



Newsletter

**NEWSLETTER 2020/21
TERM 2, WEEK 13**

EARLY YEARS

The Star of the Week Award goes to Jili Yang Zhi from Reception. Jili Yang Zhi consistently builds positive relationships with peers and teachers. He has been a very helpful, courteous, and hard-working student. Jili continues to work well independently and shows good motivation in class. He usually follows classroom routines and instructions well, especially during this pandemic. Great job, Jili!

STAR OF THE WEEK



Jili Yang Zhi



SECONDARY

The Star of the Week Award goes to Foo De Mi from year 7 Respect. In maths lessons, she respects her classmates by being kind, helpful, and caring in everything she does. In addition, she teaches her friend by showing them how to do the work patiently. Also, De Mi actively participates in every GC lesson and enriches the lessons with her insightful comments in class discussions. This week, De Mi presented her detailed and interesting design for a new school which was appreciated by the whole class. We all wish her a great learning journey ahead and well done!

STAR OF THE WEEK



Foo De Mi



Dear Parents/Guardians

Teaching children is a creative process. It is a process of facilitating children's development and learning by fostering independence. The primary teaching goals are to help young children to be productive, interactive with other children and adults while seeing themselves as capable learners. As a result, they develop their skills and understanding that will enable them to make sense of the world and to succeed in it. Children's creativity is supported through an environment that encourages them to try out ideas and risk making mistakes.

Learning must not simply be about academic subjects; it must be about life. There has been a lot of excitement going on in the classes while the students have been busy preparing for their Exit Point and International Day activities. I was amazed at how involved and excited they were during their practice sessions. We view students as individuals who can contribute to the classroom, sharing and gaining knowledge from each other

The Progress Report of your child/ren has been posted into your individual parent portal. Please take time to speak to them about their academic progress. Since we are unable to arrange a physical Parent-Teacher Conference, if you would like to speak with any of the teachers, do call the school office for an appointment.

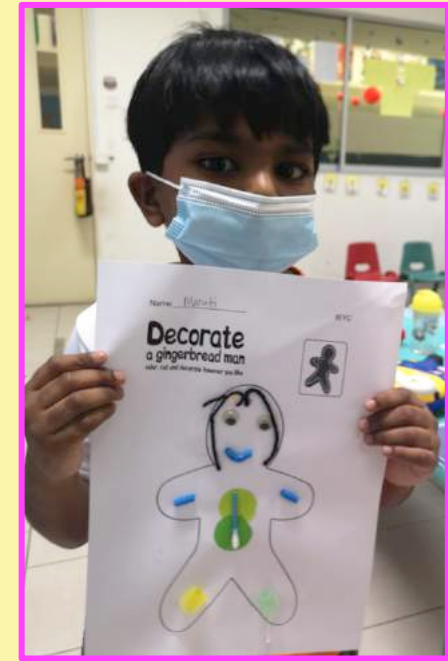
Kindly be informed that 09/04/21 will be the last day of school for Term 2 of the 20/21 Academic Year. Term 3 will commence on 19/04/21 and we are looking forward to having the students back after a short break. I hope you and your families remain safe and well.

Regards,
Ms. Chandra Veerappan



Nursery

ARTS
&
CRAFTS



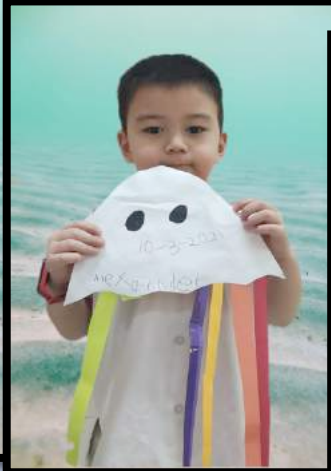
Nursery students made a craftwork gingerbread man related to the story they learned during the week.



RECEPTION



Art and
Craft



During the Arts and Crafts lesson, the children learnt facts about jellyfish and made a craftwork jellyfish!





POETRY

We can hear and write sounds in words.


We use commas and exclamation marks at the end of a sentence.

We can generate a rhyme.

We can read our new poem aloud.

Spider

I'm a Spider,
I Live in a tree,
I catch preys,
Where no one can see!



by Mia Lee

The Bird

I am a birds,
I can be your pet,
If I get sick,
Take me to the vet.

by Maryam Hira

Army Helicopter

I am an army helicopters
I can fly in the air,
I have no wings,
But I have missiles to fire

by Adeen

Sunny day

I like sunny days,
I can go and play,
I like to run,
I have so much fun!

by skyler

I am Freya

Freya is a girl,
Freya is lovely,
Freya is HAPPY,
Freya is a lovely happy girl!

by Freya Lim

My Family

Families are big,
and families are small,
Families are different,
I Love them all.

by Mikail





Bin with fin

It is a bin,
A bean with fin,
Put the bean ⁱⁿ the bin,
Jean means to win!

by Varish

COOL

The Spider

I am a spider,
I live in a tree,
I made my own web
Where no one can see.

by Fareedah

A rabbit and a frog

A rabbit wearing a cap,
His best friend is a frog named Jack,
They like to play tap,
And together to have a nap.

by Ka zen

Pink

Pink is the bubble gum,
That I like to chew,
Pink is the lip stick,
That looks good on you.

by Sofea

AWESOME

My dog → My Cat

I had a cat,
Who was so fat,
He could not even
sit on his mat!

by Nuo Chen



Poem

I am a fish,
Mum ~~eat~~ ^{eat} a dish,
The soup is hot,
Mum buys a pot!

by Yumeh


Red

Red is the watermelon.
That I like to eat.
Red is the lightsaber.
That looks so powerful!

by Javen Liu

In English this week, the students practised writing for various purposes.

I'm Glad to Be in Year 2
Draw a picture of what you like most about year 2.




Qi Yuan

This is a picture of me doing Maths ✓
I like it because Maths is fun ✓
In year 2, I like learning about IPC ✓
In year 2, I have got better at English, writing, and story telling ✓



I'm Glad to Be in Year 2
Draw a picture of what you like most about year 2.



Clara

This is a picture of me doing math ✓
I like it because math is easy ✓
In year 2, I like learning about math ✓
In year 2, I have got better at Math because math is fun and easy ✓

Wen Hong

1. This is the brightest light I've ever seen! ✓
2. The cheetah is the fastest land animal in the world! ✓
3. Wen Hong has the neatest handwriting. ✓
4. Sloths are the slowest animals in the world. ✓
5. The dung beetle is the strongest insect in the world. ✓
6. Human Beings are the weakest creatures on Earth! ✓
7. The largest ferris wheel in the world is located in the United States. (High roller). ✓
8. You can read the latest news on Google News. ✓
9. Eunice is the kindest child kid in the year 2. ✓
10. Miss. I'llham s. n. s. p. u. n. a. n. a. and Miss. Wang are the nicest teachers in year 2. ✓


I'm Glad to Be in Year 2
Draw a picture of what you like most about year 2.



Yan Xiang

This is a picture of My class (ICT Lab) ✓
I like it because It is fun ✓
In year 2, I like learning about reading and spelling ✓
In year 2, I have got better at Maths, IPC, English and ICT ✓

I'm Glad to Be in Year 2
Draw a picture of what you like most about year 2.



Eunice

This is a picture of my story work ✓
I like it because it is fun ✓
In year 2, I like learning about writing and spelling ✓
In year 2, I have got better at writing, drawing and spelling ✓

I'm Glad to Be in Year 2
Draw a picture of what you like most about year 2.



Wen Hong

This is a picture of me making a craft ✓
I like it because I like making crafts a lot ✓
In year 2, I like learning about Epc buildings ✓
In year 2, I have got better at writing ✓



Students are revisiting the difficult mathematical operation of division with remainders. To help solidify their understanding of the concept, we needed to go 'hands on' and use manipulatives. By having a visual representation, students were able to come to a deeper understanding of the mathematical problem solving process.



Ayra



Shruthi



YenYi



Alvis



Cheyenne





Fractions and decimals

We can compare fractions, find equivalent fractions and even simplify them. We can also convert fractions to decimals. We are getting better at it.

Proper Fraction	Improper Fraction	Mixed Number
A proper fraction is when the numerator (top) is smaller than the denominator (bottom) $\frac{7}{9}$	Is when the numerator is bigger than the denominator $\frac{13}{4}$	Is when we have whole fractions and parts of a fraction $3\frac{1}{4}$

Number - top
Denominator - bottom

How do we convert an improper fraction to a mixed number?
We use division. Divide the numerator by the denominator.
 $\frac{13}{4}$ you would say $13 \div 4 = 3r1$ as a mixed number this is written as $3\frac{1}{4}$.

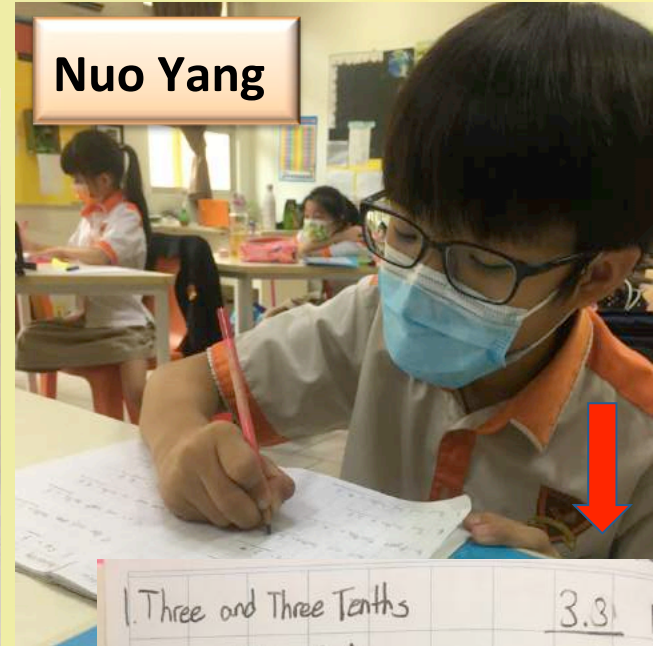
We use multiplication when we are converting a mixed number to an improper fraction
 $3\frac{1}{4}$ - you multiply the whole number with the denominator and then you add the numerator so
 $3 \times 4 = 12 + 1$ (comes from the numerator) = 13 as a fraction you would write it as $\frac{13}{4}$ 3 (whole number) 4 (was your denominator) + 1 (numerator)

Multiple
Divide

Kyra

Fraction notes

I can read and write decimal fractions correctly.



Nuo Yang

1. Three and Three Tenths	3.3
2. One and One Tenth	1.1
3. Two and Four Tenths	2.4
4. Five and Nine Tenths	5.9
5. Eight Tenths	0.8
6. Two Tenths	0.2
7. Four and Two Tenths	4.2
8. Five	5
9. One and Seven tenths	1.7
10. Six and Eight Tenths	6.8
11. Nine and Nine Tenths	9.9





I can write my answer in tenths and as a decimal.



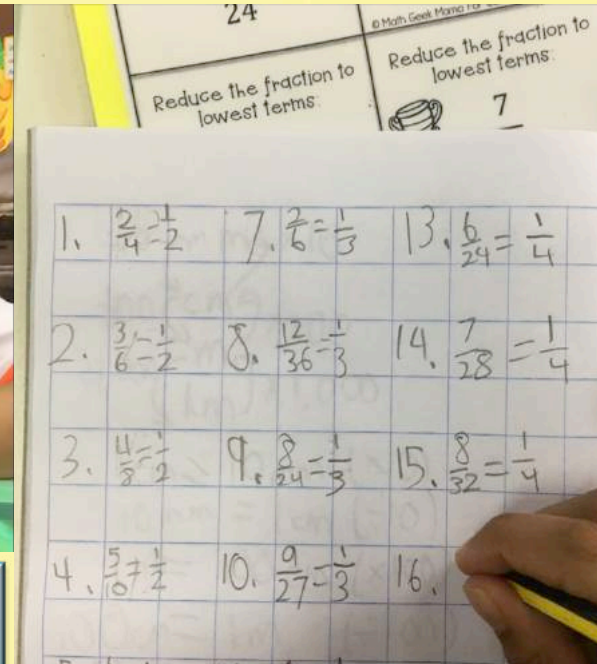
I can complete a decimal number sequence.

- b) 1.7, 1.8, 1.9, 2.0
- c) 1.4, 1.3, 1.2, 1.1, 1.0, 0.9, 0.8
- d) 5.3, 5.2, 5.1, 5.0, 4.9, 4.8
- e) 3.5, 3.6, 3.7, 3.8, 3.9, 4.0
- f) 10.5, 10.4, 10.3, 10.2, 10.1, 10.0, 9.9

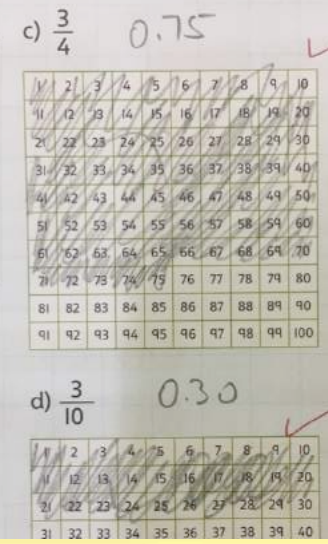
Rudhra



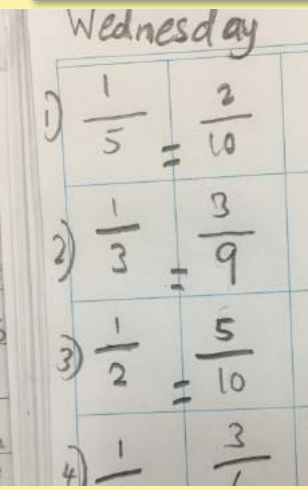
I was given a challenge to simplify the fractions to the lowest term. I did it!



I can find the decimal equivalent fraction.



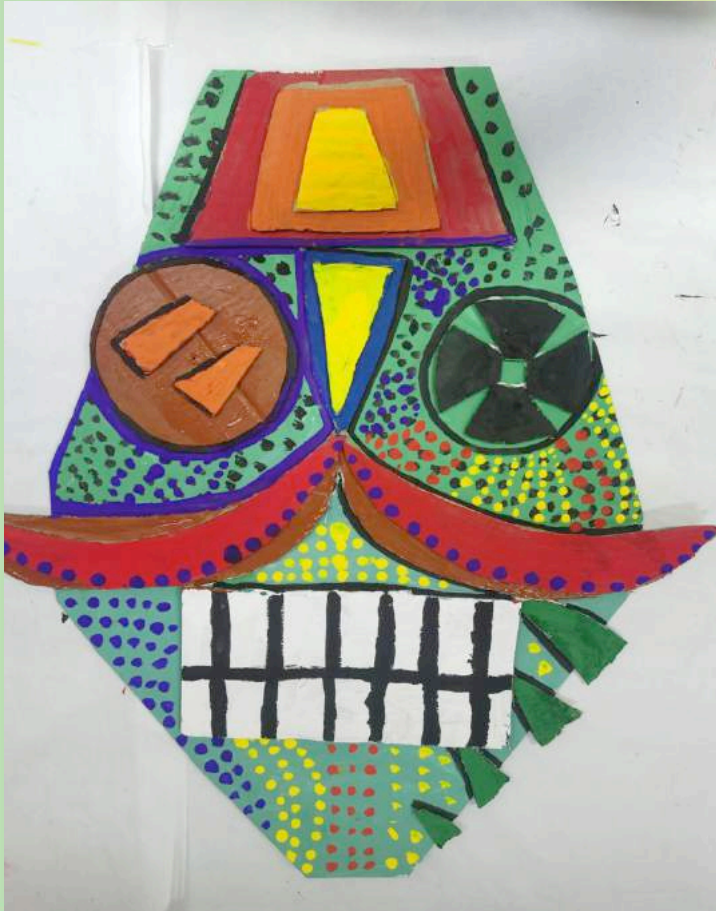
I can convert equivalent fractions





YEAR 5: ART

Students learnt about creating a traditional African tribal mask. The purpose of this unit is for students to develop an appreciation for other cultures and to explore their individual roles in their culture through expressive masks.



Arianna Yip Kit-Ean
Tze Xuen Lau
Aghan Varan
Hao Yue Yue



Rui Jie Tee
Annabelle Tan
Hemeindraa A/L
Saravanakumar





Newspaper headline
“ILLEGALS HAVE LANDED”

It's not fair because when people visit or come here we need to respect people. Our culture is not to threaten people, our culture is to respect and appreciate what God gave us.

They have been through hard times and wars. Killing their families and leaving their family is a very sad. They have gone through a lot. We don't know what their life is like there. So, treat everybody equally.

Anson



No, these is not fair. It is very cruel for people to accuse refugees and immigrants. They are human beings not animals.

They are struggling to find a job, food and affordable housing. We should protect our refugees because they are not monsters. It is our job to protect them and not treat them with disrespect.

Katrina



Split Face - Self Portrait

Students drew half a realistic self-portrait and drew what they saw and learnt about the proportions of the human face. Students drew the other side of their self-portrait abstractly by drawing who they thought they are not what they look like, using symbols, shapes, and objects.



Ho Zu Yao



Wan Katrina Amani



Year 7: ICT

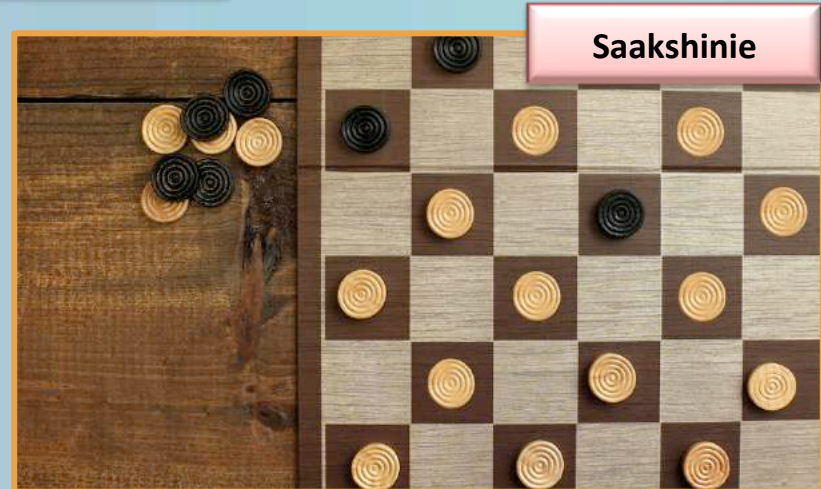
The students were introduced to Adobe Photoshop (through photopea.com). They learnt how layers work and used various selection tools to edit the pictures given.



Lai Jia Qi



Foo De Mi



Saakshinie



Original Picture





Samitha



Joshwin



Bernice Lee



Lau Jun Bond



Original Picture

Year 7: ICT



The current theme in Global Connection is 'Culture and Traditions'. Students are busy working on a collaborative task, the aim of which is to promote the importance of different cultures and traditions. Students are working in groups of three and have begun by choosing a country whose culture they want to promote to Year 7 students. Below are some examples of how the students have been working.

This week we have been working on the group task that Ms Janet has given us. This group task is about promoting a country's culture and traditions. The country we have chosen is Italy. For our group's progress, we are now entering the second phase of researching as we have finished collecting our primary research materials. We are excited to deliver the outcome for this task to the Year 7 students, which we have decided is going to be an animation.

Qiao Jie Bethany



Hui Shan See and Qiao Jie, Bethany



This week, my team member, Hadif, and I conducted some research. We did some secondary research and lots of primary research. We went around the class and interviewed our classmates. We learnt a lot about Chinese culture, especially from the native Chinese students in our class! One thing we learnt is that we are not allowed to share pears as it represents splitting a relationship in the Chinese language. We plan to create a spectacular video for the Year 7s to watch; I have a knack for creating fun and educational videos, so it should be really fun! We have not presented to the Year 7s before, so we hope they like it!

Jin Xen Khow

Khoo Cheng Keat and Maximus
Deloria Abrahan

This week, Valeriya, Joey and I have been conducting our research about Norway and we have just finished researching about it. We will soon be making our slideshow. Norwegians are famous for many things; for example, their fjords, salmon, the Northern Lights, the famous picture called 'The Scream'. It is also known as the 'Land of the midnight sun' and much much more! My group and I found out that Japan didn't use salmon for sushi until Norway introduced salmon to them in the 1980s. This means that before 1985, Japan didn't have a lot of sushi-grade salmon! My group members and I are working really great together; we can communicate easily and all of us can understand each other quite well.

Wong Qing, Stephanie





Year 9: Art

Still Life

Students drew a still life, paying special attention to the elements. Students were able to identify still life drawings, compare and contrast different types of still life drawings and demonstrate still life techniques in drawing.



Liong Yan Qi



Ai Ern Joylyvia Ling



Nik Nur Anisa Binti Nik
Ahmad

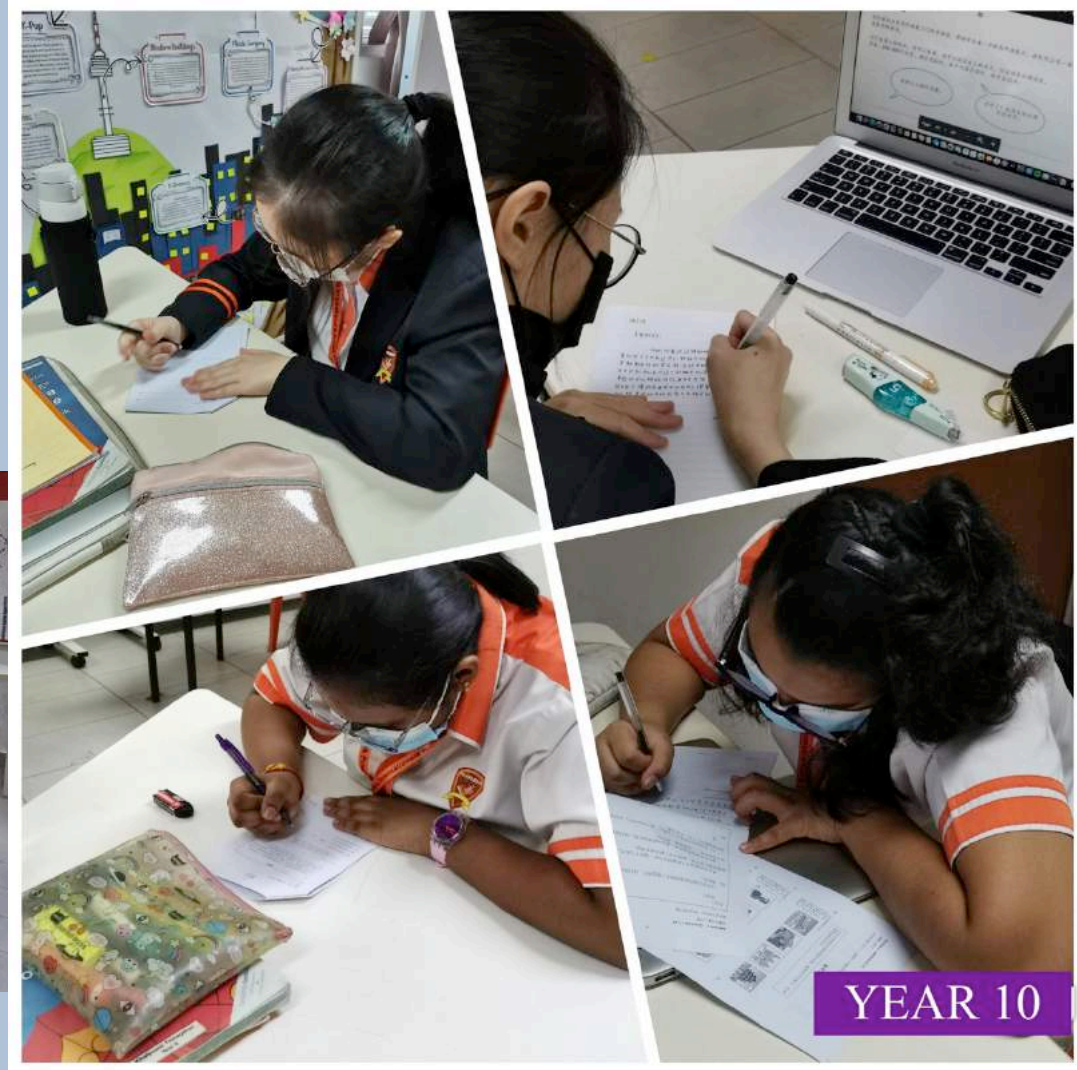


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YEAR 10 : MANDARIN

The students are working hard to prepare for the IGCSE Mandarin Chinese Exam.



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“THERE IS NO LIMITATIONS TO THE MIND DURING OUR LITERATURE LESSONS!”

Could the deaths of Juliet and Romeo have been avoided?

Romeo and Juliet's death is arguably their own responsibility as it is shown that fate has played a role in controlling their actions and through Friar's ironic action. However, it is also shown how both Romeo and Juliet were willing to die for this forsaken love.

It is first shown that Romeo and Juliet were mostly controlled by fate. This is first seen in the prologue 'A pair of star-crossed lovers take their life.' This connotes fate as stars were known to predict the lives of people in ancient times. There is also an iambic pentameter that creates a steady pace which could suggest how everything is planned.

How does Charlotte Bronte present Jane's feelings for Rochester?

Jane develops deep thoughts when she sees Mr Rochester. For example, when Jane says, 'I had hardly ever seen a handsome youth; never in my life spoken to one.' This phrase suggests that no one that is good-looking had ever talked to Jane until Mr Rochester came into her life. The phrase 'Never in my life spoken to me' creates an exaggeration which suggests how shocked Jane is to have met a handsome man.

Furthermore, the phrase, 'I had a theoretical reverence and homage for beauty, elegance, gallantry, fascination; but had I met those qualities incarnate in masculine shape,' contains listing in 'Beauty, elegance, gallantry, fascination;' which is a description of Mr Rochester. This suggests that Jane adores and admires Mr Rochester.

Year 11



Lin Yan Rong



Nur Nazeaha Binti Nazim

How does Charlotte Bronte presents Jane's feelings for Rochester?



Vikeesh Pravindran

The relationship between Jane Eyre and Edward Fairfax Rochester plays a major part in the novel of Jane Eyre, as Rochester turns out to be the love of Jane's life.

At first she finds him rather impolite and cold-hearted, but soon they become loving souls. When Rochester tries to secure her in a bigamous marriage, he forces Jane to leave him. While Rochester falls victim to his wife, Jane becomes an independent heiress.

When in the end they are reunited, the power structure of their relationship has been inverted. Rochester has to learn to depend on Jane, who in the meantime has to realise that she can only truly be happy living with her master.



Arvind Seelean

In Jane Eyre by Charlotte Bronte. Jane is first shown to have little to no interest in Mr Rochester. However, throughout the novel, Charlotte Bronte develops Jane's character in order to show that she has grown as a person which coincides with how she develops feelings for Mr Rochester over the course of the novel. This allows Bronte to portray Jane as independent since she comes to learn about her feelings through her own experiences.

Firstly, this can be seen when Jane first meets Mr Rochester. Her description of him shows that Jane is not likely to have any admiration for him due to his appearance and action. However, Jane's feelings towards Mr Rochester change as the novel progresses. As seen when she cares for him after Bertha sets fire to Rochester's bed.



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CCA BADMINTON SECONDARY





PREFECTS' CORNER

PREFECTS' VIDEO



An uplifting video made by the prefects during the lockdown.

WELCOME TO OUR WEBSITE!

OUR OBJECTIVE

We desire to build an interactive and infotainment platform for all students in Rafflesia.

STUDENT LOUNGE



- Home
- Events
- Achievements
- Campaigns
- Newsletters
- Competitions
- Videos to inspire



Sneak Peek!



The Prefects' Board has been working hard to produce an Internal Website (accessible to irafflesia accounts), called the 'STUDENT LOUNGE', that will be published in the first week of term 3. Our objective is to build an infotainment platform for all students, in hopes of inspiring and encouraging them in a variety of ways. We are going to carefully collate content that helps us, teenagers, have a healthy and balanced lifestyle, promote national and international competitions, run campaigns, and most interesting of all, with the help of our reporters, we are going to highlight students' achievements. We will publish the highlights of the website in our weekly articles.

PASTORAL CARE ARTICLE

GROWTH MINDSET



What is growth mindset?

Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. The opposite, a fixed mindset, refers to the belief that a person's talents are set in stone. Years of research have shown that mindset is malleable. This means that by helping students to develop a growth mindset, we can help them to learn more effectively and efficiently.

What are the benefits of growth mindset for your children?

- They will seek out better feedback and persist for longer
- They cope better with transitions and develop better self-regulation
- It reduces stress and aggression in students as well as increasing wellbeing and emotional functioning
- It improves self-esteem, learning orientation and reduces helplessness
- It's linked with grit and pro-social behaviours



One the most effective ways to develop growth mindset is to talk about it as a family project.

“I showed growth mindset when.....”

UPDATED EDITION

CAROL S. DWECK, Ph.D.

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL

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*business
*school
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“Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life.”

—BELL GATES, *GatesNotes*

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Video Book
Review](#)

Sport House Points

Total: 3266

Merit Points for
the week: 67



Total: 4352

Merit Points for
the week: 68



Total: 2673

Merit Points for
the week: 53



Total: 3125

Merit Points for
the week: 42

