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Dear families,

International learning:

Although our international day celebrations of dressing up, displays and assemblies has been postponed until Thursday 25th March when we are back in school face-to-face, the learning about countries in our community has continued throughout the week, with many inspiring activities and craft from around the world. We had a 'sneak peak' of some of the learning that has taken place during our assembly this morning, and we look forward to sharing more with you in our international displays on 25th March. Here's the assembly for those who didn't see it this morning:

<https://drive.google.com/file/d/17IkUJ0vDr4ZPzSlgCFWTFDxrPBH2Aww2/view?usp=sharing>

التعلم عن الدول:

على الرغم من تأجيل احتفالاتنا باليوم الدولي لارتداء الملابس والعروض والتجمعات حتى الخميس 25 مارس عندما نعود إلى المدرسة وجهًا لوجه ، فقد استمر التعرف على البلدان في مجتمعنا طوال الأسبوع ، مع العديد من الأنشطة المهمة والحرف اليدوية من جميع أنحاء العالم. ولقد تسللنا لبعض التعلم الذي حدث خلال اجتماعنا هذا الصباح ، ونتطلع إلى مشاركة المزيد معك في عروضنا الدولية في 25 مارس. إليك التجميع لمن لم يروه هذا الصباح:

<https://drive.google.com/file/d/17IkUJ0vDr4ZPzSlgCFWTFDxrPBH2Aww2/view?usp=sharing>

Staff training:

One of the reasons Aspen Heights moves forward at such a pace is because all colleagues in the school are actively engaged in action planning and driving school improvement priorities. Our colleagues from across all phases in the school are also members of 'subject leadership teams', as well as their year group or department teams. This helps colleagues from different phases of the school work alongside colleagues they don't usually work with, contributing to our sense of community cohesion. This process also facilitates sharing good practice, and supports progression and challenge in different year groups across the school. This week our staff training gave time for colleagues to meet- virtually- as subject teams, and review their action to date and plan for action for the remainder of the year. Colleagues are involved in delivering staff training, monitoring and evaluating the impact of training on learning, and supporting and developing others. The opportunity to develop these leadership skills enables us to further develop our staff whilst also improving outcomes for children in our school. Colleagues have planned some really inspiring actions and events that will help our school get even better- thank you all.



Family workshop:

On Monday of this week Mrs Rose Akachi, Nursery Principal, and Ms Clare Quick, Head of FS2 presented a well-attended family workshop on the expectations and requirements of Early Learning Goals; the end of foundation stage assessment that early years practitioners carry out at the end of FS2. Thank you to families who attended; here is the link to the presentation for those who were unable to attend.

https://docs.google.com/presentation/d/1mJjZLJLGIJ6rq9_djzUhkKtGF2E3aGqDM0aj8VSpKBk/edit?usp=sharing

Arabic assessments:

Families will be aware that Arabic assessments are happening next week. These unit assessments are on material covered throughout the term, so children and families should be very confident. These assessments help our teaching team identify areas of strength and development, and adapt their teaching accordingly.

تقييمات اللغة العربية:

لدى العائلات العلم أن تقييمات اللغة العربية ستتم الأسبوع المقبل. يتم إجراء تقييمات الفصل هذه على المواد التي تمت تغطيتها طوال الفصل الدراسي، لذلك يجب أن يكون الأطفال والعائلات جاهزين لذلك. تساعد هذه التقييمات فريق التدريس لدينا على تحديد مجالات القوة والتنمية، وتكييف تدريسهم وفقاً لذلك.

Have a lovely weekend with your families,

Mrs Emma Shanahan
Principal, Aspen Heights British School

Extra-curricular

28th March - 1st April
Zayed Cricket Stadium

SPRING SPORTS PROGRAM

700aee for the week
200aee per day
9am - 12pm
8:30am latest drop

5 - 12 years
booking.abudhabicricket.ae/camps

Logos: TENNIS ACADEMY EST. 1997, ZAYED CRICKET ACADEMY, TEAM ABU DHABI, PASS

Primary Update

This week has certainly highlighted our strengths of being adaptable and resilient. I have been extremely impressed with everybody continuing with their learning, be it in school or via distance learning.



On my learning walks around the school as well as drop-ins to live lessons and reviewing Seesaw, I have seen amazing learning yet again! Year 2 have finalised their version of my favourite story 'On the way home'. They are very well written and may even be better than the original story!

I was outstated by the mathematical skills in year 5, they were able to convert between improper and mixed number fractions and even acted as mini teachers demonstrating how to do this. Year 4 wrote some interesting persuasive adverts and attempted to sell their idea by producing sales pitch videos! I have really enjoyed seeing Year 6 enthusiastically become broadcasters of natural disasters, they have learnt so much and developed great performance skills. Year 3 have been reflecting on their time and highlights of being in the UAE and have written some really imaginative poems. Year 1 are really progressing in their mathematical skills, developing their multiplication knowledge and using arrays to solve problems.

Well done to the following classes who all got 100% attendance this week! Jerboa, Ostrich, Hawksbill and Dolphins, you should all feel very proud and will have received your certificate on Seesaw.

Have a great weekend everybody.

Mrs Laura Stevens
Head of Primary



EYFS Update

Dear Families,

One of my favourite weeks of the school year is the lead up to International Day because I also get to learn more about the wonderful countries and cultures that make up the Aspen Heights British School community. I have really enjoyed dropping into lessons this week and taking part in the learning. The children have been learning about the language, flag, traditions and food from their chosen country. It was great fun to watch the children's reactions to food they have never tried before. There were some brilliant expressions which made us smile. The children have been working hard to practise the songs, poems and dances they will be performing on Thursday 25th March. I am really looking forward to joining the assemblies.



This half term, the children started taking part in live music lessons via Zoom. They are really enjoying singing along, as Miss Yates plays the guitar, and thinking of different actions that could accompany the new songs they are learning.

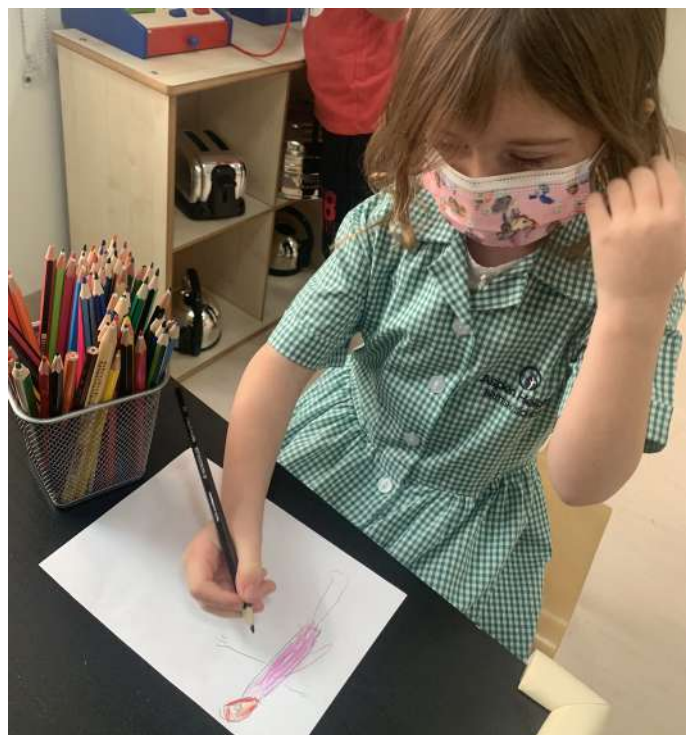
This week Miss Quick and I led a parent information meeting on the Early Learning Goals. Thank you to the families that attended. If you were unable to attend the meeting please take some time to look through the presentation slides that have been uploaded to Seesaw.

Next week, in preparation for Mother's Day, we will be thinking about our Mums and why they are so special. Nursery are very excited to be leading a special Mother's Day assembly which will be uploaded on Thursday morning so don't forget to log in to Seesaw next week.

We have found the perfect place to display our model of the solar system, which was a collaboration between Nursery and FS2 during Science week. It is on display in the FS2 corridor, and whilst parents are unable to enter the building, we hope that all of the children and teachers who work in the Acacia block will enjoy looking at it on their way in and out of the building.

I hope you have a lovely weekend.

Mrs Rose Akachi
Head of Foundation Stage



Secondary Update

This week our Executive Leadership and Secondary Student Council have been leading the way with how we showcase our amazing learning in secondary. Watch this space for the updates!



Earlier this week I saw some amazing learning. In English, pupils were analysing characters in the novels they were reading. In Art, they were learning to compare the work of Street Artist, Banksy with local Artist, Fathima Mohiuddin who has recently created the black and white mural called 'The Humans', which is located on Yas Island.



Today we celebrated International Day...part one. The secondary classes dressed up in costumes for their chosen country and performed their wonderful assemblies for their parents. We're looking forward to continuing the celebrations when we return to face to face learning.

The class with the best attendance this week is Saadiyat. Well done girls, keep up the good effort!

Looking forward to an amazing week of online learning ahead.

Have a safe weekend,

Dr. Kate Plumb
Head of Secondary





Mice class enjoying their space station.



Discussing the art work of Spanish artist Joan Miro.



Tauriel drawing her model in the construction area.



Abdul Malik and Mariam play cricket in Bulbuls class.



Kiki drawing a picture for her mum.



Wadeema reading her secret note from the message centre.



Some children from Dove class shooting the letters on the wall with water guns.



Juwariyah makes a creative marble painting in Geckoes.



Hessa and Fawzeya reading outside independently.



Fatima and Fahad from Mice were experimenting with new textures.



Bulbul's class love watering their plants & seedlings.



Dana, Shaikha and Dominic make their own shopping list in Geckoes class.



The Solar System in FS.



Hamda from Mice was throwing bean bags onto the numbers.



Ayaah wanted to make letter cards.



Ava asking Abdalla his favorite transport for her tally chart.

Oasis



Ahmed talking about his seed growing into a seedling.



Ahmed's drawing of a plant.



Ahmed looking at the plants they planted.



Erik happy to show his planting activity.



Freddie re-enacting the story about the Hungry caterpillar.



Lower Primary



International Day activities in class.



Foxes have been planting their own seeds.



Children from Foxes have loved acting out the story of Jack and the Beanstalk.



Hamdan in Foxes making groups of numbers using numicon.



Noah from Foxes writing CVC words all by himself.



Carmen from 3K loved using paint to create a colorful sombrero.



International Day activities in class.



3K loved creating their own Mexican sombreros in art.





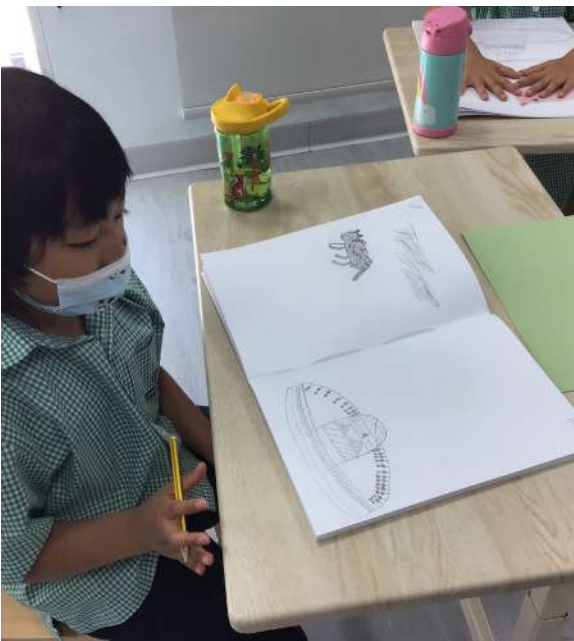
Meera's flag in 2G.



Dana in 2G learnt patterns in maths.



3K enjoyed creating their own story maps for our poem and rehearsing with actions.



Markieren from 3K working on his sombrero design.



Aleks in 2G wrote facts about South Africa.



Khaled in 2G made a beautiful poster about South Africa.



Abdulrahman's fact file about South Africa in 2G.



Maia's plan of the setting description in 2G.

Upper Primary



Jegor in 5P created an amazing painting of the Eiffel Tower as part of our International Week work.

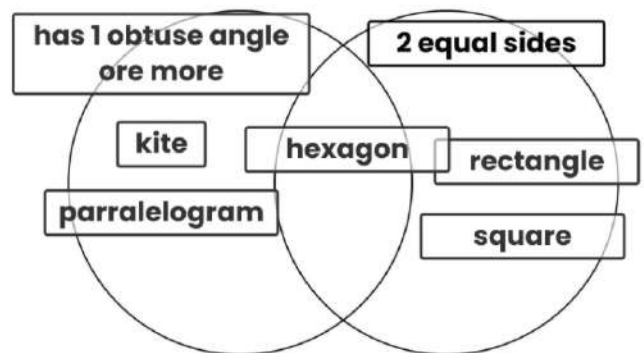


Praslin is where the Black Parrots lives

Megan in Y4H facts about the Seychelles black parrot.



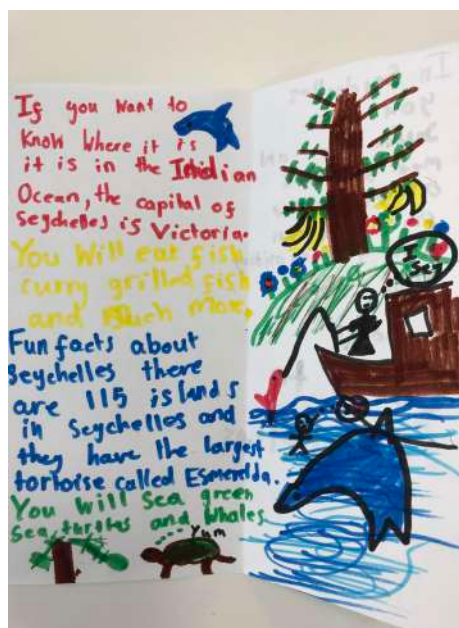
Seychelles Flag.



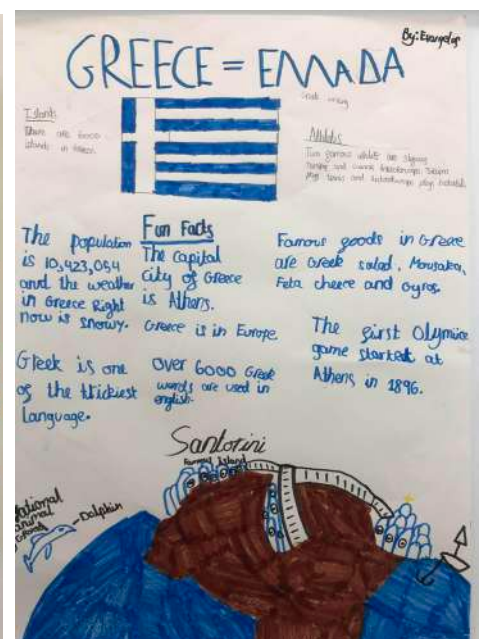
Yousef's Venn Diagram for Shapes.



Abdulla presenting his flag he created for International Day!



Seychelles Fun Facts.



Evangelos researched Greece.



Upper Primary



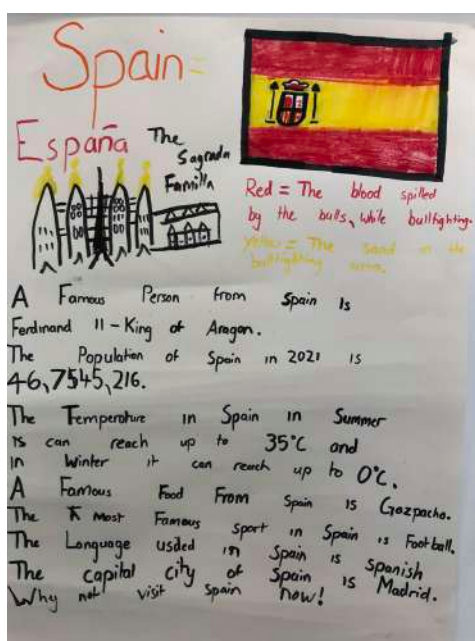
Abdulla Y4H created a picture of the Seychelles national bird the black parrot.

Egypt

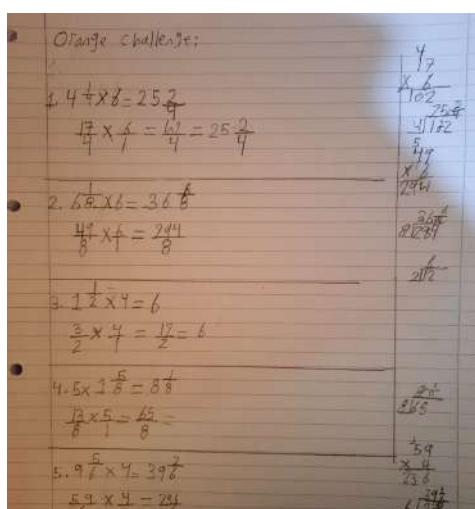
Bashayer's Writing in Hieroglyphs.



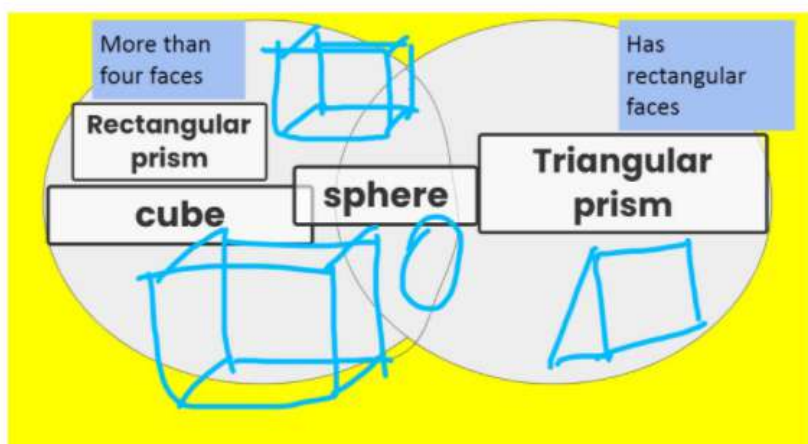
Megan in Y4H facts about the Seychelles black parrot



Rihan researched Spain.



Eyad in 5P showed perseverance when multiplying mixed numbers by whole numbers!



Haya in Y6S using geometric shapes to sort into a Venn Diagram.



Marwan in 5P wrote a fantastic diary entry about a day in Marseille!

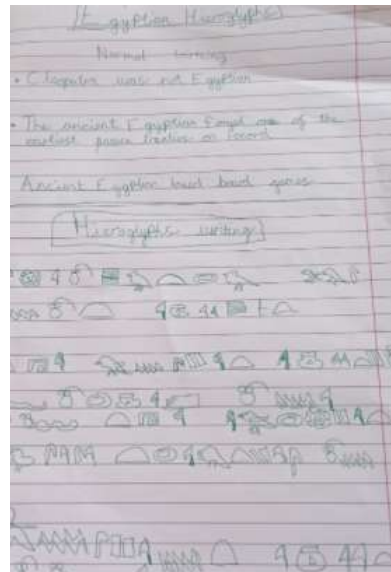


Adam in Y4H created a poster of facts all about the Seychelles.



Upper Primary

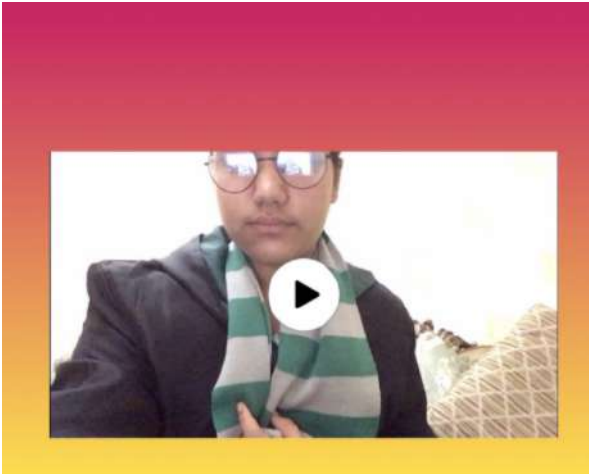
Marjem Reporting on a Flood.



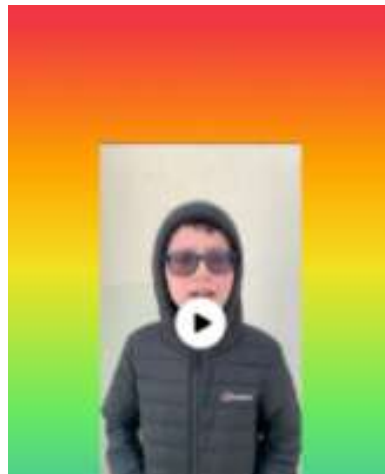
Mariem's Facts about Egypt.



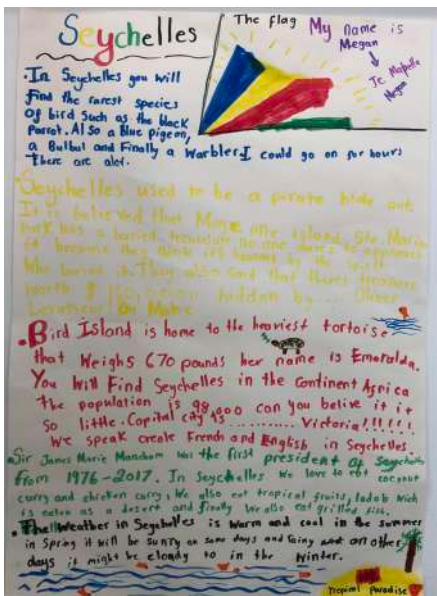
Brouchures to visit the Seychelles!



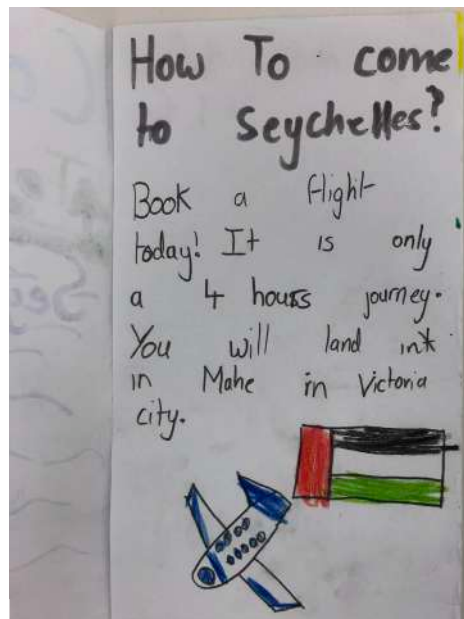
Liam and Maryam reporting on Natural Disasters.



Maha in Y4H created a stamp of the Seychelles national bird.



Megan researched
Seychelles.



How to get there!



Layan in Y4H created a stamp for the Seychelles.



Secondary

Polymers	Ceramics	Composites
Use: Mouth Guards Old material: cotton, tape, sponge, wood. Polymer is better because: ✓ The old materials could cause injuries. ✓ New mouthguards are more stylish and advanced. ✓ The new mouthguards have a lower chance of falling off.	Use: Racing car brakes Old material: Wood Ceramic is better because: ✓ It allows for more drift. ✓ It is more comfortable. ✓ Allows the cars to drive more smoothly.	Use: Tennis Rackets Graphite Composite Old material: Solid Wood. Composite is better because: ✓ Composite rackets make it easier to attach (and replace) a separate handle ✓ Composite rackets are stronger than wood rackets ✓ Composite rackets are less likely to break during play

When designing a shoe I definitely won't include ceramic as it is heavy and fragile.

I will include composites for my sole as they can be light and rigid which can help create a better shoe.

Polymers will definitely be included in the shoes upper part to help give shape structure to the shoe and support the fabri

Use: Footballs	Use: Golf club heads	Use: Bike frames
Old Material? it was made from a material called leather.	Old Material? it was made from a material called wood.	Old Material? it was made from a material called iron or wood.
Polymers are better because:	Ceramics is better because:	Composites are better because:
<ul style="list-style-type: none"> Keeps shape longer Cotton breaks down faster than polyester Allow working under high stress 	<ul style="list-style-type: none"> Increase flying distance Enables a shot that is pleasing Costs less 	<ul style="list-style-type: none"> It is stiff Dampen vibration More comfortable

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Art and D&T:

Year 7

Value can create mood in a piece of art. Practicing our value scales and Tim Burton stylized body parts assist our Year 7's in the process of understanding what is needed in creating a self portrait in the style of Tim Burton.

Year 8

Materials and their uses have been the focus of this week's classes in preparation for tackling the design process in creating and designing a Football Shoe with new materials and technologies.

Year 9

The year 9's this week have been reflecting on "social issues" and "how art can imitate life". Through art analysis and reflection students will be using these ideas in their Graffiti walls.



Air Max 93



Balenciaga Track.2



Slide 7

Your Response

With the person sitting beside you (socially distanced), take a few minutes to discuss the go behind the **Society** artwork.

• As a "social commentary", Art as a "mirror of society", Art "imitating life".

I see, I think, I feel.

Remember, there are no right or wrong answers so don't be intimidated!

Answer 1:

I see a girl watching a man board up the doors to a building. I think maybe the girl has told him to do it and is watching him. I felt kind of bad for the man. The art piece is drawn in different styles the people are detailed while the background is very minimalistic and simple.

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Now that we have discussed how "art can imitate life" what **Social Issues** concern you?

1 2 3

Students, draw anywhere on this sheet

Now that we have discussed how "art can imitate life" what **Social Issues** concern you?

1 2

people not wearing or taking precautions of covid

Students, draw anywhere on this sheet

Secondary

English:

Year 7

We delved into character analysis at the beginning of the week. We focused on using the PEEL structure when answering questions. We also continued reading our novel, 'Wonder'. We are now becoming more aware of the characters and themes in the narrative.

Year 8

We have had a brilliant week in Year 8 English. Chapters covered include: The Cry in the Corridor, 'There Was Someone Crying - There Was!' and The Robin Showed the Way. As we uncover and discover characters and themes pupils are summarising, and reflecting on the author's intentions i.e. using effect to lead the readers into reading between the lines.

Pupils have transitioned to online seamlessly - well done! I am so proud of you all!

Year 9

Our Year 9s have been diligently developing their knowledge and understanding of Great Expectations. Keywords this week have included: Purblind, Cipher, Transcribe, Superior, Inferior, purblind, cipher, transcribe, superior, inferior, manor house, satis, etymology, irony, tease, humiliate, cruel, turning point, perception, perceive, opinions and associations.

These will feature in the Year 9's terminology quiz on Sunday.

Spelling Quizzes

Year 8 Mariah
Haroun 100%
Taim and Ahmed 80%
Humaid, Udayan and Harry 70%
(Class average 64%)

Year 8 Saadiyat
Khloe 90%
Mahra and Larissa 80%
Paige, Malak, Kinkin, Hoor and Mariam 70%
(Class average 67%)

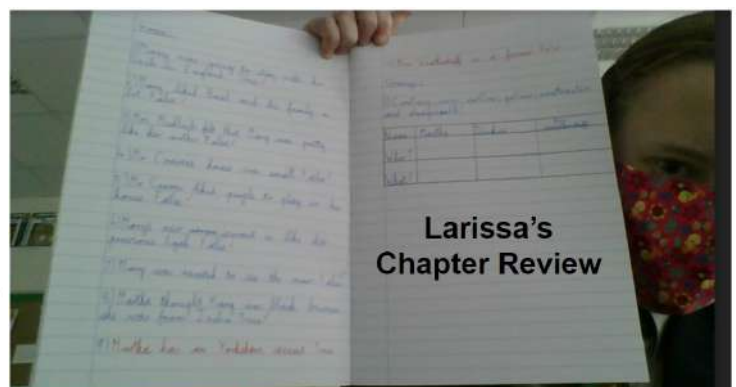
Terminology Quizzes

Year 9 Futaisi
Alex 90%
Jethro 80%
Leon 60%
(Class average 50%)

Year 9 Yas
Keira 70%
Sheikha 60%

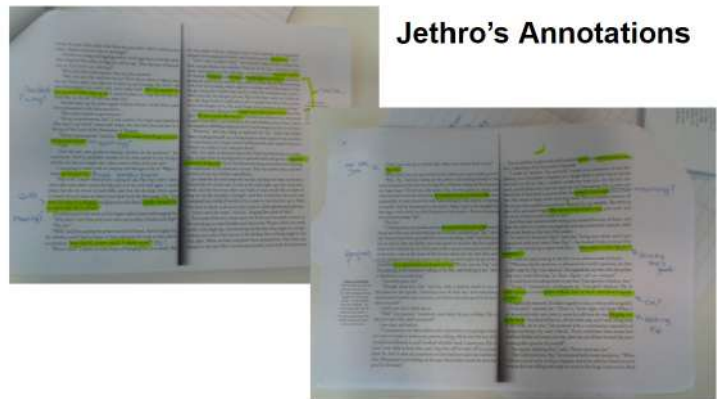


Muhra's Literature Green Challenge



Secondary

Jethro's Annotations



Harry's Chapter Review

Learning Objectives:
To show an understanding of The Wizard of Oz to complete questions.
To give a personal response to events in the text (with evidence).

Resources:
The Wizard of Oz
The Wizard of Oz
The Wizard of Oz

Questions:

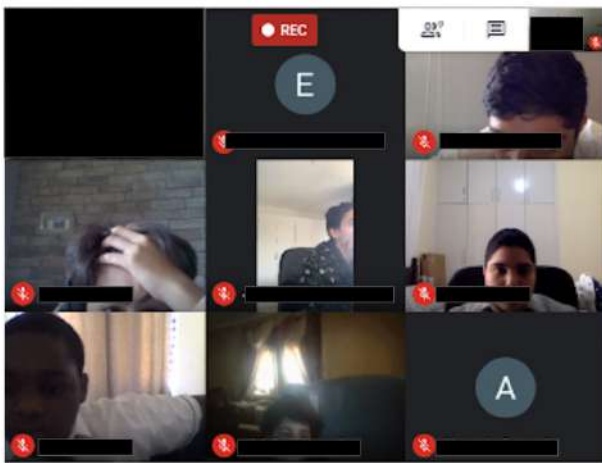
1. How does Dorothy feel about the Wizard of Oz? (1 mark)
2. How does Dorothy feel about the Wizard of Oz? (1 mark)
3. How does Dorothy feel about the Wizard of Oz? (1 mark)
4. How does Dorothy feel about the Wizard of Oz? (1 mark)
5. How does Dorothy feel about the Wizard of Oz? (1 mark)
6. How does Dorothy feel about the Wizard of Oz? (1 mark)
7. How does Dorothy feel about the Wizard of Oz? (1 mark)
8. How does Dorothy feel about the Wizard of Oz? (1 mark)
9. How does Dorothy feel about the Wizard of Oz? (1 mark)
10. How does Dorothy feel about the Wizard of Oz? (1 mark)

Answers:

1. Dorothy feels that the Wizard of Oz is a fraud.
2. Dorothy feels that the Wizard of Oz is a fraud.
3. Dorothy feels that the Wizard of Oz is a fraud.
4. Dorothy feels that the Wizard of Oz is a fraud.
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9. Dorothy feels that the Wizard of Oz is a fraud.
10. Dorothy feels that the Wizard of Oz is a fraud.

There are three fixed levels to this group work:

This symbol tells us...	When I see this symbol I know...
	Adnoc - Gas station
	UAE National emblem
	Toyota
	Apple product
	Fast food - McDonalds
	No shaking hands - COVID ((
	Cover your nose while sneezing (ATCHOO)
	Camel crossing



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French:

Year 7

We practised our listening skills a lot this week. We learned how to say what facilities there are in our town. Our comprehension skills were tested when we had to identify what facilities there were and weren't in some towns.

Year 8

Our focus this week was holidays. We enjoyed learning about different holiday locations in French. We practised our comprehension skills through a range of listening and written tasks.

Year 9

While last week's focus was different genres of film, this week's focus was different genres of books. We discussed what genre we prefer in French. We also completed a variety of tasks.

Spelling Quizzes

Year 7 Aryam

Salama = 100%

Zain, Janel & Zaina = 95%

Aniqah, Ema, Maha & Sophia V. = 90%

Class average: 79%

Year 7 Delma

Aiman & Mohammed W. = 90%

Amer = 85%

Sultan Al Hosani = 60%

Class average: 40%

Humanities:

Year 7

The Romans trace their history back to the year 753 BC, and two brothers, Romulus and Remus. Students discussed the origins of the Roman Empire and explained the Romans and the form of their government as well as describing the different roles of the Emperor. They then listed the rulers of the Roman Empire.

Year 8

The Peasants' Revolt, also known as the Great Revolt, was a popular uprising in England in June 1381 CE. Students discussed the causes that led to the Peasants Revolt. They also were able to identify the key personalities of the revolt. Students discussed the meaning of the Statute of Labourers and the Poll tax.

Year 9

Students discussed the Civil Rights Movement in America. They explained how the Civil Rights Movement challenged legal inequality. They were able to list the 3 main Acts that outlawed segregation. They investigated how Black Americans continuously challenged their second-class status. They discussed the Montgomery Bus Incident.

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Classroom	LEAH CLAIRE COCKBURN
1. amphitheatre	an artificial chamber for conveying water, typically in the form of a bridge across a valley or other gap.
2. aqueduct	a system to transport water, especially one that carries water from a source to a town.
3. senatorial	the senate council of the ancient Roman republic and empire, which shared legislative power with the popular assemblies, administration with the magistrates, and judicial power with the praetors.
4. senate	a body of members of authority or other controlling functions.

Name: Khloe

When did the Peasants revolt take place? Give another name for it.
The Peasants Revolt took place in England, June 1381.
Another name for the Peasants Revolt is Wat Tyler's Rebellion.

How did Black Death contribute to the Peasants revolt?
The Black Death killed many people resulting to a shortage of peasants to work on the land.

What is Statute of Labourers?
The Statute of labourers was a law that all labourers should have to work for the same level of pay that they had before the plague.

What is the Poll tax?
A Poll tax had to be paid by people at the age of 15 and older. The first poll tax was up however they increased the amount to 12p. It wouldn't matter whether people were working or not, they still had to pay it. However beggars were exempt.

Secondary

Media Challenge

The Human Element, Part 1

Lynching Museum Photographs

AP 50 - Lynching Museum photo is the first photo to show a lynching. It was a black and white photograph of a lynching in 1908.



Read, think, and discuss the photographs. What do you think about the images? What do you think about the images?

Using the above info, put the following facts into the timeline.

1. The photograph was one of the first to show a lynching. It was a black and white photograph of a lynching in 1908.
2. The photograph was one of the first to show a lynching. It was a black and white photograph of a lynching in 1908.
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AP 50 - Lynching Museum photo is the first photo to show a lynching. It was a black and white photograph of a lynching in 1908.

Blue Challenge

The Civil Rights Movement in America - Part 1 Civil Rights Movement Timeline

The civil rights movement was an organized effort by Black Americans to end racial discrimination and gain equal rights under the law. It began in the late 1940s and ended in the late 1960s. Although tumultuous at times, the movement was mostly nonviolent and resulted in laws to protect every American's constitutional rights, regardless of color, race, sex, or national origin.



Research and mention what happened on the below dates

<https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline>

1. July 26, 1948: President Harry Truman issues Executive Order 9801 to end segregation in the Armed Services.
2. May 17, 1954: Brown v. Board of Education, a consolidation of five cases into one, is decided by the Supreme Court, effectively ending racial segregation in public schools. Many schools, however, remained segregated.
3. December 1, 1955: Rosa Parks refuses to give up her seat to a white man on a Montgomery, Alabama bus. Her defiant stance prompts a year-long Montgomery bus boycott.

AP 50 - Lynching Museum photo is the first photo to show a lynching. It was a black and white photograph of a lynching in 1908.

Blue Challenge

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Research and mention what happened on the below dates

<https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline>

1. July 26, 1948: President Harry Truman issued the problem to end segregation.
2. May 17, 1954: 5 cases linked together that effectively help and segregation in most public schools.
3. December 1, 1955: Rosa Parks got arrested for refusing to give her seat to a white man.
4. January 10-11, 1957: 60 Black Pastors came together in Atlanta to coordinate a way to non-violence protest.
5. September 9, 1957: Eisenhower signs the Civil Rights Act into law that allows federal prosecution who suppress another's right to vote.

4. January 10-11, 1957: Sixty Black pastors and civil rights leaders from several southern states—including Martin Luther King, Jr.—meet in Atlanta, Georgia to coordinate nonviolent protests against racial discrimination and segregation.
5. September 9, 1957: Eisenhower signs the Civil Rights Act of 1957 into law to help protect voter rights. The law allows federal prosecution of those who suppress another's right to vote.
6. 1961: Throughout 1961, Black and white activists, known as freedom riders, took bus trips through the American South to protest segregated bus terminals and attempted to use "whites-only" restrooms and lunch counters. The Freedom Rides were marked by horrific violence from white protesters; they drew international attention to their cause.
7. August 28, 1963: Approximately 250,000 people take part in The March on Washington for Jobs and Freedom. Martin Luther King gives his "I Have a Dream" speech as the closing address in front of the Lincoln Memorial, stating, "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'"
8. July 2, 1964: President Lyndon B. Johnson signs the Civil Rights Act of 1964 into law, preventing employment discrimination due to race, color, sex, religion or national origin. Title VII of the Act establishes the U.S. Equal Employment Opportunity Commission (EEOC) to help prevent workplace discrimination.
9. March 7, 1965: Bloody Sunday. In the Selma to Montgomery March, around 600 civil rights marchers walk to Selma, Alabama to Montgomery—the state's capital—in protest of Black voter suppression. Local police block and brutally attack them. After successfully fighting in court for their right to march, Martin Luther King and other civil rights leaders lead two more marches and finally reach Montgomery on March 25.
10. August 6, 1965: President Johnson signs the Voting Rights Act of 1965 to prevent the use of literacy tests as a voting requirement. It also allowed federal examiners to review voter qualifications and federal observers to monitor polling places.
11. April 4, 1968: Martin Luther King, Jr. is assassinated on the balcony of his hotel room in Memphis, Tennessee. James Earl Ray is convicted of the murder in 1969.
12. April 11, 1968: President Johnson signs the Civil Rights Act of 1968, also known as the Fair Housing Act, providing equal housing opportunity regardless of race, religion or national origin.

Coincidence	LEAN CLAIRE COCKBURN
1. artificiality	an artificial channel for conveying water, typically in the form of a bridge across a valley or other gap.
2. injurious	of a harm to health, legal, economic, and out of control general poor conditions of all members.
3. hypocritical	the state council of the ancient Roman republic and empire, which shared legislative power with the popular assemblies, administration with the magistrates, and judicial power with the judges.
4. desolate	a state of desolation due to absence of any recognition of authority or other controlling systems.

Name: Malak

When did the Peasants revolt take place? Give another name for it.

1381 - 30 May

How did Black Death contribute to the Peasants revolt?

The Peasants Revolt saw several deaths and posed a serious risk to the young King Richard II. Unrest over rights, taxation and the relationship between lords, the church and the people had been growing since the Black Death.

What is the Poll tax?

In 1377 and 1379, Richard II and his noble advisors introduced a poll tax. This was a tax on the 'poll' - on the head - and so on every head. So every person had to pay it - it was 4 pence per person.

What is the Statute of Labourers?

The Statute of Labourers was a law created by the English parliament under King Edward III in 1351 in response to a labour shortage, which aimed at regulating the labour force by prohibiting requesting or offering a wage higher than pre-Plague standards and limiting movement in search of better conditions.

Answer the questions below

1. Give another name for the Peasants revolt
The Great Revolt
2. When did the Peasants Revolt take place?
It first started taking place and rising in June 1381 CE.
3. Who was Richard II? How long did he rule?
Richard II took the throne when he was just 10 years old and had really bad advisors to guide him on leading the Government which is one of the reasons the Peasants Revolt happened. Richard II reigned the throne from 1377 to 1399 CE.
4. Who was Wat Tyler? What did he want?
Wat Tyler was the leader of the Peasants from the Peasants Revolt. He was not happy about how peasants were treated and that the Government didn't care about the higher pay for the poll tax and that landlords tried to take some of the free labourers back into work and lose their freedom and wanted to change these things.
5. What methods did Richard use to put an end to the revolt?
Richard went to meet Wat and his followers of rebels at Smithfield. Violence broke out between the sides and Wat was killed by one of the people in Richard's party. Richard was able to defuse the situation long enough for the Mayor of London to form a militia from the city and disperse the rebel forces which put an end to the Peasants Revolt.
6. Summarise the 4 causes of the Peasants revolt?
The Black Death made peasants think they would finally get higher pay and better jobs, sadly a new law came up that said labourers can only get the pay they used to earn before the Black Death which angered the peasants. Richard's bad advisors made it worse by making the young king treat peasants very badly. The poll tax that was raised three times higher also made the peasants feel like they were being treated unfairly which started the Revolt.
7. Do you think the Poll tax was just? Why?

I think the poll tax was quite unfair due to some people not having jobs still needed to pay the poll tax, which was quite unfair for the poor people who couldn't earn a lot of money. The poll tax was also one of the reasons conflicts between the rich and the peasants broke out and that some innocent people who just wanted to be treated fairly were killed like Wat Tyler.

8. Do you think that the Peasants were favoured after Black Death? Why do you think?
No, they were kept being treated unfairly and laws were made which made it even more unfair. The Peasants Revolt happened because of this unfairness and lack of caring about their lives. I actually feel sorry for them for being kept at the bottom of importance and couldn't get higher and better jobs due to this.

Red Challenge

The Peasants Revolt - Part 1

The Black Death had killed between 30 and 50% of the population in areas it had struck, which meant that some peasants had been able to buy their own small piece of land to farm

Research the topic to enable you to answer the below questions in your own words, PLEASE
WRITE YOUR ANSWERS BELOW EACH QUESTION AND USE THE SAME FONT SIZE

1. What was Black Death? Write 3 key facts about it? Victims often died within 12 hours of being bitten. This outbreak of the Black Death originally started in the 1200s in Central Asia, before sweeping Europe between 1348 and 1350. It killed up to half the population in some countries. The Black Death killed 75 million people in Asia, three times more than in Europe.
2. How long did it last? How many people died? Richard mobilised 4,000 soldiers to restore order. Most of the rebel leaders were tracked down and executed; by November, at least 1,500 rebels had been killed.
3. How Did The Black Death Spread? The immediate cause, its spark, was a Poll Tax Riot in Fobbing, Kent.
4. Is the Black Death still around today? Historians have identified a number of factors which caused the Peasants' Revolt: Three hundred years after the Norman Conquest
5. Black Death was considered a pandemic like COVID 19. Research and find the 2 similarities between the two. What caused the Black Death? The Black Death is believed to have been the result of plague, an infectious fever caused by the bacterium Yersinia pestis. The disease was likely transmitted from rodents to humans by the bite of infected fleas.
6. How do you think Black Death benefited the peasants (The Peasants Revolt)?
7. Find 3 facts about the below pandemics
 - a. SARS, 2003
 - b. Asian Flu of 1957
 - c. Cholera, 1817

Red Challenge

The Roman Empire - Part 1

From Julius Caesar's first landing on the shoreline of England in 55BC, the Romans played an important part in British history for over 400 years.



Use the below link to construct the timeline by describing the important event that took place on these days

https://www.bbc.com/history/ancient/romans/roman_britain_timeline

1. 55 BC - Julius Caesar leads the first Roman military expedition to Britain, although his visit did not lead to conquest.
2. 54 BC - Julius Caesar's second expedition; again, the invasion did not lead to conquest.
3. 27 BC - Augustus becomes the first Roman emperor.
4. AD 43 - The Roman Emperor Claudius orders four legions to conquer Britain.
5. AD 43 (August) - The Romans capture the capital of the Catuvellauni tribe, Colchester, Eborac.
6. AD 48 - The Romans found a colony (or colonia) at Colchester for retired soldiers. This was to be the first civilian centre of Roman Britain and - for a time - the capital of the territory.

Red Challenge

The Civil Rights Movement in America - Part 1



The Voting Rights Act is considered one of the most far-reaching pieces of civil rights legislation in U.S. history. Research and answer the below questions.

1. When was it signed?
July 2, 1964
2. Which President signed it?
President Lyndon Johnson
3. What was the aim of the Act?
for equal rights and treatment of African Americans in the United States. During this period, people called for social, legal, political and cultural changes to prohibit discrimination and end segregation.
4. What were the Literacy Tests? Who had to take it? Why?
Voting. From the 1890s to the 1960s, many state governments in the Southern United States administered literacy tests to prospective voters, purportedly to test their literacy in order to vote. In practice, these tests were intended to disenfranchise racial minorities.

Name: Kinkin

How did Black Death contribute to the Peasants revolt?

The Black Death did kill many many many people but apart from that the Black Death also turned upside-down because the villagers they would get much income but their high expectations disappointed them.

When did the Peasants revolt take place? Give another name for it.

The Great Revolt started in Essex on 30 May 1381.

What is Statute of Labourers?

The Statute of Labourers was a law created by the English parliament under King Edward III in 1351 in response to a labour shortage, which meant that even though the people that weren't working or were had to pay 12 pence to help for war.

What is the Poll tax?

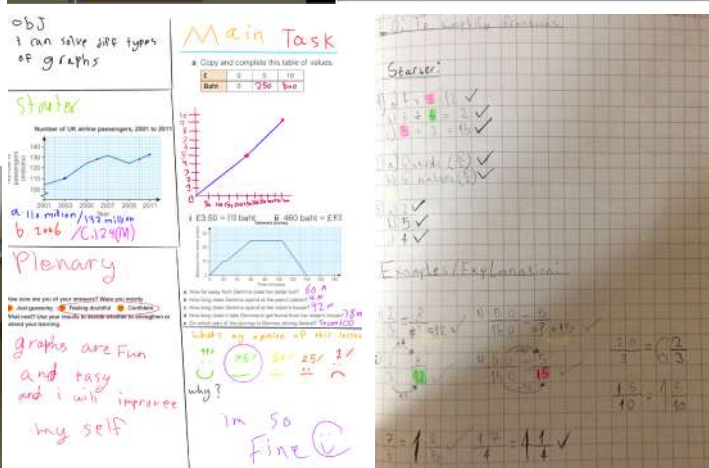
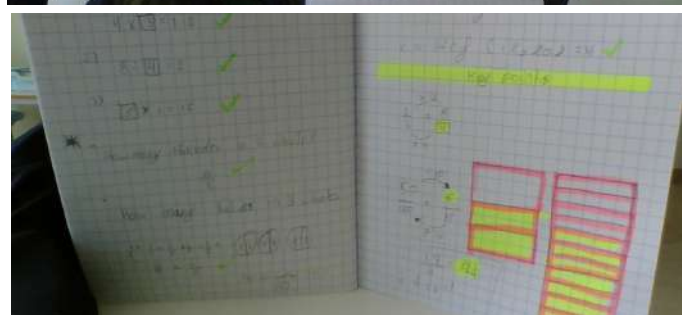
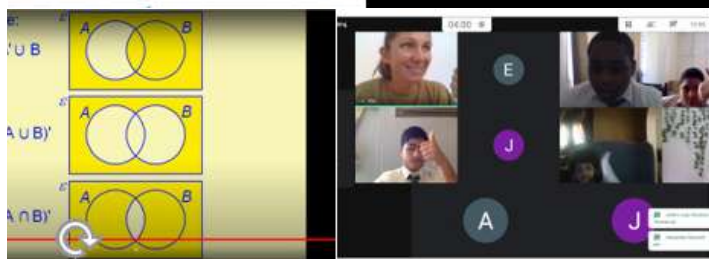
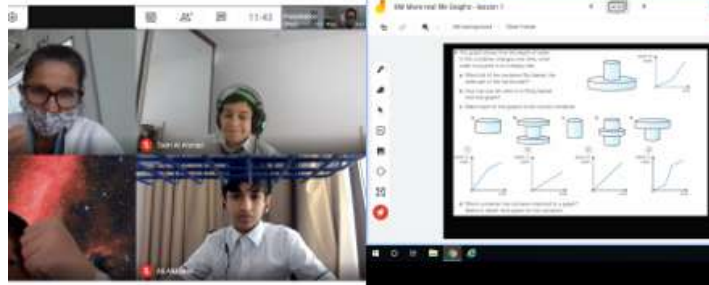
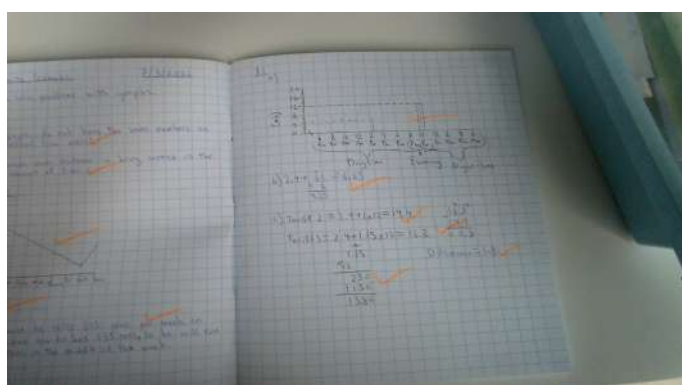
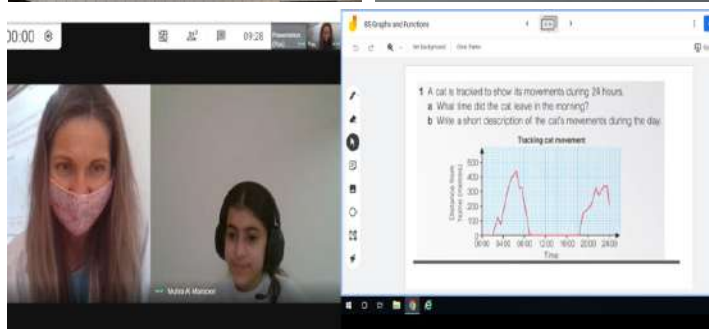
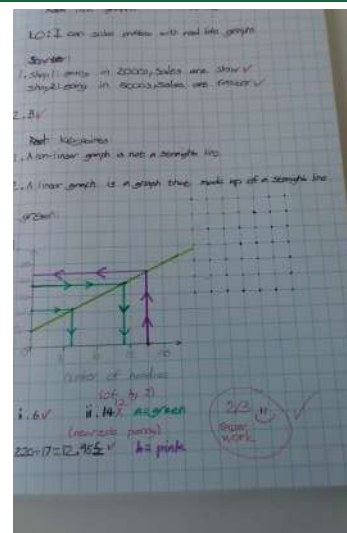
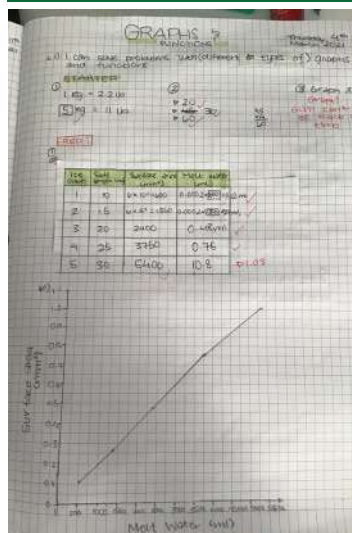
Poll tax is based on the idea that everyone pays the same amount of tax (12 pence). This is regardless of how much they earn.

Secondary

Mathematics:
Year 7 carried on learning about fractions. We worked with equivalent fractions, improper fractions and mixed numbers. We discussed how to cancel fractions down to their simplest form. Then looked into equivalence between fractions, decimals and percentages.

Year 8 discussed graphs and functions. We interpreted a variety of graphs and looked into misleading graphs. Then we revised and students sat the topic test.

In Mathematics Year 9 has learnt about union and intersection of sets. Students have also displayed those set properties on Venn diagrams. Then we practised solving problems and revised for the test.



Science:

Year 7

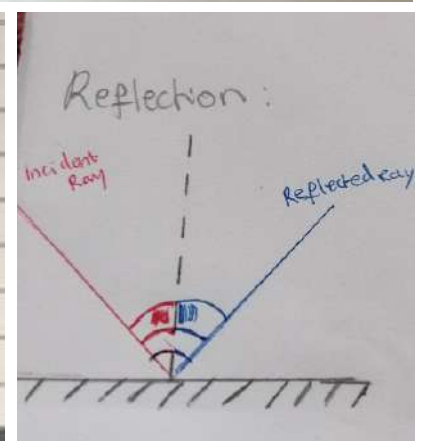
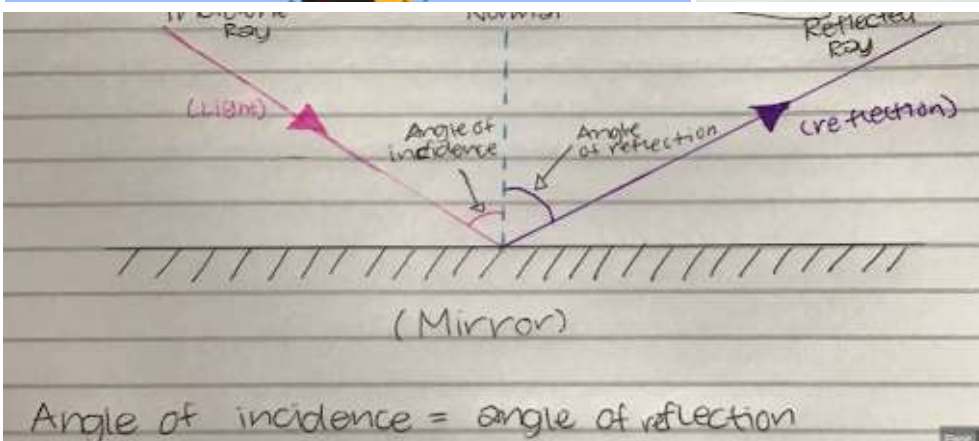
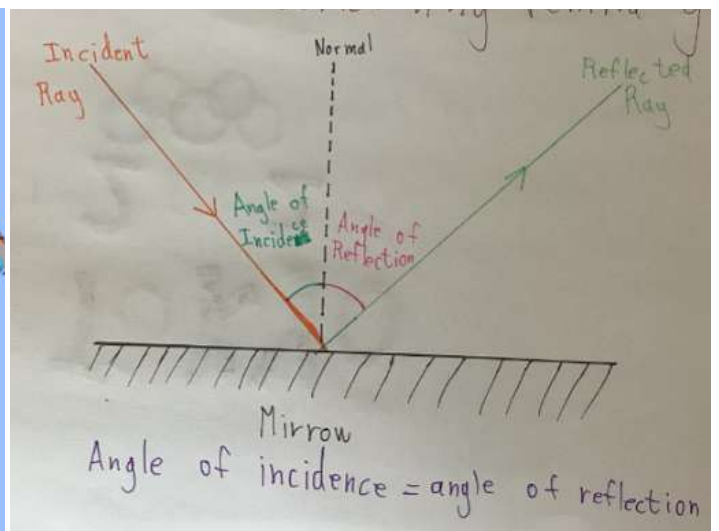
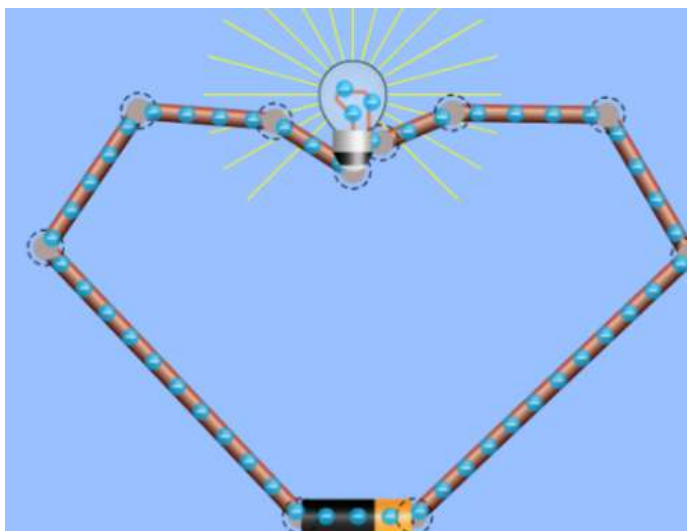
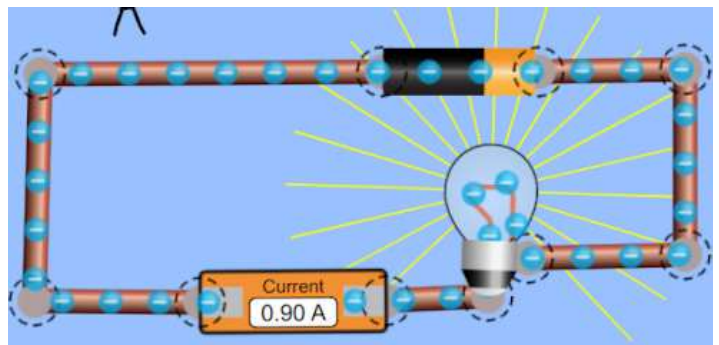
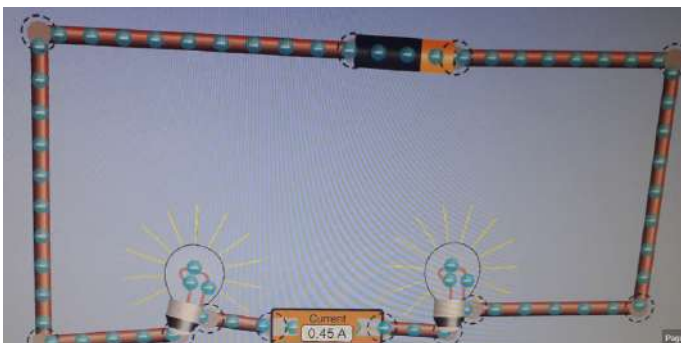
We made a start on a new topic called Electricity. In this topic, we will be learning about the components of a circuit, the uses of electricity and exploring the ideas of resistance. Students practiced drawing the circuit symbols and it was great to see their work! We also had the opportunity to build circuits using an online simulator!

Year 8

We made a start on a new topic called Light. This topic explores the idea of light and the science behind the way in which light travels and how they behave. We practiced drawing the ray diagram to show what happens to light when it is reflected off a shiny surface.

Year 9

Year 9s have been looking at the causes of diseases and ways in which pathogens enter the human body. It is very relevant to the current pandemic and students were able to get a clearer idea of how the covid virus attacks. We also learnt about the discovery and development of drugs.



It had been another great week of face to face PE here in Aspen Heights until we unfortunately had to revert back to distance learning. A huge thank you to the students who came in their PE kits and gave it 100% in our socially distant sessions! Being out on the Astro Turf was so much fun and is something to look forward to again in the near future.

Now that we are back on DL, please note that PE will take place at the same time on your timetable using the Zoom link provided. We ask that students be ready with water and a safe space in order to get the most out of the lessons.

Year 1 PE will be every Monday.

Year 2 Camels and Leopards PE lessons will be every Sunday.

Year 2 Oryx, Gazelles and Distance Learners will have PE every Thursday.

Year 3 Ostrich, Kingfishers and Distance Learners will have PE every Tuesday.

Year 3 Flamingos will have PE every Wednesday.

Year 4 PE will be every Wednesday

Year 5 PE will be every Tuesday.

Year 6 PE will be every Monday.

The weekly PE challenge will still be posted on seesaw every Monday and we look forward as always to receiving your videos and photos. This week's challenge is an easy and fun hopscotch task.

Stay safe, stay active and stay healthy!

The PE team.



لا يمكن أن يمر أسبوع بمدرسة آسبن في قسم اللغة العربية دون أن تحصل متعة و فائدة التعلم للطلاب في مختلف الصفوف سواء كان التعلم مباشرةً بالمدرسة أو كان تعلمًا عن بعد في البيت.

فقد تمكن طلاب السنة الأولى من التعرف على حرف الظاء بأشكاله وأصواته المختلفة، مع التدريب على كتابة بعض الكلمات التي تحوي حرف الظاء.

أما طلاب السنة الثانية فقد تعرفوا على حرف اللام بحركاته القصيرة وأصواته الطويلة ومواضعه المختلفة في بداية أو وسط أو نهاية الكلمة من خلال قصة ” يبحث عن بيت جديد ”

وتعلم طلاب السنة الثالثة نصًا معلوماتيًا، فقاموا بإثراء معجمهم اللغوي بكثير من المفردات والكلمات الجديدة التي تم اكتشاف معانيها من خلال السياق، وميّزوا بين الاسم والفعل والحرف من خلال الأنشطة التعليمية المتنوعة.

إلى جانب ذلك، فإن طلاب السنة الثالثة فقد درسوا قصة جديدة بعنوان ” زيتون الحكمة ” وتعرفوا على عناصر القصة، كما استطاعوا أن يميزوا بين الحوار الخارجي والحوار الداخلي.

كذلك طلاب السنة الخامسة فقد درسوا خلال هذا الأسبوع قصة قصيرة ” معطفي القرمزي ” واستطاعوا تحديد صفات الشخصيات الموجودة في القصة، كما تم التركيز على مهارة الكتابة من خلال التركيز على كيفية كتابة الألف اللينة في آخر الأفعال.

أما طلاب السنة السادسة فقد انتقلوا خلال هذا الأسبوع إلى واحة المهارات النحوية للتعرف على الأفعال الناسخة ” كان وأخواتها ” عند دخولها على الجملة الاسمية ، كما استطاعوا تحديد أنواع خبر كان من خلال المسابقات والألعاب التعليمية.

أما بالنسبة لطلاب المرحلة الثانوية فقد تنوعت الموضوعات على حسب المنهاج

فإن طلاب السنة السابعة درسوا ” من نوادر جحا ” وتعرف الطلاب على خصائص الطرفة والقيم المستفادة منها ، كما قاموا بتمثيل وتجسيد شخصية جحا في بعض المواقف المختلفة.

أما طلاب السنة الثامنة فقد تعلموا عن المبني للمجهول والمبني للمعلوم، واستطاعوا اعراب نائب الفاعل بعلاماته الإعرابية المختلفة.

إلى جانب طلاب السنة التاسعة فقد درسوا قصيدة شعرية جديدة بعنوان ” الإمارات نبض الروح ”

واستطاعوا تحديد الأفكار وعاطفة الشاعر في القصيدة ، كما قاموا بتحليل الصور المجازية من تشبيه واستعارة.

كما قام طلاب المرحلة الثانوية بتفعيل منصة ألف التعليمية في المواد العربية الثلاث .

بالإضافة إلى ذلك قاموا بالمشاركة في اليوم العالمي من خلال كتابة بعض الحقائق والمعلومات عن الدول المختلفة مثل : ” العادات والتقاليد، الشخصيات ، المعالم المشهورة“ في هذه البلدان.

وفيما يخص مادة التربية الوطنية فقد قام طلاب المرحلة الابتدائية بمراجعة جميع المهارات التي تعلموها خلال الفترة الماضية لمساعدتهم في إتقانها استعداداً للاختبار التي سيجري الأسبوع القادم .

أما طلاب المرحلة الثانوية فقد قاموا أيضا بالتعرف على موضوعات جديدة حيث قام طلاب الصف الثامن بالتعرف على الخصائص البشرية لدولة الإمارات أما طلاب الصف التاسع فقد تعرفوا على درس الإمارات من الصحراء إلى الفضاء حيث قارنوا بين النقل والمواصلات قبل وبعد قيام الاتحاد .

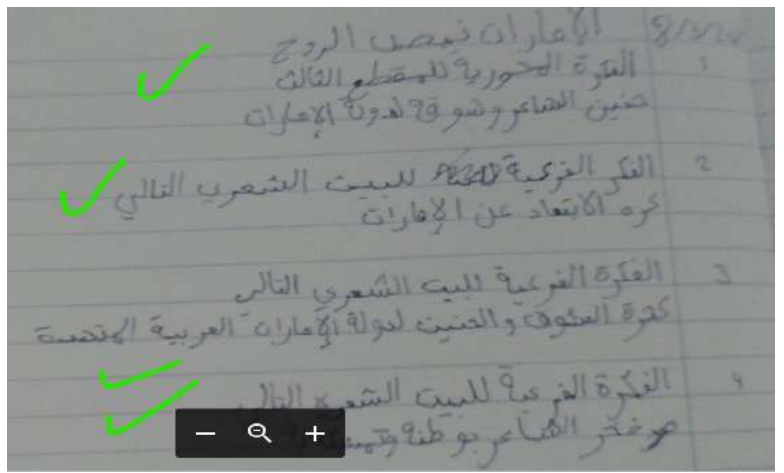
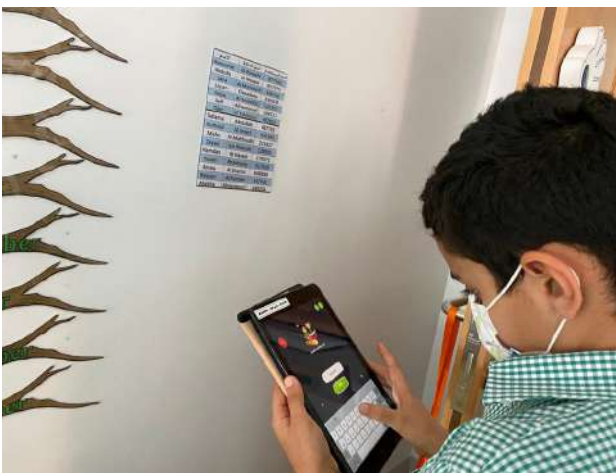
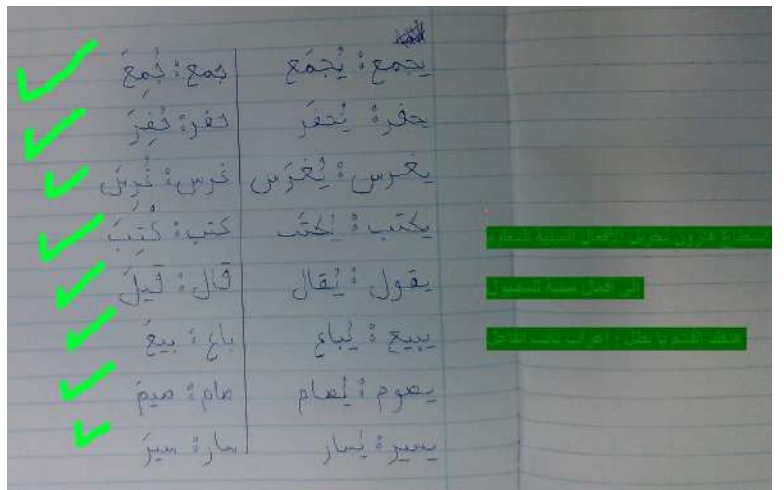
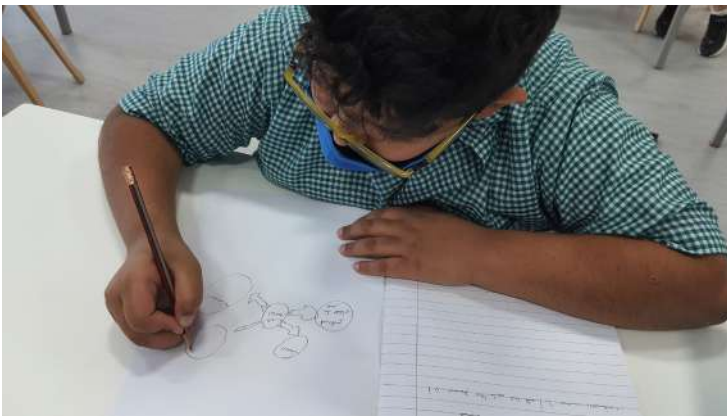
سيعقد الأسبوع القادم إن شاء الله تقييماً في المواد العربية الثلاث لنهاية الفصل الدراسي الثاني على شكل اختبارات إلكترونية خلال الحصص المباشرة للطلاب حسب جداولهم العادية. و قد تم إرسال الأسبوع الماضي دليل المراجعات للمواد الثلاث مرفقة بالاجابات النموذجية حتى يتمكن الطالب من تقييم نفسه و تصحيح أخطائه بنفسه.

نرجو عدم التردد لطلب المساعدة أو لطرح الأسئلة و الاستفسارات بالتواصل مع مدرس المادة.

وسيلة الكنانى

رئيسة قسم اللغة العربية و التربية الإسلامية







Music

Singing encourages a child to express their emotions and sharpens their ability to communicate while exercising lip and tongue movement. But one of the biggest benefits of singing is the repeated use of the 'memory muscle'. As children get older the power of singing in their lives can still be extremely beneficial.

