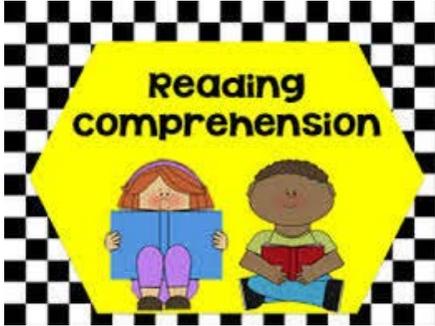




# The Winchester School

## Family Learning Newsletter-Year 5-January 2022



Area of learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p><b>Reading Comprehension:</b> <b>Unit 8: Fiction (Classic)- The Borrowers</b> <b>Unit 9: Playscript- The Lost Gardens</b></p> <ul style="list-style-type: none"><li>• To explore the simple and complex inference technique.</li><li>• To read and respond to the given text.</li><li>• To analyse varied authorial techniques from the given passage.</li></ul> <p><b>Students to read and infer from the texts mentioned.</b></p> 	<p><b>Read the texts from the Collins Comprehension Skills Book:</b></p> <p><b>Story Telling: Become a story teller</b> and ask questions related to characters, their feelings, different settings and the plot of the story.</p> <p><b>Discuss</b> the use of language by the author and check children's understanding of the language.</p> <p><b>Ask</b> questions with reference to the text.</p> <p><b>Encourage</b> the use of drama and storytelling to develop their ideas further.</p> <p><b>Encourage</b> the children to take time to answer questions: What are the key elements of a story? How does dialogue between the characters keep the story moving?</p> 	<p><a href="https://literacyideas.com/teaching-inference/">https://literacyideas.com/teaching-inference/</a></p> <p><a href="https://the-teacher-next-door.com/8-activities-to-build-inference-skills/">https://the-teacher-next-door.com/8-activities-to-build-inference-skills/</a></p> <p><a href="https://slideplayer.com/slide/4505683/">https://slideplayer.com/slide/4505683/</a></p> <p><a href="https://www.theschoolrun.com/play-script">https://www.theschoolrun.com/play-script</a></p>



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Author's Technique	
<b>Mood</b>	State of mind or emotion the reader feels from reading the text
<b>Tone</b>	Author or speaker's attitude toward story
<b>Foreshadowing</b>	When the author signals, or indicates an action that may occur later in the story
<b>Dialogue</b>	1 <sup>st</sup> vs. 3 <sup>rd</sup> Person Did the dialogue remain consistent or change throughout the story?
<b>Voice</b>	The personal tone and style of the author's message
<b>Flashback</b>	When an author writes about a scene that was set in an earlier time in the story
<b>Imagery</b>	The mental pictures created by the author in their writing
<b>Text Structure</b>	- compare & contrast - description - cause & effect - sequential/chronological - problem & solution

**Grammar: Learning Objective:**  
To explore the units related to SPAG and apply the same consistently in writing.

- Active and Passive Voice
- Personal and Possessive Pronouns
- Tenses- Simple Past & Present

Active voice	Passive voice
Tells us what a <b>person or thing does</b> . The subject performs the action (verb) on the object.	Tells us what is <b>done to someone or something</b> . The subject is being acted upon.
<b>Subject + verb + object</b>	<b>Object + verb + subject</b>
<b>Example:</b> • Anna painted the house. • The teacher always answers the students' questions. • Ali posted the video online.	<b>Example:</b> • The house was painted by Anna. • The students' questions are answered by the teacher. • The video was posted online by Ali.

**Punctuations: Learning Objective**

- To use basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective.

Discuss with your children where active and passive language used.

Encourage them scenarios where they can choose the active and passive language.

Ask questions how personal and possessive pronouns are different from each other. Elicit examples for the same.

Discuss that pronouns are words is a word that describes, gives more information, or modifies a verb.

**ENGLISH GRAMMAR** **Possessive Pronouns** *Woodward ENGLISH*

A Possessive Pronoun replaces a **possessive adjective + noun** to avoid repeating information that is already clear.

- This **book** is **my book**, not **your book**. (Sounds repetitive)

- This **book** is **mine**, not **yours**. (Sounds more natural)

POSSESSIVE ADJECTIVE		POSSESSIVE PRONOUN	
<b>MY</b>	<b>My shirt</b> is green.	<b>MINE</b>	The shirt is <b>mine</b> .
<b>YOUR</b>	<b>Your book</b> is new.	<b>YOURS</b>	The book is <b>yours</b> .
<b>HIS</b>	<b>His pillow</b> is soft.	<b>HIS</b>	The pillow is <b>his</b> .
<b>HER</b>	<b>Her dog</b> is small.	<b>HERS</b>	The dog is <b>hers</b> .
<b>ITS</b>	<b>Its bone</b> is old.	<b>----</b> *	* We don't use <b>its</b> as a possessive pronoun.
<b>OUR</b>	<b>Our bird</b> is noisy.	<b>OURS</b>	The bird is <b>ours</b> .
<b>YOUR</b>	<b>Your house</b> is big.	<b>YOURS</b>	The house is <b>yours</b> .
<b>THEIR</b>	<b>Their car</b> is slow.	<b>THEIRS</b>	The car is <b>theirs</b> .

www.grammar.cl   www.woodwardenglish.com   www.vocabulary.cl

Encourage your child to make note of new words and their spellings especially by adding the suffixes 'ing' and 'ly' sensibly.

<https://www.theschoolrun.com/what-are-active-and-passive-sentences>

[https://www.youtube.com/watch?v=W1\\_IRU6zx9g](https://www.youtube.com/watch?v=W1_IRU6zx9g)

<https://www.youtube.com/watch?v=fnAF80C2PDw>

[https://www.bbc.co.uk/bitesize/articles/zh4t\\_hbk](https://www.bbc.co.uk/bitesize/articles/zh4t_hbk)

[https://www.youtube.com/watch?v=p\\_XwUtCeddo](https://www.youtube.com/watch?v=p_XwUtCeddo)

<https://www.youtube.com/watch?v=N3UKhRGbFFk>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/possessives-pronouns>

<https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-5-age-9-10/>



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### Text level: Learning Objectives

#### Character Sketch

- To explore the features of character sketch.
- To analyse different types of characters.
- To read the text for understanding and drawing inferences, retrieve information.
- To explore the traits of characters.

**Speaking:** Value of Patience and Perseverance- Based on the novel- Good things come to those who wait.

**Listening Comprehension-** Recognizing Literal Meaning and Understanding Vocabulary

**Watch** the videos on **suffixes** and encourage your child to make words with the suffixes and use them in making sentences of their own.

**Discuss** how a character develops within a story.

**Talk** to your children about varied characters they may have analysed through reading different stories.

**Ask** questions about different types of characters.

**Encourage** them to make a sentence using the descriptive words about a specific character.

**Discuss** with them if they relate with any of the character.

### Writing about a character

- Writing about a character, whether fictional or real, involves noting and analyzing the person's
  - **personality**
  - **actions**
  - **values**
  - **motives**

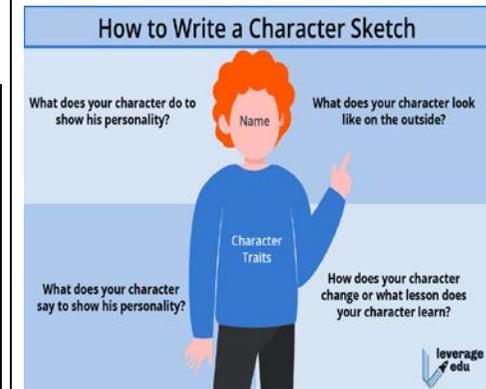


<https://leverageedu.com/blog/how-to-write-a-character-sketch/>

[https://www.scribendi.com/academy/article/s/how\\_to\\_write\\_a\\_character\\_sketch.en.html](https://www.scribendi.com/academy/article/s/how_to_write_a_character_sketch.en.html)

<https://www.youtube.com/watch?v=5WyUkyBuNgs>

<https://blog.reedsy.com/types-of-characters/>

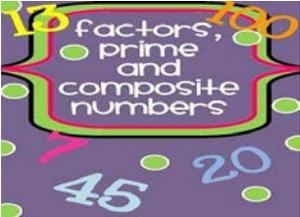
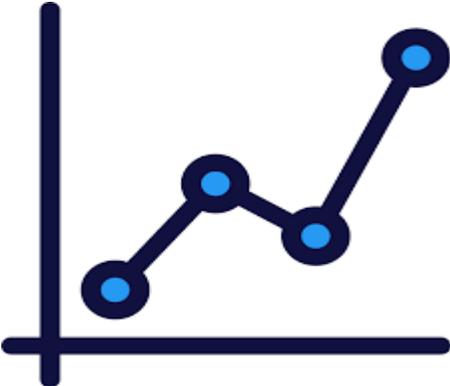
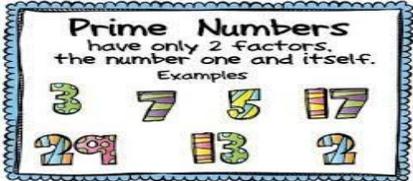




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Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>Numeracy</b></p>	<p>To use &amp; apply the vocabulary of prime numbers, prime factors and composite (non-prime).</p>  <p>To record, interpret and present data using different ways of representing.</p> <p>To solve comparisons, sum and difference problems using information presented in line graph.</p> 	<p><b>Share and Talk</b> that factorizing is a basic maths concept that reverses multiplication, finding the numbers which when multiplied together create a larger number.</p> <p><b>Research</b> on the different types of numbers and their use in real life.</p>  <p><b>Talk</b> to your child about line graphs play an important part in our modern lives. Graphs are beneficial because they summarize and display information in a manner that is easy for most people to comprehend. They are used extensively in Sales and marketing, Economics, Business, Psychology, Science and Medicine.</p> <p><b>Share</b> that typical examples of the types of data that can be presented using line graphs are</p>	<p><a href="https://www.splashlearn.com/math-skills/fourth-grade/algebra/prime-and-composite-numbers">https://www.splashlearn.com/math-skills/fourth-grade/algebra/prime-and-composite-numbers</a></p> <p><a href="https://www.topmarks.co.uk/maths-games/multiples-and-factors">https://www.topmarks.co.uk/maths-games/multiples-and-factors</a></p> <p><a href="https://www.transum.org/Software/Game/Connect4/">https://www.transum.org/Software/Game/Connect4/</a></p> <p><a href="#">factor tree</a></p> <p><a href="#">bar chart</a></p> <p><a href="https://www.mathgames.com/skill/6.94-create-bar-graphsts/Desktop/FLN%20Year%205%20March2019-20(second).doc">https://www.mathgames.com/skill/6.94-create-bar-graphsts/Desktop/FLN%20Year%205%20March2019-20(second).doc</a></p> <p><a href="#">interpreting bar graph</a></p>



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To measure and draw lines to the nearest millimeter.



To convert from one unit of measure to another (mm, cm, m, km)

monthly rainfall and annual unemployment rates etc.

**Encourage** your child to prepare a table for numbers of study hours every week and construct the line graph for the same. Ask them to suggest ways to show increase.

**Encourage** your child to measure items you find at home, using a centimetre-millimetre ruler. If the item is not exactly as long as the markers on the ruler, choose the nearest mark.

Encourage the children to first see how many whole centimetres long the line is. Then count how many little millimeter-lines beyond that it reaches e.g. A line is 2 cm 3 mm long. At the same time, it is 23 mm long. Why?

Discuss the number of kilometres travelled by you while going to work or supermarket and convert the same to meters and vice versa.

<https://uk.ixl.com/math/year-5/interpret-line-graphs>

[Interpret line graph](#)

<https://www.splashlearn.com/s/math-games/convert-length>

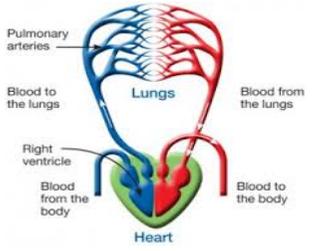
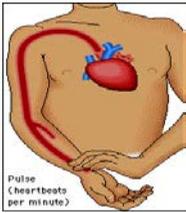
<https://www.iknowit.com/lessons/d-length-conversions-metric.html>



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Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
<b>Science</b>	<p><b>Keeping Healthy</b></p> <p>To recognise that the heart is made up of muscles which acts as a pump for blood to circulate blood to different parts of the body</p> <ul style="list-style-type: none"> <li>• To know about the functions of arteries and veins.</li> <li>• To recognize the role of lungs in the human circulatory system</li> <li>• To describe the ways in which blood which contains oxygen, nutrients and water are transported within animals, including humans.</li> <li>• Recognize the link between heartbeat and pulse rate to represent data about pulse rate in a bar chart and to interpret.</li> </ul>	<p><b>Encourage</b> children to explore and find out the function of arteries and veins.</p> <p><b>Encourage</b> students to do breathing exercises to improve the lung capacity.</p> <p><b>Share</b> importance of taking deep breath. Closing the mouth and breathing through nose</p> <p><b>Use</b> the link to watch the video of contents of blood and discuss about the contents of blood and importance of keeping germs away from entering our body.</p> <p><b>Encourage</b> them to count the pulse rate by touching the wrist. Find the pulse rate before and after exercise.</p>	 <p style="text-align: center;">Heart</p> <p><a href="#">Once upon a time... Life - The blood (1 of 3) - YouTube</a></p>  <p><a href="#">Gas Exchange in Lungs Physiology Video Animation - MADE EASY - YouTube</a>  <a href="https://www.redcrossblood.org/donate-blood/how-to-donate/types-of-blood-donations/blood-components.html">https://www.redcrossblood.org/donate-blood/how-to-donate/types-of-blood-donations/blood-components.html</a></p>



Area for learning

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Focus

Activities

Useful Websites/Apps

Arabic for Arabs

**"قصة " أنا حر "**  
أَنْ يُقَسِّرَ التَّلْمِيزَ الْمُفْرَدَاتِ الْجَدِيدَةَ مُوظَّفًا الْقَامُوسَ الْمُصَوَّرَ.  
أَنْ يُحَدِّدَ التَّلْمِيزَ عَنَّا صِرَ الْقِصَّةِ الْفُنِّيَّةِ: (الشَّخْصِيَّاتِ، وَالْمَكَانَ وَالزَّمَانَ الْعَاطِفَةَ .  
أَنْ يُجِيبَ التَّلْمِيزَ عَنَ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنَّصِّ، مُبْدِيًا رَأْيَهُ فِيهِ.  
**نشيد (وطن النجوم)**  
أَنْ يُقَسِّرَ التَّلْمِيزَ الْمُفْرَدَاتِ الْجَدِيدَةَ مُوظَّفًا الْقَامُوسَ الْمُصَوَّرَ.  
أَنْ يشرح التلميذ المعنى الإجمالي للنص.  
أَنْ يُقَسِّرَ التَّلْمِيزَ الْكَلِمَاتِ مُسْتَعِينًا بِمُرَادِفَاتِهَا وَأَصْدَادِهَا وَسِيَاقِهَا  
أَنْ يُصَمِّمَ التَّلْمِيزَ بِطَاقَةَ تَعْرِيفِيَّةَ عَنَ الشَّاعِرِ.  
**نص معلوماتي تاريخ الأحياء**  
أَنْ يفسر التلميذ الجمل والعبارات المستخدمة في النصوص الأدبية.  
أَنْ يَسْتَنْتِجَ التَّلْمِيزَ الْعِلَاقَةَ بَيْنَ الْأَحْدَاثِ (أَحْدَاثَ بَسِيطَةَ مِنَ النَّصِّ).  
أَنْ يُجِيبَ التَّلْمِيزَ عَنَ أَسْئَلَةِ النَّصِّ وَيَطْرَحُ أَسْئَلَةً: (مَنْ - مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنَّصِّ، مُبْدِيًا رَأْيَهُ فِيهِ.  
**النحو - كان وأخواتها**

قراءة بعض القصص المتعلقة برنامج أقرأ بالعربية .  
جمع صور تحمل أشكال المحبة بين المجتمعات  
مشاهدة فيديو عن قصة .  
تدريب الطالب بالمنزل على بعض الكتابات الوصفية.  
يَكْتُبُ الْمُتَعَلِّمُ فِقْرَةَ مُضَمَّنًا يَاها جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجَمْلَةً خَاتِمَةً.  
يُحَدِّدُ الْمُتَعَلِّمُ بَعْضَ الْأَحْدَاثِ مُسْتَخْلِصًا مَغْزَاهَا، مُعَبِّرًا عَنَ رَأْيِهِ فِيهَا .

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.

Arabic for Non Arabs

**My area (منطقتي)**

- To compare between some places in his/ her country and the Emirates.
- To compare between two different places in his/ her area.
- To create a paragraph about his/ her area.
- To create an invitation to visit some places.
- To describe some places using the preference style.

**Encourage** your child to use the topic vocabulary to practice writing about his favorite celebrity.

**Encourage** your child to memorize his/her new vocabulary about the new topic (My area) the (dictionary).

**Share** videos with your child about some places to help him in comparing between them.

**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

[Places in Dubai](#)

[I Read Arabic](#)

[Arabic and Islamic YouTube Channel](#)



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<p><b>Islamic for Arabs</b></p>	<p><b>سورة التكويد</b> أن يفسر التلميذ مفردات الآيات القرآنية أن يستنتج التلميذ أهوال يوم القيامة أن يستنبط التلميذ صدق الرسول صلى الله عليه وسلم</p> <p><b>عام الحزن</b> أن يميز التلميذ حب الرسول للسيدة خديجة-رضي الله عنها-. أن يوضح التلميذ دور ابو طالب في حماية ومنع المشركين من أذى الرسول-صلى الله عليه وسلم. أن يستنتج التلميذ تصرف المسلم في النوائب والأزمات</p> <p><b>الإحسان إلى الناس</b> أن يوضح التلميذ أهمية المساواة في الإسلام. أن يبين التلميذ أسس التفاضل بين الناس. أن يوضح التلميذ أهمية التكافل والتعاون بين الناس. أن يستنتج التلميذ كيفية التعامل مع من يخدم الناس. أن يستنتج التلميذ الآثار الإيجابية لحسن التعامل مع الناس.</p>	<p>مساعدة التلميذ في البحث عن أحاديث توضح أهمية يوم القيامة والاستعداد له بالعمل الصالح. مساعدة التلميذ في الاطلاع على أحداث عام الحزن وأثره على النبي صلى الله عليه وسلم. حث التلميذ على الاقتداء بسنة الرسول- صلى الله عليه وسلم- في القول والفعل. مساعدة التلميذ في البحث عن استشهادات من القرآن والسنة لحسن معاملة الآخرين.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">سورة التكويد</a></p> <p><a href="#">عام الحزن</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Islamic for Non-Arab</b></p>	<p><b>Doing Good to Other People</b> To explain the importance of equality among people. To show the foundations of the preference among people. To clarify the importance of integration and cooperation among people.</p> <p><b>The most beloved of deeds to Allah (S-W) (Hadith)</b> To conclude the benefits of going on doing good deeds. To explain the reasons that help continue doing good deeds.</p> <p><b>Loving Allah, glory be to Him.</b> To explain the importance of loving Allah (S-W). To clarify the deeds by which the Muslim attains the love of Allah (S-W). To conclude the results of loving Allah (S-W), by believers.</p>	<p><b>Talk</b> with your child about importance of equality among people, which is one of the principles brought by Islam.</p> <p><b>Share</b> with your child the general meaning of the Hadith of the act which is most pleasing to Allah. Discuss with him what are the most beloved of deeds to Allah.</p> <p><b>Talk</b> with your child about the importance of loving Allah (S-W).</p> <p><b>Encourage</b> your child to talk about the deeds by which the Muslim attains the love of Allah (S-W).</p>	<p><a href="#">Equality in Islam. Loving Allah (S-W) Arabic and Islamic YouTube Channel</a></p>



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		<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>
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Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b><u>Humanities</u></b>  <b><u>HISTORY</u></b>  <b>The Viking and Anglo- Saxon struggle for the kingdom of England</b></p>	<p>To explore when and where the Vikings came from and why they raided Britain.</p> <p>To explore the significance of Anglo-Saxon kings during the Viking period.</p>	<p><b>Talk</b> about the Vikings and Anglo-Saxon Kings.</p> <p><b>Share</b> information about when and where the Vikings came from.</p> <p><b>Encourage</b> your child to research the significance of Anglo-Saxon kings during the Viking period.</p> <p><b>Key Vocabulary:</b> Raiders, invaders, longship, pillage, manuscripts, confessor, conqueror</p>	<p><a href="https://www.youtube.com/watch?v=3xly7FoiaQY">https://www.youtube.com/watch?v=3xly7FoiaQY</a></p> <p><a href="https://www.livescience.com/32087-viking-history-facts-myths.html">https://www.livescience.com/32087-viking-history-facts-myths.html</a></p> <p><a href="https://www.britannica.com/topic/Viking-people">https://www.britannica.com/topic/Viking-people</a></p> <p><a href="https://www.youtube.com/watch?v=b2ajlsAVVxs">https://www.youtube.com/watch?v=b2ajlsAVVxs</a></p>



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### **Geography**

Mountain Ranges  
and UK  
mountains

To explore the key mountain ranges of the world.

To explore the key areas of higher ground in the UK

**Talk** with your child about the mountain ranges of the world.

**Share** information about the highest mountains of the world.

**Encourage** your child to research the main areas of high ground in the UK.

**Key Vocabulary:** Mountain ranges, landscape, legend, peaks, contours.

<https://www.youtube.com/watch?v=GtHEXrfC84g>

<https://kids.britannica.com/kids/article/mountain/346179>

<https://www.youtube.com/watch?v=Eu9sUWlfGng>

[https://www.youtube.com/watch?v=\\_4ACs-ASBk8](https://www.youtube.com/watch?v=_4ACs-ASBk8)



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Area of learning	Focus	Home activities/How can you help your child at home	Useful website
<p><b>UAE Social Studies</b></p> <p>1. Institutions and people in a community</p> <p>2. Social responsibility</p> <p>3. Goods and Services</p>	<p>To explore the concept of community</p> <p>To explore the social responsibilities we have</p> <p>To explore and differentiate between goods and services.</p> <p>To explore interdependence.</p>	<p><b>Talk</b> with your child about the concept of community.  <b>Share</b> with your child the needs and wants of a community.  <b>Encourage</b> your child to explore different institutions in the UAE and their functions.            Vocabulary: community, neighborhood, institutions, needs, wants</p> <p><b>Talk</b> with your child about the rules or guidelines that everyone in a community should follow.  <b>Share</b> with your child the consequences of not following rules.  <b>Encourage</b> your child to resolve conflicts by respecting each other and work for a fair solution.            Vocabulary: <b>rules, responsibilities, consequences, conflict, conflict resolution</b></p> <p><b>Talk</b> to your child about the difference between goods and services.  <b>Share</b> with your child the real-life examples of goods and services in your vicinity.  <b>Encourage</b> your child to find out how people depend on each other for different goods and services.  <a href="https://www.youtube.com/watch?v=Umq76iNkhx0">https://www.youtube.com/watch?v=Umq76iNkhx0</a></p>	<p><a href="https://www.youtube.com/watch?v=ncfAz313Alc">https://www.youtube.com/watch?v=ncfAz313Alc</a></p> <p><a href="https://www.youtube.com/watch?v=Xn_PPgwe2Og">https://www.youtube.com/watch?v=Xn_PPgwe2Og</a></p> <p><a href="https://plusscommunities.com/2021/04/22/what-makes-a-community-characteristics-and-examples-of-community/">https://plusscommunities.com/2021/04/22/what-makes-a-community-characteristics-and-examples-of-community/</a></p> <p><a href="https://www.youtube.com/watch?v=CC7_glf2snc">https://www.youtube.com/watch?v=CC7_glf2snc</a></p> <p><a href="https://www.youtube.com/watch?v=jg_Q34kGsKg">https://www.youtube.com/watch?v=jg_Q34kGsKg</a></p> <p><a href="https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-is-responsibility.html">https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-is-responsibility.html</a></p>



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Area of learning	Focus	Activities	Useful websites
French	<p><b><u>Topic: Les secrets de la personnalité</u></b></p> <ul style="list-style-type: none"> <li>- To describe self and other's personality in French.</li> </ul> <p><b><u>Grammar:</u></b></p> <ul style="list-style-type: none"> <li>- To conjugate verb "Être" in present tense.</li> <li>- To identify masculine and feminine adjectives.</li> <li>- To change the sentences from singular to plural.</li> </ul>	<p>Ask the child to differentiate between masculine and feminine adjectives to describe the personalities of his/her family members.</p> <div style="text-align: center;">  <div style="border: 1px solid blue; padding: 5px; display: inline-block;">Share</div> </div> <p>Create a presentation or poster to describe self and others personality using verb "être"</p> <div style="text-align: center;">  <div style="border: 1px solid yellow; padding: 5px; display: inline-block;">Encourage</div> </div> <p>Your child to find the new vocabulary and to create their own dictionary then use these words to create their own sentences.</p> <div style="text-align: center;">  <div style="border: 1px solid red; padding: 5px; display: inline-block;">ASK</div> </div> <p>To keep exploring the links given.</p> <p><a href="https://www.languagesonline.org.uk/French/ET1/NewET1U5/device/208.htm">https://www.languagesonline.org.uk/French/ET1/NewET1U5/device/208.htm</a></p>	<p><a href="https://www.youtube.com/watch?v=OpimETJHv4g">https://www.youtube.com/watch?v=OpimETJHv4g</a></p> <p><a href="https://quizlet.com/98527575/les-secrets-de-la-personnalite-flash-cards/">https://quizlet.com/98527575/les-secrets-de-la-personnalite-flash-cards/</a></p> <p><a href="https://www.youtube.com/watch?v=KdKYhHsDs">https://www.youtube.com/watch?v=KdKYhHsDs</a></p> <p><b><u>Grammar</u></b></p> <p><a href="https://www.youtube.com/watch?v=z2IrJ0DB0Xg">https://www.youtube.com/watch?v=z2IrJ0DB0Xg</a></p> <p><a href="https://www.youtube.com/watch?v=KDK9SurjhMw">https://www.youtube.com/watch?v=KDK9SurjhMw</a></p> <p><a href="https://www.youtube.com/watch?v=aSEpvtw6j7E">https://www.youtube.com/watch?v=aSEpvtw6j7E</a></p> <p><b><u>Vocabulary</u></b></p> <p><a href="https://wordwall.net/play/6649/380/539">https://wordwall.net/play/6649/380/539</a></p> <p><a href="https://quizlet.com/98527575/test">https://quizlet.com/98527575/test</a></p> <p><a href="https://quizlet.com/98527575/match">https://quizlet.com/98527575/match</a></p> <p><a href="https://quizlet.com/98527575/gravity">https://quizlet.com/98527575/gravity</a></p> <p><b><u>Grammar</u></b></p> <p><a href="https://www.liveworksheets.com/aq1032426us">https://www.liveworksheets.com/aq1032426us</a></p> <p><a href="https://www.liveworksheets.com/jc149997cx">https://www.liveworksheets.com/jc149997cx</a></p> <p><a href="https://wordwall.net/play/6941/878/975">https://wordwall.net/play/6941/878/975</a></p>





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<p>Activity -3</p>	<p><u>Sports day practice –</u></p> <p>100 mts race Hurdle race Obstacles Shuttle Run Zig Zag</p> <p>Aim of the lesson is to improve their speed and agility.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice races with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Link 1; <a href="https://www.youtube.com/watch?v=fpY9ImpIAIY">https://www.youtube.com/watch?v=fpY9ImpIAIY</a></p>
<p>Activity -4</p>	<p><u>Fun games -</u></p> <p>Fun Game</p> <p>Aim of the lesson is to improve their shooting and rebounding drills skills.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice races with basic rules. Follow the link Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Link 1: <a href="https://www.youtube.com/watch?v=cycQCK8w1-o&amp;t=114s">https://www.youtube.com/watch?v=cycQCK8w1-o&amp;t=114s</a></p>



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Area of learning	Focus	Activities	Useful websites
<b>Music Year05 (Sunil)</b>	Learning how to play the song "Havana" on recorder.	<ul style="list-style-type: none"> <li>Let the child practice at home, even though there will be squeaking. Be an audience. But better also check if the child is holding the recorder properly</li> </ul>	
<b>Music Year05 (Kiko)</b>	<ul style="list-style-type: none"> <li>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</li> <li>Improving on listening skills and recalling.</li> </ul>	<ul style="list-style-type: none"> <li>Let the children sing action songs at home.</li> <li>Ask the child to perform the songs we learned in school.</li> <li>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</li> </ul>	<a href="https://www.timeout.com/new-york-kids/music/best-kids-songs">https://www.timeout.com/new-york-kids/music/best-kids-songs</a>
<b>Music Year05 Joyson</b>	<ul style="list-style-type: none"> <li>Learning musical staff line note and space notes and play notes G A B in the recorder with the backing track</li> <li>Line notes E, G, B, D, F.</li> <li>Space notes F, A, C, E.</li> </ul>	<ul style="list-style-type: none"> <li>Let the child practice at home with the backing track, even though there will be squeaking.</li> </ul>	<ol style="list-style-type: none"> <li>Song: <a href="#">Lines and Spaces The Treble Clef MusicMindED©2018 - YouTube</a></li> <li>Theory: <a href="#">Learning to Read Music: Treble Clef Lines and Spaces - YouTube</a></li> <li>(Reference track) Identify the notes in the recorder with the backing track( Only first 1 minute ) <a href="#">B.A.G. Medley - RECORDER - YouTube</a></li> </ol> <a href="#">(22) Rockin' Recorders - YouTube</a>



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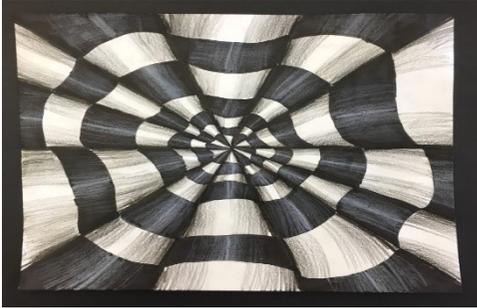
Area of learning	Focus	Activities	Useful websites
ICT	<p><b><u>Topic Computational Thinking</u></b></p> <p><b>Algorithmic thinking</b> – using a well-defined series of steps to achieve a desired outcome</p> <p><b>Decomposition</b> – tackling a complicated problem by breaking it down into its components and working on pieces one at a time</p> <p><b>Abstraction</b> – stripping away the specifics of a set of problems to find the generic solution that can be used for them all, or representing a complicated system with a simple model or visualization</p> <p><b>Pattern recognition</b> – analyzing trends in data and leveraging that information to inform solutions.</p>	<p><b>Empower</b> children with the confidence needed to tackle ambiguous problems, and a general curiosity that leads them to ask and answer big questions.</p> <p>Encourage to design an algorithm to highlight the impact of plastics in the ocean as part of the climate crisis –</p> <p><b>Planet Protectors</b></p>	<p>To learn more about computational thinking, we recommend the following readings and resources</p> <p><a href="https://www.researchgate.net/publication/353111111-Computational-Thinking-in-K-9-Education">Computational Thinking in K-9 Education (researchgate.net)</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1</a></p> <p><a href="https://northwestern.edu/~cs212/defining-computational-thinking-for-math-and-science/">Defining Computational Thinking for Math and Science (northwestern.edu)</a></p>



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Area of learning	Focus	Home activities/How can you help your child at home	Useful websites
ART	<ul style="list-style-type: none"><li>To explore the techniques of creating an optical art.</li></ul>  <ul style="list-style-type: none"><li>To explore the art of salt painted snowflakes.</li></ul> 	<p><b>Share and talk</b> about optical art and different ways of sketching snowflakes.</p> <p><b>Encourage</b> children to think about the specialties of optical art and to sketch snowflakes using different strategies.</p> <p><b>Research</b> on optical art and different techniques to sketch snowflakes.</p>	<p><a href="https://www.youtube.com/watch?v=tpXtjgVYogg">https://www.youtube.com/watch?v=tpXtjgVYogg</a></p> <p><a href="https://www.youtube.com/watch?v=980rhVDGIWA">https://www.youtube.com/watch?v=980rhVDGIWA</a></p>  <p><a href="https://www.youtube.com/watch?v=drQIfJPRy0Y">https://www.youtube.com/watch?v=drQIfJPRy0Y</a></p> 



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Area of learning	Focus	Home activities/How can you help your child at home	Useful website
UAE Moral Education	<p><b>The old Ways of Trade: where, how and why?</b> To explore and understand the old ways of trade and commerce</p>  <p><b>Expansion of Trade Routes</b> To explore and understand how trade routes expanded beyond the movement of goods.</p> <p><b>Conflict Resolution</b> To understand and explain that communication is the key to conflict resolution</p> <p><b>Peer Mediators</b> To learn to resolve conflicts by exchanging useful remarks</p>	<p><b>Talk</b> with your family about what life was like along the trade routes and in the cities. <b>Share</b> your knowledge about the old ways of trade and commerce. <b>Encourage</b> children to research how trade contributed to the UAE economy.</p> <p><b>Talk</b> with your child about the expansion of trade routes. <b>Share</b> your knowledge of how trade routes led to globalization. <b>Encourage</b> your children to research the major trade routes in UAE. <b>Talk</b> with your child how to deal with conflicts and find resolution. <b>Share</b> your experience when you resolved a conflict with someone by talking or communicating. <b>Encourage</b> your child to communicate while dealing with conflicts and be resilient and show perseverance.</p> <p><b>Talk</b> with your child that listening is important to resolve a conflict. <b>Share</b> your experience of solving a conflict by exchanging useful remarks. <b>Encourage</b> your child to use peer mediation method to resolve conflicts at home and at school.</p>	<p><a href="https://www.youtube.com/watch?v=olAMMsHPDA0">https://www.youtube.com/watch?v=olAMMsHPDA0</a></p> <p><a href="https://www.youtube.com/watch?v=vn3e37VWc0k">https://www.youtube.com/watch?v=vn3e37VWc0k</a></p> <p><a href="https://www.youtube.com/watch?v=arFGdviw_ys">https://www.youtube.com/watch?v=arFGdviw_ys</a></p> <p><a href="https://www.youtube.com/watch?v=LoKrupu47YE">https://www.youtube.com/watch?v=LoKrupu47YE</a> <a href="https://www.youtube.com/watch?v=SOBpSK1fEZ0">https://www.youtube.com/watch?v=SOBpSK1fEZ0</a></p> 