



Dedicated to delivering  
**AMAZING LEARNING**

Weekly Update  
Term 2.1, Wk 2 14th January 2021

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Dear families,

We are very excited to welcome you all back to face-to-face learning on Sunday, particularly our KS3 students who we last saw onsite in March last year! We know how challenging this has been for many of you, and we are ready and prepared to support you as you become familiar with attending school physically and the new processes that are in place to keep us all safe. We can't wait to see how much you've grown!



## Sustainability week

We loved seeing the children's environmental challenges posted on the padlet during assembly- well done! Some children researched the importance of bees to our ecosystems, and others went 'electricity free' for a period of the day- thank you all for contributing. Some of our secondary students spoke persuasively and passionately about the issues surrounding climate change and what we can do to help. Thank you to all the students and colleagues who were involved.



## School day timings

As we enter our second term of this academic year, and our third term of leading learning during the COVID pandemic we have reviewed practice to date. When we return after this period of mandatory distance learning, the school day timings will be adjusted as below for all year groups:

مع دخولنا الفصل الدراسي الثاني من هذا العام الدراسي ، وفصلنا الثالث من قيادتنا فصل من التعلم عن بعد أثناء جائحة COVID ، قمنا بمراجعة كل العمليات والممارسات حتى الآن. عندما نعود بعد هذه الفترة من التعلم الإلزامي عن بعد ، سيتم تعديل أوقات اليوم الدراسي على النحو التالي لجميع المراحل الدراسية:

**Staggered drop-off: 7.30-8.00**

وقت الحضور: من الساعة 7:30 حتى 8:00 صباحاً

**First lesson commences: 8.00**

موعد الحصة الأولى: الساعة 8:00 صباحاً

**Staggered collection: 1.30-2.00 (ground floor early years and primary)**

وقت الانصراف: من الساعة 1:30 حتى 2:00 ظهراً (للفصول الواقعة في الطابق الأرضي في المراحل التأسيسية والابتدائية)

**End of day for all: 2:00**

نهاية الدوام للجميع: 2:00 ظهراً



We know that families have been supportive of our slightly reduced hours as this has facilitated us to be able to offer daily face-to-face teaching for all children whose families have wanted it. However, we are also aware that logistically this posed challenges for many working families, and we hope that this change is supportive to you all.

نحن نعلم أن العائلات كانت داعمة لساعات عملنا المخفضة قليلاً لأن هذا سهل لنا أن نكون قادرين على تقديم تعليم يومي وجهاً لوجه لجميع الأطفال الذين أرادتهم أسرهم أن يتعلموا في المدرسة. ومع ذلك ، فإننا ندرك أيضاً أن هذا من الناحية اللوجستية شكل تحديات للعديد من الأسر العاملة ، ونأمل أن يكون هذا التغيير داعماً لكم جميعاً.

### Travel form- age 4-11

We require all families of children aged 4-11 ( regardless of whether you traveled or not) to complete the form below confirming their travel over the winter break as a mandatory prerequisite for returning to school on Sunday 17th January. Thank you for your cooperation:

<https://forms.gle/LGRNjMMkuKKAdSVf6>

The letter sent yesterday details the testing requirements for children who travelled internationally and returned on or after 3rd January. Please email [drayyan@ahbs.ae](mailto:drayyan@ahbs.ae) if you have any questions about this.

### ADEK circular and parent guide

Please find the most recent parent guide sent by ADEK in the links below:

<https://drive.google.com/file/d/1ohYp-5Vmc7HnO8SnLDb6mii770Z97jgW/view?usp=sharing>

- English

[https://drive.google.com/file/d/1S1B8G6W\\_nYgp9mzXZ3vJ4N7G\\_DkXmsvL/view?usp=sharing](https://drive.google.com/file/d/1S1B8G6W_nYgp9mzXZ3vJ4N7G_DkXmsvL/view?usp=sharing)

- Arabic

Have a lovely weekend, and please remember to complete the travel form if you have children age 4-11!

Mrs Emma Shanahan  
Principal, Aspen Heights British School



# Primary Update

This week was our Sustainability Week and I was extremely impressed with the learning that has taken place in primary. The children were fascinated to find out they have each had a tree planted for them in a range of forests in places such as Madagascar and Thailand. Our children have been reflecting on the amount of electricity we use as well as how to recycle and reuse more. We all need to work together to continue protecting our planet. Thank you to our sustainability team for taking a lead on this initiative.

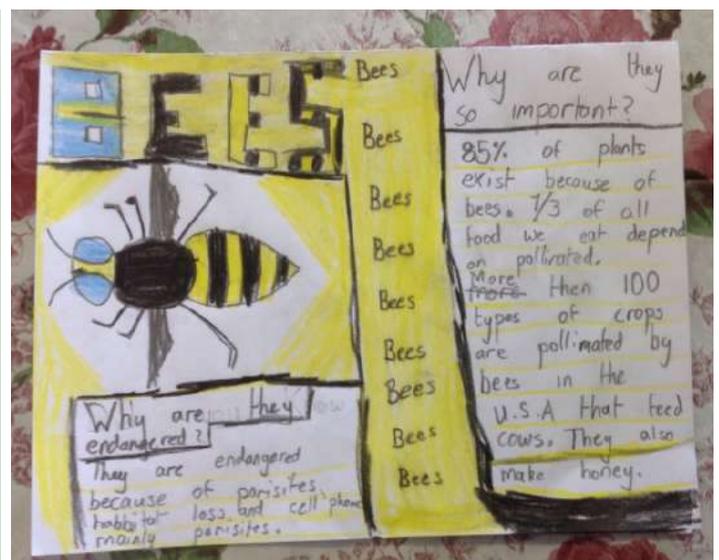
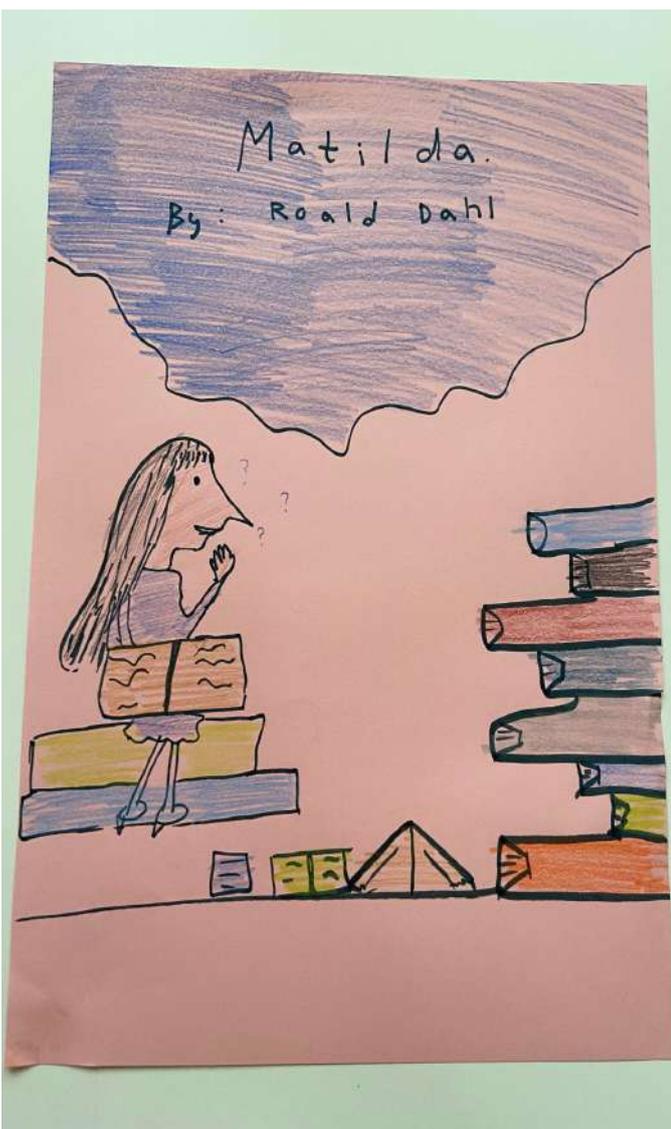


I am looking forward to seeing you all back in school next week. The teachers will be reviewing children's progress to date in a range of subject areas, in order to personalise the learning for each child. Our Primary school council meeting will also be taking place next week, so please speak to your class representative if you have any ideas on how to further develop our school experience.

Well done to the following classes this week who each received 100% attendance! Foxes, Hawksbill and Parrotfish - well done for your hardwork and commitment.

Have a lovely weekend everyone.

Mrs Laura Stevens  
Head of Primary



# EYFS Update

Dear Families,

It has been great to see such good attendance for our second week of Distance Learning and I have really enjoyed seeing all the super videos and photos. Thank you to all the families for helping our youngest children engage with their learning. It has given them a great introduction to their new topics.



In Nursery, the children have been using homemade puppets to retell 'The Very Hungry Caterpillar' story. We have very creative children in Nursery! I love all the different ways you made caterpillars. Some children drew pictures or used play dough, there were even caterpillars made out of stones! Next week the children will be learning about the life cycle of a caterpillar.

In FS2, the children learnt more about the ISP tree planting initiative following the Sunday assembly on sustainability. In Literacy, the children have enjoyed retelling the story 'Not Now, Bernard'. The children think it is a very funny story and it has encouraged them to think about how they can change their voice when they retell the story.

We are looking forward to welcoming our Foundation Stage students back to school on Sunday.

Have a lovely weekend.

Mrs Rose Akachi  
Head of Foundation Stage



# Secondary Update

It's been a busy and exciting week preparing for the return of our students next week. Plans have been written, timetables updated and tests taken. We are very excited to see all of our secondary students again with the return of face to face learning and our extended school day until 2pm, which will maximise our learning time.



Sunday 17th January - Year 9 onsite. Year 7 & 8 DL  
Monday 18th January - Year 8 & 9 onsite. Year 7 DL  
Tuesday 19th January - Year 8 & 9 onsite. Year 7 DL  
Wednesday 20th January - Year 7, 8 and 9 onsite  
Thursday 21st January - Year 7, 8 and 9 onsite

I am delighted to announce that we now have a fully stocked uniform shop with blazers, ties and school bags. Please ensure that your child wears the correct uniform each day.

## Girls uniform for Year 7 - 9 is as follows:

- Official full-length, school skirt or trousers (navy blue)
- Official school  $\frac{3}{4}$  sleeved blouse (white, trimmed with green)
- Official school blazer (must be worn to school everyday)
- Official school tie
- Official school jumper (optional for cooler months)
- Plain, black flat leather shoes
- School hat for outside sessions
- Aspen Heights British School bag
- Optional - shayla's with school colours (black, navy, green)

## Boys uniform for Year 7 - 9 is as follows:

- Official full-length, school trousers
- Official school shirt (white, trimmed with green)
- Official school blazer (must be worn to school everyday)
- Official school tie
- Official school jumper (optional for cooler months)
- Plain, black flat leather shoes
- School hat for outside sessions
- Aspen Heights British School bag

Also as per our secondary equipment requirements each child should have a fully stocked pencil case (blue/black pens, handwriting pen, HB pencils, pencil sharpener, eraser, 30cm ruler, whiteboard pen, 2 highlighters, small glue stick, round tipped scissors, Casio fx-300ES PLUS Scientific Calculator, protractor and compass, Pocket English Oxford Dictionary).

Our class with the highest attendance this week is Year 9 Futasi with 98% attendance.

Next week as well as the return of face to face learning we also have our Year 9 GCSE Options Evening for families of Year 9 students on Wednesday 20th January at 5:30pm via zoom.

I look forward to seeing everyone next week when we return to face to face learning.

Have a lovely weekend. Stay safe.

Dr. Kate Plumb  
Head of Secondary





Maria from Mice class did a fruit hunt.



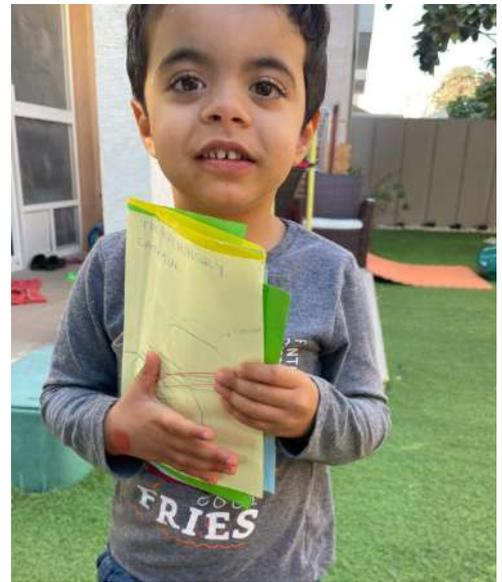
Alex enjoyed making his own book!



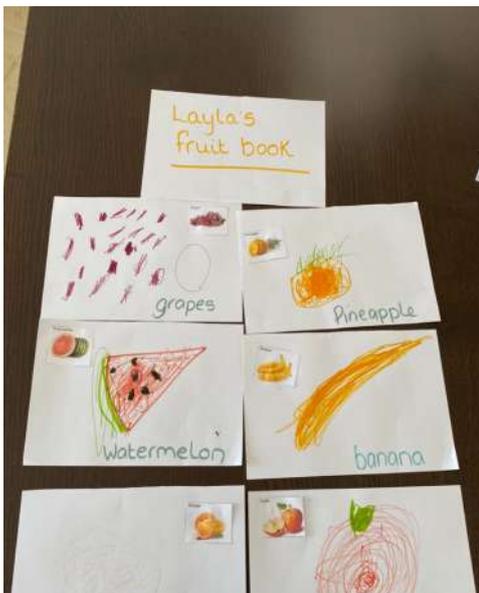
Layla from Mice class enjoying her fruit printing.



Emilia from Mice class with her incredible Caterpillar creations.



Mateo in Geckoes made his own Hungry Caterpillar book.



Layla from Mice class has made an incredible fruit book.



Jassim in FS2 Sparrow made a great monster mask.



Maryam made her own Hungry Caterpillar book.

FS2 Bulbuls' monster masks from Not Now, Bernard.



Maryam enjoyed counting the Hungry Caterpillar fruits.



Dana made her own Hungry Caterpillar book.



Dana enjoyed listening to the Zayoodi story.

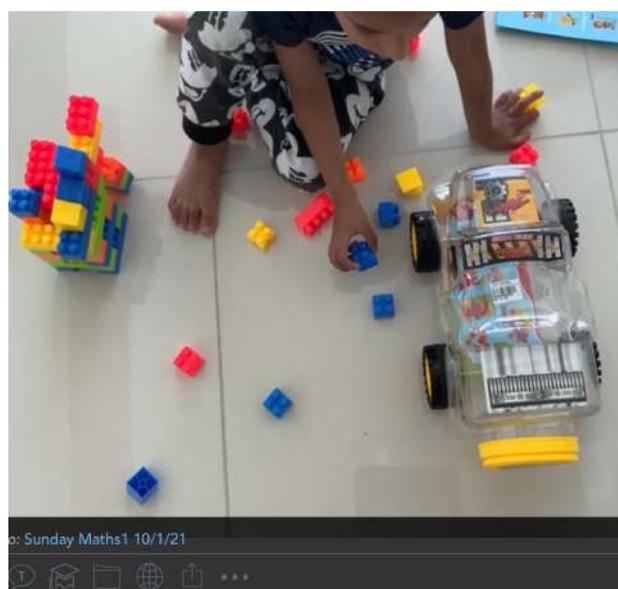


Layla counting all her healthy food on her plate.



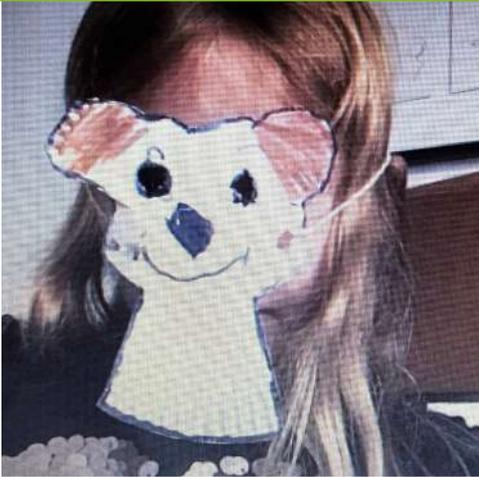
Mice class enjoying their body percussion phonics lesson.

Khalifa in FS2 Sparrow did some super measuring.



o: Sunday Maths1 10/1/21

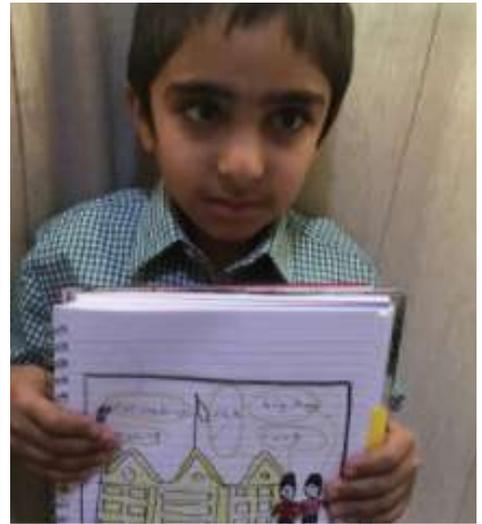
# Lower Primary



Ella in 2G with her meerkat mask talking about her model.



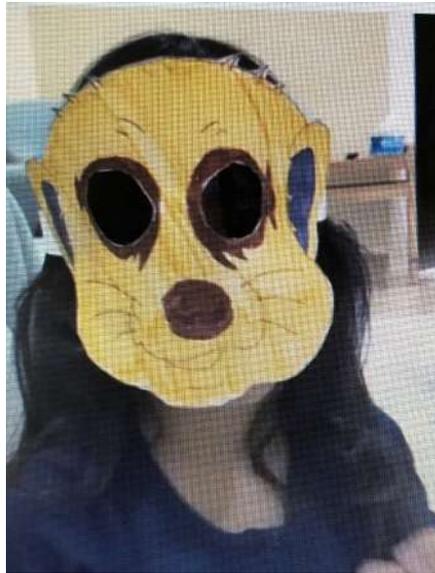
Owen in Y2L designed a postcard.



Saoud H in Y2L made a postcard.



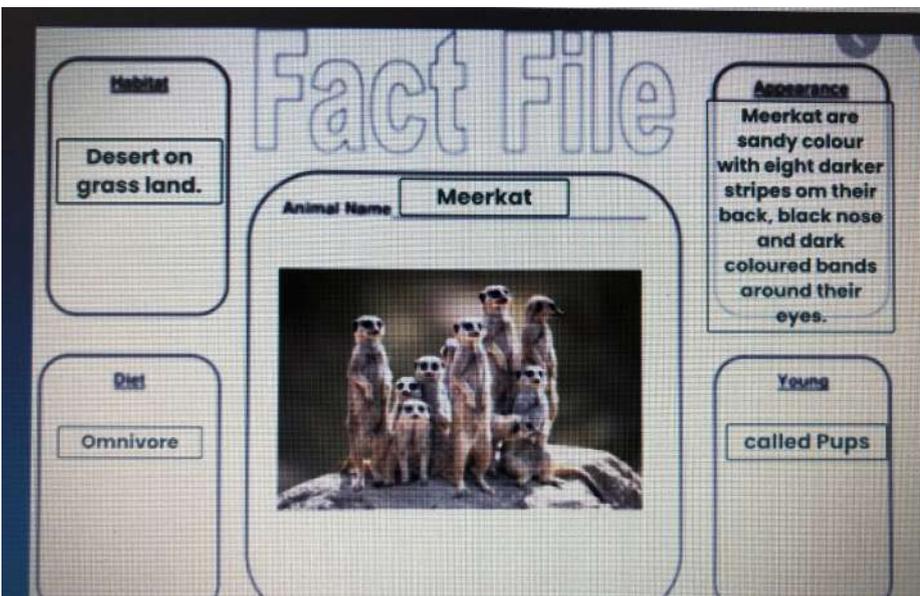
Abdulrahman in 2G painted his face to be a meerkat.



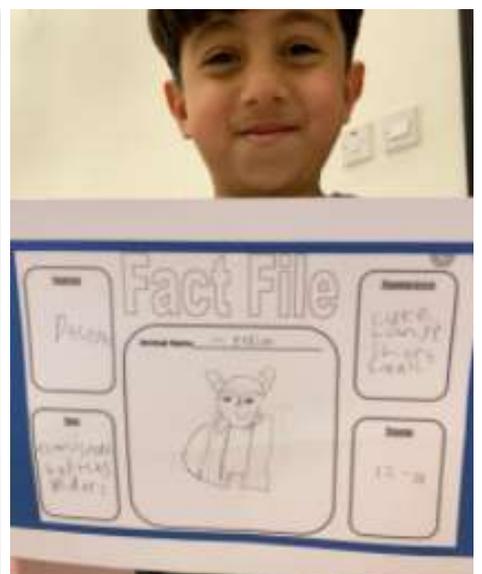
Deema in 2G with her meerkat mask.



Mohamed in 2G was modelling his text with his meerkat mask.



Meera in 2G wrote facts about Meerkats.



Khaled in Y2L made a fact file on meerkats.

# Upper Primary

I think this was a really interesting recipe but I didn't want to eat it because it looked really gross.



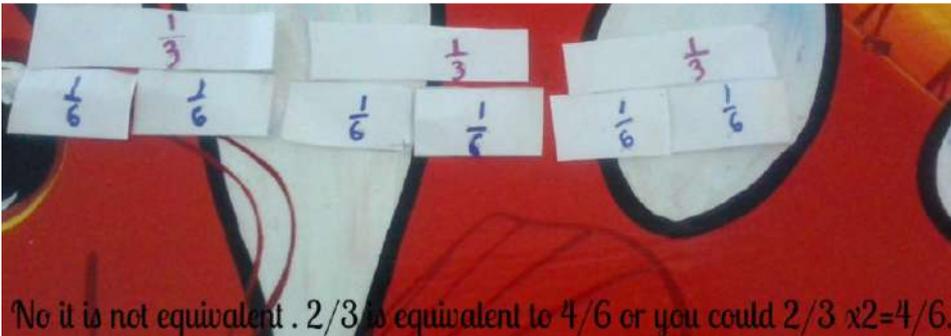
Evangelos in Y4H followed a recipe and made snozzumpers!

convert the fraction with 10 or 100 as denominator

Fraction	Conversion	Decimal
$\frac{1}{2}$	$\frac{1 \times 5}{2 \times 5} = \frac{5}{10}$	0.5 ✓
$\frac{3}{20}$	$\frac{3 \times 5}{20 \times 5} = \frac{15}{100}$	0.15 ✓
$\frac{3}{5}$	$\frac{3 \times 20}{5 \times 20} = \frac{60}{100}$	0.60 ✓
$\frac{1}{4}$	$\frac{1 \times 25}{4 \times 25} = \frac{25}{100}$	0.25 ✓
$\frac{11}{25}$	$\frac{11 \times 4}{25 \times 4} = \frac{44}{100}$	0.44 ✓

Finding equivalent fractions and decimals by Meera in Y5 Parrotfish.

Megan using her own fraction wall to solve problems.



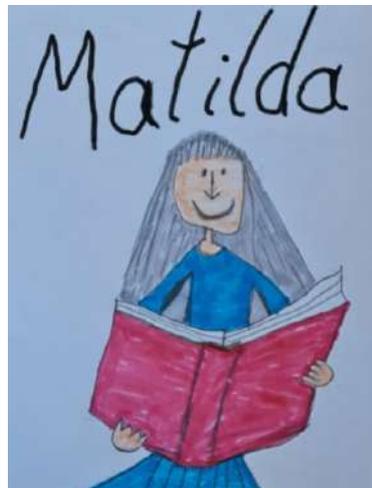
Maha make snozzumpers in Y4H by following a recipe.



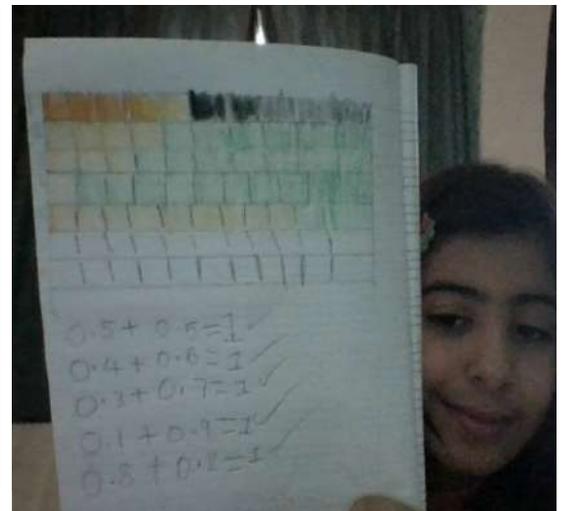
Evangelos illustrating books like Quentin Blake.



Y4S Zayed's Quentin Blake style book cover.



Malika drew Matilda like the illustrator Quentin Blake.

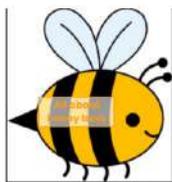


Haila Y5 Hawksbills showing her work on how to add using decimals.

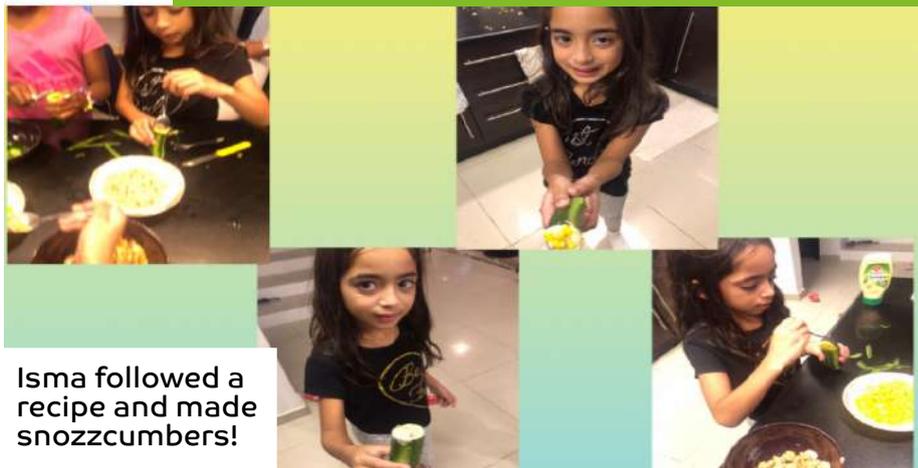


# Upper Primary

Science- sustainability week activity by Shamsa Y5 Parrotfish.



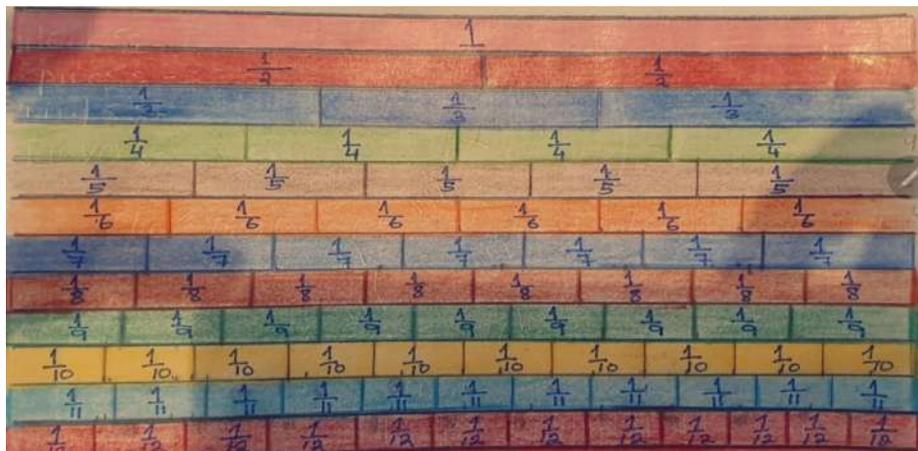
When we think of bees the colours that come to mind are black and yellow. In actual fact, honey bees are much more brown and amber coloured. ... Animals want to avoid bees. Bees evolve stripes and animals evolve fear of stripes so stripes become clearer and so on.



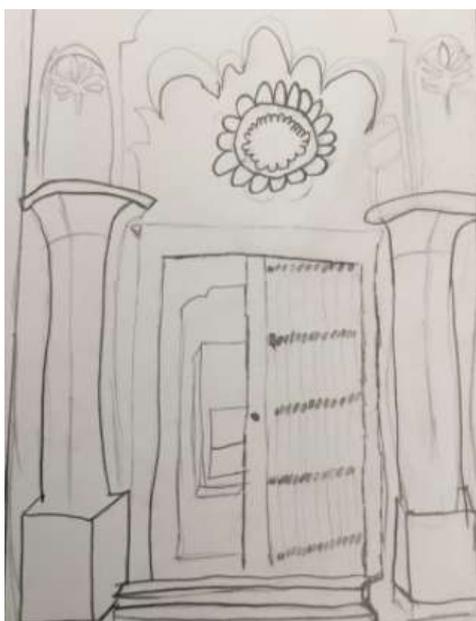
Isma followed a recipe and made snozzcubmers!



Y4S Sarra's Snozzcumber creation!

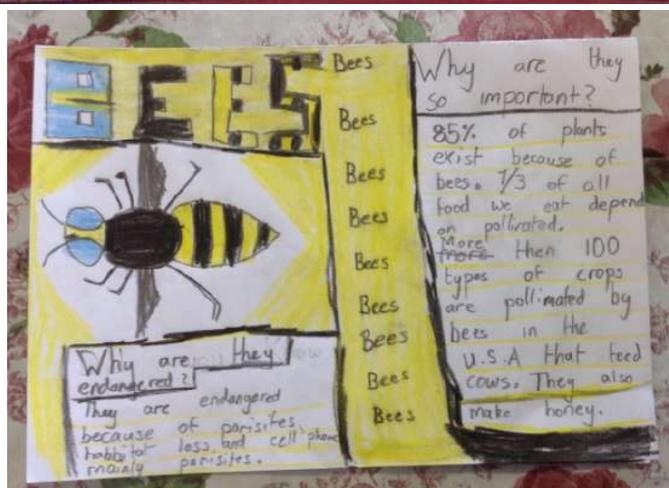


Y4S Alanood's fraction wall for maths.



Drawing in the style of Adul Quader Al Rais by Ahmed.

Rihan in Y4H researched why honey bees are so important but also endangered.



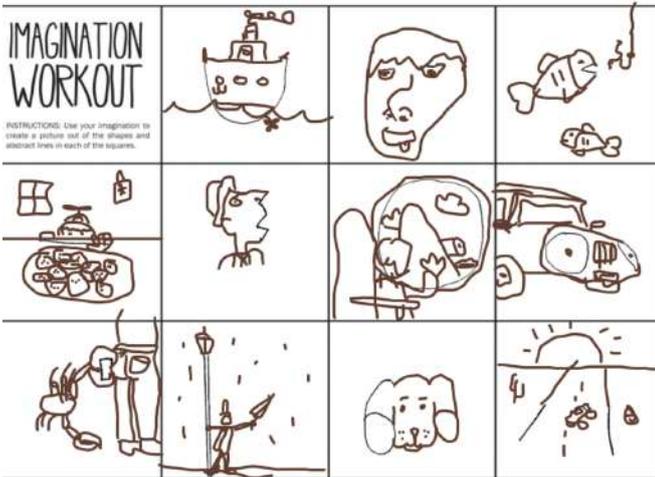
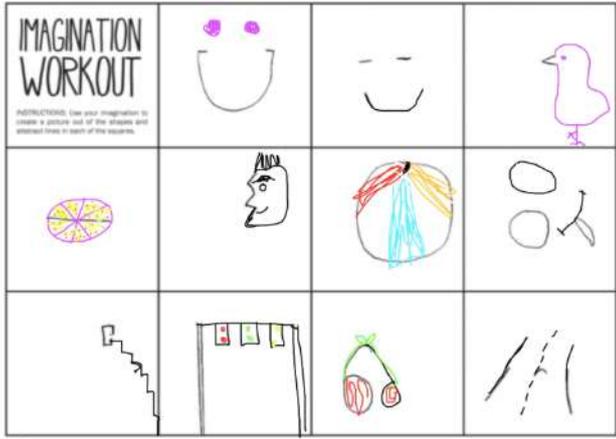
Ghala in Y4H also created snozzcubmers by following a recipe.



Y4S Harry's inventive dream catcher.



# Secondary



## Art and D&T: Year 7

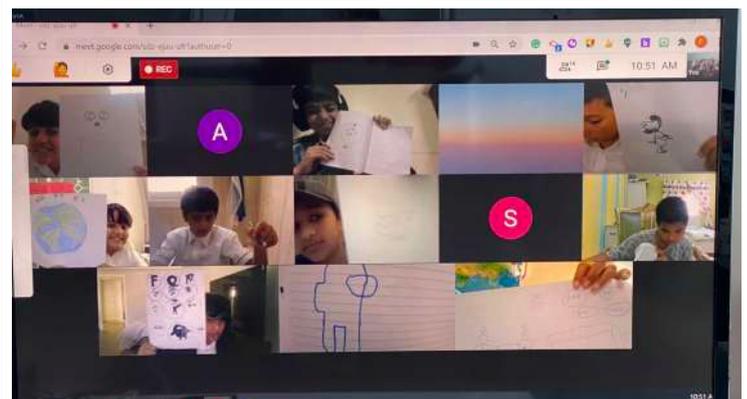
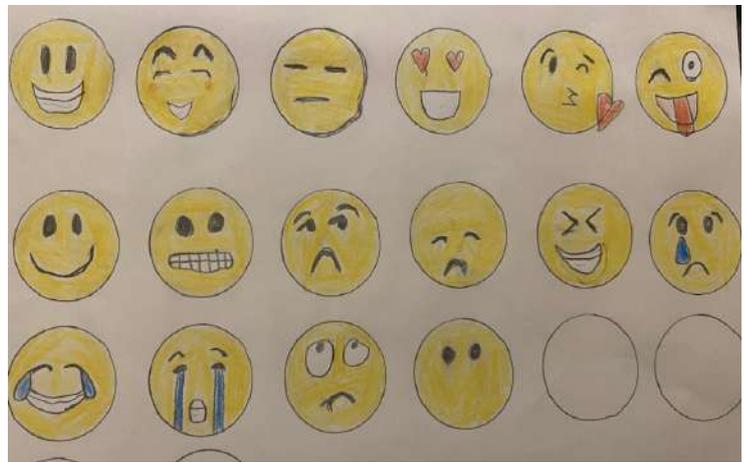
We have just finished our art unit on working in small spaces and tapping deep into our imaginations. Students explored art through suggested line.

## Year 8

We have just finished our art unit on working in small spaces and tapping deep into our imaginations. Students explored art through suggested line. We are shifting our focus now to Design and Technology. Stay tuned!

## Year 9

Experimenting with working within small spaces and using our imagination was the key to this unit. The results are fabulous!



# Secondary

French:  
Year 7

This week we have been focusing on the vocabulary for family members. We completed listening tasks and we also identified the ages of family members.

Year 8

Our focus has been on learning about school in France. We learned the vocabulary for common subjects in French schools. We also used our comprehension skills in our listening and written tasks.

Year 9

We have been discussing hobbies in French. This week we have been talking about what we do on our phones and computers. We have been developing speaking and listening skills.

French  
11/1/2021

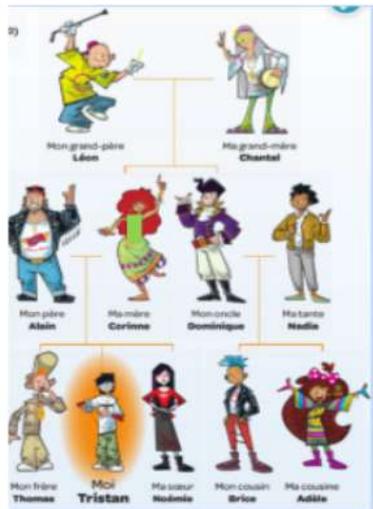
### Listening task 1

1. Uncle: Dominique
2. brother: Thomas
3. Aunt: Nadia
4. Grandpa: Leon
5. mom: Corinne
6. cousin: Brice
7. Cousin: Adele
8. Dad: Alain
9. sister: Noemie

### Red task

1	Matiere	opinion	raison
2	l'EPS	J'adore	C'est genial
3	l'anglais	J'aime assez	C'est difficile
4	l'histoire	Je n'aime pas	C'est ennuyeux
5	le theatre	J'aime	C'est interessant

Sunday 11th of January 2021



## MES MATIÈRES

L.O:

TO TALK ABOUT SCHOOL SUBJECTS

TO PRACTICE READING, WRITING AND LISTENING SKILLS.

Starter:

1. Un village ✓
2. Traditionnel ✓
3. Demain ✓
4. Le sud ✓
5. Les taureaux ✓
6. Célèbre ✓
7. Le feu d'artifice ✓
8. Une rivière ✓

Tuesday 12th January 2021

MON ORDI ET MON PORTABLE

L.O:

TO TALK ABOUT COMPUTERS AND MOBILE PHONES.

TO PRACTICE WRITTEN, SPOKEN, READING AND LISTENING SKILLS.

Starter

	Avoir	Etre
i	j'ai	Suis
You	as	es
he/she	a	Est

Listening task

- 1=d
- 2=c
- 3=e
- 4=h
- 5=b
- 6=g
- 7=f
- 8=a

Listening task 2

- 1 he sends emails every day and downloads music he does it once a week
- 2 she plays every evening she surfs the internet from time to time
- 3 he sends messages all the time and
- 4 she sends msn twice a week and sometimes watches videos



# Secondary

English:

Year 7

We began the week by participating in a group drama task. We really enjoyed creating a dialogue based on a particular scenario. Then, our focus turned to writing a response to an extract. We learned how to plan a response and how to use the plan to write the response.

Spelling Quiz

Year 7 Aryam

Janel, Rahaf, Zain, Aakanksha, Zaina,  
Yara & Sophia M. = 100%

Salama = 90%

Aisha, Maha, Ema & Aniqah = 80%

Class Average: 76%

Year 7 Delma

Amer, Aiman & Mohammed W. = 100%

Khaled = 75%

Faleh & Salem = 70%

Class Average: 47%

In Year 8 we have had a close look at structural features of a text, both identifying these and including them in our own persuasive texts.

Year 9 have observed the 'live' assessment of a 'mock' reading assessment. Valuable lessons were learnt in how to frame answers as well as how valuable marks are lost without properly quoting and fully responding to an answer. Pupils' work was assessed based on Year 9 end of year expectations. All pupils, whilst observing, noted that valuable lessons were learnt. We also reviewed our own advice texts, as we would a reading passage, to identify missed opportunities.

The Year 8 and 9 spelling tests are now 15 marks only, however there are a variety of question types. These question types ensure that both spellings and their definitions are tested.

This week's spelling results:

Year 8 Mariah

Mohamed Talaal 100%

Haroun and Ali 93 %

Taim and Udayan 87%

(Class average 62%)

Year 8 Saadiyat

Mahra and Khloe 100%

Kinkin 93%

Larissa 87%

(Class average 87%)

Year 9 Futaisi

Leon 73 %

Jethro 67%

Alex 60%

(Class average 53%)

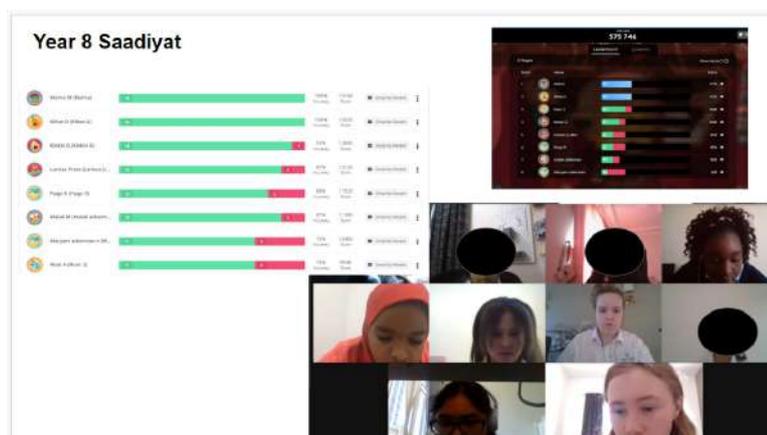
Year 9 Yas

Alreem AJ and Keira 67%

Lamar 63%

Ghaya 47%

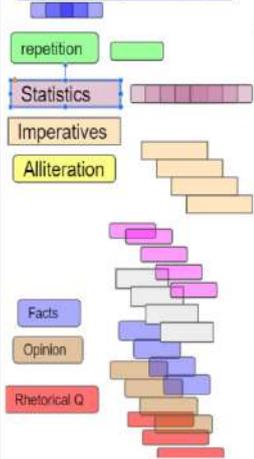
(Class average 47%)



## My original draft:

Aa . , ? ; : " ' ( ) -  
BOLD - WOW words

### Structure/Text Organisation (TO)



### Advice To Teenagers

Everyone can admit **that the** teenage years are the hardest of all time because of the amount of responsibility and work. **Are you in problem** that you came to the right place and here is 3 tips that every teenager need to now.

- **Don't care** for what people say about you, a lot of teenagers are trapped in a bubble like **think that they think that** the people around them are seeing them and what for them to get a mistake to laugh at them, but **people don't care about you and what you do**.
- Respect others: that every adult will say **a teenagers** and childs, but **it is** still important to respect others to get what you want. It will give a lot of people respect.
- Be polite: by respecting and being kind to other people you will achieve your goals.

In conclusion **everyone has not so good teenage years**, but by following these tips you will achieve your goals and get what you want to get.

Leon's deconstruction of his own writing ... (Year 8 F)

triplets

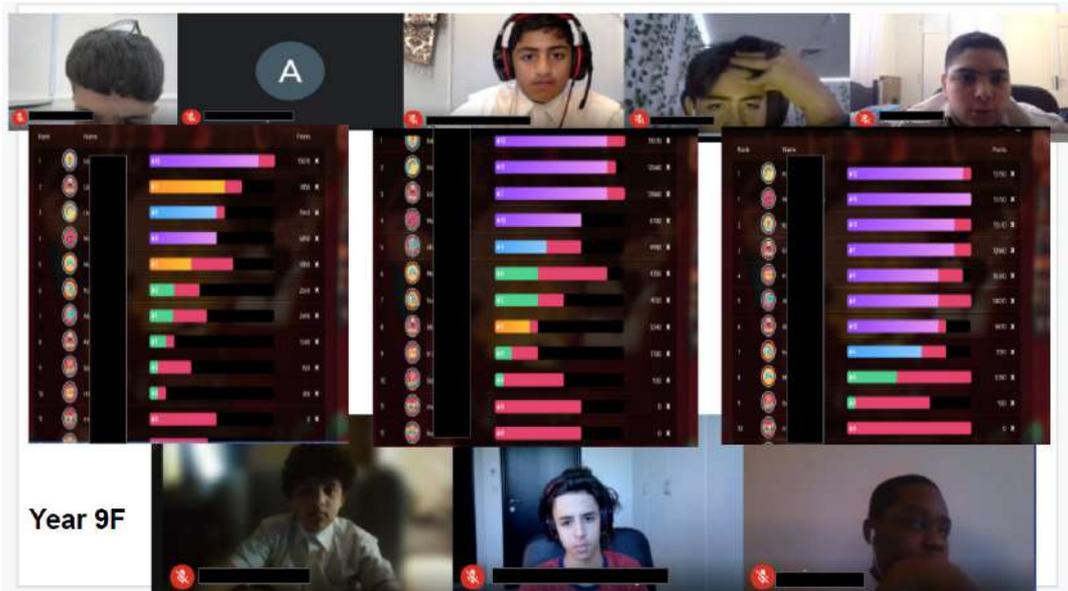
Emotive Language

## Year 8 Glossary Term 1.2

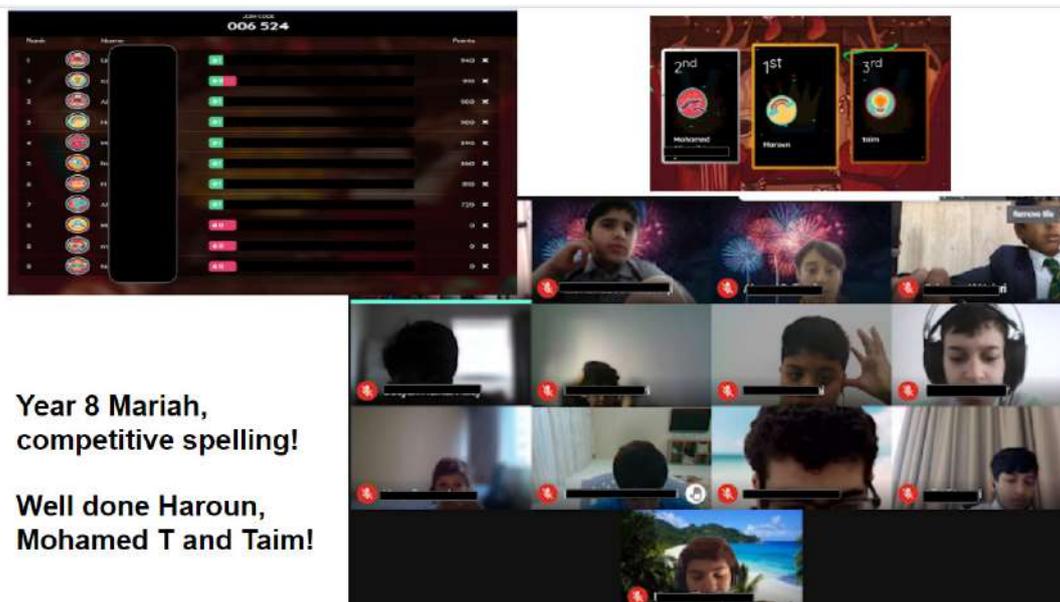
- This is a glossary of all the keywords/spellings that we have had in our classes this term. (1)
  - I have added their definitions/words. (2)
  - I have added the word in a sentence to show that I know how to use it. (3)
  - I have also added words that interest me or that I need to learn.
  - Sometimes I have added synonyms for words that I use too much e.g. stuff or like or angry... (4)
- Purple highlight: definition  
Blue highlight: synonyms  
Mint highlight: sentences  
Green highlight: keywords  
Red highlight: words that interests me. (Meaning of words are at the bottom)

Word	Definition / synonyms / sentence	I can spell	I can explain
Target (Goal) Empathetic	Something you are trying to do or achieve. (My target in school is to do my best I can also become something big one day)	✓	✓
Audience (lookouts) Clarity	The audience drives every aspect of developing a theatrical performance. There was a massive audience when we saw Tracy Chapman live.	✓	✓
Quotation (reference) Etymology	A quotation is the repetition of a sentence, phrase or passage from speech or text that someone has written. In my English class our teacher always tells us to use Quotation Marks when we are quoting something or using something from a story.	✓	✓
Achieve (reach) Synonymous	Reach achieved a high degree of skill achieved greatness. All I want to do in life is achieve my life goals.	✓	✓
Identify (person) Epithet/epithet	The distinguishing character or personality of an individual. When I met with someone new and I don't know them I try and identify them by little hints they give me about their personality.	✓	✓
Evidence (verification) Accusatorial	A sign which shows that something exists or is true. When my cousin is in court she needs evidence to prove her client is not guilty.	✓	✓

Paige's brilliant glossary work so far... (Year 8S)



Year 9F



Year 8 Mariah,  
competitive spelling!

Well done Haroun,  
Mohamed T and Taim!

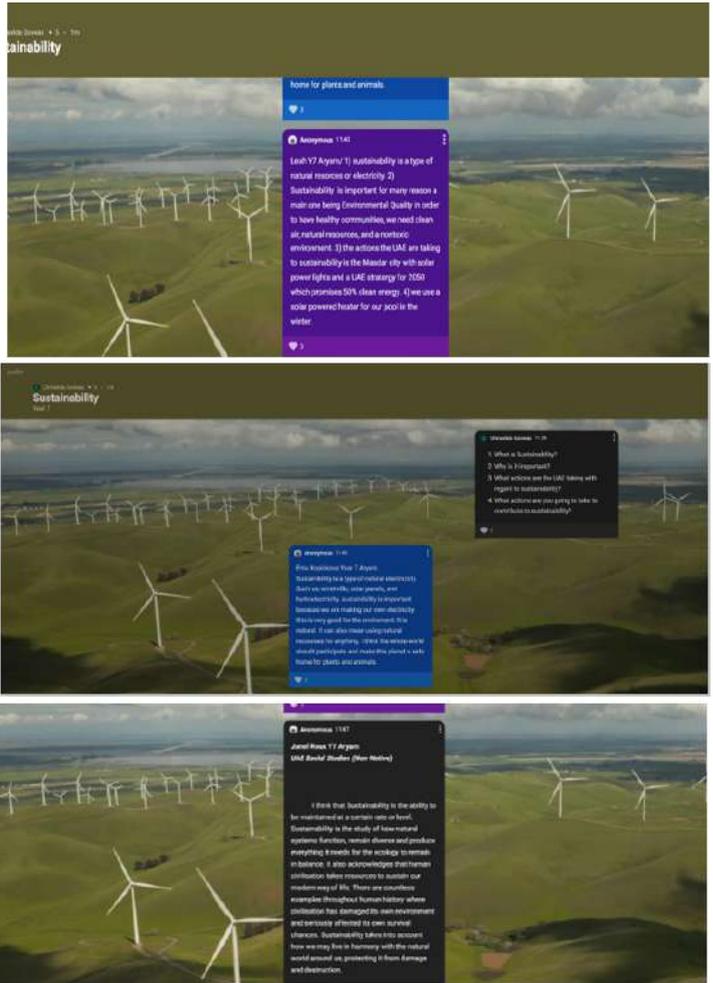
# Secondary

## Humanities: Year 7

Students attempted and completed an assessment based on their previous learning. They then engaged in a research activity based on Sustainability. They used a padlet link to post their responses to questions such as What is Sustainability? Why is it important? What actions are the UAE taking with regard to sustainability. What actions are you going to take to contribute to sustainability?

## Year 8 and 9

As part of Sustainability week, students engaged in a research and investigation activity based on past, current, and future alternative energy resources, the chemicals contained in traditional cleansers and their impacts on humans and the environment and alternative methods of cleaning. They also researched on the history of building materials and methods and concluded that some traditional building methods can have a negative impact on the environment. They then researched on alternative building methods used.



## Energy Resources

By Khoo Yee S Saadiyat



**Past**  
How did people have energy before? You may ask, well, it is pretty simple. They used fire. Although they might have no internet or phones, they used different resources to stay warm. Energy isn't necessarily the internet. It is used for warmth and electricity. However, before the discovery of the internet, people commonly use energy for warmth and travelling.

Soon after, people started to discover coal which was used commonly around the world. Inventions of machines came to life which started the industrial revolution. Even though coal was 'life changing', it affected our environment by making the world hotter because of greenhouse gases. By emitting smoke and gas, it was able to trap heat into the atmosphere making the climate change.

**Present**  
Nowadays, people started thinking about the greenhouse gas effect and started developing renewable energy sources. They made solar panels, wind turbines and started using water pressure for energy. These sources help reduce the amount of gas released into the air and can be used over and over again. Coal takes years to form and when we stick to the usage of coal, we would eventually run out.

**Future**  
Since people started getting concerned about greenhouse gas emissions, projects have been planned (Masdar City) to reduce the amount of emissions. They would start using renewable energy sources and would find better ways to keep the environment healthy, like planting trees and reducing the amount of plastic used.



## CLEANERS

Normal Cleaners contain:

- Ammonia
- Ethylene glycol
- monobutyl acetate
- sodium hypochlorite
- trisodium phosphate

They are harmful chemicals because they irritate your skin, nose, eyes and your throat if it comes in contact.

They cause headaches and Cancer

They also cause water pollution that kills wild life in lakes and streams because of the chemicals

ALTERNATIVES

**ECOVER**

To help, use eco friendly alternatives like Ecover which is an Environmental Company of cleaning products

For cheap alternatives, use vinegar, baking soda hot water which acts as an effective disinfectant

Keira 9 yas

## Learn about the chemicals contained in traditional cleansers and their impacts on humans and the environment. Research alternative methods of cleaning

What is so bad about our traditional cleaning products and how does it affect us?

The commercial use of cleaning products affects both indoor and outdoor environments, which ultimately leads to pollution and waste. Some of these waste and pollution continue into our environment and enter the food chain, which is where all the living things get their food from. The Volatile Organic Compounds (VOC) in cleaning products can affect our indoor air quality and add to outdoor smog. Smog is another word for intense air pollution.

What are alternatives and environment friendly cleaning products we can use?

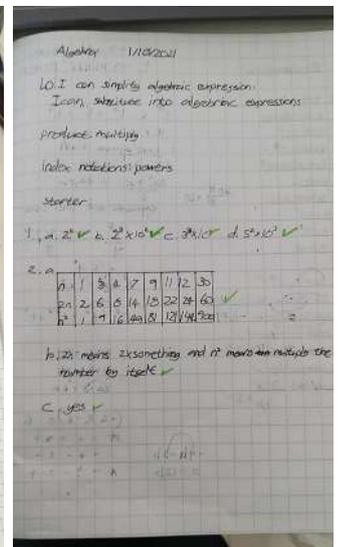
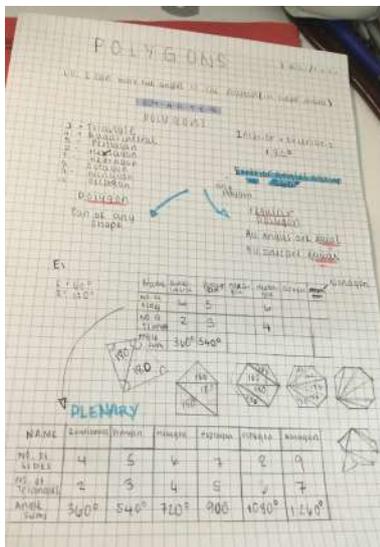
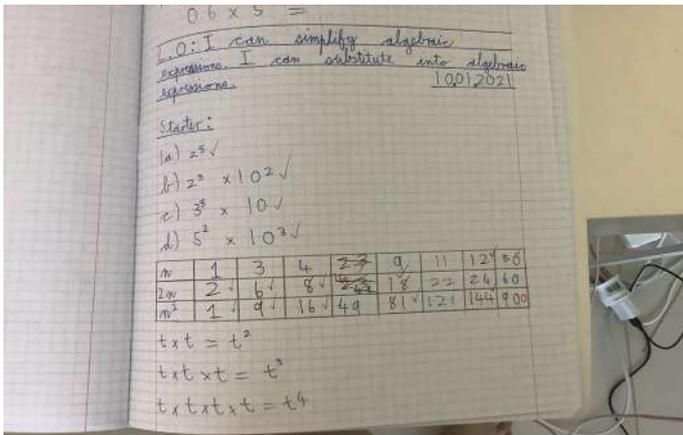
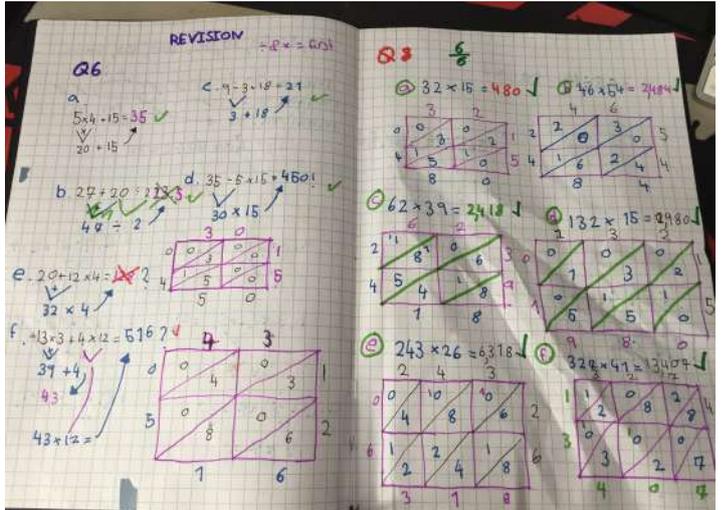
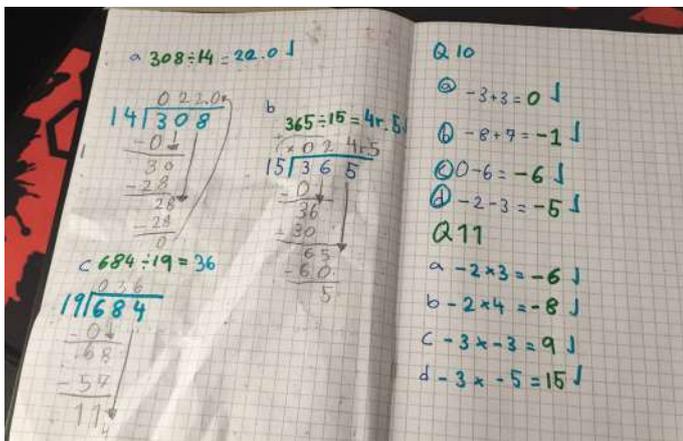
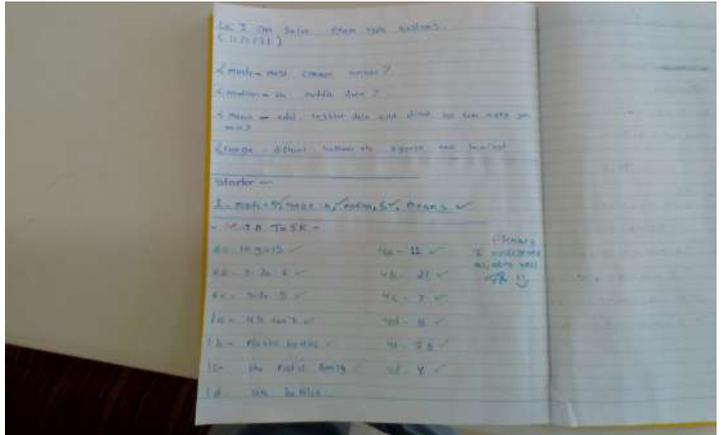
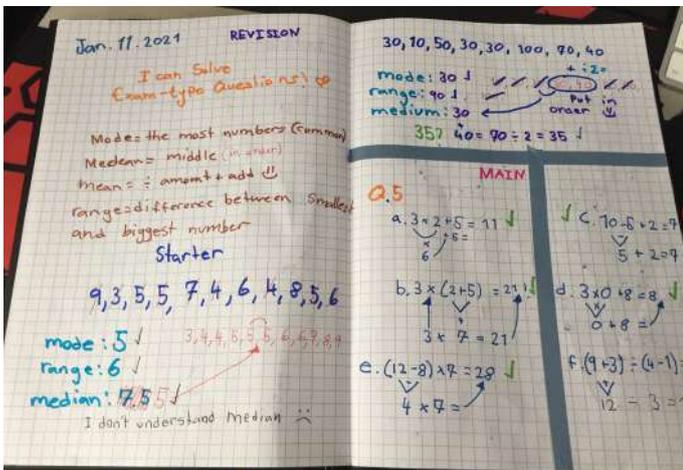
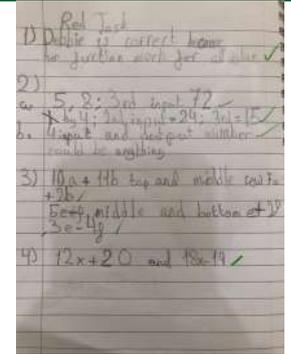
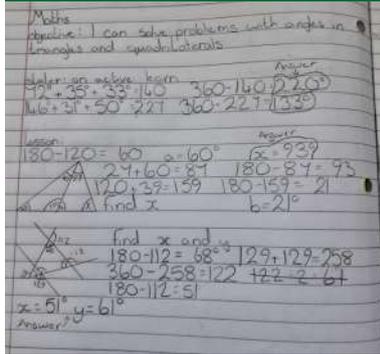
- Baking soda is a good alternative for cleaning. Not only does it clean and deodorise our furniture but it also softens water to increase the sudsing and cleaning power of soap. It is also a good scouring powder.
- Borax also is able to clean and deodorises our house and is also an excellent disinfectant. It also softens water. These are available in the laundry section of a grocery store.
- We all know about our average soap, which is also biodegradable and is completely non-toxic to our house cleaning, just don't put it in your mouth. These are sold as liquid, flakes, powder or id bars and can be easily found in any store. Insist on soaps without synthetic scents, colours or other additives.
- Washing soda cuts grease and removes stains. It disinfects and also softens water.
- White vinegar or lemon juice cuts grease and also freshens the scent in your house.

# Secondary

**Maths:**  
Year 7 has revised all objectives covered in Term 1 and practised solving problems. In the last lesson students had an assessment.

Year 8 has started learning algebra. This week we have practised simplifying expressions, expanding brackets and substituting into expressions and formulae.

Year 9 has discussed interior and exterior angles in polygons and then we discovered the rule to calculate the angle sum in any polygon. Now, everybody can calculate what angles in for example 100 sided shape should add up to. In the last lesson of this week, in preparation for the test, we have revised all objectives covered in Term 1.



The PE team have been very impressed with the high numbers of students attending our daily Active Aspen sessions during this second week of distance learning. It's wonderful to see so many of our students enjoying exercising and staying active and healthy at home.

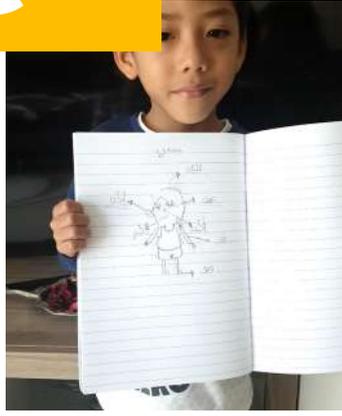
As we prepare for the return to face to face learning we are working hard to try and improve our virtual PE lesson provision. Soon, we will introduce a new way of delivering PE lessons, ensuring all year groups get a structured learning experience in PE every week. This will of course remain virtual until ADEK advises us that it is safe for us to deliver PE lessons face to face, something we are all very much eagerly awaiting.

All updates and changes will be posted on the Seesaw and Google Classroom platforms so please keep an eye out for those.

The weekly PE challenge on Seesaw is another fun option for our students to test themselves, this week it is a fun agility challenge. The challenge will continue throughout term 2.

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





على مسار التقدم و التطور نسير و على درب النجاح و التميز نخطو خطوة بخطوة من حصة إلى حصة و من مادة إلى أخرى تاركين أثر التعلم المفيد و الفعال في كل حصص اللغة العربية الثلاث. فقد درس طلاب السنة الأولى قصة حرفة جديدة فتعرفوا على مفردات جديدة من خلال الأنشطة الممتعة التي قاموا بها خلال الحصص المباشرة عبر الزوم.

أما طلاب السنة الثانية فقد تعرفوا على قصة جديدة عنوانها و اكتشفوا من خلالها الشخصية الرئيسية و الشخصيات الثانوية كما عبروا عن إعجابهم بالقصة من خلال كتابة جمل تامة المعنى من إنشائهم الخاص.

أما بالنسبة لطلاب السنة التاسعة فقد درسوا خلال هذا الأسبوع النصوص الأدبية بأنواعها المختلفة ، وكانت لديهم القدرة على تحديد هدف الكاتب من النصوص الأدبية ، كما تعرفوا على أغراض النصوص المختلفة ، وأصبحت لديهم القدرة على كتابة بعض النصوص السردية ذات الأغراض العامة مستثمرين معرفتهم ومهاراتهم السابقة.

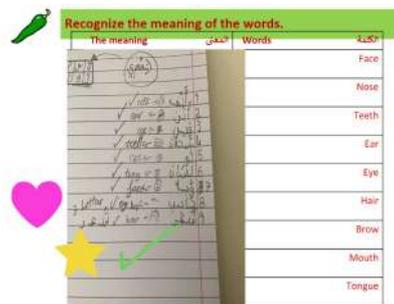
وقام طلاب السنة الخامسة بدراسة درس الهجرة للحبشة، وتعلموا من خلاله بعضاً من سيرة الرسول صلى الله عليه وسلم، والتضحيات التي قام بها المسلمون الأوائل من أجل دينهم والتمسك به و بقيمه التي تقوم على الوسطية والاعتدال، من خلال أنشطة متنوعة حسب مستوى طلابنا، كما تعرفوا على مفهوم التضحية سواء بالنفس أو بالمال من أجل الدفاع عن وطنهم الغالي دولة الإمارات.

فريق قسم التربية الإسلامية يتطلع الفترة القادمة وتحديدًا بداية من الأحد الموافق 2021-1-24 إلى تلقي والاستماع إلى تلاوة القرآن الكريم للطلاب الذين شاركوا في مسابقة القرآن الكريم. فإذا كنت ترغب أن تكون واحدا منهم أرجو إخبار معلم التربية الإسلامية باسمك و بالمستوى الذي تود المشاركة به.

وفيما يخص مادة التربية الوطنية فقط تنوعت موضوعاتها بين موضوعات علمية جغرافية مثل ما قام به طلاب الرابعة والسادسة حيث تعرفوا على عناصر الخريطة وتوظيفها وموضوعات تراثية كما قام به طلاب المرحلة الثانية في التعرف على مهنة الصيد والغوص على اللؤلؤ عند الأجداد .

وسيلة الكفاني

رئيسة قسم اللغة العربية و التربية الإسلامية





# 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.

