

WEEKLY NEWSLETTER



Vision, Mission and Values

Belvedere British School to provide an excellent teaching and learning environment where students achieve more due to the high standards expected from our educational philosophy. Ultimately we aim to prepare students for life, based on our values of Tolerance, Respect, and Responsibility.

We provide a holistic education and inspire lifelong learning. Our students are motivated to apply themselves so they achieve their full potential in all aspects of school life. We encourage high and realistic expectations, so our students have aspirations that take them beyond school to their own futures, in the UAE and internationally.

#advitamparamus

☎ 02-5090000

#preparationforlife

🌐 belvederebritishschool.ae



Mr. Robert Thorn

School Principal | Belvedere British School

Getting the Best Out of Ourselves

The theme coming out of this week for me was about confidence and responsibility around getting the best out of people - or perhaps helping people get the best out of themselves.

One of the important things this week for me was getting things ready for the first Parents-in-Partnership (PiP) meeting which is, at the time of writing, about to happen. The positions have now all been taken up and the group is ready to meet. Could I set out the responsibilities of the roles for the association? I thought about all the times I have been told how to do a job when I could see how it might have been done to better effect - not because I was any better than the person directing me but because I was already working with the people involved. I was 'on the ground' and I knew the issues involved.

I have read Henry Stewart's 'The Happy Manifesto' also and that reinforces advice from my father - if you are in charge of capable people, let them be the experts. And, if you want someone to be innovative, creative and successful, let them take responsibility for themselves.

And so instead of describing the roles of each member of the PIP and shackling them to it - I set out a list of questions - challenges - that would get them thinking about how to do their roles best. Then I left a space for them to fill in their job description - or at least a draft of it after they had discussed it with each other.

When you trust people to do the job, they find the freedom to do it. Of course, you have to support them along the way, point them in the right direction - let them know the values we are all aspiring to - but you have to give them the freedom and of course the responsibility that goes with it.

Perhaps that is also a lesson for teachers and parents - are we giving our young people the freedom to take the responsibility to do what they need to do?

When Did You Work Your Best?

When did you achieve (or come close to achieving) your potential?

With a specific example in mind, try answering these questions from Stewart's Happy Manifesto:

*Was it a time characterised by being especially well paid?
Was it a time when communication from your 'manager', or the organisation (or community), was particularly strong?
Was it when you were given a real challenge?
Was it a time when you were trusted and given freedom to do your job your way?*

Which of these do you think most people identify as their answer? Which do you identify as your answer?



-Mr. Robert Thorn
School Principal

SCIENCE

Year 4



In our science activity, we learned how to build simple electric circuits. An electric circuit allows electricity to flow through wires and power devices like light bulbs. We used a battery as our power source, wires to connect everything, and a light bulb as our load (the device that uses electricity). A switch was added to control the flow of electricity.

Building the circuit helped us understand how electricity works and how different parts of the circuit are important. We saw how a simple switch can control whether the circuit is open or closed, and how electricity flows through a complete path. This activity was a great way to learn about circuits and electricity, and we had fun experimenting with our own designs!



SCIENCE



Year 7 Students Explore Hooke's Law in Hands-On Science Experiment

This week, our Year 7 students engaged in an exciting physics experiment to investigate Hooke's Law. Using a retort stand, springs, and weights, students observed how the extension of a spring is directly proportional to the force applied to it, providing them with a practical understanding of this fundamental scientific principle.

In addition to learning about Hooke's Law, students practiced essential lab skills, such as setting up equipment and accurately reading and recording data. This hands-on experience not only reinforced their understanding of physics but also helped them develop important skills in data accuracy and experimental procedures.

Well done to our Year 7 students for their dedication and enthusiasm in the lab!



SCIENCE



Year 8 Students Explore Insulation and Heat Loss in Science Experiment

This week, our Year 8 students took part in an exciting hands-on science experiment to investigate how multiple layers of insulation can impact heat loss. Using various materials, they designed and tested insulated containers, carefully measuring the rate of heat loss over time.

Through this experiment, students observed firsthand how additional layers of insulation can significantly reduce heat loss, helping to deepen their understanding of thermal energy and real-life applications such as home insulation and energy conservation..

The activity sparked interesting discussions about sustainable energy practices and the importance of insulation in reducing energy consumption. Big congratulations to our Year 8 students for their curiosity and dedication to learning!



SCIENCE



8B Brings Science to Life with Puppet Show for KS3 Assembly

Last week, Key Stage 3 students enjoyed a delightful puppet show performance by the talented students of 8B, guided by Mr Usman and Ms Nash. The show, themed "The Wonders of Science," brought the marvels of scientific discovery to the stage, in an engaging and creative way, that captivated the audience.

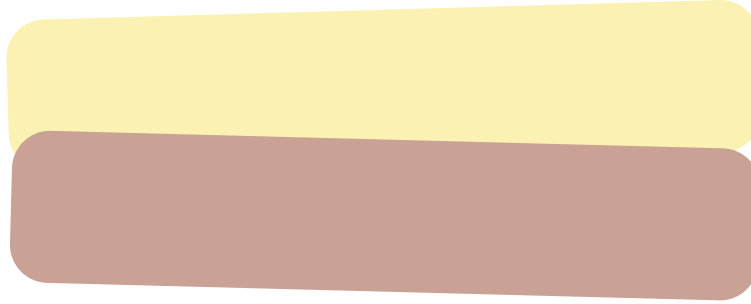
The performance skillfully combined humour and educational insights, with students using puppetry to explain complex scientific ideas in an accessible, entertaining way. KS3 students had enthusiastic feedback:

- "It was enjoyable," shared Audi .
- "I loved the humour," added Adam.

This assembly was a fantastic example of how education and creativity can merge to enhance understanding and enjoyment. Congratulations to 8B and their mentors, Mr. Usman and Ms. Nash, for inspiring our young scientists and reminding us of the magic science brings to our everyday lives.

Stay tuned for more exciting student-led initiatives in future assemblies!





Creativity Unleashed at KS3 Assemblies with Sock Puppet Competition!

Last week, KS3 students brought creativity and science together in a unique way, following the theme of "Puppets and Science." In addition to enjoying a puppet show by 8B, students were invited to showcase their own artistic skills in a sock puppet competition!

Students were asked to create their best sock puppet in one of three exciting categories:

- *BBS Teacher*
- *Famous Emirati*
- *Scientist*

The competition encouraged students to let their imaginations shine, using puppetry to celebrate cultural icons, educators, and scientific leaders. After much anticipation, we are thrilled to announce the winner of the Sock Puppet competition. Drum roll, please...

*Congratulations to **Keisha Alexandra Kirk from 7A!** Her creative entry impressed everyone with its originality and attention to detail.*

Thank you to all KS3 participants for showing such enthusiasm and creativity. We look forward to seeing even more imaginative ideas in future assemblies!

-Ms Netanye Nash





Last week's Upskill Wednesday was filled with creativity and collaboration as 8B, took centre stage with a finger puppet-making workshop for Key Stage 3!

The students didn't just practice new crafting skills—they embraced the challenge of guiding and teaching their peers, showcasing impressive leadership and teamwork. Each 8B member contributed to the fun, interactive session, demonstrating their newfound skill with creativity and enthusiasm.

It was wonderful to see our KS3 students learning from each other, having fun, and building confidence through this activity. We are incredibly proud of their efforts and can't wait to see what they create next!

-Ms. Netanye Nash



M A T H S



Congratulations to October 2024's Maths Masters, Minds, and Motivated!

We are delighted to honour our BBS KS3 Math students for their hard work, persistence, and enthusiasm in October 2024. These students have excelled, setting a high standard for academic achievement in Mathematics.

Maths Master Mind:



Maira Merchant 9C

awarded the Maths Master Mind title for her exceptional commitment.

Maths Master Gold Title Holders:

Celebrating students who have consistently demonstrated excellence in Mathematics:



**Gerilyn
Zambuko
9C**



**Marwan
Ahmed
8C**



**Rony
Tadros
9C**



**Zainab
Abidi
9A**



**Zaid
Mohammed
10B**



**Hussein
Alsultany
9B**



**Shehzeen
Ghazanfer
9C**



**Salma
Elshamma
7C**

**noteworthy for double achievements!*

Cont...

M A T H S



Maths Master Silver Title Holders

These students have shown strong skills and dedication, earning the Silver titles:



*Seant Quitlong
9C*



*Muhammad Sarim
9C*

Maths Master Bronze Title Holders

Our Bronze title holders have demonstrated admirable growth and commitment:



*Mariam Tijani
9C*



*Sara Palacios
9B*



*Amna Muzzafar
8B*



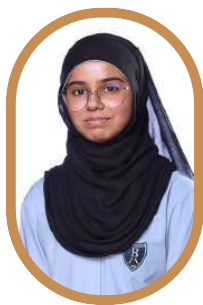
*Aymen Benayad
8A*



*Peter
Munhindriipo
9B*



*Caleb Yao
9C*



*Amirah Nasser
8A*



*Legend Chijioke
9B*



*Ameen Siddiqui
9C*

Cont...

M A T H S



MATHS MIND

Recognizing our Maths Minds for their outstanding mathematical insight and enthusiasm:



Keisha Kirk 7A



Georgina Gajurel 7B



Anas Ahmed 7C



Josiah Monforte 8A



Mohammed Ghazy 8B



Marko Cayena 8C



Judy Kareem 9A



Muhammed Uzair 9B



Laila Alsmadi 9C

MATHS MOTIVATED

Our Maths Motivated students have shown dedication and a positive attitude towards Mathematics:



Eyad Moussa 7A



Fatima Aziz 7B



Alyaa Elsayed 7C



Amirah Nasser 8A



Amro Ahmed 8B



Mariam Sultan 8C



Haya Afsal 9A



Kamar Akram 9B



Ameen Siddiqui 9C

A huge congratulations to all our Maths Masters, Minds, and Motivated students! We are incredibly proud of your accomplishments and look forward to your continued success. Keep up the amazing work!

Please collect your badge from your Maths teacher and Masters collect your badge and medal from me.

-Ms. Netanye Nash



We the UAE 2031: A Vision for the Future

The UAE government has launched We the UAE 2031, a forward-looking vision aimed at propelling the nation into a new era of growth and prosperity over the next decade. This strategic plan is based on four key pillars that serve as the foundation for the country's continued success and development:

- **The Economy of the Future:** This pillar focuses on creating a diversified, knowledge-based economy, reducing reliance on oil, and embracing advanced technology and innovation. Through this approach, the UAE aims to foster a more sustainable, globally competitive economy.
- **Society:** The UAE is committed to building a cohesive, inclusive society that celebrates cultural diversity and national pride. This pillar emphasizes community well-being, safety, and social support to ensure a high quality of life for all residents.
- **Education:** Recognising the importance of a skilled and educated population, this pillar focuses on modernizing the education system to prepare future generations for leadership roles in a knowledge-based economy. The UAE aims to provide high-quality education and to equip its youth with essential skills.
- **Environment:** The UAE aims to safeguard natural resources, promote sustainability, and address climate change challenges. Through sustainable practices and green initiatives, this pillar is designed to protect the UAE's natural environment for future generations.

This week, students across the school dedicated their morning form time to exploring the We the UAE 2031 vision. They delved into each of the vision's four foundational pillars discussing how each pillar supports the UAE's goals for a sustainable and prosperous future.

As part of this initiative, students planned group presentations, sharing ideas on how each of the four pillars can be implemented in daily life and contribute to a stronger UAE. This activity not only helped deepen their understanding of the We the UAE 2031 vision but also fostered skills in teamwork, research, and presentation.

We are proud of our students for their enthusiasm and engagement in exploring this important national vision.

<https://wetheuae.ae/en>



We the UAE

This week, BBS looked at the "We The UAE" movement, by dedicating form time to an immersive exploration of its core values. Students and teachers came together to delve into the four foundational pillars: Forward Community, Forward Society, Forward Diplomacy and Forward Ecosystem, discussing each one in detail to understand its significance in shaping both personal and national identity.

To make the experience more interactive, students were grouped and assigned specific pillars to focus on. Each group created unique presentations, using creativity and critical thinking to bring their assigned pillar to life. These presentations were shared with their classmates, fostering a sense of ownership and appreciation for the movement's goals. By the end of the week, students had gained a deeper understanding of the values that unite the UAE community and the importance of upholding these principles as future leaders.

Through the "We The UAE" movement, BBS students not only celebrated their national identity but also reflected on their roles in creating a brighter, more united future for all.





Some photos of the presentations:



Josiah
8A



Sai
8A



Mohammed
8A



Aymen
8A



Fatima
8A



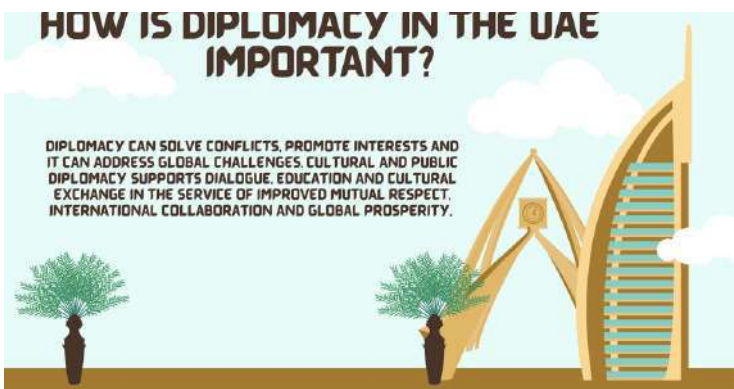
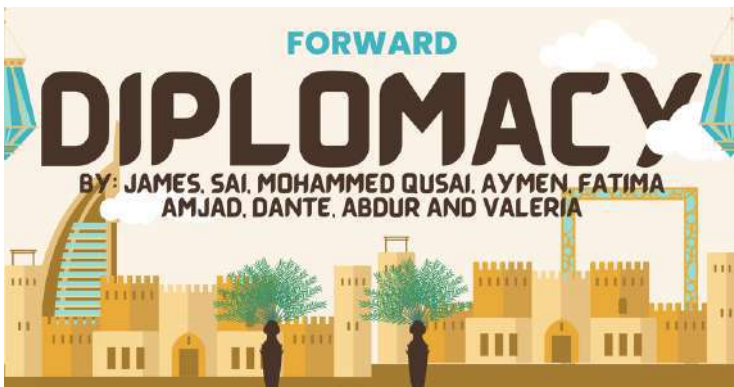
Dante
8A



Abdur
8A



Valeria
8A





Some photos of the presentations:



Umar
8A



Abel
8A



Zulaykha
8A



Masharib
8A



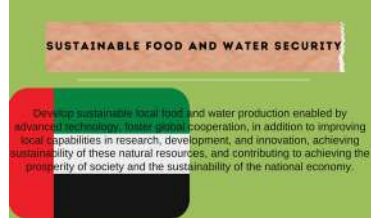
Hamza
8A



Leen
8A



Hla
8A





Some photos of the presentations:



Anvi
8A



Noel
8A



Aiman
8A



Amirah
8A



Hamdan
8A





قصة نزول الوحي



نَفَّذَ طلاب السّنة الرابعة الناطقين بالعربية بعض الأنشطة
الصفيّة تطبيقًا لدرس " قصة نزول الوحي "





PILLARS OF ISLAM



Students are engaged in learning about the Pillars of Islam through a variety of hands-on activities.



Year 1 and Year 2 fabyland went to



**YEAR 3 AND
YEAR 4 WENT TO**

EMIRATES PARK ZOO

حديقة الإمارات للحيوانات





Teddy Bears' Tea Party!



FIELD TRIP



UPCOMING TRIPS

YEAR LEVEL	WHERE	WHEN
TODAY Year 5 and Year 6	Emirates Zoo	11 November 2024
Year 7, Year 8 and Year 9	Bounce (Khalifa City)	12 November 2024



CONSENT FORM WILL BE SENT SEPARATELY.