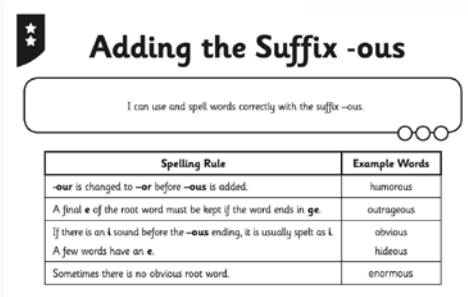
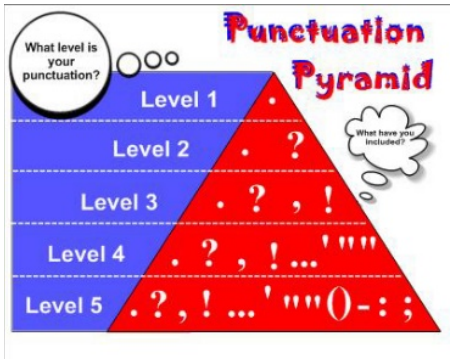
#20yearsofWIN

The Winchester School

Family Learning Newsletter- Year 4, October 2023

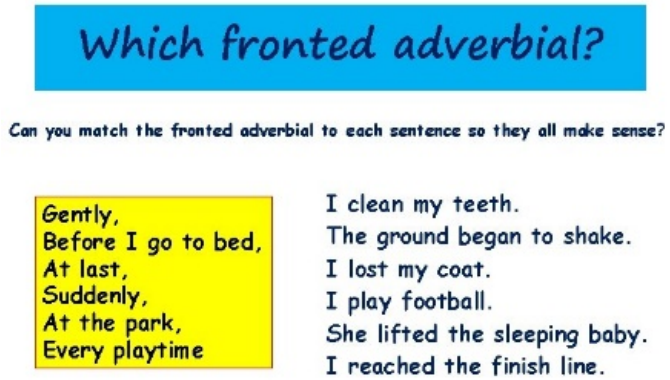
Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	**<u>Spelling:</u> Learning Objective** • To recognise and spell suffixes '-ous'. • To spell irregular tense changes. • To recognise and spell the adventurous vocabulary used in the text.  	**Discuss** that lots of adjectives can be formed by adding '-**ous', to nouns and verbs.** While reading books encourage your child to make note of new words and their spellings especially by adding suffixes sensibly **Encourage** your child to search for spelling rules and **apply** these rules by adding '-**ous'** to the following root words: ridicule, prosper, hazard, fame, courage. **Encourage** children to become aware of use of interesting adjectives in their writing: adventurous, bizarre, challenging, charismatic, fantasy, fantastic, imaginary **Discuss** the importance of using Punctuation marks and how it can be used in different ways. **For example,** Commas can separate a list of actions. -"He hit the ball, dropped the bat, and ran to first base." **Encourage** them to make a sentence using the words from spelling list using suitable punctuation marks. **Discuss** conjunctions and the importance of using them in writing**. Encourage** them to use them while speaking and creating sentences. **Ask** them the purpose of each type. **Encourage** children to use fronted adverbials in their written work by demonstrating how a sentence they have written could have been changed by putting the adverbial at the front.	[activity suffix ous] [spelling games ous] [Online punctuation games]  [Adjectives] [Punctuations Games 1]

- To use joined handwriting except where other special forms are required.
- Using basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective.

Grammar:

- To identify and use different types of conjunctions for meaning and purpose.
- To introduce children to fronted adverbials by highlighting when they are used in pieces of text or stories.
- To explore figurative language and use it in creating their own poem.

https://www.learningstreet.co.uk/articles/what-are-fronted-adverbials/



Children might be given pieces of card with different parts of a sentence written on them, so that they can experiment with the different ways the sentence could be put together.

It can also be a helpful exercise to give children a word mat of adverbials which are divided into different topics, and then ask them to use this to complete unfinished sentences. For example:

_____ , there lived a mysterious creature.

_____ , Natalie began to cry.

Explore figurative language with your children. Encourage them to give you examples and list them. Ask them when and why do we use figurative language.

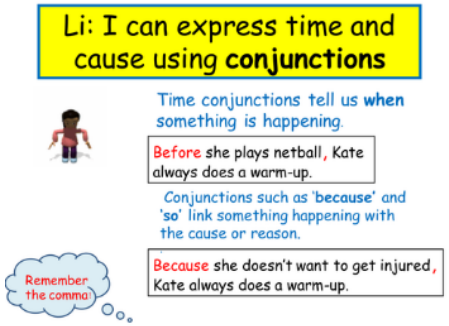
https://www.bbc.co.uk/bitesize/articles/zxk7kty

https://dictionary.cambridge.org/grammar/british-grammar/conjunctions-time

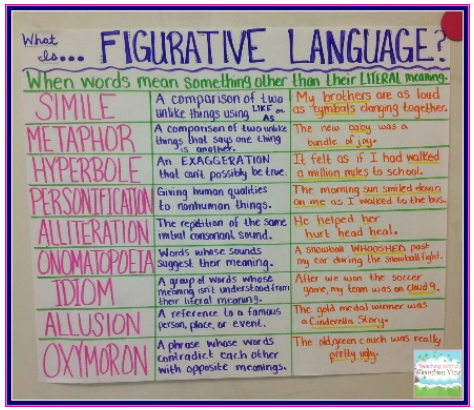
https://www.theschoolrun.com/what-are-fronted-adverbials

https://www.youtube.com/watch?v=pCpJXDy0tb8

https://www.youtube.com/watch?v=VOaxhxCn-4E



https://grammar.yourdictionary.com/parts-of-



Text Level:

Unit 5: Non-Fiction (Diary)- Holiday Diary & Review Unit 1- Aladdin and the Genie (Fiction)

Novel: Charlie and The Chocolate factory

- To read and understand the Novel from the author's point of view.
- To identify the purpose of the text.
- To make predictions about the next part of the story.
- To talk about what the character is feeling from the writer's choice of words.
- To respond to the text.

Listening Comprehension: Making Inferences.

Speaking: Why do the leaves on trees change colour in the fall?

Encourage your child to read Fiction and non-fiction both.
Story Telling: Become a **storyteller** and ask questions related to characters, their feelings, different settings and the plot of the story.
Discuss the use of language by the author and check children's understanding of the language.

Students read and infer from the texts mentioned.
Discuss the use of language by the author and check. children's understanding of the language.
Ask questions with reference to the text.
Introduce your child to classic fiction novels like **Charlie and The Chocolate Factory. Discuss the setting, Characters, Plot, and the author's use of descriptive language.**

speech/adjectives/list-of-descriptive-adjectives.html

(Descriptive Vocabulary)

https://www.voorhees.k12.nj.us/cms/lib/nj01000237/centricity/domain/792/descriptive.pdf
(Descriptive Vocabulary)

https://www.britannica.com/topic/Charlie-and-the-Chocolate-Factory-by-Dahl

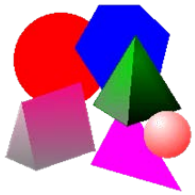
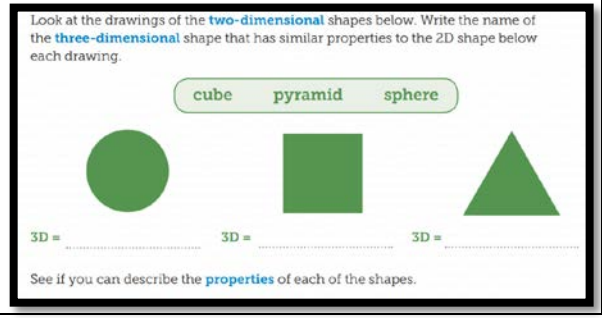
https://www.youtube.com/watch?v=Uy-qgguRrYY

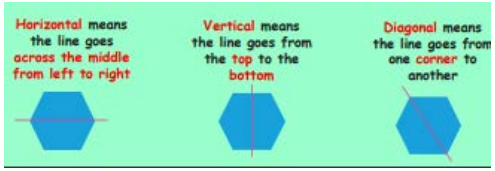
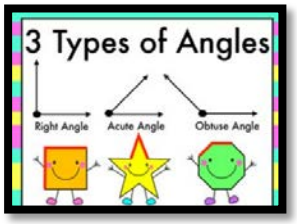
(Descriptive Writing- using the 5 senses)

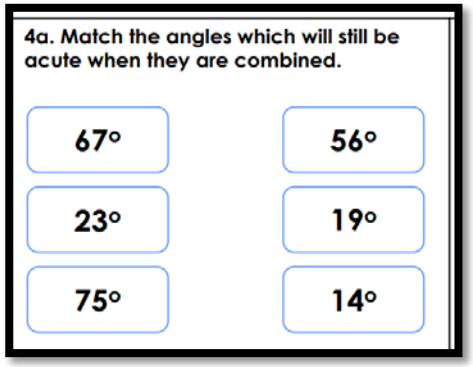
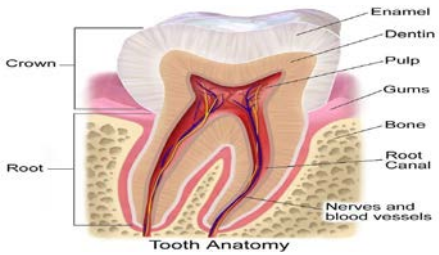
https://learnenglishkids.britishcouncil.org/category/skills/listening-viewing-comprehension

https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/

https://charlieandthechocolatefactoryfilm.fandom.com/wiki/Inventing_Room

	Big Write Topics: **Descriptive Writing** **To describe a given setting and character using descriptive language.** Novel: Charlie and The Chocolate Factory. **Explore descriptive writing** based on the novel: The Chocolate Room, Charlie's house, inventory room, golden ticket. **Moral Education link-** **Unit 1- Equality and Appreciation** **1.5 Appreciation and Gratitude** Students write poems to appreciate and express gratitude towards the important people who help them in their everyday life using expressive language.	**Discuss** the importance of inculcating and following moral values. **Encourage** your child to appreciate the big and small things that are done for them and to them by any person in or outside school. **Create** a card for people around you to appreciate their support for you.	https://wonka.fandom.com/wiki/The_Chocolate_Room (Charlie and the Chocolate factory Audio Book) https://vibrantteaching.com/examples-of-descriptive-writing-for-kids/
Numeracy	Properties of 2-D shapes and 3- D shapes To identify and investigate properties of common 2-D shapes and 3-D shapes.  To Identify lines of symmetry in 2-D shapes	**Talk** to your child about the different 2D and 3D shapes they see around them e.g., road sign boards, items found in kitchen. Challenge them to classify them based on their similarities and differences. **Encourage** your child to open an empty cereal box, undo all flaps, check its net, and sketch it on paper. Identify the shapes you have sketched. **Challenge**  Look at the drawings of the two-dimensional shapes below. Write the name of the three-dimensional shape that has similar properties to the 2D shape below each drawing. cube pyramid sphere 3D = ... 3D = ... 3D = ... See if you can describe the properties of each of the shapes.	Properties of 2-D shapes and 3-D shapes

		What is Symmetry? An object, shape or design can be symmetrical if: • A line can be drawn through the middle and it LOOKS exactly the SAME! • The two halves are mirror images of each other. For example, a butterfly has symmetry. If you drew a line down the middle of the butterfly, both sides would be the same.th But Lines of symmetry can also be horizontal, vertical, or diagonal. Horizontal means the line goes across the middle from left to right. Diagonal means the line goes from one corner to another. Vertical means the line goes from the top to the bottom Let's look at some shapes.  	Symmetry
	To identify acute and obtuse angles in 2-D shapes  	**Talk** to your child about random straight lines across his/her study table to create lots of angles where the tape overlaps. **Encourage** your child to sit around the table with a marker and ask him/her to classify as many angles as he could. After classifying angles, your child can then move on to measuring them.	

	Challenge:  	Here are following different types of angles you will come across: **Acute Angles** – An acute angle is an angle that is less than 90° **Obtuse Angles** – An obtuse angle is an angle greater than 90° but less than 180° **Reflex Angles** – A reflex angle is greater than 180° but less than 360° **Right Angles** – A right angle is 90° and has a small square inside the angle to indicate it is a right angle. The two rays at a right angle are **perpendicular**. **Straight Angle** – A straight angle is one-half a whole turn and is 180°. It is the angle formed by the rays going in opposite directions. **Complete turn** – A full rotation is 360°. Sometimes referred to as a **full angle**.	Angles Angles Video Angles-Games
Science	**Tooth Structure** To illustrate the structure of the tooth and to explain the functions.  	**Talk** about the importance of the structure of a tooth. **Share** the names of different parts of tooth. **Encourage** them to read about the functions of various parts of the tooth. **Talk** about observing different shapes of teeth in the oral cavity. Discuss about what a tooth could be made of. **Share** your own observations about different shapes of teeth in your mouth. **Encourage** them to explore the reasons of having different shapes of teeth in oral cavity. Encourage them to think about what happens when their tooth breaks.	Structure and Types of Human Teeth Human Tooth Structure Types of Teeth

	Teeth types • To identify the different types of teeth and to explain their functions. **Teeth comparison** • To know that animals have different kinds of teeth because they have different diets. • To compare the teeth of carnivores and herbivores. **Tooth decay investigation** Investigate the cause of tooth decay and understand the process.	**Talk** about observing teeth of different animals and how they are different from other animals. Discuss the diets of these animals and how their teeth help to chew their food. **Share** examples of animals that eat the same kind of food. **Encourage** them to find similarities and differences between herbivores, carnivores and omnivores. **Talk** about the importance of healthy teeth. **Share** the right practices to care for your teeth. **Encourage** them to read about the effects aerated drinks, sweets and smoking have on teeth. Let them make predictions and search about which foods might be harmful for them and why.	Teeth of different types of animals Tooth decay experiment
Humanities Geography- Exploring Europe	**Continents, countries and cities –** To explore the map of Europe. **Key vocabulary:** Europe, continent, country, capital city. 	**Talk** to your child about the continents of the world and label them on a blank map of the world. **Share** with your child a map of Europe, identify the names of the countries in Europe and locate them on a map of Europe. **Encourage** your child to use an atlas to find the capital cities of all the countries in Europe and locate the major cities of Europe on a map of Europe.	https://www.kids-world-travel-guide.com/europe-facts.html https://www.phenomenalglobe.com/best-european-cities-to-visit-with-kids/ https://www.ducksters.com/geography/europe.php https://kids.britannica.com/kids/article/Europe/353110

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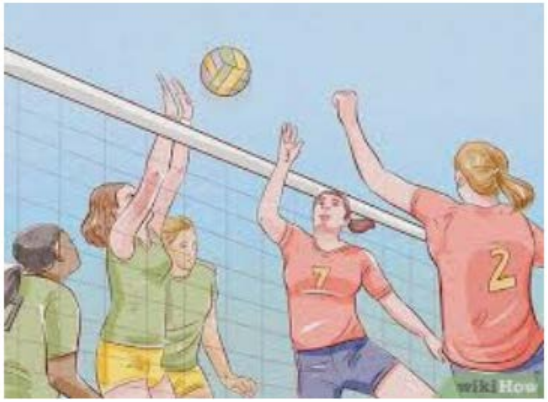
UAE Social Studies	**1. Natural resources – land and water** **2. Natural resources – other natural resources**	**Talk** about the natural resources of the earth, both landforms and bodies of water, how they affect people's lives – the homes they build, the food they eat and the water they drink. **Encourage** your child to research the natural resources available in the world, their classification (renewable and non-renewable) and how they affect people's lives.	https://www.youtube.com/watch?v=tbYhpIZtObA Vocabulary: natural resources, community, and shelter https://www.youtube.com/watch?v=KEeH4EniM3E Vocabulary: soil, stone, minerals, coal.
ICT Microsoft PowerPoint-Animation	To apply animation effects to the objects, transition to the slides, themes to the presentation to make it more presentable.	Good Organizational skill, critical thinking. Encourage your child to create a presentation on a topic, explore different transition and animation effects available to make the presentation more attractive. Guide your child to choose and apply a theme template in PowerPoint.	https://blog.classpoint.io/8-simple-powerpoint-animations/ https://support.microsoft.com/en-au/office/animation-basics-for-your-presentation-4fbc7d35-3548-431a-a871-709945f9352c
Moral Education	**1. Discrimination** **2. Confronting Discrimination**	**Share** with your child the meaning of discrimination. **Talk** with your child about fair and unfair situations. **Share** with your child, how can we confront discrimination.	
Music Year 4 (Mr. Kiko)	Improving children's confidence and musicality through singing actions songs and chanting rhymes. Improving listening skills and recalling.	Let the children sing action songs at home. Ask the child to perform the songs we learned in school. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions. Let the child practice at home, even though there will be squeaking.	**https://www.timeout.com/new-york-kids/music/best-kids-songs**

Music Year 4 (Mr. Sunil) **Music Year 4 (Mr. Joyson)**	Learning how to play the song "Happy birthday" on recorder. Improving a child's confidence and musicality through music rhythm reading. We take a deeper look at the half note and how it relates to the quarter and eight notes	Be an audience. But it is better also to check if the child is holding the recorder properly. Let the child understand the music note value and clap with the notes. Ask the child to perform it with any percussion instrument like maracas, tambourine. Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth.	(22) Introduction to Rhythm Reading: Stage Two - YouTube
Physical Education WEEK 1 & Activity -1	Volleyball/Game play: Students will learn how to play a game with basic rules & will be able to understand the game. 	Talk and encourage the children to do the following:  Encouraging Children to take part in Volleyball Games, watching the game on YouTube to understand the compete level between the two teams in a volleyball match.	Useful sites: https://www.youtube.com/watch?v=Qc4xzwAbGdQ https://www.youtube.com/watch?v=Sxag-kynFFM

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WEEK 2 & Activity -2	<u>Throw ball/service:</u> Students will be able to understand the game & how to perform service skills. 	Talk and encourage the children to do the following: Encouraging Children to take part in Throwball Games, practicing more time with wall return services to become master in Servicing skill in Throwball Game.	Useful sites: https://www.youtube.com/watch?v=_VD5HZjM2I0 https://www.youtube.com/watch?v=nUw_8zq06HM https://www.youtube.com/watch?v=MTi18LoWjOs
WEEK 3 & Activity -3	<u>Sports day practice-week 1</u> 100 mts race Hurdle race Obstacles The aim of the lesson is to improve their speed and agility.	Talk and encourage the children to do the following: Proper warm up The students will do the proper warm up and will practice races with basic rules. Follow the link. Cooldown After the game students will do proper cooldown activity.	Useful sites: Link1: https://www.youtube.com/watch?v=fpY9ImpIAIY

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WEEK 4 & Activity -4	Sports day practice-week 2 100 mts race Hurdle race Obstacles Shuttle Run Zig Zag The aim of the lesson is to improve their speed and agility.	Talk and encourage the children to do the following: Proper warm up The students will do the proper warm up and will practice races with basic rules. Follow the link. Cooldown After the game students will do proper cooldown activity.	Useful sites: https://www.youtube.com/watch?v=fpY9ImpIAIY
Arabic for Arabs	سقف الاحلام أن يميز بين الحوار الداخلي والخارجي في القصة أن يحدد التلميذ الفكرة الرئيسة والأفكار الفرعية في النص أن يحلل بنية النصوص القصصية وأفعالها الجملة الاسمية* أن يميز التلميذ بين الجملة الاسمية والفعلية أن يحدد التلميذ ركني الجملة الاسمية . أن يضبط التلميذ ركني الجملة الاسمية الألف اللينة في نهاية الكلمات أن يميز التلميذ الألف اللينة في نهاية الكلمات أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته	قراءة إحدى القصص وتحديد عناصرها مساعدته في جمع شواهد عن الجملة الاسمية . استخدام بعض الألعاب التعليمية المساعدة في فهم الجملة الفعلية مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية حثه على استخدام التعبيرات المجازية في حديثه 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.	الجملة الفعلية الجملة الاسمية والفعلية قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر
Arabic for Non-Arabs	Leisure time To learn about the different kinds of hobbies and sports. To create sentences using the new vocabulary. Some students will be	Encourage your child to memorize his/her new vocabulary about the new topic (the school) (Leisure time) from the Arabic notebook and textbook. Talk to your child about school and his favorite hobbies. Ask your child about his opinion regarding his/her school.	Arabic and Islamic YouTube Channel

	able to create a short paragraph about their favorite hobbies and sports.	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.	
Islamic for Arabs	سورة البروج أن يلتزم التلميذ آداب التلاوة وأحكام التجويد أن يفسر التلميذ معاني المفردات القرآنية الجديدة أن يوضح التلميذ المعنى الإجمالى للسورة التثبت من الأخبار أن يتعرف التلميذ المعنى الإجمالي للحديث أن يدلل التلميذ على أهمية التحقق من الأخبار أهمية الصلاة المفروضة أن يوضح التلميذ أهمية الصلاة المفروضة أن يميز التلميذ الصلاة المفروضة والسنن الأخرى	يساعد ولي الأمر التلميذ في حفظ السورة مع التزام آداب التلاوة حثه على التحلي بالأخلاق الحسنة قولًا وفعلًا تصميم مخرائط ذهنية عن الطلاة وأهميتها. البحث عن أدلة من القرآن والسنة عن الصلاة 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.	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر
Islamic for Non Arabs	**Belief in Divine Books.** 1. To distinguish the names of the divine books, and to whom they were revealed. 2. To conclude the main message of these books. 3. To compare earlier divine books with the Holy Quran. **Those among you with the best manners.** 1. To explain the importance of having good manners. 2. To conclude the manners of prophet Mohamed (P-B-U-H)	1. **S**peak with your child about the names of the divine books, and to whom they were revealed. 2. Talk with your child about the main message of these Books. 3. Search with your child for the Duua of entering and leaving the house and memorize them. 4. Share with your child how to apply those etiquette at home. 5. Share with your child the general meaning of the hadith of the strong believer. 6. Share with your child how one can be a strong believer. 7. Speak with your child that Prophet Mohamed began inviting to Islam with wisdom and good advice.	Belief in Divine Books 10 manners of prophet Muhammad (SAW) The manners Of Prophet Muhammad The Honour Of Prophet Muhammad (saw)- Character and Manners

	through the honorable hadith. 3. To identify some of the manners of Prophet (P-B-U-H) in order to follow them. **1. The beginning of the call to Islam(Prophet Biography)** 2. To explain that Prophet Mohamed began inviting to Islam with wisdom and good advice. 3. To list the earlier Muslims. 4. To explain the importance of wisdom and good advice in spreading the message of Islam.	8. Search with your child about the earlier Muslims.	https://www.youtube.com/watch?v=fKdYv7Ztf4k