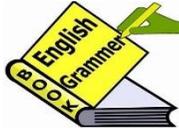




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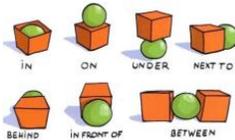
## Year 3 Family Learning Newsletter **November 2021**



Area of Learning	Focus	Activities	Useful Websites/Apps
Literacy	<p><b>Spellings:</b></p> <ul style="list-style-type: none"> <li>To add a suffix beginning with vowels.</li> </ul>  <p><b>Grammar:</b></p>  <ul style="list-style-type: none"> <li>To use <b>articles</b>- 'a', 'an' and 'the'.</li> <li>To use <b>speech marks</b> in writing to set off direct speech.</li> <li>To use <b>prepositions</b> of place and time.</li> <li>To use <b>connectives</b> to join sentences.</li> <li><b>Punctuation:</b> To use capital letters in sentences.</li> </ul>	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <p>A group of letters added to the end of a word is called a suffix and can change its meaning.</p> <p><b>Talk</b> about the use of suffixes and their meanings.  <b>Discuss</b> the rules of different spellings and identify the root word after the suffix is added.  <b>Encourage</b> your child to start making the SUFFIX STEMS.</p> <p>When we take prefixes or suffixes away from a word, <b>the part that is left over</b> is called the stem.</p>  <p>Articles: <b>Tell</b> your child that we use a and an with singular nouns. We use a before a consonant sound and an before a vowel sound. <b>Example:</b> I've got a pencil and an eraser.</p> <p><b>Encourage</b> your child to read a story and pick up the correct usage of articles. The first time we mention a noun, we use a or an. The next time, we use the. <b>Example:</b> She had a sandwich and an apple for lunch. She didn't like the sandwich.</p>	<p><a href="#">Prefix and Suffix</a></p> <p><a href="#">suffix/prefix song</a></p> <p><a href="#">Speech Marks</a></p> <p><a href="#">English Quiz</a> –on speech marks</p> <p><a href="#">Punctuation worksheets</a></p> <p><a href="#">Prepositions</a></p> 



- To use end stops such as full stops, question marks or exclamation marks to end sentences.
- To use **speech marks** in writing to set off direct speech.



### TEXT LEVEL:

#### Fables:

- To analyse the content and moral of a fable.
- To identify the message or theme of a fable.
- To plan and write a creative and imaginative fable.

We don't usually use articles for people's names, countries or meals. **Example:** My best friend is called Mai.

**Prepositions:** - **Encourage** your child to describe things around the house with respect to their positions.

**Encourage** them to use interesting and varied vocabulary to describe the position of the things around. Example: The flowers are in the vase. I left my shoes under the brown table.

**Connectives:** **Speak** to your child about joining words.

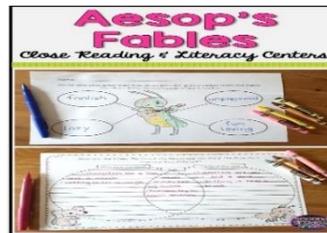
**Encourage** your child to use them to connect phrases together into longer sentences and improve the flow of their writing.

**Share** with your child that Co-ordinating connectives (but, and so) link words, phrases or **clauses** which are equally important. **Subordinating connectives** (if, when, however, because, while) link a main clause with a subordinating (or dependent) clause.

#### Fables

**Talk** to your child about the different types of stories like short stories, folk tales, fables and myths.

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



**Encourage** your child to read different fables and identify the characters, settings, problem, solution and moral of the story.

Read fables together and compare the features of any two fables on a Venn diagram.

[Connectives](#)

[Connectives song](#)

[Read Aesop fables](#)

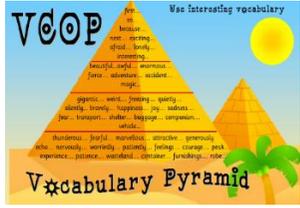
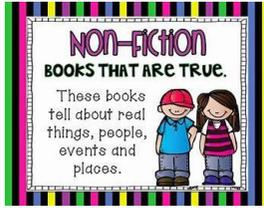




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	<p><b>Information Text:</b></p> <ul style="list-style-type: none"> <li>To recognize and analyse the structure and meaning of information texts.</li> <li>To be able to organize paragraphs around a theme</li> <li>To explore the similarities and differences between a fiction and an information text (nonfiction).</li> </ul> 	 <p><b>Talk</b> to your child about the difference between fiction and non-fiction texts.</p> <p><b>Discuss</b> structural features of an Information text which include; the title, sub-headings, descriptive paragraphs, pictures and captions.</p> <p><b>Encourage</b> your child to write a few lines around a theme using some features of an information text.</p>	<p><a href="#">Information text</a></p>
<p><b>Math</b></p> <p>Measurement _ Mass</p>	<p><b>Measurement _ Mass</b></p> <p>To know the relationship between kilograms and grams</p> <p>To solve word problems involving real life weights.</p>	<p><b>Talk</b> to your child about the relationship between kilograms and grams and their use in daily life. Then, play a game of “I Spy” with your child, with a focus on weight. For example, you might say “I spy with my eye an object that weighs 2g” or “I spy with my eye an object that is heavier than a kg.” Then have your child predict which object you’ve chosen by estimating and check the prediction with a scale. Have your child write down the objects and their measurements. Then, switch roles!</p>	<p><a href="#">Basics of Mass</a></p>  <p>1 kilogram = 1000 grams</p>



Measurement-  
Capacity

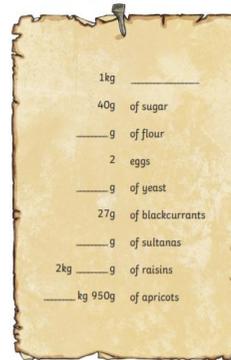
### Measurement- Capacity (l and ml)

To know the relationships between liters and milliliters; choose and use appropriate units to estimate, measure and record measurement.

**Share** items such as fruits, vegetables and pasta and let your child weigh. Have him/her hold an object in the hand and guess how much it might weight before putting it on the scale. Examples: How much two apples will weight as opposed to one apple, or how much a cup of cooked pasta will weight as opposed to dry pasta.

### The Old Recipe Riddle

Look at this old recipe that was found in the bottom of one of your kitchen cupboards. Some sections of the ingredients are missing. Use the clues you are given to complete the list of ingredients and their quantities.



1kg \_\_\_\_\_  
40g of sugar  
\_\_\_\_\_g of flour  
2 eggs  
\_\_\_\_\_g of yeast  
27g of blackcurrants  
\_\_\_\_\_g of sultanas  
2kg \_\_\_\_\_g of raisins  
\_\_\_\_\_kg 950g of apricots



1. The name of one ingredient is missing from the list. It is margarine. How much margarine is used in the recipe?
2. There was 54 g of blackcurrants and sultanas, in total, added to the recipe.
3. If someone added 40 g of flour and all the apricots to the mix they would have added 5kg 990g altogether.
4. Between the yeast and the blackcurrants there was 60 g of ingredients added.
5. Using the ingredients and their quantities can you guess what this recipe might be used to make?
6. Can you write a method (set of instructions) for how the ingredients could be used to make this?

### Challenge

A florist orders a box of flowers. The gross net is 12kg. The box contains 2.5kg of white roses, 3750g of lilies and 3kg and 720g of daisies. What was the mass of the flowers?

**Challenge 1:** Convert your answer to grams only.

**Challenge 2:** Convert your answer to kilograms only.

**Challenge 3:** What is the mass of the box?



[Mass Word problem](#)

[Estimate weights](#)



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Container	Bottle	Glass	Cup	Mug
				
Estimate				
Measurement				

To read scales to the nearest 100 ml and also to know how many ml are equal to  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ , and  $\frac{1}{10}$  of 1 litre.

To add and subtract capacities using liters and ml.

### Share, Talk and Encourage:

Give five or six containers and ask your child to estimate, measure and record their measurements. Now tell them to compare their readings and find out the difference between the capacity of any two containers.

Encourage your child to record the measurements of a coffee cup, glasses, a large juice container, a medicine cup and a teaspoon. Ask your child to share the capacity of each and compare the capacity of all the containers.

### Capacity Investigation

- You have 2 cups. When one cup is full it holds 500ml, when the other cup in full it holds 300ml.
- Neither cup has an markers on it so you can only use full cups.
- You cannot use half cups or any other estimated amounts.
- Using the full 500ml and 300ml cups, can you make each of these amounts?
- There may be more than one solution. An example has been done for you.



- A. 100ml =
- B. 200ml =
- C. 300ml =
- D. 400ml =
- E. 500ml =
- F. 600ml =
- G. 700ml =
- H. 800ml =
- I. 900ml =
- J. 1000ml = 500ml+ 500ml = 1000ml

### Challenge



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<p><b>Science</b></p>	<p><b><u>Animal Including Humans</u></b></p> <p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>To turn ideas about diet into an investigation</p>	<p><b>Talk</b> to your child about the importance of nutrition and introduce them the main body parts.</p> <p>Quiz your child to test their Knowledge.</p> <p><b>Share</b> your experiences and activities that will help children to eat healthy and stay healthy. Do some activities or exercises with children and encourage them to practice the same daily.</p> <p><b>Encourage</b> your child to do an interactive quiz –</p> <p><a href="#">6 Basic Nutrients And 5 Food Groups! Trivia Quiz - ProProfs Quiz</a></p>	<p><b>Healthy Eating</b></p>  <p><a href="#">Healthy food 1</a></p> <p><a href="#">Healthy Food 2</a></p> <p><a href="#">Healthy 3</a></p>
<p><b>Humanities</b></p> <p><b>Geography -</b></p> <p><b>The United Kingdom</b></p> <p><b>History</b></p>	<p><b>Hills and Mountains</b></p> <ul style="list-style-type: none"> <li>To name and locate areas of high ground in the UK.</li> <li>To use maps, atlases, globe to locate areas of high ground in UK.</li> </ul>  <p><b>The stone age homes</b></p>	<p><b>Share</b> with your child names of some areas of high ground in the United Kingdom.</p> <p><b>Encourage</b> your child to research the hills and mountains of the United Kingdom.</p> <p><b>Talk</b> about the mountain ranges and the highest peaks in each of the four countries of the United Kingdom.</p> <p><b>Encourage</b> your child to research the homes people lived in during the Stone Age.</p>	<p><a href="#">Explore UK</a></p> <p><a href="#">UK Mountains</a></p> <p>The video is not available in the UAE but you can read the content and look at the slides.</p>



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<p><b>The Stone Age</b></p>	<ul style="list-style-type: none"> <li>To explore where people lived during the Stone Age.</li> </ul>	<p><b>Talk</b> about people lived in different homes.</p> <p><b>Share</b> with your child pictures and information different homes during the stone age era.</p> 	<p><a href="#">The Stone Age - Facts</a></p> <p><a href="#">Chauvet Cave</a></p>
<p><b>UAE Social Studies</b></p>	<ul style="list-style-type: none"> <li>To explore life in the desert.</li> <li>To explore life in the desert oasis.</li> </ul>	<p><b>Life in the Desert</b>  <b>Talk</b> with your child about the people who live in the desert and the animals and plants found there.</p> <p><b>Life in the Desert Oasis</b>  <b>Share</b> with your child pictures and details of oases and <b>encourage</b> them to <b>talk</b> about the benefits people who live in the desert receive from them.</p>   <p><b>Key Vocabulary:</b></p> <ol style="list-style-type: none"> <li><u>Life in the Desert</u>: Arabian Desert, thorns, Rub al Khali, nocturnal, Ghaf tree, Bosweilla tree, frankincense, sap, caravan, hospitality, traditions, culture</li> <li><u>Life in the Desert Oasis</u>: caravan, hospitality, heritage, oasis, source, transport, falaj, palm, frond</li> </ol>	<p><a href="#">Life in the Desert</a></p> <p><a href="#">Arabian Desert</a></p> <p><a href="#">Oasis</a></p> <p><a href="#">The value of tolerance in the UAE.</a></p> <p><a href="#">Traditional Emirati sports</a></p>



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<p><b>Moral Education</b></p>	<p><b>Being Healthy and Staying well</b></p> <ol style="list-style-type: none"> <li>1. Proper food and good health.</li> <li>2. Sports and a Healthy body.</li> <li>3. Understanding other people’s feelings.</li> </ol> 	<p>Talk to your child about the importance of eating healthy and staying well as well as the importance of various sports for a healthy body.</p> <p><b>Share</b> recipes that are wholesome and have nutrients.</p> <p>Provide opportunities for your child to share his/her feelings through play.</p> <p>Read a story together and ask your child what he/she feels for the character.</p>	<p>Healthy Eating</p> <p><a href="#">Healthy Food 1</a></p> <p><a href="#">Healthy You</a></p> 
<p><b>ICT</b></p>	<p><b>Turtle programming</b></p> <p>To design and test programs that create 2D shapes using Online logo transum software.</p> <ol style="list-style-type: none"> <li>1) To write a simple program in Logo platform to produce a line drawing.</li> <li>2) To write a program to reproduce a defined problem, e.g. geometric shape/pattern.</li> <li>3) To use more advanced Logo programming, including pen up, pen down etc.</li> <li>4) Use Logo Procedures to draw more complex diagrams.</li> </ol>	<p><u>Analyzing, creativity, Problem solving.</u></p> <p>Encourage your child to create 2-D shapes on the logo platform.</p> <p>Create a tangram using the given shapes.</p> <p>What are the instructions needed to make a Triangle using the repeat loop?</p> <p>Draw a star using the commands.</p> <p>Explore other features in the logo platform.</p>	<p><a href="#">Logo</a></p> <p><a href="#">Create a shape</a></p> 



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	<b>Email and Communication</b> To communicate via a proof-read e-mail.	<b>Letter writing</b> Encourage your child to type a formal letter in MS Word document using spell check. Demonstration of your email with parent account.	Please login with your Phoenix classroom login credentials <a href="http://www.gmail.com">www.gmail.com</a> <a href="https://www.office.com/?auth=2">https://www.office.com/?auth=2</a>
<b>Music Year03</b> <b>Joyson</b>	Learning how to play the recorder using notes G A B	Let the child practice at home, even though there will be squeaking.	Identify the notes in the recorder with the backing track <a href="#">B.A.G. Medley - RECORDER - YouTube</a>
<b>Music Year03</b> <b>(Kiko)</b>	<ul style="list-style-type: none"><li>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</li><li>Improving on listening skills and recalling.</li><li>Playing with a recorder</li></ul>	<ul style="list-style-type: none"><li>Encourage the child sing action songs at home.</li><li>Ask the child to perform the songs we learned in school.</li><li>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</li><li><a href="#">Encourage your child to practice recorder at home</a></li></ul>	<a href="#">Kids Music</a> <a href="#">Music</a>
<b>Music Year03</b> <b>(Sunil)</b>	Learning how to play the song "Mary had a little lamb" on recorder	<ul style="list-style-type: none"><li>Let the child practice at home, even though there will be squeaking.</li><li>Be an audience. But better also check if the child is holding the recorder properly.</li></ul>	
<b>Arabic for Arab</b>	<b>أين تجد السعادة ؟</b> - أن يتعرف المفردات الجديدة في النص المعلوماتي .	يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق: مساعدة الطالب في تفسير معاني وكلمات نص " أين تجد السعادة ؟ " ووضعها في جمل. مساعدة الطالب على استخدام الكلمات الجديدة في تعبيراته داخل المنزل.	<a href="#">منصة أقرأ بالعربية</a> <a href="#">قناة اللغة العربية والتربية الإسلامية</a> <a href="#">بمدرسة ونشستر</a>



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	<p>- أن يوضح أهمية ممارسة كرة القدم</p> <p>- أن يقرأ النص قراءة سليمة خالية من الأخطاء</p> <p>- أن ينشئ جملاً اسمية بسيطة (المبتدأ - الخبر) .</p> <p>- أن يطرح المتعلم أسئلة عن الفكرة الرئيسية والفكر الفرعية في النص مبدئياً رأيه في المضمون.</p> <p><b>غاية العجائب:</b></p> <p>- أن يقرأ الطالب قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم.</p> <p>- أن يجيب الطالب عن أسئلة تظهر فهمه للفكر الرئيسية والفكر الفرعية.</p> <p>- أن يصيغ الطالب جمل نداء ب ( يا ( محاكيًا النمط.</p> <p>- أن يصيغ الطالب جملاً فعلية بسيطة .</p> <p>- أن يحدد الطالب عناصر القصة .</p> <p>- أن يحلل الطالب شخصيات القصة.</p>	<p>حث الطالب على التحدث موظفا الجملة الاسمية والجملة الفعلية .</p> <p>مساعدة التلميذ في وصف شخصيات القصة وتحليلها .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
<p>Arabic for Non-Arab</p>	<p><b>THE FAMILY</b></p> <p>- To create sentences about the family.</p> <p>- To compare family members.</p> <p>- To describe the family using the correct adjectives.</p>	<p>In every new lesson, we provide new words with meanings. Help your child to memorize the words and use them in sentences on his/her own.</p> <p>Help your child to link between the picture and the word.</p> <p>Ask your child to draw things seen at home.</p> <p>Talk to your son about the family.</p>	<p><a href="#">Learn Arabic Writing</a></p> <p><a href="#">Drinks in Arabic</a></p> <p><a href="#">ARABIC COLOURS</a></p> <p><a href="#">Family members in Arabic</a></p>



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	<ul style="list-style-type: none"><li>- To describe a day with the family.</li><li>- To describe food and hobbies.</li><li>- To create a telegram correctly.</li></ul>	Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.	<a href="#">I Read Arabic</a> <a href="#">Arabic and Islamic YouTube Channel</a>
<b>Islamic for Arab</b>	<p><b>سورة الليل</b> أن يشرح المعنى الإجمالي للآيات الكريمة. أن يستنتج نعم الله على الإنسان من خلال الآيات الكريمة. أن يفرق بين الشقي والتقي يوم القيامة.</p> <p><b>التسامح</b> أن يبين صور التسامح. أن يدلل على أهمية التسامح في الإسلام. أن يبدي رأيه في بعض المواقف.</p> <p><b>آداب تلاوة القرآن الكريم</b> أن يستنتج آداب تلاوة القرآن الكريم . أن يدلل على فضل تلاوة القرآن الكريم. أن يقيم بعض السلوكيات .</p>	<p>مساعدة التلميذ في حفظ الآيات الكريمة من خلال المصحف المعلم. مساعدة التلميذ في تصميم مخطط عن بعض نعم الله على الإنسان. مساعدة التلميذ في معرفة الفرق بين التقي والشقي يوم القيامة . حث التلميذ على التسامح. مساعدة التلميذ في البحث عن بعض الأدلة من القرآن والسنة عن التسامح. مناقشة التلميذ في بعض المواقف الحياتية عن التسامح. حث التلميذ على الالتزام بآداب تلاوة القرآن الكريم.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">سورة الليل</a></p> <p><a href="#">التسامح</a></p> <p><a href="#">آداب تلاوة القرآن الكريم</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية</a> <a href="#">بمدرسة ونشستر</a></p>



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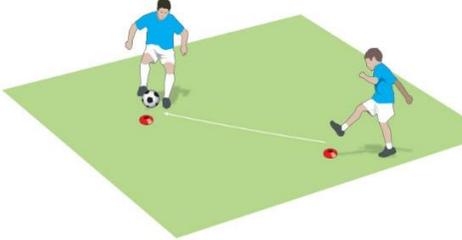
<p>Islamic for Non-Arab</p>	<p><b>(The story of the first revelation)</b> To investigate the story of the revelation of the Holy Quran. To find some attributes of our Prophet Muhammad, 'Peace be upon Him'.</p> <p><b>(The etiquette of Recitation)</b> To explain the etiquette of recitation. To explain the importance of following the etiquette of recitation.</p> <p><b>Surat Al-Alaq</b> To recite Surat-ul-Alaq with Tajweed To explain the general meaning and the vocabulary contained in the verses. To apply Qalqalah in my recitation.</p>	<p>Talk to your child about the story of the first revelation Ask your child to follow the etiquette of recitation. Encourage your son\daughter to learn Surah- Al-Alaq. Encourage your son/daughter to learn the duaah taught in class.</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p><a href="#">The story of the first revelation</a> <a href="#">Surat ul- Alaq</a> <a href="#">Arabic and Islamic YouTube Channel</a></p>
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<p><b>Physical Education</b></p> <p>Activity -1</p>	<p><u>Soccer – Passing &amp; receiving</u></p>  <p>The aim of this skill is able to Pass and Receive the ball in playing situation</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> <li>• Hip rotation</li> <li>• Arm rotations</li> <li>• Slow jogging on the spot</li> <li>• Alternate toe touch</li> </ul> <p>Passing &amp; Receiving. Follow the link</p> <p><u>Cooldown</u></p>	<p><u>Useful sites:</u></p> <p>Link1:</p> <p><a href="#">Activity 1</a></p>
<p>Activity -2</p>	<p><u>Soccer – Dribbling</u></p>  <p><small>shutterstock.com · 1543481927</small></p> <p>The aim of this Soccer lesson plan is to understand the importance of successful Dribbling &amp; Able to travel with the ball in playing situation</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> <li>• Tuck jump</li> <li>• Depth jump</li> <li>• Star jump</li> <li>• Broad jump</li> <li>• Jumping jacks</li> <li>• Follow the link for dribbling</li> </ul> <p><u>Cool down</u></p>	<p>Link1:</p> <p><a href="#">Activity 2</a></p> <p><a href="#">Activity 3</a></p>



# The Winchester School

## Year 3 Family Learning Newsletter **November 2021**



<p>Activity -3</p>	<p><u>Soccer- Kicking skill</u></p>  <p>Teaching and learning in Soccer, Students will be able to demonstrate kicking techniques and transfer these in to game situations</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"><li>• On the spot run</li><li>• Shuttle runs</li><li>• Star jump</li><li>• Broad jump</li><li>• Jumping jacks</li><li>• Follow the link for Kicking skills</li></ul> <p><u>Cool down</u></p>	<p>Link 1</p> <p><a href="#">Activity 5</a></p> <p>Link 2</p> <p><a href="#">Activity</a></p>
<p>Activity -4</p>	<p><u>Soccer – Team game</u></p> <p>Teaching and learning in soccer able to understand how to coordinate with team mates in playing situation.</p> 	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"><li>• Plank Pose</li><li>• Side Plank</li><li>• One Leg Stiff-Legged Deadlifts</li><li>• High Lunge</li><li>• Tuck Crunches</li><li>• Curtsy Squat</li></ul> <p>Follow the link for Team game and movement</p> <p><u>Cooldown</u></p>	<p>Link 1:</p> <p><a href="#">Activity 6</a></p>