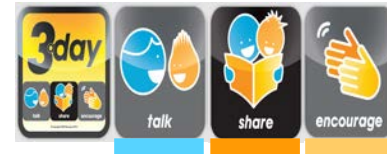
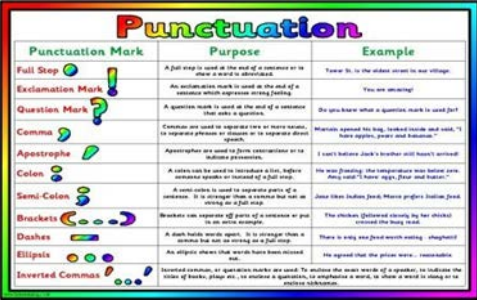

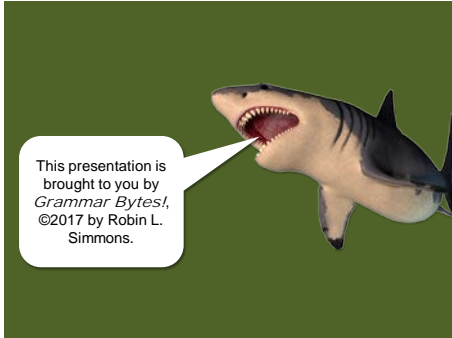
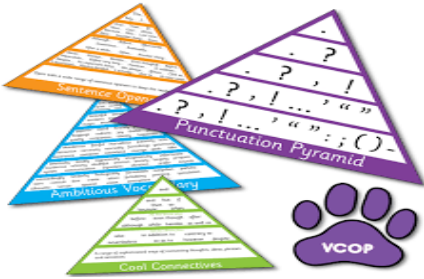




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## Family Learning Newsletter- Year 4 January 2026

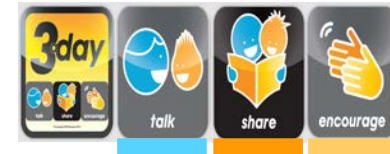


Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
<p>Literacy</p>	<p><b>Spelling:</b>  <b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>To add the suffixes 'anti' and 'auto', 'anti' stands for 'against' and 'auto' stands for 'self' or 'own.'</li> <li>To spell words with the /k/ sound as <b>ch</b></li> <li><b>Rule:</b> Sometimes words that have the k sound are spelled with a <b>ch</b></li> </ul> <p><b>Punctuations:</b></p>  <ul style="list-style-type: none"> <li>To use joined handwriting except where other special forms are required.</li> <li>To use basic punctuation 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.</li> </ul> <p><b>Grammar:</b></p>  <ul style="list-style-type: none"> <li>To be able to identify and parts of speech in writing.</li> <li>To write different types of sentences.</li> </ul>	<p><b>Activities to help your child at home</b></p> <p>Talk and encourage the children to do the following:</p> <p><b>Discuss the rules for different spellings as mentioned in the FLN.</b></p> <p><b>Elicit examples from children.</b></p> <p><b>Now try the LOOK. COVER SAY WRITE.</b></p> <p><b>Try a few from the spelling list.</b></p> <p>While reading books encourage your child to make note of new words and their spellings especially by adding the suffixes sensibly.</p> <p><b>Punctuations</b></p> <p>Discuss the importance of using Punctuation marks and how it can be used in different ways. <b>For example:</b> Comma can separate a list of actions E.g.: "<b>He hit the ball, dropped the bat, and ran to first base.</b>" Encourage them to make a sentence using the words from spelling list using suitable punctuation marks.</p> 	<p><b>Useful Websites/Resources</b></p>  <p><a href="#">Punctuations Games 1</a></p> <p><a href="#">Grammar Practice</a></p> <p><a href="#">Grammar Gorillas</a></p>



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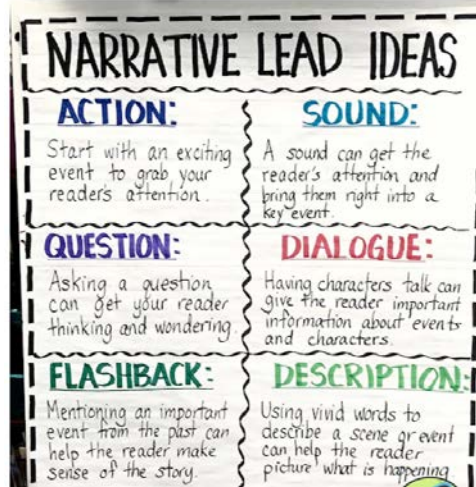
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- To explore phrases and clauses.

### Big Write Topics:

**Narrative Writing:** To explore the key elements of adventure stories with reference to the novel.



### Formal Letter Writing:

To explore the key elements of a formal Letter.  
To independently write a formal letter.

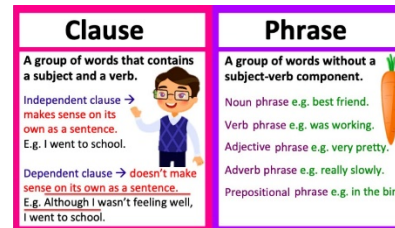
**Moral Education link-**  
**Unit 1- Equality and Appreciation**  
**1.5 Appreciation and Gratitude**



**Encourage your child** to become aware of different parts of speech and their usage in writing.

Through interactive games help the children revise the use parts of speech, different types of sentences and explore

phrases and clauses.



**Discuss** - the elements of narrative writing.

**Talk** about their day – events, experiences, activities that happened (beginning / middle / end)

Use strong adjectives and interesting vocabulary while speaking (e.g. exciting, terrifying, gentle, enormous...)

- Retell stories from books or movies in their own words
- Plan a short story aloud before writing – setting, characters, problem, solution
- Ask questions that help build the story (What happened next? Why did this happen? How did the character solve the problem?)
- Practise using sequencing words while talking – first, next, then, after that, finally

<https://wordwall.net/en-gb/community/formal-letter>

<https://www.readingrockets.org/article/introduction-letter-writing>

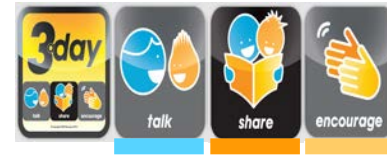
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## Family Learning Newsletter- Year 4 January 2026



- Share ideas verbally before writing anything down so that their sentences become clearer and more organised

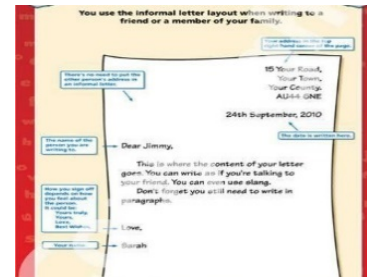
**Encourage students to:**

- Talk about their day (what happened first, next, finally).
- Describe people, places and feelings using good vocabulary.
- Retell stories or movies in their own words.
- Plan a short story aloud before writing (setting / characters / problem / solution).

**Discuss** the key elements and structure of formal letters.

Talk about the purpose of letter.

Encourage to explore the elements of formal letter.



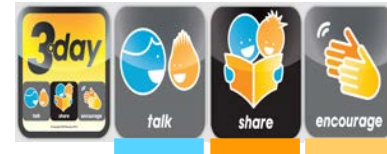
**Discuss** the importance of appreciation and gratitude with your child and **encourage** the students to write note of appreciation to friends, families, community helpers, teachers. **Encourage** your child to share thoughts on equality and appreciation.

**Discuss** the importance of these moral values and how it can be applied in real life.



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## Family Learning Newsletter- Year 4 January 2026

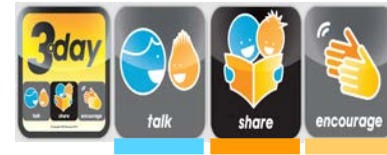


	<p><b>Leadership Gemstones of the Month of January - REFLECTION MOONSTONE</b> Encourages deep thinking and setting meaningful goals for growth.</p> <p><b>Literacy Connection:</b> In <i>The Owl Who Was Afraid of the Dark</i>, Plop learns many different lessons from each person he meets. If Plop reflected on his journey, he would realise how much he has grown because he was willing to listen, learn, and think about the new ideas he discovered about the dark. Reflection helps us understand <b>who we are becoming</b>.</p> <p>It helps us see how far we have come and what new goals we want to set for the future. Just like Plop, when we think deeply about our actions and set clear goals, we can shine brighter each day. The Reflection Moonstone reminds us that <b>learning never stops</b> — every new month is a fresh chance to improve, grow, and become a better version of ourselves.</p>	<p>January is the beginning of a brand-new year. It is a time when we pause, look back at what we have done, and think carefully about how we can become better. <b>Reflection</b> means taking time to think deeply about our choices, actions, and goals. When we reflect, we learn from our mistakes and also celebrate our achievements. The Reflection Moonstone helps us understand that every experience teaches us something. <b>Discuss</b> with the children that reflecting on their learning helps them grow. Ask them questions like:</p> <ul style="list-style-type: none"> <li>• <i>What have I learnt so far?</i></li> <li>• <i>What do I want to get better at?</i></li> <li>• <i>What goals can I set for myself this year?</i></li> </ul> <p>Explain that goals should be <b>meaningful</b> — not just something easy to tick off. Example: Instead of saying “I will read more”, we can say: <b>“I will try to read at least one new book every two weeks.”</b></p>	
<p><b>Numeracy</b></p>	<p><b>Measurement-Mass</b> To estimate, measure and compare weights using standard metric units.</p>	<p><b>Talk</b> 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 objects using m and cm, liquids measured in l and ml. <b>Share</b> 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....</p>	<p><a href="#">Converting units of mass.pdf</a></p>



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### Mass Converting and Comparing

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

### Estimating and rounding masses

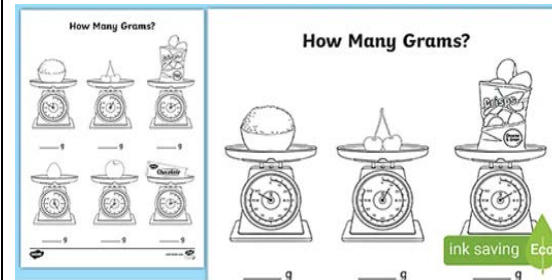


To estimate and compare mass and round numbers on scales. Compare, estimate and round the mass to the nearest gram and kilogram.

### Measurement of Length

### Length Converting and Comparing

**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?



**Find the measure of longest and shortest object in your living room and convert it into different units of length.**

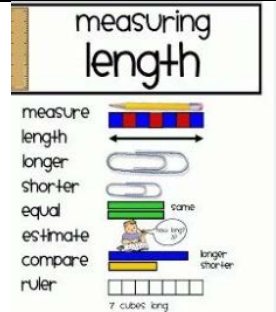
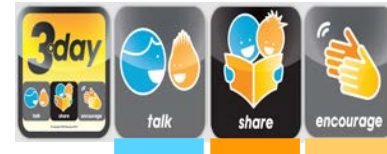
[Mass conversion - worksheet](#)

[Word-problem on measuring length](#)

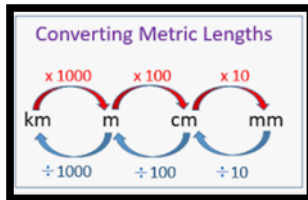


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## Family Learning Newsletter- Year 4 January 2026



To Read and write the relationships between metric units for length (kilometers and meters); use decimal notation to tenths to record length • Use multiplication to convert from larger to smaller units of length



To estimate and compare length and round numbers using measuring tapes

To calculate and solve different measures of length using decimals to 1 place.

To solve word problems involving–measure: length

Talk: -To convert a larger unit to a smaller unit e.g. m to cm, first check the number of smaller units needed to make 1 larger unit. Then, multiply that number by the number of larger units. Converting smaller units to larger units.

**Share -Measuring length** means measurement of the length of any object with the help of measuring tools like a ruler, measuring tape, etc. For example, the length of a pencil can be measured in inches using a ruler. The height of students in a class can be measured using a feet scale. There are units of length like inches, centimeters, meters, feet, etc

**Encourage:** -The general rule for estimating is to look at the digit to the right of the digit you want to estimate. Estimating or rounding to the nearest whole number means looking at the digit to the right of the decimal. If you see a digit greater than 5, round up, and if it's less than 5, round down.

**Challenge:**

Units of Measurement

Sarah is measuring how tall her sister is. Her tape measure measures in feet and inches. She is 5ft 6 inches tall.

She need to know her height in metres. How tall is she in metres?

12 inches = 1 foot = 30 cm

### Estimating and rounding lengths

Science

Habitats

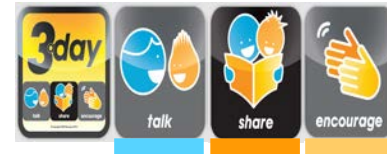
Discuss with your child the meaning of 'Habitat'. Using pictures to illustrate the

[habitat - Kids](#) | [Britannica Kids](#) | [Homework Help](#)



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## Family Learning Newsletter- Year 4 January 2026

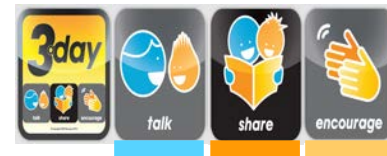


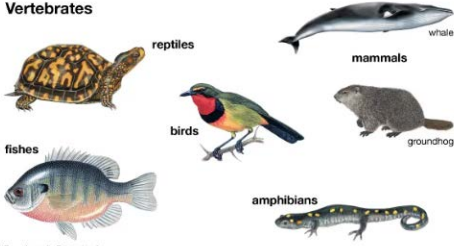
	<p>To analyze the significance of habitats and classify different types of habitats by specifying features of each habitat.</p> <p>To explore different animals found in various habitats.</p> <p>To analyze how the habitat undergoes changes and assess the impact of these changes on the organisms within it.</p>	<p>meaning and relate it to real life.</p> <p><b>Share</b> with your children the importance of a place to live and. Indulge them into answering questions like what will happen if a living thing does not have a home?</p> <p><b>Show</b> pictures or short videos of <b>different habitats</b> — rainforests, deserts, mountains, oceans, and rivers. Discuss what kind of plants and animals are found in each and how they survive there.</p> <p><b>Encourage</b> students to use recyclable materials or online tools/games to design different types of habitats found around the world, considering the unique features of each habitat.</p> <p>Use the given links to explore various habitats and complete related activities.</p> <p><b>Share</b> with your child how human activities can change the environment and affect the homes of living things. Talk about actions such as cutting trees, throwing litter, or building on animal habitats. Encourage them to think about how these changes might harm animals or plants.</p> <div data-bbox="1024 1166 1270 1312"> <p><b>How Do Human Activities Cause Changes in Ecosystems?</b></p> <ul style="list-style-type: none"> <li>• Habitat Destruction</li> <li>• Pollution</li> <li>• Introduction of Invasive Species</li> <li>• Overexploitation</li> </ul> </div> <div data-bbox="1285 1166 1545 1490"> </div>	<div data-bbox="1633 289 2007 506"> <p>shutterstock.com - 2265685017</p> </div> <div data-bbox="1591 1523 2020 1555"> <p><a href="https://kids.britannica.com/kids/ar">https://kids.britannica.com/kids/ar</a></p> </div>
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## Family Learning Newsletter- Year 4 January 2026

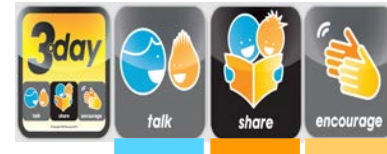


	<p>To group living things in a variety of ways based on their characteristics.</p>	<p>Give students a set of animal pictures (printed or digital). Ask them to group the animals based on a specific characteristic — for example: Diet (herbivores, carnivores, omnivores) Presence of backbone- Vertebrates, Invertebrates Habitat (land, sea, or air)</p> <p><b>Vertebrates</b></p>  <p><small>© Encyclopædia Britannica, Inc.</small></p> <p><i>A vertebrate is an animal with a backbone.</i> <small>Encyclopædia Britannica, Inc.</small></p>	<p><a href="https://www.britannica.com/topic/vertebrate/400295">ticle/vertebrate/400295</a></p>
<p><b>Humanities History</b></p>	<p><b>Boudicca’s Story</b> To explore how the Roman Empire affected different people.</p> <p><b>Key vocabulary:</b> Boudicca, Prasutagus, Tacitus, Paulinus (Gaius Suetonius Paulinus)</p> <p><b>Roman roads</b> To explore why the Romans built new roads in Britain.</p> <p><b>Key vocabulary:</b> Roman road, camber, highway</p>	<p><b>Talk</b> about the Romans in Britain and how this affected different people there during their rule.</p> <p><b>Share</b> with your child the story of Boudicca.</p> <p><b>Encourage</b> your child to research the facts and fiction about Boudicca.</p> <p><b>Talk</b> with your child about the roads the Romans built in Britain.</p>	<p><a href="#">Boudicca’s Story FLN resource sheet.pdf</a></p> <p><a href="#">Roman roads FLN resource sheet.pdf</a></p>



# The Winchester School, Jebel Ali

## Family Learning Newsletter- Year 4 January 2026



		<p><b>Share</b> why the Romans built new roads in Britain, pictures of pre-Roman pathways and the old Roman road routes from the air.</p> <p><b>Encourage</b> your child to use an atlas or map of Britain to locate and label the start and finish points of the Roman roads. Research the impact that this had on the development of Britain and the evidence that these roads ever existed.</p>	
<p><b>Moral, Social and Cultural Studies</b></p>	<p><b><u>Unit 4 Working Together</u></b></p> <p><b><u>L1 Circle Time</u></b> To identify positive and negative feelings and strategies to manage them.</p> <p><b>Key vocabulary:</b> opinion, respect, positive, negative</p> <p><b><u>L2 Being Thoughtful</u></b> To explore ways to make someone feel better in different situations.</p> <p><b>Key vocabulary:</b> situation, thoughtful, complain, help</p> <p><b><u>L3 We're Good Friends</u></b></p>	<p><b>Talk</b> with your child about the importance of listening carefully to others both in school and at home.</p> <p><b>Share</b> with your child a time when you felt happy or worried and how you expressed it.</p> <p><b>Encourage</b> your child to lead a “circle time” at home where everyone shares positive thoughts either about the person sitting to their right or on any other topic of their choice.</p> <p><b>Talk</b> with your child about different situations, the feelings of others in these situations and what can be done to make others feel better in these situations.</p> <p>Discuss how they can notice when someone feels left out and what they can do to help.</p> <p><b>Share</b> with your child how someone helped you feel better when you were upset.</p> <p><b>Encourage</b> your child to plan a thoughtful action for a friend or family member this week.</p> <p><b>Talk</b> with your child about the qualities that make a good friend and how they display</p>	<p><a href="#">U4 L1 Circle Time FLN resource sheet.pdf</a></p> <p><a href="#">U4 L2 Being Thoughtful FLN resource sheet.pdf</a></p> <p><a href="#">U4 L3 We're Good Friends FLN resource sheet.pdf</a></p>

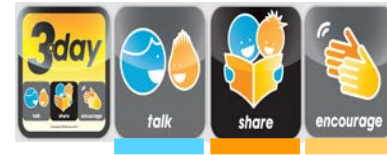






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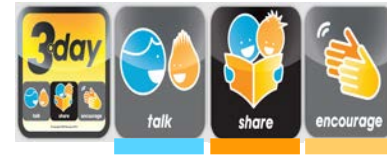


	<p><b>L5 Cultural Identity</b> To explore my cultural identity.</p> <p><b>Key vocabulary:</b> cultural identity, passport, details, information</p>	<p>music, festivals, hospitality, etc. from the different cultures they know.</p> <p><b>Talk</b> with your child about cultural identity, its importance and how it helps us feel connected to our roots.</p> <p><b>Share</b> with your child what makes up your own cultural identity. For example, your traditions, food, clothes, festivals, etc.</p> <p><b>Encourage</b> your child to complete a “cultural passport” by listing the traditions, food, clothes, festivals, etc. from your family’s culture and present it to the family.</p>	<p><a href="#">U5 L5 Cultural Identity FLN resource sheet.pdf</a></p>
<p>التربية الوطنية <b>Social study</b></p>	<p>الجهات الأصلية والجهات الفرعية أن يحدد الطالب الجهات الأصلية والجهات الفرعية أن يستنتج الطالب طرق تحديد الجهات الأصلية أن يقارن الطالب بين الخريطة والصورة</p>	<p>مساعدة الطالب في تحديد الجهات الأصلية والجهات الفرعية مساعدة الطالب في تحديد موقع بلده على الخريطة</p>	
<p><b>Arabic for Arabs</b></p>	<p>(الوحدة الرابعة) وجدت طريقي حلا تجعل حياتها أحلى أن يوظف الطالب المفردات الجديدة في القصة في سياقات مختلفة أن يتقن الطالب مهارة فهم السبب والنتيجة أن يوظف الطالب السبب والنتيجة في تحليل الأحداث أن يتوقع الطالب نهاية القصة أن يستطيع الطالب تلخيص أحداث القصة. أنشودة: هيا نعمل أن يحدد الطالب الفكرة الرئيسة في النص أن يستخرج الطالب الأفكار الفرعية من النص أن يشرح الطالب معنى السعادة كما تعلم من النص وكما يراه أن يشرح الطالب معنى مفردة جديدة وردت في النص</p>	<p>قراءة إحدى القصص وتحديد عناصرها مساعدته في جمع شواهد عن العطف مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية مناقشة الطالب في معنى السبب والنتيجة مشاركته الطالب في تلخيص أحداث أي قصة يحبها يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>



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## Family Learning Newsletter- Year 4 January 2026

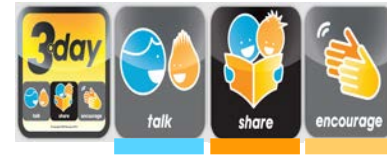


	<p>أن يناقش الطالب حول الافكار والمعاني الواردة بالنص</p> <p>أن ينثر الطالب أبيات النص نثرا أدبيًا</p> <p>أن يبدي الطالب رأيه في افكار النص وينقدها ويوافق عليها أو يختلف معها.</p> <p>أسلوب العطف*</p> <p>أن يحدد الطالب معنى أسلوب العطف</p> <p>أن يستنتج فكرة التوابع في النحو</p> <p>أن يميز حروف العطف ووظائفها في المعنى</p> <p>الألف اللينة في نهاية الكلمات</p> <p>أن يميز التلميذ الألف اللينة في نهاية الكلمات</p> <p>أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته</p> <p>الكتابة</p> <p>كتابة نص وصفي : الأفكار والتنظيم</p>		
<b>Arabic for Non-Arabs</b>	<p>Spare time</p> <p>To design a mind map on activities you do on Spare time.</p> <p>To create sentences using the new vocabulary.</p> <p>To describe the your hobbies in a paragraph using the new vocabulary.</p> <p>To express your opinion about spare time using phrases.</p>	<p>Encourage your child to memorize the vocabulary and phrases given about the new topic (Spare time) from the Arabic notebook and textbook.</p> <p>Encourage your child to practice Arabic at home.</p> <p>Talk with your child about useful activities in spare time.</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>	<p><u><a href="#">Arabic and Islamic YouTube Channel</a></u></p>
<b>Islamic for Arabs</b>	<p>سورة الليل</p> <p>أن يفسر المفردات الواردة في السورة</p> <p>أن يبين المعنى الإجمالي للسورة</p> <p>أن يقارن بين طاعة الله ومعصية الله</p> <p>أن يبين نتيجة الأعمال الصالحة والسيئة</p>	<p>يساعد ولي الأمر التلميذ في معرفة أداب تلاوة القرآن الكريم</p> <p>مساعدة ولي الامر التلميذ في توضيح المعنى الإجمالي للسورة من خلال سماع فيديوهات من قناة ونشستر</p> <p>مساعدة ولي الأمر التلميذ التلميذ في مقارنة العبد الطائع والعبد العاصي</p>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



# The Winchester School, Jebel Ali

## Family Learning Newsletter- Year 4 January 2026

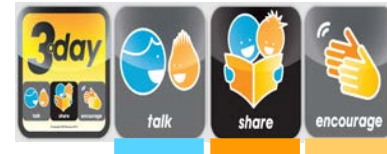


	<p>صفات المؤمنين أن يستنتج الهدايا النبوية التي يتضمنها الحديث الشريف أن يلتزم بصفات المؤمن قولاً وعملاً التسامح أن يستنتج فضل التسامح ان يلتزم بأسلوب التسامح في حياته ان يدلل على التسامح من خلال آيات قرآنية</p>	<p>مساعدة ولي الأمر التلميذ أن يستنتج أجر الأعمال الصالحة</p> <p>مساعدة ولي الأمر التلميذ في التعرف على هدايات النبي لنا في الحديث الشريف. يساعد ولي الأمر التلميذ بالتزام بصفات المؤمن في أعماله وأقواله يساعد ولي الأمر التلميذ بسماع فيديو من قناة ونشستر عن صفات المؤمن</p> <p>يساعد ولي الأمر في ذكر فضل التسامح يساعد ولي الأمر في معرفة جزاء التسامح يساعد ولي الأمر على ذكر فضل الله على النبي (صلى الله عليه وسلم) بأن كان أكثر سماحة</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>	
<b>Islamic for Non-Arabs</b>	<p><b>Sūrah al-Humazah</b></p> <p>You will be able to:</p> <ul style="list-style-type: none"><li>➤ recite Sūrah al-Humazah properly and correctly.</li><li>➤ recite Sūrah al-Humazah from memory.</li><li>➤ explain the terms contained in the Sūrah.</li><li>➤ explain the overall meaning of the Sūrah.</li></ul> <p>—————</p> <p>The Etiquette of Visiting and Hospitality The students will be able to:</p> <ul style="list-style-type: none"><li>➤ draw out the etiquette of visiting and hospitality.</li><li>➤ abide by the etiquette of visiting and hospitality.</li><li>➤ Recognize the Manners of the Guest and the Manners of the Host.</li></ul>	<ul style="list-style-type: none"><li>• Listen to your child recite the sūrah regularly.</li><li>• Encourage daily memorization in small portions.</li><li>• Review key vocabulary and meanings together.</li><li>• Discuss the main message of the sūrah.</li><li>• Remind children not to mock, gossip, or tease others.</li><li>• Praise respectful and humble behavior.</li><li>• Model positive speech and manners at home.</li></ul>	<p><u><a href="#">Arabic and Islamic YouTube Channel</a></u></p>



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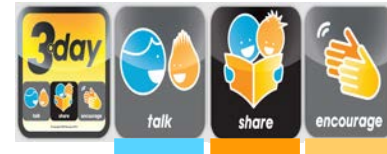


		<ul style="list-style-type: none"> <li>• Talk about applying Islamic teachings in daily life.</li> <li>• Discuss the proper etiquette of visiting and hosting at home.</li> <li>• Encourage children to follow the manners of both guest and host.</li> <li>• Model respectful and polite behavior during visits.</li> <li>• Praise children when they demonstrate good hospitality or visiting manners.</li> <li>• Share real-life examples of courteous behavior to reinforce learning.</li> </ul>	
<b>Physical Education</b>	Activity -1 Soccer – Passing & Receiving Activity - 2 Soccer – Dribbling & Shooting Activity - 3 Soccer – Heading & Goalkeeping Activity - 4 Soccer – Team Game	<p><b><u>Talk and encourage the children to do the following:</u></b></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><b>Useful sites:</b></p> <p><b>Links:</b>  <a href="#">FB-Passing &amp; Receiving.mp4</a>   <a href="#">FB-Dribbling&amp; Shooting.mp4</a>   <a href="#">FB - Heading.mp4</a>  <a href="#">FB - Goal keeping.mp4</a>   <a href="#">FB Matches.mp4</a></p>
<b>Information and Communications Technology</b>	<p><b>Microsoft Excel -Data Handling</b>            To enter data into a spreadsheet and use formulas to perform calculations</p>	<p>Organisational skill, critical thinking.</p> <p><b>Encourage</b> your child to create a worksheet and enter the list of groceries purchased from the shop calculate the total price using the formula in Excel.</p> <p><b>Support</b> your child in designing a mini budget in Excel for an imaginary birthday party. They can list different items (eg: balloons,</p>	<p><a href="https://support.microsoft.com/en-us/office/create-formulas-b0c54a42-0057-41dc-9d33-098deccb2278">https://support.microsoft.com/en-us/office/create-formulas-b0c54a42-0057-41dc-9d33-098deccb2278</a></p>



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		cake, snacks, gifts) and their price. Use a formula to calculate the total price.	
<b>Music -Mr Kiko</b>	<ul style="list-style-type: none"><li>Improving children's confidence and musicality through singing action songs and chanting rhymes.</li></ul> Reading notes	<ul style="list-style-type: none"><li>Encourage the child to sing action songs at home.</li><li>Encourage the child to watch the kinds of notes video</li></ul>	<a href="#">Kinds of Notes (Year4).mp4</a>
<b>Music -Mr Sunil</b>	Learning how to play the song "Happy Birthday" on the recorder	<ul style="list-style-type: none"><li>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.</li></ul>	
<b>Music -Mr Joyson</b>	<ul style="list-style-type: none"><li>Learning how to play the recorder using notes G A B with the song "Au clair de la lune"</li></ul>	<ul style="list-style-type: none"><li>Let the child practice at home, even though there will be squeaking.</li></ul>	