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Family Learning Newsletter -Year 6- October 2022




Area of Learning	Focus	Home activities/How can you help your child at home	Useful websites
Literacy	<p>Spelling</p> <p>To use the suffix –ant, -ance, -ancy, -ent/-ency.</p> <p>To spell words with a silent letter.</p> <p>Grammar</p> <p>To use expanded noun phrases for description and specification.</p> <p>To explore the use of connectives.</p>	<p>Share the copy of passage and ask your child to underline the words they find that end with the suffixes –ency or -ancy. After completing the word hunt, discuss the answers. Then ask the child to reread the passage, this time finding words that end with the suffixes -ent, -ant, -ence, and -ance.</p> <p>Dictate a set of words with silent letters for instance ‘bright’ and ‘aesthetics’. Now let the child identify what letters are silent in each word. For the first word bright, gh are the silent letters; they write gh on their paper.</p> <p>Talk to your child that a relative pronoun introduces clauses which tell you more about a noun. E.g.: - The dragon, who lived in the dungeon, was fierce. Here, the clause that begins with the relative pronoun ‘who’ provides extra information about the Dragon. Other relative pronouns are which, that, whose, whom.</p> <p>Share a series of simple sentences and discuss with your child and make him/ her understand that such</p>	<p>Suffixes-word search</p> <p>https://wordmint.com/public_puzzles/58496</p> <p>https://www.wordhelp.com/s-crabble/anagrams-of/?q=suffixes</p> <p>https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f</p> <p>Embedded clause-game</p> <p>Embedded clause</p> <p>Use embedded clause</p>



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	<p>Narrative Writing</p> <p>(continuation)</p> <p>To identify the types of genre.</p> <p>To explore the features of fairy tales.</p> <p>To discuss the elements of a fantasy.</p> <p>To describe characters.</p>	<p>descriptions are boring so it's quite essential to vary the sentence structure to grab the reader's attention and make it interesting. For e.g.: - complex, compound. DE: DE, super sentences etc.</p> <p>Share with your child the use of connectives. Discuss the purpose of using joining words to connect phrases together into longer sentences.</p> <p>Encourage your child to use connectives to improve the flow of their writing.</p> <p>Talk about the different genre and well-known books that you have read with your child and ask to identify which genre they belong to.</p> <p>Encourage your child to create a genre crossword to test their friends/ members of the family.</p> <p>Encourage your child to read different fairytales and then discuss the common elements that him/her could find, let them make a list of the same and analyze the major characters and settings that is explicit in these stories.</p> <p>Share with your child some time reading a fantasy story and then together evaluate and identify the</p>	<p>connectives</p> <p>https://www.youtube.com/watch?v=SjAqcT8zK8c</p> <p>Fiction and non-fiction</p> <p>fairy tale</p> <p>fairy tales-recipe</p>  <p>fairy tale- formula</p> <p>fantasy</p>
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	<p>Character Analysis</p> <p>To Explore the features and elements of a character.</p> <p>Exploring the use of 5 senses and Imagery.</p>	<p>elements used in it. Then compare them with another fantasy story to analyze and add on any specific features.</p> <p>Encourage your child to write a detailed character sketch of a well-known character from a novel using powerful verbs and adverbs (according to the format done in class).</p> <p>Encourage your child to read different mystery stories and then create a mind map to display the elements of the mystery genre.</p> <p>Talk to your child about the science fiction stories that you have read, then discuss with them about the settings and distinct characters in them.</p> <p>Encourage your child to express viewpoints on a moral issue (for example, in a story they have read) with a level of clarity.</p> <p>Discuss with your child about a favourite/famous character. Create a mind map listing the internal and external traits of the character.</p>	<p>character analysis</p> <p>characteristics elements</p> <div data-bbox="1627 966 1921 1182" data-label="Image"> <p>Imagery</p> <p>Imagery is the use of words to create images, or mental pictures. Imagery helps you picture how something:</p> <ul style="list-style-type: none"> * looks * sounds * smells * tastes * feels </div> <p>science fictions</p> <p>powerful use of senses</p> <p>Analysing the passage</p>
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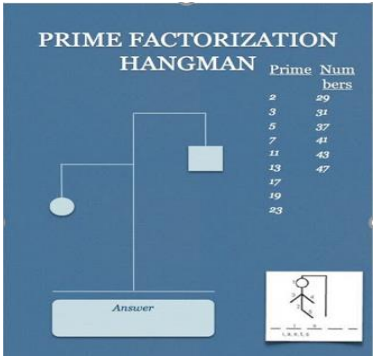
	<p><u>Listening: Making Inference</u></p> <p>To infer and interpret the main idea from the comprehension.</p> <p><u>Moral Education:</u> Topic- Taking responsibility for oneself and others.</p> <p>Unit: The individual and the community.</p> <p>To explore the personal and altruistic motives behind taking responsibility and the positive feelings that result- happy, self-satisfaction, maturity and a desire to smile.</p>	<p>Encourage your child to choose a character and do a role play to emote feelings of the character.</p> <p>Talk to your child to create an awareness of environmental issues locally and at national and global level.</p> <p>Talk to your child about famous people in the, past and present, who are worthy of admiration, who can inspire and motivate them.</p> <p>Share a famous person's significance, background, and personality. To create a timeline about the life of a person of their choosing.</p> <p>Listen and understand the overall meaning of very short and simple texts on familiar topics.</p> <p>Listen and understand familiar words and set phrases in very short and simple texts on familiar topics.</p> <p>Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>Character analysis</p> <p>Five senses</p> <p>Analyze a literary passage</p> <p>https://www.teachingexpertise.com/articles/improving-speaking-and-listening-skills-at-ks2/</p>
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	<p>To assume responsibility at home and globally on environmental issues and to explore possible solutions with a focus on raising awareness.</p>	<p>Talk to your child about what it means to be responsible for their own work, for e.g., simple tasks like ensuring they are ready for the school day with the necessary books and stationery in their bag. Do they take responsibility to do their own tasks without reminders from parents and teachers?</p> <p>Encourage your child to assume responsibility as the next step for home tasks as well, for e.g., helping in household chores.</p>			
<p>Numeracy</p>	<p>To identify common factors, common multiples and prime numbers.</p> <p>Prime vs. Composite Numbers</p> <table border="1" data-bbox="359 948 793 1175"> <tr> <td>Prime have only 2 factors: (1 and itself) 2,3,5,7,11</td> <td>Composite have more than 2 factors 4,6,8,9,12,14</td> </tr> </table> <p>0 and 1 are neither</p>	Prime have only 2 factors: (1 and itself) 2,3,5,7,11	Composite have more than 2 factors 4,6,8,9,12,14	<p>Encourage your child to play the factorization hangman game. Write the composite number in the square. Now let child choose a prime number listed alongside. If the prime number is the factor of the composite number, put below the square to extend the tree. If not draw the body (then arms legs)</p> 	<p>Prime Pairs game</p> <p>Multiplication-and-division</p> <p>All-games</p>
Prime have only 2 factors: (1 and itself) 2,3,5,7,11	Composite have more than 2 factors 4,6,8,9,12,14				



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

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

ACTIVITY

Grid method

457 x 36

30	12 000	1500	210
6	2400	300	42

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

Formal written method

$$\begin{array}{r}
 4\ 5\ 7 \\
 \times\ 3\ 6 \\
 \hline
 1\ 31\ 72\ 1\ 0 \\
 2\ 73\ 42 \\
 \hline
 1\ 6\ 4\ 5\ 2 \\
 1
 \end{array}$$

What to do

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

You will need:

- 1–9 cards

ACTIVITY

Example – Expanded written method

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

Example – Formal written method

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

What to do

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

You will need:

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

QUESTIONS TO ASK

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

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

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

[Multiplication-and-division Games](#)



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Using their birth year (e.g. 1996) students are required to create expressions using each digit of that year (1, 9, 9, 6) to attempt to fill the boxes for each "date" on a calendar month. For example, '1 + 9 + 9 + 6' would be written in the

"25" date box. Students can use any of the basic operations (+, -, x,) Each birth year's digit must be used once in every calculation. To make the activity more achievable, the number '0' can be used in any calculation. For example, you can create expressions for 1963 as:

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

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

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

IPAD APPS:

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

[Prime Factors](#)

[Order of operations game](#)



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



CHALLENGE

$$(9 \times 3) + 1 - 9 = 18$$

Where in the World ?

$(3 + 3) + (6 + 1)$
 $1 + 0 \times 12 \times 2$
 $11 \times 2 - 1 + 1$
 $3 \times 2 + 3$
 $5 - 5 + 5$
 $20 - 1$
 $4 \times 4 - 4$
 $5 - 10 \div 10$

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Science

LIVING ORGANISM AND THEIR HABITATS

To classify organisms using the Five Kingdom classification key.

Talk:

Talk Describe to you child about how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Let them do research and give them some time to present it using ICT tools. Let them be the teacher and teach you Robert Whittaker's Five Kingdom Classification.

Ask: How would you categorise a group of leaves?

Useful Links:

Living Organism and Their Habitats

[Classification of plants](#)





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	<p>What type of animal is that?</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p>What are the best kind of sorting questions?</p> <p>Share: Share with your child how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Encourage: Internet is the powerful search engine. Please allow your child to spend few minutes on doing research using the websites given for Living organisms,</p>	<p>How to create a key:</p> <p>Creating Classification key</p>
<p>Arabic for Arabs</p>	<p>قصة حلم وجهل أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة أن يحلل التلميذ عناصر القصة أن يحدد التلميذ السمات الفنية للقصة أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت مساعدة التلميذ في كتابة ملخص للقصة بالمنزل . مساعدة التلميذ في تحديد الأساليب في القصة مساعدة التلميذ في قراءة القصة وتحديد العناصر الرئيسة وعناصر القصة مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على الألف مع بيان سبب كتابتها على الألف</p>	<p>منصة أقرأ بالعربية قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يقترح التلميذ التلميذ نهاية جديدة للقصة</p> <p>الهمزة المتطرفة على ألف</p> <p>أن يكتب التلميذ كلمات بها همزة متطرفة على ألف</p> <p>أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على ألف</p> <p>الجملة وأغراضها</p> <p>أن يميز التلميذ بين أغراض الجملة .</p> <p>أن يوظف التلميذ الجمل المختلفة الأغراض في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو</p> <p>كتابة نص تفسيري</p> <p>أن يكتب التلميذ نصًا تفسيريًا حول قضية موضحًا الأدلة ورأيه فيها.</p>	<p>تدريبه على إعراب وتوظيف الجمل المختلفة الأغراض في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو مساعدة الطالب في جمع الأدلة لكتابة نص تفسيري حول قضية ما.</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>Arabic for Non Arabs</p>	<p>(الهوايات والرياضات) Hobbies and Sports</p> <p>To describe hobbies and sports using exclamatory style.</p> <p>To compare between different sports and hobbies.</p> <p>To create a dialogue on hobbies and sports.</p> <p>To describe the sports and hobbies in a paragraph.</p> <p>To express his/her opinion in hobbies and sports.</p> <p>To analyze a text about the hobbies and sports.</p>	<p>Help your child to memorize his/her new vocabulary from the words list.</p> <p>Go through the new adjectives sent every week.</p> <p>Encourage children to use these words in sentences or paragraph of their own.</p> <p>Encourage children to use new grammar in their writing.</p> <p>Ask your child to speak about his /her hobbies.</p> <p>Talk to your child about the importance of sports.</p> <p>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</p> <p>Arabic and Islamic YouTube Channel</p>



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Islamic for Arabs	<p>سورة السجدة أن يشرح المعنى الإجمالي للآيات الكريمة أن يستنتج مظاهر قدرة الله تعالى في الآيات الكريمة أن يدل على وحدانية الله تعالى</p> <p>حديث وصايا الرسول أن يشرح الوصايا الواردة في الحديث الشريف أن يستنتج المعنى الإجمالي للحديث الشريف أن يدل من القرآن والسنة على فضل طاعة الرسول</p> <p>فرائض الصلاة وسننها ومكروهااتها أن يميز بين فرائض الصلاة وسننها ومكروهااتها أن يتعرف سجود السهو وكيفية أن يدل على فضل الصلاة في الإسلام</p>	<p>حث التلميذ على فعل كل ما يقربه من الله والفوز بمحبته مساعدته في البحث عن أدلة من القرآن والسنة عن الصلاة توفير فيديوهات عن طاعة الرسول تصميم مخطط ذهني عن فرائض الصلاة وسننها ومكروهااتها.</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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
Islamic for Non Arabs	<p>Divine revelation (Suratu as-Sajdah) To explain the overall meaning of the verses 1-12 from Surat as Sajdah. To clarify the evidence of the oneness of Allah, glory be to Him. Islamic Manners (Mosque Manners) To explain the status of mosque in Islam.</p>	<p>Please encourage your child to read Suratu as-Sajdah applying Tajweed rules. Help your child to recognize the Masjed manners. Pick to your child some real situations of respecting human soul.</p>	<p>Arabic and Islamic YouTube Channel</p>



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	<p>to infer the Mosque manners. Noble Hadith (Sanctity of the Muslim) To explain the overall meaning of the noble hadith. To explain the status of human soul in Islam.</p>	<p>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>Humanities</p> <p>History</p>	<p>To explore facts about the Maya civilisation.</p> <p>(Continuation)</p> <p>To explore a range of evidence sources to reach conclusions about the Maya civilisation.</p>	<p>Share the extent of the Mayan Civilisation on a map of the world. Locate the Mayan cities on the map</p> <p>Research information about the main cities in Chichen Itza and share and create a fact file on Chichen Itza.</p>	<p>Maya Civilization</p> <p>Amazing Facts about Maya Civilization</p> <p>Maya civilization timeline</p> <p>Vocabulary- Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque.</p>
<p>Geography</p>	<p>To explore the geographical terminology to describe the location of a range of places across South America.</p> <p>(Continuation)</p> <p>To explore the climates and biomes of different regions across South America.</p>	<p>Encourage your child to explore the meaning of key vocabulary relating to geographical location.</p> <p>Talk to your child about the difference between weather and climate.</p> <p>Encourage your child to research the climate, biome and likely weather conditions of an area of South America.</p>	<p>Reading and making map</p> <p>physical geography</p> <p>Climates and biomes of different regions across South America.</p> <p>Vocabulary - Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer,</p>



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			Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, Climate zone, climate, polar, arctic, temperate, tropical, subtropical, latitude, Koppen system.
UAE SST	<p>To explore elements of Mesopotamia and its agriculture.</p> <p>Key vocabulary:</p> <p>soil, Sumerian Civilization, Indus Valley Civilization, agriculture, domestication, plough, adapt, Euphrates, Tigris, Fertile Crescent,</p>	<p>Talk to your child why the Sumerian civilization settled in Mesopotamia.</p> <p>Share with your child how the Sumerians first started using plants and animals in agriculture and farming. Discuss the domestication of animals and its benefits.</p> <p>Encourage your child to draw the Euphrates and Tigris rivers and the Fertile Crescent on a map.</p> <p>Encourage your child to explore facts about the Indus Valley Civilization.</p>	 <p>Ancient Mesopotamia</p> <p>Mesopotamian Agriculture</p> <p>Middle East Sumer</p>
French	<p><u>Unit 2:Vive le sport</u></p> <p>To identify different sports in French.</p>	 <div style="border: 1px solid green; padding: 5px; display: inline-block;">Talk</div> <p>About different sports, hobbies and opinions.</p>	 <p><u>Topic: Vive le sport</u></p>



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To express a range of opinion about sports and to give reasons for preferences.



Encourage

Your child to find the new vocabulary and to create their own dictionary.

Help your child to use these words to create their own sentences.



Share

Create a presentation or poster about different sports, your favorite sport and why you like it.



ASK

Students to keep exploring the links given.

<https://www.youtube.com/watch?v=pnmoexHphZ0>

<https://www.youtube.com/watch?v=dz9PcuqVFBY&t=207s>

<https://www.youtube.com/watch?v=D75cFwOBofQ>



<https://quizlet.com/37808753/learn>

<https://quizlet.com/37808753/match>

<https://quizlet.com/37808753/test>

<https://quizlet.com/486080716/learn>

<https://quizlet.com/486080716/test>

<https://quizlet.com/486080716/match>



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<https://www.liveworksheets.com/gt498656in>

Listening and reading comprehension activities

<https://www.liveworksheets.com/ty2361724op>



Password Reminder Cards







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<p>Physical Education</p> <p>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 rotationArm rotationsSlow jogging on the spotAlternate toe touch <p>Catching.</p> <p>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 jumpDepth jumpStar jumpBroad jumpJumping jacks <p><u>Bowling skills</u></p> <p><u>Cool down</u></p>	<p>Link1:</p> <p>https://www.youtube.com/watch?v=MH99kxm9iYI</p>
<p>Activity -3</p>	<p><u>Rounders- Batting</u></p>	<p><u>Talk and Encourage the children to do the following:</u></p>	<p>Link 1:</p>



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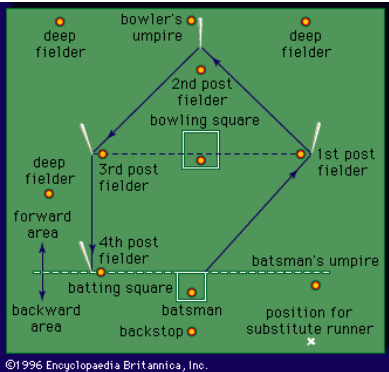
<p>Activity -4</p>	 <p>Teaching and learning in rounders should be exciting for everyone ... others whilst tapping the ball to each other with their batting hand.</p> <p>Rounders – Fielding Teaching and learning in rounders should be exciting for everyone. Students whilst roll the ball to each other with their dominant hand.</p> 	<p><u>Proper warm up</u> On the spot run Shuttle run Star jump Broad jump Jumping jacks <u>Batting skills</u></p> <p><u>Cool down</u></p> <p><u>Talk and Encourage the children to do the following:</u></p>	<p>https://www.youtube.com/watch?v=smTBrE52Fag</p> <p>Link 1: https://www.youtube.com/watch?v=WC3kFvO8GRQ</p>
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		<p><u>Proper warm up</u></p> <ul style="list-style-type: none">Plank PoseSide PlankOne Leg Stiff-Legged DeadliftsHigh LungeTuck CrunchesCurtsy Squat <p><u>Fielding Skills</u></p> <p><u>Cooldown</u></p>	
<p>Music Year 06 (Kiko)</p>	<p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p>	<p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p>



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<p>Music Year 06 (Joyson)</p>	<p>Improving child's confidence and musicality through music rhythm reading</p> <p>We take a look at dotted quarter notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm reading!</p>	<p>Let the child understand the music note value and clap with the notes.</p> <p>Ask the child to perform it with any percussion instrument like maracas, tambourine.</p> <p>Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth.</p>	<p>(22) A Guide to Rhythm Reading: Intermediate Rhythms Part 1: Dotted Quarter/Single Eighth Notes - YouTube</p>
<p>Music Year 06 (Sunil)</p>	<p>Learning how to play the song "UAE national anthem" on recorder</p>	<p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience. But better also check if the child is holding the recorder properly.</p>	
<p>ICT</p>	<p>TOPIC : Film Making</p> <ul style="list-style-type: none"> To explore different features of film-making software To use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing. To be able to use digital devices for recording (video camera or tablet), to work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the 	<p>Talk to your child about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p>Encourage good posture when sitting at the computer.</p> <p>Interview Practice: Assist your child to practise some interviewing at home, role-play ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers.</p>	<p>Wider Learning</p> <p>Into Film Education Charity</p> <p>Film Education (Archive)</p> <p>Learn About Film</p>



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	<p>process with use of video editing software such as Windows Movie Maker.</p>	<p>Even without any digital devices at home, children can list their top tips for interviewing or camera operating.</p> <p>Film Crew Roles: A research task to pay attention to the End Credits of a film or TV programme. Discuss with your child about some of the roles and think about what responsibilities they may have and which role they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making film.</p>	<p>BBC Film Making (Archive)</p> <p>The Wild Classroom Student Film Making</p>
<p>Moral Education</p>	<p>Theme: Personality and morals.</p> <p>Unit: Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none"> - To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience - To present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively. <p>Key vocabulary:</p>	<p>Talk to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p>Encourage your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p> <p>Share with your child the real-life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p>Activity: Household work is our responsibility.</p> <p>The family meets together in order to discuss responsibilities in the house.</p>	<p>www.moraleducation.ae</p> <p>https://www.goodcharacter.com/elementaryschool/being-responsible/</p> 



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	<p>Responsibility: Performing duties, sharing, cooperating and aiding others in the family, school and community.</p> <p>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</p> <p>Taking responsibility:</p> <p>Recognizing one's obligations and willingly fulfilling them.</p> <p>Perseverance: Continually conducting work and trying until the objective is achieved.</p>	<p>Everyone draws a list of tasks that should be conducted in the house.</p> <p>On a piece of coloured paper, each family member writes down the tasks they will perform.</p> <p>Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.</p> <p>Family members provide suggestions to improve the performance of an individual who does not do well.</p> <p>Every family member undertakes to carry out their responsibilities by signing the main list of tasks.</p>	
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