



**Dedicated to delivering
AMAZING LEARNING**

**Weekly Update
Term 3.1, Wk 4 6th May 2021**

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Dear families,

It seems hard to believe that the final week of Ramadan is upon us.

ISP Regional Quran competition

This week a number of Aspen children who initially took part in our Aspen Heights Quran competition participated in a regional competition organised by Arabic departments in ISP schools across the Middle East- in Abu Dhabi, Dubai and Qatar. We are very proud of them representing the school in this way, particularly during this holy month of Ramadan. Well done to: Omar Y2O, Nuha Y2L, Maaira Y3K, Rahaf Y3O, Malak and Ismail Y4S, Eyad Y5P, Zayed Y6D. ISP will announce the winners next week. We are hosting a celebration of participation to award certificates to all who took part in the Aspen competition on Sunday at 3pm; please look out for an invitation if your child was involved.

هذا الأسبوع ترشح عدد من طلاب آسبن في مسابقة القرآن الكريم التي نظمتها مدارس ISP في منطقة الشرق الأوسط بأبوظبي، دبي و قطر. نحن فخورون بطلابنا الذين مثلوا مدرستنا بشكل مميز لا سيما خلال شهر رمضان المبارك و بهذه المناسبة نود أن نشكر كل الذين شاركوا في المسابقة والذين ترشحوا للتصفيات النهائية وهم: عمر ونهى بالسنة الثانية، مايرا و رهف بالسنة الثالثة، ملك و اسماعيل بالسنة الرابعة، إياد بالسنة الخامسة و زايد بالسنة السادسة. ستنظم مدرستنا حفل تكريم لكل المشاركين و المترشحين على مستوى المدرسة وذلك يوم الأحد في تمام الساعة 3 بعد الظهر. و سيتم إرسال دعوة الزوم عبر الإيميل الذي أرسل لكم هذا الأسبوع.

School council

Yesterday the primary school council met on zoom; thank you all for your good attendance at this after-school activity. It is important that you are involved with making our school a better place to work and learn. They are role models for others in our school, and in this school council meeting reflected on the kind actions they had carried out during Ramadan:

- Playing with family members and spending time with them.
- Make food with parents to give to Aspen Heights security guards!
- Giving to charities, to help people in Africa.
- Taking care of the house animals.
- Cleaning up their own bedroom.
- Make bracelets for other people.

School council will be sharing these ideas in their class circle times, and also encouraging others to use our Ramadan calendar of good deeds for inspiration.



Sibling health reminder

As we have communicated previously, please be reminded that if one child is absent from school with illness that may be COVID related/ has COVID symptoms, please also keep your other children home from school. We are exceptionally vigilant with following up with families, however it is a community responsibility to keep everyone safe. Thank you for your support.

Friends of Aspen Charity Initiative

FOA have links with a UAE grass-roots charity called 'Stop and Help'. Stop and Help connects UAE-based families in need with people who want to help, called givers. They call it a 'Kindness Exchange', and families can donate groceries directly to people in need. Stop and Help is run entirely by volunteers. If you are interested in donating groceries on a one-off, or more regular donation, you can do this on their website: <https://stopandhelp.ae/>



Friends of Aspen- Stop and Help Eid Charity Initiative

Eid is traditionally celebrated with a new outfit. To help spread some seasonal cheer, Stop and Help are coordinating an Eid initiative to make sure the Stop & Help families have a memorable Eid celebration, and FOA wanted to give Aspen families the opportunity to take part.

It's simple and something you can do as a family! Here's what you do:

1. Register using the form below

<https://forms.gle/vh7KjVk3V2iVEzey5>

2. Receive the details of the family (including clothing and shoe sizes)

3. Email the family a gift voucher to buy clothes online

Centrepont: <https://yougotagift.com/gift-card/centrepont-gift-card-ae/>

Max: <https://yougotagift.com/gift-card/max-gift-card-ae/>

OR

Shop for the family and have it delivered directly to them

Suggested items include:

- Dress (for girls)
- Smart outfits (for boys)
- Shoes
- Accessories (hairbands/accessories/handbag)
- Toys
- Sweets / Chocolate
- A gift card

4. Please send it in before May 10th so the families can have it in time for Eid.

Giving to others is an important part of our own well-being, and we are pleased to be able to support our community with this charity drive.



Internet Safety week

Next week we are focusing on a very important issue for children and families - internet safety. As well as specific learning for each year group in class, we had arranged visiting speakers for both children and families. Mrs Lisa Brown, Head of Safeguarding for ISP was scheduled to speak to groups of children across the week, and run a family workshop on Tuesday 11th. The timings for these have now changed, as the Eid-al-Fitr holiday has been called for Tuesday; in order to enable all children and families to attend at times convenient to them, Lisa has recorded videos of the sessions that will be emailed to you all after the Eid break.

Eid al-Fitr Holiday

We have had confirmation from ADEK that the Eid-Al Fir holiday will commence on Tuesday 11th May, with school resuming at 7.45am on Sunday 16th May. I would like to wish you all a very happy and safe holiday with your family, and we are looking forward to welcoming you back to our final term in the academic year on 16th May.

Have a lovely weekend with your families,

Mrs Emma Shanahan
Principal, Aspen Heights British School



Primary Update

I have seen some amazing learning this week and have been able to post many gold cards for English on Seesaw.

This week Year 1 were writing their innovated story of Owl Babies, see if they can retell the story to you!

Year 2 have been researching facts for their Information texts about animals eg tortoise and orangutans. They have categorised their information and are planning the layout. Year 3 have been planning and writing acrostic poetry on many subjects of interest to them. Year 4 have been learning all about the Romans and have mapped out and written a Roman adventure story! Year 5 have been extremely enthusiastic about their space topic and have written a space fantasy story. Year 6 have been learning all about the activist, Greta Thurnberg and they have created their own diary entry in the day of the life of Greta. Well done everybody for your well thought out pieces of writing.



Next week is Internet Safety Week. We will have a special assembly about this on Sunday and some guest speakers will send more information on how to keep safe online.

Well done to the following classes who had the best attendance for their phase - Foxes 98% and Hawksbill at 99%. Remember the more we attend, the more we learn!

Have a lovely weekend and I look forward to seeing you on Sunday and Monday next week before we break for Eid.

Mrs Laura Stevens
Head of Primary



EYFS Update

I have really enjoyed spending time in the classroom with the Nursery and FS2 children. As their topics come to an end, I have been amazed at the knowledge and language they have developed about space and sea creatures. The teachers thought very carefully about the books they would use for Talk for Writing for this topic and they have been a great success.



In FS2, the children have become excellent story tellers and, this week, they have really enjoyed 'Innovating' the story 'How to Catch a Star'. Over the year, it has been great to see their imaginations develop and I love listening to them confidently retelling their own versions of the story. Daily Phonics lessons are also helping the children to become confident writers. The teachers have been encouraging the children to write for a variety of purposes such as invitations to the baby's birthday and writing labels and instructions for models they have built.

In Nursery, the children have been exploring texture by adding ingredients such as rice, flour and oats to the paint. It was lots of fun and promoted lots of discussions and new language such as 'lumpy' and 'smooth' to describe their paint. The children also learnt about protecting sea life and why we need to carefully dispose or recycle our rubbish.

Although next week is a short week, I am already looking forward to the lovely learning that has been planned to celebrate the end of the topics.

I hope you have a lovely weekend.

Mrs Rose Akachi
Head of Foundation Stage



Secondary Update

During my learning walks this week I have seen some amazing learning. In Humanities, students have been studying Hurricane Katrina following on from the rain which we had last week. Each morning as children enter the school they have been logging in to Sparx to build their Maths confidence. Sparx is helping students to review their Maths lessons and deepen their skills at their own level. This personalised learning is an incredible feature based on algorithms, which gives incredible real-time insights into class and student progress for teachers.



Well done to Y9 Futaisi (100%), Y8 Maryah (97%) and Y7 Aryam (96.5%) for all achieving very good or outstanding attendance this week!

After the Eid break I am delighted to announce that we will be recommencing our ECA programme. We will be offering Model United Nations, Virtual Buddy Exchange Programme, Maths Clinic, ADNOC Energy teams and NYUAD Arts and Photography. Please sign up today!

As we approach our End of Year examinations (the schedule has been shared with families and students), I would like to share some tips to help during this period.

Create an action plan together - find a good place to work for calm and focussed study. Draw up a revision timetable together, as the odd hour here and there isn't enough. Encourage your child to mix up their weak subjects with their favourites, so they don't lose confidence by focusing just on the tricky ones.

To keep them motivated, help them set achievable targets, which they can tick off each day, and celebrate those small successes. Revision timetables should also include breaks and mealtimes. Encourage them to take time out for a walk around, a bike ride, or to listen to some music. Giving their brain and eyes a rest is important. They'll come back refreshed and able to absorb information again. If you have any questions please do not hesitate to contact me.

A gentle reminder that students should take their free COVID test on Sunday 9th May if they are 12 years old or above (or if turning 12 before the next testing cycle).

Finally, I am pleased that we will be celebrating internet safety week next week with lots of interesting activities during form time and lessons from Miss Yates.

Wishing everyone a calm and peaceful weekend.

Dr. Kate Plumb
Head of Secondary





The Sparrows Green bubble are seeing how high they can wet the window.



Renay and Mateo take turns to pour the water through a funnel.



The Sparrow's Orange bubble made a bridge.



Geckoes class have been looking different ways to transfer water.



Hessa innovating her story map.



Mice class created a story map for the book Hooray for fish.



Osha and Emilia were looking at under the sea on the computer.



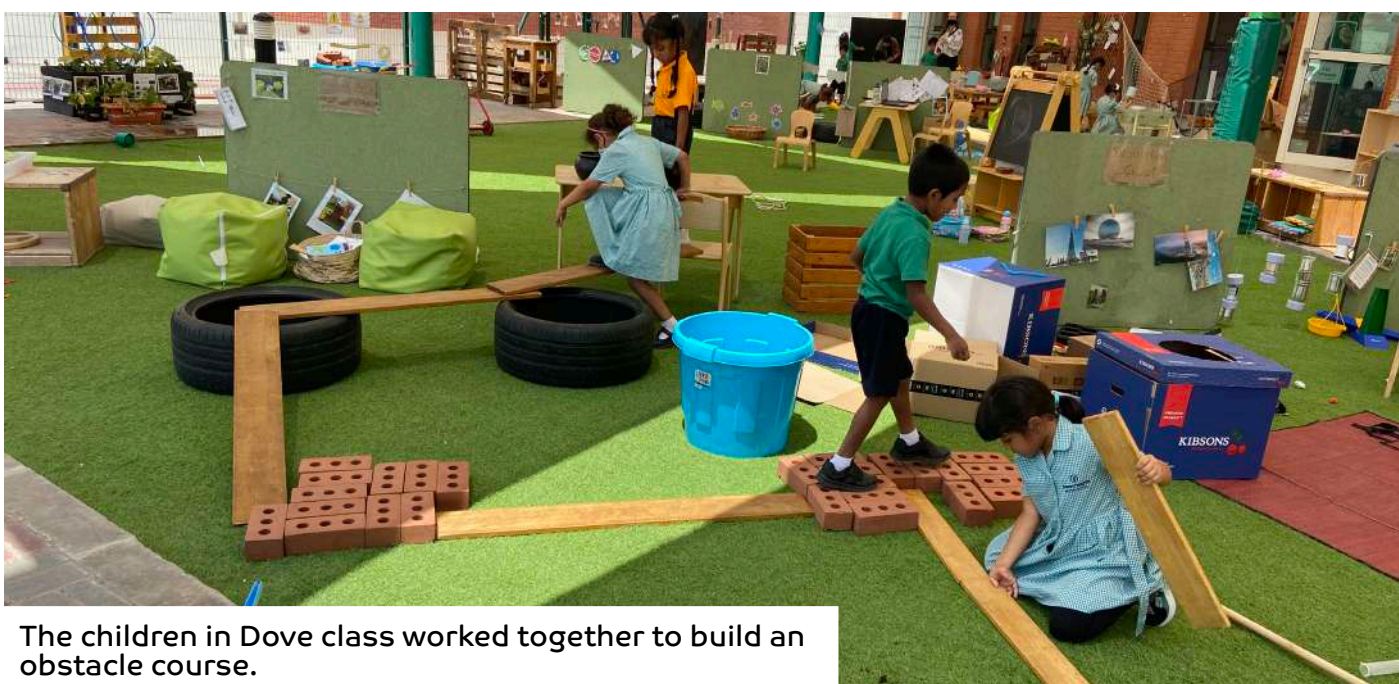
Mice class had great fun building a domino type wall and making them all crash down.



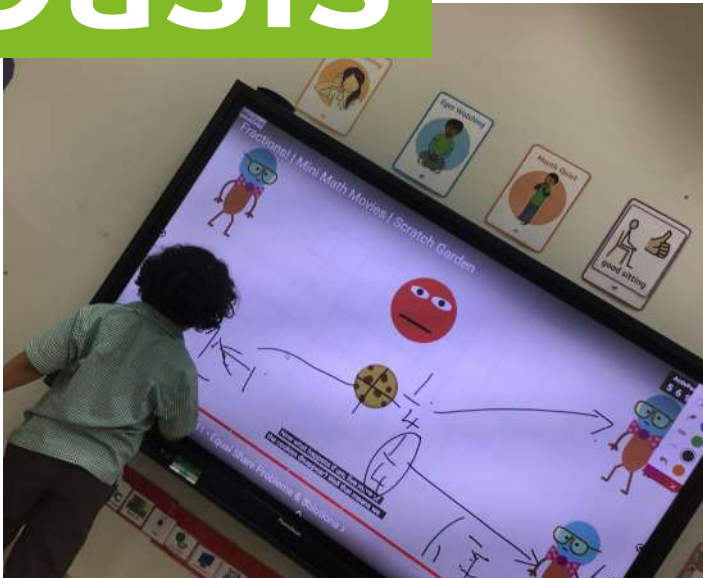
Saif innovating his story map.



Maria and Hamda from Mice class played connect 4, they took turns and had great fun.



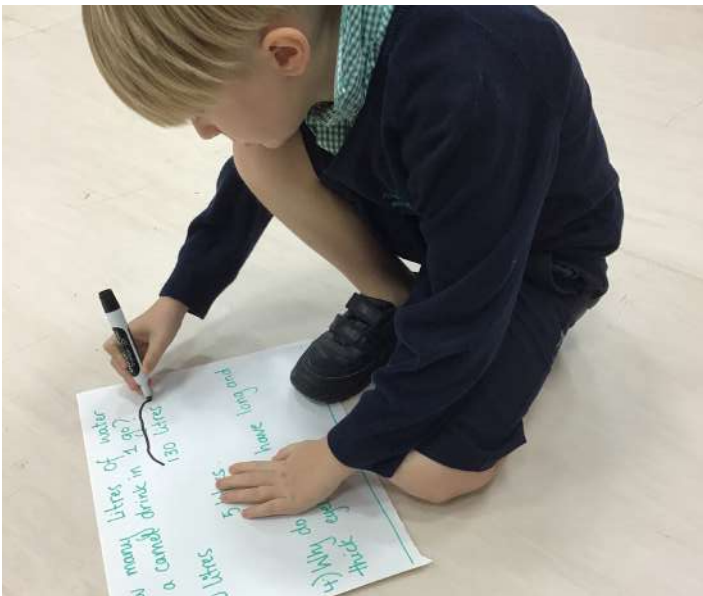
The children in Dove class worked together to build an obstacle course.



Mido working on Fractions.



Abe engaging in messy play.



Erik answering questions about camels.



Freddie building his train tracks.



Mido proud of his camel headband.



Abe shape sorting.



Abe rolling out his playdoh.



Mido working on his core balance.



Erik showing his owl baby creation.



Abe playing in the classroom.



Freddie playing the classroom.



Abe playing with the doctor kit.

Lower Primary



Y2O are in their final stages of completing their 'Grandad's Island' setting.



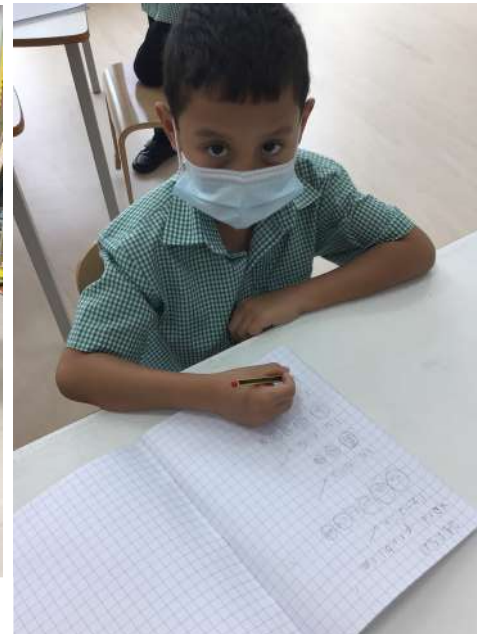
Noah, Shahad and Mohamed learning about materials and their properties.



Ziyad enjoying using magnets to support him in his fraction work.



Abdulla and Latifa learning about whole turns and half turns.



Abdellah in Y2C dividing.



Ahmed in Tahrs writing the middle part of our class text 'Owl Babies'.



Darin loved making and acrostic poem paper chain.



3K loved creating their own Mexican sombreros in art.



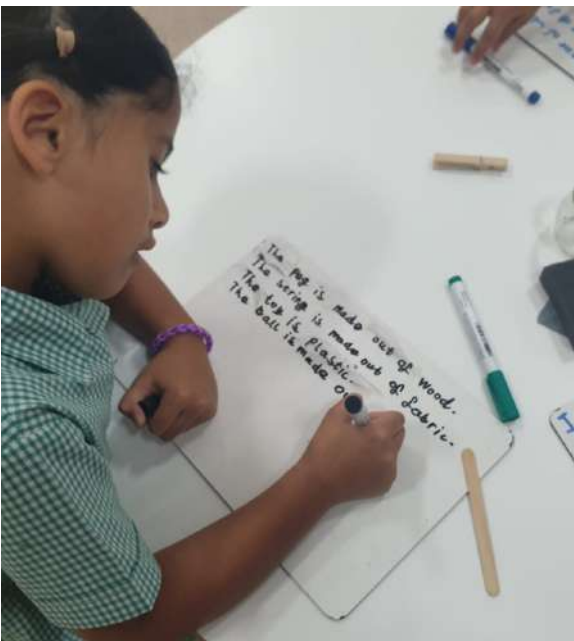
Abod making palm trees for Grandad's island.



Manal 2C dividing in maths.



Fatima 2C working hard in maths.



Mariam from foxes writing about properties of different shapes.



Y3O finding equivalent fractions.



Fatima (3F) enjoyed writing an acrostic poem.



Classroom fun!

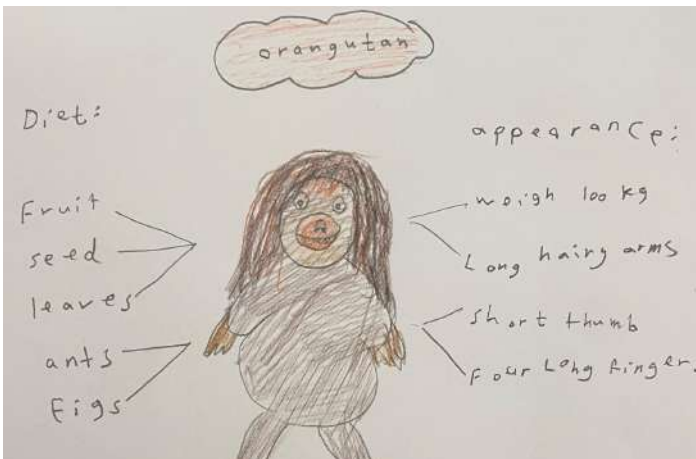
Lower Primary



Awatif in Y3O finding equivalent fractions.



Year 2G students discussing their plant growth.



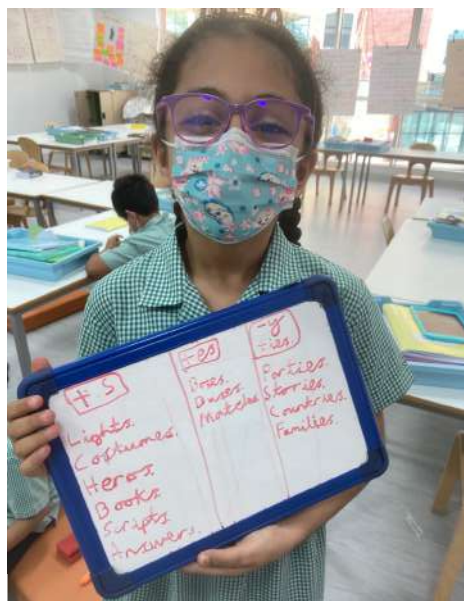
Meera's drawing of the appearance of an orangutan.



Y2O have been making the animals this week for their setting boxes.



Rashed in Year 1 Sandcats is practicing directional language with the pro bot.



Judy (3F) practised plurals on her whiteboard.



Maia in 2G made a beautiful diorama of Grandad's Island.

Upper Primary



Y4 Houbaras looking for angles in maths.



Well done Megan and Evngelos on your prizes for being authors!



Maryam winning the World Book Day competition.



Youssef and Atharv as mini teachers.



Alanood and Annika building their tower.



Alia finds an obtuse angle.

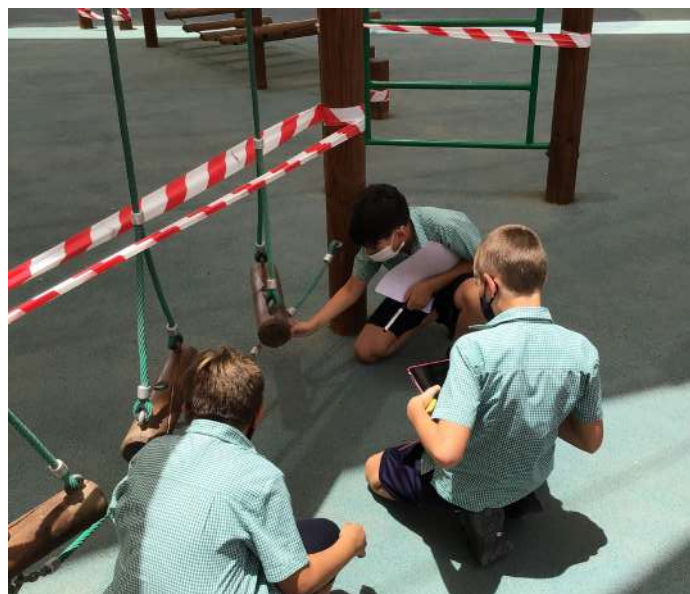


Harry, Saeed and Abdull making their tower of the Leaning tower of Pisa.





Carrying out activities outside.



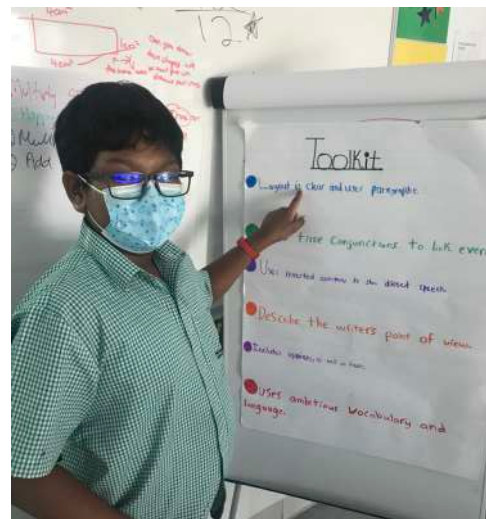
Carrying out activities outside.



Noof and Ava during their creation of the Colosseum.



Hamdan trying to guess words of the week in the game vo-bak-ulary.



Soorya using the toolkit in his English.



Sarra and Radwa finding right angles in the corridor.



Carrying out activities outside.

Upper Primary



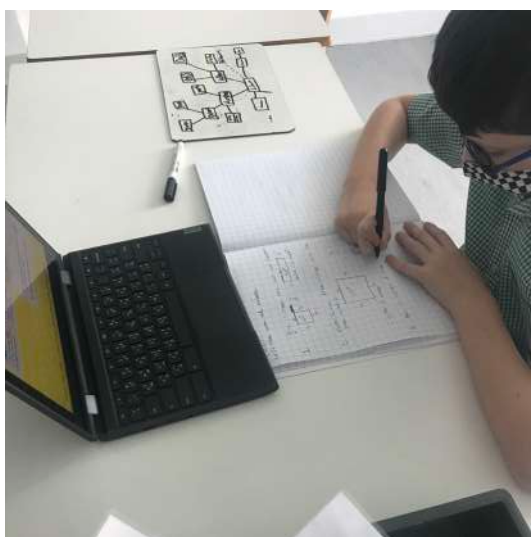
Malak and Ava looking for right angles!



Matthew and Rayan searching for angles.



Aesha in 5P drafted and wrote a fantastic story set in space!



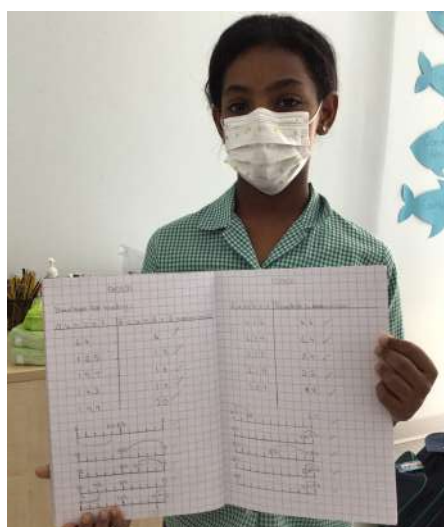
Year 6 classroom activities.



Zayed working as a mini teacher.



Maitha & Zalikha from Y5H rounding decimal numbers to the nearest whole number.



Latifah in 5P was really proud of her amazing work rounding decimals!



Meera in 5P using the washing line to help her writing.



Carlos in Y5H being a mini-teacher in maths.

Secondary

Art and D&T: Y7

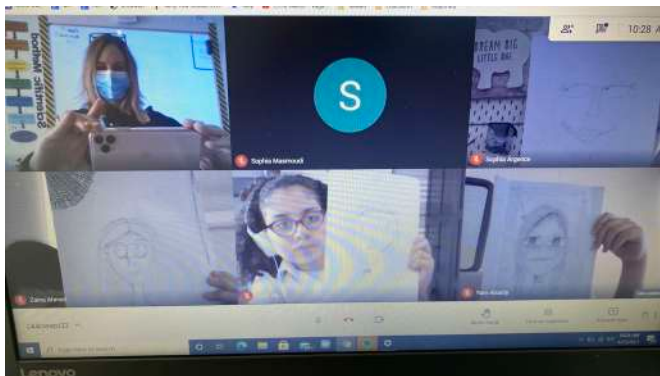
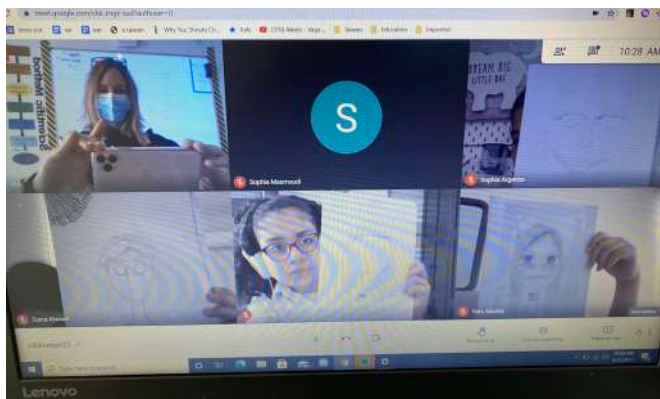
Fantastic progress is being made with the Y7's as they are finalizing their Tim Burton style self-portraits. Presently they are adding the fine details and highlights to bring the portraits to life and create a strong sense of mood within their art pieces.

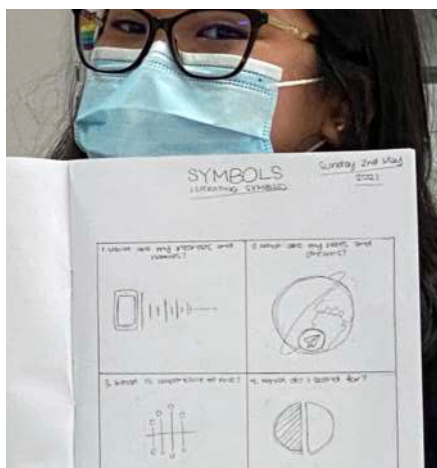
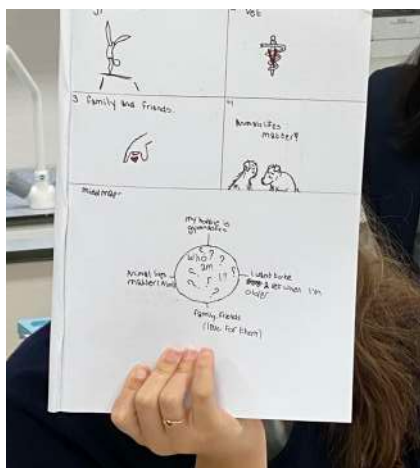
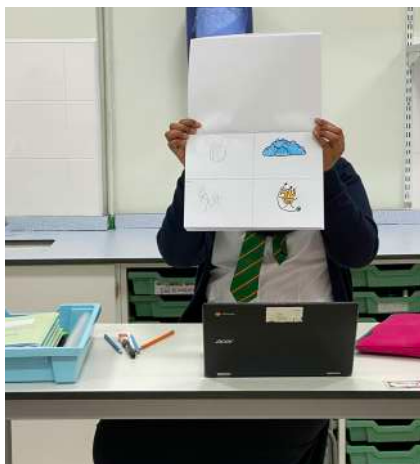
Y8

Symbolism and interpretation of those symbols within an art piece has been the focus of work this week. The year 8's have been addressing the following question: What are my interests or hobbies? What are my hopes and dreams? What is important to me? What do I stand for? Through this, they have been creating their own visual representation of the symbolic meaning.

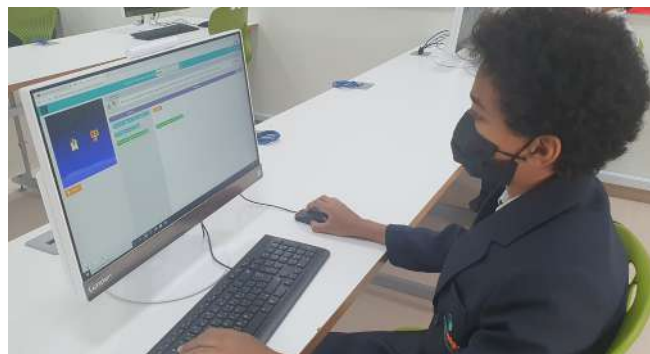
Y9

Studio time continues with the creation of their Graffiti Walls. This week's focus has been on experimenting with materials such as oil pastels and pencil crayons. They are making great progress!





Computing:
Designed to be fun and engaging, Coding has a lot of activities to teach students computational thinking, problem solving, programming concepts and digital citizenship. Coding is the method of giving a computer instructions to perform a specific task. These instructions are communicated using a language that computers can understand, like visual blocks, JavaScript and Python.



English:

Year 7

We completed our formal speaking presentations this week. We also gave feedback for our fellow classmates and posed questions to each student about their presentations. This week, we also completed some literary analysis. We noted corrections and how to improve our answers.

Year 8

Our plot thread in *The Secret Garden* is leading us to our novel's climax! We have been reviewing and putting into practice our PEEL skills (point, evidence (quote or textual reference), explanation and link to a whole text aspect).

Pupils have been examining the importance and impact of action and characters on plot and character development. Who has been a catalyst for change?

We have been exploring the scientific understanding versus ignorance and how characters explain what they do not understand.

Most importantly pupils have identified that to be healthy and to have a healthy mind you have to be active and act on information. Ignorance and being inactive was one of the root causes of Colin's ill health.

Glossary work is due on Sunday 9th May.

Year 9

Ambition was the cause of Havisham's eccentric behaviours. Havisham's backstory is shared by Herbert in Chapter 22. Havisham's ambitions half-brother resulted in the adopted Estella being brought up to 'wreak havoc' on men.

Pupils have identified Dickens' use of juxtaposition to create expectation for readers. The mini-cliff hanger at the end of Chapter 22 also entices the reader to read on.

This week pupils focus is on A01, developing and establishing a close understanding of the text and contextual links, A04. Pupils have a lovely selection of graphic novel excerpts, summaries, their hard copy of the text and web-links to audio reading of the novel. Whilst the novel is covered in the lesson, pupils have been asked to read all and relisten to the audio to ensure a super understanding of the novel's content.

Glossary work is due on Sunday 9th May.

Larissa, Kinkin, Paige, Mariam

How to be successful in your Glossary and Terminology work!

Chat Box:

- Write your sentences that help you review the words.
- Keep your glossary updated.
- Colour code the words from easiest to hardest.
- Practice the words.
- You can do practice tests.
- Write what you know. NO COPY PASTING.
- Add keywords from the lesson to your work.
- Add synonyms if necessary.
- Add words you find intriguing.
- Add words you don't know, for better practice later.

Zainab, Mahra, Nikola

Spend a good amount of time revising and completing your work.

Aim high or at a level where you don't feel as comfortable as you usually are.

Practice regularly and learn the words and meanings so that you have a good understanding of the topic as well.

Update your glossary regularly.

How to be successful in your Glossary and Terminology work!

Make sure you are prepared for your quizzes and practice regularly.

Add keywords and sentences that will help you.

Read books that will improve your stamina and grammar and which will lead you to learn a more diverse range of words.

Malak, Khloe, Hoor and Maryam

Glossary

Read books to grow your glossaries and your English.

Sing songs to make their pronunciation better

How to be successful in your Glossary and Terminology work!

Add in synonyms (other words that mean the same thing to give a better understanding and to use different words).

Add in sentences to make sure you understand the new words.



Secondary

French:
Year 7

We worked on our aural comprehension skills this week while learning about a typical school day in France. We also did lots of practice on our French reading comprehension skills. We will work hard this week to revise new vocabulary.

Year 8

We practised our oral skills this week discussing what types of books we like to read. We did a matching activity and wrote simple sentences in French. Some of us also wrote a paragraph in which we wrote about our favourite genre of books and our opinions.

Year 9

This week we focused on reflexive French verbs. We noted the reflexive pronouns. We noticed the difference between regular verbs and reflexive verbs. We practised our reading comprehension skills and our writing skills.

Humanities:

Year 7

Students explained the social, economic and environmental impacts of Hurricane Katrina. They watched two videos on Hurricanes and the environmental impacts of Hurricanes. They discussed the BIG QUESTION - What caused Hurricane Katrina to form and What was so bad about Hurricane Katrina?

Year 8

Students discussed rural settlements. They describe a settlement and listed the settlement patterns. They outlined the characteristics of rural settlements and compared and contrasted between the similarities and differences of rural settlements in the past and present. They listed and explained the conflicts within rural settlements.

Year 9

Students discussed renewable energy with focus on the Future of Energy. They listed the renewable energy sources and outlined the advantages and disadvantages. They then outlined and explained the two ways a government can try to close the gap between energy supply and energy demand from their country.



Red Challenge

Tropical storms- Hurricane Katrina- Year 7-T3A- Week 3



1 Study the image and comment on the Social, economic and environmental impacts of Hurricane Katrina.

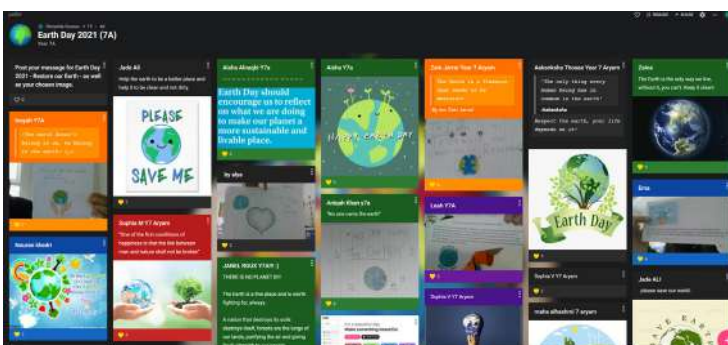
Social Impacts	Economic Impacts	Environmental Impacts
<ul style="list-style-type: none"> ~ 3 million people were left with no electricity. ~ People had to move out of the area. ~ 300,000 homes were destroyed. ~ 1,800 people died. 	<ul style="list-style-type: none"> ~ \$300 billion of damage. ~ Oil platforms were destroyed. ~ Shops were looted. ~ Fuel prices rose. ~ loss of job. 	<ul style="list-style-type: none"> ~ Cotton and sugarcane crops were destroyed. ~ Tornadoes were created. ~ Trees were destroyed. ~ The storm surge flooded large areas of the coast.

2. Do you think the government's response was inadequate and inefficient? Give 3 reasons for your answer

<http://web.mit.edu/12.000/www/finalweb08/katrina/government/government-response.html>

- ~ government officials took insufficient actions or made poor decisions
- ~ sending doctors over the cities
- ~ rebuilding the houses in a couple of months .

Thankyou miss



Secondary

Blue Challenge

Tropical storms- Hurricane Katrina- Year 7-TJA- Week 3



1. The big questions involve the roles of individuals, governments, and private markets in creating so-called natural disasters.

Research and explain what roles did the below mentioned play in creating the disaster

- a. the individuals.
People neglected and denied the fact that they need to reinforce buildings and infrastructure, causing everything to be destroyed much more easily.
- b. government.
A canal, which was made to shorten the time and distance for vessels to travel to and from New Orleans, made a path to funnel the storm surge directly into New Orleans.
- c. private markets

2. Do you think Katrina's lessons will be learned or merely noted by the government? Explain your answer in 3 well explained points.

I think Katrina's lessons will be learnt, because not only has it destroyed New Orleans, but it has also destroyed people's lives by making them lose their homes, possessions and some loved ones. It also gave people more reasons not to live in New Orleans, because natural disasters are unpredictable and similar storms may occur in the future. And lastly, after this has happened, the government can't deny the need for better responses to natural disasters and stronger infrastructure.

Red Challenge

Tropical storms- Hurricane Katrina- Year 7-T3A- Week 3



1. Study the image and comment on the Social, economic and environmental impacts of Hurricane Katrina.

Social Impacts	Economic Impacts	Environmental Impacts
The flood has caused medical attention vehicles to not be able to travel, or come to think of it, no vehicles to travel! This causes a higher chance of death, since most people need to be treated after such a harsh hurricane. Most necessary places, as in supermarkets, hospitals, and offices would have been destroyed and this will cause people to lose their money, as well as their house (it is likely their houses were flooded and/or broken.)	The amount of money to replace and clear everything and everyone the hurricane hit concluded to be estimated \$1.25 billion, and with most materials destroyed, I think that much money would be hard to achieve.	The trees seem to have lost their rooting area, and I assume if they aren't replanted properly, they will die. The water from any lakes has flooded, the whole city is literally a lake, which makes it hard to travel and survive.

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 harassment of Jews in the movement was mostly circumstantial and resulted in Jews in protest every American constitutional right, regardless of race, sex or national origin.



Research and mention what happened in the below states

<http://www.tandf.co.uk/journals/ISSN/0022-0275>

- July 26, 1948: *Plessy vs. Ferguson* Supreme Court decision (1893) is overturned and segregation in the Armed Services.
- 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.
- 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.

Green Challenge

Tropical storms- Hurricane Katrina- Year 7-T2A- Week 2



Use research skills to find the answers

1. What could have been done to prevent Hurricane Katrina?

- Higher and more resistant levees and flood walls were constructed throughout the region.
- Emergency pumps and canal closures were installed at the ends of the outfall canals.
- The pumps were designed to significantly reduce flooding heights in 100- and 500-year events.

2. What did the government do to help Hurricane Katrina?

Governor Kathleen Babineaux Blanco's New Orleans Hurricane Relief Foundation was created on August 30, 2005. Local governments across the U.S. sent aid in the form of ambulances, search teams and disaster supplies. Shelters to house those displaced were established as far away as Utah.

Blue Challenge

Rural Settlements - Year 2 - T1A - Week 2



We have found that people are substantially happier in green and natural environments than they are in urban environments. This provides new evidence about the link between nature and wellbeing, and could ultimately provide new insights for policymakers.'

1. Do you agree/disagree with this statement? Give 3 reasons

Agree because the countryside is generally quiet and peaceful, certainly not as contaminated with toxic pollutants as the city. There isn't as much traffic or smog or pollution like in the cities. Yes it does actually have its physical and mental health benefits, for example you get to eat fresh food like fruits and veggies. And it is always peaceful and you can always go outside especially when the sunsets.




2. Give 2 reasons why people might agree and 2 reasons why some other people might not agree.

AGREE

1. The weather would probably be cool and it is very peaceful and quite
2. Fresh pure stuff to eat and drink and lots of space
3. No pollution and less noise

DISAGREE

1. Hostility, vandalism and High price of houses or accommodations
2. Jobs and earning money, most of the rural areas don't have good quality education

	Dispersed pg38	Linear pg39	Nucleated pg39
Location	Hilly areas, extensive flatlands/ plains 	Along roads, railway tracks, coasts, river banks 	Road intersections, confluences of river 
Area	Rural	Rural/Urban	Rural to Urban

2. Do you think the government's response was inadequate and inefficient? Give 3 reasons for your answer.

http://web.mit.edu/12.000/www/m2010/finalwebsite/katrina/government/government_response.html

- 1) I think the government's response was inadequate and inefficient as they weren't prepared. Nobody knew the hurricane was going to happen, or even last for a long time.
- 2) I think the government could have found a way to stop robbers or any people disobeying laws, and given at least a ticket/fine to any disobeyers.
- 3) The government could have used a better search/rescue team, as the teams they decided to hire didn't do the job efficiently enough.

Blue Challenge

Rural settlements - Year 8 - T3A - Week 3



We have found that people are substantially happier in green and natural environments than they are in urban environments. This provides new evidence about the link between nature and wellbeing, and could ultimately provide new insights for policymakers.

1. Do you agree/disagree with this statement? Give 3 reasons
I agree with this statement. More natural environments have more plants which give out more oxygen and having more oxygen and being outside can help ease and calm a person which is good for well being. You also learn a lot more and engage more with nature which can also be healthy for the mind and lastly you have great relationships and know your neighbors well meaning you have friends that you can trust with anything.
2. Give 2 reasons why people might agree and 2 reasons why some other people might not agree.
Being outside with fresh air helps calm and ease a person which is good for the mind and you would also have very close relationships with your neighbors. Reasons on why people might disagree is that it is a long way to drive to the nearest shop or mall and that it is harder to live in the countryside than the city.
3. What kinds of people do you think would move to the countryside? Why do you say so?
I feel like nature lovers and people who just want a peaceful life would like the countryside. The countryside isn't busy with cars and you can engage with nature and learn life skills you never

Red Challenge

Rural settlements - Year 8 - T3A - Week 3



The below are some of the problems that often arise in rural communities.

Explain each and then say why you think it is a problem.

1. Rising house prices and community deterioration
It is when house prices rise and the community loses strength in money and it is a problem because more people in the community will become homeless.
2. Hostility and vandalism
It is the act of unfriendliness and breaking and destroying public or private property and it is a problem because it turns the community and makes it unsafe.
3. Culture clash
It is a conflict that arises because of cultural differences and it is a problem because it can lead to fights and racism.
4. Loss of identity
It is confusion about one's social role and it is a problem because it increases anxiety and depression in the community.
5. No rejuvenation of services
It is when services are not made into better services and this is a problem because the community will look old and the people will get tired and move to other communities.

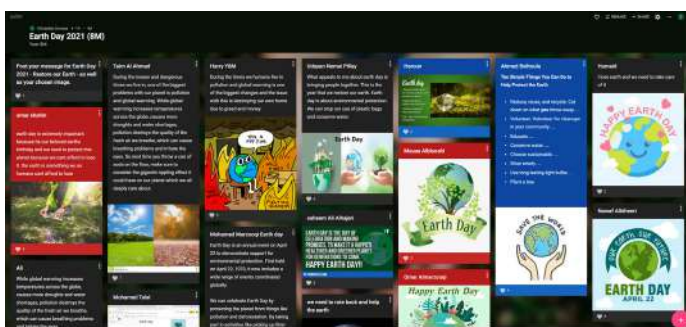
Blue Challenge

Rural settlements - Year 8 - T3A - Week 3



We have found that people are substantially happier in green and natural environments than they are in urban environments. This provides new evidence about the link between nature and wellbeing, and could ultimately provide new insights for policymakers.

1. Do you agree/disagree with this statement? Give 3 reasons
I agree with this statement because:
1. The amount of nature in green environments can make people happier.
2. The animals in nature can improve mental health.
3. The people who live in green environments usually interact with their neighbours more.
2. Give 2 reasons why people might agree and 2 reasons why some other people might not agree.
I feel like people might agree because:
1. They live in a natural environment.
2. They like the idea of one.
I feel like people might disagree because:
1. They don't like the idea.
2. They don't like nature.



Synthetic field produced with solar energy would be more promising because solar energy can be obtained easily to provide for the billions of vehicles and it is renewable. It will not run out easily and it is like a copy of our normal gasoline and fuels. It has a downside because it has a carbon print but unlike batteries which are expensive and are 20 times less of energy, we will not have to go into a bigger shift.

5. The best areas for large renewable energy power plants are far away from large cities, where energy is mostly needed. Which will be the most convenient approach to solve this problem?

Superconductors could be a potential approach to solve the problem but it requires energy as well and it only works in cold areas. The best approach would be having various energy sources/ changing the resource, best suited to the location because the energy from the power plant will be wasted because getting to the cities far away will be expensive and energy is lost as it travels. Another solution would be to develop technology (although it would be a long process) to be able to find new sources of transporting energy.

Blue Challenge

Renewable energy: Future of Energy - Year 9 - T3A - Week 3



Can 100% renewable energy power the world?

Watch the video and then answer the questions

<https://ed.ted.com/lessons/can-100-renewable-energy-power-the-world-federico-masini-and-mary-qurosel-watch>

1. What are the other forms of renewable energy we can draw from?

Hydroelectric, geothermal, biomass

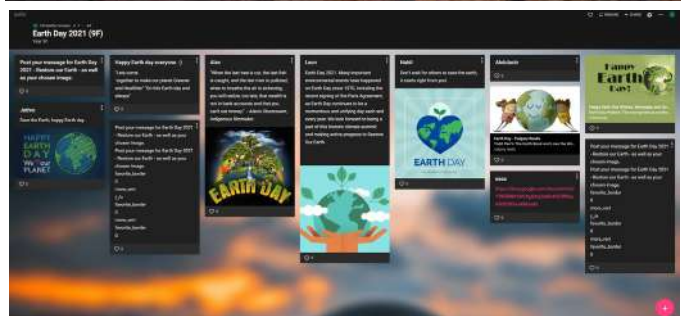
2. What are their limits with regard to availability and location mentioned
It is

Efficiency, energy transportation: a connected electrical network, with power lines around the globe transports energy from where it is generated to where it is needed is expensive. Also, the wire materials the power lines we currently use dissipates 6-8 % of energy they carry through resistance.

3. Which one among the so-called renewable energy technologies (solar, wind, biomass, geothermal, etc.) has the potential for providing most of the energy needed by humanity in the near future?

Solar because the sun continuously radiates about 173 quadrillion watts of energy (10 000 times more than what we need).

4. Fueling automotive vehicles in the future will be a major challenge. Which technology is the most promising and why: batteries or synthetic fuels produced with solar energy?



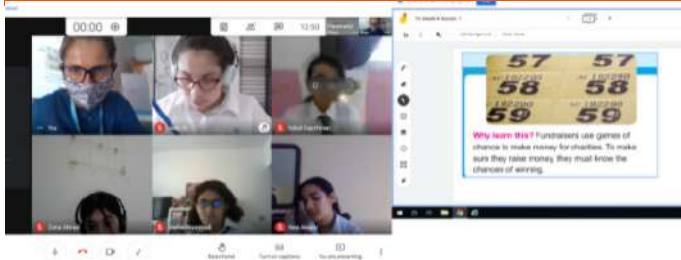
Secondary

Mathematics:
In Mathematics Year 7 learnt how to count the expected outcomes and then revised probability. Next week there will be a test on probability.

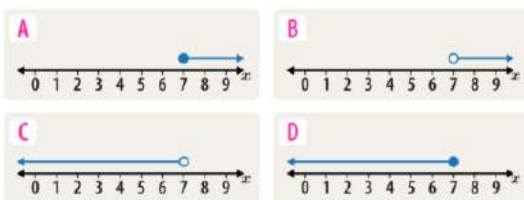
Year 8 revised and had a test on angles. Students solved problems with alternate and corresponding angles and calculated interior and exterior angles in polygons.

Year 9 worked on algebra. We revised solving equations and inequalities and then moved on to solving problems with the equations of the straight line.

Here are some examples of amazing work done by our students on Sparx. I am very proud of all students that use videos to strengthen their learning and submit their beautiful work. Some students, in addition to the compulsory tasks also complete the XP and TARGET part and this allows them to extend their knowledge.



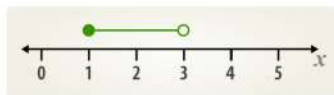
Work out which number line below shows the values that x can take if $x > 7$.



Given answer: B

Actual answer: B

Write down the double inequality shown on the number line below.



Given answer: $1 \leq x < 3$

Actual answer: $1 \leq x < 3$

Amelia threw some darts. Her minimum score was 7 and her maximum score was 51. What was the range of her scores?



Given answer: 44

Actual answer: 44

A screenshot of the Sparx homework page for Sophia Masnouli. The page shows a task titled "A customer has four different meal options: chili, stew, pizza and curry. Each customer gets one type of meal. The probability of a customer choosing a random eating each type of meal are shown in the table below. Yesterday, 3000 customers ate at random and asked them which meal they ate that day. How many of these customers would you expect to have eaten curry?" Below the text is a table showing the probability of a customer choosing a meal: Chili (15%), Stew (0.3), Pizza (1/10), and Curry (?). The table is part of a larger problem set.

A screenshot of the Sparx homework page for Leon Gutierrez. The page shows a task titled "Work out the lowest integer value that x can take if $6x + 3 > 29 - 4x$ ". The page also shows a progress bar and a list of tasks.

A screenshot of the Sparx homework page for a probability problem. The page shows a task titled "A box is picked at random from this bag. What is the probability that the box with the price in it is picked? Give your answer as a fraction in its simplest form." Below the text is a diagram of a bag containing 11 counters: 5 blue, 4 green, and 2 purple.

A screenshot of the Sparx homework page for a probability problem. The page shows a task titled "A box contains 11 counters. 5 are blue, 4 are green and 2 are purple. One counter is picked at random. What is the probability that the counter is blue? Give your answer as a fraction in its simplest form." Below the text is a diagram of a box containing 11 counters: 5 blue, 4 green, and 2 purple.

Overall completion: 100% 1:05 Time taken 7 days early Completion day 17 Questions attempted 0 Questions unanswered

Showing 17 out of 17 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item B Task 1	5 days ago	1

Attempt 1 5 days ago

For each diagram, write down whether or not the line segments are perpendicular:

a) The line segments are perpendicular.

b) The line segments are not perpendicular.

Given answer: a) The line segments are perpendicular. b) The line segments are not perpendicular. Actual answer: a) The line segments are perpendicular. b) The line segments are not perpendicular.

Answer history for Leon Gutierrez

Week 36 Due in 2 days Homework type: Compulsory

Overall completion: 100% 0:44 Time taken 3 days early Completion day 13 Questions attempted 0 Questions unanswered

Showing 13 out of 13 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item B Task 1	21 hours ago	4

Attempt 4 21 hours ago

Work out the lowest integer value that u can take if $6u + 3 > 29 - 4u$

Given answer: 3 Actual answer: 3

Week 30 Due in 2 days Homework type: Compulsory

Overall completion: 100% 0:31 Time taken 2 days early Completion day 18 Questions attempted 0 Questions unanswered

Showing 18 out of 18 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item C Task 1	14 hours ago	1

Attempt 1 14 hours ago

Write down the double inequality shown on the number line below.

Given answer: $1 < x < 3$ Actual answer: $1 < x < 3$

Week 36 Due in 2 days Homework type: Compulsory

Overall completion: 100% 0:55 Time taken 4 days early Completion day 21 Questions attempted 0 Questions unanswered

Showing 21 out of 21 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item C Task 1	2 days ago	5

Attempt 5 2 days ago

a) Which two line segments are parallel to each other?
b) Which two line segments are equal lengths?
c) How many line segments are perpendicular to another line segment?

Given answer: a) AE and CD. b) AB and BC. c) 3. Actual answer: a) AE and CD. b) AB and BC. c) 3.

Answer history for Anthonio Rodriguez

Week 36 Due in 2 days Homework type: Compulsory

Overall completion: 100% 0:41 Time taken 2 days early Completion day 20 Questions attempted 0 Questions unanswered

Showing 20 out of 20 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item C Task 1	8 hours ago	1
Item B Task 1	8 hours ago	1

Attempt 2 8 hours ago

Find the size of angle a and the size of angle b . Give your answers in degrees ($^{\circ}$). Write a sentence explaining how you found them, giving the names of any angle facts that you used.

Given answer: $a = 124^{\circ}$ $b = 124^{\circ}$ Actual answer: $a = 124^{\circ}$ $b = 124^{\circ}$

Showing 13 out of 13 task items ☐ Only show incomplete task items

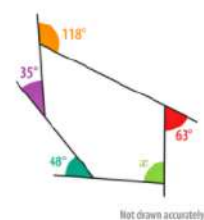
Task Item	Last attempted	Attempts
Item B Task 1	1 day ago	4

Attempt 4 1 day ago

Work out the lowest integer value that u can take if $6u + 3 > 29 - 4u$

Given answer: 3 Actual answer: 3

Calculate the size of the angle marked x in the pentagon shown below. Give your answer in degrees ($^{\circ}$).



Given answer: 84° Actual answer: 84°

Showing 17 out of 17 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item B Task 1	1 day ago	1

Attempt 1 1 day ago

A box contains 11 counters. 5 are blue, 4 are green and 2 are purple. One counter is picked at random. What is the probability that the counter is blue? Give your answer as a fraction in its simplest form.

Given answer: $\frac{5}{11}$ Actual answer: $\frac{5}{11}$

Week 36 Due in 2 days Homework type: Compulsory

Overall completion: 100% 0:52 Time taken 2 days early Completion day 19 Questions attempted 0 Questions unanswered

Showing 18 out of 18 task items ☐ Only show incomplete task items

Task Item	Last attempted	Attempts
Item A Task 1	8 hours ago	1

Attempt 4 8 hours ago

A bag contains 18 coloured balls. The table below shows the probability of picking each colour if one ball is chosen at random. Use the probabilities to work out how many balls of each colour are in the bag.

Colour	Probability	Number of balls
Yellow	$\frac{1}{3}$	
Green	$\frac{1}{4}$	
Blue	$\frac{1}{6}$	
Orange	$\frac{1}{12}$	

Given answer: 0 yellow balls, 6 green balls, 10 blue balls. Actual answer: 0 yellow balls, 6 green balls, 10 blue balls.

Science:

Year 7

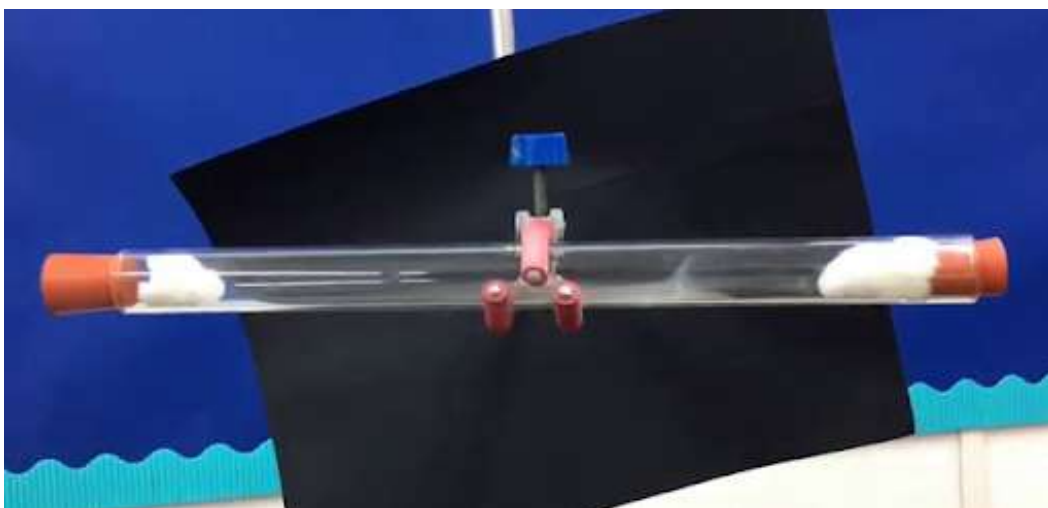
Year 7s looked at the Science behind Air pressure and how important it is in our daily lives. Air pressure is caused by the weight of the air molecules above. We then finished the week looking at the various revision techniques to prepare for the end of year exams.

Year 8

This week, we looked at anaerobic respiration, the year 8s had the opportunity to investigate the effects of anaerobic respiration on their hand by carrying out a simple investigation. We then finished the week by revising for the end of topic test.

Year 9

This week, we made a start on the iGCSE Chemistry Topic 1. The topic starts on with the principles of chemistry looking at the basic fundamental knowledge of atoms, elements and compounds. Students watched the demonstration of diffusion in gas and solid. We then investigated the 2 separating techniques of filtration and crystallization.



It was our third week of our orienteering unit this week in PE and it has been so much fun! Due to the heat and being in the Holy Month of Ramadan, orienteering allows the students to move at a walking pace and stay under shade as much as possible. The concepts of map reading and communicating as a team are of utmost importance and we have seen many expert navigators amongst our student cohort in Aspen Heights! The map changes each week to further challenge the students and so far year groups 4-9 have risen to the challenge. PE for FS-Y3 continues to be light stretching and mobility movements.

We are very proud and excited to have two groups of girls representing Aspen in the 2021 BSME Dance Festival, one Primary and one Secondary group. The girls are very excited and are working hard to learn their dances. We look forward to sharing the final dance pieces with you in the near future.

As we approach The Eid Celebration, we would like to wish you all a wonderful Eid Mubarak.

The PE team.





ما أسعد اللحظات التي تشاهد فيها الطلاب يتعلمون، يتطورون، يتفاعلون و يندمجون في التعلم! وهذا ما نراه كل أسبوع في حصص مواد اللغة العربية الثلاث في كل المراحل و السنوات ، حيث يسعى كل معلم خلال حصته أن يطور مهارات اللغة العربية الأربعة: الاستماع، المحادثة، الكتابة و القراءة من خلال التركيز على استخدام وتطبيق التكنولوجيا مع التركيز على مهارات القرن الواحد و العشرين من أجل إعداد طلاب قادرين على تحمل المسؤولية.

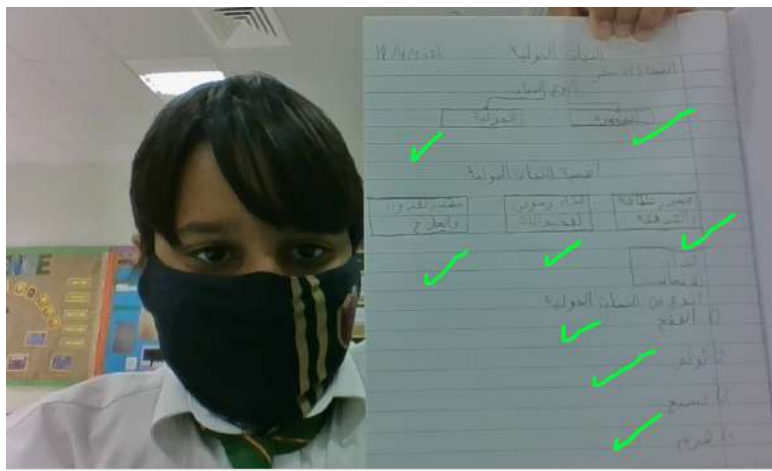
هذا الأسبوع، ارتكزت دروس التربية الوطنية على عدد من الموضوعات المتنوعة ومنها الموضوعات البيئية مثل : ما قام به طلاب السّنة الثانية في درس ” بيئتي مستقبلي“ ، وطلاب السّنة الثالثة في درس ” ترشيد الاستهلاك ” حيث ميزوا بين أنواع التلوث وناقشوا دورهم في المحافظة على البيئة وترشيد الاستهلاك ،وكذلك موضوعات اقتصادية تطبيقية مثل ما قام به طلاب السّنة الرابعة في التعرف على مفهوم وأهمية التكنولوجيا في حين استنتج طلاب السّنة الخامسة العوامل التي أثرت في نجاح المشاريع الاقتصادية في دولة الإمارات .

أما في المرحلة الثانوية فقد ارتكزت على المهارات الجغرافية حيث قام جميع الطلاب بأنشطة تطبيقية على كيفية تحديد الموقع الجغرافي للقارات التالية (قارة إفريقيا - قارة أمريكا الشمالية واللاتينية) .

كما اشتد الحماس و المنافسة هذا الأسبوع في تلاوة القرآن الكريم من خلال مسابقة مدارس ISP حيث شارك الكثير من طلابنا في هذه المسابقة و أظهروا استعدادا كبيرا لهذا التحدي كما ثابروا و اجتهدوا بعزيمة و إصرار للترشح للنهائيات. و بما أن عدد المترشحين للنهائيات محدود جدا مقارنة بعدد المشاركين و المترشحين بالدور الأول على مستوى المدرسة، قررنا أن ننظم لقاءً مع طلابنا الكرام عبر تطبيق زوم يوم الأحد المقبل من أجل تكريمهم وتقديرهم على ما بذلوه من جهد وجد في تلاوة وترتيل كلام الله عز و جل. و بهذه المناسبة نود أن نخص الشكر لكل أولياء الأمور الذين اهتموا بالمسابقة و ساعدوا أبناءهم في الحفظ والمشاركة. كما نشكر كل مدرسي التربية الإسلامية على جهودهم المبذولة في تطوير طلابهم و الارتقاء بهم للأفضل.

وسيلة الكنانى
رئيسة قسم اللغة العربية و التربية الإسلامية





Music

This week, our students had a lot of fun looking at string and percussion instruments. Did you know that some of our students even made their own instruments, fantastic efforts! A string instrument typically has strings and we have to strum, pluck or bow to produce vibrations. Eg-guitar, violin etc. The percussion family is defined as one part of the instrument being hit together, or with a mallet or stick to create sound. Eg-xylophone piano, cymbals etc.

