



## LEARNING TRAILS AY 2025-26

GRADE: 7

TERM 3\_WEEK 8 ( May 11<sup>th</sup> – 15<sup>th</sup> May , 2026 )

ENGLISH	MATHEMATICS
<p><b>Topics:</b> <b>Reading Comprehension</b>-GL model <b>Writing</b>- Essay Writing (<i>Progressive Test-2</i>) <b>Grammar:</b> Relative Clause <b>GL Practice:</b></p> <ol style="list-style-type: none"><li>1. Spelling</li><li>2. Punctuation</li><li>3. Subject-Verb Agreement</li></ol> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• To accurately infer, interpret, and retrieve information from a GL-style text using evidence-based reading strategies.</li><li>• To plan, organize, and construct a clear essay with a strong thesis, well-developed ideas, and logical connections.</li><li>• To analyze and infer how relative clauses are used to add precision, detail, and meaning in complex sentences.</li><li>• Apply accurate grammar, punctuation, and spelling to construct clear and correct sentences.</li></ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>• Past papers or practice questions</li><li>• Marshall &amp; Cavendish Grade 7 English textbook</li><li>• Pens, highlighters, and notebooks</li></ul> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>• Grammar worksheet</li><li>• GL Practice Paper</li></ul>	<p><b>Topics:</b> • Data Representation- Pie Chart and Bar Chart <b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• To construct and interpret pie charts using angles to represent grouped data accurately.</li><li>• To construct and interpret bar charts using data organized in a tally chart.</li></ul> <p><b>Resources needed:</b> Cambridge Lower Secondary Stage 8 Student’s Book, workbook, PPT, notebook, protractor, compass, pencil and ruler</p> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>• Weekly Test (Thursday)</li><li>• Weekly worksheet</li><li>• GL Practice Quiz (Edunation)</li></ul>



ADVANCED ARABIC	GENERAL ARABIC
<p><b>Topics:</b> <u>رواية الولد الذي عاش مع النعام - الفصل التاسع</u></p> <p><b>Learning Objectives:</b> <u>أن يحدد الفكرة الرئيسية والفكر الفرعية في الفصل</u> <u>أن يذكر رأيه في الشخصيات والأحداث</u> <u>أن يستخرج أمثلة على الوصف والسردي والحوار</u></p> <p><b>Resources needed:</b> <u>الكتاب المدرسي - العرض التقديمي - أنشطة تعليمية</u></p> <p><b>Homework/Assignments:</b> حل أسئلة الكتاب - تلخيص الفصل العاشر</p>	<p><b>Topics:</b> ( الزلازل والبراكين ) قراءة )</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• أن يقرأ الطالب النص قراءة صحيحة.</li><li>• أن يفهم الطالب فكرة النص.</li><li>• أن يتعرف الطالب كلمات جديدة.</li><li>• أن يميز الطالب بين الزلازل والبراكين.</li><li>• أن يجيب الطالب عن أسئلة الفهم والاستيعاب</li></ul> <p><b>Resources needed:</b> العرض التقديمي - الدفتر - الكتاب المدرسي</p> <p><b>Homework/Assignments:</b> حل ورقة العمل</p>
PHYSICS	BIOLOGY
<p><b>Topics:</b></p> <ul style="list-style-type: none"><li>• 10.4 Dispersion</li><li>• 10.5 Coloured Light</li></ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• To explain dispersion as the separation of white light into different colours when it passes through a prism</li><li>• To compare and explain additive colour mixing of light and subtractive colour mixing using filters and pigments.</li></ul> <p><b>Resources needed:</b> Cambridge Lower Secondary Stage 8 Student's Book, Workbook, PPT and Notebook</p> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>• GL Practice Quiz</li><li>• Weekly worksheet</li></ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"><li>❖ Photosynthesis</li><li>❖ Reproduction in plants</li></ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>➤ Describe the process and importance of photosynthesis.</li><li>➤ Identify the parts of a flower and describe the process of pollination.</li></ul> <p><b>Resources needed:</b> Microscope tools, labeled diagrams, BBC Bitesize flower reproduction, Real flowers for dissection. simulation apps. BBC Bitesize photosynthesis animation, Notes pdf. FuseSchool Photosynthesis video</p> <p><b>Homework/Assignments:</b> Worksheets, quizzes.</p>



CHEMISTRY	FRENCH
<p><b><u>Topics:</u></b> 7.1 Exothermic changes 7.2 Endothermic changes</p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"><li>• Define exothermic reaction.</li><li>• Give examples and detect heat release.</li><li>• Define endothermic reaction.</li><li>• Recognize temperature decrease.</li></ul> <p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"><li>• Simulation tools</li><li>• Timers and thermometers, Book 8 workbook page 66-78, Cambridge lower secondary science students book 8 page 145</li></ul> <p><b><u>Homework/Assignments:</u></b> End of unit questions, worksheets</p>	<p><b><u>Topics:</u></b> Leçon 1 : Parler des projets de voyage Leçon 2 : Décrire une sortie récente</p> <p><b><u>Learning Objectives:</u></b></p> <p>À la fin de ces leçons, les élèves seront capables de :</p> <ul style="list-style-type: none"><li>• Parler de leurs projets de voyage en utilisant le futur proche (<i>je vais visiter, je vais aller...</i>).</li><li>• Décrire une sortie récente en utilisant le passé composé (<i>je suis allé(e), j'ai visité...</i>).</li><li>• Utiliser le vocabulaire des lieux, activités et moyens de transport.</li></ul> <p><b><u>Resources needed:</u></b></p> <ul style="list-style-type: none"><li>• PowerPoint interactif (images de voyages, sorties, lieux touristiques)</li><li>• Flashcards (vocabulaire : transport, lieux, activités)</li><li>• Vidéo courte sur un voyage ou une sortie</li><li>• Fiches de travail (dialogues, exercices guidés)</li><li>• Tableau / tableau interactif</li><li>• Activité ludique (jeu de rôle ou Blooket/Kahoot)</li></ul> <p><b><u>Homework/Assignments:</u></b></p> <ul style="list-style-type: none"><li>• <b>Devoir 1</b> : Écrire 5 phrases sur un projet de voyage</li><li>• <b>Devoir 2</b> : Écrire un court paragraphe (5–6 phrases) pour décrire une sortie récente</li><li>• <b>Option créative</b> : Dessiner ou créer une mini-affiche de leur voyage ou sortie et la présenter en classe</li></ul>



ISLAMIC ARABIC	ISLAMIC STUDIES
<p><b>Topics:</b> (تابع درس جزاء الإحسان – سورة الرحمن (54–78)</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• أن يستنتج صور نعيم الجنة التي أعدها الله للمحسنين.</li><li>• أن يوضح مفهوم الإحسان وعلاقته بالجزاء في الإسلام.</li><li>• أن يطبق الطالب قيمة الإحسان في حياته اليومية.</li></ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>• القرآن الكريم.</li><li>• (PowerPoint) عرض تقديمي.</li><li>• فيديو قصير يوضح معاني الآيات.</li><li>• أوراق عمل.</li><li>• سبورة إلكترونية</li></ul> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>• حفظ الآيات (54–78) من سورة الرحمن.</li><li>• حل أنشطة الكتاب المدرسي .</li></ul>	<p><b>Topics:</b> <b>The Reward of Good Deeds (Surah Ar-Rahman 54–78)</b></p> <p><b>Learning Objectives:</b></p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"><li>• Explain the meaning of selected verses from Surah Ar-Rahman (54–78).</li><li>• Identify the rewards prepared by Allah for the righteous believers.</li><li>• Describe the characteristics of Paradise mentioned in the verses.</li><li>• Reflect on how good deeds lead to success in the Hereafter.</li><li>• Apply to the concept of doing good deeds in their daily life.</li></ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>• Holy Qur’an</li><li>• PowerPoint presentation</li><li>• Short video clip about Paradise (Jannah)</li><li>• Worksheets (comprehension &amp; reflection)</li><li>• Whiteboard / Smartboard</li><li>• Highlighters for key vocabulary</li></ul> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>• Memorize selected verses from Surah Ar-Rahman (54–60).</li><li>• Write a short paragraph: <i>“How can I earn the reward of Jannah in my daily life?”</i></li><li>• Complete worksheet questions based on the lesson.</li></ul>



URDU	PAKISTAN STUDIES
<p><b>Topics:</b></p> <ul style="list-style-type: none"><li>قواعد: جملے کی ساخت اور محاورے</li><li>پڑھائی</li></ul> <p><b>Learning Objectives:</b></p> <p>جملے کی ساخت کو سمجھنا اور محوروں کا جملوں میں استعمال کرنا۔</p> <p><b>Resources needed:</b></p> <p>لیپ ٹاپ، ورک شیٹ۔</p> <p><b>Homework/Assignments:</b></p> <p>محاوروں کو اپنی جملوں میں استعمال کریں۔ ۱۰</p>	<p><b>Topic:</b></p> <p>Contribution of Muhammad Ali Jinnah in Pakistan Movement</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li><b>Analyze</b> the political leadership and strategies of Muhammad Ali Jinnah in the Pakistan Movement</li><li><b>Critically evaluate</b> the impact of Jinnah's role in the creation of Pakistan</li></ul> <p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>PPT slides (screen sharing)</li><li>Short video clip (shared via Teams)</li><li>Digital whiteboard (Teams Whiteboard)</li><li>Chat box / Poll feature for responses</li><li>Online timeline or document (shared link)</li></ul> <p><b>Homework / Assignments (DL):</b></p> <ul style="list-style-type: none"><li>Create a <b>digital poster/infographic</b> on Jinnah's contributions (PowerPoint/Canva) and upload on Teams</li><li><b>OR</b></li><li>Write a <b>short critical paragraph (6–8 lines):</b> “Was Jinnah's leadership the most important factor in the creation of Pakistan? Justify your answer.”</li></ul>
ICT	HISTORY & GEOGRAPHY



<p><b>Topics:</b> Class Assessment ICT LAB:- Conditional Statements</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>- AI Types</li><li>- Able to define conditional Statements in Python</li></ul> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>- Online Form</li><li>- Textbook</li><li>- Notebook</li><li>- IDLE Python</li></ul> <p><b>Homework/Assignments:</b></p> <ul style="list-style-type: none"><li>- Worksheet</li><li>- Assignment</li></ul>	<p><b>Topics:</b> Mountain Formation Theories</p> <p><b>Learning Objectives:</b> Students will Analyze and explain at least <b>two mountain formation theories</b> (Fold, Block, and Volcanic) and <b>describe how they are formed</b> using diagrams and examples, achieving <b>80% accuracy by the end of the lesson.</b></p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>❖ YouTube: “Types of Mountains and How They Are Formed”</li><li>❖ National Geographic (articles &amp; visuals)</li><li>❖ BBC Bitesize (student-friendly explanations)</li><li>❖ Interactive diagrams (Google Earth / animations)</li><li>❖ PPT</li><li>❖ Tech tools</li></ul> <p><b>Homework/Assignments:</b></p> <p>Draw and label:</p> <ul style="list-style-type: none"><li>• One-fold Mountain</li><li>• One volcanic Mountain</li></ul>
<p><b>MORAL, SOCIAL AND CULTURAL STUDIES</b></p>	<p><b>UAE ARABIC</b></p>
<p><b>Topics:</b> Culture of Turkmenistan and Uzbekistan</p> <p><b>Learning Objectives:</b> Students will <b>identify and compare</b> at least <b>three cultural aspects</b> (food, clothing, traditions, and lifestyle) of Turkmenistan and Uzbekistan and <b>explain one similarity and one difference</b>, achieving <b>80% accuracy by the end of the lesson.</b></p> <p><b>Resources needed:</b></p> <ul style="list-style-type: none"><li>❖ Comparison charts (Venn diagram)</li><li>❖ Images of clothing, food, and lifestyle</li><li>❖ Map of Central Asia</li></ul>	<p><b>Topics:</b> قارة استراليا استراليا طبيعيا و بشريا</p> <p><b>Learning Objectives:</b> <u>يحلل</u> الخصائص الطبيعية على سطح الارض ومدى تأثيرها على الاقاليم المناخية يفسر التفاعل بين السكان و البيئة</p> <p><b>Resources needed:</b> كتاب المدرسي العرض التقديمي</p> <p><b>Homework/Assignments:</b> إعداد مشروع الفصل الدراسي الثالث</p>



- ❖ BBC Bitesize (student-friendly content)
- ❖ National Geographic (culture videos & articles)
- ❖ YouTube: "Culture of Central Asia"

**Homework/Assignments:**

Why do you think Uzbekistan has more historical cities than Turkmenistan?

حل أنشطة درس جولات ميدانية للشيخ زايد رحمه الله

**ART**

**Topics:** The Frontliners Tribute

**Learning Objectives:**

"A Unified Message from the Heart"

The aim is to instil a sense of **national identity and respect**. Participants will:

- **Recognise Symbols of Protection:** Identify the uniforms and insignias of the UAE Armed Forces and Police.
- **Understand Sacrifice:** Discuss the significance of "Martyr's Day" (Commemoration Day) and the bravery of those who serve.
- **Connect History with Art:** Use traditional UAE colours and symbols to represent national security.
- **Practice Precision:** Focus on technical accuracy when colouring national emblems or uniform details.

**Resources needed:**

- worksheet
- Crayons
- Colour Pencils
- Marker Pens

**Homework/Assignments:**