



**Dedicated to delivering
AMAZING LEARNING**

Weekly Update
Term 3.2, Wk 2 27th May 2021

Contents

FS.....	Page 6
Oasis.....	Page 7
Low Primary.....	Page 8
Upp Primary.....	Page 10
Secondary.....	Page 12
PE.....	Page 16
Arabic.....	Page 17
Music.....	Page 19

Dear families,

Regional Quran Competition:

I am delighted to share the exciting news that Aspen Heights students were awarded 2 awards in the ISP regional middle east Quran competition.

Well done to Zayed - Year 6, and Nuha- Year 2 who have been declared winners in their year groups.

This was the first time this competition has been held with all ISP Middle East schools, and was a wonderful experience for all concerned- a very well done to all participants.



Arabic Assessment period

Families are aware that next week our Arabic department will finalise and confirm their ongoing assessments with a final evaluation. These assessments happen during class time as part of normal teaching.

BSO Inspection:

At Aspen we are always looking to improve, and are never complacent. We have worked incredibly hard to continue raising standards and improving provision for our children, whilst adapting as a community to the ways of working required during the global covid pandemic. To support us in our continued drive for improvement, we have arranged a 'British Schools Overseas' BSO inspection, and it is scheduled for next week. A BSO inspection evaluates our school against the standards expected of British Independent schools. Qualified BSO inspectors will be evaluating our provision, and offering their expertise and support in recommendations for further improvement. We are excited to share our work and all that we have achieved as a learning community, and eager to seek advice for our further ongoing development. We look forward to sharing findings with you towards the end of the term.

Important ADEK Survey- please complete:

Please see below an important ADEK survey regarding school opening in September 2021. They are consulting with families regarding their views on school processes; speaking with many families I know that, like us, you are delighted your children are in school face-to-face learning with their friends. We are really hopeful that we will be able to revert to many of the activities that we used to enjoy so much pre-covid; Thursday assemblies, family community events onsite etc. Please can you take a few minutes to complete this ADEK survey:

https://adek.qualtrics.com/jfe/form/SV_a2vlfXliLrQY9ts



مسابقة القرآن الإقليمية:

يسعدني أن أشارككم الأخبار المثيرة التي تفيد بأن طلاب أسبن هايتس حصلوا على جائزتين في مسابقة ISP الإقليمية للقرآن في الشرق الأوسط زايد - السنة السادسة ، ونهى - السنة الثانية تم إعلانهم فائزين في مجموعتهم السنوية - أحسنتم! كانت هذه هي المرة الأولى التي تقام فيها هذه المسابقة مع جميع مدارس ISP في الشرق الأوسط ، وكانت تجربة رائعة لجميع المعنيين - وقد تم إجراؤها بشكل جيد للغاية لجميع المشاركين.

فترة تقييم اللغة العربية

تدرك العائلات أن امتحانات المواد العربية ستبدأ الأسبوع المقبل. تحدث هذه التقييمات خلال وقت الفصل كجزء من التدريس العادي.

التفتيش BSO:

في أسبن، نتطلع دائماً إلى التحسين ، ولا نكل أبداً. لقد عملنا بجد لمواصلة رفع المعايير وتحسين توفير الرعاية لأطفالنا ، مع التكيف كمجتمع مع طرق العمل المطلوبة خلال جائحة كوفيد العالمية. لدعمنا في سعينا المستمر للتحسين ، قمنا بترتيب فحص BSO "المدارس البريطانية في الخارج" ، ومن المقرر إجراؤه الأسبوع المقبل. يقوم تفتيش BSO بتقييم مدرستنا وفقاً للمعايير المتوقعة من المدارس البريطانية المستقلة. سيقوم مفتشو BSO المؤهلون بتقييم توفيرنا ، وتقديم خبراتهم ودعمهم في التوصيات لمزيد من التحسين. نحن متحمسون لمشاركة عملنا وكل ما حققناه كمجتمع تعليمي ، ونتوق إلى طلب المشورة من أجل مزيد من التطوير المستمر. نتطلع إلى مشاركة النتائج معك في نهاية المدة.

استبيان هام - من فضلك أكمله

يرجى الاطلاع أدناه على استطلاع هام لدائرة التعليم والمعرفة بشأن افتتاح المدارس في سبتمبر 2021. إنهم يتشاورون مع العائلات فيما يتعلق بأرائهم حول العمليات المدرسية ؛ عند التحدث مع العديد من العائلات ، أعلم أنك ، مثلنا ، مسرور لأن أطفالك في المدرسة يتعلمون وجهاً لوجه مع أصدقائهم. نأمل حقاً أن تتمكن من العودة إلى العديد من الأنشطة التي اعتدنا الاستمتاع بها كثيراً قبل الإصابة بالفيروس ؛ اجتماعات يوم الخميس ، والفعاليات العائلية في المدرسة وما إلى ذلك. يُرجى تخصيص بضع دقائق لإكمال استطلاع ADEK هذا:

https://adek.qualtrics.com/jfe/form/SV_a2vIfXliLrQY9ts

أتمنى لك عطلة نهاية أسبوع جميلة مع عائلتك ،

Have a lovely weekend with your family,

Mrs Emma Shanahan

Principal, Aspen Heights British School



Primary Update



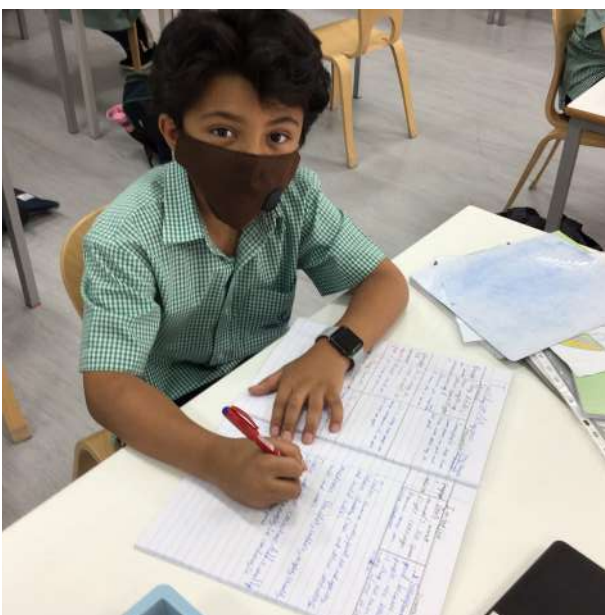
I have seen more amazing learning this week through my learning walks across upper primary and through Seesaw for lower primary. Well done to Years 1,2,3 on engaging with your live Zoom sessions and submitting your learning on Seesaw. Year 4 have been busy in lots of areas of learning, I taught a lesson in science on teeth and the children were very knowledgeable and we even looked at photographs of my own teeth to analyse! Year 5 have been fantastic mathematicians! I taught a lesson in conversions of weight and we even managed to complete some mastery at depth problems! Year 6 are really enjoying their book 'The Borrowers', they are learning a lot of new vocabulary and finding the storyline very interesting. A huge thank you and well done to Year 3 Ostrich and Flamingos for their super assembly. Your talk for writing about your new 'Seawigs' story was very well retold.

Next week we look forward to welcoming back lower primary and showing our BSO inspectors what fantastic learners we are at Aspen Heights.

Congratulations to the following classes for attaining the best attendance in their phase this week - Tahrs at 98% and Swifts at 97% - can we get to 100% this term?

Have a lovely weekend everyone and I look forward to seeing you all back on Sunday.

Mrs Laura Stevens
Head of Primary



EYFS Update

It has been an exciting week in Nursery as Rosie the Hen has been roaming around the nursery classrooms, leaving footprints and feathers as evidence of her visit! The children have been great investigators and worked out that it must have been Rosie the Hen visiting whilst the classrooms were quiet. The children have really enjoyed reading Rosie's Walk and sharing their experiences of visiting a farm. There is lots of positional language in the story and during circle time the children have been playing games such as 'hide and seek' to practise their positional language.



The children in FS2 have been very creative this week, making 3D dinosaurs out of junk modelling and dinosaur skeletons out of pasta. These activities generated lots of detailed discussion about dinosaur features. Over the past 2 weeks the children have become archaeologists, searching carefully for the dinosaur bones. The children used small paint brushes to remove the soil from around the bones which helped to strengthen their fine motor control. In Maths the children have been focusing on length and made their own tape measures using non standard units such as handprints.

I hope you have a lovely weekend.

Mrs Rose Akachi
Head of Foundation Stage



Secondary Update

This week whilst we've been distance learning our Student Council have been busy preparing Aspen Hour activities for our wellbeing session. This helps to ensure that all cohorts interact socially during the distance learning period.



Our virtual ECAs have also continued, with our ADNOC Energy team completing their first mission and our MUN students successfully presenting at the conference. Mrs Grice-Glover shares an MUN round-up below.

Last weekend we had four of our secondary students attend the ISP Model United Nations three day conference. Harry, Khloe, Alex and Keira worked diligently over the past 3 months in preparation for the conference.



Each of them will take away different memories, experiences and thoughts but the one thing they can all take away from the conference is being extremely proud of themselves.

They were placed on a global platform in front of UN representatives, global ambassadors for world organisations and many other ISP students, all with no prior experience. They represented themselves and Aspen Heights with the utmost pride and confidence.



One view I heard spoken many times during the conference was that the youth of today are the future. They are also the present and I know they take away with them new knowledge, understanding, compassion and skills that will not only serve them well in their future studies and every day lives but that will also enable them to be aware and mindful of global issues happening around the world and how they are affecting nations less fortunate than ourselves. Armed with this knowledge, compassion and understanding, they can now make a difference in some way.



Whether this was their first and last conference or it is something they want to be involved in in the future, they were all amazing and I feel very privileged to have shared the MUN journey with them. We are all very proud of them.

Next week our examinations begin for the Ministry of Education subjects. Please encourage your child to follow their revision timetable and use the study skills that they have developed over the past few weeks to stay focussed on achieving their goals..

Finally, a gentle reminder that students should take their free COVID test on Saturday 29th May if they are 12 years old or above (or if turning 12 before the next testing cycle).

Wishing everyone a calm and peaceful weekend. Stay safe.

Dr. Kate Plumb
Head of Secondary





Alanoud is using the measuring tape to find out how long Farida is.



Sparrows are making dinosaur art.



Since Nursery are not in school Miss Manica was so grateful for the visit from Eshana in Storks class, she showed me her amazing writing and reading too I am so proud.



Mice class have had so fun fun during their Farmyard fun circle times this week.



Sparrows are experimenting with Chia seeds mixed with water.



Abdalla learning how to use the measuring tape.



Some children in Dove class measuring how far they can roll the tyre.



Rosie the hen visited Mice class over the weekend and left her footprints, a letter and gifts for our class.



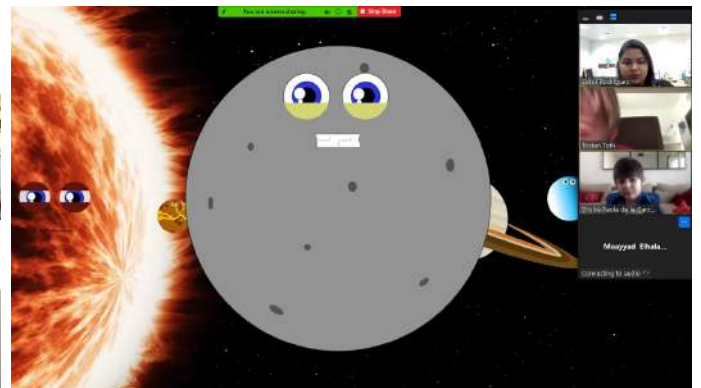
Ahmed enjoying putting together a spaceship.



Freddie using the numberblocks to create 10's and 1's.



Ahmed and Erik reading the story BEEGU.



Ahmed, Erik and Mido naming planets in the solar system.



Abe colouring his spaceship.



Oasis learning about the planets in our solar system.



Mido making his spacecraft.

Lower Primary



Danah, Christophe, Hamdan and Izzah practising our new story in Y1 Jerboa.



Rayan performing the story of 'The Storm Whale'.



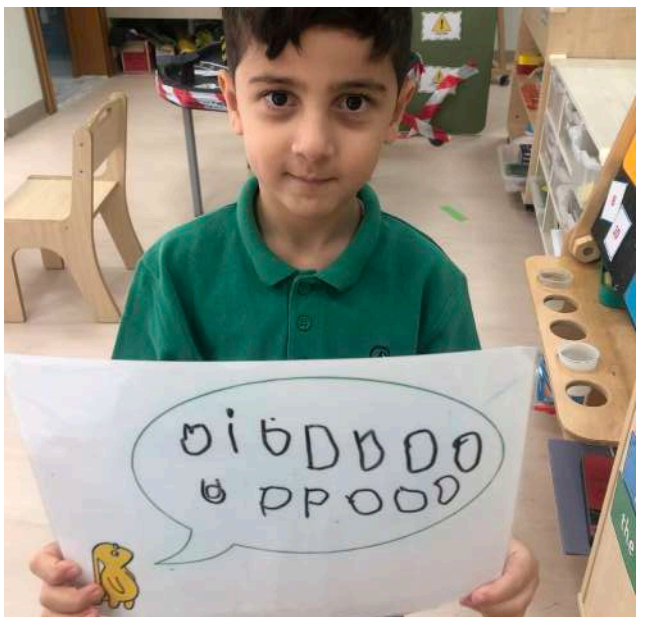
Rayden and Jovan in 2G playing a punctuation game.



Harib in Y3F did a lovely job weaving a jellyfish.

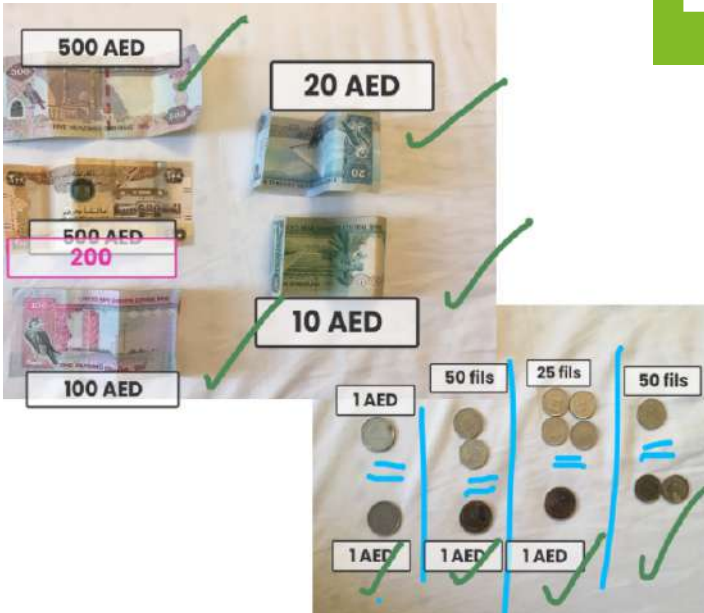


Saeed, Sofia, Meera and Sara made their own spaceships in Y1 Jerboa.



Faris in Y1F writing as Beegu.

Lower Primary



Fatima al H in 3F showed us what she learnt about money.



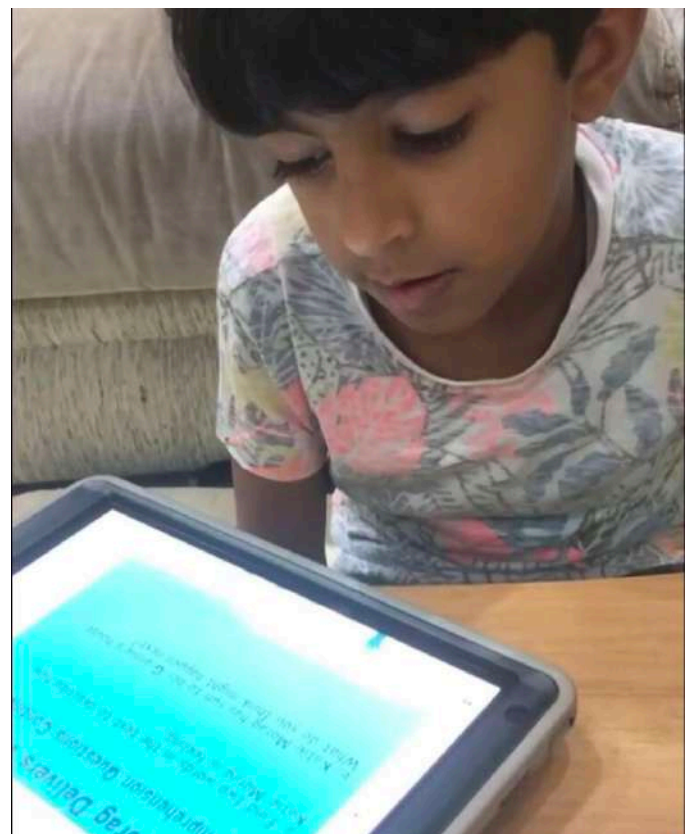
Inessa performing the story of 'The Storm Whale'



Vyan in 2G wrote about his materials.

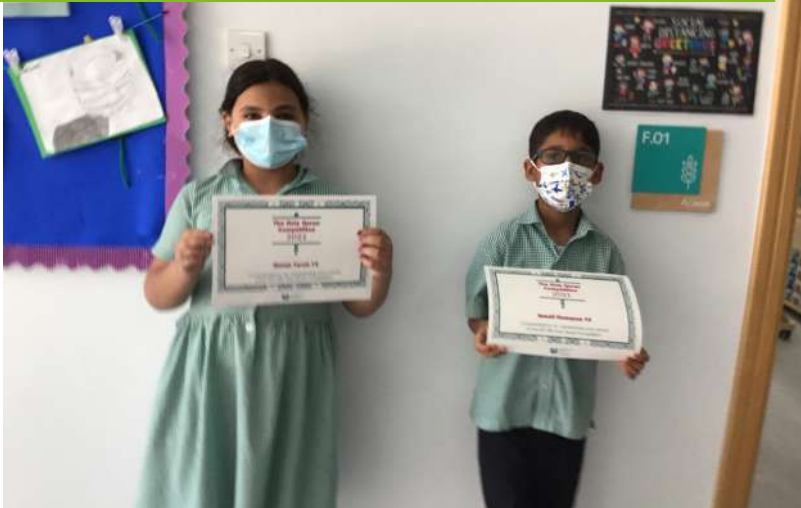


Khalifa, Dhahi and Hind in Y1F loved making a huge Beegu.



Mohamed completing his reading comprehension.

Upper Primary



Ismail and Malak with their certificates.



Ava making her creative Olympic rings.



Learning all about the origins of the Olympic Rings in Y4H.



Olympic topic work in Y4 Houbara with Sami and Rashid.



Hamdan in Y5H using a place value grid to multiply and divide by 1000.



Gabriel in 5P using a time zone map to investigate night and day across the world.



Saeed with his 3D Olympic rings he created.





Fares from 5P wrote a fantastic setting description.



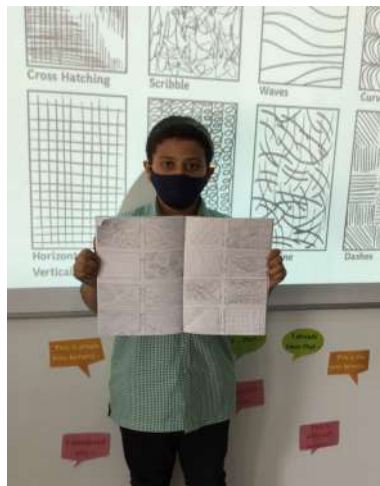
Nora in the 'hot seat' being asked questions by other children.



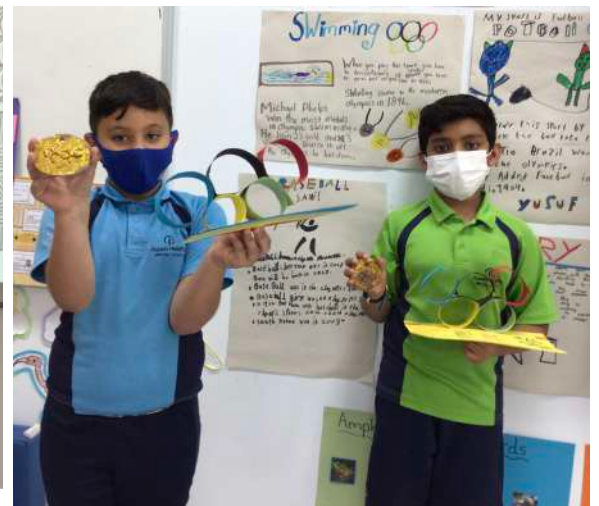
Radwa carefully making her Art.



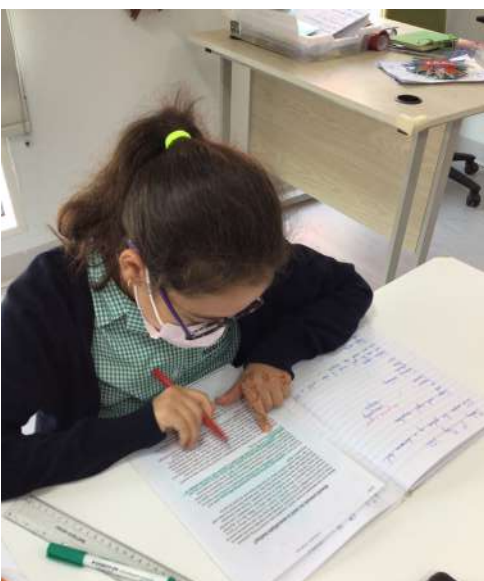
Haila from Y5H with her map of the Silk Road.



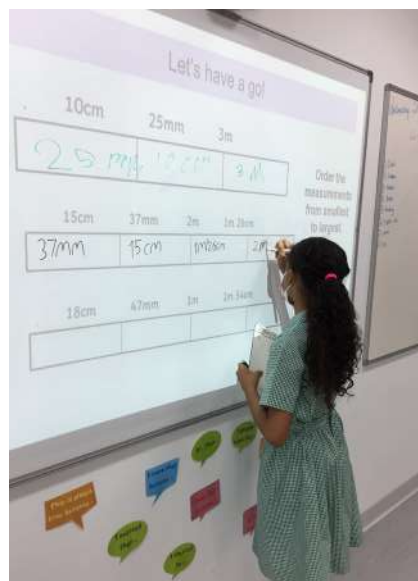
Ahmed from Y5H creating different types of lines in art.



Yusuf and Riham showing off their artwork.



Mariam in 5P exploring the new model text.



Lamar ordering units of measurement in Y5H.



Obaid planning his discussion text Should smartphones be banned.

Secondary

Art and DT:

So what are your favorite kind of beans?
Human beans! As we venture into the world of graphic design, culinary arts and upcycling the Year 7's have been working through a themed unit revolving around Heinz Beans. Please stay tuned for updates as it has "bean" a lot of fun!



Answer 1:

I think it has something to do with the glorious and legendary heinz beans, and probably and hopefully eating them 🍲 😊
-xaima

Use this space to take notes:



Answer 1:

Similarities- 1.The same basic color, a dark turquoise, 2. The same font of the words Heinz Beans. 3.The same shape surrounding the main part of the label.

Use this space to take notes:



French:

Year 7 French students practised aural skills on the topics of numbers, family and animals. Year 8 students focused on activities you do in your free time. Year 9 French students learned about reflexive verbs and practised their aural skills also.

Task-1

Jethro

Eva, Jamel, Mathieu, Cassandra, Malika, Tristan

Task 2

	Lives in	Would like to live
1	Big House	In the mountains
2	A small apartment	idk
3	Small ville	In the sea
4	Small house	idk
5	Big Ville	idk

Tas 3:

A, D, C, BC, FBA

Je me prepare

- 1) A
- 2) I
- 3) B
- 4) E
- 5) H

- 1) Eva
- 2) Jamel
- 3) Mathiu
- 4) Cassandra
- 5) Malika
- 6) Tristan

- 1) A big house, mountain
- 2) An small apartment, old castle
- 3) Small village, beside the sea.
- 4) Petite maison, in a farm
- 5) Grand villa, city

English: Year 8 and Year 9 Blurbs

The close of Term 3.1 saw the submission of some fantastic self-directed reference work.

Year 8 Mariah saw an increase in the submission of glossaries, well done boys! In term T2 62 % of the class submitted their glossaries whereas in Term 3, 77% submitted.

Year 8 Saadiyat saw an increase in the submission of glossaries, well done girls! In term T2 50% of the class submitted their glossaries whereas in Term 3, 70% submitted. A super improvement.

Glossary work is pupil driven, pupils work by themselves, autonomously to increase their vocabulary, pupils use the context of the classroom to:

‘learn new vocabulary, relating explicitly to known vocabulary and understand it with the help of context and dictionaries’.

‘check their understanding to make sure that what they have read makes sense.’

‘maintain a glossary of new and interesting vocabulary items.’

(Excerpts from, English Programmes of study: key stage 3, National Curriculum for England, September 2013)

The Secret Garden, Year 8 heritage literature study, will draw to a close shortly. This week we completed a practice assessment. Pupils had to know content as well as answer a longer question, a personal response. We have been developing this skill through all our reading work this year. Please ask your children to explain what they need to do for answers that need PEEL responses. Now is also a super time to ask your children how the following themes

Healing, growth and nature

The power of our thoughts

Friendship and bringing up children

Independence and secrets

Dickens’ Great Expectations, mid-point is on the horizon. To support pupils’ understanding of the content of this novel, all pupils have access to:

Online audio, we are using: ChapterVox, on Youtube: https://www.youtube.com/watch?v=HeYodU8Gwik&list=PLdiacL_Q6LOZAv-wDvnltDYn5ZUXxvu1c.

Online text, for those, who do not have their hard copy with them: <https://www.gutenberg.org/files/1400/1400-h/1400-h.htm>.

Chapter summaries, shared at the end of every chapter we have read.

Graphic novel summaries, shared at relevant points.

Soon our Year 9’s will start their Literary Heritage Text coursework, based on Great Expectations, this work will count 20% of pupils’ total English Literature mark.

Taim's Glossary Term 3.1

There is a glossary of all the key words that we have had in our classes this term.

- I have added their definitions (1)
- I have used the word in a sentence to show that I know how to use it (2)
- I have also added words that interest me or that I want to learn (3)
- Sometimes I have added synonyms for words that I use too much e.g. shift or the in (4)

Word	Definition / Synonyms / sentence	I can spell it	I can explain it
Keywords	An important word that you should learn. I have memorised the keywords for today's lesson. Synonyms: main words, important words.	✓	✓
Allegation	To show something out. I don't like to (check) the main allegation of this question. Synonyms: blame, appropriate.	✓	✓
Terminology	The terms used in a particular area. I have used the word in a sentence to show that I know how to use it (2). Synonyms: jargon, slang.	✓	✓
Pandemic	An illness that spreads around the entire planet. (The) The latest COVID-19 is a global pandemic. Synonyms: illness, virus.	✓	✓
Symbol	A mark that represents a thing or thing. The symbol for McDonald's is a large yellow M. Synonyms: sign, emblem.	✓	✓
Adjective	A word that describes a noun. I have used the word in a sentence to show that I know how to use it (2). Synonyms: attributive, adverb.	✓	✓
Review	An assessment of something, usually with the intention to change or to something. I have used the word in a sentence to show that I know how to use it (2). Synonyms: check, inspection.	✓	✓

Haroun's Glossary Term 3.1

There is a glossary of all the key words that we have had in our classes this term.

- I have added their definitions (1)
- I have used the word in a sentence to show that I know how to use it (2)
- I have also added words that interest me or that I want to learn (3)
- Sometimes I have added synonyms for words that I use too much e.g. shift or the in (4)

Word	Definition / Synonyms / sentence	I can spell it	I can explain it
Keywords	A word or group of words that are important. I have used the word in a sentence to show that I know how to use it (2). Synonyms: main words, important words.	✓	✓
Allegation	To show something out. I don't like to (check) the main allegation of this question. Synonyms: blame, appropriate.	✓	✓
Terminology	The terms used in a particular area. I have used the word in a sentence to show that I know how to use it (2). Synonyms: jargon, slang.	✓	✓
Pandemic	An illness that spreads around the entire planet. (The) The latest COVID-19 is a global pandemic. Synonyms: illness, virus.	✓	✓
Symbol	A mark that represents a thing or thing. The symbol for McDonald's is a large yellow M. Synonyms: sign, emblem.	✓	✓
Adjective	A word that describes a noun. I have used the word in a sentence to show that I know how to use it (2). Synonyms: attributive, adverb.	✓	✓
Review	An assessment of something, usually with the intention to change or to something. I have used the word in a sentence to show that I know how to use it (2). Synonyms: check, inspection.	✓	✓
Plot	A description that describes the level of action in a novel, book, or movie.	✓	✓

Mohamed T's Glossary Term 2.2

There is a glossary of all the key words that we have had in our classes this term.

- I have added their definitions (1)
- I have used the word in a sentence to show that I know how to use it (2)
- I have also added words that interest me or that I want to learn (3)
- Sometimes I have added synonyms for words that I use too much e.g. shift or the in (4)

Word	Definition / Synonyms / sentence	I can spell it	I can explain it
Keywords	A word or group of words that are important. I have used the word in a sentence to show that I know how to use it (2). Synonyms: main words, important words.	✓	✓
Allegation	To show something out. I don't like to (check) the main allegation of this question. Synonyms: blame, appropriate.	✓	✓
Terminology	The terms used in a particular area. I have used the word in a sentence to show that I know how to use it (2). Synonyms: jargon, slang.	✓	✓
Pandemic	An illness that spreads around the entire planet. (The) The latest COVID-19 is a global pandemic. Synonyms: illness, virus.	✓	✓
Symbol	A mark that represents a thing or thing. The symbol for McDonald's is a large yellow M. Synonyms: sign, emblem.	✓	✓
Adjective	A word that describes a noun. I have used the word in a sentence to show that I know how to use it (2). Synonyms: attributive, adverb.	✓	✓
Review	An assessment of something, usually with the intention to change or to something. I have used the word in a sentence to show that I know how to use it (2). Synonyms: check, inspection.	✓	✓

Udayan Nemai Pillay's Glossary Term 3.1

There is a glossary of all the key words that we have had in our classes this term.

- I have added their definitions (1)
- I have used the word in a sentence to show that I know how to use it (2)
- I have also added words that interest me or that I want to learn (3)
- Sometimes I have added synonyms for words that I use too much e.g. shift or the in (4)

Word	Definition / Synonyms / sentence	I can spell it	I can explain it
Keywords	A word or group of words that are important. I have used the word in a sentence to show that I know how to use it (2). Synonyms: main words, important words.	✓	✓
Allegation	To show something out. I don't like to (check) the main allegation of this question. Synonyms: blame, appropriate.	✓	✓
Terminology	The terms used in a particular area. I have used the word in a sentence to show that I know how to use it (2). Synonyms: jargon, slang.	✓	✓
Pandemic	An illness that spreads around the entire planet. (The) The latest COVID-19 is a global pandemic. Synonyms: illness, virus.	✓	✓
Symbol	A mark that represents a thing or thing. The symbol for McDonald's is a large yellow M. Synonyms: sign, emblem.	✓	✓
Adjective	A word that describes a noun. I have used the word in a sentence to show that I know how to use it (2). Synonyms: attributive, adverb.	✓	✓
Review	An assessment of something, usually with the intention to change or to something. I have used the word in a sentence to show that I know how to use it (2). Synonyms: check, inspection.	✓	✓



Secondary

Khloe's Glossary Term 3.1

- This is a glossary of all the keywords/terms that we have had in our classes this term.
- I have added their definitions weekly.
- I have used the word in a sentence to show that I know how to use it.
- I have also added words that interest me or that I need to learn.
- Sometimes I have added synonyms for words that I use too much e.g. stuff or like.

Word	Definition / synonyms / sentence	I can spell	I can explain
Keywords	A word or concept of great significance. E.g. the word 'stuff' in 'The stuff of my dreams'.	✓	✓
Education	The action or process of giving something. E.g. 'I gave the education of the course to all the people who attended it'.	✓	✓
Technology	The body of terms used with a particular thing. E.g. 'The body of terms used with a particular thing'.	✓	✓
Pandemic	A disease that spreads all over the world. E.g. 'The pandemic has spread all over the world'.	✓	✓
Symbol	A mark or a character to represent something. E.g. 'The symbol represents the word 'love''.	✓	✓
Adjective	A word that describes a noun. E.g. 'The adjective 'dark' describes the colour'.	✓	✓
Deceive	To lead someone to believe something that is not true. E.g. 'I deceived him into believing that I was a doctor'.	✓	✓
Phil	A name or a word used to refer to a person. E.g. 'Phil is the name of the boy who lives next door'.	✓	✓

Zainab's Glossary Term 3.1

- This is a glossary of all the keywords/terms that we have had in our classes this term.
- I have added their definitions weekly.
- I have used the word in a sentence to show that I know how to use it.
- I have also added words that interest me or that I need to learn.
- Sometimes I have added synonyms for words that I use too much e.g. stuff or like.

Word	Definition / synonyms / sentence	I can spell	I can explain
Keywords	Words of significance and importance.	✓	✓
Education	The action or process of giving something. E.g. 'I gave the education of the course to all the people who attended it'.	✓	✓
Technology	The body of terms used with a particular thing. E.g. 'The body of terms used with a particular thing'.	✓	✓
Pandemic	A disease that spreads all over the world. E.g. 'The pandemic has spread all over the world'.	✓	✓
Symbol	A mark or a character to represent something. E.g. 'The symbol represents the word 'love''.	✓	✓
Adjective	A word that describes a noun. E.g. 'The adjective 'dark' describes the colour'.	✓	✓
Deceive	To lead someone to believe something that is not true. E.g. 'I deceived him into believing that I was a doctor'.	✓	✓
Phil	A name or a word used to refer to a person. E.g. 'Phil is the name of the boy who lives next door'.	✓	✓

Paige's Glossary Term 3.1

- This is a glossary of all the keywords/terms that we have had in our classes this term.
- I have added their definitions weekly.
- I have used the word in a sentence to show that I know how to use it.
- I have also added words that interest me or that I need to learn.
- Sometimes I have added synonyms for words that I use too much e.g. stuff or like.

Word	Definition / synonyms / sentence	I can spell	I can explain
Keywords	Words of significance and importance.	✓	✓
Education	The action or process of giving something. E.g. 'I gave the education of the course to all the people who attended it'.	✓	✓
Technology	The body of terms used with a particular thing. E.g. 'The body of terms used with a particular thing'.	✓	✓
Pandemic	A disease that spreads all over the world. E.g. 'The pandemic has spread all over the world'.	✓	✓
Symbol	A mark or a character to represent something. E.g. 'The symbol represents the word 'love''.	✓	✓
Adjective	A word that describes a noun. E.g. 'The adjective 'dark' describes the colour'.	✓	✓
Deceive	To lead someone to believe something that is not true. E.g. 'I deceived him into believing that I was a doctor'.	✓	✓
Phil	A name or a word used to refer to a person. E.g. 'Phil is the name of the boy who lives next door'.	✓	✓

Malak's Glossary Term 3.1

- This is a glossary of all the keywords/terms that we have had in our classes this term.
- I have added their definitions weekly.
- I have used the word in a sentence to show that I know how to use it.
- I have also added words that interest me or that I need to learn.
- Sometimes I have added synonyms for words that I use too much e.g. stuff or like.

Word	Definition / synonyms / sentence	I can spell	I can explain
Keywords	Words of significance and importance.	✓	✓
Education	The action or process of giving something. E.g. 'I gave the education of the course to all the people who attended it'.	✓	✓
Technology	The body of terms used with a particular thing. E.g. 'The body of terms used with a particular thing'.	✓	✓
Pandemic	A disease that spreads all over the world. E.g. 'The pandemic has spread all over the world'.	✓	✓
Symbol	A mark or a character to represent something. E.g. 'The symbol represents the word 'love''.	✓	✓
Adjective	A word that describes a noun. E.g. 'The adjective 'dark' describes the colour'.	✓	✓
Deceive	To lead someone to believe something that is not true. E.g. 'I deceived him into believing that I was a doctor'.	✓	✓
Phil	A name or a word used to refer to a person. E.g. 'Phil is the name of the boy who lives next door'.	✓	✓

Humanities:

Year 7 students discussed the Norman Conquest. They explained the 3 rivals to the English throne in 1066 and described Harald Hardrada's bid to become King of England. They then investigated how William took control of England and how the Norman Conquest changed England and Western Europe.

Year 8 students medicine through the ages. They compared and contrasted between medicine in the middle and early modern ages as well as between medicine in the 19th and 20th centuries in areas of treatment, surgery and public health.

Year 9 Students discussed the great depression of 1929 and the roaring twenties. They explained the causes of the Great depression of 1929 and analysed the impact of the depression. They then explained the features and impacts of the roaring twenties.

Orange Challenge

Medicine through the Ages - Year 8 - T&A - Week 4

Medieval Medical Practices You Won't Believe Doctors Are Still Using Today

While there is always innovation in the healthcare industry, there are certain practices that are still used today. Here are the 3 oldest medical practices that doctors are still using today.

Leech Therapy

- In medicine, particularly plastic and reconstructive surgery, leeches may be used to help improve blood flow in an area of tissue or a skin flap that has poor blood circulation.
- Although the initial leech bite is painful, slightly painful to some of the patients, the therapy brought significant pain relief within 24 hours.
- After the leech is removed, the built-up venous blood will continue to drain from the site where the leech was attached, which is therapeutic for the tissue.
- Leech therapy – which is also referred to as hirudotherapy – is still used today by many medical professionals.
- Leeches have been used to treat various ailments for thousands of years.

Transcatheter Surgery

- A type of surgery in which instruments are inserted through the nose and uppermost sinus (a hollow space in a bone in the nose) to remove tumours that are in or near the pituitary gland.
- Endoscopic pituitary surgery, also called transcatheter endoscopic surgery, is the most common surgery used to remove pituitary tumours.
- Most people who have transcatheter surgery will have a minor headache and congestion for up to a week or 2 after surgery.
- If you had surgery through your skull, you will probably feel very tired for several weeks after surgery. However, also have headaches or problems concentrating.

Research and describe each in 1 key point for each.

Activity 3- Think of the other two- why do you think they are NOT entitled to be King?

Person 1 Harold Godwinson

The reasons why I think he is not entitled to be King is because

1. He was not related to the King
2. When he became king he made wrong choices
- 3.

Person 2 Harald Hardrada

The reasons why I think he is not entitled to be King is because

1. He was also not related to the King
2. He began a battle because of jealousy
3. He was referred to as 'ruthless'

Activity 2 Fill in the blanks

The contenders to the throne in 1066

Choose words from here

Harold Godwinson, William, Edward, Harold Hardrada, 1066, Normandy, crown

In 1066 the King of England, **Edward** the Confessor died. He had no children to follow him. There were three people who said they had a claim to the throne, the first was **Harold Godwinson**. The other two men who thought that they should also be king were **William Duke of Normandy** and **Harold Hardrada** who was king of Norway. William said that he had been promised the **Crown** and Harold said that England had been part of Norway and so he should be king.

Blue Challenge

Medicine through the Ages - Year 8 - T&A - Week 4



Ambrose Parey: Parey's contributions to amputation and ligature

<https://www.britainonline.com.uk/ambroseparey.htm>

Read the article to answer the below questions

1. Explain the terms - amputation, ligature?

Amputation - The action of surgically removing/cutting off a limb.

Ligature - A thing used to bind or tie something tightly.

2. List 3 key facts about each - amputation and ligature

Amputation

- Surgical amputations date back to Mesopotamians and were, for many years, one of the main functions of the surgeon.
- One of the main problems with amputations in the time of blood.
- During blood, amputation is done when you get a gunshot on your leg. It is used to remove infection.

Ligature

- From through Ambrose Parey's research on blood, he was the first to use ligatures for amputating.
- He recommended the use of ligatures using a thread like or wire instead of a cord or a patient's blood vessels.

ORANGE TASK

Madi'a

1. CHALLENGE TASK

2. RESEARCH TASK

3. RESEARCH TASK

4. RESEARCH TASK

CHALLENGE TASK

Challenges - Choice Board

Make 5 flashcards for all the important terms, people and events of the Great Depression. (10 points)

Create a story entry each for the Great Depression. (10 points)

Write a diary entry (7 sentences) from the point of view of someone suffering during the Great Depression and has lost everything in the stock market crash. (10 points)

Create a 10 question quiz to test your knowledge on the Great Depression (you must include the answer key). (10 points)

Create a word search using 10 of the vocabulary words (10 points)

Summarise the causes for the US economy going into deep depression. (10 points)

3 causes and effects of the Great Depression. (10 points)

First a comic strip or a story on the Great Depression. (10 points)



Who Should be King?

By Nina Bougher www.schoolhistory.co.uk

The Three Main Claims to the English Throne in 1066

Edward the Confessor died on 5 January 1066. Immediately there was a race in Europe for the crown of England because Edward had no children to succeed him. The three main people claiming the throne were Harold Godwinson (Earl of Wessex), William (Duke of Normandy), Harold Hardrada (king of Norway) who was helped by Harold Godwinson's brother Tostig. Each one believed that they had the best claim to the throne. Read through their arguments below.

HAROLD GODWINSON: I am the only true Englishman claiming the throne. I am also the most powerful man in England. I am a very good soldier and England needs a strong ruler right now. The English council, the witan, want me to be king. I belong to the most powerful family in the whole of England. We already control Wessex but are very ambitious and would like to control the whole of England. I have the best claim to the throne because I am also Edward's brother-in-law. William says I promised to help him become king. I only did this because he forced me to. He was holding my nephew hostage and said he would only be released if I swore to be loyal to him.

WILLIAM OF NORMANDY: I have the best claim to the throne because Edward himself promised it to me. When Edward was a boy in 1015, King Cnut invaded England and Edward ran away to Normandy for safety. Edward stayed in Normandy until he became King of England in 1042. It was important, at that time, for Edward to protect his throne from attack and rebellion. Edward turned to me for help. I sent Norman soldiers to live in England and protect Edward. In return, Edward promised the English throne. Harold of Wessex also said that I should become King of England when Edward died.



Challenges - Choice Board

You will choose your tasks as given below

Blue	$10 + 10 + 5 = 25$		
Red	$10 + 10 = 20$	OR	$10 + 5 + 5 = 20$
Orange	$10 + 5 = 15$	OR	$5 + 5 + 5 = 15$
Green	$5 + 5 = 10$		

Harald Hardrada believed that he was the rightful heir to the English throne because he was a descendant of King Canute of England. He claimed his family was promised it would rule England. His claim was also supported by Harold Godwinson's brother, Tostig, who had fled England. Harald Hardrada (Harald the Ruthless), King of Norway, was the most feared warrior in northern Europe. He fought his first battle aged fifteen, and then fought for him in Russia, the Mediterranean and even North Africa, gaining a fortune from plunder and marrying the Czar of Russia's daughter. Returning to become King of Norway, he enforced his claim to the throne by fire and slaughter, he also claimed the throne of England as the heir of King Cnut, who'd reigned before Edward the Confessor. Aged 50 in 1066, this last of the great Viking war leaders was said to be over seven feet tall. His raven battle-flag was called 'Landwaster'.

Activity 1- SO WHO DO YOU THINK SHOULD BE KING?

Read the above information and Research and then GIVE 3 well explained REASONS why you think so.

The Person I think should be King is William of Normandy

The reasons are

1. He was related to the king
2. He was already a Duke
- 3.

Activity 3

1. Did Harald Hardrada become king of England?

No, Harold Godwinson did

2. Why did Harold Godwinson think he should be king?

He thinks this because he claimed to have been told that the king said on his deathbed that Harold Godwinson could be the next king.

3. Who was the rightful heir to the throne in 1066?

There was no rightful heir to the throne because The king did not have any children.

4. What would happen if Harald Hardrada won?

He would have become king

Challenges - Choice Board

Make 5 flashcards for all the important terms, people and events of the Great depression. (Flash cards have the question on one side with the answer on the other) 5 points	Create a word search using 10 of the vocabulary words (Glossary) 5 points	Create a story strip each for the Great depression 10 points
Write a diary entry (5 entries) from the point of view of someone suffering during the great depression and has lost everything in the stock market crash 10 points	Summarise the causes for the US economy going into deep depression 5 points	List 3 causes and effects of the Great Depression 5 points
Create a 10 question quiz to test your classmates on the Great Depression (you must include the answer key) 5 points	Find a recipe used during the Great Depression and write it down 10 points	Create a song or rap on the Great depression 10 points

Maths:

This week Year 7 has used Kahoot quizzes to deepen their understanding of ratio and proportion. Year 8 revised fractions and mixed numbers. Year 9 revised Algebra and discovered Pythagoras Theorem.

But Khloé in Dubai is currently the tallest man-made structure in the world. It is nearly 800m tall. A scale model was made that was 1000 times smaller. How tall was this model?

Questions (8)

1 - Quiz
Read information on the picture:

3 - Quiz
Write down the amount of water:

5 - Quiz
Write down the amount of water:

4 - Quiz
Read information on the picture:

SHOW ANSWERS

1. 800m

3. 800ml

5. 800ml

4. 800ml



Question	Right	Wrong	Score	Percentage
Q1 - Fractions and mixed numbers	100%	0%	100%	100%
Q2 - Fractions and mixed numbers	100%	0%	100%	100%
Q3 - Fractions and mixed numbers	100%	0%	100%	100%

Khloe, Year 8

Year 7 starter - ratio

GroovyLion

FearlessRaven

2
2932
4 out of 5

1
3150
4 out of 5

GladEgret

3
2285
3 out of 5

It has been a challenging couple of weeks for everybody at Aspen with some of our students distance learning and some still in school.

For those at home, we have been delighted at the high number of students who have joined us for the online PE lessons. It shows that they remain committed to staying active whilst at home. The response to The Challenge of the Week has also been huge!

For those students still learning onsite, PE continues as normal and they have shown amazing commitment despite the warmer weather creeping in. PE lessons have been taken inside at times when the heat proved too much. This has ensured that the students have still had active PE lessons whilst keeping them safe, as always their wellbeing is at the forefront of everything we do.

We are very proud and excited to have entered two groups of girls into the 2021 BSME Dance Festival, one Primary group and one Secondary group. The girls worked so hard to learn the dances and our final dance choreographies have been submitted today. Those involved in the Primary Dance are Bianka Carmen, Rachel, Rianna, Gala, Asiya and Aliya, all in year 3 and in the Secondary Dance are Nourane and Sophia Argence in year 7 and Kinkin in year 8. Thank you to all the families involved for supporting us in the recording of the videos. Please keep an eye on our school social media platforms as we will showcase the dances there.

We look forward to welcoming all our students back to school for face to face learning on Sunday. We have something new and very exciting planned in PE!



قد نواجه أحيانا تحدياتٍ و تغييراتٍ في حياتنا اليومية ولاسيما المدرسة ، و لكنْ بالعزيمة والإرادة القوية نتغلبُ عليها و نزرع الأملَ في أرجاء مدرستنا الحبيبة آسبن، حيث أننا مستعدون دائماً لتجديد عزم ونشاط طلابنا من أجل التعلم و تحقيق الأهداف سواء أكان ذلك بالمدرسة أو بالبيت عبر التعلم عن بعد.

لقد كان هذا الأسبوع حقاً أسبوعاً مميزاً في قسم اللغة العربية ، حيث تم تكريم جميع الطلاب الذين شاركوا في مسابقة القرآن الكريم على مستوى مدارس ISP، و تم الإعلان عن الفائزين بالدور النهائي. شكرًا لكل الطلاب الذين شاركوا و لكل أولياء الأمور و لمعلمي التربية الإسلامية على الجهد الذي بذلوه من أجل تحقيق هذه النتائج المشرفة.

نتطلع دائماً لرؤية طلابنا الكرام يشاركون و يتألقون ويبدعون في مسابقات قادمة.

سيبدأ التقييم للفصل الدراسي الثالث للمرحلة الثانوية الأسبوع القادم إن شاء الله بداية من يوم الأحد بتاريخ (2021-5-30)، وقد تم سابقاً إرسال المراجعات للمواد العربية الثلاث: (اللغة العربية، التربية الإسلامية والتربية الوطنية) من أجل مراجعة المهارات الخاصة بالفصل الثالث.

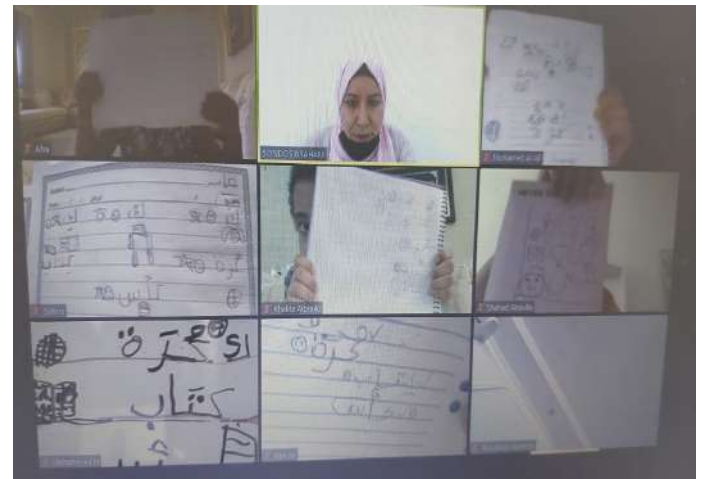
أما تقييم المرحلة الابتدائية فسيكون الأسبوع الموالي بتاريخ (2021-6-6) خلال الحصص الدراسية العادية حسب الجداول الأسبوعية للحصص.

تمنياتنا بالنجاح و التوفيق و الحظ السعيد لطلابنا المجتهدين.

وسيلة الكناني

رئيسة قسم اللغة العربية و التربية الإسلامية





أجب عن الأسئلة التالية :

- 1- كيف حلت مأكو هدارة التغلب على العطش ؟
- 2- اذكر دليلًا على اعتماد هدارة على نفسه ؟
- 3- لماذا لم تستطع مأكو وجوج بالطفل هدارة رغم بقاء حركته ؟
- 4- بعد بقاء هدارة مع اللعامة استطاع كسب بعض صفاتها ، اذكر بعض من هذه الصفات -
- 5- بقي هدارة مختلفًا عن اللعامة اذكر دليلًا على ذلك -

نشاط 3

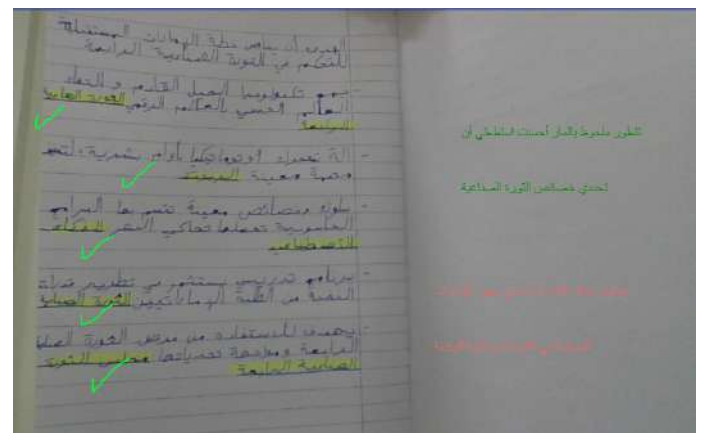


أحلل الكلمات تحليلًا صوتيًا صحيحًا:

تتألم يقول فيل خديقة أخي صاروخ

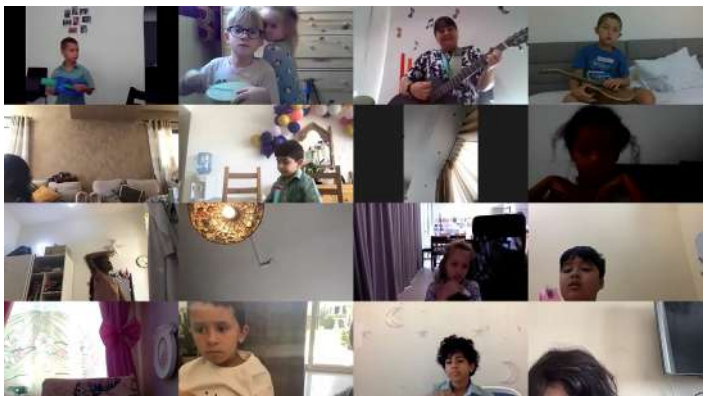
نشاط 2

هدفتك القادم توفيق
المفردات في جمل



Music

Music is known as a combination of sounds pleasant to the ears. Its components which are rhythm, melody, harmony, tempo, texture, form, timbre, dynamics, among others, help the listeners to connect to the people and things in the environment where they are at the moment. The importance of music cannot be underestimated whether one is a singer or not. Just listening to a musical piece soothes one's feelings from its calming effect. Our students can definitely use music to express their thoughts, feelings, and emotions.





Aspen Heights
BRITISH SCHOOL

Refer a Friend

Reward both yourself AND your friends, when you enrol with us to receive:*

- Each new child enrolled will receive a free set of uniform
- 5% off eldest child's fees of current family

Contact our Admissions Team
at 056 538 4416 to learn more

**Admissions open from
Nursery (FS1) to Year 10**

Terms and conditions apply:

- 1) Friends and family referral discount is 5% off the annual tuition fees. This discount will be applicable to one child, the eldest of siblings, for the current parent attending Aspen Heights British School.
- 2) New family registering must refer their family or friends at the time of registration in order to receive this offer and must enrol with us by 30th June.
- 3) Discounts received are confidential and you will be asked to sign an agreement form.
- 4) Limited availability.
- 5) Aspen Heights British School reserves the right to withdraw or change the T&C's.
- 6) Referral program relates to new enrolments for 2021/2022 academic year only.

admissions@ahbs.ae

www.ahbs.ae

056 538 4416

