

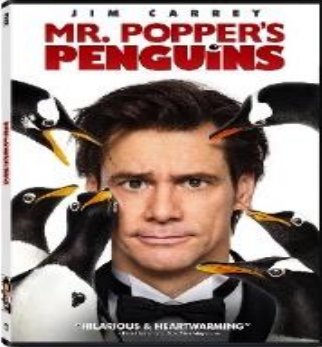




Area of learning	Focus	Home activities/How can you help your child at home.	Useful websites
<p>English</p>	<p>Spelling: To spell words with the /ou/ sound. To spell words by applying the rules learnt.</p> <p>Grammar: Consolidation and enforcement of the grammar topics taught.</p> <p>Text Level - Novel: To be able to write a character profile. To make a list of quotes that describe a character. To describe a scene from the novel and explain how the author make it come alive for the reader.</p>	<p>Hop to it! - Give your child a list of words following the different rules they've learnt. Draw a hopscotch board using masking tape on the floor and add random alphabets in the boxes. Invite your child to jump on any letter and spell the word/s from the list that begin with the letter they are on. Allot points for every correct spelling. You can play along too!</p> <p>Progressive tense - Give your child a list of countries in different time zones. They make sentences about what is probably happening there right now, as well as their impressions of what daily life is like, e.g. "People are probably coming home from work right now." Or "I think people are going to bed right now."</p> <p>Talk about how the story progresses from the introduction and description of characters to the problem and resolution.</p> <p>Share with your child your opinions about incidents in the text and support these with references from the text.</p> <p>Encourage: Encourage your child to imbibe vocabulary, time connectives and correct grammatical syntax as this will ensure quality in the writing tasks.</p>	<p>Game: Spellings</p>   

Mathematics

Topics based on Gap Analysis from Term 3:

To know the number of minutes in an hour and the number of hours in a day.

To tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times.

To read and write the time as quarter past and quarter to.

Talk to your child about the number of hours in a day and number of minutes in each hour. Encourage him/her to read the time at different parts of the day.

Share the time on a clock when events happen in your day, to show what that time looks like.

Encourage your child to tell you what a certain time looks like: "What will the clock look like at 1:25 (trickier 'in 5 minutes')

QUESTIONS TO ASK

Where does the big hand point when it is 5/10/20/25 past the hour?

Where does the big hand point when it is quarter past/ quarter to the hour?

Talk to your child about his/her daily routine and ask him/her to record the time (o'clock, half past, quarter to and quarter past) of starting and finishing each activity and represent it by drawing hands on a clock.

QUESTIONS TO ASK

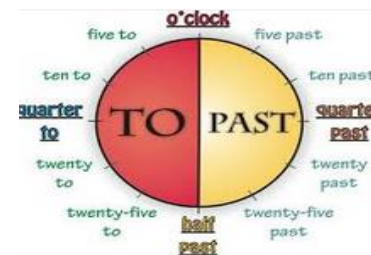
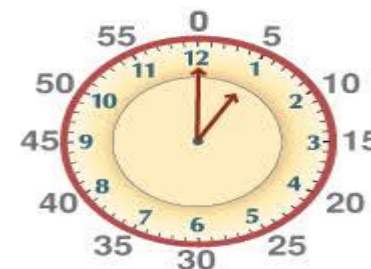
How do you know whether it is quarter to or quarter past the hour?

How do you know which hour number is needed?

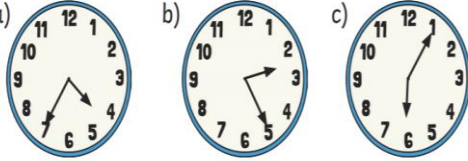
Reading Time

clock-match-five-minutes/

5-minutes.

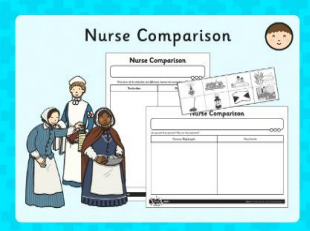







Time

	<p>To apply the understanding of reading time to solve problems involving time intervals.</p>	<p>Create and share story sums based on time intervals and ask your child to answer them.</p> <p><u>Challenge</u></p> <div data-bbox="990 288 1509 587" style="border: 1px solid green; padding: 5px; text-align: center;"> <p>What time did these clocks show one hour ago?</p>  </div>	<p><u>Time word problems</u></p>
<p>Science</p>	<p>Light NO objectives???</p>	<p>Talk to your child about different sources of light- Natural and Artificial, examples from real life; how light travels through types of materials- Opaque, Transparent and Translucent.</p> <p>Share that in order to see, there must be light. Light shines on an object, then bounces off, or reflects, back to our eyes.</p> <p>There are different sources of light -Natural sources like Sun, stars, Glowworms and Artificial sources like Electrical bulb, torch, an oil lamp, candle.</p> <p>When light encounters transparent materials, almost all of it passes through them. Glass for example, is transparent to all visible light.</p> <p>Translucent objects allow some light to travel through them.</p> <p>Opaque objects block light from travelling through them. Most of the light is either reflected by the object or absorbed. Materials like wood, stone and metals are opaque to visible light.</p>	<p><u>Light</u></p> <p><u>Sources of light</u></p> <p><u>Transparent, Translucent and Opaque Objects</u></p>

		Explore, research and share the need of light in order to see things and that darkness is the absence of light. Research and differentiate between different light sources.	
Arabic for Arabs	<p>مجموعتنا الشمسية تسبح في الفضاء أن يحدد التلميذ شخصيات القصة. أن يستنتج التلميذ المكان والزمان. أن يضع التلميذ عنواناً جديداً للقصة . أن يضع التلميذ نهاية جديدة للقصة . أن يكتب التلميذ ملخصاً للقصة . أن يحدد التلميذ الجمل الاسمية والفعلية في القصة .</p> <p>نص مسموع (حذاء العيد) أن يفسر التلميذ مفردات النص . أن يحدد التلميذ المعنى الإجمالي للنص . أن يعيد التلاميذ حكاية النص المسموع.</p> <p>النحو أن يميز التلميذ أركان الجملة الاسمية . أن يميز التلميذ مطابقة الخبر للمبتدأ .</p>	<p>لعبة جملة وكلمة للتعرف على الجملة الاسمية . جمع صور ووصفها بجملة اسمية. تدريب الطالب بالمنزل على بعض الكتابات الوصفية. 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><u>منصة أقرأ بالعربية</u> <u>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</u></p>
Arabic for Non- Arabs	<p>Shopping (التسوق) -To use the new words in sentences. -To describe the mall using different adjectives. -To conjugate the new verbs with the pronouns in sentences.</p> <p>الطعام Healthy foods, Unhealthy foods (الصحي وغير الصحي) -To describe Healthy foods with different adjectives. -To create a dialogue in Arabic about food. -To conjugate the new verbs with the pronouns in sentences.</p>	<p>In every lesson, we provide the students with new words with their meanings to help your child memorize and use in sentences of his/her own. Ask your child to speak about his - her food.</p> <p>Ask you child to describe a day in the mall. Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p><u>I Read Arabic</u></p> <p><u>Arabic and Islamic YouTube Channel</u></p>

	- To create a simple paragraph about healthy food, and unhealthy food.		
Islamic for Arabs	<p>نعمة النبات أن يوضح التلميذ نعم الله على الإنسان أن يوضح التلميذ فضل من يزرع النبات الله الخالق القدير أن يستنتج التلميذ مظاهر قدرة الله في الكون أن يعدد التلميذ نعم الله على الإنسان. الصلوة على النبي أن يوضح التلميذ مفهوم الصلاة على النبي أن يدل على فضل الصلاة على النبي</p>	<p>يساعد ولي الأمر الطالب من خلال الاهتمام بالنبات المحافظة على النبات حثة على الصلاة على النبي طاعة الله تعالى المحافظة على العبادات المختلفة يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><u>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</u></p>
Islamic for Non- Arabs	<p>Lesson 1: Surat Quraysh To explain the overall meaning of Surat Quraysh. To infer the lessons derived from the surah. Lesson 2: The 5th pillar of Islam: Hajj To infer the steps of hajj To explain the rewards of performing hajj. Lesson 3: Ali ibn Abi Talib To explore the life of the companion Ali Ibn Abi Talib. To conclude the qualities of Ali, may Allah be pleased with him</p>	<p>Encourage your child to memorize surah Quraysh. Share with your child the meaning of the verses to conclude the main lessons from it. Encourage your child to draw or design the steps of hajj as a project. (Mention the act with the place) Talk to your child about the rewards of those who perform hajj for the sake of Allah. Share with him or her the main lessons derived from hajj. Talk to your child about the companion and cousin of the Prophet, Ali bin Abi Talib, RA Share with your child the main qualities known about Ali, RA. Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p><u>Arabic and Islamic YouTube Channel</u></p>
Humanities	<p>History - Nurturing Nurses</p> <ul style="list-style-type: none"> ➤ Edith Cavell ➤ Comparing Nurses 	<p>Talk with your child about some of the key events in Edith's Cavell's life. Share how Edith Cavell helped soldiers and ask your child to express their opinion. Encourage your child to explain who Edith Cavell was and how she improved nursing.</p>	<p>https://www.youtube.com/watch?v=25XuZUASAWw</p>

	<p><i>Vocabulary:</i> Edith Cavell, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution.</p> <p>compare, comparison, similar, similarities, different, differences</p>	<p>Talk with your child about the similarities and differences between the different nurses.</p> <p>Encourage your child to create their own fact files for each of the nurses.</p>	
<p>UAE Social Studies</p>	<p>Money in the UAE <i>Vocabulary:</i> Trade, exchange, dirham, coins and notes</p> <p>Baqala, Souqs, Markets and Malls <i>Vocabulary:</i> souq, merchant, shopkeeper, negotiate, hypermarket.</p> <p>The UAE Emergency Services <i>Vocabulary:</i> emergency</p> <p>Project - Job fair <i>Vocabulary:</i> community service, doctor and firefighter.</p>	<p>Talk to your child about the different denominations used in the UAE and why people use money.</p> <p>Encourage your child to research the different goods that can be bought from different places in the UAE like the baqala, souqs, markets and malls.</p> <p>Share with your child the list of emergency services and explain the importance of these services.</p> <p>Encourage your child to research the different jobs they would like to do in the future.</p>	<p>Use of money https://www.youtube.com/watch?v=qVGY4cKlr7k</p>  <p>https://www.youtube.com/watch?v=fr0XV3cKkfo</p> 
<p>Physical Education</p>	<p>Physical Fitness Test: Students will be attending their ongoing assessment/Physical fitness test.</p>	<p>Talk and encourage your children to do the following:</p>  <p>Encouraging children to be take part in Physical fitness</p>	<p><u>Useful sites:</u></p> <p>https://www.youtube.com/watch?v=c4DAnQ6DtF8</p> <p>https://www.youtube.com/watch?v=eFOSh8vpd6l</p> <p>https://www.youtube.com/watch?v=NmDZ-1AQLmw</p>

	<p>Sports Quiz: Students able to develop the ability to understand the rules of the games and current affairs of the sports and games.</p> <p>Fun activities: Learn to create some fun activities through physical exercises & body movements.</p>	<p>test - Strength, Flexibility, Coordination, Cardio.</p> <p>Talk and encourage the children to do the following:</p>  <p>Encouraging children to be take part in Sports quiz competitions to develop knowledge about the games.</p> <p>Talk and Encourage the children to do the following:</p>  <p>Encourage & be part with children to do some fun activities like - make a paper aero planes, Indoor Treasure Hunt, Family orchestra, Hold a sock race.</p>	 <p><u>Useful sites:</u></p> <p>https://www.youtube.com/watch?v=psKAM2h1NO8</p> <p>https://www.youtube.com/watch?v=cj4FAiNordo</p> <p>https://www.youtube.com/watch?v=TqQe3jeXx6l</p> <p><u>Useful sites:</u></p> <p>https://www.youtube.com/watch?v=AtKtUKbrnkw</p> <p>https://www.youtube.com/watch?v=LynoDOTBw-Q</p>
<p>Music Joyson</p>	<p>Improving child's confidence and musicality through singing actions songs and sing with the appropriate tune.</p>	<ul style="list-style-type: none"> • Let the children sing action songs at home. • Ask the child to perform the songs we learned in school. • 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><u>Jungle Boogie Dance Dance Along</u></p> <p><u>I Am The Music Man –</u></p> <p><u>The Tofa Tafa Song The BEST Action Song for Children Little Action Kids</u> 🎵 - YouTube</p>

Music Sunil	Read and play Musical notes with the help some words (Sight reading and rhythm making revision)	<ul style="list-style-type: none"> Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar) Ask the child to read and play the musical notes without the word support 	
Music Kiko	<ul style="list-style-type: none"> Improving children’s confidence and musicality through singing actions songs and chanting rhymes Familiarizing with sounds of different instruments Differentiating Fast and Slow, Loud and Soft 	<ul style="list-style-type: none"> Encourage the child sing action songs at home. Ask the child to perform the songs we learned in school. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions. Let the children listen to different instruments, especially piano, violin, flute, trumpet, and guitar 	https://www.youtube.com/watch?v=di8Fq2zzaWU https://youtu.be/DUfDWDsVx_Y
Computational Thinking	<p>To explore the different tools of Scratch</p> <p>To identify how to change the costume for the sprite and move it.</p> <p>To plan and give instructions to sprites for movement.</p> <p>To compile a set of instructions for sprite to create a game.</p>	<p><i>Scratch</i> is an introductory block-based programming language that enables young students to create their own interactive stories and games.</p> <p>Encourage your child to snap together graphical programming blocks to make characters move, jump, dance, and sing.</p> <p>Let your child create stories and games using their imaginations.</p>	<p><u>Scratch Tutorial</u></p> <p><u>Games</u></p>
Moral Education	<p>Topic: Tangible and Intangible Heritage in the UAE</p> <ul style="list-style-type: none"> ➤ To understand what is heritage in the UAE? ➤ To recognize the difference between tangible and intangible heritage. 	<p>Talk to your child about the difference of tangible and intangible heritage. Tangible- Things that you can touch. Intangible- Things that you cannot touch.</p> <p>Share with your child few pics of tangible and intangible heritage of UAE and that around the world.</p>	<p><u>Tangible Heritage and Intangible Heritage</u></p>

Topic: Tangible and Intangible Heritage around the world.

- To illustrate few examples of tangible and intangible heritage in UAE and around the world.

Encourage your child to research and find more examples of tangible and intangible heritage around the world.

