
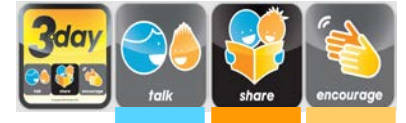




Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
English	<p><u>Spellings:</u></p> <p>To add suffixes beginning with vowel letters two words ending in “fer”</p>  <p><u>Grammar:</u></p> <p><u>Figurative devices</u></p>	<p>Encourage your child to write the word out on a sheet of paper ensuring that it is spelt correctly, and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>Talk about different reading materials they have explored. What are the various types of writing techniques they are aware of.</p> <p>If there is any particular medium of expression, they are fond of like poetry, narrative etc.</p>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zxk7kty">https://www.bbc.co.uk/bitesize/articles/zxk7kty</a></p> <p><a href="https://www.spellzone.com/word_lists/list-4660.htm">https://www.spellzone.com/word_lists/list-4660.htm</a></p>



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To explore the use of different types of figurative devices.

SECRETS OF GREAT WRITING  
LITERARY DEVICES EXPLAINED!

LITERARY DEVICE	DEFINITION	EXAMPLE
Simile	A comparison using "like" or "as"	Her eyes were like shining stars
Metaphor	A comparison without using "like" or "as"	Life is a journey
Personification	Giving human qualities to non-human things	The wind whispered through the trees
Hyperbole	An exaggeration for emphasis	I've told you a million times
Aliteration	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
Onomatopoeia	Words that sound like what they mean	Buzz, hiss, sizzle
Irony	A contrast between what is expected and what actually happens	A fire station burning down
Foreshadowing	Hinting at what will happen later in the story	The ominous music in a horror movie
Symbolism	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
Imagery	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades of orange and pink

Text Level:

Language Analysis:

How can they use these figurative devices to impress the reader?

Discuss with your child different language devices used by Anna Sewel in the novel Black



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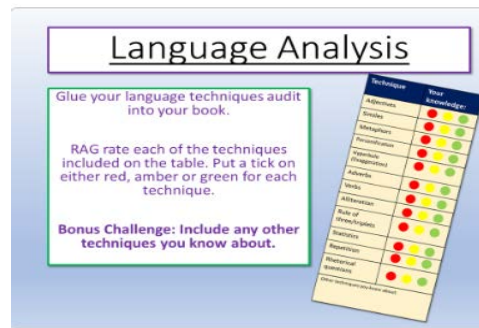


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To able to state the effect of language on a reader.

To identify some language devices.

To analyse the different effects of language on a reader.



Novel: Black Beauty

Novel by Anna Sewel

To explore author's style of writing.

To predict the blurb and book cover of the novel.

To draw inferences about character's feeling, emotions and

beauty. Highlight the different devices used in the novel.

**Talk** to your child about different words that influenced your impression in the novel.

**Encourage** your child to write a possible effect of using each language device in their writing.

### Language Analysis

- Apart from writing out a whole language analysis, what can you do to study?
- Practise annotating persuasive text with specific words
- Practise writing a variety of analytical sentences
- Practise writing about a visual

Introduction to the novel Black Beauty -The Autobiography of a Horse.

**Encourage** your child to read the novel 'Black Beauty' and identify different authorial

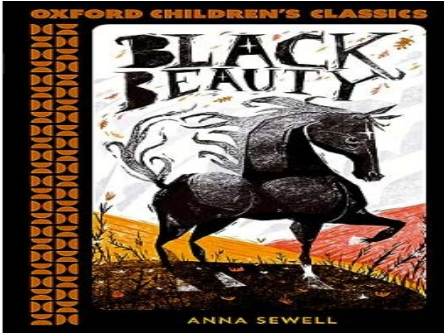
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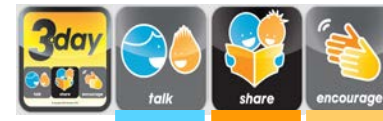


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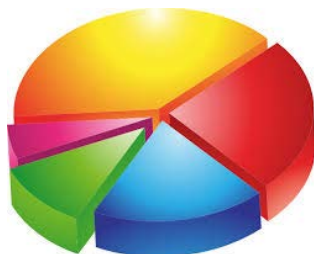
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	<p>thoughts by providing evidences from the text.</p>  <p><u>Moral Education:</u></p> <p><u>Respecting others in the community</u></p>	<p>technique used by the author to persue the audience.</p> <p><b>Talk</b> to your child about the different characters in the novel and discuss their favorite character and their character traits.</p> <p><b>Talk</b> to your child about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person')</p> <p><b>Encourage</b> your child to discuss some answers to the questions to develop the understanding of the novel and also discuss how they have learnt to respect each other through the novel.</p>	
<b>Mathematics</b>	<p>Pie Chart</p> <p>To interpret pie charts and solve problems.</p>	<p><b>Encourage</b> your child to take a survey of your family member's favorite food/ song/ actor/ sport and let them represent their result in a pie chart.</p>	<p><a href="#">Pie Chart</a></p>



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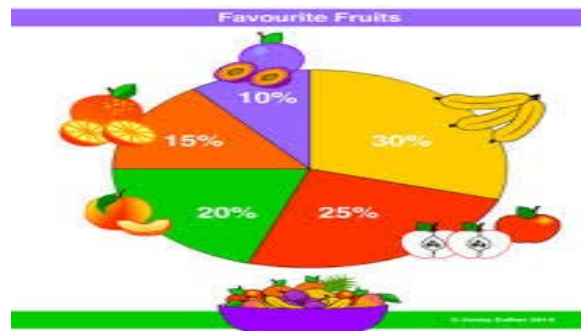


**Mean**

To calculate and interpret the mean and median, as an average.

**Algebra: Simple Formula**

To construct and use basic expressions and formulas, first in words and then in mathematical symbols.



**Talk** to your child about the regular games they play and the scores of the team members.

Encourage them find the mean/average of the scores using formula.

An average or Mean is found by adding up all the values in a set of data and dividing it by the total number of values you added together.

$$\text{Average} = \frac{\text{Sum of all observations}}{\text{Total number of observations}}$$

**Talk** to your child about forming and solving equations is when they are given a

<https://www.mathsisfun.com/mean.html>

<https://www.splashlearn.com/math-vocabulary/simple-equations-and-its-applications>



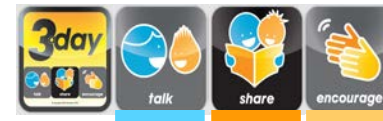
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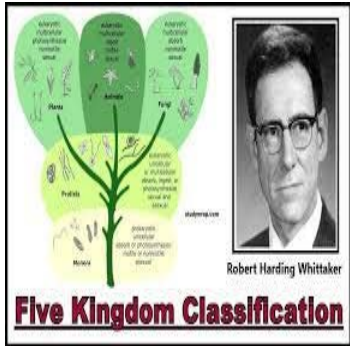
		<p>mathematical situation which is, or can be, described using algebraic expressions. They can then solve the equation to find the solution.</p> <p>To do this they need to understand the situation and be able to write about it using simple algebraic expressions.</p> <p><b>Encourage</b> your child to solve the following Example:</p> <p>Abi is <math>x</math> years old. Bob is twice as old as Abi.</p> <p>Cam is 33 years older than Bob.</p> <p>The total of their ages is 58. Form an equation and solve to find <math>x</math>.</p>	
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<p><b>Science</b></p>	<p><u>Scientific Investigation</u></p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs.</p>	<p><b>Talk</b> to your child that the color of the water or paper affects how much light it absorbs. Darker colors absorb more light energy than lighter colors because they reflect less light and absorb more of it. Therefore, darker-colored water/paper will generally retain more heat than lighter-colored water.</p> <p><b>Research</b></p> <p>Allow your child some time to research how colored water/paper retains heat is primarily related to the principles of thermodynamics and the absorption of light.</p> <p><b>Share</b></p> <p>Share with your child your own knowledge about that once the colored water absorbs light energy, it converts it into heat. The heat is then retained within the water molecules due to their thermal properties. Water can absorb and retain a significant amount of heat energy without a large increase in temperature.</p> <p><b>Encouragement</b></p>	<p><a href="https://kids.britannica.com/students/article/dichotomous-key/624999">https://kids.britannica.com/students/article/dichotomous-key/624999</a></p> 
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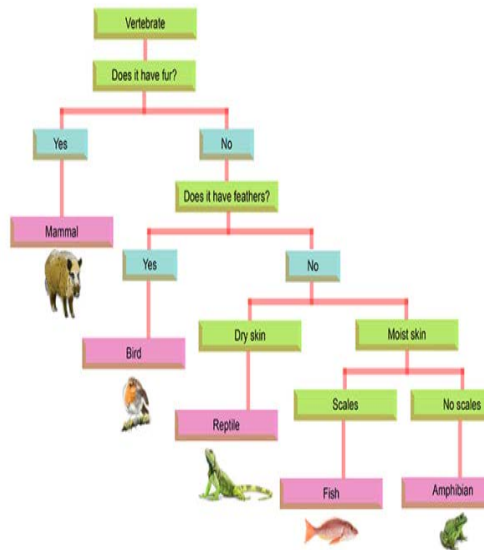
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### Classification Keys

To construct a branching database to sort living beings.



To describe how living things are classified into broad groups according to common observable characteristics and based on

Highlight the power of the internet as a research tool and encourage your child to explore various websites related to how colored water/paper retains heat. Allow them to spend a few minutes conducting research to enrich their learning.

**Talk** to your child about the process of classifying living things into broad groups based on observable characteristics. Emphasize the importance of similarities and differences in this classification, covering microorganisms, plants, and animals.

### Research

Allow your child some time to research and prepare a presentation using ICT tools, taking on the role of the teacher to teach you about Robert Whittaker's Five Kingdom Classification. Encourage them to utilize online resources to enhance their understanding.






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	<p>similarities and differences, including micro-organisms, plants and animals.</p>	<p><b>Engagement</b></p> <p>Prompt your child with questions such as, "How would you categorize a group of leaves?" This encourages critical thinking and application of the classification concept. Discuss the effectiveness of different sorting questions to deepen their understanding.</p> <p><b>Share</b></p> <p>Share with your child your own knowledge about how living things are classified into broad groups, reiterating the importance of observable characteristics and differences among microorganisms, plants, and animals.</p>	
<p><b>Humanities</b></p> <p><b>History</b></p> <p><b><u>Viking raiders and invaders.</u></b></p>	<p>To explore when and where the Vikings came from.</p> <p><b><u>Key Vocabulary:</u></b></p> <p>Viking, raid, invade, Denmark, Norway, Sweden, Norse</p> <p>To explore the significance of some Anglo- Saxon kings during the Viking period.</p>	<p><b>Talk</b> to your child about the Vikings, where and when they attacked and settled.</p> 	

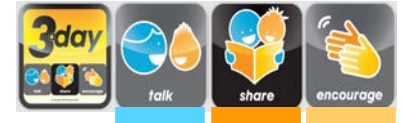


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<p><b><u>Anglo- Saxon kings</u></b></p>    <p><b>Geography</b></p> <p><b><u>South America:</u></b></p> <p><b><u>Wonders</u></b></p>	<p><b><u>Key Vocabulary:</u></b></p> <p>King, kingdom, Alfred the Great, Edward the Elder, Aethelflaed, King Athelstan.</p> <p>To explore the natural wonders of South America.</p> <p><b><u>Key Vocabulary:</u></b></p> <p>Wonders of the world, ancient, The Great Wall of China, The Colosseum, Chichen Itza, Taj Mahal, Machu Picchu, Statue on Cocovado Mountain in Rio de Janeiro, Brazil.</p>	<p><b>Share</b> significant facts about the Anglo-Saxon kings.</p> <p><b>Encourage</b> your child to create a poster, story board or a quiz about some Anglo- Saxon kings.</p>  <p><b>Share</b> with your child what a ‘wonder’ is.</p> <p><b>Encourage</b> your child to explore the different wonders of the world and label them on a map of the world.</p>	
<p><b>UAE Social Studies</b></p>	<p>City Planning in Classical Civilisations.</p> <p>To explore city planning in Classical Civilisations.</p> <p><b><u>Key vocabulary:</u></b></p>	<p><b>Talk</b> with your child about the grid designs of some ancient cities and how they are similar to the grid designs of cities today.</p>  <p><b>Share</b> with your child why it is important to have big, impressive buildings in a city.</p>	



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	<p><b>architecture, grid design, entertainment, Pericles, Parthenon.</b></p> <p>Fall of the Western Roman Empire.</p> <p>- To explore the fall of the Western Roman Empire.</p> <p><b><u>Key vocabulary:</u></b></p> <p><b>Byzantine Empire, Constantinople, the Middle Ages, the Dark Ages.</b></p>	<p><b>Encourage</b> your child to create a lap book about different types of architecture in the past and present.</p> <p><b>Encourage</b> your child to analyse the causes and effects of the fall of the Western Roman Empire.</p> 	
Arabic for Arabs	<p>من نواردر جحا ( قصة )</p> <p>أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة</p> <p>أن يحلل التلميذ النص تحليلًا لغويًا</p> <p>أن يحدد التلميذ أساليب الأمر والنهي في الآيات</p> <p>أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p> <p>خير الكلام ( شعر )</p>	<p>مساعدة التلميذ في البحث عن لغويات القصة بالمعجم على الإنترنت</p> <p>مساعدة التلميذ في كتابة ملخص للقصة بالمنزل</p> <p>التلميذ الفكرة و العاطفة في القصيدة مساعدة التلميذ في تحديد</p> <p>مساعدة التلميذ في قراءة القصيدة ( خير الكلام ) وتحديد الفكرة الرئيسية</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يحلل التلميذ النص تحليلًا أدبيًا</p> <p>أن يحدد التلميذ أساليب خيرية في القصيدة</p> <p>أن يحدد التلميذ الفكرة و العاطفة في القصيدة</p> <p>الهمزة المتوسطة</p> <p>أن يكتب التلميذ كلمات بها همزة متطرفة على السطر</p> <p>أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على السطر</p> <p>التركيب النعني</p> <p>أن يميز التلميذ بين النعت والمنعوت في الجملة</p> <p>أن يوظف التلميذ تركيب النعت مضبوط الآخر في تحدّثه وكتابات الإبداعية مع الضبط وفقًا لقواعد النحو</p>	<p>مساعدة التلميذ في كتابة كلمات بها همزة متوسطة على السطر مع بيان سبب كتابتها</p> <p>تدريبه على إعراب وتوظيف النعت في كتاباته الإبداعية مع الضبط وفقًا لقواعد النحو</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>	
Arabic for Non- Arabs	<p><b>الهوايات (Hobbies and sports) والرياضات</b></p> <p>To describe your favorite hobby.</p> <p>To design a mind map for 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>	



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	<p>To use hobbies and sports in a paragraph.</p> <p>To compare between sports and hobbies.</p> <p>To practice reading.</p> <p>To answer the questions in the workbook.</p> <p>To revise the grammar</p> <p>To learn more vocabulary and adjectives.</p> <p>To describe the sports in paragraph.</p>	<p>Encourage children to use these words in sentences or paragraphs of their own.</p> <p>Go through the work sheet of the lesson with your child.</p> <p><b>Encourage</b> children to use new grammar in their writing.</p> <p><b>Encourage</b> children to describe everything around him or her.</p> <p>Ask your child to draw his /her hobby.</p> <p><b>Talk</b> to your child about the importance of sports.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>Islamic Education for Arabs</b></p>	<p><b>أنا متسامح</b></p> <p>. أن يبين التلميذ مفهوم التسامح أن يوضح التلميذ مجالات . التسامح أن يدلل التلميذ على التسامح من . القرآن والسنة</p>	<p>.حث الطالب على التسامح مع الآخرين توفير فيديوهات عن التسامح ومناقشة محتواها . مع الابن مساعدة التلميذ في البحث عن آيات من القرآن عن والتسامح مساعدة التلميذ في معرفة أسباب غزوة بدر الكبرى</p>	<p>التسامح</p> <p>غزوة بدر الكبرى</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



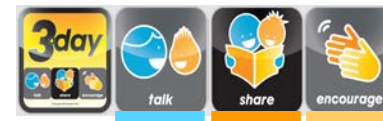
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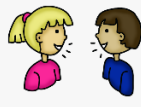




	<p><b>غزوة بدر الكبرى</b></p> <p>أسباب غزوة بدر أن يستنتج التلميذ الكبرى أحداث غزوة بدر أن يبين التلميذ الكبرى . الدروس أن يستنتج التلميذ . الاستفادة من غزوة بدر الكبرى .</p>	<p>مساعدة التلميذ في معرفة أحداث غزوة بدر الكبرى</p> <p>توفير للابن / الابنة فيديوهات توضيحية عن غزوة بدر الكبرى .</p> <p>يمكن 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>	
<b>Islamic Education for Non-Arabs</b>	<p><b>Lesson 1: Sanctity of the Muslim.</b></p> <p>To explain the status of human soul in Islam.</p> <p><b>Lesson 2: I'm Tolerant</b></p> <p>To explain the concept of tolerance.</p> <p><b>Lesson 3: Battle of Uhud</b></p> <p>To Infer lessons to be learned from the Battle of Uhud.</p>	<p><b>Encourage</b> your child to read the Hadith and explain it.</p> <p><b>Encourage</b> your child to recall the event of Battle of Badr and link it with Battle of Uhud.</p> <p><b>Encourage</b> your child to write an essay about tolerance, support the essay with references.</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>



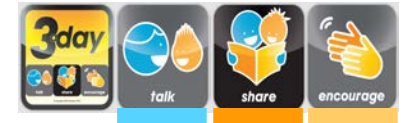
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<p><b>French</b></p>	<p><u><b>Topic: En ville</b></u></p> <p>To identify different places in the town</p> <p>To apply verb “ aller” in present tense to say where I am going.</p>	<div data-bbox="863 277 1178 383">  <div>Talk</div> </div> <p>Ask your child to talk about different places in the town.</p> <div data-bbox="863 574 1178 716">  <div>Share</div> </div> <p>Create a presentation or poster about different places in your town.</p> <p>Create a mind map about different places in the town.</p> <div data-bbox="863 1062 1211 1146">  <div>Encourage</div> </div> <p>Students to keep exploring the links given.</p>	<div data-bbox="1499 289 1696 440">  </div> <p><u><b>Topic: En ville</b></u></p> <p><a href="https://www.languagenut.com/global/">https://www.languagenut.com/global/</a></p> <div data-bbox="1507 743 1837 894">  </div> <p>Kindly note that all students have their login details.</p>
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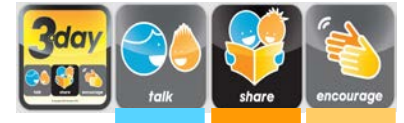


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<b>Physical Education</b>  Activity -1  Activity - 2          Activity - 3	Badminton – Serve/returns  Badminton– forehand/backhand drive          Badminton – Doubles games and rules	<u>Talk and Encourage the children to do the following:</u>  <u>Proper warm up</u>  The Students will do the proper warm up and will practice the skills with basic rules.  Follow the links for the skills and rules  <u>Cooldown</u>  After the game students will do proper cooldown activity.	<u>Useful sites:</u>  Links:  <a href="#">Badminton - serve</a>  <a href="#">Badminton -returns</a>  <a href="#">Badminton – forehand/backhand drive</a>  <a href="#">Badminton – rules of doubles game</a>
<b>Information and Communication Technology</b>	<b>Topic Computational Thinking</b>  Explain how we get computers to do what we want.  Differentiate between algorithms, code and computer programs.  Evaluate how algorithms can be represented as written descriptions, flowcharts and code.	<b>Empower</b> children with the confidence needed to tackle ambiguous problems.  <b>Dance Moves-</b> Explain to children that they will make up a dance routine and create the instructions for the family to follow.  <b>JAZZY JIGSAWS-</b> Encourage children to assemble jigsaw puzzle and think about the strategy that they would adopt in order to solve your puzzle.	To learn more about computational thinking, please refer to below reading resources.  <a href="#">Bringing Computational Thinking to K12 (acm.org)</a>  <a href="#">Defining Computational Thinking for Math and Science (northwestern.edu)</a>  <a href="http://www.bbc.co.uk/education/guides/zp92mp3/revision">http://www.bbc.co.uk/education/guides/zp92mp3/revision</a>

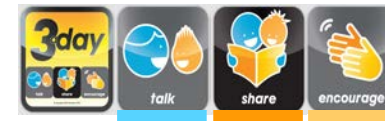


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STEAM	Identify the flowchart symbols and use these to develop a flowchart.	<p><b>What do they need?</b> Jigsaw puzzle or <u>Print a jigsaw of your choice, with artwork from Nintendo, SEGA and Ubisoft</u></p> <p><b>What do they learn?</b> Logical reasoning, problem solving, algorithmic thinking, decomposition, abstraction, generalisation, evaluation.</p> <p>⇒⇒⇒ <a href="#">DOWNLOAD HERE</a></p>	
Music (Kiko)	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Playing with a recorder.</p> <p>Reading Notes.</p>	<p><b>Encourage</b> the child sing action songs at home.</p> <p><b>Ask</b> the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p> <p><b>Encourage</b> your child to practice recorder at home.</p>	<p><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></p> <p><a href="https://www.youtube.com/watch?v=breyIWfW4TQ">https://www.youtube.com/watch?v=breyIWfW4TQ</a></p>



# The Winchester School, Jebel Ali

## Family Learning Newsletter -Year 6- March -2024

<b>Music (Joyson)</b>	<p>Improving child's confidence and musicality through music letter names reading.</p> <p>We explore the music notes in a specific song "Faded". So that they are able to play in the recorder.</p>	<p>Let the child understand the music note and the finger position on the recorder.</p> <p>Ask the child to perform it with the beat.</p>	
<b>Music (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.</p> <p>Be an audience. But better also check if the child is holding the recorder properly.</p>	
<b>Moral Education</b>  Olympic values	<p>To explore Olympic values and examples of inspirational Olympians and Paralympians.</p> 	<p><b>Talk:</b> Begin by initiating a dialogue with your child about what they understand by Olympic values. Encourage them to express their thoughts and feelings about the Olympics, what it represents, and why it's important on a global scale.</p> <p><b>Share:</b> Share stories of Olympians who exemplify the Olympic values of excellence, friendship, and respect. Highlight instances where athletes have shown sportsmanship, camaraderie, and dedication to their sport and</p>	



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		<p>fellow competitors. This could include anecdotes from past Olympics or recent events where these values were demonstrated.</p> <p><b>Encourage:</b> Encourage students to reflect on how they can embody Olympic values in their own lives, both within and outside of sports. Discuss the importance of striving for personal excellence, fostering friendships and mutual respect, and embracing diversity and inclusion. Encourage them to set goals and work towards them with determination and integrity.</p> <p><b>Explain:</b> Provide a deeper explanation of each Olympic value – excellence, friendship, and respect – and discuss why they are fundamental to the Olympic movement. Help students understand how these values contribute to creating a positive and inclusive sporting environment, as well as promoting peace and understanding among nations.</p> <p><b>Research:</b> Assign students research tasks to explore the history and significance of the Olympic values. Encourage them to delve into</p>	
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		<p>the stories of different athletes and Olympic moments that embody these values.</p> <p>They can also research how the Olympics have evolved over time in terms of promoting these values and addressing contemporary issues such as corruption, and discrimination.</p>	
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