



Newsletter

Kyra Ngan ZiXi

Primary

STAR OF THE WEEK



The Star of the Week Award goes to Kyra Ngan Zixi from year 5 Respect. She has shown a great attitude at the start of a new year. She puts in tremendous effort to ensure she completes her work on time. She has produced spectacular work so far. I hope this will continue. Keep up the good work. We all wish her a great journey ahead and well done!



Newsletter

Liew Cheng Jiun

★ ★ ★
★ ★ ★ Secondary ★ ★ ★
★ STAR OF THE WEEK ★



The Star of the Week Award goes to Liew Cheng Jiun from year 10 Respect. He was proactive in most subjects this week. In English, he has made a good start to the term. This week students had to write a blurb for the back of a book based on an extract they read from the book. His blurb was well structured with carefully chosen vocabulary and persuasive language. He took an interest in Economics by giving his point of views in class discussions and being enthusiastic. He also did a good review of a newspaper article. In Physics, his determination during lessons has set a high standard for others. In ICT, he asked critical thinking question that helped his peers to dig down into the topic in detail. We all wish him a great learning journey ahead and well done!

Dear Parents / Guardians;

Students have been settling into study mode well and there is a strong emphasis on academics this year. I have seen evidence of quality learning taking place and children's enthusiasm in their studies. This is a sign of great progress for a successful school.

I am pleased to see that parents and students are following our request to be punctual as lateness has been significantly minimised. I have also receive feedback from teachers on students being attentive during the classes and being proactive in learning. Please keep it up.

On another note, a reminder to all parents to regularly access Quickschools for important information and homework announcements etc. and to use the homeroom email address if you have questions regarding your child's performance in school.

Thank you to parents for taking the time to join our coffee morning. Please continue to attend these sessions as they help foster a better understanding of what is happening in school and assist us in working hand in hand to achieve the best for our students.

We will be celebrating class based Merdeka and Malaysia Day on the 13/09/20. Students are encouraged to wear their Malaysian Traditional dress for the day. We value your feedback, and you can reach me at principal.puchong@rafflesia.edu.my if you have any concerns or enquiries.

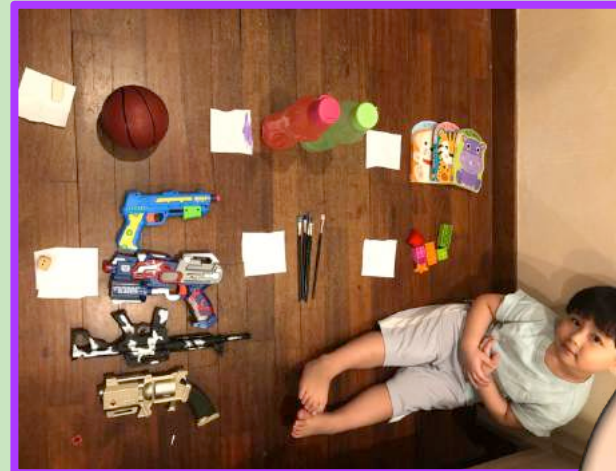
Thank you for your much appreciated support.

Ms. Chandra Veerappan

NURSERY



Pei Ying



Ryan



LeeMaine



Krishwin

MATH

Students building number sense from 1 to 10. They practice one-to-one counting with small objects.





Reception



Reception students were able to count from 1-10. They learnt to write numbers 1-5 in the correct formation and were able to match objects to the quantities..

YEAR 1



Maths

add, 2D, time, equals, take away, 8, 9, £, 3D measure, 5, numbers, 3 shapes, pattern

HongFei

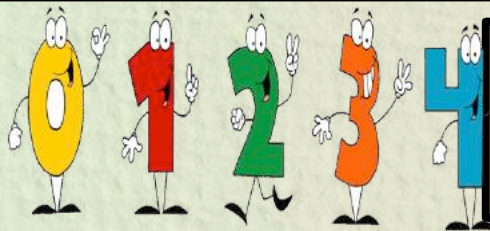
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45

Dora

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45

Isa Soon

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27
28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45



We challenged ourselves to count to and across 40, forwards and backwards, beginning with 0 or 1, or any given number. We identified 1 more and 1 less.



Write the number that comes in between.

Haseena

9	10	11	15	16	17
7	8	9	1	2	3
13	14	15	4	5	6
17	18	19	12	13	14

Write the number that comes in between.

Alexander

9	10	11	15	16	17
7	8	9	1	2	3
13	14	15	4	5	6
17	18	19	12	13	14

Write the number that comes in between.

Ray

9	10	11	15	16	17
7	8	9	1	2	3
13	14	15	4	5	6
17	18	19	12	13	14

TRADITIONAL VALUES • GLOBAL VISION

YEAR 1



+ 0 2 add
 2D
 time
 equals
 take away
 8 9 £
 3D
 measure
 5
 numbers
 pattern
 3 shapes

Maths

Mia Wong

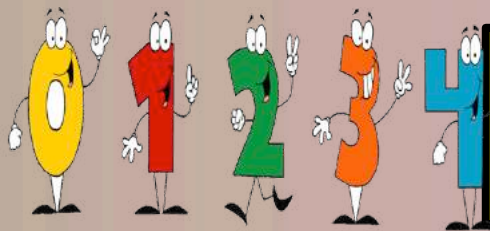
35	34	33	32	31	30	29	28	27
26	25	24	23	22	21	20	19	18
17	16	15	14	13	12	11	10	9
8	7	6	5	4	3	2	1	0

Soohyeon

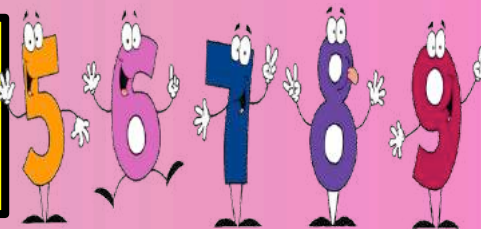
35	34	33	32	31	30	29	28	27
26	25	24	23	22	21	20	19	18
17	16	15	14	13	12	11	10	9
8	7	6	5	4	3	2	1	0

Khayla

2	3	4	16	17	18
8	4	10	6	7	8
14	15	16	5	6	7
11	12	13	18	19	20



We challenged ourselves to count to and across 40, forwards and backwards, beginning with 0 or 1, or any given number. We identified 1 more and 1 less.



Before and After

Write the numbers that come before and after the number in the middle.

8	9	10		6	7	8
5	6	7		10	11	12
2	3	4		2	3	4

Jasmine

Before and After

Write the numbers that come before and after the number in the middle.

8	9	10		6	7	8
5	6	7		10	11	12
2	3	4		2	3	4

Jithesh

Jili

2	3	4	16	17	18
8	9	10	6	7	8
14	15	16	5	6	7
11	12	13	18	19	20



YEAR 2

ENGLISH





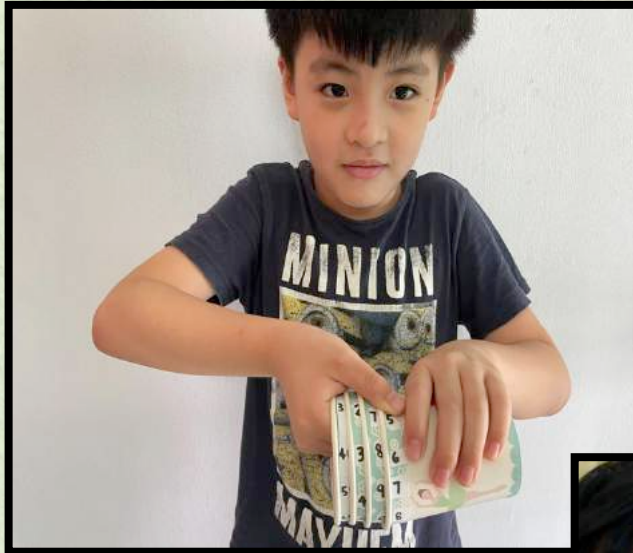
Students drew their favourite place and shared their experiences and how much they miss travelling using simple sentences.



Year 3 Maths

Cisy

Yan Xiang



Dilan



Qi Yuan



Chen Xuan



Students learnt about number place values. They made paper cups and arranged them in the correct order (thousands, hundreds, tens and ones).



Year 4 Maths

Students learnt about number place values. They were asked to make number cards and had a quiz with their parents to enhance their understanding.



Shruthi



Cheyenne





Year 4 IQT



Vidya



Mansen

Alvis





YEAR 5: MALAY

1. Kata Nama Am patut ditulis dengan huruf kecil.
2. Kata Nama Am ada lima kategori.
3. Kategori-kategori yang terdapat dalam Kata Nama Am ialah:

- Manusia
- Haiwan
- Tumbuh - tumbuhan
- Tempat
- Benda



Disediakan oleh: Wong Jing

3. Berikan 3 contoh setiap kategori yang anda cari

Manusia : Guru , polis , doktor

Tempat: Hospital , pejabat pos , sekolah

Benda : kerusi , baju , jam tangan

Haiwan: kucing , beruang , anjing

Tumbuh - Tumbuhan: bunga , rumput , pokok

Disediakan oleh: Kyra Ngan Zixi



Students learnt about Common Nouns. Based on their understanding of the topic, they created slides to express their knowledge. The lesson was followed by a fun & interesting quiz. As reinforcement, they completed some activities on Common Nouns.

Zon Praktis

- A Gariskan jawapan yang sesuai.

1. Baju-baju yang tergantung di dalam kotak almari itu kepunyaan kakak.
2. Ming Fong dan rakan-rakannya bermain bola di padang perpustakaan.
3. Mangga Durian yang belum masak itu rasanya masam.
4. Sekawan burung lembu sedang meragut rumput yang hijau.

Sistem Bahasa • Tahun 3

Pang Nuo Yang



TRADITIONAL VALUES • GLOBAL VISION





Arianna (Sasaran Menetapkan Matlamat dalam Subjek Bahasa Melayu)

1. Apakah yang anda sukai?

Saya sukai menari.

2. Terangkan tentang diri anda dalam tiga ayat.

Saya seorang yang tidak berputus asa. Saya sukai makan kentang goreng. Saya sukai menonton televisyen.

3. Fikirkan tentang guru kesayangan anda. Apakah ciri-ciri yang dimiliki oleh guru kesayangan anda.

Baik hati, cantik, dan penyayang.

4. Apakah cita-cita anda?

Menjadi seorang doktor.

5. Apakah yang anda perlukan dari saya untuk berjaya dalam term 1 ini?

Memberi banyak latihan petikan pemahaman dan bina ayat.

6. Apakah sasaran anda dalam subjek Bahasa Malaysia dalam term 1 ini?

Sasaran saya ialah mendapat A dalam subjek Bahasa Malaysia dalam term ini.

7. Apakah langkah-langkah yang anda ambil untuk mencapai Sasaran anda?

Saya akan membaca lebih banyak buku dan cuba untuk bercakap dalam bahasa Malaysia.

Disediakan oleh: Arianna

Tee Rui Jie (Sasaran Menetapkan Matlamat dalam Subjek Bahasa Melayu)

Apakah yang anda sukai?

- Saya sukai menonton kartun dan bermain permainan video.

Terangkan tentang anda dalam tiga ayat.

- Nama saya Rui Jie. Saya sukai makan makanan goreng yang sedap. Saya seorang kreatif

Apakah ciri-ciri yang dimiliki oleh guru kesayangan anda.

- Guru kegemaran saya sangat adil, kelakar dan jujur.

Apakah cita-cita anda.

- Cita-cita saya menjadi seorang guru yang terbaik.



Apakah yang anda perlukan dari saya untuk berjaya dalam term 1 ini?

- Saya memerlukan pertolongan dari Cikgu Joethi adalah mempelajari banyak kosa kata dan tatabahasa.

Apakah sasaran anda dalam subjek Bahasa Malaysia dalam term 1 ini?

- Matlamat saya dalam subjek Bahasa Malaysia dalam Term 1 gred B.

Apakah langkah-langkah yang anda ambil untuk mencapai sasaran anda.

- Saya akan memberi perhatian semasa mengajar dalam kelas dan cuba bercakap dalam Bahasa Malaysia di dalam kelas.



Disediakan oleh: Tee Rui Jie



YuXuan (Sasaran Menetapkan Matlamat dalam Subjek Bahasa Melayu)

1. Apakah yang anda sukai?

Saya sukai bermain bola sepak.

2. Terang tentang anda dalam tiga ayat.

Nama YuXuan. Hobi saya mendengar lagu. Saya seorang yang cuba untuk membuat perkara yang baharu.

3. Apakah ciri-ciri yang dimiliki oleh guru kesayangan anda.

Ciri-ciri yang dimiliki oleh guru kesayangan saya ialah beliau seorang yang penyayang dan baik hati.



5. Apakah cita-cita anda.

Cita-cita saya menjadi seorang peguam.

4. Apakah yang anda perlukan dari saya untuk berjaya dalam term 1 ini?

Saya mahu banyak membuat latihan tatabahasa dan bina ayat.

5. Apakah sasaran anda dalam subjek Bahasa Malaysia dalam term 1 ini?

Sasaran saya dalam subjek Bahasa Melayu adalah gred B keatas.

6. Apakah langkah-langkah yang anda ambil untuk mencapai sasaran anda.

Menonton banyak rancangan berkaitan Bahasa Melayu dan mendengar lagu Bahasa Melayu.

Disediakan oleh: YuXuan

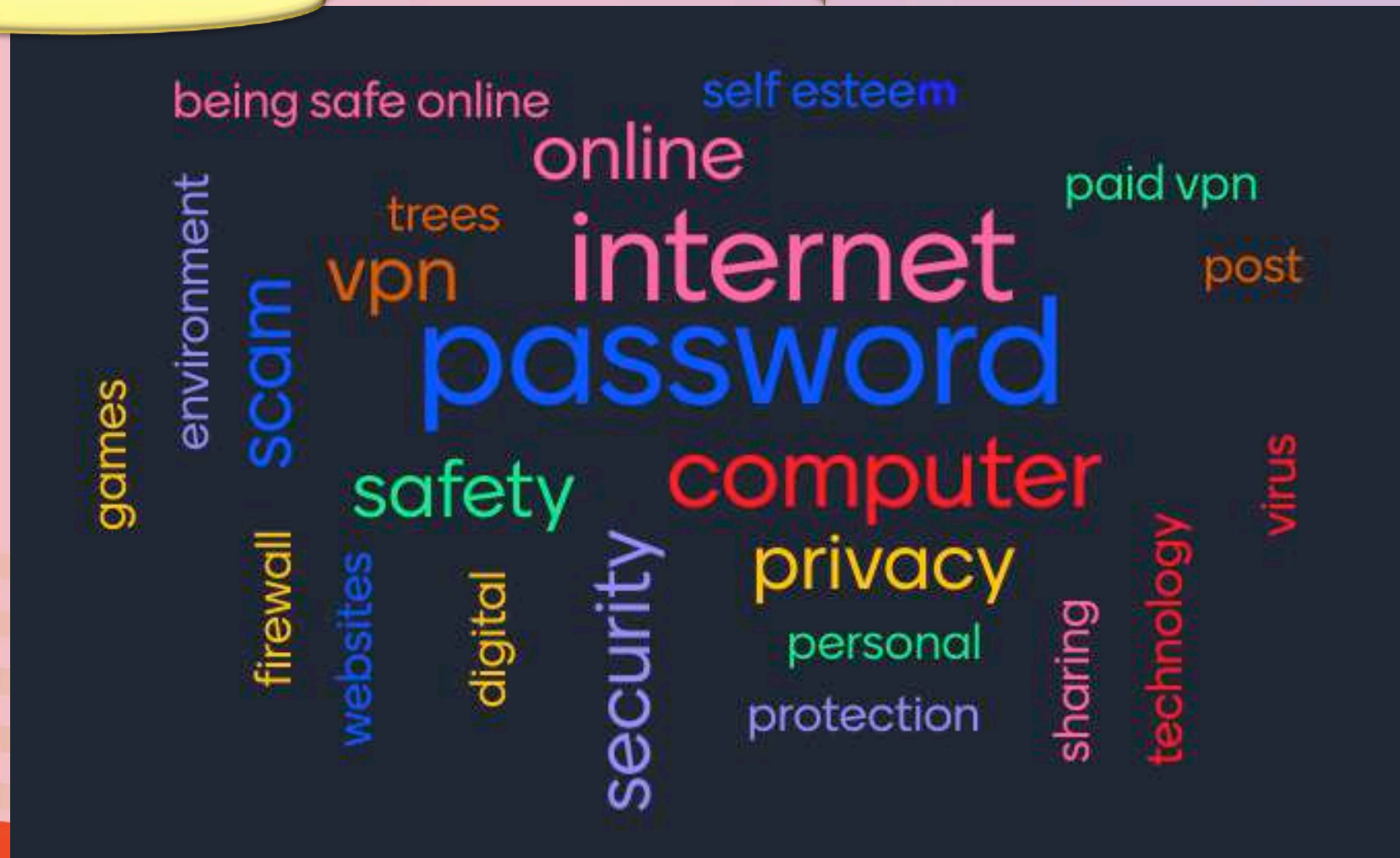


This week, students worked individually to write their learning goals as part of target setting! They were guided to write realistic and achievable goals.



ICT YEAR 7

The Year 7 students have been learning about e-safety. They submitted some keywords to create a word cloud and listed a few precautionary steps to stay safe while using email.



Li You Ran

1. List down 5 precautionary steps that can be taken to minimize the danger when using emails:
 - Never save your password on computers that are not yours
 - Never reply to an unknown email
 - Never send an email containing your personal information to anyone
 - Stop spam emails by deleting them and not opening them.
 - Don't chat with people you don't know

Erin Chan

1. List down 5 precautionary steps that can be taken to minimise the danger when using emails:
 - Do not reply to unknown emails
 - Log out after use
 - Do not share your password
 - Install an antivirus



1. List down 5 precautionary steps that can be taken to minimise the danger when using emails:
 - Don't save your email password on public computers
 - Do not reply to spam messages
 - Do not reply to unknown senders
 - Don't let people know your password
 - Don't trust anyone on the internet.

Pang Ruo Qing





In this lesson, students explored the respiratory system and learned how gaseous exchange occurs in the alveoli. They then examined and labeled a practical diagram and described adaptations.

Alveolus

By: Jun Bond, Gabriel, Samitha and Chloe

What Is An Alveolus?

An **alveolus** the scientific name for an air sac, they are located in our lungs where **gas exchange** takes place, by exchanging oxygen with carbon dioxide. They are very small, and there are **millions** of alveoli in our lungs.

How Many Cells Does The Oxygen Pass Through Before Entering The Blood?

Every oxygen molecule must pass through **two cells** before entering the **bloodstream** in our body. The two cells are the walls between the alveoli and our blood.

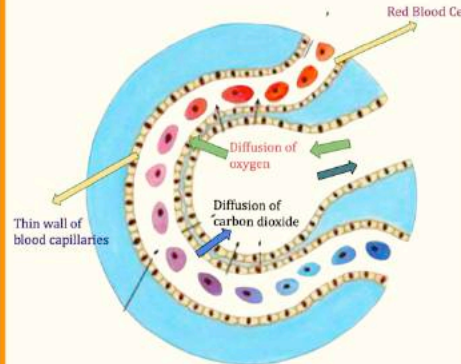
What Is Gas Exchange And How Does It Work?

In your air sacs or alveoli, oxygen from the air you breathe in goes into your **blood** and carbon dioxide in your blood goes **back into the air**. This is called gas exchange. When you breathe in the oxygen, the oxygen goes into your **lungs** and into the **alveoli**. The alveoli is where gas exchange takes place. During gas exchange, carbon dioxide in your blood will be removed and sent back into the air, while oxygen in the air will go back into the blood.

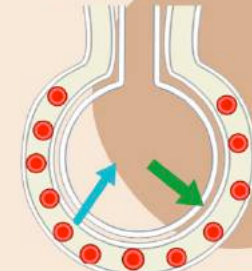
Adaptation of alveoli that makes gas exchange so efficient

Moist wall- Gases **dissolve** in the **moisture wall** helping them to pass across the gas exchange surface

Capillary walls- Capillaries are tiny **blood vessel** surrounding the alveoli. The capillary and alveoli both have very **thin walls** allowing oxygen to pass through



structure & function of the alveolus

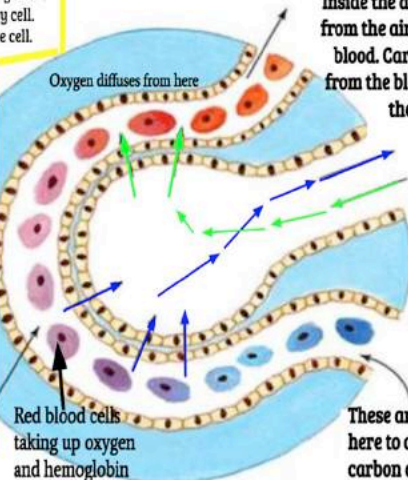


The function of the alveoli is to allow the blood to exchange oxygen and carbon dioxide when you breathe in and out. Essentially, the alveoli are tiny air sacs that expand to take in oxygen. When you breathe out, the alveoli deflate to expel carbon dioxide. Although they are tiny, without them, we wouldn't be alive. To get out of your lungs and back into the air, the oxygen passes through two cells. The oxygen particles in the air are gas, so they are moving freely. Since they can move easily from the air through the cell and into the blood. When the oxygen gets into the blood it combines with haemoglobin.

by: saakshinie, maisha, pearl & demi

When oxygen diffuses into the blood, The oxygen in the blood is then carried around the body in the bloodstream, reaching every cell. And it transfer energy to the cell.

Inside the air sacs, the oxygen will move across a paper-thin walls to tiny blood vessels called capillaries and into your blood. A protein called haemoglobin in the red blood cells, it carries oxygen around your body. At the same time, carbon dioxide that is dissolved in the blood comes out of the capillaries back into the air sacs, ready to be breathed out and the process will be repeated.



By: Adrian, Gabriel, Christiano, Ivan

Inside the alveoli oxygen from the air goes into the blood. Carbon dioxide from the blood goes into the air.

This is the movement of the air where carbon dioxide come in and oxygen goes out.

These are the blood cells. They come here to collect the hemoglobin and carbon dioxide to let them have more protein and become red colour.

Blood capillary: **Blood capillaries are blood streams** that are wrapped around the Alveolus to exchange gases. **The red blood cells collect oxygen and drops off carbon dioxide.** This process is called **diffusion**.

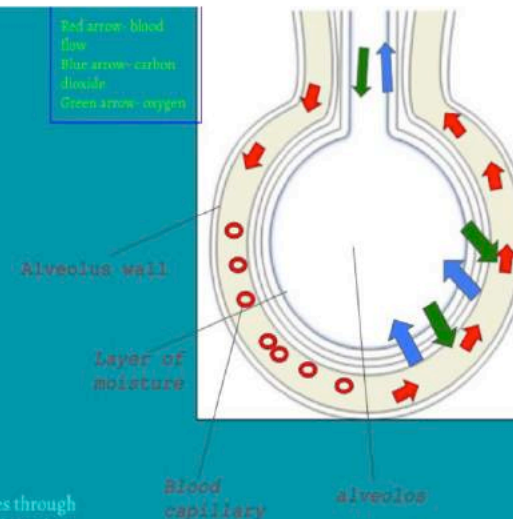
Alveolus: Alveolus (or the air sac) takes in the oxygen, but because of **diffusion** it is then **swapped places with carbon dioxide**, the oxygen is **taken into the blood capillary and is used for energy.**

Layer of moisture: The layer of moisture in the **alveolus** allows gases to dissolve making the **diffusion** process happen faster. The layer of moisture is also very thin only allowing gas particles to go through.

Exercise 1.2.1

2. Oxygen passes through two cells to get from the capillaries to the alveoli.

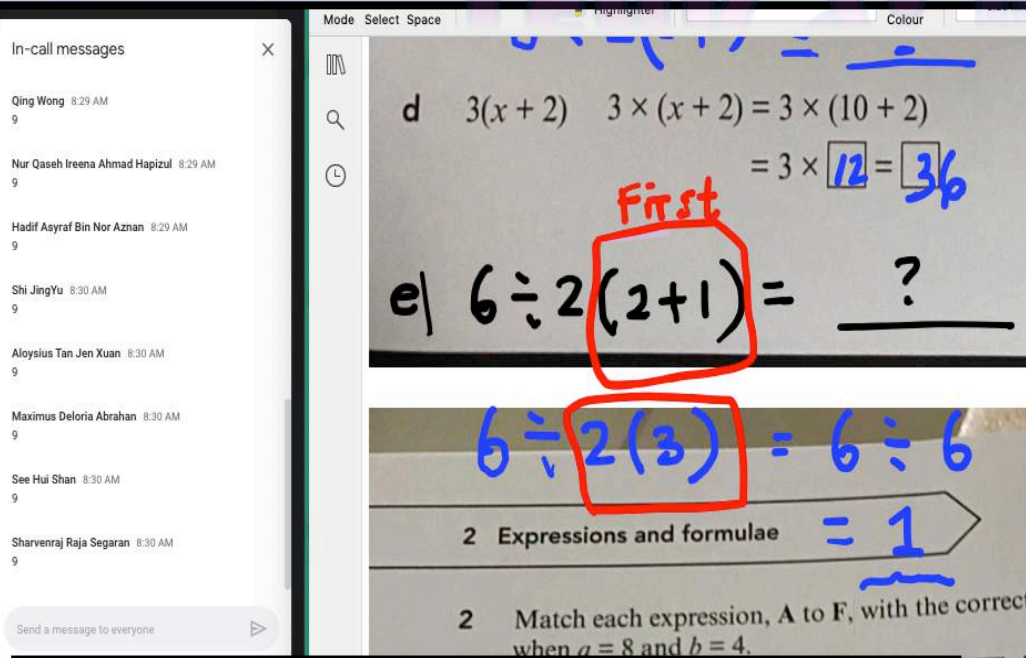
Red arrow- blood flow
Blue arrow- carbon dioxide
Green arrow- oxygen



YEAR 9: MATHS

What is the answer for 6 divided by two bracket two plus one? We revised the BIDMAS rule this week. Some struggled during the starter activity but managed to do well after a quick recap!

Cheng Keat



In-call messages

Qing Wong 8:29 AM
Nur Qaseh Ireena Ahmad Hapizul 8:29 AM
Hadif Asyraf Bin Nor Aznan 8:29 AM
Shi JingYu 8:30 AM
Aloysius Tan Jen Xuan 8:30 AM
Maximus Deloria Abraham 8:30 AM
See Hui Shan 8:30 AM
Sharvenraj Raja Segaran 8:30 AM

Mode Select Space Highlighter Colour

d $3(x+2)$ $3 \times (x+2) = 3 \times (10+2)$
 $= 3 \times 12 = 36$

e $6 \div 2(2+1) = ?$

First

$6 \div 2(3) = 6 \div 6$

2 Expressions and formulae = 1

2 Match each expression, A to F, with the correct when $a = 8$ and $b = 4$.

1 Write each number as a fraction.

a $7^{-1} = \frac{1}{7}$ b $7^{-2} = \frac{1}{49}$ c $5^{-3} = \frac{1}{125}$
d $3^{-4} = \frac{1}{81}$ e $15^{-2} = \frac{1}{225}$ f $20^{-2} = \frac{1}{400}$

2 Write these numbers as powers of 4.

a $\frac{1}{4} = 4^{-1}$ b $\frac{1}{64} = 4^{-3}$ c $1 = 4^0$
d $256 = 4^4$ e $\frac{1}{256} = 4^{-4}$ f $16^{-1} = 4^{-2}$

6 Write answer to each multiplication in index form.

a) $5^4 \times 5^1 = 5^5$ b) $4^{-3} \times 4^{-3} = 4^{-6}$ c) $8^{-6} \times 8 = 8^{-5}$ d) $15^3 \times 15^{-5} = 15^{-2}$ e) $5^{-6} \times 5^{-6} = 5^{-12}$

7 Write answer to each division to power of 7

a) $7^4 \div 7^2 = 7^2$ b) $7^3 \div 7^4 = 7^{-1}$ c) $7^4 \div 7^{-2} = 7^6$ d) $7^{-4} \div 7^{-3} = 7^{-1}$

Qiao Jie

Write the answer to each multiplication as a power of 12.

a $12^3 \times 12^{-1} = 12^2$ b $12^4 \times 12^{-5} = 12^{-1}$
c $12^{-1} \times 12^{-2} = 12^{-3}$ d $12^{-4} \times 12^7 = 12^3$

Write the answer to each multiplication in index form.

a $5^4 \times 5^{-1} = 5^3$ b $4^{-3} \times 4^{-3} = 4^{-6}$ c $8^{-6} \times 8^{-5} = 8^{-11}$
d $15^5 \times 15^{-5} = 15^0$ e $5^{-6} \times 5^{-6} = 5^{-12}$

Jia Hang

20. The sum of two numbers x and y is 11.
The product of the two numbers is 21.25

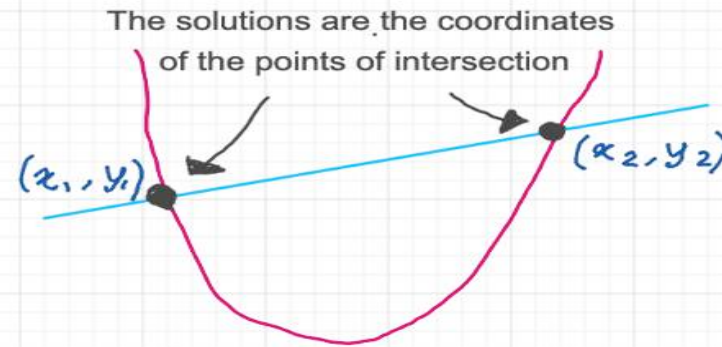
a. $x + y = 11$
 $xy = 21.25$

b. $x = 11 - y$
 $(11 - y)y = 21.25$
 $11y - y^2 = \frac{85}{4}$
 $44y - 4y^2 = 85$
 $44y - 4y^2 - 85 = 0$
 $(2y - 5)(2y - 17)$

$y = \frac{5}{2}$
 $y = \frac{17}{2}$
 $x = \frac{17}{2}$
 $x = \frac{5}{2}$

Anisa

Year 10 students learned how to solve simultaneous equations where one equation is linear and the second equation is not linear. Simultaneous equations are equations that involve the same variables. The solutions were the coordinates of the points of intersections.



The line $y = 2 - 2x$ cuts the curve $3x^2 - y^2 = 3$ at the point A and B. Find the coordinate A and B

22) $y = 2 - 2x \dots (1)$
 $3x^2 - y^2 = 3 \dots (2)$
Substituting (1) into (2):
 $3x^2 - (2 - 2x)^2 = 3$
 $3x^2 - 4 + 8x - 4x^2 = 3$
 $-x^2 + 8x - 7 = 0$
 $-(x - 7)(x - 1) = 0$
 $x = 7$ and 1
Substituting $x = 7$ into (1):
 $y = 2 - 2(7) = 2 - 14 = -12$
Substituting $x = 1$ into (1):
 $y = 2 - 2(1) = 2 - 2 = 0$
Therefore, the coordinates are $(7, -12)$ and $(1, 0)$.

Yee Yao

The line $2x + 5y = 1$ meets the curve $x^2 + 5xy - 4y^2 + 10 = 0$ at the points A and B. Find the coordinates of the midpoint of AB.

23. $2x + 5y = 1$, $x^2 + 5xy - 4y^2 + 10 = 0$
 $x = \frac{1 - 5y}{2}$
 $\left(\frac{1 - 5y}{2}\right)^2 + 5\left(\frac{1 - 5y}{2}\right)y - 4y^2 + 10 = 0$
 $\frac{(1 - 10y + 25y^2)}{4} + \frac{(5y - 25y^2)}{2} - 4y^2 + 10 = 0$
 $1 - 10y + 25y^2 + 10y - 50y^2 - 16y^2 + 40 = 0$
 $41 - 41y^2 = 0$
 $41y^2 = 41$
 $y^2 = 1$
 $y = +(-1)$
 $2x + 5(1) = 1$
 $2x = 1 - 5$
 $x = -2$
 $2x + 5(-1) = 1$
 $2x = 1 + 5$
 $x = 3$
 $\frac{(-2 + 3)}{2} = 0.5$
 $\frac{(-1 + 1)}{2} = 0$
Midpoint = $(0.5, 0)$

Zhou Xuen

YEAR 11 CHEMISTRY

Year 11 students have started the continuation of their journey for IGCSE preparation, by setting weekly goals on every Monday. Each week they choose one skill to practice each week; they will test their understanding by the end of the week and reflect on their achievements. A Chinese proverb says “A Journey of a Thousand Miles Begins with a Single Step”.

Week	Goal	Metn No Met	Reflection
1	Chemical formulas	Met	I did the kahoot and got 13/15. I made a mistake with aluminium nitrate. There was a glitch for aluminium nitride so my answer did not submit. In my next quiz my target mark is to get full marks. This will make sure that I understand the topic thoroughly
2	Chapter 1: Planet earth (revise whole chapter)		

Week	Goal	Met/ No Met	Reflection
1	Ionic and acid formulas	Met	I think I did ok with the quiz because out of 10 I got 8 correct answers, and I made a few careless mistakes which was why I got some questions wrong. But I think I understand the formulas and I remembered the elements and charges enough.
2	Mole		



Pastoral Care Article

Understanding feelings in kids

Help your children to name their feelings

Tune into your child's feelings by looking at their body language, listening to what they're saying and observing their behaviour. Try to understand the meaning and feeling behind your child's behaviour. The different feelings that your children go through daily may be foreign to them at first, but you can help them out by naming those feelings appropriately. For example, you could say, *"Mummy has to go to work, and you are sad to say goodbye"* or *"You were angry that your friend snatched your favourite toy"*. You can also use picture books or videos to point out the various emotions of the story's characters to your child. When you teach your child to name feelings when they occur, your child will build an emotional vocabulary over time and get to the point where they are able to identify those feelings and talk to you about them. This will then help them learn the basics of expressing their feelings appropriately.

Talk about how feelings can be expressed

The best way to teach your children to express their feelings is to set a good example yourself. Start by talking about your own feelings and describe how to best express those feelings. You can also create opportunities for your child to come up with solutions for various situations, and then discuss why they are or are not appropriate. Here are some questions you can ask for starters:

Remember how Mummy got mad yesterday because the kitchen sink was clogged up? When I get mad, I take a deep breath, count to three, and think of the best way to solve the problem.

Your brother bumped his head on the wall – how do you think he feels?

You are frustrated because you are having a hard time putting back that box on the shelf. What can you do? I think you can.

Feelings are neither right nor wrong.

Express empathy by listening when kids are talking and observe their body language. For example, if teens are feeling rejected by peers, their feelings are valid. Listening to their feelings can help them process those feelings and to decide what action to be taken. It is important for them to know it is ok to have negative feelings, but how they choose to act on those feelings may or may not be OK.

Pastoral Care Challenge

Understanding feelings in kids

Play an emotion guessing game

Take a piece of paper or small blanket and hold it in front of your face. Slowly lower it down to reveal your face showing an emotion. Children guess the emotion you are feeling, and then show everyone their face with that same emotion. Then, talk about what might make you feel this way.

Take pictures of your child making an emotion and share your play experience in two or three sentences. You can send your comments through your child homeroom email address.

FEELING TOOLKIT

Younger Kids: [feelings chart](#)

Teenagers: [feeling labels](#)

Kids who learn healthy ways to express and cope with their feelings are more likely to:



Be empathetic and supportive of others



Perform better in school and their career



Have more positive and stable relationships



Have good mental health and wellbeing



Display less behavioural problems



Develop resilience and coping skills



Feel more competent, capable and confident

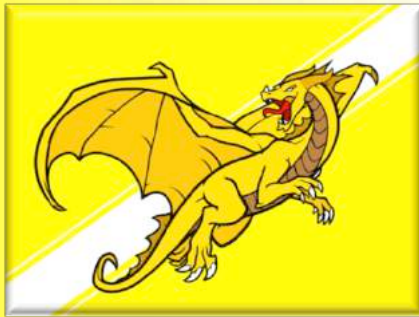


Have a positive sense of self

Sport House Points

Total:66

**Merit Points for
the week: 66**



Total: 140

**Merit Points for
the week: 140**



Total: 68

**Merit Points for
the week: 68**



Total: 88

**Merit Points for
the week: 88**

