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Family Learning Newsletter -Year 6- March 2023



Area of Learning	Focus	Home activities/How can you help your child at home	Useful websites
Literacy	<p><u>Play Script</u></p> <p>To explore about the life, work and literary contributions of Shakespeare.</p> <p>Research about William Shakespeare and 'The Globe Theatre'</p> <p> <u>What is a play script like?</u></p> <ul style="list-style-type: none"> ■ A play script is different from a story. It is intended to be performed on stage, So it has to sound effective when it is read out loud. 	<p>Talk the about some classic tragedies written by William Shakespeare. Explore, discuss and understand the elements involved in the tragedies. Tell them about your experience of writing a script on enacting on one in your schooling years.</p> <p>Encourage your child to research about different tragedies written by Shakespeare and motivate them to read. They can watch the film after reading to get deeper understanding of the actions by the character. Speak about the difference they experience in reading and watching.</p> <p>Share about your experience of reading any particular tragedy that has appealed to you. You can talk about the characters and situations how they</p>	<p>About William Shakespeare</p> <p>https://www.youtube.com/watch?v=ocrgDc6W7Es</p> <p>Macbeth</p> <p>https://www.storyjumper.com/book/read/14675102/The-Story-of-Macbeth#page/12</p> <p>How to write a Playscript?</p> <p>https://filmlifestyle.com/how-to-write-a-play-script/</p>



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change as the story progresses. Highlight the difference of language used.

Discuss with your child to read Macbeth and talk about the roles of Macbeth and Lady Macbeth. The way Lady Macbeth provoked Macbeth to do the heinous crime and was it appropriate? Listen carefully to their views and point up what is your perception.

Step-By-Step Guide with Examples

https://www.youtube.com/watch?v=lxppshnt_x0&t=6s



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Numeracy

To convert measurements of mass from one unit to another, using decimal notation to up to three decimal places.

To solve problems involving the calculation and conversion of units of mass, using decimal notation up to three decimal places where appropriate

Metric Units of Mass

Kilograms
Grams
Milligrams

Measurement (mass)

ACTIVITY



- You will need:**
- 1–9 digit cards from a pack of playing cards
 - pencil, paper and rubber
 - coin

What to do

- The first person turns over cards to make the mass of two different shopping bags in kilograms with three decimal places.
- Round each mass to the nearest 100 g and find the total.
- The second person has a turn.
- Toss the coin to score: heads means the person with the bag with the greater mass scores a point, and, tails, the person with the smaller mass.
- The winner is the first person to score 5 points.

Variation

- Instead of rounding the mass, each person keeps a running total of the exact mass of their bags and the first person to reach 20 kg is the winner.

QUESTIONS TO ASK

What is 1 g in kilograms?

What is 7500 kg in tonnes?

What is 6378 g in kilograms?

Can you convert 0.075 kg to grams?

Can you convert 1.009 tonnes to kilograms?

[Matching metric length](#)

[Mass conversion game](#)

I-pad Apps:

[Measurement Games](#)





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To identify the value of each digit in a number with three decimal places

To solve and create problems, which require answers to be rounded to specified degrees of accuracy.

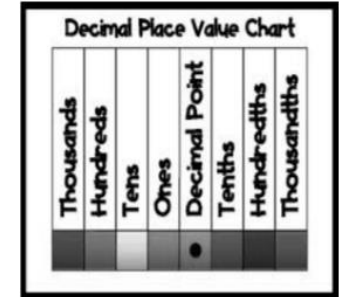


Play this game with your child.

- Take turns to roll one dice and take out that number of coins, e.g. a roll of 3 could be 30p ($3 \times 10p$), 40p ($20p + (2 \times 10p)$), 60p ($3 \times 20p$), etc.
- Change the value to a decimal, e.g. 60p becomes £0.60.
- Roll both dice and add the two values, e.g. 3 and 5, the sum is 8.
- Multiply the value of the chosen coins by the dice total, e.g. $8 \times £0.60 = £4.80$.
- Record the total.
- Play for 10 minutes. The winner is the person with the larger sum of money.

Rounding decimals game:

Number of players: 2





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1. To decide who goes first, each player rolls one of the dice. The player with the highest roll goes first.



2. On your turn, roll all of the dice.
3. Use all of the dice that you just rolled to create a number. You may place the dice in any order to create the number. For example, if you rolled 4, 1, and 6, you may create 4.16
4. Round the number that you created to the nearest tenth. Then, place one of your counters on top of that number on the game board. If your opponent's counter is already on that number, you may not place your counter on the game board.
5. Players continue taking turns until one player creates a line of 4 in a row of his/her own counters on the game board.



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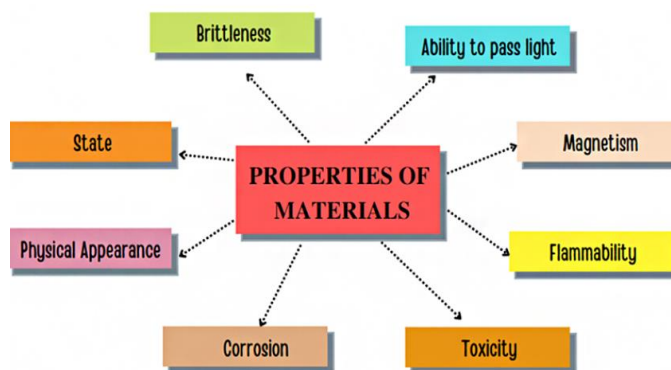
Science

Properties and uses of materials

To compare and group together everyday materials on the basis of their properties.

Talk about how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Explain how some materials will dissolve in liquid to form a solution.



Research on uses of Magnets in everyday life.





Activity Find out how do Dubai Metro trains function without drivers?

<https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-5-3c-materials-grouping-materials/>

<https://www.youtube.com/watch?v=R9oh3tU85Wg>

<https://www.youtube.com/watch?v=f2iJi7l9B2w>

Conductors and Insulators

	Good Conductors allow energy to pass through	Insulators stop or slow down energy
Electrical	Metals e.g. copper, silver, gold, iron, steel, aluminium tap water 	rubber wood plastic glass paper cotton distilled water polystyrene fabric 
Thermal	Metals e.g. copper, silver, gold, iron, steel, aluminium 	plastic wood rubber fabric polystyrene 



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Structure and function of Heart

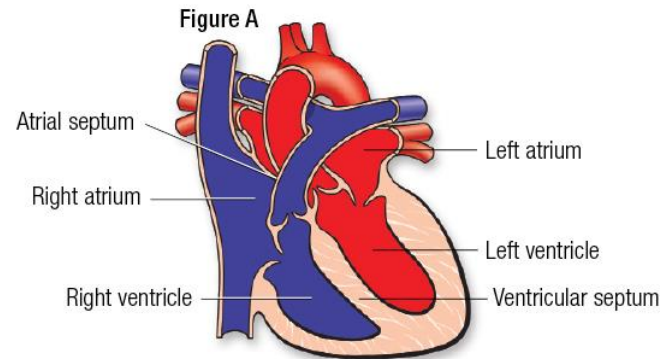
Talk about the important functions of the heart in the circulatory system.

Healthy lifestyle and exercise can make your circulatory system strong.

Explain how the blood flows from one part of the heart to the next. Describe how the blood flows from one part of the heart to the next in the right order.

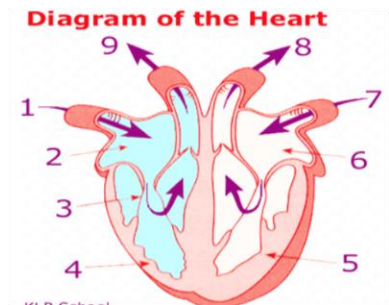
What happens to the quality of blood as it moves from one part of the heart to the next.

What happens to blood in the lungs?



<https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-6-2-animals-circulatory-system/>

<https://www.nhsinform.scot/illnesses-and-conditions/heart-and-blood-vessels/about-the-heart/understanding-how->



[your-heart-functions](#)



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		<p>Research on closed and open circulatory systems.</p> <p>Activity Hold your wrist and count heart pulse, check whether it is in normal range.</p>	
<p>Arabic for Arabs</p>	<p>من نوادر جحا (قصة) أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة أن يحلل التلميذ النص تحليلًا لغويًا . أن يحدد التلميذ أساليب الأمر والنهي في الآيات أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات خير الكلام (شعر) أن يحلل التلميذ النص تحليلًا أدبيًا . أن يحدد التلميذ أساليب خبرية في القصيدة أن يحدد التلميذ الفكرة والعاطفة في القصيدة . الهمزة المتوسطة أن يكتب التلميذ كلمات بها همزة متطرفة على السطر أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على السطر التركيب النعتي أن يميز التلميذ بين النعت والمنعوت في الجملة .</p>	<p>مساعدة التلميذ في البحث عن لغويات القصة بالمعجم على الإنترنت. مساعدة التلميذ في كتابة ملخص للقصة بالمنزل . مساعدة التلميذ في تحديد التلميذ الفكرة والعاطفة في القصيدة. مساعدة التلميذ في قراءة القصيدة (خير الكلام) وتحديد الفكرة الرئيسة . مساعدة التلميذ في كتابة كلمات بها همزة متوسطة على السطر مع بيان سبب كتابتها. تدريبه على إعراب وتوظيف النعت في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>منصة عصافير للقراءة</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>بمدرسة ونشستر</p>



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	أن يوظف التلميذ تركيب النعت مضبوط الآخر في تحديثه وكتاباته الإبداعية مع الضبط وفقا لقواعد النحو		
Arabic for Non Arabs	<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>Asafeer reading platform</p> <p>Arabic and Islamic YouTube Channel</p>
Islamic for Arabs	<p>من علامات الساعة أن يبين التلميذ علامات قيام الساعة . أن يوضح التلميذ عجز البشر عن تحديد وقت قيام الساعة . أن يدلل التلميذ على وجود اليوم الآخر من القرآن والسنة . الإمام مالك بن أنس – رحمه الله تعالى أن يستنتج التلميذ السيرة الذاتية للإمام مالك بن أنس</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 القرآن عن والتسامح . يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يبين التلميذ دور الإمام مالك في نشر العلم . أن يستنتج التلميذ دور العلماء في مجتمعاتهم . حكم الإدغام أن يستنتج التلميذ حروف الإدغام . أن يطبق التلميذ حكم الإدغام في قراءته . أن يطبق التلميذ بأمثلة على حكم الإدغام .</p>	<p>التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	
Islamic for Non Arabs	<p><u>Lesson 1: Life in Madinah after Emigration.</u> <u>Lesson 2: I'm Tolerant</u> To explain the concept of tolerance. <u>Lesson 3: Battle of Uhud</u> To Infer lessons to be learned from the Battle of Uhud.</p>	<p>Encourage your child to read about the companions of the Prophet (PBUH).</p> <p>Encourage your child to recall the event of Battle of Badr, and link it with Battle of Uhud. Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage your child to apply obligatory element of Salah.</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Arabic and Islamic YouTube Channel</p>
Humanities History	<p>To explore the homes of the Vikings. To explore how the last Anglo-Saxon kings shaped Britain.</p>	<p>Encourage your child to compare the Viking homes with that of their own.</p> <p>Talk to your child facts about the last Anglo-Saxon kings.</p>	<p>Viking Homes The last Anglo-Saxons king <u>Vocabulary-</u></p>



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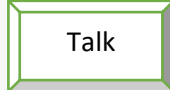





Geography	To explore the ways in which rivers can be used.	Share with your child the long-term impact of the use of rivers by diverse groups.	Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings. Uses of Rivers <u>Vocabulary-</u> Leisure, industry, conservation, pollution.
UAE Social Studies	City Planning in Classical Civilizations- <u>Key vocabulary:</u> architecture, grid design, entertainment, Pericles, Parthenon. Fall of the Western Roman Empire- <u>Key vocabulary:</u> Byzantine Empire, Constantinople, the Middle Ages, the Dark Ages.	Talk with your child about the grid designs of some ancient cities and how they are similar to the grid designs of cities today. Share with your child the importance of Roman Empire architecture and the need for big, impressive buildings for a city. Encourage your child to analyse the causes and effects of the fall of the Western Roman Empire.	The Roman Empire Roman- Road- System Ancient civilization in the Arabian Desert Classical urban planning City planning and design Fall of Western Roman Empire



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			Fall of the Roman Empire
French	<p><u>Topic : Les vêtements</u></p> <p>-To identify clothes in French.</p> <p>- To describe what you are wearing in different seasons and different occasions using adjective agreement.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none">- To conjugate verb "porter" 'in present tense.- To apply adjective of colors correctly with nouns (masculine /feminine or plural)	<p>  Talk</p> <p>- Ask the child to describe what he /she is wearing using adjectives of colours.</p> <p>  Share</p> <p>- Create a presentation or poster to describe clothes we can wear in different seasons or occasions using verb "porter".</p> <p>  Encourage</p> <p>Your child to find the new vocabulary and to create their own dictionary then use these words to create their own sentences.</p>	<p></p> <p><u>Topic : Les vêtements</u></p> <p>https://www.youtube.com/watch?v=HLscmcilx8Y</p> <p>https://www.youtube.com/watch?v=SFRhBEqDJ24</p> <p>https://www.youtube.com/watch?v=7ErxU-vi1Ak</p> <p>https://www.youtube.com/watch?v=vKHcLU4tmRA&t=2s</p> <p>https://quizlet.com/78439000/learn</p> <p><u>Grammar</u></p> <p>https://www.youtube.com/watch?v=UCO-osBkEk0</p>



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ASK

To keep exploring the links given.

<https://www.youtube.com/watch?v=UCO-osBkEk0>



<https://wordwall.net/resource/10795391/french/les-vetements>

<https://quizlet.com/78439000/test>

<https://quizlet.com/78439000/match>

<https://www.liveworksheets.com/yn2804910lv>

<https://www.liveworksheets.com/fg542436rb>

<https://www.liveworksheets.com/iu1849467dj>



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<p>Physical Education</p> <p>Activity -1</p> <p>Activity - 2</p> <p>Activity - 3</p>	<p>Rounders – Catching and Throwing</p> <p>Rounders– Bowling</p> <p>Rounders – Fielding 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 sports day events and skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p><u>Useful sites:</u></p> <p>Links:</p> <p>https://www.youtube.com/watch?v=o_RGP8VmNoo</p> <p>https://www.youtube.com/watch?v=MH99kmx9iYI</p> <p>https://www.youtube.com/watch?v=YWJtql-Jg0A</p>
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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>
Music Year 06 (Sunil)	<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>	



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<p>ICT</p>	<p>Topic Computational Thinking</p> <p>Identify Algorithms</p> <p>Solve problems using decomposition</p> <p>Explain how we get computers to do what we want.</p> <p>Differentiate between algorithms, code and computer programs</p> <p>Evaluate how algorithms can be represented as written descriptions, flowcharts and code</p> <p>Identify the flowchart symbols and use these to develop a flowchart</p>	<p>Empower children with the confidence needed to tackle ambiguous problems,</p> <p>Dance Moves Explain to children that they will make up a dance routine and create the instructions for the family to follow.</p> <p>JAZZY JIGSAWS Encourage children to assemble jigsaw puzzle and think about the strategy that they would adopt in order to solve your puzzle.</p> <p>What do they 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 they learn?</p> <p>Logical reasoning, problem solving, algorithmic thinking, decomposition, abstraction, generalisation, evaluation ⇒⇒⇒ DoWnLOAD HERE</p>	<p>To learn more about computational thinking, please refer to below reading resources</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>
<p>Moral Education</p>	<p>Theme: Personality and morals.</p> <p>Unit: Taking Responsibility for Oneself and Others</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>www.moraleducation.ae</p>



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- 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.

Key vocabulary:

Responsibility: Performing duties, sharing, cooperating and aiding others in the family, school and community.

Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.

Taking responsibility:

Recognizing one's obligations and willingly fulfilling them.

Perseverance: Continually conducting work and trying until the objective is achieved.

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.

Share with your child the real-life examples where people take responsibilities and how each member in the family can practice self-responsibility.

Activity: Household work is our responsibility.

The family meets together in order to discuss responsibilities in the house.

Everyone draws a list of tasks that should be conducted in the house.

On a piece of coloured paper, each family member writes down the tasks they will perform.

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.

Family members provide suggestions to improve the performance of an individual who does not do well.

Every family member undertakes to carry out their responsibilities by signing the main list of tasks.

<https://www.goodcharacter.com/elementaryschool/being-responsible/>

