



The Winchester School, Jebel Ali

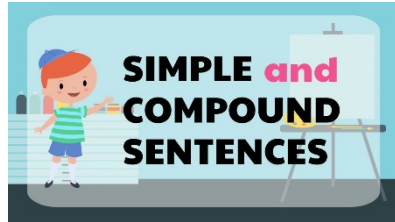
Family Learning Newsletter (Year 6)- September 2024



Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources																																	
<p>English</p>	<p>Spelling To spell the words ending with suffixes –able and -ably. To spell the words ending with suffixes –able, -ible and –ibly</p> <table border="1" data-bbox="367 603 801 890"> <tr> <td colspan="3">suffix: an affix added to the end of a word</td> </tr> <tr> <th>SUFFIX</th> <th>MEANING</th> <th>EXAMPLE</th> </tr> <tr> <td>-able</td> <td>can be done</td> <td>preventable</td> </tr> <tr> <td>-y</td> <td>characterized by</td> <td>brainy</td> </tr> <tr> <td>-ed</td> <td>past-tense verb</td> <td>laughed</td> </tr> <tr> <td>-ness</td> <td>the state or quality of</td> <td>fondness</td> </tr> </table> <p>Grammar To use expanded noun phrases for description and specification.</p> <div data-bbox="376 1034 775 1279"> <p>Expanded Noun Phrase An expanded noun phrase is a phrase made up of a noun and at least one adjective. If you list more than one adjective to describe the noun, you should add a comma to separate them.</p> <p>lots of yummy, cold ice cream</p> <table border="1"> <tr> <td>Determiner Used to introduce a noun to specify which one or how many; a/an, the, three, most.</td> <td>Adjective A word that describes a noun; monstrous, vivid, delightful, familiar.</td> <td>Noun A person, object or animal; garage, Henry, leopard, sofa.</td> </tr> </table> </div> <p>Sentences Simple Compound Complex To explore the use of Simple compound and complex sentences in a text.</p>	suffix: an affix added to the end of a word			SUFFIX	MEANING	EXAMPLE	-able	can be done	preventable	-y	characterized by	brainy	-ed	past-tense verb	laughed	-ness	the state or quality of	fondness	Determiner Used to introduce a noun to specify which one or how many; a/an, the, three, most.	Adjective A word that describes a noun; monstrous, vivid, delightful, familiar.	Noun A person, object or animal; garage, Henry, leopard, sofa.	<p>Talk to your child about enriching vocabulary. Tell them how adding different suffixes, a range of new words can be formed. A suffix always changes the meaning of the root word. It sometimes changes the part of speech as well.</p> <p>Share with your child the appropriate usage of suffixes to change the root word. For instance, if the root word is ending with ‘y’, it usually becomes ‘i’ before the suffix, E.g.: - rely- reliable. Similarly, if the root word ends in ‘e’, the ‘e’ is removed before adding –able/ -ably, E.g.: - admire admirable- admirably.</p> <p>Encourage your child to add different form of suffixes to the root word and check how the meaning of the word changes. Motivate them to widen their vocabulary with use of appropriate suffixes.</p> <p>Talk about the of use expanded noun phrases to make our writing more interesting. They add detail and description to nouns. Expanded noun phrases draw on and encourage imagination, placing both reader and writer in the scene.</p> <p>Share with your child how simple sentences are made interesting by adding noun phrases. Share some interesting stories/articles wherein they can find</p>	<div data-bbox="1688 453 2177 849"> <p>Expanded Noun Phrase An expanded noun phrase is a phrase made up of a noun and at least one adjective. If you list more than one adjective to describe the noun, you should add a comma to separate them.</p> <p>lots of yummy, cold ice cream</p> <table border="1"> <tr> <td>Noun A person, object or animal; garage, Henry, leopard, sofa.</td> <td>Adjective A word that describes a noun; monstrous, vivid, delightful, familiar.</td> <td>Determiner Used to introduce a noun to specify which one or how many; a/an, the, three, most.</td> <td>Expanded Noun Phrase A phrase that gives more detail and description about a noun.</td> </tr> </table> </div> <div data-bbox="1688 1011 2177 1503"> <p>Types of Sentences</p> <table border="1"> <tr> <td>Simple</td> <td>One independent clause The dog barks.</td> </tr> <tr> <td>Compound</td> <td>Two independent clauses separated by a semicolon or a comma & conjunction The pirate captain lost the treasure map, but he still found the buried treasure.</td> </tr> <tr> <td>Complex</td> <td>One independent clause and one or more dependent clauses Because the soup was too cold, I excited it in the microwave.</td> </tr> <tr> <td>Compound-Complex</td> <td>Two independent clauses and one or more dependent clauses Though Michael enjoys watching comedies, he rented the best spy thriller, and he enjoyed it very much.</td> </tr> </table> </div>	Noun A person, object or animal; garage, Henry, leopard, sofa.	Adjective A word that describes a noun; monstrous, vivid, delightful, familiar.	Determiner Used to introduce a noun to specify which one or how many; a/an, the, three, most.	Expanded Noun Phrase A phrase that gives more detail and description about a noun.	Simple	One independent clause The dog barks.	Compound	Two independent clauses separated by a semicolon or a comma & conjunction The pirate captain lost the treasure map, but he still found the buried treasure.	Complex	One independent clause and one or more dependent clauses Because the soup was too cold, I excited it in the microwave.	Compound-Complex	Two independent clauses and one or more dependent clauses Though Michael enjoys watching comedies, he rented the best spy thriller, and he enjoyed it very much.
suffix: an affix added to the end of a word																																				
SUFFIX	MEANING	EXAMPLE																																		
-able	can be done	preventable																																		
-y	characterized by	brainy																																		
-ed	past-tense verb	laughed																																		
-ness	the state or quality of	fondness																																		
Determiner Used to introduce a noun to specify which one or how many; a/an, the, three, most.	Adjective A word that describes a noun; monstrous, vivid, delightful, familiar.	Noun A person, object or animal; garage, Henry, leopard, sofa.																																		
Noun A person, object or animal; garage, Henry, leopard, sofa.	Adjective A word that describes a noun; monstrous, vivid, delightful, familiar.	Determiner Used to introduce a noun to specify which one or how many; a/an, the, three, most.	Expanded Noun Phrase A phrase that gives more detail and description about a noun.																																	
Simple	One independent clause The dog barks.																																			
Compound	Two independent clauses separated by a semicolon or a comma & conjunction The pirate captain lost the treasure map, but he still found the buried treasure.																																			
Complex	One independent clause and one or more dependent clauses Because the soup was too cold, I excited it in the microwave.																																			
Compound-Complex	Two independent clauses and one or more dependent clauses Though Michael enjoys watching comedies, he rented the best spy thriller, and he enjoyed it very much.																																			



Family Learning Newsletter (Year 6)- September 2024



Relative clause

To elaborate on details using relative clauses beginning with who and which.

Narrative writing

To plan a story incorporating all the language and structural features.

elaborated sentences. Let the explore creative writing style.

Encourage them to rewrite a paragraph or a few sentences which can be made interesting by using expanded noun phrases. Read it aloud with them motivate them by giving some inputs from your end. They can create an interesting story or write a blog. **Talk** about the use of simple sentences to communicate clearly. You can use compound sentences to add detail, for example adding justification.

A complex sentence features at least a single independent clause as well as at least one dependent clause.

We use relative clauses to give more information about people, animals and things. We can start a relative clause with a relative pronoun (that, which, who or whose) or a relative adverb (where or when)

For example: I caught the bus that goes past the park. In this sentence the relative clause tells us which bus we are talking about.

Discuss how different types of sentences provide more information to explain or modify your sentence's main point.

In relative clause when we write or speak to somebody we use who (for people) or which (for animals or things). For example: There's the boy who lives next door.

They're the horses which live on the farm. We use whose before a noun to talk about things that belong to a person or animal.

For example: He's the boy whose bicycle was stolen. -We use when to talk about time and where to talk about

RELATIVE CLAUSES

WHO Is used to refer to people or animals IT CAN'T BE OMITTED IF IT IS THE SUBJECT OF THE RELATIVE CLAUSE The girl who lives next door is very clever	WHOSE Is used to refer to possession. It refers to people or things IT CAN'T NEVER BE OMITTED Paul whose dad is a doctor is living in Berlin now.	WHICH Is used for things, never for people IT CAN BE OMITTED WHEN IT IS NOT THE SUBJECT OF THE RELATIVE CLAUSE I lost the money which my mom gave me.	THAT Can be used for people and things. The man that is waiting at the bus stop isn't my friend. I've just repaired the chair that you are using now
--	--	--	--

What is Narrative Writing?



Narrative writing is a form of storytelling that recounts events, experiences, or a sequence of events in a structured manner.

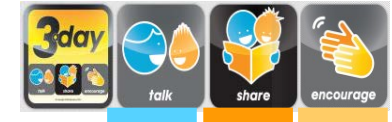
It typically includes elements such as characters, setting, plot, conflict, and resolution.

Through descriptive language and vivid imagery, narrative writing aims to engage the reader and evoke emotions while conveying a specific message or theme.

It can take various forms, including novels, short stories, memoirs, and anecdotes, and often employs techniques such as dialogue, pacing, and foreshadowing to create compelling narratives.



The Winchester School, Jebel Ali



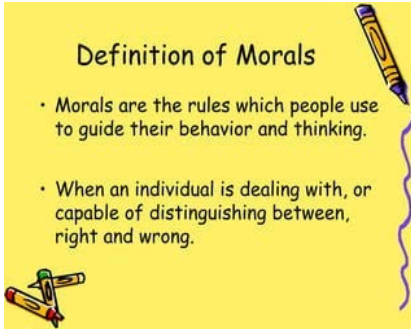
Family Learning Newsletter (Year 6)- September 2024

Link to Moral Education:

Moral Values- To explore the moral values of care, kindness and generosity giving examples of situations in everyday life.

Definition of Morals

- Morals are the rules which people use to guide their behavior and thinking.
- When an individual is dealing with, or capable of distinguishing between, right and wrong.



places. For example: 1066 was the year when the Normans conquered England.

Talk about the different genres of writing. Ask them the types of genres other than fiction and non-fiction. Introduce them to some well-known books that you have read, some of your favourite writers. Go through some blurbs and ask them to identify different elements of the story.

Encourage your child to read different stories and then discuss the common elements that they could find, let them make a list of the same and analyze the characters and settings that is explicit in these stories. Also encourage them to highlight transition words, figurative language, sensory words, use of speech marks to show dialogues in different stories.

Share with your child books of various genres to read and then discuss the common elements that they could find, let them make a list of the different elements in each story and emphasize on appropriate use of language.

Discuss the key conventions of story writing. Read a story together with your child. Ask if there are certain elements which could have been avoided. Or any specific feature that made the story interesting.

Why are moral values important?
They are what makes us humane.
They are standards that help an individual choose for himself between right and wrong or good or bad.

NARRATIVE WRITING
check list

CHARACTERS/SETTING

- Did you describe what your characters look like?
- Did you describe your characters' personalities?
- Did you explain how your characters know each other?
- Did you describe the setting using descriptive language?
- Have you checked your spelling and grammar?

Main Body


- Did your characters face an interesting problem?
- Did you describe your characters' feelings?
- Did you explain how your characters tackled the problem?
- Have you included paragraphs to break up your story?
- Have you used descriptive language?
- Have you checked your spelling and grammar?

CONCLUSION

- Did your characters solve the problem in a realistic way?
- Did you describe your characters' final feelings?
- Have you included descriptive language?
- Did you leave the reader with a strong feeling or message from the story?
- Have you checked your spelling and grammar?

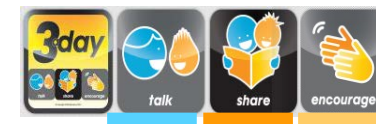
AT THE END...

Re-read your piece to make sure that all your sentences flow and make sense!
Check that you started a new paragraph each time there is a new idea or setting.
Make sure you have plenty of adverbs, adjectives and figurative language.





The Winchester School, Jebel Ali



Family Learning Newsletter (Year 6)- September 2024

Mathematics

To read and write numbers up to 10,000,000 and determine the value of each digit



To order and compare numbers to 10 000 000.

To round any whole number to the nearest 10, 100, 1000, 10 000.

Encourage your child to play this game.

ACTIVITY

What to do

- Each person has a set of 0–9 cards.
- Lay out 7 cards.
- Use the cards to make the largest 7-digit number possible.
- Read your numbers to one another.
- The person with the larger number scores a point.
- Shuffle the cards and repeat.
- The winner is the first person to reach a score of 5.

You will need:

- 2 sets of 0–9 digit cards from a pack of playing cards (use Jacks to represent zero)

Variation

- Play the same game but make the smallest number.

Investigate & find a population of different countries. Write them in figures and arrange in ascending and descending order and round off to the nearest 1000, 10,000 etc.



Each player rolls the dice or spins the spinner 4 times. Players record the digits in the order that they are generated to make one four-digit number. Each player then rounds their number to the nearest 100 and scores that a number of points for the round. For example:

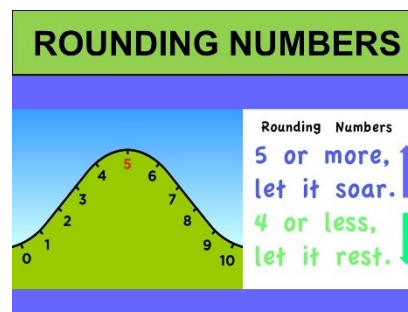
[Really Big Numbers \(mathcats.com\)](https://www.mathcats.com/)

[ordering-and-sequencingnumbers](#)

[Grade 6 Place Value & Scientific Notation Worksheets | K5 Learning](#)

[Rounding](#)

[Rounding Numbers Grid Worksheet Printout - EnchantedLearning.com](#)



[decimal-place-values](#)

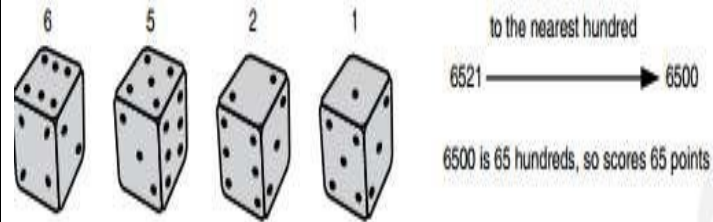


The Winchester School, Jebel Ali

Family Learning Newsletter (Year 6)- September 2024



To identify the value of each digit in a number with three decimal places.



Play this game with your child.

Take turns to roll one dice and take out that number of coins, e.g. a roll of 3 could be 30p (3 × 10p), 40p (20p + (2 × 10p)), 60p (3 × 20p), etc.

Change the value to a decimal, e.g. 60p becomes £0.60. Roll both dice and add the two values, e.g. 3 and 5, sum is 8.

Multiply the value of the chosen coins by the dice total, e.g. $8 \times £0.60 = £4.80$.

Record the total.

Play for 10 minutes. The winner is the person with the larger sum of money.

To solve and create problems, which require answers to be rounded to specified degrees of accuracy



[pad Apps:](#)

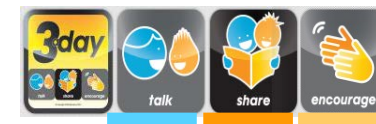
[Rounding whole numbers](#)




[Decimal rounding](#)



The Winchester School, Jebel Ali

Family Learning Newsletter (Year 6)- September 2024



	<p>What is the number?</p> <ul style="list-style-type: none"> • The number has seven digits. • It is smaller than 6 million but bigger than 5 million. • The ones digit is the number of sides in a heptagon. • The hundreds digit is cube root of 8. • The ten thousands digit is the same as $320 \div 40$. • The tens digit is the number of 90° angles in a circle. • The thousands digit is $\frac{1}{4}$ of the ten thousands digit. • The hundred thousands digit is a factor of all numbers. 	 <p>There are three dice, each of them with faces labelled from 1 to 6. When the dice are rolled they can be combined in six different ways to make a number less than 10 with two decimal places.</p> <p>For example, if I roll a 2, a 3 and a 6, I can combine them to make 2.36, 2.63, 3.26, 3.62, 6.23 or 6.32.</p> <p>Now round each of these numbers to the nearest whole number: 2.36 rounds to 2, 2.63 rounds to 3, 3.26 rounds to 3, 3.62 rounds to 4, 6.23 rounds to 6 and 6.32 rounds to 6.</p> <p>Repeat for other rolls of the dice.</p> <p>Can each of the six numbers round to the same whole number? Can each of the six numbers round to a different whole number?</p>	
<p>Science Working Scientifically</p> <p>Fossils</p>	<p>To plan and conduct scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>  <p>To describe how fossils are made.</p> <p>To be able to describe in detail the different types of fossils with illustrations.</p>	<p>Talk about the importance of fair test in an investigation.</p> <p>Share how scientific method is used in everyday life. For example: What is effect of different liquids on plant growth?</p> <p>Discuss the importance of making hypothesis, analysis of data in a conclusion and making evaluations</p> <p>Talk about a recently found fossils, so you can update your child by sharing the information you have.</p> <p>Explain what fossils are. How they were found?</p> <p>Research on paleontology which is the study of the history of life on Earth as based on fossils</p>	 <p>https://www.bbc.co.uk/bitesize/topic/s/z9bbkqt/articles/zt3ntrd</p>



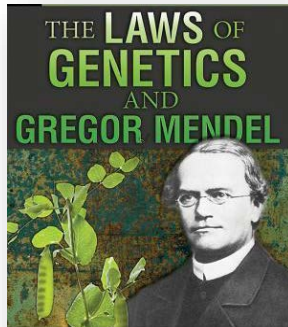
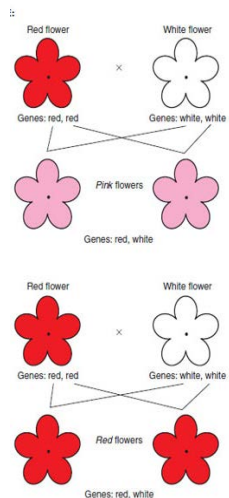
The Winchester School, Jebel Ali

Family Learning Newsletter (Year 6)- September 2024



To identify traits that individuals have inherited from their parents.

Inheritance



Scientific skills: Using scientific reasoning, make hypotheses about the fossil's life history

Talk: Talk to your child about genes and Traits. How traits and genes are passed on from one generation to another?

Share: Share the facts about inheritance. If You must have read an article or heard anywhere about traits and genetics, so you can update your child by sharing the information you have.

Encourage: Internet is the powerful search engine. Please allow your child to spend few minutes on doing research using the websites given for inheritance.

Explain: Role of genetics in inheritance and learn about inherited and environmental traits.

Research: Ask your child to research on Gregor Mendel.

<https://www.bbc.co.uk/bitesize/topic/s/z9bbkqt/articles/z22g7p3>

<https://socratic.org/questions/what-are-the-different-types-of-fossils>





<https://www.bbc.co.uk/bitesize/topic/s/zvhhvcw/articles/z4vhxbk>



The Winchester School, Jebel Ali

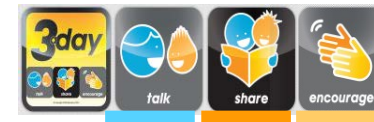
Family Learning Newsletter (Year 6)- September 2024




<p>Humanities History <u>Earliest civilisations</u></p> <p><u>Ancient Egypt</u></p> <p>Geography <u>South America</u></p>	<p>To explore the earliest civilisations. <u>Key vocabulary:</u> Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China, Ancient Greece.</p> <p>To explore the different ways in which ancient Egyptians lived and worked.</p> <p><u>Key vocabulary:</u> Ancient Egypt, Egyptian, civilization, BCE, CE, kingdoms, wealth, exhibit.</p> <p>To explore the continent, countries and cities of South America.</p> <p><u>Key vocabulary:</u> continent, country, city, South America.</p>	<p>Talk to your child about the earliest civilisations.</p> <p>Share with your child the achievements of the earliest civilisations.</p> <p>Encourage your child to research when and where the earliest civilisations appeared.</p> <p>Share the different ways in which ancient Egyptians lived and worked.</p> <p>Talk to your child about the need for different roles in ancient Egypt.</p> <p>Encourage your child to locate and label the ancient Egyptian civilisation and significant ancient Egyptian landmarks on a map.</p> <p>Talk to your child about the continents and oceans of the world and label them on a map.</p> <p>Share interesting facts about the countries and cities of South America.</p> <p>Encourage your child to locate the countries and capital cities of South America on a map.</p>	<p> The earliest civilisations.pdf</p> <p> Ancient Egyptians.pdf</p> <p> South America.pdf</p>
<p>UAE Social Studies</p>	<p>To explore what life may have been like in the prehistoric Stone Age.</p> <p><u>Key vocabulary:</u> Stone Age, nomadic, settle, archaeologist, artefacts</p>	<p>Talk to your child about the Stone Age.</p> <p>Share with your child the impact of the prehistoric Stone Age on modern society.</p> <p>Encourage your child to research information about the Stone Age from primary and secondary sources.</p>	<p> Prehistory and the Stone Age.pdf</p>



The Winchester School, Jebel Ali



Family Learning Newsletter (Year 6)- September 2024

	<p>To explore ancient Egypt and the Nile.</p> <p>Key vocabulary: flood, flood plain, river bank, silt, fertile, drought, parasites, Nile, threats, scarce, dynasty</p>	<p>Talk with your child about the way people in the past adapted to their environment and used the River Nile.</p> <p>Share with your child the advantages and disadvantages of the River Nile in ancient Egyptian times.</p> <p>Encourage your child to draw the River Nile on the map of Africa.</p>	 <p>Ancient Egypt and the Nile.pdf</p>
<p>Arabic for Arabs</p>	<p><u>حبيبي يا رسول الله (شعر)</u> أن يحلل التلميذ النص تحليلاً أدبياً . أن يحدد التلميذ أساليب إنشائية وخبرية وأساليب بلاغية في القصيدة. أن يحدد التلميذ التلميذ الفكرة العاطفة في القصيدة.</p> <p><u>حلم وجهل (قصة)</u> أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة. أن يحلل التلميذ النص تحليلاً لغوياً . أن يحلل التلميذ عناصر القصة (التطور الزمني و المكاني). أن يحدد التلميذ أساليب الأمر والنهي في النص. أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات.</p> <p><u>الهمزة المتطرفة على ألف</u> أن يكتب التلميذ كلمات بها همزة متطرفة على ألف. أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ألف.</p> <p><u>الجملة والتركيب</u> أن يميز التلميذ بين الجملة والتركيب. أن يوظف التلميذ التركيب والجملة التامة في حديثه وكتابات الإبداعية مع الضبط وفقاً لقواعد النحو.</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت. مساعدة التلميذ في كتابة ملخص لشرح الأبيات بالمنزل. مساعدة التلميذ في تحديد التلميذ الفكرة و العاطفة في القصيدة. مساعدة التلميذ في قراءة القصة وتحديد الفكرة الرئيسية مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على ألف مع بيان سبب كتابتها على ياء. تدريبه على إعراب وتوظيف التركيب والجملة التامة في كتاباته الإبداعية مع الضبط وفقاً 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>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



The Winchester School, Jebel Ali



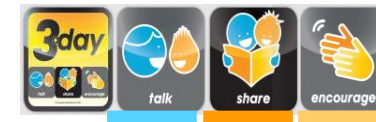
Family Learning Newsletter (Year 6)- September 2024

<p>Arabic for Non – Arabs</p>	<p><u>Food and Health (الغذاء والصحة)</u> To describes the restaurant in a paragraph. To describe the favourite food. To compare between the healthy and unhealthy food. To create noun sentences and verb sentences. To describe the food in UAE in a paragraph. To express the opinion in different kinds of food. To analyse a text about food.</p>	<p>Go through the new words sent every week. Encourage your child to use these words in sentences or paragraph of their own. Ask your child to describe his food. Talk to your child about healthy food. 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>Arabic and Islamic YouTube Channel</p>
<p>Islamic Education for Arabs</p>	<p><u>سورة السجدة</u> أن يشرح التلميذ المعنى الإجمالي للآيات الكريمة. أن يستنتج التلميذ مظاهر قدرة الله تعالى في الآيات الكريمة. أن يدلل التلميذ على وحدانية الله تعالى. <u>حديث وصايا الرسول</u> أن يشرح التلميذ الوصايا الواردة في الحديث الشريف. أن يستنتج التلميذ المعنى الإجمالي للحديث الشريف . أن يدلل التلميذ من القرآن والسنة على فضل طاعة الرسول . <u>فرائض الصلاة وسننها ومكروهاتها</u></p>	<p>يساعد ولي الأمر الطالب من خلال : حث الطالب على الخلق الحسن قولاً وفعلاً. تشجيع الطالب على الصلاة والحفاظ على سننها. مساعدة التلميذ في معرفة بعض الأدلة على فضل طاعة الرسول مساعدة التلميذ في معرفة بعض الأدلة على فضل الصلاة في الإسلام 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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



The Winchester School, Jebel Ali

Family Learning Newsletter (Year 6)- September 2024



	<p>أن يميز التلميذ بين فرائض الصلاة وسننها ومكروهااتها . أن يتعرف التلميذ سجود السهو وكيفيةه. أن يدلل التلميذ على فضل الصلاة في الاسلام.</p>		
Islamic Education for Non – Arabs	<p>Lesson 1: Surat Al-Mulk (1-14) To explain the overall meaning of the verses. Lesson 2: Bring yourselves to Account To explain the overall meaning of the hadith. To infer the responsibilities of a person in life. Lesson 3: Few Signs of the Hour To explain the signs of the coming of the Hour.</p>	<p>Encourage your child to memorize the first 14 verses of Surat Al-Mulk. Encourage your child to memorize the hadith in English. Talk to your child about the wisdom of the creation of a person Encourage your child to memorize the verses by heart. 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>Arabic and Islamic YouTube Channel</p>
French Unit 1 : Se présenter	<p>To greet someone in French. To introduce Self/ others in French.</p>	<p>Help your child to find the new vocabulary and to create their own dictionary. Create a presentation or poster to introduce yourself in French (name, age, birthday and gender) and share it with your parents. Encourage your child to read attached story to help him/her to expand their vocabulary.</p>	<p>Topic : Les salutations https://www.bbc.co.uk/bitesize/topic/zjcbri6/articles/zgnwr2p https://www.bbc.co.uk/bitesize/articles/z4c3382</p>



The Winchester School, Jebel Ali

Family Learning Newsletter (Year 6)- September 2024



Practice :

- <https://quizlet.com/148469019/les-salutations-flash-cards/>
- <https://quizlet.com/148469019/gravity>
- <https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/>
- <https://quizlet.com/439380264/match>
- <https://www.liveworksheets.com/cd1244476hj>

Reading:

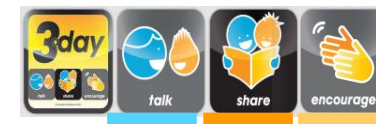
- [https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_\(FLE\)/Se_pr%C3%A9senter/Compr%C3%A9hension_%C3%A9crite_qx2800378nc](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Se_pr%C3%A9senter/Compr%C3%A9hension_%C3%A9crite_qx2800378nc)
- [https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_\(FLE\)/Se_pr%C3%A9senter/Se_pr%C3%A9senter_pf874312lb](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Se_pr%C3%A9senter/Se_pr%C3%A9senter_pf874312lb)


Worksheet



The Winchester School, Jebel Ali

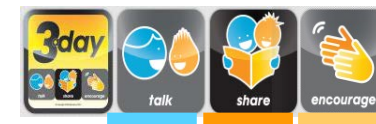
Family Learning Newsletter (Year 6)- September 2024



			<p>https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/greetings-vocab-builder-fr.pdf https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/fr-saying-age-HA-LA.pdf</p> <p>Story reading</p>  <p>https://www.bbc.co.uk/bitesize/topics/zixpyk7/articles/zhjhbk</p>
<p>Physical Education Activity 1</p> <p>Activity 2</p> <p>Activity 3</p> <p>Activity 4</p>	<p>Football: Passing and receiving</p> <p>Football: Dribbling and shooting</p> <p>Football: Heading and Goal keeping.</p> <p>Football: Team game</p>	<p><u>Talk and Encourage</u> the children to do the following:</p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>5 Essential Passing and Receiving Drills - Training Drills To Improve First Touch & Passing Skills.mp4 5 Essential Dribbling Drills Improve Your Dribbling With These Five Individual Training Drills (1).mp4 How To Score Headers Easy Step By Step Heading Tutorial For Footballers.mp4 9 TIPS FOR BEGINNER GOALKEEPERS - Goalkeeper Tips - How to Be A Goalkeeper - Become A Better Goalie.mp4 The Art of Passing Great Teamwork Goals.mp4</p>



The Winchester School, Jebel Ali



Family Learning Newsletter (Year 6)- September 2024

<p>Information and Communication Technology</p>	<p>Operating systems and their role in the computer system.</p> <p>To define an operating system and its importance. To discuss the different tasks that an operating system performs. To describe the different types of operating systems and be able to compare them to each other</p>	<p>Health & Safety General safety in using a computer and e-safety rules, particularly if accessing the Internet. Encourage good posture when sitting at the computer. Research different types of computers available and learn basic hardware terminology. Customize your computer using the Control Panel in Windows. Discuss what troubleshooting means and what steps you can take to ensure the maximum performance of the hardware and software set up on the computer. Encourage to create a Presentation based on the importance of operating system.</p>	<p>Computer devices - Digital devices - Computer Science Revision - BBC Bitesize</p>
<p>Music (Joyson)</p>	<p>Learning 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.</p>	<p>Let the child practice at home with the backing track, even though there will be squeaking.</p>	
<p>Music (Kiko)</p>	<p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes. Kind of Notes and Rests</p>	<p>Encourage the child 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.</p>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs Kinds of Notes and Rests.mp4</p>
<p>Music (Sunil)</p>	<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. Be an audience and also check if the child is holding the recorder properly</p>	
<p>Moral Education</p>	<p>Moral Education Positive relationships To identify the key characteristics of healthy and positive relationships.</p>	<p>Talk what a positive relationship looks like. Tell them about why having positive relationships is important for happiness, mental health, and personal growth.</p>	



The Winchester School, Jebel Ali

Family Learning Newsletter (Year 6)- September 2024



To explain what constitutes a positive relationship in various contexts (e.g., family, friends, school, work).

Encourage your child to -
Trust: Emphasize the importance of being able to trust others and being trustworthy.
Respect: Talk about respecting others' feelings, opinions, and boundaries. Motivate your child to participate in group activities and team sports to practice social skills.

Share on how to handle disagreements respectfully and constructively. Teach them to understand and share the feelings of others.

Discuss with them on skills such as Active Listening: Teach them to listen attentively without interrupting.
Expressing Feelings: **Encourage** them to talk about their feelings openly and respectfully.

