





# The Winchester School

## Family Learning Newsletter (Year 3) October 2020



Area of learning	Focus	Activities	Useful Websites/Apps
Literacy	<p><b>Spellings:</b></p> <ul style="list-style-type: none"> <li>To identify a suffix beginning with vowels.</li> <li>Suffix –‘ed’ and ‘ing’</li> </ul>  <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>To use speech marks to set off direct speech.</li> <li>To use connectives to join sentences.</li> <li>To include Verbs in the Past Tense.</li> <li>To use Antonyms for descriptions.</li> </ul> 	<p>A suffix is a group of letters added to the end of a word. Adding a suffix to the end of a root word can change its meaning.</p> <p><b>Talk to your child</b> about the use of suffixes.</p> <p><b>Discuss</b> the rules of different spellings and identify the root word after the suffix is added.</p> <p><b>Encourage</b> your child to make a list of words that end with suffixes, ‘ed’ or ‘ing’ from a story. Then let your child say these words aloud and use them in sentences.</p> <p><b>Talk to your child</b> about the grammatical usage of the following terms.</p> <p><b>Speech Marks:</b> Are punctuation marks that show us where <u>direct speech</u> starts and ends.</p>	<p><a href="#">suffix ed</a></p> <p><a href="#">suffix ing</a></p> <div data-bbox="1541 609 1787 1075" style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"> <ol style="list-style-type: none"> <li>1.planted</li> <li>2. planting</li> <li>3. listened</li> <li>4. listening</li> <li>5. received</li> <li>6.receiving</li> <li>7.wanted</li> <li>8. wanting</li> <li>9.divided</li> <li>10.dividing</li> </ol> </div> <p><a href="#">Speech Marks</a></p>



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Synonyms Same	Antonyms Opposite
delicious - scrumptious	left - right
start - begin	loud - soft
pretty - lovely	fast - slow
quick - fast	several - few
large - enormous	front - back
scared - frightened	last - first
tired - sleepy	older - younger
sick - ill	nervous - brave
bring - carry	early - late
woman - lady	serious - silly
rich - wealthy	sharp - dull
smart - intelligent	full - empty

### Text Level:

**Fables:** To identify the features of a fable.

- To plan and write a creative and imaginative fable.
- To analyze the content and moral of a fable.

**Conjunctions:** A conjunction is a word that joins one part of a text to another. A conjunction connects two clauses in a sentence.

**The Past Tense:** We use the past tense to talk about:

something that happened once in the past:

*We **went** to Spain for our holidays.  
They **got** home very late last night.*

something that happened several times in the past:

*When I was a boy, I **walked** a mile to school every day.  
We **swam** a lot while we were on holiday.*

something that was true for some time in the past:

*I **lived** abroad for ten years.  
She **played** a lot of tennis when she was younger.*

**Antonyms:** An **antonym** is a word that means the **opposite** of another word. For example "bad" is an antonym of "good".

**Discuss:** the different grammatical terms in sentences and read a story together highlighting these terms in the text.

[English Quiz](#) –on speech marks

[Speech Marks BBC](#)

[Conjunctions](#)

[The Simple Past Tense](#)





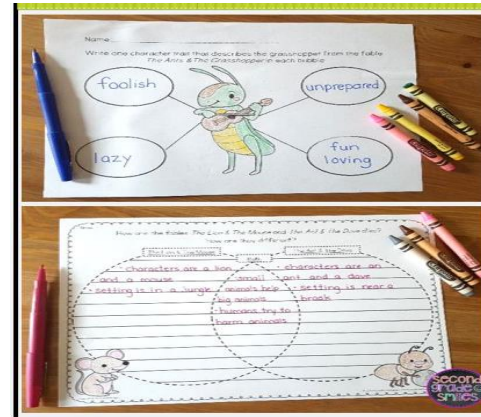
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**Encourage** your child to create a text that includes these grammatical structures.

Word	Antonyms	Word	Antonyms
Accept	Reject	Appear	Disappear
Buy	Sell	Beauty	Ugliness
Collect	Distribute	Careful	Careless
Dead	Alive	Decrease	Increase
Discourage	Discourage	Entry	Exit
Float	Sink	Far	Near
Give	Take	Gain	Loss
Honest	Dishonest	Ignorance	Knowledge
Lend	Borrow	Remember	Forget
Life	Death	Swim	Drown
Majority	Minority	Punishment	Reward
Obey	Disobey	Thick	Thin
Poor	Rich	Wake	Sleep
Strong	Weak	Warm	Cool
Sweet	Sour	Virtue	Vice



[Antonyms](#)

[Read Aesop fables](#)



**Information Text:**

- To recognize and analyse the structure and meaning of information texts.
- To be able to organize paragraphs around a theme
- To explore the similarities and differences between a fiction and an

**Talk** to your child the importance of fables. Read fables together and let your child act out a favourite character.

**Discuss** the characters, their feelings, different settings and the plot.

**Encourage** your child to read a variety of fables and identify the characters, settings, problem, solution and moral values.

Read fables together and compare the characteristics of any two fables (characters, setting, plot and moral)



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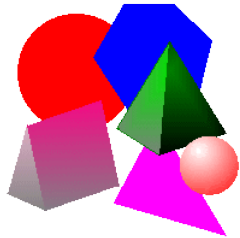


<p>information text (nonfiction).</p> <p><b>Moral Education:</b></p> <p>Being Healthy and Staying well</p> <p>Proper food and good health.</p> <p>Sports and a Healthy body.</p>	<p><b>Talk</b> to your child about the difference between fiction and non-fiction texts.</p> <p><b>Discuss</b> structural features of an Information text which include, the title, sub-headings, descriptive paragraphs, pictures and captions.</p> <p><b>Encourage</b> your child to write a few lines around a theme using some features of an information text.</p> <div data-bbox="658 694 940 821" data-label="Image"> </div> <p><b>Talk</b> to your child about the importance of eating healthy as well as the importance of various sports for a healthy body.</p> <p><b>Share</b> recipes that are wholesome and have nutrients.</p> <p>Provide opportunities for your child to share his/her feelings.</p> <p><b>Encourage</b> your child to empathize with the feelings of family members and friends</p>	<p><a href="#">Information text elements</a></p> <ol style="list-style-type: none"> <li>1. What is it? <a href="#">Informational Writing for kids</a></li> <li>2. <a href="#">Choosing an interesting topic</a></li> <li>3. <a href="#">Plan for writing a non-fiction topic</a></li> <li>4. <a href="#">Writing introduction of information text</a></li> <li>5. <a href="#">Writing a draft of information text</a></li> <li>6. <a href="#">Writing a closing of information text</a></li> </ol> <div data-bbox="1668 949 1848 1141" data-label="Image"> </div>
	<p><b>Talk</b> to your child about the different 2D and 3D shapes they see around them e.g. road sign boards, items found in the kitchen.</p>	<p><b>Ipad Apps :</b></p> <p><a href="#">Shapes</a></p>



### Numeracy

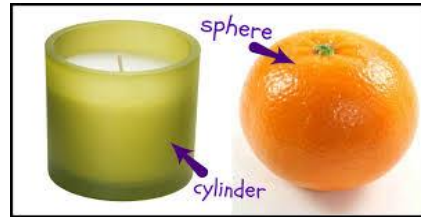
To be able to identify 2D and 3D shape



To know multiplication facts of 2,3,4,5 and 10 times table

To solve one step problems involving money

**Encourage** your child to open an empty cereal box, undo all flaps, check its net and sketch it on paper. Identify the shapes you have sketched.



To create a multiplication fact chart from 1 to 10.

Sample multiplication chart:

x	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24
5	5	10	15	20	25	30
6	6	12	18	24	30	36
7	7	14	21	28	35	42
8	8	16	24	32	40	48

**Share** a grocery shopping list with your child and ask him / her to calculate the change we will get back. Challenge them to solve real life day to day word problems.



[Multiplication and Division](#)

[Word problems](#)



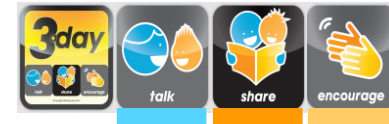


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		<p><b>Challenge:</b> As a challenge encourage your child to open an empty cereal box, undo all flaps check and draw it on paper, re-create the shape. Identify the shapes from their nets.</p> <p><b>Encourage</b> your child to make a magic square by using numbers from 1 to 8 where all rows and columns and diagonals add to the same total.</p> <table border="1" data-bbox="667 638 940 845"><tr><td>2</td><td>7</td><td>6</td><td>→15</td></tr><tr><td>9</td><td>5</td><td>1</td><td>→15</td></tr><tr><td>4</td><td>3</td><td>8</td><td>→15</td></tr><tr><td>↙15</td><td>↓15</td><td>↓15</td><td>↘15</td></tr></table>	2	7	6	→15	9	5	1	→15	4	3	8	→15	↙15	↓15	↓15	↘15	
2	7	6	→15																
9	5	1	→15																
4	3	8	→15																
↙15	↓15	↓15	↘15																
<b>Science</b>	<p><b><u>UNIT II – Light and Shadow – Reflection of Light</u></b></p> <p>To explore how to bend a beam of light.</p>	<p><b>Share</b> the knowledge that position of the shadow is influenced by the position of the light. Mid-day shadow is small because the position of the sun is on top of our head. Also explain how light reflects when pointed at an even or uneven surface.</p> <p><b>Talk</b> to your child different ways in which we can do an investigation in year 3. Relate it to their learning of food group / food in different groups. Try creating a bar chart out of the data collected relating it to your learning in maths.</p>	<p><b><u>Reflection of Light</u></b></p> <p><a href="#">Reflection of Light</a></p>																



### UNIT I – Animal Including Humans (Keeping Healthy)

To turn ideas about diet into an investigation

### Animal Including Humans (Skeleton)

That humans (and some other animals) have bony skeletons inside their bodies and to raise questions about different bony skeletons.

To make and record relevant observations of bones and skeletons.

To know the functions of the human Skeleton.

**Talk** to child about the importance of having a skeleton system, the bones which make skeleton and their functions in our body.

Quiz your child to test their Knowledge.

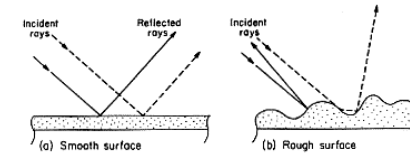
**Encourage** your child to do interactive Activities: Play a game - Use a blank skeleton and make a list of the bones in the human body.

You can use paper to do this or go to

[http://www.sheppardsoftware.com/health/anatomy/skeleton/Skeleton\\_game\\_2.htm](http://www.sheppardsoftware.com/health/anatomy/skeleton/Skeleton_game_2.htm) to play an interactive matching game.

**Share** with the children the names of the longest and the smallest bone in our body. Children can make a small booklet, where they can draw or stick pictures of any five bones present in the human body and write some interesting facts about different bones in our body

### Laws of Reflection



### Animal Including Humans (Keeping Healthy)



[Healthy Eating - Balanced Plate](#)

[Food](#)

[Groups](#)



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<p><b>Humanities</b></p>	<ul style="list-style-type: none"> <li>To explore where people lived during the Stone Age.</li> <li>To explore the food, clothing and means of communication during the Stone Age.</li> <li>To explore the ruins of Skara Brae and its significance.</li> </ul>	<p><b>The Stone Age houses</b></p> <p><b>Encourage</b> your child to research the homes people lived in during the Stone Age.</p> <p><b>The Stone Age food, clothing and communication</b></p> <p><b>Talk</b> about the food, clothing and means of communication during the Stone Age.</p> <p><b>The Stone Age – Skara Brae</b></p> <p><b>Share</b> with your child pictures and information about Skara Brae and its importance. <b>Talk</b> about living together in a community and how people help each other.</p>	<p><a href="#">The Stone Age - Facts</a></p> <p><a href="#">Chauvet Cave</a></p> <p><a href="#">Skara Brae</a></p>
<p><b>UAE Social Studies</b></p>	<ul style="list-style-type: none"> <li>To explore the natural resources of the UAE.</li> <li>To explore life by the sea and the importance of pearl diving and fishing in the UAE.</li> </ul>	<p><b>Natural resources in the UAE</b></p> <p><b>Encourage</b> your child to research the natural resources found in the UAE.</p> <p><b>Life by the Sea</b></p>	<p><a href="#">Natural resources in the UAE</a></p> <p><a href="#">The Pearl Coast</a></p> <p><a href="#">Life in the Desert</a></p>





	<ul style="list-style-type: none"><li>To explore the importance of trade in the UAE in the past and the present.</li><li>To explore life in the desert.</li></ul> <p>To explore life in the desert</p>	<p><b>Talk</b> about the life of the pearl divers and fishermen of the UAE. <b>Share</b> pictures of the different marine life found in the UAE.</p> <p><b>Life in Coastal Cities</b></p> <p><b>Encourage</b> your child to talk about the different products you find in the supermarket. How do they come to the UAE?</p> <p><b>Life in the Desert</b></p> <p><b>Talk</b> with your child about the different kinds of animals and plants that are found in the desert and how people live in the desert.</p> <p><b>Life in the Desert Oasis</b></p> <p><b>Share</b> with your child pictures and details of an oasis and encourage them to <b>talk</b> about the importance of an oasis to the people who live in the desert.</p>	<p><a href="#">Arabian Desert</a></p> <p><a href="#">Oasis</a></p> <p><b>Key Vocabulary:</b> <u>Natural resources in the UAE:</u> natural resources, natural features, coast line, oases, make a living, source of income, tourism.</p> <ol style="list-style-type: none"><li><u>Life by the Sea:</u> marine animals, dugong, sea cow, reptile, mammal fishing, fisherman, bait, traps, pearl diver, pearl diving, dangerous, ship captain.</li><li><u>Life in the Coastal Cities:</u> Merchant, trade, buy, sell, products, coastal town, coasts.</li><li><u>Life in the Desert:</u> Arabian Desert, thorns, Rub al Khali, nocturnal, Ghaf tree, Bosweilla tree, frankincense, sap, caravan.</li></ol> <p><u>Life in the Desert Oasis:</u> caravan, hospitality, heritage</p>
<p>Arabic for Arabs</p>	<p><b>*أنواع السلاحف</b></p> <p>-أن يتعرف المفردات الجديدة في النص المعلوماتي . - أن ينشئ جملاً اسمية بسيطة (المبتدأ – الخبر) .</p>	<p>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق: مساعدة التلاميذ في التعرف وتفسير معاني وكلمات نص " أنواع السلاحف " مكوناً جملاً عليها . مساعدة الطالب على استخدام الكلمات الجديدة في تعبيراته داخل المنزل مساعدة الطالب على القراءة السليمة لنص "أنواع السلاحف". مساعدة الطالب في التعرف على أهمية التعرف على السلوك الحيواني بشكل عام</p>	<p><a href="#">منصة اقرأ بالعربية</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>



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	<p>- أن يطرح المتعلم أسئلة عن الفكرة الرئيسية والفكر الفرعية في النص مبدئيًا رأيه في المضمون.</p> <p><b>* أفتخر بوطني الإمارات</b></p> <p>- أن يقرأ قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم</p> <p>- أن يجيب عن أسئلة تظهر فهمه للفكر الرئي والفكر الفرعية.</p> <p>- أن يجمع كلمات من محيط لغوي واحد موضحًا الفرق في دلالاتها.</p> <p>أن يكون جمل نداء ب(يا) محاكيًا النمط</p> <p>- أن ينشئ جملاً فعلية بسيطة .</p> <p>- أن يحدد عناصر القصة .</p> <p>- أن يحلل عناصر القصة .</p>	<p>مساعدة الطالب في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة</p> <p>- مساعدة الطالب في وصف شخصيات القصة وتحليلها .</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>	
<b>Arabic for Non - Arabs</b>	<p><b>IN THE SCHOOL</b></p> <ul style="list-style-type: none"><li>- To express opinion about school.</li><li>- To create sentences about the school.</li><li>- To compare The Winchester School and another school.</li><li>- To create a sign (banner) about the school.</li></ul> <p><b>THE CANTEEN</b></p> <ul style="list-style-type: none"><li>- To create sentences about the canteen.</li></ul>	<p>In every new lesson, we provide new words with its meanings. Help your child to memorize them and use them in sentences on his/her own.</p> <ul style="list-style-type: none"><li>- Help your child to link between the picture and the word.</li><li>- Ask your child to draw things seen in the school.</li><li>- Ask your child to draw things seen in the canteen.</li></ul> <p>Talk to your child about food that is healthy and unhealthy. 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><a href="#">Learn Arabic Writing</a></p> <p><a href="#">Food in Arabic</a></p> <p><a href="#">ARABIC ACTIVITIES</a></p> <p><a href="#">Drinks in Arabic</a></p> <p><a href="#">ARABIC COLOURS</a></p> <p><a href="#">I Read Arabic</a></p> <p><a href="#">Arabic and Islamic YouTube Channel</a></p>



	<ul style="list-style-type: none"><li>- To compare between healthy food and unhealthy food.</li><li>- To create short paragraph about food.</li><li>- To create a sign (banner) about food.</li></ul>		
<b>Islamic for Arabs</b>	<p><b>شروط الصلاة:</b> أن يوضح التلميذ شروط الصلاة الصحيحة. أن يستنتج التلميذ فضل الصلاة . أن يبين التلميذ مبطلات الصلاة.</p> <p><b>بر الوالدين :</b> - أن يستنتج التلميذ أهمية بر الوالدين. - أن يعدد التلميذ سبل بر الوالدين. - أن يقارن التلميذ بين بر الوالدين وعقوقهما .</p> <p><b>نزول الوحي:</b> - أن يحدد التلميذ أهم أحداث السيرة النبوية (نزول الوحي) . - أن يعدد التلميذ أوائل الشخصيات التي آمنت بالرسول صلى الله عليه وسلم. - أن يستنتج التلميذ دور سيدنا محمد- صلى الله عليه وسلم- في نشر تعاليم الإسلام .</p>	<p>مساعدة التلميذ في حفظ الآيات الكريمة مساعدة التلميذ في معرفة نعم الله على الإنسان مساعدة التلميذ في معرفة الكتب السماوية وعلى من نزلت مساعدة التلميذ في معرفة صفات السيدة خديجة مساعدة التلميذ في معرفة دور السيدة خديجة في مساندة الرسول في حياته مساعدة التلميذ في معرفة فضل زوجات النبي مساعدة التلميذ في معرفة أهمية العلم والمعرفة مساعدة التلميذ في معرفة قيمة العلم والمعرفة مساعدة التلميذ في معرفة أثر العلم على الفرد والمجتمع . 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><u><a href="#">سورة العلق</a></u> <u><a href="#">السيدة خديجة -رضي الله عنها</a></u> <u><a href="#">درس العلم والمعرفة.</a></u> <u><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></u></p>
<b>Islamic for Non-Arabs</b>	<p><b>Unit 1</b> : Islam Teaches me <b>-chapter5</b>: Khadijah Bint Khuwailid- May Allah be pleased with her.</p>	<p><b>Talk</b> to your child about Khadijah Bint Khuwailid (May Allah be pleased with her)</p>	<p><u><a href="#">the story of Khadija Bint Khuwailid ( may Allah be Pleased with her )</a></u> <u><a href="#">Surat ul- Alaq</a></u> <u><a href="#">Teaching Children Islamic Morals</a></u></p>



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	<p>1- To count the qualities of Khadija Bint Khuwailid, may Allah be pleased with her.</p> <p>2- To conclude the role of Khadija Bint Khuwailid with her, in supporting the Prophet, peace be upon him, in time of distress.</p> <p><b>-Chapter 6: Good Morals</b></p> <p>1- To describe the overall meaning of the Hadith.</p> <p>2- To explain some good ethics that are helpful for the Muslim balance on the Day of Judgment.</p> <p>3- To conclude the effects of good morals.</p>	<p><b>Share</b> with your son\daughter the Good morals that every Muslim should have and why it is important.</p> <p><b>Encourage</b> your son\daughter to learn Surat- Ul-Alaq.</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>Music</b></p>	<p>To play the recorder</p>	<ul style="list-style-type: none"> <li>• Let the child practice at home, even though there will be squeaking sounds at first.</li> <li>• Be the audience and applaud your child’s efforts but also check if the child is holding the recorder properly.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=EXyS9qVrVQ4">https://www.youtube.com/watch?v=EXyS9qVrVQ4</a></p> <p><a href="https://www.youtube.com/watch?v=yNzwF04WCOA&amp;t=40s">https://www.youtube.com/watch?v=yNzwF04WCOA&amp;t=40s</a></p>



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<b>Physical Education</b>	<p><b><u>Dance Workout:</u></b></p> <p>Physical exercises are meant to tone up only specific muscles at a time, whereas dance works on the entire body and on a wider group of muscles. Dance makes your body flexible and makes you agile. While dancing your body and mind work in tandem. This would thus enhance the coordination of all muscles.</p>  <p><b><u>Endurance workout:</u></b></p> <p>Focus is to improve endurance and develop exercise ability by doing different kind of jumping and explosive exercises. This high-intensity workout helps build speed, power, and cardiovascular fitness. It targets the glutes, quads, and calves.</p>	<p><b><u>Talk and encourage your child to do the following:</u></b></p>  <ul style="list-style-type: none"> <li>• Hip rotation</li> <li>• Walking on the toes</li> <li>• Arm rotations</li> <li>• Jumping on the spot</li> <li>• Side skaters</li> <li>• Alternate toe touch</li> </ul> <p><b><u>Talk and encourage your child to do the following:</u></b></p> <ul style="list-style-type: none"> <li>• Tuck jump</li> <li>• Depth jump</li> <li>• Star jump</li> <li>• Broad jump</li> <li>• Jumping jacks</li> </ul> 	<p><b><u>Useful sites:</u></b></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://youtu.be/ymigWt5TOV8">https://youtu.be/ymigWt5TOV8</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://www.youtube.com/watch?v=kAXg3cM0UCw&amp;t=27s">https://www.youtube.com/watch?v=kAXg3cM0UCw&amp;t=27s</a></p>
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## Family Learning Newsletter (Year 3) October 2020



	<p><b><u>Circuit training:</u></b></p> <p><i>Circuit training</i> is a form of body conditioning that involves endurance <i>training</i>, resistance <i>training</i>, high-intensity aerobics, and <i>exercises</i> performed in a <i>circuit</i>, similar to high-intensity interval <i>training</i>. It targets strength building and muscular endurance.</p> <p><b><u>Agility Workout:</u></b></p> <p>Ability to change the body's position efficiently and requires the integration of isolated movement skills using a combination of balance, coordination, speed, reflexes, strength, and endurance.</p>	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <ul style="list-style-type: none"> <li>• Jump rope</li> <li>• Burpees</li> <li>• Mountain climbers</li> <li>• High knees</li> <li>• Squats</li> <li>• Plank</li> </ul>  <p><b><u>Talk and encourage your child to do the following:</u></b></p> <ul style="list-style-type: none"> <li>• Lateral Plyometric Jumps. Lateral plyometric jumps help build explosive power, balance, and coordination by using our natural body weight</li> <li>• Forward Running, High-Knee Drills</li> <li>• Lateral Running, Side-Side Drills</li> <li>• Dot Drills</li> <li>• Jumping exercise</li> <li>• Shuttle Runs.</li> </ul> 	<p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://youtu.be/xj7TQ6xTjnU">https://youtu.be/xj7TQ6xTjnU</a></p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="https://youtu.be/5uVaKitJHN8">https://youtu.be/5uVaKitJHN8</a></p>
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