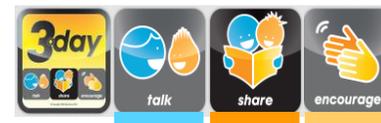
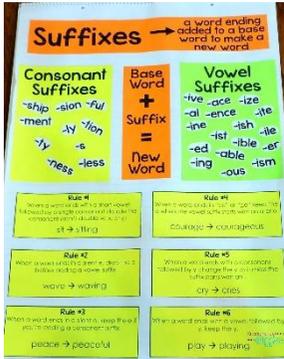




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Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p>Spelling</p> <p>1. To add suffixes beginning with vowel letters two words ending in “fer”</p> <p>When you add a suffix that starts with a vowel (for example, -ed or -ing) to a word ending in -fer, the spelling rule depends on which syllable is stressed.</p> <p>If the second syllable is stressed, double the r when adding the suffix. Example differ / differed</p> <p>If the second syllable is not stressed, do not double the r. Example confer / conferring</p>	<p>Talk and encourage the children to do the following:</p> <p>Discuss the rules for different spellings as mentioned in the FLN.</p> <p>Elicit examples from children.</p> <p>Discuss the rules with the children.</p> <p>Encourage your child to write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p>	<p>Suffixes – ending in ‘fer’</p> <p>https://www.spellzone.com/word_lists/games-11061.htm</p>  <p>https://www.youtube.com/watch?v=kSM_HKqGdQk</p> <p>https://www.bbc.co.uk/bitesize/topics/zqqs6f/articles/zcsyjtj</p>



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2. Revisit

To spell words ending with sounds like -cious or -tious

Rule:

If the root word ends in -ce, the ending is -cious.

Remove the e before adding -ious

grace + ious = gracious

If the root word ends in -tion, the ending is -tious.

Remove the -ion before adding -ious

caution + ious = cautious



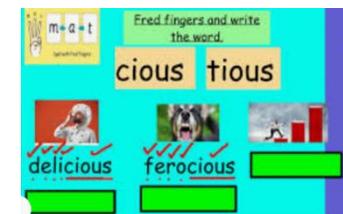
Encourage your child to write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.



Suffixes-word search



Suffixes -anagram



https://www.spellzone.com/word_lists/games-391.htm



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Punctuation and Grammar:

3.Figurative Language

To use figurative devices to describe things, ideas, feelings or characteristics.

Children will be able to make their text interesting by adding deeper meaning and express things in wider context.

Talk and encourage the children to do the following:

Discuss the rules for different spellings as mentioned in the FLN.

Elicit examples from children. Now try the LOOK.

COVER SAY WRITE.

Try few from the spelling list: vicious, conscious, ambitious, infectious etc. While reading books encourage your child to make note of new words and their spellings.

Discuss with students that it is fine to use dictionary if you need to.

Say these words out loud:

gracious

cautious

Because both endings sound like shus, it is sometimes difficult to remember whether to spell the ending – cious or –tious.

Encourage students and ask them to remember, that the ending –ious can be added to turn nouns into adjectives.

For example:

grace + ious = gracious

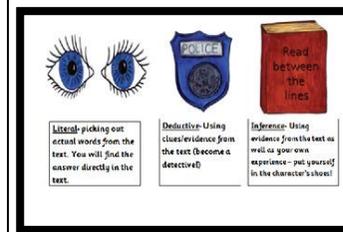
caution + ious = cautious

<https://www.spellingshed.com/en-gb/browse/stage-5>

Poetic devices



<https://www.bbc.co.uk/bitesize/article/z6n6dp3>





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4. Cohesive Devices

To link ideas across paragraphs using cohesive devices: repetition.

Possible cohesive devices:

- Paragraphing
- Conjunctions
- Connectives
- Pronouns
- Punctuation



Talk to your students to brainstorm on the following:

Discuss with your partner and scribe what do you understand by the term **figurative language**?

Encourage students to know that Figurative language is a kind of **descriptive language** that doesn't mean what it says literally.

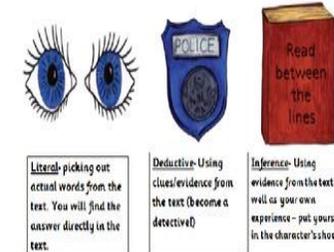
Here are some figurative language techniques that you might already know.

Similes describe something by comparing it to something else, using like or as.

For example: The grass was as green as an emerald.

Metaphors are words or phrases used to describe something as if it actually is something else.

For example: He was a ray of sunshine.



Literal-picking out actual words from the text. You will find the answer directly in the text.

Deductive- Using clues/evidence from the text (become a detective)

Inference- Using evidence from the text as well as your own experience - put yourself in the character's shoes!

Punctuation quiz



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Cohesive devices

Pronouns

These little words refer to a noun without having to repeat it.

01

Prepositions
For time, direction, place or method, put a preposition in front of a noun or pronoun.

Conjunctions
These small words like and, but, if, when and or and are used to join sentences and clauses.

02

03

Ellipsis
This device is the act of omitting something that the reader already knows.

Adverbs

These words can be used to show order, contrast.

05

Personification is when we describe objects as if they act and feel like people do.

For example: The flower drooped sadly towards the soil.

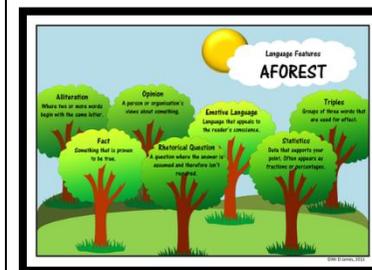
Hyperbole is used to exaggerate, intensify and emphasise different ideas. For example: I've got a million things to do today.

When we organise our writing into paragraphs, we need to make sure that anyone reading it can follow the ideas. This means that the ideas should be linked together.

We can link ideas in paragraphs in different ways. We can use **conjunctions** and **adverbial phrases** to show connections. For example, if want to write about two different points of view on a subject, we can use adverbials, such as:

on one hand, ...
other people feel that ...
on the other hand, ...
in contrast, ...

To write about the consequences of something, we can use:





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5. Comprehension Unit:

Advertisement

Children will create and design packaging of a product along with comparing and contrasting



it with other products.



as a result, ...
as a consequence, ...

To summarise points of view. We can use:

in conclusion, ...
to sum up, ...
all in all, ...

We can also **repeat words and phrases** to make it clear how ideas fit together.

For example:

The **house** has three **bedrooms**, a living room and kitchen. The main **bedroom** is at the back of the **house**, so it is very quiet.

We can also use **determiners** and **pronouns** to make it clear what it being referred back to. For example:

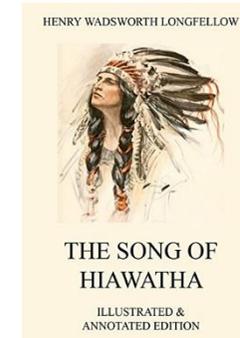
The **bathroom** is at the top of the stairs. **It** has a shower and a bath.

We can leave out some words without losing the meaning of the paragraph. For example:

For example:

She opened the window and leaned out to see who was making the noise.

When we leave words out like this it is called **ellipsis**.





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6. Comprehension Unit

Poetry

Treasure House Year 6
Comprehension

Poetry: The Highwayman

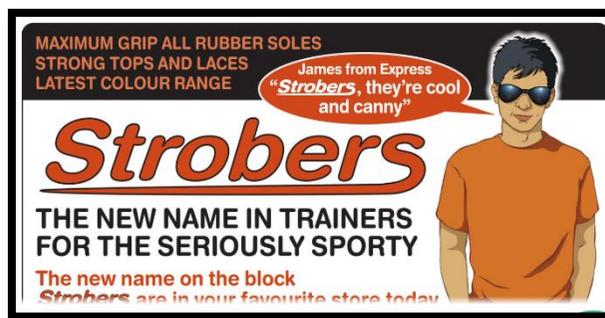
Poetry: Hiawatha's Childhood

Comprehension: To continue to read and discuss and increasingly wide range of poetry.

Comprehension: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Talk -Discuss

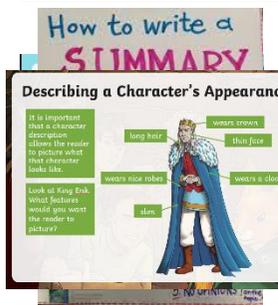
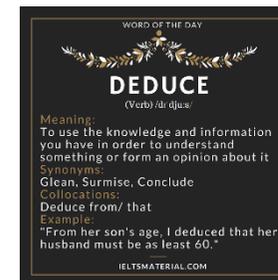
Comprehension unit looks at the persuasion skills used by people to create an impact.



This Comprehension unit presents two adverts to sell trainers. The children are encouraged to think about persuasive language.

Discuss with the children as a class (or in small groups) examples of adverts they have seen, including those on the television. Do they have a favourite advert? What do they like about it? Have they ever wanted to buy something because of an advert?

Look at the adverts with the children.





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7. Skills used in Reading Comprehension

Deduction

Summarize

Retrieval

To make predictions about the next part of the story.

To use inference skills to explore in detail, the writer's choice of words about the setting, character and the plot.

To annotate and refer to the text in order to explore grammatical

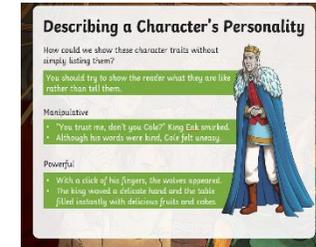
Encourage the children to share their first impressions of them. The children can work through the questions in pairs, as a group or as a whole class. The questions give the children opportunity to think more about persuasive language and its uses.

About this unit

Talk This Comprehension unit looks at a traditional poem about the young life of Hiawatha, a great warrior leader of a Native American tribe between the 15th and 16th century.

Explain The poem 'Hiawatha's Childhood' gives children an opportunity to think further about the use of figurative language in poetry, including the use of adjectives and descriptive words. You may want to explore the use of hyperbole in this poem alongside the use of hyperbole in the poem 'Crack-a-dawn' in Unit 5.

Discuss The poem 'Hiawatha's Childhood' also has an interesting sentence structure. The poet often changes the order of the words so that a description or important information begins at the start of a line, for example, "Many things Nokomis taught him" rather than 'Nokomis taught him many things'. Explore with the children why



Fiction and non-fiction



fantasy

character analysis



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	<p>features (active /passive) (relative clauses) and collect evidence with RTC.</p> <p>To respond to the text. <u>WRITING LEVEL:</u></p> <p><u>CHARACTER ANALYSIS</u></p> <p>LO: To describe a character from the novel.</p> <p>: Show physical as well personality traits of the character using varied adjectives and sentences.</p> <p>Compare and contrast characters with help of their physical as well personality traits using varied connectives.</p> <p>Justify the actions of one character with another with help of physical and personality traits.</p>	<p>the poet might have done this and how it affects the rhythm of the poem.</p> <p>You may want the class to read the poem together because some children might find the use of figurative language a challenge. Also the poem is long so you may want to break it down into sections. Children can work through the questions in pairs, in groups, or as a whole class.</p> <p>About this unit</p> <p>This Comprehension unit looks at a poem by Alfred Noyes about a highwayman. The class can begin the unit by sharing what they know about highwaymen (and women).</p> <p>Discuss The poet uses figurative language to give a detailed description of the Highwayman and to create a sense of atmosphere and mood in the poem. Read the poem as a whole class and ask children to identify examples of figurative language, such as the use of metaphors and similes. What story is the poem telling? What does the poet use to create the atmosphere and mood of the poem?</p>	<p>characteristics elements</p> <div data-bbox="1608 336 1906 560"><p>Imagery</p><p>Imagery is the use of words to create images, or mental pictures. Imagery helps you picture how something:</p><ul style="list-style-type: none">* looks* sounds* smells* tastes* feels</div> <p>Analyzing the passage</p> <p>Mystery</p> <p>Analyze a literary passage</p> <p>Using inference - Year 5 - P6 - English - Home Learning with BBC Bitesize - BBC Bitesize</p>
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Infer the physical as well personality traits of the character by developing an understanding through their actions and dialogues.

Listening & Speaking Skills

Listening: To recognize literal meaning and decode the vocabulary used.

Listening: To draw inferences based on understanding and knowledge.

Explain you might want to compare how the poet uses repetition in this poem to the use of repetition in the poem 'Hiawatha's Childhood' in Unit 6. Look at the beat and rhythm of 'The Highwayman'. The poem has rhyming couplets that are interrupted by a different repeated refrain in each verse. Do children think the poem also sounds like a song?

After completing the questions, the children could do further research on highwaymen in England 100 years ago in the time of Noyes.

TALK: Talk to learners about various skills used to comprehend the text.

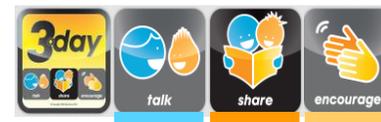
Discuss examples from the practices adopted in the classroom

DEDUCTION SKILLS: To draw conclusions from the information given in the text:

SUMMARY SKILLS: A summary is a condensed version of an existing text.



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Speaking: To orally express views about- If I were character in a book, I would be.....



Moral Education Link
Unit- CHARACTER AND MORALITY

Topic-. Care and Kindness

RETRIEVING SKILLS: To help you to find key pieces of information within the text you are reading.

Encourage your child to respond to literal, deductive and inferential questions created to help comprehend the text to develop the understanding of the novel or in the given text.



Talk about the different genre and well-known books that you have read with your child and ask to identify which genre they belong to.

Encourage your child to create a genre crossword to test their friends/ members of the family.

Encourage your child to read stories from different genres and then discuss to compare and contrast various features that they could find. Let them make a list of the same and



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	<p>- Charity, sympathy and generosity.</p>	<p>analyze the major characters and settings that are explicit to these stories.</p> <p>Share with your child some time, reading a fantasy story and then together identify the elements used by the author to describe the setting and the character. Then compare them with another fantasy story characters –focusing on the actions which are drawn as evidence, describing the character attributes.</p> <p>Use five senses and ISPACE technique to provide descriptive details for the setting being described.</p> <p>Encourage your child to respond to literal, deductive and inferential questions created to help comprehend the text to develop the understanding of the novel.</p>	
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SHOW ...DON'T TELL

Characterisation comes through what characters...

say **do**

Author makes his story interesting by making you infer than stating traits directly.

Characters become real life breathing people to our reader if we describe decisions they make, what they say and how they say it.

Sometimes a writer will reveal also the **thoughts** which run through a character's mind.

Talk Discuss

Share with the learner how to speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication.

Listen and understand the overall meaning of very short and simple texts on familiar topics.

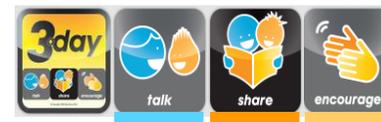
Listen and understand familiar words and set phrases in very short and simple texts on familiar topics.

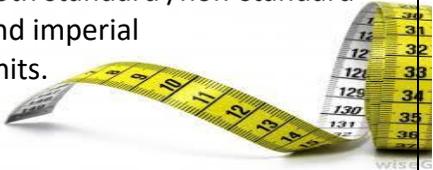
Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.



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		<p>Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topic.</p>																																	
<p>Numeracy</p>	<p>To use, read, write and convert measurements of length from one unit of measure to another (mm, cm , metre, Km)</p> <p>To measure and calculate using both standard /non-standard and imperial units.</p> 	<p>What to do</p> <ul style="list-style-type: none"> Look at a car and take turns to complete the table with estimates of the lengths. <div style="border: 1px solid black; background-color: #e0f0ff; padding: 5px; width: fit-content; margin: 10px auto;"> <p>You will need:</p> <ul style="list-style-type: none"> tape measure </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%;">Estimate</th> <th style="width: 15%;">Actual measurement</th> <th style="width: 10%;">Change of units</th> </tr> </thead> <tbody> <tr> <td>Length of car</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diameter of steering wheel</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Height of car door</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Width of number plate</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Height of number plate</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Length of windscreen wiper</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Own choice</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Take turns to measure the lengths accurately. In the final column, change the units, those in metres to centimetres and those in centimetres to millimetres. Each person writes two problems using these measurements for their partner to solve. <p>Variation</p> <ul style="list-style-type: none"> Make estimates and measurements in another setting, e.g. objects in the lounge. <p>Convert 24 km to miles using both the approximate and exact conversions.</p>		Estimate	Actual measurement	Change of units	Length of car				Diameter of steering wheel				Height of car door				Width of number plate				Height of number plate				Length of windscreen wiper				Own choice				<p>Meter</p> <p>Length-problem-solving</p> <p>measurement problems</p> <p>Pad Apps:</p> <p>https://itunes.apple.com/ae/app/easy-measure-your-camera/id349530105?mt=8</p> <p>https://itunes.apple.com/ae/app/distance-measure/id430378257?mt=8</p> <p>Order of operations game</p>
	Estimate	Actual measurement	Change of units																																
Length of car																																			
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Height of number plate																																			
Length of windscreen wiper																																			
Own choice																																			



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To convert between miles and kilometers

To solve word problems involving length

Word Problems



Miss Magee has to drive $7 \frac{1}{2}$ km to get to school. On Monday she drove to school and arrived at 8am, she realised she'd forgotten her laptop, drove back home, picked up the laptop, then returned to school. How far did she drive before school started?

Challenge question

The distance between Harry and Kate is 2500 meters. Kate and Harry start walking toward one another and Kate's dog starts running back and forth between Harry and Kate at a speed of 120 meters per minute. Harry walks at the speed of 40 meters per minute while Kate walks at the speed of 60 meters per minute. What distance will the dog have travelled when Harry and Kate meet each other?

Using their birth year (e.g. 1996) students are required to create expressions using each digit of that year (1, 9, 9, 6) to attempt to fill the boxes for each "date" on a calendar month. For example, '1 + 9 + 9 + 6' would be written in the "25" date box. Students can use any of the basic operations (+, -, x,) Each birth year's digit must be used once in every calculation. To make the activity more

[Order-of-operations-Game](#)

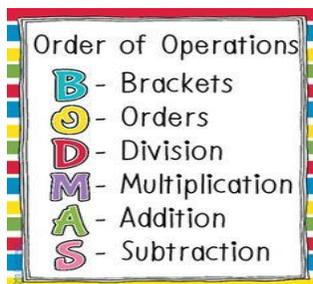


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To use knowledge of the order of operations to carry out calculations involving the four operations.



achievable, the number '0' can be used in any calculation.

For example, you can create expressions for 1963 as:

$$(1 \times 9) + (9 \div 3) = 12$$

$$1 \times (9 + 9) - 3 = 15$$

$$(9 \times 3) + 1 - 9 = 18$$



Where in the World ?

$(3 + 3) + (6 + 1)$
 $1 + 0 \times 12 \times 2$
 $11 \times 2 - 1 + 1$
 $3 \times 2 + 3$
 $5 - 5 + 5$
 $20 - 1$
 $4 \times 4 - 4$
 $5 - 10 \div 10$

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Science

Revision of the topics:

Talk:

Talk to your child about evolution, what does it mean?
What is Darwin's theory of evolution? Let them research

[Theory of Evolution:](#)



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	<p>Fossils</p> <p>Adaptations in animals and plants</p> <p>Seed germination and Seed dispersal</p> <p>Evolution and Inheritance</p> <p>To recognise that characteristics are passed from parents to offspring and that living things change over time</p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>and give them some time to present it using ICT tools. Let them be a teacher and teach you about the evolution and Darwin's theory.</p> <p>Share:</p> <p>Share the facts about fossils, what are fossils? How are they found? You must have read an article or heard anywhere about recently found fossils, so you can update your child with sharing the information you have.</p> <p>Encourage:</p> <p>Internet is the powerful search engines. Please allow your child to spend few minutes on doing research using the websites given for Evolution, fossils and Darwin's theory of evolution.</p>	<p>https://galapagosconservation.org.uk/wildlife/darwins-finches/</p> <p><u>Fossils:</u></p> <p>http://www.discoveringfossils.co.uk/what-is-a-fossil/</p> <p><u>Natural Selection:</u></p> <p>https://youtu.be/vnktXHBvE8s</p> <p><u>Example of Evolution:</u></p> <p>https://youtu.be/Pop-xetGaBM</p>
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Arabic for Arabs	<p>زايد رجل بني أمة أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة أن يحلل التلميذ عناصر السيرة الغيرية. أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة أن يحدد التلميذ السمات الفنية للقصة أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات أن يتنبأ التلميذ بما سيحدث بعد نهاية القصة</p> <p>الهمزة المتطرفة على واو أن يكتب كلمات بها همزة متطرفة على واو أن يحدد مواضع كتابة الهمزة المتطرفة على واو</p> <p>المفعول فيه أن يميز بين أنواع المفاعيل في الجملة الفعلية. أن يوظف المفعول فيه مضبوط الآخر في تحدثه وكتاباته الإبداعية مع الضبط وفقاً لقواعد النحو</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت. مساعدة التلميذ في كتابة ملخص السيرة الغيرية بالمنزل . مساعدة التلميذ في تحديد الأساليب في القصة. مساعدة التلميذ في قراءة القصة وتحديد العناصر الرئيسة وعناصر القصة. مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على واو مع بيان سبب كتابتها على الواو. تدريبه على إعراب وتوظيف المفعول فيه في كتاباته الإبداعية مع الضبط وفقاً لقواعد النحو. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p>الهمزة المتطرفة على واو</p> <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
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Arabic for Non Arabs	<p>Hobbies and Sports (الهوايات والرياضات)</p> <p>To describe hobbies and sports using exclamatory style. To compare between different sports and hobbies. To describe the sports and hobbies in a paragraph. To express opinion in hobbies and sports. To analyse a text about the hobbies and sports.</p> <p>In the garden (في الحديقة)</p> <p>To create sentences about the garden. To design a mind map of the garden. To compare between two places (Garden – Cinema...). To describe the garden in a paragraph. To express the opinion in different places in Dubai. To write a telegram correctly.</p>	<p>Encourage children to use these words in sentences of their own. Encourage your child to use the new adjectives in their writing Encourage your child to describe everything around their garden. Ask your child to draw their favorite place. 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>I Read Arabic</p> <p>Arabic Hobbies</p> <p>Arabic Hobbies</p> <p>Learn about the garden</p> <p>Arabic and Islamic YouTube Channel</p>
	الهجرة النبوية	مساعدة التلميذ في معرفة ملامح الحياة في المدينة بعد الهجرة النبوية.	



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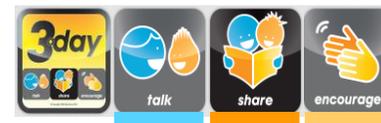


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Islamic for Arabs	<p>أن يحدد ملامح الحياة في المدينة بعد الهجرة . أن يبين أهمية الوحدة في المجتمع . أن يستنتج الدروس من الهجرة النبوية . حاسبو أنفسكم أن يستنتج المعنى الإجمالي للحديث الشريف أن يفسر بعض مفردات الحديث الشريف أن يستنتج الحكمة من خلق الإنسان آداب المسجد أن يحدد الآداب المرتبطة بالمسجد . أن ينقد بعض التصرفات المختلفة أن يقيم بعض المواقف المرتبطة بالمساجد</p>	<p>مساعدة التلميذ في معرفة الدروس المستفادة من الهجرة النبوية. مساعدة التلميذ في معرفة المعنى الإجمالي للحديث الشريف. مساعدة التلميذ في البحث عن بعض الأدلة من الكتاب والسنة عن العمل وأهميته في الإسلام. حث التلميذ على الالتزام بآداب المسجد في الإسلام مساعدة التلميذ في تصميم خرائط ذهنية عن فضل المساجد وأهميتها في الإسلام. 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>الهجرة النبوية محاسبة النفس آداب المسجد قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
Islamic for Non Arabs	<p>Lesson 1: Volunteering: an act of worship and belonging. To infer the areas of volunteering work. To infer the benefits of volunteering work. Lesson2: Recommendations by Prophet, PBUH. To explain the overall meaning of the hadith.</p>	<p>Encourage your child to take part in the volunteering work. Share with your child some samples of voluntary work in the UAE. Share with your child the recommendations of Prophet, PBUH, from the hadith. Encourage your child to abide to the prophet recommendations Share with your child the meaning of the verses of Surat ul Mulk (15-24)</p>	<p>Volunteer for Good Causes Surat ul Mulk 15 24 Arabic and Islamic YouTube Channel</p>



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	<p>To share the importance of abiding to the prophet's recommendations.</p> <p>Lesson3: Surat ul Mulk (15-24):</p> <p>To explain the overall meaning of the verses.</p> <p>To memorize Surah ul Mulk (15-24).</p>	<p>Encourage your child to memorize the verses by heart.</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>Humanities</p> <p>History</p>	<p>To explore what the Maya writing system consists of, how words are constructed and what codices are.</p> <p>To explore how the Maya number system works.</p> <div style="text-align: center;"> <table border="0"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td></td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> </tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>—</td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> </tr> <tr> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> </tr> <tr> <td>— —</td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td> </tr> <tr> <td>— — —</td> <td>•</td> <td>••</td> <td>•••</td> <td>••••</td> </tr> </table> </div>	0	1	2	3	4		•	••	•••	••••	5	6	7	8	9	—	•	••	•••	••••	10	11	12	13	14	— —	•	••	•••	••••	15	16	17	18	19	— — —	•	••	•••	••••	<p>Encourage your child to research the Maya writing and create their own names using <u>syllabograms</u> and <u>logograms</u>.</p> <p>Talk about the number system of the Maya and try and work out your Maths Home Learning using this system!</p> <p>Share with your child the difference between physical and human geography.</p> <p>Encourage your child to research and use fieldwork to observe, measure and record the human and physical</p>	<p>Maya Writing</p> <p><u>Vocabulary-</u> hieroglyphs, syllabogram, logogram, codex, codices.</p> <p>Mayan Mathematics</p> <p>Maya Numerals</p> <p><u>Vocabulary-</u> base 10, base 20, vigesimal number system.</p>
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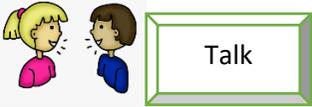
Geography	<p>To explore the physical and human geographical features of your local area.</p> <p>To explore similarities and differences in the human and physical geography of your local area in the UAE and a region of South America.</p>	<p>features in your local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>Encourage your child to compare the physical and human geography of the UAE to that of a region in South America.</p>	<p>Human and Physical geography</p> <p>life in Atacama desert</p> <p>Vocabulary- Physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph.</p>
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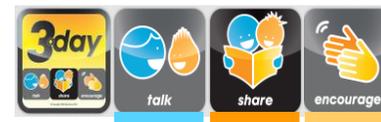


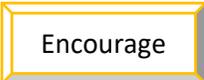
<p>UAE SST</p>	<p>Transport and Trade in Ancient Civilizations</p> <p>To explore how travel over the water helped ancient civilizations.</p> <p>Key vocabulary:</p> <p>trade route, prevailing winds, seal, current</p> <p>To explore some of the main achievements of human development in an ancient civilization (Term Project)</p> <p>Key vocabulary:</p> <p>development, achievement</p>	<p>Talk with your child how travel over the water helped ancient civilizations to trade with each other.</p>  <p>Encourage your child to describe the main contributions of ancient civilizations to human development made by a civilization of their choice studied so far and present it in the form of a poster, PowerPoint or a fact file.</p>	<p>Water Transportation</p> <p>Achievements of early civilizations</p> <p>Nile River Facts</p> <p>Ancient Mesopotamia</p> <p>Shang Dynasty</p> <p>Mesopotamian Agriculture</p> <p>Middle East Sumer</p>
<p>French</p>	<p><u>Topic : Quel temps fait-il?</u></p> <p>To describe the weather in French.</p>		



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	<p>To describe the weather in the four seasons.</p>	<p>Ask your child to talk about the weather every day in French.</p>   <p>Create a presentation or poster about the weather in the 4 seasons</p>   <p>Students to keep exploring the links given.</p>	<p>https://www.youtube.com/watch?v=eBvJVouBPXI</p> <p>https://www.youtube.com/watch?v=Kq4Luegns8c</p>  <p>https://quizlet.com/35072410/quel-temps-fait-il-flash-cards/</p> <p>https://quizlet.com/35072410/match</p> <p>https://quizlet.com/35072410/gravity</p> <p>https://www.languagesonline.org.uk/French/Primary/Weather/index.htm</p>
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<p>Physical Education</p>	<p><u>Rounder – Catching and Throwing</u></p>  <p>The aim of this Rounders lesson plan is to understand the importance of successful catching.</p> <p><u>Rounders – Bowling</u></p>  <p>The aim of this Rounders lesson plan is to understand the importance of successful throwing.</p> <p><u>Rounders- Batting</u></p> 	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">Hip rotationArm rotationsSlow jogging on the spotAlternate toe touch Catching.Follow the linkCooldown <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">Tuck jumpDepth jumpStar jumpBroad jumpJumping jacks <p><u>Bowling skills</u></p> <p><u>Cool down</u></p> <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">On the spot runShuttle runStar jump	<p><u>Useful sites:</u></p> <p>Link1:</p> <p>https://www.youtube.com/watch?v=o_RGP8VmNoo</p> <p>Link1:</p> <p>https://www.youtube.com/watch?v=MH99kmx9iYI</p> <p>Link 1:</p> <p>https://www.youtube.com/watch?v=mTBrE52Fag</p> <p>Link 1:</p> <p>https://www.youtube.com/watch?v=WC3kFvO8GRQ</p>
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Teaching and learning in **rounders** should be exciting for everyone ... others whilst tapping the **ball** to each other with their **batting** hand.

Rounders – Fielding

Teaching and learning in **rounders** should be exciting for everyone. Students whilst roll the **ball** to each other with their **dominant** hand.



Broad jump
Jumping jacks

Batting skills

Cool down

Talk and Encourage the children to do the following:

Proper warm up

Plank Pose

Side Plank

One Leg Stiff-Legged Deadlifts

High Lunge

Tuck Crunches

Curtsy Squat

Fielding Skills

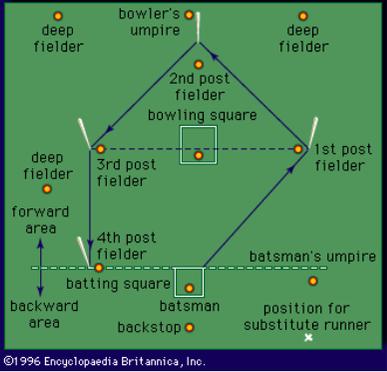
Cooldown



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<p>Music Year 06 (Kiko)</p>	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p> <p>Playing with a recorder</p>	<p>Encourage your child to sing action songs at home.</p> <p>Ask your child to perform the songs we learned in school.</p> <p>Help your child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p> <p><u>Encourage your child to practice recorder at home</u></p>	<p><u>https://www.timeout.com/new-york-kids/music/best-kids-songs</u></p> <p><u>https://www.youtube.com/watch?v=breyIWfW4TQ</u></p>



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Music Year 06 (Sunil)	Learning how to play the song "UAE national anthem" on recorder	Let the child practice at home, even though there will be squeaking. Be an audience but check if the child is holding the recorder properly.	
Music Year06 (Joyson)	Learning musical staff line note and space notes and play notes G A B in the recorder with the backing track Line notes E, G, B, D, F. Space notes F, A, C, E.	Let the child practice at home with the backing track, even though there will be squeaking.	.Song: Lines and Spaces The Treble Clef MusicMindED@2018 - YouTube Theory: Learning to Read Music: Treble Clef Lines and Spaces - YouTube! (Reference Track) Identify the notes in the recorder with the backing track(Only first 1 minute) B.A.G. Medley - RECORDER - YouTube (22) Recorderton - YouTube



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ICT	TOPIC: Spread Sheets LEARNING OBJECTIVES: To Order and Present data using the Sort/filter option. To Plan and Calculate a Spending budget.	<p>Talk to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p>Encourage good posture when sitting at the computer.</p> <p>Discuss the importance of spreadsheets</p> <p>Spreadsheets are needed in many workplaces and in everyday life, therefore it is a great skill to learn and progress throughout a child's education. Many places of work use spreadsheets to keep track of things and they're also brilliant to budget and plan our finances for the future.</p> <p>Challenge your child to prepare a Party Budget for their birthday party. It's a great way for them to learn about the inherent value of money and buy the things they want. It's also a great way to teach them about budgeting and saving.</p>	Wider Learning http://www.primaryresources.co.uk/ict/ict2.htm https://youtu.be/vX-ta61I5Cc https://www.tes.com/teaching-resource/excel-spreadsheet-build-up-activity-6289650 http://www.bbc.co.uk/keyskills/it/level2/module4/1.shtml
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Arts

A Unique Drawing Experience



Visiting a virtual art gallery



Discuss with your child how with one set of directions, everyone can come up with very unique works of abstract art.

Encourage your child to collect visual and other information from a virtual art gallery.

Discuss with your child how to create a mosaic using coloured papers, scissors and glue.



Unique Drawing Technique

Virtual Tour



Art and Craft





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	<p><u>Make your own Mosaic pictures</u></p> <p><u>Key vocabulary:</u></p> <p>draw, shapes, mosaic, coloured papers, images, design, listen, understand, unique, identify, imagine, arrange, line, straight, curve, circle, square, triangle, color, similar, different, aware, hand, eye, new</p>		
<p>Moral Education</p>	<p>Theme: Personality and morals.</p> <p>Unit: Taking Responsibility for Oneself and Others</p> <p>To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience</p> <p>To present and discuss ideas about identity and how the attitudes and actions of others</p>	<p>Talk to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p>Encourage your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p>	<p>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p>



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	<p>can affect individual's sense of self-worth positively or negatively.</p> <p>Key vocabulary:</p> <p>Responsibility: Performing duties, sharing, cooperating and helping others in the family, school and community.</p> <p>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</p> <p>Taking responsibility:</p> <p>Recognizing one's obligations and willingly fulfilling them.</p> <p>Perseverance: Continually conducting work and trying until the objective is achieved.</p>	<p>Share with your child the real life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p>Activity: Household work is our responsibility.</p> <p>The family meets together in order to discuss responsibilities in the house.</p> <p>Everyone draws a list of tasks that should be conducted in the house.</p> <p>On a piece of coloured paper, each family member writes down the tasks they will perform.</p> <p>Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.</p> <p>Family members provide suggestions to improve the performance of an individual who does not do well.</p> <p>Every family member undertakes to carry out their responsibilities by signing the main list of tasks.</p>	<p>2.</p>  
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