

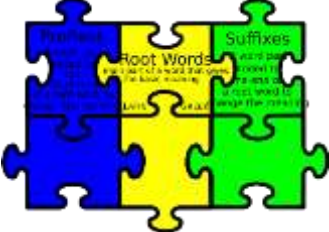




# The Winchester School

## Year 3 Family Learning Newsletter April 2023



Area of Focus	Focus	Activities	Useful Websites/Apps
Literacy	 <p><b>Spellings:</b></p> <ul style="list-style-type: none"> <li>To explore words with suffix –tion, -sion, -ssion, -cian.</li> <li>To explore words with the /k/ sound spelt ch.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>To use <b>prepositions</b> of time and place.</li> <li>To use <b>Adverbs</b> of place and time in sentences.</li> <li>To use <b>Verbs</b> in sentences.</li> </ul>	<p><b>Tell</b> your child that a suffix is a group of letters that can be added to the end of a root word.</p> <p><b>Encourage</b> your child to build vocabulary with words ending with suffixes -tion, -sion, -ssion and cian.</p> <p><b>Practice</b> using the words in sentences.</p>  <p><b>Prepositions</b></p> <p><b>Share</b> with your child that the things in your room are in right places. Some items are in different positions, and you need your child's help to express the right position of the objects.</p> <p>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.</p> <p><b>Discuss</b> with your child the objects that have been moved around.</p> <p><b>Encourage</b> your child to use 'prepositions of place' to make sentences with the place of objects where they are placed.</p>	<p><a href="#">Suffix</a></p> <p><a href="#">Suffix practise</a></p> <p><a href="#">Suffix- Vocabulary</a></p>  <p><a href="#">Preposition game</a></p> <p><a href="#">Prepositions practise</a></p>



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### Adverbs:

**Talk to** your child about adverbs of Manner.

**Encourage** your child to identify adverbs of Manner when performing actions.

#### Example -

1. Sally walked **gingerly**.
2. The policeman whistled **loudly**.
3. She **often** walks home from her school.
4. He **never** keeps his books back on the shelf.
5. She looked **very** pretty in her new dress.

### Verbs:

**Discuss** the use of verbs with actions.

Engage your child in looking for powerful verbs to describe the same action and use them in sentences.

Example – Time **ran** quickly to the finish line.

Tim **sprinted** quickly to the finish line.

**Practice** finding verbs in a book that are -thinking verbs, saying verbs, doing verbs and linking verbs.

[Adverbs-When,where, how](#)

[Adverbs song](#)

[Action verbs](#)



Verb-Worksheet-4-Underline-the-verb.pdf



### Letter Writing



#### Text Level:

#### Non-Fiction- Writing an Informal letter

##### Friendly letters have five parts:

- The Heading
- The Salutation (greeting)
- The Body
- The Closing
- The Signature



#### Informal Letter

- To write different variations of letters e.g. – informal, invitation letter, thank you, response etc.
- To read examples of letters written for a range of purposes.
- To understand structure and layout including use of paragraphs, ways of starting, ending etc.



**Talk** to your child about the different letters that they have received / sent, from / to your close ones.

**Encourage** your child to read variations of letters. (letters to friends and family who are far away from home; persuasive letters to their librarian requesting that specific texts to be added to the school library; letter to their favourite author, email, letter to the editor of a kid magazine) Plan a small party at home, where the child will be in charge of the invitations.

**Share** with your child the details of the party so that the same can be included in the invite.

#### [Friendly letter](#)


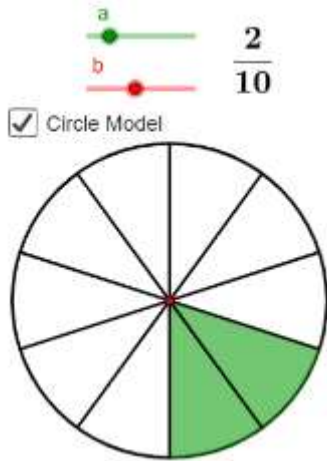




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<p><b>Numeracy</b></p>	<p><b>Unit- Fractions</b></p> <p>To interpret, solve and write fractions of a discrete set of objects: unit fractions and non-unit fractions.</p>	<p><b>SHARE</b> with your child that the <b>denominator</b> is the number of equal groups something has been divided into. The <b>numerator</b> is the number of groups chosen.</p>  <p><b>ASK</b> the child to:</p> <ul style="list-style-type: none"> <li>Take turns to choose a fraction from the grid.</li> <li>Using the timer, draw the fraction in as many ways as possible in a given time, colouring the unit fraction, e.g. for <math>\frac{1}{4}</math>, colour <math>\frac{1}{4}</math> of a circle, <math>\frac{1}{4}</math> of a square, <math>\frac{1}{4}</math> of a rectangle, 4 objects with 1 coloured, 8 objects with 2 coloured, etc.</li> </ul> <div data-bbox="1440 850 1700 1029"> <p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>timer (or phone with timer)</li> <li>pencil and paper</li> </ul> </div> <div data-bbox="1507 1165 1722 1278"> <p><b>You will need</b></p> <ul style="list-style-type: none"> <li>1–6 dice</li> </ul> </div>	<p><a href="#">Fraction Models</a></p>  <p><a href="#">Equivalent Fractions</a></p>
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$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{8}$	$\frac{1}{10}$

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

**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.





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**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.
- Change roles and complete the grid.

**You will need**

- coloured pencils

Fraction trains!		
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**CHALLENGE** your child to:

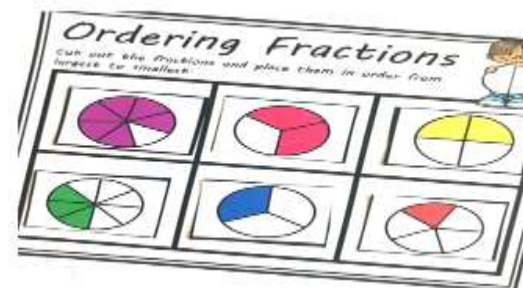
- Use three colours for the train.
- Draw more trains.

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



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

**ASK your child to:**

60	90	100
120	40	160
80	200	20

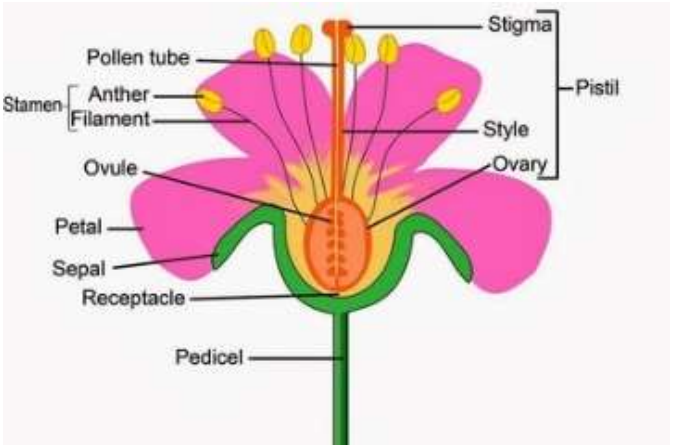
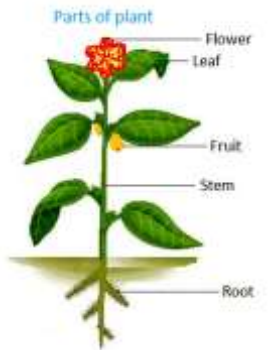
- Take turns to say the value of  $\frac{1}{10}$  of each of the numbers.
- Roll the dice and now say the value of that number of tenths, e.g. if a 3 is rolled, work out the value of  $\frac{3}{10}$  of each of the numbers.
- Play for 10 minutes.

**CHALLENGE** your child to:

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





<p><b>Science</b></p>	<p><b>UNIT – PLANTS</b></p> <ul style="list-style-type: none"> <li>To identify and name different plants in the environment and compare them.</li> <li>To describe the functions of various parts of plants that is stem, leaves, flowers and roots.</li> <li>To explain the function of roots as an important part of a plant.</li> <li>To identify two different types of roots.</li> </ul> 	<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><b>Encourage</b> 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>Encourage</b> your child to describe the flower using his/her senses. Then dissect the flower and explore its different parts.</p> <p><b>Encourage</b> him/her to identify and label the different parts (anther, filament – male</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> <p><a href="#">Parts of a Flower and Pollination</a></p> <p><a href="#">Pollination</a></p>
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		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.	
Arabic for Arabs	<p><b>: هيا إلى السيرك *</b></p> <p>أن يفسر التلميذ المفردات الجديدة في النص المعلوماتي .</p> <p>أن يقرأ التلميذ النص قراءة سليمة خالية من الأخطاء</p> <p>أن يطرح التلميذ أسئلة عن الفكرة الرئيسة والفكر الفرعية في النص مبدئياً رأييه في المضمون</p> <p><b>: أسلوب الاستفهام *</b></p> <p>أن يميز التلميذ أسلوب الاستفهام</p> <p>أن يحدد التلميذ أدوات الاستفهام ودلالاتها</p> <p>أن يوظف أسلوب الاستفهام</p> <p><b>: نشيد زمن الطفولة *</b></p> <p>أن يفسر التلميذ المفردات الجديدة في النص</p> <p>أن يطرح التلميذ أسئلة عن الفكرة الرئيسة والفكر الفرعية</p> <p>في نصوص شعرية ، مبدئياً رأييه في المضمون</p> <p>أن يحدد التلميذ بعض الجماليات في النص</p> <p>أن يميز التلميذ بعض الأساليب الإنشائية والخبرية</p>	<p><b>: يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق</b></p> <p>مساعدة الطالب على استخدام الكلمات الجديدة في تعبيراته داخل المنزل .</p> <p>مساعدة الطالب على القراءة السليمة للنصوص المدروسة</p> <p>مساعدة الطالب في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة</p> <p>مساعدة الطالب في الحديث مستخدماً أسلوب الاستفهام</p> <p>مساعدة الطالب في البحث عن أبيات شعرية تحوي أسلوب الاستفهام</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.</p>	<p><a href="#">منصة عصافير للقراءة</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
Arabic for Non-Arabs	<p><b>Clothes shop</b></p> <ul style="list-style-type: none"> <li>To create sentences about the clothes shop.</li> </ul>	In every new lesson we provide new words with its meanings. Help your child to memorize them and using them in sentences on his/her own.	<p><a href="#">Asafeer reading platform</a></p> <p><a href="#">Arabic and Islamic YouTube channel</a></p>



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	<ul style="list-style-type: none"><li>To differentiate between colours with masculine and feminine.</li><li>To describe the weather in the four Seasons and the clothes in each season.</li><li>To write tweets about the clothes shop.</li></ul>	<p>Help your child to link between the picture and the word.</p> <p><b>Ask</b> your child to draw the things those are found in the clothes shop.</p> <p><b>Talk</b> to your child about the things those are found in the clothes shop.</p> <p><b>Ask</b> your child to write about the clothes shop.</p> <p>Help your child to know the difference of colours.</p> <p>Help your child to know the difference between the Four Seasons and the clothes in each season.</p>	
Islamic for Arabs	<p><b>سورة البلد</b></p> <p>. أن يوضح الطالب المعنى الإجمالي للآيات . أن يفسر الطالب بعض الآيات . أن يستنتج الطالب فضل الإيمان في الدنيا والآخرة</p> <p><b>التراحم</b></p> <p>. أن يستنتج الطالب مفهوم التراحم . أن يوضح الطالب بعض صور التراحم . أن يستنتج الطالب فضل التراحم</p> <p><b>: التعاون سر النجاح</b></p> <p>. 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</p> <p>. مساعدة التلميذ في تفسير بعض آيات سورة البلد</p> <p>. تشجيع التلميذ على الاقتداء بأخلاق الرسول والصحابه 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><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>





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<b>Islamic for Non-Arabs</b>	<b>Conditions and Nullifiers of prayers</b> Learning Objectives: <ul style="list-style-type: none"> <li>To count the conditions of the validity of prayer.</li> <li>To explain the nullifiers of prayer.</li> </ul> <b>Surat Alhumaza.</b> Learning Objectives: <ul style="list-style-type: none"> <li>To read the Surah properly and correctly.</li> <li>To clarify the meanings of terms mentioned in the Surah.</li> <li>To explain the overall meaning of the Holy Surah.</li> <li>To recite Surah by heart.</li> </ul>	<b>Encourage</b> your child to memorize Surat AlHumaza.  <b>Encourage</b> your child to follow the guidelines in the hadith of prophet (PBUH). Please encourage your son \ daughter to learn the meaning of the Surah. They will study the nullifiers of prayer.  <b>Encourage</b> your child to colour monthly prayer chart and answer in book ISLAM MY WAY OF LIVING as per the topic he studies. <b>Encourage</b> your child to be a good example of Muslims in life.	<a href="https://www.youtube.com/channel/UC...">Arabic and Islamic YouTube Channel</a> <a href="http://www.study4uae.com/">http://www.study4uae.com/</a>
<b>Humanities</b>	<b>History- Iron Age</b> To explore why the discovery of iron was a significant change.  	<b>The Iron Age – Introduction</b>  <b>Talk</b> to your child about the discovery of iron and how it changed the lives of people in the Bronze Age.  <b>Share</b> with your child pictures and information about the Iron Age and its significance.  <b>Encourage</b> your child to research the Iron Age and what we can learn about the homes and livelihood of the people during that age.	<a href="#">Iron Age</a>



<b>UAE</b>	<p><b>Unit- Formation of UAE</b> To explore the formation of the UAE.</p>  <p><b>Unit Founding Fathers of UAE</b> To explore the achievements of founding fathers of the UAE.</p> 	<p><b>Encourage</b> your child to collect information on the birth of the UAE <b>Talk</b> to your child did seven areas agree to form a country? <b>Share</b> with your child Sheikh Zayed`s main life events on a timeline.</p> <p><b>Encourage:</b> your child to collect information on Founding fathers of the UAE <b>Talk</b> to your child about rulers of all seven emirates <b>Share:</b> with your child why are the rulers called “the founding fathers” of the UAE.</p>	<a href="#">Formation of the UAE</a>
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<b>Music Year 03</b> <b>(Joyson)</b>	<ul style="list-style-type: none"> <li>Improving child's confidence and musicality through music letter names reading for beginners.</li> <li>We explore the music notes in a specific song "twinkle twinkle". So that they are able to play in the recorder.</li> </ul>	<p><b>Let</b> the child understand the music note and the finger position on the recorder.</p> <p><b>Ask</b> the child to perform it with the beat. Below mentioned link is for the beats.</p> <p><a href="#">80 BPM - Simple Straight Beat - Drum Track - YouTube</a></p>	<a href="#">Twinkle Twinkle</a>
<b>Music Year 03</b> <b>(Sunil)</b>	<ul style="list-style-type: none"> <li>Learning how to play the song "Mary had a Little lamb" on recorder.</li> </ul>	<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>	
<b>Music Year 03</b> <b>(Kiko)</b>	<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>	<p><b>Encourage</b> the child sing action songs at home.</p> <p><b>Ask</b> 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><b>Encourage</b> your child to practice recorder at home.</p>	<p><a href="#">Kids songs</a></p> <p><a href="#">Music Lesson by Kiko</a></p>



### Physical Education

#### Activity 1

Board Games: Snakes and ladders

Aim of the lesson is to improve their counting skills / Addition/ subtraction.



**Talk and Encourage** the children to do the following:

**Instruct** all the rules of the game.


- **CONTENTS:** Game board, four colored tokens, one die
- **SET-UP:** Each player selects a colored token. Youngest player starts.
- **GAME PLAY:** All tokens begin the game on square #1, Player rolls the die and moves his token the number of spaces indicated on the die.
- The player to the left of the first player then takes his turn.
- Game play continues clockwise to each player.
- During game play, any player whose token finishes its turn on a square with the bottom of a ladder on it climbs his token up the ladder to the square where the ladder ends.
- Similarly, any player whose token finishes its turn on a square with a snake's head must slide down the snake to the square where the snake's tail ends.
- The first person to finish on square #100 is the winner! The player must land on square #100 by an exact roll - i.e. must roll a three if their token is on square #97.

If the number rolled on the die is higher than the number of squares remaining,

[How to play Snakes and Ladder](#)





	<p><b>Activity 2</b></p> <p>Board Games: LUDO</p> <p>Aim of the lesson is to improve their counting skills / Addition/ subtraction.</p>  <p><b>Activity 3</b></p> <p>Athletics: Body Awareness. Running posture</p> <p>Learn and develop fundamental skills and proper posture while running.</p>	<p>the token must be moved forward to #100, and then back again to make up the correct number required. This sometimes means more trouble with the snakes waiting on squares #98 and #95</p> <p><b>Talk and Encourage</b> the children to do the following:</p> <p><b>Instruct</b> all the rules of the game:</p> <ul style="list-style-type: none"> <li>• Players take turns in a clockwise order; highest throw of the die starts.</li> <li>• Each throw, the player decides which piece to move.</li> <li>• A piece simply moves in a clockwise direction around the track given by the number thrown.</li> <li>• If no piece can legally move according to the number thrown, play passes to the next player.</li> </ul> <p><b>Talk and Encourage</b> the children to do the following:</p>	<p><a href="#">How to play Ludo</a></p> <p><a href="#">Perfect Running Form</a></p> <p><a href="#">Running Technique</a></p>
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### 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



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<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>To understand how people can connect on the internet.</li> <li>To compare and contrast the different ways of online connection.</li> </ul>	<p>Social skills, communication skills through digital platforms.</p> <p><b>Guide</b> your child to explore the internet on how to safely browse different websites and effectively and securely use social media platforms.</p> <p><b>Encourage</b> your child to create awareness poster on Internet Safety.</p>	<p><a href="#">What is Digital Literacy?</a></p>
<b>Moral Education</b>	<p><b>Resilience and perseverance</b></p> <ul style="list-style-type: none"> <li>To define and explain perseverance.</li> <li>To define and explain perseverance in their own words.</li> <li>To discuss what is meant by resilience and give examples of individuals and groups of people who have demonstrated the same quality.</li> </ul>	<p><b>Talk</b> to your child about the importance of perseverance and resilience in our lives to succeed.</p> <p><b>Share</b> with your child, how perseverance and resilience help us to attain our goals in life and the importance of valuing others in real life.</p> <p><b>Encourage</b> your child to understand and know the importance of perseverance and resilience as a necessary life skill.</p> 	<p><a href="#">Perseverance for Students</a></p> <p><a href="#">Perseverance- Starter Activity</a></p> 