



The Winchester School

Year 3 Family Learning Newsletter April 2021



Area of Learning	Focus	Activities	Useful Websites/Apps
<p>Literacy</p>	<div data-bbox="405 501 824 703" data-label="Image"> </div> <p>Spellings:</p> <ul style="list-style-type: none"> To spell words with 'u' sound spelt 'ou'. To use words with the suffix -ation. <div data-bbox="383 919 831 1431" data-label="Image"> </div> <ul style="list-style-type: none"> To add prefix -in to words to mean 'not'. 	<p>A prefix is a group of letters that can be added to the beginning of a root word.</p> <p>A suffix is a group of letters that can be added to the end of a root word.</p> <div data-bbox="1077 539 1350 679" data-label="Image"> </div> <p>Discuss using the prefix -in to mean 'not' and using the suffix -ation to turn verbs into nouns. If the verb ends in e, remove the e before adding -ation.</p> <p>Encourage your child to find words ending with -ation in stories or news articles and words -in as prefix e.g: tolerant- if 'in' is added at the beginning becomes intolerant which means the opposite of being tolerant.</p> <p>Practice using the words in sentences.</p> <div data-bbox="1167 1155 1547 1401" data-label="Image"> </div>	<p>Spellings</p> <p>Prefix</p> <p>Suffix</p> <div data-bbox="1742 802 2150 1209" data-label="Image"> </div>



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Grammar:

- To use **prepositions** of time and place.
- To use **connectives** to join sentences.
- To use **Adverbs** of place and time in sentences.
- To use **Present Perfect Tense** of verbs in sentences.

Prepositions

Share with your child that the things in your room are in right places. Some items are in different positions, and you need your child’s help to express the right position of the objects.

This activity takes some preparation. You will have to move some things around. For example, you could place some books under a chair, put a clock in a pan, put the fruit basket on a chair or place the CD player behind the door.

Discuss with your child the objects that have been moved around.

Encourage your child to use ‘prepositions of place’ to make sentences with the place of objects where they are placed.

Connectives:

Discuss how sentences can be extended with connectives.

Encourage your child to choose different connectives to extend sentences.

Talk to your child about connectives that begin sentences.

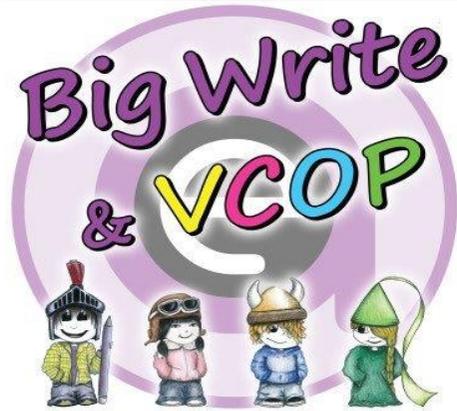
Tap on the link to play a game on connectives.

[Preposition game](#)

[Connective games](#)

[Adverbs game](#)





Letter Writing



Text Level:

Non Fiction- Writing an Informal letter

ADVERB

An **adverb** describes a verb, adjective or another adverb.

They talked **loudly**.

She danced **beautifully**.



Adverbs:

Talk to your child about adverbs of Manner.

Encourage your child to identify adverbs of Manner when performing actions.

Example -

1. Sally walked **gingerly**.
2. The policeman whistled **loudly**.

3. She **often** walks home from her school.
4. He **never** keeps his books back on the shelf.
5. She looked **very** pretty in her new dress.

Discuss how Present perfect tense tells us about something that has happened at some time in the past, when that time isn't made precise.

Practice making the present perfect form of verbs, by adding a 'helping' verb (an auxiliary verb), like 'has' or 'have', to a past participle like 'left' or 'eaten'. For example: 'The monkey has escaped.'

Tenses

FRIENDLY LETTER EXAMPLE

25 Green House
Manchester, 55627
March 16, 2014

Dear Mom,

I'm sending you this friendly letter to tell you much fun I'm having at my friend's house. We're having a blast! Yesterday we went to the beach. Guess what? I learned how to swim underwater! I was so excited. I can't wait to show you. I kept diving under and finding shells in the sand. I'm bringing them home to you. Tomorrow we're going to a baseball game.

I miss you and the rest of the family but I know I'll be home in a few days. I'll tell you all my adventures then. Give everyone a big hug and kiss for me!

Love,
Taylor



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Friendly letters have five parts:

- The Heading
- The Salutation (greeting)
- The Body
- The Closing
- The Signature



- To write different variations of letters e.g. – informal, invitation letter, thank you, response, etc.
- To retell a story in a letter.
- To read examples of letters written for a range of purposes, e.g. to recount, share, explain, enquire, complain, congratulate.
- To understand structure and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences –formal/informal.

Informal Letter

Moral Education:

Different situations and changing feelings.

Why is it important to share our feelings?

How can one understand others' feelings?

How can one be a supportive friend?

Encourage your our child to play the Board game –Have you ever?



Talk to your child about the different letters that they have received / sent, from / to your close ones.

Encourage your child to read variations of letters. (letters to friends and family who are far away from home; persuasive letters to their librarian requesting that specific texts to be added to the school library; letter to their favourite author, email, letter to the editor of a kid magazine)

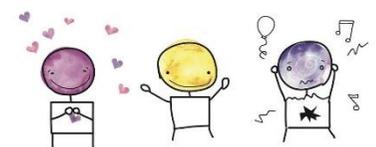
Plan a small party at home, where the child will be in charge of the invitations.

Share with your child the details of the party so that the same can be included in the invite.

Friendly letter



MY FEELINGS MATTER





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		<p>Talk to your child about how emotions and feelings are an important part of who we are. Ask children to name some feelings, for example, joyful, calm, worried, upset, loved, friendly and peaceful.</p> <p>Share with your child how it always helps to talk about how you feel and it helps us feel better.</p> <p>Encourage your child to express how they feel in words which in turn, will help them to manage their feelings better with self-control. Give this example, if your sibling takes a toy you like, instead of getting angry, say, "Next time do ask me if you'd like to play with my toy."</p>	
<p>Numeracy</p>	<p>Measurement – Money</p> <ul style="list-style-type: none"> To understand currency and learn conversion of pounds to pence and pence to pound. To add and subtract amounts of money to give change, using both £ and p in practical contexts.  <p>Data Handling To make and use lists, tables and graphs to organize and interpret the information.</p>	<p>Talk about different currency being used around the world</p> <p>Share the concept of converting currencies.</p> <p>Encourage your child to visit a grocery store and see how much he pays and how much change he gets back.</p> <p>Play board games which include money.</p> <p>Talk to your child that a bar chart, pictogram and venn diagram helps to compare and interpret the data.</p>	<p>Money counting games</p>



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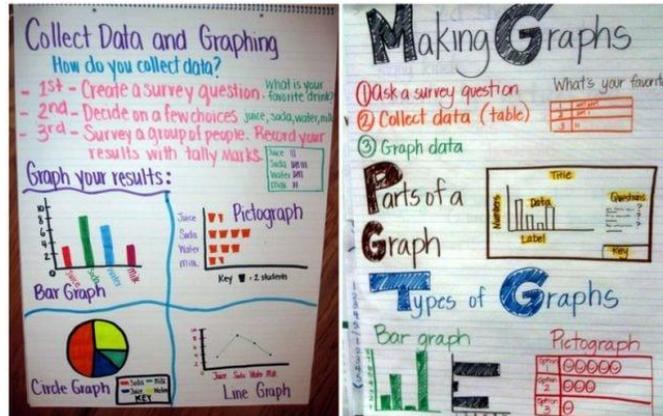
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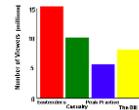
To represent a given data in tables, bar charts and pictograms

Children can sort data and objects using two criteria – Venn Diagram

To use Carroll diagrams to sort data and objects using one & two criteria



Share examples of pictogram and bar chart from newspapers. Ask them to interpret what they understand.



Share and Encourage your child with the following activities

Children to collect data of favourite food of their family members and represent the data using any graph they have learnt. Further challenge yourself by making questions for the Chart drawn.

Challenge –

1. I buy a Twix for 56p and 2 mars bars that cost 49p each. How much change will I get if I pay with a five pound note?

[Data Handling games - Data interpretation, Bar chart, Pictogram, Venn diagram](#)



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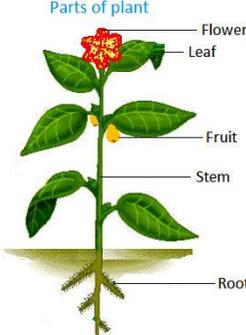
		 <p>2. Jamie buys a twirl for 38p and a double decker for 47p and a galaxy for 76p. He has £3.75 left. How much money did he have to begin with?</p>	
<p>Science</p>	<p>UNIT - HELPING PLANTS GROW WELL</p> <p>To identify and name different plants in the environment and compare them.</p> <p>To describe the functions of various parts of plants that is stem, leaves, flowers and roots.</p> <p>To explain the function of roots as an important part of a plant.</p>	<p>Talk to your child about different types of plants they see around. Ask them how are they different from each other. Encourage them to focus on the different types of stem - some plants like climbers and creepers have weak stem where as a palm tree has strong trunk, compare the leaves of different plants - cactus, date palm, shrubs, bushes etc. Show your child pictures of plants growing in swamps e.g. mangroves where the roots grow above the ground to enable the plant to breathe.</p> <p>Share with your child the functions of different parts of the plant. Tell them there are some plants whose parts perform a different function.</p>	<p>Plants</p> <p>Types of Plants</p> <p>Parts of a Plant</p>



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	<p>To identify two different types of roots.</p> <p>To investigate factors affecting plant growth.</p>	<p>For example the stem of the cactus plant prepares food for the plant and not the leaves. The leaves are thorny which help to reduce loss of water and also protect the cactus from being eaten by animals.</p> <p>Roots: anchor the plant and absorb water and minerals from the soil.</p> <p>Stem: transports water and minerals from the roots to the leaves and food from the leaves to different parts of the plant.</p> <p>Leaf: is known as the kitchen of the plants. Prepares food with the help of carbon dioxide, water, sunlight, chlorophyll. This process is called photosynthesis..</p> <p>Flower: helps in reproduction of new plants</p> <p>Share and discuss with your child the factors which affect the growth of a plant such as sunlight, water and minerals.</p>	<p>Parts of plant</p>  <p>How plants grow?</p> <p>Needs of a Plant</p>
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		<p>Encourage your child to observe the surroundings, click picture of different types of plants and stick it in their picture album or create a power point.</p> <p>Encourage your child to sow some seeds in cotton. Observe how the seed germinates, identify which part comes out first, find out what it is called. Click pictures or draw the different stages of germination.</p>	 <p>Plant growth</p> <p>Germination- growing beans</p>
<p>Humanities</p>	<p>Who were the ancient Egyptians?</p> <p>To explore where and when the ancient Egyptian civilization existed and place it on a timeline.</p> <p>To locate Egypt on a map.</p> <p>What was life like in ancient Egypt?</p> <p>To explore life in ancient Egypt by looking at artefacts and structures.</p> <p>To devise historically valid questions about change, cause, similarity and differences by learning about the daily lives of the people of ancient Egypt.</p>	<p>Encourage your child to locate Egypt and its neighbouring countries on a map.</p> <p>Talk about the objects (artefacts) and structures that have survived in Egypt and what we can learn from them about the lives of the ancient Egyptians.</p> <p>Encourage your child to research ancient Egypt.</p> <p>Share with your child the climate and terrain of Egypt and how it has helped the people.</p>	<p>Ancient Egypt</p> <p>Egypt facts</p> <p>All about Egypt</p> <p>Egypt History</p> <p>Egypt travel</p>



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<p>UAE SST</p>	<p>To create a travel brochure about the UAE.</p>	<p>UAE Heritage Project –</p> <p>Talk with your child about the general information about the UAE.</p> <p>Share with your child something special about each emirate, what places can tourists see, natural features and landscapes or man-made features and what activities they can do in the seven emirates.</p> <p>Encourage your child to research any additional information about the UAE. For example – The best time to visit the UAE, the weather, special events, festivals and UAE culture.</p>	<p>Dubai virtual</p> <p>Jebel Jais Virtual tour</p> <p>Abu Dhabi Virtual tour</p> <p>Key Vocabulary-</p> <p>travel brochure</p> <p>tourisms</p> <p>attract</p>
<p>Moral Education</p>	<ul style="list-style-type: none"> • To understand why it is important to be healthy and what one can do to maintain a healthy lifestyle to ensure emotional and physical wellbeing. • To recognize that people have a range of feelings, both positive and negative, and know how to identify what people are feeling. 	<p>Talk to your child about the importance of healthy living and positive mindset.</p> <p>Share some activities to promote healthy living and talk to them about the negative and positive feelings in people.</p> <p>Encourage your child to follow a healthy lifestyle and to do some kind of exercise daily. You can also</p>	<p>https://youtu.be/fagLa_46HkY</p> <p>https://youtu.be/NLm2BuW73m4</p>



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		<p>ask them to recall the concepts learned in Healthy Lifestyle – Science.</p> <ul style="list-style-type: none"> -Discuss some archaeological sites in U.A.E. -Take pictures if you visit them and let your child share the pictures of your visit in the class. 	
<p>Music Year03 (Kiko)</p>	<p>Learning how to play the recorder</p>	<ul style="list-style-type: none"> • Let the child practice at home, even though there will be squeaking. • Be an audience. But better also check if the child is holding the recorder properly. • Download the files I emailed last January for your child's easy reference <p>You can try asking your child how to cover the holes to do CDEFGAB on a recorder</p>	<p>https://www.youtube.com/watch?v=EXyS9qVrVQ4</p> <p>https://www.youtube.com/watch?v=yNzwF04WC0A&t=40s</p>
<p>Music Year03</p>	<p>Learning how to play the recorder “C” Major Scale and a song “ I Love you”</p>	<ul style="list-style-type: none"> • Let the child practice at home, even though there will be squeaking. 	



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(Sunil)		<ul style="list-style-type: none"> Be an audience. But better also check if the child is holding the recorder properly. 	
Physical Education	<p>Paper Fitness Workout: Develop knowledge and understanding for identifying own strengths and areas to improve, based on components of fitness.</p> <p><u>Physical Fitness: Catching</u></p> <p>Physical fitness is one's ability to execute daily activities with optimal performance, endurance, and strength with the management of disease, fatigue, and stress and reduced sedentary behavior.</p> <p><u>Fun Activities:</u></p> <p><u>Physical Fitness: Throwing</u></p>	<p><u>Talk and Encourage the children to do the following:</u></p>  <p><u>One hand, two hands, High catch, Low catch, Sit and Catching Kneel down and catching. Laydown and catching.</u></p> <p><u>Talk and Encourage children to do the following:</u></p> <ul style="list-style-type: none"> Throw dominant and non-dominant. Throw on an object 	<p><u>Useful sites:</u></p> <p>Workout 1</p> <p>Work out 2</p> <p>Work out 3</p> <p>Work out 4</p> <p>Work out 5</p> <p>Work out 6</p>



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	<p>Physical fitness is one's ability to execute daily activities with optimal performance, endurance, and strength with the management of disease, fatigue, and stress and reduced sedentary behavior.</p> <p><u>Physical Fitness: Striking</u></p> <p>Focus is on to assess their Physical fitness abilities in endurance, flexibility, coordination, strength, balance etc.</p> 	<ul style="list-style-type: none">• Throw on the basket• Jump and throw• Under arm throw• Over arm throw. <p><u>Talk and Encourage the children to do the following:</u></p> <p>One hand strike Two hand strike Strike with note book Striking with notebook Tapping with right and left hand Tapping with alternate hand Tapping with notebook</p> 	<p>Workout 7</p> <p>Work out 8</p> <p>Work out 9</p> <p>Work out 10</p> <p>Work out 11</p>
<p>Arabic for Arabs</p>	<p>* النسر الذهبي</p> <p>- أن يفسر التلميذ المفردات الجديدة في القصة باستخدام القاموس المصور . - أن يقرأ التلميذ قراءة جهريّة سليمة مراعيًا التنغيم والضبط السليم . - أن يجيب التلميذ عن أسئلة تظهر فهمه للفكر الرئيسي والفكر الفرعية مستعينًا بالنص . - أن يجمع التلميذ كلمات من محيط لغوي واحد موضحة الفرق في دلالاتها . - أن ينشئ التلميذ جملاً فعلية . - أن يحدد التلميذ عناصر القصة .</p>	<p>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق: حث التلميذ على استخدام الكلمات الجديدة في تعبيراته داخل المنزل. مساعدة التلميذ على القراءة السليمة لقصة " النسر الذهبي " مساعدة التلميذ في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة. مساعدة التلميذ في تكوين جمل فعلية عن حياته خارج المدرسة. مساعدة التلميذ في كيفية جمع كلمات من المحيط الذي حوله وتوظيفها في سياقات جديدة . - توفير بعض الفيديوهات عن أسلوب الجملة الفعلية . يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة</p>	<p>فيلم قصير -- عن الصداقة (بيت الشجرة)</p> <p>الجملة الاسمية والجملة الفعلية</p> <p>منصة اقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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		التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	
Arabic for Non Arabs	<p>(الحيوانات الأليفة) Pets</p> <ul style="list-style-type: none">- To create sentences about pets.- To describe pets using new vocabulary and adjectives.- To express opinion on different pets.- To compare between pets.	<p>In every lesson, we provide students with new words with their meanings to help your child to memorize and use in sentences of his/her own.</p> <p>-Ask your child to speak about his favourite pet.</p> <p>-Ask your child to describe the pet shop, which he visited before.</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>Pets in Arabic</p> <p>ARABIC COLOURS</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p>
Islamic for Arabs	<p>سورة البلد</p> <p>أن يوضح الطالب المعنى الإجمالي للآيات . أن يفسر الطالب بعض الآيات . أن يستنتج الطالب فضل الإيمان في الدنيا والآخرة .</p> <p>صلة الأرحام</p> <p>أن يستنتج الطالب مفهوم صلة الرحم . أن يوضح الطالب بعض صور صلة الرحم . أن يستنتج فضل صلة الرحم .</p> <p>التعاون سر النجاح :</p> <p>أن يعدد الطالب صور التعاون . أن يستنتج الطالب فضل التعاون. أن يدلل على فضل التعاون من القرآن والسنة .</p>	<p>مساعدة التلميذ في حفظ بعض آيات سورة البلد.</p> <p>مساعدة التلميذ في تفسير بعض آيات سورة البلد .</p> <p>تشجيع التلميذ على الاقتداء بأخلاق الرسول والصحابة الكرام . حث الطالب على صلة رحمه . تشجيع الطالب على التعاون مع الآخرين .</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>التعاون</p> <p>سورة البلد المصحف المعلم</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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<p>Islamic for Non Arabs</p>	<p>Sayeda Khadijah may Allah be pleased with her</p> <ul style="list-style-type: none"> - To explain who is Khadija may Allah be pleased with her and her qualities - To identify her role in supporting the prophet in time of distress <p>Belief in Angels</p> <ul style="list-style-type: none"> - To identify at least five facts about Angels. - To compare and contrast between Angels and humans. - To explain the jobs of some of Allah’s Angels. - To search for the name of the deed for which the Angels ask forgiveness for the doer. 	<ol style="list-style-type: none"> 1- Talk to your child about Sayeda Khadija May Allah be pleased with her. 2- Encourage your child to follow the characteristics of Sayeda Khadija, may Allah be pleased with her. 3- Encourage your child to learn Surah-Azalalah. 4- Encourage your child to learn Duaa taught in class 5-Talk about the pillars of Islam in general and specially believe in Angels. <ul style="list-style-type: none"> - Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic. 	<p>The Story of Khadija (RA)</p> <p>believe in Angel</p> <p>Arabic and Islamic YouTube Channel</p>
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