



# The Winchester School, Jebel Ali

## Family Learning Newsletter -Year 5- September 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>To explore the prefixes: 'de', 'em', 'fore' and 'en'. To explore the suffixes: '- ion', '-ery', '-ence' and '- er/or'.</p> <p><b>Grammar:</b></p> <p>To explore the use of conjunctions in sentences.</p> <p>To analyse the use of transitive and intransitive verbs.</p>	<p>Learn and practice writing spelling lists no. 1 and 2 in the SPAG Workbook.</p> <div data-bbox="996 550 1377 1029" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: #00AEEF;"><b>Prefixes &amp; Suffixes</b></p> <p style="text-align: center;"> <span style="color: #00AEEF;">Prefix</span> → <span style="color: #00AEEF;">Root Word</span> ← <span style="color: #00AEEF;">Suffix</span> </p> <p> <span style="color: #00AEEF;">Prefix</span> letters added to the beginning of a root word.      <span style="color: #00AEEF;">Suffix</span> letters added to the end of a root word.         </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="color: #00AEEF;">Prefix = Meaning</th> <th style="color: #00AEEF;">Suffix = Meaning</th> </tr> </thead> <tbody> <tr> <td>un = not</td> <td>ness = being</td> </tr> <tr> <td>dis = not</td> <td>able = can be done</td> </tr> <tr> <td>tri = three</td> <td>en = made of</td> </tr> <tr> <td>inter = between</td> <td>ment = action of</td> </tr> <tr> <td>mis = wrong</td> <td>ly = do something</td> </tr> <tr> <td>sub = under</td> <td>er = one who</td> </tr> <tr> <td>non = not</td> <td>less = without</td> </tr> <tr> <td>pre = before</td> <td>est = most</td> </tr> <tr> <td>re = again</td> <td>ful = full of</td> </tr> </tbody> </table> </div> <div data-bbox="1052 1109 1388 1396" style="border: 1px solid black; 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To explore the use of modal verbs and adverbs in sentences.

**Text Level:** Skills Based Learning:

**Skimming and Scanning / Retrieval**

To skim and scan the text.

To analyse the text and retrieve answers.



**Reading Comprehension Text Level:**

**Persuasive letter - Whales in captivity (Pg:15)**

intransitive verbs and the role of conjunctions in sentences.

**Ask**, the child to refer to a range of texts and spot the conjunctions. Children can look for examples of transitive and intransitive verbs in sentences.

**Practice**, the use of conjunctions in writing. Encourage them to practice commonly used transitive and intransitive verbs that are useful in framing sentences or writing paragraphs.

**Encourage** your child to spot modal verbs and adverbs while reading together. Use every day reading materials; storybook, newspaper headlines, or even cereal boxes.



Skimming, scanning, inference and predictions are the key techniques to respond to the text.

**Help** your child to read and understand the passages using the above techniques.



<https://langeek.co/en/grammar/course/627/modal-verbs-vs-adverbs>

<https://www.wikihow.com/Write-Persuasive-Letters>

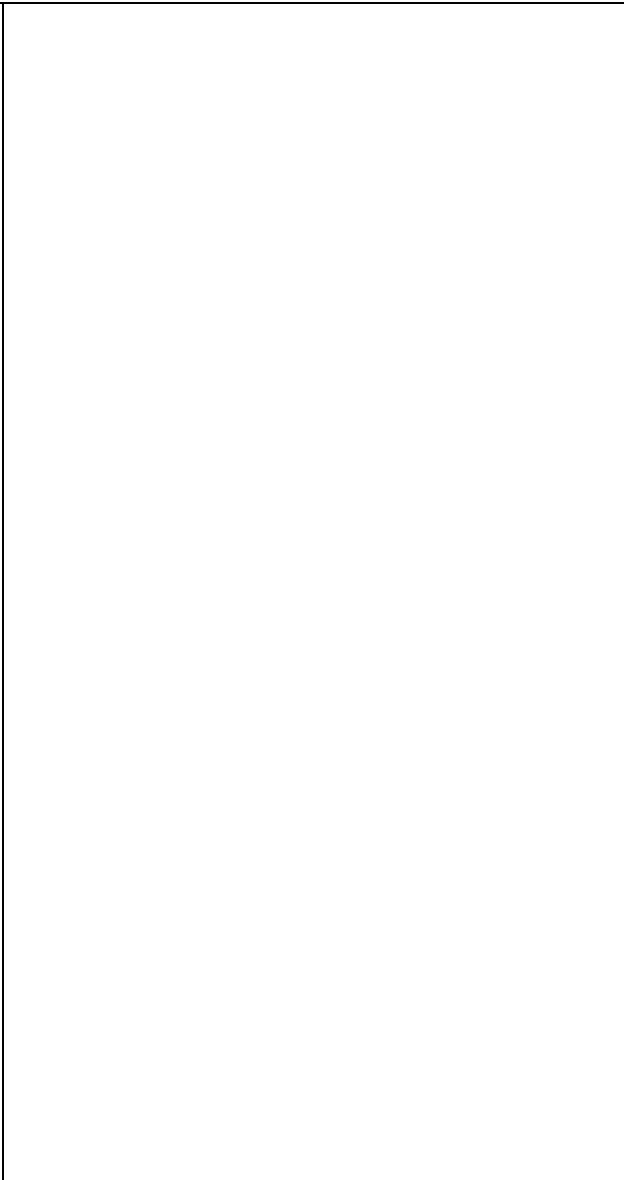
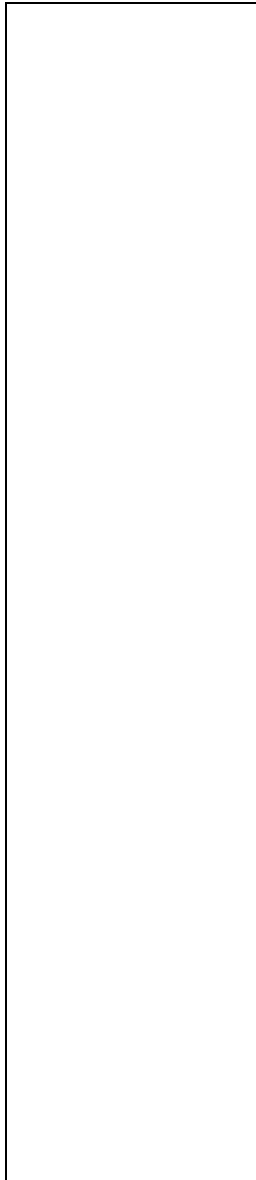
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**Discuss** the main elements and features of persuasive writing

**Ask** questions with reference to the language features and structure of persuasive writing

**Encourage** children to explore different forms of Persuasive text – letters, posters, advertisements, brochures, leaflets.

**Family Team Task**  
Choose a simple task to do as a family (e.g., setting the table, folding laundry, planting something). Let your child take the lead in organizing everyone and practicing respectful teamwork.

**Kindness Jar**  
Create a "Helping Each Other" jar. Every time your child helps someone at home or shows respectful teamwork, write it on a note and drop it in the jar. At the end of the week, celebrate their Sapphire behavior!

**Reflection Chat**  
At bedtime or dinner, ask:

How did you help someone today?

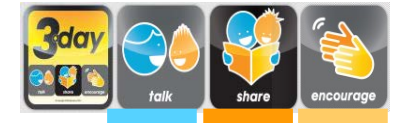
How did you show respect like a Sapphire leader?

**Writing to Persuade**

<p><b>Structure</b></p> <p><b>Introduction</b> Grab the reader's attention and clearly state your opinion.</p> <p><b>Main Body Paragraphs</b> Give reasons for your opinion and explain them in detail.</p> <p><b>Conclusion</b> Revisit the reader of your opinion and leave them with something to think about.</p>	<p><b>Sentence Starters</b></p> <p>First, lets talk about... I really enjoyed your work considering... Amazingly, some people don't know that... For another incredible thing about... Finally, and most importantly... Back home if all...</p>	<p><b>Persuasive Language</b></p> <p><b>Modal Verbs</b> (should, will, should)</p> <p><b>Modal Adverbs</b> (incredible, amazing, certain)</p> <p><b>Evaluative Language</b> (incredible, outstanding, useful, revealing)</p>
<p><b>Powerful Statements</b></p> <p>Just think about it! It's not of this world! You won't let them go on...</p>	<p><b>Remember:</b></p> <p>Consider your audience. Make your opinion clear. Use a strong voice. Ask readers for your opinion. Check your spelling and punctuation.</p>	<p><b>Persuasive Devices</b></p> <p>Tell a personal story Use rhetorical questions Use repetition</p>



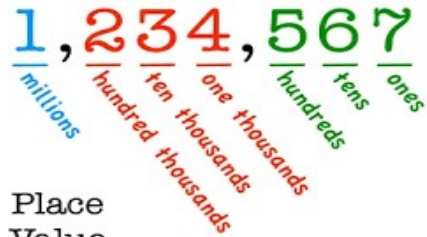
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### Mathematics

To read, write, order and compare numbers up to 1 000 000 and determine the value of each digit.

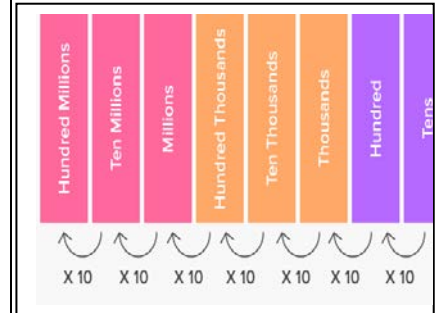


Place Value



**Share** this activity: Students take turns rolling the dice. On his turn, a student rolls and writes his number on the piece of paper to the left of any existing numbers. He then reads the number on the page. Players take turns rolling and adding numbers to one already on the paper, watching the number “snake” grow with each turn. With each turn the number becomes longer and students must read the entire number.

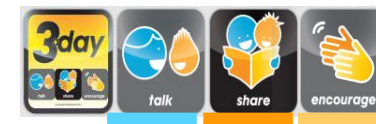
Play this fun and simple game, simply remove the face cards, jokers and 10's from a set of playing cards. Pairs shuffle the deck and place it in the center. Each student draws 2 cards and arranges the digits to build the greatest number possible. The player who can build the greatest number takes all 4 cards. Both players are required to say the number they build out loud. In the case of a tie, both players leave those cards and redraw 2 cards each. The player with the greatest numbers takes all 8 cards.



[http://www.math-play.com/Place-Value-Millionaire/place-value-millionaire-game\\_html5.html](http://www.math-play.com/Place-Value-Millionaire/place-value-millionaire-game_html5.html)

<https://mathsframe.co.uk/en/resources/resource/59/itp-beadsticks>

[Expanded form](#)  
[IXL | Convert between standard and expanded form | 5th grade math](#)

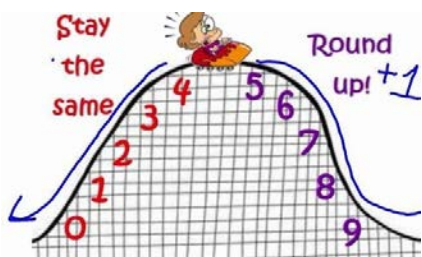


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To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.



To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.



To add and subtract whole numbers, including using formal written methods and add/subtract numbers mentally and solve addition and subtraction multi-step problems.

**Share and talk** to your child about the real life use of integers. For e.g. Temperature can be (- 2,-10, 23, 25 degrees), checking accounts, in business profits and loss.



**Share** with your children rounding means making a number **simpler** but keeping its value close to what it was.

**Talk** to your child about approximate e.g., diameter of the earth at the equator is 12,756 kilometers. That's not an easy number to remember but if someone asked you what the approximate distance you could probably remember that it's about 13,000 kilometers

**Share and talk** about the amount of money spent on a trip to a supermarket. Ask your child what is the actual cost of items? How does this compare to your estimate? When you pay for the items, will you get

[Negative Numbers](https://wordwall.net/resource/10223924/maths/negative-numbers-in-real-life)  
<https://wordwall.net/resource/10223924/maths/negative-numbers-in-real-life>


[Rounding](https://www.topmarks.co.uk/maths-games/rocket-rounding)  
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	<p><b>Challenge Yourself!</b></p> 	<p>change back? Count the change with your child to make sure the change is correct.</p> <p><b>Challenge:</b> You are arranging 700 plants in a rectangular garden with the same number of plants in each row. How many ways can you arrange the garden?</p>	<p><b><u>Addition /Subtraction</u></b></p> <p><a href="#"><u>addition and subtraction interactive</u></a></p> <p><a href="https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction"><u>https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction</u></a></p> <p><a href="#"><u>addition and subtraction with money</u></a></p> <p><a href="https://www.math-play.com/Adding-Money/money-game_html5.html"><u>https://www.math-play.com/Adding-Money/money-game_html5.html</u></a></p>
<p><b>Science</b> <b>Earth, Sun and Moon</b></p>	<p>To describe the shape and size of the Sun, Moon, and Earth.</p> <p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p>	<p>Some fun activities to help your child explore the topic:</p> <p><b>Encourage:</b> A visit to a planetarium or observatory with your child.</p> <p><b>Share and talk</b> about how big the Sun is compared to the Earth and Moon. Use fruits like a watermelon (Sun), an orange (Earth), and a grape (Moon) to</p>	<p><a href="https://spaceplace.nasa.gov/"><u>https://spaceplace.nasa.gov/</u></a></p> <p><a href="#"><u>How to make a scale model of the Sun and the Earth guide for KS3 physics students - BBC Bitesize</u></a></p>



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To identify and explain the motion of the Earth - Rotation.

To explore the seasons caused by the tilt of the Earth on its axis.

compare size and shape. Use the word **spherical** and talk about what that means.

**Share and try** looking at a faraway object like a building. Try to hide it with your fingertip. Ask your child what happens when they move their hand closer or farther from their face. Discuss how **distance** affects what we see.

**Share and talk** about how the Earth spins on its **axis**. Use a ball and torch to show how only one side is lit at a time, creating **day and night**. Ask: "What would happen if the Earth didn't rotate?"

**Discuss** how the **tilt** of the Earth and its **orbit** around the Sun cause seasons. Use a tilted ball and lamp to model this. Ask your child what season it is now and why.

**Talk** about countries in the **Southern Hemisphere**. Ask a friend or relative there what season they have when it's summer or winter here.

<https://kids.nationalgeographic.com/space>

<https://mysteryscience.com/astronomy/mystery-1/day-night-earth-s-rotation/378#slide-id-6255>



**Humanities  
Geography**

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

**Talk** to your child about the countries of North America and their geographical features.

[The UAE on a world map.pdf](#)



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	<p>To explore the geographical terminology to describe the location of a range of places across North America.</p> <p>To explore the weather and climate of North America.</p> <p>To explore the human and physical geographical features of your local area.</p>	<p><b>Share</b> with your child the capital cities of North America, their location and key human and physical features.</p> <p><b>Key vocabulary:</b> continent, country, city, North America</p> <p><b>Talk</b> about the location of North America, the hemisphere it is located in and its varied physical features.</p> <p><b>Share</b> the coordinates, the latitude and longitude within which North America is located and the area it covers.</p> <p><b>Encourage</b> your child to research the time zones across North America.</p> <p><b>Encourage</b> your child to research the geographical terminology used to describe the location of places.</p> <p><b>Talk</b> to your child about the difference between weather and climate and the climate zones of North America.</p> <p><b>Share</b> with your child the more detailed Koppen-Geiger climate classification system with its climate groups and climate types.</p> <p><b>Encourage</b> your child to research the variation in climate and biome across North America.</p>	<p><a href="#">KS1 World map poster.pdf</a></p> <p><a href="#">North America Continent Countries and Cities.pdf</a></p> <p><a href="#">North America Location.pdf</a></p> <p><b>Key vocabulary:</b> latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zones</p> <p><a href="#">North America Weather and Climate.pdf</a></p> <p><b>Key vocabulary:</b> climate zone, climate, polar, Arctic, temperate, tropical, subtropical, latitude, Koppen system</p> <p><a href="#">North America Comparing Places.pdf</a></p>
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		<p><b>Talk</b> to your child about the physical and human features of Dubai and your local area.</p> <p><b>Share</b> with your child the variety of human and physical features across the UAE.</p> <p><b>Encourage</b> your child to create a well labelled map of your local area with the physical and human features in it.</p>	<p><b>Key vocabulary:</b> physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph</p>
<p><b>Moral, Social and Cultural Studies</b></p>	<p><b>Lesson 1: Showing respect to others</b>  <b>Lesson 2: Tolerance</b>  <b>Lesson 3: Prejudgments</b></p> <p>To explore the concepts of self-respect, respecting others, tolerance and prejudice.</p> <p><b>Key vocabulary:</b> self-respect, respecting others, tolerance, stereotyping, discrimination</p> <p><b>Gems Leadership Stones</b>  Emerald: Inspires kindness, understanding and care towards others.</p> <p>Sapphire: Encourages fairness, dignity and appreciation for all.</p>	<p><b>Talk</b> to your child about speaking respectfully, especially during disagreements. Use calm tones and respectful words, even when expressing different opinions. <i>“It’s okay to disagree, but let’s do it kindly.”</i> Talk about the importance of using polite words like “please,” “thank you,” and “excuse me” in daily conversations. Talk to them about the value of listening carefully before responding.</p> <p><b>Share</b> real-life examples and personal stories where respectful behaviour makes a difference. For example, greeting elders, helping others, or showing kindness to strangers. Share how you’ve handled disagreements in respectful ways — this teaches children by example.</p> <p><b>Encourage</b> your child to wait for their turn to speak in conversations, both at home, in school and outside. Encourage acts of kindness and helpfulness with siblings, family members, neighbours, classmates, and appreciate them when they do it.</p>	<p><a href="#">Showing Respect to Others.pdf</a></p> <p><a href="#">Tolerance.pdf</a></p> <p><a href="#">Prejudgements.pdf</a></p>



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	<p><b>Lesson 4: Weather, climate and climate zones</b> To explore weather, climate and climate zones.</p> <p><b>Vocabulary:</b> weather, climate, equator, poles, latitude, North Pole, South Pole, climate zones, atmosphere</p> <p><b>Lesson 5: Mercy, Sympathy and Empathy</b> <b>Lesson 6: Practicing Sympathy and Empathy</b></p> <p>To explore the concepts of mercy, sympathy and empathy</p> <p><b>Key vocabulary:</b> sympathy, empathy, acts of compassion, people of determination</p>	<p><b>Talk</b> to your child about the differences between everyone — in appearance, language, culture, beliefs, and abilities — and that’s what makes the world interesting and beautiful.</p> <p><i>“We may not all be the same, but we all deserve kindness and respect.”</i></p> <p><b>Share</b> stories, books, or movies that highlight diversity and inclusion. Discuss the lessons they teach about kindness and acceptance.</p> <p><b>Encourage</b> your child to make friends with classmates of different backgrounds, religions, or abilities. Encourage them to ask questions respectfully when they’re curious about someone who is different from them — this promotes understanding, not judgment.</p> <p><b>Talk</b> to your child about the unfairness of judging someone based on looks, clothes, or background.</p> <p><i>“We can’t know someone’s story just by looking at them.”</i></p> <p><b>Share</b> stories or moments when you got to know someone better and was surprised. “At first, I thought he was quiet, but later I found out he was really funny and kind.”</p> <p><b>Encourage</b> your child to get to know others before forming opinions. Remind them to ask questions and listen rather than assume.</p>	<p><a href="#">Weather, Climate and Climate Zones.pdf</a></p> <p><a href="#">Mercy, Sympathy and Empathy.pdf</a></p> <p><a href="#">Practising Sympathy and Empathy.pdf</a></p>
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### Gems Leadership Stone

Ruby: Empathy

Fosters understanding and valuing others' perspectives.

### Lesson 7: Impact of landforms and climate on people

To explore how landforms and climate determine the way we live.

**Vocabulary:** landforms, impact, hut, thatched roof, igloo

**Talk** with your child about the difference between weather and climate.

**Share** the reasons for changes in weather and climate.

**Encourage** your child to research the different climate zones in the world.

**Talk** to your child to speak kindly about others, even when they make mistakes. Use stories or real-life examples to explain feelings and forgiveness.

**Share** your own experiences of showing mercy or understanding someone's pain. Let your child know it's okay to feel and care deeply.

**Encourage** and praise acts of kindness, forgiveness, and compassion. Support your child when they try to be caring, even in small ways.

**Kindness Jar:** Keep a jar where everyone adds a note when they do or see something kind, forgiving, or understanding.



### Sympathy

**Noun**

To acknowledge that someone is distressed.



### Empathy

**Noun**

To actually understand how someone else is feeling.



[Impact of landforms and climate on people.pdf](#)



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## Family Learning Newsletter -Year 5- September 2025



		<p><b>Talk</b> with your child about the impact of climate on people.</p> <p><b>Share</b> ways to build a house in the UAE keeping in mind the climatic conditions.</p> <p><b>Encourage</b> your child to research the activities done by people based on the climate zones.</p>	
<b>Arabic for Arabs</b>	<p>" قصة من الأرض إلى الفضاء "</p> <p>أَنْ يُقَسِّرَ التلميذ المُفْرَدَاتِ الجَدِيدَةَ مُوظَّفًا القَامُوسَ المُصَوِّرَ.</p> <p>أَنْ يفسر التلميذ الكلمات والعبارات المستخدمة في النصوص الأدبية.</p> <p>أَنْ يوظف التلميذ المعاني الجديدة في النص في سياقات جديدة .</p> <p>أَنْ يحدد التلميذ بيئة النص السردية وتسلسل الأحداث .</p> <p>أَنْ يستخلص التلميذ المغزى من أحداث القصة .</p> <p>أَنْ يستنتج التلميذ سمات أسلوب الكاتب</p> <p><b>(نشيد (كن مسؤولاً)</b></p> <p>أَنْ يشرح التلميذ المعنى الإجمالي للنص.</p> <p>أَنْ يُقَسِّرَ التلميذ الكَلِمَاتِ مُسْتَعِينًا بِمُرَادِفَاتِهَا وَأَضْدَادِهَا وَسِيَاقِهَا .</p> <p>أَنْ يُصَمِّمَ التلميذ بِطَاقَةَ تَعْرِيفِيَّةٍ عَنِ الشاعِرِ.</p> <p>أَنْ يحاكي التلاميذ الأبيات .</p> <p><b>(النحو - الجملة الاسمية)</b></p> <p>أَنْ يُمَيِّزَ التلميذ بين أنواع الجُمَلِ .</p> <p>أَنْ يصوغ التلميذ جملا اسمية وفعلي</p>	<p>قراءة بعض القصص المتعلقة برنامج اقرأ بالعربية .</p> <p>جمع صور تحمل أشكال المحبة بين المجتمعات</p> <p>مشاهدة فيديو عن أهمية القراءة .</p> <p>تدريب التلميذ بالمنزل على بعض الكتابات الوصفية وأيضا كتابات اليوميات</p> <p>يَكْتُبُ التلميذ فِئْرَةً مُصَمِّمًا إِيَّاهَا جُمْلَةً رَئِيسَةً، وَتَفَاصِيلَ دَاعِمَةً، وَجَمْلَةً خَتَامِيَّةَ مَعَ الِاتِّزَامِ التَّامِ بِالمعاييرِ.</p> <p>يُحَدِّدُ التلميذ بعض الأحداث مُسْتَخْلِصًا مَغْزَاهَا، مُعَبِّرًا عَنِ رَأْيِهِ فِيهَا .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية</a></p> <p><a href="#">بمدرسة ونشستر</a></p> <p><a href="#">الهمزة المتوسطة على الف صف 5 عرب</a></p> <p><a href="#">الجملة الاسمية</a></p>



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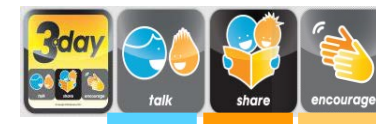
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<b>Arabic for Non-Arabs</b>	<p><b>Daily routine</b>(الروتين اليومي)</p> <p>To learn the meaning and the conjugation of different verbs needed to talk about daily routine.</p> <p>To learn the meaning and the use of time expressions when talking about your daily routine.</p> <p>To describe the daily routine using verbs, time, and connectives in paragraphs.</p> <p>To analyse a text about the daily routine.</p>	<p><b>Encourage</b> your child to memorize the new vocabulary from the Arabic notebook and the Arabic textbook.</p> <p><b>Encourage</b> your child to use the vocabulary in sentences of his/her own.</p> <p>Ask your child to study the present and past tense in writing and speaking about the daily routine.</p> <p>Talk to your child about his plans at the weekend.</p> <p>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>
<b>Islamic for Arabs</b>	<p><b>سورة الانفطار</b></p> <p>أن يبرهن التلاميذ على قدرة الله تعالى من خلال السورة الكريمة .</p> <p>أن يناقش التلاميذ عقاب الله عزوجل للمشركين على جحودهم</p> <p><b>حديث المفلس الحقيقي</b></p> <p>أن يستنتج التلاميذ الأعمال التي تجعل الأنسان مفلسا يوم القيامة .</p> <p>أن يستنتج التلاميذ الأعمال التي تجعلنا من الفائزين يوم القيامة .</p> <p>أن يدلل التلاميذ من القرآن والسنة على الأعمال التي تجعلنا من الفائزين</p> <p><b>صلاة الجماعة</b></p> <p>أن يستنتج التلاميذ أهمية العلم بأحكام الصلاة.</p> <p>أن يوضح التلاميذ أحكام صلاة الجماعة وصلاة المسبوق</p>	<p>مساعدة التلميذ في حفظ خمس عشرة آية من السورة الكريمة من خلال المصحف المعلم .</p> <p>مساعدة التلميذ في البحث عن صور لمخلوقات الله .</p> <p>تشجيع التلميذ على العمل الصالح في حياته اليومية.</p> <p>مساعدة التلميذ في البحث عن آيات عن حسن الخلق رحمة الله بعباده .</p> <p>مساعدة التلميذ في البحث عن آيات قرآنية أو أحاديث نبوية تحثنا على الصلاة.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p>	<p><a href="#">قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</a></p>
<b>Islamic for Non-Arabs</b>	<p><b>Surat AL-Infitar</b></p> <p>➤ To find out the signs of the Day of Judgement.</p>	<p>➤ Help your child to memorize the verses of Surat Al-Infitar from 1- 15.</p> <p>➤ Search about the general meaning of the Surah.</p>	<p><a href="#">Arabic and Islamic YouTube Channel</a></p>







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	<p><b>To ask someone's name and say your name in French.</b></p> <p><b>To greet someone in French.</b></p> <p><b>To introduce yourself in French.</b></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://wordwall.net/resource/4928088/french/french-greetings">https://wordwall.net/resource/4928088/french/french-greetings</a></p> <p><a href="https://wordwall.net/resource/566758/french/french-greetings">https://wordwall.net/resource/566758/french/french-greetings</a></p> <p><a href="https://wordwall.net/resource/10527318/french/french-greetings">https://wordwall.net/resource/10527318/french/french-greetings</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>Fitness Activities</p> <p>Fitness Test</p> <p>Football: Passing and receiving</p> <p>Football: Dribbling and shooting</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 skills with basic rules.</p> <p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p><a href="#">Fitness activities</a></p> <p><a href="#">Fitness test</a></p> <p><a href="#">5 Essential Passing and Receiving Drills - Training Drills To Improve First Touch &amp; Passing Skills.mp4</a></p> <p><a href="#">5 Essential Dribbling Drills Improve Your Dribbling With These Five Individual Training Drills (1).mp4</a></p> <p><a href="#">Shooting skill</a></p>
<p><b>Information and Communication Technology</b></p>	<p><b>Input and Output devices</b></p> <p>To analyse the different types of input and output devices and its real-life applications.</p>	<p><b>Health &amp; Safety</b> General safety in using a computer and e-safety rules, particularly if accessing the Internet. <b>Encourage</b> good posture when sitting at the computer.</p> <p><b>Encourage</b> your child to research on the different Input and Output devices.</p>	<p>These are the home learning tasks to go along with this computing unit.</p> <p><a href="#">What are input and output devices? - BBC Bitesize</a></p>



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		<b>Create</b> an interactive presentation that shows the functions of different input and output devices. Along with your child gather information and complete the presentation.	
<b>Music</b> (Mr. Joyson)	Learning musical staff line note and space notes and play notes G A B in the recorder with the backing track  Line notes E, G, B, D, F. Space notes F, A, C, E.	Let the child practice at home with the backing track, even though there will be squeaking.	
<b>Music</b> (Mr. Kiko)	Improving children's confidence and musicality through singing actions songs and chanting rhymes. Reading notes and rests	<b>Encourage</b> the child to sing action songs at home. <b>Encourage</b> the child to watch the kinds of notes video	<a href="https://www.timeout.com/new-york-kids/music/best-kids-songs">https://www.timeout.com/new-york-kids/music/best-kids-songs</a> <a href="#">Kinds of Notes and Rests.mp4</a>
<b>Music</b> (Mr. Sunil)	Learning how to play the song "Havana" on recorder	Let the child practice at home, even though there will be squeaking. Be an audience. But better also check if the child is holding the recorder properly.	



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