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Family Learning Newsletter-**Year 5-October 2022**



Area of learning	Focus	Home activities / How can you help your child at home	Useful Websites
<p>Literacy</p>	<p>Reading Comprehension: Unit 2 'I Go Chicken-Dippy' by Anne Fine To evaluate the key points and to describe the events in the text.</p> <ul style="list-style-type: none"> To predict and interpret the text from the details implied. To draw complex inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  <p><u>Text level:</u> Journal Writing <u>Learning Objectives</u></p> <p>To explore and discuss the purpose and features of journal writing.</p>	<p>Read the texts from the Collins Comprehension Skills Book:</p> <p>Discuss the themes and conventions in and across a wide range of writing. Ask children to evaluate varying emotions and feelings of characters and give their own justifications. Encourage the children to predict the events and provide reasoned justification for their views.</p>   <p>Discuss how journal writing is beneficial for them. Ask them to list the features of journal writing. Encourage them to use the sentence starters given below to write journals.</p>	<p>https://www.englishmaven.org/Pages/Reading%20Comprehension.htm</p> <p>https://www.englishmaven.org/Pages/Reading%20Comprehension.htm</p> <p>https://www.k5learning.com/reading-comprehension-worksheets/fourth-grade-4</p> <p>Know more about journal writing</p> <p>https://www.youtube.com/watch?v=lqTKG2Nchdo</p>



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Journal Writing

- Theme-based**
(rather than a thesis)
- Chronological**
(may include story-like elements or include literary devices)
- Descriptive scenes**
(takes the reader back to the setting)
- Human significance**
(details may include a conflict or show deeper purpose)
- First person**
(often uses personal experience)
- Clear purpose**
(to express, to share, to entertain, to inform, to explore)

Skill Based Learning:

Making Predictions

Predicting is an essential reading strategy. It allows learners to utilize info from the text to anticipate what will happen in the story. When making predictions, students envision what will come next in the text, based on their prior knowledge.

Journal Writing Sentence Starters

Paste this grid into the cover of your journal writing book. Whenever you can't think of something to write about, close your eyes and point to this sheet. Wherever your finger lands becomes the topic that you need to write about.

My favourite sport is...	I remember feeling sad when...	If I could change one thing in the world, I'd change...	The worst pain I ever felt was when...
The best meal I ever had was...	The first thing I remember is...	I am very frightened when...	The talents I have are...
Friends are important to me because...	One thing I'd really like to know is...	I am angry when I...	What I am most interested in doing is...
The cleverest thing I ever did was...	If I won a million dollars, I would...	An old person once told me...	The worst dream I ever had was...
My favourite TV program is...	The kindest person I know is...	The funniest thing I ever saw was...	The piece of clothing I like best of all is my...
My favourite food is...	One day I'd like to...	The best I've ever done in sport is...	The nicest thing I ever did for anyone was...
The most beautiful things in the world are...	My favourite pet is...	The best book I've ever read was...	The thing I hate doing the most is...
When I grow up I would like to be a...	My favourite thing to do at school is...	I am a good friend because...	I learn best when I...

Discuss how students can make predictions based on the title and illustrations.

Ask them to pause and think what would happen next in the story/novel.

Encourage them to analyse their prediction.

<https://study.com/academy/lesson/making-predictions-while-reading-lesson-for-kids.html>

Picture Perfect
Look at the illustrations, including those on the front cover. They may give away details about characters you are about to meet.

Travel Back in Time
What has happened in the text so far? Has a character or prop been mentioned and then seemingly forgotten about? They could reappear...

It's All about You
How would you react if you were in that situation? Has a similar thing happened to you in the past? What did you do?

The Clue's in the Name
What is the story called? Do you know why it is called that yet? If not, it might be a clue to what is coming next...

Copycats
Think about other stories you have read in the past. Could something similar happen in this one?

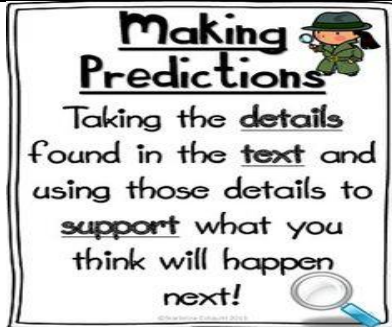
Blabbering Blurbs
Read the blurb on the back cover. Does it mention anything that hasn't happened yet in the book? Does it imply that something is about to happen?

Read Between the Lines
Sometimes, it isn't what is being said, it's what isn't being said that counts. Are the characters hinting at something? Have they done something that might lead to something else happening?



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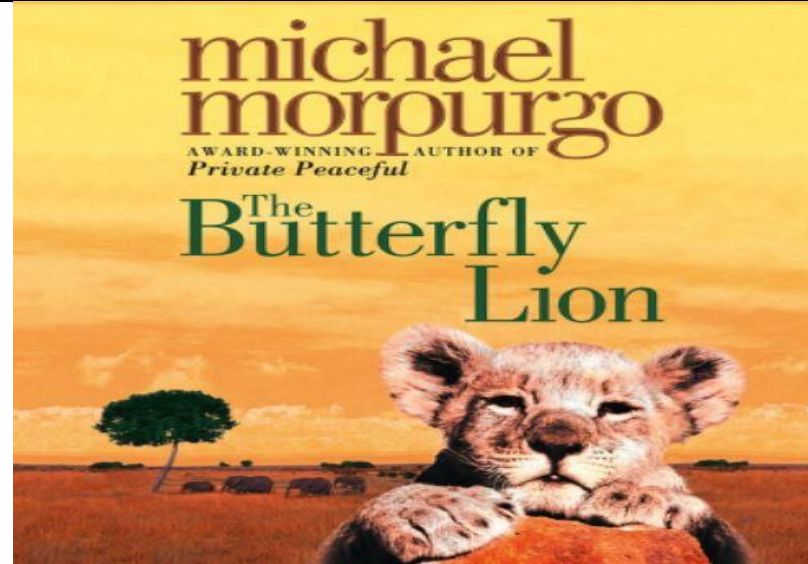
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Text Level:

The Butterfly Lion – Michael Morpurgo:

- To explore the idea of a significant author by collecting information on Michael Morpurgo and his style of writing.
- To explore the aspects of author's writing style by comparing themes, characterization and settings from different books by the same author.
- To analyze the importance of blurbs and how it influences the reader to choose the books.
- To plan and write an alternative opening for a familiar story using Michael Morpurgo's writing style.
- To explore and discuss characterization in "The Butterfly Lion"



Encourage your child to read books of Michael Morpurgo. Get them to understand the writing style of the author. Read other books like "War horse", "Private Peaceful", "Running Wild"

Click on the above links and read books of Michael Morpurgo. <http://michaelmorpurgo.com/allbooks>

Discuss and share alternative openings and endings with the child. Encourage them to use their creativity and attempt the story in Michael Morpurgo's style.

Encourage your child to draw, label or note a few words or phrases to describe their characters and settings.



[Michael Morpurgo](#)

[Children's laureate - Michael](#)

[Morpurgo](#)

<https://www.youtube.com/watch?v=qWJwWZBeGss&list=RDCMUCf7ZOPfOtjiWY8DuRO13pvg&index=2>

<https://www.youtube.com/watch?v=YVQd2li8CgQ>

<https://www.michaelmorpurgo.com/products/the-butterfly-lion/>



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Grammar:

Learning Objective:

To explore the units related to SPAG and apply the same consistently in writing.

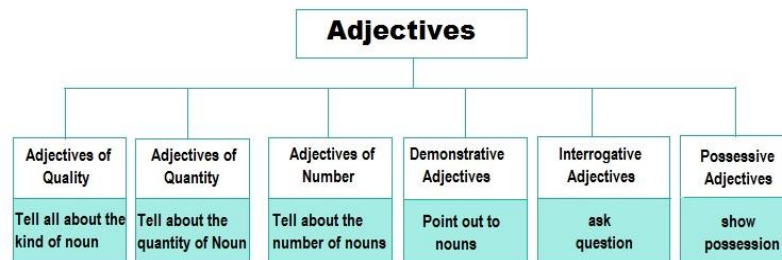
- To explore different types of adjectives in sentences.
- Use adjectives in descriptive writing.
- To examine the use of phrases, independent clauses, and dependent clauses in a sentence.
- To write sentences using dependent and independent clauses.

Talk and Encourage the children to do the following:

Discuss how adjectives are used in sentences to describe nouns.

Click on the following link to understand more about adjectives:

Encourage them to practice the use of adjectives in sentences/text using the link given in the next column. Identify the different types of adjectives used in sentences.



**PHRASE
VERSUS
CLAUSE**

Phrases do not contain a subject and a predicate.	Clauses contain a subject and a predicate.
Phrases cannot convey a complete thought.	Clauses can sometimes convey a complete thought.
Phrases cannot stand alone.	Independent clauses can stand alone.

Pediaa.com

[Learn more about adjectives](#)

[Let's Practice-amazing-adjectives](#)

[CLAUSE vs PHRASE 🤔 | What's the difference? | Learn with examples & quiz! - YouTube](#)



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Adjectives are describing words.

Adjectives help us to create vivid images about people, places, or things.

people	places	things
 angry lady	 beautiful city	 tasty taco
 energetic girl	 expensive shop	 strong ox

Spelling:

- To spell and use homophones correctly.
- To spell words with silent letters.



Clause

A group of words that contains a subject and a verb.

Independent clause → makes sense on its own as a sentence.
E.g. I went to school.

Dependent clause → doesn't make sense on its own as a sentence.
E.g. Although I wasn't feeling well, I went to school.



Phrase

A group of words without a subject-verb component.

Noun phrase e.g. best friend.

Verb phrase e.g. was working.

Adjective phrase e.g. very pretty.

Adverb phrase e.g. really slowly.

Prepositional phrase e.g. in the bin.



Practice online spelling games here:

[Spelling tests and Games](#)

Homophones and near-homophones (1)

Near-homophones are words that sound similar. They are also spelled differently and have different meanings.

Here are some examples of near-homophones.

desert (meaning: a barren place)

For example: The explorer was lost in the **desert** for nearly a week!

dessert (meaning: a sweet course after the main course of a meal, specifically fruit)

For example: Would you like **dessert**, or are you full?

wary (meaning: cautious)

The lion tamer was **wary** of the lion, after a narrow escape the previous week.

weary (meaning: tired)

After his long training session at the gym, Jamal felt **weary**.

affect (a verb, meaning: influence or change)

'I'm sorry,' said Mum, 'but the bad weather may **affect** our plans for a picnic.'

effect (a noun, meaning: result, outcome)

Standing too quickly had a strange **effect** on him, making him light-headed.

[Clauses and Phrases | Grammar Rules \(grammarbook.com\)](#)

<https://www.grammarwiz.com/phrases-and-clauses-quiz.html>

Spelling Practice

<https://www.k12reader.com/worksheet/choose-the-correct-homophone/view/>

<https://www.education.com/worksheets/silent-letters/>



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Numeracy

- To add and subtract whole numbers, including using formal written methods and add/subtract numbers mentally and solve addition and subtraction multi-step problems.
- To identify and explore the properties of 3D shapes.



To identify and draw nets of 3-D shapes

- **Share and talk** about the amount of money spent on a trip to a supermarket. Ask your child what is the actual cost of items? How does this compare to your estimate? When you pay for the items, will you get change back? Count the change with your child to make sure the change is correct.
- **Encourage** your child to relate solid shapes and real life objects like by finding number of faces, edges and vertices. Ask your children to count the number of faces, edges and vertices of each object and make the correct choice. Let them have a look around the house you can spot that are cuboid shaped e.g. Shoebox, cereal boxes, cone - shape like ice cream. Extend it by further asking them to identify the 2Dshape within the 3 D shape.
- **Encourage** them to investigate the open shapes (net) of 3 D objects. Unfold a cardboard box, without showing your child the original box. Ask your child to imagine what the original box looked like. What shape will it be when it is put back together? How will the ends be?

E.g. You may open a tissue box, to see what it looks like.

Addition /Subtraction

[addition and subtraction interactive](#)

[addition and subtraction with money](#)

2D & 3D shapes

[properties of 2D and 3D shapes](#)

Nets of cube


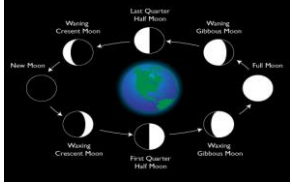
[nets of 3D shapes](#)



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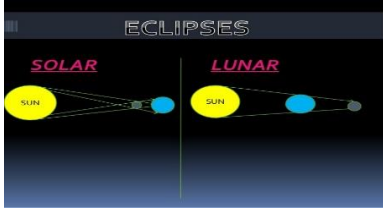
		<p></p> <p>Mum and Paul are talking about birthdays. They take Paul's age and double it. Then they add 5. The answer is 35. Mum says this is her age. How old is Paul?</p>	
<p>Science</p>	<p>The Earth, The Sun and The Moon</p> <p>To describe the movement of the Moon around the Earth and how the shape of the moon appears to change during a month (Phases of the Moon).</p>	<p>Encourage A visit to a planetarium or observatory with your child.</p> <p>Share: Observe and recognize the change in appearance and shape of the moon during a month.</p> <p>Discuss: Find out some countries in the Southern hemisphere. Find out from a friend or relative living there (Southern hemisphere) what season they have when we have summer and winter.</p>	<p>Phases Of Moon</p>  <p>Seasons</p>



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	<p>To explore the seasons caused by the tilt of the earth on its axis.</p> <p>To explain in terms: The rotation of the Earth. Why shadows change and the Sun appears to move across the sky during the course of the day.</p> <p>To explain the occurrence of Solar and Lunar eclipses.</p>	<p>Encourage: Measure the length and note the direction of the shadow several times during the day from morning till sunset and make comparisons.</p> <p>Share: Look at a distant object like a building across the road. Try to hide that building by keeping your hand or your fingertip. Observe what happens when the distance between your hand and your eyes changes.</p> <p>Share: Research and find the date and time of the coming Solar and Lunar eclipse.</p>	 <p>https://www.youtube.com/watch?v=rVE8PFYlwSM</p> 
<p>Arabic for Arabs</p>	<p>النمر الأرقط</p> <p>أن يحدد التلميذ عناصر القصة</p> <p>أن يميز التلميذ بين الحوار الداخلي والحوار الخارجي .</p> <p>أن يستنتج التلميذ أهمية الحرية للفرد والمجتمع .</p> <p>نشيد - صديقي</p> <p>أن يحدد التلميذ الفكرة الرئيسية بالنص</p> <p>أن يستنتج التلميذ العلاقة بين التضاد والترادف بين الكلمات</p> <p>أن يشرح التلميذ الأبيات بأسلوبه .</p> <p>التمييز بين الجملة والتركييب</p>	<p>قراءة القصة وتحديد الفكرة الرئيسية والأفكار الداعمة.</p> <p>تحديد السمات الداخلية والسمات الخارجية لشخصيات القصة</p> <p>التمييز بين الحوار الداخلي والحوار الخارجي</p> <p>مساعدة التلميذ في تلخيص القصة وكتابة نهاية جديدة للقصة</p> <p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم المدرسي</p> <p>مساعدة التلميذ في كتابة ملخص للقصة بأسلوبه.</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>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>بمدرسة ونشستر</p>



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	<p>أن يميز التلميذ بين الجملة والتركيب . أن يستخدم التلميذ جملاً وتراكيباً . حروف تلفظ ولا تكتب أن يكتب التلميذ كلمات بصرية تحوي حروف تلفظ ولا تكتب. أن يصيغ التلميذ فقرة مستخدماً حروف تلفظ ولا تكتب .</p>		
<p>Arabic for Non - Arabs</p>	<p>Daily routine (الروتين اليومي) To describe the daily routine using verbs, time, and connectives in paragraphs. To analyse a text about the daily routine. Happy occasions: To describe different happy events that you can celebrate (birthday- national day- wedding- success...) To use specific expressions and forms to write about a happy occasion. To design a letter or a card (invitation – congratulation – apology ...) about a happy event. To express his/her opinion in different happy events. To create a paragraph about the happy events.</p>	<p>Encourage your child to memorize the new vocabulary from the Arabic notebook and the Arabic textbook. Encourage your child to use the vocabulary in sentences of his/her own. Ask your child to study the present and past tense in writing and speaking about the daily routine. Talk to your child about his plans at the weekend. 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>I Read Arabic Arabic and Islamic YouTube Channel</p>



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<p>Islamic for Arabs</p>	<p>سورة الطارق أن يتلو التلميذ السورة تلاوة صحيحة . أن يستنتج التلميذ ما ترشد إليه الآيات.. المؤمن القوي أن يستنتج التلميذ ما يرشد إليه الحديث الشريف. أن يدلل التلميذ على صفات المؤمن القوي ان يوضح التلميذ أثر الصلة بالله على المؤمن القوي بدء الدعوة الإسلامية أن يحدد التلميذ بداية الدعوة الإسلامية. أن يستنتج التلميذ الدروس المستفادة من دعوة الرسول صلى الله عليه وسلم. أن يحدد التلميذ أوائل المسلمين .</p>	<p>مساعدة التلميذ في حفظ سورة الطارق من خلال الشبكة المعلوماتية . مساعدة التلميذ في البحث أدلة من القرآن والسنة توضح أهمية التحلي بالأخلاق الحسنة. تشجيع التلميذ على مشاهدة فيديوهات عن سيرة الرسول 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>	<p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Islamic for Non – Arabs</p>	<p>Surat AL-Infitar . (1-19) To find out the signs of the Day of Judgement. To count some of Allah's blessings upon man. To compare between the righteous and the wicked on the Day of Judgement. The real Bankrupt (Noble Hadith) To explain the concept of the bankrupt. To identify the actions that cause Man bankruptcy on the day of judgement. Calling (Da'wah) the People of Ta'if to Islam. To identify the goal of the messenger (P-B-U-H) of calling the people of Ta'if to Islam. To explain the patience and determination the Prophet show during the events of calling the people of Ta'if. .</p>	<p>Help your child to memorize the verses of Surat Al-Infitar from 1- 19 Share your child the themes of the Surah. Share with your child the general meaning of the Hadith of the bankrupt man. Share your child the actions that cause bankruptcy. Talk with your child about the goal of prophet Mohamed of Colling the people of Ta'if. Explain to your child the patience that prophet show during the events of calling the people of Ta'if. 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>Arabic and Islamic YouTube Channel</p>



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Geography	<p>To explore the climates and biomes of different regions across North America.</p> <p>To explore the physical and human geographical features of your local area.</p>	<p>Talk about the difference between weather and climate.</p> <p>Share the climate zones of North America.</p> <p>Encourage your child to research the climate groups, types and biomes of North America.</p> <p>Vocabulary: Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system.</p> <p>Talk about the features of human geography and physical geography.</p> <p>Encourage your child to create a map of your local area.</p> <p>Vocabulary: 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>https://www.youtube.com/watch?v=vH298zSCQzY</p> <p>https://kids.britannica.com/students/assembly/view/228159</p> <p>https://www.nationalgeographic.org/encyclopedia/koppen-climateclassification-system/</p>
History	To explore Alexander the Great's Empire	<p>Talk to your child about how Alexander the Great's Empire grew and how it affected different people.</p> <p>Share the difference between a civilisation and an empire.</p>	<p>https://www.khanacademy.org/humanities/world-history/ancient-</p>



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	<p>To explore daily life and society of ancient Greece</p>	<p>Encourage your child to research the spread of Greek culture spread and its association with other cultures.</p> <p>Vocabulary: Trade, civilisation, city state, empire, legacies, culture.</p> <p>Talk to your child about life in ancient Greece.</p> <p>Share with your child how the terms 'trade', 'empire' and 'civilisation' are related to ancient Greece.</p> <p>Encourage your child to gather information from secondary sources about society in ancient Greece.</p> <p>Vocabulary: Trade, empire, civilisation, enslavement, enslaved people, city state, polis, primary source, secondary source.</p>	<p>medieval/alexander-the-great/a/alexander-the-great</p> <p>https://www.ks2history.com/alexander-the-great-info-guide</p> <p>https://www.historyforkids.net/alexander.html</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q</p> <p>https://www.worldhistory.org/collection/76/daily-life-in-ancient-greece/#:~:text=The%20ancient%20Greeks%20kept%20themselves,Greeks%20out%20of%20the%20house.</p> <p>https://www.ducksters.com/history/ancient_greek_daily_life.php</p>
<p>UAE Social Studies</p>	<p>To explore the types of plants and animals in different climate zones</p>	<p>Talk with your child about the plants and animals they see in the UAE.</p> <p>Encourage your child to research various types of plants and animals in different climate zones. Encourage your child to stick or draw pictures of animals living in different climate</p>	<p>https://www.youtube.com/watch?v=nFJ_0JrKAWs</p> <p>https://www.youtube.com/watch?v=DqYSrcSLm5Y</p>



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	<p>To understand and explore the reasons behind climate change.</p> <p>To explore the concept of greenhouse effect</p>	<p>zones. Vocabulary: rainforest, arid, vegetation, walrus, Antarctica</p> <p>Talk with your child about climate changes and how humans contribute to the pollution. Share information about the greenhouse effect Encourage your child to participate in activities that can help reduce the prevailing air pollution. Vocabulary: climate change, greenhouse effect, pollution</p>	<p>https://www.climatetypesforkids.com/arid-climate</p> <p>https://www.youtube.com/watch?v=Sv7OHfpIRfU&t=27s</p> <p>https://youtu.be/7lwPFXzLH8c</p>
<p>French</p>	<p>Unit 1:</p>   <p><i>Les Salutations</i> (greetings)</p>   <ul style="list-style-type: none"> - To identify classroom instructions in French. - To greet someone in French. - To introduce myself in French. 	 <div style="border: 1px solid green; padding: 5px; display: inline-block;">Talk</div> <ul style="list-style-type: none"> • About classroom instructions in French. - About greetings in French  <div style="border: 1px solid blue; padding: 5px; display: inline-block;">Share</div> <ul style="list-style-type: none"> • Create a presentation or poster to introduce yourself in French (name, age, and gender) and share it with your parents.  <div style="border: 1px solid orange; padding: 5px; display: inline-block;">Encourage</div> <p>Students to keep exploring the links given.</p>	<p>https://www.youtube.com/watch?v=8B40ObLD6go</p> <p>https://www.youtube.com/watch?v=9BgyvEXTZbk</p> <p>https://www.youtube.com/watch?v=ZaOMIjUo-VE</p> <p>https://www.youtube.com/watch?v=tun7hrhqHiU</p> <p>https://quizlet.com/148469019/les-salutations-flash-cards/</p> <p>https://quizlet.com/148469019/gravity</p> <p>https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/</p> <p>https://quizlet.com/439380264/match</p>



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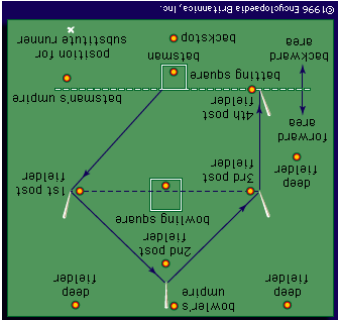
<p>Physical Education Activity -1</p>	<p><u>Rounder – Catching and Throwing</u></p>  <p>The aim of this Rounders lesson plan is to understand the importance of successful catching.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> • Hip rotation • Arm rotations • Slow jogging on the spot • Alternate toe touch <p>Catching. Follow the link</p> <p><u>Cooldown</u></p>	<p><u>Useful sites:</u></p> <p>Link1:</p> <p>https://www.youtube.com/watch?v=o_RGP8VmNoo</p>
<p>Activity -2</p>	<p><u>Rounders – Bowling</u></p>  <p>The aim of this Rounders lesson plan is to understand the importance of successful throwing.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> • Tuck jump • Depth jump • Star jump • Broad jump • Jumping jacks • Follow the link for throwing <p><u>Cool down</u></p>	<p>Link1:</p> <p>https://www.youtube.com/watch?v=MH99kmx9iYI</p> <p>https://www.youtube.com/watch?v=o_RGP8VmNoo</p> <p>Link2</p> <p>https://www.youtube.com/watch?v=smTBrE52Fag</p>
<p>Activity -3</p>	<p><u>Rounders- Batting</u></p>  <p>Teaching and learning in rounders should be exciting for everyone ... others whilst</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> • On the spot run • Shuttle run • Star jump • Broad jump • Jumping jacks • One hand strike 	<p>Link 1</p> <p>https://www.youtube.com/watch?v=smTBrE52Fag</p>



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	<p>tapping the ball to each other with their batting hand.</p>	<ul style="list-style-type: none"> • Two hand strike Strike with note book Striking with notebook Tapping with right and left hand Tapping with alternate hand Tapping with notebook • Follow the link for throwing <u>Cool down</u> 	
<p>Activity -4</p>	<p><u>Rounders – Fielding</u></p> <p>Teaching and learning in <i>rounders</i> should be exciting for everyone. Students whilst roll the <i>ball</i> to each other with their <i>dominant</i> hand.</p> 	<p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none"> • Plank Pose • Side Plank • One Leg Stiff-Legged Deadlifts • High Lunge • Tuck Crunches • Curtsy Squat <p><u>Talk and Encourage the children to do the following:</u></p> <ul style="list-style-type: none"> • One hand Stop • Two hand stop Tapping with right and left hand Tapping with alternate hand 	<p>Link 1: https://www.youtube.com/watch?v=WC3kFvO8GRQ</p> 



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		<u>Cooldown</u>	
Music Year 05 (Kiko)	Improving children’s confidence and musicality through singing actions songs and chanting rhymes. Improving on listening skills and recalling.	<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. 	https://www.timeout.com/new-york-kids/music/best-kids-songs
Music Year 05 (Joyson)	Improving child’s confidence and musicality through music rhythm reading. We take a deeper look at the half note and how it relates to the quarter and eight notes with quarter rest.	<ul style="list-style-type: none"> Let the child understand the music note value and clap with the notes. Ask the child to perform it with any percussion instrument like maracas, tambourine. 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. 	(22) Introduction to Rhythm Reading: Stage Three - YouTube
Music Year 05 (Sunil)	Learning how to play the song “Havana” on recorder	<ul style="list-style-type: none"> Let the child practice at home, even though there will be squeaking. Be an audience. But better also check if the child is holding the recorder properly. 	
ICT	<u>TOPIC: SpreadSheets</u> <u>LEARNING OBJECTIVES:</u>	Encourage you to <ul style="list-style-type: none"> Discuss about different ideas for a business. 	



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	<ul style="list-style-type: none"> • To create a spreadsheet model to manage a business • To work independently in MS Excel using formulas and functions. 	<ul style="list-style-type: none"> • Discuss about costs and Income • Café: What recipes would you make? Choose a recipe you like? <ul style="list-style-type: none"> • How much would it cost to make this recipe?  • How many portions would your recipe make? • How much would you sell each portion for? • Bead Jewellery: What jewellery would you make? Think of a design for a bracelet or necklace <ul style="list-style-type: none"> • How much would the materials cost?  • How long would it take to make? • How much would you sell the jewellery for? 	<p>http://www.primaryresources.co.uk/ict/ict2.htm</p> <p>https://youtu.be/vX-ta61I5Cc</p> <p>https://www.tes.com/teaching-resource/excel-spreadsheet-build-up-activity-6289650</p> <p>http://www.bbc.co.uk/keyskills/it/level2/module4/1.shtml</p>
<p>Moral Education</p>	<p>Sympathy and Empathy in Deeds</p> <p>To learn how sympathy and empathy in deeds can positively impact the lives of other people.</p>  <p>Tolerance</p> <p>To learn the importance of tolerance and how we can avoid being victims and help</p>	<p>Talk with your family about how helping and caring for others make a difference in society.</p> <p>Share your experience when you were empathetic to someone who was upset.</p> <p>Encourage children to be empathetic towards others in school and at home.</p> <p>Talk with your child about the importance of accepting others for who they are and not being a victim of intolerance.</p>	<p>https://www.youtube.com/watch?v=ka5pSiyJ5ok</p> <p>https://www.youtube.com/watch?v=Oq7co6auFAU</p>



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	<p>others who have been victims of intolerance.</p>	<p>Share your experience when you were tolerant or helped a victim of intolerance.</p> <p>Encourage your child to show tolerance towards others in school and at home.</p>	
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