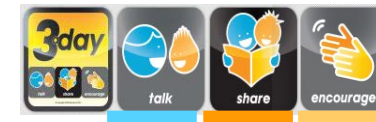
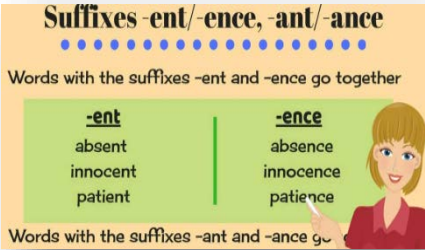
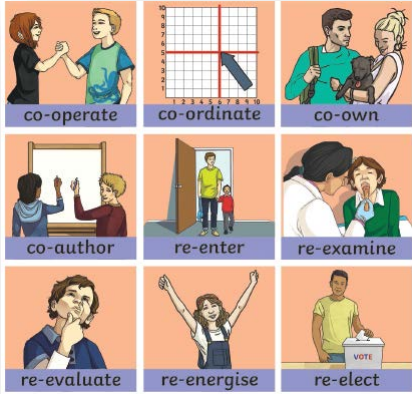




# The Winchester School, Jebel Ali

## Family Learning Newsletter -Year 5- February -2025



Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
English	<p><b>Spellings: Learning Objective:</b></p> <p>To understand and apply spelling patterns for words ending in <b>-ant/-ent, -ance/-ancy,-ence/-ency.</b></p>  	<p><b>Talk</b></p> <p><b>Discuss</b> how words with these endings often form different parts of speech and express related concepts. For example:</p> <ul style="list-style-type: none"> <li>• <b>Observant</b> (adjective) → <b>Observance</b> (noun) → <b>Observation</b> (noun)</li> <li>• <b>Expectant</b> (adjective) → <b>Expectation</b> (noun)</li> <li>• <b>Hesitant</b> (adjective) → <b>Hesitancy</b> (noun) → <b>Hesitation</b> (noun)</li> </ul> <p><b>Encourage:</b></p> <p>Ask children to identify additional words in their reading that follow these patterns. Create a word bank where they can list and categorize words based on their endings (e.g., -ant, -ance, -ency). Encourage them to use these words in sentences to understand their meanings better.</p> <p><b>Discuss:</b></p> <p>Clarify the rules for these endings:</p> <ul style="list-style-type: none"> <li>• Words with <b>-ant</b> often change to <b>-ance</b> when forming nouns (e.g., <b>observant</b> → <b>observance</b>).</li> <li>• Words with <b>-ent</b> change to <b>-ence</b> or <b>-ency</b> when they become nouns (e.g., <b>hesitant</b> → <b>hesitancy</b>).</li> </ul>	<p><b>Practice online spelling games here:</b></p> <p><a href="http://woodmancoteschool.co.uk/wp-content/uploads/2014/12/Year-5-Spelling.pdf">http://woodmancoteschool.co.uk/wp-content/uploads/2014/12/Year-5-Spelling.pdf</a></p>



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To explore the proper use of **hyphens** in **compound words** and **prefixes**.



### Grammar: Learning Objective

To understand and apply the rules of **active** and **passive voice**.

- Discuss how the meaning of words can shift slightly when changing between forms (e.g., **expectant** → **expectation**).

**Talk:** Explain that hyphens are used in compound words (two words joined together) and with certain prefixes, especially when the prefix ends in a vowel and the root word starts with a vowel. For example:

- **Co-operate** (prefix + root word)
- **Re-enter** (prefix + root word)
- **Co-own** (prefix + root word)
- **Well-known** (compound word)

Highlight how hyphens help to avoid confusion and clarify meaning, as in **re-sign** (sign again) versus **resign** (quit).

**Encourage:** Ask children to look for hyphenated compound words and prefixes in books, newspapers, or even advertisements. Have them create a list of compound words and prefixes that require hyphens. Encourage them to write sentences using these words to reinforce their understanding.

Discuss the rules for when hyphens are needed:

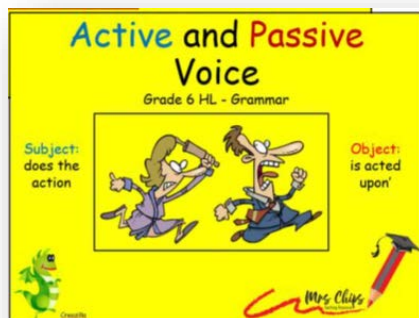
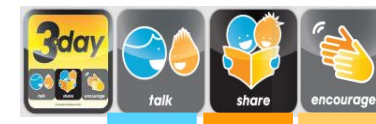
- Use a hyphen in compound adjectives when they come before the noun (e.g., **well-known actor**).
- Use a hyphen when joining a prefix to a root word, especially if both start with a vowel (e.g., **re-enter**).
- No hyphen is needed if the compound word is widely known (e.g., **notebook, sunflower**).

<https://www.bbc.co.uk/bitesize/articles/zh4ccqt>



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To explore the use of **direct and reported speech**.

- Encourage students to check their writing for unnecessary hyphens, as not all compound words need one.

**Talk:** Explain that in **active voice**, the subject performs the action (e.g., The teacher explains the lesson). In **passive voice**, the subject receives the action (e.g., The lesson is explained by the teacher).

**Encourage:** Ask children to identify active and passive sentences in their reading. Have them rewrite sentences from active to passive (e.g., The dog chased the ball → The ball was chased by the dog).

**Discuss** when to use each voice:

- **Active voice** is direct and clear (e.g., The chef cooked the meal).
- **Passive voice** is used when the focus is on the action or the receiver (e.g., The meal was cooked by the chef).

**Talk:** Explain that **direct speech** quotes someone's exact words (e.g., He said, "I am going to the park"). **Reported speech** paraphrases what someone said (e.g., He said he was going to the park).

**Encourage:** Ask children to practice converting direct speech into reported speech:

**Direct:** "I'm hungry," said Sarah.

<http://www.english-practice.at/b1/grammar/passive-voice/pa009-active-and-passive-voice.pdf>

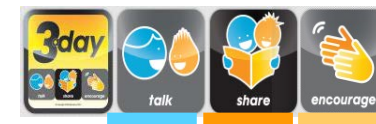


<https://static1.squarespace.com/static/54905b31e4b05d9d70d3bc62/t/5d87ab0d14ffd35492a73cf3/1569172238722/Fre+English+Worksheet+Grammar+Indirect+Direct+Exercise+Answers+01+STP+Books.pdf>



# The Winchester School, Jebel Ali

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### DIRECT & INDIRECT SPEECH

Tenses	Direct Speech	Indirect Speech
Present Simple	I <b>play</b> football.	He said that he <b>played</b> football.
Present Continuous	I <b>am cutting</b> a tree.	He said that he <b>was cutting</b> a tree
Present Perfect	I <b>have eaten</b> food.	He said that he <b>had eaten</b> food.
Past Simple	I <b>drove</b> the car.	He said that he <b>had driven</b> a car.
Past Continuous	I <b>was coming</b> .	he said that he <b>had been coming</b> .
Past Perfect	I <b>have come</b> .	He said that he <b>had been coming</b> .
will	I <b>will go</b> to the gym.	He said that he <b>would go</b> to the gym.
Would	I <b>would help</b> .	He said that he <b>would help</b> .
Can	I <b>can carry</b> bags.	He said that he <b>could carry</b> bags.
Could	I <b>could help</b> .	He said that he <b>could help</b> .
Should	I <b>should read</b> a book.	He said that he <b>should read</b> a book.
Might	I <b>might go</b> market	He said that he <b>might go</b> to market

Reading Comprehension: **Summarising Skills**

**Skills Based Learning:**

To develop skills in summarising key information

Text Level: **Non-Fiction: Introducing Biography:**

To analyze the purpose and features of the source texts, 'Barack Obama' and 'Walter Tull'.

**Reported:** Sarah said she was hungry.

Encourage students to write short dialogues and then change them into reported speech.

**Discuss:**

Discuss how reported speech often requires changes in tense (e.g., "I am" becomes "he was") and pronouns (e.g., "I" becomes "he/she"). Mention that punctuation changes from quotation marks to commas.

**Talk:** Explain that summarising means expressing the main ideas in a shorter form, leaving out extra details. Emphasize the importance of identifying the most important points.

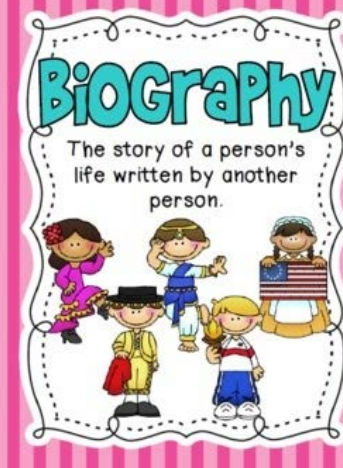
**Encourage:** Ask children to read a short passage and practice summarising it in one or two sentences. Encourage them to highlight key ideas and avoid unnecessary details.

**Discuss:** Discuss strategies for summarising:

- Focus on the **who, what, when, where, and why**.
- Use clear, simple language.
- Ensure the summary captures the main message or theme.

**Talk:** Explain that a biography tells the life story of a person, including key events, achievements, and their impact. Mention that it should be written in the third

**SUMmarize It**  
**Shorter than the text**  
**Use your own words**

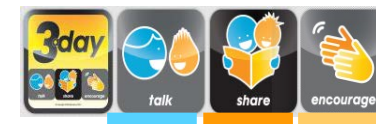


<https://www.k5learning.com/worksheets/reading-comprehension/grade-4-main-idea-e.pdf>





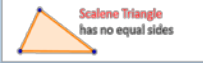
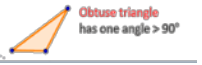




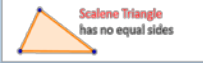
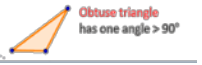




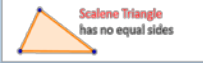
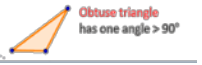
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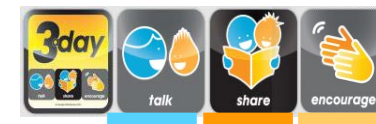
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	<p>To begin to develop ideas for creating a biographical text about an inspirational figure.</p> <p><b>Moral Education link-</b> Write a biography about a person who exemplifies strong moral values, such as kindness, honesty, or perseverance. This could be a public figure or someone in your community who demonstrates these traits.</p>	<p>person and in chronological order (e.g., birth, education, career, achievements).</p> <p><b>Encourage:</b> Ask children to choose a person they admire and list important details about their life (e.g., birth date, significant milestones). Encourage them to write a short biography using this information.</p> <p><b>Discuss</b> the structure of a biography:</p> <ul style="list-style-type: none"> <li>• <b>Introduction:</b> Basic information (name, birthdate).</li> <li>• <b>Main Body:</b> Key life events, achievements, and challenges.</li> <li>• <b>Conclusion:</b> Summary of their legacy or contributions.</li> </ul>	<p><a href="https://www.topmarks.co.uk/reading-comprehension-biography.pdf">reading-comprehension-biography.pdf</a></p>								
<p><b>Mathematics</b></p>	<p><b>Measurement</b> To read, write and convert time between analogue and digital 12- &amp; 24-hour clocks.</p> <p><b>Geometry – Properties of shapes</b> To explore triangles based on their properties (sides and angles)</p> <p style="text-align: center;"><b>Types of Triangles</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">By Side</th> <th style="text-align: center;">By Angle</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">   <b>Equilateral Triangle</b> has three equal sides                 </td> <td style="text-align: center;">   <b>Acute triangle</b> has three angles &lt; 90°                 </td> </tr> <tr> <td style="text-align: center;">   <b>Isosceles Triangle</b> has two equal sides                 </td> <td style="text-align: center;">   <b>Right triangle</b> has one angle = 90°                 </td> </tr> <tr> <td style="text-align: center;">   <b>Scalene Triangle</b> has no equal sides                 </td> <td style="text-align: center;">   <b>Obtuse triangle</b> has one angle &gt; 90°                 </td> </tr> </tbody> </table>	By Side	By Angle	 <b>Equilateral Triangle</b> has three equal sides	 <b>Acute triangle</b> has three angles < 90°	 <b>Isosceles Triangle</b> has two equal sides	 <b>Right triangle</b> has one angle = 90°	 <b>Scalene Triangle</b> has no equal sides	 <b>Obtuse triangle</b> has one angle > 90°	<p><b>Talk</b> 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. <b>Encourage</b> them to find out the real-life examples of using 24-hour clocks.</p> <p><b>Share and Talk</b> that triangles can be classified based on their sides and angles.</p> <p><b>Encourage</b> 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><b>Share and Talk</b> that angles can be classified based on their degrees. <b>Encourage</b> 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><a href="https://www.topmarks.co.uk/time/teaching-clock">https://www.topmarks.co.uk/time/teaching-clock</a></p> <p><a href="https://www.mathgames.com/skill/5.3-types-of-triangles">https://www.mathgames.com/skill/5.3-types-of-triangles</a></p> <p><a href="https://www.mathsisfun.com/geometry/triangles-interactive.html">https://www.mathsisfun.com/geometry/triangles-interactive.html</a></p>
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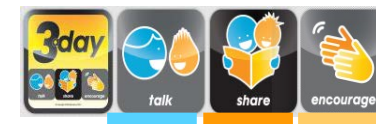


	<p>To apply and use the properties of the angles and estimate, compare acute, obtuse, and reflex angles.</p>	<table border="1"> <thead> <tr> <th>Type of Angle</th> <th>Description</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Acute Angle</td> <td>An angle that is less than 90°</td> <td></td> </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> </tbody> </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°		<p><a href="https://www.mathsisfun.com/angles.html">https://www.mathsisfun.com/angles.html</a></p>
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<p><b>Science Changes Around Us Reversible and Non-Reversible Changes</b></p> <p><b>Physical and Chemical Changes</b></p>	<p>To describe different changes in materials and to be able to recognize them as reversible or non-reversible.</p> <p>To analyse real-life examples to classify changes as physical or chemical based on characteristics.</p>	<p>Some fun activities to help your child explore the Reversible/Nonreversible and Physical/Chemical changes.</p> <p><b>Melting and Freezing Water:</b> Melt an ice cube and refreeze it to show that water can change from solid to liquid and back. This is a reversible physical change because the substance remains the same.</p> <p><b>Baking a Cake:</b> Bake a cake and observe how the ingredients change. This is a non-reversible chemical change because new substances are formed during baking.</p> <p><b>Dissolving Salt in Water:</b> Dissolve salt in warm water and then evaporate the water to recover the salt. This is a reversible physical change because the salt can be restored to its original form.</p> <p><b>Encourage Predictions:</b> Before each activity, ask your child to predict the result and explain their reasoning.</p>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zydxmnb">https://www.bbc.co.uk/bitesize/articles/zydxmnb</a></p> <p><a href="#">Chemical reactions and reversible changes - BBC Bitesize</a></p>																					



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### Separation techniques

To describe how to recover a substance from a mixture by using different separation techniques.

**Use Scientific Language:** Incorporate terms like melting, freezing, solution, dissolving, evaporation during discussions.

**Relate to Real-Life Uses:** For example: Why do we iron clothes to remove wrinkles? Is this change reversible or non-reversible?

Why do we need to heat ingredients when baking, and how do chemical changes help the cake rise and form a new texture?

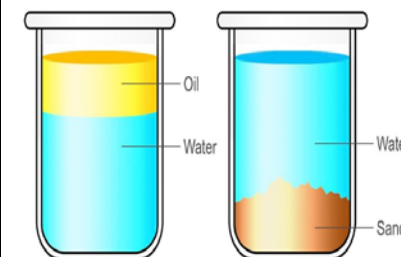
Some fun activities to help your child explore the Separation Techniques:

**Filtering Sand from Water:** Mix sand in water, then use a coffee filter or sieve to separate the sand from the water. Show how filtration works and help the child understand that the sand remains behind in the filter while the water passes through.

**Decanting Oil from Water:** Mix oil and water, then carefully pour the oil off the top using the decanting method. Explain the process of decanting, where the denser liquid (water) stays at the bottom, and the less dense oil is poured off.

Encourage your family to play Magnetic Treasure Hunt: Create a fun magnetic scavenger hunt by hiding metal objects in a box of sand. Use a magnet to separate the metal objects and discover the "treasures." It's a great way to introduce how magnetism works to attract the iron

[What is separation? - BBC Bitesize](#)







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	<p>To explore daily life and society in ancient Greece.</p>	<p><b>Talk</b> about daily life in ancient Greece.</p> <p><b>Share</b> with your child the evidence available through pictures of primary sources of daily life in ancient Greece from where historians have created their facts.</p> <p><b>Encourage</b> your child to research aspects of daily life in ancient Greece like their food, clothing, homes, education, children, toys and games, etc.</p>	<p><a href="#">Ancient Greece - Daily life.pdf</a></p> <p><b>Key vocabulary:</b> trade, empire, civilisation, city state, polis, primary source, secondary source, enslavement, enslaved people.</p>
<p><b>UAE Social Studies</b> Producers and consumers</p>	<p>To explore who producers and consumers are .</p>	<p><b>Talk</b> with your child about the producers and consumers in a community.</p> <p><b>Share</b> with your child the companies in your community that are both producers and consumers.</p> <p><b>Encourage</b> your child to research the local and international companies in your community, neighbourhood or city.</p> <p><b>Together</b> draw a map of your neighbourhood, where you live and the different local and international companies in your neighbourhood.</p>	<p><a href="#">UAE Social Studies Producers and Consumers.pdf</a></p> <p><b>Key vocabulary:</b> service, provider, producer, consumer, dangerous</p>
<p>Supply and demand</p>	<p>To explore the concept of supply and demand</p>	<p><b>Talk</b> to your child about the meaning of supply and demand.</p> <p><b>Share</b> with your child how the supply and demand of goods affect their prices.</p> <p><b>Encourage</b> your child to research why goods go on sale or have discounts in the shops.</p>	<p><a href="#">UAE Social Studies Supply and Demand .pdf</a></p> <p><b>Key vocabulary:</b> offer, reduce, demand, increase, (short) supply</p>



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### Arabic for Arabs

" التّوم مع العقارب"  
أَنْ يُقَسِّرَ التّلميذ المُفْرَدَاتِ الجَدِيدَةَ مُوظَّفًا القَامُوسَ  
المُصَوِّرَ.  
أَنْ يُحَدِّدَ التّلميذَ عَنَاصِرَ القِصَةِ الفَنَائِيَّةِ: (الشَّخْصِيَّاتِ،  
وَالْمَكَانَ وَالزَّمَانَ العَاطِفَةَ .  
أَنْ يُجِيبَ التّلميذَ عَنَ أَسْئَلَةِ النِّصِّ وَيَطْرُحُ أَسْئَلَةً: (مَنْ -  
مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنِّصِّ،  
مُبَدِّيًا رَأْيَهُ فِيهِ.  
نشيد (الصغير الكبير)  
أَنْ يشرح التلميذ المعنى الإجمالي للنص الأدبي.  
أَنْ يُقَسِّرَ التّلميذَ الكَلِمَاتِ مُسْتَعِينًا بِمُرَادِفَاتِهَا وَأَصْدَادِهَا  
وَسِيَاقِهَا .  
أَنْ يُصَمِّمَ التّلميذَ بِطَاقَةَ تَعْرِيفِيَّةٍ عَنَ الشَّاعِرِ.  
خَيْلِي الأول  
أَنْ يُقَسِّرَ التّلميذَ المُفْرَدَاتِ الجَدِيدَةَ مُوظَّفًا القَامُوسَ  
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وَالْمَكَانَ وَالزَّمَانَ العَاطِفَةَ .  
أَنْ يَسْتَنْتِجَ المتعلم العلاقة بين الأحداث ( أحداث  
(بسيطة من النص  
أَنْ يُجِيبَ التّلميذَ عَنَ أَسْئَلَةِ النِّصِّ وَيَطْرُحُ أَسْئَلَةً: (مَنْ -  
مَاذَا - مَتَى - أَيْنَ - لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنِّصِّ،  
مُبَدِّيًا رَأْيَهُ فِيهِ.  
النحو - أحوال خبر كان وأخواتها  
أَنْ يحدد التلميذ أركان جملة كان .  
أَنْ يَقيَارنَ التّلميذَ بينَ الجُمْلَةِ الاسميّةِ وجُمْلَةِ كانَ.  
أَنْ يحدد التلميذ أنواع الخبر في جملة كان.

### Arabic for Non - Arabs

منطقتي ( My area )

جمع صور تحمل أشكال المحبة بين المجتمعات  
. مشاهدة فيديو عن أهمية القراءة  
تدريب الطالب بالمنزل على بعض الكتابات الوصفية وأيضا كتابة اليوميات  
يَكْتُبُ الْمُتَعَلِّمُ فُفْرَةَ مُضْمَنًا إِيَّاهَا جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجُمْلَةً  
خَتَامِيَّةَ مَعَ الِاتِّزَامِ التَّامِ بِالمعايير  
يُجِيبُ التّلميذَ عَنَ أَسْئَلَةِ النِّصِّ وَيَطْرُحُ أَسْئَلَةً: (مَنْ - مَاذَا - مَتَى - أَيْنَ -  
لِمَاذَا - كَيْفَ) مُظَهِّرًا فَهْمَهُ لِلنِّصِّ، مُبَدِّيًا رَأْيَهُ فِيهِ  
. يُحَدِّدُ الْمُتَعَلِّمُ بَعْضَ الأَحْدَاثِ مُسْتَخْلِصًا مَغْزَاهَا، مُعَبِّرًا عَنَ رَأْيِهِ فِيهَا  
يَمكن 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

Encourage your child to use the topic vocabulary to  
practice writing about his favorite celebrity.

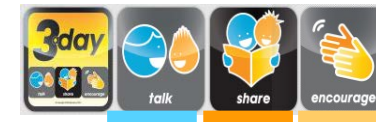
### منصة كتني للقراءة

### قناة اللغة العربية والتربية الإسلامية

### بمدرسة ونشستر



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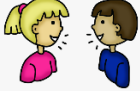







	<p>To compare between some places in his/ her country and the Emirates. To compare between two different places in his/ her area. To create a paragraph about his/ her area. To create an invitation to visit some places. To describe some places using the preference style</p>	<p>Encourage your child to memorize his/her new vocabulary about the new topic (My area) the (dictionary). Share videos with your child about some places to help him in comparing between them. 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><a href="#">Arabic and Islamic YouTube Channel</a></p>
<p><b>Islamic Education for Arabs</b></p>	<p><b>سورة النازعات</b> - أن يفسر المفردات الواردة في السورة - أن يصف حال المكذبين كما ورد في السورة. - أن يستنتج دلائل قدرة الله تعالى في الكون</p> <p><b>الطريق إلى الجنة</b> - أن يحفظ الحديث الشريف - أن يُعدد درجات الجنة. - أن يستنتج أثر الأخلاق الحسنة في توطيد العلاقات.</p>	<p>- مساعدة التلميذ في البحث في تفسير سورة النازعات - مساعدة التلميذ في معرفة حال المكذبين وكيفية تجنب أن يكون من المكذبين . - مساعدة التلميذ في استنتاج دلائل قدرة الله تعالى.. - مساعدة الابن وتشجيعه على الالتزام بالأخلاق الحسنة التي منها التواضع وعدم الرياء. - مساعدة الابن في البحث عن أسماء أخرى للجنة - علي التحلي بأخلاق الإسلام في التعامل مع العامة.</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><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Islamic Education for Non – Arabs</b></p>	<p><b>The Merciful Heart</b> To explain the guidance of the hadith. To infer different manifestations of Mercy. <b>Al-Isra Wa Al-Mi'raj</b></p>	<p>Share with your child the guidance of the hadith. Speak with your child about the forms of mercy. Talk with your child about the holy event of Al-Isra Wa Al-Mi'raj.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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	<p>To explain the truth of the Night Journey and the ascension to Heaven.          To identify What the Prophet (P-BH) saw in the Night Journey and the ascension to Heaven.          To conclude the lesson derived from the Night Journey and the ascension to Heaven (Al-Isra wa Al-Mii'raj).</p>	<p>Share the given link and conclude what the Prophet Mohamed saw in this journey, and the lessons learned. Share your child the reasons of this journey.  <b>Encourage</b> your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage your child to apply obligatory element of Salah.           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><b>French</b></p>	<p><b><u>Topic: French poster création</u></b>  <b><u>les animaux et les couleurs</u></b>          To differentiate between the masculine and feminine vocab of animals in French.          To describe animals using adjectives agreements.  <b><u>La famille</u></b>          To identify family members in French.          To conjugate verb (Avoir) in present tense.</p>	<p>  Talk</p> <p>Ask your child to talk about the member of the family in French.          Ask your child to describe animal using adjectives agreements in simple sentences.</p> <p>  Share</p> <p>Create your family tree in French.          Create a game using verb (Avoir).</p> <p>  Encourage</p>	<p></p> <p>Topic: La famille  <a href="https://www.languagenut.com/global/">https://www.languagenut.com/global/</a></p> <p>  <small>Digital Language Resources for Primary &amp; Secondary Schools</small></p> <p><a href="#">SIGN UP</a> <a href="#">LOG IN</a></p> <p>Kindly note that all students have their login details .  <u>Wordwall Activity</u>  <a href="https://wordwall.net/resource/7834399/les-animaux-et-les-couleurs">https://wordwall.net/resource/7834399/les-animaux-et-les-couleurs</a>  <a href="https://wordwall.net/resource/21395109/french/la-famille-arbre-g%c3%a9n%c3%a9alogique">https://wordwall.net/resource/21395109/french/la-famille-arbre-g%c3%a9n%c3%a9alogique</a>  <u>Quizlet Activities</u></p>



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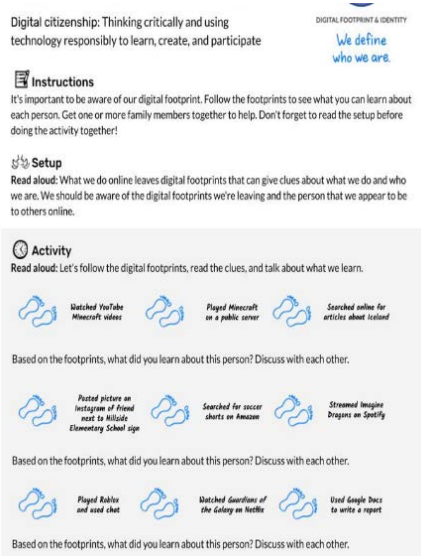
		<p>Students to keep exploring the links given.</p>	<p><a href="https://quizizz.com/admin/quiz/start_new/5db9e00848d7d1001a84d2a3?ctaSource=search-quiz-preview&amp;fromPage=search-v2">https://quizizz.com/admin/quiz/start_new/5db9e00848d7d1001a84d2a3?ctaSource=search-quiz-preview&amp;fromPage=search-v2</a>  <a href="https://quizizz.com/admin/quiz/start_new/5da69a11571c8d001a08b1ce?ctaSource=search-quiz-preview&amp;fromPage=search-v2">https://quizizz.com/admin/quiz/start_new/5da69a11571c8d001a08b1ce?ctaSource=search-quiz-preview&amp;fromPage=search-v2</a></p>
<p><b>Physical Education</b>  <b>Activity-1</b>  <b>Activity -2</b>    <b>Activity – 3</b>  <b>Activity - 4</b></p>	<p><b>Fitness Test:</b> Fitness (Regular exercise)  <b>Volley ball:</b> Under arm pass  <b>Volley ball:</b> Overhead pass  <b>Volley ball:</b> Under arm pass and overhead pass</p>	<p><b><u>Talk and Encourage the children to do the following:</u></b></p> <p><u>Proper warm up</u>  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>  After the game students will do proper cooldown activity.</p>	<p><a href="#">12 Easy Exercises For Kids At Home.mp4</a></p> <p><a href="#">6 SIMPLE EXERCISES TO IMPROVE KIDS' COORDINATION (CROSS THE MIDLINE WORKOUT).mp4</a></p> <p><a href="#">Volleyball Underarm Pass.mp4</a></p> <p><a href="#">Overhead pass Volleyball.mp4</a></p>



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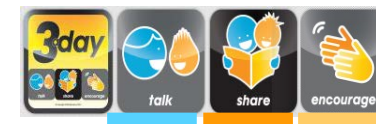
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<p><b>Information and Communication Technology</b></p>	<p><b>Topic Digital Citizenship</b></p> <p>Define the term "digital footprint" and identify the online activities that contribute to it.</p> <p>Identify ways that are and are not in control of their digital footprint.</p> <p>Evaluate the responsibilities they have for the digital footprints of themselves and others.</p> <p>Explore what information is appropriate to be put online.</p>	<p><b>Discuss:</b> How to be a good digital citizen.  <b>Encourage:</b> Children to use technology responsibly.</p> 	<p><a href="https://digitalwellbeing.ae">Digital Citizenship (digitalwellbeing.ae)</a></p>
<p><b>Music (Mr. Joyson)</b></p>	<p>Improving child’s confidence and musicality through music rhythm reading stage 3.</p> <p>We take a deeper look at the half note and how it relates to the quarter and eight notes with quarter rest.</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.</p> <p>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><b>Music (Mr. Kiko)</b></p>	<p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes.          Reading notes and rests</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 choose which other songs they</p>	<p><a href="https://www.timeout.com/new-york-kids/music/best-kids-songs">https://www.timeout.com/new-york-kids/music/best-kids-songs</a>  <a href="#">Kinds of Notes and Rests.mp4</a></p>



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		<p>know aside from the songs taught in school and let them invent their own singing actions. Encourage the child to watch the kinds of notes video.</p>	
<p><b>Music</b> (Mr. Sunil)</p>	<p>Learning how to play the song “Havana” on recorder</p>	<p>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.</p>	
<p><b>Moral Education</b> <b>Positive Health</b> Growing up and wellbeing</p>	<p>To demonstrate cooperation and collaboration with others in order to promote positive development and well-being.</p>	<p><b>Create</b> a "Family Cooperation Plan" where the family establishes a list of household tasks and responsibilities. Together, it can be decided how fairly these tasks are divided and set goals for supporting one another.</p> <p><b>Guide</b> children by modeling cooperative behavior, using opportunities to discuss and reflect on how collaboration contributes to a peaceful, healthy home life.</p> <p><b>Discuss UAE national values:</b></p> <p>Have a conversation about key values such as "Tawun" (cooperation), "Mutual Respect," and "Social Responsibility," and how these values are reflected in the UAE’s achievements in areas like sustainability, innovation, and cultural diversity.</p> <p><b>Family "Change Reflection" Discussion:</b></p> <p><b>Discuss</b> with children and have a weekly or monthly conversation about any changes or challenges the family has faced, whether big or small. This could include</p>	 



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To understand the challenges and changing situations as they grow, and develop the skills to manage these

To recognize that change can bring positive opportunities.

discussions on moving to a new home, adjusting to a new school year, or learning a new skill.

**Model** how to view changes positively and highlight how you overcame challenges with resilience.

**Encourage** children to keep a “resilience journal” at home, where they write about any difficulties or changes they face and how they handle them. Discussing strategies for dealing with challenges and how to find the positive aspects of change.

This can build a habit of reflection and help students see challenges as opportunities for growth.

### UAE’s Transformation Discussion:

Parents can guide children in discussing how the UAE has faced significant challenges, such as the shift from an economy based on pearl diving and fishing to a global hub for trade, tourism, and innovation. They can also explore how the country adapted to changing situations, like diversifying its economy, addressing climate challenges, or building infrastructure in the desert.

By highlighting stories of resilience, such as Sheikh Zayed's leadership and vision, students can understand how change has been a positive force in the UAE’s development.

