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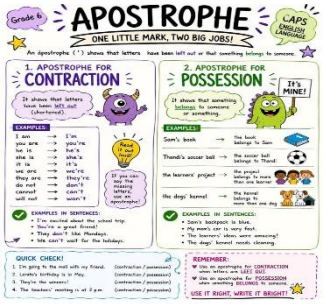
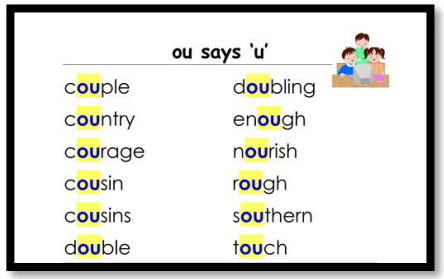
Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
Literacy	**Spelling: Learning Objective** To use words with /**u** / sound spelled **ou** **Grammar: Learning Objective:** **To explore the units related to SPAG and apply the same consistently in writing.** ➢ Verbs and Adverbs ➢ Apostrophes of possession and omission ➢ Adjectives: Exploring the use of adjectives in the novel.  	**Discuss** In some words, the letters **ou** is pronounced as if they were a **u.** **For example:** The **ou** in **'touch' sounds like the u in 'much'.** **Ask** the children to **copy** the following sentences, underlining the letters **ou** when they sound like **u.** • **The shepherd was a young boy.** • **His lies caused a great deal of trouble.** • **He tricked the villagers a couple of times.** • **When the wolf came, it was tough.** **Remind the children that** verbs are sometimes called 'doing' words or 'action' words. To create a sentence must have a subject and a verb in it, without these two elements it is classed as a phrase. Using a variety of verbs makes writing more interesting. A thesaurus can be used to find different verbs that have a similar meaning. **Discuss that** an adverb is a word that describes, gives more information, or modifies a verb. **For example:** The cheetah **quickly leapt** up and chased the zebra. **Remind** the children that, to show possession, we can use an apostrophe and the letter 's' at the end of a single noun. At the end of a plural noun that already ends in 's' we add only one apostrophe. After a plural noun that does not end in 's' , we can use an apostrophe and the letter 's' just as the ned of a single noun.	 https://www.bbc.co.uk/bitesize/articles/zgsgxfr Apostrophes possessive apostrophes

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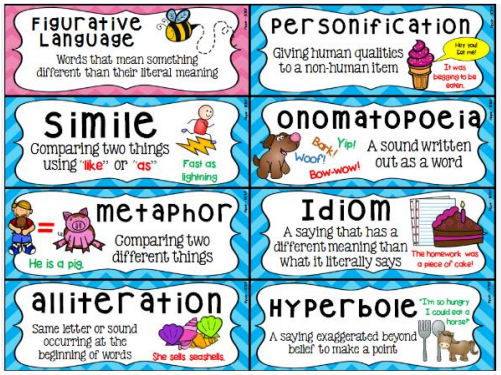
	Grammar: • To create simple, complex and compound sentences. • To explore how different texts appeal to readers using varied sentence structures and descriptive language. • **Text level: Learning Objectives** • To investigate how the characters are presented - referring to the text. • To describe an event/setting/Character using figurative language and adjectives. **Writing Topics:** • Writing: Descriptive Writing: Describe the setting. 	**Discuss:** An **adjective** is a word that describes a noun (the name of a thing or a place). **Example**: It was a ***brilliant*** book. In the sentence above, the word '**brilliant**' is an adjective because it tells us what the book (the noun) was like. Adjectives can be **placed before or after a noun.** **For example:** The book she read on holiday was ***brilliant***. She read a ***brilliant*** book on holiday. **Discuss** the importance of using different types of sentences. Encourage them to make a sentence using the words from the spelling list using suitable punctuation marks. **Talk** children about FANBOYS -Co-ordinating Conjunctions to join independent clauses. **Talk** about the characters portrayed in the novel. **Discuss the way the author has presented these characters.** Look at some of the words/phrases that the authors has used to describe Plop's feelings and senses as he meets with people. Model how to turn these into similes and full sentences. **His heart thumped.** • **Simile:** ***His heart thumped like a big drum at a parade.*** • **Full sentence:** ***Plop's heart was thumping like a drum because he felt nervous about meeting new people.***	https://www.bbc.co.uk/bitesize/articles/z9wvqhv https://www.bbc.co.uk/bitesize/articles/zqk37p3 https://www.bbc.co.uk/bitesize/articles/z6n6dp3 Describing-a-Setting.pdf

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	Speaking: Value of Patience and Perseverance- Based on the novel- good things come to those who wait.	Encourage students to use their 5 senses and figurative language to describe characters from the novel-The Owl Who Was Afraid of dark. Adjectives: beautiful, enormous, graceful, delicious, dazzled, lovely, delectable, chocolate brown, colourful, flabbergasted, excited Verbs: raced, stared, gobbled up, jumped, screamed, sang, leapt, picked, grinned, rolled, pointed Adverbs: loudly, nervously, frantically, happily, joyfully, carefully, immediately, suddenly, excitedly, bravely, greedily **Discuss** the elements of descriptive writing with your child. Revisit the use of figurative language and how they are used to create imagery in the reader's mind. **Encourage** your child to create their own writing passage /poems using figurative language and sensory details. **Ask them** to recite their poem in front of you using voice modulation.	
	Link to Moral Education: **Equality: Am I a fair person?** **What does it mean to treat people equally?**	**Discuss** with your children the importance of being fair. **Show** them scenarios where they can **choose** between being fair or unfair. **Remind** them that it is very important to inculcate and follow moral values as they are strong pillars in building character.	

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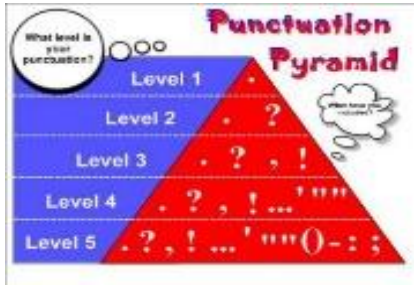
	Revision based on GAP ANALYSIS **Spelling: Learning Objective** • To spell Homophones **Grammar: Learning Objective** • Revisit SPAG topics with special focus on use of connectives, adverbs and adverbials. **Punctuations: Learning Objective** To use basic punctuations to mark grammatical boundaries like commas and full stops are used to join and separate clauses. To identify in their writing which is more effective **Speaking: Importance of UAE National Day** **Text level: Reading Comprehension- SAT STYLE** **Moral Education link-** **Unit 1- Equality and Appreciation** **1.5 Appreciation and Gratitude**	Tell them that homophones are words that sound the same but are spelt differently and have a different meaning. Ask them to look for homophones in the dictionary or in the newspaper and magazines. Discuss the use and importance of connectives. Encourage them to make a book of homophones that they come across. Ask the children to recall the meaning and purpose of adverbs and make suggestions. Play the Random Wheel game on fronted adverbials with your children. Look for past tense, adjectives, verbs, adverbs frequently and discuss spellings. Example- Use different colours to highlight the adjectives, verbs and adverbs. Example: Plop was fat and fluffy. He had a beautiful heart-shaped ruff. He had enormous, round eyes. He had very knackery knees Talk to the children that inverted commas or speech marks go around direct speeches, including its punctuation. Remind them that if the speech ends with an exclamation mark or question mark, this also goes inside the inverted commas. Give an unpunctuated paragraph to the children and ask them to rewrite the same using appropriate punctuation. Create their own punctuation cards and explain its usage. Enjoy Kung FU punctuation activity using the links	https://www.theschoolrun.com/what-are-connectives Identifying Connectives Fronted Adverbials  possessive apostrophes https://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html https://www.k5learning.com/reading-comprehension-worksheets Online punctuation games

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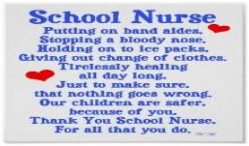
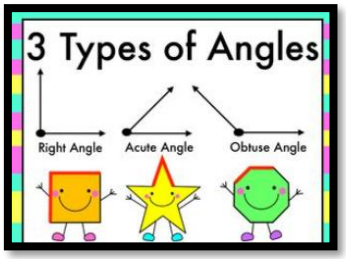
	Students write poems to appreciate and express gratitude towards the important people who help them in their everyday life using expressive language. 		
Numeracy **Geometry**	**To identify acute and obtuse angles in 2-D shapes** 	**Talk** to your child about random straight lines across his/her study table to create lots of angles where the tape overlaps. **Encourage** your child to sit around the table with a marker and ask him/her to classify as many angles as he could. After classifying angles, your child can then move on to measuring them. Here are following different types of angles you will come across: **Acute Angles** – An acute angle is an angle that is less than 90° **Obtuse Angles** – An obtuse angle is an angle greater than 90° but less than 180° **Reflex Angles** – A reflex angle is greater than 180° but less than 360° **Right Angles** – A right angle is 90° and has a small square inside the angle to indicate it is a right angle. The two rays in a right angle are **perpendicular**.	Angles-Games Angles

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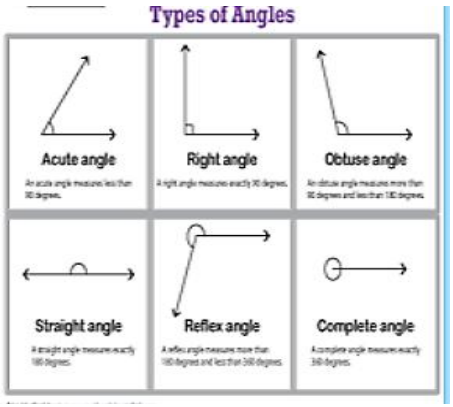
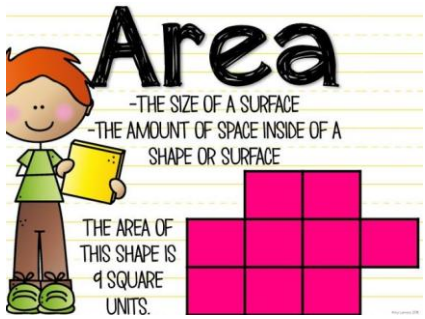
Area	 	**Straight Angle** – A straight angle is one-half a whole turn and is 180°. It is the angle formed by the rays going in opposite directions. **Complete turn** – A full rotation is 360°. Sometimes referred to as a **full angle**. **Challenge:** **4a. Match the angles which will still be acute when they are combined.** 67° 56° 23° 19° 75° 14° **Talk** to your child about finding area of the floor squared tiles or anything similar. Share creative ideas to find areas of real life situation examples like around the field path, find the area of a floor, so that you can order the right amount of carpet.	**Games** **Area**

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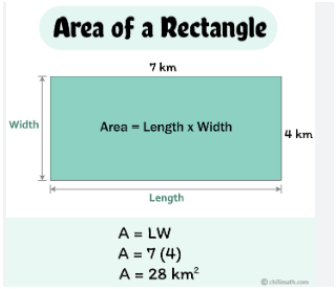
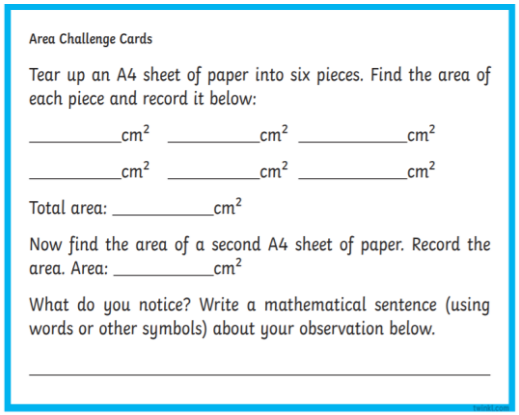
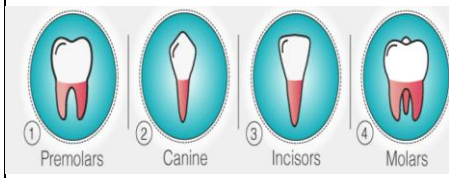
	 **Revision based on GAP Analysis:**	**Challenge:** 	
Science	**Human Digestive System** To explain the functions of the Human Digestive system.	**Talk** about each organ in detail of the digestive system and their role or function in digesting food. **Share** How does chewing help our body digest food easily? Why do we need saliva when we eat? **Encourage** them to question the necessity of the digestive system. What is the importance of each organ in the digestive system?	 Types of Teeth

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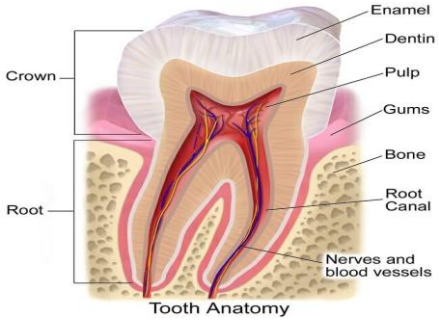
	Teeth To identify the different types of teeth and to explain their functions. To illustrate the structure of the tooth and to explain its functions. To know that animals have different kinds of teeth because they have different diets. To compare the teeth of carnivores and herbivores.	**Talk** about observing different shapes of teeth in the oral cavity. Discuss what a tooth could be made of. **Share** your own observations about different shapes of teeth in your mouth. **Encourage** them to explore the reasons of having different shapes of teeth in oral cavity. Encourage them to think about what happens when their tooth breaks. **Talk** about the importance of the structure of a tooth. **Share** the names of different parts of the tooth. **Encourage** them to read about the functions of various parts of the tooth. **Talk** about observing teeth of different animals and how they are different from other animals. Discuss the diets of these animals and how their teeth help to chew their food. **Share** examples of animals that eat the same kind of food. **Encourage** them to find similarities and differences between herbivores, carnivores and omnivores.	https://kids.britannica.com/kids/article/teeth/353840  Tooth Anatomy

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Humanities: Geography	**<u>Comparing Landscapes</u>** To explore the physical features of Europe.	**Talk** to your child about the physical features of a place in Europe. **Share** a world map with your child and explain the concept of latitudes and identify the significant parallels of latitude. **Encourage** your child to research the landscapes of Europe and compare them with those of the UAE. Write it: Write a discursive piece comparing your home area with one in Europe. Research it: Are all the areas of the UAE the same? Find out about different parts of the UAE with differing physical features, for example the Hajar Mountains, the coast and islands of the UAE and the desert of the UAE, Rub' al Khali (The Empty Quarter). Why do you think the differences are less pronounced for UAE locations? Research it: Are all the areas of the UK the same? Find out about different parts of the UK with differing physical features, for example East Anglia, the Lake District and the Peak District. Why do they think the differences are less pronounced for UK locations? Paint it: Use images of the areas you have researched as a basis for an art project on landscapes. Look at the varying colours and tones required to accurately portray each location. You could use digital painting software to create the same scene using different colour schemes to investigate the impact this has on the overall image.	Comparing Landscapes FLN resource sheet.pdf **Key vocabulary:** latitude, Arctic Circle, physical features.

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History	**<u>The Roman Empire and its impact on Britain – The Invasions</u>** To explore the spread of the Roman Empire and the invasion of Britain.	**Talk** to your child about the Roman empire, its extent, their achievements and key people from that time in history. **Share** with your child what happened during the Roman invasions of Britain. **Encourage** your child to create a timeline or poster to show how the Roman Empire spread from 800 BCE to 305 CE. Report it: Imagine you are a journalist for the imaginary 'Celtic Times' newspaper. Write a newspaper report about the first invasion by the Romans and how the Celts thwarted their attempt! Research it: Research Julius Caesar and create a fact file on 'Who Was Julius Caesar?' Research it: Find out more about the Battersea Shield and do an Artefact Enquiry. Name it: Find out what the Romans called the following countries: England, Scotland, France, Germany, Italy and Greece. Label a map of Europe showing the Roman names. Draw it: Find Deal and Richborough in Kent on a detailed map of Britain. Imagine the Roman ships crossing the English Channel and draw your own picture. Use a picture of a Roman ship from a book or the internet to help you.	Romans – The Invasions FLN resource sheet.pdf **Key vocabulary:** invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy

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Moral, Social and Cultural Studies / Moral Education	**Unit 3: Our Earth And The Resources It Gives Us** **L3 Natural Resources – Land and Water** To explore the natural resources on land and in water. **L4 Other Natural Resources** To explore other natural resources, like sunlight, wind, and coal. **L5 New Ideas for Natural Resources** To explore how to use resources carefully. **L6 Reading a Map** To explore how to read a map	**Talk** about the natural resources of the Earth both on land and in water. **Share** how they affect people's lives, the food they eat, the water they use, the homes they build and the clothes they wear. **Encourage** your child to research the natural resources available in the UAE both on land and in water. **Talk** with your child about the other natural resources available in the world. Share the natural resources used in mobile phones and what people use coal for. Encourage your child to research the natural resources available in the world, their classification, renewable and non-renewable, and how they affect people's lives. **Talk** with your child about the resources available in the UAE and how to use them efficiently. **Share** the new ways to produce clean energy. **Encourage** your child to research the new ways to improve farming. **Talk** with your child about the importance of maps.	U3 L3 Natural resources - Land and Water FLN resource sheet.pdf **Key vocabulary:** community, natural resources, shelter U3 L4 Other Natural Resources FLN resource sheet.pdf **Key vocabulary:** stone, soil, minerals, coal U3 L5 New Ideas for Natural Resources FLN resource sheet.pdf **Key vocabulary:** windmill, solar plant, clean energy, vertical farming U3 L6 Reading a map FLN resource sheet.pdf

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	L7 Different Kinds of Maps To explore different kinds of maps.	**Share** why they are still required today. **Encourage** your child to create coordinates for their bedroom and their classroom. **Talk** with your child about the different kinds of maps there are. **Share** the importance of the key or legend on a map and what the different colours and symbols in them represent. **Encourage** your child to research different maps of their choice. Eg. political maps, physical maps, population density maps, rainfall maps, etc.	**Key vocabulary:** map, location, grid, coordinate U3 L7 Different Kinds of Maps FLN resource sheet.pdf **Key vocabulary:** political map, population density, legend, rainfall
	Unit 2: Me and My World **L3 Environmental Protection Project** To explore ways to protect the environment.	**Talk** to your child about the need to protect the environment and ways to save water and trees. **Share** with your child the nature reserves in Abu Dhabi and the UAE and their uses. Share ideas for creating a slogan or project to raise awareness about environmental protection. **Encourage** your child to visit these nature reserves in the UAE with you and see the importance of water and trees for the environment.	U2 L3 Environmental Projection Project FLN Resource Sheet.pdf **Key vocabulary:** restoration, reserve, slogan

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التربية الوطنية **UAE Social studies for Arabs**	بيئتي مسؤوليتي أن يتعرف الطالب مفهوم البيئة ومكونات النظام البيئي أن يحدد الطالب مجالات التقدم التي حققها الإنسان في استغلال موارد البيئة أن يعدد الطالب أسباب ثقب الأوزون أن يقترح الطالب حلولًا للحد من التلوث البيئي	مساعدة الطالب في معرفة مفهوم البيئة ومكونات النظام البيئي مساعدة الطالب في البحث عن أسباب التلوث ومقترحات للحد من خطورة التلوث مساعدة الطالب في تحديد مجالات التقدم التي حققها الإنسان لاستغلال موارد البيئة	
Arabic for Arabs	(الوحدة الثانية (كيف نعيش سعداء قصة غابة العجائب أن يوظف الطالب المفردات الجديدة في القصة في سياقات مختلفة أن يتقن الطالب مهارة فهم المغزي أن يوظف الطالب السبب والنتيجة في تعليل الأحداث أن يتوقع الطالب نهاية القصة نص معلوماتي أين نجد السعادة • أن **يحدد الطالب** الفكرة الرئيسة في النص المعلوماتي. • أن **يستخرج الطالب** الأفكار الفرعية من النص. • أن **يشرح الطالب معنى السعادة كما تعلم من النص وكما يراه**. • أن **يشرح الطالب** معنى مفردة جديدة وردت في النص. • أن **يناقش الطالب حول الافكار والمعاني الواردة بالنص**. • أن **يلخص الطالب** النص المعلوماتي. • أن **يبدي الطالب رأيه** في افكار النص وينقدها ويوافق عليها أو يختلف معها. الجملة الاسمية* أن يميز التلميذ بين الجملة الاسمية والفعلية	قراءة إحدى القصص وتحديد عناصرها . مساعدته في جمع شواهد عن الجملة الاسمية استخدام بعض الألعاب التعليمية المساعدة في فهم الجملة الفعلية مساعدته في كيفية الإلقاء مساعدته في التمييز بين النصوص الأدبية حثه على استخدام التعبيرات المجازية في حديثه 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.	https://youtu.be/Wvy4jYMJ51k?si=qXxk0rztGhNoW_NW قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر

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	أن يحدد التلميذ ركني الجملة الاسمية . أن يضبط التلميذ ركني الجملة الاسمية الألف اللينة في نهاية الكلمات أن يميز التلميذ الألف اللينة في نهاية الكلمات أن يصيغ التلميذ فقرة مستخدمًا الألف اللينة في كتابته الكتابة أن يتدرب الطلاب على كتابة وتنظيم والتعبير عن أفكارهم		
Arabic for Non-Arabs	The places in the city To design a mind map about places in the city. To create sentences using the new vocabulary. To describe the places in a paragraph using the new vocabulary. To express your opinion about places using phrases.	Encourage your child to memorize the vocabulary and phrases given about the new topic (the place in the city) (from the Arabic notebook and textbook .) Encourage your child to practice Arabic at home. Talk with your child about places in Dubai. 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	سورة الضحى أن يستنتج التلميذ آداب التلاوة وأحكام التجويد أن يميز التلميذ مكانة الزمن عند الله لذلك أقسم به أن يوضح مكانة النبي (صلى الله عليه وسلم)فقال له الله ولسوف يُعطيك ربك فترضى أن يبين فضل الله على على نبيه وقال له ألم يجدك يتيمًا فآوى • فضل ترتيل القرآن أن يدلل على فضل من يرتل القرآن الكريم في الدنيا والآخر	يساعد ولي الأمر التلميذ في معرفة أداب تلاوة القران الكريم مساعدة ولي الامر التلميذ في فضل الله على نبيه في السورة الكريمة مساعدة ولي الأمر التلميذ التلميذ في توضيح مكانة اليتيم عند الله مساعدة ولي الأمر التلميذ أن يستنتج من يعترف بعطاء الله مساعدة ولي الأمر التلميذ في التعرف على فضل قراءة القرآن يساعد ولي الأمر التلميذ في ذكر الأدلة عن مكانة قاريء القرآن في الدنيا والآخرة يساعد ولي الأمرالتلميذ ذكر الأقوال التي تُقال لقاريء القرآن يوم لقيامة	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر

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	• أن يذكر مايقال لقاريء القرآن يوم القيامة الإيمان بالملائكة أن يستنتج لماذا خلق الله الملائكة ان يلتزم بفضل الملائكة على العباد ان يدلل على وجود الملائكة	يساعد ولي الامر في ذكر فضل الملائكة يساعد ولي الأمر في معرفة لماذا خلق الله الملائكة يساعد ولي الأمرعلى ذكرمكانة ججبريل عند النبي (صلى الله عليه وسلم) 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.	
Islamic for non-Arabs	The virtues of reciting the Holly Quraan You will be able to: • Explain the general meaning of the Hadīth. • Know Ways to be proficient in reading Quran. • Recognize Virtues of reciting the Qur'ān. _____ The Qualities of the Believer The students will be able to: • Draw out the Prophetic guidance contained in the Hadīth. • Adhere to the qualities of the believer in my words and deeds.	At Home Support – Virtues of Reciting the Qur'ān • Encourage your child to read Qur'ān daily, even a few verses. • Help them practice tajwīd slowly to improve proficiency. • Remind them of the reward and peace Allah grants for reciting His Book. • Discuss together the hadīth about Qur'ān readers being honored by Allah. _____ At Home Support – The Qualities of the Believer • Encourage your child to speak truthfully and kindly at home. • Remind them to practice patience and honesty in daily situations. • Share Prophetic sayings that highlight good character and belief. • Praise them when they show qualities like kindness, respect, or helping others.	Arabic and Islamic YouTube Channel

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MOE for Arabs	لتقدير والإمتنان يميز التلميذ معنى الامتنان- يقدّر الأفراد ويتعرف عليهم بكل سعادة وتقدير يشرح معنى التقدير ولايسخر من أحد أنا وعالمي) مكاني في العالم) يميز التلميذ كيفية تحديد أبعاد الكرة الارضية يشرح الطالب كيفية دوران الارض يتحدث عن تعاقب الليل وانهار يناقش كواكب المجموعة الشمسية ماذا أعرف عن المكان الذي أنتمي إليه تمييز التلميذ لدور المكان الذي يعيش فيه يقدر مدى حبه للمكان الذي يعيش فيه يناقش تأثير المكان على الأشخاص	يساعد ولي الأمر التلميذ على شرح معنى الامتنان (أي) يكون كثير السعادة يساعد ولي الأمر التلميذ على تقدير الناس أي كانت جنسياتهم يساعد ولي الأمر التلميذ على عدم السخرية من أي شخص مهما كان لونه وجنسه يساعد ولي الأمر التلميذ على شرح خطوط الطول ودوائر العرض يساعد ولي الامر التلميذ على ماينتج عن دوران الارض حول الشمس يساعد ولي الامر التلميذ على التعرف على أبعاد المكان الذي يعيش فيه يساعد ولي الأمر التلميذ على أن حب المكان يساعد على التأثر به يساعد ولي الأمر التلميذ على لابد من نشر روح الحب والتقدير بين الأفراد	
Physical Education Activity -1 Activity - 2 Activity - 3 Activity - 4 Activity - 5 Activity - 6	 Sports day / Practice Sports day / Practice Throwball – Throwing Throwball - Catching Throwball - Team play Throwball – Team play	**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 Cooldown After the game students will do proper cooldown activity.	**Useful sites:** **Links:** **Sports Day Practice Running Exercises.mp4** **Obstacle race.mp4** **Throwball-Throwing.mp4** **Throwball-Catching.mp4** **Throw ball Game.mp4**

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Information and Communications Technology			
Microsoft Word- Word Processing	To apply animation effects to the objects, transition to the slides and themes to the presentation in order to make it more presentable.	Encourage your child to explore different transition and animation effects in PowerPoint and use them appropriately to enhance the visual appeal of their presentation. They can also experiment with suitable themes or templates to create a clear, organised, and professional-looking presentation. Encourage your child to create a presentation on any science topic they have learnt.	https://support.microsoft.com/en-au/office/animation-basics-for-your-presentation-4fbc7d35-3548-431a-a871-709945f9352c
AI Classification of Information	To explore how AI classifies information by recognising patterns and learning from examples. Students will learn how AI uses training data, why accurate and varied examples are important, and how limited or incorrect data can lead to mistakes. They will understand the importance of people checking, evaluating, and improving AI decisions.	Talk about classification: Ask your child to sort objects at home, such as toys, stationery or food, using rules such as colour, size, shape or type. Ask them to explain their sorting rule. AI Activity: Explore the AI for Oceans activity together. Ask your child to identify sea creatures and ocean waste and think about how the AI learns from the examples it is given. Ask your child, "If AI gives the wrong answer, should we trust it immediately? Why?" Encourage them to remember: Pause → Check → Think → Decide. Activity: Make a colourful poster (on paper or digitally) with the title: "Top 5 Rules for Staying Safe Online"	Code.org – AI for Oceans Machine Learning for Kids

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Music -Mr Kiko	• Improving children's confidence and musicality through singing actions songs and chanting rhymes. • Reading notes Listening Skills	• Encourage your child to practice recorder at home • Encourage the child to sing action songs at home. • Encourage the child to watch the kinds of notes video	Kinds of Notes (Year4).mp4
Music -Mr Sunil	Learning how to play the song "Happy birthday" 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.	
Music -Mr Joyson	• Improving child's confidence and musicality through music rhythm reading stage 2 We take a deeper look at the half note and how it relates to the quarter and eight notes	• 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 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.	