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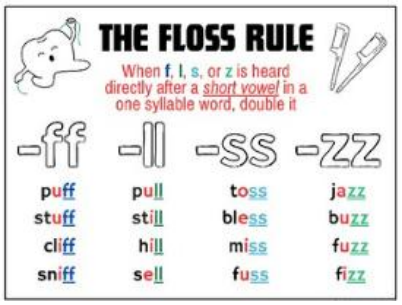
Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
Literacy	**Spelling** To use phonic knowledge to read and spell words where 'ph' makes the /f/ sound, e.g. graph, photo. To use phonic knowledge to make ff, ll, ss and zz words, e.g. off, ill, bull, glass, buzz, jazz. To use phonic knowledge to make ck and ch words (ch making the /k/ sound), e.g. ck – lick, trick; ch – chemist, echo.	**Talk** about how 'ph' makes the /f/ sound in words like phone, photo and dolphin. Say the words together and listen for the sound. **Share** the Trace, Copy, Recall method. Fold a piece of paper into three columns labelled 'Trace', 'Copy' and 'Recall'. Write the word in the first column for your child to trace. Next, ask them to copy it by looking at what they have just written. Finally, fold over and hide the first two columns, and ask your child to recall the spelling independently. **Encourage** your child to make colourful 'ph' word posters or flashcards with illustrations, so learning is visual and fun. **Encourage** a 'ph' word hunt around the house or when you are out. Your child can look for and write down 'ph' words on signs, labels or in books. **Share** a Sound Jump game. Place pictures or words with a phonic sound in a line on the floor, e.g. phone, photo, dolphin, with a few that don't belong, such as rain or cat. Your child jumps only on the ones with the given sound. **Encourage** a Floss Word Hunt. Look for words ending in ff, ll, ss or zz in books, and sort them into four groups. **Talk** about how 'ck' and 'ch' can both make the /k/ sound, e.g. lick, trick, chemist, echo.	-ph sound.docx  Nessy Spelling Strategy_ Flossy Words .mp4 https://wordwall.net/resource/288502/ck-and-ch-sort

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	Text Level **Fictional Characters** ➢ To read familiar, simple stories independently. ➢ To write simple descriptions about imaginary characters and settings. **Rhymes** ➢ To recite rhymes with predictable and repeating patterns. ➢ To identify words that rhyme. ➢ To write a rhyming list.	**Talk** about the characters and settings in the stories you read together. Ask: *What does the character look like? How do they feel? Where does the story happen?* **Encourage** your child to retell a familiar story, using props for sound effects or acting out the characters. **Share** how to make a story map. Draw the story in pictures, then talk about how a new character might change it. **Encourage** a role play with friends or family based on story characters, for example a fox, a horse or any imaginary character. Your child can make masks or design the setting. **Encourage** your child to describe characters and settings using wow words, e.g. *The sly fox jumped into the deep, dark well.* **Talk to your child about rhyme. Rhyming words have the same or similar ending sound, for example car and bar, or house and mouse.** **Encourage your child to learn some poems and perform them for family or friends to build their confidence.**	 Character Description.docx Writing Poetry for Kids - Episode 6 _ Rhyming.mp4 **https://wordwall.net/resource/51168/english/phase-1-rhyming-words**

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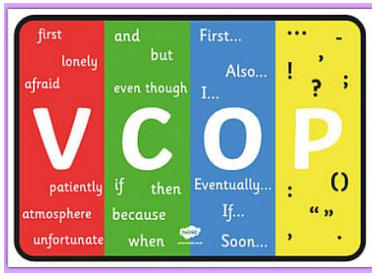
	Grammar **VCOP** **V.C.O.P - V stands for Vocabulary** - ambitious words. **C stands for Connectives** - words that join sentences together **O stands for Openers** - words that introduce a sentence **P stands for Punctuation** - full stops, commas, question marks, and lots more.	**Share how to make a Rhyme Book. Your child can draw pictures of rhyming objects, or cut out rhyming pictures from magazines and stick them in.** **Share a rhyming game. Take turns thinking of words that rhyme with body parts such as "head" or "eye".** **Encourage your child to write a rhyming poem using their own list of rhyming words.** You will hear your child talk about V.C.O.P. These ideas will help you develop their writing at home. **Vocabulary** • **Talk** about ambitious words such as enormous, sparkling, furious, delicious, gigantic and gloomy. • **Share** wow words from your own reading, and tell your child which words you would use in different situations. • **Encourage** a Word Jar. Your child drops in new words they learn, and you talk about them at family time and use them in sentences. • **Encourage** descriptive drawing. Your child draws a picture and writes a few sentences about it using wow words. **Connectives** (e.g. and, but, because, so, then)	Punctuation Explained (by Punctuation!) .mp4 

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		• **Talk** about how connectives join ideas together. • **Share** a Connective Chains game. You start a sentence, and your child adds to it using a connective. • **Encourage** story sequencing with picture cards, using “then” or “after that” to say what happens next. • **Encourage** your child to make a colourful connectives poster for their room. **Openers** (e.g. My, First, Then, Next, After a while) • **Talk** about different ways to start a sentence. Amazingly, the children are learning to use lots of openers besides ‘I’ and ‘They’. • **Share** an Opening Game. You say a sentence starter, and your child finishes the sentence. • **Encourage** your child to spot how authors start sentences when you read together, and to think of other ways. • **Encourage** your child to make a small Sentence Starters Book to use in their writing. **Punctuation** (capital letters, full stops, question marks, exclamation marks) • **Talk** about the punctuation pyramids your child uses in class, and what each	

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	<u>Singular and Plural</u> To recognise and understand the concept of adding (s) and (es).	mark tells us to do: stop, ask a question, or show excitement. • **Share** a short story and stop at each punctuation mark to talk about it. • **Encourage** your child to add punctuation to a sentence you write for them. • **Encourage** a Punctuation Match game. Write sentences on cards and have your child match each one to the correct punctuation mark. **Singular and Plural** **Talk** about nouns. A noun names a person, place or object. Singular means one, such as balloon or table. Plural means more than one, such as balloons or tables. **Share** the rule: we add 's' to most words, but we add 'es' to words ending in s, ss, sh, ch, x or z, e.g. box → boxes, brush → brushes. **Encourage** a Singular and Plural Hunt. When reading together, your child finds words for one thing and words for more than one. **Encourage** a Make It Plural game. Write simple words such as cat, book and box, and take turns adding 's' or 'es'. Then use both forms in sentences.	singular and plurals

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Numeracy	To identify, name and describe squares, rectangles, circles and triangles. 	**Talk:** Talk to your child about the different 2D shapes they can see around them. Ask them to name and describe shapes using vocabulary such as sides, corners, straight and curved. **Share:** Encourage your child to share the shapes they find at home or while travelling. Ask them to explain where they found the shape and how they know what shape it is. **Encourage:** Encourage your child to look for everyday objects that are different shapes. For example, a clock can be a circle, a door can be a rectangle and a slice of pizza can be a triangle. **Challenge:** Which two 2D shapes could you fit together to make the shape shown? Ask your child to explain their thinking.	2D shape worksheet.docx
	To tell the time to the hour.	**Talk:** Talk about the importance of time and discuss the order of everyday events using vocabulary such as first, before, after, next, morning, afternoon and evening. **Share:** Ask your child to share what they do at different times of the day. For example, *"What time do you wake up?"* or *"What time do you have dinner?"* **Encourage:** Let your child use a wall clock or toy clock to practise making o'clock times, such as 3 o'clock, 6 o'clock and 9 o'clock. Encourage them to be the family timekeeper. **Challenge:** Give your child a daily event and ask them to choose an appropriate time. For example, *"We go to the park at 4 o'clock. Can you show me 4 o'clock on the clock?*	**o' clock Time worksheet.docx**

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	To estimate, compare and measure the length of objects using suitable non-standard measuring instruments. To find the double of a given number.	**Talk:** Talk to your child about the length and height of everyday objects. Use vocabulary such as long, short, longer, shorter, tall and taller. **Share**: Ask your child to share their estimates before measuring. For example, *"How many shoes long do you think the sofa is?"* **Encourage:** Encourage your child to measure objects around the home using cubes, straws, hand spans or shoes. Remind them to place the objects end to end without gaps. **Challenge:** Choose an object such as a sofa or rug. Ask your child to estimate how many shoes long it is, then measure it and compare the estimate with the actual measurement. **Talk:** Talk about how we can find a double by adding the same number twice. For example, double 3 is 6 because 3 + 3 = 6. **Share:** Ask your child to share examples of doubles they can see around them, such as two hands, two eyes or two groups of objects. **Encourage:** Use small objects such as grapes, crackers or Lego blocks. Make a group of 3 and ask, *"What is double 3?"* Make another group of 3 and count them altogether. **Challenge:** Give your child a number up to 10 and ask them to make the double using objects and explain how they found the answer.	comparing length Doubles.docx
Science	**Animals life cycle:** To explore the different stages of the life cycle of a fish and frog.	**Explore, Research** and **Share** information on animals and their life cycle.	**Life Cycle of a Fish**

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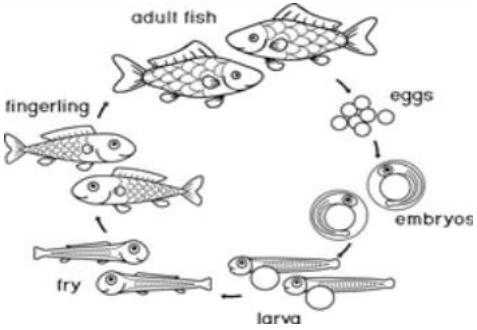
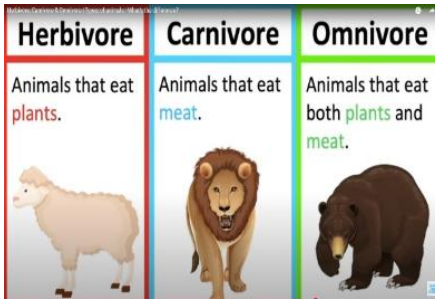
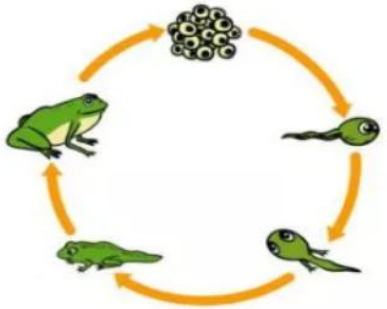
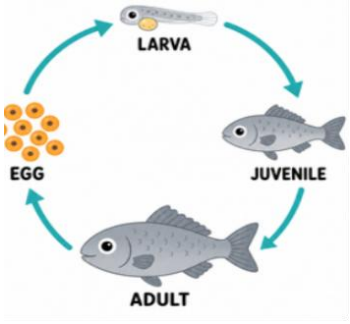
	Students will learn and understand the life cycle of animals. They will also recognize changes that take place as animals get older. Students use their observations to point out differences between life cycles of humans and other  animals. **<u>Animal Diet</u>** To identify and name a variety of common animals that are herbivores, carnivores and omnivores.  .	**Encourage** your child to observe their own childhood and different stages they have undergone till date. **Explore** and **share** information on life cycle of animals such as Frog, Fish, butterfly, including humans with the help of pictures. With your child, look at pictures in a book or a child-friendly website and find out about the different stages of its life cycle. Ask your child to: • Name each stage. • Put the stages in the correct order. • Draw or cut out pictures and make a simple life-cycle sequence. • Explain the sequence using words such as first, next, then and finally. **Share** information on the physical changes between adult animals and their young ones including Humans. **Share** information on herbivore, carnivore and omnivore animals. **Talk** about their eating habits. **Discuss** their eating habits and what makes them unique. For example, did you know that cows are herbivores with specialized teeth for grinding grass, while lions have sharp teeth for tearing meat?	 

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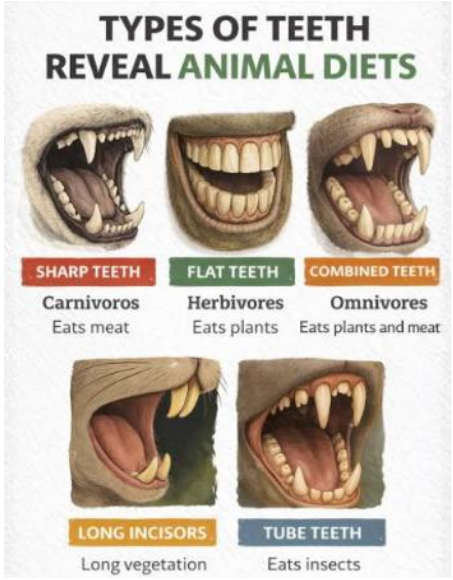
	To identify and describe the types of teeth different animals have. 	Also **encourage** your child to sort variety of common animals according to their eating habits. With your child, look at pictures in a book or a child-friendly website and find out about different types of animal teeth and their eating habits. Ask your child to: • Show pictures of different animals and their teeth. • Talk about how each type of tooth helps an animal eat its food. • Discuss how the teeth of herbivores, carnivores and omnivores are different. • Categorize pictures or toys of animals according to their eating habits. • Use clay or playdough to model different types of teeth and shape them according to the animals discussed.	Animals: Classification and Diet 
Humanities: History	**George Stephenson and trains** To explore George Stephenson's life and inventions. **Key vocabulary:** George Stephenson, engineer, steam engine, railway, track, locomotive, coal wagon, invention, Stephenson's Rocket, Industrial Revolution. **A History of Flight**	**Talk** to your child about the change in trains over time. **Share** information about the inventions of trains through the past to the present. **Encourage** your child to explain how trains changed people's lives. Play it: Go online to access BBC resources about George Stephenson and play the game about his life. Investigate it: Use a variety of train timetables to find out how to travel via train on different routes. Link it: Discuss rail safety.	George Stephenson and trains.docx

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Humanities: Geography	To explore the different ways that humans have tried to fly throughout history. **Key vocabulary**: flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle. **<u>Our school</u>:** **<u>How do you get to school?</u>** To compare the different methods of transport we take to school. **Key vocabulary:** travel, route, transport, distance, direction, position, frequency table, past, present.	**Talk** to your child about the key facts about the Wright brothers. **Share** information on how the invention of aeroplanes changed people's lives. **Encourage** your child to design and make model hot air balloons and aeroplanes. Challenge your child to use Lego or other material to create a variety of futuristic looking air and space craft! Read it: Read the stories of the history of flight, Icarus and other Greek stories. Display it: Role play the story of the first flight, draw pictures of it and then write speech bubbles to go with each picture. Experiment it: Link to the Science concept behind hot air balloons; demonstrate how hot air rises by using a plastic bin bag and a hairdryer. (Only to be conducted by a responsible adult. Check appliance can be used safely beforehand!) **Talk** to your child about the route he or she takes to school and the different routes that could be taken to school. **Share** with your child the accurate route on a local street map on the computer, or a paper version. **Encourage** your child to record his/her route travelled. Challenge your child to use Google Street View to navigate the route to school. Beat the Geographer: Using a local street map on the computer, or a large paper	A History of flight.docx How do you get to school.docx

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		version, invite your child to join in this game. Call out a street name/place/landmark in the local area. Your child then competes against you or their other siblings to see who can find it the quickest. Look for your child correctly identifying places on command. Route it: Use local bus, train, tram, metro, underground train timetables to plan a route to a place of their choice. Graph it: Create a bar chart or pictogram using a computer to show the data collected of the different ways travelled to school, the mall and the like. You could survey another sibling, relative or friend. to compare and contrast results.	
UAE Social Studies	**Cultural folktales** To explore cultural folktales **Cultural arts** To explore cultural arts.	**Talk** with your child about the different cultural folktales, and art forms that exist around the world. **Share** with your child the importance of folktales, and cultural arts in preserving heritage and helping us understand and appreciate the UAE culture. **Encourage** your child to find out more about the folktales and cultural arts of the UAE. Talk about the different cultural arts. Share details with your child about the different cultural arts children are familiar with. Encourage your child to explore different cultural arts such as traditional music, dance, crafts, paintings, storytelling, and share what they discover by discussing their favourite art	Cultural folktales and arts **https://u.ae/en/about-the-uae/culture/art** https://dubaiculture.gov.ae/en/gallery https://dubaiculture.gov.ae/en/attractions

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	National identity To explore the national identity via its elements: the flag, the President, the national hymn and official clothes	form or trying a simple creative activity at home. **Talk** about the official clothes worn by the men and women in the UAE. **Talk** with your child about the symbols, and traditions that help shape national identity and bring people together as a community. **Share** with your child the name and photographs of the president of the UAE and the national anthem of the UAE. **Share** the importance of understanding and appreciating national heritage, traditions, and how these help us develop a sense of belonging and pride in the UAE. **Encourage** your child to find out what the colours of the national flag of the UAE represent. **Encourage** your child to learn more about the people, traditions, and values that contribute to the UAE's rich culture and national identity.	https://atlas.fgic.gov.ae/uaeatlas/CultureAndHeritage/CulturalCenters?lang=en National Identity https://uaecabinet.ae/en/publications https://moc.gov.ae/en/initiative/uae-national-identity-strategy/
Arabic for Arabs	أن يميز التلميذ أشكال وأصوات الحروف التالية ر-ز س ش أن يحدد التلميذ صوت الحرف مع الحركات القصيرة والطويلة . أن يكتب التلميذ الحرف بصورةٍ صحيحةٍ. أن يقرأ التلميذ كلمات تتضمن الحرف من خلال النظر للصور . أن يربط التلميذ بين الحروف التي تمّ تعلمها لتكوين كلمات جديدة. أن يصف التلميذ صورًا مختلفةً بشكل صحيح .	مساعدة الابن على نطق الحرف بصورة صحيحة. مساعدة الابن على كتابة الحرف بشكل صحيح . مساعدة الابن في جمع صور لكلمات تحوي الحروف التي تعلمها. مساعدة الابن في إعداد معجم صغير مرفق بصور عن الحروف التي تعلمها. إملاء الحروف التي تمّ تعلمها بصورة دورية. ربط الحروف الهجائية بحياته اليومية من خلال البحث في ألعابه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .	**Arabic and Islamic YouTube Channel**

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		يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشيستر ومتابعة التسجيلات الخاصة الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	
Arabic for non-Arabs	some Arabic instruction Some Arabic phrases. The shapes of ر - ذ - د - خ with short and long vowels, and words as an Example of each sound. Arabic song (colour) Joining the letters to make correct words. Reading words include the sounds have learned.	**Encourage** your child to practice writing the letters with its shapes he- she learnt at school . **Encourage** your child to practice making oral sentences using the words . **Go through** the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic	Arabic and Islamic YouTube Channel
Islamic for Arabs	...ديث يا غلام سم الله أن يتلو التلميذ الحديث تلاوة صحيحة. أن يوضح بعض آداب الطعام والشراب أن يستنتج أهمية نعمة الطعام والشراب. درس الاستئذان أن يستنتج الطالب أهمية الاستئذان أن يطبق الطالب الاستئذان في حياته اليومية	يساعد ولي الأمر التلميذ في تلاوة الحديث بشكل صحيح يساعد ولى الأمر التلميذ في معرفة بعض آداب الطعام والشراب . حث الابن على الالتزام بآداب الطعام والشراب يساعد ولى الأمر التلميذ في كيفية الاستئذان وأوقاته يساعد ولى الأمر التلميذ في استنتاج أهمية الاستئذان التحدث مع التلميذ عن الصلاة وما يجب علينا أن نفعل قبل الصلاة أن يساعد ولى الأمر الطالب على فهم الحالات التي يشرع فيها الوضوء يساعد ولى الأمر الطالب في تعلم كيفية الوضوء بشكل سليم يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشيستر ومتابعة التسجيلات الخاصة	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر

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		بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	
Islamic for Non-Arabs	1-Hadeeth o young boy, say Bismillah,.... To recite Hadeeth correctly. To clarify some etiquette of eating and drinking To conclude the importance of the blessing of eating and drinking 2- Seeking permission To conclude the importance of seeking permission and the etiquette of applying it	Talk to your child about etiquette of eating and drinking Please encourage your child to learn the Duaa taught in class. Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage **Go** through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.	Arabic and Islamic YouTube Channel
Physical Education Activity -1 Activity - 2 Activity - 3 Activity - 4 Activity – 5	**Sports day practice: 50mt run, Obstacle race, relay race.** **Sports day practice: 50mt run, Obstacle race, relay race.** **Gymnastics/Fun games: Front roll & Split** **Gymnastics/Fun games: Jumping & landing on the floor** **Gymnastics/Fun games:** Walk on the beam	Talk and Encourage the children to do the following: Proper warm up The students will do the proper warm up and will practice the skills with basic rules. Follow the links for the skills and rules	Bean Bag Toss.mp4 Ball Relay Race.mp4 Front & Split.mp4 Jumping & landing on the floor..mp4 Walk on the beam..mp4

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Activity - 6	**Gymnastics/Fun games:** Walk on the beam and perform T Position.	Cooldown After the game students will do proper cooldown activity.	T Lever from Locked Position Progression for Beam.mp4
Information and Communications Technology Fundamentals of AI – How Smart Machines Work	To identify different types of input, such as **buttons, touch and voice**, and explain how smart machines respond to instructions.	**Explore Inputs at Home** Talk to your child about the different ways we give instructions to smart machines. Explore familiar examples together: - **Button:** Pressing a button on a remote control to change the channel. - **Touch:** Tapping an app on a tablet to open it. - **Voice:** Speaking to a voice assistant to ask a question. **2. Input and Response Activity** Ask your child to choose two smart machines at home and explain how they work. Help them complete the sentences: - "I give input by _____." - "The machine responds by _____." **3. Draw a Smart Machine Storyboard** Encourage your child to draw a smart machine in three simple steps: 1. **Machine:** Draw a tablet, remote control or	https://www.twinkl.co.uk/resource/everyday-ai-match-the-tool-to-its-job-t-1751391906

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Digital Literacy - Digital Safety	To recognise safe and unsafe online behaviour, demonstrate simple digital safety rules, and explain how to protect personal information.	voice assistant. 2. **Input:** Show how the user gives an instruction using a button, touch or voice. 3. **Response:** Draw what happens next. **Good social and personal skills and responsibility.** Encourage your child to ask a trusted adult before using a digital device, opening a website or trying a new app. Discuss the importance of following safety rules and keeping personal information private. **Activity:** Guide your child to create a Digital Safety Shield divided into four parts. Part 1: Draw a picture of a trusted adult who can help. Part 2: Write or draw one device safety rule, such as "Ask an adult first." Part 3: Draw an example of safe device use. Part 4: Draw or write what to do when something strange or confusing appears on the screen: "Stop and tell an adult." Encourage your child to explain the safety rules to a family member.	https://www.moe.gov.ae/en/guides/Pages/CyberSecurity.aspx Online Identity.pdf
Music Mr. Kiko	• Learning what are the different kind of music instruments and their sounds • Improving children's confidence and musicality through singing actions songs.	•Encourage the child to act how a music instrument is played •Encourage the child to sing action songs at home.	Music Induction Day (Kiko).mp4

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Music Mr. Sunil	Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)	•Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar) •Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly and caterpillar) by clapping	
Music Mr. Joyson	• Improving child's confidence and musicality through singing actions songs •Sing Bim Bum action song	•Let the children sing action songs at home. •Ask the child to perform the songs we learned in school.	
Leadership Gemstones	Value of the Month for November: "Leading with Gratitude" – Citrine Be thankful and appreciate what you have. Value of the Month for December: "Leading with Unity" – Garnet Work together and support each other.	Taking a moment to say thank you shows people you notice and appreciate their efforts. Gratitude helps builds friendship and teamwork. Are there things others do that I forget to say thank you for. How can I make saying thank you a habit? How can I show others I value their contribution? When we respect and trust each other, we work better as a team. Leading with unity means bringing people together to work as a team. How can I bring my team or classmates closer together? What can I do to make sure everyone feels valued and included in what we do?	