



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 5- March -2024



| Area of Learning | Focus | Activities to help your child at home | Useful websites/Resources |
|------------------|--|--|--|
| English | <p>Spellings: Learning Objective To add the prefixes 'un', 'inter', 'over' and 'sub'. To explore suffixes 'ant', 'ment', 'less' and 'ful'.</p> <p>Grammar:</p> <p>Learning Objective</p> <p>To explore the use of future tense in sentences.</p> <p>To explore prepositional phrases.</p> | <p>Talk and encourage the children to do the following: Discuss the rules for different spellings as mentioned in the FLN.</p> <p>Encourage your child to make note of new words and their spellings especially by adding the prefixes and suffixes, while reading books.</p> <div style="text-align: center;"> <p>Affixes</p> <p>Group of letters attach before and after the root word.</p> <p>un+accept+able= unacceptable</p> <p>(root word)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Prefixes</p> <p>A group of letters placed before the root word.</p> </div> <div style="text-align: center;"> <p>Suffixes</p> <p>A group of letters placed after the root word.</p> </div> </div> </div> <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Future Tense</u></p> <p>Discuss the use of simple, progressive and perfect form of future tense in sentences.</p> <p>Encourage them to practice the use of future tenses while writing sentences or paragraphs.</p> <div style="text-align: center;"> <p>FUTURE TENSES IN ENGLISH</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>FUTURE SIMPLE</p> <p>Future simple: will + base form of the verb</p> <ul style="list-style-type: none"> • I will eat dinner. • He will drink tea. • She will climb the tree. • They will watch TV. </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>FUTURE CONTINUOUS</p> <p>Future continuous: will be + present participle</p> <ul style="list-style-type: none"> • I will be eating dinner. • He will be drinking tea. • She will be climbing the tree. • They will be watching TV. </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>FUTURE PERFECT</p> <p>Future perfect: will have + past participle</p> <ul style="list-style-type: none"> • I will have eaten dinner. • He will have drunk tea. • She will have climbed the tree. • They will have watched TV. </div> </div> </div> | <p>Practice online spelling games here: What are prefixes?</p> <p>Spelling tests and Games</p> <p>Simple Future Tense Exercise</p> <p>Future Perfect Tense Exercise</p> <p>Prepositional Phrases Exercises</p> <p>Prepositional Phrases Exercise 2</p> |



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Reading Comprehension
Text Level:
Matilda – Roald dahl:
To explore the aspects of author's writing style by comparing themes, characterization and settings from different books by the same author.

Reading Comprehension

Unit 11: The Railway Carriage (Poetry) ‘

Prepositional phrases

Discuss how prepositional phrases help in providing more information and interest into writing

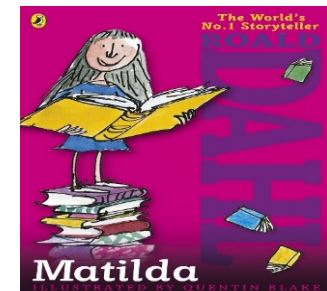
Encourage them to practice the use of prepositional phrases in sentences/text using the link given in the next column.

PREPOSITIONAL PHRASES

| BY | FOR | IN | ON | AT |
|----------------|-------------|-------------|--------------|-----------------|
| by chance | for fear of | in a flash | on an island | at a glance |
| by far | for good | in a heap | on approval | at a guess |
| by force | for granted | in a hurry | on average | at a loss |
| by hand | for hire | in a mess | on bail | at a price |
| by heart | for lack of | in a pile | on behalf of | at a rate of |
| by law | for life | in a sense | on board | at a speed of |
| by the name of | for love | in a temper | on business | at a standstill |

Discuss and analyse the features of Roald Dahl's writing style. Help your child to distinguish between the characters from the novel.

Encourage your child to draw, label or note a few words or phrases to describe their characters and settings.





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Lesson Objective:

To develop the imagination of the students and build their analytical skills in Poetry.

'From a Railway Carriage' by Robert Louis Stevenson



Discuss the essence and the different themes of the poem like the beauty of nature and the joy of travelling.

Ask questions with reference to the poem.

Encourage the children to predict the events and provide reasoned justification for their views.

Discuss the elements of a descriptive writing.



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Text Level:

Descriptive Writing: **Matilda – Roald Dahl:**

To explore the elements of a descriptive text.

Moral Education link-
Students can create a poster to show traits of a responsible student.

Together read the text below and discuss with your child different elements in the text below.

Stepping into my favourite café, I am instantly greeted by the heavenly aroma of freshly brewed coffee. Relieved to be away from the hustle and bustle outside the café, I immediately find a table and sit down. The soft clatter of keyboards travels to my ears as students type away on their laptops. As I scan my surroundings, my eyes land on the mouth-watering display of muffins and cakes topped with colourful frosting sitting prettily on the counter.



www.kitwritingenglish.com

Stepping into my favourite café, I am instantly greeted by the **sense of smell** heavenly aroma of freshly brewed coffee. Relieved to be away from the hustle and bustle outside the café, I immediately find a table and sit down. The **sense of hearing** soft clatter of keyboards travels to my ears as students type away on their laptops. As I scan my **sense of sight** surroundings, my eyes land on the mouth-watering display of muffins and cakes topped with colourful frosting sitting prettily on the counter.

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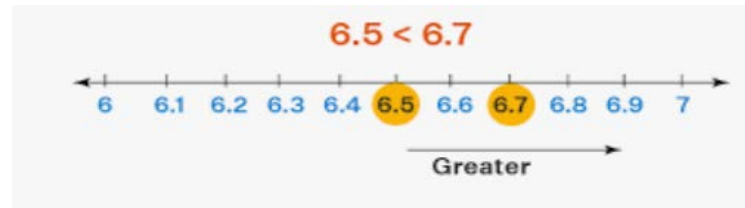


Mathematics

Compare and Order Decimal

To read, write, order, and compare numbers with up to three decimal places.

Share with the students to compare and order decimals, assess each place value starting from the left. Move to the next place if the leftmost digits are equal. Arrange decimals from least to greatest or vice versa based on these comparisons. Use symbols like $<$, $>$, or $=$ to express their relationships clearly.



<https://www.ixl.com/math/grade-4/compare-decimals-using-models>

<https://www.ixl.com/math/grade-4/compare-decimal-numbers>

<https://www.rhnet.org/site/handlers/filedownload.ashx?moduleinstanceid=4974&dataid=24233&FileName=comparing+and+ordering+decimals.pdf>

Rounding Decimal

To round decimals with two decimal places to the nearest whole number and to one decimal place.

Share with the students that to round, examine the digit to the right of the chosen place value. If that digit is 5 or greater, round up by adding 1 to the chosen digit and setting the rest to zero; if less than 5, simply round down by keeping the chosen digit unchanged and replacing the rest with zeros. This rounding method streamlines decimals to a designated place value, facilitating a more straightforward understanding and computation process for young learners.



[https://www.transum.org/software/SW/Starter of the day/Students/RoundingWN.asp?Level=1](https://www.transum.org/software/SW/Starter%20of%20the%20day/Students/RoundingWN.asp?Level=1)

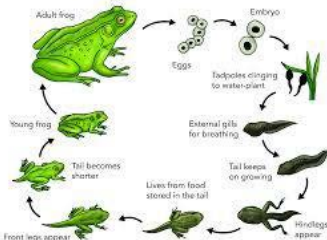
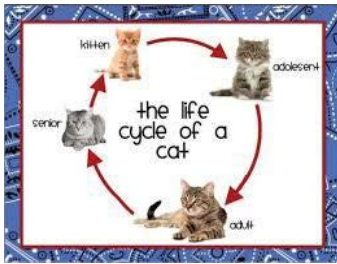
<https://www.mathmammoth.com/practice/rounding#number-range=decimals&decimal-place=3>



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| <p>Science-</p> | <p>Living Things and their Habitats</p> <p>To compare the life cycle of insects and amphibians.</p> <p>To compare the life cycle of birds and mammals.</p> <p>To compare complete and incomplete metamorphosis.</p> | <p>Talk with your child about the physical characteristics of all birds (hen, sea gull, duck etc.) and talk to them about the difference in life cycles of birds and mammals.</p>   <p>Share with your child the physical characteristics of amphibians and talk to them about the life cycle of amphibians (Frog, salamander) and mammals.</p> <p>Discuss with your child the characteristics of insects, (Grass hopper, Butterfly etc and their lifecycle.</p> | <p>Life cycle of butterfly https://smartclass4kids.com/life-cycle-of-a-butterfly/</p> <p>Life cycle of frog https://smartclass4kids.com/life-cycle-of-a-frog/</p> |
| <p>Humanities</p> <p>History</p> | <p>To explore the key events during the ancient Greek period.</p> | <p>Talk to your child about the periods in history they have learnt about.</p> <p>Share with your child significant events in ancient Greece.</p> <p>Encourage your child to explore the impact of ancient Greece in world history.</p> <p>Key Vocabulary: trade, civilisation, city state, polis, timeline, chronologically, BCE</p> | |



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| UAE Social Studies | <p>To explore the benefits of saving and budgeting.</p> <p>To plan a business and create a budget for it</p> | <p>Talk to your child about the meaning of saving and spending.</p> <p>Share with your child how you plan your budget for the month.</p> <p>Encourage your child to suggest ways of improving your budget planning for the month.</p> <p>Key Vocabulary: saving, budget, spending, income, feature, expenses</p> <p>Talk to your child about the different types of businesses and how each one serves the community.</p> <p>Share a few ideas on how to plan and implement a business venture.</p> <p>Encourage your child to create a PowerPoint presentation on their business venture.</p> | |
| Arabic for Arabs | <p>أَنْ يُقَسِّرَ الْمُفْرَدَاتِ الْجَدِيدَةَ مُوَظَّفًا الْقَامُوسِ الْمُصَوِّرِ.</p> <p>أَنْ يَفْسِرَ الْكَلِمَاتِ وَالْعِبَارَاتِ الْمُسْتَعْمَلَةَ فِي النُّصُوصِ الْأَدْبِيَةِ.</p> <p>أَنْ يُوْظِفَ الْمَعَانِيَ الْجَدِيدَةَ فِي النَّصِّ .</p> <p>أَنْ يَحْدِدَ بَيْنَةَ النَّصِّ السَّرِّيِّ وَتَسْلُسِلِ الْأَحْدَاثِ .</p> <p>أَنْ يَسْتَخْلَصَ الْمَغْزَى مِنْأَحْدَاثِ الْقِصَّةِ .</p> <p>أَنْ يَسْتَنْتِجَ سِمَاتِ الْإِسْلُوبِ لِلْكَاتِبِ</p> <p>أَنْ يُجِيبَ عَنْ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - ماذا - متى - أين - لماذا - كيف) - مُظْهِرًا فَهْمَهُ لِلنَّصِّ، مُبْدِيًا رَأْيَهُ فِيهِ.</p> <p>نشيد أقرأ</p> | <p>قراءة بعض القصص المتعلقة من خلال منصة عصافير.</p> <p>جمع صور تحمل أشكال التعاون بين المجتمعات مشاهدة فيديو عن أهمية القراءة .</p> <p>تدريب الطالب بالمنزل على بعض الكتابات الوصفية وأيضا كتابات اليوميات</p> <p>يَكْتُبُ الْمُتَعَلِّمُ فِقْرَةً مُضَمَّنًا إِيَّاهَا جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجُمْلَةً خَتَامِيَّةً مَعَ الْإِلْتِزَامِ التَّامِ بِالْمَعَايِيرِ.</p> <p>يُجِيبُ التِّلْمِيزُ عَنْ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - ماذا - متى - أين - لماذا - كيف) مُظْهِرًا فَهْمَهُ لِلنَّصِّ، مُبْدِيًا رَأْيَهُ فِيهِ</p> <p>يُحَدِّدُ الْمُتَعَلِّمُ بعض الأحداث مُسْتَخْلِصًا مَغْزَاهَا، مُعَبِّرًا عَنْ رَأْيِهِ فِيهَا.</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>منصة كتي للقرأة</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |



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| | <p>أن يفسر الطالب العلاقة بين الكلمات</p> <p>أن يحدد الفكرة الرئيسة للأبيات</p> <p>أن يفسر المعنى الإجمالي للأبيات</p> <p>أن يقارن بين نصين مختلفين .</p> <p>القواعد النحوية (أحوال خبر كان وأخواتها)</p> <p>أن يحدد أركان جملة كان .</p> <p>أن يقارن بين الجملة الاسمية وجملة كان.</p> <p>أن يحدد أنواع الخبر في جملة كان</p> | | |
| Arabic for Non – Arabs | <p>My area (منطقتي)</p> <p>To compare between some places in his/ her country and the Emirates.</p> <p>To compare between two different places in their area.</p> <p>To create a paragraph about their area.</p> <p>To create an invitation to visit some places.</p> <p>To describe some places using the preference.</p> | <p>Encourage your child to use the topic vocabulary to practice writing about their favorite celebrity.</p> <p>Encourage your child to memorize their new vocabulary about the new topic (My area) the (dictionary).</p> <p>Share videos with your child about some places to help in comparing between them.</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>places</p> <p>Arabic and Islamic YouTube Channel</p> |
| Islamic Education for Arabs | <p>فاطمة بنت عبد الملك</p> | <p>مساعدة التلميذ في البحث في سيرة النبي صلى الله عليه وسلم.</p> <p>مساعدة التلميذ في البحث عن سيرة فاطمة بنت عبد الملك .</p> | |



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| | <p>أن يميز التلميذ سمات شخصية فاطمة بنت عبد الملك. أن يوضح التلميذ مكانة المرأة في الاسلام. أن يعبر التلميذ عن أثر العلم في بناء شخصية الفرد. أن يستنتج التلميذ الدروس المستفادة من سيرة فاطمة بنت عبد الملك.</p> <p>القلقة</p> <p>أن يوضح التلميذ مفهوم القلقة. أن يطبق التلميذ حكم القلقة في تلاوته للقرآن الكريم.</p> | <p>مساعدة الابن وتشجيعه علي التحلي بأخلاق الاسلام ومنها الرحمة. مساعدة الابن في البحث عن أحاديث نبوية شريفة توضح فضل الرحمة حث الابن على إبراز صور الرحمة في مجتمعه.</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>Islamic Education for Non – Arabs</p> | <p>Surat Abasa To recite Sūrat‘Abasa correctly and properly. To explain the terms mentioned in the verses. To demonstrate that Islam is the religion of equality. conclude the excellence of the Qur’ān. To explain the manifestations of Allah’s Omnipotent Power, i in the creation of plants.</p> | <p>Share the given link with your child and practice reciting the holy verse properly and correctly. Discuss with your child about the signs of Allah’s power in the universe. Talk with your child the importance of fasting and the manners of fasting the month of Ramadan. Share with the child the nullifiers of fasting, and the acts of worship during fasting.</p> | <p>Arabic and Islamic YouTube Channel</p> |



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| | <p>To recite Sūrat'Abasa properly from memory. Fasting for the sake of Allah. To conclude the virtues of the month of Ramadan. To clarify the provisions of fasting. To adhere to the manners of fasting. To classify the benefits of fasting.</p> | | |
| French | <p>To recap animals and family topics: To describe family /animals using adjectives and connectives in French.</p> <p>To differentiate between masculine, feminine and plural pronouns (un,une,des)</p> <p>To use (j'ai / je n'ai pas de) in different sentences.</p> | <div>  <div>Talk</div> </div> <p>Ask your child to talk about the Family /animals in French.</p> <div>  <div>Share</div> </div> <p>Create a presentation or poster about family / animals.</p> <div>  <div>Encourage</div> </div> <p>Students to keep exploring the links given.</p> | <div>  </div> <p>https://www.languagenut.com/global/</p> |
| Physical Education Activity 1 | Badminton- Service | <p><u>Talk and Encourage the children to do the following:</u></p> | <p>Backhand Serve - A step-by-step guide EVERY BADMINTON PLAYER NEEDS!.mp4</p> |



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| <p>Activity 2</p> <p>Activity 3</p> | <p>Badminton-Forearm</p> <p>Badminton-Court movement and rule</p> | <p><u>Proper warm up</u> The Students will do the proper warm up and will practice the skills with basic rules.</p> <p>Follow the links for the skills and rules .</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p> | <p>How to use forearm rotation in badminton - 5 shots biomechanics.mp4</p> <p>6 CORNERS FOOTWORK For Badminton (Basic).mp4</p> |
| <p>Information and Communication Technology</p> | <p><u>Topic Digital Citizenship</u></p> <p>Define the term "digital footprint" and identify the online activities that contribute to it.</p> <p>Identify ways that are and are not -- in control of their digital footprint.</p> <p>Evaluate the responsibilities they have for the digital footprints of themselves and others.</p> <p>Explore what information is appropriate to be put online.</p> | <p>Discuss How to be a good digital citizen.</p> <p>Encourage Children to use technology responsibly.</p> <div data-bbox="748 813 1207 1366"> <p>Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate</p> <p>Instructions It's important to be aware of our digital footprint. Follow the footprints to see what you can learn about each person. Get one or more family members together to help. Don't forget to read the setup before doing the activity together!</p> <p>Setup Read aloud: What we do online leaves digital footprints that can give clues about what we do and who we are. We should be aware of the digital footprints we're leaving and the person that we appear to be to others online.</p> <p>Activity Read aloud: Let's follow the digital footprints, read the clues, and talk about what we learn.</p> <div> <p>Watched YouTube Minecraft videos</p> <p>Played Minecraft on a public server</p> <p>Searched online for articles about Iceland</p> </div> <p>Based on the footprints, what did you learn about this person? Discuss with each other.</p> <div> <p>Posted picture on Instagram of friend next to Middle Elementary School sign</p> <p>Searched for soccer shorts on Amazon</p> <p>Streamed images: Dragons on Spotify</p> </div> <p>Based on the footprints, what did you learn about this person? Discuss with each other.</p> <div> <p>Played Roblox and used chat</p> <p>Watched Guardians of the Galaxy on Netflix</p> <p>Used Google Docs to write a report</p> </div> <p>Based on the footprints, what did you learn about this person? Discuss with each other.</p> </div> | <p>Digital citizenship family conversation</p> |
| <p>Music (Joyson)</p> | <p>Improving children's confidence and</p> | <p>Let the child understand the music note and the finger position on the recorder.</p> | |



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| | <p>musicality through music letter name reading.</p> <p>We explore the music notes in a specific song “Havana”. So that they are able to play in the recorder</p> | <p>Ask the child to perform it with the beat.</p> | |
| Music (Kiko) | <p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Playing with a recorder Reading Notes</p> | <p>Encourage your child to sing action songs at home.</p> <p>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>Encourage your child to practice recorder at home</p> | |
| Music (Sunil) | <p>Learning how to play the song “Havana “on the recorder</p> | <p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience. But better also check if the child is holding the recorder properly.</p> | |



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| Moral Education | <p>Students will explore the impact trade had on culture.</p> <p>Students will explore how Dubai became a successful trading port.</p> <p>Key Vocabulary: caravanserais, historian</p> | <p>Talk to your child about the role caravanserais played on shaping and spreading different cultures as well as the role of caravanserais played in a trader's life.</p> <p>Share with your child about what life was like on the trade routes and in the cities along them.</p> <p>Encourage your child to research the benefits and potential problems of interconnectivity between different peoples.</p> <p>Key Vocabulary: caravanserais, historian</p> | <p>https://englishpluspodcast.com/the-silk-road-impact-on-global-trade-culture-and-history/</p> <p>https://kids.britannica.com/kids/article/Dubayy/571617</p> <p>https://kids.kiddle.co/Dubai</p> |
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