



The British International
School of Brussels

EYFS Nursery

Dear Parents,

We have had a very productive week indeed with the children gradually becoming more familiar with the Nursery environment and beginning to realise that everything has a place and there is a place for everything. Tidy-up time is never a favourite activity in class but we do try to make it fun. It has a real purpose too, if toys and activities were tipped out everywhere and never put away, we would soon have no space to move around!



One of the things we have chatted about in circle time this week is how to care for the beautiful things we have in Nursery, especially books, and, with the aid of visual examples, we have talked about not bending or crumpling the pages in the books or scribbling on or in them.

Teaching the children how to respect and take care of the toys and activities, furniture and fittings in Nursery is an important part of them learning how to use and play with things in an appropriate way. No one likes to read a torn book or play with a toy or puzzle that has a piece missing. We talked about how they would feel if the toy or book belonged to them personally and a friend broke it, scribbled on it etc. Almost everyone decided they would feel sad or even angry! Have a chat to your little one about how they can help look after not only their personal items, but those that belong to other people, and see what they have remembered from the discussions in Nursery. Encourage your child to tidy up their own toys and belongings at home, as it is an early reminder that we are all responsible for keeping things in good order, this is a great start to taking care of the bigger things as we get older!

Our home school book activity this week as you can see, is about making patterns. We chose a tee-shirt  to design and make colourful. From the stripes on a Zebra crossing, or even a real Zebra not crossing!, to the regularity of the buses or trams, we see a whole host of patterns everywhere we look.

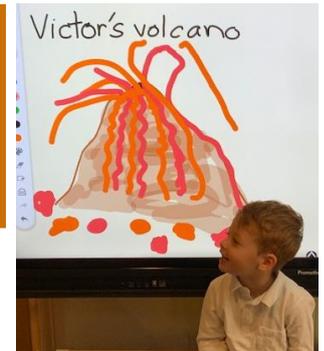
Patterns can help children make predictions, for example what comes next. They also help them to begin to make logical connections, which is the beginnings of using simple reasoning skills. Next time you walk to school encourage your child to spot the patterns they might see in the environment, like trees that are changing the colour of their leaves etc. A great learning tool but most of all a fun game!

We have started our self-portrait painting this week which is part of the 'Me, Myself and I' topic. We have paid particular attention to the uniqueness of our skin colour, the shape of our eyes, nose and mouth, and the colour and style of our hair. Every child has worked on a one-to-one basis with the teacher to do the paint mixing and the language work that came from the activity. We used words such as beautiful, smooth, bright, shimmering, soft, smiley, serious, curly and straight to describe what we saw in the mirror. There are some interesting self-portrait



BISB Home School Letter: September 17th, 2021

Great excitement
as Victor tells us
all about
Volcanoes!



interpretations, and we had some very enthusiastic artists! We will make a display when everyone has finished and post it for all to see.



Just a quick reminder; we go outside everyday come rain or shine, so please make sure that your child brings a jumper or a jacket, weather depending. We still have coughs and colds doing the rounds in Nursery. If your child is not well, please keep them at home until they are fully recovered, otherwise we never get rid of the seemingly endless stream of runny noses.

Thank you in advance for going out to buy the indoor crocs for your child, as shown by example at the door. This will make all the difference to the children being able to manage the shoe change independently from outdoor to indoor shoes, and will take much less time as they change from one to the other.

One last request; can you please send in a photograph of your child as a small baby, (without you on it)? Next week we will start a project on 'look at me then and look at me now'. It will also include a 'Guess who this baby grew up to be?' game for the children. Please remember to put the name of your child on the back of the photograph, so that the teachers already know who it is!

Until next week, have a great weekend. **Our talk topic for discussion is, 'What did you eat when you were a small baby? Is it different from what you eat now? Why?'**

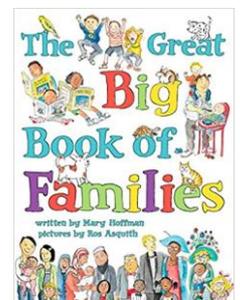
Thank you

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

EYFS Reception

Dear Parents,

This week, our subject within the topic 'We are all unique and different' has been our family. We have read 'The great big book of families' by Mary Hoffman and have discussed by and large all the different types of family structures there are in the world. Each child has showed their family photo during oral group work, explained who is who in their photo and talked about each member of their family. Listening to their own personal experience and learning about children and families around the world fosters the children's understanding of our cultural and socially diverse world and helps in the development of important values such as respect and tolerance. As part of the topic work everybody has made a fabulous drawing of their own family, which will go up in our topic wall in the classroom. Photos of these masterpieces will be promptly uploaded to our Edmodo page.



In Literacy we have started working on Phase 2 in our Letters and Sounds programme. This week the children have learned the sounds of the letters s, a and t. For each letter sound that is introduced there is a song, there are games in which we look at the beginning sound of words and there are rhymes. Your child might have talked to you about 'sausages sizzling', 'ants on apples' or 'a tiger in the tv' phrases which are all part of our song of sounds.

In Maths we continued working with counting numbers from 0-5, linking numerals to number values by matching number cards to a set of objects and we have talked about colours for which we have played the 'I spy' game.

In our PE sessions we have played group games. Following the success of Mrs. Crocodile last week, this time we introduced 'What's the time Mr. Wolf?' and 'Duck, duck, goose'. The children had lots of fun running away from the hungry wolf and running round the circle when they were chosen to be the goose.



For our art work of the week we found inspiration on the story 'Penguins love colors' by Sarah Aspinall. Each child painted a background using the colours mentioned in the story and pinned a colourful bow on six penguin faces, which will be glued onto the painted sheets once the paint has dried. Another masterpiece which you'll be able to see soon on our Edmodo page. As a cross-curricular link between maths and expressive arts, we kept on working with colours.



You will find an empty sheet in your child's home school book this week called 'All About Me'. The idea is that your child works on it together with you during the weekend and we will discuss in class everything that has been written and drawn on it.

Regarding our reading scheme, some children have taken home their first reading book. As explained in the curriculum evening meeting they will start their reading journey using wordless books. Every child will have looked at and discussed about the book in school with the teachers. An information file has been uploaded in our Edmodo page. Please read it carefully before you sit down to read with your child at home. Both the book and the reading record must be returned to school on Monday in the plastic envelope labelled 'Reading folder only'. The other plastic envelope is for the Home School Book and the library book. We thank you in advance for remembering to send everything back to school. If your child has not brought home a wordless reading book, do not worry, as s/he will take it home next week.



Our talk topic for next week is: *if you could have your own house in a tree, what would it look like? What would make it special?*

Thank you to all of you who have sent your family photos; if you haven't sent it yet, please do as soon as possible in electronic version to receptionteacher@gmail.com or as a printed copy in your child's school bag.

Last but not least, a quick reminder: please write your child's name on all their belongings, we keep finding jumpers and cardigans with no names on them.

Have a lovely weekend.

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

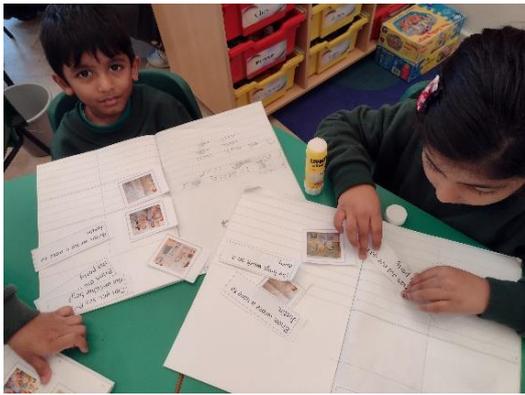
KS1 Year 1

Dear Parents,

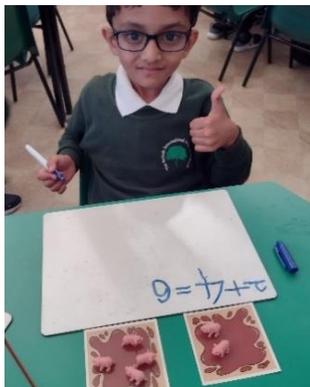
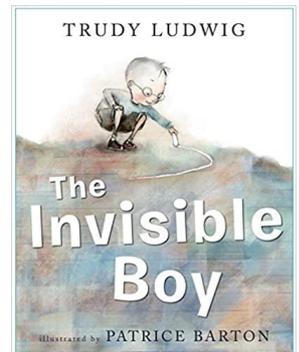
It's been another action-packed week in Year 1. Routines have been established and the children are getting better at remembering what needs to be where and when. They continue to grow in independence, helping



themselves to the resources they require and are pretty good at putting things back in the right place too!



In Literacy, we continued with the wonderful 'The Invisible Boy'. It was apparent this week that the children were increasingly using the rich language and vocabulary from the book – just one of the benefits of re-reading texts. The children completed a sequencing activity which helped them to understand the order of events and then read and matched sentences to the picture. They also wrote kind notes to each other, just like the little boy in the story. Once the notes were written, they were put into an envelope and 'delivered' by the authors. A lovely way to develop friendships, a sense of belonging and writing for a purpose.



In Mathematics, we did lots of work on number bonds. The children were using a wide range of equipment to help them to investigate all the different ways to make 5, 6 and 10. For example, $5 + 5$ or $8 + 2$. We also played interactive games on the large SMART board and on the iPads to help us to remember these number facts. We will revisit this throughout the year as rapid recall of these facts is an essential stepping stone in Mathematical development.

For Science, we continued learning about our bodies. This week, we were fascinated to learn about the tallest man that ever lived who was a whopping 272 cms tall. We compared his measurements with our own, fitting our hands and feet inside an outline of his. It was a very useful opportunity to make observations and use comparative language – like all good scientists do!

In Personal, Social and Emotional learning we talked about all the ways that the children in Year 1 fit together as a class and how we are a bit like a big jigsaw puzzle where all the different pieces connect. They thought of some beautiful suggestions such as helping, caring, and being friendly. The children then drew a self-portrait which we placed on a jigsaw puzzle piece, demonstrating how we are all connected and fit together. We will post some pictures on Flickr of this display.



TALK TOPIC: What's your favourite and least favourite smell? Why?

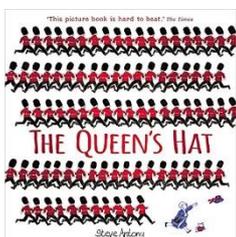
Have a great weekend,

Miss Corrigan and Mrs Bandaru Year1teacher@telenet.be

KS1 Year 2

Dear Parents,

Another week has whizzed by in a flash of fun and activity in Year 2!

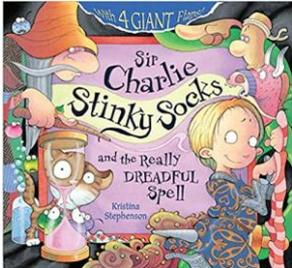


This week we dove deeper into our class text, The Queen's Hat, and our new way of word collecting for vocabulary and structuring sentences using differing grammar concepts – for example using similes, alliteration and lots of onomatopoeia (sound words). The children have done a wonderful job of keeping up with the new faster pace of the English lessons, of



working collaboratively to share vocabulary ideas and then thinking independently to create their own sentences. It has been a real delight to see how proud of their sentences the children are and how confident they are becoming in constructing them and using more ambitious vocabulary too!

In addition to the excellent work we are seeing in English writing lessons, we have also noticed the excitement and enthusiasm for reading growing in our Book Talk sessions! This week, the children have been selecting and then discussing their favourite books from the school library and have been writing summaries about their chosen book to describe the story to their friends.



We picked two of our most loved story-time books, Sir Charlie Stinky Socks and George and the Dragon, to create some large-scale art pieces for our display in our Art lesson this week – printing tall castles, painting brave knights and collaging scarlet, scaled dragons!

In Topic this week, we looked more closely at castles and discussed where they are built and why they were built there – on hills, on beaches and in forests – and what the advantages and disadvantages of these locations for a castle might be.



To bring real, practical, experiential learning to our Castle Topic, we will be taking Year Two on a class trip to Beersel Castle on the 28th September. This will be an interesting and informative visit to a medieval castle and should bring alive much of the learning we are doing in class. Please return the trip letter and monetary contribution next week – thank you. We know the children will gain a lot from this castle experience!

In Maths this week, we have been learning how our simple single-digit number bonds (e.g. $5+4=9$) can be used to solve efficiently larger additions with 2- digit numbers (e.g. $65 + 4 = 69$). We have been applying the same strategy to help us solve 2-digit subtractions too.



We introduced the first of our 'Learning Gems' this week – Diamond Power – the power to solve our own problems, know what to do when we get stuck and approach challenges with a 'can-do' attitude! The children have been applying this in Maths by pushing themselves to try more difficult challenges and select resources which will help them to succeed independently! I wonder how the children can get Diamond Power at home? Perhaps they could try to do something independently for themselves – for example getting themselves dressed in the morning, doing their homework by themselves, packing their bags or learning to tie their own shoelaces? Please upload photographs of your child showing this power of independence in your home to our Edmodo page – we would love to celebrate their independent successes! After some excellent House Captain speeches, the class voted on who they would like to be the Captains for their House team this term –



our three house captains are: Vihaan for Owls, Tanay for Hares and Yashneil for Woodpeckers – well done House Captains!

Talk Topic: What can you do this week to get Diamond Power? How can you be more independent? How can you solve your problems? How can you challenge yourself to do it all by yourself?

Gabriel Bird, year2teacher@telenet.be Mrs. Tolentino

Music with Mme. Mayeur - Acorn Building: Years 1 & 2

This week in music, we learned a fun song called "Je suis un Hippopotame". We also continued our exploration of percussion instruments, playing games to improve our rhythms and feeling of being an ensemble, able to play together.



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

Reception:

In French with Madame Scharf, we continued asking "Comment tu t'appelles?" and answering "Je m'appelle ... et toi?" We also went on singing our song "Bonjour, salut. Comment t'appelles-tu? We also learnt to ask "Comment ça va?" and answered "Bien, merci! Et toi?" Finally, with the help of another song, we started counting up to 7.

Year 1:

In French with Madame Scharf, we repeated the new words we learnt to ask for specific things in the classroom in French. We also listened to the next chapter of our first story: "Un pays blanc". Tourloublanc is still in the white country and meets the wind. We drew Tourloublanc in our books and learnt to use the pronouns "il" for a boy (un garçon) and "elle" for a girl (une fille). We also learnt to ask: "Quel âge as-tu?" and took this opportunity to revise counting.

Year 2:

In French with Madame Scharf, we welcomed new children in the French group and repeated some of the activities of the previous week and added the question "Quel âge as-tu?". We revised/ learnt to count up to 12 with the help of a song and we learnt some familiar words we use in the classroom like "un crayon, des ciseaux, une gomme, un taille-crayon, des crayons de couleur, la colle" in order to ask for them in French when we need them. We went on singing "Bonjour, bonsoir, bonne nuit".

EAL (English as an Additional Language)

Dear Parents,

This week, I have been working in the Acorn building, with the children who need some extra support with their English. I have been mainly working with the children within their main classes, alongside the class teachers. This is an excellent way to ensure that they are learning the English language skills they need to access the class curriculum. We plan that this in-class support will continue in the coming weeks. I will also be teaching the children in some small groups, for extra work on speaking and listening, as well as on phonics and reading.



I am pleased to see that the children who are relatively new to English are already feeling comfortable using their growing vocabulary with friends and teachers at school. Please contact me via the email address below, or through your child's teacher or the school office, if you would like to meet me to discuss your child's progress in English. I wish you a happy weekend.

Kate Read eatteacher@telenet.be

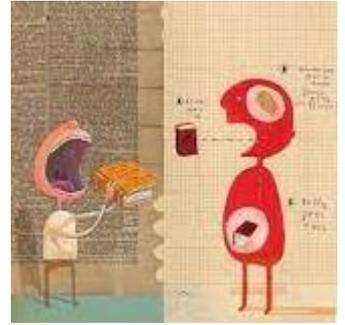
Plenty to talk about with discoveries in the playground...

KS2 Year 3

Home School Book – Year 3

Dear Parents,

As we become more familiar with our timetable and routines, we have had a slightly less frenetic week, although it has, of course, been very busy! Starting with Literacy, in our reading groups we tackled a non-fiction text about different categories of rocks and practised some of the skills necessary for finding the answers quickly to different types of comprehension questions. In writing, we continued our 'sentence stacking' sessions related to 'The Incredible Book-Eating Boy', with lots of original, creative ideas being demonstrated. Finally, in grammar we revised the basic sentence types (statement, question and exclamation) and the punctuation required for each.



In Maths, we revised place value (hundreds, tens and ones) and inequality signs (greater than, less than) and we have practised more addition and subtraction. We started gently, adding/subtracting 10s numbers to/from 2-digit numbers (eg $78-40=38$), moved on to adding/subtracting 2-digit numbers ending in 1 or 9 (ie close to 10s numbers – eg $27+29=56$), then applied the same method to any 2-digit numbers - the children are becoming quite confident with this type of sum, and also in remembering the effect on the 10s number of sums such as $56+37=93$ or $73-35=38$.

Our Science session was about food groups. Using the packets you had all kindly sent in, we sorted the different foods into groups according to their main properties (there are 5 groups, plus a sixth 'undesirable' one for high-sugar and high-fat foods). We then discussed the various types of nutrients contained in foodstuffs, and learned why each type of nutrient is necessary for our health (there are 7 nutrient groups, including water). The children then did an activity to match the nutrient types with their purpose (protein for growth, carbohydrates for energy etc.)

In our 'Animal Kingdoms' topic, we focused on the Amazon Rainforest, and discovered that within this one habitat there are four different 'layers', each one of which has different characteristics and is home to its own set of creatures and wildlife. In the following art session, we continued to build up our rainforest display posters, adding more greenery and also labelling the four layers. You can see some photos of this week's activities in the Year 3 gallery on the School website Parents' Page (<https://www.bisb.org/parents>).

Maths homework for next week (allocated at the weekend) will be 'Treetop Topple 3.3' – multiplication and division facts for the x3 and x4 tables.

Talk Topic for next week is 'Explain the difference between the four layers of the rainforest'.

Wishing you a relaxing weekend,

Patrick Tranter and Naomi Irakoze year3teacher@telenet.be



Year 4

Dear Parents,

We've had another fun filled, busy week in year 4, I can hardly believe its Friday already! In our topic lesson we learned about the fascinating history of chocolate from the Mayan times to the present day. The children worked in small groups to make 'History of chocolate' timelines and were surprised to find out that cocoa beans were once used instead of money and that the original hot chocolate had chili in it! We then started to make some Mayan masks to display alongside our timelines in our art lesson to remind ourselves of the origins of chocolate.



In our Literacy lessons we continued with our 'Write Stuff' unit on Charlie and the Chocolate Factory and did lots of super sentence stacking. The children wrote some great similes to describe the crowd that formed around Charlie when he discovered his golden ticket and we practiced writing dialogue and time adverbials. We also used adjectives to describe the golden ticket in a complex sentence.



In Spelling we revised contracted forms such as you'll, we'll, we'd, you'd. They practised spotting and correcting mistakes in commonly misspelled words and sorting words with the same grapheme /ou/ but different pronunciation. We also started our Book Talk sessions. The children read some Roald Dahl books in groups and discussed the story setting (place), how they felt about the book so far and why they wanted to read on further.

In Maths we practiced both the frog method of counting up to solve subtraction problems and partitioning. The children also learned to make the decision of when the partitioning method is better and when the frog method is easier method to use. They also practiced reading, writing and ordering 4-digit numbers, paying attention to the position and value of each digit (place value).

In Science we continued with our topic on teeth and eating. We discussed how to keep our teeth healthy and, using the ipads, the children did an internet search to find facts and images they could use for their 'How to keep teeth healthy' posters. In our PE lesson we continued with our unit on hockey and learned how to dribble the ball with a hockey stick.

Talk Topic: Where does your food go once you put it in your mouth?
How does it travel around your body?

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

Kind Regards,

Camilla Rutayisire
Year4teacher@telenet.be



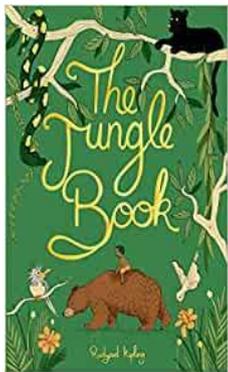
Year 5

Dear Parents,

This week, a full, first proper timetabled week with the addition of two familiar class faces to bring us up to 15. One classmate is returning at the end of the month, and we will receive a new pupil just after the November Half-Term break. The class are excited about her arrival and where she is going to sit.

The children started the week on a high in Science when the opportunity to break stuff was presented. How many cartons of long life (Cornimont, they said) milk and juice would it take to make a suspended bag fail? Which material type would prove the strongest? Well, apart from the fruit and veg plastic bag, all the other 4 bags stubbornly refused to explode no matter how many weights the Y5 investigators could perch on top.

Investigation also took place in Maths when we added 5- and 6-digit palindromic numbers. Could the class come up with generalising statements about the results? This ran alongside adding and subtracting using place value and the children showed me just how independent they are as mathematicians– hands rarely go up and that's new for me. Grasping new essential calculation strategies was the aim: the more methods they have in their armoury, the much greater their command of the subject.



Elsewhere, we crept into the Indian jungle of Rudyard Kipling to listen to the dialogue of the majestic animals in it. Much work was done on identifying and writing direct speech.

Speech marks are such a key area of study in Y5 and sometimes I lament the fact it comes up in Week 1: very few of the children retain and master all the speech rules by the end of Y5 and it really is a case of repeated practice each term.

In Topic, we learnt more closely about the most famous monuments of the world leading to fun web searches on the iPads: locating them on the world map and finding out key facts about them. The Iced Gems revelled in the exercise!

Have a good weekend.

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

Our Talk Topic for this week is: Which character from the Jungle Book are you most like and why?

Year 6

Dear Parents,

We are beginning to settle down to life and the routine in Year 6. Homework is being handed in on time, there are a few issues with the standard of presentation, but I am confident that these will be resolved during the next week!

In maths, the children revised and extended their knowledge of working with decimals, addition, subtraction, multiplication and division. Division of decimals involves mastering the 'Cha Cha' steps, so that you remember to 'balance' both sides of the calculation – there are some terrific dancers in Year 6. We also revisited the relationship between decimals, fractions and percentages. During our feedback and review



session from last week's homework, we covered rounding decimals to decimal places, and the benefit of creating your own number line when working with negative numbers, to avoid careless errors.



The quality of answers to comprehension varies: vocabulary tasks require the use of a dictionary; using information from the text to support an answer is vital, as is using the Ninja underlining technique. These topics were discussed in detail during the feedback session.

Pupils completed their first writing task, which I am looking forward to marking this weekend. Whilst watching a documentary about the opium poppy, pupils practised note-taking skills, and are now transforming these into mind-maps using the Tony Buzan method.

It is rare to have so many talented artists in one class. The pupils have studied the poppy flower in detail, and have produced the most exquisite botanical drawings, which are now displayed on my new 'washing lines' in Year 6.

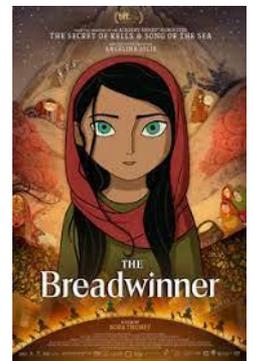
Science this week was about comparing and contrasting animal and plant cells. Students had two questions to answer: Which organelles are found in both typical animal and plant cells, and which can only be found in plant cells? Using onion skin, a microscope slide, cover glass, and iodine, Year 6 scientists made their first microscope slides this week, they were thrilled to be able to see the plant cell walls through a microscope.

Talk Topic: Opium – what have I learnt?

Happy weekend.

Best wishes,

Beverley Tranter year6teacher@telenet.be



Music - Oak Building:



KS2:

Years 3 & 4: This week in music, we finally had the chance to play some recorder! It was a very exciting return for Y4 and a great discovery for Y3.

We also played various games to improve our rhythms and body movements.

Years 5 & 6: This week in music, we talked about the way music can carry a message and depict an historical event or emotions. In Y6, we learned the song "Manhattan-Kaboul" created by two Belgian singers (Renaud and Axelle Red) after the 9/11 terrorist attack and in Y5 we sang a song by Nino Ferrer called "le Sud", a remembrance of the beauty of South of France.

We also talked about how style can change the mood of a composition and we compared two recordings of Beethoven 7th symphony, the original version played by the Concertgebouw Orchestra and a modified version called "Beethoven in Havana" by Joachim Horsley.

French - Oak Building:

Year 3:

In French with Madame Scharf, we answered the questions “Qui est-ce?” and “Comment il/elle s’appelle ?” which proved to be more difficult than we thought. We also started working in our Grenadine workbooks and wrote words like salut and bonjour. We practiced repeating those two sounds: u / ou. With the help of a game and a song, we also started learning the vocabulary pertaining to school material which will be our topic for this month.



Year 4: In French with Madame Halvorsen, we worked on our topic “à l’école” and all things we associate with school and **la classe** (the classroom) . We added more words and vocabulary to the ones we learned last year and played a hunting game where we had to use these new words in questions and answers. We also walked around asking our classmates if we could borrow things related to ‘**la fourniture scolaire**’ starting with - Est-ce que je peux avoir s’il te plait? And we got different teams

walking around **la classe** and asking each other: qu’est-ce qu’il y a dans la classe? Dans le cartable?... Then, we explored the gender and number (masculine/feminine and singular/plural) of ‘**le nom commun**’, we reviewed l’article **indéfini (un, une)** with masculine and feminine nouns and we remembered that for the plural we transform ‘**un, une** to ‘**des**’ as in ‘**un feutre- des feutres**’

Year 5:

In French with Madame Halvorsen, we revised l’auxiliaire ‘**Avoir**’ (to have) and had a group quiz with this verb where they had to correct each other if they found any mistakes. Then we learned new vocabulary we associate with ‘**l’école et la classe de français**’, such as: le tableau, l’étagère, le bac, la farde. Then we continued exploring new ‘feminine’ words by looking at their ending: -**ousse, esse, euse, sion** and **tion** as in ‘ **la trousse, la Vitesse, l’agrafeuse, la revision, la nation...**’ As we



wanted to make sense of these new words, we decided that we needed to go ‘à la librairie’ (the bookstore) to buy some ‘**fourniture scolaire**’, so we used expressions such as : **Est-ce que je peux vous aider, Madame, Mademoiselle, Monsieur? Je cherche / je voudraisun / une/ des. Voici le, la, les ...! Combien ça coûte? C’est très cher/ c’est bon marché. Merci! Au revoir!**

Year 6:



In French with Madame Halvorsen, we started the week by exploring certain patterns in ‘**les verbes irréguliers**’ and what clues we need to look for when dealing with them. Then we discussed the difference between ‘**Savoir and Connaître**’ (to know). They both mean to know, but they aren’t used in the same way. We rolled our sleeves up and set about detecting and decoding the patterns that go with these two verbs. We discovered that when we see ‘**une proposition subordonnée**’ in the sentence with

words such as **'que, qui, où, quand, pourquoi, comment, si'** etc., we should stay away from using **connaître** and go for **'savoir'**. We also discovered that **connaître** is followed by **un groupe nominal** (a noun phrase). We came up with challenging scenarios where they needed to decide if they should select **'savoir or connaître'** and **explain why**. The result was very promising!

The History, Geography and Culture of Belgium

In Years 3, 4, and 5 with Mme. Scharf, we situated Belgium on the world map. We talked about continents, towns and cities and realised that there is only one word in French for city and town: "une ville". We also looked at the Olympic flag with its five coloured rings, each one representing a continent. In Year 6, we started by drawing a timeline with the five main historical classification periods and talked about the Romans in Belgium around 50 BC called "la Gaule Belgique".



Astérix le gaulois

*From the famous Astérix
BD (comic strip) by
Goscinny & Uderzo*

