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Family Learning Newsletter -Year 6- March 2021




Area of Learning	Focus	Home activities/How can you help your child at home	Useful website
Literacy	<p>Spelling</p> <p>To use the suffix –ant, -ance, -ancy, -ent/-ency.</p> <p>To spell words with a silent letter.</p> <p>Punctuation</p> <p>To analyze and understand the use of hyphens.</p> <p>Grammar</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Talk about the ways through which you can organise your writing by dividing the text into meaningful paragraphs to</p>	<p>Silent words</p> <p>Silent letter words</p> <p>Silent words quiz</p> <p>Suffixes and prefixes</p> <p>punctuation</p> <p>punctuation practice</p>



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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>passive voice</p> <p>passive voice board game</p> <p>Descriptive poems</p>  <p>Figurative language</p>
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To analyse the perspectives portrayed in the poem.

To justify the perspective of the poet with evidence.

Moral Education Link

- Recognising others Points of View

Text: Argumentative Text:

What is a balanced argument?

A balanced argument looks at different points of view on an issue, providing arguments for and against.

It presents a balanced set of arguments without leaning one way or the other.

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.

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.

Talk to your child about thinking from their parent, sibling or a classmate's point of view.

Share an example of when you changed your opinion about someone after examining their point of view.

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.

Share with your child a few samples of different text for example, a news report, a narrative and TED TALK debate.

[Concrete poetry](#)

[Writing poems](#)

[Poetry](#)



<https://wordwall.net/resource/871344/english/balanced-argument-texts>



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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.

Doing this successfully, showing that your argument is not 'biased', is a great way to lend credibility to your argument.

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.

To delve further into how we [discuss complex issues](#) and fairly debate them with others.

How to write a balanced argument?

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.

In the final paragraph, after balancing both sides of the argument, you can state which side you agree with.

Balanced arguments are written in the third paragraph, except the final paragraph which is the writer's own opinion.

Now work in pair and analyse the language and text features. Then discuss the formal language used in these examples to state a point of view.

Share examples of some debate texts to identify key features: the purpose, structure, language features and presentational features.

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.

Share certain key grammatical features which help create a good argument such as connectives, sentence starters etc.

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.

Demonstrate how arguments can be balanced?

Explain where one can place their opinion in an argumentative text to avoid it from sounding -Biased.

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

<https://wordwall.net/resource/4943575/useful-words-organising-balanced-argument>



<https://quizizz.com/admin/quiz/5c53027be48022001a8df663/arguments>



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	<p><u>Moral Education :</u> 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>	
Numeracy	<p>To use simple formulae and to express missing number problems algebraically.</p> <p>To construct and use simple expressions and formulae in words than symbols (e.g. the cost of x pens at 15 pence each is 15x</p>	<p>Share with your child, how a letter can be used to represent a number that you do not know in algebra.</p> <p>Begin with common objects and people's names as variable names. George + George = 2 George. After few examples use variables like x & y. The more variety of ways a child sees a concept, such as the introduction of</p>	<p><u>Algebraic expression</u></p>



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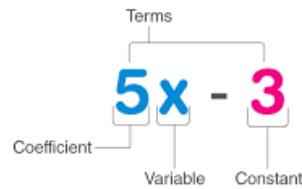
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pence)



ALGEBRAIC EXPRESSIONS



© byju.com

To understand and interpret line graphs.

variables as names, the more the idea is reinforced.

Use "mystery numbers" and unknown numbers of pieces as the stand-ins for variables. Use funny sounds to represent the variables in a different order to create aural representations of equations. Let your kids make up their own examples and create funny sounds. Make it a hands-on experience whenever possible.

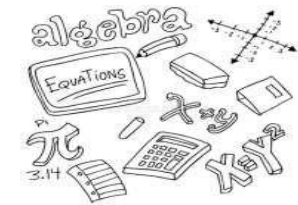


Examples:

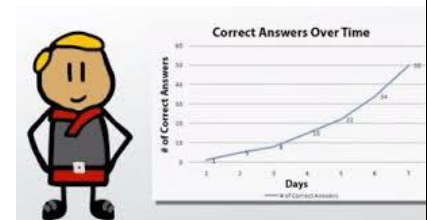
"I am a number. When I add 6 more, I have 13. What number am I?
"(arrrrrgh) groups of 8 makes 32. How many groups is (arrrrrgh)?"

Over a period of a week, collect the currency rates and compare the UAE currency with either the US dollar or Euros. Graph your results, updating your graph daily.

$$x + 2 = 7$$



Line Graph





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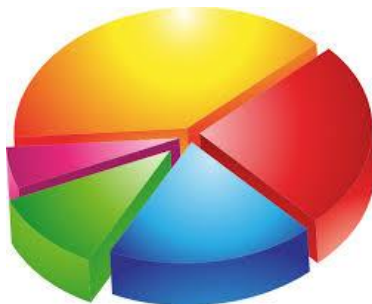
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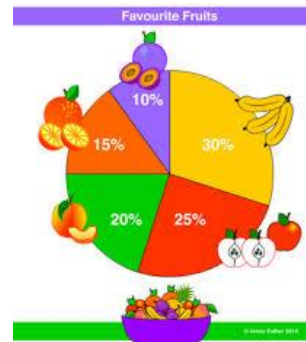
Encourage your child to take a survey of your family member's favourite food/ song/ actor/ sport and let them represent their result in a pie

To understand and interpret pie charts

To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.



Proportion compares a part to the whole and is expressed as a fraction, decimal or percentage, e.g. in a ball pool, $\frac{1}{4}$ (or 25%) of the balls are red. This can be expressed as '1 in 4 balls is red' or '1 in every 4 balls is red'.



[Pie Chart](#)

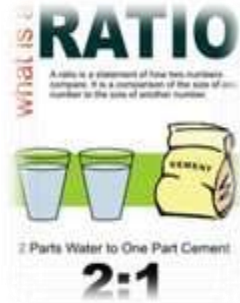
[Ratio rumble](#)

[Ratio Blaster](#)



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To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

Encourage your child to play this game.

Fleeces made in a factory					
1	2	3	4	5	6
4000	320	480	560	160	800
7	8	9	10	11	12
5600	8000	1600	720	2400	640

Dice roll	1	2	3	4	5	6
Proportion of blue fleeces	1 in every 8	1 in every 4	3 in every 8	1 in every 2	5 in every 8	7 in every 8

What to do

- The challenge is to buy as many blue fleeces as possible.
- Take turns to turn over a card to decide on the number of fleeces in production.
- Roll the dice to find out the proportion of blue fleeces being made.
- Each person keeps a running total of their blue fleeces.
- Declare the winner after 10 minutes.

You will need:

- pencil and paper
- pack of playing cards with the Kings removed (Jack represents 11, Queen 12)
- 1-6 dice

QUESTIONS TO ASK

In the manufacture of sweets, the proportions of flavours are as follows: 4 in every 10 sweets are orange, 3 in every 10 sweets are lemon, 2 in every 10 sweets are strawberry and 1 in every 10 sweets is lime. ...

... How many of each flavour are there if there are 50, 300 (600, 7000, etc.) sweets?



Dirt Bike Proportions



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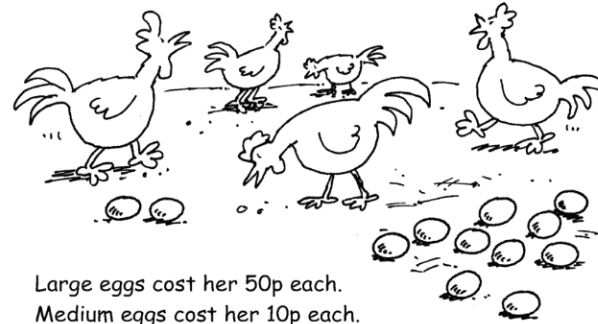
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CHALLENGE

Eggs

Mrs Choy spent exactly £10 on 100 eggs for her shop.



Large eggs cost her 50p each.
Medium eggs cost her 10p each.
Small eggs cost her 5p each.

For two of the sizes, she bought the same number of eggs.

How many of each size did she buy?

IPad Apps :



<https://play.google.com/store/apps/details?id=com.handsonequationslite1&hl=en>

<https://apps.apple.com/us/app/ratio-rumble/id592807496>



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Science	SOUND MUFFLING OF SOUND INVESTIGATION To recognise that some materials reduce the amount of sound (muffles) that reaches the ear.	Talk Discuss with your child that a sound is a form of energy that travels in waves referred to as compressional waves. Sound travels at about 330 metres per second through the air (approx. million times slower). Sound travels from the source in waves – think of it like the ever-expanding circular ripples that occur when you drop a stone into water. Sounds cannot travel through a vacuum, e.g. in space, no air so no air molecules to vibrate. Sound can travel through solids and liquids that are opaque, transparent or translucent. In the air, sound travels at 1,160 km per hour, but speeds up in water to 5,400km per hour and is even faster through solids. Things that travel faster than sound are called supersonic. Concorde could travel faster than sound. Talk about the hazards of loud noise and noise pollution. Sound waves travel in a given direction until an outside force or object gets in the way of its motion and reflects it. Talk to your child about the fact that sound can travel through solids, liquids and gases, and discuss how we can restrict or muffle the sound. Share with them the acceptable levels of sounds.	http://www.schoolsworld.tv/node/1827 link to download the app for measuring sound http://www.healthyhearing.com/content/articles/Hearing-loss/Protection/47805-The-best-phone-apps-to-measure-noise-levels http://archive.teachfind.com/ttv/www.teachers.tv/videos/ks2-science-how-to-muffle-sound.html http://www.bbc.co.uk/bitesize/quiz/q75676573
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		<p>Encourage them to always reduce the volume of the TV or the music system, I pod etc explaining to them how loud sound effects our hearing and in the long run can lead to deafness.</p> <p>Encourage them to read and find information on the way the sound can be made softer (muffled). To soundproof their room, what material is required and how will they do it.</p>	
<p>Humanities</p> <p>History</p> <p>Benin</p>	<p>To examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture.</p> <p>To explain how and why the Kingdom of Benin became powerful and how and why the empire came to an end.</p>	<p>Share different artefacts found in your country and research the artefacts found in Benin.</p> <p>Encourage your child to create a poster to demonstrate the learning about the Kingdom of Benin.</p>	<p>Benin Past</p> <p>End of Benin Kingdom</p>
<p>Geography</p> <p>Physical and human geography of</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Encourage use of maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied</p> <p>Encourage use of the eight points of a compass, four and six-figure grid references, symbols and key (including the</p>	<p>physical and human geography</p>



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<p>South America</p>	<p>To explore types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>use of Ordnance Survey maps) to build their knowledge of the wider world</p> <p>Encourage your child to study aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Reading and making map</p> <p>Vocabulary</p> <p>Artefact, evidence, sources, primary, secondary, evaluate, classify, curator, exhibition.</p> <p>Punitive expedition, Ugbine disaster,</p>
<p>UAE SST</p>	<p>The Roman Empire.</p> <p>To explore the geographical extent of the Roman Empire.</p> <p>Key vocabulary:</p> <p>empire, cart, paved, pedestrian, concrete.</p> <p>To understand the importance of design and planning when building a city.</p> <p>Key vocabulary:</p> <p>architecture, grid design, entertainment, Pericles, Parthenon.</p> <p>- Fall of the Western Roman Empire.</p>	<p>Talk with your child about land transport and how it started thousands of years ago and why it was important for an empire.</p> <p>Encourage your child to explain the importance of Roman Empire architecture and the need for emblematic buildings for a city.</p> <p>Share with your child the causes and effects of the fall of the Western Roman Empire.</p>	<p>The Roman Empire</p> <p>Roman- Road- System</p> <p>Ancient civilization in the Arabian Desert</p> <p>Classical urban planning</p> <p>City planning and design</p> <p>Fall of Western Roman Empire</p> <p>Fall of the Roman Empire</p>



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	<p>Key vocabulary:</p> <p>Byzantine Empire, Constantinople, the Middle Ages, the Dark Ages.</p>		
Arabic for Arabs	<p>قصة حول المرعى</p> <p>أن يحدد التلميذ الفكرة الرئيسية والأفكار الداعمة</p> <p>أن يحول التلميذ حدثاً من أحداث القصة إلى حوارٍ</p> <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>دخول حروف (ل- ب- ك- ف- و) على ال التعريف</p> <p>أن يميز بين حالات دخول حروف (ل - ب - ك - ف) على ال التعريف نطقاً وكتابة</p> <p>أن يكتب كلمات وفقرات تحوي المهارة المذكورة</p> <p>التطابق بين المبتدأ والخبر</p> <p>أن يميز بين ركني الجملة الاسمية</p> <p>أن يوظف الجملة الاسمية في سياقات جديدة (فقرات وقصص وحوار ووصف ونصوص جديدة).</p>	<p>-مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت</p> <p>-مساعدة التلميذ في كتابة ملخص للقصة بالمنزل .</p> <p>-مساعدة التلميذ في تحديد الأساليب في القصة</p> <p>-مساعدة التلميذ في قراءة القصة وتحديد العناصر الرئيسية وعناصر القصة.</p> <p>-مساعدة التلميذ في كتابة ونطق كلمات بها دخول حروف (ل - ب - ك - ف) على ال التعريف نطقاً وكتابة</p> <p>تدريبه على ضبط وتوظيف المبتدأ والخبر في جمل وسياقات جديدة 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.</p>	<p>دخول الفاء والباء والكاف على الكلمات المبدوءة ب ال - لغتي</p> <p>منصة أقرأ بالعربية</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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<p>Arabic for Non Arabs</p>	<p>Business and Professions (الأعمال والمهن)</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>Encourage your child to memorize their new vocabulary about the new topic from the Arabic notebook and book (dictionary).</p> <p>Ask your child to speak and write about their favourite Business and Professions</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>
<p>Islamic for Arabs</p>	<p>سورة النبأ</p> <p>أن يفسر التلاميذ بعض معاني الآيات .</p> <p>أن يوضح التلاميذ المعنى الإجمالي للآيات الكريمة.</p> <p>أن يستنتج قدرة الله تعالى من خلال الآيات الكريمة</p> <p>السيدة عائشة</p> <p>أن يتعرف التلاميذ النسب الشريف للسيدة عائشة</p> <p>أن يشرح التلاميذ مكانة السيدة عائشة عند المسلمين .</p> <p>أن يستنتج التلاميذ فضل أمهات المؤمنين -رضي الله عنهن .</p> <p>الإمام مالك بن أنس</p>	<p>حث الطالب حفظ النيات الكريمة من خلال المصحف المعلم</p> <p>حث الطالب على التسامح مع الآخرين.</p> <p>توفير فيديوهات عن السيدة عائشة ومناقشة محتواها مع الابن .</p> <p>مساعدة التلميذ في البحث عن آيات من القرآن عن والتسامح</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 المدرسي.</p>	<p>سورة النبأ</p> <p>السيدة عائشة</p> <p>الإمام مالك بن أنس</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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	<p>أن يميز التلاميذ جوانب حياة الإمام مالك بن أنس . أن يستنتج مكانة الإمام مالك بين الأئمة الأربعة. أن يوضح التلاميذ فضل العلماء في نشر العلم بين المسلمين .</p>		
Islamic for Non Arabs	<p>Lesson 1: 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 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>	<ul style="list-style-type: none">- Encourage your child to talk about different manifestations of kindness.- Share with him the benefits of being kind and spreading kindness.- Encourage your child to search about evidences from Quran or Sunnah showing the concept of kindness.- Encourage your child to memorize the verses 1-12 from Surat as Sajdah.- Let them you about the themes of the verses and their meanings 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>032 Surah As Sajda by Mishary Al Afasy (iRecite) - YouTube L</p> <p>Arabic and Islamic YouTube Channel</p>



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French

Topic: Les vêtements

- To identify clothes in French.
- To describe what I wear in French.



- Ask your child to describe what he is wearing in French.



- Create a presentation or poster to describe what you can wear in different seasons.
- Create a mind map about clothes.



Students to keep exploring the links given.



Topic: Les vêtements

<https://www.youtube.com/watch?v=JDidxfQ4gB4>

<https://www.youtube.com/watch?v=skR9Xqc42Qw>

https://www.youtube.com/watch?v=0mKWhWA_EJ8

<https://www.youtube.com/watch?v=rRJ0tCmOVfA>

<https://www.youtube.com/watch?v=u8QuF8aWcyE>

<https://quizlet.com/66213158/les-vetements-et-les-couleurs-clothing-and-colors-flash-cards/>



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<https://wordwall.net/play/10523/656/115>

<https://wordwall.net/play/411/543/7474>

<https://quizlet.com/66213158/test>

<https://quizlet.com/66213158/match>

<https://quizlet.com/66213158/gravity>





Keep practising the topic 'my house' 'at home' by visiting **Linguascope** and playing.



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			<p>Go to beginner –choose French- the topic “les vêtements 1”/”les vêtements 2”.</p> <p>Find attached Username and password.</p> <p>Username: winlang</p> <p>Password :gems2020</p>
<p>ICT</p>	<p><u>Topic Computational Thinking</u></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 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>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>Fastest Line at the Supermarket (stem.family) When you are checking out after your grocery run  with your kid, have some fun with Performance Modeling.</p> <p>Organize Clean Dishes Computationally – STEM Family The STEM way of organizing clean dishes </p>	<p>To learn more about computational thinking, we recommend the following readings and resources</p> <p>Computational Thinking in K-9 Education (researchgate.net)</p> <p>Bringing Computational Thinking to K12 (acm.org)</p> <p>Defining Computational Thinking for Math and Science (northwestern.edu)</p>



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<p>Music Year 06 (Kiko)</p>	<p>Learning how to play the recorder using notes and rests</p>	<p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience and check if the child is holding the recorder properly.</p> <p>Download the files I emailed last January for your child's easy reference</p>	<p>https://www.youtube.com/watch?v=T8BlfntBOFU&t=12s</p>
<p>Music Year 06 (Sunil)</p>	<p>Learning how to play the "C" Major scale Ascending and Descending + UAE National anthem</p>	<p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience and check if the child is holding the recorder properly.</p>	
<p>Arts</p>	<p>Faux stained glass paper hearts</p> <p><u>Virtual tours of art galleries</u></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>Motivate your child to make small blocks of color, like artist Alma Thomas, that together build a larger work of art.</p>	<p>Paper Hearts</p>  <p>Alma Thomas</p> <p>Art Gallery</p>



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	<p><u>To create a color square inspired by the work of Alma Thomas</u></p> 		<p>Virtual Tour 360</p> <p>Raphael famous circles</p>
<p>Moral Education</p>	<p>Theme: Personality and morals.</p> <p>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:</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.</p>	<p>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p>



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	<p>Responsibility: Performing duties, sharing, cooperating and providing assistance to others in the family, school and community.</p> <p>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</p> <p>Taking responsibility: 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>The family meets together in order to discuss responsibilities in the house.</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>	<p>2.</p>  
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<p>Physical Education</p>	<p><u>Hand and Eye workout - Hitting the target :</u></p> <p>During aerobics workout the focus is on to develop the body coordination and endurance.</p> <p><u>Full body workout:</u></p> <p>During different jumping workout the focus is on to develop the full body strength and jumping abilities.</p> <p><u>Fun activity workout:</u></p> <p>During fun activities the focus is on improving body coordination, body movements and different steps.</p>	<p><u>Talk and Encourage the children to do the following:</u></p> <p>Different body movements:</p> <ol style="list-style-type: none">1. Catching2. Throwing <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none">1. Jumping jacks2. Squat jump3. Frog jumps4. Kangaroo jumps <p><u>Talk and Encourage the children to do the following:</u></p> <ol style="list-style-type: none">1. Body coordination2. Body movements3. Different steps4. Eye hand coordination	<p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=r7yDdza8BAA</p> <p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=UBMk30rjy0o</p> <p>www.pecentral.org</p> <p>https://www.youtube.com/watch?v=0RWSwo1FziM</p>
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