

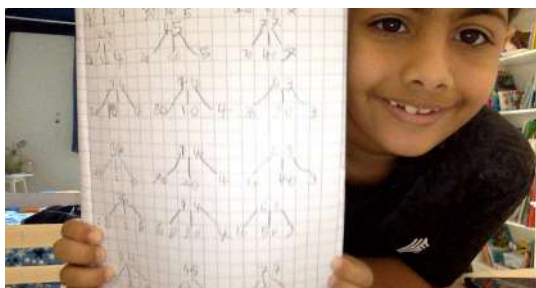


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Dear families,

Every year, curators and authors of dictionaries nominate a 'word of the year' based upon a statistical analysis of words that are looked up in extremely high numbers. In 2019 the Oxford 'word of the year' was 'climate emergency'. 2020 has seen so many new words enter our working vocabulary on a daily basis; 'bubbles' 'contact-tracing', 'unprecedented' to name a few. As a school, once of the evaluations of our Distance Learning Provision in our inspection in term 3 was 'agility'; our ability to seamlessly transition from one form of learning to another with little loss of pace, momentum or quality of learning. I am very proud to see how 'agile' we have become as a learning community; with only a couple of days' notice we switched to quality distance learning with minimal disruption. This is due to our cohesive community of staff, children and families all working together, and communicating effectively. Thank you all for your continued trust, patience and support.



Amazing Learning Assembly:

Children from all phases of our school contributed to today's amazing learning assembly, showcasing a range of curriculum areas, and demonstrating high achievement and creativity. I hope you enjoyed looking at the range of learning from across all ages.

Welcome- Mrs Lisa McDonald- SENCO

We are very pleased to welcome our new SENCO- Mrs Lisa McDonald who started with us on Sunday this week. Mrs McDonald is reaching out to families whose children receive additional support from our inclusion team over these first 2 weeks of distance learning, and arranging meetings to introduce herself. We look forward to working closely with her to enable our school to better support all children and families.



Sustainability week:

Next week is our scheduled 'sustainability week'; as we are distance learning much of this learning will be 'pre-learning', and we will have an additional sustainability week later in the year when we are face-to-face. Much of what we had planned is exciting hands-on learning that we are very much looking forward to sharing with you! An exciting element that will be going ahead next week is the ISP "Futures Campaign". ISP, our parent company who have over 45 schools internationally, have planted a tree for every member of their schools (staff and pupils). Your children will be finding out more about this, and where in the world our 'Aspen' trees are planted!



Have a safe and restful weekend with your families,

Kind regards,

Emma Shanahan
Principal, Aspen Heights British School



Primary Update

Happy new year! What an amazing start to the year, even though it was not what we had quite hoped for. I have been extremely proud of your dedication, punctuality and fantastic attitude to learning during our distance learning programme. Many of you have reflected on your achievements from last term and have set new goals for this term. I was extremely impressed with the amazing learning I have seen in your live sessions and on your Seesaw accounts. This week I have been lucky enough to teach maths and English to year 5. They have been fantastic problem solvers in maths, and have written some beautiful tanka poems in English.

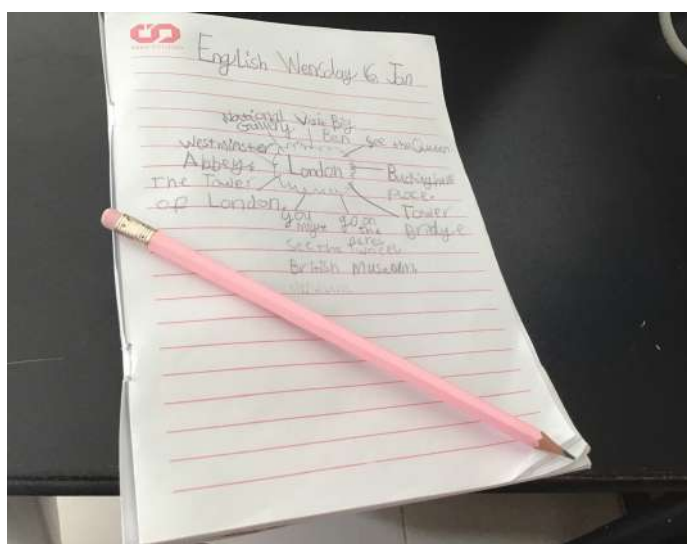
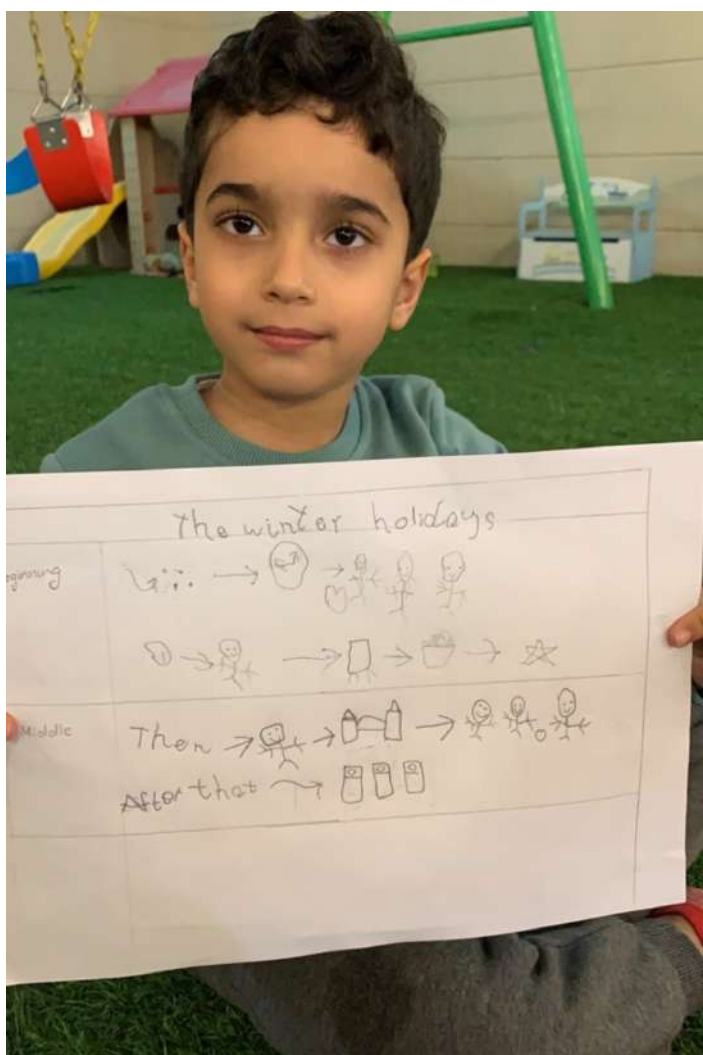


You will have received the topic overviews for each year group today. These give a summary of the objectives covered this term. I hope that you find this useful as well as the learning that is set on Seesaw.

Well done to the following classes for their online attendance this week...Foxes with 100% and Hawksbill at 92%. Remember you must attend all your live sessions for the day with your camera on, and submit all of the learning on Seesaw from those live sessions.

Next week I am looking forward to learning more about sustainability. So keep a look out for what is happening in our Sunday assembly and the learning with your class. Have a lovely weekend.

Mrs Laura Stevens
Head of Primary



EYFS Update

Happy New Year and welcome back to all our lovely children and families. It wasn't the start to the term that we had planned but I am so proud of how well the children, families and staff have adapted back to Distance Learning at short notice. Online learning did not stop Foundation Stage from having a brilliant week of learning for the first week of Term 2.



Nursery started their new topic, 'Life Cycles' by reading one of my favourite stories called 'The Hungry Caterpillar' by Eric Carle. There have been lots of exciting activities to complete such as drawing fruit and vegetable printing. This would be a great time to try new fruits and vegetables. You could even try to make fruit kebabs, using fruit from the story, for dessert.

FS2 started their 'Monster' topic by designing their own monsters from objects they found in their homes. I really enjoyed looking at your photos and reading your monster descriptions. I think this topic is going to be lots of fun! It is great to see so many children joining the live circle times and participating in the phonics and maths lessons.

Thank you to all the families that are supporting their children with Distance Learning. I am looking forward to seeing more super learning next week.

Have a lovely weekend.

Mrs Rose Akachi
Head of EYFS



Head of Secondary

Welcome back to school to all of our children and families. We have had new children join us this week in secondary and I am very pleased to say that our community have welcomed everyone wholeheartedly and they have settled in extremely well.



We have spent the week remembering our routines, reflecting on our winter break and embracing the learning challenges of the new term.

As we look ahead to the rest of the term we will be starting some exciting new initiatives...watch this space for more information.

Year 9 Futaisi have achieved the best attendance this week with 100%, well done boys!

Finally, I am happy to say that we have had a wonderful harvest from the hydroponics greenhouse at the beginning of the week and I am very excited to see what we can produce this term.

Wishing everyone a restful and safe weekend.

Dr. Kate Plumb
Head of Secondary





Fahad from Mice class told us all about his holiday news, he loved his Winter Wonderland experience.



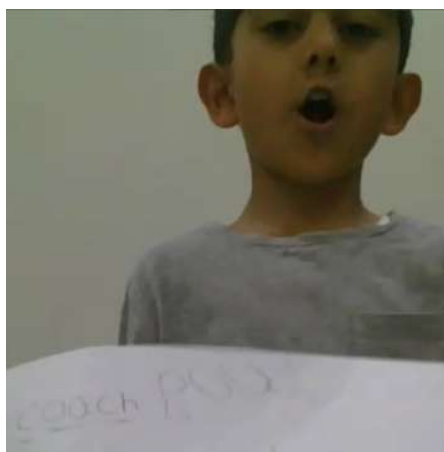
Congratulations to Emilia from Mice class who is now a big sister.



Maria from Mice class and Youness from Doves class have been working hard with their puzzles.



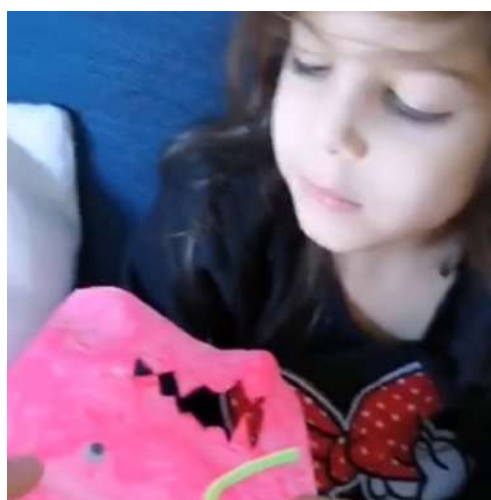
Alia in FS2 Sparrows is practicing her phonics sounds.



Saqer learning to read and write the digraph 'oa' in phonics.



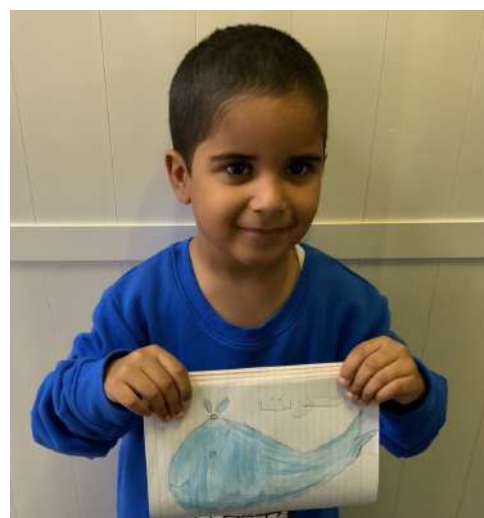
Faris from Mice class loves strawberries just like The Hungry Caterpillar, which is our Talk for Writing text.



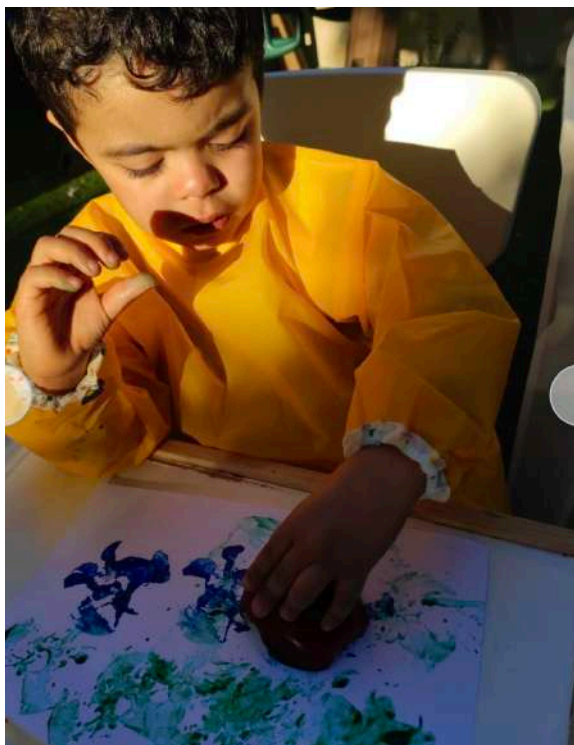
Noor made a fantastic monster by herself. It has yellow hair and sharp teeth!



Shamma in FS2 Sparrows is practicing her counting.



Abdulrahman in FS2 Sparrows doing his Arabic learning.

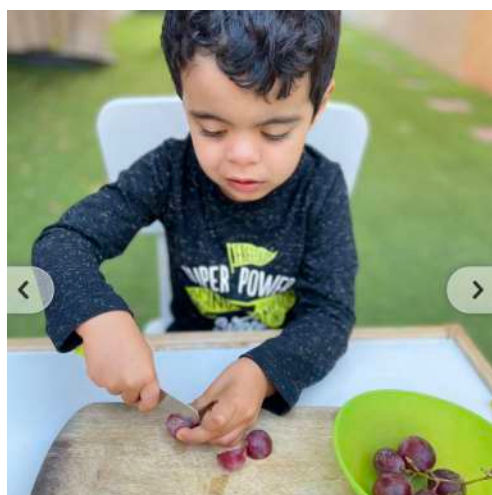


Geckoes Mateo is fruit printing.

Juwariyah is using fruit for painting and explores mixing colours together.



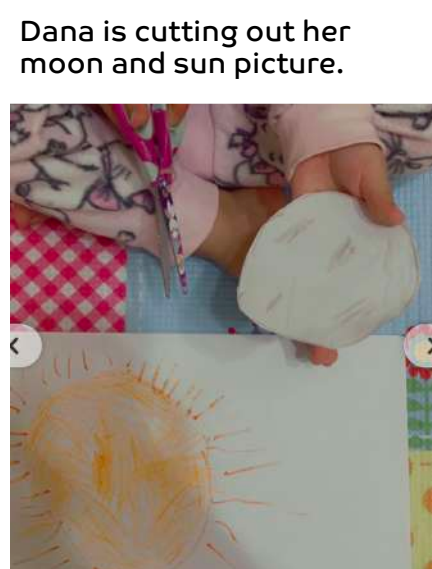
Alex is cutting out his moon project.



Mateo is practising cutting grapes in half.



Dana with her Arabic work.



Dana is cutting out her moon and sun picture.



Dana is using a lemon to do some fruit printing.

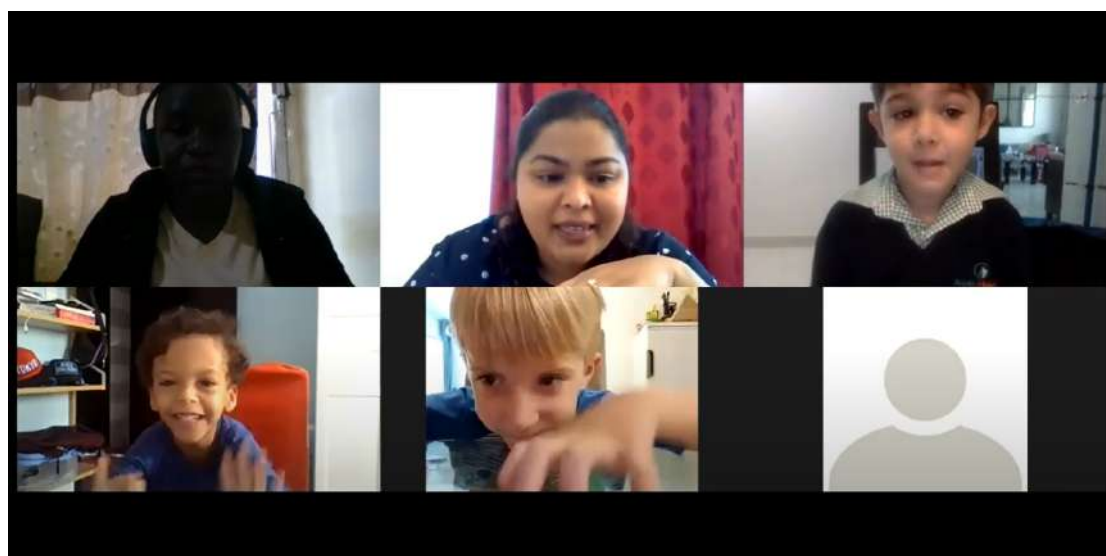
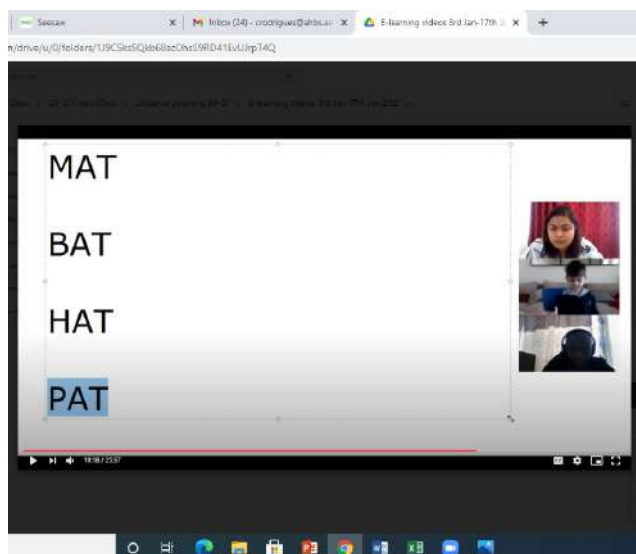


Hamad is cutting the orange fruit he has made.



Mateo is drawing orange and grapes.

Our class has been reviewing the work completed last term and were excited to talk about our holidays and places we visited.



Lower Primary

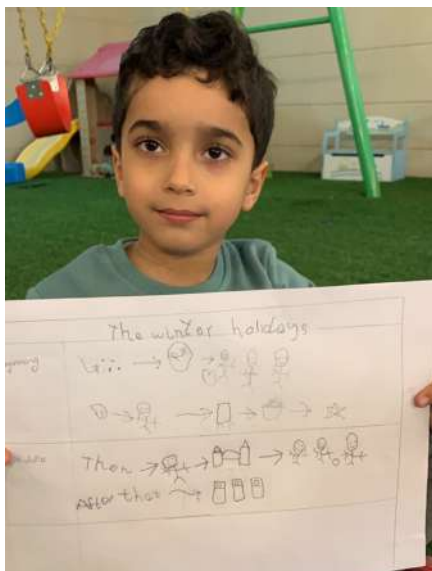


Year 2G listening to the lesson.

Add a photograph of how you sorted your rocks.



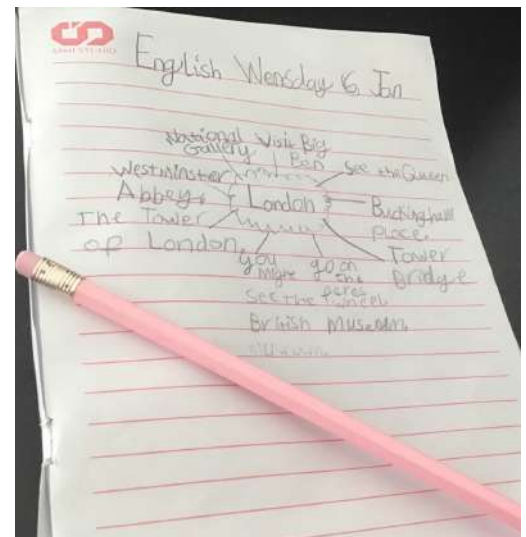
Abdulrahman in Y3F collected some rocks and sorted them into groups.



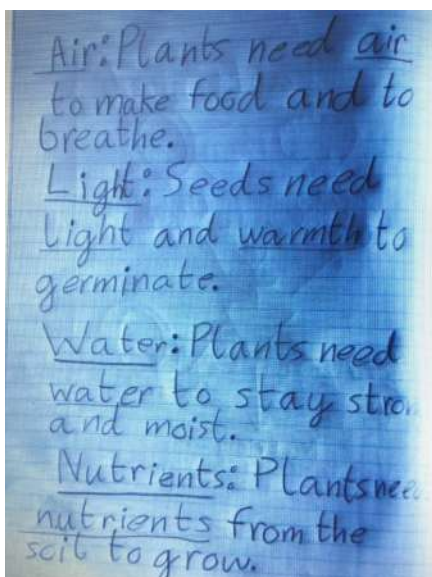
Abdulaziz from Foxes created a super story map!



Jovan 2G using counters to do his division calculations.



Meher in Y3O working hard to show what she knows about London.



Rayden's writing of what a plant needs to grow 2G.

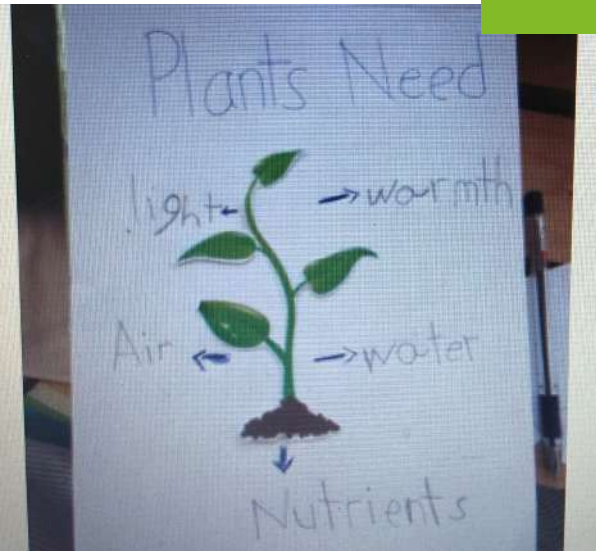


Fatima completed her reading task with so much effort.

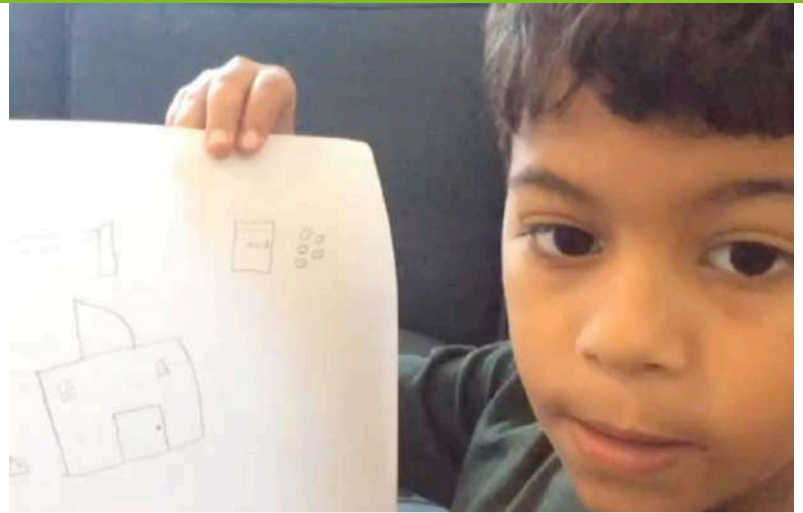


Leam collected some rocks for science.

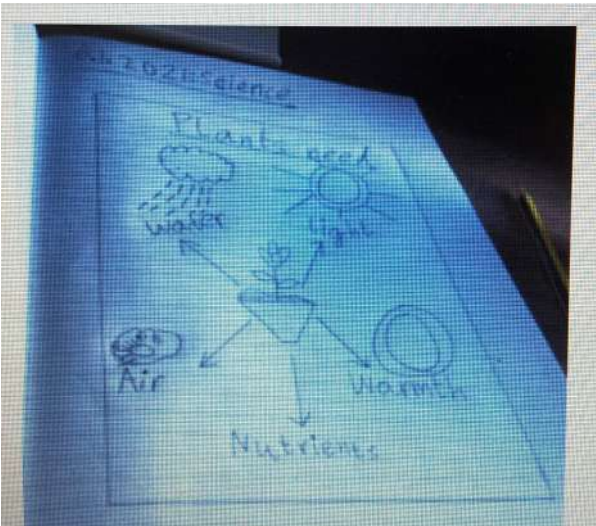
Lower Primary



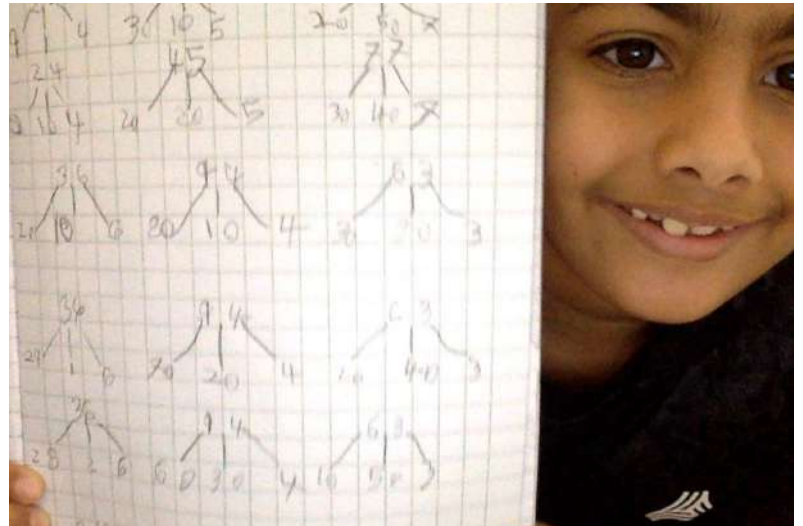
Noura knows what a plant needs to grow.



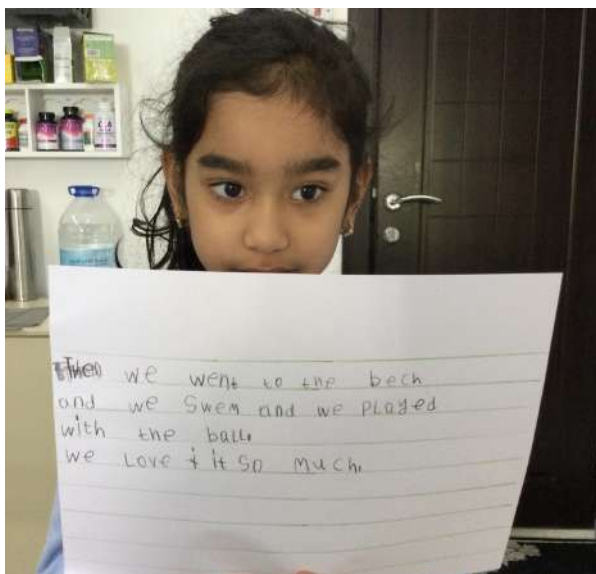
Adam is explaining the meaning of new words he learned.



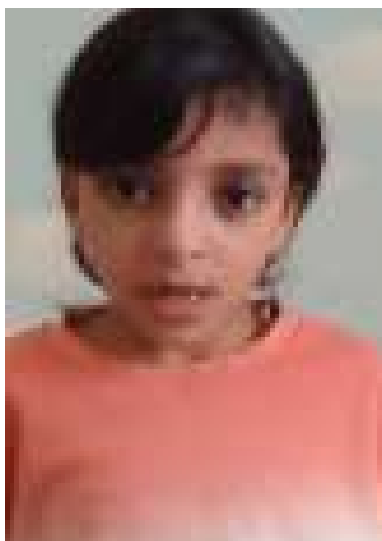
Rayden's drawing of his plant in Year 2G.



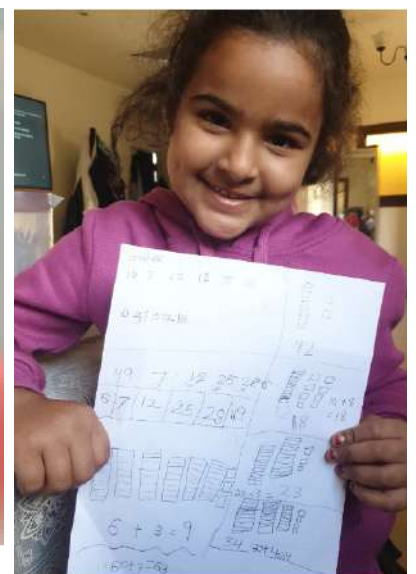
Hamad in Y3O showing off his excellent partitioning skills.



Meera from foxes with her amazing writing.

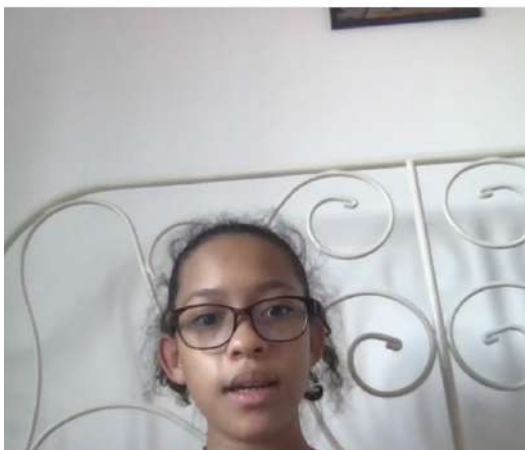


Meera in Y2L reciting the poem, The Sound Collector.

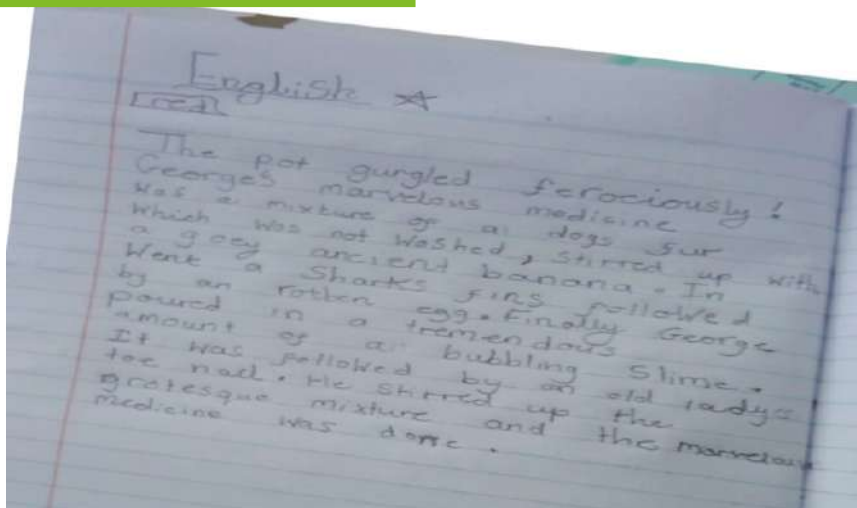


Salama doing her maths.

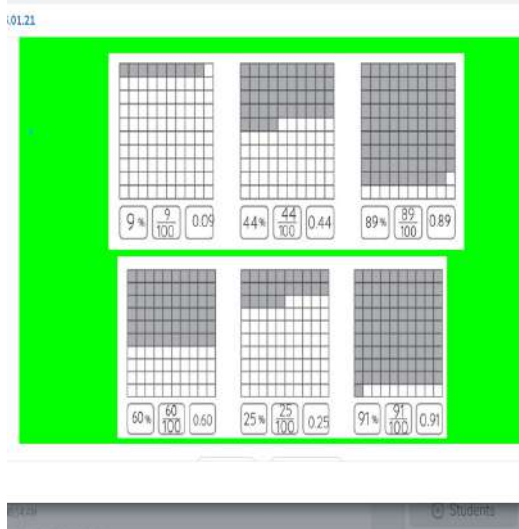
Upper Primary



Freya singing beautiful Hakuna Matata.



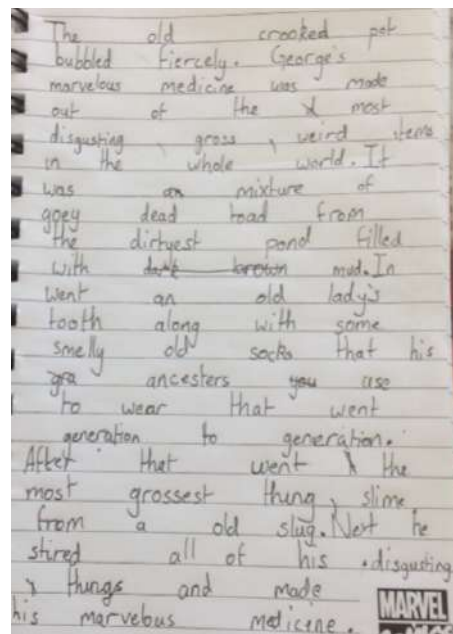
Megan's Marvelous Medicine!



Saif solving difficult math problems.



Malika in Y4H drew this amazing dream catcher.



Riham's Marvelous Medicine.

Emoji Bookmark

You will need:
Yellow paper
Scissors
Pencil
Pens

- Imperative verbs: cut, draw, stick, fold.

Fold the paper carefully as shown in the video.

Find a glass bigger than the paper.

Draw around the glass.

Cut the circle.

Ensure the paper is still connected.

Decorate and make an emoji.

Stick on the decoartions.s.

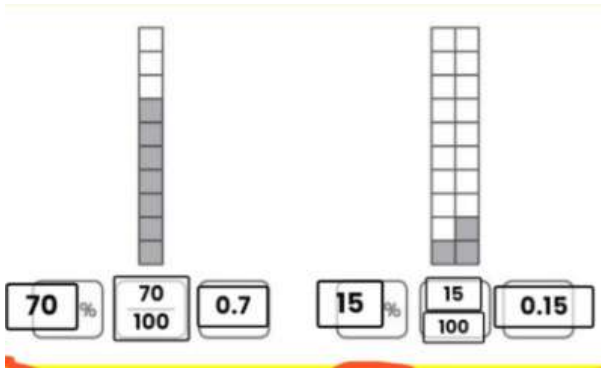
Evangelos in Y4H made an emoji bookmark and wrote instructions.



Hind's fun Science experiment learning about different states of matter.



Upper Primary



Y6s - Rashed in Y6S demonstrating relationship between fractions, percentage and decimal.

Which number is bigger?
Use this sentence stem:
_____ is bigger than _____

Draw this number line and fill in the missing numbers.

1. -12 or -6 ✓
2. 23 or -23 ✓
3. -13 or -15 ✓
4. -11 or -9 ✓
5. -18 or -2 ✓
6. -15 or -14 ✓

Ordering negative numbers by Ghalia in Year 5 Hawksbills.



Ayah in Y6S singing along to Beautiful Day in Music.

Label the features of the tanka poem on this slide.

adjectives

syllables

aliteration

The Shell
The pink pearly gem
half buried in ocean sand
Like a new tree shoot
Colours shine like a rainbow
Smiling softly for the sea

Identifying features of a tanka poem by Gabriel in Year 5 Parrotfish.



In Y4H Abdulaziz made a dreamcatcher.

You will need:
Yellow paper
Scissors
Pencil
Pens
a glass

- 1 fold the paper in half then cut th fold.
- 2 take the corner and pull it a ross to make a triange.
- 3 cut the excess paper to make a square shape.
- 4 fold the two corners of the triangle to the middle to make a line down the centre.
- 5 unfold back to the trisngle and fold the top edge to the bottom.
- 6 fold the corners back up and tuck in.
- 7 now pull them out and glue them in place.
- 8 flip it over and use fhe glass to make circle. dont cut the top edges or it fall apart.

Matthew's instructions on how to make a bookmark.

This camera is staring at me so I don't get lost.
This cake is talking to me because I am hungry.
This dustbin is hungry yet it ate an hour ago.
My shoes warn me to wear them but I dont listen.
This speaker is singing me a song because I wanted to.
This photo camera remembers all of the images so I look at them.

Personification sentences by Natan in Y5 Hawksbills.

The dog was lovely and beautiful and ran like the wind.
The mean lady had a voice like a thunderstorm.
The small and pretty baby cried like an angel.
Her blue eyes were as soft as the ocean.
The dark and gloomy seawater was as terrible as a broken heart.

Writing sentences with similes by Carla in Y5 Parrotfish.



Secondary

Art and DT: Year 7

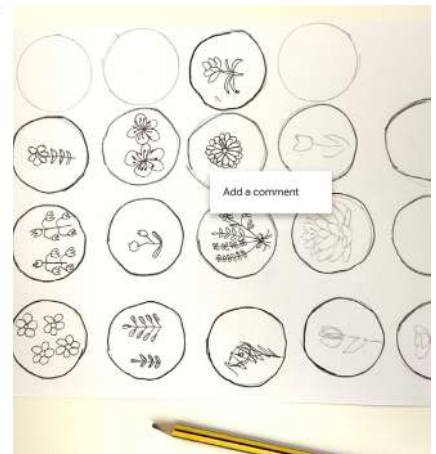
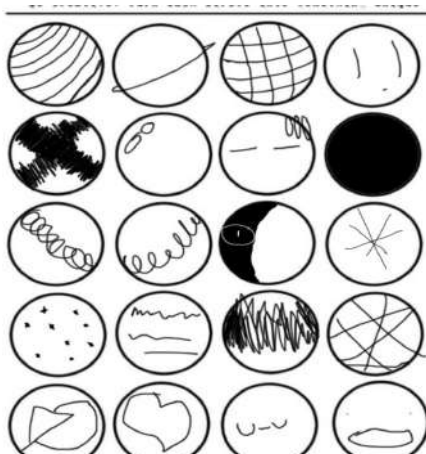
Reflecting and refining on our final photography unit and working through how to improve our photography was a theme in our classes this week. We also addressed the concepts of "Imagination and Creativity" in art making.

Year 8

This week the Y8's worked on finishing their grid drawings and reflected on making art in confined spaces. It was great to see them so engaged and ready to do some art making!

Year 9

The Y9's this week have been reflecting on the concepts of "Imagination and Creativity" and how to make beautiful art within a confined space. An interactive lesson led to a great discussion on how, they as students, define "Imagination and Creativity."



Secondary

English:

Year 7

We have been reading extracts and focusing on identifying the writer's intentions. We have also been working on writing to achieve intention. We wrote paragraphs to imply a character's thoughts and feelings rather than explicitly telling the reader.

Spelling Quiz

7 Aryam

Janel, Aakanksha, Yara, Sophia M. and Zaina = 100%

Ema = 92%

Aisha, Zain and Leah = 88%

Class Average: 80%

7 Delma

Mohammed W. and Amer = 100%

Aiman = 96%

Sultan Al Hosani = 84%

Class Average: 53%

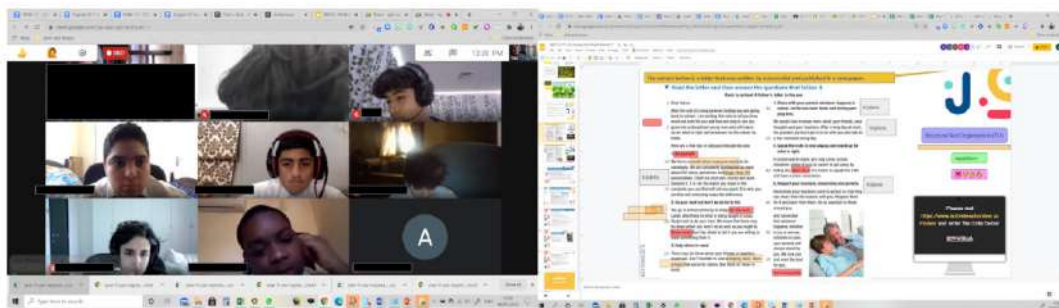
Year 8

In Year 8 our first lessons of 2021 have had the theme of safety "Hazards around the Home" and "Ride Safely on the Road". We have had some very interesting discussions based on pupils' experiences. We had a mock assessment where pupils had to use their time very wisely to complete short and long answer questions based on a leaflet. Pupils have learnt a lot by observing how their English teacher assesses each of their answers and elicited what is needed for improvements. Our Year 8 classes have reflected brilliantly on their strengths and weaknesses in this exercise. Well done!

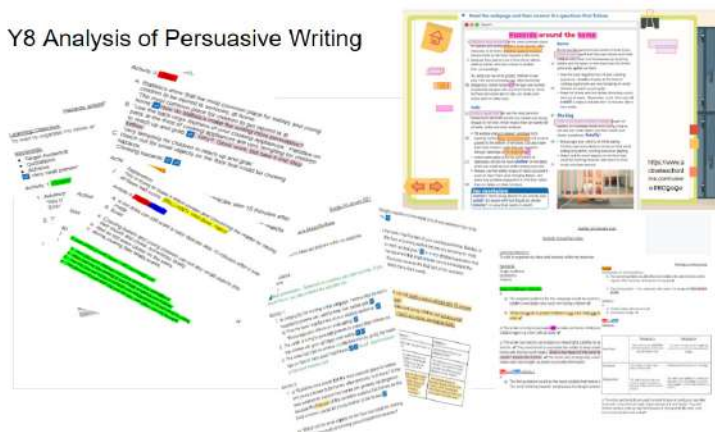
Year 9

Year 9 has kickstarted the year in English with baselines in literary terminology and AFOREST. We are powering forward with persuasive devices, also known as rhetorical devices. AFOREST is a mnemonic that helps us remember related important information. We have used an extract from a newspaper "Back to School: A father's letter to his son" to explore the impact of text organisation and AFOREST (alliteration, facts, opinions, emotive language, statistics and triplets).

Year 9 Analysing an Advice Text



Y8 Analysis of Persuasive Writing



Secondary

Vocabulary Development - Spellings

There are spellings lists that will be tested in each of these weeks:

- Week 2 - 10th Jan - Spelling Test 7
- Week 3 - 17th Jan - Spelling Test 8
- Week 4 - 24th Jan - Spelling Test 9
- Week 5 - 24th Jan - Spelling Test 10
- Week 6 - 31st Jan - Spelling Test 11

- Remember until you spell the word automatically.
- Look up the meaning of any of the words you don't know. Add these to your Term 2.1 Glossary.

YEAR 7 SPELLING LISTS

LOOK COVER WRITE CHECK

LOOK UP THE MEANING OF ANY WORDS YOU DON'T KNOW

YEAR 8 SPELLING LISTS

LOOK COVER WRITE CHECK

LOOK UP THE MEANING OF ANY WORDS YOU DON'T KNOW

YEAR 9 SPELLING LISTS

LOOK COVER WRITE CHECK

LOOK UP THE MEANING OF ANY WORDS YOU DON'T KNOW

Vocabulary Development - Glossary

<https://www.oxforddictionaries.com/define/glossary>

- This is a glossary of all the keywords/spellings that we have had in our classes this term. (1)
- I have added their definitions weekly. (2)
- I have used the word in a sentence to show that I know how to use it. (3)
- I have also added words that interest me or that I need to learn
- Sometimes I have added synonyms for words that I use too much e.g. stuff or like or angry... (4)

GLOSSARY

Word	Definition / Synonyms / sentence	I can spell	I can explain
Allegation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Opinion		<input type="checkbox"/>	<input type="checkbox"/>

Science:

Year 7

Students have started a chemistry topic on the topic 8E Mixtures & Separation. We will be focusing on various separation techniques commonly used in Science and how to carry them out. Today's lesson focused on Filtration of sand and water by using the correct terminology of apparatus and techniques involved.

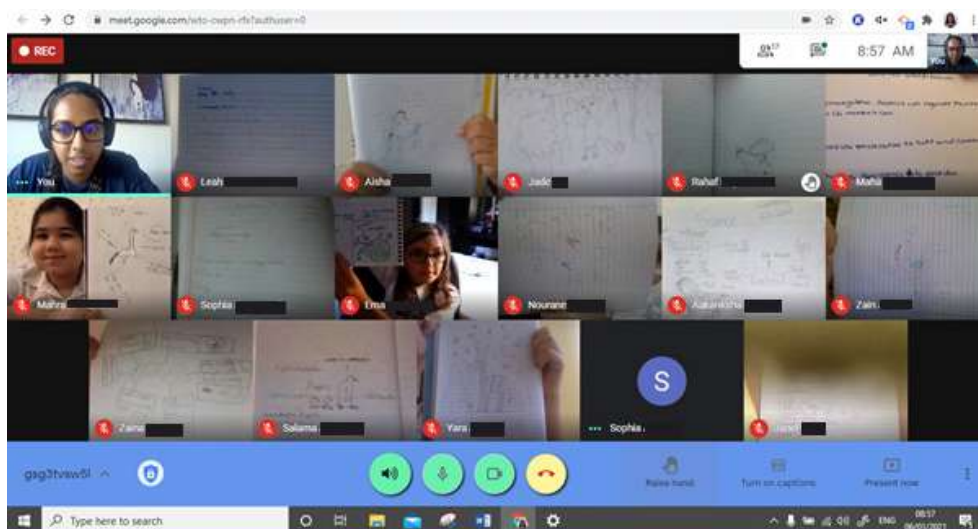
Year 8

Students completed their end of topic test and in the second lesson of the week, we began a new topic called 8E Combustion. We looked at different types of hydrocarbons and how to test for Carbon Dioxide and Water.

Year 9

With climate change on the rise, we focused on some of the problems caused by mass production of polymers, ceramics and composite materials and how it affects the environment by causing pollution.

Half term holiday homework take part in the 'Future of Sustainability in the UAE' competition by Environmental Excellence School Award check out the activity on Google Classroom.



French:

Our focus this week in Year 7, 8 and 9 has been on assessing material covered in term 1.2. We revised over the winter holiday and completed Google Form quizzes this week.



Secondary

Maths:

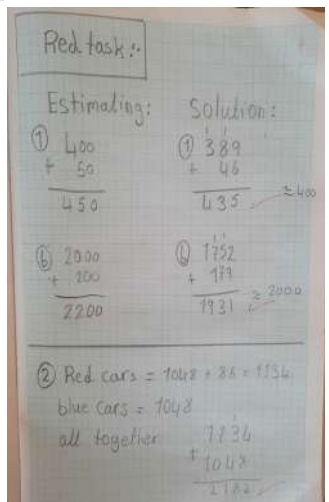
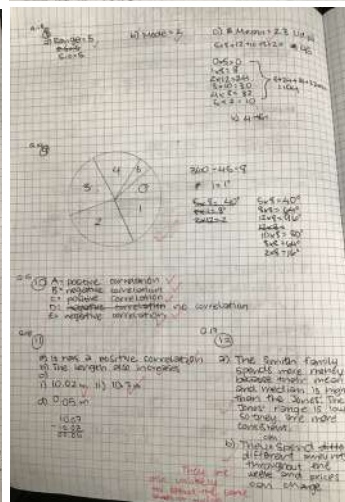
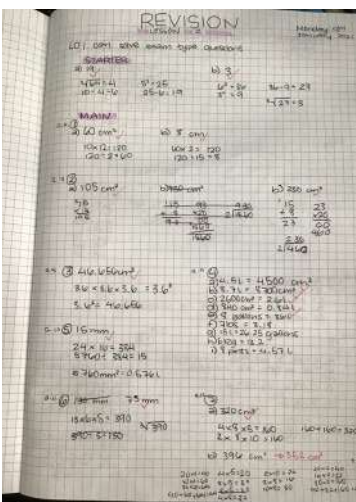
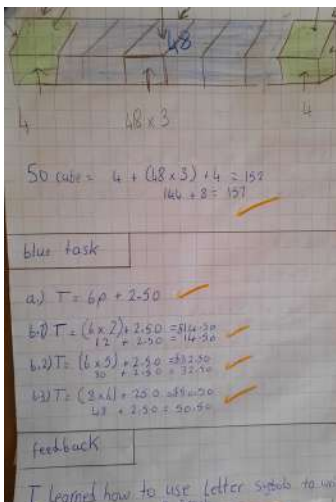
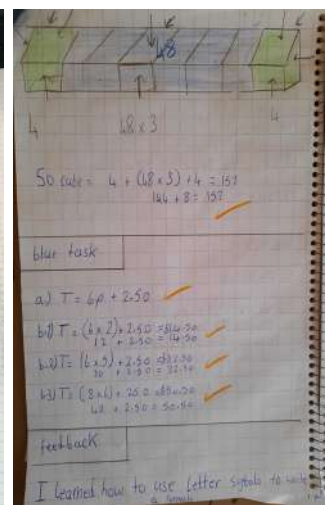
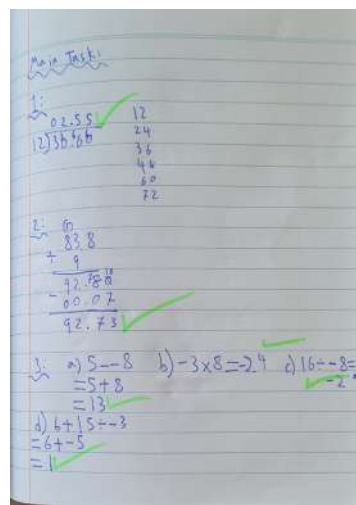
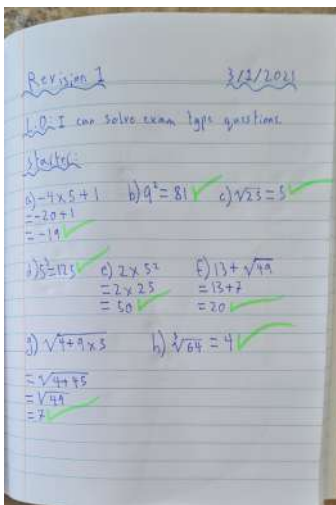
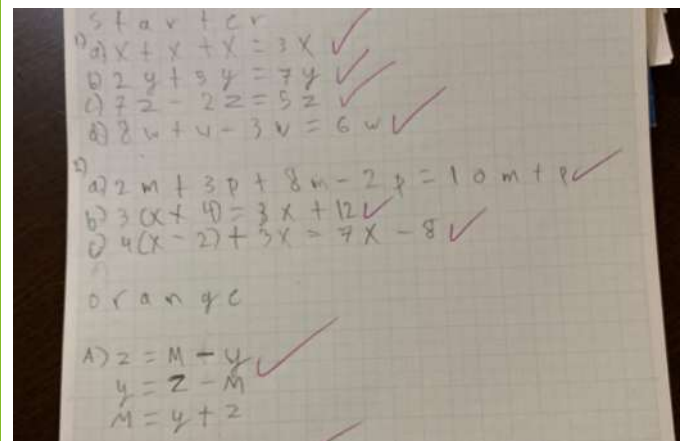
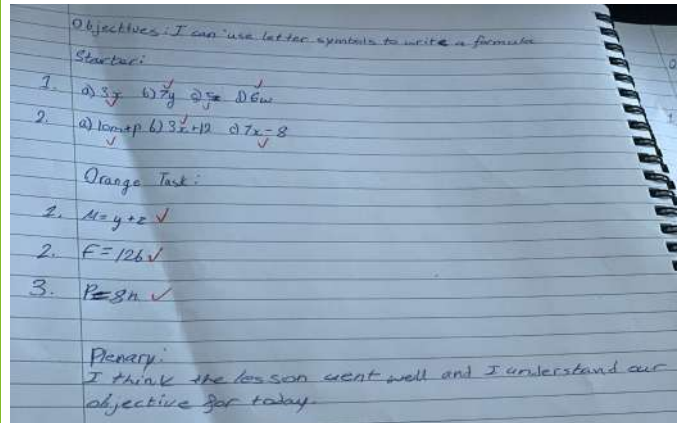
This week year 7 practised writing algebraic formula. Then we started revision on all algebra that we have learnt so far. Next week there will be a revision on everything that we have covered in Term 1 in mathematics and children will have an assessment.

Year 8 has already revised all topics covered in Term 1 and they had their assessment this week. Students will be emailed their results after the weekend.

Year 9 discovered angle sum in quadrilaterals and solved problems that involve this rule. Students should remember that when they solve problems with geometry, they should draw a diagram and refer to it in their calculations. It is important to show each step of calculations and give the reason for it (calculations and reasoning are marked separately in IGSCE).

Next week we will revise all topics covered in Term 1 and there will be an assessment.

On Thursday there will be new homework set on MyiMaths and I hope that all students will complete it by the end of the next week. They can repeat homework as many times as they want, until they are satisfied with their results.



Secondary

Humanities:

Year 7 – Students outlined the earth's structure and described the theory of plate tectonics. They were able to list the 3 different types of plate boundaries and demonstrated their understanding on the distribution of earthquakes and volcanoes with the help of a map. They watched a video on the Tharp-Heezen map which illustrated the geological features that characterize the seafloor.

Year 8 - Students learned about flood factors. They defined a hydrograph and explained the factors that affect its shape. Students also explained the reasons why rivers flood. They watched a video on the causes for river flooding. They analysed in depth the human and physical reasons for flooding.

Year 9 - Students learned the types of hazards and factors affecting hazard risk. They defined a hazard and explained the different types of natural hazards, namely atmospheric hazards, terrestrial/geological hazards, water based hazards and biological hazards. They watched the video on factors affecting hazard risk after which they analysed the factors affecting hazard risks.

Blue Challenge

Type of Hazard and Factors affecting hazard risk
Year 9 T2 Week 1

Name: Vains

Biological hazards are organic substances that present a threat to the health of people and other living organisms.

Biological hazards include:

- viruses
- toxins from biological sources
- spores
- fungi
- pathogenic micro-organisms
- bio-active substances.



1. Research and explain each of the following

Viruses are infectious microorganisms that multiply inside of an organism's body.

Toxins From biological sources are hazardous substances that cause health risk when it enters your body.

Spores are found in plants and are bacteria that disrupts your metabolism and respiration system.

Fungi is a type of organism which is very toxic because they absorb nutrients that come from decayed or live animals. Decay causes infectious diseases which affects our body.

Pathogenic micro-organisms are any organisms like bacteria, fungi, protozoa that infects other organisms like people and animals.

Bio-active substances are substances that provide good health and they are found in certain types of plants and food e.g fruits, vegetables, nuts, oils, whole grains.

2. Which are the 3 most threatening hazards among the above. Give a reason each

Toxins from biological resources are one of the threatening hazards because they can instantly play an effect when it enters your body through touch, tasting or even smelling it. Another one is Pathogenic microorganisms because they are all infectious and disrupt our healthy bodies and it can multiply and mutate. The last is Spores because it affects the important part of the body: immune and respiratory which we need to survive.

Blue Challenge

Flood Factors
(Rivers or Fluvial environments)
Year 8 T2 Week 1

Name: K Pine

Date: Monday 4th January 2022

Bangladesh is a developing country in Asia and it is frequently affected by flooding. For example, in 2007 flooding made 9 million people homeless and approximately 1,000 people died from drowning and from waterborne diseases.



1. Explain at least 6 different causes of flooding in Bangladesh

- There are cyclones which take place
- Low lying land
- Heavy rains
- Increase in urban areas
- Deforestation
- Melting of ice/snow from the Himalayas

2. What has Bangladesh done to cope with flooding? Name at least 3 short term and long term responses to flooding

Short term:

- Free seed given to farmers
- People repaired embankments
- Food given to people from the government

Long Term:

- Built dams
- Building flood shelters
- Introducing flood warning systems

Blue Challenge

Flood Factors
(Rivers or Fluvial environments)
Year 8 T2 Week 1

Name: Tam

Bangladesh is a developing country in Asia and it is frequently affected by flooding. For example, in 2007 flooding made 9 million people homeless and approximately 1,000 people died from drowning and from waterborne diseases.



1. Explain at least 6 different causes of flooding in Bangladesh

1. Low-lying land, which causes too much too little water in the river, the river rises and water goes over the river bank.
2. Ice melting in the Himalayas causes floods because the water goes from the Himalayas to Bangladesh.
3. Heavy deforestation because trees prevent sediment runoff and forests hold and use more water than farms or grasslands.
4. Ploughing because: compaction prevents the soil from being able to hold more water and lines and cracks in the soil concentrate the water flow — therefore speeding up the flow of water on the soil's surface.
5. Heavy rain causes Bangladesh to flood.
6. The summer monsoons are associated with heavy rainfall. It usually happens between April and September. As winter ends, warm, moist air from the southwest Indian Ocean blows toward countries like India, Sri Lanka, Bangladesh, and Myanmar. The summer monsoon brings a humid climate and torrential rainfall to these areas.

The PE team were super excited to see all of our students again after the Winter break. It was very obvious from our first Active Aspen session of the year that our enthusiastic students had kept up their exercise over the holidays! They all looked super fit and eager for physical activity. The numbers on our live lessons this first week back have been HUGE and this is fantastic to see, let's keep it going!

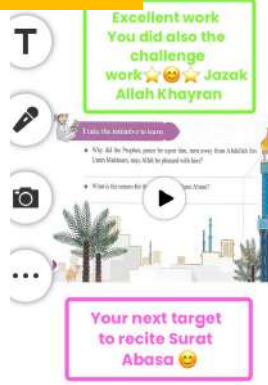
Obviously we are waiting excitedly to get back to regular PE and swimming lessons, but until then a friendly reminder that Active Aspen takes place every Sunday to Wednesday at 1.45pm. The weekly PE challenge on Seesaw is another fun option for our students to test themselves, this week it is a fun balance challenge.

Until next time, stay safe, stay healthy and stay active!

The PE Team



Arabic



نتمنى أن يكون الجميع بخير وصحة وسلامة، و كل عام و أنتم بألف خير.

كما نتطلع لبداية فصل دراسي موفقٍ و مكللٍ بالنجاح و التوفيق نتخطى خلاله كل الصعوبات و التحديات.

لقد كانت لحظات سعيدة حين التقى طلاب آسبن بمعلميهم خلال الحصص المباشرة التي حضروها بأجواء مفعمة بالنشاط والحماس و الاستعداد لرحلة تعليمية ممتعة ومفيدة من أجل تطوير مهارات اللغة العربية خلال هذا الفصل.

حرصاً منا على تطوير مهارات الطلاب في مادة التربية الإسلامية وتوفير أفضل الوسائل التعليمية المناسبة لتحقيق الأهداف المنشودة، سيتم تفعيل بداية من هذا الفصل، ” منصة نور للتعليم ” وهي منصة خاصة بمادة التربية الإسلامية ومنقسمة إلى تطبيقين الأول بعنوان: ”راشد و شمس” و الثاني بعنوان: ” نور القرآن“.

كما تم إرسال للأهل هذا الأسبوع دليل استخدام التطبيقين بالإضافة إلى كل المعلومات الخاصة بحساب الطالب.

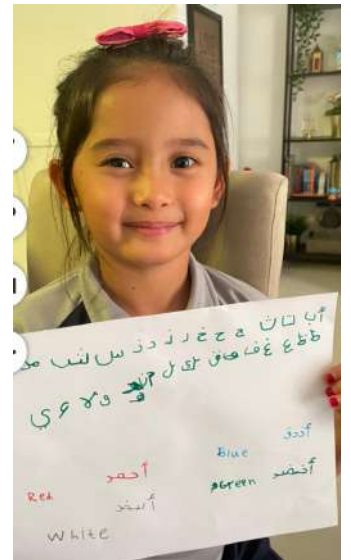
وسعيًا منا على تشجيع طلابنا الكرام في حفظ و تلاوة القرآن الكريم، سينظم فريق التربية الإسلامية مسابقة القرآن الكريم بداية من 31-1-2021

وقد تم إرسال تفاصيل المسابقة وآلية المشاركة في رسالة خاصة قبل بدء إجازة الفصل الدراسي الأول.

نتطلع بكل شغف وحماس لمشاركة طلابنا الأعزاء من خلال إرسال التسجيلات الصوتية الخاصة بتلاوتهم لسور القرآن الكريم طبقاً للمستوى الذي أتقنه، وسيتم تكريم الطلاب في نهاية المسابقة حسب نتائج لجنة التحكيم والمراكز التي سيحصلون عليها وفقاً لشروط المسابقة.

وسيلة الكناني

رئيسة قسم اللغة العربية و التربية الإسلامية



تحدي

تحدي رائع أجندت
كتابة الكلمات التي
تبدأ بحرف الذال

الهدف : يضع الكلمات في جمل مفيدة :

النشاط الثاني : ضع الكلمات التالية في جمل مفيدة من الشانك :

- فواتد : ... إن فواتد الطعام كثيرة ..
- لا تردد : لا تردد في اكل الطعام ..
- سمة : إن سمة هذه الطعام أنها مفيدة ..
- أهوج : انك أهوج في كل شيء ..
- ينادر وإن من سيباديروا سيملكون هذا شيء ..
- أنصت يا عيسى ..

استطاع التعرف على معنى الكلمات الجديدة : توخفها في جمل مفيدة
التيه للهمزات مثل إن - أكل
مطابقة المذكر والمؤنث عند استخدام أسماء الإشارة
هذا الطعام

إنسان	اسم حيوان	اسم نبات	اسم جماد
ياب	ذئب	ذرة	ذهب

لأ الجدول التالي باستخدام كلمات تحتوي
حرف الذال بأصواته القصيرة والطويلة.

المعاني والمفردات :

الهدف : يتعرف على معاني الكلمات التي تحتها خط :

النشاط الأول : هات معنى الكلمات التالية حسب ورودها في
المتن :

1. كانوا يستقلون الحصان . (... يركبون ...)
2. لا يلحقه مهما جأ أو كذا . (... يتعب ...)
3. فقد رأينا في الأقدمين . (... من الماضي ...)
4. هذا ضروري للفلاح . (... مزارع ...)
5. لم تعد عملية رانجة . (... منتشبة ...)
6. إن العجلة سمة عصرنا . (... صفة ...)
7. ليس معنى هذا أن تكون أهوج . (... اجعف ...)

اجازه الشتاء

هيا يا ص
الاشياء
ثم اكتب
صورة أو
صورة أو
your
paper,
on a
deo.

تحلية مياه البحر

3. تصفية المياه
4. ادخال الملح بالتفصيل
5. انقاع بعض المعادن
6. صانع للشرب

CHALLENGE

اكتب حروف الكلمة مقطعة داخل المربعات :

Separate words to letters:

أختي
أخي
أبي
أمي

View Instructions

في اجازة الشتاء ذهب مع عائلتي إلى
جبل تبار في دني ووجدنا في تنسيق
سوقيل في نفس المكان كان الجو بارداً
ورائعا ما يوجد في جبل تبار الكثير
من المطاعم والألعاب ووجدنا
أيضا بحر وسيناء وكلنا
واقل بالوقت والفرولة
وأكلنا أكلات الباطر والبطا
أهلي جيتي في رأيتني
ورده من

Music



Children of all ages express themselves through music. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words.

