

WEEKLY PLAN-2026-27

GRADE: 8

TERM 1

WEEK – 17 14th September to 18th September

Subject	Topic	Learning Objectives (Students will be able to...)	Teaching & Learning Activities	Assessment (Type-Skill & Evidence)	Differentiation (Support-Core-Challenge)	AFL Strategy	National Identity Link	LMS Upload	Home Work
English	Types of Clauses – Main, Subordinate, Noun, Adjective & Adverb Clauses	Identify main and subordinate clauses. Distinguish between noun, adjective and adverb clauses . Explain the function of each type and use them correctly in sentences.	Identify and classify clauses in sentences. Highlight the clauses and identify their functions. Practise combining clauses to form complex sentences.	FA: Clause identification and classification activity. Skill: Grammar, identification and application. Evidence: Notebook exercises, oral responses and	Support: Colour-coded clauses and guided examples. Core: Identify and classify clauses independently. Challenge: Construct complex sentences using noun, adjective	Think-Pair-Share, questioning, colour coding and mini-whiteboard responses.	Link to effective communication, cooperation and respectful expression in the UAE community.	Upload completed clause worksheet/activity.	Identify and classify the clauses in 10 sentences as main, noun, adjective or adverb clauses .

				sentence construction.	and adverb clauses appropriately.				
Mathematics	Cubes and Cube Roots – Properties	To analyse the properties of cubes and cube roots.	Recall cubes → identify patterns → discuss properties → solve examples.	Formative – questioning and classwork; assess understanding and application of properties.	Support: Cube chart and guided examples. Core: Apply properties to identify perfect cubes. Challenge: Solve reasoning-based problems	Think-Pair-Share and questioning.	Connect mathematical reasoning with UAE innovation and STEM.	PPT and worksheet.	Find the cube roots of 125, 216, 343, 512 and 729 and write three properties of cubes .
Science	Metals and Non-metals: Physical and Chemical Properties	Analyze the chemical properties of metals and non-metals through their reactions with oxygen, water and acids. • Explain the arrangement of metals in	Starter: Display pictures of iron rusting, copper vessels, aluminium cans and oxygen cylinders. Students predict why	Formative : Observation and classification task. Skills: Investigation, comparison and reasoning.	Support: Property chart and guided questions. Core: Compare and classify metals and non-metals. Challenge: Explain	Think–pair–share, mini-whiteboards, questioning and exit ticket.	Connect aluminium, steel and copper to UAE construction, transport, renewable energy and metal-	Lesson notes, experiment video, property table and practice worksheet.	Create a comparison table showing four physical and three chemical properties of metals and non-metals, with examples.

		the reactivity series based on their tendency to react. • Analyze displacement reactions to determine the relative reactivity of metals. • Analyze and justify the uses of metals and non-metals based on their physical and chemical properties.	different materials are used. Explain reactions of metals with oxygen, water and dilute acids and reactions of non-metals with oxygen. Introduce the reactivity series and its significance. Hands-on/Inquiry: Students observe or analyse demonstrations such as iron + oxygen, magnesium + oxygen	Evidence: Complete d results table, correct classification and reaction equations.	exceptions and predict the behaviour of unfamiliar materials.		recycling initiatives.		
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			and metal + acid reactions.						
Social Science (History & Civics)	The union legislature- the parliament	To differentiate an Ordinary Bill and a Money Bill.	Compare both bills using a simple comparison table; discuss key differences; short scenario activity.	Formative – questioning, comparison table and notebook activity.	Support: Guided comparison table Core: Complete differences Challenge: Explain why a Money Bill has special provisions.	Think– Pair– Share; Exit Ticket.	Connect parliamentary decision-making with responsible citizenship.	Comparison activity and notebook work.	Write three differences between an Ordinary Bill and a Money Bill.
Social Science (Geography)	Agriculture – Types of Subsistence Agriculture	Identify and describe the different types of subsistence agriculture and their characteristic features. Compare and analyse the features of shifting cultivation and intensive	Students work in groups to research one type of subsistence agriculture and prepare a short peer presentation covering features, crops, regions and examples.	Formative : Group presentation – assesses research, understanding, comparison and communication . Peer questioning.	Support: Guided research template. Core: Independent research and presentation. Challenge: Analyse how physical and human	Think-Pair-Share + peer questioning ; exit ticket: <i>“One key feature that distinguishes each type.”</i>	Connect Indian agriculture with regional diversity, traditional farming practices, food security and farmers' livelihoods	The worksheet will be uploaded in LMS.	Complete a comparison table showing the characteristic features, crops and regions of the different types of subsistence agriculture.

		subsistence farming.	Groups present and compare their findings.		factors influence different types of subsistence agriculture.				
Hindi	झाँसी की रानी (रानी लक्ष्मीबाई)	• कवित्व की भूमिका • मुख्य विचार समझ सकेंगे। • रानी लक्ष्मीबाई के व्यक्तित्व और कर्तव्य	झाँसी की रानी के चरित्र/जींदगी योद्धा भूमिका नम्र। • कवित्व की संक्षिप्त परिचय और भूमिका • प्रस्तुत। • कठिन शब्दों और भूमिका की व्याख्या। • समूह चर्चा - थ: "रानी	ज्ञानात्मक कौशल: कवित्व - आधारित प्रश्नोत्तर। विश्लेषणात्मक कौशल: चरित्र और भूमिका विश्लेषण। संचार कौशल: कवित्व परिचय प्रस्तुत।	Support: शब्दार्थ सूची, संकेतयुक्त प्रश्न और मशकत सहित। Core: भूमिका लेखन और परिभाषित रचित प्रश्नों के उत्तर। Challenge: "रानी लक्ष्मीबाई युद्धों के लिए"	चर्चा - पेयरेयर • एक्जिट - ठट्टा • त्वरित प्रश्नोत्तरी • सहप - जी - मूल्य • कन - मौखिक प्रतिक्रिया	भारतीय स्तंभ संग्रह के इनतहास, राष्ट्रीय गौरव, देशभक्तता और मठहल सशक्तता के रक्त मूल्यों से विद्यार्थियों को जोड़ें। सहस,	कवित्व की पीपीटी/प्रींटी एफ • रानी लक्ष्मीबाई पर जींदगी मल • कथपत्रक • ऑनलाइन क्विज़	कवित्व की अपनी वप्रय चर पंक्तित्व और मलखल तर्क उनसे ममलने जी प्रेरक को 80-100 शब्दों में व्यक्त की जाए।

			लक्ष्मीबाई एक आदर्श थीं। "गंगा तट पर हैं?" • कविता की पंक्तियों को कर सकेंगे। • कविता में प्रयुक्त कव्यसौंदर्य का भूषण-शैली की पहचान कर सकेंगे। • देशभक्तता, सहस्र हैं नेतृत्व से मूल्यों को आत्मसात कर सकेंगे। • कविता के	के मध्यम सेचरित्रविशेष। • मंडि मैप/पोस्टर गन्तव्यविध : "गिरत और देशभक्तता"। • प्रश्नोत्तर हैं पठ्यपुस्तक अभ्यास। साक्ष्य: कथपत्रक, मौखिक उत्तर, समूह प्रस्तुति	प्रेरक स्रोत हैं" विषय पर अनुच्छेद लेखन।		नेतृत्व हैं राष्ट्रप्रेम का		
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			आध र पर अपने विच र प्रभ िी ढंग	ऐिनोटबुक क यथ।					
Malayalam	ഭൂമി (കവിത)	1. ഓരോ വട്ടവും ഓണക്കളിയുടെ താളം അമയുന്നത് ആർക്കാണ് എന്ന ആശയം ഗ്രഹിക്കുന്നു. 2. എപ്പോഴാണ് അമ്മയ്ക്ക് (ഭൂമിക്ക്) പുതുലാവണ്യം കിട്ടുന്നത് എന്ന ആശയം ഗ്രഹിക്കുന്നു.	ഓണക്കാലത്തെ ഭൂമിയുടെ ഭംഗി ചിത്രീകരിക്കുന്ന ചിത്രങ്ങൾ/വീഡിയോ കാണിക്കുക; ഭൂമിയെ അമ്മയായി സങ്കല്പിക്കുന്ന ബിംബ കല്ലൻ ചർച്ച ചെയ്യുക;	വാമൊഴി ചോദ്യോത്തരം (ഗ്രഹണശേഷി); വർക്കുഷീറ്റിൽ രണ്ട് ആശയങ്ങൾക്കും ഉത്തരം എഴുതിക്കുക (എഴുത്ത് വൈദഗ്ദ്ധ്യം); ചർച്ചയിലെ പങ്കാളിത്തം വിലയിരുത്തൽ	Support: ചിത്രസൂചനകളോടെ ലളിതമായ ഒറ്റവരി ഉത്തരം എഴുതുക. Core: സ്വന്തം വാക്കുകളിൽ ഓണക്കാലത്തെ ഭൂമിയുടെ മാറ്റം വിവരിക്കുക. Challenge: ഭൂമിയെ അമ്മയായി സങ്കല്പിച്ചതിന്റെ ഔചിത്യം വിശദീകരിച്ച് സ്വന്തം അഭിപ്രായം എഴുതുക	Think-Pair-Share; തള്ളവിരൽ പ്രതികരണം (thumbs up/down); Exit ticket ("എപ്പോഴാണ് അമ്മയ്ക്ക് പുതുലാവണ്യം കിട്ടുന്നത്?")	പ്രകൃതിയോടും ഭൂമിയോടുമുള്ള ആദരവ്; യു.എ.ഇയുടെ സാംസ്കാരിക പൈതൃകവും ഐക്യവും	കവിതയുടെ PPT/PDF, ഓണോഘോഷത്തിന്റെ ചിത്രങ്ങൾ/വീഡിയോ ക്ലിപ്പ്	രണ്ട് ആശയങ്ങളും സ്വന്തം വാക്കുകളിൽ എഴുതുക; ഭൂമിയെ/ഓണക്കാലത്തെ പ്രമേയമാക്കി ഒരു ചിത്രം വരച്ച് ചെറുകുറിപ്പ് ചേർക്കുക
French	L'interrogation – L'intonation, est-ce que, l'inversion	• Identifier les trois formes de l'interrogation. • Former des questions	• Présentation des trois formes avec des exemples simples. • Exercices	• Exercices écrits – transformer des phrases en questions.	Support: modèles de questions et banque de mots. Core: former des	• Questions-réponses. • Mini whiteboards pour vérifier les	• Utiliser des situations de la vie quotidienne aux EAU pour poser	PPT, fiche de travail et exercices d'interrogation.	• Transformer 5 phrases affirmatives en questions en utilisant l'intonation, est-ce que et

		simples avec l'intonation, est-ce que et l'inversion. • Poser et répondre à des questions dans des situations de la vie quotidienne.	guidés : transformer des phrases affirmatives en questions. • Travail en binômes : poser et répondre à des questions. • Jeu de cartes : choisir la forme correcte de l'interrogation. • Activité orale : mini-dialogues entre élèves.	• Observation orale – poser correctement des questions avec les trois formes. • Quiz rapide pour identifier la forme d'interrogation utilisée.	questions avec intonation et est-ce que. Challenge: utiliser les trois formes et créer un court dialogue.	réponses. • Pair checking. • Ticket de sortie : écrire une question avec une forme d'interrogation donnée.	des questions. • Comparer brièvement la manière de poser des questions en français et en anglais/arabe.		• Écrire un court dialogue de 4–5 questions et réponses.
ICT	Control Structures in PictoBlox	1. To explain the purpose of control structures in	Starter: Show a simple PictoBlox animation and ask: <i>“How does the sprite know what</i>	Formative Assessment: Questioning, observation and code-checking.	Support: Provide partially completed code and visual block prompts. Core: Create a	Think–Pair–Share: Students identify which control structure is	Design a simple PictoBlox animation /game based on UAE culture, landmarks	Upload Control Structures in PictoBlox – Activity/Project and supporting worksheet/re	Identify three real-life situations that demonstrate sequence, iteration, and selection. Write one example for

		programming. 2. To apply appropriate control blocks to control the flow of a program.	<i>to do and when to do it?"</i> Teacher Input: Explain the three main control structures: Sequence – Iteration – Selection with simple real-life examples. Hands-on Activity: Students create a short animation/game using repeat/forever loops and introduce simple	Skill: Identifying and applying control structures. Evidence: Students' PictoBlox project and completed code activity.	project using at least one loop and one condition. Challenge: Design an interactive game/animation using multiple control structures and explain why each was selected.	appropriate for a given situation. Exit Question : <i>"Which control structure would you use when an action needs to be repeated, and why?"</i>	, national symbols, or sustainable development, encouraging creativity and appreciation of UAE identity.	sources to the LMS.	each and state which PictoBlox control structure could be used.
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			if/then conditions.						
Arabic	الزراعة	أن يحدد الطالب الفكرة الرئيسية للنص. أن يستخرج - المعلومات والتفاصيل المتعلقة بالمنتجات العضوية. أن يوضح - أسباب انتشار المنتجات الزراعية العضوية. أن يفسر جهود - دولة الإمارات في دعم الإنتاج العضوي.	التهيئة: مناقشة صور أو أمثلة لمنتجات زراعية عضوية، وطرح سؤال: لماذا يفضل بعض الناس المنتجات العضوية؟ أثناء القراءة: قراءة الفقرات قراءة نموذجية ثم فردية، وشرح المفردات الجديدة. نشاط جماعي: استخراج أسباب انتشار المنتجات العضوية، وجهود الإمارات في دعمها. نشاط تفكير: يحدد الطلاب فوائد الإنتاج العضوي	تشخيصي: أسئلة قبل القراءة لمعرفة المعرفة السابقة. تكويني: أسئلة فهم، استخراج معلومات، تحديد الفكرة الرئيسية، ومناقشة جماعية. مهارة: الفهم القرائي، التفكير النقدي، استخراج الأدلة من النص.	Support: تبسيط المفردات، تقسيم النص إلى أجزاء قصيرة، استخدام بنك كلمات وأسئلة اختيار من متعدد. Core: تحديد الأفكار الرئيسية، استخراج المعلومات، والإجابة عن أسئلة الفهم. Challenge: تحليل فوائد الإنتاج العضوي وتحدياته، وكتابة فقرة عن التنمية الزراعية المستدامة في الإمارات	فكر – زاوج – شارك (Think-Pair-Share)، والأسئلة الشفهية، والمناقشة، والتغذية الراجعة الفورية	يربط الدرس بجهود دولة الإمارات في دعم الزراعة العضوية وتشجيع المزارعين الإماراتيين والمحافظة على الموارد الطبيعية. ويعزز قيم الهوية الوطنية مثل المسؤولية، المحافظة على البيئة، العمل، الابتكار، والاستدامة.	رفع النص، ورقة عمل للفهم والاستيعاب، أسئلة إلكترونية قصيرة	اكتب 5 جمل عن أهمية المنتجات الزراعية العضوية

			والتحديات المرتبطة به، مثل الغش وارتفاع الأسعار.						
Islamic Studies	Belief in Divine Decree	To Clarify the concept of Divine Decree and Predestination. To Infer the importance of belief in Divine Decree and Predestination for the Muslim. To Explain the concept of trust in Allah, glory be to Him.	Core Activity 1 - Concept Mapping (15 mins): In pairs, students analyze textual evidence (Quranic verses and Hadith) to break down the four pillars of <i>Al-Qadar</i>: <i>Al-'Ilm</i> (Allah's Eternal Knowledge) <i>Al-Kitabah</i> (The Preserved	Formative Assessment	Core: Require students to explain how belief in divine decree balances human free will (<i>Ikhtiyar</i>) and divine power (<i>Qudrah</i>).	Think-Pair-Share: Used during Core Activity 2 to let students refine their definitions of true reliance (<i>Tawakkul</i>) before class-wide synthesis.	Connect to the UAE's national values of resilience, hope, and social stability during times of crisis or national development, showing how strong faith in divine decree fosters an optimistic, forward-looking society.	Presentation Slides: <i>Understanding Al-Qada' wa Al-Qadar and the Power of Tawakkul</i>	Write a 200-word reflective paragraph on a personal or historical situation where practicing true <i>Tawakkul</i> (taking action while trusting the outcome to Allah) led to peace of mind and resilience.

			Tablet / <i>Al-Lauh Al-Mahfuz</i>) <i>Al-Mashi'ah</i> (Allah's Divine Will) <i>Al-Khalq</i> (Allah's Creation of all things)						
Moral Science	Lesson 7 – Focus on Growth	• Understand the meaning and importance of personal growth. • Recognise mistakes and challenges as opportunities to learn. • Develop a positive and growth-oriented attitude towards	• Introduction through a short discussion: “What does growth mean to you?” • Read and discuss the lesson with examples from everyday life. • Identify fixed and	• Question-answer discussion – understanding of growth mindset. • Written reflection – ability to identify learning from challenges	Support: sentence starters and guided questions. Core: write 3 ways to develop a growth mindset. Challenge: explain how a mistake or challenge can lead to personal growth with	• Think-Pair-Share. • Questioning and peer discussion • Self-assessment: “What did I learn? What can I improve?” • Exit ticket with	• Connect personal growth with the values of perseverance, respect, responsibility and continuous learning that contribute to building a positive and successful	PPT, lesson worksheet and reflection activity.	Write a short reflection on “One thing I want to improve and the steps I will take to achieve it.”

		learning and life.	growth mindsets through simple situations. • Pair activity: students share one challenge they overcame and what they learned from it. • Create a personal “Growth Goal” for the week.	• Observation – participation and sharing of ideas.	a real-life example.	one personal growth goal.	UAE community.		
MSCS	Traditional Elements of the UAE Government	Explain how Shura (consultation) is reflected in the modern governmental system of Abu Dhabi, describe the roles of the Ruler, Executive	Starter: Discuss the <i>Starfish Story</i> and identify how small actions can make a difference. Development : Teacher explains	Formative assessment – Questioning, discussion, analysis and decision-making. Evidence:	Support: Vocabulary bank, visuals and partially completed questions on Shura, NCC and government services.	Think– Pair– Share, targeted questioning, peer discussion and exit ticket – “What is one	Appreciate the UAE’s heritage of Shura and consultation and understand how traditional values continue	Presentation	Complete the textbook activity

		Council and NCC, and explain the importance of local government services and budgets.	Shura, NCC, Executive Council and local government. Students analyse the FNC meeting example, work in groups to rank local-government priorities, justify their choices and design one community project. Plenary: Students list five key learning points and summarise the lesson in one word.	students' responses on Shura/NCC, group priority-ranking activity, community project proposal and exit-ticket reflection.	Core: Explain the roles of the Ruler, Executive Council and NCC and rank local-government priorities with reasons. Challenge: Evaluate how Shura strengthens modern governance and justify a realistic community-development project considering needs and resources.	important thing you learned about UAE governance?"	alongside modern governmental institutions.		
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