



BISB Home School Letter: September 24th, 2021

The British International
School of Brussels

EYFS Nursery

Dear Parents

Our topic on 'Me, Myself and I' continued this week and we all had great fun creating our house or apartment out of Duplo blocks. Each child worked on an individual basis with the teacher, looking at the different lengths, heights, colours and shapes of the pieces and talked about how to fix them together to make the different rooms in their house or apartment. The children who have an understanding of English but are not yet able to use it consistently in speech were able to work independently by listening to the teacher talk through the activity. The children who need more time to acquire an understanding of the language were able to follow by observing the other children making their house with the teacher. It was also a great activity for introducing new vocabulary and we even got a bit more maths in too, as you will see from the rhyme. Ask your child to sing it for you and don't forget to count the bricks as you are singing.



The children enjoyed a fantastic time outside this week. Outdoor play is not only healthy fun but is essential for developing and building large motor control and coordination skills. Everyone had a fabulous time trying to master the art of hoola-hooping on Thursday and there are definitely some budding acrobats in Nursery!

In our music session with Miss DiFine this week everyone had great fun playing the instruments to the fast and slow song and learning the goodbye song. Keep an eye out on the Edmodo class page for the videos.

Thank you to everyone who has sent in a photograph of their child as a baby, if you haven't yet done so can we please have it on Monday at the latest? Everyone is excited to start their 'Guess who the baby is?' project.

Please remember that folders with the home school book and a library book go out on a Friday and must be returned no later than Wednesday of the following week. If your child is absent when folders are given out, they will have to wait until the following week to take it home. Please do not separate the library book from the folder, everything is to be returned together. Thank you.

Last but not least, please keep varying your child's snack box items. If they bring the same thing every day for a week then try and change to something else they like to eat the following week. Please also remember it is not meant to be a full meal, only a small snack. CHOCOLATE, however it is disguised, should not be in a snack box, nor should biscuits, chips or nuts and please remember to cut grapes and cherry tomatoes or other choking-sized food in half. Some of the children cannot feed themselves independently yet, you must work with us on this at home as well please. In Nursery, all of the children sit together with the teacher to eat snack and lunch, they are not allowed to wander around the room with food, so please do encourage good eating habits.

Our **Talk topic** this weekend is "What is your favourite room in your house or apartment and why?"

Autumn fun with
the sport
equipment



Until next week have a great weekend.

Thank you

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

Painting giant
cupcakes for our
new display



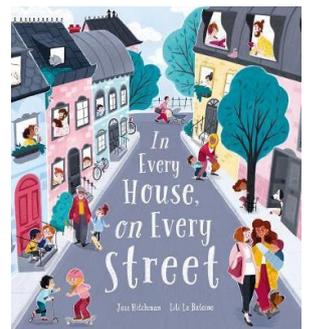
EYFS Reception

Dear Parents,



Another week full of amazing learning opportunities and fun playing. We inaugurated our role play area that is set up like a house. In it the children can take on family roles, having the opportunity to develop their language skills by recreating dialogues and having conversations as part of their game. It is also a good way for them to put into practice the new vocabulary that is introduced every day in school.

As part of the topic work, you will find in your child's home school book a piece of work in which every child has drawn the people who live in their house. We have talked about different kinds of homes, apartments, houses, caravans, etc but as a generic idea we have given each of them a representation of a house for them to draw in. The work you will see was done together with the teachers so there is a lot of conversation around it and, funnily enough, the children have talked not only about the people who live at home but also their neighbours. Our story of the week was 'In every house, on every street' by Jess Hitchman, you can listen to it with your children here: <https://www.youtube.com/watch?v=M0TUqX1t6Xc>



In Maths we have been working with repeating patterns with two or three elements as well as sequencing and counting numbers from 1 to 10. Regarding patterns, we have worked with various elements we have in class such as coloured cubes, coloured pencils and small plastic animals, with which we have created our own patterns. We have also made sound patterns and action patterns which were great fun as we reproduced them at different speeds.

In Literacy we have introduced the letter sounds /p/ and /i/, which have been added to the previously learned sounds. With these we have already started practising how to blend them together to say words like /s/ /i/ /t/ : sit or /p/ /a/ /t/ : pat. We are very pleased at how the children have taken on board our reading sessions in class. We started sending wordless books home last week and this week you will receive a new book. Please remember to take some time to sit down with your child



and go over the book, looking at the pictures, orally narrating the story and trying to remember difficult words. Take into account that it is perfectly valuable if the activity is done in your mother tongue as this will also help your child develop their fluency.



In PE we played 'musical hoops' on Tuesday. Each child had to sit in a hoop, and when the teacher started clapping they had to run around until they heard the whistle, then they had to run back to one hoop and sit in it. The tricky part was that we removed a hoop each time we blew the whistle so at the end there was only one hoop to sit in and one child who was the winner. On Thursday, the children practised their balancing skills by walking on stilts and on stepping stones, and they practised how to throw and catch a ball in the air with a scoop.

In our Art session of the week we printed vegetables: potatoes, celery and peppers. The idea was that the children created a pattern with them. Some of them did and some others just experimented freely with their printing.

Our **talk topic** for next week: **what things make you feel happy or sad? And angry or afraid?**

Have a lovely weekend,

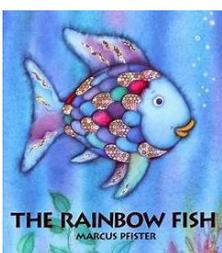
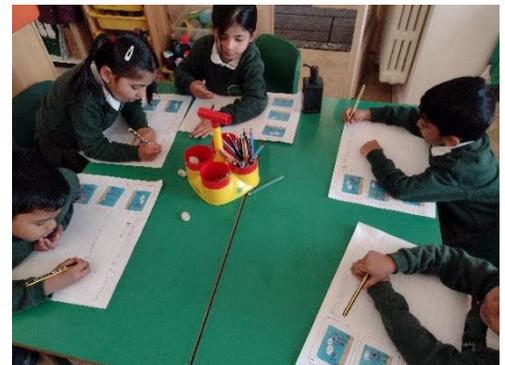
Mrs. van Wassenhove and Mrs. Julaton receptionteacher@telenet.be



KS1 Year 1

Dear Parents,

We are so delighted with how the Year 1 children have settled in to their new class. It feels like they have been with us forever! As well as the progress they are making with their learning, it is wonderful to see them grow in confidence and develop friendships. This week nine children nominated themselves for the role of School Councillor. Each child stood up in front of their classmates to tell them why they would be effective in the role. It was a very closely run contest with just a few votes between each of the nominees but our winners were Hridhya and Nathan. Congratulations to them both! Over the course of the year, all of the children will have the opportunity to take a role of responsibility.



In Literacy, we began a children's modern classic, 'The Rainbow Fish' by Marcus Pfister. It is the tale of a proud and arrogant fish who, through the course of the story, learns the value of sharing and friendship. The children have enjoyed using stick puppets to retell the story and have been thinking about the sequence of events. It has been joyous to watch the children grow in confidence when writing and, with a little encouragement, produce more content in writing activities.

In Mathematics, we did more work on mastering essential concepts such as double numbers, finding one and two more, counting back one and beginning to find one less than. This week, we used number tracks

for the children to have a strong visual image of one more and one less. They are getting better at understanding which direction to jump along – less is to the left, more is to the right.



In Science, we began our unit of work on the senses and the first of the five that we learnt about this week was smell. The children went on a smell walk around school with Mrs, Bandaru. They went into the staffroom and could smell coffee and toast. They also ventured outside to the garden where the roses and lavender were firm favourites. In the classroom, children had to guess the smell that was in a covered pot. They recorded their findings in the form of a simple table.

In Art, we have really enjoyed recreating the underwater world of the Rainbow Fish. We have explored a range of collage materials and painting techniques to represent the ocean, the coral reef and the creatures that live there. The best part though was working collaboratively to make our very own Rainbow Fish, complete with sparkly scales.

TALK TOPIC

Following on from our work on 'The Rainbow Fish, is it more important to be beautiful or happy?

Have a great weekend.

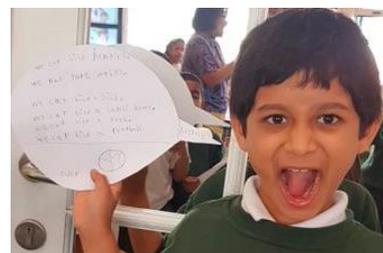
Miss Corrigan and Mrs Bandaru year1teacher@telenet.be



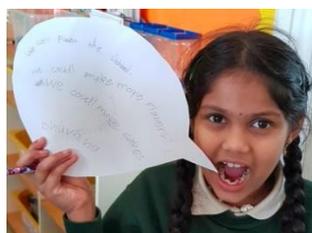
KS1 Year 2

Dear Parents,

The children in Year Two have been using their Diamond Power of Independence this week and gaining lots of gems for themselves in the process! They have become completely independent when changing their books, unpacking their



bags and they are beginning to negotiate playground conflicts by listening and coming to a resolution by themselves.



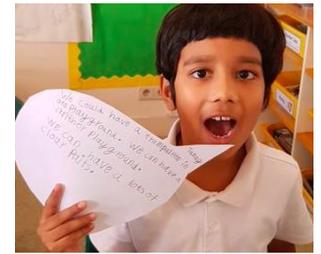
They also completed their first Big, Independent Write in English! We finished learning the grammar and vocabulary techniques for our story, The Queen's Hat, in our sentence stacking lessons and we turned our focus to planning and writing our own stories about the Queen's visit to BISB - where a big gust of wind sent her hat whooshing about the sights and landmarks of Brussels! The children have used adjectives, alliteration, onomatopoeia (sound words) and similes in their sentences

to create a full-length story about the Queen's visit to Brussels. We are incredibly proud of their efforts so early on in the school term! We will be sending their stories home in their Home-School books next week for you to enjoy too! Please do take the time to read the story with your child and allow them to tell you about the language features they have used. And don't forget to praise, praise, praise!

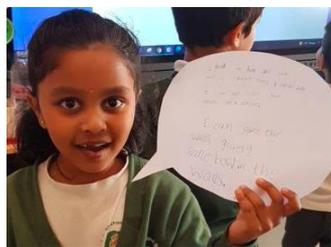
We finished our 'favourite book' summaries in Book Talk. The children have worked hard to summarise their favourite story books into a few sentences, which isn't an easy task when a book is so interesting! In Art, we painted and coloured small cardboard doors which will contain our book summaries. These doors will form

a beautiful display so that the younger children in Acorn can have fun reading the summaries, guessing the book they describe and then opening the door to find a photograph of each child reading their book in their favourite place in the school building.

In Maths we have been learning about 2D shapes – naming them and learning about their properties through song, rap and games! We have been investigating the property of symmetry by cutting and folding paper shapes. We learned about right angles and used our right-angle finders to investigate which shapes had right angles and how many they had. We also became very good at sorting shapes according to their properties using Venn diagrams.



We enjoyed our first Science experiment this week – an investigation into the stretchiness of Charlie Stinky Socks' socks! This week our science experiment focused on recording carefully in a results table. The children learned how to hold a ruler the correct way round and how to read the longer and shorter measurements and record them in a table.

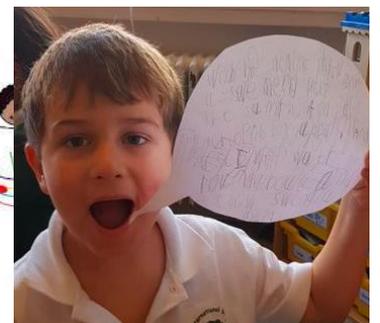
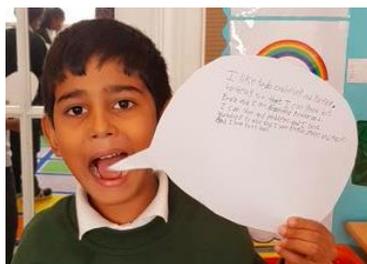
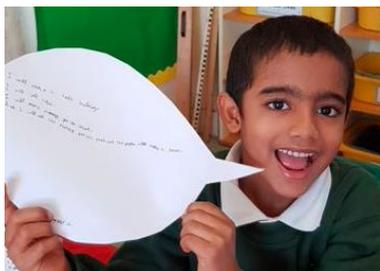


In addition to all of this, we learned about speech punctuation and alternatives to the word 'said' when we wrote our application speeches for the role of School Councillor this week. Many children put themselves forward to present their speech to the class and, once again, we voted on two School Council members. Congratulations to Florent and Aasvi for their passionate speeches and interesting ideas for ways in which we could improve the school!

Our Learning Gem this week is Ruby Power! We can gain Ruby Power (and a ruby gem for the class pot) by showing kindness and encouragement to others, supporting them to be independent and being polite and courteous. I am sure we will be filling our pot with rubies in no time!

Talk Topic: How can you show Ruby Power at home? How can you use your words to praise and encourage your friends and family? How can we resolve small conflicts with kindness and understanding?

Gabriel Bird, year2teacher@telenet.be Mrs. Tolentino



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

This week in music, we worked on our very nice song "Je suis un hippopotame". We also improved our understanding of rhythms and the difference between fast rhythms and slow rhythms with various body percussion and clapping games.

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

Reception:

In French with Madame Scharf, we continued practising the introductions and asking "Comment ça va ?" and answered "Bien, merci ! Et toi ?" With the help of a song,



we started counting up to 7. We also started studying the colours and learnt “bleu, rouge, jaune”, the primary colours which gave us the opportunity to read a great and fun book : “Un livre” by Hervé Tullet.

Year 1:

In French with Madame Scharf, we are still repeating some common words to be able to ask for specific things in the classroom in French. We also went on with our story; Turloublanc is now going to the country of colours with the wind. We have started by revising the colours by reading a beautiful story : “Une histoire de caméléon” by Leo Lionni.



Year 2:

In French with Madame Scharf, we have been working on the different parts of the day: “le matin,, l’après-midi, le soir et la nuit” and the greetings that go with them : Bonjour, bonsoir et bonne nuit”. We also included other greetings like “Au revoir, à demain, à bientôt, à tout à l’heure”. We wrote all the new words in our notebook.

EAL (English as an Additional Language)

Dear Parents,

My EAL focus, as last week, has been on working with the children within their main classes. I will use this letter to let you know what key language has come up this week.

As the Reception class have been talking about families, and reading stories about homes, an important language focus this week was questions with *Where* (*Where is Mummy/ Daddy/ the sister/ the brother/ the baby?* and *Where do we eat/sleep/wash/play?*) As part of our play in the role play area (house with a kitchen), we used the expressions: *Would you like...? Can I have...?*

Year One’s work on *The Rainbow Fish* involved using describing words (*big, long, small, shiny, beautiful*) and feelings words (*happy, sad, lonely, shocked*). We are practising sentence structures that are common in stories (especially *He said... She went to... She saw...*).

Year Two’s work on book summaries has given a chance to practise using relative clauses with *who* (eg. *My book is about a bear, who sees lots of animals*) and the present simple tense (eg. *In the book I chose, a fairy helps some kittens who are sick; In my book, a boy meets a dragon*).

The children who are in the very early stages of learning English are doing well and have been practising classroom vocabulary and days of the week.

This Sunday, September 26th, is the European Day of Languages. There are some interesting things to read here <https://edl.ecml.at/Activities/languagejourney/tabid/3223/Default.aspx> where you can see a language tree, showing the connections between the languages of Europe, and learn a few words of languages like Polish, Catalan, Greek, Ukranian etc.

I wish you a happy weekend!

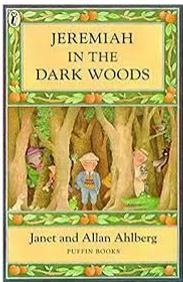
Kate Read ealteacher@telenet.be



KS2 Year 3

Home School Book – Year 3

Dear Parents,



It's the end of another week already! This week in Literacy, we started a new group reading book – Jeremiah in the Dark Woods – about a boy who encounters characters and scenes from a variety of other well-known stories – it is certainly fun and enjoyable to read, and hard to predict what is going to happen next! In writing, we had two further 'sentence stacking' sessions about 'The Incredible Book-Eating Boy', and also a related 'silly sentence' competition, trying to replicate a specific part of the story. Our own version of the story, using individual sentences from different children, is progressing well on our window display. Finally, in grammar, we looked at nouns and expanded noun phrases (eg. 'shoes' (noun) and 'shoes with pink bows' (expanded noun phrase)).



Our Maths work this week involved revision of multiples of 10, 5 and 2, with their respective multiplication and division tables, then moved on to the x4 table, with its close connection to the x2 table, and also the x3 table. We did lots of practice with differing terminology, such as 'what are 7 lots of 3?', 'how many 3s are in 24?', 'how many 3c sweets could I buy with 18c?' and so on. We finished the week by looking again at the concepts of doubling and halving, their connection with each other and their connection to the x2 table.

In Science we moved on to body types and body parts, starting with a session about vertebrates, which have endoskeletons, and invertebrates, which are further broken down into creatures with exoskeletons or hydrostatic skeletons (i.e. no bones). The children had to sort a selection of creatures into the correct categories and think of other animals belonging to each group.



In our 'Animal Kingdoms' topic, we looked a little deeper into the layers of the rainforest and became more familiar with the various animals and creatures found in, or moving through, each one. Using the iPads and/or books, the children researched one animal of their choice, then drew it, cut it out and attached it (in the correct rainforest layer) to their rainforest poster.

To help get us fit and ready for Cornimont, in PE we set up a circular lap of the playground, and spent a few minutes gently jogging round, trying to maintain a constant, steady speed and not stopping – it seems we have quite a number of fit, determined runners amongst us, which is great to see.

Maths homework for next week will be 'Marching Madness 3.4' - about 3D shapes.

Talk Topic for next week is 'Whose job is it to keep our classroom tidy? What little jobs should we all be doing?'

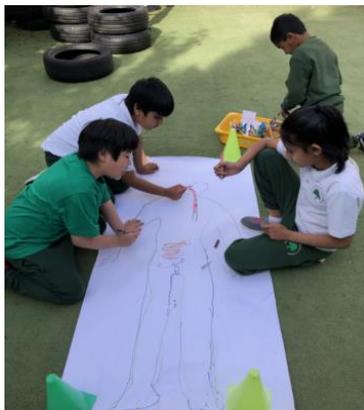
Wishing you a relaxing weekend,

Patrick Tranter and Naomi Irakoze year3teacher@telenet.be

Year 4

Dear Parents,

What a great week we've had in year 4 enjoying the late September sunshine! We have had a couple of picnics outside, had beautiful weather for our hockey lesson and we even were able to take our science lesson outside too. In Science this week we started to talk about the digestive system. The children had a fun group challenge to draw and label the digestive system before we looked at a labelled diagram. It was very interesting to compare the versions that they drew with the actual digestive system later in class. It was surprising what we knew already about it. We learned the scientific terminology for some of the parts and were shocked to find out that the small intestines are about 6 metres long or the length of 3 doors!



In our Literacy lessons we did three more 'sentence stacking' lessons for our unit on Charlie and the Chocolate factory and we have a most impressive sentence stack now. We concentrated on writing short sentences for impact, using adverbs and adjectives, writing an expanded noun phrase and using imagery from the song 'The Candyman' from the 1971 'Charlie and the Chocolate Factory' film. We are ready to go with planning and doing our independent writing of the factory tour next week. In spelling we did a new 'go grapheme grafters' session and the children all have a new focus five words to learn. We looked at words with the 'gue and 'que' endings as in 'league' and 'antique', exploring their meaning and sorting them.

In Maths we recalled facts from the 6 and 9 times table along with related division facts. We looked at how the 6 times table is double the 3 times table. We also looked at how you can use your knowledge of tables to solve tables to multiply multiples of 10, for example 6×2 helps us solve 6×20 . We then used the grid method of multiplication to solve larger multiplication problems and we learned that unit fractions are related to division and multiplication facts.

In our Topic/Art sessions the children designed their own invitations for a Chocolate factory tour which they will write about in detail next week. There were some truly beautiful designs that I'm sure Willy Wonka himself would have loved! The children also practiced writing an invitation and remembering key information such as the date, time and place.

Talk Topic: What do you think Willy Wonka's chocolate factory looks like on the inside? What would you find there?

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

Kind Regards,

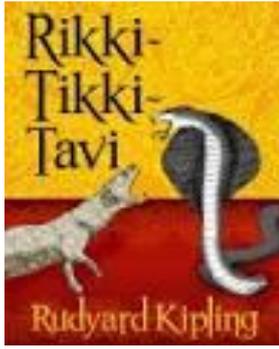
Camilla Rutayisire Year4teacher@telenet.be



Willy Wonka's chocolate factory

Year 5

Dear Parents,



We had some subtle signs that autumn is finally here, and Cornimont is definitely approaching. This is obvious in the plans being made in school and on Edmodo, but also in the conversations in class.

In Literacy, I read the chapter Rikki Tikki Tavi from the Jungle Book. The children appear to love being read to and they enjoyed listening to the battle of the impulsive mongoose and not one but three snakes: Nag, Nagaina and Karait. There is something of Rikki Tikki in the Y5 Iced Gems; fearless, swashbuckling heroes full of energy who haven't quite got the experience and full know-how yet.

After this, we analysed the text and answered questions on it.

The children have had quite technical work set them and they have tried their very best to step up to the challenge and writing their own dialogue produced some merit-worthy results.

In maths meanwhile, we continued with count-up subtraction but also looked at place value in decimals finishing off by multiplying and dividing them by 10 and 100. It was a very useful week for learning.

All this hard work over the past 3 weeks was rewarded with the first Golden Time of the year. The class chose (eagerly) to spend their free time won with arts and craft and this is another first that I've never had before. Yet again, the Iced Gems do not fail to surprise.

Elsewhere, we started sketching monuments, the children produced absolutely cast-iron results in a thermal conductors experiment and, of course, we went swimming.

I was impressed by not only their motivation but also their independence and speed changing. Most are beginners or intermediates, but these Rikki Tikki Tavis will not stop until they can do it and they will thoroughly enjoy themselves on the 'journey' doing it!

And that was our week

Have a good weekend,

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



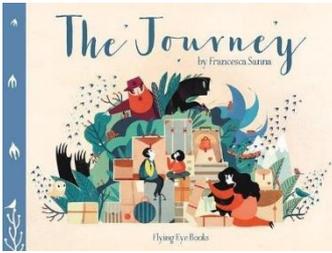
Our Talk Topic for this week is: What *aren't* you able to do in the swimming pool yet?

Year 6

Dear Parents,

No doubt about it, the highlight of our week was returning to the splendid NATO pool, with the added luxury of being transported in a private coach. There was even a welcoming party; Mr and Mrs Carp were there to greet us, as we marched up, in glorious sunshine, to the sports complex. The children were so excited; they splashed, jumped, played and swam with joy. The less-confident swimmers managed the 'superman walk' the wall to the deep end.





We began our first Write Stuff unit – The Journey – a beautifully illustrated picture book which explores the unimaginable decisions made by people as they are forced to flee their homes to escape the turmoil of war. This story is being adapted for our project about Afghanistan. The first sentence stacking lesson – War Changes Everything - involved including a short sentence, simile and repetition for effect. We used ‘editing’ stations, stopping at: Grammar Grove, Spelling Square and Punctuation Point to improve our drafts. Some students enjoyed using the ‘deepen the moment’ technique, to add complexity to their work.

Fraction frenzy this week in maths. Students revised: ordering fractions, solving fraction word problems, reasoning about equivalence, simplifying fractions using the highest common factor and finding fractions between fractions. To round the week off, we had fun with Algebra, looking at terms and substitution.



This week, we focused on animal cells with a cheek cell activity. So, armed with a toothpick, microscope slide, slide cover, water and methylene blue, the Year 6 scientists took swabs from inside their mouths and began the process of preparing their slides.

Feedback maths: not giving numbers to decimal places correctly (1.56 is 1.6 to 1 d.p. not 1.5); when being asked how many calculators you can buy with an amount of money, an answer of 16.666 calculators is nonsensical.

Feedback for Literacy: not taking the time to use a dictionary for meanings of words, in all aspects of Literacy; incorrect copying of spelling and capitalisation.

Talk Topic: Does war change everything?

Happy weekend.

Best wishes,

Mrs Tranter year6teacher@telenet.be

Music - Oak Building:

KS2:

Years 3 & 4:

This week in music, we learned what "an ostinato" means. We also experienced how to compose an ostinato with body percussion and our voices on top of a given music.

Years 5 & 6

This week in music, we practised our recorder, getting better and better at playing in groups. In Y6, we also learned what binary and ternary form in music means. In Y5, we had a shot at learning more songs in French, with this time the French version of "Bare Necessities": "Il en faut peu pour être heureux."



French - Oak Building

Year 3: In French with Madame Scharf, we concentrated on revising/learning school material vocabulary. We played a game to help



remember these words and then we pretended to go the shop to buy what we need for school by using: “Est-ce que je peux avoir une gomme svp ?” or “Je voudrais une règle svp”. In grammar, we worked on the articles “un / une” and the plural “des”.

Year 4:

In French with Madame Halvorsen, we worked on our topic “**les rencontres à l'école**”. This week's focus was ‘**les pronoms personnels**’, why we use them and what's their purpose. We also saw how an auxiliary or verb like ‘**avoir**’ changes in form when conjugated with different personal pronouns.

We followed up with interactive activities and exercises focusing on the use of the third person singular ‘**il&elle**’ and we worked in small groups asking

each other Est-ce qu'**il a**? Est-ce qu'**elle a**... ? **Qu'est-ce qu'elle / il a** dans la trousse? Quel âge **il/elle a**? And then we had **to report the answers** using the **third person singular**. They loved their reporting skills so much that we promised a follow-up!



Year 5: In French with Madame Halvorsen, we worked on ‘**la phrase affirmative and négative**’ with **avoir** and we saw that when answering with **la négation ‘ne pas’**, we use the preposition ‘**de**’ and not the article that is used in the affirmative phrase or question as in Est-ce qu’il a **un** stylo vert? we use ‘**de**’ in negative answers – ‘Non, il **n’a pas de** stylo vert’.

Then, we reviewed ‘**les pronoms personnels with l’auxiliaire avoir**’, the different vocabulary related to our ‘**rentrée**’ topic and we checked to see which words take un, une, des le, la, l’ and les. We wrapped the week with a brilliant test covering ‘**avoir and les articles**’ - with very good results!

Year 6:

In French with Madame Halvorsen, we went on exploring more of ‘**les verbes réguliers and irréguliers**’ and talked more specifically about **les verbes réfléchis** and **les verbes transitifs (VT)**. We explored the very notion of why they're called ‘**les verbes réfléchis (VR)**’ and how are they different from **non-reflexive verbs**. It was really exciting to see their quick response when having to choose which is what and how well they could explain the reason and difference between a **VR** and a **VT** such as: ‘**se réveiller (VR) and réveiller (VT)**’.

They concluded that ‘**les verbes transitifs**’ are followed by un ‘**complément d’objet direct**. Then we went over our reading assignment “ **Qu'est-ce que tu aimes faire?** where they had to analyse the text and show the different lexicon functions: le nom commun, le nom propre, le verbe conjugué, le verbe à l’infinitif, les prépositions etc.. we reviewed the difference between ‘**Savoir and Connaître**’, we had a test, we went over it and corrected it. We had excellent results!

The History, Geography and Culture of Belgium

During the lesson of Belgian history, geography and culture with Madame Scharf in Years 3, 4, and 5 we revised and repeated everything we have been doing so far and put Belgium on the map of Europe. We

looked at the neighbouring countries (les pays voisins) and learnt the word “la frontière”, the border. Belgium has borders with four countries. In Year 6, we added dates and special events on the timeline, talked about la “Gaule Belgique” and the kings (Childeric et Clovis = des Francs) and the Emperor (Charlemagne) who followed.



Belgium and the bordering countries

Conversations in Year 6

