



The Winchester School

Family Learning Newsletter -Year 6- March 2022



Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p>Spelling</p> <p>To spell words with suffixes</p> <p>A suffix is an ‘ending’, used at the end of one word to turn it into another word. Unlike <u>root words</u>, suffixes cannot stand on their own as a complete word.</p> <p>Contrast <u>prefix</u>.</p> <p><i>call – <u>called</u></i></p> <p><i>teach – <u>teacher</u> [turns a <u>verb</u> into a <u>noun</u>]</i></p> <p><i>terror – <u>terrorise</u> [turns a noun into a verb]</i></p> <p><i>green – <u>greenish</u> [leaves <u>word class</u> unchanged]</i></p>	<p>Talk to your child that they can change the meanings of words and parts of speech. Suffixes can help you define words too. This suffix rap song reviews commons suffixes like -able, -ful, -ous, -tion, -less and -ward. Listen to learn many of the most useful and most taught suffixes.</p> <p>A suffix is a letter or a group of letters that are added to the end of a word to make a new word. Generally, suffixes have a particular meaning. When a suffix is added to a base word and that base word becomes a noun, it is called a noun suffix.</p> <p>Dictate a set of words with suffixes’. Now let the child identify what letters are added to the root word in each word.</p> <p>Explore with your child that suffix is a meaningful unit of letters attached to the end of a word which has the power to change the meaning or even grammatical function of a word! By adding –ious you can turn a noun into adjective.</p>	<div data-bbox="1627 446 1984 860" data-label="Image"> </div> <p>https://www.bbc.co.uk/learnenglish/course/intermediate/unit-14/session-1/activity-3</p> <p>punctuation</p>



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To explore the use of suffixes with –cious and –tious.

Grammar

Learning objective: To identify and explore adverbs and modal verbs showing possibility .



Share with your child a list of nouns ending with –tion and ask them to change it into adjectives (eg:- ambition – ambitious). Similarly nouns that ends with –ace and convert them into adjectives (eg:- space – spacious).

Talk to your child that anything which describes a verb is an adverb.

Share Adverbs for possibility include: **certainly, definitely, maybe, surely, clearly,** obviously, perhaps, probably and undoubtedly.

Explain that modal verbs are used to show how likely things are to happen. This can be called expressing degrees of possibility.

*It **might** rain today.*

*The parcel **should** arrive tomorrow.*

*Kevin's brother **must** come first in the race – he's such a fast runner!*

punctuation practice

Suffix	Meaning	Example
-able	can be done	preventable
-ly	a characteristic of	bravely
-y	characterized by	brainy
-ed	past-tense verb	laughed
-ion	the action or process of	celebration
-ment	the action or result of	movement
-ness	the state or quality of	fondness
-s	plural	girls

https://www.grammar-monster.com/key_stage_tests/possibility_adverbs_and_modal_verbs_key_stage_2_sentence_level.htm



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



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Using Adverbs and Modal Verbs to Indicate Degrees of Possibility
 You can use adverbs and modal verbs to describe how likely things are to happen or to what degree of certainty something is known.
 Modal verbs usually come before another verb to show the possibility or certainty of the action happening.

Adverbs	Modal Verbs	Modal Verbs
It is certainly going to rain later. Tom is definitely a better singer than Alex. Maybe you should take a shower. Surely, you don't mean that. I am possibly attending the party later. My sister is clearly very kind. Obviously, our class is the best. Perhaps we should visit the museum. It would probably be a good idea to tidy up. Florida is undoubtedly warmer than London. Jamal could hardly believe he had won the competition. It is quite likely that I will eat pizza for dinner.	Positive I will try to do my best in class. It would be a catastrophe. Kay can win the race. We could buy sandwiches for lunch. Ibrahim may play the king in the play. Those ducks might swim across the river. The class shall have a treat this afternoon. Snacks should be eaten at break time. You must open the door. Karja ought to get up early.	Negative I will not (won't) try to do my best in class. It would not (wouldn't) be a catastrophe. Kay cannot (can't) win the race. We could not (couldn't) buy sandwiches for lunch. Ibrahim may not play the king in the show. Those ducks might not (mightn't) swim across the river. The class shall not (shan't) have a treat this afternoon. Snacks should not (shouldn't) be eaten at break time. You must not (mustn't) open the door. Karja ought not (oughtn't) get up early.

Some adverbs can also be used to express degrees of possibility.

Perhaps it rained last night.

The parcel **probably** arrived yesterday.

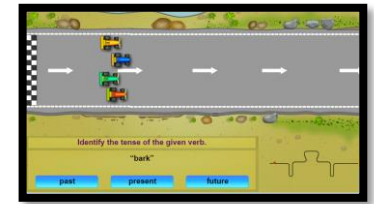
Kevin's brother **certainly** has a good chance of winning the race – he's such a fast runner!

Auxiliary verbs are verbs that are used together with other verbs in a sentence. I **have given** my granny some flowers for her birthday.

In this sentence 'have' is the **auxiliary verb** and 'given' is the **main verb**. Forms of the auxiliary verbs 'be' (be/am/are/is/was/were/been/being and 'have' (have/has/had/having) are used to show the **tense** of a sentence. and 'have' (have/has/had/having) are used to show the **tense** of a sentence.



<https://www.turtlediary.com/game/tenses.html>



<https://www.englishclub.com/esl-games/grammar/jumbled-tenses-present-continuous-1.htm>



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	<p><u>Text Level:</u> <u>Learning Objective: To explore play script as a text.</u></p> <p>Text Level Playscript (Continuation)</p> <p>To analyse the elements of classic tragedy.</p> <p>To extend learning beyond Macbeth.</p> <p>To estimate the power of ambition and persuasion.</p> <p>To judge and legitimate the actions of Macbeth and Lady Macbeth, from the series of events.</p> <p>To analyse the features of play script and dramatise the given situation from Macbeth.</p>	<p>Share the Prezi on elements of classic tragedy with your child. Explore, discuss and understand the elements involved in the tragedies. Read the story of Macbeth with your child and analyse the elements mentioned and justify the same with evidence from the story.</p> <p>Encourage your child to read another tragedy and compare the elements of tragedy and evaluate the differences and similarities.</p> <p>Share real-life examples of people who cause destruction to mankind due to ambition. Talk about World War.</p> <p>Encourage your child to read Macbeth and discuss the roles of Macbeth and Lady Macbeth. The way Lady Macbeth provoked Macbeth to do the heinous crime and</p> <p>The children have been watching a film. Sometimes both modal verbs and adverbs of possibility can be used in the same sentence for emphasis.</p> <p><i>He probably ought to do it.</i></p>	<p><u>Macbeth- short version</u></p> <p><u>Macbeth -play script</u></p>
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	<p><u>Moral Education Link</u></p> <p>Unit:</p> <p>To explain and discuss relevant concepts and terminology.</p> <p>Topic:</p> <p>Students will be able explain and discuss relevant concepts and terminology based on ancient artefacts.</p>	<p><i>It definitely must be below freezing. I can see ice on the windows</i></p> <ul style="list-style-type: none"> • Encourage your child to read and respond to Why is it really important for humans to learn from ancient artefacts and sites? • How does it help us? • What information do these artefacts and ancient sites provide from the past? • Share how learning can take place from ancient artefacts and sites • Concluding Information from Artefacts and Ancient Sites • Learning from the Past 	<p><u>Figurative language</u></p>  <p>https://www.youtube.com/watch?v=SEoHOQiUvll</p>
<p>Numeracy</p>	<p>To construct and interpret line graphs.</p>	<p>Over a period of a week, collect the currency rates and compare the UAE currency with either the US</p>	<p><u>Line Graph</u></p>

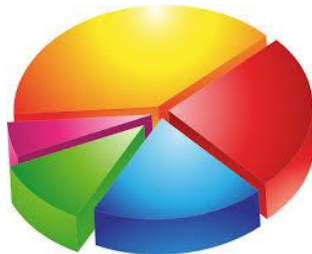


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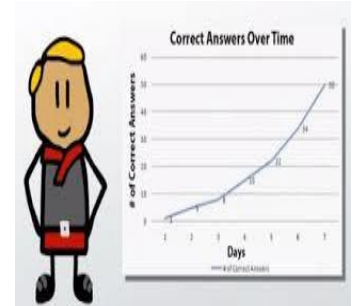
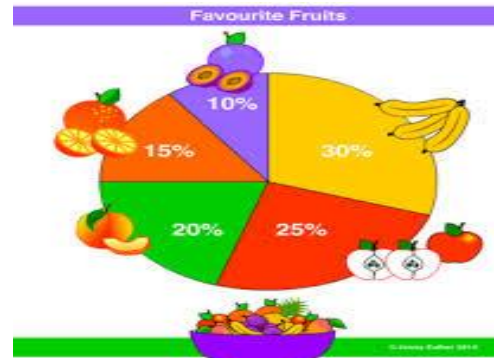
To understand and interpret pie charts.



To interpret pie charts and solve problems.

dollar or Euros. Graph your results, updating your graph daily.

Encourage your child to take a survey of your family member's favorite food/ song/ actor/ sport and let them represent their result in a pie chart.



Pie Chart

<https://www.superprof.co.uk/resources/academic/maths/statistics/descriptive/solutions-to-pie-chart-and-mean-problems.html>



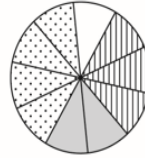
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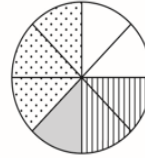


ACTIVITY

Favourite Sports First Primary School



Favourite Sports Last Primary School



Key:
 □ Tennis ▨ Netball ▩ Athletics ▤ Football

You will need:

- 4 pieces of paper, marked 80, 120, 200, 320
- pencil and paper

What to do

- Choose one of the papers without looking. This number represents the number of pupils in the school.
- Use this number to find out how many pupils prefer each of the sports.
- One person calculates the numbers for First Primary School and one for Last Primary School and then writes three questions for the other person to answer.
- Repeat with a different starting number.

Variation

- Try larger starting numbers but make sure they are divisible by both 8 and 10.

QUESTIONS TO ASK

What is a pie chart?

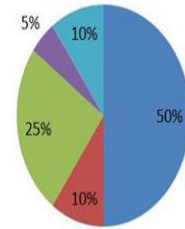
Why is a key necessary for a pie chart? (to explain what each segment represents)

If a pie chart is divided into 8 sectors, what is the angle at the centre of each sector? (45°)

If a pie chart is divided into 20 sectors, what percentage is each sector worth? (5%)

If a pie chart is divided into 12 sectors, what fraction do 2 sectors represent? ($\frac{1}{6}$)

A School Day



- Pay attention to teacher
- Lunch
- Chatting with friends
- In between classes
- Other things

Science

Friction:

To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

Talk and discuss:

Discuss with the child What do you think happens to the speed of a falling object the greater the air resistance it has?

Friction on different surfaces:

<https://www.youtube.com/watch?v=C7NPD9W0kro>



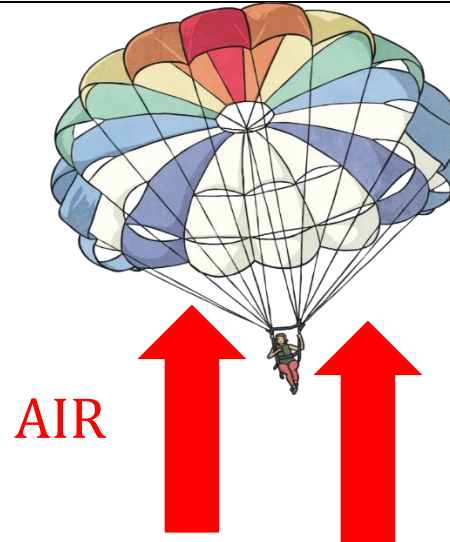
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To Investigate the use of materials with more friction.

To Investigate which material creates more air resistance.



Discuss: Air resistance affects how fast objects fall through the air. Objects with a lot of air resistance fall slower than streamlined objects, which have little air resistance and will fall quicker.

These two pieces of paper started off the same but they have been made into two different shapes. Which one will fall the fastest? Why?



<https://www.youtube.com/watch?v=LSevw1sfpk>

Air and water resistance:

<https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm>

<https://k8schoollessons.com/air-resistance-for-kids/>



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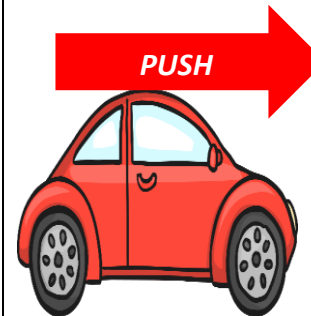


Scrunched up paper

Paper Aeroplane

Explore:

If there was no friction, how far do you think the car would get and why?

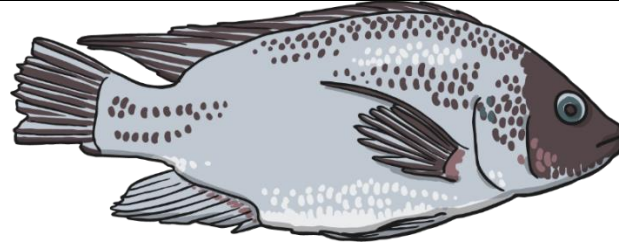


How do you think this fish's shape helps it to move easily through the water?



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Arabic for
Arabs

لويس باستور (سيرة غيرية)
أن يفسر التلميذ كلمات وتراكيب وأساليب
من النص في سياقاتها .
أن يحدد التلميذ أساليب خبرية في النص
أن يحلل سيرة غيرية .

ابسمي (شعر)
أن يحلل التلميذ النص تحليلاً أدبياً .
أن يحدد التلميذ أساليب خبرية في
القصيدة
أن يحدد التلميذ الفكرة و العاطفة في
القصيدة .

حروف تنطق ولا تكتب
أن يكتب كلمات بها حروف تنطق ولا تكتب
أن يحدد حروف تنطق ولا تكتب السطر
التركيب النعتي
أن يميز بين أدوات وأركان النعت في الجملة.
أن يوظف النعت مضبوط الآخر في تحدته وكتاباته
الإبداعية مع الضبط وفقاً لقواعد النحو

مساعدة التلميذ في البحث عن لغويات النص بالمعجم على
الإنترنت و يحلل سيرة غيرية
مساعدة التلميذ في كتابة ملخص لشرح الآيات بالمنزل .
مساعدة التلميذ في تحديد التلميذ الفكرة و العاطفة في القصيدة
مساعدة التلميذ في قراءة الآيات وتحديد الفكرة الرئيسة
مساعدة التلميذ في كتابة كلمات بها حروف تنطق ولا تكتب .
تدريبه على إعراب وتوظيف النعت في كتاباته الإبداعية مع الضبط
وفقاً لقواعد النحو.

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.

[الحروف التي تلفظ ولا تكتب وتكتب ولا
تُلفظ](#)

[منصة اقرأ بالعربية](#)

[قناة اللغة العربية والتربية الإسلامية
بمدرسة ونشستر](#)



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<p>Arabic for Non Arabs</p>	<p>Business and Professions(الأعمال والمهن)</p> <p>To create a paragraph in Arabic about Business and Professions.</p> <p>To use the (present future tenses) correctly.</p> <p>To express the opinion in some Business and Professions.</p> <p>To compare between some Business and Professions.</p>	<p>Encourage your child to memorize his/her new vocabulary about the new topic from the Arabic notebook and book (dictionary).</p> <p>Ask your child to speak and write about his/her favourite Business and Professions</p> <p>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>Jobs in Arabic</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arabs</p>	<p>التسامح</p> <p>أن يستنتج التلميذ تعريف التسامح أن يبين التلميذ صور التسامح أن يستنتج التلميذ مجالات التسامح من علامات الساعة أن يبين التلميذ علامات قيام الساعة أن يبين التلميذ دور الإسلام في مقاومة اليأس والإحباط أن يدلل التلميذ على عجز البشر عن معرفة وقت قيام الساعة</p> <p>غزوة بدر الكبرى</p> <p>أن يستنتج التلميذ أسباب الغزوة . أن يذكر التلميذ أحداث الغزوة بالترتيب</p>	<p>حث الطالب على التسامح مع الآخرين. توفير فيديوهات عن غزوة بدر الكبرى ومناقشة محتواها مع الابن . مساعدة التلميذ في البحث عن آيات من القران عن والتسامح .</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>التسامح</p> <p>علامات الساعة (علامات يوم القيامة) علامات الساعة الصغرى</p> <p>غزوة بدر الكبرى</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	أن يبين التلميذ الدروس المستفادة من الغزوة.		
Islamic for Non Arabs	<p><u>Lesson 1:</u> The Believer: between patience and gratitude.</p> <p>To identify the reaction of the believers in prosperity and adversity with evidences.</p> <p><u>Lesson 2:</u> Bring yourselves to account.</p> <p>To explain the overall meaning of the hadith.</p> <p>To infer the responsibilities of man in life.</p>	<p>Talk to your child about the importance of showing gratitude in time of prosperity and patience in time of adversity.</p> <p>Let your child link between the different lessons to deduce the qualities of the true believer.</p> <p>Encourage your child to memorize the hadith of the lesson bring yourselves to account.</p> <p>Talk to your child about his responsibilities in his life as a Muslim and how he should get prepared for the Day of Judgment.</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>Being Thankful to Allah...</p> <p>Patience in Islam- The Reward of Patience in Quran and Sunnah -</p> <p>How to Prepare for the Day of Judgment -</p> <p>Arabic and Islamic YouTube Channel</p>
Humanities Geography Rivers	<p>To explore the key features of a river system.</p>	<p>Encourage your child to research and compare the features of a river at different points along its course.</p>	<p>Features of River</p> <p>Vocabulary-</p> <p>Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary,</p>



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			<p>confluence, flood plain, levee, delta, estuary.</p>
<p>UAE SST</p>	<p>- City Planning in Classical Civilizations.</p> <p><u>Key vocabulary:</u> architecture, grid design, entertainment, Pericles, Parthenon.</p> <p>Fall of the Western Roman Empire.</p> <p><u>Key vocabulary:</u> Byzantine Empire, Constantinople, the Middle Ages, the Dark Ages.</p>	<p>Talk with your child about the grid designs of some ancient cities and how they are similar to the grid designs of cities today.</p> <p>Encourage your child to explain the importance of Roman Empire architecture and the need for emblematic buildings for a city.</p> <p>Share with your child the causes and effects of the fall of the Western Roman Empire.</p>	<p>The Roman Empire</p> <p>Roman- Road- System</p> <p>Ancient civilization in the Arabian Desert</p> <p>Classical urban planning</p> <p>City planning and design</p> <p>Fall of Western Roman Empire</p> <p>Fall of the Roman Empire</p>



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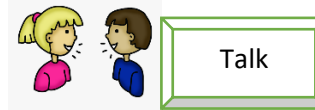
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French

Topic: Les vêtements

- To identify clothes in French.
- To describe what I wear in French.



Ask your child to describe what he is wearing in French.



Create a presentation or poster to describe what you can wear in different seasons.

Create a mind map about clothes.



Students to keep exploring the links given.



Topic: Les vêtements

<https://www.youtube.com/watch?v=JDidxfQ4qB4>

<https://www.youtube.com/watch?v=skR9Xqc42Qw>

https://www.youtube.com/watch?v=0mKWhWA_EJ8

<https://www.youtube.com/watch?v=rRJ0tCmOVfA>

<https://www.youtube.com/watch?v=u8QuF8aWcyE>


<https://quizlet.com/66213158/les-vetements-et-les-couleurs-clothing-and-colors-flash-cards/>



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			 <p>https://wordwall.net/play/10523/656/115</p> <p>https://wordwall.net/play/411/543/7474</p> <p>https://quizlet.com/66213158/test</p> <p>https://quizlet.com/66213158/match</p> <p>https://quizlet.com/66213158/gravity</p>
<p>Physical Education</p>	<p>Volleyball: Under arm Pass (To maintain the rally)</p> <p>Aim of the lesson is to improve their Under arm passing 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 under arm passing game with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cool down activity.</p>	<p><u>Useful sites:</u></p> <p>Link1: https://www.youtube.com/watch?v=Rm0yvxBx7oc</p> <p>Volleyball Rules: https://www.youtube.com/watch?v=hLZ44KBWEbo</p>



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	<p>Volleyball: <u>Overhead Pass (To maintain the rally)</u></p> <p>Aim of the lesson is to improve their Two man passing with two balls and different passing drills skills.</p> <p>Volleyball: Under arm Service (To hit the ball close to the net)</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 Overhead Pass (To maintain the rally) with basic rules. Follow the link <u>Cooldown</u> After the game students will do proper cooldown activity.</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 under arm Service (To hit the ball close to the net) game with basic rules. Follow the link <u>Cooldown</u> After the game students will do proper cooldown activity.</p> <p><u>Talk and Encourage children to do the following:</u></p>	<p>Link1: https://www.youtube.com/watch?v=dn_rkWI7700</p> <p>Link 1; https://www.youtube.com/watch?v=E65rysfSWNQ</p> <p>Link 1: https://www.youtube.com/watch?v=NRV0rMeSOBI</p>
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	Volleyball: Overhead Service (To hit the ball close to the net)	<p><u>Proper warm up</u> The Students will do the proper warm up and will practice Overhead Service (To hit the ball close to the net)game with basic rules. Follow the link <u>Cooldown</u> After the game students will do proper cooldown activity.</p>	
Music Year 06 (Kiko)	<p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p> <p>Reading Notes and Rests</p>	<p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p>
Music Year 06 (Joyson)	<p>Improving child’s confidence and musicality through music letter names reading.</p> <p>We explore the music notes in a specific song “Faded”. So that they are able to play in the recorder</p>	<p>Let the child understand the music note and the finger position on the recorder.</p> <p>Ask the child to perform it with the beat. Below mentioned link is for the beats.</p> <p>80 BPM - Simple Straight Beat - Drum Track - YouTube</p>	<p>Faded Recorder / Flute Tutorial (Verse and Chorus) - YouTube</p>



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<p>Music Year 06</p> <p>(Sunil)</p>	<p>Learning how to play the song “UAE national anthem” on recorder</p>	<p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience. But better also check if the child is holding the recorder properly.</p>	
<p>ICT</p>	<p>Topic Computational Thinking</p> <p>Identify Algorithms</p> <p>Solve problems using Decomposition</p> <p>Explain how do we get computers do what we want?</p> <p>Differentiate between algorithms, code and computer programs</p> <p>Recognise how algorithms can be represented as written descriptions, flowcharts and code</p> <p>Identify the flowchart symbols and used these to develop a flowchart</p>	<p>Empower children with the confidence needed to tackle ambiguous problems,</p> <p>JAZZY JIGSAWS</p> <p>Assemble your jigsaw and think about the strategy that you would adopt in order to solve your puzzle. More specifically, think about your strategy as an example of algorithmic thinking.</p> <p>What do you need?</p> <p>Jigsaw puzzle or <u>Print a jigsaw of your choice, with artwork from Nintendo, SEGA and Ubisoft</u></p> <p>What do you learn?</p> <p>Logical reasoning, problem solving, algorithmic thinking, decomposition, abstraction, generalisation, evaluation</p> <p>⇒⇒⇒ DOWNLOAD HERE</p>	<p>To learn more about computational thinking, please refer to below reading resources</p> <p>Computational Thinking in K-9 Education (researchgate.net)</p> <p>Bringing Computational Thinking to K12 (acm.org)</p> <p>Defining Computational Thinking for Math and Science (northwestern.edu)</p> <p>http://www.bbc.co.uk/education/guides/zp92mp3/revision</p>



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<p>Moral Education</p>	<p>Theme: Personality and morals.</p> <p>Unit: Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none">- To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience- To present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively. <p>Key vocabulary:</p> <p>Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community.</p> <p>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</p> <p>Taking responsibility:</p> <p>Recognizing one's obligations and willingly fulfilling them.</p>	<p>Talk to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p>Encourage your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p> <p>Share with your child the real-life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p>Activity: Household work is our responsibility.</p> <p>The family meets together in order to discuss responsibilities in the house.</p> <p>Everyone draws a list of tasks that should be conducted in the house.</p> <p>On a piece of coloured paper, each family member writes down the tasks they will perform.</p> <p>Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.</p>	<p>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p> 
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	<p>Perseverance: Continually conducting work and trying until the objective is achieved.</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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