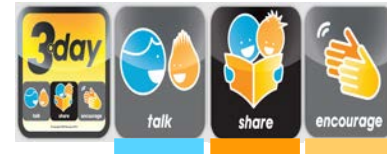







# The Winchester School, Jebel Ali

## Family Learning Newsletter- Year 4 November 2024

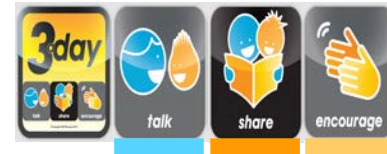




Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources													
<p><b>English</b></p> <p><b>Literacy</b></p>	<p><b>Spelling: Learning Objective</b> To use words with /u / sound spelled ou</p> <div data-bbox="340 365 823 662" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">ou says 'u'</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">couple</td> <td style="padding: 2px;">doubling</td> <td rowspan="6" style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="padding: 2px;">country</td> <td style="padding: 2px;">enough</td> </tr> <tr> <td style="padding: 2px;">courage</td> <td style="padding: 2px;">norish</td> </tr> <tr> <td style="padding: 2px;">cousin</td> <td style="padding: 2px;">rough</td> </tr> <tr> <td style="padding: 2px;">cousins</td> <td style="padding: 2px;">southern</td> </tr> <tr> <td style="padding: 2px;">double</td> <td style="padding: 2px;">touch</td> </tr> </table> </div> <p><b>Grammar: Learning Objective:</b> To explore the units related to SPAG and apply the same consistently in writing.</p> <ul style="list-style-type: none"> <li>➤ Verbs and Adverbs</li> <li>➤ Apostrophes of possession and omission</li> <li>➤ Adjectives: Exploring the use of adjectives in the novel.</li> </ul> <p><b>Punctuations: Learning Objective</b> Using basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective. To use joined handwriting except where other special forms are required. To use basic punctuation to mark grammatical boundaries like commas, colons and semi-colons, commas and speech marks.</p>	couple	doubling		country	enough	courage	norish	cousin	rough	cousins	southern	double	touch	<p><b>Discuss</b> In some words, the letters <b>ou</b> is pronounced as if they were a <b>u</b>.</p> <p><b>For example:</b> The <b>ou</b> in 'touch' sounds like the <b>u</b> in 'much'.</p> <p><b>Ask</b> the children to <b>copy</b> the following sentences, underlining the letters <b>ou</b> when they sound like <b>u</b>.</p> <ul style="list-style-type: none"> <li>• <b>The shepherd was a young boy.</b></li> <li>• <b>His lies caused a great deal of trouble.</b></li> <li>• <b>He tricked the villagers a couple of times.</b></li> <li>• <b>When the wolf came, it was tough.</b></li> </ul> <p><b>Remind the children that</b> verbs are sometimes called 'doing' words or 'action' words. To create a sentence must have a subject and a verb in it, without these two elements it is classed as a phrase. Using a variety of verbs makes writing more interesting. A thesaurus can be used to find different verbs that have a similar meaning.</p> <p><b>Discuss that</b> an adverb is a word that describes, gives more information, or modifies a verb.</p> <p><b>For example:</b> The cheetah <b>quickly leapt</b> up and chased the zebra.</p> <p><b>Remind</b> the children that, to show possession, we can use an apostrophe and the letter 's' at the end of a single noun. At the end of a plural noun that already ends in 's' we add only one apostrophe. After a plural noun that does not end in 's', we can use an apostrophe and the letter 's' just as the end of a single noun.</p> <p><b>Discuss:</b> An <b>adjective</b> is a word that describes a noun (the name of a thing or a place).</p> <p><b>Example:</b> It was a <i>brilliant</i> book.</p> <p>In the sentence above, the word '<b>brilliant</b>' is an adjective because it tells us what the book (the noun) was like.</p> <p>Adjectives can be <b>placed before or after a noun</b>.</p> <p><b>For example:</b> The book she read on holiday was <i>brilliant</i>. She read a <i>brilliant</i> book on holiday.</p> <p><b>Give an unpunctuated</b> paragraph to the children and ask them to rewrite the same using punctuation appropriately.</p> <p><b>Create</b> their own punctuation cards and <b>explain</b> its usage.</p>	<p><a href="#">verbs and adverbs</a></p> <p><a href="#">Apostrophes</a></p> <p><a href="https://www.turtlediary.com/lesson/the-apostrophe.html">https://www.turtlediary.com/lesson/the-apostrophe.html</a></p> <p><a href="#">Online grammar practice</a></p>
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## Family Learning Newsletter- Year 4 November 2024

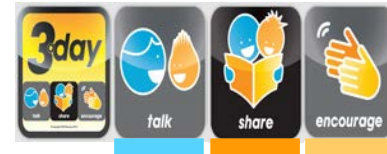



	<p><b>Spellings: Learning Objectives:</b> To practice new spellings regularly by 'look, say, cover, write, check' strategy' based on the novel.</p> <ul style="list-style-type: none"> <li>• Focus on words ending in -ing. How do these letters join? What sound do they make?</li> <li>• Words ending with 'ly'.</li> <li>• use of some connectives</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• To create simple, complex and compound sentences.</li> <li>• To explore how different texts appeal to readers using varied sentence structures and descriptive language.</li> </ul> <p><b>Text level: Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• To investigate how the characters are presented - referring to the text.</li> <li>• To describe an event/setting/Character using figurative language and adjectives.</li> </ul> <p><b>Writing Topics:</b></p> <ul style="list-style-type: none"> <li>• Writing: Descriptive Writing: Describe the setting.</li> <li>• Elements of writing Poem</li> </ul> <p><b>Speaking:</b> Value of Patience and Perseverance- Based on the novel- good things come to those who wait.</p>	<p>Enjoy Kung FU punctuation activity using the links. <a href="#">Online punctuation games</a></p> <p><b>Encourage</b> your child to make note of new words and their spellings especially by adding the suffixes 'ing' and 'ly' sensibly. <b>Watch</b> the videos on <b>suffixes</b> and encourage your child to make words with the suffixes and use them in making sentences of their own.</p> <p><b>Discuss</b> how adding an adjective makes a sentence interesting. <b>Talk</b> to your children about varied sentence structure.</p> <p><b>Discuss</b> the importance of using different types of sentences. Encourage them to make a sentence using the words from the spelling list using suitable punctuation marks. <b>Talk</b> children about FANBOYS -co-ordinating Conjunctions to join independent clauses.</p> <p><b>Talk</b> about the characters portrayed in the novel.</p> <p><b>Discuss the way the author has presented these characters.</b> Look at some of the words/phrases that the authors has used to describe Plop's feelings and senses as he meets with people. Model how to turn these into similes and full sentences. Encourage students to use their 5 senses and figurative language to describe the chocolate room.</p> <p><b>Discuss</b> the elements of descriptive writing with your child. Revisit the use of figurative language and how they are used to create imagery in the reader's mind.</p>	<p><a href="https://learnenglishkids.britishcouncil.org/grammar-practice">https://learnenglishkids.britishcouncil.org/grammar-practice</a></p> <p><a href="https://speechblubs.com/blog/elements-of-story-for-kids/">https://speechblubs.com/blog/elements-of-story-for-kids/</a></p> <p><a href="https://www.oxfordsd.org/cms/lib/MS01001032/Centricity/Domain/641/sentences.pdf">https://www.oxfordsd.org/cms/lib/MS01001032/Centricity/Domain/641/sentences.pdf</a></p> <p></p> <p>Simple, Compound, Complex Sentences .n</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z6n6dp3">https://www.bbc.co.uk/bitesize/articles/z6n6dp3</a></p> <p></p> <p>Descriptive writing using 5 senses .m]</p>
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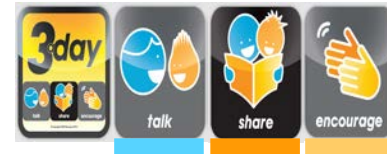


	<p><b>Link to Moral Education:</b>  <b>Equality: Am I a fair person?</b>  <b>What does it mean to treat people equally?</b></p>	<p><b>Encourage</b> your child to create their own writing passage /poems using figurative language and sensory details.</p> <p><b>Ask them</b> to recite their poem in front of you using voice modulation.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Adjectives</u></th> <th style="text-align: left;"><u>Verbs</u></th> <th style="text-align: left;"><u>Adverbs</u></th> </tr> </thead> <tbody> <tr> <td>beautiful</td> <td>raced</td> <td>loudly</td> </tr> <tr> <td>enormous</td> <td>stared</td> <td>nervously</td> </tr> <tr> <td>graceful</td> <td>gobbled up</td> <td>frantically</td> </tr> <tr> <td>delicious</td> <td>jumped</td> <td>happily</td> </tr> <tr> <td>dazzled</td> <td>screamed</td> <td>joyfully</td> </tr> <tr> <td>lovely</td> <td>sang</td> <td>carefully</td> </tr> <tr> <td>delectable</td> <td>leapt</td> <td>immediately</td> </tr> <tr> <td>chocolate brown</td> <td>picked</td> <td>suddenly</td> </tr> <tr> <td>colourful</td> <td>grinned</td> <td>excitedly</td> </tr> <tr> <td>flabbergasted</td> <td>rolled</td> <td>bravely</td> </tr> <tr> <td>excited</td> <td>pointed</td> <td>greedily</td> </tr> </tbody> </table> <p><b>Discuss</b> with your children the importance of being fair. <b>Show</b> them scenarios where they can <b>choose</b> between being fair or unfair.</p> <p><b>Remind</b> them that it is very important to inculcate and follow moral values as they are strong pillars in building character.</p>	<u>Adjectives</u>	<u>Verbs</u>	<u>Adverbs</u>	beautiful	raced	loudly	enormous	stared	nervously	graceful	gobbled up	frantically	delicious	jumped	happily	dazzled	screamed	joyfully	lovely	sang	carefully	delectable	leapt	immediately	chocolate brown	picked	suddenly	colourful	grinned	excitedly	flabbergasted	rolled	bravely	excited	pointed	greedily	
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<p><b>Mathematics</b></p> <p><b>Fractions</b></p>	<p><b>To add and subtract proper and improper fractions with same denominator.</b></p> <p><b>To identify and find equivalent fractions.</b></p>	<p><b>Teach -</b></p> <ol style="list-style-type: none"> <li>Step 1: Make sure the bottom numbers (the denominators) are the same.</li> <li>Step 2: Add the top numbers (the numerators), put that answer over the denominator.</li> <li>Step 3: Simplify the fraction (if possible) When we add any two like fractions we get numerator greater than the denominator which is improper fraction which is always greater than 1</li> <li>In Subtraction of like fractions, when we get numerators less than the denominator we term them as Proper fractions.</li> </ol>	 <p><a href="#">Addition and subtraction of Fractions</a></p> <p><a href="#">Fraction circles</a></p> <p><a href="#">Equivalent Fractions</a></p>																																				

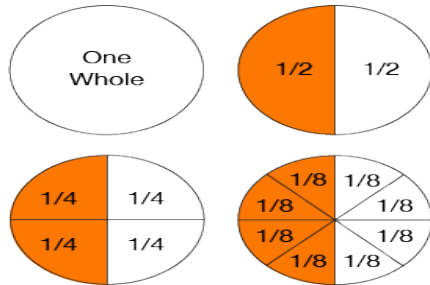


# The Winchester School, Jebel Ali

## Family Learning Newsletter- Year 4 November 2024



Measurement



To find the area of rectilinear shapes drawn on a square grid.

### Area

-THE SIZE OF A SURFACE  
-THE AMOUNT OF SPACE INSIDE OF A SHAPE OR SURFACE

THE AREA OF THIS SHAPE IS 9 SQUARE UNITS.

Number

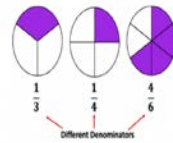
Negative Numbers

To count backwards through zero to include negative numbers.

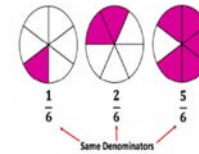
**NEGATIVE NUMBERS**  
adding & subtracting

Fractions with different denominators are called **unlike fractions**. Fractions with the same denominators are called **Like fractions**.

Example:



Example:



**Explain equivalence of fractions by examples.**

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ .
- Explain why the fractions are equivalent, e.g., by using a visual fraction model.  $1/2 = 2/4 = 3/6$      $2) 3/5 = 6/10 = 9/15$

**Challenge:**

How many triangles are there in this shape?



Talk to your child about finding area of the floor squared tiles or anything similar. Share creative ideas to find areas of real-life situation examples like around the field path, find the area of a floor, so that you can order the right amount of carpet.

**Challenge:**

Area Challenge Cards

Tear up an A4 sheet of paper into six pieces. Find the area of each piece and record it below:

\_\_\_\_\_cm<sup>2</sup>    \_\_\_\_\_cm<sup>2</sup>    \_\_\_\_\_cm<sup>2</sup>  
 \_\_\_\_\_cm<sup>2</sup>    \_\_\_\_\_cm<sup>2</sup>    \_\_\_\_\_cm<sup>2</sup>

Total area: \_\_\_\_\_cm<sup>2</sup>

Now find the area of a second A4 sheet of paper. Record the area. Area: \_\_\_\_\_cm<sup>2</sup>

What do you notice? Write a mathematical sentence (using words or other symbols) about your observation below.

\_\_\_\_\_

**i-Pad applications:**

[https://www.mathplayground.com/Fraction\\_bars.html](https://www.mathplayground.com/Fraction_bars.html)

[Area Games](#)

[Area](#)

[Games](#)

[Area](#)

<https://prodigi3.mangahigh.com/?lang=en&lesson=445>

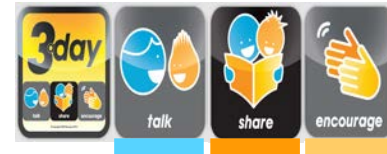


ordering-negative-numbers--10-10-1.pdf

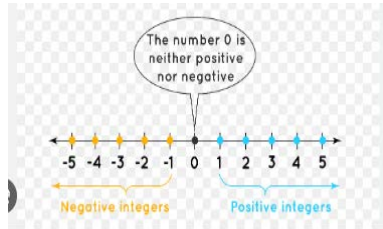


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## Family Learning Newsletter- Year 4 November 2024



### Statistics



**Talk:** Negative numbers can be shown on horizontal scales; numbers to the left of zero are negative (less than zero) and numbers to the right of zero are positive (greater than zero).

A **negative number** is a number that has a value of **less than zero**.

You can find negative numbers in different measurements, such as temperature, as well as money. **On the number line below, we can see some positive and negative integers (whole numbers)**



The numbers in orange are negative values and the blue numbers are positive values. Zero is neither positive or negative. Just like you can add, subtract, multiply and divide positive numbers, you can do the same with negative numbers. The larger the value of the numeral after the negative/minus symbol, the further the number is from zero.  
Challenge:-

**Talk:** A Bar Graph (also called Bar Chart) is a graphical display of data using bars of different heights It is a really good way to show relative sizes:

We can see which types of movie are most liked, and which are least liked, at a glance.

**Share:** We can use bar graphs to show the relative sizes of many things, such as what type of car people have, how many customers a shop has on different days and so on.

Example: Nicest Fruit

A survey of 145 people asked them "Which is the nicest fruit?":

**Bar chart**

To Interpret and present discrete data using appropriate



Negative numbers.pdf

[Bar Chart](#)

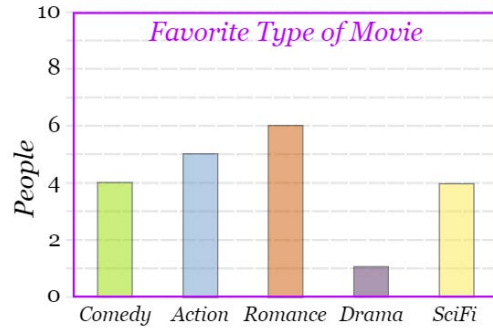
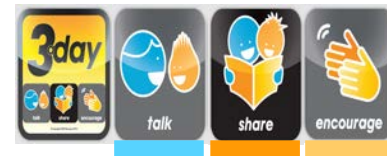
[Bar chart Games](#)





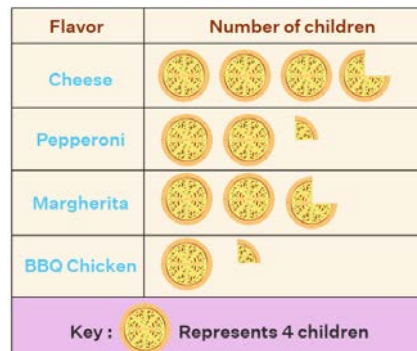
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## Family Learning Newsletter- Year 4 November 2024



### Pictograph:-

To Use information presented in scaled pictograms, bar



Fruit:	Appl e	Orang e	Banan a	Kiwifru it	Blueberr y	Grape s
Peopl e:	35	30	10	25	40	5

### Pictograph

**Talk:** Pictographs are charts that are used to represent data using icons and images relevant to the data. A key is often included in a pictograph that indicates what each icon or image represents. Let us understand the concept of pictographs using example.

**Share:** A survey was conducted for 40 children by a fast food junction to understand the demand for different flavours of pizza available in their outlet. The results were as follows: Describe what could the results possibly look like. Explain that children can create a pictograph of any information example toys in their room, number of cars, sports equipment etc.

[Pictograph](#)

[Games](#)

### Science

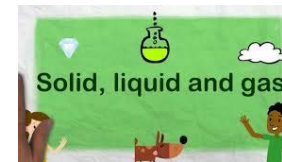
#### States of Matter

To explore the properties and compare the arrangements of particles of 3 states of matter.

**Talk** about the 3 states of matter (solid, liquid and gas) and their properties.

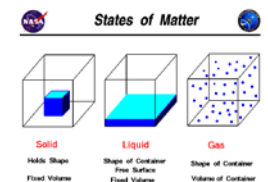
**Share** about how these properties can be investigated. E.g.: Pouring water into different containers to see it acquires their shape. Spraying perfume in one corner of the room to see that it spreads in the whole room.

**Encourage** them to initiate a few enquires on the properties of matter. E.g.: 'Why is sand a solid, when it flows like a liquid?'



<https://www.chem.purdue.edu/gchelp/atoms/states.html>

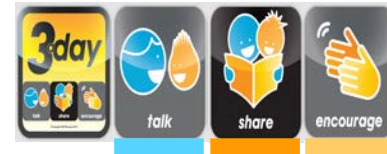
[matter: states of matter - Kids | Britannica Kids | Homework Help](#)

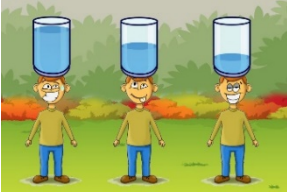




# The Winchester School, Jebel Ali

## Family Learning Newsletter- Year 4 November 2024



	<p>To recognize that matter changes from one form to another which can be reversed.</p> <p><b>Evaporation</b> To explore the factors which affect the rate of evaporation of water. To explore the relationship between surface area/heat and the rate of evaporation of water.</p>	<p><b>Talk</b> about how heat can affect different states of matter thus causing change in their physical properties. <b>Share</b> real life examples about the effect of heat on solids, liquids and gas. E.g. Ice (solid) melts when heated to form water (liquid) and vice versa. Mixture of milk and sugar is frozen to make ice-cream. <b>Encourage</b> them to read and find information on Melting, Freezing, Boiling and Condensation. Also factors that affect Evaporation.</p> <p><b>Talk</b> about the various factors that affect the rate at which a liquid evaporates. E.g.: surface area, wind, heat.</p> <p><b>Share</b> about how these properties can be investigated. E.g.: Why do clothes dry faster when it is windy, or how clothes kept in shade take longer to dry than those exposed to the Sun.</p>	<p><a href="https://www.edcraft.io">States of Matter for Kids: Solids, Liquids and Gases (edcraft.io)</a></p> <p><a href="https://www.smartclass4kids.com">Changing States of Matter : Solid, Liquid, Gas, Phase Change (smartclass4kids.com)</a></p> <p><a href="https://www.byjus.com">Changing States Of Matter - Solid, Liquid And Gas   Phase Change (byjus.com)</a></p> <p><a href="https://www.nationalgeographic.org">Evaporation (nationalgeographic.org)</a></p> 
<p><b>Humanities Geography</b></p> <p><b>Comparing Landscape</b></p> <p><b>Romans – The Invasions</b></p>	<p><b>Comparing Landscapes</b> To explore the physical features of Europe.</p> <p><b>Key vocabulary:</b> latitude, Arctic Circle, physical features</p> <p><b>The Roman Empire and its impact on Britain – The Invasions</b> To explore the spread of the Roman empire and the invasion of Britain.</p>	<p><b>Talk</b> to your child about the physical features of Europe.</p> <p><b>Share</b> with your child the similarities and differences between a place in Europe and where you live.</p> <p><b>Encourage</b> your child to create a timeline or poster to show how the Roman Empire spread from 800 BCE to 305 CE.</p>	<p><a href="#">Comparing Landscapes.pdf</a></p> <p><a href="#">Romans – The Invasions.pdf</a></p>



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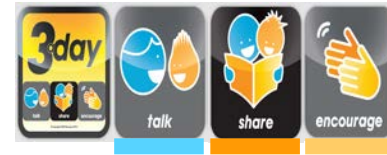
	<p><b>Key vocabulary:</b> invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy</p>		
<p><b>UAE Social Studies</b></p> <p><b>New Ideas for Natural Resources</b></p> <p><b>Reading a Map</b></p>	<p><b>New Ideas for Natural Resources</b></p> <p>To explore how to use resources better</p> <p><b>Key vocabulary:</b> windmill, solar plant, clean energy, vertical farming</p> <p><b>Reading a Map</b></p> <p>To explore how to read a map</p> <p><b>Key vocabulary:</b> map, location, grid, coordinate</p>	<p><b>Talk</b> with your child about the resources available in the UAE and how to use them more efficiently</p> <p><b>Share</b> the new ways to produce clean energy.</p> <p><b>Encourage</b> your child to research the new ways to improve farming.</p> <p><b>Talk</b> with your child about the importance of maps. Are they still required today? Why?</p> <p><b>Encourage</b> your child to create coordinates for their bedroom and their classroom.</p>	<p><a href="#">New Ideas for Natural Resources.pdf</a></p> <p><a href="#">Reading a Map.pdf</a></p>





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## Family Learning Newsletter- Year 4 November 2024

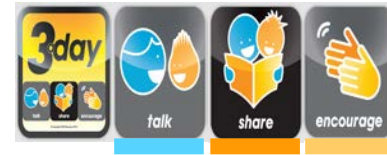


<p>Arabic for Arabs</p>	<p><b>قصة شهيد الإمارات الأول</b></p> <p>أن يحلل التلاميذ القصة تحليلًا أدبيًا أن يحدد التلميذ الفكرة الرئيسية والأفكار الفرعية في النص. أن يصف التلميذ الشخصيات وصفًا داخليًا وخارجيًا من خلال صفاته الخارجية . وأقواله وأفعاله وأفكاره .</p> <p>أن ينمي التلميذ قدرات القراءة لديه باستخدام التنبؤ والاستدلال حيث يتنبأ بالأحداث التي ستقع وكيف ستكون النهاية واقترح نهايات جديدة للقصة</p> <p><b>النص الشعري (نص الشهيد)</b></p> <p>أن يحدد الطالب الفكرة الرئيسية للنص من خلال التفاصيل المساندة داعمًا رأيه من النص</p> <p>أن يوظف الطالب التعبيرات المجازية في كتابته</p> <p><b>الجملة الاسمية</b></p> <p>أن يعرب التلميذ المبتدأ والخبر أن يحدد التلميذ نوع الخبر (جملة - شبه جملة - مفرد أن يضبط التلميذ ركبي الجملة الاسمية.</p> <p><b>: الألف اللينة في نهاية الكلمات</b></p> <p>أن يميز التلميذ الألف اللينة في نهاية الكلمات . أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته .</p>	<p>قراءة إحدى القصص وتحديد عناصرها مساعدته في جمع شواهد عن الجملة الاسمية استخدام بعض الألعاب التعليمية المساعدة في فهم الجملة الاسمية مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية حثه على استخدام التعبيرات المجازية في حديثه يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي</p>	<p><u>منصة كتي</u></p> <p><u>الجملة الاسمية</u></p> <p><u>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</u></p>
<p>Arabic for Non-Arabs</p>	<p>The places in the city To learn about the different places in Dubai.</p> <p>To formulate sentences using vocabulary.</p> <p>To write a paragraph about a place he loves.</p>	<p>Help the student to memorize his/her new vocabulary from the words list in his/her Arabic workbook and notebook. Help the student to use the dictionary to learn the new - vocabulary.</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><u>PLACES IN ARABIC</u> <u>Learn Arabic Writing</u> <u>Hobbies in Arabic</u> <u>Arabic YouTube Channel</u></p> <p><u>Arabic YouTube Channel</u></p>



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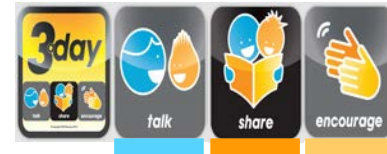


<b>Islamic for Arabs</b>	To express opinion about some places.	<p>يساعد ولي الأمر التلميذ في حثه على سماع القرآن الكريم من خلال المصحف المعلم.</p> <p>حثه على التزام حسن الخلق تشجيعه على الصلاة والذهاب للمسجد.</p> <p>حثه على التزام الخلق الحسن قولاً وفعلاً</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a>
<b>Islamic for non-Arabs</b>	<p><b>Obligatory prayer:</b> To elaborate the importance and virtues of obligatory prayer from Quran and sunnah.</p> <p><b>Sunan Rwatib:</b> To differentiate between the obligatory prayers and Sunnan rawatib. To find the benefits of some voluntary prayers (nawafil).</p> <p><b>Belief in Divine Books:</b> To distinguish the names of the divine books, and to whom they were revealed. To conclude the main message of these books. To compare earlier divine books with the Holy Quran.</p>	<p>Share with your child the Hadith of prophet Mohamed (P-B-U-H) about the importance of Salatul-Jama'ah.</p> <p>Please talk with your child about the importance of going to the mosque to perform Salatul-Jama'ah and its benefits</p> <p>Talk with your child about the difference between Sunan Rwatib and obligatory prayer.</p> <p>Share with your child the benefits of performing Sunan Rwatib prayer.</p> <p>Speak with your child about the names of the divine books, and to whom they were revealed.</p> <p>Talk with your child about the main message of these Books.</p> <p>Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage your child to apply obligatory element of Salah.</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>	<a href="#">Arabic and Islamic YouTube Channel</a>



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<p><b>Physical Education</b> Activity -1  Activity - 2  Activity - 3  Activity - 4</p>	<p>Sports day Practice – Week 3  Throwball – Service  Throwball – Throwing  Throwball - Catching</p>	<p><b><u>Talk and encourage the children to do the following:</u></b>  <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.</p>	<p><b><u>Useful sites:</u></b> <b><u>Links:</u></b>  <a href="#">Obstacle race.mp4</a> <a href="#">THROWBALL SERVICE.mp4</a>  <a href="#">Throwball-Throwing.mp4</a>  <a href="#">Throwball-Catching.mp4</a></p>
<p><b>Information and Communications Technology</b> Microsoft PowerPoint- Animation</p>	<p>To apply animation effects to the objects, transition to the slides and themes to the presentation in order to make it more presentable.</p>	<p>Good Organisational skill, critical thinking. Encourage your child to create presentation on a topic - Animal Habitat, explore different transition and animation effects available to make the presentation more attractive and apply a theme template to the presentation.</p>	<p><a href="https://blog.classpoint.io/8-simple-powerpoint-animations/">https://blog.classpoint.io/8-simple-powerpoint-animations/</a></p>
<p><b>Music</b> Mr. Kiko</p>	<ul style="list-style-type: none"> <li>• Playing recorders</li> <li>• Improving children’s confidence and musicality through singing action songs and chanting rhymes.</li> <li>• Reading notes</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to practice recorder at home</li> <li>• Encourage the child to sing action songs at home.</li> <li>• Encourage the child to watch the kinds of notes video</li> </ul>	<p><a href="#">Kinds of Notes (Year4).mp4</a>  <a href="#">Year04 Recorder Lesson Itsy Bitsy Spider.mp4</a></p>
<p><b>Music</b> Mr. Sunil</p>	<p>Learning how to play the song “Every Night in My Dreams” on the recorder.</p>	<ul style="list-style-type: none"> <li>• Let the child practice at home, even though there will be squeaking.</li> <li>• Be an audience. But better also to check if the child is holding the recorder properly.</li> </ul>	<p><a href="#">Year04 Recorder Lesson Itsy Bitsy Spider.mp4</a></p>
<p><b>Music</b> Mr. Joyson</p>	<ul style="list-style-type: none"> <li>• Improving child’s confidence and musicality through music rhythm reading stage 2</li> <li>• We take a deeper look at the half note and how it relates to the quarter and eight notes</li> </ul>	<ul style="list-style-type: none"> <li>• Let the child understand the music note value and clap with the notes.</li> <li>• Ask the child to perform it with any percussion instrument like maracas, tambourine</li> <li>• 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.</li> </ul>	



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<b>Moral Education</b>	<b>Me and My world.</b>	<p><b>Share</b> with your child which people and things matter to them (including traditions, places, heritage, nature, values, etc.) and give reasons why these things are important, and show care, value and respect for things that matter to them.</p> <p><b>Talk</b> with your child to understand why it is important to protect the environment (school, community and global), the things that can damage these environments; and know how to minimise or prevent environmental damage.</p>	
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