




The Winchester School

Family Learning Newsletter -Year 6 January 2024



Area of Learning	Focus	Home activities/How can you help your child at home	Useful websites
Literacy	<p>Spellings:</p> <p>To spell words with a silent letter.</p>  <p>Grammar</p> <p>Verb Tenses</p> <p>To identify and create sentences using different tenses.</p>	<p>Talk to your child to recognize silent words to enhance pronunciation and understand the rules of which silent letters follow or proceed so they can use their own knowledge to build words they are unsure of spelling.</p> <p>Dictate a set of words with silent letters for instance 'bright' and 'aesthetics'. Now let the child identify what letters are silent in each word. For the first word bright, -gh are the silent letters; they write -gh on their paper.</p> <p>Encourage your child to identify verb and tense used in different sentences from the novel Black Beauty.</p> <p>Talk to your child about what is tense consistency? Verb tenses tell us when an action took place in the present, past or future. In any piece of writing, it is important to be consistent with tenses.</p>	<p>https://www.funtrivia.com/trivia-quiz/ForChildren/Silent-Letters--Shhhh-91441.html</p> <p>Easy Silent Letters--Shhhh!</p> <p>Trivia Quiz Words for Kids 10 Questions (funtrivia.com)</p> <p>Present Continuous Game 1 EnglishClub</p>



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What is simple past tense?

Simple Past is also known as **Past Simple** and describes events which happened at a specific time but are now completed. For example:

I played	We played
You played (singular)	You played (plural)
He/She/It played	They played

What is simple present tense?

The **Simple Present** (also known as **Present Simple**) can be used to describe something that happens regularly, to give an instruction, to describe something that has been arranged or to talk about the future after certain conjunctions have been used (after, when, before, as soon as, until). For example:

I play	We play
You play (singular)	You play (plural)
He/She/It plays	They play

What is past perfect tense?

Past Perfect describes completed events of the past which happened before another action took place.

'had' + a past tense verb = past perfect tense

For example:

I had played	We had played
You had played (singular)	You had played (plural)
He/She/It had played	They had played

What is present perfect tense?

The **Present Perfect** can be used to describe something that happened in the past and is continuing today, for an action that was completed recently or an action that did not happen at a specific time.

'has' or 'have' + a past tense verb = present perfect tense

For example:

I have played	We have played
You have played (singular)	You have played (plural)
He/She/It has played	They have played

Figurative devices

Students will explore the use of different types of figurative devices.

FIGURATIVE LANGUAGE

Simile A simile is a type of figurative language which is used to compare one thing with another. Similes compare the likeness of two things and often feature the words 'like' or 'as'. For example: 'As strong as an ox' and 'The house as a lion'.	Metaphor A metaphor is a phrase describing something as something it is not to reality. It is used to compare two things symbolically. A metaphor literally describes something as something it is not. 'I was in a headburst'.
Oxymoron An oxymoron is a term which features two words which appear to contradict each other but make sense of the situation overall. For example: That woman is pretty ugly.	Hyperbole A hyperbole is a figure of speech which exaggerates the meaning of a sentence. For example: My grandfather is as old as time.
Idiom An idiom is a phrase which has no literal meaning to the situation it is describing but it implies the facts or story behind it. For example: There is a silver lining in every cloud.	Personification Personification is a type of figurative language. It is used to give an inanimate object or force a sense of being alive. The speaker would talk to the object as if it could understand and was intelligent. For example: Who are you, an idiot, or a genius?
Symbolism Symbolism is another form of figurative language which is used to express an abstract idea using an item or words. For example: We had to get out a red alert.	Alliteration Alliteration is a type of figurative speech in which the repetition of letters or sounds is used within one sentence. For example: Eagles and up eating extra.
Onomatopoeia Onomatopoeia is a form of figurative language which creates words which are used to describe a sound activity resembles the sound they are referring to. For example: The ghost said boo.	Puns Puns are a form of figurative language which create a play on words. They are an extra meaning to a sentence and are often used as a form of joke or to be humorous. For example: A horse is a very stable animal.
Irony A form of figurative speech is irony. This is when a statement made is strongly contradictory to the reality. It is also used to convey a sign of sarcasm. For example: - I passed my Facebook about how I had Facebook it. - I won the lottery on my retirement day.	

Talk to your child about different reading materials they have explored. What are the various types of writing techniques they are aware of. How can they use these figurative devices to make the argument impactful and strong?

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zxk7kty>

<https://www.theschoolrun.com/what-argument-texthttps://quizizz.com/admin/quiz/5cc9ae2eec94c0001fe0baea/argumentative-text-review>



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Text Level:

Argumentative Text:

Students will create a balanced argument giving valid evidence to support their statements using different resources like facts and evidences.

Argumentative Writing

Techniques:

1. Offers facts, reasons, and evidence to show the author has valid points
2. Logic-based
3. Acknowledges the opposing claims
4. May compare ideas to establish a position
5. Presents multiple sides but it is clear which is the author's side
6. Always provides evidence with claims

Tone: There is a calmer tone of just trying to get the reader to acknowledge the author's side is worthy of consideration.

Talk about importance of a healthy conversation.

Besides difference of opinions we need to respect each other's point of view. Arguments are good things they provide us with meaningful insights but should be based on logic and facts, not emotion.

Encourage them to be a good listener. Emphasize on how listening helps to get key information on the speaker's point of view. Which helps you to develop your opinion based on your prior knowledge.

Talk to your child about why arguments happen when people with different opinions put forth their views. Discuss on structure and language features of writing an argumentative text.

Share about what crucial role logics and facts play in your argumentative text. How they make an impact on strong arguments. You can make them watch debates to give them exposure on different topics.

Discuss on any topic they wish to talk about wherein you can take roles for and against.

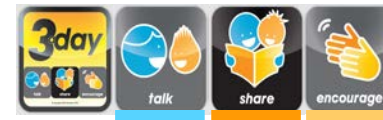
Audio book

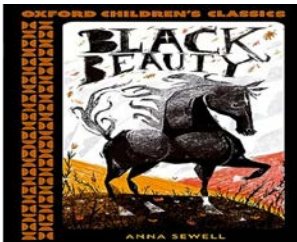
[\(1\) Black Beauty Audiobook by Anna Sewell | Audiobook with subtitles - YouTube](#)



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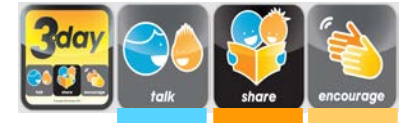


	<p>Novel: Black Beauty</p> <p>Novel by Anna Sewel</p> <p>To explore author's style of writing.</p> <p>To predict the blurb and book cover of the novel.</p> <p>To draw inferences about character's feeling, emotions and thoughts by providing evidences from the text.</p>  <p>Moral Education: Respecting others in the community</p>	<p>Introduction to the novel Black Beauty -The Autobiography of a Horse.</p> <p>Encourage your child to read the novel 'Black Beauty' and identify different authorial technique used by the author to peruse the audience.</p> <p>Talk to your child about the different characters in the novel and discuss their favorite character and their character traits.</p> <p>Talk to your child about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person')</p> <p>Encourage your child to discuss some answers to the questions to develop the understanding of the novel and also discuss how they have learnt to respect each other through the novel.</p>	
<p>Numeracy</p> <p>Decimal numbers</p>	<p>To identify the value of each digit in a number with three decimal places.</p>	<p>Encourage your child to play this game with you.</p> <p>Take turns to roll one dice and take out that number of coins, e.g. a roll of 3 could be 30p (3 × 10p), 40p (20p + (2 × 10p)), 60p (3 × 20p), etc.</p>	<p>Decimal Place Value - Decimal Place Value Chart Decimal Point (cuemath.com)</p>



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

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, the 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.

Rounding decimals game:

Number of players: 2

To decide who goes first, each player rolls one of the dice. The player with the highest roll goes first.



On your turn, roll all of the dice.

Use all of the dice that you just rolled to create a number. You may place the dice in any order to

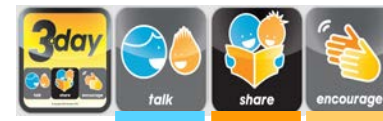
[Decimals - Practice with Math Games](#)

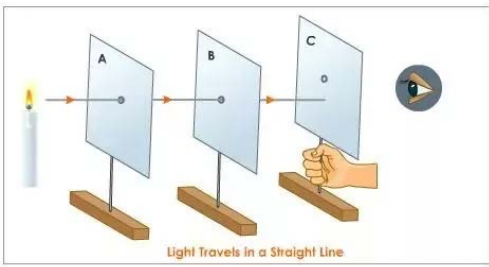
[Decimal Detective - Decimal Game | Turtle Diary](#)



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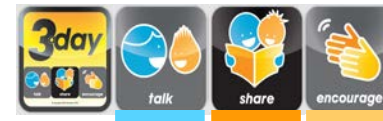


	<p>To solve problems involving addition & subtraction of decimals.</p> <p>To solve problems involving multiplication and division of decimals.</p>	<p>create the number. For example, if you rolled 4, 1, and 6, you may create 4.16</p> <p>Round the number that you created to the nearest tenth. Then, place one of your counters on top of that number on the game board. If your opponent's counter is already on that number, you may not place your counter on the game board.</p> <p>Players continue taking turns until one player creates a line of 4 in a row of his/her own counters on the game board.</p>	
Science	<p>Light</p> <p>To prove that light appears to travel in straight lines.</p>  <p>To explore the structure and function of the human eye.</p>	<p>Talk</p> <p>Talk to your child about the Light shows on Burj Khalifa and other landmarks of UAE.</p> <p>Place a lighted candle near one of the cardboards (say A). Look at the candle flame from the other side of the cardboard C. The candle flame is clearly seen. Now slightly displace one of the cardboards (say B) so that the holes no longer remain in a straight line.</p> <p>Share</p>	<p>Light travels in straight lines: https://youtu.be/q5pzVJ197dc</p> <p>Structure of human eye https://youtu.be/qAnpAYGw5kI?si=wwbgcoAsS9ROHMI</p> <p>How our eye works https://youtu.be/9OS-9pG1IT0?si=wfnxdhYHEE0US-Jc</p>

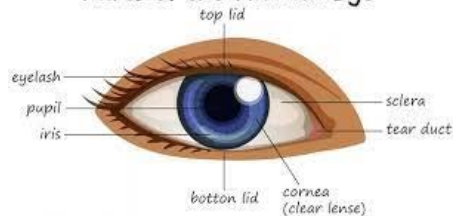


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Parts of the Human Eye



To illustrate the law of refraction using ray diagram.

Light investigation

To find the relationship between angle of incidence and angle of reflection for smooth reflecting surfaces.

Share real-life examples in line with these topics.

Explain that **you are** going **to** put the room lights out in **a** moment and ask your child **to** predict what they **will see** when the lights **are** off (black out).

Discuss how do we see things, why can't we see in dark?

Encourage

Encourage your child to define the words angle of reflection and the angle of incidence.

Let them be independent and give them opportunities to come share their understanding. Please encourage your child to refer to the links provided to refresh their understanding and knowledge of the topics mentioned in the Focus column.

Reflection of light:

<https://youtu.be/skGmQC87Bvg>

Laws of Reflection:

<https://youtu.be/OrobTDEys2M>

Arabic for Arabs

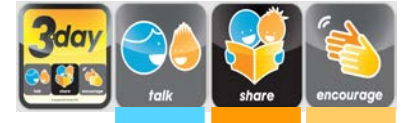
آيات (إنما المؤمنون أخوة)
أن يحدد التلميذ الفكرة الرئيسة والأفكار
الداعمة

مساعدة التلميذ في البحث عن لغويات النص بالمعجم على
الإنترنت.
مساعدة التلميذ في كتابة ملخص لشرح الآيات بالمنزل .



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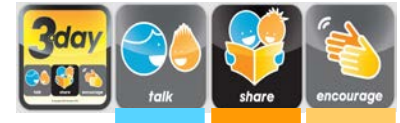


	<p>أن يحلل التلميذ النص تحليلًا لغويًا . أن يحدد التلميذ أساليب الأمر والنهي في الآيات أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات أخلاق كريمة (شعر) أن يحلل التلميذ النص تحليلًا أدبيًا . أن يحدد التلميذ أساليب خبرية في القصيدة أن يحدد التلميذ الفكرة والعاطفة في القصيدة . الهمزة المتطرفة على ياء أن يكتب التلميذ كلمات بها همزة متطرفة على ياء أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ياء المفعول لأجله أن يميز التلميذ بين أنواع المفاعيل في الجملة الفعلية. أن يوظف التلميذ المفعول لأجله مضبوط الآخر في تحدّثه وكتاباتهِ الإبداعية مع الضبط وفقًا لقواعد النحو</p>	<p>مساعدة التلميذ في تحديد التلميذ الفكرة والعاطفة في القصيدة. مساعدة التلميذ في قراءة الآيات وتحديد الفكرة الرئيسة. مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على ياء مع بيان سبب كتابتها على ياء. تدريبه على إعراب وتوظيف المفعول لأجله في كتاباته الإبداعية مع الضبط وفقًا لقواعد النحو. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية 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>
Arabic for Non-Arabs	<p>The weather (الطقس) To create sentences about the weather. To design a mind map about the four seasons. To describe the weather in the four seasons.</p>	<p>Encourage your child to memorize his/her new vocabulary about the new topic the (dictionary). Share with your child articles about the weather in UAE to help him in talking and writing. 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>Arabic and Islamic YouTube Channel</p>



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	<p>To create a paragraph about the four seasons.</p> <p>To compare between two seasons.</p> <p>To use the exclamation, and preference styles with the weather.</p> <p>To express the opinion about the weather in different countries.</p> <p>To compare between the weather in UAE and another country.</p>		
Islamic for Arabs	<p>المؤمن بين الشكر والصبر</p> <p>أن يبين الطالب حالات المؤمن كما وردت في الحديث الشريف</p> <p>أن يشرح الطالب أهمية الشكر لله تعالى في السراء</p> <p>أن يشرح الطالب المعنى الإجمالي للحديث الشريف</p> <p>غزوة بدر الكبرى</p> <p>أن يبين الطالب أسباب غزوة بدر الكبرى</p> <p>أن يوضح الطالب أحداث غزوة بدر الكبرى</p> <p>أن يستنتج الطالب الدروس المستفادة من غزوة بدر الكبرى</p> <p>الإقلاّب</p> <p>أن يبين الطالب مفهوم الإقلاّب وحروفه</p> <p>أن يوضح الطالب كيفية تطبيق حكم الإقلاّب أثناء التلاوة</p> <p>أن يتلو الطالب بعض الآيات القرآنية الكريمة مطبقاً حكم الإقلاّب</p>	<p>مساعدة الطالب وتوجيهه إلى تقوى الله عزوجل وطاعته</p> <p>. مساعدة الطالب في معرفة المعنى العام للحديث الشريف</p> <p>حث الطالب على شكر الله في السراء والضراء والصبر عند الابتلاء</p> <p>مساعدة الطالب في معرفة أسباب وأحداث غزوة بدر الكبرى</p> <p>مساعدة الطالب في معرفة الدروس المستفادة من غزوة بدر الكبرى</p> <p>توفير فيديوهات عن غزوة بدر ؛ وتدوين ما تعلمه</p> <p>مساعدة الطالب في معرفة حروف الإقلاّب</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>غزوة بدر الكبرى</p> <p>حكم الإقلاّب</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>بمدرسة ونشستر</p>
Islamic for Non-Arabs	<p><u>Lesson 1: Suratu Al-Mulk (The Great Qur'an)</u></p>	<p>Encourage your child to memorize (15 to 30) verses of Suratu Al-Mulk.</p> <p>Encourage your child to memorize the hadith.</p>	<p>Arabic and Islamic YouTube Channel</p>



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	<p>To explain the overall meaning of the verses.</p> <p><u>Lesson 2: Selecting Friends (The Noble Hadith)</u></p> <p>To explain the overall meaning of the hadith.</p> <p>To explain the friend's influence on one's personality and morals.</p> <p><u>Lesson 3: Aysha, Mother of the Believers (Sira)</u></p> <p>To explain her role in maintaining stability of the Prophet's family.</p> <p>To infer the role of women in serving society.</p>	<p>Talk to your child about the importance of selecting friends wisely.</p> <p>Encourage your child to read about Aysha (R.A).</p> <p>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>Humanities</p> <p>History</p> <p><u>Exploration and Discovery</u></p>	<p>To explore a range of evidence sources to reach conclusions about the Maya Civilisation.</p> <p><u>Key Vocabulary</u></p> <p>Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood,</p>	<p>Research information about the major Mayan cities and create a fact file on them.</p> <p>Share with your child how Maya people used a hieroglyphic writing system consisted of signs or symbols called hieroglyphs.</p>	<p>Maya Civilization</p> <p>Amazing Facts about Maya Civilization</p>



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<p>Geography</p> <p><u>South America:</u> <u>Weather and</u> <u>Climate</u></p> <p><u>South America:</u> <u>Wonders</u></p>	<p>Copan, Chichen Itza, Palenque. <u>hieroglyphs, syllabogram, logogram,</u> <u>codex, codices.</u></p> <p>To explore the climates and biomes of different regions across South America.</p> <p><u>Key Vocabulary</u></p> <p>Climate zone, climate, polar, Antarctic, temperate, tropical, subtropical, latitude, Koppen system</p> <p>To explore the natural wonders of South America.</p> <p><u>Key Vocabulary:</u></p> <p>Wonders of the world, ancient, The Great Wall of China, The Colosseum, Chichen Itza, Taj Mahal, Machu Picchu, Statue on Cocovado Mountain in Rio de Janeiro, Brazil.</p>	<p>Talk to your child about the difference between weather and climate.</p> <p>Encourage your child to research the climate, biome and likely weather conditions of an area of South America.</p> <p>Share with your child what it means if something is a 'wonder'.</p> <p>Encourage your child to explore the different wonders of the world and label them on a world map.</p>	<p>Maya civilization timeline</p>  <p>Climates and biomes of different regions across South America.</p> <p>physical geography</p> <p>Climates and biomes of different regions across South America.</p> <p>Natural Wonders</p> <p>Natural Wonders of South America</p>
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UAE Social Studies

To explore key classical civilizations.

Key vocabulary: classical, civilization, empire, conflict.

To explore the role of city- states in Classical Greece.

Key vocabulary: democracy, voting, citizen, banish, archipelago.

Talk with your child about the classical period when civilizations came into greater contact with each other.

Share with your child the Greek version of democracy and explain the purpose and process of voting.

Encourage your child to research the vote to ostracise in the ancient Athens and what part an ostraka played in the process.



[classical-civilization](#)

[Key Classical Civilisations](#)

[Greek City-States](#)

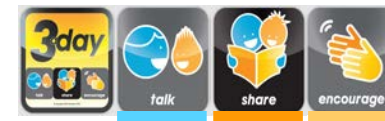
[Ostracism in the ancient Athens](#)










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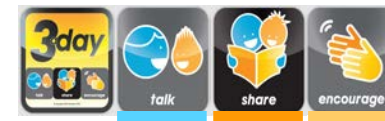


<p>French</p>	<p><u>Topic: Chez moi</u></p> <p>To describe where you live.</p> <p>To identify different parts of the house.</p>	<div data-bbox="892 251 1207 357">  <div data-bbox="1039 259 1207 357">Talk</div> </div> <p>Ask your child to find out the different pieces of the house in French.</p> <div data-bbox="892 592 1207 738">  <div data-bbox="1039 625 1207 714">Share</div> </div> <p>Create a presentation or poster to describe where he /she lives (in a town/in a city or a village -----)</p> <p>Create a mind map to name different pieces of the house</p> <div data-bbox="892 1015 1249 1112">  <div data-bbox="1039 1023 1249 1112">Encourage</div> </div> <p>Students to keep exploring the links given.</p>	<div data-bbox="1606 259 1806 414">  </div> <p><u>Topic: Chez moi</u></p> <p>https://www.youtube.com/watch?v=Q3AGIKdQUvg</p> <p>https://www.youtube.com/watch?v=ms_bjzkKIM0</p> <p>https://www.youtube.com/watch?v=RYDdP9GZLao</p> <p>https://www.youtube.com/watch?v=Ghu3aeAvKq0</p> <div data-bbox="1606 941 1806 1088">  </div> <p><u>Wordwall Activity</u></p> <p>https://wordwall.net/play/6617/068/227</p> <p><u>Quizlet Activities</u></p>
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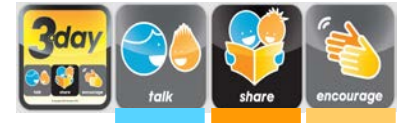


			https://quizlet.com/475423513/les-pieces-de-la-maison-flash- https://quizlet.com/475423513/match https://quizlet.com/475423513/gravity https://quizlet.com/475423513/test Reading Comprehension https://www.liveworksheets.com/tu149321jy
Physical education Activity -1 Activity - 2 Activity - 3 Activity- 4	Basketball – one on one Basketball – two on two Basketball – three on three	<u>Talk and Encourage the children to do the following:</u> <u>Proper warm up</u> The Students will do the proper warm up and will practice sports day events and skills with basic rules. Follow the links for the skills and rules <u>Cooldown</u> After the game students will do proper cooldown activity.	<u>Useful sites:</u> Links: https://www.youtube.com/watch?v=GHe99ohaDvM https://www.youtube.com/watch?v=H-Hzxa8GXDU https://www.youtube.com/watch?v=ee6KyLEZnnk https://www.youtube.com/watch?v=oyjYgmsM00Q



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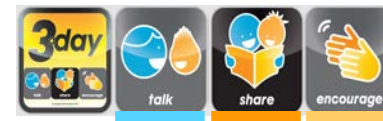


	Basketball – game		
Music (Kiko)	Improving children’s confidence and musicality through singing actions songs and chanting rhymes.	Let the children sing action songs at home. Ask the child to perform the songs we learned in school. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.	https://www.timeout.com/new-york-kids/music/best-kids-songs
Music (Joyson)	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.	Song: Lines and Spaces The Treble Clef MusicMindED©2018 - YouTube Theory: Learning to Read Music: Treble Clef Lines and Spaces - YouTube (Reference Track) Identify the notes in the recorder with the backing track(Only first 1 minute) B.A.G. Medley - RECORDER - YouTube (22) Recorderton - YouTube



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Music (Sunil)	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 check if the child is holding the recorder properly.	
ICT	<u>Scratch Programming and Debugging</u> <u>LEARNING OBJECTIVES:</u> To define a ‘variable’ as something that is changeable. To explain why a variable is used in a program. To explore, develop, try out and refine sequences of instructions, and show efficiency in framing these instructions. To develop a project using machine learning in scratch.	Talk to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet. Encourage good posture when sitting at the computer. Discuss the importance of logic building Able to reflect critically on programs created in order to make improvements in subsequent programming exercises. Make a board game: Challenge your child to make their own board game, such as their own version of snakes and ladders, or a maze game or a quiz game using a subject they are very familiar with.	Wider Learning ScratchEd (harvard.edu) Scratch Tinkering Activity Resources Barefoot Computing Scratch - Ideas (mit.edu)