






Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources																	
<p><b>Literacy</b></p>	<p><b>Spelling: Learning Objective</b> To use words with /u / sound spelled <b>ou</b></p> <div data-bbox="436 347 919 646" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">ou says 'u'</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">couple</td> <td style="padding: 2px;">doubling</td> <td rowspan="2" style="text-align: center; vertical-align: middle;"></td> </tr> <tr> <td style="padding: 2px;">country</td> <td style="padding: 2px;">enough</td> </tr> <tr> <td style="padding: 2px;">courage</td> <td style="padding: 2px;">norish</td> <td></td> </tr> <tr> <td style="padding: 2px;">cousin</td> <td style="padding: 2px;">rough</td> <td></td> </tr> <tr> <td style="padding: 2px;">cousins</td> <td style="padding: 2px;">southern</td> <td></td> </tr> <tr> <td style="padding: 2px;">double</td> <td style="padding: 2px;">touch</td> <td></td> </tr> </table> </div> <p><b>Grammar: Learning Objective:</b> <b>To explore the units related to SPAG and apply the same consistently in writing.</b></p> <ul style="list-style-type: none"> <li>➤ Verbs and Adverbs</li> <li>➤ Apostrophes of possession and omission</li> <li>➤ Adjectives: Exploring the use of adjectives in the novel.</li> </ul> <p><b>Grammar:</b></p>	couple	doubling		country	enough	courage	norish		cousin	rough		cousins	southern		double	touch		<p><b>Discuss</b> In some words, the letters <b>ou</b> is pronounced as if they were a <b>u</b>.</p> <p><b>For example:</b> The <b>ou</b> in 'touch' sounds like the <b>u</b> in 'much'.</p> <p><b>Ask</b> the children to <b>copy</b> the following sentences, underlining the letters <b>ou</b> when they sound like <b>u</b>.</p> <ul style="list-style-type: none"> <li>• The shepherd was a young boy.</li> <li>• His lies caused a great deal of trouble.</li> <li>• He tricked the villagers a couple of times.</li> <li>• When the wolf came, it was tough.</li> </ul> <p><b>Remind the children that</b> verbs are sometimes called 'doing' words or 'action' words. To create a sentence must have a subject and a verb in it, without these two elements it is classed as a phrase. Using a variety of verbs makes writing more interesting. A thesaurus can be used to find different verbs that have a similar meaning.</p> <p><b>Discuss that</b> an adverb is a word that describes, gives more information, or modifies a verb.</p> <p><b>For example:</b> The cheetah <b>quickly leapt</b> up and chased the zebra.</p> <p><b>Remind</b> the children that, to show possession, we can use an apostrophe and the letter 's' at the end of a single noun. At the end of a plural noun that already ends in 's' we add only one apostrophe. After a plural noun that does not end in 's' , we can use an apostrophe and the letter 's' just as the end of a single noun.</p> <p><b>Discuss:</b> An <b>adjective</b> is a word that describes a noun (the name of a thing or a place).</p> <p><b>Example:</b> It was a <u>brilliant</u> book.</p>	<p><a href="#">SpellZone-ou words.</a></p> <p><a href="#">Adverbs</a> <a href="#">What is an adverb? Definition and examples - BBC Bitesize</a></p> <p><a href="#">verbs and adverbs</a></p> <p><a href="#">Apostrophes</a></p> <p><a href="https://www.geteduca.com/blog/100-positive-adjectives/">https://www.geteduca.com/blog/100-positive-adjectives/</a></p>
couple	doubling																			
country	enough																			
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## Family Learning Newsletter- Year 4 November- December 2025



- To create simple, complex and compound sentences.
- To explore how different texts appeal to readers using varied sentence structures and descriptive language.

•  
**Text level: Learning Objectives**

- To investigate how the characters are presented - referring to the text.
- To describe an event/setting/Character using figurative language and adjectives.

**Writing Topics:**

- Writing: Descriptive Writing: Describe the setting.



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

**Link to Moral Education:**

In the sentence above, the word '**brilliant**' is an adjective because it tells us what the book (the noun) was like.

Adjectives can be **placed before or after a noun.**

**For example:**

The book she read on holiday was brilliant.  
 She read a brilliant book on holiday.

**Discuss** the importance of using different types of sentences. Encourage them to make a sentence using the words from the spelling list using suitable punctuation marks.

**Talk** children about FANBOYS -Co-ordinating Conjunctions to join independent clauses.

**Talk** about the characters portrayed in the novel.

**Discuss the way the author has presented these characters.** Look at some of the words/phrases that the authors has used to describe Plop's feelings and senses as he meets with people. Model how to turn these into similes and full sentences.

**His heart thumped.**

- **Simile:** *His heart thumped like a big drum at a parade.*
- **Full sentence:** *Plop's heart was thumping like a drum because he felt nervous about meeting new people.*

[Simple,ComplexandCompound Sentences](#)

[Co-Ordinating Conjunction](#)

<https://speechblubs.com/blog/elements-of-story-for-kids/>

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



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**Equality:** Am I a fair person?  
What does it mean to treat people equally?

**Leadership Gemstones of the Month of November and December:** Gratitude and Unity

**Theme:** Together We Shine Brighter

Encourage students to use their 5 senses and figurative language to describe characters from the novel-The Owl Who Was Afraid of dark.

Adjectives

beautiful  
enormous  
graceful  
delicious  
dazzled  
lovely  
delectable  
chocolate brown  
colourful  
flabbergasted  
excited

Verbs

raced  
stared  
gobbled up  
jumped  
screamed  
sang  
leapt  
picked  
grinned  
rolled  
pointed

Adverbs

loudly  
nervously  
frantically  
happily  
joyfully  
carefully  
immediately  
suddenly  
excitedly  
bravely  
greedily

**Discuss** the elements of descriptive writing with your child. Revisit the use of figurative language and how they are used to create imagery in the reader’s mind.

**Encourage** your child to create their own writing passage /poems using figurative language and sensory details.

**Ask them** to recite their poem in front of you using voice modulation.

**Discuss** with your children the importance of being fair. **Show** them scenarios where they can **choose** between being fair or unfair.

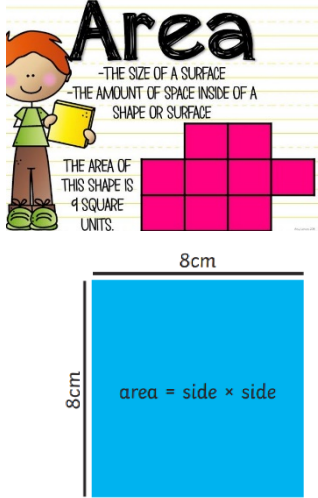
**Remind** them that it is very important to inculcate and follow moral values as they are strong pillars in building character.

**Connection To Literacy:**

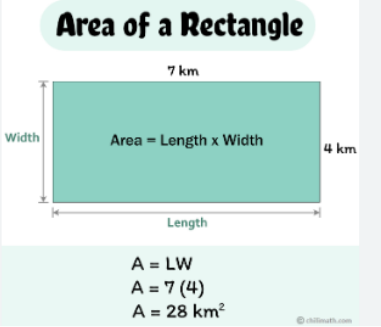
In *The Owl Who Was Afraid of the Dark*, Plop learns that everyone he meets has something special to share — a new way of seeing the dark. From the boy watching fireworks to the



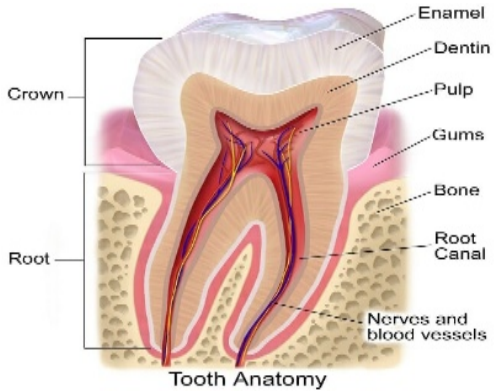


		<p>old lady who loves the peace of night, each person helps Plop understand and appreciate the world around him.</p> <p>Their kindness and patience teach Plop the value of gratitude — to be thankful for the people who help him grow and for every new experience. At the same time, Plop’s journey shows the importance of unity. By listening, learning, and connecting with others, he discovers that we are stronger and happier when we come together.</p> <p>Just like Plop, when we show gratitude and work in unity, we build a community where everyone feels valued, supported, and ready to shine!</p>	
<b>Numeracy</b>	<p><b>Area of Square and Rectangles</b></p> <p><b>To find the area of squares and rectangles</b></p> 	<p><b>Talk</b> :- The area measures the amount of space a flat, or 2D, shape occupies. It helps us determine the amount of room inside a rectangle, square, or circle.</p> <p><b>Learn</b>:-How to work out the area of a square</p> <p>When it comes to knowing <b>how to find the area</b>, finding the area of a square is the best place to start. In order to find the area of a square, we simply multiply two of the sides together. Seeing as all of the sides are the same length, it doesn’t matter which two we pick! Let’s take a look at this example together:</p>	<p><b><u>Area Games</u></b></p> <p><b><u>Area Lesson   Online Video Tutorial</u></b></p> <p><b><u>Games</u></b></p>



	<p style="text-align: center;"><b>Area of a Rectangle</b></p>  <p style="text-align: center;"> <math>A = LW</math>  <math>A = 7 (4)</math>  <math>A = 28 \text{ km}^2</math> </p>	<p style="text-align: center;"><b>Area of Rectangles/Squares</b></p> <p style="text-align: center;"><b>Key Points</b></p> <p>A two-dimensional (2D) shape is <b>flat</b> and has two dimensions, length and width.</p> <p>Area is <b>measured</b> the shape.</p> <p>The units must be written as <b>square</b> to show it is describing the inside.</p> <p style="text-align: center;"><b>Challenge</b></p> <p>Area Challenge Cards</p> <p>Tear up an A4 sheet of paper into six pieces. Find the area of each piece and record it below:</p> <p>_____ cm<sup>2</sup>    _____ cm<sup>2</sup>    _____ cm<sup>2</sup>      _____ cm<sup>2</sup>    _____ cm<sup>2</sup>    _____ cm<sup>2</sup></p> <p>Total area: _____ cm<sup>2</sup></p> <p>Now find the area of a second A4 sheet of paper. Record the area. Area: _____ cm<sup>2</sup></p> <p>What do you notice? Write a mathematical sentence (using words or other symbols) about your observation below.</p> <p>_____</p>	<p style="text-align: center;"><u>Area</u></p>
<p><b>Science</b></p>	<p><b>Human Digestive System</b></p> <p>To explain the functions of the Human Digestive system.</p> <p>To identify the different types of teeth and to explain their functions.</p>	<p><b>Talk</b> about each organ in detail of the digestive system and their role or function in digesting food.</p> <p><b>Share</b> How does chewing help our body digest food easily? Why do we need saliva when we eat?</p> <p><b>Encourage</b> them to question the necessity of the digestive system.</p> <p>What is the importance of each organ in the digestive system?</p> <p><b>Talk</b> about observing different shapes of teeth in the oral cavity. Discuss what a tooth could be made of.</p> <p><b>Share</b> your own observations about different shapes of teeth in your mouth.</p> <p><b>Encourage</b> them to explore the reasons of having different shapes of teeth in oral</p>	<p><u><a href="#">Teeth names: Diagram, types, and functions (medicalnewstoday.com)</a></u></p>



	<p>To illustrate the structure of the tooth and</p>  <p>to explain its functions.</p> <p>To know that animals have different kinds of teeth because they have different diets.</p> <p>To compare the teeth of carnivores and herbivores.</p>	<p>cavity. Encourage them to think about what happens when their tooth breaks.</p> <p><b>Talk</b> about the importance of the structure of a tooth.</p> <p><b>Share</b> the names of different parts of the tooth.</p> <p><b>Encourage</b> them to read about the functions of various parts of the tooth.</p> <p><b>Talk</b> about observing teeth of different animals and how they are different from other animals. Discuss the diets of these animals and how their teeth help to chew their food.</p> <p><b>Share</b> examples of animals that eat the same kind of food.</p> <p><b>Encourage</b> them to find similarities and differences between herbivores, carnivores and omnivores.</p>	<p><a href="#">Human Tooth Structure</a></p>
<p><b>Humanities History</b></p>	<p><b>The Roman Empire and its impact on Britain – The Invasions</b></p> <p>To explore the spread of the Roman Empire and the invasion of Britain.</p>	<p><b>Talk</b> to your child about the Roman empire, its extent, their achievements and key people from that time in history.</p> <p><b>Share</b> with your child what happened during the Roman invasions of Britain.</p>	<p><a href="#">Romans – The Invasions FLN resource sheet.pdf</a></p>



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	<p><b>Key vocabulary:</b> invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy</p>	<p><b>Encourage</b> your child to create a timeline or poster to show how the Roman Empire spread from 800 BCE to 305 CE or imagine your child is a journalist for the imaginary 'Celtic Times' newspaper. Write a newspaper report about the first invasion by the Romans and how the Celts thwarted their attempt!</p>	
<p><b>Moral, Social and Cultural Studies</b></p>	<p><b><u>Unit 3 Our Earth And The Resources It Gives Us</u></b></p> <p><b><u>Lesson 2 Bodies of Water</u></b> To explore different bodies of water.</p> <p><b>Key vocabulary:</b> ocean, lake, river, waterfall, oasis</p> <p><b><u>Lesson 3 Natural Resources – Land and Water</u></b> To explore the natural resources on land and in water.</p> <p><b>Key vocabulary:</b> community, natural resources, shelter</p>	<p><b>Talk</b> with your child about the different bodies of water they have visited during their holidays.</p> <p><b>Share</b> with your child how these bodies of water are used.</p> <p><b>Encourage</b> your child to describe these bodies of water.</p> <p><b>Talk</b> about the natural resources of the Earth both on land and in water.</p> <p><b>Share</b> how they affect people's lives, the food they eat, the water they use, the homes they build and the clothes they wear.</p> <p><b>Encourage</b> your child to research the natural resources available in the UAE both on land and in water.</p>	<p><a href="#">U3 L2 Bodies of water FLN resource sheet.pdf</a></p> <p><a href="#">U3 L3 Natural resources - Land and Water FLN resource sheet.pdf</a></p>



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	<p><b><u>Lesson 4 Other Natural Resources</u></b> To explore other natural resources, like sunlight, wind, and coal.</p> <p><b>Key vocabulary:</b> stone, soil, minerals, coal</p>          <p><b><u>Lesson 5 New Ideas for Natural Resources</u></b> To explore how to use resources carefully.</p> <p><b>Key vocabulary:</b> windmill, solar plant, clean energy, vertical farming</p>  <p><b><u>Lesson 6 Reading a Map</u></b> To explore how to read a map.</p> <p><b>Key vocabulary:</b> map, location, grid, coordinate</p>          <p><b><u>Lesson 7 Different Kinds of Maps</u></b> To explore different kinds of maps.</p>	<p><b>Talk</b> with your child about the other natural resources available in the world.</p> <p><b>Share</b> the natural resources used in mobile phones and what people use coal for.</p> <p><b>Encourage</b> your child to research the natural resources available in the world, their classification, renewable and non-renewable, and how they affect people’s lives.</p> <p><b>Talk</b> with your child about the resources available in the UAE and how to use them efficiently</p> <p><b>Share</b> the new ways to produce clean energy.</p> <p><b>Encourage</b> your child to research the new ways to improve farming.</p> <p><b>Talk</b> with your child about the importance of maps.</p> <p><b>Share</b> why they are still required today.</p> <p><b>Encourage</b> your child to create coordinates for their bedroom and their classroom.</p> <p><b>Talk</b> with your child about the different kinds of maps there are.</p> <p><b>Share</b> the importance of the key or legend on</p>	<p><a href="#">U3 L4 Other Natural Resources FLN resource sheet.pdf</a></p>          <p><a href="#">U3 L5 New Ideas for Natural Resources FLN resource sheet.pdf</a></p>          <p><a href="#">U3 L6 Reading a map FLN resource sheet.pdf</a></p>
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	<p><b>Key vocabulary:</b> political map, population density, legend, rainfall</p>	<p>a map and what the different colours and symbols in them represent.</p> <p><b>Encourage</b> your child to research different maps of their choice. Eg. political maps, physical maps, population density maps, rainfall maps, etc.</p>	<p><a href="#">U3 L7 Different Kinds of Maps FLN resource sheet.pdf</a></p>
<p>التربية الوطنية <b>Social study</b></p>	<p>بيئي مسؤوليتي أن يحدد الطالب مجالات التقدم التي حققها الإنسان في استغلال موارد البيئة أن يعدد الطالب أسباب ثقب الأوزون أن يقترح الطالب حلولاً للحد من التلوث البيئي</p>	<p>مساعدة الطالب في البحث عن أسباب التلوث ومقترحات للحد من خطورة التلوث مساعدة الطالب في تحديد مجالات التقدم التي حققها الإنسان لاستغلال موارد البيئة</p>	
<p><b>Arabic for Arabs</b></p>	<p>(الوحدة الثانية ) كيف نعيش سعداء قصة غابة العجائب أن يوظف الطالب المفردات الجديدة في القصة في سياقات مختلفة أن يتقن الطالب مهارة فهم المغزي أن يوظف الطالب السبب والنتيجة في تحليل الأحداث أن يتوقع الطالب نهاية القصة نص معلوماتي أين نجد السعادة أن يحدد الطالب الفكرة الرئيسة في النص المعلوماتي أن يستخرج الطالب الأفكار الفرعية من النص أن يشرح الطالب معنى السعادة كما تعلم من النص وكما يراه. أن يشرح الطالب معنى مفردة جديدة وردت في النص أن يناقش الطالب حول الافكار والمعاني الواردة بالنص أن يلخص الطالب النص المعلوماتي</p>	<p>قراءة إحدى القصص وتحديد عناصرها مساعدته في جمع شواهد عن الجملة الاسمية . استخدام بعض الألعاب التعليمية المساعدة في فهم الجملة الفعلية مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية حثه على استخدام التعبيرات المجازية في حديثه 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>



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	<p>أن يبدي الطالب رأيه في افكار النص وينقدها ويوافق عليها أو يختلف معها.</p> <p><b>الجملة الاسمية*</b></p> <p>أن يميز التلميذ بين الجملة الاسمية والفعلية أن يحدد التلميذ ركني الجملة الاسمية . أن يضبط التلميذ ركني الجملة الاسمية</p> <p><b>الألف اللينة في نهاية الكلمات</b></p> <p>أن يميز التلميذ الألف اللينة في نهاية الكلمات أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته</p> <p><b>الكتابة</b></p> <p>أن يتدرب الطلاب على كتابة وتنظيم والتعبير عن أفكارهم</p>		
<b>Arabic for Non-Arabs</b>	<p>The places in the city To design a mind map about places in the city. To create sentences using the new vocabulary. To describe the places in a paragraph using the new vocabulary. To express your opinion about places using phrases.</p>	<p>Encourage your child to memorize the vocabulary and phrases given about the new topic (the place in the city) from the Arabic notebook and textbook. Encourage your child to practice Arabic at home. Talk with your child about places in Dubai. Go through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>
<b>Islamic for Arabs</b>	<p><b>سورة الضحى</b></p> <p>أن يستنتج التلميذ آداب التلاوة وأحكام التجويد أن يميز التلميذ مكانة الزمن عند الله لذلك أقسم به أن يوضح مكانة النبي (صلى الله عليه وسلم) فقال له الله ولسوف يُعطيك ربك فترضى أن يبين فضل الله على نبيه وقال له ألم يجدك يتيماً فأوى</p>	<p>يساعد ولي الأمر التلميذ في معرفة آداب تلاوة القرآن الكريم مساعدة ولي الامر التلميذ في فضل الله على نبيه في السورة الكريمة مساعدة ولي الأمر التلميذ التلميذ في توضيح مكانة اليتيم عند الله مساعدة ولي الأمر التلميذ أن يستنتج من يعترف بعباء الله</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>



	<p><b>فضل ترتيل القرآن</b> أن يدلل على فضل من يرتل القرآن الكريم في الدنيا والآخرة أن يذكر ما يقال لقارئ القرآن يوم القيامة <b>الإيمان بالملائكة</b> أن يستنتج لماذا خلق الله الملائكة ان يلتزم بفضل الملائكة على العباد ان يدلل على وجود الملائكة</p>	<p>مساعدة ولي الأمر التلميذ في التعرف على فضل قراءة القرآن يساعد ولي الأمر التلميذ في ذكر الأدلة عن مكانة قارئ القرآن في الدنيا والآخرة يساعد ولي الأمر التلميذ ذكر الأقوال التي تُقال لقارئ القرآن يوم لقيامه  يساعد ولي الامر في ذكر فضل الملائكة يساعد ولي الأمر في معرفة لماذا خلق الله الملائكة يساعد ولي الأمر على ذكر مكانة جبريل عند النبي (صلى الله عليه وسلم)  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>	
<b>Islamic for Non-Arabs</b>	<p>The virtues of reciting the Holly Quraan You will be able to:</p> <ul style="list-style-type: none"><li>➤ Explain the general meaning of the Hadīth.</li><li>➤ Know Ways to be proficient in reading Quran.</li><li>➤ Recognize Virtues of reciting the Qur'ān.</li></ul> <p>_____</p> <p>The Qualities of the Believer The students will be able to:</p> <ul style="list-style-type: none"><li>➤ Draw out the Prophetic guidance contained in the Hadīth.</li><li>➤ Adhere to the qualities of the believer in my words and deeds.</li></ul>	<p>At Home Support – Virtues of Reciting the Qur'ān</p> <ul style="list-style-type: none"><li>• Encourage your child to read Qur'ān daily, even a few verses.</li><li>• Help them practice tajwīd slowly to improve proficiency.</li><li>• Remind them of the reward and peace Allah grants for reciting His Book.</li><li>• Discuss together the hadīth about Qur'ān readers being honored by Allah.</li></ul> <p>_____</p> <p>At Home Support – The Qualities of the Believer</p> <ul style="list-style-type: none"><li>• Encourage your child to speak truthfully and kindly at home.</li></ul>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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		<ul style="list-style-type: none"> <li>• Remind them to practice patience and honesty in daily situations.</li> <li>• Share Prophetic sayings that highlight good character and belief.</li> <li>• Praise them when they show qualities like kindness, respect, or helping others.</li> </ul>	
<b>Physical Education</b>	Activity -1 Sports day / Practice Activity -2 Throwball - Service Activity -3 Throwball – Throwing Activity -4 Throwball - Catching Activity -5 Throwball – Team play	<p><b><u>Talk and encourage the children to do the following:</u></b></p> <p><b><u>Proper warm-up</u></b>            The students will do the proper warm-up and will practice the skills with basic rules. Follow the links for the skills and rules</p> <p><b><u>Cooldown</u></b>            After the game, students will do a proper cooldown activity.</p>	<p><a href="#">Sports day PE GAMES.mp4</a>  <a href="#">Obstacle race.mp4</a>  <a href="#">THROWBALL SERVICE.mp4</a>  <a href="#">Throwball-Throwing.mp4</a>  <a href="#">Throwball-Catching.mp4</a></p> <p><a href="#">Throw Ball Game.mp4</a></p>
<b>Information and Communications Technology</b>	<p><b>Microsoft PowerPoint- Animation</b>            To apply animation effects to the objects, transition to the slides and themes in the presentation in order to make it more presentable.</p>	<p>Good Organisational skills, critical thinking. Encourage your child to create a presentation on the topic "Animal Habitats." They should explore and apply various transition and animation effects to enhance its visual appeal, and use a suitable theme or template to give the presentation a professional look. Online Communication: Talk to your child on respectful and responsible ways to interact online. Encourage your child to create a presentation on Online Communication.</p>	<p><a href="https://support.microsoft.com/en-au/office/animation-basics-for-your-presentation-4fbc7d35-3548-431a-a871-709945f9352c">https://support.microsoft.com/en-au/office/animation-basics-for-your-presentation-4fbc7d35-3548-431a-a871-709945f9352c</a></p>
<b>Music -Mr Kiko</b>	<ul style="list-style-type: none"> <li>• Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</li> <li>• Reading notes</li> <li>• Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to practice recorder at home</li> <li>• Encourage the child to sing action songs at home.</li> <li>• Encourage the child to watch the kinds of notes video</li> </ul>	<p><a href="#">Kinds of Notes (Year4).mp4</a>  <a href="#">Year04 Recorder Lesson Itsy Bitsy Spider.mp4</a></p>
<b>Music -Mr Sunil</b>	<p>Learning how to play the song “Happy birthday” on recorder</p>	<ul style="list-style-type: none"> <li>• Let the child practice at home, even though there will be squeaking.</li> </ul>	



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<p><b>Music -Mr Joyson</b></p>	<ul style="list-style-type: none"> <li>Improving child’s confidence and musicality through music rhythm reading stage 2</li> </ul> <p>We take a deeper look at the half note and how it relates to the quarter and eight notes</p>	<p>Be an audience. But better also check if the child is holding the recorder properly.</p> <ul style="list-style-type: none"> <li>Let the child understand the music note value and clap with the notes.</li> <li>Ask the child to perform it with any percussion instrument like maracas, tambourine</li> </ul> <p>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><b>Moral Education</b></p>	<p><b>Leadership Gemstones – November Citrine – Gratitude</b> – recognising and appreciating the contributions of others</p> <p><b>Leadership focus</b> – Leading with gratitude</p> <p><b>Key Value</b> – Be thankful and appreciate what you have.</p> <p><b>Leadership Gemstones – December Garnet – Unity</b> – Build strong connections and collaborations.</p> <p><b>Leadership focus</b> – Leading with unity</p> <p><b>Key Value</b> – Work together and support each other.</p>	<p>When we express thankfulness, we inspire kindness, strengthen connections, and lead with positivity.</p> <p><b>Encourage</b> your child to understand and appreciate the uniqueness in others, valuing every individual’s strength and perspective.</p> <p><b>Engage</b> your child in listening to ideas and embracing the beauty of different thoughts and backgrounds — because true gratitude begins with empathy and respect.</p> <p>This month, we focus on <i>building strong connections and collaborations</i> through teamwork, respect, and shared purpose.</p> <p><b>Encourage</b> your child to understand and appreciate the uniqueness in others, recognising that every individual brings something valuable to the group.</p> <p><b>Engage</b> your child in listening to different ideas and appreciating diverse backgrounds</p>	



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		— because true unity is built on empathy, inclusion, and mutual respect.	
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