



**Dedicated to delivering
AMAZING LEARNING**

**Weekly Update
Term 1, Wk 3 17th September 2020**

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Dear Families,

Since writing this newsletter, we have shifted to distance learning for 2 weeks. I came today to begin editing my narrative, but actually, everything remains the same! I am very proud of your amazing children, and we will continue to offer the very best learning experiences, and keep our community supported and engaged during this time. Your kind words of support and encouragement give us confidence and energy to keep going with our most important job- educating your children. Thank you



Another week of learning has passed in a flash at Aspen! I need to commend your remarkable children; they have adapted to our new ways of working so quickly, and are genuinely overjoyed to be back at school, learning with their friends. Children who are continuing their learning through our distance learning provision are enjoying some live sessions with their classmates in school, some group sessions with their teacher and can also access pre-recorded learning through Seesaw. As always at Aspen we are constantly reflecting on the impact of our work on children's learning, and we are honing and adapting our practice to ensure this is maximised.

مر أسبوع آخر من التعلم سريعاً في مدرسة أسبن! أريد أن أثني على أطفالك الرائعين؛ لقد تكيفوا مع طرقنا الجديدة في العمل بهذه السرعة، وهم سعداء حقاً بالعودة إلى المدرسة والتعلم مع أصدقائهم. يستمتع الأطفال الذين يواصلون تعلمهم من خلال توفير التعلم عن بعد ببعض الحصص المباشرة مع زملائهم في المدرسة، وبعض الجلسات الجماعية مع معلمتهم ويمكنهم أيضاً الوصول إلى التعلم المسجل مسبقاً من خلال Seesaw. كما هو الحال دائماً في أسبن، فإننا نفكر باستمرار في تأثير عملنا على تعلم الأطفال، ونقوم بصقل وتكييف ممارستنا لضمان التأكيد على أهمية ذلك.

Learning walks

As you know we commenced a staggered opening time to ease congestion in the morning. This is working really effectively to ensure a smooth and calm start to every morning. It is an absolute pleasure to walk around the school site, visiting entrances and seeing children and families entering our school in a socially distanced and positive way- a great start to everyone's day!

One of the most interesting and enjoyable parts of my role is seeing learning taking place in classrooms. This week our staff training has focused on ensuring learning happens as soon as your child enters their class; during our staggered start.



Staff have been busy creating resources and developing routines and practices so that your child is engaged in personalised learning right from the beginning of the day. As families are unable to enter our school building, I have created a video of some of our morning learning, and have interviewed some children to share their thoughts- we hope you enjoy it :

https://drive.google.com/file/d/1Fp7lxEeax_iFudGNhU_r5hDwMgKECnwC/view?usp=sharing

Attendance- sickness

You will have been sent our attendance and sickness policy on Monday. Due to our community's need for vigilance in regard to health, please ensure your child stays home even if they are slightly unwell. To return to school a doctor's certificate must be provided even for a non-covid symptom, eg ear infection/food poisoning. If a doctor decides that a COVID test should be carried out, a 14 day home quarantine must be applied. Thank you for your cooperation and support. The policy is here for your information:

<https://docs.google.com/document/d/1zXxeO9OepNPUqI9AG4qiTnn0ns5AYehVVV5pQcU4qj0/edit?usp=sharing>

لقد تم إرسال سياسة الحضور والغياب بداعي المرض إليك يوم الاثنين الماضي. نظرًا لحاجة مجتمعنا إلى اليقظة فيما يتعلق بالصحة ، يرجى التأكد من بقاء طفلك في المنزل حتى لو كان مريضًا قليلًا. للعودة إلى المدرسة ، يجب تقديم شهادة الطبيب حتى بالنسبة للأعراض غير المرضية ، مثل التهاب الأذن / التسمم الغذائي. إذا قرر الطبيب إجراء اختبار COVID ، فيجب تطبيق الحجر الصحي المنزلي لمدة 14 يومًا. أشكركم على تعاونكم ودعمكم. السياسة هنا لمعلوماتك:

<https://docs.google.com/document/d/1zXxeO9OepNPUqI9AG4qiTnn0ns5AYehVVV5pQcU4qj0/edit?usp=sharing>

Family Information Meetings

Thank you to all the families who attended our Family Information Meetings for Upper Primary (years 4,5,6), Lower Primary (years 1,2,3) and FS2 this week. We hope you found the information useful, together with the opportunity to ask questions. For those who were unable to attend, please see the links to the recordings below:

Lower Primary (part 1): <https://drive.google.com/file/d/1AZY2VRkIJDJXFbj8ajoa-5COT6odyzzW/view?usp=sharing>

Lower Primary (part 2): <https://drive.google.com/file/d/18S5sIBXJTVhF2IIMoX0T3xVOGXJ7bYby/view?usp=sharing>

Upper Primary: <https://drive.google.com/file/d/174hKsRwhnqN54A1hqZ-O5qGEqvGOC7UD/view?usp=sharing>

FS2: https://drive.google.com/file/d/1iPV5gmfnb6QFxYjois_ZQK1FzPKcNF1P/view?usp=sharing

Coming up next week:

Monday 21st Sep	3pm	Family Workshop for FS and Primary parents: Seesaw Class and Family app with Miss Clark
Tuesday 22nd Sep	2pm	Non-Native Arabic Family Workshop- introduce our new Non-Native learning platform and ways of working at Aspen. Miss Ouasilla, Miss Hanan, Miss Rawa.
Wednesday 23rd Sep	3pm	Secondary Family Information Meeting in preparation for pupils return - Dr Plumb
Thursday 24th Sep	10.00am	Friends of Aspen inaugural virtual coffee morning with Mrs Shanahan, Mrs Sandy Saadeh, Miss Meg Manica

We hope many of you will be able to attend the virtual workshops and coffee mornings we have arranged next week- please see the family dates for the zoom links. Our Friends of Aspen Coffee Morning will focus on forming a committee, and planning for the main events this term; Pink Day and National day. We hope you will be able to join us.

نأمل أن يتمكن الكثير منكم من حضور ورش العمل الافتراضية والاجتماعات الصباحية التي رتبناها للأسبوع المقبل - يرجى الاطلاع على التقويم العائلي للحصول على روابط زوم. سيركز أصدقاؤنا في اجتماعاتنا الصباحية على تشكيل لجنة والتخطيط للأحداث الرئيسية في هذا الفصل؛ اليوم الوردي واليوم الوطني. نتمنى أن يكون في مقدورك الانضمام إلينا.

Once we have our full complement of Class reps we will meet to share your remit and next steps- thank you.

Wishing you a restful and safe weekend with your family, and we look forward to your child's learning continuing online next week.

Mrs Emma Shanahan
Principal, Aspen Heights British School

Primary Update

What another fantastic week of learning at Aspen Heights.

I have seen some amazing learning during my learning walks. FS2 are working beautifully together and are always willing to explain what they are doing, which is great!

Across Years 4, 5, and 6, I have seen some great number work, talk for writing, as well as various science investigations, both online and in class.

Well done everybody for your commitment and enthusiasm this week.

I was also very impressed with everyone who was showing compassion and empathy, which was our assembly theme of the week. It is great to see you all following our 4Cs - cooperation, courtesy, common sense and consideration.

Thank you to everyone who was able to attend our family information meetings for FS2 and primary this week. I hope you found these useful and informative. The recordings of these will be shared with you if you were unable to attend. Look out for the family workshops that are happening next week on our family dates.

Our attendance winners this week are:

Oasis

EYFS - Pipits

Lower Primary - Hares

Upper Primary - Parrotfish

Keep on learning everybody and have a lovely weekend.

Mrs Laura Stevens
Head of Primary



Head of Secondary



What an amazing week of learning we have had this week in secondary. I have seen some wonderful lessons, as I've visited the classrooms in secondary. There were live science experiments, summarising skills about Heroes and Villains in English and wonderful collaboration via Google Meet in Arabic.

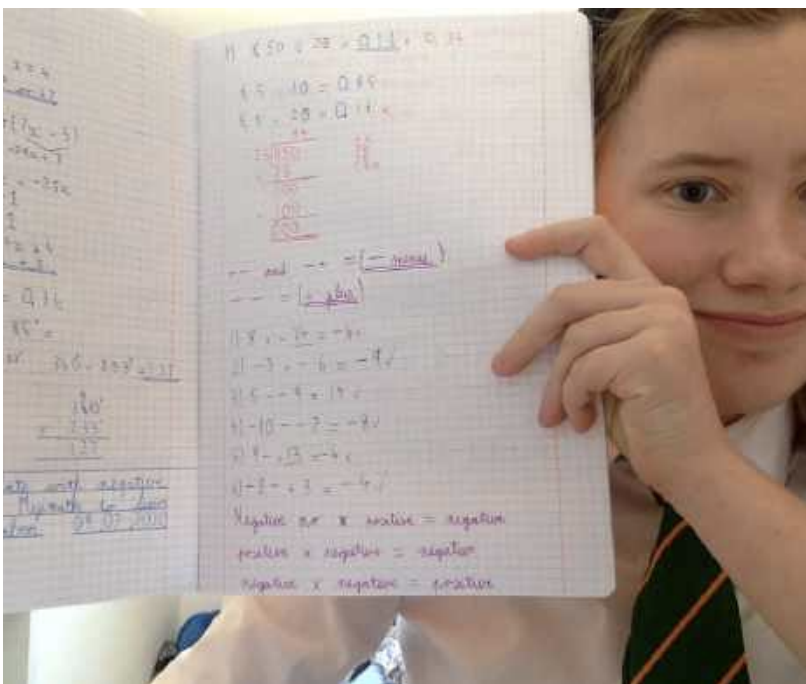
Keeping on the technological theme:

- It is pleasing to see all children following our e safety charter and participating respectfully in their live lessons. Keep up the excellent work children!
- This week our teachers have received Education City training and we have shared the Education City login information with secondary children. Education City is a wonderful resource, which helps to build children's confidence and independence.
- It was great to see so many of you in our Maths family workshop today with Mrs Trznadel. MyiMaths really does bring Maths to life! It fosters the relationship between home and school, it is fully interactive and helps children to develop their understanding of maths through a variety of engaging activities, games and assessments.

Coming up next week is our Family Information Meeting for Secondary families on Wednesday at 3pm. During this session I will outline all of the pertinent information about secondary, share with you our face to face learning plans and answer any questions that you may have.

Wishing you all a safe weekend.

Dr. Kate Plumb
Head of Secondary



Juana, Maryam and Eliza drew treasure maps. Now off to find the treasure!



Mohammed and Abdulrahman are making porridge using oats, in the role play area.



Xander created amazing animals from his hand print.



Zain is reading a story to his bubble.



Kelyan and Lyanna created beautiful hand print animals.



Primary



Year 2 Oryx innovating their story map to write an exciting ending.



Year 1 Foxes acting out our new story called 'The Tiger who came to Tea'.



In Year 1 maths children made their own rulers (0-20cm) and measured different objects.

Year 1 Sandcats- Mohamed matching quantity to the numerals.



Year 2 Leopards orange innovating their Tiddler story.



Year 2G used the phonics games to recognise their sounds.



Y2 Camels learning how to partition a number.

Primary

Year 3 Flamingo enjoying practising their T4W text 'The Little Seed'.



Year 3 Kingfishers Orange exploring place value of 3 digit numbers.



Year 2 Camels learnt how to order numbers from the smallest to the largest.



Year 3 Flamingo enjoying learning about place value in maths.



Year 2 Gazelles drew pictures about different materials.



Year 2 Oryx learning how to independently engage in their morning activities.

Year 2 Leopards green sharing their story maps.



Primary



Year 5 Hawksbills ordering numbers in ascending and descending order.



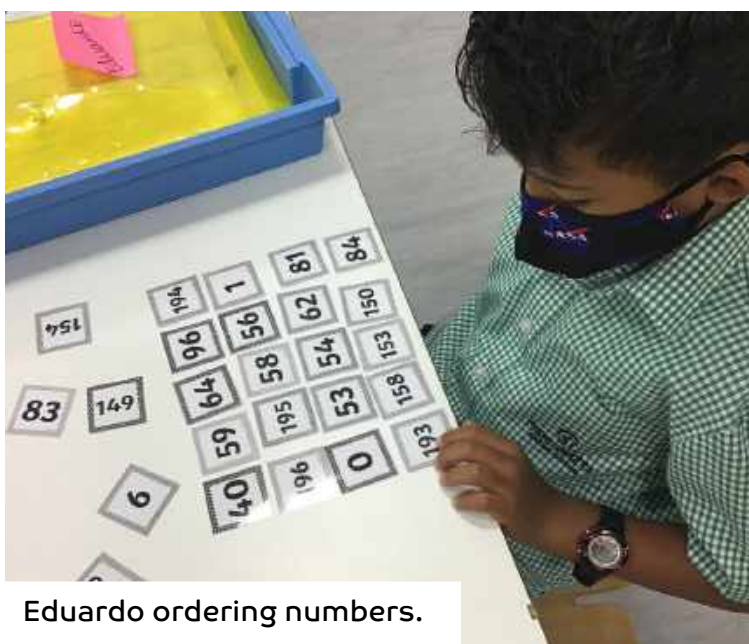
Leonardo ordering numbers.



Y6 Dolphins - Proud of their division methods!



Mariam using digit cards to explore place value in maths.



Eduardo ordering numbers.



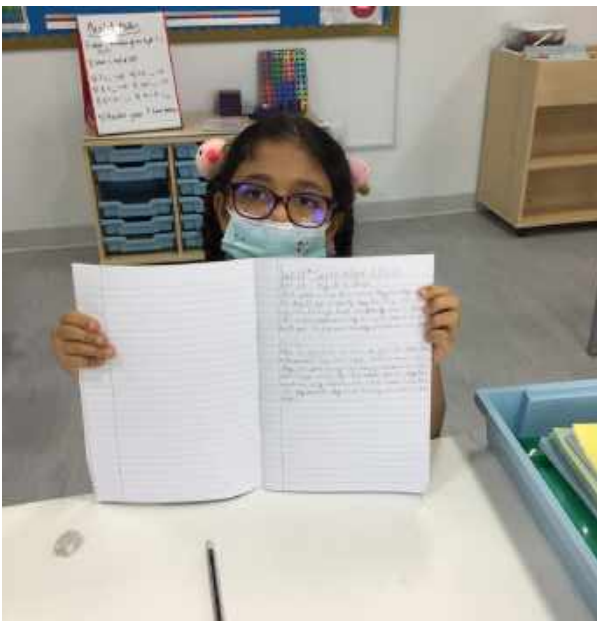
Salama ordering numbers.



Ordering the stages of the life cycles of animals in science.



Year 6 Seahorses sharing their views on our class text - The Explorer



Meerah completing her cold write activity.



Year 6 Dolphins - Using inference skills for character descriptions.



Alia and Isma creating name labels for their cubbies.



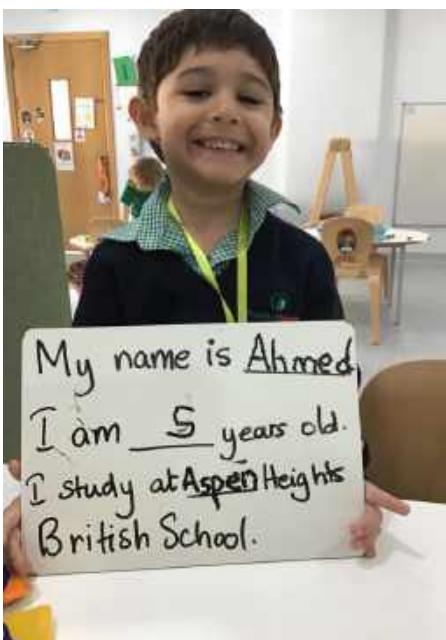
Radwa matching and comparing the similarities and differences of teeth.



Year 4 Houbara green class solve a math challenge question.

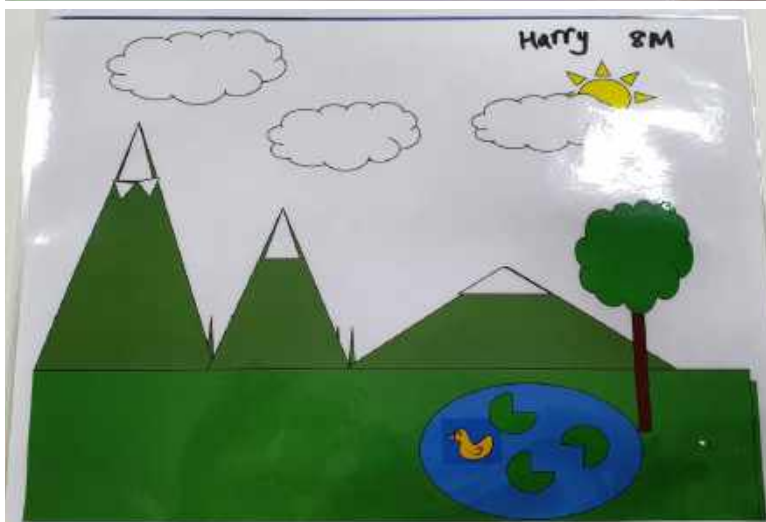
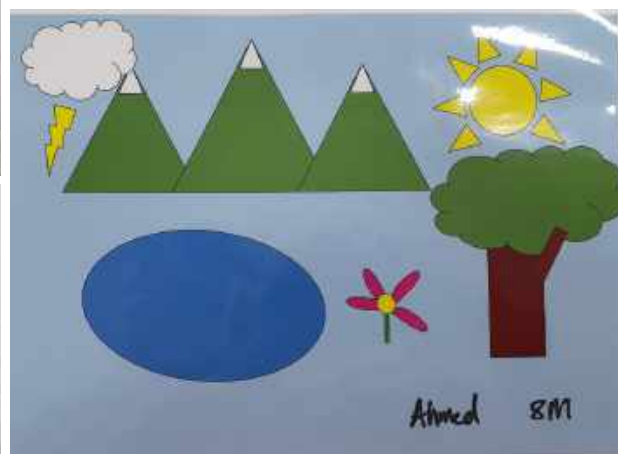
This week our class worked on writing and talking about themselves and their family. We worked on drawing our interpretation of ourselves. We had some fantastic family trees.

We had a great time showing and sharing our drawings. We worked with different textures and materials to create our family trees and drawings.



Secondary

Google Drawings is such a fun and useful tool, it deserves it's very own lesson. It's an often overlooked tool within the Google Drive suite of tools. Google Drawings is a virtual board that allows students to create content by drawing, pasting images, linking videos and websites, and inserting text, shapes, tables, and other content onto a page in Google Drive.



In English, our Secondary pupils have been developing their reading and summary skills.

Activity 5:

- 5.1 option i because making a reader eager to move on makes them more involved in the story.
- 5.2 Extract A gave the most introduction to the characters and taught us more about all the characters.
- 5.3 Extract B gave the most atmosphere because it explained the Underworld and gave the surroundings more depth.

- 11) The situation got tense and Sam decides to absquatulate and head home. 🍌
He dove down to the bottom of the lake and saw the Benthos that lived there. 🍌
The trumpet blared Manorously. 🍌
He looked down at the Merulean sea from the safety of the pier. 🍌
She grabbed her flute and put her mouth to the fipple. 🍌
The bald old man hobbled into the hotel and Dave couldn't help staring at his Glabrous head. 🍌
The witch mixed the pot as Mary looked into the pinguid mixture. 🍌
He was sitting on his phone when his dad told him to stop lollygagging and do his chores. 🍌
The young girl saw a spider and looked down at the minibeast with curiosity. 🍌
The shallop went out to sea to catch some fish. 🍌

By Alexander Reynard

Activity 1

- 1) I think it meant bound as in tied up as it makes sense that it would be tied with iron bars however the other options, such as jump, don't make sense. ✓
- 2) Spedoddied - shook/sounded throughout ✓
Crangle - bowl/scoop ✓
- 3) The train set off from London Bridge after the boxes were weighed ✓ When it arrived at the port it was weighed and put on the boat. ✓ Then it arrived at Boulogne and was weighed again but it was lighter. ✓ When it arrived at its final destination (Paris) it was found out it had been replaced with lead. ✓
- 4) The boxes were found to be 40kg lighter in Boulogne but they were unharmed and it wasn't until they reached Paris that it was discovered. ✓ ❌
- 5) The boxes were tied in iron, put in a safe and the keys were on two different crew members. ✓
- 6) Walk as the context before said she was walking and it said she continued to do something aka, walk. 😊 🍌
- 7) Talented as he's only 12 and playing for the under 21s. 😊 🍌
- 8) Confused as the police couldn't see any evidence to suggest it was stolen. 😊 🍌
- 9) The boxes containing the gold were weighed and put in a safe before the train set off from London Bridge. When it arrived at the port it was weighed again and put on the ship where the keys were given to the captain. Sometime during the voyage, the gold was extracted from the boxes without leaving a trace and replaced with lead shot. When it arrived in Boulogne, the crew realised they were lighter but seeing as the boxes were unharmed, they left them alone. When it arrived in Paris the boxes were opened and the lead shot was found however the gold was long gone

In French, our Secondary pupils are practising having conversations in French!

8: Read the texts. For each person write down their age and birthday.

A *Wongso!* I've decided not to wear a wig again. You'll be so glad to hear that!



B *Wongso!* I've never seen Miki without her wig. I told her to bring you my love!



d) 14 years old
June 22

c) 16 years old
May 19

- 1 cinq
- 2 douze
- 3 six
- 4 cinq
- 5 quinze
- 6 seize
- 7 huit
- 8 vingt-et-un

Name	Age
Alexandre	Onze 11

1 In which sentence is the word 'diet' used in a scientific way. Tick (✓) one.

☐ Miriam decided to go on a diet and lose some weight.

☒ Julie has a lot of starch in her diet.

☐ Jack does not want to eat a diet.

2 What is food used for inside your body? Tick (✓) three.

☒ giving you energy

☐ making you feel sick

☒ keeping you healthy

☐ having nice flavours

☒ growing and repairing

☐ making you cold

WowPow bars contain energy! They're also delicious!
Get a natural lift from a crunchy, delicious
WowPow bar!



EXPLORING SCIENCE **8** Age-1 **Nutrients**

1. What does the word *diet* mean? Tick (✓) the best answer.
☐ trying to loose mass ☐ an insect repellent ☒ what you eat ☐ a type of nutrient

2. Our food contains energy. State one thing we need energy for.
 to walk

3. The label below is from a food packet.

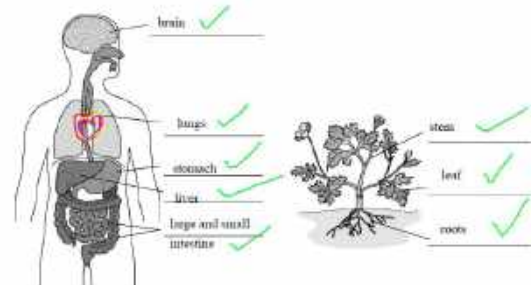
Ingredients	Serving Information (100g)		
100g of <u>raw</u> <u>chicken</u> <u>breast</u>	Calories	165 kcal	165 kcal
100g of <u>raw</u> <u>chicken</u> <u>breast</u>	Protein	31g	31g
100g of <u>raw</u> <u>chicken</u> <u>breast</u>	Carbohydrates	0g	0g
100g of <u>raw</u> <u>chicken</u> <u>breast</u>	Fat	7.4g	7.4g
100g of <u>raw</u> <u>chicken</u> <u>breast</u>	Fiber	0g	0g

a. Name two nutrients not shown in the nutrition information section of the label.

EMILE "ENCHANTE."

Je regarde la télé/le portable ou je joue un instrument le soir. Je prends le dîner.

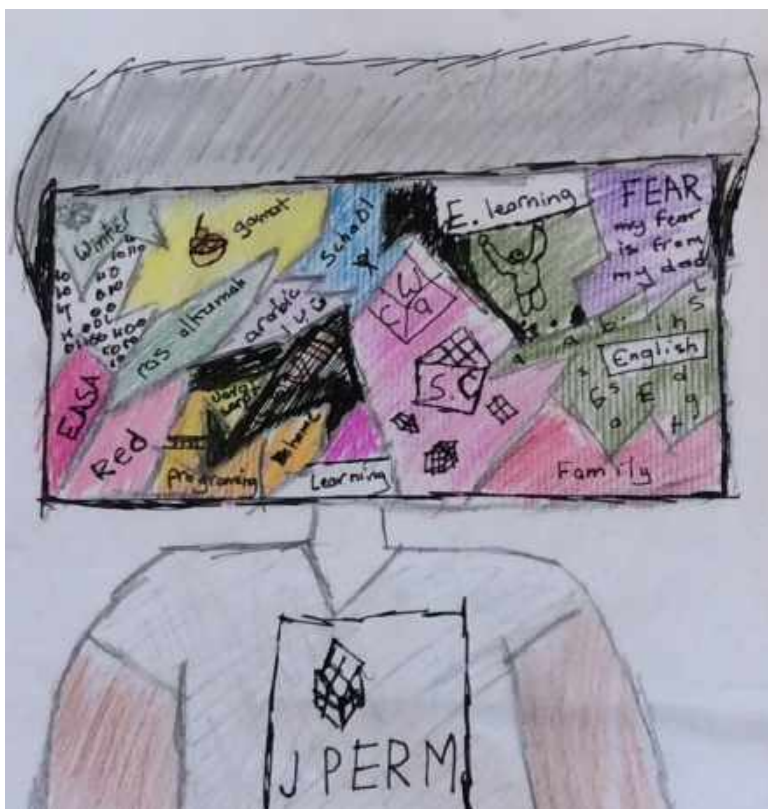
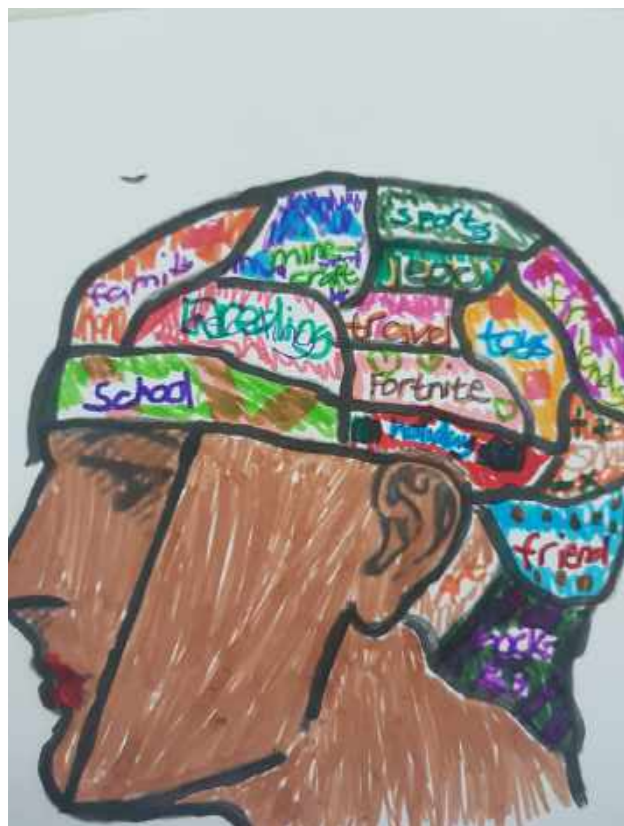
brain	intestines	leaf	liver	lung	root	stem	stomach
-------	------------	------	-------	------	------	------	---------



Cell	Total number of chromosomes									
muscle cell	0	1	2	3	6	12	23	46	69	92
red blood cell	0	1	2	3	6	12	23	46	69	92
egg cell	0	1	2	3	6	12	23	46	69	92
zygote	0	1	2	3	6	12	23	46	69	92

Secondary

In Art/DT, our children have produced some fantastic artwork!



Secondary

2. A. $\sqrt{40-15} = 5$ ✓
- B. $\sqrt{10+41+70} = 11$ ✓
- C. $\sqrt{40+3^2-40} = 3$ ✓
- D. $\sqrt{4^2-7} = 16-7-9 = 3$ ✓
- E. $\sqrt[3]{100-30} = 4$ ✓
- F. $\sqrt[3]{35-8} = 3$ ✓
9. $\sqrt{3^3+9} = 27+9 = 36 = 6$ ✓
- H. $\sqrt{5^2+12^2} = 25+144 = 169 = 13$ ✓

Pharmacy

4) a) 5, 5 b) 9, 9 c) 12, 12

all the cubed negative numbers remain negative

inverse operations - adding and subtracting,
multiplying and dividing,
square and square root,
cube and cube root.

Lesson objectives:

Stoffen:

توالت

$$2 \times 3^2 = 2 \times 9 = 18 \quad 2^3 = 2 \times 2 \times 2 = 8 \quad \text{cube root of 27 is } \sqrt[3]{27}$$

Main Task Given

I have done my math.

Final

a) $\sqrt{28} = 23$ False ✓ b) $|A| = 31$ True ✓ c) $\sqrt{11} = 8$ True ✓
d) $|441| = 11$ False ✓

1. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 2. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 3. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 4. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 5. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 6. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 7. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 8. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 9. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$
 10. $\frac{1}{2} \log_2 \frac{1}{2} = -\frac{1}{2} \log_2 2 = -\frac{1}{2} \cdot 1 = -\frac{1}{2}$

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 2. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 3. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 4. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 5. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 6. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 7. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 8. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 9. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 10. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

$$\frac{2}{\frac{1}{2} + \frac{1}{3}} = \frac{2}{\frac{5}{6}} = \frac{2 \cdot 6}{5} = \frac{12}{5}$$

في رحلة جديدة من رحلات التعلم عن بعد للمرحلة الثانوية في مدرسة آسبن، استمتع الطلاب في تعلمهم عن بعد وأبدوا مرونة في تعلمهم من خلال استخدام التكنولوجيا الحديثة وأداء المهمات التعليمية

درس الطلاب قصائد شعرية متنوعة واستطاعوا تحليل القصائد و تحديد الأفكار الرئيسة والجزئية ، والتمييز بين الترادف والتضاد بين الكلمات من خلال المهمات والألعاب التعليمية المختلفة والمتنوعة التي ترسل لهم خلال الحصص المباشرة.

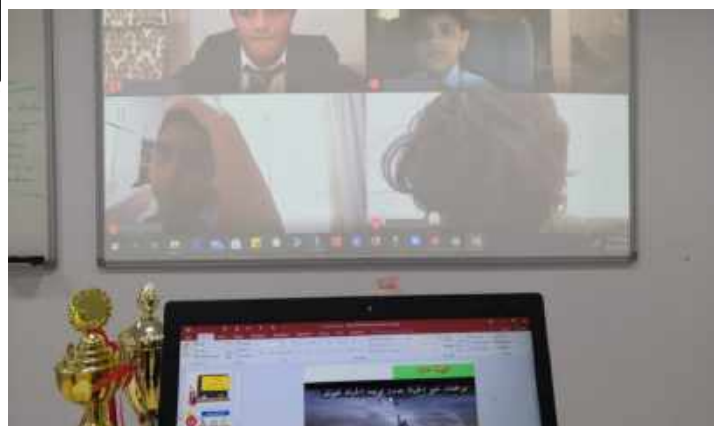
1- **مبدأ مبدأ التفسير:** يُفسَّر نص المادة التأسيسية وفقاً لمبدأ التفسير التالي:

- أ- **مبدأ القصدية:** أي أن نص المادة التأسيسية يُفسَّر وفقاً للقصد الذي قصده المشرع عند إصداره لها. ✓
- ب- **مبدأ التناسق:** أي أن نص المادة التأسيسية يُفسَّر وفقاً لمبدأ التناسق مع نصوص الدستور الأخرى. ✓

2- **مبدأ التناسق:** أي أن نص المادة التأسيسية يُفسَّر وفقاً لمبدأ التناسق مع نصوص الدستور الأخرى. ✓

3- **مبدأ التناسق:** أي أن نص المادة التأسيسية يُفسَّر وفقاً لمبدأ التناسق مع نصوص الدستور الأخرى. ✓

Music notes are named after the first seven letters of the alphabet: A, B, C, D, E, F, G. The two clefs that are primarily used are the treble clef and bass clef. The treble clef, pictured below, is also known as the ‘G-clef’. Pupils learn to read and draw these notes on the treble clef.



What a fantastic week we have had in PE this week. We have had so many videos and photos from so many of you showing us how amazing you all are at following the PE lessons and making sure you stay active at home.

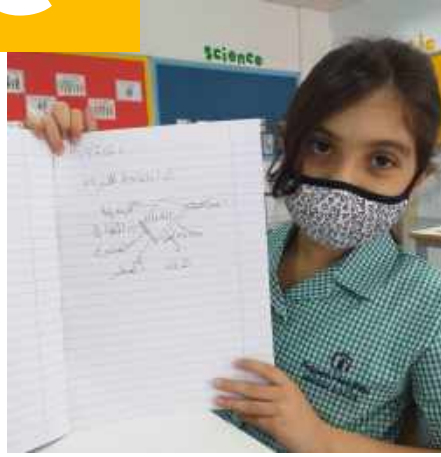
We had almost double the number of secondary boys and girls join their live PE lesson and would love to see if we can get all of our secondary cohort online and active in our live sessions every Tuesday at 1:30pm.

Remember PE for Nursery, FS2 and Primary will be uploaded to Seesaw every Monday so watch out for it every week and keep sending us your amazing learning.

We were also delighted to deliver our first Sensory Circuits lesson to our Oasis students. Sensory circuits are sessions designed to improve fine and gross motor skills and also help to improve student focus, concentration and brain processing efficiency. Even with the challenges of delivering the session with social distancing in place, it was a huge success and our children had lots of fun.

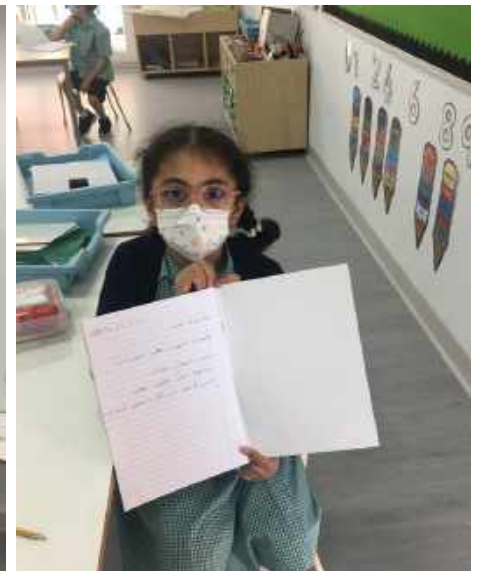
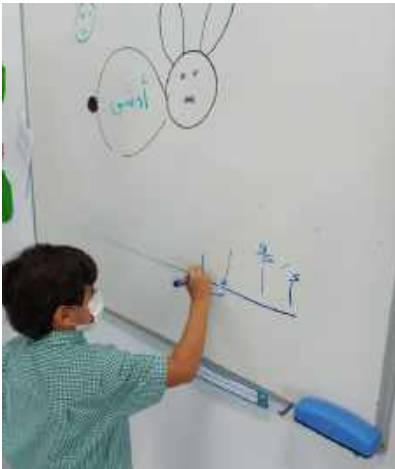


Arabic

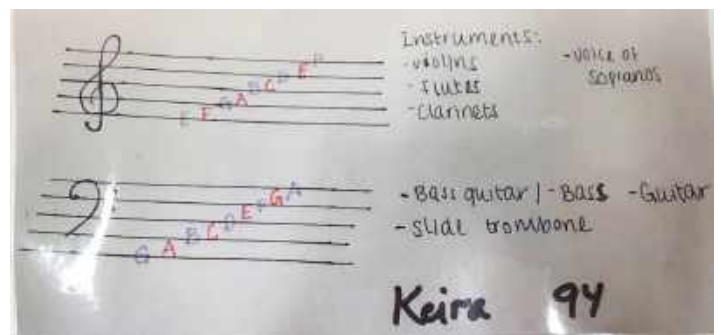


This week our non-native children are enjoyed their Arabic sessions via Zoom meetings. They were very engaged and motivated to present themselves, learning greetings, reading Arabic letters and words and doing various activities during the lessons

هذا الأسبوع مليئ بالسعادة والنشاط مع طلابنا، فقد تنوعت دروسنا في مادة التربية الإسلامية بهدف الارتقاء الأكاديمي والمعرفي لطلابنا، في مختلف الأمور الدينية والحياتية والتي تُساعدهم على معاشة واقعهم المعاصر والتعامل مع أفراد المجتمع بمختلف ألوان على أساس الود والتعاون، والتعايش السلمي بين الحضارات المختلفة كما تعلم الطلاب آداب التلاوة و تدربوا على تلاوة بعض السور القصيرة من القرآن الكريم.



Music



Music is one of life's greatest pleasures. Singing improves the mood of children and it is very effective as a stress reliever and improves sleep. Children are generally ready for this type of instruction between ages 4 and 9. The human voice continues to mature throughout life, however, students of any age can benefit from singing lessons.

