

Home School Books – 08 February 2019.

### Home School Book – Nursery

Happy Chinese New Year! We hope your little one enjoyed their secret surprise in the gift envelope. This is a tradition for all Chinese families every New Year, to receive an envelope with money, which is meant to bring good luck for the rest of the year. As we are an international school it's always super interesting to get a glimpse of the traditions and festivals of other cultures. A big thank you to Mrs Prescott and her team for preparing the envelopes for the whole school! Just in case your child forgot to tell you it is the Chinese Year of the Pig, but most of the nursery children were born under the year of the Sheep (2015) or the Horse (2014).



We have also concentrated this week on trying to remember our own birthday, the day and the month we were born, please discuss this with your child. It is important to know not just how old we are but when we need to celebrate our age.

We have continued with our space travels this week and if you look opposite you can see your little one ready to zoom off into space, complete with helmet and space suit. They had great fun dressing up and pretending to fly and we did laugh at some of the ways in which they posed for the photograph. Don't forget to take a look at the school website, as these and other photographs are posted there.

During circle time, we have revisited the Golden rules for playing and working in harmony with each other, Social and emotional development are observed and assessed on a continuous basis and are a hugely important part of children's growth. It is not all about the academics, these skills follow on when children are able to manage their behaviour and concentration skills successfully. We have started doing some carousel activities during structured play time, this is to give each child some autonomy but to also ensure that they are spending more than just a few seconds at each activity. So for example, there may be three tables with different activities and children are put into groups of six and expected to interact and play with team members at each table for ten minutes before moving onto the next activity.

Just a quick reminder, please be on time when bringing your child to nursery, in the morning and the afternoon session. Otherwise the children coming in late cause disruption to the rest of the group who are trying to settle down in circle time.

Last but not least, remember to bring your child's folder back on a Monday or Tuesday; if it comes in later then this makes for a big rush to renew activities etc. to put into home school books ready to take back home on the Friday. Thank you for your cooperation.

**Our talk topic for you to discuss with your child this weekend is: On what day of the month and in which month were you born? Which country were you born in?**

Until next week, have a relaxing and interesting weekend.

Thank you

Alison Davies and Inés van Wassenhove

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Please click [here](#) for our Nursery webpage

### Home School Book – Reception

Dear Parents,

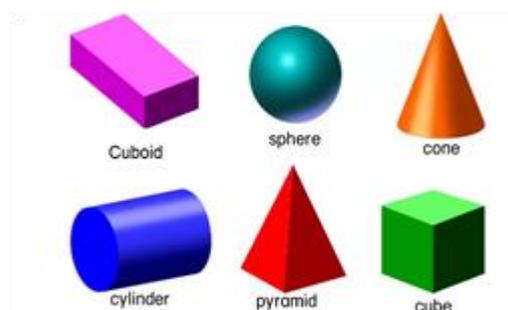
We have had a lively and fun week as usual in Reception. Two weeks ago the children cut out and coloured a castle in the sky and then we planted some beans. We have been waiting and hoping that the beans will sprout and grow into a beanstalk and eventually reach the little castle in the sky. Finally, the beans are starting to sprout which has resulted in much excitement amongst the children.

This week we have continued with our fairy tale topic and we read The Little Red Hen. In the story the little red hen worked tirelessly, without any help from her friends who never wanted to lend a helping hand. Finally she produced some lovely bread as a result, but she wouldn't share it with her friends as they had not helped her with any of the work. We discussed the moral of the story and agreed that hard work pays off and that we should be kind and help our friends.

In phonics this week we learned two new digraphs. /ow/ as in owl, towel, cow and wow. And /oi/, as in foil, oil, soil and point. The children did some excellent writing and they all practised their reading as well.

In maths this week we started to learn about 3D shapes. To remember the difference between 3D shapes and 2D shapes we talk about flat shapes and fat shapes. Fat shapes are 3D shapes and even though they look similar to 2D shapes they have different names. This week we learned about spheres, cones, pyramids, cubes, cuboids and cylinders.

The children have been great at remembering the names for the 3D shapes and they have also done a great job in counting how many faces each 3D shape has. A cube and a cuboid both have 6 faces, a pyramid has 5 faces, a cylinder has 3, cone has 2 and a sphere has 1 face!



**The talk topic this week is: Why did no**

## **one help the little red hen bake the bread? Why did no one get to eat the bread once it was ready?**

In French with Mrs. Scharf, we are still busy with our very exciting topic: animals. We played a giant memory game and a guessing game, we sang lots of songs about animals, we read animal stories and learnt a very new song : “Une souris verte”.

Finally, the stars of the week go to Hem Ruthvik for being really good at practising his cutting and his colouring skills! And to Viaan for doing a great job with 3D shapes and for being really good at practising his writing!

Have a lovely weekend,

Elín Hafstein and Ivana Julaton

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Please click [here](#) for our Reception webpage

### Home School Book – Year 1

Dear Parents,

It has been a busy but successful week! We began our work on Phase 5 of the phonics programme this week, starting with two more variations of the long ‘a’ sound, namely /ay/ as in ‘play’ and the split digraph /a-e/, as in ‘tape’. In addition to the /ai/ sound from Phase 3, the children now know three different spellings of the same sound - this is where phonics begins to become a little tricky, learning which words require which sound. The split digraph (known in Year 1 as the magic ‘e’) adds another layer of complexity, as the children have to remember that the letters go ‘around’ another letter, in order for the magic ‘e’ to do its work and change the sound in ‘tap’ to that in ‘tape’. We spent a bit more time on this than usual, as it is so new, but I believe it was time well spent, as they all seem to have understood the principle - you can see some of their work in their Home School Book.



Also in Literacy, we started our work on Mr Gumpy's Outing, and again I was impressed, this time by the children’s knowledge of the story - thank you for helping them become familiar with it. We made our own story map, then practised re-telling the story, with each child acting as one of the characters, gradually filling our giant cardboard box ‘boat’ (which, of course, tipped over!). There are some photos of the stage action at <http://www.bisb.org/project/year-1-february-2019/> .

In Maths this week, we have been practising counting in 10s, starting from any 1-digit number (3, 13, 23, 33 etc.), initially using a full 100-square, but then using one with only the numbers 1-10 and 91-100 visible. We then began work on counting in 5s, where we say only the numbers that end in 5 or 0, and ‘skip-counting’ in 2s, where we

say every second number. We also looked at the patterns (stripes) these numbers make on a 100-square. Although the children gradually became more confident, this remains a 'work in progress' and we will need to practise some more. The same can be said for estimation (or 'clever guessing'), which we practised again towards the end of the week. The children were much better this time at stating the 'range' of their estimations, and some of their clever guesses were quite accurate.

We combined circle time with our topic session this week, and had an interesting discussion about children who have fewer toys than we do. After a brief diversion to the top of the world to see where Eskimos live (the children did not know what Eskimos were), we ended up focusing on Africa, and took the example of the board game Mancala - we talked about what it was made of, what was used for the playing pieces and where it is played. The children then completed a short fact sheet about it.

For Chinese New Year, we prepared our dragon masks, quickly practised a few moves, and then performed a dragon dance through the school, out into the playground and back to classroom.

In French with Mrs. Scharf, we are still learning the vocabulary related to the human body with the help of songs, games and stories, all of them pertaining to the human body. We played our memory game and carried on listening to our story "Une maison de musiciens".

**Talk Topic for next week will be "Think up another person who goes on a journey and picks up some passengers, like Mr Gumpy does. Who will get on, and what will happen?"** There is no Maths homework this weekend - next week is a revision week. On Tuesday 19th February, it will be the Group B children's turn to start swimming - we hope that one or two parents from this group will be able to accompany us to the pool - please let us know if you can help.

Wishing you a relaxing weekend.

Patrick Tranter and Smita Bandaru  
[Year1teacher@telenet.be](mailto:Year1teacher@telenet.be)  
Please click [here](#) for our Year 1 webpage

## Home School Book – Year 2

Dear Parents,

This has been a week of celebrating the Chinese New Year and finding out all about another culture and other festivals. We watched several presentations and video clips of Chinese celebrations and did a complicated comprehension on traditional ways of welcoming in the New Year. We all discussed our own traditions and festivals and compared similarities and differences.

Everyone was delighted to have a special fortune envelope to open and we decided we would like to know more about Chinese writing



so that we could understand the messages. We read and watched a retelling of the zodiac story and rewrote our favourite parts, using interesting adjectives to describe each animal.

We had fun with a Chinese maths mystery – solving different number clues to hunt down the culprit, and also had a race to crack the codes in another number challenge, which gave us various clues about New Year. This led to research on other traditions, such as the importance of Door Gods – we thought it might be useful to invent our own Door Gods to protect us against bad dreams! Chinese dragons are, of course, very famous, so we made our own mini-dragons, colouring and folding card to create a dancing stick puppet. <http://www.bisb.org/project/new-year-fortune-envelopes/>

In Maths we have worked on ordering numbers and describing their position in sequences, using terms such as ‘greater than’, ‘lesser than’, ‘in between’, ‘closer to’, ‘just after’ etc. This involves using number squares and number lines to make sure that we know exactly how numbers work together. We played sequencing games in groups, choosing numbers and putting them in order.

<http://www.bisb.org/project/group-maths-challenge/> . We also did lots of calculations adding two-digit numbers, concentrating on identifying tens and units and working out strategies for adding the numbers logically. We are still battling with telling the time on analogue clocks – any practice at home would be very welcome as it is one of those skills that can be quite mystifying until it suddenly makes sense!

Our work on castles continues in Design technology. After lots of measuring, cutting, sticking and mess, the basic structures are more or less complete, and most groups are now concentrating on how to make the models look real. We took advantage of the view from the fire escape over the surrounding buildings to look at different materials and discovered that we can actually see a really old church spire that looks very much like a castle turret. With this as our inspiration we are now covering and painting our castles to look as realistic as possible. There are some ingenious ideas being hatched and some groups have already managed to devise mechanisms for the portcullis and drawbridge.

In French with Mrs Halvorsen, we introduced ‘la nourriture’ (food), we introduced different verbs like manger, boire et aimer (to eat, to drink and to like). We learned how to talk about the food we eat, the drinks we drink and the things we like.

We finished the week by measuring, chopping and whisking, making pancakes with apple compote to celebrate the ‘Fête de la chandeleur’, which marks the beginning of the end of winter and fell on February 2nd. Tradition has it that a rainy day will mean another 40 days of rain... maybe we will be spared given that it snowed last Saturday! Let’s hope this weekend is a bit brighter – enjoy it!



**Our talk topic is “Which animal would you have included in the Chinese Zodiac story, and where would it have come in the race?”**

Jane Still and Ena Tolentino  
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Please click [here](#) for our Year 2 webpage

### Home School Book – Year 3

Dear Parents,

This week we have learned more about members of the armed forces during World War 2; the Royal Airforce, the Royal Navy and the Army (soldiers). We learned about the experience of being in the forces through listening to the experiences of World War 2 veterans. We labelled the items of clothing and objects that the soldiers wore and took with them and talked about whether we would have liked to be a soldier or not and why. We completed making our WW2 medals for display and started making some soldiers. In our science lesson we talked about muscles and joints. We identified different types of joints and discussed why we need muscles. We identified and named joints on a skeleton diagram.

This week in literacy we started to research and write some of Julia Child's recipes. We concentrated on researching four things she learned to make at cookery school in Paris; béchamel sauce, boeuf bourguignon, crepes suzette and onion soup. We watched Julia make crepes on her TV show 'the art of French cooking' and wrote down the ingredients, equipment and method she used. We discussed how cookery shows have changed and how the black and white film affected the way we feel towards the food compared with colour. In grammar we looked at how to use the perfect form of verbs to write about things that have happened in the past and are still happening now.



In maths we revised placing numbers on 1-1000 empty number lines and rounding to the nearest 10 and 100. We solved subtraction problems using the frog method. We then practised giving change from £5 and then £10 using the frog method to help us at first. In our computing lesson we continued with basic code. We learned how to make objects appear and disappear in sequence on a screen.

In French with Mrs. Scharf, we are still working very hard on "être" (to be) and "avoir" (to have) in the present tense. We also revised the expressions we learnt using these two verbs and had a test on this rather difficult but important subject. On Monday, we watched another chapter of our new film "Ernest et Célestine". In French with Mrs Halvorsen, we finished wrapping up our project 'le monde de Sophie' in order to present it next week. Also, we had several activities and exercises comparing the use of 'Être and Avoir' (to be and to have), and we started watching 'Anastasia, la princesse russe', a lovely film about a Russian missing princess from the Romanov dynasty.

**Our Talk Topic for next week is "Would you rather have been in the navy, the air force or the army (soldier) during World War 2? Why?"**

Next week on Thursday group B will be starting their tennis lessons and group A will do gymnastics in the studio with me. I'd like to congratulate the children in group B for their fantastic progress with gymnastics, there was some really creative work shown today!

Have a lovely weekend.

Kind regards

Camilla Rutayisire and Fiona King

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Please click [here](#) for our Year 3 webpage

### Home School Book – Year 4

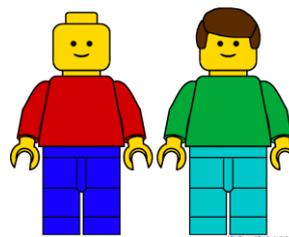
Dear Parents,

This week's newsletter was co-written by Anoushka.

This week we had a lot of fun and it was quite a memorable one! Your children learnt how to simplify fractions, did an absorbency test and also did a stop-motion animation on Monday.

Simplifying fractions was enjoyable as was a very practical and very skills-based experiment about which paper soaks up water best. We included many well-known spillage-clearers but also threw in some duffers like greaseproof paper and scrap paper in order to get varied and even results. The children loved and were great at using the measuring pipettes to accurately prepare the required samples of water. Again, yet another great investigation full of scientific learning!

We started the photo frame cartoons using Lego last Friday but it proved such a hit (and the French trip to the library excluded so many) that more was demanded and needed. And the class went to town. What a buzz and what creativity!



On Tuesday we learnt different angles: obtuse, acute and right angles and in the afternoon, we learnt about the scourge of oil spills. We read out such a disaster off the coast of Spain and the fallout: the damage and the communal clear up afterwards. The children expressed their understanding through oil pastel drawings on the images we'd seen.

On Wednesday, the children separated verbs into wow words, tricky words and basic to later add adverbs to them. Adding them to the start of sentences, we made the adverbs 'frontal adverbials'.

On Thursday we went around the classroom with Mr Crocodile and followed the cards for some self-reflection and thought-sharing in Circle Time. In French both groups learnt to conjugate avoir et etre (to have and to be)!

However, the main event of the week was Swimming and our final session!!! Now, traditionally Year 4 have gone to the Castle Club pool first, in September, and I was a wee bit nervous about January in the water but it's been great. It's felt warmer and no matter how frightful it's been outside, inside it's been tropical: the atmosphere and temperature. The children have had a lovely time. This week, was assessment week and my group faced the final challenge – the 'Rippledown Test' now a Year 4 rite of passage. Could the children swim a width of the deep end without a buoyancy aid and with just me treading water close by? Could the children if needed swim from a capsized boat or canoe to the safety of the water's edge? Well, children who weren't swimming were enthralled by the show! All the children had comfortably achieved Level 2 in the lesson, but what would happen in the final task? 4 chose not to attempt the feat, 4 passed with flying colours but 1 incredibly bravely tried twice but to no avail – what a hero!

In French with Mrs. Scharf, we are still working very hard on “être” (to be) and “avoir” (to have) in the present tense. We also revised the expressions we learnt using these two verbs and had a test on this rather difficult but important subject. On Monday, we watched another chapter of our new film “Ernest et Célestine”. In French with Mrs Halvorsen, we finished wrapping up our project ‘le monde de Sophie’ in order to present it next week. Also, we had several activities and exercises comparing the use of ‘Être and Avoir’ (to be and to have), and we started watching ‘Anastasia, la princesse russe’, a lovely film about a Russian missing princess from the Romanov dynasty.

That was our week.

**Our Talk Topic for this week is: Apart from tissue paper, what else do we use for its absorbent properties? How many can you think of?**

Best wishes

Tim Stedman and Fiona King

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Please click [here](#) for our Year 4 webpage

Home School Book – Year 5

Dear Parents,

It's getting warmer and we actually saw the sun on Thursday. It is hard to believe we were playing in snow last week and now we play in the sun.

In Numeracy we have been adding decimals using the column method. We have found out that adding money and adding decimals to 2 decimal points is the same really. Later in the week we turned to subtraction of decimals using the frog method. This helps us to subtract by counting up, in essence, addition. We have also revised our square numbers and have touched on adding squares. Next week we shall be doing our half term tests and then we can carry on with our units.

In Literacy we read the second chapter of the *Wind in the Willows*. We looked at adjectives to describe the character traits of Toad, Mole, Ratty and Badger. We have added these to our display in the classroom. We then looked at the 2 paragraphs that Kenneth Grahame wrote about Toad's caravan. We drew these and added the descriptions to these for our board as well. It was interesting to note that, even though written 100 years ago, the language is very modern. I think the children were rather amazed by that. In grammar we looked at relative clauses and pronouns. We enjoyed the fact that these are yet another way to add detail to stories and sentences. Our comprehension, this week, was a passage from *The Adventures of Tom Sawyer* called *Mischievous Tom*. This led to a discussion on boys and mischief! Some of our words of the day were quirky and quell.

In Topic we looked at Stonehenge. We were amazed to find out the stones came from so far away and had to look at the river Avon on a map to see how they were transported. We also were amazed by the fact that 30 million man hours went into the construction of this monument 5000 years ago. We looked at the possibility of it being used as an astronomical clock and discussed different theories. We finished off this section by building a small model of Stonehenge.



In Science we took a look at Jane Goodall. We learned about her life with chimpanzees and her amazing work in conservation. We watched an interview with Fareed Zakaria of CNN which took place last month in Davos. You can find the link to this interview here <https://edition.cnn.com/videos/tv/2019/01/27/exp-gps-0127-jane-goodall-full-interview.cnn>. We also looked at the book *Swarnima* brought in which had an article about her. The highlight of Thursday afternoon was our school safari drive. We saw loads of elephants, buffaloes, zebra and impala. Some of us had our questions answered and the questions we asked were sensible ones. I will post the link to this drive on Edmodo later for you all to watch.

In Art we drew birds. First, we described birds for our partners to draw and then we moved on to the birds from pictures. We tried to concentrate on adding details and the longer we drew, the more detail we added.

In French with Mrs Halvorsen, we reviewed the *futur proche* (the near future) followed by several fun activities using this tense. Then, we started our project ‘*Quoi de neuf ? qu’est-ce que tu vas faire demain ?*’ (What’s up? What are you going to do tomorrow?). The objective was to come up with different plans using the *futur proche*. Also, we got to watch *Ernest et Célestine*, a beautiful animated film about a friendship between a bear (Ernest) and a child mouse (Célestine).

In French with Mrs. Scharf, we watched a chapter of a new film “*Ernest and Célestine*”, a beautiful story of a special friendship between a bear and a mouse. We also carried on with our health topic and the children played out scenes going to the doctor’s. We also revised *être* and *avoir*.

In PE we played basketball. Many of the class have very good ball skills and this was evident in the way they scored their goals. Please note that next Thursday we begin our swimming rotation so we need to pack our swimming bags.

I still need a parent volunteer for our mill trip on Wednesday please.

**The talk topic for this week is: if you could ask Jane Goodall a question, what would it be?**

Enjoy your weekend,

Best wishes,

Valeria Vetter and Ena Tolentino

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Please click [here](#) for our Year 5 webpage

### Home School Book – Year 6

Dear Parents,

We finished watching the film *The Boy in the Striped Pyjamas*; to be expected, this was an emotional film, which retained the children's attention throughout. After this, we discussed and scripted questions we wished to ask Sir Benjamin Drage's granddaughter, for our Skype call on Tuesday. They were a number of questions about Weir-Courtney, where the refugee children were accommodated, but also more probing questions such as: "How do you feel about the fact that you Grandfather was in Hitler's black book?"; "Were some of your relations in concentration camps - did they survive?";

In maths, we have focused on shape and space: drawing 2-D shapes using given dimensions and angles; comparing and classifying geometric shapes based on their properties and finding unknown angles in any triangles, quadrilaterals and regular polygons. This work is linked to our writing instructions for, and construction of, our Anderson shelters. Our shelters look terrific! Some are very luxurious – I know the term for luxury camping is 'glamping'; could a night in one of our shelters be classed as 'glAndersoning' - glamour + Anderson? The constructors have made: single beds, bunk-beds, washing-lines, split-level interiors, decorative accessories, bed linen, fencing, cabbages, carrots, sacks for potatoes, bunting, animal pens etc.!



In SPaG, we focused on the hyphen and its use in numbers and compound words to avoid ambiguity. Also, we revised the use of the apostrophe for contraction and

possession. Each student completed a comprehension which focused on a specific reading skill.

In French with Mrs Halvorsen, we reviewed the futur proche (the near future) followed by several fun activities using this tense. Then, we started our project ‘ Quoi de neuf ? qu’est-ce que tu vas faire demain?’ (What’s up? What are you going to do tomorrow?). The objective was to come up with different plans using the futur proche. Also, we got to watch Ernest et Célestine, a beautiful animated film about a friendship between a bear (Ernest) and a child mouse (Célestine).

In French with Mrs. Scharf, we watched a chapter of a new film “Ernest and Célestine”, a beautiful story of a special friendship between a bear and a mouse. We also carried on with our health topic and the children played out scenes going to the doctor’s. We also revised être and avoir.

The student presentations about WW II, Coding for Victory and the Role of Women in War, were excellent. The PowerPoints were professionally produced; pupils have mastered using the correct font size and not including too much information on slides. I am impressed with the amount of research that is being carried out by all the students.

Next week, we shall be visiting the Mill on Friday for an exhibition about children’s food and a cookery workshop.

**Talk Topic: Non-standard English - discuss.**

Have a great weekend.

Best wishes,

Beverley Tranter and Ena Tolentino

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Please click [here](#) for our Year 6 webpage

### English as an Additional Language

Dear Parents,

This week, the Junior Department EAL group discussed further the topic of environmental problems, in relation to Year 4’s topic, but also finding connections with Year 3’s work on food, nutrition and health. We wrote short reports, making use of the appropriate language to explain the problems. We spent a session reading books of the children’s own choosing, and working out the meaning of new words from their context. We also looked at the past perfect tense (He has jumped, I have finished etc.).



In the Year One and Two EAL small group, we read the story Mr Gumpy’s Outing. We practised using sentences involving the word but. We learned the unusual verbs from the story (including squabble, trample, tease, muck about, and bleat) and we used them in the present and past tenses. We are revising the

phonics from Phase 3 of the phonics programme.

The Reception EAL small group this week read the story of the Little Red Hen. We enjoyed talking about the different kinds of bread that can be made with flour. The children made little puppets and used them to act out the story.

I wish you a very happy weekend.

Kate Read

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