



**Al Wahda Private School community inspires the passion for learning where students are equipped with the knowledge, and passion to create positive change in the world to become responsible, productive and global citizens.**

**Weekly Plan**  
**Grade 6**  
**Semester 1 - Week 2**  
**07.09.2026 – 10.09.2026**





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| Grade 6                         | Lessons Outline\ Learning Objectives                                                                                                                                                                                                                                                                                       | Students Tasks \ Homework                                                                                                                                                       |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arabic                          | <p>الحصة الأولى : النصوص حولنا ( شرح الدرس)</p> <p>الحصة الثانية : النصوص حولنا ( شرح الدرس )</p> <p>(</p> <p>الحصة الثالثة: النصوص حولنا ( شرح الدرس)</p> <p>الحصة الرابعة: النصوص حولنا ( التطبيق على الدرس )</p> <p>الحصة الخامسة : النصوص حولنا ( التطبيق على الدرس )</p> <p><a href="#">.pptx النصوص من حولنا</a></p> | <p><b>الرجاء إحضار دفتر اللغة العربية</b></p> <p>ملاحظة : سيتم إجراء المسح التشخيصي خلال هذا الأسبوع لذا نرجو عدم غياب الطلاب</p>                                               |
| Arabic B<br>(Non-Arab students) | <p>لحصة الأولى (استماع) :</p> <p><a href="#">.pptx أول يوم في المدرسة</a></p> <p>: (الحصة الثانية (قراءة</p> <p><a href="#">.pptx أول يوم في المدرسة</a></p> <p>: (الحصة الثالثة (تحدث</p> <p><a href="#">.pptx أول يوم في المدرسة</a></p> <p>: (الحصة الرابعة (كتابة</p> <p><a href="#">.pptx أول يوم في المدرسة</a></p>  | <p>يرجي تحضير الدرس جيدا -1</p> <p>يرجي حل الانشطة المدرسية -2</p> <p>يرجي احضار الكتاب والدفتر المدرسي -3</p> <p>يرجي حل أنشطة منصة ألف -4</p> <p>يرجي الالتزام بالحضور -5</p> |



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| Grade 6                       | Lessons Outline\ Learning Objectives                                                                                                                                                                                                                             | Students Tasks \ Homework                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Islamic                       | <p><b>: الحصة الأولى</b><br/>درس سورة السجدة<br/><u>سورة السجدة تربية اسلامية صف سادس</u><br/><u>pdf.فصل أول (3)</u></p> <p><b>: الحصة الثانية</b><br/>درس سورة السجدة<br/><u>سورة السجدة تربية اسلامية صف سادس</u><br/><u>pdf.فصل أول (3)</u></p>               | <p>إحضار الكتاب المدرسي -1<br/>إحضار الدفتر -2<br/>إحضار أدوات المدرسة -3<br/>تحضير الدرس جيدا -4</p> <p><b>مطويات عن مولد النبي ﷺ</b></p> <p>إعداد مطوية يدوية من تصميم وتنفيذ الطالب، تتناول سيرة النبي ﷺ أو أخلاقه وشمائله، مع منع استخدام التصاميم الجاهزة</p> <p><b>موعد التسليم:</b> في حصة التربية الإسلامية الثانية حسب جدول كل صف</p> |
| Islamic B (Non-Arab students) | <p>Unit 1-L.1 Surat Alsajdah</p> <p>THE TRUE BOOK</p> <p>LO</p> <p>→ Explain the Evidence of the Oneness of Allah and His Creations</p> <p>→ Extract and understand the verses about the Day of Judgment</p> <p><u>gr-6-surah-sajdah-1-12-true-book.pptx</u></p> | <p>Welcome Back</p> <p>Bring the textbook and the notebook</p> <p>-Read Surat AL sajdah verses 1-10</p>                                                                                                                                                                                                                                        |



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| Grade 6 | Lessons Outline\ Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students Tasks \ Homework                                                                                                                                                                                                                                                                                                                                                                     |
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| English | <p><b>Unit: 1 - Discovering your voice</b></p> <p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li><b>Reading Memoir</b> – Explore personal experience, memoir and the writer’s reflections.</li> <li><b>Author’s Purpose</b> – Identify whether an author aims to <b>inform, entertain, persuade, or express</b> ideas and feelings.</li> <li><b>Understanding Text</b>– Develop skills in finding key details, making inferences, and understanding the writer’s message.</li> <li><b>Text Analysis</b> – Examine how the author’s <b>choice of words, experiences, and writing style</b> helps communicate their purpose and ideas.</li> </ul> <p><b>CCSS Alignment:</b><br/>RL 6.5, RL 6.2, RL 6.4</p> <p><b>Weekly Breakdown:</b></p> <p><b>Day 1 — (Reading) Brown girl dreaming</b></p> <p><b>Learning Objective:</b><br/>To be able to</p> <ol style="list-style-type: none"> <li>Analyse how word choice and descriptive language make the memoir engaging.</li> <li><b>Compare the author's experiences in the memoir with my own or others’ experiences.</b></li> </ol> <p><b>Day 2 — Theme analysis</b></p> <p><b>Learning Objective:</b><br/>To be able to</p> <ol style="list-style-type: none"> <li>Analyze Memoir’s purpose.</li> <li>Explore the main events, experiences, and ideas presented in a memoir.</li> </ol> <p><b>Day 3 Author's purpose</b></p> <p><b>Learning Objective:</b></p> <ol style="list-style-type: none"> <li>Identify the author's intent (inform, persuade, entertain, etc.).</li> <li>Use text evidence to support the identified purpose.</li> <li>Consider audience and context in understanding the purpose.</li> </ol> | <p>Create a <b>mini memoir</b> about a memorable experience from your life and show the <b>author’s purpose</b> behind your writing.</p> <p>Add a <b>drawing, photograph, small illustration, or meaningful symbol</b> connected to your memory.</p> <p>Note:<br/><b>Donate a book initiative</b><br/>“Be numerous, and generous in your gestures.”<br/>Donate a book and share knowledge</p> |



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| Grade 6 | Lessons Outline\ Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                  | Students Tasks \ Homework                                                |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Math    | <b>Day 4 Author's purpose</b><br><b>Learning Objective:</b> <ol style="list-style-type: none"> <li>1. Identify the author's intent (inform, persuade, entertain, etc.).</li> <li>2. Use text evidence to support the identified purpose.</li> <li>3. Consider audience and context in understanding the purpose</li> </ol><br><a href="#">Brown Girl Dreaming L1 G6.pptx</a><br><a href="#">Author's Purpose.pptx</a> |                                                                          |
|         | <b>Lesson 2.1- Understand Percent</b><br><b>Learning objectives:</b><br>Apply $10 \times 10$ grids and bar diagrams to model percent.<br><br><a href="#">Week 2 L2.1 understand percent (1) (1).pptx</a>                                                                                                                                                                                                              | Homework:<br>Revise and practice the multiplication tables from 2 to 12. |



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| Grade 6 | Lessons Outline\ Learning Objectives | Students Tasks \ Homework |
|---------|--------------------------------------|---------------------------|
| Science |                                      |                           |



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| Grade 6        | Lessons Outline\ Learning Objectives                                                                                                                                                                         | Students Tasks \ Homework                                                                                      |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Social Studies | <p><b>الدرس الأول</b></p> <p><b>1- مفهوم الحضارة وتطورها</b></p> <p><b>2- عوامل نشوء الحضارات</b></p> <p><a href="#">الحصة الاولى لصف السادس الاسبوع</a></p> <p><a href="#">pptx بعد التعديل - الاول</a></p> | <p>إحضار الكتاب المدرسي -1</p> <p>إحضار الدفتر -2</p> <p>إحضار أدوات المدرسة -3</p> <p>تحضير الدرس جيدا -4</p> |



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| Grade 6                              | Lessons Outline\ Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students Tasks \ Homework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                        |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--|------|--|----|--------|---|---------------------------------|----|-------|---|---------------------------------|----|--------|---|--------------------------------------|----|------|---|----------------------------------------|----|---------|---|--------------------|
| Social Studies B (Non-Arab Students) | <div>Lesson 1</div> <div>Topic: After the fall of the Roman Empire</div> <div>Learning Objectives</div> <div>By the end of the lesson, students will be able to:</div> <div><ul style="list-style-type: none"><li>Identify the main causes of the fall of the Roman Empire.</li><li>Explain how unfair treatment, heavy taxes, invasions, and weak leadership weakened the Roman Empire.</li><li>Describe why ordinary people became unhappy and dissatisfied with Roman rule.</li></ul></div> <div><a href="#">After the Fall of Roman Empire..pptx</a></div> | <div>Homework Task: needs to be done on Book</div> <div>Activity 1: Check Your Understanding</div> <div>Match the group of people with the correct fact about each one.</div> <table><thead><tr><th colspan="2">People</th><th colspan="2">Fact</th></tr></thead><tbody><tr><td>a.</td><td>Franks</td><td>—</td><td>captured most of Western Europe</td></tr><tr><td>b.</td><td>Goths</td><td>—</td><td>took control of northern Africa</td></tr><tr><td>c.</td><td>Romans</td><td>—</td><td>came to the edge of the Danube River</td></tr><tr><td>d.</td><td>Huns</td><td>—</td><td>were often attacked by Germanic armies</td></tr><tr><td>e.</td><td>Vandals</td><td>—</td><td>were led by Attila</td></tr></tbody></table> | People                                 |  | Fact |  | a. | Franks | — | captured most of Western Europe | b. | Goths | — | took control of northern Africa | c. | Romans | — | came to the edge of the Danube River | d. | Huns | — | were often attacked by Germanic armies | e. | Vandals | — | were led by Attila |
| People                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Fact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |
| a.                                   | Franks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | —                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | captured most of Western Europe        |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |
| b.                                   | Goths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | —                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | took control of northern Africa        |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |
| c.                                   | Romans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | —                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | came to the edge of the Danube River   |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |
| d.                                   | Huns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | —                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | were often attacked by Germanic armies |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |
| e.                                   | Vandals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | —                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | were led by Attila                     |  |      |  |    |        |   |                                 |    |       |   |                                 |    |        |   |                                      |    |      |   |                                        |    |         |   |                    |



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| Grade 6 | Lessons Outline\ Learning Objectives                                                                                                                                                                                         | Students Tasks \ Homework |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Art     | <p><b>Today lesson &gt; drawing with pencil</b></p> <p><b>Learning Objectives</b></p> <p>The student draws with a pencil to showcase their drawing abilities and existing skills as a foundation for future development.</p> |                           |
| P.E.    | <p><b>FITNESS TEST</b></p> <p><b>Objectives:</b></p> <p>Assess students' overall physical level.</p> <p>Measure students' speed and strength.</p> <p>Identify students' fitness strengths and areas for improvement.</p>     |                           |



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| Grade 6                         | Lessons Outline\ Learning Objectives                                                      | Students Tasks \ Homework                                                                   |
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| Moral                           | الحصة الثانية<br>أوجه المساواة بين الناس<br><a href="#">اخلاقية اوجه المساواة 20.pptx</a> | إحضار الكتاب المدرسي -1<br>إحضار الدفتر -2<br>إحضار أدوات المدرسة -3<br>تحضير الدرس جيدا -4 |
| Moral B<br>( Non-Arab Students) |                                                                                           |                                                                                             |



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| Grade 6 | Lessons Outline\ Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students Tasks \ Homework                                                                                                                                                                                             |
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| ICT     | <p><a href="#">week 2 - grade 6.pptx</a></p> <p><b>Sending Data Using Internet:<br/>How the Internet Works</b></p> <p><b>Common Core Standard:</b><br/>2-NI-04 - Model the role of protocols in transmitting data across networks and the Internet.</p> <p><b>Learning Objectives:</b><br/>Describe how data is transferred over the internet and explain key networking concepts.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Identify the data sharing process</li> <li>- Describe the internet as a network of networks and how data is broken.</li> <li>- Explain the process of data transmission.</li> </ul> |                                                                                                                                                                                                                       |
| Science | <p><b><u>Topic: exploring life</u></b></p> <p><b><u>Objectives:</u></b><br/>Evaluate examples to determine whether something is living or non-living using evidence of cells, energy use, and response to surroundings</p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><a href="#">Week 2 - Exploring Life - Science .pptx</a></p> <p>Research either an animal or plant cell and draw a labelled diagram in your science notebook.</p> <p><b>Due: Thursday, 10th September 2026.</b></p> |