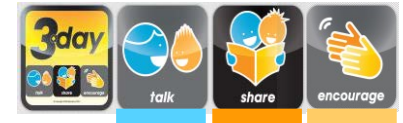




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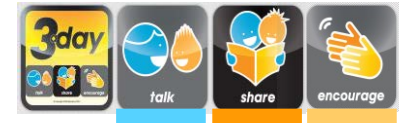


| Area of Learning | Focus | Home Activities / How can you help your child at home | Useful Websites |
|------------------|---|---|--|
| Literacy | <p>Spellings:</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To add the suffixes '_able' and '_ible' To explore suffixes '_ish' and '_some' <p>Grammar:</p> <p>Learning Objective</p> <ul style="list-style-type: none"> To explore different types of adjectives in sentences. To explore expanded noun phrases | <p>Talk and encourage the children to do the following: Discuss the rules for different spellings as mentioned in the FLN. While reading books encourage your child to make note of new words and their spellings especially by adding the suffixes sensibly.</p> <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Adjectives</u></p> <p>Discuss how adjectives are used in describing nouns.</p> <p>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.</p> <div data-bbox="710 957 1572 1452" data-label="Diagram"> <pre> graph TD A[Adjective] --> B[An adjective is a word used to qualify a Noun or a Pronoun.] B --> C[Ram is a good boy.] B --> D[He is intelligent.] A --> E[Adjective of Quality] A --> F[Proper Adjective] A --> G[Possessive Adjective] A --> H[Adjective of Quantity] E --> I[tall, happy, beautiful, smart] F --> J[Indian, American, Shakespearean] G --> K[my, your, his, her, its, our, their] H --> L[one, two, few, many, some, several, all] H --> M[Adjective of Number] H --> N[Demonstrative Adjective] H --> O[Distributive Adjective] H --> P[Interrogative Adjective] M --> Q[one, two, third, fourth, hundredth, last] N --> R[this, that, these, those] O --> S[each, every, either, neither, any, both, all] P --> T[tall, happy, beautiful, smart] </pre> </div> | <p>Practice online spelling games here:</p> <p>Spelling tests and Games</p> <p>https://wordwall.net/resource/53998064/suffixes-ous-able-ible</p> <p>Learn more about adjectives</p> <p>Let's Practice-amazing-adjectives</p> <div data-bbox="1628 1018 2143 1359" data-label="Diagram"> <pre> graph TD subgraph TYPES_OF_ADJECTIVES [TYPES OF ADJECTIVES] direction TB Row1[Proper Adjective, Quantitative Adjective, Descriptive Adjective, Indefinite Adjective] Row2[Possessive Adjective, Demonstrative Adjective, Interrogative Adjective, Distributive Adjective] Row3[Cardinal Adjective, Ordinal Adjective, Compound Adjective, Articles as Adjective] end </pre> </div> |



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Expanded noun phrases



<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

An expanded noun phrase is a descriptive phrase made up of a noun as well as one or more adjectives. They are there to add more detail to a noun. Typically, adjectives are added, separated by commas, to describe the noun and create the noun phrase. So instead of the noun phrase "the man", an expanded noun phrase might be "the tall man".

Discuss how expanded noun phrases are a great way of adding interest into writing

Encourage them to practice the use of expanded noun phrases in sentences/text using the link given in the next column.

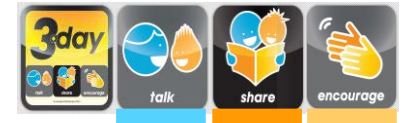
Ask the child to refer to magazines or newspaper articles to spot expanded noun phrases



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| <p>Text Level: Matilda – Roald dahl: To explore the aspects of author’s writing style by comparing themes, characterization and settings from different books by the same author.</p> <p>Reading Comprehension</p> <p>Learning Objective: Unit 11: Poetry From a Railway Carriage</p> | <p>Click on the given links and read books of Roald dahl</p> <p>Discuss and share alternative openings and endings with the child. Encourage them to use their creativity and attempt the story in Roald dahl’s style.</p> <p>Encourage your child to draw, label or note a few words or phrases to describe their characters and settings.</p> <div data-bbox="728 624 1176 1173" data-label="Image"> </div> <p>Discuss with the children about differences between poetry and other forms of writing</p> <p>Ask children to research more about the poems written by Robert Louis Stevenson.</p> | <p>https://www.whiterockprimaryschool.co.uk/roald-dahl-books-pdfs/</p> <p>Roald Dahl: Matilda Wormwood</p> <p>Creating Characters: Matilda</p> <p>Matilda Characters</p> <p>Word wall: Matilda</p> <p>Matilda Film Guide</p> <p>Reading Strategies</p> <p>https://mercyformarthas.files.wordpress.com/2016/08/poems-by-robert-louis-stevenson.pdf</p> |
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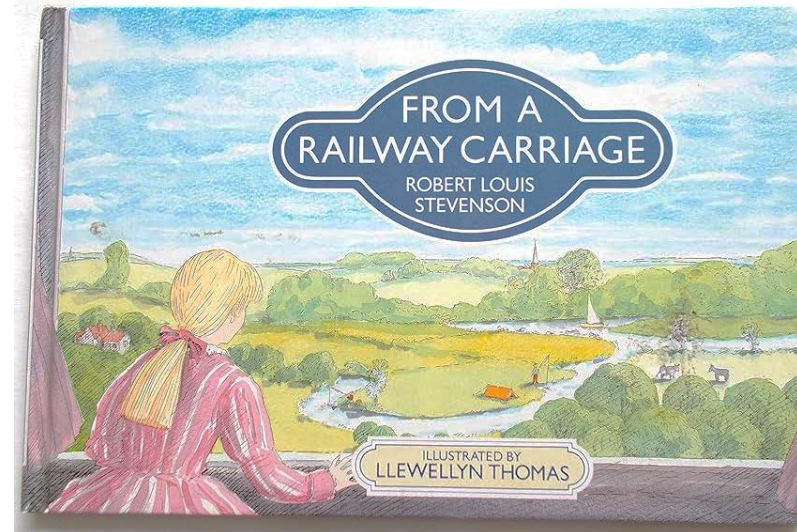
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To develop students' skills in analyzing and interpreting poetry, focusing on elements such as theme, imagery, metaphor, tone, and structure.

To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Figurative language

Encourage children to give reasoned justification for their views.



FIGURATIVE LANGUAGE

Simile

A simile is a type of figurative language which is used to compare one thing against another. Similes compare the likeness of two things and often feature the words 'like' or 'as': "As strong as an ox/ As brave as a lion."

Metaphor

A metaphor is a phrase describing something as something it is not in reality. It is used to compare two things symbolically. A metaphor literally describes something as something it is not. "Love is a battlefield"

Oxymoron

An oxymoron is a term which features two words which appear to contradict each other but make sense of the situation overall.
• For example: That woman is pretty ugly.

Hyperbole

A hyperbole is a figure of speech which exaggerates the meaning of a sentence.
• For example: My granddad is as old as time.

Idiom

An idiom is a phrase which bears no literal meaning to the situation it is describing but it implies the facts or story behind it.
• For example: There is a silver lining in every cloud.

Personification

Personification is a type of figurative language. It is used to give an inanimate object or item a sense of being alive. The speaker would talk to the object as if it could understand and was intelligent.
• For example: Why are you so heavy, suitcase?

Symbolism

Symbolism is another form of figurative language which is used to express an abstract idea using an item or words.
• For example: We had to put out a red alert.

Alliteration

Alliteration is a type of figurative speech in which the repetition of letters or sounds is used within one sentence.
• For example: Eagles end up eating entrails.

Onomatopoeia

Onomatopoeia is a form of figurative language in which words which are used to describe a sound actually resemble the sound they are referring to.
• For example: The ghost said boo.

Puns

Puns are a form of figurative language which create a play on words. They add an extra meaning to a subject and are often seen as a form of joke or to be humorous.
• For example: A horse is a very stable animal.

Irony

A form of figurative speech is irony. This is when a statement made is directly contradictory to the reality. It is also used to convey a style of sarcasm.
For example:
• I posted on Facebook about how bad Facebook is.
• I won the lottery on my retirement day.

Encourage children to explore different forms of figurative language – to use their creativity to play with words and make their writing exciting.

Discuss with children how it makes writing more colourful and fun.

<https://kids.britannica.com/kids/article/Robert-Louis-Stevenson/390853>

<https://kidskonnnect.com/articles/figurative-language-for-kids/>

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zxk7kty>



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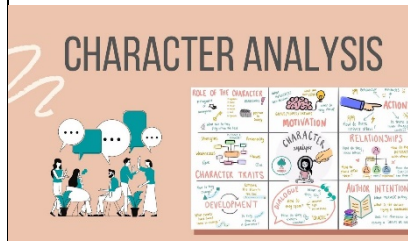
Text Level:

Character Analysis

Learning Objective:

To analyse and describe the traits and motivations of a character from a story

To explain how the character's actions impact the story's events and development.



Moral Education link-

Students write poems to appreciate and express gratitude towards the important people who help them in their everyday life using expressive language.

Ask children about figurative language, like similes and metaphors,

Click on the given links to explore more about figurative language.

Character analysis means getting to know a story's characters really well. It is like figuring out what makes them tick—what they are like, what they want, and how they affect the story.



Encourage children to understand and think deeply about the characters in a story.

Help them discover what makes the characters interesting, what they're like, and how they change or stay the same throughout the story.

Character Analysis Questions

- Where do the events involving your character take place?
- What are the relationships of your character and other significant characters?
- What is the primary change your character has gone through throughout the story?
- What is your character's background?
- What is your character's occupation?
- What kind of emotions does your character go through?
- What are your character's values?
- What is your character's value?
- Does your character have friends?
- Is there a lesson your character has learned by the end of the story?

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

<https://essaypro.com/blog/character-analysis-essay>



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| Numeracy | <p>Numbers To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Measurement To convert between different units of metric measure of length.</p> <p>To accurately read, write and convert time between analogue and digital 12- and 24-hour clocks and solve problems.</p> | <p>Share and Talk that factorizing is a basic maths concept that reverses multiplication, finding the numbers which when multiplied together create a larger number. Research on the different types of numbers and their use in real life.</p> <p>Share and Talk that Converting metric length is like changing clothes. You know that 10 millimeters make 1 centimeter, and 100 centimeters make 1 meter. So, to convert, divide by 10 to go from millimeters to centimeters and by 100 to go from centimeters to meters. It's like changing from a tiny outfit to a bigger one!</p> <p>Research Measure various objects using a ruler, record the lengths in millimeters, and then convert them to centimeters and meters. Explore how many millimeters make a centimeter and how many centimeters make a meter. Create a chart to showcase your findings and share with the class.</p> <p>Share and Talk to your children about the importance of having 12 hour and 24-hour clocks and the use of am and pm while writing the time. Encourage them to find out the real-life examples of using 24-hour clocks.</p> | <p>https://www.splashlearn.com/math-skills/fourth-grade/algebra/prime-and-composite-numbers</p> <p>https://www.topmarks.co.uk/maths-games/multiples-and-factors</p> <p>https://www.transum.org/Software/Game/Connect4/</p> <p>factor tree</p> <p>Convert the Length from One Unit to Another Using Table Game - Math Games - SplashLearn</p> <p>Measuring in Centimetres (topmarks.co.uk)</p> <p>https://www.topmarks.co.uk/time/teaching-clock</p> |
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| | <p>To explore triangles based on their properties (sides and angles)</p> <p>To apply and use the properties, angles are measured in degrees, estimate, compare acute ,obtuse, and reflex and find the missing angles</p> | <p>Share and Talk that triangles can be classified based on their sides and angles.</p> <p>Encourage them to tell the names accordingly and ask them to draw examples of each type of triangle. Show different real-life examples at home.</p> <p>Share and Talk that angles can be classified based on their degrees.</p> <p>Encourage them to tell the names accordingly and ask them to draw examples of each type of angles. Show different real-life examples at home.</p> | <p>https://www.mathgames.com/skill/5.3-types-of-triangles</p> <p>https://www.mathsisfun.com/geometry/triangles-interactive.html</p> <p>https://www.mathsisfun.com/angles.html</p> <table><tr><th>Type of Angle</th><th>Description</th><th>Example</th></tr><tr><td>Acute Angle</td><td>An angle that is less than 90°</td><td></td></tr><tr><td>Right Angle</td><td>An angle that is exactly 90°</td><td></td></tr><tr><td>Obtuse Angle</td><td>An angle that is greater than 90° and less than 180°</td><td></td></tr><tr><td>Straight Angle</td><td>An angle that is exactly 180°</td><td></td></tr><tr><td>Reflex Angle</td><td>An angle that is greater than 180° and less than 360°</td><td></td></tr><tr><td>Full Angle</td><td>An angle that is exactly 360°</td><td></td></tr></table> | Type of Angle | Description | Example | Acute Angle | An angle that is less than 90° | | Right Angle | An angle that is exactly 90° | | Obtuse Angle | An angle that is greater than 90° and less than 180° | | Straight Angle | An angle that is exactly 180° | | Reflex Angle | An angle that is greater than 180° and less than 360° | | Full Angle | An angle that is exactly 360° | |
|--------------------------|--|---|--|---------------|-------------|---------|-------------|--------------------------------|--|-------------|------------------------------|--|--------------|--|--|----------------|-------------------------------|--|--------------|---|--|------------|-------------------------------|--|
| Type of Angle | Description | Example | | | | | | | | | | | | | | | | | | | | | | |
| Acute Angle | An angle that is less than 90° | | | | | | | | | | | | | | | | | | | | | | | |
| Right Angle | An angle that is exactly 90° | | | | | | | | | | | | | | | | | | | | | | | |
| Obtuse Angle | An angle that is greater than 90° and less than 180° | | | | | | | | | | | | | | | | | | | | | | | |
| Straight Angle | An angle that is exactly 180° | | | | | | | | | | | | | | | | | | | | | | | |
| Reflex Angle | An angle that is greater than 180° and less than 360° | | | | | | | | | | | | | | | | | | | | | | | |
| Full Angle | An angle that is exactly 360° | | | | | | | | | | | | | | | | | | | | | | | |
| Science-Materials | <p>Properties of materials</p> <p>To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>To describe and compare properties of different</p> | <p>Encourage: To think of the appearance and texture of the object.</p> <p>Talk: Discuss with your child the sustainable and timeless qualities of wood in construction and furniture.</p> <p>Gather your family for a fun and educational experiment! Choose a few common household items and investigate their material properties.</p> <p>Observe and record details such as color, texture, and flexibility.</p> | <p>Properties of materials –</p> <p>https://kids.britannica.com/kids/article/materials/476293#:~:text=Properties%20of%20Materials&text=Materials%20may%20be%20soft%2C%20hard,%2C%20hard%2C%20and%20smooth%20material</p> | | | | | | | | | | | | | | | | | | | | | |



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| | <p>materials and explain the uses of different materials based on their properties.</p> <p>To know that some materials will dissolve in liquid to form a solution</p> <p>To plan an Investigation to analyse the effect of different factors affect the rate at which a solute dissolve in a solvent</p> | <p>Discuss your findings and consider how these properties influence the item's function.</p> <p>Encourage the kids to collect materials from around your home and create a collage.</p> <p>Discuss the properties of each material as you work, and consider how artists and designers use different materials to achieve specific effects.</p> <p>Encourage your family to create a simple science fair at home. Each member can choose a substance and investigate how fast it dissolves in water.</p> <p>Share your findings and discuss the results during a family meeting.</p> | <p>https://youtu.be/340MmuY_osY?si=JjzDpBixnqMt6ec3</p>  <p>Dissolving</p> <p>https://youtu.be/ESbEJJ4tg</p> |
| <p>Arabic for Arabs</p> | <p>"قصة " أنا حر"</p> <p>أَنْ يُقَسِّرَ التَّلْمِيزَ الْمُفَرَّدَاتِ الْجَدِيدَةَ مُوظَّفًا الْقَامُوسَ الْمُصَوِّرَ. أَنْ يُخَدِّدَ التَّلْمِيزَ عَنَّا صِرَ الْقِصَّةِ الْفَنِّيَّةِ.: (الشَّخْصِيَّاتِ، وَالْمَكَانِ وَالزَّمَانِ العَاطِفَةِ . أَنْ يُجِيبَ التَّلْمِيزَ عَنَ أَسْئَلَةِ النَّصِّ وَيُطَوِّرَ أَسْئَلَةً: (مَنْ - ماذا - متى - أينَ - لماذا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنَّصِّ، مُبْدِيًا رَأْيَهُ فِيهِ.</p> <p>نص معلوماتي تاريخ الأحذية</p> <p>أن يفسر التلميذ الجمل والعبارات المستخدمة في النصوص الأدبية.</p> | <p>. قراءة بعض القصص من خلال منصة كتي تدريب الطالب بالمنزل على بعض الكتابات الوصفية. يَكْتُبُ الْمُتَعَلِّمُ فِقْرَةً مُضَمَّنًا إِيَّاهَا جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجُمْلَةً خَاتِمَةً. . يُخَدِّدُ الْمُتَعَلِّمُ بَعْضَ الْأَحْدَاثِ مُسْتَخْلِصًا مَعْزَاهَا، مُعَبِّرًا عَنَ رَأْيِهِ فِيهَا 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 كتي للقراءة</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |



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| | <p>أن يستنتج المتعلم العلاقة بين الأحداث (أحداث بسيطة من النص).</p> <p>أن يجيب التلميذ عن أسئلة النص ويشرح أسئلة: (من - ماذا - متى - أين - لماذا - كيف) مظهرًا فهمه للنص، مُبديًا رأيه فيه.</p> <p>كان وأخواتها</p> <p>أن يحدد الطالب أركان جملة كان .</p> <p>أن يقارن المتعلم بين الجملة الاسمية وجملة كان.</p> <p>أن يحدد الطالب أنواع الخبر في جملة كان.</p> | | |
| <p>Arabic for Non - Arabs</p> | <p>My area (منطقتي)</p> <p>To create an invitation to visit some places.</p> <p>To describe some places using the preference, and exclamation styles.</p> <p>Happy occasions: مناسبات سعيدة</p> <p>To describe different happy events that he/she can celebrate (birthday- national day-wedding- success...)</p> <p>To use specific expressions and forms to write about a happy occasion.</p> <p>To design a letter or a card (invitation – congratulation – apology ...) about a happy event.</p> | <p>Encourage your child to memorize his/her new vocabulary about the new topics through the (dictionary).</p> <p>Share videos with your child about some places, happy occasions to help him in writing about them.</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>Arabic and Islamic YouTube Channel</p> |



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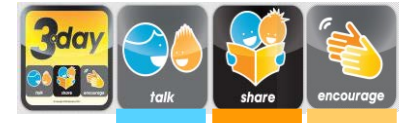


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| | <p>To express his/her opinion in different happy events.</p> <p>To analyse a text about the happy events.</p> <p>To create a paragraph about the happy events.</p> | | |
| Islamic for Arabs | <p>سورة عبس</p> <ul style="list-style-type: none"> • أن يفسر التلميذ مفردات الآيات القرآنية • أن يستنتج التلميذ ما ترشد إليه الآيات • أن يستنتج التلاميذ سبب نزول سورة عبس. • أن يتلو الآيات القرآنية مطبقاً لحكم القلقة • أن يحفظ التلاميذ أول 15 آية من سورة عبس <p>القرآن شفيجي</p> <ul style="list-style-type: none"> • أن يشرح الطالب فضل المداومة على قراءة القرآن الكريم. • أن يستنتج الطالب ثمرات التمسك بالقرآن الكريم. • أن شفاعة القرآن لأصحابه يوم القيامة <p>الهجرة إلى المدينة</p> <ul style="list-style-type: none"> • أن يوضح الطالب أسباب هجرة المسلمين إلى المدينة. • أن يستنتج الطالب الصعوبات التي واجهها المسلمون في بداية الإسلام. | <p>مساعدة التلميذ في معرفة بعض معاني الآيات الكريمة.</p> <p>مساعدة التلميذ في تفسير بعض الآيات الكريمة.</p> <p>مساعدة التلميذ في معرفة دلائل قدرة الله تعالى في خلقه.</p> <p>مساعدة الابن في البحث عن مواضع القلقة في الآيات القرآنية وتطبيقها.</p> <p>مساعدة الابن في البحث عن أحاديث نبوية شريفة تحثنا علي التحلي بأخلاق القرآن.</p> <p>حث الابن على المداومة علي قراءة القرآن وحفظه.</p> <p>حث الابن علي صلاة الجماعة في المسجد أو البيت.</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> |



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| | <ul style="list-style-type: none"> • أن يستنتج الطالب المفهوم الآخر للهجرة. | | |
| Islamic for Non – Arabs | <p>Surat Aba: To recite and memorize surah Abas properly. To explain the Ovella meaning of the surah. To conclude the reason for revealing this surah. To show the manifestations of the power of Allah.</p> <p>The holy Quran is my intercessor: To explain the general meaning of the hadith. To conclude the benefit lesson from the hadith. To explain the concept of intercessor.</p> <p>The etiquette of riding means of transportation. To learn the supplication for riding from memory. To explain the etiquette of using means of transportation. To conclude, the benefits of the etiquette of using means transportation.</p> | <p>Talk with your child about reading and memorizing the surah. Talk with the child about the favors and blessings of Allah. Talk with the child about the equality of Islam. Share with your child the general meaning of the Hadith of the act which is most pleasing to Allah. Discus with them the virtues of reading and memorizing the holy Quran.</p> <p>Share with your child the supplication for riding. Talk with your child about the etiquette of using means of transportation.</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>Arabic and Islamic YouTube Channel</p> |



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| History | <p>To explore Anglo- Saxon leisure activities.</p> <p>To explore the first civilisations.</p> | <p>Talk to your child about life and different leisure activities during the Anglo-Saxon times.</p> <p>Share the similarities and differences between the Anglo-Saxon and the modern-day pastimes.</p> <p>Encourage your child to research the Anglo-Saxon skills that are still in action.</p> <p>Talk about the different civilisations your child has studied so far.</p> <p>Share with your child what a civilisation is and create a timeline of the first civilisations.</p> <p>Encourage your child to research the achievements of the first civilisations.</p> <p>Key Vocabulary: earliest, achievements, overview, appeared, depth study, ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; and civilisation, timeline, ancient</p> | <p>https://www.natgeokids.com/uk/disc-over/history/general-history/anglo-saxons/</p> <p>http://www.earlybritishkingdoms.com/kids/leisure_activities.html</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg</p> <p>https://www.youtube.com/watch?v=m</p> <p>https://www.youtube.com/watch?v=IAQA</p> |
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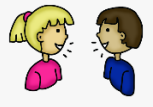


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| Geography | <p>To explore similarities and differences in the human and physical geography of my local area and a region of North America.</p> | <p>Talk about a range of different physical and human geographical features.</p> <p>Share the similarities and differences of a region of North America and your local area.</p> <p>Encourage your child to explore the best place to live in North America and justify his/her choice.</p> <p>Key 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>Talk about the difference between the ancient and new wonders of the world.</p> <p>Share with your child the similarities and differences between the wonders of North America and where you live. Encourage your child to read and explore the natural wonders of North America and compare it to that of the UAE.</p> <p>Key Vocabulary: Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria.</p> | <p>https://kids.britannica.com/kids/article/North-America/353542</p> <p>https://education.nationalgeographic.org/resource/north-america-physical-geography</p> <p>https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</p> <p>https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z72f3j6</p> <p>https://www.britannica.com/list/new-seven-wonders-of-the-world</p> <p>https://www.pandotrip.com/top-10-natural-wonders-in-north-america-27383/</p> <p>https://www.britannica.com/list/7-wonders-of-america</p> |
| | <p>To explore the natural wonders of North America.</p> | | |



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| | | | https://www.nationalgeographic.org/encyclopedia/north-america-physical-geography/ |
| UAE Social Studies | <p>To explore the concept of community.</p> <p>To explore the concept of producers and consumers.</p> | <p>Talk with your child about the concept of community.</p> <p>Share with your child the needs and wants of a community.</p> <p>Encourage your child to explore different institutions in the UAE and their functions.</p> <p>Vocabulary: community, neighbourhood, institutions, needs, wants</p> <p>Talk with your child about the concept of producers and consumers.</p> <p>Share with your child the significance of using local companies for goods and services.</p> <p>Encourage your child to research the role of producers and consumers in our daily lives.</p> | <p>https://kids.britannica.com/kids/article/community/626292#:~:text=A%20community%20is%20a%20group,also%20be%20large%20or%20small.</p> <p>https://www.youtube.com/watch?v=IGC0zxcgRNJQ</p> <p>https://kids.britannica.com/kids/article/producers-and-consumers/630957#:~:text=Producer%20create%2C%20or%20produce%2C%20goods,good%20(product)%20or%20service.</p> |
| French | <p>To identify animals in French.</p> <p>To differentiate between masculine, feminine and plural nouns.</p> <p>To identify Colors in French.</p> <p>To describe animals using adjective agreement.</p> | <div>  <div>Talk</div> </div> <p>Ask your child to talk about the animals in French.</p> <div>  <div>Share</div> </div> <p>Create a presentation or poster about colors and animals.</p> |  <p>French for kids: vocabulaire, les animaux de compagnie, - YouTube (1) 🎵 La Chanson des Animaux 🎵 French Animals Song 🎵 Les Animaux</p> |



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| | | <div>Encourage</div>  <p>Students to keep exploring the links given.</p> | en Français 🎵 Learn French Basics 🎵 - YouTube (1) French colors - Couleurs - Arc en ciel by alain le lait - YouTube (1) Pets in French - YouTube (1) How to say 'the' in French the definite article - YouTube |
| Physical Education Activity -1 Activity -2 Activity – 3 Activity - 4 | Basketball - Dribble and layup shot Basketball - Passing and Receiving (Two man passing with two balls and different passing drills) Basketball - Give & Go for layup shot. Basketball- Shooting and Rebound | <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u></p> <p>The Students will do the proper warm up and will practice the skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u></p> <p>After the game students will do proper cooldown activity.</p> | https://www.youtube.com/watch?v=6K2y5twc1FE https://www.youtube.com/shorts/i61mtgVnUAE https://www.beyondbasketball.ae/ https://www.youtube.com/watch?v=wH79CAnB9Vw https://www.youtube.com/shorts/fV0L-S2Tsf8 |
| Music (Kiko) | <ul style="list-style-type: none"> Improving children's confidence and musicality through singing actions songs and chanting rhymes. | <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 |



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| Music (Joyson) | Learning musical staff line note and space notes and play notes G A B in the recorder with the backing track Line notes E, G, B, D, F. Space notes F, A, C, E. | Let the child practice at home with the backing track, even though there will be squeaking. | Song: Lines and Spaces The Treble Clef MusicMindED©2018 - YouTube Theory: Learning to Read Music: Treble Clef Lines and Spaces - YouTube (Reference track) Identify the notes in the recorder with the backing track(Only first 1 minute) B.A.G. Medley - RECORDER - YouTube (22) Rockin' Recorders - YouTube |
| Music (Sunil) | Learning how to play the song "Havana" on recorder | 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. | |



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| ICT | <p><u>Topic Computational Thinking</u></p> <p>Break down a given problem into smaller, more manageable parts Recognize patterns and similarities in different problems Explain the benefits of problem decomposition Apply the process of problem decomposition to real-life situations and everyday problems Describe and explain the iterative process of refining and improving an algorithm Design a simple algorithm using flowcharts or pseudocode Debug and correct errors in algorithms Explain how computational thinking can be applied in solving real-world problems using algorithm.</p> | <p>Empower children with the confidence needed to tackle ambiguous problems, and a general curiosity that leads them to ask and answer big questions.</p> <p>Encourage to design an algorithm to highlight the impact of plastics in the ocean as part of the climate crisis – Planet Protectors</p> | <p>To learn more about computational thinking, we recommend the following readings and resources</p> <p>Computational Thinking in K-9 Education (researchgate.net)</p> <p>https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1</p> <p>Defining Computational Thinking for Math and Science (northwestern.edu)</p> |
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