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	<p>Students read and infer from the texts mentioned.</p> <p>Writing Topics: Newspaper Report:</p> <ul style="list-style-type: none">• To analyse and identify the features of a recount text.• To write a newspaper style report.	<p>speech marks go around direct speeches, including its punctuation.</p> <p>Remind them that if the speech ends with an exclamation mark or question mark, this also goes inside the inverted commas.</p> <p>Discuss the importance of using Punctuation marks and how it can be used in different ways. For example, Comma can separate a list of actions eg. - "He hit the ball, dropped the bat, and ran to first base." Encourage them to make a sentence using the words from spelling list using suitable punctuation marks.</p> <ul style="list-style-type: none">• Encourage your child to make predictions about what's going to happen next as they read a text.• Tell your child to ask questions about the text. ...• Talk to your child and Clarify key information in a text. ...• Use graphic organisers and defined structures in which learners summarise sections of the text. <p>Discuss the key elements and structure of newspaper report. https://www.readingrockets.org/article/introduction-letter-writing</p>	<p>Reading Comprehension Booklet-45 to 47</p> <p>Author At Work Page -83-89</p> <p>https://wordwall.net/resource/401488/english/newspaper-features</p> <p>https://wordwall.net/resource/10078864/features-of-a-newspaper</p>
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Encourage your child to read newspaper articles.

While you read simple articles in newspapers and ask questions like who, what, where, when. **ENCOURAGE** your child to look out for the answers.

SHARE the concepts of fact and opinion with your child. And identify examples for each in a newspaper report.

Cut out newspaper articles and highlight words and phrases that are based on facts and opinions.

<https://www.bbc.co.uk/bitesize/articles/z6n6dp3>

Speaking: What inspiration did you draw from the life of Plop? What do the other characters in the novel teach us?

STEAM Based activity- Role Play/ creating fireworks- Based on the Novel- create posters
Listening Comprehension- Making inferences and determining the purpose.

Spellings The Owl Who Was Afraid Of The dark



Link to Moral Education:
 Character and Morality
Teaching Ethical values: Fairness, Caring,



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Honesty, Tolerance & Respect.

Leadership Gemstones of the Month of February -Leading With Compassion

LEADING WITH COMPASSION
 **EMERALD**
 Inspires kindness, understanding and care toward others.

“ Listening is just as important as speaking. ”

MESSAGE: Listening deeply allows others to feel seen and heard. When we truly listen, we validate the experiences and emotions of those around us, fostering a sense of belonging and trust. Deep listening is an act of empathy that goes beyond hearing words; it involves understanding the underlying feelings and perspectives. By creating a safe space for open and honest communication, we empower others to share their struggles and insights without fear of judgment.

REFLECT: How can I improve my listening skills?

Talk:

This month, we focus on *Leading with Compassion*. A compassionate leader understands others by showing kindness, empathy, and respect. In literacy, this connects strongly to the idea that **listening is just as important as speaking.**

Discuss

- Listen carefully to others before sharing your ideas.
- Take turns during discussions and respect different opinions.
- Ask thoughtful questions to show interest and understanding.

Talk

- Speak politely and use kind, respectful words.
- Express thoughts clearly and calmly.
- Think before speaking so words do not hurt others’ feelings.

Encourage

- Use positive words to support and motivate others.
- Praise effort and improvement, not just success.
- Offer help and reassurance when someone is struggling.

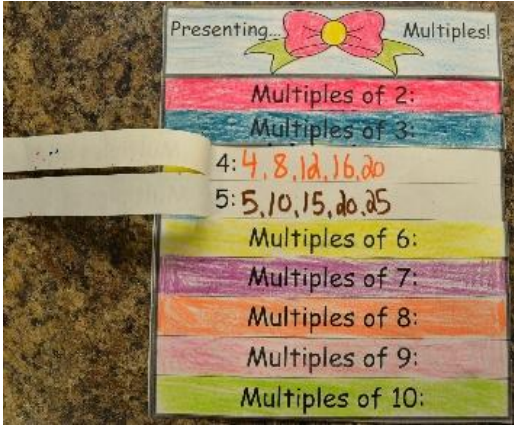
These actions help students practise **compassionate leadership** and remind them that **listening is just as important as speaking.**



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<p>Numeracy</p>	<p>Multiplication To know 2, 3, 4, 5 and 10 times table and multiplication/division facts related to the 2, 3, 4, 5- and 10-times tables.</p> <p>To know and use factor pairs in mental calculations.</p> <p>To solve multiplication two-step problems in contexts, estimate and use inverse operations to check answers to a calculation.</p>  <p>Division To know 2, 3, 4, 5 and 10 times table and division facts related to the 2, 3, 4, 5- and 10-times tables.</p>	<p>Have rapid-fire rounds on times table to motivate children to know 2, 3, 4, 5 and 10 times table. Share how a division fact is related to the times table e.g. - $3 \times 2 = 6$ or $6 \div 2 = 3$. Share the knowledge of multiples with children asking simple questions such as - What are the first five multiples of 2? (2, 4, 6, 8, 10) next five multiples of 2? (12, 14, 16, 18, 20) What patterns do you notice? (all of the units digits are even; repeating units digit pattern of 0, 2, 4, 6, 8)</p> <p>Encourage your child to create a memory game. Face down the multiplication cards (4x5, 2x7, 8x6) and number cards (20, 14, 48). How many pairs can you find?</p> <p><i>Talk to the children about factors and multiples.</i></p> <p><i>Share an interesting poster making activity with them.</i></p> <p><i>They can make a Ninja poster to recall the factors and colour code different multiples.</i></p>	<p><u>Multiplication and Division</u> (Click on Times Table and Division facts)</p> <p><u>Canoe Penguins Multiplication Math Playground</u></p> <p><u>Factor pairs</u> (Click play games and then click factors)</p> <p><u>Factors</u></p> <p><u>Word problems</u></p>
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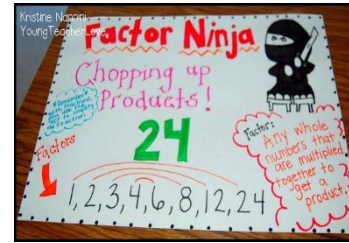
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To know and use factors and multiples pairs in mental calculations.

To solve division two-step problems in contexts, estimate and use inverse operations to check answers to a calculation.

Encourage your child to use the factors and multiples while doing mental calculations.



Talk and share with children a strategic plan (RUCSAC) to work with word problems. **Encourage** children to retell a word problem in their own words. Underline the key words. Identify the key vocabulary for addition, subtraction, multiplication, or division.

Challenge:

A group of students went on a field trip. They took 5 vans and 2 buses. There were 45 students in each van and 75 students in each bus.

How many students went on the field trip?

Alison is thinking of a number. Her number is a multiple of 4, 5 and 6. **What could her number be?**

[Division worksheet](#)



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Conduct rapid-fire oral division rounds using known times tables ($\div 2$, $\div 3$, $\div 4$, $\div 5$, $\div 10$) to build fluency and confidence.
Example: $20 \div 5$, $18 \div 3$, $40 \div 10$.

Reinforce the inverse relationship between multiplication and division by showing how one fact family is connected.
Example: $4 \times 6 = 24$, $24 \div 6 = 4$, $24 \div 4 = 6$.

Use fact families to help children see patterns and relationships between numbers rather than memorising isolated facts.

Develop understanding of multiples and divisibility by asking simple questions such as:
Which numbers can be divided exactly by 2? By 5? By 10?
What do you notice about their digits?

Encourage children to group objects equally (buttons, toys, pencils) and ask:
If we have 12 objects and 3 groups, how many are in each group?

Talk and share: Play a division matching or memory game by pairing multiplication facts with their related division facts and answers.
Example cards: 6×4 , $24 \div 6$, 24.

Support learning through real-life sharing situations, such as dividing snacks, stationery, or turns equally among family members.

Challenge -

A school library has 864 books that need to be placed equally on 8 shelves. How many books will be placed on each shelf?

A factory packs 735 pencils equally into 5 boxes.

How many pencils will be packed in each box?



A classroom received 756 notebooks. They were packed equally into 6 boxes. Later, 9 notebooks were taken out from each box to distribute to students. How many notebooks are left in each box?



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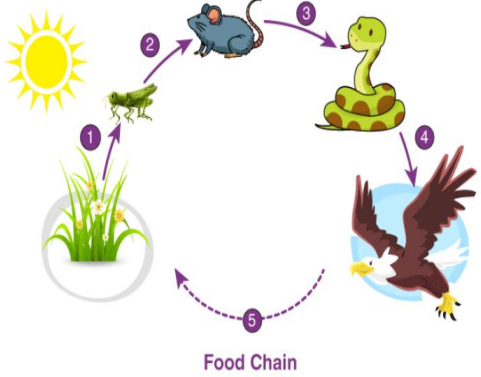
<p>Science</p>	<p>Animals in danger</p> <p>To recognize that environments can change and that this can sometimes pose dangers to living organisms.</p>  <p>Dichotomous Keys</p> <p>To explore how a key is used to identify and classify animals.</p> <p>To explore different types of food chains/webs in</p>	<p>Research with your child about endangered species. Give examples of animals that are now extinct. E.g. dinosaurs and mammoths. Print or draw pictures of these animals and create a collage.</p> <p>Discuss why these animals are endangered and brainstorm ways to protect them (e.g., reducing pollution, supporting conservation efforts).</p> <p>Share what are certain reasons that cause extinction of species, natural as well as manmade. E.g. natural disasters and urbanization.</p> <p>Encourage them to think about ways to save endangered species.</p> <p>Talk about how important it is to be able to identify animals based on their characteristics using dichotomous.</p> <p>Share the way to read the keys help to classify animals into different groups.</p> <p>Encourage them to create their own keys by using toys, stuffed animals, or pictures of animals.</p> <p>Help your child create a simple key by asking "yes/no" questions (e.g., Does it have fur? Does it fly?).</p> <p>Test the key by classifying other items or</p>	<p>Endangered Animals</p>  <p>Dichotomous keys</p> <p>dichotomous key - Students Britannica Kids Homework Help</p>
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	<p>the local environment as well as different habitats.</p> 	<p>animals.</p> <p>Share a list of animals and help them to identify Producer, consumer, herbivores, carnivores and predators. Ask the children to create an example of food chain.</p> <p>Encourage Guide the children to research on the internet about the diet of different animals. Choose an animal and find out if it's a herbivore or carnivore, what does it eat, what it is eaten by, is it a predator or a prey. Based on the information created draw a simple chain beginning with a green plant, which is eaten by an herbivore, which in turn is eaten by a carnivore/predator. Also, find out what happens to plants and animals after they die.</p>	<p>Food chains and webs:</p> <p>food chain - Kids Britannica Kids Homework Help</p>
<p>Humanities History</p>	<p><u>Comparing Climates</u> To explore the climate of European regions.</p> <p>Key Vocabulary: Climate, Latitude, Arctic Circle</p>	<p>Talk to your child about the influence latitude has on the climate of an area.</p> <p>Share with your child the similarities and differences between climate and weather.</p> <p>Encourage your child to research the climate of a place in Europe and compare it to where they live in the UAE.</p>	<p>Comparing Climates FLN resource sheet.pdf</p>



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	<p><u>Comparing Places</u> To explore the human geography of Europe.</p> <p>Key vocabulary: human geography, land use, residential, industrial, business, retail, leisure, agriculture</p>	<p>Talk to your child about the difference between human and physical geography.</p> <p>Share with your child the human geography of Europe.</p> <p>Encourage your child to research the human geography of a city or a country in Europe.</p>	<p>Comparing Places FLN resource sheet.pdf</p>
<p>Moral, Social and Cultural Studies</p>	<p><u>Unit 6 Resources and the Environment Working Together</u></p> <p><u>L1 Natural, Capital and Human Resources</u></p> <p>To explore the different types of resources.</p> <p>Key vocabulary: natural resources, capital resources, human resources, goods, services</p> <p><u>L2 Reduce, Reuse and Recycle!</u></p> <p>To explore the importance of reduce, reuse and recycle.</p> <p>Key vocabulary: reduce, reuse, recycle, pollution</p>	<p>Talk with your child about the different types of resources.</p> <p>Share with your child about the changes they can make to help protect nature.</p> <p>Encourage your child to research about how the natural resources are used.</p> <p>Talk with your child about the meaning of reduce, reuse and recycle.</p>	<p>Natural, Capital and Human Resources FLN resource sheet.pdf</p> <p>Reduce, Reuse and Recycle FLN resource sheet.pdf</p>



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	<p><u>L3 Resources and Trade</u> To explore ways to overcome the scarcity of resources.</p> <p>Key Vocabulary: trade, scarcity, interdependent, needs</p> <p><u>L5 School Project</u> To explore ways to reduce, reuse, or recycle resources at school.</p> <p>Key vocabulary: reduce, reuse, recycle, natural resources, human resources, capital resources.</p>	<p>Share with your child the importance of reduce, reuse and recycle.</p> <p>Encourage your child to research about what they can recycle more and help save the environment.</p> <p>Share with your child the reasons people trade resources.</p> <p>Talk with your child about the different ways to overcome scarcity of resources through trade.</p> <p>Encourage your child to research the goods and services being traded in the UAE.</p> <p>Talk to your child about the resources we could reduce, reuse or recycle.</p> <p>Share with your child the importance of conserving resources.</p> <p>Encourage your child to research the importance of the 3Rs in waste management.</p>	<p>Resources and Trade FLN resource sheet.pdf</p>
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<p>Arabic for Arabs</p>	<p>(الوحدة الرابعة) انتمي إلى عالمي قصة: ما معنى أن ننتمي؟ أن يوظف الطالب المفردات الجديدة في القصة في سياقات مختلفة أن يتقن الطالب مهارة الفكرة والمغزى أن يوظف الطالب استراتيجية طرح الأسئلة لتعميق فهم القصة أن يدعم الطالب فكرته بأدلة من النص أن يستطيع الطالب تلخيص الفائدة أو العبرة من القصة نص استماع الأشجار لا تمشي أن يحدد الطالب الفكرة الرئيسية في النص أن يستخرج الطالب الأفكار الفرعية من النص أن يشرح الطالب وجهة نظره حول القضية المطروحة ويوضح مدى توافقه مع الكاتب ومدى اختلافه معه أن يشرح الطالب معنى مفردة جديدة وردت في النص أن يناقش الطالب حول الأفكار والمعاني الواردة بالنص وصل بداية الكلمات بالحروف يكتب الطالب الكلمات بعد وصل بدايتها بالحروف (الباء - (الكاف - اللام - الفاء الكتابة كتابة نص وصفي : الأفكار والتنظيم</p>	<p>قراءة إحدى القصص وتحديد عناصرها مساعدته في جمع شواهد عن العطف مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية مناقشة الطالب في معنى السبب والنتيجة مشاركة الطالب في تلخيص أحداث أي قصة يحبها 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>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>
<p>Arabic for Non- Arabs</p>	<p>Means of transportation To design a mind map on means of transportation To create sentences about means of transportation using the new vocabulary.</p>	<p>Encourage your child to memorize the vocabulary and phrases given about the new topic (Means of transportation) from the Arabic notebook and textbook. Encourage your child to practice Arabic at home.</p>	<p>Arabic and Islamic YouTube Channel</p>



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	<p>To describe a day in Dubai in a paragraph using means of transportation.</p> <p>To describe a day on the water bus in Dubai Creek.</p> <p>To express your opinion about means of transportation using phrases.</p>	<p>Talk with your child about means of transportation you can see in Dubai.</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>	
Islamic for Arabs	<p>آداب الزيارة أن يستخلص آداب الزيارة أن يلتزم بآداب الزيارة في حياته أن يدرك نتيجة طاعة الله في آداب الزيارة ا عبادة الصوم أن يحدد من يجب عليه الصوم أن يستنتج الحكمة من الصوم أبو بكر الصديق أن يستنتج صدق أبي بكر الصديق مع النبي ان يعدد صفات أبي بكر الصديق ان يحرص على الإقتداء بأبي بكر الصديق في حبه للنبي (صلى الله عليه وسلم)</p>	<p>يساعد ولي الأمر التلميذ في معرفة آداب الزيارة مساعدة ولي الامر التلميذ في توضيح معنى كلمة آداب خلال سماع فيديوهات من قناة ونشستر مساعدة ولي الأمر التلميذ في تطبيق قواعد آداب الزيارة مساعدة ولي الأمر التلميذ أن يستنتج أجر من يطع الله في تطبيق أوامره</p> <p>مساعدة ولي الأمر التلميذ في التعرف على حكمة الصوم يساعد ولي الأمر التلميذ بالتعرف على ثواب الصائم عند الله يساعد ولي الأمر التلميذ بسماع فيديو من قناة ونشستر عن صفات ا</p> <p>يساعد ولي الامر في ذكر صدق أبي بكر الصديق يساعد ولي الأمر في معرفة جزاء أبي بكر عند الله بسبب حبه للنبي يساعد ولي الأمر على ذكر نسب أبي بكر الصديق</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص</p>	



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		بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	
Islamic for Non-Arabs	<p>Abu Bakr As-Siddeeq The student will be able to:</p> <ul style="list-style-type: none">➤ Indicate the ancestry of Abu Bakr As-Siddeeq➤ Infer the effects of the true belief of Abu Bakr As-Siddeeq➤ Enumerate the characteristics of Abu Bakr As-siddeeq.➤ Follow the example of Abu Bakr As-Sideeq in his true love for for the prophet Muhmamed. <p>Belief in prophets The students will be able to:</p> <ul style="list-style-type: none">➤ Mention the names of the steadfast messengers of Allah.➤ Infer the wisdom behind sending messengers.➤ Indicate their rank and the effect of belief in them.➤ Explain some miracles of mooses and jesus.	<p>Ways to support your kid.</p> <ul style="list-style-type: none">• Tell stories about Abu Bakr (رضي الله عنه)• Encourage honesty and good manners• Be a good role model at home• Praise truthful behavior• Talk about Islamic heroes daily• Make du'ā' together <p>Ways to support your kid.</p> <ul style="list-style-type: none">• Read short stories about the prophets regularly• Use simple language and repeat key lessons• Explain that all prophets taught worship of Allah alone• Encourage children to ask questions• Relate lessons to daily life situations• Watch age-appropriate Islamic videos together• Act as a role model in faith and behavior	
التربية الوطنية UAE Social Studies for Arabs	<p>واجباتي ومسؤولياتي تجاه بلادي أن يحدد الطالب واجباته تجاه والديه ووطنه. أن يستنتج الطالب واجباته نحو أخوانه أن يقارن الطالب بين واجباته بين والديه ووطنه</p>	<p>مساعدة الطالب في تحديد واجباته نحو والديه وأخوانه ووطنه مساعدة الطالب في معرفة واجباته وحقوقه في المجتمع</p>	<p>واجباتي ومسؤولياتي تجاه بلادي أن يحدد الطالب واجباته تجاه والديه ووطنه. أن يستنتج الطالب واجباته نحو أخوانه</p>



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			أن يقارن الطالب بين واجباته بين والديه ووطنه
Physical Education	<p>Activity -1 Fitness Test – Jumping Jacks, Pushups, Squats</p> <p>Activity -2 Cricket – Batting/Forward Drive</p> <p>Activity -3 Cricket – Bowling</p> <p>Activity -4 Cricket – Fielding/Both Hand Pick up and throw</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></p> <p><u>Links:</u></p> <p><u>Fitness tests at home.mp4</u></p> <p><u>Cri- Forward drive.mp4</u></p> <p><u>Cri-Bowling.mp4</u></p> <p><u>Cri - Long barrier.mp4</u></p>
Information and Communication s Technology	<p>Scratch Programming To create programs using control blocks - Forever, Repeat, Repeat ... until, if block, if-else blocks.</p>	<p>Creative and Programming skill. Encourage your child to discover and experiment with the various control blocks in Scratch, which are essential for guiding the flow of a program.</p> <p>Activity: Guide your child to build a Scratch clicker game program that uses the "Forever" block to trigger a sound whenever the sprite is touched by the mouse pointer and increase the score.</p>	<p><u>https://scratch.mit.edu/projects/editor/?tutorial=getStarted</u></p> <p><u>https://www.create-learn.us/blog/scratch-tutorial-for-kids/</u></p>
Music -Mr Kiko	<ul style="list-style-type: none"> • Playing recorders • Improving children’s confidence and musicality through singing actions songs and chanting rhymes. • Reading notes 	<ul style="list-style-type: none"> • Encourage your child to practice recorder at home • Encourage the child to sing action songs at home. 	<p><u>Kinds of Notes (Year4).mp4</u></p> <p><u>Year04 Recorder Lesson Itsy Bitsy Spider.mp4</u></p>



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		<ul style="list-style-type: none">• Encourage the child to watch the kinds of notes video	
Music -Mr Sunil	Learning how to play the song “Happy birthday” on recorder	<ul style="list-style-type: none">• 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.	
Music -Mr Joyson	<ul style="list-style-type: none">• Improving child’s confidence and musicality through music rhythm reading stage 2 <p>We take a deeper look at the half note and how it relates to the quarter and eight notes</p>	<ul style="list-style-type: none">• Let the child understand the music note value and clap with the notes.• Ask the child to perform it with any percussion instrument like maracas, tambourine <p>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>	