





# The Winchester School, Jebel Ali

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



Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
<p><b>English</b></p>	<p><b>Spellings:</b></p> <p style="text-align: center;"></p> <p>To explore words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><b>Grammar:</b></p> <p>To explore the use of diverse <b>sentence structures</b></p> <p>To use <b>verb tenses</b> accurately</p> <p>To <b>master punctuation</b> in dialogue:</p> <p>To enhance descriptive language with adjectives and adverbs:</p> <p>To use <b>personal pronouns</b> effectively</p> <p>To incorporate prepositional phrases for setting and context -</p> <p>To connect ideas using conjunctions.</p> <p>To use figurative language for vivid imagery</p> <p>To engage readers through active vs. passive voice:</p> <p>To ensure <b>cohesion</b> and <b>coherence</b> with transitions</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the 'gh' used to represent the sound that 'ch' now represents in the Scottish word loch.</p> <p>Examples: doubt, island, lamb, solemn, thistle, knight.</p> <p>Learn and practice writing spellings based on the rules given. Click on the links given for more practice.</p> <div style="text-align: center;">  </div> <p><b>Talk and Encourage the children to do the following:</b></p> <p><b>Discuss</b> sentence structure: Explore the use of diverse sentence types (simple, compound, and complex) and the importance of passive voice. Prefer active voice for vivid and dynamic storytelling, while using passive voice when the action's receiver is more important than the doer.</p> <p><b>Explore</b> verb tenses: Refer to various texts to recognise consistent verb tenses and differentiate between active and passive voice.</p> <p><b>Practice</b> punctuation and dialogue: Write sentences using correct punctuation for dialogue, while incorporating adjectives and adverbs for description.</p>	<p><a href="https://www.usingenglish.com/quizzes/72.html">https://www.usingenglish.com/quizzes/72.html</a></p> <p><a href="https://www.englishclub.com/grammar/sentence/sentence-structure-quiz.php">https://www.englishclub.com/grammar/sentence/sentence-structure-quiz.php</a></p>



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### Text Level:

#### **Stellar by Chris Bradford:**

To explore the aspects of author's writing style by comparing themes, characterization and settings from different books by the same author.

To plan and write an alternative opening for a familiar story using Chris Bradford's writing style.

#### ***Skills Based Learning:***

#### ***Complex inferential skills***

#### **Classroom Activities:**

**Text Analysis:** Students will analyze characters and themes in various texts. Encourage discussions at home about their inferences.

**Problem-Solving:** We will tackle real-world problems, requiring students to apply their inferential reasoning. Ask them to share their thought processes with you.

**Group Discussions:** Collaborative discussions will help articulate and refine their inferences.

#### **Reading Comprehension**

#### **'I Go Chicken-Dippy' by Anne Fine**

To evaluate the key points and to describe the events in the text.

### Use personal pronouns and prepositional

phrases: Encourage the use of personal pronouns to enhance coherence and prepositional phrases to provide context.

**Connect** ideas with conjunctions: Write sentences that link ideas using coordinating and subordinating conjunctions.

**Employ** figurative language: Use metaphors and similes to create vivid imagery in their writing.

### Practice

transitions: Guide them to use transitional phrases to ensure cohesion and coherence in their narratives.

**Explore** phrases and clauses: Click on the provided links to

practice clauses, relative clauses, and further understand phrases. Use prepositional phrases to provide context about time, location, and relationships.

**Explore** and read books of Chris Bradford.

**Discuss** and share alternative openings and endings with the child. Encourage them to use their creativity and attempt the story in **Chris Bradford's** style.



[https://issuu.com/collinsed/docs/978-0-00-813344-3\\_pupil\\_book\\_5\\_comp](https://issuu.com/collinsed/docs/978-0-00-813344-3_pupil_book_5_comp)



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

### **Text Level:**

### **Narrative Writing:**

Revisit the features and elements of narrative text.

**Encourage** your child to draw, label or note a few words or phrases to describe their characters and settings.

**Write** a new action-packed chapter in which Stellar faces a new challenge or alien enemy.

### **What are Complex Inferential Skills?**

These skills involve **making predictions**, understanding **implied meanings**, and **reasoning** beyond surface-level information.

### **How You Can Help:**

#### **Encourage**

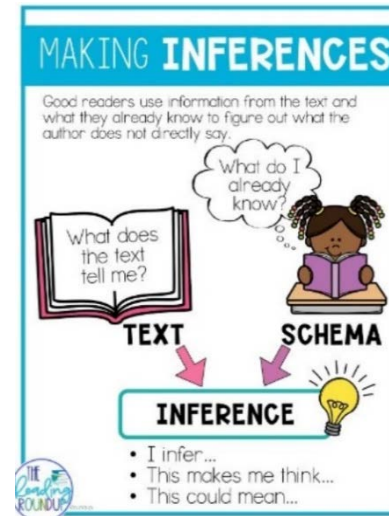
**Questioning:** Ask your child to explain their reasoning with questions like 'What makes you think that?'

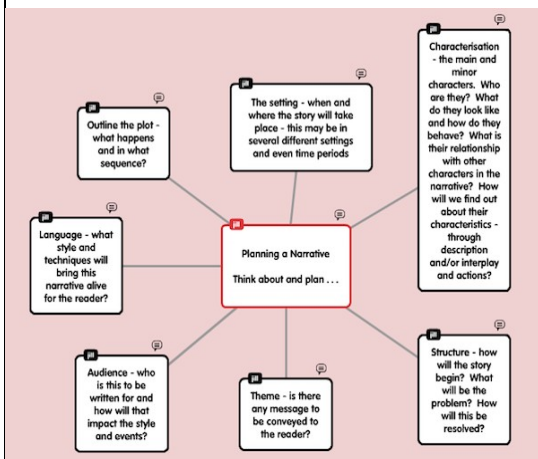
**Connect Learning to Life:** Highlight everyday instances where inferential skills are used.

**Read Together:** Choose challenging books that prompt inference and discuss what they infer.

**Ask** children to evaluate varying emotions and feelings of characters and give their own justifications.

**Encourage** the children to predict the events and provide reasoned justification for their views.





**Explore** reading comprehension passages online and try to retrieve answers with the child.  
**Discuss** the main elements of narrative writing.  
**Ask** questions with reference to the language features and structure of **narrative writing**.



**Encourage** children to explore various elements that make their stories engaging and cohesive.  
**Discuss** with children that animals should have the opportunity to develop and



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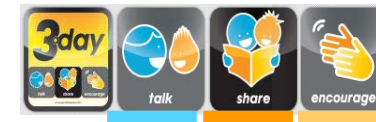


	<p><b>Moral Education</b> Flourite gemstone stands for diversity. Diversity means appreciating differences in people — their ideas, cultures, talents, and ways of thinking. A true leader:</p> <ul style="list-style-type: none"><li>• Values different perspectives.</li><li>• Encourages everyone to share their ideas.</li><li>• Understands that teamwork is stronger when people are different.</li></ul>	<p>practice their basic capabilities for movement, sensation, companionship and live as much as possible free from pain. <b>Encourage</b> them to understand the following <b>Key Areas of Focus:</b> Diverse Sentence Structures, Verb Tense Consistency, Descriptive Language Dialogue Punctuation, Cohesion and Coherence.</p> <p><b>Family Team Task</b> - Choose a simple family activity (e.g., cooking a meal, designing a card, tidying a room). Encourage each family member to share their own idea or way of doing the task, and combine all the different ideas to complete it together. This helps your child practice valuing diversity and inclusivity.</p> <p><b>Diversity Jar</b>- Create a “Celebrating Differences” jar. Every time your child notices, accepts, or appreciates someone’s unique idea, skill, or perspective, write it on a note and drop it in the jar. At the end of the week, celebrate their Flourite behavior – honoring diversity!</p> <p><b>Reflection Chat</b> At bedtime or dinner, ask:</p> <ul style="list-style-type: none"><li>• What different idea or perspective did you value today?</li><li>• How did you include others and celebrate diversity like a <b>Flourite leader</b>?</li></ul>	
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### Mathematics

To use formal written methods of long division to calculate 4 digits by 1-digit  
To multiply numbers up to four digits by a two-digit number using a formal written method

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

To solve one step and two step word



problems using multiplication and division.

**Share** how a division fact is related to the times table e.g. -  $3 \times 2 = 6$  or  $6 / 2 = 3$ .

**Share** the knowledge of multiples with children asking simple questions such as - What are the first five multiples of 2? (2, 4, 6, 8, 10) next five multiples of 2? (12, 14, 16, 18, 20)

What patterns do you notice? (all of the units digits are even; repeating units digit pattern of 0, 2, 4, 6, 8)

**Encourage** your child to create a memory game. Face down the multiplication cards (4x5, 2x7, 8x6 ) and number cards (20, 14, 48). How many pairs can you find?

**Encourage** your child to learn their times tables up to 12x12 and challenge them to solve a crossword relating multiplication and division facts

Times Tables Recall Rhymes can be used to learn the Tricky Times tables

4 x 12 and 12 x 4  
11 x 11  
7 x 8 and 8 x 7

At the park with my mate... 4 times 12 is 48  
I left the park a little late... 12 times 4 is 48  
Fancy going for a run... 11 times 11 is 121  
My house is made of bricks... 7 times 8 is 56  
This old house needs a fix... 8 times 7 is 56

12 x 12  
8 x 12 and 12 x 8  
6 x 9 and 9 x 6

What's that running past the door? 12 times 12 is 144  
I saw a magician doing tricks... 8 times 12 is 96  
This magician had walking sticks... 12 times 8 is 96  
Digging down to the core... 6 times 9 is 54  
I had to dig more and more... 9 times 6 is 54

6 x 8 and 8 x 6  
6 x 12 and 12 x 6  
4 x 7 and 7 x 4

At the doctor's, I had a long wait... 6 times 8 is 48  
The doctor said her name was Kate... 8 times 6 is 48

Above the clouds, the bird flew... 6 x 12 is 72  
The bird had an amazing view... 12 times 6 is 72

Zooming down, I roller-skate... 4 times 7 is 28  
Hurling down towards the gate... 7 times 4 is 28

**Talk and share** with children a strategic plan (RUCSAC) to work with word problems.

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

<http://www.math-play.com/Division-Millionaire/division-millionaire-game.html#5.html>

[Multiplication Word Problems Quiz \(softschools.com\)](#)

[Times or Divide Bingo - 7-11 year olds - Topmarks](#)



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**Encourage** children to retell a word problem in their own words. Underline the key words. Identify the key vocabulary for: addition, subtraction, multiplication, or division.

**Share** and discuss the use of multiplication and division in solving problems involving numbers or money in real life. (E g: cost of different items, measuring different objects etc.)

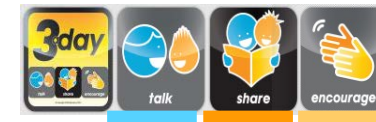
- Cost of 1.5kg of apples is 8.90 Dirhams. Therefore, what would be the cost of 3 Kg of apples?
- Sally shoots an arrow 30 yards. Flame shoots her arrow three times as far. How far did Flame's arrow go?




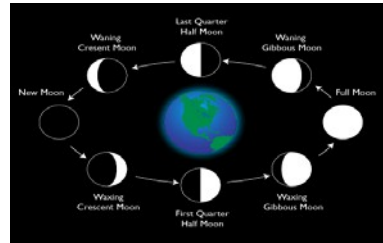
Challenge



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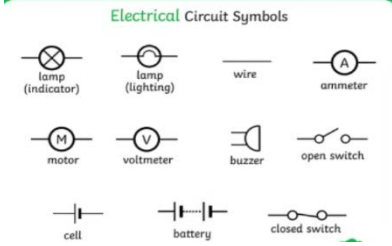
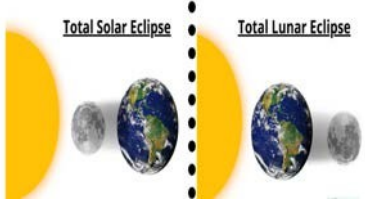
		<div data-bbox="987 272 1339 504" style="border: 1px dashed black; padding: 5px;"> <p>If I spend \$22.95 for a pair of jeans, will I have enough left from my \$40.00 to buy a \$19.98 shirt?</p>  </div> <div data-bbox="1424 272 1646 550" style="border: 1px solid red; padding: 5px;"> <p>How many squares of <b>all</b> different sizes are on an ordinary checkerboard?</p>  </div> <div data-bbox="974 592 1417 813" style="border: 1px solid black; padding: 5px;"> <p>Marcus made four free throws out of every five shots during the basketball season. How many free throws would you expect him to make in 30 shots?</p>  </div>	
<p><b>Science</b> Earth, Sun and Moon</p>	<p><b>Earth, Sun, and Moon</b></p> <p>To investigate if length of shadow changes during the course of day.</p> <p>To explain the Moon's orbit around the Earth and how its shape appears to change throughout the month.</p> <p>To explain solar eclipses through the concept of shadow formation.</p> <p>To explain the causes of a lunar eclipse and compare it with a solar eclipse.</p>	<p><b>Encourage your child</b> to record data of shadow length in summer versus winter.</p> <p><b>Highlight</b> the importance of analyzing data to form a conclusion.</p> <p><b>Discuss</b> the significance of conducting a fair test in an investigation.</p> <p><b>Explain</b> how the scientific method is applied in daily life. <b>Highlight</b> the importance of forming a hypothesis in scientific inquiry.</p> <p><b>Encourage</b> your child to observe and track the Moon's shape each night.</p> <p><b>Help</b> your child create and label a Moon Phases chart.</p> <p><b>Engage</b> in the activities: Model the Phases: Use a flashlight and a ball to simulate the Moon's phases. Moon Phase Cookies: Decorate cookies to represent the different phases of the moon.</p> <p><b>Engage</b> in the Eclipse Simulation Activity: Use a flashlight as the Sun, a ball as the Earth, and a smaller object (like a</p>	<p><b>Phases of the moon</b></p> <p><a href="https://www.bbc.co.uk/bitesize/article/z846p4j#:~:text=There%20are%20eight%20phases%20of,repeat%20on%20every%2029.5%20days.">https://www.bbc.co.uk/bitesize/article/z846p4j#:~:text=There%20are%20eight%20phases%20of,repeat%20on%20every%2029.5%20days.</a></p> 



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<p><b>Electricity</b></p>	<p>To use recognised symbols of Electricity when representing a simple circuit in a diagram.</p> 	<p>marble) as the Moon. Position the ball and marble to demonstrate how the Moon's position relative to the Earth and Sun creates solar and lunar eclipses. Solar and Lunar eclipses.</p> <p>Toy Circuit <b>Exploration:</b> Examine the circuit diagram of an electronic toy together, and discuss each symbol used. Gadget Dismantling: Disassemble a simple electronic gadget or toy to identify and label the various components and their connections.</p>	<p><b>Solar and Lunar Eclipse</b>  <a href="https://spaceplace.nasa.gov/eclipses/en/">https://spaceplace.nasa.gov/eclipses/en/</a></p>  <p><a href="https://www.bbc.co.uk/bitesize/articles/zqryn9q#zfx44xs">https://www.bbc.co.uk/bitesize/articles/zqryn9q#zfx44xs</a></p>
<p><b>Humanities History</b></p>	<p>To explore key facts about the Anglo-Saxons.</p> <p>To explore the names the Anglo-Saxons gave places in Britain.</p> <p>To explore Anglo-Saxon village life.</p>	<p><b>Talk</b> about who the Anglo-Saxons were and where they came from.</p> <p><b>Share</b> with your child the significance of the Anglo-Saxons in history.</p> <p><b>Encourage</b> your child to present the Anglo-Saxon invasion of Britain as a television report.</p> <p><b>Talk</b> about the Anglo-Saxon countries, cities, towns and locate them on the map of Britain.</p> <p><b>Share</b> time together researching the meanings of these Anglo-Saxon place names.</p> <p><b>Encourage</b> your child to create a game that will help other children in class learn about Anglo-Saxon place names and their meanings.</p> <p><b>Talk</b> about village life in Anglo-Saxon Britain and life in the country in Britain and the UAE today.</p> <p><b>Share</b> pictures and information about the Anglo-Saxon homes.</p>	<p><a href="#">Anglo Saxons and Scots - The invaders.pdf</a></p> <p><b>Key vocabulary:</b> invasion, Angles, Saxons, Jutes, Frisians, Franks, Scots, Picts</p> <p><a href="#">Anglo Saxons - Place names.pdf</a></p> <p><b>Key vocabulary:</b> root meaning, village, town, county, kingdom</p> <p><a href="#">Anglo-Saxon Village life.pdf</a></p> <p><b>Key vocabulary:</b> settlement, village,</p>



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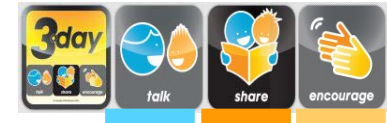


		<p><b>Encourage</b> your child to write step-by-step instructions on how to perform one of the Anglo-Saxon crafts, such as weaving or making pottery. Include diagrams for each stage of the process too.</p>	<p>weaver, tanner, smith, potter, jeweller, woodworker, thatched roof</p>
<p><b>Moral, Social and Cultural Studies / Moral Education</b></p>	<p><b>Lesson 8: Nature and wildlife</b> To explore the plants and animals in different climate zones. <b>Key vocabulary:</b> rainforest, arid, vegetation, walrus, Antarctica.</p> <p><b>Gems Leadership Stones</b> <u>Labradorite (vision):</u> Leading with vision Promotes goal setting and planning for future success - sustainability and long-term care for nature and wildlife. <u>Diversity (Fluorite):</u> Focuses on celebrating the variety of plants and animals across climate zones, valuing uniqueness and differences.</p> <p><b>Lesson 9: Climate Changes</b> To explore climate changes and the greenhouse effect. <b>Key vocabulary:</b> climate change, greenhouse effect, pollution, sediment, ice cores, magnetic field.</p> <p><b>Gems Leadership Stones</b> <u>Labradorite (vision):</u> Leading with vision foresight, responsibility, and promoting sustainability.</p>	<p><b>Talk</b> with your child about the plants and animals they see in the UAE. <b>Share</b> with your child the diverse plants and animals in the different climate zones. <b>Encourage</b> your child to research the different plants and animals living in different climate zones.</p> <p><b>Talk</b> with your child about the measures to be taken to save everyone from the effect of climate change. <b>Share</b> with your child how the changing climate affects life on earth. <b>Encourage</b> your child to research how scientists find the change in climate over millions of years.</p> <p><b>Talk</b> with your child about the causes of pollution, the ill effects of pollution and the importance of preserving the planet.</p>	<p><a href="#">Nature and Wildlife.pdf</a></p> <p><a href="#">Climate Changes.pdf</a></p>



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	<p><u>Resilience (Onyx)</u>: people, plants, and animals need resilience to cope with the challenges brought by climate change.</p> <p><u>Adaptability (Aquamarine)</u>: since adapting to changing climates is key for survival.</p> <p><b>Lesson 10: Energy Sources and Preserving the Planet.</b></p> <p>To explore the sources of energy and ways to preserve the planet.</p> <p><b>Key vocabulary:</b> energy sources, potential and kinetic energy, hydropower, biomass, geothermal, fossils, carbon footprint, pollution, renewable and non-renewable energy, environment.</p>	<p><b>Encourage</b> your child to research the different sources of energy: renewable and non-renewable sources of energy. Together create a poster on how energy is generated in the UAE and its uses.</p> <p><b>Share</b> with your child how the Ministry of Climate Change and Environment in the UAE works on protecting the environment in the UAE.</p>	<p><a href="#">Energy resources and preserving the planet.pdf</a></p>
<p><b>Arabic for Arabs</b></p>	<p>سقف الأعلام أن يحدد التلميذ عناصر القصة أن يميز التلميذ بين الحوار الداخلي والحوار الخارجي أن يستنتج الصفات الداخلية والخارجية لشخصيات القصة أن يحدد الدوافع وراء تصرفات الشخصية الرئيسية بالقصة نشيد – أطفال نحن أن يحدد التلميذ الفكرة الرئيسية بالنص أن يستنتج التلميذ العلاقة بين التضاد والترادف بين الكلمات</p>	<p>قراءة القصة وتحديد الفكرة الرئيسية والأفكار الداعمة. تحديد السمات الداخلية والسمات الخارجية لشخصيات القصة التمييز بين الحوار الداخلي والحوار الخارجي مساعدة التلميذ في تلخيص القصة وكتابة نهاية جديدة للقصة مساعدة التلميذ في البحث عن لغويات النص بالمعجم المدرسي مساعدة التلميذ في كتابة ملخص للقصة بأسلوبه. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة وينشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة وينشستر</a></p> <p><a href="#">قصة سقف الأعلام 1</a> <a href="#">قصة سقف الأعلام 2</a> <a href="#">قصة سقف الأعلام 3</a> <a href="#">نشيد أطفال نحن</a> <a href="#">كان وأخواتها</a></p>



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أن يشرح التلميذ الأبيات بأسلوبه .  
كان وأخواتها  
أن يميز التلميذ بين أخوات كان .  
أن يعرب كان وأخواتها واسمها وخبرها .

### Arabic for Non-Arabs

Daily routine(الروتين اليومي)  
To describe the daily routine using verbs, time, and connectives in paragraphs.  
To analyse a text about the daily routine.  
Happy occasions:  
To describe different happy events that you can celebrate (birthday- national day-wedding- success...)  
To use specific expressions and forms to write about a happy occasion.  
To design a letter or a card (invitation – congratulation – apology ...) about a happy event.  
To express his/her opinion in different happy events.  
To create a paragraph about the happy events.

**Encourage** your child to memorize the new vocabulary from the Arabic notebook and the Arabic textbook.  
**Encourage** your child to use the vocabulary in sentences of his/her own.  
**Ask** your child to study the present and past tense in writing and speaking about the daily routine.  
**Talk** to your child about his plans at the weekend.  
**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

[Arabic and Islamic YouTube Channel](#)

### Islamic for Arabs

**سورة الطارق**  
- يستنتج الطالب قدرة الله تعالى في خلق الإنسان من خلال سورة الطارق.  
- يُحلل الطالب أثر الإيمان بالبعث في تصرفاته اليومية.  
- يستنتج الطالب أهمية مراقبة أفعاله وأقواله في الدنيا وأثر ذلك في الدنيا والأخرة.

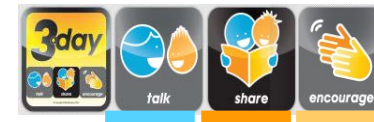
- تشجيع الطالب على حفظ سورة الطارق.  
- حث الطالب على مراقبة أفعاله وأقواله.  
- تشجيع الطالب على الأعمال الصالحة.  
- مساعدة الطالب على معرفة سيرة أزواج النبي صلى الله عليه وسلم.  
يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة وينشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.

[قناة اللغة العربية والإسلامية بمدرسة وينشستر](#)



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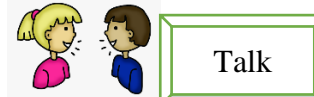
	<p>- يشرح الطالب معاني سورة الطارق والدروس المستفادة منها. - حفظ السورة كاملة.</p> <p><b>التثبيت من الأخبار</b></p> <p>- يُبين الطالب المعنى الاجمالي للحديث. -يستنتج الطالب أهمية التثبيت من الأخبار قبل نشرها وأثر ذلك على المجتمع. - يوضح الطالب أثر الصدق في حياة المؤمن. <b>أم المؤمنين زينب بنت خزيمة رضى الله عنها.</b> - يذكر الطالب صفات أم المؤمنين زينب بنت خزيمة رضى الله عنها.</p> <p>أن يستنتج الطالب الدروس المستفادة من سيرة السيدة زينب بنت خزيمة ويطبقها في حياته.</p>		
<p><b>Islamic for Non-Arabs</b></p>	<p><b>Some of Rules of Tajwīd Students will be able to:</b></p> <p>Explain the lām shamsiyyah (assimilated lām)and the lām qamariyyah, (unassimilated lām).</p> <p>Enumerate the rules for pronouncing the Lafz al-Jalālah (Divine Name of Allah) (الله).</p> <p>Apply the rules pertaining to the lām shamsiyyah, the lām qamariyyah and the Lafz al-Jalālah.</p> <p><b>Belief in Divine Books Students will be able to:</b></p>	<ol style="list-style-type: none"><li>1. <b>Practice Qur'an recitation</b> with children and correct gently.</li><li>2. <b>Show the two groups of letters:</b> Sun letters → lām not pronounced. Moon letters → lām pronounced clearly.</li><li>3. <b>Give examples</b> from the Qur'an (النَّاسِ، الشَّمْسِ، الْقَمَرِ،) (الْبَيْتِ).</li><li>4. <b>Explain Lafz al-Jalālah:</b> Heavy lām if before fathah/ḍammah. Light lām if before kasrah.</li><li>5. <b>Use listening practice</b> – play recitation and ask kids to identify lām types.</li><li>6. <b>Encourage daily repetition</b> to build fluency.</li><li>7. <b>Connect to prayer and adhkar</b> – show how the rules apply in real recitation.</li></ol>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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	<ul style="list-style-type: none"><li>➤ Mention the names of the Divine Books, and to whom they were revealed.</li><li>➤ Compare earlier Divine Books with the Holy Qur'ān.</li><li>➤ Mention that the Holy Qur'ān is the last of the Divine Books.</li><li>➤ Elucidate based on proof that Allah i has made it easy for us to recite and memorize the Holy Qur'ān</li></ul>	<p>8. <b>Share with your child the importance of knowing the provisions of the congregational and Masbuq prayer.</b></p> <p><b>1. Teach names of the Divine Books and prophets</b> (Tawrāh–Mūsā, Zabūr–Dāwūd, Injīl–'Īsā, Qur'ān–Muḥammad ﷺ).</p> <p><b>2. Explain differences:</b> earlier books were limited; Qur'ān is universal and preserved.</p> <p><b>3. Emphasize finality:</b> Qur'ān is the last Divine Book.</p> <p><b>4. Show proof from Qur'ān:</b> Allah made it easy to recite and memorize (Qamar 17).</p> <p><b>5. Encourage practice at home:</b> daily recitation, short memorization, and listening to Qur'ān.</p> <p><b>6. Ask reflection questions:</b> why Allah revealed many books, and what makes Qur'ān special.</p>	
التربية الوطنية Social Study	طبيعة بلادي الوحدة الأولى يميز الطالب بين أشكال السطح في دولة الإمارات العربية ينتبع توزيع الجبال في دولة الإمارات العربية المتحدة يقارن بين السهول الساحلية والسهول الداخلية	مساعدة الطالب في معرفة بعض المسطحات المائية الموجودة في دولة الإمارات مساعدة الطالب في معرفة بعض الجبال الموجودة في دولة الإمارات مساعدة الطالب في معرفة الفرق بين السهول الساحلية والسهول الداخلية	
French	<p><b>Unit 1:</b></p>  <p><i>Les Salutations</i> (greetings)</p>	 <p>Talk</p> <p>About classroom instructions in French.</p> <p>About greetings in French</p>	<p><a href="https://quizlet.com/148469019/les-salutations-flash-cards/">https://quizlet.com/148469019/les-salutations-flash-cards/</a></p> <p><a href="https://quizlet.com/148469019/gravity">https://quizlet.com/148469019/gravity</a></p>



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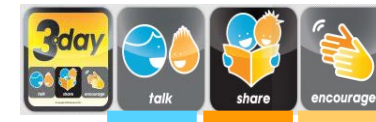





	<p>To identify classroom instructions in French. To greet someone in French. To introduce myself in French.</p>	<div style="text-align: center;">  <div style="border: 1px solid blue; padding: 5px; display: inline-block;">Share</div> </div> <p>Create a presentation or poster to introduce yourself in French (name, age, and gender) and share it with your parents.</p> <div style="text-align: center;">  <div style="border: 1px solid yellow; padding: 5px; display: inline-block;">Encourage</div> </div> <p>Students to keep exploring the links given.</p>	<p><a href="https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/">https://quizlet.com/au/439380264/les-instructions-de-la-classe-flash-cards/</a> <a href="https://quizlet.com/439380264/match">https://quizlet.com/439380264/match</a></p>
<p><b>Physical Education</b></p> <p><b>Activity -1</b></p> <p><b>Activity - 2</b></p> <p><b>Activity - 3</b></p> <p><b>Activity- 4</b></p>	<p>Football – Heading &amp; Goal keeping</p> <p>Football – Team game</p> <p>Rounders – Throwing and catching</p> <p>Sports day practice– events/activities</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 do the skills/activities with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game/practice students will do proper cooldown activity.</p>	<p><u>Useful sites:</u> Links:</p> <p><a href="#">Heading</a> <a href="#">Goalkeeping</a></p> <p><a href="#">Team game</a></p> <p><a href="#">Rounders Throw &amp; Catch</a></p> <p><a href="#">Sports day events</a></p>
<p><b>Information and Communication Technology</b></p>	<p><b><u>Spreadsheets</u></b></p> <p>To create a spreadsheet model to manage a business To work independently in MS Excel using formulas and functions.</p>	<p>Discuss about different ideas for a business. Discuss about costs and Income</p>	<p><a href="#">Creating and understanding charts and graphs - BBC Bitesize</a></p>



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		<p><b>Café:</b>          What recipes would you make?          Choose a recipe you like?  this          How much would it cost to make this recipe?          How many portions would your recipe make?          How much would you sell each portion for?  <b>Bead Jewellery: What jewellery would you make? Think of a design for a bracelet or necklace</b>          How much would the materials  cost?          How long would it take to  make?          How much would you sell the jewellery for?</p>	
<p><b>Music</b> (Mr. Joyson)</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</b> (Mr. Kiko)</p>	<p>Playing recorders          Improving children’s confidence and musicality through singing actions songs and chanting rhymes.          Reading notes and rests</p>	<p><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</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>   <a href="#">Year05 Recorder Lesson Drag Me Down.mp4</a></p>



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<p><b>Music</b> (Mr. Sunil)</p>	<p>Learning how to play Ukulele “Introductions”</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>Leadership Gemstones</b></p>	<p><b>Leading with Diversity</b> To identify different ways people are unique, explain why diversity is important in a team, and demonstrate inclusive behaviors that create safe spaces for everyone to be themselves.</p>	<p><b>Activity 1: Acts of Inclusion Challenge</b> Together think of one way to make someone at home or in your community feel included (helping with chores, inviting a neighbor, or playing with a sibling). Try it together and write one sentence: “We made someone feel included by...”</p> <p><b>Activity 2: Our Family Diversity Gem</b> Work with your child to make a small poster or drawing that shows what makes your family special—like foods you enjoy, hobbies, or traditions. Bring it to class to share with your friends.</p> <p><b>Activity 3: Safe Words, Safe World</b> With your child, talk about kind and positive words that make people feel safe (like I believe in you, thank you, you can do it). Write them down in bright colors or decorate a mini poster.</p> <p><b>Encourage</b> your child to choose one or more activities and support them in sharing their work with the class.</p>	