



**Dedicated to delivering
AMAZING LEARNING**

**Weekly Update
Term 2, Wk 6 11th February 2021**

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Dear families,

Family Wellbeing:

Another busy week of learning and community engagement draws to a close at Aspen! Children have been working so hard this half term; we have got together a few family wellbeing activities and ideas to inspire you over the break. Please see a link to the file here:



أسبوع آخر حافل من التعلم والمشاركة المجتمعية يقترب من نهايته في آسبن! يعمل الأطفال بجد مع نهاية منتصف هذا الفصل؛ لقد جمعنا بعض الأنشطة والأفكار المتعلقة برعاية الأسرة لإلهامكم خلال فترة الإجازة. يرجى الاطلاع على رابط الملف هنا:

<https://docs.google.com/presentation/d/1b8G75de0LtpezP91lr94dBbKhFpQuG44vn1E4fNY24/edit?usp=sharing>

We hope you all have a lovely break.

نتمنى لكم جميعاً استراحة جميلة.

Secondary conferencing:

Thank you to all the families who attended the secondary family conferencing; we hope you found it useful to clarify your children's attainment and targets, and had time to talk to each teacher.

شكراً لجميع العائلات التي حضرت مؤتمر الأسرة الثانوي؛ نأمل أن تكون قد وجدت أنه من المفيد توضيح إنجازات أطفالك وأهدافهم، وأنه كان لديك الوقت للتحدث مع كل معلم.

On Tuesday 16th the Early years and Primary family conferencing will go live on the engage portal; please look out for an email that will be sent next week. Early Years and Primary family conferencing will happen on Tuesday 24th and Wednesday 25th February; we hope that having a week to sign up for family conferencing will enable all families to attend via zoom.

في يوم الثلاثاء 16 فبراير، سنفتح الحجز للاجتماعات للمراحل التأسيسية والابتدائية مباشرة على بوابة الطالب الإلكترونية؛ يرجى البحث عن البريد الإلكتروني الذي سيتم إرساله الأسبوع المقبل. ستعقد الاجتماعات يومي الثلاثاء 24 والأربعاء 25 فبراير؛ نأمل أن يكون فتح الحجز لمدة أسبوع كافية لتمكين جميع العائلات من الاشتراك في الاجتماعات العائلية والحضور عبر زوم.



ISA testing:

Thank you to children, staff and families in years 4,6 and 8 for their support with facilitating the ISA testing this week. These have all been completed and we will share the marks when they are sent to us in late April.

شكراً للأطفال والموظفين والأسر في السنوات 4 و 6 و 8 على دعمهم في تسهيل اختبار ISA هذا الأسبوع. تم الانتهاء من كل هذه العلامات وسنشاركها عند إرسالها إلينا في أواخر أبريل

Short story competition:

Please see a video from me telling you all about an exciting opportunity for our entire community to have their creative ideas commissioned by Netflix for a short film about the UAE!

يرجى مشاهدة مقطع فيديو مني أخبركم بكل شيء عن فرصة مثيرة لمجتمعنا بأكمله للحصول على أفكارهم الإبداعية بتكليف من Netflix للحصول على فيلم قصير عن الإمارات العربية المتحدة!

<https://drive.google.com/file/d/17vVzja7pqu88bwZ6clS7c0xwGhX8V-tf/view>

- Story/ script/ long or short- about 'Hope, love or dreams'
- Set in the UAE
- You are the main character (child, staff, families)
- Please write in English
- Send to uaestories@ahbs.ae
- Deadline Sunday 21st February

- قصة أونص قصير أو طويل عن الأمل، الحب أو الحلم
- الموقع هو دولة الإمارات
- أنت الشخصية الرئيسية - طالب، موظف أو عائلة
- يرجى الكتابة بالانجليزية
- يرجى الإرسال إلى
- آخر يوم للتسليم هو الأحد 21 فبراير

I know we have some published authors in our staff and parental community so over the half term break why not challenge your creativity?! We can't wait to receive entries from children, staff and families!

أعلم أن لدينا بعض المؤلفين الناشرين في فريق العمل لدينا ومجتمع العائلات، لذا خلال فترة التوقف لنصف المدة، لماذا لا تتحدى إبداعك؟ لا يسعنا الانتظار لتلقي المشاركات من الأطفال والموظفين والعائلات!

Return to school:

We are ready with our medium term plans, topic overviews, and health and safety provision, ready to open on 21st February; we are very much looking forward to seeing families and children back at Aspen then.

نحن جاهزون بخططنا لتعليمنا خلال منتصف الدراسي الثاني، وخطط توفير الصحة والسلامة، وجاهزين للافتتاح في 21 فبراير نحن نتطلع بشدة لرؤية العائلات والأطفال مرة أخرى في أسبن حينها.

Have a lovely mid-term break and stay safe!

نتمنى لك استراحة جميلة في إجازة منتصف الفصل وكن آمناً!

Mrs Emma Shanahan
Principal, Aspen Heights British School



Primary Update

I cannot believe that we are halfway through this academic year! I have seen some amazing learning happening again this week and have been able to give out many gold cards. I was particularly impressed with Year 3's performance poetry. I loved their expression, enthusiasm and clarity in their performance, well done!



Another huge well done to our Year 4 and Year 6 children who completed their ISA assessments this week. They carried out assessments in writing, reading, maths and science and all tried extremely hard. The results are due some time in April.

The best attendance this week goes to Foxes and Hawksbill for achieving 100%! Well done to our whole community for persevering and working together to make this half term of distance learning a successful one. I hope that you all enjoy the well deserved break and we look forward to seeing you in school on 21st February.

Mrs Laura Stevens
Head of Primary



EYFS Update

Dear Families,

At the start of the year, we didn't imagine that this half term would be spent Distance Learning but it has been a half term full of fun, engaging learning thanks to the dedicated Foundation Stage staff, supportive families and enthusiastic children.



Thank you to all of the Nursery families who have been so understanding and supportive of the changes between Distance Learning and onsite learning. Whilst we were only onsite for a short time, it was lovely to see you arriving at Nursery with smiles on your faces and having fun in class with your friends and teachers. To celebrate the end of this term, all of the Nursery classes joined together for an online dance party, which was great fun, and something we would like to do again in the future.

In FS2, the children rounded up their topic on 'Monsters' by creating their own 'Not Now, Bernard' stories. Talk for Writing has really helped the children to remember the story structure and language and it was great to see the children using their phonic knowledge to write their own versions. This week the children also made their own monster ball game and used their maths skills to keep score. Thank you to all the families that have been supporting with reading at home. A big well done to all of the children who have read at home, at least 3 times, every week. It is great to see the progress you are making with your reading skills. The new reading reward challenge will start next term.

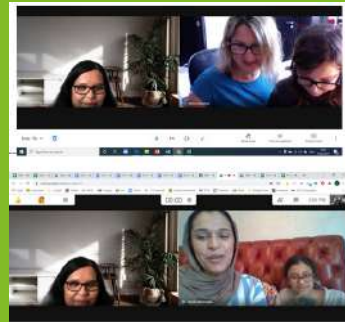
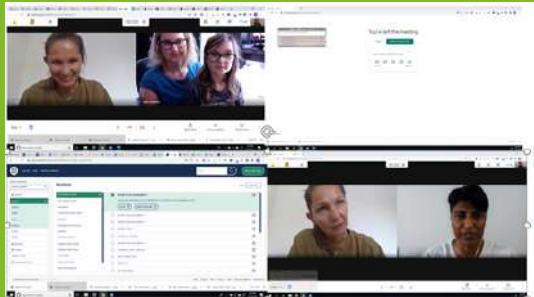
I would like to wish you all a restful and safe break. I am looking forward to seeing you on 21st February.

Mrs Rose Akachi
Head of Foundation Stage



Secondary Update

Thank you to all of our families who took the opportunity to connect with our secondary teachers this week during family conferencing. Family conferencing is a great opportunity for parents, children and teachers to discuss the individual progress of every child and the next steps in learning. On this occasion we increased the appointment time by 50% in order to allow each family the time to thoroughly discuss their child's learning, we hope that this was a positive step forward, if you have any feedback regarding this please do email me headofsecondary@ahbs.ae



This week saw a momentous day for the UAE, yesterday was very important and will go down in history with the 'Arabs to Mars' mission. The UAE reached a significant milestone in astronomy as the Probe 'Amal' landed yesterday (9th February) on Mars.



We regularly celebrate science at Aspen Heights and this month we have Science week beginning on Sunday 28th February and also we have the opportunity for some children to join the ISP Scientist programme. This is a very prestigious programme focusing around the theme of 'Plastic Pollution'. This programme will involve turning plastic into useful objects through app based technology, bespoke to the programme, workshops which you can attend and an opportunity to meet a scientist through a live webinar. An amazing opportunity! Watch out for an email from Ms Nisha for more information.



We very much look forward to seeing the return of our secondary students on Sunday 21st February for the start of our face to face learning programme. Year 8 and 9 will return for face to face learning on Sunday 21st February and Year 7 will return on Monday 22nd February. Each year group will have a dedicated induction on the day they return to school to support them.

Year 9 on Sunday 21st February during session 2
Year 8 on Sunday 21st February during session 2
Year 7 on Monday 22nd February during session 1

In order to prepare for our re-opening please note that all students 12 years old and above need to have a negative COVID test within 96 hours of returning to school. The schedule indicates that students of Aspen Heights British School should be tested on **Wednesday 17th February (12pm - 5pm) at Biogenix G42 Healthcare Company - Unit 2-6 - Masdar City**. Please refer to my official communication yesterday for more details.

Wishing all of our children and families a very happy and safe half term and look forward to seeing you all from 7:30am on Sunday 21st February.

Dr. Kate Plumb
Head of Secondary

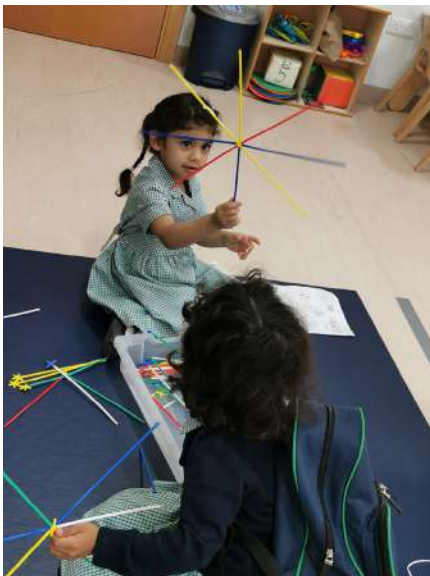




Nursery children enjoying in the classroom.



Ghaith practising writing some tricky words.



Amazing creations with straws in Mice class.



Emilia from Mice was investigating all the insects.



Fahad, Emilia and Maha from Mice class were playing an interactive coding computer game.



Hamna in Sparrows is subtracting monster teeth.



Children enjoying playing in the classroom.



Maha exploring making spider webs.



Mice class enjoying their circle time learning a new spider song.



Sparrows Gaith creates his own Not Now Ali booklet.



Emilia enjoying doing activities in the classroom.



Fahad from Mice class was amazed by the insects he found at school.



Children exploring different things in the classroom.



Mohammed in Sparrows is telling us about the monster he drew.



Noura in Sparrows is doing a great job learning her sounds.



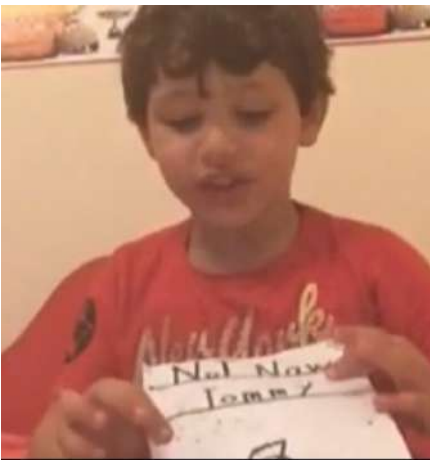
Sparrows Maryam, and Yr1 Salama are seeing who is the winner in the Monster Tunnel game.



Samuella in Sparrows made a super Monster Tunnel game.



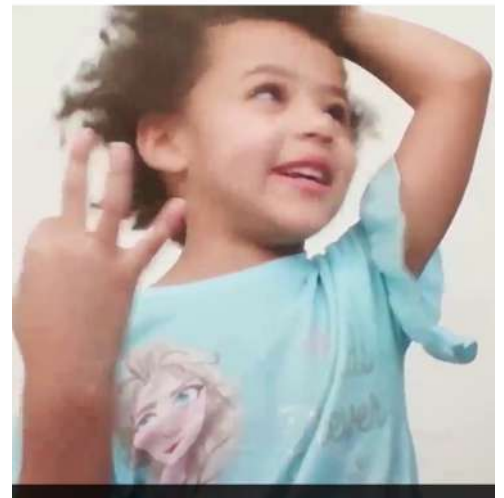
Emilia and Maria in Mice class were investigating with magnets.



Younes made his own version of Not Now Bernard and called it Not Now Tommy. He made his story into a booklet and retold his story in the video.



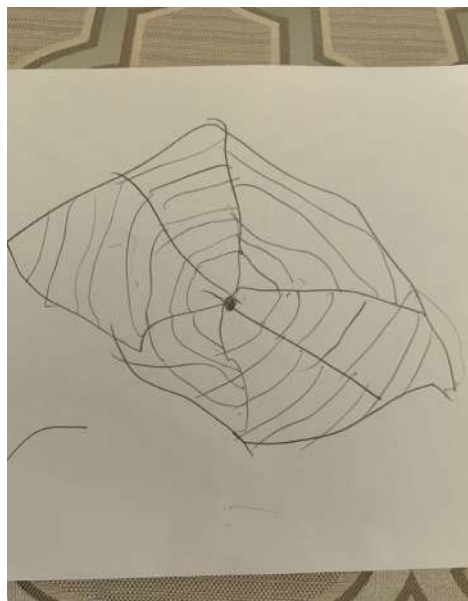
Mohamed in Sparrows drew his own Not Now Bernard booklet.



Jada in Sparrows is holding 20 in her head, and subtracting 3 on her fingers.



Casper the fox retelling the Gruffalo story.



Butterflies class dressed up for Flag Day.



Butterflies class dressed up for Flag Day.



Younes used the jumping frogs to count the jumps on the numberline.



Mohammed and Hamna using our new scales.



Osha from Mice class made a duck.



Emilia making a spider web in class.



Jassim in Sparrows drew his own Not Now Bernard booklet.

Noora



Noora in Sparrows and Rashed in Pipits are telling us about the monster with feelings.



Emilia from Mice class was creating pets from plaudough.

Lower Primary



Abdellah's basket that he made for his cookies.



Mohamed's basket that he made for his cookies.



Mahra in 3F created a Picasso inspired piece of art.



Thani's basket that he made for his cookies.



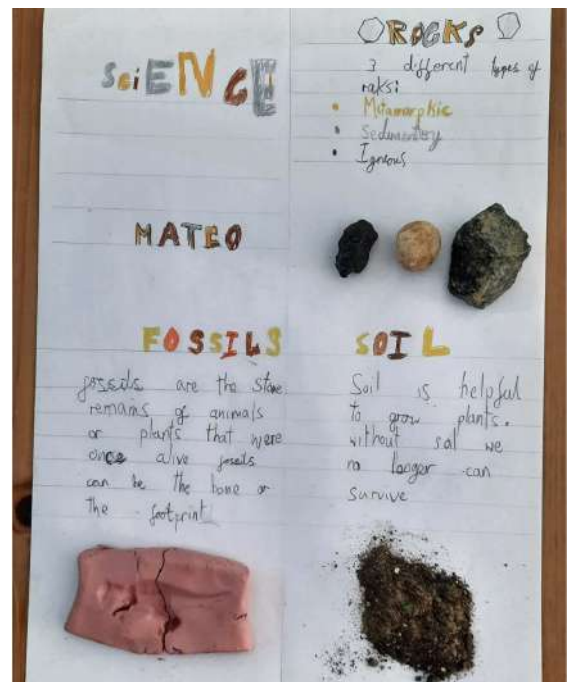
Zayed in Y3O is so proud of the 3D shapes he has made.



Abdulrahman's Meerkat at sunset.



Aleks in 2G made a map of the school for geography.



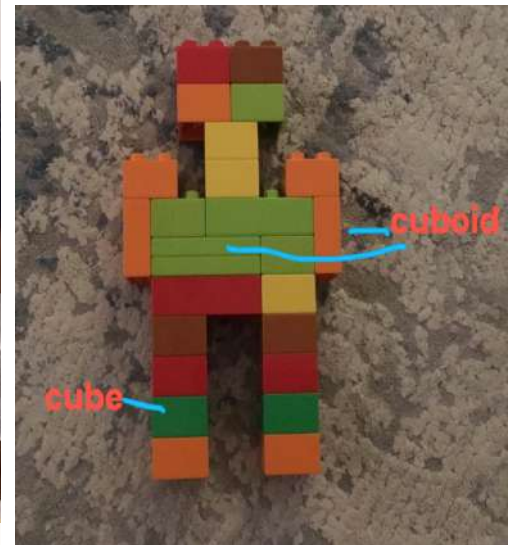
Mateo Y3O made a fantastic poster to show what he has learned in Science this term.



Noura in 2G is working hard learning fractions.



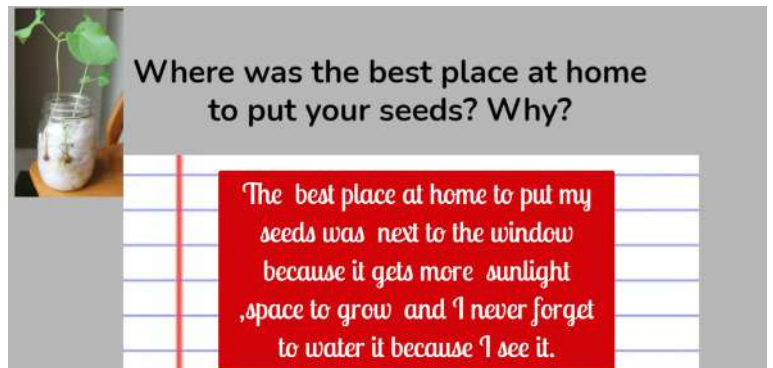
Ahmed in Y1S is using his homemade scales to compare the weights of different things at home.



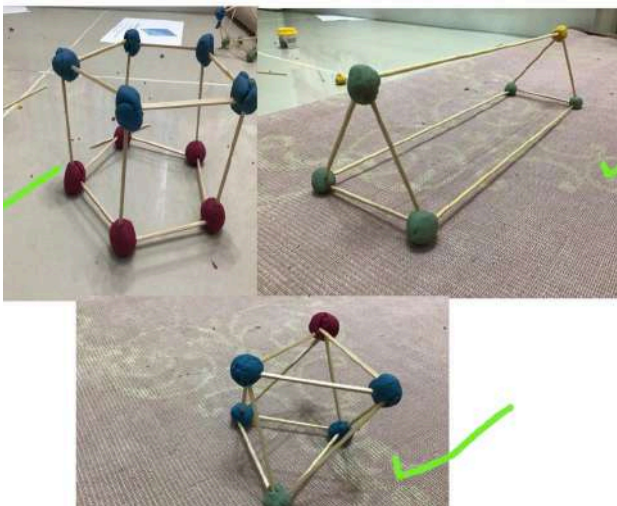
Majed in Year 3F created a lego robot for his maths task.



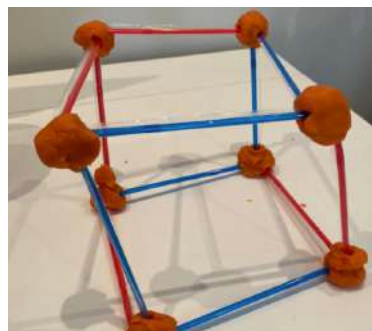
Rory in 3F used Picasso's work as inspiration for his own art.



Maia's wrote a super conclusion for science in 2G.



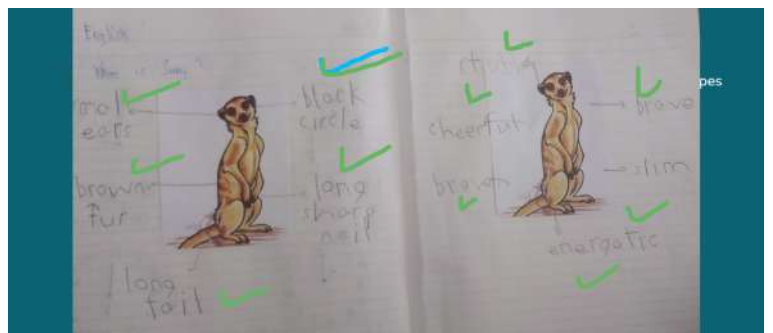
Judy in 3F created different 3d shapes.



Ghanim in 3F created a cube for his maths task.



Aleks in 2G made a beautiful sunset with a silhouette of a meerkat.



Noura's adjectives about Sunny.

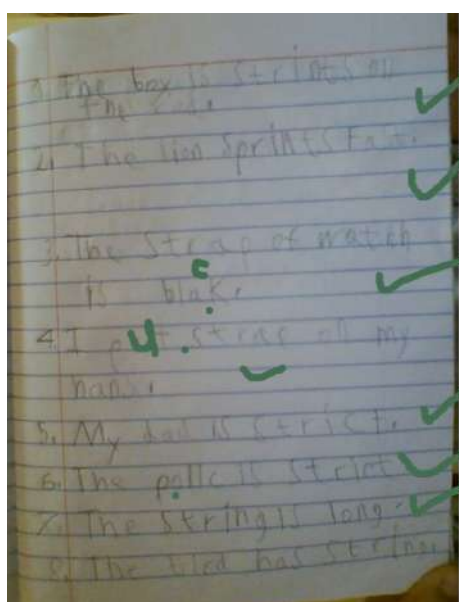
Lower Primary



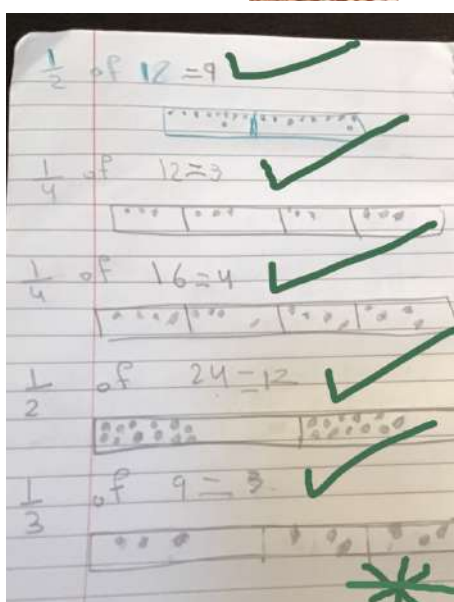
Layan in 2G with her sunset silhouette picture.



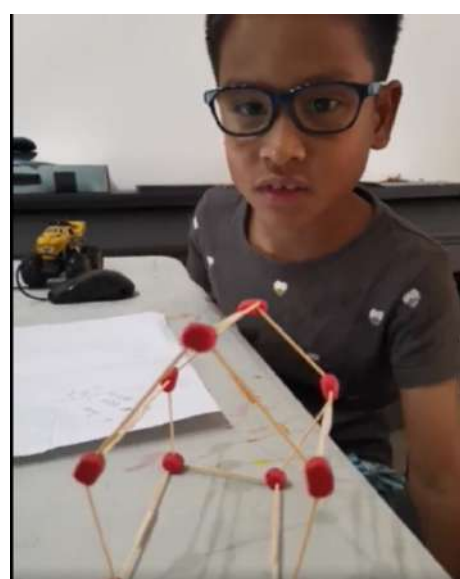
Salama's beautiful sunset picture!



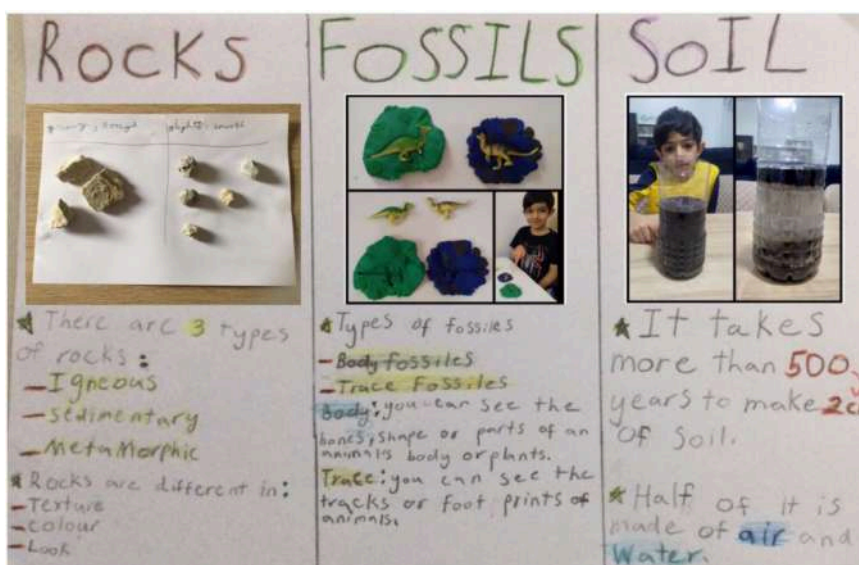
Good's writing of phonics words and sentences in 2G.



Abdulrahman working hard on Fractions in 2G.

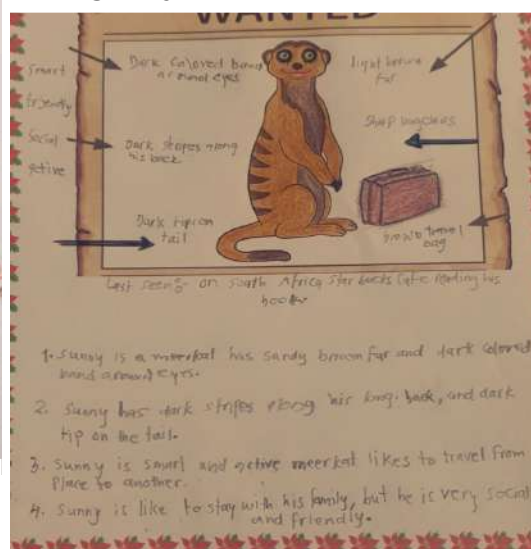


Haniff talks about the pentagonal prism he has made in Y3O.



Harib in Year 3F made a poster to show what he has learned in science.

Maktoom has drawn a beautiful meerkat and written sentences using conjunctions!



Upper Primary



Isma and Nora in Y4 getting creative making the water cycle!

Add the fractions with unlike denominators:

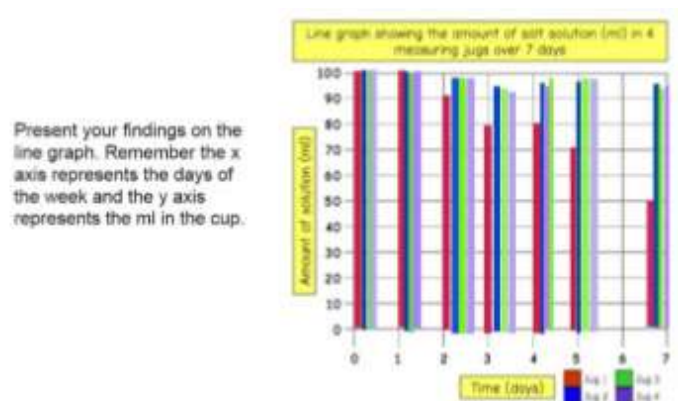
$$\frac{1}{4} + \frac{2}{7} = \frac{7}{28} + \frac{8}{28} = \frac{15}{28}$$

$$\frac{1}{2} + \frac{2}{3} = \frac{3}{6} + \frac{4}{6} = \frac{7}{6}$$

$$\frac{1}{10} + \frac{1}{40} = \frac{4}{40} + \frac{1}{40} = \frac{5}{40} = \frac{1}{8}$$

$$\frac{1}{4} + \frac{2}{12} = \frac{3}{12} + \frac{2}{12} = \frac{5}{12}$$

Andre from Y5 Hawksbills adding fractions with unlike denominators.

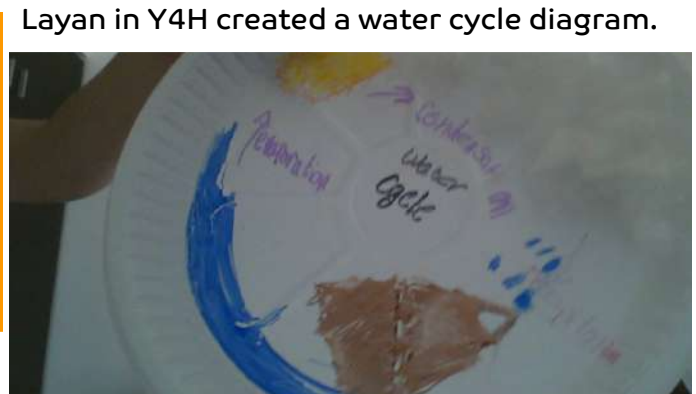


Carla in Year 5 Parrotfish presented her science investigation findings in a graph.

Convert these fractions into percentages.

Fraction	Fraction out of 100	Percentage
$\frac{4}{5} \times 20$	$\frac{80}{100}$	80%
$\frac{8}{25} \times 4$	$\frac{32}{100}$	32%
$\frac{15}{20} \times 5$	$\frac{75}{100}$	75%

Mariam in Year 5 Parrotfish found equivalent fractions and percentages.



Layan in Y4H created a water cycle diagram.



Natan from Y5 Hawksbills graffiti digital art inspired by Jason Naylor.



Lucas in Y6S learning about the artist Wassily Kandinsky.



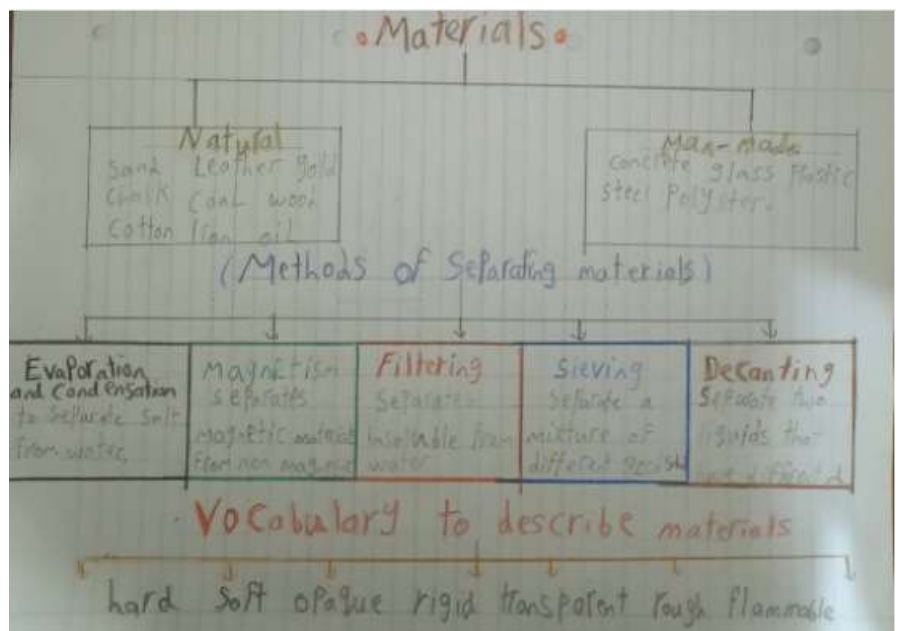
Upper Primary



Bashayer attempting the PE Paper Challenge!



Malika in Y4H created marvellous medicine!



Eyad in Year 5 Parrotfish showed what he has learned about materials.

Main Practice

'Now we start by concentrating on our breath. We don't have to do anything special, just notice that you are breathing.'

'Where can you feel the breath in the body? Where can you feel it moving? Is it in the belly? Is it in the chest? Maybe at the nose or the mouth. It doesn't matter where.'

'As we breathe we can begin to settle into our sitting position. If you are still uncomfortable have a final little wriggle to get into a really comfortable position.'

'And it is now that we start the experiment, to really focus on the breath.'

'Breathe in, breathe out. How does the breath feel?'

'Is it smooth and soft?'

'Is there a tightness?'

'We don't need to change the breath, we don't need to try and make it calm. We just explore the feeling of the breath as it is.'

'Breathe in, breathe out. How does the breath feel?'

'If the mind wanders, or if you get caught daydreaming, that's OK. Whenever this happens we just notice this and start again. We just focus on the next breath.'

'Is the breath quick? Is the breath slow? No right way, no wrong way.'

'Breathe in, breathe out. How does the breath feel?'

'And now, we simply sit in silence for a few moments. All you have to do is breathe.'

'If you daydream, that's OK. Whenever this happens we just notice this and refocus our attention on the next breath.'

(Allow a minute or so of silence for the children to just notice their breathing.)

'Breathe in, breathe out. Nothing else to do. Nothing to get right. Just focusing on the breath.'



Y6S and Y6D relaxing with some Mindfulness after a hard week of assessments.

Maha in Y4H created an arty marvellous medicine.



Secondary

How much money do they make?

Though the amount may vary for different people, the average amount of money musicians make if they work in the US is about \$41,000 (about AED 150,584) per year. That, and the fact that musicians sometimes make extra money from playing music on the streets.



Miss Stewart's 4c

Communication = They use it in a lot of things they communicate with the person who hired them to decorate or design their house or with the people of the furniture.

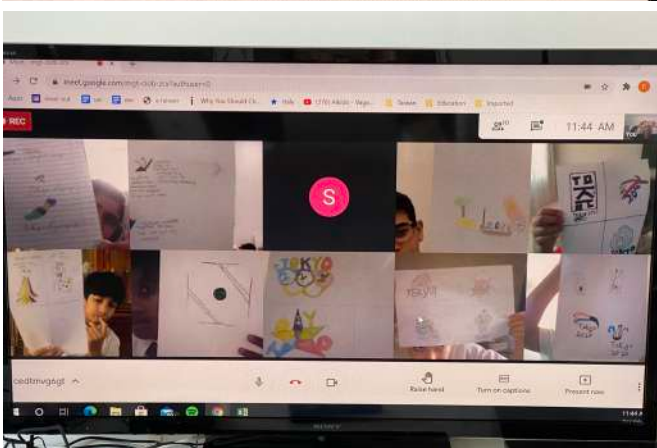
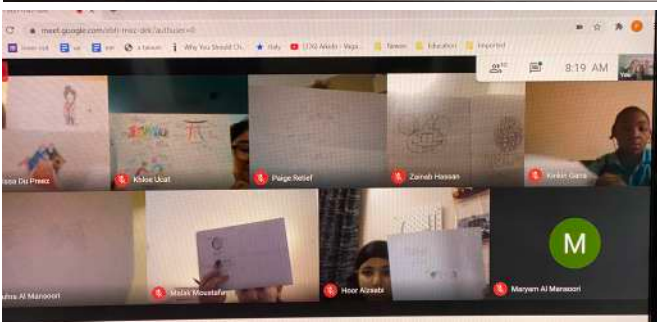
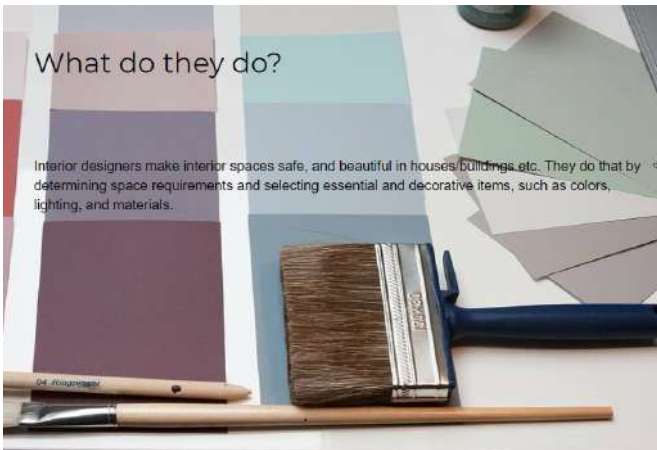
Critical thinking = They think where can I put this? Or maybe this colour will look good.

Collaboration = They collaborate with their colleagues.

Creativity = They always have creativity maybe for the door the sofa even the toilet.

What do they do?

Interior designers make interior spaces safe, and beautiful in houses/buildings etc. They do that by determining space requirements and selecting essential and decorative items, such as colors, lighting, and materials.



Art and D&T:

Year 7

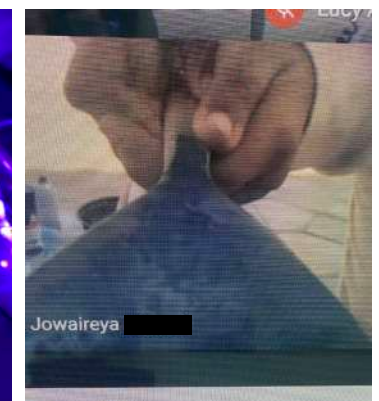
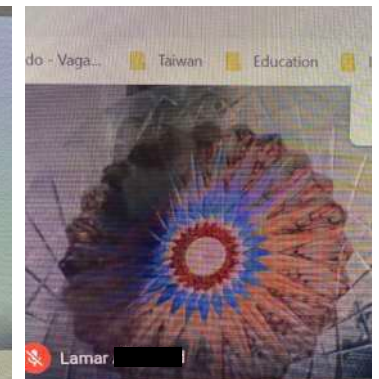
This week in Y7 D&T we have been working on our presentation skills and finalizing our careers research into jobs within the arts again, emphasising the importance of "Future Ready Skills".

Year 8

As we worked through our Olympic Logo Unit students focused on communicating their thoughts visually and mind mapping ideas based around the theme Tokyo 2020; a revised logo.

Year 9

The theme of "transformation" continues to inspire us as students work through their discarded object project to develop and transform them into something new coupled with artist research as a guide through this process.



English:

Year 7

We began the week by completing our spelling and terminology quizzes. We revised conjunctions and some confusing words in English. We also collaborated in group drama tasks. We enjoyed working together.

Spelling quiz

Year 7 Aryam

Yara & Zaina = 100%

Janel & Rahaf = 95%

Aakanksha & Ema = 90%

Year 7 Delma

Aiman = 100%

Mohammed W. & Sultan Alqemzi = 95%

Amer & Mohamed Al Ameri = 85%

Class average: 77%

Class average: 59%

In our final week of this half-term our Year 8s have been exploring: Do arguments have a structure? How do newspapers draw people's attention to problems facing the world?

We have been exploring how argumentative texts are structured both at a paragraph and whole text level. Quite a few of the pupils enjoyed 'sitting on the fence' whilst their peers argued 'for' and 'against' homework. As a class we discussed 'pros' and 'cons'. All good arguments recognise both sides do have good points and we can recognise these, but our side of the argument has stronger key points, better supporting evidence and clear explanations which support our argument better.

Year 9 we have had an introduction to our iGCSE Literature Assessment Outcomes and linked these to our work: character inferences and the creation of atmosphere through description. Pupils received feedback on their formal presentations and research on authors and poets who feature in our iGCSE anthology. Many pupils made a very good effort. Well done!

Year 8 Mariah

Haroun and Ahmed 93%

Udayan and Taim 87%

Harry, Mousa and Mohamed T 80%

(Class average 72%)

Year 8 Saadiyat

Khloe 100%

Zainab 93%

Larissa 87%

(Class average 75%)

Year 9 Futaisi

Easa 93%

Leon 76%

Joshua 69%

(Class average 64%)

Year 9 Yas

Keria 71%

Lamar, Sheikha, Ghaya 64%

Madia 57%

(Class average 46%)

Quizziez: Parents can receive your Year 8 and Year 9 spell results if you accept the Quizizz invitation.

Year 8 Holiday Homework:

Week 1- 21st February - Spelling Test 12

Review:T1.2 Wk5L3 Y8 Mastering Direct Speech

Review: Year 7 novel study important notes

Year 9 Holiday Homework:

Literature Notes Quiz -21st February



Secondary

Spelling Boost: Spelling strategies

Green Task

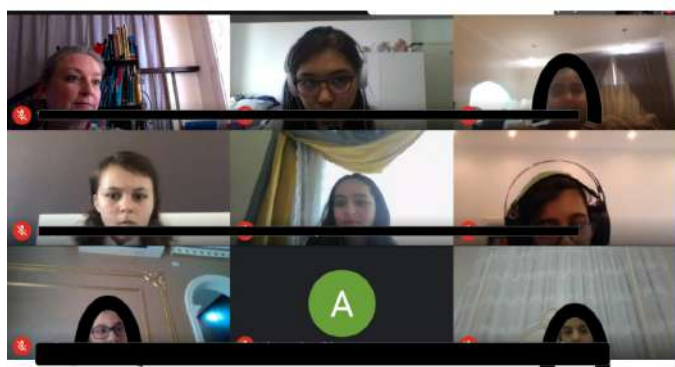
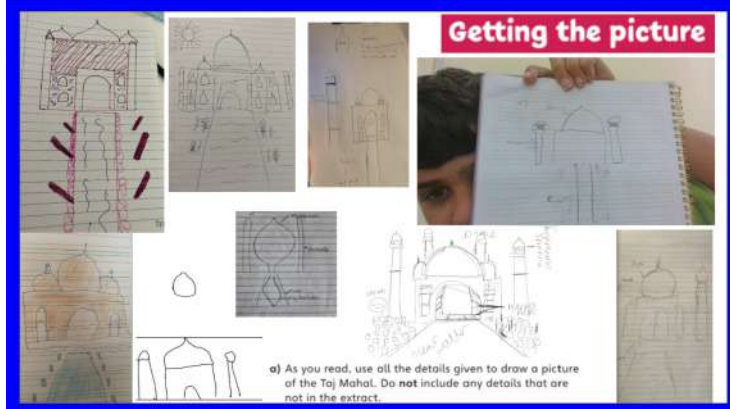
- 1 a) hear - ear
b) piece - pie
c) believe - lie

- 2 a) separate - rate **Rate them then separate them**
b) vegetable - get - table **Get the vegetables and put them on the table**
c) factory - fact **Fact is a fact that this factory was the best**
d) disappeared - appeared - red - pear **The red pear disappeared from appeared**
e) allowed - low **They weren't allowed to go low the low street**

- a. Separate: I separated the fruits, then ate them ✓
- b. Vegetable: On top of the table are vegetables ✓
- c. Factory: Fun fact about a factory is that it is really big ✓
- d. Disappeared: The witch appeared then disappeared again ✓
- e. Allowed: Children are not allowed under low tables ✓

- a) Separate: I rate the objects and separate the best out of them ✓
- b) AAAA ✓
- c) Factory: They don't give us the pure facts in Factories (contents) ✓
- d) Disappeared: Opposite of disappear is appear ✓
- e) Allowed: All the things you owe, you are allowed for it ✓

Getting the picture



Y9 T2.1 Wk11
Spelling



Brilliant Blue - Haroun

Exercises in Fictionland

Learning Objectives:

- How do authors manipulate images in an imaginary world?
- Describe:
 - Visuals
 - Language
 - Structure

Explain it to a friend (your teacher) and it is proven.

1. What is the 'Brilliant Blue'?

2. How does the 'Brilliant Blue' relate to the 'Brilliant Blue'?

3. How does the 'Brilliant Blue' relate to the 'Brilliant Blue'?

4. How does the 'Brilliant Blue' relate to the 'Brilliant Blue'?

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9. How does the 'Brilliant Blue' relate to the 'Brilliant Blue'?

10. How does the 'Brilliant Blue' relate to the 'Brilliant Blue'?

Authors and Poets

- Imtiaz Dharker (Poet)
- Vernon Scannell (Poet)
- Louis MacNeice (Poet)
- Robert Frost (Poet)
- Rudyard Kipling (Poet)
- John Keats (Poet)
- Alice Walker (Poet)
- William Shakespeare (Poet)
- D H Lawrence (Poet)
- William Blake (Poet)

IGCSE Speaking Student's Personal Targets:

Year 9 Futaisi

Jethro Joan Perdomo R.
Jan 31, 10:37 AM
My IGCSE target for speaking is: Distinction

Alexander Reynard
Jan 31, 10:39 AM
My IGCSE target for speaking is: Distinction

Nabil Habi
Jan 31, 10:40 AM
My IGCSE target for speaking is: merit

Leon Garcia
Jan 31, 10:36 AM
My IGCSE target for speaking is: distinction

Joshua Gana
Jan 31, 10:39 AM
My IGCSE target for speaking is: Distinction

Easa Alblooshi
Jan 31, 10:40 AM
My IGCSE target for speaking is: TOP mar

Abdulla Al Hosani
Jan 31, 10:39 AM
My IGCSE target level is: distinction

Mrs Knee Height

(Opening paragraphs to meeting my character for the first time.)

The first time I met my character was in a new school that I moved to. I thought I was going to have good teachers, who were kind and nice. This is what I experienced in the beginning.

Later in the day I met the math teacher, who I saw creeping in the hallways, for the first time. I was confused ... Why she was wearing an inflatable dinosaur outfit while penguin walking?

Later, during the math lesson she changed into an inflatable alien outfit. I was astonished, firstly this was a teacher and it wasn't a joke. Since it was the first day in our new Mathematics, we would be having a baseline assessment - like normal. But, the teacher Mrs Knee Height (she was given that name based on her height obviously being knee height) screamed at us in her old and crosby Scottish accent, "Awright, bairn come *over*", and of course we would have to oblige, in order to not get another Scottish insult coming our way.

As always we couldn't understand anything due to her saying things in her Scottish way like: "Did ye ken th' lesson?" and "This lesson is gey easy" ('gey' stand for vary).

A Neighbour

(Opening paragraphs to meeting my character for the first time.)

I looked out the window to hear the dreadful noise of people yelling and it turns out my new neighbour was moving his things. Me and my parents went down to welcome and get to know him. When I looked at him he was a very tall man wearing a suit and had beautiful curly brown hair and a deep and calm voice. His furniture was very high quality and very expensive so I knew he was wealthy and clean.

He told me and my parents "Good morning, I apologize for the noise my workers won't take long".

Then he snapped his fingers and the workers immediately stopped their work and took off. I had never seen a more powerful person than him, for example he had many people do things for him like he had an assistant for buying him clothes and feed his pets.

He always waved to us when we looked at what he is doing but he was treating his people like rubbish.

Pipsqueaks and Vagabonds

(Opening paragraphs to meeting my character for the first time.)

Gosh that was a ride! I just got off the train from up North to London. I was supposed to meet my mother's family at the station but I received a letter stating that I'd have to find my way there myself (my aunt Maggie had come down with an illness so they had to stay home). They had given me a map but I spilled my coffee on it when the train stopped so it was thus stained and illegible. Of all the days...

As soon as I stepped down from the train my jaw must have dropped wide enough to see my stomach. The countless buildings stretched farther than the eye could see. There were shops, street artists, houses and a young boy studying me from afar. Hold on... That doesn't seem right, I looked back but he was gone.

"Elo there mister!" I was scared half to death. I turned around to see a young boy with a strong cockney accent. Included in his strange vagabond-like look he had: a wide grin, torn jeans which paired well with the wild look in his large sparkling eyes.

"Are you los' mister?"

"Uh yes," I replied, taken aback, "do you mind telling me where Edlingham Manor is?"

"Don' wawry mister, I *knah* his 'ere *guy* like 'he back ov me mit. Very fancy like livin in a manaw all pish-posh."

I was taken aback by how confident the young boy was! However, I was slightly suspicious about it - but he was my only choice - so I told him I'd pay him a tuppence if he got me there and his eyes lit up like bonfires.

"Really mister? oh 'ha's proper generous ov you! Follah me!", and he hopped off at such a pace I had to jog to keep up.

French: Year 7 French

Our focus this week has been on researching famous French people. Cultural awareness is an important part of the French curriculum and it has been interesting to find out about some inspirational French figures.

Year 8 French

This week, we have been busy finding out about famous French attractions. While many of us were aware of some popular tourist attractions in France, it was fun to learn about the history of these places.

Year 9 French

Our focus over the past few weeks has been on pastimes. What a nice way to end the term by researching the most popular sports in France! Sport plays an important part in French culture. We noted similarities and differences between popular sports in France and in our own countries.

Humanities: Year 7

Students discussed the life and society in Anglo Saxon England pre-1066. They were able to identify the true identity of the Anglo Saxon Community in England. They explained the roles of the royalty, major and minor nobility, freemen and serfs. They were then able to outline the main features of the urban society. They watch a video explaining the structure of Anglo Saxon Society.

Year 8

Students discussed British Society - Everyday life in the Industrial Era- Part 2. They explained the middle and working class life in the Industrial Era. They then outlined the role of women in the middle class as well as the living and working conditions of the working class.

Year 9

Students discussed the UK - Life in the 20th century- Part 2 and explained the major changes brought about by many events in the 20th Century. They then analysed how changes driven by laws strongly affected people's private lives.

2/1/2021

Zaina Ahmed - Anglo-Saxon society pre-1066 Part 2 - Orange Challenge - Google Docs

Orange Challenge

Anglo-Saxon society pre-1066 Part 2 Life and society in Anglo-Saxon England



In your own words, describe in 3 sentences, each of the levels in society

1. The Royalty -

The Royalty maintained taxes and laws, and they gave or took land from the lower statuses. It was the king's duty to create an army, and participate in a fight himself. The king would have to prove he was worthy and strong enough to be a king and rule the country.

2. Nobility - (Major and Minor)

Major nobilities were mostly Earls. It was necessary to have an Earl, as they were slightly rulers, helped collect taxes (earning 1% of the tax money themselves). You couldn't inherit becoming an Earl, as you had to climb up the statuses. Before you can become an Earl, you can be a minor or even a freeman. The king will select who seems wealthiest and fair.

3. The Freemen

These are literal free men, having their own free land. They didn't pay rent to any lords, some freemen expected courts, and solved mysteries. They made money from selling crops, blacksmithing, craft activities and others.

4. Serfs -

Some people thought serfs as slaves. They had no homes, worked for others in exchange of food and shelter. They could work, and earn enough money to receive freedom.

3. The Freemen

The upper group of commoners who held land freely and did not pay rent to a lord were known as freemen.

Some freemen were expected to attend local courts to solve disputes.

In early English society, a distinction was made between the Freeman and the Slave.

4. Serfs -

An agricultural labourer bound by the feudal system who was tied to working on his lord's estate.

Serf had a specific place in feudal society.

The serf was the worst fed and rewarded.

Red Challenge

Anglo-Saxon society pre-1066 Part 2 Life and society in Anglo-Saxon England

Use research skills to find answers for the below questions



Serfs who occupied a plot of land were required to work for the lord of the manor who owned that land. In return, they were entitled to protection, justice, and the right to cultivate certain fields within the manor to maintain their own subsistence.

1. **What do you think was the relationship between serfs and vassals?** The dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (villains or serfs) were obliged to live on their lord's land and give him homage, labour, and a share of the produce

2. **What was life like for a serf in the Middle Ages?** Explain Serfs typically lived in a modest one-story building made of cheap and easily acquired materials like mud and timber for the walls and thatch for the roof. There a small family unit dwelt; retired elders usually had their own cottage.

3. **What do you think brought an end to the system of serf labor?** Workers were in short supply. How could serfs move up from the bottom of the social hierarchy? They had to be freed by their lord.

Anglo-Saxon society pre-1066 Part 2 Life and society in Anglo-Saxon England



Research the Anglo-saxon social ladder, from kings to slaves in 10 sentences. Write in your own words

In the times of Anglo-Saxons there were 5 main groups. These were not about clubs but social status. Topping the pyramid were of course the royalty. This title however was not guaranteed succession as the government held rights to pick the better suited member. The major nobility followed the royalty. These people were mostly lords and earls. Their job was to collect taxes for the kings. Occasionally the earls could have been richer than the royalty themselves as they were allowed to keep a third of the collected money. Next were the minor nobility. They formed the backbone of the army. They had the opportunity to be earls and earn land if they provided good service. The free men were the people who earned land and worked for themselves. At the very bottom were the serfs. They were known as slaves, doing work for freemen.

Blue Challenge

British Society - Everyday life in the Industrial Era- Part 2 Year 8 T2 Week 5

Monday 1st February 2021



One of the most famous strikes by women workers during the nineteenth century took place during the exceptionally cold July of 1888 at Bryant and May match factory in the East End of London.

1. Research how did the strike begin? Explain in 3 sentences

The Matchgirls strike was caused by poor working conditions in factories. Poor conditions like: fourteen hours of work, poor pay, severe health conditions and excessive fines. Women with some ages younger than twelve participated to earn their own rights.

2. Besant (pictured above) published an article in her halfpenny weekly paper "The Link" on 23 June 1888, entitled "White Slavery in London". What was it about?

In the article, Annie Besant revealed the terrible conditions and poor wages that the matchgirls had to face at the Bryant and May factory.

3. How does Annie Besant describe a typical day at work?

Annie Besant says that a typical day of work is ending working "at 6pm. Half-an-hour is allowed for breakfast and an hour for dinner. This long day of work is performed by young girls, who have to stand the whole of the time."

4. A typical case is that of a girl of 16, a piece-worker; she earns 4s. The splendid salary of 4s. is subject to deductions in the shape of fines. What could be the fines and deductions?

The fines and deductions is the money the person earns taken away due to taxes and other payments. For example, to pay for their food and to pay for the rent of the room they stay in.

2/7/2021

Copy of Mouna Abbouh - British Society - Everyday life in the Industrial Era- Part 2 - Green Challenge - Google Docs

Green Challenge

British Society - Everyday life in the Industrial Era- Part 2 Year 8 T2 Week 5



Use the internet to find what each of the events were. Write one sentence on each of the following

1. 1832 - Factory Act	The Factory Laws were a series of acts passed by the Parliament of the United Kingdom to regulate the terms of industrial employment.
2. 1842 - Mines Act	The main purpose of mining business in law is to control the structure and responsibilities of mining powers
3. 1847 Ten Hours Act	the Factory Act of 1847, also known as the Ten Hours Act was a United Kingdom Act of Parliament which restricted the working hours of women and young persons (13-18) in textile mills to 10 hours per day

2/7/2021

Kalea Lital - UK - Life in the 20th century- Part 2 - Blue Challenge - Google Docs

Blue Challenge

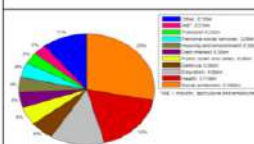
UK - Life in the 20th century- Part 2 Society and the state/Society and private lives Year 9 T2 Week 5

Explain 3 main key features of the below events. Do all 4 as given below



1926 - the General strike

Low on income with the salary of coal miner. They protested for nine days on their wages. They wanted to have better conditions and get paid for their jobs.



1948- State Welfare came into force



1929 - the first TV broadcast by BBC

First wireless manufacturers in London. They were a non profit organisation when they gained their royal charter and 1927. It was the first licensed broadcaster, operated by the government.



1965- The Race Relations Act

More attention and had "Fit for heroes" which the NHS and welfare were aware of. They took action to take care of people who were injured and affected from WW II. They provided education for every child and children who both worked and studied learned the 5 Rs: Reading, Writing and arithmetics. They had a full time education, free time and free milk provided

Multiculturalism: Immigrants from the south Asia seana and west Indies came. It created biracial families with different nationalities. Some think it separated them while others thought it was a good idea.

2/7/2021

Ameen Salah - UK - Life in the 20th century- Part 2 - Orange Challenge - Google Docs

Orange Challenge

UK - Life in the 20th century- Part 2 Society and the state/Society and private lives Year 9 T2 Week 5

<p>Mass media - the growth of cinema at the start of the century followed by the arrival of radio in the 1920s and regular television broadcasts from the mid-1930s onwards meant people could be informed and entertained on a huge scale</p>	<p>The Welfare State</p>	<p>Education</p>
<p>Research and give 2 pros and Cons each for mass media?</p> <p>Pros -</p> <ul style="list-style-type: none"> It Can Keep Us Connected It Can Give Voice to the Voiceless It Can Spread Art and Culture It Can Spur Business 	<p>1. Who started the welfare state in the UK?</p> <p>After the Second World War the incoming Labour government introduced the Welfare State. It applied recommendations from the pioneering civil servant Sir William Beveridge and aimed to wipe out poverty and hardship in society</p> <p>1. What did it do in England?</p> <p>The welfare state of the United Kingdom began to evolve in the 1930s and early 1940s, and comprised expenditures by the government of the United Kingdom</p>	<p>How did education change in the late 19th century? Give 2 ways</p> <ol style="list-style-type: none"> 1. A major feature of education during the 19th century was the increased involvement of states in education. State-sponsored education gradually replaced the private arrangements for education of the preceding centuries. Religious groups had their reservations about a state-influenced curriculum. 2. In the early 1900s, schools generally

2/7/2021

Ameen Salah - UK - Life in the 20th century- Part 2 - Green Challenge - Google Docs

Green Challenge

UK - Life in the 20th century- Part 2 Society and the state/Society and private lives Year 9 T2 Week 5

Major changes brought about by many events in the 20th Century. Look at the image and identify them

<p>1. war</p>	<p>2. politics</p>
<p>3. Mass media</p>	<p>4. Civil rights movement</p>
<p>The Welfare State</p>	<p>6. education</p>
<p>7. Welfare state</p>	<p>8. Welfare state</p>

Secondary

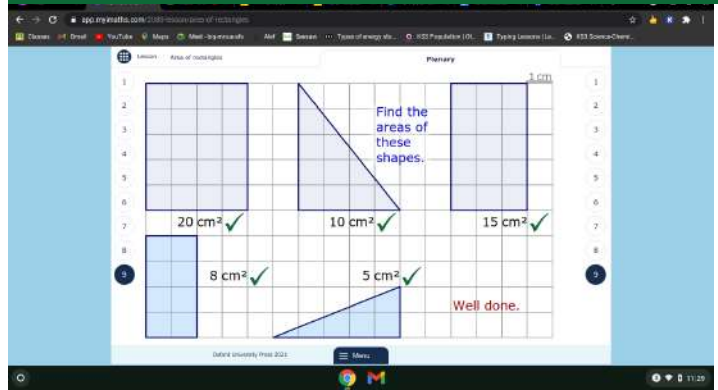
Mathematics:

In Mathematics Year 7 learnt how to convert between metric and imperial units. We also solved problems that involved area and perimeter of 2D shapes.

Year 8 had their test on Algebra and we have reflected and discussed correct answers in class. Students got their individual feedback via email.

Year 9 started learning about similar triangles and we have solved problems that include similarity as a mathematical term.

I would like to congratulate Khloe and Yara their amazing work on MyiMaths. They are the only students that have all tasks completed and marked as 100%. I would like students to work on MyiMaths during the half term and to aim to submit all missing tasks and to improve on their current results.



10. I can understand and improve on my mistakes from 100% test.

NOTES:

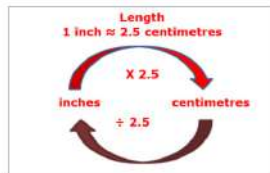
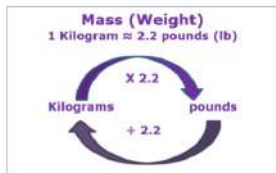
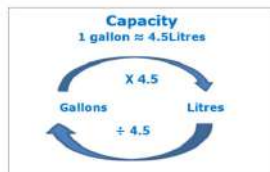
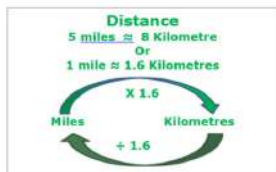
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(Some of the 8 we did with miss)

10. I can understand and improve on my mistakes from 100% test.

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 100) $1.6 \times 5 = 8$ as $1.6 \times 5 = 8$



Each pair of triangles is similar.
 Find the scale factor and use it to work out the missing sides.
 Give answers to 1 d.p.

1) $3 \text{ cm} / 4 \text{ cm} = 0.75$
 $41.2 / 4 = 10.3$
 $x / 3 = 10.3$
 $x = 10.3 \times 3 = 30.9 \text{ cm}$

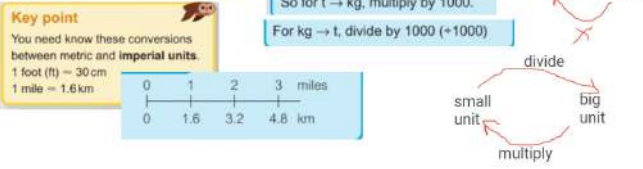
2) $51 \text{ cm} / 8 \text{ cm} = 6.375$
 $51 / 6 = 8.5$
 $a / 7 = 8.5$
 $a = 8.5 \times 7 = 59.5 \text{ cm}$

3) $t / 26.8 = 0.1$
 $t = 0.1 \times 26.8 = 2.68$

4) $7 / 46.9 = 0.1$
 $8 / p = 0.1$
 $8 = 0.1p$
 $8 / 0.1 = p$
 $p = 80$

Key point
 It is important to be able to choose the most suitable **metric units** for measuring length, capacity and area. The metric units you already know are
 Length: mm, cm, m, km
 Capacity: ml, l
 Area: mm², cm², m², km²

Key point
 Some more metric units that you need to know are
 Mass: 1 tonne (t) = 1000 kg
 Area: 1 hectare (ha) = 10000 m²
 Capacity: 1 millilitre (ml) = 1 cm³



TEST REVIEW

1) I can understand and improve on my mistakes from 100% test.

NOTES:

1) $1.6 \times 5 = 8$ as $1.6 \times 5 = 8$
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SIMILAR TRIANGLES

1) I can understand and improve on my mistakes from 100% test.

NOTES:

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 25) 1.6×5

Secondary

Science:

Year 7

This week, we look at neutralization reactions and how we use them in our daily lives. We learnt some household examples of acids and alkali. Students are expected to study for their end of topic test during the half term holidays.

Year 8

Students learnt all about the physical trends and chemical trends of elements from the periodic table. We focused on the characteristics of Group 1 and Group 7 elements in particular. Students are expected to study for their end of topic test during the half term holidays.

Year 9

We completed the Electromagnetism topic this week and also the assessments. It was a challenging topic but students learnt the various uses of electromagnetism, how to strengthen the electromagnetic field and the advantages they have in hybrid cars. After the half term, we will be making a start on the foundation of GCSE subjects as students have the opportunity to recap some topics and look at fundamental techniques of some practical work.



STARTER What are the similarities between these substances?

What are the differences?



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! We are evolving constantly to ensure we can keep our students active, motivated and moving over our virtual platforms.

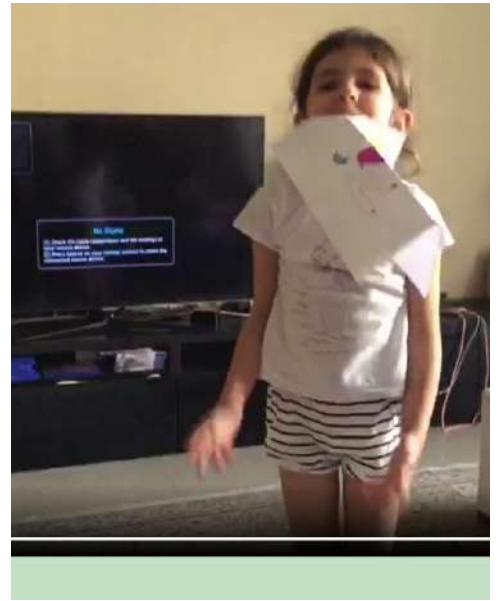
The weekly PE challenge for our primary students goes live every Monday and the responses have been wonderful to see. We ask the students to provide us with a picture or video of their attempts. Some class groups are having upwards of 75% response rate, making the PE teachers very busy giving feedback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

We are also very excited to have discussed the school House system this week with our wonderful student council and have some very exciting things planned. We will work closely with our student council to introduce lots of new fun and exciting house activities and competition both in PE and sport and in our wider school community. Watch this space!

Stay safe, stay active and stay healthy!

The PE team.





Arabic



استطاع سيف أن
يتتبع نشأة الشيخ
زايد آل نهيان

هدفك القادم ياسيف
أن تستنتج إنجازات
الشيخ زايد

أحب أن أكون في بلادي



مرّ علينا النصف الأول من الفصل الدراسي بكل خير والذي جسّد النجاح والتّطور لطلابنا في جميع المراحل للمواد العربية الثلاث.

وقد كان هذا الأسبوع حافلاً بخبرات تعليمية مثيرة و مهمة في مادة التربية الوطنية إذ قام طلاب السنة الثانية بالتعرف على المهن الموجودة في دولة الإمارات العربية المتحدة، وناقشوا اختياراتهم وتطلعاتهم المهنية في المستقبل مفسرين سبب اختيارهم لهذه المهن وأهميتها في خدمة الوطن.

أما طلاب السنة الثالثة فقد تعرفوا على مفهوم الطاقة وأشكالها و المقارنة بين مصادرها.

أما بالنسبة لطلاب المرحلة الثانوية فإن طلاب السنة السابعة أظهروا تفاعلاً رائعاً في مناقشة درس بعنوان (زايد حضارة وإنجازات) حيث تعرفوا على أهم الشخصيات التاريخية في دولة الإمارات العربية المتحدة الباني المؤسس الشيخ زايد آل نهيان وجهوده على الصعيد المحلي ودعم القضايا العربية.

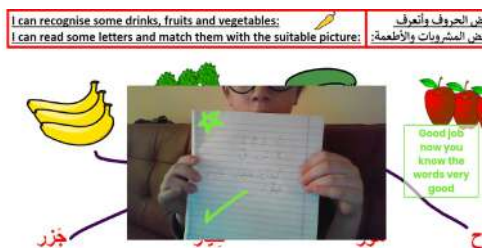
قام فريق التربية الإسلامية هذا الأسبوع بتكريم كل الطلاب الذين شاركوا في مسابقة القرآن الكريم الأسبوع الماضي. و قد ظهرت نشوة الفخر و الاعتزاز في وجوه الأطفال حين تلقوا شهادات التكريم و الفرحة تعلو وجوههم التي تبشر بمستقبل زاهر و واعد بمزيد من التميز والتألق.

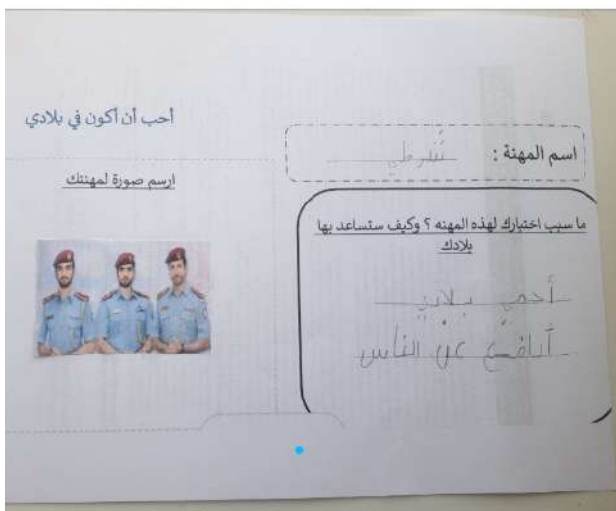
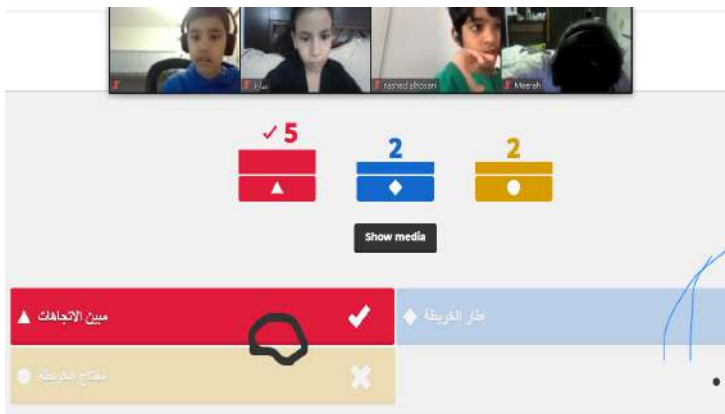
وصلنا إلى نهاية النصف الأول من الفصل الدراسي الثاني الذي كان يزخر برحلات تعليمية متنوعة و مفيدة للطلاب بقسم اللغة العربية. نرجو للجميع قضاء إجازة سعيدة مملوءة بالسعادة والسلام والفرح مع أفراد الأسرة والأصدقاء.

على أمل أن نلتقاكم في بداية النصف الثاني من الفصل في حلّة جديدة مليئة بالتفاؤل والعمل الجاد.

وسيلة الكناي

رئيسة قسم اللغة العربية و التربية الإسلامية





عبر عن المؤلف التالي بعبارتين تعبران عن الاعتذار:

تعبير صحيح عن الاعتذار بوركنت
جهوده انقذت الصياغة



الرجل يقول للولد سامحني.
الولد قال أنا أسامح الكل.

إضافة جملة تعبيرية
تتضمن أحد عبارات
الاعتذار

أحب أن أكون في بلادي

ارسم صورة لمهنتك



اسم المهنة : مكتورة

ما سبب اختيارك لهذه المهنة ؟ وكيف ستساعد بها بلادك

أحب هذه المهنة
لأنها جميلة ومميزة
تساعد فيها المرضى
ونمسر على صحة
الناس

المهنة صورة تعبيرية
الاهتمام التي تعجب
العمل بها في
المستقبل وترغب
سبب اختيارك لها

استطعت فاطمة
بالصف الثالث
المطابقة بين مصاص
الطاقة من حيث
التعريف والأمتة

هذه المرة القادمة
التمييز بين أنواع
الطاقة المتجددة
والغير متجددة

الطاقة المتجددة	الطاقة الغير متجددة
الطاقة الشمسية	النفط
الطاقة المائية	الفحم
الطاقة الرياح	الغاز
الطاقة الجيوتيرمية	النفط الخام
الطاقة الكهرومائية	النفط الخام
الطاقة النووية	النفط الخام
الطاقة الحرارية	النفط الخام
الطاقة الجاذبية	النفط الخام
الطاقة الكيميائية	النفط الخام
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الطاقة الميكانيكية	النفط الخام
الطاقة الكهربائية	النفط الخام
الطاقة المغناطيسية	النفط الخام
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الطاقة الصوتية	النفط الخام

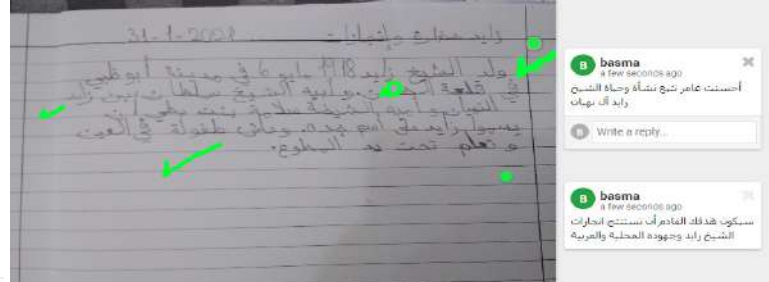
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أحسنيت ريان
أعجبتني مشاركتك
حيث استطعت التمييز
بين أنواع الطاقة



حرارية



أحب أن أكون في بلادي

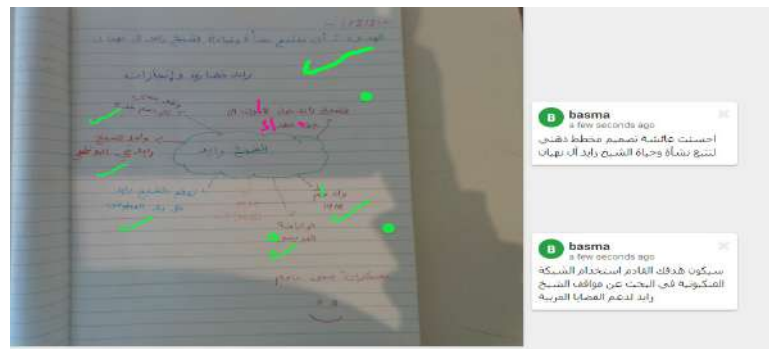
اسم المهنة : مهندس

ارسم صورة لمهنتك



ما سبب اختيارك لهذه المهنة ؟ وكيف ستساعد بها بلادك

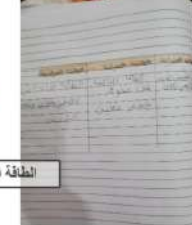
إلبي ابني وطني



أحسنيت يا جوري
اعجبتني قيامك بدور
المعلم الصغير
وتقديم أمثلة لمصادر
الطاقة



الطاقة الحرارية



الطاقة الضوئية



الطاقة الحركية

أحب أن أكون في بلادي

ارسم صورة لمهنتك



اسم المهنة : الطيار ريم عادل

ما سبب اختيارك لهذه المهنة ؟ وكيف ستساعد بها بلادك

حتى استطيع
زيارة بلاد كثيرة

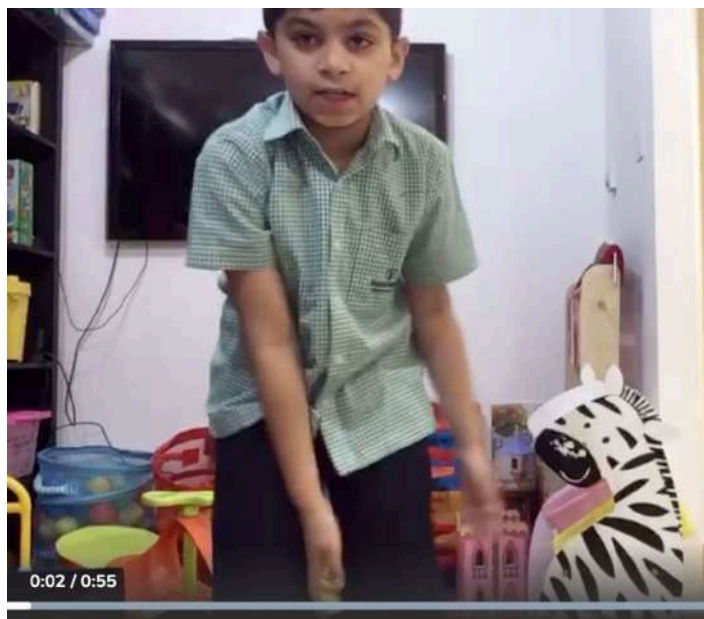
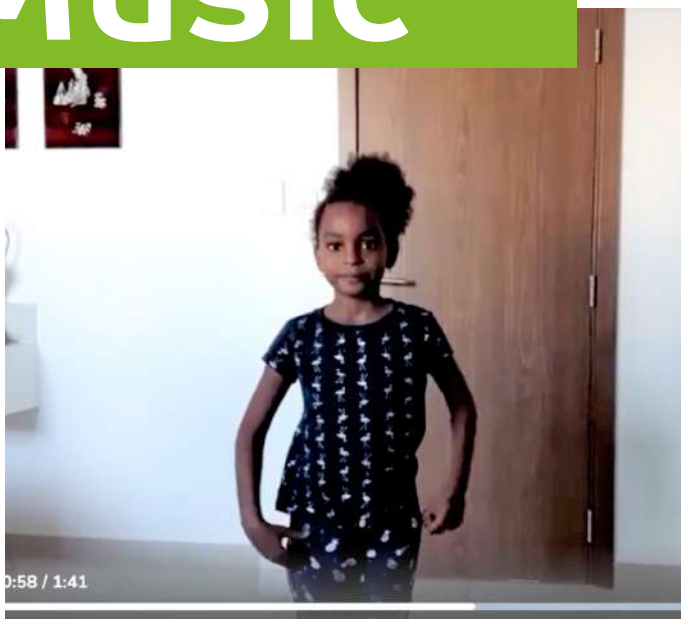


After the success of the Quran competition, our children were awarded certificates for all their hard work and accomplishment. We wish them more success and excellence ahead.

فرح واعتزاز طلاب آسبن إثر تكريمهم بشهادات مسابقة القرآن الكريم. مع تمنياتنا لهم بمزيد من التألق والامتياز.



Music



Music and finger plays are an engaging and interactive way to tell stories. Exposure to music and singing is an important part of childhood learning and can help children share across communication, cultural and developmental barriers. They also enjoy using their more advanced gross and fine motor skills to perform different actions to music.

