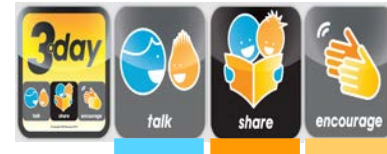




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Prepositions

A preposition combines with a noun or pronoun to show location, time, or movement.

Location	Time	Movement
above	after	against
behind	before	along
below	by	down
beside	during	from
between	from	into
by	on	off
in	past	on
inside	since	onto
near	through	out of
on	to	toward
over	until	up
through	upon	upon

I am in the pool.

We will meet **after** swimming lessons.

I am getting **out of** the pool.

PRESENT PERFECT TENSE

Woodward English

© Woodward Education

+ Affirmative		
SUBJECT	AUXILIARY	PAST PARTICIPLE
I / you / we / they	+ have	+ lived
he / she / it	+ has	+ studied
		+ eaten

- Negative		
SUBJECT	AUXILIARY	PAST PARTICIPLE
I / you / we / they	+ haven't	+ lived
he / she / it	+ hasn't	+ studied
		+ eaten

? Question		
AUXILIARY	SUBJECT	PAST PARTICIPLE
Have	+ I / you / we / they	+ lived ... ?
Has	+ he / she / it	+ studied ... ?
		+ eaten ... ?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Encourage your child to use 'prepositions of place' to make sentences with the place of objects where they are placed.

Conjunctions

Tell your child that conjunctions are important because they act as connectors in sentences, linking words, phrases, or clauses to make our communication clearer.

They play a crucial role in organizing thoughts, ensuring our sentences flow smoothly, and helping us express relationships between ideas effectively.

Discuss the use of conjunctions in a real-life situation.

Conjunctions enable us to clarify our reasoning in everyday decisions. Example: "We can go to the park, or we can stay home and watch a movie."

It also helps us express our thoughts clearly.

Example: "I want to hang out with you, but I have homework to finish."

Once your child learns how to use conjunctions effectively, encourage them to create sentences based on their daily conversations.

Present perfect tenses

Tell your child a story where characters have done various activities. For example, "Tom has eaten ice cream," or "Sara has ridden a bicycle." After reading the story, ask your child to identify the actions and use the present perfect tense to describe them.

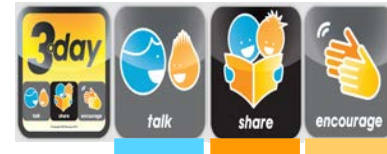
Play a game of Scavenger Hunt: Hide objects around an outdoor space. Provide a list of items your child needs to find. When your child discovers an item, your child must use the present perfect tense to describe the discovery. For example, "I have found a red ball."

Conjunctions



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Text Level:

Diary Entry:

- The Penguin Who Wanted to Find Out
- Diary Entry from Ancient Egypt
- Tim Peake's Diary

Diary Entry -daily routine entries/ writing recounts

To use

- Informal and emotive language.
- Pronouns in the first person
- Expressing opinion

Moral Education

Highlight the significance of reflecting on their day and actions, enabling them to understand the impact of their behavior on others. This practice of self-awareness cultivates essential values like kindness and empathy.

Speak to your child about the features of a diary entry. Diary entries are a personal thing, but they do have some common features, including Day, date and time of the entry Headings and sub-headings Diaries are written in the first person **Encourage** your child to have a personal diary and write their thoughts and feelings each day.

Key Features of a Diary Entry:

- Dates
- Emotions
- Description of everyday events

They also need:

- To be written in chronological order
- To use pronouns (I, We, Us, We're)

It helps if they:

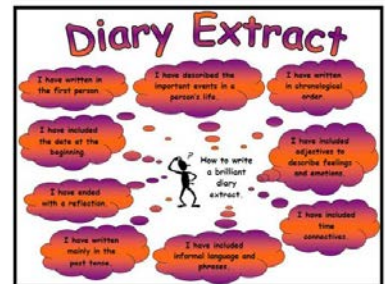
- Start with time connectives
- Have description and detail

A Diary Entry Example:

"This morning was absolutely freezing. For some reason I left the house feeling incredibly warm, wrapped up in my new jacket and ear muffs and yet, by the time I got to work, I was freezing. I'll need to walk quicker tomorrow. I'm still unsure about the frames in the hallway. There is something quite simplistic about their white, soft frames that just seem to frame my memories perfectly—as if each frame is cushioning and illuminating my thoughts with an angelic glow. Next time, I will have to ensure that 'himself' put the hook up in a straight line. As much as I enjoy walking down the hallway with a crook in my



- o Informal tone
- o First person - Use pronouns such as I, We, Us, We're, I'm. This will make you feel part of the story
- o Emotive language
- o Chronological order- Start with events that happened early in the day, and end with events that took place in the evening.
- o Opinion/Point of view



Talk to your child about the importance of trying both at school and at home.

Encourage your child to actively participate and be responsible for his/her learning.

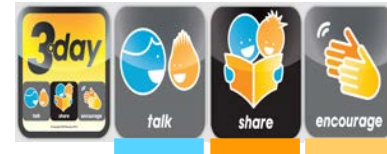
This value helps your child to -

- Develop a Growth Mindset
- Encourage Responsibility
- Build Confidence
- Improve Performance



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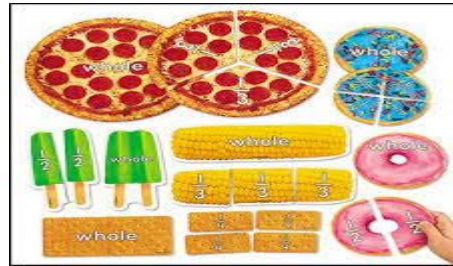


Mathematics

Fractions

To interpret, solve and write fractions of a discrete set of objects: unit fractions and non-unit fractions.

Share with your child that the **denominator** is the number of equal groups something has been divided into. The **numerator** is the number of groups chosen.



Ask the child to:

- Take turns to choose a fraction from the grid.
- Using the timer, draw the fraction in as many ways as possible in a given time, colouring the unit fraction, e.g. for $\frac{1}{4}$, colour $\frac{1}{4}$ of a circle, $\frac{1}{4}$ of a square, $\frac{1}{4}$ of a rectangle, 4 objects with 1 coloured, 8 objects with 2 coloured, etc.

You will need:

- timer (or phone with timer)
- pencil and paper

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{8}$	$\frac{1}{10}$

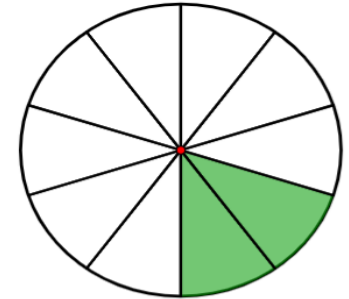
Challenge the child to compare unit fractions and non-unit fractions.

Discuss with your child that a **unit** fraction is one part of the whole, e.g. $\frac{1}{4}$. **Non-unit** fractions have more than one part of the whole, e.g. $\frac{3}{4}$. When the numerator and denominator are the same, the fraction is equal to one, e.g. $\frac{4}{4} = 1$, $\frac{5}{5} = 1$.

Talk to your child about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of an object or food. E.g. $\frac{1}{4}$ of a pizza, $\frac{1}{3}$ of a glass of water. Divide a large pile of objects (cereal, plastic animals, blocks, etc.) equally into 4



Circle Model

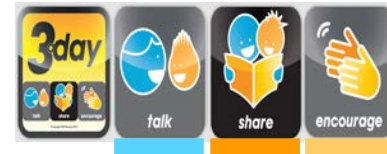


<https://wordwall.net/resource/28086426/maths/unit-and-non-unit-fractions>



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piles to illustrate one-fourth. Recombine the group to divide into other fractions.



Ask your child:

- To choose two colours to colour the first train.
- You write the fractions that describe the train, e.g. if 4 of the six carriages are blue and 2 are green, it is $\frac{4}{6}$ blue and $\frac{2}{6}$ green.
- Change roles and complete the grid.

Fraction trains!		
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Challenge your child to:

- Use three colours for the train.
- Draw more trains.

Challenge them to arrange from smallest to largest and write their values.

Ask your child to:

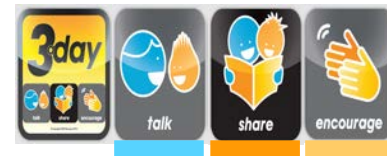
60	90	100
120	40	160
80	200	20


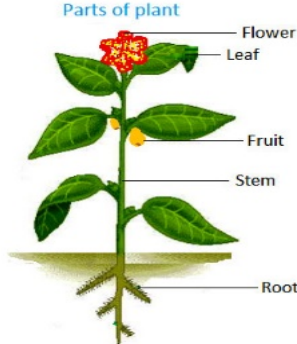
- Take turns to say the value of $\frac{1}{10}$ of each of the numbers.
- Roll the dice and now say the value of that number of tenths, eg. if a 3 is rolled, work out the value of $\frac{3}{10}$ of each of the numbers.
- Play for 10 minutes.



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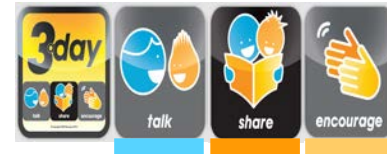


		<p>Challenge your child to:</p> <ul style="list-style-type: none"> • Find 1/2 of the numbers. • Find 1/4 of the numbers and then 3/4. 	
<p>Science</p>	<p><u>Keeping Healthy - Personal Hygiene and Being Active</u></p> <p>To examine the role of personal hygiene in maintaining a healthy body.</p> <p>To analyze the importance of exercise in our body.</p> <p><u>Plants</u> To describe the key features of different types of plants in our environment.</p>	<p>Participate in an exercising activity with your child so that they understand and recollect the importance of how the body movements are either directly or indirectly connected to the mind on a day to day basis. This understanding will boost their physical energy and their mental confidence.</p> <p>Talk to your child about different types of plants they see around. Ask them how are they different from each other. Encourage them to focus on the different types of stem – some plants like climbers and creepers have weak stem where as a palm tree has strong trunk, compare the leaves of different plants – cactus, date palm, shrubs, bushes etc. Show your child pictures of plants growing in swamps e.g. mangroves where the roots grow above the ground to enable the plant to breathe.</p> <p>Encourage your child to observe the surroundings, click picture of different types of plants and stick it in their picture album or create a power point.</p> <p>Encourage your child to sow some seeds in cotton. Observe how the seed germinates, identify which part comes out first, find out what it is called. Click pictures or draw the different stages of germination.</p>	<p>Keeping Healthy</p>  <p>Click on the link below to view: https://www.bbc.co.uk/bitesize/articles/z7dxjhw</p> <p>Plants</p> 



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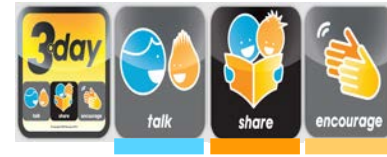


<p>Humanities</p> <p>History</p>	<p>The Iron Age – Introduction To explore the Iron Age.</p>	<p>Share with your child pictures and information about the Iron Age and its significance.</p> <p>Talk to your child about the discovery of iron and how it changed the lives of people in the Iron Age.</p> <p>Encourage your child to read information about the Iron Age and what we can learn about the homes and livelihood of the people during that time.</p>	<p>Iron Age- Introduction.pdf</p> <p>Key vocabulary: prehistoric, chronological, roundhouses, rectangular, turf, Celts, hillforts, shelter, battle, archaeologist, ceremony, gathering, preserving, interactive</p>
<p>UAE Social Studies</p>	<p>The Formation of the UAE To explore the formation of the UAE.</p> <p>Founding Fathers of the UAE To explore the achievements of the founding fathers of the UAE.</p> <p>Leadership in the UAE To explore who the current leaders of the United Arab Emirates are.</p>	<p>Talk to your child about the formation of the UAE.</p> <p>Share with your child information about Sheikh Zayed bin Sultan Al Nahyan’s main life events.</p> <p>Encourage your child to read about the birth of the UAE.</p> <p>Talk to your child about the rulers of all the seven emirates and the ‘Founding Fathers ‘of the UAE. Share with your child why these rulers of the UAE are referred to as the "Founding Fathers of the UAE." Encourage your child to find out information about the different ways people celebrate UAE National Day.</p> <p>Talk to your child about the current leaders of the UAE. Encourage your child to find information on the leaders of the UAE and locate the neighbouring countries of the UAE on a map. Share with your child the importance of the National Anthem.</p>	<p>The Formation of the UAE - Copy.pdf</p> <p>Key vocabulary: trait, form, truce</p> <p>FOUNDING FATHERS .pdf</p> <p>Key vocabulary: rule, achievement</p> <p>Leadership in the UAE.pdf</p> <p>Key vocabulary: represent, proud, National Anthem</p>



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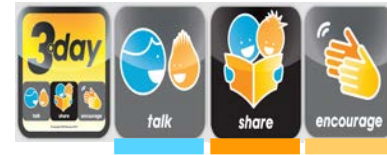


<p>Arabic for Arabs</p>	<p>قصة بائع الحكايات : أن يحدد عناصر القصة أن يحلل عناصر القصة أن يفسر التلميذ المفردات الجديدة في القصة أن يقرأ التلميذ قراءة جهرية سليمة مراعياً التنغيم والضبط السليم أن يجيب التلميذ عن أسئلة تظهر فهمه للفكرة الرئيسية والأفكار الفرعية مستعيناً بالنص أن يجمع كلمات من محيط لغوي واحد موضحاً الفرق في دلالاتها</p> <p>جملة كان أن يميز المتعلم بين الجملة الاسمية وبين جملة كان</p> <p>أن يميز التلميذ جملة كان أن يوظف جملة كان</p>	<p>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق مساعدة الطالب على استخدام الكلمات الجديدة في تعبيراته داخل المنزل مساعدة الطالب على القراءة السليمة للنصوص المدروسة مساعدة الطالب في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديدة مساعدة الطالب في الحديث مستخدماً جملة كان مساعدة الطالب في البحث عن أبيات شعرية تحوي جمل كان يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ.</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non- Arabs</p>	<p><u>The hobbies</u> To create sentences about hobbies. To differentiate between adjectives with masculine and feminine. To describe your favorite hobbies using adjectives, verbs. Connectives To write tweets about the hobbies.</p>	<p>In every new lesson we provide new words with its meanings help your child to memorize them and use them in sentences on his/her own. Help your child to link between the picture and the word. Ask your child to draw the haw they practice their hobbies Talk to your child about his favorite Hobbies Ask your child to write about hobbies. Help your child to know the difference of adjectives. Help your child to know the difference between hobbies.</p>	<p>Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arabs</p>	<p>سورة البلد أن يوضح الطالب المعنى الإجمالي للآيات أن يفسر الطالب بعض الآيات</p>	<p>مساعدة التلميذ في حفظ بعض آيات سورة البلد مساعدة التلميذ في تفسير بعض آيات سورة البلد</p>	<p>سورة البلد</p>



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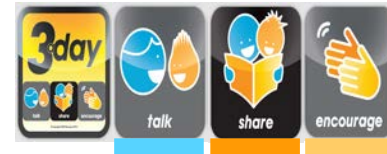


	<p>أن يستنتج الطالب فضل الإيمان في الدنيا والأخرة .</p> <p>التراحم</p> <p>أن يستنتج الطالب مفهوم التراحم . أن يوضح الطالب بعض صور التراحم . أن يستنتج الطالب فضل التراحم .</p> <p>: حقوق الجار في الإسلام</p> <p>أن يحلل الطالب حقوق الجار في الإسلام . أن يستنتج الطالب فضل الإحسان للجيران في الإسلام . أن يدلل على فضل الإحسان للجيران من القرآن والسنة .</p>	<p>تشجيع التلميذ على الاقتداء بأخلاق الرسول والصحابة الكرام . حث الطالب على التراحم والإلتزام به . تشجيع الطالب على التراحم مع الآخرين . حث الطالب على التحلي بحقوق الجار في الإسلام . مساعدة الطالب في معرفة حقوق الجار في الإسلام .</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>
<p>Islamic for Non-Arabs</p>	<p>Care for the needy Learning Objectives: To conclude the concept of the needy To evaluate some situations regarding real life To elucidate the domains of care for those in need</p> <p>Surat Al Fajir Learning Objectives: To read the Surah properly and correctly To Clarify the meanings of terms mentioned in the Surah To explain the overall meaning of the Holy Surah To recite Surah by heart.</p>	<p>Encourage your child to memorize Surat Al Fajir Encourage your child to follow the guidelines in the hadith of prophet (PBUH). Please encourage your son \ daughter to learn the meaning of the Surah. They will study the concept of the needy Encourage your child to color monthly prayer chart and answer in book ISLAM MY WAY OF LIVING as per the topic he studies. Encourage your child to be a good example of Muslims in life.</p>	<p>Arabic and Islamic YouTube Channel</p>



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<p>Physical Education</p> <p>Activity 1</p> <p>Activity 2</p> <p>Activity 3</p> <p>Activity 4</p>	<p>Athletics – Body awareness and Running posture</p> <p>Athletics – Arm and leg movement</p> <p>Athletics - Various starts and finishing</p> <p>Athletics - Relay training</p>	<p><u>Talk and encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice the skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p><u>Useful sites:</u> <u>Links:</u></p> <p>Body awareness and Running posture</p> <p>Arm and leg movement</p> <p>Various starting technique</p> <p>Finishing technique</p> <p>Relay training</p>
<p>Information and Communications Technology</p> <p>Excel- Data Handling</p>	<p>To navigate the Microsoft Excel interface, input data into a spreadsheet, and apply formatting.</p>	<p>Good Organizational skill, critical thinking. Encourage your child to explore the different types of data that can be stored in a spreadsheet. Guide your child to create a spread sheet, enter data and format the data.</p>	<p>https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb</p>
<p>Music Mr. Kiko</p>	<ul style="list-style-type: none"> Improving children’s confidence and musicality through singing actions songs and chanting rhymes. Kinds of Notes 	<ul style="list-style-type: none"> 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>Music Mr. Sunil</p>	<p>Learning how to play the song “Mary had a Little lamb” on recorder.</p>	<ul style="list-style-type: none"> 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. 	

