
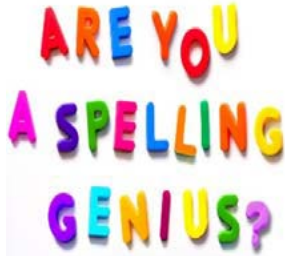




The Winchester School

Family Learning Newsletter -Year 5-October 2020



| Area of learning | Focus | Home activities/How can you help your child at home | Useful websites | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Literacy</p> | <p>Learning Objective - Spelling:</p> <ul style="list-style-type: none"> To spell the words with silent letters.  <p>To spell homophones.</p> <ul style="list-style-type: none"> To spell words that have /i/ sound. To use the suffixes – ant and –ent. <p>Learning Objective - Punctuation:</p> <ul style="list-style-type: none"> Using the colon to introduce list. Clauses <p>Learning Objective - Grammar:</p> <ul style="list-style-type: none"> Adjectives: <p>To analyse how the use of adjectives can enhance the sentence.</p> | <p>Talk and Encourage your children to do the following:</p> <p>Together read the rules of spelling from the basic skills and later the word wall with Silent words. Refer to the chart below.</p> <table border="1" data-bbox="1070 651 1700 1085"> <caption style="text-align: center;">Words with Silent Letters</caption> <thead> <tr> <th>Silent C</th> <th>Silent G</th> <th>Silent H</th> <th>Silent N</th> <th>Silent P</th> <th>Silent W</th> </tr> </thead> <tbody> <tr> <td>ascend</td> <td>align</td> <td>ache</td> <td>autumn</td> <td>psychology</td> <td>awry</td> </tr> <tr> <td>ascent</td> <td>assign</td> <td>anchor</td> <td>column</td> <td>pneumonia</td> <td>playwright</td> </tr> <tr> <td>crescent</td> <td>benign</td> <td>archeology</td> <td>condemn</td> <td>pseudo</td> <td>sword</td> </tr> <tr> <td>descend</td> <td>campaign</td> <td>architect</td> <td>damn</td> <td>psychiatrist</td> <td>wrack</td> </tr> <tr> <td>descent</td> <td>cologne</td> <td>character</td> <td>solemn</td> <td>psychiatry</td> <td>wrangle</td> </tr> <tr> <td>disciple</td> <td>design</td> <td>chemical</td> <td>Silent T</td> <td>psychotherapy</td> <td>wrapper</td> </tr> <tr> <td>fascinate</td> <td>feign</td> <td>chlorine</td> <td>apostle</td> <td>psychotic</td> <td>wrath</td> </tr> <tr> <td>fluorescent</td> <td>foreign</td> <td>cholera</td> <td>bristle</td> <td>receipt</td> <td>wreak</td> </tr> <tr> <td>isosceles</td> <td>reign</td> <td>chord</td> <td>bustle</td> <td>Silent U</td> <td>wreath</td> </tr> <tr> <td>miscellaneous</td> <td>resign</td> <td>chorus</td> <td>castle</td> <td>biscuit</td> <td>wreck</td> </tr> <tr> <td>muscle</td> <td>sign</td> <td>Christmas</td> <td>fasten</td> <td>build</td> <td>wreckage</td> </tr> <tr> <td>obscene</td> <td>Silent K</td> <td>chrome</td> <td>glisten</td> <td>built</td> <td>wrench</td> </tr> <tr> <td>scenario</td> <td>knee</td> <td>echo</td> <td>hustle</td> <td>circuit</td> <td>wrest</td> </tr> <tr> <td>scene</td> <td>knife</td> <td>mechanical</td> <td>jostle</td> <td>disguise</td> <td>wrestle</td> </tr> <tr> <td>scent</td> <td>knight</td> <td>monarch</td> <td>listen</td> <td>guess</td> <td>wretch</td> </tr> <tr> <td>scissors</td> <td>knit</td> <td>orchestra</td> <td>mortgage</td> <td>guest</td> <td>wriggle</td> </tr> <tr> <td>Silent D</td> <td>knob</td> <td>orchid</td> <td>nestle</td> <td>guide</td> <td>wrinkle</td> </tr> <tr> <td>handkerchief</td> <td>knock</td> <td>scheme</td> <td>rustle</td> <td>guild</td> <td>wrist</td> </tr> <tr> <td>sandwich</td> <td>knot</td> <td>school</td> <td>thistle</td> <td>guilty</td> <td>writ</td> </tr> <tr> <td>Wednesday</td> <td>know</td> <td>stomach</td> <td>trestle</td> <td>guise</td> <td>write</td> </tr> <tr> <td>Silent M</td> <td>knowledge</td> <td>technical</td> <td>whistle</td> <td>guitar</td> <td>wrong</td> </tr> <tr> <td>mnemonic</td> <td>knuckle</td> <td>technology</td> <td>wrestle</td> <td>rogue</td> <td>wrote</td> </tr> </tbody> </table> <p>Identify the meaning of ‘root words’. Later add suffix and prefix to the root word. This can be done as a fun activity, with one person telling the root and the other adding suffix and prefix to the root word.</p> | Silent C | Silent G | Silent H | Silent N | Silent P | Silent W | ascend | align | ache | autumn | psychology | awry | ascent | assign | anchor | column | pneumonia | playwright | crescent | benign | archeology | condemn | pseudo | sword | descend | campaign | architect | damn | psychiatrist | wrack | descent | cologne | character | solemn | psychiatry | wrangle | disciple | design | chemical | Silent T | psychotherapy | wrapper | fascinate | feign | chlorine | apostle | psychotic | wrath | fluorescent | foreign | cholera | bristle | receipt | wreak | isosceles | reign | chord | bustle | Silent U | wreath | miscellaneous | resign | chorus | castle | biscuit | wreck | muscle | sign | Christmas | fasten | build | wreckage | obscene | Silent K | chrome | glisten | built | wrench | scenario | knee | echo | hustle | circuit | wrest | scene | knife | mechanical | jostle | disguise | wrestle | scent | knight | monarch | listen | guess | wretch | scissors | knit | orchestra | mortgage | guest | wriggle | Silent D | knob | orchid | nestle | guide | wrinkle | handkerchief | knock | scheme | rustle | guild | wrist | sandwich | knot | school | thistle | guilty | writ | Wednesday | know | stomach | trestle | guise | write | Silent M | knowledge | technical | whistle | guitar | wrong | mnemonic | knuckle | technology | wrestle | rogue | wrote | <p>Useful sites for grammar:</p>  <p>Silent letters</p> <p>List of Homophones</p> <p>i sounds</p> <p>Suffix - ant and –ent</p> <p>Verb – tenses</p> <p>Suffix worksheet</p> <p>Vocabulary games, Suffixes and Prefixes</p> |
| Silent C | Silent G | Silent H | Silent N | Silent P | Silent W | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ascend | align | ache | autumn | psychology | awry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ascent | assign | anchor | column | pneumonia | playwright | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| crescent | benign | archeology | condemn | pseudo | sword | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| descend | campaign | architect | damn | psychiatrist | wrack | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| descent | cologne | character | solemn | psychiatry | wrangle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| disciple | design | chemical | Silent T | psychotherapy | wrapper | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| fascinate | feign | chlorine | apostle | psychotic | wrath | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| fluorescent | foreign | cholera | bristle | receipt | wreak | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| isosceles | reign | chord | bustle | Silent U | wreath | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| miscellaneous | resign | chorus | castle | biscuit | wreck | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| muscle | sign | Christmas | fasten | build | wreckage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| obscene | Silent K | chrome | glisten | built | wrench | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| scenario | knee | echo | hustle | circuit | wrest | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| scene | knife | mechanical | jostle | disguise | wrestle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| scent | knight | monarch | listen | guess | wretch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| scissors | knit | orchestra | mortgage | guest | wriggle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Silent D | knob | orchid | nestle | guide | wrinkle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| handkerchief | knock | scheme | rustle | guild | wrist | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| sandwich | knot | school | thistle | guilty | writ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wednesday | know | stomach | trestle | guise | write | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Silent M | knowledge | technical | whistle | guitar | wrong | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| mnemonic | knuckle | technology | wrestle | rogue | wrote | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

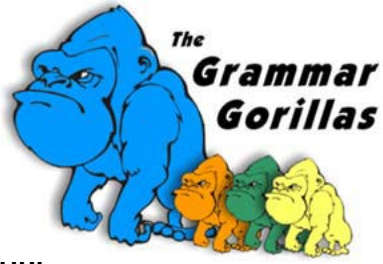


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- **Formal and Informal writing:**
To identify the difference between formal and informal writing.



Text Le
Play script.



- To watch an animation, follow a narrative and study artwork, sound, camera shots and stills.
- To explore the language of film and recognize that film images can be metaphors.

Create a punctuation booklet and have it stuck on your reading wall back home. You can do a quick reference as and when you do a writing task.



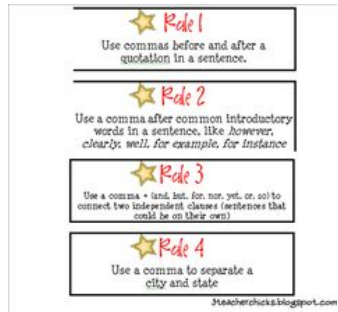
Adjectives are fun descriptive words, hence encourage your child to create a long string of adjectives to describe their favorite activity / game.

Together complete the activity on Formal and informal writing using the link below:

[Formal and informal styles of writing](#)

You must have watched movies like "Despicable me", "Ice Age" etc.,

[Fun brain game on roots of words](#)



[Worksheet on regular adjectives](#)

[More worksheets on Adjectives](#)



[Main Film Genres](#)



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- To carry out role play and improvisation, and to create / write dialogues using script conventions.
- To create a storyboard and select a moment from it to develop a screenplay, using appropriate rules.
- To make notes and use evidence from across a text to explain events or ideas.

Link with Moral Education:

UNIT 1: Character and Morality
Lesson 1: How do I Respect Others?

Lesson: 2 Mercy, Sympathy and Empathy.

Lesson: 3 Practising Sympathy and Empathy.

Text Level:

Instructions:

- To explore a variety of written instructions including recipes and the use of formal and informal language.
- To identify the imperative form of the verb in instructional writing.

Discuss initial responses to the film, asking: Did you enjoy it? What did you think it was about? Introduce the key words **animation and short**, and explain. Can children think of other examples of animation? (e.g. *Wallace and Gromit, Shrek*)

Discuss different lengths and styles.

Introduce the key words **soundtrack** and **sound effects**.

What might the difference be between these in a film?

Explain soundtrack as the music accompanying the film, which may be songs or music not specifically made for the film.

Explain sound effects as sounds that mimic noises in everyday life (e.g. a door creaking or thunder).

Introduce the key phrase **film score** (music written specifically for the film, often using an orchestra).

Brainstorm different types of film (e.g. thriller, comedy, romance, Western).

Fun time: As a family create a play script of your choice and enact it. When you write the



[Kids Movies online](#)





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| | | | |
|------------------------|---|--|--|
| | <ul style="list-style-type: none"> To explore in detail the way instructional texts are written for clarity and effectiveness. To revisit the purpose, audience and features of instructions and recipes. | <p>Playscript please follow the instructions given below.</p> <p>Encourage your child to write instructions after doing a few activities. E.g. – to wrap a gift/ to make tea/ directions to find their home.</p> <p>Use diagrams and flow charts to write a set of instructions to make a paper plane.</p> <p>Share fun writing sets of instructions with your child such as: how to brush your teeth, how to make a sandwich, how to play a simple party game.</p> <p>Discuss the importance of simple sentences and the use of short formal phrases and time connectives (first, then, next, finally). Try out your instructions to see if they work!</p> | |
| <p>Numeracy</p> | <ul style="list-style-type: none"> To add and subtract whole numbers, including using formal written methods and add/subtract numbers mentally and solve addition and subtraction multi-step problems. | <ul style="list-style-type: none"> Share and talk about the amount of money spent on a trip to a supermarket. Ask your child what is the actual cost of items? How does this compare to your estimate? When you pay for the items, will you get change back? Count the change with your child | |



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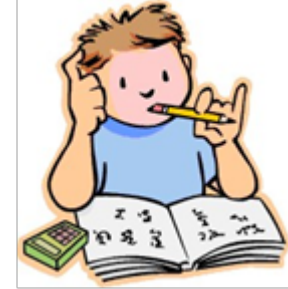
- To identify and explore the properties of 3D shapes.



- To identify and draw nets of 3-D shapes
- To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

to make sure the change is correct.

- Encourage** your child to relate solid shapes and real life objects like by finding number of faces, edges and vertices. Ask your children to count the number of faces, edges and vertices of each object and make the correct choice. Let them have a look around the house you can spot that are cuboid shaped e.g. Shoebox, cereal boxes, cone - shape like ice cream. Extend it by further asking them to identify the 2Dshape within the 3 D shape
- Encourage** them to investigate the open shapes (net) of 3 D objects. Unfold a cardboard box, without showing your child the original box. Ask your child to imagine what the original box looked like.



Addition /Subtraction

[addition and subtraction interactive](#)

[addition and subtraction with money](#)

[2D & 3D shapes](#)

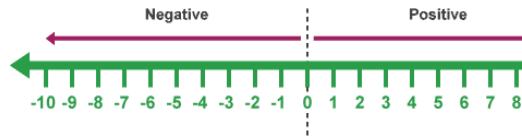
[properties of 2D and 3D shapes](#)

[Nets of cube](#)



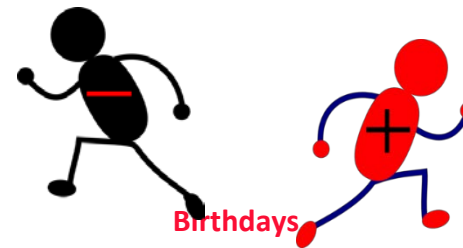
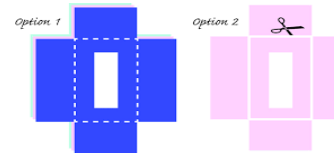
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- To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.

- What shape will it be when it is put back together? How will the ends be?
E.g. You may open a tissue box, to see what it looks like.




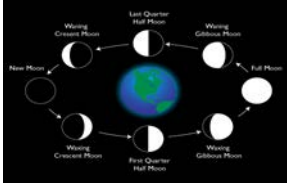
[nets of 3D shapes](#)



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| | | <p>Challenge Yourself!</p>  <p>Mum and Paul are talking about birthdays. They take Paul's age and double it. Then they add 5. The answer is 35. Mum says this is her age. How old is Paul?</p> | |
| <p>Science</p> | <p>The Earth, The Sun and The Moon</p> <ul style="list-style-type: none">Describe the movement of the Moon around the Earth and how the shape of moon appear to change during a month (Phases of the Moon).Explain the occurrence of Solar and Lunar eclipse. | <p>Encourage A visit to a planetarium or observatory with your child.</p> <p>Share: Observe and recognize the change in appearance and shape of the moon during a month.</p> <p>Share: Look at a distant object like a building across the road, try to hide that building by keeping your hand or your finger tip.</p> | <p>Phases Of Moon</p>  <p>Eclipse</p> |



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| | | <p>Observe what happens when the distance between your hand and your eyes changes,</p> <p>Share: Research and find date and time of the coming Solar and Lunar eclipse.</p> | |
| <p>Humanities</p> <p>Ancient Greece a study of Greek life- Greek Art</p> | <p>To explore ancient Greek life by looking at Greek art.</p> | <p>Share with your child the importance of art.</p> <p>Talk about the different forms of art in ancient Greece.</p> <p>Encourage your child to research what life was like for girls, boys, men and women in Ancient Greece and the sources of this evidence.</p> <p>Activity: Create a Greek vase using recyclable materials such as cardboard, newspapers, etc. Paint it and decorate the vase with images depicting Greek life. Once completed this vase can be placed on your study table or hung as a decorative piece.</p> | <p>https://www.youtube.com/watch?v=WpXTZKRwTyY</p> |



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| <p>Ancient Greece- a study of Greek life and achievements and their influence on the world- democracy</p> | <p>To explore the political system of ancient Greece and compare it with other political systems of the world.</p> | <p>Share with your child how a government is formed.</p> <p>Talk about the importance of following rules.</p> <p>Share with your child the pros and cons of a political system and how to behave as a responsible citizen.</p> <p>Talk about the different political systems prevailing in different countries and the sources of their evidence.</p> <p>Share with your child the rights he/she possesses as a citizen.</p> | <p>https://www.lee.k12.nc.us/cms/lib03/NC01001912/Centricity/Domain/1464/Sparta%20vs%20Athens%20meaning.pdf</p> <p>https://d3jc3ahdjad7x7.cloudfront.net/7PTcO7wt7PcG9v9axNkF9NFHH23JBDE7n2OoinW3qcoWssqt.pdf</p> <p>https://www.ducksters.com/history/ancient_greek_olympics.php</p> <p>https://www.historyforkids.net/ancient-greek-olympics.html</p> |
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| <p>Ancient Greece – a study of ancient Greek achievements and their influence on the world- Ancient Greece Olympics</p> | <p>To explore the Olympic games- modern and ancient.</p> | <p>Talk about the Olympic Games- when and where will the next Olympic Games be held? What will you be watching together?</p> <p>Share with your child appropriate information about the ancient Olympic Games, the reasons why they took place and the main features.</p> <p>Talk about the differences and similarities between the two.</p> <p>Share the similarities and differences between Greece and the U.A.E.</p> <p>Vocabulary: democracy (government by leaders elected by the people), differences, government, harsh, navy, parliament (a group of people that make a country's laws), regime (a system of government) representative, rivals (people who compete with one another), similarities, Olympics</p> | |
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| <p>UAE Social Studies.</p> | <p>Weather and Climate: Impact of Landforms and Climate on People To explore the impact of landforms and climate on people.</p> <p>Nature and Wildlife To explore different kinds of species of the flora and fauna and their habitat.</p>  | <p>Encourage your child to research</p> <ul style="list-style-type: none">• Landforms and climate.• And the impact of landforms and climate on people. <p>Share</p> <ul style="list-style-type: none">• The advantages of nature and wildlife.• How the environment of the wildlife has been affected due to the change in climate. <p>Talk</p> <ul style="list-style-type: none">• About the importance of preserving nature and wildlife.• Compare and contrast the wildlife and nature of the UAE with that of your home country. | <p>https://sierra.sitehost.iu.edu/papers/2015/Jiao.pdf</p> <p>https://www.nationalgeographic.org/standards/national-geography-standards/15/</p> <p>https://www.goway.com/travel-information/africa-middle-east/united-arab-emirates/nature-and-wildlife/</p> <p>https://www.nature.com/scitable/knowledge/library/ethics-of-wildlife-management-and-conservation-what-80060473/</p> |
| <p>Arabic for Arabs</p> | <p>وطني كلنا نجيبك</p> <p>أن يحدد التلميذ الفكرة الرئيسة والأفكار الداعمة</p> <p>أن يحول التلميذ حدثاً من أحداث القصة إلى حوار</p> | <p>- قراءة القصة وتحديد الفكرة الرئيسة والأفكار الداعمة.</p> <p>- تحديد السمات الداخلية والسمات الخارجية لشخصيات القصة</p> <p>- التمييز بين الحوار الداخلي والحوار الخارجي</p> | <p><u>الجملة الاسمية والجملة الفعلية</u></p> <p><u>أنواع الخبر</u></p> <p><u>منصة اقرأ بالعربية</u></p> |



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| | <p>أن يحدد التلميذ السمات الداخلية والسمات الخارجية لشخصيات القصة</p> <p>أن يحلل التلميذ عناصر القصة</p> <p>أن يحدد التلميذ السمات الفنية للقصة</p> <p>أن يحدد التلميذ علاقات التضاد والترادف بين الكلمات</p> <p>أن يتنبأ التلميذ بما سيحدث بعد نهاية القصة</p> <p>نشيد اليوم نسود بوادينا</p> <p>أن يفسر التلميذ المفردات في ضوء فهمه للأبيات</p> <p>أن يحدد التلميذ الأفكار الرئيسة في الأبيات</p> <p>أن يشرح التلميذ الأبيات شرحاً وافياً</p> <p>أن يحدد التلميذ الصور الجمالية والمحسنات البديعية في الأبيات</p> <p>أنواع الخبر</p> <p>أن يحدد التلميذ أنواع الجمل</p> <p>أن يحدد التلميذ أنواع الخبر للجمل الإسمية</p> <p>أن يعرب التلميذ الجملة الإسمية إعراباً تاماً</p> | <p>- مساعدة التلميذ في تلخيص القصة وكتابة نهاية جديدة للقصة</p> <p>- مساعدة التلميذ في البحث عن لغويات النص بالمعجم المدرسي</p> <p>- مساعدة التلميذ في كتابة ملخص للقصة بأسلوبه.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره</p> | <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |
| <p>Arabic for Non Arabs</p> | <p>Happy occasions:</p> <ul style="list-style-type: none">• To describe different happy events that you can celebrate (birthday-national day-wedding- success...)• To use specific expressions and forms to write about a happy occasion.• To design a letter or a card (invitation – congratulation – apology ...) about a happy event. | <p>Encourage your child to memorize new vocabulary about the new topic (happy events)</p> <p>Talk to your child about the main expression used to invite or to congratulate or to apology about attending an event.</p> <p>Share some designs of invitation card/ congratulation card/ apology card with your child to help them distinguish between them.</p> | <p>LEARN ARABIC VERBS AND ADJECTIVES</p> <p>Learn Arabic Writing</p> <p>Birthday gift</p> <p>Arabic grammar for beginners</p> <p>Arabic vocabulary with meaning and pronunciation</p> <p>I Read Arabic</p> |



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| | <ul style="list-style-type: none">To express their opinion in different happy events.To analyse a text about the happy events.To create a paragraph about happy events. | Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic. | Arabic and Islamic YouTube Channel |
| Islamic for Arab | <p>سورة الأعلى أن يستنتج فضل ذكر الله والاستغفار. أن يقارن التلميذ بين نعيم الدنيا ونعيم الآخرة. أن يستنتج التلاميذ دور الرسول في تبليغ دعوة الله للناس كافة .</p> <p>الهجرة إلى الحبشة أن يميز التلاميذ أحداث خروج المسلمين من مكة. أن يبدي رأيه التلاميذ رأيهم في هجرة المسلمين إلى الحبشة.</p> <p>الصبر أن يبين التلاميذ قيمة الصبر من حياة الرسول -صلى الله عليه وسلم -. أن يقتدي التلاميذ بصبر الرسول-ص- . أن يوضح التلاميذ مواقف من حياة الرسول صبر عليها</p> | مساعدة التلميذ في حفظ سورة الأعلى من خلال الشبكة المعلوماتية . مساعدة التلميذ في البحث عن أحاديث توضح أهمية ذكر الله والاستغفار. مساعدة التلميذ في الاطلاع على أحداث الهجرة للحبشة وأثر ذلك على كل من مكة والحبشة. تشجيع التلميذ على العمل الصالح في حياته اليومية. مساعدة التلميذ في البحث عن آيات قرآنية وأحاديث توضح قيمة الصبر في الإسلام. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي. | سورة الأعلى - المصحف المعلم النجاشي ملك الحبشة يحكم بين عقائد المسلمين واتهامات المشركين الصبر قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر |



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| <p>Islamic non-Arab</p> | <p>Surat AL-Infitar . (1-19)</p> <ul style="list-style-type: none"> To find out the signs of the Day of Judgement. To count some of Allah’s blessings upon man. To compare between the righteous and the wicked on the Day of Judgement. <p>Calling (Da’wah) the People of Ta’if to Islam.</p> <ul style="list-style-type: none"> To explain the patience and determination the Prophet (P-B-U-H) show during the events of calling the people of Ta’if. | <ol style="list-style-type: none"> Help your child to memorize the verses of surat AL-Infitar from 1- 19 Share with your child the themes of the Surah. Talk with your child about the goal of prophet Mohamed of Colling the people of Ta’if. <p>Explain to your child the patience that prophet show during the events of calling the people of Ta’if.</p> <p>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.</p> | <p>Surat Al Infitar</p> <p>Taif Visit</p> <p>Arabic and Islamic YouTube Channel</p> |
| <p>French</p> | <p>Unit 1:</p>  |  <div style="border: 1px solid green; padding: 5px; display: inline-block;">Talk</div> <ul style="list-style-type: none"> Ask your child to create a conversation to present themselves in French. | <p>https://www.youtube.com/watch?v=RYDdP9GZLao</p> <p>https://www.youtube.com/watch?v=OhSSwiimyPc</p> <p>https://www.youtube.com/watch?v=5DarS8y_zrM</p> |






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| | <ul style="list-style-type: none"> - To ask and answer to the question “Quel âge as-tu?”” - To describe where do you live. - To conjugate “er” regular verbs in Present tense. | <div style="border: 2px solid blue; padding: 5px; width: fit-content; margin: 0 auto;">Share</div>  <ul style="list-style-type: none"> • Create a presentation or poster to introduce yourself in French (name, age, birthday, where do you live) and share it with your parents. <div style="border: 2px solid yellow; padding: 5px; width: fit-content; margin: 0 auto;">Encourage</div> <ul style="list-style-type: none"> • Students to keep exploring the links given. | <p>https://quizlet.com/151581961/equipe-nouvelle-1-unit-1-vocabulaire-flash-cards/</p> <p>https://quizlet.com/151581961/gravity</p> <p>https://quizlet.com/151581961/match</p> |
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| ICT | <p><u>TOPIC : Spread Sheets</u></p> <p><u>LEARNING OBJECTIVES:</u></p> | <p>Together-</p> <ul style="list-style-type: none"> • Discuss about different ideas for a business. • Discuss about costs and Income. | |
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| | <ul style="list-style-type: none">• To use a Spreadsheet to manage a business.• To work independently in MS Excel using Spreadsheet skills. | <ul style="list-style-type: none">• Café: What recipes would you make? Choose a recipe you like?<ul style="list-style-type: none">• How much would it cost to make this recipe?• How many portions would your recipe make?• How much would you sell each portion for?• Bead Jewellery: What jewellery would you make? Think of a design for a bracelet or necklace<ul style="list-style-type: none">• How much would the materials cost?• How long would it take to make?• How much would you sell the jewellery for? | <p>http://www.primaryresources.co.uk/ict/ict2.htm</p> <p>https://youtu.be/vX-ta61I5Cc</p> <p>https://www.tes.com/teaching-resource/excel-spreadsheet-build-up-activity-6289650</p> <p>http://www.bbc.co.uk/keyskills/it/level2/module4/1.shtml</p> |
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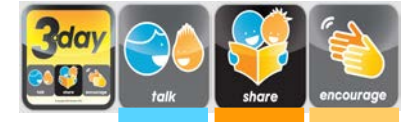



| Year | Focus | Home activities/How can you help your child at home | Useful websites |
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| Music Year05 (Kiko) | To learn how to play the recorder using notes and rests. | <ul style="list-style-type: none">• Encourage your child to practice at home, even though there will be squeaking.• Be an audience and encourage your child to hold the recorder properly. | https://www.youtube.com/watch?v=eODboI6nsUQ&t=150s |
| Music Year05 (Sunil) | Learning how to play the "C" Major scale Ascending and Descending | <ul style="list-style-type: none">• Let the child practice at home, even though there will be squeaking.• Be an audience and encourage your child to hold the recorder properly. | |



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| AREA OF LEARNING | FOCUS | HOME ACTIVITIES/HOW CAN YOU HELP YOUR CHILD AT HOME | USEFUL WEBSITES |
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| Physical Education Activity -1 | <p><u>Low impact cardio Activity;</u></p> <p>If you're new to working out, just getting back into the game, or have concerns with joints or injuries, low-impact cardio is a safe and effective method of exercise.</p>  <p>Low-impact exercises focus on keeping one foot on the ground and alleviating stress or pressure on your joints.</p> | <p><u>Talk and Encourage your child to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">• Hip rotation• Arm rotations• Slow jogging on the spot• Alternate toe touch <p>Low impact cardio activity Follow the link <u>Cooldown</u></p> | <p><u>Useful sites:</u></p> <p>Link1: https://www.youtube.com/watch?v=jYoQc77CRQs</p> <p>Link2: https://www.youtube.com/watch?v=H0c-4nZjIWQ</p> |



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| Activity -2 | <p><u>Plyometrics activity</u></p> <p><i>Plyometrics</i> refer to <i>exercises</i> that link strength with speed of movement to produce power and were first known simply as “<i>jump training.</i>”</p>  | <p><u>Talk and Encourage you child to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">• Tuck jump• Depth jump• Star jump• Broad jump• Jumping jacks <p><u>Cool down</u></p> | <p>Link1: https://www.acsm.org/docs/default-source/files-for-resource-library/smb-plyometric-training-for-children-and-adolescents.pdf?sfvrsn=fcc67055_2</p> <p>Link 2: https://www.youtube.com/watch?v=nlsYjZpoQDQ</p> |
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| Activity -3 | <p><u>Basic yoga for fitness & relaxation</u></p> <p>Yoga has innumerable benefits to offer. Let your kid start with the basic poses and realize the beauty of this practice. There are different styles of yoga, including body postures, breathing exercises, and meditation.</p>  | <p><u>Talk and Encourage your child to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">• Bridge Pose (Setu Bandha Sarvangasana)• Tree Pose (Vrksasana)• Cobra Pose (Bhujangasana)• Cat Pose (Marjaryasana)• Bow Pose (Dhanurasana)• Frog Pose (Mandukasana)• Butterfly Pose (Baddha Konasana) <p><u>Cooldown</u></p> | <p>Link 1; https://www.momjunction.com/articles/easy-and-effective-yoga-poses-for-your-kids_00377906/</p> <p>Link 2: https://www.youtube.com/watch?v=X655B4ISakg</p> |
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| <p>Activity -4</p> | <p><u>Core exercises for stability and balance</u></p> <p>Developing core strength is essential for everyday health and well-being, as a strong core protects the spine, reduces back pain, enhances movement patterns, and improves balance, stability and posture.</p>  <p>There are many methods for developing core strength, as well as various pieces of equipment that assist in that development.</p> | <p><u>Talk and Encourage your child to do the following:</u></p> <p><u>Proper warm up</u></p> <ul style="list-style-type: none">• Plank Pose• Side Plank• One Leg Stiff-Legged Deadlifts• High Lunge• Tuck Crunches• Curtsy Squat <p><u>Cooldown</u></p> | <p>Link 1: https://www.yogiapproved.com/yoga/stability-exercises-balance/</p> <p>Link 2 : https://www.youtube.com/watch?v=YbMb9DFvarc</p> |
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| Area of learning | Focus | Home activities/How can you help your child at home | Useful website |
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ART

- To explore different techniques to sketch a portrait.



- To explore different techniques of Australian aboriginal art.



Share and talk about the different ways of drawing a portrait .

Encourage children to sketch portraits using different strategies.

Research on the different techniques to sketch a portrait and Australian aboriginal art.

Talk with your family and ensure the well-being of each other.

<https://www.youtube.com/watch?v=uXIO6ocidiY>

<https://www.youtube.com/watch?v=IRp3sBQ-NFU>

<https://www.youtube.com/watch?v=tXxuOF0qMss>





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Moral Education

- To know how one can grow and develop in a positive way, co-operating and collaborating with others to maintain wellbeing.



- To recognize when someone is upset and how to understand their feelings.



Share how to maintain well-being of family and friends.

Encourage to connect with everyone and understand each other.

Share the importance of being compassionate.

Talk and express your feelings with your family and friends.

Encourage to develop respect towards each member of the community.

Share the meaning and importance of being

<https://www.youtube.com/watch?v=gJ5V525Sck>

<https://www.youtube.com/watch?v=dhlgXvO5BXk>



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- To explain, and give examples of, the key qualities of compassion, empathy, respect and tolerance.



respectful.

Together maintain a relationship which displays respect towards each other.

https://www.youtube.com/watch?v=DmqRNu_Wzbc



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