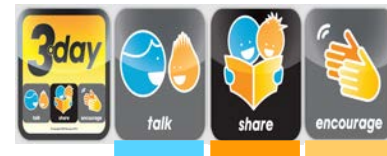


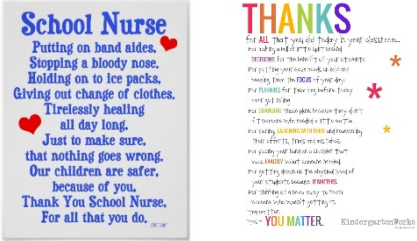
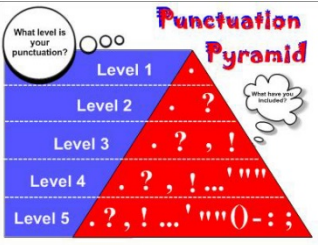





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Family Learning Newsletter- Year 4 October 2025

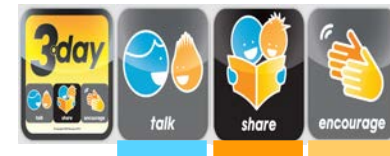


Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
<p>Literacy</p>	<p>Spelling: Learning Objective</p> <ul style="list-style-type: none"> • To recognise and spell suffixes ‘-ous’. • To spell irregular tense changes. • To recognise and spell the adventurous vocabulary used in the text  <ul style="list-style-type: none"> • To use joined handwriting except where other special forms are required. • To use basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective. <p>Grammar:</p> <ul style="list-style-type: none"> • To identify and use different types of conjunctions for meaning and purpose. • To introduce children to fronted adverbials by highlighting when they are used in pieces of text or stories. • To explore figurative language and use them in creating their own poem.  <p>Fronted adverbials explain where, when or how something happened</p>	<p>Discuss the importance of inculcating and following moral values.</p> <p>Encourage your child to appreciate the big and small things that is done for them and to them by any person in or outside school.</p> <p>Create a card for people around you to appreciate their support to you.</p>  <p>Discuss that lots of adjectives can be formed by adding ‘-ous’, to nouns and verbs. While reading books encourage your child to make note of new words and their spellings especially by adding suffixes sensibly</p> <p>Encourage your child to search for spelling rules and apply these rules by adding ‘-ous’ to the following root words: ridicule, prosper, hazard, fame, courage.</p> <p>Encourage children to become aware of use of interesting adjectives in their writing: adventurous, bizarre, challenging, charismatic, fantasy, fantastic, imaginary</p> <p>Discuss the importance of using Punctuation marks and how it can be used in different ways. For example Commas can separate a list of actions. -"He hit the ball, dropped the bat, and ran to first base."</p>	<p>activity suffix ous</p> <p>spelling games ous</p> <p>Online punctuation games</p>   <p>Adjectives</p> <p>Punctuations Games 1</p>



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What... **FIGURATIVE LANGUAGE?**

When words mean something other than their LITERAL meanings.

SIMILE A comparison of two unlike things using 'like' or 'as'. A comparison of two unlike things that says one thing resembles another.	My brother is as loud as a trumpet blowing together.
METAPHOR An EXAGGERATION that isn't possibly be true.	The new song was a bundle of joy.
HYPERBOLE Giving human qualities to non-human things.	I'll tell as if I had walked a million miles to school.
PERSONIFICATION The repetition of the same initial consonant sound.	The morning sun smiled down on me as I walked to the bus.
ALLITERATION Words whose sounds suggest their meaning.	He helped her hurt her head.
ONOMATOPEIA A group of words whose meaning isn't understood from their literal meanings.	A musical virtuoso's pop was so strong he needed light.
IDIOM A reference to a famous person, place, or event.	After we won the soccer game, my team was on cloud 9.
ALLUSION A phrase whose words contradict each other with opposite meanings.	The gold medal winner was a Columbus, Ohio.
OXYMORON	The allegory each was really pretty shy.

Text Level:

Novel: The Owl Who was Afraid of Dark

- To read and understand the Novel from the author's point of view.
- To identify the purpose of the text.
- To make predictions about the next part of the story.
- To talk about what the character is feeling from the writer's choice of words. To respond to the text.

Listening Comprehension: Making Inferences.

Speaking: Why do the leaves on trees change colour in the fall?

Big Write Topics:

Descriptive Writing

To describe a given setting and character using descriptive language.

Novel: The Owl Who was Afraid of Dark

Explore descriptive writing based on the novel:

Plop's routine, Old Granny's home.

<https://vibrantteaching.com/examples-of-descriptive-writing-for-kids/>

Leadership Gemstone of the Month:

Encourage them to make a sentence using the words from spelling list using suitable punctuation marks.

Discuss conjunctions and the importance of using them in writing. **Encourage** them to use them while speaking and creating sentences. **Ask** them the purpose of each type.

Encourage children to use fronted adverbials in their written work by demonstrating how a sentence they have written could have been changed by putting the adverbial at the front.

<https://www.learningstreet.co.uk/articles/what-are-fronted-adverbials/>

Which fronted adverbial?

Can you match the fronted adverbial to each sentence so they all make sense?

Gently,
Before I go to bed,
At last,
Suddenly,
At the park,
Every playtime

I clean my teeth.
The ground began to shake.
I lost my coat.
I play football.
She lifted the sleeping baby.
I reached the finish line.

Children might be given pieces of card with different parts of a sentence

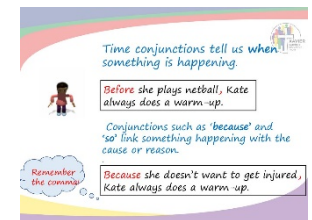
written on them, so that they can experiment with the different ways the sentence could be put together.

It can also be a helpful exercise to give children a word mat of adverbials which are divided into different topics, and then ask them to use this to complete unfinished sentences. For example:

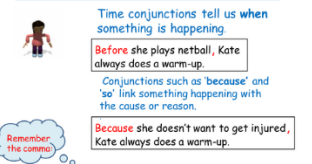
_____, there lived a mysterious creature.

<https://www.turtlediary.com/games/conjunction.html>

<https://dictionary.cambridge.org/grammar/british-grammar/conjunctions-time>



Li: I can express time and cause using conjunctions

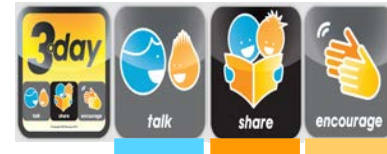


<https://grammar.yourdictionary.com/parts-of-speech/adjectives/list-of-descriptive-adjectives.html>



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Family Learning Newsletter- Year 4 October 2025

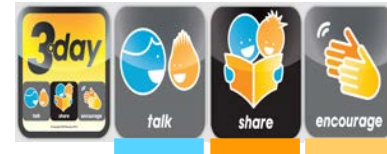


	<p>Fluorite – Diversity Connection to Literacy: Plop, the little owl, learns from many different people — each with their own experiences, words, and ways of looking at the dark. This fits beautifully with the idea of celebrating differences and fostering inclusion. Each person’s perspective helps Plop grow, just like diversity helps us learn from each other.</p> <p>Moral Education link- Unit 1- Equality and Appreciation 1.5 Appreciation and Gratitude Students write poems to appreciate and express gratitude towards the important people who help them in their everyday life using expressive language.</p>	<p>_____ , Natalie began to cry. Explore figurative language with your children. Encourage them to give you examples and list them. Ask them when and why do we use figurative language. https://www.bbc.co.uk/bitesize/articles/zxk7kty</p> <p>Encourage your child to read Fiction and non-fiction both.</p> <p>Story Telling: Become a story teller and ask questions related to characters, their feelings, different settings and the plot of the story.</p> <p>Discuss the use of language by the author and check children’s understanding of the language.</p> <p>Students to read and infer from the texts mentioned.</p> <p>Discuss the use of language by the author and check children’s understanding of the language.</p> <p>Ask questions with reference to the text.</p> <p>Introduce your child to classic fiction novels like The Owl Who was Afraid of Dark. Discuss the</p>	<p>(Descriptive Vocabulary)</p> <p>https://learnenglishkids.britishcouncil.org/category/skills/listening-viewing-comprehension</p> <p>https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/</p>
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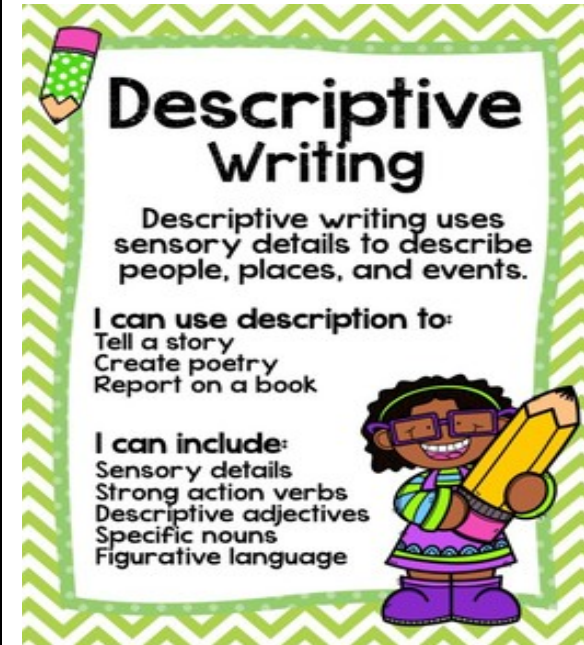


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Family Learning Newsletter- Year 4 October 2025



setting, Characters, Plot and the author's use of



descriptive language.

Discuss the importance of inculcating and following moral values.

Encourage your child to appreciate the big and small things that is done for them and to them by any person in or outside school. **Create** a card for people around you to appreciate their support to you.

Numeracy

Properties of 2-D shapes and 3- D shapes

To identify and investigate properties of common 2-D shapes and 3-D shapes.

Talk to your child about the different 2D and 3D shapes they see around them e.g. road sign boards, items found in kitchen. Challenge them to classify them based on their similarities and differences.

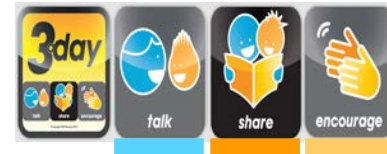
Encourage your child to open an empty cereal box, undo all flaps check its net and sketch it on paper. Identify the shapes you have sketched.

[Properties of 2-D shapes and 3-D shapes](#)



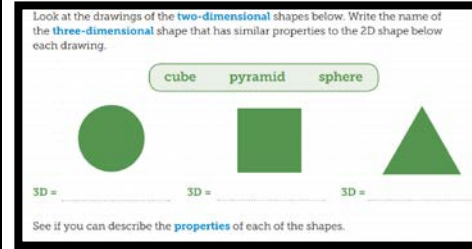
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To Identify lines of symmetry in 2-D shapes

Challenge



An object, shape or design can be symmetrical if:

- A line can be drawn through the middle and it LOOKS exactly the SAME!
 - The two halves are mirror images of each other.
- For example, a butterfly has symmetry. If you drew a line down the middle of the butterfly, both sides would be the same.

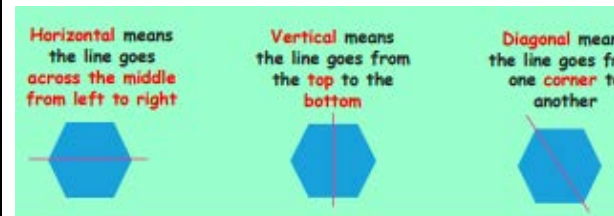


But Lines of symmetry can also be horizontal, vertical or diagonal.

Horizontal means the line goes across the middle from left to right

Diagonal means the line goes from one corner to another

Vertical means the line goes from the top to the bottom Let's look at some shapes



[Symmetry](#)

Measurement-Mass

To estimate, measure and compare weights using standard metric units.

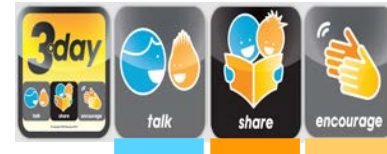
Talk to your child about the weight of an object and that it is recorded as grams and kilograms in the metric system, measuring lengths of different

[Measurement of Mass](#)



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Mass Converting and Comparing

To use multiplication to convert from larger to smaller units of mass.



Estimating and rounding masses

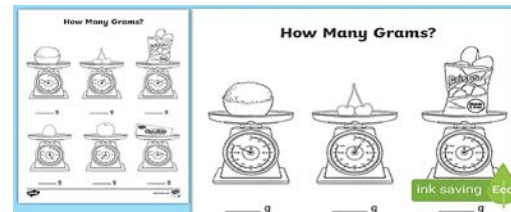
Statistics

Pictograph -
Use information presented in scaled pictographs, bar

objects using m and cm, liquids measured in l and ml.

Share your experience in the supermarket with your child. Look at the weight of a pack of biscuits or cookies, how many l or ml milk or juice bottle is etc....

Encourage your child to estimate the weight of different items. Estimate-how much will a bag of 6 apples, 10 oranges or 12 bananas weigh? Let them check for the exact weight. Ask them to read the weighing scale. Similarly hide the weight shown on sugar/ flour/ washing powder carton. Can they guess the weight? Let them compare the weights of two or more items.



Challenge:

Kieron has three cats of different weights. The first and second weigh 7kg altogether. The second and third weigh 8kg altogether. The first and third weigh 11kg altogether. What is the weight of each cat?



Pictograph

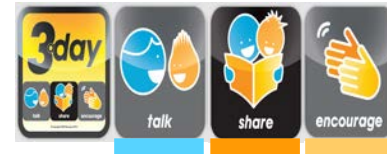
[Word-problem on measuring mass](#)

[Pictograph](#)



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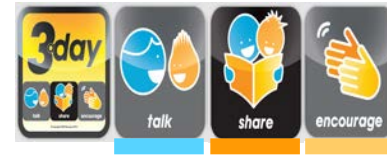


	<table border="1"> <thead> <tr> <th>Flavor</th> <th>Number of children</th> </tr> </thead> <tbody> <tr> <td>Cheese</td> <td></td> </tr> <tr> <td>Pepperoni</td> <td></td> </tr> <tr> <td>Margherita</td> <td></td> </tr> <tr> <td>BBQ Chicken</td> <td></td> </tr> <tr> <td colspan="2">Key: Represents 4 children</td> </tr> </tbody> </table>	Flavor	Number of children	Cheese		Pepperoni		Margherita		BBQ Chicken		Key: Represents 4 children		<p>Talk: -Pictographs are charts that are used to represent data using icons and images relevant to the data. A key is often included in a pictograph that indicates what each icon or image represents. Let us understand the concept of pictographs using example.</p> <p>Share: -A survey was conducted for 40 children by a fast food junction to understand the demand for different flavors of pizza available in their outlet. The results were as follows.</p>	
Flavor	Number of children														
Cheese															
Pepperoni															
Margherita															
BBQ Chicken															
Key: Represents 4 children															
<p>Science</p>	<p>Evaporation To describe what happens to molecules within when materials change from one state to another.</p> <p>Condensation To compare the process of evaporation, condensation and sublimation.</p> <div data-bbox="436 1052 898 1263" data-label="Image"> </div> <p>Water Cycle Describe the key stage of water cycle and explain the role of temperature in various stages of water cycle.</p>	<p>Talk about how wet clothes dry faster in the sun than in the shade.</p> <p>Share examples such as puddles drying after rain or sweat drying on skin.</p> <p>Encourage them to think about what happens to water when it "disappears."</p> <p>Try a simple activity: leave a wet cloth inside the house and another outside in sunlight — compare which dries faster.</p> <p>Talk about why a cold bottle "sweats" in warm air.</p> <p>Share how bathroom mirrors fog up after a hot shower.</p> <p>Encourage them to think about how clouds form in the sky.</p> <p>Try a simple activity: hold a metal spoon over steam from hot water (adult supervision)— watch droplets form on the spoon.</p> <p>Talk about the importance of the Water cycle.</p> <p>Share how there is dew formation on the cars during the night, ask them to relate it to any</p>	<p>https://www.chem.purdue.edu/gchelp/atoms/states.htm!</p> <div data-bbox="1654 979 2053 1279" data-label="Image"> </div> <p>https://climatekids.nasa.gov/water-cycle/</p>												



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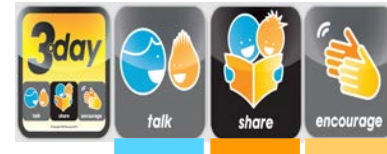


	<p>Digestive System</p> <p>To describe the importance of the Human Digestive system</p>	<p>other situations, like – ice cream or juice cans removed from the fridge and left out for some time have water droplets.</p> <p>Encourage them to find information about the time various types of food takes to digest and what nutrients they provide to the body.</p> <p>Talk about each organ in detail of the digestive system and their role or function in digesting food</p>	<p>https://www.easyelimu.com/lessons/3-upper-primary/10-grade-4/16-science-and-technology/135-human-body-the-digestive-system</p>
<p>Humanities Geography</p>	<p>Europe: Continents, countries, and cities To explore the map of Europe.</p> <p>Key vocabulary: Europe, continent, country, capital city.</p> <p>Comparing Landscapes To explore the physical features of Europe.</p> <p>Key vocabulary: latitude, Arctic Circle, physical features.</p>	<p>Talk to your child about the continents of the world and label them on a blank map of the world.</p> <p>Share a map of Europe with your child, identify the names of the countries in Europe, and locate them on the map.</p> <p>Encourage your child to use an atlas to find the capital cities of all the European countries and to locate the major cities of Europe on the map.</p> <p>Talk to your child about the physical features of a place in Europe.</p> <p>Share a world map with your child and explain the concept of latitudes and identify the significant parallels of latitude.</p>	<p>Europe Continents, countries and cities FLN resource sheet.pdf</p> <p>Comparing Landscapes FLN resource sheet.pdf</p>



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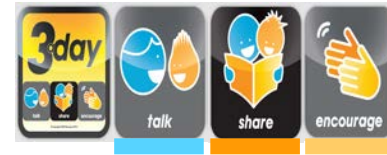


		<p>Encourage your child to research the landscapes of Europe and compare them with those of the UAE.</p>	
<p>Moral, Social and Cultural Studies</p>	<p><u>Unit 2 Me and My World</u></p> <p><u>L2 What I Know About Where I Live</u> To explore the customs and traditions around the world.</p> <p>Key vocabulary: crafts, customs and traditions, important things, community</p> <p><u>L3 Environmental Protection Project</u> To explore ways to protect the environment.</p> <p>Key vocabulary: restoration, reserve, slogan</p> <p><u>Unit 3 Our Earth And The Resources It Gives Us</u></p> <p><u>L1 Landforms</u> To explore different landforms of the world.</p> <p>Key vocabulary: island, valley, desert, mountain, plain, landform</p>	<p>Talk to your child about the important people in your life and why they matter to you.</p> <p>Share with your child experiences of visiting places that hold importance for your family or community.</p> <p>Encourage your child to think about the customs and traditions that are special to your family and community.</p> <p>Talk to your child about simple ways to save water and protect trees every day.</p> <p>Share with your child ideas for creating a slogan or project to raise awareness about environmental protection.</p> <p>Encourage your child to think about why water and trees are important for the environment.</p> <p>Talk with your child about the different landforms they have visited during their holidays.</p> <p>Share with your child how these landforms are used.</p> <p>Encourage your child to describe the landforms.</p>	<p>U2 L2 What I know about Where I live FLN resource sheet.pdf</p> <p>U2 L3 Environmental Projection Project FLN Resource Sheet.pdf</p> <p>Landforms FLN resource sheet.pdf</p>



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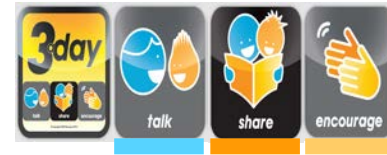


<p>التربية الوطنية Social study</p>	<p>بيئي مسؤوليتي أن يحدد الطالب مجالات التقدم التي حققها الإنسان في استغلال موارد البيئة أن يعدد الطالب أسباب ثقب الأوزون أن يقترح الطالب حلولاً للحد من التلوث البيئي</p>	<p>مساعدة الطالب في البحث عن أسباب التلوث ومقترحات للحد من خطورة التلوث مساعدة الطالب في تحديد مجالات التقدم التي حققها الإنسان لاستغلال موارد البيئة</p>	
<p>Arabic for Arabs</p>	<p>نشيد أحب الخير أن يوظف الطالب المفردات الجديدة في القصيدة في سياقات مختلفة أن ينثر الطالب الأبيات نثرًا أدبيًا أن يقارن الطالب بين الأسلوب الحقيقي والأسلوب المجازي نص استماع يمامة تتعلم الطيران</p> <ul style="list-style-type: none">• أن يحدد الطالب الفكرة الرئيسية في النص المسموع .• أن يستخرج الطالب الأفكار الفرعية من النص .• أن يرتب الطالب أحداث القصة بالترتيب الصحيح .• أن يشرح الطالب معنى مفردة جديدة وردت في النص .• أن يميز الطالب بين الأصوات المتقاربة (س/ص، ظ/ض/ظ).• أن يلخص الطالب النص المسموع .• أن يتنبأ الطالب بنهاية القصة قبل أن يسمعه كاملة .• أن يبدي الطالب رأيه في أحد المواقف الواردة في النص . <p>الجملة الاسمية* أن يميز التلميذ بين الجملة الاسمية والفعلية أن يحدد التلميذ ركني الجملة الاسمية . أن يضبط التلميذ ركني الجملة الاسمية الألف اللينة في نهاية الكلمات أن يميز التلميذ الألف اللينة في نهاية الكلمات أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته</p>	<p>قراءة إحدى القصص وتحديد عناصرها مساعدته في جمع شواهد عن الجملة الاسمية . استخدام بعض الألعاب التعليمية المساعدة في فهم الجملة الفعلية مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية حثه على استخدام التعبيرات المجازية في حديثه</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>Arabic for Non-Arabs</p>	<p>Leisure time To learn about school and its facilities.</p>	<p>Encourage your child to memorize the vocabulary and phrases given about the new topic (the school) from the Arabic notebook and textbook.</p>	<p>Arabic and Islamic YouTube Channel</p>



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Family Learning Newsletter- Year 4 October 2025

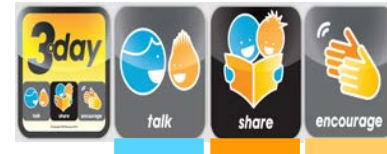


	<p>To create sentences using the new vocabulary. Some students will be able to create a short paragraph about school and its facilities.</p>	<p>Talk to your child about school and his favorite hobbies.</p> <p>Ask your child about his opinion regarding his/her school.</p> <p>Go through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.</p>	
Islamic for Arabs	<p>فضل تلاوة القرآن</p> <p>أن يستنتج التلميذ آداب التلاوة وأحكام التجويد أن يميز التلميذ بين ثواب من يقرأ القرآن وبين من لا يقرأ القرآن</p> <p>أن يوضح مكانة قارئ القرآن بأنه مع السفارة الكرام البرره</p> <p>الأذان والإقامة</p> <p>أن يفرق التلميذ بين الأذان والإقامة أن يدل أن المؤذنين هم أطول الناس أعناقاً يوم القيامة أن يذكر ما يُسن ذكره عند الأذان</p> <p>آداب التلاوة</p> <p>أن يعدد آداب قراءة القرآن الكريم</p> <p>ان يلتزم بآداب تلاوة القرآن الكريم</p> <p>ان يدل على آداب التلاوة يقرأ القرئي</p>	<p>يساعد ولي الأمر التلميذ في معرفة آداب تلاوة القرآن الكريم مساعدة ولي الأمر التلميذ في استنتاج ثواب من يقرأ القرآن الكريم</p> <p>مساعدة ولي الأمر التلميذ التلميذ في توضيح مكانة قارئ القرآن الكريم</p> <p>مساعدة ولي الأمر التلميذ في التفرقة بين الأذان والإقامة يساعد ولي الأمر التلميذ في ذكر الأدلة عن مكانة المؤذن يوم القيامة</p> <p>يساعد ولي الأمر التلميذ ذكر الأقوال التي تُردد عند سماع الأذان</p> <p>يساعد ولي الأمر في ذكر آداب التلاوة يساعد ولي الأمر في الالتزام بآداب التلاوة ويطبّقها يساعد ولي الأمر على ذكر الأدلة لآداب التلاوة</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>
Islamic for Non-Arabs	<p>Belief in Angels</p> <p>The students will be able to:</p> <ul style="list-style-type: none">➤ Show that belief in Angels is one of the Pillars of Faith.➤ Mention some of the names and attributes of Angels.➤ Describe their functions and deeds believer's inner and outer strength	<ol style="list-style-type: none">1. Help your child memorize names of some angels (e.g. Jibrīl, Mikā'īl, Isrāfīl, Malak al-Mawt)2. Discuss one special attribute or duty of each angel.3. Daily Reflection Task4. At night, ask: <i>If the angels are recording all our deeds, what good deed did you do today?</i>5. Encourage your child to mention one inner deed (like a good intention) and one outer deed (like helping or speaking kindly).	<p>Arabic and Islamic YouTube Channel</p>



The Winchester School, Jebel Ali

Family Learning Newsletter- Year 4 October 2025

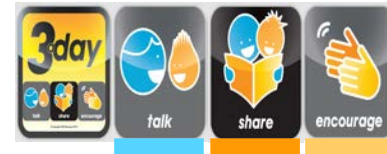


	<p>The Expiators of Sins You will be able to:</p> <ul style="list-style-type: none"> ➤ Mention the good deeds that expiate the sins. ➤ Committed to performing good deeds. ➤ Explain the general meaning of Hadth. ➤ Deduce some lessons derived from Hadith. <hr/> <p>The Call to Prayer (Adhān) and the Call for Commencement of Prayer (Iqāmah) The students will be able to:</p> <ul style="list-style-type: none"> ➤ Repeat the words of the Call to Prayer (Adhān) and the Call for Commencement of Prayer (Iqāmah). ➤ Compare the Call to Prayer (Adhān) and the Call for Commencement of Prayer (Iqāmah). ➤ Mention based on the Sunnah what is recommended to say upon hearing the Adhān 	<p>6. Creative Activity</p> <p>7. Let your child draw a chart showing the angels’ names and their functions (e.g., Jibrīl – revelation, Mikā’īl – rain, etc.).</p> <ul style="list-style-type: none"> ➤ Read the hadith together – let the child explain what they understood. ➤ Discuss good deeds – prayer, fasting, charity, helping others, remembrance of Allah. ➤ Encourage practice – ask the child to do at least one good deed daily. ➤ Connect to daily life – show how kindness at home or school erases sins. ➤ Ask reflection questions – e.g., “<i>What good deed did you do today?</i>” ➤ Help with lessons – guide them to say what we learn: Allah forgives, Islam encourages good, small deeds matter. ➤ Praise efforts – motivate them when they remember or practice the deeds. <hr/> <ol style="list-style-type: none"> 1. Practice reciting the words of Adhān and Iqāmah with the child. 2. Explain the difference: Adhān is longer (to announce prayer time), Iqāmah is shorter (to start prayer). 3. Teach Sunnah response: repeat after the mu’adhdhin, and say <i>لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ</i> at <i>hayya ‘alaṣ-ṣalāh</i> and <i>hayya ‘ala-l-falāḥ</i>. 4. Remind the du‘ā’ after Adhān (Allahumma Rabba hādhihi-...) <p>Connect to daily life: Adhān reminds us of prayer, Iqāmah reminds us to start prayer immediately.</p>	
<p>Physical Education</p>	<p>Volleyball-Underarm Service</p> <p>Volleyball-Basic rules/Game</p>	<p><u>Proper warm up</u></p> <p>The students will do the proper warm up and will practice the skills with basic rules.</p>	<p>Volleyball Underarm Serve.mp4</p> <p>4 vs 4 Volleyball Game.mp4</p>



The Winchester School, Jebel Ali

Family Learning Newsletter- Year 4 October 2025



	<p>Throwball-Service</p> <p>Sports day Practice-week 1</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>THROWBALL SERVICE.mp4</p> <p>Sports Day Practice W1 Running Exercises.mp4</p>
<p>ICT Scratch Programming</p>	<p>To create programs using control blocks - if block, if-else block, repeat and forever blocks.</p>	<p>Creative and Programming skill. Encourage your child to discover and experiment with the various control blocks in Scratch, which are essential for guiding the flow of a program. Activity: Guide your child to build a Scratch program that uses the "if" block to trigger a sound whenever the sprite is touched by the mouse pointer. Activity: Make a colourful poster (on paper or digitally) with the title: "Top 5 Rules for Staying Safe Online"</p>	<p>https://www.create-learn.us/blog/scratch-tutorial-for-kids/ https://scratch.mit.edu/projects/editor/?tutorial=getStarted</p>
<p>Music -Mr Kiko</p>	<ul style="list-style-type: none"> • Playing recorders • Improving children’s confidence and musicality through singing actions songs and chanting rhymes. • Reading notes 	<ul style="list-style-type: none"> • Encourage your child to practice recorder at home • Encourage the child to sing action songs at home. • Encourage the child to watch the kinds of notes video 	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs Kinds of Notes (Year4).mp4 Year04 Recorder Lesson Itsy Bitsy Spider.mp4</p>
<p>Music -Mr Sunil</p>	<p>Learning how to play the song “Happy birthday” 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. 	
<p>Music -Mr Joyson</p>	<ul style="list-style-type: none"> • Improving child’s confidence and musicality through music rhythm reading stage 2 • We take a deeper look at the half note and how it relates to the quarter and eight notes 	<ul style="list-style-type: none"> • 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 <p>Steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note</p>	



The Winchester School, Jebel Ali

Family Learning Newsletter- Year 4 October 2025



		uses is a great way to remember how many beats the note is worth.	
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