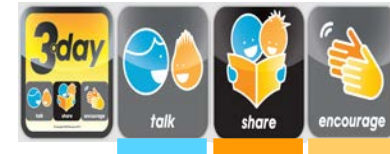




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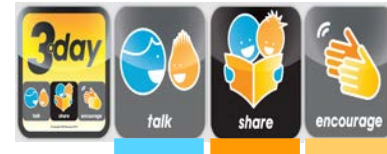


| Area of learning | Focus | Activities to help your child at home | Useful Websites/Resources | | | | | | |
|---------------------------------|--|---|---------------------------|------------|-----------|------------|-------|--------|--|
| <p>English- Literacy</p> | <p>Spellings:</p> <ul style="list-style-type: none"> To spell words of two or more syllables. To identify and spell words with the /k/ sound spelled <i>ch</i> – e.g. scheme, chorus. To identify and spell the ‘ay’ sound spelled -ei, -eigh, -ey. <div data-bbox="380 654 831 1008" data-label="Image"> </div> <p>Punctuation:</p> <ul style="list-style-type: none"> To secure the use of commas in a list of words in a sentence. To include apostrophe for possession <p>Grammar:</p> | <p>Activities to help your child at home</p> <p>Talk to your child about word syllables. Discuss words that have one or more than one syllable. For example: Red has only one syllable. Pur-ple has two syllables. Encourage your child to break these words into syllables.</p> <table border="1" data-bbox="877 467 1619 589"> <tr> <td>hand</td> <td>gi-gan-tic</td> </tr> <tr> <td>de-ve-lop</td> <td>e-le-phant</td> </tr> <tr> <td>peach</td> <td>pa-per</td> </tr> </table> <p>Tell your child that the k sound in some words such as ache, chorus and echo are spelt as ch. Guide your child to look for words with -ei, -eigh and -ey which are the ‘ay’ sound in words. Encourage your child to do the Look, Say, Cover, Write and Check activity when spelling these words.</p> <p>Share with your child that commas are used to separate words or groups of words in a sentence. For example: We had bread, jam, eggs, oats and milk for breakfast. Encourage your child to look at commas used in stories. Discuss how commas are used to separate words or lists in sentences. Encourage your child to use an apostrophe to show possession. Example – Dan’s house, Mum’s new car. Tell your child that the apostrophe is used to indicate possession and is not used to make a word plural.</p> <p>Encourage your child to speak using the past tense in sentences.</p> | hand | gi-gan-tic | de-ve-lop | e-le-phant | peach | pa-per | <p>k sound spelled ch</p> <p>long ei, ey eigh long a sound</p> <p>commas</p> <div data-bbox="1654 1062 1927 1414" data-label="Image"> </div> <p>apostrophe of possession</p> <p>Past Tense</p> |
| hand | gi-gan-tic | | | | | | | | |
| de-ve-lop | e-le-phant | | | | | | | | |
| peach | pa-per | | | | | | | | |



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- To use Simple Past and Present perfect Tense.
- To explore varied sentence structures with homophones.

The Past Tense

past present future

[base form of the verb] + "ed" simple past tense

- Martin painted the fence.
- The Moscow State Circus performed in Boston last year.
- I harvested what I planted.

- To describe using adjectives for comparison.
- To use preposition of time in sentences.

TIME PREPOSITIONS

| | | |
|-------------|--|--|
| AT + | 2 o'clock noon sunrise night | 11:30 midnight sunset lunchtime |
| ON + | Friday March 5th Christmas Saturday morning | Fridays my birthday |
| IN + | January 2019 the past the morning | summer the 1990s the future the afternoon |

Tell your child that the present perfect tense is made from the verb 'had' and the past participle of a verb: I had finished the work.
She had gone.

Share with your child that an adjective can be used to make comparisons.
For example:

- James is tall.
- His sister Jill is taller than him.
- Their dad is the tallest in the family.
- The words tall, taller and tallest are the degrees of comparison of the adjective -tall.

Talk to your child about the use of the prepositions of time. At, in and on express time in sentences.

Encourage your child to look at a non-fiction text and highlight the Prepositions of time -in, at and on.

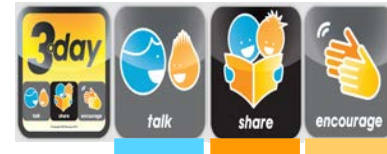
Encourage your child to observe that a preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place.

[prepositions-of-time word search](#)



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Text level

Information Text:

Sea Turtles

Deserts

Robots

- To recognize and analyze the structure and meaning of information texts.
- To be able to organize paragraphs around a theme
- To explore the similarities and differences between a fiction and an information text (nonfiction).

Descriptive Writing

To describe objects and settings using sensory details and imagery.

Moral Education:

Resilience and Perseverance

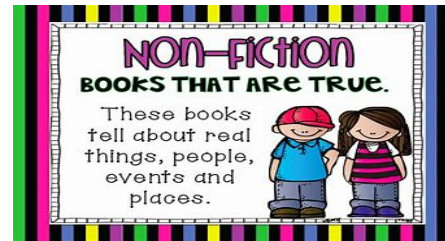
- What does it mean to be resilient?
- What is perseverance?

Engage your child in using Prepositions of time appropriately when speaking about a day at school.

Talk to your child about the difference between fiction and non-fiction texts.

Discuss the structural features of an Information text which include, the title, sub-headings, descriptive paragraphs, pictures, and captions.

Encourage your child to write a few lines around a theme using some features of an information text.



Tell your child to observe a particular object, scene, or environment.

Encourage your child to list down what is seen, heard, smelt, or felt.

Engage your child in using powerful vocabulary when describing the elements.

Talk to your child about the value of working hard to achieve their goals. To reframe setbacks as opportunities for growth.

Encourage your child to display perseverance in reaching goals.

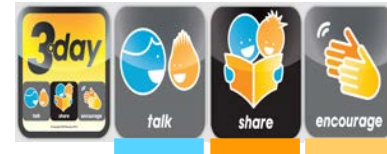
Information Text







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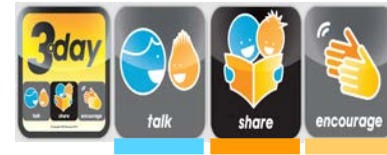


| | | | |
|---|---|---|--|
| | | <p>Engage your child in reading about people who have been resilient in real life. For example, Mohammed Khamis Khalaf, the first Emirati to win a gold medal in the Paralympics for weightlifting.</p> |  |
| <p>Mathematics: Measurement _ Mass</p> | <p>To know the relationship between kilograms and grams.</p> <p>To solve word problems involving real life weights.</p> | <p>Talk to your child about the relationship between kilograms and grams and their use in daily life. Then, play a game of “I say”, with your child, with a focus on weight. For example, you might say, ‘I am thinking of an object that weighs 2g’, or ‘I am thinking of an object that is heavier than a kg. Then have your child predict which object you’ve chosen by estimating and check the prediction with a scale. Have your child write down the objects and their measurements. Then, switch roles!</p> <p>Share items such as fruits, vegetables and pasta and let your child weigh. Have him/her hold an object in the hand and guess how much it might weight before putting it on the scale. Examples: How much will two apples weigh as compared to one apple, or how much will a cup of cooked pasta weight compared to a cup of dry pasta.</p> |  <p>1 kilogram = 1000 grams</p> <p>Mass Word problem</p> <p>https://www.splashlearn.com/s/math-games/estimate-weights-in-metric-unit</p> |



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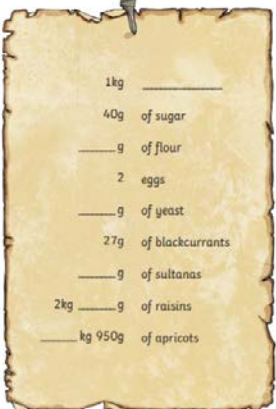
Measurement- Capacity

Measurement- Capacity (l and ml):

To know the relationships between liters and milliliters; choose and use appropriate units to estimate, measure and record measurement.


The Old Recipe Riddle

Look at this old recipe that was found in the bottom of one of your kitchen cupboards. Some sections of the ingredients are missing. Use the clues you are given to complete the list of ingredients and their quantities.



1kg _____
40g of sugar
____g of flour
2 eggs
____g of yeast
27g of blackcurrants
____g of sultanas
2kg ____g of raisins
____kg 950g of apricots

1. The name of one ingredient is missing from the list. It is margarine. How much margarine is used in the recipe?
2. There was 54 g of blackcurrants and sultanas, in total, added to the recipe.
3. If someone added 40 g of flour and all the apricots to the mix they would have added 5kg 990g altogether.
4. Between the yeast and the blackcurrants there was 60 g of ingredients added.
5. Using the ingredients and their quantities can you guess what this recipe might be used to make?
6. Can you write a method (set of instructions) for how the ingredients could be used to make this?




Challenge

A florist orders a box of flowers. The gross net is 12kg. The box contains 2.5kg of white roses, 3750g of lilies and 3kg and 720g of daisies. What was the mass of the flowers?

Challenge 1: Convert your answer to grams only.

Challenge 2: Convert your answer to kilograms only.

Challenge 3: What is the mass of the box?



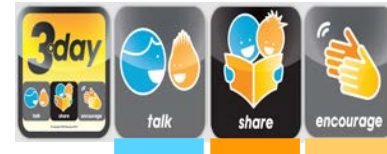
Share, Talk and Encourage –Give five or six containers and ask your child to estimate, measure and record their measurements. Now tell them to compare their readings and find out the difference between the capacity of any two containers.















Encourage your child to record the measurements of a coffee cup, glasses, a large juice container, a medicine cup and a teaspoon. Ask your child to share the capacity of each and compare the capacity of all the containers.



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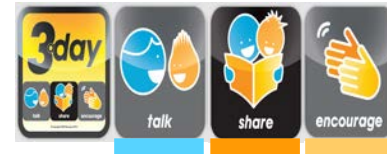




| | <table border="1" data-bbox="405 321 804 678"> <thead> <tr> <th>Container</th> <th>Bottle</th> <th>Glass</th> <th>Cup</th> <th>Mug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Estimate</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Measurement</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="367 784 842 930">To read scales to the nearest 100 ml and also to know how many ml are equal to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, and $\frac{1}{10}$ of 1 litre.</p> <p data-bbox="367 979 842 1044">To add and subtract capacities using liters and ml.</p> | Container | Bottle | Glass | Cup | Mug | |  |  |  |  | Estimate | | | | | Measurement | | | | | <p data-bbox="873 240 1010 272">Challenge</p> <p data-bbox="873 289 894 305">—</p> <h3 data-bbox="1094 337 1430 370">Capacity Investigation</h3> <ul data-bbox="905 394 1325 678" style="list-style-type: none"> • You have 2 cups. When one cup is full it holds 500ml, when the other cup in full it holds 300ml. • Neither cup has any markers on it so you can only use full cups. • You cannot use half cups or any other estimated amounts. • Using the full 500ml and 300ml cups, can you make each of these amounts? • There may be more than one solution. An example has been done for you. <div data-bbox="1346 378 1640 703">  <p data-bbox="1402 678 1497 703">500ml cup</p> <p data-bbox="1560 678 1654 703">300ml cup</p> </div> <ul data-bbox="905 735 1272 1230" style="list-style-type: none"> A. 100ml = B. 200ml = C. 300ml = D. 400ml = E. 500ml = F. 600ml = G. 700ml = H. 800ml = I. 900ml = J. 1000ml = 500ml + 500ml = 1000ml | |
|---|--|--|--|---|-----|-----|--|---|---|---|---|----------|--|--|--|--|-------------|--|--|--|--|--|--|
| Container | Bottle | Glass | Cup | Mug | | | | | | | | | | | | | | | | | | | |
| |  |  |  |  | | | | | | | | | | | | | | | | | | | |
| Estimate | | | | | | | | | | | | | | | | | | | | | | | |
| Measurement | | | | | | | | | | | | | | | | | | | | | | | |
| <p data-bbox="107 1352 212 1385">Science</p> | <p data-bbox="367 1352 646 1385"><u>Bones and Skeletons</u></p> <p data-bbox="367 1425 842 1498">To investigate if length of the femur affects the length of the stride.</p> | <p data-bbox="873 1352 1612 1417">Talk how bones would not move correctly if the muscles won't work together as a team.</p> <p data-bbox="873 1466 1612 1531">Use a simple rubber band or string to demonstrate how muscles contract and expand. You can create a simple</p> | <p data-bbox="1707 1352 2001 1385">Bones and Skeletons</p> <div data-bbox="1749 1417 2022 1531">  </div> | | | | | | | | | | | | | | | | | | | | |



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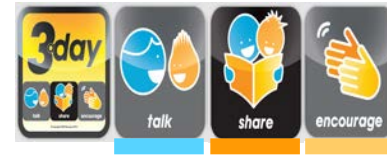


| | | | |
|--|--|--|---|
| | <p>To identify and understand the importance of muscles in our body.</p> <p><u>Magnetism</u></p> <p>To explore that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>To compare magnetic and non-magnetic materials.</p> <p>to predict and compare the strength of the given magnets in different ways.</p> <p>To explain how friction acts on moving objects.</p> | <p>"muscle" by wrapping a rubber band around two sticks and showing how they move to pull or extend.</p> <p>Talk to your child about magnets using examples of fridge magnets and how they can act even if they are placed at a distance.</p> <p>Encourage your child to observe how objects move on different surfaces and inspire them to think why. You can ask them to experiment with real life materials and categorize them into those that attract to magnets and those which repel.</p> <p>Give your child a range of materials.</p> <p>Have them use the magnet to test which materials are attracted to it and which are not.</p> <p>Sort the materials into two groups: magnetic and non-magnetic.</p> <p>Explore the relationship between magnets and friction. You can ask them to test how magnets interact with different surfaces and objects.</p> <p>Encourage them to research real-world applications of friction, such as in sports (e.g., the grip of sports shoes on different surfaces) or in machinery.</p> | <p>https://www.bbc.co.uk/bitesize/articles/zpbxb82</p> <p>https://www.bbc.co.uk/bitesize/guides/zpkr82p/revision/1</p> <p>Magnetism</p>   <p>https://www.bbc.co.uk/bitesize/articles/zg86nk7#zty97v4</p> <p>https://www.bbc.co.uk/bitesize/articles/zcmwky#z98ydm</p> |
| <p>Humanities Geography</p> | <p>The United Kingdom: Hills and Mountains</p> <p>To explore the areas of high ground in the United Kingdom.</p> | <p>Talk about the mountain ranges and the highest peaks in each of the four countries of the United Kingdom.</p> <p>Share with your child the location of these areas of high ground on a map of the United Kingdom.</p> <p>Encourage your child to research the activities in the hills and mountains of the United Kingdom.</p> | <p>The United Kingdom-Hills and Mountains.pdf</p> |



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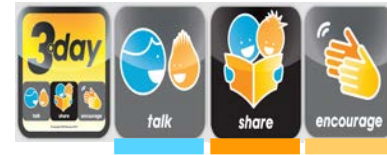


| | | | |
|---------------------------|--|---|--|
| | Key vocabulary: mountain, hill, range, peak, height, map key, legend | | |
| UAE Social Studies | <p>Famous Places To explore the features of special buildings and tourism in the UAE.</p> <p>Key vocabulary: event, building, tourist</p> <p>Malls and Shopping Centres To explore malls and shopping centres in the UAE.</p> <p>Key vocabulary: money, profit, sell, cost</p> <p>Airports and Seaports To explore airports and seaports in the UAE</p> <p>Key vocabulary: plane, airport, seaport</p> | <p>Talk to your child about the famous places in the UAE. Share the reasons for their significance. Encourage your child to find out details about these famous places in the UAE and visit them together.</p> <p>Talk to your child about the malls and shopping centres in the UAE. Share with your child the reasons people go to malls. Encourage your child to find out how malls and shopping centres make money.</p> <p>Talk to your child about the airports and seaports in the UAE. Share the importance of these airports and seaports in the UAE. Encourage your child to research the products imported and exported from the airports and seaports of the UAE.</p> | <p>Famous Places.pdf</p> <p>Malls and Shopping Centres .pdf</p> <p>Airports and Seaports.pdf</p> |
| Arabic for Arabs | <p>: قصة ما معنى أن ننتمي؟* أن يحدد عناصر القصة أن يحلل عناصر القصة أن يفسر التلميذ المفردات الجديدة في القصة أن يقرأ التلميذ قراءة جهرية سليمة مراعياً التنغيم والضبط السليم أن يصف التلميذ شخصيات القصة داخلياً ..وخارجياً أن يحدد التلميذ عناصر القصة</p> | <p>يستطيع السيد ولي الأمر أن يساعد الطالب عن طريق يستطيع السيد ولي الأمر أن يساعد التلميذ عن طريق حث التلميذ على استخدام الكلمات الجديدة في تعبيراته داخل المنزل "مساعدة التلميذ على القراءة السليمة لقصة " ما معنى أن ننتمي؟ مساعدة التلميذ في الربط بين خبراته ومعلوماته السابقة وبين ما يتعرفه من معلومات جديد مساعدة التلميذ في كيفية جمع كلمات من المحيط الذي حوله وتوظيفها في سياقات جديدة مساعدة الطالب على كتابة جمل جديدة تحوي أسلوب استفهام مساعدة الطالب على جمل اسمية تتكون من مبتدأ وخبر</p> | <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |



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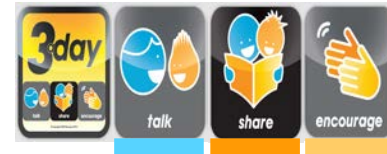


| | | | |
|-----------------------------|--|--|--|
| | <p>أن يقرأ قراءة جهرية سليمة مراعيًا التنغيم . والضبط السليم أن يجيب عن أسئلة تظهر فهمه للفكر الرئيسة والفرعية.</p> <p>* أسلوب الاستفهام : أن يميز التلميذ أسلوب الاستفهام . أن يحدد التلميذ أدوات الاستفهام</p> <p>* المبتدأ والخبر : أن يميز المتعلم بين المبتدأ والخبر . أن ينشئ المتعلم جمل بها مبتدأ وخبر . أن يميز التلميذ بعض الأساليب الإنشائية والخبرية .</p> | <p>حث التلميذ على معاونة الغير 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> | |
| Arabic for Non-Arabs | <p>THE FAMILY To create sentences about the family. To compare between family members. To describe the family using correct adjectives. To describe a day with the family. To describe food and hobbies. To create a telegram correctly.</p> | <p>In every new lesson, we provide new words with meanings. Help your child to memorize them and use them in sentences on his/her own. Help your child to link between the picture and the word. Ask your child to draw things seen at home. Talk to your child about the family. 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>https://kutubee.com/ Arabic and Islamic YouTube Channel</p> |
| Islamic for Arabs | <p>التسامح أن يستنتج التلميذ مفهوم التسامح في الإسلام أن يحلل التلميذ مجالات التسامح أن يدلل التلميذ من القرآن والسنة على فضل التسامح في الإسلام سورة الليل أن يبين التلميذ المعنى الإجمالي للآيات الكريمة أن يستنتج التلميذ نعم الله من خلال الآيات الكريمة أن يفسر التلميذ بعض معاني الآيات الكريمة حديث صفات المؤمن</p> | <p>مساعدة التلميذ في معرفة مفهوم التسامح مساعدة التلميذ في معرفة مجالات التسامح مساعدة التلميذ في معرفة بعض الأدلة على التسامح مساعدة التلميذ في معرفة بعض معاني مفردات سورة الليل وبعض تفسير الآيات مساعدة التلميذ في معرفة بعض نعم الله من خلال سورة الليل مساعدة التلميذ في معرفة المعنى الإجمالي للحديث الشريف مساعدة التلميذ في معرفة المعنى العام للحديث الشريف . مساعدة التلميذ في معرفة بعض معاني مفردات الحديث الشريف</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 التسامح</p> |



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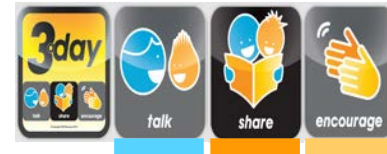



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| | <p>أن يستنتج الطالب المعنى الإجمالي للحديث الشريف أن يفسر الطالب بعض معاني مفردات الحديث الشريف . أن يدلل على صفات المؤمن من القرآن والسنة</p> | | <p>سورة الليل</p> |
| <p>Islamic for Non-Arabs</p> | <p>Conditions and Nullifiers of prayers To count the conditions of the validity of prayer. To explain the nullifiers of prayer.</p> <p>Tolerance To clarify the concept of tolerance. To explain that tolerance and being the first to forgive is one of the morals of believers. Abu Bakr Assidiq To conclude the status of him in Islam To summarize his contributions to Muslims Abu Bakr Assiddiq as a caliph</p> | <p>Practice tolerance of Prophet Muhammad every day. Encourage your child to learn the Duaa taught in class. Prompt your child to know the rules and the importance of the prayers and the conditions of the validity of prayer. Encourage your child to perform Wudoo for prayer and pray on time. Encourage your child to be a good example of good manners in life.</p> <p>Encourage your child to color the monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as well as encourage your child to apply obligatory element of Salah.</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 http://www.study4uae.com /</p> |
| <p>Physical Education</p> <p><u>First Week</u></p> <p><u>Second Week</u></p> <p><u>Third week</u></p> | <p><u>Fitness Test</u> Focus is on to assess their Physical fitness abilities in endurance, flexibility, coordination, strength, balance etc. <u>Cricket/Batting stance</u> Students will be able to understand the game & how to perform batting stance. <u>Cricket/Forward Defense:</u> Students will be able to understand how to perform defense skills.</p> | <p><u>Talk and Encourage the children to do the following:</u></p> <p>The Students will follow rules and regulations of the game.</p> <p>Follow the links for the skills and rules</p> <p>Students will apply rules regulations while playing</p> | <p>Fitness Test.mp4</p> <p>HOW TO COACH BATTING FOR KIDS.mp4 Cricket Batting Basics Stance.mp4 How to play the BLOCK SHOT .mp4</p> |



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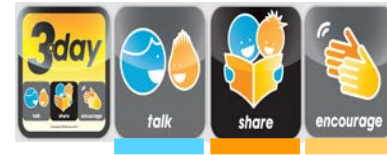


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| <p>Fourth Week</p> | <p><u>Cricket /Low Catch:</u> Students will be able to understand how to perform catching skills.</p> | | <p>The Cricket Kid - How to play a Forward Defensive.mp4 Cricket Catching Drills.mp4 Catching Drills (1).mp4</p> |
| <p>Information and Communications Technology Digital Literacy – Internet Safety</p> | <p>To demonstrate an understanding of how people can connect on the internet. To explore the strategies to keep personal information safe.</p> | <p>Encourage your child to create a poster on Internet Safety. Guide your child to create a mind map of all the ways they connect with others on the internet (e.g., social media, email, online games, video conferencing).</p> | |
| <p>Music Mr. Kiko</p> | <p>To improve confidence and musicality through actions songs and through chanting rhymes. To read musical notes.</p> | <p>Encourage the child to sing action songs at home. Ask the child to perform the songs we learned in school. Help the child to choose which other songs they know beside the songs taught in school and let them invent their own actions.</p> | <p>Kinds of Notes (Year 03).mp4</p> |
| <p>Music Mr. Sunil</p> | <p>To listen and play the song “Mary had a little lamb” on the recorder.</p> | <p>Let the child practice at home, even though there may be some squeaking. Listen as an audience, however check if the child is holding the recorder properly.</p> | |
| <p>Music Mr. Joyson</p> | <p>To improve confidence and musicality through music rhythm reading stage 1 for beginners. To explore the relationship between quarter and eighth notes in 4/4 time</p> | <p>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 or recorder</p> | |
| <p>Moral Education Being healthy and staying well</p> | <p>To understand why it is important to be healthy and what they can do to maintain a healthy lifestyle to ensure emotional and physical well-being. To participate enthusiastically in school activities to promote healthy</p> | <p>Talk about the importance of balanced meals, regular exercise, and sleep. Create a family fitness challenge where everyone participates in an activity, like skipping, yoga, or jogging in</p> | <p>What is healthy eating? - KS1 - BBC Bitesize</p>  |



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| | <p>living – including diet, exercise and fitness –showing determination and commitment to achieve their goals.</p> | <p>place. Set fun goals, like who can do the most jumping jacks in a minute.</p> <p>Discuss how being active or eating healthily affects emotions. Ask your child to share how they feel after playing outdoors or eating a nutritious meal.</p> | |
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