



The Winchester School

Family Learning Newsletter -Year 6- January 2022




Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p>Spelling</p> <p>To spell words with a silent letter.</p> <p>Grammar</p> <p>To explore the use of suffixes with –cious and –tious.</p>	<p>Talk to your child to recognize silent words to enhance pronunciation and understand the rules of which silent letters follow or proceed so they can use their own knowledge to build words they are unsure of spelling.</p> <p>Dictate a set of words with silent letters for instance ‘bright’ and ‘aesthetics’. Now let the child identify what letters are silent in each word. For the first word bright, gh are the silent letters; they write gh on their paper.</p> <p>Explore with your child that 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. Share with your child a list of nouns ending with –tion and ask them to change it into adjectives (eg:- ambition – ambitious). Similarly nouns that ends with –ace and convert them into adjectives (eg:- space – spacious).</p>	<p>Silent words</p> <p>Silent letter words</p> <p>Silent words quiz</p> <p>Suffixes and prefixes</p> <p>punctuation</p> <p>punctuation practice</p> <p>passive voice</p>



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	<p>To investigate the use of active and passive voice.</p> <p>VERB TENSES</p> <p>Learning objective: To identify and create sentences using different tenses.</p> <p>Learning outcomes:</p> <p>To identify verb and tense in the given sentences.</p> <p>To identify the use of tenses in the given sentences.</p> <p>To identify past progressive sentences.</p> <p>To change the given text into past sense using suitable verb tenses.</p> <p>To create a short paragraph using different verb tenses.</p>	<p>Talk to your child that we say a verb is in the passive voice when the subject of the sentence is acted on by the verb. The places of subject and object in sentence are inter-changed in passive voice. Eg:- A song is sung by him.</p> <p>What is tense consistency?</p>	<p><u>passive voice board game</u></p> <p>https://www.gamestolearnenglish.com/past-tense-game/</p> <p>https://www.turtlediary.com/game/tenses.html</p>  <p>https://www.englishclub.com/esl-games/grammar/jumbled-tenses-present-continuous-1.htm</p>
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Verb tenses tell us when an action took place in the present, past or future. In any piece of writing, it is important to be consistent with tenses. This means

What is simple past tense?

Simple Past is also known as **Past Simple** and describes events which happened at a specific time but are now completed. For example:

I played	We played
You played (singular)	You played (plural)
He/She/It played	They played

What is simple present tense?

The **Simple Present** (also known as **Present Simple**) can be used to describe something that happens regularly, to give an instruction, to describe something that has been arranged or to talk about the future after certain conjunctions have been used (after, when, before, as soon as, until). For example:

I play	We play
You play (singular)	You play (plural)
He/She/It plays	They play

What is past perfect tense?

Past Perfect describes completed events of the past which happened before another action took place.

'had' + a past tense verb = past perfect tense

For example:

I had played	We had played
You had played (singular)	You had played (plural)
He/She/It had played	They had played

What is present perfect tense?

The **Present Perfect** can be used to describe something that happened in the past and is continuing today, for an action that was completed recently or an action that did not happen at a specific time.

'has' or 'have' + a past tense verb = present perfect tense

For example:

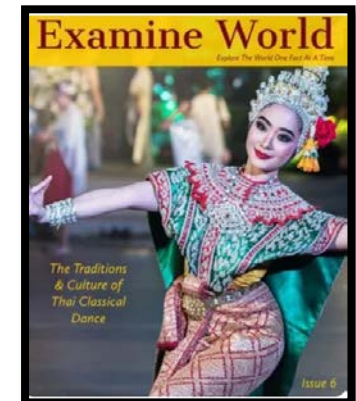
I have played	We have played
You have played (singular)	You have played (plural)
He/She/It has played	They have played

Text Level - MAGAZINE ARTICLES

Learning Objective: To write a magazine article.

To explore different types of Magazine articles.

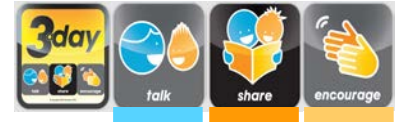
keeping the tense the same throughout. For example:





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To differentiate between different types of magazines.

To list features of a Magazine.

To design a page / article for a magazine.

COLLINS TEXT: Information Text - Deserts

What is present progressive?
Present Progressive is also known as **Present Continuous** and describes events which are happening right now in the present moment.
 'am' or 'is' + a present tense verb = **present progressive**

For example:

I am playing	We are playing
You are playing (singular)	You are playing (plural)
He/She/It is playing	They are playing

What is past progressive?
Past Progressive is also known as **Past Continuous** and describes events which happened in the past over a period of time.
 'were' or 'was' + a present tense verb = **past progressive**

For example:

I was playing	We were playing
You were playing (singular)	You were playing (plural)
He/She/It was playing	They were playing

Encourage children to pick up a Friday Magazine and browse through the content and find the different types of articles which appear in the magazine.

Talk to children regarding differences between a Newspaper and Magazine article.

What is a Feature Article?

A feature article is a persuasive text that expresses an opinion, informs the reader about a subject and is enjoyable to read. Feature articles differ from many other kinds of news articles because they share a general perspective on a subject, instead of reporting news about a particular situation. This makes feature articles last for longer, as they're less likely to lose relevance as time passes.

Features of a Magazine

I **must** understand the key features of magazine
 I **should** be able to identify these features
 I **could** recognise the effect these features have on me, the reader

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

[News paper](#)

[Interactive writing game](#)

[Newspaper story format](#)



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Feature articles can differ widely, appearing in many forms. For example, opinion pieces on current issues, interviews, human interest stories and personal reflections on current events. They can appear in different places, including newspapers, blogs, websites, magazines and newsletters.

Types of Magazines:

Magazine Categories

The most common category of magazines is the **general interest** publication. These types of magazines are written for a general audience of everyday people. They typically cover a broad range of topics, like food, fashion, entertainment, or home and gardening. General interest magazines have a combination of stories, pictures, and advertising and are bound together with a glossy cover. Common magazine titles in the general interest category include things like *People*, *Good Housekeeping*, and *The New York Times Magazine*.

The other big category of magazines is the **special interest** collection, with topics that are specific to a particular audience. If you're a fan of fishing, cooking, computers, or photography, there is likely a special interest magazine out there that you would enjoy. Like general interest consumer magazines, these are widely available to the public at large.

Newspaper writing


Newspaper quiz



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	<p><u>Moral Education Link</u></p> <p>Unit: The Individual and the Community</p> <p>Topic: Taking Responsibility for Oneself and Others</p> <p>-The environment is my responsibility</p>	<p>A third category of magazines are professional in nature, meaning that they contain content for very niche groups of people, such as doctors, bankers, or marketers.</p> <p>Under the umbrella of magazine categories, you'll find various types of publications, with titles to suit everyone's tastes.</p> <p>Many consumer magazines are part of the general interest category of publications. These are magazines covering the news, celebrity and entertainment, business, family, fashion, and men's or women's topics, sometimes all within one issue. These are the types of magazines you'll see at your local superstores and on the shelves of airport convenience stores. Titles you may recognize include <i>Time</i>, <i>Vogue</i>, and <i>Reader's Digest</i>.</p> <p>Inside of each consumer magazine, you'll find topics ranging from the arts to book reviews, business and social issues, gossip, fashion ideas, and more. These types of publications tend to have the largest numbers of readers.</p> <p>Special interest magazines, while still consumer-oriented, focus on a specific topic throughout their issues. Examples of these kinds of magazines include <i>Sports Illustrated</i>, <i>Outdoor Photographer</i>, or <i>Chess Life</i>.</p>	
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Plan your article...

Here are the steps you may go through when writing and planning your feature article.

Decide what topic you're writing about and form an opinion on it. Persuasive texts are about convincing your reader to see an issue/subject from your point of view, so the first step is identifying what this is.

Think about who your target audience is. Once you've identified your ideal demographic, this can help shape the tone of your writing and the way you approach your article.

Research the facts. Collect interesting data, statistics and information that helps to support your opinion. These will help make your article informative and convincing by making it more credible.

How to write an article,,,,,

Plan your article. Using a [feature article template](#) can help with this. Map out some of the key points you want to make and order them, so they will build your argument as your audience reads.



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Write your article. The best way to start your article is with something catchy and interesting. Anecdotes are great for this and a natural way for you to use your own experience to bring a reader into your article.

Expand on each of your points. These will form the body of your feature article. After you've hooked the reader with your introduction, you can get into the nitty-gritty. Use persuasive language features such as emotive language, statistics, rhetorical questions, facts, quotes, direct address and inclusive pronouns to engage your audience and make your argument relatable to them.

Conclude by reiterating your opinion. Don't bring up anything new in the conclusion, but summarise what your argument is. Try and leave readers with something to think about, like a question, or remind them of why your perspective is so important.

Text Level:

Contrasting Perspectives

To analyse the features of the poem.

To read poetry that uses other forms of imagery, such as similes, personification, alliteration and enriching metaphors.

To develop ideas in order to create a descriptive poem using powerful imagery.

To analyse the perspectives portrayed in the poem.





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To justify the perspective of the poet with evidence.

COLLINS TEXTBOOK: WINTER POEMS by Odgen Nash and Emma Barnes.



Encourage your child to read and respond to a range of poetry and begin to explore the figurative devices used.

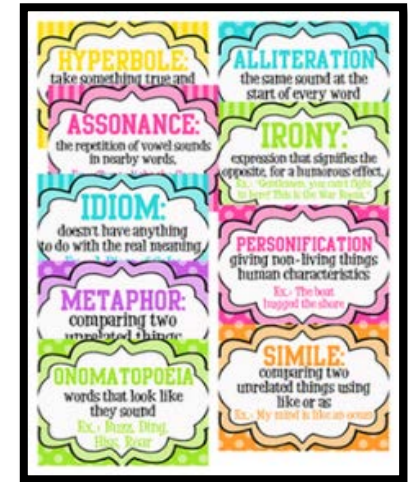
Share some poetries with your child - that use other forms of imagery, such as similes and enriching metaphors.

Talk to your child on the views and perspectives shared in different ways by the poets on the similar topics. Emphasis the importance of the poem as a media to express the author's voice or point of view.

Encourage your child to gather evidence from the poems to identify the ways through which poets have described and presented the scenarios or settings using the senses effectively.

Encourage your child to read the poems on winter from the Anthology book. **Share** your views about the poems and discuss how your child has perceived it then discuss and analyse the poet's perspectives on these poems. Justify your opinions with supporting verses from the poems.

Descriptive poems



Figurative language

Concrete poetry

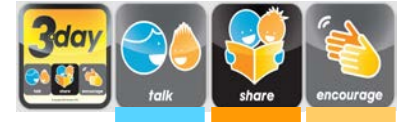
Writing poems

Poetry



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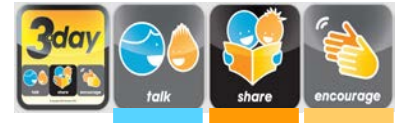



	<p><u>Moral Education Link</u> Unit- Character and Morality</p> <p>Topic- People using their right to expression and speech.</p> <p>- Rights, responsibilities.</p>	<p>Talk to your child about thinking from their parent, sibling or a classmate’s point of view.</p> <p>Share an example of when you changed your opinion about someone after examining their point of view.</p> <p>Share Encourage your child to read</p> <p>Share real-life examples</p> <p>Talk about World War</p> <p>Talk to your child about what it might mean to be a good person (while being aware that there are different ways of defining a ‘good person’)</p> <p>Encourage your child to discuss some answers to the questions to develop the understanding of the novel.</p> <p>Talk to your child about the blurb, ask them to predict what the story would be like.</p>	
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<p>Numeracy</p>	<p>To convert measurements of mass from one unit to another, using</p> <div data-bbox="436 370 798 597" style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Metric Units of Mass</p> <p>Kilograms</p> <p>Grams</p> <p>Milligrams</p> </div> <p>decimal notation to up to three decimal places.</p> <p>To solve problems involving the calculation and conversion of units of mass, using decimal notation up to three decimal places where appropriate</p>	<p style="text-align: center;">Measurement (mass)</p> <div data-bbox="913 332 1543 365" style="background-color: #ADD8E6; padding: 2px;">ACTIVITY</div> <div data-bbox="913 373 1543 625" style="display: flex; align-items: center;">  <div data-bbox="1344 414 1543 625" style="border: 1px solid #ADD8E6; padding: 5px; background-color: #ADD8E6;"> <p>You will need:</p> <ul style="list-style-type: none"> 1–9 digit cards from a pack of playing cards pencil, paper and rubber coin </div> </div> <p>What to do</p> <ul style="list-style-type: none"> The first person turns over cards to make the mass of two different shopping bags in kilograms with three decimal places. Round each mass to the nearest 100 g and find the total. The second person has a turn. Toss the coin to score: heads means the person with the bag with the greater mass scores a point, and, tails, the person with the smaller mass. The winner is the first person to score 5 points. <p>Variation</p> <ul style="list-style-type: none"> Instead of rounding the mass, each person keeps a running total of the exact mass of their bags and the first person to reach 20 kg is the winner. <div data-bbox="913 1071 1564 1104" style="background-color: #ADD8E6; padding: 2px;">QUESTIONS TO ASK</div> <div data-bbox="913 1112 1480 1242" style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div data-bbox="913 1112 1081 1177" style="border: 1px solid #ADD8E6; border-radius: 10px; padding: 5px; width: 30%;"> <p>What is 1 g in kilograms?</p> </div> <div data-bbox="1092 1112 1260 1177" style="border: 1px solid #ADD8E6; border-radius: 10px; padding: 5px; width: 30%;"> <p>What is 7500 kg in tonnes?</p> </div> <div data-bbox="1270 1112 1480 1177" style="border: 1px solid #ADD8E6; border-radius: 10px; padding: 5px; width: 30%;"> <p>What is 6378 g in kilograms?</p> </div> <div data-bbox="976 1177 1186 1242" style="border: 1px solid #ADD8E6; border-radius: 10px; padding: 5px; width: 45%;"> <p>Can you convert 0,075 kg to grams?</p> </div> <div data-bbox="1197 1177 1480 1242" style="border: 1px solid #ADD8E6; border-radius: 10px; padding: 5px; width: 45%;"> <p>Can you convert 1,009 tonnes to kilograms?</p> </div> </div>	<p>Metric Measurements</p> <p>https://cemc2.math.uwaterloo.ca/mathfrog/english/kidz/metric6.shtml</p>
<p>Science</p>	<p>Light:</p>	<p>Encourage your child to make a light beam from the torch shine in a particular place – such as a wall – by reflecting light from the torch off the mirror and</p>	<p>How we see things 1</p> <p>https://vimeo.com/4889738</p>



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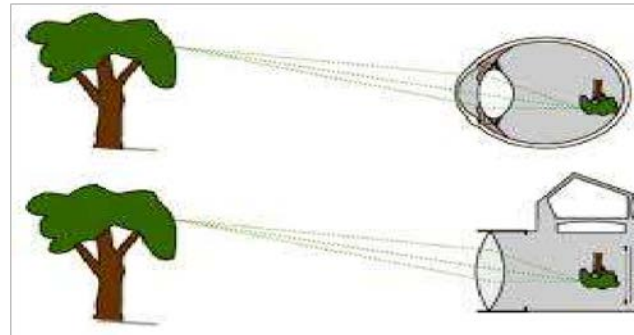
To recognise that we see light sources because light from the source enters our eyes.

To understand how the eyes work and how it forms an image.

onto another surface. Give the children a few minutes to explore and enjoy this activity.

Encourage Children to understand how a camera works and how it forms the image and compare it with the eye. Watch the videos.

Children to have a close look at the given diagram and compare the two pictures and understand the formation of the image and explain in their own words.



[How we see things 2](#)

<https://www.youtube.com/watch?v=A0oZzN6-DFE>

[How cameras work](#)

<https://electronics.howstuffworks.com/camera.htm>

[Sense of Sight](#)

<https://www.youtube.com/watch?app=desktop&v=ZH8L3i-gxuE>

[How our eyes work](#)

https://www.youtube.com/watch?app=desktop&v=syaQgmx_b5i0

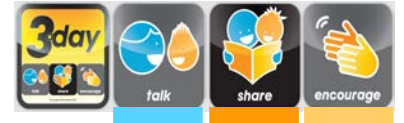
[What is the refraction of light?](#)

https://www.youtube.com/watch?app=desktop&v=lkv0uZTP_zo



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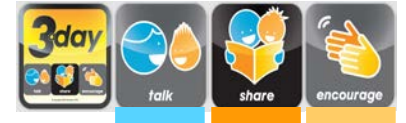


<p>Arabic for Arabs</p>	<p>آيات (إنما المؤمنون أخوة) أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة أن يحلل التلميذ النص تحليلاً لغوياً . أن يحدد التلميذ أساليب الأمر والنهي في الآيات أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات أخلاق كريمة (شعر) أن يحلل التلميذ النص تحليلاً أدبياً . أن يحدد التلميذ أساليب خبرية في القصيدة أن يحدد التلميذ الفكرة والعاطفة في القصيدة . الهمزة المتطرفة على ياء أن يكتب التلميذ كلمات بها همزة متطرفة على ياء أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ياء المفعول لأجله أن يميز التلميذ بين أنواع المفاعيل في الجملة الفعلية. أن يوظف التلميذ المفعول لأجله مضبوط الآخر في تحدّثه وكتابات الإبداعية مع الضبط وفقاً لقواعد النحو</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت. مساعدة التلميذ في كتابة ملخص لشرح الآيات بالمنزل . مساعدة التلميذ في تحديد التلميذ الفكرة والعاطفة في القصيدة. مساعدة التلميذ في قراءة الآيات وتحديد الفكرة الرئيسة. مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على ياء مع بيان سبب كتابتها على ياء. تدريبه على إعراب وتوظيف المفعول لأجله 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>منصة اقرأ بالعربية الهمزة المتطرفة على ياء قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
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<p>Arabic for Non Arabs</p>	<p>The weather (الطقس)</p> <p>To create sentences about the weather. To design a mind map about the four seasons. To describe the weather in the four seasons. To create a paragraph about the four seasons. To compare between two seasons. To use the exclamation, and preference styles with the weather. To express the opinion about the weather in different countries. To compare between the weather in UAE and another country.</p>	<p>Encourage your child to memorize his/her new vocabulary about the new topic the (dictionary). Share with your child articles about the weather in UAE to help him in talking and writing. Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Seasons in Arabic</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p>
<p>Islamic for Arabs</p>	<p>المؤمن بين الشكر والصبر</p> <p>أن يبين الطالب حالات المؤمن كما وردت في الحديث الشريف أن يشرح الطالب أهمية الشكر لله تعالى في السراء أن يشرح الطالب المعنى الإجمالي للحديث الشريف غزوة بدر الكبرى</p> <p>أن يبين الطالب أسباب غزوة بدر الكبرى أن يوضح الطالب أحداث غزوة بدر الكبرى أن يستنتج الطالب الدروس المستفادة من غزوة بدر الكبرى</p> <p>الإقلاب</p> <p>أن يبين الطالب مفهوم الإقلاب وحروفه</p>	<p>مساعدة الطالب وتوجيهه إلى تقوى الله عزوجل وطاعته. حثه على شكر الله في السراء والضراء والصبر عند الابتلاء. توفير فيديوهات عن غزوة بدر؛ وتدوين ما تعلمه.</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>حكم الإقلاب</p> <p>الصبر</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>بمدرسة ونشستر</p>



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	<p>أن يوضح الطالب كيفية تطبيق حكم الإقلاب أثناء التلاوة أن يتلو الطالب بعض الآيات القرآنية الكريمة مطبقًا حكم الإقلاب</p>		
Islamic for Non-Arabs	<p>Lesson 1: Surat as Sajdah (1-12)</p> <p>To explain the overall meaning of the verses.</p> <p>To conclude the main lessons from the verses.</p> <p>lesson 2: Sanctity of the Muslim</p> <p>To explain the overall meaning of the hadith.</p> <p>To infer the ways to deal with the Muslims as brothers and sisters.</p>	<p>Encourage your child to memorize the verses 1-12 from Surat as Sajdah.</p> <p>Let him or her tell you about the themes of the verses and their meanings.</p> <p>Encourage your child to memorize the hadith in English.</p> <p>Talk to your child about the two possible ways to harm others (verbally and physically) and the ways to prevent that.</p> <p>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Surah As Sajda by Mishary Al Afasy</p> <p>Hadith on Brotherhood: The Muslim is a brother to another Muslim</p> <p>Arabic and Islamic YouTube Channel</p>
Humanities History Benin	<p>To explore how the Kingdom of the Benin developed.</p> <p>To explore some important events in Africa's history.</p>	<p>Share with your child your knowledge of Africa and together find out about the history of Nigeria.</p> <p>Encourage your child to research different sculptures found in Benin and compare it with art sculptures in modern life.</p>	<p>Kingdom of Benin</p> <p>Vocabulary-</p> <p>Africa, Nigeria, River Niger, Benin City, Lagos, Ife, Benin Kingdom, Igodomigodo, Edo, Yoruba, Ogiso, Igodo, Owodo,</p>



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<p>Geography</p>	<p>To explore why Benin's sculpture surprised the people who discovered them.</p>	<p>Share with your child about how water cycle works.</p>	<p>Oba, Eweka, slavery, independence.</p>
<p>Rivers</p>	<p>To explore the water cycle.</p> <p>To locate key rivers of the South America.</p> <p>To locate the key rivers of the world.</p>	<p>Encourage your child to locate the rivers of South America and create a fact file.</p> <p>Encourage your child to research the rivers of the world.</p>	<p>Benin Art</p> <p>Benin Sculptures</p> <p><u>Vocabulary-</u></p> <p>Oba, chest, antiques dealer, Nigeria, ancient, Kingdom of Benin, museum, historian, bronze, plaque, engravings, carving, reunited, Ile Ife, tribe, civilization, Atlantis, century, Portuguese, carving, trading, ceremonies, warfare, medieval.</p> <p>Water Cycle</p> <p><u>Vocabulary-</u></p> <p>Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth.</p> <p>Rivers of the world</p>



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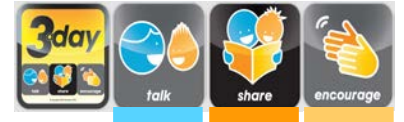


			Vocabulary- Tributary, discharge
<p>UAE SST</p>	<p>To explore key classical civilizations.</p> <p>Key vocabulary: classical, civilization, empire, conflict.</p> <p>To explore the role of city- states in Classical Greece.</p> <p>Key vocabulary: democracy, voting, citizen, banish, archipelago.</p> <p>To explore characteristics of a leader.</p> <p>Key vocabulary: Achaemenid Empire, Hellenistic, military, campaign, leadership, multicultural.</p> <p>To explore the development of trade routes.</p> <p>Key vocabulary: spice, incense, frankincense, caravan, trading posts</p> <p>To check students understanding of lessons one through four- Review.</p>	<p>Talk with your child about the classical period when civilizations came into greater contact with each other.</p> <p>Share with your child the Greek version of democracy and explain the purpose and process of voting.</p> <p>Encourage your child to research the life of Alexander the Great and create an iMovie, PowerPoint Presentation or eBook.</p> <p>Share with your child how the desert people like the Nabateans were able to use their local knowledge of the desert to prosper.</p> <p>Talk about the importance of trade and trade routes to the UAE.</p>	<p>classical-civilization</p> <p>Greek City-States</p>  <p>Alexander-the-King</p>



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Key vocabulary: Review key words for lessons one through four.



[The Incense Route](#)

[The Nabateans](#)



[The Silk Road](#)

[Ancient civilization in the Arabian Desert](#)



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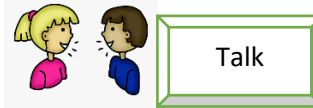
French

Topic: La Nourriture

- To identify food and drinks in French.
- To identify different meals.

Grammar:

- To conjugate verb "boire "and verb " manger" in present tense.
- To use partitive articles with food and drinks.



- To your child about different types of food and drinks.
- Talk about healthy and unhealthy food and drinks.



- Your child to find the new vocabulary and to create their own dictionary.
- Help your child to use these words to create their own sentences.



Topic: La nourriture

<https://www.youtube.com/watch?v=GzmhzU4uzZI>

<https://www.youtube.com/watch?v=d5U4kDDBCVA>

<https://quizlet.com/543658595/jai-faim-flash-cards/>

<https://www.youtube.com/watch?v=T6gMEG7Vz4E>

Grammaire :

Le verbe boire

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

Le verbe manger

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

Les articles partitifs



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Students to keep exploring the links given.



Your ideas with the child to create a ppt / poster/leaflet about healthy and unhealthy food.



To keep exploring the links given.

https://www.youtube.com/watch?v=6edld_vN7VA



Vocabulary

<https://quizlet.com/54365859/5/gravity>

<https://quizlet.com/54365859/5/match>

<https://quizlet.com/54365859/5/test>

Grammar

<https://www.liveworksheets.com/ml1823255zn>

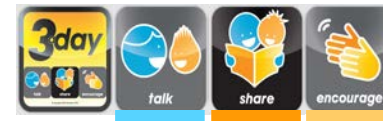
<https://www.liveworksheets.com/ih1829321gi>

<https://www.liveworksheets.com/gj1398048lo>



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			<p>Listening activities</p> <p>https://www.liveworksheets.com/uq1472586ox</p> <p>https://www.liveworksheets.com/xh1897171hx</p>
<p>Physical Education</p>	<p><u>Sports day practice-</u> 100 mts race Hurdle race Obstacles</p> <p>Aim of the lesson is to improve their speed and agility.</p> <p><u>Sports day practice</u></p> <p>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><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>Useful sites:</p> <p>Link1: https://www.youtube.com/watch?v=fpY9ImpIAIY</p> <p>Link1: https://www.youtube.com/watch?v=fpY9ImpIAIY</p>



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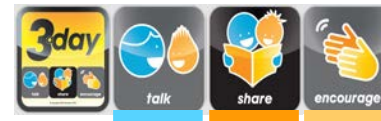


	<p><u>Sports day practice –</u></p> <p>100 mts race Hurdle race Obstacles Shuttle Run Zig Zag</p> <p>Aim of the lesson is to improve their speed and agility.</p> <p><u>Fun games -</u></p> <p>Fun Game</p> <p>Aim of the lesson is to improve their shooting and rebounding drills skills.</p>	<p><u>Cooldown</u> After the game students will do proper cooldown activity.</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><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; https://www.youtube.com/watch?v=fpY9ImplAIY</p> <p>Link 1: https://www.youtube.com/watch?v=cycQCK8w1-o&t=114s</p>
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Music Year 06 (Kiko)	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p>	<p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p>
Music Year 06 (Joyson)	<p>Learning musical staff line note and space notes and play notes G A B in the recorder with the backing track</p> <p>Line notes E, G, B, D, F.</p> <p>Space notes F, A, C, E.</p>	<p>Let the child practice at home with the backing track, even though there will be squeaking.</p>	<p>Song: Lines and Spaces The Treble Clef MusicMindED©2018 - YouTube</p> <p>Theory: Learning to Read Music: Treble Clef Lines and Spaces - YouTube!</p> <p>(Reference Track) Identify the notes in the recorder with the</p>



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			<p>backing track(Only first 1 minute) B.A.G. Medley - RECORDER - YouTube</p> <p>(22) Recorderton - YouTube</p>
<p>Music Year 06</p> <p>(Sunil)</p>	<p>Learning how to play the song “UAE national anthem” on recorder</p>	<p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience and check if the child is holding the recorder properly.</p>	
<p>ICT</p>	<p><u>TOPIC: Scratch Programming and Debugging</u></p> <p><u>LEARNING OBJECTIVES:</u></p> <p>To define a ‘variable’ as something that is changeable</p> <p>To explain why a variable is used in a program</p> <p>Explore, develop, try out and refine sequences of instructions, and show efficiency in framing these instructions</p> <p>To design a project</p>	<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 logic building</p> <p>Able to reflect critically on programs created in order to make improvements in subsequent programming exercises.</p> <p>Make a board game: Challenge your child to make their own board game, such as their own version of</p>	<p>Wider Learning</p> <p>ScratchEd (harvard.edu)</p> <p>Scratch Tinkering Activity Resources Barefoot Computing</p>



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		snakes and ladders, or a maze game or a quiz game using a subject they are very familiar with.	Scratch - Ideas (mit.edu)
Arts	<p><u>To explore the concepts of surrealism and early cubism that Chagall portrayed in his work.</u></p> <p><u>Crumpled paper art</u></p> <p><u>To understand and demonstrate how to create tone using pencil.</u></p> 	<p>Discuss with your child about I AND THE VILLAGE and the famous artist MARC SHAGALL.</p> <p>Encourage your child to use finished papers of all kinds to create beautiful crumpled paper art.</p> <p>Motivate your child to use a variety of tone, experimenting with cross- hatching and shading a 3D object.</p>	<p>I And the Village</p>  <p>Crumpled Paper Art</p> <p>Creating Tone Using Pencil</p>



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<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 can affect individual's sense of self-worth positively or negatively.</p> <p>Key vocabulary:</p> <p>Responsibility: Performing duties, sharing, cooperating and aiding 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</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>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>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p> 
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	<p>work and trying until the objective is achieved.</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>	
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