





The Winchester School

Family Learning Newsletter -Year 6- May 2021



Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Literacy</p>	<p>Spelling</p> <p>To use words with the /i/ sound spelt 'ei' after 'c'.</p> <p>To spell homophones and near homophones.</p> <p>Direct /Indirect Speech</p>  <p>To distinguish between direct and indirect speech.</p>	<p>Share with your child a few words that sounds /i/ but spelt 'ei' and 'c'. Have a discussion on the difference in the way the word is pronounced and its real spelling. Talk about the strategies to learn the word and spell them accurately using the note book</p> <p>Encourage your child to recognize homophones. They are words that have the same sound but different meanings and different spellings. Some homophone pairs can be told apart because one of the words is a verb and the other one is a noun. Eg :- advice –noun, advise - verb</p> <p>Talk to your child about when we report the words of a speaker by quoting exact words -Inverted commas or quotation marks “ ” are used.</p> <p>When we report what the speaker said without using exact words.</p> <p>Past tense is used.</p> <p>Inverted commas or quotation marks “ ” are not used.</p>	<p>spelling game</p> <p>anagram</p> <p>homophones</p> <p>homophones game</p> 



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	<p>To transform speech from direct to indirect and vice versa.</p> <p>To correct the given text with their knowledge of direct/indirect speech.</p> <p>To choose how to punctuate the text.</p> <div data-bbox="327 613 621 833" data-label="Image"></div> <p>To create a recount using direct and indirect speech.</p> <p>Grammar</p> <p>To investigate the use of passive voice.</p> <p>To review the use of passive voice.</p>	<p>Share examples of both direct and indirect speech.</p> <p><u>Reported Speech or Indirect Speech:</u></p> <p><i>Politician:” I have decided to run for president in next year’s elections.</i></p> <p><i>In the News: The beleaguered politician said he would run for presidential office the following year.</i></p> <p>Encourage your child to recognize type of speech and learn to punctuate it along with converting it from one form to another.</p> <p>Teach them how we use speech marks in different type of text.</p> <p>Talk to your child that we say a verb is in the passive voice when the subject of the sentence is acted on by the verb. The places of subject and object in sentence are inter-changed in passive voice. Eg:- A song is sung by</p>	<p>punctuation</p> <p>punctuation game</p> <p>use of punctuation</p> <p>passive voice</p> <p>passive voice board game</p>
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	<p>To investigate connecting words and phrases.</p> <p>Text Level</p> <p>Journalistic Media (Continuation)</p> <p>To organize non-fictional paragraphs to create a newspaper article.</p> <p>To select appropriate forms and present information according to audience and purpose.</p> <p>To create a tabloid newspaper article.</p> <p>To plan and compose a balanced newspaper article.</p>	<p>him. Emphasis is given to action rather than the person or object that performs the action.</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.</p> <p>Share with the child cut outs of paragraphs from a news article in jumbled form, now read, discuss and together try to organize the events in the sequence. Analyze and discuss on why the paragraphs should have sequence, details to be included in different paragraphs and the structural layout.</p> <p>Encourage the child to explore articles presented in the newspaper in different sections. Together discuss and identify the various sections of the newspaper and how the language is used to present ideas catering to the audience. Eg:- political, business, tabloid, advert.</p> <p>Talk to your child and discuss the different types of articles presented in a Tabloid. Now explore a tabloid and analyse the language and its structural layout. Elicit from the child the style of language employed by the writer to grab the audience. Talk about the organizational features.</p>	<p>Active passive voice</p> <table border="1"> <thead> <tr> <th>TENSE</th> <th>ACTIVE</th> <th>PASSIVE</th> </tr> </thead> <tbody> <tr> <td>Present Simple</td> <td>I make a cake</td> <td>A cake is made</td> </tr> <tr> <td>Present Contin.</td> <td>I'm making a cake</td> <td>A cake is being made.</td> </tr> <tr> <td>Past Simple</td> <td>I made a cake.</td> <td>A cake was made.</td> </tr> <tr> <td>Past Continous</td> <td>I was making a cake.</td> <td>A cake was being made.</td> </tr> <tr> <td>Present Perfect</td> <td>I have made a cake</td> <td>A cake has been made.</td> </tr> <tr> <td>Past Perfect</td> <td>I had made a cake.</td> <td>A cake had been made.</td> </tr> <tr> <td>Future Simple</td> <td>I will make a cake.</td> <td>A cake will be made.</td> </tr> <tr> <td>Future be going to</td> <td>I'm going to make a cake.</td> <td>A cake is going to be made.</td> </tr> <tr> <td>Modal</td> <td>I must make a cake.</td> <td>A cake must be made.</td> </tr> <tr> <td>Modal Perfect</td> <td>I should have made a cake.</td> <td>A cake should have been made.</td> </tr> </tbody> </table> <p>www.facebook.com/learningsharingtheloveoflearning</p> <p>connectives</p> <p>sentence magic</p> <p>writing fun</p> <p>fun games</p> <p>writers workshop</p> <p>writers- workshop</p> <p>time4 writing</p> <p>News paper</p> <p>Interactive writing game</p> <p>Newspaper story format</p> <p>Newspaper writing</p> <p>Newspaper quiz</p>	TENSE	ACTIVE	PASSIVE	Present Simple	I make a cake	A cake is made	Present Contin.	I'm making a cake	A cake is being made.	Past Simple	I made a cake.	A cake was made.	Past Continous	I was making a cake.	A cake was being made.	Present Perfect	I have made a cake	A cake has been made.	Past Perfect	I had made a cake.	A cake had been made.	Future Simple	I will make a cake.	A cake will be made.	Future be going to	I'm going to make a cake.	A cake is going to be made.	Modal	I must make a cake.	A cake must be made.	Modal Perfect	I should have made a cake.	A cake should have been made.
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	<p><u>Moral Education Link</u> Unit- Character and Morality</p> <p>Topic- People coming to and settling in the UAE.</p> <p>- Charity, sympathy and generosity.</p> <p>2. Text Level</p> <p>Review the topics</p> <p>Traditional Stories</p> <p>To compare the features of different types of traditional stories.</p> <p>To annotate and comprehend a given text and respond to the questions.</p> <p>To infer the techniques used by an author in form of language, setting and characters to portray the cultural influence.</p> <p>To create a traditional story based on research.</p>	<p>Encourage the child to talk about a relevant matter that they would like to reflect on and want to be conveyed to a mass audience. Discuss and jot down details that need to be included in the article. Eventually help the child to compose balanced news article with appropriate language.</p> <p>Talk to your child about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person').</p> <p>Talk to your child: Ask them to think about why we tell stories. How did hearing about our friends' holiday or weekend improve or help our lives. Stories help us learn about other people and situations. They help us make friends through knowing what a person does or likes, entertains us and gives us ideas of our own.</p> <p>Ask them how stories are passed on today; internet, email, books, e-books and more. How would stories have been</p>	<p>Press Release: Sections: Example</p>  <p>https://www.youtube.com/watch?v=DHBWQdhJtqk</p> <p>https://www.theschoolrun.com/what-is-a-traditional-tale</p>
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	<p>passed on when none of these existed, perhaps 5,000 years ago?</p> <p>Encourage the student to say what they think the words 'tradition' and 'traditional' mean? Tell the class that there are stories called 'traditional tales' and ask them what they think this means. Now ask them if they can think of any stories they know that meet the criteria of traditional tales.</p> <p>Read parts of the stories to them or ask them to read extracts individually, in pairs or in groups to see if they can identify common themes in the language used in each.</p> <p>They will probably notice:</p> <ul style="list-style-type: none"> • Common settings in time and place • The inclusion of heroes and villains • Common themes of good triumphing over evil • Happy endings <p>Share the different types of stories see if they are able to explain what features there are in a traditional tale, be able to recognise language choices used for a particular audience.</p> <p><u>Moral Education Link</u> Unit- Character and Morality</p> <p>- Charity, sympathy and generosity</p> <p>3. Text Level</p>		 <p>https://www.storycove.com/anansi-goes-to-lunch</p> <p>https://www.storycove.com/anansi-goes-to-lunch-summary</p>
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	<p>Review the topics</p> <p>Email Conventions (Continuation)</p> <p>To compare a formal letter with news report on an issue.</p> <p>To differentiate between informal and formal language.</p> <p>To identify the five parts of email writing.</p> <p>To explore the features and rules for writing emails for different purposes and audience.</p> <p><u>Moral Education Link</u></p> <p>To explore the moral attitude, the concept of high moral values, and the ability to understand the other's point of view.</p> <p>The Environment is my responsibility</p> <ul style="list-style-type: none">•Taking responsibility of oneself and others. <p>To develop responsibility at home and globally on environmental issues and possible solutions are explored with a focus on raising awareness.</p>	<p>Students will read and explore a folktale, while utilizing interdisciplinary connections in language arts, geography, science and social studies. Opportunities are provided for differentiated instruction as well as the development of story vocabulary. Terms include: narrator, point of view, main character, dialogue, setting, title and quotation marks.</p> <p>Talk to your child sharing how stories teach us cultural values and a way of living.</p> <p>They guide us to respect and care for our fellow men.</p> <p>Share samples of formal and informal conversations or emails. Then encourage your child to categorise the samples based on the language used and guide them to differentiate between formal and informal language.</p> <p>Share with your child a sample of an official email, then annotate the features and prepare a checklist. Discuss the purpose of adding the features in detail.</p> <p>Encourage the child to prepare an official email addressing any issue (give a scenario) to embed understanding about the formal letter with support.</p>	<p>Formal and informal</p> <div data-bbox="1606 755 1927 1006"></div> <p>Formal and informal quiz</p> <p>Formal and informal phrases</p> <p>Parts of an email</p> <p>Email etiquette</p>
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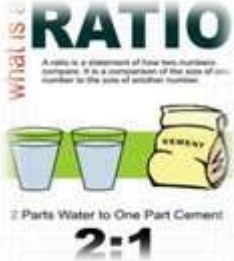
	<p>To explore the moral attitude, the concept of high moral values, and the ability to understand the other's point of view.</p>	<p>Talk to the child to follow the rules while writing a formal email by understanding the purpose of the email and the person to whom they are addressing the same.</p> <p>Talk to your child about thinking from their parent, sibling or a classmate's point of view</p> <p>Encourage your child to explore the features of email conventions and encourage the child to prepare an official email addressing any issue (give a scenario) incorporating the features.</p> <p>Encourage your child to express viewpoints on a environmental issue (for example, global warming, pollution) with a level of clarity.</p> <p>Talk to your child about thinking from their parent, sibling or a classmate's point of view.</p> <p>Share an example of when you changed your opinion about someone after examining their point of view.</p> <p>Encourage your child to use the passive voice in order to show interest in the person or object that experiences an action rather than the person or object that performs the action.</p> <p>Talk to your child about the features of email conventions and encourage the child to prepare an official email</p>	<p>Email etiquette quiz</p>
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		<p>addressing any issue (give a scenario) incorporating the features.</p> <p>Encourage your child to express viewpoints on a environmental issue (for example, global warming, pollution) with a level of clarity.</p>																																													
<p>Numeracy</p>	<p>To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> 	<p>Proportion compares a part to the whole and is expressed as a fraction, decimal or percentage, e.g. in a ball pool, $\frac{1}{4}$ (or 25%) of the balls are red. This can be expressed as '1 in 4 balls is red' or '1 in every 4 balls is red'.</p> <p>Encourage your child to play this game.</p> <table border="1" data-bbox="905 743 1514 919"> <thead> <tr> <th colspan="6">Fleeces made in a factory</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>4000</td> <td>320</td> <td>480</td> <td>560</td> <td>160</td> <td>800</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>5600</td> <td>8000</td> <td>1600</td> <td>720</td> <td>2400</td> <td>640</td> </tr> </tbody> </table> <table border="1" data-bbox="905 938 1514 1065"> <tbody> <tr> <td>Dice roll</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Proportion of blue fleeces</td> <td>1 in every 8</td> <td>1 in every 4</td> <td>3 in every 8</td> <td>1 in every 2</td> <td>5 in every 8</td> <td>7 in every 8</td> </tr> </tbody> </table> <p>What to do</p> <ul style="list-style-type: none"> • The challenge is to buy as many blue fleeces as possible. • Take turns to turn over a card to decide on the number of fleeces in production. • Roll the dice to find out the proportion of blue fleeces being made. • Each person keeps a running total of their blue fleeces. • Declare the winner after 10 minutes. <div data-bbox="1243 1084 1522 1286" style="border: 1px solid black; padding: 5px;"> <p>You will need:</p> <ul style="list-style-type: none"> • pencil and paper • pack of playing cards with the Kings removed (Jack represents 11, Queen 12) • 1–6 dice </div>	Fleeces made in a factory						1	2	3	4	5	6	4000	320	480	560	160	800	7	8	9	10	11	12	5600	8000	1600	720	2400	640	Dice roll	1	2	3	4	5	6	Proportion of blue fleeces	1 in every 8	1 in every 4	3 in every 8	1 in every 2	5 in every 8	7 in every 8	<p>Ratio rumble</p> <p>Ratio blaster</p> <p>Dirt Bike Proportions</p>
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To order fractions by converting them to fractions with a common denominator.

To find fractions of whole number quantities.

To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction $\frac{3}{8}$

Encourage your child to use empty 12 eggs- egg carton. Point out that each carton represents one whole. Elicit from the child what fraction each cup in the carton represents. ($\frac{1}{12}$)

What would that be in decimals or percentage? Encourage your child to play a game of fractions from the websites provided while sharing a pizza with friends.

ACTIVITY

What to do

- Each person turns over the cards two at a time to make 5 different proper fractions, simplifying them where possible.
- Change them into decimals by dividing the numerator by the denominator (round to 2 decimal places where necessary).
- Check using a calculator.
- Mark the approximate positions of the decimals on a 0–1 number line.
- The winner is the person with the decimal closest to $\frac{1}{2}$.

You will need:

- pencil and paper
- 1–9 digit cards from a pack of playing cards
- calculator (or use mobile phone)

Variation

- Use the cards to make five different 2-place decimals and write four fractions that are equivalent to each decimal.

QUESTIONS TO ASK

What is $\frac{1}{8}$ as a decimal? (0.125)

Which is bigger 80% or $\frac{3}{4}$? (80%)

Which is bigger 39% or $\frac{2}{5}$? ($\frac{2}{5}$)

What is left of a pizza if $\frac{1}{8}$, 25% and 0.375 is eaten? ($\frac{1}{4}$)

In the activity which fraction is the closest possible to 1 ? ($\frac{8}{9}$)
Did anyone pick it in your game?

[math game fractions](#)



[percentages](#)

[least-common-denominator](#)



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To multiply simple pairs of proper fractions, writing the answer in its simplest form.



ACTIVITY

What to do

- Take turns to generate fractions to multiply.
- Roll the dice to make a proper fraction (if they are the same, re-roll one dice), e.g. 4 and 3 gives $\frac{3}{4}$.
- Roll them again to give a second fraction, e.g. 5 and 2 gives $\frac{2}{5}$.
- Multiply the pair of fractions, e.g. $\frac{3}{4} \times \frac{2}{5} = \frac{6}{20}$.
- Simplify the answer: $\frac{6}{20} = \frac{3}{10}$.
- Put the answer on a number line from 0 to 1.
- The largest and the smallest fractions are the winning ones. If you have one each, it is a draw!

You will need:
• two 1–6 dice

Variation

- Use digit cards 1–9 to increase the range of possible fractions.

QUESTIONS TO ASK

What is $\frac{1}{4}$ of $\frac{1}{2}$? ($\frac{1}{8}$)

Calculate $\frac{1}{2} \times \frac{3}{5}$ ($\frac{3}{10}$)

What is $\frac{6}{10} \times \frac{2}{3}$ in its simplest form? ($\frac{2}{5}$)

Encourage your child to find the percentage of money spent on household items and on luxury items.

While ordering a pizza ask the child to note, what fraction did each has of it and use the same to find the percentages.

[simplifying-fractions](#)

IPAD- APPS

[Ratio and proportion](#)

[Fraction basics](#)

[fruity-fractions](#)





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To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

ACTIVITY

Player 1	Player 2
<input type="text"/> <input type="text"/> % of <input type="text"/> <input type="text"/> 0 0	<input type="text"/> <input type="text"/> % of <input type="text"/> <input type="text"/> 0 0

You will need:

- 0–9 digit cards from a pack of playing cards (use Jacks to represent zero)
- pencil and paper

What to do

- Player 1 shuffles the cards and turns over four cards to fill the spaces.
- Calculate the percentage, using an appropriate method.
- Player 2 has a turn.
- The player with the larger number scores a point.
- Repeat with new cards.
- The winner is the first person to reach 5 points.

Variation

- To make it easier, find 1-digit percentages of a 3-digit number using:
 % of 0

QUESTIONS TO ASK

What is 1% of 570? (5.7)

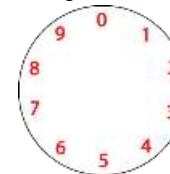
How would you find 15% of 340? What is the answer? (51)

How would you find 35% of 280? What is the answer? (98)

Which is bigger? 25% of 300 or 40% of 200? (40% of 200 = 80 whereas 25% of 300 is 75)

What percentage is 30 of 150? (20%)

On Annie's ninth birthday, her Mum made her a cake, which had the figures from 0 to 9 round the edge in the red icing instead of candles.



Starting from the center, Annie cut the cake into 3 pieces with 3 cuts so that the numbers on each piece added to the same total.





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		Where were the cuts and what fraction of the whole cake was each piece?	
Science	<p>Revision of topics for SA2</p> <p>Organ System</p> <p>Digestive system and Teeth</p> <p>Skeleton system</p> <p>Circulatory System</p> <p>Respiratory System</p>	<p>Dear Parents,</p> <p>In May, we will be focusing on organ systems. Please encourage your child to refer to the links provided to refresh their understanding and knowledge of digestive system and teeth (year 3), skeleton system (year 4), circulatory system – heart, respiratory system and blood will be taught in detail in school (year 5).</p> <p>Talk to your child about the various systems in the body and how they function.</p> <p>Share with your child how the circulatory system and respiratory system are connected.</p> <p>Encourage your child to research using the following links to find out how the systems help in running the body functions smoothly by giving common examples of running and increasing heart rate. What is the effect of running and exercising on different organ systems of our body?</p>	<p>Digestive System</p> <p>Enzymes and digestion</p> <p>Human digestive system</p> <p>circulation</p> <p>respiratory</p> <p>respiratory System</p> <p>respiratory</p> <p>respiratory</p> <p>skeleton</p> <p>Skeleton</p> <p>skeleton</p>
Humanities History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power</p>	<p>Encourage your child to research Medieval England in British history beyond 1066 and King John.</p>	<p>Biography/John-king-of-England</p> <p>Historical-people/king-John-facts/</p>



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King John	of monarchs using the case study of King John. Nature of Monarchy in the Middle Ages Lineage and Early Life Succession to the throne The Magna Carta and the reason for it	Talk to your child about the early life of King John and his background. Share with your child how to organize their responses and answers by selecting relevant historical data. 	King John of England Medieval England Medieval Times Magna Carta magna-carta
Geography Mapping Skills	To implement four and six-figure grid references to locate places on a map. To explore eight compass points to describe routes on a map.	Share with your child how a place can be located on a map using four figure and six figure grids. Encourage your child to follow and give directions using eight points of a compass. Talk to your child giving directions on maps using eight compass points.	Reading and making map <div style="border: 1px solid green; padding: 10px;">Key Vocabulary- Compass, North, South, East, West, North East, South East, South West, North West, Co-ordinates, Eastings, Grid reference,</div>



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<p>UAE SST</p>	<p>THE GOLDEN AGE OF ISLAMIC CIVILIZATION</p> <p><u>Key vocabulary:</u></p> <p>Golden Age of Islamic Civilization, Abbasid Dynasty, caliph, scholar, merchant.</p> <p>-BAGHDAD</p> <p><u>Key vocabulary:</u></p> <p>suburb, canal, palace, defence, multicultural</p> <p>-SCIENCE AND INNOVATION</p> <p><u>Key vocabulary:</u></p> <p>astronomy, translation, innovation, invention, engineering, entrepreneur</p> <p>-ART, SCHOLARSHIP AND THE HOUSE OF WISDOM</p> <p><u>Key vocabulary:</u></p>	<p>Talk with your child about the Golden Age of Islamic Civilization.</p> <p>Share with your child the importance of the location of Baghdad.</p> <p>Encourage your child to understand the development of Baghdad as a capital city and how it was a multicultural city.</p> <p>Help your child to examine examples of technological innovation in the Golden Age of Islamic Civilization</p> <p>Encourage your child to explore forms of art and the role of the House of Wisdom in the Golden Age of Islamic Civilization.</p>	<p>The Golden Age of Islamic Civilization</p> <p>The Golden Age</p> <p>Baghdad</p>  <p>Baghdad and its legacy</p> <p>Baghdad's history</p> <p>Science and innovation in the Golden Age of Islamic Civilization</p> <p>Bayt-al-Hikmah</p>
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	House of Wisdom, arabesque, geometric, literature, scholarship		
Arabic for Arabs	<p>قصة خارج المرعى</p> <p>أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة</p> <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>الهمزة الممدودة</p> <p>أن يكتب التلميذ كلمات بها همزة ممدودة</p> <p>أن يحدد التلميذ مواضع الهمزة الممدودة</p> <p>المفاعيل الخمسة -مقارنة وتطبيق</p> <p>أن يميز التلميذ بين حالات نصب المفاعيل الخمسة</p> <p>أن يوظف التلميذ المفاعيل الخمسة في سياقات جديدة(جمل-فقرة- مقال..)</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 قصة خارج المرعى وتحديد العناصر الرئيسية وعناصر القصة</p> <p>مساعدة التلميذ في كتابة كلمات بها هـ همزة ممدودة مع بيان سبب كتابتها بهذا الشكل</p> <p>تدريبه على إعراب وتوظيف المفاعيل الخمسة في سياقات جديدة(جمل-فقرة- مقال..)</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>همزة المد</p> <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
Arabic for Non Arabs	<p>In the school (في المدرسة)</p> <p>-To design a mind map about the school.</p>		



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	<p>-To use the exclamatory style in a paragraph about the school. To create a letter correctly. - To compare between their school and different school. - To explain the importance of the school. - To express thier opinion in the school.</p>	<p>Encourage your child to memorize new vocabulary about the new topic (the school) Talk to your child about the school. Ask your child about his opinion regarding his school. 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>The school I Read Arabic Arabic and Islamic YouTube Channel</p>
Islamic for Arabs	<p>محاسبة النفس أن يستنتج التلميذ المعنى الإجمالي للحديث الشريف . أن يوضح التلميذ بعض معاني مفردات الحديث الشريف أن يبدي التلميذ رأيه في بعض المواقف الجلس الصالح والجلس السيء أن يستنتج التلميذ أثر الأصدقاء عليه . أن يفرق التلميذ بين أنواع الأصدقاء . أن يدلل التلميذ على فضل الصحبة الصالحة من الكتاب والسنة . سورة السجدة أن يستنتج التلميذ المعنى الإجمالي للآيات الكريمة . أن يفسر التلميذ بعض معاني مفردات الآيات الكريمة أن يحدد التلميذ فضل سورة السجدة .</p>	<p>مساعدة التلميذ في معرفة فضل مساعدة النفس . مساعدة التلميذ في معرفة المعنى العام للحديث الشريف . مساعدة التلميذ في معرفة بعض الأدلة عن فضل محاسبة النفس . مساعدة التلميذ في معرفة أثر الأصدقاء على الفرد والمجتمع . مساعدة التلميذ في التمييز بين أنواع الاصدقاء . مساعدة التلميذ في معرفة بعض الأدلة من الكتاب والسنة عن فضل الصديق وأهميته في الإسلام 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>الجلس الصالح المصحف المعلم الصديق المنشاوي سورة السجدة قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
Islamic for Non Arabs	<p>Lesson 1: Kindness is good</p>	<p>-Encourage your child to talk about different manifestations of kindness.</p>	<p>The Concept of Kindness in Islam</p>



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	<p>To explain the concept of kindness in Islam. To infer the aspects of kindness to others with reference to Quran, Sunnah and Sirah.</p> <p>-Lesson 2: Manners of Supplications</p> <p>To share the manners of supplication in Islam. To infer the benefits of abiding by these manners with reference to Quran, Sunnah and Sirah.</p>	<ul style="list-style-type: none"> - Share with him the benefits of being kind and spreading kindness. - Encourage your child to search about evidences from Quran or Sunnah showing the concept of kindness. - Encourage your child to observe the manners of supplication in his daily duas. - 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 ETIQUETTES OF SUPPLICATING TO ALLAH</p> <p>Arabic and Islamic YouTube Channel</p>
<p>French</p>	<p><u>Topic 1: La nourriture</u></p> <ul style="list-style-type: none"> -To describe different meals. -To Talk about prices and quantities of food and packaging. 	<div data-bbox="898 711 1213 815" data-label="Image"></div> <p>About different meals.</p> <ul style="list-style-type: none"> - Count from 1 to 100 in French. <div data-bbox="898 1026 1213 1140" data-label="Image"></div> <p>Create your own poster or leaflet about your favorite meal.</p>	<div data-bbox="1606 717 1801 868" data-label="Image"></div> <p><u>Topic: La nourriture</u></p> <div data-bbox="1606 1026 1879 1230" data-label="Image"></div>



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Encourage

Students to keep exploring the links given.



<https://quizlet.com/543658595/gravity>

<https://quizlet.com/543658595/match>

<https://quizlet.com/543658595/test>

<https://quizlet.com/367971486/les-nombres-1-100-flash-cards/>

<https://quizlet.com/367971486/test>

<https://quizlet.com/367971486/match>



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<https://quizlet.com/367971486/gravity>



Keep practising the topic at home by visiting **Linguascope**.

Go to beginner –choose French- l' alimentation – choose topics' fruits", "les légumes", " le petit-déjeuner", "les snacks"

Find attached Username and password.

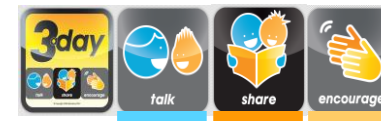
Username: winlang

Password: gems2020



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<p>ICT</p>	<p><u>Topic Scratch: Animated Stories</u></p> <p>Learning Objectives:</p> <p>Animate a Scene Create appropriate animations for a story scene.</p> <p>Broadcast a Message Structure and control the timing of events.</p> <p>Sequence a Story Add voice sounds to enhance an animated story</p> <p>Getting Interactive Add interactive user features to a scene or story</p>	<p>Health & Safety General safety in using a computer and e-safety rules, particularly if accessing the Internet. Encourage good posture when sitting at the computer.</p> <p>Designed to help children in continuing to develop their skills in writing their own algorithms as well as editing and debugging existing codes.</p> <p>New skills are introduced to structure code and animate characters and scenes, gradually building to create a short animated story.</p> <p>Encourage to plan or draw ideas</p>	<p>These are the home learning tasks to go along with this Scratch computing unit.</p> <p>https://youtu.be/ldW-7_RUgyA</p> <p>Scratch in Practice (mit.edu)</p>
<p>Music Year 06 (Kiko)</p>	<p>Learning how to play the recorder using notes and rests</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> <p>Download the files I emailed last January for your easy reference</p> <p>You can also try asking about the kinds of notes and rests</p>	<p>https://www.youtube.com/watch?v=YvJDEHlisGM</p> <p>https://www.youtube.com/watch?v=T8BlfntBOFU&t=12s</p>



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Music Year 06 (Sunil)	Learning how to play the “C” Major scale Ascending and Descending followed by learning popular songs	Let the child practice at home, even though there will be squeaking. Be an audience and if the child is holding the recorder properly.	Learning how to play the “C” Major scale Ascending and Descending followed by learning popular songs
Arts	<p><u>Chuck Close portrait drawing</u></p> <p><u>To create a color square inspired by the work of Alma Thomas</u></p> 	<p>Discuss with your child how to draw portraits using the grid system in Chuck Close (American artist) style.</p> <p>Encourage your child to discuss the artist in relation to American painting and the time period; make comparisons to the past and present.</p> <p>Motivate your child to make small blocks of color, like artist Alma Thomas, that together build a larger work of art.</p>	<p>Alma Thomas</p> <p>Art Gallery</p> <p>Virtual Tour 360</p> <p>Raphael famous circles</p>



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<p>Moral Education</p>	<p>Theme: Personality and morals.</p> <p>Unit : Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none"> - To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience - 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>Key vocabulary:</p> <p>Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community.</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>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p>  <p>2.</p>



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	<p>Self-responsibility: Setting goals for success and self-realization 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>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>Every family member undertakes to carry out their responsibilities by signing the main list of tasks.</p>	
<p>Physical Education</p>	<p>Rules of the game/Rounders</p> <p>Will learn important rules, players positions and skills.</p> <p>Rules of the game/Volleyball</p> <p>Will learn important rules, players positions and skills.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Rules of the game 2. Officiating 3. Player position  <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Rules of the game 2. Officiating 3. Player position  <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none"> 1. Rules of the game 	<p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=6GklXr0hKaY</p> <p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=9g7nYQv-kPM</p> <p>www.pecentral.org</p>



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	<p>Rules of the game/Badminton</p> <p>Will learn important rules, players positions and skills.</p>	<ol style="list-style-type: none">2. Officiating3. Player position 	<p>https://www.youtube.com/watch?v=UyLi-TbcFc</p>
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