

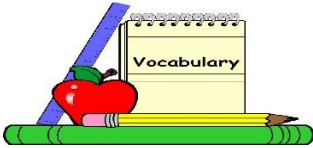




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Area of learning	Focus	Activities	Useful Websites/Apps
Literacy	<p>Spellings:</p> <ul style="list-style-type: none"> To spell words ending with '-ture'. To spell words ending with '-cher' To use words with the /ay/ spelt ei,eigh,ey.  	<p>Talk to your child about the use of suffixes and their meaning.</p> <p>Discuss the rules for different spellings and identify the root words after the suffix is added.</p> <p>Encourage your child to find the root word and the suffix.</p> <p>Make a list of all the words you find in a text that has a suffix. Your child can then try to frame sentences with each word.</p> <p>Discuss with your child the rules for words that sounded as /ay/ but spelt ei, eigh,ey.</p> 	<p>Spellings suffix -ture</p> <p>Spellings</p> <p>Suffix -cher-true-sure-and-ure - Quiz</p>



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Grammar:

Prepositions

- To use **prepositions** of place and time.

Speech Marks

- To use speech marks in writing to set off direct speech.

Possessive apostrophe

- To use the apostrophe to show ownership or possession.



Prepositions

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

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

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

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

Apostrophe

Begin with activities that encourage your child to use **Matching cards**, for example 'I am' with 'I'm'. These will familiarize your child with the spellings and placing an apostrophe in words.

Computer games where children **move a virtual apostrophe** and put it in the correct place, usually give children immediate feedback.

[Grammar practice](#)

[Preposition game](#)

[Quotation Marks/Speech Marks \(" "\)](#)

The [Apostrophe \('\)](#)

[Speech Marks](#)

[Apostrophe for Possession](#)

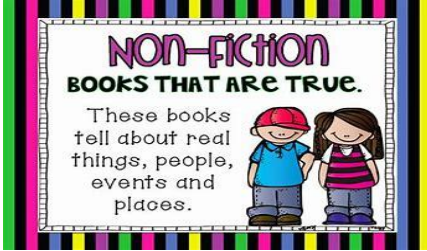
[English Quiz](#) –on speech marks



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	<p><u>Text Level:</u></p> <p>Information Text:</p> <ul style="list-style-type: none">• To recognize and analyse the structure and meaning of information texts.• To be able to organize paragraphs around a theme <p>To explore the similarities and differences between a fiction and an information text (nonfiction).</p> 	<p>Talk to your child about the difference between fiction and Information text.</p> <p>Discuss some examples of Information text and its few features like main title, sub-headings, paragraphs, pictures and captions.</p> <p>Encourage your child to write a few lines around a theme using some features of information text.</p>	<p>Information text elements</p> <ol style="list-style-type: none">1. What is it? Informational Writing for kids2. Choosing an interesting topic3. Plan for writing a non-fiction topic4. Writing an introduction5. First Draft6. Writing a closing7. Making a table of contents8. Making a glossary
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Story Setting:

- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- To identify how language, structure and presentation contribute to meaning.
- To identify themes and conventions in a wide range of books.
- To discuss what they are planning to write, to understand and learn from its structure, vocabulary and grammar.



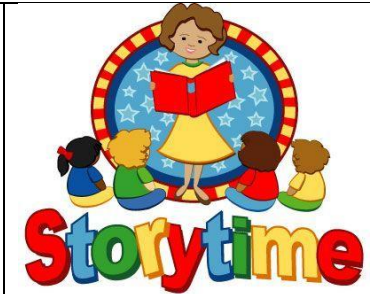
Story setting

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 stories and identify the main story elements (characters, settings, beginning, middle and end)

Try this activity: The first person should start writing a story. Do not reveal what you are writing about to anyone else! Use your imagination. When you have written about a paragraph, fold the paper down so that only the last line can be seen. Pass the paper to the next person. 2. The second person should read the visible line, and then continue the story! When she's finished, fold the paper over again so that only the last line of her paragraph is visible to the next person. 3. Repeat until everyone has participated. Then, unfold the paper and read the silly story aloud!



[Short-stories](#)



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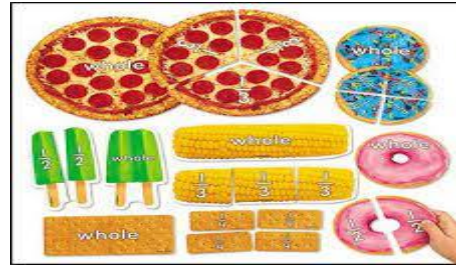
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Numeracy- Fractions

To interpret, solve and write fractions of a discrete set of objects: unit fractions and non-unit fractions.

SHARE with your child that the **denominator** is the number of equal groups something has been divided into. The **numerator** is the number of groups chosen.



ASK the child to:

- Take turns to choose a fraction from the grid.
- Using the timer, draw the fraction in as many ways as possible in a given time, colouring the unit fraction, e.g. for $\frac{1}{4}$, colour $\frac{1}{4}$ of a circle, $\frac{1}{4}$ of a square, $\frac{1}{4}$ of a rectangle, 4 objects with 1 coloured, 8 objects with 2 coloured, etc.

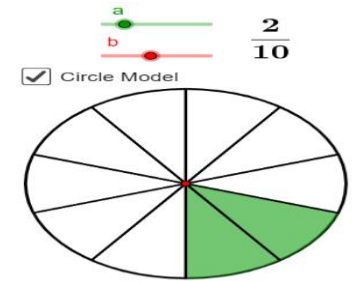
You will need:

- timer (or phone with timer)
- pencil and paper

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{8}$	$\frac{1}{10}$

CHALLENGE the child to compare unit fractions and non-unit fractions.

[Fraction Models](#)





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To identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$ and $\frac{1}{10}$ of numbers and quantities.

DISCUSS with your child that a **unit** fraction is one part of the whole, e.g. $\frac{1}{4}$. **Non-unit** fractions have more than one part of the whole, e.g. $\frac{3}{4}$. When the numerator and denominator are the same, the fraction is equal to one, e.g. $\frac{4}{4} = 1$, $\frac{5}{5} = 1$.

Talk to your child about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of an object or food. E.g. $\frac{1}{4}$ of a pizza, $\frac{1}{3}$ of a glass of water. Divide a large pile of objects (cereal, plastic animals, blocks, etc.) equally into 4 piles to illustrate one-fourth. Recombine the group to divide into other fractions.



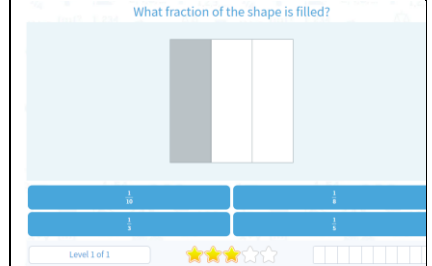
ASK your child:

- To choose two colours to colour the first train.
- You write the fractions that describe the train, e.g. if 4 of the six carriages are blue and 2 are green, it is $\frac{4}{6}$ blue and $\frac{2}{6}$ green.

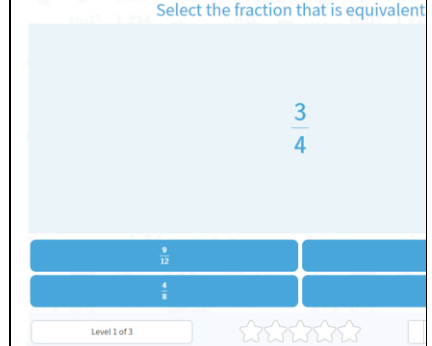
You will need

- coloured pencils

Identify Fractions



Equivalent Fractions





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To compare and order fractions.

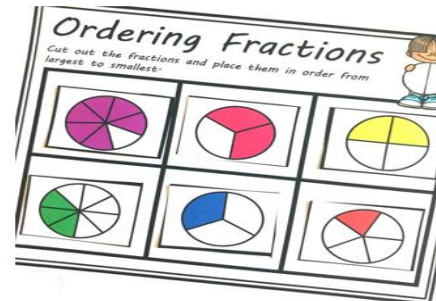
- Change roles and complete the grid.

Fraction trains!		
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CHALLENGE your child to:

- Use three colours for the train.
- Draw more trains.

ASK the child to cut fold the fractions and arrange them in order from largest to smallest.



CHALLENGE them to arrange from smallest to largest and write their values.

Compare Fractions

Which sign makes the sentence true?

$\frac{1}{3}$ $\frac{1}{2}$

> <

Level 1 of 4 ☆☆☆☆☆

Reduce the fractions

Write $\frac{6}{12}$ in lowest terms

Answer

Level 1 of 4 ☆☆☆☆☆



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To interpret and find fraction of amounts for the given statements.

ASK your child to:

60	90	100
120	40	160
80	200	20

- Take turns to say the value of $\frac{1}{10}$ of each of the numbers.
- Roll the dice and now say the value of that number of tenths, e.g. if a 3 is rolled, work out the value of $\frac{3}{10}$ of each of the numbers.
- Play for 10 minutes.

CHALLENGE your child to:

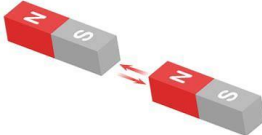
- Find $\frac{1}{2}$ of the numbers.
- Find $\frac{1}{4}$ of the numbers and then $\frac{3}{4}$.



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<p>Science</p>	<p>UNIT – MAGNETISM</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Investigate how magnets attract or repel each other and attract some materials and not others.</p> <p>Explore how magnets are used in everyday life.</p> <p>Investigate and compare how things move on different surfaces.</p>	<p>Talk to your child magnets and how they can act even they are placed at a distance. Tell them about the two poles on a magnet which has the property to repel and attract each other.</p> <p>Share with your child the functions of a magnet and its everyday use. Show and discuss how things move on different surfaces.</p> <p>Encourage your child to observe how objects move on different surfaces and inspire them to think why. You can ask them to experiment with real life materials and categorise them into those attract to magnets and those which repels.</p>	<p>Magnets</p>  <p>Magnetism</p> <p>Fun with Magnets</p> <p>DIY Magnetic Experiments</p> <p>Friction</p> <p>What is Friction?</p> <p>The magnets interactive worksheet (liveworksheets.com)</p> <p>Magnets free exercise (liveworksheets.com)</p> <p>Friction online exercise for grade 6 (liveworksheets.com)</p>
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Humanities

Geography -

How Land is used?

- To describe an area as urban or rural.
- To list land uses in urban and rural areas.
- To identify urban and rural areas in the UK.



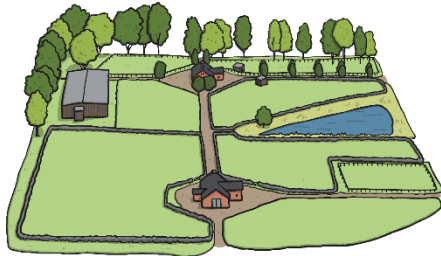
Encourage your child to think generally (e.g. housing, rather than types of houses and retail rather than types of shops).

Talk: About how many different ways to use land can you list?

Share with your child the two images of the urban and rural landscapes. Can you think of words to describe each place?

How Land is used for farming?

- To compare maps of different agricultural areas.
- To explain why an area is suited to crop or livestock farming.
- To describe ways farming has changed since 1950.



Encourage your child to children to list as many possible uses as they can for rural spaces.

Talk: To think about waterways, forests, mountains, etc. as well as green field sites.

Share with your child the two maps of agricultural land use in the 1950s and today.

[Land use](#)



[Use of Land](#)




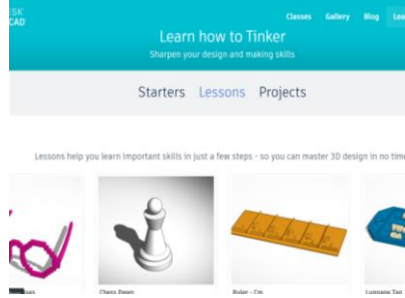
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<p>UAE Social Studies</p> <p>Abu Dhabi</p>	<ul style="list-style-type: none"> To group the correct information with the pictures. To assess the artefacts and infer their usage in the past. To infer information about Abu Dhabi. 	<p>Encourage your child to collect the information of pictures they have of Abu Dhabi.</p> <p>Talk: Imagine you are a tour guide – how would you describe Abu Dhabi to the tourists?</p> <p>Share with your child the history of Abu Dhabi.</p>	<p>What to see in Abu Dhabi?</p> <p>Abu Dhabi</p>
<p>Moral Education</p>	<p>Healthy eating and Healthy Body</p> <p>To understand the importance of healthy eating, using "My plate" to plan healthy meals.</p>	<p>Talk 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>Share 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 practise the same daily.</p> <p>Encourage your child to do an interactive quiz - 6 Basic Nutrients And 5 Food Groups! Trivia Quiz - ProProfs Quiz</p>	<p>Healthy Eating</p> <p>https://youtu.be/mMHVEFWNLMc</p> <p>https://youtu.be/21s8-SMOSTY</p> <p>https://youtu.be/vADtodHhfKU</p> 



<p>ICT</p>	<p>Introducing 3D designing and Printing.</p> <p>Introduction to 3D printers and different related technologies.</p> <p>To design 3D models with basic instructions for a beginner level, using an online tool called TINKERCAD.</p> 	<p>Creativity,</p> <p>critical thinking, Technology</p> <p>Tinkercad is a free, easy-to-use app for 3D design, electronics, and coding.</p> <p>Encourage your child to complete the starter projects on the given link and explore the designing of a 3D-model.</p> <p>Further challenge your your child to create a project based on the instructions provided in lessons category.</p>	<p>https://www.tinkercad.com/</p> <p>https://www.youtube.com/watch?v=sylu4fRLHkk</p> 
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<p>Arabic for Arabs</p>	<p>* مصباح وبنديق وتل الدببة الأخضر السعيد</p> <p>- أن يفسر التلميذ المفردات الجديدة في القصة باستخدام القاموس المصور . - أن يقرأ التلميذ قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم . - أن يجيب التلميذ عن أسئلة تظهر فهمه للفكر الرئيسة والفكر الفرعية مستعينًا بالنص . - أن يجمع التلميذ كلمات من محيط لغوي واحد موضحة الفرق في دلالاتها . - أن ينشئ التلميذ جملاً فعلية . - أن يحدد التلميذ عناصر القصة .</p>	<p>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق: حث التلميذ على استخدام الكلمات الجديدة في تعبيراته داخل المنزل. مساعدة التلميذ على القراءة السليمة لقصة " مصباح وبنديق وتل الدببة الأخضر السعيد" مساعدة التلميذ في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة. مساعدة التلميذ في تكوين جمل فعلية عن حياته خارج المدرسة. مساعدة التلميذ في كيفية جمع كلمات من المحيط الذي حوله وتوظيفها في سياقات جديدة . - توفير بعض الفيديوهات عن أسلوب الجملة الفعلية . يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>منصة أقرأ بالعربية قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non Arabs</p>	<p>(الحيوانات الأليفة) Pets</p> <p>- To create sentences about pets. - To describe pets using new vocabulary and adjectives. - To express opinion about different pets. - To compare pets.</p>	<p>In every lesson, we provide students with new words with their meanings to help the child memorize and use in sentences. Ask your child to speak about favourite pets. Ask your child to describe a pet shop, which he may have visited before. 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>I Read Arabic Arabic and Islamic YouTube Channel</p>



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<p>Islamic for Arabs</p>	<p>سورة البلد أن يوضح الطالب المعنى الإجمالي للآيات . أن يفسر الطالب بعض الآيات . أن يستنتج الطالب فضل الإيمان في الدنيا والآخرة .</p> <p>التراحم أن يستنتج الطالب مفهوم التراحم . أن يوضح الطالب بعض صور التراحم . أن يستنتج فضل التراحم .</p> <p>التعاون سر النجاح : أن يعدد الطالب صور التعاون . أن يستنتج الطالب فضل التعاون . أن يدلل على فضل التعاون من القرآن والسنة .</p>	<p>مساعدة التلميذ في حفظ بعض آيات سورة البلد . مساعدة التلميذ في تفسير بعض آيات سورة البلد . تشجيع التلميذ على الاقتداء بأخلاق الرسول والصحابة الكرام . حث الطالب على التراحم . تشجيع الطالب على التعاون مع الآخرين .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Islamic for Non Arabs</p>	<p>Unit 1 : Islam Teaches me</p> <p>Chapter 5: Fasting.</p> <p>To clarify the concept of fasting.</p> <p>To determine who must perform fasting.</p> <p>To find out the wisdom in fasting during the month of Ramadan.</p>	<p>Revise with your child Surat Al-Alaq and Surat Al Layl</p> <p>Share with your son\daughter the right behavior during fasting and in Ramadan</p> <p>Encourage your son\daughter to learn Surah- Al- Alaq.</p> <p>Encourage your son/daughter to learn the Duaa 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>Arabic and Islamic YouTube Channel</p>



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<p>Music Year03</p> <p>(Kiko)</p>	<ul style="list-style-type: none"> Improving children’s confidence musicality through singing actions songs and chanting rhymes. Improving on listening skills and recalling. Playing a score on a recorder Reading Notes 	<ul style="list-style-type: none"> Encourage the child to sing action songs at home. Ask the child to perform the songs we learned in school. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions. <u>Encourage your child to practice recorder at home</u> 	<p>Kids Music songs</p> <p>Music</p>
<p>Music Year03</p> <p>(Sunil)</p>	<p>Revision of “Mary had a little lamb ” and “I love you song “ Sight reading and rhythm making</p>	<ul style="list-style-type: none"> Let the child practice at home, even though there will be squeaking. Be an audience. But better also check if the child is holding the recorder properly. 	
<p>Music Year03</p> <p>Joyson</p>	<ul style="list-style-type: none"> To play the recorder using notes G, A and B. 	<ul style="list-style-type: none"> Let the child practice at home, even though there may be squeaking. 	<p>Identify the notes in the recorder with the backing track B.A.G. Medley - RECORDER - YouTube</p>



Physical Education

Athletics: Body Awareness. Running posture

Learn and develop fundamental skills and proper posture while running.



Athletics: Arm & Leg movement

To learn fundamental skills and proper posture while running.

Talk and Encourage the children to do the following:

1. Posture

- Tall Spine, Head Up and Chest Up
- Slightly lean forward from ankles



2. Arms

- Relaxed and rhythmic arms swings
- Pump back and recover forward
- Use arms to balance your body

3. Legs

- Lift from your hip
- Land behind your center of mass
- Anticipate the ground

Proper warm up

- Hip rotation
- Arm rotations
- Slow jogging on the spot
- Alternate toe touch

Batting Stance

Follow the links and practice

Cooldown

Talk and Encourage the children to do the following:

Useful sites:

[Athletics 1](#)

[Athletics 2](#)

Useful sites:

[Running Movement](#)

[Running Form](#)



ATHLETICS: Various Starts & Finishing

To learn fundamental skills and learn quick start and finish.



Proper warm up

- Tuck jump
- Depth jump
- Star jump
- Broad jump
- Jumping jacks
- Follow the links for forward defense

Cool down

Useful sites:

[Start and Finish](#)

[Athletic start and finish](#)



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Athletics: Relay Training

Learn and develop fundamental skills receiving and giving baton in relay training. Improvement of hand-eye coordination.



Talk and Encourage the children to do the following:



Proper warm up

- On the spot run
- Shuttle runs
- Star jump
- Broad jump
- Jumping jacks
- Follow the links for low catching

Cool down

Useful sites:

[Athletics Training](#)

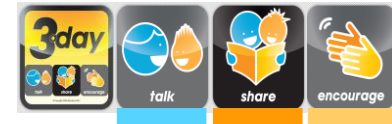
[Relay Mechanics](#)

[Track Relay](#)



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Talk and Encourage the children to do the following:



Proper warm up

- Plank Pose
- Side Plank
- Single leg Deadlifts
- High Lunge
- Tuck Crunches
- Squat Jumps

Cooldown