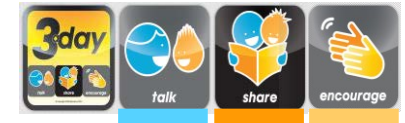


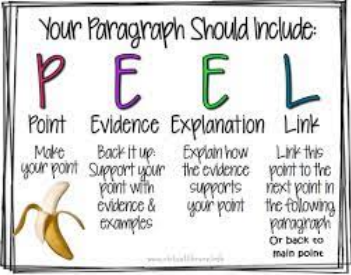
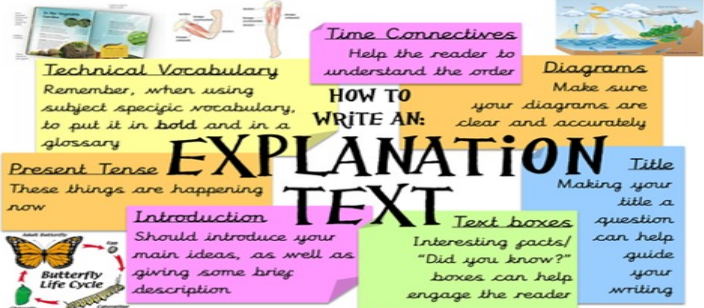




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Family Learning Newsletter-Year 5-February 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p>Reading Comprehension:</p> <p>Unit 12: Non-fiction (instructions)- ‘Magic matchsticks’</p> <p>Unit 13: Non-fiction (historical)- ‘The Trojan War’</p> <p>To evaluate the key points and to describe the events in the text.</p> <p>To read and respond to the given text.</p> <p>To analyse varied PEEL technique from the given passage.</p> <p>Students to read and infer from the texts mentioned.</p> 	<p>Read the texts from the Collins Comprehension Skills Book:</p> <p>Story Telling: Become a story teller and ask questions related to characters, their feelings, different settings and the plot of the story.</p> <p>Discuss the use of text and how effectively it can be used in communication to achieve desired result.</p> <p>Ask questions with reference to the text.</p> <p>Encourage the children to scribe a set of instruction to create their own sustainable city.</p> 	<p>Short Stories-Reading Resource</p> <p>Reading Strategies</p> <p>Instruction Text</p> <p>PEEL Technique</p>
			



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Family Learning Newsletter-Year 5-February 2022



Grammar: Learning Objective:
To explore the units related to SPAG and apply the same consistently in writing.

- Tenses- Simple Past & Present
- Prepositional Phrases

Past Simple vs. Present Perfect

	Past Simple	Present Perfect
Form	S + regular verb-ed or irregular verb (V2 form, Past Simple)	S + regular verb-ed or irregular verb (V3 form, Past Participle)
Use	Finished time We <i>lived</i> in Japan from 1995-1998. (a time period that started and ended in the past)	Unfinished time I've <i>worked</i> as a teacher since 2011. (a time period that started in the past and continues until now)

COMMON PREPOSITIONAL PHRASES

During the lesson
Before the fight
In a hurry
At least
For fun
By chance
On a map
Out of place
Off the top
Up the hill
Until midnight
Among the trees
Over the lake
Of the day

According to the instructions
With the exception of
Within walking distance
Without exception
To the exclusion of
Against the charge
Across the street
Through the garden
Around the World
Between the home and the sea
In spite of the record

From memory
Under stress
After lunch
Near the house
Into the room
Below the Picture
About the accident
Inside the box
Toward the line
Despite warnings
Upon the arrival
Outside Europe
Down the Nile
Except bananas

Discuss how the use of tenses modifies information and sentences in day-to-day life.

Ask them to differentiate between past and present tense. Elicit examples for the same.

Encourage them to read newspaper articles and ask them to annotate present and past tense.

The Present and Past Tense of "to Be"

Present Tense	Simple Past Tense
I am	I was
You are	You were
He/she/it is	He/she/it was
We are	We were
You (plural) are	You (plural) were
They are	They were

PREPOSITIONAL PHRASE LIST

Prepositional phrases consist of a preposition and a word(s).

IN	ON	AT	FOR	BY
in time	on schedule	at risk	for a reason	by chance
in demand	on balance	at a distance	for certain	by accident
in difficulty	on the air	at any rate	for good	by all means
in sight of	on a trip	at least	for life	by birth
in a hurry	on account of	at night	for lack of	by definition
in a mess	on an island	at noon	for a change	by design
in a sense	on average	at once	for love	by force
in action	on edge	at peace	for hire	by heart
in advance	on fire	at war	for want of	by law
in of use	on hand	at times	for experience	by mistake
in of season	on order	at work	for my	by no means
in aid of	on purpose	at sea	for fear of	by order of
in abundance				by way of

Encourage your child to frame new sentences by adding prepositional phrases.

Discuss the PEEL Technique with your children.

[Verbs and Tenses](#)

[Present Tense](#)

[Prepositional Phrases](#)

[Prepositional Phrases](#)



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Family Learning Newsletter-Year 5-February 2022



Text level: Learning Objectives

Explanation Text

- To explore the features of explanation text.
- To identify key features of explanation text.
- To read the text for understanding and drawing inferences, retrieve information.
- To explore the traits of characters.



Explanation

- to explain how something works or why something occurs.

Language Features

• Written in the simple, present tense.

• Cause and effect language, e.g. because, if, therefore.

• Use time connectives, e.g. then, next.

• Formal voice written in the third person (impersonal).

• Technical vocabulary.

• Labelled diagrams might also be included.

Examples of explanations: Why do coasts erode? What causes the seasons?

Structure

• General statement to introduce the topic, e.g. in the autumn, some birds migrate.

• Organised around a series of events.

• A series of logical (ordered) steps explaining how or why something occurs, e.g. because the hours of daylight shorten.

• These steps continue until the explanation is complete.

PEEL Technique

- To explore the PEEL technique
- To identify the PEEL technique and use it effectively while writing.
- **To structure paragraphs using PEEL method.**

Speaking: Value of Honesty and Integrity- Based on real life experiences.

Listening Comprehension- Recognizing Literal Meaning and Understanding Vocabulary.

Talk about the effective usage PEEL Technique in a text.

Ask your children about the difference between P.E.E. and PEEL.

Encourage them to scribe a paragraph using the PEEL Technique.

Point	Evidence	Explanation	Link
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Use **Resource 3** to explain why there is a housing crisis in Britain

Resource 3 states that the population in Britain is rising (Independent newspaper)	This is shown by the fact the population has risen by 2 million in the last 10 years (Daily Mail November 2012)	This increase means that more new homes will be needed for this increasing population.	These new homes will need to be built somewhere and recent announcements from the government have said they will need to be built on greenfield land and will be large settlements
------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The thing I want to talk about

The bit that proves my point

Showing that I know what the evidence means

I know what all this writing has to do with my question

Point
Evidence or Example
Explain
Link

POINT

Introduce and make the point (topic sentence)

EXAMPLE

Support it with evidence, research, references, an example, a quote

EXPLAIN

Analyse and comment on the reference/example. Explain why it works within the context of the essay question and the argument you are currently making.

LINK

Link this point to the next point (next paragraph) and to the essay question (main topic)

[Explanation Text](#)

[How to write an Explanation Text](#)

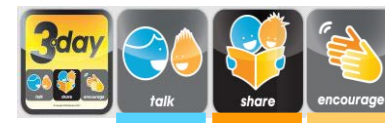
[PEEL Paragraph Template](#)

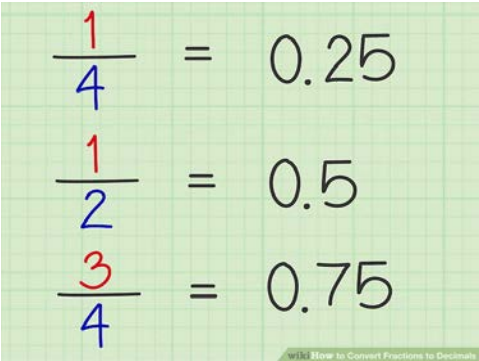
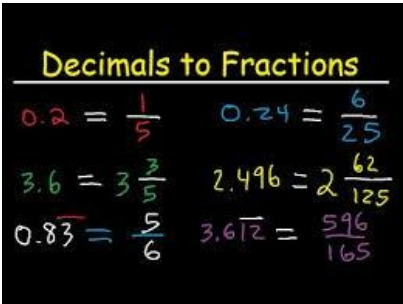

[How to write a paragraph using PEEL Technique](#)



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Family Learning Newsletter-Year 5-February 2022

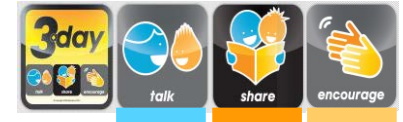


Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Numeracy	<p>To find equivalent fractions and relate fractions to their decimal representations.</p>  <p>To read and write decimal numbers as fraction.</p> 	<p>Explain to your child why equivalent fractions are important. Use hands-on activities. For example, take a pizza, cut it in half then cut one half into three equal slices. The single half and the half cut into three should appear equal. $1/2 = 3/6$</p> <p>Encourage your child to answer how fractions and decimals are connected. They both show a part of a whole. Share the fact that if one numeral follows the decimal, that decimal is said as tenths. Therefore, when writing it as a fraction, its denominator will be 10.</p>	 <p>https://www.ixl.com/math/grade-5/equivalent-fractions</p> <p>https://www.iknowit.com/lessons/equivalent-fractions.html</p> <p>https://www.abcya.com/games/equivalent-fractions-bingo</p> <p>https://www.futuristicmath.com/games/5th-grade-convert-fractions-to-decimals-fishing-game.html</p>



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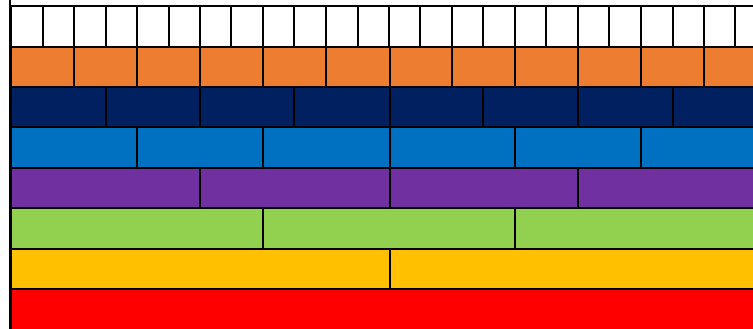
Family Learning Newsletter-Year 5-February 2022



To read, write and convert time between analogue and digital 12- & 24-hour clocks.

Challenge Yourself!

Talk to your children about the importance of having 12 hour and 24-hour clocks and the use of am and pm while writing the time.
Encourage them to find out the real-life examples of using 24-hour clocks.



Challenge:

Fractions:

- Using the image above and find out how many different ways can you find of writing 12?
- From the picture, what equivalent fractions for 13 can you find?
- Again, using the image of the fraction wall, find out how else could you write 34?
- What other fractions do you know that are the same as 12?
- Find some other fractions which are equivalent to 34.

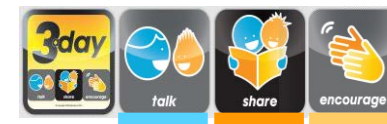
<https://www.youtube.com/watch?v=5h2OMqAo4Pw>

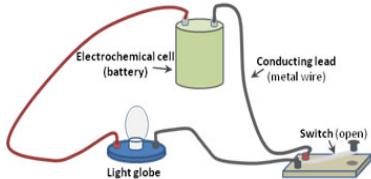
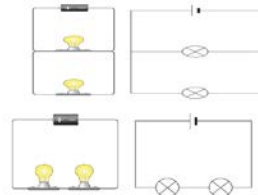
<https://www.topmarks.co.uk/time/teaching-clock>







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Family Learning Newsletter-**Year 5-February 2022**



Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
Science	<p>Electricity</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To use recognised symbols when representing a simple circuit in a diagram.</p> <p>To compare and give reasons for variations in how components function</p> <p>To compare series and parallel circuits.</p> <p>To build simple circuits to solve problems and find answers to questions.</p> <p>To design, create circuits and explain their working.</p>	<p>Discuss how a simple circuit works and the important components of a circuit. Why is a switch an important component of a circuit? Talk to them about the filament of the bulb. Compare the filaments of a working and non-working bulb. Show the circuit diagram of an electronic toy and discuss with them the symbols. Dismantle a simple electronic gadget or toy. Identify the different components and the wiring. Encourage your child to put it back together again. Does it work? Discuss with them how the different lights at home can be switched controlled by its switch while other lights and equipment's work. How is this possible? Discuss with them the dangers of electricity. Discuss with them the connection in decoration lights. What type of connection is it? How all bulbs will light up with one switch?</p>	<p>Home - Learning Circuits</p>  <p>Physical Science 6.5a - Series and Parallel Circuits - YouTube</p> <p>Series and Parallel Circuits</p> <p>Electrical Components and Circuits</p> 

Area for learning	Focus	Activities	Useful Websites/Apps
 <p>Arabic for Arab</p>	<p>"القراءة حياة"</p> <p>أَنْ يُفَسِّرَ التَّلْمِيزُ الْمُفْرَدَاتِ الْجَدِيدَةَ مُوظِّفًا الْقَامُوسَ الْمُصَوِّرَ. أَنْ يَفْرَسَ التَّلْمِيزُ الْعِلَاقَةَ بَيْنَ الْأَحْدَاثِ (أَحْدَاثٍ بَسِيطَةٍ مِنَ النَّصِّ). أَنْ يَحَدِّدَ التَّلْمِيزُ عُنَاوِرَ الْقِصَّةِ الْفَسِّيَّةِ: (الشَّخْصِيَّاتِ، وَالْمَكَانَ وَالزَّمَانَ Family Learning Newsletter - Year 5 February 2022 أَنْ يُجِيبَ التَّلْمِيزُ عَنِ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنَّصِّ، مُبَدِّيًا رَأْيَهُ فِيهِ. نشيد (اقرأ) أَنْ يُفَسِّرَ التَّلْمِيزُ الْمُفْرَدَاتِ الْجَدِيدَةَ مُوظِّفًا الْقَامُوسَ الْمُصَوِّرَ. أَنْ يَشْرَحَ التَّلْمِيزُ الْمَعْنَى الْإِجْمَالِيَّ لِلنَّصِّ الْأَدْبِيَّةِ. أَنْ يُفَسِّرَ التَّلْمِيزُ الْكَلِمَاتِ مُسْتَعِينًا بِمُرَادِفَاتِهَا وَأَضْدَادِهَا وَسِيَاقِهَا أَنْ يُصَمِّمَ التَّلْمِيزُ بِطَاقَةً تَعْرِيفِيَّةً عَنِ الشَّاعِرِ. النص الرديف أَنْ يفسر التلميذ الجملة والعبارات المستخدمة في النصوص الأدبية. أَنْ يَسْتَنْتِجَ الْمُتَعَلِّمُ الْعِلَاقَةَ بَيْنَ الْأَحْدَاثِ (أَحْدَاثٍ بَسِيطَةٍ مِنَ النَّصِّ). أَنْ يُجِيبَ التَّلْمِيزُ عَنِ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنَّصِّ، مُبَدِّيًا رَأْيَهُ فِيهِ. النحو – أحوال خبر كان وأخواتها كتابة اليوميات</p>	<p>قراءة بعض القصص المتعلقة ببرنامج اقرأ بالعربية . جمع صور تحمل أشكال المحبة بين المجتمع بين المتعلمة ببرنامج اقرأ بالعربية . مشاهدة فيديو عن أهمية القراءة . تدريب الطالب المنزلي على بعض المفردات الجديدة المستخدمة في النصوص الأدبية اليوميات يَكْتُبُ الْمُتَعَلِّمُ فِقْرَةً مُضَمَّنًا إِيَّاهَا جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجَمَلَةً خَتَامِيَّةً مَعَ الْإِلْتِمَامِ بِالْمَعَايِيرِ. يُجِيبُ التَّلْمِيزُ عَنِ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنَّصِّ، مُبَدِّيًا رَأْيَهُ فِيهِ يُحَدِّدُ الْمُتَعَلِّمُ بَعْضَ الْأَحْدَاثِ مُسْتَخْلِصًا مَغْرَاهَا، مُعَبِّرًا عَنِ رَأْيِهِ فِيهَا . 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>كان وأخواتها 1</p> <p>إعراب أركان جملة كان وأخواتها منصة اقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non-Arab</p>	<p>The hobbies (الهوايات)</p> <p>To classify different hobbies (reading – drawing- swimming – listening to music ...)</p> <p>To use the expressions of opinion (I prefer ... because / I do not prefer ... because / in my opinion...).</p> <ul style="list-style-type: none"> - To describe the student's favourite hobby. 	<p>Talk to your child about his favourite hobbies. Share with your child articles about the most famous hobbies to help him in talking and writing about them. Ask your child about his opinion regarding some hobbies. 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>examples about hobbies</p> <p>hobbies: pronunciation and grammar</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arab</p>	<p>سورة عبس</p> <p>أَنْ يَسْتَنْبِطَ التَّلْمِيزُ فَضْلَ تَلَاوَةِ الْقُرْآنِ. أَنْ يَبِينُ التَّلْمِيزُ مَظَاهِرَ قُدْرَةِ اللَّهِ تَعَالَى فِي خَلْقِ النَّبَاتِ أَنْ يَدُلُّ التَّلْمِيزُ عَلَى الْمَسَاوَةِ فِي الْإِسْلَامِ بِأَدْلَةٍ مِنَ الْقُرْآنِ وَالسَّنَةِ النَّبَوِيَّةِ وَالسَّيْرَةِ الْمَطْهَرَةِ.</p>	<p>ساعده التلميذ في البحث عن آيات من القرآن والسنة النبوية والسيرة المطهرة عن المساواة في الإسلام . حث التلميذ على التزام آداب ركوب وسائل النقل . مساعدة التلميذ في مشاهدة فيديوهات عن آداب ركوب وسائل النقل</p>	<p>-المصحف المعلم سورة عبس-</p> <p>- آداب ركوب الحافلة المدرسية-</p>



The Winchester School

Family Learning Newsletter-Year 5-February 2022



	<p>أن يستنتج التلميذ أحوال الناس يوم القيامة . آداب ركوب وسائل المواصلات أن يبين التلميذ آداب وسائل المواصلات. أن يستنبط التلميذ ثمرات التأدب بآداب وسائل النقل. فاطمة بنت عبد الملك أن يتعرف التلميذ شخصية فاطمة بنت عبد الملك . أن يستنتج التلميذ الدروس المستفادة من شخصية فاطمة بنت عبد الملك . أن يبين التلميذ دور العلم في بناء الشخصية .</p>	<p>جمع صور تدل على قدرة الله في الخلق. 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-Arab</p>	<p>Surat A bassa (He farowned) To recite the verses correctly and properly. To explain that Islam is the religion of equality. To conclude the excellence of the Holy Quran. Loving Allah, glory be to Him. To explain the importance of loving Allah (S-W). To clarify the deeds by which the Muslim attains the love of Allah (S-W). To conclude the results of loving Allah (S-W), by believers. Al-Isra Wa Al-Mi'raj To explain the truth of the Night Journey and the ascension to Heaven. To identify What the Prophet (P-BH) saw in the Night Journey and the ascension to Heaven. To conclude the lesson derived from the Night Journey and the ascension to Heaven (Al-Isra wa Al-Mii'raj).</p>	<p>Share with your child the actions that cause bankruptcy. Recite with your child the verses correctly and properly using the given link. Talk with your child about the importance of loving Allah (S-W). Speak with your child about the deeds by which the Muslim attains the love of Allah (S-W). Talk with your child about the holy event of Al-Isra Wa Al-Mi'raj. Share the given link and conclude what the Prophet Mohamed saw in this journey, and the lessons learned. Share your child the reasons of this journey 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>Quran: 80. Surat Abasa (He Frowned) THINGS HAPPEN WHEN ALLAH LOVES YOU Loving Allah The Night Journey - Al-Isra Wa-Mi'raj Arabic and Islamic YouTube Channel</p>



The Winchester School

Family Learning Newsletter-Year 5-February 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p>Geography Mountain Ranges and UK mountains</p>	<p>To explore the key mountain ranges of the world.</p> <p>To explore the key areas of higher ground in the UK</p>	<p>Talk with your child about the mountain ranges of the world.</p> <p>Share information about the highest mountains of the world.</p> <p>Encourage your child to research the main areas of high ground in the UK.</p> <p>Key Vocabulary: Mountain ranges, landscape, legend, peaks, contours.</p>	<p>https://www.youtube.com/watch?v=GtHEXrfC84g</p> <p>https://www.ducksters.com/geography/mountain_ranges.php</p> <p>https://www.youtube.com/watch?v=4ACs-ASBk8</p> <p>https://www.britannica.com/list/exploring-7-of-earths-great-mountain-ranges</p>



The Winchester School

Family Learning Newsletter-Year 5-February 2022






Area of learning	Focus	Home activities/How can you help your child at home	Useful website
UAE Social Studies 1.Producers and Consumers 2.Supply and Demand	<p>To explore the concept of producers and consumers.</p> <p>To explore the concept of supply and demand.</p>	<p>Talk with your child about the concept of producers and consumers. Share with your child the journey of a product from a producer to a consumer. Encourage your child to explore some companies that are both a consumer and a producer. Vocabulary: producers, consumers, buying local</p> <p>Talk with your child about the concept of supply and demand. Share with your child how to determine when goods will be in demand based on scarcity. Encourage your child to explore why goods go on sale. Vocabulary: supply, demand, available, scarce, reputation</p>	<p>https://www.youtube.com/watch?v=Wkzra5-mtO0</p> <p>https://www.youtube.com/watch?v=1309MBZKNKY</p> <p>https://www.youtube.com/watch?v=n5sQmZbwfAU</p> <p>https://www.youtube.com/watch?v=LXriXYPr7RY</p> <p>https://www.youtube.com/watch?v=yhr8X7H3yyE&t=28s</p>



The Winchester School

Family Learning Newsletter-Year 5-February 2022



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French	<p><u>Topic 1: La description physique</u> To describe self and other's appearance in French</p> <p><u>Grammar:</u> To conjugate verb "Être"/ "Avoir" / "porter" in present tense.</p> <p><u>Topic 2: L'heure</u> To read and tell the time in French.</p>	<div style="text-align: center;">  <div style="border: 1px solid green; padding: 5px; display: inline-block;">Talk</div> </div> <ul style="list-style-type: none"> - Ask the child to describe the appearance of his/her family members. - Ask the child to recall the numbers in French and to read the time. <div style="text-align: center;">  <div style="border: 1px solid blue; padding: 5px; display: inline-block;">Share</div> </div> <p>Create a presentation or poster to describe self and others appearance using verb " Avoir"/ "porter". Create a 3D clock and write down the time in French. Use these words to create their own sentences.</p> <div style="text-align: center;"> <div style="border: 2px solid red; padding: 5px; display: inline-block;">ASK</div>  </div> <p>To keep exploring the links given.</p>	<p><u>Topic 1: La description physique</u> https://www.youtube.com/watch?v=5P7pfc9AXTY https://quizlet.com/639523877/description-physique-flash-cards/</p> <p><u>Topic 2: L'heure</u> https://www.youtube.com/watch?v=IRlrc9iN_C0 https://www.youtube.com/watch?v=ESXOOyoE9t8 https://www.youtube.com/watch?v=mDqkU38gXvs</p> <p><u>Grammar</u> https://www.youtube.com/watch?v=WsUbi1Hu5Hs&t=99s https://www.youtube.com/watch?v=HrddyXbwDfSl https://www.youtube.com/watch?v=z2lrJODB0Xg</p> <p><u>Topic 1/ La description physique</u> https://www.liveworksheets.com/oi424161vo https://www.liveworksheets.com/pc1491898xc https://quizlet.com/639523877/gravity</p> <p><u>Topic 2 / L'heure</u> https://quizlet.com/610201792/test https://quizlet.com/610201792/match https://quizlet.com/610201792/gravity</p>



The Winchester School

Family Learning Newsletter-Year 5-February 2022



AREA OF LEARNING	FOCUS	HOME ACTIVITIES/HOW CAN YOU HELP YOUR CHILD AT HOME	USEFUL WEBSITES
Physical Education Activity -1	Basketball- Dribble and layup shot (Running Shot) Aim of the lesson is to improve their dribbling and lay up skills.	<u>Talk and Encourage the children to do the following:</u> <u>Proper warm up</u> The Students will do the proper warm up and will practice dribbling and layup shot and play basketball game with basic rules. Follow the link <u>Cooldown</u> After the game students will do proper cooldown activity.	<u>Useful sites:</u> Link1: https://www.youtube.com/watch?v=CMQp0bwjokw
Activity -2	<u>Basketball</u> - Passing and Receiving. Aim of the lesson is to improve their Two man passing with two balls and different passing drills skills.	<u>Talk and Encourage the children to do the following:</u> <u>Proper warm up</u> The Students will do the proper warm up and will practice Passing and Receiving and play basketball game with basic rules. Follow the link <u>Cooldown</u> After the game students will do proper cooldown activity.	Link1: https://www.youtube.com/watch?v=SbOxamKyzY



The Winchester School

Family Learning Newsletter-Year 5-February 2022



<p>Activity -3</p>	<p><u>Basketball</u> - Give & Go for layup shot. Aim of the lesson is to improve their passing the balls and lay up skills.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice Pass and lay up and play basketball game with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Link 1; https://www.youtube.com/watch?v=aYjqIzgVB1A</p>
<p>Activity -4</p>	<p><u>Basketball</u> - Shooting and Rebound Aim of the lesson is to improve their shooting and rebounding drills skills.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice shooting and rebounding and play basketball game with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Link 1: https://www.youtube.com/watch?v=7uQfJEv6-IA Link 2 : https://www.youtube.com/watch?v=OkxEig13810</p>



The Winchester School

Family Learning Newsletter-**Year 5-February 2022**

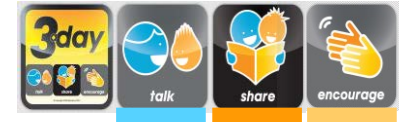



Area of learning	Focus	Activities	Useful websites
Music Year05 (Sunil)	Learning how to play the song "Havana" on recorder	<ul style="list-style-type: none"> Let the child practice at home, even though there will be squeaking. Be an audience and check if the child is holding the recorder properly. 	
Music Year05 (Kiko)	<ul style="list-style-type: none"> Improving children's confidence and musicality through singing actions songs and chanting rhymes. Improving on listening skills and recalling. 	<ul style="list-style-type: none"> Let the children 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. 	https://www.timeout.com/new-york-kids/music/best-kids-songs
Music Year05 (Joyson)	<ul style="list-style-type: none"> Improving child's confidence and musicality through music rhythm reading. <p>We take a deeper look at the half note and how it relates to the quarter and eight notes with quarter rest.</p>	<ul style="list-style-type: none"> Let the child understand the music note value and clap with the notes. Ask the child to perform it with any percussion instrument like maracas, tambourine. <p>Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth.</p>	(22) Introduction to Rhythm Reading: Stage Three - YouTube



The Winchester School

Family Learning Newsletter-Year 5-February 2022




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ICT	<p><u>Topic Digital Citizenship</u></p> <p>To compare and contrast their responsibilities to their offline and online communities.</p> <p>To explain the learn that the information they put online leaves a digital footprint or trail.</p> <p>To explore what information is appropriate to be put online.</p>	<p>Discuss How to be a good digital citizen.</p> <p>Encourage Children to use technology responsibly?</p> <p>How can we help children understand that good digital citizenship also involves using digital tools to do good things in the world?</p> <p>Respecting People’s Feelings: Talk to them about topics such as “drama”, cyberbullying, healthy romantic relationships, and how to be a positive influence online.</p> <p>Create a comic strip on a digital problem and solution to the problem</p> 	<p>Digital Citizenship Guide for Parents (mediasmarts.ca)</p> <p>https://youtu.be/ourb9j-dq8Q</p> <p>https://youtube.com/playlist?list=PL8TjVyuBdsCnTZiAYcQcF4v-6dw0nIRJm</p>



The Winchester School

Family Learning Newsletter-**Year 5-February 2022**



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Moral Education	<p>The Lives along the Roads and Commercial Cities To explore and understand how the lives along the roads and commercial cities developed.</p>  <p>Commercial Routes as Cultural Channels To explore commercial routes and understand the lifestyle of commercial cities</p>	<p>Talk with your family about various goods that were traded along the roads and commercial routes. Share your knowledge about how old trade routes and cities developed in the region. Encourage children to research how was the life along the roads and commercial cities.</p> <p>Talk with your child about the cultural significance of the trade routes. Share the benefits and potential problems of interconnectivity between different peoples. Encourage your children to your knowledge of how trade impacted the lives of people in the UAE.</p> <p>Talk with your child how people from all over the world got connected through trade. Share how globalization and trade impacted the whole world and the UAE. Encourage your child to research how the UAE developed commercially and welcomed people from all over the world.</p>	<p>https://www.historylearningsite.co.uk/ancient-rome/ancient-rome-and-trade/</p> <p>https://www.forbes.com/sites/wadeshepard/2016/09/20/7-new-cities-that-are-rising-along-the-new-silk-road/?sh=14d09f101300</p> <p>https://kids.britannica.com/kids/article/trade/353871</p> <p>https://www.youtube.com/watch?v=hBVu-EYNKWY</p> <p>https://www.intracen.org/country/united-arab-emirates/</p> <p>https://www.worldhistory.org/Silk_Road/</p>