



**Dedicated to delivering
AMAZING LEARNING**

**Weekly Update
Term 2.2, Wk 4 18th March 2021**

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Dear Families,

Learning at Aspen:

Although our school has been closed for face-to-face learning for FS2-Year 9, learning has still been ongoing for these children through the distance learning provision we have evolved throughout the past year. Together with our senior leadership team, I have spent time dropping into many of the online lessons over the past 10 days. Every single lesson I have dropped into I have seen children engaged, interested, and actively engaged in learning and challenging themselves. The learning skills they have developed during this period are commendable; thank you to families for all your support, and our staff team for constantly reflecting and honing our practice to ensure we are maximising opportunities for children.



Nursery has been open for face-to-face learning, due to having a separate licence. I have very much enjoyed spending time observing classes; our nursery children are so independent, have so much ownership and confidence in using their learning environment, and are making remarkable progress socially, and academically.

Nursery Mother's day assembly:

We all very much enjoyed the nursery children's mother's day assembly today; I'm sure all the Mums felt very special! For those of you who haven't yet seen it, please follow the link:

https://drive.google.com/file/d/1kWnMMbPEpsbYl8_Nm-T3OqCiiTeMYIGd/view?ts=6051f40c

لقد استمتعنا جميعاً باجتماع عيد الأم لأطفال الحضانة اليوم؛ أنا متأكدة من أن كل الأمهات شعرن بمدى أهميتهن! لأولئك الذين لم يروه بعد، يرجى اتباع الرابط:

https://drive.google.com/file/d/1kWnMMbPEpsbYl8_Nm-T3OqCiiTeMYIGd/view?ts=6051f40c

School re-opening:

We are so delighted that we have been given approval to open our school from Sunday 21st March

We are constantly vigilant to be compliant with the government health and education authorities' rulings in regard to ensuring the safe operations of our school. Keeping our community safe is a priority. Only two COVID positive results in our school community could result in full or partial closure. This is something we all want to avoid, if possible.



نحن متيقظون باستمرار للامتنال لأحكام سلطات الصحة والتعليم الحكومية فيما يتعلق بضمان التشغيل الآمن لمدرستنا. الحفاظ على مجتمعنا آمن هو أولوية. يمكن أن تؤدي نتيجتان إيجابيتان فقط لـ COVID في مجتمع مدرستنا إلى الإغلاق الكامل أو الجزئي. هذا شيء نريد جميعًا تجنبه ، إن أمكن.

When should I keep my child home from school?

If anyone in your family or within your household feels ill with any of the following symptoms, then your child/children must not come to school:

إذا شعر أي شخص في عائلتك أو داخل أسرتك بالمرض مع أحد أي من هذه الأعراض التالية ، فيجب ألا يأتي طفلك / أطفالك إلى المدرسة:

- السعال
- التهاب الحلق
- ارتفاع درجة الحرارة
- صعوبة في التنفس
- Cough
- Sore throat
- Fever
- Shortness of breath

If your child is feeling unwell with any of the following symptoms, they should be kept at home and tested for COVID.

إذا كان طفلك يشعر بتوعك مع أي من الأعراض التالية ، فيجب إبقاؤه في المنزل وإجراء فحص الـ PCR

- السعال
- التهاب الحلق
- ارتفاع درجة الحرارة
- صعوبة في التنفس
- Cough
- Sore throat
- Fever
- Shortness of breath

COVID Testing (12 years old and above) is mandatory and the test results have to be uploaded using the link before your child/children will be allowed into school.

يعد فحص PCR إلزاميًا للأطفال بعمر 12 فما فوق ويجب تحميل نتائج الاختبار باستخدام الرابط قبل السماح لطفلك / أطفالك بدخول المدرسة.

Secondary students - COVID Testing from 7am - 10pm on Saturday 20th March Test

Location: Biogenix Labs - G42 Healthcare - Masdar City - Abu Dhabi. Please upload results

here: https://docs.google.com/forms/d/e/1FAIpQLScETaBWEEnGA4LmqLo77ReogFiZh_Kmc7UH4IAaaLoYUDRLa3w/viewform?usp=sf_link

لطلاب المرحلة الثانوية - اختبار COVID من الساعة 7 صباحًا حتى 10 مساءً يوم السبت 20 مارس مكان الاختبار: مختبرات بيوجينيكس - G42 للرعاية الصحية - مدينة مصدر - أبوظبي. يرجى تحميل النتائج هنا

https://docs.google.com/forms/d/e/1FAIpQLScETaBWEEnGA4LmqLo77ReogFiZh_Kmc7UH4IAaaLoYUDRLa3w/viewform?usp=sf_link

Any medical absence is required to have a report from a medical practitioner stating why the child was absent. Please can families ensure this is emailed to reception@ahbs.ae, and your class teacher, prior to your child returning to school.

يتطلب أي غياب طبي الحصول على تقرير من طبيب يوضح سبب غياب الطفل. برجاء التأكد من إرسال هذا عبر البريد الإلكتروني إلى reception@ahbs.ae ومعلم الفصل قبل عودة طفلك إلى المدرسة.

Despite the positive cases in our community we are proud that we have maintained a 0% transmission rate in school. Thank you all for your support.

على الرغم من الحالات الإيجابية في مجتمعنا ، نحن فخورون بأننا حافظنا على معدل انتقال 0% في المدرسة. شكرًا لكم جميعًا لدعمكم.

Next week :

Next week we have a busy week of community activities planned to support families, and enhance and develop our community cohesion.

On Monday 22nd March Dr Kate Plumb will host a Q & A with Head of Secondary at 11am for all secondary families- all are welcome.

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

Meeting ID: 239 403 1321

Passcode: 265333

Family Zumba- Aspen's 'Active Fun and happiness' will be hosted by our newly qualified Zumba teacher Miss Manica on Wednesday 24th March; all welcome!

Join Zoom Meeting

<https://us02web.zoom.us/j/81821281407?pwd=cFowNGhCT3JNMGtMN1VIM2M3U0tiQT09>

Meeting ID: 818 2128 1407

Passcode: Gicuh4

Thursday 25th March will see our International day learning culminating in a day of wearing international clothing, beautiful learning displays and zoom assemblies across the day for early years and primary.

We look forward to seeing you all next week- have a lovely weekend,

Mrs Emma Shanahan

Principal, Aspen Heights British School



Primary Update



This week I have dropped in to many lessons via Zoom and have issued gold cards from the work uploaded on Seesaw, well done everyone! Year 1 have been fantastic mathematicians solving division problems by demonstrating how to share. Year 2 have been researching and producing some interesting animal fact files. Year 3 were comparing and calculating mass and volume, using the correct unit of measurement. Year 4 have been learning all about plotting coordinates whilst Year 5 have been focusing on the literary text features of Alice in Wonderland. Year 6 have been using Nearpod to collaborate and show translations of shapes.

This week we have 4 classes with 100% attendance - Sandcats, Hares, Foxes, Seahorses! Well done to all of you.

We are looking forward to seeing you in school on Sunday which is also UAE Mother's Day! We are also excited about International Day on Thursday.

Have a lovely weekend.

Mrs Laura Stevens
Head of Primary



EYFS Update

Dear Families,

In preparation for Mother's Day on Sunday, the children in Foundation Stage have been thinking about why their mums are special. Nursery were very excited to be leading the Thursday assembly this week and took the opportunity to speak about their mums, sing a song and create some beautiful artwork. I hope you enjoyed the assembly as much as I did!



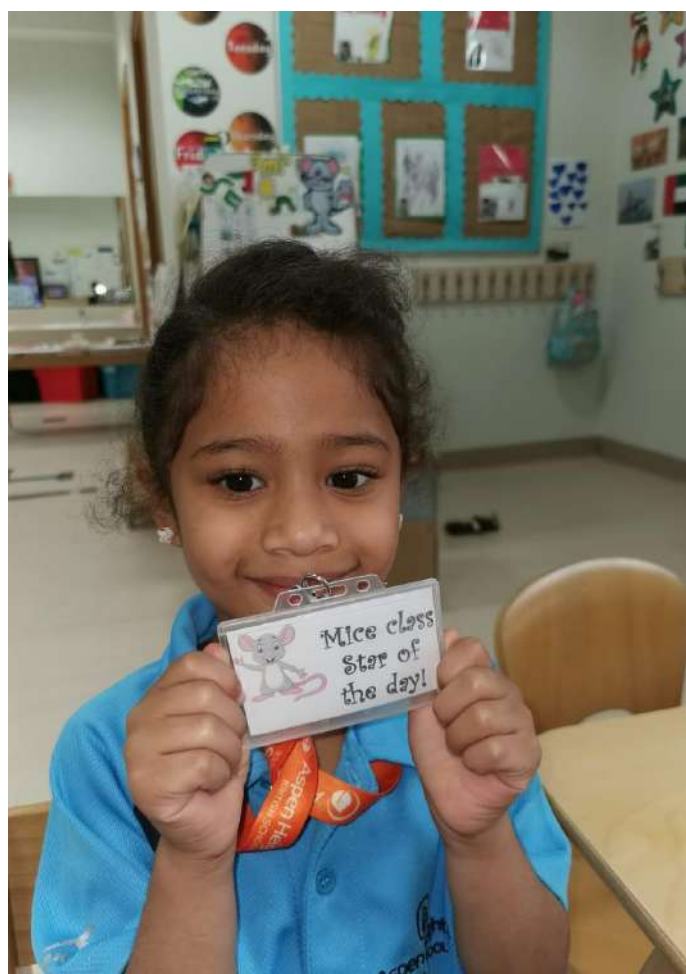
Since Science Week, the Nursery children have really enjoyed investigating and taking part in experiments so the teachers decided to follow the children's interests and set up further experiments. The children had great fun exploring what happens to milk and food colouring when washing up liquid is added. This led on to discussions about why it is important to use soap when we wash our hands.

This week, I have had great fun dropping into both Distance Learning and Nursery lessons. In FS2, the children are making great progress towards their Early Learning Goals. In Mathematics, the children have been learning about halving and used objects to help them work out the answer. Today, the children were learning about recycling for Global Recycling Day. I was very impressed with the children's knowledge and understanding of recycling and enjoyed listening to their thoughts and ideas.

I am looking forward to seeing everyone back in school on Sunday.

I hope you have a lovely weekend.

Mrs Akachi
Head of EYFS



Secondary Update

This week I have visited many online learning lessons. I have seen some amazing learning this week in Science, Maths, PE and Humanities. I saw lots of wonderful learning around electrical safety both in and around the home, the floods of Bangladesh, how to complete a successful HIIT workout and improving skills and understanding of fractions in Maths. The students were keen to discover the different aspects of electricity.



This week our Executive Leadership Student Council has taken the lead in helping to showcase amazing learning from each class, each week. All children have used a portion of their well-being time to reflect upon their learning for the week. They have then chosen their amazing learning from the week and added it to the class presentation. The student council representatives then collate all of this information ready for it to be displayed digitally in the secondary building. It was very important to the children that we present the work digitally in order to keep with our underpinning values of sustainability.

The class with the best attendance in Key Stage 3 this week was Y9 Futaisi with 100% - well done boys!

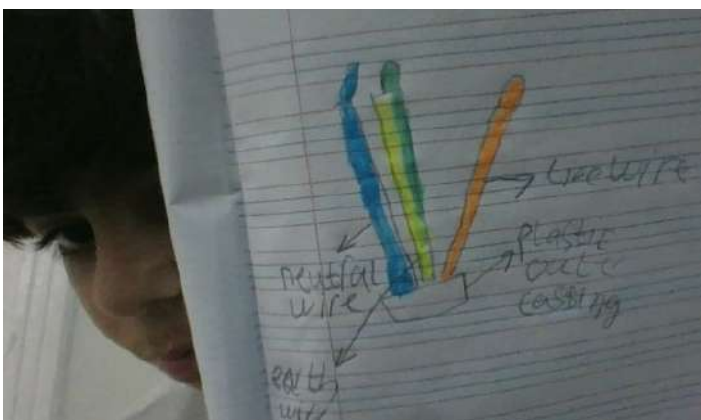
As we look ahead to celebrating our Mothers next Sunday. All secondary students have been reflecting about their relationships with their families and particularly their Mum's. They have been thoughtfully composing some heartfelt messages to share.

We are all very excited to see the students in school for face to face learning again on Sunday.

Have a lovely weekend.

Stay safe.

Dr. Kate Plumb
Head of Secondary





Osha and Fatima from Mice class were painting hearts and flowers.



Mice class were super helpers cleaning out our snail tank.



Helal making a monster with his play dough.



Maha was making volcanoes from play dough.



Shaikha from Bulbuls has been growing cucumber plants.



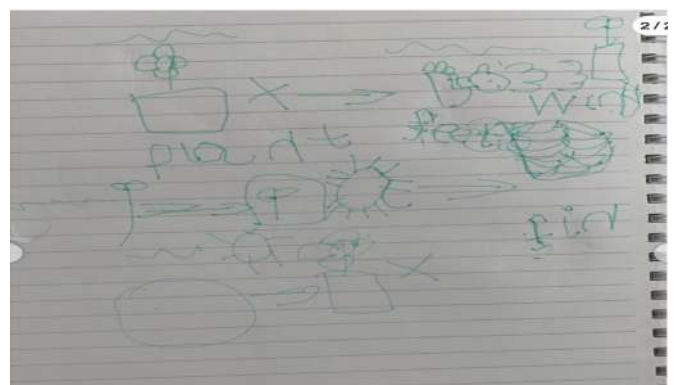
Fahad and Emilia from Mice class were working together to dress the baby.



Shamma from Bulbuls class has been taking on tough challenges in phonics.



Mice class were helping prepare the paper for their Squiggle lesson.



Eliza from Sparrows drew her own story map.



Khalifa explores a colour mixing experiment.



Shaikha cuts a heart shape for Mother's Day.



Geckoes enjoy cleaning numbers with paint brushes and water.



Khalifa made a beautiful Mother's Day card at home.



Hamna from Sparrows is practicing her guided reading.



Maitha made some phase 3 phonics cards to help her make some words.



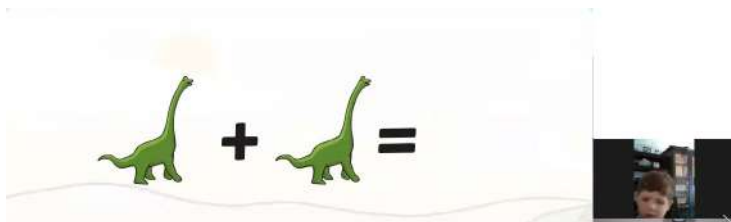
Butterflies using their fine motor grip to count and recognise numbers.



Salama in Butterflies enjoyed making aliens with the play dough.



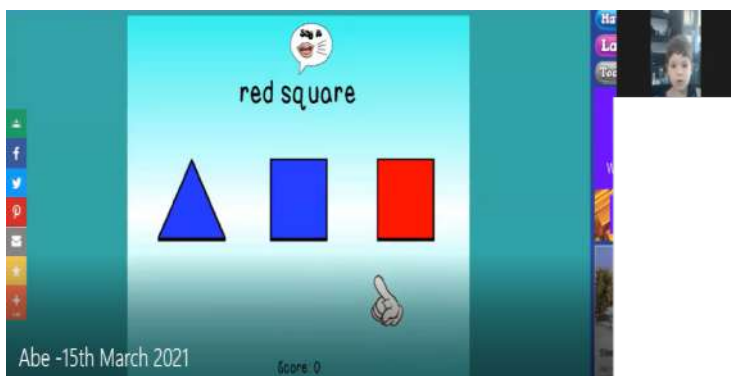
Butterflies practicing their phonic sounds.



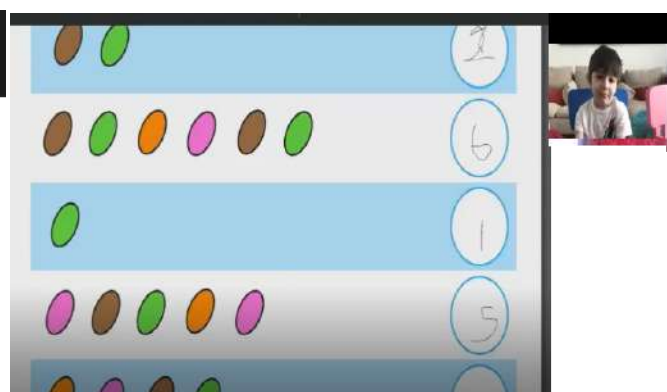
Abe working on addition.



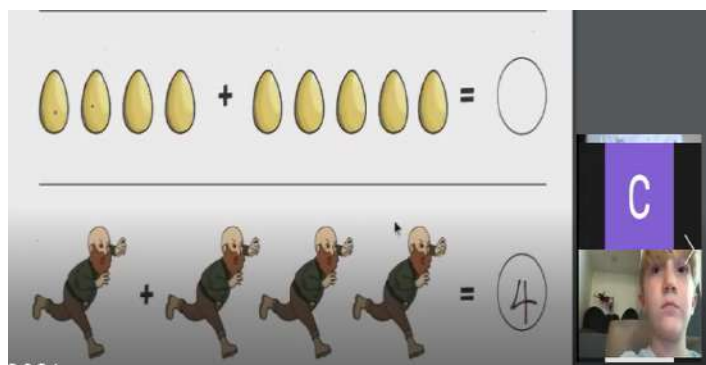
Ahmed and Mido working on Subtraction.



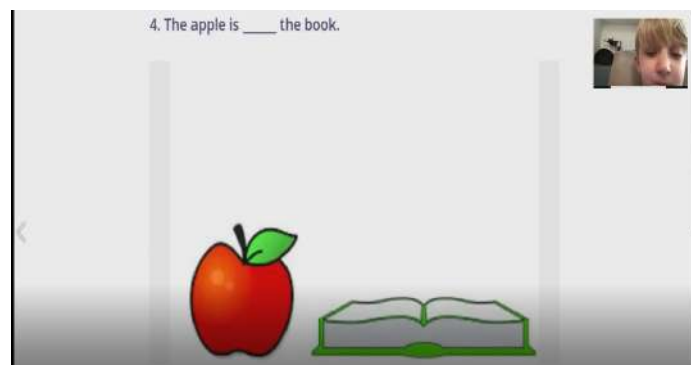
Abe working on colours and shapes identification.



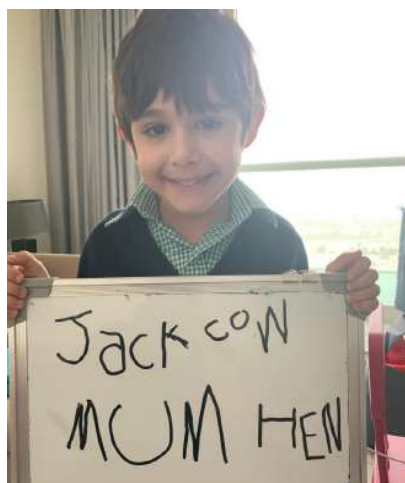
Ahmed counting Magic beans.



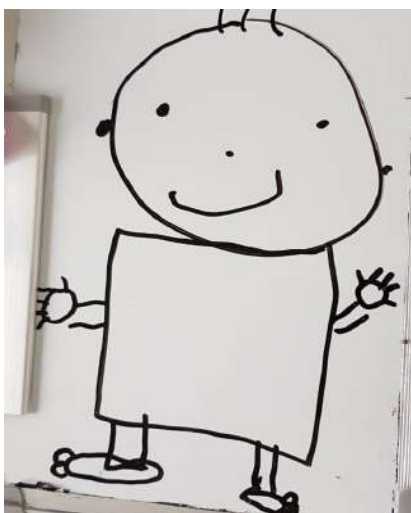
Erik working on Addition.



Erik working on Prepositions.



Ahmed writing key words from Jack and the beanstalk story.

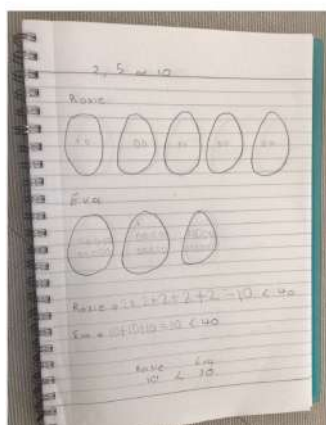


Ahmed's drawing of a shape man.

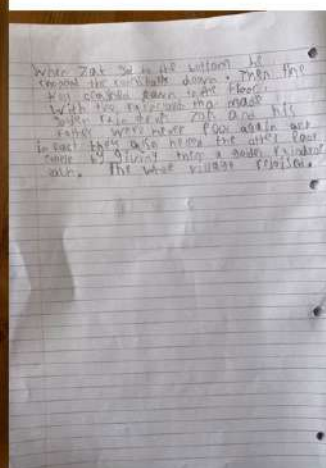
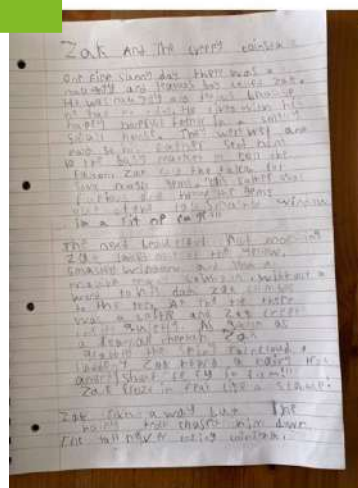
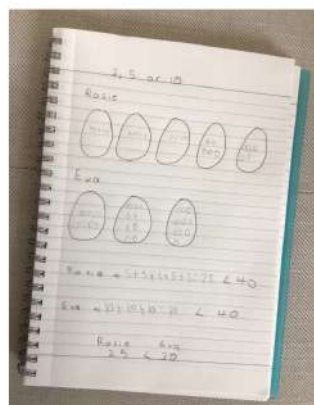


Ahmed proud to show his magic seed growing.

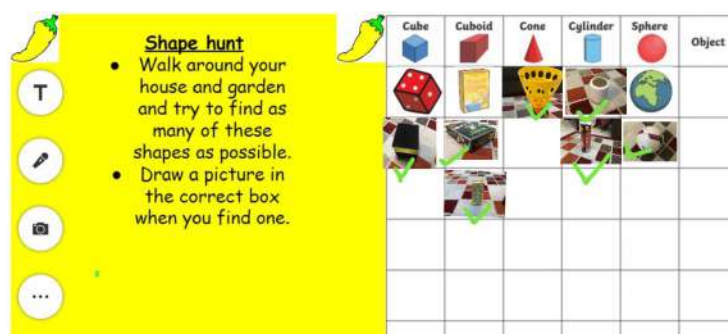
Lower Primary



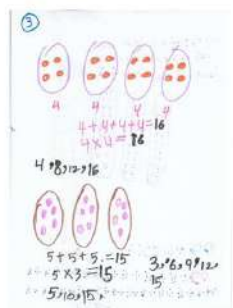
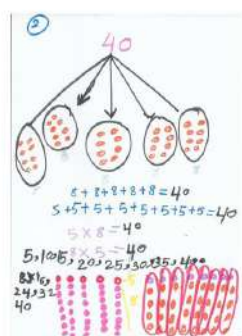
Al Amin from Foxes excelled in maths with his understanding of multiplication.



Suleyman's wonderful writing.



Abdulrahman in 2G found many 3D shapes at home.



Salama's impressive maths learning.



Salama from Sandcats drew her own version of Van Gogh's famous sunflower painting.



Deema in 2G learnt about George Seurat's pointillism and made a beautiful picture.



Layan in Y2G used pointillism to paint her picture.

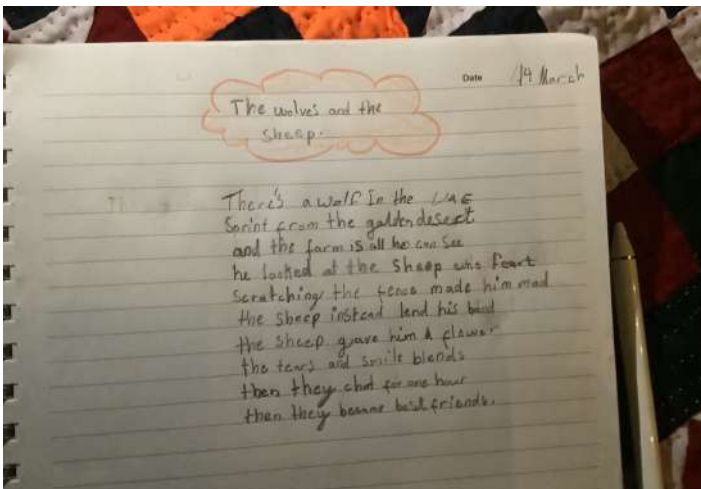
Lower Primary



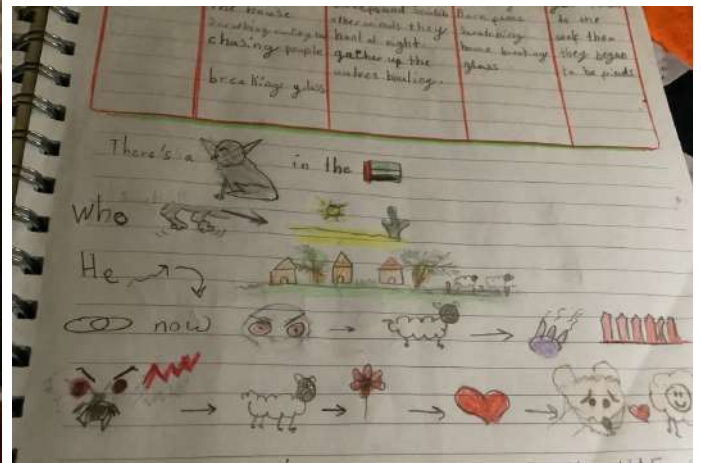
Abdulrahman Al S. (3F) made some shadow puppets.



Aysha Y3O's shadow puppets.



Aisha Y3O's poem.



Aisha Y3O's poem map.



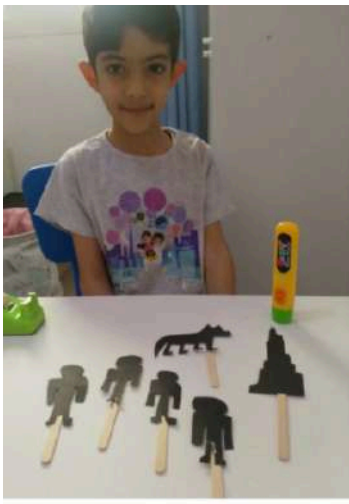
Raees using his knowledge of 3D shapes to create a structure.



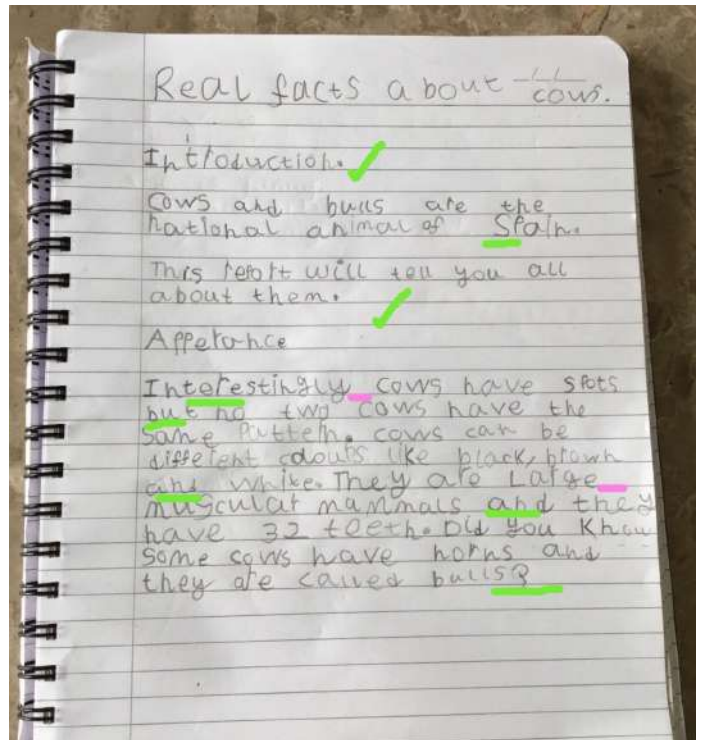
Omar using some tools to create his 3D shape nets.



Aleks in 2G made a poster of how humans can keep healthy.



Harib in Y3F enjoyed making different shafow puppets.



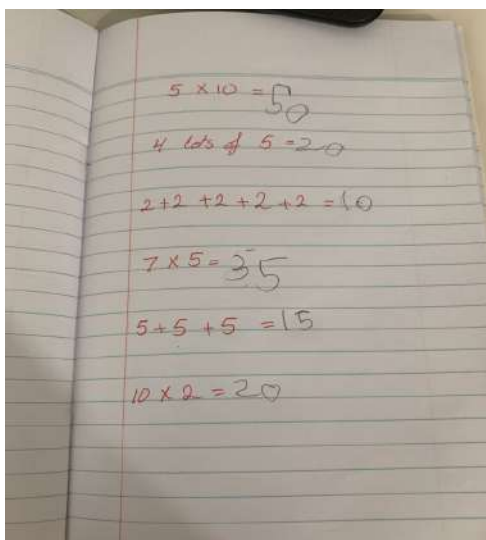
Jakob's report about cows.



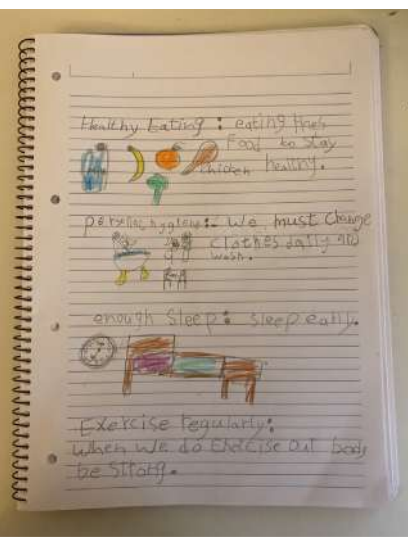
Meera in 2G had many ideas of how to stay healthy.



Mateo making shadow puppets in Year 3O.



Obaid's amazing maths learning.



Mariam's poster about healthy living.



Meera in Y2G used pointillism to paint her picture.



Ethan made some 3D shapes using nets.

Maja(3F) made a sundial to see how shadows change during the day.



Zaara in Y3F has been learning about volume and capacity



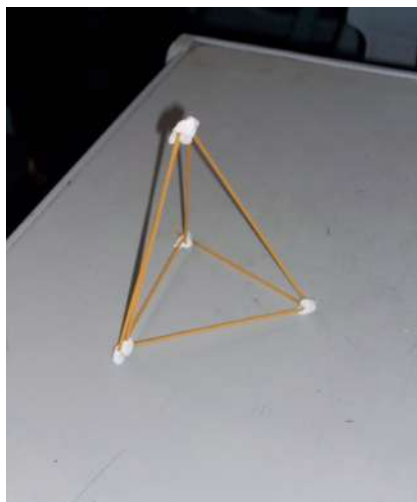
Suhail's symmetry.



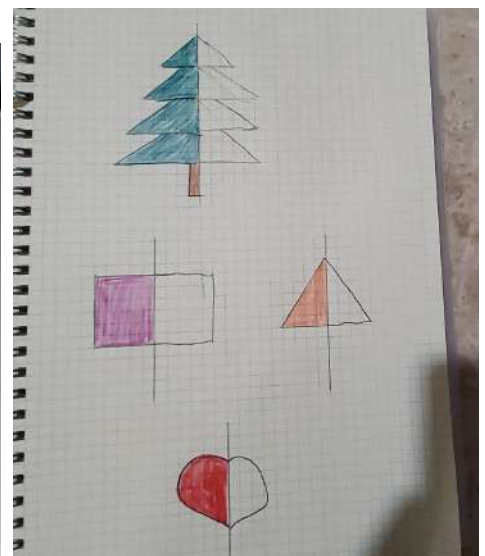
Logan's fabulous book.



Anaya from Foxes drew beautiful sunflower pictures inspired by Van Gogh.

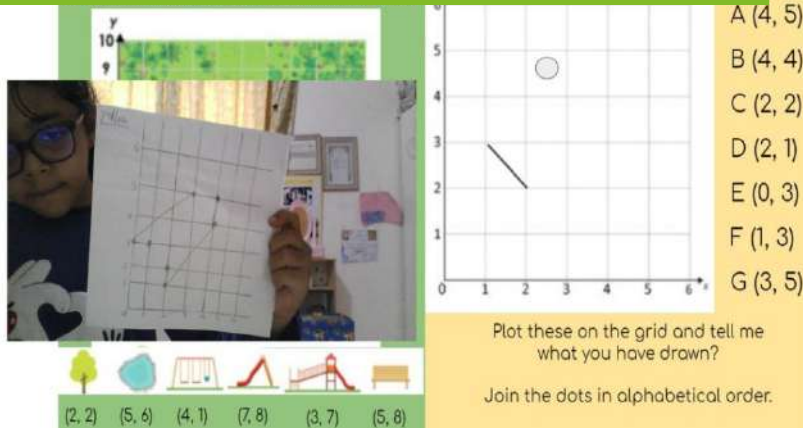


Yousef in 2G is learning about 3D shapes and made a pyramid.



Jovan in 2G learnt about symmetry.

Upper Primary



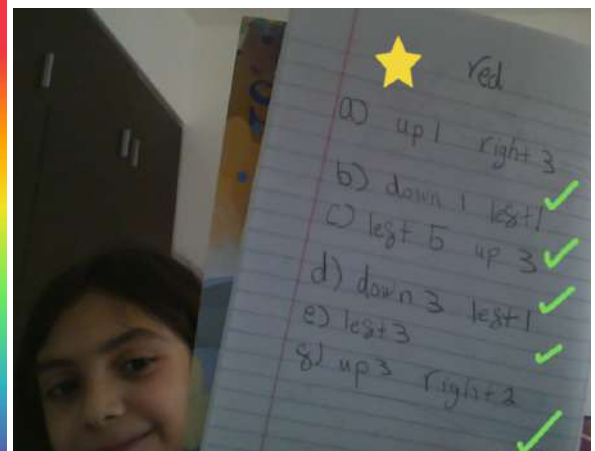
Meerah completing work on coordinates in maths.



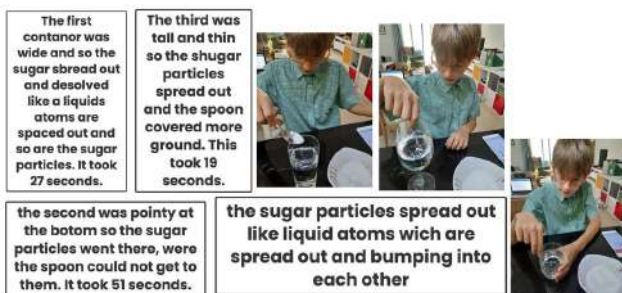
Malak's Mother's Day work.



Isma and Nora carrying out a sound science investigation.



Layan in Y4H showing how to do translation with coordinates.



Gabriel in 5P carried out an investigation into dissolving.

Suddenly, a giant cat with a huge grin appeared in a tree next to the path. Shocked, Alice jumped backwards. "Are you heading to the Pool of Tears?" asked the cat. Alice was so stunned that she couldn't say anything. "Because if you are, go north at the end of this path" continued the animal, "going straight on will only take you to the Mock Turtle Beach." The enormous cat carried on grinning at Alice as it began to fade...until it had completely disappeared!

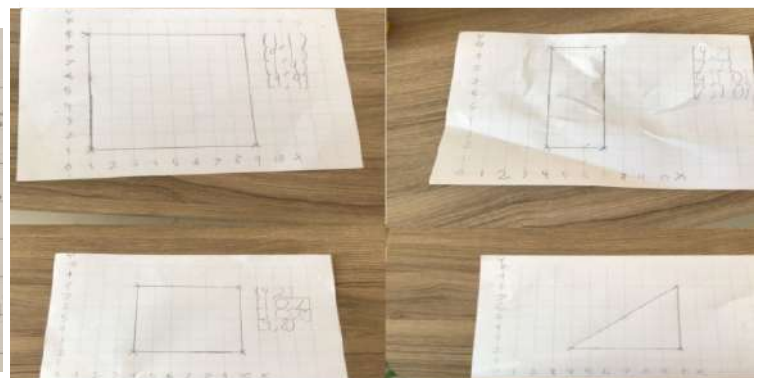
Bewildered, Alice continued to explore. She could sense that there was much more to this place than there seemed!

Locations Speech Characters Past tense Adjectives	Locations Speech Characters Past tense Descriptions	Fronted adverbials Range of punctuation	Locations Speech Characters Past tense Descriptions	Fronted adverbials Range of punctuation Alternative words for 'said'
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Salma in 5P used different colours to analyse the different features of a text.

The city
The city was busy and crowded. There were lots of people. It was hectic. The flashing lights were dazzling. I could smell people's perfume. It was sweet and pleasant. I could also smell food from restaurants. It was mouth watering. I could hear car horns beeping and it was very noisy.

Zayed in Y4H wrote a setting description.



Ismail creating shapes using coordinates.



Upper Primary

Work out the calculation and then the answer:

Calculation	Next Step	Answer
$4^2 + 5^2 =$	$16 + 25 =$	41
$6^2 - 3^2 =$	$36 - 9 =$	27
$12^2 \div 4^2 =$	$144 \div 16 =$	9
$2^2 \times 7^2 =$	$4 \times 49 =$	196
$9^2 + 11^2 =$	$81 + 121 =$	202
$8^2 - 6^2 =$	$64 - 36 =$	28
$10^2 \div 1^2 =$	$100 \div 1 =$	100
$5^2 \times 5^2 =$	$25 \times 25 =$	625

Mariam in 5P worked out calculations using square numbers and all 4 operations.



Layan in Y4H created a picture of Mount Vesuvius erupting.

As the clock struck one the busy people of Tokyo roamed around the dry and dusty city center. The dangerous fumes filled the clear, windy air as all the Edokko (people from Tokyo) were going home. The towering buildings shaded the smartly dressed people from the blazing sun.

city



Harry's paragraph describing the city settings we have been looking at this week!



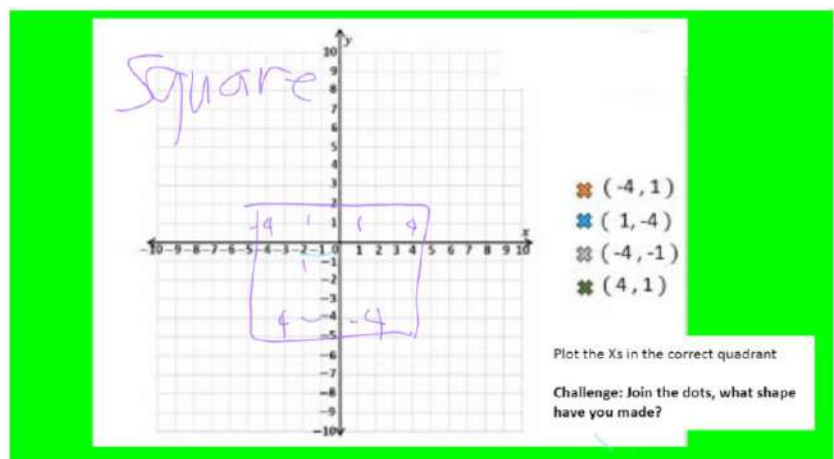
Rashed demonstrating his Tornado in Geography.

Breaking news ! Vesuvius shoots up again!!!!!!!

Early the next morning on 10am Sunday the 14th April 2020, There was a sudden volcano eruption in Pompeii. Archaeologists have found nothing but frozen skeletons and household things. Except for one and here's his quote: "I believe that was perishing with world and world with me!" Archaeologists have theory that the next eruption will be in 140 years. The first alarm warnings was at 10.15 am. At 10.30 am 'hot devilish rocks shot from the sky - At 10.45 am massive clouds of ash suffocated the people. By 11am Pompeii was 'Ghost Town'.



Soorya's report writing on Vesuvius.



Amer demonstrating his ability to plot coordinates in all four quadrants.

Can you now do at least one of the following?

To know what translation of a shape means. ✓

To know how to translate shapes in all four quadrants. ✓

To know how to describe how a shape has been translated. ✓

Adam assessing his own learning at the end of the lesson.



Secondary

Art and DT:

Year 7

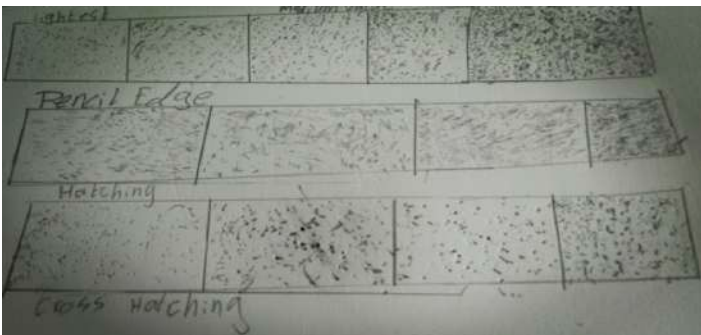
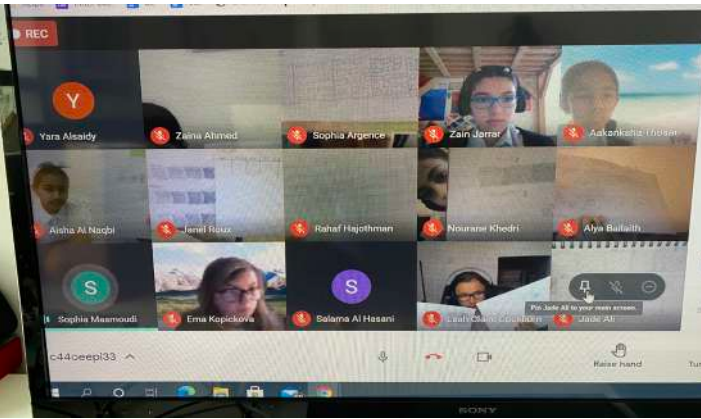
In order to make something look 3 dimensional one must be able to master the technique of creating value in a drawing. This week, the Y7's have been focusing on value scales to assist them in their art making practise and thus creating a fantastic Tim Burton style self portrait.

Year 8

We are further developing our design skills and the understanding of materials and technology through the creation of athletic shoes to assist Olympic athletes in reaching their dreams.

Year 9

As we finalize our TAG designs students are now reflecting on their design choices to create their Street Art Wall addressing social issues.



I had an idea to do something like it was dripping and my name was too hard so I did this instead



NO WAR

I drew this because who likes war?



Secondary

English:

Year 7 English

Our study of our novel deepened this week as we began to encounter other characters' viewpoints. We were able to compare certain characters' takes on particular events that have happened so far in the story.

Spelling Quizzes

Year 7 Aryam

Janel & Zain = 95%

Yara & Zaina = 90%

Aniqah & Ema = 85%

Class average: 66%

Year 7 Delma

Aiman & Mohammed W. = 95%

Amer = 90%

Sultan Alqemzi = 75%

Class average: 47%

Year 8

This week our Year 8s have been focusing on the Big Question: How can we link the themes of: healing, growth and nature; the power of the mind; secrets and independence and bringing up children and friendship to each of the chapters we have read. Pupils have thrived in their group work and focused well on their reading. Pupils are encouraged to reread, relisten, to their chapters at home to gain a fuller appreciation of Burnett's descriptions.

Year 9

Year 9s started their week with a quiz on the previous week's terminology. Their coming weeks' will commence in the same way.

The setting has been well established, Pip's bildungsroman journey has commenced. In lessons pupils are now tracking and responding to how Dickens crafts descriptions and weaves the novel's core themes into chapters. These themes are: social class, ambition, crime and justice and relationships.

Keywords this week include: setting, dreams, foreshadow, social class, ambition, crime and justice, relationships, cobwebs, challenge, vultures, double entendre, driving force, impact, effect, apprenticeship, entice / tempt, draw / attract, lure / tempt and encourage.

Spelling Quizzes

Year 8 Mariah

Haroun, Humaid, Harry, Taim 90%

Udayan, Ahmed and Mohamed T 80%

Ali 70%

(Class average 64%)

Year 8 Saadiyat

Khloe 100%

Zainab, Mahra, Nikki, Kinkin and Larissa 90%

Malak, Hoor and Maryam 80%

(Class average 70%)

Terminology Quizzes

Year 9 Futaisi and Yas

Madia 78%

Keira and Leon 67%

Abdulla, Easa, Joshua and Alex 56%

Ready, Steady, Read - Brilliant Class Organisation

Raise Hand = e-text open = we're ready to read!



Read my mind... What am I thinking?

How are you going to use this page? Most of them are going to be used for the first part of the lesson. The teacher will write the clues in the thought bubbles and the children will write the answers in the boxes. The teacher will then ask the children to write the answers in the boxes. The teacher will then ask the children to write the answers in the boxes.

Clues:

- Another day, another pawful of juicy worms. Aah! Human! I must go back to my hole home.
- Where are my filthy worms?!
- Oh!
- Where am I now? I thought I was at the little shop that sold worms.
- It is bright for me to be outside. I am going back into my hole byebye.
- Wow, that worm was really hot! I love making humans frustrated. That feels just what I need!
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Answers:

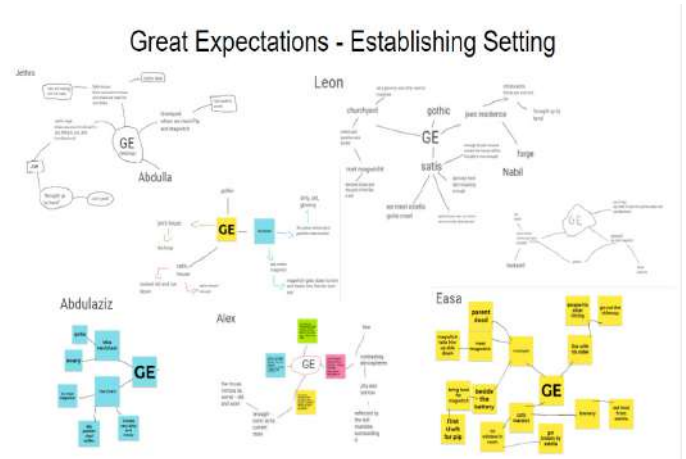
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In your teams, put the events in order:

Maryam, Paige, Khloe

Team chat box:

1. A woman in a crowd looking at Jesus.
2. Jesus walking through a crowd.
3. A dark, stormy sea.
4. A woman in a crowd looking at Jesus.
5. A woman in a crowd looking at Jesus.
6. A woman in a crowd looking at Jesus.
7. A woman in a crowd looking at Jesus.
8. A woman in a crowd looking at Jesus.
9. A woman in a crowd looking at Jesus.
10. A woman in a crowd looking at Jesus.
11. A woman in a crowd looking at Jesus.
12. A woman in a crowd looking at Jesus.
13. A woman in a crowd looking at Jesus.



Secondary

Tuesday 16th March 2021

Quand il fait beau...

L.O. To talk about what you do in different weather.

Listening task 1: Listen and note the activities.
Qu'est qu'on fait quand il...

- 1- c, d
- 2- a, f
- 3- g, h
- 4- e, b

Listening task 2
C a d g b c f h

Red task
Quand il pleut, je vais au centre de loisirs et joue basket au volley c'est bien.
Quand il fait beau, on va au parc
Quand il fait chaud, on va jouer au football
Quand il fait froid, on regarde des dvd

Blue task
Quand il fait froid, normalement, on va au cafe avec mes amis. C'est bien. Quand il fait chaud, je regarde la télé mon soeur. J'aime les comédies. Mon film préféré j'aimai parce que amusant.

FRENCH

Listening Task 1:

- 1) B ✓
- 2) F ✓
- 3) C ✓
- 4) E ✓
- 5) A ✓
- 6) D ✓

Listening Task 2:

Listen to song

ORANGE TASK

Mangali	Nino	Emma et Alice
Went to mall	Went to stadium	Went to market
Went to museum	Went to gym	Went to the castle
Went to ice rink	Went to church	Went to the cafe
	Went to pool	

Humanities:

Year 7

Rivers and Flooding. Students can explain the meaning of river flooding and outlined the factors affecting the shape of a hydrograph. They then outlined the reasons for flooding and listed the causes of flooding and actions taken to reduce the flooding in Boscastle.

French:

Year 7

We looked at the present tense of the verb Aller, to go. We discussed what we like to do at the weekend in French and practised our writing and comprehension skills.

Year 8

This week, we focused on reflexive verbs. We revised the formation of regular ER verbs in the present tense, and used these steps to form the present tense of reflexive verbs.

Year 9

Our focus this week was weather in French. We practised a variety of skills including comprehension and writing skills. We looked at describing activities that we do in certain types of weather.

Case study: Boscastle

Causes of flooding in Boscastle:

- Heavy localized rainfall - 50 mm of rain fell in an hour
- Saturated ground from previous rainfall
- Topography of the town: The landscape upstream of Boscastle, a steep-sided valley, acted as a funnel directing vast volumes of water into the village
- Narrow river channels in the village itself

What has Boscastle done to prevent flooding in the future?


- £4.5 million has been spent on a flood defence scheme
- The scheme stretched along the valley, incorporating drainage, sewerage systems and land re-grading
- Boscastle car park has been raised in height, which will stop the river from bursting its banks so easily
- New drains allow water to run into the lower section of the river quickly
- The river channel has been made deeper and wider so that it can accommodate more water



Secondary

Humanities:
Year 8- The Peasants Revolt
 Students continued with the topic. They distinguished between Feudalism and Manorialism. They explained the consequences and interpretations for the Peasants' revolt. They also discussed important dates of the Peasants Revolt.

Year 9
 Students continued this week to discuss the Civil Rights Movement in America - Part 2. They have discussed and analysed which, among the many events, was the most significant in gaining civil rights for black people. They explained the contributions of the five black suffragists who fought for the 19th Amendment on August 18, 1920, giving American women the right to vote. They will be working collaboratively this week on the below task:



Paired Collaborative activity

Which of the events shown below do you think was the most significant in gaining civil rights for black people? Can you explain why?



1954: Brown versus Board of Education of Topeka was a landmark case. With the help of the NAACP, Reverend Brown and the other plaintiffs won the right in the Supreme Court to send their children (enrolled) to a white school.

1957: Nine African American students, known as the Little Rock Nine, were escorted by federal troops to Central High School in Little Rock, Arkansas. They were the first black students to attend the school.

1955: Rosa Parks refused to give up her seat on a bus to a white man. Her action launched the Montgomery Bus Boycott, which was led by Martin Luther King Jr. The boycott lasted 381 days. The case was taken to the Supreme Court, which ruled in favor of desegregation on public transport.

The Peasants' Revolt: The Kings' Response

As soon as the peasants had left London, messengers were dispatched throughout the country, summoning rebels. The last remnants of the huge gathering of peasants were destroyed at Otford in Essex. They found themselves cut down by royal troops, many bludgeoning the peasants and others that they had been given.

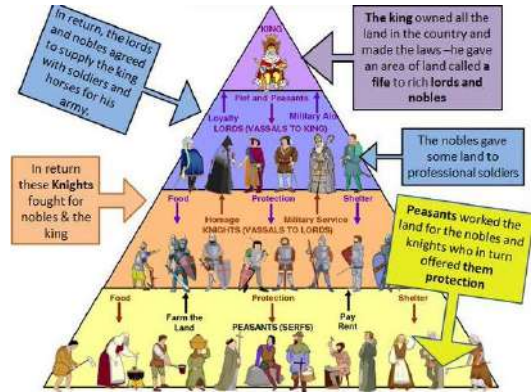
Royal forces moved the affected areas, burning the rebels. In Northampton and Essex, some 500 rebels were killed with any form of trial. As the Earl of Buckingham carried out the King's demands for vengeance, in fact the list of executions was even greater, with 1000 peasants sent to the gallows.

Another major rebellion broke out in St. Albans, this was ruthlessly crushed, and on 10th July, John Ball, whose preaching had done so much to cause the rebellion, was hung, drawn and quartered in the marketplace, an attempt to any other potential rebels.

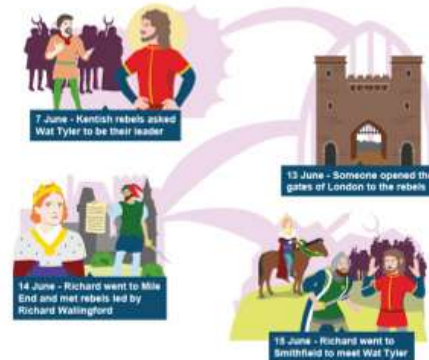
The Result of the Peasants' Revolt

1. On the surface, the peasants were crushed. Their demands were not met, and many were executed. However, the fact remains that their actions, and in the longer term several things were achieved.

1. Parliament gave up trying to control the wages the landowners paid their peasants.
2. The talent pool was never raised again.
3. The Lords treated the peasants with much more respect. They made more of them than as they were not seen as part of the land. The condition of the land, as has been always with much harder.
4. This marked the breakdown of the feudal system, which had worked well during the early Middle Ages, but was now becoming outdated as attitudes were beginning to change.



Timeline of the Peasants' Revolt



The Peasants' Revolt: Part 2 - Year 8 - 128 - Week 3

Reference Example

The uprising began, then, in May-June 1381 CE in England's south-east where royal tax inspectors were investigating why tax returns had been outstanding for some time. These inspectors suddenly met with opposition for their demands for payment of the poll tax which Parliament had passed in November 1380 CE. Officials and sheriffs were intimidated and overthrown. Bands of rebels looted the wealthy for livestock, burning manors and destroying their records—a clear indication of the peasants' desire to overturn manorialism. The rebels moved on to Maidstone, Rochester and Canterbury all went up in flames. The rebellious seemed to be taking off small farmers and included in their number parish priests and village constables. This was not a revolt of the absolute poor but those who were not doing too well. The Crown was not willing to deal with the problem then, but there were too few in number and many were killed.

Timeline of the Peasants' Revolt

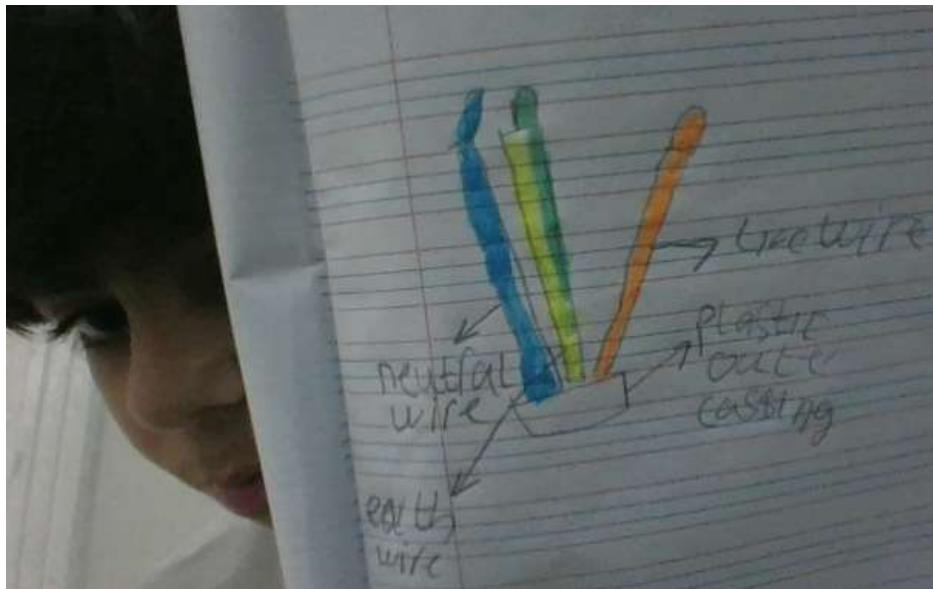
1. The rebels marched in London. The leader of the mob of Essex was called Jack Straw.
2. On 7 June 1381, the Kentish rebels asked an ex-soldier named Wat Tyler to be their leader.
3. The priest, John Ball had been imprisoned by the Archbishop of Canterbury for saying that God intended people to be equal.
4. The rebels were joined by others - say the poor people of London. They were led by people who would have been important in their villages - reeves, priests and even local landowners. They went around the countryside calling for people to join them.
5. On 13 June, someone opened the gates of London to the rebels.
6. The rebels entered the city and attacked the houses of Richard's advisors, including John of Gaunt (Richard's uncle) and Simon Sudbury (the Archbishop of Canterbury).
7. On 14 June, Richard (who was only 14 years old) bravely went to the end and met a group of rebels led by Richard Walsingham. They demanded that he dismiss some of his advisors and abolish serfdom. Richard II agreed. Some of the rebels went home. While this was happening, a group of rebels broke into the Tower of London and beheaded Simon Sudbury, the Archbishop of Canterbury. It is said that he suffered eight strokes of the axe.
8. On 15 June, Richard went to Smithfield to meet Wat Tyler, who had refused to accept the deal with Walsingham. Tyler demanded that the king should be his friend, there should be no lords and all men should be free and equal.
9. William Watworth, the Lord Mayor of London, attacked Tyler.
10. As he died, Tyler ordered his army to attack, but Richard stepped forward and said 'I will be your king and leader. I'll promise to abolish serfdom. The peasants looted farms and went home.

Secondary

Science:

Year 7

Year 7s have had a very busy week in Science as we studied about electrical safety and how resistance slows down electricity in a circuit. Next week we will begin to round off the topic and prepare for the end of term topic test. Here is Salem Al Jneibi telling us about the different parts of plug.

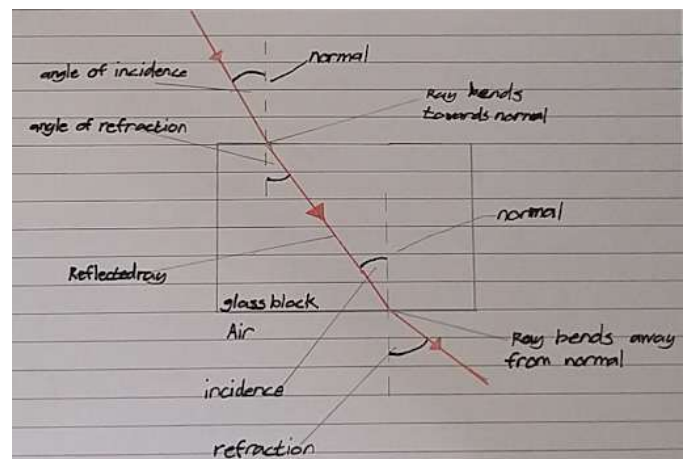
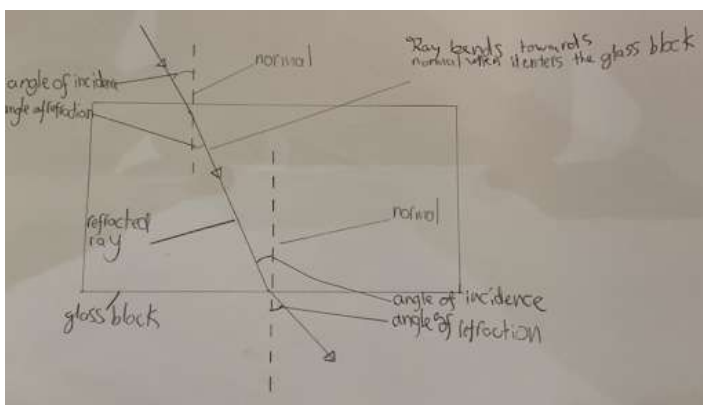


Year 8

As we continue with the topic of light, we explored the understanding and Science behind Refraction and how light bends as it goes through different medium such as air and water. Students are also preparing for their presentation for next week on reflection and refraction. This will help students gain confidence and deepen their understanding for the topic.

Year 9

This week of work involved a bit of maths as we looked at how scientists analyse the data taken from drug trials. We used the technique of calculating median and quartiles to have a better understanding of how scientists divide the trial groups accordingly during the clinical stage of drug testing. We then had a revision lesson and students completed the end of the topic test.



Hydroponics

As we move in the spring term, the weather is warming up and our hydroponic greenhouse is certainly taking shape and coming to life. The temperature and humidity is perfect for optimum growth for the plants.

During distance learning, I managed to walk around the greenhouse and saw a massive difference in size and growth of the plants with more tomatoes ripened and countless cucumbers! We collected a small harvest and distributed it amongst our lovely cleaners and security team as a way of saying thank you for keeping our school safe while we're at home.



Another busy week of online PE has flown by! A massive thank you to students across primary and secondary for their wonderful attendance and efforts this week. We have star-jumped, bear crawled and lunged our way through this period of distance learning. The responses to the PE challenge of the week have been amazing, keep them coming in. A polite reminder on this note that responses should be a picture or a video if you wish to have them approved and receive some feedback.

With the planned return to face to face learning approaching on Sunday 21st, a reminder to students to please remember to wear their PE kits to school on their designated PE day:

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.

Secondary have access to their timetables on Google Classroom.

Please ensure you bring your water bottles to school, they can be refilled to keep hydrated. This is an important part of our philosophy in PE to “stay healthy and stay active”.

Looking forward to seeing you all face to face soon!

The PE Team





لا تزال رحلة التعليم والتعلم متواصلةً في رحاب اللغة العربية ترسل في أجوائها نسماتٍ من النشاط و الحماس و الأمل بتحقيق المزيد من التقدم و النجاح.

فقد قام طلاب السنوات الابتدائية والثانوية باختبارات نهاية الفصل الدراسي الثاني في المواد العربية الثلاث التي شملت تقييم المهارات الأربع في مادة اللغة العربية من: (كتابة، استماع، محادثة و قراءة) ، وكذلك تفعيل المنصات التعليمية (ألف، أنا أقرأ بالعربية ومنصة نور) و التي تعتبر جزءًا من التقييم.

بالإضافة إلى ذلك، فقد درس طلاب السنة السابعة قصيدة شعرية جديدة بعنوان ” ابسمي ” وتعرفوا على الفكرة العامة للقصيدة، وميزوا بين التعبير المجازي والحقيقي.

أما في مادة التربية الإسلامية فكان أسبوع رائع ومفيد مع طلابنا في مدرسة آسن، كان هدفنا الأول إثارة دافعية التّعلم لدى طلابنا بأنشطتنا المتنوعة الهادفة التي نعتمد فيها على الاستنتاج والإبداع والابتكار، ومراعاة الفروق الفردية بين طلابنا، وقد أشرنا في دروسنا هذا الأسبوع إلى معجزة الإسراء والمعراج، بمناسبة حلول ذكرى هذه المعجزة لنبينا محمد صلى الله عليه وسلم، والعبر والدروس المستفادة منها، وقد تفاعل جميع الصفوف مع الأنشطة التي تم إعدادها بمناسبة هذه المعجزة مع دروسهم الأسبوعية.

قد درس طلاب السنة الأولى درس أبو بكر الصديق وصفاته وكيفية الاقتداء به في حياتهم، أما طلاب السنة الثانية فقد درسوا البر حُسن الخلق وتعلموا تطبيق الصفات الحسنة في حياتهم اليومية مع الآخرين، وطلاب السنة الثالثة درسوا: أنا أصلي فتعلموا من خلاله أركان الصلاة والطريقة الصحيحة لها، أما طلاب السنة الرابعة فقد تعلموا درس في أمور العقيدة وهو الإيمان بالرسول عليهم السلام وواجبنا نحوهم، وطلاب السنة الخامسة تعرفوا على أهمية البحث العلمي الذي من خلاله أشرنا إلى ضرورة تعلّم العلوم الأخرى. أما طلاب السنة السادسة وطلاب السنة السابعة فقد درسوا عن السيرة النبوية والشخصيات والدروس المستفادة منها، وطلاب السنة الثامنة درسوا عن قيم الإسلام وآدابه من خلال درس: العمل حضارة وعبادة ودور العمل في بناء حضارة الأمم، أما طلاب السنة التاسعة فقد تعلموا درس من دروس الوحي الإلهي، وتلاوة وتفسير بعض آيات القرآن الكريم، وكيفية تطبيق ما تعلموه من أحكام التجويد في تلاوتهم.

وفيما يخص مادة التربية الوطنية إلى جانب إجراء الاختبار النهائية للفصل الدراسي الثاني فقد استكمل طلاب المرحلة الثانوية تعلمهم حيث قام طلاب الصف الثامن بتحديد الموقع الجغرافي لبريطانيا في حين تتبع طلاب السنة التاسعة إنجازات وجهود دولة الإمارات في قطاع النقل والمواصلات والمقارنة بين الماضي والحاضر .





Music

Playing an instrument or being in a musical class demands total attention. Because of this, music is a great stress-relieving tool that helps to calm the mind and enhance concentration. No matter what age your child might be, understanding the musical language or learning to play an instrument can be challenging at times. However, those who learn music also learn to be disciplined in their training because that is the key to success.

