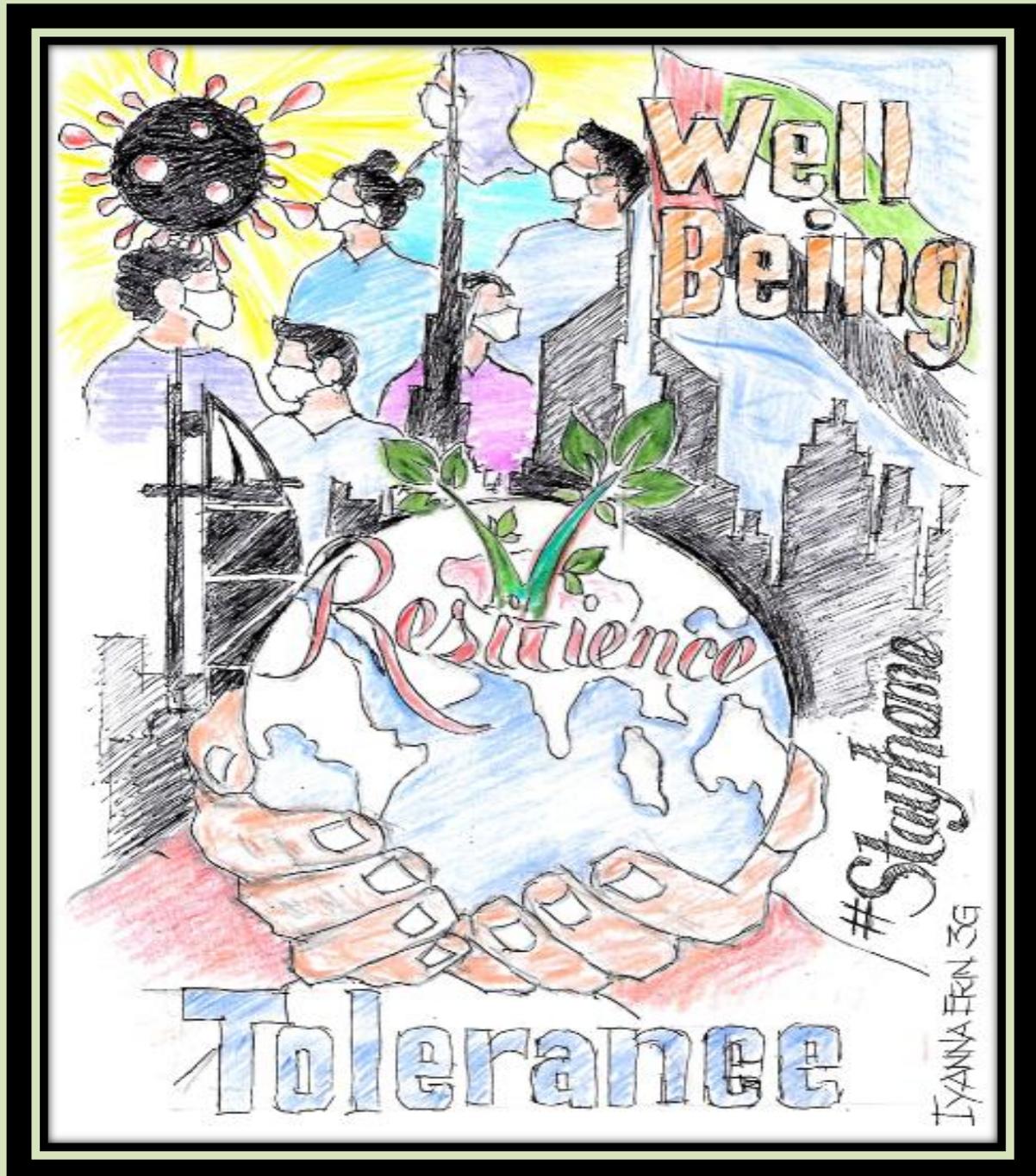


AIM HIGH PROGRESS STUDY PROGRAMME
YEAR 5 MOVING TO YEAR 6



AIM HIGH PROGRESS STUDY PROGRAMME

Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the Aim High Progress Study Programme (AHPSP) for your child to work on over the summer vacation. The aim of this programme is to keep students in 'learning mode' so that they continue to make progress without any summer learning loss.

Our Aim high summer programme is designed to help students develop values like sustainability, tolerance, morals, values and character through integrated curriculum and community partnerships.

The AHPSP involves Project Based Learning (PBL) which is an approach to education that emphasizes hands on learning with real life implications and independent research skills to find a solution and present in different ways using variety of tools.

Our students also had numerous opportunities in Term 1 and 2 to work on various STEAM projects like VEX robotics, Lego, printing 3D models. They also explored events within and outside school, which enhanced their critical thinking, problem solving, innovation skills and helped develop their character, tolerance and moral values.

In term 3 despite unprecedented situation of pandemic, our students showed resilience; and successfully adapted distance learning program. They responded very well to the series of synchronous and asynchronous lessons. Teachers have used range of new ICT tools to provide stimulating, enriching, engaging and personalised learning experience for all groups of students.

As your child is moving from Year 5 to Year 6, you can look at the Family Learning Newsletters for Year 6 and learn, in advance, about the learning modules, which will be covered in the coming academic year.

Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Year 7 in another school, you can look over the Family learning newsletter for Year 7 and map your child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps.

We hope you will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.'

Wish you all a very happy and blessed holidays. Enjoy with family and friends. Looking forward to welcoming you back in September.

Yours sincerely,



Dr. Ritika Anand

Vice Principal

English Aim High: **STREAM**

Learning Outcome: To research and create different types of text incorporating structural and language features.

Writing a Biography

A biography is a story of someone's life written by someone other than that person. Choose someone that is no longer living who interests you or that you admire, research that person, and write their biography. The biography should be at least two typed pages long. The process is broken down for you in the steps below. Pace yourself by accomplishing these tasks over a series of days.



TASK: Write a Biography on Charles Darwin with help of planning guidelines given below in form of stepped tasks. Use Prezi.com / Power Point to create one. Be as creative as you like by presenting your work as a coded animation or a youtube video/ photoblog or any other creative way.

When doing your research, consider the following questions, which most biographies usually answer:

- Where was this person born? In what year?
- Where did this person grow up?
- What did this person do for a living?
- Why did you choose this person?
- How has this person made an impact on others' lives?

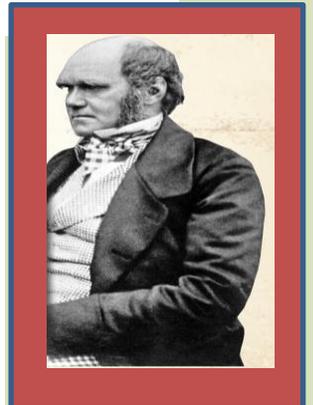
Task 2: Visit the library.

Identify sources that seem likely to provide you with the information you are seeking. Make a list of at least 3 sources.

Task 3: Do your research. Take notes on information and sources.

Task 4: Review your notes.

Task 5: Now create a power point / use Prezi.com to create a Biography.



Read the book given below –‘Prehistoric Giants’



Based on the topic **Evolution**, we have added a very interesting book – ‘The Prehistoric Giants’ which you need to read and explore in order to attempt *any one* of the tasks following the guidelines given below:

1. Create a **Character description** along with powerful imagery about one of the giant prehistoric creature you liked the most from the text by portraying its physical and behaviour attributes. (You can use the following apps to do the task- memo on android, pic collage, clips on apple Ipad etc.)
2. Prepare a **kahoot quiz** based on the book by including the following details;
 - Remember to add 15 questions.
 - **GRAMMATICAL STRUCTURE**: Five questions based on the grammatical structure of the text.
 - **VOCABULARY**: Five questions related to the use of higher level vocabulary.
 - **COMPREHEND THE INFORMATION**: Another five questions to create literal, deductive and inferential questions to make your peers/audience to understand the text.
3. Write a **story** incorporating the characters and setting based on the book that you read. Draft a story based on the guidelines shared in the following pages .Read the instructions carefully.

The concept of genres to classify literature has taken a dramatic shift over time. About twenty-five hundred years ago literature was either a comedy or a tragedy. Today there is such a huge explosion of content during the information age that the possibilities seem endless.

How to Start a Story

A narrative is writing that tells a story, and typically includes characters, setting and a plot. Stories sometimes begin with a description of a character or setting. If there is a central problem in your story, it should be presented at or near the beginning.

DIRECTIONS: Think of a story that you would like to write. Write three different beginnings for your story: the first should focus on the setting, the second should focus on the main character, and the third should focus on the central problem of the story. Which beginning do you think will work best for your story? Why?



Setting

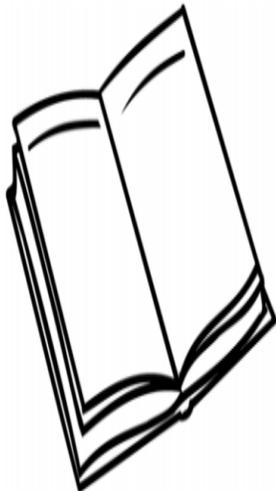


Character



Problem

Main Genres



There are two main genres of books—fiction and nonfiction. **Fiction** books are made-up and are not based on real events. **Nonfiction** books are based on real events.

Subgenres

There are two main genres of books—fiction and nonfiction. **Fiction** books are made-up and are not based on real events. **Nonfiction** books are based on real events.



There are also many subgenres of books. **Fantasy** stories have events that could never happen in real life. **Mystery** books is a story with clues, centered around a puzzling event. **Science fiction** stories take place in the future and often include science and technology. **Historical nonfiction** stories are informative stories that describe events from the past. **Informational** books are true and factual, and often contain supporting evidence.

Genre Line Up



There are two main genres of books—fiction and nonfiction. **Fiction** books are made-up and are not based on real events. **Nonfiction** books are based on real events.

Within each genre, there are also many **subgenres**, which are more specific genres like mysteries or fantasy books.

Directions: Draw a line to match each subgenre up with its description.

Mystery

A true story about past events.

Science Fiction

A book that is factual, and often has supporting evidence like pictures, charts, and diagrams.

Informational

A story with clues surrounding a puzzling event.

Fantasy

A story that takes place in the future and often includes science and technology.

Historical Fiction

A story with things and events that could never happen in real life.

Historical Nonfiction

A fictional story about events that happened in the past. Usually the time and place are real but the characters are made-up.

Humor

A funny story that was written to make the reader laugh.

Introducing a Narrative



A narrative is writing that tells a story, and typically includes characters, setting and a plot.

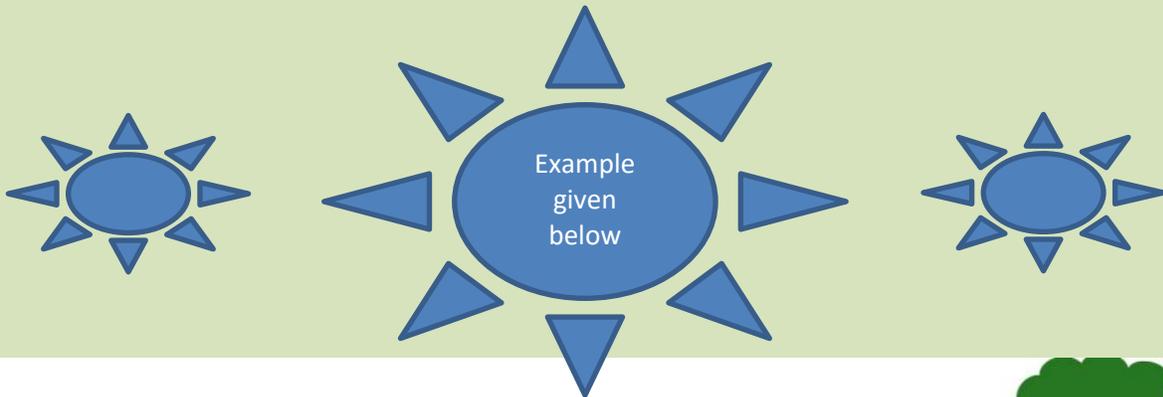
DIRECTIONS: Plan a story of your own. Fill out the organizer below with your ideas for character, setting, and plot.

CHARACTERS: _____

SETTING: _____

PLOT: _____

Now think about how you will begin your story. Stories sometimes begin with a description of a character or setting. If there is a central problem in your story, it should be presented at or near the beginning. Draft the opening of your story on the lines below. Establish a context for the story, introduce the narrator, and engage the reader's interest.



The Elements of Story: Setting



DIRECTIONS: Read each passage. Identify the setting (time + place) for each.

TIME

PLACE

1. I woke to the sound of water crashing, over and over. The air was humid and salty, and as I slowly opened my eyes and saw the hotel's white sheers moving in the breeze, I remembered where I was and smiled. It was the first day of my vacation, and I had big plans.

Read the book with your friend, sibling and family to know interesting features about creatures which existed in the past. Now choose one creature which interested you the most to include it in the narrative story you'll create.

(Other Than Dinosaurs)

A Reading A-Z Level Z1 Levelled Book
Word Count: 2,153

Connections

Writing

Research an era described in the book. Create a pamphlet, persuading someone to vacation there. Include facts about the era and what a visitor should bring along to be prepared.

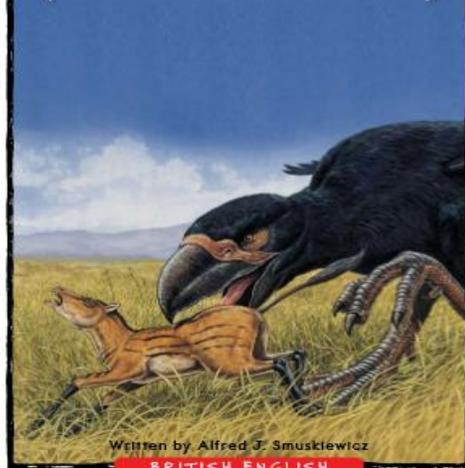
Science

Do further research on the adaptations of one animal from the book. Describe how the adaptations allowed the animal to survive in the era in which it lived.

Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.

Prehistoric Giants (Other Than Dinosaurs)



Written by Alfred J. Smuskiewicz

BRITISH ENGLISH

www.readinga-z.com



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What Giants Lived Long Ago?

Imagine travelling in a time machine to walk through a forest millions of years ago. As you stroll along, you suddenly hear a loud snorting behind you. When you turn, you see a huge animal, bigger than a house! You may think at first that this giant is a dinosaur—but it might not be.

Many **prehistoric** animals other than dinosaurs were giants. There were other giant reptiles as well as giant **species** of shellfish, insects, centipedes, fish, **amphibians**, birds and mammals. There was even a giant ape, almost like King Kong!

Scientists called **paleontologists** learn about prehistoric animals from shells, footprints and fossils (remains or traces of animals, such as bones). Paleontologists can use a fossil to learn when and where an animal lived, how big it was, what kind of food it ate and how it moved. Sometimes, paleontologists can even remove DNA from animal remains. Tests of this DNA can show how the prehistoric animal is related to animals living today.

Do You Know?

Species have changed over and over again throughout Earth's history, with old species becoming extinct (dying out) and new ones appearing. More than 99 per cent of all animal species that have ever lived are now extinct.



- *Cameroceras*: N. America
- *Meganeura*: Europe
- *Arthropleura*: N. America, Europe
- *Leedsichthys*: France, Chile
- *Koolasuchus*: Europe
- *Liopleurodon*: Europe
- *Elasmosaurus*: N. America, Russia, Japan
- *Cymbospondylus*: N. America, Europe
- *Ornithocheirus*: S. America, Europe, Africa, Australia
- *Gastornis*: N. America, Europe
- *Phorusrhacos*: N. and S. America
- *Indricotherium*: Mongolia
- *Mammuthus*: N. America, Europe, Siberia
- *Megatherium*: N. and S. America
- *Gigantopithecus*: China, South-east Asia

Scientists divide Earth's history into several different **periods** of time. These periods are grouped into different **eras**. The chart on page 7 shows in what periods and eras the animals in this book lived. As you read this book, pay special attention to parts that discuss causes and effects of various events, such as why a species disappeared during a certain period.

Enjoy your prehistoric journey with giants!

Giant Invertebrates

Set your time machine for the Paleozoic (pay-lee-ah-ZO-ik) era to see some giant **invertebrates** (animals without backbones). Some fly through the air, and others swim in the oceans, so don't forget to bring your swimsuit!

Cameroceras—Scariest Shellfish



It is 470 million to 440 million years ago, and all animals live in the ocean. What are you waiting for? Dive in to see *Cameroceras* (cam-er-ah-SAIR-us), a giant squid-like shellfish. Its head and eight **tentacles** stick out of a cone-shaped shell which might grow as long as 11 metres (36 ft).

Cameroceras swims by forcing water out of its shell through a tube. The force of the water makes the animal move in the opposite direction. This is similar to a balloon releasing air and flying across the room.

Cameroceras hunts **trilobites** (TRY-luh-bites) and other sea animals. It grabs these animals with its tentacles and uses its sharp beak to tear them to pieces.

Do You Know?

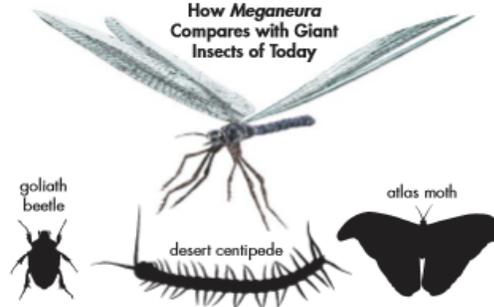
People used to think the fossil shells of small relatives of *Cameroceras* were the horns of unicorns.

Eras and Periods in Earth's History

Era	Period	When Period Began (years ago)	Animals in Period
Precambrian Time		4.5 billion	*
Paleozoic	Cambrrian	543 million	<i>Cameroceras</i> , page 6
	Ordovician	490 million	
	Silurian	443 million	
	Devonian	417 million	
	Carboniferous	354 million	<i>Arthropleura</i> , page 9 <i>Meganeura</i> , page 8
Mesozoic	Permian	290 million	<i>Cymbospondylus</i> , page 12
	Triassic	248 million	
	Jurassic	206 million	<i>Leedsichthys</i> , page 10 <i>Liopleurodon</i> , page 13
	Cretaceous	144 million	<i>Ornithocheirus</i> , page 15 <i>Koolasuchus</i> , page 11 <i>Elasmosaurus</i> , page 14
Cenozoic	Tertiary	65 million	<i>Gastornis</i> , page 16 <i>Indricotherium</i> , page 18 <i>Phorusrhacos</i> , page 17 <i>Gigantopithecus</i> , page 19
	Quaternary	2 million	<i>Mammuthus</i> , page 20 <i>Megatherium</i> , page 21
	Today		

* The first known animal appeared about 600 million years ago.

How *Meganeura* Compares with Giant Insects of Today



Meganeura—Dangerous Dragonfly

If you travel more than 100 million years after *Cameroceras* roamed the seas, you will probably end up in a swampy forest, about 311 million to 282 million years ago. You might want to duck, because a giant dragonfly is swooping down through the tropical air. *Meganeura* (MAY-guh-nur-uh) is bigger than most birds you know. It has a wingspan of 76 centimetres (2.5 ft), making it the largest insect ever known.

You've probably noticed that the air is heavier than you're used to. That's because there's more oxygen in it. This heavy air helps support the weight of the giant flyer and the extra oxygen allows *Meganeura* to grow to a giant size.

Arthropleura—Biggest Bug

Now that *Meganeura* has flown by, crawling towards you along the forest floor is *Arthropleura* (AHR-throw-PLOOR-ah), the largest land arthropod ever known. However, it isn't a six-legged insect. It is more like a 60-legged centipede and it can grow longer than 2.5 metres (8 ft). It lives in swampy forests between 340 million and 280 million years ago. Like *Meganeura*, *Arthropleura* grows so large because the air is heavy with oxygen.



The body of *Arthropleura* was made up of 30 hard plates. Under each plate was a pair of legs.

Giant Fish and Amphibians

The next giants you will visit on your journey through time are a fish and an amphibian who live during different periods of the Mesozoic (MEZ-uh-ZO-ik) era. You might want to bring your snorkel as you swim out to sea.

Leedsichthys—Largest Fish

Leedsichthys (leeds-ICK-thees) is no “big fish that got away” story. It is real. The largest fish that ever lived, it can grow almost 16.8 metres (55 ft) long in the seas of 165 million to 155 million years ago.

Leedsichthys gulps in huge mouthfuls of water as it swims. At the back of the fish's mouth are more than 40,000 long, thin teeth. These teeth act like a sieve to keep in shrimps, jellyfish and other small animals when *Leedsichthys* blows the water back out. Many whales eat this way back in your time.

You know *Leedsichthys* will eventually become extinct because the animal doesn't exist in your time. The reason is possibly because seas become lower and smaller. Smaller seas will mean less food for the giant fish to eat.

Do You Know?

In May 2005, fishermen in Thailand caught a Mekong giant catfish almost 2.7 metres (9 ft) long. Before scientists could study this giant fish, however, the fishermen and their friends ate it!

Koolasuchus—Slimy Giant

Hit the fast-forward button in your time machine, skipping ahead between 40 million and 60 million years further into the Mesozoic era. Do you see that slimy giant salamander with the really wide, flat head? That's *Koolasuchus* (KOOL-ah-SOOK-us), an enormous amphibian, about 5 metres (17 ft) long, that lives in swampy forests 137 million to 112 million years ago. Its big head holds more than 100 long teeth which it uses to capture fish, crabs, turtles and other prey.

Koolasuchus has eyes on top of its head. This allows it to bury itself in muddy water while keeping watch for prey. Crocodiles hunt in the same way.

Koolasuchus and other giant amphibians will disappear. A change in climate will cause them to become extinct. The change in climate will cause their swampy habitat to become less common.

Animals of the Mesozoic era



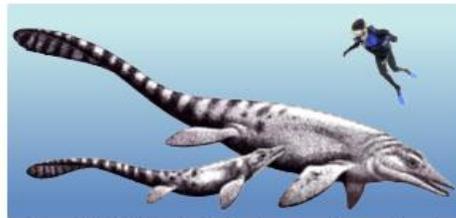
Giant Reptiles

During the Mesozoic, while dinosaurs walk the Earth, other giant reptiles swim in the ocean. They are just as gigantic as some dinosaurs and just as deadly.

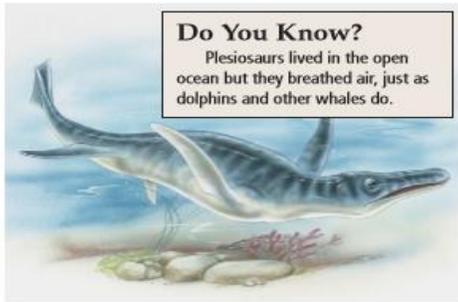
Cymbospondylus—Fish-like Reptile

Cymbospondylus (sim-bow-SPOND-ee-lus) belongs to a group of fish-like marine reptiles called ichthyosaurs (IK-thee-uh-sorz). It lives 240 million to 210 million years ago when it is one of the largest animals in the sea at 10 metres (33 ft) long.

Cymbospondylus has a huge head with a long, pointed snout. Its jaws contains many rows of small teeth used for catching and holding fish and other animals that it hunts in deep waters.



Cymbospondylus had a huge head with a long, pointed snout. It hunted mostly small- and medium-sized fish and shellfish.



Do You Know?

Plesiosaurs lived in the open ocean but they breathed air, just as dolphins and other whales do.

Liopleurodon—T. rex of the Seas

Travel forwards from the time of *Cymbospondylus* but stay in the ocean—if you dare. The reptile *Liopleurodon* (LIE-oh-PLOOR-oh-don) swims in these salty waters, with a mouth about three times larger than that of the famous dinosaur *Tyrannosaurus rex* (tie-RAN-uh-SAW-rus rex). *Liopleurodon* can use its large, powerful jaws to kill any animal in the seas. Like a shark in your time, it can smell prey from a long distance away.

Part of a group of reptiles called plesiosaurs (PLEEZ-ee-uh-sorz), short-necked *Liopleurodon* lives 160 million to 155 million years ago. It can grow up to 15 metres (49 ft) long.

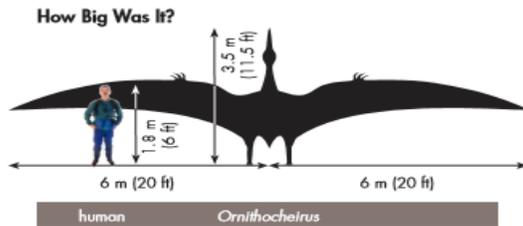
Elasmosaurus—Long-Necked Hunter

If you go swimming between 85 million and 65 million years ago, you might not even notice *Elasmosaurus* (eh-LAZ-mo-SAWR-us), even though it grows as long as 15 metres (49 ft). Most of that length is in its neck and tail. This plesiosaur’s long neck has 76 backbones in it. (The neck of a person has only seven backbones.)

Elasmosaurus can keep the bulk of its body far away from the fish it hunts. Its long neck allows it to sneak up under a school of fish without the fish knowing there is a giant under them!



Elasmosaurus swam with its long neck straight out. The reptile also had four diamond-shaped flippers.



Ornithocheirus—Flying Reptile

From out of the sky, a creature the size of a small aeroplane swoops down, dips its long beak below the water’s surface and swallows a fish whole before flying off again. A giant bird? No. You just witnessed *Ornithocheirus* (or-NITH-oh-KY-rus), a flying reptile that lives near sea coasts and lakes from 140 million to 70 million years ago. It may be the largest of the pterosaurs (TAIR-ah-sorz) which is a group of flying reptiles that live at the same time as the dinosaurs.

Ornithocheirus has a wingspan up to 12.1 metres (40 ft) and a body about 3.5 metres (11.5 ft) long. Although it is gigantic, it probably weighs only about as much as you do. That’s because its bones are hollow, helping it to fly easily. Colonies of these giant flyers build nests on cliff tops.

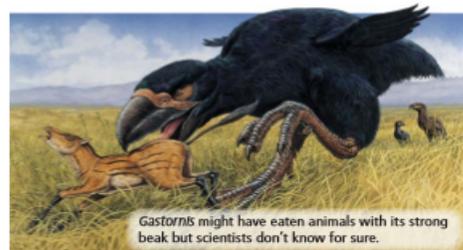
Giant Birds

You won’t need binoculars to spot the enormous creatures called terror birds. Like today’s ostriches, they are flightless but unlike plant-eating ostriches, most (and maybe all) terror birds are **predators**.

Gastornis—A Ton of Terror

In the forests and swamps of 56 million to 41 million years ago, you will find *Gastornis* (gas-TOR-nis), a bird about 2.1 metres (7 ft) tall. It is possibly one of the top predators in North America and Europe since dinosaurs are extinct in its time.

Modern scientists are not sure what this terror bird eats but you can see its sharp, powerful beak which can easily rip the flesh and crush the bones of small animals—if it can catch them. *Gastornis* may weigh more than 0.9 metric tons (1 ton).



Gastornis might have eaten animals with its strong beak but scientists don’t know for sure.



Phorusrhacos had a short, sharp claw on each wing, although scientists do not know how it was used.

***Phorusrhacos*—Speedy and Deadly**

Phorusrhacos (FOR-uss-RAH-kus) is a terror bird that stands up to 3 metres (10 ft) tall. It hunts small animals in plains and woodlands from 27 million to 2.5 million years ago, possibly catching such prey as young sabre-toothed cats and small horses.

Phorusrhacos can move much faster than *Gastornis* because it doesn't weigh as much as that earlier terror bird. *Phorusrhacos* may be able to run after its prey at 69 kilometres (43 mi) per hour, faster than a car usually travels down a city street.

Giant Mammals

After the extinction of the giant reptiles, giant mammals began to rule the world. Many scientists believe terror birds became extinct later in the Cenozoic era because mammals were better hunters—they ate all the food! However, the giant mammals you are about to meet are **herbivores**, meaning they eat only plants, so don't be afraid to get close.

***Indricotherium*—Dino-Sized Rhino**

Climb a tree to get a good look at *Indricotherium* (IN-drik-oh-THEER-ee-um), a relative of today's rhinoceros. This giant mammal uses its long neck, like a giraffe, to eat leaves and branches at the tops of trees.

Living from 30 million to 25 million years ago, *Indricotherium* is at least 4.5 metres (15 ft) tall—bigger than a one-storey house—and it weighs 15 metric tons (16 tons). The big body of *Indricotherium* allows it to store a great amount of fat and water. This helps the big animal survive long hot and dry seasons.



Indricotherium is one of the earliest and largest mammals.

***Gigantopithecus*—The Real King Kong**

King Kong was a big ape in a film, but *Gigantopithecus* (jeye-GANT-o-PIHTH-uh-kuhs) is a real giant ape that lives from about 8 million to 100,000 years ago. Some males stand 3 metres (10 ft) tall on their hind legs and weigh more than 454 kilograms (1,000 lbs). You can tell which ones are females. They are half this size.

Gigantopithecus is a gentle giant. It eats bamboo, fruit, seeds and other plant food in tropical rainforests in Asia.

While you're here, you might even spot an early type of human called *Homo erectus* who is living at the same time and in the same places as *Gigantopithecus*.

These humans may end up using so much bamboo for food and to make tools that not enough will be left for *Gigantopithecus* to eat. This is one possible reason why *Gigantopithecus* will become extinct.

Do You Know?

Could *Gigantopithecus* still be alive? Hundreds of people have claimed to see a huge, hairy ape-like creature in the north-western United States and in Canada. Because of the 41-centimetre (16-inch) footprints that have been seen in these areas, this creature is called Bigfoot. In Asia, many people have seen a similar creature which is called Yeti. Most scientists doubt these creatures really exist.



An African elephant (left) stands with the woolly mammoth and three of their closely related ancestors. How are they different from each other?

***Mammuthus*—Woolly Mammoth and Its Relatives**

Time to move forwards again to between 4 million and 10,000 years ago, during the last **ice age**, to catch a glimpse of a woolly mammoth, a species of *Mammuthus* (MAM-oo-thus). Keep your eyes open for a creature that looks like a huge hairy elephant with long curved tusks. There it is, using its tusks to clear paths through snow, probably searching for plant food. The woolly mammoth stands almost 3.6 metres (12 ft) tall but another *Mammuthus* species can grow as tall as 4.3 metres (14 ft).

Early humans hunt mammoths and paint pictures of them which can still be seen on cave walls in modern Europe. Mammoths will become extinct at the end of the ice age when the weather becomes too warm for them.

Megatherium—Giant Ground Sloth

Don't take off your winter coat yet. Another huge mammal that lives during the last ice age is *Megatherium* (meg-ah-THEER-ee-um), a giant ground sloth. It lives about 2 million to 8,000 years ago and is almost 20 feet (6 m) long.

Megatherium is related to the much smaller tree sloths that live in South America today. The one you're watching is standing on its hind legs, using its tail for balance which shouldn't surprise you. Fossil footprints found in your time show that it could stand and even walk upright.

Speaking of your time, you should probably be getting back . . .

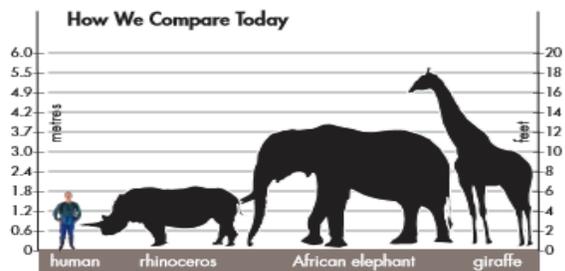


Megatherium had hard, bony plates (like the armadillo's) under its long fur. The plates helped protect it from attacks by other animals.

A World Without Giants?

Isn't it amazing to think that giants such as the ones in this book once walked on Earth and swam in the ocean? It's too bad we can't see these huge creatures today.

However, you don't have to get in a time machine to see very large animals. Blue whales, great white sharks, giant squids, grizzly bears, elephants, giraffes, ostriches, condors and anacondas are some of the large animals that share the planet with us today. Unfortunately, many of these animals are threatened with extinction because their populations are so small. It's important to protect these animals, mainly by preserving their habitats. That way, we can be sure that we'll never live in a world without giants.



Instructions: Read each question carefully and choose the best answer.

1. According to the text, why do *leedichthys* likely no longer exist today?
 - (A) The amount of food available for them was not enough.
 - (B) Different types of weather threatened their habitat.
 - (C) There were new kinds of predators to threaten the species.
 - (D) They swallow too much water when they swim.
2. What is the main idea of the "Giant Birds" section?
 - (A) Terror birds are large predators that once lived on Earth.
 - (B) *Gastornis* is a top predator.
 - (C) *Phorusrhacos* hunts small animals.
 - (D) *Gastornis* may weigh more than one ton.
3. How are *Cameroceras* different from giant fish?
 - (A) They don't have backbones.
 - (B) They don't live in the water.
 - (C) They don't eat animals.
 - (D) They don't live on land.
4. Why did animals that lived millions of years ago grow so much larger than the animals of today?
 - (A) There was more water.
 - (B) The atmosphere was hotter.
 - (C) The air contained more oxygen.
 - (D) The plants grew larger and provided more food.

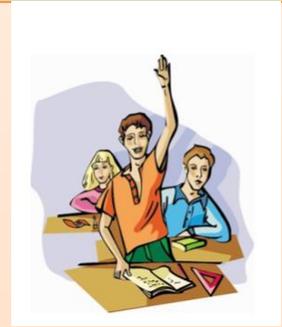
5. Why did the author write this book as if the reader had travelled back in time?
- Ⓐ to persuade the reader to compare animals
 - Ⓑ to entertain the reader by making the information come to life
 - Ⓒ to persuade the reader to further study these animals
 - Ⓓ to inform the reader about modern day animals
6. What is a **species**?
- Ⓐ a common prehistoric sea animal
 - Ⓑ large divisions of time in Earth's history
 - Ⓒ a group of living things that are physically similar
 - Ⓓ an animal without a backbone

7. What detail supports the main idea that giant reptiles once lived on Earth?
- Ⓐ Terror birds are predators.
 - Ⓑ *Cymbospondylus* is a sea reptile with a huge head.
 - Ⓒ *Gigantopithecus* eats bamboo, fruit, seeds, and other plant food.
 - Ⓓ Very large animals are threatened by extinction.
8. How is *Leedsichthys*, the largest fish that ever lived, like a whale today?
- Ⓐ They both breathe underwater.
 - Ⓑ They both have many thin teeth that help to strain their food.
 - Ⓒ They both live in small, shallow seas.
 - Ⓓ They both eat large animals.

9. Which of the following is a detail about *Megatherium*, the giant ground sloth?
- Ⓐ It is almost seven feet long.
 - Ⓑ It is not related to sloths that live in South America today.
 - Ⓒ It is from the last ice age.
 - Ⓓ It can bury itself in muddy water.
10. What effect did shallower waters have on *Leedsichthys*?
- Ⓐ it had more room in the ocean
 - Ⓑ it had less available air
 - Ⓒ it found more shellfish in the ocean
 - Ⓓ the amount of available food decreased
11. **Extended Response:** What is the main idea of this book? How do the main idea and details of each section support the broader main idea?

12. **Extended Response:** Which of the prehistoric giants in this book reminds you of a present day animal? Compare and contrast the two creatures, and then identify which one you wish you could meet and explain why.

Spell Check- 1



L.O:- To explore the use of suffixes with –ious and –tious.

Spelling Rules: -A suffix is a meaningful unit of letters attached to the end of a word which has the power to change the meaning or even grammatical function of a word!

By adding -ious you can turn a noun into

adjective. If root word end with -ce,

the ending is -cious

Similarly word that ends with -tion, the ending is -tious.

E.g. - space- spacious, infection - infectious

gracious	conscious	repetitious	superstitious
precious	ferocious	malicious	conscientious
spacious	judicious	voracious	expeditious
cautious	suspicious	anxious	pretentious
ambitious	vicious	scrumptious	fictitious

Spelling Task- Select any five words, check and practice the correct pronunciation and three synonyms of the same. Use can use the following link for reference;

<http://www.dictionary.com/>

Spell check- 2

L.O :- To identify the use of suffixes with -cial and -tial.

Spelling Rules:

While adding suffix, if the root word ends with a vowel we usually use the ending - cial as in facial

Similarly if the root word has a consonant ending, we usually use the ending - tial eg: torrential.

racial	partial	residential	financial
social	confidential	essential	substantial
artificial	beneficial	provincial	judicial
facial	glacial	prejudicial	sequential
potential	especial	consequential	commercial

Spelling Task: Choose three spellings and write sentences using the words.

Have some fun time exploring the grammar links to recapitulate the topics learned;

<https://www.educationquizzes.com/11-plus/english/complex-sentences/>

<https://www.educationquizzes.com/11-plus/english/connectives-conjunctions-2/>

<https://www.educationquizzes.com/11-plus/english/subject-verb-agreement/>

Year 6 Recommended Reading List

The Railway Children by E Nesbit

The classic story of adventure and loss. Three children and their mother leave their life in London to live in a small cottage in the country.



Abomination by Robert Swindles Martha lives with a dark secret- the abomination. Can she escape her strict upbringing?

Carrie's War by Nina Bawden

Carrie and her bother nick are evacuated to Whales to live with the strict Mr Evans. How can she make things right?

The What on Earth? Wall book timeline of Nature by Christopher Lloyd

Book that depicts life as we know it from earliest cell to the present day

Awful End by Philip Ardagh

Eddie's parents fell horribly ill with a disease and he is sent to live with relatives. Will he ever get there?

Fruit and Nutcase by Jean Ure -

A story told in Dairy entries about Mandy's unpredictable life.

Tom's Midnight Garden by Philippa Pearce

Tom's Midnight Garden explores time and how it can be turned back. It is a very exciting book that has a hidden mystical presence and all the time you are reading it you find lots of clues that all add up to one big surprise at the end; but when it comes to it, you realise you've known all along.

Some more recommendations:

- **Trust me I'm a troublemaker by Pete Johnson**
- **A series of unfortunate events by Lemony Snicket**
- **A Journey to the Centre of the Earth by Jules Verne**
- **Heidi by Johanna Spyri**
- **The Secret Garden by Frances Hodgson**
- **Oliver Twist by Charles Dickens**
- **Treasure Island by Robert Louis Stevenson**
- **David Copperfield by Charles Dickens**

Submission Date: 15/09/2020

Year 5 to year 6 Mathematics in Paleontology

Aim High – Project Based Learning
Topic- Dinosaur Fossil

Learning Objectives:

- To apply the knowledge of data handling and number system to solve problems.
- To present and evaluate their work.

Research in depth:

- ❖ The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.
- ❖ Explain how a paleontologist uses math and what kind of math.
- ❖ Radioactive dating of fossils requires understand of radioactive decay and half-lives.
- ❖ Research about fossils found. Sort species fossils found (birds/dinosaurs/whales etc.) using data handling. What conclusions might be drawn from the table?
- ❖ Plot key events on a timeline from when the fossil was a live animal to present day when the fossils can still be seen in museums and collections.
- ❖ Research information about the largest and smallest fossils. Place them on a scale diagram.
- ❖ Compare the fossil sizes to pupils' own heights. E.g. approximately how many times higher or heavier is the largest ichthyosaur, compared to the pupils?

Project Product

- ▶ A poster
- ▶ A play
- ▶ A book / E-Book
- ▶ A pamphlet
- ▶ A blog post
- ▶ Pop up card brochure



Submission Date: 15/09/2020

Science Aim High- Prehistoric Museum Artefacts

- **Learning Objective:** To analyze, evaluate and create the fossils of the animals living in Triassic, Jurassic and Cretaceous.

HH Sheikh Mohammed needs you!

- *You have just been hired by HH Sheikh Mohammed to design prehistoric museum artefacts in the forms of fossils for the display. Your artefacts should focus on educating humanity about the true realities of prehistoric creatures and how they lived. You will need to research, analyze and compare different types of fossils, how they are formed and what information do they provide to humanity?*

Are you ready for the challenge?

- **Problem:** How do we educate humanity about the prehistoric times?

Research: Explore the given links to find more information about the animals, their habitat as you might need to create their fossils too.

- <https://sciencing.com/three-time-periods-dinosaurs-lived-8737410.html>
- <https://www.youtube.com/watch?v=mXITDRd3kJE>
- <https://www.youtube.com/watch?v=87E8bQrX4Wg>
- <https://www.youtube.com/watch?v=xQBkawiFVIA>
- <https://www.youtube.com/watch?v=3rkGu0BItKM>

Present: Choose one of the given ways to present your report about your investigation:

Task 1:

1. Choose a minimum of 8 different animals fossils to be housed in te gallery.
2. Research about their habitats, adaptations and how did they possibly die?
3. Create their personalized fossil suited to their adaptations and habitat, as you would find in the wild.

Points to remember:

- Make sure you think about the animal's adaptations and food diet.
- While creating the fossils, make sure you have researched well about the particular creature's natural lifestyle in depth.
- Moreover, think about how the fossils found from the hot, humid and dry climatic conditions of UAE.

Link to help you create the fossils:

[How to make fossils?](#)

Task 2:



Create-A-Zoo Brochure Information



Your task is to create your own Museum brochure about different fossils you have created.

Submission Date: 15/09/2020

Humanities Aim High Progress Study Programme

Task 1-Research and Record

- Find the names of famous Maya cities along with their pictures.
- What did Frederick Catherwood and John Lloyd Stephen discover about the Maya?
- Collect information and pictures of Maya artefacts found. What could these objects be used for?

Task 2-Look at the photographs below. Imagine they were taken during your virtual dig. What do you think is happening in each snapshot and why?

Day 1



Day 2



Day 3



Day 4 & 5



Day 6



- Imagine you are the archaeologist featured in the photographs. Write an entry in [your diary](#) for a day's work at the archaeological dig. (you can choose to do for any 2 days)
- Include the following in your diary entries:
- A plan of the area excavated which shows where it is and how deep it is.
- The names of the tools you were using.
- Details of what you have found.
- Details of what each item tells you about the life of the Maya.
- What you intend to do with the information you have found.

Submission Date: 15/09/2020

Arabic for Arabs

<p>قراءة إحدى القصص قصيرة من (أقرأ العربية) أو أي قصة لديك والمطلوب وضع نهاية أخرى للقصة . قراءة قصة أسبوعياً على الأقل من تطبيق (أقرأ العربية) ، وتخير قصة من هذه القصص ثم قم بتحليل عناصر القصة تحليلاً أدبياً قراءة سيرة ذاتية لعالم أو شخصية تتمنى أن تكون مثله في مستقبلك. يمكنك الكتابة لتحليل القصص من خلال هذا الرابط https://padlet.com/saberbela3/tjd19j1edsov</p>	<p>قراءة</p>
<p>* يواجه العالم الآن تحدياً كبيراً بعد ظهور فيروس كورونا وكان من ضمن هذه التحديات كانت عملية التعلم عن بعد في ضوء ذلك اكتب عن أهم مميزات وعيوب التعلم عن بعد . * اكتب قصة قصيرة أنت بطلها مع مراعاة الإسلوب الأدبي أثناء الكتابة . * تخيل شكل التعليم بدني بعد انتهاء جائحة كورونا . الكتابة على التطبيق التالي من خلال الضغط على اللينك . https://jamboard.google.com/d/1_hfiCt8cwBKzRUGktEriCCeRI_Me27re4sBLZMGfsTk/edit?usp=sharing</p>	<p>كتابة</p>
<p>* استمع إلى إحدى القصص العربية ، ثم قم بتصميم خريطة ذهنية لأحداث القصة . * من خلال هذا الرابط استمع لقصة الذئب والسبع خراف . https://www.youtube.com/watch?v=n1ql6R8ihzE بعد الاستماع إلى القصة قم بتسجيل ملخص للقصة من (ثلاث إلى خمس دقائق على الرابط التالي . https://flipgrid.com/c76dc467</p>	<p>استماع</p>
<p>* يقرأ التلميذ مجموعة من القصص من تطبيق (أقرأ العربية)ويعيد سردها على مسامع والديه . https://www.classtools.net/random-name-picker/58_ckcYPQ * من خلال التطبيق تخير ثلاثة موضوعات وتحدث عنها مع والديك .</p>	<p>تحدث</p>

التسليم 2020-9-17

Arabic for Non-Arabs

اقرأ الفقرة التالية ثم أجب

هذا مطعم كبير . أمام المطعم نافورة جميلة ، والماء يخرج من فم السمكة . تدخل الأسرة المطعم وهناك المكان واسع ، وتوجد مائدة خالية .

يأتي النادل و يحمل قائمة الطعام ثم يقرأ الأب القائمة ، و يطلب دجاجاً وتطلب الأم كباباً ، بينما يطلب أحمد السمك وليلى تطلب السمك أيضا . تتناول الأسرة الغذاء، ثم يضع الخادم الفاكهة والحلوي على المائدة . يعتقد أحمد أن مطعم النافورة أروع من كل المطاعم.

أين تذهب الأسرة ؟

.....

ماذا يقرأ الأب ؟

.....

ماذا يضع الخادم على المائدة ؟

.....

ما طعامك المفضل ؟

.....

ب - استخراج من الفقرة التالية

حرف جر

فعل مضارع

صفة

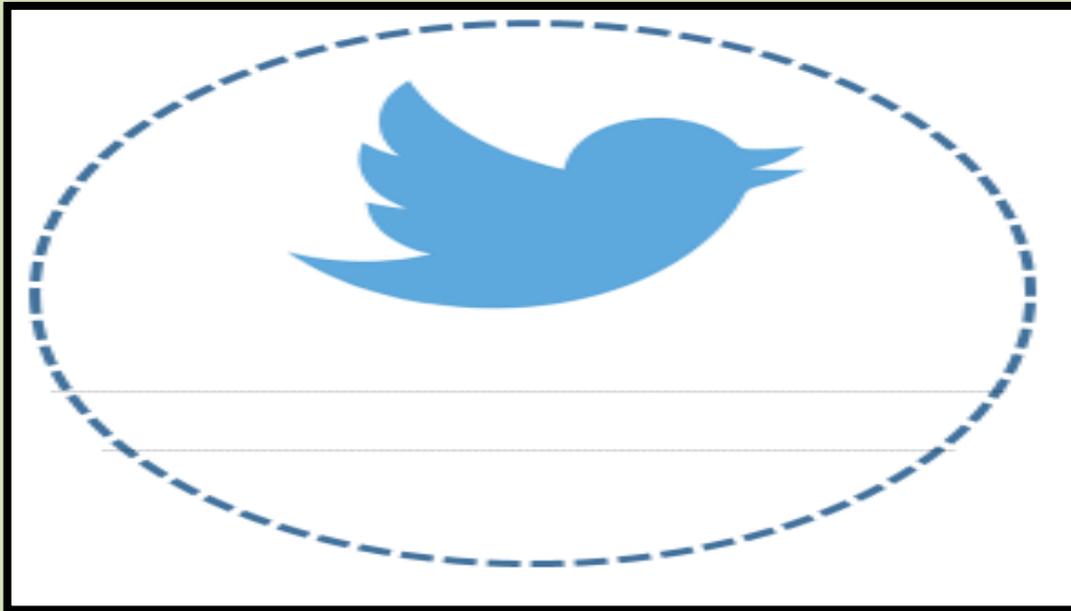
اسم

ج - ختر الإجابة الصحيحة مما بين القوسين:

(فوق - تحت - أمام)
(جاع - الطعام - مريض)
(طلبت - ضحكت - لعبت)
(النافورة - السمك - البيت)

النافورة المطعم
قرأ الأب قائمة
..... ليلى السمك .
أحمد يطلب

د - اكتب تغريدة عن طعامك المفضل :



1 - Go to (I Read Arabic) site to read a convenient story to your level.

<https://www.ireadarabic.com/ar/>

اكتب فقرة صغيرة عن مدينة دبي مستخدمًا الكلمات التالية
(شوارع - واسعة - البيوت - كثيرة - السيارات - نظيفة - رائعة - عالية - المباني)



.....

.....

.....

.....

.....

.....

.....

مهارة التحدث والاستماع

<https://flipgrid.com/5d768ba3>

Record video about some place you visit in your summer holiday with your family (garden - mall - cinema - tourist places)

<https://www.youtube.com/watch?v=4Xs5YMSHrVw>

<https://forms.office.com/Pages/ResponsePage.aspx?id=gENNZk1Nw0yUf0PCq4224aPsLEi3rRtInOL0si68wDIUQ>

<UxZOUNKV01DSVNLMFVFSFdUUVVJGM1BYSy4u>

Arabic for Non-Arabs

1) Watch this video and learn.

Links	Target
https://www.youtube.com/watch?v=hEApCv1bleg	Greetings in Arabic
https://www.youtube.com/watch?v=ityVW2gR0Rs	Introduce myself in Arabic
https://www.youtube.com/watch?v=TPjvi1qgZec	Places in Arabic
https://www.youtube.com/watch?v=T-rJz9bR9I8	Arabic vocabulary
https://www.youtube.com/watch?v=JLj0HTE7sgw	Colours in Arabic
https://www.youtube.com/watch?v=20OdTtyfZhE	Arabic pronouns
https://www.youtube.com/watch?v=viJWRhut9qc	Arabic adjectives
https://www.youtube.com/watch?v=PpzH_8zcsec	Fruits in Arabic
https://www.youtube.com/watch?v=th_BMvgQ2nI	Clothes in Arabic
https://www.youtube.com/watch?v=Rve_6-voC70	Days of the week in Arabic

Done by 17-9-2020

الواجب الصيفي لعام 2021-2020 للصف السادس لمادة التربية الإسلامية

سجل فيديو لك وأنت تقرأ أول 15 آية من سورة ق مراعيًا أحكام التجويد والتلاوة الصحيحة وقم بإرساله إلى المعلم عن طريق تحميله على الرابط الآتي :



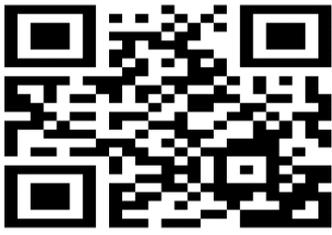
<https://flipgrid.com/00a4c050>

الكود:

00a4c050

المهمة
الأولى
قرآن
كريم

سجل فيديو لك وأنت تقرأ أول 4 أحاديث من الأربعون النووية وقم بإرسال الفيديو عن طريق تحميله على الرابط الآتي :



<https://flipgrid.com/8dfe91e8>

الكود:

8dfe91e8

المهمة
الثانية
حديث
شريف

أجب عن الكويز من خلال الرابط الآتي :

<https://docs.google.com/forms/d/1y5QTHE-268lvQcjHc6J74hk7PEbEzttDvP06qW5wal0/edit>

المهمة
الثالثة
الفروع

من خلال دراستك لدرسي غزوة أحد وغزوة بدر الكبرى سجل فيديو لنفسك وأنت تلخص الغزوتين وقم بإرساله للمعلم عن طريق تحميله على الرابط الآتي

<https://flipgrid.com/459070b5>

الكود:

459070b5

المهمة
الرابعة
السيرة
النبوية

التسليم 2020-9-17

Year 6 Islamic home learning

Aim High

1- Listen and practice memorizing Surat As-Sajdah from the link below:

[Surat As-Sajdah](#)

then make a video on the flip grid through this link:

<https://flipgrid.com/be074bee>

the code is: **be074bee**

or you can scan this QR.



2- Watch the videos about The battle of Badr

First part: <https://www.youtube.com/watch?v=rOZ-AlduoX>

Second part: <https://www.youtube.com/watch?v=3Tfnt-Da>

Third part: <https://www.youtube.com/watch?v=laEQTyDFs>

then answer the questions on Google doc using this link:

<https://docs.google.com/document/d/14PZaL5zI5UXuRB0ddj1n1RMA5Wa4Xk3tW-wHaCwclz4/edit?usp=sharing>

or answer them orally through flip grid on this link:

<https://flipgrid.com/72eb16e9>

The code: **72eb16e9**

Or through this

Done by 17-9-2020

Aim High Summer/Year 6/Learning Menu:

Mes activités pendant le confinement

My activities during the quarantine

All the tasks to be submitted in September with High quality (In French): The students can use more than one task

Poster:

Students make a poster about **Leisure and activities (free time) during the quarantine**



Interview/debate:

Students prepare an interview about **Leisure and activities (free time) during the quarantine**

open/close/direct/challenge/higher order questioning:



Song or article:

Students make a song about **Leisure and activities (free time) during the quarantine**



Poem:

Student makes a quiz on Quizlet about **Leisure and activities (free time) during the quarantine**



Research:

Student makes a research about **Leisure and activities (free time) during the quarantine**



Video:

Students make a video about **Leisure and activities (free time) during the quarantine**



Podcast:

Students make a podcast **Leisure and activities (free time) during the quarantine**



Role play/movie:

Students make a role play **Leisure and activities (free time) during the quarantine**



Kahoot/Quizlet/Socrative ...:

Student makes a quiz on Kahoot/quizlet ... about **Leisure and activities (free time) during the quarantine**



Submission Date: 15/09/2020

Salama Magazine

Dear Parents,

We are delighted to share the overview of Salama Magazine by KHDA to put in your hands the smart application of the magazine **safety to students** and their parents to encourage children to download it to their tablet devices for entertainment and for what is beneficial to them, to mitigate about them and break the routine they are used to. Through which the student can interact with the contents of the magazine by reading audio stories and games and attending videos about awareness attractive and wonderful for them, it is available in all stores (Apple Store, Play Store, Huawei Store). Use the opportunity to help the children to move beyond the stage of staying at home with what is beneficial to them.



RTA

جديداً
NEW!
عدد يونيو
June issue

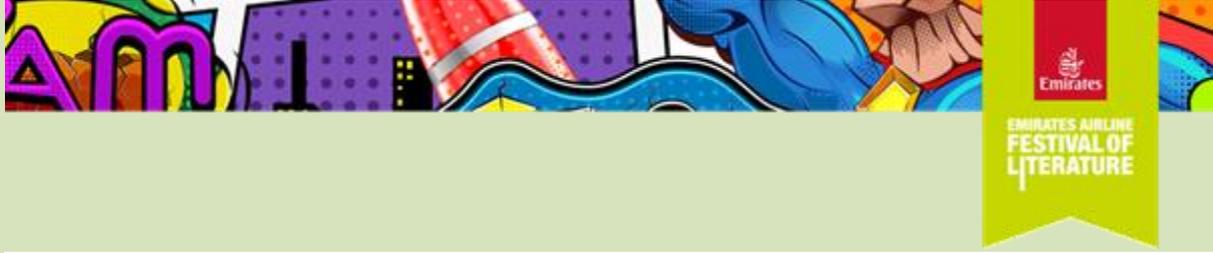
سلامة
مكتوبون يا ولدي

تريدون الحصول على استراحة ممتعة ومفيدة؟!
حملوا تطبيق سلامة الآن واستمتعوا بقراءة أحدث عدد من مجلة سلامة
وغيره الكثير .. حيث تمكنكم الاستمتاع بتقنية الواقع الافتراضي
بالإضافة إلى ألعاب ترفيهية وتعليمية.. فقط على تطبيق سلامة

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Salama
Magazine



Short Story Writing Competition Launched!

We are delighted to announce that the Short Story Writing competition is now open! Budding authors can submit their composition on the below link.

The inspiration for 2021 is “**Change the Story**”. We can’t wait to see how your students will interpret this in their stories.

You have until **Wednesday 4th November 2020** to submit your entries. To register and know more about the competition,

[Click Here to Register](#)

If you have any queries regarding competition, please email Dania Droubi, Competitions Manager at rania.droubi@emirateslitfest.com or competitions@emirateslitfest.com

**The Readers’ Cup and Poetry for All Competition will open in September 2020.
Watch out for a new competition on Hand Letter writing to be launched soon!**



Follow us @emirateslitfest for Festival updates

