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Year 9- Family Learning Newsletter – April – 2025

SUBJECT	FOCUS	ACTIVITIES	WEBSITES
ENGLISH	<p>Topic: Comprehension skills</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To develop inferential skills. 	<p>Activity: Guide your child in selecting and analysing any <u>two articles</u> in the link provided.</p> <ul style="list-style-type: none"> ❖ Using Bloom's Taxonomy, help your child create questions on the following: ❖ Retrieval questions ❖ Simple inference ❖ Context comprehension ❖ Inference and deduction ❖ Author's purpose ❖ Author's style (use of language) ❖ Organisation of text ❖ Social, cultural or historical context of the text. 	<ul style="list-style-type: none"> ❖ https://www.nationalgeographic.com/
MATHS	<p>Topic – Rates, Speed, Distance, Time</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To Understand and apply the concept of rates to solve problems and make comparisons involving quantities that change over time or vary in relation to each other. 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Encourage your child to relate & apply the following: ❖ Budgeting & Shopping – Have them calculate discounts, taxes, or split bills using linear equations. ❖ Distance-Speed-Time Problems – Encourage them to calculate travel times based on speed and distance. ❖ Mobile Data Plans – Compare different mobile plans using cost equations. ❖ Online Games & Apps – Use platforms like Kahoot, Prodigy, or Algebra Nation for interactive learning. 	<ul style="list-style-type: none"> ❖ https://mmerevise.co.uk/gcse-maths-revision/speed-distance-time-gcse-revision-and-worksheets/ ❖ https://www.bbc.co.uk/bitesize/guides/z4swxnb/test ❖ https://thirdspacelearning.com/gcse-maths/algebra/simultaneous-equations/



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	<ul style="list-style-type: none">❖ To understand the relationship between these three variables and apply appropriate formulas to solve problems involving speed, distance, and time. <p>Topic - Simultaneous equation</p> <p>Learning Objective: Solve simultaneous linear equations in two unknowns.</p>	<ul style="list-style-type: none">❖ Virtual Simulations – Use tools like Desmos or GeoGebra to graph equations dynamically.❖ Provide students with a variety of real-world scenarios that involve rates, such as comparing the speed of different vehicles, analyzing the growth rates of populations, or examining the rates of change in financial investments.❖ To create concept maps that illustrate the relationship between speed, distance, and time. They can include key terms, formulas, and arrows to show the connections between these variables.	<ul style="list-style-type: none">❖ https://corbettmaths.com/wp-content/uploads/2019/04/Simultaneous-Equations.pdf❖ https://thirdspacelearning.com/gcse-maths/ratio-and-proportion/distance-time-graph/
PHYSICS	<p>Topic- Kinematics</p> <p>Learning Objective: Would be able to</p> <ul style="list-style-type: none">❖ define speed can be determined by measuring distance travelled and time taken❖ Plot and interpret a speed/time or a distance/time graph	<ul style="list-style-type: none">❖ Research on speed limit restrictions on roads and the needs to have them.❖ Draw speed time graphs and use them to calculate distance and speed.❖ Compare distance time graphs with speed time graphs❖ Discuss about acceleration and how it affects speed.	<ul style="list-style-type: none">❖ http://www.physicsclassroom.com/class/1DKin/Lesson-1/Speed-and-Velocity❖ http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/forces/force_smotionrev1.shtml❖ Motion graphs - Motion - equations and graphs - Higher Physics Revision - BBC Bitesize



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	<ul style="list-style-type: none"> ❖ Recognize from the shape of a speed/time graph when a body is <ul style="list-style-type: none"> ○ at rest ○ moving with constant speed ❖ Calculate acceleration from speed/time graph. 		<ul style="list-style-type: none"> ❖ <u>Distance-time graphs - Describing motion - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</u>
CHEMISTRY	<p>Topics: Rock cycle</p> <ul style="list-style-type: none"> ❖ Lesson Objective: ❖ Describe how three types of rocks are formed. ❖ Rate of reaction ❖ To identify the different factors affecting the rate of a reaction. ❖ To outline the effects of concentration, particle size temperature and catalysts on the rate of a reaction. ❖ To understand what catalyst are and give their real life uses. ❖ To plan and investigate explain the effects of concentration, particle size, temperature and 	<p>Activity:</p> <ul style="list-style-type: none"> ❖ Discuss with your child about the different types of rocks, how are they formed and give examples. ❖ Talk to your child about the real life uses of different types of rocks. ❖ Discuss with your child to give some real-life examples of chemical reactions and try to balance those equation. Examples combustion, neutralisation, photosynthesis. ❖ Discuss with your child about what do they understand by slow, fast and very fast reaction. How do you measure rate of a chemical reactions? ❖ Talk to your child what are the different factors, which would affect rate of a chemical reaction. ❖ Discuss with them the difference between physical and chemical reactions with suitable examples. 	<ul style="list-style-type: none"> ❖ <u>https://www.bbc.co.uk/bitesize/guide/s/zwd2mp3/revision/5</u> ❖ <u>https://teachchemistry.org/classroom-resources/reaction-rates-simulation</u> ❖ <u>https://javalab.org/en/reaction_rate_of_solution_en/</u> ❖ <u>https://www.creative-chemistry.org.uk/funstuff/xword/rates</u>



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	catalysts on the rate of a reaction.		❖ https://www.learner.org/series/interactive-rock-cycle/
BIOLOGY	<p>Topic- Immunity - Vaccination and Diseases</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ Describe what bacteria need to survive. ❖ Analyse bacterial growth data. ❖ Investigate the effect of antibiotics on bacteria. ❖ Explain how bacteria can become immune to antibiotics. ❖ Evaluate the impact of superbugs on our health. ❖ Describe how vaccines were discovered. ❖ Explain how vaccines prevent a viral infection. ❖ Evaluate the risks involved with vaccination. 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Motivate your child to describe the requirements needed for bacterial growth. ❖ Encourage your child to research and develop a logistic model to describe bacterial growth. ❖ Encourage your child to create an animated video to explain how bacteria become resistant to certain antibiotics. ❖ Ask your child to create a presentation on how vaccines are made. ❖ Tell your child to conduct a survey in your community to find out some diseases caused by microbes. 	<ul style="list-style-type: none"> ❖ https://revisionworld.com/gcse-revision/biology/human-body/immunisation-vaccination ❖ https://amrls.cvm.msu.edu/pharmacology/antimicrobials/effect-on-bacteria ❖ http://www.immunizeforgood.com/vaccines/how-vaccines-are-made



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<p>ISLAMIC STUDIES (Arabs)</p>	<p>Topic: سورة الواقعة</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ أن يفسر المفردات القرآنية للآيات❖ أن يبين المعنى الاجمالي للآيات❖ أن يستنتج مظاهر قدرة الله❖ أن يحرص على القيم المتضمنة في الآيات	<p>تلاوة الآيات مع مراعاة أحكام التجويد والتلاوة</p> <ul style="list-style-type: none">❖ استنتج ووضح أسباب اختلاف الخلق، ألوانهم وأشكالهم ولغاتهم <p>حدد دلائل قدرة الله تعالى من خلال الآيات</p> <ul style="list-style-type: none">❖ من خلال كتاب <p>ع</p>	<ul style="list-style-type: none">❖ https://seraj-uae.com/file/77/❖ https://uae-school.com/archives/39923
<p>ARABIC (Arabs)</p>	<p>Topic: قصة الدرس الأخير - قصيدة الناس والزمان - التوكيد</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ يحلل القصة تحليلاً فنياً وأدبياً❖ يستنتج الفكرة العامة للقصة والأفكار الداعمة❖ يحلل الأبيات تحليلاً أدبياً وبلاغياً❖ يقارن بين الأبيات ومثيلاتها في نفس الغرض❖ يميز بين أنواع التوكيد❖ يعرب التوكيد إعراباً صحيحاً	<p>Activities:</p> <ul style="list-style-type: none">❖ يستنتج العناصر الفنية للقصة❖ يكتب نهاية مختلفة للقصة❖ يوظف مفردات الأبيات في سياق لغوي جديد❖ يستخرج الصور الفنية الواردة في الأبيات❖ يحدد التوكيد في النصوص المختلفة❖ يوظف التوكيد بأنواعه في كتابته	<ul style="list-style-type: none">❖ https://seraj-uae.com/file/3632/❖ https://seraj-uae.com/file/60/❖ https://seraj-uae.com/file/57/



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<p>ARABIC (Non- Arabs)</p>	<p>Topic: To identify the customs and traditions of the society around him.</p> <p>Learning objectives:</p> <ul style="list-style-type: none">❖ To identify the customs and traditions of the society around him.❖ To analyze society into its elements (human, environmental, and natural).❖ To clarify the goals of sustainable development.❖ To describe the characteristics of the Emirati society (nationalities - cultures - customs) through writings.❖ To explain the concept and importance of citizenship.❖ To compare the Emirati society with the society in his country.❖ To describe celebrations and occasions in the community around him.❖ To design identification cards for the Emirati community and its features.	<p>Activities: Motivate your child to</p> <ul style="list-style-type: none">❖ Write a list of amazing Emirati customs.❖ Describe the Emirati community.❖ Create a video about the nature of the community around you.❖ Create a dialogue about Emirati customs and traditions.❖ Write a letter to your friend about Emirati customs and traditions.❖ Make a video about Emirati culture.❖ design identification cards for the Emirati community and its features.❖ Create a mind map about Emirati customs and traditions.❖ Design a board about the impact of Citizenship and sustainability for society.❖ compare the Emirati society with the society in his country.	<ul style="list-style-type: none">❖ https://www.youtube.com/watch?v=jh8Kpa9ZwoY❖ https://www.youtube.com/watch?v=UB9Fe4ni_qU
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	<ul style="list-style-type: none"> ❖ To clarify the impact of influential figures in the society around him/his country. ❖ To formulate a dialogue with a famous person. 		
<p>ISLAMIC STUDIES (Non- Arabs)</p>	<p>Topic: Hajj Intellectual tolerance Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To explain the meaning and ruling of Hajj ❖ To identify types and rites of Hajj ❖ To explain the pillars of Hajj, its duties and sunnah practices ❖ To explain the concept of intellectual tolerance ❖ To explain the effects of intellectual tolerance on the individual and on the society. ❖ To infer evidences in support intellectual tolerance ❖ To embrace and call for tolerance. 	<p>Activities: will be able to:</p> <ul style="list-style-type: none"> ❖ Clarify the meaning and ruling of Hajj ❖ Count the types and rites of Hajj ❖ Clarify the pillars of Hajj, its duties and sunnah practices ❖ Clarify the concept of intellectual tolerance ❖ Clarify the effects of intellectual tolerance on the individual and on the society. ❖ Use evidences in support intellectual tolerance ❖ Convince others with tolerance. 	<ul style="list-style-type: none"> ❖ https://www.islamic-relief.org.uk/resources/knowledge-base/five-pillars-of-islam/hajj/what-is-hajj/



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PSHCEE	<p>Topic: Active Citizenship</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To examine the meaning of active citizenship.❖ To explore activities which students can do in their communities.	<p>Activities:</p> <ul style="list-style-type: none">❖ Encourage your child to take part in any activities which are available in your community.❖ Discuss with your child the importance of being active in your community.	<ul style="list-style-type: none">❖ https://lifebasedlearningforum.com/helping-children-to-learn-about-active-citizenship/
MORAL EDUCATION	<p>Topic: Understanding the Growth of Government in the UAE</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To understand the state and government of the UAE❖ To describe the key characteristics of good government.	<p>Activities:</p> <ul style="list-style-type: none">❖ Encourage your child to learn more about the laws of the UAE	



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HISTORY	<p>Topic: Interwar Years- The Great Depression</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To examine the causes and consequences of the 1929 crash in the United States.	<p>Activities:</p> <p>Encourage & Guide your child write a report on:</p> <ul style="list-style-type: none">❖ The mechanism of the Stock exchange and its impact in the economy.❖ Given a choice will you speculate and invest in a risky but lucrative business.	<ul style="list-style-type: none">❖ https://www.educationquizzes.com/ks3/history❖ History Workbook
GEOGRAPHY	<p>Topic: Classification of Rock</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To examine the composition of different rocks	<p>Activities:</p> <ul style="list-style-type: none">❖ Motivate your child answer the following questions:❖ Can all rocks have fossils? Why/why not?❖ Analyse the composition of rocks and classify it	<ul style="list-style-type: none">❖ https://www.amnh.org/exhibitions/permanent/planet-earth/how-do-we-read-the-rocks/three-types
UAE SOCIAL STUDIES	<p>Topic: – Geography of West Asia</p> <p>Learning Objectives:</p> <p>To analyse the geographical characteristics of West Asia by using various kinds of Maps.</p>	<p>Activities:</p> <ul style="list-style-type: none">❖ Motivate your child to:❖ Identify the main seas or rivers that surround the Arabian Peninsula❖ Research upon the monuments of West Asia.	<ul style="list-style-type: none">❖ Ministry of Education Yr 9 Text❖ Book Social Studies



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FRENCH	<p>Topic:</p> <ul style="list-style-type: none">❖ Faire les magasins.❖ Les différents commerces <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To create a dialogue about shopping for clothes.❖ To practice listening on shopping for a gift.❖ To apply the near future in a simple sentence and emphasize irregular verbs in the present tense.	<p>Activities:</p> <ul style="list-style-type: none">❖ Encourage your child to do the following:❖ To do research about the rule of the near future.❖ To read French texts about shopping❖ To write a dialogue about shopping	<ul style="list-style-type: none">❖ https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-12541.php❖ https://apprendre.tv5monde.com/fr/aides/grammaire-le-futur-proche
ICT	<p>Topic:</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To explore the key features of various stages in a system life cycle.❖ To justify the need to analyse, design, test, Implement, document and evaluate a system.	<p>Activities:</p> <p>Motivate and guide your child to</p> <ul style="list-style-type: none">❖ Explore the purpose of system analysis and design.❖ Compare and contrast the disadvantages and advantages of the different methods.❖ Mention the different stages of system analysis and design.	<ul style="list-style-type: none">❖ https://www.bbc.co.uk/bitesize/guides/zs8vxfr/revision/1



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		<ul style="list-style-type: none">❖ Design, use and evaluate computational abstractions that model the state and behaviour of physical and real-world problems.❖ Investigate and describe methods of researching an existing system (e.g. observation, interviews, questionnaires and examination of existing documents).	
STEAM	<p>Topic: Space & Rocket</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To evaluate how a star is formed and understand that the brightness of a star is due to its relative distance from Earth.	<p>Activities:</p> <ul style="list-style-type: none">❖ Encourage your child to❖ ❖ Research and discuss the position of stars in the Milky Way.❖ ❖ Explain about the milky way galaxies and gravitational force in the space.❖ ❖ Create a 3D model for the solar system to simulate the sound of a rocket launch. • <p>❖ Create a 3D model system to represent the relationship between the brightness of stars and their distance from Earth</p>	<ul style="list-style-type: none">❖ https://education.minecraft.net/en-us/resources/explore-lessons



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Leadership GEMSTONES

Week 1



Leadership GEMSTONES

Focus for the Month of April

LEADING WITH VISION (LABRADORITE)

- ❖ Promotes goal-setting and planning for future success.



April - Quote for Week 1

"Leaders see the future and inspire others to build it together"

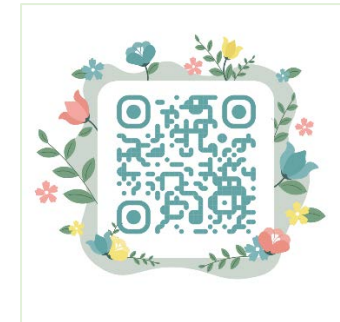
MESSAGE: Leaders dream big and help others see how they can work together to make those dreams come true. Sharing your ideas with excitement can inspire your friends to join in.

REFLECT: Encourage your child to share their ideas confidently and with enthusiasm, helping them understand that their passion can inspire others. Support them in setting small, achievable steps toward their goal and celebrate their efforts in bringing their vision to life.

- ❖ What is my big idea for my school or team?
- ❖ How can I explain it to get others excited?
- ❖ What steps can I take to make it happen?

- ❖ Click on the Padlet link or scan the QR code to share your views on *Leading with Vision* and what *have* you done to embrace *the quotes of the week*? Share your stories or actions to inspire others!


- ❖ https://padlet.com/The_Winchester_School/leadership-gemstones-key-stage-3-april-g3vvrsOfw0cmwqod





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<p>Leadership GEMSTONES</p> <p>Week 2</p>	<p>Leadership GEMSTONES</p> <p>Focus for the Month of April</p> <p>LEADING WITH VISION (LABRADORITE)</p> <ul style="list-style-type: none">❖ Promotes goal-setting and planning for future success. 	<p>April - Quote for Week 2</p> <p><i>"A leader transforms challenges into opportunities for growth and success."</i></p> <p>MESSAGE: Being a leader means helping your friends and team see challenges as chances to learn and grow. When you guide them through hard times, you make everyone stronger and more creative. REFLECT: Encourage your child to approach challenges with a positive mindset and see them as opportunities for growth. Teach them to support their friends by offering solutions, staying optimistic, and working together to overcome difficulties.</p> <ul style="list-style-type: none">❖ How can I help my team see challenges as opportunities?❖ How can I support others in overcoming tough situations?	
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Leadership GEMSTONES

Week 3

Leadership GEMSTONES

Focus for the Month of April

LEADING WITH VISION (LABRADORITE)

- ❖ Promotes goal-setting and planning for future success.



April - Quote for Week 3

"Listening to different voices helps you discover new ideas."

MESSAGE: When you listen to people with different ideas and experiences, you learn new ways to solve problems and work together. This helps everyone feel important and included.

REFLECT: Encourage your child to actively listen to others with an open mind, showing respect for different perspectives. Remind them that creating a welcoming environment where everyone feels heard fosters teamwork and stronger problem-solving skills.

- ❖ How can I make sure I listen to and value everyone's ideas?
- ❖ How can I create an environment where others feel safe to share their thoughts?



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Leadership GEMSTONES

Week 4

Leadership GEMSTONES

Focus for the Month of April

LEADING WITH VISION (LABRADORITE)

- ❖ Promotes goal-setting and planning for future success.



April - Quote for Week 4

“Your daily actions shape the future you imagine.”

MESSAGE: Every small action you take shapes the kind of leader you become. Being consistent in how you treat others and solve problems helps build trust and create a positive environment.

REFLECT: Encourage your child to practice kindness, fairness, and responsibility in their daily actions, as these build trust and strong leadership. Remind them that small, consistent efforts in how they treat others and handle challenges will shape their ability to inspire and lead.

- ❖ Are my daily habits helping me become the leader I want to be?
- ❖ What small changes can I make to create a better future for my team and myself?



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