



**Dedicated to delivering  
AMAZING LEARNING**

**Weekly Update**  
**Term 1, Wk 5 1st October 2020**

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Dear families,

I think a measure of the strength and effectiveness of a community is the ability to adapt to change.

This week, with only a few hours notice, children, staff and families once again shifted from distance learning back to face to face learning with calm, positive efficiency and confidence. Yesterday your children were simply remarkable- happy and hardworking. Since school opened on 30th August we have welcomed over 250 new children to our school; both children and their families have quickly integrated into our Aspen community. We have all assimilated new ways of learning, communicating and existing in our school, and I am delighted with the progress we have all made. Thank you for your continued support.



أعتقد أن مقياس قوة وفعالية المجتمع هو القدرة على التكيف مع التغيير. هذا الأسبوع ، مع إشعار بضع ساعات فقط ، تحول الأطفال والموظفون والأسر مرة أخرى من التعلم عن بعد إلى التعلم وجهًا لوجه بهدوء وكفاءة إيجابية وثقة. بالأمس كان أطفالك ببساطة رائعين - سعداء ويعملون بجد. منذ افتتاح المدرسة في 30 أغسطس ، استقبلنا أكثر من 250 طفلًا جديدًا في مدرستنا ؛ لقد اندمج كل من الأطفال وعائلاتهم بسرعة في مجتمع آسبن. لقد استوعبنا جميعًا طرقًا جديدة للتعلم والتواصل والحالية في مدرستنا ، ويسعدني التقدم الذي أحرزناه جميعًا. شكرًا لدعمكم المتواصل.

**Pink day preparation**

Friends of Aspen are busy preparing for our Pink Day breast cancer awareness activities on Thursday 15th October. There are many activities planned with special 'Aspen' Pink day t-shirts being designed and sold, and wellbeing zumba and yoga activities for children and Mums on zoom. Please see the letter and flyer attached to this newsletter for more information.

**Family conferencing**

After this week's successful FS2 family conferencing, primary and secondary families are encouraged to sign up for a slot on the Engage portal next week, on the dates below:

Sunday 4th Oct	2pm - 6pm	Primary family conferencing via Zoom
Monday 5th Oct	2pm - 4:30pm	Primary family conferring via Zoom
Tuesday 6th Oct	2pm - 6pm	Secondary family conferencing via Google Meet
Wednesday 7th Oct	2pm - 4:30pm	Secondary family conferencing via Google Meet



Please reach out to our school administrator, Diana Rayyan, if you need support with logging into the Engage portal. [drayyan@ahbs.ae](mailto:drayyan@ahbs.ae)

### Class representatives letter

Every class now has an allocated class representative; you should have received a letter today with details of your class rep, together with a link to join the class whatsapp group. We hope this is a useful support for families, and facilitates excellent communication between home and school.

### Always learning at Aspen Heights!

Learning is certainly not limited to children at Aspen! All of our staff- teachers and teaching assistants undertake professional learning in our weekly staff training sessions. In addition, some staff study for externally accredited qualifications that directly impact on their roles, and help them bring even more value to our school community. Mrs Laura Stevens our Head of Primary was awarded her National Professional Qualification for Headship (NPQH) last term- she has just received her official certificate! Miss Charlotte Clark, our Head of Lower Primary and Ed-tech Lead has been working with Seesaw for the past 6 months to become an accredited Seesaw ambassador. She has just been awarded this commendation, and we are delighted to have such expertise within our staff team. Congratulations to you both!

Have a lovely weekend with your families,

Mrs Emma Shanahan  
Principal, Aspen Heights British School





# Primary Update

It has been lovely to return back to school this week, all of the children arrived at school with a smile on their face on Wednesday and were excited to be back. Thank you to everybody for supporting the smooth transition between distance learning and onsite learning.



I hope that everyone is enjoying seeing the weekly assemblies on Seesaw announcements. Well done to year 6 Dolphins who were the first class this academic year to have performed their assembly, amazing story writing!

Also the golden time activities have been a great success as I can see what you have produced on our padlet. Remember to look out for the golden time options on a Sunday in your Seesaw announcements and then the links will be provided on a Thursday.

On Sunday and Monday it is our primary family conferencing. If you have not been able to book a slot on Engage parent portal, please email the class teacher directly to create a booking for you. This will be a great opportunity for you, your child and teacher to discuss their learning and targets to work on.

Please see our classes who had the best attendance for their phase across the foundation stage and primary: Oasis 100%, Doves 96%, Oryx 100%, Dolphins 98%. You will all receive a class attendance certificate on Seesaw. Well done everybody - the more you attend, the more you learn!

Have a lovely weekend.

Mrs Laura Stevens  
Head of Primary



## Head of Secondary

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



This week I have seen the children in their well-being sessions, years 8 and 9 were discussing what they will do for their upcoming assembly next week and year 7 planning out their golden time activities. Well-being is such an invaluable time of the week, to ensure that the children are engaging and collaborating in a more informal social setting, therefore promoting their holistic needs.

Starting next week we are introducing homework in English and Maths. Homework will be set once a week. In maths, children will be asked to complete weekly activities on the MyiMaths platform and in English children will be asked to read with their family and share a photograph of themselves on our reading padlet.

<https://padlet.com/headofsecondary5/afc9tcbydbj4uf4e>

Also next week I am looking forward to seeing many of you for our family conferencing which is on Tuesday 6th October from 2pm until 6pm and on Wednesday 7th October from 2pm until 4:30pm. This is the perfect opportunity to meet every one of your child's teachers and discuss their academic attainment and progress. This year you also have the opportunity to meet your child's form tutor to discuss their well-being.

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







*Coming soon!*

# Virtual Hydroponics At Aspen Heights

With: Ms Nisha  
Ms Vineetha  
Dr Plumb







Mohamed, Zain, Jassim and Khalid playing with the trains.



Mohammed and Alia are playing with porridge in the kitchen.



Maitha playing with the small world people in Dove class.



Xander having lots of fun with shapes and play dough.

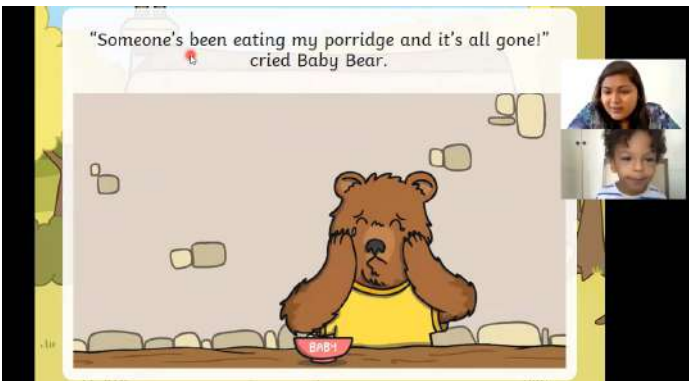


Keylann and Lyanna having small world fun.



Alanoud and Idrees independently accessing the creative area in Dove class.



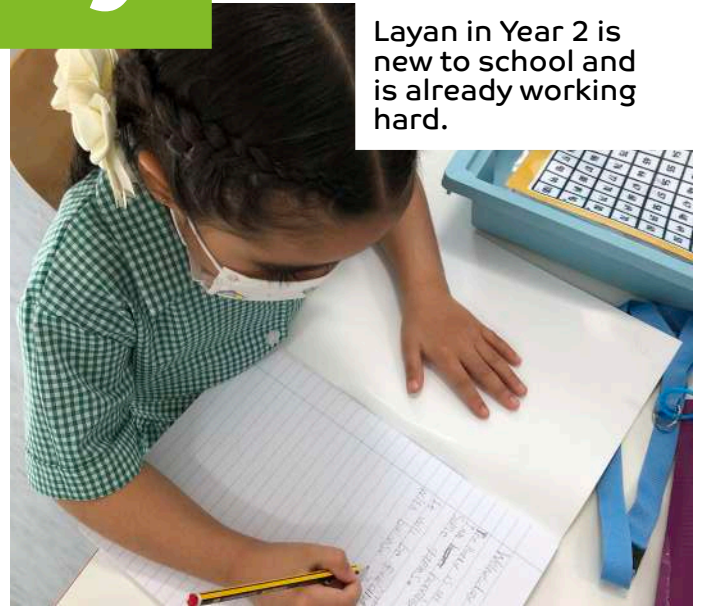




# Lower Primary



Year 1 busy being creative with paint.



Layan in Year 2 is new to school and is already working hard.



Art in the style of Georgia O'Keeffe.



Year 2 Oryx having fun practising their invitation Talk for Writing.



Yousef in Year 2G is using conjunctions to write sentences.



Year 2 Gazelles online students listen to story.



# Lower Primary



Year 3 Flamingos performing Talk for Writing "The Garden of Doom".



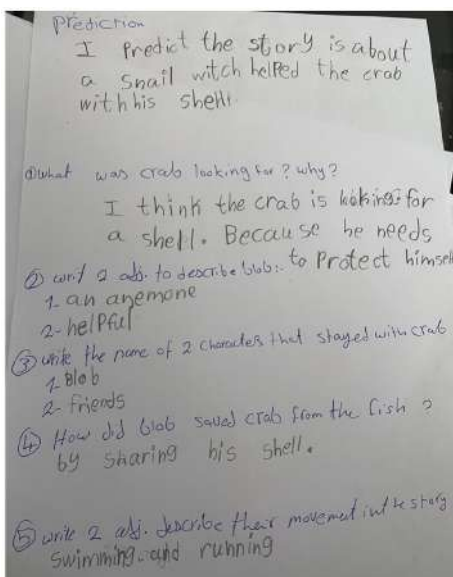
Muna Year 2 Leopards enjoyed completing her art activity at home.



Year 3 Kingfishers thought of expanded noun phrases to describe Albie and used the to write a character description.



Hasan designing his performance invitation.



Yehia in Year 2 Oryx has enjoyed his reading challenges at home this week.



Year 3 Kingfishers have been recreating flower themed art work by famous artists including Georgia O'Keeffe.



# Upper Primary



Megan's model of the digestive system.



Isma in Year 4 Houbara class experimenting in art.



Nora's creative silhouette art.

Fill in the table to round the numbers to the nearest 1,000:

Multiple of 1,000 before	Number	Multiple of 1,000 after	Nearest 1,000
4,000	4,872	5,000	5,000
7,000	7,635	8,000	8,000
2,000	2,397	3,000	2,000
1,000	31,279	2,000	31,000
8,000	28,201	9,000	28,000
50,000	45,273	45,000	45,000

Year 6 Dolphins using their rounding skills.

fish- goldfish, pufferfish

annelids- worm, snake

arachnids- spider, scorpion

birds- falcon, kestrel

insects- ant, beetle

mammals- elephant, kangaroo

reptiles- lizard, turtle

amphibians-  
frogs, toads

Year 6 Dolphin classifying animals and finding their own examples.JPG2

Round the capacity of the football stadiums of the buildings to the nearest 100,000.

Stadium	Capacity	Rounded to nearest 100,000
Camp Nou	6,196,276	6,200,000
Wembley Stadium	7,452,582	7,500,000
FNB Stadium	8,884,729	8,900,000
Rose Bowl	1,375,301	1,400,000
AT&T Stadium	1,813,492	1,800,000
Stade de France	2,426,900	2,400,000
Croke Park	7,997,989	8,000,000

Year 6 Dolphins using their rounding skills.

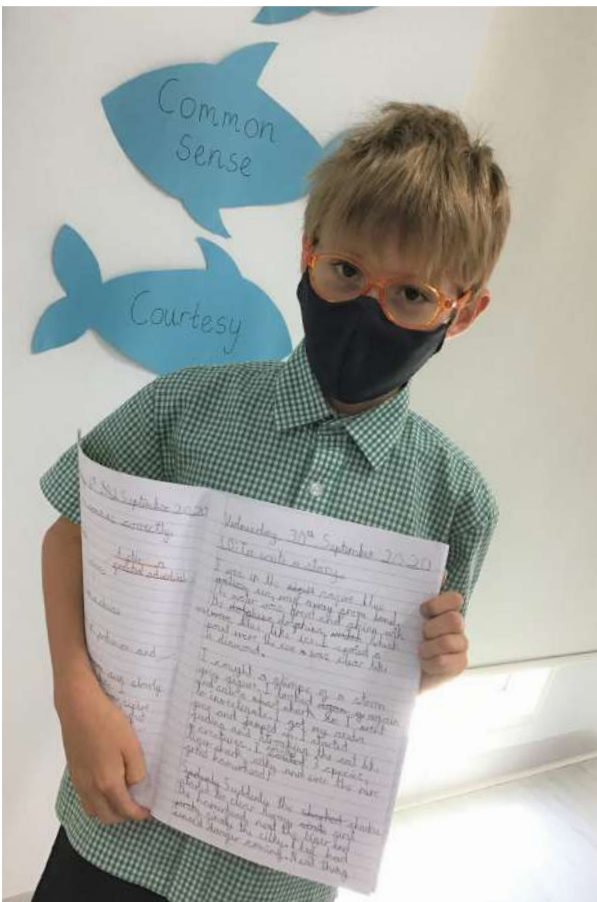




# Upper Primary



Jumana and Latifah from Year 5 Parrotfish sharing their stories.



Gabriel from Year 5 Parrotfish worked hard to edit and improve his writing using a toolkit.

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Stade de France	2,426,900	2,400,000
Croke Park	7,997,989	8,000,000

Soorya rounding to the nearest 100,000.

Match each of the following classes to the statement that best describes it below.

Mammals, birds, fish, reptiles, amphibians, arachnids, annelids and insects

Match the animal classification to the correct statement.

fish

annelids

arachnids

birds

insects

mammals

reptiles

amphibians

Activity Two:

For each of the classes you have worked on, think of different animals that fit that group e.g. Mammal - Rabbit

- These creatures have scaly skin and live in water. They use gills to breathe. They have fins and lay their eggs in water.
- These creatures do not have any limbs while their body is divided into segments. Some of them have bristles on their skin whilst they are cold-blooded.
- These animals have an exoskeleton covering their body. Their body is made up of three parts: the head, thorax and abdomen. They have a pair of antennae on top of their head.
- These animals have two legs and a beak. They have feathers and wings, with some being able to fly and others not. They lay eggs on land.
- Most of these animals have four pairs of legs (8 legs). They have a hard exoskeleton and jointed legs for walking.
- These creatures have hair or fur and breathe air through lungs. They feed milk to their young and are warm-blooded.
- They have hard, scaly skin, and are cold blooded. They use lungs to breathe air and lay eggs on land.
- These animals live on land or in water. They are cold-blooded and use gills to breathe when they are young before using lungs to breathe as an adult. They have moist, smooth skin and have four legs. They lay eggs in water.

Year 6 Dolphin classifying animals and finding their own examples.

## Alien Abduction in Dubai

There was a horrible plane crash and four kids came out alive but with scratches. They looked around and saw that they were in the abandoned city of Dubai. The crash had landed next to the tall, shiny Burj Khalifa. There was nobody in sight. Dubai had no people. Their best chance to survive was to climb the Burj Khalifa and shine a strong flashlight and hope somebody was out there. Abdullah also had a falcon which he could send out to fly over UAE to see if anybody could help them. They felt so sad and scared but were determined. The most difficult part was figuring out how to climb while carrying Clare's 6 year old little brother. They were so exhausted when they reached the top of the shiny Burj Khalifa. Everything was hot and sandy and they were scared because they couldn't see anybody who could help them! Suddenly, there was a loud sound but they couldn't find where it was coming from; it sounded like it was coming from the sky! Maybe it was coming from space. Maybe it was aliens! We were so scared but tried to stay calm and come up with a great plan.

After brainstorming they found a titanium boat so they used it to ride a metallic rainbow that led directly to the alien ship. It worked so they rode it all the way to the alien ship. Once on the huge alien ship they found a window. To their astonishment they saw that the aliens were being very kind to the humans they had abducted. But why were they abducting them in the first place?

Since the aliens were nice, we were no longer afraid to go into the ship. When we entered, the alien president asked us our names. We asked her why they were abducting the humans. She told us that the aliens could see into the future and knew that the planet earth was going to be hit by a huge asteroid and wanted to save all the humans. They were not abducting us, they were saving us! We were so relieved because the aliens were nice and we were going to live on a new planet away from the dangerous asteroid.

Year 6 Dolphin narrative stories based on the book 'The Explorer'.





# Upper Primary

Sarah jumped 1.2 meters in the long jump.

1.2 is a decimal. It is between two whole numbers. These numbers are 1 and 2.  
1.2 rounded to the nearest whole number is 1.

Sarah swam for 47.3 seconds.

47.3 is a decimal. It is between two whole numbers. These numbers are 47 and 48.  
47.3 rounded to the nearest whole number is 47.

Sarah ran for 14.8 seconds.

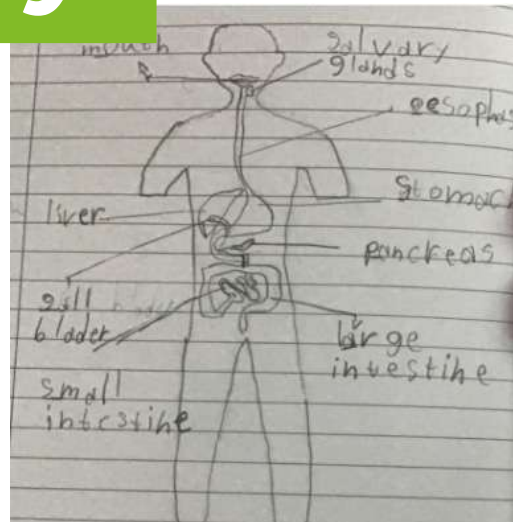
14.8 is a decimal. It is between two whole numbers. These numbers are 14 and 15.  
14.8 rounded to the nearest whole number is 15.

Sarah threw her javelin 41.6 meters.

41.6 is a decimal. It is between two whole numbers. These numbers are 41 and 42.  
41.6 rounded to the nearest whole number is 42.

Round these number to the nearest whole number

346 350    246 250    783 780    892 890

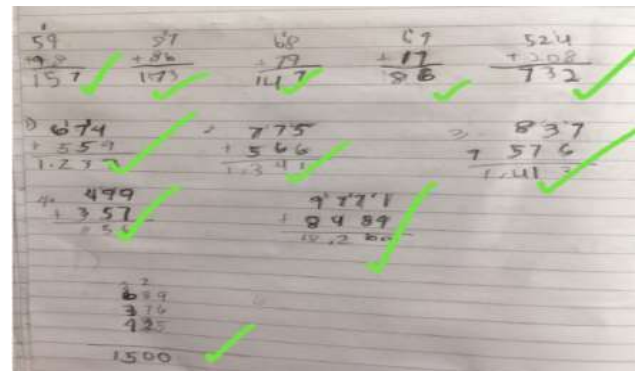


Yousef demonstrating that he is confident rounding to the nearest whole number.

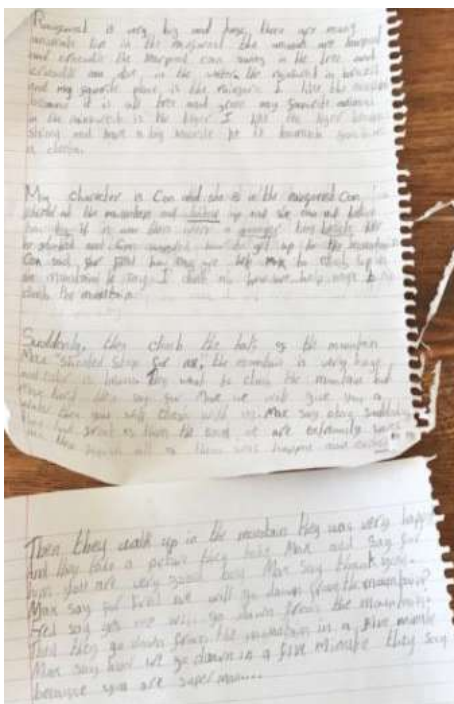
Sultan in Year 4 Houbara labeling and explaining the human digestive system.



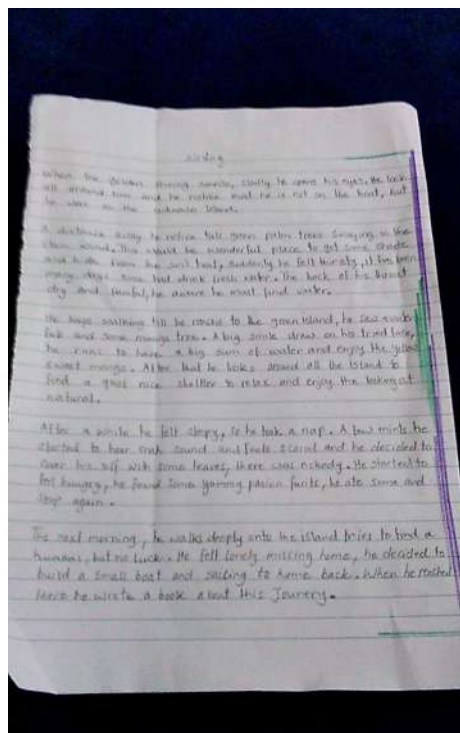
Tuleen from Year 6 Seahorses, with an excellent Pink Day entry.



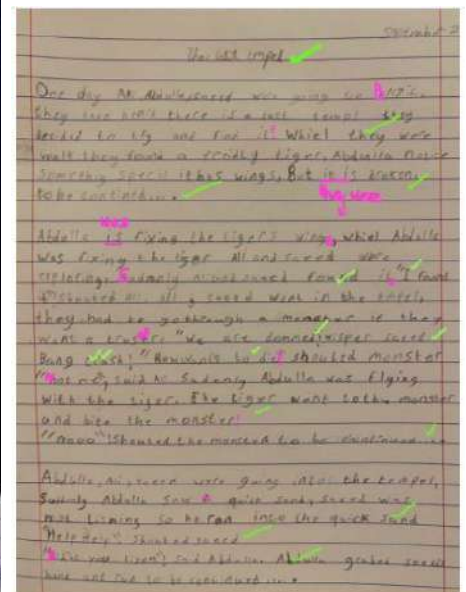
Abdulla in Year 4 Houbara working on addition with regrouping.



Year 6 Dolphin narrative stories based on the book 'The Explorer'.



Alanood's ending to her deserted island story.

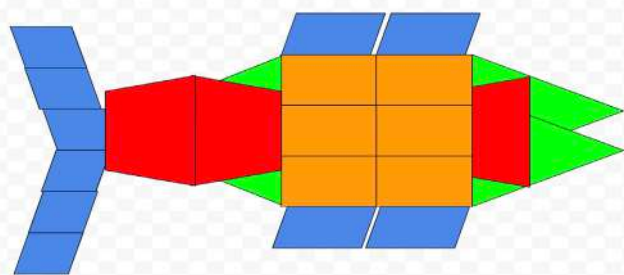
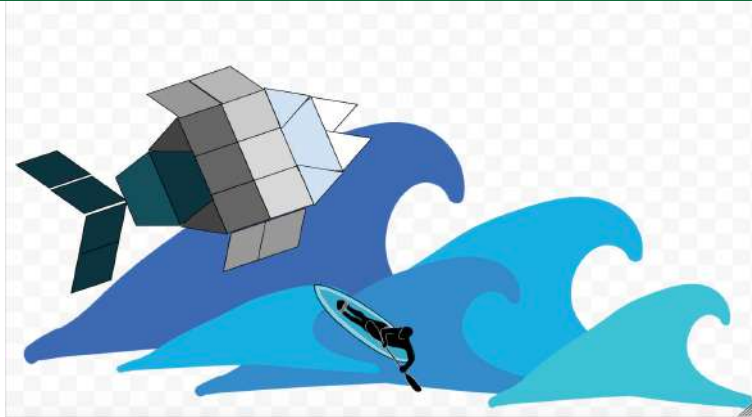


Y6 Dolphin narrative stories based on the book 'The Explorer'.

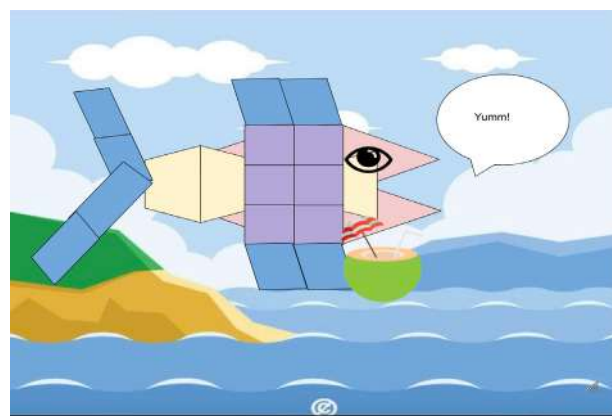
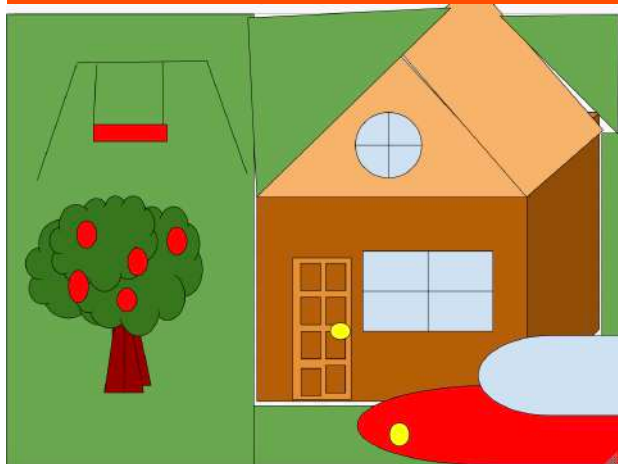




# Secondary



**Computing:**  
Google Drawings is the hidden gem in the core G Suite tools for education. They can help students keep events in chronological order as they write summaries or help them make connections and recognize patterns in a series or process.

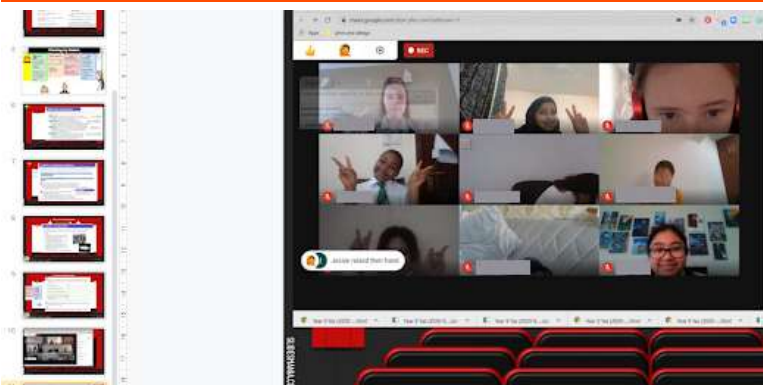


## English:

In year 7 this week we have been investigating how a writer's sentence structure can impact the atmosphere of a text.

Telling stories, building character and creating danger our Year 8 English pupils are well on their way to writing the opening of a story that has us on the edge of our seats. Ask your child to name the steps (process) in producing an amazing piece of writing (e.g. brainstorming, planning, drafts, editing etc.).

In Year 9 English we have had a keen focus on detail within reading passages. Identifying facts for summary writing, responding to an author's work and support our responses with evidence. "Which extract has most affected you and how has the author achieved this impact on you, as a reader?" Next week Year 9 pupils will make a formal presentation using these questions based on one of the extracts which we have made a close reading of (The Great Gold Robbery, The Mystery of the Mary Celeste, The Day the Dinosaurs Died and The Sasquatch).





# Secondary

## Science:

**Year 7:** This week, we put together all that we have learnt about cells, tissues and organs and we looked at how they work together to form an organ system. Organ systems are groups of organs that work together to do a job for the body they live in. They can help with gas exchange, removing waste, obtaining and transporting nutrients, sensing, and protecting the body from disease. It was certainly interesting to see how digestion works!

**Year 8:** This week we focused on digestion and absorption in the small intestine. We looked at the journey it takes a cheese sandwich to go through the entire process of digestion. Did you know an adult's digestive tract is about 30 feet (9 meters) long!

**Year 9:** All objects are made up of materials, some natural and some synthetic. We had a closer look at different types of polymers, ceramics and composites that are used to make everyday objects. By producing these things, how is it affecting us in the long run?

You need to produce a piece of work that highlights the journey a cheese sandwich will take through the digestive system.

Include the role of each organ, where any enzymes are found and what nutrients they break down.

First, a sandwich goes through the mouth to break it down to smaller pieces so it can go through the food pipe more easily, and salivary glands produce saliva to help break down the food, and saliva has an enzyme called amylase. Starch is digested in the mouth. After the sandwich has passed through the mouth it goes to the food pipe and into the stomach. The stomach has an enzyme called pepsin to help break down food even more. The stomach digests protein. After the sandwich has passed through the stomach it goes to the small intestine. In the small intestine, fat, starch and protein gets digested. The small intestine has an enzyme called lipase to digest fat, and pancreatic amylase to digest starch, and trypsin to digest protein. All the food and nutrients get absorbed in the small intestine. The food that our body cannot digest goes to the large intestine where water is removed from the food. At last, the food gets out of the body by the anus, and this process takes about 40 hours to complete. And that is the journey of the sandwich in the body.

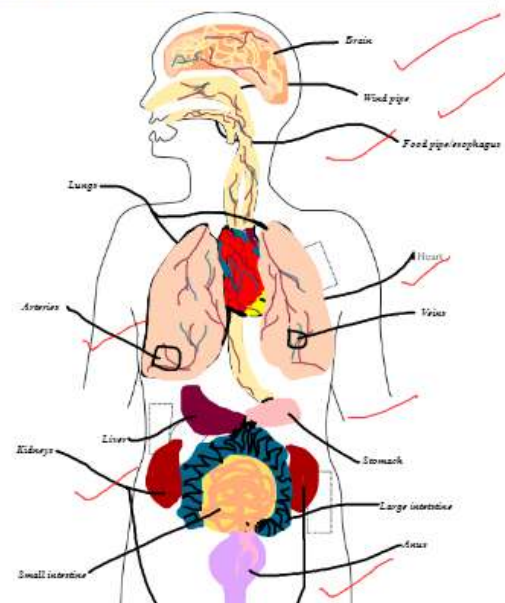
### The UAE's Fossils of Global Importance

22/9/20

Sabkhat Matti is a dry lake on the border between Saudi Arabia and the United Arab Emirates. "Sabka" means "salt flat" in Arabic. In the 1930s, Bedouins told western surveyors that the salt flats were named after someone named "Matti", who had disappeared while trying to cross them.

Sabkhat Matti forms a wide depression that extends from the coastline of western Abu Dhabi, in the north, approximately 125km south. The area has been studied to investigate the impact that Quaternary climatic changes have had on the geology and geomorphology of modern desert sediments. The desert geomorphology of the Emirates is dominated by four main depositional processes: coastal accretion of marine carbonates, the formation of salt flats in low-lying areas, aeolian deflation and deposition to the south and alluvial deposition adjacent to the Oman Mountains in the west. Some of the desert landforms that are present in the U.A.E. were generated during earlier, arid influenced climatic conditions.

I can...  
Identify and locate some organs.



My journey started by being broken down into my owner's mouth. I felt the wind going past my face as I went down the gullet. Enzymes broke me down in the stomach and I was prepared for the next step. The small intestine carried out most of the process and broke down almost all of the nutrients my owner gets from foods into his bloodstream. I went into the large intestine, where it absorbed water, minerals, and some of the remaining nutrients from me. I went through the rectum, then my journey ended at the anus.

Fantastic description Taim! Well done



## Humanities:

**Year 7 -** Pupils were able to describe the causes and consequences of the Norman Conquest. They were also able to investigate how people made a living before the UAE discovered oil and the impact after the discovery of oil

**Year 8 -** Pupils were able to outline the causes and effects of the English Civil War. Students were able to identify the difference between Primary and Secondary sources of information as well as categorise them accordingly

**Year 9 -** Pupils have learnt about the Treaty of Versailles - the main intentions of the Big Four, they outlined the main provisions of the treaty and identified Germany's reaction to the Treaty of Versailles.

In UAE Social Studies, student learnt about the healthy nutrition in a growing settlement during the Iron age and have compared the diets of both past and present.





# Secondary

## Iron shapes History

### Significance of the Iron Age

When iron was discovered 7000 years ago, it was revolutionary compared to the brittle bronze tools in use. Iron was much harder and more effective than bronze which helped people invent and create new tools.



Iron age tools (above)

Tools such as iron swords, knives and axes quickly came into use. Due to the effectiveness of these new tools, society as a whole was able to advance and roads and bridges connecting new towns were made. Farming and cultivating the land was much easier with new plows and harnesses and people were able to live in ease.

The development of iron also helped in other ways. For example people could now build strong stable towns and ships to transport goods thus establishing a more efficient way of trading and transportation.

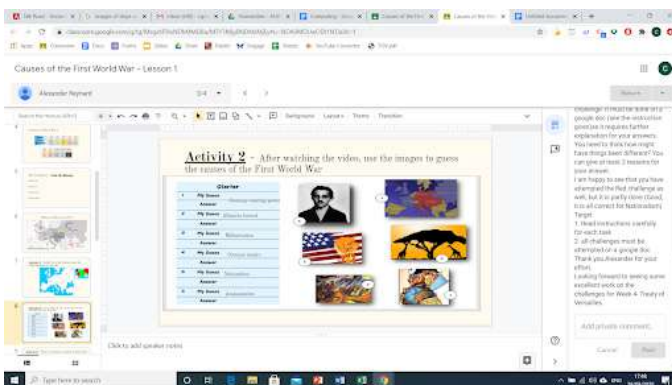
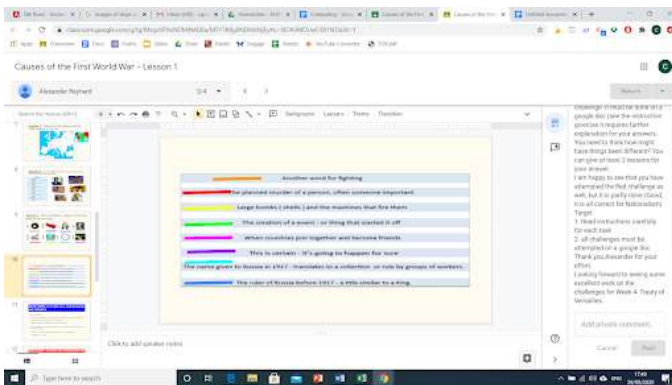
People started doing more activities as life was made easier by the discovery and they began taking up crafts like





weaving, carving and most importantly, keeping animals. This in turn made it easier as they no longer had to hunt for food with no guarantee they would come home with food.

In conclusion, the discovery of iron helped society develop immensely and still benefits us today. Without iron, many of the things we take for granted such as electronics and cars wouldn't exist.



Iron age settlement (above)




RED Challenge			
PRIMARY SOURCES			
A primary source is a document or physical object that was written or created at the time of the period under study. Examples of primary sources are:			
<ul style="list-style-type: none"> <li>Diaries, pieces of art painted at the time, remains of buildings.</li> </ul>			
SECONDARY SOURCES			
A secondary source interprets and analyzes primary sources. These sources were not written at the time of the historical period being studied. Examples of secondary sources are:			
<ul style="list-style-type: none"> <li>Textbooks, magazine articles written years after the event, websites.</li> </ul>			
Give a reason why you think each of the below is a PRIMARY or SECONDARY source.			
A medieval painting showing village life.	Medieval remains of a castle in York.	DVD about Queen Elizabeth.	Anne Frank's diary.
			
Primary and secondary because the painting could have been made at that time or it could have been made to show what had happened in the past.	Primary because these ruins weren't built about them, they were built at the time they were a thing.	Secondary because the author wasn't there at that time, they just wrote about what they knew.	Primary source because she was there at that moment and she wrote it.

A medieval painting of Caesar's murder.	Documentary on the History Channel.	History textbook.	Video of one of Hitler's speeches.
			
Secondary because it was made to show how he was killed and when.	Secondary because they show what happened in the past and what people did about it.	Secondary because in the pages it shows you what happened but wasn't written when it was happening.	Primary because his speeches happened when he was taking so it was when he was doing it.

What people in the Medieval period?

What do you think life would have been like in this house? Write in at least 5 sentences.

**Orange Task**



This is what the inside of a peasant's house would have looked like.



# Secondary

Orange Task

1. Some belongings I can spot are clothes, food pots, sticks, bowls, wood, an axe, a vase, cutlery, boots and a chest.
2. I think living in that house you would have to take care of the animals. You wouldn't have clean clothes all the time and you wouldn't have that much food. You'd also have to be cautious with money and how you use it. Plus you'd have to help out at home. Lastly you'd also have to take care of each other and your health you'd also have to try and make money.

## The UAE's Fossils of Global Importance Work

Green:

Wadis: A valley, ravine, or channel that is dry except in the rainy season.

Alluvial plains: Largely flat landform

Fossils: The remains or impression of a prehistoric plant or animal



Wadis



Alluvial plains



Fossils

Orange:

The animals that are found in Al Dhafra are locusts, hippos, camels, birds and horses.

The plants that are found in Al Dhafra are the Bougainvillea, flame tree, frangipani and tropical hibiscus.

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Iron age tools (above)

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The development of iron also helped in other ways. For example people could now build strong stable towns and ships to transport goods thus establishing a more efficient way of trading and transportation.

People started doing more activities as life was made easier by the discovery and they began taking up crafts like

weaving, carving and most importantly, keeping animals. This in turn made it easier as they no longer had to hunt for food with no guarantee they would come home with food.

In conclusion, the discovery of iron helped society develop immensely and still benefits us today. Without iron, many of the things we take for granted such as electronics and cars wouldn't exist.



Iron age settlement (above)

## Art and DT: Year 7

What a fantastic week this has been! Full of amazing learning! Students spent time in their kitchen at home preparing Aspen Heights Master Chef creations with our mystery box challenge of eggs. As "egg-pected" the results were "egg-cellent". In addition, we reflected on our Future Ready Skills of "Creativity, Collaboration, Communication, and Critical thinking" and how these skills we have learned apply to our daily lives.

## Year 8

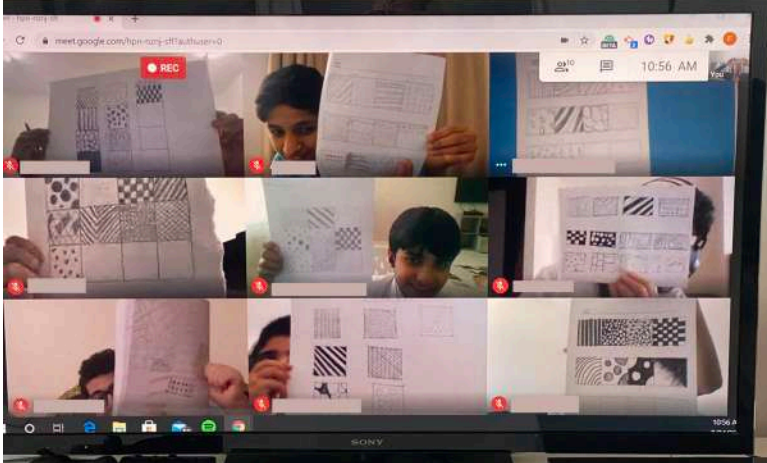
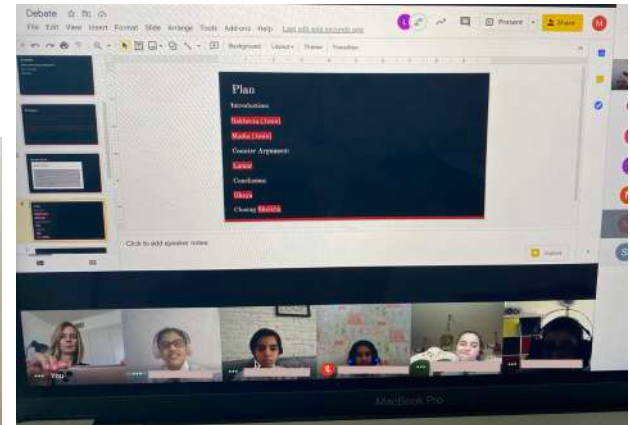
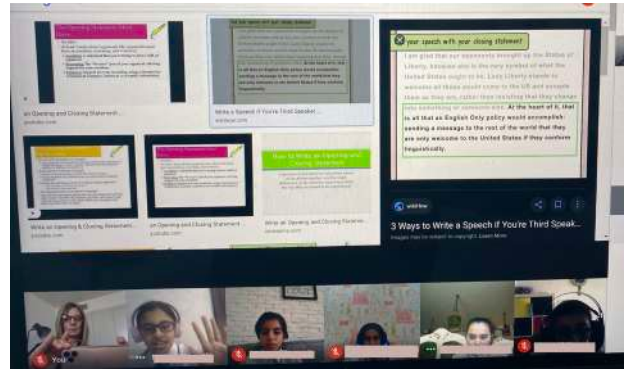
Understanding how mindfulness and art can create positive changes in our lives was the focus of Year 8 art class this week. This was demonstrated through the understanding of 7/11 breathing and how to use it in a stressful situation. In conjunction with this, students worked on their pattern making projects.

## Year 9

The "Great Banana Debate" was a huge success this week with students reflecting on "What is art?" and "What it means to take a position?". The opening statements were strong and the preparation fierce! Overall, a fantastic experience for all.



# Secondary





**Where is the art located?**

El Seed painted this John Locke quote for the Shubbak festival in Shoreditch, London.

**Name some of the E&P's of design used and explain how and why.**

He used lots of lines to make the calligraphy come to life. He also used lots of vibrant colours to make the artwork pop out. El Seed used positive and negative space. The negative space is around the artwork. It makes the art piece stand out and make the the main attraction

**Three interesting facts about each art piece or artist?**

- El Seed is a Tunisian-French artist.
- He has been known all over the world for his unique method of incorporating the transition of Arabic calligraphy.
- He displays his large-scale graffiti work outdoors

**Make a judgment!! Do you like it? Why or why not?**

I really like how he incorporates the art of calligraphy into his artwork and makes it look one of a kind and unique. He also lets people appreciate calligraphy and shows that is more than just writing.





# Secondary

## Maths:

In Year 7, we have revised data and completed the first assessment. Then we started working on improving our mental maths skills.

In Year 8, we have revised number work and completed the first assessment. Then we revised the area of the rectangle and discovered the formula for the area of the triangle.

In Year 9, we discussed mistakes made in the test on numbers and we learnt how to simplify expressions with brackets. We have also started looking into solving equations.

ex 1  $5x + y + 2x + 3y$   
 $= 5x + 2x + y + 3y$   
 $= 7x + 4y$

ex 2  $8m + n - 6 - 3m - 5n + 1$   
 $= 8m - 3m + n - 5n - 6 + 1$   
 $= 5m - 4n - 5$

Each term includes the sign (+ or -) in front of it.

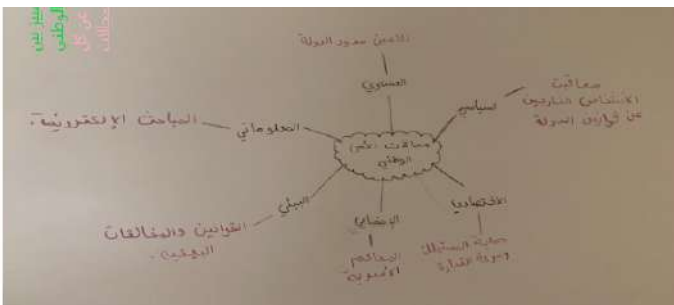
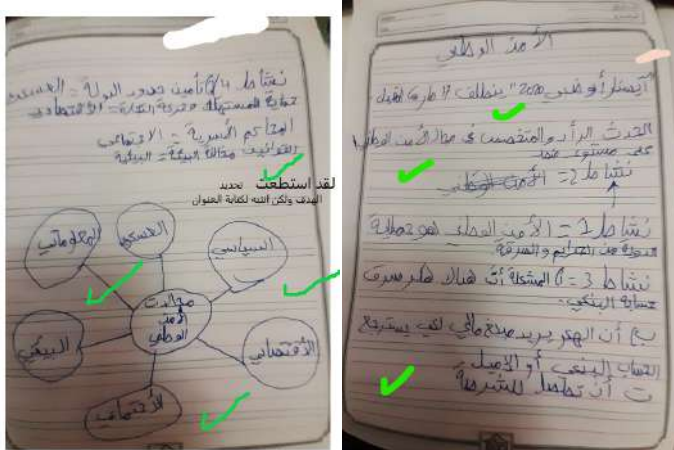
Revision 2  
 Lo: I can solve exam type questions.  
Starter  
 complete 2 tasks on my maths.  
Main tasks  
 1. a) 10 b) 12 c) 10  
 2. a) 16 b) 7  
 3. a)  $-4 \times 5 + 1 = -19$  b) 81  
 4.  $\frac{8200}{455} = \frac{1640}{91}$   
 $\frac{1640}{91} = 18.02$

Expressions with brackets  
 20. I can simplify expressions with brackets.  
 Starter  
 1.  $2(3x+4) = 6x+8$   
 2.  $3(2x-1) = 6x-3$   
 3.  $4(5x+2) = 20x+8$   
 4.  $5(3x-4) = 15x-20$   
 5.  $6(2x+1) = 12x+6$   
 6.  $7(4x-3) = 28x-21$   
 7.  $8(1x+5) = 8x+40$   
 8.  $9(2x-6) = 18x-54$   
 9.  $10(3x+7) = 30x+70$   
 10.  $11(4x-8) = 44x-88$   
 11.  $12(5x+9) = 60x+108$   
 12.  $13(6x-10) = 78x-130$   
 13.  $14(7x+12) = 98x+168$   
 14.  $15(8x-15) = 120x-225$   
 15.  $16(9x+18) = 144x+288$   
 16.  $17(10x-20) = 170x-340$   
 17.  $18(11x+25) = 198x+450$   
 18.  $19(12x-30) = 228x-570$   
 19.  $20(13x+35) = 260x+700$   
 20.  $21(14x-40) = 294x-840$   
 21.  $22(15x+45) = 330x+990$   
 22.  $23(16x-50) = 368x-1150$   
 23.  $24(17x+55) = 408x+1320$   
 24.  $25(18x-60) = 450x-1500$   
 25.  $26(19x+65) = 494x+1690$   
 26.  $27(20x-70) = 540x-1890$   
 27.  $28(21x+75) = 588x+2100$   
 28.  $29(22x-80) = 638x-2320$   
 29.  $30(23x+85) = 690x+2550$   
 30.  $31(24x-90) = 744x-2790$   
 31.  $32(25x+95) = 792x+3040$   
 32.  $33(26x-100) = 858x-3300$   
 33.  $34(27x+105) = 918x+3570$   
 34.  $35(28x-110) = 980x-3850$   
 35.  $36(29x+115) = 1044x+4140$   
 36.  $37(30x-120) = 1110x-4440$   
 37.  $38(31x+125) = 1178x+4750$   
 38.  $39(32x-130) = 1248x-5070$   
 39.  $40(33x+135) = 1320x+5400$   
 40.  $41(34x-140) = 1394x-5740$   
 41.  $42(35x+145) = 1464x+6030$   
 42.  $43(36x-150) = 1536x-6450$   
 43.  $44(37x+155) = 1608x+6780$   
 44.  $45(38x-160) = 1680x-7200$   
 45.  $46(39x+165) = 1752x+7590$   
 46.  $47(40x-170) = 1826x-7970$   
 47.  $48(41x+175) = 1896x+8280$   
 48.  $49(42x-180) = 1968x-8760$   
 49.  $50(43x+185) = 2040x+9150$   
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 62.  $63(56x-250) = 2976x-15780$   
 63.  $64(57x+255) = 3048x+16290$   
 64.  $65(58x-260) = 3120x-16800$   
 65.  $66(59x+265) = 3192x+17310$   
 66.  $67(60x-270) = 3264x-17820$   
 67.  $68(61x+275) = 3336x+18330$   
 68.  $69(62x-280) = 3408x-18840$   
 69.  $70(63x+285) = 3480x+19800$   
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 75.  $76(69x+315) = 3912x+22950$   
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 289.  $290(283x+1385) = 19320x+120090$   
 290.  $291(284x-1390) = 19392x-122090$



# Secondary

كالعادة أبدى طلاب الثانوي مشاركة إيجابية فعالة خلال هذا الأسبوع في مادة الدراسات الاجتماعية والتربية الوطنية وتنوعت الأنشطة بما يتوافق مع مستويات الطلاب حيث تم التركيز على إتقان الطالب لاستخدام مهارات الخريطة وتحليلها وكان ذلك واضحاً في أعمال طلاب الصف الثامن، في حين تركزت موضوعات الصف السابع والثامن على العديد من الاستراتيجيات مثل استراتيجيات العصف الذهني والبحث والاستكشاف ومناقشة بعض القضايا المحورية مثل درس الثورات الحضارية في العالم ودرس الأمن الوطني في بلادي.



**مجموعة (2) : صنف أهمية الموقع الجغرافي لدول شبه الجزيرة العربية وفق الجدول التالي**  
( نشأت الحضارات مثل حضارة سبأ ومعين وبلاد الشام - وجود الأماكن المقدسة وهما (الحرمين الشريفين) - منطقة اتصال بين جهات العالم - اكتشاف النفط والبترو - تنوع الأنشطة الاقتصادية مثل (الانتاج الزراعي والحيواني) )

الأهمية الحضرية	الأهمية الدينية	الأهمية الاقتصادية
نشأت الحضارات مثل حضارة سبأ ومعين وبلاد الشام	وجود الأماكن المقدسة وهما (الحرمين الشريفين)	منطقة اتصال بين جهات العالم - تنوع الأنشطة الاقتصادية مثل (الانتاج الزراعي والحيواني)

**اكتب فقرة تعبر فيها رحلة قمت بها إلى مسجد الشيخ زايد مستخدماً الوصف والسرَد والحوار**

في أحد الأيام ذهبت الى مسجد الشيخ زايد رحمه الله فسألت نفسي هل سيكون مسجد الشيخ زايد كبيراً أو صغير وكثيراً من الأسئلة وحين أقترنا رأيت حديقة ضخمة خارج المسجد ورأيت الكثير من القباب في الخارج يا لها من رحلة جميلة وحين أذن العصر صليت العصر مع الإمام وقد كان صوت الإمام جميل جداً أتمنا لو كنتم معي لأنها كانت رحلة جميلة جداً

استطاع محمد كتابة فقرة ، ووظف الحوار الداخلي وكذلك الوصف والسرَد انتبه للأخطاء الإملائية با بطل مثل : أتمنى - رحلة بداية رائعة 28-9-2020

## متحف اللوفر

في يوما عندما كنت في متحف اللوفر رأيت العديد من الفنون الرائعة والغريبة جدا كانت تبدو لي مثل التحف التي ترجع لآلاف السنين فقلت ببني وبين نفسي هل هذه التحف قبل الميلاد ام ماذا فاردت ان اخذ صوره لاثبات لكن لم يسمح لي بهذا بصراحه هذا از عجنى كثيرا ولكن ام اعطه هذا الامر لي اهتمام واستمررت معهم ثم رأينا تحفه تشبه شخصا بلا راس حسنا هذا غريب جدا لكن استمرينا الى ان انتهت الرحله الشبه مثل بصراحه فشرحهم ممل جدا كتب حميد فقرة عن رحلة قام بها الى متحف اللوفر استطاع توظيف تقنيات السرد والوصف والحوار الداخل انتبه للأخطاء الإملائية لا تنس علامات الترقيم

## 1- التعرف على النص السردى.

هي نص يعتمد الكاتب في كتابة الأحداث فيه على

### ما هو الحوار؟

الحوار هو تفاعل بين شخصين أو أكثر في شكل حوار أو حوارات. وهو نوع من الحوارات التي تحدث بين شخصين أو أكثر في شكل حوار أو حوارات.

### ما أنواع الحوار؟

حوار شخصيات: حوار بين شخصين أو أكثر في شكل حوار أو حوارات. وهو نوع من الحوارات التي تحدث بين شخصين أو أكثر في شكل حوار أو حوارات.

### ما هو الوصف؟

الوصف هو وصف الأشياء والأحداث في شكل وصف أو وصفات. وهو نوع من الوصف الذي يهدف إلى وصف الأشياء والأحداث في شكل وصف أو وصفات.

### ما هو السرد؟

السرد هو سرد الأحداث في شكل سرد أو سردات. وهو نوع من السرد الذي يهدف إلى سرد الأحداث في شكل سرد أو سردات.

### ما أنواع السرد؟

سرد شخصيات: سرد بين شخصين أو أكثر في شكل سرد أو سردات. وهو نوع من السرد الذي يهدف إلى سرد الأحداث في شكل سرد أو سردات.



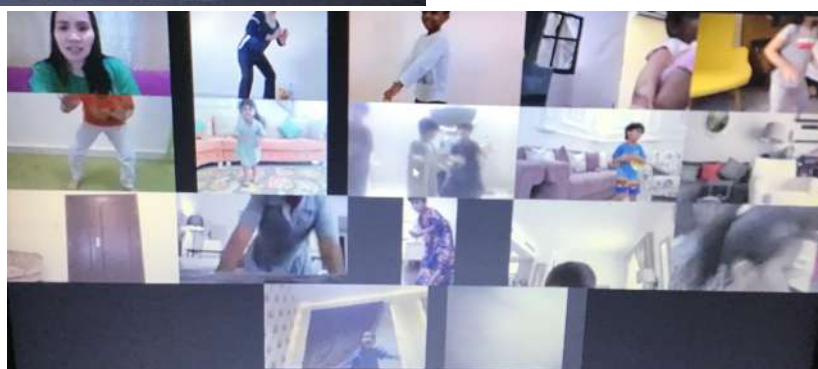
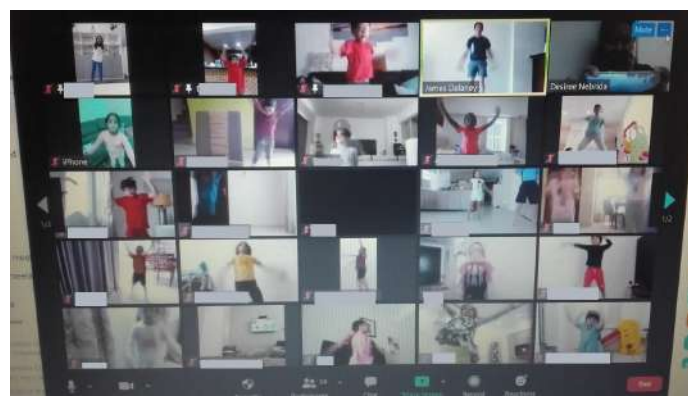
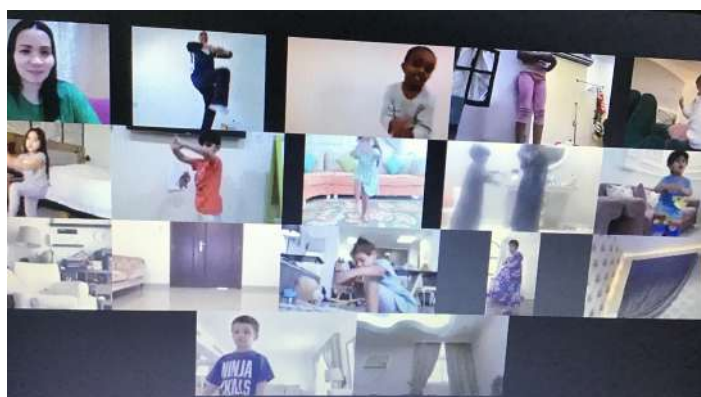
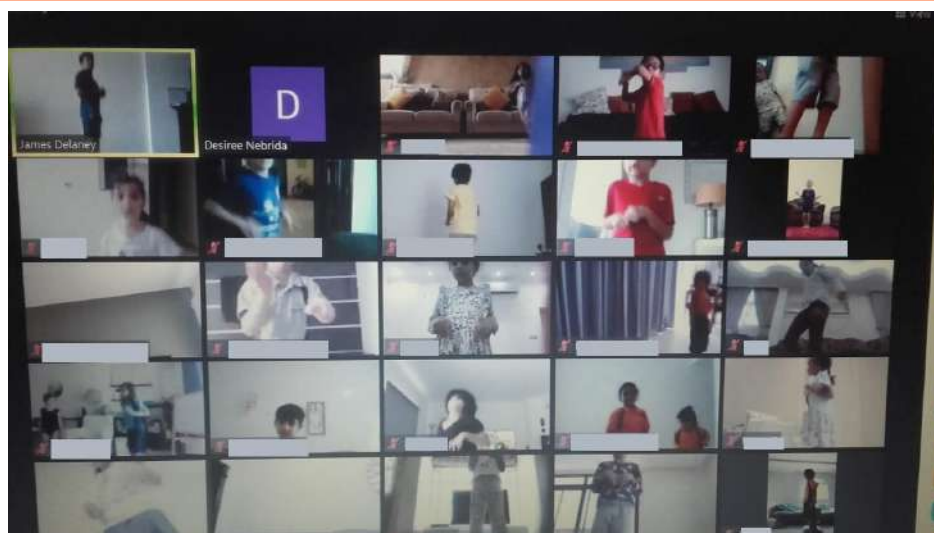
During our two successful weeks of distance learning, we have been extremely impressed with the participation levels of our students both in joining our Active Aspen Sessions and completing the weekly PE challenge. Some days, we have had 300 students join us for our live sessions which is incredible.

Our students have again proved how resilient they are to change and their commitment to amazing learning and staying active whilst at home.

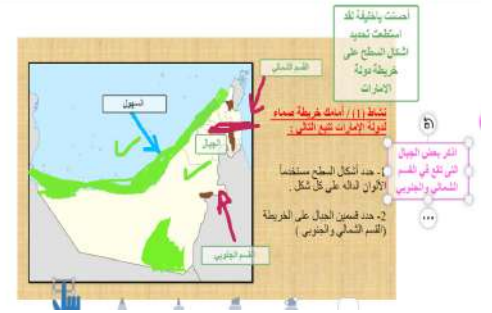
As we return to school and are back face to face learning, Active Aspen will move to the new time of 1:45pm. The sessions will be uploaded daily to Seesaw for any students who want to participate at a later time. We will continue to upload the weekly PE challenge to Seesaw also.

Thank you as always to our families for your continued support during these uncertain times and encouraging your children to stay active and healthy at home.

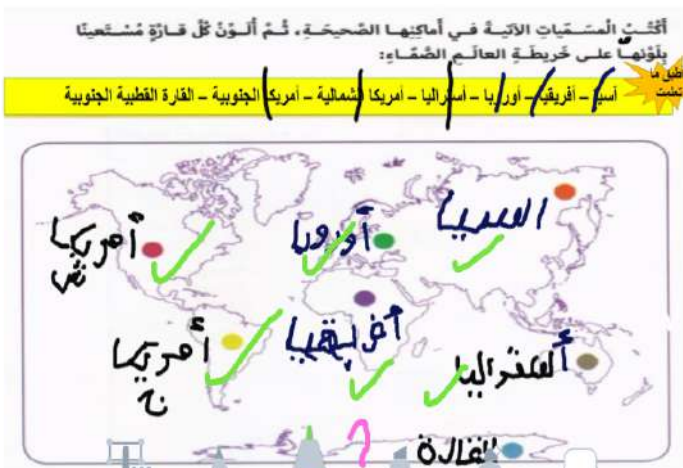
The PE Team



# Arabic



هذا الأسبوع استمتع طلابنا في مادة التربية الوطنية بتنوعت الأنشطة والمهارات المقدمة بين أنشطة حركية فقد قام طلاب الصف الثاني بتحديد الجهات الأصلية كما وظف طلاب الصف الثالث والخامس والثامن العديد من المهارات الجغرافية لتحقيق الهدف المرجو منهم مثل توزيع قارات العالم وتحديد تضاريس شبه الجزيرة العربية، في حين تركزت أنشطة الصف الرابع والسادس على بعض الشخصيات والموروث الإماراتي، في حين ناقشت موضوعات الصف السابع والتاسع حول قضايا معاصرة مثل الثورات الحضارية و الأمن الوطني.





# Music



Singing encourages a child to express their emotions and sharpens their ability to communicate while exercising lip and tongue movement. But one of the biggest benefits of singing is the repeated use of the 'memory muscle'. As children get older the power of singing in their lives can still be extremely beneficial.

