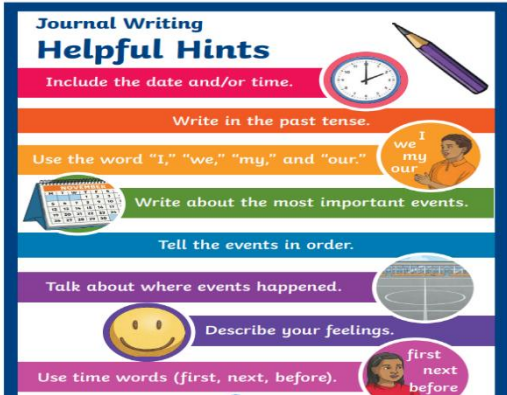





# The Winchester School, Jebel Ali

## Family Learning Newsletter -Year 5- April -2024



Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources																																
<p><b>English</b></p>	<p><b>Spellings:</b> To explore words ending in –able and –ible To explore prefixes: ‘de’, ‘em’, ‘fore’ and ‘en’. To explore suffix: ‘-ion’, ‘-ery’, ‘-ence’ and ‘-er/or’.</p> <p><b>Text Level:</b></p> <p>Journal Writing To explore and discuss the purpose and features of journal writing.</p>  <p><b>Reading Comprehension</b> <b>Text Level:</b></p> <p>Collins Text Book- Pinocchio (Fiction Classic)</p>	<p>Talk and encourage the children to do the following: Discuss the rules for different spellings as mentioned in the FLN.</p> <p>Encourage your child to make note of new words, their spellings and meanings while reading books.</p> <p>Discuss how journal writing is beneficial for children.</p> <p>Ask children to list the features of journal writing.</p> <p>Encourage them to use the sentence starters given below to write journals.</p> <p style="text-align: center;"><b>Journal Writing Sentence Starters</b></p> <p>Paste this grid into the cover of your journal writing book. Whenever you can't think of something to write about, close your eyes and point to this sheet. Wherever your finger lands becomes the topic that you need to write about.</p> <table border="1" data-bbox="999 999 1644 1315"> <tbody> <tr> <td>My favourite sport is...</td> <td>I remember feeling sad when...</td> <td>If I could change one thing in the world, I'd change...</td> <td>The worst pain I ever felt was when...</td> </tr> <tr> <td>The best meal I ever had was...</td> <td>The first thing I remember is...</td> <td>I am very frightened when...</td> <td>The talents I have are...</td> </tr> <tr> <td>Friends are important to me because...</td> <td>One thing I'd really like to know is...</td> <td>I am angry when I...</td> <td>What I am most interested in doing is...</td> </tr> <tr> <td>The cleverest thing I ever did was...</td> <td>If I won a million dollars, I would...</td> <td>An old person once told me...</td> <td>The worst dream I ever had was...</td> </tr> <tr> <td>My favourite TV program is...</td> <td>The kindest person I know is...</td> <td>The funniest thing I ever saw was...</td> <td>The piece of clothing I like best of all is my...</td> </tr> <tr> <td>My favourite food is...</td> <td>One day I'd like to...</td> <td>The best I've ever done in sport is...</td> <td>The nicest thing I ever did for anyone was...</td> </tr> <tr> <td>The most beautiful things in the world are...</td> <td>My favourite pet is...</td> <td>The best book I've ever read was...</td> <td>The thing I hate doing the most is...</td> </tr> <tr> <td>When I grow up I would like to be a...</td> <td>My favourite thing to do at school is...</td> <td>I am a good friend because...</td> <td>I learn best when I...</td> </tr> </tbody> </table> <p>Discuss the main events from the comprehension by applying various skills of comprehension</p> <p>Ask questions with reference to the text.</p>	My favourite sport is...	I remember feeling sad when...	If I could change one thing in the world, I'd change...	The worst pain I ever felt was when...	The best meal I ever had was...	The first thing I remember is...	I am very frightened when...	The talents I have are...	Friends are important to me because...	One thing I'd really like to know is...	I am angry when I...	What I am most interested in doing is...	The cleverest thing I ever did was...	If I won a million dollars, I would...	An old person once told me...	The worst dream I ever had was...	My favourite TV program is...	The kindest person I know is...	The funniest thing I ever saw was...	The piece of clothing I like best of all is my...	My favourite food is...	One day I'd like to...	The best I've ever done in sport is...	The nicest thing I ever did for anyone was...	The most beautiful things in the world are...	My favourite pet is...	The best book I've ever read was...	The thing I hate doing the most is...	When I grow up I would like to be a...	My favourite thing to do at school is...	I am a good friend because...	I learn best when I...	 <p>Spelling Rules-able-ible.pdf</p> <p><a href="https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-5-age-9-10/">https://home.oxfordowl.co.uk/english/primary-spelling/spelling-year-5-age-9-10/</a></p>
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To further develop inferential skills.

### Grammar

To apply Relative Clauses in sentences.

To examine the use of fronted adverbials

### DEFINING RELATIVE CLAUSES

- They provide **essential** information which identifies the person, place, time or thing we are referring to.

USE	RELATIVE PRONOUN	EXAMPLE
PEOPLE	WHO / THAT	The boy who is eating a pizza is my cousin.
THINGS	WHICH / THAT	The pizza which is in the fridge is delicious.
TIME	WHEN / THAT	The day when I met him was wonderful.
PLACE	WHERE	The park where we met was crowded.

**Moral Education link-** Moral Word Search  
Solving a word search is great for more than one reason!

Create a puzzle with words related to core morals.

Challenge your family members or friends to play the puzzle and identify the terms. Then ask them to share an instance when they had experienced or lived that moral value.

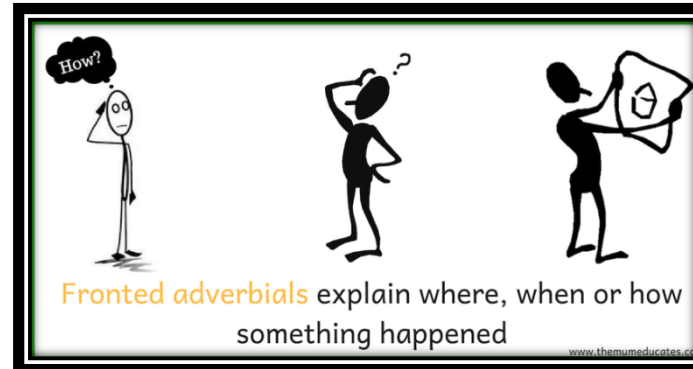
Encourage the children to predict the events and provide reasoned justification for their views.

Relative Clauses and Fronted Adverbials

Discuss the use of Phrases and Relative Clauses and fronted adverbials.

Encourage them to practice the use of clauses in sentences and fronted adverbials by referring to the SPAG Workbook.

Ask the child to refer to the magazines or newspaper to spot the fronted adverbials.



<https://wordwall.net/resource/49198/english/fronted-adverbial-starters-random-wheel>

<https://wordwall.net/resource/6500714/relative-clauses>

<https://wordwall.net/resource/16109714/defining-non-defining-relative-clauses>



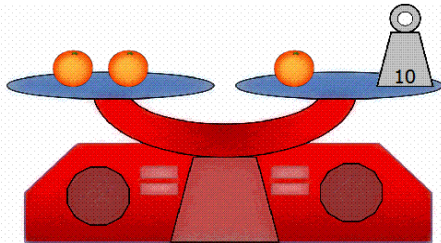
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### Mathematics

To estimate and measure mass and convert between various units of mass.



To use efficient methods to solve problems involving capacity.

**Encourage** your child to calculate the mass of each nutrient on a food packet in grams.

Metric units of mass: Mass is measured in grams (g), kilograms (kg) and tons.

These are known as metric units of mass.

$$1 \text{ kg} = 1000 \text{ g}$$

$$1 \text{ ton} = 1000 \text{ kg}$$

#### Challenge:

Zoe's pick-a-mix weighed 0.64kg.

She then added a jelly snake at 122g, and a lollipop at 0.168kg. How much did Zoe's pick-a-mix weigh altogether?

She then divided the pick-a-mix equally into 5 bags.



How much did each bag weigh?

**Encourage** your child to calculate to estimate and find out the capacities of containers that they find in their house.

Metric units of capacity: Capacity is measured in litres (l) and millilitres (ml).

These are known as metric units of capacity

$$1 \text{ L} = 1000 \text{ ml}$$

<https://www.ictgames.com/mobilePage/mostlyPostie/index.html>


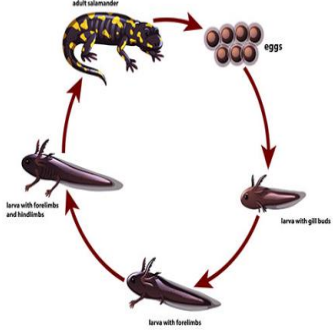

<https://www.transum.org/Maths/Activity/Volume/Default.asp?Level=1>



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<p><b>Science</b></p>	<p><b>Life cycle of animals.</b></p> <p>To describe the characteristics and life cycle of the reptiles.</p> 	<p><b>Show:</b> Share your child a local zoo, reptile house or nature reserve where reptiles are commonly found.</p> <p><b>Encourage:</b> Encourage your child to observe and take notes on the different reptiles they see, paying attention to their sizes, features, and behaviors.</p> <p><b>Discuss:</b> Discuss how these observations relate to the different stages of a reptile's life cycle.</p> <p><b>Encourage:</b> Encourage your child to conduct research on a specific reptile species and its life cycle. They can create a poster, PowerPoint presentation, or even a short video to showcase their findings.</p> <p>Encourage them to include information about the different stages of the reptile's life cycle, as well as any unique adaptations or behaviors.</p> <p><b>Encourage:</b> Encourage your child to read books or articles about reptiles and their life cycles. They can then write summaries, reports, or even stories based on what they've learned.</p>	<p>Life cycle of Animals</p> <p><a href="https://www.kidsworldfun.com">Life Cycles of Animals - Free Science Lessons for Grade 5 Students (kidsworldfun.com)</a></p> <p>Life cycle of Reptiles</p> <p><a href="https://www.britannica.com/kids">reptile - Kids   Britannica Kids   Homework Help</a></p> 
<p><b>Humanities History</b></p>	<p>To explore daily life and society in ancient Greece.</p>	<p><b>Talk</b> to your child about life in ancient Greece.</p> <p><b>Share</b> with your child how the terms 'trade', 'empire' and 'civilisation' are related to ancient Greece.</p> <p><b>Encourage</b> your child to gather information from secondary sources about society in ancient Greece.</p> <p><b>Vocabulary:</b> trade, empire, civilisation, city state, polis, primary source, secondary source.</p>	 <p>Daily life in ancient Greece.pdf</p>



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<p><b>UAE Social Studies</b></p>	<p>To explore the services provided by a government institution.</p>	<p>Talk to your child about the services provided by the government.  <b>Share</b> with your child how the government supports the public through various services.  <b>Encourage</b> your child to assess the importance of the services provided by the government.  <b>Key Vocabulary:</b> government, tax, fee, institution, income</p>	<p><a href="https://u.ae/en">https://u.ae/en</a></p>
<p><b>Arabic for Arabs</b></p>	<p><b>قصة الخوف يأتي من الداخل</b>  أن يفسر التلميذ الجمل والعبارات المستخدمة في النصوص الأدبية.  أن يستنتج المتعلم العلاقة بين الأحداث ( أحداث بسيطة من النص).  أن يجيب التلميذ عن أسئلة النصّ وَيَطْرَحُ أسئلة: (مَنْ - ماذا - متى - أين - لماذا - كيف) مُظهِراً فَهْمَهُ للنصّ، مُبَدِّياً رَأْيَهُ فِيهِ.  أن يحلل التلميذ النص تحليلاً أدبياً  أن يستنتج المتعلم الأحداث والشخصيات بالنص و العناصر الثقافية .  <b>القواعد النحوية (إن وأخواتها)</b>  أن يحدد الطالب أركان جملة إن .  أن يقارن المتعلم بين الجملة الاسمية وجملة إن .  أن يحدد الطالب أنواع الخبر في جملة إن .</p>	<p>قراءة بعض القصص من خلال منصة كتبي  يَكْتُبُ الْمُتَعَلِّمُ فِقْرَةً مُضَمِّناً إِياها جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجُمْلَةً خَتَامِيَّةً مَعَ الْإِتِّزَامِ التَّامِ بِالْمَعَايِيرِ.  يُجِيبُ التَّلْمِيزَ عَنِ اسْئَلَةِ النَّصِّ وَيَطْرَحُ اسْئَلَةً: (مَنْ - ماذا - متى - أين - لماذا - كيف) مُظهِراً فَهْمَهُ للنصّ، مُبَدِّياً رَأْيَهُ فِيهِ  يُحَدِّدُ الْمُتَعَلِّمُ بَعْضَ الْأَحْدَاثِ مُسْتَخْلِصًا مَغْزَاهَا، مُعَبِّراً عَنِ رَأْيِهِ فِيهَا .  تدريب الطالب بالمنزل على بعض الكتابات الوصفية وأيضا كتابة اليوميات  يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">منصة كتبي للقراءة</a>  <a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Arabic for Non-Arabs</b></p>	<p><b>My area منطقتي</b>  To compare between some places in his/ her country and the Emirates.  To compare between two different places in his/ her area.  To create a paragraph about his/ her area.  To create an invitation to visit some places.  To describe some places using the preference.</p>	<p><b>Encourage</b> your child to memorize his/her new vocabulary about the new topic (My area) the (dictionary).  <b>Share</b> videos with your child about some places to help him in comparing between them.  <b>Encourage</b> your child to learn the new vocabulary from his notebook and dictionary.  Ask your child to speak about his/her school time.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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	<p><b>My school time (وقتي المدرسي)</b></p> <p>To create a paragraph about the school time.</p> <p>To create tweets about his school time.</p> <p>To compare between school time and leisure time.</p> <p>To express the opinion in school time.</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><b>Islamic Education for Arabs</b></p>	<p><b>سورة النازعات</b></p> <p>أن يتلو الطالب أول 14 آية من سورة عبس. أن يبين الطالب معاني المفردات في البيات الكريمة. أن يشرح الطالب الآيات شرحًا موجزًا. أن يتلو الآيات القرآنية مطبقًا لحكم القلقة. <b>الصيام</b></p> <p>أن يميز الطالب فضائل شهر رمضان. أن يستنتج الطالب بعض أحكام صيام شهر رمضان.</p>	<p>مساعدة الابن في البحث عن مواضع القلقة في الآيات القرآنية وتطبيقها. مساعدة الابن في البحث عن أحاديث نبوية شريفة تحدثنا علي صيام شهر رمضان. حث الابن على المداومة علي قراءة القرآن وحفظه خاصة في شهر رمضان. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Islamic Education for Non- Arabs</b></p>	<p><b>Surat An-Nabaa</b></p> <p>To recite the holy verse properly and correctly.</p> <p>To explain the vocabulary of the verses.</p> <p>To infer the signs of Allah's power in the universe.</p> <p><b>Make things easy (A Noble Hadith).</b></p> <p>To explain the importance of choosing easiest of matters in Islam.</p> <p>To explain the aspects of tolerance of Islam.</p>	<p>Share the given link with your child and practice reciting the holy verse properly and correctly.</p> <p>Speak with your child about the signs of Allah's power in the universe.</p> <p>Share your child the general meaning of the Hadith.</p> <p>Talk with your child about the aspects of tolerance of Islam.</p> <p>Share your child the general meaning of the Hadith.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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		Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topics.	
<b>French</b>	<p><b>Les secrets de la personnalité.</b></p> <p>Students can describe personality and one else's personality</p> <p>Students be able to themselves and others confidently.</p> <p>Students have to use verb (avoir) and (Etre) correctly in sentences.</p>	 <p><b>Talk</b> about my personality and describe it in French using the new vocabulary.</p> <p>Share with your parents your personality, your friend and your family 's personality by drawing a mind map (be creative use colors and draw)</p> <p><b>Encourage</b> your child to keep exploring the links given.</p>	<a href="https://www.languagenut.com">https://www.languagenut.com</a>
<b>Physical Education</b>		<p><u>Talk and Encourage your child to do the following:</u></p> <p><u>Proper warm up</u></p> <p>The Students 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><a href="#">Cricket - Forward drive.mp4</a></p> <p><a href="#">Cricket -Mitchell Starc's Bowling.mp4</a></p> <p><a href="#">CRICKET FIELDING.mp4</a></p>
<b>Activity 1</b>	<b>Cricket-</b> Forward drive		
<b>Activity 2</b>	<b>Cricket-</b> Bowling		



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<b>Activity 3</b>	<b>Cricket</b> -Attacking fielding	<u>Cooldown</u> After the game students will do proper cooldown activity.	
<b>Information and Communication and Technology</b>	<b>TOPIC –Arcade MakeCode</b>  To build a fully functional game by evaluating attributes, setting up a tile map, spawning cherries, defining sprite behavior, designing the map and implementing a countdown feature.	<b>Encourage</b> your child to view games not just as entertainment but also as an opportunity to delve deeper into the world of game development, fostering critical thinking and creativity.  Motivate your child to explore game development by discussing the awareness in career opportunities within the industry.	<a href="#">Microsoft MakeCode Arcade</a>
<b>Music – (Joyson)</b>	To learn musical staff line, note and space notes and play notes G A B in the recorder with the backing track Line notes E, G, B, D, F. Space notes F, A, C, E.	Let the child practice at home with the backing track, even though there will be squeaking.	
<b>Music – (Kiko)</b>	To improve children’s confidence and musicality through singing actions songs and chanting rhymes. To improve on listening skills and recalling.	<b>Encourage</b> your child to sing action songs at home. Ask your child to perform the songs we learned in school. Help your child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions. <b>Encourage</b> your child to practice recorder at home.	<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> <a href="#">Year05 Recorder Lesson Drag Me Down.mp4</a>
<b>Music – (Sunil)</b>	To Learn how to play the song “Havana” on recorder.	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.	





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<p><b>Moral Education</b></p>	<p>To contribute towards change by helping others and building relationships based on trust and respect.</p> <p>To explore and confidently participate in the activities for sustainable change in the school and wider community.</p>	<p><b>Talk</b> to your child about sustainability issues, such as climate change, biodiversity loss, and resource depletion.</p> <p><b>Share</b> with your child about the impact these issues have on your local community and the world at large.</p> <p><b>Encourage</b> your child to identify specific areas where change is needed in your school and community.</p>	<p><a href="https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/lets-make-a-change-sustainability/">https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/lets-make-a-change-sustainability/</a></p> <p><a href="https://kids.britannica.com/kids/article/sustainability/631786">https://kids.britannica.com/kids/article/sustainability/631786</a></p> <p><a href="https://kids.earth.org/climate-change/sustainable-future/">https://kids.earth.org/climate-change/sustainable-future/</a></p>
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