



# The Winchester School

## Year 3 Family Learning Newsletter **May 2022**



Area of Learning	Focus	Activities	Useful Websites/Apps																																															
<p><b>Literacy</b></p>	<p><b>Spellings:</b></p> <ul style="list-style-type: none"> <li>To spell 'sh' sound spelt 'ch' (as in chef)</li> <li>To use words with /k/ sound spelt 'ch'.</li> </ul> <div data-bbox="439 507 947 868" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Where is the ch and what sound does it make?</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>chirp /ch/ _</td> <td>lunch _ /ch</td> <td>or</td> <td>chorus /k/ _</td> <td>tech _ /k/</td> </tr> </table> <table style="width: 100%; text-align: center;"> <tr> <td>cherries</td><td>chips</td><td>rich</td> <td>chemical</td><td>chorus</td><td>tech</td> </tr> <tr> <td>check</td><td>checkers</td><td>lunch</td> <td>chrysanthemums</td><td>chloride</td><td>psych</td> </tr> <tr> <td>change</td><td>chimney</td><td>sandwich</td> <td>chord</td><td>chrome</td><td>chef /sh/</td> </tr> <tr> <td>chair</td><td>teach</td><td>catch</td> <td>chaos</td><td>monarch</td><td>chef</td> </tr> <tr> <td>chirp</td><td>watch</td><td>witch</td> <td>character</td><td>stomach</td><td>chef</td> </tr> </table> <p style="font-size: small;">© 2016 reading2success.com</p> </div> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>To apply <b>Adverbs</b> of place and time in sentences.</li> <li>To choose Tenses to show time.</li> </ul>	chirp /ch/ _	lunch _ /ch	or	chorus /k/ _	tech _ /k/	cherries	chips	rich	chemical	chorus	tech	check	checkers	lunch	chrysanthemums	chloride	psych	change	chimney	sandwich	chord	chrome	chef /sh/	chair	teach	catch	chaos	monarch	chef	chirp	watch	witch	character	stomach	chef	<p><b>Activities</b></p> <p>Try out some of the activities to help your child to spell words.</p> <div data-bbox="1122 485 1442 596" style="border: 1px dashed black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Roll and Spell</b></p> <p style="font-size: small;">Directions: Roll the die and follow the chart below on how to spell your word.</p> </div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30px;">1</td> <td>Write the word with your opposite hand.</td> </tr> <tr> <td>2</td> <td>Write the word with both eyes closed.</td> </tr> <tr> <td>3</td> <td>Write the word as fast as you can.</td> </tr> <tr> <td>4</td> <td>Write the word in your neatest handwriting.</td> </tr> <tr> <td>5</td> <td>Write the word upside down.</td> </tr> <tr> <td>6</td> <td>Write the word in rainbow colors.</td> </tr> </table> <div data-bbox="1167 1011 1599 1203" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>ADVERB</b></p> <p style="font-size: small;">An <b>adverb</b> describes a verb, adjective or another adverb.</p> <p style="font-size: small;">They talked <b>loudly</b>. She danced <b>beautifully</b>.</p> </div> <p><b>Adverbs:</b></p> <p>Share with your child that adverbs are parts of speech and are also known to provide interesting descriptions in sentences.</p>	1	Write the word with your opposite hand.	2	Write the word with both eyes closed.	3	Write the word as fast as you can.	4	Write the word in your neatest handwriting.	5	Write the word upside down.	6	Write the word in rainbow colors.	<p><b>Useful Websites/Apps</b></p> <p><a href="#">Ch words making /sh/ sound</a></p> <p><a href="#">Ch words making /k/ sound</a></p> <p><a href="#">Spelling game-1</a></p> <p><a href="#">Spelling game-2</a></p> <div data-bbox="1823 954 2033 1102" style="text-align: center; margin: 10px 0;"> </div> <p><a href="#">Kinds of adverbs</a></p> <p><a href="#">Adverbs- Quiz</a></p> <p><a href="#">Adverbs Grade 3</a></p>
chirp /ch/ _	lunch _ /ch	or	chorus /k/ _	tech _ /k/																																														
cherries	chips	rich	chemical	chorus	tech																																													
check	checkers	lunch	chrysanthemums	chloride	psych																																													
change	chimney	sandwich	chord	chrome	chef /sh/																																													
chair	teach	catch	chaos	monarch	chef																																													
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**Tell** your child that an adverb modifies a verb, an adjective or another adverb.

**Discuss** with your child the types of adverbs.

Adverb of manner tells us how an action is taking place.

Adverb of place describes where the action is taking place.

Adverb of Time tells us when an action is happening.

**Verbs:** Give your child a time limit to act out a certain verb. To get more practice within context, tell the guessers that they have to make a sentence using the verb that is being acted out.

**Follow the sequence of a story. Ask questions such as -What happened first, next, later, finally.**

Encourage your child to highlight verbs in a paragraph and discuss which tense it has been narrated in.

**Speak to your child about the use of tenses that ascertain at what time an event in the story is taking place.**

- To recognize verb tenses
- To apply verb tenses correctly in sentences

**Verb Tenses**

Verb tenses tell us when things happen.

Events can happen in the

- Past
- Present
- Future

**Adverbs**

An adverb describes a verb, an adjective, or another adverb and answers the questions below.

How?	How Often?	When?	Where?
easily	always	after	away
happily	every day	before	everywhere
loudly	frequently	early	here
quickly	never	now	home
quietly	often	since	inside
sadly	once	soon	near
silently	seldom	today	outside
slowly	sometimes	yesterday	there

**Example:** The boy plays the drums **loudly**.

[Verb Tenses](#)

[Past, Present or Future Tense?](#)



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### Punctuation

Punctuation marks are used in writing.

1. The [Full Stop](#) (.)
2. The [Question Mark](#) (?)
3. [Quotation Marks](#)/Speech Marks (" ")
4. The [Apostrophe](#) (')
5. The [Comma](#) (,)
6. The [Hyphen](#) (-)
7. The [Exclamation Mark](#) (!)

### Text Level:

#### Stories with a familiar setting

- To read and respond to settings in stories.
- To explore a character's feelings and scene setting through drama.
- To use descriptive phrases in describing a familiar setting.

Some Activities to work at punctuation marks with your child.

The Dance Punctuation

When you get to a **period**, you stomp.

When you get to a **comma**, you step to the side.

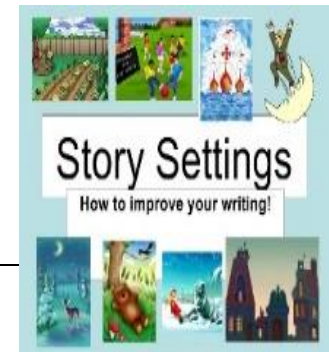
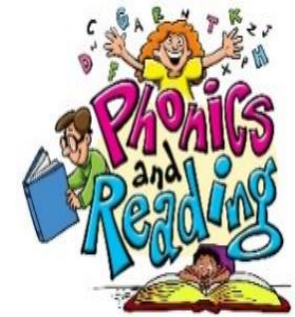
When you get to a **question**, you put your hands up side to side like you're asking a question and wiggle down a little.

When you get to an **exclamation point**, you jump in the air with arms up!



**Allocate** a special time and place to read a book together. Read a selection of stories with incidents and settings familiar to your child.

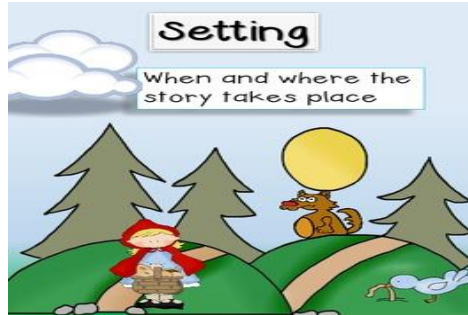
### Punctuation Game





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### Character Sketch

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.



### Summary Writing

- To write the summary of a text, including the main ideas and most significant details, maintaining meaning and logical order.

**Encourage** your child to identify characters, settings and main events.

Enact stories using puppets or through role play.

Encourage your child to appreciate humour and enjoy laughing together at the funny moments.

**Share** some pictures of familiar places from newspapers or magazines.

**Talk** about what is happening in the pictures. Help your child recall the settings from the story and describe in detail.

**Talk** to your child about characters in different settings and plots of stories.

**Discuss:** Characters in the story are magical and develop the idea of fantasy in creative writing.

**Encourage:** To explore the description of creatures in the story and link their personality to human traits.

### Elements of a story

### Tales from around the world



### Summary Writing

### Summary Writing Game

### Summarizing Activity



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- To learn how to retrieve key information from a text and then summarize it



**Discuss** with your child that a summary is a retelling of the important ideas and events of a story in your own words.

To summarize a story, you need to include the main story elements: The setting, characters, the conflict and the solution.

**Encourage** your child to write a summary of a favourite book using 5 important steps:

**Somebody-**

Who is the main character?

**Wanted-**

What does the character want or what is the character's goal?

**But-**

What is the problem in the story or what is keeping the character from his/her goal?

**So-**What is the solution to the problem or how does the character reach his/her goal?

**Then...** How does the story end?

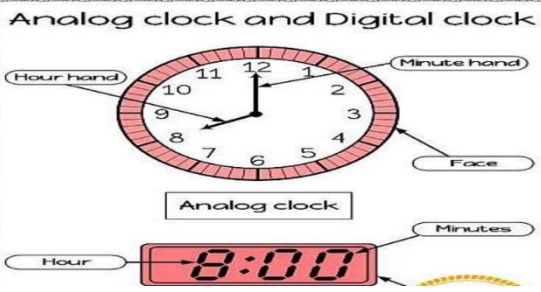




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<p><b>Math</b></p> <p><b>Measurement</b></p>	<p><b>Time</b></p> <ul style="list-style-type: none"><li>• To tell and write the time on an analogue clock.</li><li>• To read time and keep a track of time in a given task and compare durations of events.</li><li>• To read time to 5 minutes on analogue and 12-hour digital clock</li><li>• To read the time on a clock (in a.m. &amp; p.m.)</li></ul>	<p>Discuss and note the time of your child’s favourite programme, make a timetable of it and write the time of the programme as well as draw it as an analogue clock with the time shown on it.</p> <p>Analog clock and Digital clock</p>  <p><b>Challenge:</b> The following given times have been recorded on the same morning. Arrange them in order starting from the earliest.</p> <ul style="list-style-type: none"><li>➤ 7.55 a.m.</li><li>➤ Quarter to eight.</li><li>➤ 5 minutes to eight.</li><li>➤ Half-past seven.</li></ul>	<p><a href="#">Reading time</a></p>
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### Money

#### Addition and Subtraction including measurements

To add and subtract amounts of money to give change, using both £ and p in practical contexts

Play board games which includes money.



[Money online games](#)

[Money counting games](#)

 £1.10 each Buy 2 children's tickets to the circus.	 You have bought an adult ticket costing £3.00 How much change will you get from your £10.00?	 A small popcorn costs £2.00. A small fizzy drink costs £1.50. How much will you spend altogether?

#### Challenge –

1. I buy a Twix for 56p and 2 mars bars that cost 49p each. How much change will I get if I pay with a five-pound note?



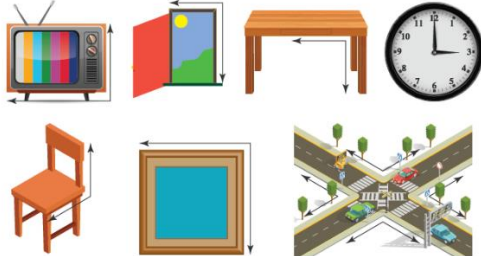
2. Jamie buys a twirl for 38p, a double decker for 47p and a galaxy for 76p. He has £3.75 left. How much money did he have to begin with?



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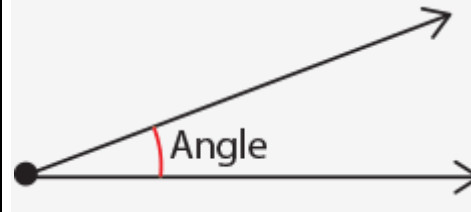
<b>Geometry</b>	To measure and identify different angles.	<p>A right angle looks like the alphabet L. It can be observed in many shapes, like the angle made by the clock hands at 3:00 p.m. We can also see them in the places like:</p> <ul style="list-style-type: none"><li>• Edges of a door.</li><li>• Four edges of a television.</li><li>• Corner of the chair.</li><li>• Mobile screen.</li></ul> <p>Try to identify and notice the right angles in the following shapes.</p>  <p>What is an Angle?</p> <p>Angles are formed between two rays extending from a single point:</p>	<a href="#">Angles</a>
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Angles are commonly drawn as an arc (part of a circle), as above.

### Properties of Angles

Angles are measured in *degrees*, which is a measure of circularity, or rotation.

A full rotation, which would bring you back to face in the same direction, is  $360^\circ$ . A half-circle is therefore  $180^\circ$ , and a quarter-circle, or right angle, is  $90^\circ$ .

Different angles can be demonstrated on a clock face. The hour hand of the clock moves round as time passes through the day. The angle of the rotation is highlighted in green.



Acute angle  
(less than  $90^\circ$ )



Right angle  
(exactly  $90^\circ$ )



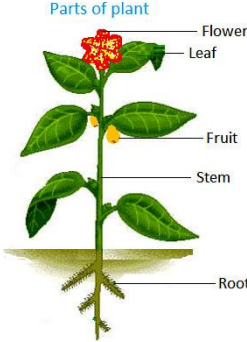
Obtuse angle  
(greater than  $90^\circ$   
and less than  $180^\circ$ )



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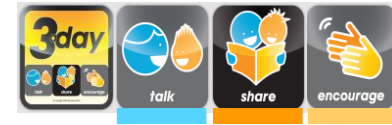


<p><b>Science</b></p>	<p><b>UNIT – PLANTS</b></p> <p>To identify and name different plants in the environment and compare them.</p> <p>To describe the functions of various parts of plants that is stem, leaves, flowers and roots.</p> <p>To explain the function of roots as an important part of a plant.</p> <p>To identify two different types of roots.</p> <p>To describe the function of leaves as a food factory for the plant.</p>	<p><b>Talk</b> to your child about different types of plants they see around. Ask them how are they different from each other. Encourage them to focus on the different types of stem – some plants like climbers and creepers have weak stem where as a palm tree has strong trunk, compare the leaves of different plants – cactus, date palm, shrubs, bushes etc. Show your child pictures of plants growing in swamps e.g. mangroves where the roots grow above the ground to enable the plant to breathe.</p> <p><b>Encourage</b> your child to observe the surroundings, click picture of different types of plants and stick it in their picture album or create a power point.</p> <p>Encourage your child to sow some seeds in cotton. Observe how the seed germinates, identify which part comes out first, find out what it is called. Click pictures or draw the different stages of germination.</p>	<p><b>Plants</b></p> <p><a href="#">Types of Plants</a></p> <p><a href="#">Parts of a Plant</a></p>  <p><a href="#">Needs of a Plant</a></p> <p><a href="#">Types of Roots</a></p>
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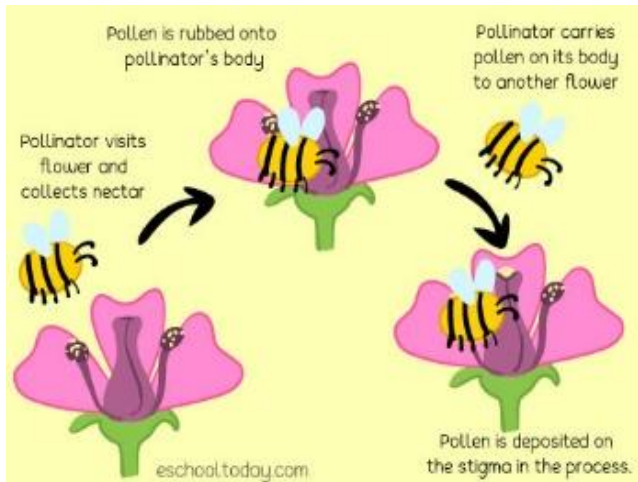
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To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they vary from plant to plant.



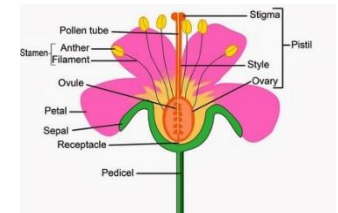
**Encourage** your child to describe the flower using his/her senses. Then dissect the flower and explore its different parts.

**Encourage** him/her to identify and label the different parts (anther, filament – male parts/stigma, style and ovary-female parts, petal and sepal). Discuss the function of petal, ovary and pollen grains. Take your child to a garden (Butterfly garden) ask them to observe butterflies and bees. Encourage your child to observe what the insects are doing.

**Talk** to your child the important function of a leaf in a plant. Make them understand that plants make their own food in the leaves and the process is called photosynthesis.

**Talk** to your child about different types of flowers. Ask your child what type of flower he/she likes most and why? Together observe a real flower.

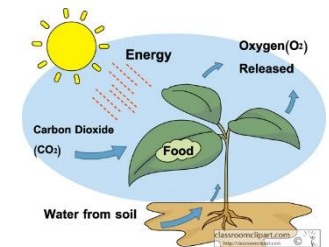
### [Parts of a Flower and Pollination](#)



### [Pollination](#)

### [Seed Dispersal song](#)

### [Ways of Seed Dispersal](#)



### [Photosynthesis](#)


### [Leaf: Photosynthesis](#)



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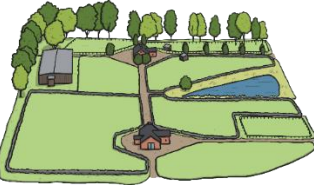

	<p style="text-align: center;"><b>Types of Seed Dispersal</b></p>  <pre>graph TD; A[Types of Seed Dispersal] --- B[Wind]; A --- C[Water]; A --- D[Explosive]; A --- E[Animal]; E --- F[Attachment]; E --- G[Eating];</pre>	<p><b>Encourage</b> your child to describe the process of photosynthesis through illustration and writing.</p> <p><b>Share</b> with your child the different ways in which seeds are carried to different places (agents of seed dispersal-insects, wind, water, air).</p>	<p><a href="https://www.liveworksheets.com/worksheets/Types_of_plants_online_exercise">Types of plants online exercise (liveworksheets.com)</a></p> <p><a href="https://www.liveworksheets.com/worksheets/Parts_of_the_plant_online_practice">Parts of the plant online practice (liveworksheets.com)</a></p> <p><a href="https://www.liveworksheets.com/worksheets/Life_cycle_of_a_plant_online_exercise">Life cycle of a plant online exercise (liveworksheets.com)</a></p>
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<p><b>Humanities - Geography</b></p>	<p><b><u>How Land is Used</u></b></p> <ul style="list-style-type: none"> <li>➤ To describe an area as urban or rural.</li> <li>➤ To list land uses in urban and rural areas.</li> <li>➤ To identify urban and rural areas in the UK.</li> </ul>  <p><b><u>How Land is used for Farming</u></b></p> <ul style="list-style-type: none"> <li>➤ To compare maps of different agricultural areas.</li> <li>➤ To explain why an area is suited to crop or livestock farming.</li> <li>➤ To describe ways farming has changed since 1950.</li> </ul> 	<p><b>Encourage</b> your child to think generally (e.g. housing, rather than types of houses and retail rather than types of shops).</p> <p><b>Talk:</b> About how many different ways to use land can you list?</p> <p><b>Share</b> with your child the two images of the urban and rural landscapes. Can you think of words to describe each place?</p>  <p><b>Encourage</b> your child to children to list as many possible uses as they can for rural spaces.</p> <p><b>Talk:</b> To think about waterways, forests, mountains, etc. as well as green field sites.</p> <p><b>Share</b> with your child the two maps of agricultural land use in the 1950s and today.</p>	<p><a href="#">Land use</a></p> <p><a href="#">Use of Land</a></p>
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<b>Humanities - History</b>	<b>Mummies</b> To explore the ancient Egyptian ritual of mummification.	<b>Encourage</b> your child to research ancient Egypt.  <b>Share</b> with your child information about Ancient Egypt: homes, jobs, how to survive, death and travel.  <b>Talk</b> about the rituals of mummification after researching it.	<a href="#">Ancient Egyptians</a>  <a href="#">Pyramids and mummies   TheSchoolRun</a>  <a href="#">Mummification</a>  <a href="#">The British Museum Mummies explained</a>
<b>UAE Social Studies -Dubai</b>           <b>Sharjah and Ras Al Khaimah</b>	<ul style="list-style-type: none"><li>• To select the means of transportation that was used in the past.</li><li>• To search for information about some of Dubai's landmarks.</li><li>• To use the pictures of Dubai in the past and now to compare the differences.</li><li>• To write how tourism brings in money for Dubai.</li></ul> To research the names of things they would find at each of the museum. <ul style="list-style-type: none"><li>- Sharjah Maritime Museum</li><li>- Sharjah Heritage Museum</li><li>- Sharjah Classic Cars Museum</li><li>- Sharjah Art Museum</li></ul> <ul style="list-style-type: none"><li>• To compare the physical and political maps of the UAE.</li><li>• To show the different physical features of the UAE on a physical map.</li></ul>	<b>Encourage</b> your child to collect the information of pictures they have of Dubai, Sharjah and Ras Al Khaimah – in the past and present  <b>Talk:</b> Imagine you are a tour guide – how would you describe Dubai, Sharjah and Ras Al Khaimah. to the tourists? Use maps for them to understand the physical features of these emirates.  <b>Share</b> with your child the history of Dubai, Sharjah and Ras Al Khaimah.	<b>What to see in Dubai, Sharjah and Ras Al Khaimah?</b>  <a href="#">Dubai</a>    <a href="#">Sharjah</a>    <a href="#">Ras Al Khaimah</a>



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### Moral Education

#### Understanding other People's Feelings.

To identify empathy and how to support a friend in need.

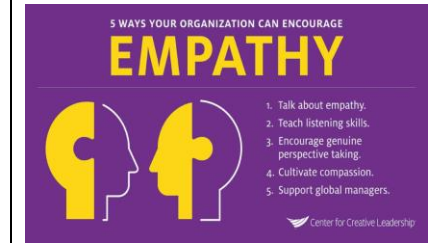
**Talk** to your child about the importance empathy and how to support a friend in need.

Quiz your child to test their Knowledge.

**Share** your experiences and activities that will help children to react appropriately to other people's feelings. Do some activities or exercises with children and encourage them to practise to understand the importance Empathy.

**Encourage** your child to do an interactive quiz-  
<https://share.nearpod.com/e/nv1BH9T60fb>

### Healthy Eating



#### [Feelings Empathy](#)






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<p><b>ICT</b></p> <p><b>Revisiting</b></p> <p><b>MS-Excel</b></p>	<p><b>Revisiting-MS-Excel</b></p> <p>To enter and edit data in Excel.</p> <p>To format data in a presentable manner.</p> <p>To collect data and represent in the form of bar charts.</p> <p>To use SUM formula for calculation.</p> 	<p>Creativity, Organizing skill, reasoning</p> <p>Support your child to create a data sheet based on different real life scenarios, and format the same.</p> <p>Encourage your child to practice sum or Auto sum function to add the numbers.</p>	<p><a href="#">Basics of MS Excel</a></p> <p><a href="#">Excel tutorial</a></p> <p><a href="#">Excel basics</a></p>
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## Year 3 Family Learning Newsletter May 2022



<p>Arabic for Arabs</p>	<p><b>*بائع الحكايات</b></p> <p>-أن يفسر التلميذ المفردات الجديدة في القصة. - أن يقرأ التلميذ قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم . - أن يجيب التلميذ عن أسئلة تظهر فهمه للفكر الرئيسة والفكر الفرعية مستعينًا بالنص . - أن يحدد التلميذ عناصر القصة.</p> <p><b>* درب التفاؤل</b></p> <p>- أن يستخدم التلميذ المفردات الجديدة في سياقات مختلفة . - أن يطرح التلميذ أسئلة عن الفكرة الرئيسة والفكر الفرعية في نصوص شعرية مبدئيًا رأيه في المضمون . - أن يقرأ التلميذ النص قراءة سليمة خالية من الأخطاء . - أن يحدد التلميذ بعض الجماليات في النص . - أن يميز بعض الأساليب الإنشائية والخبرية .</p>	<p><b>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق:</b></p> <p>حث التلميذ على استخدام الكلمات الجديدة في تعبيراته داخل المنزل. مساعدة التلميذ على القراءة السليمة لقصة " <b>بائع الحكايات</b>" مساعدة التلميذ في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة. مساعدة التلميذ في كيفية جمع كلمات من المحيط الذي حوله وتوظيفها في سياقات جديدة . - توفير بعض الفيديوهات عن التفاؤل . 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><a href="#">منصة أقرأ بالعربية</a> <a href="#">قناة اللغة العربية والتربية الإسلامية</a> <a href="#">بمدرسة ونشستر</a></p>
<p>Arabic for Non Arabs</p>	<p><b>( الهوايات ) Hobbies</b></p> <ul style="list-style-type: none"><li>- To create sentences about hobbies.</li><li>- To describe hobbies using new verbs and adjectives.</li><li>- To express opinion in different hobbies.</li><li>- To compare between different hobbies.</li></ul>	<p>In every lesson, we provide students with new words with their meanings to help your child memorize and use in sentences of his/her own.</p> <ul style="list-style-type: none"><li>-<b>Ask</b> your child to speak about his/her favourite hobbies.</li><li>-<b>Ask</b> your child to describe the hobbies which he/ she prefers.</li><li>- <b>Go</b> through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</li></ul>	<p><a href="#">I Read Arabic</a> <a href="#">Arabic and Islamic YouTube Channel</a></p>



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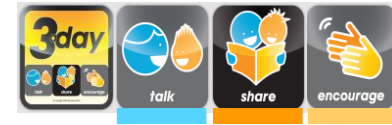


<p>Islamic for Arabs</p>	<p><b>صلة الرحم</b> أن يشرح التلميذ المعنى الإجمالي للحديث الشريف. أن يستخلص التلميذ الهدايات النبوية من الحديث الشريف. أن يميز التلميذ الأعمال التي تعين على صلة الرحم. <b>الرسول يحب جيرانه</b> أن يستنتج التلميذ آداب الجيران في الإسلام. أن يحلل التلميذ أثر الإلتزام بآداب الجيران في الإسلام. أن يدلل التلميذ من القرآن والسنة على فضل التعاون مع الجيران في الإسلام. <b>تذوق الإيمان</b> أن يستنتج التلميذ المعنى الإجمالي للحديث الشريف. أن يستنتج التلميذ ما يرشد إليه الحديث الشريف.</p>	<p>تشجيع التلميذ على الاقتداء بأخلاق الرسول والصحابة الكرام. حث التلميذ على حسن معاملة الجيران . الحث على صلة الأرحام 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><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p>Islamic for Non Arabs</p>	<p><b>Lesson 2: Surat Az-Zalzalah.</b> To read the Surah properly and correctly. To clarify the meanings of terms mentioned in the Surah To explain the overall meaning of the Holy Surah. To recite Surat Az-Zalzalah from Memory. <b>- Lesson 2: The taste of Faith.</b> To read the Noble Hadith from Memory. To explain the overall meaning of the Hadith. To infer the guidelines contained in the Noble Hadith. <b>Lesson 4: Care for the needy</b> To explain the concept of the needy. To analyze some of Islamic social manners. To infer the evidences for the rewards of caring for the needy.</p>	<p>Encourage your child to memorize Surat Az-Zalazalah Encourage your child to follow the guidelines in the hadith of prophet (PBUH). Talk to your child about the taste of Faith and its importance for every Muslim. Encourage your son \ daughter to learn the meaning of Surah Az-Zalazalah. Encourage your child to be a good example of the good manners in life. 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><a href="#">Arabic and Islamic YouTube Channel</a></p>



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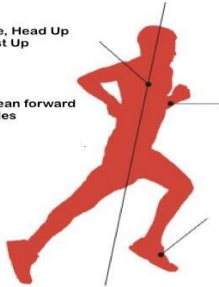
<b>Music Year03</b>  (Kiko)	<ul style="list-style-type: none"><li>• Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</li><li>• Improving on listening skills and recalling.</li><li>• Playing with a recorder</li><li>• Reading Notes</li></ul>	<ul style="list-style-type: none"><li>• Encourage the child sing action songs at home.</li><li>• Ask the child to perform the songs we learned in school.</li><li>• Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</li><li>• <u>Encourage your child to practice recorder at home</u></li></ul>	<a href="#"><u>best-kids-songs</u></a>  <a href="#"><u>Music</u></a>
<b>Music Year03</b>  (Sunil)	Learning how to play the song “Mary had a little lamb” on recorder	<ul style="list-style-type: none"><li>• Let the child practice at home, even though there will be squeaking.</li><li>• Be an audience. But better also check if the child is holding the recorder properly.</li></ul>	



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<p><b>Music Year03</b> <b>(Joyson)</b></p>	<ul style="list-style-type: none"> <li>Improving child's confidence and musicality through music rhythm reading for beginners.</li> </ul> <p>We explore the relationship between quarter and eighth notes in 4/4 time</p>	<ul style="list-style-type: none"> <li>Let the child understand the music note value and clap with the notes.</li> <li>Ask the child to perform it with any percussion instrument like maracas, tambourine or recorder by</li> </ul>	<p><a href="#">22) Introduction to Rhythm Reading: Stage One - YouTube</a></p>
<p><b>Physical Education</b></p>	<p><b>Athletics: Body Awareness. Running posture</b></p> <p>Learn and develop fundamental skills and proper posture while running.</p> 	<p><u>Talk and Encourage the children to do the following:</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>1. Posture</b></p> <ul style="list-style-type: none"> <li>Tall Spine, Head Up and Chest Up</li> <li>Slightly lean forward from ankles</li> </ul> </div> <div style="width: 45%; text-align: center;">  </div> <div style="width: 45%;"> <p><b>2. Arms</b></p> <ul style="list-style-type: none"> <li>Relaxed and rhythmic arms swings</li> <li>Pump back and recover forward</li> <li>Use arms to balance your body</li> </ul> </div> </div> <p><b>3. Legs</b></p> <ul style="list-style-type: none"> <li>Lift from your hip</li> <li>Land behind your center of mass</li> <li>Anticipate the ground</li> </ul> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> <li>Hip rotation</li> </ul>	<p><u>Useful sites:</u></p> <p><a href="#">Athletics 1</a></p> <p><a href="#">Athletics 2</a></p>



### Athletics: Arm & Leg movement

To learn fundamental skills and proper posture while running.



- 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: - Proper warm up

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

Cool down

Talk and Encourage the children to do the following:

Useful sites:

[Movement1](#)

[Movement 2](#)



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### ATHLETICS: Various Starts & Finishing

To learn fundamental skills and learn quick start and finish.



#### Proper warm up

- On the spot run
- Shuttle runs
- Star jump
- Broad jump
- Jumping jacks

- Follow the links for low catching

#### Cool down

Talk and Encourage the children to do the following:

#### Useful sites:

[Athletics fundamentals](#)

[Athletics fundamentals 1](#)



### Athletics: Relay Training

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



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### Useful sites:

[Training 1](#)

[Training 2](#)

[Training 3](#)

### Proper warm up

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

### Cooldown