



# The Winchester School, Jebel Ali

## Family Learning Newsletter -Year 6- June -2025

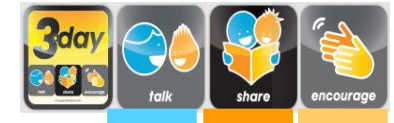


Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
<p><b>English</b></p>	<p><b>Spellings:</b> To use the homophones.</p> <p><b>Homophones</b> are words that sound the same when pronounced but have different meanings and spellings.</p> <ul style="list-style-type: none"> <li>• ate - <b>eight</b></li> <li>• be - <b>bee</b></li> <li>• buy - <b>by</b></li> <li>• cell - <b>sell</b></li> <li>• dew - <b>due</b></li> <li>• eye - <b>I</b></li> <li>• flour - <b>flower</b></li> <li>• heal - <b>heel</b></li> <li>• here - <b>hear</b></li> <li>• know - <b>no</b></li> <li>• knight - <b>night</b></li> <li>• leak - <b>leek</b></li> <li>• one - <b>won</b></li> <li>• pair - <b>pear</b></li> <li>• plain - <b>plane</b></li> <li>• read - <b>reed</b></li> <li>• right - <b>write</b></li> <li>• sea - <b>see</b></li> <li>• son - <b>sun</b></li> <li>• stair - <b>stare</b></li> <li>• steal - <b>steel</b></li> <li>• tail - <b>tale</b></li> <li>• to - <b>too</b> - <b>two</b></li> <li>• waist - <b>waste</b></li> <li>• weak - <b>week</b></li> <li>• bare - <b>bear</b></li> <li>• bored - <b>board</b></li> <li>• break - <b>brake</b></li> <li>• capital - <b>capitol</b></li> <li>• creak - <b>creek</b></li> <li>• days - <b>daze</b></li> <li>• dear - <b>deer</b></li> <li>• feat - <b>feet</b></li> <li>• find - <b>fined</b></li> <li>• for - <b>four</b></li> <li>• groan - <b>grown</b></li> <li>• hair - <b>hare</b></li> <li>• him - <b>hymn</b></li> </ul> <p><b>Punctuation:</b> Parenthesis (Brackets, Dashes, Commas): To use parenthesis (brackets, dashes, or commas) to add extra information to a sentence.</p>	<p><b>Talk</b> to your child about homophones—words that sound the same but have different meanings and spellings (like <i>pair</i> and <i>pear</i>).</p> <p>Give them examples in conversation, such as: “I saw a bear at the zoo, but I can’t bear the heat!”</p> <p><b>Encourage</b> your child to think of others and share them with you.</p> <p>Share a set of homophones with your child (e.g. <i>their / there / they’re</i>).</p> <p>Read aloud some simple sentences with missing words and ask your child to choose the correct homophone to complete each one. For example: “ _____ going to the park after school.”</p> <p><b>Share</b> with your child that <b>parenthesis</b> is a way of adding <b>extra details</b> or explanations to a sentence without changing the main idea. This can be done using <b>brackets ( )</b>, <b>dashes –</b> or <b>commas (,)</b>.</p> <p>Write a simple sentence together, such as: “We went to the park.”</p> <p>Then take turns adding extra information using different types of parenthesis.</p> <p>“We went to the park (our favourite one near the river).” “We went to the park – the one with the big red slide.” “We went to the park, which is just across the street, before lunch.”</p>	<p><a href="https://www.topmarks.co.uk/Search.aspx?q=homophones">https://www.topmarks.co.uk/Search.aspx?q=homophones</a></p> <p><a href="https://www.education.com/resources/english-language-arts/vocabulary/homophones/">https://www.education.com/resources/english-language-arts/vocabulary/homophones/</a></p>



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### Grammar:Direct and Indirect Speech:

To differentiate between direct speech and indirect speech. To change direct speech to indirect speech and vice versa.

#### Direct VS Indirect

Direct speech reports or quotes the exact words spoken	Indirect speech is also known as reported speech
Its purpose is to report exactly what was said by someone by using quotation marks	Its purpose is to report on what someone said in the past
It is accompanied by a reporting verb signal phrase, or quotative frame	It uses reporting verbs such as "say" "tell" "said", "talk" and "speak"
You will keep the verb tense the same in the quotations	Normally you will change the verb tense when using indirect speech

### Verb Forms and Tenses:

To explore the correct use of verb forms and tenses, especially the present tense often used in play scripts.

#### Playscript:

To explore about the life, work and literary contributions of William Shakespeare.

To research about William Shakespeare and 'The Globe Theatre'.

**Encourage** your child to spot which punctuation was used in each example.

**Encourage** your child to write a short play script scene and add stage directions using brackets as parenthesis:

TOM: I can't believe we're late!

*(He looks at his watch – it's broken.)*

**Talk** to your child about their knowledge on the topic.

Example, if you hear the word direct or indirect speech what comes to your mind. Encourage your child to identify which is direct speech and which is indirect speech.

**Encourage** your child to read different books to identify each statements or sentences, then change it into an indirect speech if it is an indirect speech and vice versa. Discuss with your child about the basic rules of tenses while changing the speech. Encourage them to follow the rules.

For example:

"I travel a lot in my job." Said that she travelled a lot in her job. 'I've hurt my leg.' She said she'd hurt her leg. 'We lived in China for five years.' She told me they'd lived in China for five years.

**Talk to** your child that play scripts often use the present tense because they describe what is happening *right now* on stage. For example:

*(Sarah walks to the door and opens it slowly.)*

Not: *(Sarah walked to the door and opened it.)*

Talk to your **child** about who William Shakespeare was. Ask if they know any of his famous plays or quotes.

**Share** with them some classic plays. Explore, discuss and understand the elements involved in the plays and movies.

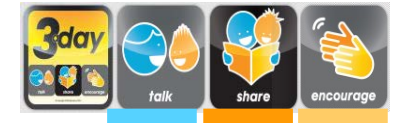
<https://www.bbc.co.uk/bitesize/topics/zvwwxn/articles/zcyv4qt>

<https://www.satstestsonline.co.uk/index.aspx>  
(Online SATS Revision)



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### What is a play script like?

- A play script is different from a story. It is intended to be performed on stage, So it has to sound effective when it is read out loud.



#### **Link to Moral Education:**

**Moral Values-** To explore the moral values of empathy, honesty, courage, and respect giving examples of situations in everyday life.

**Encourage** your child to research about different playscripts and motivate them to read it. They can watch the film after reading to get deeper understanding of the actions by the character. Talk about your experience of reading any particular play script that has appealed to you.

**Discuss with your child** what going to the theatre might have been like in Shakespeare's time. Ask how it might have been different from going to the cinema today. They can explore images or videos of 'The Globe Theatre'. They can also create a labelled drawing of the theatre, build a simple model using recycled materials or write a short description of what it was like to watch a play in the 1600s.

**Encourage your child** to gather props or costumes and perform their playscript with you or other family members. You can even record the performance or put on a "home show."

You can talk about the characters and situations how they change as the story progresses. Highlight the difference of language used.

**Encourage** your child to translate a Shakespeare scene into modern language.

**Talk** to your child about how playscripts were once a key way people shared stories, ideas, and important values. Long before screens and streaming, communities would gather to watch performances that carried lessons about honesty, kindness, courage, or fairness. Share a personal memory of acting in or watching a play that taught a

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9brcwx>

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx>

<https://www.shakespeareglobe.com/discover/about-us/virtual-tour/>

#### Features of a play script

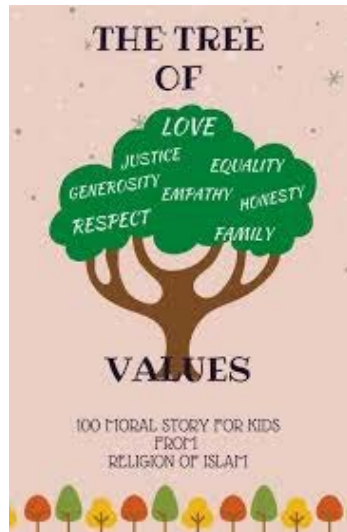
1. The names of the characters are at the left side.
2. The names of the character are in bold.
3. New line for each character speaking.
4. A colon is used between the characters name and the dialogue.
5. There are no speech marks used.
6. Stage directions are in brackets, or written in italics.
7. Scenes are where the action takes place, like chapters in a book.
8. Props are the objects used in the play. (indicated)
9. Costumes are what the actors wear.
10. Make up is paint applied to the face to make features stand out.
11. Lighting is use to highlight what is happening, or being said on the stage. (sometimes indicated)

<https://learning.dk.com/uk>



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meaningful lesson—perhaps a school assembly or festival performance. Highlight how stories on stage can make moral values feel real and relatable.

**Reflect** on how you learned to write playscripts as a child.

Explain how this helped you understand human behaviour, consequences of actions, and the importance of using your voice to stand up for what's right. Mention how it strengthened your ability to express ideas clearly—skills that carry into writing essays, emails, or giving presentations with integrity and respect.

Point out the similarities between playscripts and other forms of communication, like letters or formal emails—both require thoughtfulness, structure, and awareness of audience. But playscripts add another layer: empathy. Writers must step into each character's shoes and think about what drives their actions and choices.

Encourage your child to write a short playscript that includes a moral lesson. Some possible values they could explore:

Honesty – a story about a student who owns up to a mistake.

Kindness – a character who helps someone left out.

Courage – someone standing up against peer pressure.

Respect – characters learning to appreciate different opinions.

<https://newhorizonindia.edu/moral-values-for-students-that-help-build-a-good-character/>

### Mathematics

#### Geometry- Position & Direction

To use coordinates to describe the position of shapes in all four quadrants and draw, translate simple shapes on the coordinate plane.

#### Encourage your child to play this game:

Take turns to roll the two dice and toss the coins to determine a set of coordinates, e.g. 3 and 2p heads, 5 and 1p tails gives (3, -5)

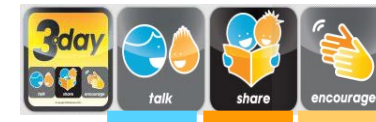
Colour that coordinate in. It does not count if thrown again.

Play for 10 turns each and then add up the scores.

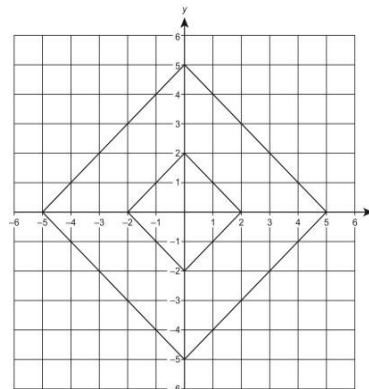


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Scoring system: 0 for outside the outer square, 1 on the line of the outer square, 2 inside the outer square, 3 on the line of the inner square, 4 inside the inner square.  
Player with the higher score wins.

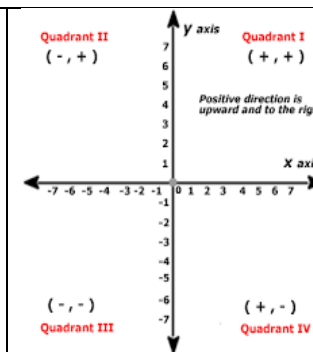
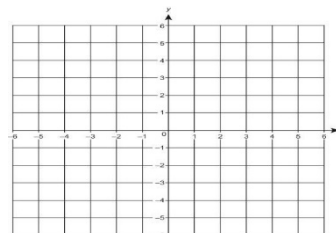


### You will need:

- two 1–6 dice
- two different coins, e.g. 2p for the x- and 1p for the y- coordinates – heads positive, tails negative

### Activity:

Roll the dice twice to give a coordinate in the first quadrant.  
Repeat twice more and plot the coordinates to give a triangle.  
Use a ruler to draw the triangle sides.  
Reflect in the x- and y-axes to give two new triangles.  
Work out the coordinates for these triangles.  
Rub out and repeat.



[Position and direction - geometry](#)

Games:

[Coordinate planes: Show the coordinates](#) [General Coordinates](#)

[itunes.app area](#)



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### Statistics

#### MEAN

To calculate and interpret the mean as an average.

#### Challenge:

How do you number the axes to show four quadrants?

What do the coordinates (2, 1) become when reflected in the x-axis? (2, -1)

Plot the shape with the following co-ordinates:

(4,2) (5,2) (4,1) (2,1) (1,2) (4,2) (4,5) (2,3) (6,3) (4,5)

Reflect this shape in the y-axis.

Write down the co-ordinates of the new shape (the 'image').

**New Shape co-ordinates:**

( , ) ( , ) ( , ) ( , ) ( , )  
( , ) ( , ) ( , ) ( , ) ( , )

Be careful with those negatives!



Can you now draw your own axes and reflect a shape you have designed?

Do not forget to write down the co-ordinates.

Ask your child questions like:

“Why do we use mean?”

“Can you think of other places we use average in real life?”

ACTIVITY 1: Temperature Tracker

**Objective:** Understand real-life application of mean.

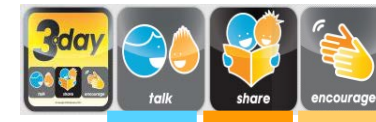
**How:** Record the daily temperature for a week (from news or weather app).

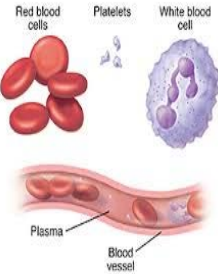
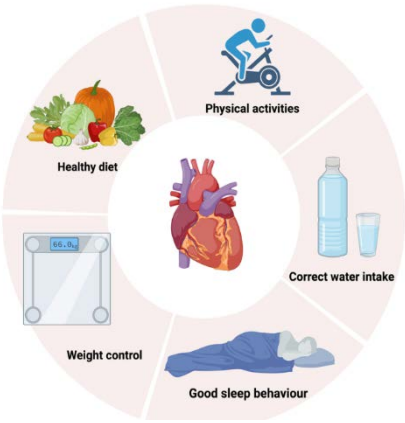
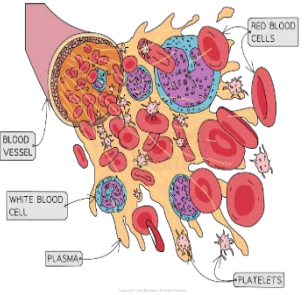
Add all 7 temperatures and divide by 7 to calculate the average temperature of the week.



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		<p>ACTIVITY 2: Grocery Mean Math  <b>Objective:</b> Understand budgeting and average pricing.  <b>How:</b> Select 5 grocery items and list their prices. Find the total cost and then calculate the average price per item.</p> <p><b>ACTIVITY 3: Dice Data Collection</b>  <b>Objective:</b> Calculate the mean of multiple dice rolls.  <b>How:</b> Roll a dice 10 times. Record the results. Add all the numbers and divide by 10 to find the mean.  <b>Extension:</b> Use two dice and find the mean of their combined total.</p>	
<p><b>Science</b>          Components of blood</p> <p><b>Lifestyle and Health</b></p> 	<p>To identify components of blood and describe their functions in the circulatory system.</p> <p>To recognize the impact of diet, exercise and lifestyle on the way our body function.</p> 	<p><b>Talk</b>          Initiate conversations about the circulatory system, blood vessels, and blood cells. Ask open-ended questions to encourage critical thinking and deeper understanding.          For example:          "Can you explain how blood vessels work in transporting oxygen and nutrients throughout the body?"          Talk about how certain lifestyle choices, such as unhealthy eating and sedentary lifestyle, can negatively affect cardiovascular health. Help your child understand the long-term consequences of these choices.</p> <p><b>Share:</b>          Share the importance of a balanced diet, regular exercise, and sufficient sleep in maintaining a healthy circulatory system. Involve your child in meal planning and preparation, and engage in physical activities together as a family.</p> <p><b>Encourage:</b></p>	<p>Structure of blood and blood vessels - <a href="https://www.bbc.co.uk/bitesize/guides/z9n6s/g8/revision/2">BBC Bitesize</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z9n6s/g8/revision/2">https://www.bbc.co.uk/bitesize/guides/z9n6s/g8/revision/2</a></p> 



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		<p><b>Encourage</b> your child to explore the websites given to work independently. Support your child's curiosity by encouraging them to ask questions and seek answers through research or experimentation.</p>	
<p><b>Humanities</b> <b>Geography</b></p>	<p>To plan a route.</p> <p><b>Key vocabulary-</b> Silva Compass</p>	<p><b>Talk</b> to your child about planning a route on foot, cycling, by public transport, by car, etc. and how we use maps and compass directions to plan journeys in our daily lives.</p> <p><b>Share</b> with your child the way to plan a route in your local area. Then get out and about, walk it and drive it yourselves using maps and compasses to follow the directions.</p> <p><b>Encourage</b> your child to create a journey using the eight compass points and six-figure grid references.</p>	<p><a href="#">Planning a route.pdf</a></p>
<p><b>UAE Social Studies</b></p>	<p><b><u>The End of the Golden Age</u></b></p> <p>To explore the end of the Golden Age of Islamic Civilisation.</p> <p><b><u>Key vocabulary:</u></b> decline, Mongols, invasion, Ibn Battuta, analysis</p>	<p><b><u>Talk</u></b> to your child about the end of the Golden Age and the rise of Exploration.</p> <p><b><u>Share</u></b> with your child the reasons for the fall of the Western Roman Empire and compare them with the decline of the Golden Age of Islamic Civilisation.</p> <p><b><u>Encourage</u></b> your child to find out about the events leading to the decline of the Golden Age of Islamic Civilization in 1216 CE, 1258 CE and the next 300-400 years.</p>	<p><a href="#">The End of Golden Age.pdf</a></p> 



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	<p><b>Project</b></p> <p>To review the people, places and dynasties in the Golden Age of Islamic Civilization</p> <p><b>Key vocabulary:</b> achievement</p>	<p><b>Talk</b> to your child about the important achievements and events during the Golden Age of Islamic Civilization.</p> <p><b>Share</b> with your child the most important contributions to the Golden Age of Islamic Civilization.</p> <p><b>Encourage</b> your child to find information about a person, place or dynasty of their choice during this time in history.</p> 	
<p><b>Arabic for Arabs</b></p>	<p>(أحلام لييل السعيدة ) رواية أن يميز التلميذ بين القصة والرواية أن يفسر التلميذ كلمات وتراكيب وأساليب من النص في سياقاتها أن يحدد التلميذ أساليب خبرية في النص أن يحلل التلميذ رواية محددا عناصرها (كتابة نص تفسيري (تعبير إبداعي أن يكتب التلميذ نصا لتفسير ظاهرة علمية أو حدث أو رأي (الهمزة المتوسطة والمتطرفة (مقارنة أن يكتب التلميذ كلمات بها همزة متوسطة ومتطرفة كتابة صحيحة أنواع الجمع وإعرابه أن يميز التلميذ بين أنواع الجمع أن يستنتج علامات إعراب الجمع</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت و يحلل رواية . مساعدة التلميذ في كتابة ملخص للرواية بالمنزل مساعدة التلميذ في تحديد التلميذ التطور المكاني والزمني والعقدة في الرواية مساعدة التلميذ في قراءة الرواية وتحديد الفكرة الرئيسية مساعدة التلميذ في كتابة كلمات بها همزة متوسطة ومتطرفة تدريبه على إعراب وتوظيف أنواع الجمع في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو</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>



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	<p>أن يوظف التلميذ أنواع الجمع مضبوطة ومعربة في تحدّثه وكتاباتهِ الإبداعية مع الضبط وفقاً لقواعد النحو</p>		
<b>Arabic for Non-Arabs</b>	<p><b>UAE in the past and in the present</b> ( الإمارات قديماً وحديثاً ) To compare between the UAE aspects of life in the past and in the present. To distinguish the landmarks of the UAE in the past and in the present. To describe the monuments and landmarks of the UAE in the past and in the present. To design identification cards for the UAE. To clarify the causes of the UAE progress.</p>	<p><b>Encourage</b> your child to memorize his/her new vocabulary about the new topic (the hobbies) from the Arabic notebook and book (dictionary) <b>Talk</b> to your child about school and the UAE. Ask your child about his opinion regarding his school and UAE Go through the links on the Arabic 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>
<b>Islamic for Arabs</b>	<p>يُسّر الإسلام أن يستنتج التلميذ سماحة ومظاهر اليسر في الإسلام . أن يستنتج التلميذ أسباب الرخصة في الإسلام أن يدلل التلميذ على اليسر في الإسلام من القرآن والسنة السيدة عائشة - رضي الله عنها . أن يبين التلميذ نسب السيدة عائشة . أن يعدد التلميذ فضل السيدة عائشة . أن يصمم خريطة ذهنية لامهات المؤمنين بينتي أمانة أن يبين ضوابط الإسلام في المحافظة على البيئة . أن يبين كيفية المحافظة على نعمة الماء . أن يدلل على وجود نعمة الماء في الحياة</p>	<p>يساعد ولي الأمر الطالب في تطبيق ما جاء في الدرس في حياته اليومية . حث الطالب على الأعمال الصالحة مشاركة فيديوهات عن ، يُسر الإسلام، في الإسلام مساعدة الطالب في معرفة نسب السيدة عائشة مشاهدة فيديوهات عن فضل زوجات النبي مساعدة الطالب في معرفة كيفية المحافظة على البيئة . مساعدة الطالب في معرفة كيفية المحافظة على نعمة الماء 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>



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<p><b>Islamic for Non-Arabs</b></p>	<p><u>Lesson 1:</u> Surat al-Mulk (13:30) To explain the over-all meaning of the verses</p> <p><u>Lesson 2:</u> The ease in Islam To conclude the aspects of ease in Islam</p> <p><u>Lesson 3:</u> Few Signs of the Hour To infer some few signs of the Hour with references from Qur'an and Sunnah.</p>	<p><b>Encourage</b> your child to memorize Surat al-Mulk</p> <p><b>Encourage</b> your child to read about the signs of the day of Judgment.</p> <p><b>Encourage</b> your child to perform the five daily prayers on time.</p> <p>Go through the links on the Arabic 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>French Unit</b> <b>En ville</b></p>	<p>To name different places in the city.</p> <p>To describe what is in the city.</p> <p>To ask for and give directions in a city.</p> <p>To conjugate verb "aller" in present tense.</p>	<p>Help your child to find the new vocabulary and to create their own dictionary.</p> <p>Create a presentation or poster about different places in the town using directions</p> <p><b>Encourage</b> your child to read attached story to help him/her to expand their vocabulary.</p>	<p><b>Topic :En ville</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwddp3/articles/zbptrd#zwgr2p">https://www.bbc.co.uk/bitesize/topics/zwddp3/articles/zbptrd#zwgr2p</a></p> <div style="text-align: center;">  </div> <p><b>Practice :</b></p> <p><a href="https://quizlet.com/502875912/les-lieux-en-ville-flash-cards/">https://quizlet.com/502875912/les-lieux-en-ville-flash-cards/</a></p> <p><a href="https://quizlet.com/502875912/test?funnelUID=b0652d54-49fd-4229-a427-79e0ade7a31d">https://quizlet.com/502875912/test?funnelUID=b0652d54-49fd-4229-a427-79e0ade7a31d</a></p> <p><a href="https://quizlet.com/502875912/match?funnelUID=6bfcd25c-45a0-">https://quizlet.com/502875912/match?funnelUID=6bfcd25c-45a0-</a></p>



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			<p><a href="https://www.languagesonline.org.uk/French/Primary/En_Ville/4.htm">471e-a4e5-8d19e689afee https://www.languagesonline.org.uk/French/Primary/En_Ville/4.htm</a> <a href="https://www.languagesonline.org.uk/French/Primary/En_Ville/3.htm">https://www.languagesonline.org.uk/French/Primary/En_Ville/3.htm</a> <a href="https://www.languagesonline.org.uk/French/Primary/En_Ville/2.htm">https://www.languagesonline.org.uk/French/Primary/En_Ville/2.htm</a> <a href="https://www.languagesonline.org.uk/French/Primary/En_Ville/19.htm">https://www.languagesonline.org.uk/French/Primary/En_Ville/19.htm</a></p> <p><b><u>Grammar/ Verbe aller in present tense</u></b> <a href="https://quizlet.com/85644343/le-verbe-aller-flash-cards/">https://quizlet.com/85644343/le-verbe-aller-flash-cards/</a> <a href="https://quizlet.com/85644343/test?funnelUUID=6a65f60a-a149-4ba4-b507-07325f97345e">https://quizlet.com/85644343/test?funnelUUID=6a65f60a-a149-4ba4-b507-07325f97345e</a> <a href="https://quizlet.com/85644343/match?funnelUUID=a9ab2cf2-bdb7-4393-ab43-8eb7ab78f6ce">https://quizlet.com/85644343/match?funnelUUID=a9ab2cf2-bdb7-4393-ab43-8eb7ab78f6ce</a></p> <p><b><u>Story reading</u></b></p>
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			<a href="https://www.bbc.co.uk/bitesize/topics/zixpyk7/articles/z62rrj6">https://www.bbc.co.uk/bitesize/topics/zixpyk7/articles/z62rrj6</a>
<b>Physical Education</b>  <b>Activity -1</b> <b>Board game – Ludo</b>  <b>Activity - 2</b> <b>Board game – Carom</b>  <b>Activity - 3</b> <b>Board game – Chess</b>  <b>Activity - 4</b> <b>Board games – Ludo, Carom, Chess</b>		<u>Talk and encourage the children to do the following:</u>  Encouraging children to participate in board games to enhance their understanding of the game concepts.  Please follow the links for instructions on how to play and the rules.	<b>Useful sites:</b> <b>Links:</b>  <a href="#">How to play Ludo.mp4</a>  <a href="#">How to play carom</a>  <a href="#">How to play chess</a>
<b>Information and Communication Technology</b>	App Making To research about applications of ICT in education  To explore the advantages of using Apps in education  To design an app using MIT App inventor.	<b>Health &amp; Safety</b> Discuss with your child the general safety in using a computer and e-safety rules, particularly if accessing the Internet. <b>Encourage</b> good posture when sitting at the computer. <b>Encourage</b> your child to research about various apps used in education and their features  Motivate your child to research about various advantages of using Apps in education and create a power point presentation based on this.	<a href="#">Benefits Of Using Mobile Apps In Education - eLearning Industry</a>  <a href="#">24 Best Apps For Teachers and Educators 2021 - Teacher Apps (redbytes.in)</a>
<b>Music</b> (Mr. Joyson)	Improving child’s confidence and musicality through music rhythm reading intermediate level.  We take a look at dotted quarter notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm	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.  Steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the	



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	reading!	number of boxes each note uses is a great way to remember how many beats the note is worth.	
<b>Music</b> (Mr. Kiko)	Listening Skills focused on aural memory Playing recorders Improving children's confidence and musicality through singing actions songs and chanting rhymes. Reading notes and rests	Do a humming back activity, where someone hums a tune, and your child repeats that <b>Encourage</b> your child to practice recorder at home <b>Encourage</b> the child to sing action songs at home. Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions. <b>Encourage</b> the child to watch the kinds of notes video	<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> <a href="#">Year06 Recorder Count On Me.mp4</a>
<b>Music</b> (Mr. Sunil)	Learning how to play the song "UAE national anthem" 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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<p>Moral Education</p>	<p>Leading with Service</p>	<p><u>What's your quote?</u></p> <p>Ask your child to write their own quote or motto around "Leading with Service" using a gemstone metaphor (e.g., "Like a sapphire, I lead with clarity and compassion").</p> <p>Turn their quotes into posters, digital wallpapers, or small book-marks etc..</p> <p>Ask your child to choose the "gemstone" that best represents their leadership style. Then have them reflect or share how they can use that trait in service to others</p> <p><u>The Adaptability Hero</u></p> <p><b>Like diamonds form under pressure, leaders emerge through challenge. Run short roleplays where participants must make service-first decisions under time or moral pressure.</b></p> <p>Include a challenge where the hero must choose between sticking to their original plan or adjusting to a new situation with a positive attitude.</p> <p><b>Discuss how even "ordinary" people (like themselves!) can be everyday heroes through staying open-minded and flexible.</b></p> <p><u>Home Flexibility Role</u> -Give your child a small job at home that may require them to lead and fulfill the responsibility—like "Morning Routine Leader"</p>	
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	<p><b>Moral values and characteristics of leadership: Character building</b></p> <p>Explore how moral values are associated with leadership, giving examples of situations in everyday life (eg. Being empathetic, courageous, respectful, helpful, being-fair, responsible etc.)</p>	<p><b>Responsibility:</b> Help younger siblings (or remind parents!) with the morning routine—brushing teeth, packing lunches, etc.</p> <p><b>Leadership Skill:</b> Time management, positive influence.</p> <p><u>Ask afterward:</u></p> <p><u>Leadership role – Cleaning captain</u> Activity-</p> <p><b>Assign your child a leadership task at home for a week – Cleaning or Chore Captain</b></p> <p><b>Role:</b> Assign and oversee daily/weekly chores, check they're done.</p> <p><b>Leadership Skills:</b> Delegation, accountability, initiative.</p> <p><u>Reflect:</u></p> <p><b>Ask how it felt to be a leader. What values did they need (e.g., discipline, trustworthiness, helpfulness)? What would they improve next time?</b></p> <p><u>Family Decision Time</u> <b>Moral Value:</b> Fairness <b>Leadership Trait:</b> Just Decision-Making <b>Activity:</b> Ask your child lead a small family decision (e.g., what game to play, which movie to watch). Discuss how they considered everyone's input before making the choice.</p> <p><u>Reflect:</u> What points were considered as a leader before taking a decision?</p> <p><u>Fix-It Mission – Real-Life Problem Solvers</u></p>	
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		<p><b>Activity:</b> Ask your child to find a real issue at home, school, or in the community (e.g., unfairness, unkindness, or lack of responsibility). Help them to take leading role and plan and carry out a simple action to help solve the problem using values like <b>kindness, respect, or integrity.</b> Examples: Invite someone being left out to play Help clean a shared space without being asked</p> <p><b>Reflect:</b> What value did you use, and how did you show it? How did others react? Did it make a difference? What did you learn about solving problems?</p>	
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