



## BISB Home School Letter: October 8th, 2021

The British International  
School of Brussels

### EYFS Nursery

Dear Parents,

A rather unusual week in Nursery this week beginning with our online learning experience! Thank you for all of your time and patience helping your little one to take part in our zoom session and the follow-on activities. The children did a great job and it was lovely to hear and see everyone having a fun time singing and doing the actions to the songs beautifully, well done to all!

Our self-portraits  
in our smart  
school uniforms



Wearing our new  
'thinking hats'!

However, we are all very happy to be back inside the real Nursery classroom and this week has been full of busyness, starting with an activity to find out what we did as babies compared to now. If you take a look at your little one's HSB, you can see two sheets of paper with one column asking what babies need or don't need, with a tick or a cross and the other one is a variety of pictures of the items. Your child needs to cut out and decide which item goes where. To get our thinking heads on we have missed out a picture of something every baby will need to wear when it is born, and it's not clothes! So what could it be? Help your child think this through by giving them clues, but not the answer! The teacher will take a look on Monday to find out who has got it right.

We have finally finished our self-portrait paintings and they are on display wearing a super smart BISB sweatshirt and badge. Free painting and drawing without guidance from the teacher is an essential part of the creative process for children. Every child will go through the various stages of drawing or painting. It starts as a real sensory experience and progresses eventually to a recognisable image of something or someone. What you must remember even in the adult world, is that art is in the eye of the beholder so please don't expect your little one to become an accomplished artist overnight! It takes time and practice for little ones to hone their fine motor control and eye hand coordination to manage the tools and materials used to create art work. Everyone will do this at their own pace and it only comes with age and stage of development, but what you can do is always give oodles of encouragement and praise for any art work they have done!

Just a couple of reminders, we are still missing some photographs for our baby display, if you haven't sent one to Nursery yet please do so before Monday or your little one will be very sad to not be part of our guessing game!

Another very important reminder which you will have also had numerous times from the school office is; PLEASE SEND BACK YOUR CHILD'S CONTACT DETAIL FORM AND PERMISSION FORMS! We cannot stress enough how important these documents are and it is not acceptable nearly five weeks into term that we are still missing some. However, a big THANK YOU! to everyone who has sent them back already.



We didn't have enough time this week unfortunately, to make our cupcakes as promised, so next week we will plan in our "Little mouse and the big cupcake" baking adventure! The cakes will be vegan but if your child has any allergies, please let the teacher know.

Our talk topic for this weekend is: "What are the colours of Autumn, and where can you see these colours?"

Until next week have a great weekend spotting the wonderful colours of Autumn.

Alison Davies, Anna Nagy and Vanessa diFine. [nurseryteacher@telenet.be](mailto:nurseryteacher@telenet.be)

## EYFS Reception

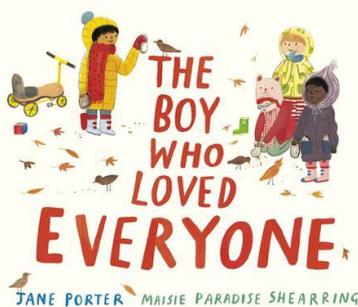
Dear Parents,

I need to start my newsletter by thanking every Mum and Dad for their positive response towards online learning on Monday. Thanks to your help, your children managed to concentrate through the online activities and the results of their work was amazing. All the pieces of work that were brought to school are hanging on one of our classroom walls.

Having fun  
with numbers

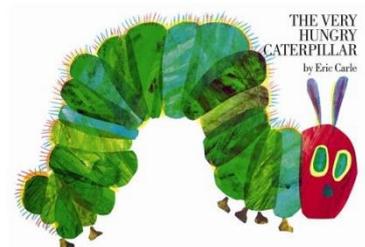


For the rest of the week the children have continued to work hard and to be involved in every activity that was done in class. In our topic we have continued working with emotions and feelings, we have discussed the story that we read in our Zoom session, 'The boy who loved everyone' by Jane Porter and we played a board game in which the children had to relate the emotion written on the board with a time when they have felt that way. This game was a good way to enrich their vocabulary regarding feelings, as we used words like 'astonished', 'embarrassed', 'worried' and 'disgusted,' which are not the words that children usually come up with when we talk about emotions.



In Maths we kept on working with the days of the week. We read 'The Very Hungry Caterpillar' a well-known classic by Eric Carle, and we kept the focus on saying the days in the right order and trying to remember which food the caterpillar ate each day. Ask your child and see if they remember. You will find in the home school book a piece of work related to this subject. Please remember that every single piece of written work done in class is the follow-up of work done orally within the big group or in smaller groups of four/five children. These conversations are hugely important for the development of the children's language as they will provide structures, vocabulary, intonation and rhythm for them to put into practice when speaking and they will encourage and inspire the elaboration of their own ideas and critical thinking about the subject that is being addressed. So, a piece of work that might look very simple and easy has huge oral work done beforehand.

In Literacy we have introduced letter sounds /m/ and /d/. Having learned two sets of letter sounds /s/ /a/ /t/ /p/ and /i/ /n/ /m/ /d/, the children have enough knowledge now to start



attempting to blend these sounds together to read words. We have been practising this a lot during oral group work.



We had rain on Tuesday so our PE lesson was reduced to some dancing inside the classroom but on Thursday the sun was shining in the afternoon so we could go out and the children really enjoyed their session. We played Traffic Lights and once again, after popular demand, What's the time Mr. Wolf? They just can't get enough of this game ... it all comes down to the exciting moment when the wolf says 'It's lunchtime!' and runs after the children trying to gobble them up.

Next week we are going to start talking about human bodies and growing. So could I please ask you to send a photo of your child when s/he was a baby? As usual, you can send it to our email address and we will print it in school. Thank you for your collaboration.

**Our talk topic for next week is: what do you think your body needs to be healthy?**

In Music the children had fun singing a song about how their bodies are growing every single day and another song that talks about how amazing each child is.

In Art we have started talking about Autumn and pointing out the changes we can already see in the environment. We then painted a beautiful tree with red, orange and yellow leaves.

A quick reminder: if you haven't yet chosen a day for your Parent Teacher meeting, please do as soon as possible. All the information is on our class page in Edmodo. Thank you.

Have a lovely weekend.

Mrs. van Wassenhove and Mrs. Julaton

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



## KS1 Year 1

Dear Parents,

It was lovely to welcome the children back to school after our unexpected closure. Many of them returned excited to share the work they had completed during home-school learning on Monday. Thank you for your help and support with this. This week, the pupils have been involved with lots of group and partner work. It has been very encouraging to see how they are able to collaborate with people other than their close circle of friends – listening to the ideas of others, turn taking and negotiating.

Studying our  
faces for our self-  
portraits...



## LITERACY

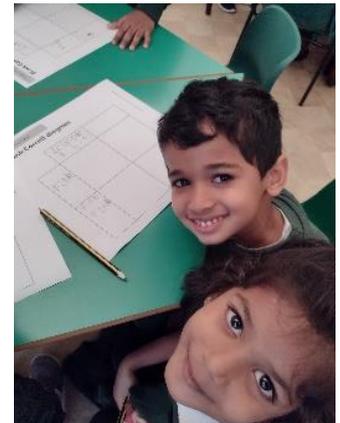
This week we began a brand-new unit of work on poetry and the five senses. We began by reading 'Five Little Senses all in a Row' and the children devised actions to accompany it. We really enjoyed watching their performances and a copy of the poem is enclosed in their Home-School Book this week so that you can enjoy a performance too! We read a poem called 'Thanksgiving' by Ivy O. Eastwick, celebrating the natural world and, as a class, we wrote an additional two stanzas. This will be included in our 'Year 1 Book of Poems' that we are currently compiling. As the week has progressed there has been a marked improvement in the children's ability to generate descriptive language. By Friday, the children were using words like rotate, spin, twirl and circles to describe how sycamore seeds fall to the ground. They described the case of a conker as being spiky like Dad's stubble or a Gruffalo's prickles!



## MATHS



We continued our work on 2D shapes and this week sorted them according to their properties. We did this using Venn diagrams and Carroll diagrams. This was a very useful activity for generating lots of vocabulary e.g. straight, curved, sides, long, short, equal. We practised reading and writing numbers and number names. We are encouraging the children to check their own work against the numerals displayed in the class for any reversals they may have made. We also compared and ordered numbers so that if three random numbers were given, they could be placed in the correct order from smallest to largest.



**SCIENCE** We investigated the sense of hearing. The children were interested to find out how our ears work and finely tuned their listening skills by identifying everyday sounds. They also played a game where they had to point to the source of the sound when blindfolded. This was very well received!



**ART** We began a new unit of work on self-portraits and this week we learned how to examine our face and position the features appropriately using guidelines to help. This made a big difference to the quality of the work produced and I think the children were pleasantly surprised too. We also looked at portraits by artists such as Da Vinci, Matisse and Klimt.

Have wonderful weekend!

**TALK TOPIC:** What is a poem? Do you know any poems? What is your favourite?

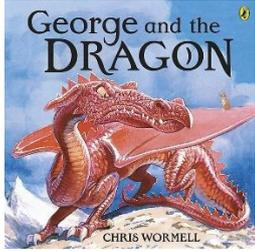
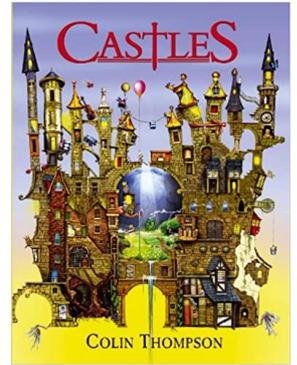
Have wonderful weekend and we really hope that we will see you again very soon!

Miss Corrigan and Mrs. Bandaru [year1teacher@telenet.be](mailto:year1teacher@telenet.be)

## KS1 Year 2

Dear Parents,

Year Two started the week with a full-packed day of online learning and they were amazing! The children were so independent with how they used the computers - muting and unmuting themselves appropriately and all participating well in all of the lessons. We started with a story – Castles by Colin Thompson – and followed this with a discussion and some beautiful independent artwork designing our own fantasy castles. We played some fun Maths games together and enjoyed a Science materials scavenger hunt. It was a fun day of online learning and the children worked very hard, but I think we all agreed that being together in school again was much nicer!

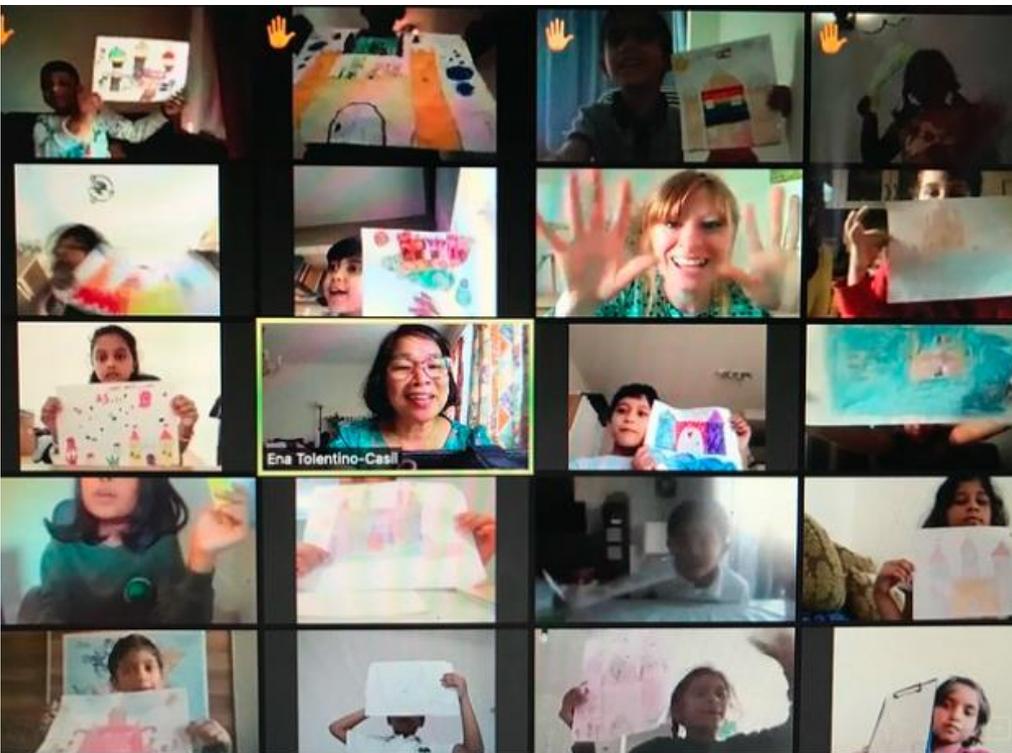


Back in school, we have started our new class text, 'George and the Dragon' by Chris Wormell. The children have thought of some excellent descriptive phrases using similes to describe the red dragon. You can read some of these in their red Home School books.

In Maths the children have been adding and subtracting ten from any two-digit number by jumping along a number line or moving on a hundred square.

We looked at aerial photographs of famous castles and identified the physical features we saw and from these the children created their own maps with a colour-coded, matching key in Topic lesson.

This week, we had double Art (hooray!), in which we studied the type and the name of the different pieces of armour worn by knights in medieval times. We learned about the coats of arms of different families and designed our own individual coat of arms which were then painted onto large cardboard shields. We also designed and painted our own swords.



Our Learning Gem of the week was Emerald Power – the power of resilience – of ability to bounce back from mistakes and take on a challenge, even though it may be difficult, and we may have to try and try again before we get it right.

**Talk Topic:** Can you think of a time you showed Emerald Power or one of your friends did? How did it feel when you started? Was it scary? Were you brave? How did it feel when you made some mistakes? How did you make yourself carry

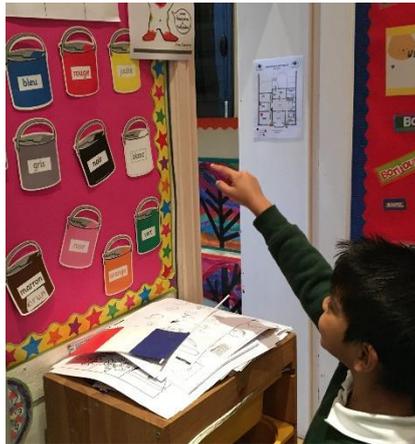
on? How did you feel when you had managed to complete it?

Miss Bird, Mrs Tolentino and Mrs Read [year2teacher@telenet.be](mailto:year2teacher@telenet.be)

## French - Acorn Building: Reception, Years 1 & 2 with Mme. Scharf

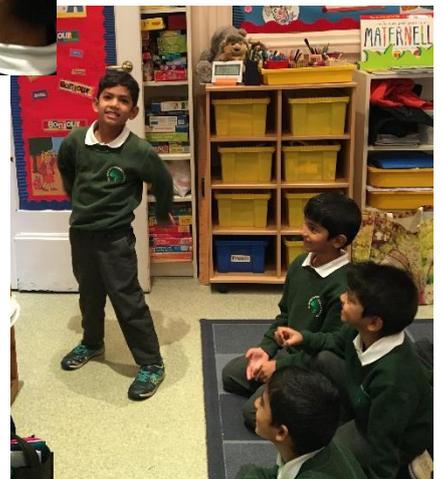
### Reception:

In French with Madame Scharf, we continue counting up to ten and learning colours : bleu, rouge, jaune, orange, vert et violet/mauve. The children are feeling more and more at ease with French. They respond naturally to the question: "comment ça va ?" when they come in in the morning and are happy to learn a new language.



### Year 1:

In French with Madame Scharf, we are still revising and/or learning colours and the names of animals. We worked on these two topics in our notebooks and played games to help us remember them. We also practiced the new action words in our story: "entre/sors, ouvre/ferme la porte, regarde, viens, monte/descends".



### Year 2:

In French with Madame Scharf, each child created a little rap song to introduce himself or herself: "Bonjour, Bonsoir, Bonne nuit, Salut je m'appelle .... J'ai 6 ans et j'aime le bleu mais je n'aime pas le vert. J'ai un petit frère/une petite sœur qui s'appelle ... Au revoir à tout à l'heure, au revoir à bientôt, au revoir à demain".

## EAL (English as an Additional Language) Dear Parents,

This week, some key language covered in Year 2, through their work on George and the Dragon, were the phrases "as red as a..." "as fast as ..." "as big as a ..." The children also practised using comparatives, in phrases such as "higher than the mountains". They continue to build up a range of vocabulary, especially focusing on adding adjectives before nouns.

Some key language used in Year 1 this week were simple sentences, with structures "S/he has..." "S/he does not have..." "S/he can..." "S/he can not..." . We also practised connecting two parts of a sentence together with the word "and".

The children in Reception continued to enjoy using the language of the play house (eg. "Can I have...?" "What would you like?" "I need..." "My baby needs..." "Do you have...?") They also continued to practise the days of the week, and related language ("yesterday", "today", "tomorrow", "before", "after").

I wish you a happy weekend.

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

## Music - Acorn Building: Reception, Years 1 & 2 with Miss di Fine

### Year 1



This week we learned a French song called “une souris verte” "a green mouse". There are a lot of funny actions to remember so we just started with a few of them and hopefully by the end of next week we should be able to know and sing the whole song! Squeak, squeak!

We also learned the difference between the steady beat and the rhythm and the high and low pitches and sounds.

### Year 2

In Year 2 we started to sing a song called “j’habite une maison citrouille”. In French the word “citrouille” means pumpkin. Autumn is here and so we are getting ready to sing all about this beautiful season. We played “the poison rhythm game” and Miss di Fine had a lot of fun tricking children with the poisoned rhythmical patterns!



### KS2 Year 3

Dear Parents,

The excitement about our trip to Cornimont has been building steadily all week, with a great cheer erupting when it was announced that the first load of food shopping had been done on Wednesday! Thank you for your help with the connections during our one-off online day on Monday – it was a little strange reverting to remote teaching, and the children are clearly now more familiar with the various Zoom features than I am – I will have to brush up my skills if we ever have to do it again! Despite all the distractions, and with a good degree of determination, we did manage to complete our work on ‘The Incredible Book-Eating Boy’ – we had our last sentence stacking session, brainstormed ideas for our own similar story, planned the three ‘plot points’, gathered useful vocabulary and grammar features, and finally wrote our own version. There were some very imaginative ideas, adventurous vocabulary and careful use of grammar on display. In spelling and vocabulary, we worked on homophones (words which sound exactly the same, but which have different spellings and different meanings).



Starting with Monday’s online session, our Maths work focused on the skills of rounding 2-digit and 3-digit numbers to the nearest 10s number (187 rounds up to 190, 243 rounds down to 240 etc) and placing random numbers on a number line, estimating the correct position to place, for example, 138 on a number line from 100 to 200. Having discussed question types and styles in Monday’s session, we tested our confidence in a Mental Maths session, with encouraging results.

Our Science session this week was online, continuing our unit on ‘Humans and other animals’ – we will finish this off after Cornimont. In Art, the children continued with their Mondrian-style animal paintings, which now need only one or two more sessions until completion. PE, I’m afraid, was a casualty of the heavy rain on Wednesday – with the rain falling and the playground waterlogged, it was just too wet. The children will be able to make up for it next week at Cornimont!



On Thursday, the first set of class representatives for the duties of House rep, School Council, Eco Warrior and Librarian jobs had their initial meetings with the teachers and Year 6 children concerned. This was followed by a Cornimont preparation session, learning to line up and 'number off', military style!

Please make sure you arrive at school in good time on Monday morning, so that we can load all the suitcases in time for our departure at 9.00am.

Children should wear their PE uniform (we are going straight to the climbing wall after lunch) and have their snack, lunch and water bottle in their small backpack. See you then.

Enjoy packing your suitcase (and remember, no illegal goodies allowed! 😊)

**Talk Topic** for next week is 'Is deforestation of the rainforests necessary? Give reasons for your answer'.

Enjoy the weekend,

Patrick Tranter and Naomi Irakoze [year3teacher@telenet.be](mailto:year3teacher@telenet.be)



## Year 4

Dear Parents,

Another busy week has flown by with great excitement building about the Cornimont trip! Thank you for helping your children to get online for our day of online learning. I thought they did very well given that it had been such a long time since we were previously online, they used the mute button and answered questions very well indeed! Since being back in school we have finished our 'write stuff' unit on Charlie and the Chocolate Factory. The children wrote the second two paragraphs or 'plot points' of their story, focusing on using alliteration, punctuation for creative effect and using words to describe feeling and emotion. We also introduced the idea of editing our own work. We learned to read through it carefully checking for left out letters and words and missing full stops/capital letters. Then the children chose two of their own sentences that they could 'add more' to and make more interesting to read, for example by adding an adjective or choosing a more unusual verb. They wrote their edited sentences onto sentence strips which they stuck over the original using a tab so both the original and edited sentence could be seen.

Also in our literacy lessons we reviewed our reading comprehension skills by having a go at the 'comprehension ninja' work on the digestive system. They practised matching words to their definitions, retrieving specific words from the text based on their definition, answering true and false questions and sequencing words and ideas from the text. We then



discussed the answers and I modeled some of the skills for retrieving information from the text.

In maths we reviewed some basic shape names and properties and then we practised some column addition including problems that involved borrowing from the tens and hundreds columns. We then moved on to the compact method for column subtraction including problems that involved borrowing from the tens and hundreds columns.

In science we spent a bit of time reviewing the names and functions of the five types of teeth. We revisited identifying and labeling them and we talked about how their function changes as you move from the front to the back of the mouth. We then looked at some animal teeth and discussed how the teeth looked different according to where the animal lived and what it ate.



We then also had some fun exploring food chains and made some of our own. We learned some important vocabulary such as producer, primary consumer, secondary consumer, predator and prey.

And that was our week! I hope you have a great weekend,

Kind Regards

Camilla Rutayisire [Year4teacher@telenet.be](mailto:Year4teacher@telenet.be)

## Year 5

Dear Parents,

This week was a particularly varied one with lots of thrills and spills.

It was nice to see the class online on Monday and they were really well behaved, respecting the Zoom etiquette very, well, respectfully. The class seemed to have fun at home dissolving sugar in their different experiments, learnt a little about the SOE of WW2 and tied up some loose ends over the Maths exam from the first week of term.



On Tuesday, we learnt how to use relative clauses to add description to our writing and clever ways to multiply seemingly ultra-hard numbers by 20, 25 and 9.

On Wednesday, we were back and happy again in the pool and on Thursday we got tight on time, converting am:pm times into 24-hour ones and vice versa.

Many of the class were thrilled to improve on their speed test times and there remains one last go to get that little bit quicker and achieve that slightly better mastery of HTU +/- HTU.



In topic, we zoomed in on Europe and its mighty monuments and the children were introduced to the Brandenburg Gate, Edinburgh Castle and Bran Castle in Romania.

Probably the biggest event, though, was writing our own Just So Stories. The animals were varied, the feature adopted by the animal was creatively crafted and the stories were innovative. This class like to write! And the children have now filled up some wall space with a fine display. We're going to build on it most rapidly over the next 2 weeks in class!

**Talk topic:** In which monument would you most like to sleep the night? And what would you do there?

And that was our week.

Have a good weekend.

Best wishes,

Tim Stedman [year5teacher@telenet.be](mailto:year5teacher@telenet.be)

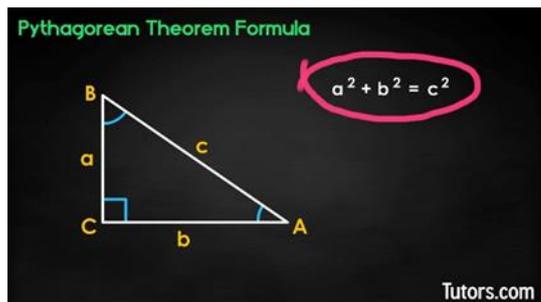


## Year 6

Dear Parents,

Our online learning day was productive, we managed to cover expanded noun phrases, the subjunctive mood and changing nouns into verbs using suffixes. In maths, we enjoyed learning about Pythagoras' Theorem and discovering the delights of the Periodic Table in Science; we learnt about elements and how we use chemical symbols.

## Periodic Table of the Elements



What a joy to return to our classroom on Tuesday and continue working on our double-page spreads about Afghanistan, which are now being given their finishing touches ready for display. It is obvious that the pupils have researched this topic in depth - super effort! We continued working with Pythagoras' Theorem – calculating the length of the hypotenuse and calculating the length of the other

sides.

Feedback - algebra, still some confusion when adding or multiplying  $a+a+a = 3a$  and  $a \times a \times a = a^3$ ; that  $1b$  is not written as  $1b$  but  $b$ , and letters are placed in alphabetical order.



House Captains, School Council, Eco Warriors, Librarians, Sport Rep and the Oak Admin assistant were busy chairing meetings, partaking in meetings with teachers and then addressing all the pupils about future projects, expectations of behaviour, how to care for our new library and the recycling initiative in Oak. The Eco Warriors first challenge is to encourage recycling at Cornimont.

Children were given a safety talk about Cornimont Castle/Headquarters and behaviour during outdoor activities. They also received their #Corny number, which is used for 'numbering off' (checking pupils), throughout the week. Friday's activities were linked to our imminent residential trips: designing 'Corny 2021' badges and table placements.

Atomium next Tuesday night. We shall be travelling by coach, departing BISB at 17.00 – menu requests have been sent to the restaurant – chicken, carrots and mashed potato or vegetarian sauce and pasta. Please do not forget to bring in all luggage on Tuesday morning AND swimming kit for Wednesday, thank you,

**Talk Topic: What do you know about the Atomium?**

Happy weekend,

Beverley Tranter [year6teacher@telenet.be](mailto:year6teacher@telenet.be)



## French - Oak Building

### Year 3:

In French with Madame Scharf, we went on revising/learning school material vocabulary and counting up to 20. We revised and answered three common questions : 1) Qui est-ce ? C'est Mihir. 2) "Qu'est-ce que c'est ? C'est une gomme. 3) "Qu'est-ce qu'il y a dans ton cartable / dans ta classe / dans ta trousse ?" Il y a un deux professeurs dans la classe. We also learnt that question 3) also means "What is the matter ?" We also practiced answering two other questions : "Quel âge as-tu ?" and "Combien de frères et sœurs as-tu ?"

### Year 4:



'C'est intéressant/important/ facile/ difficile/ fantastique'.. and we discussed our favourite subjects asking each other 'Quelle est ta matière préférée? We asked the question 'Pourquoi'? (why?) in order to answer with 'parce que c'est ...' (because..).

In French with Madame Halvorsen, despite the shorter week, we worked on l'auxiliaire **Avoir** (to have), and we discussed how to determine the conjugation of Avoir when combined with the different '**pronoms personnels**'. We also talked about '**les matières scolaires**'(school subjects) and positive expressions to give feedback such as



### Year 5:

In French with Madame Halvorsen, despite the shorter week, we worked on verb-auxiliaire **Être** (to be) and the use of '**les adjectifs**' with this verb. We discussed the different type of adjectives, the invariable ones and those that change when

describing a feminine subject such as **beau-belle, gros-grosse**. Then, we went on working on 'La phrase au singulier and la phrase au pluriel' with Avoir . Then, we went on drawing and describing ourselves using l'auxiliaire être with our favourite adjectives asking the question **Tu es comment?** (what are you like?).

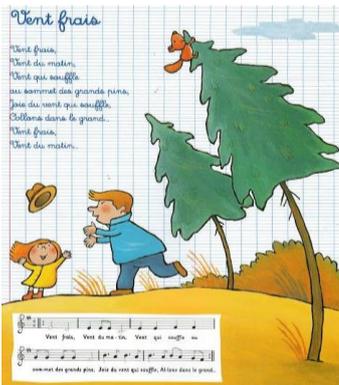
Year 6:



In French with Madame Halvorsen, despite the shorter week, we explored **Le Pronom Complément 'Y'** when replacing or referring to a 'lieu' (a place). We saw how it's used in texts such as the text we read '**Projet d'école**'. Then we looked at **la phrase négative** and we had team activities where we needed to reorganize different negative sentences. After

that, we went on exploring the irregular plural nouns '**Les pluriels irréguliers en français**' and how the best way to learn them is to place them in different groups and to focus well on '**les exceptions**' for those that end in: 'ou, al, eau, au.. We also learned that nouns that end in 'z' stay invariable and don't take an 's'- in the plural.

## Music - Oak Building: Reception, Years 1 & 2 with Miss di Fine



Years 3 & 4

In Years 3 and 4 children learned about how our "listening world" influences music. Many famous composers like Beethoven or Vivaldi have been inspired by the sound of nature. Sounds like the birds chirping, the water, the thunderstorm or the rain have been ingeniously expressed through the sound of the instruments.

We started to learn a French song called "vent frais, vent du matin" and we played the "Guess the sound game".

Years 5 & 6



In Years 5 and 6 the children have mastered a musical technique called "call and response". We analyzed and listened to Mozart's Horn Concerto N. 4 (Rondo) where the horn solo has a conversation with the whole orchestra. Students then had fun creating conversations by using their imagination and enthusiasm through the body percussion technique. We are also learning a song called "Les droits des enfants" which addresses the theme of children rights.

