



# The Winchester School

## Family Learning Newsletter -Year 6- September 2023



Area of Learning	Focus	Home activities/How can you help your child at home	Useful websites																					
<b>Literacy</b>	<p><b><u>Spelling</u></b></p> <p>To spell the words ending with suffixes – able and -ably. To spell the words ending with suffixes –able, -ible and –ibly</p> <table border="1" data-bbox="323 727 779 1013"> <tr> <td colspan="3">suffix: an affix added to the end of a word</td> </tr> <tr> <th>SUFFIX</th> <th>MEANING</th> <th>EXAMPLE</th> </tr> <tr> <td>-able</td> <td>can be done</td> <td>preventable</td> </tr> <tr> <td>-y</td> <td>characterized by</td> <td>brainy</td> </tr> <tr> <td>-ed</td> <td>past-tense verb</td> <td>laughed</td> </tr> <tr> <td>-ness</td> <td>the state or quality of</td> <td>fondness</td> </tr> </table> <p><b><u>Grammar</u></b></p> <p>To use expanded noun phrases for description and specification.</p> <div data-bbox="342 1187 737 1422"> <p><b>Expanded Noun Phrase</b></p> <p>An expanded noun phrase is a phrase made up of a noun and at least one adjective. If you list more than one adjective to describe the noun, you should add a comma to separate them.</p> <p>lots of yummy, cold ice cream</p> <table border="1"> <tr> <td><b>Determiner</b> Used to introduce a noun to specify which one or how many: when, the, three, most.</td> <td><b>Adjective</b> A word that describes a noun: monstrous, vivid, delightful, familiar.</td> <td><b>Noun</b> A person, object or animal: garage, Henry, leopard, sofa.</td> </tr> </table> </div>	suffix: an affix added to the end of a word			SUFFIX	MEANING	EXAMPLE	-able	can be done	preventable	-y	characterized by	brainy	-ed	past-tense verb	laughed	-ness	the state or quality of	fondness	<b>Determiner</b> Used to introduce a noun to specify which one or how many: when, the, three, most.	<b>Adjective</b> A word that describes a noun: monstrous, vivid, delightful, familiar.	<b>Noun</b> A person, object or animal: garage, Henry, leopard, sofa.	<p><b>Talk</b> to your child about enriching vocabulary. Tell them how adding different suffixes, a range of new words can be formed. A suffix always changes the meaning of the root word. It sometimes changes the part of speech as well.</p> <p><b>Share</b> with your child the appropriate usage of suffixes to change the root word. For instance, if the root word is ending with ‘y ‘, it usually becomes ‘i ‘before the suffix, E.g.: - rely- reliable. Similarly, if the root word ends in ‘e’, the ‘e’ is removed before adding –able/ -ably, E.g.: - admire admirable-admirably.</p> <p><b>Encourage</b> your child to add different form of suffixes to the root word and check how the meaning of the word changes. Motivate them to widen their vocabulary with use of appropriate suffixes.</p>	<p>Suffix</p> <p>Let’s do it</p> <p><a href="https://quizizz.com/admin/quiz/5fab9cf38fb319001c41855f/grade-english-quiz-prefixes-and-suffixes">https://quizizz.com/admin/quiz/5fab9cf38fb319001c41855f/grade-english-quiz-prefixes-and-suffixes</a></p> <p>What is expanded noun phrase?</p> <p><a href="https://www.youtube.com/watch?v=H5aYeD9EqJo">https://www.youtube.com/watch?v=H5aYeD9EqJo</a></p>
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### Types of Sentences

#### Simple

#### Compound

#### Complex

To explore the use of Simple compound and complex sentences in a text.



#### Relative clause

To elaborate on details using relative clauses beginning with who and which.



**Talk** about the use of expanded noun phrases to make our writing more interesting. They add detail and description to nouns. Expanded noun phrases draw on and encourage imagination, placing both reader and writer in the scene.

**Share** with your child how simple sentences are made interesting by adding noun phrases. Share some interesting stories/articles wherein they can find elaborated sentences. Let the explore creative writing style.

**Encourage** them to rewrite a paragraph or a few sentences which can be made interesting by using expanded noun phrases. Read it aloud with them motivate them by giving some inputs from your end. They can create an interesting story or write a blog.

**Talk** about the use of simple sentences to communicate clearly. You can use compound sentences to add detail, for example adding justification.

A complex sentence features at least a single independent clause as well as at least one dependent clause.

We use relative clauses to give more information about people, animals and things. We can start a

Simple, Compound, Complex Sentences

<https://www.youtube.com/watch?v=smgYeUomfyA>



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### Narrative writing

To plan a story incorporating all the language and structural features.

**NARRATIVE WRITING**  
*check list*

**CHARACTERS/SETTING**

- Did you describe what your characters look like?
- Did you describe your characters' personalities?
- Did you explain how your characters know each other?
- Did you describe the setting using descriptive language?
- Have you checked your spelling and grammar?

**Main Body**

- Did your characters face an interesting problem?
- Did you describe your characters' feelings?
- Did you explain how your characters tackled the problem?
- Have you included paragraphs to break up your story?
- Have you used descriptive language?
- Have you checked your spelling and grammar?

**CONCLUSION**

- Did your characters solve the problem in a realistic way?
- Did you describe your characters' final feelings?
- Have you included descriptive language?
- Did you leave the reader with a strong feeling or message from the story?
- Have you checked your spelling and grammar?

**AT THE END...**

Re-read your piece to make sure that all your sentences flow and make sense!  
Check that you started a new paragraph each time there is a new idea or setting.  
Make sure you have plenty of adverbs, adjectives and figurative language.



relative clause with a relative pronoun (that, which, who or whose) or a relative adverb (where or when)

For example: I caught the bus that goes past the park. In this sentence the relative clause tells us which bus we are talking about.

**Discuss** how different types of sentences provide more information to explain or modify your sentence's main point.

In relative clause when we write or speak to somebody we use who (for people) or which (for animals or things).

For example: There's the boy who lives next door. They're the horses which live on the farm. We use **whose** before a noun to talk about things that belong to a person or animal.

For example: He's the boy whose bicycle was stolen. -We use when to talk about time and where to talk about places. For example: 1066 was the year when the Normans conquered England.

**Encourage** your child to make use of these sentences to make their writing effective.

Motivate the child to use relative clause while framing sentences give us essential information –

Relative pronouns

<https://quizizz.com/admin/quiz/58c5808b3e5ab0d02453fb5f/relative-pronouns>



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		<p>information that tells us who or what we are talking about.</p> <p><b>Talk</b> about the different genres of writing. Ask them the types of genres other than fiction and non-fiction. Introduce them to some well-known books that you have read, some of your favourite writers. Go through some blurbs and ask them to identify different elements of the story.</p> <p><b>Encourage</b> your child to read different stories and then discuss the common elements that they could find, let them make a list of the same and analyze the characters and settings that is explicit in these stories.</p> <p><b>Share</b> with your child books of various genres to read and then discuss the common elements that they could find, let them make a list of the different elements in each story and emphasize on appropriate use of language.</p> <p><b>Discuss</b> with your child some time reading a story and then together communicate what are the things that went well in the story. Discuss if there are certain elements which could have been avoided. Or any specific feature that made the story interesting.</p>	<p>Features of narrative writing</p> <p><a href="https://www.twinkl.com/co/teaching-wiki/narrative">https://www.twinkl.com/co/teaching-wiki/narrative</a></p> <p>How to write a story?</p> <p><a href="https://www.youtube.com/watch?v=GUhL_0nJ7sQ&amp;list=PLZeGs73bkNINhuAvQbTMNA82vYhsKjvro&amp;t=6s">https://www.youtube.com/watch?v=GUhL_0nJ7sQ&amp;list=PLZeGs73bkNINhuAvQbTMNA82vYhsKjvro&amp;t=6s</a></p> <p>Let's do it</p> <p><a href="https://quizizz.com/admin/quiz/5e4e33ac889edc001bb80c6d/narrative-writing">https://quizizz.com/admin/quiz/5e4e33ac889edc001bb80c6d/narrative-writing</a></p>
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### Numeracy

To read and write numbers up to 10,000,000 and determine the value of each digit



To order and compare numbers to 10 000 000.

Encourage your child to play this game.

#### ACTIVITY

##### What to do

- Each person has a set of 0–9 cards.
- Lay out 7 cards.
- Use the cards to make the largest 7-digit number possible.
- Read your numbers to one another.
- The person with the larger number scores a point.
- Shuffle the cards and repeat.
- The winner is the first person to reach a score of 5.

##### You will need:

- 2 sets of 0–9 digit cards from a pack of playing cards (use Jacks to represent zero)

##### Variation

- Play the same game but make the smallest number.

Investigate & find a population of different countries. Write them in figures and arrange in ascending and descending order and round off to the nearest 1000, 10,000etc.



Each player rolls the dice or spins the spinner 4 times. Players record the digits in the order that they are generated to make one four-digit number. Each

### Place Value

[ordering-and-sequencing-numbers](#)

[ordering-and-sequencing](#)

[Rounding](#)



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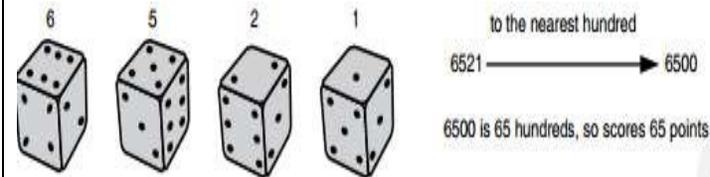


To round any whole number to the nearest 10, 100, 1000, 10 000.

To identify the value of each digit in a number with three decimal places.

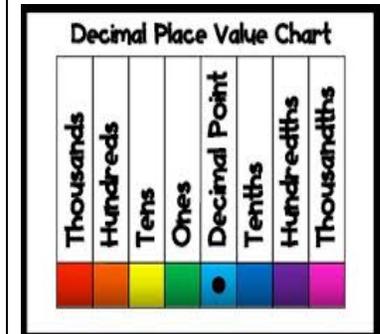
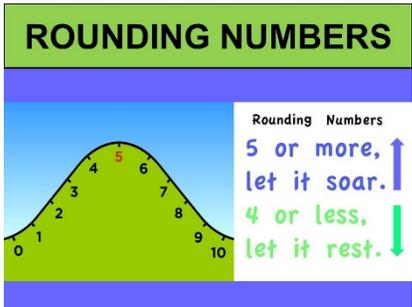
player then rounds their number to the nearest 100 and scores that a number of points for the round.

For example:



### Play this game with your child.

- Take turns to roll one dice and take out that number of coins, e.g. a roll of 3 could be 30p ( $3 \times 10p$ ), 40p ( $20p + (2 \times 10p)$ ), 60p ( $3 \times 20p$ ), etc.
- Change the value to a decimal, e.g. 60p becomes £0.60.
- Roll both dice and add the two values, e.g. 3 and 5, sum is 8.
- Multiply the value of the chosen coins by the dice total, e.g.  $8 \times £0.60 = £4.80$ .
- Record the total.
- Play for 10 minutes. The winner is the person with the larger sum of money.



[decimal-place-values](#)



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To solve and create problems, which require answers to be rounded to specified degrees of accuracy

### What is the number?

- The number has seven digits.
- It is smaller than 6 million but bigger than 5 million.
- The ones digit is the number of sides in a heptagon.
- The hundreds digit is cube root of 8.
- The ten thousands digit is the same as  $320 \div 40$ .
- The tens digit is the number of  $90^\circ$  angles in a circle.
- The thousands digit is  $\frac{1}{4}$  of the ten thousands digit.
- The hundred thousands digit is a factor of all numbers.



There are three dice, each of them with faces labelled from 1 to 6. When the dice are rolled they can be combined in six different ways to make a number less than 10 with two decimal places.

For example, if I roll a 2, a 3 and a 6, I can combine them to make 2.36, 2.63, 3.26, 3.62, 6.23 or 6.32.

Now round each of these numbers to the nearest whole number:  
2.36 rounds to 2, 2.63 rounds to 3, 3.26 rounds to 3, 3.62 rounds to 4, 6.23 rounds to 6 and 6.32 rounds to 6.

Repeat for other rolls of the dice.

Can each of the six numbers round to the same whole number?  
Can each of the six numbers round to a different whole number?



[Ipad Apps:](#)



[Place Value](#)

[Rounding whole numbers](#)

[Decimal rounding](#)



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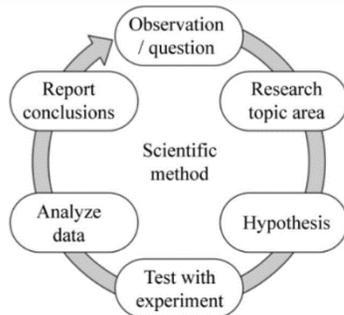
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### Science- Working Scientifically

To revisit the steps of investigation.

To describe how fossils are made



### Fossils



To be able to describe in detail the different types of fossils with illustrations

To recognize inherited traits in living things and differentiate between inherited and environmental traits

**Talk** about the importance of fair test in an investigation.

**Share** how scientific method is used in everyday life. For example: What is effect of different liquids on plant growth?

**Discuss** the importance of making hypothesis.

**Talk.** About a recently found fossils, so you can update your child by sharing the information you have.

**Explain,** what fossils are. How they were found?

**Research** on paleontology which is the study of the history of life on Earth as based on fossils

**Scientific skills:** Using scientific reasoning, make hypotheses about the fossil's life history



<https://youtu.be/gIRR-VdIP1M>

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zt3ntrd>

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z22g7p3>

<https://youtu.be/xQBkawjFVIA>

<https://socratic.org/questions/what-are-the-different-types-of-fossils>

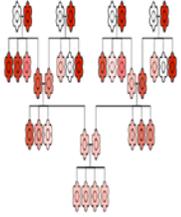


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### Inheritance



**Talk:** Talk to your child about genes and Traits.

How traits and genes are passed on from one generation to another?

**Share:** Share the facts about inheritance. If You must have read an article or heard anywhere about traits and genetics, so you can update your child by sharing the information you have.

**Encourage:** Internet is the powerful search engine. Please allow your child to spend few minutes on doing research using the websites given for inheritance.

**Explain:** Role of genetics in inheritance and learn about inherited and environmental traits.

**Research:** Ask your child to research on Gregor Mendel.

<https://www.britannica.com/biography/Gregor-Mendel>

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z4vhhxbk>

<https://www.youtube.com/watch?v=fUXjhhSf7aw>

### Arabic for Arabs

**حبيبي يا رسول الله (شعر)**  
أن يحلل التلميذ النص تحليلًا أدبيًا .  
أن يحدد التلميذ أساليب إنشائية وخبرية  
وأساليب بلاغية في القصيدة.  
أن يحدد التلميذ التلميذ الفكرة العاطفة  
في القصيدة.

**جلم وجهل (قصة)**

مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت.  
مساعدة التلميذ في كتابة ملخص لشرح الأبيات بالمنزل. مساعدة التلميذ في تحديد التلميذ الفكرة و العاطفة في القصيدة.  
مساعدة التلميذ في قراءة القصة وتحديد الفكرة الرئيسة  
مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على ألف مع بيان سبب كتابتها على ياء.

[منصة عصافير للقراءة](#)

[قناة اللغة العربية والتربية الإسلامية  
بمدرسة ونشستر](#)



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	<p>أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة. أن يحلل التلميذ النص تحليلًا لغويًا . أن يحلل التلميذ عناصر القصة ( التطور الزماني و المكاني ). أن يحدد التلميذ أساليب الأمر والنهي في النص. أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات. <b>الهمزة المتطرفة على ألف</b> أن يكتب التلميذ كلمات بها همزة متطرفة على ألف. أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ألف. <b>الجملة والتركيب</b> أن يميز التلميذ بين الجملة والتركيب. أن يوظف التلميذ التركيب والجملة التامة في تحدّثه وكتابات الإبداعية مع الضبط وفقا لقواعد النحو.</p>	<p>تدريبه على إعراب وتوظيف التركيب والجملة التامة في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو. 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>	
<b>Arabic for Non Arabs</b>	<p><b>(الغذاء والصحة) Food and Health</b> To describes the restaurant in a paragraph. To describe the favourite food. To compare between the healthy and unhealthy food. To create noun sentences and verb sentences</p>	<p>Go through the new words sent every week. Encourage your child to use these words in sentences or paragraph of their own. Ask your child to describe his food. Talk to your child about healthy food. 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><a href="#">Asafeer reading platform</a> <a href="#">Arabic and Islamic YouTube Channel</a></p>



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	<p>To describe the food in UAE in a paragraph.</p> <p>To express the opinion in different kinds of food.</p> <p>To analyse a text about food.</p>		
<b>Islamic for Arabs</b>	<p><b>سورة السجدة</b></p> <p>أن يشرح التلميذ المعنى الإجمالي للآيات الكريمة.</p> <p>أن يستنتج التلميذ مظاهر قدرة الله تعالى في الآيات الكريمة.</p> <p>أن يدلل التلميذ على وحدانية الله تعالى.</p> <p><b>حديث وصايا الرسول</b></p> <p>أن يشرح التلميذ الوصايا الواردة في الحديث الشريف.</p> <p>أن يستنتج التلميذ المعنى الإجمالي للحديث الشريف .</p> <p>أن يدلل التلميذ من القرآن والسنة على فضل طاعة الرسول .</p> <p><b>فرائض الصلاة وسننها ومكروهااتها</b></p> <p>أن يميز التلميذ بين فرائض الصلاة وسننها ومكروهااتها .</p> <p>أن يتعرف التلميذ سجود السهو وكيفيته.</p> <p>أن يدلل التلميذ على فضل الصلاة في الاسلام.</p>	<p>يساعد ولي الأمر الطالب من خلال :</p> <p>حث الطالب على الخلق الحسن قولاً وفعلاً.</p> <p>تشجيع الطالب على الصلاة والحفاظ على سننها.</p> <p>مساعدة التلميذ في معرفة بعض الأدلة على فضل طاعة الرسول</p> <p>مساعدة التلميذ في معرفة بعض الأدلة على فضل الصلاة في الإسلام</p> <p>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</a></p> <p><a href="#">بمدرسة ونشستر</a></p>



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<p><b>Islamic for Non Arabs</b></p>	<p><u>Lesson 1: Surat Al-Mulk ( 1-14)</u></p> <p>To explain the overall meaning of the verses.</p> <p><u>Lesson 2: Bring yourselves to Account</u></p> <p>To explain the overall meaning of the hadith.</p> <p>To infer the responsibilities of a person in life.</p> <p><u>Lesson 3: Few Signs of the Hour</u></p> <p>To explain the signs of the coming of the Hour.</p>	<p><b>Encourage</b> your child to memorize the first 14 verses of Surat Al-Mulk.</p> <p><b>Encourage</b> your child to memorize the hadith in English.</p> <p><b>Talk</b> to your child about the wisdom of the creation of a person</p> <p><b>Encourage</b> your child to memorize the verses by heart.</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><a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>Humanities</b></p> <p><b>History</b></p> <p><b><u>Earliest civilizations</u></b></p> <p><b><u>Ancient Egypt</u></b></p>	<p>To explore the earliest civilization.</p> <p>To explore the different ways in which ancient Egyptians lived and worked.</p>	<p><b>Share</b> with your child what makes a civilization a civilization.</p> <p><b>Talk</b> about the achievements of the earliest civilization.</p> <p><b>Share</b> where the first civilization appeared.</p> <p><b>Encourage</b> your child to research when the earliest civilization appeared.</p>	<p><a href="#">Earliest Civilization</a></p> <p><a href="#">Ancient Egypt</a></p> <p><a href="#">History of Ancient Egypt</a></p> <p><b><u>Vocabulary</u></b></p>



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<p><b>Geography</b></p>  <p><b><u>South America</u></b></p>	<p>To explore the continents, countries and cities of South America.</p>  <p>To explore the geographical terminology to describe the location of a range of places across South America.</p>	<p><b>Share</b> with your child when and where the ancient Egyptians lived.</p>  <p><b>Encourage</b> your child to locate the countries and capital cities of South America on a map.</p>  <p><b>Encourage</b> your child to compare and contrast the geographical location and key features of cities in South America.</p>	<p>civilizations, Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; Ancient Greece.</p> <p>Ancient Egypt, Egyptian, civilization, BCE, CE, kingdoms, wealth, exhibit.</p> <p><a href="#"><u>South America</u></a></p> <p><a href="#"><u>Location of South America</u></a></p> <p><b><u>Vocabulary</u></b></p> <p>Continent, country, city, North America, South America.</p>  <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone.</p>
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### UAE Social Studies

To explore what life may have been like in the Prehistoric Age.

**Key vocabulary:**

**Stone Age, nomadic, settle, archaeologist, artifacts,**

To explore ancient Egypt and the Nile.

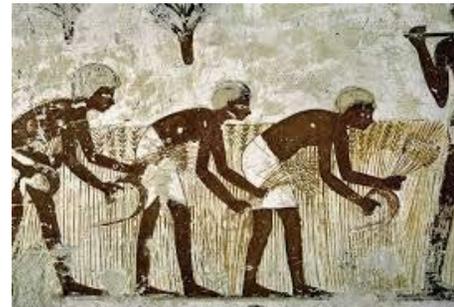
**Key vocabulary:**

**flood, flood plain, river bank, silt, fertile, drought, parasites, Nile, threats, scarce, dynasty**

**Talk** to your child to analyze the impact of the Prehistoric Age on modern society and research information from primary and secondary sources.

**Share** with your child how people in the past adapted to their environment and used the River Nile to irrigate the land.

**Encourage** your child to draw the River Nile on the map of Africa.



### [Prehistoric Age](#)



### [Nile River Facts](#)

### [Ancient Egypt and the Nile](#)

### [Geography River Nile](#)





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### French



- To identify classroom instructions in French.
- To greet someone in French.
- To introduce Self/ others in French.



About classroom instructions in French.

About greetings in French.



Your child to find the new vocabulary and to create their own dictionary.

Help your child to use these words to create their own sentences.



**Topic: Les salutations**

<https://www.youtube.com/watch?v=OFAWl2y9SzQ>

<https://www.youtube.com/watch?v=WhbvCHT6SKw>

<https://www.youtube.com/watch?v=Pv8FyR5VxEE>

<https://www.youtube.com/watch?v=8B40ObLD6go>

<https://www.youtube.com/watch?v=9BgyvEXTZbk>

<https://www.youtube.com/watch?v=ZaOMIjUo-VE>

<https://www.youtube.com/watch?v=tun7hrhqHiU>



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Create a presentation or poster to introduce yourself in French (name, age, birthday and gender) and share it with your parents.



ASK

Students to keep exploring the links given.



<https://quizlet.com/148469019/les-salutations-flash-cards/>

<https://quizlet.com/148469019/gravity>

<https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/>

<https://quizlet.com/439380264/match>

<https://www.liveworksheets.com/cd1244476hj>

**[Listening and reading comprehension activities](#)**

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais Langue %C3%89trang%C3%A8re \(FLE\)/Se pr%C3%A9se](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais%20Langue%20Fran%C3%A7aise%20(FLE)/Sepr%C3%A9sentation)



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			<a href="#">nter/Compr%C3%A9hension%C3%A9crite qx2800378nc</a>  <a href="https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais Langue %C3%89trang%C3%A8re (FLE)/Se pr%C3%A9senter/Se pr%C3%A9senter pf874312lb">https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais Langue %C3%89trang%C3%A8re (FLE)/Se pr%C3%A9senter/Se pr%C3%A9senter pf874312lb</a>
<b>Physical Education</b>	<p>Activity 1- Football: Passing and receiving</p> <p>Activity 2- Football: Dribbling and shooting</p> <p>Activity 3- Football: Heading and Goal keeping.</p> <p>Activity 4- Football: Team game</p>	<p><b><u>Talk and Encourage</u></b> the children to do the following:</p> <p><b><u>Proper warm up</u></b> The Students will do the proper warm up and will practice skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><b><u>Cooldown</u></b> After the game students will do proper cooldown activity.</p>	<p><a href="https://www.youtube.com/watch?v=Z2Es_o-Rmh8">https://www.youtube.com/watch?v=Z2Es_o-Rmh8</a></p> <p><a href="https://www.youtube.com/watch?v=NJK_sS_wxp0">https://www.youtube.com/watch?v=NJK_sS_wxp0</a></p> <p><a href="https://www.youtube.com/watch?v=fzFR8ZaaY88">https://www.youtube.com/watch?v=fzFR8ZaaY88</a></p> <p><a href="https://www.youtube.com/watch?v=dFLaabgXhpc">https://www.youtube.com/watch?v=dFLaabgXhpc</a></p>
<b>Music Year</b>	Learning how to play the recorder using notes and rests	Let the child practice at home, even though there will be squeaking.	<a href="https://www.youtube.com/watch?v=T8BifntBOFU&amp;t=12s">https://www.youtube.com/watch?v=T8BifntBOFU&amp;t=12s</a>



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<b>(Kiko)</b>		Be an audience. But better also check if the child is holding the recorder properly.	
<b>Music Year</b>  <b>(Joyson)</b>	Learning musical staff line note and space notes and play notes G A B in the recorder with the backing track  Line notes E, G, B, D, F.  Space notes F, A, C, E.	Let the child practice at home with the backing track, even though there will be squeaking.	<ol style="list-style-type: none"> <li>1. .Song: <a href="#">Lines and Spaces The Treble Clef MusicMindED©2018 - YouTube</a></li> <li>2. Theory: <a href="#">Learning to Read Music: Treble Clef Lines and Spaces - YouTube</a></li> <li>3. ( Reference Track ) Identify the notes in the recorder with the backing track( Only first 1 minute ) <a href="#">B.A.G. Medley - RECORDER - YouTube</a></li> <li>4. <a href="#">(22) Recorderton - YouTube</a></li> </ol>
<b>Music Year</b>  <b>(Sunil)</b>	Learning how to play the song “UAE national anthem” 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.	



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<p><b>ICT</b></p>	<p><b>Topic</b> Operating systems and their role in the computer system.</p> <p>To define an operating system and its importance</p> <p>To discuss the different tasks that an operating system performs.</p> <p>To describe the different types of operating systems and be able to compare them to each other</p>	<p>Health &amp; Safety General safety in using a computer and e-safety rules, particularly if accessing the Internet. Encourage good posture when sitting at the computer.</p> <p><b>Research</b> different types of computers available, and learn basic hardware terminology.</p> <p><b>Customize</b> your computer using the Control Panel in Windows.</p> <p><b>Discuss</b> what troubleshooting means and what steps you can take to ensure the maximum performance of the hardware and software set up on the computer.</p> <p><b>Encourage</b> to Create a Presentation based on the importance of operating system</p>	<p>Parts of the Computer</p> <p><a href="https://youtu.be/6Gkd2QOWKAI">https://youtu.be/6Gkd2QOWKAI</a></p> <p>Operating Systems</p> <p><a href="https://youtu.be/fkGCLIQx1MI">https://youtu.be/fkGCLIQx1MI</a></p> <p><a href="https://youtu.be/DVUvcJDMQzA">https://youtu.be/DVUvcJDMQzA</a></p>
<p><b>Moral Education</b></p>	<p>Theme: Personality and morals.</p> <p>Unit: Taking Responsibility for Oneself and Others</p> <p>To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience</p>	<p><b>Talk</b> to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p><b>Encourage</b> your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p>	<p><a href="http://www.moraleducation.ae">www.moraleducation.ae</a></p> <p><a href="https://www.goodcharacter.com/elementaryschool/being-responsible/">https://www.goodcharacter.com/elementaryschool/being-responsible/</a></p>



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To present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.

Key vocabulary:

**Responsibility:** Performing duties, sharing, cooperating and aiding others in the family, school and community.

**Self-responsibility:** Setting goals for success and self-realization in personal, educational and professional life.

**Taking responsibility:**

Recognizing one's obligations and willingly fulfilling them.

**Perseverance:** Continually conducting work and trying until the objective is achieved.

**Share** with your child the real-life examples where people take responsibilities and how each member in the family can practice self-responsibility.

Activity: Household work is our responsibility.

The family meets together in order to discuss responsibilities in the house.

Everyone draws a list of tasks that should be conducted in the house.

On a piece of coloured paper, each family member writes down the tasks they will perform.

Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.

Family members provide suggestions to improve the performance of an individual who does not do well.

Every family member undertakes to carry out their responsibilities by signing the main list of tasks.

