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Family Learning Newsletter -Year 6- February 2021



| Area of Learning | Focus | Home activities/How can you help your child at home | Useful website |
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| Literacy | Spelling To use the suffix –ant, -ance, -ancy, -ent/-ency. To spell words with a silent letter. | Share the copy of passage and ask your child to underline the words they find that end with the suffixes –ency or -ancy. After completing the word hunt, discuss the answers. Then ask the child to reread the passage, this time finding words that end with the suffixes -ent, -ant, -ence, and -ance. Dictate a set of words with silent letters for instance 'bright' and 'aesthetics'. Now let the child identify what letters are silent in each word. For the first word bright, gh are the silent letters; they write gh on their paper. | Silent words Silent letter words Silent words quiz Suffixes and prefixes |
| | Punctuation To analyze and understand the use of hyphens. | Share with your child that hyphen are used in words and clause like compound words, compound numbers, to show a sudden break or change in thought to include important information that is not a part of the main clause. | punctuation punctuation practice |
| | Grammar | Talk about the ways through which you can organise your writing by dividing the text into meaningful paragraphs to | |



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| <p>To analyse how paragraphs are structured in fiction.</p> <p>To investigate the use of passive voice.</p> <p>To use expanded noun phrases for description and specification.</p> <p>Text Level</p> <p>Contrasting Perspectives</p> <p>To analyse the features of the poem.</p> <p>To read poetry that uses other forms of imagery, such as similes, personification, alliteration and enriching metaphors.</p> <p>To develop ideas in order to create a descriptive poem using powerful imagery.</p> | <p>convey the different sets of ideas clearly. Eg:- repetition of the main idea, connecting adverbials.</p> <p>Talk to your child that we say a verb is in the passive voice when the subject of the sentence is acted on by the verb. The places of subject and object in sentence are inter-changed in passive voice. Eg:- A song is sung by him.</p> <p>Share with your child that the subjunctive form of verbs refer to what someone imagines, wishes or hopes to happen. It is usually used in formal writing. Eg:- I ask that you be vigilant about security.</p> <p>Encourage your child to read and respond to a range of poetry and begin to explore the figurative devices used.</p> <p>Share some poetries with your child - that use other forms of imagery, such as similes and enriching metaphors.</p> <p>Talk to your child on the views and perspectives shared in different ways by the poets on the similar topics. Emphasis the importance of the poem as a media to express the author's voice or point of view.</p> | <p><u>passive voice</u></p> <p><u>passive voice board game</u></p> |
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| <p>To analyse the perspectives portrayed in the poem.</p> <p>To justify the perspective of the poet with evidence.</p> <p>Moral Education Link</p> <ul style="list-style-type: none">- Recognising others Points of View <p>Text: Argumentative Text:</p> <p>What is a balanced argument?</p> <p>A balanced argument looks at different points of view on an issue, providing arguments for and against.</p> <p>It presents a balanced set of arguments without leaning one way or the other.</p> | <p>Encourage your child to gather evidence from the poems to identify the ways through which poets have described and presented the scenarios or settings using the senses effectively.</p> <p>Encourage your child to read the poems on winter from the Anthology book. Share your views about the poems and discuss how your child has perceived it then discuss and analyse the poet's perspectives on these poems. Justify your opinions with supporting verses from the poems.</p> <p>Talk to your child about thinking from their parent, sibling or a classmate's point of view.</p> <p>Share an example of when you changed your opinion about someone after examining their point of view.</p> <p>Talk to your child about the structure and language features of an argumentative texts to explain why arguments happen is when two groups have a different point of view.</p> <p>Share with your child a few samples of different text for example, a news report, a narrative and TED TALK debate. Now work in pair and analyse the language and text</p> | <p><u>Descriptive poems</u></p> <p><u>Figurative language</u></p> <p><u>Concrete poetry</u></p> <p><u>Writing poems</u></p> <p><u>Poetry</u></p> |
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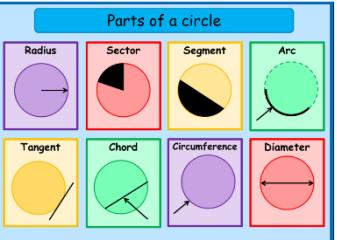
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| <p>The key with balanced arguments is to present both sides of an argument, providing evidence for both, even if you are choosing to argue one way or another.</p> <p>Doing this successfully, showing that your argument is not 'biased', is a great way to lend credibility to your argument.</p> <p>This balanced argument your class how arguments that only present one side of a debate can easily be dismissed as biased and are unlikely to carry much weight.</p> <p>To delve further into how we <u>discuss complex issues</u> and fairly debate them with others.</p> <p>How to write a balanced argument?</p> <p>When writing a balanced argument, it is important to remember that it doesn't matter whether you are for or against the issue to begin with. You must present both sides of the argument fairly.</p> <p>In the final paragraph, after balancing both sides of the argument, you can state which side you agree with.</p> <p>Balanced arguments are written in the third paragraph, except the final paragraph which is the writer's own opinion.</p> | <p>features. Then discuss the formal language used in these examples to state a point of view.</p> <p>Share examples of some debate texts to identify key features: the purpose, structure, language features and presentational features.</p> <p>Encourage your child to highlight the technical words and language features to summarise the points in the text thereby helping them to present it in the form of a flowchart or mind map. Now encourage your child to write an argument stating points FOR and AGAINST using key features.</p> <p>Share certain key grammatical features which help create a good argument such as connectives, sentence starters etc.</p> <p>Encourage learners to remember that any argument or debate should be resolved to come to an amicable decision to keep harmony and peace as well for progress.</p> <p>Demonstrate how arguments can be balanced?</p> <p>Explain where one can place their opinion in an argumentative text to avoid it from sounding -Biased.</p> <p>Talk to your child about what it means to be responsible for their own work, for eg, simple tasks like ensuring they are ready for the school day with the necessary books and</p> | <p>https://wordwall.net/resource/871344/english/balanced-argument-texts</p> <p>https://wordwall.net/resource/4943575/useful-words-organising-balanced-argument</p>  <p>© Can Stock Photo</p> |
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| | <p>Moral Education : Topic- Taking responsibility for oneself and others.</p> <p>Unit: The individual and the community</p> <p>To explore the personal and altruistic motives behind taking responsibility and the positive feelings that result- happy, self-satisfaction, maturity and a desire to smile.</p> <p>To assume responsibility at home and globally on environmental issues and to explore possible solutions with a focus on raising awareness.</p> | <p>stationery in their bag. Do they take responsibility to do their own tasks without reminders from parents and teachers?</p> <p>Encourage your child to assume responsibility as the next step for home tasks as well, for eg, helping in household chores.</p> | <p>https://quizizz.com/admin/quiz/5c53027be48022001a8df663/arguments</p> |
| Numeracy | <p>To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p>  | <p>ACTIVITY:</p> <p>Using your knowledge about circles, turn your circle into something that you see in everyday life or that you have seen and remember being circular.</p> <p>Things to keep in mind:</p> <ol style="list-style-type: none">1) You must be able to see ALL the parts of a circle2) You must use your paper plate for something circular on your project.3) Try to be as creative as possible.4) Be sure to turn your circle into something other than just a plate.5) Have fun creating your project!! <p>For example:</p> | <p>Parts of a circle</p> <p>Identify Parts of a circle</p>  <p>All about Circle</p> |



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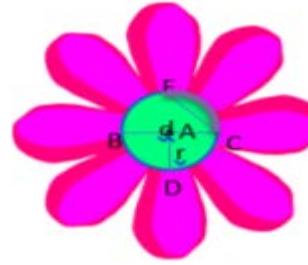
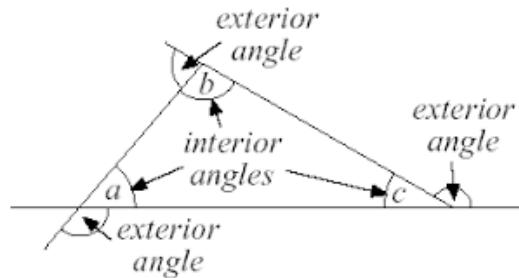
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To investigate that the sum of the measure of all the interior angles in a triangle is 180° and apply it to find the missing angle.

To recognize vertically opposite, and find missing angles.

To recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.



Your child is learning to identify and name vertically opposite angles and to know that they are equal. The facts are:

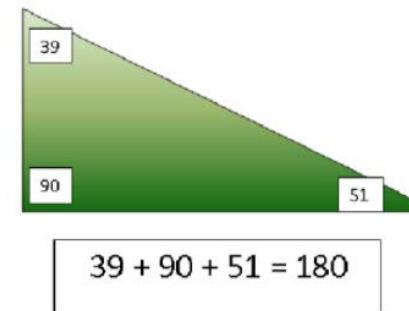
- The angles in a triangle add up to 180° .
- The angles in a straight line add up to 180° .
- The angles in a complete turn add up to 360° . They are learning to identify and name angles where they meet at a point and find missing angles.

ACTIVITY:

[Interactive triangles](#)

[Vertically Opposite angles](#)

[Sum of angles in a triangle](#)



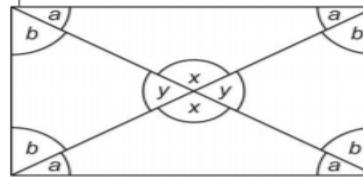


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| Angle x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----------|------|------|------|------|------|------|------|------|------|------|
| | 100° | 105° | 110° | 115° | 120° | 125° | 130° | 135° | 140° | 145° |

**You will need:**

- pack of playing cards with the picture

What to do

- Turn over a card. This determines the value of angle x .
- Both work out the values of y , a and b .
- Compare answers.
- Repeat.
- Continue for 10 minutes.

Variation

- Start with a selection of ten values for angle a , from 15° to 40°, and calculate the angles.

QUESTIONS TO ASK

Describe vertically opposite angles.

What size are the other angles in a triangle if one angle is 30°? (30° and 120° or 75° and 75°)

What do the angles in a straight line add up to?

What do the angles in a triangle add up to?

To investigate that the sum of the measure of all the interior angles in a quadrilateral it sums up to 360°.

Activity

Draw and cut out several different quadrilaterals.

Investigate each quadrilateral, tear off the four

[Missing angles in a quadrilateral](#)



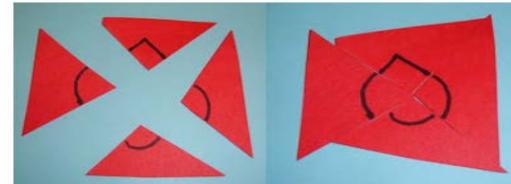
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corners and place them adjacent to each other, as shown in the diagram at the right.

What do you observe about the measures of the four interior angles of a quadrilateral?



What is the sum of all 4 angles?

Next predict if the answer will be the same for the other quadrilaterals.

iPad Apps :

<https://apps.apple.com/ae/app/easy-measure-measure-your-camera/id349530105?mt=8>



<https://apps.apple.com/ae/app/distance-measure/id430378257?mt=8>

<https://apps.apple.com/us/app/finding-angles-math-questions/id54153255>

<https://apps.apple.com/us/app/quadrilateral-calculator/id1381186284>



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| | | <p>Repeat the steps above for the other quadrilaterals</p> <p>Was the prediction correct? What is the sum of the interior angles in a quadrilateral?</p> | |
| Science | <p>Light:</p> <p>To recognise that we see light sources because light from the source enters our eyes.</p> <p>To investigate how the eyes work and how an image is formed.</p> | <p>Encourage your child to make a light beam from the torch shine in a particular place – such as a wall – by reflecting light from the torch off the mirror and onto another surface. Give the children a few minutes to explore and enjoy this activity.</p> <p>Discuss and talk to your child to explore how a camera works and how an image is formed. Then compare the image with your vision – watch the videos for the same.</p> | <p>How we see things</p> <p>How we see things 1</p> |
| Humanities | To explore how Benin's past is recorded through a range of sources. | <p>Share different ways in which British and African history has been recorded.</p> | <p>Benin Past</p> |
| History Benin | To explore the story of how Eweka came to be the Oba of the Benin Kingdom. | <p>Share Africa's oral tradition of storytelling.</p> <p>Encourage your child to research the different versions of the story of Eweka, Oba of the Benin kingdom.</p> <p>Share different artefacts found in your country and research the artefacts found in Benin.</p> | <p>Eweka Kingdom</p> <p>Natural Wonders</p> |



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| | <p>To examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture.</p> <p>Geography</p> <p>To explore the names and locations of the ancient and new wonders of the world.</p> <p>To describe the characteristics and significance of a natural wonder of South America.</p> <p>To explore four and six-figure grid references.</p> | <p>Encourage your child to explore the different wonders of the world and label them on the world map.</p> <p>Encourage your child to research the natural wonders found in South America and create a poster on any one of them.</p> <p>Encourage your child to design a treasure map using four figure grid references.</p> | <p><u>Natural Wonders of South America</u></p> <p>Vocabulary</p> <p>Wonders of the world, ancient, The Great Pyramid of Giza, The Hanging Gardens of Babylon, Temple of Artemis at Ephesus, Statue of Zeus at Olympia, Mausoleum at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria, The Great Wall of China, Petra, The Colosseum, Chichen Itza, Machu Picchu, Taj Mahal, Christ the Redeemer Statue.</p> <p>Oral tradition, Ogiso, Oba, Owodo, Esagho, the Oracle, Ekaladerhan, Oduduwa, Oranmiyan, Erinwinde, Eweka.</p> <p>Artefact, evidence, sources, primary, secondary, evaluate, classify, curator, exhibition.</p> |
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| UAE SST | <p>To explore key classical civilizations.</p> <p>Key vocabulary: classical, civilization, empire, conflict.</p> <ul style="list-style-type: none">-To explore the role of city- states in Classical Greece. <p>Key vocabulary: democracy, voting, citizen, banish, archipelago.</p> <ul style="list-style-type: none">-To explore characteristics of a leader. <p>Key vocabulary: Achaemenid Empire, Hellenistic, military, campaign, leadership, multicultural.</p> <ul style="list-style-type: none">-To explore the development of trade routes. <p>Key vocabulary: spice, incense, frankincense, caravan, trading posts</p> <ul style="list-style-type: none">-To check students understanding of lessons one through four- Review. <p>Key vocabulary: Review key words for lessons one through four.</p> | <p>Talk with your child about the classical period when civilizations came into greater contact with each other.</p> <p>Share with your child the Greek version of democracy and explain the purpose and process of voting.</p> <p>Encourage your child to research the life of Alexander the Great and create an iMovie, PowerPoint Presentation or eBook.</p> <p>Share with your child how the desert people like the Nabateans were able to use their local knowledge of the desert to prosper.</p> <p>Talk about the importance of trade and trade routes to the UAE.</p> | <p>classical-civilization</p> <p>Greek City-States</p>  <p>Alexander-the-King</p>  <p>The Incense Route</p> |
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| | |  A photograph showing several camels walking across a vast, sandy desert landscape under a clear blue sky. | The Nabateans  A photograph of the ancient Nabatean city of Petra, featuring its iconic red sandstone structures carved into the rock. |
| Arabic for Arabs | <p>قصة وردة بين الورود</p> <p>أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة</p> <p>أن يحول التلميذ حدثاً من أحداث القصة إلى حوار</p> <p>أن يحدد التلميذ السمات الداخلية والخارجية 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 يقترح نهاية جديدة للقصة</p> <p>كلمات بها حروف تكتب ولا تنطق</p> <p>أن يميز كلمات بها حروف تكتب ولا تنطق</p> | <p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت</p> <p>- مساعدة التلميذ في كتابة ملخص لقصة بالمنزل .</p> <p>- مساعدة التلميذ في تحديد الأساليب في القصة</p> <p>- مساعدة التلميذ في فراءة القصة وتحديد العناصر الرئيسية وعناصر القصة</p> <p>- مساعدة التلميذ في كتابة كلمات بها حروف تكتب ولا تنطق</p> <p>تدريبه على ضبط وتوظيف الفعل الماضي في جمل.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاصة بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمته في دفتره المدرسي.</p> | <p>حروف تلفظ ولا تكتب</p> <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |



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| | <p>أن يكتب كلمات بها حروف تكتب ولا تنطق</p> <p>الفعل الماضي</p> <p>أن يميز بين حالات بناء الفعل الماضي</p> <p>أن يوظف الفعل الماضي في جمل وفقرات</p> <p>ونصوص جديدة</p> | | |
| Arabic for Non Arabs | <p>Business and Professions (الأعمال والمهن)</p> <p>To use and create sentences of Business and Professions.</p> <p>To create a paragraph in Arabic about Business and Professions.</p> <p>To use the (present future tenses) correctly.</p> <p>To express the opinion in some Business and Professions.</p> <p>To compare between some Business and Professions.</p> <p>To write a letter correctly.</p> | <p>Encourage your child to memorize new vocabulary about the new topic from the Arabic notebook and book (dictionary).</p> <p>Share with your child articles about the weather in UAE to help in talking and writing.</p> <p>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p> | <p>Jobs in Arabic</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p> |
| Islamic for Arabs | <p>آداب الدعاء</p> <p>أن يستنتج التلاميذ آداب الدعاء .</p> <p>أن يوضح التلاميذ أهمية الدعاء .</p> <p>أن يحدد التلاميذ أفضل أوقات الدعاء</p> <p>صيام التطوع</p> <p>أن يستنتاج التلاميذ مفهوم صيام التطوع .</p> <p>أن يفرق التلاميذ بين أنواع صيام التطوع .</p> <p>أن يدلل التلاميذ على فضل التطوع من الكتاب والسنة .</p> | <p>حث الطالب على قول الأدعية اليومية.</p> <p>حث الطالب على التزام أخلاق المؤمن قولاً وفعلاً.</p> <p>توفير فيديوهات عن غزوة صيام التطوع من خلال الإنترنت.</p> <p>مساعدة التلميذ في البحث عن أدلة من القرآن والسنة عن التطوع</p> <p>مناقشة فضل سورة الملك.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة</p> | <p>آداب الدعاء</p> <p>صيام التطوع</p> <p>سورة الملك</p> <p>قناة اللغة العربية والتربية الإسلامية</p> <p>مدرسة ونشستر</p> |



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| | <p>سورة الملك</p> <p>أن يستتّرج التلاميذ المعنى الإجمالي للأيات الكريمة .</p> <p>أن يفسر التلاميذ بعض معاني مفردات الآيات الكريمة</p> <p>أن يحدد التلاميذ فضل سورة الملك .</p> | <p>التسجيلات الخاصة بالدروس ومشاركةها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p> | |
| Islamic for Non Arabs | <p>-Lesson1: Kindness is good</p> <p>To explain the concept of kindness in Islam.</p> <p>To infer the aspects of kindness to others with reference to Quran, Sunnah and Sirah.</p> <p>Lesson 2: The battle of Uhud</p> <p>To explore the features of the battle of Uhud</p> <p>To explain the motives of the battle.</p> <p>To infer the impact of the battle on the Muslim community at that time.</p> <p>Lesson 3: Surat as Sajdah (1-12)</p> <p>To explain the overall meaning of the verses.</p> <p>To conclude the main lessons from the verses.</p> | <p>Encourage your child to talk about different manifestations of kindness.</p> <ul style="list-style-type: none">- Share the benefits of being kind and spreading kindness.- Encourage your child to search about evidences from Quran or Sunnah showing the concept of kindness.-Talk to your child about the reasons that led to the battle of Uhud.- Encourage your child to compare between the two battles: Badr and Uhud- Encourage your child to memorize the verses 1-12 from Surat as Sajdah.- Let them tell you about the themes of the verses and their meanings. <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>The Concept of Kindness in Islam</p> <p>Battle of Uhud - Animated Events - YouTube</p> <p>Arabic and Islamic YouTube Channel</p> |



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French

Topic: Chez moi

- To create a detailed description about my ideal house.



- Ask your child to find out the different pieces of the house in French.



- Create a presentation or poster to describe where they live (in a town/in a city or a village -----)
- Create a mind map to name different pieces of the house.



Students to keep exploring the links given.



Topic: Chez moi

<https://www.youtube.com/watch?v=O3AGIKdQUvq>

https://www.youtube.com/watch?v=ms_bjzkKlM0

<https://www.youtube.com/watch?v=RYDdP9GZLao>

<https://www.youtube.com/watch?v=Ghu3aeAvKq0>

https://www.youtube.com/watch?v=npniUd2M_vl



Wordwall Activity

<https://wordwall.net/play/6617/068/227>



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| | | <p><u>Quizlet Activities</u></p> <p>https://quizlet.com/475423513/les-pieces-de-la-maison-flash-ch</p> <p>https://quizlet.com/475423513/match</p> <p>https://quizlet.com/475423513/gravity</p> <p>https://quizlet.com/475423513/test</p> <p>Keep practising the topic "my house" at home by visiting Linguascope and playing.</p> <p>Go to beginner –choose French- the topic "ma maison".</p> <p>Find attached pictures for more clarification.</p> <p>Username: winlang</p> |
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| | | | <p>Password :gems2020</p> |
| ICT | <p><u>Topic Computational Thinking</u></p> <p>Algorithmic thinking – using a well-defined series of steps to achieve a desired outcome</p> <p>Decomposition – tackling a complicated problem by breaking it down into its components and working on pieces one at a time</p> <p>Abstraction – stripping away the specifics of a set of problems to find the generic solution that can be used for them all, or representing</p> | <p>Empower children with the confidence needed to tackle ambiguous problems, the tenacity to persist through challenges requiring iteration and experimentation, and a general curiosity that leads them to ask and answer big, scary questions.</p> <p><u>Fastest Line at the Supermarket (stem.family)</u> When you are checking out after your grocery run with your kid, have some fun with Performance Modeling.</p> | <p>To learn more about computational thinking, we recommend the following readings and resources</p> <p><u>Computational Thinking in K-9 Education (researchgate.net)</u></p> <p><u>Bringing Computational Thinking to K12 (acm.org)</u></p> |



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| | <p>a complicated system with a simple model or visualization</p> <p>Pattern recognition – analyzing trends in data and leveraging that information to inform solutions</p> | <p>Organize Clean Dishes Computationally – STEM Family</p> <p>The STEM way of organizing clean dishes</p>  | <p>Defining Computational Thinking for Math and Science</p> <p>(northwestern.edu)</p> |
| Music Year 06 (Kiko) | Learning how to play the recorder using notes and rests | <p>Let your child practice at home, even though there will be squeaking.</p> <p>Be an audience but do check if your child is holding the recorder properly.</p> | <p>https://www.youtube.com/watch?v=T8BlfntBOFU&t=12s</p> |
| Music Year 06 (Sunil) | Learning how to play the "C" Major scale Ascending and Descending + UAE National anthem | <p>Let your child practice at home, even though there will be squeaking.</p> <p>Be an audience but do check if your child is holding the recorder properly.</p> | |
| Arts | <p>Faux stained glass paper hearts</p> <p>Virtual tours of art galleries</p> <p>To create a color square inspired by the work of Alma Thomas</p> | <p>Discuss with your child how to make faux stained-glass hearts using construction paper and tissue paper.</p> <p>Encourage your child to explore different forms of art through virtual tours.</p> | <p>Paper Hearts</p>  |



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| | | <p>Motivate your child to make small blocks of color, like artist Alma Thomas, that together build a larger work of art.</p> | <p>Alma Thomas Art Gallery Virtual Tour 360 Raphael famous circles</p> |
| Moral Education | <p>Theme: Personality and morals. Unit : Taking Responsibility for Oneself and Others</p> <ul style="list-style-type: none">- To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience- To present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively. <p>Key vocabulary: Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community.</p> | <p>Talk to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p>Encourage your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p> <p>Share with your child the real life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p>Activity: Household work is our responsibility. The family meets together in order to discuss responsibilities in the house.</p> | <p>www.moraleducation.ae www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p>  <p>2.</p> |



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| | <p>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</p> <p>Taking responsibility:</p> <p>Recognizing one's obligations and willingly fulfilling them.</p> <p>Perseverance: Continually conducting work and making an effort until the objective is achieved.</p> | <p>Everyone draws a list of tasks that should be conducted in the house.</p> <p>On a piece of coloured paper, each family member writes down the tasks they will perform.</p> <p>Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.</p> <p>Family members provide suggestions to improve the performance of an individual who does not do well.</p> <p>Every family member undertakes to carry out their responsibilities by signing the main list of tasks.</p> | |
| Physical Education | <p>Coordination workout:</p> <p>Coordination is the ability to select the right muscle at the right time with proper intensity to achieve proper action.</p>  | <p>Talk and Encourage the children to do the following:</p> <ul style="list-style-type: none">• Scissors jump• Criss-cross• Quick feet• Side skaters• Alternate toe touch• Catching and throwing  | <p>Useful sites:</p> <p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=59AWW3Ji2pq</p> |



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Focus is on to improve their endurance exercise ability by doing different kind of jumping and explosive exercises. This high-intensity workout helps build speed, power, and cardiovascular fitness. It targets the glutes, quads, and calves.

Circuit training:

Circuit training is a form of body conditioning that involves endurance *training*, resistance *training*, high-intensity aerobics, and exercises performed in a *circuit*, similar to high-intensity interval *training*. It targets strength building and muscular endurance.

Agility Workout:

Ability to change the body's position efficiently and requires the integration of isolated movement skills using a combination of balance, coordination, speed, reflexes, strength, and endurance.

- Jogging
- Scissors kick
- Cross knee elbow touch
- High knee action
- Jumping jacks



Talk and Encourage the children to do the following:

- Jump rope
- Burpees
- Mountain climbers
- High knees
- Squats
- Plank



Talk and Encourage the children to do the following:

- Lateral Plyometric Jumps. Lateral plyometric jumps help build explosive power, balance, and coordination by using our natural body weight
- Forward Running, High-Knee Drills

www.pecentral.org

<https://www.youtube.com/watch?v=kAXg3cM0UCw&t=27s>

www.pecentral.org

<https://youtu.be/xj7TQ6xTjnU>



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- Lateral Running, Side-to-Side Drills
- Dot Drills
- Jumping exercise
- Shuttle Runs.



www.pecentral.org

<https://youtu.be/5uVaKjtJHN8>