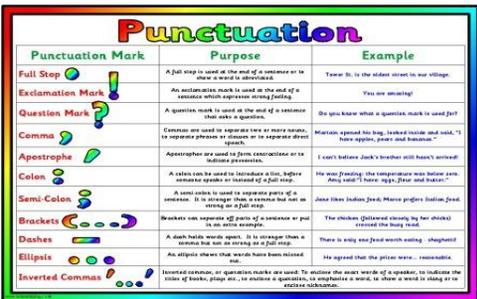
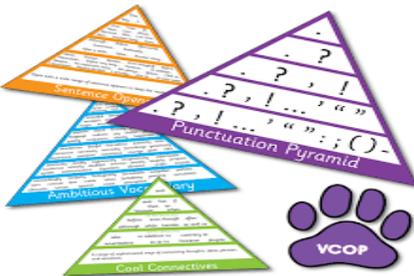
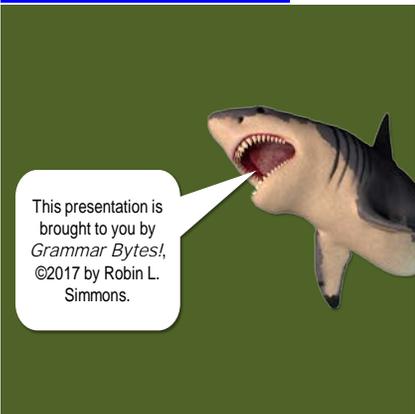




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Area of learning	Focus	Home activities / How can you help your child at home	Useful Website
<p>Literacy</p>	<p>Spelling: Lesson Objective: To add the suffixes 'anti' and 'auto', 'anti' stands for 'against' and 'auto' stands for 'self' or 'own.'</p> <p>To spell words with the <u>/k/</u> sound as <u>ch</u> Rule: Sometimes words that have the k sound are spelled with a ch</p>  <p>Punctuations: To use joined handwriting except where other special forms are required. To use basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective.</p> <p>Grammar:</p> 	<p>Talk and encourage the children to do the following: Discuss the rules for different spellings as mentioned in the FLN. Elicit examples from children. Now try the LOOK. COVER SAY WRITE. Try few from the spelling list. While reading books encourage your child to make note of new words and their spellings especially by adding the suffixes sensibly.</p> <p>Punctuations Discuss the importance of using Punctuation marks and how it can be used in different ways. For example: Comma can separate a list of actions E.g.: "He hit the ball, dropped the bat, and ran to first base." Encourage them to make a sentence using the words from spelling list using suitable punctuation marks.</p> <p>Encourage your child to become aware of different parts of speech and their usage in writing. Through interactive games help the children revise the use parts of speech, different types of sentences and explore phrases and clauses.</p>	<p>spell Check</p> <p>Spelling Practice</p>  <p>Punctuations Games 1</p>  <p>Grammar Practice</p>



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To be able to identify and parts of speech in writing.
To write different types of sentences.
To explore phrases and clauses.

Text Level:

Pupil Bool 4: Comprehension:
Unit 1: Page4; Unit4: Page 13.
Unit 5: Page: 16.

Students to read and infer from the texts mentioned.

Novel: The Owl Who Was Afraid of The Dark: Learning Objective

To read and understand the Novel from the author's point of view.
To identify the purpose of the text.
To make predictions about the next part of the story.
To talk about what the character is feeling from the writer's choice of words.

To respond to the text.

Big Write Topics:

Formal Letter; Newspaper Report; Interview writing/ Dialogue Writing Informal Letter Writing:

To explore the key elements of a formal Letter.

Clause	Phrase
A group of words that contains a subject and a verb. Independent clause → makes sense on its own as a sentence. E.g. I went to school. Dependent clause → doesn't make sense on its own as a sentence. E.g. Although I wasn't feeling well, I went to school.	A group of words without a subject-verb component. Noun phrase e.g. best friend. Verb phrase e.g. was working. Adjective phrase e.g. very pretty. Adverb phrase e.g. really slowly. Prepositional phrase e.g. in the bin.

Types of Sentences

Declarative - a statement
I have a basketball game tonight.
I just finished reading that book.

Interrogative - a question
Will you come to my game?
Have you ever read this book?

Exclamatory - an exclamation
We won the game!
This is the best book I have ever read!

Imperative - a command - request
Please come and watch me play.
Read this amazing book!

Encourage your child to read Fiction.
Story Telling: Become a story teller and ask questions related to characters, their feelings, different settings and the plot of the story.
Discuss the use of language by the author and check children's understanding of the language.

Ask questions with reference to the text.
Encourage them to suggest ideas for **creating** their own version of adventure stories.

The Owl Who was Afraid of the Dark

Pop scared
The characters said dark was...

There are the characters in the book.

Mummy
Daddy
boy
girl
old lady
astronomer

By to start your sentences with these words.

Suddenly
Then
Before

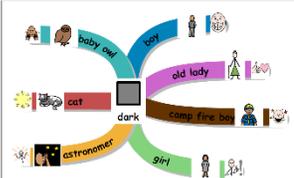
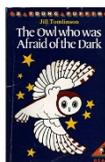
Next
After
Finally

The characters said dark was...

fun
kind
necessary
wonderful

exciting
beautiful
super

tree
thump
dark
flew
Father
Christmas



Spellings: The Owl Who Was Afraid Of The dark

The Owl Who was Afraid of the Dark

Pop scared
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beautiful
super

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thump
dark
flew
Father
Christmas

Discuss the key elements and structure of informal letter.

Grammar Gorillas
<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>

<https://www.brainpop.com/games/sortifypartsofspeech/>

<https://www.education.com/game/parts-of-speech-sorting/>

<https://mrswarnearlington.weebly.com/types-of-sentences.html>

<https://www.youtube.com/watch?v=37O08lVFbs>

What's in the dark tonight?
(A song on the CD with The Owl who was Afraid of the Dark.)

colours fireworks brightly	memories kindness thinking
campfire glowing singing	hoping wishing dreaming



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To independently write a formal letter.

Newspaper Report:

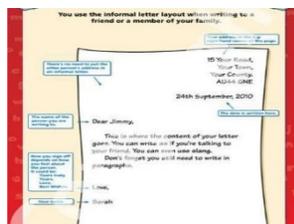
To analyse and identify the features of a recount text.

To write a newspaper style report.

Interviewing a Character:

While reading, students closely examine the different characters in a novel by keeping journal entries, meeting for group discussions, and using an online graphic organizer. They will be creating an interview-style television show in which students write the script and assume the roles of the television host and the characters on the show. Questions can be about events from the novel as well as other topics that were not explicitly covered in the novel.

Moral Education link-
Unit 1- Equality and Appreciation
1.5 Appreciation and Gratitude



Encourage your child to read newspaper articles.

While you read simple articles in newspapers and ask questions like who, what, where, when.

Encourage your child to look out for the answers.

Share the concepts of fact and opinion with your child. And identify examples for each in a newspaper report.

Cut out newspaper articles and highlight words and phrases that are based on facts and opinion.

Discuss the importance of appreciation and gratitude with your child and **encourage** the students to write note of appreciation to friends, families, community helpers, teachers.

Encourage your child to share thoughts on equality and appreciation.

Discuss the importance of these moral values and how it can be applied in real life.

<https://wordwall.net/en-gb/community/formal-letter>

<https://www.readingrockets.org/article/introduction-letter-writing>

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt>

<https://schools.firstnews.co.uk/blog/journalistic-writing/features-of-a-newspaper-report-ks2/>

<https://ministryofstories.org/schools/learning-resource/character-interviews/>





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Success Steps
Writing Dialogue

- Speech marks at the start and end of what is being spoken (What is in the speech bubble)
- Capital letter at the start of the speech
- Punctuation inside the speech marks
- New speaker, new line
- Don't forget those commas – before the first OR the last speech mark

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Numeracy Multiplication and Division

Multiplication and Division
To know 2, 3, 4, 5 and 10 times table and multiplication/division facts related to the 2, 3, 4, 5- and 10-times tables.

To know and use factor pairs in mental calculations.

To solve multiplication and division two-step problems in contexts, estimate and use inverse operations to check answers to a calculation.

Talk: -Have rapid-fire rounds on times table to motivate children to know 2, 3, 4, 5 and 10 times table. **Share** how a division fact is related to the times table e.g. - $3 \times 2 = 6$ or $6/2 = 3$.

Share the knowledge of multiples with children asking simple questions such as - What are the first five multiples of 2? (2, 4, 6, 8, 10) next five multiples of 2? (12, 14, 16, 18, 20)

What patterns do you notice? (all of the units' digits are even; repeating units digit pattern of 0, 2, 4, 6, 8)

Encourage your child to create a memory game. Face down the multiplication cards (4x5, 2x7, 8x6) and number cards (20, 14, 48). How many pairs can you find?

Talk to the children about factors and multiples.

[Multiplication and Division](#)
(Click on Times Table and Division facts)

[Canoe Penguins Multiplication | Math Playground](#)

[Factor pairs](#)
(Click play games and then click factors)



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Measurement of Length

Length Converting



To read and write the relationships between metric units for length (kilometers and meters); use decimal notation to tenths to record length Use multiplication to convert from larger to smaller units of length

Share an interesting poster making activity with them. They can make a Ninja poster to recall the factors and colour code different multiples.



Encourage your child to use the factors and multiples while doing mental calculation.

Talk and share with children a strategic plan (RUCSAC) to work with word problems. **Encourage** children to retell a word problem in their own words. Underline the key words. Identify the key vocabulary for addition, subtraction, multiplication, or division.



Challenge:

A group of students went on a field trip. They took 5 vans and 2 buses. There were 45 students in each van and 75 students in each bus. How many students went on the field trip?

Alison is thinking of a number. Her number is a multiple of 4, 5 and 6. **What could her number be?**

Find the measure of longest and shortest object in your living room and convert it into different units of length.

Talk: -To convert a larger unit to a smaller unit e.g. m to cm, first check the number of smaller units needed to make 1 larger unit. Then, multiply that number by the number of larger units. Converting smaller units to larger units.

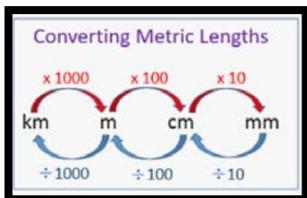
[Word problems](#)

[Multiplication and division](#)

[Measurement Of Length](#)



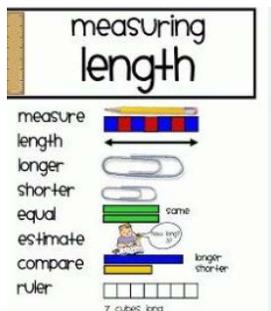
and Comparing



To estimate and compare length and round numbers using measuring tapes

To calculate and solve different measures of length using decimals to 1 place.

To solve word problems involving of measure length



Share -Measuring length means measurement of the length of any object with the help of measuring tools like a ruler, measuring tape, etc. For example, the length of a pencil can be measured in inches using a ruler. The height of students in a class can be measured using a feet scale. There are units of length like inches, centimeters, meters, feet, etc.

Encourage: -The general rule for estimating is to look at the digit to the right of the digit you want to estimate. Estimating or rounding to the nearest whole number means looking at the digit to the right of the decimal. If you see a digit greater than 5, round up, and if it's less than 5, round down.

Challenge:

Units of Measurement

Sarah is measuring how tall her sister is. Her tape measure measures in feet and inches. She is 5ft 6 inches tall.

She need to know her height in metres. How tall is she in metres?

12 inches = 1 foot = 30 cm

[Word-problem on measuring length](#)

Science

Solutions:

To explore components of various solutions used in daily life.

Dissolving

Talk about what solutions are and how much they are used in real life daily. Example: tea, coffee, or medicines etc.

Share that different types of solutions can be created by mixing different solids, liquids or gases. Encourage them to make their own solutions at home under supervision.

https://www.youtube.com/watch?v=WGESd7O4_Uk&t=104s

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

<https://kids.britannica.com/kids/article/solution/399604>



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To study the behaviour of different types of solids and liquids in water.

Habitats

To understand the meaning of habitats and identify different types of habitats by specifying features of each habitat.

To be aware that different animals found in various habitats.

Recognise that living things can be grouped in a variety of ways based on their characteristics.

Talk about different solids that dissolve and do not dissolve in water.

Share real life examples E.g.: Sugar dissolves in water. Sand does not dissolve in water.

Encourage them to explore about how different factors affect rate of dissolving.



Talk

Discuss with your child the meaning of 'Habitat'. Using pictures to illustrate the meaning and relate it to real life.

Share

Share with your children the importance of a place to live and. Indulge them into answering questions like what will happen if a living thing does not have a home?

Show the video or pictures of various habitats.

Give a list of animals and help them to identify mammals, amphibians, birds, reptiles etc. on basis of their characteristics.

Encourage

Encourage them to use online games to create their various kinds of habitats across the globe keeping in mind the specific features of each habitat. Use the links provided to learn about various kinds of habitats and to access the activities.

[Dissolving experiment](#)

[Soluble and insoluble materials](#)

<http://interactivesites.weebly.com/habitats.htm>

<https://mrnussbaum.com/habitat-maker-online-game>

<https://study.com/academy/lesson/classifying-living-things-lesson-for-kids.html>

<https://www.youtube.com/watch?app=desktop&v=33pC31rw9bM>

<https://www.youtube.com/watch?v=vqxomJIBGcY&list=PLEmXJaDnCA6nJIXACwKktyDze1tYYZPha>

<https://www.youtube.com/watch?v=YuO4WB4SwCg>



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<p>Moral Education</p>	<p>Thoughtfulness, co-operation</p>	<p>Talk with your child to act in ways that demonstrate what it means to be thoughtful and show consideration for others.</p>	 <p>https://marksanborn.com/blog/2020/07/13/6-ways-can-thoughtful/ https://www.goodcharacter.com/elementaryschool/cooperation/</p>
<p>Music Mr. KIKO</p>	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p>	<p>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.</p>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p> <p>Identify the notes in the recorder with the backing track B.A.G. Medley - RECORDER - YouTube</p>
<p>Mr. Sunil</p>	<p>Learning how to play the song "Happy birthday" on recorder.</p>	<p>Let the child practice at home, even though there will be squeaking. Be an audience. But it is better also to check if the child is holding the recorder properly.</p>	<p>(22) VMM Recorder Song 3: Au Clair de la Lune - YouTube</p>
<p>Mr. Joyson</p>	<p>Learning how to play the recorder using notes G A B</p>	<p>Let the child practice at home, even though there will be squeaking.</p>	<p>(22) VMM Recorder Song 3: Au Clair de la Lune - YouTube</p>
<p>Arabic for Arabs</p>	<p>ياسمين وزهرة دوار الشمس أن يقرأ التلميذ النص قراءة سليمة أن يحدد التلميذ الفكرة الرئيسة والأفكار الفرعية في النص.</p>	<p>استخدام بعض الألعاب التعليمية للمساعدة على فهم الجملة الاسمية. مساعدته في جمع شواهد عن الجملة الفعلية. يساعده في وصف بعض الأحداث موضحًا الجملة الفعلية.</p>	<p>ياسمين وزهرة دوار الشمس الجملة الفعلية kutubee reading platform</p>



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	<p>أن يميز التلميذ الحوار الداخلي والحوار الخارجي بالقصة . أن يصيغ التلميذ نهاية جديدة للقصة . *الجملة الفعلية : أن يميز التلميذ بين الجملة الاسمية والفعلية . أن يحدد التلميذ أركان الجملة الفعلية . أن يوظف التلاميذ الأفعال الثلاثة في كتابة جمل فعلية . ألف الوصل وهمزة القطع في الاسماء : أن يميز التلميذ ألف الوصل وهمزة القطع في الاسماء . أن يصيغ التلميذ فقرة مستخدمًا ألف الوصل وهمزة القطع .</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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non-Arabs</p>	<p>Jobs and Careers To distinguish between jobs and careers. To describe the jobs and careers using the new vocabulary. To compare between the different jobs and careers. To create a paragraph about jobs and careers. To express his opinion about jobs and careers.</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. Ask your child to speak about his favorite job. 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>kutubee reading platform Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arab</p>	<p>حمد الله على نعمه أن يستنتج التلاميذ فضل حمد الله وشكره. أن يعدد التلاميذ نعم الله على المسلم. سورة الغاشية أن يوضح التلاميذ المعنى الإجمالي للسورة أن يتلو التلاميذ الآيات تلاوة صحيحة . أخلاق المتقين أن يوضح التلاميذ مفهوم تقوى الله .</p>	<p>يساعد ولي الأمر التلميذ في الآتي: حفظ السورة من خلال المصحف المعلم. حثه على الالتزام بأداب التلاوة. البحث في الشبكة المعلوماتية عن شواهد من القرآن والسنة عن فضل شكر الله على نعمه. 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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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<p>Islamic for Non-Arab</p>	<p>أن يشرح التلاميذ ما يرشد إليه الحديث الشريف.</p> <p>Surah AL-ALA To recite and memorize surah al aala correctly. To explain the overall meaning of the ayah. To explain how to show respect to others. Making sure of news To learn the noble hadith by heart. To explain the general meaning of the hadith. To find out the importance of verifying information before talking. Sunan Rwatib. To differentiate between the obligatory prayers and Sunnan rawatib. To find the benefits of some voluntary prayers (nawafil).</p>	<p>Surah al aala: Please, support the student to memorize the surah and explain the meaning in english. Making sure of news. Talk with your child about the importance of verifying information before talking about anything. Ask the child to always tell the truth. Talk with your child about the difference between Sunan Rwatib and obligatory prayer. Share with your child the benefits of performing Sunan Rwatib prayer.</p>	<p>Arabic and Islamic YouTube Channel</p>
<p>Physical Education WEEK 1 & Activity -1</p>	<p>Soccer/Passing & Receiving: week 1</p> <p>Students will be able to Pass and Receive the ball in playing situations.</p>	<p>Talk and encourage the children to do the following:</p>  <p>Encouraging Children to take part in soccer Games, call to</p>	<p><u>Useful sites:</u></p> <p>https://www.youtube.com/watch?v=Bq7BNW-oK-0 https://www.youtube.com/watch?v=Yp03RpfU2bY https://www.youtube.com/watch?v=gedaCw79SIY</p>



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WEEK 2 & Activity -2

Soccer/Dribbling and Shooting:
week 2

Students will be able to travel with the ball in playing situation and will get good ball control.

receive, avoid obstacles, either side of the cone circle passing etc... Game.

Talk and encourage the children to do the following:



Encouraging Children to take part in Soccer Games, practicing below drills will become master in that game

- In & Out
- Rhomboid
- Beat the Players & Shoot
- Relay Race
- Opponents Ball Out"



Useful sites:

- <https://www.youtube.com/watch?v=pdPO5liRAw>
- <https://www.youtube.com/watch?v=JViB7yXOrr0>
- <https://www.youtube.com/watch?v=kmmDtmfgos0>

Useful sites:

- <https://www.youtube.com/watch?v=QK19XTJuDvY>
- www.youtube.com/watch?v=D_i_kHxu94k
- <https://www.youtube.com/watch?v=xVUXT9daqJw>

WEEK 3 & Activity -3

Soccer/Heading & Goalkeeping:

Talk and encourage the children to do the following:

Encouraging Children to take part in Soccer Games, practicing more time with

- Offensive & Defensive
- Throw, Head, Catch
- Keep It Up
- Run In & Head
- Choose Your Path



Useful sites:



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WEEK 4 & Activity -4

Students will be able to demonstrate Heading / Goal Keeping techniques and transfer these in to game situations.



Soccer/Team play:

Students will learn how to play a game with basic rules & will be able to understand of the game.

•Up & Down"

Talk and encourage the children to do the following:



Encouraging Children to take part in Soccer Games, watching the game in YouTube to understand the compete level between the two teams in a Soccer match.

<https://www.youtube.com/watch?v=rxslQS6KTS4>
<https://www.youtube.com/watch?v=Jh2Ofwgftno>
<https://www.youtube.com/watch?v=ABUOPj5ARPA/www.youtube>