




The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



| Area of Learning | Focus | Activities to help your child at home | Useful websites/Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--|---|---|--------|---------|-----------|---------|-------|------------|---------|-----------|---------------|---------|---------|------------------|----------|-------|----------------|------|-------|------------------|-------|-------|---------------|---------|------------|------------------|-------|--------------|----------------|----------|------------|-------------------|-------------|-------------|--------------|
| <p>English</p> | <p>Spellings:</p> <p style="text-align: center;"></p> <p>To explore the words with silent letters. (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Grammar: Facts and opinions Differentiating between facts and opinions is crucial for constructing persuasive arguments.</p> <p>Sentence Openers: To explore different openers to enhance writing style, fostering creativity and self-expression.</p> <p>Time connectives: To explore use of time connectives to enhance the flow of writing by linking sentences and paragraphs.</p> <p>Collaborative work: Students use facts and opinion, sentence openers and time connectives to draft an argumentative text.</p> | <p>By exploring words that contain the letter string "ought," students will enhance their vocabulary and spelling skills, while also deepening their understanding of meaning and usage. Words like "thought," "brought," "sought," "fought," "taught," and "caught" help students recognize common patterns in English. Examples: knight, solemn, column.</p> <p>Talk and encourage the children to do the following:</p> <p>Discuss with your child how using sentence openers, time connectives, and distinguishing between facts and opinions can enhance their writing, particularly in argumentative texts. These elements help create a more engaging and structured piece, guiding the reader through their argument clearly and effectively.</p> <p>Show your child how varying sentence openers can capture attention and maintain interest. Read through some argumentative articles together, pointing out how different openers set the tone and lead into important points.</p> <p>Next, explore the use of time connectives to establish a clear sequence in their arguments. Together, identify how these connectives help clarify the progression of ideas, making the argument easier to follow.</p> | <p>https://www.nightzookeeper.com/resources/vocabulary/connectives</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Sentence Openers <small>openers are words to begin a sentence</small></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">The...</td> <td style="width: 33%; padding: 2px;">Once...</td> <td style="width: 33%; padding: 2px;">Before...</td> </tr> <tr> <td style="padding: 2px;">Next...</td> <td style="padding: 2px;">On...</td> <td style="padding: 2px;">As time...</td> </tr> <tr> <td style="padding: 2px;">Then...</td> <td style="padding: 2px;">During...</td> <td style="padding: 2px;">Eventually...</td> </tr> <tr> <td style="padding: 2px;">When...</td> <td style="padding: 2px;">Soon...</td> <td style="padding: 2px;">Regardless of...</td> </tr> <tr> <td style="padding: 2px;">After...</td> <td style="padding: 2px;">My...</td> <td style="padding: 2px;">Fortunately...</td> </tr> <tr> <td style="padding: 2px;">I...</td> <td style="padding: 2px;">So...</td> <td style="padding: 2px;">Unfortunately...</td> </tr> <tr> <td style="padding: 2px;">We...</td> <td style="padding: 2px;">If...</td> <td style="padding: 2px;">Afterwards...</td> </tr> <tr> <td style="padding: 2px;">They...</td> <td style="padding: 2px;">Despite...</td> <td style="padding: 2px;">The last time...</td> </tr> <tr> <td style="padding: 2px;">It...</td> <td style="padding: 2px;">Meanwhile...</td> <td style="padding: 2px;">Even though...</td> </tr> <tr> <td style="padding: 2px;">First...</td> <td style="padding: 2px;">However...</td> <td style="padding: 2px;">Having decided...</td> </tr> <tr> <td style="padding: 2px;">Secondly...</td> <td style="padding: 2px;">Although...</td> <td style="padding: 2px;">I felt as...</td> </tr> </table> </div> | The... | Once... | Before... | Next... | On... | As time... | Then... | During... | Eventually... | When... | Soon... | Regardless of... | After... | My... | Fortunately... | I... | So... | Unfortunately... | We... | If... | Afterwards... | They... | Despite... | The last time... | It... | Meanwhile... | Even though... | First... | However... | Having decided... | Secondly... | Although... | I felt as... |
| The... | Once... | Before... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Next... | On... | As time... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Then... | During... | Eventually... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| When... | Soon... | Regardless of... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| After... | My... | Fortunately... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I... | So... | Unfortunately... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| We... | If... | Afterwards... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| They... | Despite... | The last time... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| It... | Meanwhile... | Even though... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First... | However... | Having decided... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondly... | Although... | I felt as... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



Reading Comprehension

To retrieve information and draw inferences.

To examine and evaluate the topics from different perspectives.

Argumentative text

Students will develop a balanced argument by providing valid evidence to support their statements, utilizing a variety of resources such as facts and examples.

Encourage your child to practice by taking a paragraph and rewriting it to include varied sentence openers, appropriate time connectives, and clear distinctions between facts and opinions. Read the revised version aloud together, providing supportive feedback and sharing ideas to inspire further creativity. This process will motivate them to apply these techniques in their own argumentative writing, making their work more compelling and persuasive.

By engaging in this process, your child will not only develop stronger writing skills but also gain a deeper understanding of how effective language can influence an argument. Using varied sentence openers and clear time connectives will make their writing more compelling and persuasive, helping their ideas put in a structured way.

Discuss Thomas Hardy's poem "Throwing a Tree" encapsulates the profound emotional journey that poetry can offer. The act of cutting down the tree serves as a metaphor for the human experience, prompting the speaker to grapple with feelings of loss and reflection. This experience underscores the powerful connection between humanity and nature, revealing how our actions can reverberate through the environment.

Explore The emotions stirred by the poem—such as sorrow and contemplation—invite readers to consider their own interactions with nature. These feelings can foster a deeper awareness of ecological issues and the impact of human decisions, emphasizing the importance of stewardship over the natural world.

THROWING A TREE

NEW FOREST

The two executioners stalk along over the knolls,
Bearing two axes with heavy heads shining and wide,
And a long limp two-handled saw toothed for cutting great boles,
And so they approach the proud tree that bears the death-mark on its side.

Jackets doffed they swing axes and chop away just above ground,
And the chips fly about and lie white on the moss and fallen leaves;
Till a broad deep gash in the bark is hewn all the way round,
And one of them tries to hook upward a rope, which at last he achieves.

The saw then begins, till the top of the tall giant shivers:
The shivers are seen to grow greater each cut than before:
They edge out the saw, tug the rope; but the tree only quivers,
And kneeling and sawing again, they step back to try pulling once more.

Then, lastly, the living mast sways, further sways: with a shout
Job and Ike rush aside. Reached the end of its long staying powers
The tree crashes downward: it shakes all its neighbours throughout,
And two hundred years' steady growth has been ended in less than two hours.



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



ARGUMENTATIVE TEXT



An **argumentative text** is an **essay** in which the writer takes a position on a topic (for or against).

The purpose of an **argumentative text** is to persuade the reader to support their point of view.

We can find examples of **argumentative texts** in: academic researches, newspapers or personal essays.

Some characteristics are:

- It uses facts, reasons and evidence.
- It uses a vivid language.
- It calls to action.

Encourage Reading poetry can be likened to embarking on a treasure hunt, where each poem uncovers new insights and emotional experiences. Every piece encourages exploration, prompting readers to discover meaningful lessons and perspectives that resonate with their own lives.

Discuss Ultimately, the value of engaging with poetry lies in the richness of understanding it brings. The wisdom, empathy, and creativity cultivated through works like "Throwing a Tree" contribute significantly to personal development, enriching lives in ways that material wealth cannot match.

Discuss the importance of healthy conversations, highlighting that while differing opinions are natural, it's essential to respect each other's viewpoints. Arguments can be valuable, providing meaningful insights, but they should be rooted in logic and facts rather than emotions.

Encourage your child to become a good listener, as this helps them grasp key information about the speaker's perspective, allowing them to form their own opinions based on prior knowledge.

Talk about why arguments arise when people express differing opinions. Explore the structure and language features involved in writing an argumentative text, emphasizing how logic and facts play a crucial role in making strong arguments.

Encourage your child to watch debates to expose them to various topics and styles of argumentation.

Discuss any topic of interest together, allowing each of you to take opposing sides—such as whether technology is a boon or a bane. Finally, motivate your child to articulate their views in writing, utilizing the structure and language features of an argumentative text.

[Argumentative text](#)

<https://www.masterclass.com/articles/how-to-write-a-good-argumentative-essay>



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



Mathematics Fractions

To add and subtract fractions with different denominators

Adding and Subtracting Fractions

$$\frac{1}{3} + \frac{1}{4}$$



Adding and subtracting / mixed numbers.

1. Convert mixed numbers to fractions

$$2\frac{1}{2} - 1\frac{3}{4} = \frac{5}{2} - \frac{3}{1} = \frac{5}{2} - \frac{6}{2} = -\frac{1}{2}$$

How To Calculate Percent

Percent = $\left(\frac{\text{number of parts}}{\text{total number of possible parts}}\right) \times 100$ add on % symbol

Number of possible parts = 60
Number of parts sold = 42

Percent sold = $\frac{42}{60} \times 100 = 7 \times 100 = 70\%$

$$\frac{65}{20} - \frac{32}{20} = \frac{33}{20} = 1\frac{13}{20}$$

Cooking with Fractions

Talk: Explain that recipes are great for practicing fractions since ingredients often come in fractional amounts. Ask, "If a recipe calls for 1/2 cup of sugar and you want to add another 1/4 cup, how much sugar will you have in total?"

Do: Measure ingredients together using measuring cups. Try adding or subtracting fractions of ingredients, like 1/2 + 1/4 cups of flour, or doubling a recipe to practice adding fractions.

Encourage: Encourage them to change recipe amounts by adding or subtracting ingredients and notice how their calculations affect the final product.



Board Games with Fractions

Talk: Discuss how board games can include fractions, like moving a fraction of spaces in a game. Ask, "If you have to move forward by 3/4 of the spaces but go back by 1/2, how far will you go?"

Do: Use a board game with a path (like Snakes and Ladders), and let them move forward or backward by fractions of the spaces. Practice adding or subtracting their moves.

[Adding and Subtracting Fractions: Why Do They Need the Same Denominator?](#)

[Adding and subtracting within one whole | NCETM](#)

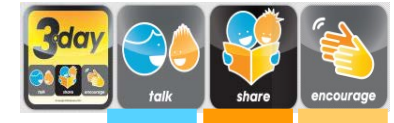
[Relentlessly Fun, Deceptively Educational: Roll and Make Whole \(Adding Fractions Board Game\)](#)

[Speedway Fractions | Math Playground](#)



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025

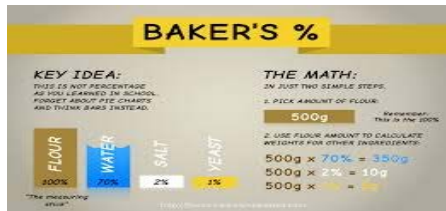


Encourage: Encourage using fractions throughout the game and applying addition or subtraction whenever they land on a certain space, making the game both fun and educational.



Pupil book 6A page number:40-43
Revision workbook page number: 22

Talk - Pick a sport they enjoy and discuss how players' success rates are often expressed as percentages. For example, "If a player scores 8 out of 10 shots, what percentage did they make?"
- Discuss percentages in the context of shopping. Ask questions like, "If there's a 20% discount on an item that costs \$50, how much will you save?"
Do- Use a sale flyer or website to find items with different discount rates and calculate the savings together.



Pick a simple recipe, like cookies, and adjust it by calculating percentages. For example, if the recipe calls for 200g of sugar, ask them to measure out 50% of that.

Percentage

To express one quantity as percentage of another.

Decimal Numbers

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

To solve problems involving addition & subtraction of decimals.

To solve problems involving multiplication and division of decimals.

[Percentage - Formula | How To Calculate Percentage?](#)

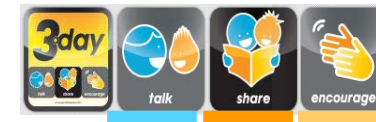
[Percentage Games – Maths Games](#)

[Decimal Place Value - Decimal Place Value Chart |](#)



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



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



Encourage them to find deals online or in-store and calculate how much they'll save. Let them keep the savings if they're helping with family shopping!



Suggest tracking their own savings as a percentage of their allowance or pocket money. Highlight how their percentage grows over time as they save more.

Pupil book 6C page number:84-85
Revision workbook page number:22

Encourage your child to play this game with you.

- 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, the sum is 8.
- Multiply the value of the chosen coins by the dice total, e.g. 8 × £0.60 = £4.80.
- Record the total.
- Play for 10 minutes. The winner is the person with the larger sum of money.

Rounding decimals game:

Number of players: 2

[Decimal Point \(cuemath.com\)](https://www.cuemath.com)

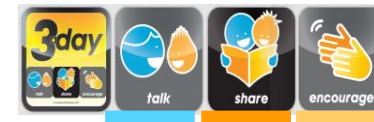
[Decimals - Practice with Math Games](#)

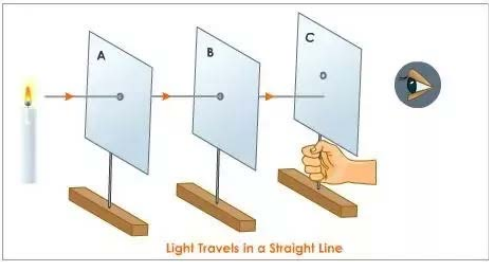
[Decimal Detective - Decimal Game | Turtle Diary](#)



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



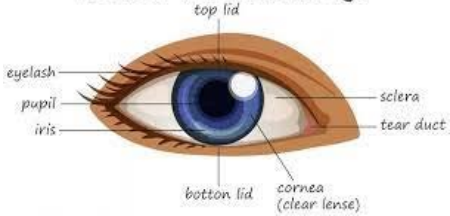
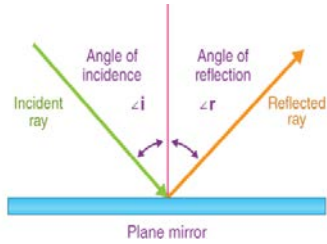


| | | | |
|------------------------|---|---|--|
| | | <p>To decide who goes first, each player rolls one of the dice. The player with the highest roll goes first.</p> <p>On your turn, roll all of the dice.</p> <p>Use all of the dice that you just rolled to create a number. You may place the dice in any order to create the number. For example, if you rolled 4, 1, and 6, you may create 4.16</p> <p>4. Round the number that you created to the nearest tenth. Then, place one of your counters on top of that number on the game board. If your opponent's counter is already on that number, you may not place your counter on the game board.</p> <p>5. Players continue taking turns until one player creates a line of 4 in a row of his/her own counters on the game board.</p> <p>Pupil book 6B page number:84-90, Revision workbook page number:20-21</p> | |
| <p>Science:</p> | <p>Light</p> <p>To prove that light travel in straight lines.</p>  <p>To explore the structure and function of the human eye.</p> | <p>Talk</p> <p>Talk to your child about the Light shows on Burj Khalifa and other landmarks of UAE.</p> <p>Place a lighted candle near one of the cardboards (say A). Look at the candle flame from the other side of the cardboard C. The candle flame is clearly seen. Now slightly displace one of the cardboards (say B) so that the holes no longer remain in a straight line.</p> <p>Encourage your child to conduct a simple experiment by placing multiple objects in front of the light source at different angles and observe how the shadows change. This reinforces the idea that light travels in straight lines.</p> <p>Encourage</p> <p>Encourage your child to define the words</p> | <p>Light travels in straight lines:</p> <p>https://www.cyberphysics.co.uk/topics/light/straight.htm</p> <p>How our eye works</p> <p>https://www.bbc.co.uk/bitesize/articles/z7by92p#z3q63qt</p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025






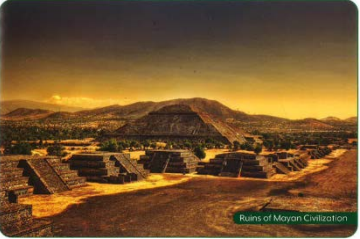
| | | | |
|---|--|---|--|
| | <p style="text-align: center;">Parts of the Human Eye</p>  <p>To illustrate the law of refraction using ray diagram.</p> <p>Light investigation</p> <p>To find the relationship between angle of incidence and angle of reflection for smooth reflecting surfaces.</p> <p>To Investigate how objects, appear through different media.</p> <p>Bioluminescence in living organisms.</p> <p>To explain the phenomenon of Bioluminescence in living organisms.</p> | <p>angle of reflection and the angle of incidence.</p> <p>Shine a flashlight at a mirror (or any reflective surface) in a dark room. Observe the reflection of light on the wall or another surface.</p> <p>Please encourage your child to refer to the links provided to refresh their understanding and knowledge of the topics mentioned in the Focus column.</p> <p>Start by showing images or videos of bioluminescent organisms, such as fireflies, glow-worms, certain jellyfish, and deep-sea fish. Explain that bioluminescence is a natural chemical reaction within organisms that results in the production of light.</p> | <p>Reflection of light and Laws of reflection:</p> <p>https://www.bbc.co.uk/bitesize/articles/zb8jmbk#z926nk7</p>   |
| <p>Humanities History</p> <p>Maya Writing</p> | <p>To explore what the Maya writing system consists of, how words are constructed and what codices are.</p> <p>Key Vocabulary: Hieroglyphs, syllabogram, logogram, codex, codices.</p> <p>To explore how the Maya number system works.</p> | <p>Share with your child how Maya people used the hieroglyphic writing system that consisted of signs or symbols called hieroglyphs.</p> <p>Encourage your child to research the Maya writing and create their own names using <u>syllabograms and logograms</u>.</p> |  <p>Maya Writing.pdf</p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025

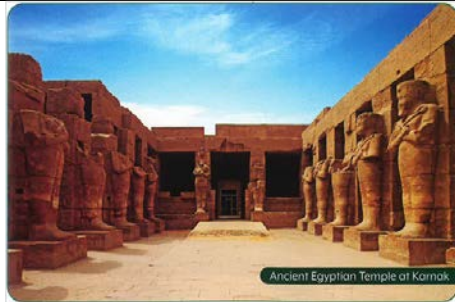


| | | | |
|---|--|--|---|
| <p>Geography <u>South America:</u> <u>Wonders</u></p> <p><u>Where does our water come from?</u></p> | <p><u>Key Vocabulary:</u> base 10, base 20, vicesimal number system.</p> <p>To explore the natural wonders of South America.</p> <p><u>Key Vocabulary:</u> Wonders of the world, ancient, The Great Wall of China, The Colosseum, Chichen Itza, Taj Mahal, Machu Picchu, Statue on Corcovado Mountain in Rio de Janeiro, Brazil.</p> <p>To explore the key rivers of the South America.</p> <p><u>Key Vocabulary:</u> Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth.</p> | <p>Encourage your child to compare the Maya number system to our own.</p> <p>Share with your child what it means if something is a ‘wonder’.</p> <p>Encourage your child to explore the different wonders of the world and label them on a world map.</p> <p>Encourage your child to locate the rivers of South America and identity the source and mouth of these rivers.</p> | <p> The Maya and Numbers.pdf</p> <p> Wonders.pdf</p> <p> Rivers in South America.pdf</p> |
| <p>UAE Social Studies</p> | <p>To explore key classical civilizations.</p> <p><u>Key vocabulary:</u> classical, civilization, empire, conflict.</p> | <p>Talk with your child about the classical period from 800 BCE to 600 CE when civilizations came into greater contact with each other.</p> | <p> Ruins of Mayan Civilization</p> <p>CLASSICAL CIVILIZATIONS.pdf</p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



To explore the role of city-states in Classical Greece.

Key vocabulary: democracy, voting, citizen, banish, archipelago.



The Achaemenids and Alexander the Great

To explore characteristics of a leader: Alexander the Great

Key vocabulary: Achaemenid Empire, Hellenistic, military, campaign, leadership, multicultural.



Share with your child the Greek version of democracy and explain the purpose and process of voting.

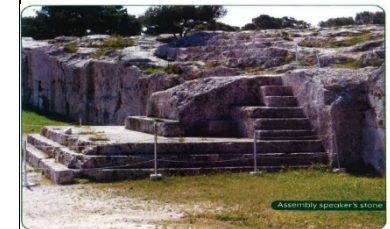
Encourage your child to research the vote to ostracise in ancient Athens and what part an ostraka played in the process.

Talk to your child about the famous leaders of the world. What qualities make them a great leader?

Encourage your child to research the life of Alexander the Great and create an iMovie, PowerPoint Presentation or eBook.



[City- States in Classical Greece](#)



[Alexander the Great.pdf](#)



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



| | | | |
|--|--|--|--|
| <p>Arabic for Arabs</p> | <p>آيات (إنما المؤمنون أخوة) أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة أن يحلل التلميذ النص تحليلًا لغويًا . أن يحدد التلميذ أساليب الأمر والنهي في الآيات أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p> <p>أخلاق كريمة (شعر) أن يحلل التلميذ النص تحليلًا أدبيًا . أن يحدد التلميذ أساليب خبرية في القصيدة أن يحدد التلميذ الفكرة والعاطفة في القصيدة .</p> <p>الهمزة المتطرفة على ياء أن يكتب التلميذ كلمات بها همزة متطرفة على ياء أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ياء</p> <p>المفعول لأجله أن يميز التلميذ بين أنواع المفاعيل في الجملة الفعلية. أن يوظف التلميذ المفعول لأجله مضبوط الآخر في تحدته وكتابات الإبداعية مع الضبط وفقًا لقواعد النحو</p> | <p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت. مساعدة التلميذ في كتابة ملخص لشرح الآيات بالمنزل . مساعدة التلميذ في تحديد التلميذ الفكرة والعاطفة في القصيدة. مساعدة التلميذ في قراءة الآيات وتحديد الفكرة الرئيسة. مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على ياء مع بيان سبب كتابتها على ياء. تدريبه على إعراب وتوظيف المفعول لأجله في كتاباته الإبداعية مع الضبط وفقًا لقواعد النحو. 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>Arabic for Non – Arabs</p> | <p>The weather (الطقس) To create sentences about the weather. To design a mind map about the four seasons. To describe the weather in the four seasons. To create a paragraph about the four seasons. To compare between two seasons. To use the exclamation, and preference styles with the weather.</p> | <p>Encourage your child to memorize his/her new vocabulary about the new topic the (dictionary). Share with your child articles about the weather in UAE to help him in talking and writing. 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>Arabic and Islamic YouTube Channel</p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025

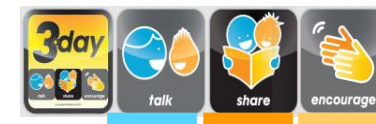



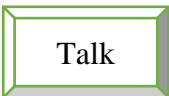




| | | | |
|---|---|---|---|
| | <p>To express the opinion about the weather in different countries. To compare between the weather in UAE and another country.</p> | | |
| <p>Islamic Education for Arabs</p> | <p>المؤمن بين الشكر والصبر أن يبين الطالب حالات المؤمن كما وردت في الحديث الشريف أن يشرح الطالب أهمية الشكر لله تعالى في السراء أن يشرح الطالب المعنى الإجمالي للحديث الشريف</p> <p>من علامات الساعة أن يبين الطالب بعض علامات الساعة أن يوضح عجز البشر عن معرفتهم بقيام الساعة أن يدلل على ذلك من القرآن والسنة</p> <p>الإقلاّب أن يبين الطالب مفهوم الإقلاّب وحروفه أن يوضح الطالب كيفية تطبيق حكم الإقلاّب أثناء التلاوة أن يتلو الطالب بعض الآيات القرآنية الكريمة مطبقًا حكم الإقلاّب</p> | <p>مساعدة الطالب وتوجيهه إلى تقوى الله عزوجل وطاعته . مساعدة الطالب في معرفة المعنى العام للحديث الشريف حث الطالب على شكر الله في السراء والضراء والصبر عند الابتلاء مساعدة الطالب في معرفة علامات الساعة مساعدة الطالب في معرفة بعض الأدلة على قيام الساعة من القرآن والسنة توفير فيديوهات عن علامات الساعة ؛ 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>المؤمن بين الشكر والصبر</u> <u>علامات الساعة</u> <u>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</u></p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025

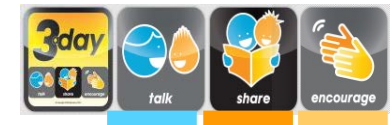




| | | | |
|---|---|---|---|
| <p>Islamic Education for Non – Arabs</p> | <p><u>Lesson 1: Suratu Al-Mulk (The power of Allah)</u> To explain the overall meaning of the verses.</p> <p><u>Lesson 2: Selecting Friends (The Noble Hadith)</u> To explain the overall meaning of the hadith. To explain the friend’s influence on one’s personality and morals.</p> <p><u>Lesson 3: Aysha, Mother of the Believers (Sira)</u> To explain her role in maintaining stability of the Prophet’s family. To infer the role of women in serving society.</p> | <p>Encourage your child to memorize (15 to 30) verses of Suratu Al-Mulk.</p> <p>Encourage your child to memorize the hadith.</p> <p>Talk to your child about the importance of selecting friends wisely.</p> <p>Encourage your child to read about Aysha (R.A). 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>Arabic and Islamic YouTube Channel</p> |
| <p>French</p> | <p><u>Topic: Chez moi</u></p> <p>To describe where you live. To identify different parts of the house.</p> | <p> </p> <p>Ask your child to find out the different pieces of the house in French.</p> <p> </p> <p>Create a presentation or poster to describe where he /she lives (in a town/in a city or a village ----)</p> | <p></p> <p><u>Topic: Chez moi</u> https://www.languagenut.com/global/</p> <p> Digital Language Resources for Primary & Secondary Schools</p> <p>SIGN UP LOG IN</p> <p><u>Kindly note that all students have their login details.</u></p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



| | | | |
|---|---|--|---|
| | | <p>Create a mind map to name different pieces of the house</p> <div style="text-align: center;">  <div style="border: 2px solid yellow; padding: 5px; display: inline-block;">Encourage</div> </div> <p>Students to keep exploring the links given.</p> |  <p><u>Wordwall Activity</u> https://wordwall.net/play/6617/068/227</p> <p><u>Quizlet Activities</u></p> <p>https://quizlet.com/475423513/les-pieces-de-la-maison-flash- https://quizlet.com/475423513/match https://quizlet.com/475423513/gravity https://quizlet.com/475423513/test</p> <p><u>Reading Comprehension</u> https://www.liveworksheets.com/tu149321jy</p> |
| <p>Physical Education Activity -1</p> <p>Activity - 2</p> <p>Activity - 3</p> <p>Activity - 4</p> | <p>Basketball – one on one</p> <p>Basketball – two on two</p> <p>Basketball – three on three</p> <p>Basketball – game</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 sports day events and skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u></p> | <p><u>Useful sites:</u></p> <p>Links: Basketball 1 on 1</p> <p>Basketball 2 v 2</p> <p>Basketball 3 v 3</p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025




| | | | |
|--|--|--|---|
| | | <p>After the game students will do proper cooldown activity.</p> | <p>Team game & rules</p> |
| <p>Information and Communication Technology</p> | <p>TOPIC: <u>Scratch Programming and Debugging</u></p> <p>To define a 'variable' as something that is changeable</p> <p>To explain why a variable is used in a program</p> <p>To explore, develop, try out and refine sequences of instructions, and show efficiency in framing these instructions</p> <p>To develop a project using machine learning in scratch.</p> | <p>Talk to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p>Encourage good posture when sitting at the computer.</p> <p>Discuss the importance of logic building</p> <p>Able to evaluate programs critically, recognizing strengths and identifying areas for enhancement to improve future programming tasks.</p> <p>Make a board game: Challenge your child to make their own board game, such as their own version of snakes and ladders, or a maze game or a quiz game using a subject they are very familiar with.</p> | <p>Wider Learning</p> <p>Scratch Tinkering Activity Resources Barefoot Computing</p> <p>Scratch - Ideas (mit.edu)</p> |
| <p>Music (Mr. Joyson)</p> | <p>TOPIC: <u>Scratch Programming and Debugging</u></p> <p>To define a 'variable' as something that is changeable</p> <p>To explain why a variable is used in a program</p> | <p>Talk to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p>Encourage good posture when sitting at the computer.</p> <p>Discuss the importance of logic building</p> | <p>Wider Learning</p> <p>Scratch Tinkering Activity Resources Barefoot Computing</p> <p>Scratch - Ideas (mit.edu)</p> |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



| | | | |
|---------------------------------|--|--|--|
| | <p>To explore, develop, try out and refine sequences of instructions, and show efficiency in framing these instructions</p> <p>To develop a project using machine learning in scratch.</p> | <p>Able to evaluate programs critically, recognizing strengths and identifying areas for enhancement to improve future programming tasks.</p> <p>Make a board game: Challenge your child to make their own board game, such as their own version of snakes and ladders, or a maze game or a quiz game using a subject they are very familiar with.</p> | |
| <p>Music (Mr. 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 (Mr. 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. But better also check if the child is holding the recorder properly.</p> | |
| <p>Moral Education</p> | <p>Olympic values</p> <p>To explore Olympic values and examples of inspirational Olympians and Paralympians.</p> | <p>Talk: Begin by initiating a dialogue with your child about what they understand by Olympic values. Encourage them to express their thoughts and feelings about the Olympics, what it represents, and why it's important on a global scale.</p> <p>Share: Share stories of Olympians who exemplify the Olympic values of excellence, friendship, and respect. Highlight instances where athletes have shown sportsmanship, camaraderie, and dedication to their sport and fellow competitors. This could include anecdotes from past Olympics or recent events where these values were demonstrated.</p> | <p>The Olympics and Paralympics</p>  |



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- January -2025



| | | | |
|--|--|--|--|
| | | <p>Encourage: Encourage students to reflect on how they can embody Olympic values in their own lives, both within and outside of sports. Discuss the importance of striving for personal excellence, fostering friendships and mutual respect, and embracing diversity and inclusion. Encourage them to set goals and work towards them with determination and integrity.</p> | |
|--|--|--|--|