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Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
English	**Spellings:** To spell and use homophones correctly. To spell words with silent letters. **Grammar:** **To explore** how fronted adverbials are used to add detail about time, place, and manner in sentences. **To analyse** examples of fronted adverbials in texts and identify their effect on meaning and sentence variety. **To create** sentences and short paragraphs using a range of fronted adverbials to enhance writing style. **Text Level:** **Stellar by Chris Bradford:** To explore the aspects of author's writing style and other adventure stories. To plan and write an action-packed chapter which can be included in the novel. **Skills Based Learning:** **Complex inferential skills** **Classroom Activities:** **Text Analysis:** Students will analyze the features of adventure stories by reading texts of same genre. Encourage discussions at home about their inferences.	**Homophones** are words that sound the same but have different meanings and often different spellings. Understanding homophones is important for both reading and writing, as they can sometimes be confused in sentences. Key Features of Homophones: **Talk and encourage the children to do the following:** **Discuss and share**: **Key Features of Homophones** **Sound the Same**: Homophones are pronounced the same way, no matter how they are spelled. **Different Meanings**: Even though they sound the same, they refer to different things. **Different Spellings**: Often, homophones are spelled differently. Practice Writing: Use sentences with the homophones to show how they are different in meaning but sound the same. For example, "I know you're going to buy a new bike." **Visual Aids**: Create charts or flashcards with homophones and their meanings. **Homophone Pairs**: Learn common pairs together (e.g., there, their, and they're) so that the differences are clearer. **Word Games**: Engage in word games like matching homophones with their definitions or playing homophone bingo. **Practice** transitions: Guide them to use transitional phrases to ensure cohesion and coherence in their narratives.	SPAG https://www.liveworksheets.co m/worksheet/en/english-language-arts-

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Problem-Solving: We will tackle real-world problems, requiring students to apply their inferential reasoning. Ask them to share their thought processes with you.
Group Discussions: Collaborative discussions will help articulate and refine their inferences.

Reading Comprehension
Tsunamis: Explanation Text – Page 59-Reading Comprehension workbook.
Lesson Objective:
To retrieve, record and present information from nonfiction text.
To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Text Level:
Explanation text:
Learning Objective:
To explore the features and structure of an explanation text.

Explore phrases and clauses: Click on the provided links to practice fronted adverbials and further understand its usage in sentences.

Explore and read the book *Stellar* and other related texts about space or adventure stories**.**
Encourage them to use their creativity and attempt the story in the style of *Stellar* incorporating fronted adverbials.
Encourage the child to draw, label or note a few words or phrases to describe their characters and settings**.**
Write a new action-packed chapter in which Stellar faces a new challenge or an alien enemy.
Cross-Curricular
Science Link (Space): Research stars, constellations, or space travel (if relevant to *Stellar*).

Art: Create a starry night sky or a poster of Stellar's world.
These skills involve **making predictions**, understanding **implied meanings**, and **reasoning** beyond surface-level information.
How You Can Help:
Encourage Questioning: Ask your child to explain their reasoning with questions like 'What makes you think that?'
Connect Learning to Life: Highlight everyday instances where inferential skills are used.
Read Together: Choose challenging books that prompt inference and discuss what they infer.
Comprehension: Novel Related Activities Understanding the core problem in the story.

1. **Character Analysis:** Identifying the protagonist's

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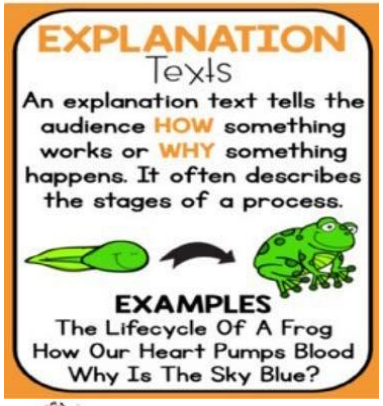
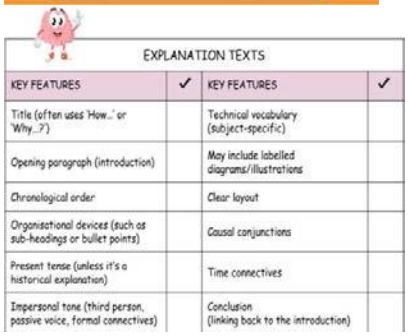
Primary Resources: English: Text Level: Non-Fiction: Explanation Texts

Explanation Text:





EXPLANATION TEXTS

KEY FEATURES	✓	KEY FEATURES	✓
Title (often uses 'How...' or 'Why...?')		Technical vocabulary (subject-specific)	
Opening paragraph (introduction)		May include labelled diagrams/illustrations	
Chronological order		Clear layout	
Organisational devices (such as sub-headings or bullet points)		Causal conjunctions	
Present tense (unless it's a historical explanation)		Time connectives	
Impersonal tone (third person, passive voice, formal connectives)		Conclusion (linking back to the introduction)	

https://www.bbc.co.uk/bitesize /articles/z psjkty#zccwtcw

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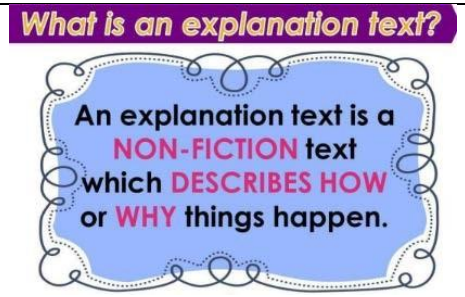


personal traits, such as his pride, frustration, and eventual willingness to ask for help. Understanding character development as the boy matures through the course of the story.

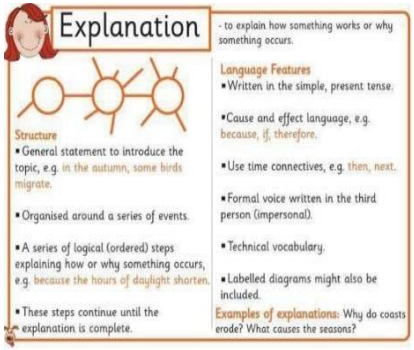
Inference: Readers need to infer the boy's feelings of embarrassment and frustration as he tries to solve the problem without asking for help. They must also infer the lesson he learns about seeking guidance from others. Identifying the story's themes of problem-solving, personal growth, and humility. 4. Understanding the deeper meaning behind the boy's experience, such as how pride can prevent us from solving problems efficiently.

Cause and Effect: Recognizing how the boy's wrong assumptions about the bike lead to frustration and how asking for help leads to a solution.

Vocabulary and Language: The story uses clear and accessible language, making it easy for younger readers to grasp the emotional tone and the central message. It also uses some technical language related to bicycles, which could be useful for expanding vocabulary, especially around mechanical problems.

Problem-Solving/Logical Thinking: The story encourages readers to think about how the right tools or solutions are necessary to fix a problem (in this case, the bike with the wrong wheels). It also illustrates the process of identifying a problem and finding a logical solution by seeking assistance when needed.

Moral/Value of Asking for Help: One of the important life lessons the story teaches is that it's okay to admit when we don't have all the answers and that asking for help is a sign of strength, not weakness.



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	Moral Education **Citrine gemstone stands for gratitude.** Gratitude means recognizing and appreciating the contributions, efforts, and support of others. A true leader: Values and acknowledges the efforts of their team. Shows appreciation for contributions, big or small.	**Share:** An explanation text is a type of writing that provides clear, detailed information about how or why something works or happens. These texts are typically designed to help the reader understand a process, a phenomenon, or the inner workings of something in a step-by-step manner. **Discuss:** Key Features of an Explanation Text: “ **Purpose:** The primary goal of an explanation text is to explain a process or a concept clearly. It focuses on answering questions like: How does something work? or why does something happen? **Structure:** Let students explore the features: Introduction: The introduction provides an overview or background information about the topic. **Explanation:** The main body of the text explains how something works or how a process occurs. This section is often broken down into sequential steps or causal explanations (explaining cause and effect). Conclusion (optional): Some explanation texts include a conclusion that summarizes the key points or highlights the broader significance of the explanation. **Language Features**: **Present tense:** Explanation texts are usually written in the present tense because they describe general truths or regular occurrences. Technical Vocabulary: Words specific to the topic being explained are often used. For example, in a science explanation, terms like "photosynthesis" or "evaporation" may be used. **Cause and effect language:** Words such as "because," "therefore," "as a result," and "so" are used to link cause and effect in the explanation. Sequencing **Words/Time Connectives:** Words like "first," "next," "then," "after	

	Understands that gratitude strengthens relationships and builds a positive environment.	that," "finally," help to guide the reader through the steps in the process. Passive Voice: Often used in explanations to focus on the action rather than who is performing it. For example, "The experiment is conducted" instead of "We conduct the experiment. **Objective and Impersonal:** Explanation texts are factual, clear, and neutral. They typically avoid personal opinions or emotional language. The aim is to be informative rather than persuasive or subjective. Engage your child in activities that promote helping each other. These can have a significant and lasting impact on their personal development, social skills, and overall well-being. These activities teach students valuable life skills that go beyond the classroom and contribute to creating a more supportive, empathetic, and cohesive community. **Ask** questions with reference to the language features and structure of **Explanation text.** **Encourage** children to explore various elements that make their texts engaging and cohesive. **Discuss** with children that animals should have the opportunity to develop and practice their basic capabilities for movement, sensation, companionship and live as much as possible free from pain. **Encourage** them to understand the following **Key Areas of Focus:** Diverse Sentence Structures, Verb Tense Consistency, Descriptive Language, Dialogue Punctuation, Cohesion and Coherence. **Citrine Art – "Thank** Your **Hands"** Students trace their hands on yellow/orange paper. Inside the hand, they write or draw ways they can show	

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		gratitude. Display the hands together as a "Citrine Wall of Thanks." **Contribution Spotlight:** Each week, highlight one student's contribution (kindness, teamwork, creativity). The class discusses why showing gratitude for that contribution matters.	
Mathematics- Measurement	To calculate and solve problems involving the perimeter of rectangle.	**Talk** to your child that Perimeter is the distance around the edge of a shape. **Share** a few real-life examples to calculate the perimeter of different shapes. **Encourage** the child to use the formulae for finding different shapes such as rectangle.	https://toytheater.com/perimeter-climber/
Geometry	To identify and draw the nets of 3D shapes and identify the 3D shapes on the basis of their properties	**Talk** to your child about the various 3D shapes and link them with the various objects around them. Relate them to everyday objects around them. **Share** with them the various real-life examples of buildings and monuments which can be linked with various 3D shapes **Share and Talk** to the child about the properties of 3D shapes in terms of Faces, Edges and Vertices. **Encourage** your child to convert a 2D net into a 3D shape.	https://www.turtlediary.com/game/nets-of-3d-shapes.html#:~:text=You%20have%20to%20carefully%20picture,ve%20pictured%20in%20your%20head https://vimeo.com/434626976

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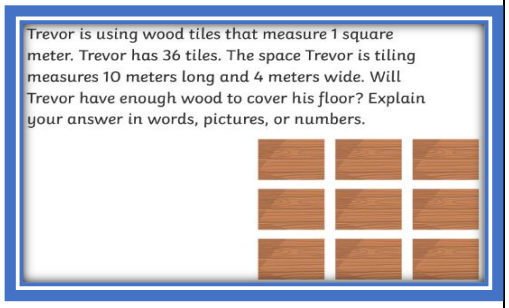
Statistics	To record, interpret and present data using different ways of representation. 	**Talk** to your child about graphs playing an important part in our modern lives. Graphs are beneficial because they summarize and display information in a manner that is easy for most people to comprehend. They are used extensively in Sales and marketing, Economics, Business, Psychology, Science and Medicine. **Share** typical examples of the types of data that can be presented using bar graphs are monthly rainfall and annual unemployment rates etc.  	bar chart https://www.mathgames.com/skill/6.94-create-bar-graphs https://www.mathgames.com/skill/6.93-interpret-bar-graphs

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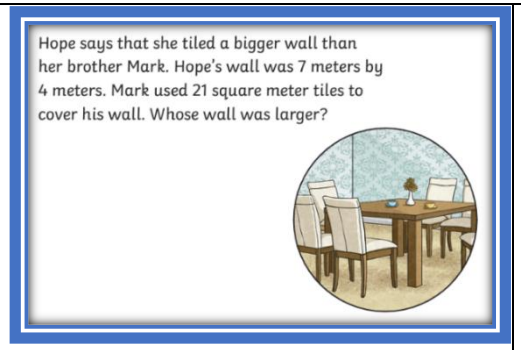
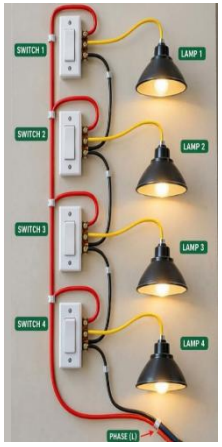
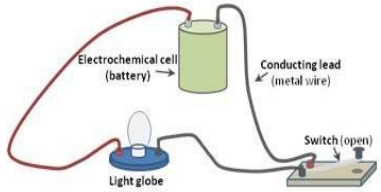
			
Science **Electricity** 	To construct simple circuits and explain how they work. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. To compare and give reasons for variations in how components function. To build simple circuits to solve problems and find answers to questions. To compare series and parallel circuits.	**Explore Circuits Together**: Talk to your child about how a simple electrical circuit works and explain the key components, such as the battery, wires, and bulb. Discuss the role of a switch and why it's crucial in controlling the flow of electricity. **Understanding Bulbs**: Introduce your child to the concept of the filament in a light bulb. Compare the filaments of a functioning and non-functioning bulb and explain why one works, and the other doesn't. **Hands-On with Electronics**: Show your child the circuit diagram of an electronic toy and go over the different symbols used. Together, take apart a simple electronic gadget or toy to identify its components and wiring. Encourage your child to reassemble it and see if it works afterward! **Safety First**: Talk about the potential dangers of electricity and ways to stay safe around it. **Home Lighting and Switches**: Discuss how different lights and appliances at home are controlled by individual	https://www.bbc.co.uk/bitesize/topics/zj44jxs  https://phet.colorado.edu/en/simulations/circuit-construction-kit-dc

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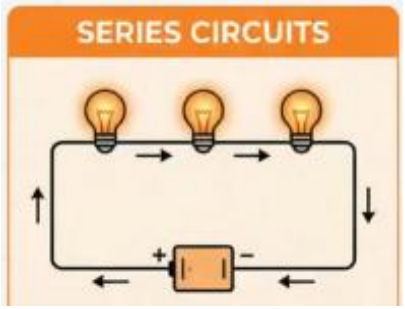
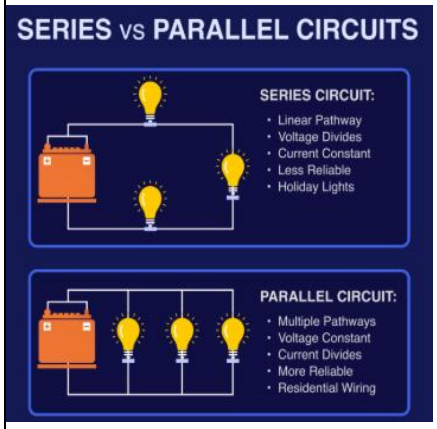
		switches, while others are connected in a way that allows multiple items to be operated by one switch. Explore how this works and why. **Decorative Lights**: Discuss how decorative string lights work. What type of connection is used, and how does one switch light up all the bulbs at once? These activities will spark curiosity and deepen your child's understanding of how electricity works in everyday life.	
Humanities: History	**Anglo–Saxon village life** To explore Anglo-Saxon village life. **Key vocabulary:** settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof	**Talk** about village life in Anglo-Saxon Britain and life in the country in Britain and the UAE today. **Share** pictures and information about the Anglo-Saxon homes. **Encourage** your child to write step-by-step instructions on how to perform one of the Anglo-Saxon crafts, such as weaving or making pottery. Include diagrams for each stage of the process too. Act it: Act in role as a villager in an Anglo-Saxon village. Talk about what it is like to live there and the jobs that have to be done. Draw it: Draw and label the inside of an Anglo-Saxon house. Model it: Make a 3D model of an Anglo-Saxon village using junk materials, building bricks or any other available resources at home.	Anglo - Saxon Village life

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	Anglo-Saxon artefacts and culture To explore Anglo-Saxon artefacts. **Key vocabulary:** artefact, excavation, archaeology, historian, sources, evidence, interpretation	**Talk** about the artefacts of Anglo-Saxon Britain. **Share** pictures of the Anglo-Saxon artefacts and explain what you learn about Anglo-Saxon culture from them. **Encourage** your child to research facts about Sutton Hoo and compare the artefacts found there to those found in the UAE from the same period in History. Report it: Write a newspaper report about a new Anglo-Saxon artefact that has been found. You should say where the object was found, what it is, when it dates back to and what it teaches us about Anglo-Saxon culture. The artefact could be one you already know about or one of your own that you make up. Craft it: Craft your own Anglo-Saxon artefact. You could use clay or modelling dough to make a pot vase, card and craft materials to make a helmet, tool or an item of jewellery using beads and gold foil. Try to make your item look as authentic as possible. You could even start a home museum of Anglo-Saxon artefacts! Play it: Create a game to help archaeologist Basil Brown uncover the treasures buried at Sutton Hoo.	Anglo-Saxon Artefacts and Culture
	Anglo – Saxon pastimes To explore the pastimes of the Anglo Saxons. **Key vocabulary:** pastimes, leisure, skills	**Talk** about the pastimes of Anglo-Saxon Britain. **Share** the leisure activities in Britain today and compare them with those in Anglo-Saxon Britain. **Encourage** your child to research the pastimes in the UAE both in the past and the present and compare them with those in Anglo-Saxon Britain and Britain today.	Anglo-Saxon Pastimes

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Humanities: Geography	**Comparing places in Dubai** To explore the human and physical geographical features of your local area. **Key vocabulary:** physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, flora, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph **North America: Comparing places in North America** To explore the similarities and differences in the human and physical geography of your local area and a region of North America. **Key vocabulary:** physical geography, human geography, settlement, economy, natural resources, river, lake, landscape, mountain, volcano, biome, vegetation belt, wildlife, fauna, climate, water, fieldwork, measure, observe, record, map, sketch, graph	**Talk** to your child about the physical and human features of Dubai and your local area. **Share** with your child the variety of human and physical features across the UAE. **Encourage** your child to create a well-labelled map of your local area with the physical and human features in it. Blog it: What is it like living in your local area? Write a real or imaginary blog post about daily life where you live. Advertise it: Create a poster or leaflet to encourage tourists to visit your local area. Paint it: Paint pictures of key places in your local area. **Talk** to your child about the physical and human features of North America. **Share** with your child the variety of human and physical features in Death Valley, California in the United States of America. **Encourage** your child to create a well labelled map of North America with the physical and human features in it. Compare them with the physical and human features of the UAE. Plan it: Plan a trip to your researched area. You could plan flights, accommodation and places to visit during the trip. Convert it: Challenge yourself to create a spreadsheet, chart or graph to help convert or transfer local currencies into dirhams and then sterling.	North America Comparing Places North America Comparing Places North America

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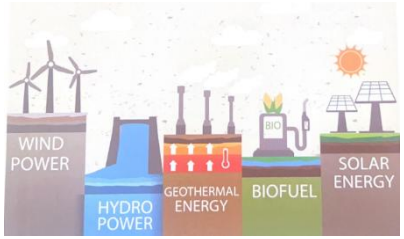
Moral, Social and Cultural Studies / Moral Education	**<u>Unit 3: Understanding our Physical world</u>** **<u>Climate Changes</u>** To explore climate changes and the greenhouse effect. **Key vocabulary:** climate change, greenhouse effect, pollution, sediment, ice core, magnetic field. **<u>Energy Sources and Preserving the Planet.</u>** To explore the sources of energy and ways to preserve the planet. **Key vocabulary:** energy sources, carbon footprint, pollution, renewable and non-renewable energy, environment.	**Talk** with your child about climate changes, the greenhouse effect, the causes of pollution, the ill effects of pollution and the importance of preserving the planet. **Share** with your child the causes and effects of global warming, the dangers of global warming and ways to know that the climate is changing. **Encourage** your child to observe the weather each day and talk about what they notice. Support them in thinking of actions they can take to help keep the Earth clean and healthy. Assist them in joining in with your family to help the environment by turning off lights, saving water, or using reusable bags. **Talk** to your child about the difference between renewable and non-renewable energy sources. Discuss examples such as solar and wind energy compared to coal and oil. **Share** with your child how choosing environmentally friendly options, such as riding a bicycle instead of using a car for short distances, can help reduce pollution and protect the planet. **Encourage** your child to identify ways to save energy at home and school. Support them in making choices that help care for the environment every day.	Climate Changes 

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	UAE National Day To explore the traditional games of the UAE **Key vocabulary:** Al Gaheef game, Karabi game, Khoosa Boosa game 	**Talk** with your child about the traditional games you played as a child. **Share** with your child the traditional games of the UAE. **Encourage** your child to research the different traditional games from other countries. Create a poster about your favourite traditional game and present it to the class.	Energy Sources and Preserving the Planet UAE National Day UAE Traditional Games https://u.ae/en/information-and-services/public-holidays-and-religious-affairs/public-holidays https://www.eidaletihad.ae/ https://www.unesco.org/creativity/en/policy-monitoring-platform/uae-celebration-national-day

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Arabic for Arabs	شهيد الإمارات الأول أن يحدد التلميذ عناصر القصة أن يميز التلميذ بين الحوار الداخلي والحوار الخارجي . أن يستنتج الصفات الداخلية والخارجية لشخصيات القصة أن يحدد الدوافع وراء تصرفات الشخصية الرئيسة بالقصة نشيد - الشهيد أن يحدد التلميذ الفكرة الرئيسة بالنص أن يحدد التلميذ العناصر الفنية للنصوص الشعرية. أن يستنتج التلميذ العلاقة بين التضاد والترادف بين الكلمات أن يشرح التلميذ الأبيات بأسلوبه . التمييز بين الجملة والتركيب . أن يميز التلميذ بين الجملة والتركيب أن يوظف المتعلم التراكيب والجمل المختلفة في . كتابة الفقرة	.قراءة القصة وتحديد الفكرة الرئيسة والأفكار الداعمة تحديد السمات الداخلية والسمات الخارجية لشخصيات القصة مساعدة التلميذ في تتبع تطور أحدث القصة (البداية - والوسط - النهاية) التمييز بين الحوار الداخلي والحوار الخارجي مساعدة التلميذ في تلخيص القصة وكتابة نهاية جديدة للقصة مساعدة التلميذ في البحث عن لغويات النص بالمعجم المدرسي .مساعدة التلميذ في كتابة نص وصفي بأسلوبه يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة وينشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر شهيد الإمارات الأول
Arabic for non-Arabs	Hobbies : الهوايات To describe different hobbies that you can preferer (reading- drawing- shopping- writing...) To express his/her opinion about different hobbies. To design a simple card or poster about a favorite hobby. To create a paragraph about his/her favorite hobby.	Encourage your child to memorize the new vocabulary from the Arabic notebook and the Arabic textbook. Encourage your child to use the vocabulary in sentences of his/her own. Ask your child to study the present tense in writing and hobbies. Talk to your child about his plans at the weekend 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 Hobbies

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Islamic for Arabs	أحسنكم أخلاقًا - يستنتج الطالب أهمية الخلق الحسن في حياته - يُستنتج الطالب صور حسن الخلق في المجتمع - يُبين الطالب فوائد حسن الخلق في الدنيا والأخرة التثبت من الأخبار - يُوضح تفسير معاني مفردات الحديث الشريف -يستنتج الطالب المعنى العام للحديث الشريف - يوضح الطالب أهمية التثبت من الأخبار قبل نقلها	- تشجيع الطالب على معرفة أهمية الأخلاق الحسنة في حياته - حث الطالب على مراقبة أفعاله وأقواله.في حياته - تشجيع الطالب على الأعمال الصالحة.وتطبيق الأخلاق الحسنة في حياته - مساعدة الطالب على معرفة معاني مفردات الحديث الشريف - مساعدة الطالب في معرفة المعنى العام للحديث الشريف - مساعدة الطالب في التأكد من الأخبار قبل نقلها . يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة وينشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	قناة اللغة العربية والإسلامية بمدرسة وينشستر
Islamic for Non-Arabs	**Sunan Rawātib Prayers** Students will be able: To distinguish between the farḍ (obligatory) prayers and sunan rawātib prayers. To deduce the virtues of some nawāfil (voluntary) prayer Kind Treatment Students will be able: To Extrapolate good manners treating others. Explain how to show respect to the elderly and kindness to the frail and weak. Explain the status of moral character in Islam.	What you need to do with your kid: Encourage Practice Together Remind children to pray the Sunan Rawātib (before and after the farḍ prayers). Parents can join their children in performing them, showing by example. Differentiate Between Prayers Discuss with children the difference between farḍ (obligatory) and sunan rawātib (voluntary but highly rewarded). Use simple comparisons, e.g., “Farḍ is like the foundation of a house, while sunan are like decorations that make it more beautiful.” Talk About Virtues Share a ḥadīth about the virtues, for example: *The Prophet ﷺ said: “Whoever prays twelve rakʿahs each*	Arabic and Islamic YouTube Channel

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		day and night, Allah will build for him a house in Paradise." (Muslim) At Home Support for Lesson: Good Manners & Respect • Model polite speech and Islamic greetings. • Encourage children to respect elders by listening, serving, and showing care. • Teach kindness to the weak and frail through small helpful acts. • Remind children that good character is central in Islam. • Praise respectful behavior and make it fun with family challenges.	
التربية الوطنية **Social Study**	موقع بلادي يميز الطالب الموقع الفلكي لدولة الإمارات العربية ومنه يحدد الطالب الموقع النسبي لدولة الإمارات العربية المتحدة ومنه يثمن أهمية الموقع الجغرافي والنسبي لدولة الإمارات العربية المتحدة طبيعة بلادي من حيث الجبال والسهول منه يتعرف التلميذ على المفهوم الصحيحة لكلمة السهول والجبال ومنه يتعرف على توزيع الجبال في دولة الإمارات والمقارنة بين السهول الساحلية والسهول الداخلية	مساعدة الطالب في معرفة بعض المسطحات المائية الموجودة في دولة الإمارات مساعدة الطالب في معرفة بعض الجبال الموجودة في دولة الإمارات مساعدة الطالب في معرفة الفرق بين السهول الساحلية والسهول الداخلية مساعدة ولى الأمر الطالب في المقارنة بين السهول الساحلية والسهول الداخلية وأهميتها من الناحية الاقتصادية لدولة الإمارات	
MOE for Arabs	**التسامح** يميز التلميذ أنواع التسامح يناقش التلميذ أن التسامح ينشر الالفة بين الناس يردد كلمة التسامح كثيرًا بين أصدقائه **الأحكام المسبقة** أن يميز التلميذ أن لا يصدر حكما مسبقا بدون تأكد أن يناقش الأمور بالشورى	يساعد ولي الامر التلميذ على حب التسامح يساعد ولي الأمر التلميذ على نشر التسامح له جزاء كبير يساعد ولي الامر التلميذ أن التسامح صفة يجيدة في الإنسان يساعد ولي الأمر التلميذ على عدم صدور أحكام إلا بدليل يساعد ولي الامر التلميذ على التشاور في جميع الأمور التي يريد الإطلاع عليها	

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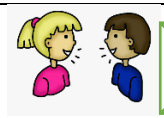
	أن يتجنب السخرية مع الناس النمو **والعيش برفاهية** أن يميز التلميذ حب الإنسان للرفاهية والعيش الجيد أن يُركز عل حُب الخير للفقراء أن يشرح ثواب من يُكرم ضعيف أو مسكين	يساعد ولي الأمر التلميذ على عدم السخرية من اي شخص وفي اي وقت عسى ان يكون هذا الشخص خير منه يساعد ولي الامر التلميذ على أن تكون الرفاهية بضوابط وليست منفتحة يساعد ولي الامر التلميذ على حب الخير للفقراء والمساكين في اي وقت يساعد ولي الأمر التلميذ على معرفة أجر من يُكرم ضعيف أو مسكين أو فقير	
French	LES CHIFFRES DE 20à 60 To and spell numbers up to 59. Les jours de la semaine To identify the days of week Les mois : To identify month of the year.	 Talk About numbers up to 60, days of the week and months in French. Share Create a poster about numbers of days of the week and months in French. Encourage Students to keep exploring the links given.	https://quizizz.com/admin/quiz/5e532f774dc7f8001b571f86?source=quiz_share https://quizizz.com/admin/quiz/6140fa8298b517001d64c448?source=quiz_share https://quizizz.com/admin/quiz/616bc7b012efc2001d65120e/les-jours-et-les-mois?fromSearch=true&source =
Physical Education **Activity -1** **Activity - 2**	 Sports day practice– Galloping. Sports day practice– events/activities	Talk and encourage the children to do the following: Proper warm up The students will do the proper warm up and will do the skills/activities with basic rules.	Useful sites: Links: 1. Sports day Practice_Running Drills 2. Sports day - Ball Relay Sports day - Hula Hoops Race

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Activity - 3 **Activity- 4** **Activity -5** **Activity-6**	Football – Dribbling &Shooting Skills Football – Heading & Goal Keeping Skills Football - Mini Game Football – Small Sided Game	Follow the links for the skills and rules <u>Cooldown</u> After the game/practice students will do proper cooldown activity.	<u>Sports day - Obstacle Course</u> 3. <u>Football - Dribbling skills</u> <u>Football - Shooting Skills</u> 4. <u>Football - Heading Skills</u> <u>Football - Goal Keeping Skills</u> 5. <u>Football Mini Game</u> 6. <u>Fotball Small Sided Game</u>
Information and Communication Technology	**<u>TOPIC: Film Making</u>** To explore different features of film-making software To use appropriate software to complete tasks such as writing a script, researching information, filming and editing. To be able to use digital devices for recording (video camera or tablet), to work through pre- and post-production stages, planning good-quality interviews for a documentary and completing the process with use of video editing software such as Windows Movie Maker. **Protecting Personal Privacy Online** – Discuss the importance of not sharing personal information (like full name, school name, location, or contact details) when posting videos or content online, and how to use privacy settings on YouTube or other platforms.	**Interview Practice:** Assist your child to practise some interviews at home, role-play ideas, and recording or capturing in some way. This could involve video recording, audio recording, photographing or just planning written questions and making notes of answers. Even without any digital devices at home, children can list their top tips for interviewing or camera operating. **Film Crew Roles:** A research task to pay attention to the End Credits of a film or TV programme. Discuss with your child about some of the roles and think about what responsibilities they may have and which role they would be best at. This encourages them to understand and appreciate the wide number and variety of roles required in making films. Ask your child to create a short video (without showing faces or personal details) and then review it together to check for any private information. Show them how to adjust privacy settings before uploading. Discuss the types of content that are appropriate to share publicly vs. privately.	Wider Learning <u>Film language and techniques - Moving Image Arts (CCEA) - BBC Bitesize</u>
Music (Mr. Joyson)	Improving child's confidence and musicality through music rhythm reading stage 3.	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.	

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	We take a deeper look at the half note and how it relates to the quarter and eight notes with quarter rest.	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.	
Music (Mr. Kiko)	Improving children's confidence and musicality through singing actions songs and chanting rhymes. Reading notes and rests 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	https://www.ensembleschools.com/the-inside-voice/10-child-appropriate-pop-songs-for-kids-to-sing/ Kinds of Notes and Rests.mp4
Music (Mr. Sunil)	Learning how to play Ukulele. (C, F and G Chords)	Let the child practice at home, even though there will be difficult. Be an audience. But it is better also to check if the child is holding the Ukulele properly.	

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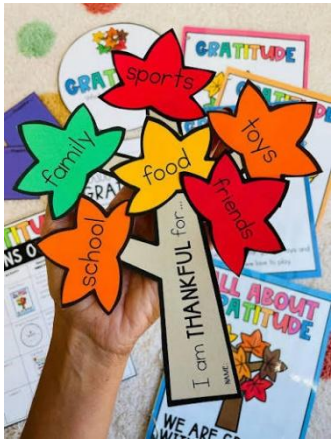
Leadership Gemstones	**Leadership Focus- Leading with Gratitude** **Gemstones - Citrine** **Key Value - Appreciate and recognise contributions.** To recognize and appreciate the unique contributions of others, express thankfulness for the support and opportunities around you, and nurture a positive environment where everyone feels valued and uplifted.	**Activity 1: The Gratitude Glow Challenge** Together with your child, think of one way to show appreciation at home or in your community (writing a thank-you note, helping a family member, or saying kind words to someone). Write one sentence to complete: **"We showed gratitude by…"** **Activity 2: Our Family Sunshine Poster** Citrine reminds us to celebrate the bright moments in life. Create a small poster or drawing that shows what makes your family shine — things you are thankful for, joyful moments, or ways you support each other. **Activity 3: Words That Shine** Talk with your child about positive and uplifting words that spread warmth and happiness (like I'm proud of you, thank you, you make me smile). Write them down in bright, cheerful colors or decorate a mini "Citrine Words" poster. **Encourage** your child to choose one or more activities and support them in sharing their work with the class.