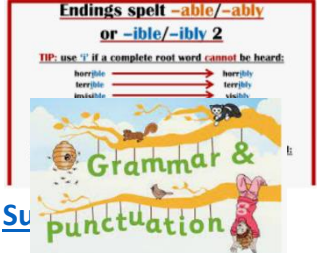




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## Family Learning Newsletter -Year 6- October 2021



Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p><b>Spelling</b></p> <p>To spell the words ending with suffixes – able and –ably.</p> <p>To spell the words ending with suffixes – able, -ible and –ibly.</p>	<p><b>Talk</b> and encourage the children to do the following:</p> <p><b>Discuss</b> the rules for different spellings as mentioned in the FLN.</p> <p>Elicit examples from children.</p> <p><b>Encourage</b> your child to follow the appropriate usage of suffixes to change the root word. For instance if the root word ending ‘y’, it usually becomes ‘i’ before the suffix, Eg:- rely on- reliable. Similarly if the root word ends in ‘e’, the ‘e’ is removed before adding –able/ -ably, Eg:- admire- admirable- admirably.</p> <p><b>Encourage</b> 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 written 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><a href="#">Suffixes-able and -ably</a></p> <p><a href="#">Suffixes -able</a></p> <p><a href="#">Suffixes-word search</a></p> 



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	<p><b><u>Punctuation and Grammar:</u></b></p> <p><b><u>Cohesive devices</u></b></p> <p><b>1. Ellipses</b></p> <p>To investigate the use of cohesive device in a given sentence.</p>	<p><b>Discuss</b> with students that it is fine to use dictionary if you need to.</p> <p>Say these words out loud:</p> <p>Adaptable capable</p> <p>Because both endings sound like able, it is sometimes difficult to remember whether to spell the ending able or ible</p> <p><b>Talk</b> to your students to brainstorm on the following:</p> <p><b>Discuss</b> with your partner what is cohesion?</p> <p>Cohesion refers to the way we use vocabulary and grammatical structures to make connections between the ideas within a text. It provides flow and sequence to your work and helps make your paragraphs clear for the reader.</p> <p>“Omission of words or sentences which are implied, or where the meaning of the sentence is maintained. Usually represented by a series of three dots - ....”</p>	<p><a href="https://www.spellzone.com/word_lists/games-391.htm">https://www.spellzone.com/word_lists/games-391.htm</a></p> <p><a href="https://www.spellingshed.com/en-gb/browse/stage-5">https://www.spellingshed.com/en-gb/browse/stage-5</a></p> <p><a href="https://www.youtube.com/watch?v=SjAqcT8zK8c">https://www.youtube.com/watch?v=SjAqcT8zK8c</a></p>
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	<p>2. <b>Fronted adverbials</b></p> <p>To explore and identify the features of a fronted adverbial phrase</p> <p><b>Tom's Midnight Garden</b> (continuation Ch 19-27)</p> <p><u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>To read and understand the Novel from the author's point of view.</li> </ul>	<p>Ellipses can be used cohesively by allowing us to clearly show interruptions (often in speech).</p> <p>E.g. Harry looked slightly confused, "How do you..." "It's on the front cover!" Hermione interrupted suddenly.</p> <p>Cliff-hangers (to imply missing information) E.g. He stepped forwards...</p> <p>Where words are not included (to avoid repetition)</p> <p>E.g. Do you want go to the park or [do you want to] go out tonight.</p> <p><b>Encourage</b> your child to write how they spent their summer vacation using fronted adverbials.</p> <p><b>Fronted adverbial</b> are phrase or clause that let them know the manner, place, or time of the main action.</p> <p><b>Encourage</b> the children to read their favourite book and spot the fronted adverbial of manner, place or time.</p> <p><b>Discuss</b> why you might need a comma. How does the fronted adverbial add to the sentence?</p> <p>When reading a story with your child, see if they can spot any fronted adverbials as your read. Discuss why the author might have used them, what effect do they have?</p>	<p><a href="https://wordwall.net/en-gb/community/formal-and-informal">https://wordwall.net/en-gb/community/formal-and-informal</a></p>  <p><a href="#">linking paragraphs</a></p> <p><a href="#">linking paragraph worksheet</a></p> <p><a href="#">Synonyms and antonyms</a></p> <p><a href="#">Matching game-synonym</a></p>
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	<ul style="list-style-type: none"><li>• To identify the five parts of a story.</li><li>• To make predictions about the next part of the story.</li><li>• To use inference skills to explore in detail, the writer's choice of words about the setting, character and the plot.</li><li>• To annotate and refer to the text in order to explore grammatical features (active /passive) (relative clauses) and collect evidence with RTC.</li><li>• To respond to the text.</li></ul>	<p><b>Encourage</b> students to create sentences in context with the novel 'Tom's Midnight Garden'</p> <p><b>Talk</b> to students about how devices such as <b>repetition</b>, adverbials and ellipsis can be used to create cohesion within and between paragraphs.</p> <p><b>Discuss</b> some of the techniques orally with the children and make sure they understand the terms <b>conjunctions</b> and <b>adverbial phrases</b> before they start the unit.</p> <p><b><u>Talk Discuss</u></b></p> <p><b>Encourage your child to read the chapters of Tom's midnight garden.</b></p> <p><b>Encourage</b> your child to answer some questions that you could ask in order to develop critical thinking.</p> <p><b>Discuss and compare the changes in the character /plot/setting.</b></p> <p>A teenage boy is sent to live with an uncle and aunt while his sick brother recovers at home. He finds that their clock always strikes thirteen at midnight at which point the litter-strewn alleyways outside become a wonderful garden paradise.</p> <p><b><u>Initial release:</u></b> July 2, 1999 (<a href="#">Italy</a>)</p>	<p><a href="#">Matching game-antonym</a></p> <p><a href="#">toms-midnight-garden Quiz</a></p>
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**Story by:** [Philippa Pearce](#)

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



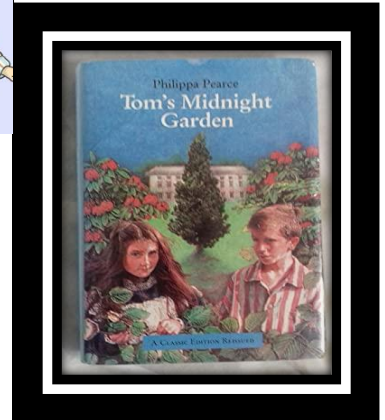
**Encourage** your child to create a genre crossword to test their friends/ members of the family.

**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 analyze the major characters and settings that are explicit to these stories.

**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.

Use five senses and ISPACE technique to provide descriptive details for the setting being described.

**Encourage** your child to respond to literal, deductive and inferential questions created to help



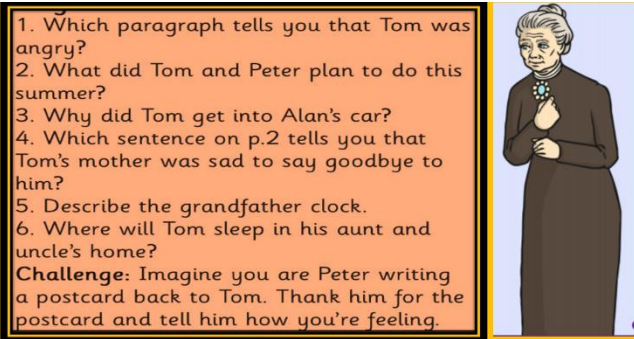
<https://www.englishclub.com/grammar/passive-voice-quiz.htm>



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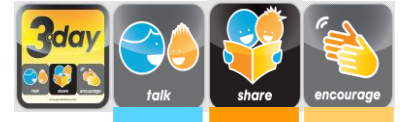


	<p><b><u>Reading Comprehension</u></b></p> <p><b><u>Text Level:</u></b></p> <p><b><u>PUPIL BOOK COMPREHENSION:</u></b></p> <p><b>UNIT 3- Advertisements</b></p> <p><b>Unit 4-The Discontented Fish</b></p> <p><b>LO: To retrieve, record and present information from the given text.</b></p> <p><b>LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></p> <p><b><u>Writing Skill</u></b></p> <p><b>WEEK 1</b></p> <p><b>Character Analysis</b></p> <p>To explore the features and elements of Character a character.</p>	<p>comprehend the text to develop the understanding of the novel.</p> <div data-bbox="919 407 1549 743"><p>1. Which paragraph tells you that Tom was angry? 2. What did Tom and Peter plan to do this summer? 3. Why did Tom get into Alan's car? 4. Which sentence on p.2 tells you that Tom's mother was sad to say goodbye to him? 5. Describe the grandfather clock. 6. Where will Tom sleep in his aunt and uncle's home? <b>Challenge:</b> Imagine you are Peter writing a postcard back to Tom. Thank him for the postcard and tell him how you're feeling.</p></div> <p><b>Explore</b> a traditional story, while utilizing interdisciplinary connections in language arts, geography, science and social studies. Opportunities are provided for differentiated instruction as well as the development of story vocabulary. Terms include: narrator, point of view, main character, dialogue, setting, title and quotation marks.</p>	<p><a href="https://www.youtube.com/watch?v=piwqYHPTJhY">https://www.youtube.com/watch?v=piwqYHPTJhY</a></p> <p><a href="https://quizizz.com/admin/quiz/58c5808b3e5ab0d02453fb5f/relative-pronouns">https://quizizz.com/admin/quiz/58c5808b3e5ab0d02453fb5f/relative-pronouns</a></p> <p><a href="https://www.youtube.com/watch?v=Pt1q2RZ_n9Q">https://www.youtube.com/watch?v=Pt1q2RZ_n9Q</a></p>
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	<p>Exploring the use of 5 senses and Imagery.</p> <p><b>Week 4</b></p> <p><b>Book Review/Summary-Tom's Midnight Garden</b></p>	<p><b>Talk</b> to your child sharing how stories teach us cultural values and a way of living.</p> <p>They guide us to respect and care for our fellow men.</p> <p><b>Discuss</b> with your child about their favourite/famous character. Create a mind map listing the internal and external traits of the character.</p> <p><b>Encourage</b> your child to choose a character and do a role play to emote feelings of the character.</p> <p><b>Talk</b> to your child to create an awareness of environmental issues locally and at national and global level.</p> <p><b>Talk</b> to your child about famous people in the, past and present, who are worthy of admiration, who can inspire and motivate them.</p> <p><b>Share</b> a famous person's significance, background, and personality. To create a timeline about the life of a person of their choosing.</p> <p>Pretend you are at a talk show host and interview the main character.</p>	<div data-bbox="1608 332 1953 511"> <p><b>Literal</b>- picking out actual words from the text. You will find the answer directly in the text.</p> <p><b>Deductive</b>- Using clues/evidence from the text (become a detective!)</p> <p><b>Inference</b>- Using evidence from the text as well as your own experience - put yourself in the character's shoes!</p> </div> <p><a href="#">Fiction and non-fiction</a></p> <p><a href="#">fantasy</a></p> <p><a href="#">character analysis</a></p> <p><a href="#">characteristics elements</a></p>
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### Listening & Speaking Skills

#### WEEK2

#### Listening: Making Inference

To infer and interpret the main idea from the comprehension.

#### WEEK 1

Speaking: If I could change one thing about the world, it would be...



**Talk** to your child about the author they like the most. What is this book about? Why are you interested in reading it? What does the author of this book want us to know or think? Does he or she want us to believe in something?

**Encourage** your child to answer some questions that you could ask in order to develop critical thinking.

**Encourage** your child to think about What is the author's focus in the story? Let the child think about the ways in which the author has used words and images to communicate his or her message.

**Share** with the child your opinion about the books as well as ask the child to talk about his opinion about the decisions in the book, whether it is fair.

#### 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.

#### **Imagery**

Imagery is the use of words to create images, or mental pictures. Imagery helps you picture how something:

- \* looks
- \* sounds
- \* smells
- \* tastes
- \* feels



[powerful use of senses](#)

[Analyzing the passage](#)

[Character analysis](#)

[Mystery](#)

[Five senses](#)

[Analyze a literary passage](#)

[Using inference - Year 5 - P6 - English - Home Learning with BBC Bitesize - BBC Bitesize](#)





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		Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.	<a href="https://www.readingrockets.org/article/introduction-letter-writing">https://www.readingrockets.org/article/introduction-letter-writing</a>
<b>Numeracy</b>	To solve problems involving addition, subtraction.	<p>Encourage your child to help you in shopping and add up the cost of the purchases, reminding your child to line up the digits correctly. If the purchase is under budget, ask to find the difference. Can add another purchase to the fantasy list? If it is over-budget, ask to subtract one item (or items) until your child is within the budget.</p> <p>Encourage your child to play the factorization hangman game.</p>	<p><a href="#">Addition-games</a></p> <p><a href="#">Subtraction-games</a></p> <p><a href="#">Prime Pairs game</a></p>



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To identify common factors, common multiples and prime numbers.

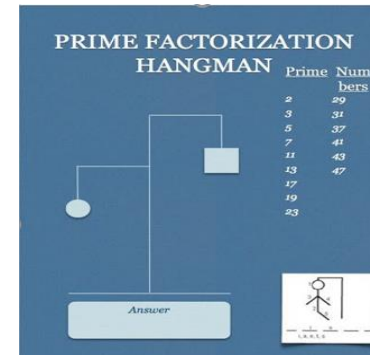
### Prime vs. Composite Numbers

Prime	Composite
have only 2 factors (1 and itself)	have more than 2 factors
2,3,5,7,11	4,6,8,9,12,14

**0 and 1 are neither**

To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Write the composite number in the square. Now let child choose a prime number listed alongside. If the prime number is the factor of the composite number, put below the square to extend the tree. If not draw the body( then arms legs)



[Multiplication-and-division](#)

[All-games](#)



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To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

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

### ACTIVITY

Grid method

457 x 36	400	50	7
30	12 000	1500	210
6	2400	300	42

$$13\ 710 + 2742 = 16\ 452$$

Formal written method

$$\begin{array}{r}
 4\ 5\ 7 \\
 \times\ 3\ 6 \\
 \hline
 1\ 3\ 4\ 2 \\
 2\ 7\ 4\ 2 \\
 \hline
 1\ 6\ 4\ 5\ 2 \\
 \hline
 \end{array}$$

#### What to do

- One person chooses three cards to make a 3-digit number and two cards for a 2-digit number.
- Write out the multiplication carefully and execute it as show in the example above.
- Second person checks the answer with calculator.
- Change roles and repeat.
- Score 1 point for each odd number in the answer and 2 points for each even number in the answer.
- Continue for 10 minutes.
- The winner is the person with the higher score.

**You will need:**

- 1–9 cards

#### Variation

- Choose four cards to make a 4-digit number and multiply by TO as before.

### ACTIVITY

Example – Expanded written method

$$\begin{array}{r}
 35 \\
 17 \overline{) 595} \\
 \underline{510} \quad (30 \times 17) \\
 85 \\
 \underline{85} \quad (5 \times 17) \\
 0
 \end{array}$$

Example – Formal written method

$$\begin{array}{r}
 35 \\
 17 \overline{) 595} \\
 \underline{- 51} \\
 85 \\
 \underline{- 85} \\
 0
 \end{array}$$

#### What to do

- Begin by working out the 17 times table together up to  $\times 10$  and writing it down for reference. (This step involves calculations that will not be used but means that your child will be able to find the required multiple of 17 instantly.)
- Turn over 3 cards to make a 3-digit number. Estimate the answer when divided by 17.
- Both do the calculation using your choice of method. Compare answers. Long multiplication sometimes fazes children so work together for a while if you think it would improve your child's confidence.
- If your child is confident, the first person to find the answer can score a point.
- Repeat with new numbers.
- Continue for 10 minutes. If scoring, the winner has the higher score.

#### You will need:

- 0–9 digit cards from a pack of playing cards (use Jack to represent zero)

### QUESTIONS TO ASK

Estimate how many 19s there are in 84.  
(4 r 8)

Estimate the answer to  $2574 \div 17$  (about 150)

Estimate the answer to  $434 \div 36$  (more than 10 – about 12, actual answer 12 r 2)

[Multiplication-and-division Games](#)



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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 achievable, the number '0' can be used in any calculation. For example, you can create expressions for 1963 as:

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

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

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

### IPAD APPS:

[Addition-and-subtraction-games](#)

[Prime Factors](#)

[Order of operations game](#)



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**CHALLENGE**

(9 x 3) + 1 - 9 = 18

Where in the World ?

(3 + 3) + (6 + 1)

1 + 0 x 12 x 2

11 x 2 - 1 + 1

3 x 2 + 3

5 - 5 + 5

20 - 1

4 x 4 - 4

5 - 10 ÷ 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

<p><b>Science</b></p>	<p><b>Evolution and Inheritance</b></p> <p>To recognize that characteristics are passed from parents to offspring and that living things change over time.</p> <p>To recognize 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</p>	<p><b>Talk:</b></p> <p>Talk to your child about evolution, what it means. What is Darwin’s theory of evolution? Let them do research and give them some time to present it using ICT tools. Let them be the teacher and teach you about the evolution and Darwin’s theory.</p> <p><b>Share:</b></p> <p>Share the facts about fossils, what fossils are. How they were found. You must have read an article or heard anywhere about recently found fossils, so you can update your child by sharing the information you have.</p> <p><b>Encourage:</b></p>	<p><b>Useful Links:</b></p> <p><a href="#">Evolution</a></p> <p><a href="#">Fossils</a></p> <p><a href="#">Natural Selection</a></p> <p><a href="#">Evolution</a></p> <p><a href="#">Darwin’s Theory</a></p>
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	<p>different ways and that adaptation may lead to evolution.</p> <p><b>Plant Growth</b></p> <p>To be able to explain what a plant needs to remain healthy.</p> <p>To be able to explain the role of a fertilizer and understand why it is not food</p>	<p>Internet is the powerful search engine. 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><b>Talk:</b> Talk to your children about plants and how they grow from a seed. The factors that affect the plant growth.</p> <p><b>Share:</b> Share the fact that plants make their own food with the process of photosynthesis</p>	<p><a href="#">Plant Growth</a></p> <p><a href="#">Sid the Seed</a></p> <p><a href="#">Germination of Seed</a></p> <p><a href="#">Photosynthesis</a></p>
<p>Arabic for Arabs</p>	<p><b>قصة حوت على الشاطئ</b></p> <p>أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة</p> <p>أن يحول التلميذ حدثاً من أحداث القصة إلى حوار</p> <p>أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة</p> <p>أن يحلل التلميذ عناصر القصة</p> <p>أن يحدد التلميذ السمات الفنية للقصة</p> <p>أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p> <p>أن يتنبأ التلميذ بما سيحدث بعد نهاية القصة</p> <p><b>الهمزة المتوسطة على ألف</b></p> <p>أن يكتب التلميذ كلمات بها همزة متطرفة على ألف</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت</p> <p>مساعدة التلميذ في كتابة ملخص للقصة بالمنزل .</p> <p>مساعدة التلميذ في تحديد الأساليب في القصة</p> <p>مساعدة التلميذ في قراءة قصة نحو الأرض وتحديد العناصر الرئيسة وعناصر القصة</p> <p>مساعدة التلميذ في كتابة كلمات بها همزة متوسطة على الألف مع بيان سبب كتابتها</p> <p>تدريبه على توظيف الجملة الاسمية.</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="#">منصة اقرأ بالعربية</a></p> <p><a href="#">الهمزة المتوسطة على ألف</a></p> <p><a href="#">قناة اللغة العربية والتربية الإسلامية</a></p> <p><a href="#">بمدرسة ونشستر</a></p>



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	<p>أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ألف <b>أنواع الخبر</b> أن يميز التلميذ بين أنواع الخبر في الجملة الاسمية أن يوظف التلميذ الجملة الاسمية متنوعة الأخبار في كتابات الإبداعية مع الضبط وفقا لقواعد النحو</p>		
Arabic for Non Arabs	<p><b>Hobbies and Sports (الهوايات والرياضات)</b></p> <ul style="list-style-type: none"><li>- To describe hobbies and sports using exclamatory style.</li><li>- To compare between different sports and hobbies.</li><li>- To create a dialogue on hobbies and sports.</li><li>- To describe the sports and hobbies in a paragraph.</li><li>- To express his/her opinion in hobbies and sports.</li><li>- To analyse a text about the hobbies and sports.</li></ul>	<ul style="list-style-type: none"><li>- <b>Help</b> your child to memorize their new vocabulary from the words list.</li><li>- <b>Go</b> through the new adjectives sent every week.</li><li>- <b>Encourage</b> children to use these words in sentences or paragraph of their own.</li><li>- <b>Encourage</b> children to use new grammar in their writing.</li><li>- <b>Ask</b> your child to speak about their hobbies.</li><li>- <b>Talk</b> to your child about the importance of sports.</li></ul> <p><b>Go</b> 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><a href="#">Arabic Hobbies</a></p> <p><a href="#">Arabic Hobbies</a></p> <p><a href="#">I Read Arabic</a></p> <p><a href="#">Arabic and Islamic YouTube Channel</a></p>
	<p><b>محبة الله تعالى</b> أن يستنتج التلميذ فضل محبة الله للمسلم</p>	<p>حث التلميذ على فعل كل ما يقربه من الله والفوز بمحبته مساعدته في البحث عن أدلة من القرآن والسنة عن الأخلاق الحسنة وصفات المؤمنين توفير فيديوهات عن الصبر وأهميته</p>	<p><a href="#">حرمة المسلم</a></p> <p><a href="#">آداب المسجد</a></p>



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<p>Islamic for Arabs</p>	<p>أن يبين التلميذ الأمور التي تقربهم من الله والفوز بمحبته أن يدلل التلميذ على أهمية محبة الله تعالى لعبده <b>صفات المؤمن</b> أن يستنتج التلميذ المعنى الإجمالي للحديث الشريف أن يوضح التلميذ فضل الصبر على المسلم أن يدلل التلميذ على أهمية الصبر من القرآن والسنة <b>رحلة الرسول إلى الطائف</b> أن يحدد التلميذ هدف الرسول من رحلة الطائف . أن يبين التلميذ أسلوب الرسول – صلى الله عليه وسلم في دعوة أهل الطائف أن يدلل التلميذ على أهمية الصبر في الإسلام .</p>	<p>تصميم مخطط ذهني لرحلة الرسول- صلى الله عليه وسلم- إلى الطائف. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p>Islamic for Non Arabs</p>	<p><b>Lesson1: The call of the people of Ta'if</b> To explain the key aspects of the call. To share the lessons learnt from the event of calling the people of Ta'if to Islam. <b>Lesson2: The merciful heart.</b> To explain the overall meaning of the hadith. To infer the importance of mercy in Islam. <b>Lesson3: The migration to al Madinah.</b> To explain the reasons behind the migration of Muslims to Madinah.</p>	<p>-Share with your child the story of calling the people of Ta'if to Islam by Prophet Mohammad PBUH. -Encourage your child to talk about the lessons he learnt from the story. -Talk to your child about the main qualities of the prophet, pbuh mentioned in this event. - Show your child the importance of mercy on social relations. -Encourage your child to search about some stories from Sirah showing the aspects of mercy. Talk to your child about the reasons that pushed the Muslims to migrate to al Madinah by</p>	<p><a href="#">The Mission To Taif - Story Of - #SeerahSeries ﷺ Muhammad</a> = <a href="#">Mercy, Forgiveness &amp; Salvation The Hadith of Mercy</a> = <a href="#">Our Prophet Muhammad PBUH The Migration To Madinah –</a> <a href="#">  The Prophet's Hijra</a></p>

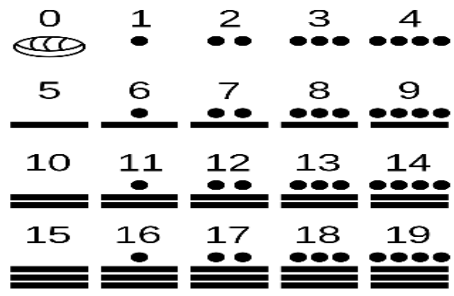




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	To infer the manifestations of the Muslims' torture by the disbelievers.	referring to the beginning of the call to Islam in Maccah.  <b>Go</b> through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic	<a href="#">Arabic and Islamic YouTube Channel</a>
<b>Humanities</b>	To explore the evidence at Chichen Itza.	Research Chichen Itza and <b>share</b> what you have learnt.	<a href="#">Maya Civilization</a>
<b>History</b>	To explore the Maya number system.  	<b>Encourage</b> your child to make 3D models of Mayan artefacts from recycled old material.  <b>Talk</b> about the number system of the Maya and try and work out your Maths Home Learning using this system!	<b>Vocabulary-</b> Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque.  <a href="#">Mayan Mathematics</a>  <a href="#">Maya Numerals</a>  <a href="#">Maya Base 20- NUMERALS</a> <b>Vocabulary-</b> Base 10, Base 20, vigesimal number system.
<b>Geography</b>	To explore the climates and biomes of different regions across South America.	<b>Talk</b> to your child about the difference between weather and climate.	<a href="#">Climates and biomes of different regions across South America.</a>  <b>Vocabulary -</b> Yucatan Peninsula, Mesoamerican,



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	<p>To explore the physical and human geographical features of your local area.</p>	<p><b>Encourage</b> your child to research the climate, biome and likely weather conditions of an area in South America.</p> <p><b>Talk</b> to your child about the difference between physical and human geography.</p> <p><b>Encourage</b> your child to research and use fieldwork to observe, measure and record the human and physical features in your local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p>	<p>Guatemala, Belize, Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system.</p> <p><a href="#">Human and Physical geography</a></p> <p><b>Vocabulary-</b> 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>
<p><b>UAE SST</b></p>	<p>To explore what life may have been like in the Prehistoric Age.</p> <p><b>Key vocabulary:</b></p> <p><b>Stone Age, nomadic, settle, archaeologist, artifacts,</b></p>	<p><b>Talk</b> to your child to analyze the impact of the Prehistoric Age on modern society and research information from primary and secondary sources.</p> <p><b>Share</b> with your child how people in the past adapted to their environment and used the River Nile to irrigate the land.</p>	



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	<p>To explore ancient Egypt and the Nile.</p> <p><b><u>Key vocabulary:</u></b></p> <p><b>flood, flood plain, river bank, silt, fertile, drought, parasites, Nile, threats, scarce, dynasty</b></p>          <p>To explore elements of Mesopotamia and its agriculture.</p> <p><b><u>Key vocabulary:</u></b></p> <p><b>soil, Sumerian Civilization, Indus Valley Civilization, agriculture, domestication, plough, adapt, Euphrates, Tigris, Fertile Crescent,</b></p>	<p><b>Encourage</b> your child to draw the River Nile on the map of Africa.</p>          <p><b>Share</b> with your child how the Sumerians first started using plants and animals in agriculture and farming. Discuss the domestication of animals and its benefits.</p>          <p><b>Encourage</b> your child to draw the Euphrates and Tigris rivers and the Fertile Crescent on a map.</p>	<p><a href="#">Prehistoric Age</a></p>                    <p><a href="#">Nile River Facts</a></p>          <p><a href="#">Ancient Egypt and the Nile</a></p>
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To explore the ancient Chinese civilization and examine an example of monarchy in Ancient China.

**Key vocabulary:**

government, monarchy, inheritance, hierarchy, wealth, poverty, Shang, Zhou, dynasty

**Encourage** your child to explore the difference between the governments of the Shang and Zhou dynasties of Ancient China.



[Geography River Nile](#)



[Ancient Mesopotamia](#)

[Mesopotamian Agriculture](#)

[Middle East Sumer](#)


[Shang Dynasty](#)



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<b>French</b>	<p><b><u>Unit: les loisirs</u></b></p> <p>To talk about your hobbies.</p> <p>To describe your week-end</p>	<p>Talk</p> <p>Review the topics given from PPT and Vocabulary list.</p> <p>Encourage</p> <p>Students to keep exploring the links given.</p>	<p><a href="https://quizlet.com/ca/350554239/passe-temps-les-passe-temps-flash-cards/">https://quizlet.com/ca/350554239/passe-temps-les-passe-temps-flash-cards/</a></p> <p><a href="https://www.youtube.com/watch?v=cqUhuBKbdfg">https://www.youtube.com/watch?v=cqUhuBKbdfg</a></p> <p><a href="https://www.youtube.com/watch?v=YYgXjoldLUE">https://www.youtube.com/watch?v=YYgXjoldLUE</a></p>
<b>Physical Education</b>	<p><b><u>Dance activity</u></b></p> <p><i>Dance refer to exercises that link strength with speed of movement to produce power and were first known simply as “ Co ordination training.”</i></p> 	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <p><b><u>Proper warm up</u></b></p> <ul style="list-style-type: none"><li>• Tuck jump</li><li>• Depth jump</li><li>• Star jump</li><li>• Broad jump</li><li>• Jumping jacks</li></ul> <p><b><u>Cool down</u></b></p>	<p>Link1: <a href="https://www.youtube.com/watch?v=sHd2s_saYsQ">https://www.youtube.com/watch?v=sHd2s_saYsQ</a></p> <p>Link 2: <a href="https://www.youtube.com/watch?v=h-XaED3AFR8">https://www.youtube.com/watch?v=h-XaED3AFR8</a></p>



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Physical Fitness: Core exercise  
**Any exercise that involves the use of your abdominal and back muscles in coordinated fashion counts** as a core exercise. For example, using free weights in a manner that involves maintaining a stable trunk can train and strengthen several of your muscles, including your core muscles.



### Physical Fitness: Kick boxing

Focus is on to assess their Physical fitness abilities in endurance, flexibility, coordination, strength, balance etc.

Talk and Encourage the children to do the following:

#### Proper warm up

- Hip rotation
- Arm rotations
- Slow jogging on the spot
- Alternate toe touch

Plank

Leg raises

Crisscross

Side plank

Hip raise

Cooldown

Talk and Encourage the children to do the following:

One hand strike

Two hand strike

Strike with one leg

Jump and Striking

Tapping with right and left hand

#### Useful sites:

Link1:

<https://www.youtube.com/watch?v=qfoW2PKugyk>

Link2:

<https://www.youtube.com/watch?v=3XVGDYuPay4>

Link 1 :

<https://www.youtube.com/watch?v=uMAV7EuOB5I>

Link 2:



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Tapping with alternate hand



### Yoga for Strength

**Yoga** has innumerable benefits to offer. Let your kid start with the **basic** poses and realize the beauty of this practice. There are different styles of **yoga**, including body postures, breathing exercises, and meditation.



Talk and Encourage the children to do the following:  
Proper warm up

- Bridge Pose (Setu Bandha Sarvangasana)
- Tree Pose (Vrksasana)
- Cobra Pose (Bhujangasana)
- Cat Pose (Marjaryasana)
- Bow Pose (Dhanurasana)

<https://www.youtube.com/watch?v=419WBNPbtsU>

Link 1;  
[https://www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids\\_00377906/](https://www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids_00377906/)

Link 2:  
<https://www.youtube.com/watch?v=X655B4ISakg>



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		<ul style="list-style-type: none"> <li>• Frog Pose (Mandukasana)</li> <li>• Butterfly Pose (Baddha Konasana)</li> </ul> <p><u>Cooldown</u></p>	
<b>Music Year 06</b> <b>(Kiko)</b>	<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>	<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 Year 06</b> <b>(Sunil)</b>	<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>Learning how to play the song “UAE national anthem” on recorder</p>
<b>Music Year06</b> <b>(Joyson)</b>	<p>Improving child’s confidence and musicality through music rhythm reading</p> <p>We take a look at dotted quarter</p>	<p>Let the child understand the music note value and clap with the notes.</p> <p>Ask the child to perform it with any percussion instrument like maracas,</p>	<p><a href="#">(22) A Guide to Rhythm Reading: Intermediate Rhythms Part 1: Doted</a></p>





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	<p>notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm reading!</p>	<p>tambourine.</p> <p>Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth.</p>	<p><a href="#">Quarter/Single Eighth Notes - YouTube</a></p>
<b>ICT</b>	<p><b><u>TOPIC : Film Making</u></b> <b><u>LEARNING OBJECTIVES :</u></b></p> <p>To explore various aspects of film-making</p> <p>To use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.</p> <p>To be able to use digital devices for recording (video camera or tablet), to work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker.</p>	<p><b>Talk</b> to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p><b>Encourage</b> good posture when sitting at the computer.</p> <p><b>Interview Practice:</b> Assist children to practise some interviewing at home, role-play ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any digital devices at home, children can list their top tips for interviewing or camera operating.</p> <p><b>Film Crew Roles:</b> A research task to pay attention to the End Credits of a film or TV programme. Discuss with Children some of the roles and think about what responsibilities they may have and which role</p>	<p>Wider Learning</p> <p><a href="#">Into Film Education Charity</a></p> <p><a href="#">Film Education (Archive)</a></p> <p><a href="#">Learn About Film</a></p> <p><a href="#">BBC Film Making (Archive)</a></p> <p><a href="#">The Wild Classroom Student Film Making</a></p>



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they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making film.

### Arts

#### Advanced Scribbled Pictures



“Paint in a cup”  
{Acrylic pouring technique}

#### Key vocabulary

draw, shapes, images, design, listen, understand, unique, identify, imagine,

**Talk** with your child that the activity requires planning and problem solving much like a math problem or science experiment.

**Encourage** your child to scribble using crayon, and then paint the spaces using tempera or watercolors. Discuss why the paint doesn't bleed over the crayon lines.

**Encourage** your child to explore acrylic pouring and the dirty pour technique.

#### Scribbled Art




#### acrylic pouring



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	<p>arrange, line, straight, curve, circle, square, triangle, color, similar, different, aware, hand, eye, sound, new.</p>		
<p><b>Moral Education</b></p>	<p><b>Theme: Personality and morals.</b></p> <p><b>Unit :</b> Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none"> <li>- To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience</li> <li>- 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.</li> </ul> <p><b>Key vocabulary:</b></p> <p><b>Responsibility:</b> Performing duties, sharing, cooperating and providing</p>	<p><b>Talk</b> 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><b>Encourage</b> 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><b>Share</b> with your child the real life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p><b>Activity:</b> Household work is our responsibility.</p> <p>The family meets together in order to discuss responsibilities in the house.</p>	<p><a href="http://www.moraleducation.ae">www.moraleducation.ae</a></p> <p><a href="http://www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility/">www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</a></p> 



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	<p>assistance to others in the family, school and community.</p> <p><b>Self-responsibility:</b> Setting goals for success and self-realization in personal, educational and professional life.</p> <p><b>Taking responsibility:</b> Recognizing one's obligations and willingly fulfilling them.</p> <p><b>Perseverance:</b> Continually conducting work and making an effort until the objective is achieved.</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>	
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