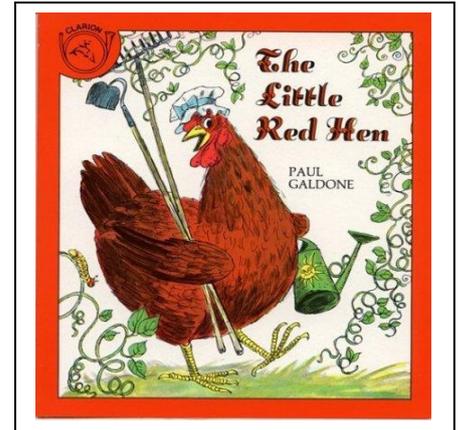


Nursery



Dear Parents

This week was all about 'bread' and based on the story of 'The Little Red Hen' which is an old folk tale of the fable type. The poor little red hen finds some wheat grains to plant and asks for help from a number of her friends to help her plant them. Then, at each later stage of the story, asks for help for other tasks such as cutting down the wheat, taking it to the mill etc. but sadly each of her friends refuse! Then of course it comes to the end of the story when the bread is made and baked and she asks who would like to help her to eat the bread.....

If you look in your little one's home school book, you will see a simplified story card version of the events that took place in the original story. During group time this week, we have listened to, watched and debated the rights and wrongs of the tale and, for our piece of work, looked at the sequence of the different scenes in the story.

This has not only been a fantastic spoken word, language-enriched activity but we have also tried to get the children to think through the moral of the story and transfer that information into real life situations. How does it feel when we ask for help and are ignored? Should we always help our friends and other people when help is needed? Of course, there are more complex issues in the story but we are only 3 or 4 years old, so we will wait a little longer before embarking on a philosophy degree!

Please follow up at home using the story scenes as prompts. You can do this in English or your mother tongue but just get your little one thinking about and talking about the story. Then for extra home work this week let your child colour in the story cards, bring them back on Monday and we will have a look at their great colouring skills and maybe give out a sticker or two! For an extra treat you can play this version of the story on your tablet: <https://www.youtube.com/watch?v=WYwjuufc19Q>

Please keep going with making time for your child to practise their independence skills, especially putting on coats, hats, mittens etc. Please do not send gloves with fingers, unless they are able to put them on unaided, just stick to the mittens without fingers for now. Trying to fit 36 little hands into gloves with wiggly fingers when we go outside to play, is an impossible task!

Enjoy the cold but fresh weekend and when you are out and about take time to ponder our talk topic question, ' If we can clearly see someone needs help, should we offer or do we just say no, like the animals in the Little Red Hen story?'

Have a great weekend.  
Thank you

Alison Davies, Anna Nagy & Vanessa diFine

[nurseryteacher@telenet.be](mailto:nurseryteacher@telenet.be)

## Reception

Dear Parents,

The children are really enjoying our 'Enchanted Forest' topic and this week we have been talking about dragons. We started the theme by looking at different kind of dragons, naming the parts of their bodies, expanding our vocabulary to describe the way they move and making a big list of adjectives to express how they make us feel when we see them. All of this has been complemented with the stories we have been reading in class, which the children really appreciated. You can listen and watch some of them through this link: 'There is no Dragon in this Story' by Lou Carter and Deborah Allwright <https://www.youtube.com/watch?v=3PeoWeEO4kA>



and 'The Night Dragon' by Naomi Howarth <https://www.youtube.com/watch?v=EUnXJQnagDw> .

In our Art session this week we have made two dragon crafts, one with paper chains, which will be hung on our enchanted forest wall, and a dragon's head spitting fire made of card and crepe paper. The children like it very much when we do these kinds of crafts in the classroom and enjoy using and experimenting with different kind of materials to create all sorts of things. It fosters their imagination and helps them represent their ideas and interests through the design they make. It's a great way of having your child entertained at home, just give them a pair of scissors, glue, card and pens and let their imagination and creativity flow.

In Maths we have worked on adding one more into a set of given objects. To start developing this idea we have played in small groups with counters and written number sentences. So, each child had a slip of paper with a sentence such as '5 + 1 = ' and they had to start off with a number of blocks, then add one more and count to see what the result was. You will find in your child's home school book a worksheet showing how the children completed their number sentences by counting the given dots and adding one more to the set.

In Phonics we continued working with the sounds 'ch', 'sh' and added two more, 'th' and 'ng'. We have also started working on completing words by identifying the missing letter and writing them. This is an important stage for your children as they need to start using lower case letters, tracing each letter in the correct direction and at the same time identifying the sound they make.

In our P.E. class the children have played the game 'Rob the Dragon's Nest' in which four teams of five children each had to steal the eggs from the dragon's nest and then try to steal each other's eggs. Very exciting and challenging game as it has certain rules to follow which can be quite tricky at the beginningDear Parents,

The children are really enjoying our 'Enchanted Forest' topic and this week we have been talking about dragons. We have started the theme by looking at different kind of dragons, naming the parts of their bodies, expanding our vocabulary to describe the way the move and making a big list of adjectives to express how they make us feel when we see them. All of this has been complemented with the stories we have been reading in class which the children really appreciated. You can listen and watch some of them through this links: 'There is no Dragon in this Story' by Lou Carter and Deborah Allwright <https://www.youtube.com/watch?v=3PeoWeEO4kA> and 'The Night Dragon' by Naomi Howarth <https://www.youtube.com/watch?v=EUnXJQnagDw>

In our Art session this week we have made two dragon crafts, one with paper chains which will be hanged on our enchanted forest wall and a dragon's head spitting fire made of card and crepe paper. The children like it very much when we do these kind of crafts in the classroom and enjoy using and experimenting different kind of materials to create all sorts of things. It fosters their imagination and helps them represent their ideas and interests through the design they make. It's a great way of having your child entertained at home, just give them a pair of scissors, glue, card, pens and let their imagination and creativity flow.

In Maths we have worked on adding one more into a set of given objects. To start developing this idea we have played in small groups with counters and written number sentences. So each child had a slip of paper with a sentence like '5 + 1 = ' and they had to start off with a number of blocks, then add one more and count to see what the result was. You will find in your child's home school book a worksheet showing how the children completed their number sentences by counting the given dots and adding one more to the set.

In Phonics we kept on working with the sounds 'ch', 'sh' and we added two more, 'th' and 'ng'. We have also started working on completing words by identifying the letter missing and writing them. It is an important stage for your children, as they need to start using lower case letters, tracing each letter in the correct direction and at the same time identify the sound they make.

In our P.E. class the children have played the game 'Rob the Dragon's Nest' in which four teams of five children each had to steal the eggs from the dragon's nest and then try to steal each other's eggs. This is a very exciting and challenging game as it has certain rules to follow which can be quite tricky at the beginning. Once the game had been played a couple of times, the children started to understand that one thing led to the next, and that if you broke the rule, the game lost its sense. We also played some football and the 'Silly Bananas Tag.'

The talk topic for next week is: 'Can you think of a name for your dragon?'

We wish you all a lovely weekend,

Mrs. van Wassenhove and Mrs. Julaton

[receptionteacher@telenet.be](mailto:receptionteacher@telenet.be)

### **Music – Nursery and Reception**

This week in music, we played games with instruments and learned how to be a conductor!

### **French**

In French with Madame Scharf, we are still talking about winter (l'hiver) and drew beautiful pictures of winter landscapes. We learnt a difficult word "brouillard" which means fog. We also started our new topic on animals. We sang beautiful songs about the weather and about animals too.

### **EAL**



In the Reception EAL small group this week, we read two stories about dragons, The Night Dragon (about a kind and gentle dragon) and The Dream (about a scary dragon). We used sentences to talk about the characteristics of dragons, in the forms: *A dragon is...*, *A dragon has ...*, *A dragon can ...*

I wish you a happy weekend.

Kate Read

[ealteacher@telenet.be](mailto:ealteacher@telenet.be)

## Year 1

Dear Parents,

The highlight of this week was our trip to the Théâtre de la Montagne Magique, to see a visual play set in a school playground at playtime. The children were clearly amused and absorbed by the action and had a lovely afternoon. Thank you to Mme Scharf and Mme Halvorsen for organising the trip.



In Literacy this week, we focused on 'Mr Gumpy's Motor Car' for our work on story maps. We converted last week's cardboard boat into a car and, having read and discussed the story and the similarities and differences between it and last week's story, the children jumped in to act out the story. They also had their first go at creating their own story map - essentially a line showing key words and simple pictures to show the sequence of a story. We also continued with our Phase 4 sounds, learning about 'triple blends' - groups of 3 consonants which occur at the beginning and end of words. Examples are /scr/, /spl/, /spr/ and /str/ as in 'screen', 'splash', 'spring' and 'strong', and /nch/ and /tch/, as in 'pinch' and 'fetch'. In Grammar, we continued our work on nouns, and practised dividing a group of nouns in to three different categories: people, animals and buildings.



Our Maths focus this week has been on addition: adding 1-digit numbers to 2-digit numbers. Starting gently with sums such as  $15+4=19$  and using a variety of strategies and tools to help (fingers, number lines, bead strings and 100-squares), we ended the week confidently taking on sums such as  $6+85=91$ . Through their knowledge of number bonds to 10 ( $2+8$ ,  $8+2$  etc), the children already know that addition sums can be switched around, so they have been taught that when confronted by a 'scary-looking' sum such as  $6+85$ , they should do two things: first, begin with the biggest number (85), and second, put that number 'in their head', and count on 6. We finished the week by looking at addition patterns, such as  $3+2=5$ ,  $13+2=15$ ,  $23+2=25$  and so on.

Instead of our normal Topic session this week, we looked briefly at Chinese New Year, and how it is celebrated. The children learned about the origin of the 12-animal zodiac and went on to make a lantern and a dragon mask. In Science, we continued our work on materials by conducting a 'float or sink' experiment, the results of which you can see in this week's Home School Book (and in the January photo gallery on the website).



Maths homework for next week will be "Reel It In 1.14" (about the properties of 3-D shapes). Finally, our Talk Topic for next week will be "Long before cars, trains and planes existed, people travelled by ship. Why did they go on such long, dangerous journeys?"

Enjoy the weekend!

Patrick Tranter and Smita Bandaru  
[year1teacher@telenet.be](mailto:year1teacher@telenet.be)



## Music

This week in music, we practised our rhythms on the instruments, and we sang a fun song about a pirate.

## French

In French with Madame Scharf, we have been practising going to the doctor's and telling him/her where it hurts. We learnt a song on the same theme (Je suis malade, j'ai mal à la tête on youtube) and watched short cartoons where we saw characters who were ill going to the doctors: Tchoupi, Caillou and Peppa Pig.

## Year 2

Dear Parents!

We have had yet another exciting week. Our trip to the theatre was a success and the show was very interesting. However, the children were a little bit noisy in the theatre, which sparked some brilliant discussions about when and why we have to be quiet and considerate. We discussed the difference between *private space* and *public space* and learned that it is important to be quiet and well behaved in public spaces. We also discussed that it is especially important to be quiet at a place like the theatre, where there are people putting on a show for us. This week we have worked a lot on being quiet and well behaved and the children have already made some progress!

This week we started to learn about the Runes. There were two kinds of runes in Viking times, both runes that were used for writing, as well as magic runes! We will continue to learn more about them next week and of course learn more about the gods and start to learn a bit about the Vikings themselves!

In maths this week we practiced adding together three different number, both with 2-digit numbers and 1-digit numbers. We also practiced multiplications, focusing especially on the 8-times table this week.

In literacy the children all wrote brilliant stories, inspired by *Artur and the Golden rope*, which was our book of the week. We discussed the topic of the story at length before starting to write, which enabled the children to plan their writing really carefully and we took lots of time for the writing, which resulted in really good stories. Finally, in grammar we practised our -s and -es suffixes (which we put at the end of certain nouns to make them plural, like chair – chairs, ash – ashes).

Talk topic is: What is the difference between a public space and a private space? And why is it different to be quiet in a public space?

Stars of the week go to Geoshan for writing a brilliant story about Arthur's adventure, and to Anwitha for good progress with her reading! 😊

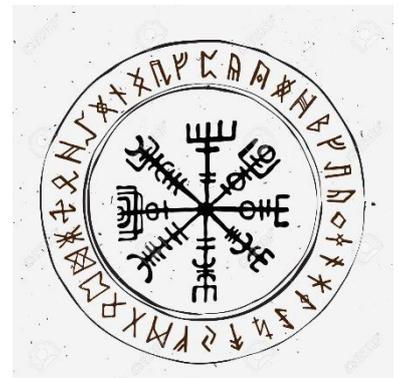
Have a lovely weekend

Elin Hafstein and Ena Tolentino [Year2teacher@telenet.be](mailto:Year2teacher@telenet.be)

## French Year 2

In French with Mme Halvorsen, we set up a scene '**chez le docteur**' and we played a fun and a practical game "**Qu'est-ce qu'il t'arrive?**" (What's wrong?) in order to talk about '**Avoir Mal**' (to be in pain) using '**les parties du corps**' (the body parts).

We also had a fun outing with school, and we went to the Montagne Magique theatre. We saw 10:10 a fantastic performance that celebrates with brilliance the talent that children have of inventing all sorts of games from almost nothing during playtime (at 10:10).



## Music

This week in music, we practised our rhythms on the bucket drums and faced the difficult challenge of performing different layers of rhythms at the same time.

## Year 3

Dear Parents,

We've had another really busy but fun week in year 3! Continuing with our topic, in science we learned about how fossils are formed. We discovered that it takes a long time for fossils to form, often thousands of years. We learned that they only form in sedimentary rock and that they can tell us a lot about living things from the long ago past. Also, we found out more about volcanoes. We discussed the parts of a volcano and talked about different famous volcanoes from around the world.

In our art lesson we had a go at sketching a map of the Brussels metro. We were surprised to see just how many stops there were in total! We also learned the names of some of the stops we will be visiting next week on the number 1 line. We had a brief look at some footage taken of the first day of the Brussels metro back in 1976 and were surprised by some of the similarities and differences we found with how the metro looks today. Also, as part of our French trip, we all went to see the Keith Haring exhibition at the Bozar museum and were really inspired by his colourful designs.



In mathematics we have been learning all about fractions this week. We have been comparing and ordering them by size and looking at how having half a pizza is far more than only one sixth! We have also been learning about equivalent fractions such as  $\frac{1}{2}$ ,  $\frac{3}{6}$ ,  $\frac{2}{4}$ ,  $\frac{4}{8}$ . We have learned to put fractions on a number line between 0 and 1.

In literacy we continued to learn about suffixes in our spelling/word level lesson. We discussed words in which the final consonant doubles when the suffix 'ing', 'ed' or 'er' is added. We read and discussed some more pages of 'The street beneath my feet' and had a very successful guided reading lesson, reading a playscript and a fantasy story.

We are looking forward to our upcoming Metro Art Trail trip on Wednesday 29<sup>th</sup> January. If the children could please bring a small backpack for their water bottle and snack on that day that will be very helpful. They will need to carry their belongings for the entire trip duration and these small backpacks are lighter and more convenient than the full-sized school bag.

Kind regards,

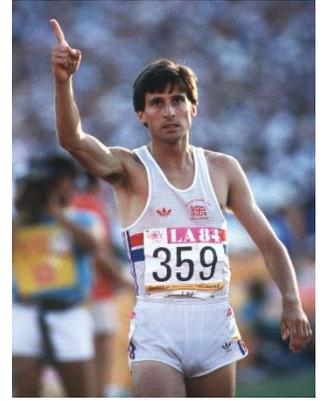
Camilla Rutayisire [Year3teacher@telenet.be](mailto:Year3teacher@telenet.be)

## Music

This week in music, we focused on our singing and learned a beautiful song by the Beatles.

## Year 4

Dear Parents,



It seems ping pong balls are more like London Buses: you wait for a few and a whole fleet of them come along. On Monday we started the week by looking at the energy systems of the body; what tendons and muscles are, and what factors are important in getting fit for activity. This was meant to culminate in the making of a simple bicep-tricep model but we needed ping pong balls to act as elbow joints and there were none to be found. When Wednesday arrived, not only did the school's supply resurface but Aasritha also kindly brought in a whole stash from home! Thank you, Aasri.

The class had a lot of me on Tuesday as two classes were out on a French trip with the French teachers. It's quite rare to have a class teacher for an entire day and it was a busy day! Whilst completing 2 days of multiplying HTU by U we also set about researching medal winners; doing sport wordsearches, and drawing a Greek vase design we hope to model with clay. Finally, we found out that Benjamin Franklin and Mahatma Gandhi had both won the great person balloon debate after a very interesting afternoon of presentation and discussion.

The Art and the Literacy didn't stop there as we read various biographies and highlighted their features and later used pastels and charcoal to produce some magnificent athletic statue posters.

On Thursday, we found out about one of my childhood heroes – Sebastian Coe (see photo). Watching him win silver and gold (800m&1500m) at the Los Angeles Olympics of 1984 got the children very excited and the roar of support for the runner stirred the class next door to come and see what was going on!!!

Football in PE was equally enjoyed, as was Golden Time. The children work hard and fully deserve GT and they are allowed to do whatever they choose (as long as it is legal). The cunning Y4's have worked out that they can have a party every week. The party game repertoire comes from me and the (very modest amount of) party food came from Shanvitha. Thanks to her and the Guddatis for their generosity.

The week ended with writing about Princess Diana. As I write, I'm wondering whether the children will have heard of her.....

**Our Talk Topic for this week is: Which is better: competing in or watching a sports event? Give 5 reasons to your answer**

Best wishes,

Tim Stedman & Mrs Tolentino

[year4teacher@telenet.be](mailto:year4teacher@telenet.be)

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

## Music

This week in music, we practised our recorder and focused on our ensemble playing.

## Years 3 &4 French

In French with Mme Halvorsen, we had a wonderful visit with year 3 to the Bozar Museum to see the Keith Haring exhibition. Our guide was very engaging and interesting. She gave us an exciting tour of the exhibition, we got to explore and talk about a selection of Haring's art works, and then we took part in an interactive and fun workshop in order to bring us closer to the artist. We also got to review **les contraires** (the opposites) and l'auxiliaire 'être'.

In French with Madame Scharf, the children of Year 3 went to the Musée des Beaux-Arts on Tuesday to visit the exhibition of Keith Haring with a guide. The children of Year 4 will be going on February 18. The guided tour was a great success and the children did many activities in both French and English. At school, we finished the artwork we did on Keith Haring and had a test on the "articles partitifs" du, de la, des, de l'.

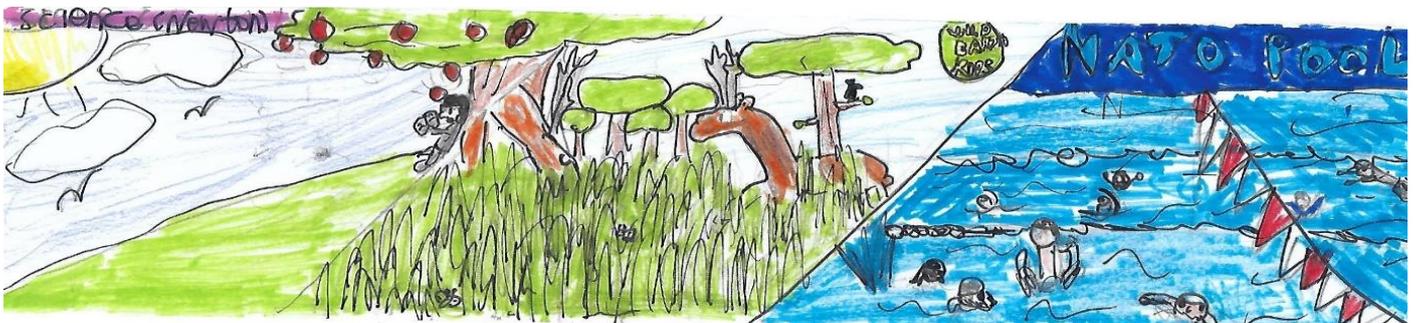
### **Gentle reminder: Important information for Mme Halvorsen's French groups in Years 3 & 4**

- Make sure you have your French notebook with you at all time during French class.
- Make sure you take your Zig Zag book with you to your French class.
- **Zig-Zag is rarely taken home, it usually stays in the child's tray at school.**
- Make sure you take good notes.
- Make sure you review your notes regularly.
- Homework assignment is usually for Mondays and occasionally for Tuesdays.
- Occasionally, we have tests to assess knowledge.
- **Make sure you take your French notebook home on Thursdays and bring it back on Mondays .**
- **You should take time at the weekend to review and work on assignments.**

## Year 5

Dear Parents,

This week's home school book has been written by the children themselves. Read it and enjoy!



Our illustration is by Shinnosuke

In Literacy we learnt about Katherine Rundell and we are reading her book called The Explorer. She is an English author and an academic! Her hometown is in Zimbabwe, but she lived in Brussels and studied at BSB.

We have learnt a lot of new words so far. We also read and learnt about Isaac Newton which was very interesting. We did a comprehension on his life and work. By Lavanya

In Numeracy we did four things. We did the frog method, story sums, a fun, energetic shop-keeper's game and RNCA. In the frog method everyone was focussed, and hard-working and the class enjoyed it. The same thing happened with the story sums. In the shopkeeper's game one child was the shopkeeper and one was the customer. The customer bought an item and the shopkeeper had to work out the change. Then we swapped around. Last, but not least, we learnt the RNCA. RNCA means **R**ead the story, **N**, look at the numbers, **C**alculate it and **A**nswer the question. By Pranaya and Srija

In Science we learnt about Isaac Newton. Once Newton got an idea when an apple fell down. He wondered why it didn't go sideways or upwards. Newton was born in 1643 and he was from England. In 1666 he was forced to go back to the place he was born because there was a plague in London. One day an apple fell down and he thought how strange and why didn't it fall sideways, and this inspired him in his work. He died in 1727. By Wahed and Rishi

In Topic we learnt about Mayan Numbers. The Mayan numbers are very different to our numbers. They have dots for 1, a line for 5 and a shell for zero. We also learnt that the numbers get harder after 19. Something we discovered is that they go in the power of 20, unlike ours, which go in the power of 10. We have 10, 100, 1000 and so on... The Mayan numbers have 20, 400, 8000 and so on ... The best part was when we tried to decode the Mayan numbers. We had lots of fun and it was the best thing ever. By Hithaishi and Ravi

On our Wildearth drive we had lots of fun. We saw impalas and wildebeests: we saw all their babies too. We saw butterflies with Tristan and Lauren. Tristan told us about the iridescence of the butterflies' wings. We were amazed at how Lauren was able to spot the butterflies which were very well camouflaged. Lauren also showed us the poison apple flowers and a cuckoo, but she couldn't figure out which one it was. Tristan showed us a young male nyala. They have more fur and horns which shows it is not a female. We asked lots of questions which our guides answered. The link to our safari is <https://www.youtube.com/watch?v=WOUi2jIHE3o> By Rohan and Abheer.

In PE we went swimming at the NATO pool. With Mr Tranter we did breaststroke. We jumped in at the deep end and then we swam to the other side. During free time we played the fish game and swam through the hoops. We also did a push and glide race. With Mrs Tranter we did spiderman and practiced breaststroke. During free time we played water volleyball. We did backstroke and follow the leader. We got extra minutes because we changed fast last week. We had so much fun!!! By Anoushka and Tanvi.

On Tuesday we went on a French outing. We learnt about an American artist. His name was Keith Haring. Sadly, he died at 31 years old. He wanted to prove that art was for everyone. He wanted to stop violence. He loved dancing and drawing. He hardly ever used colours in his awesome drawings. He didn't draw stickmen, instead he outlined them. He used chalk for his art. Once a policeman arrested him and took him to the police station. All the other policemen wanted one of his drawings. WE LOVED THE FRENCH OUTING. By Anjali and Suhaavi.

The talk topic this week is: Explain the concept of gravity, mass and weight to your parents.

As you can see, we had a really lovely week.

Mrs Vetter

[Year5teacher@telenet.be](mailto:Year5teacher@telenet.be)

**Music: years 5 & 6**

This week in music, we started to compose our own song based on the melody of 'We will rock you' by Queen.

## Years 5 & 6 French

In French with Mme Halvorsen, we had a wonderful visit with year 5 to the Bozar Museum to see the Keith Haring exhibition. Our guide was very engaging and interesting. She gave us an exciting tour of the exhibition, we got to explore and talk about a selection of Haring's art works, and then we took part in an interactive and fun workshop in order to bring us closer to the artist. We also got to explore "les verbes réguliers", practice and work with what we call in French le **Premier Groupe** ( the conjugation of regular verbs ).

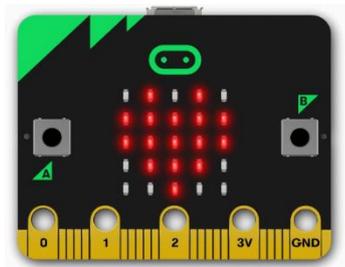
In French with Madame Scharf, we finished our artwork on Keith Haring and wrote a small summary of his short life and displayed our works of art in the French room. On Tuesday, the children of Year 5 went to the Musée des Beaux-Arts, where they enjoyed a guided tour of the exhibition of this American artist. The children of Year 6 will be going on February 18. We also had a test on the "articles partitifs" du, de la, des, de l'.

## Year 6

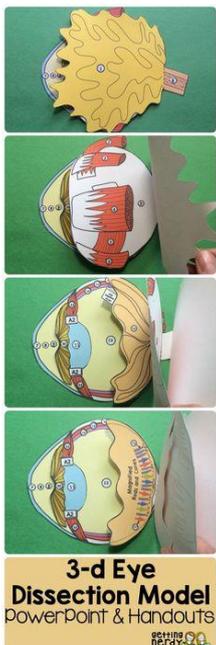
Dear Parents,

Grammar test 3 proved to be a challenging verb tense workout – students are strongly advised to revise these using the resources in the Edmodo folder. There is a lot to know and understand, so the only answer is hard work!

In Maths, we focused on learning how to calculate the midpoint with positive, negative and decimal numbers. In algebra, we revised linear sequences and then quickly checked our understanding of factors and multiples.



Microbit Mania in Year 6! This week, our task was to make a 'truth or dare' game. This included creating patterns on the LEDs, creating a randomly generated variable, using an IF...THEN...ELSE statement and running two programming blocks at once. Success!



With Tim Marshall's Skype call only days away, the students began planning 'Mrs Stanley' double-page spreads about their individual country(ies). Sections to be included are natural and manmade borders, climate, rivers, mountains, natural resources, key historical events, conflicts, political systems, population etc.. As we are now learning to work towards 'deadlines', I hope that the maps and digital geographical knowledge organisers are being diligently prepared at home. Moving on from our study of the brain, we are now focusing on the occipital lobe. Having studied the structure of the human eye on Khan Academy, we then watched a virtual dissection of a cow's eye at [The Exploratorium](#). First of all, students had to identify and explain the function of each structure and our practical activity is to observe and dissect the structure of a mammalian eye using a 'sciencestructure'. Hopefully, these models will be finished next week.

Please make sure that you have returned the outing slip for our Protest workshop at the House of European History on February 4<sup>th</sup>; on February 6<sup>th</sup> we also have our Skype call with Tim Marshall - Prisoners of Geography. We shall be going to the Keith Haring exhibition on the 18<sup>th</sup> at Bozar and on March 10<sup>th</sup>, we are visiting an exhibition at the Parliamentarium - *Behind the Berlin Wall – State Security in the GDR Dictatorship* focuses on the activities of the Ministry for State Security, better known as the Stasi, as the main instrument of power in East Germany. The exhibition is being shown to mark the 30th anniversary of the fall of the Berlin Wall, on 9 November 1989.

[Behind the Berlin Wall](#)

Talk Topic: Would you like to dissect a real eye?

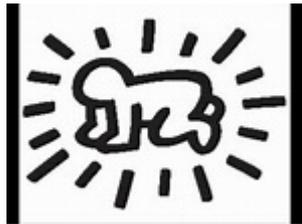
Happy weekend!

Best wishes,

Beverley Tranter and Ena Tolentino [Year6teacher@telenet.be](mailto:Year6teacher@telenet.be)

### **English as an Additional Language (EAL)**

This week, a big focus for the Year 3 children in the Junior Department was the trip to the Bozar art gallery, to see the Keith Haring exhibition. The EAL small group work on Monday focused in part on preparing for



this trip, by learning about the life and work of Keith Haring: we watched a short slideshow and learned key facts about him. The children enjoyed the trip hugely and were able to explain their own ideas about communicating messages through pictures. Back at school, we also learned about adverbs, including adverbs of time (*today, always* etc.) In the reading session on Wednesday, we read the next instalment of the Totem series. I am pleased to see improvements in the children's reading fluency, and in their ability to find specific information in the text.

In the Year 1 and 2 EAL small group this week, we read the story Arthur and the Golden Rope, in relation to Year 2's class study. We had very interesting discussions about wolves. (The problems in Arthur's story are caused by a wolf.) We dramatized parts of the story, to practise pronunciation and intonation, and to help develop a sense of the sequence of events in a story. We practised writing the common tricky words in phases 2 and 3 of the phonics programme, and we composed and wrote our own simple sentences about wolves.



I wish you a very happy weekend.

Kate Read

[ealteacher@telenet.be](mailto:ealteacher@telenet.be)