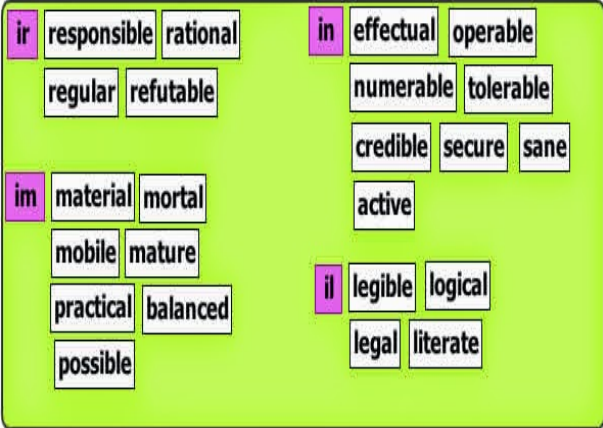




## Family Learning Newsletter-Year 3-April 2024

Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
Literacy	<p><b><u>Spellings:</u></b></p> <p>The prefix -im, -ir, -in and -il</p> 	<p><b>Talk</b> about the use of prefixes. Prefixes are letters or groups of letters that we add to the beginning of words to change their meaning. The prefixes -im, -ir, -in, and -il are all examples of prefixes that can be added to words to change their meaning in similar ways.</p> <p><b>Discuss</b> the rules for different spellings and identify the root words after the prefix is added.</p> <p><b>im:</b> This prefix usually means "not" or "without." For example, if we add "im" to the word "possible," it becomes "impossible," meaning "not possible."</p> <p><b>-ir:</b> Similar to -im, the prefix -ir also indicates negation or absence. For instance, "ir" added to "regular" creates "irregular," meaning "not regular" or "out of the ordinary."</p> <p><b>-in:</b> This prefix can also indicate negation, but it's broader in its usage. It can mean "not," "into," or "within." For example, "in" added to "visible" creates "invisible," meaning "not visible."</p> <p><b>Encourage</b> your child to frame sentences with words having prefixes.</p>	<p><a href="#">im-il-ir-in-prefixes</a></p>



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### Grammar:

- To use **prepositions** of time and place.
- To use **adverbs** of manner, place, and time in sentences.
- To use **present perfect tense**

**Present Perfect Tense**

*I have watched this movie before*

Subject      Verb

**Verb Structure**

has / have + Past Participle Form of the main Verb

eg. have      watched

- I have watched
- She has watched
- He has watched
- We have watched
- You have watched
- They have watched

### Prepositions

**Share** 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. 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.

**Discuss** with your child the objects that have been moved around.

**Encourage** your child to use 'prepositions of place' to make sentences with the place of objects where they are placed.

### Adverbs

**Tell** your child that adverbs give us more information about the verb. Each type of adverb serves a different purpose in adding detail and context to a sentence, helping to paint a clearer picture of what is happening, how it's happening, and when it's happening.

**Discuss** the use of adverbs in a real-life situation. Example: When the baby is asleep, we walk stealthily. Once your child can identify an adverb, engage your child in creating sentences with adverbs.

### [prepositions game](#)

### [What are adverbs](#)

**Adverbs add to verbs to tell us:**

- how**: Tony complained bitterly.
- when**: Jack bought a cactus yesterday.
- where**: Barry will wait here.
- why**: Anne is training to win.

(An adverb can be more than one word.)



where-adverbs.pdf



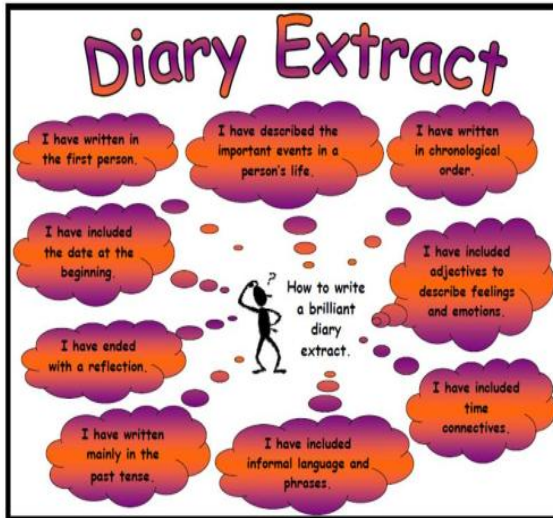
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### Text Level:

-The Penguin Who Wanted to Find Out  
**Diary Entry -daily routine entries/ writing recounts**



### To use

- Informal and emotive language.
- Pronouns in the first person
- Expressing opinion

**Tell** your child a story where characters have done various activities. For example, "Tom has eaten ice cream," or "Sara has ridden a bicycle." After reading the story, ask your child to identify the actions and use the present perfect tense to describe them.

**Play a game of Scavenger Hunt:** Hide objects around an outdoor space. Provide a list of items your child needs to find. When your child discovers an item, your child must use the present perfect tense to describe the discovery. For example, "I have found a red ball."

**Speak** to your child about the features of a diary entry. Diary entries are a personal thing, but they do have some common features, including Day, date, and time of the entry Headings and sub-headings. Diaries are written in the first person.

**Encourage** your child to have a personal diary and write their thoughts and feelings each day.

- **Informal tone**
- **First person** - Use pronouns such as I, We, Us, We're, I'm. This will make you feel part of the story
- **Emotive language**
- **Chronological order**- Start with events that happened early in the day, and end with events that took place in the evening.
- **Opinion/Point of view**






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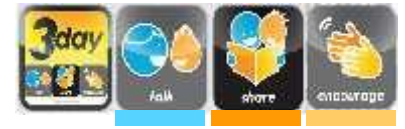


	<p><b>Moral Education</b></p> <p>Recognize the importance of making every effort both at school and in daily life</p>	<p><b>Talk</b> to your child about the importance of making an effort both at school and at home.</p> <p><b>Encourage</b> your child to actively participate and be responsible for his/her learning.</p> <p>This value helps your child to -</p> <ul style="list-style-type: none"> <li>• Develop a Growth Mindset</li> <li>• Encourage Responsibility</li> <li>• Build Confidence</li> <li>• Improve Performance</li> </ul>							
<p><b>Mathematics</b></p>	<p><b>Fractions</b></p> <p>To interpret, solve and write fractions of a discrete set of objects: unit fractions and non-unit fractions.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;"><math>\frac{1}{2}</math></td> <td style="padding: 5px;"><math>\frac{1}{3}</math></td> <td style="padding: 5px;"><math>\frac{1}{4}</math></td> </tr> <tr> <td style="padding: 5px;"><math>\frac{1}{5}</math></td> <td style="padding: 5px;"><math>\frac{1}{8}</math></td> <td style="padding: 5px;"><math>\frac{1}{10}</math></td> </tr> </table>	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{8}$	$\frac{1}{10}$	<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 style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; margin-top: 10px;"> <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>	<p><a href="#">Fraction Models</a></p> 
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$							
$\frac{1}{5}$	$\frac{1}{8}$	$\frac{1}{10}$							



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Fraction trains!		
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**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.,  $1/4$ . **Non-unit** fractions have more than one part of the whole, e.g.,  $3/4$ . When the numerator and denominator are the same, the fraction is equal to one, e.g.  $4/4 = 1$ ,  $5/5 = 1$ .

**Talk** to your child about  $1/2$ ,  $1/3$ ,  $1/4$  of an object or food. E.g.,  $1/4$  of a pizza,  $1/3$  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.

**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  $4/6$  blue and  $2/6$  green.
- Change roles and complete the grid.

**Challenge your child to:**

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

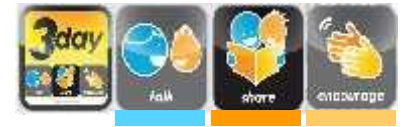
**Challenge** them to arrange from smallest to largest and write their values.


[Equivalent Fractions](#)



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		<p><b>Ask your child to:</b></p> <table border="1" data-bbox="1037 387 1619 518"> <tr> <td>60</td> <td>90</td> <td>100</td> </tr> <tr> <td>120</td> <td>40</td> <td>160</td> </tr> <tr> <td>80</td> <td>200</td> <td>20</td> </tr> </table> <ul style="list-style-type: none"> <li>• Take turns to say the value of 1/10 of each of the numbers.</li> <li>• 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 3/10 of each of the numbers.</li> <li>• Play for 10 minutes.</li> </ul> <p><b>Challenge</b> your child to:</p> <ul style="list-style-type: none"> <li>• Find 1/2 of the numbers.</li> <li>• Find 1/4 of the numbers and then 3/4.</li> </ul>	60	90	100	120	40	160	80	200	20	
60	90	100										
120	40	160										
80	200	20										
<p><b>Science</b></p>	<p><b><u>Keeping Healthy</u></b>  <b><u>Balanced Diet</u></b>          To recollect the terms and facts on staying healthy and having a balanced diet.</p> <p><b><u>Personal Hygiene and Being Active</u></b>          To examine the role of personal hygiene in maintaining a healthy body. To analyze the importance of exercise in our body.</p>	<p><b>Encourage</b> the child to consume these food types by involving them in studying its effect on their body. A quiz on matching these names will assist the child in associating the food groups with their types and hence their importance.</p> <p><b>Participate</b> in an exercising activity with your child so that they understand and recollect the importance of how the body movements are either directly or indirectly connected to the mind on a day-to-day basis. This understanding will boost their physical energy and their mental confidence.</p>	<p><b>Keeping Healthy</b></p>  <p><a href="#">A balanced diet worksheet   Live Worksheets</a></p>									



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**Plants:** To describe the key features of different types of plants in our environment.

**Talk** to your child about the different types of plants they see around. Ask them how the plants are different from each other. Encourage them to focus on the different types of stems. Some plants like climbers and creepers have weak stems whereas a palm tree has a strong trunk.

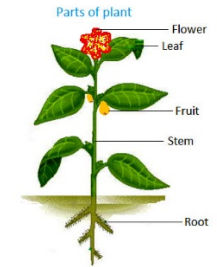
Compare the leaves of different plants; cacti, date palms, shrubs, bushes, etc. Show your child pictures of plants growing in swamps e.g., mangroves where the roots grow above the ground to enable the plant to breathe.

**Encourage** your child to observe the surroundings, click pictures of different types of plants and stick it in their picture album or create a power point.

**Encourage** your child to sow some seeds in cotton. Observe how the seed germinates, identify which part comes out first, and find out what it is called.

Click pictures or draw the different stages of germination.

### Plants







[Worksheet on Types of Plants | Different Kinds of Plants | Trees | Shrubs | Herbs \(first-learn.com\)](#)



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<p><b>Humanities Geography</b></p>	<p><b>The United Kingdom – Hills and Mountains</b></p> <p>To explore the areas of high ground in the United Kingdom.</p> 	<p><b>Talk</b> about the kinds of activities people do in the mountains.</p> <p><b>Share</b> with your child the hills and mountains of the United Arab Emirates and the United Kingdom.</p> <p><b>Encourage</b> your child to gather information about the highest peak in each mountain range of the UK.</p>	<p>Ben Lawers, Highlands</p>   <p>Hills and Mountains of the UK.pdf</p>
<p><b>UAE Social studies</b></p>	<p><b>The Formation of the UAE</b></p> <p>To explore the formation of the UAE.</p> 	<p><b>Talk</b> to your child about how the rulers of the seven emirates agreed to form a country.</p> <p><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 the birth of the UAE.</p>	<p><a href="#">UAE Heritage</a></p> <p><a href="#">UAE History</a></p>





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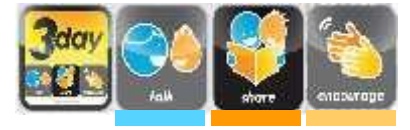


<p><b>Arabic for Arabs</b></p>	<p><b>* قصة بائع الحكايات :</b> أن يحدد عناصر القصة أن يحلل عناصر القصة أن يفسر التلميذ المفردات الجديدة في القصة أن يقرأ التلميذ قراءة جهرية سليمة مراعيًا التنغيم والضبط السليم أن يجيب التلميذ عن أسئلة تظهر فهمه للفكرة الرئيسة والأفكار الفرعية مستعينًا بالنص أن يجمع كلمات من محيط لغوي واحد موضحة الفرق في دلالاتها</p> <p><b>* أسلوب النهي :</b> أن يميز التلميذ أسلوب النهي أن يوظف أسلوب النهي</p>	<p>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق مساعدة الطالب على استخدام الكلمات الجديدة في تعبيراته داخل المنزل . مساعدة الطالب على القراءة السليمة للنصوص المدروسة . مساعدة الطالب في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة مساعدة الطالب في الحديث مستخدمًا أسلوب النهي مساعدة الطالب في البحث عن أبيات شعرية تحوي أسلوب النهي 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="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Arabic for Non-Arabs</b></p>	<p><b>The hobbies</b> To create sentences about hobbies. To differentiate between adjectives with masculine and feminine. Describe your favourite hobbies using adjectives, and verbs. connectives To write tweets about the hobbies.</p>	<p>In every new lesson, we provide new words with the meanings to help your child memorize them and use them in sentences on his/her own. Help your child to link between the picture and the word. Ask your child to draw the haw they practice their hobbies Talk to your child about his favorite hobby. Ask your child to write about hobbies. Help your child to know the difference between adjectives. Help your child to know the difference between hobbies.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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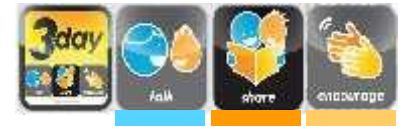


<p><b>Islamic Education - Arabs</b></p>	<p><b>سورة البلد</b> . أن يوضح الطالب المعنى الإجمالي للآيات . أن يفسر الطالب بعض الآيات . أن يستنتج الطالب فضل الإيمان في الدنيا والآخرة</p> <p><b>التراحم</b> . أن يستنتج الطالب مفهوم التراحم . أن يوضح الطالب بعض صور التراحم . أن يستنتج الطالب فضل التراحم</p> <p><b>: حقوق الجار في الإسلام</b> . أن يحلل الطالب حقوق الجار في الإسلام . أن يستنتج الطالب فضل الإحسان للجيران في الإسلام . أن يدلل على فضل الإحسان للجيران من القرآن والسنة</p>	<p>مساعدة التلميذ في حفظ بعض آيات سورة البلد مساعدة التلميذ في تفسير بعض آيات سورة البلد تشجيع التلميذ على الاقتداء بأخلاق الرسول والصحابه الكرام حث الطالب على التراحم والالتزام به تشجيع الطالب على التراحم مع الآخرين حث الطالب على التحلي بحقوق الجار في الإسلام مساعدة الطالب في معرفة حقوق الجار في الإسلام</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><u>سورة البلد</u></p> <p><u>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</u></p>
<p><b>Islamic Education- Non-Arabs</b></p>	<p><b>Care for the needy - Learning Objectives:</b> To conclude the concept of the needy To evaluate some situations regarding real-life To elucidate the domains of care for those in need</p> <p><b>Surat Alhumaza.-Learning Objectives:</b> To read the Surah properly and correctly To clarify the meanings of terms mentioned in the Surah To explain the overall meaning of the Holy Surah To recite the Surah by heart.</p>	<p>Encourage your child to memorize Surat AlHumaza. Encourage your child to follow the guidelines in the hadith of the prophet (PBUH). Please encourage your son \ daughter to learn the meaning of the Surah. They will study the concept of the needy Encourage your child to colour the monthly prayer chart and answer in the book ISLAM MY WAY OF LIVING as per the topic he studies. Encourage your child to be a good example of Muslims in life.</p>	<p><u>Arabic and Islamic YouTube Channel</u></p>



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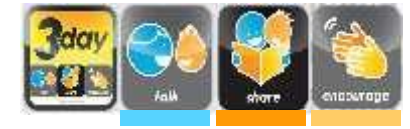


<p><b>Physical Education</b></p>	<p><b>Activity 1</b> Athletics - Running posture and Technique</p> <p><b>Activity 2</b> Athletics - Various start and finishing methods.</p> <p><b>Activity 3</b> Athletics - Relay training</p>	<p><u>Talk and encourage</u> your child to do the following:</p> <p><b><u>Proper warm-up</u></b> Your child will do the proper warm-up and will practice the skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><b><u>Cooldown</u></b> After the game, your child will do a proper cooldown activity.</p>	<p><a href="#"><u>What Is Perfect Running Form Run Technique Tips For All Runners.mp4</u></a></p> <p><a href="#"><u>How to Start - Introduction. Standing, Crouch, 3-point and Blocks - all you need to know..mp4</u></a></p> <p><a href="#"><u>Track and Field - How to Finish the Race.mp4</u></a></p> <p><a href="#"><u>Sprints &amp; Relays Strategies and Training.mp4</u></a> <a href="#"><u>An Introduction to 4x100m Relay Technique.mp4</u></a></p>
<p><b>Information and Communications Technology</b></p>	<p><b>Excel- Data Handling</b> To enter data into a spreadsheet, format it, and perform calculations.</p>	<p><b>Good Organizational skills, and critical thinking.</b></p> <p>Encourage your child to explore the different types of data that can be stored in a spreadsheet. Guide your child to create a spreadsheet, enter data, and format the data.</p>	<p><a href="#"><u>Microsoft training</u></a></p>
<p><b>Music-Mr. Kiko</b></p>	<ul style="list-style-type: none"> <li>Improving children’s confidence and musicality through singing action songs and chanting rhymes.</li> <li>Improving on listening skills and recalling.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to sing action songs at home.</li> <li>Ask your child to perform the songs we learned in school.</li> <li>Help the child choose which other songs they know beside the songs taught in</li> </ul>	<p><a href="#"><u>Year03 Recorder Lesson Old Mc Donald.mp4</u></a></p>



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		<p>school and let them invent their singing actions.</p> <ul style="list-style-type: none"> <li>Encourage your child to practice on the recorder at home</li> </ul>	
<b>Music-Mr. Sunil</b>	Learning to play the song “Mary Had a Little Lamb” on a recorder.	<ul style="list-style-type: none"> <li>Encourage your child to practice at home, even though there may be squeaking.</li> <li>Be an audience, but also check that the child is holding the recorder properly.</li> </ul>	
<b>Music-Mr. Joyson</b>	<ul style="list-style-type: none"> <li>Learning to play the recorder using notes G A B.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to practice at home, even though there may be squeaking.</li> </ul>	
<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> </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 examples of people who have displayed perseverance and resilience- example the grandparents.</p> <p><b>Encourage</b> your child to understand the importance of perseverance and resilience as a necessary life skill.</p>	