





# The Winchester School, Jebel Ali

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

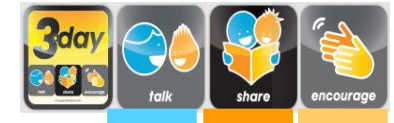


Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
English	<p><b>Spellings:</b></p>  <p><b>Learning Objective:</b> To explore words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><b>Grammar:</b> <b>Learning Objective:</b></p> <p>To explore the use of diverse <b>sentence structures</b> To use <b>verb tenses</b> accurately. To <b>master punctuation</b> in dialogue. To enhance descriptive language with adjectives and adverbs.</p> <p>To use <b>personal pronouns</b> effectively.</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the 'gh' used to represent the sound that 'ch' now represents in the Scottish word loch.</p> <p>Examples: doubt, island, lamb, solemn, thistle, knight.</p> <p>Learn and practice writing spellings based on the rules given. Click on the links given for more practice.</p>  <p><b>Talk and Encourage the children to do the following:</b></p> <p><b>Discuss</b> sentence structure: Explore the use of diverse sentence types (simple, compound, and complex) and the importance of passive voice. Prefer active voice for vivid and dynamic storytelling, while using passive voice when the action's receiver is more important than the doer.</p> <p><b>Explore</b> verb tenses: Refer to various texts to recognise consistent verb tenses and differentiate between active and passive voice.</p> <p><b>Practice</b> punctuation and dialogue: Write sentences using correct punctuation for dialogue, while incorporating adjectives and adverbs for description.</p>	<p><a href="https://www.usingenglish.com/quizzes/72.html">https://www.usingenglish.com/quizzes/72.html</a></p> <p><a href="https://www.colindale.barnet.sch.uk/wp-content/uploads/Year-5-Spelling-Task-Silent-letters-CHALLENGING-1st-5th-February-2021.pdf">https://www.colindale.barnet.sch.uk/wp-content/uploads/Year-5-Spelling-Task-Silent-letters-CHALLENGING-1st-5th-February-2021.pdf</a></p> <p><a href="https://www.englishclub.com/grammar/sentence/sentence-structure-quiz.php">https://www.englishclub.com/grammar/sentence/sentence-structure-quiz.php</a></p>



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To incorporate **prepositional phrases** for setting and context.  
To connect ideas using **conjunctions**.

To use **figurative language** for vivid imagery.

To engage readers through **active vs. passive voice**.

To ensure **cohesion** and **coherence** with transitions.

**Text Level:**

*The Wrong Wheels – C.L.*

*Tompsett:*

To explore the aspects of author’s writing style by comparing themes, characterization and settings from different books by the same author.

To plan and write an alternative opening for a familiar story using C.L. Tompsett’s writing style.

**Skills Based Learning:**  
**Complex inferential skills**

**Classroom Activities:**

**Use** personal pronouns and prepositional phrases: Encourage the use of personal pronouns to enhance coherence and prepositional phrases to provide context.

**Connect** ideas with conjunctions: Write sentences that link ideas using coordinating and subordinating conjunctions.


**Employ** figurative language: Use metaphors and similes to create vivid imagery in their writing.

**Practice** transitions: Guide them to use transitional phrases to ensure cohesion and coherence in their narratives.

**Explore** phrases and clauses: Click on the provided links to practice clauses, relative clauses, and further understand phrases. Use prepositional phrases to provide context about time, location, and relationships.



<https://www.englishgrammar.org/active-passive-voice-worksheet-8/>



Troy came to school in his new white trainers.

There was a school rule that kids must wear black shoes in school.

Troy didn't care. His new trainers were the best.



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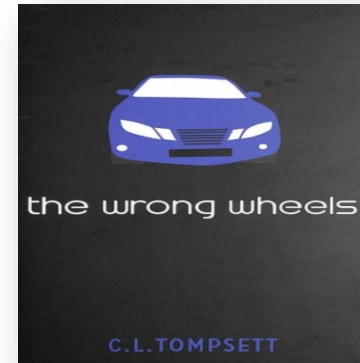
**Text Analysis:** Students will analyze characters and themes in various texts. Encourage discussions at home about their inferences.

**Problem-Solving:** We will tackle real-world problems, requiring students to apply their inferential reasoning. Ask them to share their thought processes with you.

**Group Discussions:** Collaborative discussions will help articulate and refine their inferences.

**Explore** and read books of **C.L. Tompsett**

**Discuss** and share alternative openings and endings with the child. Encourage them to use their creativity and attempt the story in **C.L. Tompsett's** style.



**Encourage** your child to draw, label or note a few words or phrases to describe their characters and settings.

**What are Complex Inferential Skills?**

These skills involve **making predictions**, understanding **implied meanings**, and **reasoning** beyond surface-level information.

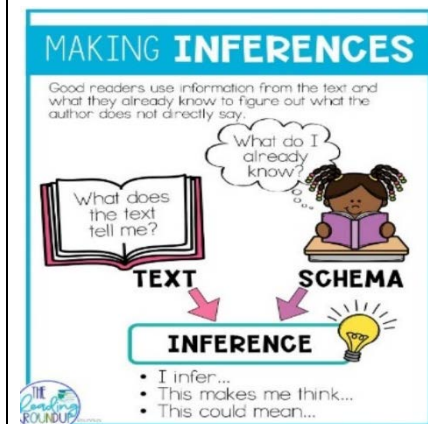
### How You Can Help:

**Encourage Questioning:** Ask your child to explain their reasoning with questions like 'What makes you think that?'

**Connect Learning to Life:** Highlight everyday instances where inferential skills are used.

**Read Together:** Choose challenging books that prompt inference and discuss what they infer.

<https://15worksheets.com/worksheet-category/grade-7-reading-comprehension/>





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### Mathematics

To use formal written methods of long division to calculate 4 digits by 1-digit and to multiply numbers up to four digits by a two-digit number using a formal written method

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

### Numeracy

To solve one step and two step word problems using multiplication and division.



**Share** how a division fact is related to the times table e.g.  $3 \times 2 = 6$  or  $6 \div 2 = 3$ . **Share** the knowledge of multiples with children asking simple questions such as - What are the first five multiples of 2? (2, 4, 6, 8, 10) next five multiples of 2? (12, 14, 16, 18, 20) What patterns do you notice? (all of the units digits are even; repeating units digit pattern of 0, 2, 4, 6, 8)

**Encourage** your child to create a memory game. Face down the multiplication cards (4x5, 2x7, 8x6) and number cards (20, 14, 48). How many pairs can you find? **Encourage** your child to learn their times tables up to 12x12 and challenge them to solve a crossword relating multiplication and division facts

Times Tables Recall Rhymes can be used to learn the Tricky Times tables

**4 x 12 and 12 x 4**  
**11 x 11**  
**7 x 8 and 8 x 7**

At the park with my mate... 4 times 12 is 48  
I left the park a little late... 12 times 4 is 48  
Fancy going for a run... 11 times 11 is 121  
My house is made of bricks... 7 times 8 is 56  
This old house needs a fix... 8 times 7 is 56

**12 x 12**  
**8 x 12 and 12 x 8**  
**6 x 9 and 9 x 6**

What's that running past the door? 12 times 12 is 144  
I saw a magician doing tricks... 8 times 12 is 96  
This magician had walking sticks... 12 times 8 is 96  
Digging down to the core... 6 times 9 is 54  
I had to dig more and more... 9 times 6 is 54

**6 x 8 and 8 x 6**  
**6 x 12 and 12 x 6**  
**4 x 7 and 7 x 4**

At the doctor's, I had a long wait... 6 times 8 is 48  
The doctor said her name was Kate... 8 times 6 is 48  
Above the clouds, the bird flew... 6 x 12 is 72  
The bird had an amazing view... 12 times 6 is 72  
Zooming down, I roller-skate... 4 times 7 is 28  
Hurling down towards the gate... 7 times 4 is 28

**Talk and share** with children a strategic plan (RUCSAC) to work with word problems.

**Encourage** children to retell a word problem in their own words. Underline the key words. Identify the key vocabulary for: addition, subtraction, multiplication, or division.

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

<http://www.math-play.com/Division-Millionaire/division-millionaire-game.html5.html>

[Multiplication Word Problems Quiz \(softschools.com\)](https://www.softschools.com/worksheets/math/multiplication-division-worksheets/multiplication-division-worksheets.html)

[Times or Divide Bingo - 7-11 year olds - Topmarks](https://www.topmarks.co.uk/worksheets/multiplication-division-worksheets.html)



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Share and discuss the use of multiplication and division in solving problems involving numbers or money in real life. (E.g.: cost of different items, measuring different objects etc.)

- Cost of 1.5kg of apples is 8.90 Dirhams. Therefore, what would be the cost of 3 Kg of apples?
- Sally shoots an arrow 30 yards. Flame shoots her arrow three times as far. How far did Flame's arrow go?

### Challenge

If I spend \$22.95 for a pair of jeans, will I have enough left from my \$40.00 to buy a \$19.98 shirt?

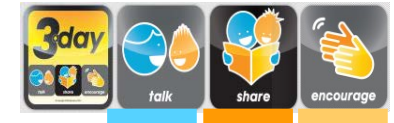


How many squares of **all** different sizes are on an ordinary checkerboard?



Marcus made four free throws out of every five shots during the basketball season. How many free throws would you expect him to make in 30 shots?





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### Science

#### Earth, Sun and Moon



To compare shadow lengths and angles in summer versus winter to demonstrate how sunlight is more direct in summer and more angled in winter.

To explore how light intensity affects plant growth.

To explain the Moon's orbit around the Earth and how its shape appears to change throughout the month (Phases of the Moon).

To explain solar eclipses through the concept of shadow formation and compare Partial and Total Solar Eclipses.

To explain the causes of a lunar eclipse and compare it with a solar eclipse.

**Encourage your child** to record data of shadow length in summer versus winter.

**Highlight** the importance of analyzing data to form conclusion.

**Discuss** the significance of conducting a fair test in an investigation.

**Explain** how the scientific method is applied in daily life.

**Highlight** the importance of forming a hypothesis in scientific inquiry.

**Encourage** your child to observe and Track the Moon's shape each night.

**Help** your child create and label a Moon Phases chart.

**Engage** in the activities: Model the Phases: Use a flashlight and ball to simulate the Moon's phases.

Moon Phase Cookies: Decorate cookies to represent different phases.

**Engage** in the Eclipse Simulation Activity: Use a flashlight as the Sun, a ball as the Earth, and a smaller object (like a marble) as the Moon. Position the ball and marble to demonstrate how the Moon's position relative to the Earth and Sun creates solar and lunar eclipses.

Look at a distant object like a building across the road. Try to hide that building by keeping your hand or your fingertip.

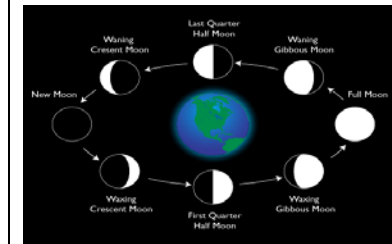
**Observe** what happens when the distance between your hand and your eyes changes.

Research and find the date and time of the coming Solar and Lunar eclipse

**Create** a fun quiz to test their knowledge about solar and lunar eclipses.

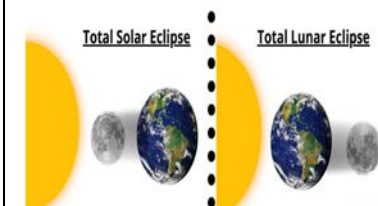
### Phases of the moon

<https://www.bbc.co.uk/bitesize/articles/z846p4j#:~:text=There%20are%20eight%20phases%20of,peats%20on ce%20every%2029.5%20days.>



### Solar and Lunar Eclipse

<https://spaceplace.nasa.gov/eclipses/en/>







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<b>History</b>	<p>To explore Anglo-Saxon village life.</p> <p>To explore the pastimes of the Anglo Saxons</p>	<p><b>Talk</b> about village life in Anglo-Saxon Britain and life in the country in Britain today.</p> <p><b>Encourage</b> your child to research village life in the UAE.</p> <p><b>Vocabulary:</b> settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof.</p> <p><b>Talk</b> about the pastimes of Anglo-Saxon Britain and the leisure activities in Britain today.</p> <p><b>Encourage</b> your child to research the pastimes in the UAE both in the past and the present.</p>	<p><a href="#">Anglo-Saxon Village life.pdf</a></p> <p><b>Key vocabulary:</b> settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof</p> <p><a href="#">Anglo-Saxon Pastimes.pdf</a></p> <p><b>Key Vocabulary:</b> pastimes, leisure, skills</p>
<b>UAE Social Studies</b>	<p>Nature and wildlife</p> <p>To explore the plants and animals in different climate zones.</p>	<p><b>Talk</b> with your child about the plants and animals they see in the UAE.</p> <p><b>Share</b> with your child the diverse plants and animals in the different climate zones.</p> <p><b>Encourage</b> your child to research the different plants and animals living in different climate zones.</p> <p><b>Vocabulary</b> rainforest, arid, vegetation, walrus, Antarctica</p>	<p><a href="#">Nature and Wildlife.pdf</a></p>



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<p>Climate changes</p>	<p>To explore climate change.</p>	<p><b>Talk</b> with your child about the measures to be taken to save everyone from the effect of climate change.</p> <p><b>Share</b> with your child how the changing climate affects life on earth.</p> <p><b>Encourage</b> your child to research how scientists find the change in climate over millions of years.</p> <p><b>Vocabulary:</b> climate change, greenhouse effect, pollution, sediment, ice cores, magnetic field</p>	<p><a href="#">Climate Changes.pdf</a></p>
<p><b>Arabic for Arabs</b></p>	<p>صوت المحبة أن يحدد التلميذ عناصر القصة أن يميز التلميذ بين الحوار الداخلي والحوار الخارجي . أن يستنتج الصفات الداخلية والخارجية لشخصيات القصة أن يحدد الدوافع وراء تصرفات الشخصية الرئيسة بالقصة نشيد – كن مسؤولاً أن يحدد التلميذ الفكرة الرئيسة بالنص أن يستنتج التلميذ العلاقة بين التضاد والترادف بين الكلمات أن يشرح التلميذ الأبيات بأسلوبه . كان وأخواتها أن يميز التلميذ بين أخوات كان . أن يعرب كان وأخواتها واسمها وخرها .</p>	<p>قراءة القصة وتحديد الفكرة الرئيسة والأفكار الداعمة. تحديد السمات الداخلية والسمات الخارجية لشخصيات القصة التمييز بين الحوار الداخلي والحوار الخارجي مساعدة التلميذ في تلخيص القصة وكتابة نهاية جديدة للقصة مساعدة التلميذ في البحث عن لغويات النص بالمعجم المدرسي مساعدة التلميذ في كتابة ملخص للقصة بأسلوبه. 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</a> <a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>



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<b>Arabic for Non – Arabs</b>	<p><u>Daily routine</u>(الروتين اليومي) To describe the daily routine using verbs, time, and connectives in paragraphs. To analyse a text about the daily routine. <u>Happy occasions:</u> To describe different happy events that you can celebrate (birthday-national day-wedding-success...) To use specific expressions and forms to write about a happy occasion. To design a letter or a card (invitation – congratulation – apology ...) about a happy event. To express his/her opinion in different happy events. To create a paragraph about the happy events.</p>	<p><b>Encourage</b> your child to memorize the new vocabulary from the Arabic notebook and the Arabic textbook. <b>Encourage</b> your child to use the vocabulary in sentences of their own. <b>Ask</b> your child to study the present and past tense in writing and speaking about the daily routine. <b>Talk</b> to your child about his plans at the weekend. <b>Go</b> 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>
<b>Islamic Education for Arabs</b>	<p><b>صلاة الجماعة</b> أن يستنتج التلاميذ أهمية العلم بأحكام الصلاة. أن يوضح التلاميذ أحكام صلاة الجماعة وصلاة المسبوق.</p>	<p>- تشجيع الطالب على حفظ الآيات المتعلقة بالصلاة - حث الطالب على المحافظة على صلاة الجماعة. - تشجيع الطالب حفظ الحديث المتعلق بأحب الأعمال إلى الله. - مساعدة الطالب في المحافظة على الأعمال الصالحة حتى وإن كانت قليلة.</p>	<p><a href="#">قناة اللغة العربية والإسلامية بمدرسة وينشستر</a></p>



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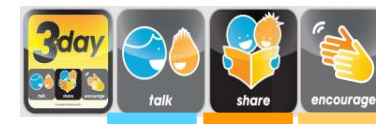





	<p>أن يستنتج التلاميذ فضل صلاة الجماعة.</p> <p><b>أحب العمل إلي الله</b></p> <p>أن يستنتج التلميذ ما يرشد إليه الحديث الشريف.</p> <p>أن يدلل التلميذ على صفات الأعمال التي يحبها الله تعالى.</p> <p>ان يوضح التلميذ أثر العمل الدائم في حياته.</p> <p><b>محبة الله تعالى</b></p> <p>أن يبين الطالب أهمية محبة الله تعالى للعبد</p> <p>أن يحدد الطالب الأعمال التي ينال بها المسلم محبة الله تعالى.</p> <p>أن يستنتج الطالب نتائج محبة الله تعالى للمؤمن.</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><b>Islamic Education for Non – Arabs</b></p>	<p><b>Loving Allah, glory be to Him.</b></p> <p>To explain the importance of loving Allah (S-W).</p> <p>To clarify the deeds by which the Muslim attains the love of Allah (S-W).</p> <p>To conclude the results of loving Allah (S-W), by believers.</p> <p><b>Belief in the day of judgement.</b></p> <p>To clarify the concept of belief in the day of Judgement.</p>	<p>Talk with your child about the importance of loving Allah (S-W).</p> <p>Speak with your child about the deeds by which the Muslim attains the love of Allah (S-W).</p> <p>Talk with your child about the concept of belief in the day of Judgement.</p> <p>Speak with your child about the impact of believing in the day of judgement and its impact on the believer's life and behavior.</p>	



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	<p>To identify the events related to the day of Judgement.</p> <p>To explain the importance of belief in the day of judgement and its impact on the believer's life and behavior.</p> <p>The congregational prayer (group prayer)</p> <p>To explain the provisions of the congregational prayer and the Masbuq prayer.</p> <p>To conclude the importance of knowing the provisions of the congregational and Masbuq pray</p>	<p>Speak with your child about the provisions of the congregational prayer.</p> <p>Share with your child the importance of knowing the provisions of the congregational and Masbuq prayer.</p>	
<b>French</b>	<p><b>Unit 1:</b></p>  <p><i>Les Salutations</i> (greetings)</p> <p>To identify classroom instructions in French.</p> <p>To greet someone in French.</p> <p>To introduce myself in French.</p>	 <p>Talk</p> <p>About classroom instructions in French.</p> <p>About greetings in French</p>  <p>Share</p> <p>Create a presentation or poster to introduce yourself in French (name, age, and gender) and share it with your parents.</p>	<p><a href="https://quizlet.com/148469019/les-salutations-flash-cards/">https://quizlet.com/148469019/les-salutations-flash-cards/</a></p> <p><a href="https://quizlet.com/148469019/gravity">https://quizlet.com/148469019/gravity</a></p> <p><a href="https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/">https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/</a></p> <p><a href="https://quizlet.com/439380264/match">https://quizlet.com/439380264/match</a></p>



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		  <p>Students to keep exploring the links given.</p>	
<b>Physical Education</b>  <b>Activity 1</b>  <b>Activity 2</b>  <b>Activity 3</b>	<u><b>Soccer – Team game</b></u>  <b>Fitness test-</b> Jumping jacks, push up, squats, speed, Sports day practice –100mt race, 50mt race. Sports day- Obstacle race, relay race,	<u><b>Talk and Encourage the children to do the following:</b></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.	<a href="#">4 Football Skills for 5 and 6 year olds to learn.mp4</a>  <a href="#">Fitness test</a>  <a href="#">How to Run Super Fast Sprinting Tips and Tricks For Beginners.mp4</a> <a href="#">Shuttle Relay</a>
<b>Information and Communication Technology</b>	<u><b>TOPIC : Spreadsheets</b></u>  <u><b>Learning Objectives-</b></u> To create a spreadsheet model to manage a business To work independently in MS Excel using formulas and functions.	Discuss about different ideas for a business. Discuss about costs and Income <b>Café:</b> What recipes would you make? Choose a recipe you like? How much would it cost to make this recipe? How many portions would your recipe make? How much would you sell each portion for? <b>Bead Jewellery: What jewellery would you make? Think of a design for a bracelet or necklace</b> How much would the materials cost?	<a href="#">Creating and understanding charts and graphs - BBC Bitesize</a>  





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		How long would it take to make?  How much would you sell the jewellery for?	
<b>Music</b> (Joyson)	Improving child's confidence and musicality through music rhythm reading stage 3.  We take a deeper look at the half note and how it relates to the quarter and eight notes with quarter rest.	Let the child understand the music note value and clap with the notes. Ask the child to perform it with any percussion instrument like maracas, tambourine.  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.	
<b>Music</b> (Kiko)	Improving children's confidence and musicality through singing actions songs and chanting rhymes. Reading notes and rests	Encourage the child to sing action songs at home. Ask the child to perform the songs we learned in school. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions. Encourage the child to watch the kinds of notes video	<a href="https://www.timeout.com/new-york-kids/music/best-kids-songs/Kinds-of-Notes-and-Rests.mp4">https://www.timeout.com/new-york-kids/music/best-kids-songs/Kinds of Notes and Rests.mp4</a>
<b>Music</b> (Sunil)	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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## Family Learning Newsletter -Year 5- October -2024



<p><b>Moral Education</b></p>			
<p>People and Communities</p>	<p>To explain the benefits and challenges offered by different educational institutions and name their basic functions.</p>	<p><b>Encourage</b> your child to explore the different communities and their role in their daily life. Speak with them about their own life experiences, the benefits they gained through these and their importance in their day to day activities. Students will differentiate between the different roles of the institutions and communities.</p>	<p>Public universities respond to the needs of communities and states they serve.</p> <p><b>RESPONSIBLE CONSUMPTION &amp; PRODUCTION: WHY IT MATTERS</b></p>
<p>Producers and consumers</p>	<p>To explore and gain knowledge on the concept of consumers and producers.</p>	<p><b>Talk and Encourage</b> your child's positive growth by emphasizing on why would you buy a product? How do you check for its quality? Would you pick quality over quantity? Talk to them about products from different countries and their importance. Inculcate in them the potential to differentiate between two products and what attracts them to buy it?</p>	
<p>World Habitat Day</p>	<p>To focus on shelter provision, improving the human settlements and the quality of urban life.</p>	<p><b>Share</b> and discuss the importance of personal development and well-being while emphasizing teamwork and communication. Participate in collaborative projects, volunteer work, and practice empathy within the family. By fostering a supportive environment, your child will learn valuable skills and understand the world of its collective responsibility for the future of the human habitat.</p>	