WEEKLY PLAN-2026-27

GRADE: 8 **TERM 2** **WEEK – 19 19th October to 23rd October**

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	Ode to a Nightingale (Poem)	Identify themes and analyse imagery and poetic devices.	Expressive reading, stanza discussion, and analysis of themes and poetic devices.	Type: Worksheet. Skill: Analysis and interpretation. Evidence: Annotated poem and written responses.	Support: Guided questions and glossary. Core: Analyse themes/devices. Challenge: Write a reflective paragraph.	Think–Pair–Share; Exit Ticket.	Relate appreciation of nature to UAE values of environmental responsibility and wildlife conservation.	Upload annotated poem and worksheet.	Write 100 words on how the nightingale represents beauty and mortality.
Mathematics	Data Handling	Organise data, construct frequency tables and graphs, and interpret results.	Explain concepts using examples, demonstrate graph construction, and engage	Oral questioning, worksheet completion, and assessment of accuracy in constructing	Support: Partially completed tables and graph templates. Core: Construct and interpret	Think–Pair–Share, targeted questioning and exit tickets.	Represent data related to UAE landmarks, national sports or renewable energy	Upload notes and worksheets .	Prepare a frequency table and bar graph using data on the favourite sports of

			students in worksheet-based individual and group activities	and interpreting graphs.	graphs from given data. Challenge: Analyse data, compare results and draw conclusions.		using graphs.		20 students.
Science	COMBUSTION AND FLAME	Analyze and classify substances as combustible or non-combustible based on observation. Explain the three conditions required for combustion: fuel, oxygen (or another oxidizing agent) and heat (ignition	Introduce the fire triangle and ignition temperature • Students label the triangle and predict what happens if one side is removed. Scenario-based questions	**Skill:** Observing and classifying Explaining, scientific reasoning **Evidence:** Labelled fire triangle and short written	Explain why paper ignites only at a higher temperature. Explain petrol-station safety rules and propose extra precautions. Partly completed diagram with word bank	Think-Pair-Share; exit ticket (one example of each type)	Fire safety in UAE homes and workplaces; choice of building materials. Role of UAE Civil Defence (997) in preventing and responding to fires	PPT, Quiz, Fire triangle diagram, video link,	Draw the fire triangle with one real-life example for each side. Write a household fire-safety plan using the three conditions

		temperature). Differentiate between flammable and inflammable substances.							
Social Science (History & Civics)	Revolt of 1857	Identify the political and economic causes of the Revolt of 1857 and explain how tyranny and exploitation lead to revolutions.	Explain key causes through discussion, PPT and cause-and-effect analysis.	Formative – identify and classify political and economic causes. Evidence: Oral responses and notebook work.	Support: Identify causes using hints. Core: Classify the causes. Challenge: Explain how exploitation led to the revolt.	Questioning and exit ticket.	Connect the struggle against colonial exploitation with the values of justice, unity and responsible citizenship.	PPT and lesson notes.	List two political and two economic causes of the Revolt of 1857.
Social Science (Geography)	Agriculture – Types of Farming- Subsistence and Commercial Farming	Classify the types of farming and compare and analyse the characteristic features of subsistence and	Students work in groups to research different types of farming, such as primitive subsistence	Formative: Group presentations assessing research, classification, comparison and communication skills.	pictures and guided notes. Core: Classify and compare farming types. Challenge: Analyse how climate, technology	Think-Pair-Share and peer questioning; exit ticket comparing one feature of subsistence and	UAE's modern agriculture, including greenhouse farming and hydroponics, highlighting	Group presentation /slides, research notes and comparison chart uploaded to LMS.	Prepare a comparison table of subsistence and commercial farming, including their features,

		commercial farming, including crops, methods and scale of production.	, intensive subsistence , commercial farming, plantation agriculture and commercial grain farming. Each group prepares and delivers a short presentation with examples.	Peer questioning.	and market demand influence farming practice	commercial farming.	food security and sustainable agriculture.		crops, methods and examples.
Hindi	चाँदी का जूता	विद्यार्थी पाठ का सार समझ सकेंगे, व्यंग्य की पहचान कर सकेंगे तथा दहेज प्रथा के दुष्परिणामों	पाठ का वाचन, व्याख्या, प्रश्नोत्तर, समूह चर्चा तथा दहेज प्रथा के विरुद्ध	मौखिक प्रश्नोत्तर, पाठ-आधारित लिखित प्रश्न तथा व्यंग्य के माध्यम से व्यक्त सामाजिक	Support: सरल प्रश्नों के उत्तर। Core: पाठ का सार लिखना। Challenge: दहेज प्रथा पर अपने विचार प्रस्तुत करना।	प्रश्नोत्तर, थिंक-पेयर-शेयर तथा एक्ज़िट टिकट।	UAE के सहिष्णुता, समानता, पारिवारिक मूल्यों और महिलाओं के सम्मान	पाठ की PPT, कार्यपत्रक एवं अभ्यास प्रश्न अपलोड करना।	दहेज प्रथा एक सामाजिक बुराई है। इस विषय पर 100–120 शब्दों में अपने

		का विश्लेषण कर सकेंगे।	विचार प्रस्तुत करना।	संदेश की पहचान।			संबंधी मूल्यों से जोड़ना।		विचार लिखिए।
Malayalam	രാജ്യമില്ലാത്ത രാജകുമാരൻ	സി. എൻ. ശ്രീകണ്ഠൻ നായരുടെ ജീവചരിത്രം മനസ്സിലാക്കുകയും ലവൻ യാഗാശ്വത്തെ ബന്ധിച്ചതിന്റെ കാര ണവും ആശ യവും വിശദീകരിക്കുകയും ചെയ്യുന്നു.	പാഠഭാഗം വായിക്കൽ, എഴുത്തുകാരന്റെ ജീവചരിത്രം പരിചയപ്പെടൽ, യാഗാശ്വത്തിന്റെ പശ്ചാത്തലം ചർച്ച ചെയ്യൽ, ലവന്റെ പ്രവൃത്തിയുടെ കാരണം ഗ്രൂപ്പുകളിൽ അവതരിപ്പിക്കൽ.	വാചികചോദ്യങ്ങൾ, ജീവചരിത്രക്കുറിപ്പ് തയ്യാറാക്കൽ, ലവൻ യാഗാശ്വത്തെ ബന്ധിച്ചതിന്റെ കാരണം എഴുതൽ.	Support: സൂചനകളുടെ സഹായത്തോടെ ജീവചരിത്രവും സംഭവവും വിവരിക്കുന്നു. Core: ജീവചരി ത്രവും ലവ ന്റെ പ്രവൃത്തിയുടെ കാരണവും സ്വന്തം വാക്കുകളിൽ എഴുതുന്നു. Challenge: ലവന്റെ പ്രവൃത്തിയിലെ ധീരതയും അധികാരത്തോടുള്ള വെല്ലുവിളിയും വിശകലനം ചെയ്യുന്നു.	ചോദ്യോത്തരങ്ങൾ, തിങ്ക്–പെയർ–ഷെയർ, എക്സിറ്റ് ടിക്കറ്റ്.	നീതി, ധൈര്യം, ഉത്തരവാദിത്വം എന്നിവയുടെ പ്രാധാന്യം തിരിച്ചറിയുകയും വിവി ധ സംസ്കാരങ്ങളിലെ ഇതി ഹാസ പാരമ്പര്യങ്ങളെ ആദരിക്കുകയും ചെയ്യുന്നു.	പാഠക്കുറിപ്പുകളും ജീവചരിത്ര പ്രവർത്തനപത്രവും LMS-ൽ അപ്ലോഡ് ചെ യ്യുന്നു.	സി. എൻ. ശ്രീകണ്ഠൻ നായരുടെ ജീവ ചരിത്രം തയ്യാറാക്കുക. ലവൻ യാഗാശ്വത്തെ ബന്ധിച്ചതിന്റെ കാരണം ഒരു ഖണ്ഡികയായി എഴുതുക.

FRENCH	**Leçon 7 : Je suis en retard – Les verbes pronominaux**	Les élèves seront capables de conjuguer les verbes pronominaux au présent et au passé composé, de former des phrases négatives et interrogatives et d'utiliser correctement les pronoms réfléchis.	Rappel des pronoms réfléchis. Conjugaison de verbes comme *se lever, se réveiller* et *se coucher*. Formation du passé composé avec *être*. Exercices de transformation à la forme négative et interrogative, suivis d'une correction collective.	**Formative – Grammaire, lecture et écriture :** conjugaison, transformation de phrases et formulation de questions.	**Soutien :** tableau de conjugaison et phrases guidées. **Niveau moyen :** conjuguer et transformer des phrases au présent et au passé composé. **Approfondissement :** rédiger un court paragraphe sur sa routine quotidienne en utilisant les formes affirmative, négative et interrogative.	Vérification par les pairs, questions-réponses orales et billet de sortie avec une phrase au présent, une au passé composé et une phrase interrogative.	Valoriser la ponctualité, l'autonomie, l'hygiène personnelle et les bonnes habitudes quotidiennes dans le contexte scolaire et familial aux Émirats arabes unis.	Tableau de conjugaison, fiche d'exercices et activités déposés sur le LMS.	Conjuguer cinq verbes pronominaux au présent et au passé composé. Écrire cinq phrases comprenant des formes négatives ou interrogatives.
ICT	**Loops in PictoBlox(Repeat block)**	To explain the Repeat block in PictoBlox to execute a set of instructions multiple	**Starter:** Discuss real-life repetitive actions, such as walking several	**Type:** Formative assessment. **Skill:** Logical thinking, sequencing and problem-	**Support (LA):** Use a guided template to create a simple project with the Repeat block and	Oral questioning, teacher observation, peer assessment, practical demonstrati	Create a UAE-themed animation in which a sprite moves repeatedly	Upload the lesson presentation, activity worksheet, PictoBlox project instructions	Create a simple PictoBlox project using the Repeat block to make a

		times and create simple animations or interactive projects.	steps or clapping five times. Explain how loops help avoid repeating the same instructions manually. **Main Activity:** Demonstrate the Repeat block in PictoBlox and show how to place Motion and Looks blocks inside it. Students create a simple project in which a	solving. **Evidence:** Correct use of the Repeat block and successful execution of the PictoBlox project.	teacher assistance. **Core (MA):** Create an animation using the Repeat block with Motion and Looks blocks. **Challenge (HA):** Develop a more complex animation using nested loops or different numbers of repetitions to control sprite movements and effects.	ons and exit tickets to assess students' understanding of loops.	to represent vehicles travelling along a road or people visiting a UAE landmark. Connect the activity to smart-city initiatives, automation and technological innovation in the UAE.	and sample project to the LMS.	sprite perform an action multiple times. Submit a screenshot of the code and project output through the LMS.

			sprite moves or changes its appearance repeatedly **Plenary:** Students demonstrate their projects and explain how the Repeat block reduces the need for duplicate instructions						
Arabic									
Islamic Studies	The Power of Allah – Surah Ya-Sin (Verses 33–54)	Provide evidence of Allah's power and oneness through the signs	Ask students to identify signs of Allah's power in nature,	Oral questioning about Allah's power and signs in creation.	Match Qur'anic vocabulary with meanings and identify signs of	Think–Pair–Share. Targeted questioning.	Promote gratitude, respect for creation, personal responsibility and care	Upload the lesson presentation, Qur'anic vocabulary	Select three signs of Allah's power mentioned in Surah Ya-Sin

		mentioned in the verses. Infer the means of attaining the mercy of Allah (تعالى). Explain the meanings of selected Qur'anic vocabulary from the verses.	such as the revival of the earth, the alternation of night and day, and the movement of celestial bodies. Recite and explain Surah Ya-Sin (33–54), highlighting Allah's power and oneness, His signs in creation, the Day of Resurrection, and the accountability of human beings.	Vocabulary activities, targeted questioning and verse analysis. Match Qur'anic vocabulary with meanings and identify signs of Allah's power using guided questions. Explain the evidence of Allah's power and oneness and identify actions that seek His mercy. Analyze how the verses	Allah's power using guided questions.	Vocabulary matching and peer assessment.	for the environment, connecting Islamic values with UAE commitments to sustainability and community well-being.	sheet, verse explanations and differentiated worksheet to the school LMS.	(33–54). Explain what each sign teaches about Allah's greatness and write two actions that help a believer seek His mercy.

				establish belief in resurrection and accountability, supporting responses with relevant examples.					
Moral Science	Lesson 7 – Celebrating Oneness; Value: Unity in Diversity	1. Explain the meaning of unity in diversity. 2. Recognise and appreciate differences in cultures, religions, languages and traditions. 3. Demonstrate respect, empathy and	Introduction: Discuss different cultures, languages and traditions through examples. Main Activity: Students share examples of unity in diversity and discuss how people	Formative Assessment: Oral questioning, group discussion and poster activity. Skills: Communication, critical thinking, collaboration and social awareness. Evidence: Student responses,	Support: Identify examples of unity using pictures, keywords and sentence starters. Core: Explain the importance of unity in diversity with suitable examples. Challenge: Analyse how discriminatio	Think–Pair–Share, targeted questioning, peer feedback and an exit ticket: "One way I can promote unity in diversity is…"	Connect the value of unity in diversity to the UAE's multicultural society, where people from different nationalities and cultures live and work together with	Upload the lesson objectives, key concepts, activity worksheet/poster and students' reflection on unity in diversity to the LMS.	Write a short paragraph (80–100 words) on "Unity in Diversity: Strengthening Our Society." Include two examples of how people can show respect and promote harmony in

		cooperation towards others. 4. Suggest ways to promote unity and harmony in school and society.	from different backgrounds can live together peacefully. Group Activity: Create a slogan or poster promoting unity and mutual respect. Conclusion: Students share one action they can take to promote harmony in their classroom.	participation and completed posters or written reflections.	n affects society and suggest practical ways to promote inclusion and harmony.		mutual respect and tolerance.		everyday life.
MSCS	The Land and Physical Geography of North America	Identify the major countries and Caribbean islands of North	Use textbook explanations, map-based identification and	Formative assessment through concept-check questions,	Support: Provide a labelled map and a word bank. Core:	Use targeted questioning, think-pair-share and map-based checks to	Connect the lesson to the UAE's geographical location and diverse	North America map activity	Read the learning material for the next class and revise

		America and explain the geographical features, climatic conditions and seasonal variations of the Arctic region.	concept-check questions to locate countries, islands, the Panama Canal, the Canadian Shield and major mountain ranges, while discussing the effect of Earth's axial tilt on seasonal daylight in the Arctic.	map labelling and written responses to assess geographical knowledge, map-reading skills and understanding of physical features.	Ask students to identify countries and geographical features. Challenge: Ask students to explain how climate and landforms influence settlement and farming.	assess students' understanding of North America's countries, physical features and Arctic conditions.	landscapes, encouraging students to appreciate how physical geography influences human activities and ways of life.		the countries, islands and major physical features of North America.