



SUBJECT	Standards and Skills Assessed	Study Resources
March 14th Art	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, and excited). Student can do flexible body moves to express their happy, sad, excited mood. • Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements. Students to dance, act and follow general dancing steps and rhythm patterns. • Use music, together with dance, theatre, and the visual arts, for storytelling. Students can apply what they learn in music across subject areas for E.g enjoys dancing and acting to tell a story. <ul style="list-style-type: none"> • Use lines in drawings and paintings to express feelings. Student can draw a line and paint to express the feelings through art. • Use geometric shapes/forms (circle, triangle, and square) in a work of art. Student can use the shapes circle, square, triangle, rectangle to make their own design e.g., house, robot... • Draw geometric shapes/forms (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences. Student can learn about the movement related to math (e.g., circle, square, and triangle) and relate to them through to dance. • Name art materials (e.g., clay, paint, and crayons) introduced in lessons. Student should be able to identify different art materials such as paint, paint brush etc. 	Colors, paints, creative art materials, dancing on children songs and rhymes.
March 15th Islamic	<p>1 – يسمع الطالب السور القرآنية (سورة المسد ، سورة العصر) 2 – يظهر الطفل فهماً وتطبيقاً لأداب الإسلام الدروس (آداب التعامل مع الناس – أوقات الصلاة – بشاشة الوجه) . 3 – يظهر الطفل معرفة بنسب الرسول محمد (صلى الله عليه وسلم) ومولده .</p>	مراجعة السور القرآنية المذكورة والدروس المشار إليها ويرجى التأكيد على مولد الرسول أيضاً .
March 19th Science	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • Use observations to describe patterns of what plants and animals (including humans) need to survive. Children will be able to identify the different transports used on land, air and sea. They will be able to describe the different animals that are seen in different bodies of water such as the pond, river, lake and ocean. • Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Children will be able to compare and contrast the different types of transport used on day to day basis by matching and sorting to the environment they are presented with. They will be able to recognise how humans use different bodies of water for their purposes for e.g, fishing, cruise ships, sail boats container ships. • Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. They will be able to express how water is important to sea animals and underwater life. • Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. They will be able to discuss in group discussions of why they use different transports on land, air and sea in different ways for various purposes. For e.g, why police use police cars on roads, police helicopters in the air and coast guard boats in the water. • Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls 	Online videos , Science Fusion Book and observing the environment.



	<p>on the motion of an object. Children will be able to show knowledge and differentiate between fast moving vehicles and slow moving vehicles relating it to real life.</p> <ul style="list-style-type: none"> • Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Children will be able to show and design their own transport however, they will be asked open-ended questions to record down their thoughts and feelings about their development. • Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Children will be given the opportunity to draw something related to what they have learnt about in regards to transport and ocean. • Analyse data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. Children will be able to show understanding of different transports used for different use around the world. 	
<p>March 20th English</p>	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). Children should be able to explain and describe what is happening in stories by looking at the words and pictures. • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Children should be able to talk about the similarities and differences between characters in different stories. • Identify the front cover, back cover, and title page of a book. Children should be able to say where the front cover, back cover and title of a story are. • Assess how point of view or purpose shapes the content and style of a text Children should be able to identify and explain the different roles of an author and illustrator of a book. • Demonstrate understanding of the organization and basic features of print. Children should be able to read stories starting from the left to right and to recognize and read all alphabets A-Z, both uppercase and lowercase letters in order. • Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. Children should be able to use the sounds of letters they have learnt to help them sound letters in a word to help them read. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. With support, children should be able to recall information from their own experiences or information from stories to answer a question. • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Children should be able to participate in discussions by following class rules and have conversations with their peers about the topic they are learning. • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 	<p>Jolly phonics song, flashcards of pictures and words, sight words, word family flashcards, visual images, videos, storybooks, ordering and sorting activities, sensory feely items, technology such as computers, ipads, cameras.</p>



	<p>Children should be able to ask for help when they do not understand what has been said to them so that they can get the right support they need.</p> <ul style="list-style-type: none"> • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations <p>Children should be able to draw a picture to show their understanding on what they have learnt. For example, if they have been learning about transport, children should be able to draw the different types of transport they know.</p> <ul style="list-style-type: none"> • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Children should be able to speak confidently to say how they feel and share their ideas with the rest of their class.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>Children should be able to tell the difference when talking about one object and when talking about more than one object. They should know that when talking about one object the word stays the same eg. dog, fish, but when talking about more than one object to add 's' or 'es' eg. dogs, fishes.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Children should be able to use the correct punctuation when writing, for example, at the beginning of a sentence they should start with a capital letter and the end of a sentence they should end with a full stop.</p>	
<p>March 21st Social Studies</p>	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • Classify the natural resources in his country. (Available-Limited) Students should be aware of the term “resources” and be able to classify in natural and man-made resources like air, plants, sand, soil, water, sunlight, wild life, rocks, coal, oil, petroleum, natural gas, gold, precious stones etc. are natural resources of a country and rubber, glass, steel, paper, plastic, concrete anything which is chemically processed is coming in man-made resources category. • Shows his role in conserving the natural resources (reduce water consumption – food and electricity conservation) Students must have an idea how to play our role in conserving the natural resources by reducing water, food and electricity conservation. For example: They should know what the meaning of 3 R's is; Reduce, Reuse, Recycle. Children should know how to save water by turning off the running tap during brushing the teeth and taking bath, turning off the light when there is no one inside the room, throwing the trash into 3 different trash bins can be a great help to reuse and recycle the paper, plastic and glass. 	<p>Books, Videos , observing the environment.</p>
<p>March 22nd Math</p>	<p>Standards/Skills to be assessed:</p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (E.g claps, acting out situations, verbal explanations, expressions, or equations. Children are able to add and subtract (take away) using different objects like blocks, counters, using their fingers, through oral explanations and through simple equations. For example $5+3=8$ for addition and $6-3=3$ for subtraction. They are able to differentiate between plus and minus signs. • Fluently add and subtract within 5 Children are able to add and subtract independently and/or with a little help. They should be able to know the difference between addition and subtraction that is in addition they are suppose to add things and get a bigger number where as in 	<p>Show children videos on YouTube related to the topics mentioned above.</p> <p>Encourage children to add and subtract using counters, blocks, fingers and by mental math.</p>



	<p>subtraction they have to take away the smaller number from the greater number and as a result getting a smaller number.</p> <ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) • Correctly name shapes regardless of their orientation or overall size. • Children are able to identify, recognize and name the shapes even if they are in different positions and sizes. • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”) Children are able to understand the difference between two-dimensional shapes(2D shapes such as triangle, circle, square and rectangle) and three-dimensional shapes (3D shapes such as cone, cube, sphere, cylinders). They should be able to know that 2D shapes are flat when lying in a plane and has two dimensions where as 3D shapes are solid and are firm and have length, height and width. • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). Children are able to identify the similarities and differences between 2D and 3D shapes regardless of their positions and sizes. They should also be able to describe in their own words the number of sides and corners between both 2D and 3D and other characteristics such as height, length and equal sides. 	<p>Engage them in critical thinking questions for example relate real life objects with 3D shapes.</p> <p>Give children 3D blocks and ask them to build anything they like for example a castle, house, car and name the shapes they have used.</p>
<p>Arabic March 23rd</p>	<p>1 – ينطق المتعلم أصوات الحروف الهجائية ويدرك العلاقة بين الحرف وصوته الذي يقابله (أ – ب – ت – ر – ز – ل – س – م – ك – ن – ص) .</p> <p>2 – يطابق المتعلم بين المفردات وما تعبر عنه من صور .</p> <p>3 – يصل المتعلم بين الصورة والكلمة من كلمات الإملاء مع المدود والحركات : جَمَلٌ، جَرَسٌ ، دَارٌ ، طَبِيبٌ ، زَرَعٌ ، رَسَمٌ ، صَادٌ)</p> <p>4 – يحلل الطفل بعض الكلمات الثلاثية .</p>	<p>يرجى مراجعة الحروف والكلمات المشار إليها مع الحركات والمدود ، تدريب الأطفال على تحليل بعض الكلمات الثلاثية البسيطة .</p>