



**Dedicated to delivering  
AMAZING LEARNING**

**Weekly Update  
Term 2, Wk 4 28th January 2021**

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Dear Families,

### School council thanks

The theme of Sunday's assembly was 'wellbeing'- how to look after our wellbeing particularly in these challenging times when we are forced to be separate and live very differently to normal. Our Primary school council came up with some reflective ideas as to how to support our own wellbeing. Keeping connected with our wonderful school community is a great way of supporting ourselves during this time, and understanding that we are stronger together.



### Family workshop- Independence

On Monday 25th at 2.15pm teachers from all phases of the school hosted a family workshop on 'Supporting your child's independence.' This explored what our expectations are of your children's work, and shared some of the things we suggest that will help. Thank you to Ms Rimmer, Ms Ryan, Mrs MacLeod, Ms Clark, Ms Manica and Ms Hayne for leading this workshop; it was very well received by families who attended. Those who were unable to attend, the workshop recording is below:

في يوم الإثنين 25 يناير في الساعة 2.15 ظهراً، استضاف المعلمون من جميع مراحل المدرسة ورشة عمل عائلية حول "دعم استقلالية طفلك". ليتعرف الأهالي على توقعاتنا من أعمال أطفالكم، وشاركنا بعض الأشياء التي نقترح أن تساعد. شكراً للسيدة ريمر والسيدة رايان والسيدة ماكليود والسيدة كلارك والسيدة مانিকা والسيدة هاين لقيادة ورشة العمل هذه؛ تم استقباله جيداً من قبل العائلات التي حضرت. من لم يتمكن من الحضور تسجيل الورشة كالتالي:

[https://drive.google.com/file/d/1Ln\\_g0CF2KjDPEb4uWHZw9UTpENpgifL/view?usp=sharing](https://drive.google.com/file/d/1Ln_g0CF2KjDPEb4uWHZw9UTpENpgifL/view?usp=sharing)

### Family community events- Pizza making and quiz

On Wednesday 27th at 5.30 and 7.00pm Aspen Heights was live on facebook; cooking pizzas together in preparation for a community quiz at 7pm.

Ms Stewart, our Art and DT teacher, together with her son Ewan, took us all through step-by-step instructions on making a delicious, authentic italian pizza. We also learned about the history of pizza (who knew it was originally created in Greece?) and we were also entertained by the world champion pizza spinner! Thank you to the Stewarts for such an entertaining and educational activity.



This was followed at 7pm by our Family quiz, led by the incomparable quiz host Ms Clark! We can't be together physically, but this is the next best thing! Although the pizza's had long been eaten before the quiz started at 7, we all enjoyed an evening of fun and learning together whilst apart.

### Bring a man to (virtual) school week

We have been delighted by the positive response to our invitation to the male members of our community to join in aspects of your child's school experience. We have enjoyed videos of uncles reading stories in FS and videos of fathers explaining their careers in our Secondary School. Many Dads were able to join Primary circle times today; the children were so proud and excited you were there! Thank you all for your support of this important week. Your interest and engagement in your child's school experience emphasises that their work here is important to you.

لقد أسعدتنا الاستجابة الإيجابية لدعوتنا للأعضاء الذكور في مجتمعنا للانضمام إلى جوانب تجربة طفلك المدرسية. لقد استمتعنا بمقاطع فيديو لأعمام يقرأون قصصاً في مرحلة الحضانة ومقاطع فيديو لآباء يشرحون حياتهم المهنية في مدرستنا الثانوية. تمكن العديد من الآباء من الانضمام إلى أوقات الحلقة الابتدائية اليوم؛ كان الأطفال فخورين ومتحمسين للغاية لأنكم كنتم هناك! شكراً لكم جميعاً على دعمكم لهذا الأسبوع المهم. يؤكد اهتمامكم ومشاركتكم في تجربة أطفالكم المدرسية على أن عملهم هنا مهم بالنسبة لكم.

### BSME Network Lead school

We are very proud and pleased to have been appointed to be the Network Lead school for Arabic for the British Schools in the Middle East group. In this role, our colleagues co-ordinate webinars and training for colleagues across the BSME community. These webinars are such an important part of sharing good practice across British Schools in the Middle East. Mr Mohamed Khader, Mr Eldesouki and Ms Ouasilla commenced the first webinar this week which was very well attended, and has been viewed numerous times since airing.



### BSME Webinar- Computing and Maths

We were also proud to be invited to speak at a BSME webinar on Computing and Maths on Thursday of last week. Ms Clark spoke of our work at Aspen in a credible, confident and passionate manner. There were many interesting questions following her presentation, which was brought to life by videos of our amazing Aspen children explaining their work. Without presenters and colleagues such as these who are happy to share their knowledge, experience and ideas we would not be able to move forward as we do. Thank you all for making Aspen a better place to work and learn, every day.

### Quran competition

We are excited to be holding a Quran competition next week and encourage all who wish to do so to participate. Please look out for information from your Islamic studies teacher on Seesaw.

نحن متحمسون لإجراء مسابقة القرآن الكريم الأسبوع المقبل ونشجع كل من يرغب في ذلك للمشاركة. يرجى البحث عن معلومات من مدرس الدراسات الإسلامية الخاص بك على Seesaw.

Have a lovely restful and safe weekend,

Mrs Emma Shanahan  
Principal, Aspen Heights British School



# Upcoming Events

## ISP Scientist project 2021 for whole school

We are delighted to invite you to participate in 'I am an ISP Scientist' an exciting new international STEM project for ISP students! ISP students aged 8-14 are invited to participate in real-world STEM research through citizen science, supporting students to connect their classroom learning to real research, and encourage learning about thinking scientifically.

### About the project

The theme for this year will be plastic pollution. 10 million tonnes of plastic waste is entering our oceans every year. 99% is missing...

In this project ISP students will use cutting edge technology to help create a global heatmap of plastic waste, mapping the missing plastic waste, identifying trends and targeting hotspots, and influencing lasting change.

Do your students want to know more about the people behind the science? The project also includes inspiring 'Ask a Scientist' online sessions, enabling students to engage with STEM professionals behind cutting-edge scientific innovation and discovery, and explore a wide range of STEM careers.



I am an  
ISP  
Scientist

WITH KNOWLEDGE  
WE CAN **TURN TRASH  
INTO TREASURE.**  
HARNESSING THE  
POWER OF **MACHINE  
LEARNING &  
GLOBAL RESEARCH**  
TO CREATE  
**ENVIRONMENTAL  
CHANGE.**



International®  
Schools  
Partnership

## DO YOU WANT TO CONTRIBUTE TO A REAL SCIENTIFIC RESEARCH PROJECT?

Join 'I am an ISP Scientist' a new International Learning Opportunity for Students, launching in 2021.

This year from **March - May**, ISP students aged 8-14 are invited to participate in a real-world STEM research project through **citizen science**, supporting students to connect their classroom learning to real research, and encourage learning about thinking scientifically.




The theme for this year will be plastic pollution, and we are partnering with the fantastic team at **Ellipsis Earth** to enable ISP students to use cutting edge technology to help create a global heatmap of plastic waste.



**10 million tonnes of plastic waste is entering our oceans every year. 99% is missing...**

- **Where is the plastic ending up?**
- **How far around the planet does it travel?**
- **How long does it stay in the environment?**
- **How quickly do cleaned beaches and cities become re-polluted?**

**Today, it's all a mystery. Without knowledge, we are stuck.**



elevating perspectives

[internationalschoolspartnership.com](https://internationalschoolspartnership.com)  
f /ispschools @ISP\_Schools

**Have you ever wanted to meet a scientist, hear about the latest research and discuss it with an expert? Do you want to know more about the people behind the science? Well now you can!**

The project includes inspiring opportunities to engage with STEM professionals behind cutting-edge scientific innovation and discovery, encouraging ISP students to consider and explore a wide range of STEM careers.

To find out more contact the I am an ISP Scientist Coordinator in your school:

Coordinator name:

Coordinator email:

Deadline:





## Primary Update

What a fantastic week for our Bring a Man to School Week! I loved seeing the assembly and all of the learning that has taken place this week. There were male role models helping children with reading, construction, artwork and sharing their experiences of school, and what line of work they are in now. The children really enjoyed having their male relatives take an interest in what they are doing in school. Thank you and well done everybody.



Thank you to everyone involved in the independence workshop, it was great to have families respond and contribute to this presentation and share their experiences. It is important to build independence in children in every day situations as well as their learning. This enables teachers to understand the children's strengths and developmental areas in order to personalise learning.

The community events on Facebook were brilliant and enjoyed by all. Thank you to everybody who took part in the pizza making and family fun quiz yesterday! Well done to the following classes - Foxes, Hares and Parrotfish who all have 100% attendance this week!

Thank you for all of your ongoing work and support, have a lovely weekend.

Mrs Laura Stevens  
Head of Primary



# EYFS Update

Dear Families,

This week there have been two assemblies that got us thinking in Foundation Stage; 'Our Wellbeing is Important' on Sunday and 'Virtual Bring a Man to School' today. We used our circle times to talk about both of these assemblies and shared ideas about how we can keep ourselves healthy and happy. We also enjoyed sharing why the male figures, in our lives, are special to us.



We learnt that one of the five areas of wellbeing is to be physically active. To help us stay fit and healthy, we have been joining Ms Ichraf for our new live PE lessons which are so much fun! Don't forget to check your class timetable, on the Distance Learning letter, for the time and link to your live PE lesson.

For the 'Virtual Bring a Man to School' event, the nursery children interviewed their dads to find out about their jobs and shared special times that they had with their male family members. It was great to see so many photos sent in and it really helped the children to talk about their male relatives.

In FS2, the teachers set male family members a challenge. The teachers asked dads, uncles and grandads to record themselves reading a story that could be shared with all of the children in FS2. We received some brilliant videos and the staff enjoyed watching the videos as much as the children.

I hope you have a lovely weekend.

Mrs Rose Akachi  
Head of EYFS





## Secondary Update

This week there has been some amazing distance learning taking place. It was great to see lots of wonderful PE lessons this week, a great way to stay active and promote a positive wellbeing.



During wellbeing sessions today all of our students will discover the journey of success of some of our fathers and male teachers, who have sent in videos outlining their career paths. This is the first of many career activities that the children will undertake during wellbeing sessions, as part of our Careers themed month in secondary.

Our Year 9's have been very busy thinking about their future and what IGCSE options they can take in order to start their career journey. Mrs Grice-Glove and Mrs Joubery have been coaching them through the process, utilising different activities, such as 'learning styles quizzes' to help guide them.

As part of our wellbeing programme, our Secondary Student Council meets with me each week. We reflect on the previous week and discuss the overall wellbeing of classes and what the Student Council can do to make this better. As a result our Aspen Hour sessions have developed greatly over recent weeks. There are now many choices for the students, thanks to our Secondary Student Council who lead interactive collaborative sessions within the form class and also prepare pre-recorded activities for their peers, if they prefer to have some quiet time. They're also thinking about what larger online events they can hold to help promote the wellbeing of their peers.

Finally, a huge congratulations to all of the boys in Year 9 Futaisi for the best attendance (98.5%) in Secondary for the fourth consecutive week.

Wishing you all a restful weekend.

Stay safe.

Dr. Kate Plumb  
Head of Secondary



## SUBJECTS TO CHOOSE FROM

### Core:

- Mathematics
- Science (either Combined Sciences or separate Chemistry, Biology and Physics)
- English (language and literature)
- Ministry of Education Arabic for native Arabic speakers
- Islamic Studies for Muslim students

### Options: choose three optional subjects from:

- Fine Art
- Computer Science
- French
- History
- Geography
- Physical Education (does not count towards UAE G12 equivalency)

Please note if the three separate sciences are chosen this counts as one of the three options, so only two additional subjects may be chosen.

### Compulsory non examination subjects:

We ask students to study Moral Education and core PE in order to promote a healthy mind and lifestyle during the examination years.

## TIMELINE FOR MAKING CHOICES

- Deadline to decide by: **Thursday 25th February**

## GCSE BROCHURE

More information on individual subjects can be found in our brochure here:

<https://www.ahbs.ae/wp-content/uploads/AHBS-GCSE-Brochure-Final-January-2021.pdf>

Our students should:

Be independent learners

Value the worth of learning

Communicate accurately and effectively

Our students experience:

High expectations and a diverse range of learning opportunities

Opportunities for reflection and self-appraisal

Promotion of leadership skills and attributes

Our students will be:

Respectful of all others

Self-motivated and independent

Ambitious and aspirational young people

Willing to make contributions to the society in which they live and acknowledge their value as global citizens







Alrim and Nasr enjoying looking at books in Hedgehog class.



Osha and Emilia from Mice class were exploring with cars.



Fatima from Mice class was tidying up after cooking.



Saif in Geckoes enjoyed exploring different ways of mark-making.



Samuella from Sparrows and her dad are making cookies.



Almaha from Doves is following the video and independently completing her phonics activities.



Alex in Geckoes enjoyed drawing his own monster!



Ilsa from Bulbuls made her own finger puppets.



Maryam from Pipits made some fantastic finger puppets.



Rashid in Ducks made finger puppets.





The mice class girls enjoyed running up and over the tunnel.

Mice class love playing with their friends.



Maryam in Ducks wrote words with the 'ow' sound.



Eshana in FS2 Storks with her dad.



Lyra from Doves made a finger puppet for each member of her family. She described what each family member looks like and added finger puppets.



Nasr in Butterflies playing in class.



Maitha from Sparrows made finger puppets of her family.



Osha from Mice class was creatively constructing with shapes.



Sultan found objects by listening to the sounding out of the words.



Sultan from Doves made a monster and some animal finger puppets. He used them to sing his own song.

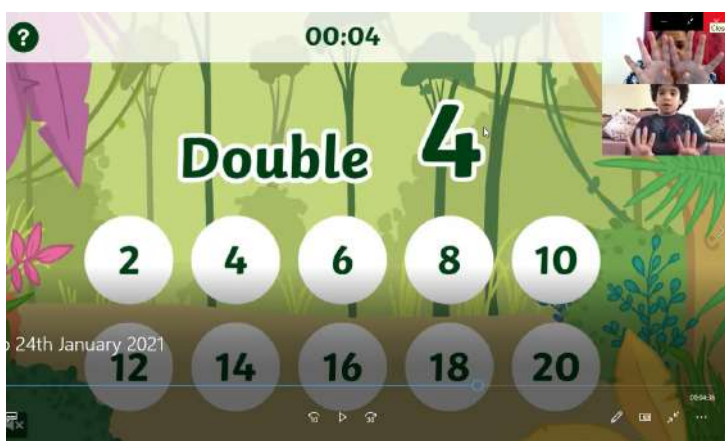




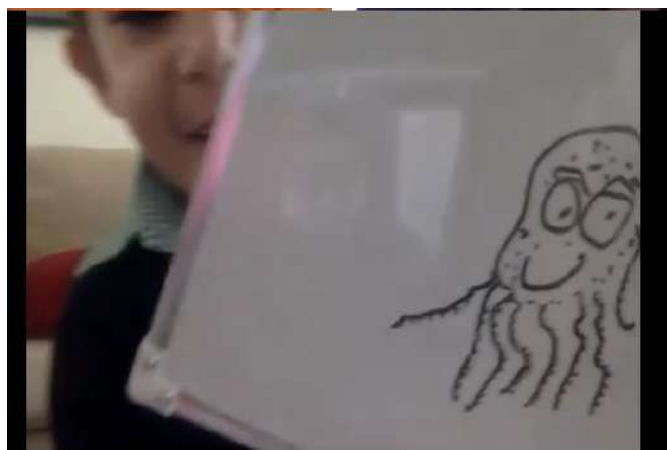
# Oasis



Ahmed listening to the story of the Ticky Octopus.



Mido completing online math doubles game.



Ahmed's drawing of the Ticky Octopus.



Erik working on Phonics games.



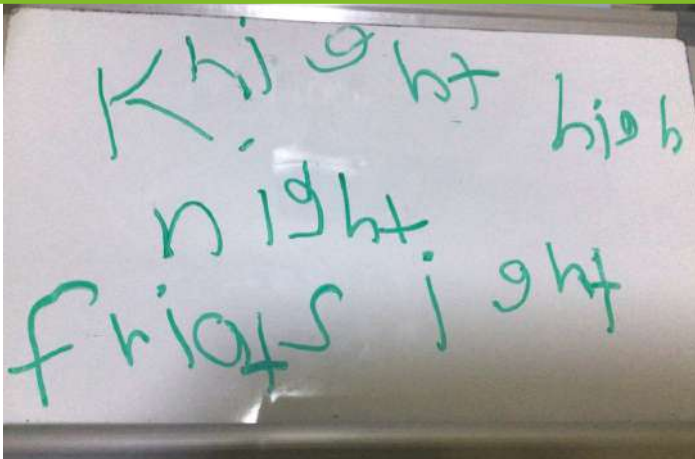
Mido working on mental addition.

Ahmed's creation of an underwater scenery.





# Lower Primary



Ahmed Al Ali practising the 'igh' sound.



Theyab in Foxes made pizzas like the Little Red Hen!

Print or draw these pictures to sort.

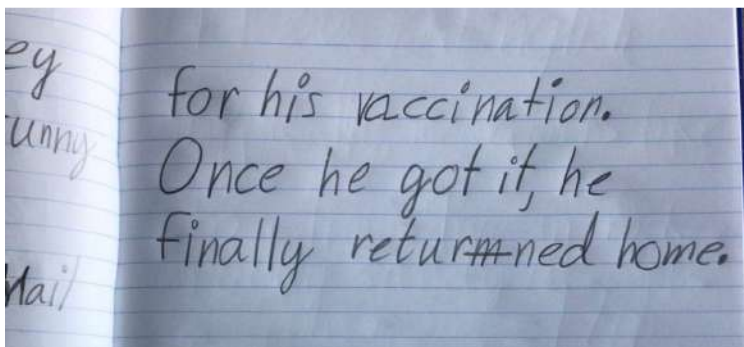
Hot climate animals		Cold climate animals
camel		polar bears
lions		reindeer
meerkat		killer whales
zebra		whalrus
elephant		
giraffe		
tropical penguins		

The camel has adapted to living in the desert because it has long eyelashes to keep the sand out. It also has strong large flat feet so it does not slip into the sand.

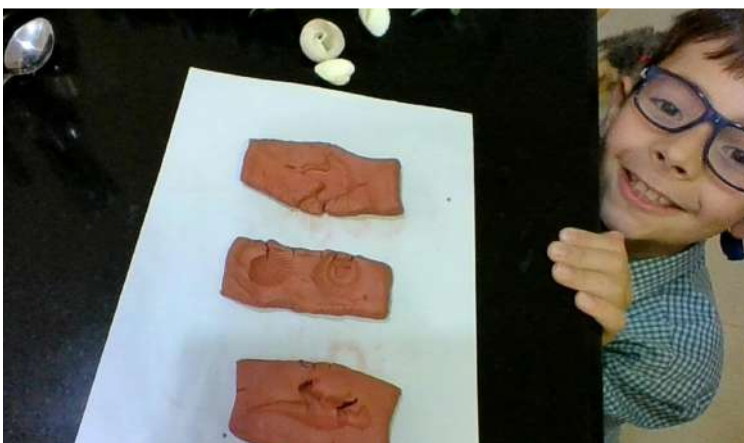
Christoforos in Y2O has done a great job at explaining why certain animals live in a hot or cold climate.



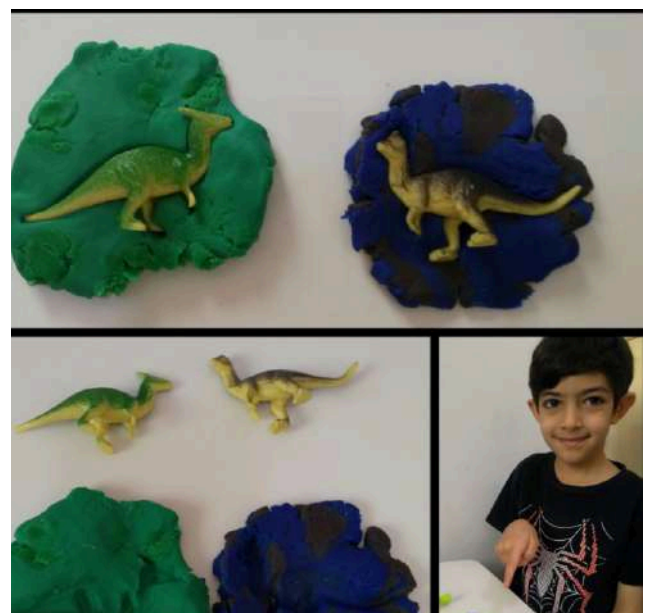
Asma in Y2L getting ready to make her pancakes!



Rayzen's creative writing 2 2G.



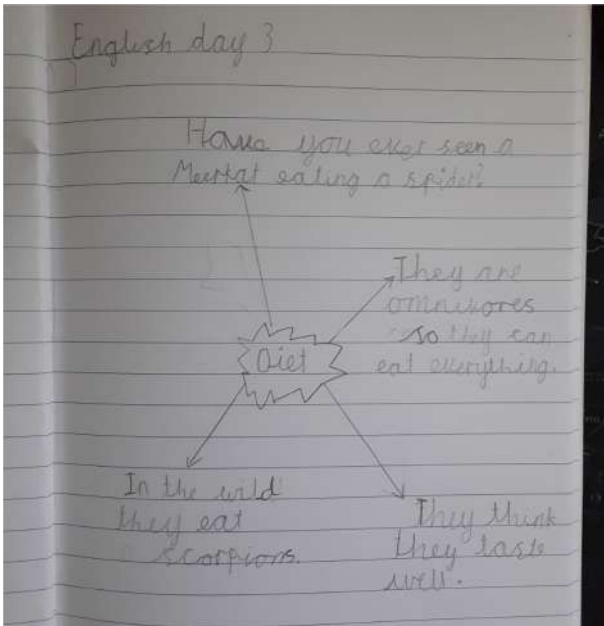
Mateo, Y3O is proud of his trace fossils.



Harib in 3F has been learning about fossils.



# Lower Primary



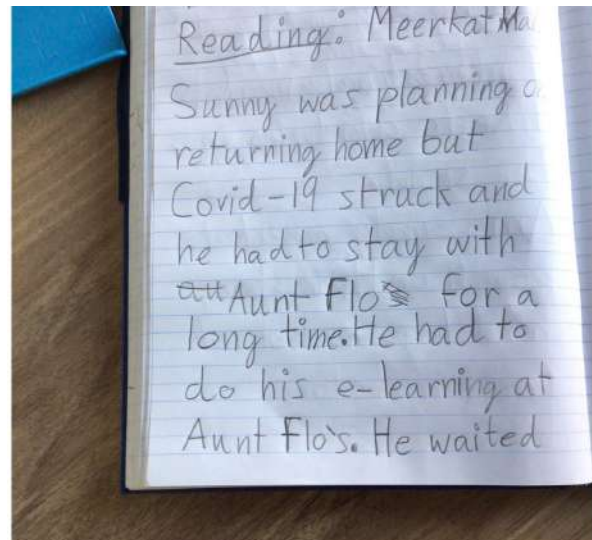
Aleks's writing about a meerkats' diet.



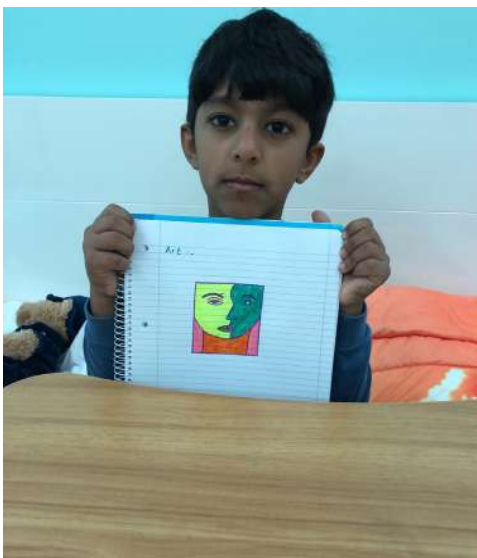
Maja in 3F enjoyed painting the Sphinx.



Zakariyah in Y3O making trace fossils for his Science experiment.



Rayden's creative writing.



Mohamed's abstract face art.



Santiago in Y2L working in his shop for maths.



Saoud M made a delicious pizza.






Fatima and Hasah in Year 2C spelling tricky words in phonics.

**CHALLENGE:**  
Solve this problem with objects at home and upload a photo.

On the image, find  $2 \times 5$  and  $5 \times 2$



**10**

Can you represent this array using another object?

Zaara in 3F has been working hard in maths.



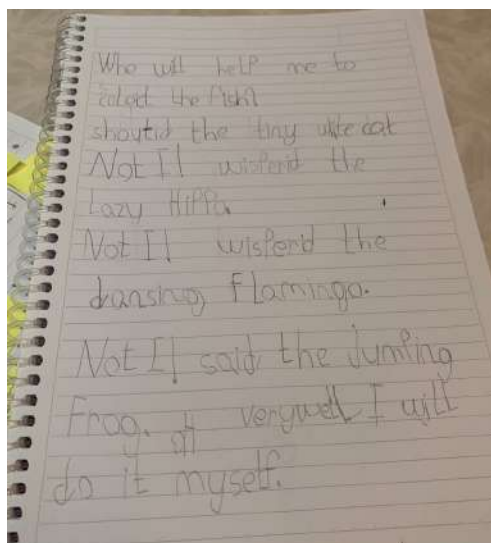
Hamdan Y2L made a yummy pizza in our DT lesson.



Christophe Y1J doing a great job at 3D shapes in Maths.



Rayden is working out his change 2G.



Aljoori's writing of the middle of her story.



Vyan made a delicious pizza.



Abdullah in Y2L making pancakes.

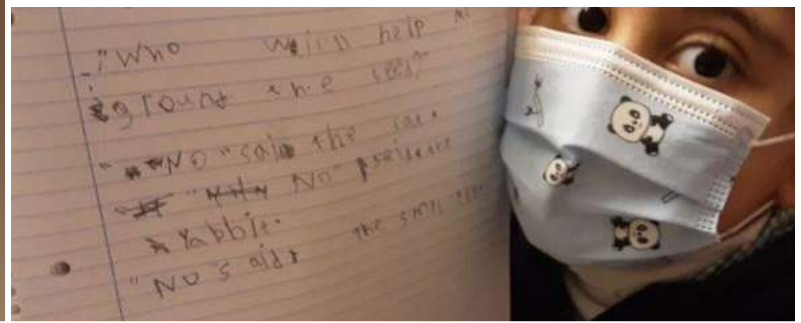




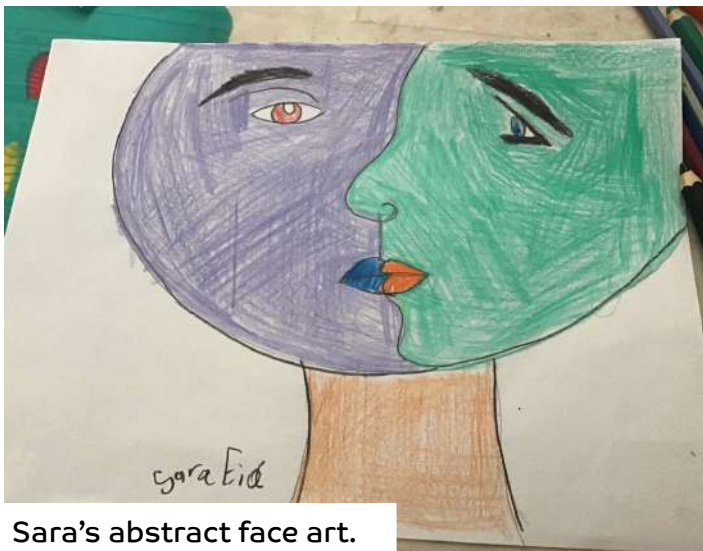
Hoor Y2L also made pizzas for her whole family!



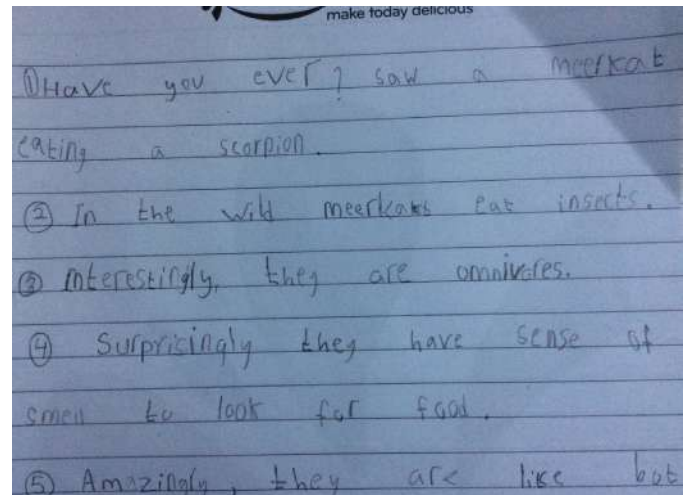
Yousef's pizza that he made himself.



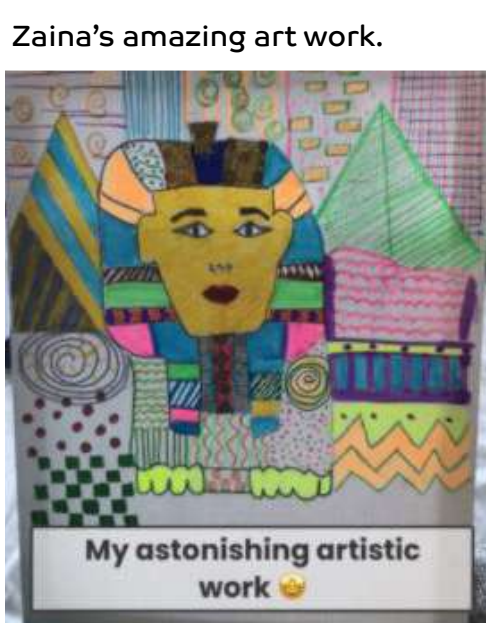
Algala Y1J working hard to independently write her story.



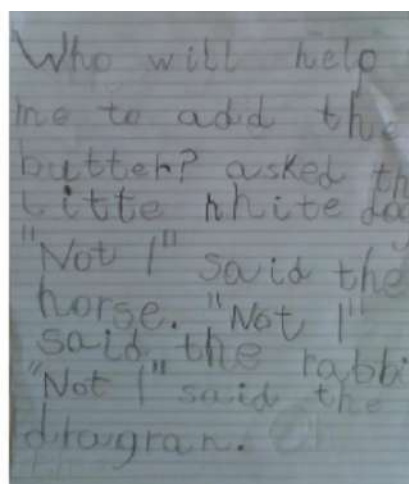
Sara's abstract face art.



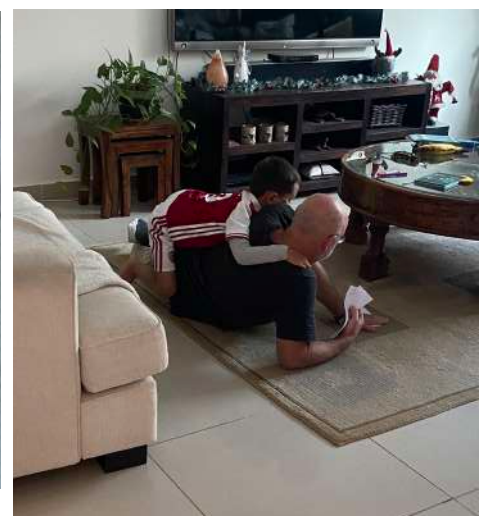
Vyan wrote about meerkats' diet.



Zaina's amazing art work.



Bruno Tahrs writing his own middle section to an innovated story with adjectives!



Joe in Tahrs having a lot of fun completing his online learning with his Grandad!





# Upper Primary



Zayed's drawing of Grandma!



Rihan in Y4H created a poster explaining the water cycle.

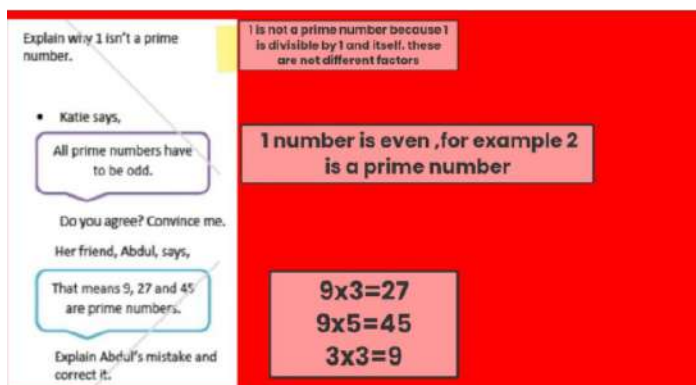
Happy dragon

Once, one teenager by name Light was felt in love with strong big dragons so he decided to go to the deep green forest. After a while, he saw a dragon flying near him. The dragon landed near him he said ohhh I got some dinner today Light said what you gonna eat me? Dragon answered yes ahahaha. Light said noo please no I will give you more food if you don't eat me.

Happily, they went to the house to grab some delicious, yummy food. After, they went to the dragons huge dark cave to eat there. They had tooked tomatoes, oranges, watermelon, milk, water and hot chocolate. They had a awesome picnic in the cave dragon was happy that he met Light.

After long time, dragon went to use the bathroom and Light saw a picture of dragons huge, kind family. After dragon came he saw Light looking at the big sad family photo. "No get away from there or I will kill you" shouted dragon loudly. Light said ok ok just don't kill me please.

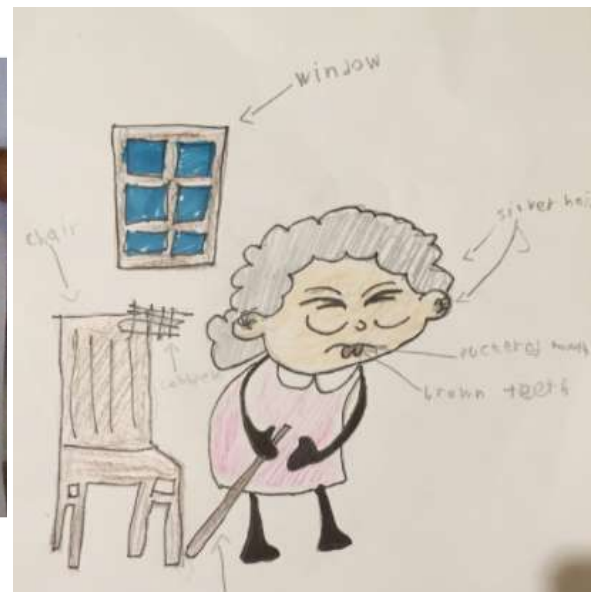
Jegor in Year 5 Parrotfish wrote the first 3 paragraphs of his independent 'hot write'.



Natan learning about prime and composite numbers.

- Red
1. The young boy called George, wearing a red jumper, leaned away from his grumpy, selfish Grandma.
  2. The old lady with wispy grey hair sat in the old, brown gnarled chair staring out the cracked cobwebbed window.
  3. Grandma scowled at her scared, defenceless, kind grandson with blonde, tidy, smart hair.
  4. The smart, delightful boy wore a brightly coloured, long sleeved red jumper with holes on the cuffs.
  5. The old, miserable, grumpy lady held the white cracked teacup in her wrinkled hand.

Y4S Harry created some interesting adjectives based around George's Marvellous Medicine.



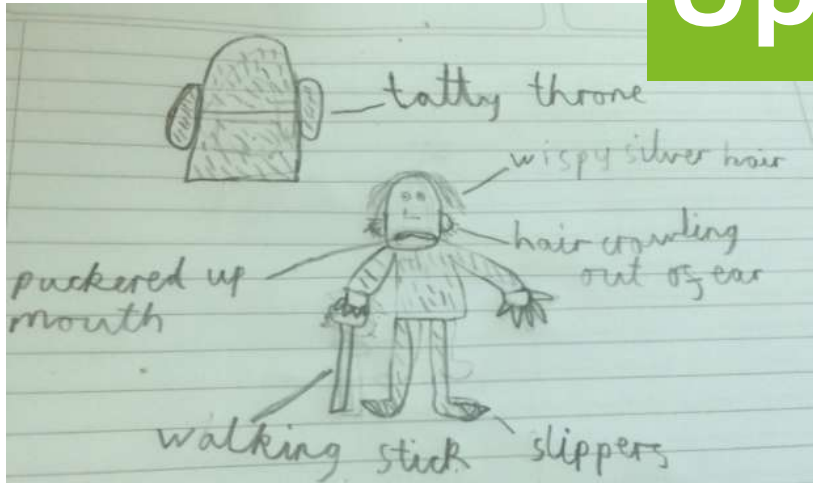
Abdulla in Y4H drew a charater from a Roald Dahl story.



Abdulaziz in Y4H created a homophone poster in phonics.



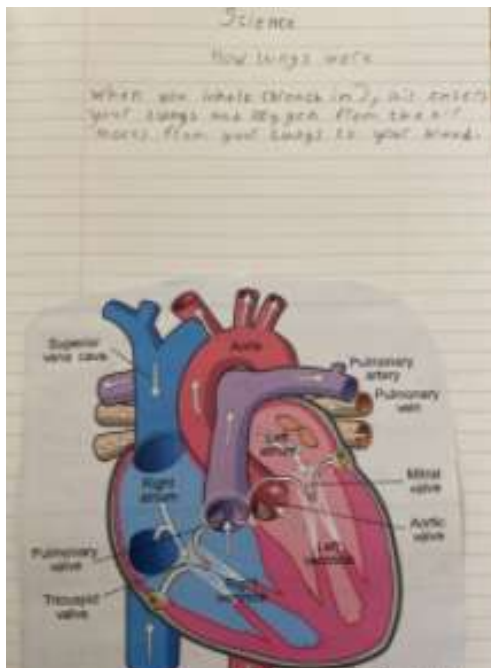
# Upper Primary



Freddie in Y4H describing the Grandmother from George's Marvellous Medicine.



Duwa Islam working on her modal verbs.



Abdulla in Y6S showing how the lungs work.



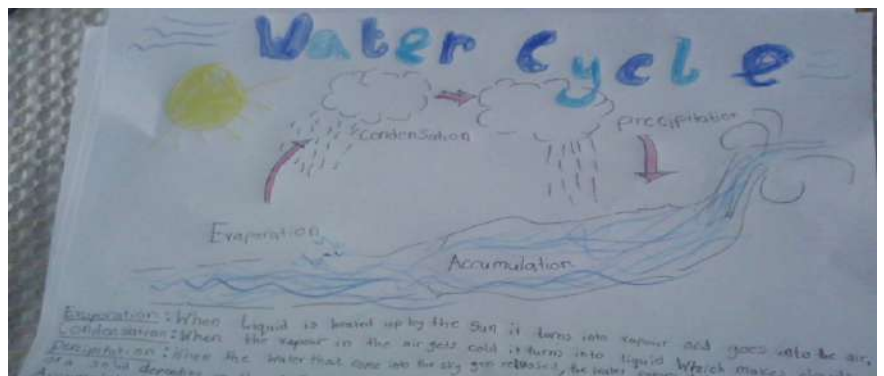
Fjord in Y6S getting his socks ready to balance on his head for PE!

Distance	Miles	Kilometers
10 Miles	16 Km	
40 Miles	25 Km	
50 Miles	40 Km	
72 Miles	45 Km	
88 Miles	55 Km	

Sultan in Y6S successfully demonstrating the relationship between miles and kilometers.

Name of Country	UAE	Uganda
Location		
Flag		
Population	9,890,402	45,741,007
Capital City	Abu Dhabi	Kampala
Language Spoken	Arabic	English
Climate	Sunny and hot	Tropical climate

Yousef in Y6S showing the contrast between the UAE and Uganda.

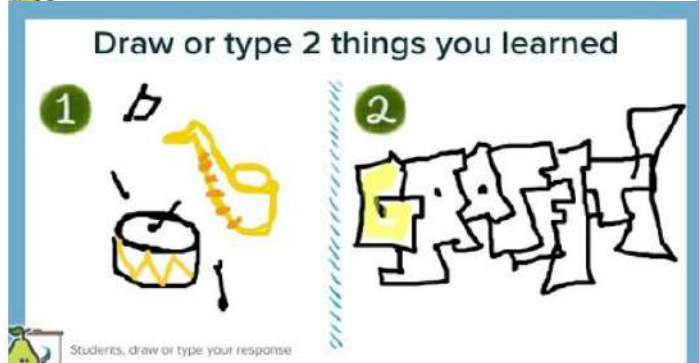


Megan in Y4H created a poster explaining the water cycle.





# Secondary



## Answer 1:

Banksy is an anonymous street artist HE is important in the Street art scene because he shows different interpretations Culture is a society of people with the same ideas A display on a way of life

## Art and DT:

Y7

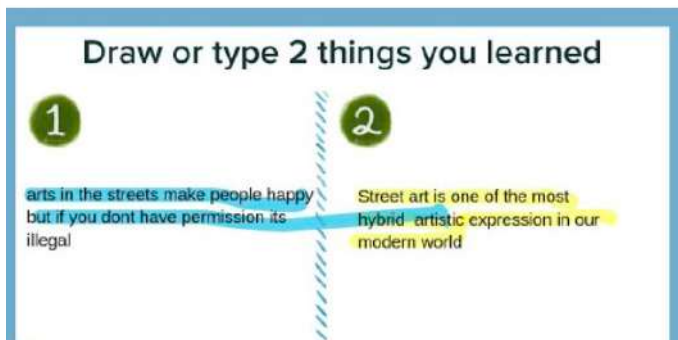
This week in Y7 art we focused on what is a self portrait and what different approaches an artist could take to create this. We also examined Tim Burton closely as an artist/director and what would be typical characteristics of a Tim Burton Style drawing.

Y8

We are taking Olympic measures to understand what it takes to design a logo! The year 8's this week finished their mind maps and examined the concept behind ACCESS FM in order to understand better the importance of the design process.

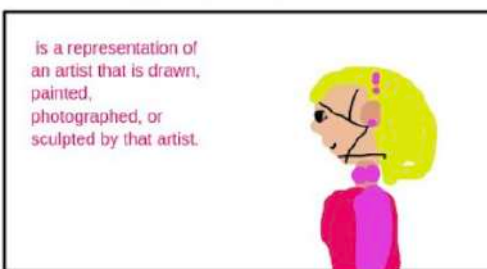
Y9

Is there a difference between Street Art and Graffiti? This week the Y9's continued to look at examples of Street Artists such as Banksy and work through the idea of culture versus counter culture.



Your Response

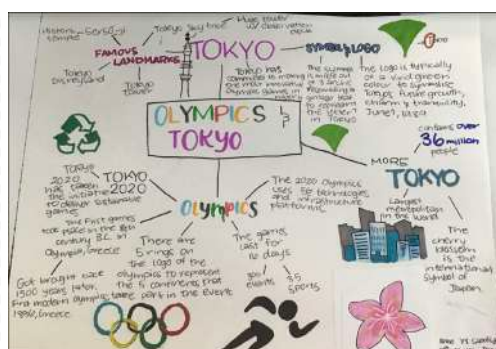
## What is a Self Portrait?



## What is a Self Portrait?



## What is a Self Portrait?



## ACCESSFM

- A** esthetics – What does it look like?
- C** ost – How much does it cost?
- C** ustomer – Who is the target market?
- E** nvironment – How does it affect the environment?
- S** afety – Is the product safe to use?
- S** ize – What is the size of the product?
- F** unction – What is the product used for?
- M** aterials/Manufacture – What materials are used to produce the product? Has the product been manufactured to a high standard?

# Secondary

## English:

### Year 7 English

We have been focusing on building creative and descriptive sentences when writing descriptive passages. We explored verb choice and practised building noun phrases this week. We also did a reading and writing challenge.

### Spelling Quizzes

#### Year 7 Aryam

Janel, Zain & Yara = 100%

Rahaf & Sophia M. = 95%

Salama & Aakanksha = 90%

Class average: 73%

#### Year 7 Delma

Amer = 95%

Aiman = 90%

Khaled = 65%

Class average: 42%

Both Year 8 and Year 9 had an interesting and fruitful consolidation and assessment week. Many pupils are managing their time well during their assessments and were able to contribute to and critique marking. This process has given them insights in the importance of good discipline during an assessment as well as being able to answer: "Did I really answer the question?" and "Did I use my time wisely?"

This week's 'Skills for Life' spelling results saw new peaks and troughs. Well done to Easa, Year 9 Futaisi, who with the odds against him came top of his class. In Year 8 Khloe, Mohamed T and Taim successfully retained scores of 100%. Well done!

#### Year 8 Mariah

Mohamed T and Taim 100%

Haroun 93%

Humaid, Ahmed and Udayan 86%

(Class average 78%)

#### Year 8 Saadiyat

Khloe 100%

Kinkin, Paige and Mahra 93%

Larissa 87%

(Class average 86%)

#### Year 9 Futaisi

Easa 73%

Leon 66%

Jethro 60%

(Class average 54%)

#### Year 8 Saadiyat

Khloe 100%

Kinkin, Paige and Mahra 93%

Larissa 87%

(Class average 86%)

A very sincere thank you to all parents who are supporting and encouraging our pupils with their Glossary work and preparation for the spelling quizzes. Thank you!

Year 9 Yas added a laugh and a giggle to the start of our baseline lesson! You are all such a pleasure! Guess who?



## Transactional Writing

*Spend 30 minutes on this piece of writing.*

Write an article giving teenagers advice on choosing sports and hobbies.

Write no more than 200 words.

### HINT:





### Hobbies and Sports

During your years at secondary school, hobbies and clubs are extremely essential in the present and your future. Sometimes it's hard to decide but hopefully this will aid you in your decision.

#### Try new things!

You're at the age where you might think you know everything about yourself but you can often be surprised. That's why it's important to try new things even if you may not like it. You should take this into consideration as it will help you get into college. You can always stop.

#### Follow your heart

There are a few reasons why you might not want to do something. For example:

- Someone you dislike does it
- Your friends don't like it
- It's 'too tough'

But ignore all that! Like I said, you can often surprise yourself, you may enjoy it. Don't be afraid to attempt new things, test yourself and have fun!

#### What about failure?

You might often get disheartened at losses but don't let that stop you and instead use it to try, try and try until you reach your goal.

All in all, you should never stop doing what you love and don't let "that's for girls/boys" or other cold comments halt you.



## My final draft:

### Wake up and Shake up!

Exercise and entertainment are really important in your life because teenagers now only watch their devices and usually don't move around. It's really unhealthy, so you need to choose a sport that will motivate you to exercise and a hobby for enjoyment.

#### Choosing a sport

You have to try as much sports as you possibly could to see what fits you best. Some examples are tennis and volleyball. Remember you will not be good the first time my advice is not to give up because after a couple of times you will get the hang of it and will be really good doing the sport of your choice. Studies show "Sports can help improve your concentration and keep you mentally sharp as you age".

#### What entertains you?

Finding a hobby is actually quite easy. All you have to do is look for your favourite thing to do when you're bored and also look for what makes you happy. Some examples are learning how to cook, learn an instrument, painting or making your own soap, candles business and selling to people either way you have to have fun doing it otherwise you will get bored easily.

### How does the author's description of the two characters help the reader to experience the opening scene of the novel?

He describes them clearly and shows their perspective like how it would be you, like: "O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

Showing their perspective helps the readers imagine what's happening in the story and tells them who is talking and it makes the story more interesting when the reader understands what's going on in the story which makes them read it more and suggest people to read it. The reader describes the characters well "A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied around his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin".

The reader describes them well where you can tell how they look like in the reader's imagination and the reader describes how the character feels "and whose teeth chattered in his head as he seized me by the chin".

### How does the author's description of the two characters help the reader to experience the opening scene of the novel?

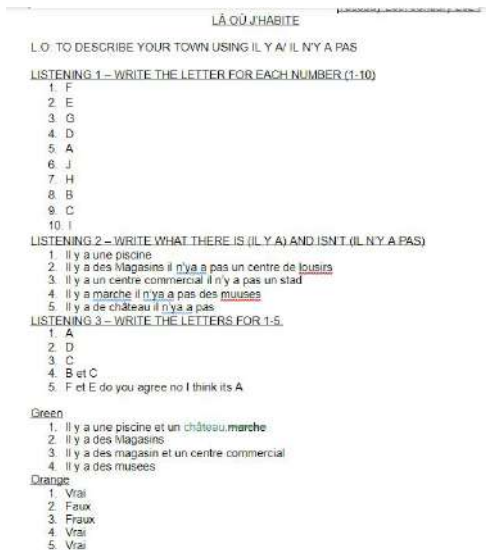
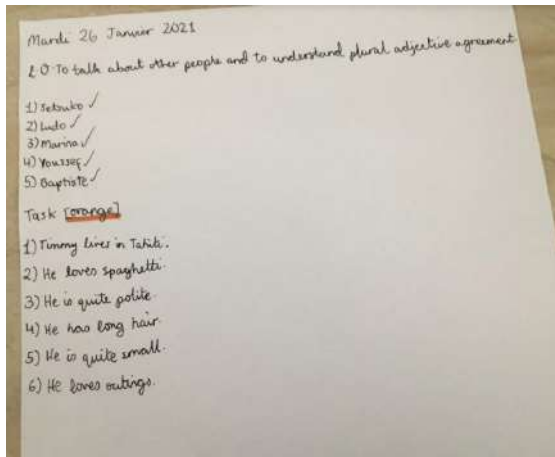
The author used language and technique to make the two characters seem appealing for a reader to understand the opening of the text. The author used a lot of dialogue to make the characters seem more humanoid and be empathetic with the reader. This can be found all throughout the opening scene and it reads more like a story, more like a movie than a text, in particular the character Pip seems scared and fearing for his life, "O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir." This makes the character again more human and makes the reader be able to empathize with the character as in that situation a lot of people would act the same way.

On the other hand, the mysterious old man is presented as someone who already had their adventures looking for something to steal/eat/do really. This makes him extra scary for Pip when finding out that he could harm him and intrigues the reader and makes the reader want to sit back and enjoy the rest of the text, making the opening both great for marketing purposes and for the reader's enjoyment, in my opinion, it has a really kind of Breaking Bad kind of opening scene, obviously set in a really different environment and time frame but it did remind me of that segment of the show.

In conclusion, I would say that this text opening is really successful when it comes to making the reader want to read more and makes them intrigued to find out more about the characters and story behind both of them, especially the old man as when a character is as mysterious, it is always going to be more successful for fans.



# Secondary



## Humanities:

### Year 7

Students investigated the Anglo Saxon Society pre 1066. They identified the four kingdoms in Anglo Saxon England. They discussed how their houses were built. They watched a video on a reconstruction of an Anglo Saxon house. They learnt that the biggest house in an Anglo Saxon village was the Hall, which was the Chief's house who lived along with his warriors. They then discussed the local government and the legal system as well as how law and order was maintained in Anglo-Saxon England.

3. Some of the days of the week are named after the Gods. Can you see the similarity between Saxon days of the week and ours today?

Yes, they sound very similar.

Monandoe (Moon day) - Monday  
 Tiwesdoeg (Tiw's Day) - Tuesday  
 Wodesdoeg - (Wodens Day) - Wednesday  
 Dunnesdoeg - (Thors Day) - Thursday  
 Frigesdoeg - (Friggs Day) - Friday  
 Saeternesdoeg - (Saturn's Day) - Saturday  
 Sunnandoe (Sun's day) - Sunday

## French:

### Year 7 French

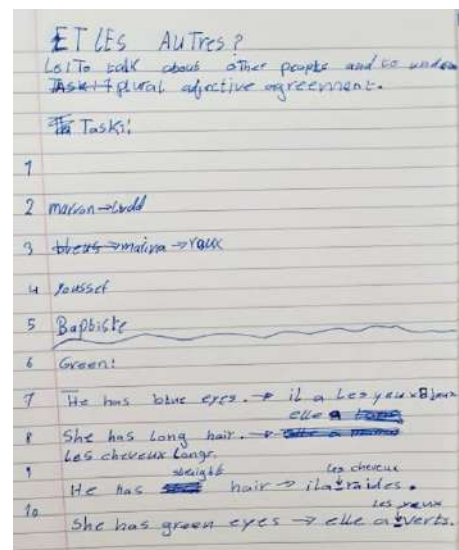
We focused on describing hair and eyes in our lesson this week. We noted plural adjective agreement. We practised some listening and writing skills.

### Year 8 French

Our focus this week was school in France. We noticed some similarities and differences between French schools and our school.

### Year 9 French

We began to look at facilities in the town and activities people do in their free time. We practised a variety of key skills including listening and writing skills.



## Red Challenge

### Anglo-Saxon society pre-1066 Part 1 - Year 7 T2 Week 1

#### Local government and the legal system in Anglo-Saxon England

Most of the Anglo Saxons were farmers. They had to support themselves and their families but there were some that did other things.



#### Saxon Days of the Week

Monandoe	Tiwesdoeg	Wodesdoeg	Dunnesdoeg	Frigesdoeg	Saeternesdoeg	Sunnandoe
The day of the moon	Tues day	Widens day	Thors day	Friggs day	Saturn's day	Sun's day
Day of the moon	Day of the sky God	Day of the God Woden	Day of the God of Thunder	Day of the Goddess of love	The day of the Roman God Saturn	The day of the sun

- Find out what jobs the Saxons did.  
<https://www.bbc.com/history/anglo-saxon-jobs-ks2-explained>
- The women also worked hard. Find out what jobs they might have done.

Men's Jobs	Women's Jobs	Children's Jobs
Men had more choices and variety than women. They could be carpenters, plumbers, farmers, potters, blacksmiths, builders, woodworkers, warriors, board-game-makers and metalworkers. They would also teach their sons this stuff as their sons would gradually grow up.	Women made jewelry, churned butter, weaved, crafts, making accessories, and grinding flour. They also cleaned the houses and looked after the children. They taught their daughters how to be responsible and useful.	Young boys would learn jobs from their father to benefit themselves when they were older. They learnt how to chop trees, field-ploughing, fishing, hunting, fighting, and herding. Young girls would influence their mothers. They would pick plants (for colour), learn housekeeping, brewing ale, cooking, making cheese, weaving clothes, feeding animals and collecting firewood.



# Secondary

## Humanities:

### Year 8

Students discussed the British Society - Everyday life in the Industrial Era. They discussed how by 1851, British society had become divided into social classes. The Upper class was further divided into three subcategories. They reasoned how by 1900 even though the class system remained, it began to break apart due to the role of wealth, occupation, and education. They then discussed the role of birth and how it mattered more than income.

### Year 9

Students investigated life in the 20th century in the UK. They outlined the negative changes such as poverty, lifestyle (poor diets, lack of exercise) intolerance and violence and how changes in technology, science, engineering achievements, medical advances, and the economy changed people's lives forever.

### Green Challenge

#### British Society - Everyday life in the Industrial Era - Part 1 (Industrial and Victorian Era - 18th and 19th Century) Year 8 T2 Week 3

Match the below key terms with the description by highlighting the boxes with the same font colour

1	capitalism	Someone who departs from accepted theory or practice, or seeks to rewrite history.
2	Marxist	An economic system based on privately owned, as opposed to state-controlled, businesses and the creation of profit.
3	revisionist	Organised associations that protect the interests of workers when negotiating hours, wages, conditions, etc. May also be known as labour unions.
4	Class system	A believer of the political theories of Karl Marx, in which the class struggle has driven historical change and that there should one day be a society without a class system, i.e. capitalism will be replaced with socialism.

### Blue Challenge

#### British Society - Everyday life in the Industrial Era - Part 1 (Industrial and Victorian Era - 18th and 19th Century) Year 8 T2 Week 3

The title of an aristocrat differs from nobility to royalty – the title of royalty is hereditary and therefore cannot be passed onto a person who does not share a blood connection with the Crown. Whereas a title of nobility is conferred by the Crown onto a person who comes from a wealthy heritage and has displayed distinguished service to the country, like a knight or warrior. Non-hereditary titles cannot be passed onto members of a family, while hereditary titles can.

1. Research and explain the 5 rankings of the British Nobility?

<b>The Duke</b> A duke is a member of nobility that is just below the monarch. They are the ruler of a "duchy" which is a country/territory or domain. It is tradition for men of the royal family to get a new title when married, often the duke status. A duchess or duke should be addressed by "Your Grace".	<b>The Marquess</b> A marquess is below the duke title and is the second most senior rank. They are addressed by "My Lord".	<b>The Earl</b> An earl comes after the marquess title. Members of the Royal Family who are further away are given this title and should be addressed as "My Lord" or "Your lordship".
<b>The Viscount</b> A viscount comes after an earl title and is the fourth rank in the British peerage. In British practice, people with a viscount title may be either addressed by a place name, a surname or a combination of the two such as the Viscount Falmouth. Although it is correct to call a viscount "lord".	<b>The Baron</b> The last rank of the Royal family is Barons. They are theoretically the rulers of a barony which is a division of a country or lower rank than a country. They can either be addressed as "My lord" or "The Right honourable".	<b>The Knight</b> Protectors of the Royal Family and is used in a lot of fairy tales.

### Green Challenge

#### Anglo-Saxon society c.900-1066 Part 1 - Year 7 T2 Week 3

#### Local government and the legal system in Anglo-Saxon England

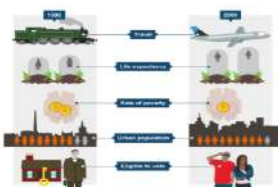


Using the information in the powerpoint presentation, fill in the blanks

- The Anglo-Saxons migrated to Britain around 410 to 1066 AD.
- The four main kingdoms in Anglo-Saxon England were: East Angles, Mercia, Northumbria, including sub-kingdoms Bernicia and Deira and Wessex.
- We know that the Saxons built houses mainly in Wood.
- The houses were built facing the sun to get as much heat and light as possible.
- The biggest house in an Anglo-Saxon village was the Hall.

### Blue Challenge

#### UK - Life in the 20th century - Part 1 Technology and Science and Economy Year 9 T2 Week 3



Between 1900 and 2000 everyday life in the UK changed at an enormous speed. Provide evidence for each criteria that all of the above were positive changes in the UK between 1900 and 2000.

Field/Criteria	Evidence to prove that there are changes - Positive changes from 1900 to 2000 in the UK
1 Travel	Transport have improved alot between 1900s and 2000s since we have planes and fast cars now compared to trains and horses
2 Life expectancy	Life expectancy has improved and increased since health care is better and since we have newer and more improved medicine and medical equipment
3 Rate of Poverty	The rate of poverty had increased due to lack of employment and increase of population
4 Urban population	The urban population has increased due to more urbanization and increase in the amount cities around the country
5 Eligible to vote	The eligible to vote was a higher priority towards men in the early 1900s but unlike now everyone is equal where all people above the age of 18 can vote freely

### Green Challenge

#### UK - Life in the 20th century - Part 1 Technology and Science and Economy Year 9 T2 Week 3

The Great Depression was the worst economic downturn in the history of the industrialized world, lasting from the stock market crash of 1929 to 1939

Research and write 5 fact about the Great Depression of 1929

- The stock market lost almost 90% of its value between 1929 and 1933.
- Around 11,000 banks failed during the Great Depression, leaving many with no savings.
- In 1929, unemployment was around 3%. In 1933, it was 25%, with 1 out of every 4 people out of work.
- The average family income dropped by 40% during the Great Depression.
- More than \$1 billion in bank deposits were lost due to bank closings.
- The New Deal created around 100 new government offices and 40 new agencies.
- The worst years of the Great Depression were 1932 and 1933.
- Around 300,000 companies went out of business.
- Hundreds of thousands of families could not pay their mortgages and were evicted from their homes.
- Millions of people migrated away from the Dust Bowl region in the Midwest. Around 200,000 migrants moved to California. President Roosevelt pushed 15 major laws through in his "First Hundred Days" of office.
- Popular foods during the Great Depression include macaroni and cheese, chili, creamed chicken on a biscuit, and corned beef.

### Orange Challenge

#### UK - Life in the 20th century - Part 1 Technology and Science and Economy Year 9 T2 Week 3

The Spanish flu emerged as the world was recovering from years of global war. It was to have some surprising and far-reaching effects.

- Write 5 facts about the Spanish flu
  - It did not come from Spain
  - There were no drugs or vaccines to treat it
  - It was particularly deadly for young and healthy people
  - The medical profession tried to play down its severity
  -

2. What negative impact did it have on life in the 20th Century in UK?  
Over 50 million people died due to the Spanish flu. Soldiers were dropping like flies after returning from northern France.

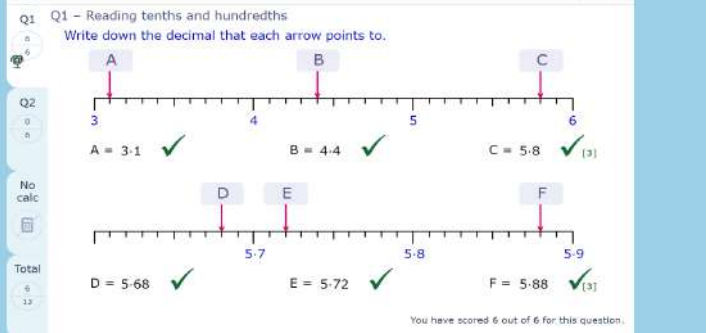
# Secondary

## Maths:

In Mathematics Year 9 had their assessment back and we went over questions from the test in lessons. Then we moved on to scale drawings and solving problems with bearings. Next week we will be practising constructions, so students must have compasses, protractors, rulers and well sharpened pencils ready for the lessons.

Year 8 continued solving equations. They should be able to use the inverse function machine and the balancing method. We discussed the importance of self checking the solutions by substitution.

Year 7 practiced reading scales and finding missing numbers on the decimal number lines. Then we moved on to operations on decimals. Students should be able to work with decimals mentally (doubling, halving, multiplying and dividing by 10, 100, 1000) and use column methods for adding and subtracting.



A boat is lost at sea. The two lighthouses each have a bearing for the boat, but don't know how far away it is.

The bearing from lighthouse 1 is  $117^\circ$ .



If we know the bearing of an object from two locations, we can use those bearings to find the position of the object.



The bearing from lighthouse 2 is  $270^\circ$ .

Balancing method:

$$\begin{array}{r} 2a + 1 = 9 \\ -1 \quad -1 \\ \hline 2a = 8 \\ \div 2 \\ \hline a = 4 \end{array}$$

check!  
 $2 \times 4 + 1 = 9$

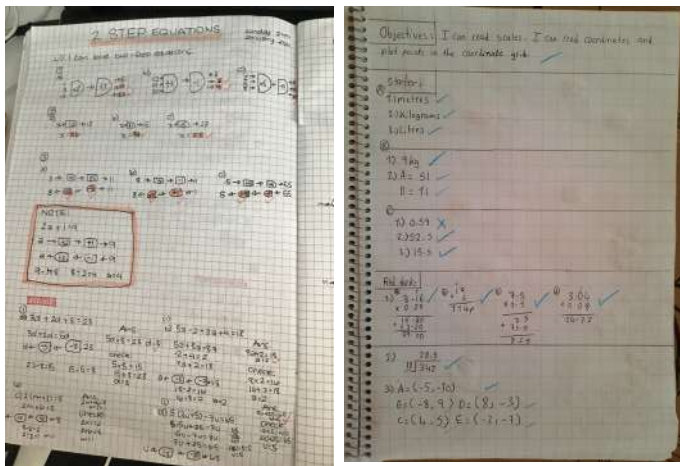
Using function machine and inverse:

**Worked example**  
Solve the equation  $2a + 1 = 9$  using a function machine.  
Check your solution.

$a \rightarrow \times 2 \rightarrow +1 \rightarrow 9$   
 $a \rightarrow \div 2 \rightarrow -1 \rightarrow 9$

Using priority of operations,  $a$  is multiplied by 2 first, then 1 is added.  
Reverse the function machine to find the input  $a$ .

$9 - 1 = 8$   $8 \div 2 = 4$   $a = 4$   
Check by substituting  $a = 4$  back into  $2a + 1$ .  
Check  $2a + 1 = 2 \times 4 + 1 = 8 + 1 = 9$  ✓



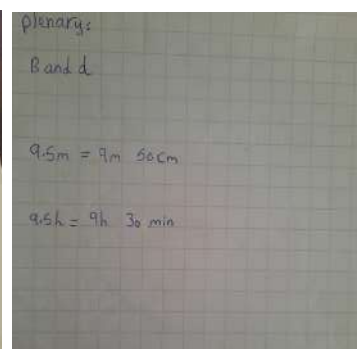
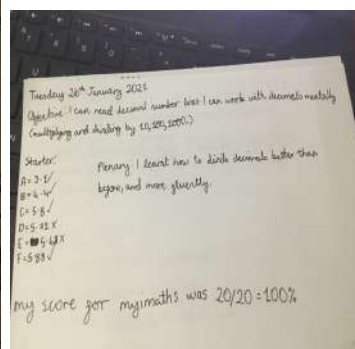
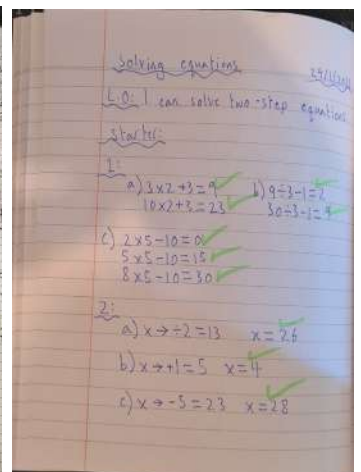
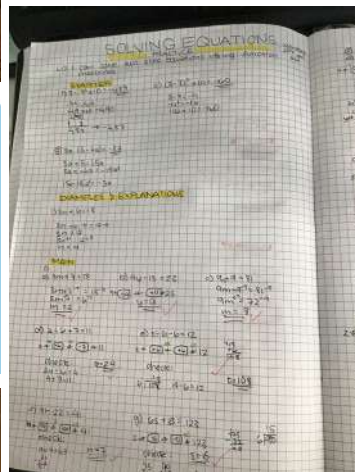
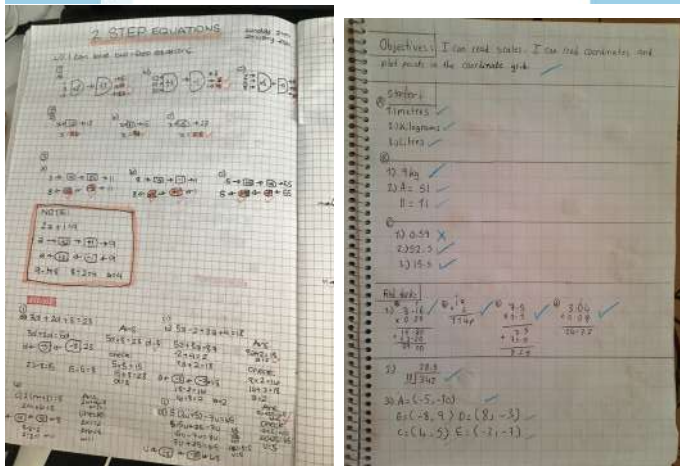
Quizzes

Equations 2 - quiz title

Your bookmark has been saved

Question	This score		Your best scores	
	Mark	Percentage	Mark	Percentage
Q1 - Two step equations	10	100%	10	100%
Q2 - Harder equations	10	100%	10	100%
Overall	20	100%	20	100%

Total  
20  
100%





# Secondary

## Science:

### Year 7

Students complete the end of topic assessment this week, results will be released by Thursday. Hazards are all around us, this week we had the opportunity to study examples of hazard symbols and what they meant. The new topic this week is called Acids and alkali and we will continue next week in greater detail.

### Year 8

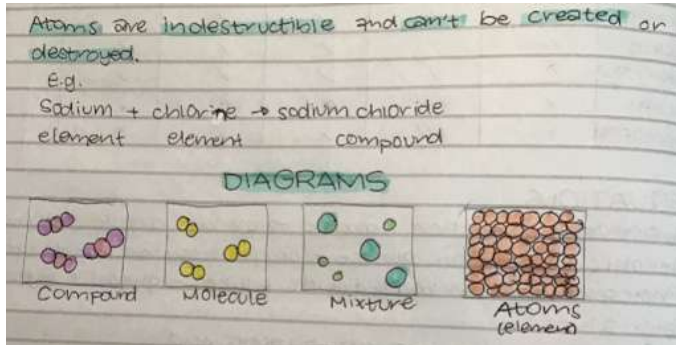
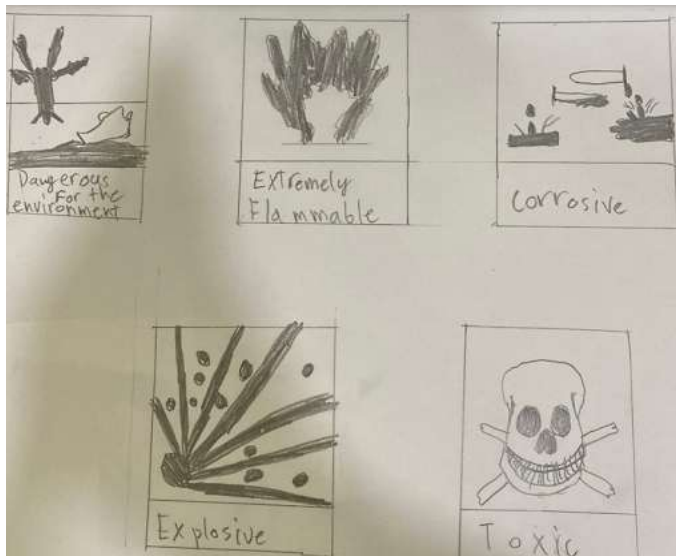
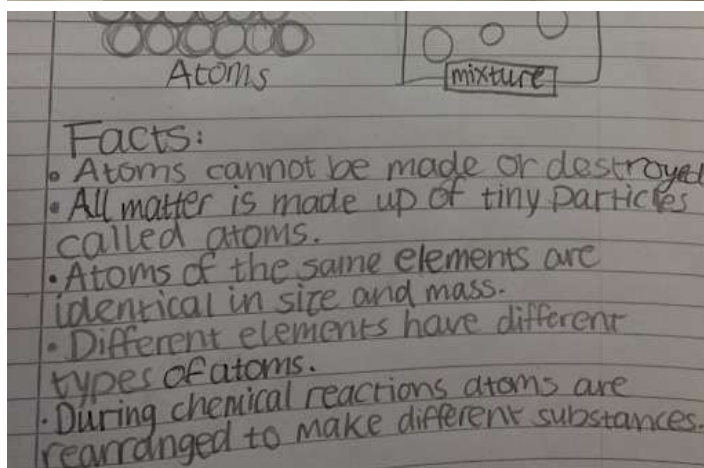
We made a start on a new topic called the Periodic Table, we started by looking at the work of John Dalton and his atomic theory. Students complete the end of topic assessment this week, results will be released by Thursday.

### Year 9

This week, we explored the ideas behind magnetism and gravity. We had a look at how weight is different to mass and also had fun calculating our weights on different planets! Check yours on: <https://www.exploratorium.edu/ronh/weight/>




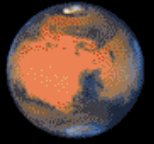
## Hydroponics

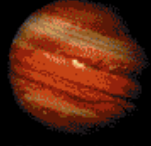

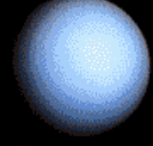
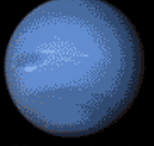
The plants are growing pretty fast.



ENTER YOUR WEIGHT HERE →

### The Planets

MERCURY	VENUS	THE MOON	MARS
			
Your weight is <input type="text" value="28.3"/>	Your weight is <input type="text" value="68"/>	Your weight is <input type="text" value="12.4"/>	Your weight is <input type="text" value="28.2"/>

JUPITER	SATURN	URANUS	NEPTUNE
			
Your weight is <input type="text" value="177.3"/>	Your weight is <input type="text" value="79.8"/>	Your weight is <input type="text" value="66.6"/>	Your weight is <input type="text" value="84.3"/>

After the change in our PE provision last week so that all students are now taught in year groups, we are delighted to report that the number of students attending PE increased hugely. We are now able to cater and plan accordingly so that all students receive a fully immersive and relevant PE experience, even whilst we continue with distance learning. You will find the zoom link to your child's PE lesson on the distance learning letter which is sent home to families each week. Thank you as always for your support.

Our PE weekly challenges continue to be posted on Seesaw. Every Monday a new challenge will be uploaded and we ask the students to provide us with a picture or video of their attempts. Please note that the challenge of the week will relate directly to the live lesson content, so it is important that our students attend the lessons and complete the challenge. It has been a massively encouraging start with some very high attendances. Thank you to all!

Stay Safe, Stay Active and Stay healthy!

The PE Team





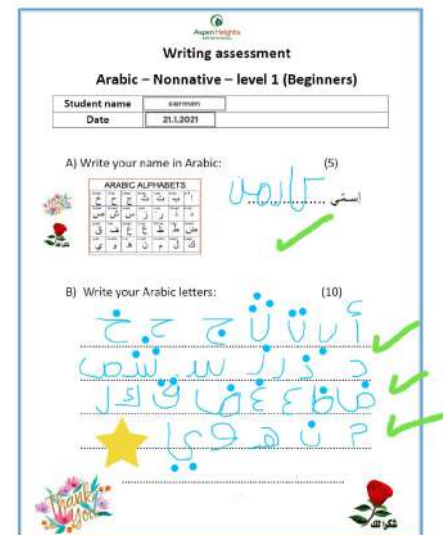
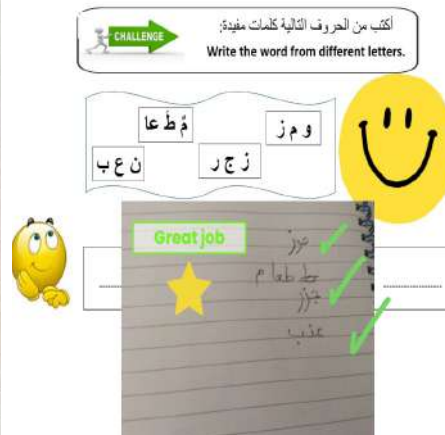
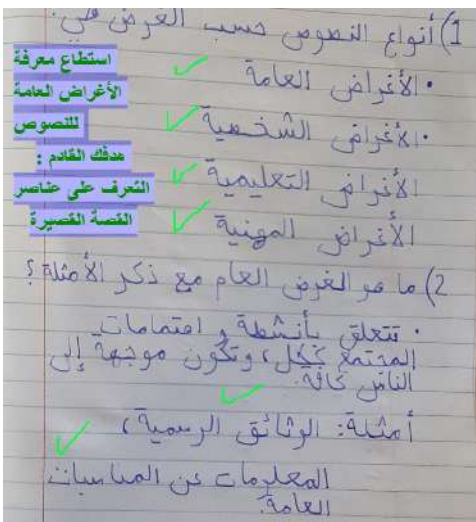
# Arabic

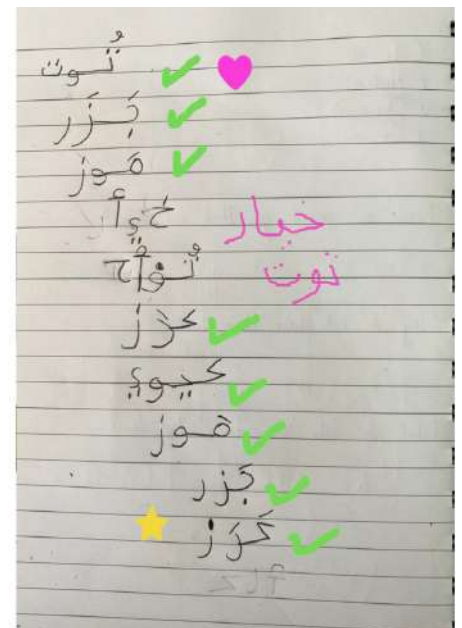
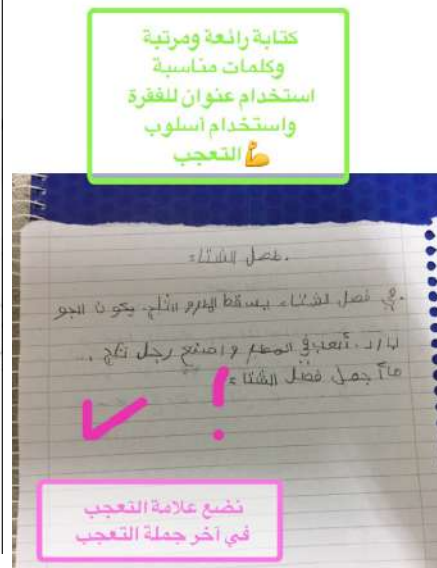
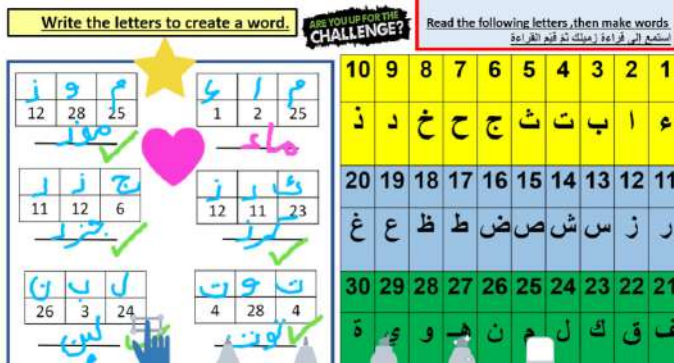
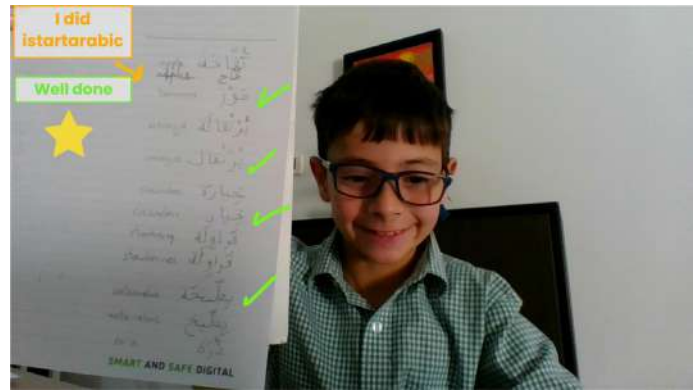


بعد مرور بضعة أسابيع من التعلم عن بعد بمدرسة آسبن، تبين لنا أنَّ هذا الشكل الجديد من التعلم هو ليس خضوعاً للظروف الحالية والاستثنائية التي نمر بها حالياً، بل هو نمط جديد من التعلم المتميز في مدرسة آسبن لتعليم طلابنا اللغة العربية والتربية الإسلامية والتربية الوطنية وهو أيضاً نوعاً آخر من أنواع التحدي الذي استطاعت المدرسة والمعلمون أن يجتازوه بنجاح و تفوق من خلال العمل الدؤوب والاجتهاد الدائم من أجل إعداد دروس مباشرة شيقة وممتعة ومفيدة للطلاب الذين يظهرون كل يوم تفاعلاً إيجابياً و اندماجاً متواصلاً مع معلمهم بالقيام بشتى أنواع الأنشطة و المهام المكلفين بها بكل حماس ونشاط و عزيمة و إرادة تمكنهم من التغلب على أي تحديات تعترض طريقهم في اكتساب العلم والمعرفة بتطبيق برامج تعليمية جديدة خلال الحصص و تفعيل منصات إلكترونية مفيدة و قيمة مثل منصة "أقرأ بالعربية" و الخاصة باللغة العربية، منصة "نور التعليمية" الخاصة بالتربية الإسلامية، و منصة "ألف" و الخاصة بالمرحلة الثانوية و السنة السادسة. وقد كان من دواعي سروري هذا الأسبوع أن أرى الحرص والرغبة الشديدة من جانب أولياء الأمور من أجل تسجيل أبنائهم في مسابقة القرآن الكريم عبر العديد من الرسائل، و التي ستبدأ بداية من الأحد الموافق 31-1-2021 كما سيتم إرسال رسالة خاصة لولي أمر الطالب المرشح للدور النهائي بموعد و يوم المسابقة مع رابط الزوم. أطلع دائماً لرؤية طلابنا الكرام يشاركون في المسابقات التعليمية و يتفاعلون في فعاليات المدرسة التي تقام من أجل رفع مستواهم و تطوير مهاراتهم في مختلف المواد العربية.

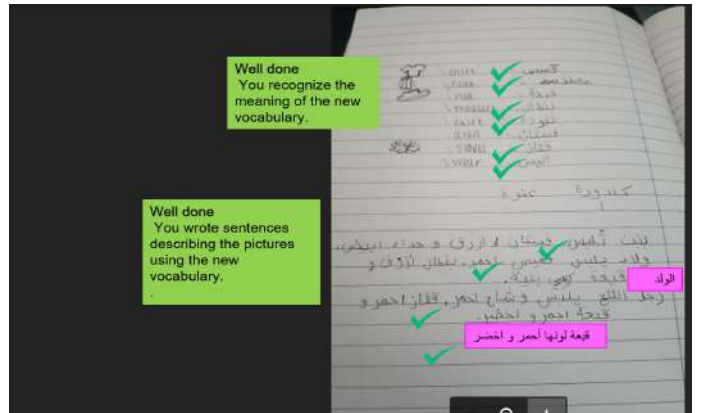
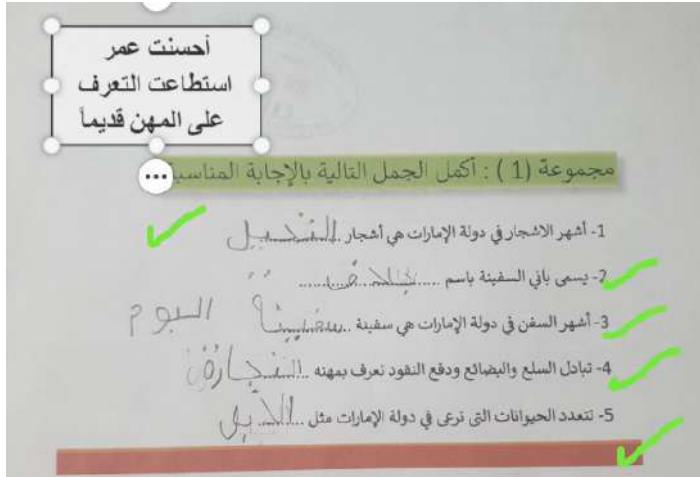
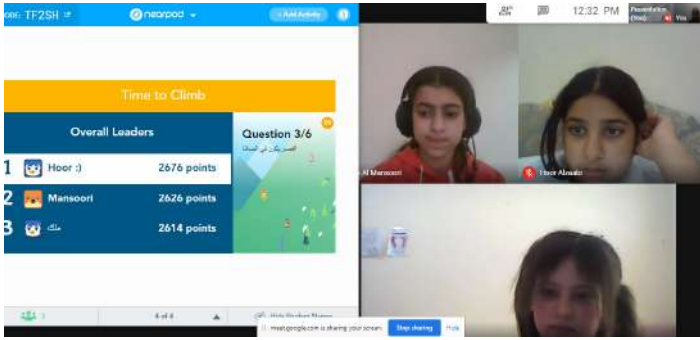
وسيلة الكفاني

رئيسة قسم اللغة العربية و التربية الإسلامية

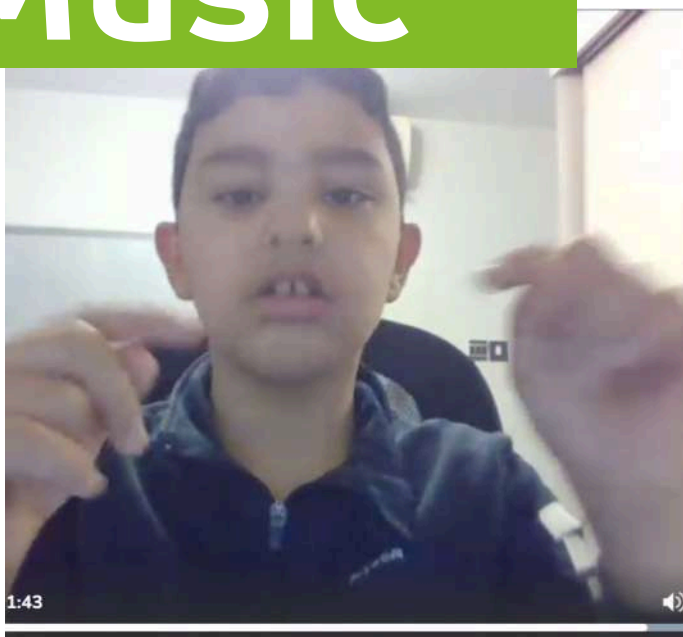








# Music



Music is a language of emotion in that it can represent different feelings and barge into the soul with no boundaries or limitations. Exposure to music can also improve children's ability to learn. Music and movement instruction has been shown to improve children's memory, cognitive development, learning skills and expressive ability.

