




The Winchester School

Family Learning Newsletter -Year 6- December 2021

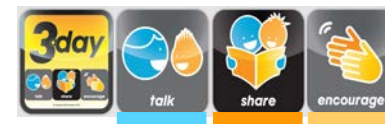


| Area of Learning | Focus | Home activities/How can you help your child at home | Useful website | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--|--|---|-------------|------------|----------|-------|-----------|--------------------------|-------------|-----------|-----------|-----------|------------|-----------|---------|--------|-----------|----------|------------|-----------|-----------|------------|---------|------------|----------|-------|---------|---------|---------|--------|----------|------------|-----------|-----------|------------|------------|------------|-----------|----------|-----------|-------------|----------|-----------|-------------|--------|-----------|---------|---------------|-----------|------------|---------|------------|-----------|---------|---------|------------|---------|---------|--------|-----------|--------|------------|----------|-----------|-------|---------|----------|-------------|-------------|--------|-----------|----------|------------|--------|-------------|---------|----------|-------------|-----------|-------|----------|----------|-------------|------------|-----------|---------|------------|------------|-----------|---------|-----------|-----------|------------|-----------|-------------|--------|-----------|---------|-------------|-----------|---------------|-------|
| Literacy | <p>Spelling</p> <p>To revisit the spellings attached in the spelling list</p> <p>Punctuation and Grammar:</p> <p><u>Revision of topics covered in Term 1.</u></p> <p>SAT STYLE SPAG</p> | <p>Talk and encourage the children to do the following:</p> <p>Encourage your child to write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and written it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>Discuss with students that it is fine to use dictionary if you need to.</p> <p>Talk to your students to brainstorm on the following:</p> <p>Fronted adverbial:</p> <p>Encourage your child to write how they spent their summer vacation using fronted adverbials.</p> <p>Fronted adverbial is phrase or clause that let them know the manner, place, or time of the main action.</p> <p>Figurative devices:</p> | <p>Spelling word list for Year 5 and Year 6 </p> <p>100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?</p> <table border="0"> <tr> <td>accommodate</td> <td>correspond</td> <td>identity</td> <td>queue</td> </tr> <tr> <td>accompany</td> <td>criticise (critic - ise)</td> <td>immediately</td> <td>recognise</td> </tr> <tr> <td>according</td> <td>curiosity</td> <td>individual</td> <td>recommend</td> </tr> <tr> <td>achieve</td> <td>define</td> <td>interfere</td> <td>relevant</td> </tr> <tr> <td>aggressive</td> <td>desperate</td> <td>interrupt</td> <td>restaurant</td> </tr> <tr> <td>amateur</td> <td>determined</td> <td>language</td> <td>rhyme</td> </tr> <tr> <td>ancient</td> <td>develop</td> <td>leisure</td> <td>rhythm</td> </tr> <tr> <td>apparent</td> <td>dictionary</td> <td>lightning</td> <td>sacrifice</td> </tr> <tr> <td>appreciate</td> <td>disastrous</td> <td>marvellous</td> <td>secretary</td> </tr> <tr> <td>attached</td> <td>embarrass</td> <td>mischievous</td> <td>shoulder</td> </tr> <tr> <td>available</td> <td>environment</td> <td>muscle</td> <td>signature</td> </tr> <tr> <td>average</td> <td>equip (-ment)</td> <td>necessary</td> <td>sincerely)</td> </tr> <tr> <td>awkward</td> <td>especially</td> <td>neighbour</td> <td>soldier</td> </tr> <tr> <td>bargain</td> <td>exaggerate</td> <td>nutcase</td> <td>stomach</td> </tr> <tr> <td>bruise</td> <td>excellent</td> <td>occupy</td> <td>sufficient</td> </tr> <tr> <td>category</td> <td>existence</td> <td>occur</td> <td>suggest</td> </tr> <tr> <td>ceremony</td> <td>explanation</td> <td>opportunity</td> <td>symbol</td> </tr> <tr> <td>committee</td> <td>familiar</td> <td>parliament</td> <td>system</td> </tr> <tr> <td>communicate</td> <td>foreign</td> <td>persuade</td> <td>temperature</td> </tr> <tr> <td>community</td> <td>forty</td> <td>physical</td> <td>thorough</td> </tr> <tr> <td>competition</td> <td>frequently</td> <td>prejudice</td> <td>twelfth</td> </tr> <tr> <td>conscience</td> <td>government</td> <td>privilege</td> <td>variety</td> </tr> <tr> <td>conscious</td> <td>guarantee</td> <td>profession</td> <td>vegetable</td> </tr> <tr> <td>controversy</td> <td>harass</td> <td>programme</td> <td>vehicle</td> </tr> <tr> <td>convenience</td> <td>hindrance</td> <td>pronunciation</td> <td>yacht</td> </tr> </table> <hr/> <p>Suffixes -anagram</p> <p>https://quizizz.com/admin/quiz/5d936f5b84c8a0001c63b8c7/fronted-adverbials</p> | accommodate | correspond | identity | queue | accompany | criticise (critic - ise) | immediately | recognise | according | curiosity | individual | recommend | achieve | define | interfere | relevant | aggressive | desperate | interrupt | restaurant | amateur | determined | language | rhyme | ancient | develop | leisure | rhythm | apparent | dictionary | lightning | sacrifice | appreciate | disastrous | marvellous | secretary | attached | embarrass | mischievous | shoulder | available | environment | muscle | signature | average | equip (-ment) | necessary | sincerely) | awkward | especially | neighbour | soldier | bargain | exaggerate | nutcase | stomach | bruise | excellent | occupy | sufficient | category | existence | occur | suggest | ceremony | explanation | opportunity | symbol | committee | familiar | parliament | system | communicate | foreign | persuade | temperature | community | forty | physical | thorough | competition | frequently | prejudice | twelfth | conscience | government | privilege | variety | conscious | guarantee | profession | vegetable | controversy | harass | programme | vehicle | convenience | hindrance | pronunciation | yacht |
| accommodate | correspond | identity | queue | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| accompany | criticise (critic - ise) | immediately | recognise | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| according | curiosity | individual | recommend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| achieve | define | interfere | relevant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| aggressive | desperate | interrupt | restaurant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| amateur | determined | language | rhyme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ancient | develop | leisure | rhythm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| apparent | dictionary | lightning | sacrifice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| appreciate | disastrous | marvellous | secretary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| attached | embarrass | mischievous | shoulder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| available | environment | muscle | signature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| average | equip (-ment) | necessary | sincerely) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| awkward | especially | neighbour | soldier | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bargain | exaggerate | nutcase | stomach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bruise | excellent | occupy | sufficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| category | existence | occur | suggest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ceremony | explanation | opportunity | symbol | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| committee | familiar | parliament | system | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| communicate | foreign | persuade | temperature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| community | forty | physical | thorough | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| competition | frequently | prejudice | twelfth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| conscience | government | privilege | variety | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| conscious | guarantee | profession | vegetable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| controversy | harass | programme | vehicle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| convenience | hindrance | pronunciation | yacht | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



The Winchester School

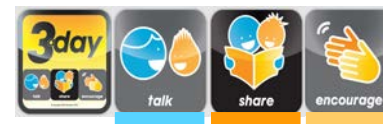
Family Learning Newsletter -Year 6- December 2021



| | | | |
|--|--|--|---|
| | | <p>Encourage the children to read their favourite book and spot the figurative devices.</p> <p>Commas: Discuss why you might need a comma. What effect a comma have on a sentence?</p> <p>Varied Sentence structure:</p> <p>Encourage students to create varied sentences in context with the novel 'Tom's Midnight Garden'.</p> <p>Talk to students about how devices such as repetition, adverbials and ellipsis can be used to create cohesion within and between paragraphs.</p> <p>Conjunctions:</p> <p>Share with your child the use of connectives. They are joining words, and are used to connect phrases together into longer sentences.</p> <p>Encourage your child to use connectives to improve the flow of their writing. Share simple sentences (or extract from a text) and provides two connectives. Now work in pairs, let the child read sentences and choose a connective to combine the sentences into one. Then discuss the meaning of the sentences and see whether the connective is used appropriately.</p> <p>Relative clause:</p> | <p>https://www.spellzone.com/word_lists/games-391.htm</p> <p>https://www.spellingshed.com/en-gb/browse/stage-5</p> <p>https://www.youtube.com/watch?v=3Dz4u4JDpnU</p> <div data-bbox="1541 962 1957 1171"></div> <p>linking paragraphs</p> |
|--|--|--|---|



The Winchester School



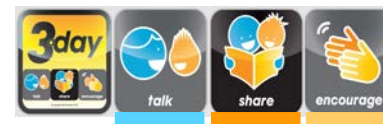
Family Learning Newsletter -Year 6- December 2021

| | | | |
|--|---|--|--|
| | <p>Reading comprehension</p> <p>SAT STYLE Reading comprehension</p> <ul style="list-style-type: none">• To use inference skills to explore in detail, the writer's choice of words about the setting, character and the plot.• To annotate and refer to the text in order to explore grammatical features (active /passive) (relative clauses) and collect evidence with RTC.• To respond to the text. | <p>Talk to your child that a relative pronoun introduces clauses which tells you more about a noun. E.g: - <i>The dragon who lived in the dungeon was fierce.</i> Here who begins the clause which provides extra information about the Dragon? Other relative clauses are which, that, whose, whom.</p> <p>Talk Discuss</p> <p>Encourage your child to answer some questions that you could ask in order to develop critical thinking.</p> <p>Discuss and compare the changes in the character /plot/setting.</p> <p>Encourage your child to create a genre crossword to test their friends/ members of the family.</p> <p>Encourage your child to read stories from different genres and then discuss to compare and contrast various features that they could find. Let them make a list of the same and analyze the major characters and settings that are explicit to these stories.</p> <p>Share with your child some time, reading a fantasy story and then together identify the elements used by the author to describe the setting and the character. Then compare them with another fantasy story characters –focusing on</p> | <p>Synonyms and antonyms</p> <p>Matching game-synonym</p> <p>Matching game-antonym</p> <p>https://quizizz.com/admin/quiz/58c5808b3e5ab0d02453fb5f/relative-pronouns</p> <p>https://www.sats-papers.co.uk/ks2-sats-papers/</p> |
|--|---|--|--|



The Winchester School

Family Learning Newsletter -Year 6- December 2021

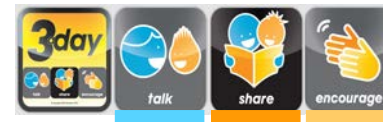





| | | | |
|-----------------|---|---|--|
| | <p><u>Listening & Speaking Skills</u></p> <p><u>Listening: Making Inference</u></p> <p>To infer and interpret the main idea from the comprehension.</p> | <p>the actions which are drawn as evidence, describing the character attributes.</p> <p>Use five senses and ISPACE technique to provide descriptive details for the setting being described.</p> <p>Encourage your child to respond to literal, deductive and inferential questions created to help comprehend the audio to develop the understanding of the text.</p> | |
| Numeracy | <p><u>GAP analysis topic term 1</u></p> <p>To add and subtract numbers including decimals</p> | <p>Encourage your child to help you in shopping and to add up the cost of the purchases, reminding your child to line up with digits and decimals 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.</p> | <p>Adding-decimals</p> <p>Subtracting-decimals</p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021

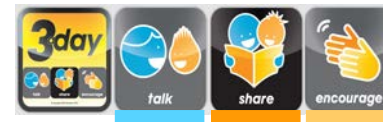


| | | | |
|-----------------------|---|---|---|
| |  | <p><u>Challenge question:</u></p>  <p>What's up with number sentences?</p> <p><u>Video link for addition and subtraction</u></p> <p><u>Youtube link for addition and subtraction of decimal numbers</u></p> <p>Can you use five of the digits 1 to 9 to make this number sentence true?</p> <p><input type="text"/><input type="text"/>.<input type="text"/> + <input type="text"/> <input type="text"/>31.7</p> <p>Can you find other sets of five of the digits 1 to 9 that make the sentence true?</p> | <p><u>Ipad Apps:</u></p>  <p><u>Decimals</u></p> |
| <p>Science</p> | <p>Revision of the topics:</p> <p>Fossils</p> <p>Adaptations in animals and plants</p> | <p>Encourage students to think critically on what will happen if the plants and animals are placed in environments unfamiliar to them.</p> | <p>Useful Links:</p> <p>https://www.liveworksheets.com/fy1313973oy</p> |



The Winchester School

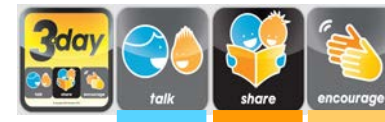
Family Learning Newsletter -Year 6- December 2021



| | | | |
|------------------|---|--|--|
| | <p>Seed germination and Seed dispersal</p> <p>Evolution and Inheritance</p> | <p>Discuss how changing environment can lead to changes in adaptations over a period of time.</p> <p>Engage the students to think and solve the exercises given in the links mentioned.</p> <p>Engage in discussion on how living organisms have evolved over time and that they look and behave differently from their ancestors as a result of adaptation to present environment.</p> | <p>https://www.liveworksheets.com/pc1313985bn</p> <p>https://www.liveworksheets.com/worksheets/en/Science/Animals/Animal_adaptations_xm58265zc</p> <p>https://www.liveworksheets.com/gm1280792ft</p> <p>https://www.liveworksheets.com/worksheets/en/Science/Plant_reproduction/Seed_Dispersal_ii1041251cx</p> <p>https://www.liveworksheets.com/worksheets/en/Science/Evolution/LIVE_WORKSHEET*Evolution_mp37882td</p> |
| Arabic for Arabs | <p>قصة مسموعة</p> <p>أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة</p> <p>أن يحول التلميذ حدثاً من أحداث القصة إلى حوار</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>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت.</p> <p>مساعدة التلميذ في كتابة ملخص للقصة بالمنزل .</p> <p>مساعدة التلميذ في تحديد الأساليب في القصة.</p> <p>مساعدة التلميذ في قراءة القصة وتحديد العناصر الرئيسية وعناصر القصة.</p> <p>مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على الباء مع بيان سبب كتابتها على الألف.</p> <p>تدريبه على ضبط وتوظيف الفعل المضارع.</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>منصة أقرأ بالعربية</p> <p>الهمزة المتطرفة</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |



The Winchester School



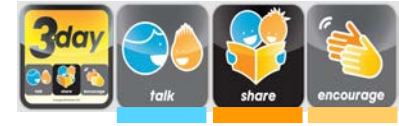
Family Learning Newsletter -Year 6- December 2021

| | | | |
|----------------------|--|---|---|
| | <p>أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات أن يتنبأ التلميذ بما سيحدث بعد نهاية القصة الهمزة المتطرفة على ياء أن يكتب كلمات بها همزة متطرفة على ياء أن يحدد مواضع كتابة الهمزة المتطرفة على ياء الفعل المضارع أن يميز بين حالات إعراب الفعل المضارع أن يوظف الفعل المضارع في جمل / فقرة</p> | | |
| Arabic for Non Arabs | <p>The places (الأماكن) To write sentences about their favourite places. To design a mind map of the places. To describe the places in a paragraph. To compare between two places (zoo – cinema). To distinguish the important places in Dubai. To express their opinion about different places.</p> | <p>Help your child to memorize their new vocabulary from the words list. Encourage children to use these words in sentences of their own. Encourage children to describe the important places in Dubai. Ask your child to draw their favourite place and describe it. Talk to your son about the important places in Dubai. Go through Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.</p> | <p>A day in the garden I Read Arabic Arabic and Islamic YouTube Channel</p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021

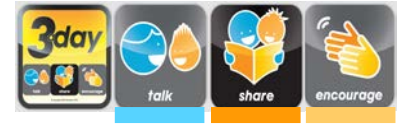



| | | | |
|-------------------------|--|--|---|
| | | | |
| Islamic for Arabs | <p>أحكام النون الساكنة والتنوين حكم الإظهار</p> <p>أن يوضح التلميذ مفهوم الإظهار وحروفه .</p> <p>أن يحدد التلميذ أحكام النون الساكنة والتنوين .</p> <p>أن يتلو التلميذ الآيات تلاوة مجودة مراعي الاحكام.</p> | <p>مساعدة التلميذ في البحث عن فيديوهات عن حكم الإظهار.</p> <p>حث التلميذ على مراعاة حكم الإظهار عند التلاوة.</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>(الإظهار) الحكم الأول من أحكام النون الساكنة والتنوين</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |
| Islamic for Non - Arabs | <p>Lesson: Aisha Bint Abi Bakr, RA</p> <p>To explore the life of Aisha, RA</p> <p>To infer her qualities with reference to Sunnah and Sirah.</p> | <p>Talk to your child about the life of Aisha, RA mainly after her marriage to the Prophet, PBUH.</p> <p>Let your child design an ID card for Aisha, RA showing her main qualities.</p> <p>Go through Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic</p> | <p>Our Mother, Our Teacher (Aisha bint Abu-Bakr)</p> <p>Arabic and Islamic YouTube Channel</p> |
| Humanities | <p>To explore a range of foods that were eaten by the ancient Maya people.</p> | <p>Encourage your child to research the significance of maize to the Maya people.</p> | <p>Maya Food</p> <p>Vocabulary- Cacao,</p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021

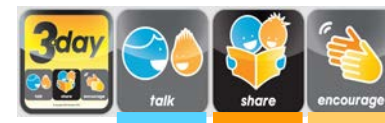


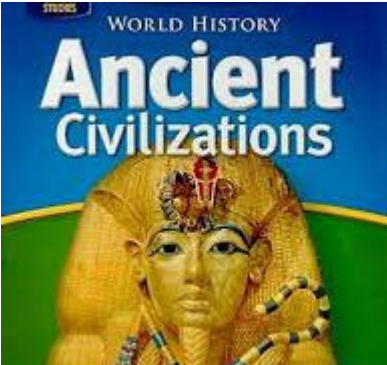
| | | | |
|-------------------------|--|---|--|
| <p>History</p> |  | | <p><u>Maize.</u></p> |
| <p>Geography</p> | <p>To explore the names and locations of the ancient and new wonders of the world.</p> | <p>Encourage your child to explore the different wonders of the world and label them on the world map.</p> | <p><u>Natural Wonders</u></p> <p><u>Natural Wonders of South America</u></p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021

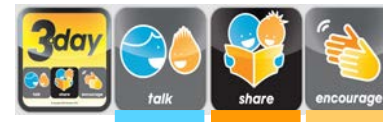



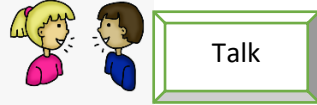


| | | | |
|-----------------------|---|--|--|
| | | | <p>Vocabulary- Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue.</p> |
| <p>UAE SST</p> | <p>To explore ancient civilizations through virtual tours.</p>  | <p>Talk to your child about the rise of ancient civilizations and how the place and geography of these civilizations was important especially rivers and the sea.</p> <p>Share with your child the virtual tours to provide an opportunity to experience the next best thing to being there.</p> <p>Encourage your child to research the civilizations that interest them and they would like to find out more about.</p> | <p>Prehistory</p> <p>River Nile</p> <p>Archaeological Sites in Sharjah</p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021

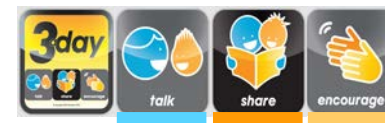


| | | | |
|----------------------|---|---|--|
| | | | <p>https://www.youtube.com/watch?v=bXowFYegeEY</p>  |
| <p>French</p> | <p><u>Topic: French project</u></p> <p>-To recap Term 1 topics and complete a self-reflection.</p> |  <p>Ask your child about favourite topic in French.</p>  |  <p>https://www.youtube.com/watch?v=iK5KeEg7PC4</p> <p>https://www.youtube.com/watch?v=Kq4Luegns8c</p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021



- Create a presentation or poster about your favorite topic so far.



Encourage

Students to keep exploring the links given to recap term 1 topics.



Cornwall Activity

[Topic/Les sports et les loisirs](#)

<https://wordwall.net/play/5514/122/907>

<https://wordwall.net/play/6091/208/679>

<https://wordwall.net/play/5516/538/263>

<https://wordwall.net/play/6890/817/855>

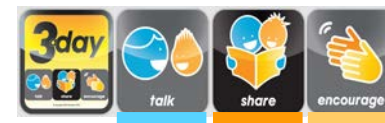
<https://www.youtube.com/watch?v=VZ4ZxWrAsCY>

<https://www.youtube.com/watch?v=EkJjJ2LK3U8>



The Winchester School

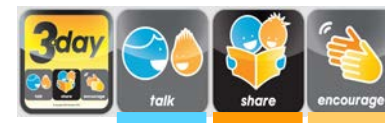
Family Learning Newsletter -Year 6- December 2021



| | | | |
|---------------------------|---|--|--|
| | | | <p><u>Topic/ La météo</u></p> <p><u>https://wordwall.net/play/5783/745/398</u></p> <p><u>Quizlet Activities</u></p> <p><u>https://quizlet.com/328353477/learn</u></p> <p><u>https://quizlet.com/328353477/match</u></p> <p><u>https://quizlet.com/19309466/match</u></p> <p><u>https://quizlet.com/19309466/gravity</u></p> |
| Physical Education | <p><u>Rounder – Basic rules and game</u> Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.</p> | <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> Hip rotation Arm rotations Slow jogging on the spot Alternate toe touch</p> <p><u>Rules of the Game and Match</u></p> <p><u>Cooldown</u></p> | <p><u>Useful sites:</u></p> <p>Link1:</p> <p><u>https://www.youtube.com/watch?v=f5Lxivy9_L9Q&t=4s</u></p> |



The Winchester School



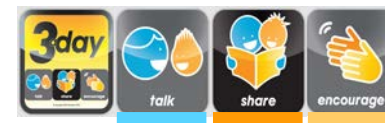
Family Learning Newsletter -Year 6- December 2021




| | | | |
|--|--|--|--|
| Music Year 06 (Kiko) | <p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p> | <p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p> | <p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p> |
| Music Year 06 (Sunil) | <p>Revision of "UAE national anthem" on recorder, sight reading and rhythm making.</p> | <p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience and check if the child is holding the recorder properly.</p> | |
| Music Year06 (Joyson) | <p>Improving child's confidence and musicality through music letter names reading.</p> <p>We explore the music notes in a specific song "Faded". So that they are able to play in the recorder</p> | <p>Let the child understand the music note and the finger position on the recorder.</p> <p>Ask the child to perform it with the beat. Below mentioned link is for the beats.</p> <p>80 BPM - Simple Straight Beat - Drum Track - YouTube</p> | <p>Faded Recorder / Flute Tutorial (Verse and Chorus) - YouTube</p> |



The Winchester School

Family Learning Newsletter -Year 6- December 2021

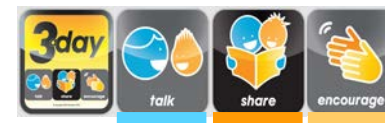




| | | | |
|-------------|--|--|---|
| ICT | <u>TOPIC : Revision</u> Introduction to Artificial Intelligence and Machine Learning. Hardware and Software | Talk to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet. Explore the applications of AI and ML in UAE How AI, IoT, and analytics make Expo 2020 Dubai the city of the future. | http://moviemaker.support/docs/getting-started/ http://www.primaryresources.co.uk/ict/ict2.htm |
| Arts | <u>Visiting a virtual art gallery</u>  | Encourage your child to collect visual and other information from a virtual art gallery.  | Art Gallery Virtual Tour https://www.tate.org.uk/art/360-video/grimshaw  https://central.espresso.co.uk/espresso/modules/t2_artists/index.html |



The Winchester School

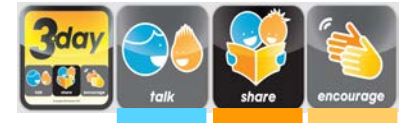
Family Learning Newsletter -Year 6- December 2021



| | | | |
|-------------------------------|---|---|---|
| <p>Moral Education</p> | <p>Theme: Personality and morals.</p> <p>Unit : Taking Responsibility for Oneself and Others</p> <p>- To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience</p> <p>- 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>Key vocabulary:</p> <p>Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community.</p> <p>Self-responsibility: Setting goals for success and self-realization</p> | <p>Talk 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>Encourage 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>Share with your child the real-life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p>Activity: 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>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/</p> <p>2.</p>   |
|-------------------------------|---|---|---|



The Winchester School



Family Learning Newsletter -Year 6- December 2021

| | | | |
|--|--|--|--|
| | <p>in personal, educational and professional life.</p> <p>Taking responsibility: Recognizing one's obligations and willingly fulfilling them.</p> <p>Perseverance: Continually conducting work and making an effort until the objective is achieved.</p> | <p>Family members provide suggestions to improve the performance of an individual who does not do well.</p> <p>Every family member undertakes to carry out their responsibilities by signing the main list of tasks.</p> | |
|--|--|--|--|