



**Dedicated to delivering
AMAZING LEARNING**

Weekly Update

Term 1.2, Wk 3 12th November 2020

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Dear Families,

Learning walks:

This week my learning walks have taken me to some maths classes across key stage 2. All of the lessons were facilitating reflective learning in your children, enabling them to evaluate their strengths and levels of confidence, and challenge them to work beyond their 'comfort zone'. This is done in a very skilled and supportive way by our teaching colleagues- both teachers and assistants.

Children can choose whether they feel they would like additional explanations, and work in a socially distanced way with their teachers on our specially designed group work cushions. 3 or 4 levels of challenge are built into every lesson, with children working seamlessly between one challenge and another. Teachers are constantly evaluating and assessing your children's learning, and adapting and honing the next day's planning in light of your children's responses.

What particularly impressed me was the independence and calm in every classroom I visited- children demonstrating some very mature learning skills that will stand them in very good stead for their futures!



National Day- 26th November:

Friends of Aspen met this morning to pull together our plans for National Day 2020. Although it will naturally look different this year, we are keeping our focus of learning about the UAE, community and celebration at the heart of our plans. Once again I am amazed at the creativity of our community to plan that all can be involved, including many opportunities for our distance learners to be part of our celebrating community. Look out for plans that will be shared next week; if you would like to be involved, please contact drayyan@ahbs.ae



اليوم الوطني - 26 نوفمبر

اجتمع أصدقاء أسبن هذا الصباح لمناقشة خططنا لليوم الوطني 2020. على الرغم من أن الأمر بالطبع سيبدو مختلفاً لهذا العام، إلا أننا نبقى تركيزنا على التعلم عن دولة الإمارات والمجتمع والاحتفال. مرة أخرى، أنا مندهشة من إبداع مجتمعنا للتخطيط لإشراك الجميع، بما في ذلك العديد من الفرص للمتعلمين عن بعد ليكونوا جزءاً من مجتمعنا الاحتفالي. ابحث عن الخطط التي سيتم مشاركتها الأسبوع المقبل؛ إذا كنت ترغب في المشاركة، يرجى التواصل مع

drayyan@ahbs.ae

Family learning:

Families have been learning how to support their children's learning this week, with workshops for FS reading, Native and Non-Native Arabic, Alef and KS3 English. Thank you for the staff who spent the time preparing and delivering the workshops, and to the families who attended; your support is very much appreciated.



Term 2 Survey:

As we approach the end of Term 1, we now need to ascertain the learning type (in-school or distance learning) that you wish your children to continue with for Term 2 (January – March). Following the recent ADEK announcement, we look forward to welcoming our Year 7-9 children back to school in Term 2.

مع اقتراب نهاية الفصل الدراسي الاول , نحتاج الان لتأكيد رغبتكم لنموذج التعليم (التعلم في المدرسة او التعلم عن بعد) الذي ترغب ان يواصل به طفلك للفصل الدراسي الثاني (كانون الثاني – اذار) . تبعا لقرار دائرة التعليم والمعرفة الاخير , نتطلع الى الترحيب بعودة طلابنا (المرحلة الدراسية السابعة الى المرحلة الدراسية التاسعة) الى المدرسة للفصل الدراسي الثاني.

If any of your children are in Year 7-9, it is essential you fill out the form please. If your children are Year 6 and below and you wish to change the learning type from what your child is currently doing (from in school learning to distance learning or from distance learning to in school), please fill in the below survey by Tuesday 17th November.

اذا كان لديكم اطفال في المرحلة الدراسية السابعة و الثامنة والتاسعة , فمن الضروري ملء النموذج من فضلكم . و اذا كان لديكم اطفال في المرحلة الدراسية السادسة وما دون و كنت ترغب بتغيير نموذج التعليم الذي يسلكه طفلك حاليا (من التعلم في المدرسة الى التعلم عن بعد او من التعلم عن بعد الى التعلم في المدرسة) , يرجى ملء الاستبيان ادناه

IF ALL OF YOUR CHILDREN ARE YEAR 6 OR BELOW AND YOU DO NOT WISH TO CHANGE, YOU DO NOT NEED TO FILL IN THE SURVEY.

اذا كان جميع اطفالكم في المرحلة الدراسية السادسة وما دون وليس لديكم الرغبة بالتغيير , فلا يوجد حاجة لملأ الاستبيان.

<https://forms.gle/p1PTnEMgEAUZV43S8>

Wellbeing and Stress Management for families:

ISP in association with Zulekha hospital are running a mental health and stress management webinar for families on 17th November at 6.30pm-7.30pm.

Topic: Stress in Children and Covid Health Precautions

You can register in advance for this meeting through this link:

<https://us02web.zoom.us/meeting/register/tZMsde2qqD8qHtXoqcowVUJX3EP2OE-jiC7S>

Meeting ID: - 871 2426 4041

Passcode: - 689524

After registering, you will receive a confirmation email containing information about joining the meeting.

Wishing you a safe and restful weekend with your families,

Mrs Emma Shanahan
Principal, Aspen Heights British School



Upcoming Events

Our Admissions for 2021/22 are now open. We are holding morning and evening Open Day Events next week. If you have any families or friends who would be interested please let them know. To register and other information you can contact us on admissions@ahbs.ae.



Aspen Heights
BRITISH SCHOOL

Virtual Open Events

Monday 16th November - 6pm
Saturday 21st November - 10am

To register and details of Zoom link
please email us at: admissions@ahbs.ae

The poster features two photographs: the top one shows a teacher and two young students in a garden setting, and the bottom one shows two students in school uniforms sitting at a desk, looking at a globe.



International[®]
Schools
Partnership

Presents
**Mental Health &
Stress Management
Webinar**

SAVE THE DATE
November 17 6:30 – 7:30pm

The poster features a photograph of a woman with long brown hair, wearing a white long-sleeved shirt, sitting at a desk with a laptop and looking down at her hands.

In partnership with:



Zulekha Hospital
Your Health Matters

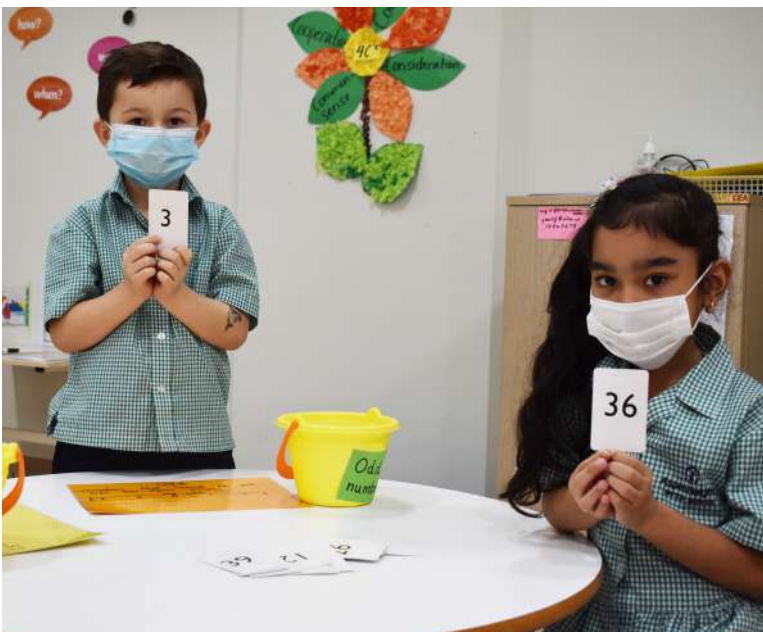


Primary Update

This week I have seen a range of amazing learning happening across primary. A few of the highlights were... Year 4 completing their hot write persuasive letters to Greenpeace requesting more help for endangered species. Year 5 learning about different types of shapes including quadrilaterals, regular, irregular and the properties of 3D shapes, and how we can sort and categorise them. Year 6 are designing and creating amazing newspaper texts related to The Hobbit. These learning experiences stand out due to the enthusiasm and personalised learning that is taking place. The children are enjoying their topics and always want to challenge themselves further.

Well done to the following classes who had the highest attendance for their phase; Jerboa 100%, Falcons 99%. Keep up the good learning everyone and have a lovely weekend. I look forward to seeing some more fantastic learning next week.

Mrs Laura Stevens
Head of Primary



EYFS Update

Dear Families,

I would like to say thank you to the families that attended the 'Reading in Foundation Stage' meeting this week. I have uploaded the recording of the meeting to Seesaw for families who were unable to attend. I hope your child has enjoyed reading their first virtual book. Don't forget to comment on the online reading record every time you hear your child read. The reading reward challenge starts this week!



I have really enjoyed spending time in the Outdoor Learning Areas with the FS2 children this week. They have been exploring their new learning areas and enjoying the cooler weather. This week the children have been investigating shape and looking at the differences between 2D and 3D shapes. A shape hunt would be a fun activity for you to try at home with your child. I wonder how many different shapes they can find and describe? In Literacy, the children have begun to create their own story maps to support them in retelling 'The Gruffalo'. Using 'Talk for Writing' actions has really helped the children to remember many details from the story.

In Nursery, the children have been thinking about their family and using their family photos to help them talk about their relatives. They also developed their physical and creative skills by drawing pictures of themselves or their family. It was lovely to hear them talk so fondly about their loved ones. The Nursery staff have started to introduce their classes to the outdoor learning space and encouraged the children to keep active by taking part in running races and putting movements to music. Next week, the children will be learning about a special family of Owls from a story called 'Owl Babies'.

Nursery families please check your emails for the new 'Health Declaration' link. We will send you a new Form every Wednesday.

I hope you have a lovely weekend.

Mrs Akachi
Head of EYFS



Secondary Update

Thank you to all of our families who have completed the survey to choose which type of learning you wish your child to receive in term 2, face - to - face or distance learning. We are very busy planning the transition to welcome our children back onsite in January.



Over the coming weeks I will share some top tips with families on how to help children transition back to face to face learning. These will include:

- Re-establishing routines
- Creating a family calendar
- Designating a clear place to do homework
- Leaving with plenty of extra time
- Focussing on the positives

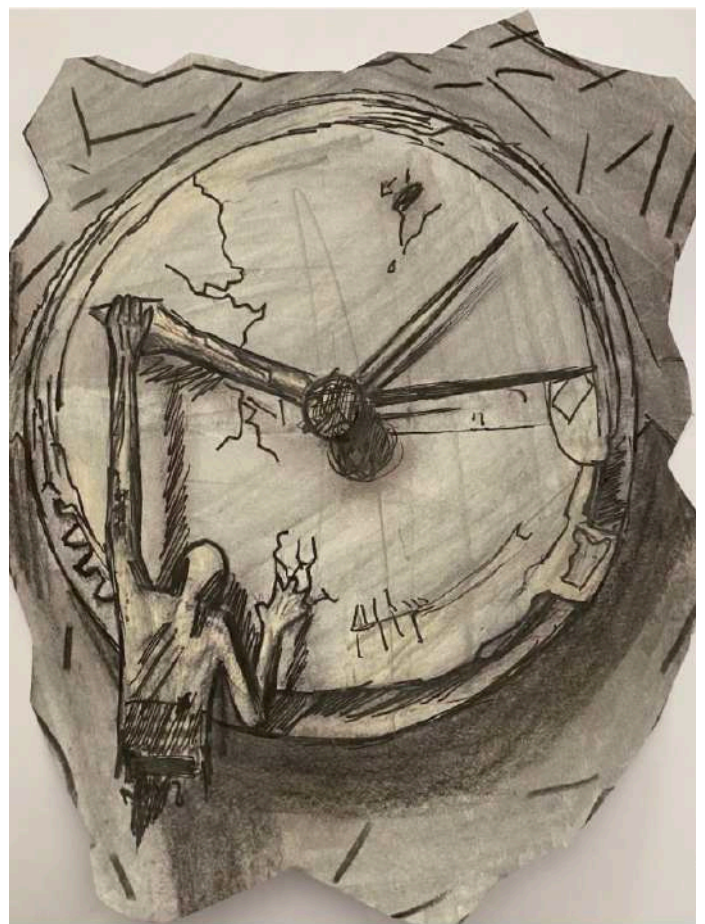
During my learning walk this week I have seen lots of lessons where the teachers have personalised learning in the lesson to the needs of the individual pupils. This enabled the children to make the maximum progress.

We finished the week with a wonderful workshop led by Mrs Joubert and Miss Lavin, where they shared how we teach English in the secondary school along with lots of useful tips on how we can help our children at home.

Finally, I am pleased to announce that Year 9 Futaisi has the best attendance of Key Stage 3, with 97%. Well done boys.

Have a safe weekend,

Dr. Kate Plumb
Head of Secondary



Our amazing **Primary School Council** met for the first time yesterday via Zoom. We would like to welcome this awesome team of children who are all very excited to help make our school a better place and they have some amazing ideas of how we can make this year's fun events take place in different ways. Below are the names of these children, congratulations to them all.

Class	Student
Ducks	Salama
Doves	Noor
Sparrows	Eliza
Pipits	Rayan
Bulbuls	Jawaher
Storks	Naif
Foxes	Mariam
Tahrs	Joe
Hares	Liliana
Jerboa	Abdulla
Sandcats	Maria
Gazelles	Maia
Oryx	Zayed
Camels	Inessa
Leopards	Nuha
Kingfisher	Hameeda
Ostrich	Antonia
Flamingos	Rory
Houbara	Al Qannas
Falcons	Megan
Swifts	Meerah
Hawksbill	Carlos
Parrotfish	Abdulmalik
Dolphins	Abdulla
Seahorses	Rashed
Aryam	Janel
Dalma	Aiman
Maryah	Ahmed
Saadiyat	Khloe
Futaisi	Easa
Yas	Keira Ucat





The orange bubble role playing in the kitchen together.



Fatima and Maha from Mice class were building a counting puzzle.



Noora is fishing for sounds.



Faris and Fahad from Mice class were painting.



Younes using the sound mat to help him write a sentence.



Abdulrahman, Maryam and Hana are role playing in the house.



Osha from Mice class drew fireworks.



We would like to welcome Fahad to Mice class.



Maitha moving her body in the outside area.



Shany from Mice class was pretending to take the Mice shopping in a trolley.

Oasis

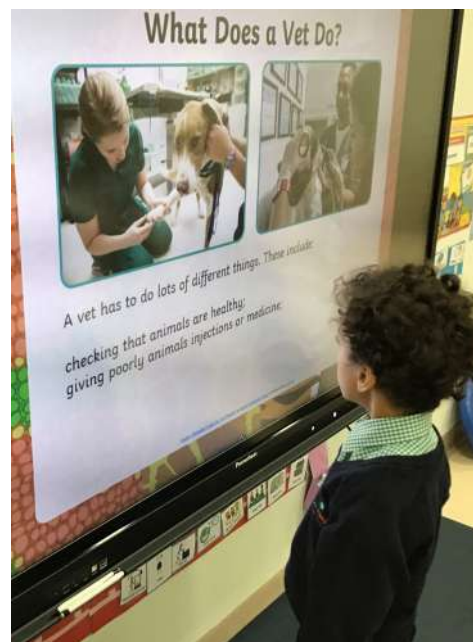
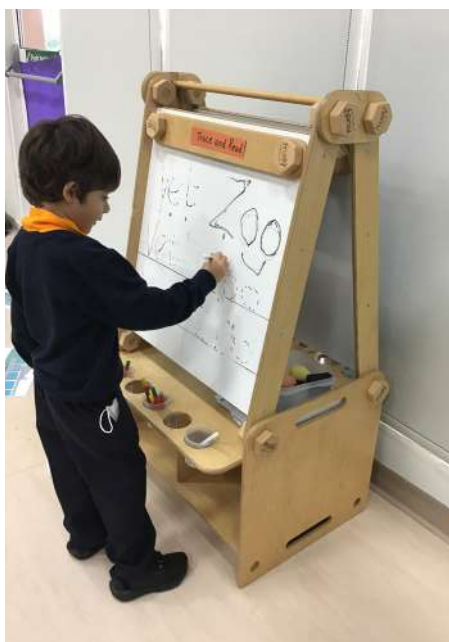
Our theme this week was: The Zoo Vet, we enjoyed learning about the Vet and what they do.

We learned facts about Flamingos, Giraffes, Elephants, Tigers and Chameleons.

Fact: did you know Flamingo's talk to each other?.

We enjoyed using our binoculars to look at animals at the zoo.

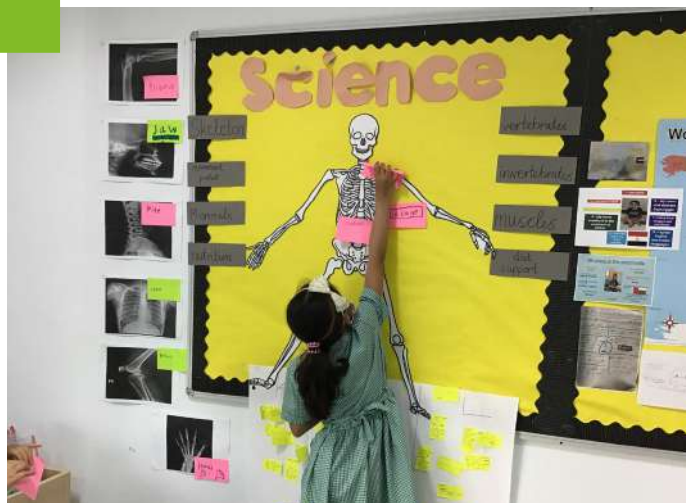
We look forward to learning more about Zoo animals next week.



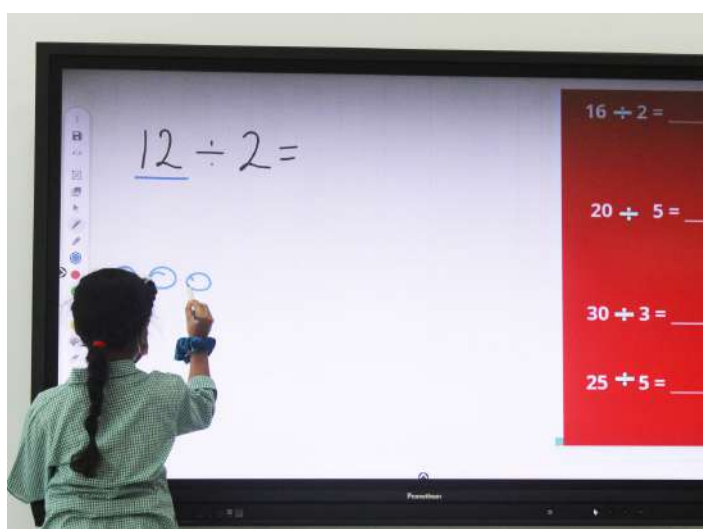
Lower Primary



Year 3F proud of their innovated fact files.



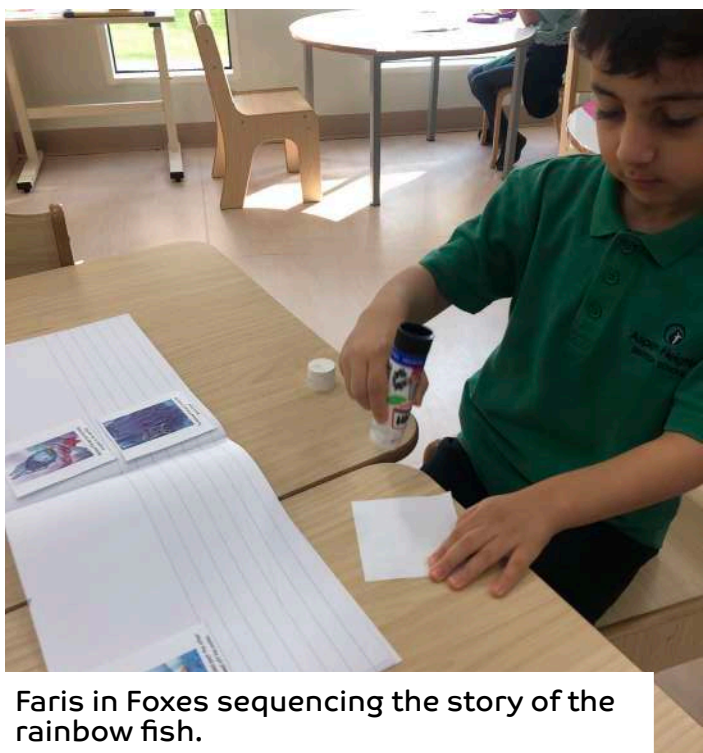
Year 3F learning about skeletons and bones in science.



Maryam in Y2O showing her friends the grouping method for division.



Children from the Y2O green bubble have been practising their karate maths symbols.



Faris in Foxes sequencing the story of the rainbow fish.

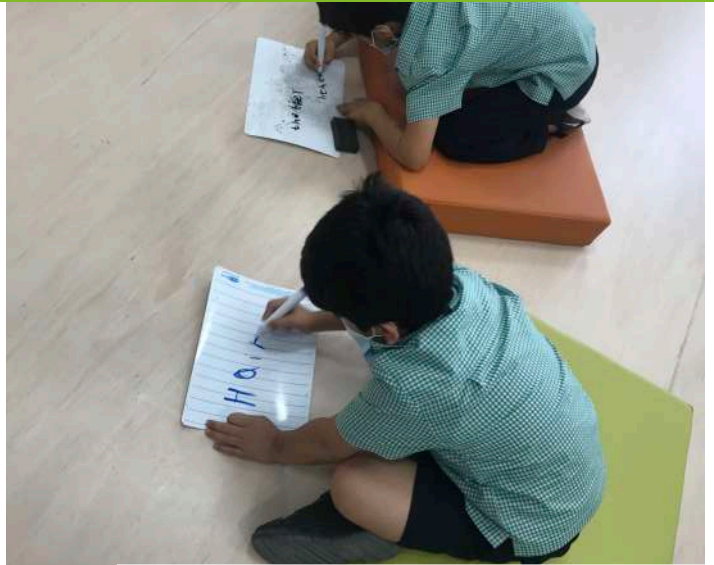


Omar in Year 3F proud of his time table speed test score.

Lower Primary



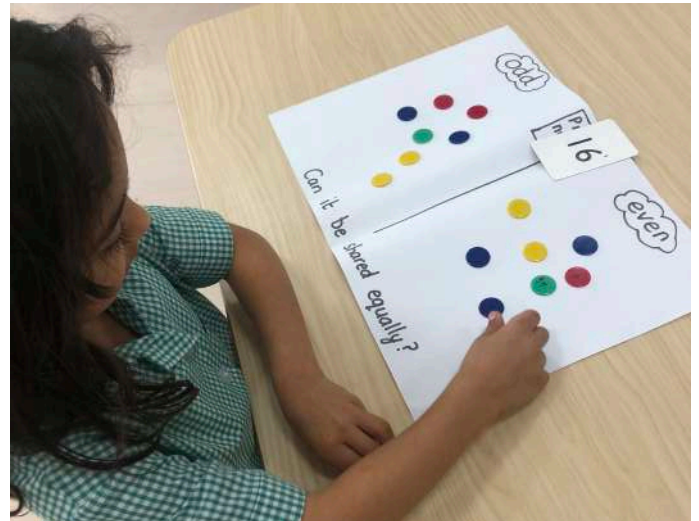
Fatima and Hasah in Year 2C spelling tricky words in phonics.



Hassan and Thani in Year 2C working hard in phonics.



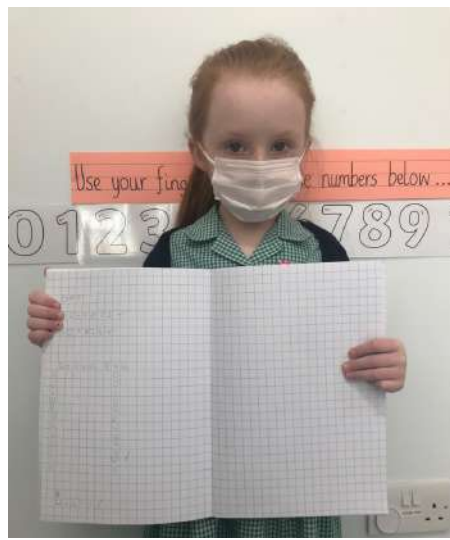
Dhabia using playdough to help her find odd and even numbers.



Hind from Foxes finding out what numbers are even or odd.



Layla in Gazelles is learning about different habitats.



Lily in Gazelles worked independently.



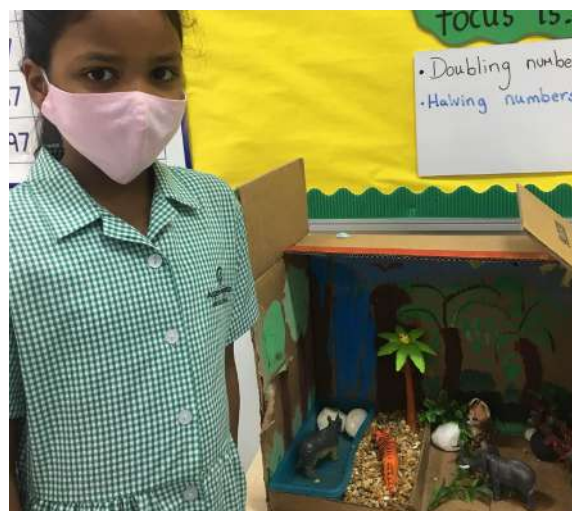
Dana in Gazelles counting in 2s with socks.



Upper Primary



Ghala and Mansour from Y4 Houbara showing off their artsitc skills!



Megan in Y4 Houbara created a fantastic rainforest habitat.



Marwan and Eloi showing their initial designs and final digital template for their F1 cars.



Isma in Y4 Houbara created an ocean habitat.



Ava and Nora from Year 4 Swifts showing their habitat dioramas.



Adbulla, from Y4 Houbara created an amazing ocean diorama habitat.



Natan analysing the features of explanation texts.



Haya in Y6S doing peer assessment in English.



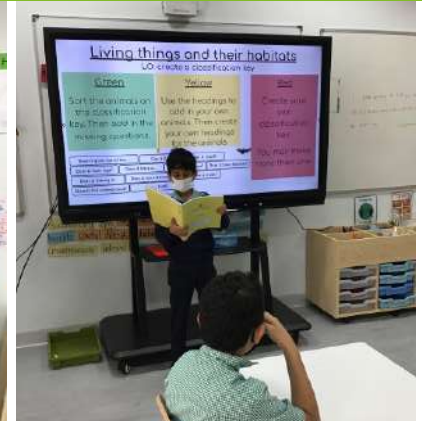
Upper Primary



Year 6S analysing the model text.



Classifying animals and plants.



Ismail from Year 4 Swifts debating about his favourite game!



Jegor from Year 5 Parrotfish sorting polygons using a Carroll Diagram in maths.



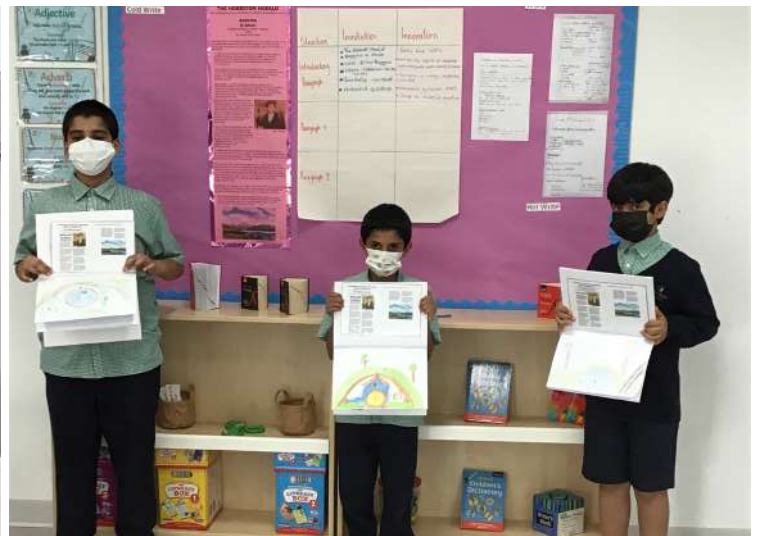
Maitha from Y5 Hawksbills sorting shapes into a Carroll Diagram.



Rihaan created an arctic and ocean diorama habitat.

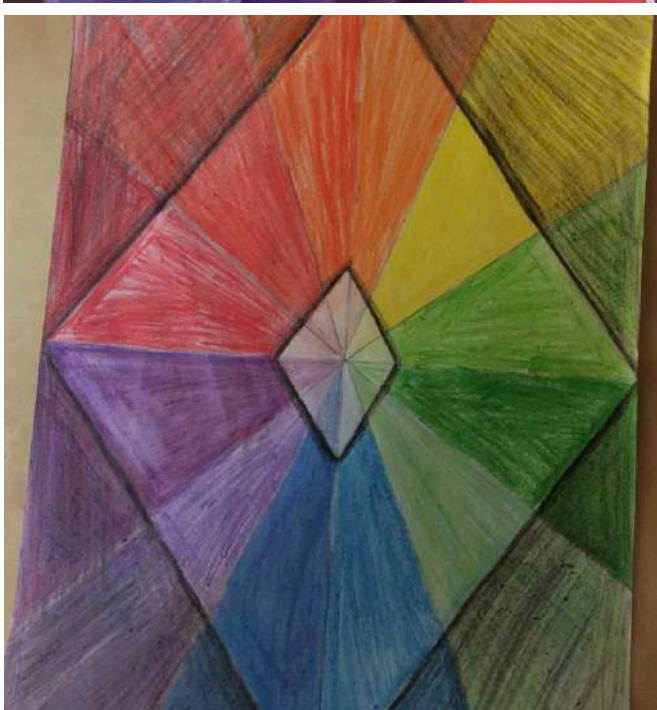
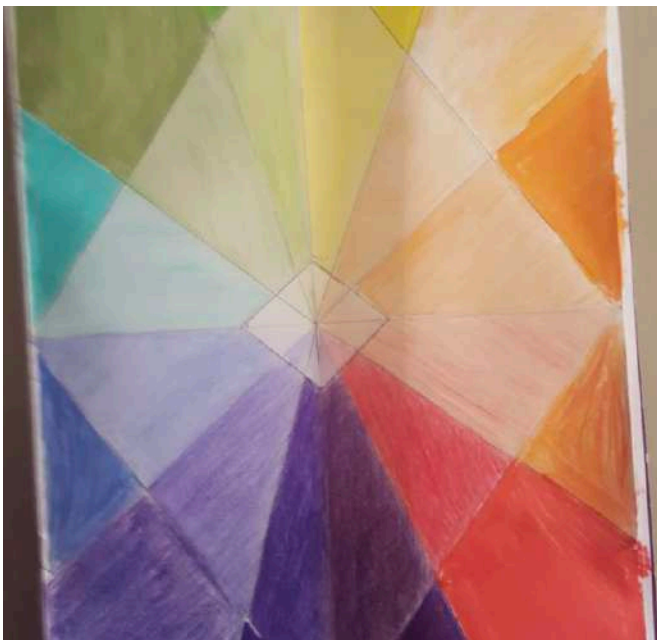


Y6 working together to solve maths problems.



Creating cross-curricular work linked to our model text.

Secondary



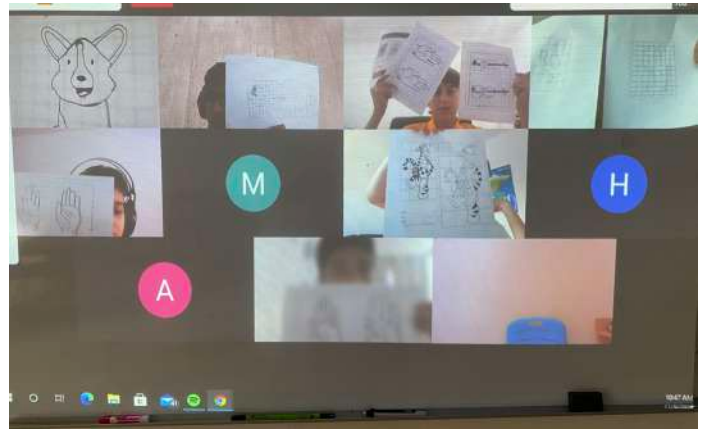
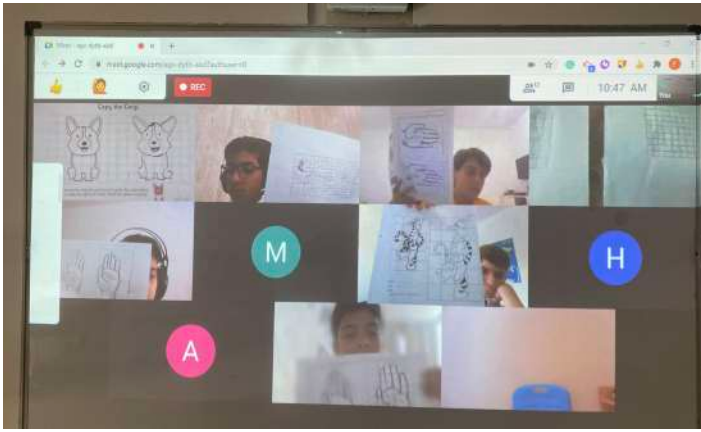
Art and D&T:

Year 7's this week have been working very hard on their colour wheels and how colour can play an important role in the creation of a photo or any artwork for that matter. We touched on the theory of colour and how colour can play a role in the success of an artwork as one of the Elements and Principles of Design.

This week in Art, Year 8 students continued to work on their grid drawings and selecting the photos they are going to turn into fantastic drawings value based drawings. We reviewed the importance of process and documentation in the sketchbook.

Wow! The work that is being produced is amazing! The Year 9's continue to challenge themselves in the use of materials and how to communicate meaning within an artwork. Can you guess what they were trying to convey?





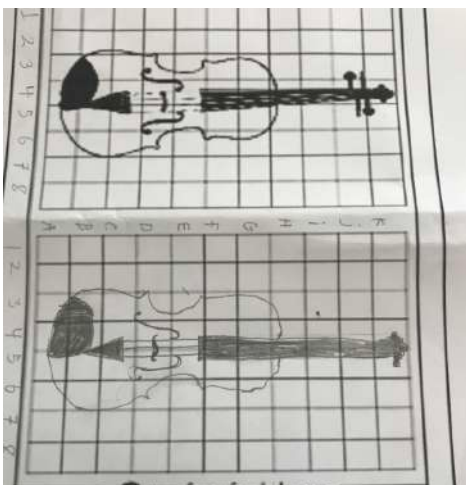
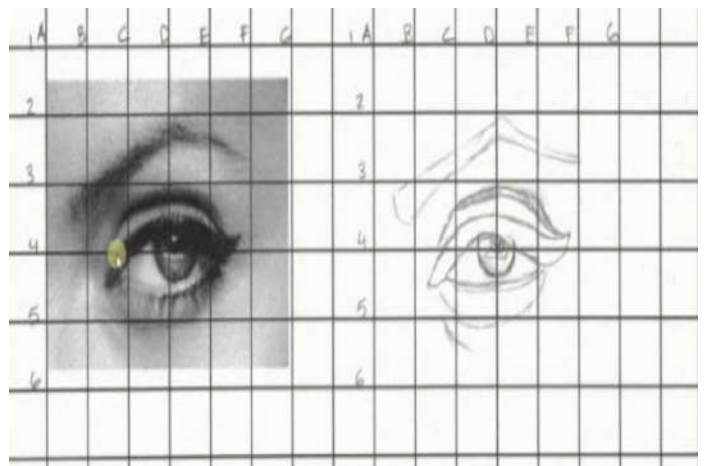
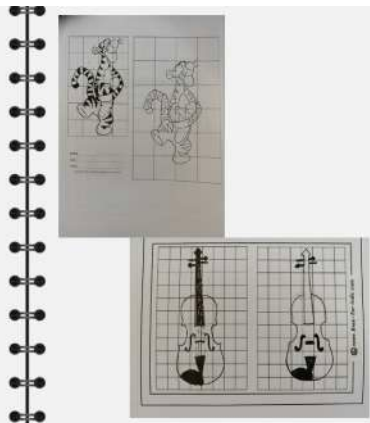
8/11/2020 Grid drawings
It is important because it helps us see how the drawings are supposed to be laid out and it will help us with the baby photos.

This work is related to the work our teacher has given us because we will be drawing a baby photo and we first need to practice and understand what she wants our project to come out like.

I find most rewarding about being an artist is that you can express your feeling and thought in a art piece and you get to hear everyone's thoughts about the art piece and what they feel.

What i have learned about art-working is patients and you don't have to be perfect at art or an artist you just have to draw an emotion or a feeling i have also learned about different perspectives and seeing things differently.

My future artistic plans are either to become an artist or to work in business and art and business are connected together and to make business and art more involved together.



SALTY

My concept for this was that it would be an old sailor having a sad or annoying day at sea hence why his face looks so disappointing.

My inspiration came from thinking of the sea and how salty it is then i thought of sailors who are always at sea

Secondary

English:

Year 7 English: This week's focus has been on formal letter writing. We can now write a letter of complaint and a letter of request. We have worked really hard to ensure we always use the correct layout for a formal letter.

In Year 8 we have looked at 'Ways of Telling Stories' and the impact of sentence structure. Next week we will have a writing assessment where we will apply new knowledge and skills to our own creative writing.

In Year 9 we have started rigorously developing personal responses. The process has been systematic and many pupils have done extremely well. We will have a reading assessment shortly where these skills will need to be applied. Keep up the good work.

All classes have had their spelling challenges this week. Here is a quick summary of the top spellers from this week. Parents will have received an email from 'Quizizz' if you register you will receive the results 'hot off the press'

Year 7 Aryam
Ema, Yara and Sophia Masmoudi 92%
Aakanksha 88%
Janel 84%
(Class average: 58%)

Year 8 Mariah
Harry 100%
Haroun and Ahmed 97%
Taim 93%
Most improved: Humaid
(Class average 62%)

Year 9 Futaisi
Jethro and Nabil 95%
Leon and Joshua 88%
Alex 82%
Most improved: Nabil
(Class average 76%)

Year 7 Delma
Aiman and Mohammed Woodward 96%
Amer 88%
Sultan Al Hosani 56%
(Class average: 37%)

Year 8 Saadiyat
Khloe and Paige 100%
Mahra 90%
Kinkin 87%
Most improved - Paige
(Class average 70%)

Year 9 Yas
Sheikha and Keira 100%
Madia 87%
Lamar 83%
Most improved - Jojo
(Class average 63%)

Structuring Sentences

Learning Objective:
To be able to explain why writers choose different sentence types.

Keywords:
Short
Longer
Long
Clause(s)

Big Question:
How do different sentences impact readers?

1. The dog bit the cat.
2. The dog bit the cat **and** the cat meowed.
3. The dog bit the cat, **the** cat meowed **and** ran away.
4. The **black and white, long** dog **who** **loosely** bit the **little ginger** cat **on** the **bottom**, the cat meowed **in pain** and **desperately** ran away.

1. Sarah cleaned the toilet.
2. Sarah cleaned the toilet **and** then she fell in.
3. Sarah cleaned the toilet **and** she fell in **and** discovered a new world.
4. The **super model** Sarah **vigorously** cleaned the public toilet in New York, **suddenly** she **graciously** fell in and **unmissably** discovered a new **alien** world.

Thursday 5th November

Learning Objective:
To be able to explain why writers choose different sentence types.

Keywords:
Short
Longer
Long
Clause(s)

Big Question:
How do different sentences impact readers?

1. The dog bit the cat.
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Tuesday 10th November 2020

Planning a Response

Learning Objective:
To identify the facts in order to identify:
- reflect
- vocabulary
- intention
- viewpoint
Keywords:
- information
- Facts
- Effect
- Viewpoint - Perspective

Green Challenge
My first impression was really just me wondering because of how odd this occasion was, first of all, what are the odds to find something like this but apart from that it holds a great historical value and I was left impressed and wondering in the first couple of lines.

The author achieved this by using facts to impress the reader, for example in '45 meters beneath the sea near the Greek island of...' This makes a 'wow' that was really 'cool' effect for the readers and gets them hooked to know how the article continues.

Amber Challenge
It is missing the facts that make the article interesting, like '45 meters beneath the sea' or 'near a Greek island'.

(delete less useful information)
It is thought that the Antikythera was an astronomical clock, which slowed the movements of the sun and other planets.

(Cross out as many words as you can)
The Antikythera was the astronomical clock, which slowed the movements of the solar system.

Red Challenge

Thursday 5th November 2020

Responding to an Article

Learning Objective:
To be able to explain why writers choose different sentence types.

Keywords:
- effective contribution
- terminology
- task completion
- cooperative

Activity 4: Commenting on sentence structure and vocabulary:

1a) Complicated is the impression the writer creates is that the stonemasons were hardworking and worked in a team.

1b) I would describe the structure as hard and long because it took them a long time to do this structure and was extremely hard during the process of the structure. I believe it was built 10,000 years ago it was good now it is not that good any more.

2a) Carried (them work)

2b) When we work in a team and hear each other's ideas and make the work easier. 'hundreds of men carried them a short distance into their current position and heaved them upright'

3 The writer creates the impression that they task was very complicated because in paragraph three, it notes that 'hundreds of men carried them a short distance into their current position' and 'hundreds of men' tells us that it was not easy for one person alone to carry the structure. 'heaved' is also the impression that the author placed because 'carried' by 'hundreds of men' means that they had to work all together to make the work easier. The structure of the sentence implies the effect that they had to manage the stone.

The choice of vocabulary suggests that it was not easy to do the task because 'hundreds' is so many men. It was also built '10,000 years ago' which means that they were very advanced in their time. '10,000 years' is long back before the common era. The writer chose this to place the effect that they were ahead of their time and they have been hard working.

Monday 9 November 2020

Ways of Telling Stories - Part 2

Learning Objective:
To be able to answer:
How do different stories give the reader information?

Keywords:
- Information
- Explore
- Sentences
- Words

Activity 1:

- 1) He got down to the water hole to get some water so he can make coffee.
- 2) Givens sees a side-caddled pony unaccompanied.
- 3) Givens sees that the lion has a hungry look in his eyes.
- 4) Givens feels embarrassed because he tried to save Joseph and she had already gotten to the lion before and Joseph started reading him and it didn't make him feel sorry.

Activity 2:

- 1)
 - a) Joseph was standing in her tracks.
 - b) Joseph was quietly reloading her silver-mounted .38.
 - c) 'Nobody can blame you, I tried to save him, but I couldn't let you know in time.'
 - d) There was a prevailing feeling, maddening smile upon her mouth and in her dark eyes.
- 2)
 - a) Joseph was standing in her tracks.
 - b) Joseph was quietly reloading her silver-mounted .38.
 - c) 'Nobody can blame you, I tried to save him, but I couldn't let you know in time.'
 - d) There was a prevailing feeling, maddening smile upon her mouth and in her dark eyes.

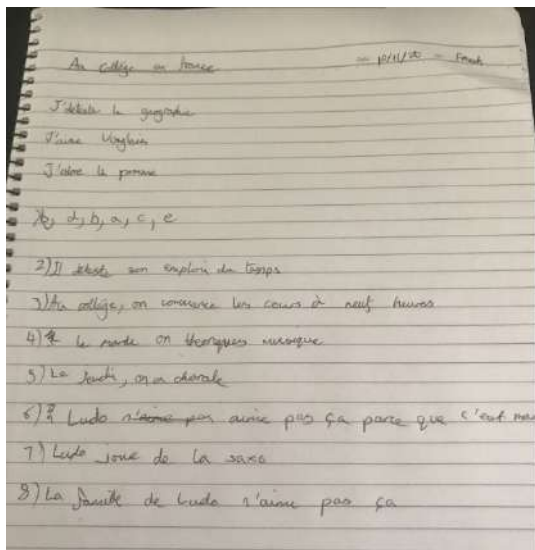
Activity 3:



Secondary



Exemple: 1 J'adore le rugby
2 je n'aime pas le rugby
3 J'aime les jeux vidéo
4 je n'aime pas la balle
5 je n'aime pas la musique
6 J'adore le skate



Science:

Year 7

This week we have started on a new topic looking at Energy in the food. Students have also received feedback on their end of term test and we discussed areas of strengths and weaknesses in order to improve their scores for next time.

Year 8

Children have received feedback on their end of term test from last and we discussed areas of strengths and weaknesses in order to improve their scores for next time. We then started studying the next topic, looking at Fluids. We learnt all about The Particle Theory and how various scientists put their discoveries to help us understand the different states of matter.

Year 9

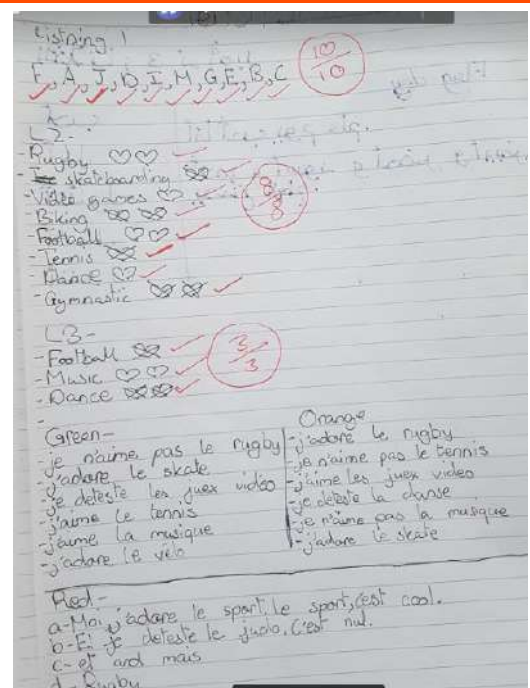
We have started a new topic looking at Plants. In this topic, we will be building on our understanding from year 7 to see how plants produce food and how the adaptations of plants enable them to survive. After reviewing their last end of unit tests, children will continue to study one more topic before the end of term test.

French:

Year 7 French: We have been learning how to express opinions about pastimes. We have been practising our aural skills in French and we are making lots of progress.

Year 8 French: This week's focus has been on facilities in a town. We have been practising our aural and writing skills in the language.

Year 9 French: In this week's lesson we have been focusing on describing a typical school day in French. We have been working on our comprehension skills.



Listening Task 2

1. A
2. D
3. C
4. B
5. F, E

Green:

1. Il y a une piscine et un château.
2. Il y a des magasins.
3. Il y a un marché et un centre commercial.
4. Il y a des musées.

Orange:

1. True
2. False
3. False
4. True
5. True
6. False

Red:

1. Il y a un centre commercial, mais il n'y a pas de patinoire.
2. Il y a un stade, mais il n'y a pas de château.
3. Il y a un centre commercial, mais il n'y a pas de centre commercial.
4. Il y a une église, mais il n'y a pas de marché.
5. Il y a un marché, mais il n'y a pas de piscine.
6. Il y a un musée, mais il n'y a pas de centre commercial.

Secondary

Humanities:

Year 7 pupils differentiated between population density and population distribution. They explained why some places are densely populated whilst others are sparsely populated and used picture sources as well as a map of the world to think deeper. Students then examined whether population density is determined more by environmental factors and hence make an area more or less attractive to settlers rather than by economic development.

Year 8 pupils explored how people and the environment may be affected by global climate change. They watched the video visualization by NASA showing the annual CO2 emission cycle around the earth. With the help of a map they viewed the threat of global warming around the world. Students then discussed the five ways climate change could affect the UK. They differentiated between the environmental and social consequences of climate change for the world. They also discussed how climate change would affect the UK.

Year 9 pupils described the role of globalisation in developing societies. They explained why some countries are more developed than others. They then identified the key institutions and players in the field of international development – particularly the World Bank and the International Monetary Fund.

What are the main institutions of development?

Definition of Institutional Development.

-Institutional Development means development associated with a medical or educational institution.

What is economic.

Economics is the study of how societies use scarce resources to produce valuable commodities and distribute them among different people.

By: Madia

Most of the countries that are not developed are in Africa

Developed Countries And Not Developed Countries

◆ Not Developed

Developed:

- ☐ South Korea
- ☐ United Kingdom
- ☐ France
- ☐ Japan
- ☐ Canada

Not Developed:

- ☐ Zambia
- ☐ Yemen
- ☐ Uganda
- ☐ Tanzania



Technological advancements

- Electricity
- World Wide Web
- GPS Navigation
- Digital camera
- Buildings and Infrastructures

political advancements

- National Unity
- Increase of participation
- Socialisation

Since the development of technology, the use of electricity has increased in our daily lives and we use it much more during the pandemic

Increase of national governments and unity between nations.

Blue Challenge

Climate Change - UK and Global Effects Year 8 Week 11

Complete the table to identify and explain how climate change will affect the UK.
On the world map, annotate the global effects of climate change.

HOW WILL CLIMATE CHANGE AFFECT THE UK?		
Effect	Evidence	Explanation
Hotter rainfall	Drier summers and wetter winters.	but notes that summer rainfall has fallen since pre-industrial times, while winter rainfall has increased.
Hotter weather	Change in winter by 5 degrees	UK temperatures 5C higher than they would otherwise be in winter.
rising sea levels	Hot weather and storm surges	The UK Climate Projections of 2009 estimated a sea-level rise of between 13cm and 76cm for the UK.
Threats to wildlife	Temperatures rising and large storms	There are warnings that rising temperatures will disrupt UK wildlife. Large storms will damage habitat and that, as different species' behaviour changes, the balance between predators and their prey.

Red Challenge

Climate Change - UK and Global Effects Year 8 Week 11

Name - Marwan

Are Humans the major cause of Global warming? Explain with evidence. You may use the below link and the picture to support your answer.



<https://www.ck12.org/lesson/humans-major-cause-global-warming/>

Scientists agree that today's warming is primarily caused by humans putting too much carbon in the atmosphere, like when we choose to extract and burn coal, oil, and gas, or cut down and burn forests. Scientists have gathered evidence and have improved their methods for teasing apart natural and human factors.

Red Challenge

Climate Change - UK and Global Effects Year 8 Week 11

Name - Larissa

Are Humans the major cause of Global warming? Explain with evidence. You may use the below link and the picture to support your answer.

I do think that humans are the main cause of Global Warming. Factories let out a lot of Carbon Dioxide which is a greenhouse gas. Carbon dioxide and other greenhouse gases keep some heat of the sun's rays in the earth's atmosphere to make sure that the earth doesn't get too cold. Unfortunately if there is too much greenhouse gases then it holds too much of the heat of the sun in the atmosphere causing Global Warming. Natural causes of greenhouse gases occur very rarely but human causes happen daily meaning we are causing more greenhouse gases to appear. Deforestation is also caused by us, which causes less plants to take in carbon dioxide and turn it into oxygen for us to breathe in. The heat that is caused by too much greenhouse gases is making the ice melt and causing floods, droughts and other bad natural disasters that appear much more than the past because of our current situation.



<https://www.ck12.org/lesson/humans-major-cause-global-warming/>

Secondary

Maths:

In Mathematics Year 9 deepened their understanding of the equation of the straight line. Then we solved real life problems that involved this concept.

Year 8 had tests on shapes, area and volume. Then we moved on to Data and students started working with pie charts.

Year 7 explored powers and roots and we started revising for the test on numbers (written calculations, mental maths, negative numbers, powers, roots, multiples, factors, primes, LCM, HCF).

Once again, thank you to all students that complete MyiMaths regularly. The following students have improved vastly during the last week:

Thosar Aakanksha
Aisha Al Naqbi
Jarrar Zain
Sophia Masmoudi
Sultan Al Hajeri
Abdul Rahman Al Hosani
Sultan Alqemzi
Aiman Elbur
Mohammed Woodward
Udayan Nemai Pillay
Alexander Reynard
Nabil Habli
Madia AlRemeithi

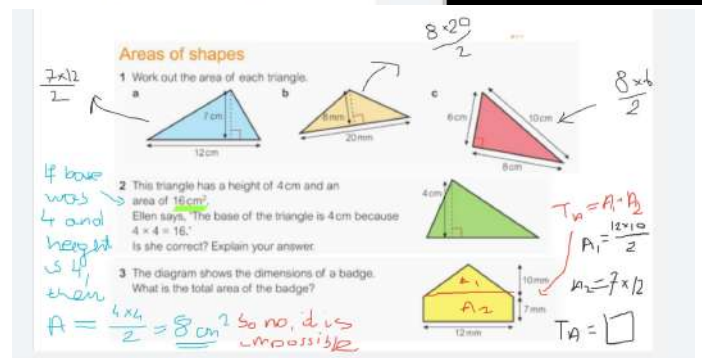
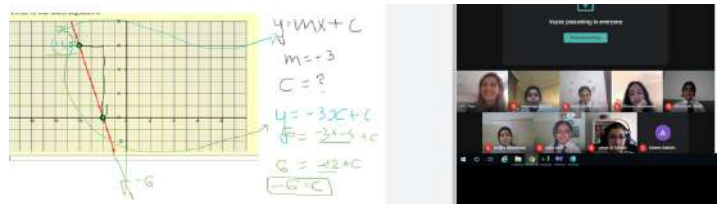
Congratulations to the following students that completed all homework and achieved 100%.

Khloe Ucat
Taim Al Ahmad
Yara Mohamed

Well done and thank you for all your hard work.

20 Work out

a $5^2 - 15 = 25 - 15 = 10$
 b $2 \times 4^2 = 2 \times 16 = 32$
 c $(12-4)^2 = 8^2 = 64$
 d $\sqrt{24+12} = \sqrt{36} = 6$
 e $\sqrt{89-25} = \sqrt{64} = 8$
 f $\sqrt{16} \times \sqrt{49} = 4 \times 7 = 28$
 g $\sqrt{5^2-9} = \sqrt{25-9} = \sqrt{16} = 4$



OBJECTIVE
I can multiply big numbers.

Starter

1. 108 ✓	6. 40 ✓
2. 44 ✓	7. 8 ✓
3. 16 ✓	8. 99 ✓
4. 27 ✓	9. 96 ✓
5. 4 ✓	10. 36 ✓

Main Point
Product means the result of Multiplication.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

SQUARE numbers

1. 1 ✓	11. 121 ✓
2. 4 ✓	12. 144 ✓
3. 9 ✓	
4. 16 ✓	
5. 25 ✓	
6. 36 ✓	
7. 49 ✓	
8. 64 ✓	
9. 81 ✓	
10. 100 ✓	

Cube numbers and cube roots

1. 1 ✓	11. 1331 ✓
2. 8 ✓	12. 1728 ✓
3. 27 ✓	
4. 64 ✓	
5. 125 ✓	
6. 216 ✓	
7. 343 ✓	
8. 512 ✓	
9. 729 ✓	
10. 1000 ✓	

Plenary:

We discussed square numbers and square roots.

- Square are power of 2
- Cube numbers are power of 3

Area - revision

Objective: How to calculate the area of rectangles, triangles, trapeziums and squares.

Main points:

- Area of rectangle = length \times width
- Area of triangle = $\frac{1}{2} \times \text{base} \times \text{height}$
- Area of trapezium = $\frac{1}{2} \times (\text{top side} + \text{bottom side}) \times \text{height}$
- Area of square = side \times side

Main tasks

Red:

1. a) $25 - 15 = 10$ b) $2 \times 16 = 32$ c) $8^2 = 64$
 d) $\sqrt{36} = 6$ e) $\sqrt{100} = 10$ f) $4 \times 5 = 20$
 g) $16 = 4^2$
- 2) 4.7 because it is not a square number.
- 3) a) 144 (12²) b) 169 (13²)

$4 \times 4 = 4^2 = 16$
 $\sqrt{16} = 4$

$7 \times 7 = 7^2 = 49$
 $\sqrt{49} = 7$

$8^2 = 64$
 $\sqrt{64} = 8$

Cube numbers:
 $1 \times 1 \times 1 = 1$ // $2 \times 2 \times 2 = 8$ // $3 \times 3 \times 3 = 27$
 $4 \times 4 \times 4 = 64$ //

Triangular numbers:
 1, 3, 6, 10, 15, 21, ...

This week in PE we have been very impressed with the amount of healthy snack and lunch box options we have seen. It seems our Healthy, Active Lifestyles Week last week has had a positive impact on student food choices. Keep up the good work!

We have had so many students ask us about Wake Up Shake Up sessions which were very popular last week. Watch this space as we may bring it back to classrooms throughout the rest of the term :)

A reminder that Active Aspen sessions continue to run Sunday to Wednesday every week at 1:15pm. Please encourage your children to join us, it's lots of fun and a great way to keep them active at home. Thank you to those students who have been regular participants.

We are also still posting the PE challenge of the week onto seesaw so please have a go and submit your videos, we love to see them!

Mrs Belhoula wants to send a big well done to our FS2 students this week. We have had a super response to the PE challenge of the week. So many of them tried so hard with their juggling!

The PE Team



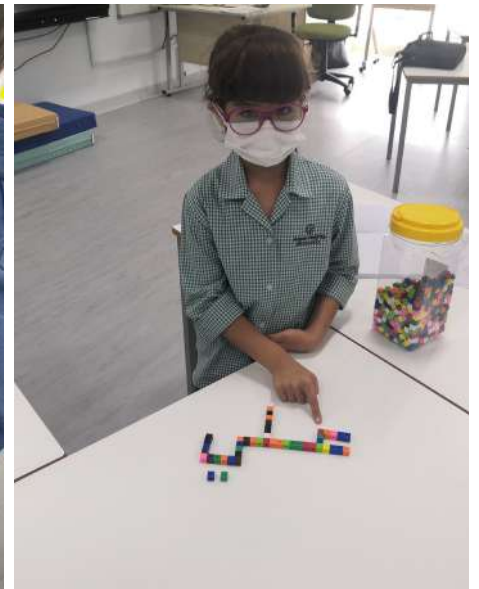
Arabic

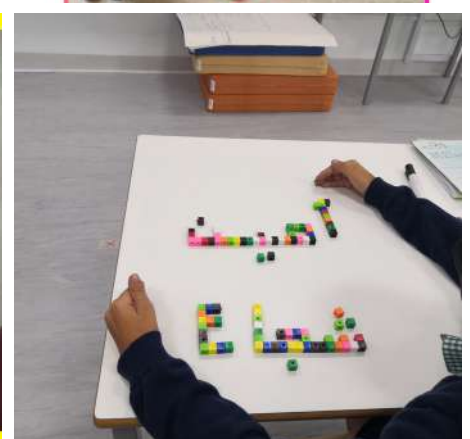
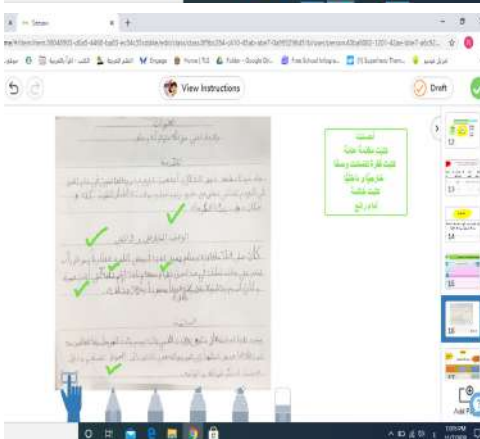
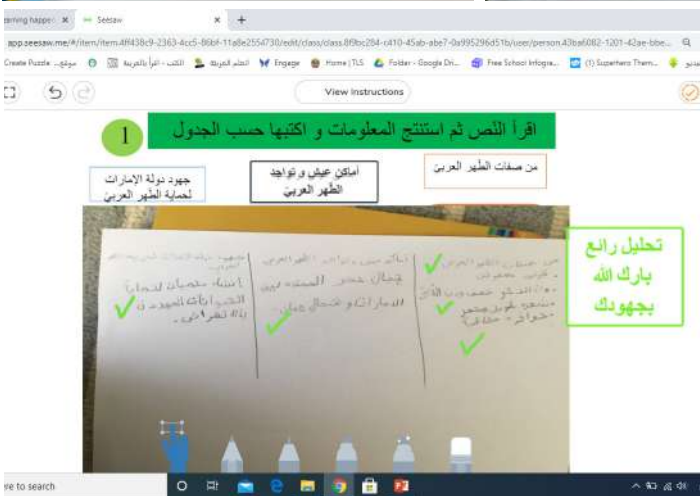
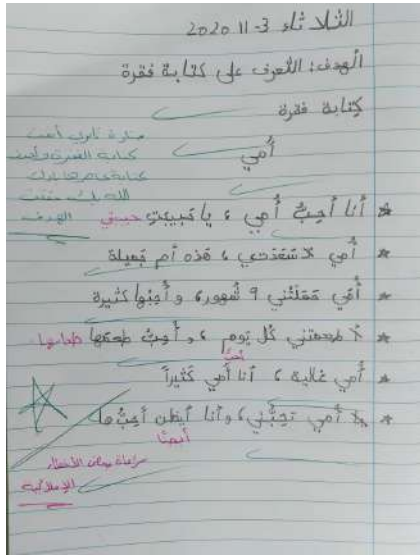


تواصل في كل أسبوع رحلة التعلم الممتعة و المفيدة بمدرسة آسبن في حصص اللغة العربية وتتنوع من صف إلى صف و من مرحلة إلى أخرى، تاركة في أرجاء كل الصفوف أثر مدهش للتطور و التقدم نحو تحقيق الأهداف التعليمية المنشودة. لقد استمتع طلاب الروضة الثانية هذا الأسبوع بالتعرف على حرف جديد وهو الثاء من خلال قصة الحرف كما تعلموا مفردات جديدة تبدأ بالحرف. بعد ذلك كتبوا الحرف بحركاته القصيرة و كتبوا أيضا كلمات تبدأ بهذا الحرف. كما قام طلاب الصف الثالث بتطوير مهارة الكتابة والتعبير من خلال كتابة فقرة قصيرة بتوظيف مفردات جديدة تعلوها بالدرس أو بكتابة نصوص وصفية باستخدام كلمات وصفية مناسبة مع مراعاة معايير كتابة الفقرة و خطواتها.

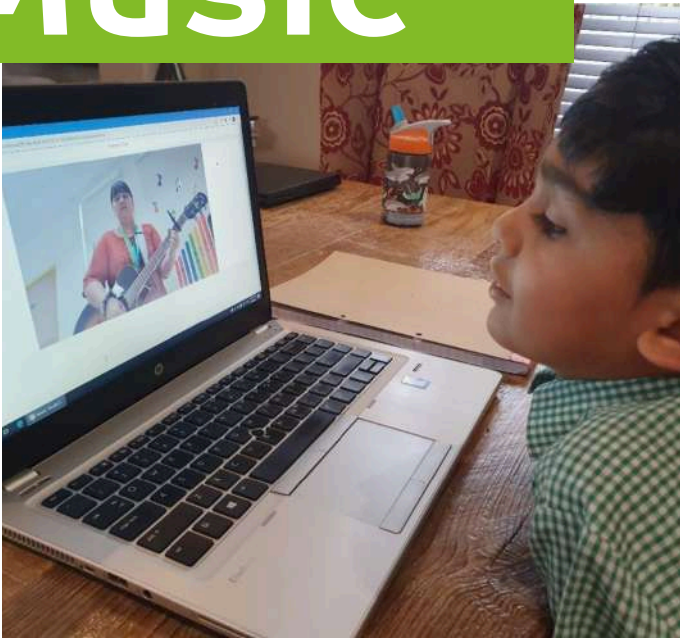
كما كانت رحلة التعلم ممتعة أيضا مع أولياء الأمور الذين حضروا ورشات عمل قسم اللغة العربية و التي كانت يوم الثلاثاء حول المنصة التعليمية ألف للسنوات السادسة، السابعة، الثامنة والتاسعة. أما يوم يوم الأربعاء فكانت خاصة بآلية التقييم بمدرسة آسبن للطلاب الناطقين باللغة العربية. وبهذه المناسبة نود أن نشكر كل أولياء الأمور الذين حضروا و شاركوا في هذه الورشات و نتمنى أن نراهم في ورشات عمل أخرى لقسم اللغة العربية بالأيام القادمة.

وسيلة الكنانى
رئيسة قسم اللغة العربية





Music



Students of music can be more emotionally developed, with empathy towards other cultures. They also tend to have higher self-esteem and are better at coping with anxiety. Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.

