



**Dedicated to delivering
AMAZING LEARNING**

**Weekly Update
Term 1, Wk 4 24th September 2020**

Contents

FS.....	Page 6
Low Primary.....	Page 7
Upp Primary.....	Page 9
Oasis.....	Page 11
Secondary.....	Page 12
PE.....	Page 17
Arabic.....	Page 18
Music.....	Page 19

Dear Families,

Thank you for your support of what was an impressive (almost!) seamless transition from onsite learning to full distance learning for our whole school. Your careful reading of the communication we have sent, and support of your children's learning is very much appreciated.



As we informed you on Sunday, all contacts, and the original positive case have tested negative. We are working with the authorities to reopen our school after the quarantine period; we are hopeful we will be open on Thursday 1st October. I have requested clarification and information on the process of re-opening, and I will keep you all fully informed as I have further feedback on this.

What I find particularly heartening in all of this is how resilient and adaptable our children are. As adults, at times we can find it more challenging to adapt to enforced change- but looking to our children gives me confidence and faith in the strength of our community.

نشكرك على دعمك لما كان بمثابة انتقال مثير للإعجاب (تقريبًا!) من التعلم في الموقع إلى التعلم الكامل عن بعد لمدرستنا بأكملها. إن قراءتك المتأنية للرسائل التي أرسلناها ، ودعمك لتعلم أطفالك محل تقدير كبير.

كما أبلغناك يوم الأحد ، فإن جميع جهات الاتصال والحالة الإيجابية الأصلية جاءت سلبية. نحن نعمل مع السلطات لإعادة فتح مدرستنا بعد فترة الحجر الصحي ؛ نأمل أن نفتتح أبوابنا يوم الخميس 1 أكتوبر. لقد طلبت توضيحات ومعلومات حول عملية إعادة الفتح ، وسأبقىكم جميعًا على اطلاع كامل لأن لدي المزيد من التعليقات حول هذا الأمر.

ما أجده مشجعًا بشكل خاص في كل هذا هو مدى مرونة أطفالنا وقابليتهم للتكيف. بصفتنا بالغين ، يمكننا في بعض الأحيان أن نجد صعوبة أكبر في التكيف مع التغيير القسري - لكن النظر إلى أطفالنا يمنحني الثقة والإيمان بقوة مجتمعنا.

Secondary Distance Learning:

We were informed late on Tuesday that Secondary years 7, 8 and 9 will remain distance learning. The authorities have prioritised students in exam years to receive onsite learning. Our secondary family information meeting this week was exceptionally well attended- thank you for being involved in your child's learning. Many families were overwhelmingly pleased with our secondary distance learning provision; thank you for passing on your comments to our team.



We are always developing and honing our provision to ensure learning and wellbeing are maximised. ADEK have requested that all secondary families complete the ADEK survey here-

English: https://adek.qualtrics.com/jfe/form/SV_6xmb9DDgLduu03H

علمنا في وقت متأخر من يوم الثلاثاء أن الصفوف الثانوية 7 و 8 و 9 ستظل على التعلم عن بعد. أعطت السلطات الأولية للطلاب في السنوات المتقدمة والتي لديها امتحانات خارجية لتلقي التعلم في الموقع. لقد حظي اجتماع المعلومات العائلية الثانوي هذا الأسبوع بحضور جيد للغاية - شكرًا لك على المشاركة في تعلم طفلك. كانت العديد من العائلات مسرورة بشكل كبير بتوفير التعليم الثانوي عن بعد ؛ شكرًا لك على إرسال تعليقاتك إلى فريقنا. نعمل دائمًا على تطوير وصقل ما نقدمه لضمان أهمية التعلم والرفاهية. طلبت دائرة التعليم والمعرفة من جميع العائلات الثانوية إكمال استبيان دائرة التعليم والمعرفة هنا-

Arabic: https://adek.qualtrics.com/jfe/form/SV_6xmb9DDgLduu03H

The letters from ADEK are also attached. The deadline for this survey to be completed is 27th September. Thank you for your support.

Class representatives:

We now have class representatives for every class! We will meet with Class reps next week, and share the process of setting up Class reps whatsapp groups. Please see the policy here: https://docs.google.com/document/d/1wZAIUliHU3FcMgR_-mJJLeLkOQxMIOSu-2lkGz7NSssU/edit?usp=sharing

Family Workshops:

We held a number of well attended Family Workshops this week; please see the links to the sessions if you were unable to attend:

Seesaw: https://docs.google.com/presentation/d/1ywuzfRvdXI_D4hdWVygEZQDIVQveLBQ6TAa63iNI_Epo/edit?usp=sharing

Non-Native Arabic: https://docs.google.com/presentation/d/1a_ywH1y-KXlh0IFn7Ewo7vPbTCB_Jdt-SdvSxFH6JQ/edit?usp=sharing

Secondary FIM:

Part 1: <https://drive.google.com/file/d/14JslTB99l0SJ3unVpnCIU5TAO0ze3uJ/view?usp=sharing>

Part 2: <https://drive.google.com/file/d/1JdgQH4ADDbTkaKqtyKCxmacgQBcXS9XA/view?usp=sharing>

Part 3: https://drive.google.com/file/d/1kFdLor88V3GJ0XnfiTh4nAo_yV50T4q/view?usp=sharing

Friends of Aspen Virtual Coffee Morning:

Families met this morning 'virtually' to share our goals for our community group, vote in our Friends of Aspen Committee, and begin to work on the first Friends of Aspen community event of this term; Pink Day. This year our Pink Day events and activities will be on Thursday 15th October, with the aim of raising awareness and fundraising for breast cancer charities. The group had lots of ideas, energy and creativity! If you would like to be involved in Friends of Aspen, or in supporting our Pink Day organisation, please email Miss Meg Manica, our teacher representative on Friends of Aspen mmanica@ahbs.ae

Family Conferencing:

Teachers have now concluded their assessment of your child's strengths and areas of development, so we are commencing our Family conferencing programme to share your children's learning targets with you, and have the opportunity to share how they have settled so far.



FS2 will be conducting family conferences on Sunday and Monday of next week- please sign up on the parent portal if you haven't already. Please contact your child's class teacher, or Miss Diana Rayyan, if you need support with this. drayyan@ahbs.ae

Nursery Family Information Meeting:

In preparation for our proposed opening of Nursery on Sunday 4th October, we are holding a Nursery Family Information meeting on Wednesday 30th September. Please check the family dates for the zoom link. We hope many of you will be able to attend.

Have a wonderful weekend and enjoy the increasingly cooler weather!

Mrs Emma Shanahan
Principal, Aspen Heights British School

Exciting opportunity:

There is a three week online coaching program from PASS Abu Dhabi for all children aged 5 and above.

To register please visit: www.passabudhabi.com/onlineessions

Please see the flyer below for more information.

This is a great way to keep active whilst learning new skills.

ONLINE SESSIONS

CONTACT US
058 510 7277
INFO@PASSABUDHABI.COM

COMMENCES 27 SEPTEMBER TO 17TH OCTOBER

REGISTER NOW AT WWW.PASSABUDHABI.COM/ONLINESESSIONS

**TWICE WEEKLY PROGRAM
OF SKILLS SESSIONS AND FOOTBALL FITNESS
AGE FOCUSSED PROGRAM FOR 5-6, 7-9, 10+ YEAR OLDS**

@passabudhabi **HealthPlus** **Moorfields** **MYNT** **Rotana**



Primary Update

Well done everybody for completing their distance learning this week. I have really enjoyed seeing all of your learning on Seesaw, the live sessions and Active Aspen afternoons. I have sent gold cards to some children who have really challenged themselves in their learning. At Aspen Heights we want children to be challenged in their learning through self directed differentiation. Children will receive their input and then based on their level of understanding, select the right challenge for them. We have found that this works really well, especially during maths sessions. Keep up the good work everyone!



Thank you to Miss Clark and the families who were able to attend our Seesaw Family Information Meeting this week. It was extremely useful to understand how both the class and family app work and it was great to hear the positive feedback from our families. The presentation for this has been shared with all of our primary families for those who were unable to attend.

The attendance has been brilliant this week across the school with many of our children attending all of their live sessions and completing all of their learning on Seesaw daily. The classes with the highest attendance for their phase are:

Oasis Class with 100%!
Bulbuls Class with 98%
Oryx Class with 100%!
Ostrich Class with 100%!
Houbara Class with 96%
Dolphin Class with 96%

Well done everybody who contributed to this, you should feel very proud.

Have a lovely weekend and I look forward to seeing all of your learning next week.

Mrs Laura Stevens
Head of Primary



Head of Secondary



Thank you for your support in helping to make the fourth week of distance learning straightforward and enjoyable in secondary.

This week I have seen lots of amazing lessons, from using electronic pianos on our secondary devices in music, to debating 'Is this Art?', exam question analysis in science, summarising in English and much much more.

After the baseline marks were realised to children this week after the teachers completed the moderation I am very happy to see that some children are beginning to take ownership of their learning and take the initiative to monitor their own progress and plan out next steps for improvement.

It was great to see so many of you at our Family Information Meeting yesterday, where I outlined all of the pertinent information about secondary, and shared our distance learning plans. Whereby each child has a 'live lesson' for every lesson during the day; including our 'Active Aspen' initiative at 1pm everyday, where all children can participate in live PE.

In order to support learning and your child's wellbeing during distance learning it is important that your child attends school on time every day. Each live lesson helps to construct new subject knowledge and skills.

All children should be in full school uniform on their electronic devices by 7:50am so that they are logged on with their camera and microphone on and ready for form time to start at 8am.

If you have any queries please do not hesitate to contact me or your child's form tutor.

Year 7 Aryam - Ms Nisha (nmohamed@ahbs.ae)

Year 7 Dalma - Mr Delaney (jdelaney@ahbs.ae)

Year 8 Saadiyat - Ms Stewart (fstewart@ahbs.ae)

Year 8 Maryah - Ms Lavin (elavin@ahbs.ae)

Year 9 Yas - Mrs Joubert (jjoubert@ahbs.ae)

Year 9 Futaisi - Mrs Grice Glover (aglover@ahbs.ae)

Wishing you all a safe weekend,

Dr. Kate Plumb
Head of Secondary





Maitha joining in with her phonics lesson.



Hana making flowers for Arabic lesson.



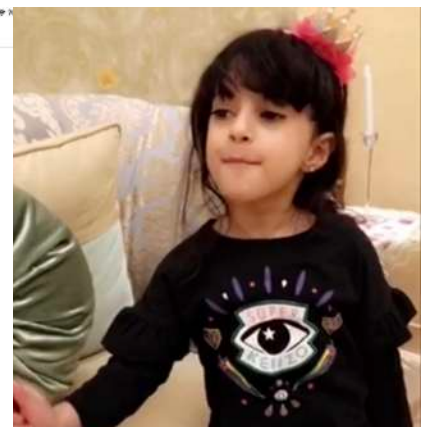
Mariah doing her phonics work.



Saoud even taught his teddy to wash his hands.



Maitha is writing her new sound m in the soil.



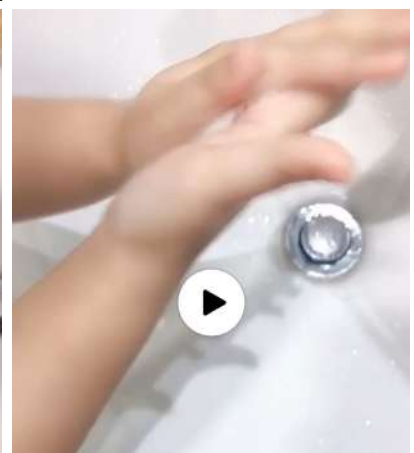
Wadeema using a bowl and a spoon to help her retell The Magic Porridge Pot story.



Hamad is weighing items and saying which is the heaviest and lightest item.



Fatima has a good understanding of how to wash her hands



Liang- Hsuan has been practicing washing her hands to keep healthy.

Lower Primary

Complete the table by investigate the properties of your chosen materials. (Tick if correct and X if not correct)

Choose an object of each material at home	Hard	Soft	Transparent	Bendy	Rigid	Stretchy
Wood e.g. chair	✓	✗	✗	✗	✓	✗
Glass e.g. glass	✓	✗	✓	✗	✓	✗
Plastic e.g. bottle	✓	✗	✗	✓	✗	✗
Paper white paper	✗	✓	✗	✓	✗	✗
Metal pencil pot	✓	✗	✓	✗	✓	✗
Fabric clothes	✗	✓	✗	✓	✗	✓

Christoforos in Y2O enjoyed exploring materials in his house and investigating their properties

Taras in Tahrs completing his reading-focusing on the 5 senses.



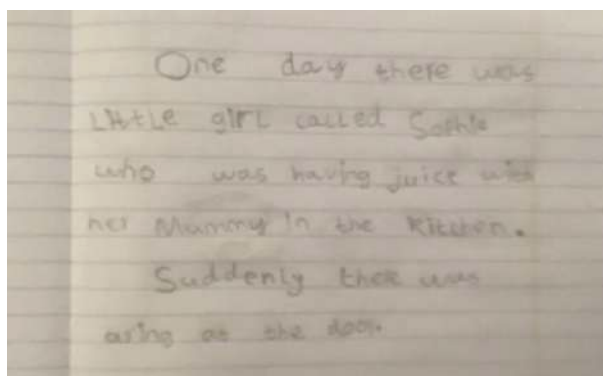
Ethan in Tahrs finding one more than a given number using sticks.



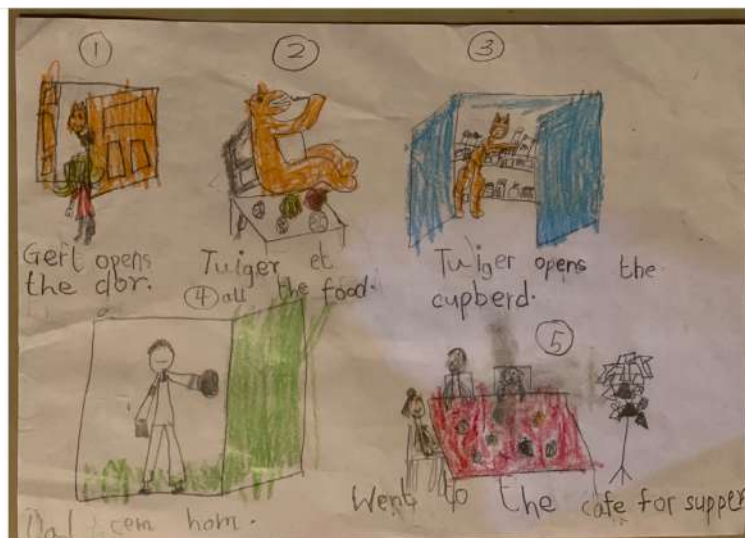
Complete the table by investigate the properties of your chosen materials. (Tick if correct and X if not correct)

Choose an object of each material at home	Hard	Soft	Transparent	Bendy	Rigid	Stretchy
Wood e.g. chair	✓	✗	✗	✗	✓	✗
Glass	✓	✗	✓	✗	✓	✗
Plastic	✓	✗	✓	✗	✗	✗
Paper	✗	✓	✗	✓	✗	✗
Metal	✓	✗	✗	✗	✓	✗
Fabric	✗	✓	✗	✓	✗	✓

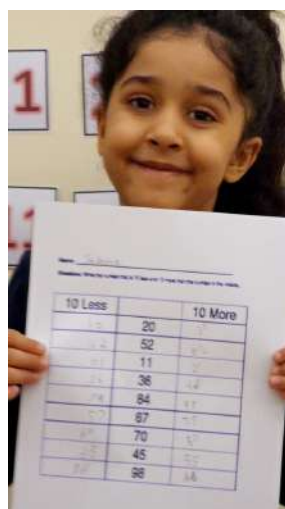
Marc Year 2 Ccamels was testing properties of materials in science.



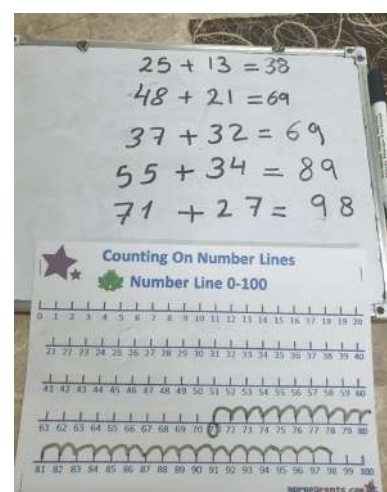
Salma wrote the beginning of her innovated story all by herself!



Anaya sequenced the story 'The Tiger who came to Tea.'

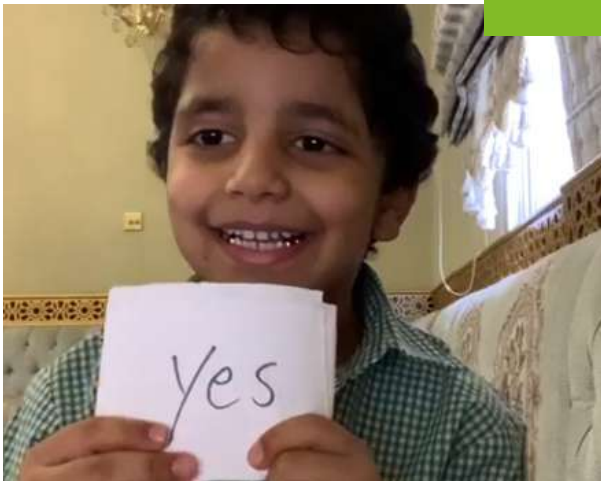


Salama finds 10 more and 10 less than a number.



Omar independently solving addition calculations using a number line.

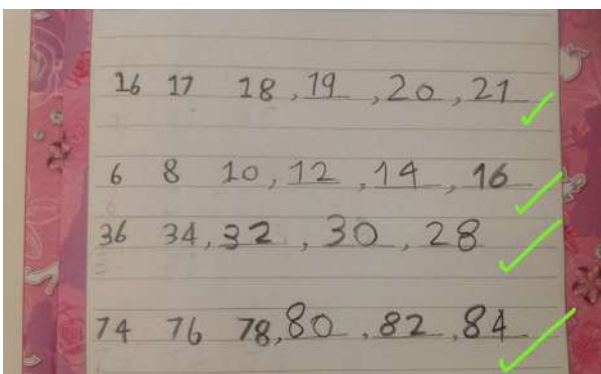
Lower Primary



Khaled H in Y2L working very hard in phonics.



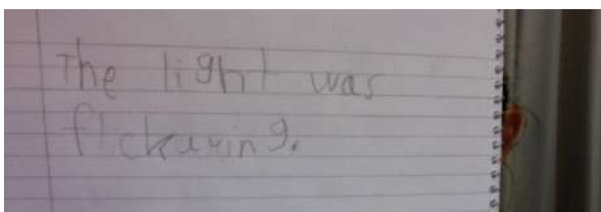
Year 3 Flamingos science experiment how water travels in a plant.



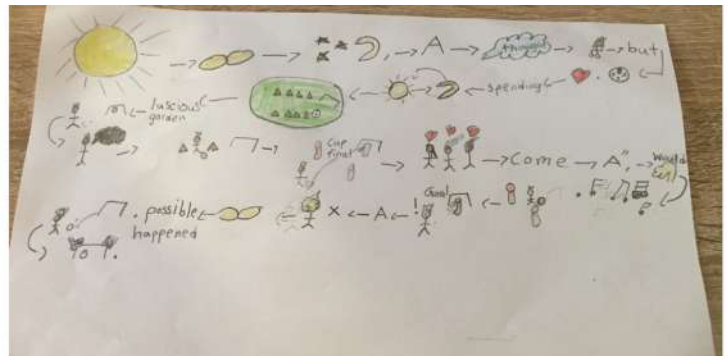
Hasah Year 2 Camels can count forwards and backwards in ones and twos.



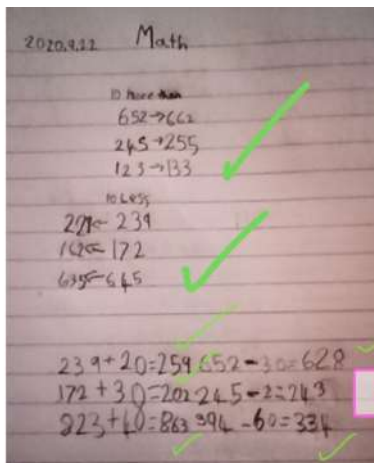
Maia 2G drew a beautiful horse and label it with adjectives.



Liliana using newly learnt words in her sentences.



Year3F Garden of Doom story map.



Year 3 Kingfishers are becoming more confident adding and subtracting 10 from a range of numbers

story map



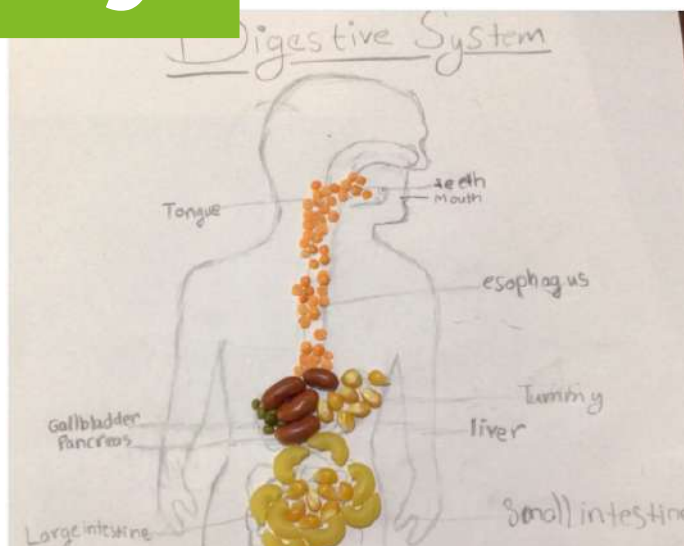
Year 3 Kingfishers enjoyed story mapping our new text 'Albie and the Garden of Doom'



Upper Primary



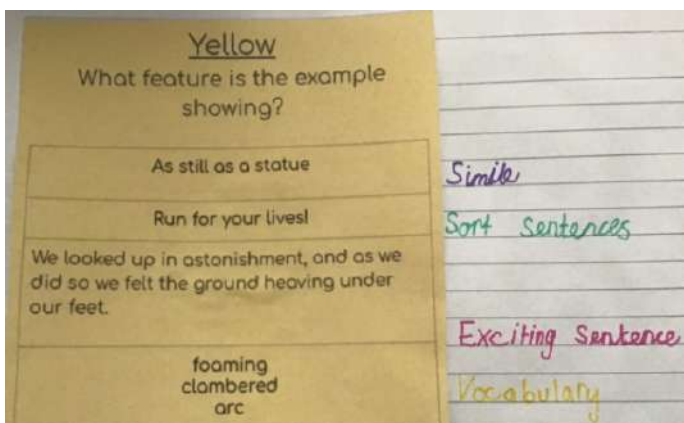
Artwork from Abdulaziz in Year 4 Houbara.



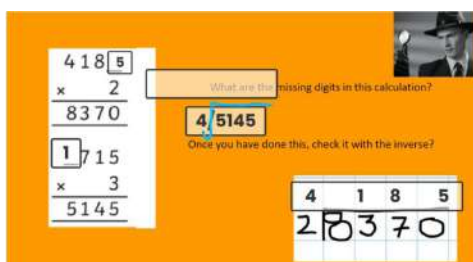
Maha's creative project on the human digestive system.



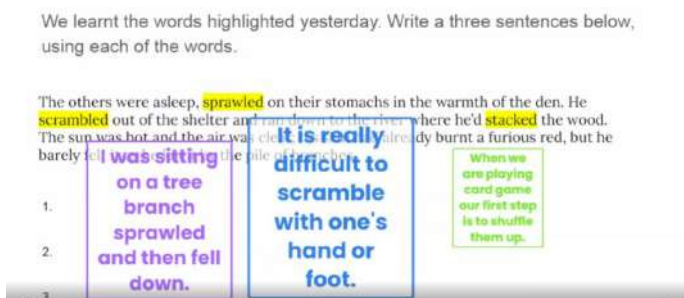
Cesar with his creative model of the digestive system.



Isma in Year 4 Houbara identifying features in reading.



Year 6 Dolphins using the inverse to solve missing number calculations.



Year 6 Dolphins finding out the meaning of new words and creating sentences.

Use your skills from yesterday!

Round to the nearest 10...

12 → 10
74 → 70
199 → 200
2635 → 2640
1427 → 1430
41,764 → 41,760
136,901 → 136,900

Andre rounding numbers to the nearest 10.

We learnt the words highlighted yesterday. Write a three sentences below, using each of the words.

The others were asleep, **sprawled** on their stomachs in the warmth of the den. He **scrambled** out of the shelter and ran down to the river where he'd **stacked** the wood. The sun was hot and the air was clear; his skin had already burnt a furious red, but he barely felt it as he knelt by the pile of branches.

1. **I scrambled out of my room because I couldn't resist eating.**
2. **I stacked my books.**
3. **I sprawled on my stomach while I was sleeping.**

Year 6 Dolphins finding out the meaning of new words and creating sentences.

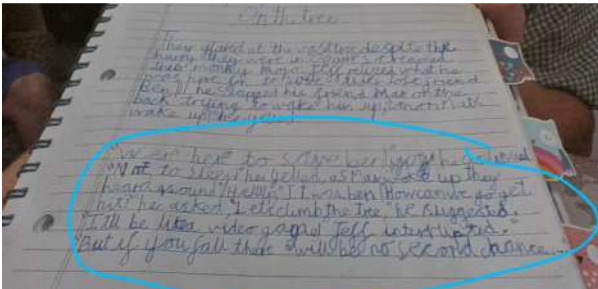


Upper Primary

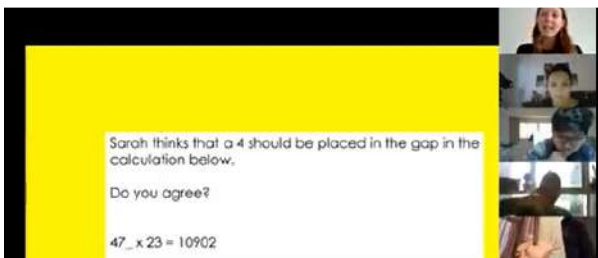


Rayan creating an interesting repeated pattern tribal print.

Youssef Year 6 wrote his own fictional story based on our model text.



Seahorses demonstrating their answers to Mrs MacLeod whilst looking at the four operations.



In the number square below, each horizontal row and vertical column adds up to 1,200. Find the missing numbers. Is there more than one option?

897	233	70
163	205	832
140	762	298

Check the rows and columns using the inverse and adding the numbers in different orders.

Fjord used the inverse for addition and subtraction to find the missing numbers

Sultan woke and said "Where am I?" asked himself, "Am I in a jungle?" Over here," said a little voice". A couple of minutes passed by then he found out it was Abdulla "Sultan is that you," asked Abdulla. "Yes" said Sultan, "But where is Adam And Ibrahim" asked abdulla, "Hmm..., good question" he said. "Let's look for them" he said. Then they started to look for the rest, Then they found Adam At this gorgeuos, green tree in front of a beautiful, blue waterfall, then found Ibrahim At a nearby river swimming then all of them joined Ibrahim at the river and swam in'till.

Rashed used speech marks and description when writing a paragraph based on our model text.


Red activity.

In a flash of light, a colossal polar bear ran towards me. I turned around and dodged in the way he couldn't attack me. When I was saved in the middle of a glacier I touched my bag and realized multiple things had gone missing like my compass, gloves and food. Immediately, I felt lost, scared and sad, because I was afraid an animal can attack me or I could have hypothermia and starve to death.

Carla from Year 5 Parrotfish innovated an amazing paragraph about an adventure in the Arctic.

Camel

They have hump to store fats.



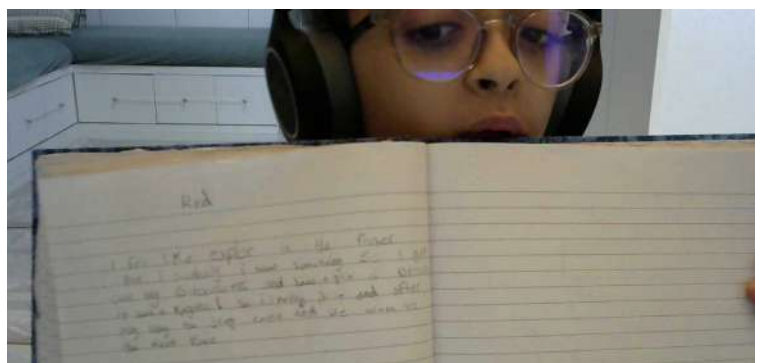
Camels live in the desert.

They have long and bushy eye lashes to protect their eyes from sand during sandstorm.

Thick fur on the top of the body for shade and thin fur elsewhere to allow heat loss.

Large, flat feet to prevent sinking in to sand.

Eyad from Year 5 Parrotfish researched how camels are adapted to live in the desert.



Zalikhha from Year 5 Hawkbill's innovating the 3rd paragraph of the story Flotsam.

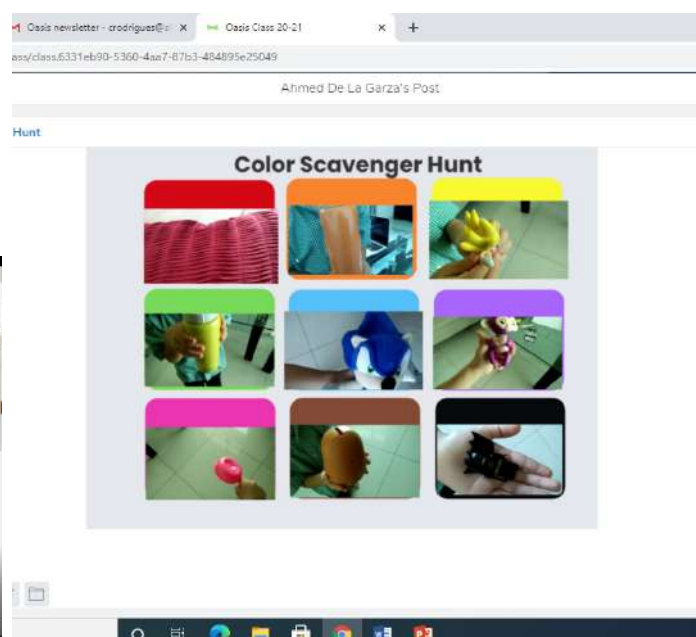
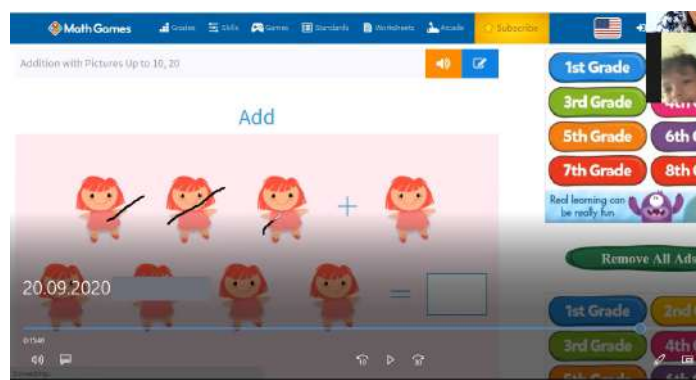
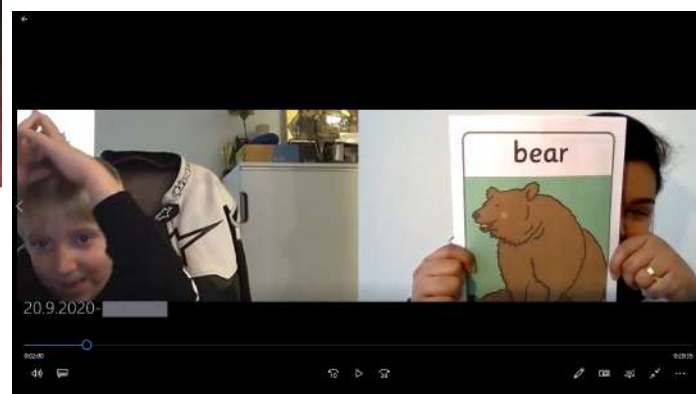
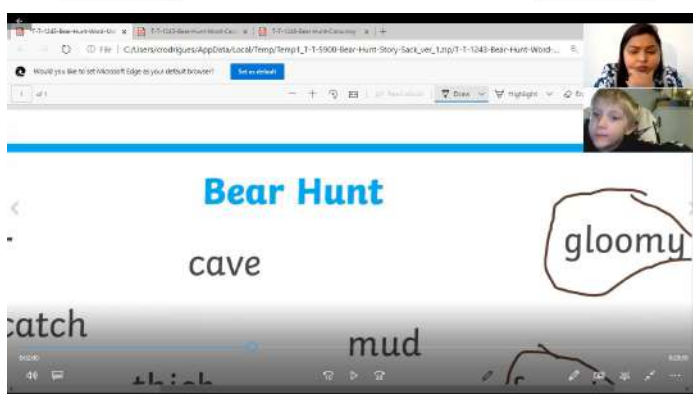
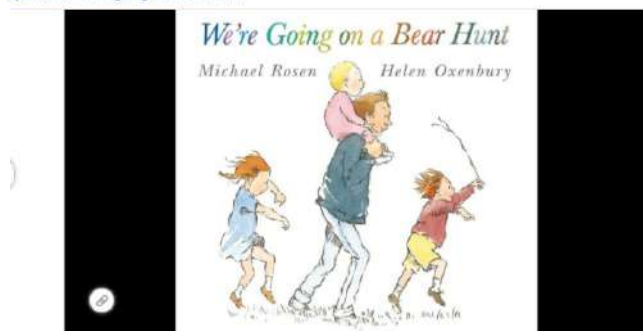


We have had a busy week in Oasis with our e-learning. We went scavenger hunting around the house and had fun recording our Music and P.E activities to do at home.

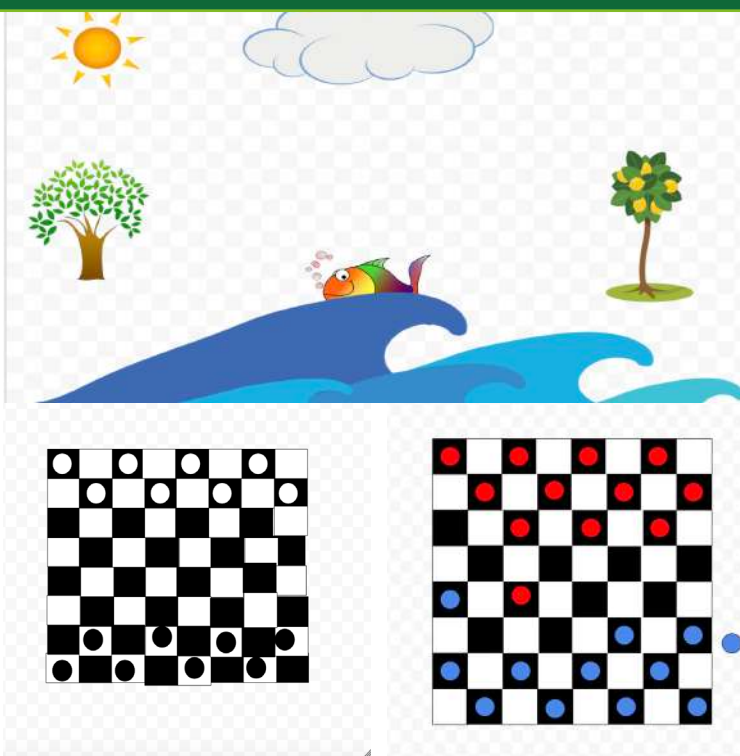
We had our story "going on a bear hunt" we enjoyed walking through the grass, swimming through the river, walking through the muddy fields and walking into the cave to find the Bear. We uploaded videos of what we miss about school and we hope to go back soon for more fun learning!!!



response to: We're going on a Bear Hunt

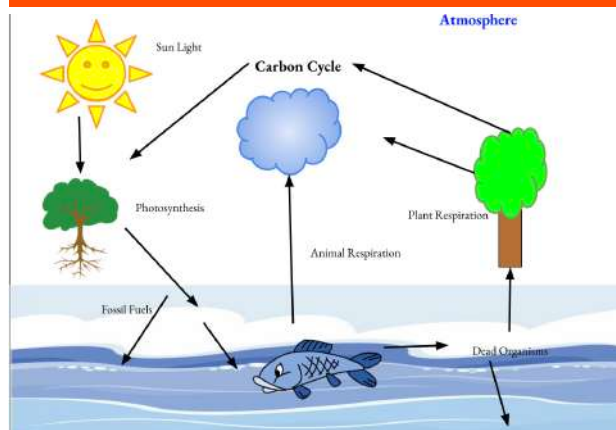


Secondary



Computing:

Google Drawings is a virtual board that allows users 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. It allows students to work on the same document at the same time from different locations and because of its design students are able to collaborate, create, communicate, and engage in learning.



English:

In year 7 this week we have been learning how to structure an information text, identify a writer's intention and also produce our own piece of writing to achieve a particular intention.

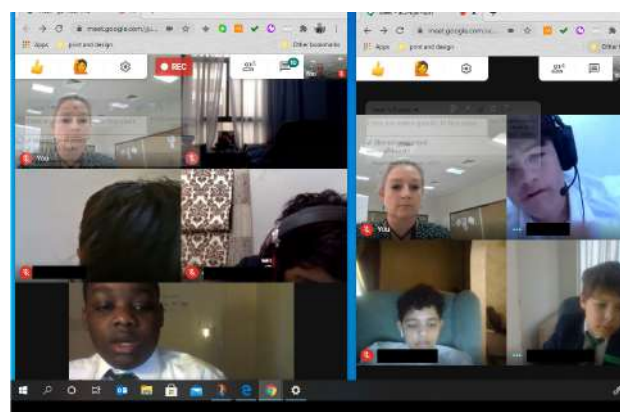
Count Fosco reveals himself to be a villainous character in our Year 8 English lessons this week. Count Fosco plans (premeditates) evil actions ahead of time, he does not flinch as he says horrible things to Mr Hartright. What does Mr Hartright's name suggest about Mr Hartright? What can we infer from his name?

The Mary Celeste set off from New York bound for Italy. In Year 9 English our reading extract's author carefully shares the facts of how the Mary Celeste was found crewless, in good order (apart from a hull full of water) with both crew and passengers missing. Fact finding in order to create a paraphrased summary is a challenging skill to develop. The Year 9s are off to a great start - the secret is 'no short-cuts'.

The torch flickers, leaving me in nearly pitch darkness for a few seconds. More flickering. Then the battery dies, just like my hope. The only lights are the stars which today seem to get dimmer and dimmer. Snow rapidly invades the forest and I shiver, from exhaustion and the ever growing cold. I clutch the torch even though it's useless now. I pull my battered coat around me tighter. Suddenly a wave of despair takes over me and I sit down. I just want to go home. I don't have food. I don't have water. I don't have a way to go home.

My hair is limp, my face is pale and my scarlet lips are dry. My head throbs as ice runs through my veins. An ominous silence poisons the air. My teeth clatter as the blizzard gets thicker and thicker, making a blindfold around me. The worn soles of my boots let icicles escape while my threadbare coat gets thinner. My whole body is numb and my eyelids droop. But I need to get home for Christmas, no matter what.

A distant roar from an engine breaks the silence. Dim headlights slowly become visible. A figure of a heavily dented truck. I blink. There's my chance to go home. The truck would be heading to the town where my home was! But when I look at the driver my hopes are drowned by doubts. He had stringy grey hair and yellow teeth. But I had to take the chance. It was my only hope.



(School)

School is a very fun and amazing place to be in because you learn and make new friends. If you are new to school you should not get stressed. School is really easy. Here is some important information that will help you get started.

Equipment

You should always bring your own equipment to school such as pencil, ruler, eraser and a pen.

Lessons

You should never miss lessons. They are so important, but if you do, you should ask the teacher to repeat what she said.

Homework

Homework is essential. It helps you practice what you have learnt at school and it is also necessary to do it on time.

Secondary

Task 2 (ORANGE)

French:

In year 7 this week we have been learning the verb Être - to be. We can now create short sentences using the positive and negative present tense.

In year 8 this week we have been describing our family through oral and written French. We can describe their physical appearances as well as their personalities.

In year 9 this week our focus has been on the rooms and furniture in the house. We are building on last year's knowledge and expanding our vocabulary.

Blue

Je ne suis pas ~~fatigué~~fatigue

Nous ne sommes pas heureux

Tu n'es pas fatiguée

Elle n'est pas malade

Ils ne sont pas ~~intelligent~~intelligent

Elle n'est pas triste

Il n'est pas sympa

Vous n'~~êtes~~n'est pas ~~fatigué~~fatigue

Nous ne sommes pas content

Ils ne sont pas malade

RED

Je suis fatiguée

Nous sommes heureux

Tu es fatiguée

Elle est malade

Ils sont intelligent

Elle est triste

Il est sympa

Vous ~~êtes~~est fatiguéfatigue

Nous sommes content

Ils sont malade

PART 1:

- 1) Je suis intelligent.
- 2) Nous sommes heureux.
- 3) Elles sont tristes
- 4) Il est malade.
- 5) Elle est fatiguée.

Science:

Year 7: We have so much fun learning about the organs in the body! We looked at what happens during an open heart surgery, the Year 7 Aryam girls were surely were excited to see it. (picture in folder)

Year 8: We have been focusing on health and nutrition, students looked at all the organs involved in digesting food and the importance of having a balanced diet. (picture in folder)

Year 9: End of unit test for 9A Genetics and inheritance. Students all completed their end of unit test and we reviewed the test to highlight some of the strengths and weaknesses. We will be starting a new topic next looking at how materials are made in Science!



Secondary

Bon Appétit

Enjoy your homemade Banana

French Toast using the main

Ingredient **EGGS!**



Art and DT:

In year 7 D&T this week, students entered the kitchen and started to prepare their Master Chefs creations. Aspen Heights is very "eggcited" to see the "eggceptional" results from this "eggcellent" challenge! Please stay tuned!

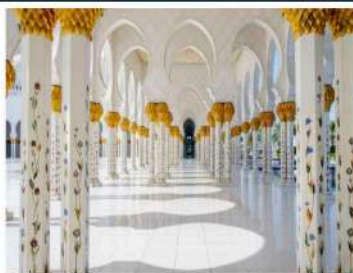
In year 8, we have been focusing on mindfulness, 7/11 breathing and creating Tangles through pattern work. Students had the opportunity to research and observe the connection between pattern and Islamic Art.

Is it art? How do we know? In year 9, this week, we have been examining conceptual art and the Elements & Principles of Design in order to assist us in determining if something is art. Through research and understanding, students learned what it meant to take a position when presenting an argument. The class will be entering the "Great Banana Debate" to discuss the mysterious question "what is art?".



Grand Mosque

- The art is located in Abu Dhabi
- It is in the Grand Mosque
- This picture is a sample of the art
- YUSEF ABDELKI is the artist who designed The Grand Mosque. He is from Syria and the Grand Mosque has lights made out of 24 carat gold.
- Elements of design used are shape and color
- I like this art because the walls are parallel to each other and it looks like a king's palace



Weekly Meal Plan						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Breakfast Cereal Milk Fruit	Breakfast Smoothie Oatmeal Fruit	Breakfast Fruit and Yogurt Milk	Breakfast Fruit Milk	Breakfast Fruit Milk	Breakfast Fruit Milk	Breakfast Fruit Milk
Lunch Salmon and rice	Lunch Rice, chicken and vegetables	Lunch Chicken salad	Lunch Meat and rice	Lunch Grilled chicken and rice	Lunch Sea food	Lunch Rice, shrimp
Snack Fruit and milk	Snack Home made milk shake	Snack Oatmeal milk	Snack Fruit and milk	Snack Fruit and milk	Snack Fruit and milk	Snack Fruit and milk
Dinner Eggs and rice	Dinner Grilled beef and rice	Dinner Fruit and rice	Dinner Wild berry yogurt and rice	Dinner Fruit and rice	Dinner Sandwich and drink	Dinner Fruit and rice
Dessert Fruit and milk	Dessert Milk shake	Dessert Ice cream	Dessert Ice cream	Dessert Ice cream	Dessert Ice cream	Dessert Ice cream



There are two Louvres, one is in France specifically, Paris and the other here in Abu Dhabi. The Louvre is built by the sea. The Louvre contains some art from France.

By: Omar Al Marzooqi

Islamic Art in Abu Dhabi

The art used pattern in decorating the ages of the Quran which I really like because it looks very classic and admirable. The art of the Emir uses texture to color the walls and looks real and fresh it uses value to implement and represent the texture on the blue walls. The hexagons on the wall are blending in with the wall by making the hexagon dark and softening the edges I really like it because it looks real.

Louvre



Louvre Abu Dhabi is located in Abu Dhabi, obviously.



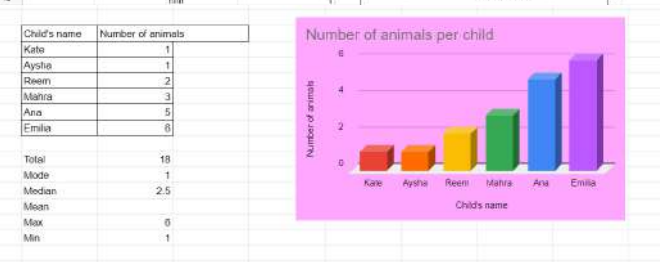
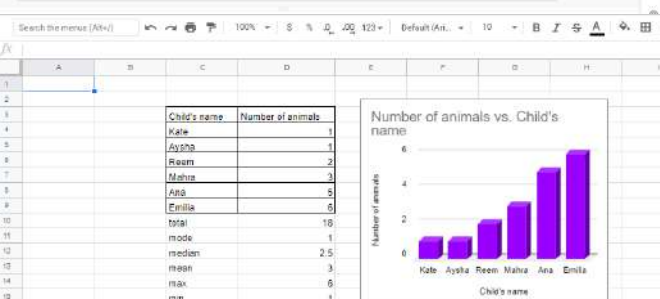
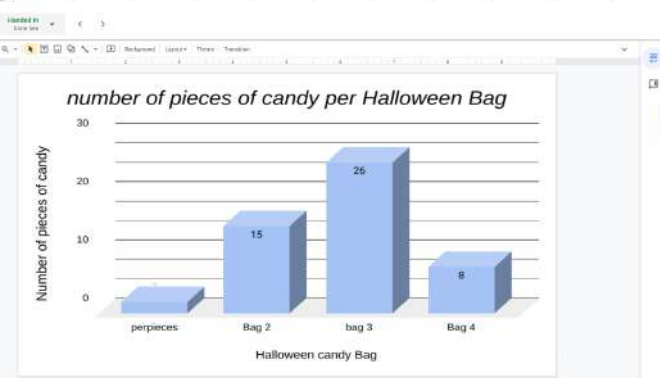
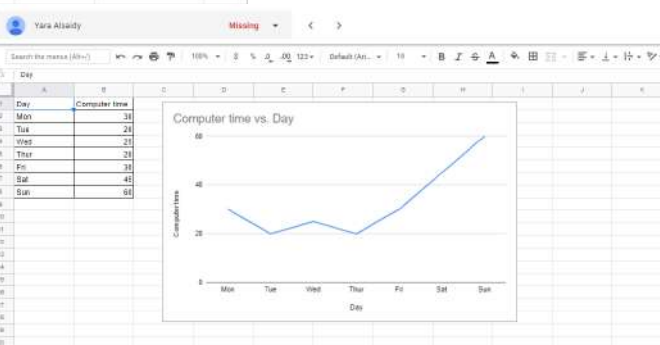
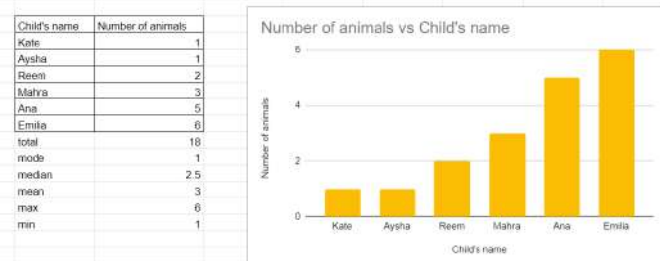
Secondary

Maths:

This week in year 7 Maths we discovered how to use Google Sheets for drawing line graphs and bar graphs. Some students also explored simple functions.

In year 8, we continued working with numbers and we discovered that prime decomposition may help finding LCM and HCF.

Year 9 revised mixed numbers, decimals and significant figures. They also practised using MyiMaths for revision.



Examples - Rounding

- $12.304 \approx 12.3$ (1dp)
- $10.4 \approx 10.4$ (1dp)
- $0.85 \approx 0.9$ (1dp)

Examples - significant

- $2751 \approx 3000$ (1sf)
- $0.063 \approx 0.06$ (1sf)
- $8.7163 \approx 8.72$ (3sf)

Main task - Red

- a) $299.942458 \approx 300.000000$ (3sf)
- $299.792458 \approx 300.000000$ (3sf)
- a) $0.0185 \approx 0.02$ (2dp)
- b) $0.0185 \approx 0.019$ (2sf)
- $179365000 \approx 179400000$ (4sf)
- $40075 \approx 40000$ (1sf)

Main task - Blue

- a) $0.0004975 \approx 0.000$ (3dp)
- $0.0004975 \approx 0.000498$ (3sf)
- a) $\sqrt{2} \approx 1.414214$ (6dp)
- b) $\sqrt{2} \approx 1.41421$ (6sf)

Factors of green numbers

Factors

- $1 \cdot 2 \cdot 3 \cdot 26$
- $1 \cdot 2 \cdot 4 \cdot 8 \cdot 16$
- $1 \cdot 2 \cdot 3 \cdot 4 \cdot 6 \cdot 12$
- $1 \cdot 2 \cdot 4 \cdot 5 \cdot 8 \cdot 10 \cdot 20 \cdot 40$

Factors

- $26 = 2 \cdot 13$

Decomposition:

$$165 = 2 \times 2 \times 2 \times 5 \times 3$$

Change:

- a) $5 \times 6^2 + 8^2$
- b) 1.72 cm

2)

- a) 2^5
- b) 2×5^2
- c) $2^2 \times 3 \times 7$
- d) $2^3 \times 3 \times 5$

Planning:

I completed MyiMaths

HCF of 14 and 42 = 14

LCM of 9 and 12 = 36

Prime decomposition

$$300 = 5 \times 2 \times 3 \times 5 \times 2 = 5^2 \times 3 \times 2^2$$

Index notation

(H.C.F.)

Find the highest common factor of 36 and 60.

$36 = 2 \times 2 \times 3 \times 3$

$60 = 2 \times 2 \times 3 \times 5$

HCF = $2 \times 2 \times 3 = 12$

Circle the common prime factors

Don't use index notation

Secondary

Math Date 1/1

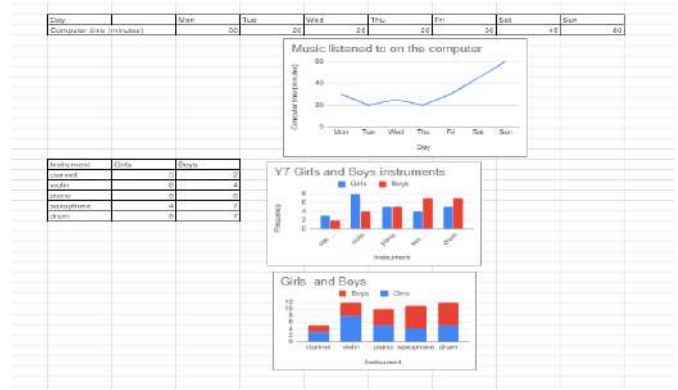
LO: To use google sheets to create graphs and calculate averages.

STARTER:

- 25 ✓
- 11 ✓

PLENARY:

I learnt that there is a thing called Google sheets and that it can produce what you want. It can also tell you the sum of the other rows by dragging the sum to where you want the answer to be.



وتتواصل رحلة العلم والمعرفة مع طلاب المرحلة الثانوية ، حيث تعرّف الطلاب خلال هذا الأسبوع النصوص القرائية المختلفة من معلوماتية و سردية ووصفية مع استنتاج خصائص كل نص قرائي مما جعل تجربة القراءة تجربة سهلة وممتعة، وأصبح لديهم القدرة على طرح الأسئلة وتبادل خبراتهم القرائية مع الآخرين بوضوح وفهم .

REVISION 1.0/2.0/3.0/4.0/5.0

My Math

MAIN TASK

$$1. 2\frac{1}{2} + \frac{1}{4} = \frac{5}{2} + \frac{1}{4} = \frac{10}{4} + \frac{1}{4} = \frac{11}{4} = 2\frac{3}{4}$$

$$2. 2\frac{3}{4} - 1\frac{1}{4} = \frac{11}{4} - \frac{1}{4} = \frac{10}{4} = 2\frac{5}{4} = 2\frac{1}{2}$$

$$3. 2.8 + 3.9 = 10.7$$

$$4. 4.545 \text{ billion years}$$

$$5. 1.5 \times 10^8 = 150,000,000$$

$$6. 1.5 \times 10^8 = 150,000,000$$

$$7. 1.5 \times 10^8 = 150,000,000$$

$$8. 1.5 \times 10^8 = 150,000,000$$

$$9. 1.5 \times 10^8 = 150,000,000$$

$$10. 1.5 \times 10^8 = 150,000,000$$

PLENARY

$$3\frac{1}{2} + 1\frac{1}{4} = \frac{7}{2} + \frac{1}{4} = \frac{14}{4} + \frac{1}{4} = \frac{15}{4} = 3\frac{3}{4}$$

$$4. 3\frac{1}{2} - 1\frac{1}{4} = \frac{7}{2} - \frac{1}{4} = \frac{14}{4} - \frac{1}{4} = \frac{13}{4} = 3\frac{1}{4}$$

عرّف النص المعلوماتي :

أذكر ثلاث خصائص للنص المعلوماتي :

بعد قراءتك لنص (التوافق) أذكر ثلاثة معلومات وحقائق جديدة قدمها النص :

شريط الذكريات

استطاع حميد التعرف على النص الوصفي وخصائصه انتهى للأخطاء الإملائية يا بطل مثل الرئيسة هدفك القادم : كتابة نص وصفي

يستخدم فيه :

- تعبير مجازي

أذكر فيها تفاصيل :

- ما شئسته وسميته وبعبرته وروايته وسميته وتوقعه

يتكون من :

- الفكرة أو الفيسية
- تفاصيل جديدة
- الجملة الختامية

النص الوصفي هو :

- أص يصف فيه
- الكاتب شخص أو مكان

Math Sep 1

Lo: I understand what is expected from me in math lessons.

Starter: Find the sum of 25.30 and 12.67 ✓

Classer:

- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$
- $3 \times 2 + 5 = 6 + 5 = 11$

Red:

- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$
- $12 + 18 + 3 \times 2 = 12 + 18 + 6 = 36$

42:15 12:49 PM Presentation (You)

Humaid Aljousan

After our very sudden switch to whole school distance learning, we put on our thinking caps to work out how we could keep you all active at home and 'Active Aspen' was created.

It is a whole school initiative which aims to get as many of our students to join us for a live PE and exercise session, every day, Sunday to Thursday. This will continue as long as school is closed and we are all distance learning.

Zoom links will have been sent home via your child's/children's class teacher to join. Please ensure you join using the correct link. If you have more than one child in the school, can we kindly ask that they all join using just one link and participate on the same device.

Can we also kindly ask that if your child/children do join the Active Aspen sessions that they participate fully. If they decide they have had enough at any point, then they can leave the session to free up spaces to other children who may be in the waiting room ready to participate.

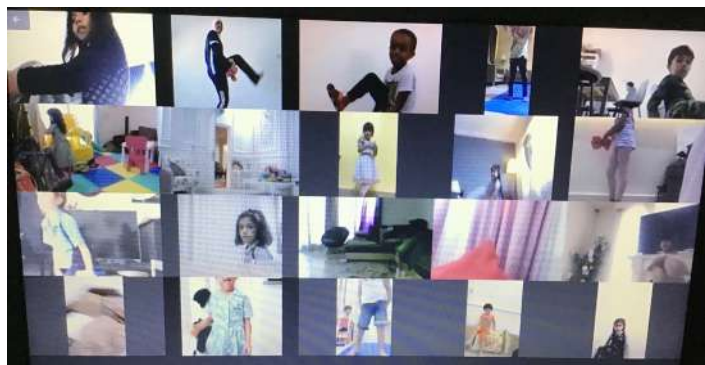
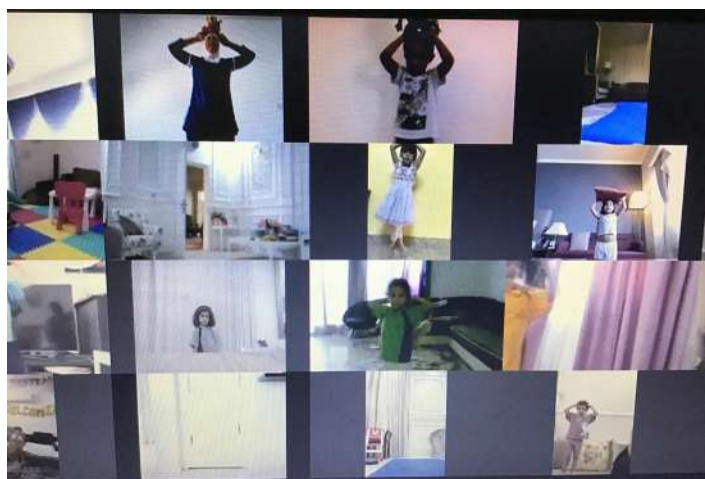
All of our Active Aspen sessions have been at full capacity on some days this week which means we have had three hundred children active and enjoying PE from home!

It's been amazing to see so many of our students engaging and focused on keeping active at home!

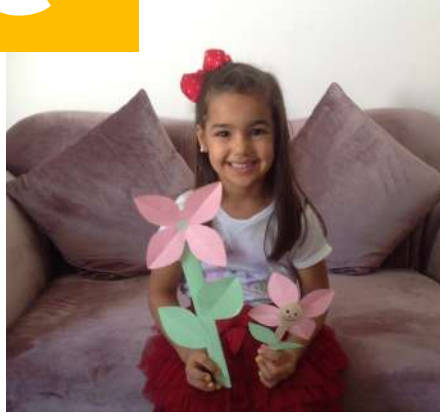
PE OVERVIEW:

- Active Aspen LIVE EVERY DAY AT 1PM. (Class teachers have sent the link home).
- PE Challenge of the Week - this is in addition to the Active Aspen PE session. A short, fun challenge will be posted to Seesaw once a week. Photos and videos of the challenge should be uploaded to Seesaw.

Thank you.



Arabic



كم هو جميل و رائع أحيانا أن نقبل التحدي و نتأقلم مع التغيرات والظروف المتغيرة في وقت وجيز بكل إصرار و عزيمة و إرادة وحكمة.

التعلم عن بعد في هذه الأيام هو نوع من أنواع التحديات التي يواجهها الإنسان في هذه الفترة. و مدرسة آسبن كانت من أقوى و أفضل المدارس التي قبلت التحدي و أظهرت قدرة معلميها على تخطي هذه التحديات بشكل فعال وإيجابي مما انعكس على عزيمة الطلاب من خلال حماسهم و اجتهادهم في التعلم عن بعد لكل المواد التعليمية لاسيما اللغة العربية، التربية الإسلامية و التربية الوطنية حيث أن الطلاب منذ اليوم الأول أظهروا تفاعلا مميزا بينهم و بين معلميهم بمساعدة أولياء أمورهم الذين ساهموا بنسبة كبيرة في رفع هذا التحدي و الارتقاء به إلى مستوى عال من التعلم و كسب المعرفة وصولا إلى تحقيق أهداف تعليمية تساهم في تطوير مهارات الطالب و إثراء زاده العلمي و المعرفي.

وقد أبدع طلاب الروضة الثانية هذا الأسبوع في تشكيل أنواع مختلفة من الزهور باستخدام المواد المتاحة في البيت للتعرف على أصوات الحرف (ز) كما كتبوا الحرف و تعرفوا على كلمات جديدة تبدأ بالحرف (ز).



الهدف : تقويم مرحلي.

اقرأ الآيات، ثم أجب عن الأسئلة التي تليها.

قَالَ نَعَالٌ: ﴿قَالَ نَعَالٌ إِنَّ الْإِنْسَانَ لِرَبِّهِ لَكَنَ خَاسِرٌ﴾ (سورة الفلق: 1-4)

اجابة ممتازة

كم عدد آيات سورة الفلق؟

علام يدل تكرار الأمر بالقراءة في الآيات الكريمة؟

لأن القراءة مهمة

ما أهمية القراءة للإنسان؟

ليزيد من المعرفة



Music



Music notation systems are one of the most important elements in music; they are as important to music as writing systems are to speech. It is important for students to read music because it will help students understand music better. As students learn to read music more, they will also improve their playing skills accordingly. With their ability to read music, they can also compose their own songs by using digital keyboards apps.

