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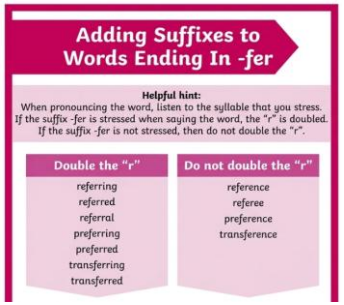
Area of Learning	Focus	Activities to help your child at home	Useful websites/Resources
English	**Spellings:** To explore the words ending in suffixes like "-fer" **Suffix patterns** -fer: reference, transferring, preference, referee, inference **Grammar** To explore the use of **expanded noun phrases** for **character description.** To use **fronted adverbials** to add detail and variety to sentences in **character analysis**. To explore the use of **modal verbs** to express a **character's thoughts, feelings, and behaviour.** To use **precise vocabulary** and adverbs to explain how a **character behaves** and responds to events	**Talk** to your child about Suffixes like "-fer" often assist students in recognizing word families, where words are connected in meaning but vary in form. For example, these words are related but function differently in grammar. Understanding word families can help students broaden their vocabulary and apply words correctly in various contexts. **Examples: Transfer (verb): to move from one place to another. Transference (noun): the process of transferring.** **Talk** to your child about how expanded noun phrases can make their writing more captivating by adding details and description to nouns. These phrases help ignite the imagination, bringing both the reader and writer deeper into the scene. **Talk:** Choose a character from your reading book and tell someone at home **three sentences** about them, using a fronted adverbial in each sentence. **Share:** Read your sentences aloud to your family and ask them to identify the **fronted adverbial, expanded noun phrase and relative clause** you used. **Encourage** them to take a paragraph or a few sentences and rewrite them, adding expanded noun phrases to make the text more vivid and interesting. **Read** the new version aloud	

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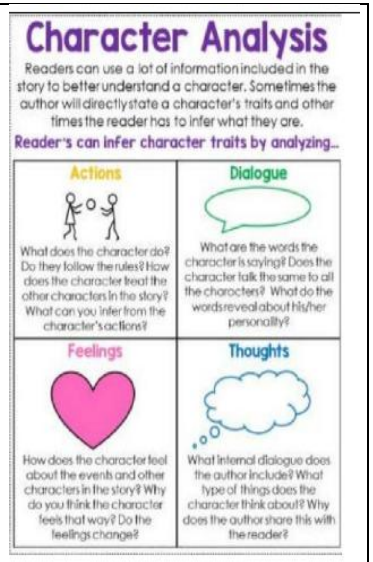
	Text Level **Text Level- Character Analysis** To **explore the features** and elements of a character. Exploring the setting and description. To **explore and analyze aspects** such as physical appearance, personality traits, actions, and motivations. To **effectively explore books or novels and engage** students, focus on examples of character development that use expanded noun phrases. **Novel: Song of the River Skills Based Learning: Writing Their Own Character Analysis** **Reading comprehension-** To demonstrate use of text evidence (facts, details, quotes to support an inference, claim, opinion, or answer.	together and offer supportive feedback, sharing ideas to inspire them. This process will motivate them to use these techniques when crafting their own stories or blog posts, making their writing more engaging and imaginative. **Encourage** your child to choose a favourite character from a current or past reading book and write a short **"Character Snapshot"** (a paragraph) describing the character using expanded noun phrases. **Talk and encourage** the children to do the following: Discuss the various genres you've explored together, such as adventure, mystery, science fiction, and historical fiction. Ask your child to identify which genre each well-known book belongs to, encouraging them to think critically about the characteristics that define each genre. **Encourage** your child to create a fun quiz focused on adventure literature, including questions about popular adventure books, characters, and settings. This activity will reinforce their knowledge and engage friends and family. As you read different stories together, prompt your child to notice common elements, such as unique creatures, moral lessons, and archetypal characters. After reading, help them compile a list of these elements and analyze major characters and settings. **Encourage** your child to write a detailed character sketch of a well-known character from a novel, using powerful verbs and adverbs as practiced in class. Finally, discuss a favorite or famous character, and create a mind map that lists the character's internal traits (like courage or kindness) and external traits (such as appearance and actions). **Talk:** Choose a character from your reading book and explain one inference about them to someone at home, using **two pieces of evidence from the text**.	

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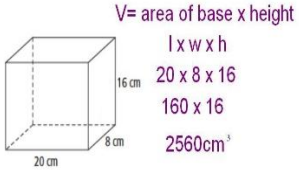
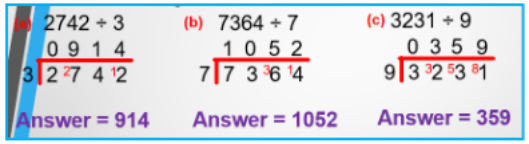
	Moral Education link- Moral values and character building To write character analysis, they will reflect on moral values such as honesty, accountability, and responsibility.	**Share:** Read the evidence aloud and explain how each detail supports your inference. **Talk and share** about a character's moral values, such **as honesty, responsibility, and kindness**. Discuss how the character's choices reflect these values and how they can apply them in their own lives.	
Mathematics	To find the quotient and remainder for the whole numbers **Volume** To calculate the volume of cube and cuboid and apply the concept to real life situation. 	Short division is a method for dividing large numbers by one-digit numbers in one step. Here's how to do it: 1. Divide the first digit by the divisor. 2. Write the quotient above and bring down the remainder (if any) to the next digit. 3. Repeat the process for each digit until the entire number is divided. 4. It's like breaking the problem into smaller, manageable steps.  **Home activities/How can you help your child at home** Encourage your child to play this game. Activity Length = 0cm Width = 0cm Height = 0cm What to do • You will need 1-9-digit cards from a pack of playing cards.	https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division?utm_source=chatgpt.com Red Ball 4 Volume 3 | Math Playground How to calculate volume - BBC Bitesize

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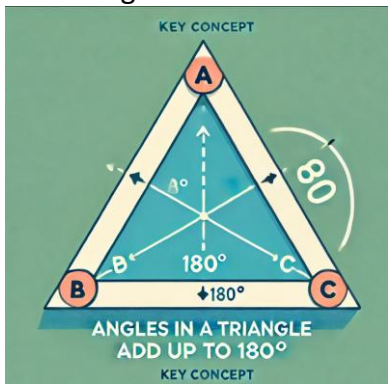
	ANGLES IN A TRIANGLE To apply the interior angle properties of angles in a triangle.  	• The first person turns over three cards to give the dimensions in centimeter of a cuboid. • Calculate the volume in cm^3. • The second person has a turn. • Sketch the cuboids, showing a stack one on top of each other and keeping record of increasing height. • The person who places the cuboid that makes the tower reach • The person who places the cuboid that makes the tower reach or exceed a height of 50 cm is the winner. For angles in a triangle introduce the Triangle and Its Angles • Show a simple triangle and explain that a triangle has **three sides** and **three angles**. • Ask the child to point out the angles and name them (e.g., angle A, angle B, and angle C). Explain the Angle Sum Property • Tell them that no matter what kind of triangle it is (big, small, pointy, or wide), the three angles **always add up to 180 degrees**. • You can say, “It’s like if you cut a cake into three pieces, the total will always be the whole cake – 180 degrees.” Use Simple Demonstrations • Cut out a triangle from paper. Tear off the three corners (angles), and then arrange them together so	Angle in a triangle

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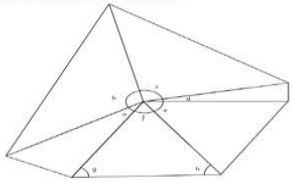
		they form a straight line. This visually shows that the angles add up to a straight line (180 degrees). • You can explain that this straight line represents 180 degrees, which is the sum of all the angles in any triangle. Practice with Examples • Draw different triangles and measure the angles using a protractor. Add the angles to check if they total 180 degrees. • Start with simple triangles like equilateral (where each angle is 60°), then move on to other triangles like right-angled or scalene ones. Relate to Real-Life Objects • Encourage parents to relate triangles to objects the child sees every day (like a slice of pizza, a road sign, or a roof). Simplify the Key Concept • Summarize by saying, “In any triangle, no matter how it looks, the three angles will always add up to 180 degrees. That’s the special rule for triangles!” **Missing Angles in Triangles** Estimate the missing angles in these triangles. Ensure the sum of all the angles in the trian is correct. Measure the angles after to check your estimates. 	

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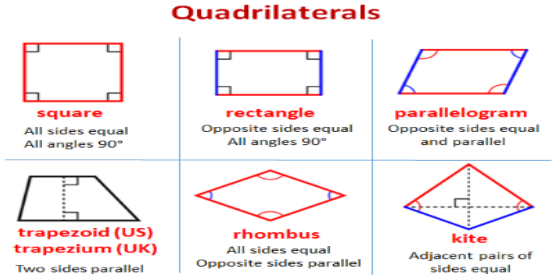
	To apply the interior angle properties of angles in a quadrilateral. To read and interpret the data represented in the form of line graphs.	Talk to your child about - • What things are quadrilaterals in the home? • What are the different types of quadrilateral they know? • What are their different properties? • How Quadrilaterals are Used in Real Life?  **ACTIVITY:** <u>Screen Time Tracking</u> • **Activity**: Monitor daily screen time on different devices (phone, tablet, TV, etc.) for a week. • **Task**: Draw a line graph showing how the screen time changes each day. • **Extension**: Create a comparison line graph showing school days vs. weekends, and discuss if they notice any trends. <u>Family Fitness Challenge</u> • **Activity**: Organize a family fitness challenge (e.g., push-ups, jumping jacks, or running laps). Record how many repetitions each family member can do each day over a week.	Quadrilaterals

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		• **Task**: Create a line graph for each family member's progress. • **Extension**: Analyze the graph to see who improved the most and discuss the reasons for the progress. <u>Household Water Usage</u> • **Activity**: Record the time spent by family members taking showers over a week. • **Task**: Plot the duration on a line graph and analyze how water usage varies throughout the week. • **Extension**: Discuss ways to reduce water consumption based on the data collected. <u>COLLINS Pupil Book 6B: Unit-7, Statistics Page: 70, 71</u>	https://www.bbc.co.uk/bitesize/articles/zqv8bqt#zvhcjfr https://www.mathsisfun.com/data/line-graphs.html
Science **Forces**	To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To explore the effects of air resistance, water resistance and friction.	**Talk:** To your child about importance of Gravity. How is life without gravity? -Humans and other objects will become weightless without gravity. **Encourage:** Internet is a powerful search engine. Please allow your child to spend few minutes on doing research using the websites given for gravity. **Talk:** To your child about friction. Can you imagine how life would be without friction? -In a world without friction, the object would continue to slide forever, if not acted on by another force. **Share:** Share facts about friction. If You must have read an article or heard anywhere about friction, so you can update.	https://www.bbc.co.uk/bitesiz e/articles/zqbm3k7

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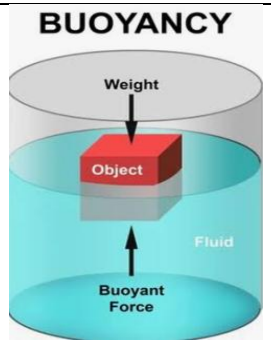
	To investigate how different factors affect the time taken by a parachute to fall to the ground. To investigate various factors affecting buoyancy.	**Talk:** To your child about Air resistance. You can engage in a conversation that combines guidance, encouragement, and research. **Explain:** The importance of Air Resistance in our everyday life**.** **Research:** Ask your child to research air resistance on how it is linked to parachute. **Talk:** To your child about Buoyancy. How it plays a crucial role in both swimming and sailing. Talk about how fish and other aquatic animals use buoyancy to control their depth in the water. **Explain:** The importance of buoyancy in our everyday life**.** Discuss the purpose of life jackets and how they use buoyancy to keep people afloat in the water.	 Air Resistance
Humanities: Geography **<u>Comparing places</u> in Dubai**	To explore the physical and human geographical features of my local area. **<u>Key vocabulary</u>:** 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.	**Talk** about the physical and human geography of your local area. **Share** photographs and maps of your local area over the years and note the changes in it over time. **Encourage** your child to research and use fieldwork to observe, measure and record the human and physical features in your local area using a range of methods including sketch maps, plans, graphs and digital technology. **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.	Comparing Places.pdf https://u.ae/en/about-the-uae/the-seven-emirates/dubai https://www.mediaoffice.ae/en/general-information/geographic-location-climate

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South America: Comparing places **History: Maya: Exploration and Discovery**	To explore similarities and differences in the human and physical geography of my local area and a region of South America. **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. To explore a range of evidence sources to reach conclusions about the Maya Civilisation. **Key vocabulary:** evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque. hieroglyphs, syllabogram, logogram	**Paint it:** Paint pictures of key places in your local area. **Talk** to your child about a region of South America they are learning about. For example, the Amazon River Basin or the Andes. **Share** a map or atlas of South America with your child. Together, locate the region they are studying and compare it to your local area. **Encourage** your child to compare the human and physical geography of a region of South America with their own. **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. **Talk** to your child about the sources of evidence available from ancient Maya times to learn about their civilisation and classify them under primary and secondary sources. **Share** with your child the historical significance of Frederick Catherwood's artwork as a source of evidence. **Encourage** your child to think like a historian by analyzing a range of evidence sources about the Maya Civilisation. Observe details in Catherwood's paintings of Maya ruins	Human and Physical Geographical Features of South America.pdf The Amazon Basin - Information.pdf The Amazon - Information.pdf Exploration and Discovery

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		and compare them to current photographs of the same sites. Catalogue it: Create a list of as many different Maya cities as possible. What is similar and different about the cities? Use it: Find out more about the technique of lithography and then think of how you could reproduce the effects of the technique using resources available to you. Sketch it: Create your own drawings of Maya cities, buildings or sculptures. What additional features would you choose to add like Frederick Catherwood did? Why? Research it: Find out about the camera lucida. Write a description. You could use drawings or diagrams to help you explain.	
Moral, Social and Cultural Studies / Moral Education	**What Do We Mean by Responsibility?** To explore responsibility, self-responsibility in daily life, and demonstrate responsible behaviour through personal actions and decisions that positively impact ourselves, others, and the environment. **I Assume Self-responsibility for My Own Good** To explore self-responsibility and what it means to take responsibility for our own actions and choices and show this by making good decisions that help us grow and succeed.	**Talk about** real-life examples such as completing homework without reminders, taking care of personal belongings, helping with chores or assisting a friend. Talk about how your choices affected others and what you learned from them. **Share** your own stories of responsibility, especially moments when it was difficult but important. **Encourage** your child to organize their study space, plan their weekly tasks using a checklist and take the initiative in helping family members or classmates. **Talk** about examples like getting ready for school without reminders, finishing homework before playing, choosing healthy habits like sleeping on time.	What Do We Mean By Responsibility.pdf **Key vocabulary:** responsibility, resilience, persistence

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	Commit Myself to Helping Others To explore the importance of helping others and show this by taking kind and helpful actions at home, in school, and in our community. **How Can We Help Others?** To explore different ways to help others and show kindness through our words and actions at home, in school, and in the community.	**Share** a story from your own life when you had to take responsibility for something important and how it helped you learn or grow, even if it was hard at first. **Encourage** your child to create a daily routine or checklist, take charge of packing their school bag or managing their time, reflect on their choices and how they affect their day. **Talk** about ways to help a classmate with schoolwork, assisting a sibling or parent at home, being kind to someone who is feeling left out. Talk about how helping others can make both you and the other person feel good. **Share** a story from your life when you helped someone and how it made a difference. **Encourage** your child to do kind or helpful acts each day, volunteer to help at home or in class, notice when someone needs help and offer support. **Talk** to your child about some ways they can help others at school or at home and what they feel when someone helps them. **Share** examples of your experience of helping others and how helping others can make both you and the other person feel good.	I Assume Self-Responsibility for My Own Good.pdf **Key vocabulary:** self-responsibility, family responsibility, social responsibility Commit Myself To Helping Others.pdf **Key vocabulary:** assuming responsibility, abandoning responsibility, social responsibility

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	The Environment is My Responsibility To explore our role in protecting the environment and show this by making responsible choices that help take care of the world around us.	**Encourage** your child to create a "Kindness Journal" where they write helpful things they did each day. **Talk** with your child about taking care of the environment, the things you do at home or school that help or harm the environment and some examples like turning off lights when not in use, using reusable water bottles or bags, throwing rubbish in the bin and recycling when possible. Also talk about how small actions can make a big difference when everyone helps. **Share** a story from your life when you made a choice that helped the environment. For example, planting a tree, reducing plastic use, or joining a clean-up drive. **Encourage** your child to start a recycling project at home or in class. Create a 'Green Goals' chart to track eco-friendly actions like saving water or reusing materials. Be a role model by reminding others to care for the environment too.	**How Can We Help Others.pdf** **Key vocabulary:** caring for senior citizens, caring for people in need The Environment is My Responsibility.pdf **Key vocabulary:** noise pollution, environmental pollution, environmental responsibility
Arabic for Arabs	قصة صوت المحبة أن يحلل التلميذ العناصر الفنية للقصة أن يحدد التلميذ المشكلة والحل في القصة أن يقترح التلميذ نهاية جديدة للقصة نشيد كن بلسما أن يحلل التلميذ العناصر الفنية للشعر العربي الهمزة المتوسطة على ياء أن يكتب التلميذ كلمات بها همزة متوسطة على ياء أن يحدد التلميذ مواضع كتابة الهمزة المتوسطة على ياء النحو كان وأخواتها	مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت مساعدة التلميذ في كتابة ملخص للقصة بالمنزل .مساعدة التلميذ في تحديد **التلميذ الفكرة و حفظ مفردات الدرس وتوظيفها في سياقات لغوية جديدة** مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت مساعدة التلميذ في تحديد الأساليب المجازية في الشعر مساعدة التلميذ في إلقاء القصيدة وتحديد العناصر الرئيسة للشعر مساعدة التلميذ في كتابة كلمات بها همزة متوسطة على ياء مع بيان سبب كتابتها على ياء تدريبه على إعراب وتوظيف جملة كان ذات الأغراض المختلفة في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو.	الهمزة المتوسطة على ياء كان وأخواتها1 كان وأخواتها2 كتابة نص إقناعي

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	أن يميز التلميذ بين أغراض الجملة الاسمية وجملة كان . أن يوظف التلميذ جملة كان في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو كتابة نص إقناعي أن يحدد التلميذ عناصر النص الإقناعي - أن يوظف التلميذ أدلة في كتابة النص الإقناعي-.	يمكن لولي الأمر الدخول من خلال الرابط المرفق لشرح الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي مساعدة التلميذ في كتابة النص الإقناع عن أهمية اللغة العربية .	
Arabic for non-Arabs	**Jobs and professions (الأعمال والمهن)** To describe Jobs and professions using exclamatory style. To compare between different tow jobs. To create a dialogue on Jobs and professions. To describe Jobs and in a paragraph. To express his/her opinion in Jobs. To analyze a text about the Jobs and professions. To write about your favorite job and what do you want to be.	Help your child to memorize his/her new vocabulary from the words list. Go through the new adjectives sent every week. Encourage children to use these words in sentences or paragraphs of their own. Encourage children to use new grammar in their writing. her favorite job./ Ask your child to speak about his Talk to your child about the importance of jobs. 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	**الإسراء والمعراج** أن يوضح مفهوم الإسراء والمعراج أن يحدد الحكمة من حادثة الإسراء والمعراج أن يبين بعض المشاهد التي حدثت في ليلة الإسراء والمعراج **الإحسان إلى الناس** أن يوضح أهمية المساواة بين الناس أن يبين أسس المفاضلة بين الناس أن يستنتج الأثار الإيجابية لحسن التعامل مع الناس من حوله	مساعدة التلميذ في معرفة مفهوم حادثة الإسراء والمعراج مساعدة التلميذ في معرفة أحداث قصة الإسراء والمعراج مساعدة التلميذ في معرفة أهمية فرضية الصلاة في ليلة الإسراء والمعراج مساعدة التلميذ في معرفة أهمية المساواة بين الناس في المجتمع مساعدة التلميذ في معرفة أسس المفاضلة بين الناس مساعدة التلميذ في معرفة كيفية التعامل باحترام وتقدير مع الخادمة في المنزل	(104) The Winchester School - Jebel Ali Arabic & Islamic - YouTube

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Islamic for non-Arabs	**Israa and Mi'raj** Students will: 1- Clarify the concepts Israa and Mi'raj 2- Analyze the wisdom behind that great journey. 3- Conclude the important lessons we can apply in our daily lives. **Doing good to others** Students will: 1- Explain how to do good to others 2- Analyze the effects of doing good to others on one's faith. Evaluate the effects of doing good to others on society.	Please encourage your child to Memorize Surat At-Takweer applying Tajweed rules. Help your child to watch a video about Israa and Mi'raj journey Pick to your child some real situations of the importance of Doing good to others Help your child to memorize hadeeth about the importance of doing good to others. 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
التربية الوطنية **Social study**	حضارات الوطن العربي أن يميز التلميذ أهم الأنشطة الاقتصادية لحضارة ماجان ودلمون ومنه يتعرف الطالب على الموقع الجغرافي لحضارتي ماجان ودلمون وأهمية حضارتي ماجان ودلمون مورثنا الشعبي منه يتعلم الطالب على مفاهيم ومصطلحات التراث الثقافي والعادات والتقاليد والمثل الشعبي السنع لدولة الإمارات العربية المتحدة	مساعدة الطالب في معرفة الموقع الجغرافي لحضاراتي ماجان ودلمون مساعدة ولى أمر الطالب في معرفة أهمية حضارتي ماجان ودلمون من الناحية التجارية ومن الناحية الزراعية مساعدة ولى أمر الطالب في معرفة المفاهيم والمصطلحات للتراث الثقافي لدولة الإمارات والتعرف على المثل الشعبي السنع للدولة	
MOE (for Arabs)	كيف نتعاطف مع الآخرين أن يناقش التلميذ كيفية العطف مع الآخرين أن يحلل أن العطف ضرورة لا يستتغنى عنه أن يفكر في طرق عديدة للعطف على الآخرين ماذا نعني بالمسؤولية	يساعد ولي الأمر التلميذ على كيفية التعاطف مع جميع المخلوقات يساعد ولي الأمر التلميذ على على إخال السعادة على الآخرين يساعد ولي الأمر التلميذ على التعرف على طرق عديدة للعطف	

The Winchester School, Jebel Ali

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	أن يدرك التلميذ معن المسؤولية أن يفكر في طرق عديدة للمسؤولية أن يوظف أفكار جديدة للمسؤولية التزم بمساعدة الآخرين ان يشرح انواع المسؤولية أن يفكر في كيفية حل المشكلات أن يدرك ان المسؤولية ضرورية لجميع الاشخاص	يساعد ولي المر التلميذ على طرق تحمل المسؤولية في كل مراحل حياته يساعد ولي الأمرالتلميذ على حب المسؤولية يساعد ولي الأمر التلميذ كيفية العطف على الآخرين يساعد ولي الأمر التلميذ على التعاون في الخير يساعد ولي الأمر التميذ على العطف على الحيوانات الأليفة	
French	***Topic1: les pass-temps*** **To be able to describe how often they do different hobbies and free-time activities using frequency phrases.** ***Topic 2: frequency phrases*** **To be able to use frequency phrases to say how often they do different activities.** ***Topic 3: mes passe-temps*** **To identify, describe, and express personal hobbies in French using appropriate vocabulary, verbs, and frequency expressions in simple sentences.**	 Talk **Ask your child to identify and practise vocabulary for different hobbies and free-time activities in French.** **Ask your child to use different frequency phrases in French to say how often they do different hobbies and free-time activities.** Share **Les passe-temps-** Create a presentation or poster to identify and describe different hobbies and free-time activities in French. Create a mind map to name and group different hobbies and free-time activities in French. **Les passe-temps et les phrases de fréquence** Create a presentation or poster to describe how often you do different hobbies and free-time activities in French. Create a mind map to show different hobbies and free-time activities and how often you do them.	 ***Topic: les pass-temps*** ***Quizziz.com*** https://cyber.blooket.com/6ac73a976dd2a99c3729e9be/host https://www.youtube.com/watch?v=Bgt4mXP8coA&utm_source=chatgpt.com ***Quizlet Activities*** https://quizlet.com/join-activity?code=A54XQK https://quizlet.com/gb/1200895240/free-time-hobbies-french-flash-

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		Encourage **Encourage students to keep exploring the links provided to practise hobbies and free-time activities vocabulary and using frequency phrases in French.**	cards/?utm_source=chatgpt.com https://learningapps.org/6767130?utm_source=chatgpt.com
Physical Education **Activity -1** **Activity - 2** **Activity - 3** **Activity - 4** **Activity- 5**	 Sports day practice Sports day/practice Football – Dribbling &Shooting Skills Football – Heading & Goal Keeping Skills Football – Team game	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. Follow the links for the skills and rules Cooldown After the game/practice students will do proper cooldown activity.	Useful sites: Links: Sports day - Obstacle Course Sports Day – Running race - Finish Football - Dribbling skills Football - Shooting Skills Football - Heading Skills Football - Goal Keeping Skills Football – Team game
Information and Communication Technology	**TOPIC: Spreadsheets** To create a spreadsheet model to manage a business To work independently in MS Excel using formulas and functions. Safe Online Shopping – To know how to shop safely online by identifying secure websites,	Discuss different ideas for a business. Discuss about costs and Income **Café**: What recipes would you make? Choose a recipe you like? How much would it cost to make this recipe? How many portions would your recipe make? How much would you sell each portion for?	Creating and understanding charts and graphs - BBC Bitesize

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	creating strong passwords, and protecting personal information.	**"Birthday Gift Hunt"** 🎁 Tell your child they've been given **a budget of AED 100** to buy a birthday gift for a friend from an online store (you can use real sites like Amazon or just printed screenshots of items). As they browse, ask them to: Spot if the website is **secure** (look for HTTPS and the padlock symbol). **Choose a strong password** for their account (you can write it on paper instead of entering it). Decide what **personal information is safe** to enter and what they should **never share without a parent's help**. After "ordering," talk about how to **keep passwords safe** and **why using trusted websites matters.**	
Music (Mr. Joyson)	Improving child's confidence and musicality through music rhythm reading intermediate level. We take a look at doted quarter notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm reading!	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.	
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 Chords C, F, Am and G	Let the child practice at home, even though there will be difficult. Be an audience. But better also check if the child is holding the recorder properly.	

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Leadership Gemstones	**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. To nurture a positive environment where everyone feels valued and uplifted and turns every interaction into an opportunity to shine and spread positivity.	**Activity 1: Encourage – Kindness Interview** **Ask** your child to interview one family member about a time when someone encouraged or supported them. They should ask: • What did that person say or do? • How did it make you feel? • Did it inspire you to do something kind for someone else? Then, your child can share what they learned in a few sentences or through a short voice note or drawing. **Activity 2- Share – Family Responsibility Challenge** **Encourage** your child to choose one household responsibility for the week (e.g., setting the table, feeding a pet, or watering plants) and complete it without reminders. At the end of the week, ask them: • What did you learn by helping regularly? • How did your contribution help the family? **Activity- Talk – Family Reflection Journal-** Together, start a small "Family Talk Journal." Each evening, one family member writes a short entry answering: • "What went well today?" • "What could we do better tomorrow?"	