



The Winchester School, Jebel Ali

Family Learning Newsletter -Year 6- October -2025



Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources																				
<p>English</p>	<p>Spellings:</p> <p style="text-align: center;">SPELLING</p> <p>To use the endings which sound like /ʃəl/ These are words with –cial and –tial at the end.</p> <p>Grammar: Distinguish between direct and indirect speech in sentences. Understand how pronouns, verb tenses, and time expressions change when moving from direct to indirect speech. To demonstrate understanding by choosing the appropriate form of speech (direct or indirect) to achieve a particular effect in their writing.</p>	<p>The endings such as –cial and –tial often help students recognise word families, where words are linked in meaning but take on different forms. For example, finance and financial or influence and influential are connected but serve different grammatical purposes. Learning these word families enables students to broaden their vocabulary and use words more accurately in various contexts. Examples: special → especially, benefit → beneficial</p> <p>Talk and encourage the children to do the following: Talk to your child about speech in English — it can either be in direct speech or indirect speech. When a sentence is in direct speech, it reports the exact words spoken. When a sentence is in indirect speech, it reports what someone said without quoting them exactly. Discuss how to change sentences with a few examples: Direct: "I am going to the park," said Sara. (These are Sara’s exact words.) Indirect: Sara said that she was going to the park. (This reports what Sara said.) Share you can explain and show them how to change sentences from direct to indirect speech with a few examples: Direct: "I like chocolate," said Tom. (Tom’s exact words.) Indirect: Tom said that he liked chocolate. (Reports Tom’s words.) Encourage your child to find more examples in a text and practice converting sentences. Take a short story or a paragraph from a book they enjoy. Ask them to identify the</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Direct Speech</th> <th style="background-color: #0056b3; color: white;">Indirect Speech</th> </tr> </thead> <tbody> <tr> <td>She said, "I don't like ice cream."</td> <td>She said that she didn't like ice cream.</td> </tr> <tr> <td>He said, "I am going to the gym."</td> <td>He said that he was going to the gym.</td> </tr> <tr> <td>She said, "I want to buy a new car."</td> <td>She said that she wanted to buy a new car.</td> </tr> <tr> <td>He said, "I can't attend the meeting."</td> <td>He said that he couldn't attend the meeting.</td> </tr> <tr> <td>They said, "We have watched that movie."</td> <td>They said that they had watched that movie.</td> </tr> <tr> <td>She said, "I am going to Paris."</td> <td>She said that she was going to Paris.</td> </tr> <tr> <td>He said, "I have eaten breakfast."</td> <td>He said that he had eaten breakfast.</td> </tr> <tr> <td>They said, "We will leave early tomorrow."</td> <td>They said that they would leave early the next day.</td> </tr> <tr> <td>She said, "I am very tired."</td> <td>She said that she was very tired.</td> </tr> </tbody> </table>	Direct Speech	Indirect Speech	She said, "I don't like ice cream."	She said that she didn't like ice cream.	He said, "I am going to the gym."	He said that he was going to the gym.	She said, "I want to buy a new car."	She said that she wanted to buy a new car.	He said, "I can't attend the meeting."	He said that he couldn't attend the meeting.	They said, "We have watched that movie."	They said that they had watched that movie.	She said, "I am going to Paris."	She said that she was going to Paris.	He said, "I have eaten breakfast."	He said that he had eaten breakfast.	They said, "We will leave early tomorrow."	They said that they would leave early the next day.	She said, "I am very tired."	She said that she was very tired.
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Text Level:

To explore newspapers and tabloids articles effectively to engage students with real-world examples while developing their writing skills.

Skills Based Learning:

Writing Their Own News Article

Classroom Activities:

Text Analysis: Students will learn how to critically analyze news articles, understanding their structure, tone, purpose, and key elements.

direct speech sentences and rewrite them in indirect speech. For example, if they like a story about animals, find a passage and transform it.



Explore articles and share their first impressions — examine quotes in interviews or reported speech and discuss how they are presented. What caught their attention? What is the main idea being communicated?

Discuss whether the reported speech effectively conveys the speaker's message. Does it make the reader understand clearly? Compare direct quotes and reported speech in different articles. Discuss differences in tone, word choice, and style.

Encourage them to create their own short dialogues or interviews, then write them in both direct and indirect speech. Guide them through drafting the dialogue, reporting

[Writing newspaper articles](#)

<https://schools.firstnews.co.uk/articles/non-fiction/features-of-a-newspaper-report-ks2/>



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	<p><u>Reading Comprehension</u> Reading comprehension Lesson Objective: To retrieve information and draw inferences. To examine and evaluate the topics from different perspectives.</p> <p><u>Text Level:</u> <u>Journalistic Writing:</u> To identify and analyse the key features of a newspaper report.</p>	<p>the speech, and checking those pronouns, verb tenses, and time expressions are correct.</p> <p>Share examples of newspaper articles or interviews with your child. This will provide a real-world perspective on how direct and indirect speech is used and help them understand various writing styles.</p> <p>Discuss with the children the meaning of the word “historic” and why some buildings are important to a community.</p> <p>Share with children how the community came together to save the historic library and why preserving such places is important for future generations.</p> <p>Encourage children to think of ways they could help protect or celebrate local landmarks, such as creating posters, writing stories, or drawing pictures. This helps them understand the value of community action and caring for shared heritage.</p> <p>Talk about reading newspapers. How the news headline is and what type of content you can find in different articles and pages of a newspaper. Further talk about what is the role of Journalists, if they have observed how the journalist gather news and deliver it in written and video forms.</p> <p>Understanding the Newspaper- Headlines grab attention and summarize the main point of the article. These can be dramatic or simple, depending on the story's urgency.</p> <p>Sections of a newspaper include: National & International News: Important global and local events. Politics: Focuses on government and elections. Business: Covers the economy, companies, and markets. Sports: Updates on games, athletes, and scores.</p>	<p>Keys to writing good journalism:</p> <ul style="list-style-type: none">– Get the facts. All the facts you can.– Tell your readers where you got every bit of information you put in your story.– Be honest about what you do not know.– Don't try to write fancy. Keep it clear.
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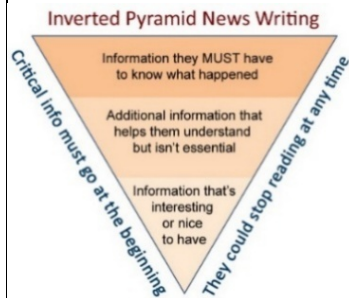


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To explore and compare different reporting styles, such as tabloids and broadsheets.



Arts & Entertainment: News about movies, music, and celebrities.
Lifestyle & Health: Covers wellness, trends, and advice.

Discuss and read newspaper with your child every day. Ask them if they are interested in reading a particular section of the newspaper. Educate them about different writing techniques used for varied sections/topics in the newspaper.

Share the knowledge of what happened around the world, and encourage them to read the newspaper more often. Explore Journalistic writing by sharing a few examples.

Role of Journalists

Gathering News: Journalist's research, interview, and verify facts to ensure accuracy.

Writing News: Articles are often written in the Inverted Pyramid style: the most important info first, followed by details.

Video Journalism: Along with written articles, journalists now present news in short, engaging video formats.

Ethics: Journalists must ensure fairness, accuracy, and transparency when reporting.

Motivate to explore articles presented in the newspaper in different sections. Together discuss and identify the various sections of the newspaper and how the language is used to present ideas catering to the audience. E.g.: - political, business, tabloid, advert. Talk to your child and discuss the different types of articles presented in a Tabloid. Now explore a tabloid.

Five W's and an H

- Who?** Who is the story about?
- What?** What happened or is going to happen?
What event or occurrence is the story about?
- When?** When did the event or occurrence take place, or where will it take place?
- Why?** Why did the event or occurrence take place? What circumstances led up to it?
- How?** How did it happen? What makes this story newsworthy?



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Moral Education-

Positive Relationships

Settlement, family and kinship in the UAE



Encourage children to explore various elements that make their articles engaging and significant. Point out how language changes between sections. For example, political articles may use formal, complex language, while sports articles are more informal and energetic.

Discuss Responsibility in Journalism - Accuracy & Fairness: Teach your child that responsible journalists always check facts, provide balanced viewpoints, and report ethically.

Discuss the importance of family and kinship bonds for individuals.

People in the UAE – Many from different countries have come to live and work, making the community diverse.

Families today – Families may be smaller and live apart, but they still stay connected and support each other.

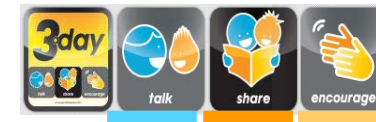
Key ideas – Migration (moving), Settlement (living in a new place), Kinship (family ties), Culture (shared way of life).

Value of bonds – Family and community give love, care, and a sense of belonging.



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Mathematics

To solve addition and subtraction problems pertaining to real life.

Talk to your child about the usefulness of the concept of addition and subtraction in real life. For e.g. household budgeting, cooking and baking, travel planning etc.

[Subtraction Online Math Games](#)

Encourage your child to help you in shopping and add up the cost of the purchases, reminding your child to line up the digits correctly.

[Addition Games](#)

Challenge with budgeting

If the purchase is under budget, ask to find the difference. If it is over budget, ask to subtract item(s) until the budget is achieved.

[Prime Pairs game](#)

To identify common factors, common multiples and prime numbers.

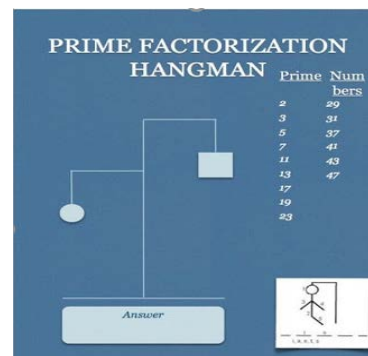
Talk to your child about the usefulness of the concept of multiples and factors in real life. For e.g. event planning and scheduling, packaging, music and rhythm.

Encourage your child to utilize the available time by playing factorization hangman game. Write the composite number in the square. Now let child choose a prime number listed alongside. If the prime number is the factor of the composite number, put below the square to extend the tree. If not draw the body (then arms legs)

Prime vs. Composite Numbers

Prime have only 2 factors: (1 and itself) 2,3,5,7,11	Composite have more than 2 factors 4,6,8,9,12,14
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0 and 1 are neither





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To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Challenge with Factor Matching Game

Provide a set of cards with numbers on one side and possible factors on the other. Students must match each number with its correct factor pair(s). For example, a card with 36 on one side might have 2, 3, 6, 9, 12, and 18 on the other.

Add a time limit to the matching game or include numbers with multiple factor pairs to increase complexity.

Challenge with Pattern Recognition

- Identify the pattern: 3×1 , 3×2 , 3×3 , ..., 3×10 . What is the 15th term in this pattern?
- What is the sum of all the terms from 3×1 to 3×20 ?

ACTIVITY

Grid method

457 x 36	400	50	7
30	12 000	1500	210
6	2400	300	42

$$13\ 710 + 2742 = 16\ 452$$

Formal written method

$$\begin{array}{r} 4\ 5\ 7 \\ \times\ 3\ 6 \\ \hline 1\ 3\ 1\ 7\ 2\ 1\ 0 \\ \underline{2\ 7\ 3\ 4\ 2} \\ 1\ 6\ 4\ 5\ 2 \\ 1 \end{array}$$

What to do

- One person chooses three cards to make a 3-digit number and two cards for a 2-digit number.
- Write out the multiplication carefully and execute it as show in the example above.
- Second person checks the answer with calculator.
- Change roles and repeat.
- Score 1 point for each odd number in the answer and 2 points for each even number in the answer.
- Continue for 10 minutes.
- The winner is the person with the higher score.

You will need:

- 1–9 cards

Variation

- Choose four cards to make a 4-digit number and multiply by TO as before.

SHORT DIVISION

Game Links:

[Multiplication Games](#)
[Multiplication](#)



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To find the quotient and remainder for the whole numbers

(a) $2742 \div 3$ $\begin{array}{r} 0914 \\ 3 \overline{)2742} \\ \underline{327} \\ 42 \\ \underline{42} \\ 2 \\ \underline{27} \\ 2 \\ \underline{27} \\ 0 \end{array}$ Answer = 914	(b) $7364 \div 7$ $\begin{array}{r} 1052 \\ 7 \overline{)7364} \\ \underline{7} \\ 0364 \\ \underline{07} \\ 364 \\ \underline{35} \\ 14 \\ \underline{14} \\ 0 \end{array}$ Answer = 1052	(c) $3231 \div 9$ $\begin{array}{r} 0359 \\ 9 \overline{)3231} \\ \underline{03} \\ 231 \\ \underline{27} \\ 31 \\ \underline{27} \\ 41 \\ \underline{36} \\ 51 \\ \underline{45} \\ 61 \\ \underline{54} \\ 71 \\ \underline{63} \\ 81 \\ \underline{81} \\ 0 \end{array}$ Answer = 359
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Short division is a method for dividing large numbers by one-digit numbers in one step. Here's how to do it:

1. **Divide** the first digit by the divisor.
2. **Write the quotient** above and bring down the remainder (if any) to the next digit.
3. **Repeat** the process for each digit until the entire number is divided.

Break the problem into smaller, manageable steps.

Science-Variation

To explore variation in characteristics in living organisms.



Talk: Talk to your child that variation is not just about people; it's everywhere in nature. variation means differences or variations among living things.

Encourage empathy and understanding by teaching children to appreciate and respect the differences in others.

Explain that diversity, or having many different kinds of people, animals, and plants, makes our world interesting and beautiful.

Share: Share the facts about Variation. If You must have read an article or heard anywhere about that animals of the same species can look different, and even plants from the same type of plant can vary in size and shape

<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z6s26yc>

<https://www.twinkl.ae/teaching-wiki/animal-adaptations-for-kids>



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Adaptation of animals.

To describe how animals are adapted to suit their environment in different ways

Characters in pea plant with contrasting traits

	Flower colour	Seed shape	Seed colour	Pod colour	Pod shape	Plant height	Flower position
DOMINANT	 Purple	 Round	 Yellow	 Green	 Inflated	 Tall	 Axial
RECESSIVE	 White	 Wrinkled	 Green	 Yellow	 Constricted	 Short	 Terminal

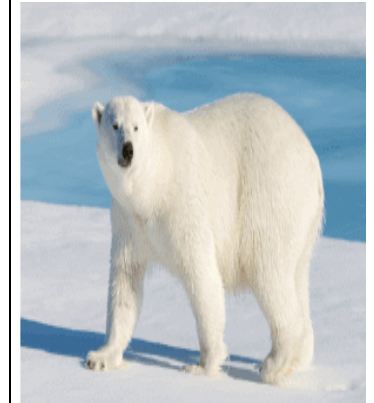
Explain: That variation can be caused by both inherited traits (what we get from our parents) and environmental factors (things that happen to us or around us).

Research: Ask your child to research on Variation in Plants

Talk: Talk to the children that why adaptation is important for survival, such as finding food, avoiding predators, and coping with climate change.

Start by explaining what adaptation means—how animals have developed special traits and behaviors over many generations to survive in their specific environments.

Share: Share facts about adaptations. Share outdoor experiences like nature walks and hikes. These outings offer opportunities to observe wildlife and discuss adaptations and diversity in the natural world.



Humanities Geography

South America: Continent, countries and cities

To explore the continent, countries and cities of South America.

Key vocabulary: continent, country, city, South America.

Share with your child how to use atlases, information books and the internet to explore the geography of South America and other continents and oceans.

Talk with your child about the continents and oceans of the world and label them on a map.

Share interesting facts about the countries and cities of South America.

Encourage your child to locate the countries and capital cities of South America on a map.



South America.pdf



[South America.pdf](#)



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<p><u>South America:</u> Location</p>	<p>To explore the geographical terminology to describe the location of a range of places across South America.</p> <p>Key vocabulary: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone.</p>	<p>Talk with your child about the geographical location of South America and different places in it. Share with your child why different places have different physical features. Encourage your child to compare and contrast the geographical location and key features of cities in South America.</p>	<p> South America- Location.pdf</p> <p>South America- Location.pdf</p>
<p><u>South America:</u> Weather and Climate</p>	<p>To explore the climates and biomes of different regions across South America.</p> <p>Key vocabulary: climate zone, climate, polar, Antarctic, temperate, tropical, subtropical, latitude, Koppen system</p>	<p>Talk to your child about the difference between weather and climate. Share the Koppen-Geiger climate classification map of South America to match the climate codes and types on the map. Encourage your child to research the climate, biome and likely weather conditions of an area of South America.</p>	<p> Weather and Climate.pdf</p> <p>Weather and Climate.pdf</p>
<p>Moral, Social and Cultural Studies / Moral Education</p>	<p>Transport and trade in ancient civilizations To explore the early trade routes in ancient civilizations.</p>	<p>Talk with your child about the use of rivers and seas for transport and trade in ancient civilizations like Ancient Egypt, Mesopotamia and the Indus Valley. Discuss how boats and ships were some of the earliest inventions that connected people across places.</p> <p>Share examples of goods that were traded in those times like spices, silk, grain, precious stones and connect them to items your child sees today in the market. Use a world map or globe to trace the trade routes.</p> <p>Encourage your child to imagine being a trader in ancient times. Ask what goods they would like to trade, which</p>	<p>ANCIENT EGYPT AND EARLY TRADE ROUTES</p> <p>Key vocabulary: seal, trade route, prevailing winds, current</p>



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	<p>Charity, Sympathy and Generosity To explore the importance of charity, sympathy, generosity, and evaluate moral dilemmas by recognising and respecting different points of view.</p> <p>How can charity help people? What can we do to stop bullying? What are some examples of generosity you can think of?</p> <p>Moral Dilemma</p> <p>What examples of moral dilemmas can you think of? Do you think the law is always more important than our morals?</p> <p>Recognising other's points of view</p>	<p>transport they would use (boat, cart, or animal), and why. They could draw their own "ancient trade boat" or write a short story about their journey.</p> <p>Talk with your child about the meaning of charity, sympathy, and generosity using real-life examples like helping a friend, donating clothes, or showing kindness to someone who is sad.</p> <p>Share a personal story or family experience when you or someone you know practiced these values and explain the difference it made.</p> <p>Encourage your child to think of an act of kindness they can do this week like sharing toys, making a thank-you card for a helper, or saving a coin for donation, and appreciate their effort.</p> <p>Talk with your child about everyday situations like finding lost money, helping a friend, or telling the truth even if it's difficult. Ask, "What would you do in this situation?"</p> <p>Encourage your child to think about different choices and their consequences, both positive and negative, to weigh right from wrong.</p> <p>Share stories from your own life or from books, highlighting moments when you faced a dilemma and how you made your decision, to model moral reasoning</p> <p>Talk with your child about situations where people might think or feel differently. For example, two friends wanting to play different games, or classmates having different</p>	<p>Charity, Sympathy and Generosity.pdf</p> <p>Key vocabulary: kindness, sympathy, empathy, generosity</p> <p>Moral dilemma.pdf</p> <p>Key vocabulary: kindness, sympathy, empathy, generosity, moral standards</p> <p>Recognising others point of view.pdf</p> <p>Key vocabulary: sympathy, empathy, point of view</p>
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	<p>The types of Empathy</p> <p>To explore the types of empathy and ways to be compassionate.</p> <p>How can you show someone that you understand how they are feeling? How do you think technology can help us be more understanding with other people?</p> <p>How can I be compassionate towards others?</p>	<p>opinions. Ask, “How do you think the other person might feel?”</p> <p>Encourage your child to listen carefully before responding, and to imagine themselves in the other person’s place to build empathy and respect.</p> <p>Share examples from your own experiences where understanding another perspective helped solve a problem or strengthened relationships.</p> <p>Talk to your child about the three types of empathy, cognitive – understanding someone’s thoughts, emotional – feeling their emotions, compassionate – taking action to help. Use examples from daily life.</p> <p>Share real-life situations where you showed empathy like comforting a friend or helping a colleague.</p> <p>Encourage your child to practice empathy at home or school, like noticing when a sibling feels upset and offering help,</p> <p>Talk with your child about the meaning of compassion, caring for others, noticing when someone needs help, and taking kind action. Use everyday examples, like comforting a classmate who looks sad or helping an elderly neighbour.</p> <p>Share stories from your own life, books or movies where compassion made a difference. Discuss how it felt to give or receive compassion and why it’s important in building stronger relationships.</p>	<p>The types of empathy.pdf</p> <p>Key vocabulary: emotional empathy, cognitive empathy, compassionate empathy</p> <p>How to be compassionate towards others.pdf</p> <p>Key vocabulary: compassionate, empathy</p>
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		Encourage your child to practice acts of compassion at home and school such as sharing toys, helping with chores, or writing a kind note to a friend. Praise them when they show kindness.	
Arabic for Arabs	<p>قصة صوت المحبة أن يحلل التلميذ العناصر الفنية للقصة أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات أن يقترح التلميذ التلميذ نهاية جديدة للقصة الهمزة المتوسطة على واو أن يكتب التلميذ كلمات بها همزة متوسطة على واو أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على واو النحو كان وأخواتها أن يميز التلميذ بين أغراض الجملة الاسمية وجملة . كان أن يوظف التلميذ جملة كانا لمختلفة كان في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو</p> <p>كتابة السيرة الذاتية أن يحدد التلميذ عناصر كتابة السيرة الذاتية - أن يكتب التلميذ سيرته الذاتية مراعيًا العناصر والمعايير-</p>	<p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت مساعدة التلميذ في كتابة ملخص للقصة بالمنزل. مساعدة التلميذ في تحديد التلميذ الفكرة و حفظ مفردات الدرس وتوظيفها في سياقات لغوية جديدة</p> <p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت مساعدة التلميذ في تحديد الأساليب المجازية في القصة مساعدة التلميذ في قراءة القصة وتحديد العناصر الرئيسية وعناصر القصة مساعدة التلميذ في كتابة كلمات بها همزة متوسطة على واو مع بيان سبب كتابتها على الواو تدريبه على إعراب وتوظيف جملة كان ذات الأغراض المختلفة في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لشرح الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي</p> <p>مساعدة التلميذ في كتابة سيرة ذاتية .</p>	<p>الهمزة المتوسطة على واو الجملة والتركيب كان وأخواتها</p>



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Arabic for Non-Arabs	<p>Hobbies and Sports (الهوايات والرياضات) To describe hobbies and sports using exclamatory style. To compare between different sports and hobbies. To create a dialogue on hobbies and sports. To describe the sports and hobbies in a paragraph. To express his/her opinion in hobbies and sports. To analyze a text about the hobbies and sports.</p>	<p>Help your child to memorize his/her new vocabulary from the words list. Go through the new adjectives sent every week. Encourage children to use these words in sentences or paragraph of their own. Encourage children to use new grammar in their writing. Ask your child to speak about his /her hobbies. Talk to your child about the importance of sports. Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Arabic and Islamic YouTube Channel</p>
Islamic for Arabs	<p>صلاة الجماعة أن يفرق بين صلاة الجماعة وصلاة المسبوق أن يبين شروط صلاة الجماعة مع الاستدلال أن يدلل على أهمية الصلاة مع الاستشهاد الإيمان باليوم الآخر أن يحدد مفهوم الإيمان باليوم الآخر أن يحدد الأحداث المرتبطة باليوم الآخر</p>	<p>مساعدة التلميذ في معرفة الفرق بين صلاة الجماعة وصلاة المسبوق مساعدة التلميذ في البحث عن أدلة من القرآن والسنة عن أهمية صلاة الجماعة مساعدة التلميذ في معرفة شروط صلاة الجماعة مع الاستدلال مساعدة التلميذ في معرفة مفهوم الإيمان باليوم الآخر</p>	<p>(104) The Winchester School - Jebel Ali Arabic & Islamic - YouTube</p>



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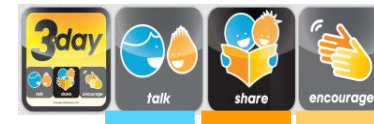







	<p>أن يدلل على وجود اليوم الآخر دعوة أهل الطائف أن يحدد أهداف الرسول من دعوة أهل الطائف أن يبين أسلوب الرسول في دعوة أهل الطائف أن يوضح صبر الرسول من خلال دعوة أهل الطائف</p>	<p>مساعدة التلميذ في معرفة بعض الأحداث المرتبطة باليوم الآخر مساعدة التلميذ في معرفة أهداف الرسول من دعوة أهل الطائف مساعدة التلميذ في معرفة أسلوب الرسول في دعوة أهل الطائف مساعدة التلميذ في معرفة أهمية الصبر وفوائده للمسلم</p>	
<p>Islamic for Non-Arabs</p>	<p>Calling the people of Ta'if to Islam Students will:</p> <ol style="list-style-type: none">1- Clarify the wisdom behind the way of prophet PBUH in calling people to Islam.2- Analyze the factors which can prevent someone from accepting the truth.3- Evaluate the effects of tolerance on an individual and society. <p>Loving Allah Students will:</p> <ol style="list-style-type: none">1- Explain the ways of gaining Allah's love.2- Analyze the effects of loving Allah on one's deeds and attitude.3- Evaluate the rewards of being disciplined in this life. <p>Belief in the day of judgement Students will:</p> <ol style="list-style-type: none">1- Explain the real meaning of belief in the day of judgement and its manifestations.2- Analyze the different beliefs and actions which can distract us from focusing on our real goal in this life.	<p>Please encourage your child to Memorize Surat At-Takweer applying Tajweed rules. Help your child to recall the story of calling the people of Ta'if. Pick to your child some real situations of the importance of loving Allah from the life of companions. Show your child the importance of civilized communication and the effect of kind words on social relations. Talk to your child about the manifestations of belief in the day of judgement. Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic</p>	<p>Arabic and Islamic YouTube Channel</p>



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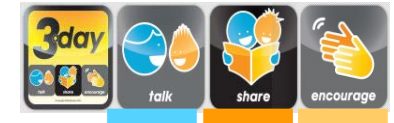



	3- Evaluate the effects of belief in the day of judgement on an individual and society.		
التربية الوطنية Social study	حضارات بلاد حضارة دلمون وماجان أن يحدد مواقع نشأة الحضارات في الخليج العربي أن يستنتج أهمية حضارة دلمون وماجان أن يربط بين الحضارات المختلفة	مساعدة الطالب في معرفة أماكن نشأة الحضارات في الخليج العربي مساعدة الطالب في الربط بين الحضارات المختلفة في الخليج العربي	
French	Unit 2: Vive le sport To identify different sports in French. To express a range of opinion about sports and to give reasons for preferences.	 Talk About different sports, hobbies and opinions.  Encourage Your child to find the new vocabulary and to create their own dictionary. Help your child to use these words to create their own sentences.  Share Create a presentation or poster about different sports, your favorite sport and why you like it.	 Topic: Vive le sport https://www.youtube.com/watch?v=pnmoexHphZ0 https://www.youtube.com/watch?v=dz9PcuqVFBY&t=207s https://www.youtube.com/watch?v=D75cFwOBofQ  https://quizlet.com/37808753/learn https://quizlet.com/37808753/match



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		<div style="text-align: center;">  <div style="border: 2px solid red; padding: 5px; display: inline-block; margin: 0 10px;">ASK</div> </div> <p>Students to keep exploring the links given.</p>	<p>https://quizlet.com/37808753/test</p> <p>https://quizlet.com/486080716/learn</p> <p>https://quizlet.com/486080716/test</p> <p>https://quizlet.com/486080716/match</p> <p>https://www.liveworksheets.com/gt498656in</p> <p>Listening and reading comprehension activities</p> <p>https://www.liveworksheets.com/ty2361724op</p>
<p>Physical Education</p> <p>Activity -1</p> <p>Activity - 2</p> <p>Activity - 3</p> <p>Activity - 4</p>	<p>Football – Heading & Goal keeping</p> <p>Football – Team game</p> <p>Rounders – Throwing and catching</p> <p>Sports day practice– events/activities</p>	<p><u>Talk and Encourage the children to do the following:</u></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></p> <p>Links:</p> <p>Heading</p> <p>Goalkeeping</p> <p>Team game</p> <p>Rounders Throw & Catch</p> <p>Sports day events</p>
<p>Information and Communication Technology</p>	<p><u>Film Making</u></p>	<p>Talk to your child about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p>	<p>Wider Learning</p>



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	<p>To explore different features of film-making software</p> <p>To use appropriate software in order to complete tasks such as writing a script, researching information, filming and editing.</p> <p>To be able to use digital devices for recording (video camera or tablet), to work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker.</p>	<p>Encourage good posture when sitting at the computer.</p> <p>Interview Practice: Assist your child to practise some interviewing at home, role-play ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any digital devices at home, children can list their top tips for interviewing or camera operating.</p> <p>Film Crew Roles: A research task to pay attention to the End Credits of a film or TV programme. Discuss with your child about some of the roles and think about what responsibilities they may have and which role they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making film.</p>	<p>Film language and techniques - Moving Image Arts (CCEA) - BBC Bitesize</p>
<p>Music (Mr. Joyson)</p>	<p>Improving child's confidence and musicality through music rhythm reading intermediate level.</p> <p>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 reading!</p>	<p>Let the child understand the music note value and clap with the notes.</p> <p>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>Music (Mr. Kiko)</p>	<p>Playing recorders</p> <p>Improving children's confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Reading notes and rests</p>	<p>Encourage your child to practice recorder at home</p> <p>Encourage the child to sing action songs at home.</p> <p>Encourage the child to watch the kinds of notes video</p>	<p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p> <p>Kinds of Notes and Rests.mp4</p>



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			Year06 Recorder Count On Me.mp4
Music (Mr. Sunil)	Learning how to play Ukulele “Introductions”	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.	
Leadership Gemstones	<p>Leading with Diversity 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>Decision-Making Scenarios Practice making thoughtful decisions. Activity 1: Think and together write down 3–5 situations where your child has to make a choice (e.g., sharing a toy, completing homework before play). Take turns discussing what you would do and why. Talk about how our decision can help keep peace and create safe place for everyone.</p> <p>Team Diversity Poster Visualize diversity and inclusivity. Activity2: Encourage your child to draw a poster showing a team where everyone is different—different abilities, interests, and cultures. Add captions showing how each person contributes. Talk about why diverse teams are stronger and how you can act inclusively every day.</p>	



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