



Newsletter

**NEWSLETTER 2020/21
TERM 1, WEEK 11**

EARLY YEARS

The Star of the Week goes to Maruti Abhimanyu a/l Gunasekaran from Nursery. Maruti demonstrates real commitment to his studies and approaches new learning in an enthusiastic manner. He always tries to do his best and produces quality work on time. He is able to handle long hours of digital learning well and he has been consistently attending every class. Keep up the good work, Maruti. Wish you a great learning journey ahead!

STAR OF THE WEEK



**Maruti Abhimanyu a/l
Gunasekaran**



SECONDARY

The star of the week goes to Pearl Diya Anoop from year 7. Pearl is consistent in submitting high quality work in science. In particular, she deployed reasoning skills to give a fully developed explanation for scientific phenomena using the Particle Theory. In GC, Pearl has impressed with her thorough research for the current project and excelled in the recent exam. We all wish her the best in the learning journey ahead!

STAR OF THE WEEK



Pearl Diya Anoop



Dear Parents / Guardians;

Hope you are managing well with the new development of schools being closed till the end of the year. It's a difficult situation specially for us who need to juggle between work and home. However, this is equally important for the welfare of our community and remember we can do it as we stand as one.

I am sure by now, we have adopted to the new norm and being creative with the activities that we can engage our kids with. If you are running out of ideas, specially for the upcoming Mid Term break, do check out this link for some fun ideas <https://funattic.com/fun-things-to-do-with-kids-lockdown>. Please do capture the moments and share it with us.

Finally, a sign of relief for the students as the Term End exams are over. The coming week (16th - 20th November), will be our Mid Term Break and online classes will resume from 23rd November 2020.

This year will understandably be different, we wish and thank everyone who is celebrating Deepavali for finding ways to celebrate while keeping the community safe. May the festival of lights, strengthen the hope of our humanity that we have seen throughout this year, dispel the darkness and challenges of our times, Happy Deepavali !!!

Thank you for your continued support. Stay home and stay safe.

Regards,
Chandra Veerappan



Mathematics



Nursery students show great interest during math lessons. They have managed to cover a number of topics such as 2D & 3D shapes, patterning, number sequencing and many more.



HAPPY DEEPAVALI



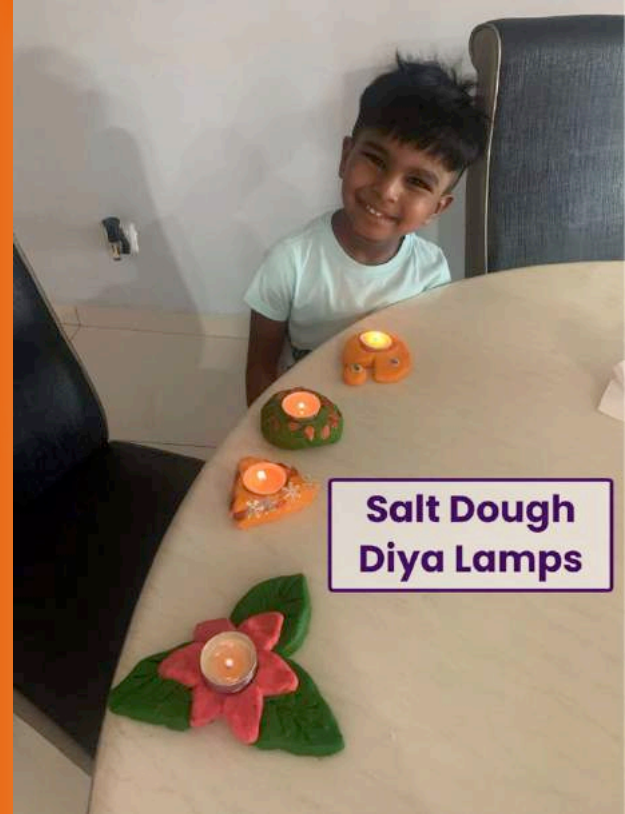
Rangoli / Kolam



Rangoli/kolam



Salt Dough
Diya Lamps



Salt Dough
Diya Lamps



Reception



Children practised counting and recognising numbers 1-20 with a do-it-yourself fishing game at home!


The Stories People Tell

In The Stories People Tell, we learnt about how we can become better storytellers by studying great tales from the past, such as myths and legends. We took on the roles of historians, geographers and artists.

Name: Freya History_Task 2 Date: 30.6.2020

Freya Myth (A hero)

I.O4 I will be able to know that there are a variety of ways to learn about the past






This is a story about the hunters.

Name: Nuo Chen History_Task Date: 21/2020

Nuo Chen Myth (God and Goddess)


I.O4 I will be able to know that there are a variety of ways to learn about the past

		
anubis god of dead head of a jackal	Ra god of sun head of the falcon king of gods	Bastet goddess of cats head of cat

Name: Ka Zen History_Task 1 Date: 28.10.2020

Ka Zen Legend (King Arthur)

I.O4 I will be able to know that there are a variety of ways to learn about the past


He live in England		He pulled a sword called Excalibur from a stone
He was raised by a wizard named Merlin		He was a wise and good King.

Reflection: Name one famous person you know. Robin Hood

Name: Tamara History_Task 2 Date: 30.10.2020

Tamara Myth (A hero)

I.O4 I will be able to know that there are a variety of ways to learn about the past




This a story about people lived in the cities.

Name: Skylar History_Task Date: 3.11.2020

Skylar

Draw your imagination animal head god/goddess.


		
Sobek (head of lion) she was powerful among the goddess she was a ferret in aged	Sobek head of crocodile) He was the Lord of the Waters	Eone

Reflection: What is your imagination animal head god/goddess can do?
The God of Eagle (E-one) can fly to look for food.

Name: Hira History_Task Date: 28.10.2020

Maryam Legend (King Arthur)

I.O4 I will be able to know that there are a variety of ways to learn about the past

He lived in England		He pulled a sword called Excalibur from a stone.
He was raised by a wizard named Merlin.		He was a wise and good King.

Reflection: Name one famous person you know. Jojo Siwa



In this unit, the students have been engaged in learning about community helpers and occupations. In this task, students discussed their future professions.

HUBERT'S DREAM JOB

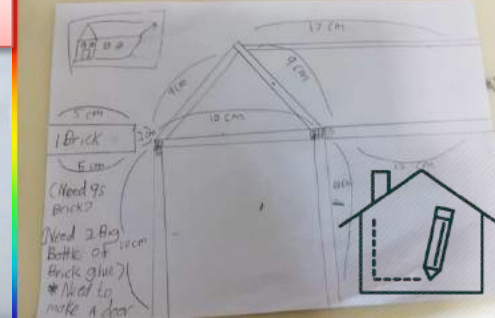
My dream job would be a **Veterinarian**

I have always wanted to be a veterinarian because the job is full of recognition and love. A veterinarian is trained to give medical care and treatment to sick animals. ...

It is great to see the happiness in animals.

Hubert

Eunice



I want to be an architect. Here is the plan of my house!

I want to be an astronaut!

I want to be a doctor!

Sam Li



I want to be a tailor or a fashion designer. Here are some of my designs!

Maxim



I want to be an auto-mechanic.

Tan Qi Yuan



Ryan





Rafflesia YEAR 2

INTERNATIONAL & PRIVATE SCHOOLS

TRADITIONAL VALUES • GLOBAL VISION



Throughout this unit, students learned about community helpers and how people with different roles contribute differently. They explored their future ambitions and had fun role playing during the online lesson.

I want to become a doctor

Hello, I am an architect. I design buildings

Clara



I am a teacher



A great chef is rising!



Shermaine



Dok Yeung



Ethan

I am a drummer



Chen Xuan

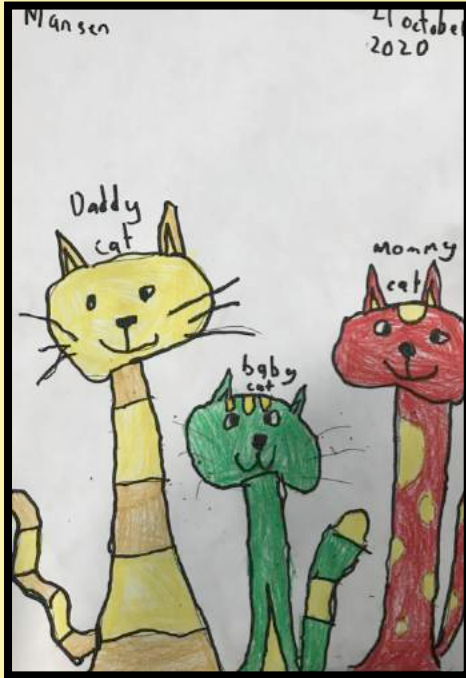


Cat Drawing

Students explore ideas about colour and shape. Students combine shape and colour.



Carrie Anne



Mansen Di Bing Heng



Clyde Andre
Manzanilla Tubig



Ayra Leia Khadeeja





Title : Potted Cactus

Students explored ideas about design and pattern. Students decorated their pots with their own patterns.



Wong Guan Lin



Kyra Ngan ZiXi



Song JooYoung



Song JaeHa



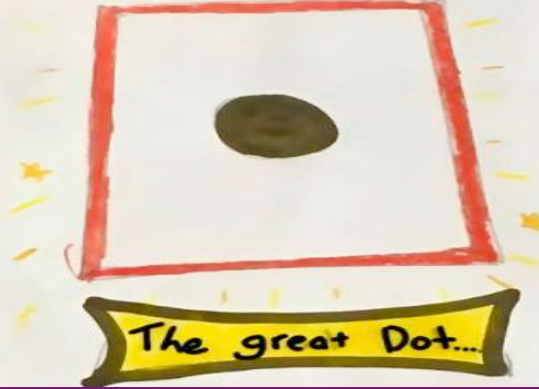


He, YuXuan

Aghan Varan



Annabelle Tan Hui Na



This week the students are busy doing their exams, so for this week I asked them to be creative for “Think out of the box Wednesday” They had to create a picture using this dot image. Just look at their creativity



Hemeindraa a/ Saravanakumar

Lau Xin Ru

Ksiniya Mikhaylova



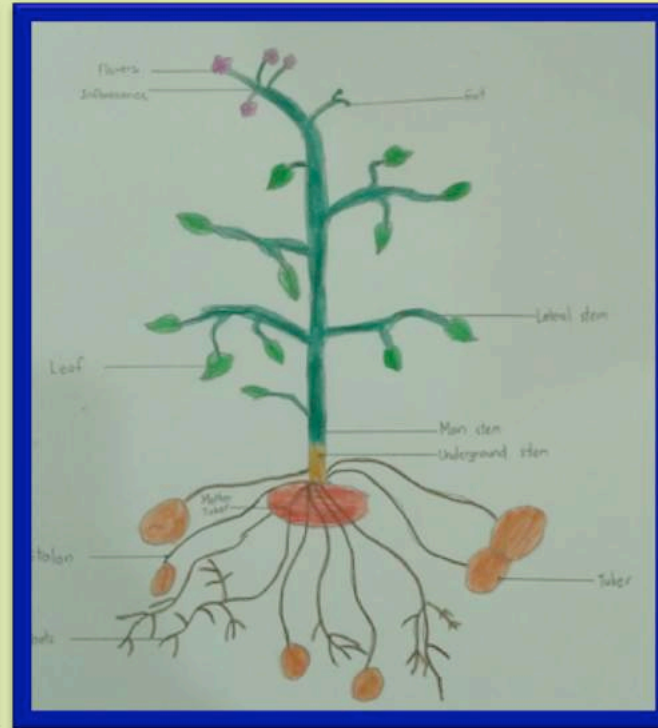
Rafflesia YEAR 6

TRADITIONAL VALUES • GLOBAL VISION

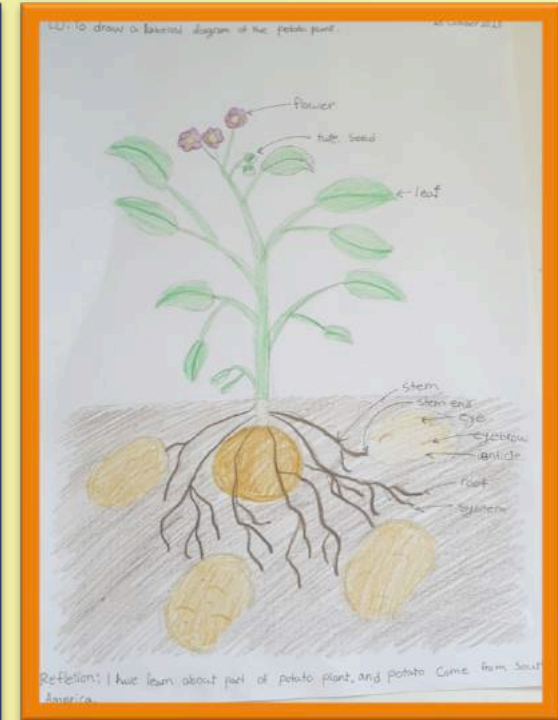
While working on our IPC unit 'Going Global,' we did a lesson on 'The History of the Potato.' We learnt a lot of fascinating facts about how the humble potato was discovered by the New World explorers in Peru and brought over to Europe. At first, the people were very wary about eating this newfound vegetable because it looked a lot like a poisonous plant found in Europe called Nightshade. After watching a video on how to grow potatoes, Harry decided to go ahead and start producing his own in a bucket - some labelled diagrams of the potato plant can also be seen.



Ju SeungHo



Karina Ngan ZiYu



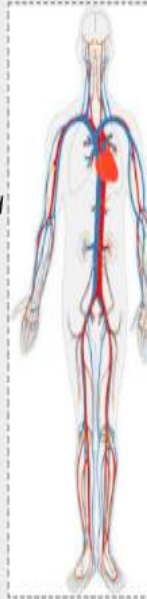
Song JooEun



In this week's lesson, we used technology to revise term 1 topics for the examination. Students learned how to use the Google app to collaborate and give constructive feedback to each other's work under teachers supervision while creating a summary sheet for each subtopic. This helped in developing a deeper understanding of the topic, since precise attention to detail is needed.

Circulatory system

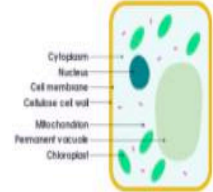
1. The circulatory system transports substances all over the body. It is made up of tubes called blood vessels. These tubes contain blood. The blood is pumped around the circulatory system by the heart.
2. The circulatory system carries oxygen, nutrients, to give our whole body energy to move around and hormones to cells, and removes waste products, like carbon dioxide. These blood vessels only travel in one direction only so like this is to keep things going where they should.
3. The circulatory system main work is to transports substances all over the body to provide energy to us.
4. Circulatory system also helps us to maintain body temperature by transporting heat. This is important to us because if we don't have enough heat in our body we will be sick of cold
5. The last key point of circulatory system is the circulatory system is made out of blood vessels that can carry a lot of blood away from our heart and towards to our the heart. Arteries carry blood away from our heart and veins to carry the blood back to our heart.



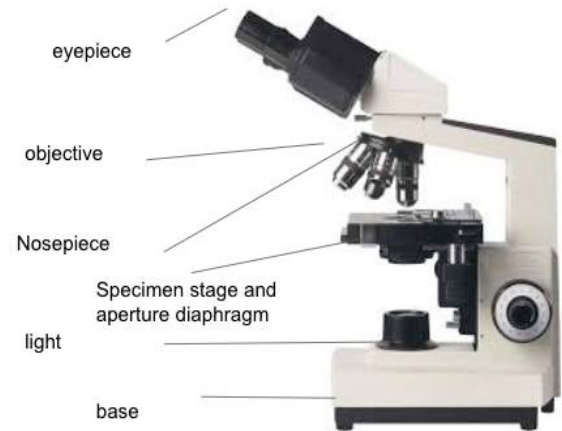
By Gabriel Bong

Plant Cells

1. Plant cells are made out of cell walls , cell membrane , cytoplasm , Nucleus , large vacuole and Chloroplast
2. What are the main functions of the structures within a cell?
 - Cell wall: Cell walls are strong holding the plant cell in shape
 - Cell membrane: A Cell membrane is a control-centre of a cell
 - Cytoplasm: Cytoplasm is a substance where chemical reactions happen.
 - Nucleus: A nucleus controls everything from within the cell
 - Large vacuole: Large vacuole is a fluid space in the cell.
 - Chloroplast: Chloroplast is a cell where plants make their food
3. Facts about the structure of cells
 - Cell wall's: They are made by a material called cellulose (A molecule, consisting of hundreds and sometimes even thousands of carbon, hydrogen and oxygen atoms.)
 - Cell membrane: They control what enters and leaves the cell
 - Cytoplasm: They keep the cell alive by making chemical reactions on-going within the cell
 - Nucleus: They contain chromosomes (Chromosomes carry all of the information used to help a cell grow, thrive, and reproduce.)
 - Large vacuole: They contain a sweet solution called cell sap (a plant cell that serves as storage of materials and provides mechanical support.)
 - Chloroplast: They contain chlorophyll, which makes them look green on leaves.



How does a microscope work?



By Wee Yu Xiang

YEAR 8: ENGLISH :- Students have been learning English through the topic of fire. Here are some firework safety leaflets they created.

Beware Or you Will Lose your Hand

BY: BETHANY

1. Never allow young children to light up fireworks without adult supervision (You might burn each other)
2. Never use fireworks if you have taken drugs or alcohol (Unwanted situations may happen)
3. Never point or throw fireworks at another person (You might burn the other person)
4. Do not try to re-light or handle malfunctioning fireworks (They may explode)



1. Never use illegal fireworks (You have to pay)
2. Never hold lighted fireworks in your hands (You may burn yourself)
3. Back up to a safe distance immediately after lighting fireworks (Just in case the firework explodes)
4. Keep a bucket of water or a hose at hand (in case of fire) and to douse used fireworks before discarding in trash (They might light up the other pieces of trash)

1. Make sure fireworks are legal in your area before buying or using them (You have to pay)
2. Avoid buying fireworks that are packaged in brown paper as they usually for professional use (They might be dangerous)
3. Never carry fireworks in a pocket or set them off in metal or glass containers (They may explode and they are flammable)



BY: HUI SHAN

FIREWORK SAFETY

- NEVER light fireworks indoors
- NEVER point or throw fireworks at another person
- DO NOT try to re-light malfunctioning fireworks
- Keep a bucket full of water to fully extinguish fireworks that don't go off or in case of fire
- NEVER use illegal fireworks
- NEVER hold lighted fireworks in your hands
- NEVER shoot off fireworks in metal or glass containers
- NEVER use fireworks while impaired by drugs or alcohol
- NEVER ignite devices in a container
- Soak unused fireworks in water for a few hours before disposing of them
- NEVER allow your children to handle fireworks
- Anyone standing nearby SHOULD wear protective eyewear
- Only use them away from people, houses and flammable material

Safety First, Injuries Never

A FIREWORKS SAFETY GUIDE
BY: JENSON



WHAT TO DO

1. Never point or throw fireworks at another person (It will get them severely injured)
2. Maintain a safe distance after lighting the fireworks (The fireworks might burn you)
3. Never light them indoors (It will be dangerous for many people in the building and they can end up getting injured)
4. Only use fireworks away from people, houses or flammable objects. (As they might hurt and damage the surrounding area)
5. Only light 1 device at a time. (Lighting multiple devices might be too much to handle)
6. Do not try to re-light malfunctioning fireworks. (As they might suddenly go off and injure you or someone else)
7. Never hold lit fireworks in your or anybody else's hands. (As they can possibly kill you or severely injure multiple people.)
8. Do not allow young children to handle fireworks (as they will injure themselves)
9. Keep pets indoors (as they might be terrified of the loud fireworks)
10. Older children may only use fireworks under adult supervision. (The older children might make mistakes)
11. Anyone using or standing near fireworks should wear protective eyewear (as without protective eyewear some of the flares that come out of fireworks might get into your eyes)



Crackling smoke

A FIREWORK SAFETY PSA

AGE DISTRIBUTION



8600

TRIPS TO THE ER
DAILY



2 IN 5 INJURIES
ARE MALE

WHAT TO DO AND NOT TO DO

- | | | |
|-------------------------------------|---------------------------|--------------------------------------|
| ★ NEVER DRINK | ★ NEVER POINT AT A PERSON | ★ DO KEEP A BUCKET AT HAND |
| ★ NEVER CHILDREN | ★ NEVER RAG | ★ DO BUY FIREWORKS FROM KNOWN STORES |
| ★ NEVER NEAR PEOPLE | ★ DO READ INSTRUCTIONS | ★ DO CHECK THE CEMENT |
| ★ NEVER PICK UP LIT/FIRED FIREWORKS | ★ DO WEAR PROTECTIVE GEAR | ★ HAVE FUN! |

YOU CAN GET INJURED ANYWHERE

MOST INJURIES
ARE ON THE
HANDS AND
FINGERS



START GAME ▶



CHEN LIANG



Students wrote their own Mobile Phone Etiquette as part of writing practice and to understand the use of English when discussing technology.



Mobile phones etiquettes

- Is not ok to use a mobile phone during a meeting, during a meal, in cinema, while driving, during classes or while studying.
- You should turn on the silent mode when you are attending someone's funeral, when someone is talking, at religious institutions..
- Do not turn on max volume when you are calling or listening to voice messages when there are people near you.
- You may leave a message when you are free.
- Make sure you ask permission before you take someone's phone.
- Do not type all in capital letters unless you are really angry.
- Don't talk so loudly when you are having a phone call.

KHOO CHENG KEAT

CHONG YIA QING

PHONE ETIQUETTE:

- KEEP YOUR PHONE SILENT IN CINEMAS, TEMPLE OR IN A MEETING.
- SPEAK CLEARLY WHEN YOU ARE ON A PHONE.
- ANSWER THE CALL WITHIN THREE RINGS.
- DON'T SHOUT OR WHISPER WHEN YOU ARE CALLING SOMEONE.
- SPEAK SOFTLY.
- ALWAYS USE 'PLEASE' WHEN YOU ARE ASKING FOR HELP.
- CHECK FOR AND RESPOND TO VOICEMAILS.
- USE PROPER LANGUAGES.
- BE HONEST ON THE CALL IF YOU DON'T KNOW THE ANSWER.
- ONLY USE SPEAKERPHONE WHEN NECESSARY.



ALOYSIUS TAN

MOBILE PHONE ETIQUETTE

- Don't use a mobile phone during a meal, at the cinema, or when using public transport.
- Speak softly on the phone
- Turn off your phone if it is interrupting a conversation or an activity.
- Watch your language, especially when others can overhear you.
- Avoid talking about personal or confidential topics in a public place.
- If it must be on and it could bother others, use the "silent" mode and move away to talk.
- Don't make calls in a library, theater, religious places, or from your table in a restaurant.
- Don't text during class or a meeting at your job.
- Never use your phone while you are driving.

1. Be in control of your phone, don't let it control you.
2. Speak softly
3. Watch your language, especially when others can overhear you.
4. Don't text during class or a meeting at your job.
5. Private info can be forwarded, so don't text it.
6. Never drive and use your phone at the same time.

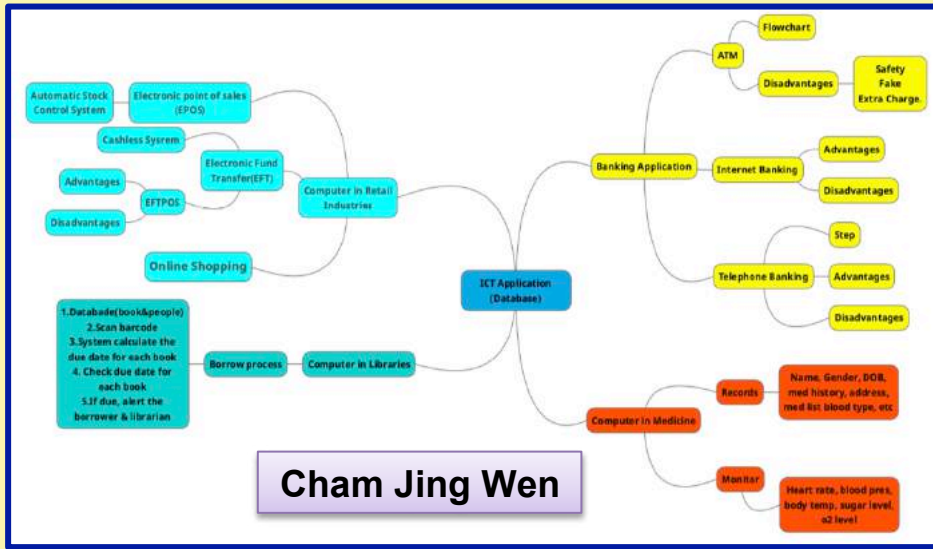


VALERIYA

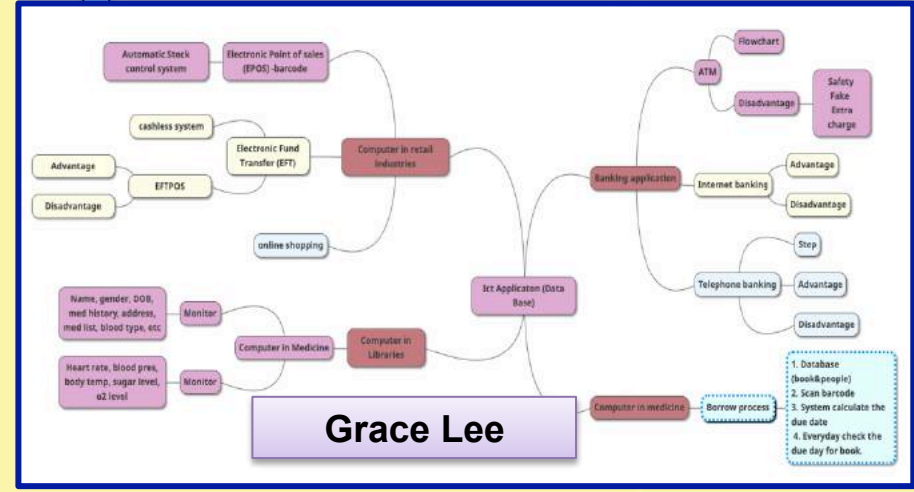




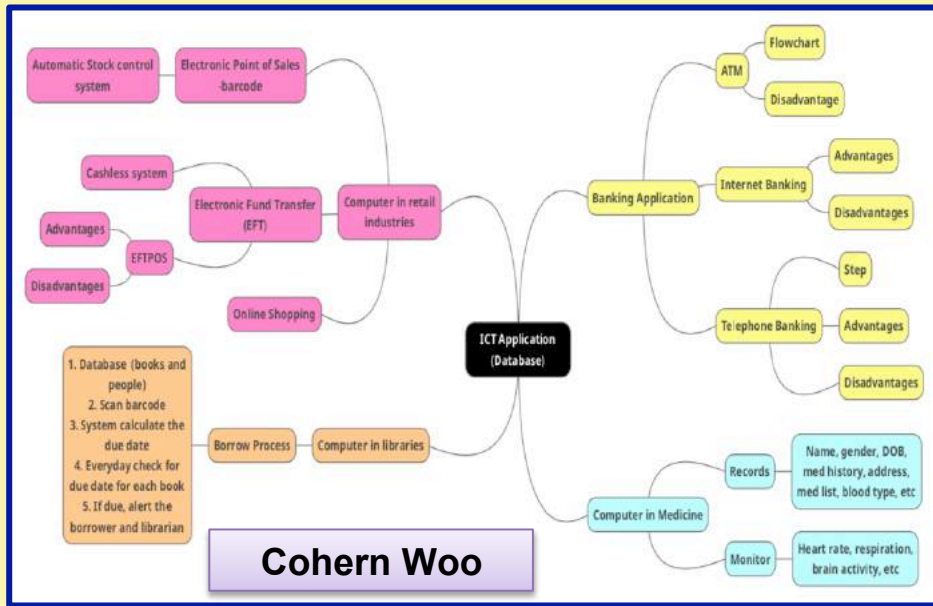
The students created a mind map using www.mindmup.com to help them revise for the coming exams.



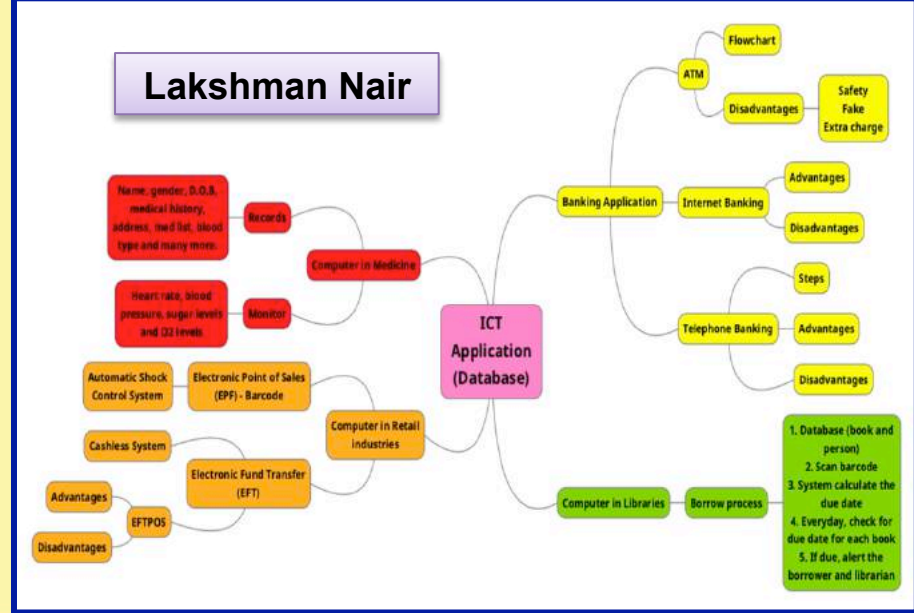
Cham Jing Wen



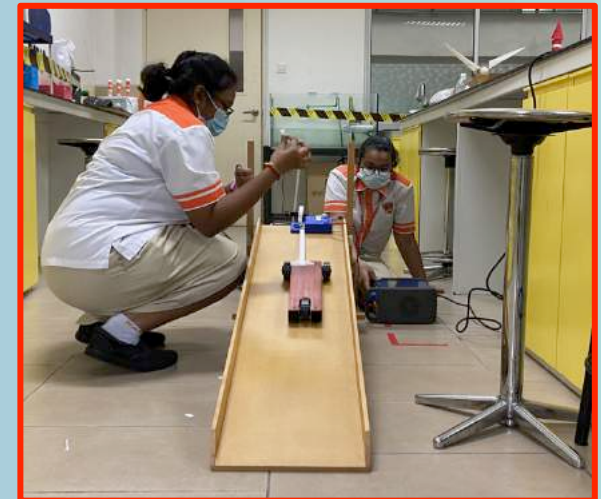
Grace Lee



Cohern Woo



Lakshman Nair



The laws of physics can be fun to learn and intimidating to experience. Try have a bucket of water hang upside down over your head to feel the centripetal force. Do not attempt this at home without supervision! {Pictures taken before school was closed}



Year 10: Physics Online



Khalyaanii presented her findings on buoyancy force in one of our action research projects at home. This activity allowed students to understand better how force can be subtracted in a vector diagram. It felt lighter as a result.



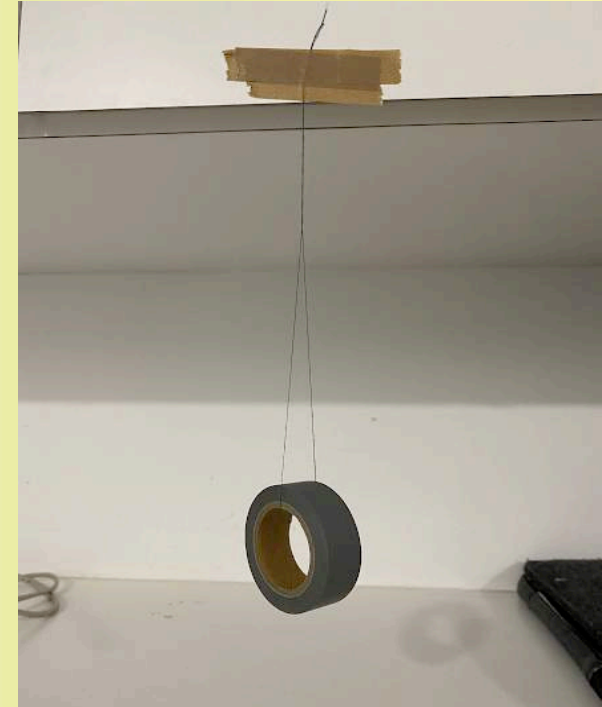
Physics



Khalyaani

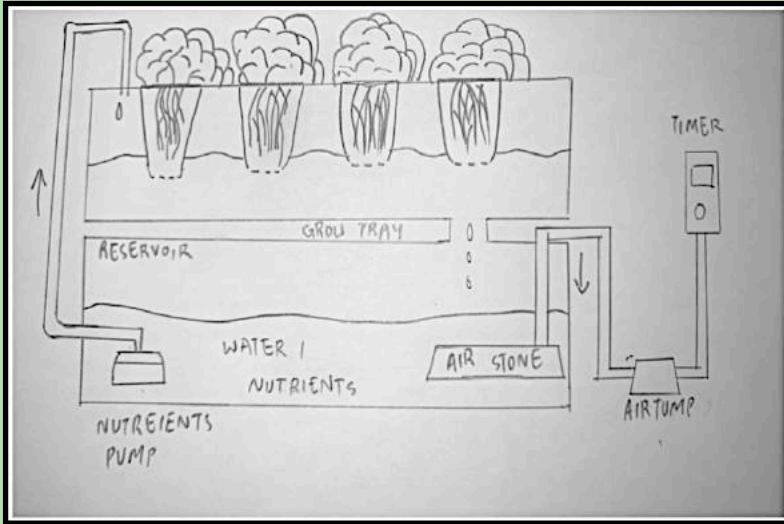


Adriana

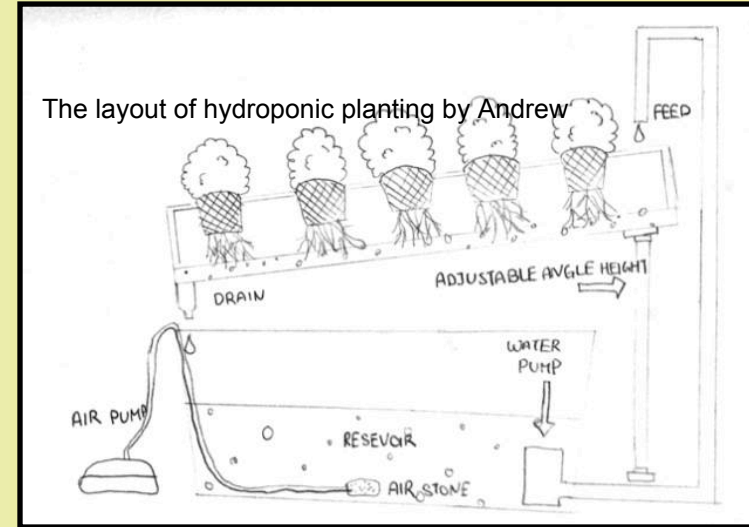


Tiffany

Students from Year 10 investigated gravitational acceleration at home using household products. The period of oscillation was independent of the size and shape of the object. They also got to know that it is possible for the centre of mass to be outside of the object! We brought the laboratory to your home when the physical school was closed. Physics works anywhere!



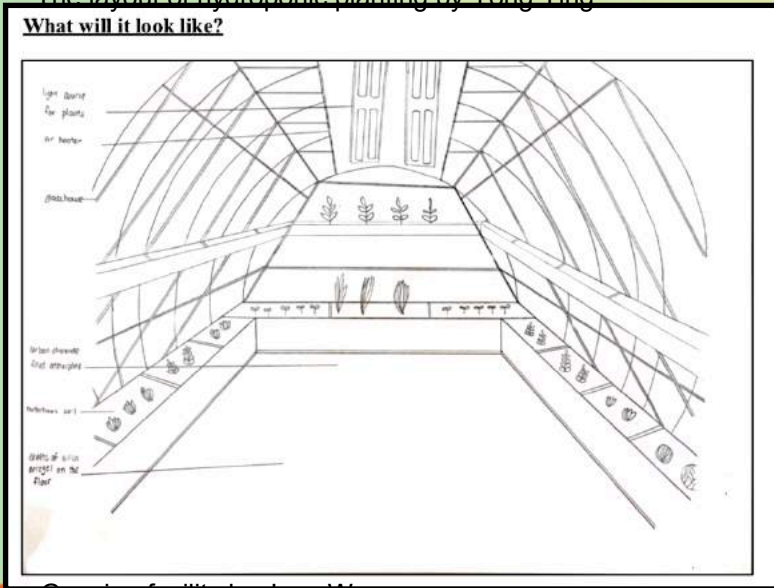
The layout of hydroponic planting by Yong Ying



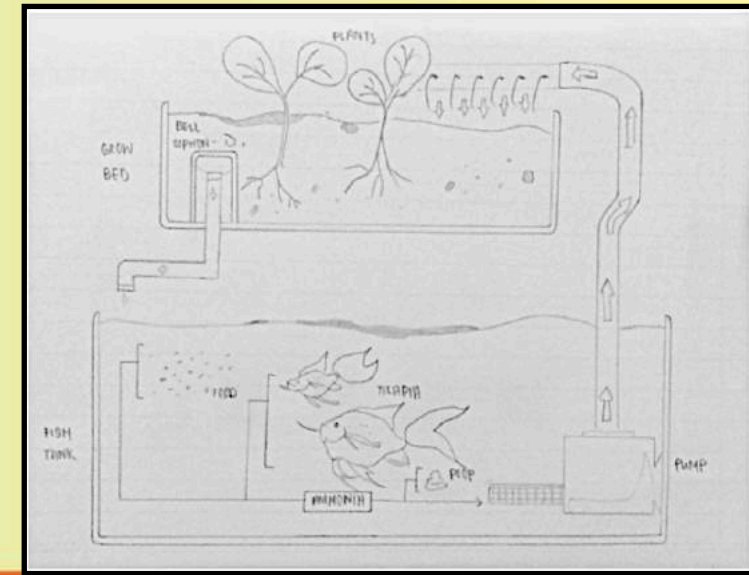
The layout of hydroponic planting by Andrew

Biology:
Farming for the Future

Hydroponics is a method of growing plants without using soil. Instead, liquid nutrient solution is used. Here are some of the main layouts and designs by year 11 biology students.



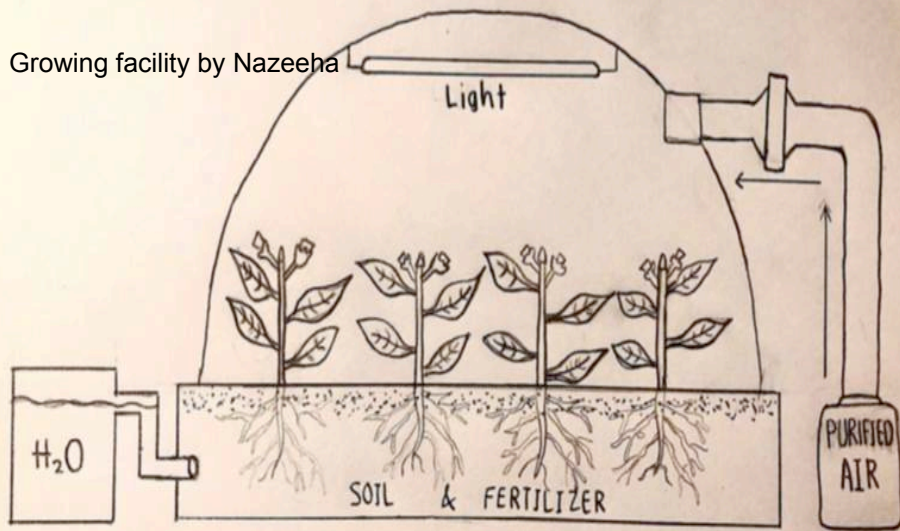
Growing facility by Joey Wong



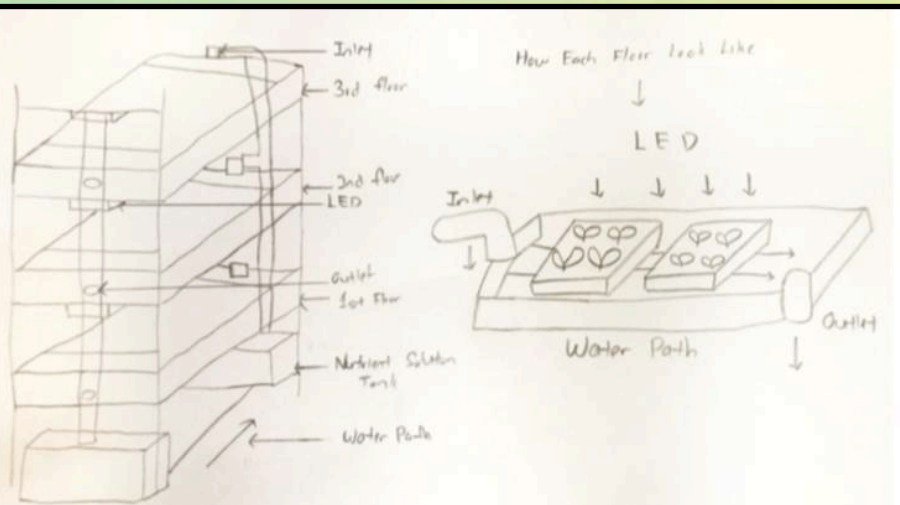
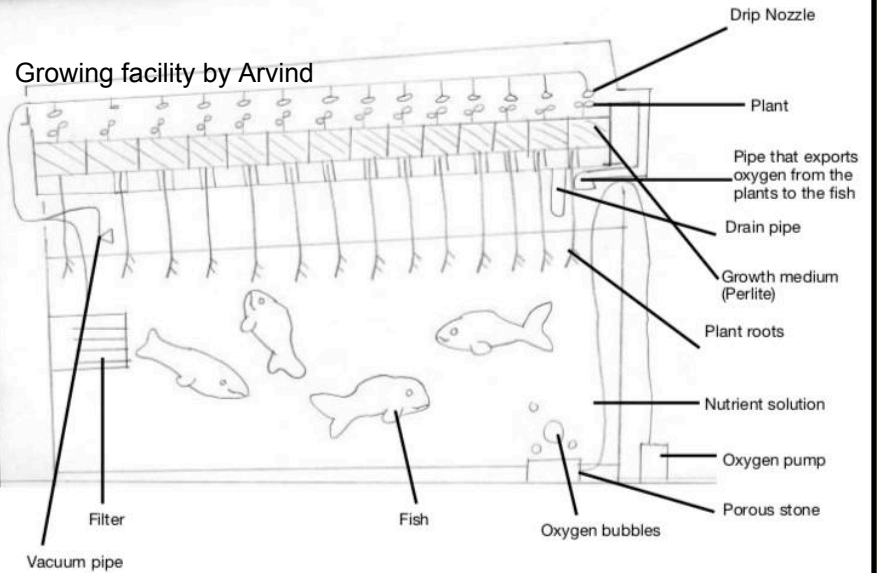
Growing facility by Jia Ai



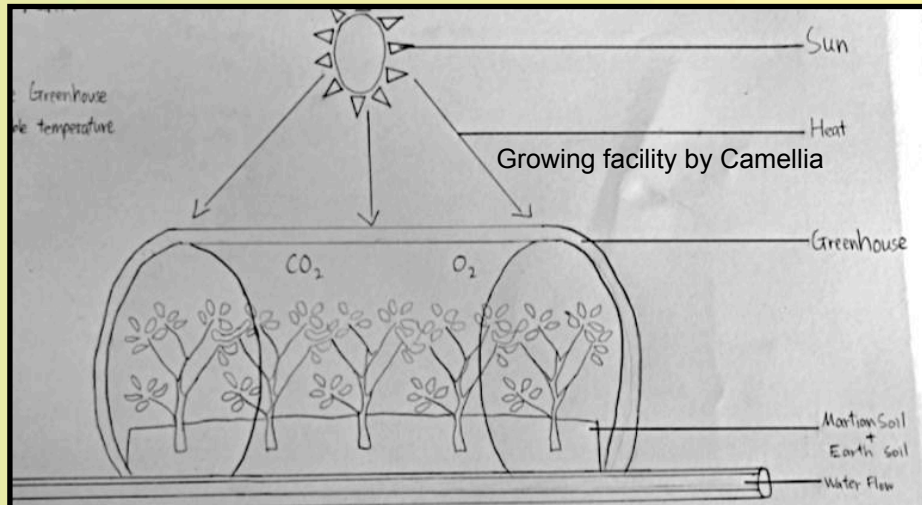
Growing facility by Nazeeha



Growing facility by Arvind



Growing facility by Hermione



Growing facility by Camellia



PASTORAL CARE ARTICLE

A WHOLE BRAIN APPROACH TO DISCIPLINE

An Excerpt from *No Drama Discipline* by Daniel J. Siegel and Tina Payne Bryson

Effective discipline aims for two primary goals. The first is obviously to get our kids to cooperate and do the right thing. In the heat of the moment, when our child is throwing a toy in a restaurant or being rude or refusing to do homework, we simply want her to act like she's supposed to. We want her to stop throwing the toy. We want her to communicate respectfully. We want her to get her homework done.

With a small child, achieving the first goal, cooperation, might involve getting him to hold your hand as he crosses the street, or helping him put down the bottle of olive oil he's swinging like a baseball bat in aisle 4 at the grocery store. For an older child it might mean problem-solving with him to do his chores in a more timely fashion, or discussing how his sister might feel about the phrase "fat-butted lonely girl."

For many people, that's the only goal: gaining immediate cooperation. They want their kids to stop doing something they shouldn't be doing or begin doing something they should be doing. That's why we so often hear parents use phrases like "Stop it now!" and the timeless "Because I said so!"

But there's a second goal that's just as important, and whereas getting cooperation is the short-term objective, this second goal is more long-term. It focuses on instructing our children in ways that develop skills and the capacity to resiliently handle challenging situations, frustrations, and emotional storms that might make them lose control. These are the internal skills that can be generalized beyond the immediate behavior in the moment and then used not only now, but later in a variety of situations. This internal, second major goal of discipline is about helping them develop self-control and a moral compass, so that even when authority figures aren't around, they are thoughtful and conscientious. It's about helping them grow up and become kind and responsible people who can enjoy successful relationships and meaningful lives.

NEW YORK TIMES BESTSELLER

NO-DRAMA DISCIPLINE

THE WHOLE-BRAIN WAY TO
CALM THE CHAOS AND NURTURE YOUR
CHILD'S DEVELOPING MIND



FROM THE AUTHORS OF
THE WHOLE-BRAIN CHILD

DANIEL J. SIEGEL, M.D.
AND
TINA PAYNE BRYSON, PH.D.

ЛИН ДАМЕ ВВАЗОН' ДН'Д'
ИНО
ДАНІЕЛ' Т' СІЕГЕЛ' М'Д'

THE WHOLE-BRAIN CHILD
FROM THE WILDMIND OS



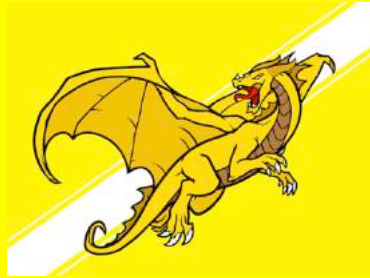
CHILD'S DEVELOPING MIND



Sport House Points

Total: 1820

Merit Points for
the week: 99



Total: 2254

Merit Points for
the week: 171



Total: 1535

Merit Points for
the week: 87



Total: 1685

Merit Points for
the week: 122





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Happy Deepavali

Wishing you a blessed
and cheerful Deepavali



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