



# The Winchester School

## Family Learning Newsletter -Year 6- April 2020



Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
<b>Literacy</b>	<p><b>Spelling</b></p> <p>To use words with the /i/ sound spelt 'ei' after 'c'.</p> <p>To spell homophones and near homophones.</p> <p><b>Punctuation</b></p> <p>To analyze and understand the use of hyphens.</p> <p>To use punctuation mark accurately in complex sentences.</p>	<p><b>Share</b> with your child a few words that sounds /i/ but spelt 'ei' and 'c'. Have a discussion on the difference in the way the word is pronounced and its real spelling. Talk about the strategies to learn the word and spell them accurately using the note book.</p> <p><b>Encourage</b> your child to recognize homophones. They are words that have the same sound but different meanings and different spellings. Some homophone pairs can be told apart because one of the words is a verb and the other one is a noun. Eg :- advice –noun, advise - verb</p> <p><b>Talk</b> about the Hyphens' main purpose which is to glue words together. To share with the children that we hyphenate two or more words and make them into a compound adjective or noun. Eg:- <i>an off-campus apartment, state-of-the-art design</i>. Ask the children to identify the use of hyphen from the text.</p> <p><b>Encourage</b> your child to use comma, colon and semicolon. Show simple sentences from various books/ magazines/</p>	<p><a href="#">spelling game</a></p> <p><a href="#">anagram</a></p> <p><a href="#">homophones</a></p> <p><a href="#">homophones game</a></p>  <p><a href="#">punctuation</a></p> <p><a href="#">punctuation game</a></p> <p><a href="#">use of punctuation</a></p>



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### Grammar

To investigate the use of passive voice.

To investigate connecting words and phrases.

### Text Level

#### Phantom Tollbooth

#### How to write like an author?

To use a range of oral and aural techniques to investigate the writing styles of different authors, including drama and reading with expression.

newspapers for better understanding. Now write simple sentences on sentence strips and encourage your child to join the sentences meaningfully using appropriate punctuation.

**Talk** to your child that we say a verb is in the **passive voice** when the subject of the sentence is acted on by the verb. The places of subject and object in sentence are inter-changed in passive voice. Eg:- A song **is** sung by him.

**Share** with your child the use of connectives. They are joining words, and are used to connect phrases together into longer sentences.

**Encourage** your child to use connectives to improve the flow of their writing.

**Encourage** your child to answer some questions that you could ask in order to develop critical thinking.

**Talk** to your child about the author they like the most. What is this book about? Why are you interested in reading

[passive voice](#)

[passive voice board game](#)

Active passive voice		
TENSE	ACTIVE	PASSIVE
Present Simple	I make a cake.	A cake is made.
Present Contin.	I'm making a cake.	A cake is being made.
Past Simple	I made a cake.	A cake was made.
Past Continuous	I was making a cake.	A cake was being made.
Present Perfect	I have made a cake.	A cake has been made.
Past Perfect	I had made a cake.	A cake had been made.
Future Simple	I will make a cake.	A cake will be made.
Future be going to	I'm going to make a cake.	A cake is going to be made.
Modal	I must make a cake.	A cake must be made.
Modal Perfect	I should have made a cake.	A cake should have been made.

[connectives](#)

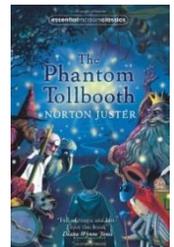
[sentence magic](#)

[Phantom tollbooth](#)

[writing fun](#)

[fun games](#)

[writers workshop](#)







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	<p>- Charity, sympathy and generosity.</p>	<p>the language and its structural layout. Elicit from the child the style of language employed by the writer to grab the audience. Talk about the organizational features.</p> <p><b>Encourage</b> the child to talk about a relevant matter that they would like to reflect on and want to be conveyed to a mass audience. Discuss and jot down details that need to be included in the article. Eventually help the child to compose balanced news article with appropriate language.</p> <p><b>Talk</b> 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>	<div data-bbox="1577 261 1913 691"> <p><i>Press Release: Sections: Example</i></p> </div>
<p><b>Numeracy</b></p>	<p><b><u>Fractions, decimals &amp; Percentage:</u></b></p> <p>To order fractions by converting them to fractions with a common denominator.</p> <p>To find fractions of whole number quantities.</p> <p>To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction 3/8</p>	<p>Encourage your child to use empty 12 eggs- egg carton. Point out that each carton represents one whole. Elicit from the child what fraction each cup in the carton represents. (1/12)</p>	<p><a href="#">Math game fractions</a></p> <p><a href="#">Fractions and decimals</a></p>



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What would that be in decimals or percentage? Encourage your child to play a game of fractions from the websites provided while sharing a pizza with friends.

### ACTIVITY

#### What to do

- Each person turns over the cards two at a time to make 5 different proper fractions, simplifying them where possible.
- Change them into decimals by dividing the numerator by the denominator (round to 2 decimal places where necessary).
- Check using a calculator.
- Mark the approximate positions of the decimals on a 0–1 number line.
- The winner is the person with the decimal closest to 1.

#### You will need:

- pencil and paper
- 1–9 digit cards from a pack of playing cards
- calculator (or use mobile phone)

#### Variation

- Use the cards to make five different 2-place decimals and write four fractions that are equivalent to each decimal.

### QUESTIONS TO ASK

What is  $\frac{1}{8}$  as a decimal? (0.125)

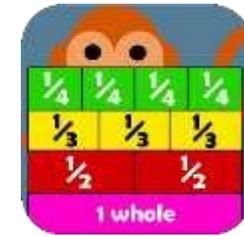
Which is bigger 80% or  $\frac{3}{4}$ ? (80%)

Which is bigger 39% or  $\frac{2}{5}$ ? ( $\frac{2}{5}$ )

What is left of a pizza if  $\frac{1}{8}$ , 25% and 0.375 is eaten? ( $\frac{1}{4}$ )

In the activity which fraction is the closest possible to 1? ( $\frac{8}{9}$ )  
Did anyone pick it in your game?

To multiply simple pairs of proper fractions, writing the answer in its simplest form.





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### ACTIVITY

#### What to do

- Take turns to generate fractions to multiply.
- Roll the dice to make a proper fraction (if they are the same, re-roll one dice), e.g. 4 and 3 gives  $\frac{3}{4}$ .
- Roll them again to give a second fraction, e.g. 5 and 2 gives  $\frac{2}{5}$ .
- Multiply the pair of fractions, e.g.  $\frac{3}{4} \times \frac{2}{5} = \frac{6}{20}$ .
- Simplify the answer:  $\frac{6}{20} = \frac{3}{10}$ .
- Put the answer on a number line from 0 to 1.
- The largest and the smallest fractions are the winning ones. If you have one each, it is a draw!

#### You will need:

- two 1–6 dice

#### Variation

- Use digit cards 1–9 to increase the range of possible fractions.

### QUESTIONS TO ASK

What is  $\frac{1}{4}$  of  $\frac{1}{2}$ ? ( $\frac{1}{8}$ )

Calculate  $\frac{1}{2} \times \frac{3}{5}$  ( $\frac{3}{10}$ )

What is  $\frac{6}{10} \times \frac{2}{3}$  in its simplest form? ( $\frac{2}{5}$ )



To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Encourage your child to find the percentage of money spent on household items and on luxury items.

While ordering a pizza ask the child to note, what fraction did each has of it and use the same to find the percentages.

[least-common-denominator](#)

[simplifying-fractions](#)



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### ACTIVITY

Player 1	Player 2
<input type="text"/> <input type="text"/> % of <input type="text"/> <input type="text"/> 0 0	<input type="text"/> <input type="text"/> % of <input type="text"/> <input type="text"/> 0 0

**You will need:**

- 0–9 digit cards from a pack of playing cards (use Jacks to represent zero)
- pencil and paper

**What to do**

- Player 1 shuffles the cards and turns over four cards to fill the spaces.
- Calculate the percentage, using an appropriate method.
- Player 2 has a turn.
- The player with the larger number scores a point.
- Repeat with new cards.
- The winner is the first person to reach 5 points.

**Variation**

- To make it easier, find 1-digit percentages of a 3-digit number using:

% of   0

### QUESTIONS TO ASK

What is 1% of 570? (5.7)

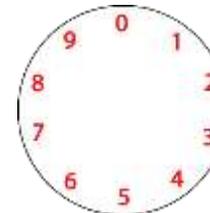
How would you find 15% of 340? What is the answer? (51)

How would you find 35% of 280? What is the answer? (98)

Which is bigger? 25% of 300 or 40% of 200? (40% of 200 = 80 whereas 25% of 300 is 75)

What percentage is 30 of 150? (20%)

On Annie's ninth birthday, her Mum made her a cake, which had the figures from 0 to 9 round the edge in the red icing instead of candles.



[Percentage matching game](#)

**IPAD- APPS**

[Fraction basics](#)

[Fractions](#)





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		<p>Starting from the center, Annie cut the cake into 3 pieces with 3 cuts so that the numbers on each piece added to the same total.</p> <p>Where were the cuts and what fraction of the whole cake was each piece?</p>	
<p><b>Science</b></p>	<p><b>Revision of topics for SA2 Organ System</b></p> <p>Digestive system and Teeth</p> <p>Skeleton system</p> <p>Circulatory System</p> <p>Respiratory System</p>	<p>Dear Parents,</p> <p>All topics done in KS2 (Years 3, 4, 5 and 6) will be included in the SA2 assessments. Beginning with the Easter holidays and following weekends we will be sending revision worksheets, booklets and practice papers along with answer key. Please encourage and help your child to revise and revisit all topics to enable them to perform well and avoid last-minute stress. We will be revising and revisiting topics in the Science lessons as well.</p> <p>In April, we will be focusing on organ systems. Please encourage your child to refer to the links provided to refresh their understanding and knowledge of digestive system and teeth (year 3), skeleton system (year 4), circulatory system – heart, respiratory system and blood will be taught in detail in school (year 5).</p> <p><b>Talk</b> to your child about the various systems in the body and how they function.</p> <p><b>Share</b> with your child how the circulatory system and respiratory system are connected.</p>	<p><a href="#">Digestive System</a></p> <p><a href="#">Enzymes and digestion</a></p> <p><a href="#">Human digestive system</a></p> <p><a href="#">circulation</a></p> <p><a href="#">respiratory</a></p> <p><a href="#">respiratory System</a></p> <p><a href="#">respiratory</a></p> <p><a href="#">respiratory</a></p> <p><a href="#">skeleton</a></p> <p><a href="#">Skeleton</a></p>



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		<p><b>Encourage</b> your child to research using the following links to find out how the systems help in running the body functions smoothly by giving common examples of running and increasing heart rate. What is the effect of running and exercising have on all the organ systems of our body?</p>	<p><a href="#">skeleton</a></p>
Humanities	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using the case study of King John.</p> <ul style="list-style-type: none"><li>- To explore who King John was?</li><li>- To explore King John's reign.</li></ul>	<p><b>Talk</b> about the qualities of an ideal ruler.</p> <p><b>Share</b> time together to explore the different links on King John and his life.</p> <p><b>Encourage</b> your child to explore why King John is an important king in English history.</p> <p><b>Share</b> and discuss King John's reputation.</p> 	<p><a href="#">Biography/John-king-of-England</a></p> <p><a href="#">Historical-people/king-John-facts/</a></p> <p><a href="#">King John of England</a></p> <p><a href="#">King John of England- Early childhood to Death.</a></p>



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<b>UAE SST</b>	<p>To explore the Indus Valley.</p> <p>To explore facts about deserts and the Nabatean people from 2,000 years ago.</p> <p><b>Key vocabulary:</b> arid, mountain range, monsoon, glacier, river mouth, Himalayas, plains, valleys, desert, nomad, wadi, shamal, incense, sandstorms, survive, tax, Nabateans, frankincense</p>	<p><b>Encourage</b> your child to locate the River Indus on a map and the geographical features to its north (its source), west and south (mouth of the river).</p> <p><b>Talk</b> to your child about the climate zones near the Indus Valley and why the Indus River was important for the success of the Indus Civilization.</p> <p><b>Share</b> with your child how the desert people, like the Nabateans, were able to use their local knowledge of the desert to prosper.</p> <p><b>Encourage</b> your child to explore how some of the oldest civilizations have lived successfully in desert regions around the world.</p>	<p><a href="#">Indus Civilization</a></p> <p><a href="#">Indus Valley</a></p> <p><a href="#">Indus River</a></p> <p><a href="#">The Nabateans</a></p> <p><a href="#">Ancient civilization in the Arabian Desert</a></p> <p><a href="#">The Incense Route</a></p>
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Arabic for Arabs	<p><b>* ابسمي :</b> أن يحدد التلميذ الفكرة الرئيسة والأفكار بالأبيات . أن يشرح التلميذ الأبيات شرحًا وافيًا . أن يميز التلميذ الوزن والقافية . أن يستخرج التلميذ بلاغيات النص.</p> <p><b>* خير الكلام :</b> أن يحدد التلميذ الأفكار الرئيسة بالأبيات . أن يشرح التلميذ الأبيات شرحًا وافيًا . أن يستخرج التلميذ القافية . أن يحدد التلميذ التجانس في الأبيات أن يصنف التلميذ الجناس إلى أنواعه ، ويحدد أركان التشبيه .</p> <p><b>* من نوادر العرب :</b> أن يقرأ التلميذ النص قراءة سليمة . أن يوضح التلميذ المعنى الإجمالي للنص . أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة .</p> <p><b>* النعت :</b> أن يميز النعت . أن يعدد التلميذ مطابقة النعت للمنعوت . أن يوظف النعت في كتابته .</p>	<p>مساعدة التلميذ في أفكار لكتابة موضوعات (أنا مبدع) مساعدة التلميذ في البحث عن لغويات النص بالمعجم المدرسي. مساعدة التلميذ في تحديد الأفكار الرئيسة والداعمة . مساعدة التلميذ في البحث عن بعض شعراء الوطن والتعرف عليهم يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">منصة أقرأ بالعربية</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
Arabic for Non Arabs	<p><b>( في المدرسة ) In the school</b> - To create sentences about the school. -To design a mind map about school. -To use the exclamatory style to write sentences about school. - To create a dialogue about school. - To describe their school. - To compare between their school and different school.</p>	<p><b>Encourage</b> your child to memorize new vocabulary about the new topic (the hobbies) from the Arabic notebook and book (dictionary). <b>Talk</b> to your child about the school. <b>Ask</b> your child about their opinion regarding their school. <b>Go</b> through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic</p>	<p><a href="#">THE SCHOOL IN ARABIC</a></p> <p><a href="#">I Read Arabic</a></p>



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	<p>- To create a paragraph about their school. - To express their opinion of the school.</p>		<p><a href="#">Arabic and Islamic YouTube Channel</a></p>
Islamic for Arabs	<p><b>اختيار الجليس (حديث شريف)</b> أن يميز الطالب بين الصاحب الصالح والصاحب السيء. أن يوضح الطالب أهمية اختيار الأصدقاء في حياة المسلم. أن يبين الطالب المعنى الإجمالي للحديث الشريف <b>يسر الإسلام</b> أن يوضح الطالب مظاهر اليسر في الإسلام. أن يستنتج الطالب رخصة الإسلام في الصلاة والصوم والوضوء. <b>غزوة أحد</b> أن يبين الطالب دوافع غزوة أحد. أن يستنبط الطالب الدروس والعبر من غزوة أحد. أن يلخص الطالب أحداث غزوة أحد.</p>	<p>مساعدة التلميذ في حفظ الحديث الشريف. مساعدة التلميذ في معرفة أنواع الأصدقاء. حث الطالب على اختيار الصاحب الصالح. مساعدة التلميذ في جمع بعض الأدلة من القرآن والسنة على يسر الإسلام وسماحته. مساعدة التلميذ في معرفة أحداث الغزوة والاستدلال عليها من القرآن الكريم ومن السنة النبوية المطهرة. 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="#">اختيار الجليس</a> <a href="#">يسر الإسلام</a> <a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
Islamic for Non Arabs	<p><b>Lesson 1: Surat ul Mulk (15-24): the power of Allah, glory be to him.</b></p> <p>Learning Objectives: -To explain the overall meaning of the verses.</p>	<p>- <b>Encourage</b> your child to memorize the verses 15-24 from Surat ul Mulk with the meaning. - <b>Encourage</b> your child to search for some qur'anic verses or Sunnah showing the power of Allah (his creations, his blessings, his rewards, his punishment...).</p>	<p><a href="#">Surat Al Mulk (The Sovereignty)</a> <a href="#">Those Who Thank Allah</a> <a href="#">Tolerance WE ARE ALL PEOPLE WE ARE ALL EQUAL</a></p>



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	<p>-To prove with evidences the power of Allah.</p> <p>- To explain the ways to thank Allah for his gifts.</p> <p><b>Lesson 1: I am tolerant.</b></p> <p>-To explain the concept of tolerance.</p> <p>-To infer the aspects of tolerance.</p>	<p>- <b>Share</b> with your child the acts of worship or the good deeds that we need to observe and perform in order to thank Allah for his gifts and favors.</p> <p>- <b>Encourage</b> your child to colour monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as per the topic he studies.</p> <p>- <b>Go</b> through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>French</b></p>	<p><b>Unit: La nourriture</b></p> <ul style="list-style-type: none"> <li>- <b>To talk about food and drinks.</b></li> <li>- <b>Identify different meals.</b></li> </ul>	<p><b>Talk</b></p> <p>About different food and drinks.</p> <p><b>Share</b></p> <p>Create your own poster or leaflet about your favourite meal.</p> <p><b>Encourage</b></p> <p>Students to keep exploring the links given.</p>	<p><a href="https://www.youtube.com/watch?v=PlztQ2-ip8U">https://www.youtube.com/watch?v=PlztQ2-ip8U</a></p> <p><a href="https://www.youtube.com/watch?v=PlztQ2-ip8U">https://www.youtube.com/watch?v=PlztQ2-ip8U</a></p> <p><a href="https://www.youtube.com/watch?v=9WU0bJ0hI18">https://www.youtube.com/watch?v=9WU0bJ0hI18</a></p> <p><a href="#">les repas</a></p>



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