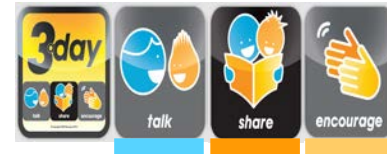




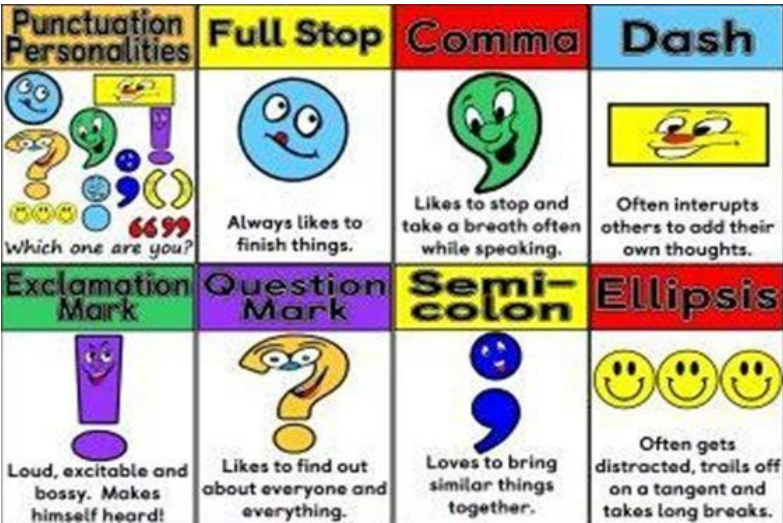




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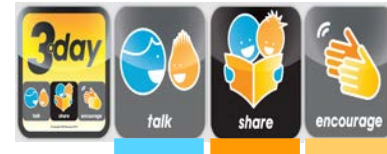


Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
<p><b>Literacy</b></p>	<p><b>Spelling:</b>  <b>Lesson Objective:</b>            To add the suffixes 'anti' and 'auto', 'anti' stands for 'against' and 'auto' stands for 'self' or 'own.'            To spell words with the <u>/k/</u> sound as  <b>ch</b>  <b>Rule:</b> Sometimes words that have the <b>k</b> sound are spelled with a <b>ch</b></p> <p><b>Punctuations:</b>            To use joined handwriting except where other special forms are required.            To use basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses; to identify in their writing which is more effective.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">               Take A Break           </div> <div style="text-align: center;">               Stop Please           </div> <div style="text-align: center;">               Ask A Question           </div> <div style="text-align: center;">               Express Su Feeling &amp; Emotio           </div> </div>	<p><b>Talk and</b> encourage the children to do the following:  <b>Discuss</b> the rules for different spellings as mentioned in the FLN.            While reading books encourage your child to make note of new words and their spellings especially by adding the suffixes sensibly.</p> <p>Punctuations            Discuss the importance of using Punctuation marks and how it can be used in different ways. <b>For example</b>, Comma can separate a list of actions E.g.: "<b>He hit the ball, dropped the bat, and ran to first base.</b>" Encourage them to make a sentence using the words from the spelling list using suitable punctuation marks.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><b>Spelling</b></p> <p><a href="https://www.spellzone.com/word_lists/list-109.htm">https://www.spellzone.com/word_lists/list-109.htm</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn">https://www.bbc.co.uk/bitesize/topics/zwwp8mn</a></p> <p><a href="https://www.education.com/game/parts-of-speech-sorting/">https://www.education.com/game/parts-of-speech-sorting/</a></p> <p><a href="https://mrswarnerarlington.weebly.com/types-of-sentences.html">https://mrswarnerarlington.weebly.com/types-of-sentences.html</a></p> <p><b>Gorills</b></p>



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- To be able to identify and parts of speech in writing.
- To write different types of sentences.
- To explore phrases and clauses.

### Big Write Topics: Informal Letter

#### Novel: The Owl Who was Afraid of Dark

- To read and understand the Novel from the author's point of view.
- To identify the purpose of the text.
- To make predictions about the next part of the story.
- To talk about what the character is feeling from the writer's choice of words.
- To respond to the text.

Encourage your child to become aware of different parts of speech and their usage in writing.

Through interactive games help the children revise the use parts of speech, different types of sentences and explore phrases and clauses.



Talk- about the purpose of writing a letter.

Discuss the elements of informal letters.

Encourage your child to become aware of different types of letters.

Encourage your child to read Fiction.

Story Telling: Become a storyteller and ask questions related to characters, their feelings, different settings and the plot.

of the story.

Explore the book cover of the novel. Show the front cover of the novel, 'The Owl Who was Afraid of Dark

Start a discussion with your child about the novel ask if he/she has read it before/seen the film/

Together make predictions of what could the story be?

Discuss the use of language by the author and check children's understanding of the language.

Ask questions with reference to the text.

<https://www.english-efl.com/lessons/informal-letter/>

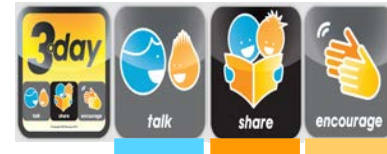
[Explore the theme of the Novel](#)



[Character Analysis](#)



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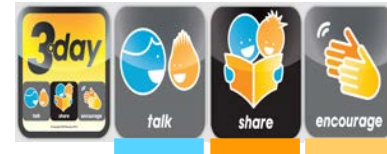


	<p><b>Character Analysis -</b></p> <p><b>Link to Moral Education- Leadership Gemstones - Respect (focusing on fairness, dignity, and appreciation for all) to <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson:</b></p>	<p><b>Talk</b> about the characters portrayed in the novel.</p> <p><b>Discuss the way the author has presented this character:</b> Looks at some of the words/phrases that the authors has used to describe Plop’s feelings and senses as he waits outside the famous chocolate factory. Model how to turn these into similes and full sentences.</p> <p><b>Types of Stories Genre: Introduce your child to classic fiction/novels like <i>The Owl Who was Afraid of Dark</i></b></p> <p><b>Discuss the setting, characters, plot, and author’s use of descriptive language.</b></p> <p><b>Talk- Daily Conversation Time</b> Set aside 10–15 minutes each day to talk about your child’s day. Ask open-ended questions like:</p> <ul style="list-style-type: none"> <li>• “What was something fun you learned today?”</li> <li>• “Was there anything that made you think deeply?”</li> </ul> <p><b>Shared Reading and Discussion</b> Read a book together and talk about the characters, their feelings, and the message of the story. Ask:</p> <ul style="list-style-type: none"> <li>• “Why do you think the character felt that way?”</li> <li>• “What would you have done in their place?”</li> </ul> <p><b>Encourage Opinions and Ideas</b> Ask for your child’s opinion on real-life decisions (e.g., choosing dinner, weekend activities). This builds confidence and shows their voice matters.</p>	
<p><b>Numeracy</b> <b>Read, write and order four-digit numbers.</b></p>		<p><b>Talk</b> to your child about the place value in a 4-digit number and how to order these numbers.</p> <p><b>Share</b> the concept behind putting numbers in order as thousand (Th), hundred (H), Tens(T) and ones(O)</p> <p><b>Encourage</b> your child to note down numbers of four different cars and put them in order. Put in order four-digit numbers and use the &lt; and &gt; signs.</p>	<p><a href="#">Place value</a></p>  <p><a href="#">Rounding Numbers</a></p> <p><a href="#">Roman Numbers</a></p>



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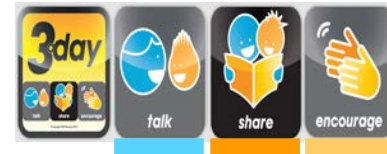




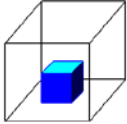
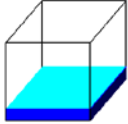
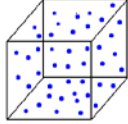

<p><b>To read and write Roman Numbers up to 100.</b></p>		<p><b>Talk</b> to your child about the history of numbers and Roman Numbers. Tell them that the numeral system changed to include the concept of zero and place value. Ask them to observe the numbers written in some wall clocks.</p> <p><b>Share</b> how different roman numbers look like and how a very large number is written using a one symbol and a small number is written using many symbols.</p> <p><b>Encourage</b> your child to find the fun facts and rules of writing roman numbers.</p> <p style="text-align: center;"><b>CHALLENGE</b></p> <p>My number has four digits. It is smaller than 6000 but bigger than 5000. The hundreds digit is smaller than 7 but bigger than 5. The tens digit is an odd number smaller than 5 but bigger than 1. The unit digit is in the 3 times table and is bigger than 4 but smaller than 8. What is my number?</p> <div style="display: flex; align-items: center;">  <p style="font-size: 2em; font-weight: bold; margin: 0;">GUESS WHO I AM?</p> </div>	<p><b><u>I-Pad applications:</u></b></p> <p><a href="#"><u>Roman Numerals</u></a></p> <p><a href="#"><u>Click the link given above, click play, then select Roman Numerals, and then start your game. All the best!</u></a></p>
<p><b>Science</b></p>	<p><b>States of Matter</b></p> <p>To explore the properties and compare the arrangements of particles of 3 states of matter.</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases</p>	<p><b>Talk</b> about the 3 states of matter (solid, liquid and gas) and their properties.</p> <p><b>Share</b> about how these properties can be investigated. E.g.: Pouring water into different containers to see it acquires their shape. Spraying perfume in one corner of the room to see that it spreads in the whole room.</p>	<p><a href="https://www.chem.purdue.edu/gchelp/atoms/states.html"><u>https://www.chem.purdue.edu/gchelp/atoms/states.html</u></a></p> <p><a href="https://www.bbc.co.uk/bite-size/guides/z93jfcw/revision/1"><u>https://www.bbc.co.uk/bite size/guides/z93jfcw/revision /1</u></a></p>



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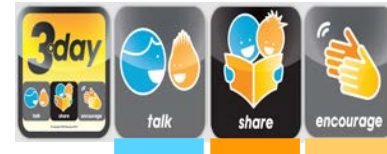


	<p style="text-align: center;"> <b>States of Matter</b> </p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Solid</b> Holds Shape Fixed Volume</p> </div> <div style="text-align: center;">  <p><b>Liquid</b> Shape of Container Free Surface Fixed Volume</p> </div> <div style="text-align: center;">  <p><b>Gas</b> Shape of Container Volume of Container</p> </div> </div> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p>	<p><b>Encourage</b> them to initiate a few enquires on the properties of matter. E.g.: ‘Why is sand a solid, when it flows like a liquid?’</p>  <p><b>Talk</b> about how heat can affect different states of matter thus causing change in their physical properties.</p> <p><b>Share</b> real life examples about the effect of heat on solids, liquids and gas. E.g. Ice (solid) melts when heated to form water (liquid) and vice versa. Mixture of milk and sugar is frozen to make ice-cream.</p> <p><b>Encourage</b> them to read and find information on Melting, Freezing, Boiling and Condensation. Also factors that affect Evaporation.</p>	<p><a href="https://www.smartclass4kids.com">Changing States of Matter : Solid, Liquid, Gas, Phase Change (smartclass4kids.com)</a></p> <p><a href="https://www.byjus.com">Changing States Of Matter - Solid, Liquid And Gas   Phase Change (byjus.com)</a></p>
<p><b>Humanities History</b></p>	<p><b>Who were the Iron Age Celts?</b> To explore who the people in Britain were in the Iron Age. <b>Key vocabulary:</b> Iron Age Celts, tribes, Europe, Britain, Diodorus, woad, roundhouses, hillforts, wattle and daub, woolen clothing, natural dyes, loam, tunics, cloaks, jewellery, brooches, torcs, gold, silver, bronze, tin, coral <b>Iron Age Celtic Art</b> To explore Celtic art in Britain during the Iron Age.</p>	<p><b>Talk</b> with your child about the Iron Age Celts.</p> <p><b>Share</b> with your child information about the places the Celts lived in.</p> <p><b>Encourage</b> your child to research about Iron Age Britain.</p> <p><b>Talk</b> to your child about Iron Age Celtic Art. <b>Share</b> with your child pictures of Celtic artefacts.</p>	<p><a href="#">The UAE on a world map.pdf</a></p> <p><a href="#">KS1 World map poster.pdf</a></p> <p><a href="#">Iron Age - Celts FLN resource sheet.pdf</a></p>



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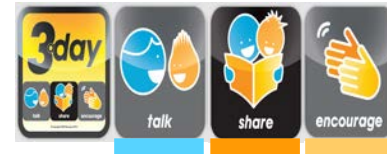


	<p><b>Key vocabulary:</b> iron, bronze, iron ore, smelting, the Winchester Hoard, archaeology, triskele, tri-spirals, Celtic knots, Celtic key patterns</p>	<p><b>Encourage</b> your child to research Iron Age Celtic Art.</p>	<p><a href="#">Iron Age - Celtic Art FLN resource sheet.pdf</a></p>
<p><b>Moral, Social and Cultural Studies</b></p>	<p><b><u>Unit 1 Equality and Appreciation</u></b></p> <p><b>Lesson 1: Equality - I am a Fair Person</b>  <b>Lesson 4: Equality or Justice</b>          To explore equality and justice.</p> <p><b>Key vocabulary:</b> discrimination, discriminatory treatment, difference, unfair, fair, equally, confronting discrimination, equality, fairness, unfairness, justice, equal treatment</p> <p><b>Lesson 2: Discrimination</b>  <b>Lesson 3: Confronting Discrimination</b>          To explore discrimination</p> <p><b>Key vocabulary:</b> fair, unfair, justice, equality, solving discrimination alone, solving discrimination together</p>	<p><b>Talk</b> with your child about a time when someone treated you unfairly, how it made you feel, and what could have been done differently.</p> <p><b>Share</b> with your child positive ways to respond when they or others feel left out because of differences.</p> <p><b>Encourage</b> your child to make unfair behaviour or situations fair when they encounter them.</p> <p><b>Talk</b> with your child about “discrimination”, its meaning and how it might look in real-life situations at home, in school, in the community, or stories.</p> <p><b>Share</b> with your child the ways we require to respect the similarities and differences we have with each other. Even small actions, like inviting someone to join in a game, can help make everyone feel safe and valued.</p> <p><b>Encourage</b> your child to share their feelings if they ever feel treated unfairly, and to listen to others’ experiences too. Think of ways we can solve discrimination together.</p>	<p><a href="#">U1 L1 Equality - I am a Fair Person FLN resource sheet.pdf</a></p> <p><a href="#">U1 L4 Equality and Justice FLN resource sheet.pdf</a></p> <p><a href="#">U1 L2 Discrimination FLN resource sheet.pdf</a></p> <p><a href="#">U1 L3 Confronting Discrimination FLN resource sheet.pdf</a></p>



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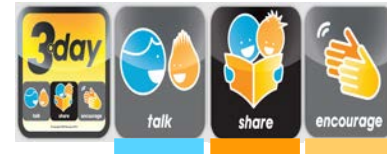


	<p><b>Lesson 5: Appreciation and Gratitude</b> To explore gratitude and appreciation.</p> <p><b>Key vocabulary:</b> gratitude, care, appreciation, admiration, I appreciate your work</p> <p><b><u>Unit 2 Me and My World</u></b></p> <p><b>Lesson 1: My Place in the World</b> <b>Lesson 3: I Take Care of My World</b> <b>Lesson 4 Risks threatening our World</b> To explore our place in the world</p> <p><b>Key vocabulary:</b> location, planet, country, planet Earth, continent, map, world, taking care of things, cradle of civilisation, organisation, environment, pollution, water resources, danger</p>	<p>Talk with your child about gratitude and appreciation, their meanings and importance.</p> <p><b>Share</b> with your child stories or personal experiences when someone showed you gratitude or appreciation and the difference it made.</p> <p><b>Encourage</b> your child to notice and talk about things they appreciate and are grateful for each day.</p> <p>Talk with your child about their place in the world, the risks threatening our world and ways they can take care of the world.</p> <p><b>Share</b> with your child ways your family can protect the environment.</p> <p><b>Encourage</b> your child to take responsibility in caring for their environment on land, in the air and in the water or sea.</p>	<p><a href="#">U1 L5 Appreciation and Gratitude FLN resource sheet.pdf</a></p> <p><a href="#">U2 L1 My Place in the World FLN resource sheet.pdf</a></p> <p><a href="#">U2 L3 I Take Care of My World FLN resource sheet.pdf</a></p> <p><a href="#">U2 L4 Risks threatening our World FLN resource sheet.pdf</a></p>
<p>التربية الوطنية <b>Social study</b></p>	<p>أعرفُ بلادي</p> <p>1-أن يحدد التلميذ الموقع النسبي لمكان ما</p> <p>2-أن يوضح التلميذ أهمية الموقع الفلكي</p> <p>3-أن يميز بين خطوط الطول ودوائر العرض</p> <p>4-أن يثمن أهمية الموقع الجغرافي لدولة الإمارات العربية المتحدة</p> <p>5-أن يقارن بين السهول الساحلية والسهول الداخلية</p>	<p>مساعدة التلميذ في تحديد الموقع الجغرافي لدولة الإمارات العربية المتحدة</p> <p>مساعدة التلميذ في التمييز بين خطوط الطول ودوائر العرض على الخريطة</p> <p>مساعدة التلميذ في التمييز بين السهول الساحلية والسهول الداخلية بدولة الإمارات العربية المتحدة</p> <p>مساعدة التلميذ في الحفاظ على بيئته وأهمية ذلك بالنسبة للإنسان</p>	



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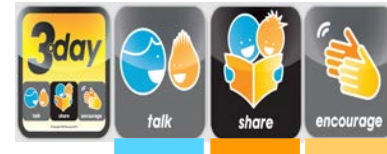


<p><b>Arabic for Arabs</b></p>	<p><b>: التمييز بين الجملة والتركيب</b> . أن يميز التلميذ بين الجملة والتركيب . أن يستخدم التلميذ جملاً وتراكيباً <b>نشيد صديقي الكتاب</b> أن يحدد التلميذ الفكرة الرئيسة والأفكار الفرعية أن يدعم التلميذ رأيه بأدلة من النص . أن يميز التلميذ بين الشعر والنثر <b>قصة النمر الأرقط</b> أن يقرأ التلميذ النص قراءة سليمة أن يحدد التلميذ الفكرة الرئيسة والأفكار الفرعية أن يحلل التلميذ بنية النصوص القصصية وأفعالها <b>: حروف تلفظ ولا تكتب</b> أن يكتب التلميذ كلمات بصرية تحوي حروف تلفظ ولا تكتب أن يصيغ التلميذ فقرة مستخدماً حروف تلفظ ولا تكتب</p>	<p>قراءة إحدى القصص وتحديد عناصرها يساعده في يساعده في وصف الشخصيات من حوله جمع صور من المحيط الذي حوله ووصفها مستخدماً حروف تلفظ ولا تكتب وأقسام الكلام البحث عن شواهد شعرية وتحديد أقسام الكلام بها يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<p><b>Arabic for Non- Arabs</b></p>	<p><b>The school ( مرافق المدرسة ) facilities</b> To create sentences about the school facilities. To design a mind map about the school facilities. To use the exclamatory style with the school facilities. To create a dialogue about the school facilities. To compare between his/her school and another school.</p>	<p>your child to memorize his/her new vocabulary Encourage about the new topic (the school) from the Arabic notebook and textbook Talk to your child about school his/her school regarding Ask your child about his opinion Go through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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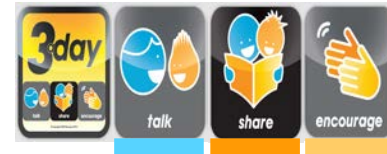


	<p>To create a paragraph about the school facilities. To express his/her opinion in the school facilities.</p>		
<b>Islamic for Arabs</b>	<p>سورة البروج : ( قرآن كريم ) أن يميز التلميذ بعض أحكام التجويد . أن يوضح التلميذ المعنى العام للسورة .</p> <p>آداب المنزل ( قيم إسلامية ) أن يعدد التلميذ آداب المنزل مستشهدا ببعض الآيات والأحاديث. أن يستنتج التلميذ آداب المنزل من القرآن والسنة . بدء الدعوة الإسلامية ( سيرة نبوية ) أن يحدد التلميذ بداية الدعوة الإسلامية. أن يستنتج التلميذ الدروس المستفادة من دعوة الرسول صلى الله عليه وسلم. المسلمين أن يحدد التلميذ أوائل</p>	<p>مساعدة الابن في آداب التلاوة والتجويد مراعيًا قرآنية آيات حفظ تسجيل بعض المقاطع الصوتية لقراءة القرآن تحثنا علي نبوية شريفة أحاديث مساعدة الابن في البحث عن الخلق حسن آداب المنزل في حياته حث الابن على تطبيق حث الابن على عمل خريطة ذهنية لأحداث بدء الدعوة 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>
<b>Islamic for Non-Arabs</b>	<p><b>Sūrat al-Burūj</b> Recite Sūrat al-Burūj correctly. Explain the new vocabulary of the verses. Explain the general meaning of the verses. Recite Sūrat al-Burūj by heart.</p> <hr/> <p><b>Etiquette of Entering and Exiting the House</b></p> <ul style="list-style-type: none"><li>learn the du‘ā’ (supplication) on entering and leaving a house.</li></ul>	<ul style="list-style-type: none"><li><b>Use Repetition with a Good Reciter</b> – Play and repeat each verse several times for memorization.</li><li><b>Explain the Meaning Simply</b> – Use short stories or simple words to help them understand the message of faith and patience.</li><li><b>Make It Fun and Consistent</b> – Use small rewards, games, and daily practice to keep them engaged and motivated.</li></ul> <p>Be a role model to your kid through</p> <ol style="list-style-type: none"><li><b>Say the du‘ā’</b> when entering and exiting the house.</li><li><b>Enter politely</b> – knock, say "السلام عليكم", and avoid noise.</li><li><b>Follow and model good manners</b> – teach by example and gentle reminders.</li></ol>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>



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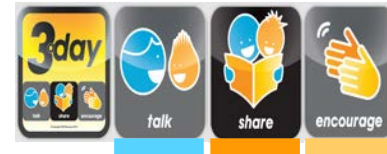


	<ul style="list-style-type: none"> <li>• apply the ādāb (etiquette) of entering or exiting the house.</li> </ul> <p><b>The Strong Believer</b></p> <ul style="list-style-type: none"> <li>• memorize the noble ḥadīth.</li> <li>• give the general meaning of the noble ḥadīth.</li> <li>• find out how I can be a strong believer who benefits people.</li> <li>• explain the effect of being connected to Allah i on a believer’s inner and outer strength</li> </ul>	<p>Share with your child the hadith of Prophet Mohamed about the <b>Strong Believer</b></p> <ul style="list-style-type: none"> <li>• <b>Help them memorize the ḥadīth</b> and explain it in simple words.</li> <li>• <b>Encourage physical and spiritual strength</b> (like praying, eating healthy, exercising).</li> <li>• <b>Teach them to help others</b> and remind them that Allah loves strong, kind believers.</li> </ul> <p><b>Go</b> through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.</p>	
<p><b>Physical Education</b> Activity -1  Activity - 2  Activity - 3  Activity - 4</p>	<p>FITNESS ACTIVITIES</p> <p>FITNESS TEST</p> <p>VOLLEYBALL – Underarm pass</p> <p>VOLLEYBALL – Overhead pass</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 practice the skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p><u>Useful sites:</u> <u>Links:</u> <a href="#">The Components of Physical fitness in P.E &amp; Sport.mp4</a> <a href="#">Fitness Testing at Home! 11 Tests for Students.mp4</a>  <a href="#">Volleyball-Underhand Pass.mp4</a>  <a href="#">Overhead pass Volleyball.mp4</a></p>
<p><b>ICT</b> <b>Microsoft Word- Word Processing</b></p>	<p>To create well formatted reports, newsletters, time table or a logo in MS Word by using textboxes, columns option, tables and formatting options.</p>	<p>Creative thinking, Organizational Skills, encourage your child to explore on the features in Word to insert Textbox, Table, and Header and Footer. Activity: Create a Class Timetable and Newsletter Report using Microsoft Word Features</p>	<p><a href="https://support.microsoft.com/en-us/word">https://support.microsoft.com/en-us/word</a></p>



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<b>Music -Mr Kiko</b>	<ul style="list-style-type: none"><li>Improving children's confidence and musicality through singing actions songs and chanting rhymes. Reading notes</li></ul>	<ul style="list-style-type: none"><li>Encourage the child to sing action songs at home.</li><li>Encourage the child to watch the kinds of notes video</li></ul>	<a href="#">Kinds of Notes (Year4).mp4</a>
<b>Music -Mr Sunil</b>	Learning how to play the song "Happy birthday" on recorder	<ul style="list-style-type: none"><li>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.</li></ul>	
<b>Music -Mr Joyson</b>	<ul style="list-style-type: none"><li>Learning how to play the recorder using notes G A B with the song "Au clair de la lune"</li></ul>	<ul style="list-style-type: none"><li>Let the child practice at home, even though there will be squeaking.</li></ul>	