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Dear Families,

Ramadan Kareem to you all. I have been delighted but not surprised by the smooth transition to Ramadan hours and processes in our school. As a community of children, staff and families we have become very adept at managing change! With clear communication and support and understanding on all sides, we are very successful- thank you for your support.



رمضان كريم. لقد سررت جداً من سلاسة الانتقال إلى ساعات رمضان وسلاسة الإجراءات في مدرستنا والتي لم تفاجئني البتة. كمجتمع من الأطفال والموظفين والعائلات ، أصبحنا بارعين جدًا في إدارة التغيير! من خلال التواصل الواضح والدعم والتفاهم من جميع الجوانب ، نحن ناجحون جدًا - شكرًا لكم على دعمكم.

NPS Survey

We survey our staff and families termly through our education group 'International Schools Partnership'- this ensures responses are accurate, anonymous and really helpful as a school to gauge accurate and honest responses to our work. We were delighted to receive the results of the most recent survey from both staff and families, as our NPS scores (where negative scores are subtracted from high scores to give a 'net promoter score') for both groups are comfortably 'in the green'- showing that, despite all we have been through as a community over recent months, we are still exceeding the expectations of our community. We await the commentary feedback, but please know that we will utilise it to ensure we continue to improve and develop as a school.



Sunday Assembly

At Aspen our children have many opportunities to have a positive impact on our school community. Our school council led circle times this week in class with ideas for Ramadan, and I also asked for volunteer playleaders. We have been delighted by the response, and we will announce the playleaders in the newsletter next week.



Family Workshop

Our wonderful Islamic team prepared a family workshop this week entitled 'The Ramadan journey with my child'. Colleagues and families shared ways of involving their children in the Ramadan experience and supporting their children's spiritual and moral development. Thank you to Afnan and Mohamed, our colleagues who led the session, and all families who participated.

أعد قسم الإسلامية الرائع لدينا ورشة عمل عائلية هذا الأسبوع بعنوان "الرحلة الرمضانية مع طفلي". شارك الزملاء والأسر طرق إشراك أطفالهم في تجربة رمضان ودعم النمو الروحي والأخلاقي لأطفالهم. شكراً لأفنان ومحمد وزملائنا الذين قادوا الجلسة وجميع العائلات التي شاركت.

Family Topic Overviews

Today you will receive the topic overview for your child for this first half term. We hope you find it useful to detail what they will be learning in different curriculum areas over the next half term. Please do reach out to their class teacher if you have any questions.

Reading week

Next week we have an incredibly exciting week of reading activities and events planned. Every year group will be virtually visited by an author and have a reading session, and the opportunity to ask and answer questions too. We have authors Cheryl Davies, Clidha Murphy, Jay Vincent, Leanne Brown, Maria Georgiou and Susan Brown beaming into our classrooms to inspire and entertain our children! Please see the attached details of their amazing books that you may wish to purchase- just follow the links.

On Thursday children can choose to wear their own clothes, or dress up as a book character.

الأسبوع المقبل لدينا أسبوع مثير للغاية ومليء بأنشطة القراءة والفعاليات المخطط لها. كل مجموعة ستتم زيارتها فعليًا من قبل مؤلف ولديها جلسة قراءة، وفرصة لطرح الأسئلة والإجابة عليها أيضًا. سيكون لدينا مؤلفون مثل شيريل ديفيز، وكليدا مورفي، وجاي فينسنت، وليان براون، وماريا جورجيو، وسوزان براون، والذين سيكونوا في فصولنا الدراسية لإلهام أطفالنا وتسليتهم! يرجى الاطلاع على التفاصيل المرفقة لكتبهم الرائعة التي قد ترغب في شرائها - فقط اتبع الروابط.

مكن للأطفال أن يختاروا يوم الخميس ارتداء ملابسهم الخاصة ، أو ارتداء ملابس شخصية في كتاب.

Ramadan Calendar of Good Deeds

We hope you enjoyed seeing our Ramadan calendar of good deeds sent on Sunday; we hope our entire community of all faiths and backgrounds will participate in this Ramadan challenge. Please post a photo of you completing the good deed on our Ramadan Calendar padlet here: https://padlet.com/principal274/pwshx2emflqc9w96

Well done to Aisha Y7 and Maryam and Salama Y1 who have added photographs already.

Have a restful family time and we look forward to seeing you next week for reading week,

Mrs Emma Shanahan Principal, Aspen Heights British School









Reading Week

TO ORDER

CLICK HERE

- Review from Amazon

To purchase books by our guest authors please click on the images below.





BOOKS AVAILABLE TO ORDER

CLICK HERE

TO ORDER

CLICK HERE

Primary Update

Welcome back for our final term of learning. It has been wonderful to see the children happily learning this week and feeling proud of their work. Some of the highlights from my learning walks include; Year 3 looking at a variety of strategies to support their multiplication calculating. Also Year 2 are enjoying learning their new book 'Grandpa's Island' and there has been some fantastic creative writing. Year 1 enjoyed creating animals of the desert and writing labels in Arabic. Year 4, 5 and 6 have been working on their maths skills to convert between decimals, percentages and fractions and how these could be used in everyday life, as well as solving mastery problems.

Our assembly theme this week was about being a good problem solver, children have thought about the skills involved in this and have demonstrated it through their activities in class. Staff and children also used their problem solving skills to ensure there was a smooth transition to our new Ramadan schedule. The children are very excited about the holy month and they have demonstrated their fantastic learning and understanding in the assembly video for this week.

Well done to the following classes for having the highest attendance in your phase - Gazelles at 98% and Hawksbill at 95%. Remember the more you attend, the more you learn!

We are all looking forward to our wonderful book week next week. There are a huge variety of activities planned including live book readings with authors and creative writing classes. Have a lovely weekend and Ramadan Kareem.

Mrs Laura Stevens Head of Primary









Secondary Update

Ramadan Kareem and welcome back to term 3!

This week on my learning walks there has been a peaceful, calm and settled atmosphere in secondary. There have been some wonderful Ramadan themed lessons and our learning environment has been transformed.

Our pupils undertook many end of topic assessments this week, where they had the opportunity to show how well they reflected and consolidated their learning over the holiday.

This week has also seen the start of our second cohort of pupils participating in ISPs Virtual Buddy Exchange Programme. This week our Aspenites have linked with children from South America, Malaysia and The Middle East to discuss 'Being a teenager in 2020'.

Lots of children have signed up to the ADNOC energy initiative. I am looking forward to the virtual field trips and facilitating the teams to design the 'Petrol station of the future!'

Today you will have received the curriculum overview for the next half term. I hope this helps to support your child in preparation for the End of Year exams which begin on Sunday 6th June for English National Curriculum subjects. We wish to conduct our examinations in a face to face environment for all pupils who are medically allowed to return to school. Revision lists will be sent out in the first week of May by your child's teachers.

This week I am pleased to say that Year 9 Futaisi has the best attendance in Key Stage 3. Well done boys!

I am very excited that next week is 'Book Week'. There are many wonderful activities planned for across the school. I am particularly looking forward to the virtual visits of our authors, which I hope may inspire future career choices of potential Aspen Authors.

Dr. Kate Plumb Head of Secondary



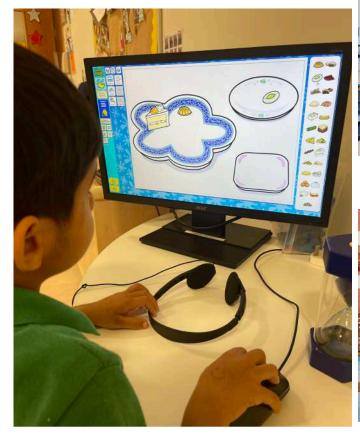




FS



Fatima, Osha and Faris from Mice class are enjoying measuring and pouring, outside.



Ghaith creates an meal for Iftar on the computer.



Fatima and Emilia, from Mice class are creating gorgeous paintings.



Mice class proudly singing the National Anthem.



Mice class worked together to set up their own obstacle course.



Geckoes enjoyed reading stories in our cosy book area.



Nader and Idrees building strong muscles when rolling the tyres outside.



Casper and Ghaith are exploring the spaceship control centre. They made popsicles from playdough to have on the long journey.



Geckoes class enjoyed comparing each other's heights and measuring each other.



Dominic in Geckoes class enjoyed playing hopscotch in our playground.

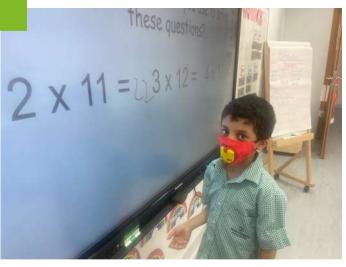


Mice class are happy to be back at school, building a Lego house together.

Lower Primary



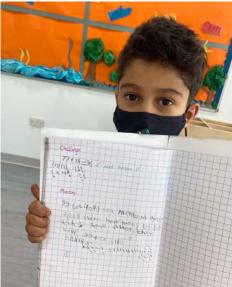
Ayra in Y3F did well with her contractions task.



Majed in Y3F enjoyed his maths activities.



Hoor Y2L enjoyed drawing the setting of the story.



Thani in Y2O showing off his mastery maths challenge.



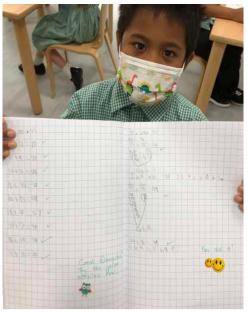
Tasha in Y2L wrote an amazing story this week.



Said in Y3F enjoyed making hieroglyphics on styrofoam.

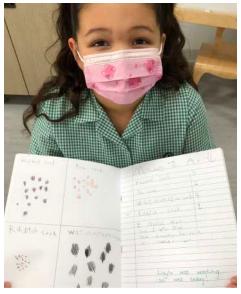


Khaled in Y2O independently using a number line to add.



Donnacha in 2G did great work on addition.

Lower Primary



Layla in 2G made a prediction of which seeds will grow the fastest.



Mariam in 2G made characters to use in English to talk about our story Grandad's Island.



Daniel in Y2L creating puppets for our story Grandad's Island the Sphinx.



Ghanim (3F) likes to use a 100s chart to solve math problems.



Kareem in 2G made his puppets to use for English.



Lily in 2G was able to draw her method of adding.



Asma in Y2L worked hard on our new adding method this week.

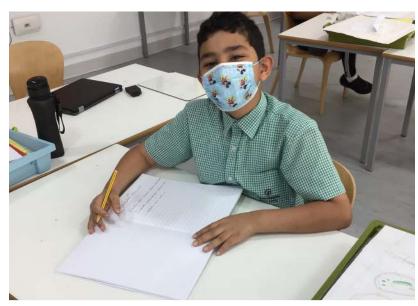


Maja in Y3F used a 100s chart to help her solve some maths problems

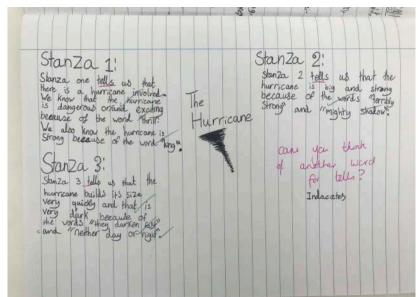
Upper Primary



Jorge, Salama & Ahmed creating their own planets that sustain life in art.



Abdulla learning about eletrical appliances.



Lucas's mindmap of The Hurricane.



Youssef in Y5 Hawksbills naming the planets in the solar system.



Liam and Soorya testing their camera obscuras!.

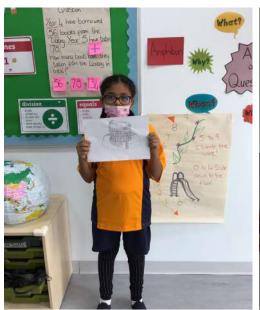
Upper Primary



Malak researching about Electric eels.



Ismail creating a Venn diagram about electrical appliances.



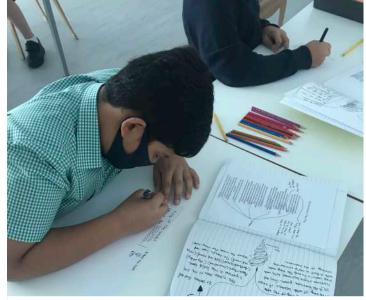
Meerah's drawing of the Colosseum.



Aesha in 5P has been solving problems involving decimals.



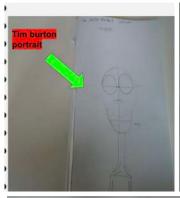
Jumana in Y5P with her booklet about the solar system.



Adam and Rashed exploring our class poem.



Rashed and Adam exploring our class poem, The Hurricane.











IS STREET ART

a Mirror of



Year 7

This week we focused on the proportions of the face with the idea to "Tim Burtonize" them. This gave the class the opportunity to reflect on how to take typical proportions and change them into a Tim Burton style drawing.

Year 8

As we move forward within our Olympic Unit the Y8's have been working on finalising their uniform designs for their sport of choice incorporating their design elements and logo designs.

Year 9

We are entering our studio time now as the Y9's now incorporate all the process we have been working on including artist research, TAG creations and the social issue they would like to address into a final Street Art studio piece.













English:

Year 7 English

We are gradually nearing the end of our novel, Wonder. This week, we continued reading the text. We had interesting class discussions about emotions, moods and characters. We completed a group role-play task in which we acted out scenes from the novel. We also practised answering questions using the PEEL strategy.

Year 8

We hit the ground running this term with many pupils receiving feedback on their glossary work. Brilliant work was received from: Humaid, Udayan, Khloe and Zainab! This term our glossaries will continue to be an important part of pupils driving their own learning. Saadiyat and Mariah have received their deadlines: Sunday 9th May 09:30.

Year 8s will now have a weekly terminology quiz, based on the previous week's lessons and key words, these will replace our previous vocabulary quizzes.

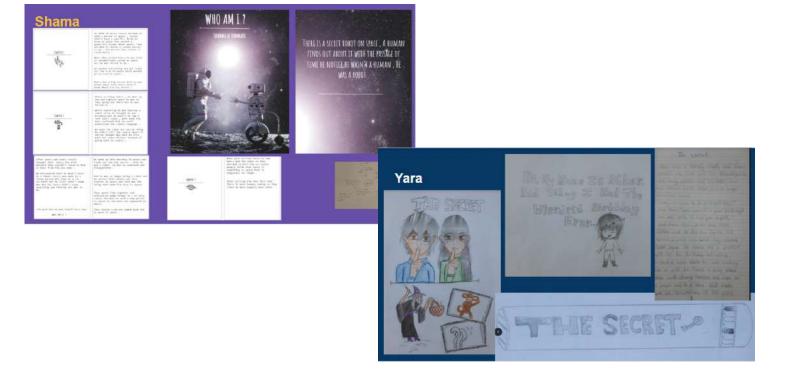
In Year 8 one of our foci has been how to analyse questions (key words and mark allocation) in order to achieve their best marks. Time management has also been an important part of discussions. Pupils have completed their mid-novel assessments and have started formulating their ideas for their formal speaking presentations next week.

Year 9

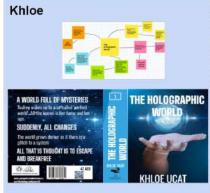
We are on a very exciting journey into iGCSE literature, pupils are learning to manage and structure their thoughts and ideas dynamically. A brilliant and challenging skill to master. Year 9 completed their assessment on Great Expectations, Volume I, there were mixed reactions from pupils.

We have experienced some truly awful puns this week as we master the difference between pun and parody. My personal favourite pun is: "What do you call a sheep that does karate?" Wait for it... "A lamb chop!". On a more serious not Year 9 classes have created their first class 'Success Criteria" for next week's speaking presentations. Pupils will delve into either the impact of a character on Pip's character development or the development of a theme during Volume I. Great preparation is essential

All of our classes have demonstrated amazing effort and creativity in their 'Spring Holiday Novel Writing'. Well done!







he lay awake, perpleteed where the war. She exemined the place filled all trees, flowers, and leaves, it was jurged to believe that the world what he to perfect. She didn't know where the came from, what the ms doing an this to-called 'paradiare', all the knew was her name was tooker need the may 15 tones only.

Being the person that she was, she wanted to explore, the moved four room biname things, tried to pick up the trees that looked heavy, oddly enough, the was able to pick it up with no problem. "It's as light as facility," by thought.

At time flew by, the met people and started making friends, Lism and Charlotte who were abilings and were apparently in the same abustion as

A couple of days pussed by, nething changed with the sornery, tree vibnar Bowers, leaves. However, one particular day serined peculia the sky substand, flowers recently to good hast, everything seemed life a glitch, Andrey fell her heart beating faster than the cun remember, Se

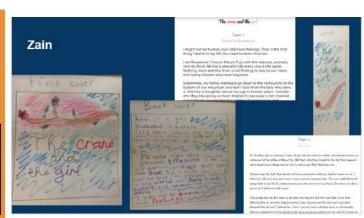
"Something neems... off," said Andrey slowly.

o you ray," replied Lam. or tome reason, I quite enjoy it. To think of it, doesn't the world the

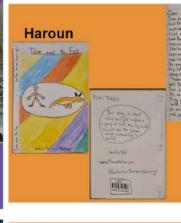
se live in seem ranatums?" Yeah, everything's too flawless, grace always green, fruit; never decay, ower, bright, sun shiring, never raim; sky's always a bright blue. Now guess if has its own usind to change, it's as if there is a giltch in a

i's as if there is a glitch in a system." These words bay embedded in









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CHAPTER 1:

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While the other 3 girls have a quick breakfast and rush to school and As Charlie went into the shrinked kitchen she saw her mon wouring her dark red repe making some peanut jelly sandwich. Suddenly in a billik of an eye she heard that velos again and her face frare as she felt like she died for two seconds. "Charlie charlie you okay hellillilli ""oh h yes mom" and then mom sald "come on you will be late to school" as she hands me a warsped sandwich for my lunch and gives me a warm kiss with a big hug and i



Name of the

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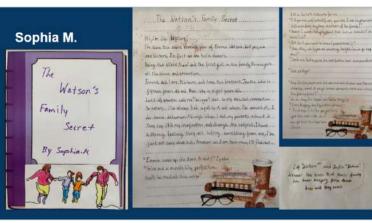


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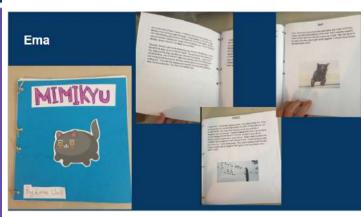
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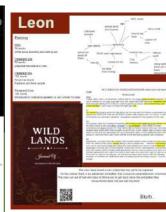








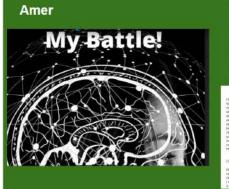




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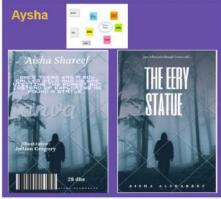
Can young Mason defeat his biggest enemy not physically but mentaly?

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French:

Year 7 French

This week we have been completing assessments based on Term 2 material. We assessed a variety of language skills. We are looking forward to beginning a new topic next week.

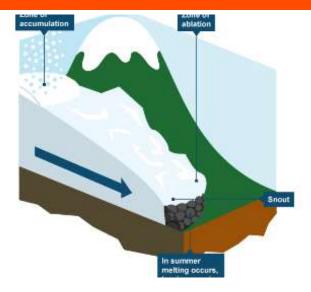
Year 8 French

We have been busy completing end of term 2 assessments this week. We assessed a variety of language skills.

We will make sure to reflect on what went well and what we can improve on.

Year 9 French

End of term 2 assessments have been our focus this week. Reflection is the next step in the process. We will note what went well and what we can improve on.



Red Challenge

Weather and climate of Antarctica Year 9 - T2B - Week 5

There are around 66 scientific stations scattered across Antarctica, all of which serve as ses. These small settlements support populations of varying sizes, from as



- Describe the people and settlements of Antarctica? Explain 3 key features Antarctica has been inhabited for several decades and most of the inhabitants are scientists however some non-scientists also live there.
- How do people live in Antarctica? Write 3 key features of life in Antarctica How do people live in Antarciaca / Write 3 key learnures of live in Antarciaca. They get supplies from abroad and spend most of their time indoors due to the cold weather. When they do go outside, it's to run errands or do research. Name the mammals and seabirds that inhabit Antarctica. Penguirs, seals, minke whates Describe the environmental issue of Antarctica.
- Due to climate change, caused by damaging the ozone layer, the ice is thinning which causes habitat loss and a rise in sea levels.

er and climate of Antarctica Year 9 - T2B - Week 5





ence is that the Arctic is sea surre

1. How is the Climate of both different from each other? Write 2 diffe

In the Arctic, summers have an average temperature of 0 degrees celsius and winter have an average temperature of -30 degrees celsius while in the Antarctic, summers have an average of -28 celsius and -58 celsius in winters. It has more warmth in the Arctic than the Antarctic because of thee on its axis.

In the fundras, it is treeless however there are many other plants that grow in the Arctic because they have sufficiently warm temperatures for 6-10 weeks and have permafros scarce soil which enriches the plants unlike in Antarctica, it has continual freezing

Animals - The Arctic has many large land animals whereas the largest land anim
Antarctic is an insect. Explain

The Arctic has many large land animals because there is more energy and sunlight and warmth, which creates food for the animals, making it have a larger biodiversity whereas in the Antarctic, they are mostly contivorous and live in the sea. The largest land animal is an insect because there is no food for most land animals to eat. The wingless midge is the largest terrestrial arimal which has no predator and eats algae, bacteria and nitrogen-rich waste produced by penguina.

4. Describe the environmental issue of Antarctica

Roman Achievements & Inventions Week 5, T2R



The Romans were very good at copying other people's ideas, but they rarely gave other civilizations credit for these ideas. According to the ancient Romans, everything was invented by Romans. They actually did invent or achieve some important things themselves, things we still use today. We owe them a lot!

View the below link and then describe the areas listed below.

- 1. Architecture:Romans developed many new techniques for buildings and construction of all types. Including the inventions of concrete, Roman roads, invention of Roman arches and well built aqueducts
- 2. Latin:Romans spread across lots of countries including Europe, Southwest Asia, and North Africa. The Romans brought their traditions and language which was Latin. It was the root of all romance languages including English, French and Spanish.
- 3. Roman law and Politics:Including the law which says that a person is innocent until proven guilty (from the Twelve Tables).
- 4. Mosaics:Romans creating beautiful and intricate mosaics on floors and walls. Some of this art is still being uncovered today.

Humanities:

Year 7

Students discussed the Roman influence on the world in areas of law, literature and language, technology and Science, Roman architecture and Roman Numerals.



Humanities:

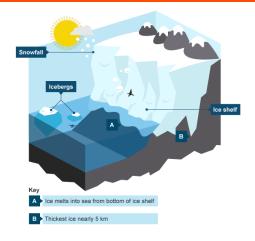
Year 8

Glacial landforms

Students listed areas and places where ice can be found. They explained how glaciers are formed. They watch a video on glacial processes and landforms. They used a diagram to list and explain the 2 processes of erosion, namely Plucking and Abrasion. They discussed the erosional landforms namely cirques. Arêtes, pyramidal peak, Glacial trough or U-shaped valley and hanging valleys.

Year 9

Weather and climate of Antarctica Students were able to outline the reasons why it is so cold and dry in Antarctica. They described how icebergs are formed. They then described the ozone layer and explained the environmental issues in Antarctica. They watched 2 videos on 'Antarctica- Warmer than Delhi' and 'Antarctica is Looking More Green Thanks to Climate Change.'



Landforms of Glaciation



Use the above diagram and explain each term as below

- 1. Hom: The peak of the mountain range.
- Arete: Aretes are jagged ridges that form when two cirques lie side by side.
- Cirque Giacier: Cirques are hollows with steep back walls that occur in highland areas and are usually armchair shaped.
- Medial Moraine: A medial moraine is a landform that forms from till deposited between two glaciers.

Secondary

3. Cirque Glacier

Cirque glacier is a cirque which is a bowl shaped depression on the side or or near the mountains. This gathers snow that soon becomes ice and due to abrasion, the bowl like shaped depressions becomes deeper and moves some of the ice and bits of rock that got captured in the ice over the edge of the depression and moves farther downwards due to gravity.

4. Medial Moraine

A Medial Moraine is when a landform results in depositing glacial material(till) between two glaciers.

5. Valley Glacier

A valley glacier source is usually a cirque at a valley head or point and that flows downward between the walls of the valley. These can create V-shaped Valleys which then can turn into U-shaped valleys or can be just hanging valleys that flow downward towards the U-shaped valley.

6. Lateral Morain

Lateral Moraine is when moraine(debris, rocks or materials that a glacier has picked up) is moved and found along the edge of the glacier.







- Romans understood physics enough to develop aqueducts. They even used water as energy for mines and mills. They also built road networks, which were fascinating achievements at the time. The road system was so large, it was said that "all roads lead to Rome"
- 2) The Romans made tools and methods to use in agriculture. They became successful farmers because of their extensive knowledge of climate, soil and planting-related subjects. They developed ways to effectively plant crops and irrigate and drain fields. Their techniques, such as crop rotation, pruning, seed selection, and manuring are still used by modern farmers. The romans also used mills to process their grains, which improved their efficiency and employed many people.



Maths:

This week all classes have had revision and a test. Year 7 focus was on fractions, decimals and percentages. Year 8 worked on decimals, ratio and proportion. Year 9 practised solving exam type questions on standards forms and percentages.

INTRODUCING SPARX:

This week all students were introduced to Sparx. Students have created their logins and understand that Maths homework will be set on Sparx. Homework will be assigned on a weekly basis (Wednesday - Thursday) with the expectation that students complete it within the stipulated time. Students can complete homework in "one go" or they can chunk it down e.g.10 min a day. Their results and attempts will be saved automatically and I will be able to see all that they have done.





Sparx Maths is an online platform that AHBS have invested in this term to support students to improve their Mathematics knowledge and skills. It is a personalised maths system which has a highly sophisticated algorithm that looks at a students performance week by week. The questions each student receives are unique to them based on the level they are working at, accuracy of answers and the amount of time taken to answer questions by a student. No other online platform personalises work in this way. As a result, Sparx is highly effective in supporting students to make amazing progress. This judgement has been supported by independent research carried out by Cambridge University. Sparx is the first online platform to have independent verification of its impact on maths learning in this way. It allows students to hardwire their understanding through practice with real-time feedback.

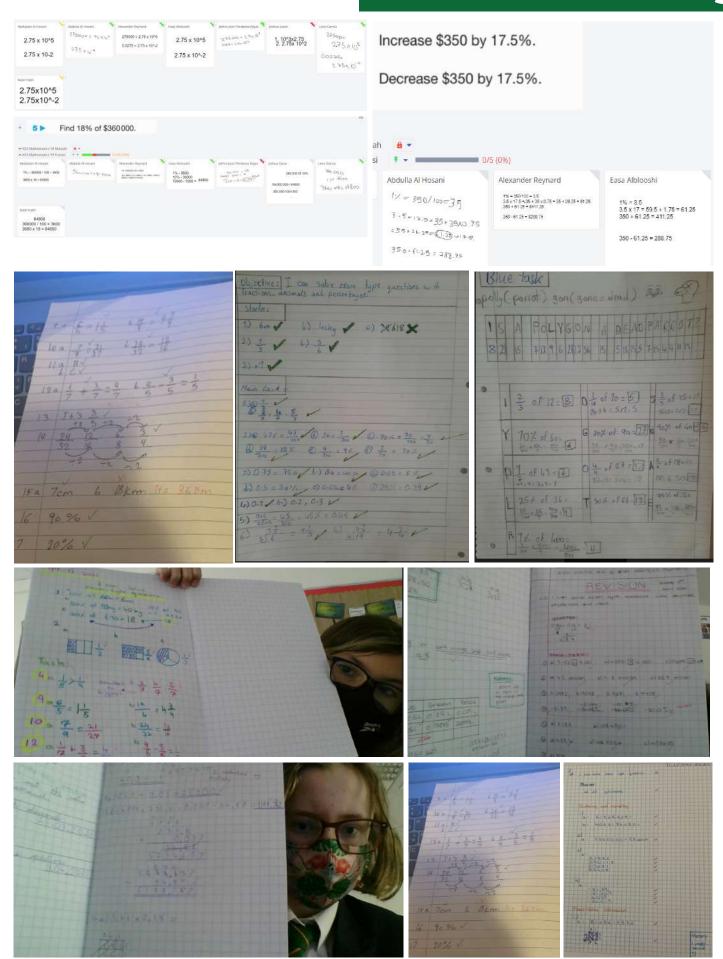
Questions are varied into three levels: to introduce, to strengthen and to deepen. This allows the students to enhance their problem-solving skills. To learn more about Sparx, please see the product demo on:

https://sparx.co.uk/international.

I am very excited about this new platform and I believe that students will benefit from it very soon. Next week I will dedicate some parts of Maths lessons to Sparx, so all students will have a clear understanding of how to use it. I will ask students to finish their work at home. I look forward to your continued parental support. Please do talk to your children about Sparx, ask them to show you how they complete homework that is set. It is very important that students complete this homework without adult reinforcement or intervention. Tutorial videos provide necessary support when needed. Students should have some paper and a pen available as they will need to record some parts of the homework.

Sparx will replace MyiMaths for homework in Term 3, so it is not additional homework. We will continue using MyiMaths in Maths lessons and it is still available for students, so they can use it as individual support. Both MyiMaths and Sparx are amazing resources and I hope that our students take advantage of having them available at AHBS. I look forward to seeing students' knowledge and skills improving through these platforms, which will also allow their confidence in Maths to grow.





Science:

Year 7

Year 7s completed their end of term test on '7J Electricity' this week and feedback was given for improvements. They filled an exam analysis sheet which highlights the strengths and weaknesses within the topic. Students can use this to build their knowledge henceforth as they listed the areas for improvements. We will be moving onto a new topic next week called '7G Particle Models'.

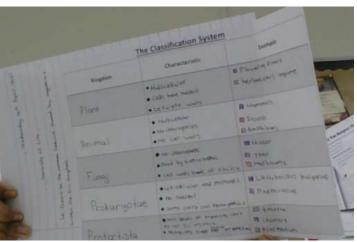
Year 8

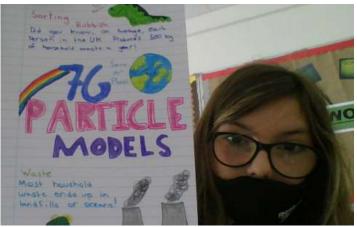
Year 8s completed their end of topic test for the topic of '8L Light'. They were given feedback on their scores and students identified the level they are currency working on. The second lesson was dedicated to analysing their exam to identify the areas of strengths and weaknesses. By reflecting on their answers, students were able to understand where they went wrong and how they could improve in the future. Next week we will be starting a new topic called '8C Breathing & respiration'.

Year 9

Welcome back Year 9s to a very important term in the calendar this year. In this term, we have officially made a start on the Biology iGCSE course. As the term progresses, we will be covering the first unit in Biology, Chemistry and Physics. Students are highly requested to visit the Biology Specification to get a better understanding of what they are studying. This week, we covered the characteristics of living things and looked at the classification of organisms in Biology; certainly a busy week back!

Secondary





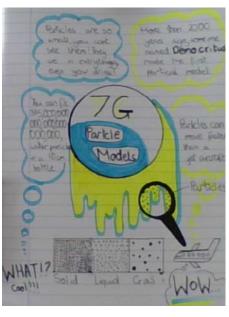
HIV virus that causes AIDS

Task 4

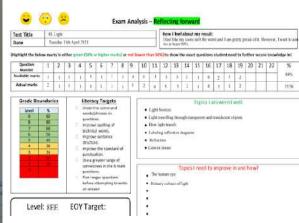
A virus is not considered a living organism because it is not made out of cells hence why it is not in the five animal kingdoms. A virus cant make its own energy or grow on the other hand they are not dead or alive so they are categorized in its own

Blue Task

Tuberculosis is a disease caused by bacteria called Mycobacterium tuberculosis. the kingdom it's on is <u>Bacteria it affects</u> animals and <u>humans it targets</u> the lungs but spreads through the air when a person with TB of the lungs or throat <u>coughs sneezes</u>, or talks.











It was great to see all our wonderful PE students back in scho

We were amazed and incredibly impressed at how they all got involved in the Jebei Hareet challenge over the two weeks! Across primary and secondary, each student logged their steps to see how many times each house could climb to the top of the mountain! We are delighted to announce the results...(drum roll!)

1st place: Water House - 200 House Points 2nd place: Fire house with - 150 House Points 3nd place: Air house with - 100 House Points 4th place: Earth house with - 50 House Points

A massive congratulations to the boys and girls from house water!

Seeing as it is now the Holy Month of Ramadan, PE lessons will be very light and easy to take into account the large number of students who are fasting. Lessons will take place in the shaded areas and we advise students to wear their hats as the temperatures are rising.

- The PE Team













Arabic









كان هذا الأسبوع مميزا بمدرسة آسبن هايتس حيث أننا استقبلنا بكل فرح و حماس طلابنا الكرام كما استقبلنا شهر رمضان المبارك الذي أقبل علينا في بداية هذا الفصل الدراسي و الذي نرجو من الله أن يهله علينا بالخير و البركات و الصحة و العافية للجميع.

وكالعادة قام فريق قسم اللغة العربية بتنظيم أنشطة متنوعة و ممتعة خاصة باستقبال هذا الشهر الكريم تتمحور حول استعدادهم للطاعات و العبادات و فعل الخير لكسب الأجر. كما تمكنوا من تحديد فوائد الصوم على الفرد و المجتمع. كما قاموا بأنشطة أخرى في بيوتهم مثل تلاوة القرآن، تصميم فوانيس رمضان، تسجيل لقاءات صحفية مع أفراد الأسرة. فكانت حقا أنشطة تعليمية و تحفيزية للطالب تساعده على فهم المعنى الحقيقي للصوم و إدراك أهمية شهر رمضان في حياة المسلمين.

كما يسر مدرسة آسبن أن تشارك في مسابقة القرآن الكريم التي تنظمها مدراسISP حيث أنه تم إرسال رسالة خاصة بتفاصيل المسابقة يوم الثلاثاء. نرجو لمن يرغب بالمشاركة أن يرسل بريدا إلكترونيا لمدرس التربية الإسلامية.

رمضان مبارك و كل عام و أنتم بألف خير

وسيلة الكناني

رئيسة قسم اللغة العربية و التربية الإسلامية



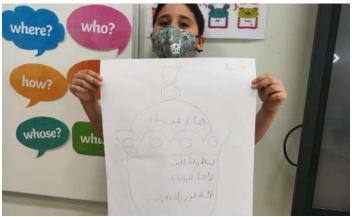


Watch the Ramadan assembly here:









































Music



Music and movement instruction has been shown to improve children's memory, cognitive development, learning skills and expressive ability. Music is fun, active, engaging multisensory experience for children. Music and finger plays are an engaging and interactive way to tell stories while singing a song. As children grow in their appreciation of the beauty of music and dance, they acquire a gift that will bring them great pleasure. Music brings another dimension of beauty into our lives. Music and movement benefit a child's development in many ways.







