



**Learning is an ongoing journey of discovery.  
We can gain new knowledge, practise and  
improve our skills and develop our  
understanding through making connections  
and learning from our mistakes.**

**October 2015 issue 79**

**Final iCAN TIMES ... [www.learningatican.weebly.com](http://www.learningatican.weebly.com)**

Dear families,

It's been a long learning block but a great start to the school year. New members of our iCAN community including children and adults have settled in and are focusing on learning. It has been wonderful to see the energy and enthusiasm of our learners and learning facilitators. There is definitely a buzz at iCAN ... and it's all about learning!

This is a monumental moment in the life of the iCAN Times as issue 79 will be the last edition of the iCAN Times as we know it. Editions 1-31 of the iCAN Times were paper copies which were sent home to families on a regular basis. We then started saving this record of learning at iCAN on our website in 2007 with edition number 32. When we look back at these publications we can see how we have evolved as a place of learning over the years but the one constant has been the happy smiling faces of our iCAN learners!

The reason for this change is that as a school we are striving to improve communication about learning with you our community, so we are moving with the times and exploring up to date ways of communicating more effectively. The iCAN blog site has been developed by Ms Michaela, our Vice Principal responsible for leading learning at iCAN, to enable you all to have a better picture of the learning that is taking place at iCAN as it happens. A new community section was added last week following feedback from families at the coffee morning and we will be adding a Middle Years section shortly as well as events and sports sections. The blog site will then have all the information that the iCAN Times would contain plus so much more. We look forward to hearing your feedback about our blogsite as it will continue to be a work in progress but we want it to be a useful and informative tool for the whole community. [www.learningatican.weebly.com](http://www.learningatican.weebly.com)

This learning block has yet again been packed with opportunities for families to get to know each other better and to get a clearer understanding of learning at iCAN. It has been great that so many of you have participated in these activities including the start of year social, the very successful coffee morning, the curriculum morning and evening sessions and the class assemblies. Thank you for getting involved and for working with us to support your children's learning.

We believe that community goes beyond our iCAN community and value developing links with other professionals, schools and organisations. This enables us to model cooperative and collaborative ways of working for our learners and helps prepare our learners for the wider world in line with our vision.

Working with other schools and sharing our knowledge, skills and understanding with each other can only improve learning for us all. This learning block we have met with the Principals of CIS and East West and also welcomed the new Principal of Northbridge to iCAN for a visit. Members of our Middle Years team have also visited Northbridge and the Liger centre for learning, to look at learning in other schools. We have offered curriculum support and advice to New Hope for Cambodian Children, a residential facility for over 200 children living with HIV/AIDS in Kompong Speu who we have supported over a number of years, as they have now set up their own school on site. As part of their professional development a team from CIS came to spend a morning with our Early Years team and have invited our team to visit their learning space after the break. In September we partnered with the CMAC divers and the US Embassy in a community event at the Olympic pool, which included water safety and SCUBA Diving demonstrations. You can find out more about the CMAC demining team here [www.cmac.gov.kh](http://www.cmac.gov.kh)

We also had a visit from Katie Fitch the IPC regional manager for SE Asia to look at learning at iCAN. She helped us to evaluate where we are in terms of *beginning, developing and mastering* in the 9 focus areas in the IPC. She identified that international mindedness and *a shared vision* were particular areas of strength and highlighted areas for further development including assessment. Assessment will be the focus of the next family coffee morning and we will look at how, what and why we assess.

I would like to thank all members of our iCAN team for working so hard to ensure that we continue to offer incredible learning opportunities every day and our iCAN families for supporting us in this and look forward to seeing you all at the start of LB2.

**Ms. Lori**

# iCAN PLAY



Learning block 1 has been a great start to learning at iCAN PLAY. We have been practising our listening skills by tuning into environmental sounds. We also had a fantastic time practising psychomotor skills by exploring the coloured ice and joining in with PE time.



## EYFS Explore



Early Years EXPLORE is time for our learners in Nursery and Reception to enjoy playing with children from all 3 classes and working on their personal goals.



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# All About Me

As part of our learning unit, **All about me** we enjoyed an indoor activity where we drew around the body of our friends and completed the task of filling the outlined body with different colours.

Later we learned the song *Ladybird, ladybird*.



## Reception Royal Palace visit

For our exit point we went to visit the Royal Palace. We enjoyed seeing the King's throne, the silver pagoda and the wall paintings. On the return journey we went past Wat Phnom, the riverfront and Independence Monument, recapping the important locations in Phnom Penh.



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# MP1 Brainwave



For our entry point, MP1 enjoyed a day of enquiry! We received a special message from a professor who specialises in learning. He asked us to learn about learning!

We knew that learning takes place in the brain but we were not quite sure how. In order to answer our questions we had to perform a brain operation! Inside the jelly brains we were operating on were clues about how the **brain** works! We were fantastic thinkers and managed to solve all of the clues and understand how the brain helps us learn!



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# MP1 Obstacle challenge exit point



We had an amazing exit point in MP1! We were set a 'Super Sparks Challenge' by Professor Sparks! He asked us to use our newly gained knowledge to create an obstacle course for other learners in MP1. Once we had created our obstacle course, we then had to work hard on perfecting the skills used to complete our obstacle course. After lots of practice we felt confident enough to share our new understanding with other learners in MP1. We loved creating our obstacle course and really enjoyed sharing them with other learners



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# MP1 Flowers & Insects entry point

For our entry point, Milepost 1 had an amazing **bug ball**! We all chose an insect to dress up as and then designed and made a costume, including a mask, antennae and even wings!

We also created some wonderful decorations.

No ball is complete without snacks!  
 We worked really hard to design and make bug biscuits, they looked delicious and tasted even better!

During our entry point we received an exciting letter from an insect expert!

His letter informed us that a new species of insect may have been discovered! It was our job to search for this new species!

We also had the chance to design our own bug based on the description the insect expert had given us!



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# Milepost 1 Science



MP1 have been busy bees in science!

We started our science learning by looking at the different parts of plants. This knowledge helped us to understand other aspects of our learning journey.

We had many opportunities to practise our key goal of conducting a simple experiment.

Finding out whether plants need sunlight, discovering if plants need water, testing where the water actually goes, were among the experiments we set up using our knowledge and enquiry skills!

This meant we did lots of planting and growing! It was fascinating to see the process of germination and to witness a tiny seed grow into a VERY tall plant! We even brought some maths learning into our science unit. We measured the sunflowers we had grown from a seed to see who grew the tallest sunflower!



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# MP1 exit point Flowers & Insects

All learners in MP1 have shown resilience and adaptability, learning a huge amount which we would love to share with you at home, please ask us!

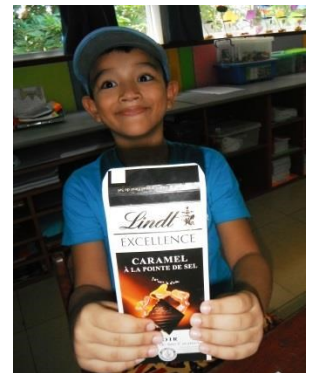
To help us celebrate the end of this unit, we took a trip to the *Dreaming Garden* for our exit point. We had a fantastic time on our learning visit! We used all of our new knowledge to identify different insects and flowers and used our understanding when discussing the different species we found.



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# Milepost 2 Chocolate



MP2 had a great time learning about chocolate. We have found out how many calories are in chocolate and how long we would have to exercise for to burn it off. We took part in various different exercises! We also made our own delicious chocolate.



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# Milepost 2 Chocolate entry point



For our entry point, Milepost 2 were invited to an incredible 5-star dining experience! 4T had been turned into an amazing chocolate restaurant and we were served a 3-course, chocolicious lunch. What an amazing way to begin our learning about chocolate!



## Chocolate tasting



As part of our learning in technology, we got to taste lots of different flavours of chocolate! Some were really yummy, but others were not so good! We also tried many other ingredients to help us plan what we would put into our own chocolate. What would you choose?

## Chocolate research

Milepost 2 have been working really hard on our research skills this learning block. During both history and geography learning we have been practising finding information from different sources. We have used maps, images, text, laptops and iPads to find out all about chocolate!



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# MP3 Brainwaves



For our entry point we thought about why we needed to learn about the brain and used a mix, pair, share cooperative learning structure to share our ideas with the rest of the milepost. Then we were able to explore real animal brains through looking, touching and dissecting both pig and cow brains. Though we were initially quite apprehensive about this investigation we used our personal goals of resilience and risk taking and showed the maturity that comes from being in MP3.

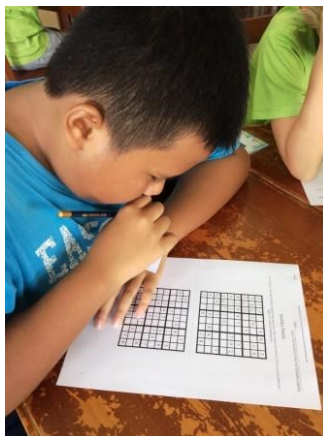


Once we had investigated the real brains we made salt dough models of them, thinking carefully about what we had observed.



# Growth Mindset

We conducted an investigation into **GROWTH MINDSET**. We did not know it but we were being given sudukos and half of us were being given *growth mindset* praise, the other half were being given *fixed mindset* praise. We then looked to see if the type of praise we were given affected the challenge we gave ourselves. We then considered the idea of *growth mindset* and how phrases could be changed from *fixed* to *growth*! Then we had to come up with a *growth mindset* challenge that we will be working on over the course of the year! We will grow to achieve it!



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# Milepost 3 Memory challenge



We have also been learning about memory. We know what memory is and the difference between long and short term memory. We have tried some different strategies to help you to remember more, such as, chunking and association.

## MP3 exit point



For our exit point we had wobbly brain jellies! Inside the jelly some different knowledge questions were hidden, all about things that we had learnt over the course of the unit. We answered these with our team and then got to eat the rest of the jelly! Yummy!



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# Milepost 3 Mission to Mars

For our entry point we had cadet camp training in our school hall to see if we were ready to embark on our Mission to Mars.

We took part in a range of different activities which tested us physically and mentally. These included star jumps, push ups and some team activities to show that we would be able to cooperate when in space.

We had a lot of fun but were absolutely exhausted by the end of it!

5, 4, 3, 2, 1...  
is MISSION TO MARS ON!



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# Being geographers in MP3



Our geography learning has involved us finding out all about the landscape on Mars. We recreated the Martian landscape using sand and then filmed tour guide videos of the main features of the Martian landscape.

Then we conducted two investigations into why the landscape is like it is. Firstly, we investigated whether or not there was water on Mars. We used water and sand to stimulate how water affects the landscape and then compared our findings, images of Mars and images of Earth. From this we concluded that there was likely, once, water on Mars. We then investigated the effect that ice would have on the landscape. We created icy landscapes and then observed and recorded as they melted. They all melted in slightly different ways. Again we compared our findings to images of Mars and Earth and from this concluded that ice had caused issues such as divets and cracks in the landscape on Mars.



## MP3 sharing learning

6S loved sharing all of their learning from their unit, Mission to Mars, during their class assembly. Our learners had worked hard to prepare for this and reflected well on all of the new knowledge and skills that they have learnt. Fantastic work 6S!



## MP3 historians

For our history learning we began by learning about hoaxes related to space. We investigated the myth of the *City of Cydonia* and why this myth was believed and then how it was proven to be false. Using this information we filmed news broadcasts which encouraged citizens to be calm as the hoax was unfounded! We then used our skills of using a range of sources to investigate the timeline of Mars missions.

We found out when these happened and then ordered them chronologically.





Milepost 3 have been learning all about the planets in our solar system through science. We have learnt about the sizes of them, Jupiter is the largest and Mercury is the smallest. We then had to use our mathematics skills to create scale models of the planets. This was tricky as even to scale some Jupiter and Saturn are MASSIVE! (It is impossible to make the Sun to scale as it is just TOO big!)

Then we found out how far each planet was from the Sun, they are millions if not billions of kilometres away AMAZING! We didn't realise that our Solar System was so large. Then we researched each of the planets and how they moved. Using this new knowledge we then recreated the movement of our solar system with each planet orbiting the Sun on the tennis courts! Wow such amazing learning in MP3!

We have continued our science learning and have also been learning about forces on Mars and how these might effect the rovers that we will be making in the technology part of our unit.

Then we planted seeds so that we could find out what plants would need to germinate if we were to take them to Mars. We had to record what we observed over the week. Then we learnt all about **mass** and **weight**, the difference between these and what these would mean for our mission to Mars. Then we had to investigate Mars, Venus and Earth, comparing different aspects of them before coming to a conclusion about which planet, if Earth was no longer liveable, would be the most appropriate destination.

We have completed our science learning though learning all about photosynthesis and are able to explain what this process is. From this we now understand why humans and plants need each other! We have also been learning about the PH levels of soil and why this is important when looking at crops, using the information we gathered we had to decide which crops would be the most suitable to take with us to Mars and justify our reasons why. When we get to Mars we may also need to discover if there is evidence of living organisms in the soil. We investigated this and discovered living organisms and observed a chemical reaction.



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# Primary basketball



After working hard at basketball club this learning block, the tournament at ISPP finally arrived on Wednesday 7<sup>th</sup> October. 33 learners from Years 3-6 were chosen to represent iCAN. The tournament was a great opportunity for all our players to show their new skills that they had been working on. All learners played fantastically and showed excellent team spirit and resilience!



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# Middle Years social



Our first social of the school year was held in August at AEON mall where we watched the film *Inside Out*. It was a wonderfully appropriate film as we had been learning about the brain at the beginning of the year and so learners could make connections between the film and how their own brains worked. Almost everyone came which was really wonderful to see.



## Basketball & ice skating



### Ice skating

Congratulations to Jaimie in Year 7 who competed in Cambodia's 1<sup>st</sup> National ice skating championships on Saturday 26<sup>th</sup> September.



### Basketball

With such a depth of talent this year Middle Years have formed three teams. All three teams started the season with a match against ISPP. For some this was their first insight into competitive basketball and for some of the Year 7 players they were facing huge Year 9 athletes, but they held their own and learnt so much. After the first match the girls team were so desperate to improve that they requested further training which was really great to see. The second match of the year was against Northbridge with the boy's A team just losing out by three baskets but the improvements made were huge. The commitment, enthusiasm and desire to improve has been inspiring and we know with continued effort they will gain even more success in the coming months.

### Important date

Saturday 7<sup>th</sup> November – inter-school tournament at ISPP

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# Year 9 The Last Reel



For language arts Year 9 were required to undertake a film review. We were lucky enough to be granted special permission to watch *The Last Reel* (critically acclaimed Cambodian film) here at school and families were also invited. All learners came which was an absolute joy and it was fantastic to hear them discussing the plot line the following day and relating it back to their big idea 'only a very few things are true for all people'.

# Year 8 GIS mapping



Year 8 have been getting curious about the purpose and use of maps in their humanities learning. We invited some of the UNWFP GIS mapping experts in to school to explain more about the technology they use for mapping disasters and recovery here in Cambodia and beyond. It was a tough competition to see who was more excited – our learners, the WFP colleagues or Mr Pete! Year 8 learners were given a disaster scenario based on the 2011 floods and had to analyse the maps to produce a targeted response.



**Middle Years learning workshop**  
 This learning block we saw the launch of learning workshops for Middle Years families. We know it has been a long time since the adults were all in school and times have changed enormously both with the availability of resources and knowledge, and also in cutting edge adolescent development research. We wanted to offer families a chance to come in and learn *how* we teach Maths and English in our Middle Years in a forum where they can meet other parents, the subject learning facilitators and find ideas on how they can help their child with their learning beyond the classroom.

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# Year 9 Tiny Toones



Year 9 have been learning *dance* in their PE unit *Interpretation*.

To launch the unit we went to visit local NGO – Tiny Toones. Our Year 9 learners were able to see demonstrations of skill in breakdancing and body popping before trying their hand at the skills themselves.



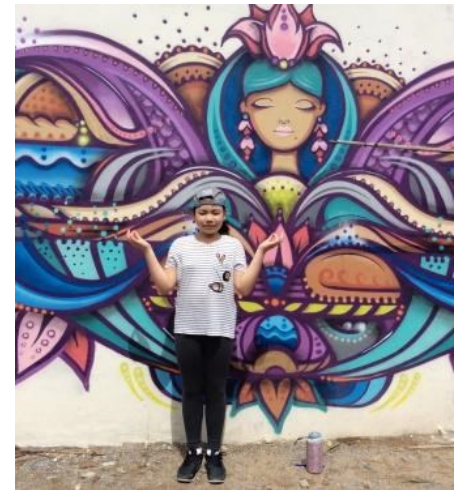
# Year 7 Discovery entry point

*Discovery* : Finding out new things is a human driver and affects things for better and worse.

All of Y7 went to visit Boun Kak lakeside area, once a bustling tourist hotspot. The community was decimated by the filling in of the lake and forced evictions of residents since 2009. In the last 12 months the area has seen residents returning and a core group of expats passionate about reviving the area and bringing economy in to the remaining families who live there, set up home there. There is an artist revolution happening and Year 7 went down to discover for themselves the effect of the filling in of the lake and subsequent revival of the area. They met with local artist Missy (you may recognise her work from around the city) and heard her talk about her work and style. The learners also had to complete short video diaries of their discoveries as well as identify murals from small clues given to them beforehand. Despite the heat it was an interesting morning enjoyed by all – and we even got to see artwork from an old iCAN learner going by the artist name *Davido*!

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# Year 7 entry point



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# Family event **Monkey Business**



## Family coffee morning + learning

Our first coffee morning of the year had an incredible turn out of eager to learn families. We discussed the ideas and theory behind 'growth mindset'; found out how we use it at school, and what families can do to encourage it at home. Visit our community page to find out more about mindsets!

[www.learningatcan.weebly.com](http://www.learningatcan.weebly.com)



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# Swimming community event



## Community Underwater Day

The iCAN swim squad were invited to be involved in a community event with the elite CMAC Dive Master Team on Friday 11<sup>th</sup> September. Supported by Golden West Humanitarian Foundation, CMAC and the US Embassy, Ms Adele, Ms Ali and selected members of our iCAN swim squad were involved in a swim showcase of talent followed by water safety and first response workshops taught by Simone Low and Ruth Penfold. We invited children from Liger Learning Centre and Friends International to take part and once the swim section was over we were able to observe the dive team in action going through mock search, find and recovery of UXO/ERW.

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