



Contents

FS.....	Page 10
Oasis.....	Page 12
Low Primary....	Page 13
Upp Primary....	Page 15
Secondary.....	Page 17
PE.....	Page 24
Arabic.....	Page 25
Music.....	Page 28

Dear families,

I know you share our happiness that our school has been able to open for face-to-face learning once again. Thank you for your support and commitment to all the health and safety protocols around social distancing, hygiene, and keeping your children away from school if they are unwell. It will enable us to keep our lovely school open- thank you. A link to the letter reminding families about all of the health and safety protocols we must all adhere to is here for reference:



أعلم أنك تشاركنا سعادتنا بأن مدرستنا تمكنت من فتح أبواب التعلم وجهًا لوجه مرة أخرى. شكرًا لك على دعمك والتزامك بجميع بروتوكولات الصحة والسلامة المتعلقة بالتباعد الاجتماعي والنظافة وإبقاء أطفالك بعيدًا عن المدرسة إذا لم يكونوا على ما يرام. سيمكننا ذلك من إبقاء مدرستنا الجميلة مفتوحة - شكرًا لك. يوجد رابط للرسالة لتذكير العائلات بجميع بروتوكولات الصحة والسلامة التي يجب علينا جميعًا الالتزام بها كمرجع:

<https://docs.google.com/document/d/1MB4iIT5PIIaJ3tShU5rdLUth4ioQx5ADKT7bbhDjYrQ/edit?usp=sharing>

Family conferencing:

Thank you to all the families who attended Early years and Primary family conferencing this week. Particularly this year, when some of our learning has been through distance learning, it is critical that families are engaged and involved with their children's learning and learning targets. Unfortunately the number of families who were able to attend virtual meetings was low; only 45 % of families attended the zoom meeting with their class teacher. We are working with Friends of Aspen for ideas to try and motivate more families to attend; in the meantime if you have any suggestions, please email pa@ahbs.ae.

شكرًا لجميع العائلات التي حضرت الاجتماعات العائلية السنوات المبكرة والابتدائية هذا الأسبوع. على وجه الخصوص هذا العام ، عندما يكون بعض تعلمنا من خلال التعلم عن بعد ، فمن المهم أن نشارك العائلات في أهداف التعلم لأطفالهم. لسوء الحظ ، كان عدد العائلات التي تمكنت من حضور الاجتماعات الافتراضية منخفضًا ؛ 45% فقط من العائلات حضرت اجتماع Zoom مع معلم الفصل. نحن نعمل مع Friends of Aspen للحصول على أفكار لمحاولة تحفيز المزيد من العائلات على الحضور ؛ في غضون ذلك ، إذا كان لديك أي اقتراحات ، يرجى إرسال بريد إلكتروني إلى pa@ahbs.ae

Half termly learning overviews:

Please look out for the half termly learning overviews that detail the learning focus for different subject areas this half term. This will enable you to know what your children are learning at school.



يرجى البحث عن اللوحات العامة عن التعلم للنصف الثاني من الفصل الثاني التي توضح بالتفصيل تركيز التعلم للمواد المختلفة في هذا النصف من الفصل الدراسي. سيمكنك هذا من معرفة ما يتعلمه أطفالك في المدرسة.

Friends of Aspen:

Friends of Aspen is a community-focused group of families and staff who work with us in our key objectives at Aspen:

مجموعة أصدقاء أسبن هي مجموعة تركز على المجتمع من العائلات والموظفين الذين يعملون معنا لتحقيق أهدافنا الرئيسية في أسبن

- Fun, engaging learning
 - Incredible progress of children
 - A strong, supportive and resilient community
- متعة التعلم والمشاركة
- تقدم مذهل للأطفال
- مجتمع قوي وداعم ومرن

Every family member is automatically a member of Friends of Aspen! You can support one, or all of our community events, or just support by attending workshops and events.

كل فرد من أفراد الأسرة هو تلقائيًا عضوًا في مجموعة أصدقاء أسبن! يمكنك تقديم الدعم بواحد أو جميع أحداث مجتمعنا ، أو مجرد الدعم من خلال حضور ورش العمل والأحداث

We meet at intervals across the school year, and have the following aims:

To work with the school to arrange special cultural and educational events in the school calendar e.g. National Day celebration, Pink day etc.

للعمل مع المدرسة لترتيب الأحداث الثقافية والتعليمية الخاصة في التقويم المدرسي ، على سبيل المثال الاحتفال باليوم الوطني واليوم الوردي إلخ.

To fundraise for local charities and support the school termly charity drives.

لجمع التبرعات للجمعيات الخيرية المحلية ودعم حملات المدرسة الخيرية على المدى.

To support school community events and external social events.

دعم أحداث المجتمع المدرسي والمناسبات الاجتماعية الخارجية.

To improve our school and work collaboratively

لتحسين مدرستنا والعمل بشكل تعاوني



Our wonderful Friends of Aspen met on zoom today to plan how our community will support the learning about the cultures and countries represented in our school community on International day. International day will be celebrated this year on 11th March. They had many exciting ideas as to how you can all be involved, whilst maintaining health and safety protocols. Friends of Aspen will be sending more information in due course, however if you would like to be involved please contact your class representative or class teacher / form tutor.



التقى أصدقاؤنا الرائعون في آسبن على زوم اليوم للتخطيط لكيفية دعم مجتمعنا للتعليم عن الثقافات والبلدان الممثلة في مجتمع مدرستنا في اليوم الدولي. سيتم الاحتفال باليوم الدولي هذا العام في 11 مارس. كان لديهم العديد من الأفكار المثيرة حول كيفية المشاركة ، مع الحفاظ على بروتوكولات الصحة والسلامة. سيرسل أصدقاء آسبن مزيداً من المعلومات في الوقت المناسب ، ولكن إذا كنت ترغب في المشاركة ، فيرجى الاتصال بممثل الفصل أو مدرس الفصل.

Friends of Aspen have also organised a community social event; on Tuesday 2nd March - a virtual coffee morning/ evening at 10am/8pm in association with Desert Diamonds. Please see the attached flyer for more information; the zoom link is here:

كما نظمت مجموعة أصدقاء آسبن مناسبة اجتماعية ؛ يوم الثلاثاء 2 مارس - قهوة افتراضية في الصباح / المساء في الساعة 10 صباحاً و 8 مساءً بالتعاون مع Desert Diamonds. هي؛ رابط زوم موجود هنا:

<https://zoom.us/j/96334840156?pwd=djhWbkpDWUVWVnZyUTg1SkdBUWtWQT09>

Science week:

We are very excited about the plans for Science week next week, coordinated by our inspiring Science team- Ms Ryan, Mrs Marrinan, Ms Mohamed, Ms Beldoza, Ms Bellars, Ms Claassen and Dr Plumb!

نحن متحمسون للغاية بشأن الخطط لأسبوع العلوم الذي سيحل الأسبوع المقبل ، بتنسيق من فريق العلوم الملهم لدينا - السيدة رايان ، والسيدة مارينان ، والسيدة نيشا، والسيدة بيلدوza ، والسيدة بيلارس ، والسيدة كلاسين والدكتور بلامب!

Year groups will be focusing on science in many curriculum areas; reading biographies of famous scientists in guided reading, and conducting science investigations throughout the week. Below are some details for information:

ستركز المؤاحل الدراسية على العلوم في العديد من مجالات المناهج الدراسية ؛ قراءة السير الذاتية لعلماء مشهورين في قراءة موجهة وإجراء تحقیقات علمية على مدار الأسبوع. فيما يلي بعض التفاصيل للحصول على معلومات:

Sunday: Science Assembly, Science Trivia Quiz

Thursday: Scientist dress up day - on Thursday 4th March please dress up as your favourite scientist!

Amazing Science Learning Assembly

Family workshop from the science lab at 10am to showcase fun experiments that can be done with children at home. Please join using the zoom link here:

سيكون هناك ورشة عمل عائلية من معمل العلوم في الساعة 10 صباحاً لعرض تجارب ممتعة يمكن إجراؤها مع الأطفال في المنزل. يرجى الانضمام باستخدام ارتباط زوم هنا:

<https://zoom.us/j/2394031321?pwd=cnN1LzU1UytiMnNDRHF1eDJPZm9zUT09>

Science Competition: Students to make a 3D model of a cell (animal/ plant cell virus/ bacteria cell) 1st place, 2nd place and 3rd place prizes! Please bring in to your class teacher/ form tutor.

مسابقة العلوم: يقوم الطلاب بعمل نموذج ثلاثي الأبعاد لخلية (فيروس الخلية الحيوانية / النباتية / الخلية البكتيرية) بجوائز المركز الأول والثاني والثالث! يرجى إحضار النموذج لمعلم صفك / مدرس النموذج.

Science at Home: All children will have experiments and ideas uploaded to Seesaw and Google Classroom for fun science learning at home! All exciting science in the real world experiments can be shared on our padlet [Science week padlet](#)

العلوم في المنزل: سيتم تحميل جميع تجارب وأفكار الطلاب على Seesaw و Google Classroom لتعلم العلوم في المنزل! يمكن مشاركة جميع تجارب العلوم المثيرة في العالم الحقيقي على لوحنا الصغير [Science week padlet](#)



Learning community:

At Aspen Heights we are committed to learning across our whole community. We are delighted to share with you that Miss B-C, who has taught at Aspen since the very beginning in 2017, has been awarded the NPQSL - National Professional Qualification for Senior Leadership. Miss B-C undertook this rigorous course, run by the National College for School Leaders in the UK, throughout 2020, and submitted her evidence which has now been moderated and evaluated. We are very proud of her achievement, and thank her for being such a great role model!

في أسبن هايتس ، نحن ملتزمون بالتعلم عن مجتمعنا بأكمله. يسعدنا أن نشارككم أن الآنسة بي سي ، التي درست في أسبن منذ البداية في عام 2017 ، حصلت على NPQSL - التأهيل المهني الوطني للقيادة العليا. أخذت الآنسة بي سي هذه الدورة التدريبية الصارمة ، التي تديرها الكلية الوطنية لقادة المدارس في المملكة المتحدة ، طوال عام 2020 ، وقدمت شهادتها التي تم الإشراف عليها وتقييمها الآن. نحن فخورون جدًا بإنجازها ، ونشكرها على كونها نموذجًا رائعًا!

As we know, learning is not limited to academic learning! We are very proud of Miss Manic, our Nursery teacher, who spent the mid-term break undertaking her zumba instructor training, and has now completed her certification and is a fully qualified zumba instructor! What an amazing achievement Miss Manica- we look forward to exercising with you soon!

كما نعلم ، التعلم لا يقتصر على التعلم الأكاديمي! نحن فخورون جدًا بالآنسة مانিকা ، معلمة الحضانة لدينا ، التي أمضت فترة الراحة في منتصف الفصل الدراسي في التدريب على الزومبا ، وأكملت الآن شهادتها وهي مدربة زومبا مؤهلة تمامًا! يا له من إنجاز رائع يا آنسة مانিকা - نتطلع إلى ممارسة الرياضة معك قريبًا!

Have a great weekend with your families- I am sure your children will be tired this weekend after a busy week of learning at school!

استمتع بعطلة نهاية أسبوع رائعة مع أسرتك - أنا متأكد من أن أطفالك متعبون في نهاية هذا الأسبوع بعد أسبوع حافل من التعلم في المدرسة!

Mrs Emma Shanahan
Principal, Aspen Heights British School



School Events and Dates



Science WEEK

Science Technology
Engineering Arts
Mathematics

Feb 28th - March 4th



FS will complete tally charts, conduct a volcano experiment, learn about floating and sinking making their own predictions. Build a big FS solar system - planet per class. FS2 will also be focusing on growing their own plants.



Year 1 will learn all about plants and visit our hydroponics greenhouse.



Year 2 will learn about liquids by making lava lamps. They will also experiment on how different liquids can change colour.



Year 3-4 will do a sound walk, note the sounds that they hear using a tally method, create a bar chart or other form of representation to show the sounds that were heard and the frequency that they heard them.



Year 5-9 will complete an online web quest, do some exciting experiments with the Bunsen burners (flame tests) and hopefully receive their Bunsen burner license.



SCIENCE WEEK

28th Feb - 4th March

Dress up as a **Scientist** on
Thursday 4th March to
celebrate Science Week!

OUR UNIFORM SHOP IS OPEN THIS SATURDAY

Sat 27th February | 9am - 3pm



Primary Update

It has been a lovely week in school, all of the staff, parents and children are very happy to return to school and have expressed their excitement.

On my learning walks this week, I have seen amazing learning across the whole of primary. Year 1 are really enjoying learning all about Jack and the Beanstalk and they have enthusiastically told me about what they have learnt through character descriptions and mapping out the story. In Year 2, the children have been developing their phonics in their phase groups and applying this to their writing. Year 3 have been solving word problems using their knowledge of place value. In year 4 they are looking at a variety of poetry and recognising the different features as well as learning how to perform poetry effectively to an audience. Year 5 are preparing for our International Day by researching famous landmarks from a country of their choice. Year 6 are enthusiastically learning about the circulatory system - there are some budding scientists!



Thank you to all of the families who met with their child's class teacher this week to share their achievements as well as their next steps for this term. The teachers enjoyed these interactions and the positive feedback and praise that they received.

We are all looking forward to Science Week next week! There are many investigations happening including the use of the hydroponics greenhouse and the science laboratory. Remember to dress up as your favourite scientist on Thursday.

Well done to the following classes for their attendance this week - Leopards at 99% and Houbara at 100%! Remember that the more learning you attend, the more you will learn! Have a lovely weekend and we look forward to seeing you on Sunday.

Mrs Laura Stevens
Head of Primary



EYFS Update

Dear Families,

It has been such a great first week back at school. It has been great to see the children interacting with their friends and getting stuck into their new topics. In Nursery, the children have been reading the story 'Whatever Next' and creating their own space rockets out of cardboard boxes and resources from their classroom. It was a great introduction to learning about space and the solar system. As part of their new topic the children also made their own shape rocket pictures.

In FS2, the children have started their new topic by reading the story, 'Plants Can't Keep Still'. Over the week, the children started planting a range of seeds which they are going to nurture over the coming weeks. Thank you for all the generous planting donations. This week, the children have been consolidating their phonics knowledge and we have been really impressed with how well the children are applying this in their reading and writing.

Next week is Science week and we have lots of exciting Science activities planned. Don't forget to dress up as a scientist on Thursday!

I hope you have a lovely weekend.

Mrs Rose Akachi
Head of Foundation Stage



Secondary Update

It has been such a wonderful week in Secondary we have seen the return of our Year 8 and 9 pupils, welcomed our new pupils and families to the school and last but not least we have transitioned all of our Year 7's who had their own induction day in order to successfully join the school.



This week I have seen and heard so much amazing learning. From hearing the children attempt major and minor scales in music to writing in the voice of a famous author (Charles Dickens) in English and comparing and contrasting artistic styles from 1911 to modern day.

The secondary school has been abuzz with energy and enthusiasm this week. We are all so happy to be reunited with our common aim of achieving 'Amazing Learning' every day.

The best attendance in secondary this week goes to Futaisi with 100% attendance. Well done boys! You will receive 10 minutes extra break time.

Next week is possibly one of my favourite weeks of the year, Science week! There will be lots of exciting activities for the children to do during the week and on Thursday everybody is invited to dress up as a scientist to help celebrate the week. There will also be a family workshop to share with families the different science experiments that can be done at home with children and a celebration assembly.

Wishing everyone a safe weekend.

Dr. Kate Plumb
Head of Secondary





Osha and Hamda were talking on the phone.



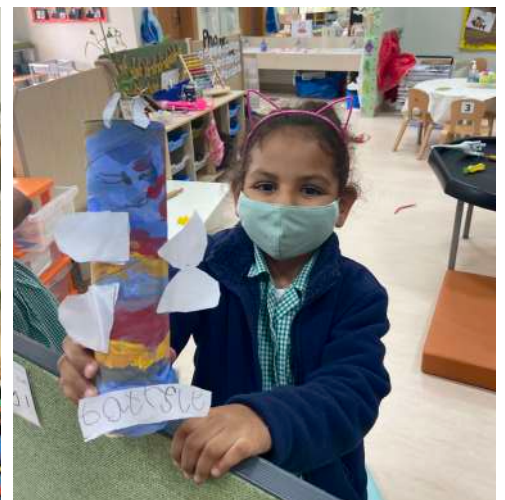
Hamna and Fayrouz are reading together.



Emilia and Fahad from Mice class were founding things to feed the camels.



Mice class are so happy to have Faris back in school learning.



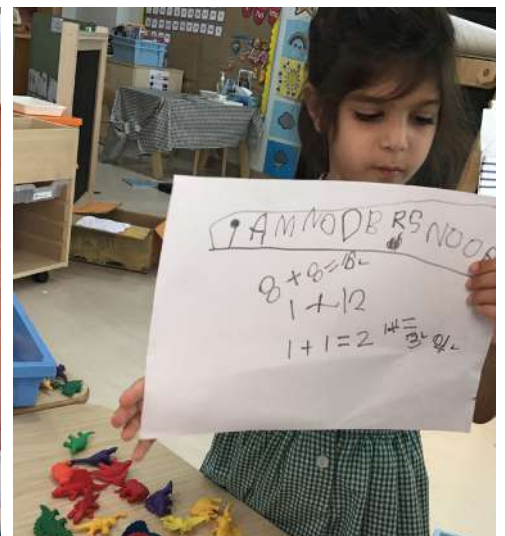
Farida was very proud of the butterfly she made using junk materials. She added lots of details to her butterfly and also labelled her model.



Saoud from Mice class built a rocket independently.



Maha was throwing a big ball through a hoop.



Noor has enjoyed learning about addition. She chose to make her own story problems using the dinosaurs.



Osha and Hamda were talking on the phone.



Saqer used the outdoor construction and loose parts to create a race track with lots of obstacles for his cars.



Hamda was painting the moon.



Sparrows Green bubble making playdough.



Osha was matching the body parts on an



Fatima from Mice class was completing puzzles



Sparrows Orange bubble making a house.



Mido workings on place value.



Learning about numbers and waterplay.



Mido and Erik playing the shape sorting game.



Leo working on his fine motor skills.



Ahmed learning about shapes and colors.



Leo working on his number skills.



Ahmed working on his construction skills.

Lower Primary



Y2L reading their books in class.



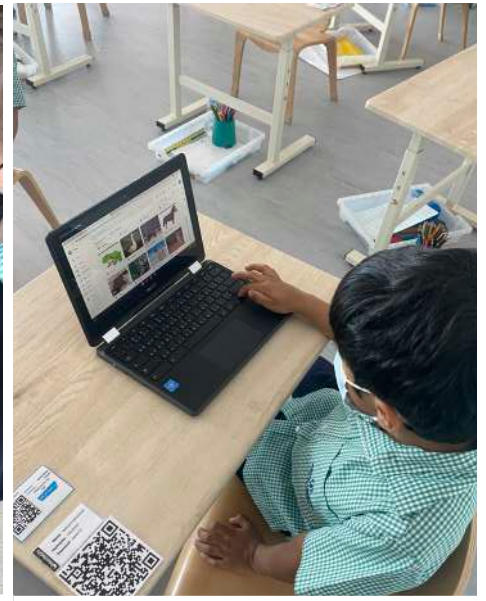
Izzah practising writing in multiples of 5.



Hanad in Y2C enjoyed learning about capacity.



Jakob in Y2C reading a scale.



Jumaa in Y2O amazed us with his computing skills.



Khaled and Muna in Y2L measuring volume.



Mohamed learning all about capacity. sunset.



Manal in Y2C learning all about capacity.



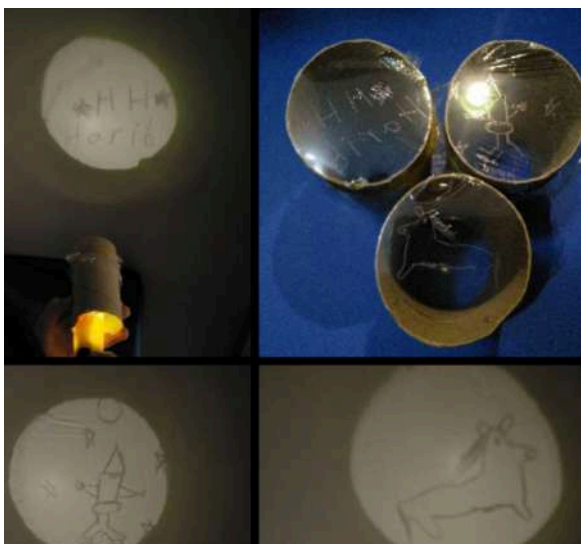
Hasah in Y2C using the scales to weigh different items.



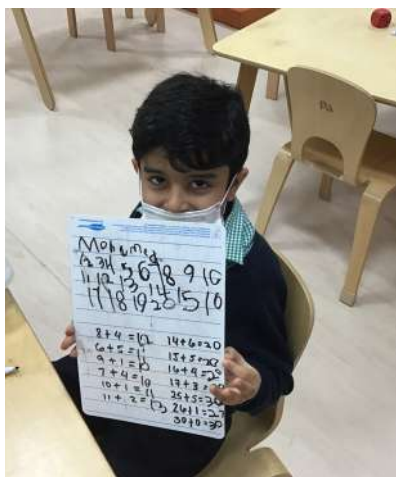
Rashed in Y2O loved making his mask.



Suhail in Y2C enjoyed learning about capacity.



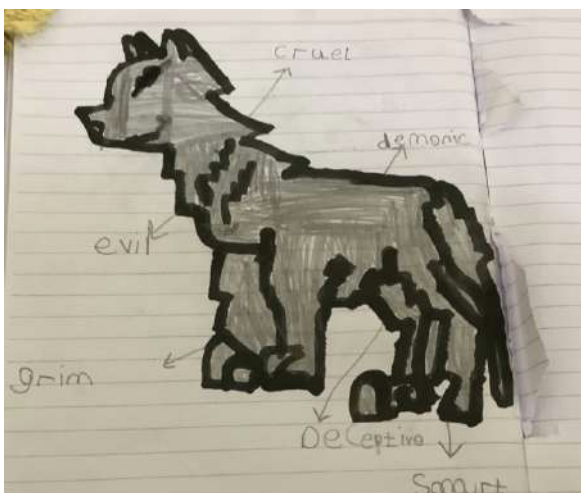
Harib is learning about light in science so he made a mini cardboard projector.



Mohamed Y1J working hard at addition to 20.



Taj in Y3F made a paper wolf for art.



Mohamed B in Y3F wrote adjectives to describe his wolf shapes.



Y2O having a great time creating their 'Claire' masks to act out the story of 'On the Way Home'.



Santiago in Y2L enjoyed weighing different objects in maths.

Upper Primary



Isma and Ghala in Y4H using oil crayons to create their art.



Y4H class enjoying art.



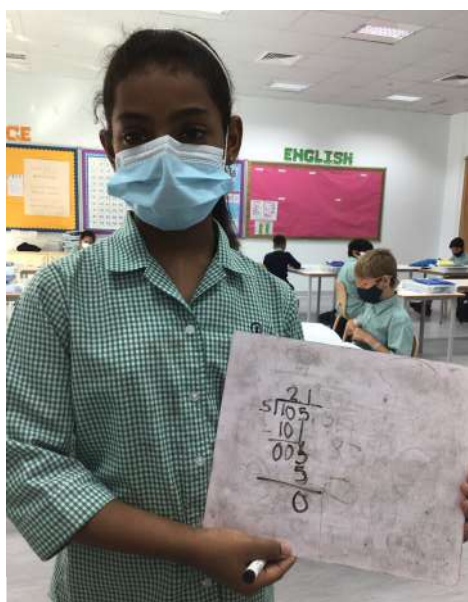
Yusuf, Freddie, Mohamed and Sultan experimenting with sound in science.



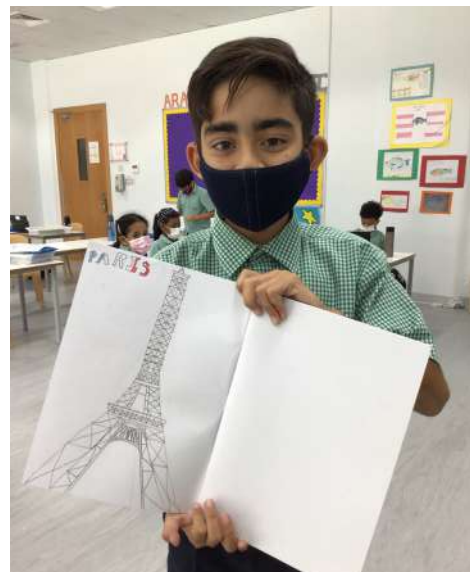
Megan and Layan in Y4H creating their artwork.



Gabriel in 5P worked hard to write a detailed boxing up plan for his persuasive text.



Latifah in 5P persevered with long division.



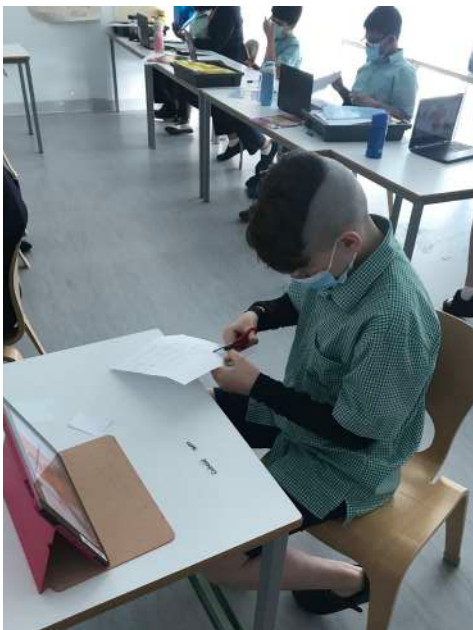
Marwan in 5P drew a famous landmark to go with his persuasive text.



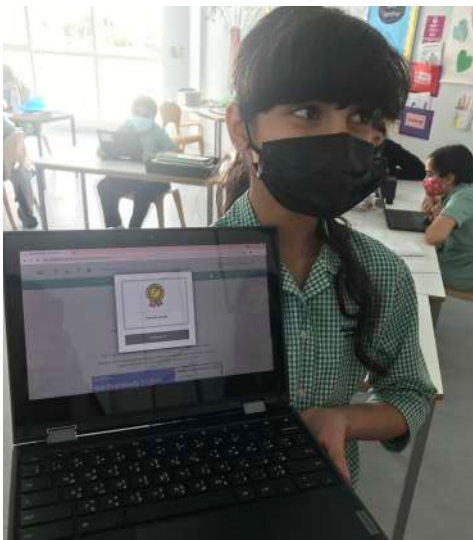
Upper Primary



Y6S enjoying PE.



Y6S building cubes and cuboids.



Aysha in Y6S completing her reading comprehension on Reading Theory.



Y6 Finding the volume of cubes and cuboid.



Y6 Finding the volume of cubes and cuboid.



Y6 Finding the volume of cubes and cuboid.



Y6 Finding the volume of cubes and cuboid.



Secondary



How do you become one ?

So here are some tips on how do you become one :

1. Train your eye to pick up on details instantly.
2. Obtain an appropriate degree or certification to get started.
3. Get lots of practice- even if it pays nothing.
4. Make a portfolio and build your own contacts.
5. Always keep learning- Design locally, but think globally



Examples of how 40's apply to the job:

Creativity = Creativity applies with the job because they use their Creativity to miss and match some furniture and some artwork and much more .

Critical thinking = they use there critical thinking when for example they put a big table in the room and it doesn't fit so they will have to use there Critical thinking to solve the problem.

Collaboration = they use Collaboration when working together decorate the room and to pick the fabric.

Communication = they use communication when working together and fixing problems

How can you become a musician?

- Research musicians, more about the job and see how to become a successful musician. It may seem simple to just pick a recording studio to hire you, but there is work involved, like learning to play an instrument.
- Get the training. Some successful musicians are self-taught, but usually that doesn't work. Ask your parents to send you to music lessons.
- Try learning when you are young. Research shows that learning something when you are still a kid makes you better at it than learning it as an adult.
- Practice, practice, practice! Lee Devel and Mike Stewart said: practice makes perfect. If you don't practice, you won't learn from your mistakes therefore you won't be successful.

What do musicians do?

Yeah, everyone know what musicians do: they sing and play instruments to a live audience or publish it on the internet! Right? Well, they also do other things, like play in recording studios or to people on the streets. Maybe they sometimes even teach other people how to play music.

Art and D&T:

Y7

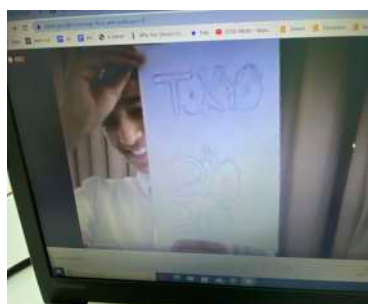
Our career and job exploration within the arts continues. The year 7's have been busy working on their presentation skills and researching career opportunities. Thus far, we have had presentations and investigation in a number of art careers such as Musicians, Architects and Interior Designers.

Y8

Our logo designs are in their final stages and in conjunction with Ms Yates, our computer teacher they will be converting their hand drawn logos into CAD designs. We are all excited to see the result of their efforts in a digital format.

Y9

Is art a mirror of society? This has been a big part of our discussion this week in class as we work towards the creation of our own graffiti tag. In addition, we examined the difference between street art and graffiti in terms of art being a "social commentary".



Make connections

How are these two things connected?

Art

What connects these concepts?
anger, feelings and emotion

Mirror of Society

Make connections

How are these two things connected?

Art

What connects these concepts?
As society grows and expands art changes to reflect on new developments. Art reflects on the history and past of the society.

Mirror of Society

Explain

How did you come to that answer? What evidence supports your idea?

People look at it and come across the work and it depends. If people keep the art or not that is the reflection

Art

Reflection

Explain

How did you come to that answer? What evidence supports your idea?

Because not everything that is street art represent society I am not sure how to say it because if someone spray painted a table on the wall how does oil represent society

Art

Reflection

Year 7 English

Literature is our focus for the second half of term two. We began to discuss our novel 'Wonder' by R.J. Palacio. We had an interesting discussion about the novel's cover and what this might suggest about the plot of the novel. We also began to analyse the characters as we began to read the story.

Year 8 English

'The Secret Garden' (Burnett, 1911) is a timeless novel. In preparation for the reading of the unabridged Victorian literary study pupils have explored Burnett's career and early life. In doing so they have considered the importance of imagination and how our imaginations can create safe places. Pupils explored how the novel's book cover has changed overtime in ordert to diversify and attract new readership.

Year 9 English

Who was Charles Dickens? What were society's social expectations in the 19th century? Based on pupils' new knowledge we predicted possible plots and themes that might be found in 'Great Expectations'. With this strong contextual foundation pupils then wrote a bildungsroman piece of creative writing, using 19th Century London as their story's context.

Spelling Quizzes

Year 7 Aryam

Zaina, Yara, Sophia M. & Rahaf = 100%

Janel & Zain = 90%

Aisha & Aakanksha = 80%

Class average: 77%

Year 8 Mariah

Haroun 87%

Taim 80%

Harry Udayan 73%

(Class average 67%)

Year 7 Delma

Aiman & Amer = 100%

Sultan Alqemzi = 90%

Khaled = 45%

Class average: 49%

Year 8 Saadiyat

Khloe 100%

Paige and Mahra 93%

Kinkin 87%

(Class average 72%)

Terminology Quizzes

Year 9 Futaisi

Alex 93%

Joshua, Abdulla and Easa 88%

Leon and Nabil 82%

(Class average 82%)

Year 9 Yas

Madia and Keira 100%

Aysha 88%

Alreem AB and Lamar 82%

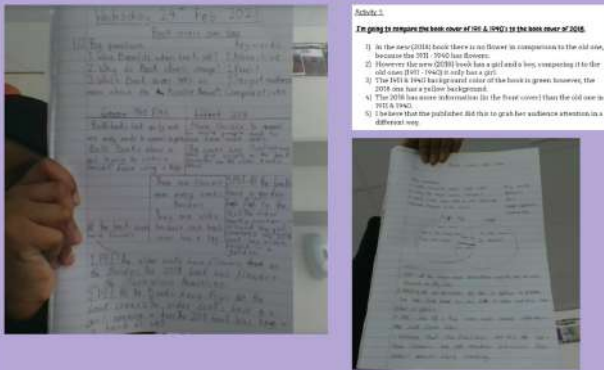
(Class average 58%)



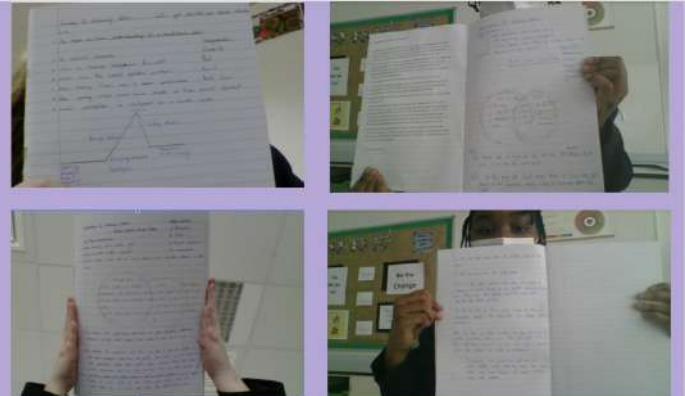
Book covers over time

Secondary

Year 8 Saadiyat



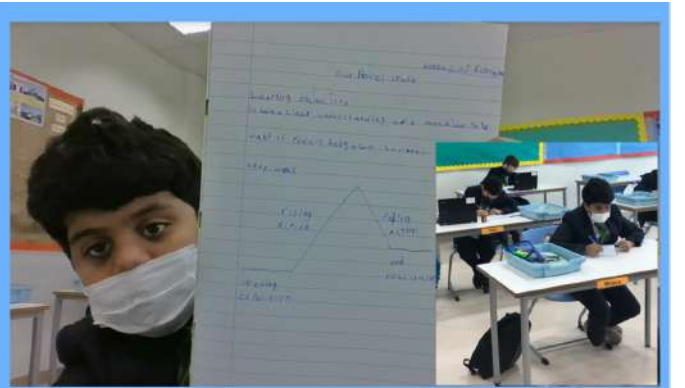
Year 8 Saadiyat



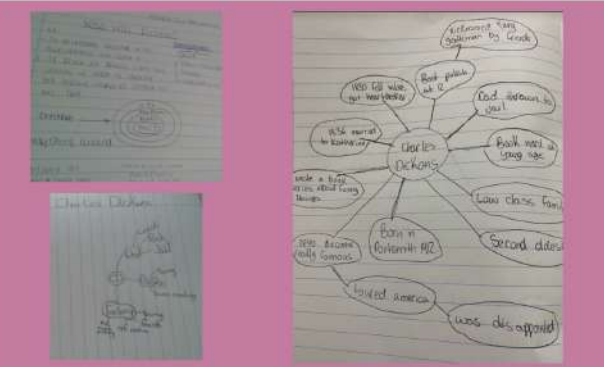
Year 8 Mariah



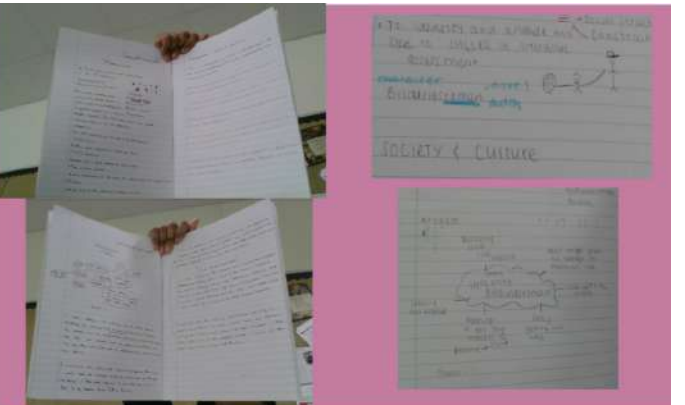
Year 8 Mariah



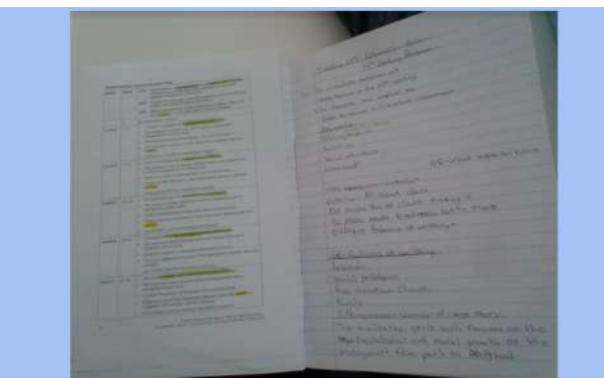
Year 9 Yas



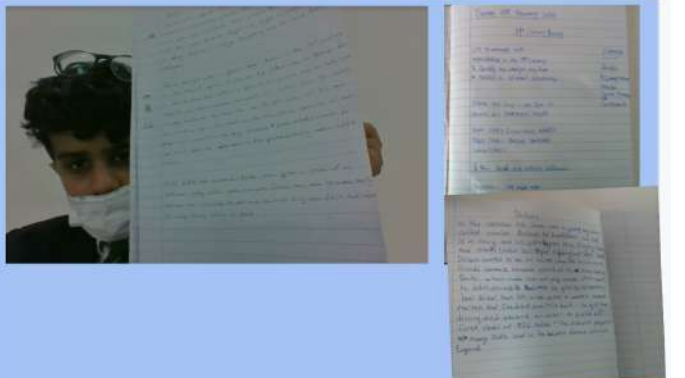
Year 9 Yas



Year 9 Futaisi



Year 9 Futaisi



French:

Year 7

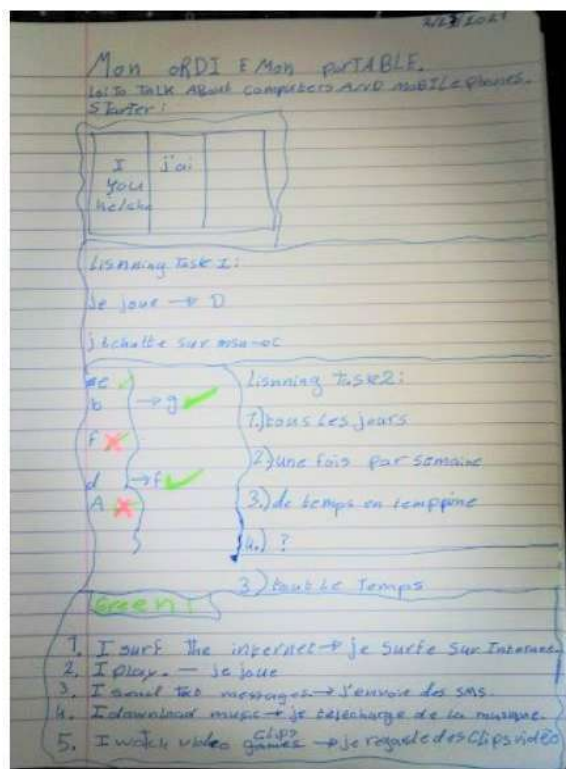
Our focus has been on talking about what we do with computers and mobile phones in French. We completed a listening task and a written task. We used our oral, aural and written skills during this week's lesson.

Year 8

We have begun the second half of term two on a grammar point. Regular ER verbs have been our focus. We have been learning how to conjugate the present tense of these verbs.

Year 9

This week, we did some verb revision before looking at the area of 'la télé'. We learned about the different types of television programmes in French and also how to give our opinions as to which ones we enjoy.



La télé et ER verbs

Sunday 23rd February 2021

L.O: To use ER verbs to talk about TV in French.

Listening task 1

1. F
2. D
3. C
4. A
5. A
6. B

Listening task 2

1. A et D
2. E et H
3. A et B
4. A et C
5. E et F
6. E et G

Er verbs

- Je danse
- Tu dances
- Il danse
- Elle danse
- On danse
- Nous dansons
- Vous dansez
- Ils dansent
- Elles dansent

- e
- es
- e
- e
- e
- ons
- ent

Blue:

1. Je regarde la télévision dans ma chambre.
2. Je visite le musée en ville.
3. Tu écoutes le professeur en classe.
4. Il joue au rugby avec ses amis.
5. Anne chante dans une chorale avec ses amis.
6. Nous parlons français en classe avec le prof.
7. Nous jouons au tennis dans le parc.
8. Vous habitez dans une maison à la campagne.
9. Ils détestent les chats méchants.
10. Elles arrivent au collège en autobus.
11. On aime les chats et les chiens.
12. Paul et Eric écoutent la radio dans la cuisine.
13. Anne et Christine adorent les chevaux.
14. Papa et moi regardons un DVD dans les salons.
15. Je téléphone à ma mère.

Science: Year 7 & Year 8

We completed a revision lesson this week followed by the end of topic test. It was certainly productive and a busy start for face to face learners. Next week is Science week and students will have the opportunity to go into the Science labs to carry out experiments. Please see the outline below for more information.

Year 9

This week, we focused on the fundamentals of the laboratory by looking into the skills required, safety specifications and the use of apparatus. This all ties with the core practical skills needed for iGCSE Science. As we move forward, students will have a better understanding of what is necessary from them to carry out experiments safely and correctly. Next week, we will be moving on with starting the introductory Biology which will go through the foundational knowledge as we prepare for iGCSE.

Science Week (Sunday 28th February - Thursday 4th March)

Sunday: Science Themed Assembly + competition announcement

Monday: Laboratory sessions for Year 9 Yas, Year 7 Dalma and Year 9 Futaisi

Tuesday: Laboratory sessions for Year 8 Saadiyat

Wednesday: Laboratory sessions for Year 7 Aryam and Year 8 Maryah

Thursday: Scientist Dress up Day + competition results

Secondary

Humanities

Year 7 – Students discussed Volcanoes and volcanic eruptions. They outlined the formation of volcanoes, explained the meaning of divergent and convergent boundary, outlined the distinctive features of volcanoes, listed the positive and negative effects and reasons for why people live near volcanoes.

Year 8 – Students investigated the Morpeth Floods - A case study of a flood management scheme in the UK. They outlined the causes of the floods, the social, economic and environmental impacts of the floods. They then described the new flood management schemes adopted.

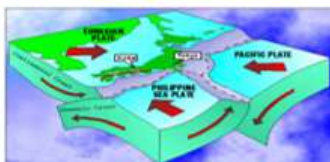
Year 9 - Students investigated - the case study of how the earthquake that hit Kobe during the winter of 1995 measured 6.9 on the Richter scale and is located in the south east of Japan, near a destructive plate margin. It is a megacity and has one of the largest container ports in the world. Students listed the causes of the earthquake, outlined the primary and secondary effects of the Kobe earthquake and listed the short and long term responses to the earthquake.

2/22/2021

Joshua Dene - Kobe Earthquake Year 9 T2 Week 6 - Blue Challenge - Google Docs

Blue Challenge

Kobe Earthquake Year 9 T2 Week 6



The earthquake that hit Kobe during the winter of 1995 measured a massive 7.2 on the Richter scale. The effects of this earthquake were catastrophic for an MEDC, despite some buildings having been made earthquake proof during recent years

1. Why do you think the worst affected area was in the central part of Kobe?

102,000 buildings were destroyed in some parts of Kobe and this included older wooden houses

2. British journalist Dennis Kessler living in Osaka described the moment he was woken by a loud roar and watched his second-floor flat sway like a pendulum. Use the link to help you write an account of what his experiences were like.
[BBC ON THIS DAY | 17 | 1995: Earthquake devastates Kobe](#)

Experience:

- Witnessing an Eye terrifying shaking lasted for 20 seconds and aftershocks came by.
- Kessler Struggled to overcome the huge impact of the earthquake.
- Every single object in our room was flying around.
- The walls and ceilings were moving and creaking, the whole room was moving around.
- The walls and ceilings were moving and creaking, the whole room was moving around.

3. The Freeman

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.

Red Challenge

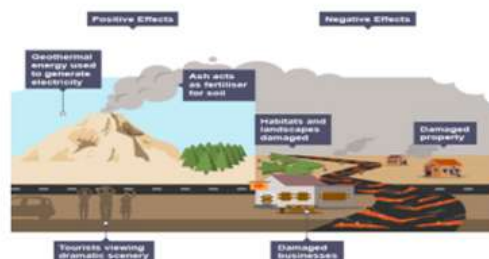
Volcanoes and volcanic eruptions Year 7 T2 Week 6



Use the diagram and your knowledge gained during the lesson to **explain in 2 sentences**, each of the positive and negative effects of Volcanoes and volcanic eruptions

Positive effects	Negative effects
1. ash provide fertile land and which they can sell (and get money)	1. they can kill people and damage property and services.
2. tourists are attracted to the volcano, which increases money to the local economy	2. Economic activity can suffer as it is hard for businesses to operate and recover after an eruption.
3. Mining for diamonds will be easier.	3. Natural habitats are disrupted and animals and plants are destroyed.
4. Others : geothermal energy can be harnessed, which provides free electricity for locals.	4. Others : I DON'T THINK YOU WILL LIKE SITTING NEXT TO A ERUPTING VOLCANO

Volcanoes and volcanic eruptions Year 7 T2 Week 6



Use the diagram and your knowledge gained during the lesson to **explain in 2 sentences**, each of the positive and negative effects of Volcanoes and volcanic eruptions

Positive effects	Negative effects
1. Ash can be used as an effective fertilizer for agriculture. It helps farmers with their products and wealth.	1. Molten lava could ill people. It's dangerous and should be treated with caution.
2. The heat from the lava can generate geothermal energy which is cheap to use. It can be free or at a low minimal price.	2. Habitats and landscapes could be destroyed. The lava could burn or demolish anything anywhere in it's way as well as beautiful and essential scenery.
3. Can attract tourists which gives the government more wealth. Tourists love dramatic scenery such as volcanoes.	3. Businesses could end. Offices could be severely damaged and people could lose jobs and money.
4. Others	4. Others

2/22/2021

Lucy Anne Coulburn - Kobe Earthquake Year 9 T2 Week 6 Green Challenge - Google Docs

40,000 injured, more than 300,000 homeless, 240,000 damaged homes, more than 120,000 damaged structures and more than half of which were fully collapsed.

Red Challenge

Morpeth Floods
Year 8 T2 Week 6



The 2008 Morpeth flood occurred on Saturday 6 September 2008 in Morpeth, a town in Northumberland, northeastern England, when, following sustained heavy rainfall during the previous twenty-four hours, the River Wansbeck burst its banks and overwhelmed the town's flood defences. Nearly one thousand properties, mostly residential, were damaged

1. Research and describe the physical causes.
 - Prolonged rainfall, and is when it rains on a certain place for a long period of time, and can become saturated.
 - The river Wansbeck valley is narrow and steep which results in a high amount of surface runoff.
2. Explain the social, economic and environmental effects and responses. Please use the Presentation posted in classwork to help you to explain.
 - More than 400 residents were evacuated. 198 residents did not receive a flood warning. 995 properties were directly affected by this flooding. 40 million dollars worth of damage because of this flooding. The library suffered severe structural damage.

© 2004 Blackwell Publishing Ltd

© 2004 American College of Sports Medicine

Green Challenge

Kobe Earthquake
Year 9 T2 Week 6

Read the passage and answer the questions that follow.

Kobe earthquake of 1995, also called Great Hanshin earthquake, Japanese in full Hanshin-Awaji Daishinsai ("Great Hanshin-Awaji Earthquake Disaster"), (Jan. 17, 1995) large-scale earthquake in the Osaka-Kobe (Hanshin) metropolitan area of western Japan that was among the strongest, deadliest, and costliest to ever strike that country.

The earthquake hit at 5:46 AM on Tuesday, Jan. 17, 1695, in the southern part of Hyōgo prefecture, west-central Honshu. It lasted about 20 seconds and registered as a magnitude 6.9 (7.3 on the Richter scale). Its epicentre was the northern part of Awaji Island in the Inland Sea, 12.5 miles (20 km) off the coast of the port city of Kobe; the quake's focus was about 10 miles (16 km) below the earth's surface.

The Kobe quake's devastation included 40,000 injured, more than 300,000 homeless residents, and in excess of 240,000 damaged homes, with millions of homes in the region losing electric or water service. Kobe was the hardest hit city with 4,571 fatalities, more than 14,000 injured, and more than 120,000 damaged structures, more than half of which were fully collapsed.

1. Kobe earthquake was also called Great Hanshin earthquake.
2. The earthquake took place on 1995 at 5:46 AM.
3. The earthquake lasted for about 20 seconds and registered a magnitude of 7.3 on the Richter scale.
4. Its epicentre was the northern part of Awaji island in the inland sea.
5. Describe the devastation Kobe caused? Give at least 5 details.

Objectives: *Identify the components of a business plan and explain the importance of each component.*

Volcanoes and volcanic eruptions
Year 7 T2 Week 6



Why do you think people live by volcanoes? Give at least 4 reasons.

1. volcanic rock and ash provide fertile land which results in a higher crop yield for farmers
2. tourists are attracted to the volcano, which increases money to the local economy
3. geothermal energy can be harnessed, which provides cheaper electricity for locals
4. minerals are contained in lava, eg diamonds - these can be mined to make money

20220219

Page Ref: Microsoft Florida Year 8 T2 Week 8 - Change Challenge - Grade 8

Case Challenge

Morpeth Floods
Year 8 T2 Week 6

Housing

Several houses along the banks of the Wansbeck date back to the 14th century, but many buildings near the town's main thoroughfare, Bridge Street, were built in the 1970s and 1980s – after the town was devastated by the flood of 1993. The Environment Agency is strongly opposed to building on flood plains, puts properties at constant risk of flooding. Building in these areas can also damage a river's natural drainage ground and push floodwater further downstream. Of the 1,062 properties sited on the flood plain, only 62 escaped the destruction inflicted by the rising Wansbeck at the weekend.

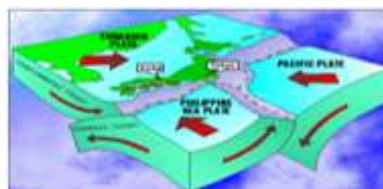
Chemical Effects

The River Wansbeck Valley is narrow and steep and as a consequence has a 'squeezed' amount of surface runoff. Based on three storm events, a reliable flow gauge located upstream of Morpeth at the confluence of the Wansbeck and Fent showed that 56% of rainfall is converted into surface runoff. Because the soil was already saturated as a result of the wet summer, the effect of surface runoff was greatly enhanced. Furthermore, increased urbanisation since the 1960s in Morpeth meant that most water falling on the town would have drained directly to the river channel. Other tests investigating the catchment lag time (time lapse between the midpoint of storm rainfall and peak river level) indicate that the Wansbeck has a LAG time of only 8 hours. Water entering the river from the surrounding hillsides would have already been converted into channel flow by surface runoff and to a lesser extent by throughflow. This is due to the steepness of the valley and the soil composition.

Summary 4 key points from each of the 2 paragraphs

Summarize 4 key points from each of the 2 paragraphs	
Housing - Key points	Physical factors
<ol style="list-style-type: none"> 1. Several houses along the banks of the Wansbeck date back to the 14th century 2. but many buildings near the town's main thoroughfare, Bridge Street, were built in the 1970s and 1980s – after the town was devastated by the flood of 1963. 3. which puts properties at constant risk of flooding 4. natural drainage ground and push floodwater further downstream. 	<ol style="list-style-type: none"> 1. The River Wansbeck Valley is narrow and steep and as a consequence has exaggerated amounts of surface runoff. 2. 56% of rainfall is converted into surface runoff. 3. Morpeth meant that most water falling on the town would have drained directly to the river channel. 4. This means that any water falling in the catchment area would have been rapidly

Blue Challenge

Kobe Earthquake
Year 2 T2 Week 6

The earthquake that hit Kobe during the winter of 1995 measured a massive 7.2 on the Richter scale. The effects of this earthquake were catastrophic for an MEDC, despite some buildings having been made earthquake proof during recent years.

3. Why do you think the worst affected area was in the central east of Korea?

Because it was where the 3 plates collided, creating the strongest impact in Korea

2. British journalist Dennis Kessler living in Osaka described the moment he was woken by a loud roar and watched his second-floor flat sway like a pendulum. Use the link to help you write an account of what his experiences were like:
http://news.bbc.co.uk/1/hi/inside/2005/stories/05january17newsid_3370000/3370733.stm

When he was there, he experienced something obscure, as he said when he woke up that "Every single object in our room was flying around." Which was the effect of the Earthquake as it created an astronomical impact towards the place he was accommodated in.

"The walls and the ceilings were moving and creaking, the whole room was moving around like it was made of jelly."

3. Hanshin motorway connecting Osaka to Kobe collapsed in three places. Research and describe this scene in 3 sentences.

When it collapsed in three places, it threw 50 cars off the edge. It created a power cut, trains derailed and a bus hung over the edge. Due to the elevation, 2 people died from the raised platform.

Secondary

Mathematics:

In Mathematics all students have reviewed their previous learning and in the first lesson they were asked to create a poster/mind map of the topics that they learnt in the first part of the 2nd term.

Year 7 followed with the revision on decimals, measures, perimeter and the area. Next week they will have a test that will check the understanding of those topics.

Years 8 has moved to the new theme - graphs. We discussed and learnt how to use the conversion graphs and the distance - time graphs.

In preparation for a test coming up next week year 9 have revised angles, bearings, scale drawings, similar triangles and contractions.

All students can use MyiMaths for the additional revision and support. They also must complete homework that is set on Thursday.

Addition

- line up the decimal point
- Add 0 in the place holder
- Add the numbers in columns

Example:
$$\begin{array}{r} 7.52 \\ + 2.27 \\ \hline 9.79 \end{array}$$

Subtraction

- line up the decimal point
- add 0 in the place holder
- subtract the numbers in columns

Example:
$$\begin{array}{r} 7.52 \\ - 0.13 \\ \hline 7.39 \end{array}$$

Working with DECIMALS

Multiplication

- Remove the decimal point
- Multiply
- place the decimal in answer

Example:
$$\begin{array}{r} 2.14 \\ \times 3 \\ \hline 6.42 \end{array}$$

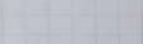
Division

- When dividing decimals by a whole number, place the decimal point first, up in the quotient and work down

Example:
$$\begin{array}{r} 18.5 \\ 3 \overline{) 55.5} \\ \underline{36} \\ 19 \\ \underline{18} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

perimeter


Ex: The distance around the edge of the shape 3



6 cm
4 cm

• $p = 6 + 4 + 6 + 4$
 $= 20 \text{ cm}$


• $p \text{ of rectangle} =$
 $(l + w) \times 2$
 $(6 + 4) \times 2 = 20 \text{ cm}$



5 cm

• $p = 5 + 5 + 5 + 5 + 5 + 5$
 $= 30 \text{ cm}$

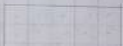
• $p = 6 \times 5$
 $= 30 \text{ cm}$



3 cm
2 cm
2 cm
2 cm
2 cm
2 cm
2 cm
2 cm
2 cm
2 cm


• $p = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$
 $= 20$
 $+ 5 = 30 \text{ cm}$

Finding Area by Counting Squares



$A = 20 \text{ cm}^2$

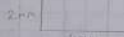
$A = L \times W$
 $= 2 \times 2 = 4 \text{ cm}^2$




$A = 8 + 4 = 12 \text{ cm}^2$

Calculating Area of Squares and Rectangles

$A = L \times W$



$2 \text{ cm} \times 4 \text{ cm} = 8 \text{ cm}^2$



$2 \text{ cm} \times 2 \text{ cm} = 4 \text{ cm}^2$

Area

Calculating Area of an irregular Shape

- Divide rectangles
- Add the area of each
- Find the total

Objective: I can solve exam type questions

Starter:

1) 23.8 ✓
2) 8.3, 8.35, 8.47, 8.9, 8.95 ✓
3) 80 ✓, 2000 ✓, c) 0.06 x 6
4) 3.20 ✓, 6) 800 ✓, c) 24 ✓
5) 1/5 = 0.2 points
2 units are 0.4 ml, so he is correct

Main task:

1) (2, -4)
He started with the y axis.
2) (0, 1), (2, 3), (6, 7), (6, 4)
▲ (0, 0), (-3, 4), (-2, -2), (5, -2), (2, 3)
3) 12.6 b) 32.8
 +3.9 -12.5

 16.5 20.3
4) 1.4 + 0.85 = 2.25m b) 3.5 - 2.25 = 1.25m
5) 0.6 b) 0.32
6) 2.6₈ b) 19.2
 x 3.68 ✓ 3) 37.6

7) 2.25
 $\begin{array}{r} 2.25 \\ \times 5 \\ \hline 11.25 \end{array}$

8) 4.1
 $\begin{array}{r} 4.1 \\ \times 2.4 \\ \hline 8.06 \end{array}$

9) She is correct because when we round 13.96 to the 1st decimal place we look at the number to the right of it (6). We will round (up) so the answer will be 14.0.

10) 32.4 32.40 0.524
 $3 \times 12 = 36$ $27 \times 12 = 324$ $27 \times 12 = 324$
 360 3240

11) p^2
 $6 \times 4 = 24 \text{ cm}$

12) $p = 6 \times 4 = 24 \text{ cm}$ $8 \times 3 + 4 + 1 = 24 \text{ mm}$

13) $A = L \times w$
 $= 6 \times 6 = 36 \text{ cm}^2$ $A = L \times w$
 $= 8 \times 4 = 32 \text{ mm}^2$

14) $p = 3 + 3 + 3 = 12 \text{ cm}$

TERM 2.2

— BEARINGS —

Always measured **clockwise**

080°

Bearings always written in **S.E.N.T.**

Measure B from A

085°

From measuring the plan: After Term

— SCALE DRAWINGS —

1cm = 10km

10km in **reals life**

Term on paper/map
or
1:10

Plane travelled from A to B with a distance of **30km**

Bearing of B from A
is **120°**

Plane turned **120°**

Draw it exactly & label **Real life**

Measure

CONSTRUCTION

perpendicular

BISECTOR

Bisecting
any line
in equal halves

perpendicular
BISCTOR

Bisect
Angle

SIMILAR TRIANGLES

- Not the same length
- Same **ANGLES**
- Same **SHAPE** all sides

digital frame
sides w/ can other

$\frac{14}{5} = \frac{28}{5}$ ratio

Find
ratio to find missing lengths/sides

$x = \frac{x}{2}$

$2.7 \times 2 = 5.4$

$2.9 \times 2 = 5.8$

$5.4 \times 2 = 10.8$

Chase triangle
to start with
everytime
equation

Tuesday 27th February 2021

Objective: I can solve integer questions

100 marks and 10 minutes

1 star 2 star 3 star

1) 33×3 ✓

2) $5: 3, 8, 35, 8, 4, 9, 9, 4, 3, 46$ ✓

3) $8m = 80m$ $2kg = 2000g$ $60cm = 6m$ ✓

4) $3.1m = 320cm$ $3.1m = 310cm$ $2400m = 2.4km$ ✓

5) He has measured the wrong amount. He measured 0.4 pole (each is supposed to be 0.4 pole) ✓

reasons

6) x was in always gets, it would be $(2, 4)$ ✓

7a) $(3, 1), (2, 3), (6, 1), (6, 4)$ ✓

7b) $(3, 2), (2, 2), (2, 3), (5, 4)$ ✓ $(3, 4)$

8a) $12 + 6 + 3 + 9 = 30 + 9 = 39$ ✓
real answer: 16.5 ✓

8b) $32.8 - 17.5 = 33.3 - 18 = 15.3$ ✓
real answer: 15.3 ✓

9) $\frac{1}{2} \times 4 = 2$ ✓

10) $\frac{1}{2} \times 4 = 2$ ✓

11) $34.6 \div 3 = 11.53$ ✓

12) $4.6 \times 8 = 36.8$ ✓

13) $34.6 \div 3 = 11.53$ ✓

10) $2.25 \times 5 = 11.25$ ✓ 13) $10 \text{ cm} = 9.4 \text{ cm}$ ✓
The gather was 11.25g ✓ High jump = 2.4m ✓
Distance was 8.0 km ✓

14) gather in control 13-14, had two different places, one in 11 and one in 6, 6/14 then you are working towards 2-4 which would be the best degree (in this case, 90) and towards 5 it would round to the number or after 140 ✓

15a) $32 \times 4 = 128$ ✓ 15b) $32 \times 10 = 320$ ✓ 16) 32 cm ✓
17a) $4 \times 6 = 24 \text{ cm}$ ✓ 17b) $4 \times 3 + 8 \times 2 = 24 \text{ cm}$ ✓
18a) $6 \times 6 = 36 \text{ m}^2$ ✓ 18b) $8 \times 4 = 32 \text{ m}^2$ ✓

19) $P = 12 \text{ m}$ ✓

20) I didn't understand this, $\times 144 \text{ m}^2$

24 February

I feel confident, but I still need to practice.

REVISION

QUESTION

1. The number of students who passed was 100. How many failed?
2. The number of students who passed was 100. How many failed?
3. The number of students who passed was 100. How many failed?
4. The number of students who passed was 100. How many failed?
5. The number of students who passed was 100. How many failed?
6. The number of students who passed was 100. How many failed?
7. The number of students who passed was 100. How many failed?
8. The number of students who passed was 100. How many failed?
9. The number of students who passed was 100. How many failed?
10. The number of students who passed was 100. How many failed?

ANSWERS

1. 100
2. 100
3. 100
4. 100
5. 100
6. 100
7. 100
8. 100
9. 100
10. 100

EXERCISES

1. The number of students who passed was 100. How many failed?
2. The number of students who passed was 100. How many failed?
3. The number of students who passed was 100. How many failed?
4. The number of students who passed was 100. How many failed?
5. The number of students who passed was 100. How many failed?
6. The number of students who passed was 100. How many failed?
7. The number of students who passed was 100. How many failed?
8. The number of students who passed was 100. How many failed?
9. The number of students who passed was 100. How many failed?
10. The number of students who passed was 100. How many failed?

1. $12 \times 12 = 144$
 2. $12 \times 12 = 144$
 3. $12 \times 12 = 144$
 4. $12 \times 12 = 144$
 5. $12 \times 12 = 144$
 6. $12 \times 12 = 144$
 7. $12 \times 12 = 144$
 8. $12 \times 12 = 144$
 9. $12 \times 12 = 144$
 10. $12 \times 12 = 144$
 11. $12 \times 12 = 144$
 12. $12 \times 12 = 144$
 13. $12 \times 12 = 144$
 14. $12 \times 12 = 144$
 15. $12 \times 12 = 144$
 16. $12 \times 12 = 144$
 17. $12 \times 12 = 144$
 18. $12 \times 12 = 144$
 19. $12 \times 12 = 144$
 20. $12 \times 12 = 144$
 21. $12 \times 12 = 144$
 22. $12 \times 12 = 144$
 23. $12 \times 12 = 144$
 24. $12 \times 12 = 144$
 25. $12 \times 12 = 144$
 26. $12 \times 12 = 144$
 27. $12 \times 12 = 144$
 28. $12 \times 12 = 144$
 29. $12 \times 12 = 144$
 30. $12 \times 12 = 144$
 31. $12 \times 12 = 144$
 32. $12 \times 12 = 144$
 33. $12 \times 12 = 144$
 34. $12 \times 12 = 144$
 35. $12 \times 12 = 144$
 36. $12 \times 12 = 144$
 37. $12 \times 12 = 144$
 38. $12 \times 12 = 144$
 39. $12 \times 12 = 144$
 40. $12 \times 12 = 144$
 41. $12 \times 12 = 144$
 42. $12 \times 12 = 144$
 43. $12 \times 12 = 144$
 44. $12 \times 12 = 144$
 45. $12 \times 12 = 144$
 46. $12 \times 12 = 144$
 47. $12 \times 12 = 144$
 48. $12 \times 12 = 144$
 49. $12 \times 12 = 144$
 50. $12 \times 12 = 144$
 51. $12 \times 12 = 144$
 52. $12 \times 12 = 144$
 53. $12 \times 12 = 144$
 54. $12 \times 12 = 144$
 55. $12 \times 12 = 144$
 56. $12 \times 12 = 144$
 57. $12 \times 12 = 144$
 58. $12 \times 12 = 144$
 59. $12 \times 12 = 144$
 60. $12 \times 12 = 144$
 61. $12 \times 12 = 144$
 62. $12 \times 12 = 144$
 63. $12 \times 12 = 144$
 64. $12 \times 12 = 144$
 65. $12 \times 12 = 144$
 66. $12 \times 12 = 144$
 67. $12 \times 12 = 144$
 68. $12 \times 12 = 144$
 69. $12 \times 12 = 144$
 70. $12 \times 12 = 144$
 71. $12 \times 12 = 144$
 72. $12 \times 12 = 144$
 73. $12 \times 12 = 144$
 74. $12 \times 12 = 144$
 75. $12 \times 12 = 144$
 76. $12 \times 12 = 144$
 77. $12 \times 12 = 144$
 78. $12 \times 12 = 144$
 79. $12 \times 12 = 144$
 80. $12 \times 12 = 144$
 81. $12 \times 12 = 144$
 82. $12 \times 12 = 144$
 83. $12 \times 12 = 144$
 84. $12 \times 12 = 144$
 85. $12 \times 12 = 144$
 86. $12 \times 12 = 144$
 87. $12 \times 12 = 144$
 88. $12 \times 12 = 144$
 89. $12 \times 12 = 144$
 90. $12 \times 12 = 144$
 91. $12 \times 12 = 144$
 92. $12 \times 12 = 144$
 93. $12 \times 12 = 144$
 94. $12 \times 12 = 144$
 95. $12 \times 12 = 144$
 96. $12 \times 12 = 144$
 97. $12 \times 12 = 144$
 98. $12 \times 12 = 144$
 99. $12 \times 12 = 144$
 100. $12 \times 12 = 144$

We are absolutely delighted to have been able to welcome back all of our students to school and face to face learning. It is so wonderful to see them all.

Whilst we are still limited to how we can deliver PE, we have all primary year groups now participating in PE lessons over zoom from their classrooms. Those students who are still distance learning are also able to join in and the link is on seesaw as always. Please encourage your children to wear their school PE kits on the day they have PE.

We have been able to deliver secondary PE lessons outside, socially distanced and we will be working on our fitness after the students have been distance learning for the best part of the last year. The weather is perfect for outdoor exercise and has been enjoyed by all this week.

The weekly PE challenge will still be posted on seesaw every Monday and we look forward as always to receiving your videos and photos.

Stay safe, stay active and stay healthy!

The PE team.



كان من دواعي سرورنا الترحيب بعودة طلابنا ، ورؤيتهم داخل صفوفهم الدراسية من جديد، و لكن الأجل هو رؤية السعادة ترتسم على وجوههم حين اندمجوا خلال حصصهم بإنجاز العديد من الأنشطة التعليمية المتنوعة التي تمي مهاراتهم في المواد العربية الثلاث في بيئة تعليمية صحيّة و ممتعة.

فقد درس طلاب السنة الأولى والثانية حرفي الصاد والفاء ، وتعرفوا على شكل الحرف في بداية ووسط ونهاية الكلمة كما تعرفوا على قصص ممتعة و شيقة خاصة بهذه الحروف.

أمّا طلاب السّنة الثالثة فقد استمتعوا في مادة اللغة العربية بالتعرف على قصة ” بلا قبة ” وتعرفوا على عناصر القصة القصيرة، كما عبّروا عن قبعاتهم المفضلة بكتابة جمل وفقرات متنوعة.

وبالنسبة لطلاب السّنة الرّابعة والخامسة والسادسة، فقد تمّ التّركيز على مهارات متنوعة في اللغة العربية ممثل ” معرفة الملامح الداخلية والخارجية للشخصيات الرئيسة والثّانوية من خلال استراتيجية الخرائط الذهنية، كما كانت لديهم القدرة على توظيف المعجم الورقي والرّقمي في استكشاف معاني المفردات الجديدة وتنمية ثروتهم اللغوية، وتوظيفها في كتاباتهم الإبداعية.

درس طلاب المرحلة الثانوية في مادة اللغة العربية خلال هذا الأسبوع النّصوص التّعليمية ، وتعرّفوا على خصائصها، وأنواع الأدلة التي يستخدمها الكاتب من دراسات وإحصائيات وأرقام وأصبحوا قادرين على كتابة بعض النصوص المعلوماتية. أما في مادة التربية الإسلامية قد درس طلاب السنة الأولى درس: أُحِبُّ جِرَانِي، وقد تعرفوا من خلاله على حق الجار وتطبيق ما تعلموه في محيط بيئتهم وواقعهم المعاصر، أما طلاب السنة الثانية والثالثة فقد درسوا بعض المهارات المتنوعة التي تندمج مع مهارات التعلّم النشط، أما طلاب السنة الرابعة فقد درسوا العقيدة الإسلامية وطلاب السنة الخامسة والسادسة استمتعوا بتلاوة الآيات القرآنية والأحاديث النبوية والتعرف على المعنى الإجمالي لها، وربط ما تعلموه بهويتهم الوطنية وبيئتهم المحيطة وذلك من خلال أنشطة متنوعة تراعي الفروق الفردية بين طلابنا.

في حين تعلم طلاب الصف الثالث والرابع في مادة التربية الوطنية عن جهود الباني المؤسس الشيخ زايد آل نهيان وأهم الأنشطة التراثية في دولة الإمارات .

أما طلاب الصف الثامن قد تعرفوا على دور الشيخ زايد آل نهيان في تحقيق الوحدة والتضامن العربي ،في حين تتبع طلاب الصف التاسع مراحل بزوغ الإسلام في منطقة الإمارات.

فكان أسبوع حافل بالتعلم الممتع و زاخر بالعلم والمعرفة بث في نفوس طلابنا روح التنافس و الاجتهاد و التطلع لقضاء نصف فصل دراسي جديد موفق وناجح بإذن الله.

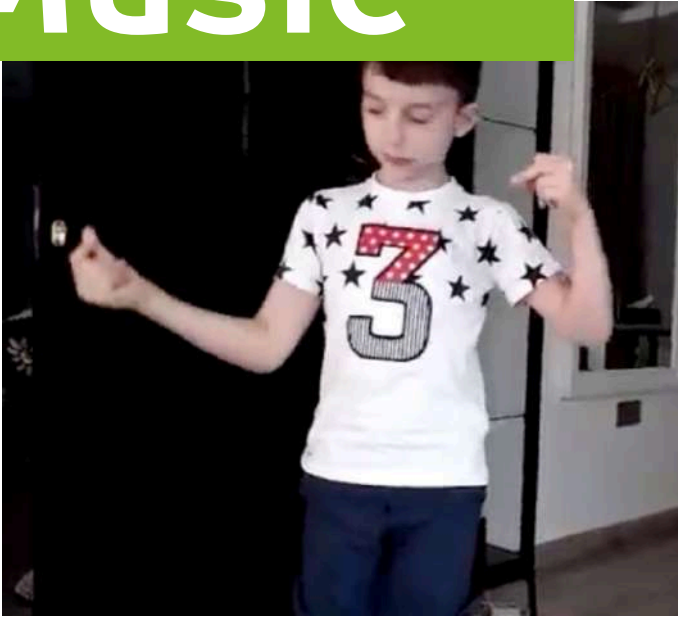
وسيلة الكناني

رئيسة قسم اللغة العربية و التربية الإسلامية





Music



Exposure to music can also improve children's ability to learn. Music and movement instruction has been shown to improve children's memory, cognitive development, learning skills and expressive ability. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words.

