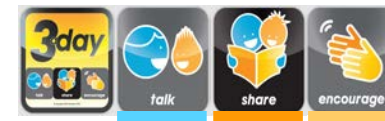

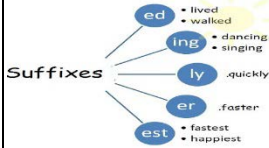





# The Winchester School

## Family Learning Newsletter -Year 6- October 2023



Area of Learning	Focus	Home activities/How can you help your child at home	Useful websites
Literacy	<p><b>Spelling: Learning Objective</b></p> <p>To use the suffix –ant, ance, -ancy, -ent/-ency.</p> <p>To widen vocabulary by creating new words with prefixes or suffixes.</p> <p>Understand the function of root words, prefixes, and suffixes. Create new words by adding prefixes and suffixes to root words.</p> 	<p><b>Share</b> the copy of passage and ask your child to underline the words they find that end with the suffixes –ency or -ancy. After completing the word hunt, discuss the answers. Then ask the child to reread the passage, this time finding words that end with the suffixes -ent, -ant, -ence, and -ance.</p> <p><b>Dictate</b> a set of words with the base words. Now let the child add suffixes and see what new word can be formed. Let them further make set of words and compose sentences.</p> <p><b>Discuss</b> that lots of words can be formed by adding ‘-ant’, to root words. While reading books encourage your child to make note of new words and their spellings especially by adding suffixes sensibly</p> <p><a href="https://www.youtube.com/watch?v=RPqxNqO8u-A">https://www.youtube.com/watch?v=RPqxNqO8u-A</a></p> <p><b>Encourage</b> your child to search for spelling rules and <b>apply</b> these rules to the root words: like observe , expect tolerate etc.</p>	<p><b>Suffixes</b></p> <p><a href="https://dictionary.cambridge.org/grammar/british-grammar/suffixes">https://dictionary.cambridge.org/grammar/british-grammar/suffixes</a></p>   <p><b>Learn suffixes</b></p> <p><a href="https://www.youtube.com/watch?v=RPqxNqO8u-A">https://www.youtube.com/watch?v=RPqxNqO8u-A</a></p> <p><b>Let's do it!!!</b></p>



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### Character Analysis

To Explore the features and elements of a character.

#### Character Analysis Definition



Character analysis is a study and evaluation of a character's **personality**, **actions**, **motivations**, and **relationships**.

SIMPLE	COMPLEX	COMPOUND
Being tired, he went to bed.	As he was tired, he went to bed.	He was tired. He went to bed.
Having finished his work, he returned home.	After he had finished his work, he returned home.	He had finished his work. He returned home.
I saw a girl with blue eyes.	I saw a girl who had blue eyes.	I saw a girl. She had blue eyes.

**Talk** about the use of expanded noun phrases to make our writing more interesting. They add detail and description to nouns. Expanded noun phrases draw on and encourage imagination, placing both reader and writer in the scene.

**Share** with your child how simple sentences are made interesting by adding noun phrases. Share some interesting stories/articles wherein they can find elaborated sentences. Let the explore creative writing style.

**Encourage** them to rewrite a paragraph or a few sentences which can be made interesting by using expanded noun phrases. Read it aloud with them motivate them by giving some inputs from your end. They can create an interesting story or write a blog.

**Talk** about the use of simple sentences to communicate clearly. You can use compound sentences to add detail, for example adding justification.

### Character Analysis



### How to write Character Analysis

<https://www.studiobinder.com/blog/how-to-write-a-character-analysis/>

### How to complete Character Analysis

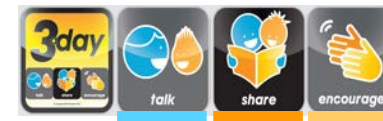
[www.youtube.com/watch?v=N\\_RhteCMgYoU](https://www.youtube.com/watch?v=N_RhteCMgYoU)

<https://quizizz.com/admin/quiz/5fab9cf38fb319001c41855f/grade-6-english-quiz-prefixes-and-suffixes>



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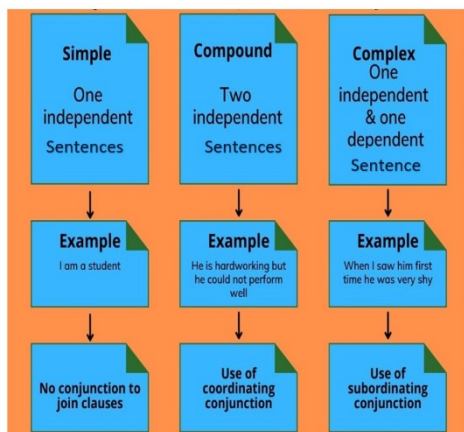


### Grammar

#### Types of Sentences -

#### **Simple Compound Complex**

To explore the use of Simple compound and complex sentences in a text.



**Talk** about the use of simple sentences to communicate clearly. You can use compound sentences to add detail, for example adding justification.

A complex sentence features at least a single independent clause as well as at least one dependent clause.

We use relative clauses to give more information about people, animals and things. We can start a relative clause with a relative pronoun (that, which, who or whose) or a relative adverb (where or when)

For example: I caught the bus that goes past the park. In this sentence the relative clause tells us which bus we are talking about.

**Discuss** how different types of sentences provide more information to explain or modify your sentence's main point.

In relative clause when we write or speak to somebody we use who (for people) or which (for animals or things).

### Simple, Compound, Complex Sentences

SIMPLE	COMPLEX	COMPOUND
Being tired, he went to bed.	As he was tired, he went to bed.	He was tired. He went to bed.
Having finished his work, he returned home.	After he had finished his work, he returned home.	He had finished his work. He returned home.
I saw a girl with blue eyes.	I saw a girl who had blue eyes.	I saw a girl. She had blue eyes.

### Simple, Compound, Complex Sentences

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

10 minutes SPAG Quiz



# The Winchester School

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### Figurative Language

Students will explore the use of different types of figurative devices.  
To encourage students to incorporate figurative language in their writing.

FIGURATIVE LANGUAGE	
<b>Simile</b> A simile is a type of figurative language which is used to compare one thing against another. Similes compare the likeness of two things and often feature the words 'like' or 'as'. "As strong as an ox/ As brave as a lion."	<b>Metaphor</b> A metaphor is a phrase describing something as something it is not in reality. It is used to compare two things symbolically. A metaphor literally describes something as something it is not. "Love is a battlefield"
<b>Oxymoron</b> An oxymoron is a term which features two words which appear to contradict each other but make sense of the situation overall. • For example: That woman is pretty ugly.	<b>Hyperbole</b> A hyperbole is a figure of speech which exaggerates the meaning of a sentence. • For example: My granddad is as old as time.

**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.

For example: There's the boy who lives next door. They're the horses which live on the farm. We use who's before a noun to talk about things that belong to a person or animal.

**Talk** to your children about what makes a language or a text interesting. Ask them if they have come across any interesting phrases or idioms.

**Discuss** with them what do you understand by the term figurative language? If there are any specific terms they have ever heard or read.

**Share** some figurative language techniques or examples that you might already know.

Similes • For example: The grass was as green as an emerald.

Metaphors • For example: He was a ray of sunshine.

**Encourage** children to make use of Figurative language and emphasize on how it elevates the writing. Motivate them to use it in their communication to be an effective speaker. things that belong to a person or animal.

<https://quizizz.com/admin/quiz/59e0b65007cae4120026c451/simple-compound-and-complex-sentences>

[Figurative language](#)

<https://literarydevices.net/figurative-language/>

<b>Metaphor</b> She is a ray of sunshine. I smell a rat. He is the light of my life. A rollercoaster of emotions.	<b>Personification</b> The snow speaks. The grass tickled my feet. The leaves danced on the trees. The husky corn spoke.
<b>Onomatopoeia</b> Crash! Splash! Boom! Pop! Boom! Snarl! Hush! Buzz! Drip! Swish! Ring! Crackle!	<b>Alliteration</b> Romantic red roses. Dreary, dismal darkness. Pretty purple purses. Betty Bradley buys books.

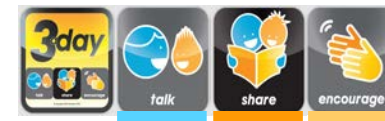
[Figurative devices](#)

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



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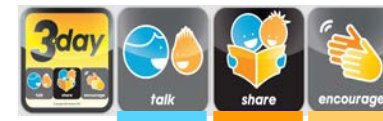


			<div>Everyone is particular different distinct diverse unique but most importantly, everyone is equal.</div>
Numeracy	<div>To identify common factors, common multiples and prime numbers.</div> <div><div>Prime vs. Composite Numbers</div><div><div>Prime</div><div>have only 2 factors (1 and itself)</div><div>2,3,5,7,11</div></div><div><div>Composite</div><div>have more than 2 factors</div><div>4,6,8,9,12,14</div></div><div>0 and 1 are neither</div></div> <div>To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</div>	<div>Encourage your child to play the factorization hangman game.</div> <div>Write the composite number in the square. Now let child choose a prime number listed alongside. If the prime number is the factor of the composite number, put below the square to extend the tree. If not draw the body (then arms legs)</div> <div><div>PRIME FACTORIZATION HANGMAN</div><div><div><div></div><div>Answer</div></div><div><div>Prime Numbers</div><div>2 29</div><div>3 31</div><div>5 37</div><div>7 41</div><div>11 43</div><div>13 47</div><div>17</div><div>19</div><div>23</div></div><div><div></div><div>XXXX</div></div></div></div> <div><div>Prime Pairs game</div><div>Multiplication-and-division</div></div>	



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To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

### ACTIVITY

Grid method

457 x 36

	400	50	7
30	12 000	1500	210
6	2400	300	42

$$13\ 710 + 2742 = 16\ 452$$

Formal written method

$$\begin{array}{r} 4\ 5\ 7 \\ \times 3\ 6 \\ \hline 1\ 3\ 7\ 2\ 1\ 0 \\ 2\ 7\ 3\ 4\ 2 \\ \hline 1\ 6\ 4\ 5\ 2 \\ 1 \end{array}$$

#### What to do

- One person chooses three cards to make a 3-digit number and two cards for a 2-digit number.
- Write out the multiplication carefully and execute it as show in the example above.
- Second person checks the answer with calculator.
- Change roles and repeat.
- Score 1 point for each odd number in the answer and 2 points for each even number in the answer.
- Continue for 10 minutes.
- The winner is the person with the higher score.

#### You will need:

- 1–9 cards

#### Variation

- Choose four cards to make a 4-digit number and multiply by TO as before.

### ACTIVITY

Example – Expanded written method

$$\begin{array}{r} 35 \\ 17 \overline{) 595} \\ \underline{510} \quad (30 \times 17) \\ 85 \\ \underline{85} \quad (5 \times 17) \\ 0 \end{array}$$

Example – Formal written method

$$\begin{array}{r} 35 \\ 17 \overline{) 595} \\ \underline{- 51} \\ 85 \\ \underline{- 85} \\ 0 \end{array}$$

#### What to do

- Begin by working out the 17 times table together up to  $\times 10$  and writing it down for reference. (This step involves calculations that will not be used but means that your child will be able to find the required multiple of 17 instantly.)
- Turn over 3 cards to make a 3-digit number. Estimate the answer when divided by 17.
- Both do the calculation using your choice of method. Compare answers. Long multiplication sometimes fazes children so work together for a while if you think it would improve your child's confidence.
- If your child is confident, the first person to find the answer can score a point.
- Repeat with new numbers.
- Continue for 10 minutes. If scoring, the winner has the higher score.

#### You will need:

- 0–9 digit cards from a pack of playing cards (use Jack to represent zero)

### QUESTIONS TO ASK

Estimate how many 19s there are in 84.  
(4 r 8)

Estimate the answer to  $2574 \div 17$  (about 150)

Estimate the answer to  $434 \div 36$  (more than 10 – about 12, actual answer 12 r 2)

### Game Links:

[Multiplication-and-division Games](#)

### IPAD APPS:

[Addition-and-subtraction-games](#)

[Prime Factors](#)

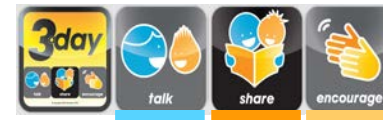
<https://itunes.apple.com/ae/app/distance-measure/id430378257?mt=8>





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To use, read, write and convert measurements of length from one unit of measure to another (mm, cm, metre, Km)

To measure and calculate using both standard /non-standard and imperial units.



### What to do

- Look at a car and take turns to complete the table with estimates of the lengths.

**You will need:**

- tape measure

	Estimate	Actual measurement	Change of units
Length of car			
Diameter of steering wheel			
Height of car door			
Width of number plate			
Height of number plate			
Length of windscreen wiper			
Own choice			

- Take turns to measure the lengths accurately.
- In the final column, change the units, those in metres to centimetres and those in centimetres to millimetres.
- Each person writes two problems using these measurements for their partner to solve.

### Variation

- Make estimates and measurements in another setting, e.g. objects in the lounge.

Convert 24 km to miles using both the approximate and exact conversions.

Miss Magee has to drive 7 ½ km to get to school. On Monday she drove to school and arrived at 8am, she realised she'd forgotten her laptop, drove back home, picked up the laptop, then returned to school. How far did she drive before school started?

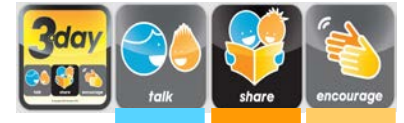
**Length Conversion Games:**


[Measurement Games](#)



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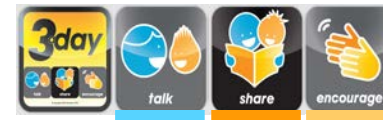
	<p>To convert between miles and kilometers</p> <p>To solve word problems involving length conversion.</p>	<p><b><u>Challenge question</u></b></p> <p>The distance between Harry and Kate is 2500 meters. Kate and Harry start walking toward one another and Kate' dog start running back and forth between Harry and Kate at a speed of 120 meters per minute. Harry walks at the speed of 40 meters per minute while Kate walks at the speed of 60 meters per minute. What distance will the dog have travelled when Harry and Kate meet each other?</p> <p>Discuss the distance in kilometres travelled by your child while going to school and convert the same to miles and vice versa.</p> <p>Ask your child few questions based on day to day life, example John rode 2 kilometres on his bike. His sister Sally rode 3000 meters on her bike. Who rode the farthest and how much farther did they ride?</p>  <p><b><u>Challenge question</u></b></p> <p>A group of 10 students are on a field trip when their bus breaks down 40 miles away from the</p>	<p><a href="https://wordwall.net/resource/28182979/converting-metric-units">https://wordwall.net/resource/28182979/converting-metric-units</a></p>
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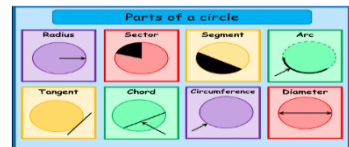
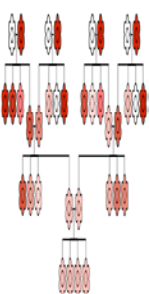
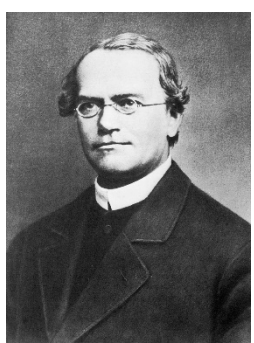
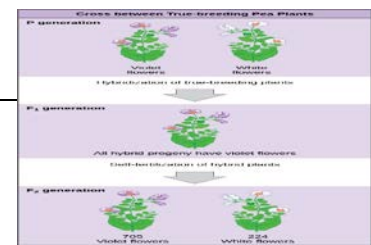
		<p>school. A teacher takes 5 of them back to school in her car, travelling at an average speed of 40 miles per hour. The other 5 students start walking towards school at a steady 4 miles per hour. The teacher drops the 5 at school, then immediately turns around and comes back for the others, again travelling at a steady speed of 40 miles per hour.</p> <p><b>How far have the students walked by the time the car reaches them?</b></p>	
	<p>To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p>	<p><b>ACTIVITY:</b></p> <p>Using your knowledge about circles, turn your circle into something that you see in everyday life or that you have seen and remember being circular.</p> <p>Things to keep in mind:</p> <ol style="list-style-type: none"><li>1) You must be able to see ALL the parts of a circle</li><li>2) You must use your paper plate for something circular on your project.</li><li>3) Try to be as creative as possible.</li><li>4) Be sure to turn your circle into something other than just a plate.</li></ol>	



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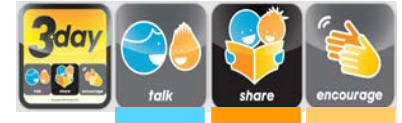


		5) Have fun creating your project!!	<p><a href="#">Parts of a circle</a></p> <p><a href="#">Identify Parts of a circle</a></p>  <p><a href="#">All about Circle</a></p>
<p><b>Science-Working Scientifically</b></p> <p><b>Inheritance</b></p> 	<p>To recognize inherited traits in living things and differentiate between inherited and environmental traits</p> 	<p><b>Talk:</b> Talk to your child about genes and Traits.</p> <p>How traits and genes are passed on from one generation to another?</p> <p><b>Share:</b> Share the facts about inheritance. If You must have read an article or heard anywhere about traits and genetics, so you can update your child by sharing the information you have.</p> <p><b>Encourage:</b> Internet is the powerful search engine. Please allow your child to spend a few minutes doing research using the websites given for inheritance.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z4vhxbk">https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z4vhxbk</a></p> <p><a href="https://www.youtube.com/watch?v=fUXjhhSf7aw">https://www.youtube.com/watch?v=fUXjhhSf7aw</a></p> 



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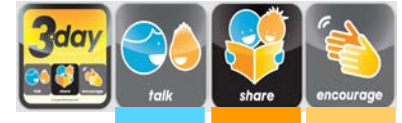


		<p><b>Explain:</b> Role of genetics in inheritance and learn about inherited and environmental traits.</p> <p><b>Research:</b> Ask your child to research on Gregor Mendel.</p>	
<p><b>Arabic for Arabs</b></p>	<p><b>قصة حلم وجهل</b></p> <p>أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة</p> <p>أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة</p> <p>أن يحلل التلميذ عناصر القصة</p> <p>أن يحدد التلميذ السمات الفنية للقصة</p> <p>أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p> <p>أن يقترح التلميذ التلميذ نهاية جديدة للقصة</p> <p><b>الهمزة المتطرفة على واو</b></p> <p>أن يكتب التلميذ كلمات بها همزة متطرفة على واو</p> <p>أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على واو</p> <p><b>الجملة وأغراضها</b></p> <p>أن يميز التلميذ بين أغراض الجملة .</p> <p>أن يوظف التلميذ الجمل المختلفة الأغراض في كتاباته الإبداعية مع الضبط</p> <p>وفقا لقواعد النحو</p> <p><b>كتابة نص تفسيري</b></p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت</p> <p>مساعدة التلميذ في كتابة ملخص للقصة بالمنزل .</p> <p>مساعدة التلميذ في تحديد الأساليب في القصة</p> <p>مساعدة التلميذ في قراءة القصة وتحديد العناصر الرئيسة وعناصر القصة</p> <p>مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على الألف مع بيان سبب كتابتها على الألف</p> <p>تدريبه على إعراب وتوظيف الجمل المختلفة الأغراض في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو</p> <p>مساعدة الطالب في جمع الأدلة لكتابة نص تفسيري حول قضية ما.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لشرح الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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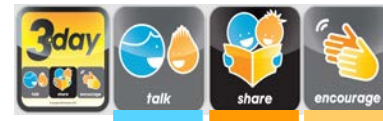


	أن يكتب التلميذ نصًا تفسيريًا حول قضية موضحا الأدلة ورأيه فيها.		
Arabic for Non- Arabs	<p><b>الهوايات والرياضات (Hobbies and Sports)</b></p> <p>To describe hobbies and sports using exclamatory style.</p> <p>To compare between different sports and hobbies.</p> <p>To create a dialogue on hobbies and sports.</p> <p>To describe the sports and hobbies in a paragraph.</p> <p>To express his/her opinion in hobbies and sports.</p> <p>To analyze a text about the hobbies and sports.</p>	<p>Help your child to memorize his/her new vocabulary from the words list.</p> <p>Go through the new adjectives sent every week.</p> <p><b>Encourage</b> children to use these words in sentences or paragraph of their own.</p> <p><b>Encourage</b> children to use new grammar in their writing.</p> <p>Ask your child to speak about his /her hobbies. Talk to your child about the importance of sports.</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><a href="#">Arabic and Islamic YouTube Channel</a></p>
Islamic for Arabs	<p><b>فرائض الصلاة وسننها ومكروهااتها</b></p> <p>أن يميز بين فرائض الصلاة وسننها ومكروهااتها</p> <p>أن يتعرف سجود السهو وكيفية</p> <p>أن يدلل على فضل الصلاة في الاسلام</p> <p><b>التطوع عبادة وانتماء</b></p> <p>أن يشرح الطالب مفهوم العمل التطوعي</p> <p>أن يستنتج مجالات العمل التطوعي</p> <p>أن يستبط فوائد العمل التطوعي وأثره على الفرد والمجتمع</p>	<p>حث التلميذ على فعل كل ما يقربه من الله والفوز بمحبته</p> <p>مساعدته في البحث عن أدلة من القرآن والسنة عن الصلاة</p> <p>توفير فيديوهات عن طاعة الرسول</p> <p>تصميم مخطط ذهني عن فرائض الصلاة وسننها ومكروهااتها</p> <p>مساعدة التلاميذ في معرفة فضل التطوع</p> <p>مساعدة التلميذ في معرفة مجالات التطوع</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



# The Winchester School

## Family Learning Newsletter -Year 6- October 2023





	<p><b>حرمة المسلم</b>  أن يحلل الطلاب المعنى الإجمالي للحديث الشريف  أن يبين أهمية التواصل الحضاري بين الناس  أن يبين أثر الكلمة الطيبة على الفرد والمجتمع</p>	<p>مساعدة التلميذ في معرفة فوائد التطوع على الفرد والمجتمع  مساعدة التلميذ في معرفة المعنى العام للحديث الشريف  .. مساعدة التلميذ في معرفة أثر الكلمة الطيبة على الفرد والمجتمع</p>	
<p><b>Islamic for Non- Arabs</b></p>	<p><b>Divine revelation (Suratu as-Sajdah)</b>  To explain the overall meaning of the verses 1-12 from Surat as Sajdah.  To clarify the evidence of the oneness of Allah, glory be to Him.  <b>Islamic Manners (Mosque Manners)</b>  To explain the status of mosque in Islam. to infer the Mosque manners.  <b>Noble Hadith (Sanctity of the Muslim)</b>  To explain the overall meaning of the noble hadith.  To explain the status of human soul in Islam.</p>	<p>Please encourage your child to read Suratu as-Sajdah applying Tajweed rules.  Help your child to recognize the Masjed manners.  Pick to your child some real situations of respecting human soul.    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><a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>Humanities</b>          <b>History</b></p>	<p>To explore what was important to people during ancient Egyptian times.    <b><u>Vocabulary</u></b></p>	<p><b>Talk</b> with child about the different occupations people had during ancient Egyptian times.</p>	<p><a href="#">Earliest Civilization</a>          <a href="#">Ancient Egypt</a></p>



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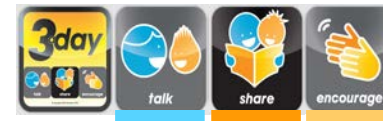
<p><b><u>Ancient Egypt: Life in ancient Egypt</u></b></p> <p><b><u>Geography</u></b></p> <p><b><u>South America: Location</u></b></p> <p><b><u>South America: Weather and Climate</u></b></p>	<p>Ancient, Egypt, Egyptian, civilisation, evidence, essential, crops, silt, fertilized, canals, irrigation, flax, papyrus, replenish.</p> <p>To explore the geographical terminology to describe the location of a range of places across South America.</p> <p><b><u>Vocabulary</u></b></p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone.</p> <p>To explore the climates and biomes of different regions across South America.</p> <p><b><u>Vocabulary</u></b></p> <p>Climate zone, climate, polar, Antarctic, temperate, tropical, subtropical, latitude, Koppen system</p>	<p><b>Share</b> with your child why the River Nile was so important to everyday life in Egypt.</p> <p><b>Encourage</b> your child to compare ancient Egypt to other civilisations in the world at the same time.</p> <p><b>Talk</b> with your child on how to use atlases, information books and the internet to explain the geographical location of different places in South America.</p> <p><b>Share</b> with your child why different places have different physical features.</p> <p><b>Encourage</b> your child to compare and contrast the geographical location and key features of cities in South America.</p> <p><b>Talk</b> to your child about the difference between weather and climate.</p> <p><b>Encourage</b> your child to research the climate, biome and likely weather conditions of an area of South America.</p>	<p><b><u>History of Ancient Egypt</u></b></p>  <p><b><u>South America</u></b></p> <p><b><u>Location of South America</u></b></p>  <p><b><u>Climates and biomes of different regions across South America.</u></b></p>
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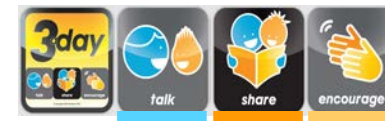







<b>UAE Social Studies</b>	<p>To explore elements of Mesopotamia and its agriculture.</p> <p><b><u>Key vocabulary:</u></b></p> <p><b>soil, Sumerian Civilization, Indus Valley Civilization, agriculture, domestication, plough, adapt, Euphrates, Tigris, Fertile Crescent,</b></p>	<p><b>Talk</b> to your child about the Sumerian civilization and why they settled in Mesopotamia.</p> <p><b>Share</b> with your child how the Sumerians first started using plants and animals in agriculture and farming. Discuss the domestication of animals and its benefits.</p> <p><b>Encourage</b> your child to draw the Euphrates and Tigris rivers and the Fertile Crescent on a map.</p> <p><b>Encourage</b> your child to explore facts about the Indus Valley Civilization.</p>	 <p><a href="#">Ancient Mesopotamia</a></p> <p><a href="#">Mesopotamian Agriculture</a></p> <p><a href="#">Middle East Summer</a></p>



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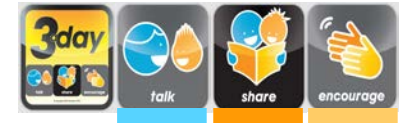


	Focus	Activities	Useful websites
French	<p><b><u>Unit 2:Vive le sport</u></b></p> <p>To identify different sports in French.</p> <p>To express a range of opinion about sports and to give reasons for preferences.</p>	<div>  <div>Talk</div> <p>About different sports, hobbies and opinions.</p> </div> <div>  <div>Encourage</div> <p>Your child to find the new vocabulary and to create their own dictionary.</p> <p>Help your child to use these words to create their own sentences.</p> </div> <div>  <div>Share</div> <p>Create a presentation or poster about different sports, your favorite sport and why you like it.</p> </div>	<div>  <p><b><u>Topic: Vive le sport</u></b></p> <p><a href="https://www.youtube.com/watch?v=pnmoexHphZ0">https://www.youtube.com/watch?v=pnmoexHphZ0</a></p> <p><a href="https://www.youtube.com/watch?v=dz9PcuqVFBY&amp;t=207s">https://www.youtube.com/watch?v=dz9PcuqVFBY&amp;t=207s</a></p> <p><a href="https://www.youtube.com/watch?v=D75cFwOBofQ">https://www.youtube.com/watch?v=D75cFwOBofQ</a></p> </div> <div>  <p><a href="https://quizlet.com/37808753/learn">https://quizlet.com/37808753/learn</a></p> <p><a href="https://quizlet.com/37808753/match">https://quizlet.com/37808753/match</a></p> </div>



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ASK

Students to keep exploring the links given.

<https://quizlet.com/37808753/test>

<https://quizlet.com/486080716/learn>

<https://quizlet.com/486080716/test>

<https://quizlet.com/486080716/match>

<https://www.liveworksheets.com/gt498656in>

**[Listening and reading comprehension activities](#)**

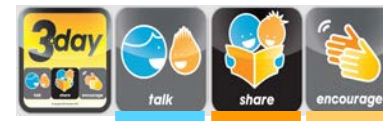
<https://www.liveworksheets.com/ty2361724op>

**Physical  
education:-**



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Activity -1	Football – Team game	<u>Talk and Encourage the children to do the following:</u>	<u>Useful sites:</u>
Activity - 2	Rounders – Catching and throwing	<u>Proper warm up</u> The Students will do the proper warm up and will do the skills/activities with basic rules.	Links: <a href="https://www.youtube.com/watch?v=mPlrawo7S7w">https://www.youtube.com/watch?v=mPlrawo7S7w</a>
Activity - 3	Sports day practice– events/activities	Follow the links for the skills and rules	<a href="https://www.youtube.com/watch?v=o_RGP8VmNoo">https://www.youtube.com/watch?v=o_RGP8VmNoo</a>
Activity - 4	Sports day practice– events/activities	<u>Cooldown</u> After the game students will do proper cooldown activity.	<a href="https://www.youtube.com/watch?v=cycQCK8w1-o">https://www.youtube.com/watch?v=cycQCK8w1-o</a>
<b>Music Year06 (Kiko)</b>	Improving children’s confidence and musicality through singing actions songs and chanting rhymes.  Improving on 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.	<a href="https://www.timeout.com/new-york-kids/music/best-kids-songs">https://www.timeout.com/new-york-kids/music/best-kids-songs</a>



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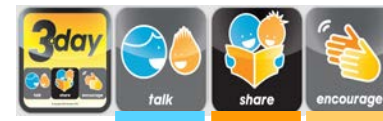


<b>Music Year06</b> <b>(Joyson)</b>	<p>Improving child's confidence and musicality through music rhythm reading</p> <p>We take a look at dotted quarter notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm reading!</p>	<p>Let the child understand the music note value and clap with the notes.</p> <p>Ask the child to perform it with any percussion instrument like maracas, tambourine.</p> <p>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.</p>	<p><a href="#">(22) A Guide to Rhythm</a></p> <p><a href="#">Reading: Intermediate</a></p> <p><a href="#">Rhythms Part 1: Dotted Quarter/Single Eighth Notes - YouTube</a></p>
<b>Music Year06</b> <b>(Sunil)</b>	<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. Be an audience. But better also check if the child is holding the recorder properly.</p>	



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<b>ICT</b>	<p><b>TOPIC : Film Making</b> <b>LEARNING OBJECTIVES :</b></p> <p>To explore different features of film-making software</p> <p>To use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.</p> <p>To be able to use digital devices for recording (video camera or tablet), to work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker.</p>	<p><b>Talk</b> to your child about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p><b>Encourage</b> good posture when sitting at the computer.</p> <p><b>Interview Practice:</b> Assist your child to practise some interviewing at home, role-play ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any digital devices at home, children can list their top tips for interviewing or camera operating.</p> <p><b>Film Crew Roles:</b> A research task to pay attention to the End Credits of a film or TV programme. Discuss with your child about some of the roles and think about what responsibilities they may have and which role they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making film.</p>	<p>Wider Learning</p> <p><a href="#">Into Film Education Charity</a></p> <p><a href="#">Film Education (Archive)</a></p> <p><a href="#">Learn About Film</a></p> <p><a href="#">BBC Film Making (Archive)</a></p> <p><a href="#">The Wild Classroom Student Film Making</a></p>
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