

Aim High Summer Holiday Programme

Year 5 moving to Year 6





Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the **Aim High Summer Holiday Programme** for your child to work on over the summer vacation. The aim of this programme is to keep students in 'learning mode' so that they continue to make progress without any summer learning loss. It is designed to help students develop values like sustainability, tolerance, morals, values and character through integrated curriculum and community partnerships.

This programme involves **Project Based Learning (PBL)** which is an approach to education that emphasizes hands on learning with real life implications and independent research skills to find a solution and present in different ways using variety of tools. As your child is moving from Year 5 to Year 6, you can look at the Family Learning Newsletters for Year 6 and learn, in advance, about the learning modules, which will be covered in the coming academic year. Please find the below links for Family Learning Newsletter:

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

These are also very useful for new parents. For example, if your child has completed Year 5 in another school, you can look over the Family learning newsletter for Year 5 and map your child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps. We hope you will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.' Wish you all a very happy and blessed holidays. Enjoy with family and friends.

The school will re-open for NEW students on Monday, 28th August 2023 and for all existing students from Tuesday, 29th August 2023.

Yours sincerely,

Jaya Paliwal

Head of Primary



In the Aim High Summer Holiday Programme, we have included activities that add an artistic or creative element to the learning. We are also aligning most activities this year with the **Sustainable Development Goal 2(SDG 2) of Zero Hunger**. These activities will promote research, enquiry, critical and analytical thinking, design thinking and problem solving. STREAM learning will happen naturally and students will develop **High Performance Learning Skills** as they do the designated activities; engage in discussions with friends and family members; establish links or connections with real life; examine outcomes; make corrections or further modification; research; play, explore and try new things.

The activities designed in the programme require students to use Science, Technology, Reading, Engineering, Arts and Mathematics as access points for guiding student inquiry, dialogue, rich experiential learning, research and critical thinking.

In **Science**, students will research, evaluate and devise strategies related to food waste and its effect in the environment, then design a project (app/ presentation/ 3D model/website) that contributes to raising awareness on **Sustainable Development Goal (SDG) of Zero Hunger**. In **Maths**, they will collect information, compare countries with high and low food wastage and use critical thinking skills to interpret the data. In **English**, the students will focus on reading, researching and analysing the causes of food waste and provide solution. **Art and Technology** is integrated in all the activities specially in the core subjects which will unleash their creative skills as they present their work.

All students must submit the tasks to their respective teachers. All work samples submitted must be well presented, clear and with quality work.

Please note that the Aim High Progress Summer Plan is to keep students engaged in learning during summers hence the task should be well paced and not completed in haste.

Due Date of Submission: Monday, 11th September 2023

Topic- SDG 2- Zero Hunger

Outcome: Creating a world free of hunger by 2030 by spreading awareness.

Let us read and explore- Sustainable Development Goal 2 is about creating a world free of hunger by 2030. In 2020, between 720 million and 811 million persons worldwide were suffering from hunger, roughly 161 million more than in 2019. Also, in 2020, a staggering 2.4 billion people, or above 30 per cent of the world's population, were moderately or severely food-insecure, lacking regular access to adequate food. The figure increased by nearly 320 million people in just one year. Globally, 149.2 million children under 5 years of age, or 22.0 per cent, were suffering from stunting (low height for their age) in 2020, a decrease from 24.4 per cent in 2015.

The number of people going hungry and suffering from food insecurity had been gradually rising between 2014 and the onset of the COVID-19 pandemic. The COVID-19 crisis has pushed those rising rates even higher and has also exacerbated all forms of malnutrition, particularly in children.

Let us devise a solution and try to mitigate this problem using skills that we have acquired from different subjects-

Maths, Science & ICT- Research, Analyse and Present

Food waste is a big problem in 21st century's society, not only countries like America, England, Australia, China, India, and Europe, but tens of other countries contribute to the significant waste of food and in order to stop it we must elaborate a plan that companies, institutions and individuals can follow that can avoid food waste & can help feed the needy.

Activity 1- Explore and Research –

1. Various causes of food wastage globally.
2. Consequences of food wastage in the world and the economy of the country.
3. The Importance to Reduce Food Loss and Waste
4. The Environmental Impacts of Food Waste. Do watch the link below to explore more-
 - UN Sustainable Development Goals: https://youtu.be/M-iJM02m_Hg
 - SDG 2 Zero Hunger <https://www.youtube.com/watch?v=OQUbURbcrXo&t=9s>



Activity 2- Compare and analyse the food waste between the top countries with high wastage and top countries with the least wastage of food.

Top Countries with highest food waste-

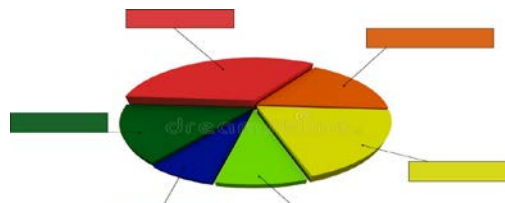
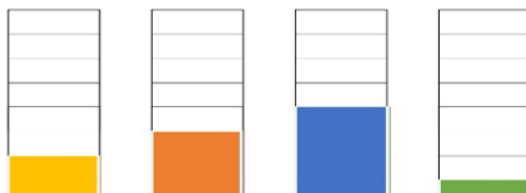
S. No.	Country Name	Food Waste in Million Tonnes
1.	China	91.6
2.	India	68.8
3.	United States	19.4

Top Countries with least food waste-



1. France and 2. South Korea

Collect the data of food waste for the past ten years, of at least 5 different countries including maximum and minimum food wastage. Interpret the data in the form of bar graph, pie chart or line graph. (Tip- Use a graph to interpret and present the data). Note: - Be creative and use colour papers



After you analyse the data, be innovative and creatively devise solutions to mitigate food loss and food waste in any country of your choice.

Design your solutions in the form of a 3 D model/ Lap book. You may design the model using LEGO or any ICT tool and present in the form of a PowerPoint.

Remember-

- It should cater to solving the problem of food waste and food loss relevant to their neighborhood/community.
- It must measure the impact of the solution undertaken.

Our English Activity- Supporting the SDG goal!

Topic- End Hunger	Activities
	<p>Activity 1- <u>Be creative</u></p> <p>You are encouraged to run a school campaign on ‘End Hunger’ in the new academic year. Design an innovative and informative presentation.</p> <p>Your work should include;</p> <ul style="list-style-type: none">• Why is it important to run End Hunger Campaign?• How are you going to achieve this goal?• What will be the impact on your school/local community? <p>Mode of presentation-PPT, blog posts, speeches, TED Talks, power of hashtags, poster, brochure, leaflet etc.</p>



Activity 2- Empower the artist within you-

Students sketch out ideas using a story board to tell the story on the **HUNGER ISSUE**. Storyboard panels could include:

- What the hunger issue is?
- What causes it?
- Who is impacted?
- How can we help?

Mode of presentation-Online/A4 Paper



Activity 3-Find a local expert-

Find people in your community who work to resolve the food insecurity issues. Students to interview them about who is struggling to get enough food requirement in their local communities. These conversations can help us understand how to act in responsible and effective ways.

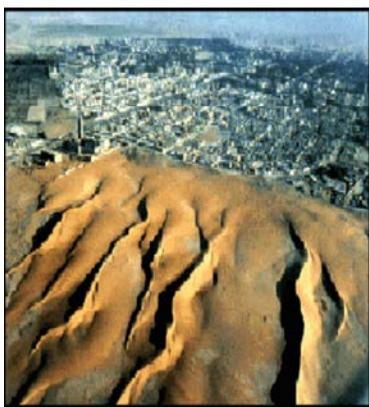
Possible local experts include:

- Possible local experts whom you can interview include:
- People who run food pantries and soup kitchens
- Community gardeners
- Nutritionist
- Health care workers

**Mode of presentation-
Video/Paper/podcast**

Humanities – Explore, Research and Present

Ancient Egypt is often described as an exotic place — pyramids, hieroglyphics, kings and queens. Ancient Egypt was dependent on floodwaters from the Nile River to irrigate crops that could feed society, the report explains. When the region faced drought, crop yields would plummet and cause widespread unrest. The researchers were able to determine that the worst of these droughts were caused by volcanic eruptions, which released sulfurous gases into the atmosphere, altering precipitation patterns and disrupting seasonal monsoons.

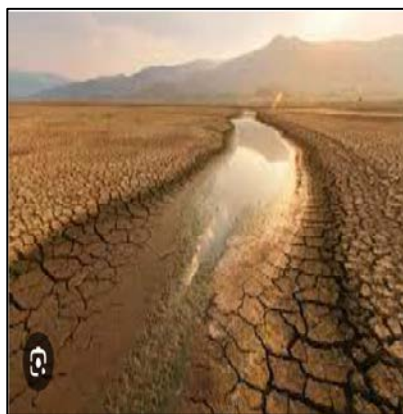


<https://www.bbc.co.uk/bitesize/topics/zg87xnb>

https://www.ducksters.com/history/ancient_egypt.php

Research and record your finding in the form of a-

- **Activity 1-** Create a fact file on problems faced by the ancient Egypt people during the drought in ancient Egypt.
- Draw or trace a map of Egypt and mark important landmarks.
- **Activity 2-** Design a digital poster about the early settlement near River Nile.
- **Activity 3-** Do you think ancient Egyptians experienced hunger issues? How did they solve them? Record your findings using podcast or any audio ICT tool.



<https://www.natgeokids.com/uk/discover/history/egypt/ten-facts-about-ancient-egypt/>

<https://kids.britannica.com/kids/article/ancient-Egypt/353087>

Reading Comprehension

Read this extract carefully.

Nat and the Great Bath Climb

by Penelope Lively

Wood-lice colonies are governed by Chief Wood-lice, who are stern and ancient creatures with whiskers of immense length. Young wood-lice are kept under the most strict control by their elders; indeed they are quite literally trampled on until large enough to hold their own. Wood-lice are not creatures who go in much for expressing themselves or being original or striking out; one wood-lice acts and thinks much like another and this is the way the old wood-lice want to keep it.

From time to time the Chief Wood-lice would call the whole colony together for a meeting. The object of this meeting was for the Chief Wood-lice to lecture the newest generation of young wood-lice, who were allowed to attend as soon as their whiskers were three millimetres long, which meant they were grown-up.

The hero of this story, who was called Nat, came to his first such meeting when he was three weeks old – which in human terms is about eighteen years. The young wood-lice sat in a row at the front, feeling important but nervous, while their parents and aunts and uncles crowded behind them and the Chief Wood-lice took up a position in front.

The Chief Wood-lice looked sternly down at the assembled crowd and began to speak. "We are gathered together today," he said, "to remind ourselves of the purpose of life." He glared at the young wood-lice. "And what is the purpose of life?" The young wood-lice, who knew they were not supposed to answer, gazed at him respectfully.

"The purpose of life is to climb up the side of the bath. That is what we are here for. That

is why we were born. No one has ever succeeded. But the purpose of life is to try. Each and every one of us. Your turn has now come. Your mothers and fathers have tried before you. Some brave spirits have tried several times. All have failed."

There was silence. The young wood-lice gazed at the Chief Wood-lice and felt even more nervous and important. All except Nat, who was the youngest and smallest and had been in trouble most of his life for asking too many questions. Nat was thinking.

"You will make your attempts turn and turn about, starting with the eldest. Each of you will fail, but will have made a glorious attempt, you will then have your names inscribed on the Roll of Honour."

The young wood-lice went quite pink with pride and excitement, all except Nat, who raised one of his fourteen legs. "Please, sir," he said, "why do we have to climb up the side of the bath?"

There was a gasp of horror from the crowd of wood-lice. Nat's mother fainted clean away; his father bent his head in shame.

The Chief Wood-lice stared at Nat. His whiskers twitched in fury. "WHAT DID YOU SAY?"

Nat cleared his throat and repeated, politely and clearly, "Why do we have to climb up the side of the bath?"

The Chief Wood-lice huffed and puffed; his little black eyes bulged; he creaked with indignation. "BECAUSE IT'S THERE!" he roared...

Answer these questions about the extract.

- 1 Who controls young wood-lice?

- 2 Write a sentence describing what wood-lice elders are like.

- 3 How long do wood-lice whiskers have to be before wood-lice are considered to be grown-up?

- 4 How do you think the parents of the young wood-lice felt, waiting for the Chief Wood-louse to begin the meeting?

- 5 What is the meeting for?

- 6 Why had Nat been in trouble for most of his life?

- 7 What does the word '**assembled**' mean? _____
- 8 What is meant by '**he creaked with indignation**'?

- 9 Why were all the wood-lice shocked when Nat asked a question?

- 10 What do you think happened next?



Reading for Fun: Since you have a long holiday, you can pack in some online reading time, so that you can learn new vocabulary and varied sentence structures.

Year 6 Recommended Reading List-

1. The Railway Children by E Nesbit
2. Abomination by Robert Swindles
3. Carrie's War by Nina Bawden
4. Awful End by Philip Ardagh
5. The What on Earth? Wall book timeline of Nature by Christopher Lloyd
6. Fruit and Nutcase by Jean Ure
7. Tom's Midnight Garden by Philippa Pearce
8. A Journey to the Centre of the Earth by Jules Verne

Other recommendations are:

YEAR 5&6



1. THE SECRET KEEPERS BY TRENTON LEE STEWART
2. THE ONE AND ONLY IVAN BY KATHERINE APPLEGATE
3. THE MIRACULOUS JOURNEY OF EDWARD TULANE BY KATE DICAMILLO
4. THE PENDERWICKS: A SUMMER TALE OF FOUR SISTERS. TWO RABBITS. AND A VERY INTERESTING BOY BY JEANNE BIRDSALL
5. THE TRUMPET OF THE SWAN BY E.B. WHITE
6. THE LEMONADE WAR BY JACQUELINE DAVIES
7. SAVVY BY INGRID LAW
8. WONDER BY R.J. PALACIO.
9. "THE CHRONICLES OF NARNIA" SERIES BY C.S. LEWIS
10. "FRINDLE" BY ANDREW CLEMENTS

Vocabulary Building:

Vocabulary

Look at the following words and then use them to answer the questions that follow.

beneath	smog	disturb	disown	over
mistake	improvise	below	outrageous	bunion
stilted	deter	centenary	under	dissuade
disgraceful	smug	encourage	budget	fault
stillness	intrude	seizure	persuade	upside

- 1 Find **two** words that are synonyms for the word 'interrupt'.

- 2 Find **two** words that are antonyms for the word 'commendable'.

- 3 Find **two** words that are synonyms for the word 'error'.

Look at the following words and then use them to answer the questions that follow.

brand	mellow	placid	creation	sorting
portly	serene	careless	make	successful
superior	briar	pin	fiery	aggressive
miscellaneous	calm	needle	indifferent	cleansed
united	nettle	offering	fury	various

- 4 Find **two** words that are synonyms for the word 'trademark'.

- 5 Find **two** words that are antonyms for the word 'peaceful'.

- 6 Find **two** words that are synonyms for the word 'assorted'.

Handwriting

Paragraph

Write this paragraph on the lines given below.

A lotus is often called a water lily. These flowers grow in water gardens. Lotus is usually white or pink in colour. Its leaves float on surface of the water. Lotus is regarded as the national flower of India. In India, the lotus is considered as a symbol of purity.

Handwriting practice lines consisting of six sets of three horizontal lines (top, middle, and bottom) for writing practice.

Arabic for Arabs

أولاً : القراءة

اضغط على الرابط التالي أو امسح الرمز؛ لتقرأ القصة قراءة معبرة ، ثم أجب عن أسئلة فهم المقروء.



أضغط هنا



أضغط هنا



أضغط هنا

ثانياً : الكتابة :

اضغط على الرابط التالي أو امسح الرمز؛ لتحميل المهمة وطباعتها ثم كتابتها



أضغط هنا



أضغط هنا



أضغط هنا

ثالثاً : الاستماع

امسح الرمز التالي أو اضغط على الصورة المرفقة ؛ لتستمع إلى القصص المرفقة .



أضغط هنا



أضغط هنا



أضغط هنا

رابعاً : التحدث

اختر مهمة من المهام التالية وسجل فيديو عنها من 3 إلى 5 دقائق :

1 - تَحَدَّثْ عَمَّا تعلمته من إحدى القصص المسموعة في النشاط السابق (الاستماع).

2- تَحَدَّثْ عن خطتك لقضاء العطلة الصيفية

3- تَحَدَّثْ عن شخصية تختارها موضحًا سبب اختيارك لها ،وماذا تعلمت منها.

يمكنك أن ترفق الفيديو بعد مسح الرمز التالي أو اضغط على الرابط التالي :

To be submitted by 11-9-2023



أضغط هنا



Arabic for Non-Arabs

Reading:

Choose one of the following tasks

1. Scan the QR codes or click on the icons bellow to read the story then write down the new vocabulary you have learned then apply them in new contexts.



2. Scan the QR codes or click on the icons bellow to read the story then record videos showing you reading the story.



Listening:

Choose one of the following tasks

1. Scan the QR code or click on the icons bellow to watch the videos answer the quizzes through the given links.



2. Scan the QR code or click on the icons bellow to watch the videos then design posters or write tweets related to the topics.



Speaking:

Choose one of the following tasks

1. Record videos speaking about the given topics (Restaurant- Food- Daily routine- school)
2. Scan the QR codes or click on the icons bellow to know more before recording your videos



1. Record videos speaking about your Summer Holiday in Arabic.
2. Record videos with one of your family members teaching them Arabic

Note: You can teach them something related the school topics or record any dialogue in Arabic.

- Upload your recording through the given link below:
[Year 6 Arabic for non-Arabs](#)

Year 5 Arabic for non-Arabs moving to Year 6

Writing:



Choose one of the following tasks

1. Design a poster or write tweets in Arabic about (Dubai –holiday –Clothe- Hobbies and sports)
2. Write about how to make a healthy meal.
3. Design a model for one of the following topics and label the different area along with few sentences to describe them (healthy food – junk food- holiday –Dubai city)

To be submitted by 11-9-2023

Year 5 Islamic for -Arabs moving year 6

أولاً: القرآن الكريم :

1-امسح الباركود أو اضغط على الزر أدناه ثم استمع للصور القرآنية الكريمة وقم بحفظ الآيات وكتب ماذا تعلمت من الآيات الكريمة ؟



ثانيًا : الحديث الشريف :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للأحاديث الشريفة الآتية وصمم خريطة ذهنية لما يستفاد من الأحاديث مع حفظ الأحاديث :



ثالثًا : قيم الإسلام وآدابه :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب قائمة معلومات بكل ماتعلمته من الفيديو وصمم مخططًا لآداب المسجد في الإسلام :



رابعًا : السيرة النبوية والشخصيات :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب قائمة بالمعلومات التي تعلمتها من الفيديو :



خامسًا : أحكام الإسلام ومقاصدها : (العبادات)

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو وقارن في جدول بين فرائض الصلاة وسننها ومكروهااتها واكتب المعلومات التي



سادسًا : القضايا المعاصرة والهوية :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب كيف تساعد دولة الإمارات العربية المتحدة الدول الأخرى :



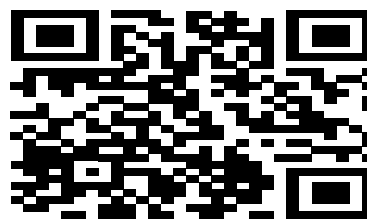
To be submitted by 11.9.23

Islamic Education for Non-Arabs

1. The Holy Qur'an (Surah al-Mulk)

Scan the QR codes or click on the icons to:

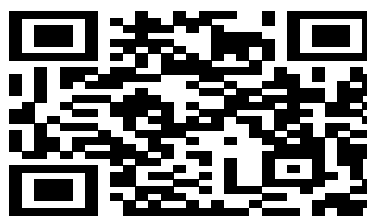
- 1- listen to Surah al-Mulk in Arabic and English.
- 2- Listen and repeat to memorize the Surah.
- 3- Watch the video for understanding the overall meaning of Surah al-Mulk.



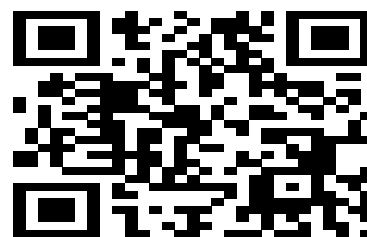
The English meaning

Answer the following question:

- 1- What does the word "al-Mulk" means?
- 2- What is the main theme of Surah Al-Mulk?
- 3- What are the benefits of reciting Surah Al-Mulk?
- 4- What are some of the key lessons that can be learned from Surah Al-Mulk?
- 5- How can we apply the teachings of Surah Al-Mulk in our daily lives?



For memorization



The interpretation

Note: Answer on an external sheet, and submit to your teacher.

2- The Noble Hadith

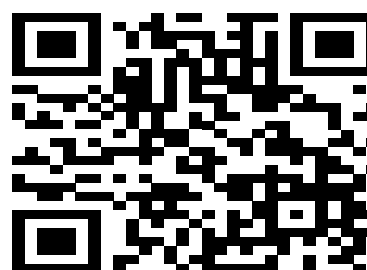
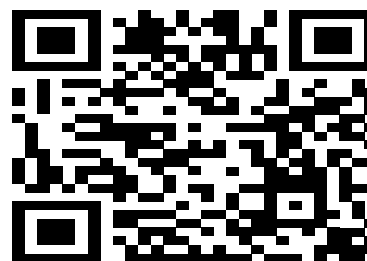
Scan the QR codes or click on the icons to:

Watch the video and answer the questions.

Answer the following question:

- Who narrated the Hadith mentioned above?
- What did the Prophet (peace and blessings be upon him) tell the young man to be mindful of?
- Who should we ask if we need help according to the Hadith?
- What is the significance of the statement "the pens have been lifted, and the pages are dry" in the Hadith?
- How does this Hadith inspire us to become more dependent on Allah in our daily lives?

Note: answer on an external sheet, and submit to your teacher.

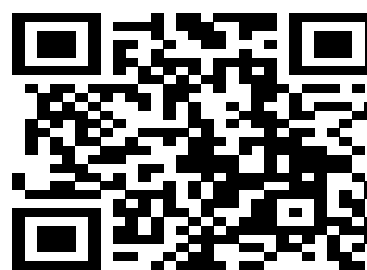
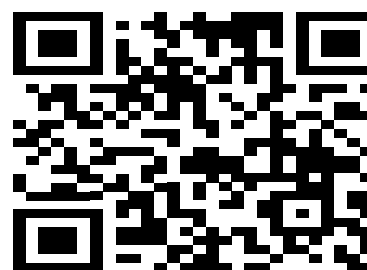


Scan the QR codes or click on the icons to:

- Watch the video to observe the qualities of the true friends.
- Watch the video to identify the Prophet Muhammad (PBUH)'s best friend.

Answer the following question:

- What qualities should you look for in a friend according to Islamic teachings?
- What are some practical steps we can take to avoid bad company and strengthen our friendships with good companions?
- How can we help our friends who may be struggling in their faith or behavior without compromising our own values and beliefs?



3- Biography (SIRAH)- Prominent Muslim Personalities:

Lady AYISHA BINT ABU BAKR (R.A)

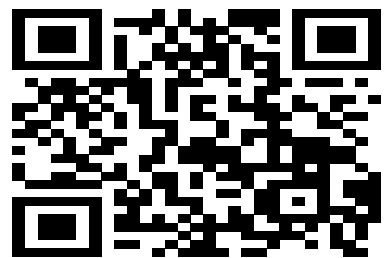
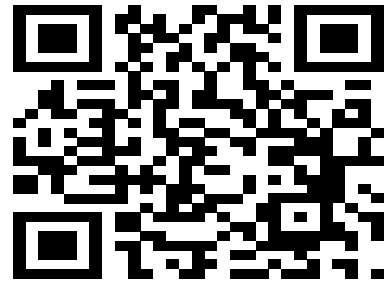
Scan the QR codes or click on the icons to:

- Watch the video to learn about lady AYISHA AS-SIDDIQAH

Answer the following question:

- 1- Write a brief introduction about lady Aisha (R.A).
- 2- What are Aisha's nicknames?
- 3- Draw a chart about qualities of Aisha (R.A).
- 4- Find a Qur'anic verses talks about Aisha (R.A).

Note: answer on an external sheet, and submit to your teacher.



Imam Malik ibn Anas (R.A)

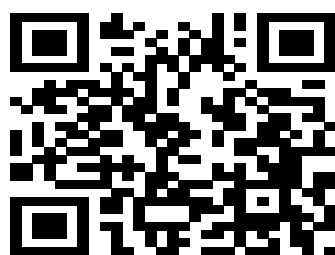
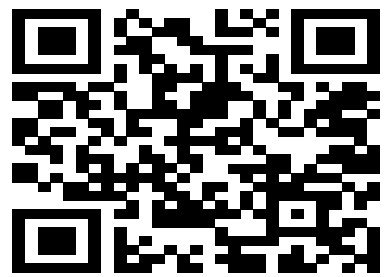
Scan the QR codes or click on the icons to:

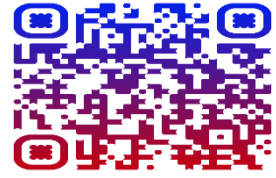
- Watch the video to learn about Imam Malik (R.A)

Answer the following question:

- 1- Write a brief introduction about Imam Malik (R.A).
- 2- Draw a chart about qualities of Imam Malik (R.A)
- 3- Who are the 4 scholars of Fiqh in Islam?

Note: Answer on an external sheet, and submit to your teacher.





Scan me →

French

Topic 1/ Vive le sport

Mon livre de sports préférés (My favorite sports book)

Objective: -To help Students to develop their French language skills while learning about different sports and activities.

Materials needed:

- Papers
- Colored pencils or markers
- Pictures or magazines featuring different sports and activities
- Internet access for research purposes

Instructions:

1. Introduction:

Create your own book about favorite sports and activities in French. Think about sports you enjoy and ones you would like to learn more about.

2. Research:

Use the internet or magazines to find pictures and information about your favorite sports and activities. Find out the name of the sport or activity and some basic information about how it's played.

3. Writing:

Once you have gathered information, write short paragraphs describing each one in French, remember to use descriptive words to make your writing more interesting.

4. Illustrating:

Use colored pencils or markers to illustrate each sport or activity. Be creative and make your project colorful and interesting.

5. Assembling:

Once all the pages are completed, assemble your book by stapling or binding the pages together, add a cover and a title page to your book.

Topic 2/La Météo



Scan me

Students can choose one task from the choice board and complete it.

1- Weather Observation Journal:

Students can observe the weather outside each day and record their observations in a weather journal. They can draw pictures, take photos or write short sentences to describe the weather. They can also label the different weather conditions in French.

2- Weather Vocabulary Flashcards:

Students can create flashcards with different weather vocabulary words in French. They can draw pictures on one side of the card and write the French word on the other side.

3- Weather Themed-Art Project:

Students can create an art project inspired by the weather. For example, they can create a painting of a stormy sky or a collage of different types of weather. They can write a few sentences in French to describe their artwork.

4- Weather Report presentation:

Students can research the weather in different parts of the world and create a presentation in French about the weather patterns they find.

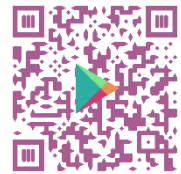
They can use pictures, graphs and charts to help visualize the information.

5-Weather Research Project:

Students can choose one of the listed topics below, and research in depth. They can create a poster or slideshow in French summarizing their research.

➤ **Seasonal Clothing Design:**

Design a line of clothing or accessories that are suited for each season. Consider the weather condition and overall style of each season when creating your designs.



➤ **Seasonal Sports and Activities:**

Research and participate in seasonal sports and activities that are unique to each season, this could include skiing in winter, hiking in fall and swimming in summer.

➤ **Climate Change Awareness:**

Research and document the impact of climate change on the weather patterns in your area.



6-Weather Themed Story:

Students can write a short story with a weather theme, using weather vocabulary French, they can share their stories with family and friends and discuss how the weather influenced the events in the story.

Wish you a very happy summer break. Have fun doing the activities!

Stay safe and take care!

Submission to be made by 11th September 2023