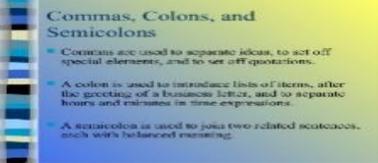




# The Winchester School

## Family Learning Newsletter -Year 6- October 2020



Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Literacy</b></p>	<p><b>Spelling</b></p> <p>To spell the words ending with the suffix- fer.</p> <p>To spell the words ending with suffixes – cial, tial.</p> <p><b>Punctuation</b></p> <p>To analyse and understand the use of comma, colon and semi-colon.</p> <p>To punctuate appropriately using full stops and capital letters.</p>	<p><b>Encourage</b> your child to follow the appropriate usage of suffixes to change the root word. For instance when you add a suffix that starts with a vowel (for example, <b>-ed</b> or <b>-ing</b>) to a word ending in <b>-fer</b>, the spelling rule depends on which syllable is stressed. If the second syllable is stressed, double the <b>r</b> when adding the suffix. Example- <b>Confer/ conferring, differ/ differed.</b></p> <p><b>Share</b> with your child that while adding the suffix if the root word ends with a vowel we usually use the ending <b>-cial as in facial</b>, similarly if the root word has a consonant ending, we usually use the ending <b>-tial eg:- torrential.</b></p> <p><b>Encourage</b> your child to use a comma, colon and semicolon. Show simple sentences from various books/magazines/newspapers for better understanding. Now write simple sentences on sentence strips and encourage your child to punctuate it.</p> <p><b>Talk</b> to your child regarding the use of capital letters to start a sentence and end with a full stop. Emphasize use of proper nouns to be started with a capital letter.</p>	<p><a href="#">Word Search- fer words</a></p> <p><a href="#">-fer Words List</a></p> <p><a href="#">Anagram</a></p> <p><a href="#">Word Search</a></p> <p><a href="#">Word Game</a></p>  <p><a href="#">Semicolon wars</a></p> <p><a href="#">Punctuation quiz</a></p> <p><a href="#">Commas and semicolons Punctuation quiz</a></p>



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	<p><b>Grammar</b></p> <p>To use a thesaurus to look for synonyms of the given word.</p> <p><b>Text Level</b></p> <p><b>Autobiography and Biography (Continuation)</b></p> <p>To distinguish between Autobiography and Biography.</p> <p>To distinguish between fact and opinion.</p> <p>To read and retrieve information and make notes from different sources.</p> <p>To recognize the structure, language organizational and presentational features of different forms of biographies.</p>	<p><b>Encourage</b> your child to use a thesaurus when writing and to replace commonly used words with higher order vocabulary for them to make their writing more interesting for the readers.</p> <p><b>Talk</b> about the different genre and well-known books that you have read with your child and ask to identify which genre they belong to.</p> <p><b>Encourage</b> your child to create a genre crossword to test their friends/ members of the family.</p> <p><b>Encourage</b> your child to write their own autobiography.</p> <p><b>Talk</b> to your child about famous people in the, past and present, who are worthy of admiration, who can inspire and motivate them.</p> <p><b>Share</b> a famous person's significance, background, and personality. To create a timeline about the life of a person of their choosing.</p> <p><b>Encourage</b> your child to make a life map and use pictograms. Explain the concept of a pictogram. Draw a heart board to represent love, a diploma to represent graduation. Draw a stick figure of a man, woman, and smaller stick figure for a child to represent a family this is to</p>	<p><a href="#">Thesaurus</a></p> <p><a href="#">Biography- activities</a></p> <p><a href="#">Timeline</a></p> <p><a href="#">checklist-autobiography</a></p>
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	<p>To explore the biography of a particular person as presented in a range of different texts.</p> <p>To organize and develop skills of biographical and autobiographical writing.</p> <p><b><u>Links to Moral Education:-</u></b></p> <ul style="list-style-type: none"> <li>• <b>Recognising other's point of view</b></li> </ul> <p><b>L. Obj.-</b> To restate succinctly the key points of a fellow student's perception of an ethical dilemma.</p> <ul style="list-style-type: none"> <li>-To show charity and sympathy even when I disagree with others, and how to understand their feelings and reflect their point of view.</li> <li>-To express differing points of view.</li> <li>-To summarise different viewpoints.</li> <li>-To explore the skills to provide constructive feedback.</li> </ul> <ul style="list-style-type: none"> <li>• <b>What do we mean by responsibility</b></li> </ul> <p><b>L. Obj.-</b> To explore the concept of 'assuming responsibility' and its importance in life of individuals, family and society. They also consider the role of perseverance and resilience in an individual's attaining success.</p>	<p>represent personal events and goals in their lives - share it with the other members of the family.</p> <p><b>Encourage</b> your child to research and write a biographical sketch, including writing strategies.</p> <p><b>Talk</b> to your child to make them aware of how the environmental issues influences them, including how we can take practical action on issues such as recycling, litter and noise.</p> <p><b>Talk</b> about the different story openings and well-known books that you have read with your child and ask to identify which genre they belong to.</p>	<p><a href="#">The Biography Maker</a></p> <p><b>What is an Autobiography?</b></p> <p>What is the difference between a <b>biography</b> and an <b>autobiography</b>?</p> <p>A <b>biography</b> is a text written by a person about someone else.</p> <p>An <b>autobiography</b> is a text written by a person about themselves.</p> 
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	<p><b>Text Level- Playscript</b></p> <p>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.</p> <p><b><u>Moral Education Link</u></b></p> <p><b>Unit:</b> The Individual and the Community</p> <p><b>Topic:</b> Taking Responsibility for Oneself and Others</p> <p>-The environment is my responsibility</p>	<p><b>Share</b> 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.</p> <p><b>Encourage</b> your child to read another tragedy and compare the elements of tragedy and evaluate the differences and similarities.</p> <p><b>Share</b> real-life examples of people who cause destruction to mankind due to ambition. <b>Talk</b> about World War.</p> <p><b>Encourage</b> 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.</p> <p><b>Encourage</b> your child to choose a character and do a role play to emote feelings of the character.</p> <p><b>Talk</b> to your child to create an awareness of environmental issues locally and at national and global level.</p>	<div data-bbox="1575 316 1984 609" data-label="Diagram"> </div> <p><a href="#">Macbeth- short version</a></p> <p><a href="#">Macbeth -play script</a></p>
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### Numeracy

To solve problems involving addition, subtraction.

To identify common factors, common multiples and prime numbers.

#### Prime vs. Composite Numbers

Prime	Composite
have only 2 factors (1 and itself)	have more than 2 factors
2,3,5,7,11	4,6,8,9,12,14

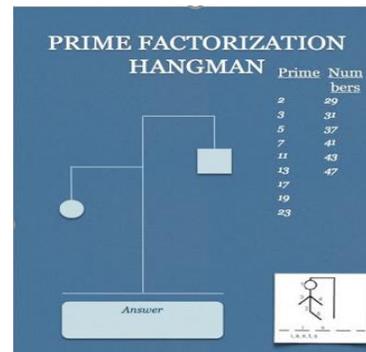
**0 and 1 are neither**

To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Encourage your child to help you in shopping and add up the cost of the purchases, reminding your child to line up the digits correctly. If the purchase is under budget, ask to find the difference. Can add another purchase to the fantasy list? If it is over-budget, ask to subtract one item (or items) until your child is within the budget.

Encourage your child to play the factorization hangman game.

Write the composite number in the square. Now let child choose a prime number listed alongside. If the prime number is the factor of the composite number, put below the square to extend the tree. If not draw the body( then arms legs)



[Addition-games](#)

[Subtraction-games](#)

[prime numbers](#)

[prime numbers 1](#)



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To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

To use knowledge of the order of operations to carry out calculations involving the four operations.

### ACTIVITY

Grid method

457 x 36	400	50	7
30	12 000	1500	210
6	2400	300	42

$$13\ 710 + 2742 = 16\ 452$$

Formal written method

$$\begin{array}{r}
 4\ 5\ 7 \\
 \times\ 3\ 6 \\
 \hline
 1\ 3\ 1\ 2\ 1\ 0 \\
 2\ 7\ 3\ 4\ 2 \\
 \hline
 1\ 6\ 4\ 5\ 2 \\
 1
 \end{array}$$

#### What to do

- One person chooses three cards to make a 3-digit number and two cards for a 2-digit number.
- Write out the multiplication carefully and execute it as show in the example above.
- Second person checks the answer with calculator.
- Change roles and repeat.
- Score 1 point for each odd number in the answer and 2 points for each even number in the answer.
- Continue for 10 minutes.
- The winner is the person with the higher score.

#### You will need:

- 1–9 cards

#### Variation

- Choose four cards to make a 4-digit number and multiply by TO as before.

### ACTIVITY

Example – Expanded written method

$$\begin{array}{r}
 35 \\
 17 \overline{) 595} \\
 \underline{510} \quad (30 \times 17) \\
 85 \\
 \underline{85} \quad (5 \times 17) \\
 0
 \end{array}$$

Example – Formal written method

$$\begin{array}{r}
 35 \\
 17 \overline{) 595} \\
 \underline{- 51} \\
 85 \\
 \underline{- 85} \\
 0
 \end{array}$$

#### What to do

- Begin by working out the 17 times table together up to  $\times 10$  and writing it down for reference. (This step involves calculations that will not be used but means that your child will be able to find the required multiple of 17 instantly.)
- Turn over 3 cards to make a 3-digit number. Estimate the answer when divided by 17.
- Both do the calculation using your choice of method. Compare answers. Long multiplication sometimes fazes children so work together for a while if you think it would improve your child's confidence.
- If your child is confident, the first person to find the answer can score a point.
- Repeat with new numbers.
- Continue for 10 minutes. If scoring, the winner has the higher score.

#### You will need:

- 0–9 digit cards from a pack of playing cards (use Jack to represent zero)

### QUESTIONS TO ASK

Estimate how many 19s there are in 84.  
(4 r 8)

Estimate the answer to  $2574 \div 17$  (about 150)

Estimate the answer to  $434 \div 36$  (more than 10 – about 12, actual answer 12 r 2)

[Multiplication-and-division](#)

[All-games](#)

[Multiplication-and-division Games](#)



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Using their birth year (e.g. 1996) students are required to create expressions using each digit of that year (1, 9, 9, 6) to attempt to fill the boxes for each "date" on a calendar month. For example, '1 + 9 + 9 + 6' would be written in the

"25" date box. Students can use any of the basic operations (+, -, x,) Each birth year's digit must be used once in every calculation. To make the activity more achievable, the number '0' can be used in any calculation. For example, you can create expressions for 1963 as:

$$(1 \times 9) + (9 \div 3) = 12$$

$$1 \times (9 + 9) - 3 = 15$$

$$(9 \times 3) + 1 - 9 = 18$$

[Order-of-operations-Game](#)



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### CHALLENGE

Where in the World ?

$(3 + 3) + (6 + 1)$   
 $1 + 0 \times 12 \times 2$   
 $11 \times 2 - 1 + 1$   
 $3 \times 2 + 3$   
 $5 - 5 + 5$   
 $20 - 1$   
 $4 \times 4 - 4$   
 $5 - 10 \div 10$

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

### IPAD APPS:

[Addition-and-subtraction-games](#)

[Factors-and-multiples](#)

[Order of operations game](#)

### Science

Revision

#### Plant Growth

- To explain what a plant needs to remain healthy.
- To explain the role of a fertilizer and understand why it is not food

#### Talk:

Talk to your children about Plants and how they grow from a seed? The Factors that affect the plant growth.

#### Share:

Share the fact that plants make their own food with the process of photosynthesis

#### 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

### Useful Links:

[Plant growth](#)

[Sid the Seed](#)

[Germination of Seed](#)



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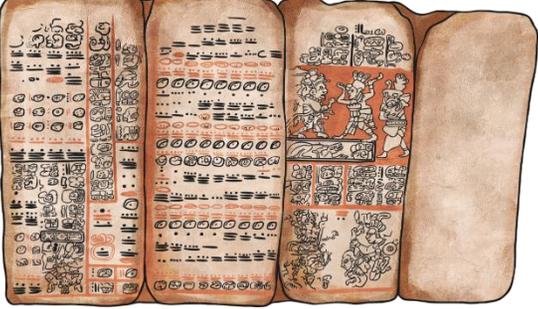
	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>To recognise that characteristics are passed from parents to off springs and that living things change over time.</li> <li>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>them be a teacher and teach you about the evolution and Darwin's theory.</p> <p><b>Share:</b> 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><b>Encourage:</b> Internet is the powerful search engines. Please allow your child to spend few minutes on doing research using the websites given for Evolution, fossils and Darwin's theory of evolution.</p>	<p><a href="#">Photosynthesis</a></p> <p><a href="#">Evolution</a></p> <p><a href="#">Natural Selection</a></p> <p><a href="#">Evolution</a></p> <p><a href="#">Evolution Information</a></p> <p><a href="#">Darwin's Theory</a></p>
Humanities	<p>The Mayan Civilization:</p> <ul style="list-style-type: none"> <li>To explore the evidence at Chichen Itza.</li> <li>To identify key facts about the Maya writing system.</li> <li>To answer questions about the Maya writing system and codices.</li> <li>To explore the Maya number system</li> </ul>	<ul style="list-style-type: none"> <li><b>Talk</b> about and <b>share</b> your research of Chichen Itza together.</li> <li><b>Encourage</b> your child to explore different links and analyse how the Maya Writing System is similar or different to the writing systems in the rest of the world.</li> </ul>	<p><a href="#">Maya Civilization</a></p> <p><a href="#">MAYA WORLD</a></p> <p><a href="#">Mesoamerican Archives</a></p> <p><a href="#">Maya-3D Tour</a></p> <p><a href="#">MAYAN ARTEFACTS</a></p> <p><a href="#">Amazing Facts about Maya Civilization</a></p>



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	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Codicies , Kukulcan , Tikal, Chichen Itza, Yucatan Peninsula, Mesoamerican, Guatemala, Belize</p>	 <ul style="list-style-type: none"><li>• <b>Encourage</b> your child to research the number system of the Maya civilization and the evidence available for it.</li></ul>	<p><a href="#">Maya Facts and Summary History of Maya Civilization</a></p>
<p><b>UAE SST</b></p>	<p>Prehistory: To explore what life may have been like in the Prehistoric Age.</p> <p><b><u>Key vocabulary:</u></b> <b>Stone Age, nomadic, settle, archaeologist, artifacts,</b> To explore ancient Egypt and the Nile.</p> <p><b><u>Key vocabulary:</u></b> <b>flood, flood plain, river bank, silt, fertile, drought, parasites, Nile, threats, scarce,</b></p>	<p><b>Talk</b> to your child and analyze the impact of the Prehistoric Age on modern society and research information from primary and secondary sources.</p> <p><b>Share</b> with your child how people in the past adapted to their environment and used the River Nile to irrigate the land.</p> <p><b>Encourage</b> your child to draw the River Nile on the map of Africa.</p>	<p><a href="#">Prehistoric Age</a></p> <p><a href="#">Nile River Facts</a></p>



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	<p>To explore elements of Mesopotamia and its agriculture.</p> <p><b>Key vocabulary:</b></p> <p><b>soil, agriculture, domestication, plough, adapt, Euphrates, Tigris, Fertile Crescent,</b></p> <p>To explore facts about the Indus Valley.</p> <p><b>Key vocabulary:</b></p> <p><b>arid, mountain range, monsoon, glacier, river mouth, Himalayas, plains, valleys</b></p> <p>To explore the ancient Chinese civilization and examine an example of monarchy in Ancient China.</p> <p><b>Key vocabulary:</b></p> <p><b>monarchy, Shang, Zhou, dynasty</b></p>	<p><b>Share</b> with your child how the Sumerians first started using plants and animals in agriculture and farming. Discuss the domestication of animals and its benefits.</p> <p><b>Encourage</b> your child to draw the Euphrates and Tigris rivers and the Fertile Crescent on a map.</p> <p><b>Talk</b> to your child about the Indus Valley and why the Indus River was important for the success of the Indus Civilization.</p> <p><b>Encourage</b> your child to explore the difference between the governments of the Shang and Zhou dynasties of Ancient China.</p>	<p><a href="#">Ancient Egypt and the Nile</a></p> <p><a href="#">Geography Rive Nile</a></p> <p><a href="#">Ancient Mesopotamia</a></p> <p><a href="#">Mesopotamian Agriculture</a></p> <p><a href="#">Middle East Sumer</a></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="#">Shang Dynasty</a></p>
Arabic for Arabs	<p><b>قصة نحو الأرض</b></p> <p>أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت</p> <p>مساعدة التلميذ في كتابة ملخص للقصة بالمنزل .</p>	<p><a href="#">منصة أقرأ بالعربية</a></p>



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	<p>أن يحول التلميذ حدثاً من أحداث القصة إلى حوارٍ</p> <p>أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة</p> <p>أن يحلل التلميذ عناصر القصة</p> <p>أن يحدد التلميذ السمات الفنية للقصة</p> <p>أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p> <p>أن يتنبأ التلميذ بما سيحدث بعد نهاية القصة</p> <p><b>الهمزة المتطرفة على ألف</b></p> <p>أن يكتب التلميذ كلمات بها همزة متطرفة على ألف</p> <p>أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ألف</p> <p><b>حالات رفع الفاعل</b></p> <p>أن يميز التلميذ بين حالات رفع الفاعل</p> <p>أن يوظف التلميذ الفاعل في جمل</p>	<p>مساعدة التلميذ في تحديد الأساليب في القصة</p> <p>مساعدة التلميذ في قراءة قصة نحو الأرض وتحديد العناصر الرئيسية وعناصر القصة</p> <p>مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على الألف مع بيان سبب كتابتها على الألف</p> <p>تدريبه على إعراب وتوظيف الفاعل في جمل</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><u><a href="#">الهمزة المتطرفة</a></u></p> <p><u><a href="#">قناة اللغة العربية والتربية الإسلامية</a></u></p> <p><u><a href="#">بمدرسة ونشستر</a></u></p>
Arabic for Non Arabs	<p><b>الهوايات والرياضات (Hobbies and Sports)</b></p> <ul style="list-style-type: none"><li>- To describe hobbies and sports using exclamatory style.</li><li>- To compare between different sports and hobbies.</li><li>- To create a dialogue on hobbies and sports.</li><li>- To describe the sports and hobbies in a paragraph.</li><li>- To express their opinion about hobbies and sports.</li><li>- To analyse a text about the hobbies and sports.</li></ul>	<ul style="list-style-type: none"><li>- <b>Help</b> your child to memorize new vocabulary from the words list.</li><li>- <b>Go</b> through the new adjectives sent every week.</li><li>- <b>Encourage</b> children to use these words in sentences or paragraph of their own.</li><li>- <b>Encourage</b> children to use new grammar in their writing.</li><li>- <b>Ask</b> your child to speak about their hobbies.</li><li>- <b>Talk</b> to your child about the importance of sports.</li></ul> <p><b>Go</b> 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><u><a href="#">Arabic Hobbies</a></u></p> <p><u><a href="#">Arabic Hobbies</a></u></p> <p><u><a href="#">I Read Arabic</a></u></p> <p><u><a href="#">Arabic and Islamic YouTube Channel</a></u></p>



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Islamic for Arabs	<p><b>حرمة المسلم</b></p> <p>أن يبين التلميذ أهمية التواصل الحضاري مع الناس أن يستنتج التلميذ أثر الكلمة الطيبة على العلاقات الإجتماعية أن يوضح التلميذ مكانة النفس البشرية في الإسلام</p> <p><b>آداب المسجد</b></p> <p>أن يستنتج التلميذ الآداب المرتبطة بالمسجد أن ينقد التلميذ بعض المواقف المتعلقة بالمساجد أن يبدي التلميذ رأيه في بعض المواقف</p> <p><b>سجود السهو وسجود التلاوة</b></p> <p>أن يعدد التلميذ أنواع السجود أن يفرق التلميذ الطالب سجود السهو والتلاوة أن يستنبط التلميذ الحكمة من مشروعية سجود السهو</p>	<p>مساعدة التلميذ في معرفة أهمية التواصل الحضاري مع الناس مساعدة التلميذ في معرفة أثر الكلمة الطيبة على العلاقات الإجتماعية مساعدة التلميذ في تمييز آداب المسجد مساعدة التلميذ في تطبيق هذه الآداب دائمًا عند ذهابه للمسجد مساعدة التلميذ في معرفة بعض الأدلة على أهمية وفضل المساجد مساعدة التلميذ في التمييز بين سجود السهو والتلاوة مساعدة التلميذ في معرفة الحكمة من مشروعية السجود</p>	<p><u><a href="#">حرمة المسلم</a></u></p> <p><u><a href="#">آداب المسجد</a></u></p> <p><u><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></u></p>
Islamic for Non Arabs	<p><b>Lesson1: The battle of Badr</b></p> <p>To explain the reasons behind the battle. To share the lessons learnt from the battle.</p> <p><b>Lesson2: the merciful heart.</b></p> <p>To explain the overall meaning of the hadith. To infer the importance of mercy in Islam.</p> <p><b>Lesson3: the migration to al Madinah.</b></p> <p>To explain the reasons behind the migration of Muslims to Madinah. To infer the manifestations of the Muslims' torture by the disbelievers.</p>	<p>-Share with your child the story of the battle of Badr. -Encourage your child to talk about the lessons he learnt from the story. - Show your child the importance of mercy on social relations. -Encourage your child to search about some stories from Sirah showing the aspects of mercy. - Talk to your child about the reasons that pushed the Muslims to migrate to Al madinah by referring to the beginning of the call to Islam in Maccah.</p>	<p><u><a href="#">The Greatest Battle In Islamic History - Battle of Badr</a></u></p> <p><u><a href="#">Five Major Lessons from the Battle of Badr</a></u></p> <p><u><a href="#">Mercy, Forgiveness &amp; Salvation   Episode 6: The Hadith of Mercy</a></u></p> <p><u><a href="#">Our Prophet Muhammad PBUH The Migration To Madinah</a></u></p> <p><u><a href="#">Arabic and Islamic YouTube Channel</a></u></p>



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<p><b>French</b></p>	<p>Unité 4.1 : <b>J'aime le sport.</b> (Talk about different sports)</p> <p>Unité 4.2 : <b>Qu'est-ce que tu aimes faire?</b></p>	<p><b>Talk</b> about the pronunciation of different sports.</p> <p>Write and give opinions about your favourite sports.</p> <p>Practice writing and reading J'aime + noun (something you like)/ je deteste + noun (something you don't like) e.g: j'aime la natation/ je deteste le skate.</p> <p>And J'aime + verb (an action) e.g: J'aime jouer sur l'ordinateur.</p> <p>Make a conversation using, Expressions clés in pg. 61. Say what they don't like to do as well, using Je n'aime pas....</p>	<p><a href="http://www.youtube.com/watch?v=hqPQC2bwHXA">http://www.youtube.com/watch?v=hqPQC2bwHXA</a></p> <p><a href="http://www.youtube.com/watch?v=oTP5GKpOXC">http://www.youtube.com/watch?v=oTP5GKpOXC</a></p> <p><a href="http://languagesresources.co.uk/FrenchHobbies.html">http://languagesresources.co.uk/FrenchHobbies.html</a></p>
<p><b>ICT</b></p>	<p><b>TOPIC : Film Making</b> <b>LEARNING OBJECTIVES :</b></p> <ul style="list-style-type: none"> <li>• To explore various aspects of film-making</li> <li>• To use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.</li> <li>• To be able to use digital devices for recording (video camera or tablet), to work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the</li> </ul>	<p><b>Talk</b> to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p><b>Encourage</b> good posture when sitting at the computer.</p> <p><b>Interview Practice:</b> Assist Children to practise some interviewing at home, role-play ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any</p>	<p>Wider Learning</p> <p><a href="#">Into Film Education Charity</a></p> <p><a href="#">Film Education (Archive)</a></p> <p><a href="#">Learn About Film</a></p>



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	<p>process with use of video editing software such as Windows Movie Maker.</p>	<p>digital devices at home, children can list their top tips for interviewing or camera operating.</p> <p><b>Film Crew Roles:</b> A research task to pay attention to the End Credits of a film or TV programme. Discuss with Children some of the roles and think about what responsibilities they may have and which role they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making film.</p>	<p><a href="#">BBC Film Making (Archive)</a></p> <p><a href="#">The Wild Classroom Student Film Making</a></p>
<p><b>Music</b> <b>Year06</b> <b>(Kiko)</b></p>	<p>To learn how to play the recorder using notes and rests.</p>	<ul style="list-style-type: none"><li>• Encourage your child to practice at home, even though there will be squeaking.</li><li>• Be an audience and check if the child is holding the recorder properly.</li></ul>	<p><a href="https://www.youtube.com/watch?v=T8BlfntBOFU&amp;t=12s">https://www.youtube.com/watch?v=T8BlfntBOFU&amp;t=12s</a></p>
<p><b>Music</b> <b>Year06</b> <b>(Sunil)</b></p>	<p>To learn how to play the “C” Major scale Ascending and Descending + “C “ Major exercise</p>	<ul style="list-style-type: none"><li>• Encourage your to child practice at home, even though there will be squeaking.</li><li>• Be an audience and check if the child is holding the recorder properly.</li></ul>	



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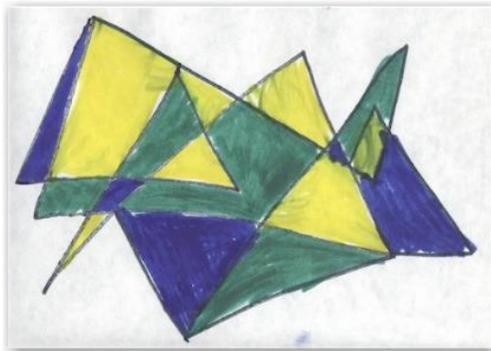


### Arts

#### Islamic Geometry



#### Advanced Scribbled Pictures



**Talk** to your child about the characteristics of Islamic Art.

**Share** with your child that the activity requires planning and problem solving much like a math problem or science experiment.

**Encourage** your child to scribble using crayon, and then paint the spaces using tempera or watercolors. Discuss why the paint doesn't bleed over the crayon lines.

**Discuss** with your child how with one set of directions, everyone can come up with very unique works of abstract art.

[https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.artistsnetwork.com/art-mediums/drawing/artful-scribble-art/&ved=2ahUKEwi57ISRz4nsAhWC0eAKHfN3BsAQFjAOegQIAxA&usq=AOvVaw0f6wSU\\_uVxC-soEA4ZPtId](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.artistsnetwork.com/art-mediums/drawing/artful-scribble-art/&ved=2ahUKEwi57ISRz4nsAhWC0eAKHfN3BsAQFjAOegQIAxA&usq=AOvVaw0f6wSU_uVxC-soEA4ZPtId)





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### A Unique Drawing Experience

#### Key vocabulary:

draw, shapes, images, design, listen, understand, unique, identify, imagine, arrange, line, straight, curve, circle, square, triangle, color, similar, different, aware, hand, eye, sound, new



[Characteristics of Islamic Art](#)

<https://www.amazon.com/exec/obidos/ASIN/0874778271/kinderartA/>



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<p><b>Moral Education</b></p>	<p><b>Theme: Personality and morals.</b></p> <p><b>Unit :</b> Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none"><li>- To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience</li><li>- To present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</li></ul> <p><b>Key vocabulary:</b></p> <p><b>Responsibility:</b> Performing duties, sharing, cooperating and providing assistance to others in the family, school and community.</p> <p><b>Self-responsibility:</b> Setting goals for success and self-realization in personal, educational and professional life.</p> <p><b>Taking responsibility:</b></p> <p>Recognizing one's obligations and willingly fulfilling them.</p> <p><b>Perseverance:</b> Continually conducting work and making an effort until the objective is achieved.</p>	<p><b>Talk</b> to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p><b>Encourage</b> your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p> <p><b>Share</b> with your child the real life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p><b>Activity:</b> Household work is our responsibility.</p> <p>The family meets together in order to discuss responsibilities in the house.</p> <p>Everyone draws a list of tasks that should be conducted in the house.</p> <p>On a piece of coloured paper, each family member writes down the tasks they will perform.</p> <p>Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.</p> <p>Family members provide suggestions to improve the performance of an individual who does not do well.</p>	<p><a href="http://www.moraleducation.ae">www.moraleducation.ae</a></p> <p><a href="http://www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/">www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/</a></p> <p>2.</p>  
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		<p>Every family member undertakes to carry out his or her responsibilities by signing the main list of tasks</p>	
<p>Physical Education Activity -1</p>	<p><u>Low impact cardio Activity:</u> If you're new to working out, just getting back into the game, or have concerns with joints or injuries, low-impact cardio is a safe and effective method of exercise.</p>  <p>Low-impact exercises focus on keeping one foot on the ground and alleviating stress or pressure on your joints.</p> <p><u>Plyometrics activity</u></p> <p><i>Plyometrics refer to exercises that link strength with speed of movement to produce power and were first known simply as "jump training."</i></p>	<p><u>Talk and Encourage your child to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> <li>• Hip rotation</li> <li>• Arm rotations</li> <li>• Slow jogging on the spot</li> <li>• Alternate toe touch</li> </ul> <p>Low impact cardio activity Follow the link -</p> <p><u>Cooldown</u></p> <p><u>Talk and Encourage your child to do the following:</u></p> <p><u>Proper warm up</u></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><u>Cool down</u></p>	<p><u>Useful sites:</u></p> <p>Link1: <a href="https://www.youtube.com/watch?v=iYoQc77CRQs">https://www.youtube.com/watch?v=iYoQc77CRQs</a></p> <p>Link2: <a href="https://www.youtube.com/watch?v=H0c-4nZjIWQ">https://www.youtube.com/watch?v=H0c-4nZjIWQ</a></p> <p>Link1: <a href="https://www.acsm.org/docs/default-source/files-for-resource-library/smb-plyometric-training-for-children-and-adolescents.pdf?sfvrsn=fcc67055_2">https://www.acsm.org/docs/default-source/files-for-resource-library/smb-plyometric-training-for-children-and-adolescents.pdf?sfvrsn=fcc67055_2</a></p>



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### Basic yoga for fitness & relaxation

**Yoga** has innumerable benefits to offer. Let your kid start with the **basic** poses and realize the beauty of this practice. There are different styles of **yoga**, including body postures, breathing exercises, and meditation.



### Core exercises for stability and balance

Developing **core** strength is essential for everyday health and well-being, as a strong **core** protects the spine, reduces back pain, enhances movement patterns, and improves **balance, stability** and posture. There are many methods for

Talk and Encourage your child to do the following:

#### Proper warm up

- Bridge Pose (Setu Bandha Sarvangasana)
- Tree Pose (Vrksasana)
- Cobra Pose (Bhujangasana)
- Cat Pose (Marjaryasana)
- Bow Pose (Dhanurasana)
- Frog Pose (Mandukasana)
- Butterfly Pose (Baddha Konasana)

#### Cooldown

Talk and Encourage your child to do the following:

#### Proper warm up

- Plank Pose
- Side Plank

Link 2:

<https://www.youtube.com/watch?v=nlsYjZpoQDQ>

Link 1;

[https://www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids\\_00377906/](https://www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids_00377906/)

Link 2:

<https://www.youtube.com/watch?v=X655B4ISakg>

Link 1:

<https://www.yogiapproved.com/yoga/stability-exercises-balance/>

Link 2 :



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	<p>developing <b>core</b> strength, as well as various pieces of equipment that assist in that development.</p>	<ul style="list-style-type: none"><li>• One Leg Stiff-Legged Deadlifts</li><li>• High Lunge</li><li>• Tuck Crunches</li><li>• Curtsy Squat</li></ul> <p><u>Cooldown</u></p>	<p><a href="https://www.youtube.com/watch?v=YbMb9DFvarc">https://www.youtube.com/watch?v=YbMb9DFvarc</a></p>
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