



The Winchester School

Family Learning Newsletter -Year 6- January 2020



| Area of Learning | Focus | Home activities/How can you help your child at home | Useful website |
|------------------|--|--|---|
| Literacy | <p>Spelling</p> <p>To use suffixes ending with ant, ance, ancy, ent, ence, ency.</p> <p>Punctuation</p> <p>To analyze and understand the use of hyphens.</p> <p>To use punctuation marks accurately in complex sentences.</p> | <p>Share with your child a short passage with the words ending with ance, ence, ancy and ency. Now let the students identify and highlight the words with these suffixes. After they have done ask your child to share the word hunt and reread the passage by stressing these words.</p> <p>Talk about the hyphen's 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>Encourage your child to explore the use of complex punctuations by the writer in different ways to provide additional information to the reader.</p> <p>Comma (,) to pause, separate items in lists and to separate off extra information in a sentence. Brackets () to add extra information without distracting too much from the main idea. Dashes (-) to include extra information for the reader.</p> <p>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</p> | <p>suffixes</p> <p>Root words</p> <p>Suffixes and prefixes</p> <p>anagram</p> <p>against the clock</p> <p>hyphen- quiz</p> |



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Grammar

To investigate the use of passive voice.

To apply paragraphing to your writing.

Text Level- Playscript (Continuation)

To analyse the elements of classic tragedy.

To extend learning beyond Macbeth.

To estimate the power of ambition and persuasion.

To judge and legitimate the actions of Macbeth and Lady Macbeth, from the series of events.

To analyse the features of play script and dramatise the given situation from Macbeth.

Moral Education Link

Unit: The Individual and the Community

inter-changed in passive voice. Eg:- A song **is** sung by him.

Encourage your child to read a short passage and identify where a new paragraph starts and also say why it is relevant. **Encourage** your child to use connectives to link the ideas logically in a paragraph.

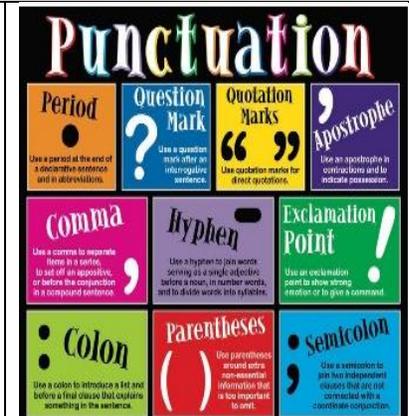
Encourage them to give their point of view for Britain then and now based on their discussions in the History lessons.

Share the Prezi on elements of classic tragedy with your child. Explore, discuss and understand the elements involved in the tragedies. Read the story of Macbeth with your child and analyse the elements mentioned and justify the same with evidence from the story.

Encourage your child to read another tragedy and compare the elements of tragedy and evaluate the differences and similarities.

Share real-life examples of people who cause destruction to mankind due to ambition. **Talk** about World War.

Encourage your child to read Macbeth and discuss the roles of Macbeth and Lady Macbeth. The way Lady Macbeth provoked Macbeth to do the heinous crime and how he was haunted by his conscience. Discuss and analyse the characters and their actions.



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. |

www.facebook.com/learningenglishwithahistorygrammar

[Paragraph burger](#)

[linking paragraphs](#)

[Macbeth- short version](#)

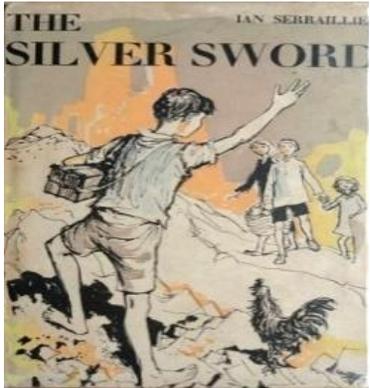
[Macbeth -play script](#)



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| | <p>Topic: Taking Responsibility for Oneself and Others</p> <p>-The environment is my responsibility</p> <p>The Novel - Silver Sword –</p> <p>Guided reading.</p> <p>To refer to the text to get information.</p> <p>To explore the language features used by the author.</p> <p>To empathise and sympathise with the characters.</p> <p>To discuss other stories written by Ian Serrailier.</p> <p><u>Moral Education Link</u> - Recognising Points of View</p> | <p>Encourage your child to choose a character and do a role play to emote feelings of the character.</p> <p>Talk to your child to create an awareness of environmental issues locally and at national and global level.</p> | <p>Silver sword -2</p> <p>Silver sword -prezi</p> <p>Silver sword resource</p>  |
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Numeracy

To convert measurements of mass from one unit to another, using decimal notation to up to three decimal places.

To solve problems involving the calculation and conversion of units of mass, using decimal notation up to three decimal places where appropriate

Metric Units of Mass

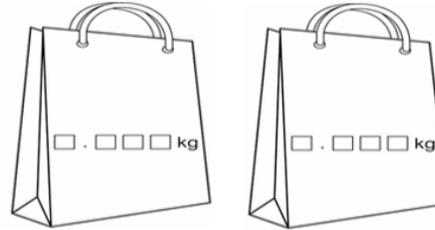
Kilograms
Grams
Milligrams

To use, read, write and convert measurements of length from one unit of measure to another (mm, cm, metre, Km)

To measure and calculate using both standard /non-standard and imperial units.

Measurement (mass)

ACTIVITY



You will need:

- 1–9 digit cards from a pack of playing cards
- pencil, paper and rubber
- coin

What to do

- The first person turns over cards to make the mass of two different shopping bags in kilograms with three decimal places.
- Round each mass to the nearest 100 g and find the total.
- The second person has a turn.
- Toss the coin to score: heads means the person with the greater mass scores a point, and, tails, the person with the smaller mass.
- The winner is the first person to score 5 points.

Variation

- Instead of rounding the mass, each person keeps a running total of the exact mass of their bags and the first person to reach 20 kg is the winner.

QUESTIONS TO ASK

What is 1 g in kilograms?

What is 7500 kg in tonnes?

What is 6378 g in kilograms?

Can you convert 0,075 kg to grams?

Can you convert 1,009 tonnes to kilograms?

Discuss the distance in kilometres travelled by your child while going to school and convert the same to miles and vice versa.

[Length conversion games](#)

[Matching metric length](#)

[Mass conversion game](#)



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| | <p>To solve word problems involving length.</p> | <p>Ask your child few questions based on day to day life, example John rode 2 kilometres on his bike. His sister Sally rode 3000 meters on her bike. Who rode the farthest and how much farther did they ride?</p>  <p>Challenge question A group of 10 students are on a field trip when their bus breaks down 40 miles away from the school.</p> <p>A teacher takes 5 of them back to school in her car, travelling at an average speed of 40 miles per hour. The other 5 students start walking towards school at a steady 4 miles per hour. The teacher drops the 5 at school, then immediately turns around and comes back for the others, again travelling at a steady speed of 40 miles per hour. How far have the students walked by the time the car reaches them?</p> | <p>I-pad Apps:</p> <p>Measurement Games</p>  |
| <p>Science</p> | <p>Evolution and Inheritance</p> <p>To recognise that characteristics are passed from parents to offsprings and that living things change over time</p> <p>To recognise that living things have changed over time and that fossils provide information</p> | <p>Talk: Talk to your child about evolution, what does it mean? What is Darwin's theory of evolution? Let them do research and give them some time to present it using ICT tools. Let them be a teacher and teach you about evolution and Darwin's theory.</p> <p>Share:</p> | <p>Evolution</p> <p>Fossils</p> |



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| | <p>about living things that inhabited the Earth millions of years ago.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | <p>Share the facts about fossils, what are fossils? How are they found? You must have read an article or heard anywhere about recently found fossils, so you can update your child with sharing the information you have.</p> <p>Encourage: Internet is powerful search engines. Please allow your child to spend a few minutes on doing research using the websites given for Evolution, fossils and Darwin's theory of evolution.</p> | <p>Natural Selection</p> <p>Evolution</p> <p>Evolution Information</p> <p>Darwin's Theory</p> |
| <p>Humanities</p> | <p><u>The Mayan Civilisation c. AD 900</u></p> <p>To explore who the Mayans are, why we should remember them and explain when and where in the world they lived.</p>  <p>To explore where the Mayan Civilisation fits in with what we have already studied.</p> <p>To explore the ancient Maya cities</p> | <p>Talk about the Mayan Civilisation and its significance.</p> <p>Share the extent of the Mayan Civilisation on a map of the world. Locate the Mayan cities on the map.</p> <p>Encourage your child to research -</p> <p>Create a timeline for the Mayan Civilisation and other civilisations they have studied.</p> <p>The evidence available from the Mayan Civilisation.</p> | <p>Maya Civilization</p> <p>Amazing Facts about Maya Civilization</p> |



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| | To explore what we know about the Maya from the drawings of Frederick Catherwood. | | |
| UAE SST | <p>To explore how plague affected the social and economic system in Europe.</p> <p>To explore who Christopher Columbus was</p> <p>Key vocabulary: plague, devastating, 'Black death', deadly, bacteria, craftsmen, society, economic system, economy, Cristopher Columbus, royalty, Genoa, Portugal, Amerigo Vespucci, pirates, monarch.</p> | <p>Share with your child how the economic system in Europe was changed forever and how society in Europe was affected with the loss of so many people at one time during the plague.</p> <p>Encourage your child to research the life of Christopher Columbus and create an iMovie, PowerPoint Presentation or eBook.</p> | <p>Black Death-1</p> <p>Black Death-2</p> <p>Black Death-3</p> <p>Christopher Nolan-1</p> <p>Christopher Nolan-2</p> |
| Arabic for Arabs | <p>* حساب الوقت قبل اختراع الساعات:</p> <p>أن يوضح التلميذ المعنى الإجمالي للنص . أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة .</p> <p>* وقتك وهاتفك الذكي :</p> <p>أن يوضح التلميذ مميزات الهواتف . أن يجمع التلميذ معلومات عن الهواتف من مصادر مختلفة .</p> <p>* المفعول لأجله .</p> <p>أن يميز التلميذ بين المفاعيل . أن يعرب التلميذ المفعول لأجله . أن يوظف التلميذ المفعول لأجله .</p> | <p>مساعدة التلميذ في أفكار لكتابة موضوعات (أنا مبدع)</p> <p>مساعدة التلميذ في البحث عن لغويات النص</p> <p>مساعدة التلميذ في شرح الأبيات</p> <p>مساعدة التلميذ في تصميم خريطة ذهنية للأفكار</p> <p>مساعدة التلميذ في البحث عن شواهد للمفعول لأجله</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاصة بمدرسة ونشستر ومتابعة</p> | <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>بمدرسة ونشستر</p> |



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| | <p>نغم السعادة :</p> <p>أن يحدد التلميذ الأفكار الرئيسية بالأبيات . أن يشرح التلميذ الأبيات شرحًا وافيًا أن يستنتج التلميذ القافية . أن يستخرج التلميذ بلاغيات النص أن يصنف التلميذ الجناس إلى أنواعه .</p> | <p>التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p> | |
| Arabic for Non Arabs | <p>ADV</p> <p>(الطقس)</p> <ul style="list-style-type: none">- To create sentences about the weather.- To design a mind map about the four seasons.- To describe the weather in four seasons.- To create a paragraph about four seasons. <p>BEG</p> <ul style="list-style-type: none">- To create sentences about weather.- To design a mind map about the four seasons.- To compare between two seasons.- To describe some Business and Professions.- To compare between two professions.-To use exclamation while writing sentence regarding professions. | <p>Encourage your child to memorize their new vocabulary about the new topic from the Arabic notebook and book (dictionary).</p> <p>Share with your child articles about the weather in UAE to help in talking and writing.</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>Four Seasons</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p> |
| | <p>حاسبوا أنفسكم</p> | | |



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| Islamic for Arabs | <p>أن يستنتج الطالب الحكمة من خلق الإنسان. أن يستنتج الطالب مسؤوليات الإنسان في الحياة. أن يستنتج الطالب ما يرشدنا إليه الحديث الشريف. سجود السهو وسجود التلاوة أن يعدد الطالب أنواع السجود أن يستنبط الطالب الحكمة من مشروعية سجود السهو أن يوضح الطالب كيفية أداء سجود السهو وسجود التلاوة</p> | <p>حث الطالب على تقييم ذاته وأعماله . حث الطالب على تحديد مسؤولياته في الحياة والالتزام بها . تشجيع الطالب على الصلاة في المسجد والتزام أدايه. يساعد ولي الأمر الطالب في تطبيق ما جاء في الدرس في حياته اليومية. 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>تقوية الإيمان ومحاسبة النفس سجود السهو وسجود التلاوة وسجود الشكر قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |
| Islamic for Non Arabs | <p>Lesson 1: Life in Madinah after the emigration. To define the key aspects of social life in Madinah after the emigration. Lesson 2: The qualities and rewards of the believer (Surat as Sajdah 13-22). To understand the overall meaning of the verses 13- 22 of the Surah. To conclude some qualities of the believers. Unit 3: Chapter 3: The believer between gratitude and patience. Learning objectives:</p> | <ol style="list-style-type: none">1- Share some videos with your child about the foundations of the peaceful living in Madinah after the emigration of the Prophet(PBUH).2- Encourage your child to memorize the verses 13-22 from Surat as Sajdah and deduce from them the qualities and rewards of the believer.3- Talk to your child about the importance of showing gratitude in time of prosperity and patience in time of adversity.4- Let your child link between the different lessons to deduce the qualities of the true believer.5- Encourage your child to colour monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as per the topic he studies. | <p>The qualities of the believers The Hijrah (migration) in brief Surah Sajdah (Verses 1-22) Arabic and Islamic YouTube Channel</p> |



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| | <p>-To express the importance of gratitude towards Allah in good and hard times.</p> <p>- To endure patiently in bad times and not to lose faith.</p> <p>-To explain the situations of the believers as set out in the noble Hadith.</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> | |
| French | <p><u>Unit: La maison</u></p> <p>To name different parts of the house.</p> <p>To differentiate between masculine and feminine nouns.</p> <p>To describe my house using adjective agreement.</p> | <p>Encourage</p> <p>Student to create a mind map about the house using le/la/les to differentiate between masculine, feminine and plural nouns.</p> <p>Student to keep exploring the links given in the FLN.</p> <p>Create a video in French to talk about different pieces of the house and share with the teacher and classmates.</p> | <p>https://quizlet.com/246734318/year-6-french-flash-cards/</p> <p>https://www.youtube.com/watch?v=ms_bjzkKIM0</p> <p>https://www.youtube.com/watch?v=HGAMvA7cxMI</p> <p>https://www.youtube.com/watch?v=ZCaiDoD38OM</p> |