



The Winchester School

Year 4 Family Learning News Letter –March, 2020



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Literacy</p>	<p>Link to Education: Equality: Am I a fair person? What does it mean to treat people equally?</p>  <p>Fact Files: Finding Information</p> <p>Spelling: Learning Objective</p> <ul style="list-style-type: none"> To spell words with the prefixes: in-, il-, ir- im- Use words with endings that sound like /ʒən/ <p>Grammar: Learning Objective</p> <ul style="list-style-type: none"> To organize ideas into paragraphs. To use fronted adverbials. To use conjunctions to show time and cause 	<p>Discuss with your children about the importance of being fair. Show them scenarios where they can choose between being fair or unfair. Remind them that it is very important to inculcate and follow moral values as they are strong pillars in building up character.</p> <p>Discuss: The prefix in means not. When you add in to a root word, you do not change the spelling. Example correct = incorrect. Look for the rules for these prefixes and create a list of words beginning with them Talk to them about the different ways to spell the words with endings that sound like /ʒən/ -tion, -sion, -ssion, -cian Challenge them to create a list of words with endings that sound like /ʒən/</p> <p>Remind the children that a paragraph is a group of sentences about one idea or topic. Ask them to look at the paragraphs in 'Breath' and to try and summarise the key idea of each paragraph in one or two sentences, looking particularly at the subheadings and the first sentence in each paragraph. Display the fronted adverbials. Ask children to create three sentences that could be used in their fact files. Surprisingly, Unusually, Amazingly.</p>	<p>Best Moral Stories</p> <p>prefixes</p> <p>prefix</p>  <p>Africa paragraph work.docx</p> <p>paragraph hamburger</p> <p>Random Wheels Fronted Adverbials punctuation</p> <p>Conjunction Wheel</p>  <p>Conjunctions.ppt</p>



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Li: I can express time and cause using conjunctions

Time conjunctions tell us when something is happening

Before she plays netball, **Kate** always does a warm-up.

Conjunctions such as 'because' and 'so' link something happening with the cause or reason.

Remember the comma!

Because she doesn't want to get injured, Kate always does a warm-up.



Expressing time and cause using cor

Punctuations: Learning Objective

- To use basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective.



Text Level: Learning Objectives

- To explore the key features and sources of finding information

Tell the children that some conjunctions are useful for showing time (when something happened) or cause (the reason that it happened)

Show the ppt and challenge them.

Talk to the children 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 punctuations appropriately. Create their own punctuation cards and explain its usage. Enjoy Kung FU punctuation activity using the links.

[Online punctuation games](#)

Ask "What is a fact file?" Encourage them to write whatever comes to their 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 way in which the information is presented.

Question them on the following:

- The purpose of the text.
- Information it contains
- Style of writing

[punctuations interactive](#)



[Fact Files Info Text](#)

[Writing a Fact File](#)

[Fact and Opinion](#)

[Presenting Information](#)



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- To explore the different ways in which authors can present formal informational writing.
- To plan an information text- fact file, leaflet , booklet
- To convey information using different forms narrative and non-narrative
- To discuss the purpose of the text and retrieve information.



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.

- Lay out features
 - Difference between Facts and Opinions
- Tell them that they are going to create their own Fact File on given topics choosing an appropriate style : personal and impersonal**
- Encourage** them to **Create** their own Fact File doing some **research work** on the following topics:
- Fidget Spinners
 - Arabian Oryx
 - UAE Culture and Tradition

Discuss the adverts that your ward enjoys 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.,



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 purpose is to convince the reader to buy their product.





- To identify how language, structure and presentation contribute to meaning of the text.
- To evaluate the purpose of advertisement.
- To design an advertisement.

Numeracy

- To estimate, measure and compare weights using standard metric measure - kilograms and grams.



- To read and interpret intervals and divisions of different scales - kilograms and grams.
- To solve word problems involving–measure (weight).

Talk to the children about weight of an object and that it is recorded as grams and kilograms in the metric system.

Share your experience in the supermarket with your child. Look at the weight of a pack of biscuits or cookies. **Encourage** your child to estimate the weight of different items. Estimate-how much will a bag of 6 apples, 10 oranges or 12 bananas weigh? Let them check for the exact weight. Ask them to read the weighing scale. Similarly hide the weight shown on sugar/ flour/ washing powder carton. Can they guess the weight? Let them compare the weights of two or more items.

Challenge:

Kieron has three cats of different weights.

The first and second weigh 7kg altogether.

The second and third weigh 8kg altogether.

The first and third weigh 11kg altogether.

[Measures](#)

[Measurement relating metric units](#)

[Word-problem on measuring mass](#)

I-Pad applications:

[Reading Scales](#)



	<p>kilogram ... kg</p> <p>1 kilogram</p> <p>1g</p> <p>1 kilogram = 1000 grams</p> <p>3kg</p> <p>2kg</p> <p>1.5kg</p> <p>1kg</p> <p>© Jenny Eather 2014</p>	<p>What is the weight of each cat?</p>	
<p>Science</p>	<p>States of Matter</p> <ul style="list-style-type: none"> To explore the properties and compare the arrangements of particles of 3 states of matter. <p>Link to moral education: Unit 2: Me and my world 2.1: My place in the world</p> <ul style="list-style-type: none"> To recognize that matter changes from one form to another which can be reversed. 	<p>Talk about the 3 states of matter (solid, liquid and gas) and their properties.</p> <p>Share about how these properties can be investigated. E.g.: Pouring water into different containers to see it acquires their shape. Spraying perfume in one corner of the room to see that it spreads in the whole room.</p> <p>Encourage them to initiate a few enquires on the properties of matter. E.g.: 'Why is sand a solid, when it flows like a liquid?'</p> <p>Talk about how heat can affect different states of matter thus causing change in their physical properties.</p> <p>Share real life examples about the effect of heat on solids, liquids and gas. E.g. Ice (solid) melts when heated to form water (liquid)</p>	<p>Solid, liquid and gas</p> <p>States of matter</p> <p>Solid Holds Shape Fixed Volume</p> <p>Liquid Shape of Container Free Surface Fixed Volume</p> <p>Gas Shape of Container Volume of Container</p> <p>Changes in states of matter Changes in states of matter 2</p>



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- To study the behaviour of different types of solids and liquids in water.
- To explore the factors which affect the rate of evaporation of water.
- To explore the relationship between surface area/heat and the rate of evaporation of water

and vice versa. Mixture of milk and sugar is frozen to make ice-cream.

Encourage them to read and find information on Melting, Freezing, Boiling and Condensation. Also factors that affect Evaporation.

Talk about different solids that dissolve and do not dissolve in water.

Share real life examples E.g.: Sugar dissolves in water. Sand does not dissolve in water.

Encourage them to explore about how different factors affect rate of dissolving.



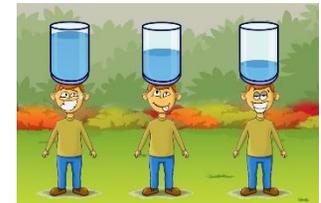
Talk about the various factors that affect the rate at which a liquid evaporates. E.g.: surface area, wind, heat.

Share about how these properties can be investigated. E.g.: Why do clothes dry faster when it is windy, or how clothes kept in shade take longer to dry than those exposed to the Sun.

[Dissolving experiment](#)
[Soluble and insoluble materials](#)

[Surface area and evaporation](#)

[Factors affecting evaporation](#)





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<p>Humanities Europe</p>	<p>1. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes earthquakes and the water cycle in the Alpine Mountain region of Europe.</p> <p>2. Human geography, Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the Alpine Mountain region of Europe.</p>	<ul style="list-style-type: none">• Talk and share of what they think the weather on Europe may be like and what kind of vegetation would there be according to the climatic conditions?• Share with children a range of brochures advertising holidays to identify how weather conditions can enhance or detract from tourism.	<p>Holiday weather</p> <p>Climate of Europe</p> <p>Europe settlement</p>
<p>UAE Sst.</p>	<p>1. Maps of Climatic Zones</p> <p>2. Physical Features: Landforms</p> <p>3. Physical Features: Bodies of Water</p>	<ul style="list-style-type: none">• Talk and share of what information they can get from Maps of Climatic Zones.• Share with children What different kinds of Physical features are in the form of Landforms and waterbodies..	<p>Types of maps</p> <p>Landform</p> <p>Body of water</p>
<p>Arabic for Arabs</p>	<p>معطفي القرمزي :</p> <p>أن يحدد التلميذ الفكرة الرئيسة والأدلة الداعمة لها .</p> <p>أن يحلل التلميذ بنية النصوص الأدبية وعناصرها الفنية .</p> <p>أن يميز التلميذ بين الحوار الداخلي والخارجي .</p> <p>أن يقارن التلميذ بين حكايات من ثقافات مختلفة.</p> <p>*الجملة الفعلية :</p>	<p>* مساعدته في جمع شواهد عن الجملة الفعلية .</p> <p>* استخدام بعض الألعاب التعليمية للمساعدة على فهم الجملة الفعلية .</p> <p>* مساعدته في كيفية الإلقاء .</p> <p>* تشجيعه على التعبير عن أحلامه.</p> <p>* مساعدته في التمييز بين النصوص الأدبية .</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>الجملة الفعلية</p> <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يحدد التلميذ أركان الجملة الفعلية . أن يضبط التلميذ أركان الجملة الفعلية . أن يوظف التلميذ الجملة الفعلية . * فكرة تثير الحلم : أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة . أن يوضح التلميذ المعنى العام للنص . أن يحدد التلميذ نوع النص الأدبي . * مقالاتي صغيرة: أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة أن يحلل التلميذ النصوص الأدبية ، وعناصرها الفنية . أن يفاضل التلميذ بين جملتين بناءً على إحصاءات الألفاظ .</p>		
<p>Arabic for Non Arabs</p>	<p>The transportation</p> <p>To distinguish between the 1 .transportations. To describe the transportations using the 2 .new vocabulary. To compare between the different 3.transportations. 4- To create a paragraph about the transportations. 5- To express his opinion about the transportations.</p>	<p>In every new lesson, we provide new words with its meanings. Help your child to memorize them and using them in sentences on his/her own.</p> <ul style="list-style-type: none">- Help your child to link between the picture and the word.- Ask your child to draw the transportations and describe them.- Ask your child to speak about his- her favourite transportation. <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>LEARN ARABIC VERBS AND ADJECTIVES THE TRANSPORTATIONS IN ARABIC</p> <p>Places in Dubai I Read Arabic Arabic and Islamic YouTube Channel</p>



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<p>Islamic for Arabs</p>	<p>أخلاق المتقين أن يدلل التلميذ على أخلاق المتقين. أن يستنتج التلميذ معنى التقوى. حمد الله على نعمه أن يستنتج التلميذ فضل حمد الله وشكره أن يعدد التلميذ نعم الله على المسلم سورة الغاشية أن يوضح التلميذ المعنى الإجمالي للسورة أن يلتزم التلميذ آداب التلاوة صبر النبي صلى الله عليه وسلم أن يوضح التلميذ صور صبر النبي صلى الله عليه وسلم. أن يستنتج التلميذ فضل الصبر.</p>	<p>يساعد ولي الأمر التلميذ في</p> <ul style="list-style-type: none">- تعلم أحكام التجويد .- حث التلميذ على حفظ وتلاوة السورة .- التزام صفات المؤمن قولاً وفعلاً .- حثه على شكر الله دائماً- مشاركة مواقف عن الصبر واستنتاج العبر منها .- 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>سورة الغاشية أخلاق المتقين الصبر حمد الله قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Islamic for Non Arabs</p>	<p>Good treatment.</p> <ul style="list-style-type: none">- To infer the good manners in treatment of other.- To explain how to respect the elderly and treat of the weak kindly.- To explain the status of manners in Islam. <p>Congregational prayer (Salatul-Jama'ah)</p> <ul style="list-style-type: none">- To differentiate between Salatul-jamaaha, and Salatul-Fard.- To explain the importance of praying in Jama'ah. <p>Those among you with the best manners.</p> <ul style="list-style-type: none">- To explain the importance of having good manners.- To conclude the manners of Prophet Mohamed (P-B-U-H) through the honorable Hadith.	<ul style="list-style-type: none">--- Recite with your child the verses correctly and properly using the given link.- Share with your child the general meaning of the verses.- Talk with your child about the importance of having good manners in Islam.- Share your child the honorable Hadith and conclude the manners of Prophet Mohamed (P-B-U-H).- Ask your child to apply the manners of our beloved Prophet in his daily life.- Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as per the topic he studies.- 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>Surat Al-A'la (The Most High) 10 manners of prophet Muhammad (SAW) The manners Of Prophet Muhammad The Honour Of Prophet Muhammad (saw)- Character and Manners Arabic and Islamic YouTube Channel</p>



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	<ul style="list-style-type: none"> - To identify some of the manners of Prophet (P-B-U-H) in order to follow them. - - 		
<p>French Les animaux et les opinions</p>	<ul style="list-style-type: none"> -To describe the animals using colors, numbers -To compose paragraph about animals using opinions - To recognise the numbers up to 20. 	<p>Talk : Practice & encourage the child to pronounce the words with the correct gender.</p> <p>Share: Use Mon, Ma (my) with the animals in french.</p> <p>Qu'est-ce que c'est? - C'est monchien. You can even draw them with speech bubbles.</p> <p>Write the color according with the gender.</p> <p>Use the opinions with animals :</p> <p>J'aime.../</p> <p>Je n'aime pas</p> <p>Encourage: To develop the listening, speaking and written skills and praise the effort.</p>	<p>Names of animals</p> <p>Knowing Animals</p> <p>The animals</p> <div style="text-align: center;">  les animaux.mp4 </div>