



The British International
School of Brussels

BISB Home School Letter: January 28th, 2022

EYFS Nursery

Dear Parents,

This week has flown by in a frenzy of cooking activity. Yes, our role play cookery area or “four chef’s in fabulous aprons” as it has been re-named, is finally open for business! The children have whisked, sieved, kneaded and mixed until their arms ached, in the quest to find a tasty dish to serve. We have furnished the area with real equipment and, of course, real food in the form of a variety of breakfast cereals, uncooked rice and lentils. The children very quickly figured out that if they could sneak in a jug of water from the bathroom, everything stuck together in a gloopy mess but was great fun to play with! Despite the kitchen golden rules of not doing the taste test on any of the breakfast cereals, a number of cheeky nibbles have taken place, as no one can resist a strawberry flavour breakfast hoop! A big thank you to everyone who has sent in empty packets and pots for the area, keep them coming! And if you haven’t already done so, take a look at the photographs we finally managed to upload on to the Nursery’s Edmodo page.



Please remember it is sometimes tricky taking photographs when all of the teachers are actively involved in the activity, but we do try our best to get a representation of all of the children at some point doing a variety of activities. Therefore, if your little one is not in one batch of photographs, they will be in another at some point, if they are not there it is because they were off school that day or just simply did not want to take part in a particular activity.

We have extended the role play area into the HSB this week and, if you take a look, you will see a page of kitchen utensils and the correct name underneath the item represented. It is very important to keep extending and enriching children’s vocabulary, this enables them and gives them the ability to recall and use the correct words in context to subject matter.



Making language acquisition into a fun game is even better, so please use the words and visuals as prompts to start a “kitchen equipment treasure hunt”, in your home kitchen or cooking area. Help your little one find any items in your own kitchen, ask if they can describe what it is used for then put a circle around that item if it’s on the sheet and if you find any items that are not on the sheet add them to the list or send us a photograph of the item and we will try and guess what it is. We will use the HSB activity for each child during circle time next week to discuss their findings!

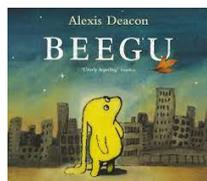
We will celebrate Chinese New Year with some wonderful Chinese cooking in Nursery next week, so watch this space! Until then have a great weekend come rain, cold or shine and when you have a quiet moment discuss our **Talk topic**: “What flavour ice cream do you like best and why?”

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

EYFS Reception

Dear Parents,

It was another fantastic week in the Reception Space Station! The children have really enjoyed exploring the classroom space station, taking turns to be astronauts by dressing up in the role play outfits and acting out space stories in their homemade spaceship! They also enjoyed playing with the space station Lego and small world space scenes.



In Literacy this week, we read the story, Beegu, about a little alien who crash landed on Earth and wanted to make friends. We talked about what we would do if an alien crash landed in our playground – how we would talk with them, how we could make friends and what we would play.

In Phonics, we learned the 'ch' and the 'th' sounds. The children practiced reading lots of 'ch' and 'th' words on the whiteboard using some fun alien interactive games.



Our focus in Math's this week was 'more than' and 'fewer' than. In our group Math's activity, we compared the number of spacemen in two spaceships to discuss which ship had more or less spacemen. We also compared alien eyes and had to say which alien had more than or fewer than the other.

In independent play, the children used the small fruit sorting toys to compare the number of fruits in their 'baskets' with their friends and used the language of 'more than' and 'fewer than' to explain.

We continued our space topic with a discussion about the Solar System and we looked at a presentation about the different planets. We talked about their size, colour and number of rings and we learned a planet song to help us to remember some names of planets.



In Art the children created their own planets by mixing paint colours and printing with balloons.

Everyone loved a game of alien tag in P.E. this week! The children became astronauts, aliens or spacemen and captured or saved each other with special equipment.

Talk Topic: Can you name some of the planets in the solar system? Which is your favourite planet? Can you describe it, talking about the colour and the size?



Mrs. Julaton and Miss Bird receptionteacher@telenet.be

KS1 Year 1

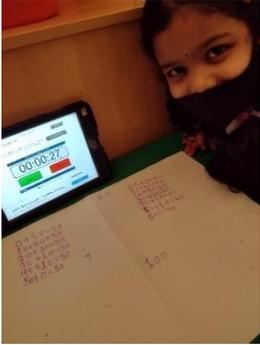
Dear Parents,

Well, it's been another action-packed week in Year 1. Most of the assessments are now complete and not only does it allow us to see progress made, but they also very clearly highlight the next steps for learning. It's an essential part of the teaching – learning cycle. I look forward to sharing this information with you when we have Parent – Teacher Meetings at the end of February. Attendance has been very good and the children, as always, have enjoyed being here, spending time with each other.

LITERACY

We are still working with 'The Jolly Postman' and continued our story map of the weird and wonderful places on the Postie's round. This helped to deepen the children's understanding of the setting and sequence of events. This week, the children worked with a partner to write an advert for a new product that might be needed by one of the characters from the story. Their ideas were wonderfully inventive and creative. We have also had a big focus on punctuation with opportunities to practise and reinforce the use of capital letters and full stops.

MATHS

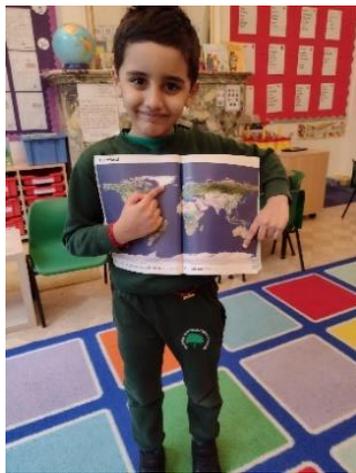


This week we revised number bonds and doubles facts which we did through games with equipment such as dice and dominoes and electronic versions on the Smart board. From these known facts, the children were shown how to derive subtraction facts. In order to use their knowledge of number facts in real-life contexts, they were

A timed challenge – using number bonds to 10 to help us derive number bonds to 100.

asked to apply this to addition and subtraction word problems.

SCIENCE



The children watched two short videos about Explorers and what they might need to take with them on their adventures. They decided that shorts and sandals would not be useful and that the bag of flour and bottle of cooking oil



might need to be swapped for items that might be lighter to carry! We also learnt how to identify the polar regions on a globe and in an atlas.



Oh dear! We're NOT taking these things when we explore the Arctic.

PE

We have enjoyed extending our repertoire of warm-up games and this week learnt how to play 'Wizards and Rocks'. We continued our Circuit Training with leaping and hopping over and around obstacles. Our indoor PE lesson was Dance. We learnt some new moves to 'The Dinosaur Stomp'.

TALK TOPIC: This week in the Home School book, the children brought home a piece of work about people in the community who help us. Talk about your experiences with these people in Belgium and in India. How do they help you? Can you think of any other people who help us?

Have a wonderful weekend!

Miss Corrigan and Mrs. Bandaru year1teacher@telenet.be

KS1 Year 2

Dear Parents,

We have spent time this week on the African savannah. We watched a film from a live safari drive in South Africa, where we saw gazelles and warthogs drinking at a waterhole while playing and smelling out for lions, and elephants pulling at trees with their trunks. This gave us the language we needed to write another part of our non-fiction text on cheetahs (a paragraph on the cheetah's habitat). The children also enjoyed completing their collage pictures of a savannah scene with Mrs Vetter on Wednesday afternoon.

In our Science lessons this week, we continued our investigations into what is a living thing. We sorted items into groups: living, once-living and never lived. This led to interesting scientific discussions about how we know whether something is living (alive), and how we could prove that living things grow. In their home school books, you can see the children's own writing about the characteristics of living things.

In our Maths lessons this week, we worked on finding the difference between two numbers, by counting up from the smaller one. We began to make the connection with subtraction. We saw that we need to find the difference when calculating change when we buy something with money, and the children applied this with enthusiasm in a game of shops.

We continued with our spelling investigations, and these are proving successful in helping the children to remember spelling patterns. Each child has had 5 focus words to learn to spell correctly in her or his independent writing, and now that they have for the most part achieved this, they will each have five new focus words.

Please find time to talk to your child about the **Talk topic** this week, which is: **What is a good way to use my talents at school?**

We wish you a very happy weekend.

Mrs Read and Mrs Tolentino year2teacher@telenet.be

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



Reception: This week we learned the names of all of the planets by singing the song "The planets" from Out of the Ark music collection. We also discovered different sounds in music that can be high or low and we played the game



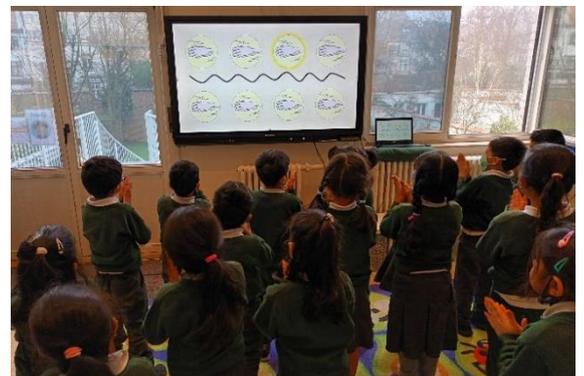
"High or Low?" by guessing the different pitches of our piano! We enjoyed the body percussion dance and we had so much fun playing with the bean bag on the song "Shake Your Bean Bag".





Years 1 & 2:

This week we continued to explore the woodwind section of the orchestra, this time focusing on the clarinet, oboe and bassoon. We listen to some parts of the story “Peter and the Wolf”, one of Prokofiev's masterpieces, in which every character is represented musically by a different instrument. In the story the clarinet plays the role of the cat, the oboe the duck, the flute the bird and the bassoon the grandfather. Then we watched and listened to some musicians from the “Marin Symphony Orchestra” playing and describing their woodwind instruments. We also discovered Mozart's composition “Rondo’ alla Turca” by practising body percussion and we played the game “Tap That Rhythm” playing the percussion. We continued to talk about the C Major scale and how we read and sing notes on the music staff. We are also learning a French song called “C’est Gugusse avec son violon”. Here you can listen to it: <https://www.youtube.com/watch?v=uy7OxQhBmQo>



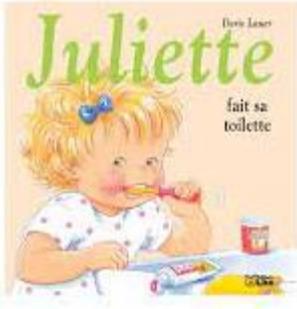
French - Acorn Building

Reception, Years 1 & 2 with Mme. Ilhan

Reception and Year 1:

This week we talked about how to look after our bodies and met Dimitri, a little baby (doll!) who was completely covered in chocolate ... he had it everywhere, from his head to his toes!





So, we gave him a good bath with soap before doing some drawings and writing about how we got him clean.

We then read the book 'Juliette fait sa toilette', which gave us lots of ideas about how we can look after our bodies, and had fun practising with wash cloths, blocks of soap, toothbrushes and bath towels.



After all of this we had another go at our songs about the body, using all the new vocabulary, and practised our dancing too – what fun!

Year 2:

This week, we continued making our masks and we tried to ask for all of the materials in French. Once our masks were completed, we rehearsed the lyrics of the song and thought about the staging so that each character could appear at the right moment.

It was not an easy exercise because the rhythm of the song was quite fast. After a few tries, we were able to get in sync to the song and between friends. Even if we still need some practice, the result was pretty good, especially because we all helped each other.



KS2 Year 3

Dear Parents,

We have had another very productive week in Year 3. We began with a session of independent writing, and, as we are studying a non-fiction text this term, we tried a non-fiction genre. The children were asked to write about the previous week's science experiments investigating the permeability and density of rocks. As they were very familiar with the subject, we needed only a short preparation time, and then they were able to recount the experiments, including appropriate layout and scientific vocabulary. We followed that with another two sentence stacks towards our 'Earthquakes' text. We also had our second session on 'King of the Sky', in which we found ourselves discussing coal mining and pigeon racing! In grammar, we looked at prepositions, and also revised the use of the apostrophe.



In Maths, we worked on the x8 table, and saw how it can be calculated by doubling the x4 table, or by doubling the x2 table twice. Having practised doubling twice and three times, we were then able to see that doubling a number twice is the same as multiplying it by 4 and doubling three times is the same as multiplying by 8. We also saw that division works in the opposite way – halving a number twice is the same as dividing by 4 and three times is dividing by 8. We finished the week with some revision of fractions – ordering them, adding them and converting improper fractions (numerator>denominator) to mixed fractions (e.g. $5/8 + 7/8 = 12/8 = 1\frac{1}{2}$).



Having learnt about rocks, we have now moved on to fossils – we studied the fossilisation process and practised placing the various stages in the correct order. We also learnt about the three main types of fossil: chemical, body and trace, and had a look at some real (albeit rather small) examples.

We had a break from our topic this week, so that we could make a start on our computing work.

We completed the first unit in our block coding unit, using steps, wait commands and direction arrows to programme a rocket on a set course through space. In art, the children finished off their 'world wonders' pictures and paintings, which are now on display in the classroom. We will pick up our topic again next week and will start a new art project.

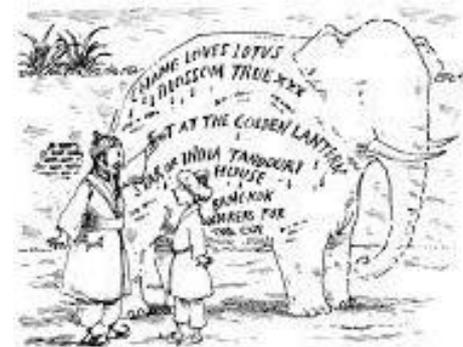


Talk topic for next week is 'Suggest some natural world wonders, which were made by 'Mother Earth' alone'.

Enjoy the weekend,

Patrick Tranter and Naomi Irakoze year3teacher@telenet.be

Lila and Hamlet the elephant from the Yr 3's exciting class book: *The Firework Maker's Daughter*



Year 4

Dear Parents,

Another fun filled week has come to an end in year 4. We really enjoyed our trip to the theatre 'Montagne Magique' as part of our French studies, it was so exciting to see performers on stage again after so long! The children are also progressing well with their swimming sessions at the NATO pool. In class we continued with our Scandinavia topic. This week we continued to learn more about Sweden by researching the country to make some fact files. We have started another Scandinavian themed display so now we have one for Norway with our Norway holiday brochures and oil pastel masterpieces based on Edvard Munch's 'The Scream' and one for Sweden



with our Dala horses and Sweden fact files. We made some Scandinavian flags to brighten up our classroom also.



In our spelling lessons we practised adding either the -tion or -sion ending onto a series of words such as 'translation' and 'supervision' and we made the link back to a spelling investigation we did earlier in the year, where we found out that -tion tends to be the most common 'shun' ending. We also looked at spelling words linked to a particular topic, in this case kitchen items. We revisited 'fronted adverbials' and practised adding more information and detail to nouns by using expanded noun phrases with adjectives, prepositions and additional nouns. We are looking forward to starting our new Mrs C unit next week which should give us lots of chances to be creative with our use of language!

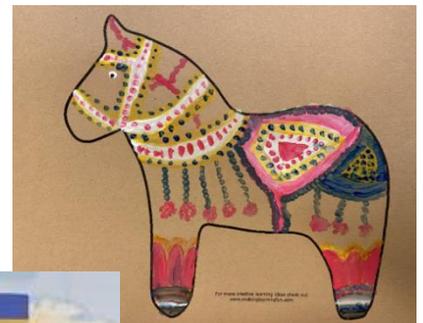
In maths we revised the column method of subtraction where borrowing digits was required, and learned how to check our answers using another method such as the frog method (counting on) and adding the answer and the number being subtracted to get the original (top) number in the sum. We then moved on to the expanded column method of multiplication, revising the steps we need to take and paying close attention to the place value of each digit. We then concluded the week by using expanded column multiplication to solve a problem which involved finding many different possibilities.

In science we discussed changing states of matter. We discussed melting specifically in the case where solids turn into liquids through heating, and the melting points of various different materials. We found out that chocolate melts at body temperature by conducting a very sticky experiment! We were amazed to find out how high the melting point is for some metals and we discussed why this is practical from the point of view of making objects such as chairs, cars, benches etc. that won't melt on a hot day!

Kind Regards,

Talk topic – what do you know already about Finland?

Camilla Rutayisire Year4teacher@telenet.be



Waiting for the play to begin – in the vestibule at the Montagne Magique

Year 5

Dear Parents,



This week was a bit of a peach; we really enjoyed ourselves and it seemed to whizz by.

It is very easy to teach a class when you have a topic which every child loves and Science Fiction ticks every box going.

Aside from maths tests, we were energised everywhere. We began by extending recent homework by making a solar system model in the playground. Out in the fresh air, working as a team, talking about our learning and seeing the results stretch (across the galaxy), it was a great way to kick off the week's mission.

In Literacy, we listened to amazing poetry and wrote even better stuff, playing richly with metaphor, similes and personification. Lovely writing and imagery came out.

In Topic, we finished off the Space Race timeline we had started and then painted some fantastic celestial scenes. This was all wrapped up with a listen to radio broadcast 'Journey into Space: The Red Planet'.



This has had interesting results in the past. A 1952 transmission, the children have to listen to the half hour programme and then answer questions on it on the second hearing. 21st century kids are not used to just listening to anything; even in the car with music on, we can look out the window at stimuli. So, this wasn't just a listening exercise but a concentration test too and some children really struggle: there is a lot of chair and table moving. However, Jet Morgan's exploration team suffer many calamities in just this first episode and most were gripped by the action.

The children's coding programmes have also now got to the point of spinning, rotating superclusters with realistic speeds for set of planets! Really good.

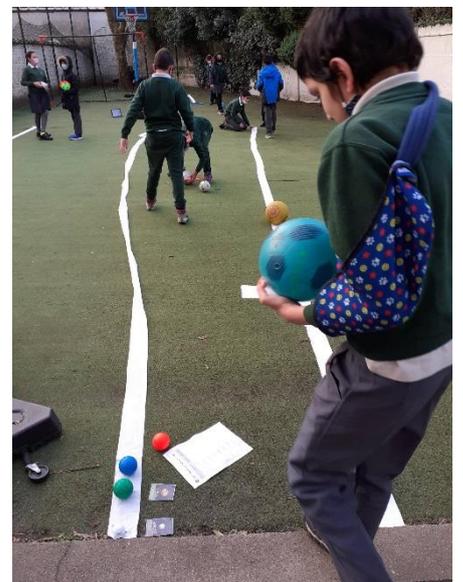
Numeracy set the children up for the 10-week test by covering all Y5 decimal bases: ordering, comparing and placing 2-place decimals (3.45) on number lines. The children did very well, and we'll see if they managed the assessment as well. Nearly everyone finished the papers which is the critical thing.

And that was our week.

Have a good weekend

Best wishes, Tim Stedman & Mrs Tolentino year5teacher@telenet.be

Talk Topic: What would you do on a mission during your time on Mars?



Year 6

Dear Parents,

What a week! Would we make our deadline of Thursday for our webinar with the House of European History?

Holocaust Memorial Day



Thursday morning arrived, and we put the finishing touches to our BISB Year 6 Coat and created a display of our work for this project. At 09.00 we greeted the students based in Alicante and they presented their 'Joseph coat' first. They too had focused on Covid-19, as well as religion, family and pets. Then it was our turn. We had decided on three sections for our coat: family, personal and Covid-19 challenges. Each student presented their chosen challenge to the House of European (HEH) Education team and the school in Alicante. All work was attached to the coat. We then enjoyed a questions and answer session. Our final task is for each student to complete an evaluation report for the HEH. Both Mrs Still and I were overcome with pride and admiration for our Year 6 pupils; they shared personal thoughts and spoke clearly with confidence and passion.

During the afternoon, it seemed appropriate to finish watching the film 'The Boy in the Striped Pyjamas'. Given the long silence at the end of the film, I have no doubt that the children will never forget the horrors of the Holocaust. Indeed, I am certain that they will remember this particular Holocaust Memorial Day forever.

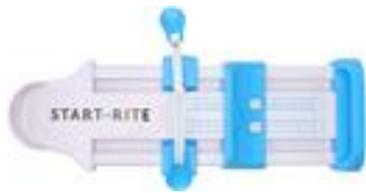
We did find time to review the previous week's maths and comprehension SATs tests and will return to this topic next week.

Our News Channel project in Oak, is progressing. The techies now have a greenscreen and will attempt to recreate a broadcasting studio in the library.

Science will be our focus next week.

Thank you for your positive response to our outing to the Jewish Museum of Brussels.

Talk Topic: Shoes?



Happy weekend.

Best wishes,

Beverley Tranter year6teacher@telenet.be

Music - Oak Building KS2

Years 3 & 4: This week we had an introduction to the glockenspiel instrument: what does it sound like? How do we play it? Which musical family does it belong to? And so on. These instruments help us to understand the concept of polyphony in music (when two or more sounds are played at the same time) as we can play two notes at the same time using the two beaters. For an easy start we learned how to play the song "Frere Jacques". We continued



playing and practising recorders in class and having fun playing some online music games about music theory and the beat with the "Pass the beat" game.



5 & 6:

This week we talked about the basic roles of composing a song. The first concept of writing a song is starting from the structure and the alternation of different parts: Intro-Verses-Chorus-Coda.

Over the next few weeks, the children will have to think about the melody, the style and about the poem (lyrics) of their song. The song we listened to, analysed and sang is "Something Just Like This" by The Chainsmokers and Coldplay. We also continued practising and playing recorders in class and playing some musical games.



French - Oak Building:

Year 3: At the beginning of this week, we talked about Belgium. The purpose was to share everything we knew about this beautiful country. Then we tried an artistic approach to the representation of the country on the world map using different objects (Belgium with pencils, corks, cubes, colours, etc).

On Tuesday we had a little assessment about the vocabulary we learned. On Wednesday after reading a story about the house and paying attention to the pronunciation, we listened to a story about the different times of the day. This story encouraged us to talk about our daily life in French.

On Thursday, so that we could use the vocabulary about the bathroom, we planned to make a model using different materials such as pieces of wood, cardboard or fabric. The first step was to draw our bathroom and name the different elements (bathtub, shower, sink/washbasin, etc.).

We're looking forward to presenting our creation soon!



Year 4:



In French with Madame Halvorsen, we had a very special and exciting outing to see **Kosmos** at **la Montagne Magique**. This brilliant and engaging play was based on Greek mythology from **Gaia**, the mother of earth to **Zeus**, the god of thunder and '**le Mont Olympe**'. We had some fascinating discussions before attending the play and we asked ourselves where do the Greeks come from? Where do humans come from? How connected are we? Where do the Greeks take the inspiration from for their myth? What was the purpose of telling stories

and myths? We also learned words related to '**la nature, la terre, les étoiles, la lune, le soleil, le feu** etc. We came up with our own exciting Cosmogénie project and we created our own '**Dieu, Déesse, Roi and Reine** using what we've already covered up to now. They were great!



Year 5:



In French with Madame Halvorsen, we learned more things about '**On s'amuse en hiver**' and we started getting ready to plan our imaginary '**Sports d'hiver**' activities. Before talking and describing different skiing scenes, we learned new verbs and vocabulary related to this topic, such

as 'faire du ski, glisser, le patin, le télésiège, la luge, la planche à neige, la vallée, la colline, la montagne and we revised the use of different prepositions such as **devant, derrière, sous, sur etc.** and we continued working on 'le **futur proche**'. We followed up with a short test on 'les vêtements d'hiver', **the results were excellent!** Bravo!

Year 6:

In French with Madame Halvorsen, we spent the week revising the **participe passé of irregular verbs** and **le passé composé** when used with **être** and **avoir**. It was the perfect occasion to recall what distinguishes the verbs that take **avoir** from those that take **être** for the passé composé. We also seized the occasion to describe and talk about our '**routine quotidienne**' using **reflexive and non-reflexive verbs** in the **present indicative**. But then, we had to take turn and tell what '**il or 'elle**' had said using '**Le passé composé** which was a challenging but fun oral exercise. We also had a test with brilliant results on '**Le passé récent**'.



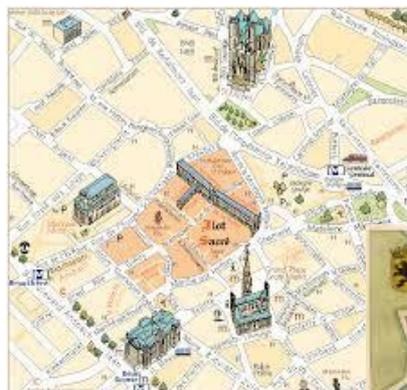
The History, Geography and Culture of Belgium

This week, the Year 4s made the most of their time to continue finding out about Belgian towns, buildings, town plans and prepositions of position and direction (**à côté de, en face de, derrière, devant, au bout de, près de, loin de, à gauche, à droite, tout droit etc.**)

Once again we started off with a list of statements in French, and had to use existing knowledge to work out the questions – and answer them. There were some really great attempts, often drawing on knowledge of words in other languages as clues to help us unravel the text. It's amazing what you can do when you really try – and making mistakes is all part of the process, as we realise that we haven't quite made sense of a sentence. Those people who concentrated and worked well together found it much easier to solve the puzzle. Some great teamwork!



Antwerp



Brussels



Tournai

