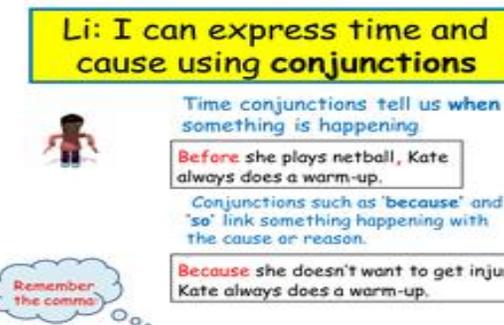




# The Winchester School

## Year 4 Family Learning News Letter –February, 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p><b>Spelling: Learning Objective</b></p> <ul style="list-style-type: none"> <li>To spell words with the prefixes: in-, il-, ir- im-</li> <li>Use words with endings that sound like /ʒən/</li> <li>To spell words ending with-tion, -ssion,-sion,-cian.</li> </ul>  <p><b>Grammar: Learning Objective</b></p> <ul style="list-style-type: none"> <li>To organise ideas into paragraphs.</li> <li>To use fronted adverbials in sentences.</li> <li>To use conjunctions to show time</li> </ul> <p><b>Li: I can express time and cause using conjunctions</b></p>  <p>and cause.</p>	<p>Discuss the use of prefix 'in' means 'not'. When you add into a root word, you do not change the spelling, Example correct = incorrect.</p> <p><b>Look</b> for the rules including these prefixes and <b>create</b> a list of words beginning with them.</p> <p><b>Talk</b> to your ward about the different ways to spell the words ending with the sounds like /ʒən/-tion, -sion, -ssion, -cian.</p> <p><b>Challenge</b> them to create a list of words ending with sounds like /ʒən/.</p> <p><b>Remind</b> the children that there are several different ways of spelling the words that end with –sion, -ssion,-tion, and –cian.</p> <p><b>Ask children to check the meaning of the words ending with them.</b></p> <p><b>Discuss</b> the meaning and <b>encourage</b> them to make sentence using the words.</p> <p><b>Remind</b> your child that a paragraph is a group of sentences about one idea or topic.</p> <p>Discuss the paragraphs in <b>Breath (Page 70 of Anthology)</b> and <b>try to summarise</b> the key ideas of each paragraphs in one or two sentences.</p> <p><b>Display</b> the following fronted adverbials. Ask your child to <b>create</b> three sentences that could be used in their fact files using these.</p> <p><b>Surprisingly, Unusually, Amazingly</b></p> <p><b>Tell</b> the children that some conjunctions are useful for showing time (when something happened) or cause (the reason that it happened)</p> <p><b>Show</b> the PPT and challenge them.</p>	<p><a href="#">suffixes</a></p> <p><a href="#">prefix</a></p> <p><a href="#">Spelling</a></p> <p><a href="#">Spelling 1</a></p> <p><a href="#">Spelling 2</a></p> <p><a href="#">paragraph hamburger</a></p> <p><a href="#">Random Wheels Fronted Adverbials punctuation</a></p> <p><a href="#">Conjunction Wheel</a></p> <p><a href="#">Conjunction Quiz</a></p>



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### Punctuations: Learning Objective

- To use basic punctuations to mark grammatical boundaries like commas and full stops. They are used to join and separate clauses and identify their effectiveness in writing.
- To explore the use of punctuations marks like commas, colons, semi-colons and exclamation marks in sentences.

My Mini Anchor Chart

## Punctuation

There are a variety of punctuation marks. Good writers know the role of each mark and use them appropriately in their writing.

<p><b>PERIODS</b> Periods tell the reader when to stop. They go at the end of the sentence.</p>	<p><b>COMMAS</b> Commas tell the reader when to pause. They go in the middle of some sentences.</p>	<p><b>QUOTATION MARKS</b> Quotation marks tell the reader when someone is speaking. They go in the middle of sentences.</p>
<p><b>EXCLAMATION MARKS</b> Exclamation marks tell the reader when there is a strong emotion. They go at the end of sentences.</p>	<p><b>QUESTION MARKS</b> Question marks tell the reader when there is a question. They go at the end of the sentence.</p>	<p><b>ELLIPSES</b> Ellipses can be used to tell the reader when there is a continued thought or a thought that trails off.</p>

**Write** the 3 following sentence: Ben's mum took Ben to the mall for Ben's birthday.

**Ask** children to identify and explain what is wrong in the sentence.

**Discuss** the solution. **Explain** that we can use **pronouns**.

**Explain** the use of homophones and discuss few examples

**Ask** the children to **recall** what a conjunction is. **Discuss** the use of conjunctions using the given links and **practice using it to write extended sentences**.

**Talk** to your child that inverted commas or speech marks go around direct speeches, including its punctuation.

Remind them that if the speech ends with an exclamation mark or question mark, this also goes inside the inverted commas.

Give an unpunctuated paragraph to the children and ask them to rewrite the same using appropriate punctuations.

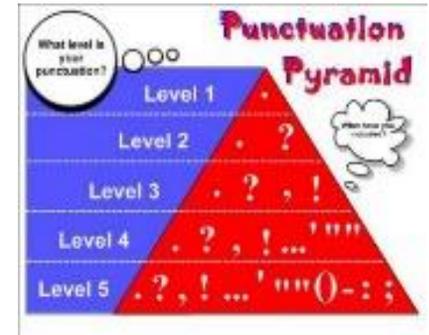
Create their own punctuation cards and explain its usage.

Enjoy interactive online games on the use of punctuation using the link given.

**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 eg. **"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.

**Discuss** the importance of ethical values with children and their importance.

### [punctuations interactive](#)



### [Punctuations](#)

### [Punctuation Quiz](#)

### [Fact Files Info Text](#)

### [Writing a Fact File](#)



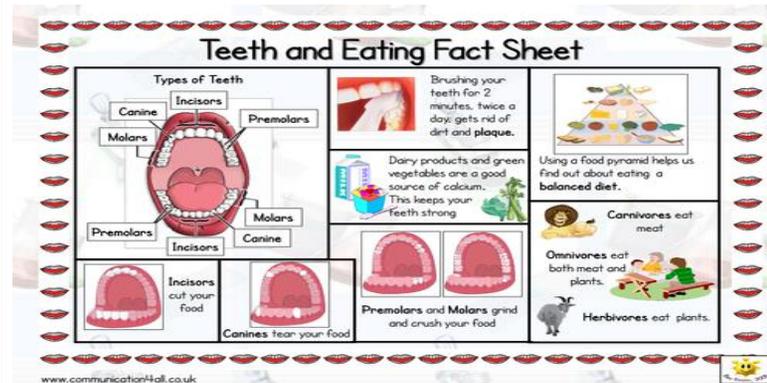
**Link to Moral Education:**  
 Character and Morality  
 Teaching Ethical values: Fairness, Caring,  
 Honesty, Tolerance & Respect

### Text Level: Learning Objectives

- To explore the key features and sources of finding information.
- To recognize different ways in which authors can present formal information in writing.
- To plan and collate information in the form of a fact file, leaflet or as a booklet.
- To convey information using different text forms - narrative and non- narrative.
- To discuss the purpose of the text and retrieve information.

**Read** information text on animals and deforestation. Discuss about the different endangered and extinct animals. The effect of pollution and global warming on the environment.

**Ask** how we can apply the lessons learnt in Real Life. Question whether we being fair to animals and the environment?



**Ask** "What is a fact file?" **Encourage your child** to write down whatever comes to his / her mind to check their basic understanding.

**Tell** them that Fact Files are a way of presenting information and can be structured in many different ways.



**Show** them the power point on Foxes.

**Ask** them to list the ways in which the information can be presented.

**Question** them on the following pointers:

What is the purpose of the text?

What kind of Information it contains?

What is the style of writing?

What are the text and language features of the text?

[Fact and Opinion](#)

[Presenting Information](#)

[Adverts Ks2](#)

[Adverts and brochures/](#)



### Non-Fiction : Website Adverts Learning Objectives

- To analyse the structure and content of the model text - "Go Ape!" web leaflet.
- To investigate layout of advertisements.
- To identify how language, structure and presentation contribute to meaning of the text.
- To evaluate the purpose of advertisement.
- To design an advertisement.

List the difference between Fact and Opinion?

**Encourage your child to create their own Fact File on any of the given topics choosing an appropriate style of their choice - personal or impersonal.**

- Fidget Spinners
- Arabian Oryx
- UAE Culture and Tradition

**Discuss** the adverts that your ward enjoy watching. Cut out advertisements from newspapers or magazines and discuss the use of colours, font, pictures etc in them.

**STEAM integrated activity:**  
<https://www.mrbreakfast.com/box1.asp>

**Design your own cereal box online.**

**Talk** about any advertisement, which persuaded you or your child to buy something and discuss why.

**Encourage** your child to become aware of persuasive language used in advertisements, which can sometimes be misleading.

Be an ad detective: **Share** with the child your favourite advertisement and what you like in it (The jingles, pictures, layout, words or pictures, which touch upon your sentiments, humour). Similarly ask your child to evaluate his / her favourite advertisement too.

Sit together to design an advertisement for a product of your choice.

**Create** a list of powerful verbs, example: persuade, convince, hook, promise etc.,

<b>P</b> ower of three	Involve your audience by speaking to them directly using personal pronouns and shared experiences.	Questions to get your audience thinking – they don't require an answer.
<b>E</b> mootive language	Including little stories to illustrate a point.	Destroy/criticise the opposing argument.
<b>R</b> hetorical questions		
<b>S</b> ay again	Being over-the-top to get a point across.	Words, phrases and imagery that arouse an emotional response.
<b>U</b> ndermine opposing views		
<b>A</b> necdote	Including lists of three items/reasons in your writing.	
<b>D</b> irect address		
<b>E</b> xaggeration	Repeating the same word, phrase or idea more than once for emphasis.	





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### Advertisements

- They contain a mix of facts and persuasive comment.
- They focus on the positive and ignore the negative.
- They use exaggerated language, full of adjectives and adverbs to paint an appealing picture.
- They start sentences with the imperative.
- They ask rhetorical questions.
- They use memorable images and slogans.
- Their main purpose is to convince the reader to buy their product.



Heading      Sub-heading

**Can you help me?  
Before it's too late!**

Every day, a rhino is hunted in the belief that their horns can cure illness.

Don't buy rhino horns

Rhinos have been around for 40 million years

Rhinos are critically endangered

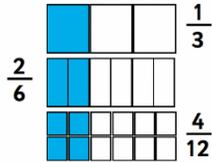
Illegal rhino horns are sold in Asia

Images      Splashes of information      Logo



### Numeracy

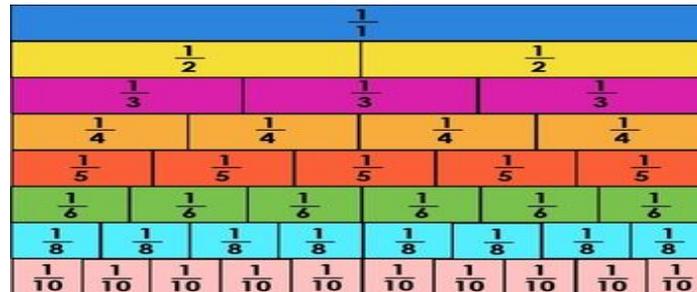
- To use diagrams to identify equivalent fractions.



- To recognise the equivalence between the decimal and fraction forms.

**Encourage** your child to find fractions in their daily life.  
E.g. A pizza cut into quarters.

Challenge your child to make a fraction strip / fraction wall of its own. **Talk** to them asking them questions like how many quarters make one whole? How many quarters make a half? How many halves make a whole etc.?



### Useful Websites:

[Equivalent Fraction Game](#)

[Fraction Bar](#)

### I-Pad applications:

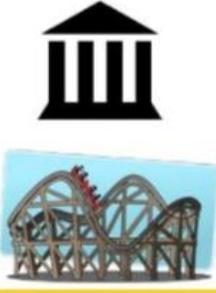
[Fractions](#)



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		<p><b>Challenge:</b></p> <p>There are 24 pupils in Justin's class. <math>\frac{1}{4}</math> of the pupils go to the museum and <math>\frac{1}{3}</math> of the pupils go to the theme park. How many children don't go on a trip?</p> 	
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways based on their characteristics.</li> <li>To explore different types of food chains/webs in the local environment as well as different habitats.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<p><b>Share</b></p> <p>Give a list of animals and help them to identify mammals, amphibians, birds, reptiles etc. on basis of their characteristics.</p> <p>Give a list of animals and help them to identify Producer, consumer, herbivores, carnivores and predators. Ask the children to create an example of food chain.</p> <p>Explain how keys (refer to the site to see how keys are used) are useful in classifying living organisms.</p> <p>Identify the possible threats that a specie can be endangered. Discuss with the children what it means to be endangered and what causes a species to become Endangered.</p> <p><b>Encourage</b></p> <p>Guide the children to research on the internet about the diet of different animals. Choose an animal and find out if it's a herbivore or carnivore, what does it eat, what is it eaten by, is it a predator or a prey.</p>	<p><b>Classification</b></p> <p><a href="#">Classification of living things</a>  <a href="#">Classifying animals</a></p> <p><b>Food chains and webs</b></p> <p><a href="#">Food chains and food webs</a>  <a href="#">Crash course- Food chains</a>  <a href="#">Mysteries of life</a></p> <p><b>Keys:</b></p> <p><a href="#">Classification of living things and use of dichotomous keys</a></p> <p><b>Endangered species:</b></p> <p><a href="#">Endangered species fact file</a>  <a href="#">Endangered species worksheets</a></p>





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### Kinds of Maps

Discuss with your child the different kinds of maps.

[Types of maps](#)

### Arabic for Arabs

**الألف اللينة في نهاية الأسماء :**  
أن يميز التلميذ الألف اللينة في نهاية الأفعال والأسماء .  
أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته .

#### \*أمي جديدة :

أن يقرأ التلميذ النص قراءة سليمة .  
أن يحدد التلميذ الفكرة الرئيسية والأفكار الفرعية في النص.  
أن يحلل التلميذ بنية النصوص القصصية وأفعالها .

#### \*الجملة الاسمية :

أن يميز التلميذ بين الجملة الاسمية والفعلية .  
أن يحدد التلميذ ركني الجملة الاسمية .  
أن يضبط التلميذ ركني الجملة الاسمية .

#### \* جواهر الإنسان :

أن يحدد التلميذ الفكرة الرئيسية والأفكار الفرعية .  
أن يدعم التلميذ رأيه بأدلة من النص .  
أن يميز التلميذ بين الشعر والنثر .  
أن يستنتج التلميذ مظاهر الجمال بالنص .

\* قراءة إحدى القصص وتحديد عناصرها .  
\* مساعدته في جمع شواهد عن الجملة الاسمية .  
\* مساعدته في كيفية الإلقاء .  
\* مساعدته في التمييز بين النصوص الأدبية .  
\* حثه على استخدام التعبيرات المجازية في حديثه.

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.

[الجملة الفعلية](#)  
[الجملة الاسمية والفعلية](#)  
[جواهر الإنسان نشيد](#)  
[منصة اقرأ بالعربية](#)  
[قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر](#)

### Arabic for Non Arabs

#### The restaurant

1. To identify the different kinds of food.  
To create sentences using the new
2. vocabulary
- 3- To create a dialogue between the waiter and customer.
- 4- Some students will be able to make a paragraph about the restaurant.

In every new lesson, we provide new words with its meanings.  
Help your child to memorize them and using them in sentences independently.

- Help your child to link between the picture and the word.
- Encourage your child to draw the places and describe them.

[LEARN ARABIC VERBS AND ADJECTIVES](#)  
[Learn Arabic Writing](#)

[Places in Dubai](#)  
[Food in Arabic 2](#)  
[I Read Arabic](#)



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	<p><b>The places in the city</b></p> <ol style="list-style-type: none"><li>1 .To identify the places in the city. To describe the city using the new vocabulary.</li><li>2 .vocabulary.</li><li>To compare between the city and the village.</li><li>3.village.</li><li>4- Some students will be able to create a paragraph about the city.</li></ol>	<ul style="list-style-type: none"><li>- <b>Encourage</b> your child to speak about his- her favourite food.</li><li>- <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.</li></ul>	<a href="#">Arabic and Islamic YouTube Channel</a>
<b>Islamic for Arabs</b>	<p><b>سورة الغاشية</b></p> <p>أن يستنتج التلميذ ما ترشد إليه الآيات . أن يوضح التلميذ المعنى الإجمالي للسورة .</p> <p><b>أخلاق المتقين</b></p> <p>أن يدلل التلميذ على أخلاق المتقين أن يستنتج التلميذ معنى التقوى</p> <p><b>حمد الله على نعمه</b></p> <p>أن يستنتج التلميذ فضل حمد الله وشكره. أن يعدد التلميذ نعم الله على المسلم.</p>	<p><b>يساعد ولي الأمر التلميذ في</b></p> <ul style="list-style-type: none"><li>- تعلم أحكام التجويد .</li><li>- حث التلميذ على التحلي بالأخلاق الحسنة.</li><li>- حثه على شكر الله في كل الأحوال.</li><li>- تسجيل فيديو لتلاوته سورة الغاشية .</li><li>- 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.</li></ul>	<p><a href="#">سورة الغاشية</a></p> <p><a href="#">حسن الخلق</a></p> <p><a href="#">أخلاق المتقين</a></p> <p><a href="#">شكر الله</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<b>Islamic for Non Arabs</b>	<p><b>Good treatment.</b></p> <ol style="list-style-type: none"><li>1- To infer the good manners in treatment of other.</li><li>2- To explain how to respect the elderly and treat of the weak kindly.</li><li>3- To explain the status of manners in Islam.</li></ol> <p><b>Congregational prayer (Salatul-Jama'ah)</b></p> <ol style="list-style-type: none"><li>1. To differentiate between Salatul-jamaaha, and Salatul-Fard.</li><li>2. To explain the importance of praying in Jama'ah.</li></ol>	<ol style="list-style-type: none"><li>1- Talk with your child about the importance of good manners towards others.</li><li>2- Explain to your child the status of manners in Islam.</li><li>3- Share with your child the Hadith of prophet Mohamed (P-B-U-H) about the importance of Salatul-Jama'ah.</li><li>4- Please talk with your child about the importance of going to the mosque to perform Salatul-Jama'ah and its benefits.</li><li>5- Share the given link and conclude the causes of the Muslims' migration to Abyssinia.</li><li>6- Conclude the beauty of Islam in conversation of Jar'far ibn Abi Talip used with the king of Abyssinia.</li></ol>	<p><a href="#">The good manners.</a></p> <p><a href="#">Be Connected to the Masjid Migration to Abyssinia.</a></p> <p><a href="#">Migration to Abyssinia 2</a></p> <p><a href="#">Arabic and Islamic YouTube Channel</a></p>



	<p><b>Migration to Abyssinia.</b></p> <ol style="list-style-type: none"> <li>1- To explain the causes of the Muslims' migration to Abyssinia.</li> <li>2- To know the good treatment between Muslims and non-Muslims.</li> </ol> <p>To infer the beauty of Islam in conversation of Jar'far ibn Abi Talip</p>	<p>7- Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as per the topic he studies.</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>La famille</p>	<p><b>Talk</b> to your child about the family members in French.</p> <p><b>Share</b> reading and writing sentences using verbe (avoir) J'ai .....asking the question "il y a combien de personnes dans ta famille. (</p> <p><b>Encourage</b> your child to find out more family members and say it in French. Differentiate between the masculine and the feminine using the correct articles</p> <p><b>Memorize</b> the names of family members in French.</p>		<p>La famille</p>