



The British International  
School of Brussels

## BISB Home School Letter: February 11th, 2022

### EYFS Nursery

Dear Parents,

Nursery has once again been full of delicious smells and scrumptious bites to eat, as we went on our Big cook, Little cook adventure to India! The aroma of mango, coriander and turmeric has filled the air, along with the sound of chapattis gently frying on the hob and potatoes and peas bubbling in the cooking pot.



A big thank you to everyone who sent in their little piece of Chapatti dough, the children had an absolute ball stretching it and rolling it out in readiness for cutting out the different shapes you can see on your little ones' expertly coloured in Chapatti face which you will find in their HSB. Then of course we all sat down excitedly to eat our yummy Chapatti shapes with a side dip of strawberry jam or tomato sauce! It was such a wonderful moment watching all of the children working happily together and sharing their dough with each other, then sitting down and chatting together while eating. Absolutely everyone ate at least one Chapatti and some children ate several!



Who would have thought that such a simple activity covered all seven areas of the EYFS curriculum, particularly language, literature, maths and personal, social and emotional development? Not forgetting the science element of transforming raw ingredients, which everyone agreed tasted yuck, to cooking up something very tasty! You can also find the recipe we used to describe how to make Chapattis on the back of the HSB activity.



Talking about tasty, we hope you liked the Nursery's Michelin star Indian restaurant samosas, your little one brought home on Friday. A big thank you to Mrs Bandaru for turning into our big cook for the morning and helping all of our little cooks prepare and make the mouth-watering filling that was quite tricky to parcel up inside the puff pastry, but she did a grand job with guiding the hands of all of her eager little helpers. The aroma of the samosas could be smelled throughout the school making everyone hungry! We unfortunately ran out of time after all the samosa making and will have to leave our delicious, sweet treat using the national fruit of India 'the magnificent mango' until next week.

To work up an appetite, in our music session this week Ms di Fine did some expert dancing with the children to a very catchy Indian song, which Uddhav told us was his mama's favourite! Don't forget to take a look at our wonderful dancing a plong with photographs of our cooking activities on Edmodo.

The children are very much enjoying our Big cook, Little cook topic and especially the hands-on real cooking experiences. Next week we are leaving our Indian kitchen and going all out Italian, we can smell that pizza

cooking already! Until then have a super weekend and discuss our **Talk topic: What is your favourite pizza topping?**

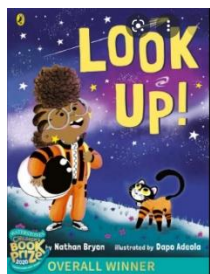
Last but not least please give a warm welcome to Drisha and her parents, who have just joined our school community.

Thank you,

Alison Davies, Anna Nagy & Vanessa di Fine [nurseryteacher@telenet.be](mailto:nurseryteacher@telenet.be)

## EYFS Reception

Dear Parents,



We might have some future spatial engineers and astronauts amongst our children in Reception as the enthusiasm and interest for our topic is escalating a little bit more every week. During the last days we have been exploring how rockets are built and how they are able to go up in space. We have seen how rockets generally have different sections that detach as the rocket flies higher and higher into space, we have learnt the importance of fuel tanks, space capsules, astronaut suits and gravity. The children were up to the challenge and showed their curiosity by asking interesting questions about the topic and came up, during our talk topic, with exciting ideas about what they would take with them in their rocket if they were to fly up to space. From laptops and mobile phones, to Elsa dresses and a chair and a book to sit on the Moon and have a comfy read. Doesn't that sound cosy? Who knows? Maybe our children in 50 years' time will be able to do it...

To complement our topic, we had two great stories in the week. 'Look up' by Nathan Bryon and 'Astro girl' by Ken Wilson-Max, about two little girls who are very interested in space and both have the same dream, that in the future they will become astronauts.



In Literacy we have been working with the letters in our names. Each child made a rocket sticking one coloured square next to the other and writing one letter of their name in each square. We emphasized that they should write a capital letter for the first letter in their name and then lower case for the following letters. Then, they added some fire to the rocket's tail and some stars to the sky. The latter were done using a hole puncher in the shape of star which was great practice for their fine motor skills. We have also introduced the sound made by the letters 'ee' like in

sheep, weep or jeep. As usual, previous sounds are revised every time a new sound is introduced. So, in your child's home school book you will find a piece of work in which the children had to decide which sound was best for the given word. The sounds worked with were 'sh', 'ch' and 'th'.



In Maths we have been talking about 2D shapes properties and learning how to name shapes with 6, 7 and 8 sides. We then played a game of finding 2D shapes in everyday objects and we imagined which shapes would make the best rocket.

In our Art session we finished our solar system mobiles and did a piece of work that shows space using a new technique that consists of using cotton to spread chalk powder on a black piece of card. This created the effect of stars and space dust to which the children then added some glittery stickers to represent the planets.



In our PE session we played Traffic Lights and the children took turns to be the ones who called the colours. If we say green, they can run around the playground, if we say yellow they can only walk and if we say red, they have to stop moving.

Thank you to all parents who have replied and confirmed their date and time for our parent teacher meetings. If you haven't done so yet please send me a message through Edmodo as soon as possible.

We will celebrate friendships for Valentine's Day so as a **Talk topic** I would like you to discuss with mum and dad **how can we look after friends and make them feel special?**

Have a lovely weekend.

Mrs. van Wassenhove and Mrs. Julaton [receptionteacher@telenet.be](mailto:receptionteacher@telenet.be)

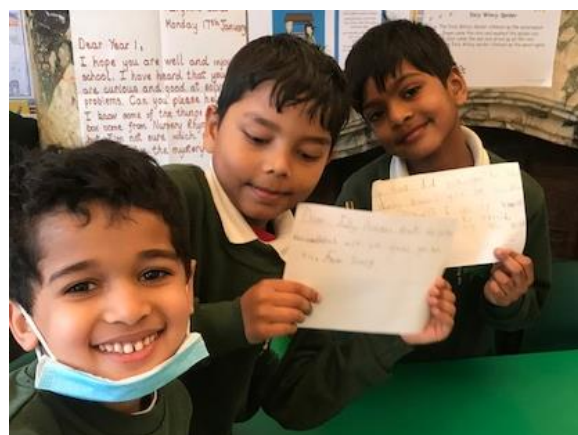


## KS1 Year 1

Dear Parents,

It has been a treat for me to be in Year 1 this week, and what an exciting week we have had!

In Literacy we finished our Goldilocks stories. There are just a few final touches to be done before they are good to go. Then we looked at nursery rhymes and broke into groups to practise performing these. We then put on a show for each other. I did ask the class to say their rhymes for you at home. I hope they did this. We also did work on rhyming words and finally wrote a letter to the Jolly Postman.



In Numeracy we revised 2D shapes and then began our look at 3D shapes. We spoke about faces, edges and vertices(points). We did a lot of work on this including a 20-questions game. We discovered that some shapes can slide and some can roll. We also took a look at the days of the week and the months of the year.

In Topic we looked at hospitals then and now. We spoke about cleanliness, medicines, wards and new equipment which helps doctors today. The children had to do a worksheet - cutting out phrases and sticking them in the correct place to show their understanding of the lesson.

In Science we looked at polar regions and talked about carnivores, herbivores and omnivores. We spoke about which animals lived in the Arctic and the Antarctic. Their knowledge of this is very good. I suspect this is due to the Christmas Play.

On Wednesday afternoon we went out to do some PE. Luckily the weather was on our side and it was pure joy to see the children playing games without heavy coats on. We played three different games and great fun was had by all.





All in all, it has been a very busy, yet very enjoyable week.

**TALK TOPIC:** Who are the people who help to keep us healthy? What do they do? Do they wear special clothes or use equipment?

Have a wonderful weekend!

Mrs Vetter and Mrs. Bandaru [Year1teacher@telenet.be](mailto:Year1teacher@telenet.be)

## KS1 Year 2

Dear Parents,

Our Topic, Living Things and their Habitats, have been our main focus this week in Year 2.

Having found out a lot about the African savannah in previous weeks, this week the children found out facts about a savannah animal of their choice, taking notes. They then wrote a report about their animal, drawing on our study of non-chronological reports.



We had a walk around the block, looking for living things in the built environment. We were very pleased to find many different plants, as well as some small animals. We saw very few birds, and we are thinking about how we can encourage more birds to come to the area around the school.

The non-swimming half of the class had a very interesting short visit to Warandeborg Park, near the swimming pool in Wezembeek. We were especially looking for micro-habitats, and were hoping to see

some wildlife. Despite the rainy weather, the children were great at looking closely at everything, and we found many micro-habitats and saw many creatures, including a worm in the soil, a squirrel in a tree, ducks in a stream, coots and more ducks on a lake, a spider in a crevice in tree bark. We saw mole hills, and a bird's nest. We even saw Soay sheep in a small field. We had a special mission to complete - visiting Les Floralties garden centre, to buy some new plants for the school window boxes. We hope to return to the same park later in the year, with the whole class.



In Maths this week, we revised 2-digit numbers, putting them in order, and locating them between two other numbers. We saw how the word **between** is important in maths. We learnt about rounding numbers up or down to the nearest multiple of ten. We also practised estimating how many objects were in a pile, without counting them.

Our spellings investigations this week were into homophones, "silent" letters, and the suffixes -ed and -ing, added to words like "hug" (where the final consonant is doubled, to make "hugging").

On Monday 21<sup>st</sup> February, Year 2 will be visiting Josaphat Park, to spend the morning observing living things and their habitats. Your child will bring home a letter and permission slip relating to this trip on Monday 14<sup>th</sup> February.



We look forward to meeting with you on Zoom in the week of 21<sup>st</sup> February. If I have not yet received your preferred time, I will send you an appointment, and would be grateful if you could let me know whether you are able to attend at that time.

Our **Talk topic** this week is: **would you like to grow up in a forest?**

Many thanks and have a happy weekend.

Ms. Read and Mrs Tolentino [year2teacher@telenet.be](mailto:year2teacher@telenet.be)



## Music with Miss Di Fine - Acorn Building

### Reception:

This week we learned a new song called "Poor Little Pluto". We continued to sing and practise the Space songs we learned in the last weeks as we very much enjoy them. We also played the percussion instruments and waved the scarves in time to the macro and micro beats as we sang the song "Pop Goes The Weasel".



### Years 1 & 2:



This week we started to learn about some of the percussion instruments from the Orchestra. We discovered that there are many different types that we can categorize as pitched and not pitched. Their different materials and shapes allow them to make different sounds. We could feel the difference between drums made with eco-leather stretched on the top and the plastic head of the tambourine. We then played them to the beat of a soldier's march.



We listened to the BBC National Orchestra of Wales talking about the percussion section. We also sang the song "J'ai perdu le do de ma clarinette" and continued to practise the rhythmic and melodic music notation.





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

### Reception and Year 1:

This week we watched a special show about Goldilocks and the Three Bears and afterwards had fun playing out the story ourselves using some props.



Then we met Léon, a character who speaks and sings in French with his friends. Léon and his friends discovered all the different fruit ... and Year 1 used them to make a delicious fruit salad!

Reception enjoyed the story and played some action and coordination games with the different fruit.

### Year 2:

This week we watched a special show all about Goldilocks and the Three Bears. Then we had a turn at telling the story using some props.



We used the ideas in the story to

prepare our own delicious vegetable soup. The soup recipe allowed us to talk about the ingredients (vegetables), utensils and the different steps of the recipe.



## KS2 Year 3

Dear Parents,

Another busy week seems to have whizzed past! In Literacy we finished our group reading picture book 'King of the Sky' – everyone enjoyed it, and by the end had a very good understanding of the emotional journey of 'the boy' who had found himself in a strange country with no friends. The book also enabled us to practise interpreting and deducing meaning and mood from illustrations, and to spot the connections between the end of the book and the beginning. In writing, we continued with our non-chronological report about earthquakes, learning first about seismology, followed by a session thinking about the negative effects earthquakes have on some unfortunate human beings. Our grammar focus was revision of the punctuation rules for direct speech.

In Maths, we made our Year 3 debut in Geometry! We revised right angles first, then learned how to use a protractor to measure angles greater than or less than 90°. The next session was all about the 'families' of 2D shapes: polygons (all 2D shapes which have only straight sides), quadrilaterals (all shapes which have 4 straight sides), rectangles (4 straight sides and 4 right angles) and squares (4 equal straight sides and 4 right angles). We also explored the difference between regular and irregular polygons, and practised sorting them





correctly. We then moved on to measuring and calculating the perimeter of simple shapes, and learned specific ways to work out the perimeter of rectangles, squares, and regular polygons. Finally, we used our knowledge of angles to relate them to quarter-, half- and three-quarter turns.



Having covered rocks and fossils so far, in Science we moved on to soil, learning its four constituent parts, and the layers of soil down to the bedrock. We set up two experiments: the first to calculate the water content of four different soil types (by evaporation over one week) and the second to see how soil settles into layers when we put it in a bottle with some water. We will discover the results and write up our findings next week.

In Topic, we continued with our natural world wonders, discovering that there are some on the 'official' list that we had never heard of, so we also used the iPads to research those that we wanted to learn more about. In art, the children completed their collaborative world map, and began to make the pictures and labels to be stuck on it. They also continued with their pasta 'fossil' creations.



Online Maths homework for next week is 'Nimble Gnome 3.15' – rounding 3-digit numbers to the nearest 100 or 10.

Enjoy the weekend, and perhaps take a look at this month's photos - <https://www.flickr.com/photos/157096587@N03/albums/72177720296422380>

**Talk topic for next week is:** What sort of things can be called 'landmarks'? Think of some examples in different countries.'

Enjoy the weekend,

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

## Year 4

Dear Parents,



This week we went (virtually!) to beautiful Finland as part of our Scandinavia topic. We learned some facts about the country and marveled at the northern lights. We then had a go at making some beautiful Northern lights pictures using black paper and chalk/pastels. In our science lesson we learned all about the water cycle. We discussed the different stages and processes of the water cycle including evaporation, condensation and transpiration and learned about how the water passing through these different stages helps us to sustain life on planet Earth.

In our spelling lessons we did a spelling investigation to find out whether words that end in 'ff' and 'fe' always drop these letters and add '-ves' in the plural form. We also discussed collective nouns and how we write them in the plural form using an apostrophe between the collective noun and the 's'. We continued our 'Write stuff' unit on Aaron Becker's wordless book 'Journey' this week. We wrote some more fronted adverbial sentences this week to add more information about the time which the central character arrived at different places in the story. We discussed and had a go writing a sentence to personify the fortress and we also wrote more similes and metaphors to describe the wonderful sights that she saw. We used prepositions to describe the movements she used to draw the door and red boat.

In maths we have delved into geometry this week. We discussed parallel and perpendicular lines and we sorted capital letters according to whether they have parallel, perpendicular, both types of line or neither. We sorted and ordered angles according to whether they are acute, right angles or obtuse and we measured some angles using a protractor. We also worked on using a fraction wall to find fraction 'families' of equivalent fractions for example  $\frac{1}{2}$ ,  $\frac{3}{6}$ ,  $\frac{4}{8}$ .

In our swimming lessons the children are enjoying being in the water and gaining more confident with the basic techniques taught by Mr and Mrs Tranter. Please note that there is no swimming next week due to a very important meeting being held at NATO. Swimming lessons will resume in the last week of term and continue after the February holiday until the Easter break. I have also sent out all of the parent teacher invites now for our zoom sessions. Please check your child's Edmodo messages to find out when your time is and to find the link to access the meeting.

Kind Regards,

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

**Talk topic :** Where is Greenland? What do you think it would be like to live there?

## Year 5

Dear Parents,

We seem to be on a roll at the moment and it was yet another super week. We had some real highlights, and the children were really engaged.

On Monday, biscuits lit up the start of the week as the class were shown the phases of the moon and had to recreate them with very suitably-coloured cookies. How do you make a waxing gibbous with an Oreo? With a knife, a steady hand and a very sweet-toothed 10/11-year-old, that's how.



Throughout the week, the children loved our sentence stack lessons which involved YouTubes, role play drama and, of course, brain-racking and word sharing. In our focus passage from 'Cosmic', Liam is in a car showroom and is enquiring about the Porsche. And the salesman has given him the keys!!



Maths included a return to division via chunking mentally, a foray into 6-digit and millions numbers and (the very best moment of the week) using function machines. The children got very excited about this and what is there not to like? If 25 goes in and 5 comes out, what's the machine doing? If -2 goes in and 7 pops out, what's happened? Let's check our theory by throwing in 10. Problem solving, logic, reasoning and abstract thinking all link together to get the children really thinking and fired up. Thanks to Mrs Tolentino for helping and joining us in the fun as usual.

The children have also been eagerly writing their radio playscript. Sound recordings are coming soon. The class have been very focussed with deciding which actors they will need, which music will need to be added and when sound effects will need to come in.

On Thursday, we lost a French lesson as Y6 went to the Montagne Magique so instead, we watched some of Kubrick's 2001: a Space Odyssey. Like the recent radio programme listened to, 20<sup>th</sup> century films have varying effects on 21<sup>st</sup> century children. In 2001's case, some found it unbearably slow, others incredibly beautiful.

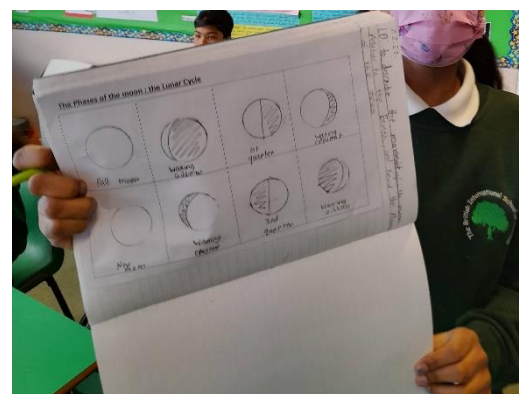
**Talk Topic:** What would you do if you went to the moon?

And that was our week.

Have a good weekend

Best wishes

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



Space  
Art  
&  
Poetry

## Year 6

Dear Parents,

That's more like it! Two outings in one week – we must be nearing the end of this Covid-19 pandemic.

On Tuesday, we spent the morning discovering Jewish cultures. This workshop meets the expectations of the programmes of philosophy and citizenship and religion in the current Belgian school curriculum. 'Students were introduced to the rituals and practices that can be part of the life events of a Jew or a Jewish family. The emphasis is placed



on the common points between the social, cultural or religious identity of the students and the rites studied in this activity. Students will develop strategies to identify and prevent them. This workshop is elaborated in partnership with the CEJI (a Jewish Contribution for an Inclusive Europe).'

Grammar attack. This week our focus has been grammar. We have revised the most common misconceptions, and these will be evaluated next week. All topics covered have been uploaded to Edmodo.

At the Montagne Magique we watched a thought-provoking play about possible causes of homelessness. We shall be discussing this, in depth, next week.



Most students have now completed their first map of Russia, pinpointing information that they have gleaned so far. They have been given project books, which are to be decorated at home for next week. Children are to research Russian and Soviet Russia artefacts, monuments, in fact everything from Faberge eggs to Communist propaganda. This week, we began looking at the reign of Catherine the Great and her 'Nakaz.' The children were rather surprised to learn that in 1768 Catherine, arguing against 'antivaxxers', extolled the virtues of inoculation against the smallpox pandemic raging through Russia.

<https://www.faberge.com/the-world-of-faberge/the-imperial-eggs>

[https://www.rbth.com/arts/2017/05/22/who-were-the-pioneers-and-why-is-there-so-much-nostalgia-for-them\\_767671](https://www.rbth.com/arts/2017/05/22/who-were-the-pioneers-and-why-is-there-so-much-nostalgia-for-them_767671)



Today, I await to discover what the 'Techie Team' have conjured up for this week's news broadcast. The School Council has been beavering away organising all the news reporters from different classes.



**Talk Topic:** What did you understand from the play at Montagne Magique?

Happy weekend.

Best wishes,

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

## Music KS2- Oak Building: Miss di Fine

Years 3 & 4:



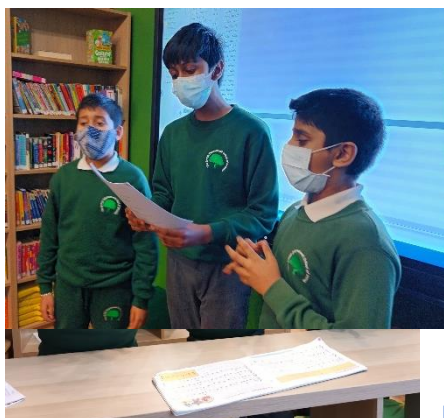
This week we learned to play the melody of "Twinkle, Twinkle" on the glockenspiels. Whilst playing all together, the sound in the classroom resonated magically like a music box!



We also practised and performed a new piece with our recorders and sang the Aladdin songs.



**Years 5 & 6:** This week we listened to the second movement of Beethoven's Pastoral Symphony, "Scene by the Brook." In this movement of the symphony the brook's motion is depicted in the strings by a continuous rhythmic, rippling motion, evoking the movement of a flowing river. The combined use of instrumentation,



trills, distinctive melodic figures and high register creates the sounds of birds: the nightingale (solo flute), the quail (solo oboe), and the cuckoo (two clarinets).

You can listen to it here:

<https://www.youtube.com/watch?v=6sMXfHnYnAM>



We also performed with our recorders and sang the Aladdin songs.



### French - Oak Building:

**Year 3:** This week we were inspired by the Jean Neuhaus story and had a go at making 'mendiants' flat chocolate disks decorated with dried fruit and some fresh fruit. We also took a good look at a real cocoa pod.

After we had designed the prettiest chocolate box in the world, we had a go at writing our own text in French all about chocolate.



We had fun doing some exercises to reinforce our understanding of the different action verbs and also had a little test on the bathroom vocabulary.

Finally, we played a game called "dynamite", which helped us to learn personal pronouns in an active way.



### Year 4:

In French with Madame Halvorsen we carried on with the auxiliaries être & avoir but this time focusing on



**avoir expressions**, and how these expressions or words make it change meaning to **'To Be/Etre'** when used with those 14 words. It was no small feat, but they were simply outstanding! Then, we had a go at a quiz marathon between four groups, and they had to select and choose **the correct answer and explain why** they corrected those mistakes. After which, we played a mental team quiz where they had to apply and use their oral and reading comprehension skills to put together the linguistic puzzle and expressions using **'parce**



que' (because), as in **Je porte une écharpe et des mitaines parce que j'ai très froid.** Then, we followed up and had a test with outstanding outcome, on the use of '**être & avoir**' to assess their knowledge and understanding.

#### Year 5:

In French with Madame Halvorsen we continued preparing for our exciting and refreshing project '**Les sports d'hiver**'. We started drawing, coloring and cutting the material and counting the objects we see when we'll reach **la montagne**. We were able to find and describe orally many scenes such as **la météo** (the weather), **il neige et ça gèle**, '**les arbres enneigés, les luges sur la colline, le enfants qui lancent des boules de neige, les rennes courent dans la forêt, je porte des mitaines et un bonnet, les enfants patinent et portent des casques** etc.. Then we reviewed **les prépositions de lieu** : **devant, derrière, à côté de, sur, dans** etc.. in order to locate things and describe the winter scene. We also had an exciting team quiz and mental marathon using '**les prépositions de lieu**'..



#### Year 6:



In French with Madame Halvorsen, we had an exciting week including our outing to **la Montagne Magique** to see '**Le Moment Clé**, a thought-provoking play about homelessness. We had an interesting preliminary discussion about the play and we asked: **qu'est-ce que c'est 'un sans-abri'**? ( what is a homeless person?) **Pourquoi il y a des gens qui sont à la rue?** (Why are there homeless people out there?). We shall continue our topic next week.

After our discussion, we carried on exploring the challenges of French and we had a go at **l'Imparfait** (the imperfect), one of the most used **past tenses** in the French language when describing things in the past or talking about ongoing actions or habits in the past. It was refreshing and great fun to see how in tune and engaged they were when asked **to switch roles and explain the concept as if they were teaching it to each other.**

#### The History, Geography and Culture of Belgium

The **Year 4s** began to create their own maps using all the different locations they have learnt and working out where they would be likely to be found within a town. Why is the station more likely to be on the edge of the built-up area?



Where would a stadium be situated and why? If they were a town architect, where would they create a green area?





The **Year 5s** had another go at deciphering and following written instructions in French with the help of various diagrams and maps. This involved understanding and answering a series of questions about carnivals around the world and locating the different cities on various world maps with the help of clues. Despite initial panic, they once again managed really well, despite maps that required them to recognize continent silhouettes in a non-standard layout and questions that were phrased to catch them out!



The **Year 6s** had to draw on their memories to remember and identify the different provinces in Belgium. There was a certain confusion about the difference between towns and provinces, along with the difficulty of towns having different names in the different languages, followed by a very hazy recollection of any geographical locations, but most people got there in the end, successfully matching names of provinces to their position on a map and 'capital' towns to their respective province.



*There's nothing like  
having fun in Music in  
Reception!*



*Planting new spring  
window boxes in Year 2*



*Fun Friday S.K.I.L.L.s  
Day activities and the  
ONNC news assembly*



The British International  
School of Brussels

*Reception waiting  
to go home on the  
brand new,  
colourful beanbags  
in the library*

