



**Dedicated to delivering
AMAZING LEARNING**

Weekly Update

Term 1.2, Wk 4 19th November 2020

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Dear families,

National day- Thursday 26th November 2020:

Another busy and productive week of learning has flown by at Aspen Heights and we are busy preparing for a themed week of learning about the culture and heritage of the UAE next week. Whilst naturally things will be different this year, we have aimed to maintain our core values of learning, community and celebration, whilst maintaining the health and safety guidelines set out by the authorities. This year more than ever, I am so appreciative and thankful to be living and working here in the UAE. Our creative community of staff and families have developed a day of activities and learning, giving both onsite and distance learners the opportunity to be involved in an exciting themed day. Communication was sent on Tuesday about our plans; please reach out to your class teacher if you would like to be re-sent details.



لقد مر أسبوع آخر مليء بالحيوية والإنتاجية من التعلم في أسبن هايتس، ونحن مشغولون الآن بالتحضير لأسبوع من التعلم عن ثقافة الإمارات وتراثها خلال الأسبوع المقبل في حين أن الأمور ستكون مختلفة بشكل طبيعي هذا العام ، إلا أننا نهدف إلى الحفاظ على قيمنا الأساسية للتعلم والمجتمع والاحتفال ، مع الحفاظ على إرشادات الصحة والسلامة التي وضعتها السلطات. هذا العام أكثر من أي وقت مضى ، أنا ممتنة للغاية للعيش والعمل هنا في الإمارات العربية المتحدة. طور مجتمعنا الإبداعي من الموظفين والعائلات يوماً من الأنشطة والتعلم ، مما يمنح المتعلمين في المدرسة والمتعلمين عن بعد الفرصة للمشاركة في يوم مثير. تم إرسال رسالة يوم الثلاثاء حول خططنا ؛ يرجى التواصل مع مدرس صفك إذا كنت ترغب في إعادة إرسال التفاصيل.

Virtual Book Fair 22nd-25th November:

We are delighted to be virtually hosting a book fair with 'Little Thinker' next week. The online shop sells books, collections, reading sets, and activity books, in both English and Arabic. Quality publishers such as Scholastic, Mc Millan, Oxford and Harper Collins will be available. The company are offering a free home delivery service on all orders, with the option to pay online by card or cash/credit card on delivery. Our school will benefit from books from a percentage of the total Aspen orders, so each purchase benefits our community. Please enjoy browsing the site here:

<https://www.littlethinkeruae.com/en/>

يسعدنا أن نستضيف افتراضياً معرض الكتاب مع "المفكر الصغير" الأسبوع المقبل. يبيع المتجر عبر الإنترنت الكتب والمجموعات ومجموعات القراءة وكتب الأنشطة باللغتين الإنجليزية والعربية. سيكون الناشر المتميزون مثل Scholastic و Mc Millan و Oxford و Harper Collins متاحين. تقدم الشركة خدمة توصيل مجانية للمنازل على جميع الطلبات ، مع خيار الدفع عبر الإنترنت بالبطاقة أو نقدًا / بطاقة الائتمان عند التسليم. ستستفيد مدرستنا من الكتب من نسبة مئوية من إجمالي طلبات أسبن هايتس، لذا فإن كل عملية شراء تفيد مجتمعنا. يرجى الاستمتاع بتصفح الموقع هنا: <https://www.littlethinkeruae.com/en/>

Distance Learning/ Onsite Learning survey Term 2:

Thank you for completing the survey with your choice of learning for Term 2 of this academic year. The survey is now closed- we can now begin planning once again to ensure provision for both onsite and distance learners is maximised. We are so excited to be welcoming back students in years 7,8,and 9 for the first time since March! We have missed you all so much.

نشكرك على إكمال الاستبيان باختيارك للتعليم للفصل الدراسي الثاني من هذا العام الدراسي. تم إغلاق الاستبيان الآن - يمكننا الآن البدء في التخطيط مرة أخرى لضمان زيادة توفير كل من المتعلمين في المدرسة والمتعلمين عن بعد. نحن متحمسون للغاية للترحيب بعودة طلاب السنوات 7 و 8 و 9 للمرة الأولى منذ مارس! لقد اشتقنا لكم جميعاً كثيراً.

ISP Maths Challenge 30th November- 6th December:

One of the benefits of being part of a global family of schools is the opportunity for our children to learn with their peers all over the world. This unique opportunity is something that we are very keen for all children to be involved in, and we have plans to engage in different events and activities across the academic year. The ISP Maths challenge is scheduled for 30th November- 6th December, and classes are already practicing and 'warming up' their mental maths skills using the online Mathletics programme. We look forward to sharing more information next week.

تتمثل إحدى مزايا كونك جزءاً من عائلة مدارس عالمية في إتاحة الفرصة لأطفالنا للتعليم مع أقرانهم في جميع أنحاء العالم. هذه الفرصة الفريدة من نوعها هي شيء نحرص بشدة على مشاركة جميع الأطفال فيه ، ولدنا خطط للمشاركة في فعاليات وأنشطة مختلفة على مدار العام الدراسي. تم تحديد موعد مسابقة ISP Maths في الفترة من 30 نوفمبر إلى 6 ديسمبر ، وتدريب الفصول بالفعل على مهارات الرياضيات العقلية و "التحمية" باستخدام برنامج Mathletics عبر الإنترنت. نحن نتطلع إلى مشاركة المزيد من المعلومات الأسبوع المقبل.

Family NPS 'Pulse' Survey:

As you will know, ISP conducts short 'pulse' surveys 3 times a year to enable us to gauge levels of parental satisfaction with our work. I would be very grateful if you could take the time to complete the '2 click' survey as soon as possible? The survey will close on 28th November. The links to the English and Arabic versions are here:

English / <https://www.surveymonkey.com/r/ParentPulseNov2020>

كما تعلم ، يجري مزود خدمة الإنترنت استطلاعات "نبض" قصيرة 3 مرات في السنة لتمكيننا من قياس مستويات رضا الوالدين عن عملنا. سأكون ممتن جداً لو استطعت تخصيص الوقت لإكمال استطلاع "نقرتين" في أقرب وقت ممكن؟ سينتهي الاستطلاع في 28 نوفمبر. روابط النسختين الإنجليزية والعربية هنا:

Arabic / <https://www.surveymonkey.com/r/ParentPulseNov2020?lang=ar>

Have a lovely weekend and we look forward to sharing our learning with you next week.

Mrs Emma Shanahan
Principal, Aspen Heights British School



Primary Update



Another week of amazing learning across primary. Here are some of the highlights from this week... Year 1 have been learning all about 3D shapes in mathematics. I was really impressed with how they could identify the shape name, describe its properties and create objects using them. Year 2 have been immersed in their learning from the story 'The Bear and the Piano'. They have been making posters about the piano concert including adjectives and adverbs, and have written a concert review. Year 3 have been performing their talk for writing about their chosen animal in preparation to create a nonfiction book for the school library. They have categorised their information and have been considering the layout and presentation.

I am really excited for next week as it is our National Day Week! We have lots of different fun learning opportunities including; Sarah Sallis to read her 'Zayoodi' books, Family Fun Facts Facebook live all about the UAE, and live Zoom class assemblies based on the learning from the week.

I have been looking at all of the different snacks and lunches the children are bringing in to school. I have been really impressed with their healthy choices. I have seen a variety of fruit, vegetables, pastas, sandwiches and salads. Please remember to support your child in their choice and packing of their snack and lunch. They need enough food to last them through the school day. Please do not bring in fizzy drinks, caffeinated drinks, chips, crisps, cake, chocolate, nutella sandwiches or nuts.

Well done to Sandcats, Flamingos and Seahorses who have all had 100% attendance for this week! Remember you must attend school onsite or via distance learning if you are well to do so and complete all learning for the day.

Have a lovely weekend and I look forward to another fun filled and productive week.

Mrs Laura Stevens
Head of Primary



EYFS Update

Dear Families,

I have been really impressed with the learning that has taken place this week. In FS2, the children have started the 'Innovation' stage of Talk for Writing. It has been such a pleasure to see the children excited to record their own versions of 'The Gruffalo' story. The children had great imaginations and changed the characters to other animals such as 'ducks' and 'cats'. Over the last 4 weeks the children have become familiar with the repeated phrases in the story and used their drawings to help them retell their own versions with confidence.



In Nursery, the Outdoor Learning Area is beginning to take shape. The staff have been taking the children out in small groups to teach them the rules for playing outside and modelled how to use all the new resources. The children have really enjoyed exploring their new area and getting involved in more physical activities. This week, the children have been reading the story 'Owl Babies' and completing owl related activities such as singing an owl song and answering questions using an app called 'Chatterpix'.

Next week, we have lots of lovely learning planned in the lead up to our National Day celebrations in school. Remember to join Zoom for the 'live' class assemblies on Thursday. We are very excited to show you all our fabulous work.

Wishing you a restful weekend.

Mrs Akachi
Head of EYFS



Head of Secondary

Thank you to all those who attended my Q&A session today. I hope it helped to clarify key points and ease the transition for your child back to face to face learning.



As the secondary team works hard on planning the transition back to face to face learning for your child I will continue to share our top tips for transition. This week my top tip is:

Re-establish bedtime and mealtime routines

Plan to re-establish the bedtime and mealtime routines (especially breakfast). Prepare your child for this change by talking about the benefits of school routines in terms of not becoming overtired or overwhelmed by school work and activities. Include pre-bedtime reading and household chores or other routine-based tasks.

Whilst we are doing a lot of forward planning at the moment ready for term 2, we do still continue to keep standards high day to day. This week as part of my learning walk I have seen all of the Year 7 children in their English lessons and listened to them read. It was lovely to hear so many excellent readers!

Next week we are very excited to celebrate National Day with our families through our class assemblies. We have some wonderful themes this year:

Y7 Aryam - The 7 Emirates

Y7 Dalma - All about the UAE!

Y8 Saadiyat - Hear Our Voices- Celebration of Female UAE Artists

Y8 Maryah - UAE traditions through the ages

Y9 Yas - Emirati recipes and cooking

Y9 Futaisi - All about National Day and why it is celebrated.

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 an amazing achievement.

Have a safe weekend,

Dr. Kate Plumb
Head of Secondary





Sparrows Hazza, Abdulrahman, Ali and Jassim are using loose parts.



Hamna and Mohammed from Sparrows are building Lego outside.



Eliza and Juana from Sparrows are riding a bike.



Faris from Mice class was drawing outside using chalk.



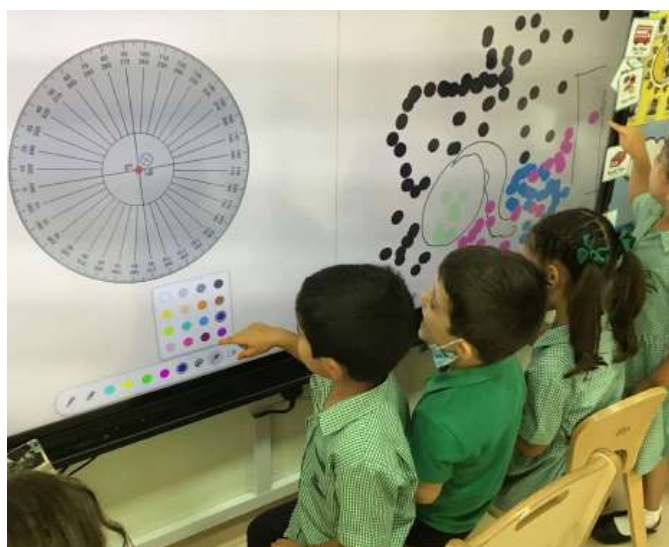
Mice class are loving their outdoor learning time.



Nizar from Mice class was pretending to be a construction worker.



Fahad from mice class was decorating a Gingerbread man drawing using chalk, outside.



Abdulrahman, Hana, Jassim and Maryam from Sparrows are using the Promethean board.

In Oasis this week, we learned about animals that camouflage such as Chameleons and Leaf Insects and had fun solving riddles about animals.

We also prepared our edible caterpillars as a healthy snack in class and enjoyed making them with choices of grapes and blueberries.



Lower Primary



Saleh and Sara finding 2D shapes in the environment.



Mzoun making a model out of 2D shapes.



Salma in Foxes writing sentences using adjectives to describe camels.



Meera and Nowairah searching for 2D shapes around the classroom.



Mohamed from Foxes making a camel for his new story.



Ella in Year 2G practising multiplication number facts.



Khaled working hard at Mathletics.



Mariam in Year 2G practising counting.

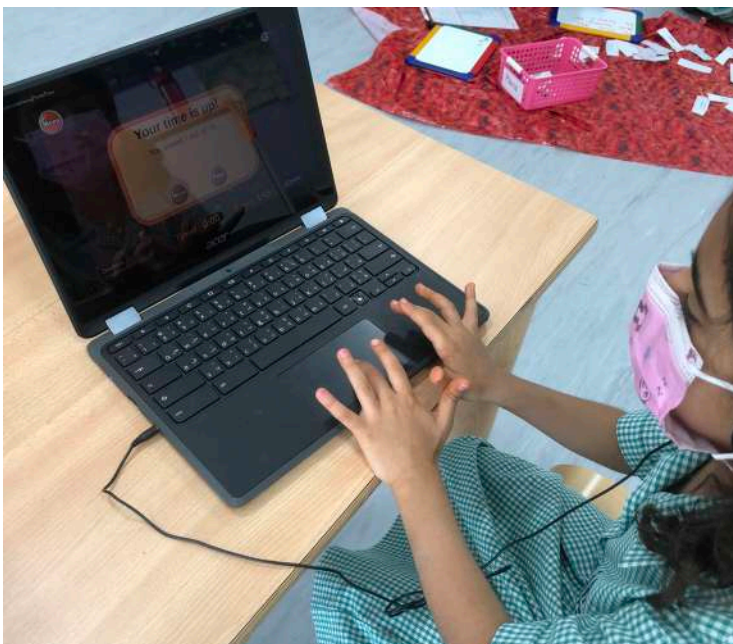
Lower Primary



Y2O Orange Bubble had a fantastic time finding fractions of shapes this week.



Khaled in Year 2G play maths games online.



Shahad in Year 2G playing maths games online.



Y3F starting our work on the 7 Emirates for national day.



Nasser in Y2 Gazelles practise counting in 2s, 5s and 10s.



Y3O researching an animal for their animal fact file.



Lower Primary



3K enjoying using the iPads to practice their mental skills during maths clinic.



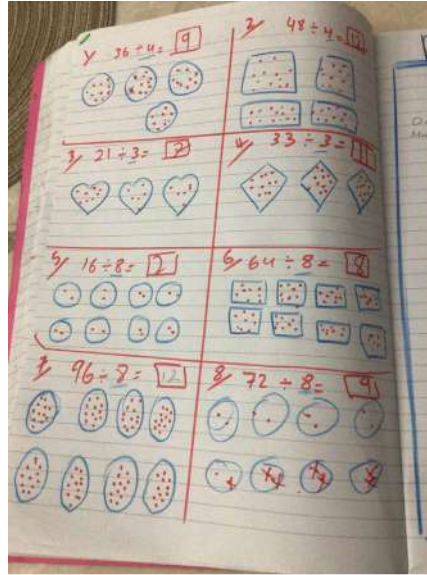
Y3F starting our work on the 7 Emirates for national day.



3F DL children research on UAE animals.



Zayed in Year 3O working out to solve division problems.



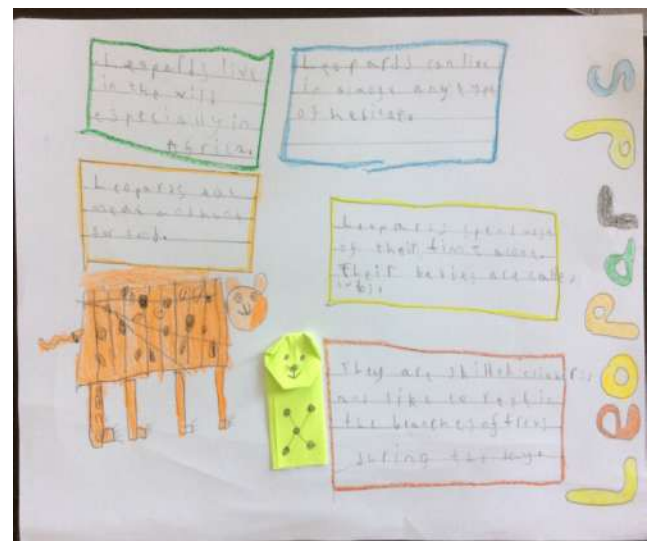
A distance learner in Y3O using 'sharing' to divide.



Using resources to work out division in Y3O.



Mateo continuing his learning at home.



3F DL children researching UAE animals. This is done by Adam.



Upper Primary



Evangelos in Y4 Houbara showing us his amazing desert landscape picture.



Alia, Megan and Layan in Y4 Houbara using drama in English to explain the concept of theme.



A beautiful painting by Maha in Y4 Houbara.



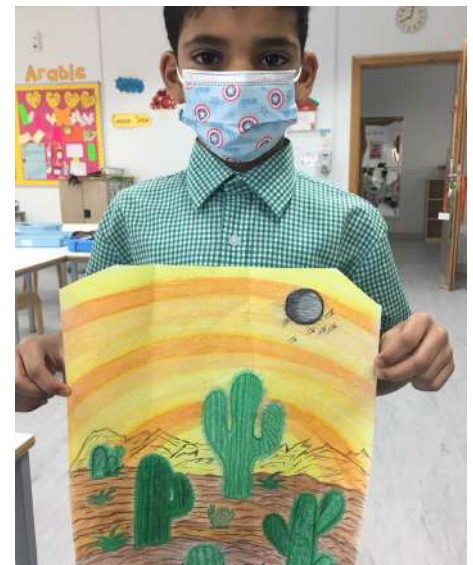
Evangelos, Ghala and Abdulla in Y4 Houbara thinking of ways to act out the theme of 'honesty'.



Our Year 4 creating beautiful desert plants.



Meets, Maitha & Zalikhha using the silhouette cutting machine as part of their F1 project.



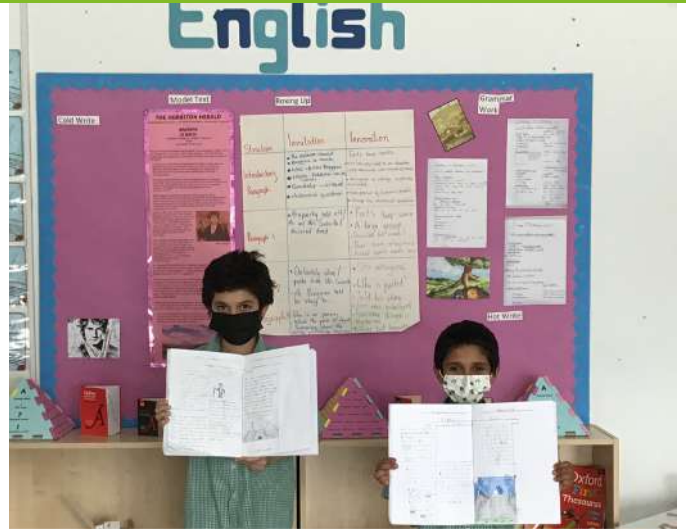
Zayed in Y4 Houbara created a beautiful desert landscape picture.



Upper Primary



Aesha from Year 5P measuring objects ready to convert between cm, mm and m.



Abdulla and Khalfan 6D with their amazing newspaper reports.



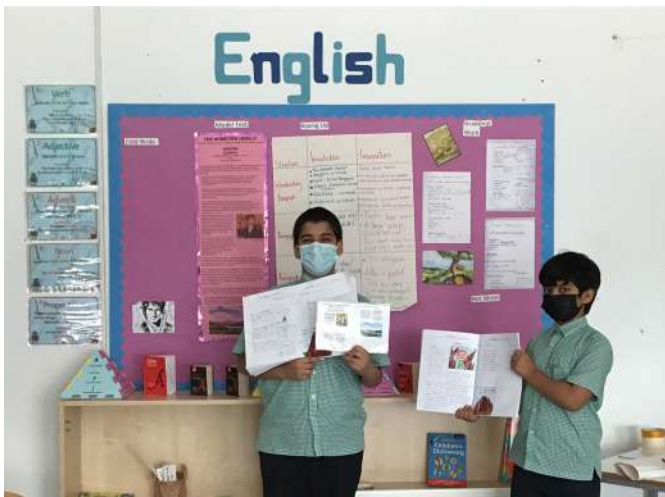
Youssef from Year 5 Parrotfish is very proud of his finished F1 car!



Hamdan measuring his shoe in cm and converting to mm.



Mariam from Year 5P using a place value grid to convert measurements.



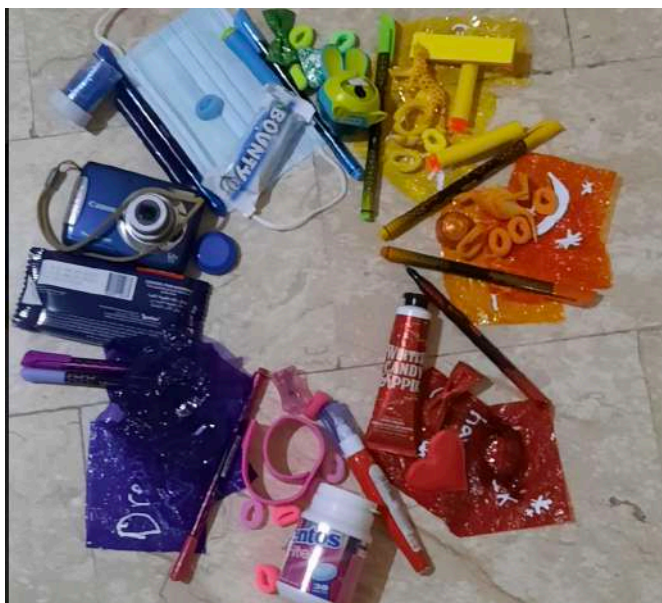
Nahyan and Abdulrahman 6D are very proud of their writing!



Zayed and Omar 6D showing their fantastic writing.



Secondary



Art and D&T: Y7

Colour and the impact it can have on art has been the focus of the Y7 art classes this week. Students created a "found object" colour wheel to help solidify their understanding of primary vs secondary colours.

Y8

One would question the impact mathematics has on art until you examine the artist Escher and the gridding process when drawing. Year 8 students took the time to refine their skills as they made progress towards their culminating project of drawing a "baby self portrait."

Y9

How can we interpret meaning in art? Students continue to work towards completion of their "Art Challenge" as they experiment with different arts media and try to think outside of the box in regard to what can we use as an art material.

Grid drawing Question.

How Do You Define Success as an Artist?

Faith: Conviction that they can produce what they envision, sense or get through a higher source.

Followers: People who like their work enough to buy it or tell others about it.

Fame: Publicity that draws attention to their work and attracts gallery dealers, art critics, museum curators and writers.

What do you find most rewarding about being an artist?

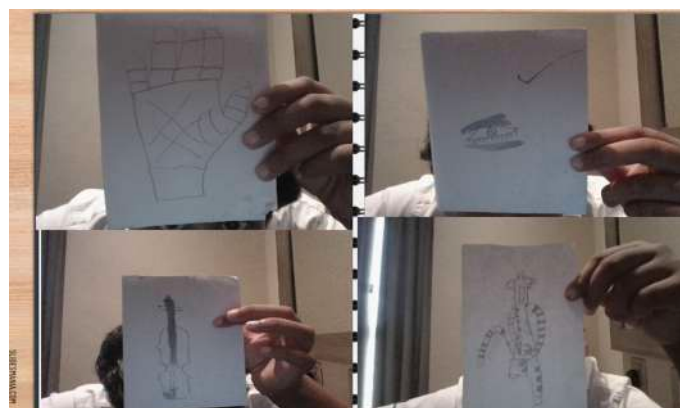
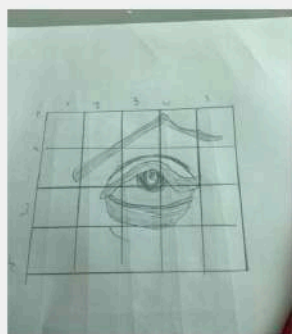
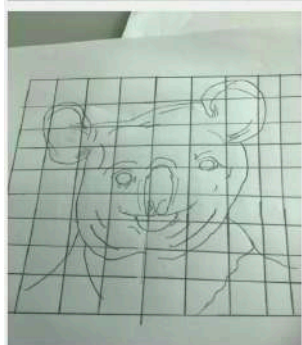
Seeing that what you've done has made someone happy.

Koala grid drawing

Drawing -



I think out of the four arts i have done this was the hardest as it had the most detail and features in the picture and all the stripes and features in his face made it really hard to copy. But all the techniques i have used has made it easier to think and copy the drawing.



Sunday 8th
November 2020

OLD

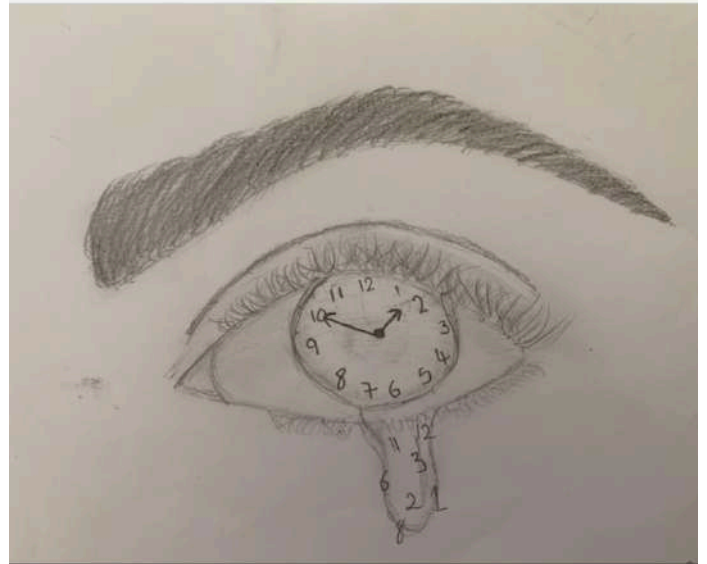


I ran short in time, but in the same time, an old paper was what I needed and a sort of murky background so I can set the scene. I arranged the shadows and highlights so it can show more depth.



Time

I felt that it's better to not color it because there aren't much spaces to color it



Water



Fallout Boy, My Definition of Old



First of all, the concept: I am thinking into implementing this drawing into some kind of cristal, making it a sticker and adding it there maybe? I'm not sure, but something of the kind. The character is from a video game based around the 60's with 60's legit music and overall, I think it is a really smart idea to put it into cristal and such materials.



English:

Year 7 English: Our focus this week has been on scanning and skim-reading texts. Using these new skills, we are now able to use keywords to answer questions quickly. We have also been working on formal speaking presentations this week.

In Year 8 there has been an emphasis on language accuracy: editing, improving and proofreading. Our work will culminate in a written piece where we will apply all the skills we have developed and reviewed in this unit. I am looking forward to some interesting reading from our creative writers!

Year 9's have followed a comparative text structure in order to compare two texts. This is the beginning of great things - many of our pupils are eager to develop their own comparative writing style - this is very inspiring! The week culminated in an independent comparative text analysis. The foundation for iGCSE comparative text analysis (which is not easy) is systematically being embedded.

Both Year 8s and 9s did some valuable and honest self-reflection this week. "How hard have you worked this term?"

This week's spelling results:

Year 7 Aryam
Zain & Yara 100%
Janel, Rahaf, Aakanksha & Sophia M. 96%
Maha 92%
(Average = 67%)

Year 8 Mariah
Taim and Harry 100%
Ahmed 97%
Udayan 90%
(Class average 59%)

Year 9 Futaisi
Abdulla 100%
Jethro 86 %
Alex 71%
Most improved: Abdulla
(Class average 65%)

Year 7 Delma
Amer & Mohammed W. 96%
Aiman 92%
Khaled 68%
(Average = 42%)

Year 8 Saadiyat
Kinkin, Mahra and Khloe 100%
Larissa 83%
Paige 67%
(Class average 67%)

Year 9 Yas
Sheikha 96%
Keira 89%
Lamar 79%
(Class average 56%)

Sunday 16th November 2020

Reviewing, Revising and Proofreading

Success Criteria:

- I can find and fix a few mistakes.
- I can find and fix some mistakes.
- I can find and fix most mistakes.
- I can find and fix all mistakes.

Keywords:

- Proofreading
- Editing
- Improve
- homophones

Green Challenge

There were only two people who could possibly see Doctor Doom's plans - and so he had taken one of them prisoner. The other cornered me. I knew I had to do something. Doctor Doom had to be **stopped**.

I **hid** myself hidden in the bushes opposite the Doctor's enormous house. As I **waited** and waited, the **time** was **beginning** to worry. After an hour, the front door opened. There the Doctor and a short, dark-haired man in a suit. I could **hear** everything they said, but they **couldn't** see me.

"I will be back in **ten** **minutes**," said the Doctor.

"Yes, sir," said the other man.

spelling
grammar
punctuation

Activity 1:

1) Spoke - Speak Broke - Break Chose - Choose Ate - Eat Found - Find Wrote - Write Began - Benign Knew - Know	2) Slept - Sleep Kept - Keep Felt - Feel Lost - Loose Swept - Sweep
--	---

Amber Challenge

Activity 2:

- I **arrived** up to the house and **glanced** through the window. I try the window but it won't move. Sweat is **running** down my face. Then, without warning, I hear someone **saying** "hey, you!" I realise they mean me. I **paused**.

Grammar Boost:

- I often read at night **until** I go to sleep.
- I often read at night **even though** I am sometimes too tired.
- I often read at night **as long as** I am not too tired.

Red Challenge

- I started walking. I soon heard footsteps behind me.
 - I started walking **as** I soon heard footsteps behind me.
- I walked more quickly **until** the footsteps were getting nearer.
 - The footsteps were getting nearer **before** I was starting to feel frightened.
 - I walked more quickly **until** the footsteps were getting nearer **before** I was starting to feel frightened.

Jessie Joubert
Nov 15, 10:40 AM

How hard are you working in English, this term? A, B, C

C 1/2

B

i would work harder in school

Because I think that sometimes I am not giving my best, I feel as quantity of work is always good but it is the quality of the answers that varies.

C- since i could work harder as you saw when we were actually in school

B..!

I don't like these types of questions

with some of reasons including a comfy chair and not a rock and also internet

I can do more tasks..?!

I feel like A

I am going to be very honest with myself... I'll say B in the middle.

B! There is always an opportunity to improve in something and I am still trying to improve my vocabulary. As a result I want to improve the best I can!

Heroes and Villains - Attention Crabbers

As Captain Jay enjoys his stuff crust pizza and his french fries he hears a siren coming from the building in front of him. A man with a black mask running as golden coins fall from his bag.

By Ahmed

Finally, as fast as he could he (*the hero*) ran following the villain, however, all this running did not show any benefit, as a result, the villain ran away with the money.

By Humaid

After a hard fought battle, the superhero finally managed to defeat the villain. He took the villain and flew to the police station, where the villain was arrested.

By Taim

At 1.00 on a Wednesday, there were endless people near the bank. They were all just talking on the phone, walking, or going to get money from the bank.

By Haroun

It all started one busy winter afternoon, the city was so crowded.

The hero was about to dip his delicious samosa in some spicy sauce but in a glimpse of an eye he caught a weird dirty villain escaping from the bank. The superhero sees a red headed villain with black clothes who is about to escape...

By Kinkin

For Fun:

- 1) Petrisha tried to clean the manhole cover when she fell.
- 2) As she was cleaning she fell in and got stuck.
- 3) Fashionisha Petrisha vigorously tried cleaning the manhole cover in the road, suddenly she got stuck.

By Mahra

Secondary

French: Year 7

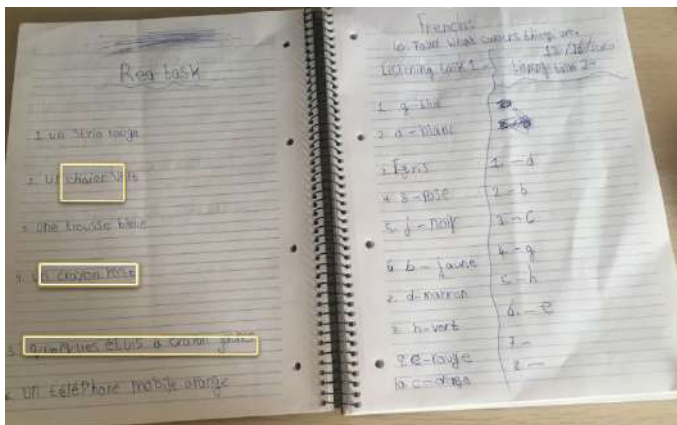
This week, we have been focusing on learning the vocabulary for colours in French. We have practised listening, speaking and writing skills.

Year 8

Our focus this week has been on saying where we go in French. We have been learning a new irregular verb - Aller (to go). We are able to conjugate this in the positive and negative present tense.

Year 9

Still on the theme of school, we have been talking about food in the school cafeteria in French. We have been focusing on aural and reading comprehension skills this week.



LES COULEURS

I

Date: Tuesday, 17 November

2020

Listening task 1:

- 1) C
- 2) G
- 3) A
- 4) I
- 5) F
- 6) J
- 7) B
- 8) D
- 9) H
- 10) E

Listening task 2:

- 1) D
- 2) B
- 3) C
- 4) G
- 5) H
- 6) E

Red task:

A red pen = un stylo rouge

A green exercise book = Un cahier vert

A blue pencil case = Une trousse bleue

Some pink pencils = des crayons roses

Some yellow pencil cases = Des trousse jaunes

An orange mobile phone = un téléphone mobile orange (un portable orange)

French

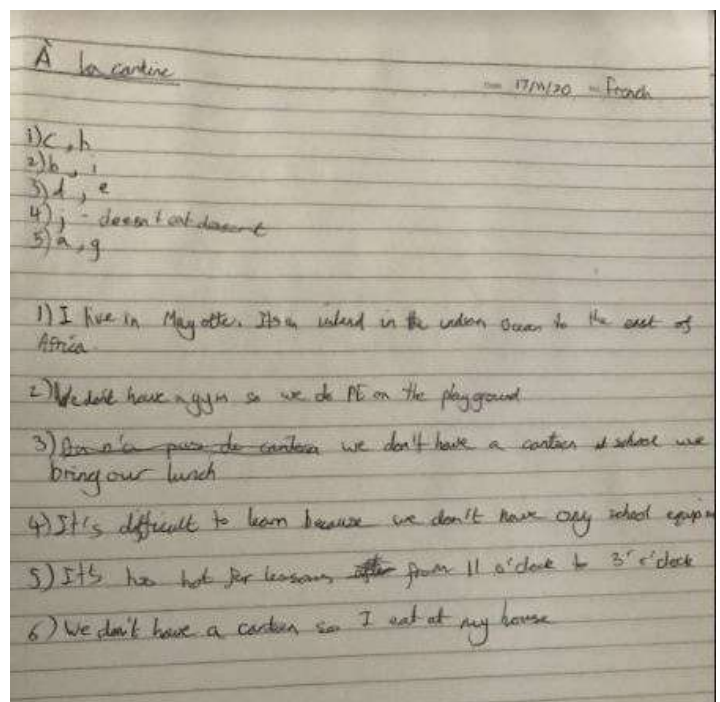
Listening Task 1:

- 1) B
- 2) F
- 3) C
- 4) E
- 5) A
- 6) D

Listening Task 2:

Orange Task:

- 1) Emma et Alice
- 2) Magali
- 3) Emma et Alice
- 4) Magali
- 5) Magali
- 6) Nino
- 7) Nino
- 8) Emma et Alice



Secondary

Humanities: Year 7

Students described the relationship between resources and population. They then enthusiastically explained the impact of over- population which included loss of fresh water and species extinction, increased emergence of new epidemics and pandemics, along with global warming and climate change. They then discussed very briefly how China managed its population through the 'One Child Policy'. They were then asked to reflect on whether overpopulation was a good or bad thing and then post their views on the padlet link.

Year 8

Students learned about Managing Climate Change through mitigation and adaptation. They listed and described the four ways of reducing it namely – Alternate energy production, Carbon Capture, Reforestation and through International agreements. They described the adaptation strategies namely changing agriculture systems, the advantages of the use of sand bags, stilts and changing building construction methods to combat rising sea levels as well as simple everyday ways to save water.

Year 9

Students were able to explain the meaning of sustainable development and how they can live sustainably. They described the environmental issues facing our planet and were asked to identify solutions. As a starter activity, students had to interpret the environmental pollution through picture sources as well as suggest a solution for each. They explained the different types of pollution and were asked to design a Pollution Poster - entitled 'Let's Stop Pollution!' informing people about the problems caused by pollution and what they can do to reduce it.

11/16/2020

Keira Ucat - SUSTAINABLE DEVELOPMENT - Part 1 - Blue Challenge - Google Docs

Blue Challenge

SUSTAINABLE DEVELOPMENT - Part 1 Year 9 Week 12

Name Keira

Research on both

1. Kuwaiti Oil Fires

How did it affect the local environment?
Are its effects over now or will there be problems for a long time to come?

Write your research here

Around 5 million barrels of oil is lost each day.
It affected the local environment because of how much chemicals that have been omitted through the smoke.
It is a long-term effect because it causes health problems much more than smog. It also had a small effect on reducing the ozone layer as the smoke had been released.



2. Chernobyl - On April 26, 1986, a turbine test on one of the reactors at the Chernobyl nuclear power station went horribly awry, leading to a series of explosions that spewed massive amounts of radioactive material into the atmosphere.

Write Your research here

An explosive accident caused by a nuclear plant, as a result of killing 31 people. It has left radioactive prints that affected the agricultural and natural ecosystems in Europe. Radionuclides had been taken up by Plants and animals.

It is a long term effect because it is not habitable for 20 000 years.



Blue Challenge

Managing Climate Change- Mitigation/ Managing Climate Change - Adaptation Year 8 Week 12

Name: Taim

The below are the 3 ways of adapting to climate change.
Describe each and then criticise the methods of adapting to climate change.

Transforming Food Systems
under a Changing Climate



1. Food Shortages/ Change in Agriculture

Describe the method: Moving production to different locations, increasing irrigation, and changing crops.

Criticise the method: Moving production to different locations constantly will just cause an infinite cycle of growing crops and moving.

2. Sea Level Rise

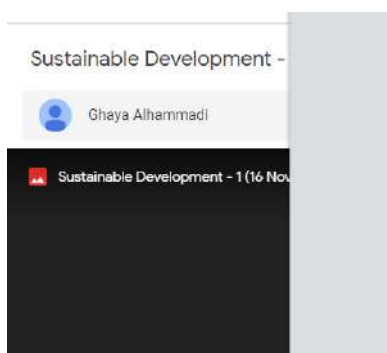
Describe the method - Building houses that are higher to prevent them being drowned in water.

Criticise the method: Unless the houses get high enough, water levels will keep rising and will drown the houses eventually.

3. Water Shortages

Describe the method: Artificial Glaciers that will melt and supply villages with water, and using water efficient devices.

Criticise the method: A sensor on taps is not the most efficient method to prevent water from being wasted.



Blue Challenge

Managing Climate Change- Mitigation/ Managing Climate Change - Adaptation Year 8 Week 12

Name _____

The below are the 3 ways of adapting to climate change.

Describe each and then criticise the methods of

adapting to climate change.

Transforming Food Systems
under a Changing Climate



1. Food Shortages/ Change in Agriculture

Describe the method: Moving the different crops to different areas in the world where they would be able to grow without it dying or being destroyed.

Criticise the method: This might actually help us to keep our food systems going without losing any progress but it might be hard for countries who have never grown this type of crop or know the traditional way of growing the crop to do it properly.

Describe the method: Since sea levels are rising, houses should be built with stilts to keep it high above to prevent the houses getting destroyed when the sea level gets too high.

Criticise the method: I think this is a smart idea but this might also be a good opportunity to live on boat houses and to do more fishing. Though how are the people going to get the old houses on stilts to prevent them from getting destroyed because of sea levels rising? It means they are going to have to destroy the old houses and build new ones if there are already houses near the sea without stilts.

3. Water Shortages

Describe the method: Artificial glaciers being built that will melt during the spring that will give water to towns and villages of that country.

Criticise the method: I don't really see how much this could help. It will help but I feel like it won't help us a lot. What if the people aren't able to build the glaciers or if there isn't anymore materials to build the artificial glaciers?

Orange Challenge

Population Density Year 7 Week 11

Name - _____ Sohpia Masmoudi

Densely Populated = A lot of people live in that area

Why do people want to live here?

Picture



Reasons

1. Lots of trees for air
2. Fresh air
3. Good climate
4. Not that much environmental pollution
5. Nice view

Sparsely Populated = A few people live in that area.

Why do people not want to live here?

Picture



Reasons

1. Not that many trees for air
2. Too much noise
3. Lots of light more than necessary
4. Polluted air
5. The climate doesn't look to good

Orange Challenge

Population Density Year 7 Week 11

Name - Janel Roux

Densely Populated = A lot of people live in that area

Why do people want to live here?

Picture



Reasons

1. Probably because of the resources and all the facilities
2. Good health care
3. Available food
4. Available water
5. Available living spaces

Sparsely Populated = A few people live in that area.

Why do people not want to live here?

Picture



Reasons

1. Because of the lack of resources and facilities
2. Lack of health care
3. Lack of available food
4. Lack of available water
5. Lack of available living spaces

Secondary

Maths:

This week in Maths Year 7 students revised number work and then had an assessment. We then started learning about functions.

Year 8 continued working with data. We practised creating frequency tables and grouping data. We worked out averages and the range from some tables. We also discussed two way tables.

Year 9 kept solving problems with equations and graphs of straight lines. Then we learnt how to create and use conversion graphs. In the last lesson of this week we revised in preparation for the test.

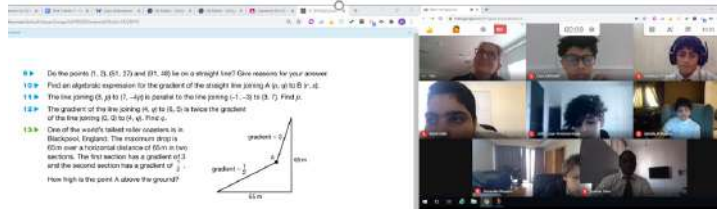
Many students have improved their submission and quality of their work on MyiMaths this week.

Special congratulations to:

Yara Mohamed (7A)

Khloe Ucat (8S)

Both girls completed all tasks set and their all results are 100%.

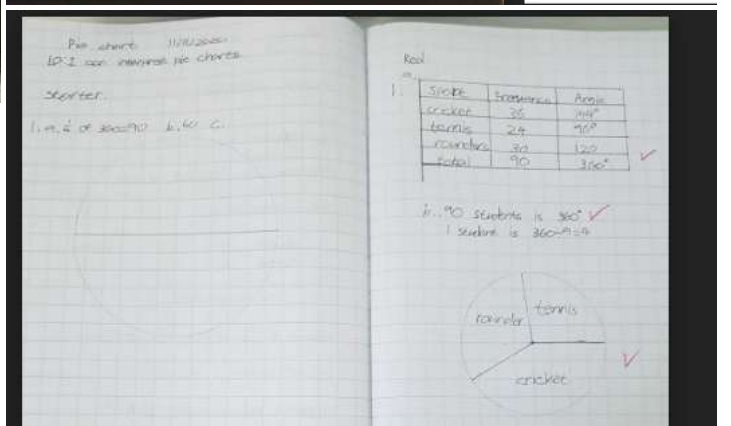
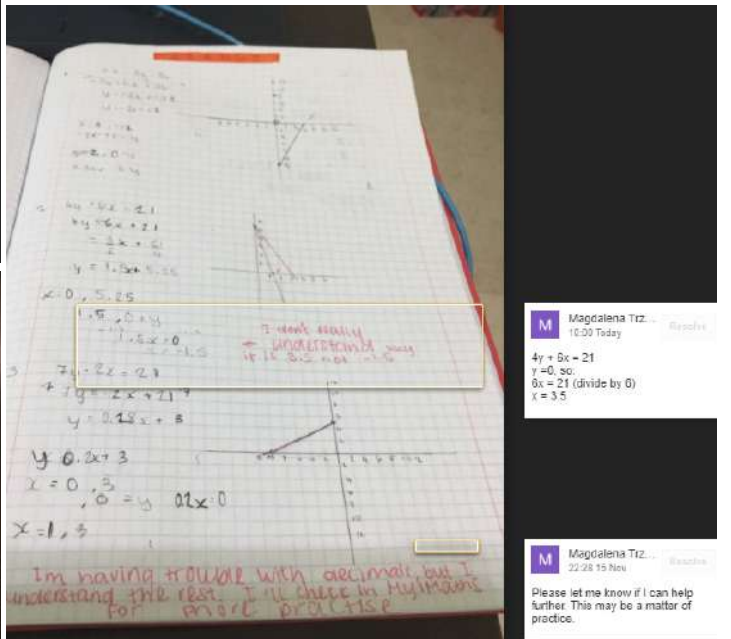


Score	tally	frequency
1-4		4
5-8		4
9-12		4
13-16		4
17-20		4

height h (cm)	tally	frequency
30 < 40		4
40 < 50		4
50 < 60		4
60 < 70		4
70 < 80		4
Total		20

Score	tally	frequency
1-4		4
5-8		4
9-12		4
13-16		4
17-20		4

height h (cm)	tally	frequency
30 < 40		4
40 < 50		4
50 < 60		4
60 < 70		4
70 < 80		4
Total		20



Match up tiles with the same value. Click to select each tile.

9 ²	36	4	11	81
169	1 ²	8	2	4 ²
13 ²	$\sqrt{121}$	16	5 ²	$\sqrt{16}$
$\sqrt{64}$	1	6 ²	$\sqrt{4}$	25

Secondary

Science:

Year 7

We have energy all around us and this week, pupils explored how energy is stored and transferred. From kinetic, to gravitational potential energy, we learnt all about how we can use energy in different ways. We focused on fossil fuels and also looked at the formation of coal, oil and gas.

Year 8

This week, we explored the ideas of density and pressure in fluids. Pupils had practised calculating density by using mass and volume. We then focused on the science behind the collapsing can experiment.

Year 9

This week we have been focusing on how we can grow plants efficiently. We looked at the basic components of nutrients that plants need for healthy growth. We also explored how plants are adapted for different habitats and how farmers use different fertilizers to produce the 'perfect' apples.

Light and CO₂ goes up and has a constant speed of photosynthesis. Temperature is like a hill: reaches up a certain amount then drops because high temperatures destroy enzymes making photosynthesis impossible.
By Keira

Blue tasks this week

Plants make their own food by using photosynthesis. It needs to obtain all most of the elements of the soil for example nitrogen is used to obtain energy and if the plant doesn't get enough nitrogen it will be yellowish which makes the plant weak and unhealthy. They magnesium to obtain the green look all plants need so they use hydroponics now so it can grow in the control of the farmer. By Nabil

Plants provide food That is as healthy as vegetables. And it's also providing oxygen. Plants take water and minerals through roots and photosynthesis takes place in the leaves. The top of the leaves is called waxy cuticle and it is waterproof. Plants need waxy leaves to prevent water loss.
By Abdulaziz

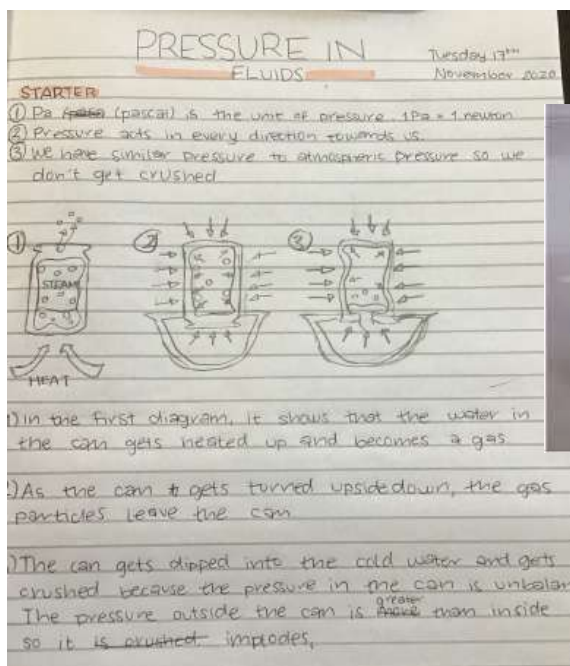
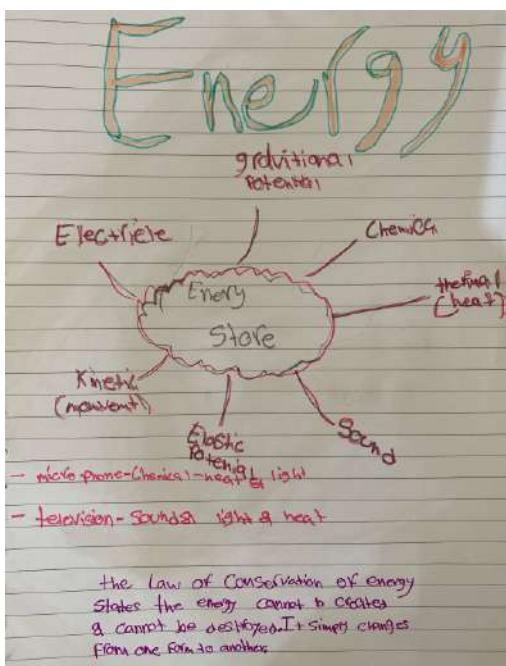
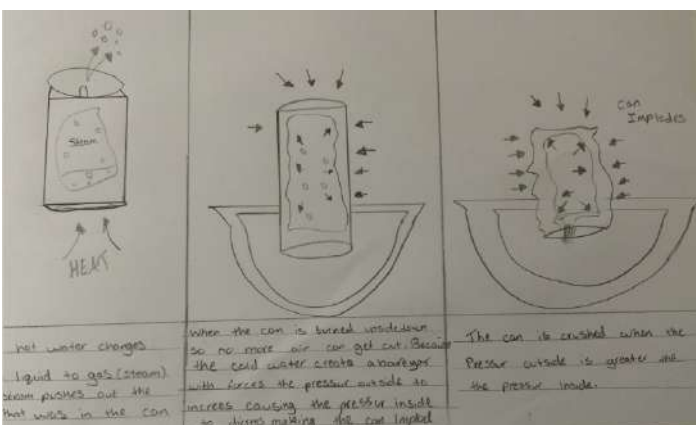
Plants are the reason we are alive. Since they produce oxygen to help us breathe, plants get their minerals and water from the roots. Some of the layers include the waxy cuticle on top, the epidermal cells under them, leaves to prevent water loss. Under them there is the palisade cells, these cells job is photosynthesis. Some of these special features include their height and them being tall which gives them space for absorbing CO₂. They are also cramped with chloroplasts which helps them absorb energy from sunlight. Next comes the spongy mesophyll layer which helps the CO₂ reach the palisade cell which is needed for photosynthesis.
By Abdullah



1 Look at the picture of a theme park.



- Label with a C all the things that store energy in chemicals.
- Label with a G all the things that are stores of gravitational potential energy.
- Label with a K all the things that store energy because they are moving (we call this kinetic energy).
- Label with an H all the things that are transferring energy by heating.
- Label with an S all the things that are transferring energy by sound.
- Label with an F all the things that are transferring energy by forces.



Hydroponics update



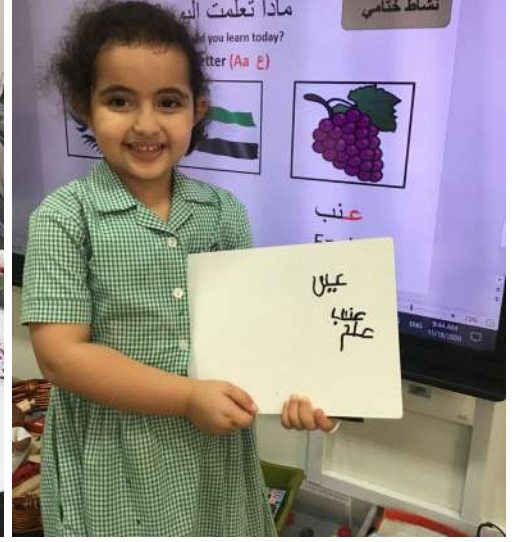
Another busy week has flown by at Aspen. We have been thrilled with the number of responses to our weekly PE challenge this week. So many students are doing an amazing job of completing the challenge which is great to see.

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.

The PE Team



Arabic



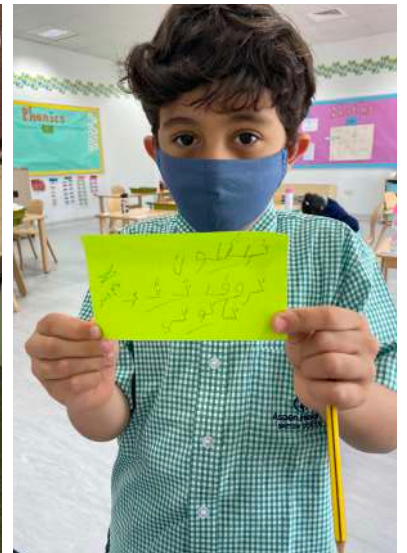
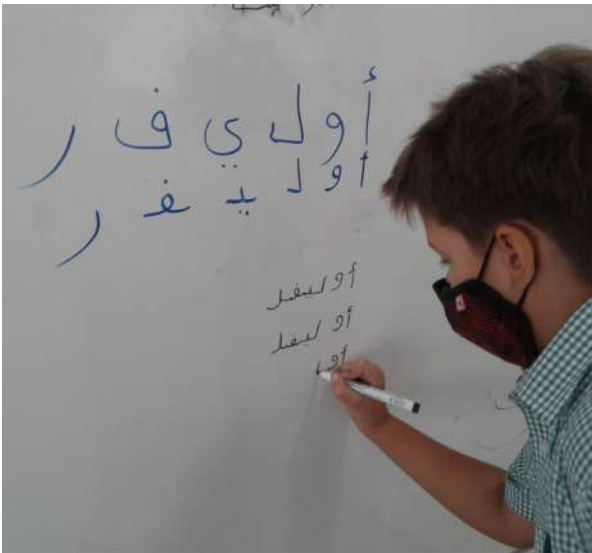
أسبوع جديد مفعم بالنشاط و العطاء، مكلل بالنجاح و التميز بمدرسة آسين. حيث قام قسم اللغة العربية هذا الأسبوع بتقييم نهاية الفصل الدراسي الأول للمواد الثلاث: (لغة عربية، تربية إسلامية و تربية وطنية) بإنجاز اختبارات قصيرة و مجزأة خلال الحصص لتقييم أداء الطلاب في مختلف المهارات كالقراءة و الكتابة و الاستماع و المحادثة.

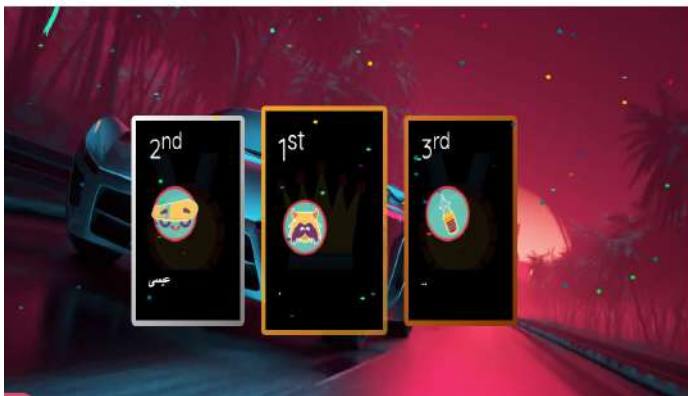
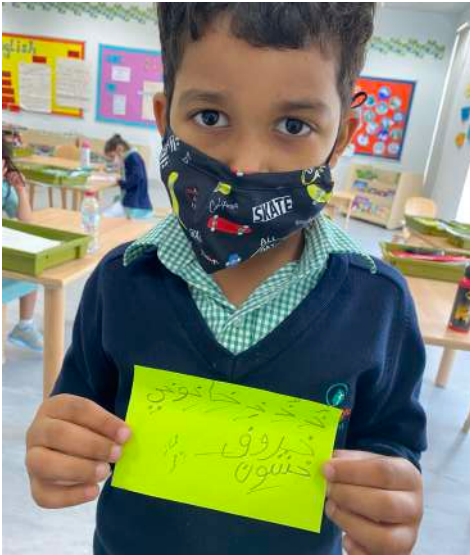
فكان تقييمًا فعالاً و مفيداً للطرفين حيث أنه ارتكز على تذكر المعرفة و المعلومات التي تمت دراستها خلال هذا الفصل من أجل التعلم و التطور و تقييم المستوى الحقيقي للطلاب دون الارتكاز فقط على الحصول على العلامة مما يساعد المعلم في رصد أهداف طلابه الخاصة بالفصل الدراسي الثاني.

كما نظم فريق قسم التربية الإسلامية هذا الأسبوع ورشة عمل قيّمة بعنوان “ تربية الأبناء على العبادات وسلوكيات الإسلام الصّحيحة ” وبذلك نشكر كل أولياء الأمور الذين حضروا الورشة و شاركوا في النقاش و إبداء الآراء. بداية من هذا الأسبوع، بدأت الاستعدادات للاحتفال باليوم الوطني لدولة الإمارات العربية الحبيبة من خلال التخطيط و تنظيم الأنشطة و الفعاليات التي ستقوم بها المدرسة الأسبوع القادم بإذن الله. و نحن نتطلع جميعا لإحياء هذه المناسبة الخاصة بشكلٍ خاصٍ و مميزٍ مع تجاوز كل التحديات.

وسيلة الكنانى

رئيسة قسم اللغة العربية و التربية الإسلامية





نشاط 1

بعد قراءة الأسطر الشعرية أجب عن الأسئلة التالية:

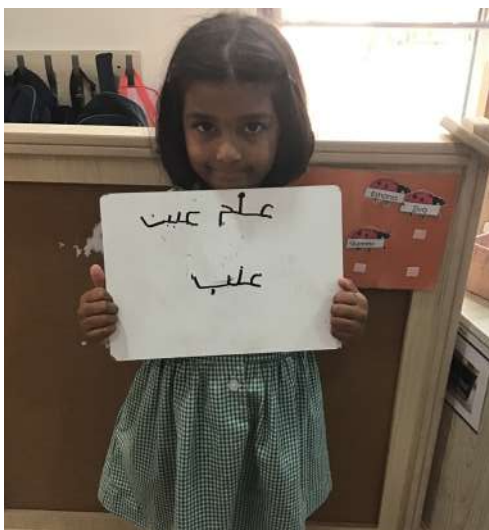
- 1- لماذا بدأت مسيرة دولة الإمارات وبماذا استمرت؟
✓ الحب و القوة من الجرات الذي فطنها
- 2- في البيت الثامن أسلوب إنشائي حدد نوعه ؟
✓ نداء
- 3- لماذا وصفت الشاعر قادة الإمارات ؟
✓ الهدف القادم : تحديد الأفكار الرئيسة للقصة
- 4- فؤة و ليس هناك خيانة
✓ توظيف التكنولوجيا في تسجيل فيديو (لقاء القصيدة

استطاع تحديد معاني المفردات الجديدة

المسيرة الطريق ✓
الغدر الخيانة و هذا الاخلاص ✓
حصون هو المكان المنيع ✓
الأنجاد الشجعان ✓
ولى ذليلا و مطروذا ✓

النشاط الأول : أجب عن الأسئلة التالية في ضوء فهمك للقصة :

- 1- الطبيب (انطوان) هو :
✓ هو الابن
- 2- تقع قرية (أزي) في مقاطعة :
✓ دروبين
- 3- (أزي) قرية جاثمة فوق تلة بين أشجار الصنوبر والزيتون : التقنية المستخدمة هذا البريف
✓
- 4- من الشخصيات التي جاءت في القصة :
✓ الابن و انطوان و الرائد
- 5- من صفات الأب :
✓ يتأمل
- 6- من الابن :
✓ شجاع



أفكار القصيدة : صل الفكرة بالبيت المناسب

نشاط 2

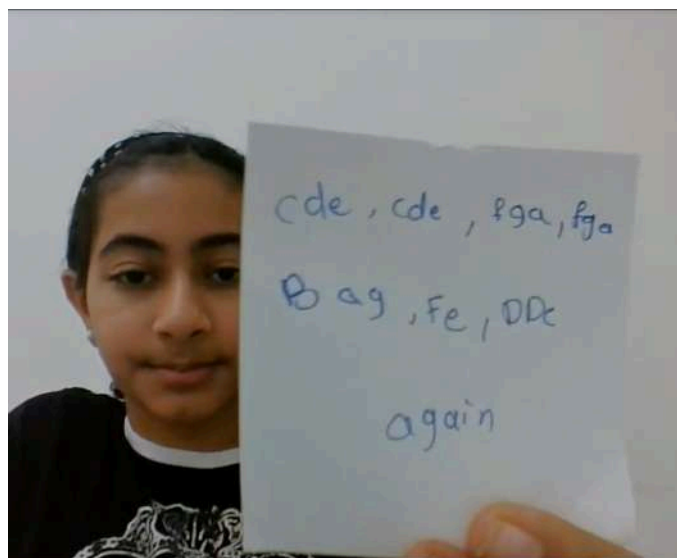
7 هَذِي الْمَسِيرَةُ بِاسْمِ اللَّهِ مُبْدَأُهَا	وَحَبَّيْشُهَا مِنْ لَيْلَى الْغَدْرِ يُحْمِيَا
10 وَلَيْ التَّفَرُّقُ مَدْحُورًا يُوَحَّدُنِيَا	وَسَالَّ نَهْرُ الْأَمَانِي فِي زَوَايَا
9 بُورِكُكُمْ يَا حُصُونُ الْمُخْبِرِ، إِنَّ لَنَا	حَبَّيْشًا مِنْ الْقَادَةِ الْأَحَادِ يُذَكِّرُنَا
11 سِرِّي عَلَى الدُّقَّةِ الْخَضِرَاءِ يَا بَلَدِي	وَأَشْعَلِي الْخُبَّ نُحْيِيهِ، وَنُحْيِيَا

الدعاء لأبطال الوطن ✓
التوكل على الله ✓
الحب المشتعل منهج ✓
لا فرقة ولا اختلاف ✓

ذليلا و مطروذا ✓
منحورا ✓
التفريق ✓
سأل ✓
الشيء و تحركي ✓
سيرتي ✓

استطاع تحديد الأفكار الرئيسة للقصة
الهدف القادم : تحديد القيمة الفنية للتعبيرات المجازية

Music



Musical composition can mean an original piece of music, the structure of a musical piece, or the process of making a new piece of music. A composition is a piece of music (the word “composition” means “putting together”, so a composition is something where music notes have been put together). When a composer writes a piece of music he or she is making a musical composition. Our secondary students have composed simple melodic tunes which they perform online using their digital piano.

