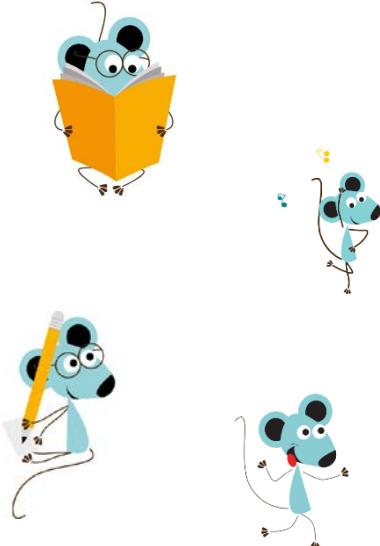
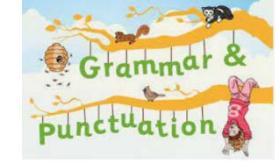




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Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p>Spelling</p> <p>To spell the words ending with suffixes –able and - ably.</p> <p>To spell the words ending with suffixes –able, - ible and – ibly.</p> 	<p>Talk and encourage the children to do the following:</p> <p>Discuss the rules for different spellings as mentioned in the FLN.</p> <p>Elicit examples from children.</p> <p>Discuss with your child to follow the appropriate usage of suffixes to change the root word. For instance if the root word is ending with 'y', it usually becomes 'i' before the suffix, Eg:- rely- reliable. Similarly if the root word ends in 'e', the 'e' is removed before adding –able/ -ably, Eg: - admire-admirable- admirably.</p>	<p><u>Suffixes-able and -ably</u></p> <p><u>Suffixes -able</u></p> <p><u>Suffixes-word search</u></p> <p><u>Suffixes -anagram</u></p>  <p><u>https://www.spellzone.com/word_lists/games-391.htm</u></p>



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To spell words ending with sounds like -cious or - tious

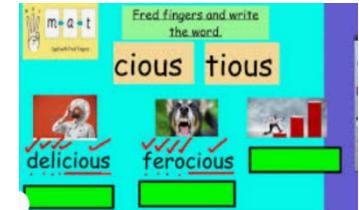
Rule:

**: If the root word ends in –ce, the ending is –cious. Remove the e before adding –tious:
grace + ious = gracious**

**: If the root word ends in –tion, the ending is – tious . Remove the – ion before adding –tious:
caution + ious = cautious**



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 write 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.



[https://www.spellingshed.com
/en-gb/browse/stage-5](https://www.spellingshed.com/en-gb/browse/stage-5)

Talk and encourage the children to do the following:

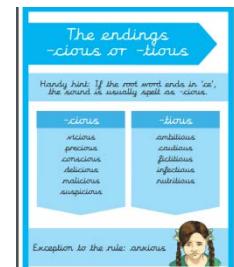
Discuss the rules for different spellings as mentioned in the FLN.

Elicit examples from children. Now try the LOOK.

COVER SAY WRITE.

Try few from the spelling list: vicious, conscious, ambitious, infectious etc.

While reading books encourage your child to make note of new words and their spellings.



[https://www.youtube.com/wa
tch?v=SjAqcT8zK8c](https://www.youtube.com/watch?v=SjAqcT8zK8c)



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Punctuation and Grammar:

FORMAL AND INFORMAL SPEECH

To analyse and understand the difference between using formal and informal conventions used while communicating.

Formal Speech & Writing

- more complex sentence structures
- precise, technical language
- higher level punctuation

Informal Speech & Writing

- chatty, conversational style
- relaxed sentence structure
- less precise vocabulary
- lower level punctuation

Discuss with students that it is fine to use dictionary if you need to.

Say these words out loud:

gracious

cautious

Because both endings sound like shus, it is sometimes difficult to remember whether to spell the ending –cious or –tious.

Encourage students and ask them to remember, that the ending –ious can be added to turn nouns into adjectives.

For example:

grace + ious = gracious

caution + ious = cautious

Talk to your students to brainstorm on the following:

Can you think of any other situations, purposes and audiences that are more suited to either a formal or informal style of speaking or writing?

Discuss with your partner and scribe features of formal language and informal language.

Your Turn – Informal Vocabulary

Choose a square to reveal a picture. Write a sentence using an informal alternative of the word given:



require



inform you



refund



purchase



apologise



spectacles



<https://wordwall.net/en-gb/community/formal-and-informal>



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We all know that formal and informal language should be used for different purposes. Can you decide which sort of language you should use in the following situations; formal or informal?

: talking to friends: writing a letter to The Queen:
writing a job application: writing a letter to gran

A formal writing or speaking style is not necessarily 'better' than an informal style; we just use a more formal style for different purposes and audiences.

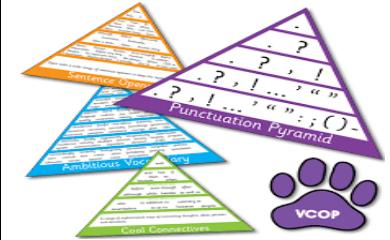
Formal writing tends to include more complex sentence structures, more precise/ technical language and higher-level punctuation.

So, ...what is informal speech or writing? and

When or where would you use it?

An informal style is more commonly used where we are more familiar with our audience and have a less important purpose for writing or talking.

Informal writing tends to have a chatty, conversational style that may refer directly to the reader. It often contains more relaxed sentence structures, vocabulary and punctuation.





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	<p><u>Using Subjunctives</u></p> <p>To explore and use subjunctive form of verbs.</p>	<p>Encourage students to identify the vocabulary and sentence style used in letters, emails.</p> <p>Point out the language which cannot be used while using formal speech.</p> <p>Talk to students that this grammar unit focuses on understanding what we mean by the subjunctive form of verbs and how it can be used in a formal context.</p> <p>Discuss - We use the subjunctive form of verbs when we talk about what someone imagines, wishes or hopes will happen.</p> <p>For example:</p> <p>'The head teacher suggests that the boys stop playing football.'</p> <p>'The head teacher suggested that the boys stop playing football.'</p> <p>We use the subjunctive after some verbs like:</p> <p>ask, command, demand, insist, propose, recommend, request, suggest when they are followed by the word that.</p> <p>Some expressions like:</p> <p>It is desirable/essential/important/necessary/vital that ...</p> <p>For all verbs except be, the subjunctive verb stays the same in the past or present.</p>	<p>https://www.sporcle.com/games/tags/subjunctive</p> <p>https://www.englishclub.com/grammar/subjunctive-quiz.htm</p>  <p>https://www.grammar-monster.com/glossary/subjunctive_mood.htm</p>
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<u>Active and Passive Voice</u>	<p>The subjunctive of be is be after the verbs and expressions above, whether they are the present or the past tense.</p> <p>'The head teacher demands that you be in his room in five minutes.'</p> <p>'The head teacher demanded that you be in his room in five minutes.'</p> <p>The subjunctive of be is different after words like if, if only, as if, wish and suppose. After these, we use were. For example:</p> <p>'If I were you, I would go to the head teacher's room straight away.'</p> <p>'Suppose she were to go in your place.'</p> <p>This is the same as:</p> <p>'If I were to move to another school, I would miss my classmates.'</p> <p>This is a more formal way to say:</p> <p>'If I moved to another school, I would miss my classmates.'</p> <p>Note that the subjunctive is the same for all subjects, either singular or plural and for I, you, he, she, it, we or they.</p> <p>Encourage students to use subjunctive form to sound very formal, using it in formal writing rather than using it often in everyday speech.</p>	<p><u>passive voice</u></p> <p><u>passive voice board game</u></p>
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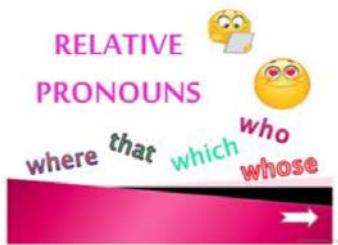
	<p>To investigate the use of passive voice.</p> <p>To review the use of passive voice.</p> <p><u>Relative Clauses</u></p> <p>To elaborate on details using relative clauses beginning with who, which,</p>	<p>Talk to your child that we say a verb is in the passive voice when the subject of the sentence is acted on by the verb.</p> <p>Discuss -The places of subject and object in sentence are inter-changed in passive voice. Eg: A song is sung by him. Emphasis is given to action rather than the person or object that performs the action.</p> <p>Encourage - Students should make the passive voice with the correct tense of the verb be and the past participle of the main action verb. For example, look at the active voice sentence: <u>Jack ate the Queen's tarts.</u> The verb ate is the simple past tense of eat. To make the passive, we need to find three things:</p> <ul style="list-style-type: none"> • what will be the subject of the passive verb (= tarts) • the verb be in the same tense as the one in the active sentence: here it's the past tense, so we decide if it's was or were; the subject 'tarts' is plural (= were) • the past participle of the 'doing word' in the sentence, ate (= eaten). We put them together: tarts + were + eaten. 	<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 Continuous</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>http://www.quiz-tree.com/ESL-Grammar_Active-vs.-Passive-Voice_1imageXML.html</p> <p>https://www.englishclub.com/grammar/passive-voice-quiz.htm</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 Continuous	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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<u>Cohesive Devices</u>	<p>where, when, whose, that, or with an implied relative pronoun.</p> <p>relative</p>	<p>Talk to children that we use relative clauses to give more information about people, animals and things. We can start a relative clause with a relative pronoun (that, which, who or whose) or a relative adverb (where or when)</p> <p>For example: I caught the bus that goes past the park. In this sentence the relative clause tells us which bus we are talking about.</p> <p>Discuss</p> <p>-When we write or speak to somebody we use who (for people) or which (for animals or things).</p> <p>For example:</p> <p>There's the boy who lives next door.</p> <p>They're the horses which live on the farm.</p> <p>-We use whose before a noun to talk about things that belong to a person or animal. For example:</p> <p>He's the boy whose bicycle was stolen.</p> <p>-We use when to talk about time and where to talk about places. For example:</p> <p>1066 was the year when the Normans conquered England.</p> <p>Hastings is the place where a famous battle was fought.</p>	<p>https://www.youtube.com/watch?v=pjwqYHPTJhY</p>  <p>https://quizizz.com/admin/quiz/58c5808b3e5ab0d02453fb5f/relative-pronouns</p> <p>https://www.youtube.com/watch?v=Pt1q2RZ_n9Q</p>
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To link ideas across paragraphs using cohesive devices: repetition.

Possible cohesive devices:

- Paragraphing
- Conjunctions
- Connectives
- Pronouns
- Punctuation



Reading Comprehension

Text Level:

PUPIL BOOK COMPREHENSION:

EXPLORING DIFFERENT GENRES

UNIT 1- FICTION: TROUBLE HALFWAY (Realistic Fiction)

LO: To read the text and respond to the given text.

LO: To draw inferences such as inferring characters' feelings, thoughts and

Encourage students to create sentences in context with the novel 'Tom's Midnight Garden'

Talk to students about how devices such as **repetition**, adverbials and ellipsis can be used to create cohesion within and between paragraphs.

Discuss some of the techniques orally with the children and make sure they understand the terms **conjunctions** and **adverbial phrases** before they start the unit.

Encourage students to **repeat words and phrases** to make it clear how ideas fit together.

For example: The **house** has three **bedrooms**, a living room and kitchen. The main **bedroom** is at the back of the **house**, so it is very quiet.

Talk Discuss

Comprehension unit looks at an extract from a modern story about a young girl, Amy, adjusting to having her mother's new husband live in their

Ti	P	To	P
Time	Place	Topic	Person
Start a new paragraph for a new time or event.	Start a new paragraph for each new place.	Start a new paragraph for each new topic, idea, subject or contrasting opinion.	Start a new paragraph for each new speaker.



Literal- picking out actual words from the text. You will find the answer directly in the text.

Deductive- Using clues/evidence from the text (Become a detective)

Inference- Using evidence from the text as well as your own experience - put yourself in the character's shoes!

Punctuation quiz

Embedded clause-game



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	<p>motives from their actions, and justifying inferences with evidence</p> <p>- NON-FICTION: CLIMATE CHANGE</p> <p>LO: To retrieve, record and present information from non-fiction</p> <p>LO: To provide reasoned justification for views</p> <p>NOVEL – FANTASY ADVENTURE: TOM'S MIDNIGHT GARDEN by Philippa Pearce</p> <p>WEEK 3 – CHAPTERS 1-6</p> <p>WEEK 4 - CHAPTER 7 – 12</p> <p>WEEK 5 - CHAPTER 13 - 18</p>	<p>home. Her own father has died. The story captures some of the awkwardness and tensions that can exist in such situations.</p> <p>To infer successfully you can:</p> <ul style="list-style-type: none">Work out the answer from clues or references in the text.Work out the answer from the connotations of words used in text.Match something in the text to your own understanding, experience or knowledge to come up with the correct answer. <p>Talk Discuss</p> <p>Comprehension unit looks at the arguments for and against climate change through an exchange of emails between a boy called Josh and his Grandad. The unit gives the children an opportunity to think about different points of view and justifying a position.</p> <p>A teenage boy is sent to live with an uncle and aunt while his sick brother recovers at home. He finds that their clock always strikes thirteen at midnight at which point the litter-strewn alleyways outside become a wonderful garden paradise.</p> <p>Initial release: July 2, 1999 (<u>Italy</u>)</p>	<p><u>Embedded clause</u></p> <p><u>Use embedded clause</u></p> <p></p> <p>https://www.youtube.com/watch?v=gmJQDhxL9mY</p> <p></p> <p><u>Fiction and non-fiction</u></p>
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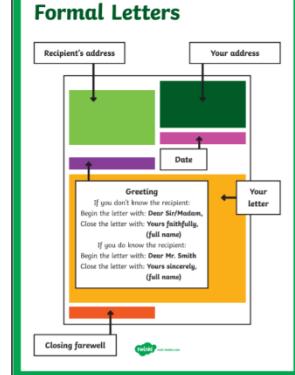
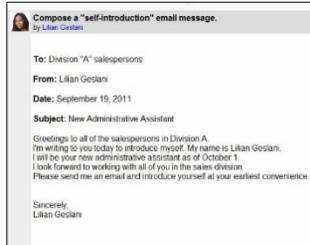
	<p>Students to read and infer from the texts mentioned.</p> <p><u>Learning Objective</u></p> <p>To read and understand the Novel from the author's point of view.</p> <p>To identify the five parts of a story.</p> <p>To make predictions about the next part of the story.</p> <p>To use inference skills to explore in detail, the writer's choice of words about the setting, character and the plot.</p> <p>To annotate and refer to the text in order to explore grammatical features (active /passive) (relative clauses) and collect evidence with RTC.</p> <p>To respond to the text.</p> <p>Story by: Philippa Pearce</p> <p>Talk about the different genre and well-known books that you have read with your child and ask him/ her to identify which genre they belong to.</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 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</p>  	<p><u>fantasy</u></p> <p><u>character analysis</u></p> <p><u>characteristics elements</u></p> <p>Imagery</p> <p>Imagery is the use of words to create images, or mental pictures. Imagery helps you picture how something:</p> <ul style="list-style-type: none">* looks* sounds* smells* tastes* feels  <p><u>powerful use of senses</u></p> <p><u>Analyzing the passage</u></p> <p><u>Character analysis</u></p> <p><u>Mystery</u></p> <p><u>Five senses</u></p> <p><u>Analyze a literary passage</u></p>
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<p><u>Writing Level</u></p> <p>WEEK 1 /WEEK 2</p> <p>LO: To write a formal letter.</p> <p>To explore the key elements and structure of a formal Letter.</p> <p>To independently write a formal letter.</p> <p>WEEK 3</p> <p>LO: To write an email based on the chapters explored in Tom Midnight Garden.</p> <p>LO: To predict about the upcoming events in the novel.</p> <p>LO: To summarize the story which has been read so far.</p>	<p>comprehend the text to develop the understanding of the novel.</p> <p>Tom's Midnight Garden</p> <p>1. Which paragraph tells you that Tom was angry? 2. What did Tom and Peter plan to do this summer? 3. Why did Tom get into Alan's car? 4. Which sentence on p.2 tells you that Tom's mother was sad to say goodbye to him? 5. Describe the grandfather clock. 6. Where will Tom sleep in his aunt and uncle's home?</p> <p>Challenge: Imagine you are Peter writing a postcard back to Tom. Thank him for the postcard and tell him how you're feeling.</p>  <p>Formal Letters</p> 	<p>Using inference - Year 5 - P6 - English - Home Learning with BBC Bitesize - BBC Bitesize</p> <p>https://www.readingrockets.org/article/introduction-letter-writing</p> <p>Formal and informal</p>  <p>Formal and informal quiz</p>
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<p><u>Listening &Speaking Skills</u></p> <p>WEEK2</p> <p>Listening: To recognize literal meaning and decode the vocabulary used.</p> <p>WEEK 5</p> <p>Listening: To draw inferences based on understanding and knowledge.</p> <p>WEEK 3</p>	<p>Make a Prediction</p> <p>Look at the blurb and the cover page to make predictions.</p> <p>Sentence Starters</p> <p>I think that... I predict that... I think this because...</p> <p>Key Words</p> <p>MIDNIGHT 13TH HOUR STILL ATMOSPHERE BOLTED DOOR ILLUMINATION MOONLIGHT SUSPICIONS</p> <p>What do you think will happen next? Why?</p> <p>Pause for Thought: What will happen if Tom's secret is revealed? Does the time freeze during the 13th hour?</p>	<p><u>Formal and informal phrases</u></p>
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<p><u>Speaking:</u> To orally express views about- If I were a character in a book,I woud be.....</p> <p>SPEAKING AND LISTENING</p>  <p>Moral Education Link Unit- Character and Morality Topic- People coming to and settling in the UAE. - Charity, sympathy and generosity.</p>	<p>Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topic.</p> <p>Listen and identify details in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>Listen and identify the main points in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>Infer the meaning of unknown words when listening to texts on familiar and concrete topics.</p> <p>Make predictions when listening to simple, extended texts on familiar and concrete topics.</p> <p>Express own ideas using a range of familiar words, set phrases and expressions.</p> <p>How to work on Pronunciation?</p> <p>Accurately reproduce modelled language.</p>	
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		Pronounce words and sentences using correct stress, intonation and rhythm. Fluency- Use basic language structures when speaking. Interaction & Production	
Numeracy	To read and write numbers up to 10,000,000 and determine the value of each digit  To order and compare numbers to 10 000 000.	<p>Encourage your child to play this game.</p> <p>ACTIVITY</p> <p>What to do</p> <ul style="list-style-type: none">• Each person has a set of 0-9 cards.• Lay out 7 cards.• Use the cards to make the largest 7-digit number possible.• Read your numbers to one another.• The person with the larger number scores a point.• Shuffle the cards and repeat.• The winner is the first person to reach a score of 5. <p>Variation</p> <ul style="list-style-type: none">• Play the same game but make the smallest number. <p>Investigate & find a population of different countries. Write them in figures and arrange in ascending and descending order and round off to the nearest 1000, 10,000etc.</p> 	Place Value ordering-and-sequencing-numbers ordering-and-sequencing



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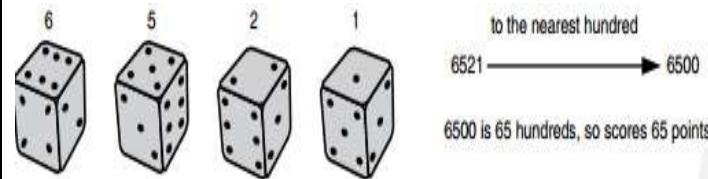
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To round any whole number to the nearest 10, 100, 1000, 10 000.

Each player rolls the dice or spins the spinner 4 times. Players record the digits in the order that they are generated to make one four-digit number. Each player then rounds their number to the nearest 100 and scores that a number of points for the round.

For example:



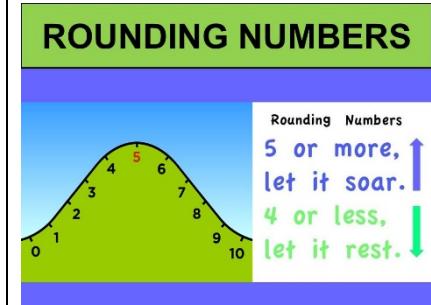
Play this game with your child.

Take turns to roll one dice and take out that number of coins, e.g. a roll of 3 could be 30p
 $(3 \times 10\text{p})$, 40p ($20\text{p} + (2 \times 10\text{p})$), 60p ($3 \times 20\text{p}$), etc.

Change the value to a decimal, e.g. 60p becomes £0.60.

Roll both dice and add the two values, e.g. 3 and 5, sum is 8.

Rounding





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<p>To solve and create problems, which require answers to be rounded to specified degrees of accuracy</p> <p>Challenge question:</p>	<p>Multiply the value of the chosen coins by the dice total, e.g. $8 \times £0.60 = £4.80$.</p> <p>Record the total.</p> <p>Play for 10 minutes. The winner is the person with the larger sum of money.</p> <p></p> <p>There are three dice, each of them with faces labelled from 1 to 6. When the dice are rolled they can be combined in six different ways to make a number less than 10 with two decimal places.</p> <p>For example, if I roll a 2, a 3 and a 6, I can combine them to make 2.36, 2.63, 3.26, 3.62, 6.23 or 6.32.</p> <p>Now round each of these numbers to the nearest whole number: 2.36 rounds to 2, 2.63 rounds to 3, 3.26 rounds to 3, 3.62 rounds to 4, 6.23 rounds to 6 and 6.32 rounds to 6.</p> <p>Repeat for other rolls of the dice.</p> <p>Can each of the six numbers round to the same whole number? Can each of the six numbers round to a different whole number?</p>	<p>Decimal Place Value Chart</p> <table border="1"><thead><tr><th>Thousands</th><th>Hundreds</th><th>Tens</th><th>Ones</th><th>Decimal Point</th><th>Tenths</th><th>Hundredths</th><th>Thousands</th></tr></thead><tbody><tr><td>Red</td><td>Orange</td><td>Yellow</td><td>Green</td><td>Black</td><td>Blue</td><td>Purple</td><td>Magenta</td></tr></tbody></table> <p>decimal-place-values</p> <p></p> <p>Ipad Apps: </p> <p>Place Value</p>	Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousands	Red	Orange	Yellow	Green	Black	Blue	Purple	Magenta
Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousands											
Red	Orange	Yellow	Green	Black	Blue	Purple	Magenta											



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		<p>What is the number?</p> <ul style="list-style-type: none">• The number has seven digits.• It is smaller than 6 million but bigger than 5 million.• The ones digit is the number of sides in a heptagon.• The hundreds digit is cube root of 8.• The ten thousands digit is the same as $320 \div 40$.• The tens digit is the number of 90° angles in a circle.• The thousands digit is $\frac{1}{4}$ of the ten thousands digit.• The hundred thousands digit is a factor of all numbers.	<p><u>Rounding whole numbers</u></p> <p><u>Decimal rounding</u></p>
Science	<p>Revision</p> <p>Plant Growth</p> <p>To explain what a plant needs to remain healthy.</p> <p>To explain the role of a fertilizer and understand why it is not food</p> <p>Evolution and Inheritance</p> <p>To recognise that characteristics are passed from parents to off springs and that living things change over time</p> <p>To recognise that living things have changed over time and that fossils</p>	<p>Talk :</p> <p>Talk to your children about Plants and how they grow from a seed? The Factors that affect the plant growth.</p> <p>Share :</p> <p>Share the fact that plants make their own food with the process of photosynthesis</p> <p>Talk:</p> <p>Talk to your child about evolution, what does it mean? What is Darwin's theory of evolution? Let them research and give them some time to present it using ICT tools. Let them take a role of a teacher</p>	<p>Useful Links:</p> <p><u>Plant growth</u></p> <p><u>Sid the Seed</u></p> <p><u>Germination of Seed</u></p> <p><u>Photosynthesis</u></p>



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		<p>and teach you about the evolution and Darwin's theory.</p> <p>Share:</p> <p>Share the facts about fossils, what are fossils? How are they found? You must have read an article or heard</p>	
Arabic for Arabs	<p>قصة رحمة للعالمين أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة أن يحوال التلميذ حدثاً من أحداث القصة إلى حوار أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة أن يحدد التلميذ السمات الفنية للقصة أن يحدد التلميذ علاقات التضاد والتراويف بين الكلمات أن يتبنّى التلميذ بما سيحدث بعد نهاية القصة</p> <p>الهمزة المتطرفة على ألف أن يكتب كلمات بها همزة متطرفة على ألف أن يحدد مواضع كتابة الهمزة المتطرفة على ألف</p> <p>حالات رفع الفاعل أن يميز بين حالات رفع الفاعل أن يوظف الفاعل في جمل</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 الأسلوب 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 ألف مع بيان سبب كتابتها على ألف.</p> <p>تدريبه على إعراب وتوظيف الفاعل في جمل.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>الهمزة المتطرفة</p> <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>مدرسة ونشستر</p>



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Arabic for Non Arabs	<p>Food and Health (الغذاء والصحة)</p> <ul style="list-style-type: none">- To describes the restaurant in a paragraph.- To write about his - her favourite food.- To design a mind map of food.- To compare between the healthy and unhealthy food.- To create noun sentences and verb sentences- To describe the food in U A E in a paragraph.- To express the opinion in different kinds of food.- To analyse a text about food.	<p>Go through the new words sent every week.</p> <p>Encourage your child to use these words in sentences or paragraph of their own.</p> <p>Ask your child to describe his food.</p> <p>Talk to your child about healthy food.</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>Food in Arabic</p> <p>Fruits in Arabic</p> <p>Vegetables in Arabic</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p>
Islamic for Arabs	<p>حرمة المسلم</p> <p>أن يبين أهمية التواصل الحضاري مع الناس</p> <p>أن يستنتاج أثر الكلمة الطيبة على العلاقات الإجتماعية</p> <p>أن يوضح مكانة النفس البشرية في الإسلام</p> <p>آداب المسجد</p> <p>أن يستنتاج التلاميذ الآداب المرتبطة بالمسجد</p> <p>أن ينقد بعض المواقف المتعلقة بالمساجد</p> <p>أن يبدي رأيه في بعض المواقف</p> <p>سجود السهو وسجود التلاوة</p>	<p>يساعد ولی الأمر الطالب من خلال :</p> <p>حث الطالب على الخلق الحسن قوله وفعلا.</p> <p>تشجيع الطالب على الصلاة في المسجد .</p> <p>حث الطالب على الالتزام بآداب المسجد</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاصة بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمته في دفتره المدرسي.</p>	<p>حرمة المسلم</p> <p>آداب المسجد</p>



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	<p>أن يعدد أنواع السجود أن يفرق الطالب سجود السهو والتلاوة أن يستنبط الحكمة من مشروعية سجود السهو</p>		<p><u>قناة اللغة العربية والتربية الإسلامية</u> <u>مدرسة ونشستر</u></p>
Islamic for Non Arabs	<p>Unit B: Lesson1: Mosque manners Learning Objectives: To show the status of mosques in Islam. To clarify the mosque manners. Unit A: lesson2: Volunteering: an act of worship and belonging. To infer the areas of volunteering work. To infer the benefits of volunteering work. Lesson3: Surat ul Mulk (1-14): To explain the overall meaning of the verses. Memorize Surah ul Mulk(1-14)</p>	<p>Talk to your child about the role of the mosque and its importance.</p> <p>Encourage your child to abide to the mosque manners.</p> <p>Encourage your child to take part in the volunteering work.</p> <p>Share with your child the meaning of the verses of Surat ul Mulk (1-14)</p> <p>Encourage him to memorize the verses by heart.</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><u>Things NOT to DO in Masjid</u> <u>Etiquettes of Masjid</u> <u>Volunteer for Good Causes</u> <u>*Surat-ul-Mulk with English translation.... Aayaat 1-14*</u> <u>Arabic and Islamic YouTube Channel</u></p>
Humanities History	To explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of them: Mayan Civilization.	<p>Share with your child what makes a civilization a civilization.</p> <p>Talk about the characteristics of a civilization.</p> <p>Share with your child myths and legends from different civilizations from your childhood.</p>	<p><u>Maya Civilization</u> <u>Amazing Facts about Maya Civilization</u></p>



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Earliest civilizations	To explore who the Maya are, why we should remember them and explain when and where in the world they lived. 	Talk about the different civilizations your child has studied so far. Share with your child a timeline of these civilizations. Talk about the Mayan Civilisation and its significance. Share the extent of the Mayan Civilisation on a map of the world. Locate the Mayan cities on the map.	Maya civilization timeline physical and human geography Reading and making map physical geography
The Mayan Civilisation c. ADE 900	To explore where the Mayan Civilization fits in with what we have already studied.	Encourage use of maps, atlases, globes and digital/computer mapping to locate the countries of South America. Encourage your child to explore the geographical terminology to describe a location. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night).	Vocabulary Classic Period, Kukulcan , Tikal, Chichen Itza, Yucatan Peninsula, Mesoamerican, Guatemala, Belize, El Salvador and Honduras. Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude.
Geography	To explore the countries of South America. To explore the geographical terminology to describe the location of a range of places across South America		
South America			
UAE SST	To explore ancient civilizations through virtual tours.	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. Share with your child the virtual tours to provide an opportunity to experience the next best thing to being there.	Prehistory Archaeological Sites in Sharjah River Nile Mesopotamian civilization Mesopotamia Knossos Palace in Crete Island



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		Encourage your child to research the civilizations that interest them and they would like to find out more about.	
French	<p>Unit 1:</p> <p> </p> <p><i>Les Salutations</i> (greetings)</p> <p>To identify classroom instructions in French.</p> <p>To greet someone in French.</p> <p>To introduce myself in French.</p>	  About classroom instructions in French.   About greetings in French Create a presentation or poster to introduce yourself in French (name, age, birthday and gender) and share it with your parents.	<p>https://www.youtube.com/watch?v=Ug4kWxjvfkU&feature=emb_logo</p> <p>https://www.youtube.com/watch?v=8B40ObLD6go</p> <p>https://www.youtube.com/watch?v=9BgyvEXTZbk</p> <p>https://www.youtube.com/watch?v=ZaOMIjUo-VE</p> <p>https://www.youtube.com/watch?v=tun7hrhqHiU</p> <p>https://quizlet.com/148469019/les-salutations-flash-cards/</p>



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		 Encourage Students to keep exploring the links given.	https://quizlet.com/148469019/gravity https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/ https://quizlet.com/439380264/match
Physical Education	<p><u>Low impact cardio Activity:</u></p> <p>If you're new to working out, just getting back into the game, or have concerns with joints or injuries, low-impact cardio is a safe and effective method of exercise.</p>  <p>Low-impact exercises focus on keeping one foot on the ground and alleviating stress or pressure on your joints.</p> <p><u>Plyometrics activity</u></p>	<p>Talk and Encourage the children to do the following:</p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">• Hip rotation• Arm rotations• Slow jogging on the spot• Alternate toe touch <p><u>Low impact cardio activity</u></p> <p>Follow the link</p> <p><u>Cooldown</u></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">• Tuck jump	<p><u>Useful sites:</u></p> <p>Link1: https://www.youtube.com/watch?v=jYoQc77CRQs</p> <p>Link2: https://www.youtube.com/watch?v=H0c-4nZjIWQ</p> <p>Link1: https://www.acsm.org/docs/default-source/files-for-resource-library/smb-</p>



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Plyometrics refer to exercises that link strength with speed of movement to produce power and were first known simply as “jump training.”



- Depth jump
- Star jump
- Broad jump
- Jumping jacks

Cool down

Basic yoga for fitness & relaxation

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



Talk and Encourage the children to do the following:

Proper warm up

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

Cooldown

[plyometric-training-for-children-and-adolescents.pdf?sfvrsn=fcc67055_2](#)

Link 2:
<https://www.youtube.com/watch?v=nlsYjZpoQDQ>

Link 1;
https://www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids_00377906/

Link 2:
<https://www.youtube.com/watch?v=X655B4ISakg>



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	<p><u>Core exercises for stability and balance</u></p> <p>Developing core strength is essential for everyday health and well-being, as a strong core protects the spine, reduces back pain, enhances movement patterns, and improves balance, stability and posture. There are many methods for developing core strength, as well as various pieces of equipment that assist in that development.</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">• Plank Pose• Side Plank• One Leg Stiff-Legged Deadlifts• High Lunge• Tuck Crunches• Curtsy Squat <p><u>Cooldown</u></p>	<p>Link 1: https://www.yogiapproved.com/yoga/stability-exercises-balance/</p> <p>Link 2 : https://www.youtube.com/watch?v=YbMb9DFvarc</p>
Music Year 06 (Kiko)	Learning how to play the recorder using notes and rests	Let the child practice at home, even though there will be squeaking. Be an audience and check if the child is holding the recorder properly.	https://www.youtube.com/watch?v=T8BIfntBOFU&t=12s



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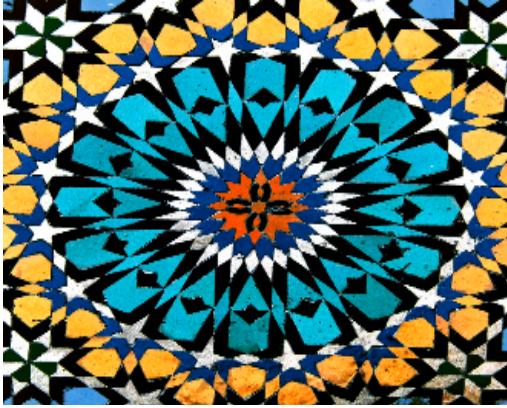
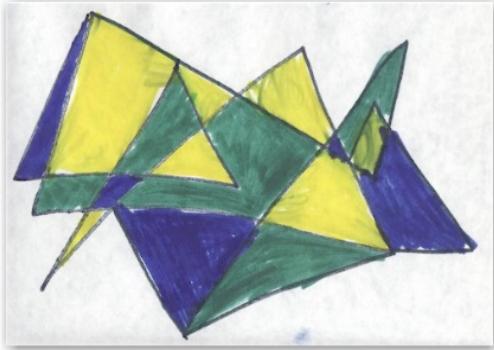
Music Year 06 (Sunil)	Learning how to play the “C” Major scale Ascending and Descending + “C” Major exercise	Let the child practice at home, even though there will be squeaking. Be an audience and check if the child is holding the recorder properly.	
ICT	Topic Operating systems and their role in the computer system. Learning Objective To define an operating system and its importance To discuss the different tasks that an operating system performs. To describe the different types of operating systems and be able to make a comparison between them.	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. Research the features of different types of computers available, and explore basic hardware terminology. Customize your computer using the Control Panel in Windows. Discuss what troubleshooting means and what steps could be taken to ensure the maximum performance of the hardware and software set up on the computer. Encourage your child to create a presentation based on the importance of operating system	Parts of the Computer https://youtu.be/6Gkd2QOWKAI Operating Systems https://youtu.be/fkGCLIQx1MI https://youtu.be/DVUvcJDMQzA



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Arts	<p><u>Islamic Geometry</u></p>  <p><u>Advanced Scribbled Pictures</u></p> 	<p>Talk to your child about characteristics of Islamic Art.</p> <p>Share with your child that the activity requires planning and problem solving much like a math problem or science experiment.</p> <p>Encourage your child to scribble using crayon, and then paint the spaces using tempera or watercolors. Discuss why the paint doesn't bleed over the crayon lines.</p> <p>Discuss with your child how with one set of directions, everyone can come up with very unique works of abstract art.</p>	<p><u>Scribbled Art</u></p>  <p><u>Characteristics of Islamic Art</u></p>
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A Unique Drawing Experience



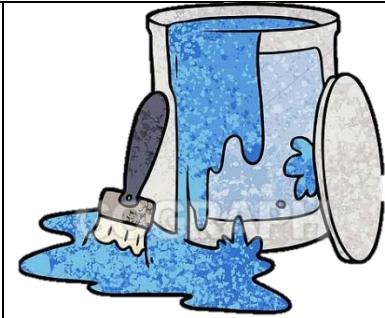
“Paint in a cup”

{Acrylic pouring technique}

Key vocabulary

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

Encourage your child to explore acrylic pouring and the dirty pour technique.



[acrylic pouring](#)





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Moral Education	<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>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</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. The family meets together in order to discuss responsibilities in the house. 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>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/</p> 



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	<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 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>	
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