



BISB Home School Letter: May 13th, 2022

The British International
School of Brussels

EYFS Nursery

Dear Parents

We have continued with our amazing journeys onboard our big red train this week and have paid attention to what scenes we might encounter when we look out of the train window. The children saw everything from cows and sheep to caterpillars and butterflies! If you look in your child's HSB you can take a peek at what they saw, ask them to talk you through their drawing, to find out if what they describe matches what they chatted to the teacher about while doing the activity. The written description of their drawing is on the bottom of the paper, and has either been scribed by the teacher or your child has attempted to write it themselves.



During our story sessions we read a book about Duffy the train driver, who had to keep making emergency stops because different things had blocked the train track. The children had great fun doing the sound effects and actions every time they had to put the brakes on! Active involvement in group story telling is a great way of introducing the children to drama-based play and can help them to express themselves in a fun and non-threatening way, as children can become quite shy if they are put on the spot individually but can really open up and get carried along when they are part of a group.

One of the skills that we are practising with more intent in Nursery is that the children participate in active listening, this is always a work in progress but is an important skill to keep working on. **Active listening is a two-way communication**, and the goal is to understand what is being said and not just to hear it. Even in young children, active listening encourages empathy and problem solving within groups.

As parents you can also teach active listening skills as you speak with, listen to, and respond to your child. If your little one is practising active listening, they will eventually be able to: **Avoid interrupting the speaker, ask questions, repeat what has been said to them, smile or nod, share similar experiences, indicate their understanding in other ways.**

There are also a variety of games you can play with your child to encourage good listening skills in general, here are just a few:

Clapping out a rhythm for your child to repeat.

Describe a picture to your child, which they then have to draw based on your description.

Listening walks, where you stop and pay attention to the sounds you can hear.

Plus of course Reading to your child and telling them stories are excellent options for encouraging listening at all ages.





However, remember that some research suggests that we can only pay attention for one minute per year of our life, so activities when you are only three or four years old need to be short and snappy!

We continue to practise our summer show songs in our music sessions and any other spare moments we have during the busyness of the day! The date for the show has almost been finalised and as soon as it is you will receive all of the details, so watch this space! In the meantime, if you have already bought a plain white tee-shirt for your little one, you can name it and send it to nursery already. If you haven't, don't

worry there is plenty of time, and if you are wondering what we are referring too, please speak to Mrs Davies!

Just a quick reminder, if the heatwave predicted for Belgium does arrive next week, please make sure your child is not wearing layers underneath their school uniform. If it is incredibly hot then change the fleecy trousers for a pair of plain cotton leggings or plain shorts, nothing fancy or with belts! They will still need to wear the school polo shirt or tee-shirt.

Have a great weekend and have a chat about our **Talk topic**: "What is the best thing you have ever seen through the window of a train, bus, tram, or aeroplane?"

See you next week.

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



EYFS Reception

Dear Parents,

It has certainly been an experience in Reception this week. We welcomed Sofia into our class and we hope she feels at home with us. It has been very busy and we have taken advantage of the glorious weather by being outside as much as possible.



In Literacy, we learnt the sounds /air/ as in chair, hair and fairy as well as /ure/ as in cure, pure and picture. We read the book 'The snail and the Whale' by Julia Donaldson about a snail with an itchy foot. We enjoyed his journey, which culminated in the snail saving the whale, who had accidentally got himself beached.

We also read the book, 'Are you a Snail?', which taught the children all about our weekly minibeast, the snail. We know the snail begins as an egg and it leaves a silvery trail. We also found out that foxes and thrushes love to eat snails.

We have done writing patterns this week to reinforce our pencil grip and control. You can see examples of this in the home school book. Tracing over patterns is an excellent way to gain control of a pencil.

In Maths, the children worked on adding 2 and 3 to a given number. We did this by using cubes and by counting on.



In PE, we played games using hoops. We used number and colour to make the team games all the more fun. We also had to move around like animals trying not to make the noises. This is very difficult to do. We also played the class favourite game, Duck, duck, goose.



In Art, the children created Kandinsky-inspired snails by painting circles for the shells.

Talk topic for this week: If you were that snail on the whale's tail, where would you like to go?

Have a lovely weekend.

Mrs. Vetter and Mrs. Julaton receptionteacher@telenet.be

KS1 Year 1

Dear Parents,

This week we have begun our rehearsals for the the forthcoming Summer Production. You will all have received a letter about costumes. School is providing many of the items and we are making things too. However, there may be a few articles that we need your help with. Please start to send these to school, in a bag labelled with your child's name, whenever you have them. The last day for this is Wednesday 1st June. Thanks so much for helping your child to learn their words. We have noticed that the children are delivering their lines with much more confidence. Please keep practising!



Also, please remember to check Edmodo regularly for messages and 'like' to indicate that you have read them. Thank you.

Latest news on the HAT!!

LITERACY

We continued our work on Jon Klassen's 'I Want My Hat Back'. We used drama to make some pre-reading predictions about the characters and plot. We wrote questions to ask Bear to find out what had happened to the hat. One of the class members was Bear and concocted a tale about what had happened. Then we used the information given to us to write a newspaper report about the robbery. As usual, we continue with our daily phonics lesson and practise handwriting throughout the week. The children have recently started to use Handwriting books with guide lines. This really helps the children to clearly distinguish ascenders and descenders.

MATHS

This week we deepened our understanding of place value in 2-digit numbers and identified the number of 10s and 1s. We explored patterns on the 100-square and talked about our discoveries. We also used number facts to add and subtract 1-digit numbers to/from 2-digit numbers.

ART / DT

We have continued with our preparations for the Summer Production and have been busy making bee related scenery and costumes. We can't say too much at this point... we don't want to spoil the surprise!

SCIENCE



We made the most of the delightful weather and the beautiful garden to begin our unit of work on minibeasts, or, as we are learning to refer to them, invertebrates. The children were given a magnifying glass, a clear plastic dish, a paintbrush and an invertebrate identification sheet. They were asked to find an invertebrate and record their observations such as number of legs, number of body parts, where it was found and how it moves.



Year 1 Nature
Detectives at
the ready!

Have wonderful weekend!

Miss Corrigan and Mrs. Bandaru year1teacher@telenet.be

KS1 Year 2

Dear Parents,

Many thanks for helping the children to begin learning their lines for our show, The Bee Musical. This week, we had our first read-through, and we were impressed with the children's ability to read their lines fluently, or in some cases recite all their lines from memory. We appreciate the effort. We are using some of our reading sessions as opportunities to rehearse, developing the children's clarity of expression and articulation. Many thanks also for your help in providing the costumes. Details are in a separate letter. Could I add that all bees (nearly all the children are bees) should wear a long-sleeved top with dark coloured sleeves, please, as well as the black leggings listed in the letter. The school is providing yellow and black striped T-shirts for the bees to wear over their long-sleeved tops.

In our Literacy lessons this week, we wrote news reports, following an example, and taking care to include key elements (eg. names, dates, events in order, quotes from witnesses). Our reports told the story of the journey of Zeraffa Giraffa, and her arrival in Paris, as told in our class text of the same name. We all enjoyed turning the classroom into a newsroom, working to a deadline, submitting reports to be edited, and then revising them. It is good to see the children building up their stamina for writing longer texts, and their ability to organise their writing into paragraphs.

In our spelling investigations, we focused on apostrophes, both in contractions (where a letter is missing, as in can't/isn't) and to show possession (as in Mary's bag).

In our Maths lessons this week, we revised the concept of doubling numbers. We remembered that all doubles are even numbers. We related doubling numbers to halving numbers. We then saw that halving a number, then halving again, means that we are finding $\frac{1}{4}$ of the number. We reviewed the concept of multiplication and division, and we related division to fractions, seeing that dividing by 2 is the same as halving. We completed some problem-solving exercises, involving applying maths in real situations. Some of the children visited the Oak building, to take part in SuperT mental maths contests.



In relation to our unit on Journeys, we began learning about maps, and how symbols are used to represent places. We made maps of the school playground, using symbols to represent key locations. We also looked at a map of the world, revised the continents and oceans, and added the four main compass directions to the map (north, south, west, and east). We used small compasses to find north in the classroom and in the playground.

We were extremely happy to have a lovely visit from Miss Bird and her little baby Edith. The children were delighted to get a chance to ask questions about life with Edith, and about what she can do. They had the great idea of reading and singing the lullabies and other poems that they have written in the past weeks, to Edith, who was captivated and listened attentively.

Our Talk topic this week is: Would you like to be a news reporter? Why?

I wish you a very happy weekend.

Ms Read and Mrs Tolentino Year2teacher@telenet.be

Music with Miss Di Fine - Acorn Building

Reception: This week we continued to practice the summer show songs and learned a new song called "In the deep blue sea". The song is about creatures living in the sea that have real names just like us! Mark the shark, Gail the whale ... Here you can listen to the song: <https://youtu.be/4MM4sZUf0EM>



We also had lots of fun imitating the sound and the gentleness of the breeze with the scarfs using micro and macro movements.



Years 1 & 2: it's been another buzzing week, singing and dancing the summer show songs. We are now working on how to sing different parts together at the same time. This will create a nice polyphony which will help children to focus on their own voices and pitches, but also build their own confidence on the stage. We also practised how to play an *irregular rhythm*.

The irregular beat is called a *triplet* (*microbeat* 1-2-3, 1-2-3), which is three notes joined together that equal the beat of a single note. The macrobeat of this irregular beat is (1- -, 1- -). We played these rhythms together.



French with Ms Kowalska - Acorn Building



This week we have been talking about birds. On Monday and Tuesday, the children learnt and illustrated a little spring poem and, after only one session, the children managed to memorise an impressive number of new words!

Dans un bois, un arbre
Dans l'arbre, un nid
Dans le nid, un œuf
Dans l'œuf, un trou
Et plus rien du tout
Mais dans les nimbus et
les cumulus
Un oiseau de plus !

We also read the story of a little bird called Edward who falls in love with a beautiful stranger who turns out to be... a mechanical toy.



The children discovered bird songs by listening to sound recordings available on the French website: www.chant-oiseaux.fr

The rest of the week was devoted to learning vocabulary related to the body of the bird (beak, wings, legs, eyes, tail). We sang a song "Mon merle a perdu son bec" (a Canadian folk classic) while gradually removing the relevant parts of the bird. <https://www.youtube.com/watch?v=aos6gIHN3h4&t=68s>



To finish the week we made a colourful bird mobile.

KS2 Year 3

Dear Parents,

The highlight of our week came right at the end, with our trip to Technopolis. It was great to finally complete this most enjoyable visit, after having to cancel it just before the first lockdown in March 2020...

This week in Literacy, we have pushed on with three more sessions on our writing unit 'The Wolves in the Walls', covering a range of features including metaphors, similes, 'show-not-tell' (showing that a character is, for example, nervous but not stating it) and experimenting with sentence structure (placing adjectives at the end, or conjunctions at the beginning of sentences). We also did two, whole-class reading comprehension exercises (one playscript and one fiction), concentrating on inference skills.



In Maths, we learnt about five types of lines – horizontal, vertical, diagonal, parallel and perpendicular, and practised drawing them and recognising them in various 2D shapes. We also incorporated them into colourful geometric pattern designs – this week's art project! We then revised the concept of perimeter and learnt some different ways to calculate it more quickly, as well as practising how to measure it using a ruler. We also reversed the calculation, working out the possible side lengths of rectangles, if the perimeter is already known. Finally, we looked at 'missing digit additions' – how to work out the missing digits of an addition where only the answer is complete (e.g. $3_ + _6 = 119$).

Fun (and learning) with magnets was the theme of our Science session. Working in pairs, the children compared the strength of many different magnets by measuring the distance covered by a paperclip as it was attracted by each magnet. In addition, they were able to experiment with a variety of magnets to make paperclips 'dance', make magnets 'float' and perform 'push-me-pull-you' with magnetic cars.



In Topic, we are still coming to terms with the enormity of the subject – each time we discuss an invention, we realise that it is only one small (but important) thing on a list of thousands... This week we looked at the history of flight, covering hot-air balloons, gliders and the first powered aeroplane. We are beginning to understand that most of the famous inventors, including the Wright brothers, relied on the work of other designers before them for 'help' in developing their own ideas.

Online Maths homework – the last of the year - will be 'Balloon Pop 3.29', finding fractions of amounts. **Talk Topic** is 'What was your favourite activity at Technopolis, and why?'

Enjoy the weekend,

Patrick Tranter and Naomi Irakoze

year3teacher@telenet.be

<https://www.flickr.com/photos/157096587@N03/albums/72177720298608648>

Year 4

Dear Parents,

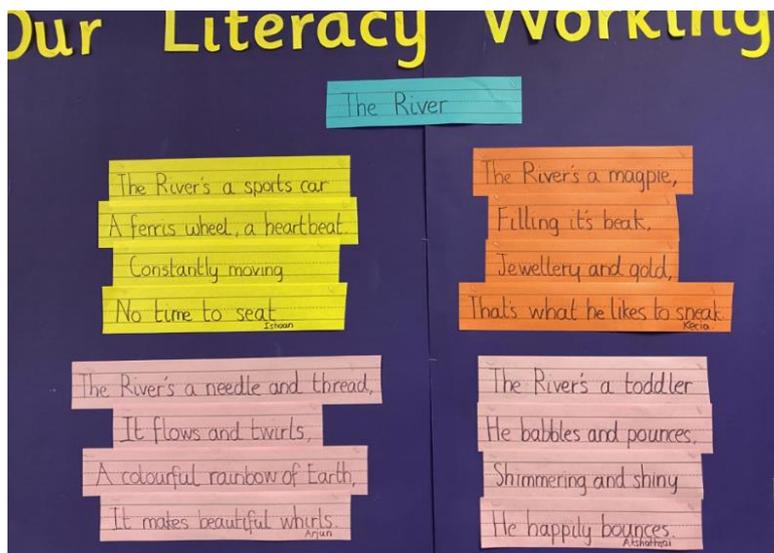
Another busy week has flown by in Year 4! We have been enjoying the wonderful sunny weather and have had lots of fun outside. It was year 4's turn to do archery with Mr. Tranter this week, which was hugely enjoyable; the children always love trying out this more unusual sport and seeing if they can improve their score. We also watched Year 3 take on Year 5 in the lunchtime cricket competition and in PE we had a go at 'vertical running' up the external stairs. We found out that although it is a short distance it is a super tough sport and the firefighters who do this competitively and also as part of their work must be very fit indeed!



In Spelling, the children showed me the amazing progress they have made using Jane Considine's spelling method. They were able to spell some impressively difficult words in our 100-word quiz, but what I have noticed more than anything else is that the children are now proactive and independent in their spelling and have become experts at using the dictionaries and thesauruses. They seek to spot patterns and make links between words in terms of spelling, meaning and pronunciation and they have developed an enjoyment of spelling and a curiosity towards it.

In Maths we have done a grand review of recent topics. We recapped 2D shape names and finding the perimeter of a series of shapes. We discussed line symmetry and drawing lines of symmetry in different regular and irregular shapes. We learned that there are different types of triangle, with different names such

as equilateral, isosceles and scalene. We practiced adding and subtracting decimals and adding fractions and reviewing the main methods of multiplication and division we have covered this year.



In our Write Stuff lessons we have continued to write our own poem based on Valerie Bloom's 'The River'. This week we wrote the 'treasure' and the 'youth' verses. The children came up with some great metaphors and we are getting better at keeping the A-B-C-B rhyming pattern. The more we do it, the easier it becomes!

We have also continued to master scratch coding and had a go at making our own games. We have learned how to make objects move and have designed our own characters.

Kind Regards,

Camilla Rutayisire Year4teacher@telenet.be

Year 5

Dear Parents,



We finally produced some 'elephant toothpaste'!! You will remember that last week we were mixing acids and bases to cause a reaction. This week, we got the balance of mixtures right and out it popped. Meanwhile, the children used what they knew, had seen and their own cunning to change one variable in the vinegar-bicarbonate blend and the result were bigger-inflated balloons. A complete success therefore! Next week, more mixing and more irreversible changes!

In Topic, the children found out about the life of American Jackson Pollack, and tried to emulate his painting. The Y5s were all inspired and produced some great art, and what more can motivate the Iced Gems better than the opportunity to make an almighty splatter-mess – with full adult backing?! (Sorry about the many clothing-item casualties which came about.)

Elsewhere, we put mixed fractions (e.g. $4\frac{3}{8}$) on a number line, converted units of various measure, and identified, drew and considered properties of 2D shapes (polygons).

Open, unmarked number lines instilled fear in many; a heated discussion about whether a parallelogram had line symmetry kicked off; and the weird world of imperial units caused a lot of head scratching. It was all great maths, however, and much enjoyed.

Highlight of the week though was without doubt the short concerto the Y5s and 6s performed for the children in the Acorn building. It was just a single song in front of a small audience, but it was so much more. Handwritten thoughts, well-rehearsed singing and harmonies, backed by a piano, guitar, violin **and** percussion, this was one of the finest musical moments I can remember at BISB. And carrying a hard-hitting and hugely relevant message for these times: peace. *Imagine.*

No surprise at all that they were asked to do an encore. Absolutely brilliant.

Well done all of them and Ms. di Fine the mastermind behind it who drove it through.

Talk Topic: What was so good about the performance of Imagine in the Acorn Building?

And that was our week.

Best wishes

Tim Stedman year5teacher@telenet.be



Year 6



Dear Parents,

This is the final week of revision for Year 6 pupils, and then we can relax and enjoy the last few frantic weeks of primary school. Examinations will begin on Monday with Arithmetic Paper 1.

The Year 6 Rock band enjoyed their first 'gig' in the Acorn department. On my return from swimming, I was delighted to hear that the children had played well and inspired our younger pupils. I look forward to hearing them playing for us in Oak.



We finished reading a simplified version of Macbeth, and will now continue to watch a film version in preparation for our trip to the theatre on the 9th June. The Year 6 'Macbeth' team, responsible for this event, are drafting a letter for you, outlining all the details for the evening.

Also, the Year 6 'Bastogne' team are in the process of drafting the itinerary for our adventure on June 21st.

The deadline for our entries to reach the publishers for this year's Yearbook is fast approaching. We have spent an enjoyable time, reminiscing about all the topics we have studied in Year 6. The students' last challenge is to create a memory board for their individual pages.

The Harland and Wolff design team are still working on their Titanic blueprints, which will hopefully be finished soon, so that we can board the ship.

LAMDA THE LONDON ACADEMY OF MUSIC AND DRAMATIC ART
By the time you receive this newsletter, the LAMDA candidates will have sat their examinations. This will have been an all-day affair, on Zoom, with the examiner in London. Friday. When not performing, children will have enjoyed either decorating the playground walls with a summer display or playing sport.

Talk Topic: Would you like to be a rock star?

Happy weekend,

Best wishes,

Beverley Tranter



Music KS2- Oak Building: Miss di Fine

Years 3 & 4: This week we talked about the Italian violinist and virtuoso Nicolo' Paganini and one of his compositions called "Carnevale di Venezia". After listening to the piece, we played it with the glockenspiels.



We also continued to practise the recorder and sing some pop songs. We are now learning the song called "See you again" from Kidz Bop.

Years 5 & 6: This week we gave a mini performance in the Acorn department, singing John Lennon's song "Imagine" for the KS1 children. With this song we wanted to let them know how important it is to convey the message of peace around the world. What could be the best way if not singing it? These moments and



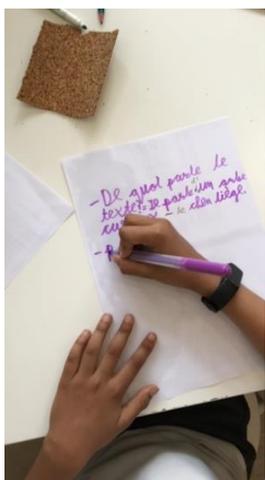
opportunities, such as being on the stage even for a short time, are very important for the children as they help them not just to grow musically, but also encourage them to perform, build their confidence and to support and enhance their capabilities. Well done!

French - Oak Building:

Year 3: Ms. Kowalska

At the beginning of the week we started to find out all about the cork oak tree. With the help of a text analysed in class, we discovered the qualities of this extraordinary tree: its resistance to fire and its ability to regenerate continuously.

Next, we tackled the theme of birds: their morphology and song, the characteristics of the most common songbirds (blackbird, great tit, tree chaffinch, robin, etc.) Then we moved on to reading and analysing a resource text, listened to bird songs and finally tried to make an origami bird – quite a challenging exercise!



History, Geography and Culture of Belgium

Our Monday class was dedicated to Zinneke Parade - a popular Brussels festival celebrating the cultural diversity and solidarity of the capital's inhabitants. This year, the Zinneke Parade takes place on Saturday 14 May.

We discovered the origin of the word Zinneke, studied maps of Brussels from the time when the Senne (Zenne in Dutch, Zinne in the Brussels dialect) still flowed through the city, got to know the Zinneke hond' and analysed statistical data about the nationalities present in our city. Finally, we saw photos and videos from previous editions of the Zinneke parade.



Here is the address of the official website of the event, available in English, French and Dutch:

<https://www.zinneke.org/>

Year 4: with Mme Halvorsen



In French with Madame Halvorsen, we started describing different images of people and what they're wearing using the vocabulary related to **'les vêtements, les adjectifs (couleurs etc..)** with **le verbe porter** (to wear) while paying attention to feminine and masculine nouns and how to modify the adjective to

agree in gender and number with the noun such as **'Lily porte une chemise orange et une jupe bleue'**. Then, we worked on our student book Vitamine and we carried on talking about **les verbes réguliers** and **irréguliers** such as **arriver, jouer, faire and aller**. We had a particular focus on verbs **jouer** with the prepositions **à la, à l', au, aux** and **Faire** with the prepositions **de la, de l', du** when dealing with **activities and sports**. After which, we had a brief test with very good results especially for those who have been on top of their assignments.



Year 5:

In French with Madame Halvorsen, we revised **les verbes réguliers** and **irréguliers** from **arriver, jouer** to **faire, savoir** and **aller**. Then we worked on **l'adjectif démonstratif** : **ce, cet, cette, ces** in singular and plural phrases, in the affirmative and negative voice. We saw several examples such as **c'est ma gomme, ce sont mes gommes, ce n'est pas ma gomme**. We looked at les verbes **jouer au..** and **faire du..** and how we use them with different prépositions when describing activities and sports. We interviewed each other and talked about '**les loisirs**' (hobbies) **qu'est-ce que tu aimes faire? /jouer? Qu'est-ce que tu détestes?** (what do you like doing? Playing? What do you dislike? We got to express and talk about things we enjoy such as **j'aime faire de l'escalade, j'aime jouer au badminton, J'aime la danse/ j'aime le cinéma, je n'aime pas le foot ..etc.**



Year 6:

In French with Madame Halvorsen, we continued the week practicing and working diligently with the different **Pronoms de Complément**, their place in the sentence and how they substitute **le groupe nominal**. After practicing and discussing in depth **les pronoms**, we had a test to assess our comprehension and proficiency with excellent results. Then, we headed for our imaginary trip to '**le centre-ville**' and all the different places we can visit from '**l'épicerie, la boulangerie, la boucherie, la gare, la poste, la librairie, la place du marché, le musée, la piscine** and so on.. we got to role-play '**les touristes perdus**' (lost tourists) asking for direction, we had to stand up and tell each other expressions as **je cherche, tournez, allez : tout droit, à droite, à gauche, au rond-point, au coin, en face de**, etc.. It was great fun!

