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SUBJECT	FOCUS	ACTIVITIES	WEBSITES
ENGLISH	**Topic: Persuasive Letter- The Tempest** **Learning Objectives:** ❖ To analyse explicit and implicit ideas in The Tempest. ❖ To compose a letter embedding implicit and explicit details from The Tempest.	**Activities:** ❖ **Create a Character Collage:** Encourage your child to select a character from *The Tempest* and create a collage that represents their traits, interests, and experiences on the island. Then, help your child write an informal letter to a friend describing their collage and explaining why they chose those images. ❖ **Stage a Scene:** Guide your child in selecting a scene from the play and staging it at home using costumes and props. Afterward, have them write an informal letter to a family member describing the scene they acted out, including details about the characters and what they learned from the experience. ❖ **Build a Treasure Map:** Motivate your child to create a treasure map of the island from *The Tempest*, marking important locations and events. Then, encourage them to write an informal letter to a friend, inviting them on an adventure to find the treasure, describing the locations and their significance in the story.	**Links:** ❖ https://www.sparknotes.com/shakespeare/tempest/
MATHS	**Topic: Number Skills** **Learning Objectives:**	**Activities:**	**Links:**

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	❖ To apply the concepts and vocabulary of prime numbers, factors [or divisors] and multiples. ❖ To apply integer powers and associated real roots (square, cube) and find the cube root and square root using prime factorization. ❖ To explore the application of HCF and LCM of the numbers using Prime factorization.	❖ Motivate your child to identify Prime numbers, factors and multiples and inverse operations discuss the importance of power numbers. ❖ To create their own problems using all types of numbers discussed above using the four operations and inverse operation and then discuss the same with the family. ❖ Encourage your child to find dimensions of a three dimensional object whose volume is known -like a cube – relate to cube roots ❖ Encourage your child to find dimensions of a two dimensional object whose Area is known -like a Square – relate to square roots.	❖ https://corbettmaths.com/2019/09/02/multiples-factors-and-primes-practice-questions/ ❖ https://www.mathsisfun.com/greatest-common-factor.html
SCIENCE	**Topic: Respiration** **Learning Objectives:** ❖ To construct a lung model and explain how the lungs helps us to breathe. ❖ To plan an investigation to find out the by-products of aerobic respiration formed, by yeast cells. ❖ To plan an investigation to measure the stamina using our pulse rate and analyse	**Activities:** ❖ Encourage your child to create a model of the lungs and demonstrate the processes of inhalation and exhalation. ❖ Motivate your child to create a Dictaphone activity by preparing questions and recording answers about the process of respiration. ❖ Discuss with your child the real-life applications of aerobic and anaerobic respiration, focusing on the role of yeast in baking. Encourage your child to present their findings through a Prezi, PowerPoint presentation or poster.	**Links:** ❖ https://www.instructables.com/Make-a-Human-Lung-Model/ ❖ https://www.csub.edu/chemistry/_files/Cellular_Respiration_with_YeastAO.pdf ❖ https://www.bbc.co.uk/bitesize/articles/zdqx2v4#zxsk7v4

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	who amongst the class has a very good stamina. ❖ To be able to describe evidence to show that anaerobic respiration can produce carbon dioxide. ❖ To construct a method to show what is produced in anaerobic respiration. ❖ To explain why some sports involve more aerobic or more anaerobic respiration. ❖ To explain what is meant by oxygen debt.	❖ Help your child to plan an investigation to identify the products of aerobic respiration in yeast. ❖ Along with your child, plan a simple investigation to compare stamina levels among family members through safe physical activities. ❖ Together with your child, set up a yeast experiment using a balloon to collect the carbon dioxide produced during anaerobic respiration. ❖ Talk to your child about different sports, such as weightlifting, sprinting and long-distance running, using photographs or videos. Discuss how aerobic and anaerobic respiration contribute to energy release during these activities.	❖ https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zcsbmsg#zt3bydm ❖ https://www.mytutor.co.uk/answers/7308/GCSE/Biology/What-is-an-oxygen-debt/ ❖ https://byjus.com/biology/aerobic-anaerobic-respiration/#:~:text=During%20heavy%20or%20intensive%20exercise,to%20fulfil%20the%20energy%20demand.

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ARABIC (Arabs)	**Topic:** نص شعري تفاؤل وأمل+ قصة قصيرة الضحك أخر الليل + المفعول له **Learning Objectives:** ❖ أن يفسر المتعلم مفردات الأبيات الشعرية ❖ أن يستنتج المتعلم الفكرة العامة للأبيات ❖ أن يستخرج المتعلم الصور الجمالية في الأبيات ❖ أن يحلل المتعلم العناصر الفنية للقصة ❖ أن يستنبط المتعلم الفكرة الرئيسة للقصة ❖ أن يتعرف المتعلم المفعول له ويعربه إعرابًا تامًا	**Activities:** ❖ اقرأ مع طفلك الأبيات قبل الحصة وظللوا المفردات الجديدة وابحثوا عن معنا ها في معجم المفردات. ❖ حفز طفلك على قراءة الأبيات بطلاقة ليتمكن من تنمية مهارة الألقاء ❖ شجع طفلك على قراءة القصة وساعده في تحديد العناصر الفنية لها والدروس المستفادة من هذه القصة. ❖ شاهد الفيديو التعليمي مع طفلك عن المفعول له في منصة مدرسة ، ثم ابحثوا عن أدلة وشواهد مختلفة للمفعول له	**Links:** ❖ https://seraj-uae.com/file/21751/ ❖ https://seraj-uae.com/file/2522/ ❖ https://seraj-uae.com/file/13064/
ISLAMIC STUDIES (Arabs)	**Topic:** **مراقبة الله تعالى** **بنهاية الدرس أكون قادرًا على أن:** **Learning Objectives:**	**Activities:** ❖ **بالتعاون مع طفلك وضّح معنى مراقبة الله، ثم حدد كيف يرتبط بمقام الإحسان في الحديث الشريف: « الإحسان أن تعبد الله كأنك تراه...».من خلال كتابة وشرح الحديث.** ❖ **شارك طفلك تفسير قوله تعالى: ﴿ونحن أقرب إليه من حبل الوريد﴾ [ق: 16]، ساعد طفلك أن يبيّن كيف تؤثر حقيقة وجود الملكين لمراقبة الانسان في سلوك المسلم بمراقبة الله تعالى.**	**Links:** ❖ https://dorar.net ❖ www.tafsir.app ❖ https://mawdoo3.com ❖ https://www.alukah.net

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	❖ أحدد فوائد مراقبة الله تعالى . ❖ أستنتج الأسباب المعينة على مراقبة الله تعالى. ❖ أقتدي بنماذج من سير الصالحين في مراقبة الله تعالى. ❖ تفسير المعنى الاجمالي لآيات المراقبة من سورة ق	❖ شجع طفلك أن يذكر وظيفة الملكين (رقيب وعتيد) كما وردت في الآيات (17–18)، من سورة ق واربطها بمفهوم المسؤولية الفردية ومراقبة الله تعالى.	
ARABIC (Non- Arabs)	**Topic: Occasions and Celebrations** **Learning Objectives:** ❖ To describe the atmosphere of religious and social festivals and celebrations. ❖ To recall and share memories of past celebrations and special occasions. ❖ To identify traditional foods and sweets prepared for special occasions. ❖ To describe family members, relatives and family gatherings during celebrations. ❖ To compare how special occasions were celebrated in the past with how they are celebrated today.	**Activities:** ❖ Encourage your child to design a mind map about his favourite occasions and celebrations. ❖ Motivate your child to write about his favourite rituals during a holiday or happy occasion. ❖ Together with your child, write a letter to a friend congratulating him on a happy occasion or holiday. ❖ Help your ward to create a short video documenting celebration custom (new clothes, festive foods, family visits, and favourite places). ❖ Create a dialogue between two people talking about their preparations for occasions and their fond memories of them.	**Links:** ❖ https://youtu.be/k1vvXupOJ4E?list=PLOeNR_C2NUuWAyRRcQdq9wGTn6sgqBdWb ❖ https://youtu.be/WT1vwEMzJBw?list=PLOeNR_C2NUuWAyRRcQdq9wGTn6sgqBdWb

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	❖ To describe places visited during holidays and special occasions, such as parks, family majlis and public spaces. ❖ To express feelings, opinions and joy associated with special occasions and celebrations.	❖ Discuss with your child how to design a program or schedule showing a typical day during a holiday or special occasion.	
ISLAMIC STUDIES (Non- Arabs)	**Topic:** ❖ **The Reliever, the Forbearing** ❖ **Glad Tidings and Consolation** **Learning Objectives:** ❖ To explain the meanings of Ar-Rāfi‘ (The Reliever) and Al-Halīm (The Forbearing), supporting their understanding with examples from the Qur’an and Sunnah. ❖ To analyse how demonstrating patience, forgiveness and helping others overcome difficulties can strengthen relationships and foster a caring Muslim community.	**Activities:** ❖ Along with your child, discuss a situation in which someone in the family or community is facing a difficulty, has made a mistake or is feeling upset. ❖ Encourage your child to suggest ways to relieve others' difficulties through kindness, support and understanding. ❖ Talk to your child about the importance of demonstrating forbearance and patience instead of reacting with anger. ❖ Help your child to identify practical ways to demonstrate patience, forgiveness and forbearance in daily life. ❖ Together with your child, identify and write down one practical action you can take this week to help someone facing a difficulty while demonstrating patience and forbearance.	**Links:** ❖ https://myislam.org/quran-verses/helping-others/

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UAE Social Studies	**Topic:** أحوال العرب في شبه الجزيرة العربية : أحوال العرب في شبه الجزيرة العربية قبل وبعد ظهور الإسلام التاريخ الحديث والمعاصر لدول شبه الجزيرة العربية **Learning Objectives:** ❖ أن يقارن الطالب بين الحالة السياسية والاجتماعية والاقتصادية والدينية في شبه الجزيرة العربية قبل الإسلام وبين حالتها بعد ظهور الإسلام، مبرزاً التحولات الجذرية التي أحدثها الإسلام في توحيد القبائل وإرساء العدالة الاجتماعية. ❖ أن يستنتج الطالب الأسباب والعوامل التي أدت إلى انتشار الإسلام بسرعة في شبه الجزيرة العربية، وكيف ساهمت تعاليمه في القضاء على النزاعات القبلية والعادات السلبية السائدة آنذاك. ❖ أن يحدد الطالب على الخريطة والمخطط الزمني أبرز المحطات التاريخية الكبرى التي شكلت ملامح التأسيس والتوحيد لدول شبه الجزيرة العربية في العصرين الحديث والمعاصر.	**Activities:** ❖ **حفّز طفلك على المقارنة بين** الحالة الاجتماعية والسياسية والأخلاقية للعرب في العصر الجاهلي (قبل الإسلام) وعصر صدر الإسلام، من خلال رصد أبرز التحولات الجذرية والإيجابية التي جاء بها الإسلام، مثل القضاء على العصبية القبلية، وإرساء مبادئ العدالة والمساواة، ورفع مكانة المرأة في المجتمع، ومناقشة كيف انعكست هذه القيم الجديدة على استقرار المجتمع وتماسكه. ❖ **تحدّث مع طفلك عن** المعتقدات الدينية والحياة الفكرية والجانب الاقتصادي والتجاري للعرب قبل الإسلام وبعده، وساعده على إعداد جدول مقارنة شامل يوضح كيف تحولت المجتمعات من انتشار الشرك والنزاعات القبلية إلى التوحيد وبناء الدولة المنظمة، وكيف عزز الإسلام أخلاقيات العمل والصدق والأمانة والتجارة المنظمة بعيداً عن الغش والربا. ❖ **حفّز طفلك على التعرّف إلى** مرحلة التأسيس والاتحاد التاريخية لدولة الإمارات العربية المتحدة (عام 1971)، من خلال البحث عن الجهود العظيمة والتضحيات التي قام بها القادة المؤسسون -وعلى رأسهم المغفور له الشيخ زايد بن سلطان آل نهيان "طيب الله ثراه" وإخوانه حكام الإمارات-	**Links:** ❖ https://mawdoo3.com/%D9%85%D9%82%D8%A7%D9%84_%D8%B9%D9%86_%D8%AD%D8%A7%D9%84_%D8%A7%D9%84%D8%B9%D8%B1%D8%A8_%D9%82%D8%A8%D9%84_%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85

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	❖ أن يحلل الطالب مسيرة التطور والنهضة التنموية والاقتصادية التي شهدتها دول شبه الجزيرة العربية من مرحلة ما بعد اكتشاف النفط وحتى رؤى المستقبل المعاصرة.	وكيف استطاعوا توحيد القلوب والجهود لبناء دولة حديثة تنعم بالأمن والاستقرار. ❖ **تحدّث مع طفلك عن** التحولات الاقتصادية والاجتماعية الكبرى في التاريخ المعاصر لشبه الجزيرة العربية، وساعده على إعداد بحث أو لوحة توضح الانتقال المذهل من اقتصاد الاعتماد على الموارد البسيطة (مثل الغوص، الصيد، والزراعة التقليدية) إلى اقتصادات حديثة ومتنوعة تعتمد على الابتكار، التكنولوجيا، التعليم المتقدم، والبنية التحتية العالمية.	
MORAL EDUCATION (Non- Arabs)	**Topic: Individual Responsibilities and Duties and Moral Obligations** **Learning Objectives:** ❖ To discuss the morals that students should adopt, responsibilities and duties towards others they deal with daily.	**Activities:** ❖ Discuss with your child the different responsibilities and duties they have at home and at school ❖ Motivate your child to be more proactive in doing their duties and responsibilities.	**Links:** ❖ https://gulfnews.com/uae/education/uae-educators-share-their-views-its-a-shared-responsibility-1.63867602

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	❖ To demonstrate the ability to speak in front of others about their responsibilities and duties towards their classmates.		
PSCHEE (Non- Muslims)	**Topic: Growth Mindset, Tolerance, Active Citizenship** **Learning Objectives:** ❖ To identify fixed mindset thoughts and to discuss how to replace them with growth mindset thoughts. ❖ To discuss and examine tolerance. ❖ To know what activities can be done as an active citizenship project.	**Activities:** ❖ Talk to your children the importance of having growth mindset than fixed mindset. ❖ Discuss with your child on how accepting other's differences make a big impact to the society. ❖ Encourage your children to participate in the community program.	**Links:** ❖ https://u.ae/en/about-the-uae/culture/tolerance/tolerance-initiatives

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HISTORY	**Topic: – Transport: Railways** **Learning Objectives:** ❖ To assess the impact of advent of railways in Britain.	**Activities:** ❖ Motivate your child to have a discussion on the effect the railways have on where ordinary working-class people travel. ❖ Encourage your child to think about how railways change people's lives.	**Links:** ❖ www.bbc.co.uk/history ❖ www.schoolhistory.co.uk ❖ www.history on the net

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GEOGRAPHY	**Topic: Landforms created by waves** **Learning Objectives**: ❖ To analyse how waves create landforms.	**Activities:** ❖ Encourage your child to create an annotated diagram illustrating the formation of coastal landforms by wave action. ❖ Discuss with your child how people live and adapt to the environmental conditions of different biomes. ❖ Motivate your child to draw or print a picture of an animal found in a chosen biome and describe its adaptations. ❖ Together with your child, create a mini biome card highlighting key facts about its climate, vegetation, wildlife and unique characteristics. ❖ Inspire your child to present their findings creatively through drawings, pictures or fact cards.	**Links:** ❖ https://www.ck12.org/earth-science/landforms-from-wave-erosion-and-deposition/lesson/landforms-from-wave-erosion-and-deposition-hs-es/ ❖ https://unacademy.com/content/ssc/study-material/physical-geography/landforms-created-by-the-actions-of-sea-waves/
Moral Science and Cultural Studies (Non- Arabs)	**Topic: Staying safe at home and outside** **Learning Objectives:** ❖ To examine ways of staying safe and home and outside. ❖ To identify risks and hazards at home and outside.	**Activities:** ❖ Encourage your child to create realistic scenarios involving personal safety, such as noticing a stranger loitering, receiving a suspicious email or walking alone at night.	**Links:** ❖ https://www.westyorkshire.police.uk/advice/10-principles-crime-prevention/10-principles-crime-prevention/10-principles-crimeprevention?utm_source=chatgpt.com

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		❖ Along with your child, role-play these scenarios with family members and discuss appropriate safety measures and responses. ❖ Discuss with your child the importance of different protection strategies and how they can be applied in everyday situations. ❖ Help your child to write a short paragraph explaining which protection strategies are most important and why, what surprised them and what new safety practices they plan to adopt.	
FRENCH	**Topic:** Les tâches ménagères **Learning Objectives:** ❖ To develop vocabulary describing everyday activities and how often they help at home using connectives and opinions.	**Activities:** ❖ Encourage your child to practice French regularly for 15–20 minutes, five times a week, to develop language skills and make consistent progress. ❖ Along with your child, listen to a French radio station to improve listening and pronunciation skills. ❖ Motivate your child to memorise new French vocabulary by practising and using familiar words in everyday conversations.	**Links:** ❖ Reading practice - household tasks - My home - CCEA - GCSE French Revision - CCEA - BBC Bitesize ❖ https://www.fluentu.com/blog/french/chores-in-french/

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ICT	**Topic: Network protocols and Network security.** **Learning Objectives:** ❖ To establish the role of and need for network protocols and its purpose in everyday life. ❖ To analyse network security and cyber-attacks.	**Activities**: ❖ Encourage your child to explore the need of network protocols and research how data is transmitted in a network. ❖ Motivate your child to learn about various cyber-attacks and the ways to prevent them.	**Links:** ❖ Earn an internationally recognized bachelor's degree in 12 months
STEAM	**Topic: Tinkercad Invent a Device That Can Move Through a Pipe** **Learning Objectives:** ❖ To create a 2D representation of a device activities. ❖ To create a 3D representation of a device that can move through a pipe within Tinkercad.	**Activities:** ❖ Encourage your child to explore different tools and functions of tinkercad application. ❖ Inspire your child for inventing a device that can move through a pipe. ❖ Motivate your child to explore on mathematical-computation and object sizing tools to solve real-world problems.	**Links:** Invent a Device That Can Move Through a Pipe

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Leadership GEMSTONES Week 1 	**Leadership GEMSTONES** **Focus for the Month of November** **LEADING WITH GRATITUDE (CITRINE)** **Promotes recognising and appreciating contributions.**	**November - Quote for Week 1** ***"Saying thank you connects you to others."*** **MESSAGE:** Taking a moment to say thank you shows people you notice and appreciate their efforts. Gratitude helps build friendships and teamwork. **REFLECT:** ❖ Are there things others do that I forget to say thank you for? How can I make saying thank you a habit? ❖ Who made your day easier or better this week, and how can you show your appreciation to them? ❖ Did you notice someone quietly helping others or doing their part without being asked? How could you acknowledge their effort this week?	
Leadership GEMSTONES Week 2 	**Leadership GEMSTONES** **Focus for the Month of November** **LEADING WITH GRATITUDE (CITRINE)** 	**November - Quote for Week 2** ***"Gratitude helps people feel seen and valued."*** **MESSAGE:** When you show appreciation, it reminds your friends and team that their efforts matter. Saying thank you often makes people feel included and motivates them to do their best. Gratitude creates a positive and supportive environment where everyone feels they belong	

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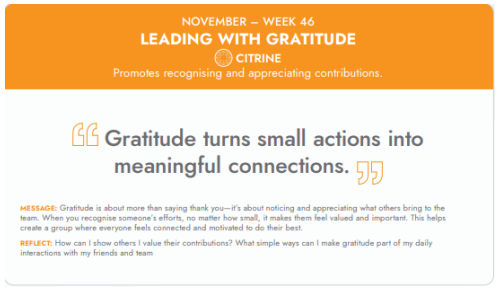
	Promotes recognising and appreciating contributions.	**REFLECT:** ❖ How can I say thank you more often to show others they matter? ❖ What can I do to make gratitude part of my daily routine? ❖ Who made a positive impact on you this week, and how can you show your appreciation to them? ❖ What is one small action you can take each day to make gratitude a habit in your life?	
Leadership GEMSTONES Week 3 	**Leadership GEMSTONES** **Focus for the Month of November** **LEADING WITH GRATITUDE (CITRINE)** 	**November - Quote for Week 3** ***"Gratitude turns small actions into meaningful connections."*** **MESSAGE:** Gratitude is about more than saying thank you—it's about noticing and appreciating what others bring to the team. When you recognise someone's efforts, no matter how small, it makes them feel valued and important. This helps create a group where everyone feels connected and motivated to do their best. **REFLECT:** ❖ How can I show others I value their contributions? ❖ What simple ways can I make gratitude part of my daily interactions with my friends and team?	

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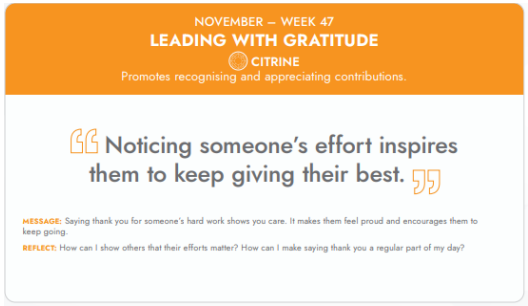
	Promotes recognising and appreciating contributions.	❖ Who made a small but meaningful contribution to your team or group this week, and how can you acknowledge it? ❖ What simple actions can you take each day to show appreciation and make gratitude part of your interactions with friends and team members?	
Leadership GEMSTONES Week 4 	**Leadership GEMSTONES** **Focus for the Month of November** **LEADING WITH GRATITUDE (CITRINE)**  **Promotes recognising and appreciating contributions.**	**November - Quote for Week 4** ***"Noticing someone's effort inspires them to keep giving their best."*** **MESSAGE:** Saying thank you for someone's hard work shows you care. It makes them feel proud and encourages them to keep going. **REFLECT:** ❖ How can I show others that their efforts matter? How can I make saying thank you for the regular part of my day? ❖ Who worked hard or went the extra mile this week, and how can you show them that their effort matters? ❖ What practical ways can you make expressing gratitude, like saying thank you, a regular part of your daily routine?	

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