

Nursery

Dear Parents,

Run, run, as fast as you can, you can't catch me I'm the.....

This week was all about a naughty little biscuit man who decided to run away from all of his friends because he didn't want to be eaten. But oh dear, he came to a soggy end when the sly old fox told him a convincing lie. If you are not familiar with the tale of the gingerbread man, then take a look at this version

<https://www.youtube.com/watch?v=U89dkGrsYZY> or, better still, ask your little one to recap the story for you and see what they can remember.



Reading and looking at books together plays an important part in your child's communication and language development and also helps promote new and interesting vocabulary. But above all else, it is a lovely together time which also promotes confidence, feelings of security and good self-esteem for your little one, so please do it as often as you can.

If you look in your child's home school book you will see a unique design of their very own gingerbread man. In our circle time we looked at him in a variety of story settings and then talked about the features he had on his face. Was his expression happy, sad etc. and how many buttons did he have on his jacket? We also used clay to make a gingerbread man or woman and used our fine motor skills or small movements with our fingers, to make his eyes, nose mouth etc. On Friday, we then made our very own gingerbread man biscuits and waited excitedly to see if he jumped out of the oven and ran away when we opened the door! Thankfully he didn't, so we all had a gingerbread man to enjoy as an extra snack at home, unless of course he decided to jump out of the bag and go on another adventure!

The maths and literacy activities were also based around the gingerbread man. During maths everyone practised number recognition to 20 and number conservation to 10. During literacy the children did some wonderful work with writing patterns and we also discussed and retold the principle parts of the story and tried to remember what happened in the beginning, middle and end of it.

We will continue with our topic on food and healthy habits next week and will introduce and do some more exciting and creative activities to enhance our role play and imagination skills. We might not have seen the last of the gingerbread man!

Thank you to everyone who has already signed and returned their parent teacher meeting appointment slip. For the parents who haven't, I am just assuming you will be coming to the meeting if I don't hear otherwise. Please remember there is no official garderie for children during the appointment time and your child is not invited to come into the meeting with you, as it makes discussion time tricky with your little one listening in or needing your attention for other things. A parent asked if both parents need to be present, you will receive a report card to take home after the meeting, so if only one parent can make it then that is absolutely fine, you will be able to pass all the information on via the report card and the points discussed in the meeting to your husband, wife, partner, which ever one doesn't make it. However, if you can get a friend to babysit while you come for the meeting please do so.

Just a quick reminder for those parents who didn't hear Mrs Davies' chat on whole grapes, cherry tomatoes and other choking-sized fruits. We had a fairly serious choking incident from a child who

swallowed a whole grape and needed to be given some very sharp and deep thrusts in between the shoulder blades to cough it up. Please, to prevent this sort of incident happening again, can we ask that you cut grapes, tomatoes and other rounded airway-tight fruits in half, before putting them in your child's snack box. Can we also remind you that we do not allow nuts - especially peanuts, into snack boxes, not only because of allergies, but also because they are a number one choking food. Thank you for your understanding on this matter.

Until next week, remember to discuss our talk topic over the weekend, 'How did the gingerbread man come to a soggy end?' Why did he believe the fox was telling the truth when he said he wouldn't eat him?

Have a good weekend.

Alison Davies, Anna Nagy & Vanessa diFine
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Music

You wouldn't have a pig as a pet? And what about a crab or a hippo? Our song this week definitely told us why!

Reception

Dear Parents,

Elves, elves, everywhere! This week has been all about elves and the children had fun imagining how the world would be if they were teeny tiny elves.

As a main thread to this theme we read the story 'The Elves and the Shoemaker' and, as part of our art projects, each child produced their own shoe. The technique used was mosaic, so they have glued small pieces of coloured paper onto the shoe to make it bright and colourful.

The final touch was that each child has threaded laces in it! It's a good way of learning how to tie their own shoe-laces. So, keep practising at home!



In Maths we have worked on doubling numbers from 1 to 10. For this we played games with ladybirds and numicon shapes. In the first example the children had to add the same number of spots that they counted on one of the ladybird's wings, to the other wing and then make out how many spots they got by doubling the initial number. Regarding numicon shapes, each child was given one numicon shape with a number of holes in it and he/she had to walk around the classroom and try to find its pair to make it double. Lots of play and actions to make an abstract concept more concrete to children and easier to visualise.

In phonics we have worked with the sound letters **n** and **k** make when we find them together in words like pink, think or drink. We also played games and practised saying the sound as many times as we could.

In your child's home school book you will find that we have worked with upper and lower case letters and, on the sheet of paper, the children have been asked to write their names using both letter sizes. We have also practised matching capital letters to lower case letters. Some of them are easier to recognise than others, so we'll keep on working on this in the following weeks as we expect children to start using lower case letters when they do their writing activities.

In P.E. we worked on aim. We divided the children into three different stations and threw balls into buckets, beanbags into hoops and rings onto cones so that they have all practised their aim and throwing skills.

Last, but not least, we had a small craft project going on making an elf's house. Lots of concentration for this as everything was done in elf size, but the children were very enthusiastic about it and did their best. We will be sending it home once it is ready.

The talk topic for next week is: ***'imagine you had a magic wand, what is the first magical thing you would do?'***

Don't forget that parent-teacher meetings start as from next Monday. So be aware of your date and time, it will be a pleasure to meet with you to discuss your child's progress in Reception.

We wish a happy weekend and see you back on Monday.

Mrs. van Wassenhove and Mrs. Julaton

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French

In French with Madame Scharf, we are now full on in our new topic : animals. We started with the ones we discovered in our weather song : la grenouille (the frog), l'escargot (the snail) and the coccinelle (the ladybird). We also added le papillon (the butterfly) and we have been singing about them and drawing beautiful pictures. We are planning to discover many more.

Music

We are becoming experts at playing the conductor game, and we are now very fast at reacting to the instructions! We even read our first musical score!

EAL

In the Reception class small group this week, we enjoyed the story of the Three Billy Goats Gruff. We practised pronouncing some key phrases (*who's that clip-clopping over my bridge; don't eat me; wait for my brother*) and we talked about the words we need to say exactly where something is (prepositions). We listened to instructions (from each other and from the teacher) to stick characters from the enchanted world stories on, under and next to a bridge. As usual, we also spent some time in each session singing songs.



Kate Read

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Year 1

Dear Parents,



It has been another busy but successful week! We began our work on Phase 5 of the phonics programme, 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 begin 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, and I have also put an extra worksheet in their folder, which can be completed at home, if you wish. If the children understand this new rule now, the next few weeks of e-e, i-e, o-e and u-e will be easier for them. In our main Literacy session this week, we continued working on 'The 100-Decker Bus', this time imagining where we would go if we were the driver of the bus, and what sort of people or animals would get on. The children then had to write their own version of the story. I was very pleased with their efforts in the morning, but even more pleased when many of them asked to continue their stories in the afternoon - fantastic! In our Grammar session, we revised our plural suffixes (-s and -es) and learnt about proper nouns.

In Maths, we began by practising counting in 10s, starting from any 1-digit number (3, 13, 23, 33 etc) up to the 90s and then back down again. 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, especially when counting backwards. The same can be said for estimation (or 'clever guessing'), which we practised again towards the end of the week. The children were better this time at stating the 'range' of their estimations, and some of their clever guesses were quite accurate.

Our 'transport' focus this week was on cars - when they were invented, and how they have changed since then. The children compared old cars with modern ones, and proved to be very observant, identifying many differences. In our Science work on materials and forces, we looked at the concept of magnetism: the children looked around school, testing items to see whether they were magnetic, and did a number of magnet-related activities, involving paper clips, coins and many other things - you can see the fun (and learning) they had at <http://www.bisb.org/project/year-1-february-2020/>.

Group A's first swimming session went very well - thank you to the parents who volunteered to help the children getting changed. Group B's first coding lesson was also a success - at last, after weeks of practice with human robots and bee-bots, they got to enter instructions in code to make objects move around a screen! There is no Maths homework this weekend, as next week is a revision week. Finally, our Talk Topic for next week will be "What is the best type of transport - car, train, aeroplane or ship? Why do you think that?"

Enjoy the weekend,

Patrick Tranter and Smita Bandaru

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Music

This week, we sang a great song about Gravity and then we had the opportunity to create a musical accompaniment to it.

French

In French with Madame Scharf, we have started our great topic: houses. We have learnt all the rooms of the house and some furniture. We listened to a song “Ding Dong fait la sonnette” (on YouTube). We also played games to help us remember the various rooms of the house.

Year 2

Dear Parents!

We continued reading about Erik and his exciting adventures. Through these stories the children are adding lots of new words to their vocabulary and they are learning a lot of facts about sailing and exploring, as well as training their imagination! We also learned about the Viking societies. In what kind of houses they lived, what kinds of clothes they wore, what kind of work they did and how they lived their lives, depending on their status in society.



In maths this week we revised some of the things that we have been working on earlier this term. We did some adding and subtracting, practiced working with numbers on a number line, and continued to work with 3D and 2D shapes and we also practiced reading the clock. Reading the clock, both digital and analogue, can be quite challenging! Especially to understand that quarter to ten is the same as 9.45. However, with lots of practice the children have improved a lot over the last two weeks!

As per usual we did a lot of reading, both where the children read themselves and where the teacher reads to the children. Of course, most of our reading material has been about the Vikings, which has been great since the children are very eager to learn more and more about them. In grammar we practised our use of apostrophes and the children learned that we use them when we have put two words together, but some letters have been lost in the process. Finally, the children did a wonderful creative writing project about the Vikings. They imagined that they were aboard Erik’s longship where they had all kinds of thrilling and exciting adventures! They were very enthusiastic about this writing project and all wrote wonderful stories.

Talk topic: If you were a Viking, what kind of Viking would you want to be? And what would you want to do back in Viking times?

Stars of the week go to Vibha for her brilliant story about her adventures aboard the longboat! And to Akshathsai for his beautiful Magic Rune artwork! Congratulations Vibha and Akshatshai, well done! 😊

Have a lovely weekend

Elin Hafstein and Ena Tolentino Year2teacher@telenet.be

Music

We started the week with a fun song about a lost alien and we finished it by learning how to read the five first notes of the scale.

French Year 2

In French with Mme Halvorsen, we continued working on our project: 'l'Hiver' (winter) we wrote 'une lettre' to our best friend to describe and talk about what we like ('j'aime) and our favourite activities during this season, as for example: J'aime la neige, la montagne, le soleil qui brille, les sapins, les cerfs etc... **je fais du ski, je fais un bonhomme de neige, , je joue avec les flocons de neige.**

Year 3

Dear Parents,

This week we did some practical work in science as part of our unit on rocks and soils. We looked at the structure of soil and what it is made up of. Then we made our own compost bins complete with lovely worms (well some people thought they were lovely!). First, we added stones, then compost, then the worms followed by some fruit and vegetable scraps and then some damp shredded paper, remembering to use gloves to handle all these things. We are hoping that the worms will help us to make compost and this will help plants to grow in the junior department plant boxes.



In our art lesson we were inspired by the work at Josephine-Charlotte metro, one of the stops that was on our Brussels metro art trail. We made our own bird and floral shapes in the same abstract style that we saw and created some very vibrant collages. In literacy we sorted information into chronological order and used it to make our own timelines of the Brussels metro. It has certainly seen some changes since its first day in 1976, with new stations and routes being added and we think there will be more changes to come in the future. Also, in literacy we looked at the past tense in our grammar lesson. We talked about the simple past tense including common irregular verbs and the past progressive formed by using was/were and the +ing form of the verb.

In mathematics we discussed angles. We practised identifying right angles and also acute angles (smaller than 90 degrees) and obtuse angles (larger than 90 degrees). We also talked about the perimeter of shapes and learned that you have to add each and every side of a shape in order to find out the total perimeter.

In our topic lesson we started to discuss earthquakes. We found out about why they happen, where in the world is most at risk, how to measure them and what you might be able to do to keep safe. We looked at some famous earthquakes that have happened around the world.

I'm looking forward to seeing you next week to discuss your child's mid-term progress report which I will give you in the meeting to take home with you. Please let me know if there is a problem with the day or time.

Have a lovely weekend.

Camilla Rutayisire Year3teacher@telenet.be

Music

We are discovering how to play the recorder and it is so much fun !

Year 4

Dear Parents,

Monday's PIRA test saw some great performances and a few disappointments (at least at first look). I looked at the previous year's results and this wasn't a particularly difficult test - there were no pitfalls – but per head, the class improved an average of 4 points over their last performance in October. As is often the case, 2 out of the 3 'non-movers' also happen to have dreadful book changing records. If you don't read, you don't improve. Children who read, succeed.



But PIRA is not the be-all and end-all: what is wonderful is that after guided reading sessions, the majority of the class are asking, 'Can we finish the book, please, Mr Stedman?' 30 pages are not enough when they're hooked! And David Walliams books?!? They cannot get enough!

In Science, we looked at the heart (at least a model of one). We learnt about the Circulatory System and all the complicated mechanisms involved. In Topic, we stayed around the subject and considered which sports use which muscles. We also re-explored the food groups and food types which fit in them.

Also enjoyed was researching a 'sporting great'. We had gymnasts, NBA basketball players, Olympian Swimmers to name but a few. This is great practice for the big biography they will write soon.

In Literacy, the class read biographies about Queen Elizabeth I and were very much interested in Britain's history. We distinguished fact and opinion in sources and then had a go at writing her CV.

In Numeracy, meanwhile, we simplified fractions once more and we identified and measured angles.

PE was basketball in wonderful spring sunshine played while LAMDA recitals were going on in library. Many of our Y4 heroes were in action (and some a little nervous) in this annual spoken English test and we really hope they've done well. A lot of the Y4's have also been getting along very nicely in their SuperTmatik matches. We are sure to get some finalists. And that was our week.

Our Talk Topic for this week is: How does the weather affect sport and exercise and our bodies?

Best wishes,

Tim Stedman & Mrs Tolentino

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Music 4, 5 and 6

This week was a big challenge for us as we were facing our first recorder test, but thanks to our good practise and efforts everything went well.

Years 3 &4 French

In French with Mme Halvorsen, we reviewed the regular verbs, known as **les verbes du 1er groupe** which end in **-er**, such as: **parler, chanter** and we had a test. We also talked about one of our favourite seasons: l'hiver and all the fun activities we can do during this season: such as **faire du ski** (to go skiing), faire un bonhomme de neige, boire du chocolat chaud. We also reviewed all the vocabulary related to the weather and to winter clothes.

In French with Madame Scharf, we are still working on our new topic : les vêtements (clothing). We listened to a song (La valise by Dorothée on YouTube). We listened to the song several times and then we filled in the gaps with the names of the various pieces of clothing. We packed our own suitcase by playing a vocabulary game and went shopping to buy new clothes.

Year 5

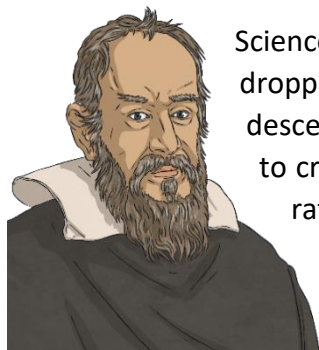
Dear Parents,

This has been an eventful week and many of our class have been involved in the Lamda examinations. I am sure they did us proud and we await their results.

In Literacy we did a comprehension called Keepsake Mill which is a poem written by Robert Louis Stevenson. We did a little research about him and were delighted to find we have actually heard of his work. In grammar we found out that parenthesis, brackets, dashes and commas perform a similar function in adding extra informational phrases into our sentences. The rest of our literacy time was spent reading The Explorer. The adventures of the children are becoming more nail-biting by the page.

In Numeracy we looked at units of measurement such as kilograms, grams, litres and millilitres. We had fun weighing classroom articles using the scales and the weights. I gave the children a problem-solving exercise to do at home on Activelearn and I hope they enjoyed it. I will allocate more of these exercises as we go on. We also discovered that perimeter and area are different things. Discovering that negative numbers get smaller as the number increase is confusing but true. We briefly touched on adding to negative numbers.

In Topic we finished our look at exploration and discovery. We even had homework to match this section of our topic.



Science was all about air resistance this week and we made super parachutes which we dropped from the stairs and timed to see if we could find an explanation for slower descents. The class really enjoyed this exercise and worked well on their own or in pairs to create their parachutes. We found out that objects of the same size fall at the same rate, even if one is heavier than the other. Some of us were not convinced about this finding but saw the light at the end of the lesson.

In Art we finished off our pieces of art.

In PE it is good to report that the class are making good progress and thoroughly loving their time in the pool.

The talk topic this week is: Galileo said that 2 objects of the same size fall at the same rate irrespective of their mass. Do you agree or disagree?

Have a lovely weekend.

Mrs Vetter

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Years 5 & 6 French

In French with Mme Halvorsen, we reviewed and worked on conjugating “**les verbes réguliers** “ which end in **-er**, such as **parler, chanter**, and we had a test. We also talked about many action verbs that enable us to describe “ **ma journée ou mes journées**” in other words what my day or days look like. It was the perfect occasion to explore the use of **les verbes pronominaux** (reflexive verbs).

In French with Madame Scharf, we dedicated yet another week to conjugaison of verbs ending in -ER. We had a test and we all did very well. We also revised the pronouns and conjugated the verb “aller”. We then started working on our animal presentations.

Year 6

Dear Parents.

What a thrilling week! We spent Monday finishing our work to show Tim Marshall. The students have taken a lot of care with their maps and information sheets – the results are stunning, and I am looking forward to sharing their achievements with you during our parent-teacher meetings.

Off we went to the House of European History on Tuesday for our Restless Youth – Protest workshop. If you have an opportunity to visit the exhibition, you should. Whilst Year 6 students are not yet categorised as a ‘young generation’ (you have to be 15 years old!) by analysing displays, artefacts and photographs, they could see a pattern emerging of youth movements protesting for some form of change in the 60’s, 80’s 2000: fashion, rights, music and education being the major catalysts.

Thursday – a day to remember – 22 LAMDA candidates – including three from Year 6, taking Level 2 and 3 examinations. Trying to be as quiet as mice throughout the day proved to be a real challenge, but as always, the Junior pupils rose to the occasion, and managed to maintain silence until the examiner left at 14.30. Thank you! The examiner was delighted with the children’s performances, so I look forward to receiving the results in about two months; they have to be processed through LAMDA in London, which takes time.

Tim Marshall was met by a sea of faces staring at him in amazement when his Skype call came through! He put us all at ease by telling some (dreadful!) geography jokes and showing us a map of the world without land! He then explained why he had decided to write his book ‘Prisoners of Geography and then adapt it for children. We studied some maps of Russia with him and one of the world upside down. Then the children were given an opportunity to share their wonderful work with him. Proud teacher moment!

Today, Maanas is delivering lesson no 2 about the Microbit (I hope I am not last this week!). In the afternoon, we have our debate and then next week, it is back to examination preparation. However, we have enjoyed (and the children deserved) a welcome diversion from life in the Year 6 Bootcamp!

Talk Topic: Can you think of a geography joke?

Happy weekend,

Beverley Tranter and Ena Tolentino Year6teacher@telenet.be

English as an Additional Language (EAL)

Dear Parents,

This week, the Junior Department EAL group spent a session talking about jobs. The main focus was on vocabulary for naming jobs (*teacher, scientist, electrician* etc.) and, as well as discussing (briefly) what the jobs involved, we looked for the different endings to the words. Next week, Year 3 will be doing some creative



writing, preparing the opening paragraphs of a story, and describing the setting. In preparation for this, the EAL small group looked at a picture of a beautiful city, imagined we were there, and discussed what we could see, hear, smell and feel. The children then wrote these ideas in sentences, using the past progressive (continuous) tense (*children were playing excitedly in the park* etc.) We also listened to the story of Perseus and Medusa: I am sure your child would be delighted to tell you this story at home.

The Year 1 and 2 EAL small group this week spent some time discussing adventures. We decided that an adventure involves seeing and hearing something different, and going somewhere different, and that an adventure might be difficult, or dangerous, or exciting. This discussion was in preparation for reading Year 1's class text, *The 100-Decker Bus*. The children had great ideas about what extra adventures the bus could have, and what extra decks could be added to the bus (including a rainbow deck). We also read some more of Year 2's class text about the Norse gods, and from this we found some different ways of saying *big*, notably *large*, *huge*, *enormous*, *colossal*.



I wish you a very happy weekend.

Kate Read eatteacher@telenet.be