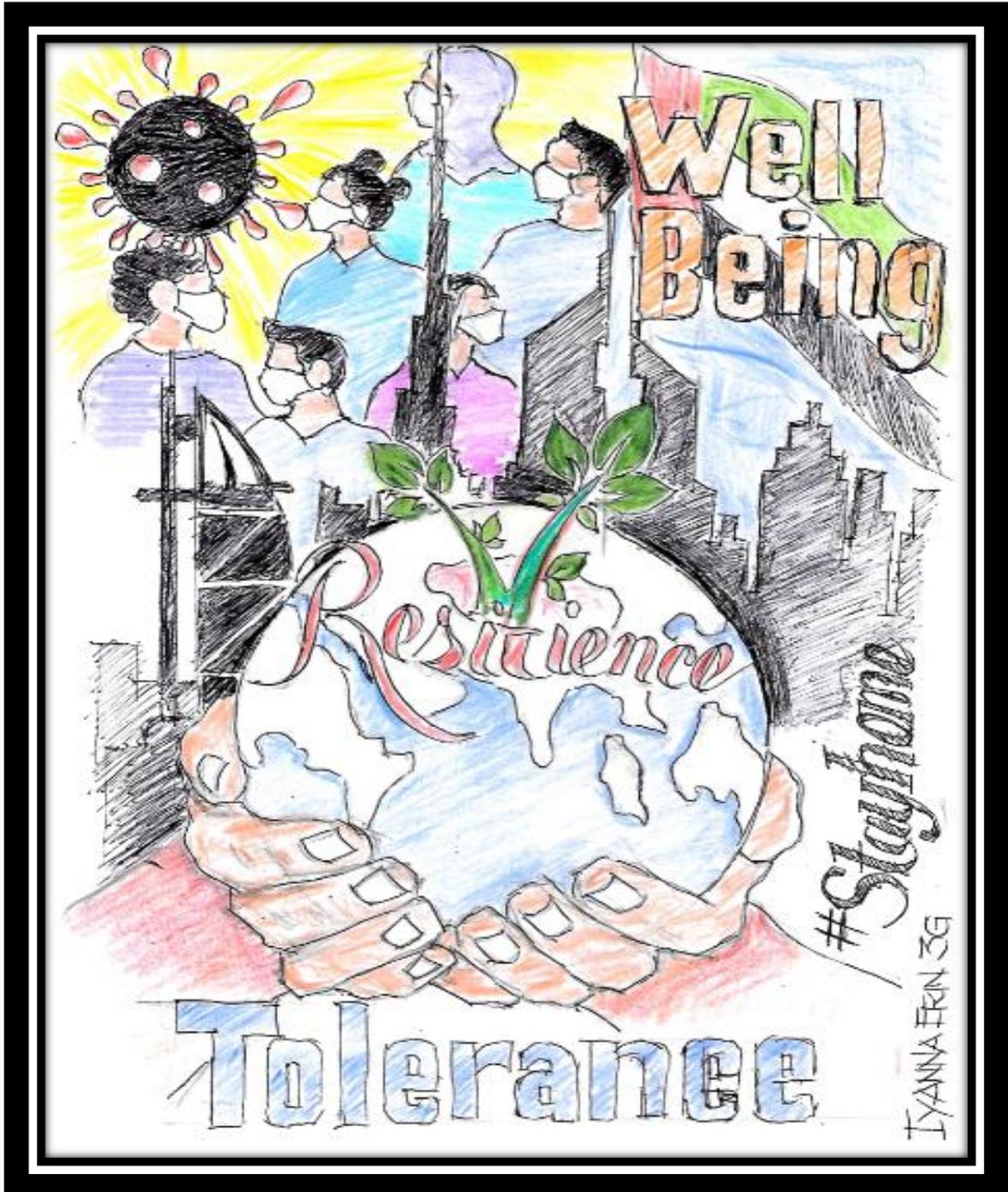


AIM HIGH PROGRESS STUDY PROGRAMME YEAR 4
MOVING TO YEAR 5



Cover page designed by: Iyanna Erin Baroma of 3G

AIM HIGH PROGRESS STUDY PROGRAMME

Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the Aim High Progress Study Programme (AHPSP) for your child to work on over the summer vacation. The aim of this programme is to keep students in 'learning mode' so that they continue to make progress without any summer learning loss.

Our Aim high summer programme is designed to help students develop values like sustainability, tolerance, morals, values and character through integrated curriculum and community partnerships.

The AHPSP involves Project Based Learning (PBL) which is an approach to education that emphasizes hands on learning with real life implications and independent research skills to find a solution and present in different ways using variety of tools.

Our students also had numerous opportunities in Term 1 and 2 to work on various STEAM projects like VEX robotics, Lego, printing 3D models. They also explored events within and outside school, which enhanced their critical thinking, problem solving, innovation skills and helped develop their character, tolerance and moral values.

In term 3 despite unprecedented situation of pandemic, our students showed resilience; and successfully adapted distance learning program. They responded very well to the series of synchronous and asynchronous lessons. Teachers have used range of new ICT tools to provide stimulating, enriching, engaging and personalised learning experience for all groups of students.

As your child is moving from Year 4 to Year 5, you can look at the Family Learning Newsletters for Year 5 and learn, in advance, about the learning modules, which will be covered in the coming academic year.

Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Year 4 in another school, you can look over the Family learning newsletter for Year 4 and map your child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps.

We hope you will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.'

Wish you all a very happy and blessed holidays. Enjoy with family and friends. Looking forward to welcoming you back in September.

Yours sincerely,



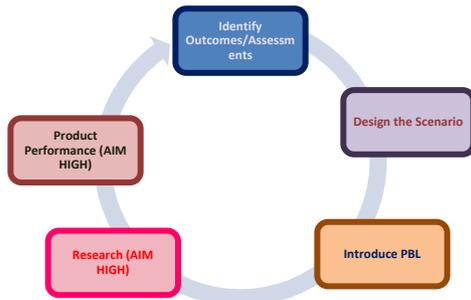
Dr. Ritika Anand

Vice Principal

Year 5 - Aim High Progress study Program Science

UNIT NAME: Solar System

Objective: To Think critically and logically to make the relationships between evidence and explanations between objects in our solar system.



Big Question:

What is the bright light next to the Moon? Is that same as Evening Star?

Scenario:

Kaitlyn and Ruby are playing in the ground. Kaitlyn observes, there are two Suns shining at a time in the Sky!!

Kaitlyn is just awestruck and she exclaims - " Hey!! Ruby!! Look at the miracle!! Two Suns in the Sky!"

Ruby says –"Do you really think that its possible? Think about the Solar System and its members!!"

Ruby then shares the explanation with Kaitlyn about the above mentioned phenomenon.

Can you think, research and share the explanation or information about the given scenario? What could be the reason of seeing two Suns in the sky? Is it possible?

Present your findings in the form of PowerPoint/MS word.

Task:

MATERIALS REQUIRED:

- 8 index cards,

Model Requirements:-

- Base A3 Size (29.7 x 42.0) cm
- Height:- A4 (21.0 x 29.7) cm
- marker,
- 3 pounds of clay (or dough)

DIRECTIONS: Using a marker, label the 8 index cards with the names of the 8 planets. Then using 3 pounds of modelling clay, follow the 7 steps listed below.

Step 1. Divide the clay into 10 equal parts (tenths).

- Use 6 tenths to make Jupiter.
- Use 3 tenths to make Saturn.
- Use the remaining clay (1 tenth) in step 2.



Step 2. Divide the remaining clay into tenths.

- Add 5 tenths to Saturn.
- Use 2 tenths to make Neptune.
- Use 2 tenths to make Uranus.
- Use the remaining clay (1 tenth) in step 3.

Step 3. Divide the remaining clay into fourths.

- Add 3 fourths to Saturn.
- Use the remaining clay (1 fourth) in step 4.

Step 4. Divide the remaining clay into tenths.

- Use 2 tenths to make Earth.
- Use 2 tenths to make Venus.
- Add 4 tenths to Uranus.
- Combine the remaining clay (2 tenths) and use in step 5. **Step 5. Divide the remaining clay into tenths.**

- Use 1 tenth to make Mars.
- Add 4 tenths to Neptune.
- Add 4 tenths to Uranus.
- Use the remaining clay (1 tenth) in step 6.

Step 6. Divide the remaining clay into tenths.

- Use 7 tenths to make Mercury.
- Add 3 tenths to Uranus.

When you finish making your 8 planets, you should double-check your work! Use a metric ruler to measure the *diameter* of your clay planets in millimetres (mm). The diameter of your planets should be close to the “*scale diameter*” measurements in the chart.

Scale diameter

Object	Actual Diameter (km)	Scale Diameter (mm)	Distance from Sun (AU)	Scale Distance (m)	# of Half-Meter Paces from Sun	# Paces from Previous Object
Sun	1,391,900	993	—	—	—	—
Mercury	4,878	3.5	0.4			
Venus	12,104	8.6	0.7			
Earth	12,755	9.1	1.0	107	214	64
Mars	6790	4.8	1.5			
Asteroid Belt	1 to 1,000	0.0007 to 0.7	2.0 to 4.0	___ to ___	___ to ___	___ to ___
Jupiter	142,796	102	5.2			
Saturn	120,660	86	9.5			
Uranus	51,118	36	19.2			
Neptune	49,528	35	30.0			

Create a model of Solar System(linked with your Aim High Task). Share its video or use any creative element with detailed explanation and submit it to your next year's Science Teacher.

Year 5 - Aim High Progress study Program

English

Roald Dahl is one of the most popular children's author of the century. This summer you will gather information about the famous author.

Research to find more information about the author:

<http://www.roalddahl.com/home/kids>

<http://www.roalddahl.com/roald-dahl>

<https://www.biography.com/people/roald-dahl-9264648>

Who is Jacqueline Wilson?
Jacqueline Wilson is famous all over the world for being one of the most popular story-tellers writing for young people today. She is famous for books such as *The Story of Tracy Beaker*, *The Bed and Breakfast Star*, *Double Act* and *Bad Girls*. Over ten million copies of her books have been sold here in the UK.

What are her books about?
Jacqueline has said, "The tradition in children's books used to be that there was a beginning, a middle and an ending, and the ending was the happy bit. Now, real life isn't like that for most children." Her stories are about kids with problems familiar to many young people today, such as being bullied or fitting into a step-family.

Boys and especially girls everywhere love reading about her true-to-life characters. Jacqueline Wilson's books have won several major awards and have been turned into highly popular TV programmes and plays.



Factfile	
• Date of birth	17 December 1945
• Star sign	Sagittarius
• Eye colour	Greeny Brown
• Hair colour	Used to be brown, now silver
• Pets	None
• Hobbies	Swimming, reading, line Dancing, visiting art Galleries, watching films
• Favourite food	Fruit and cakes
• Favourite book	Different ones at Different times. At the moment, <i>Adventures with Rosalind</i> by Charlotte Austin.
• Bad Habits	Being very intidy.
• Personal motto	'Give it a go!'

Creative writing

Task: 1

You can choose to present the fact file in the form of a PPT / online graphic organizer, video, podcast etc., 😊 (You can refer to the example about Jacqueline Wilson below and prepare the presentation)

Extension task:

You all have read books like *Charlie and the Chocolate factory*, *James and the Giant peach*, *The BFG...* and many more.... ☐

Task: 2 Your task is to write a book review for one of your favorite Roald Dahl's book... **You can choose to present the information as given in the template below in the form of a PPT / Prezi / You can also do a video podcasting as a reporter and present the book review too. Unleash your creativity 😊**

A Book Review by _____

Your star rating for this book: ☆☆☆☆☆ 

Title: _____ Author: _____

<p>Characters Who are they? Did you like them? How did they make you feel?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Plot What happens? Is it fun to read?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Your opinion Did you like the book? What was your favourite part & why? Were there any funny or scary bits? Did you learn anything?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Recommend? Why or why not?</p> <p>_____</p> <p>_____</p> <p>_____</p>

SpokenSkills, © copyright 2008 - 2010. Teacher Resource Bank (www.spokenkills.com)

Task: 3 - Reading

Short stories of Roald Dahl

<https://www.roalddahlfans.com/dahls-work/books/the-collected-short-stories-of-roald-dahl/>

<https://epdf.pub/the-collected-short-stories-of-roald-dahl-volume-2.html>

Task: 4 Grammar General Exercise:

Section: 1- Fill in the group names (e.g troop, gaggle) in the following.

- A ___ of bees
- A ___ of monkeys
- A ___ of birds
- A ___ of puppies
- A ___ of fish
- A ___ of geese
- A ___ of cattle

Section: 2- In each of the following lines underline the word that means the same as the word on the left.

often	seldom	always	frequently	never	sometimes
conceal	hide	stick	show	confess	confide
repair	break	repast	remain	make	mend
abando	bandage	leave	collect	lose	find
remote	surrounding	near	mean	distant	close

Section: 3: Put inverted commas (speech marks) in the following passage:

- a) I'm not coming back to school any more, said Anne.
- b) Diana gasped and stared at Anne to see if she meant it.
- c) Will Mary let you stay at home? she asked.
- d) She'll have to, said Anne.

Section: 4

Some words can be given an opposite meaning by putting the prefix **un** or **dis** in front of them. Can you put these words in the right column?

selfish	hone	agree	certain	order	common
<u>un</u>		<u>Dis</u>			
_____		_____			

Section: 5 - Underline the verbs.

As he was late, the boy ran to the station. He hurried on to the platform and boarded the train a second or two before the guard waved his flag and the train moved away.

Now the train was steaming off at the top speed, puffing out a massive cloud of smoke from its chimney. Suddenly, an alien landed onto the steaming train, put its hand through an open window and pulled the emergency chain.

Spellings List- 1

infectious	gracious	malicious	conscious
ambitious	nutritious	precious	ferocious
treacherous	gracious	avaricious	contentious
scrumptious	pretentious	auspicious	

Spellings List- 2

differing	suffering	offering	conferring
preferring	reference	preference	referring
transferring	referring	inference	circumference
coniferous	vociferous	referral	conferred

List of High Frequency words:

electric	delighted	reclaimable	discovery
childhood	cooperation	government	enjoyment
assistant	imprisonment	medication	passenger
examination	Relation	disapprove	depression
governor	Imbalance	medical	publicity

BOOKS SUGGESTED FOR READING DURING THE SUMMER BREAK:

Author Title Genre/Themes

Author	Title	Genre / Themes
Frances Hodgson Burnett	The Secret Garden	Social issues/India country side
E. Nesbit	The Railway Children	Historical/Moving Home
Michelle Magorian	A Spoonful of Jam	Historical/ bullying/ theatre WWII
Christopher Lloyd	The What on Earth?	History
Katherine Rundell	The Wolf Wilder	Historical
Roald Dahl	Fantastic Mr. Fox	Fantasy
Roald Dahl	Danny the Champion of the	Humour
Roald Dahl	Matilda	Fantasy / Humor
Michael Morpurgo	The amazing story of	Fiction
Michael Morpurgo	Billy the Kid	Hopes and Desires

Year 5 - Aim High Progress study Program

Maths



Gravity and Weight on Other Planets

Objectives: To calculate and compare weight on different planets.

- Students will practice multiplication skills.
- Students will learn the difference between mass and weight
- Students will learn about mass, weight, and gravity in different places

Procedure **Instructions for the Project:**

Research and find out which planets have properties that might affect your weight. You might find it helpful to make a comparison chart.

1. Weigh yourself, or guess what you weigh.
2. Record your mass in the table (kg) and find out your weight on Earth (N), your mass is your “weight” on Earth.
3. Look at the Weight Chart Handout
4. Multiply your mass times the gravity in each row to figure out your weight at each location.
5. Where do you weigh the most? Where do you weigh the least?
6. Move on to questions.
7. Finish lesson with random questioning



http://www.spacegrant.hawaii.edu/class_acts/Weight.html

(Use calculator to calculate weight).

Weight Chart

To calculate your weight: **mass x gravity = weight**

Location	Mass	Gravity	Weight
Earth		9.8	
Outer space		0	
Earth's moon		1.7	
Venus		8.8	
Mars		3.8	
Mercury		3.8	
Jupiter		26	
Saturn		11.2	
Uranus		10.5	
Neptune		13.3	
Pluto		0.61	

(Students will draw a bar graph using data (their weight on different planets)).

1. Identify a planet that has a similar gravitational attraction as Earth.
2. List the planets' gravitational attraction from least to greatest.
3. Compare the multiplication factors in the chart. Judging from these factors, which planet do you think has the greatest mass?
4. Another student claims that the moon's gravity is $\frac{1}{6}$ of the Earth's gravity. Is this a true statement? Look at the chart and use mathematics to support your answer.

Superchallenge:

Look at the weight of the student on different planets and compare the values. How can you explain that the weight is higher on Jupiter than it is on Pluto?

Planets	Jupiter	Earth's moon	Pluto
Weight			
Observations			

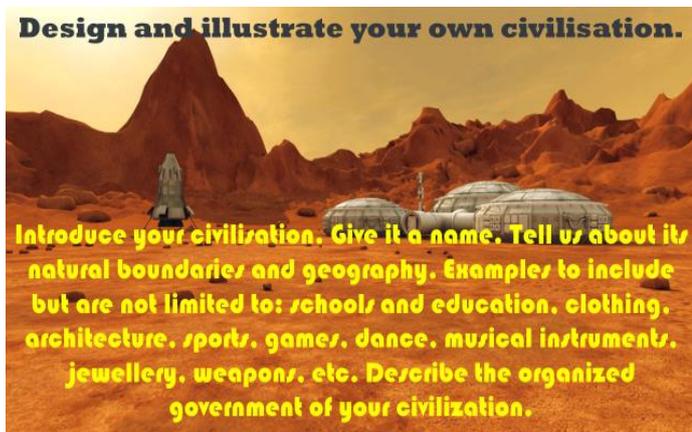
6. An Olympic athlete is able to pole vault jump up to 6 meters. If he uses the same force to jump on another planet, how high is he going to travel? Choose 2 planets and estimate the height he will reach.
7. What if your doctor told your aunt that weighing 78 kilograms at 5'4" makes her 10 kilograms overweight-to what planet could she travel to be at an acceptable weight? Justify your answer.

Year 5 - Aim High Progress study Program

Humanities

Big Question: Can we live on another Planet?

Is there life? Is it possible?



Research **Create** **Present**

Create a new civilization somewhere in the Solar System. Share a video with detailed explanation and submit it to your next year's Humanities teacher. Present your civilization **digitally** in the form of a PowerPoint/ MS Word document/mind map or a **drawing/modelling** using recycled material/ Lego

Submission date : Beginning of the academic year September 2020

Design, Create and illustrate your own new civilization somewhere in the Solar System using the features of a civilization. Introduce your civilization. Give it a name. Tell us about its natural boundaries and geography. Describe the organized government of your civilization. Examples to include but are not limited to: Schools And Education, Clothing, Architecture, Sports, Games, Dance, Musical Instruments, Jewelry, Weapons, Etc.

GOOD LUCK!!!

Year 5 - Aim High Progress study Program

Arabic for Arabs

المهمة الأولى : أقرأ وأفكر وأجيب

المهمة الأولى : أقرأ القصة الآتية ، ثم أجب عن الأسئلة

((سرُّ السَّعادة))

يُحكى أنّ أميراً غنياً جداً كان يحيا حياةً كلها ترفٌ ، و مع ذلك لم يكن سعيداً . فجمع حكماء إمارته واستشارهم عن سرِّ السَّعادة

وبعد نقاشٍ وتفكيرٍ ، قالَ له كَبِيرُ الحكماءِ : “يا صاحبَ السمو ، لا توجد سعادة كاملة ، والسعادة الحقيقيةُ تمنح لقلّةٍ من المحظوظين على وجه الأرض فابحث عن رجلٍ سعيدٍ ، وإذا وجدته خذْ منه قميصَه والبسه فإنه سببُ حظه وسيقودك القميصُ الى طريق السعادة .

ركبَ الأميرُ جوادهُ وذهبَ يسألُ الناسَ ليعرفَ مَنْ السَّعيدُ بينهم ، ولكنه فشلَ في أن يجدَ شخصاً سعيداً سعادةً مطلقَةً ، فكل من سأله كان لديه شيءٌ ما ينغص سعادته ، هذا مرضه وذاك عقوقُ ابنه وآخرُ فقره ، وآخرُ خلافه مع زوجته ،،، وهكذا

مرَّ الأميرُ بجوار غابةٍ داخل حدود مملكته فسمعَ من بعيد صوتاً جميلاً يشدو الاغاني بسعادةٍ كبيرة ، وراح يتتبعُ هذا الصوتُ داخلَ الغابة ، ولَمَّا وصلَ إليه ، رأى نفسه أمامَ رجلٍ بسيطٍ متجردٍ عن معظمِ ملابسه فقالَ له الأميرُ : أنتَ سعيدٌ كما يبدو لي ؟ أجابه :

. بدون شك أنا سعيدٌ ، سعيدٌ جداً

نظرَ اليه الاميرُ بحسدٍ وهو يفكرُ : كيف يكون هذا الحطابُ سعيداً وانا الأميرُ تعيسٌ . لا بدَ وأنه الحظُّ كما قال لي الحكيم وليس اي سبب آخر

فجأة قال له الأميرُ : إنَّ أعطني قميصك لأصبح سعيداً مثلك ، ولكن اين قميصك ، قميصُ الحظ ؟

نظرَ الحطابُ للأمير بعينٍ كلها اشفاق ثم ابتسم وقال

قميصي؟ كم يسعدني أن أعطيك إياه! ولكني استغنيتُ عنه لمن هو أحوجُ إليه مني ، -

. ولذلك أصبحت سعيداً

إن السعادة يامولاي في العطاء وليس في الأخذ))

اذهب إلى اختبارات جوجل ثم أجب عن الاختبار من خلال الرابط التالي أو مسح الرمز



<https://forms.gle/a4niSNBiPMgHt2856>

المهمة الثانية : أختار قصتي

اذهب إلى برنامج **أنا أقرأ بالعربية** وأختار قصة واقراها أو استمع إليها ثم

سجل فيديو تروي فيه القصة بأسلوبك وتحدث عما تعلمته منها من خلال الرابط التالي:

<https://flipgrid.com/hamed605>

6



Links	Target
https://www.youtube.com/watch?v=hEApCv1bleg	Greetings in Arabic
https://www.youtube.com/watch?v=ityVW2gR0Rs	Introduce myself in Arabic
https://www.youtube.com/watch?v=TPjvi1qgZec	Places in Arabic
https://www.youtube.com/watch?v=T-rJz9bR9I8	Arabic vocabulary
https://www.youtube.com/watch?v=JLjOHTe7sgw	Colours in Arabic
https://www.youtube.com/watch?v=2OOdTtyfZHE	Arabic pronouns
https://www.youtube.com/watch?v=viJWRhut9qc	Arabic adjectives
https://www.youtube.com/watch?v=PpzH_8zcsec	Fruits in Arabic
https://www.youtube.com/watch?v=th_BMvgQ2nl	Clothes in Arabic
https://www.youtube.com/watch?v=Rve_6-voC70	Days of the week in Arabic

Year 5
Arabic for Non-Arabs

1) Watch this video and learn.

2) Design and write.

- 1- Design a model for your school and describe what can you see in it writing its names
- 2- Design a model for your favourite character and write sentences for this model.
- 3- Collect pictures of the food in UAE and paste on a white sheet and also use them in Arabic sentences.

3) To develop your speaking skill, record a video through the following link.

<https://flipgrid.com/8e7da45e>



4) Use (I Read Arabic) site to read a _____ your level then record a video of you reading some stories.

5) Use the following link to Go to Microsoft Teams to answer the quiz.

<https://forms.office.com/Pages/ResponsePage.aspx?id=gENNZk1Nw0yUf0PCq4224VHrJQEutqRImWiuOa00ExNUMUNWUKJUSUpSRUFJMjEwSUYINTVEWjVOQSC4u>

All the Best

الواجب الصيفي صف خامس إسلاميات

1- أولاً القرآن الكريم :

((ذكر النبي -صلى الله عليه وسلم- أنها شفيعة لأصحابها، فقال في فضلها: (إنَّ سورةً من القرآن ثلاثون آيةً، شَفَعَتْ لرجلٍ حتى عُفِرَ له، وهي: تَبَارَكَ الَّذِي بِيَدِهِ الْمُلْكُ)).

https://www.youtube.com/watch?v=qL4ZQXWQwx4	استمع إلى سورة الملك من الرابط التالي :
https://flipgrid.com/baa99ce3	بعد حفظك لسورة الملك سجل ما حفظت ادخل إلى الموقع التالي

2- الحديث الشريف

((السنه النبوية المصدر الثاني مباشرة بعد القرآن الكريم للتشريع -أي نأخذمنه الأحكام، الأوامر والنواهي- لذلك يجب على كل مسلم أن يهتم بها سواء بحفظ بعض الأحاديث أو بفهم معناها))

https://alnawawiforty.com/	من خلال الأربعين النووية على الموقع التالي:
https://flipgrid.com/f59a92ac	اختر حديث واحد سجله على الموقع التالي مع شرح معنى الحديث :

3- السيرة النبوية وقصص الأنبياء .

((لكل نبي من أنبياء الله صفة أختصه الله بها وكذلك أيده الله بمعجزات لا تكون إلا للأنبياء)) .

https://www.youtube.com/watch?v=JYFlyAZG2O4	من خلال الاستماع إلى قصص الأنبياء على شبكة الأنترنت .
f6b7mmc كود الصف	أذهب إلى (Classroom) لتنفيذ المهمة هناك

4- قيم الإسلام وغاياته :

غاية الإسلام هي الأخلاق الحسنة فقال الرسول (صلى الله عليه وسلم) " إنما بُعثت لأتمم مكارم الأخلاق".

من خلال دراستك بالصف الخامس للقيم الإسلامية قم بالإجابة على الكوز التالي

<https://forms.office.com/Pages/ResponsePage.aspx?id=gENNZk1Nw0yUf0PCq4224b5zkWXcF71EpoqLtlwLwSBUNk05Wk9DWjYzVVpJNlYOMVF>

YR 5- AIM HIGH

TO BE SUBMITTED ON THE 6th OF SEPTEMBER 2020.

1-The holy Quran:

Listen to the interpretation of the verses of Surat Al-Anfitar via the following links, then learn about the themes of the verses, explain what you understand and record it through the flipgrid link.

<https://www.youtube.com/watch?v=IBOxmgiyXnc>

<https://www.youtube.com/watch?v=oPEuMlinBIA>

<https://flipgrid.com/d996f227>

2- Hadith shareef:

Listen to the explanation of the noble hadith via the following link, and then answer the given task through Flipgrid link.

<https://www.youtube.com/watch?v=Zbtxqnlqxwo>

<https://flipgrid.com/97ff8c09>

3-Links to watch:

Link	The theme
https://www.youtube.com/watch?v=6-S0BeRfWGQ	Love for the sake of Allah (SWT).
https://www.youtube.com/watch?v=oeDO6RoyJ34	Kindness to parents.
https://youtu.be/YU2jRrPtRtk_	THINGS HAPPEN WHEN ALLAH LOVES YOU
https://www.youtube.com/watch?v=VgiV4lwUp48	Kindness towards those who serve us.
https://www.youtube.co/watch?v=129JBzzTt30	Kindness towards those who serve us.
https://www.youtube.com/watch?v=R4sMz8QWISE	Equality in Islam.
https://www.youtube.com/watch?v=uV7L-hmZeJ0	The most beloved deeds to Allah.
https://www.youtube.com/watch?v=JAjQJkkpj9A	ONGOING CHARITY AFTER DEATH
https://www.youtube.com/watch?v=-4Xdw_tniPU	Actions that help to enter paradise.
https://www.youtube.com/watch?v=Uy4USezwf5E	Virtues of Friday

https://www.youtube.com/watch?v=7w6Wc_aR0EE	Sunnan of Friday.
https://www.youtube.com/watch?v=RHEamuir7Sk	Actions practices on Friday song.
https://www.youtube.com/watch?v=PCHddrhoGso	Sunan Relating To The Eid Festival
https://abuaminaelias.com/an-nawawi-on-kindness-to-neighbors/	Kindness to neighbour

Year 5 - Aim High Progress study Program French

Year 5: Learning Menu: **Leisure (free time) during and after Covid 19**

All the tasks to be submitted in September with High quality (In French): The students can use more than 1 task

Poster:

Students make a poster about **Leisure (free time) during and after Covid 19**



Interview/debate:

Students prepare an interview about **Leisure (free time) during and after Covid 19**

e:open/close/direct/challenge/higher order questioning:



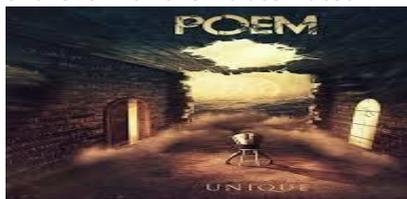
Song or article:

Students make a song about **Leisure (free time) during and after Covid 19**



Poem:

Student makes a quiz on Quizlet about **Leisure (free time) during and after Covid 19** nd share it with their classmates:



Research:

Student makes a research about **Leisure (free time) during and after Covid 19**



Video:

Students make a video about **Leisure (free time) during and after Covid 19**



Podcast:

Students make a podcast **Leisure (free time) during and after Covid 19**



Role play/movie:

Students make a role play **Leisure (free time) during and after Covid 19**



Kahoot/Quizlet/Socrative/Near pod...:

Student makes a quiz on Kahoot/Near pod... about an **Leisure (free time) during and after Covid 19** d share it with their classmates:





Salama Magazine

Dear Parents,

We are delighted to share the overview of Salama Magazine by KHDA to put in your hands the smart application of the magazine **safety to students** and their parents to encourage children to download it to their tablet devices for entertainment and for what is beneficial to them, to mitigate about them and break the routine they are used to. Through which the student can interact with the contents of the magazine by reading audio stories and games and attending videos about awareness attractive and wonderful for them, it is available in all stores (Apple Store, Play Store, Huawei Store). Use the opportunity to help the children to move beyond the stage of staying at home with what is beneficial to them.

جديداً
NEW!
عدد يونيو
June issue

تريدون الحصول على استراحة ممتعة ومفيدة؟!
حملوا تطبيق سلامة الآن واستمتعوا بقراءة أحدث عدد من مجلة سلامة وغيره الكثير.. حيث يمكنكم الاستمتاع بتقنية الواقع الافتراضي بالإضافة إلى ألعاب ترفيهية وتعليمية.. فقط على تطبيق سلامة

Want to have a fun and useful break?!

Download Salama App and have fun reading the latest issue of Salama Magazine plus much more... Enjoy VR Technology and edutainment games... Only in Salama App

Download the App

Salama Magazine



Short Story Writing Competition Launched!

We are delighted to announce that the Short Story Writing competition is now open! Budding authors can submit their composition on the below link.

The inspiration for 2021 is “**Change the Story**”. We can’t wait to see how your students will interpret this in their stories.

You have until **Wednesday 4th November 2020** to submit your entries. To register and know more about the competition,

[Click Here to Register](#)

If you have any queries regarding competition, please email Dania Droubi, Competitions Manager at dania.droubi@emirateslitfest.com or competitions@emirateslitfest.com

**The Readers’ Cup and Poetry for All Competition will open in September 2020.
Watch out for a new competition on Hand Letter writing to be launched soon!**



Follow us @emirateslitfest for Festival updates

