



**Dedicated to delivering  
AMAZING LEARNING**

**Weekly Update  
Term 1.2, Wk 2 5th November 2020**

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Dear families,

We were very pleased to hear the news from ADEK this week that we can offer onsite learning for years 7,8 and 9 from the start of Term 2. Staff and families of our secondary students have been working together to support them during their distance learning really effectively, however we are so excited to know they can come back to school physically next term.



All families from Early years, Primary and Secondary will be asked to complete a Distance learning- Onsite learning survey next week for their learning option for term 2. This is critical information to enable us to plan our provision and staffing appropriately; please look out for the survey next week.

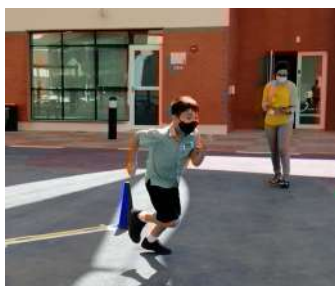
لقد سررنا جدًا لسماع الأخبار من دائرة التعليم والمعرفة هذا الأسبوع أنه يمكننا تقديم التعلم في المدرسة للسنوات 7 و 8 و 9 من بداية الفصل الدراسي الثاني. يعمل موظفو وأسر طلاب المرحلة الثانوية معًا لدعمهم أثناء التعلم عن بعد. فعال حقًا ، ولكننا متحمسون جدًا لمعرفة أنه يمكنهم العودة إلى المدرسة فعليًا الفصل الدراسي المقبل.

سيطلب من جميع العائلات من السنوات المبكرة والابتدائية والثانوية إكمال استطلاع التعلم عن بعد أو التعلم في المدرسة الأسبوع المقبل لخيار التعلم الخاص بهم للفصل الثاني. هذه معلومات مهمة لتمكيننا من التخطيط لما نقدمه والموظفين بشكل مناسب ؛ يرجى البحث عن الاستطلاع الأسبوع المقبل.

### Healthy Lifestyles week:

Children have been keeping healthy and active this week, whilst maintaining appropriate social distancing! Keeping strong, healthy and active is particularly important at the moment, and also important for maintaining positivity and good mental health.

Timed individual distance running, 'wake and shake' and our health lunchbox challenge have all enhanced your child's learning experiences this week. Many thanks to our PE team, Miss GG, Mr Delaney, and Miss Ichraf for all your hard work.



### Flag day:

Our school was a flurry of colour on Tuesday as we marked Flag day 2020. A courtyard ceremony with our Year 6 Dolphin class was streamed to classes and families, and we all stood and sang the national anthem at 11.00am. This day has been created to reflect on the values of our host nation, and commemorate the accession anniversary of His Highness Sheikh Khalifa bin Zayed Al Nahyan. Thank you for your support and participation.



### Governor's meeting:

We held our first Governor's meeting of this busy academic year this week. We shared an overview of learning provision across all phases of the school, our school improvement priorities and planned actions, and summer works that had been carried out to improve our learning environment for our community. We are looking to expand our governing body to include representatives from our secondary parental community. Please contact Diana Rayyan, [drayyan@ahbs.ae](mailto:drayyan@ahbs.ae) for more information.

### Celebrate our teachers!

SchoolsCompared has launched their UAE Teacher of the Year 2021 Award! Parents and students can nominate a teacher that made a difference to them; information about the award is available here:

<https://schoolscompared.com/news/exclusive-launch-of-the-first-uae-teacher-of-the-year-award-at-the-which-school-show-2020-parents-and-students-to-nominate-teachers-that-made-the-difference/>

### Family Learning:

Next week we are hosting 3 family learning opportunities; EYFS Reading on Tuesday, Native Arabic on Wednesday, and Secondary English on Thursday. We are also launching our new family ECA- for Non-Native learners of Arabic, at 3pm every Wednesday. Families who are interested in learning Arabic, please contact Miss Ouasilla [oknani@ahbs.ae](mailto:oknani@ahbs.ae), who will be happy to register you on the course. Please look out for more details of all these activities in our family dates.



### 2021/22 Admissions

Our 2021/22 Sibling admissions are now open. Thanks to all those who have already applied. If you wish to register a sibling please refer to the email you were sent on Sunday 1st November. Sibling admissions receive priority if submitted before 12th of November. Younger year groups are near capacity so we expect demand to be high.

Have a wonderful weekend,

Mrs Emma Shanahan  
Principal, Aspen Heights British School





## Primary Update

A huge thank you to everybody who has been involved in our healthy and active lifestyles week. I have really enjoyed my conversations with the children about their healthy lunches and have even been looking at the nutrition content on some food packaging. The daily wake up shake up has been a huge success and the children loved competing in the 60m race. I hope that as a family, you too will continue some of these initiatives at home! Thank you to our amazing PE team for all your hard work, dedication and support.



Another important day this week was UAE flag day. I felt so proud of our children who recited the oath and raised the flag to the national anthem. It was a lovely day both in school and seeing the distance learning children wearing the colours of the flag proudly.

This week the classes with the highest attendance for their phase are Leopards and Dolphins both at 98% attendance.

Well done, remember the more we attend, the more we learn! Distance learners, make sure you attend all of your live sessions and submit all of your learning for the day on Seesaw to be marked as present.

Enjoy your weekend by hopefully keeping active!

Mrs Laura Stevens  
Head of Primary



**Sessions commence**  
Sunday 8 November to  
Thursday 10 December  
**All from 5-6pm**  
**for players aged 12+**

<b>Sundays</b>	Football @ Abu Dhabi Cricket
<b>Mondays</b>	Online for 7-11 year olds
<b>Tuesdays</b>	Football @ Abu Dhabi Cricket
<b>Wednesdays</b>	Strength & Conditioning @ Abu Dhabi Cricket
<b>Thursdays</b>	Football @ The Dome, Rawdhat

**Register at [www.passabudhabi.com/preseason](http://www.passabudhabi.com/preseason)**



# EYFS Update

Dear Families,

It has been a very exciting week in Foundation Stage with lots of fun events.

Our Nursery children experienced their first 'Healthy and Active Lifestyles Week' and had great fun taking part in running races outside. The children also learnt about healthy food and received stickers for having healthy lunchboxes this week.

In FS2, the children got into character for their virtual trip to the woods. It was great to see lots of homemade costumes and really helped to immerse the children in the experience. On Wednesday the children also dressed in the colours of the UAE flag, to celebrate Flag Day, which encouraged them to talk about the UAE and where they live.

As the weather is cooling down, the teachers have been very busy collecting resources and creating safe outdoor learning spaces for their classes. The FS2 children have started to explore their new areas and they are very excited to see what their teachers have planned.

Next week, the FS2 children will be receiving their first virtual reading book. I will be holding a reading information meeting on Tuesday 10th November at 10am (see families dates for Zoom link) to explain how you can support your child with reading at home. Nursery families are also welcome to join as I will be explaining about early reading skills.

I hope you have a love weekend.

Mrs Rose Akachi  
Head of Foundation Stage





## Secondary Update



It has been an amazing week in secondary!

We celebrated Flag Day virtually on Tuesday in our classes via zoom. It was pleasing to see so many of you dressed in the colours of the flag to help celebrate this very important day and remember the meaning of the flag of the United Arab Emirates.

We have thoroughly embraced Healthy and Active lifestyles week and have been completing the challenges.

I have also seen some wonderful learning in all classes during my learning walks, from investigating the neolithic period in social studies to creating exciting newspaper articles in English!

We were also extremely excited to hear the news from the authorities of the date for secondary children to begin **face to face** learning on Sunday 3rd January 2021. I know this was very welcome news to children, families and teachers. For the remainder of term 1 we will continue our distance learning live lessons for every lesson during the day. We will support the children with this transition back to face to face learning through our wellbeing sessions.

In order to support all of our families with ensuring your children have a successful face to face start there will be a Q & A with myself at 10am on 19th November via Google Meet. [meet.google.com/fwv-upcv-hhm](https://meet.google.com/fwv-upcv-hhm)

Finally, I am pleased to announce that Year 9 Futaisi has the best attendance of Key Stage 3, with 100%. Well done boys, this is amazing!

Have a safe weekend,

Dr. Kate Plumb  
Head of Secondary







Mice class singing the UAE national anthem on flag day.



Noor made a eggs for the egg carton, the eggs hatched and chicks were inside.



Maha from Mice class completed this puzzle independently with a big smile.



Sauod from Mice class independently completed both of these puzzles.



Saqr made the fox's face using playdough.



Casper the fox retelling the Gruffalo story.



Butterflies class dressed up for Flag Day.



Butterflies class dressed up for Flag Day.





Younes used the jumping frogs to count the jumps on the numberline.



Mohammed and Hamna using our new scales.



Butterflies class dressed up for Flag Day.



Butterflies class dressed up for Flag Day.



Mice class made camel footprints.



Fatima and Osha dressed beautifully for flag day.



Fatima and Shany from Mice class were playing with the doll and helping to clean the classroom.



Jassim and Fayrouz cutting shapes in the colour of the flag.



# Oasis



It has been an interesting week in Oasis. We re-enacted the story about the Little Red Hen using small world play sowing/planting grains, cutting the crop and placing our characters in different settings.

We also had a role play activity as a group using our understanding of each character. The children have been learning new terms to describe each character.

We then crafted our own interpretation of the Little Red Hen using different material and learned about the lifecycle of a Hen and drew it.





# Lower Primary



Y20 Green Bubble enjoying looking at the split diagrams they have learnt in a game of bingo.



Year 3 Ostrich Flag Day.



Year 3 Ostrich on Flag Day.



Doing some maths activities in class.



Year 30 keeping fit and healthy on Flag Day.



Year 3 Flamingos Flag Day.



Y20 Orange Bubble having fun making magical melodies with their bodies.



Celebrating Flag day.





# Lower Primary



Dhabia from foxes added lots of colourful scales to her Rainbow Fish.



Year 3 Ostrich Flag Day.



Lily in Year 2G enjoying learning Maths.



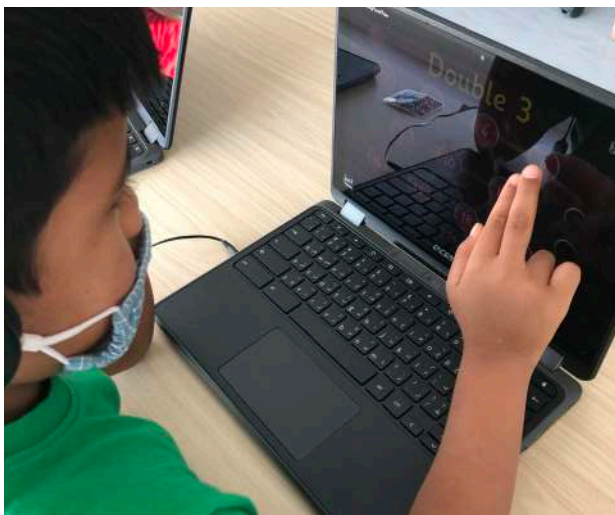
Yousef in Year 2 celebrating Flag Day.



Year 2 doing Maths activities.



Year 2 doing activities in class.



Donnach in Yer 2G doing Maths.



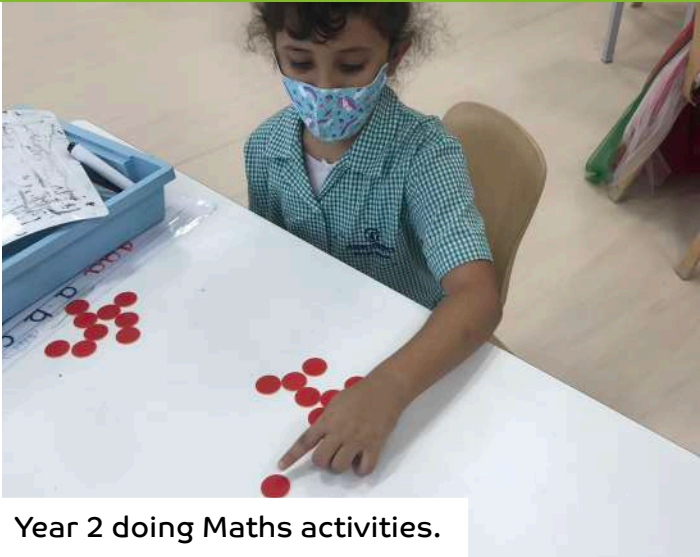
Year 3F practising their Talk for Writing text Camels.





# Lower Primary

Year 2 doing activities in class.



Year 2 doing Maths activities.



Khalifa making a Rainbow Fish out of playdough.



Nasser in Year 2 celebrating Flag Day.



Jovan in Year 2G working hard.



Year 2 doing activities in class.



Year 2 doing Maths activities.



Shahad in Year 2 celebrating Flag Day.



# Upper Primary



Y4 Houbara getting ready for races during active week.



Falcons making their mosaic flags.



Fatima making her mosaic flag.

Evangelos and Riham enjoying races during active week.



Umniah making her mosaic flag.



Hamed making his mosaic flag.



Falcons making their mosaic flags.





# Upper Primary

Alreem from Year 5 Parrotfish exploring coordinates.



Marwan, Carla and Eloi from Year 5 Parrotfish enjoyed building their Formula 1 cars.



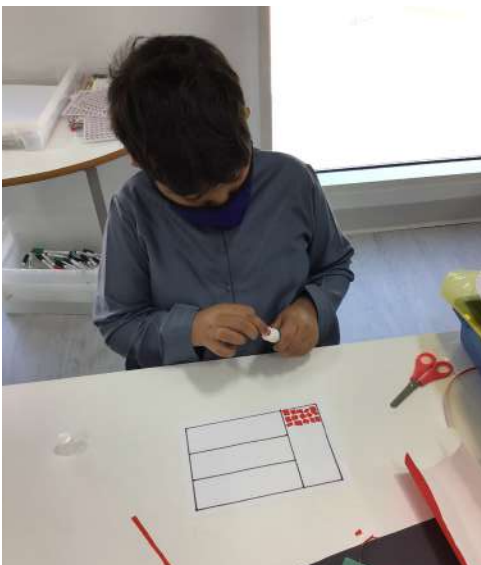
Evangelos in Y4 created a savannah habitat in art.



Falcons green class working on a flag project for the classroom.



Zayed art habitat diorama from Y4 Houbara.



Saif making his mosaic flag.



Loulwa making her mosaic flag.



Baker making a mosaic flag.





# Upper Primary



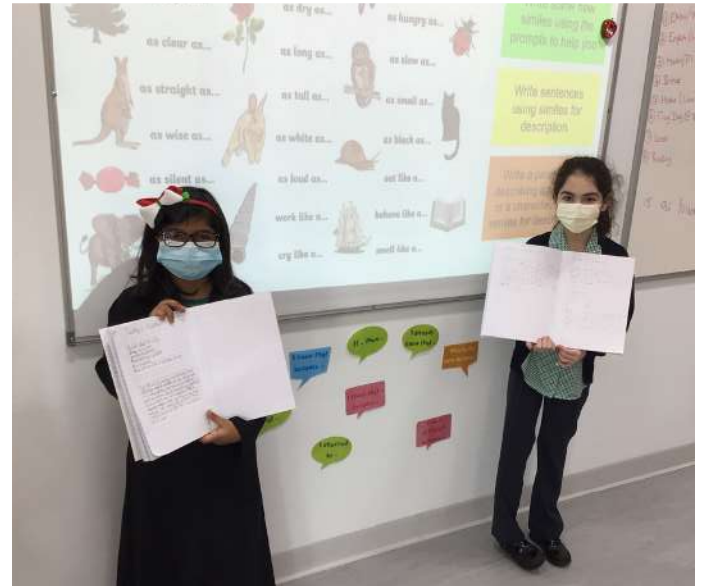
Meera, Mohamed and Eyad from Year 5 Parrotfish attaching the wheels to their cars.



Salama from Y5 Hawksbills doing a coordinates challenge in Maths.



Meera & Maitha from Y5 Hawksbills learning about similes.



Year 6 work on microorganisms.



Y6 Dolphins exploring mastery challenges.



Year 6 work on microorganisms.



# Secondary

## Virtual hydroponics

Very exciting update this week, keep a look out for this weeks' video during tutor time. Over the half term and last week, the plants have been growing very well and there has been tremendous progress. We have been able to transplant the ones that were ready into the dutch pots and A frames. We are also excited to be working on a 24 hour camera to be fitted in the green house so we can see the work and progress that goes on to keep the plants healthy. With all that going on, we are going to try and plant more seeds to fill up the rest of the space in the greenhouse!





# Secondary

## Art and D&T: Year 7

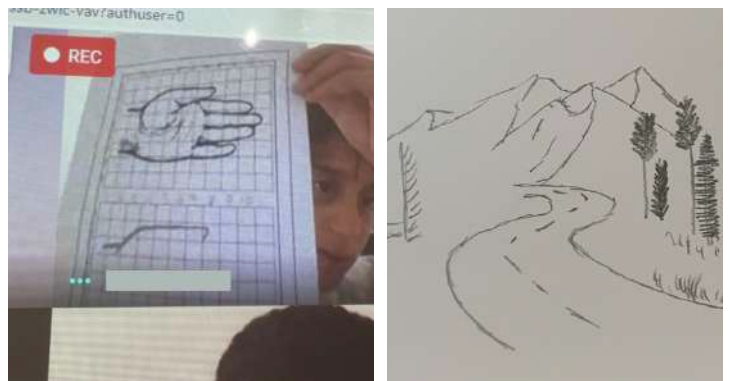
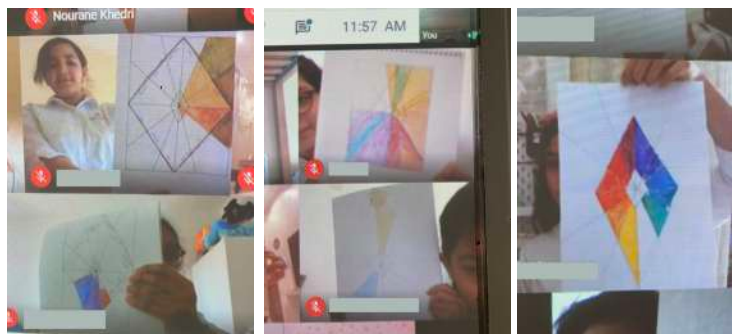
This week in Year 7 art, students are learning about composition and the importance of the "Rule of Thirds". They are on a treasure hunt to find examples of this through researching online landscape photography to put in their sketchbooks to solidify their understanding and demonstrate process.

## Year 8

Gridding is an important exercise for students to understand when drawing as it acts as a tool to help them understand proportions and relationships to space. This week in Year 8 art students spent time practicing this aspect of drawing in order to improve their own skills.

## Year 9

The art challenge continues!!!! Experimentation with materials and the ability to communicate a message are the objectives of this unit. The year 9's are working hard to demonstrate process and understanding within this unit.





# Secondary

## French:

Year 7 French: This week our focus has been on Avoir, creating short sentences incorporating vocabulary for animals. We have also been working on reading short extracts in French, using previous knowledge to aid comprehension.

Year 8 French: We have been practising our aural skills in French this week. We are improving each week. Our focus has been on pastimes. This week, we also wrote short paragraphs about our hobbies.

Year 9 French: We have been working on describing our timetables in French and using the 12-hour clock. This week, we have completed some listening skills exercises and interpreted written information to produce short sentences.

- 1: Il est neuf heures j'ai maths
- 2: il est neuf heures et quart. J'ai Francis
- 3: il est Neuf heures dix

### Task 2:

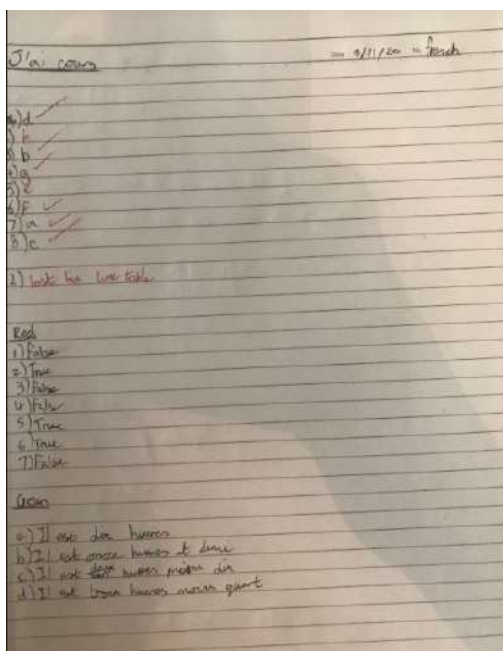
- A 7
- B 3
- C 8
- D 1
- E 5
- F 6
- G 4
- H 2

### Task 3:

He is running to catch up to his teacher to ask her a question about what lessons they have and at what time and having a small conversation with the teacher

### Orange:

1. Le lundi à huit heures et demie
- 2: le mardi à neuf heures et quart
- 3: tous les jours à dix heures et quart, j'ai la recitation
- 4: le mercredi à onze heures et demie, j'ai history
- 5: tous les jours à douze heures et demie, j'ai la déjeuner
- 6: le jeudi à une heure, j'ai français
- 7: le vendredi à trois heures, j'ai la svt



## LISTENING TASK 1

1. Foot ball 2. basketball 3. volley ball 4. tennis 5. billard 6. Petanque

## LISTENING TASK 2

1. d 2. a 3. e 4. d, c

## LISTENING TASK 3

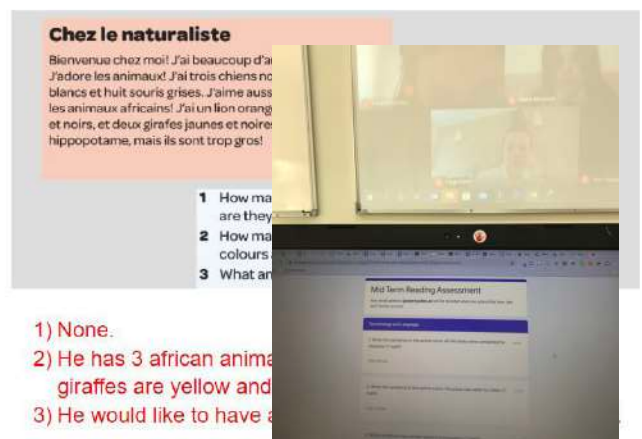
1. Cycling 2. parkour 3. famille 4. Falt 5. Ruler 6. Tres 7. ?? 8. Juod

### Red task:

oui je suis sportif. Je fais de la natation et du football à cheval. le soir j'aime faire mes devoirs. le week-end, je joue à des jeux vidéo avec mes amis.



- 1) False
- 2) False
- 3) False
- 4) True
- 5) False
- 6) False
- 7) False
- 8) False



- 1) None.
- 2) He has 3 african animals. giraffes are yellow and
- 3) He would like to have a

## French

### Red:

Mon nom est Udayan. J'ai 12 ans. Je suis très sportif. J'adore nager et jouer au hockey. Le soir j'adore aller jouer et nager avec mes amis. Le week-end, j'aime jouer à des jeux. Ma mère adore faire du vélo avec son amie. Mon frère adore jouer au water-polo.





# Secondary

## English:

### Year 7

Our focus this week has been on producing our own newspaper reports. We have been paying particular attention to planning and the presentational features of a newspaper report.

Year 7 Aryam and Year 7 Dalma both had their spelling challenge this week, we had 3 children with 100% which is fantastic, well done! Let's hope we have many more of you with 100% next week.

### Year 8

Year 8 Saadiyat just beat Year 8 Mariah in spelling this week! Well done, girls. Boys it is never too soon to start learning for the next quiz! A great effort by both classes.

Based on the result words to work on are: disastrous, antiseptic, merriest

In the past weeks we have focused on plot and the openings of stories. This week we have been identifying and responding to story endings. Why did the author decide to end the story as he did. We completed a student's unfinished story. THINK: Do I always use the same type of story ending? Can I try something different?

### Year 9

The top scorers this week came from the girls' class, however, the boys had a better class average. The atmosphere during the quizzes could be cut by a knife, you could hear a pin drop and brains whirring!

Based on the result words to work on are: disastrous, amateur, aisle, anaesthetic

Still within the theme of 'Mysteries' we used a text based on Göbekli Tepe in Turkey. Facts, false facts, point of view and viewpoints were all explored. We concluded the week with a structured response to commenting on a text's sentence structure and vocabulary. Planning our responses to questions is becoming more and more important.

### Back to School Reflective Drama!

(Group: Mariam, Larissa, Malak, Khloe, Mahra & Malak)

Larissa: (Walking down the stairs Larissa asks) Hey guys! What do you guys think about going back to school in January?

(Khloe walks in)

Malak: I have mixed feelings about it. At the beginning of online school, I was excited (I don't know why) but as the second day came by I started hating it but now IT IS EVEN WORSE! Like we have to wear the uniform even though we are at home and we have to turn our cameras on or else we will be marked AbsENT but also I kinda enjoyed staying home I can watch anime in class and use my phone but in school I got better learning and got to be with my friends but there will be changes which probably will make school less fun (school was never fun though).

Khloe: Umm... I don't know

(Mahra slips down the stairs)

Mariam: Are you okay?

Mahra: Yah...I'm okay!

Larissa: What were you guys' early experiences at the online school?

Khloe: It was pretty difficult trying to get used to the whole e-learning and would be a lot easier if it was face to face learning but because of the whole pandemic, we got used to technology and saw how important it can be instead of entertainment.

#### Learning Objective:

To respond to different texts and characters.  
To have a personal response.

#### Keywords:

Sympathy  
Justice  
Responding (You)  
My response

#### Activity 2:

a) Story A gives me the impression that the orphan was foolish for trusting the gang of men. ✓

Story A gives me the impression that the criminals are sneaky and are taking advantage of a little orphan that wanted to get away from the workhouse and drama. ✓

Story A gives me the impression that the owner of the burgled house was really sweet by helping him because he could have called the cops and the orphan would have gone to jail but the man didn't and decided to help and understand it was not his fault. ✓

b) Story B gives me the impression that the piper is very cunning with his pipe but he was just trying to be helpful and was also trying to help move all the mice for the mayor. ✓

Story B gives me the impression that the mayor is untrustful and he is a liar. He can't keep a promise he is greedy. ✓

Story B gives me the impression that the children are foolish for following the piper into a cave not knowing what is in there or if they would come back. ✓

c) Story C gives me the impression that the driver is too kind and thoughtful by giving the hitch-hiker and by trusting that he is a good person and he was only looking for a ride. ✓

Story C gives me the impression that the hitch-hiker is very sneaky and clever by playing the driver and the police officer. ✓

Story C gives me the impression that the police officer was too perfect in his eyes and that he thought he was cool. But the hitch-hiker played him by stealing the book and the officer will never be able to get the driver and hitch-hiker in trouble. ✓

#### Panel interview Responses:

Group 2

#### How would we feel if we went back to school in 2021?

Shamima - I would feel happy and excited.

Lamar - staying home is nice but ok.

Shekha - I would be very excited and exceptionally happy!

Al Reem Salahi - I mean I would like to go back to school and see new things.

Aileen: Al Jneidi - I would be more successful if I go to school but I am scared of coronavirus, and I am worried the virus will spread to our school.

#### How was your early experience on online learning?

Shekha - At the beginning of online learning I felt very uneasy and uncomfortable but then I got used to it and it became a usual routine.

Aileen: Al Jneidi - At the first of the online schools I was happy but it got harder and harder to understand it. It got boring because I did not understand.

Al Reem Salahi - I didn't have an early experience. Now I am excited to try new things but when the days started I got stressed and it's very hard to not have a teacher with you and it's sometimes boring.

Shamima - It was boring for me and a bit hard to understand but it was a new thing to try.

Lamar: I enjoy online learning, just not having people in the same room as me and having control over everything is honestly great!

#### How do you feel at the moment?

Shekha - At the moment I feel better knowing we are returning to school in January of 2021 because I definitely do prefer school face to face instead of online school.

Shamima - I feel happy that we are going to school.

Al Reem Salahi - I feel good that we are going to school and meet the teachers and our friends. It will be better in school to learn.

Al Reem Salahi - I feel happy that I can see my friends.

Lamar: I like it at home but I'd go to school if I had to.



Students explained the meaning of population and its impact on the world. They were able to describe the meaning of natural change in population and the factors influencing it. Most pupils were able to explain how the population changes as well as stating the reason why the birth and death rate may increase and decrease. Students were able to interpret a world population graph. They were able to state and explain the problem of global warming as one of the largest environmental effects of human population growth.

## Year 8

Students investigated the causes and effects of Climate Change. They learned about the greenhouse gas effect. They outlined the rising sea levels, temperature records, glacial retreats and melting ice and using ice cores as evidence of climate change. They listed volcanic eruptions, solar output, use of fossil fuels, agriculture and deforestation as some of the causes of climate change.

## Year 9

Students were able to outline the meaning of a developed economy. They listed the factors on which the level of economic development depends and were able to compare and contrast between developed and developing countries. Using a world map students were able to identify the advanced, in transition, less developed and least developed economies.

### Blue Challenge

## Climate Change - Evidence and Causes

### Year 8 Week 10

**Name -** Khloe

**Date** - Monday 2nd November 2020

1. 'Human activity is the main cause of climate change' Use evidence to support this statement. Write in 5 sentences

Human activity is the main cause of climate change because people constantly use fossil fuels for energy. Burning fossil fuels emits carbon dioxide which traps the heat of the sun making it hotter and humid on Earth. The amount of people cutting down trees also causes an effect toward climate change. Trees and plants give us oxygen and we give them carbon dioxide. However, the more trees we cut down the less carbon dioxide they would have giving us left over carbon dioxide.

2. Study **Figure 2**, a photograph of a coal-fired power plant in South Africa



Explain what impact this activity may have on climate change. Write in 5 sentences

The factories emit smoke/carbon dioxide, greenhouse gases. Normally the sun shines into Earth and reflects some back to space. Although, since the carbon dioxide rises onto the surface, it traps more heat into the atmosphere leaving not much to reflect back. This makes it hotter on the Earth. It causes climate change.

# Secondary

3. How important do you think natural causes are in explaining climate change? Explain your opinion. Write in 5 sentences

As a volcano erupts, it releases smoke and ashes. This also traps the heat of the sun making it hotter. The sun also can cause climate change. When the sun has sunspots, which appear to be black dots/marks on the sun, it releases more heat. The more sunspots the sun has, the more heat it gives.

3. How important do you think natural causes are in explaining climate change? Explain your opinion. Write in 5 sentences

Natural causes are important since they either don't happen very often or do happen very often, sometimes even in the middle. Solar Output also has a role here. If the Solar Output is at its minimum for a long time then it will cause an Ice Age. If Solar Output is at its maximum for a long time then it will cause Global Warming. Climate change is pretty much a long-term change in weather and climate which also gets affected by the Solar Output.

11/2/2020

Larissa Du Preez - Climate Change - Evidence and Causes - Blue Challenge - Google Docs

### Blue Challenge

Climate Change - Evidence and Causes  
Year 8 Week 10

Name - \_\_\_\_\_

1. 'Human activity is the main cause of climate change' Use evidence to support this statement. Write in 5 sentences

I agree with this statement because on charts it shows the natural induced human induced and natural + human induced Climate Change and human induced was higher than natural induced. Also we use a lot of fossil fuels which create greenhouse gases every day. Natural causes that make greenhouse gases occur very rarely like volcanic eruptions and forest fires. But the most common man made greenhouse gas area, the more factories will work or fires need to be made to cook and make things. Also, humans have caused a lot of deforestation to build buildings and plant crops meaning less plants take in Carbon Dioxide and turn it into oxygen for us to breathe. Also, humans have caused a lot of mining for any further damage to earth and stop Global Warming by using Renewable energy.

### Green Challenge

Developed and Developing Countries  
Year 9 Week 10

Name -

Look carefully at the two pictures and look back at the slide presentation. Write as many differences between a developed and developing country

Image of a developed country	Images of a developing country
	
<ul style="list-style-type: none"> <li>- Blue clean sky</li> <li>- Tall buildings</li> <li>- Clean weather</li> <li>- Strong electricity</li> <li>- Buildings made with clay, stone.</li> <li>- Rich</li> </ul>	<ul style="list-style-type: none"> <li>- Grey dusty sky</li> <li>- Small houses</li> <li>- Dirty weather</li> <li>- No electricity</li> <li>- Houses made with wood</li> <li>- poor</li> </ul>

2. Study **Figure 2**, a photograph of a coal-fired power plant in South Africa.



Explain what impact this activity may have on climate change. Write in 5 sentences

<https://doi.org/10.1002/9781119453239.ch10>

110250

Larissa Di Prez - Climate Change - Evidence and Causes - Blue Challenge - Google Docs

Factories burn fossil fuels in them to make things. This makes Carbon dioxide, which is one of the greenhouse gases that exist. The more greenhouse gases that are produced, the more heat stays in our atmosphere which causes problems. The problems caused are droughts, floods, storms, sea level rising e.g. Since there are probably billions of factories that work everyday, the more greenhouse gases are produced and probably more deforestation in order to build more factories, buildings and place to plant crops, leaving less trees and plants to keep our air clean.



# Secondary

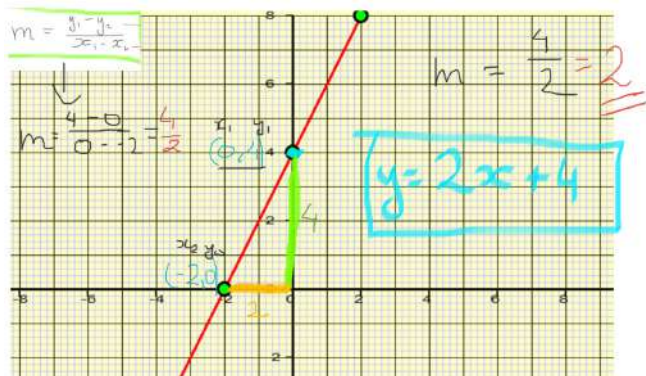
## Maths:

This week year 7 were solving problems with negative numbers. We discussed how to use a number line for adding and subtracting with negatives and what happens with the answer when negative numbers are multiplied and divided. We also went over MyiMaths and spent time on improving current results.

Year 8 was solving problems that involved the surface area of the cube and cuboid. Then we moved on to units. Students must know all basic conversions between metric units and some between metric and imperial units. They should also be able to change between units of area and volume.

Year 9 carried on discovering the equation of the straight line:  $y = mx + c$ . Students should be able to draw a line from a given equation and also to recognise the equation from a given line.

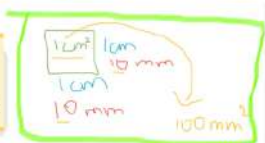
I would like to thank all parents for their support with submission of online MyiMaths homework (set every Thursday). Many students have improved recently and this is great as using MyiMaths strengthens their understanding of concepts covered in lessons. Thank you.



**Key point**  
 $\times 1000$   $1 \text{ m}^3 = 1 \text{ cm}^3$   
 $1 \text{ l} = 1000 \text{ cm}^3$   $\times 1000$

**Key point**  
 mass: 1 tonne (t) = 1000 kg

**Key point**  
 $1 \text{ cm}^2 = 100 \text{ mm}^2$   
 $1 \text{ m}^2 = 10000 \text{ cm}^2$



**Key point**  
 area: 1 hectare (ha) = 10000 m<sup>2</sup>

1 ha 100 m  
 100 m

Screenshot of a MyiMaths lesson interface. It shows a list of questions about a pineapple's cost: "This pineapple costs \$1.50.", "How much is this in cent?", "\$1 is the same as 100c.", "And .50 is 50c.", and "\$1.50 is the same as 150c.". A pineapple illustration is on the right. Below the questions is a grid of student video feeds.

Screenshot of a MyiMaths lesson interface showing a "Key point" box with metric and imperial unit conversions: 1 foot (ft)  $\approx$  30 cm, 1 mile  $\approx$  1.6 km, 1 kg  $\approx$  2.2 pounds (lb), 1 litre  $\approx$  1.75 pints, and 1 gallon  $\approx$  4.5 litres. To the right is a grid of student video feeds.

Handwritten notes on a grid background. The title is "28. Oct. 2020 Happy Pink Day! Negative Numbers". It includes rules for adding and subtracting negative numbers, a list of temperature ranges (a, b, c), and a number line from -5 to 5. Calculations like  $-5 + 9 = 4$ ,  $-3 + 4 = 1$ ,  $3 - 5 = 8$ , etc., are shown with arrows indicating "go forward" or "go back".

Handwritten notes on a grid background titled "STRAIGHT LINE - Equation of a straight line". It includes the general equation  $y = mx + c$ , a list of points (1, 2), (2, 4), (3, 6), (4, 8), (5, 10), and a calculation for the gradient  $m = 2$ . It also includes a "PLENARY" section with calculations for  $m$ ,  $c$ , and the equation of a line.

Handwritten notes on a grid background showing calculations for the equation of a straight line. It includes the general equation  $y = mx + c$ , a list of points (1, 2), (2, 4), (3, 6), (4, 8), (5, 10), and a calculation for the gradient  $m = 2$ . It also includes a "PLENARY" section with calculations for  $m$ ,  $c$ , and the equation of a line.



This week was “Active and Healthy Lifestyles” week at Aspen Heights. The PE team were even busier than usual, practicing their dance moves for the daily Wake Up Shake Up as well as delivering their usual Active Aspen classes in the afternoon. Our students competed in the 60m dash, battling for house points and aiming to be the fastest class in the school! Even though it was one by one and socially distant it did not affect the determination of our students to give it their all!

Some of the main objectives from this week were to highlight healthy eating habits amongst our school community. We are very lucky that most of our wonderful students in Aspen Heights come to school each day with a healthy variety of food and snacks. Seeing so many lunch boxes full of delicious fruit and vegetables has been fantastic! Many photos of these were shared on our Healthy Lifestyles Padlet. Drinking lots of water is very important in staying energised and healthy and this week we have noticed that our students and staff have been filling their water bottles even more regularly! Seesaw was filled with delicious recipes and snack ideas. Mindfulness activities such as zentangles and yoga have been shared for our students to try out, they are great for taking some time to relax after a hard day of amazing learning!

Thanks to everyone for their engagement with Active Week, it has been amazing to see everyone making the effort to eat well, hydrate and stay positive and mindful...these are very important aspects of keeping well. Until next time, stay healthy and stay active!



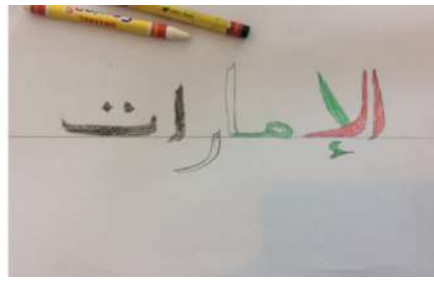


# Arabic

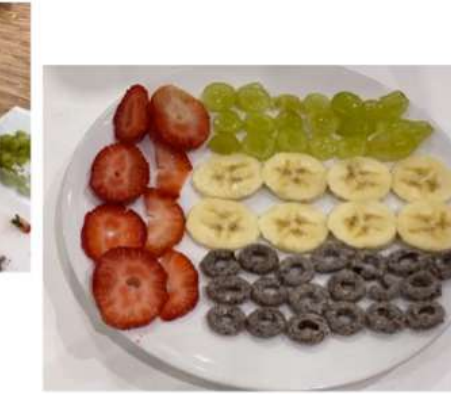
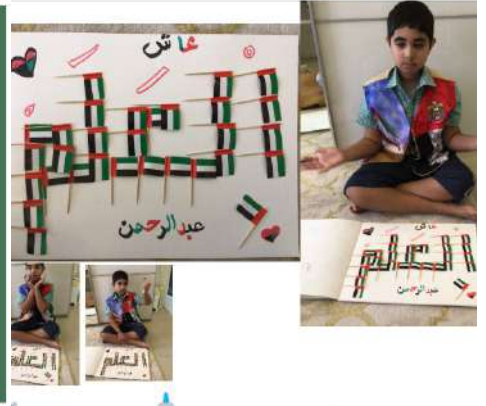


احتفلت دولة الإمارات العربية المتحدة، يوم الثلاثاء، 3 نوفمبر 2020 بـ«يوم العلم». و هي مناسبة وطنية سنوية و تعكس هذه المبادرة ثقافة احترام علم الدولة وتقديره، بصفته رمزاً لسيادتها ووحدتها، وتجسيدا للفخر بالوطن والولاء له والانتماء إليه.

وقد احتفلت مدرسة آسبن بهذه المناسبة بتنظيم فعاليات خاصة بذلك بدء برفع العلم عاليا بكل فخر و اعتزاز كما قام بعض طلاب السنة السادسة بتزويد النشيد الوطني يليه قسم الولاء. هذه الصور تعرض لنا بعض أعمال و أنشطة الطلاب التي أعدوها بطريقتهم الخاصة من أجل تجسيد مشاعر الوحدة والسلام بين أبناء الإمارات، وتعزيز الشعور بالانتماء للوطن، وترسخ صورة الإمارات بأبهى حليها المرصعة بألوان العلم.









# Music



Music allows students to try something new and develop confidence as they master singing or playing an instrument. When students are working towards a common goal, they appreciate that their 'voice' and interests are heard and understood by others. This joint effort creates a sense of secure acceptance that is critical to their self-esteem.

