



Contents

FS.....	Page 10
Oasis.....	Page 11
Low Primary....	Page 13
Upp Primary....	Page 18
Secondary.....	Page 19
PE.....	Page 28
Arabic.....	Page 29
Music.....	Page 31



Dear Families,

Quran competition

This week has been a very positive one at Aspen Heights, commencing with a Quran competition on Sunday and Monday of this week for years 1-6, both Native and Non-Native Islamic students. Thank you to our committed and hardworking Arabic team for organising a very successful and well attended competition. I was very proud to attend, and very impressed with the confidence and determination of our students who competed. Thank you all for making this possible, and for families in supporting this extra-curricular event. It is only by working together collaboratively that we can enhance the educational experiences of our children; thank you for your support. Ms Rasha, our creative and talented Arabic assistant teacher put together this wonderful video that captures the essence of the event- we hope you enjoy it!

كان هذا الأسبوع إيجابياً للغاية في أسبن هايتس ، حيث بدأ مسابقة القرآن يومي الأحد والاثنين من هذا الأسبوع للسنوات 1-6 ، للطلاب المسلمين للناطقين والغير ناطقين باللغة العربية. شكراً لفريقنا العربي الملتزم و الدؤوب على تنظيم مسابقة ناجحة للغاية وحضورها جيد. كنت فخورة جداً بالحضور ، وقد تأثرت كثيراً بثقة وتصميم طلابنا الذين شاركوا في المنافسة. شكراً لكم جميعاً لجعل هذا ممكناً ، وللعائلات في دعم هذا الحدث اللامنهجي. فقط من خلال العمل الجماعي بشكل تعاوني يمكننا تعزيز الخبرات التعليمية لأطفالنا ؛ شكرا لدعمكم. أعدت السيدة رشا ، مدرستنا المساعدة للغة العربية المبدعة والموهوبة ، هذا الفيديو الرائع الذي يجسد جوهر الحدث - نأمل أن تستمتع به!

https://drive.google.com/file/d/1j90dbgd8RUA3-Ti_cil4Jt3cgYtz1QMuv/view?usp=sharing

School re-opening

Yesterday we received the exciting news that schools in Abu Dhabi can re-open from 14th February. After in-depth and careful consideration, to avoid significant change and upheaval, we decided not to move the half term break, and we are returning back to face-to-face learning on 21st February. Whenever we make decisions, we truly consider the impact on all parties; children, staff and families. As a parent myself I fully understand how challenging the extended period of distance learning has been for some families. When we return to school, we have extended the school day to 2pm, to enable greater curriculum coverage and to enable children to spend more time with their peers to accelerate their progress and connection with their school community. Thank you for your continued support and trust; it is critical during this challenging time.



تلقينا بالأمس نبأً مشوقاً مفاده أنه يمكن إعادة فتح المدارس في أبوظبي اعتباراً من 14 فبراير. بعد دراسة متعمقة ودقيقة ، لتجنب التغيير والاضطراب الكبير ، قررنا عدم تحريك فترة الاستراحة النصفية ، وسنعود إلى التعلم وجهاً لوجه في 21 فبراير. عندما نتخذ قرارات ، فإننا نأخذ بعين الاعتبار التأثير على جميع الأطراف ؛ الأطفال والموظفين والأسر. بصفتي أحد الوالدين ، فأنا أفهم تمامًا مدى صعوبة الفترة الممتدة من التعلم عن بعد بالنسبة لبعض العائلات. عندما نعود إلى المدرسة ، سيكون هناك تمديد لليوم الدراسي حتى الساعة 2 ظهراً، لتمكين تغطية أكبر للمناهج الدراسية وتمكين الأطفال من قضاء المزيد من الوقت مع أقرانهم لتسريع تقدمهم والتواصل مع مجتمعهم المدرسي. شكرا لك على دعمك المستمر والثقة ؛ إنه أمر بالغ الأهمية خلال هذا الوقت الصعب.

ISA Testing

Families in years 4,6 and 8 will have been sent details of the standardised testing that will be happening next week in your child's lessons. This testing is an important benchmarking process for our parent company ISP, and will enable us to build a more comprehensive picture of your child's learning strengths and next steps that will inform future teaching and learning. Please support us in allowing your child to complete these assessments independently; we need to know where their learning gaps are in order to bridge them. Thank you.

سيتم إرسال تفاصيل الاختبار القياسي الذي سيجري الأسبوع المقبل في دروس طفلك للعائلات في السنوات 4 و 6 و 8. يعد هذا الاختبار عملية قياس مرجعية مهمة لمزود خدمة الإنترنت الخاص بشركتنا الأم ، وسيمكننا من بناء صورة أكثر شمولاً لنقاط القوة التعليمية لطفلك والخطوات التالية التي ستطور التدريس والتعلم في المستقبل. يرجى دعمنا في السماح لطفلك بإكمال هذه التقييمات بشكل مستقل ؛ نحن بحاجة إلى معرفة أين توجد فجوات التعلم لديهم من أجل سدها. شكرا جزيلاً.

Secondary Family conferencing

Family conferencing is scheduled for Tuesday 9th and Wednesday 10th February. Your child's teachers will email you a Google Meet link for you to join your scheduled meeting on the morning of your appointment.

This appointment will allow you and your child to meet with their teacher to discuss their engagement with learning, as well as their learning targets. We hope all of you will take this opportunity to review your child's learning and progress to date; it is more important than ever that we work together to support your child's learning. If you need support with booking a slot, please contact Ms Diana Rayyan who will be happy to assist you drayyan@ahbs.ae.

من المقرر عقد المؤتمرات العائلية يومي الثلاثاء 9 والأربعاء 10 فبراير. سيرسل لك معلمو طفلك رابط Google Meet عبر البريد الإلكتروني لكي تنضم إلى اجتماعك المجدول في صباح موعده.

سيسمح لك هذا الموعد أنت وطفلك بمقابلة معلمه لمناقشة مشاركته في التعلم ، بالإضافة إلى أهدافه التعليمية. نأمل أن تنتهزوا جميعاً هذه الفرصة لمراجعة تعلم طفلك والتقدم المحرز حتى الآن ؛ من المهم أكثر من أي وقت مضى أن نعمل معاً لدعم تعلم طفلك. إذا كنت بحاجة إلى دعم في حجز مكان ، يرجى الاتصال بالسيدة ديانا ريان التي ستسعد بمساعدتك drayyan@ahbs.ae

Wishing you and your families a restful and happy weekend,

أتمنى لك ولأسرتك عطلة نهاية أسبوع مريحة وسعيدة ،

Mrs Emma Shanahan
Principal, Aspen Heights British School



Primary Update

This week's assembly was about helping our community. I am always really proud of our Aspen community as everyone shows respect, appreciation and support to one another. I am really looking forward to returning to onsite learning and seeing this in action once again. Virtually the children have demonstrated this also alongside their parents and staff, they came up with lovely ideas on how to help each other and thought about wellbeing.



I have seen some amazing learning this week across all of primary and I have been able to send gold cards to those children who have made a particular effort in their learning. I wanted to mention Year 2 this week as they were extremely creative in their English all about instructional texts. They created their own instructions on how to make cookies which they then enjoyed with their families.

Next week our school council will be meeting again to continue their discussions on how to support wellbeing. Part of our wellbeing programme includes our weekly golden time activities. Please let your class rep know if you have any ideas on how to further improve golden time.

Foxes, Hares, Hawksbill and Parrotfish all have 100% attendance this week - well done! Have a lovely weekend.

Mrs Laura Stevens
Head of Primary

#AHBSStaff

Mrs Georgiou, the Year 3 Ostrich class teacher was amazed during a Zoom lesson yesterday when Hamad showed her a copy of the book Bibby McGee, Hamad's mother happened to be searching for children's books on Amazon and came across this book. Bibby McGee was written and illustrated by Mrs Georgiou and is available to purchase on Amazon US and Amazon UK.



Congratulations!



EYFS Update

Dear Families,

I have really enjoyed looking through the work that has been submitted in the Foundation Stage classes on Seesaw. While Distance Learning is not the easiest way for our youngest students to learn, I am really impressed with the quality and independent pieces of work that have been uploaded.



In Nursery, the children have been learning about pets and had great fun talking about their own pets. We were lucky to even meet some pets during the live circle time sessions. The children also learnt about seeds and growing. I am really looking forward to seeing photos and videos of them in a few weeks. Whilst Distance Learning has been lots of fun, we are looking forward to returning to nursery on Monday!

In FS2, the children have been continuing their work on addition and have even started to solve simple addition number problems. This would be a great thing to practise at home using objects or food from around the home, e.g. Mariam has 2 strawberries and her brother gave her 3 more strawberries. How many does she have altogether? The children have also been continuing with their 'Monster' topic and using objects from their homes to create shadow monsters. I loved looking at the different shaped monsters they created.

I wish you a safe and restful weekend.

Mrs Rose Akachi
Head of EYFS



Secondary Update

It's been another amazing week of holistic learning in Secondary this week!

The Year 7s have been investigating acids and alkalis at home using homemade red cabbage indicator. It is wonderful to take learning outside of the classroom and place it within a real life context. This is just one example of how we are constantly trying to engage and enthuse our children during the distance learning programme.



This month we are celebrating 'Careers Month' in secondary. We have many activities related to careers for the children to complete this month during their wellbeing sessions. I am also very excited that our children will have the opportunity to learn about the career paths of our wonderful ISP Regional Office team. Hopefully, we'll have some of our want to be journalists interviewing the team soon!

Well done to Year 9 Futaisi for again having the best attendance in Key Stage 3.

This week the secondary teachers have been focussing on the moderation of the assessments that we ask the children to complete as part of our progress measure. We have been moderating in order to make sure that we are in line with UK Curriculum expectations.

Next week we look forward to seeing all of our secondary families during family conferencing on Tuesday and Wednesday. This is a wonderful opportunity for you and your child to discuss your child's progress and next steps with each of the subject teachers.

Wishing all of our families a pleasant weekend.

Stay safe.

Dr. Kate Plumb
Head of Secondary



Quran Competition

لقد كان من دواعي سرورنا أن ننظم هذا الأسبوع المسابقة النهائية للقرآن الكريم عبر المباشر من خلال تطبيق الزوم، حيث كانت فرصة رائعة لطلاب آسبن بأن يرتلوا آيات كريمة من القرآن الكريم بشكل مباشر و في خشوع تام و ثقة بالنفس. ومن المثير للإعجاب أيضا المستوى العالي والمتميز لدى الطلاب المشاركين في المسابقة.

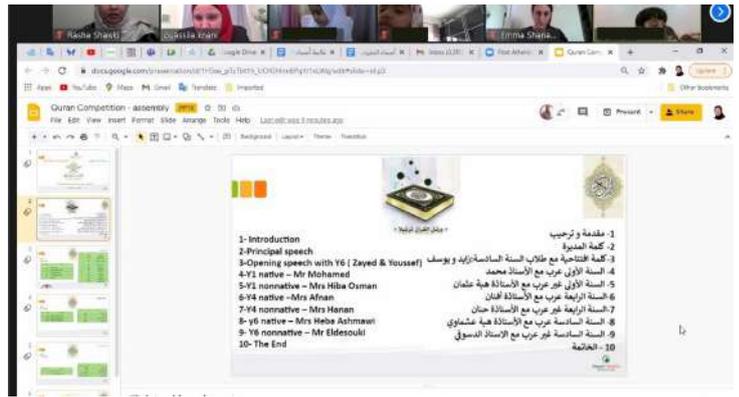
نشكر كل فريق قسم التربية الإسلامية بمدرسة آسبن الذين ساهموا في إعداد و تنظيم هذه المسابقة. كما نخص الشكر لأولياء الأمور الكرام الذين اهتموا و تابعوا هذا الأمر و ساعدوا أبناءهم على حفظ كتاب الله . كل الجهود المبذولة من أجل طلابنا هي حقًا محل شكر و تقدير دائماً. على أمل أن نلتقي و نرتقي بطلابنا إلى الأفضل دائماً.

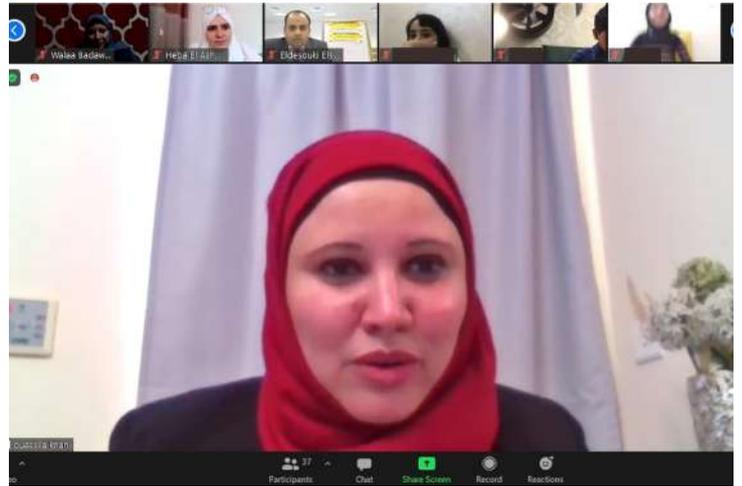
وسيلة الكناني
رئيسة قسم اللغة العربية والتربية الإسلامية

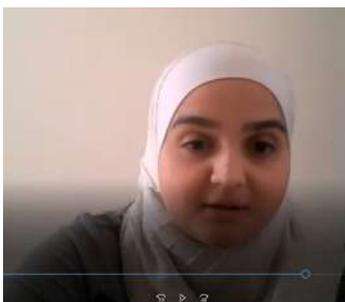
It was our pleasure to organize the final competition for the Holy Qur'an, through a live Zoom session where Aspen students recited verses from the Holy Qur'an directly with lots of confidence and clarity.

Thank you to the Islamic Studies team at Aspen Heights and all those who contributed to preparing for and organizing this competition. We also thank our parents, who supported this event and helped their children to participate in it.

We look forward to encouraging our children in learning opportunities like this.









Level	Year	Name	Points
3	3	Maher Khatib	1734
3	3	Zainab Ameen	1730
3	3	Qais Malik	1700
3	3	Muhammad Naveed	1700
3	3		1700
3	3		1700
3	3		1700
3	3		1700
3	3		1700
3	3		1700





Mateo in Geckoes enjoys creating a spider web.



Dana in Geckoes makes a spider web on the iPad.



Fahad from mice class was showing us his new Oryx.



Fahad from Mice Class was counting 6 fingers.



Maria from Mice Class was showing 6 fingers and counting.



Farida drew her own monster and used her knowledge of phonics to help her label parts of the monster independently.



Emilia from Mice class was sharing her new book Spinderella.



Farida created her own monster to help her innovate the story. She was very confident and proud when telling us about her monster during circle time.



Mice class enjoying their circle time about more or less.



Saoud from Mice class was asking his family about their favourite pets.



Emilia from Mice class was revising all she knows about spiders.



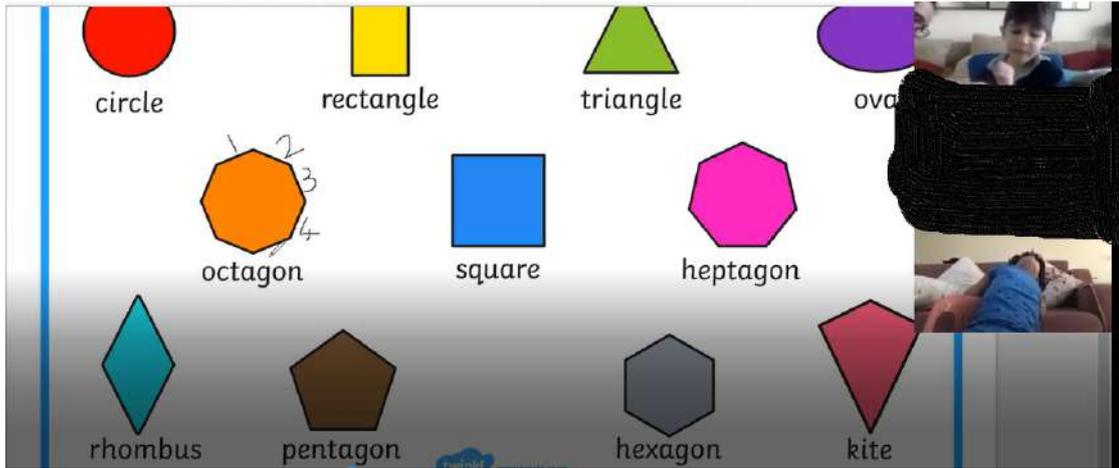
Alex in Geckoes makes his own spider web.



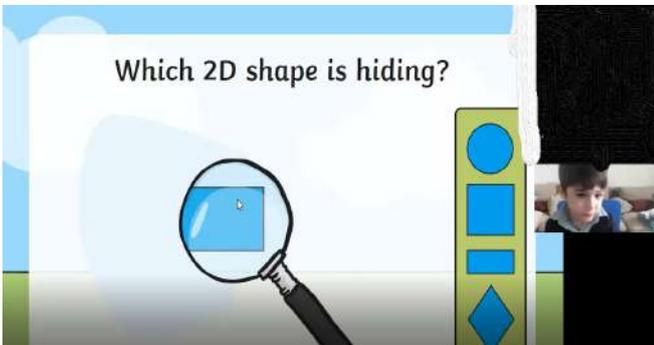
Mateo in Geckoes sprays water to help his seeds to grow.



Ahmed and Mido learning about 2D shapes.



Ahmed guessing 2D shapes.



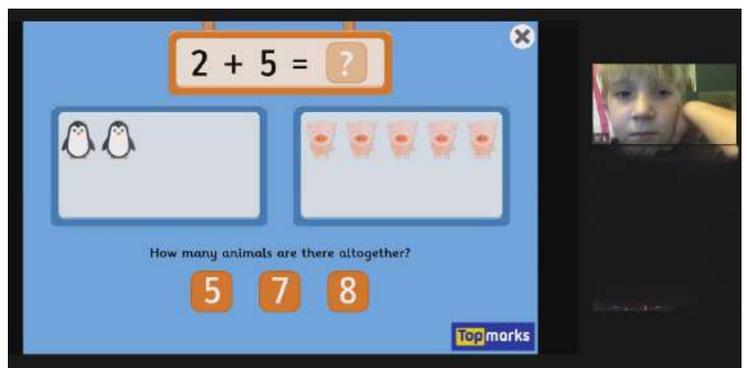
Ahmed counting doubles.



Leo reading an online book.



Erik working on addition.



Mido working on doubles.

Lower Primary



Aleks's cookies in 2G made delicious chochoate chip cookies.



Aamena Y1S is comparing the lengths of different things she has found at home.



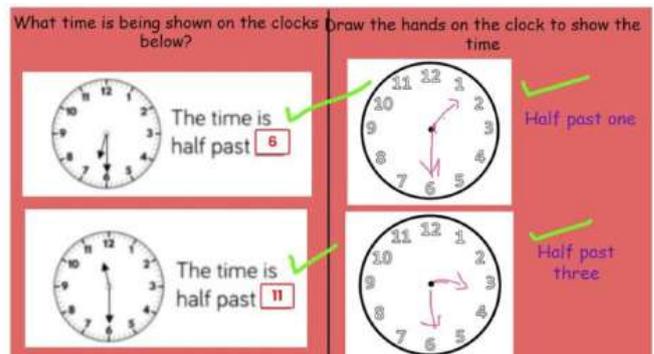
Amazing poetry art in Year 3.



Deema in 2G made beautiful baskets for her cookies.



Rory practised coding and animated his name.



Maktoom in Y2O was carefully about to draw the hour and the minute hand.



Showing the cookies made at home.



Good in 2G enjoyed making a basket.



Khaled H Y2L with his cookie basket.



Lower Primary



Mohamed Alhashmi in 2G made a beautiful basket.



Layan in 2G made a beautiful basket in DT.



Hareb in 2G showing his basket he made.



Mateo in Y30 investigating soil.

Khaled in 2G enjoyed making his basket by following instruction.



Naila with her cookie basket.



Nahyan Y2L with his cookies.



Mohmaed is busy making cookies.



Lower Primary



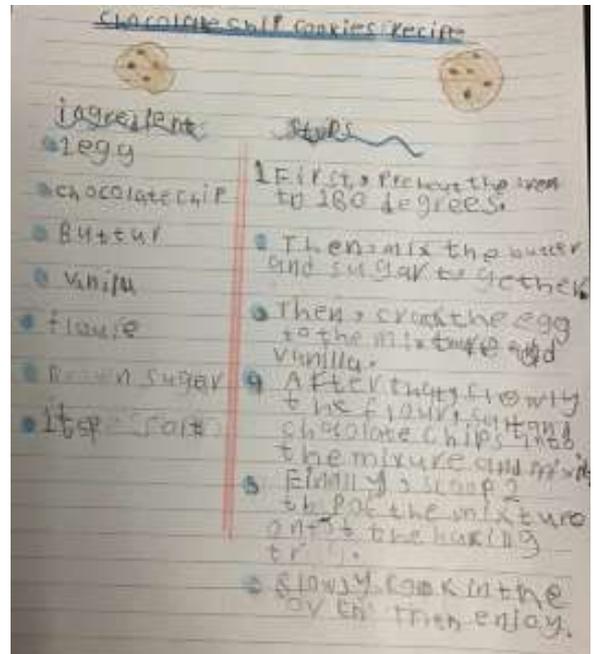
Layla in 2G enjoyed making her cookies to put in her basket.



Salama 3K enjoyed investing soil and making observations.



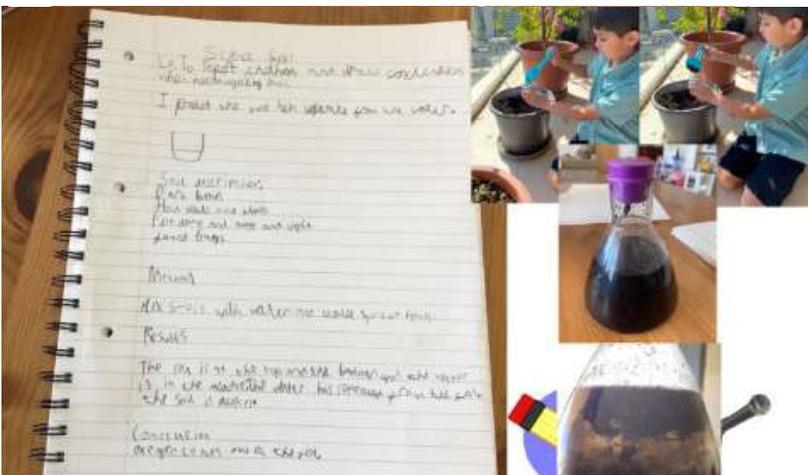
Zaina in Y3O enjoying the measuring task this week.



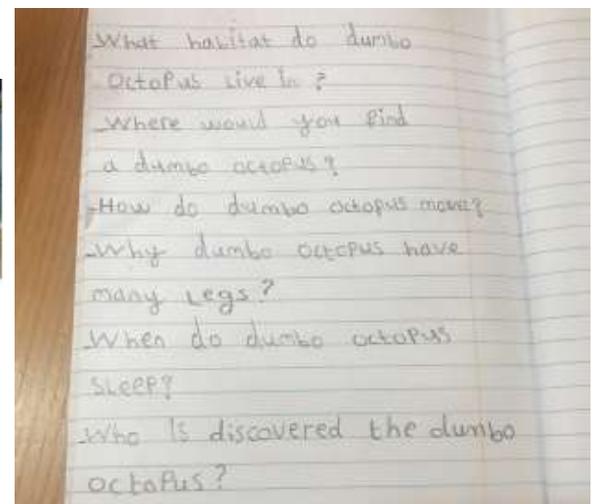
Sharing cookie recipe.



Soil investigation by Y3O.



Zakariyah in Y3O investigated soil.



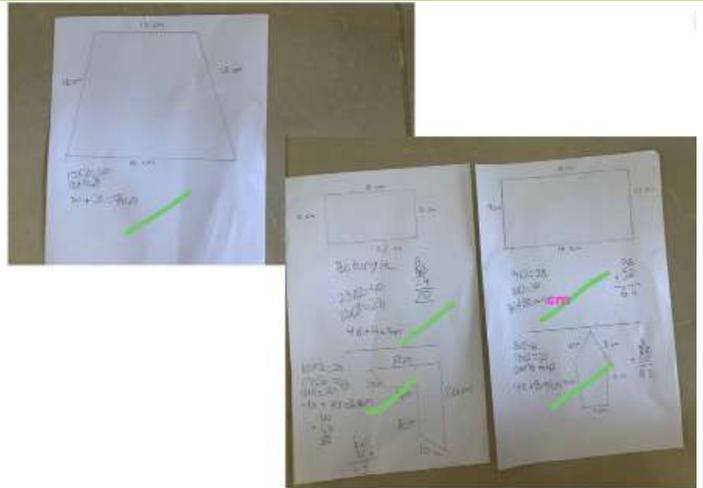
Salma in 1F wrote some amazing questions she wanted to research.



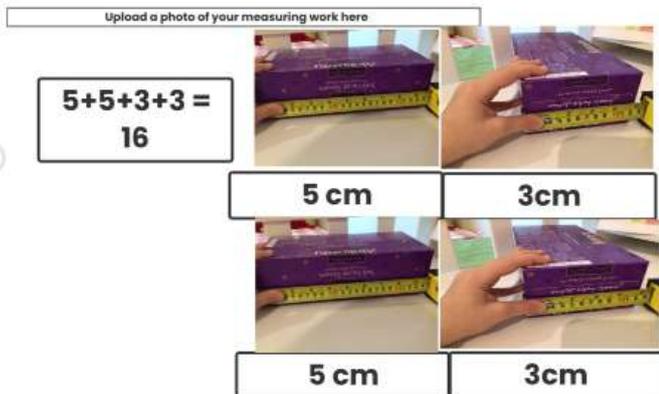
Lower Primary



Jakob making delicious chocolate chip cookies.



Lilyan 3K enjoyed calculating perimeter in this weeks maths lessons.



Noor in Y3O explaining how to find the perimeter of a shape.



Shamma in Y2O made her own clock to help her tell the time.



Taj in Y3F had fun measuring her phone and other objects.

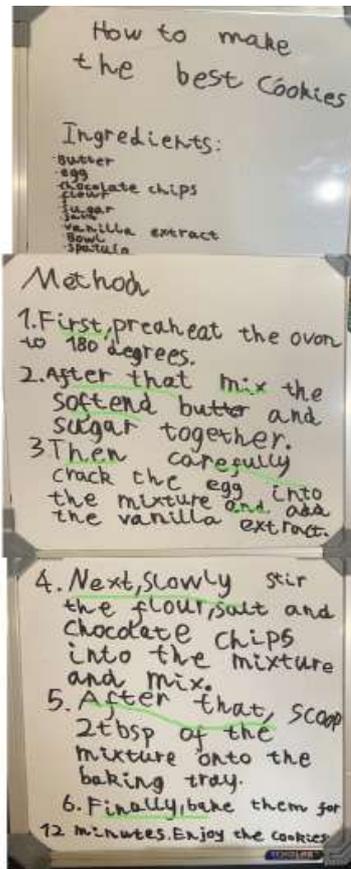
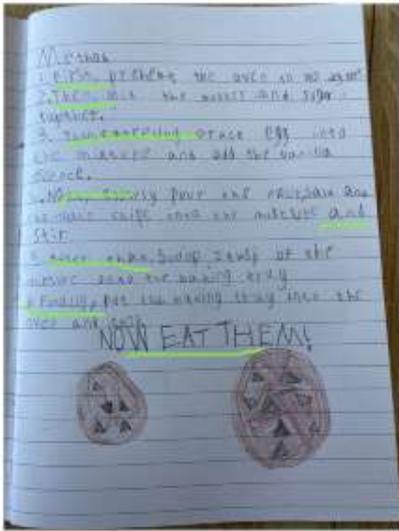
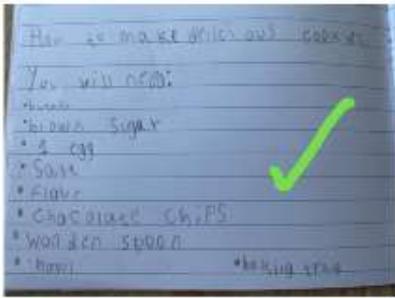


Tasha in Y2L making cookies.



Mohamed wanted to found out the height of a door in his house.





Kaspar's fantastic instructions. Ethan's super instructions.

Ethan making chocolate chip cookies.

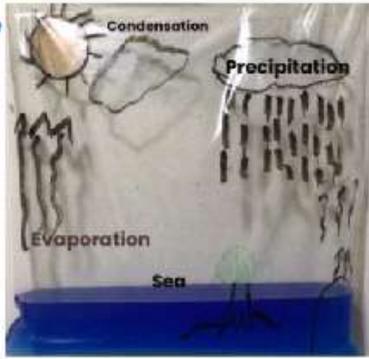
Oliver following instructions to make chocolate chip cookies.

Noura in 2G baking cookies by following the instructions.



Upper Primary

The water cycle



water vapour up in the packet and condenses into droplets
After wards, these droplets increase in shape and fell down
again in the down water

Maha in Y4H created a water cycle in a bag.



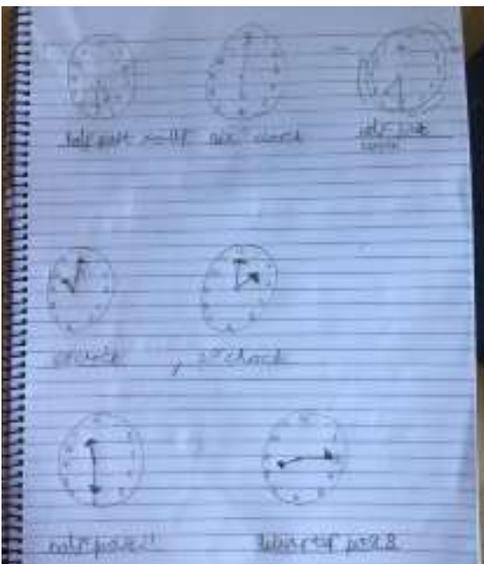
Y4S Nora's Science experiment showing the water cycle.



Isma in Y4H doingbody percussion in music.



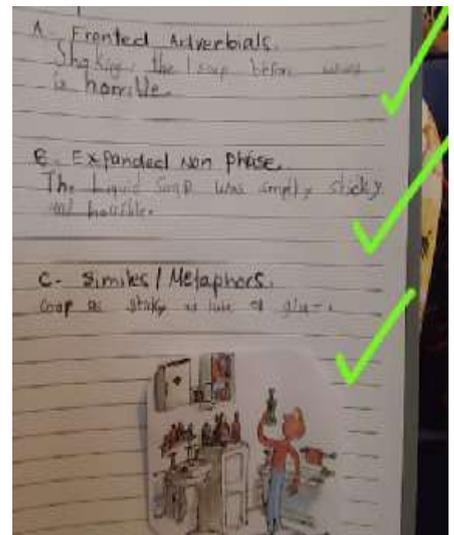
Y4 Nora and Isma creating their amazing marvellous potion!



Y4S Ava showing how she can tell the time using an analogue clock.



Megan created a water cycle in a bag experiment.



Zayed in Y4H writing a variety of sentences.



Secondary



Art and D&T:
Y7

As we explore careers in Y7 Art class this week we have discovered the importance of “Future Ready Skills” such as communication, collaboration, creativity and critical thinking that are taught within the arts. These skills can be utilized within many different career areas, thus emphasizing the importance of the arts in our curriculum.

Y8

We have started to design and create our fantastic Olympic Logos this week in Y8 arts. We have been examining the importance of annotating in order for one to be able to understand our thinking within the design process.

Y9

As we examine Street Art further and the theme of “transformation” the Y9’s have been presented a challenge of doing some artist research on Brandon Odums and his interpretation of taking something discarded and turning it into something new.

What is a MakeUp Artist do?



A makeup artist must skillfully transform the human canvas into the desired character or appearance within an allotted time frame. They will often work with their clients to enhance their physical features and create a flawless appearance. Professional and well established make-up artists can also serve as columnists and editors for beauty and style magazines. They may serve as experts on panels and write books and have their own blogs on the subject of make-up application.



By: Jade Ali yr7 Aryam

Theme: Street Art
-Transformation
Name: Brandon odums



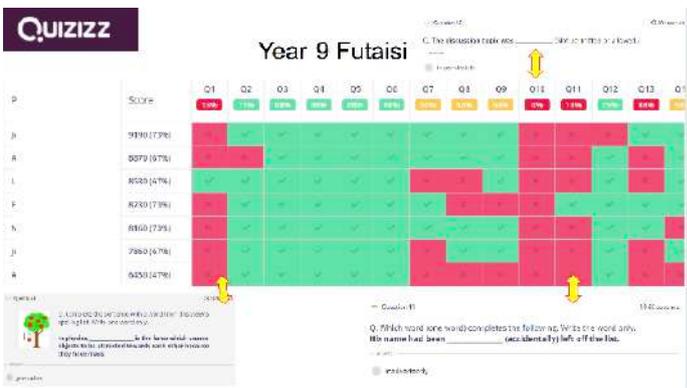
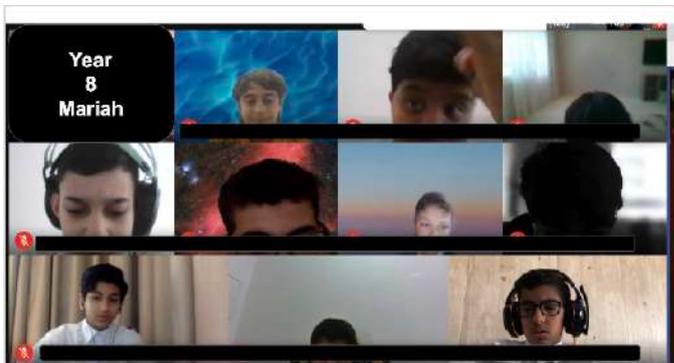
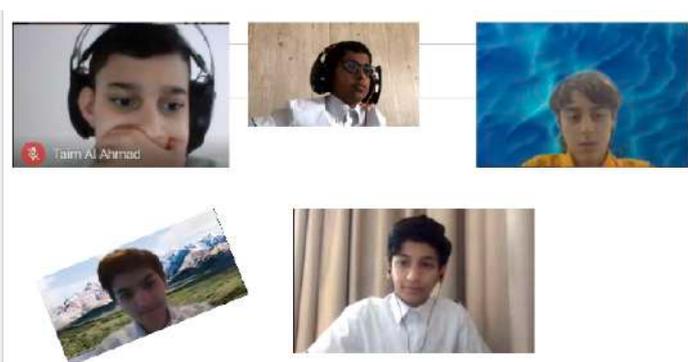
BRANDAN ODUMS - MAKING SOMETHING NEW



INSTRUCTIONS: 1) Find a discarded object 2) Think about where that object has been and use that story to transform it into something new. Theme: Transformation

Artist: Alchemy — The Art Assignment

Brilliant Blue: Well done, Larissa!



Secondary

J' habite à Abu Dhabi.
C' est situé aux Emirats Arabes
Unis . C'est la capitale .
Ma ville est dans le désert au bord de
la mer.

mer / Dhabi / bord / Unis / capitale / Emirats / Arabes / désert

Humanities:

Year 7

Students were able to demonstrate their understanding to show that earthquakes are caused by the Earth's plates constantly moving and because of friction, plates stick together. They were able to outline some examples of building improvements, how hospitals, emergency services and residents practise for an earthquake in earthquake-prone countries. They also outlined the main effects, impacts and responses during tsunamis.

Year 8

Students discussed flood management. They defined the terms hard and soft engineering. They explained how a range of hard and soft engineering schemes work. They then evaluated the impacts of hard and soft engineering strategies.

Students investigated the global distribution of tectonic hazards and plate boundaries. They explained the internal structure of the earth and listed the 2 types of tectonic plates. They viewed the map which listed the world's major plate boundaries. They then described the 3 types of plate margins.

French:

Year 7 French

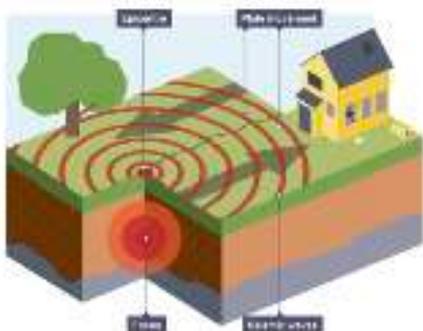
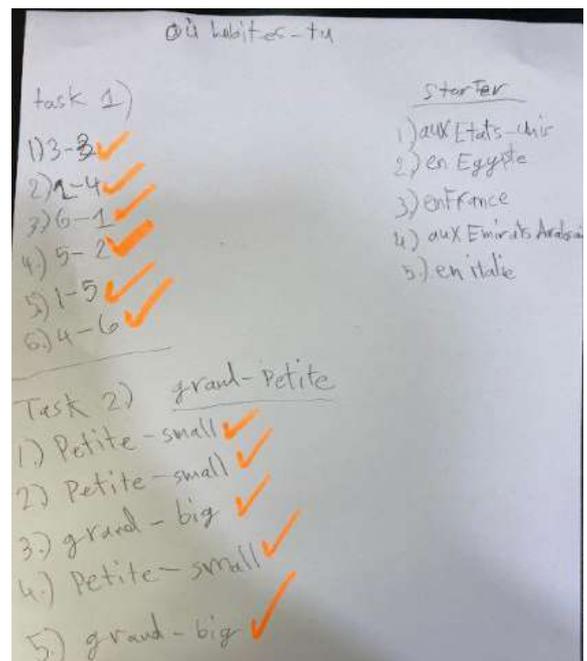
We have been practising how to describe where people live. We completed some listening tasks which assessed our comprehension. We also completed some written tasks using vocabulary from the lesson.

Year 8 French

We have continued with the theme of school this week. Our focus was the school canteen and the food available. We practised our comprehension skills through listening, reading and writing tasks.

Year 9 French

Our focus has been on the theme of pastimes once again. We learned the verb 'Aller' to go this week. We practised forming sentences describing what we do at the weekend using prior knowledge from our lessons.



Secondary

Orange Challenge

Earthquakes and Tsunamis
Year 7 T2 Wk 4

Japan tsunami 2011



Description - On Friday 11 March 2011 at 14:46:24, an earthquake of magnitude 9.0 on the Richter scale occurred. It was at the point where the Pacific tectonic plate slides beneath the North American plate. The epicentre was 30 kilometres below the Pacific Ocean seabed and 129 km off the east coast of Honshu, Japan. This triggered a tsunami. High, powerful waves were generated and travelled across the Pacific Ocean. The area worst affected by the tsunami was the east coast of Honshu in Japan.

Describe the main impacts on

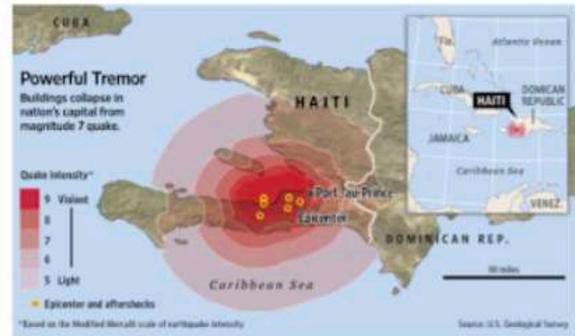
1. Infrastructure (mention the affected areas- buildings, damage to ports and airports)

The buildings would have all been damaged deeply, and they would also be very wet. The whole city would have been, actually. Most buildings would have been destroyed due to the force of the earthquake, and some would have been losing parts of their structure. A lot of necessary areas like supermarkets, fire halls, hospitals, hotels, offices and many more would have been ruined from the tsunami, and this would conclude to many people becoming homeless, jobless, starving, and untreated with their illnesses/injuries. There would also have been less food in the main area the tsunami hit, leading people to starve.

Red Challenge

Earthquakes and Tsunamis
Year 7 T2 Wk 4

Haiti Earthquake - The earthquake occurred on January 12th 2010
<https://www.coolgeography.co.uk/GCSE/AQA/Restless%20Earth/Earthquakes/Haiti.htm>



Use the link to answer the below questions

1. List 3 main impacts of the earthquake in Haiti - Loss of lives/impact on sea levels/roads
 - 316,000 people died and more than a million people were made homeless
 - Rubble from collapsed buildings blocked roads and rail links
 - 250,000 residences and 30,000 commercial buildings had collapsed or were severely damaged

Green Challenge

Earthquakes and Tsunamis
Year 7 T2 Wk 4

Tsunamis



1. Describe this picture in 2 sentences
The houses have collapsed due to the tsunami. Everything is destroyed and broken and many people probably passed away.

2. Find the meaning of a Tsunami

A huge wave caused by plate movement that can affect land.

3. Find and name the 5 most destructive Tsunamis

Sumatra, Indonesia
North Pacific Coast, Japan
Lisbon, Portugal
Krakatau, Indonesia
Ershunada Sea

Blue Challenge

Global Distribution of Tectonic Hazards and Plate boundaries
Year 9 T2 Week 4

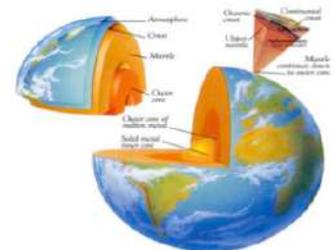


There are a total of seven major tectonic plates which cover nearly 95% of the Earth's surface.

Names of the Plate	Size in sq km	Description - 3 main key points
1 African	103,300,000 sq km	Divergent in the equator North east
2 Eurasian	67,800,000 sq km	Convergent Rotates clockwise Moves about 3cm per year, like you fingernail
3 Indo-australian	58,900,000 sq km	Convergent Counter clockwise Ring of Fire
4 North American	75,500,000 sq km	Transform Plate Continental southwest
5 Pacific	103,300,000 sq km	Transform plate North west

Orange Challenge

Global Distribution of Tectonic Hazards and Plate boundaries
Year 9 T2 Week 4



Look carefully at the internal structures of the earth in the above diagram. Then with the help of the diagram on slide 6 in the google presentation describe the below

1. Name the 3 layers of the earth - inner core outer core crust
2. Describe the two types of the earth's crust -
 - A. Oceanic crust is the outermost layer of Earth's lithosphere that is found under the oceans and formed at spreading centres on oceanic ridges.
 - B. Continental crust is the layer of granitic, sedimentary and metamorphic rocks which form the continents and the areas of shallow seabed close to their shores
3. Describe the 2 parts of the Core
 - a. Inner Core - Earth's inner core is the innermost geologic layer of the planet Earth.
 - b. Outer Core - Earth's outer core is a fluid layer about 2,400 km (1,500 mi) thick and composed of mostly iron and nickel that lies above Earth's solid inner core and below its mantle.
4. Describe the Mantle
The mantle is the mostly-solid bulk of Earth's interior.

Blue Challenge

Flood Management
Year 8 T2 Week 4

Five of the best water-smart cities in the developing world. Here are some innovative ways cities are managing, protecting and conserving water supplies. **Research and briefly describe how they were successful (any 3)**



Bangalore, India Protecting lakes from land grabbers



Cape Town, South Africa Storing water on a massive scale



Sorocaba, Brazil Cleaning up polluted rivers



Beira, Mozambique - A big team with a grand vision

Red Challenge

Flood Management
Year 8 T2 Week 4

Room for the River is to return the natural floodplains to the river



Netherlands consistently leads the way when it comes to water management. The Dutch government's \$2.8 billion **Room for the River project**. The project itself represents a huge departure from traditional thinking. Instead of fighting the water, **Room for the River** embraces the concept of seasonal and tidal flows. It re-imagines the existing landscape and provides better protection for the four million Dutch people living in areas prone to flooding.
<https://www.investorby.org/daily/entry/best-country-water-management-the-netherlands>

1. Investigate and write 3 key points of the projects
 1. There are 25 different projects to stop the water from flooding the Netherlands.
 2. Dredging deeper riverbeds, moving dikes further back from the riverbeds and people living further inland to stop house damage.
 3. They've spent over 2.8 billion dollars to stop flooding for the homes of 4 million people living in the Netherlands.

Secondary

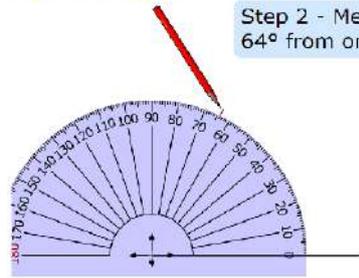
Maths:

In Mathematics Year 9 students learnt how to use compass and protractor to construct triangles, angle bisectors and perpendicular bisectors of the line segments. Year 8 has revised for and sat the test on algebra. Year 7 practised mental calculations with decimals and then learnt written methods for adding, subtracting, multiplying decimals. We also discussed dividing decimals by a whole number.

Constructing a triangle from two sides and an angle.

Draw a triangle with sides 6 cm and 5 cm, with an angle of 64° in between.

Step 2 - Measure an angle of 64° from one end of the line.



Now it's your turn!

You can use the working out box to help

- 1 $8 \times 2.8 = 22.4$ ✓
- 2 $7 \times 8.2 = 57.4$ ✓
- 3 $4 \times 3.2 = 12.8$ ✓
- 4 $2 \times 5.2 = 10.4$ ✓
- 5 $5 \times 4.6 = 23$ ✓

Work

Remember, the golden rule with decimals is...

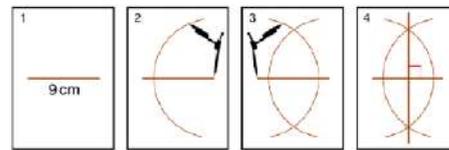
line up the decimal points!

This will be even more important when the values have different numbers of decimal places.

0	.	$\frac{1}{10}$	$\frac{1}{100}$
7	.	4	7
3	.	8	6
4	.	6	1

SKILL: REASONING

Draw a line 9cm long. Construct its perpendicular bisector.

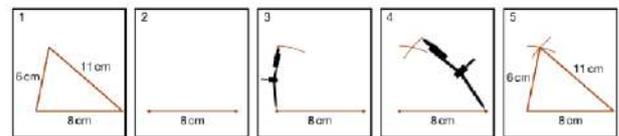


- 1▶ Use a ruler to draw the line.
- 2▶ Open your compasses to more than half the length of the line. Place the point on one end of the line and draw an arc above and below.
- 3▶ Keeping the compasses open to the same distance, move the point of the compasses to the other end of the line and draw a similar arc.
- 4▶ Join the points where the arcs intersect. Do not erase your construction marks. This vertical line is the perpendicular bisector.

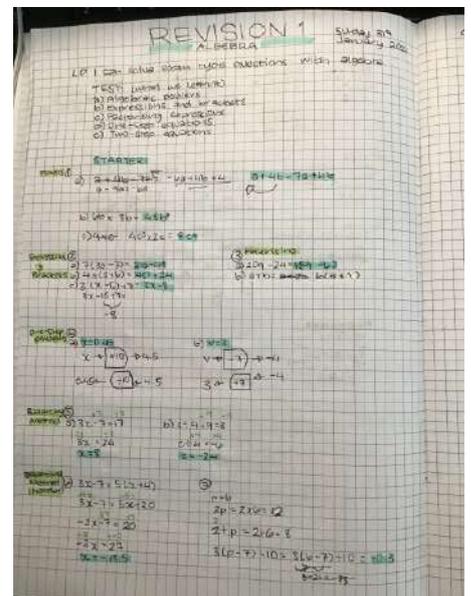
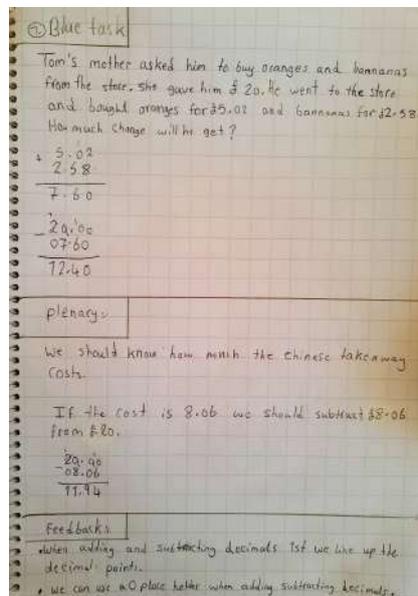
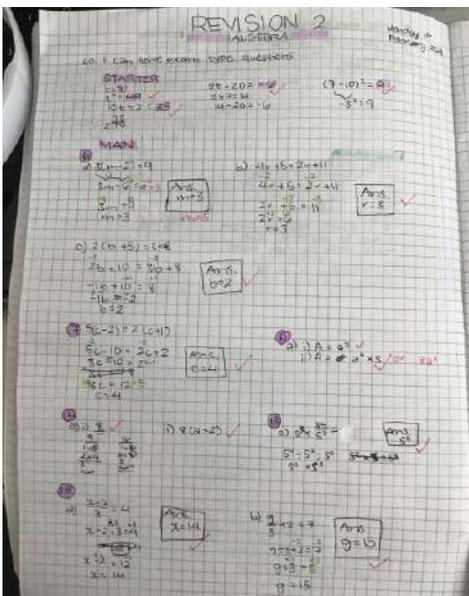
CONSTRUCTING TRIANGLES

SKILL: REASONING

Construct a triangle with sides 11 cm, 8 cm and 6 cm.

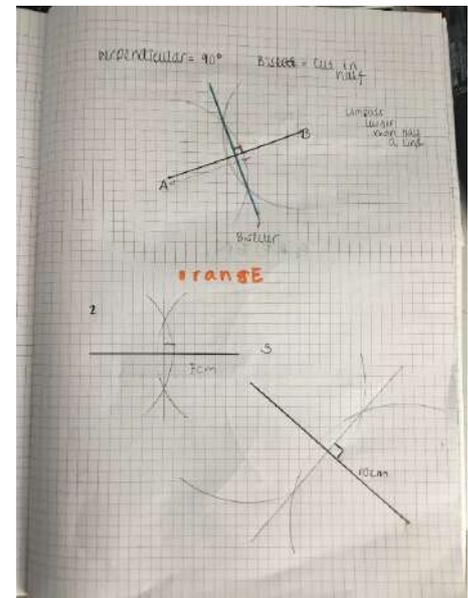
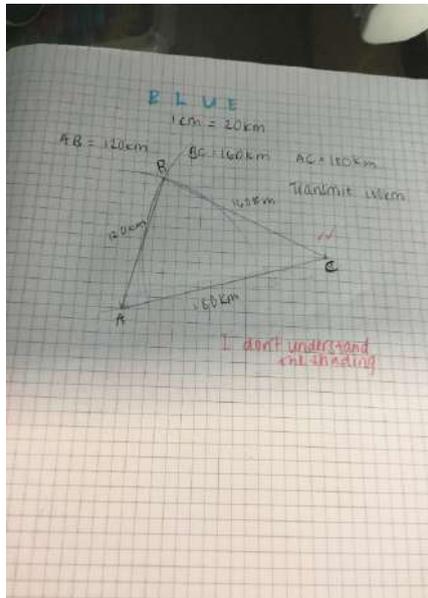
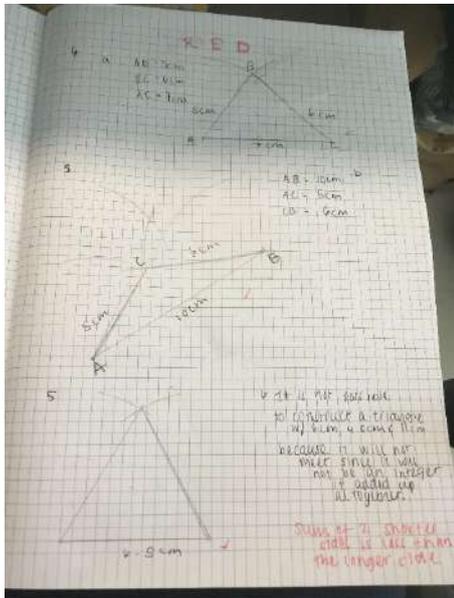
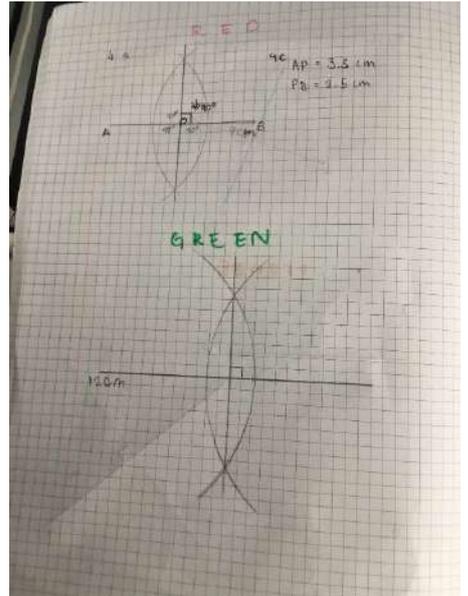
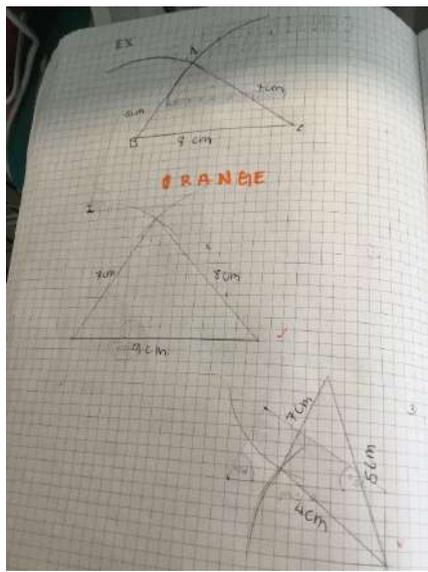


- 1▶ Sketch the triangle first.
- 2▶ Draw the 8 cm line.
- 3▶ Open your compasses to 6 cm. Place the point at one end of the 8 cm line. Draw an arc.
- 4▶ Open your compasses to 11 cm. Draw another arc from the other end of the 8 cm line. Make sure your arcs are long enough to intersect.
- 5▶ Join the intersection of the arcs to each end of the 8 cm line. Do not erase your construction marks.



Secondary

Exam Type questions 2 1/2/2021
 L.O: I can solve exam type questions.
 Starter:
 $Z \times Z \times Z \times Z = Z^4$
 $Z + Z + Z + Z = 4Z$
 $Z - Z = 0$
 $Z/Z = 1$
 $Z^2/Z = Z$
 $Z^4/Z^3 = Z$



Feb. 2. 2021
 I can Subtract decimals.
 $7.45 - 3.75 = 3.7$
 Correct!
 Uuuu

Primary:
 I need to stand all the weeks.

Objective: I can add and subtract decimals
 Starter:
 1) 23.2
 2) 22.4
 3) 17.7
 4) 27.0
 5) 45.6
 Red task:
 a) $4.52 + 2.60 = 7.12$
 b) $19.80 + 2.45 = 22.25$
 c) $45.32 - 0.150 = 44.62$
 d) $2.40 - 0.76 = 1.64$
 e) $7.654 + 9.760 = 17.414$
 f) $33.679 - 4.634 = 29.045$
 2) $3.17 - 0.76 - 0.002 = 2.408$
 $3.040 - 1.100 = 1.940$
 $1.940 - 0.760 = 1.180$
 $1.180 - 0.002 = 1.178$

Secondary



What happens in a chemical reaction?

- irreversible
- colour change
- gas being given off
- energy
- new substances

oSo= Sulfur oxide

OO= Oxygen

Ar=Argine.

NH3= nitrogine

3 When 4 g of zinc react with 1 g of oxygen, what mass of zinc oxide is produced? $\frac{5g}{\text{zinc oxide}}$

copper + oxygen → copper oxide

Calculations involving current, voltage and resistance

- Resistance is measured in ohms, the symbol for this is Ω .
- The equation linking current, voltage and resistance is;
 - Voltage (v) = Current (A) x Resistance (Ω)

Example
 What voltage do you need to make a 2 A current flow around a circuit with a resistance of 5 Ω ?
 voltage = current x resistance
 $V = I \times R$
 $= 2 \text{ A} \times 5 \Omega$
 $= 10 \text{ V}$

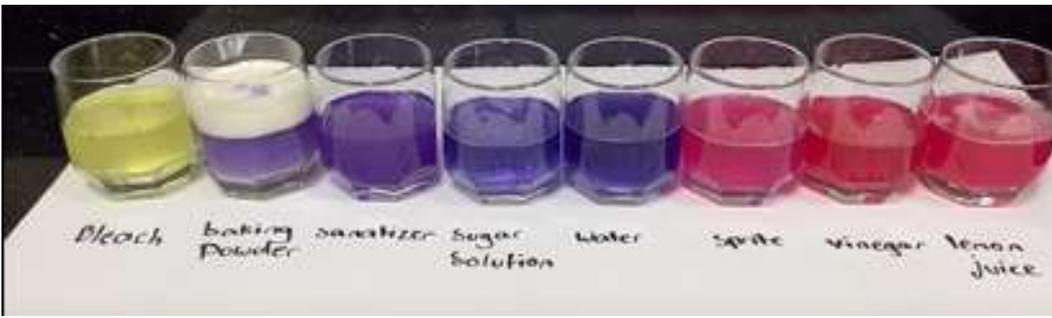
Q Calculate the voltage needed to make a 5 A current flow through a circuit with a resistance of 20 Ω .

Science:
 Year 7
 Year 7s have had a busy week trying to recreate an indicator using Red cabbage to identify various household acids and alkali! Students were encouraged to try this at home and we have had some success. A massive well done to Aiman Elbur, Aisha Al Naqbi, Mahra Alhashmi and Salama Al Hosani. We also studied how the pH scale works and what it means to have a strong/ weak acid and alkali.

Year 8
 This week we had a look at how to recognise chemical changes and the characteristics of elements that go through a reaction. We then learnt all about the Periodic table and the groups involved.

Year 9
 This week we focused on how electromagnets work and its uses in the space industry. We have also touched up on the differences between voltage, current and resistance. With a bit of maths involved this week, students have been able to practise some calculations.





Current electricity

ammeter provides the 'push' of electricity

bulb converts electrical energy into light

motor converts electrical energy into kinetic energy.

Switch opens and closes the circuits

voltmeter measure the voltage

Series

Pararell

ammeter provides the 'push' of electricity

bulb converts electrical energy into light energy

Cell Convert electrical energy into kinetic energy

switch opens and closes the circuit

motor measures the voltage

voltmeter measures the current

series parallel

the current through the cell splits up when it comes to a junction

All the bulbs go off when switch is open

Each bulb can be controlled individually

if you add more it will be the same

$A = \text{current/ammeter}$
 $V = \text{power/voltage}$

Hydrogen = H

Helium = He

Carbon = C

Lithium = Li

Beryllium = Be

Boron = B

Nitrogen = N

Oxygen = O

Fluorine = F

Neon = Ne

Hydroponics
Few updates from the Hydroponics this week!



Another busy week of PE across the school here in Aspen Heights. A massive thank you to our amazing students who have shown a fantastic level of interaction in our lessons across primary and secondary. Everyone knows where they need to be and when, so the lessons have been very productive and the attendances have been extremely high. Secondary students are getting access to more individualised lessons to suit their needs and the Workouts of the Day have been as fun as they have been tiring!

The weekly PE challenge for our primary students goes live every Monday and the responses have been wonderful to see. We ask the students to provide us with a picture or video of their attempts. Some class groups are having upwards of 75% response rate, making the PE teachers very busy giving feedback on your efforts! Thank you to all.

Stay safe, stay active and stay healthy!

The PE team.



Arabic



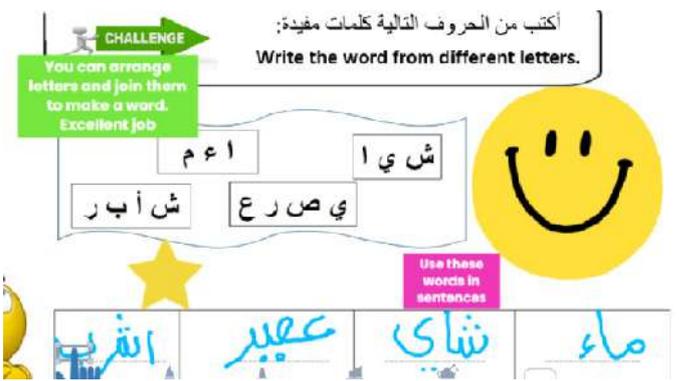
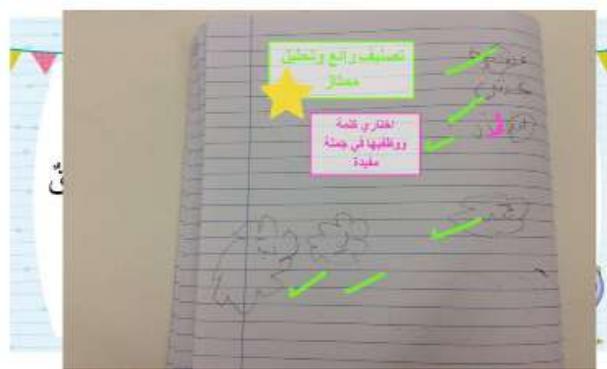
كان هناك رجل اسمه ماجد
لديه ابن اسمه وحيد كان
وحيد يرسم الأوساخ باليدوية
الممزلة ولا يسمع نصيحة
والده ، ذهب الأب لرجل حكيم
لننصحه ماذا يفعل مع والده
أعطاه الرجل بذور وقال له
أعطيتها لولدك ليزرعها
زرعها وحيد وعنى بها
حتى ازهرت ولما تحدثت
معه شعر بالدهشة ومع
الوقت جعلها ورسم
الأوساخ باليدوية ذابت
الزهره وجلس بيكي وقالت
له النبتة انه يجب ان بهتم
. ولا يرسم الأوساخ

قصة صحيحة أحداث
مترابطة حقائق
الهدف بوركت
جهودك سلطان

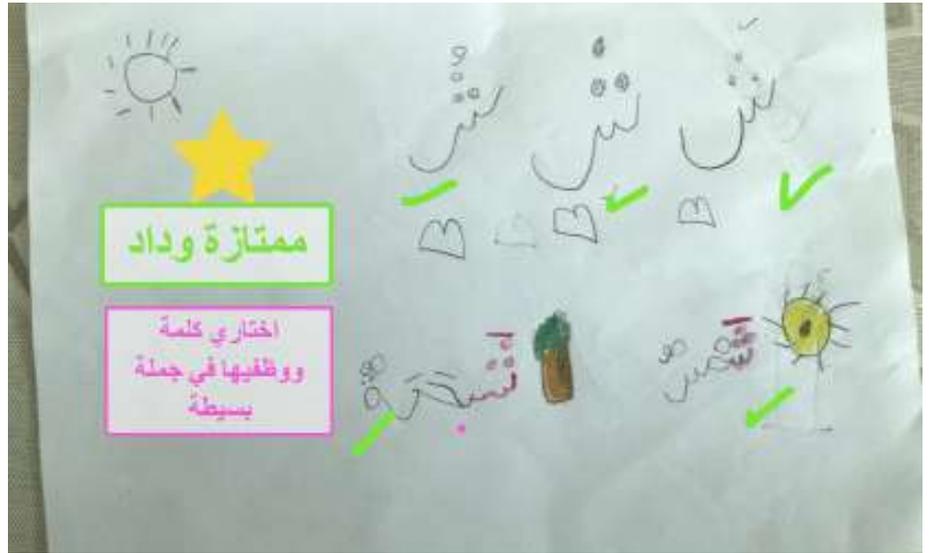
سلمت يمانك يا مبدع
واقف كلمة طاووس
في جملة تامة
المعنى



أسبوع جديد حافل بالخبرات التعليمية و الأنشطة المسلمية خلال حصص اللغة العربية لجميع المراحل.
فقد تعرف طلاب السنة الأولى على حرف جديد من حروف اللغة العربية، واكتشفوا قصة جديدة لحرف الشين تعرفوا من خلالها على مفردات و عبارات جديدة كما تمكنوا من كتابة و قراءة كلمات تحتوي على حرف الشين.
كما قام طلاب السنة الثانية بالتعرف على قصة الطاووس و التركيز على الحروف المتشابهة مثل الطاء و الظاء. إلى جانب ذلك فقد ابتكروا و صمموا طاووس بطريقتهم الخاصة باستخدام أدوات متنوعة.
أما طلاب السنة السابعة فقد تعرفوا على التشبيه ، وتحديد أركانه من خلال قصيدة ” قيمة العلم ”. كما كانت لديهم القدرة على إنتاج جمل تتضمن أركان التشبيه .
و طلاب السنة الثامنة فقد تعرفوا على فن الأمثال العربية وخصائصها من خلال قصة ” القول ما قالت حذام ” كما استطاع الطلاب تلخيص القصة بأسلوبهم بلغة سليمة.
أما السنة التاسعة فقد استمتعوا خلال هذا الأسبوع بدراسة قصة ” وداعاً يا أحبابي ” ، واستطاعوا تحديد عناصر القصة المختلفة ، وكانت لديهم القدرة على معرفة أسلوب الكاتب في تقديم شخصياته، بالإضافة لتفعيل منصة ألف التعليمية .



استطاع مارون تعريف الأمثال الشعبية ، وتحديد خصائصه
 هدفه القادم يا بطل : معرفة قصة المثل " القول ما قلت حد
 لماذا هي الأمثال الشعبية؟
 عبر الأمثال الشعبية عن تجربة إنسانية
 صادقة في معانيها.
 لماذا تمتاز الأمثال الشعبية؟
 تمتاز الأمثال الشعبية بالإيجاز في
 العبر.
 لماذا هو كتاب النص وما مولده؟
 محمد عماد زكي الوائلي مواليد
 دمشق سنة 1957



تحدي
 إذا وجدت شخصاً يرمي الأوساخ
 على الأرض... كيف تنصحه بعدم
 رمي الأوساخ؟ والتخلص من هذه
 العادة؟
 انصحه بعدم رمي الأوساخ بطريقة
 مهذبة واقول له هيا ننظف معاً

بوركت جهودك
 أنتقت التحدي
 والإجابة بشكل
 صحيح



ما أحب من الأسئلة التالية

استطاع محمد تحديد التكرار العامة للنص
 تحديد علاقات التكرار و التكرار
 هدفه القادم يا بطل
 تحديد لغات الكتاب في تقديم شخصية

نشاط 1

ما الفكرة العامة للنص؟
 تحديد لغات الكتاب في تقديم شخصية

ما معنى المفردات التالية:
 أسراب : مجموعة
 دنياً : كل ما يدب على
 الأرض
 صدق : منع حدوثه
 طرد : جرح

ما ضد المفردات التالية:
 الغباء : الفطنة
 بسالة : الخوف
 المهنين : المشوش
 مدعورة : شجاعة
 أخفا : أفضح

Eldesouki Elsayed Mostafa
 a few seconds ago
 بالتمسك

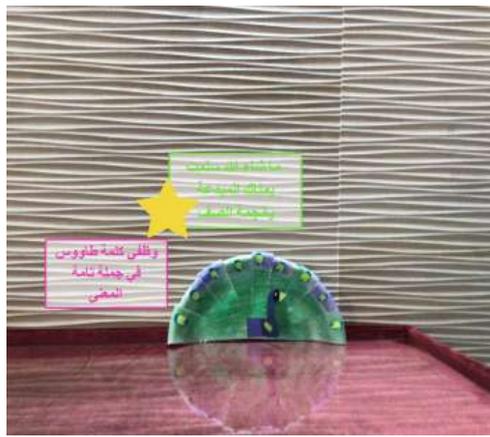
Eldesouki Elsayed Mostafa
 a few seconds ago
 بالتمسك

القول ما قالت حدام المفردات

mohamed
 m
 1
 12007
 14 out of 16

Humaiddd
 2
 11734
 14 out of 16

Haroun
 3
 10732
 13 out of 16



اكتب من الحروف التالية كلمات مألوفة:
 Write the word from different letters.

م ا ه ا
 ش ي ا
 ش ا ب ر
 ي ص ر ج

Thank you for your handwriting

عجوز
 نايض
 أسرم

Music



Music can be relaxing and help students beat anxiety or stress while studying. Music allows students to try something new and develop confidence as they master singing or playing an instrument. We all know that listening to a favorite artist or song can lift a mood and relax us.

