



The British International
School of Brussels

BISB Home School Letter: October 16th, 2021

EYFS Nursery

Ordering
blocks by
size



Dear Parents,

What a busy and interesting week we have had once again, although we have had a number of children absent with the never-ending coughs and colds! Unfortunately, if your little one comes back before they are fully recovered and are still sneezing their way around Nursery it doesn't break the cycle of germs no matter how much disinfectant we spray around and clean our toys with! So, a big thank you to the parents who have waited that couple of extra days to make sure the cold virus has cleared, and noses are dry.

All that said some children have made it through most of the week without any of the above and for our home school book activity we have spent time observing and talking about the wonderful Autumn colours we can see from the changing leaves on the trees and shrubs in our school playground. To make it a little more challenging we made the leaves we collected into a fun maths game and talked about the colour and shape of each leaf, before ordering them by size from big to small or small to big. We also did this with ourselves and made a line from the tallest person in nursery to the smallest and actually discovered that some of us are the same height, even though we might want to be bigger than the person standing beside us!

Ask your child if they can remember who the tallest or biggest teacher in Nursery was because if you ask which child was the tallest, they will say they were! We looked at ourselves on the big smart screen using the camera, where of course everything is reversed, so even Mrs Davies had to think about where she fitted into the line!

As a result of all of our sizing games we made a 'play the leaf game', which you can find tucked inside an envelope in your little ones home school book, the instructions for the game are written on the envelope but to reinforce the understanding of ordering by size, if the weather stays dry try take a walk to collect some real leaves with your child and play the game with those. It would also be fun to do the tallest to smallest game with the family and if you take a selfie of you all standing in a line you can then e-mail it to; nurseryteacher@telenet.be and we can use it as part of our maths display.



During this week, we have also had some great collaborative art and group story sessions with Reception to finish off our 'story book birds' for the whole school display, that will eventually go up on the large staircase wall. As you are all aware, EYFS starts in Nursery and continues to the end of the Reception class, therefore, planning in opportunities to purposefully work together throughout the year are part of creating a seamless early years environment for all of the children.

Due to the low numbers of children on Thursday and Friday, we decided to leave our little mouse and the big cupcake baking adventure until next week and, while we are talking about cakes, please read on to find out exactly what we do in school regarding birthday celebrations.

We do appreciate that all of the children get very excited when they have a birthday and want to share their special day with their friends and teachers in Nursery. We welcome this, but please remember it is simply a small celebration, not a birthday party with all of the trimmings. We ask that you bring either individual cupcakes or a plain, easy to share and eat without a dish or a spoon, big cake.

We ask you not to send in party bags, gifts, drinks or sweets and the birthday girl or boy comes dressed in their school uniform as usual. What we will do however, is give your child that amazing birthday feeling with our super birthday hat, candles on the cake and a rousing chorus of the happy birthday song! We will also take a few photographs of the occasion and send them to you as a little memory to add to your photo album, of their time in Nursery. Thank you for your understanding and if you have any further questions, please ask Mrs Davies.



That's all for this week, see you all next week for more fun and excitement. Over the weekend you could chat about our **talk topic** "Which flavour cupcake or slice of cake is your favourite and why?"

Story time
with Mrs.
Nagy

Have a great weekend.

Thank you,

Alison Davies, Anna Nagy and Vanessa diFine.
nurseryteacher@telenet.be

EYFS Reception

Labelling our
body with lots of
new vocabulary

Dear Parents,

Weeks seem to be flying away with so many things happening in school. The children have all worked hard throughout the week and have enjoyed having shared playtimes with the children in Nursery.



In our topic this week we have talked about human bodies, named different parts of them and talked about organs that are inside of our body and are hugely important. Many ideas came through as we were discussing the topic, some of them with a good quota of fantasy. Little by little, through guided discussion, these fantastic ideas began to be more realistic, and the children followed the subject with a lot of concentration and enthusiasm. We drew the outline of a human body –thank you to Sai Ananya for being our model - and then we labelled each body part all together. The

result of this is now hanging on one of walls in the classroom for everybody to appreciate and to remember tricky words.

Next week we are going to focus on stages of growth, from being a baby to an elderly adult, and talk about healthy habits. So please, if you still haven't sent a picture of your child when s/he was a baby, send it as soon as possible to our class email address. Thank you.

In literacy this week we have introduced the sounds of letters 'g', 'o' and 'c'. Following our song of sounds, letter g goes along with the chunk 'goats are gardening g g g', letter o with the chunk 'octopus is orange o o o' and letter c with the chunk 'caterpillars are coughing c c c'. We have worked on the beginning sounds of words and with each specific letter on the workbook.

In maths we have worked on number value, focusing on understanding that the cardinal value of a number refers to the quantity of things it represents. The sequence of counting numbers by rote does not mean that a child knows how many things a number refers to. This takes a lot of practice and exposure to opportunities in which the children can manipulate and count real objects in order to establish the quantity of each number that is being worked with. You will find an example of this in the piece of work your child has in their home school book. The children had the opportunity to count beads, cubes, fingers and spots and to match them to the corresponding cardinal number. Apart from the mathematical aspect of the activity, it was also a chance for your children to practice number formation.



Unfortunately, the weather hasn't been good enough for us to have our regular PE sessions, so we will have to make up for them next week. Fingers crossed for dry days! Nevertheless, and despite the bad weather, we have had opportunities to go out and play in the garden, which the children really enjoy.

In Art this week we had a wonderful experience by sharing a session with the Nursery children and teachers. We had the chance to decorate birds that will hang from the main stairs display in the Acorn window along with our 'Sharing a shell' and 'The Colour Monster' paintings done in the previous weeks. Each child had a blank bird shape, which they had to decorate with pieces of old books and magazines pages that had been previously torn up by them. Excellent fine motor skills exercise as they have to practice their eye-hand coordination to actually tear the page into pieces and not wrinkle it.

Our **talk topic** for next week is: **what was your favourite thing to do when you were a baby? Did you have a special blanket or teddy? Do you still have it?**

Once again, thank you for your replies regarding the Parent Teacher meetings. I still haven't got all the replies I need, so please check your inbox in Edmodo.

Have a lovely weekend and, if you go for a walk in the forest or in the park, you can collect some nice autumn leaves and bring them to school on Monday 😊

Mrs. van Wassenhove and Mrs. Julaton receptionteacher@telenet.be

KS1 Year 1

Dear Parents,

It's been another action-packed week in Year 1. As we head further into Autumn, the children have been noticing lots of changes in the garden at playtimes. They really are nature detectives! We enjoyed an outdoor learning session where the



children had to carry their papers on a clipboard. One of them remarked that they looked very important, a bit like a boss! Lots of laughter erupted – the joy of life in the infants!



Guess the emotion... excited!

LITERACY

This week we continued our unit of work on poetry and the five senses with a poem called 'I Asked the Little Boy Who Cannot See.' We talked about the different colours in the poems and the associations made with each colour. This gave us a valuable opportunity to practice writing and spelling colour words. Following on from this, the children were asked to imagine emotions or feelings as colours. We explored words such as frustrated, irritated, embarrassed and chose colours to represent the emotion. Finally, we read, 'What Shall I Draw?' in which the artist the poem draws a house. We decided that we were going to 'draw' something we know very well – our school! We were delighted by the beautiful descriptive language that

was generated as the children wrote their own poems. We hope to share some of these with you very soon.

Guess the emotion... a bit confused!



MATHS

This week we have again spent some time on the formation of numerals in order to be able to write them quickly and accurately. We have also been developing strategies to help us estimate sets of objects such as looking for groups within the count and using known number facts such as doubles and number bonds. It has been lovely to see the children apply this knowledge in a very practical way. When checking their estimate, they have been putting objects into groups to make it easier to count e.g. groups of ten or five make it much quicker!

SCIENCE

We investigated the sense of sight. The children learnt how our eyes work and labelled a diagram with the different parts such as iris and eyelashes. They also investigated whether two eyes are better than one when trying to hit a target. The children recorded their results in the form of a tally chart.



ART

We put our portrait work on hold for a week while we spent our art time illustrating our poems 'What Shall I Draw?' The descriptive language used enabled them to add lots of detail to their pictures.

Have wonderful weekend!

Miss Corrigan and Mrs. Bandaru year1teacher@telenet.be

TALK TOPIC: If you could only have one of the five senses, which one would you pick? Why? How would you manage without the others?

KS1 Year 2

And here's
the dragon!!

Dear Parents,

Year 2's big adventure this week was a dragon hunt in the playground. The children found mini dragons hiding **under** things, **behind** things, **in between** things, and **above** things. They crawled **up** things, **down** things, **through** things, **over** things and **around**

things in the search. Their big task then was to plan how to trap a giant red dragon. There were many ideas, involving casting nets, building cages, tying ropes and flinging hoops. In the end, the children decided to sing the dragon to sleep, then gently dropped some nets over her.



Through this lovely activity, we built up a bank of language, which was put to very good use in our writing lessons. This week, the writing lessons continued to follow the story of George and the Dragon. The key language covered in the lessons included clauses with **so** for emphasis (eg. so strong it could knock down walls); adjectives to describe something terrible (eg. **dreadful, frightful, brutal**), adverbs (eg. They were fighting **bravely.**), synonyms for *sad* (eg. **Miserable, dejected, heart-broken, devastated**), and the wonderful range of action words and prepositions arising out of the playground dragon hunt.

In the book talk sessions this week, the children had some time reading their individual reading book with a partner, taking turns to ask and answer questions. The children also had a guided reading session in a small group with the teacher. This week's books were *Let's Play*, *Making things that Fly*, and *The Noisy Day*.

In Numeracy this week, the children continued their work on 10 more and 10 less. We worked with a 100 square, with the aim of developing the mental maths skill of visualisation: the children spotted that adding 10 meant moving down one square on the 100 square, and that the tens digit stays the same when we add 10 (until we cross 100). We extended this concept into calculations involving money, and into adding and subtracting multiples of 10.



In Science, the children spent one session sorting objects according to the material they are made of and investigating the properties of different materials. They spent another session making planes out of different materials (paper and card), predicting which plane would fly further and why, and



then testing the planes. This involved using metres and centimetres on a measuring tape, recording the results on paper, and then interpreting the results. The children did extremely well with the different skills involved in this science activity.

Talk topic: Why is it important to listen to each other?

Kate Read, Gabriel Bird and Mrs. Tolentino year2teacher@telenet.be



Music - Acorn Building: Reception, Years 1 & 2

Year 1:

This week the class has been busy practising fast and slow tempos.



We discussed the importance of listening carefully and sensibly to the beat and to the way it changes quickly from the slow to fast tempo. We also had a lot of fun playing, waving and shaking the scarves with the song Little Johnny Brown and singing a new song called "l'automne".

Please find the link of the song below:

<https://youtu.be/JDRPLPuGEII>

Year 2:

This week in year 2 we learned a song called "dans la foret lointaine".

Children listened and then performed the beautiful bird's sounds of the Cuckoo and of the Owl (in French Coucou and Hibou). The song is a round song, which means that two voices sing the same melody in two different periods of time. This creates a beautiful harmony. We are meticulously working on recreating and imitating the beautiful sounds of the Cuckoo and the Owl.



Here is the link for the song: <https://www.youtube.com/watch?v=LMXBNIpT89U>

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

Reception:

We have now learnt all eleven colours : bleu, rouge, jaune, orange, vert, violet/mauve, rose, brun/marron, blanc, noir et gris. We will keep repeating them to get to know them really well and to be able to use them. We will play games, sing songs and read stories to help us remember them. We also started talking about the Autumn colours and the weather.





Year 1: We have now learnt all eleven colours and the children know them well. Please encourage them at home to repeat them with you. We also continued revising animal names by singing all the songs we learnt in Reception. We have also started talking about Autumn and all the colours and the fruits of this season. We also described the weather.



Year 2:

We have now finished revising the colours and learnt to use them by saying : "J'aime toutes les couleurs excepté le noir" or "J'aime le bleu mais je n'aime pas le rose." or "Ma couleur préférée est le rouge". We also learnt to say "J'adore" for something we love very much and "Je déteste" for something we hate. We practiced using "Moi aussi" (me too) and "Moi non plus" (me neither). We also talked about the four seasons and answered the question : "Quelle est ta saison préférée ?".

French - Oak Building

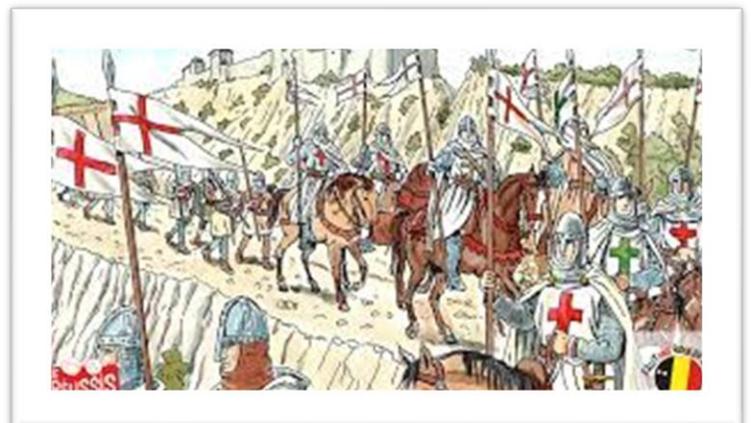
The History, Geography and Culture of Belgium with Mme. Scharf

In French Geography and History in Years 5 and 6, we studied the three regions of Belgium and the three linguistic communities. We also learnt that Flanders and Wallonia are each divided into 5 provinces with a main town.



We placed Cornimont on the map and realised that it is located in the province of Namur in Wallonia, not far from Bouillon, which is famous for its castle and Godefroy de Bouillon who was the first crusader to reach Jerusalem. We spoke about him and the meaning and the reason for a crusade which took place between the 11th and the 13th

century.



Godefroy de Bouillon setting off on the crusades to Jerusalem

Year 5: with Mme. Halvorsen

In French we reviewed **le singulier et le pluriel des noms**, the masculine & feminine adjectives, verbs '**être and avoir**' and then we followed up with a test and we saw brilliant results. We also started working on the '**Agent Secret**' and how to describe ourselves using **Être** and many more '**adjectifs**' to describe someone's hair, eyes, face and '**les traits particuliers**' (special marks) such as '**elle a des taches de rousseur, il porte une barbe, elle porte des lunettes, il a une moustache**' etc..



Moreover, we started working on '**mon passeport**', for that we talked about French names, we covered '**les métiers**' (jobs) and we saw the **masculine** forms of words ending in **-teur, ier, or ien** and learned their feminine forms or endings **-trice or teuse, ière and ienne**' etc... we reviewed **les numéros** and we practiced asking **quel âge as-tu?** They had to come

up with a new address, pick a job, their new name, date of birth and where they were from. They were **quite impressive!**

Year 6: with Mrs. Halvorsen

We continued our brilliant presentations on '**l'empreinte écologique**' which allowed us to explore synonyms, homophonic words such as '**vert, verre and vers**, or '**à and a** ', '**est and et**', regular and irregular verbs from the first, second and third groups, the reflexive and transitive verbs. We practiced working on **les pluriels irréguliers** and had a test with **impressive results**. After which, **we started working on the 'Agent Secret'** and how to describe ourselves using **Être** and many more '**adjectifs**' to describe someone's hair, eyes, face and '**les traits particuliers**' (special marks) such as '**elle a des taches de rousseur, il porte une barbe, elle porte des lunettes, il a une moustache, il a un tatouage**' etc..

Following this, we created '**un passeport**' and for that we talked about French names, we covered '**les métiers**' (jobs) and we saw the **masculine** forms of words ending in **-teur, ier, or ien** and learned their feminine forms or endings **-trice or teuse, ière and ienne**' etc... we reviewed **les numéros** and we practiced asking **quel âge as-tu?** They had to come up with a new address, pick a job, their new name, **date de naissance** (date of birth) and where they were from. They were **super creative!**

