مدرسة وينشستر
The Winchester School
Jebel Ali

Aim High Study Progress Programme

YEAR 10 November 2026

Area for learning	Focus	Activities	Useful Websites/Apps
English 1st Language	Language Analysis • Learning objective: To analyse the language choice of the writer.	• Analyse the description of the setting, character and climax in a short story you have recently read. Look into the following elements. 1. Which words and phrases help in describing the setting, characters and climax 2. Which techniques have been used 3. What is the implicit meaning or connotation of these descriptions 4. As a reader, what is your response to these words and phrases.	https://www.savemyexams.com/igcse/english-language/edexcel/a/16/paper-1-non-fiction-texts-and-transactional-writing/revision-notes/paper-1-non-fiction/paper-1-section-a-reading/question-4-skills-language-and-structure-analysis/
English 2nd Language	• To enable students to gather appropriate information for a given topic.	• Research on the advantages and disadvantages of homeschooling. • Name some famous celebrities who were homeschooled.	Why more UAE parents are homeschooling their kids - News | Khaleej Times

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		• Share your opinion on homeschooling. • Create a brainstorm for the above points mentioned.	
English Literature	Poetry Analysis • To introduce learners to the varied styles of poetic styles.	• Refer to the link provided and analyse the poem given. • Analyse and compare the themes presented in these poems, to the ones already attempted in class.	The Waste Land by T. S. Eliot | Poetry Foundation https://www.poetryfoundation.org/poems/52315/rain-56d230ad7f92d
Mathematics (Accelerated Maths)	**Trigonometry:** • Calculate bearing of a point with respect to another • Find angle of elevation /depression in word problems • Apply sine rule and cosine rule in calculating missing	Research on the real life applications of Trigonometry. Present your findings using power point/ video/ Prezi /poster. Create notes/formula booklet on Trigonometric concepts. Include examples and figures too	**www.mathsisfun.com/algebra/trigonometry.html** **www.mathsteacher.com.au/year10/ch15_trigonometry/12_elevation_depression/23elevdep.htm** **https://www.bbc.com/bitesize/guides/zqwhjty/revision/1**

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	side /angle in non right angled triangles. • Calculate area of a triangle using the formula, ½ ab Sin C • Apply Trigonometry in calculating missing length/ angle in 3D shapes. • Draw Sine and Cosine curves Solve simple Trigonometric equations **Sequences** • To identify Arithmetic, Geometric, Quadratic and cubic sequences • To find the nth term of the different sequences	Try challenging your friend to find the next 3 terms and 100th term of different sequences. What is the rule to find the 100th term? Can you find any term using this method?	**https://www.cimt.org.uk/projects/mepres/step-up/sect4/index.htm** **www.mathsisfun.com/algebra/trig-sin-cos-tan-graphs.html** **www.bbc.com/bitesize/guides/zpkdd2p/revision/2** https://corbettmaths.com/tag/quadratic-sequences/ https://corbettmaths.com/tag/sequences/ https://www.mathsisfun.com/data/probability-tree-diagrams.html

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	Probability: • To draw probability tree diagram • To calculate probabilities of independent and mutually exclusive events using tree diagrams	Write down the all possible outcomes when you toss a coin and roll a dice. What is the probability of getting a heads and a prime number?	https://www.bbc.co.uk/bitesize/topics/zpqtk7h/articles/z82x9ty#zx6bp9q https://www.bbc.co.uk/bitesize/topics/zpqtk7h/articles/z982cxs#zmtgnk7
French	• Le repas- page 28 • La nourriture d'ici et d'ailleurs- page 30 • Manger équilibré- page 32 • Chez le médecin- page 36	Writing: students are requested to make a draft about how to stay healthy. Speaking: students are requested to make a podcast about how to stay healthy. Reading: structured reading tasks about the topics above. Listening: structured listening tasks about the topics above.	**https://www.slideshare.net/slideshow/bien-manger-bien-bouger-pour-tre-en-bonne-sant-et-le-rester/52621826** **https://www.universite-paris-saclay.fr/sites/default/files/2024-05/prevmag_alimentation_et_activite_physique_avril_2024_0.pdf**

			https://pastpapers.papacambridge.com/papers/caie/igcse-french-0520#google_vignette
Mathematics (Extended)	**Arc Length & Area of Sector** • To investigate and derive the formula for arc length of a circle. • To investigate and derive the formula for area of sector. • calculate the arc length of a circle using the arc length formula and apply this skill to solve application-based word problems. • To calculate the area of a sector using the area of sector formula and apply this skill to solve application-based word problems. • To calculate the radius or angle of sector given the arc length or area of sector.	Research on the application of arc length in launching a rocket along a parabolic path • Think and share: What is the area covered by a sprinkler watering a lawn rotates through 90^o and projects water along 30 feet. • Explore activity on arc length using Desmos https://tinyurl.com/yc2s285b • Circle city: Explore arc length and area of sector • Challenge on arc length: https://www.khanacademy.org/math/geometry/hs-geocircles/hs-geo-arc-length-deg/a/challenge-problems-arclength	https://thirdspacelearning.com/gcse-maths/geometry-and-measure/circles-arcs-and-sectors/ https://pmt.physicsandmathstutor.com/download/Maths/GCSE/Notes/Geometry-and-Measures/Mensuration-and-Calculation/f.%20Arc%20Length%20and%20Area%20of%20Sector.pdf https://www.savemyexams.com/igcse/maths/cie/25/extended/revision-notes/lengths-areas-and-volumes/circles-arcs-and-sectors/arcs-and-sectors/

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			https://www.geogebra.org/m/EyaJsH4g
Statistics	**1. Processing and representing data** • To construct, draw, use and understand pie charts • To construct, draw, use and understand population pyramids and choropleth maps Following topics will be revised for exams • Describing data • Grouping data • Primary and secondary data • Population	**Collection of Data** • Show students how to make a pie chart using a protractor and compare them • Investigate methods of representing data on a pie chart and population pyramids in the real world, e.g. taking a survey on family members favourite food, Activity tracking, seasonal preferences, classroom interests, etc. A good example is the original Mayfield data set which is available on the Mathematics Emporium at www.edexcelmaths.com. **Activity**: Conduct a mini-survey with family members (e.g., asking about their favourite	**Representing data** https://www.chartgo.com/ https://mmerevise.co.uk/gcse-maths-revision/pie-charts-revision/ https://thirdspacelearning.com/gcse-maths/statistics/pie-chart/ https://www.mathsgenie.co.uk/papers/stats/ComparativePieCharts.pdf https://www.bbc.co.uk/bitesize/guides/zvtj4xs/revision/4

	• Peterson capture-recapture formula • Random sampling • Non -random sampling • Collection of data • Questionnaires and interviews • Problems on collection of data • Hypotheses • Designing investigations	food, daily activity, number of cars, etc) Create a pie chart based on the data. **Activity:** · **Example**: Use data from the United Nations Population Division to create a population pyramid for a specific country, such as Japan, which has a significant aging population. • Students can research Japan's demographics and create a pyramid, discussing the implications of an aging population on healthcare and social services and make a population pyramid. • Create a different data set for example students can be given the opportunity to design comparative pie charts for different types on data based on languages used in different countries or states. These can be passed to fellow students, parents or	https://www.savemyexams.com/igcse/geography/cie/20/revision-notes/1-population--settlement/1-3-population-structure/1-3-1-reasons-for--implications-of-different-population-structures/ https://www.savemyexams.com/gcse/statistics/edexcel/17/higher/revision-notes/processing-representing-and-analysing-data/tabulation-diagrams-and-representation/population-pyramids/ https://www.samworth.tgacademy.org.uk/files/2023/04/Statistics-GCSE-Revision-Notes.pdf

		teachers to critique and offer suggestions of improvement.	
Physics Energy Resources Work and power Energy	• Relate power to work done and time taken, using appropriate examples. • Appy the equation P =E/t to solve problems. • Definition and examples of different forms of energy. • Advantage and disadvantage of each method in terms of cost, reliability, scale and • Relate, work done to the magnitude of a force and distance moved. Describe energy changes in	Learners identify the changes in kinetic, gravitational potential, chemical, elastic (strain), nuclear and internal energy. Recognise that energy is transferred during events and processes, including examples of transfer by forces (mechanical working), by electrical currents (electrical working), by heating and by waves Learners demonstrate understanding that work done = energy transferred	www.skool.co.uk www.Islandphysics.com https://hgphysics.com/gph/d-energy/work/ https://www.bbc.co.uk/education/guides/zssk7ty/revision http://www.bbc.co.uk/schools/gcsebitesize/science/21c/sustainable_energy/choosing_energy_sourcesrev1.shtml

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Pressure Effects of forces	terms of work done Recall and use ΔW = F × d =ΔE • Define pressure as force per unit area; recall and use the equation p = F/A • Describe how pressure varies with force and area in the context of everyday examples • Describe, qualitatively, how the pressure beneath the surface of a liquid changes with depth and density of the liquid	Relate (without calculation) work done to the magnitude of a force and the distance moved in the direction of the force Learners compare (without calculation) power to work done and time taken, using appropriate examples Define work and solve numerical based on the equation. Show and discuss examples such as: drawing pins, stiletto heeled shoes, sharpened knives, cheese wire, snow shoes/skis and furniture leg cups. Show that the pressure under water increases with depth and if possible use a less dense liquid	http://www.bbc.co.uk/schools/gcsebitesize/geography/energy_resources/energy_rev1.shtml https://phet.colorado.edu/en/simulation/hookes-law https://edpuzzle.com/media/59cdd53dd4cccc403ccde565 https://edpuzzle.com/media/657a55f6c30f45415e6081eb

Centre of gravity Turning effect of forces	• Sketch, plot and interpret load–extension graphs for an elastic solid and describe the associated experimental procedures (Hook's Law). • Define the spring constant as force per unit extension; recall and use the equation k = F /x • Define and use the term 'limit of proportionality' for a load–extension graph and identify this point on the graph (an understanding of the elastic limit is not required)	to show that the pressure increases at a slower rate. Learners investigate Hooke's law using a helical spring and masses. Clarify the difference between length and extension. Learners plot a load–extension graph of their results. Use the load–extension graph to identify the limit of proportionality and link to Hooke's law (an understanding of the elastic limit is not required). Learners find the centre of gravity of an irregular 2-D cardboard shape by suspending it from an optical pin and hanging a plumb line from the same point.	Balancing Act | Torque • Rotational Equilibrium • Lever Arm | PhET Simulations

	• Describe, qualitatively, the effect of the position of the center of gravity on the stability of simple objects • Define the moment of a force as moment = force × perpendicular distance from the pivot; recall and use this equation • Apply the principle of moments to situations with one force each side of the pivot, including balancing of a beam • State that, when there is no resultant moment, an object is in equilibrium	Define the moment and introduce the equation. Learners identify the pivot, the location where the force is applied and the perpendicular distance on pictures of objects that use moments: water taps, a door, a spanner, a wheelbarrow, etc.	

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Food and Nutrition	Sources and functions of the following Nutritive value of foods: • proteins , • carbohydrates • fats • Sources and uses of food energy.	The Nutrient Content of Food • Use different visual aids to show how water, light and air affect nutrients • Cut out pictures of foods from magazines and sort into Nutrient groups. Paste them onto card and design a game, (eg, like snap or happy families) matching the name of the nutrients with the sources and function. • Design an experiment to see what happens to macronutrients when heat is applied. Adapt any recipe containing rice/ wheat/ pulses to make something different keeping in mind to retain the nutritive value as much as possible.	Food a fact of life website - http://www.foodafactoflife.org.uk/ **Nutrients** www.nia.nih.gov/health/important-nutrients-know-proteins-carbohydrates-and-fats

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Chemistry	**TOPIC: METALS AND REACTIVITY SERIES:** Listing the general physical properties of metals and the general chemical properties of metals Describe the reactivity series as related to the tendency of a metal to form its positive ion Account for the apparent unreactivity of aluminium **The Periodic Table:** • To understand the concept underlying the arrangement	To carry out Experiments the reaction of metals/non-metals with oxygen and the reaction of metal oxides with carbon To carry out reactions of metals with water, steam and dilute mineral acids Students, in groups, research different alloys and their uses .Results to be presented on a poster. Modelling a metallic structure using a shallow dish of water with detergent Experiments based on Reaction of Calcium, magnesium with water ; Magnesium, zinc with steam; Magnesium, zinc, iron with dilute hydrochloric acid. **Activity 1:** Describe the relationship between group no., no. of valency electrons **Activity 2:**	**www.chemtopics.com/elements/alkali/alkali.h tm** www.webelements.com/ www.rsc.org/chemsoc/visualelements/index. htm www.ptable.com/ www.chemicool.com/ http://www.chem4kids.com/files/elem_noblegas.html http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/fundamentals/theperiodictablerev1.shtml https://schoolworkhelper.net/metals-chemical-physical-properties/

	of elements in the periodic table and explain the trends. • Describe the general physical and chemical properties of metals. • Describe the transition elements as metals that: (a) have high densities (b) have high melting points (c) form coloured compounds (d) often act as catalysts as elements and in compounds • Describe transition elements as having ions with variable	Students will draw an infographic poster on the different types of reactions along with with examples and their explanation	https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/9-the-periodic-table/9-2-group-element-properties/9-2-2-transition-elements/

	oxidation numbers, including iron(II) and iron(III)		
Biology	**<u>Movement in and out of the cell</u>** • To describe the importance of diffusion of gases and solutes. • To investigate the factors which influence the rate of diffusion. **<u>Biological Molecules:</u>** • To describe the chemical elements that make up carbohydrates, fats and proteins.	• Ask students to demonstrate the movement of substances in and out of the cell • Ask students to investigate the four factors affecting the rate of diffusion using their own procedure. • Create a 3D/2D model of carbohydrates, fats and proteins and differentiate among them. • Give real life examples of processes using the concept of large and small molecules.	https://www.savemyexams.com/igcse/ biology/cie/23/revision-notes/3-movement-into-and-out-of-cells/3-1-diffusion-osmosis-and-active-transport/3-1-1-diffusion/ https://studymind.co.uk/notes/factors-that-affect-the-rate-of-diffusion/ https://nittygrittyscience.com/eggmosis-teaching-selectively-permeable-membranes-with-eggs/

	To state and explain that the large molecules are made up of smaller molecules. • To relate the shape and structure of proteins with that of their functions. • To describe the role of water as a solvent • To describe the structure of DNA • To investigate the sample for the Presence of carbohydrate, fats, proteins and vitamin C.	• Differentiate between the different levels and types of proteins. • Research on Globular proteins. Create a 3D model of the structure of DNA • Food tests are carried out for various food samples. Interact with food testing and quality assurance companies.	http://sciencing.com/four-things-affect-rate-diffusion-8348637.html http://www.wikihow.com/Make-a-Model-of-DNA-Using-Common-Materials https://www.pinterest.com/pin/167618417353932392/ https://www.savemyexams.com/igcs e/biology/cie/23/revision-notes/4-biological-molecules/4-1-biological-molecules/4-1-2-food-tests/
Economics	• To develop independent researching on countries have both public and private sectors allocating the resources.	• Revise the features, advantages and disadvantages of market economic system • Prepare a presentation why government should intervene in allocating certain goods and why?	https://www.investopedia.com/terms/m/mixed-economic-system.asp https://www.britannica.com/topic/mixed-economy

	• To developed analytical skills on whether or not consumers benefit more from a market economic system or a mixed economic system		https://youtu.be/7Ybh8AeFO2o
Accounting	• To explain the use of, and process, accounting data in the petty cash book. • To explain and apply the imprest system of petty cash.	• State two advantages of maintaining a petty cash book. • Explain what the petty cashier should do if he/ she thinks that the imprest amounts his inadequate. • Analyse the reasons why a business needs to prepare or have a petty cash book when they already have a cash book maintained.	Text book Petty Cash Book - Meaning, Types, Examples, and FAQs (vedantu.com) https://www.bing.com/ck/a?!&&p=4dee36b8bef59650JmltdHM9MTY2NTI3MzYwMCZpZ3VpZD0zMTM4ZjM1OS01Mzg0LTZiMzktMmY3MC1lMmVkNTJmYjZhZTUmaW5zaWQ9NTIxMw&ptn=3&hsh=3&fclid=3138f359-5384-6b39-2f70-e2ed52fb6ae5&psq=petty+cash+book&u=a1aHR0cHM6Ly93d3cud2FsbHN0cmVldG1vam8uY29tL3BldHR5LWNhc2gtYm9vay8&ntb=1

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Business studies	**Private and Public Ltd.** ▪ To understand what a limited company is and its benefits to shareholders. To outline reasons why it is easier for a public limited company to raise capital than a private limited company.	**Task 1** • How does the existence of limited liability benefit an individual shareholder? • Does limited liability make it easier or more difficult for companies to attract new shareholders? Explain your answer. • Explain why a Sole trader might not want to convert the business into a partnership. • Using the examples of a sole trader business and a public limited company, explain how the relationship between ownership and control differs in these two types of organisations. **Task 2** Research one public sector organisation in your country. • What is the name of the organisation?	• www.bized.co.uk • www.cie.org.uk • www.s-cool.co.uk • www.dineshbakshi.com • www.tutor2.net

		• What goods or services does it offer to the people of your country? • How are the activities of the organisation financed? • Does it charge consumers for the goods or services it produces? • Do you think the organisation you have researched should be controlled by the government? Justify your answer.	
Travel and Tourism	To develop a deep understanding of the multiplier effect within the tourism industry and evaluate its role in stimulating national economic growth.	Analyse how the growth of tourism in Trinidad and Tobago can create a multiplier effect within the national economy. In your response: • Explain how increased tourism can boost local agriculture through greater demand from hotels, restaurants, and tourists.	https://visittrinidad.tt/wp-content/uploads/2022/03/Trinidad-and-Tobago-National-Tourism-Policy-2021-2030.pdf https://www.fao.org/faolex/results/details/en/c/LEX-FAOC220158/ https://www.dubaidet.gov.ae/en/legislative-news

		• Describe how tourism can stimulate the manufacturing sector by increasing the need for locally made goods, souvenirs, and construction materials. • Support your analysis with relevant examples, and discuss the broader economic impacts, including employment creation, income generation, and regional development.	
ICT	To be able to Evaluate different output and storage devices and justify the most suitable device for a given situation.	**Scenario:** A school is upgrading its computer system. It needs devices for entering student data, displaying information to a whole class, printing student ID cards and storing large amounts of student work. **Question:** **Recommend one suitable input device, one**	www.igcseict.info www.papacambridge.com

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		output device and one storage device for the school. Justify each choice and explain why it is more suitable than an alternative device.	
Computer Science	**TOPIC** Data representation – text, sound and images **LEARNING OBJECTIVE** • To infer how computer represents text, sound and images • To compare ASCII and Unicode • To evaluate effects of sample rate and sample resolution on quality of audio	Support your child in researching about computer representation of, any one of the below: • Text • Sound • Images Create a presentation or a poster giving information about your area of research.	https://www.bbc.co.uk/bitesize/guides/zpfdwmn/revision/1 https://www.scaler.com/topics/cpp/difference-between-unicode-and-ascii/ https://www.futurelearn.com/info/courses/representing-data-with-images-and-sound/0/steps/53153 https://etc.usf.edu/techease/win/images/what-is-bit-depth/

	To evaluate effects of resolution and colour depth on quality of images		https://www.howtogeek.com/729893/what-is-color-depth/
Psychology	Ethical Issues in Psychological Research-To explain key ethical issues in psychological research, evaluate the ethical strengths and weaknesses of psychological studies,	"Evaluate the importance of ethical guidelines in psychological research." "Protecting participants is more important than obtaining valid research results." Evaluate this statement.	Edexcel GCSE Psychology (1PS0) Revision Notes & Practice These resources include guidance on research methods, evaluation skills, and ethical considerations required for GCSE Psychology. [qualificat...earson.com], [thinka.ai]

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Sociology	Family-To explain different family structures and functions, analyse how family life has changed over time, and apply sociological perspectives	"Explain two ways family life has changed in modern societies." (8 marks) "Why might Functionalists and Feminists disagree about whether the family benefits everyone?"	**Cambridge IGCSE Sociology (0495)** https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-sociology-0495/ [cambridgei...tional.org] https://studylib.net/doc/12771231/igcse-sociology--0495--unit-5--family--www.xtremepapers.com [studylib.net]
Geography	To explain the causes of population change, analyse the impact of birth rates, death rates and migration on population growth, and evaluate how population change creates	• "Explain how migration can change the population of a country." Students evaluate whether migration or natural increase has a greater impact on population change.	**Population Change | Cambridge (CIE) IGCSE Geography Revision Notes 2018** Population Change Revision Notes [savemyexams.com] **Population Revision Page – MrBGeography IGCSE**

	opportunities and challenges for different countries	• "A country's population is growing rapidly. Should the government encourage smaller families or invest more in services?" • "Population growth creates more problems than opportunities." How far do you agree? Use examples to support your answer.	Population Revision Page [igcse.mrbg...graphy.com]
History	To assess the successes and failures of the League of Nations in the 1920s and 1930s, evaluate its effectiveness in maintaining peace	• Why was the USA not a member of the League? • What was the League's main aim? • How did the League help refugees? • Why did the League fail in Manchuria? • Why did the Abyssinian Crisis damage the League's reputation?	**League of Nations** League of Nations Revision Notes **League of Nations Resources** https://www.activehistory.co.uk/ **League of Nations** https://www.bbc.co.uk/bitesize/topics

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		"The League of Nations was successful in the 1920s but failed in the 1930s." How far does the evidence support this view?	
Art and Design	AO1 and AO2	• Suitable first hand or primary images of the subject you want to continue in line with the researched artist subject. • Define ideas through experimenting and selecting appropriate resources, media, materials, techniques, and processes in the outcome.	www.studentartguide.com
PE	• To describe the circulatory system and understand how it works.	• Draw a diagram showing the heart and the two circuits that the blood travels round. • Find about red & white blood cells and platelets (use your textbooks, other books in the library, CD ROMS or internet).	www.teachpe.com www.britishschoolofboston.org www.cie.org.uk www.innerbody.com

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		• In your own words, describe the function of each of the 3 blood cells.	www.physicaleducation.co.uk
Arabic (Arabs)	· قصة قصيرة مفتش المدارس · قصيدة في مكارم الأخلاق · سيرة ذاتية علم السعادة · اسم الفاعل الأهداف • أن يحلل المغزى من القصة • أن يحلل عناصر وتقنيات القصة • أن يحلل العلاقة بين الشاعر وقومه • أن يبين مكارم الأخلاق التي تحلى بها الشاعر • أن يحدد الفكرة الرئيسة والفكر الفرعية في النص	السيد ولي الأمر، ساعد ابنك في • تحديد أهمية المدارس في تعليم الإنسان • مقارنة المدارس في أماكن مختلفة وأزمنة مختلفة • تأثير المدرسة الجيدة على عملية التعلم • شرح مكارم الأخلاق في النص • تأثير مكارم الأخلاق على حياة الإنسان • خطوات السعادة التي يكتسبها الإنسان • كيف يكون الإنسان سعيدًا في حياته • استخراج اسم الفاعل من الشواهد المختلفة • صياغة اسم الفاعل من الأفعال المختلفة	حل درس مفتش المدارس عربي تاسع - سراج حل درس في مكارم الاخلاق عربي تاسع - سراج حل درس علم السعادة إطلاق طاقات الحياة لغة عربية صف تاسع - موقع حلك اسم الفاعل :تعريفه، وكيفية صياغته

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	• أن يقيم كفاية الأدلة في النص • أن يصوغ اسم الفاعل من الأفعال		
Arabic (non-Arabs)	**وسائل الإعلام))** **الأهداف** **أن يصف التلميذ أنواع وسائل الإعلام** **أن يقارن التلميذ بين الإعلام القديم والإعلام الحديث** **أن يبدي التلميذ رأيه في وسائل الإعلام** **أن يوضح التلميذ أهمية الإعلام في حياتنا** **أن يقيم التلميذ التأثير الإيجابي والسلبي لوسائل الإعلام**	Encourage your child to: Create a video about the types of media Make a poster about different types of media Make a dictionary about media Create a magazine about media in the past and present and impact of Internet in our life.	https://www.youtube.com/watch?v=N0wBntXyBc8 https://www.youtube.com/watch?v=IoYvizcSkJk&t=2s https://www.youtube.com/watch?v=PWlK6J8Kf0U https://www.youtube.com/watch?v=Svu4-AqC9pA

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Islamic Education (Arabs)	**1- سورة "الحجرات"11-13** **سلامة المجتمع ووحدة أبنائه** **Learning Objectives** **1- بيان أسباب وحدة المجتمع وسلامة ابنائه من خلال استنتاج القيم المتضمنة بالآيات.** **2- - تفسير الآيات القرآنية لسورة "الحجرات""** **3- كيف تؤثر الغيبة على وحدة المجتمع؟** **درس: الغفور العدل** Learning Objectives **1. يشرح معنى اسمَي الله تعالى الغفور والعدل من خلال الأمثلة والأدلة الشرعية.**	بالتعاون مع طفلك: **شجع طفلك على ما يلي: 1-فسّر قوله تعالى: ﴿إنا خلقناكم من ذكر وأنثى وجعلناكم شعوبًا وقبائل لتعارفوا﴾، واربطها بمبدأ المساواة الإنسانية في الإسلام..** **2- اقترح خطة عملية من ثلاث خطوات للحد من ظاهرة الغيبة والسخرية بين الطلبة في المدرسة** **بالاشتراك مع طفلك: اذكر قيمة واحدة من قيم سورة الحجرات تعزز سلامة المجتمع.** **بالاشتراك مع طفلك:** **1. أكمل: الله يغفر الذنوب جميعًا لمن _____.** **2. ما اسم الله الذي يعني: الذي يضع الأشياء في مواضعها ويجازي كل نفس بما عملت؟** **3. اذكر مثالًا من حياتك تُظهر فيه العدل بين أصدقائك أو إخوتك.**	https://seraj-uae.com : https://www.awqaf.gov.ae : https://dorar.net www.tafsir.app

	2. يستنتج أثر الإيمان بهذين الاسمين في سلوك المسلم وحياته اليومية. 3. يربط بين عدل الله تعالى وغفرانه في مواقف من الحياة الواقعية. 4. يطبّق مفهوم العدل والمغفرة في تعامله مع الآخرين في المدرسة والمجتمع. 5. يقدّر نعمة عدل الله في الحساب، وغفرانه لعباده التائبين.	4. ما الفرق بين التسامح والضعف؟ 5. كيف يمكن أن يجتمع في الإنسان حب العدل مع حب المغفرة؟ شع طفلك وساعده على ما يلي: ارسم ميزانًا يعبّر عن عدل الله تعالى، وضع في كفة "أعمال الخير" وفي الأخرى "أعمال الشر"، ثم ناقش كيف يكون الله أعدل العادلين . صمّم بطاقة إلكترونية أو منشورًا قصيرًا بعنوان "اللهم اغفر لنا برحمتك وعدلك"، تتضمن آية أو حديثًا عن المغفرة والعدل.	
Islamic Education (Non-Arabs)	**1. The Permissible Halal in Islam** Learning Objectives	Home Task with Parents With your parents, choose 5 items or activities from daily life and classify them as Halal, Haram, or doubtful. Discuss the reason for each choice.	https://halalspy.com/halal-knowledge/basics/halal-vs-haram/ https://arab1.ae/zakat-in-uae-guide https://fatwaa.net/en/fatwas/the-etiquette-of-entering-the-market-that-

	1. Identify the meaning of Halal and distinguish between Halal and Haram in daily life. 2. Explain why Muslims should choose lawful food, income, and actions. **2. Zakat** Learning Objectives 1. Explain the meaning and purpose of Zakat in Islam. 2. Describe how Zakat supports individuals and strengthens society. **3. Etiquettes of the Market** Learning Objectives	Home Task with Parents Ask your parents to discuss three ways Zakat can help families and communities. Write one real-life example for each. Home Task with Parents Go shopping with a parent or discuss a recent shopping experience. Identify three good market manners you observed and one behavior that should be improved.	should-be-observed-regarding-precedence-seeking-refuge-and-mentioning-allah

	1. Identify Islamic manners related to buying and selling, such as honesty, fairness, and avoiding cheating. 2. Apply Islamic market etiquettes to real-life shopping situations.		
Moral Education	Topic: The Individual and The Community Learning Objectives: • To discuss how to become an entrepreneur • To discuss how wealth can be used for good	Activities: • Encourage discussions that explain how to avoid financial complications, citing examples of financial mismanagement, greed and poor governance. • Research on how to develop entrepreneurship skills by producing a plan for a business and making financial decisions based on how the business copes with economic pressures.	https://onlinedegrees.sandiego.edu/how-to-become-an-entrepreneur/

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PSHCEE	Topic: Growth Mindset Careers Learning Objectives: • To learn how and why mindsets influence student achievement. • To be able to see the range of jobs available and the qualities employers are looking for in an employee. • To be able to consider various careers and see if they are suitable for you.	Activities: • Encourage discussions that focus on different outcomes of fixed and growth mindset • Research on careers that students are interested in • Reflect on the qualities employers look for in an employee	https://blog.matric.com/7-employee-strengths-employers-look-for https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-020-00227-2