time intervals and ask your child to answer them.

To apply the understanding of reading time to solve problems involving time intervals.

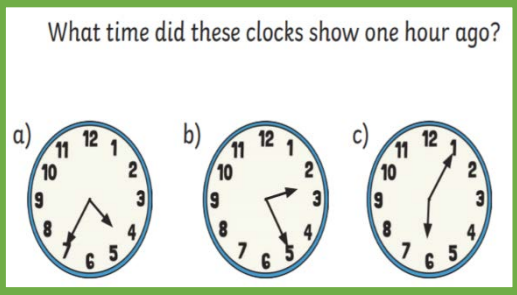
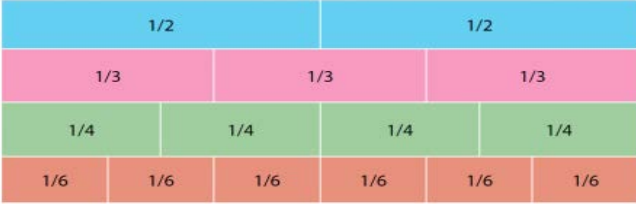
[Time word problems](#)



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|  | <p>To write simple fractions for e.g. <math>\frac{1}{6}=3</math> or <math>\frac{2}{4}</math> of <math>8=4</math> and solve problems involving fractions</p> <p><b>Revisit of topics from Term 1 and Term 2</b></p> | <p><u>Challenge</u></p> <p>What time did these clocks show one hour ago?</p>  <p>Encourage your child to use <b>fractions wall</b>. It is a useful tool that helps them to visualize how fractions relate to each other in size. Look at a fraction wall together and ask your child questions related to it, such as: How many halves make up one whole? How many eighths make up one whole?</p>  <p>Share a sample word problem: Mum had baked 15 cupcakes; she gave one third to me? How many cupcakes will I get?</p> | <p><u>Identify the fractions</u></p> <p><u>Fractions</u></p> <p><u>Fraction problems</u></p> |
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### Science

Plant growth.

#### Bulbs

To observe and describe how bulbs grow into mature plants.



#### Investigation Skills:

To focus on scientific enquiry skills.

To investigate which material is better insulator (to keep cold things cold).



Show children a selection of bulbs.

Talk about What do bulbs need to germinate?

**Share:** Germinate means start growing (seeds and bulbs have enough goodness contained in them to start growing – once they develop their first true leaves, photosynthesis takes over and the plant produces its own food)

Together with your child grow a plant and observe the different parts of the plant it has and Talk about the characteristics of plants.

#### **Explore, Research and Share:**

Conduct some fun experiments with your child.

#### **Scientific Method:**

Aim: Ask a question

Prediction: What do you think will be the result (smart guess)

Materials required: list the materials you need to conduct the investigation.

Fair test: what will you keep the same/what will you change.

Method: list the steps you will take to find the answer to the question

Observation table: table to show the information you have collected.

Conclusion: Explain your findings

[Plants from Bulbs.pdf](#)


[Insulation Investigation.pdf](#)



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| <p><b>Humanities</b></p> <p><b>Geography</b></p> | <p><b>History: The Great Fire of London</b></p> <p>What happened after the Great Fire?<br/>To explore how London changed after the Great Fire.</p> <p><b>Key Vocabulary:</b><br/>rebuild, King Charles II, Sir Christopher Wren, The Monument, architect, declaration, flammable.</p> <p>What have we learnt about the Great Fire?</p> <p>To explore what have we learnt about the Great Fire?</p> <p><b>Key Vocabulary:</b><br/>before, during, after, change, century, King Charles II, Sir Christopher Wren, Samuel Pepys, architect, declaration, historical source.</p> | <p>Talk to your child about King Charles II's declaration after the fire.</p> <p>Encourage them to think about what might have needed to happen next and why including whether things should be rebuilt exactly as they were before.</p> <p>Share how London was rebuilt.</p> <p>Talk to your child about the different events of the Great Fire of London.</p> <p>Encourage your child to draw a timeline of events of the Great Fire London.</p> <p>Share some pictures of London before, during and after the Great Fire.</p> | <p><br/>What happened after the Great Fire.pdf</p> |
| <p><b>UAE Social Studies</b></p>                 | <p>Money in the UAE</p>  | <p>Talk to your child about the importance of money.</p>   |   |



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|  | <p>To explore the history of money in the UAE.<br/>Key vocabulary: pay, buy, coin, note.</p> <p>Baqala, Souqs, Markets and Malls<br/>-To explore the shopping in the UAE<br/>Key vocabulary: baqala, souq, market, mall</p> <p>UAE Emergency Services<br/>-To explore the emergency services in the UAE</p> <p><b>Key vocabulary:</b><br/>emergency, dial, rescue, hero.</p> | <p>Share with your child the notes and coins used in the UAE.<br/>Encourage your child to identify the different coins and notes.</p> <p>Talk to your child about the traditional markets in the UAE in the past.</p> <p>Share with your child the traditional names of the markets still used in the UAE today.</p> <p>Encourage your child to think and share how the supermarkets in the present are different from the traditional markets in the past.</p> <p>Talk to your child about the emergency services in the UAE.</p> <p>Share with your child the importance of the emergency services.</p> <p>Encourage your child to describe how the different emergency services help us.</p> | <p><br/>Money in the UAE.pdf</p> <p><br/>Baqala, Souqs, Markets and Malls.pdf</p> <p><br/>Emergency Services in the UAE.pdf</p> |
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| <b>Arabic for Arabs</b>     | <p>قصة الكائنات الفضائية تحب الملوخية<br/>أن يحدد التلاميذ شخصيات القصة<br/>أن يضع التلاميذ عنواناً آخر للقصة<br/>أن يقرأ التلاميذ القصة قراءة جهرية صحيحة<br/>أن يضع التلاميذ نهاية جديدة للقصة<br/>أن يكتب التلاميذ ملخص للقصة<br/>أن يحدد التلاميذ الجمل الاسمية والفعلية في القصة<br/>نشيد سفينة الفضاء<br/>أن يفسر التلاميذ مفردات النص<br/>أن يميز التلاميذ الفرق بين الشعر و النثر<br/>أن يحدد التلاميذ المعنى الإجمالي للنص<br/>أن يميز التلاميذ بين التعبير الحقيقي والمجازي</p> | <p>الدعم المقدم من ولي الأمر<br/>يقوم ولي الأمر بمتابعة التقدم في الكتابة. وتعلم كتابة الحرف المضعف<br/>متابعة التلميذ في قراءة القصص الجديدة<br/>تقديم الفيديوهات لمساعدة التلميذ على فهم القصص والنصوص<br/>مساعدة التلميذ في كتابة الإملاء والتدرب عليها .<br/>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="#">منصة كتي للقراءة</a><br/><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p> |
| <b>Arabic for non-Arabs</b> | <p>Shopping (التسوق)<br/>To use the new words in sentences.<br/>To describe the mall using different adjectives.<br/>To conjugate the new verbs with the pronouns in sentences.<br/>To describe shopping with different adjectives.<br/>To create a dialogue in Arabic about food.<br/>To conjugate the new verbs with the pronouns in sentences.<br/>To create a simple paragraph about shopping.</p>  | <p>In every lesson, we provide the students with new words with their meanings to help your child memorize and use in sentences of his/her own.<br/>Ask your child to speak about shopping.<br/>Ask your child to describe a day in the mall.<br/>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><b>kutubee</b><br/><a href="#">Arabic and Islamic YouTube Channel</a></p>                                    |



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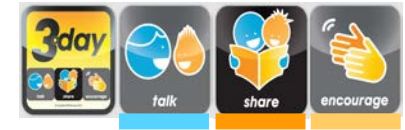





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| <b>Islamic Education for Arabs</b>     | <p>نعمة النبات<br/>أن يوضح التلميذ نعم الله على الإنسان<br/>أن يوضح التلميذ فضل من يزرع النبات<br/>من أخلاق الرسول صلى الله عليه وسلم<br/>أن يوضح أخلاق الرسول صلى الله عليه وسلم<br/>أن يدلل على أخلاق الرسول صلى الله عليه وسلم<br/>وسلم<br/>حديث ( من أخلاق الإسلام)<br/>أن يشرح التلميذ المعنى الإجمالي للحديث<br/>أن يوضح التلميذ معاني المفردات<br/>أن يستنتج فضل احترام الآخرين</p> | <p>يساعد ولي الأمر الطالب من خلال<br/>الاهتمام بالنبات<br/>المحافظة على النبات<br/>حثه على الصلاة على النبي<br/>طاعة الله تعالى<br/>المحافظة على العبادات المختلفة والأعمال الصالحة.<br/>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة<br/>العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة<br/>التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه<br/>في دفتره المدرسي.</p> | <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p> |
| <b>Islamic Education for non-Arabs</b> | <p>Lesson1: Prophet's Manners<br/>To evaluate how to follow the example of Prophet Muhammad (PBUH) in mercy and kindness.<br/>Lesson 2: Prayer upon the Prophet (PBUH)<br/>Apply the guidance of the noble hadith.<br/>Lesson 3: Ali Ibn Abi Talib (Biography)</p>   | <p>Encourage your child to memorize and understanding Surat al-Qadr.<br/>Encourage your child to abide by the manners of the prophet Muhammad (PBUH).<br/>Encourage your child to perform Salah on time.<br/>Encourage your child to watch and read story of Ali ibn Talib.<br/>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>    | <p><a href="#">Arabic and Islamic YouTube Channel</a></p>                  |
| <b>Physical Education</b>              | <p>Activity-1<br/>Board Games- Ludo<br/><br/>Activity-2<br/>Board Games- Chess</p>   | <p><u><a href="#">Talk and encourage the children to do the following:</a></u><br/><br/>The students will follow the rules and regulations of the game.</p>   | <p><a href="#">Ludo Game.mp4</a><br/><br/><a href="#">Chess.mp4</a></p>    |



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|  | <p>Activity -3<br/>Sports Quiz</p> <p>Activity-4<br/>Sports Quiz</p>   | <p>Follow the links for the skills and rules.</p> <p>Students will apply rules regulations while playing.</p>  | <p><a href="#">Sports Quiz- Yr.2    .mp4</a></p> <p><a href="#">Sports Quiz.mp4</a></p> |
| <p><b>Information and Communication Technology</b></p> | <p>To explore the different tools of Scratch Programming</p> <p>To identify how to change the costume for the sprite and move it.</p> <p>To plan and give instructions to sprites for movement.</p> <p>To compile a set of instructions for Sprite to create a game.</p> | <p><i>Scratch</i> is an introductory block-based programming language that enables young students to create their own interactive stories and games.</p> <p>Encourage your child to snap together graphical programming blocks to make characters move, jump, dance, and sing.</p> <p>Let your child create stories and games using their imagination.</p> | <p><a href="https://scratch.mit.edu/projects/editor/?tutorial=all">https://scratch.mit.edu/projects/editor/?tutorial=all</a></p>   |
| <p><b>Music (Joyson)</b></p>                           | <p>Improving a child’s confidence and musicality through singing actions songs and singing with the appropriate tune.</p> <p>Song: you are my sunshine</p>   | <p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p>   | <p><a href="#">Grade 2 .mp4</a></p> <p><a href="#">Grade 2.1.mp4</a></p>   |
| <p><b>Music (Sunil)</b></p>                            | <p>Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly, and caterpillar)</p>  | <p>Let the Children play the rhythm with the help of words by clapping.</p> <p>(Bee, Glow- worm, Butterfly, and caterpillar)</p>   |  |



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|                        |  | Ask the child to read and play the musical notes without the word support   |   |
| <b>Music (Kiko)</b>    | Improving children’s confidence and musicality through singing actions songs and chanting rhymes<br>Familiarizing with sounds of different instruments   | Encourage the child to sing action songs at home.<br>Ask the child to perform the songs we learned in school.<br>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.<br>Let the children listen to different instruments, especially piano, violin, flute, trumpet, and guitar.  | <a href="#">Music Induction Day (Kiko).mp4</a><br><br><a href="#">Music Lesson - The Orchestra Instruments.mp4</a>          |
| <b>Moral Education</b> | <p>Topic: Tangible and Intangible Heritage in the UAE</p> <p>To understand what is heritage in the UAE?</p> <p>To recognize the difference between tangible and intangible heritage.</p> <p>Topic: Tangible and Intangible Heritage around the world.</p> <p>To illustrate a few examples of tangible and intangible heritage in UAE and around the world.</p> | <p>Talk to your child about the difference of tangible and intangible heritage.</p> <p><b>Tangible-</b> Things that you can touch.</p> <p><b>Intangible-</b> Things that you cannot touch.</p> <p>Share with your child a few pics of tangible and intangible heritage of UAE and that around the world.</p> <p>Encourage your child to research and find more examples of tangible and intangible heritage around the world.</p> | <br>Tangible and Intangible heritage.pdf |

